

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 policies 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.

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:

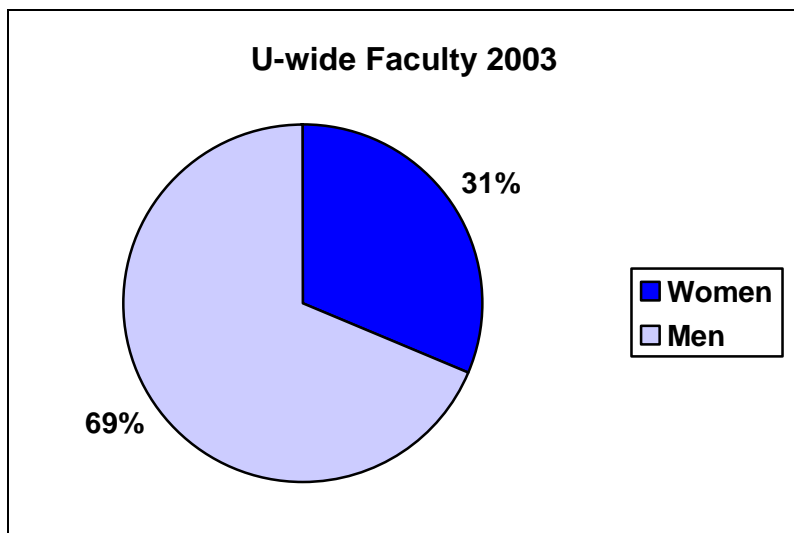
1. Minority and gender representation in the ranks and classifications throughout the unit.
2. Representation of women and minorities by job types.
3. Minority and gender representation in leadership roles
4. Relative distribution of minorities, women, and non-minority men in positions with potential 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

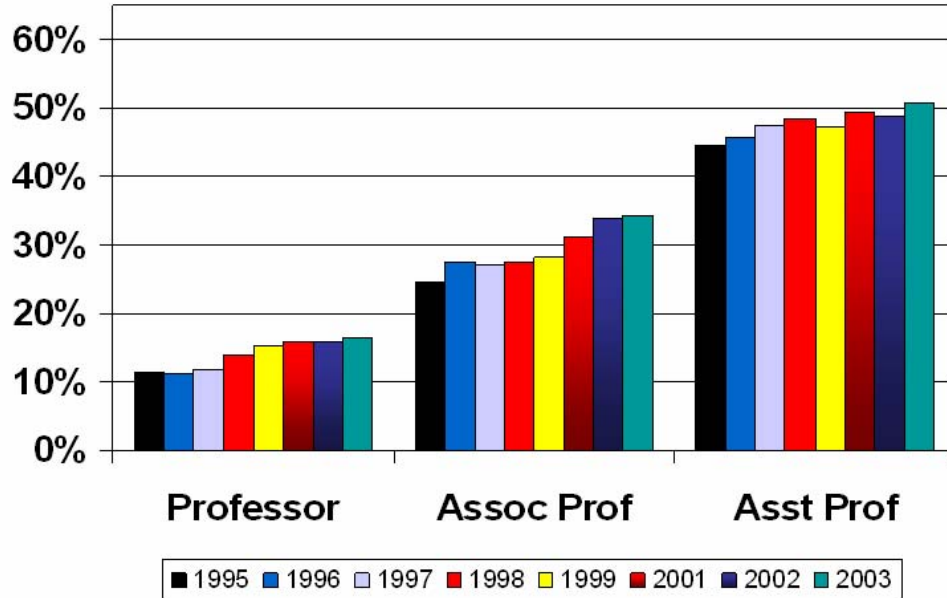
University-wide women represent 31% of tenured/tenure-track faculty.



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%.

**NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)**

U-Wide



UNMC Data Not Available 1994 and 2000
Source: University of Nebraska HR Data

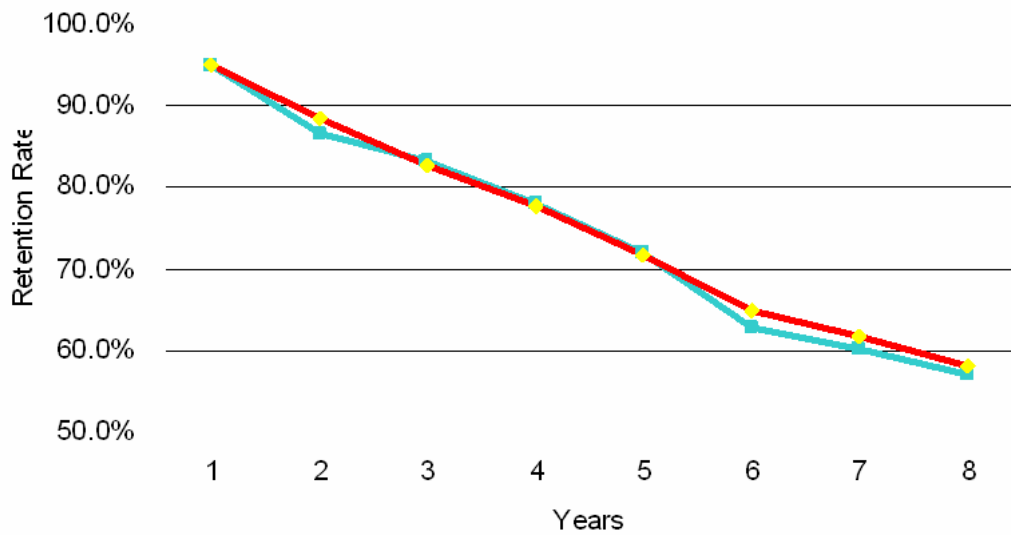
For all campuses, women have greatest representation at lower academic ranks but have also made gains in representation at higher ranks. Continued progress at higher ranks will be substantially affected by women's success in retention and promotion. Trends on retention and promotion are encouraging as 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.

