University of Nebraska
Board of Regents

Report of the 2004
Ad Hoc Gender Equity Committee
January 14, 2005
I. INTRODUCTION AND BACKGROUND
The representation of women in the ranks of university faculty is a multifaceted and complicated issue, not only for the University of Nebraska, but for the nation's higher education system. The proportional representation, meaningful engagement, and the success of women within the ranks of the University of Nebraska faculty are all important to the success of the institution. Only through the constructive engagement of all members of the University community will the mission of the University be realized.

This report of the Board of Regents Gender Equity Committee summarizes the history of gender equity programs and policies of the University, presents data on multi-year trends and current status on the representation of women in the faculty, and makes recommendations for the future.

History of Gender Equity Efforts since 1991
As a result of an April 19, 1991 presentation to the University of Nebraska Board of Regents concerning the status of women at the University, a committee was appointed to “reexamine policies and procedure presently in place, to evaluate recently developed measures designed to enhance gender equity, and to supplement present policies and procedures as necessary”. This committee, chaired by Regent Charles Wilson, submitted goals and strategies which were approved by the Board of Regents on September 6, 1991. The 1991 Gender Equity Goals and Strategies are contained in the appendix of this report.

In February 1997 President L. Dennis Smith appointed a Gender Equity Task Force to review the goals and strategies adopted by the Board of Regents in 1991. This Task Force, chaired by Dr. Linda Pratt, included representation from the Board of Regents, faculty, staff, students and business and professional people from Lincoln, Omaha and Kearney. The 1997 Task Force report summarized statistical studies and reports, hearings held on the campuses, and a Gender Equity Survey of attitudes. The Task Force concluded that the 1991 Gender Equity Goals and Strategies were “appropriate and commendable” and also recommended additional strategies. Among the 1997 Task Force strategies were: better dissemination of the Regents’ goals for gender equity; establishment of mentoring programs for all untenured members of the faculty; flexibility in the tenure-track schedule; and appointment of a person on each campus with line responsibility for gender equity. Tenure track flexibility was addressed in the 1999 Executive Memorandum No. 18 which extends the tenure clock for maternity, disability or family/medical leave.

During the 1997 session of the Nebraska Legislature LB 389 was passed challenging the University of Nebraska to equal or exceed the 50th percentile of its peer institutions in the employment of women and minority faculty members, by August 1, 2002. The university was also required to submit to the Legislature a plan containing yearly benchmark standards to be met in achieving the goal. Each campus therefore proposed a plan and strategies specific to their ranking in relation to their peers. The 2001 Legislature extended the deadline date and language in the appropriations bill indicates that “by August 1, 2005, the University of Nebraska system should be among the top fifty percent among the Board of Regents’ peer institutions in the employment of women and minority faculty members.” In 2003 the Legislature changed the deadline to April 1, 2006 to allow time for release of national data necessary for the comparison to peers. Each year since 1998 a report has been submitted to the Legislature providing the required information for full-time faculty.

Since the completion of the work of the 1997 Gender Equity Task Force, annual reports have been submitted to the Board of Regents by the University-wide Gender Equity Committee.
comprised of representatives from each campus. Annual campus and system-wide recommendations have been proposed in each report since the 1997 Task Force. A chart updating the status of recommendations proposed in annual University-wide Gender Equity reports since 1997 is included in the appendix of this report.

**Diversity Funding**
Since 2000 the University has been investing in the hiring of full-time tenured/tenure track faculty who are women and people of color. Initially, in 2000, diversity funding to campuses provided “half the salary of a qualified female or minority new hire, up to a maximum of $25,000 per hire.” In 2003 the funding method was changed from support of new hires to allocation to each campus based upon net increase in minority and female faculty. Campuses now receive Diversity Enhancement allocations based on net changes in minority and female faculty for the three previous years and the allocations become a permanent increase in base funding. From 2000 through the 2004 fall semester a total of $4 million has been added to the base budget of the campuses and a cumulative total of $11.5 million has been expended on this program. Annual reports summarizing the use of this funding will be submitted beginning August 2005.

**The 2004 Ad Hoc Gender Equity Committee**
In February 2004 the Board of Regents appointed the 2004 Ad Hoc Gender Equity Committee chaired by Regent Charles Wilson. Regent Wilson articulated the following general goals for the 2004 committee:

- Compile and review the policies, recommendations, and appropriate data associated with gender equity issues across the university system
- Ensure effective application of policies and practices supporting gender equity
- Assure accountability for the policies and practices supporting gender equity.

The Committee met from April through December 2004. See Appendix I for membership of the 2004 Ad Hoc Gender Equity Committee

**Scope of this Report**
This report specifically focuses on faculty gender equity issues. Future review will address staff and student gender equity issues.

**University of Nebraska Policies on Gender Equity**
The Board of Regents Policy Manual, containing amendments through June 5, 2004, presents equal opportunity and affirmative action (EO/AA) guidelines for the University. These guidelines specify the means for internal and external communication, responsibility for administration, inventory of personnel, internal audits and reports, personnel polices and practices, and technical requirements.

Specifically, the President has ultimate responsibility for the development and implementation of the equal opportunity and affirmative action guidelines and operational plans. The Chancellors are charged with basic responsibility at the campus level, including annual campus EO/AA plans and designation of EO/AA Officers. The policies set out the expectation that all employees contribute to the equal opportunity philosophy by accepting and complying with the EO/AA Guidelines.

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The Guidelines (Section 3.1.3.3.a; pages 32-33) require an annual study of the race-sex profile of the units at each campus addressing the following seven areas:

1. Minority and gender representation in the ranks and classifications throughout the unit.
2. Representation of women and minorities by job types.
3. Minority and gender representation in leadership roles.
4. Relative distribution of minorities, women, and non-minority men in positions with potential for promotion.
5. Salary and rank differentials for minorities and females.
6. Staff turnover, vacancies, new appointments, recruitment, and promotions as they impact minorities and women.
7. Distribution and performance of women and minorities as graduate research and teaching assistants.

II. TEN YEARS OF PROGRESS IN GENDER EQUITY
Data sources for this report include the University of Nebraska Human Resources Database, biannual Integrated Postsecondary Education Data System (IPEDS) data, and annual American Association of University Professors (AAUP) data.

Representation of Women on the Faculty
University-wide women represent 31% of tenured/tenure-track faculty.

Over the course of the nine year period from 1995 to 2003 representation of women on the faculty has increased at each rank. The percent of female full professors increased from 11.4% in 1995 to 16.3% in 2003, female associate professors increased from 24.6% to 34.3%, and female assistant professors increased from 44.6% to 50.6%.
For all campuses, women have greatest representation at lower academic ranks but have also made gains in representation at higher ranks. Continued progress at higher ranks will be substantially affected by women's success in retention and promotion. Trends on retention and promotion are encouraging as noted in the following section.

**Retention and Promotion**

Retention and promotion analyses examined annual cohorts of faculty in each year from 1994 to 1999 using the University of Nebraska Human Resources database (the analysis excludes UNMC because data are not available for retention and promotion of the faculty at UNMC). Percent retention was calculated for each successive year in each cohort. Percent promotion from assistant to associate professor and from associate to full professor was calculated in a similar manner.
Analysis of faculty retention shows a consistent retention of women faculty essentially equivalent to their male counterparts, [see Appendix IV for U-wide cohort rates for 1994 through 1999]

NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender
1995 Cohort – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data
Cohort analysis of promotion from assistant to associate professor and from associate to full professor consistently shows women promoted at a rate equal to or greater than that of men within the same cohort. [see Appendix IV for U-wide cohort rates by promotion level for 1994 through 1998]
Data Sources: IPEDS versus AAUP

The University of Nebraska relies predominantly on the Integrated Postsecondary Education Data System (IPEDS) rather than data from the American Association of University Professors (AAUP) for diversity analysis because IPEDS includes data on three important faculty characteristics that AAUP does not provide: 1) minority populations, 2) medical schools, and 3) tenured/tenure track faculty as distinct from non-tenure track faculty. All three characteristics are mandated for the reports to the Nebraska legislature. The differences between IPEDS and AAUP data are summarized below:

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<td>Separate Tenured/Tenure Track and Non-Tenure Track Data</td>
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Nonetheless, when possible we include AAUP data in this report.
**National Comparisons**
The American Association of University Professors (AAUP) compared national trends for female representation by rank at public doctoral institutions. The AAUP comparison includes all doctoral degree granting institutions, not limited to major research universities, and excludes medical schools. In Nebraska two institutions are included: UNL and UNO. Although the University of Nebraska ranks below the national percentages for associate and full professors, NU exceeds the national average at the assistant professor ranks. NU has maintained a trend of a steady increase since 1995. It should be noted that the data reported by AAUP includes both tenured/tenure track and non-tenure track full-time instructional staff with the exception of those in medical schools. At the rank of assistant professor the trend line for University of Nebraska shows greater gains than experienced for the same period among the national comparison group, resulting in the University surpassing the national representation of women at this rank. In 1995 the University of Nebraska lagged behind the national representation of women at the rank of assistant professor by 1.8 percentage points and by 2003 surpassed the national group by 2.4 percentage points. Representation at the rank of assistant professor in 2003 is at 46.8% for the University of Nebraska and at 44.4% for the national comparison group.

