

January 1, 1998

University of Nebraska's Commitment to Diversity

The University of Nebraska is committed to increasing the cultural, ethnic, racial, and gender diversity within the student body, faculty, and staff through continued attention to recruitment, hiring, and retention. Such a commitment is expressed in various Board of Regents' policies.

In 1991, the Board of Regents adopted seven gender-equity goals, one of which is to "achieve gender representation throughout the University of Nebraska, including faculty, staff, students, and administration, which reflects a position of leadership among similarly situated institutions." Similarly, in 1993 the Board of Regents adopted six goals related to minority affairs, one of which is to "establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, students, and administration." (The 1991 and 1993 goals are attached to this report for reference in Appendix A.)

In February 1997, President Smith appointed a Gender Equity Task Force to review the goals and strategies adopted by the Board of Regents in 1991. After a careful assessment of the gender equity situation in the University, the Task Force found the existing goals to be "both appropriate and commendable," and made a number of specific recommendations for additional strategies to attain the goals adopted in 1991. Included among its recommendations were: better dissemination of the Regents' goals for gender equity; establishment of a pool of funds to support competitive hiring offers to women candidates; establishment of mentoring programs for all untenured faculty; flexibility in the tenure-track schedule; and appointment of a person on each campus with line responsibilities for gender equity. The University is committed to implementing the Task Force recommendations, and to pursuing similar goals with regard to minority faculty, students, and staff.

LB 389 Requirements

During its 1997 session, the Nebraska Legislature passed LB 389 which requires that by August 1, 2002, the University of Nebraska be among the top 50 percent among the Board of Regents' peer institutions in the employment of women and minority faculty members. LB 389 further requires the University of Nebraska to submit to the Legislature by January 1, 1998, a five-year plan containing yearly benchmark standards to be met in achieving the legislative goal.

This report on a five-year plan to increase gender and ethnic/racial diversity among University of Nebraska faculty is prepared to meet the legislative requirements. It outlines the plans developed by University's campuses to achieve the goal established by LB 389 and the strategies initiated to implement those plans.

Diversity Situation Based on National Comparative Data

The percentage of women and minority faculty members in full-time, tenure-track positions at NU institutions and their peer averages are displayed in Table 1. Included in the data are full-time faculty with the ranks of professor, associate professor, and assistant professor who are already tenured or are in

tenure-track positions. UNMC data also include faculty in the same ranks with health professions appointments. Other ranks of faculty, such as instructor or lecturer, are excluded from the comparative data in this plan. Variations in how universities use and define such faculty ranks present comparability problems. The data shown in Table 1 are based on the federal Department of Education's Integrated Postsecondary Education Data System (IPEDS) Fall Staff Survey, 1995, the most recent time for which comparative national data are available. (The complete peer data are attached to this report for reference in Appendix B.)

University-wide, the proportion of women among tenure-track faculty at the University of Nebraska (25.5 percent) was higher than the midpoint of all the peer institutions combined (24.7 percent) by 0.8 percent. In the employment of minority faculty, the University (at 7.8 percent) was below the midpoint of the peers (at 10.9 percent) by 3.1 percent.

The goal of reaching the midpoint of peer institutions is a moving target in that as the University strives to increase the percentages of women and minority faculty members, the peer institutions will also presumably try to increase their percentages. Thus, the goal and the benchmarks may be periodically reviewed and updated.

University Benchmarks and Campus Plans

The goal required by LB 389 is that the University of Nebraska reach at least the midpoint percentage of its peer institutions in the employment of women and minority faculty. According to the latest available comparative data, the midpoint of peers is 24.7 percent in the employment of women, and 10.9 percent in the employment of minority faculty. To achieve the legislative goal, the campuses have developed hiring and retention plans intended to result in higher percentages of women and minority faculty by August, 2002. National data from the IPEDS survey, published every two years, will next be available in the spring of 1998. At that time, the University will reexamine its position relative to its peers and possibly update its benchmarks.

The benchmark for each of the five years of the plan is either: (i) the percentage of women or minority faculty is at or above the midpoint of the peers (i.e. the legislative goal has been met that year); or (ii) progress on the plan to reach the legislative goal by August, 2002, as indicated below.

Table 1

Percentages of Women and Minority Faculty Among Tenure-Track Faculty

		Women	Minority
UNK	UNK's ratio	24.0%	2.7%
	Peer average	29.5%	7.5%
	Difference	-5.5%	-4.8%
UNL	UNL's ratio	22.4%	7.8%
	Peer average	22.2%	10.5%
	Difference	0.2%	-2.7%

UNO	UNO's ratio	26.8%	10.0%
	Peer average	29.9%	13.2%
	Difference	-3.1%	-3.2%
UNMC	UNMC's ratio	31.3%	9.0%
	Peer average	24.8%	10.9%
	Difference	6.5%	-1.9%
NU Total	NU Total's ratio	25.5%	7.8%
	Peer average	24.7%	10.9%
	Difference	0.8%	-3.1%

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Source: IPEDS 1995 Fall Staff Survey

Note: Data includes full-time faculty with the ranks of professor, associate professor, and assistant professor who are already tenured or are in tenure-track positions. UNMC data also includes faculty in these ranks with health profession appointments.

The legislation requires that if annual benchmarks are not met, one percent of the University's appropriations shall be withheld beginning with the 1998-99 budget year. The University's faculty hiring is generally reflected each fall when new faculty arrive for the academic year. Thus, the annual benchmarks will be determined as of the fall of each year beginning with fall 1997 and ending with fall 2001. Accordingly, the University has adopted calendar-year periods beginning with 1997 for measuring progress. (While a prospective five-year plan might seem more appropriate, LB 389 requires an assessment to be made with regard to a budget year beginning six months from the submission of the plan.) A report shall be made to the Department of Administrative Services (DAS) by the end of each calendar year, thus providing DAS with sufficient time to assess compliance before the start of the next fiscal year.

In the first year (1997), the University both exceeded the midpoint of its peers and had a net gain of eight women faculty, one more than the annual benchmark of seven women. (Incidentally, in 1996, the University's net increase in women faculty over 1995 was 23.) In 1997, the University increased the number of minority faculty over 1996 by a net of 12, which is the annual benchmark. (In 1996, the University had a net increase of ten minority faculty members over 1995.)

In each of the succeeding four years, the benchmarks are a net increase of seven women faculty and 12 minority faculty each year (or, as indicated above, total percentages of women or minority faculty exceed the midpoint of the peers). Under this plan, the University intends to have achieved the legislative goal by August, 2002.

As previously noted, the goal of reaching the midpoint of peer institutions is a moving target. The above-outlined benchmarks, as well as the campus-specific plans outlined below, are based on fall 1995 data, the latest available national comparative data. As new data become available, the goal and benchmarks may have to be adjusted, depending on the University's performance relative to its peers.