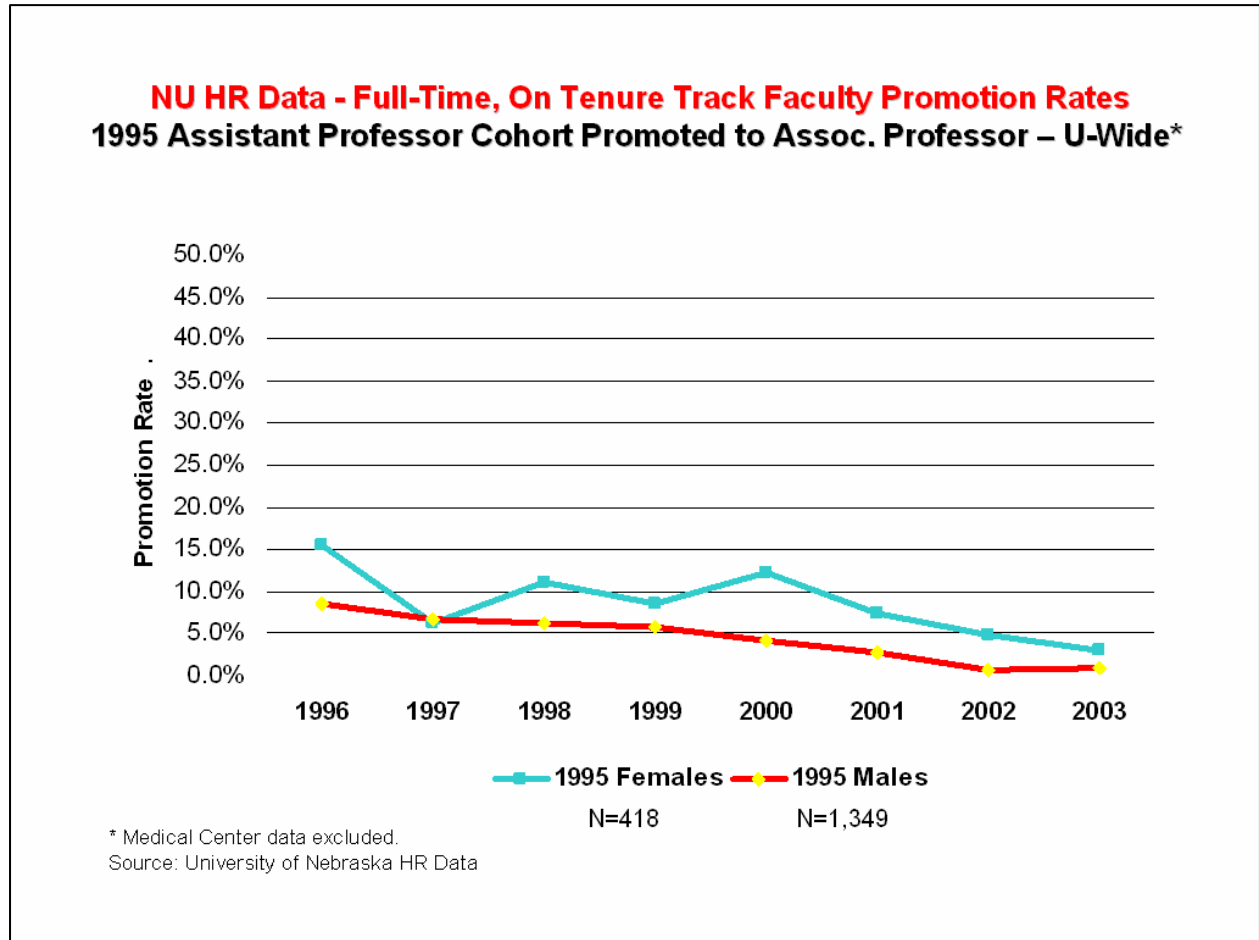
Analysis of faculty retention shows a consistent retention of women faculty essentially equivalent to their male counterparts, [see Appendix IV for U-wide cohort rates for 1994 through 1999]

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

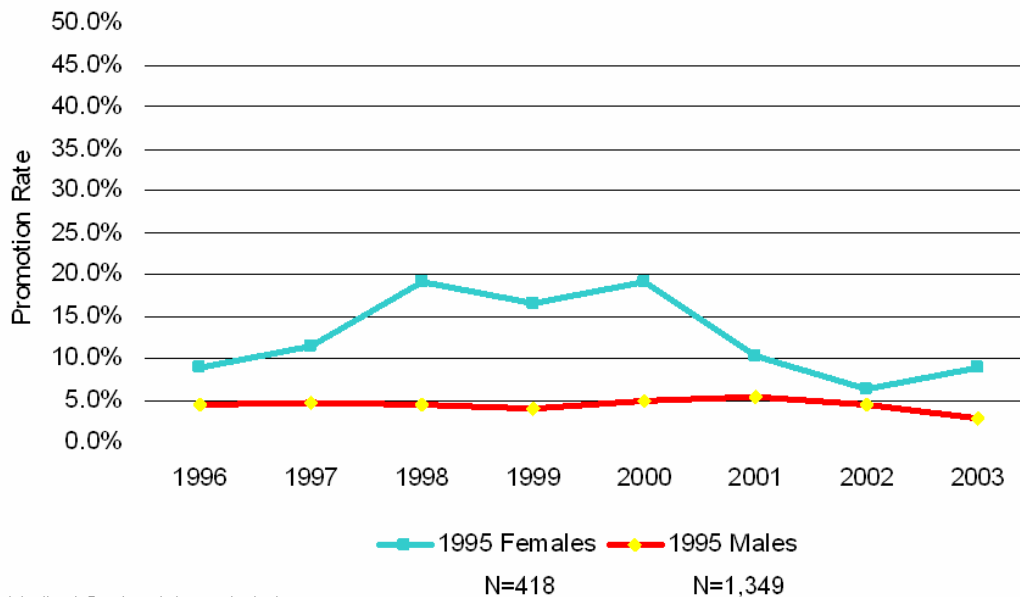


* Medical Center data excluded.
Source: University of Nebraska HR Data

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]



