



## **University-wide Committee on Gender Equity 2003 Report to the Board of Regents October 17, 2003**

### **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.

**In 1997**, University of Nebraska President, L. Dennis Smith convened a task force to assess the University's progresses 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.

**This year's report** has been written during a challenging period of budget reductions for the University of Nebraska. It has been a concern of the committee that this period of financial difficulty not also be a time during which gains in gender equity are lost. Gender equity is as important today as it was in 1991, when the Regents adopted the Gender Equity Goals, and as important as it was in 1997, when President Smith convened the Gender Equity Task Force. The committee has focused this year on Goals 2 and 3 of the Gender Equity Goals in the hope that a focus on progress in "career development, promotion, and retention of women faculty and staff," and in "hospitable environment for women in the classroom and the workplace," will show how far we have come as well as how far we have yet to go

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 on the Gender Equity goals. The 2003-2004 University-wide Gender Equity Committee members are: Carol Lomicky, UNK, Diane Duffin, UNK, Joy Ritchie, UNL, Marjorie Lou, UNL, Myrna Newland, UNMC, Ellen Davis-Hall, UNMC, Karen Falconer Al-Hindi, UNO, and Kim Sosin, UNO

# **University of Nebraska Lincoln**

## **2003 Gender Equity Annual Report**

This report has been prepared by Marjorie F. Lou and Joy Ritchie of the University of Nebraska Lincoln (UNL) as a part of the University-wide Committee on Gender Equity 2003 Report to the Board of Regents. This report focuses only on progress related to Regents' Goals 2 and 3 and selected strategies relative to these goals. Data regarding faculty recruitment, rank and tenure are compared between 2001 and 2002 primarily with several additional years added in some tables.

### **EXECUTIVE SUMMARY**

1. UNL must continue efforts to recruit and retain women faculty, staff, and students. Reductions in the University's budget will slow additional hiring and will increase the challenge to increase women faculty members. Attrition and low recruitment rates of female faculty and students in particular units and disciplines demand special scrutiny.
2. Although the University has conducted salary equity studies each year, issues were raised last year as to whether the instrument used was appropriate and a committee was formed to reexamine that instrument. Agreement has not yet been reached.
3. Although standardization of leave policies and greater flexibility in time-to-tenure has benefited some women, steps are needed to ensure that all women have access to these benefits.
4. The Dual Career Program is targeted for elimination in current budget cuts.
5. No progress has been made on establishing an on-campus day care, with funding and appropriate location being the primary restraints.
6. The Chancellor's Commission on the Status of Women (CCSW) is restructuring.
7. The Gay, Lesbian, Bisexual & Transgender (GLBT) Climate Survey provides important information about the climate for GLBT students on campus.
8. The Gallup climate survey was an effort on the part of the university to assess and to address climate issues within academic departments and other work units. Questions have been raised as to whether the survey results were an accurate reflection of the climate for women or minorities. Further examination of the survey instrument may be required.

### **RECOMMENDATIONS**

1. Ensure that the budget crisis does not erase the fragile progress that has been achieved, that cuts do not disproportionately affect women, and that the university continues to vigorously pursue gender equity.
2. "Best practice guidelines" should be developed and used to assist administrators, faculty, and recruitment committees in recruiting women faculty and students in areas where they are under-represented
3. Further work is required to develop a gender equity salary study instrument that has the confidence of all parties.

4. Enhance efforts to ensure that women in all units have access to leave policies and tenure flexibility by developing “best practice” guidelines for both maternity/family leave and tenure to be used in further guiding administrative decisions.
5. Revise system for evaluating administrators, and ensure that assessments of climate and the status of women draw on multiple sources and forms of information.

**Regents’ Goal #2: Facilitate hiring, career development, promotion, and retention of women faculty and staff.** (The committee will also include information on recruitment and retention of women students.)

**Table 1A All Faculty**

year	1991	1997	2002	Increase from 1991	
				1997	2002
<b>Total Faculty</b>	1072	1073	1003	+ 0.1%	- 6.4%
<b>Full Prof.</b>	436	422	468	- 3.2%	+ 7.3%
<b>Assoc. Prof.</b>	300	381	315	+ 27.0%	+ 5.0%
<b>Assist. Prof.</b>	336	240	220	- 28.6%	- 34.5%

**Table 1B Women Faculty**

year	1991	1997	2002	Increase from 1991	
				1997	2002
<b>Total</b>	181	224	233	+ 23.8%	+ 28.7%
<b>Full Prof.</b>	28	39	65	+ 39.3%	+ 132.1%
<b>Assoc. Prof.</b>	46	88	77	+ 91.3%	+ 67.4%
<b>Assist. Prof.</b>	107	97	91	- 9.3%	-15%

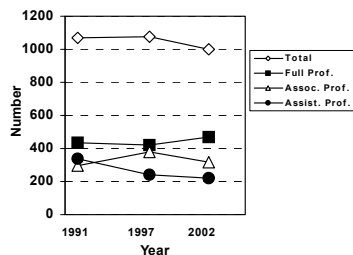
Because of recent debate about the sources of data used to report on gender equity at UNL, we have chosen to use data from both AAUP and IPEDS reports in order to allow readers to compare the results and in order to include staff. We caution that this data does not show comparisons with peer institutions. That information would add another important perspective to the institutional picture. We believe both sets of data suggest similar overall trends. The tables and figures below indicate that UNL made progress in recruiting and promoting women faculty and staff from 1991 to 1997, but less progress from 1997 to 2002-03.

**Table 1C Percentage of Women in Total Faculty**

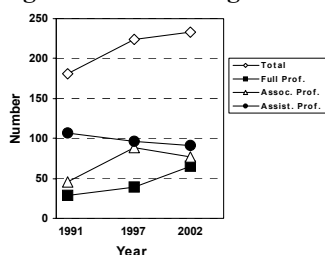
Year	Total				Women				% Women of Total			
	1991	1997	2002	2003	1991	1997	2002	2003	1991	1997	2002	2003
<b>Total</b>	1072	1073	1003	991	181	224	233	228	16.9	20.9	23.2	23.0
<b>Full Prof.</b>	436	422	468	477	28	39	65	62	6.4	9.2	13.9	13.0
<b>Assoc. Prof.</b>	300	381	315	314	46	88	77	83	15.3	23.1	24.4	26.4
<b>Assist. Prof.</b>	336	240	220	200	107	97	91	83	31.8	40.4	41.4	41.5

Full Prof. 436 422 468 477 28 39 65 62 6.4 9.2 13.9 13.0 Assoc. Prof. 300 381 315 314 46 88 77 83 15.3 23.1 24.4 26.4 Assist. Prof. 336 240 220 200 107 97 91 83 31.8 40.4 41.4 41.5 \* Table 1C includes 2002-2003 data for most current information

**Fig 1A Status Change in All Faculty**



**Fig 1B Status Change in Women Faculty**



Based on AAUP data, the number of total faculty has been decreasing since 1991 (Table 1A and Figure 1A). The university lost 6.4% total faculty members with highest loss in assistant professors (34.5%). The percentage of faculty members who are women increased 23.8% between 1991-1997 and 28.7% between 1991- 2003 (see Table 1B). **Even though the percentage has increased from 16.9% in 1991 to 23.2% in 2002 (Table 1C) that percentage remains below national averages.** (From 1997-2002 the increase was 4%). More senior women faculty members have been hired or promoted. The most remarkable increase during the last 11 years is in women at rank of full professor; their number has more than doubled (132.1%, see Table 1B). **Still women represent only 13.9% of the total numbers of full professors, while the national average is 22.3% (Chronicle of Higher Education, April 18, 2003 based on AAUP survey).** Women associate professors have increased 67.4%, but remain 24.4 % of the total number of associate professors while the national average is 37.9%. **Although the absolute number of women assistant professors decreased by 15% from 1991 to 2002, the percentage of assistant professors who are women increased from 31.8% to 41.4%. (Nat'l Average 45.9%) (See Table 1C)**

**Table 1D Status Change in Men Faculty**

year	1991	1997	2002	Increase from 1991	
				1997	2002
<b>Total</b>	891	849	770	- 4.7%	- 13.6%
<b>Full Prof.</b>	408	413	403	+ 1.23%	- 1.23%
<b>Assoc. Prof.</b>	254	293	238	+ 15.4%	- 6.3%
<b>Assist. Prof.</b>	229	143	129	- 37.6%	- 43.7%

**Table 2A Tenure Track plus Non-Tenure Track Faculty \***

	total		men		women		% women of total	
	1991	2002	1991	2002	1991	2002	1991	2002
<b>Full Prof.</b>	410	541	384	442	26	99	6.3	18.3
<b>Assoc. Prof.</b>	349	383	280	265	74	118	21.2	30.8
<b>Assist. Prof.</b>	374	320	239	188	130	132	34.8	41.3
<b>Others</b>	320	238	195	142	121	96	37.8	40.3
<b>Total</b>	1453	1489	1098	1044	351	445	24.2	29.9

**Table 2B Tenure Track Faculty \***

	total		men		women		% women of total	
	1991	2002	1991	2002	1991	2002	1991	2002
<b>Full Prof.</b>	399	452	374	384	25	68	6.3	15.0
<b>Assoc. Prof.</b>	333	329	267	233	71	96	21.3	29.2
<b>Assist. Prof.</b>	331	216	213	122	113	94	34.1	43.5
<b>Total</b>	1063	997	854	739	209	258	19.7	25.9

**Table 2C Non-Tenure Track Faculty \***

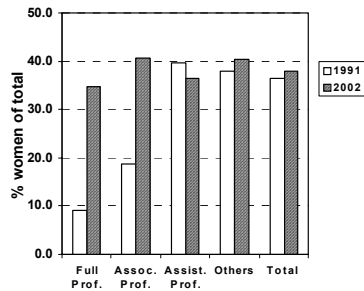
	total		men		women		% women of total	
	1991	2002	1991	2002	1991	2002	1991	2002
<b>Full Prof.</b>	11	89	10	58	1	31	9.1	34.8
<b>Assoc. Prof.</b>	16	54	13	32	3	22	18.8	40.7
<b>Assist. Prof.</b>	43	104	26	66	17	38	39.5	36.5

Others	320	238	195	142	121	96	37.8	40.3
Total	390	492	244	305	142	187	36.4	38.0

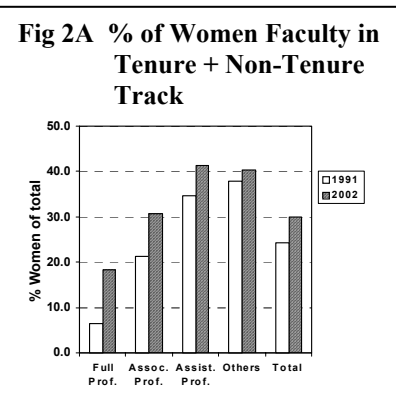
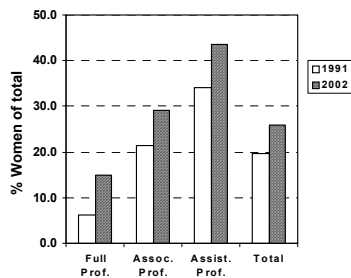
\* 1991 data from EEOC, 2002 data from IPED

The survey of UNL faculty status between 1991-2002 based on data from **EEOC and IPED** showed some promise in hiring and retention of women faculty. As shown in Figure 2A and Table 2A, the percentage of women who are full professors has risen from 6.3% of total faculty members in 1991 to 18.3% in 2002. Upward trends can be observed also in the associate and assistant professor levels (21.2% to 30.8% and 34.8% to 41.3%, respectively). As might be expected, numbers of women faculty increased more in the tenured/tenure-track than the non-tenure track faculty category (see Table 2B, Figure 2B and Table 2C and Figure 2C, respectively).