Since faculty hiring is done at the department level on each campus, a summary of each campus plan is outlined below. (The specific campus plans are attached to this report for reference as Appendix C.)

University of Nebraska at Kearney (UNK)

The percentage of women faculty in UNK's tenure-track positions in fall 1995 was 24.0 percent compared to 29.5 percent for its peer average (See Table 1). UNK plans to increase the representation of women in tenure-track faculty positions by 3.2 percent biennially so that by the fall 2001, women will comprise 33.6 percent of its tenure-track positions. This translates into a need to increase the number of women by a net of at least four per year over the five-year period to meet or exceed the midpoint of peer institutions.

Similarly, the percentage of minority faculty in UNK's tenure-track positions for the same year was 2.7 percent compared to 7.5 percent for its peer average. UNK plans to increase the representation of minority faculty in tenure-track positions by 2.4 percent biennially so that by fall 2001, minority faculty will comprise 8.7 percent of its tenure-track positions. This translates into a need to increase the number of minority faculty by a net of at least three per year over the five-year period to meet or exceed the midpoint of peer institutions.

University of Nebraska-Lincoln (UNL)

The percentage of women faculty in UNL's tenure-track positions (22.4 percent) was slightly above its peer average (22.2 percent) in fall 1995. UNL's plan calls for an increase in the overall representation of women in tenure-track positions over the next five years (fall 1997 to fall 2001) such that the percent of women exceeds the midpoint of its peer institutions. Given present rates of hiring and retention, 45 percent of all new hires in UNL's tenure-track positions should be women.

The percentage of minority faculty in UNL's tenure-track positions in fall 1995 was 7.8 percent compared to 10.5 percent for its peer average. UNL's plan calls for an increase in the overall representation of minority faculty in tenure-track positions over the next five years (fall 1997 to fall 2001) such that the percent of minority faculty exceeds the midpoint of its peer institutions. Given present rates of hiring and retention, at least a net of five new minority faculty members should be added each year over the five-year period.

University of Nebraska at Omaha (UNO)

The percentage of women faculty in UNO's tenure-track positions in fall 1995 was 26.8 percent compared to 29.9 percent for its peer average. For minority faculty, it was 10.0 percent compared to 13.2 percent for its peer average. UNO's Equity Hiring Plan uses national data on doctoral degree awards by gender and race/ethnicity to roughly estimate pools of potential candidates for faculty positions. By comparing such "availability" data with UNO's actual faculty demographic data, the plan allocates target hires to its colleges based on the extent of the college's "underutilization." Using 1996-97 availability data, the plan allocated hiring targets to its colleges which totaled 71 women and nine underrepresented minority faculty as the optimal campus-wide goal over the plan period. However, to reach the minimal goal of reaching the midpoint of its peers, UNO needs to hire a net of at least three women and a net of at least two minority faculty members each year over the five-year period.

UNO plans to use the national availability data, which is issued every other year by the National Research Council. The goals established above may be adjusted with each iteration of the availability data, depending on the diversity composition of its colleges and the success of the stated plan.

University of Nebraska Medical Center (UNMC)

The percentage of women faculty in UNMC's tenured and health professions positions in fall 1995 was higher than its peer average, 31.3 percent compared to 24.8 percent. In fact, that figure places UNMC at the top of its peer institutions. The UNMC plan calls for hiring and retention of women such that the percent of women, at a minimum, stays in the top 25 percent of its peer institutions. Further, given college differences in profile and issues related to gender equity, the plan calls for increased numbers of women faculty in senior and leadership positions in the colleges of Medicine and Dentistry, and the need to fill at least half of the currently open five faculty positions in the College of Pharmacy with women.

The percentage of minority faculty in UNMC's tenured and health professions positions in fall 1995 was 9.0 percent compared to 10.9 percent for its peer average. The UNMC plan calls for a need to add a net of at least two new minority faculty per year in order to reach the minimal goal of reaching the midpoint of peer institutions.

Implementation Strategies

To implement their plans for hiring women and minority faculty, to attain the goal of reaching at least the midpoint of peer institutions in the employment of women and minority faculty as called for by LB 389, and more broadly, to enhance the diversity of the university community, each of the campuses has established short-term and long-term strategies, some of the campus strategies are highlighted below:

- Ensuring that each faculty search process demonstrates a good-faith effort to seek to include women and of minority groups in the applicant and interview pools, including advertising in publications targeting minority populations.
- Providing needed resources and incentives for pursuing diversity goals. For example, UNL has redirected \$708,000 from its 1997-1999 budget for diversity initiatives, of which \$530,000 is for the specific purpose of recruiting and retaining more diverse faculty and graduate student populations. Similarly, UNMC has \$875,000 to bolster its efforts in recruiting women and minority faculty members and minority students.
- Ensuring institutional accountability in the recruiting, hiring, and retaining of a more diverse faculty by
 - using national availability information and work force analyses to determine underrepresentation at a discipline or college level;
 - establishing and maintaining appropriate data bases on the recruitment, hiring, and retention of women and minority faculty;
 - monitoring annual decisions on tenure and promotion;
 - monitoring the progress made in improving the diversity of faculty in comparison to peer institutions.
- Establishing faculty development initiatives for targeted groups, such as UNO's Minority Development Program which is a "grow-your-own" program through which local professionals or promising doctoral students are provided financial support in completing their programs with the understanding that they will be considered for appointment to tenure-track positions.
- Providing general professional development opportunities, mentoring programs, and other support services including spousal employment and dual-career support possibilities that enhance retention of women and minority faculty once they are hired.
- Improving and maintaining a climate that welcomes women and minority faculty, including sponsorship of a more inclusive culture and organizing workshops and conferences addressing gender and minority issues.

APPENDIX A

1991 and 1993 Board of Regents' Goals

GENDER EQUITY GOALS AND STRATEGIES

Adopted by the University of Nebraska Board of Regents on September 6, 1991

Goal 1: Achieve gender representation throughout the University of Nebraska, including faculty, staff, students and administration, which reflects a position of leadership among similarly situated institutions.