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**National - Female as % of Total Full-Time Faculty by Rank**
Public Institutions Offering Doctoral Degrees—AAUP Data

Notes: The figures cover full-time members of the instructional staff except those in medical schools.
Source: American Association of University Professors (AAUP) Academe, March/April publications.
Peer Comparisons
Comparisons of University of Nebraska campuses to their Board of Regents established peer institutions, using IPEDS data, indicate representation of women by rank to be higher in many instances within the University system. The data include comparisons for the years 1995, 1997, 1999, 2001 and 2003.

For UNL the representation of women at the level of full professor has consistently increased and exceeds that of the peer average. At the rank of associate professor UNL lags behind its peers for all years reviewed. For assistant professors UNL exceeds its peers for all years reviewed.

UNO has increased representation of women faculty at the rank of full professor in each year reviewed; however the campus has not closed the gap with its peers. At the rank of associate professor, UNO has exceed the peer average for the last three years reviewed; the most recent values show the greatest difference with the peer average at 36.7% and that for UNO at 44.7%. For the rank of assistant professor UNO has maintained a substantial lead over its peers for the last four years observed.
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNO and Peer Average

* Includes nonresident aliens.
Source: IPEDS Fall Staff Surveys
At the ranks of full professor and associate professor, UNK lags behind its peer institutions for all years reviewed. Increases are observed at the rank of associate professor for the last three years; however those increases have not brought the campus up to the peer average. For the three most recent years, UNK has surpassed its peers by 5 to 8 percentage points in the representation of women among assistant professors, showing a steady increase for all five years.

*Includes nonresident aliens
Source: IPEDS Fall Staff Surveys
Peers exceed UNMC at professor and associate professor ranks but UNMC exceed peers at the assistant professor rank for five of the six years.

*IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNMC and Medical Center Peer Average

* Includes nonresident aliens.
Source: IPEDS Fall Staff Surveys
Representation of Women by Discipline
In order to more precisely examine the representation of women in the faculty seven academic groupings were formed to allow for gender comparisons within disciplines. Modeled after an approach used by the University of Michigan, the following groupings were created based on academic designations within the NU system (for a detailed listing of specific disciplines included in each grouping see Appendix IV):

- Life Sciences – including agricultural, biological and health science
- Social Sciences
- Education – including teacher education and teaching fields
- Physical Sciences
- Humanities – including arts, letters and languages
- Professional Disciplines
- Engineering

The percent of women at each rank within the established categories was analyzed for the ten year period of 1994 through 2003.

The academic groupings with the overall greatest female representation are the social sciences, education and the humanities (see data in Appendix IV). Engineering has the smallest number and representation of women among its faculty at all ranks; actual numbers of women do not exceed single digits at any rank (Appendix IV).

For the most recent year (2003) the greatest percentage of women at the rank of full professor (24.8%) is in the humanities; while the greatest increase in representation over the ten year period occurred among the social science disciplines, increasing from 12.5% in 1994 to 19.3% in 2003. At the rank of associate professor, representation of women in education for 2003 is at 50%, the highest at this rank for all groupings. The greatest growth in associate professors over the ten year period is also observed among the social sciences, increasing from 23.8% in 1994 to 41.9% in 2003. The top percent of female representation at the rank of assistant professor for the 2003 year is observed among the social science disciplines at 63.9%, with a growth of 14.6 percentage points over the ten year period.

Since some national data bases on faculty gender include medical schools and others exclude medical schools the data in appendix IV provide both analyses. In examining the trends for the life sciences, when the grouping includes disciplines associated with the University of Nebraska Medical Center the percent representation of women at all ranks increases. In 2003, when life sciences are considered without the UNMC disciplines representation of women at the rank of full professor is 10.9%; when the additional disciplines are included representation is increased to 15.2%. Similarly, for associate professors the value increases from 14.3% to 27.7%; and for assistant professors from 37% to 44.2%.

The physical sciences have experienced minor change in representation within the rank of professor over the course of the ten years. Women in the physical sciences at the associate professor rank increased from 1.8% in 1994 to 14.3% in 2003. At the rank of assistant professor in the physical sciences representation increased from 18.4% in 1994 to 20.0% in 2003. The number of female faculty in engineering is very small for all years, ranging from 1 to 6 female faculty during the period from 1994 to 2003.

Faculty Salary Analysis
In July 1989 the Board of Regents approved a standardized method for assessing salary differentials by gender. The method is a statistical regression model which adjusts for the effect
of non-gender factors on salary. For UNL these factors include college, department, faculty rank, number of years in rank, tenure status, graduate faculty status, education level, number of years since terminal degree, year hired, chairperson status, professorship stipend level and type of professorship. For UNO the factors are college, faculty rank, years in rank, tenure status, educational level and year hired. The statistical method is used to determine more accurately the effect of gender on salary by removing non-gender factors from the salary data. This method is consistent with legal precedent set for salary discrimination cases in a 1997 U.S. Supreme Court decision\(^1\). After controlling for non-gender factors affecting salary, the analysis calculates statistical significance of salary differentials. Differences are considered significant if the p-value is .05 or less (two standard deviations from the mean). Thus the differences are considered statistically significant if there is less than a 5% probability that the differences are attributable simply to random variation from the mean. This regressions analysis method has been used for UNL and UNO annually since 1988 and 1990 respectively. UNK will begin applying this method to its salary comparison in 2004-05.

In the 16 years of analysis for each of the three academic ranks (48 analyses of salary data), the male-female salary differential was statistically significant in only three years and only for the assistant professor rank at UNL (in 1989, 1991 and 1992). In all other observations salary differentials were not statistically significant.

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\(^1\) Statistical studies using multiple regression analyses are often used in salary discrimination cases as representations of an employer’s salary setting process. Federal courts have recognized use of multiple regression analyses by plaintiffs in proving what is called a *prima facie* case of salary discrimination. In considering the use of multiple regression analyses to determine whether or not unlawful salary discrimination may be present, federal courts have recognized that if a gender-based salary differential is statistically significant it is also legally significant. In *Hazelwood School Dist. v. United States*, 433 U.S. 299 (1997), the U.S. Supreme Court approved a “two or three standard deviation test” as evidence of unlawful employment discrimination.” (Excerpt from communication by Richard Wood to The Board of Regents of the University of Nebraska, dated April 18, 1991)

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**Male-Female Faculty Salary Comparisons University of Nebraska – Lincoln**

**Full Time Tenured Track Faculty**

**Salary Excess or Shortfall for Women**

**Fall 1988 – Fall 2003**

Source: Male/Female Comparison Study by Dr. David Marx
Male-Female Faculty Comparisons University of Nebraska – Lincoln
All Full Time Tenured and Tenure Track Fall 1988 – Fall 2003
Statistical Significance of Salary Differential

Below .05 Significant
At UNO, salary differentials by gender have not been statistically significant in any year since the first year of analysis in 1990.
III. A CAMPUS CLIMATE PROFILE

Outcome of UNL Gallup Climate Survey for Women and Men Faculty
The University of Nebraska-Lincoln contracted with the Gallup Organization to survey and structure the process for responsive intervention associated with faculty and staff engagement and inclusiveness, two concepts that have repeatedly been shown by Gallup to significantly differentiate units that are highly productive, as measured in a variety of relevant ways, from less productive units. Using an actuarial approach, each scale (Engagement—Q12® and Inclusiveness—I10™) includes items that are both inter-correlated and which statistically differentiate highly productive from non-productive units. In brief, engagement assesses the degree to which an employee is psychologically committed to her/his job. Inclusiveness assesses the degree to which an employee feels that his/her special skills or perspective are valued in the work place.