**Fig 2C % of Women Faculty in Non-Tenure Track**



**Fig 2B % of Women Faculty in Tenure Track**



**Comparisons between AAUP and IPED data:** AAUP data showed the total of women faculty at 23.2% of the total faculty, of which 13.9% were full, 24.4% associate, and 41.4% assistant professors (Table 1A). IPED data showed women at 29.9% of the total tenured and non-tenured faculty, with 18.3% at full, 30.8% at associate, and 41.3% at assistant professor

rank (see Table 2A). This discrepancy is due to different systems used for counting faculty. AAUP includes only faculty who have full time appointments related to instruction and research, excluding librarians and others who are counted in IPEDs data, thus accounting for higher numbers of women in IPEDS data.

### Women Staff & Technical Personnel

There is little difference in the numbers of women staff/technical personnel during the years of 1991-2002. The women work force remains at 50-51% level during the last 11 years (Table 3).

	total	men	women	% (women of total)
<b>1991</b>	3202	1547	1655	51.7
<b>2002</b>	3635	1801	1834	50.5

\* 1991 data from EEOC, 2002 data from IPED

**Future issues.** In 1997 the Legislature passed LB 389 mandating the University of Nebraska system to dedicate a portion of its salary appropriation to recruitment and hiring of minority and women faculty members in order to place it at the twenty-five percent mark among peer institutions in the employment of women and minority faculty members.

**Table 4 Attrition Status of Faculty Members during 2001-2002**

	total	men	women	% (women of total)
<b>Total</b>	- 46	- 30	- 16	34.8*
<b>Full Prof.</b>	- 7	- 6	- 1	14.3
<b>Assoc. Prof.</b>	- 43	- 25	- 18	41.9
<b>Assist. Prof.</b>	+ 4	+ 1	+ 3	75.0

\* 6.9% loss of total women faculty vs 3.9% loss of total men faculty

1. Efforts to increase the number of women faculty must concentrate both on recruitment and retention. During the last few years the attrition rate for male faculty has been higher than for women faculty. However, given the smaller number of women and the need to increase the number of women, attrition remains an issue that needs to be addressed.

Table 4 provides attrition data. There are always questions and ambiguities related to the motivation of faculty to leave an institution. Although exit interviews are offered to anyone who leaves the university, there remains concern that these do not always surface the actual motivation. **In order to supplement this information, the Chancellor has asked the CCSW to conduct telephone interviews with each woman faculty member who left the University last year to determine if there are steps the University can take to reduce attrition in the future.**

**2. Although the percentage of the faculty who are women continues to increase at all ranks, the absolute number of faculty has declined.** Budget reductions have reduced significantly the hiring on campus, in part because of the elimination of vacant lines but in most instances because of the reluctance to fill positions given the uncertain financial environment. It is, of course, far easier to enhance diversity of all kinds when the faculty is growing and much more difficult when it is declining in overall numbers. **Intensified efforts to assure that women are considered for the declining number of open positions will be essential if progress is to continue.**

**3. Budget reductions have the potential to disproportionately affect women faculty and women staff. In the faculty, the highest percentage of women are found**

**in the assistant professor rank. Most of these individuals would not have tenure. Thus the responsibility to make extra efforts to preserve tenured positions, unless carefully implemented, places women faculty at a disproportionate risk. Similarly, since women make up a higher percentage of staff (50.5%), efforts to protect faculty at the expense of staff would also disproportionately impact women. There are, of course, no easy answers to these dilemmas but the impact on gender and racial minorities must be carefully considered when budgets are reduced.**

Regents Strategy a. Develop a system of incentives . . . for increased hiring and promotion of women faculty, staff, . . . this should be initiated as part of the annual review.

**CURRENT STATUS: The CCSW has special concerns about accountability for gender equity at UNL.** Although administrators and managers are held accountable for the climate of their units, it is unclear whether equity in hiring is used as a criterion in annual reviews. For twelve years, Gender Equity Reports have made specific recommendations for our campus, but it is not clear who is accountable for implementing those. Setting goals for achieving excellence in recruitment and retention of women and minority faculty, staff, and students would make a strong statement to the campus community as well as to the state and the nation as to the University's commitment. **UNL has established "quality indicators" for research; quality indicators for gender equity would also demonstrate commitment and provide accountability at UNL.**

Several units report efforts to recruit women and men staff for non-traditional posts. For example, housing has recruited women for maintenance positions and men for food service positions. The University Health Center has eight women department heads.

#### **Strategy f: Continue pursuit of salary equity**

**CURRENT STATUS:** A "blue ribbon" panel to study salary equity was appointed in 2002. That report continues to be under consideration by the administration. National studies have indicated that a salary gap continues to persist for women faculty although the gap is far less than in other sectors of the economy. Similarly there is significant disagreement about whether the gap is justified by factors other than bias in the administration of salary processes. **It is important for the recruitment and retention of women that salary administration is perceived to be unrelated to gender and continued assessment of salary differentials is important. At the same time, efforts to construct a perfect instrument that can account for factors unrelated to gender or personal career decisions are difficult. Continued efforts to develop such an instrument are important.**

#### Strategy g: Establish uniform maternity leave

**CURRENT STATUS:** Implementation of this policy has been effective in many units, particularly on City campus. However it is also clear that the policy is not consistently accessible to all women, and some women are discouraged from applying in initial conversations at the unit level. Maternity and tenure policies have a major impact on the climate for women on campus and affect the ability of the university to recruit and retain excellent women faculty and staff. **We recommend continuing efforts to ensure that women in all units on both campuses have access to these policies and the benefits they provide. The CCSW will work to develop "best practice" guidelines for both maternity/family leave and tenure in order to supplement efforts of the Vice Chancellor's office and to guide administrative decisions.**

Strategy h: Increase staff time and fellowship support for the Dual Career Program.

**CURRENT STATUS:** UNL has had a Dual Career program for ten years. This program with a half-time coordinator and funds for faculty fellowships is targeted in the current budget cuts. With the decline in University hiring per se, there has already been a decrease in the number of

fellowships offered in the past few years, (one fellowship in 2002), and the majority of the 45 clients per year seeking professional employment in the community. **Nevertheless, this cut will have a serious impact on recruitment of excellent women and men faculty. Additional steps to assure that departments and other hiring units actively support the University's commitment to assistance in the dual career setting are imperative.**

Strategy j: Provide support for on-campus day care for employees and full-time students.

CURRENT STATUS: While we have a University child-care program, it is off campus and inconvenient for parents who work on both City and East Campus. **No progress has been made to establish an on-campus day-care to supplement the Ruth Staples Lab and YWCA programs.**

Strategy k: Maintain flexibility in making recommendations for tenure before the seven-year rule, or for promotion in shorter spans of time than is the norm.

CURRENT STATUS: Although women see some improvement in time-to-tenure, concerns remain about the inflexibility of the policy itself. **The academic culture traditionally has discouraged faculty from considering tenure interruption or non-standard tenure periods. This lack of flexibility places women at a disadvantage because of the nature of their research, the absence of flexibility to relocate to pursue postdoctoral fellowships, or the demands of child-raising and other family situations. There is a concern about the consistency of the application of institutional policies within and among departments. The CCSW will work with the Chancellor to examine institutional guidelines in order to increase their flexibility and consistent application throughout the university.** On City Campus, Assoc.Vice Chancellor Jacobson checks with each person (male and female) for whom a medical or maternity leave is signed to make sure they are aware of their rights to a tenure interruption. All unit heads are provided with instruction to ensure that any untenured female faculty member who has been granted a paid or unpaid leave of absence related to giving birth or adoption has the option of requesting an extension of her tenure probationary period and that this request ordinarily must be granted. There have been 19 tenure interruptions granted by Academic Affairs since 1999, 15 of them to female faculty, 9 for the birth of a child or adoption. Another 8 women already tenured or non-tenure track faculty also received maternity leave for birth or adoption. (These figures do not include IANR assignments.)

Strategy l: In order to increase the pool of women prepared to assume administrative roles, the chancellor's office should provide financial support for two or three women a year to attend national seminars or similar programs.

CURRENT STATUS: Budget cuts made it impossible for the Chancellor to continue these programs last year, and the internal program has been replaced by supporting attendance at the State Nebraska Women in Higher Education Leadership group.

### **Recruitment and Retention of Women Students**

CURRENT STATUS:

- Data from 1993 to 2002\* indicate that numbers of women undergraduate and graduate students have increased in line with national trends. In 2002 women represent 47.7% of undergraduate and 52.2 % of graduate students. Data are not available by college or unit, but **additional study should be undertaken to determine where recruitment and retention should be enhanced** in particular disciplines where women continue to be underrepresented (\*Source: Office of Institutional Research and Planning)
- The recent Noel Levitz study on student retention at UNL has been used to develop programs to enhance retention of women students. One of the lowest retention rates is



among female transfer students. The 2000 retention rate after one year is 72.6% for males and 65% for females. The Dean of Undergraduate Studies is investigating. Focus groups are being conducted with students as to their expectations and their actual experiences.