**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

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:

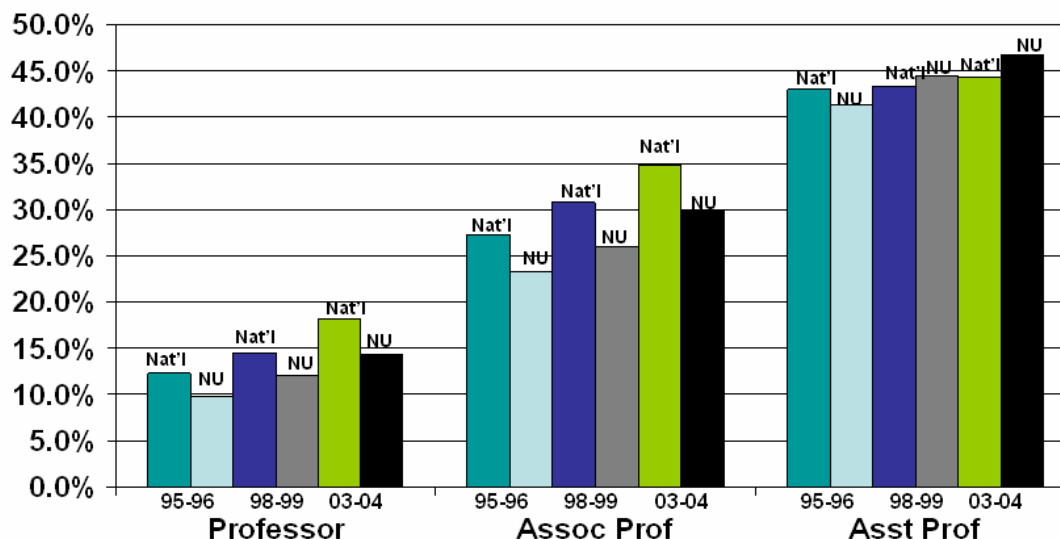
Comparison of Data Sources	
IPEDS	AAUP
Separate Tenured/Tenure Track and Non-Tenure Track Data	Combined Tenured/Tenure Track and Non-Tenure Track Data
Minority Data	No Minority Data
Medical School Data	No Medical School Data
Librarians Included	Librarians Excluded

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.