The initial survey, using the Engagement and Inclusiveness questionnaires, was conducted in 2002. Departments were provided with feedback from the survey responses and asked to develop and implement “impact plans” to improve the climate for members of that department and subsequent questionnaire results. The most recent survey using the same instruments occurred during the spring of 2004. The response rate for the 2004 survey was 74%. Results were compared across the two surveys to determine progress in addressing the issues of engagement and inclusion.

The rationale for using the Gallup Organization’s survey was based on the following assumptions:
- A positive work climate is critical to not only the successful recruitment and retention of women and men faculty, but is also key to their productivity
- While campus-wide climate surveys do provide some information about the climate for women and men faculty, they provide little insight as to what actions could be taken to improve the climate and do not differentiate among local departmental conditions.
- An alternative approach that would lead to action was sought.
- UNL administration recognized that the climate for women varied widely across campus departments.
- While many factors contribute to the climate for a faculty member, the single most important component occurs at the local level, the department.
- This view of climate matched up with the Gallup Organization’s approach to assessing and improving climate which provides not only a survey but also a process that departments can use to improve the climate in their unit.

The process employed the following steps:
- The Gallup Organization’s two climate surveys, Engagement and Inclusiveness were administered to all UNL employees in the spring of 2004.
- Seventy-four (74%) percent of all employees responded, one-percent more than in 2002.
- All employees were categorized into one of six categories: administrators, tenured/tenure-track faculty, equivalent rank faculty (Extension Educators), non-tenure track, managerial/professional, and office/service.
- The data were summarized based upon a number of individual characteristics, including position type and gender.

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2 Herbert Howe, Associate to the Chancellor, UNL, preliminary draft report December 2004.
Following are observations specifically segmenting the responses of faculty by gender, for each of the instruments used in the 2004 survey:

- On the “Inclusiveness” scale tenured/tenure track women had the lowest scores, followed by men extension faculty. Highest scores resulted for women extension educator faculty and tenured/tenure track men, essentially a tie on this scale.
- When the responses of tenured/tenure-track faculty to the “Engagement” scale are compared,(see graph in Appendix VI) women’s responses are, on average, similar to those of their male counterparts, with women reporting higher engagement on six items, lower engagement on five and no difference on the remaining item.
- Among extension educator faculty, women reported higher engagement than men on each of the twelve questions.
- Comparing “Engagement” responses, extension educator women faculty yielded the highest scores, followed respectively by tenured/tenure track women, tenured/tenure track men, and extension educator men. In contrast, the “Inclusiveness” scores of tenured/tenure track men were higher (see graph in Appendix VI) than their women counterparts on each of the scale items.
- Also on the “Inclusiveness” scale, women extension faculty showed stronger inclusiveness scores on six items, men were higher on one item with three being essentially equivalent.

Next steps in the process as identified by the UNL administration are as follows:

- The changes in scores from the 2002 to the 2004 administration will be shared with deans, along with what plans each department has to improve the climate.
- Each department will be required to include plans for improving the climate for faculty in their strategic plans due on January 31, 2005.
- Colleges and higher level units’ impact plans will be developed and reported by subsequent dates.
IV. CONCLUSIONS AND RECOMMENDATIONS

FINDINGS AND CONCLUSIONS
The University of Nebraska has made progress in gender equity over the past ten years. Female representation is improving at all academic ranks. Although in some instances we are behind in the number of associate and full professors relative to our peers, trends suggest the opportunity to close these gaps. Retention rates for men and women faculty are comparable and promotion rates for women faculty are comparable or slightly better than for men faculty. Salary is equitable for men and women, when the analysis is corrected for confounding variables.

Based on the Gallup climate survey conducted by UNL, the campus appears to face challenges to enhance the climate for women faculty. The climate survey conducted by UNL revealed that tenured/tenure track women had the lowest scores on the “Inclusiveness,” scale compared to male faculty. Other campuses have embarked on the assessment of climate for faculty as well. The UNL example underscores the need for on-going monitoring of climate at the departmental or unit level on each campus and, where indicated, the need to take measures that improve climate for women faculty.

As documented in the recent Chronicle of Higher Education Special Report on Women in Academe, although there have been improvements in gender equity in the higher education environment, women continue to be underrepresented in academia. In order to remain competitive in attracting and retaining promising and talented women faculty the University of Nebraska must build on the accomplishments of the past decade.

RECOMMENDATIONS
The Ad Hoc Gender Equity Committee recommends enhancements and initiatives in six areas:

1. Accountability
2. Salary Studies
3. Discipline Specific Analyses
4. Family-Friendly Policies
5. Faculty Development
6. Climate Assessment and Modifications Where Indicated

In making these recommendations, the Ad Hoc Committee considered the suggestions which the committee solicited from the University-wide Gender Equity Committee, the faculty senates, and commissions or committees on the status of women for each campus

Accountability
Establishing accountability for progress toward our previously adopted gender equity goals is the predominant emphasis of the report. We recommend:

- The President should devise and maintain a system of accountability, from department level up, regarding the implementation of existing University policies on gender equity and the demonstrated progress made toward Board gender equity goals.
- Necessary resources to institute and maintain such a system should be provided from existing funds allocated to meet gender equity goals.

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• Annual tracking of diversity funding should include reports of how cumulative funding has been allocated and is being used to support gender equity issues.

Salary Studies
Monitoring and maintaining gender equity in compensation throughout the system is important. The need for broader dissemination of the process for determining salaries, and the results of salary studies, is evident.

In order to maintain equitable compensation the University should:

• Conduct periodic salary-and promotion-equity studies for all campuses, and make results available to the University community
• Provide briefings on salary practices for new faculty

Discipline specific analyses and interventions
Consistent with the need for discipline specific salary studies is the need for reviewing workforce issues by discipline. Based on data reviewed for this report the need to increase the number and proportional representation of women in particular fields is evident. Programs supporting the recruitment and development of faculty in these disciplines should be supported. The University should:

• In those departments where there is under-representation of female faculty relative to potential candidate pools and/or relative to our peers, charge department chairs with the responsibility of developing a plan and documenting efforts to increase the representation of women.
• Consider “cluster hires” to create a critical mass of women in disciplines where they are currently underrepresented.

Family-Friendly Policies
All universities must become more responsive to issues associated with the strains encountered by faculty and other university employees attempting to balance family demands and work expectations. Existing University of Nebraska policies address these issues, but it is essential that University leaders clearly communicate existing policies to all departments and administrative units and ensure uniform application. The University should:

• Consider revisions in policies and procedures for addressing tenure requirements which are responsive to gender related family factors which might have a different effect on women than men (such as adjustments created by 1999 Executive Memorandum No. 18 which extends the tenure clock for maternity, disability or family/medical leave).
• Ensure all deans, directors, and department chairs are aware of and uniformly apply family-friendly related policies
• Assess adequacy of daycare services for each of the campuses and, if appropriate and practical, enhance those services

Faculty Development
To enhance academic career development for women faculty, and to expand opportunities for women faculty to advance in administrative roles, the University should:
• Create mentoring programs to enhance academic advancement, including exposure to distinguished women scholars.
• Expand or enhance leadership programs to position women for administrative advancement, with particular emphasis on the departmental and college levels.

Climate Assessment
Faculty perception, of the degree to which the University’s climate facilitates productivity and satisfaction, is important in retention of faculty. Factors perceived as important to a supportive climate will vary depending on the individual; nevertheless, at a minimum each campus should identify an appropriate mechanism for assessing climate on a regular basis.

Exit interviews have been identified as a strategy to aid in assessment of climate. In the past the Board of Regents has emphasized the value and importance of conducting such interviews. However, faculty members leaving the University are sometimes reluctant to be fully candid regarding equity concerns that may have contributed to the decision to leave. Consideration should be given to alternative methods of addressing the need to gather information about the climate while individuals are engaged in the system rather than after the decision has been made to leave.