- The CCSW urges attention to the issues of climate and curriculum in programs where women's enrollment remains low. A study of best practices in successful programs should be undertaken, including UNL's Mathematics and Statistics Department which is recognized nationally for its recruitment and retention of women students.

### **Regent's Goal 3: Create and maintain a hospitable environment for women in the classroom and the workplace**

#### CURRENT STATUS:

- Restructuring The Chancellor's Commission on the Status of Women: The CCSW and Chancellor Perlman have agreed to restructure the Commission in order to provide more effective, confidential dialogue between the Chancellor and women students, faculty, and staff, and to develop strategies to improve conditions for women on campus.
- The University Health Center conducts workshops on women's health issues and the Sexuality Education Coordinator conducts workshops for staff each semester.
- Student Affairs has hired a half-time Coordinator for GLBT Student Affairs (originally approved as full-time, the position was reduced to half-time because of budget cuts).
- Campus Climate for GLBT Students at UNL  
The September 2002 Comprehensive Study of Campus Climate for GLBT Students provides information and recommendations about the hostile climate that GLBT students experience at UNL. For example, all 80 survey respondents reported that anti-GLBT attitudes exist on campus to at least some extent with nearly half indicating they exist to a "great" or "very great" extent. The report, **available at [www.unl.edu/glbtc/](http://www.unl.edu/glbtc/)**, emphasizes the need for continued attention to the climate at UNL. **Domestic Partner Benefits are a critical part of the climate for faculty, staff, and students.**
- The Women's Center provides resources on health, safety, leadership, and other issues of importance to women students and to the campus community.
- The Women's Studies Program continues to provide a strong academic program for women students. A new graduate area of specialization in Women's Studies was approved and implemented in 2002.
- Response to Gallup Survey: The CCSW affirms the importance of conducting University-wide climate assessments since campus climate is vital to the mission and effectiveness of the University in research, teaching, and outreach. However, the CCSW has serious concerns about the limitations and validity of the Gallup process and whether its findings and the process established to address them can promote improvement in climate. The CCSW will continue to work with the Chancellor in assessing the strengths and weaknesses of the Gallup approach to determine whether it can be adjusted to fit the University environment. Among the areas of concern are:
  - 1) Whether the survey accurately reflected the climate for women;
  - 2) Whether the Gallup process, which focused on neighborhood issues, was implemented in such a way as to permit raising issues that could be addressed only at the institutional level, i.e., child care; and

3) Whether the Gallup process, particularly the follow through after the survey results were provided, was consistently implemented among departments and other work units and allowed for honest and productive exchange within units.

- Evaluation of administrators: Because they can not be anonymous, women faculty and staff feel at risk in evaluating supervisors, managers, chairs, and deans, and are thus less likely to participate. Women staff feel particularly vulnerable. While anonymous evaluations may need to be scrutinized, they also may provide more honest responses. **The CCSW has proposed to the Chancellor revision of the system of administrator evaluation.**

- Determining the Climate and the Status of Women at UNL

The assessment of climate and the status of women at UNL can be derived from various sources of data. It is important that the University administration be open to considering a wide variety of information which includes not only survey and other quantifiable information but also the stories and experiences of women on the campus. **Experiences that represent actual discrimination or harassment can only be administratively dealt with if they are processed through procedures established for that purpose so that accusations can be verified. The University must continue to work toward assuring that these procedures are open and accessible to complainants without fear of retribution.** It is understood that even in the best of environments it takes considerable courage to make complaints against peers or supervisors and the University must continue to monitor its processes to assure they provide the appropriate protection.

The Chancellors Commission on the Status of Women is the appropriate forum to bring to the Chancellor's attention issues or perceptions that impact women but do not rise to an actionable complaint. The restructuring of the Commission is designed to better serve this function as well as to make progress on specific issues that can improve the University for all students and employees.

# **University of Nebraska Medical Center 2003 Gender Equity Annual Report**

This report has been prepared by the Gender Commission of the University of Nebraska Medical Center (UNMC) as a part of the University-wide Committee on Gender Equity 2003 Report to the Board of Regents. This report focuses only on progress related to Regents' Goals 2 and 3 and selected strategies relative to these goals. Data regarding faculty recruitment, rank and tenure are compared between 1991, 1997, and 2001 primarily with several additional years added in some tables.

## **EXECUTIVE SUMMARY**

- In the past 10 years the percentage of women professors at UNMC has doubled from 8.1% to 16.2%.
- New hires include 25% women professors compared to none in 1991.
- New hires include 42.9% women associate professors in 2001 compared to only 25% in 1991.
- UNMC provides substantial financial support for faculty and staff development.

## **RECOMMENDATIONS**

- Continue benchmarking progress for women throughout the institution in hiring, promotion, and retention.
- Continue to provide opportunities for women to develop leadership skills both within the institution and through external programs.
- Utilize findings of Work Force Response to Environmental Assessment to strengthen and improve the climate for women at UNMC.
- Continue pursuit of salary equity.

## Regents' Goal # 2: Facilitate hiring, career development, promotion, and retention of women faculty and staff.

### UNMC data by gender, rank, and tenure status

The methodology used by the Department of Education's Integrated Postsecondary Education Data System (IPEDS), to report on faculty by rank, under-represents faculty in rank who are primarily in administrative roles such as deans, directors, or department chairs. Therefore, information on faculty by rank and gender at UNMC was prepared by Martha Harmon in the Office of the Vice Chancellor, UNMC. Table 1 reports full-time faculty by gender and rank for comparison years 1991, 1997, and 2001. The percentage of women faculty at UNMC who are at the rank of professor has doubled from 8.1% in 1991 to 16.2% in 2001. This figure places UNMC slightly above the peer average of 16.1%. Women at rank of associate professors increased from 20.6% in 1991 to 32.2% in 2001. Assistant professors decreased slightly from 45.9% in 1991 to 43.7% in 2001. (See Table 1).

Table 1.

UNMC Full-Time Regular Faculty, by Gender and Rank (Spring)				
Rank	Gender	1991	1997	2001
Professor	Men	103	114	130
	Women	9	20	25
	Total	112	134	155
	% Women	8.1%	15.0%	16.2%
Associate Professor	Men	124	161	150
	Women	32	52	71
	Total	156	213	221
	% Women	20.6%	24.5%	32.2%
Assistant Professor	Men	149	139	161
	Women	126	140	125
	Total	275	279	286
	% Women	45.9%	50.2%	43.7%
Instructor	Men	15	16	23
	Women	25	28	38
	Total	40	44	61
	% Women	62.5%	63.7%	62.3%
All Ranks	Men	391	430	464
	Women	192	240	259
	Total	583	670	723
	% Women	33.0%	35.9%	35.9%

Source: UNMC Faculty Senate Voting Faculty Listings

Information about faculty hired during the previous twelve months with an active appointment on September 30 for each reported year is found in Table 2. Of 60 faculty hired in 1990-91 23.4% were women which compares to 27.5% women new hires in 2002-01. (See Table 2).

**Table 2.**

UNMC Full-time Tenured and Tenure Track Faculty Hired During Previous Twelve Months with Active Appointments on September 30				
Year	Men	Women	Total	% Women
1990-91	46	14	60	23.4%
1996-97	16	8	24	33.4%
1997-98	24	10	34	29.5%
1998-99	29	14	43	32.6%
1999-00	30	14	44	31.9%
2000-01	29	11	40	27.5%

Source: Faculty Turnover Listing

Table 3 reports the numbers and percentages of men and women hired at the full professor rank in the years listed. The numbers of faculty hired at the professor level are less than 10 for each year reported with the range of women professors hired from zero to a high of 40% in 1997-98. In 2001 women represented 25% of professors hired. (See Table 3).

**Table 3**

UNMC Full-Time Professors Hired During Previous Twelve Months with Active Appointments on September 30				
Year	Men	Women	Total	% Women
1990-91	6	0	6	0%
1996-97	2	0	2	0%
1997-98	3	2	5	40.0%
1998-99	4	2	6	33.4%
1999-00	6	1	7	14.3%
2000-01	6	2	8	25.0%

Source: Faculty Turnover Listing

Hiring of women at the rank of associate professor has varied from none in 1996-97 to 42.9% in 2000-01. (See Table 4).

**Table 4.**

UNMC Full-time Associate Professors Hired During Previous Twelve Months with Active Appointment on September 30				
Year	Men	Women	Total	% Women
1990-91	8	2	10	25%
1996-97	5	0	5	0
1997-98	9	2	11	18.2%
1998-99	8	2	10	20.0%
1999-00	12	2	14	14.3%
2000-01	4	3	7	42.9%

Source: Faculty Turnover Listing

The largest numbers of new hires for both men and women are entry level at the assistant professor level. This has ranged from a low of 26.1% women in 1990-91 to a high of 38.9% in 1996-97. The most recent report in 2000-01 is nearly the same as ten years earlier at 26.5%. (See Table 5).

**Table 5.**

UNMC Full-time Assistant Professors Hired During Previous Twelve Months with Active Appointment on September 30				
Year	Men	Women	Total	% Women
1990-91	34	12	46	26.1%
1996-97	22	14	36	38.9%
1997-98	30	12	42	28.6%
1998-99	31	19	50	38.0%
1999-00	28	16	44	36.4%
2000-01	25	9	34	26.5%

Source: Faculty Turnover Listing

UNMC has a relatively low tenure-density. The percentage of women who are tenured has remained fairly constant. Women are currently at the highest level of tenure (24.7%). in the years reported since 1991. (See Table 6).

**Table 6.**

UNMC Tenured Faculty, by Gender (Fall)				
Year	Men	Women	Total	% Women
1991	189	50	239	21%
1997	197	51	248	20.6%
1998	202	52	254	20.5%
1999	198	47	245	19.2%
2000	185	57	242	23.6%
2001	189	62	251	24.7%

Source: Annual Tenure Density Reports

In an effort to obtain information specific to the Colleges of Medicine, Dentistry, and Pharmacy a study was done in 2003 which examined UNMC faculty gender representation compared to our peer institutions. Data were obtained from 2001-2002 statistics available from the Association of American Medical Colleges, American Dental Education Association, and American Association of Colleges of Pharmacy. Findings demonstrated that women faculty in the College of Medicine were at their peer level of 26% but only 8% of professors were women compared to a national average of 13%. In the College of Dentistry 21% of faculty were women compared to 18% peers but no women were at the rank of professors. Only 15 % of faculty in the College of Pharmacy were women compared to 36% women faculty at peer institutions and no woman ranked above the level of assistant professor.