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

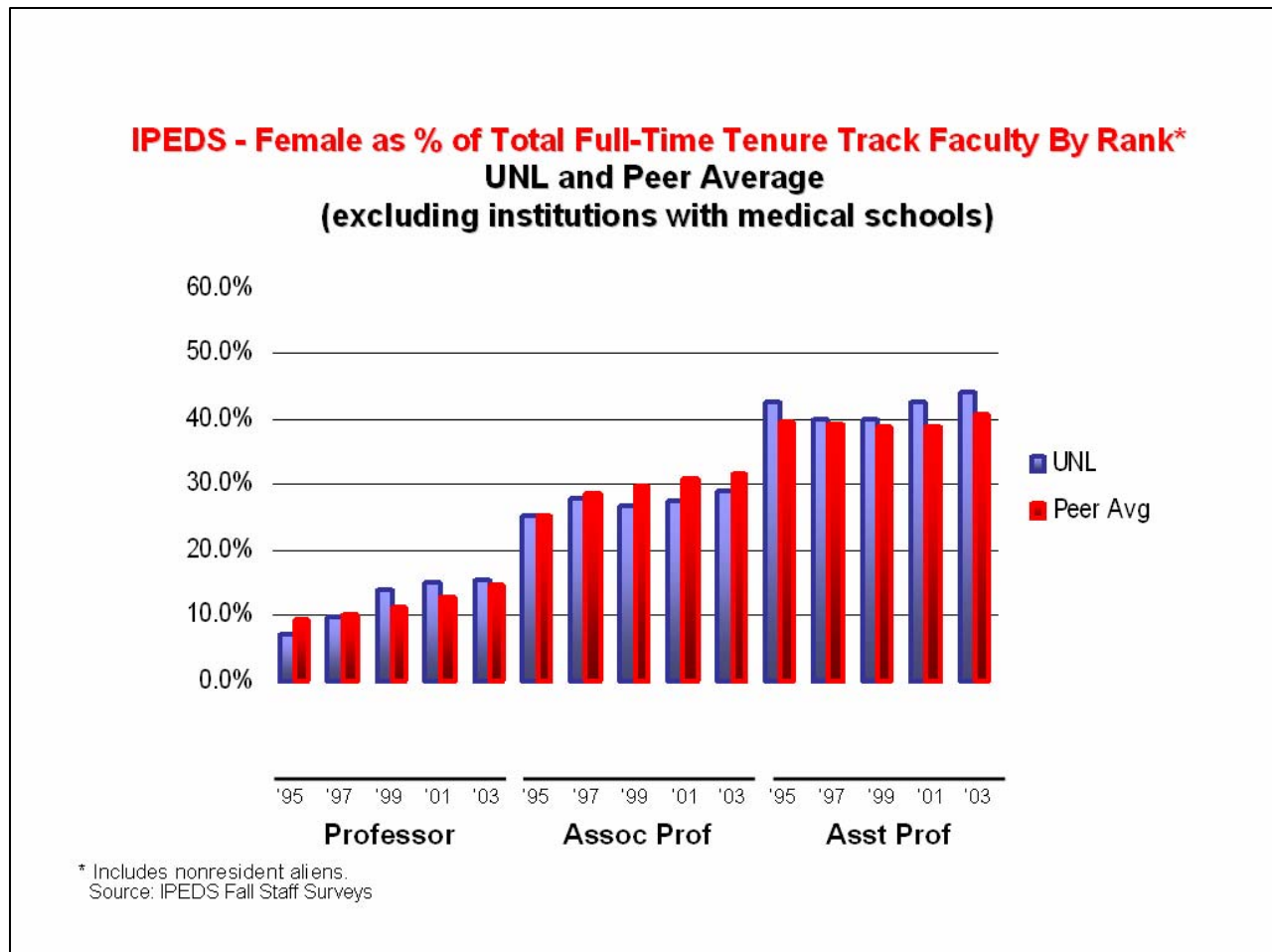


Notes: The figures cover full-time members of the instructional staff except those in medical schools.
Source: American Association of University Professors (AAUP) Academe, March/April publications.

Peer Comparisons

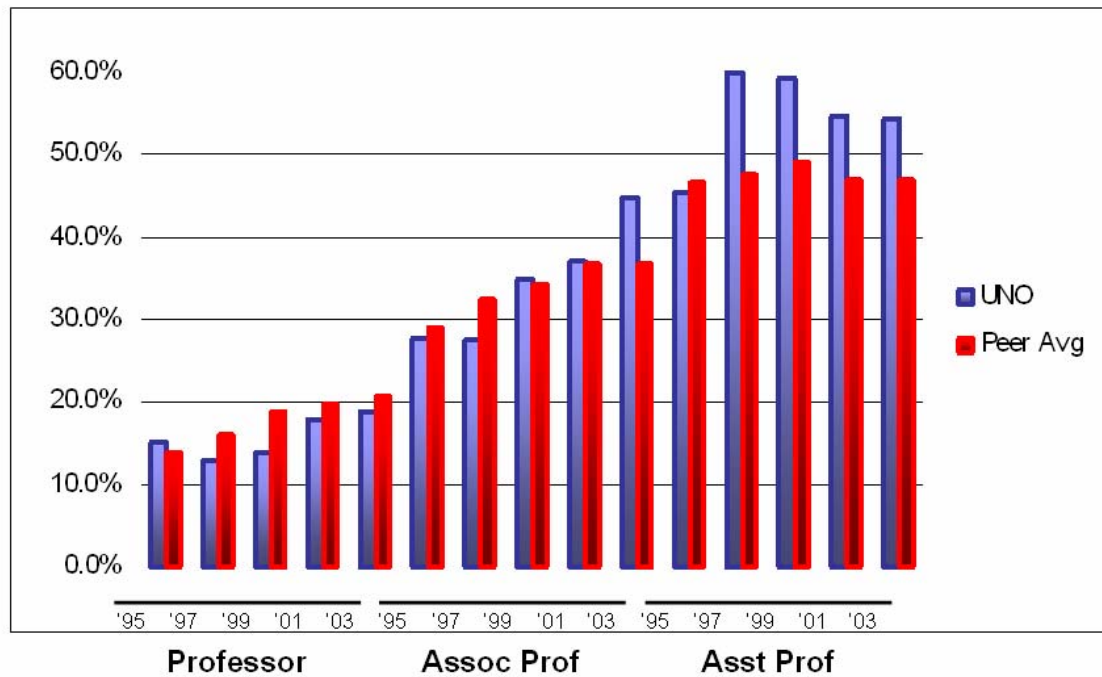
Comparisons of University of Nebraska campuses to their Board of Regents established peer institutions, using IPEDS data, indicate representation of women by rank to be higher in many instances within the University system. The data include comparisons for the years 1995, 1997, 1999, 2001 and 2003.

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.