Enhanced climate assessment should include:

• Assessment and monitoring of climate concerns by each campus
• Publication of periodic reports addressing climate issues, approaches for enhancing climate and progress accomplished compared to previous assessments.
• Reevaluation of exit interviews as a climate assessment strategy
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Committee Members
Charles S. Wilson, M.D. – Chairperson
Member University Board of Regents

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President Emeritus, UNCA

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Student Regent, UNL

Edward D. Wimes
Assistant Vice President for Business and Finance, UNCA
Appendix II
1991 Gender Equity Goals and Strategies
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 zip 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 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 3: Create and maintain a hospitable environment for women in the classroom and the workplace.

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 4: Improve and maintain a safer campus environment for all.

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

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/or Academic Affairs to request an exit interview with all departing members of the tenure-track/acuity, 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 7:** Establish accountability for achievement of gender equity goals.

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.*
Appendix III
University-wide Gender Equity Committee
Recommendation 1997-2003
# Gender Equity Committee Recommendations 1997-2003
## December 2004 Status Update


#### Recommendations to the President

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td>NU: C, UNL: N/A, UNO: C, UNK: C, UNMC: C</td>
<td>Appears to have occurred in history, but not clearly evident as a continuous or current practice. UNMC – Presentation of Goals and Strategies to Chancellor’s Council UNO – Presentation of Goals and Strategies to Chancellor’s Council and included on Institutional Portfolio</td>
</tr>
<tr>
<td><strong>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.).</strong></td>
<td>NU: C, UNL: C, UNO: C, UNK: ?, UNMC: C</td>
<td>Variable across campuses. Is this documented under Diversity Funding? UNL – Has $400K available for colleges and departments in which women are underrepresented to make such hires. UNMC – Funds are available for new faculty hires UNK – Not clear if such a fund was established. UNO – Funds are available for new faculty hires</td>
</tr>
<tr>
<td><strong>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 employees at the university at least one year.</strong></td>
<td>NU: C, UNL: C, UNO: C, UNK: C, UNMC: C</td>
<td>UNL – Policy allows for 8 weeks paid leave with faculty released from teaching responsibilities for the semester; applies to both maternity</td>
</tr>
<tr>
<td>Action</td>
<td>NA</td>
<td>P</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>Increase staff time and fellowship support for the Dual Career Program at Lincoln and extend this program to all campuses in the system.</td>
<td>NA</td>
<td>P</td>
</tr>
<tr>
<td>Clarify and standardize policies about stopping the tenure clock in the case of medical, maternity, or family leave.</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Provide support for on-campus day care for employees and full-time students.</td>
<td>NA</td>
<td>P</td>
</tr>
</tbody>
</table>
| 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. | NA | C | C | C | UNL – Policy available on Sr.VCAA website
UNMC – Health Professions Appointment in place for faculty
UNK – Flexibility in the tenure process is available.
UNO – Flexibility in the tenure process is available. |
| The President's Office should create two Distinguished Professorships to be awarded among the four campuses every year in recognition of outstanding work to advance gender equity. Each Distinguished Professorship should be for a term of five years and carry a stipend of at least $5,000 annually for the five year term. Both men and women would be eligible. | see note | N/A | N/A | C | ?
A number of women have been appointed to distinguished professorships on the campuses |
| Provide summer grants for research or curricular development projects enhancing the success of women in traditional and non-traditional fields. | NA | P | C | U | ?
UNK – Women are encouraged to work with the Office of Sponsored Programs to secure grant funding for different projects; resources also provided through the Scholarly Activity Support Program sponsored by the Office of Graduate Studies.
UNO – Programs exist, such as STEM, Goodrich |
| Provide training for chairs on gender equity issues. | C | P/C | C | U | C
NU Deans and Department Chairs Retreat – January 10, 2002. (TBD for AY04)
UNL – Has contracted with |
<p>| Establish mentoring programs for all untenured faculty. | C | C | C | U | P | BRIGHTLINE to provide on-line sexual harassment training which will be required for all administrators next spring. In addition, at annual retreats of chairs and deans a major focus is gender equity and diversity. UNMC – Presentation to College of Medicine Chairs on gender equity UNO – Has on-line sexual harassment training for faculty and a campus focus on gender equity and diversity. UNL- A seminar series is being offered to all untenured faculty. Most colleges also offer mentoring programs. UNMC- Mentoring encouraged through faculty development programs including new faculty orientation program UNO – Department Chairs are required to submit mentoring plans for untenured faculty. |
| 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. | U | C | U | C | UNMC – Ombudsman in place in addition to Equity Office UNK – The AA/EO office has brochures and posters, and distributes information at new employee orientation and to hall directors. Undergraduate catalog has some relevant sections. UNO – Strategic Plan addresses diversity, included on Institutional Portfolio. |</p>
<table>
<thead>
<tr>
<th>Requirement</th>
<th>UNL</th>
<th>UNO</th>
<th>UNMC</th>
<th>UNK</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine existing policies and practices to insure that they are sensitive to gender issues.</td>
<td>C</td>
<td>P</td>
<td>C</td>
<td>U</td>
<td>C</td>
</tr>
<tr>
<td>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.</td>
<td>NA</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>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.</td>
<td>C</td>
<td>C</td>
<td>N/A</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Appoint a person on each campus with line responsibility for gender equity who will report directly to the Chancellor.</td>
<td>NA</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

UNL – CCSW asked to undertake this; resources are a major hurdle. UNO – Is planning assessment of faculty.

Implemented at some level for each campus. Quality of results variable.

UNL – The Assoc. Sr.VCAA contacts every woman faculty member and faculty of color who are departing. The CCSW has also been asked to do the same. The Bureau of Sociological Research has surveyed departing office/service and managerial professional staff through the end of FY04. Currently the survey is under review.

UNMC – Yearly exit interview report generated through Faculty Senate for all departing faculty. Human Resources responsible for staff.

Data not included in recent reports.

UNMC – Annual report for faculty available through Faculty Senate each year

UNK – The AA/EO Office annually provides reports summarizing exit interview information and survey data from people who decline offers of employment; this information is included in annual report to the Board of Regents.

Designated by title or function.

UNL – Assistant to the Chancellor for
| Campus updates on these recommendations were provided in the 1998 Report to the Board of Regents. Deficiencies identified in 1998 were then addressed in the 1999 report; mentoring and childcare were emphasized as areas of concern for all campuses. |

**Status:** C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown
### Report of the University-wide Gender Equity Committee – 2000

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide continued funding to support an annual women’s conference addressing issues of interest and concern to women on the University of Nebraska campuses.</td>
<td>C C C C C</td>
<td>Honoring Women’s Voices – April 30, 1999; March 31, 2000; March 9, 2001. Proposed for 2004-05. UNL – Member of Nebraska Women in Higher Education UNO – Member of Nebraska Women in Higher Education</td>
</tr>
<tr>
<td>Increase and strengthen funding for women’s studies on each campus. These departments received limited funding and often are dependent on sharing faculty or joint appointments with other departments. The opportunity for a faculty line in women’s studies will provide more autonomy for women’s studies and increase curriculum offerings focused on gender and feminist research.</td>
<td>NA C C C Funding U Faculty line NA</td>
<td>UNL – Funding has been provided for an Assoc. Director for Women’s Studies. Renovation is currently underway in Seaton Hall to move the program to improved and more accessible quarters.</td>
</tr>
</tbody>
</table>

**Status:** C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown

### Report of the University-wide Gender Equity Committee – 2001

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support a university-wide gender-related, climate survey to be carried out by an independent body, in the fall of 2001</td>
<td>NA C N/A P ?</td>
<td>UNL – Gallup Climate Survey completed in spring 2002 and 2004. Results can be differentiated based on demographic variables, including gender.</td>
</tr>
</tbody>
</table>
Continue to strengthen coalitions of support for women staff, faculty and administrators across the NU system to participate in professional development gender-related programs, conferences and events.