### **Strategy e. Encourage professional development opportunities and programs for women**

Since 1997, UNMC continues to offer a comprehensive faculty development program for both men and women faculty. In 2002-2003 there were 628 faculty participants in programs that included an orientation workshop for newly hired faculty, one and two-day workshops on educational skills training, monthly noon luncheons with topics related to mentoring, career development, research skills, and other topics of interest to researchers and educators. In addition, a year-long leadership development program, the Administrative Colloquium, is in its fourth year and offers both men and women leadership training and personal management skills. Many of these participants are in positions of leadership in their departments or sections or have moved up to higher positions in this institution and others. This past year Human Resources offered a similar program for up to 35 administrative staff. Beginning in 2001 an 18-month intensive Educational Scholars Seminar was initiated and graduated its first class in June of 2003. One of the participants of the Seminar received one of three Outstanding Teaching awards for 2003 at the 2003 Annual Faculty Meeting on March 31, 2003. Success in these efforts has resulted in presentations nationally at the Association of American Medical Colleges (AAMC) annual meetings, at the Central Group on Educational Affairs of the AAMC, the national Group for Research in Pathology Education, and the national Society for Executive Leadership in Academic Medicine (SELAM). In addition, a publication highlighting our experience with a program of faculty development was published in the March, 2003 issue of Medical Teacher.

### **Strategy f. Provide financial support for two or three women a year to attend national seminars or similar programs designed to prepare them for administrative leadership.**

Five women from the College of Medicine were provided a stipend of \$1500 each to attend national workshops on professional development and leadership sponsored by the Association of American Medical Colleges (AAMC) in 2002. In addition, one woman, an associate professor in a clinical department, has just completed a year-long Executive Leadership in Academic Medicine (ELAM) fellowship administered through MCP Hahnemann University in Philadelphia, Pennsylvania. (UNMC has supported three women faculty for this intensive, year-long program.) Another woman faculty member just completed an Equity in Opportunity Administrative Fellowship in the Office of the President of the University of Nebraska. The College of Dentistry sponsored a woman faculty member who participated in a fellowship in leadership coordinated through the American Dental Education Association (ADEA) in Washington, D.C. UNMC is unique among its peer institutions in having three participants/graduates of the ELAM currently on faculty and in leadership positions in the Medical Center. From a survey taken last year only one other of our peer institutions had as many as three individuals who were graduates of the ELAM program on one campus and two of those three were being recruited to other institutions. Since 1992 UNMC has provided funding for a total of thirty-two women faculty to attend national workshops sponsored by the AAMC.

## **Regents' goal # 3: Create and maintain a hospitable environment for women in the classroom and the workplace.**

### **Strategy c. Support mentoring of women faculty and staff.**

The Work Force Response to Environmental Assessment survey found that seventy-two percent of the respondents indicated that UNMC is a place where women can advance relative to other places that they know. Overwhelmingly, written comments reflected a need for clear feedback, positive reinforcement, respect, mentoring and a dedicated effort to place women higher in the hierarchy. In 2002-2003 two programs were developed to address these needs. One is "Foundations for Success" which consists of a series of presentations designed to enhance personal skills and self-esteem. The second is an "Administrative Colloquium" for

managerial/professional employees, modeled after the program offered for the past four years to faculty. Over 35 individuals participated in the Colloquium and many others have expressed a strong interest in participating in future programs.

Relative to mentoring, the Environmental Assessment Survey found that responses valued the mentoring process and suggested more and better mentoring opportunities be made available. Only 47% of respondents indicated that they had a mentor or coach to help with their job.

**Strategy e. Establish mentoring programs for all untenured faculty.**

Mentoring for all new faculty is encouraged at the department level and emphasized in the new faculty orientation which takes place in the fall. In addition, several departments in the College of Medicine have initiated informal mentoring programs for faculty. Faculty members in the Departments of Family Medicine, Pediatrics, and Pathology and Microbiology have demonstrated leadership in this area. A Faculty Development luncheon workshop each year is devoted to exploring issues related to effective mentoring. An integral part of the faculty Administrative Colloquium and Educational Scholars Program is the establishment of mentoring relationships. In August, 2003, a joint Fall Career Development Seminar for women in science and medicine was co-sponsored by UNMC and Creighton University Medical Center (CUMC). The focus of the seminar was to share career experiences and advancement strategies, encourage effective networking and emphasize the importance of having a mentor.

**Follow-up on Recommendations from 2002**

- A campus-specific Work Force Response to Environmental Assessment Survey was completed under the leadership of Valda Ford, Director, Multicultural Affairs Community Partnership, and, an additional survey was conducted by the office of Human Resources providing valuable information on campus climate.
- Support for development and promotion of women is in place.
- Benchmarking data for women faculty throughout UNMC including rank and tenure, new hires, and promotions have been tabulated.
- A UNMC salary equity analysis needs to be completed and communicated as soon as new systems allow.

**Specific recommendations for enhancing gender equity on the UNMC campus**

- Continue benchmarking progress for women throughout the institution in hiring, promotion, and retention.
- Provide opportunities for women to develop leadership skills both within the institution and through external programs.
- Utilize findings of Work Force Response to Environmental Assessment Survey to strengthen and improve the climate for women at UNMC.
- Continue pursuit of salary equity



# University of Nebraska at Omaha

## 2003 Gender Equity Annual Report

This report has been prepared by Karen Falconer Al-Hindi and Kim Sosin of the University of Nebraska at Omaha (UNO) as a part of the University-wide Committee on Gender Equity 2003 Report to the Board of Regents. This report focuses only on progress related to Regents' Goals 2 and 3 and selected strategies relative to these goals. Data regarding faculty recruitment, rank and tenure are compared between 1991 and 2002 primarily with several additional years added in some tables

### **Executive Summary:**

The University of Nebraska at Omaha (UNO) has shown significant progress in hiring, career advancement, promotion and retention of women faculty and staff during the past decade. UNO has increased the proportion of women faculty through both increased new hires of women and higher rates of retirement separation by men.

UNO has been successful in hiring women faculty. Each search committee is presented the gender and cultural diversity hiring charge by the Assistant to the Chancellor for Diversity and Equal Opportunity and the Assistant to the Vice Chancellor for Academic Affairs. Performance evaluations of deans and vice-chancellors (but not chairs or search committee members) include evaluation of their support of gender equity in hiring. The dual-career program has had successes and the need for this program is great, given the increasing numbers of dual career couples.

In terms of retention of faculty, the trend by year of hire is almost identical for men and women. Because of age and retirement differences, the level of retention of women is consistently slightly higher than that of men. The role of salary differences is unclear, but new models to measure gender salary differences are now available and should be explored.

UNO is somewhat more successful at retaining women students than men students. Women also received more than half the academic honors awarded during UNO's recent Honors Week.

The UNO Chancellor's office has a strong record of sending women to conferences on administrative leadership; in light of recent budgetary constraints, regional and local seminars have been emphasized. In addition, other organizations such as Women's Studies, Student Organizations and Leadership Programs, the Chancellor's Commission on the Status of Women, and Women's Resource Center have sponsored excellent workshops on women's issues.

### **Recommendations:**

- It is crucial that recent gains in gender equity not be lost and that progress continue despite the current climate of budgetary constraints.
- Inclusive hiring would be rewarded more directly by including this criterion in all performance evaluations, including those of directors, department chairs and faculty and staff search committee members.
- Given the increasing numbers of dual-career academic households, additional resources allocated to this program in the future may pay off in more efficient recruitment and greater retention.
- A simple salary analysis suggests that it is time to take a comprehensive look at gender differences in salary and the model employed to identify gender differences. The underlying regression model has not been reviewed for some time.
- Last year the gender equity report stated, in regard to the Women's Resource Center, that "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." This review is still needed.

- Last year the gender equity report concluded that “a comprehensive needs assessment should be done to understand how much child care is needed, how much is locally available, and at what costs.” This study would still be useful.

## Introduction:

The University of Nebraska at Omaha’s (UNO) Gender Equity Report to the Regents for 2003 will focus on Regents’ goals two and three (adopted in 1991) and the strategies associated with those goals, in keeping with the focus determined by the NU Gender Equity Committee. **Goal 2 is “Facilitate hiring, career development, promotion, and retention of women faculty and staff.” Goal 3 is “Create and maintain a hospitable environment for women in the classroom and the workplace.” Each has a number of associated strategies.** Where appropriate, we provide data snapshots for the years 1991, 1997, and 2002. The first of these is the year in which the goals were determined, the second is an approximate mid-point between 1991 and the present, and 2002 is the most recent year for which data are complete.

## Goal 2: Facilitate hiring, career development, promotion, and retention of women faculty and staff

UNO has shown progress in hiring, career advancement, promotion and retention of women faculty and staff during the past decade. Table 1 and Chart 1 show that, from 1991 to 2002, women faculty as a percentage of total faculty increased from 24% in 1991 to 38% in 2002.

**Table 1: Faculty by Gender as a Percent of Total Faculty\***

	1991		2002	
	Men	Women	Men	Women
<b>Professor</b>	32%	4%	27%	6%
<b>Associate Professor</b>	24%	7%	17%	12%
<b>Assistant Professor</b>	16%	9%	13%	14%
<b>Instructor</b>	3%	4%	6%	6%
<b>Overall Percent</b>	76%	24%	62%	38%
<b>Total by Gender</b>	<b>298</b>	<b>96</b>	<b>278</b>	<b>168</b>
<b>Total Faculty</b>	<b>394</b>		<b>446</b>	

Source: UNO Office of Institutional Research. \*Faculty data are AAUP basis.