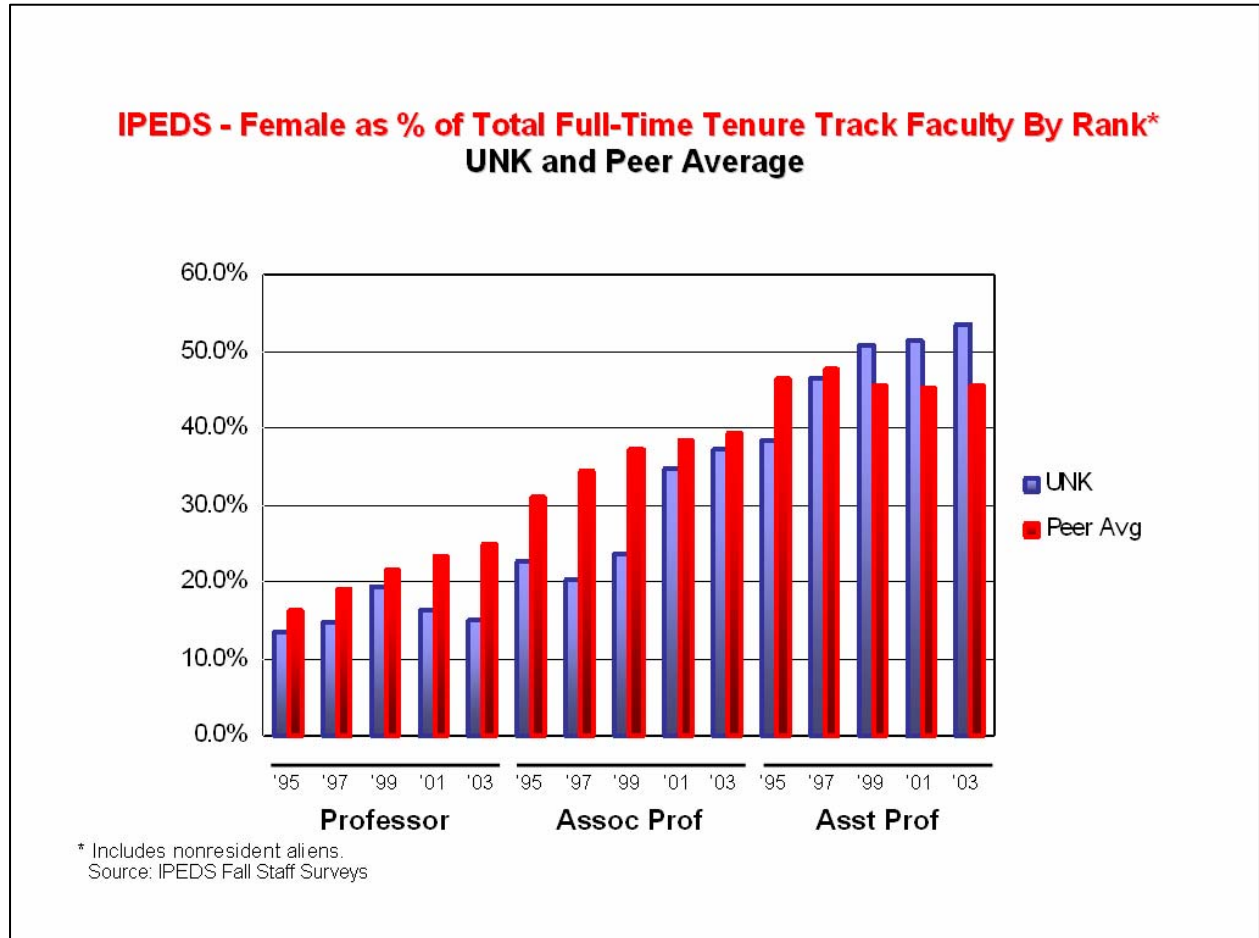
UNO has increased representation of women faculty at the rank of full professor in each year reviewed; however the campus has not closed the gap with its peers. At the rank of associate professor, UNO has exceeded the peer average for the last three years reviewed; the most recent values show the greatest 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**