| UNL – Leadership of UNOAPA sent to national meeting on an annual basis. |
| UNMC – College of Medicine provides support for women faculty to attend AAMC professional development programs and Executive Leadership in Academic Medicine (ELAM) programs. College of Dentistry supports programs for women through the American Dental Education Association (ADEA). Human Resources provides opportunities for staff and administrators. |
| UNO – Chancellor’s sponsorship of a Women’s Leadership Institute; Chancellor’s Commission on the Status of Women |

| Increase and strengthen funding for Women's Studies programs on each campus |
| NA | C | U | C | NA |

| UNO – Budget Issue |

**Status:** C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase and strengthen funding for Women’s Studies programs (UN continuation</td>
<td>C</td>
<td>UNO – Driven by student demand</td>
</tr>
<tr>
<td>goal from 2001)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U</td>
<td></td>
</tr>
<tr>
<td></td>
<td>?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Continue to recruit and retain women faculty and administrators with emphasis</td>
<td>C</td>
<td>UNL – Number of women in named professorships, including University professorships, has increased. Currently, six (of 13) members of the Chancellor’s Seniors Administrative Team are women and four (of 10) women are deans.</td>
</tr>
<tr>
<td>on mentoring both new hires and tenured women for promotion, named professorships, and administrative roles.</td>
<td>C</td>
<td>UNMC – Ongoing; Faculty Development activities, Administrative Colloquium for faculty and also for staff</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>UNO – Has a number of women in named professorships</td>
</tr>
<tr>
<td>Work with local campus communities to continue and enhance efforts to retain</td>
<td>C</td>
<td>UNMC – Ongoing</td>
</tr>
<tr>
<td>and recruit female faculty, administrators, students and staff.</td>
<td>?</td>
<td>UNO – Ongoing</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Complete a climate survey that relates to gender equity issues</td>
<td>C</td>
<td>UNO – Staff survey completed in 2003-2004; planning faculty survey in 2004-2005</td>
</tr>
<tr>
<td>Actively seek out and encourage female faculty and staff to participate in</td>
<td>C</td>
<td>Three female Fellows in the course of the three years of the President’s Equity in Opportunity Administrative Fellowship program. Feedback from participants in programs such as Bryn Mawr indicates they are not effective, especially if they do not immediately lead to an available administrative position.</td>
</tr>
<tr>
<td>leadership development such as the University-wide Equity in Opportunity</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>Administrative Fellowships and the Summer Institute for Women in Higher</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Education Administration at Bryn Mawr that encourage the development and</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>promotion of women.</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>UNMC – Participation in University-wide Equity in Opportunity Administrative Fellowship. Also AAMC programs for junior and mid-career women faculty. We have 3 graduates of the ELAM program on campus. ADEA also provide training for women in dentistry.</td>
<td>UNO – Chancellor’s sponsorship of a Women’s Leadership Institute</td>
<td></td>
</tr>
</tbody>
</table>

**Report of the University-wide Gender Equity Committee – 2003**

*Report contained only campus specific recommendations*
Appendix IV
Data
Gender Equity Issues: University of Nebraska

NU Trends
- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

Comparative Trends
- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data
NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)
UNL

Source: University of Nebraska HR Data
January 2005
Office of the Executive Vice President and Provost
NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)

UNMC

Note: Data for 2000 not available.
Source: University of Nebraska HR Data
NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)
UNK

Source: University of Nebraska HR Data
January 2005
NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)
U-Wide (excluding UNMC)

Source: University of Nebraska HR Data
January 2005
Office of the Executive Vice President and Provost
NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)
U-Wide (With UNMC)

Note: UNMC data not available for 1994 and 2000
Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
Gender Equity Issues: University of Nebraska

- **NU Trends**
  - Faculty % by Gender
  - **Salary by Gender**
  - Promotion & Retention by Gender — NU HR Data
  - NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

- **Comparative Trends**
  - Peer Comparisons: % by Gender—IPEDS Data
  - Regional Comparisons: % by Gender —IPEDS Data
  - National Comparisons: % by Gender—AAUP Data
Male-Female Salary Comparison Study
Conducted for NU by Consultant Dr. David Marx

Analysis of covariance was used in this study to describe the relationship between a continuous dependent variable (salary) and one or more nominal independent variables which affect salary. These gender neutral variables which affect salary are: college, department, faculty rank, number of years in rank, tenure status, graduate faculty status, education level, number of years since terminal degree, year hired, chairperson status, professorship stipend level, and type of professorship.

After accounting for the gender neutral variables the analysis will disclose whether there is any disparity in faculty salary levels which is attributable to gender. Using a U.S. Supreme Court approved statistical approach salary differences were analyzed. The salary differentials will be considered significant, both statistically and legally, if the p-value for the gender coefficient is .05 or less.
### Methodology Differences on p Value Slides

Controlling Variables for UNL and UNO

<table>
<thead>
<tr>
<th>Variable</th>
<th>UNL</th>
<th>UNO</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Department</td>
<td>X</td>
<td>Not Used</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Years in Rank</td>
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<td>X</td>
</tr>
<tr>
<td>Tenure Status</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Active or Leave of Absence Pay</td>
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<td>Not Used</td>
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<tr>
<td>Professorship Stipend</td>
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</tr>
<tr>
<td>Graduate Faculty Status</td>
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<tr>
<td>Educational Level</td>
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</tr>
<tr>
<td># Years Since Terminal Degree</td>
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</tr>
<tr>
<td>Year Hired</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Chairperson Status</td>
<td>X</td>
<td>Not Used</td>
</tr>
</tbody>
</table>

*X=Variable Used*
Male-Female Faculty Salary Comparisons University of Nebraska – Lincoln

Full Time Tenured Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003

Source: Male/Female Comparison Study by Dr. David Marx
January 2005
Office of the Executive Vice President and Provost
Male-Female Faculty Salary Comparisons University of Nebraska – Lincoln
Full Time Tenured Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003

Fall Term

Source: Male/Female Comparison Study by Dr. David Marx
January 2005
Office of the Executive Vice President and Provost
Male-Female Faculty Comparisons University of Nebraska – Lincoln
All Full Time Tenured and Tenured Track Fall 1988 – Fall 2003
Statistical Significance of Salary Differential

Source: Male/Female Comparison Study by Dr. David Marx

January 2005
Office of the Executive Vice President and Provost
Male-Female Faculty Comparisons University of Nebraska – Lincoln
Full Time Tenured and Tenured Track Professors Fall 1988 – Fall 2003
Statistical Significance of Salary Differential

Below .05 Significant
Male-Female Faculty Comparisons University of Nebraska – Lincoln
Full Time Tenured and Tenured Track
Associate Professors Fall 1988 – Fall 2003
Statistical Significance of Salary Differential

Below .05 Significant

January 2005
Office of the Executive Vice President and Provost
Male-Female Faculty Comparisons University of Nebraska – Lincoln
Full Time Tenured and Tenured Track
Assistant Professors  Fall 1988 – Fall 2003
Statistical Significance of Salary Differential

Below .05 Significant
Male – Female Salary Comparisons University of Nebraska – Omaha
Full Time Tenure Track and Non Tenure Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003
Male Female Faculty Salary Comparisons University of Nebraska – Omaha
Full Time Tenure Track and Non tenure Track Faculty
Statistical Significance of Salary Differential
Fall 1990 – Fall 2003

Below .05 Significant
Gender Equity Issues: University of Nebraska

**Trends**
- Faculty % by Gender
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- Promotion & Retention by Gender — NU HR Data
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**Comparative Trends**
- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data
NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender
1994 Cohort – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data

<table>
<thead>
<tr>
<th>Years</th>
<th>1994 Females</th>
<th>1994 Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>2</td>
<td>90.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>3</td>
<td>80.0%</td>
<td>80.0%</td>
</tr>
<tr>
<td>4</td>
<td>70.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>5</td>
<td>60.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>6</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>7</td>
<td>40.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>8</td>
<td>30.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td>9</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

N=402 | N=1,345

January 2005
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender
1995 Cohort – U-Wide*

Retention Rate

Years

1 2 3 4 5 6 7 8

50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

* Medical Center data excluded.
Source: University of Nebraska HR Data

N=418 1995 Females
N=1,349 1995 Males

January 2005 Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender
1996 Cohort – U-Wide*