**Chart 1**

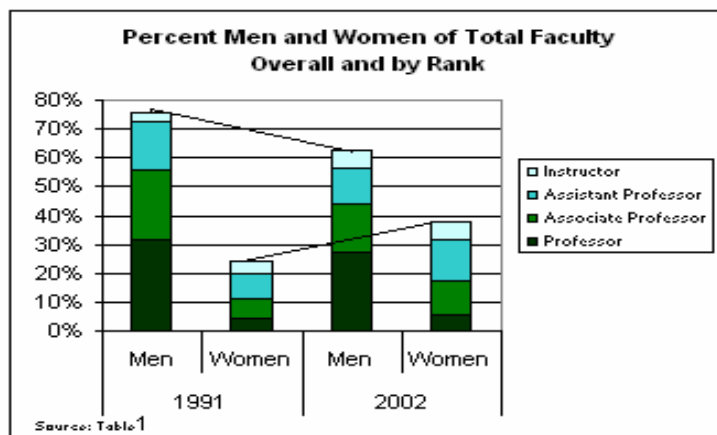


Chart 1 shows that, at all ranks, the percentage of women increased over each period. The greatest gains have been in the associate and assistant professor categories; the proportion of women full professors has increased only 2%. Continued career development and promotion to full professor for those now at lower ranks will aid considerably in future hiring and retention, and in the climate for all women on campus.

**Table 2: Full-time Instructional Faculty Change from Fall 1991 to Fall 2002\***

	Men	Women	Total
<b>New Hires, Cumulative 1991 to 2002</b>	<b>193</b>	<b>179</b>	<b>372</b>
<b>Separations, Cumulative 1991 to 2002</b>	<b>-220</b>	<b>-113</b>	<b>-333</b>
Voluntary Separations **	-126	-89	-215
Retirements	-75	-16	-91
Partial Retirements (on staff, 2002)	-8	-4	-12
Deceased	-4	-1	-5
Left Faculty Status	-7	-3	-10
<b>Became Faculty Status ***</b>	<b>7</b>	<b>6</b>	<b>13</b>
<b>Net Change, 1991 to 2002</b>	<b>-20</b>	<b>72</b>	<b>52</b>

Source: UNO Office of Institutional Research. \*Faculty data are AAUP basis. \*\*Includes faculty who did not receive tenure. \*\*\*Not new hires, but existing employees who changed to faculty status over the period.

UNO has experienced an increase in the proportion of women faculty through both increased new hires of women and higher rates of separation by men. Table 2 shows that about 8% more men than women were newly hired from 1991 to 2002. The percentage comparisons of separations show that men also left UNO at greater rates than women. In particular, men retired in greater numbers; this makes sense when one considers that over 50% of the female faculty is under age 45, but about 75% of the males are over 45 years of age. Adding retirements and partial retirements, 83 men (38% of men's separations) compared to only 20 women (18% of women's separations) left full-time faculty status through retirement. Voluntary separations tell a different story, with 89 or about 79% of women's separations voluntary, while only about 57% of men's separations voluntary. Most of the voluntary separations reflect faculty choices to work elsewhere, although those not receiving tenure at UNO will also be included in this category because they voluntarily leave before being released. The net result shown in Table 2 is that UNO faculty had 20 fewer men and 72 additional women faculty members in 2002 compared to 1991, a strong positive trend towards gender equity.

Shifting attention to turnover and including all categories of university employees, an examination of turnover in 1997 and 2002 measured as separations as a percent of employees does not show any pattern of differences by gender in faculty or in other major employment categories (administration, managerial/professional, and office/services).

A more detailed analysis of faculty retention and separations is shown in the following two charts. Chart 3 below shows, by gender, the percent of faculty currently on staff of those hired in each year beginning in 1991. The largest gender difference is in the cohort hired in 1992; UNO continues to employ 9 of the 15 women but only 4 of the 17 men hired in 1992. A combination of factors, including local (for example, specific disciplines hiring that year) as well as large-scale ones (such as the economy), likely explains the 1996 "dip" in the trend. Overall, the trend of retention of men and women is almost identical.

**Chart 3**

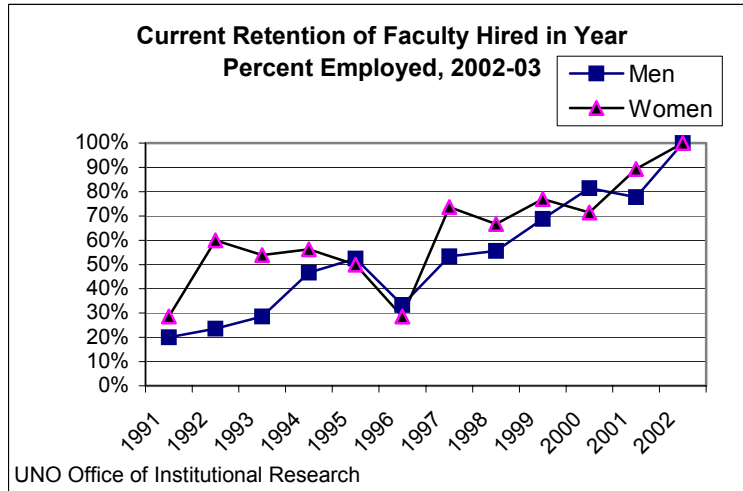
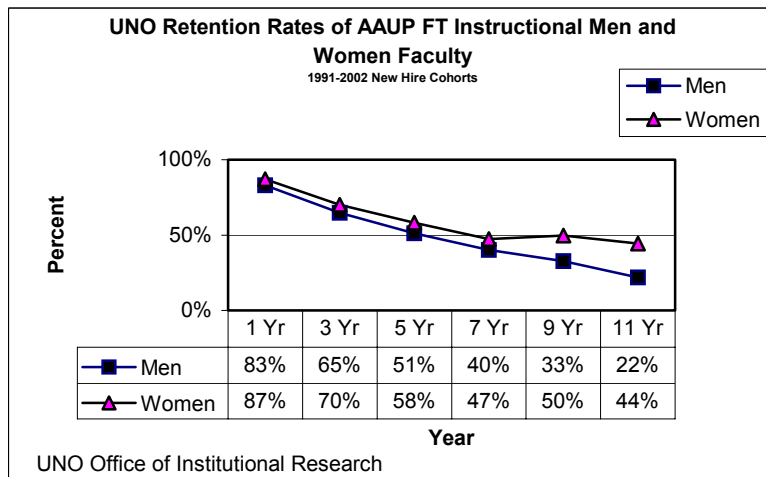


Chart 4 below shows retention from the perspective of the number of years new hires have been retained. Of all new hires from 1991 to 2002, 83% of the men and 87% of the women were still employed at UNO one year later, while, of all hires from 1991 to 1994 (9 years ago), about 33% of the men and 50% of the women were still employed last year, nine years later. The pattern of retention by length of time is similar for men and women; however, retention of women is consistently higher than that of men. As shown in Table 2 and discussed above, this difference can be primarily attributed to higher retirement levels by men.

**Chart 4**



**Discussion of Progress on Strategies of Goal 2:**

**Strategy “a”** calls for the development of incentives to reward administrators and departments for increased hiring and promotion of women faculty, staff, and administrators, and increased enrollment of women students. One way to reward inclusive hiring would be to include this criterion in all UNO performance evaluations. Currently, dean and vice chancellor evaluations at UNO do include the criterion of inclusive hiring, but most evaluation instruments do not. While a formal system of incentives is not in place, performance evaluations show impressive efforts in a few cases where supervisors have encouraged diverse and inclusive hiring processes and outcomes. Such processes have resulted in hires that are real assets to their departments; through positive experiences unit members become convinced of the benefits of gender equity and diverse hiring.

Establishing a pool of faculty lines for distribution, with consideration of need, to departments which are able to recruit outstanding women faculty, especially senior faculty and faculty in areas where women are now underrepresented, is **strategy “b”**. Over the past three years, UNO has hired 10 diverse female faculty using diversity dollars.

**Strategy “c”** suggests that programs be established to assist with spousal employment. Similarly, **strategy “h”** asked that staff time be increased and fellowship support be provided for the Dual Career program, which UNO has done. UNO’s Dual Career Program has assisted nine partners of new faculty members, either beginning in fall 2002 or fall 2003, to connect with local business, K-12, or university employment opportunities. Given the expectation of increasing numbers of dual-career academic households, additional resources allocated to this program when more resources are available might pay off handsomely in more efficient recruitment and greater retention.

Several of the strategies for Goal 2 are designed to support family needs. Development of "family support" policies, including relief from the tenure timetable, family leave, day care, geriatric day care, etc., is **strategy “d.”** UNO has extended the tenure timetable (by a year per child) at the employee’s discretion. At the same time, **strategy “k”** asks for flexibility in making recommendations for tenure before the seven year rule, or for promotion in shorter spans of time than is the norm so that faculty may advance as soon as their records merit. Nearly every year there are between two and four cases of “early” promotions and/or tenures among women faculty at UNO. **Strategy “e”** asked that family-friendly policies be clarified and standardized across campuses. **Strategy “j”** calls for the support of on-campus day care for employees and full-time students. UNO has a very good child care center, and could probably fill another facility if the funding existed. Last year the gender equity report concluded that “a comprehensive needs assessment should be done to understand how much child care is needed, how much is locally available, and at what costs.” This study would still be useful. **Strategy “g”** calls for the establishment of uniform maternity leave with maximum of paid six weeks and unpaid leave of up to the equivalent of one semester available to any woman who has been employed at the university at least one year. (Pregnancies resulting in medical problems and illness that prevent one from working are treated under the provisions for medical leave.) UNO has achieved this goal.

UNO sponsors and supports participation in a variety of professional development opportunities and programs for women (**strategy “e”**). These include Emerging Leaders (for students, most participants are women), Leadership Omaha, and UNO Women of Color Awards (inaugurated in 2003). A limited staff training program remains despite the elimination of its funding last year.

Salary equity is the concern of **strategy “f”**. Staff salaries are monitored for gender equity on an ongoing basis, and disparities are “addressed when finances allow.” Tables 3 and 4 show that women tenure-track faculty continue to receive lower average pay by rank than men. Associate professor women were paid slightly more than men (102%) in 1991, but by 2002, they were at only 95% of men’s salaries. At the other ranks, women in 1991 had a much lower average salary comparatively, with some progress evident since 1991. It is important to note that part of the differences in averages may reflect larger concentrations of men in higher paying academic fields. These are therefore academic areas where special efforts should be made to hire more women. Each fall at the beginning of contract negotiations, an agreed-upon regression equation is applied to all UNO faculty salaries to test for gender disparities. Disparities are recognized if gender salary differences are statistically significantly different than zero (although they are not sample-based). The underlying regression model has not been reviewed for some time and should be reevaluated for possible improvements.

**Table 3: Average Salaries in Dollars, 1991 and 2002**

Rank	1991		2002	
	Men	Women	Men	Women
Professor	49,691	45,343	73,261	69,584
Associate Professor	41,570	42,384	63,216	59,718
Assistant Professor	38,938	36,579	52,125	49,868

Note: \*Total Salary are the combined 9-month and converted 12-month salary.