- a. Create incentives for departments in the recruitment of women.
- b. Establish Equal Opportunity/Affirmative Action review of job searches before beginning and again after screening, and especially before offer of employment is made.
- c. Implement continual, periodic EEO/AA training/educational programs for administrative personnel, designed to account for participation, which shall be strongly encouraged.
- d. Implement continual, periodic EEO/AA training/educational programs for faculty and staff, designed to account for participation, which shall be strongly encouraged.
- e. Encourage enrollment of women students in those fields of study in which women are now underrepresented.
- f. *Direct all campus chancellors to distribute annually the Regents' "Gender Equity Goals and Strategies" to vice chancellors, deans, and chairs/directors at meetings or workshops in which the implementation of the strategies is discussed.**
- g. *Establish a pool of funds on each campus to support competitive hiring offers to women candidates (for use in salary offers, set up costs, research grants, reduced teaching loads, travel allowances, etc).**

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

- a. Develop a system of incentives to reward administrators and departments for increased hiring and promotion of women faculty, staff, and administrators, and increased enrollment of women students, where there are deficits; this should be initiated as part of the annual performance review.
- b. Establish 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.
- c. Establish programs to assist with spousal employment.
- d. Continue development of "family support" policies including relief from tenure timetable, family leave, day care, geriatric day care, etc.
- e. Encourage professional development opportunities and programs for women.
- f. Continue pursuit of salary equity.
- g. *Establish 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 for health reasons will be treated under the provisions for medical leave.)**
- h. *Increase staff time and fellowship support for the Dual Career Program at Lincoln and extend this program to all campuses in the system.**
- i. *Clarify and standardize policies about stopping the tenure clock in the case of medical,*

*maternity, or family leave.**

- j. Provide support for on-campus day care for employees and full-time students.**
- 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 so that faculty may advance as soon as the record merits.**
- 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 designed to prepare them for administrative leadership.**
- m. Provide summer grants for research or curricular development projects enhancing the success of women in traditional and non-traditional fields.**

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

3:

- a. Initiate appropriate education sessions for managers, directors, department heads, faculty and administrators on gender equity issues, sexual harassment, etc.
- b. Support workshops on women's issues.
- c. Support mentoring of women faculty and staff.
- d. Provide training for chairs on gender equity issues.**
- e. Establish mentoring programs for all untenured faculty.**

Goal Improve and maintain a safer campus environment for all.

4:

- a. Optimize campus safety, lighting.
- b. Establish or redirect channels for reporting and/or adjudication of student and staff sexual harassment complaints.
- c. Find methods to improve student awareness of avenues for help, e.g. advertising in campus newspaper, production of fliers.
- d. Encourage additional development of "self-help" programs to help with campus safety, such as dorm escorts, fraternity-sorority escorts, within-building staff-to-staff help.

Goal Establish open and effective channels for review of gender equity issues.

5:

- a. Appoint Chancellor's Commission on the Status of Women for each campus and University-wide.
- b. Establish Ombudsperson for each campus.
- c. Support forums on women's issues at each campus.
- d. Initiate regular central administration participation and oversight of EEO/AA activities through regular University-wide meetings, possible central administration EEO/AA liaison individual (new or designated).
- e. Design informational programs and distribute materials to educate and assist faculty, staff, and students about the proper channels through which to pursue gender equity issues.**
- f. Examine existing policies and practices to insure that they are sensitive to gender issues.**

Goal

6: Establish and maintain appropriate data bases on gender equity.

- a. Establish exit interviews for faculty in the Office of the Academic Vice Chancellor.
- b. Establish exit interviews for managerial/professional and office services personnel at Human Resources/Personnel.
- c. Determine why women faculty and administrators decline offers from the university.
- d. Establish proper and uniform format for reporting among the campuses and University Administration.

- e. *Require the Office of the Vice Chancellor for Academic Affairs to request an exit interview with all departing members of the tenure-track faculty, and the Office of Human Resources to request an exit interview with all departing members of the full-time managerial/professional, and office staff who leave after at least one year at UN.**
- f. *Require an annual report to the Board of Regents about the number and nature of exit interviews conducted and any pattern of results found in them.**

Goal Establish accountability for achievement of gender equity goals.

7:

- a. Initiate appropriate education sessions for managers, directors, department head, and administrators on gender equity issues.
- b. Include progress toward gender equity in annual performance reviews of administrators at all levels.
- c. Annual report to Board of Regents.
- d. Make gender equity a Board of Regents agenda item each year.
- e. Evaluate implementation of performance reviews of managers at all levels, and of all ranks and descriptions, reflecting the views and evaluations of those under the direction of the reviewed manager.
- f. *Appoint a person on each campus with line responsibility for gender equity who will report directly to the Chancellor.**

**Represents September, 1997 recommendations to the President by the Gender Equity Task Force chaired by Dr. Linda Pratt.*

MINORITY AFFAIRS GOALS AND STRATEGIES

Approved by the University of Nebraska Board of Regents on February 13, 1993

Goal Establish and encourage a clear commitment to the value of diversity on the part of all members
1: of the University community.

There should be a clear and continuous commitment from all members of the University community. The Regents, President, Chancellors, deans, faculty, staff and students are all key to achieving demonstrable progress towards inclusion and participation for every member of the University community. The example they set is crucial to the development of an institutional commitment to diversity. University leaders should not only state their commitment clearly and continuously, but should exhibit that commitment through their actions. When the commitment to the value of diversity is clearly demonstrated by these leaders, the actions of the entire University community will parallel the standards they set.

Goal

2: Establish a system of accountability to measure progress toward achieving the recommendations set forth in this report.

- a. The affirmative action office, or its equivalent on each campus and at central administration, should be responsible for implementing an affirmative action plan designed to achieve employee representation which reflects a position of leadership among similarly situated institutions. Uniform reporting methods should be established in order to provide meaningful university-wide analysis.
- b. Performance evaluations at every level should address demonstrated implementation of equity policies.
- c. Each campus and central administration should report annually to the Board of Regents regarding the status of diversity concerns and progress made.
- d. Exit interviews, or other methods of gathering information, should be established in order

to determine whether equity issues have influenced the departure of any employee.

Goal 3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students, and administration.

- a. Faculty and staff of color, as well as volunteers, are crucial role models. Incentives for active and successful affirmative action participation should be established. Establishment of vitae banks, use of minority directories, personal networking within fields of study and consortiums are recommended recruiting tools.
- b. Candidates for University employment should be made to feel welcome on our campuses and in our local communities. Sincere and meaningful efforts should be made by the University and friends of the University to cooperate with local communities to develop and maintain the receptive social climate for all people of color, particularly those within the University family. Dual career family policies in cooperation with local business and industry are positive, desirable and recommended.
- c. Mentoring and professional development opportunities for people of color should be encouraged and reviewed for effectiveness.
- d. The reasons why people of color have declined offers of employment at the University should be determined and addressed.
- e. Recruiting students of color nationally should be implemented, but not to the exclusion of enhancing recruitment efforts aimed towards multicultural residents of Nebraska. Effective formal and informal social support systems should be in place to improve student prospects for success and retention once on campus.
- f. Student recruiting methods that are meaningful for bilingual families shall be developed and implemented.

Goal 4: Create and maintain a climate conducive to success for all peoples.