Retention Rate

<table>
<thead>
<tr>
<th>Years</th>
<th>1996 Females</th>
<th>1996 Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>2</td>
<td>80.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>3</td>
<td>70.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>4</td>
<td>60.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>5</td>
<td>50.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>6</td>
<td>40.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td>7</td>
<td>30.0%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender
1997 Cohort – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender
1998 Cohort – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender
1999 Cohort – U-Wide*

Retention Rate

100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%

1 2 3 4

Years

1999 Females  1999 Males
N=453  N=1,220

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates  
1994 Associate Prof. Cohort Promoted to Professor – U-Wide*

<table>
<thead>
<tr>
<th>Year</th>
<th>Promotion Rate</th>
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<tbody>
<tr>
<td>1995</td>
<td>5.0%</td>
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<tr>
<td>1996</td>
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<td>15.0%</td>
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<td>20.0%</td>
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<td>25.0%</td>
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<tr>
<td>2001</td>
<td>30.0%</td>
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<tr>
<td>2002</td>
<td>35.0%</td>
</tr>
<tr>
<td>2003</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005  
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1994 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data
January 2005
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1995 Associate Prof. Cohort Promoted to Professor – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data
N=418
N=1,349

January 2005
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1995 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data
January 2005

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January 2005
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and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1996 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*

* Medical Center data excluded.
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January 2005 Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1997 Associate Prof. Cohort Promoted to Professor – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data

Promotion Rate

1997 Females  1997 Males

N=439   N=1,295

January 2005  Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1997 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1998 Associate Prof. Cohort Promoted to Professor – U-Wide*

Promotion Rate

1998 Females 1998 Males
N=459 N=1,254

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005  Office of the Executive Vice President and Provost
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates
1998 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*

* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
Gender Equity Issues: University of Nebraska

**Trends**
- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

**Comparative Trends**
- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data
Gender Comparisons By Seven Academic Groupings

- Education
- Engineering
- Humanities
- Life Sciences
- Physical Sciences
- Professional Disciplines
- Social Sciences
Education Defined Cohort

Curriculum & Instruction
Educational Admin. & Supervision
Educational Leadership
Educ./Instruct. Media Design
Educ. Stat./Research Methods
Educ. Assess./Test./Meas.
Educ. Psychology
School Psychology
Social/Phil. Found. of Education
Special Education
Couns. Educ./Couns. & Guid. Serv.
Higher Education/Eval. & Research

TEACHER EDUCATION
Pre-elementary/Early Childhood
Elementary
Secondary
Adult & Continuing

TEACHING FIELDS
Agricultural Education
Art Education
Business Education
English Education
Foreign Languages Education
Health Education
Home Economics Education
Tech. & Indust. Arts Education
Mathematics Education
Music Education
Nursing Education
Physical Education & Coaching
Reading Education
Science Education
Social Science Education
Technical Education
Trade & Industrial Education
Teacher Educ., Specific Acad. & Voc.
University of Nebraska
Females as % of Total Faculty By Rank
Education Disciplines

Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
Engineering Defined Cohort

ENGINEERING
Aerospace, Aeronaut.& Astronaut.
Agricultural
Bioengineering & Biomedical
Ceramic Sciences
Chemical
Civil
Communications
Computer
Electrical & Electronics
Engineering Mechanics
Engineering Physics
Engineering Science
Environmental Health Engineering
Industrial & Manufacturing
Materials Science
Mechanical
Metallurgical
Mining & Mineral
Nuclear
Ocean
Operations Research
Petroleum
Polymer & Plastics
Systems
Engineering, General
Engineering, Other*
University of Nebraska
Females as % of Total Faculty By Rank
Engineering Disciplines

Warning – Small Numbers

Source: University of Nebraska HR Data
January 2005
Office of the Executive Vice President and Provost
# Humanities Defined Cohort

<table>
<thead>
<tr>
<th>HUMANITIES</th>
<th>OTHER HUMANITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, American</td>
<td>American Studies</td>
</tr>
<tr>
<td>History, Asian</td>
<td>Archeology</td>
</tr>
<tr>
<td>History, European</td>
<td>Art History/Criticism/Conserv.</td>
</tr>
<tr>
<td>History/Philosophy of Sci. &amp; Tech.</td>
<td>Music</td>
</tr>
<tr>
<td>History, General</td>
<td>Philosophy (See also)</td>
</tr>
<tr>
<td>History, Other*</td>
<td>Religion (See also)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LETTERS</th>
<th>FOREIGN LANGUAGES AND LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics</td>
<td>French</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>German</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Italian</td>
</tr>
<tr>
<td>Literature, American</td>
<td>Spanish</td>
</tr>
<tr>
<td>Literature, English</td>
<td>Russian</td>
</tr>
<tr>
<td>English Language</td>
<td>Slavic (other than Russian)</td>
</tr>
<tr>
<td>Speech &amp; Rhetorical Studies</td>
<td>Chinese</td>
</tr>
<tr>
<td>Letters, General</td>
<td>Japanese</td>
</tr>
<tr>
<td>Letters, Other</td>
<td>Hebrew</td>
</tr>
<tr>
<td></td>
<td>Arabic</td>
</tr>
<tr>
<td></td>
<td>Other Languages &amp; Literature*</td>
</tr>
</tbody>
</table>

* indicates programs that are not available in the Division of Graduate Studies.
University of Nebraska
Females as % of Total Faculty By Rank
Humanities Disciplines

Source: University of Nebraska HR Data
**Life Sciences Defined Cohort (Excluding UNMC)**

<table>
<thead>
<tr>
<th>Agricultural Sciences</th>
<th>Biological Sciences</th>
<th>Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Economics</td>
<td>Biochemistry</td>
<td>Speech-Lang Path. &amp; Audiology</td>
</tr>
<tr>
<td>Agricultural Business &amp; Mgmt.</td>
<td>Biomedical Sciences</td>
<td>Environmental Health</td>
</tr>
<tr>
<td>Animal Breeding &amp; Genetics</td>
<td>Biophysics</td>
<td>Health Systems &amp; Service Admin.</td>
</tr>
<tr>
<td>Animal Nutrition</td>
<td>Biotechnology Research</td>
<td>Epidemiology (See also 131)</td>
</tr>
<tr>
<td>Dairy Science</td>
<td>Bacteriology</td>
<td>Exercise Physiology/Sci., Kinesiology</td>
</tr>
<tr>
<td>Poultry Science</td>
<td>Plant Genetics</td>
<td>Rehabilitation/ Therapeutic Services</td>
</tr>
<tr>
<td>Animal Sciences, Other*</td>
<td>Plant Pathology</td>
<td></td>
</tr>
<tr>
<td>Agronomy &amp; Crop Science</td>
<td>Plant Physiology</td>
<td></td>
</tr>
<tr>
<td>Plant Breeding &amp; Genetics</td>
<td>Botany, Other*</td>
<td></td>
</tr>
<tr>
<td>Plant Sciences, Other</td>
<td>Anatomy</td>
<td></td>
</tr>
<tr>
<td>Food Engineering</td>
<td>Biometrics &amp; Biostatistics</td>
<td></td>
</tr>
<tr>
<td>Food Sciences, Other*</td>
<td>Cell Biology</td>
<td></td>
</tr>
<tr>
<td>Soil Chemistry/Microbiology</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td>Soil Sciences, Other*</td>
<td>Developmental Bio/Embryology</td>
<td></td>
</tr>
<tr>
<td>Horticulture Science</td>
<td>Endocrinology</td>
<td></td>
</tr>
<tr>
<td>Fisheries Sci. &amp; Management</td>
<td>Entomology</td>
<td></td>
</tr>
<tr>
<td>Forest Biology</td>
<td>Biological Immunology</td>
<td></td>
</tr>
<tr>
<td>Forest Engineering</td>
<td>Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>Forest Management</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>Wood Sci. &amp; Pulp/Paper Tech.</td>
<td>Neuroscience</td>
<td></td>
</tr>
<tr>
<td>Conserv./Renewable Natural Res.</td>
<td>Nutritional Sciences</td>
<td></td>
</tr>
<tr>
<td>Forestry &amp; Related Sci., Other*</td>
<td>Parasitology</td>
<td></td>
</tr>
<tr>
<td>Wildlife/Range Management</td>
<td>Toxicology</td>
<td></td>
</tr>
<tr>
<td>Agricultural Sci., General</td>
<td>Genetics, Human &amp; Animal</td>
<td></td>
</tr>
<tr>
<td>Agricultural Sci., Other*</td>
<td>Pathology, Human &amp; Animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pharmacology, Human &amp; Animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physiology, Human &amp; Animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human &amp; Animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zoology, Other*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological Sciences, General</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological Sciences, Other</td>
<td></td>
</tr>
</tbody>
</table>
**Life Sciences Defined Cohort With UNMC Added (red color)**