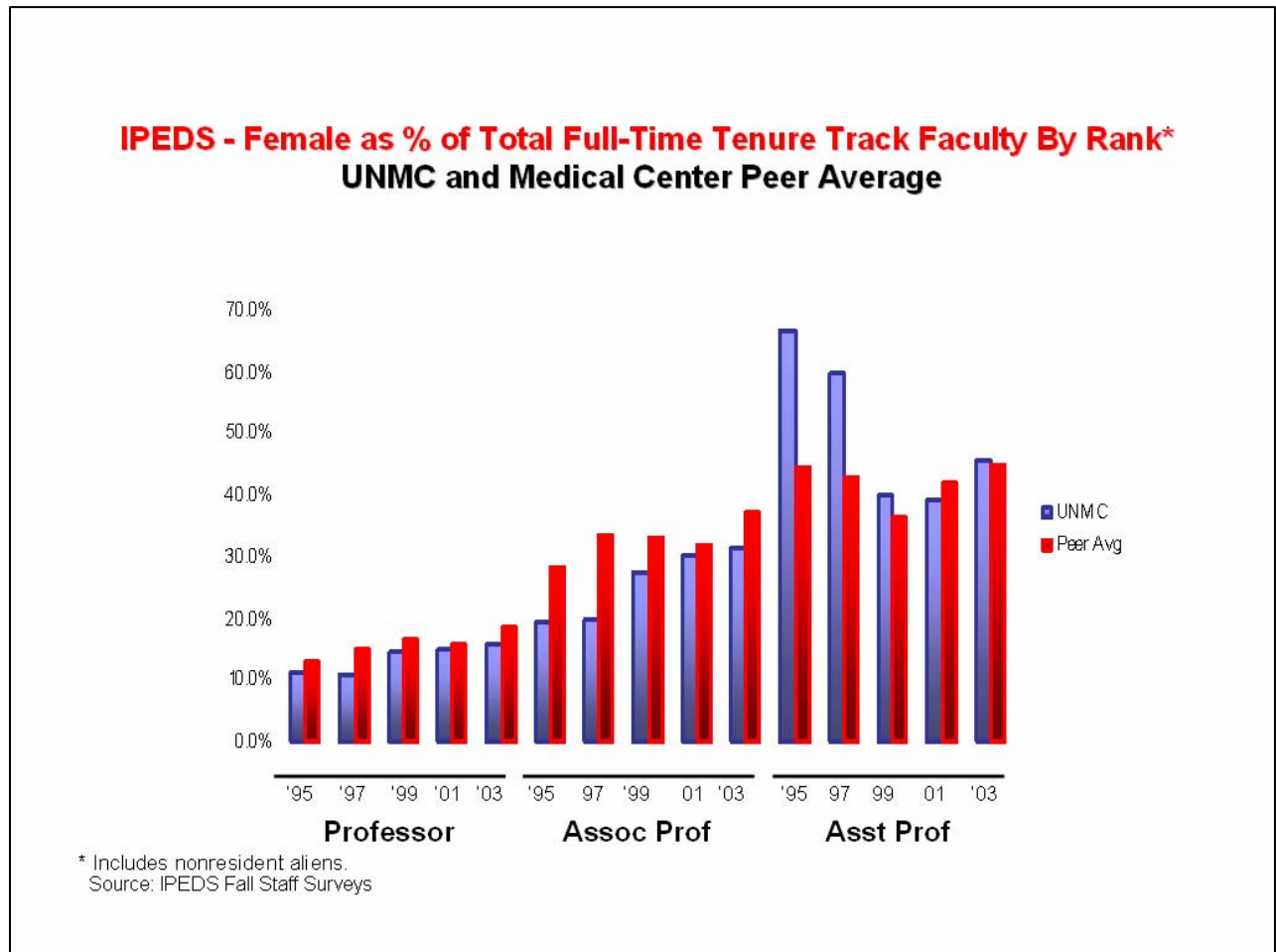


* Includes nonresident aliens.
Source: IPEDS Fall Staff Surveys

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.



Peers exceed UNMC at professor and associate professor ranks but UNMC exceed peers at the assistant professor rank for five of the six years.



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.

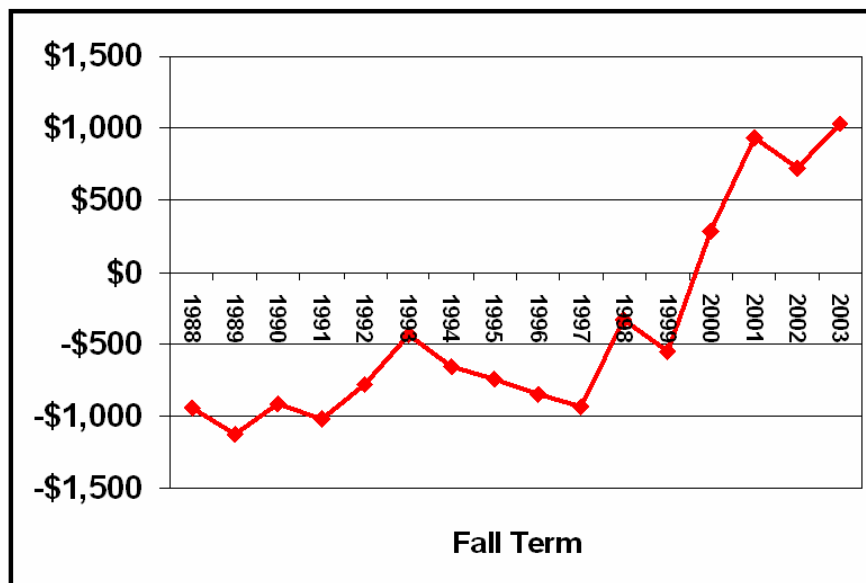
Faculty Salary Analysis

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 decision¹. 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.

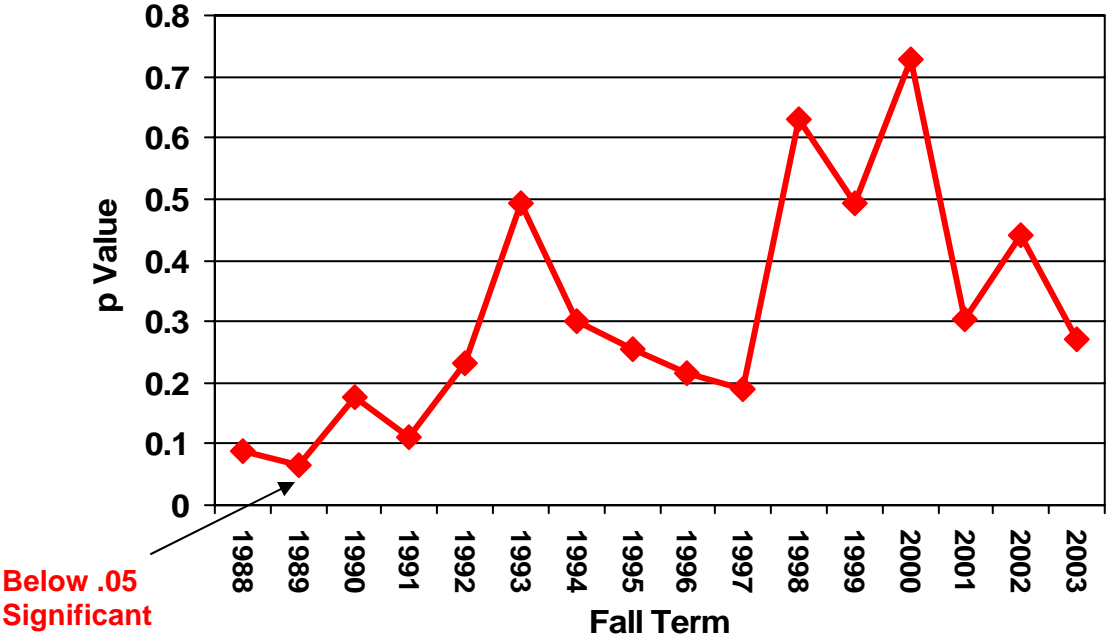
Male-Female Faculty Salary Comparisons University of Nebraska – Lincoln
Full Time Tenured Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003