- a. Unfair, illegal, and irrational discrimination should not be tolerated in any form within the University of Nebraska. Appropriate steps to eliminate this type of discrimination should be swift and effective.
- b. Every effort should be made to create a university campus climate in which all faculty, staff and students feel respected and comfortable and in which success is possible and obtainable. Seemingly simple information is greatly appreciated -- is there a grocery store nearby that stocks cultural foods or products; where can a student of color purchase personal grooming or health products; does the community have a cultural center. Highly visible programs are valuable, but thoughtful courtesy is priceless.
- c. Every effort should be made on campus to dispel the ignorance or anxiety associated with multicultural experiences. The multicultural experience is not to be feared or dismissed; the experience should be viewed and shared by each campus as an important step toward maturity, balance, equity, social justice, and racial harmony.

Goal 5: Support and encourage a curriculum which manifests diversity as a sign of quality.

- a. Academic freedom is grounded in the faculty's right to teach in an honest, challenging and progressive way. Academic freedom permits teachers to educate their students free from the pressures of dogma or the status quo. It encourages faculty to stimulate growth and maturity in students free from the peril of arbitrary termination of employment. Faculty should be encouraged to evaluate the present curriculum to insure that it is a curriculum which accurately evidences a balanced reflection of the contribution of all peoples, regardless of culture, race, or ethnicity. A quality curriculum should include an appropriate balance.
- b. Recognizing that not every field of study may lend itself to total integration of diversity,

imaginative thought during the teaching process should encourage the consideration of diversity issues. Studies should consider implementing diversity issues, thoughts, and ideas that are cogent and meaningful when they present a more accurate depiction of those studies. Additionally, inclusion of diversity within the curriculum is desirable to properly prepare students for a successful career upon the completion of the university experience.

Goal Achieve a meaningful improvement in awareness and sensitivity to diversity issues.

6:

- a. A program and atmosphere designed to raise awareness of diversity issues, increase sensitivity in general, to offer thoughtful approaches to the acceptance of diversity and to recognize the value of diversity should be available for all University staff, faculty, and administrators.
- b. A similar program to achieve the goals and objectives as described above should be developed and implemented for the student body of the University in the areas apart from the curriculum and classroom environment. Successful participation and interaction in this program as it is developed in various ways, should be considered a desirable part of the university experience.
- c. Workshops, seminars, speakers, forums, and festivals on cultural diversity for students, staff, faculty and Regents should be attended, supported, and held with regularity.

APPENDIX B

Fall 1995 Peer Comparative Data

**Percentages of Full-time Faculty Who are Women or Minorities
UNK Compared to its Peer Universities
Fall 1995**

Institution	Nonresident Alien		Minority		White Nonhispanic		Total		%	% Nonres	%
	Men	Women	Men	Women	Men	Women	Men	Women	Women	Alien	Minority
Univ of Central Arkansas	0	0	13	5	182	79	195	84	30.1%	0.0%	6.5%
Univ of Northern Colorado	1	0	26	13	208	113	235	126	34.9%	0.3%	10.8%
Western Illinois Univ	0	1	39	13	344	126	383	140	26.8%	0.2%	9.9%
Univ of Northern Iowa	12	3	25	9	291	152	328	164	33.3%	3.0%	6.9%
Murray State Univ	7	0	11	4	198	74	216	78	26.5%	2.4%	5.1%
Northern Michigan Univ	0	0	7	2	158	74	165	76	31.5%	0.0%	3.7%
Moorhead State Univ	0	0	21	7	162	78	183	85	31.7%	0.0%	10.4%
Central Missouri St Univ	1	0	17	11	273	99	291	110	27.4%	0.2%	7.0%
Sam Houston State Univ	2	0	9	11	234	82	245	93	27.5%	0.6%	5.9%
Univ of Wisconsin-Stvns Pt	0	1	17	6	232	77	249	84	25.2%	0.3%	6.9%
Grand Total Peers	23	5	185	81	2,282	954	2,490	1,040	29.5%	0.8%	7.5%

Univ of Nebraska-Kearney	3	0	5	2	188	60	196	62	24.0%	1.2%	2.7%
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Source: IPEDS 1995 Fall Staff Survey, Part F. Data includes full-time professors, associate professors, and assistant professors who are tenured or on tenure-track.

	Women	Minority
Number of UNK faculty needed to reach peer percentages	76	19
Actual number of UNK faculty in category	62	7
Number of UNK faculty needing to be hired	14	12

**Percentages of Full-time Faculty Who are Women or Minorities
UNL compared to its Peer Universities
Fall 1995**

Institution	Nonresident Alien		Minority		White Nonhispanic		Total		%	% Nonres	%
	Men	Women	Men	Women	Men	Women	Men	Women	Women	Alien	Minority
Univ of Colorado-Boulder	0	1	77	36	687	196	764	233	23.4%	0.1%	11.3%
Colorado State Univ	4	5	56	16	678	177	738	198	21.2%	1.0%	7.7%
Univ of Illinois-Urbana	34	3	194	52	1,294	354	1,522	409	21.2%	1.9%	12.7%
Iowa State Univ	10	5	98	25	865	222	973	252	20.6%	1.2%	10.0%
Univ of Iowa	21	5	133	36	986	299	1,140	340	23.0%	1.8%	11.4%
Univ of Kansas	0	0	79	20	687	199	766	219	22.2%	0.0%	10.1%
Univ of Minn-Twin Cities	77	14	133	41	1,497	454	1,707	509	23.0%	4.1%	7.9%

Univ of Missouri-Columbia	12	5	109	37	834	187	955	229	19.3%	1.4%	12.3%
Ohio St Univ	33	16	193	66	1,512	534	1,738	616	26.2%	2.1%	11.0%
Purdue University	19	4	137	30	1,164	279	1,320	313	19.2%	1.4%	10.2%
Grand Total Peers	210	58	1,209	359	10,204	2,901	11,623	3,318	22.2%	1.8%	10.5%
Univ of Nebraska-Lincoln	4	2	65	17	750	218	819	237	22.4%	0.6%	7.8%

Source: IPEDS 1995 Fall Staff Survey, Part F. Data includes full-time professors, associate professors, and assistant professors who are tenured or on tenure-track.