Data Source: AAUP Faculty Compensation Survey, 1991-2002.

Source: Office of Institutional Research.

**Table 4: Salary Comparisons, Percent Women's Salary of Men's**

Rank	1991	1997	2002
Professor	91%	92%	95%
Associate Professor	102%	96%	95%
Assistant Professor	94%	91%	96%

Note: Lecturers and faculty with no rank are not included.

Data Source: AAUP Faculty Compensation Survey, 1991-2002.

According to **strategy “i”**, to increase the pool of women prepared to assume administrative roles, the Chancellor's office should provide financial support for two or three women a year to attend national seminars or similar programs designed to prepare them for administrative leadership. The UNO Chancellor’s office has a strong record in this regard; in light of recent budgetary constraints, regional and local seminars have been emphasized.

**Strategy “m”** calls for the provision of summer grants for research or curricular development projects enhancing the success of women in traditional and non-traditional fields. Three women faculty at UNO have been awarded NSF EPSCoR Women in Science program grants for this year and others have won other external grants and University Committee for Research grants. Although UNO does not offer grants that specifically promote the success of women or girls in specific fields, IS&T has conducted technology camps for girls headed by female faculty.

**Goal 3: Create and maintain a hospitable environment for women in the classroom and the workplace.**

**Introduction:**

More information, collected directly from students, is needed in order to assess the environment for women in the classroom. If something about classroom environment can be inferred from comparing gender retention rates, then UNO’s classrooms appear to be comfortable for women. As Table 5 shows, UNO is somewhat more successful at retaining women students than men students. Women also received more than half the academic honors awarded during UNO’s recent Honors Week: 51 women and 38 men received awards. Women students are doing outstanding work, are being nominated for academic honors, and are winning awards.

## Overview Statistics: Student retention by gender.

**Table 5: First-Time Full-Time Degree-Seeking Student Retention By Gender**

SEMESTER	Initial Cohort		Returned Following Spring		Returned Following Fall	
	Men	Women	Percent of Men	Percent of Women	Percent of Men	Percent of Women
FALL 1991	605	637	84.8%	85.1%	59.5%	59.8%
FALL 1997	570	615	83.3%	87.8%	65.1%	69.3%
FALL 2001	743	868	86.1%	88.1%	69.6%	70.3%

Data Sources: administrative-site First-time Full-time Degree-seeking Students

Source: UNO Office of Institutional Research

UNO has a Women’s Resource Center that is directed and supported by Student Government. Most universities have professionally-staffed Women’s Resource Centers with resources to address the needs of women students, staff, and faculty. Last year’s report stated that 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.” UNO should consider and investigate the possibility that a professionally-staffed center could be an important component of the effort to maintain a supportive climate for women.

### Discussion of Progress on Strategies for Goal 3:

**Strategy “a”** recommends the provision of education sessions for managers, directors, department heads, faculty and administrators on gender equity issues, sexual harassment, etc. UNO offers training nearly every semester on sexual harassment and other diversity issues. Prohibited discrimination issues (sex, race, national origin, etc.) are integral to such discussions. The provision of training for chairs on gender equity issues is **strategy “d.”** Each faculty search committee is presented the gender and cultural diversity hiring charge by the Assistant to the Chancellor for Diversity and Equal Opportunity and the Assistant to the Vice Chancellor for Academic Affairs. Their message is clear: search (don’t just wait) for outstanding minority and women candidates. The Vice Chancellor of Academic Affairs personally calls the Dean and Chair of Search Committee if no women or minorities appear on the finalist list.

Supporting workshops for women's issues is identified by **strategy “b”**. UNO offers a variety of such workshops. Last year’s presentation by the Chancellor’s Commission on the Status of Women (CCSW) and Women’s Studies, *The Yellow Dress* (on domestic violence), was followed this year by their co-sponsorship of STAND: Survivors of Sexual Abuse and Assault. CCSW and Women’s Studies have also cosponsored a series of four “coffeehouses” on women’s issues. Women’s Studies sponsors a monthly colloquium series that showcases faculty and student research and creative activity concerning women’s lives. Women’s Studies sponsored a student conference (with campus wide support). Together with the Women’s Resource Center, Women’s Studies is establishing a network for UNO students who are also parents in order to enhance these students’ classroom performance. Such workshops, talks, conferences and projects are increasingly challenging to organize since the loss of the part-time secretary position to Women’s Studies in last year’s round of budget cuts.

**Strategy “c”** calls for mentoring of women faculty and staff, the major topic of last year’s report. CCSW is investigating the mentoring situation on campus for women faculty, staff and students through development of a survey to gather data from the 3 groups about mentoring experiences on campus. It is a project that will continue into next fall. Mentoring programs have been established throughout UNO for untenured women and men faculty (**strategy “e”**).

**Conclusion:**

The University of Nebraska at Omaha (UNO) has shown progress in hiring, career advancement, promotion and retention of women faculty and staff during the past decade. UNO has increased the proportion of women faculty through both increased new hires of women and higher rates of retirement separation by men. Over 50% of the female faculty members are under age 45, but about 75% of the males are over 45 years of age.

UNO has been successful in hiring women faculty. Each search committee is presented the gender and cultural diversity hiring charge by the Assistant to the Chancellor for Diversity and Equal Opportunity and the Assistant to the Vice Chancellor for Academic Affairs. Performance evaluations of deans and vice-chancellors include evaluation of their support of gender equity in hiring, a criterion that should be extended to other faculty and staff. The dual-career program has had successes and the need for resources for this program will be growing in the future, given the increasing numbers of dual career couples.

In terms of retention of faculty, the trend by year of hire of retention of men and women is almost identical. The level of retention of women is consistently slightly higher than that of men because of age and retirement differences. The role of salary differences is unclear, but new statistical models to measure gender salary differences are now available and should be explored.

UNO is somewhat more successful at retaining women students than men students. Women also received more than half the academic honors awarded during UNO's recent Honors Week.

Needs assessments are suggested for two UNO services that are primarily for women, both of which were called for in the report last year. First, the 2002 gender equity report concluded that "a comprehensive needs assessment should be done to understand how much child care is needed, how much is locally available, and at what costs." Second, an assessment of the UNO Women's Resource Center, particularly with respect to staffing by professionals, should be considered.

The UNO Chancellor's office has a strong record of sending women to conferences on administrative leadership; in light of recent budgetary constraints, regional and local seminars have been emphasized. In addition, other organizations such as Women's Studies, Student Organizations and Leadership Programs, the Chancellor's Commission on the Status of Women, and Women's Resource Center have sponsored excellent workshops on women's issues.

The University of Nebraska at Omaha has made important gains during the past ten years in the struggle for gender equity. In the current fiscal environment it is crucial that progress toward gender equity continues.



## **University of Nebraska at Kearney 2003 Gender Equity Annual Report**

This report has been prepared by the Chancellor's Advisory Committee for Gender Equity of the University of Nebraska at Kearney (UNK) as a part of the University-wide Committee on Gender Equity 2003 Report to the Board of Regents. This report focuses only on progress related to Regents' Goals 2 and 3 and selected strategies relative to these goals. Data regarding faculty recruitment, rank and tenure are compared between 1991, 1997, and 2001 primarily with several additional years added in some tables.

### **EXECUTIVE SUMMARY**

1. Women faculty continue to be under-represented at UNK. The widest discrepancy exists between male and female faculty at the full and associate professorship levels.
2. UNK has successfully recruited women faculty at the assistant professor level; however, the situation should be monitored over the next several years to ensure that women faculty remain at UNK and earn promotion.
3. Disproportionate numbers of women faculty are clustered in the non-tenure lecturer and instructor ranks.
4. The committee recognizes that many factors impact budget decisions; however, it is concerned that the two administrative positions eliminated at UNK were held by women.
5. Gender differences are dramatic in the skilled craft and secretarial/clerical categories as well as among part-time office/service personnel. Women hold a disproportionate number of secretarial/clerical and part-time office/service positions.
6. Women students represent slightly more than half of all undergraduate students and a much larger proportion of the graduate student pool at UNK.
7. After two years of operation, demand exceeds capacity at the UNK on-campus day care center.
8. The Chancellor is in the process of establishing an ad hoc committee to conduct a climate survey at UNK. To that end, UNK has no basis for identifying and assessing climate issues.

### **RECOMMENDATIONS**

1. Non-tenure track lecturer and instructor positions should be converted to tenure-track positions, whenever and wherever the budget permits.
2. UNK should hire women faculty at higher ranks and/or promote them to higher ranks.
3. Administrative budgetary decision-making requires sensitivity to gender. Budget-related personnel reductions should be scrutinized to ensure equality across gender for all staff and technical personnel positions.

4. A climate survey should be conducted among faculty, office/service staff, and students at UNK.
5. Men and women faculty as well as staff and administrators should be hired and/or promoted in fields traditionally dominated by one gender.

## INTRODUCTION

The 2003 Gender Equity Report to the University of Nebraska Board of Regents from the University of Nebraska at Kearney focuses on goals 2 and 3 as a lens through which we examine recruitment and retention of women faculty, staff, and students. In 1991, the Board adopted gender equity goals and strategies and revised them in 1997. Using these dates, as well as data from 2002, as benchmarks, we examine progress toward reaching Regents' goals 2 and 3 on the UNK campus.

This report discusses the strategies specific to Goals 2 and 3, which the members of the UNK Chancellor's Advisory Committee for Gender Equity (CACGE) believe need attention on this campus. This past year the CACGE also examined UNK's progress toward meeting all of the Gender Equity Goals and Strategies. This portion of our report will be appended to this document as a part of the permanent record.