<table>
<thead>
<tr>
<th><strong>Agricultural Sciences</strong></th>
<th><strong>BIOLOGICAL SCIENCES</strong></th>
<th><strong>HEALTH SCIENCES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Economics</td>
<td>Biochemistry</td>
<td>Speech-Lang.Path. &amp; Audiology</td>
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<td>Agricultural Business &amp; Mgmt.</td>
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<td>Medicine</td>
</tr>
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<td>Animal Sciences, Other*</td>
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<td>Exercise Physiology/ Sci., Kinesiology</td>
</tr>
<tr>
<td>Agronomy &amp; Crop Science</td>
<td>Plant Physiology</td>
<td>Nursing</td>
</tr>
<tr>
<td>Plant Breeding &amp; Genetics</td>
<td>Botany, Other*</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>Plant Pathology (See also 120)</td>
<td>Anatomy</td>
<td>Rehabilitation/ Therapeutic Services</td>
</tr>
<tr>
<td>Plant Sciences, Other*</td>
<td>Biometrics &amp; Biostatistics</td>
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<td>Zoology, Other*</td>
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<td>Biological Sciences, General</td>
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<tr>
<td></td>
<td>Biological Sciences, Other</td>
<td></td>
</tr>
</tbody>
</table>

January 2005

Office of the Executive Vice President and Provost
University of Nebraska
Females as % of Total Faculty By Rank
Life Sciences Disciplines Excluding UNMC

Source: University of Nebraska HR Data, UNMC Excluded
University of Nebraska
Females as % of Total Faculty By Rank
Life Sciences Disciplines Including UNMC

Source: University of Nebraska HR Data, UNMC Data Not Available 2000
Physical Sciences Defined Cohort

- COMPUTER AND INFORMATION SCIENCES
  - MATHEMATICS
  - ASTRONOMY
  - ASTROPHYSICS
- ATMOSPHERIC SCI. AND METEOROLOGY
- CHEMISTRY
- GEOLOGICAL & RELATED SCIENCES
- PHYSICS

January 2005

Office of the Executive Vice President and Provost
University of Nebraska
Females as % of Total Faculty By Rank
Physical Sciences Disciplines

Source: University of Nebraska HR Data
Professional Defined Cohort

BUSINESS MANAGEMENT AND ADMINISTRATIVE SCIENCES

COMMUNICATIONS

OTHER PROFESSIONAL FIELDS
Architec. Environ. Design
Home Economics
Law
Library Science
Parks/Rec./Leisure/Fitness
Public Administration
Social Work
Theol./Religious Education
Professional Fields, General
Professional Fields, Other*

*Note: Other fields not listed specifically.
University of Nebraska
Females as % of Total Faculty By Rank
Professional Disciplines

Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President
and Provost
Social Sciences Defined Cohort

**PSYCHOLOGY**
- Anthropology
- Area Studies
- Criminology
- Demography/Population Studies
- Economics
- Econometrics
- Geography
- International Relations/Affairs
- Political Sci. & Government
- Public Policy Analysis
- Sociology
- Statistics (See also )
- Urban Affairs/Studies
- Social Sciences, General
- Social Sciences, Other*

**OTHER AREAS**
- Anthropology
- Area Studies
- Criminology
- Demography/Population Studies
- Economics
- Econometrics
- Geography
- International Relations/Affairs
- Political Sci. & Government
- Public Policy Analysis
- Sociology
- Statistics (See also )
- Urban Affairs/Studies
- Social Sciences, General
- Social Sciences, Other*
University of Nebraska
Females as % of Total Faculty By Rank
Social Sciences Disciplines

Source: University of Nebraska HR Data

January 2005
Office of the Executive Vice President and Provost
Gender Equity Issues: University of Nebraska

Trends
- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

Comparative Trends
- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data
Gender Equity Issues:
Comparison of Data Sources

**IPEDS & NU HR**
- Separate Tenure Track and Non-Tenure Track Data
- Minority Data
- Medical School Data
- Librarians Included

**AAUP**
- Combined Tenure Track and Non-Tenure Track Data
- No Minority Data
- No Medical School Data
- Librarians Excluded
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNL and Peer Average
(excluding institutions with medical schools)

* Includes nonresident aliens.
Source: IPEDS Fall Staff Surveys
January 2005

Office of the Executive Vice President
and Provost
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNMC and Medical Center Peer Average

* Includes nonresident aliens.
Source: IPEDS Fall Staff Surveys
January 2005

Office of the Executive Vice President and Provost
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNO and Peer Average

Source: IPEDS Fall Staff Surveys
January 2005
* Includes nonresident aliens.

Office of the Executive Vice President
and Provost
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNK and Peer Average

* Includes nonresident aliens.
Source: IPEDS Fall Staff Surveys
January 2005
Gender Equity Issues: University of Nebraska

**Trends**
- Faculty % by Gender
- Salary by Gender
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- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

**Comparative Trends**
- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender — IPEDS Data
- National Comparisons: % by Gender—AAUP Data
Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State

Professors

Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.
January 2005
Office of the Executive Vice President and Provost
Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State

Associate Professors

Institutions included:
- NE: NU - Lincoln, NU - Med Cntr, NU - Omaha
- IA: IA State U of IA, U of No IA
- KS: Emporia St Univ of KS, KU - Med Cntr, KS State, Wichita State
- MO: MU - Columbia, MU - KC, MU - Rolla, MU - St. Louis
- MN: UMN – TC, UMN – Duluth

Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.

January 2005

Office of the Executive Vice President and Provost
Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State Assistant Professors

Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.
Gender Equity Issues: University of Nebraska

- **Trends**
  - Faculty % by Gender
  - Salary by Gender
  - Promotion & Retention by Gender — NU HR Data
  - NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

- **Comparative Trends**
  - Peer Comparisons: % by Gender—IPEDS Data
  - Regional Comparisons: % by Gender—IPEDS Data
  - National Comparisons: % by Gender—AAUP Data
National - Female as % of Total Full-Time Faculty by Rank
Public Institutions Offering Doctoral Degrees—AAUP Data

Notes: The figures cover full-time members of the instructional staff except those in medical schools.
Source: American Association of University Professors (AAUP) Academe, March/April publications.

January 2005
Office of the Executive Vice President and Provost
Appendix V
Discipline Cohort Definitions
## 2004 Ad Hoc Gender Equity Report
### Discipline Cohort Definitions

### EDUCATION

<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction</th>
<th>Teacher Education</th>
<th>Teaching Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Admin. &amp; Supervision</td>
<td>Pre-elementary/Early Childhood</td>
<td>Agricultural Education</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Elementary</td>
<td>Art Education</td>
</tr>
<tr>
<td>Educ./Instruct. Media Design</td>
<td>Secondary</td>
<td>Business Education</td>
</tr>
<tr>
<td>Educ. Stat./Research Methods</td>
<td>Adult &amp; Continuing</td>
<td>English Education</td>
</tr>
<tr>
<td>Educ. Assess./Test./Meas.</td>
<td></td>
<td>Foreign Languages Education</td>
</tr>
<tr>
<td>Educ. Psychology</td>
<td></td>
<td>Health Education</td>
</tr>
<tr>
<td>School Psychology</td>
<td></td>
<td>Home Economics Education</td>
</tr>
<tr>
<td>Social/Phil. Found. of Education</td>
<td></td>
<td>Tech. &amp; Indust. Arts</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>Education</td>
</tr>
<tr>
<td>Couns. Educ./Couns. &amp; Guid. Serv.</td>
<td></td>
<td>Mathematics Education</td>
</tr>
<tr>
<td>Higher Education/Eval. &amp; Research</td>
<td></td>
<td>Music Education</td>
</tr>
<tr>
<td></td>
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<td>Nursing Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education &amp; Coaching</td>
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<tr>
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<td>Technical Education</td>
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<td></td>
<td>Trade &amp; Industrial Education</td>
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<tr>
<td></td>
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<td>Teacher Educ., Specific Acad. &amp; Voc</td>
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### ENGINEERING