	Women	Minority
Number of UNL faculty needed to reach peer percentages	234	111
Actual number of UNL faculty in category	237	82
Number of UNL faculty needing to be hired	-3	29

**Percentages of Full-Time Faculty Who Are Women or Minorities
UNO Compared to Its Peer Universities
Fall, 1995**

Institution	Nonresident Alien		Minority		White Nonhispanic		Total		%	% Nonres	%
	Men	Women	Men	Women	Men	Women	Men	Women			
Univ of Arkansas-Little Rock	0	0	18	16	213	82	231	98	29.8%	0.0%	10.3%
Univ of Colorado-Denver	4	0	28	12	173	83	205	95	31.7%	1.3%	13.3%
Northern Illinois Univ	2	4	76	29	487	204	565	237	29.6%	0.7%	13.1%

Univ of Northern Iowa	12	3	25	9	291	152	328	164	33.3%	3.0%	6.9%
Wichita State Univ	2	0	44	10	235	115	281	125	30.8%	0.5%	13.3%
Univ of Missouri-St Louis	4	0	25	14	189	78	218	92	29.7%	1.3%	12.6%
Univ of No Carolina-Charlotte	5	1	39	20	315	131	359	152	29.7%	1.2%	11.5%
Cleveland St Univ	7	2	66	34	289	85	362	121	25.1%	1.9%	20.7%
Portland State Univ	3	2	19	10	221	102	243	114	31.9%	1.4%	8.1%
Univ of Texas at San Antonio	6	3	60	19	178	77	244	99	28.9%	2.6%	23.0%
Grand Total Peers	45	15	400	173	2,591	1,109	3,036	1,297	29.9%	1.4%	13.2%
Univ of Nebraska-Omaha	2	0	26	11	243	88	271	99	26.8%	0.5%	10.0%

Source: IPEDS 1995 Fall Staff Survey, Part F. Data includes full-time professors, associate professors, and assistant professors who are tenured or on tenure-track.

	Women	Minority
Number of UNO faculty needed to reach peer percentages	111	49
Actual number of UNO faculty in category	99	37
Number of UNO faculty needing to be hired	12	12

**Percentages of Full-Time Faculty Who Are Women or Minorities
UNMC Compared to Its Peer Universities
Fall, 1995**

	Nonresident Alien	Minority	White Nonhispanic	Total	%	% Nonres	%
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Institution	Men	Women	Men	Women	Men	Women	Men	Women	Women	Alien	Minority
Univ of Colorado Hlth Sci Ctr	3	1	15	3	252	86	270	90	25.0%	1.1%	5.0%
Univ of Illinois-Chicago	14	10	175	68	799	285	988	363	26.9%	1.8%	18.0%
Univ of Iowa	21	5	133	36	986	299	1,140	340	23.0%	1.8%	11.4%
Univ of Kansas Med Ctr	3	0	39	7	221	99	263	106	28.7%	0.8%	12.5%
Univ of Kentucky	16	2	111	40	1,074	361	1,201	403	25.1%	1.1%	9.4%
Univ of Minn-Twin Cities	77	14	133	41	1,497	454	1,707	509	23.0%	4.1%	7.9%
Ohio St Univ	33	16	193	66	1,512	534	1,738	616	26.2%	2.1%	11.0%
Univ of Oklahoma Hlth Sci Ctr	2	0	32	15	288	84	322	99	23.5%	0.5%	11.2%
Univ of Tennessee-Memphis	4	0	47	15	385	113	436	128	22.7%	0.7%	11.0%
Grand Total Peers	173	48	878	291	7,014	2,315	8,065	2,654	24.8%	2.1%	10.9%
Univ of Nebraska Med Ctr	7	4	41	8	327	159	375	171	31.3%	2.0%	9.0%

Source: IPEDS 1995 Fall Staff Survey, Part F. Data includes full-time professors, associate professors, and assistant professors who are tenured or on tenure-track. Data for UNMC includes non-tenure-track faculty in order to include faculty with health professions appointments. The majority of UNMC faculty have these appointments. UNMC's peers do not have health professions appointments.

	Women	Minority
Number of UNMC faculty needed to reach peer percentages	135	60
Actual number of UNMC faculty in category	171	49
Number of UNMC faculty needing to be hired	-36	11

**Percentages of Full-Time Faculty Who Are Women or Minorities
University of Nebraska Compared to All NU Peer Universities
Fall, 1995**

	Nonresident Alien		Minority		White Nonhispanic		Total		%	% Nonres	%
Institution	Men	Women	Men	Women	Men	Women	Men	Women	Women	Alien	Minority
Univ of Arkansas-Little Rock	0	0	18	16	213	82	231	98	29.8%	0.0%	10.3%
Univ of Central Arkansas	0	0	13	5	182	79	195	84	30.1%	0.0%	6.5%
Univ of Colorado-Denver	4	0	28	12	173	83	205	95	31.7%	1.3%	13.3%
Univ of Colorado Hlth Sci Ctr	3	1	15	3	252	86	270	90	25.0%	1.1%	5.0%
Univ of Colorado-Boulder	0	1	77	36	687	196	764	233	23.4%	0.1%	11.3%
Colorado State Univ	4	5	56	16	678	177	738	198	21.2%	1.0%	7.7%
Univ of Northern Colorado	1	0	26	13	208	113	235	126	34.9%	0.3%	10.8%
Univ of Illinois-Chicago	14	10	175	68	799	285	988	363	26.9%	1.8%	18.0%
Univ of Illinois-Urbana	34	3	194	52	1,294	354	1,522	409	21.2%	1.9%	12.7%
Northern Illinois Univ	2	4	76	29	487	204	565	237	29.6%	0.7%	13.1%
Western Illinois Univ	0	1	39	13	344	126	383	140	26.8%	0.2%	9.9%
Iowa State Univ	10	5	98	25	865	222	973	252	20.6%	1.2%	10.0%
Univ of Iowa	21	5	133	36	986	299	1,140	340	23.0%	1.8%	11.4%

Univ of Northern Iowa	12	3	25	9	291	152	328	164	33.3%	3.0%	6.9%
Univ of Kansas	0	0	79	20	709	199	788	219	21.7%	0.0%	9.8%
Univ of Kansas Med Ctr	3	0	39	7	221	99	263	106	28.7%	0.8%	12.5%
Wichita State Univ	2	0	44	10	235	115	281	125	30.8%	0.5%	13.3%
Univ of Kentucky	16	2	111	40	1,074	361	1,201	403	25.1%	1.1%	9.4%
Murray State Univ	7	0	11	4	198	74	216	78	26.5%	2.4%	5.1%
Northern Michigan Univ	0	0	7	2	158	74	165	76	31.5%	0.0%	3.7%
Univ of Minn-Twin Cities	77	14	133	41	1,497	454	1,707	509	23.0%	4.1%	7.9%
Moorhead State Univ	0	0	21	7	162	78	183	85	31.7%	0.0%	10.4%
Central Missouri St Univ	1	0	17	11	273	99	291	110	27.4%	0.2%	7.0%
Univ of Missouri-Columbia	12	5	109	37	834	187	955	229	19.3%	1.4%	12.3%
Univ of Missouri-St Louis	4	0	25	14	189	78	218	92	29.7%	1.3%	12.6%
Univ of No Carolina-Charlotte	5	1	39	20	315	131	359	152	29.7%	1.2%	11.5%
Cleveland St Univ	7	2	66	34	289	85	362	121	25.1%	1.9%	20.7%
Ohio St Univ	33	16	193	66	1,512	534	1,738	616	26.2%	2.1%	11.0%