## WOMEN FACULTY

From 1991 to 2002, the total number of faculty at UNK decreased slightly from 255 to 250 (2%). During that same period, however, the number of women faculty increased, with women representing 20% of the faculty in 1991, nearly 27% of the faculty in 1997, and nearly 35% of the faculty in 2002 (Table 1). **While it is encouraging that the percentage of total women faculty has increased 67.3% from 1991 to 2002, women still are under-represented among the UNK faculty. The discrepancy between male and female faculty is even more alarming at the full and associate professor levels. For example, in 2002, 12 full professorships were held by women, and 35 women faculty were associate professors—this represents only 16% and 37.2% of the total faculty who hold ranks of full professor and associate professor, respectively.** At the assistant professor level, however, the ratio is more evenly distributed with women accounting for almost half of assistant professorships. Noteworthy also is that women in all ranks increased over the past 11 years—although the number of women full professors, which increased 140% from 1991 to 2002, represents a growth in real numbers from only 5 to 12.<sup>i</sup>

**These data demonstrate that UNK has been successful in recruiting women faculty at the assistant professor level. However, over the next several years this situation bears monitoring to ensure that women faculty both stay and earn promotion. As a positive indicator in response to this concern, we note that in 2002, out of the 20 women faculty who applied, 18 (90%) received either tenure or promotion. By contrast, among the 11 men faculty who applied in 2002, 6 (55%) received either tenure or promotion.<sup>ii</sup> This information clearly indicates that women at UNK merit promotion and tenure.**

**Table 1. Growth in Female Faculty, Total and by Rank, 1991-2002**

	1991	1997	2002	Δ 1991-1997	Δ 1991-2002
<i>All Faculty</i>	255	261	250	2.4%	-2.0%
<i>All Women Faculty</i>	52 (20.4%)	70 (26.8%)	87 (34.8%)	34.6%	67.3%
<i>Professor: All</i>	81	86	75	6.2%	-7.4%
<i>Professor: Women</i>	5 (6.2%)	13 (15.1%)	12 (16.0%)	160.0%	140.0%
<i>Associate Professor: All</i>	82	88	94	7.3%	14.6%
<i>Associate Professor: Women</i>	15 (18.3%)	18 (20.5%)	35 (37.2%)	20.0%	133.3%
<i>Assistant Professor: All</i>	92	87	81	-5.4%	-12.0%
<i>Assistant Professor: Women</i>	32 (34.7%)	39 (44.8%)	40 (49.4%)	21.9%	25.0%

SOURCE: AAUP

The U.S. Department of Education makes available data on numbers of non-tenure track positions as well as numbers of faculty at the instructor/lecturer level (Table 2).<sup>iii</sup> Although such numbers at UNK are small, we discern a distinct trend in the data. Although the total number of faculty at the non-tenure track assistant professor rank increased from 7 to 8 from 1991 to 2002, **women faculty in non-tenure track assistant professor positions increased from 1 individual in 1991 to 6 in 2002. Proportionately, this represents an increase from 14% of the total faculty at this rank 11 years ago to 75% last year.** At the instructor/lecturer levels, both tenure- and non-tenure track numbers of faculty in those positions increased from 41 in 1991 to 57 in 2002. **Noteworthy is that the number of women at the non-tenure track instructor/lecturer increased—from 20 to 31 in the past 11 years. Although the percentage of women faculty among all faculty at this level decreased (nearly 77% in 1991), in 2002 women still comprised nearly 61% of all faculty at the lowest teaching ranks. This means disproportionate numbers of women faculty are clustered at the lower ranks. This is not gender equity. We do not suggest hiring additional men at the lower ranks to achieve equity. Rather, these positions should be converted to tenure-track positions, whenever and wherever the budget permits.**

**Table 2. Women as a Proportion of Faculty by Rank, 1991 and 2002**

	1991	2002
<i>Professor: All</i>	81	75
<i>Professor: Women</i>	5 (6.2%)	12 (16.0%)
<i>Associate Professor: All</i>	82	94

<i>Associate Professor: Women</i>	15 (18.3%)	35 (37.2%)
<i>Assistant Professor: All (Tenure track)</i>	85	73
<i>Assistant Professor: Women (Tenure track)</i>	31 (36.5%)	34 (46.6%)
<i>Assistant Professor: All (Non-tenure track)</i>	7	8
<i>Assistant Professor: Women (Non-tenure track)</i>	1 (14.3%)	6 (75.0%)
<i>Instructor/Lecturer: All (Tenured/tenure track)</i>	15	6
<i>Instructor/Lecturer: Women (Tenured/tenure track)</i>	8 (53.3%)	5 (83.3%)
<i>Instructor/Lecturer: All (non-tenure track)</i>	26	51
<i>Instructor/Lecturer: Women (Non-tenure track)</i>	20 (76.9%)	31 (60.8%)

SOURCE: Integrated Post-secondary Education Data System, U.S. Department of Education

To determine if women leave UNK in higher proportions, we examined faculty departures from 2000 through 2002.<sup>iv</sup> Table 3 presents numbers of departures for the past three years as a proportion of total departures for each rank. These data reveal that men are a larger proportion of departing faculty at every rank. For example, of the 17 full professors who departed in the past three years, 11 of them (65%) were men, in contrast to 6 women professors (35%). **However, as noted, the total number of women faculty at the full professor rank has and continues to be low: 5 in 1991, 13 in 1997, and 12 in 2002.** As another dimension of attrition, we calculated the average years of service at UNK for departing male and female faculty members during this same period. These data indicate that men and women appear to be staying at the university for comparable amounts of time.

**Table 3. Faculty Departures by Rank and Gender, 2000-2002**

	Professor	Associate Professor	Assistant Professor	Lecturer	Total
<b>Total</b>	<b>17</b>	<b>13</b>	<b>23</b>	<b>28</b>	<b>81</b>
<i>Mean Years of Service (Standard Deviation)</i>	32 (17)	10 (7)	8 (11)	9 (10)	14 (13)
<b>Men</b>	<b>11 (65%)</b>	<b>8 (62%)</b>	<b>15 (65%)</b>	<b>17 (61%)</b>	<b>51 (63%)</b>
<i>Mean Years of Service (Standard Deviation)</i>	34 (4)	9 (3)	7 (11)	11 (12)	14 (14)
<b>Women</b>	<b>6 (35%)</b>	<b>5 (38%)</b>	<b>8 (35%)</b>	<b>11 (39%)</b>	<b>30 (37%)</b>
<i>Mean Years of Service (Standard Deviation)</i>	27 (10)	12 (10)	10 (10)	7 (4)	13 (11)

SOURCE: SAP, the University's financial accounting system

Table 4 presents the numbers of departures for the past three years as a proportion of the total number of faculty within each rank. To illustrate, of the 68 men at the full professor rank, 11 left (16% of all men at the rank). Of the 12.5 women at the full professor rank, 6 left (48% of all women at the rank). We note, however, that 4 of the 6 female full professors left UNK because of retirement—and these women had been at UNK from 26 to 35 years. **What is most disturbing about these numbers is that, unless female faculty are brought in at the full professor level or promoted to that rank, even fewer women will be represented at UNK at the full professor rank.** We find less dramatic a disparity in the proportion of departures for men and women faculty at the associate and assistant professor ranks. This, combined with the data presented in Table 3, suggest to us that nothing in the climate or policies at UNK drives women faculty to leave in larger proportions than men.

**Table 4. Faculty Departure Rates by Rank and Gender, 2000-2002**

	Professor	Associate Professor	Assistant Professor
<i>Mean Number of Men at Rank, 1997-2002</i>	68	65	44.5
<i>Departures by Men, 2000-2002</i>	11 (16.2%)	8 (12.3%)	15 (33.7%)
<i>Mean Number of Women at Rank, 1997-2002</i>	12.5	26.5	39.5
<i>Departures by Women, 2000-2002</i>	6 (48%)	5 (19%)	8 (20.3%)

SOURCES: AAUP and UNK

- In summary, the data regarding faculty suggest these key concerns:
- **women are under-represented on the UNK faculty with male faculty members representing nearly 65% of the total;**
  - **women are over-represented within the non-tenure track instructor/lecturer rank (61%);**
  - **women are under-represented within the ranks of associate and full professor (37% and 16%, respectively); recent retirements of women at the full professor rank could greatly exacerbate this situation.**

### **WOMEN STAFF & TECHNICAL PERSONNEL**

Women have held roughly half of the positions on administrative and professional staffs at UNK in 1997 and 2001 (Table 5). Women hold proportionately fewer posts in the executive/administrative/managerial category. Women comprised nearly 36% and 42% of those positions in 1997 and 2001, respectively—although total numbers of individuals in the executive/administrative/managerial category are small. The actual number of women in the executive/administrative/managerial category remained unchanged in 1997 and 2001, although there was a decrease of two positions, from 14 to 12, in the same years.

The committee is concerned about the impact of budget cuts on women in administrative positions at UNK. **Specifically, two senior administrative positions have been eliminated this past academic year, both of which were held by women. This could create the appearance that women administrators are less valuable than men. We do not suggest that gender become the basis for administrative reorganization decisions; however, we strongly recommend increasing sensitivity to gender.**

**Table 5. Growth in Female Executive, Administrative and Professional Staff, 1997-2001**

	1997	2001	Δ 1997-2001
<i>Executive/Administrative/Managerial: All</i>	14	12	-14.3%
<i>Executive/Administrative/Managerial: Women</i>	5 (35.7%)	5 (41.7%)	0.0%
<i>Other Administrative: All</i>	25	38	52.0%
<i>Other Administrative: Women</i>	12 (48%)	19 (50%)	58.3%
<i>Other Professional: All</i>	104	120	15.4%
<i>Other Professional: Women</i>	60 (57.7%)	64 (53.3%)	6.7%

SOURCE: UNK Factbook

As reported in Table 6, the University saw an overall decrease from 236 to 224 employees (5%) among full-time office/service staff from 1997 to 2001. Although the numbers of full-time office/service women decreased from 154 to 150 in the same years, the proportion of women serving in these positions increased overall from 65% to 70%. Women represented nearly half of the service/maintenance staffs for both years, and although the total number of employees decreased slightly, the number of women comprising this category increased from nearly 43% to 47% for the two years reported.