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

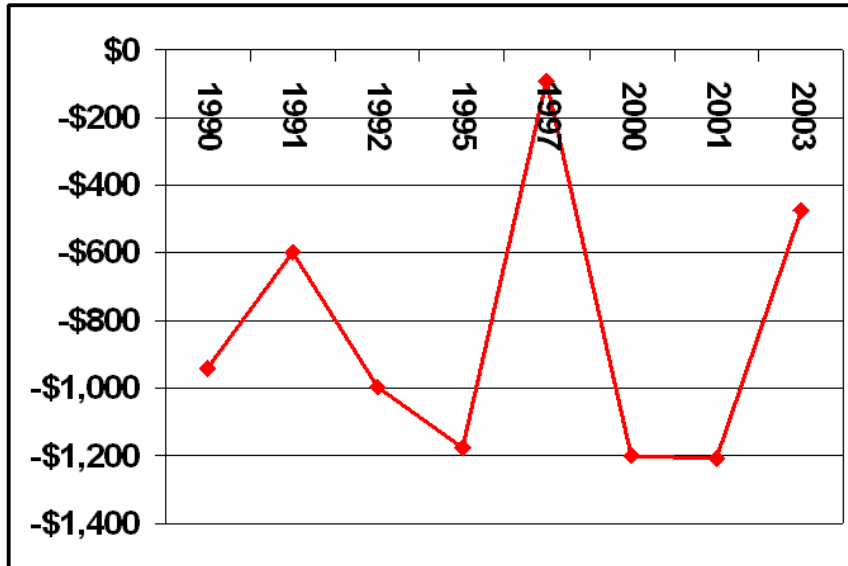
¹ “Statistical studies using multiple regression analyses are often used in salary discrimination cases as representations of an employer’s salary setting process. Federal courts have recognized use of multiple regression analyses by plaintiffs in proving what is called a *prima facie* case of salary 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)

**Male-Female Faculty Comparisons University of Nebraska – Lincoln
All Full Time Tenured and Tenure Track Fall 1988 – Fall 2003
Statistical Significance of Salary Differential**

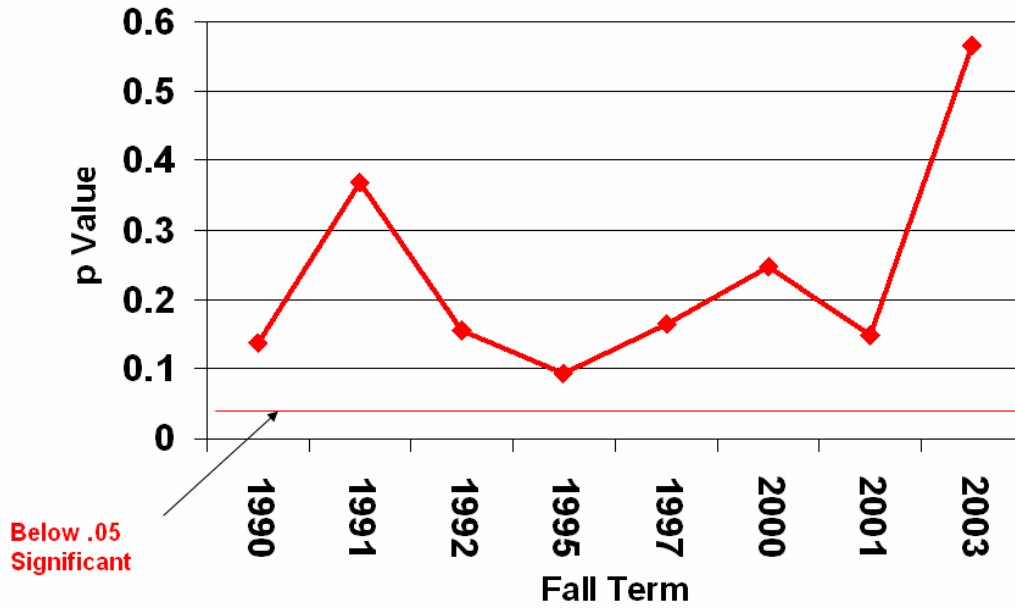


At UNO, salary differentials by gender have not been statistically significant in any year since the first year of analysis in 1990.

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



III. A CAMPUS CLIMATE PROFILE²

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-- Q^{12®} and Inclusiveness— I^{10™}) 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.

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 Academe³, 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.

³"Women in Academe," Chronicle of Higher Education, December 3, 2004

- 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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 - Male-Female Faculty Salary Comparisons – Lincoln Fall 1988 – Fall 2003
Omaha Fall 1990 – Fall 2003
- V. Discipline Cohort Definitions
 - Education
 - Engineering
 - Humanities
 - Life Sciences
 - Physical Sciences
 - Professional Disciplines
 - Social Sciences
- VI. UNL Gallup Organization Graphs
 - UNL Q^{12®} Scores Based on Faculty Type and Gender
 - UNL I^{10™} Scores by Faculty Type and Gender
- VII. Request to and Response from Campus Constituent Groups

Appendix I
Committee Members

**UNIVERSITY OF NEBRASKA BOARD OF REGENTS
2004 Ad Hoc Gender Equity Committee**

Charles S. Wilson, M.D. – Chairperson
Member University Board of Regents

Charles Hassebrook
Member University Board of Regents

Denise B. Maybank, Ph.D.
Associate to the President, UNCA

Jay Noren, M.D.
Executive Vice President and Provost, UNCA

Kim M. Robak, J.D.
Former Vice President for External Affairs, UNCA

L. Dennis Smith, Ph.D.
President Emeritus, UNCA

Katie Weichman
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, dc). **
- 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/or tenure before the seven year rule, or/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/or 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/or 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/academic, 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**

**Report of the Gender Equity Task Force – 1997
Recommendations to the President**

Recommendation ¹	Status					Comments
	NU	UNL	UNO	UNK	UNMC	
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.	C	N/A	C	C	C	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
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.).	C	C	C	?	C	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
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.	C	C	C	C	C	UNL – Policy allows for 8 weeks paid leave with faculty released from teaching responsibilities for the semester; applies to both maternity