Univ of Oklahoma Hlth Sci Ctr	2	0	32	15	288	84	322	99	23.5%	0.5%	11.2%
Portland State Univ	3	2	19	10	221	102	243	114	31.9%	1.4%	8.1%
Univ of Tennessee-Memphis	4	0	47	15	385	113	436	128	22.7%	0.7%	11.0%
Sam Houston State Univ	2	0	9	11	234	82	245	93	27.5%	0.6%	5.9%
Univ of Texas at San Antonio	6	3	60	19	178	77	244	99	28.9%	2.6%	23.0%
Univ of Wisconsin-Stvns Pt	0	1	17	6	232	77	249	84	25.2%	0.3%	6.9%
Purdue University	19	4	137	30	1,164	279	1,320	313	19.2%	1.4%	10.2%
Grand Total Peers	308	88	2,188	752	17,827	5,840	20,323	6,680	24.7%	1.5%	10.9%
Univ of Nebraska-Lincoln	4	2	65	17	750	218	819	237	22.4%	0.6%	7.8%
Univ of Nebraska Med Ctr	7	4	41	8	327	159	375	171	31.3%	2.0%	9.0%
Univ of Nebraska-Omaha	2	0	26	11	243	88	271	99	26.8%	0.5%	10.0%
Univ of Nebraska-Kearney	3	0	5	2	188	60	196	62	24.0%	1.2%	2.7%
Grand Total NU	16	6	137	38	1,508	525	1,661	569	25.5%	1.0%	7.8%

Source: IPEDS 1995 Fall Staff Survey, Part F. Data includes full-time professors, associate professors, and assistant professors who are tenured or on tenure-track. Data for UNMC includes non-tenure-track faculty in order to include faculty with health professions appointments. The majority of UNMC faculty have these appointments. UNMC's peers do not have health professions appointments.

Women	Minority
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Number of NU faculty needed to reach peer percentages	551	243
Actual number of NU faculty in category	569	175
Number of NU faculty needing to be hired	-18	68

APPENDIX C

Campus-Specific Plans

Five-Year Plan for Gender/Ethnicity Hiring University of Nebraska at Kearney October 1997

Five-Year Plan

The University of Nebraska at Kearney (UNK) is committed to achieving a diverse university community. This Five-Year Plan for Gender/Ethnicity Hiring aims to reach or exceed the midpoint of peer institutions in the hiring/employment of women and minority faculty in tenure-track positions by August 1, 2002.

The benchmark standard for UNK will be to increase the representation of women in tenure-track positions by 3.2% biennially and increase minority representation by 2.4% biennially. This commits UNK to continue its recent history of success in recruitment of women and improve on its recent history of success in recruitment of minorities. Further, UNK will develop additional strategies designed to extend that success and to institutionalize it.

Projecting the established benchmarks forward in time, UNK will aim to progress according to the following schedule.

	<u>Women</u>	<u>All Minority</u>
Peer institution average (1995)	29.5%	7.5%
UNK - 1995	24.0%	2.7%
UNK - 1997	27.2%	3.9%
UNK - 1999	30.4%	6.3%
UNK - 2001	33.6%	8.7%

IPEDS data will provide a systematically updated means of evaluating progress toward University employment goals. Because the peer institution average is a "moving target" in that peer institutions may improve their workforce diversity, the goals established here for UNK may need to be revised upward based on new data in future IPEDS reports. Periodic review of progress will be watchful for such implications.

Progress will be documented in an annual campus report which will include (1) recent and cumulative hiring data; (2) policies and practices which have been adopted or adjusted during the previous year; (3) biennial review of IPEDS data base on women and minority faculty as compared to peer institution average and, as needed, revised UNK employment target; and, (4) identification of priorities for the following year.

The University will implement five general strategies in each year of the 5-year plan. Each one-year plan will identify specific action objectives to support these strategies.

1. Guide and monitor each faculty search and ensure that each search affirmatively seeks to include women and minorities in applicant and interview pools.
2. Examine, evaluate, and prioritize recommendations for improved gender and minority representation in the faculty.
3. Establish and maintain appropriate data bases on the recruitment, hiring, and retention of women and minority faculty.
4. Consult the Chancellor's Multicultural Affairs Committee and the Chancellor's Gender Equity Committee about priorities, policies, and practices.
5. Collaborate with other campuses and Central Administration to identify problems and opportunities, implement recommendations which require University-wide action, and coordinate responses to University-wide studies.

UNK will also identify a university representative with responsibility to plan and monitor activities to improve gender and minority representation in the faculty.

DIVERSITY PLAN AND IMPLEMENTATION INITIATIVES

University of Nebraska-Lincoln

November 4, 1997

Increase cultural, ethnic, racial, geographical, and gender diversity within the student body, faculty, and staff through continued attention to recruitment, hiring and retention. Foster discussion of diversity inside and outside the classroom. Provide programs which enhance experiential learning about other cultures and people. (Strategic Agenda, UNL, October 9, 1996)

UNL's Strategic Agenda identifies three primary goals for enhancing diversity on the campus. All are equally important.

Goal **Increase cultural, ethnic, racial, geographical, and gender diversity within the student**

1: **body, faculty, and staff through continued attention to recruitment, hiring and retention.**

The following set of subgoals are directly related to enhancing diversity, especially the recruitment, hiring, and retention of faculty and graduate students:

1A. Increase the overall representation of tenured and tenure track minority faculty at UNL over the next five years (1997-2001), especially African-American, Native American, and Hispanic faculty, such that the percent of minority faculty exceeds the midpoint of UNL's peer institutions. A realistic and achievable goal for UNL at present rates of hiring and retention is to add at least five new minority faculty members each year over the next five years.

1. Increase representation at the Assistant Professor level by being responsive to market conditions and by offering competitive salaries and research support.
2. Increase the representation of minority faculty in the middle and senior ranks through opportunity hires and promotions.

1B.

Increase the overall representation of tenured and tenure track women faculty at UNL over the next five years (1997-2001) such that the percent of women faculty exceeds the midpoint of UNL's peer institutions. A realistic and achievable annual goal for UNL at present rates of hiring and retention is that 45 percent of all new hires in tenure and tenure track positions will be women.

1. Increase through new hires the representation of women faculty at the Assistant Professor level in order to retain a sufficient cohort for tenure and promotion advancement.
 2. Increase the representation of women faculty in the middle and senior ranks through opportunity hires and promotions.
- 1C. Continue to increase the overall representation of minority students in graduate and professional programs of study and increase the overall representation of minority students in undergraduate programs of study.
- 1D. Increase the representation of women in underrepresented undergraduate, graduate, and professional programs of study.
- 1E. Insure institutional accountability for faculty diversity through the Office of Academic Affairs.