<table>
<thead>
<tr>
<th>Aerospace, Aeronaut.&amp; Astronaut.</th>
<th>Engineering Mechanics</th>
<th>Nuclear</th>
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<tbody>
<tr>
<td>Agricultural</td>
<td>Engineering Physics</td>
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<tr>
<td>Bioengineering &amp; Biomedical</td>
<td>Engineering Science</td>
<td>Operations Research</td>
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<td>Systems</td>
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<tr>
<td>Electrical &amp; Electronics</td>
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<td>Mining &amp; Mineral</td>
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### HUMANITIES

<p>| History, American                | Letters                  | Foreign Languages and Literature |
| History, Asian                   | Classics                 | French                          |
| History, European                | Comparative Literature   | German                          |
| History/Philosophy of Sci. &amp; Tech.| Linguistics             | Italian                         |
| History, General                 | Literature, American    | Spanish                         |
| History, Other*                  | Literature, English     | Russian                         |
| Other Humanities                 | English Language         | Slavic (other than Russian)    |
| American Studies                 | Speech &amp; Rhetorical Studies | Chinese                      |
| Archeology                       | Letters, General         | Japanese                        |
| Art History/Criticism/Conserv.   | Letters, Other           | Hebrew                          |
| Music                            |                         | Arabic                          |
| Philosophy (See also )           |                         | Other Languages &amp; Literature*  |
| Religion (See also )             |                         |                                |
| Drama/Theater Arts               |                         |                                |
| Humanities, General              |                         |                                |
| Humanities, Other*               |                         |                                |</p>
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<th>Health Sciences</th>
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<td>Biotechnology Research</td>
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<td>Plant Genetics</td>
<td>Rehabilitation/ Therapeutic Services</td>
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<td>Astrophysics</td>
<td>Physics</td>
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<td>Mathematics</td>
<td>Atmospheric Science and Meteorology</td>
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<td>Astronomy</td>
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<th>Other Professional Fields</th>
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<tr>
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<td>Architec. Environ. Design</td>
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<td>Public Administration</td>
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<td>SOCIAL SCIENCES</td>
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<td>Demography/Population</td>
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<td>Criminology</td>
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<td>Econometrics</td>
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<td>Econometrics</td>
<td>International Relations/Affairs</td>
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<tr>
<td>Geography</td>
<td>Political Sci. &amp; Government</td>
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<td>Public Policy Analysis</td>
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<td>Sociology</td>
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<td>Statistics (See also )</td>
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<td>Urban Affairs/Studies</td>
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<tr>
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<td>Social Sciences, Other*</td>
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</tbody>
</table>
Appendix VI
UNL Gallup Organization Graphs
UNL Q¹²® Scores of Individuals Based on Faculty Type and Gender

GM: 3.65 3.61 3.59 3.87 3.58

Mean Scores

- Expec- tations
- Materials
- Do Best
- Recognition
- Cares
- Development
- Opinions
- Mission
- Quality
- Best Friend
- Progress
- Learn & Grow

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UNL I10™ Scores by Faculty Type and Gender

GM  3.37  3.14  3.44  3.44  3.32

Mean  5.00  4.50  4.00  3.50  3.00  2.50  2.00

Trust org. to be fair  Employees respected  Well-informed  Express views  Diverse ideas  Unique talents  Feel valued  Open to new ideas  Best use of skills  Best use of talents

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Appendix VII
Request to and Response from Campus Constituent Groups
October 5, 2004

Denise B. Maybank, Ph.D.
University-wide Gender Equity Committee, Chair
145 Varner Hall
Lincoln, NE
UNCA (0745)

Dear University-wide Gender Equity Committee:

Over the past few months, the Board of Regents’ Ad Hoc Committee on Gender Equity has been reviewing issues and information related to gender equity for women faculty at the University of Nebraska. This effort has included compilation and review of existing policies and strategies for ensuring an equitable environment for women faculty, and assembling appropriate databases which reflect the current status of women faculty as well as trends over the past decade.

The Ad Hoc Committee is now considering what recommendations to make to the Board of Regents, and we would appreciate the University-wide Gender Equity Committee’s input on specific actions you would suggest be taken by the University at this point to enhance the environment for women faculty. Please send your comments to me, at the address in this letter-head, by November 8, 2004. I assure you your suggestions will receive serious consideration by the Ad Hoc Committee as we develop our report to the Board of Regents, currently scheduled for January 14, 2005.

With regards,

Charles Wilson, Chair
Regents’ Ad Hoc Committee on Gender Equity
## Recommendations for Enhancement of the University Environment for Women Faculty in Response to Request from Regent Charles Wilson

<table>
<thead>
<tr>
<th>Mailed to:</th>
<th>Response</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| **U-wide Gender Equity Committee** | YES | 1. Accountability process for diversity funding  
2. Also discussed: Possible ways to increase hiring of female faculty (UNO)  
Salary study (UNMC)  
3. Additional recommendations received from UNO representatives:  
  • Continue to assess polices that were instituted to address gender equity issues  
  • Support the findings of the UNO on-campus day care survey  
  • Support findings of the UNO faculty campus climate survey |
| **UNL Faculty Women's Caucus** | NO | For information only; no response requested |
| **UNL Faculty Senate President** | YES | 1. Mentoring new hires  
2. Retention of senior women faculty  
3. Improve visibility of women at all levels; invite distinguished women scholars  
4. Support development of women faculty in non-traditional area; cluster hires  
5. Provision of domestic partner benefits. |
| **UNL Chancellor's Commission on the Status of Women** | YES | 1. Improve dissemination of UNL’s current family-friendly leave, family and medical leave policies  
2. Require training for all new department chairs and deans about UNL’s current family-friendly policies  
3. Create brochure about UNL’s current policies its commitment to family-friendly policies  
4. Secure commitment from UNL Chancellor to work with Lincoln Public Schools to align the University and public school calendars  
5. Request Chancellor make public statement of commitment to work/life balance and family friendly policies  
6. Create an entitlement policy on parental-leave and tenure-clock extension, |
<table>
<thead>
<tr>
<th><strong>UNO Faculty Senate President</strong></th>
<th>NO</th>
<th>No recommendations submitted</th>
</tr>
</thead>
</table>
| **UNO Chancellor’s Commission on the Status of Women** | **YES** | 1. Additional mentoring options  
2. Child care survey – results pending  
3. Review gender equity in UNO faculty salaries  
4. Support diversity in faculty applicant pools  
5. Supplemental funding for female and ethnic minority faculty  
6. Sponsor leadership opportunities for female faculty (e.g., Chancellor’s sponsorship of Women’s Leadership Institute)  
7. Consistency in provisions of the family & disability leave policies  
8. Option to adjust female faculty members’ tenure track when extended |
<table>
<thead>
<tr>
<th>Institution and Committee</th>
<th>Recommendation Status</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| UNMC Faculty Senate President | YES | 1. For UNMC, target colleges in need of improved representation of women for peer comparison  
2. Establish one individual on each campus who is accountable to BOR for progress toward gender equity with responsibility for corrective action  
3. Identify tenured faculty member on each campus to serve at least .5 FTE as a Campus Equity Officer & provide budget for this office |
| UNMC Chancellors Commission on Gender Related Issues | YES | 1. Accomplish salary equity taking into account roles and responsibilities. |
| UNK Faculty Senate President² | NO | No recommendations submitted |
| UNK Chancellors Advisory Committee for Gender Equity | YES | 1. Identify fields of study where women are under-represented and provide scholarships and support  
2. Establish formalized and uniform campus-wide mentoring for all faculty  
3. Adjunct pay be increased and standardized across the campus. |

¹Abbreviated versions of the recommendations are listed.

²UNK Faculty Senate President, Dr. Bridges, works with the UNK Chancellors Advisory Committee on all reports and recommendations (the data comes through the advisory committee). Dr. Bridges confirmed that she is in total agreement with the recommendations submitted by the UNK Advisory Committee.