**Table 6. Growth in Full-time Female Office/Service Staff, 1997-2001**

	1997	2001	Δ 1997-2001
<i>Full-time Office/Service: All</i>	236	224	-5.1%
<i>Full-time Office/Service: Women</i>	154 (65.3%)	150 (70%)	-2.6%
<i>Service/Maintenance: All</i>	82	70	-14.3%
<i>Service/Maintenance: Women</i>	35 (42.7%)	33 (47.1%)	-5.7%
<i>Skilled Craft: All</i>	32	32	0.0%
<i>Skilled Craft: Women</i>	2 (6.3%)	4 (12.5%)	100.0%
<i>Technical/Professional: All</i>	9	12	33.3%
<i>Technical/Professional: Women</i>	4 (44.4%)	8 (75%)	100%
<i>Secretarial/Clerical: All</i>	113	110	-2.7%
<i>Secretarial/Clerical: Women</i>	113 (100%)	105 (95.5%)	-7.1%
<i>Part-time Office/Service: All</i>	22	18	-1.8%
<i>Part-time Office/Service: Female</i>	21 (95.5%)	16 (88.9%)	23.8%

SOURCE: UNK Factbook

Gender differences are most dramatic in the skilled craft and secretarial/clerical categories as well as among part-time office/service personnel. For example, among the 32 skilled craft workers for 1997 and 2001, only 2 and 4 women, respectively, comprised the work force. By contrast, all 113 secretarial/clerical employees were women in 1997, and in 2001 women represented 95.5% of the 105-person staff—which means that 5 men served in secretarial/clerical positions in 2001. Part-time office/service workers were nearly all women for both years.

**In terms of gender equity, it would appear that there is room for improvement in the technical/professional and secretarial/clerical staff positions. We also recommend that budget-related personnel reductions be scrutinized to ensure equability across gender for all staff and technical personnel positions.**

### **WOMEN STUDENTS**

Although the number of total graduate and undergraduate students has declined from 1991 to 2002, women students have consistently represented slightly more than half of all undergraduate students for the years reported: 3,906 (55%) in 1991, 3,414 (nearly 56%) in 1997, and 2,938 (54.7%) in 2002. The number of graduate students at UNK has decreased from 1,191 in 1991 to 1,022 in 1997, but showed a slight increase in 2002 to 1,029 students. **However, for all three years reported, women represent a much larger proportion of the graduate student pool at UNK. For example, there were 795 (nearly 67%) women graduate students in 1991, 699 (68%) in 1997, and 730 (70%) in 2002.<sup>v</sup> Thus, of greatest concern is that women will bear the brunt of changes in UNK's graduate offerings as budget reductions threaten to merge some programs and/or eliminate others.**

#### **Women's Studies Program**

Inasmuch as universities offering Women's Studies (WS) programs frequently consider such programs to serve a recruitment and/or retention function, we include a brief summary of the UNK Women's Studies Program, which began in 1989. The data represent the three years reported:

- 1991: 2 minors, 5 WS-designated courses, 153 student credit hours, and 31-student credit hours/course;<sup>vi</sup>
- 1997: 4 minors, 11 WS-designated courses, 564 student credit hours, and 51-student credit hours/course;
- 2002: 10 minors, 14 WS-designated courses, 1,242 student credit hours, and 89-student credit hours/course.

With student credit hours generated for each WS course nearly tripling since 1991, it is clear that students other than the Women's Studies minors are increasingly enrolling in courses dealing with gender issues. This also suggests that the Women's Studies Program helps UNK to serve its larger mission of liberally educating students.

### **GOAL 2 DISCUSSION**

**Regents' Goal #2: Facilitate hiring, career development, promotion, and retention of women faculty and staff.**

Strategy a. Develop a system of incentives . . . for increased hiring and promotion of women faculty, staff, . . . this should be initiated as part of the annual review.

An incentive system has not been made part of the annual performance review for administrators at UNK. **Recommendation: incentives should be put into place for administrators for increased hiring and promotion of men and women faculty as well as staff and administrators in fields traditionally dominated by one gender. Increased enrollment of men and women students in fields traditionally dominated by one gender also should be included on annual performance reviews of administrators and departments.**

Strategy b. Establish a pool of faculty lines for distribution . . . which are able to recruit outstanding women faculty, especially senior faculty and faculty in areas where women are now underrepresented. The committee is aware that funding is available through the Diversity Program from President Smith's office for "opportunity hires" when a department finds a qualified female or minority candidate for a specific position. CACGE suggests that the funds also be made available for staff positions. Guidelines should be published that describe the availability of the funds as well as how to access them.

Strategy d. Continue development of "family support" policies including relief from tenure timetable, family leave, day care, geriatric day care, etc.  
**Recommendation: family support policies and benefits should be extended to domestic partners.**

Strategy e. Encourage professional development opportunities and programs for women. There are various professional development opportunities offered throughout the campus but no central system of reporting those opportunities. Specific opportunities that can be highlighted include "Honoring Women's Voices" and "Making a Difference" conferences. Currently, there are groups forming that will provide opportunities to different populations on the campus: Women in Higher Education (tenured faculty, non-tenured faculty, and staff directors). **Recommendation: as budgets allow, more opportunities should be provided; deans, department chairs, administrators, and directors are encouraged to share what opportunities have been provided to a central reporting system; i.e., the Chancellor's Advisory Committee for Gender Equity.**

Strategy f. Continue pursuit of salary equity  
UNK recently provided salary data to the Nebraska State Auditor for review, but the results of this study have not been made available to the campus community.  
**Recommendation: Salaries of employees at UNK should be periodically and regularly reviewed using a review process similar to the OFCCP (Office of Federal Contract Compliance Program).**

Strategy j. Provide support for on-campus day care for employees and full-time students. UNK established an on-campus day care center in 2001. The center currently serves 47 families (children of 26 students and 21 faculty/staff), which includes 50 children. The Center has reached maximum enrollment for infants and toddlers and is close to capacity for pre-school children. The Center has a waiting list of 24 children. Plans include pursuing additional space to increase capacity for 12 more children, beginning the National Association for the Education of Young Children (NAEYC) accreditation process, and pursuing additional funding to upgrade the playground.



Strategy l. In order to increase the pool of women prepared to assume administrative roles, the Chancellor's office should provide financial support for two or three women a year to attend national seminars . . .

The Chancellor has provided funds as funds were available. **Recommendation: the Diversity & Equity Fellowship Program should be more widely publicized at UNK, and individuals should be encouraged to apply. UNK should offer a version of the fellowship program for employees to learn about administrative roles.**

Strategy m. Provide summer grants for research . . . enhancing the success of women in traditional and non-traditional fields.

UNK does not provide specific funds for women. **Recommendation: the Office of Sponsored Programs is encouraged to find grants for research and curricular development projects enhancing the success of women in traditional and non-traditional fields and to encourage different individuals or departments to apply for those grants.**

### GOAL 3 DISCUSSION

**Regent's Goal 3: Create and maintain a hospitable environment for women in the classroom and the workplace.**

The most recent, and, to the committee's knowledge—the only—climate survey completed at UNK took place in 1991. At the urging of the CACGE and the Office of AA/OE the Chancellor is in the process of establishing an ad hoc committee to conduct a climate survey at UNK. This survey will provide some of the quantitative data about climate issues at UNK that University Administration and the Board of Regents have requested. Until that occurs, however, qualitative and anecdotal information relating to climate is the only information available, which is collected through the Office of AA/OE.

#### **Exit Interviews**

From October 2002 to the present, out of 39 exit surveys distributed to departing employees, 15 (8 females and 7 males) responded. The most frequent reasons cited by respondents for leaving the university were: lack of advancement, salary, lack of spouse/partner opportunities.<sup>vii</sup> One person provided a negative response about gender/race climate. Of the 11 surveys sent to applicants who either withdrew or declined employment at UNK, 6 responses were returned (2 from females, 4 from males). The most frequently mentioned reason for declining a position at UNK related to family issues.

Strategy a. Initiate appropriate education sessions for managers, directors, department heads, faculty and administrators on gender equity issues, sexual harassment, etc.

UNK lacks formalized training sessions related to gender equity, sexual harassment, and the maintenance of a hospitable environment for women. However, the director of the Office of AA/OE meets with each search committee to discuss hiring guidelines and Affirmative Action policies. Individuals impacted by inequity may file a complaint through the Office of AA/OE; however, the committee notes that this process can be intimidating due to retaliatory concerns, especially for untenured faculty and staff.

**Recommendation: recognizing that education alone does not ensure gender equity, UNK should, however, assert its commitment to gender equity by establishing a campus-wide training program related to sexual discrimination, harassment, and grievance procedures. Training sessions should be held quarterly for managers, directors, department heads, faculty, and administrators.**

Strategy b. Support workshops on women's issues.

UNK recently established the CORE program (Creating Opportunities for Respect & Equity) on campus with plans to offer the first session in summer 2003.

**Recommendation: Participation should be mandatory for all campus entities (including students), and especially those in administrative and managerial roles.**

Strategy c. Support mentoring of women faculty and staff.

Department chairs are responsible for assigning mentors for new faculty. However, mentoring is inconsistent across campus. **Recommendation: a formalized and uniform campus-wide mentoring process should be established for women faculty and staff. Mentors should be carefully matched with new faculty.**

Strategy d. Provide training for chairs on gender equity issues

**Recommendation: department chairs should be provided an annual program that covers gender equity issues, sexual harassment issues and other pertinent human resource issues.**

Strategy e. Establish mentoring programs for all untenured faculty.

Mentoring practices are inconsistent across the UNK campus. **Recommendation: a formal and uniform mentoring program should be established on campus for all untenured faculty members. Untenured faculty must receive proper mentoring appropriate for their discipline, while balancing their workload assignments in the areas of service, scholarship, and teaching.**

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Information for Tables 1 and 2 is provided by the UNK Office of Institutional Research and is based on data Association of University Professors (AAUP) and the Integrated Post Secondary Education System (IPEDS). AAUP data includes only those faculty who have full-time appointments related to instruction and research. AAUP data does not include non-tenure track positions or faculty at the instructor/lecturer level. IPEDS data includes non-tenure track positions and instructor/lecturer level faculty positions.

<sup>ii</sup>Information from the Office of the Senior Vice Chancellor of Academic Affairs. To maintain confidentiality of the applicants, data for tenure and promotion were combined.

<sup>iii</sup>The source for IPEDS data is the U.S. Department of Education.

<sup>iv</sup>Data for Table 5 were compiled from information provided by SAP, the university's financial accounting system. Data in Table 5 do not include faculty who departed because an expired appointment. Data for Table 6 were provided by AAUP and the UNK Factbook through the Office of Institutional Research. Because data are based on different criteria among the various reporting services, the departure rates from 2000 to 2002, as reported in Table 6, were calculated using mean numbers of faculty at each rank for 1997 to 2002.

<sup>v</sup>Source: UNK Factbook, which is compiled by the UNK Office of Institutional Research.

<sup>vi</sup> The Women's Studies program does not offer a bachelor's degree at this time.

<sup>vii</sup>Exit survey information failed to denote any particular or overriding reason for people leaving the Kearney campus