Implementation Plan:

Goal 1: Diversity Recruitment and Retention

The 1997-1999 reallocation process provided "Target of Opportunity" funding to enable the university to pursue many of the above diversity goals. A total of \$708,000 of permanent funds has been redirected for diversity initiatives. Of this, \$530,000 was redirected to the Office of Academic Affairs for the specific purpose of recruiting and retaining a more diverse faculty and graduate student population. Administered by the Office of Academic Affairs, these funds will be transferred annually to the colleges for recruitment and retention diversity initiatives.

	<u>1997/98</u>	1998/99	Biennium <u>Total</u>
Faculty	\$100,000	\$300,000	\$400,000
Graduate Students	<u>40,000</u>	<u>90,000</u>	<u>130,000</u>
	\$140,000	\$390,000	\$530,000

These "Target of Opportunity" funds will be temporarily transferred to colleges on a year-to-year basis to provide bridge funds where needed to create an attractive recruitment package that is competitive in the marketplace. These funds will be used to leverage existing department and college budgets where searches have been authorized and/or an opportunity hire presents itself. Thus, it is expected that college and department budgets will share in the budgetary commitments with the Office of Academic Affairs.

Because circumstances will vary in each case, the following conditions will generally guide decisions for the use of these funds:

1. It is expected that colleges and departments will make increasing diversity a goal of their units (2A-C). The funds available from the Senior Vice Chancellor for Academic Affairs are intended to assist colleges and departments in making this happen. The funds are bridging money only, not permanent funding.

2.

It is expected that college funds will be used in the normal search process and will be the base for diversity hiring and retention. When college funds are insufficient, deans are expected to develop a short proposal describing what residual bridge funds are needed from the Senior Vice Chancellor for Academic Affairs to hire or retain a faculty member. Normally the bridge funding requested should not exceed two years nor should it be for an amount greater than 50 percent annually of what is required in the package. In addition to starting salary, examples of negotiated employment conditions for which bridge funding can be sought include but are not limited to:

- a. Summer research funding
 - b. Assistance with moving expenses
 - c. Assistance with start-up costs
 - d. Graduate Research Assistant
 - e. Operating expenses for aggressive searches (special workshops, conferences, additional recruitment visits, etc.)
3. Priority use for these funds will be:
- a. Tenure/tenure leading diversity appointments
 - b. Hispanic, African-American, and Native American
 - c. Senior and mid-level women and minority faculty
4. Other employment categories (e.g., Special Appointments) and opportunities (e.g., Post Doc leading to opportunity for regular appointment) will also be considered. The primary objective, however, is to use these funds in connection with longer term, more permanent employment. Women and minorities currently on special appointment will be reviewed to assess potentials for opportunity hiring on tenure leading lines.
5. Provide one-time temporary funds to department and college operating budgets for reimbursement in completing successful diversity searches.
6. Improve institutional accountability in recruiting, hiring, and retaining a more diverse faculty by:
- a. An analysis of institutional characteristics (Goal 1E) to identify
 - hiring opportunities created by faculty turnover (e.g., demographic age structure of faculty, pending early retirement program).
 - existing differences by discipline/units where underrepresentation is most prevalent
 - special hiring authorizations
 - b. "Work Force Analysis" data from Affirmative Action Office for targeting particular areas of underrepresentation.
 - c. An annual tracking report of "new hires" by gender and race (November).
 - d. An annual tracking report on tenure and promotion decisions by gender and race (April).
 - e. An annual exit interview report with summary recommendations aimed at refining practices, procedures, and policies for improving diversity representation (July).

Gender and Minority Equity Hiring Plan Academic Affairs, UNO

The Basis of the UNO Equity Hiring Plan:

Each year the National Research Council publishes an affirmative action table delineating Ph.D.s awarded by field of doctorate, race/ethnicity, and gender (Ref. 1). This table provides an estimate of the size of the pool of recent graduates in each academic discipline. The UNO Equity Hiring Plan employs these data to calculate target rates for the hire of women and underrepresented minorities. These targets are established for individual departments (disciplines) and for the colleges. A summary of the availability data (% of pool) and the underutilization of groups (target hires/5 years) for the various colleges of UNO for 1996 is given in Table 3 below. The new College of IS&T is not included but will be incorporated in future editions of this report. Numbers may not agree because of rounding.

Table 3. Availability and Underutilization of Women and Minorities, Fall, 1996

	<u>Women</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Native American</u>
Arts & Sciences	40% (31)	6% (2)	5% (3)	3% (1)	<1% (0)
Business Admin	32% (5)	9% (-4)	3% (0)	2% (1)	<1% (0)
Education	59% (14)	2% (1)	9% (1)	3% (1)	1% (0)
Fine Arts	46% (7)	4% (0)	2% (1)	2% (1)	1% (0)
Library	68% (2)	5% (0)	12% (2)	4% (0)	<1% (0)
PACS	53% (9)	4% (-2)	5% (-2)	4% (1)	<1% (0)
University	46% (71)	5% (-3)	5% (4)	3% (4)	<1% (1)

The Gender and Minority Equity Hiring Plan uses percentage of the total pool of new Ph.D.s to set a target rate for the hiring of women and minorities. It should be noted that this method overestimates the availability of women and minorities for recruitment as many do not enter the applicant pool immediately after achieving the Ph.D. However, it does serve as a first approximation and may be the only measure available for the time being.

To demonstrate how this rate is established, we use the following example. In 1996, 40% of the newly graduated, potential candidates for positions in Arts & Sciences were women (see Table 3). The Equity Hiring Plan sets a target of hiring 40% of female faculty at the end of 5 years and offers advice to the dean of the college regarding an equity rate of 6-7 more women than men per year for 5 years. The example follows:

To demonstrate the use of this table, consider the guidance to the Dean of Arts & Sciences from the VCAA and the Academic Affairs AA/EO Officer in the Fall of 1996 as his college was setting its agenda for faculty recruitment. Fifty-one of 205 faculty of A &S were women at that time. Thus, the College was approximately 31 women short of equilibrium with the hiring pool ($205 \times 0.40 = 82$; $82 - 51 = 31$). The Dean was advised that, to achieve affirmative action goals, the College would need to hire at least 6 more female than male faculty members per year for the next 5 years. He was likewise advised that at least two Asian, three Black, and one Hispanic faculty members would be needed in the same 5-year period. Finally, he was encouraged to seek Native American candidates whenever possible.

UNO has completed the 1996-97 academic hiring season. What was the outcome of this first year of the UNO Gender and Minority Equity Hiring Plan? A comparison of new tenure-track faculty hires at UNO for the Fall of 1997 with the national availability figures is given below:

Table 4. Hiring Outcomes of Year 1 of the UNO Equity Hiring Plan

	<u>UNO %</u>	<u>National %</u>	Difference
Men	27	56	(29)
Women	73	44	29

Asian	5	11	(6)
Black	0	4	(4)
Hispanic	5	3	2
Native American	0	0	0
White	90	80	10

These data demonstrate that UNO was quite successful at recruiting women to its tenure-track ranks during 1996-97. Almost three women were hired for every man. However, UNO was less successful at attracting underrepresented ethnic and racial minorities. Availability data suggest that 18% of the pool was of an underrepresented group; however, that year only 10% of UNO recruits to the tenure-track faculty were minorities. Data such as these identify areas for enhanced effort in recruitment.

Table 5 below shows the faculty hires at UNO from 1995 through 1997, including one year of the UNO Faculty Gender and Minority Equity Hiring Plan (1996-1997). In this table, the data from Table 2 is reproduced and the net increase in faculty required to reach the UNO peer percentages is shown for the 1995-1997 hiring period. These results confirm the utility of the "affirmative action rate" method for the planning of hiring strategy.

Table 5. Fall, 1995, versus Fall, 1997: UNO and its Peers*

	Percentages		Number of Hires to Peer Percentage	Number of Hires in 1995-97
	UNO	Peers		
Nonresident Alien	.5	1.4	-	-
Underrepresented Minority	4.9	6.5	6	3
All Minority	10.0	13.2	12	5
Women	26.8	29.9	12	25

As stated in the introduction, this document addresses the hiring of women and underrepresented minorities to meet affirmative action goals. These goals define a moving target for a rate of hiring, not quotas or final numeric objectives. While the moving target may never be achieved, the implementation of this plan will result in more equitable hiring of women and minorities.

**UNMC MINORITY FACULTY RECRUITMENT AND RETENTION
DRAFT
DECEMBER 11, 1997**

STATUS:

The 1995 IPEDS Fall Staff Report which represents UNMC full-time tenured or tenure-track faculty at either the full professor, associate professor, or assistant professor levels, as well as faculty in the same ranks with health professions appointments, indicates that there are 14 underrepresented minority and 49

all minority individuals on UNMC's faculty. According to the comparative data, parity with our peer institutions will be reached when we report a yearly census of 23 underrepresented minority or 60 all minority individuals as faculty. Given the requirements of LB 389, we will need to hire at least 2 new faculty each year in order to reach parity by the year 2002.

Several issues were raised by the subcommittee examining underrepresented minority faculty. These issues are as follows:

1. It is presumed that ultimately UNMC as a campus is to be held accountable. However, should goal setting/attainment be the responsibility of each college as an individual administrative/programmatic unit? For example, should the goal of retention as opposed to recruitment be the primary focus of the College of Medicine?
2. Minority faculty hiring goals have not been formally articulated and appear to be more serendipitous than reflective of a college/campus plan.
3. Should a UNMC minority faculty recruitment/retention plan be assisted by a University of Nebraska centralized technical assistance program?

RECOMMENDATIONS:

1. Each UNMC college should establish goals and be held accountable for the recruitment/retention of minority faculty.
2. UNMC should become involved with national databases such as the one operated by Southwestern University in order to identify and recruit underrepresented minority faculty (Attachment 1).
3. A centralized (i.e., Chancellor's Office) system of technical assistance should be available to UNMC colleges as they establish/implement minority faculty recruitment/retention goals.
4. The Dual Career Program (as developed by UNL) should be reviewed, modified where appropriate, and implemented by UNMC.
5. Members of the faculty, as well as members of the community, should be encouraged to establish and maintain a campus/community climate which welcomes minority candidates for the UNMC faculty (Attachment 2).
6. Reasons why minority candidates for the faculty have declined positions should be determined and appropriately addressed.
7. Reasons which attract and retain existing minority faculty should be ascertained. These individuals should be involved, to the greatest degree feasible, in formulating recruitment and retention strategies.
8. Confidential exit interviews with minority faculty who have terminated employment should be systematically held to determine reasons for departure.

UNMC Gender Equity Task Force Report

Draft

October 24, 1997

DATA PRESENTATION

Upon review of the most recent data reported only every two years in the IPEDS Fall Staff Report comparison of peer universities, UNMC would need to have 130 women on its full-time faculty to achieve the peer average. As of the Fall of 1995, UNMC had 157 women faculty members and, in fact, is ranked the highest among the peer institutions with 29.9% women faculty on the campus. The plan will be to review the 1997 data when it is available and to make appropriate recommendations in the

five-year plan.

As part of the review, the Task Force also reviewed the internal data and found that, over the last five years, 60% (184) of the new faculty employees were male and 40% (125) were female. During this same time period, 69% (177) of the resignations among faculty were male and 31% (79) were female (Attachment B).

DATA ANALYSIS

The above external and internal data reveal that UNMC is currently at the top of its peer institutions for female faculty and that, with the current rate and percentage of hiring and resignations, UNMC could at a minimum stay in the top 25% of the peer institutions. It is not expected that the new data from the Fall of 1997 will change that ranking.

BENCHMARKS

The Task Force has made the following campus-wide recommendations related to benchmarks. Between 1998 and the year 2002, UNMC:

- Shall remain in the top 25% of its peer institutions.
- Recruit and hire at a 50% level for female faculty by year 2000.
- Maintain current levels of retention/turnover--the same as in the previous five years.
- Assure that more female faculty are prepared or already hold key leadership roles.

UNMC should not be content with just maintaining the current level of recruitment and retention but should work to become a campus that is known for being supportive of all its female faculty, students, and staff. In order to remain at this position and improve, major efforts are necessary.

Upon review of the individual college statistics, it was found that each college on our campus has a different profile and unique issues related to gender equity. In several units, significant improvement is called for in retention and recruitment. Only the aggressive and ambitious pursuit of the benchmarks in all units and at all levels of the leadership will make this undertaking a success.

In addition to the campus-wide benchmarks and recommendations, the Task Force wishes to make the following recommendations in relationship to the individual college issues:

COLLEGE OF MEDICINE

- The number of Associate Professors and Professors should increase over the next five years, and efforts should be made to recruit or mentor individuals to move from the Assistant Professor level to Associate and Full Professor. In addition, the College of Medicine should focus its efforts on increasing the number of females in leadership roles, both at the department and the college administration level.

COLLEGE OF DENTISTRY

- The College of Dentistry's issues are similar to those of the College of Medicine, so it is recommended the same benchmarks be used.

COLLEGE OF PHARMACY

- The College has recently lost five faculty positions, and three of them are female faculty. Fifty percent of those positions currently being recruited should be filled by female faculty in order to support the efforts of the entire campus and the goals of the College.