						<p>leave and primary caregiver in case of adoption. Guarantees tenure interruption for pre-tenure faculty.</p> <p>UNMC – Maternity policy in place</p> <p>UNO – Maternity policy in place</p>
Increase staff time and fellowship support for the Dual Career Program at Lincoln and extend this program to all campuses in the system.	NA	P	C	C	C	<p>UNL – On-campus program cut during recent budget cuts. A list of off-campus programs is made available to departments.</p> <p>UNMC – Dual career program in place through Human Resources</p> <p>UNK – Completed in June 1998 with the inauguration of the Dual Career Program, designed to assist accompanying partners at UNK.</p> <p>UNO – Dual Career Program in place and addressed at Search Committee Meetings</p>
Clarify and standardize policies about stopping the tenure clock in the case of medical, maternity, or family leave.	C	C	C	C	NA	<p>UNL – The policy is available on SrVCAA website</p> <p>UNMC - Health Professions Appointment in place of faculty</p> <p>UNO – Discussed at Deans' Forum</p>
Provide support for on-campus day care for employees and full-time students.	NA	P	C	C	C	<p>Different models for each campus; satisfaction is variable by site.</p> <p>UNL – For several years UNL has had a contract with the YWCA for day care. Because demand exceeds the available slots, a task force of faculty, staff and administrators is researching additional solutions.</p> <p>UNMC – Day care available on</p>

						campus UNK – In compliance as of 2001 UNO – Has a day care program on-campus and conducted a survey of the day care program
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	NA	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>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.</p> <p>UNMC – Presentation to College of Medicine Chairs on gender equity</p> <p>UNO – Has on-line sexual harassment training for faculty and a campus focus on gender equity and diversity.</p>
Establish mentoring programs for all untenured faculty.	C	C	C	U	P	<p>UNL- A seminar series is being offered to all untenured faculty. Most colleges also offer mentoring programs.</p> <p>UNMC- Mentoring encouraged through faculty development programs including new faculty orientation program</p> <p>UNO – Department Chairs are required to submit mentoring plans for untenured faculty.</p>
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	<p>UNMC – Ombudsman in place in addition to Equity Office</p> <p>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.</p> <p>UNO – Strategic Plan addresses diversity, included on Institutional Portfolio.</p>

Examine existing policies and practices to insure that they are sensitive to gender issues.	C	P	C	U	C	UNL – CCSW asked to undertake this; resources are a major hurdle. UNO – Is planning assessment of faculty.
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.	NA	C	C	C	C	Implemented at some level for each campus. Quality of results variable. UNL – The Assoc. Sr.VCAA contacts everywoman 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.
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.	C	C	N/A	C	C	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.
Appoint a person on each campus with line responsibility for gender equity who will report directly to the Chancellor.	NA	C	C	C	C	Designated by title or function. UNL – Assistant to the Chancellor for

						<p>Equity, Access and Diversity Programs; Assoc. SrVCAA.</p> <p>UNMC – Director of Equity Office since 1/01/98 reports to Chancellor</p> <p>UNO – Assistant to the Chancellor, Diversity and Equal Opportunity.</p>
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Status: C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown

¹ *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.*

Report of the University-wide Gender Equity Committee – 2000

Recommendation	Status					Comments
	NU	UNL	UNO	UNK	UNMC	
Provide continued funding to support an annual women's conference addressing issues of interest and concern to women on the University of Nebraska campuses.	C	C	C	C	C	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
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.	NA	C	C	C Funding U Faculty line	NA	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.
Establish a regular five (5) year review of the campus climate related to the gender issues survey.		C	C	P	?	UNO – Completed staff survey in 2003-2004; Planning faculty survey in 2004-2005

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

Report of the University-wide Gender Equity Committee – 2001

Recommendation	Status					Comments
	NU	UNL	UNO	UNK	UNMC	
Support a university-wide gender-related, climate survey to be carried out by an independent body, in the fall of 2001	NA	C	N/A	P	?	UNL – Gallup Climate Survey completed in spring 2002 and 2004. Results can be differentiated based on demographic variables, including gender.

<p>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.</p>	C	C	C	C	C	<p>UNL – Leadership of UNOAPA sent to national meeting on an annual basis.</p> <p>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.</p> <p>UNO – Chancellor’s sponsorship of a Women’s Leadership Institute; Chancellor’s Commission on the Status of Women</p>
<p>Increase and strengthen funding for Women’s Studies programs on each campus</p>	NA	C	U	C	NA	<p>UNO – Budget Issue</p>

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

Report of the University-wide Gender Equity Committee – 2002

Recommendation	Status					Comments
	NU	UNL	UNO	UNK	UNMC	
Increase and strengthen funding for Women's Studies programs (UN continuation goal from 2001)	NA	C	U	?	NA	UNO – Driven by student demand
Continue to recruit and retain women faculty and administrators with emphasis on mentoring both new hires and tenured women for promotion, named professorships, and administrative roles.	C	C	C	?	C	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. UNMC – Ongoing; Faculty Development activities, Administrative Colloquium for faculty and also for staff UNO – Has a number of women in named professorships
Work with local campus communities to continue and enhance efforts to retain and recruit female faculty, administrators, students and staff.	C	?	C	C	C	UNMC – Ongoing UNO – Ongoing
Complete a climate survey that relates to gender equity issues		C	C	P	?	UNO – Staff survey completed in 2003-2004; planning faculty survey in 2004-2005
Actively seek out and encourage female faculty and staff to participate in leadership development such as the University-wide Equity in Opportunity Administrative Fellowships and the Summer Institute for Women in Higher Education Administration at Bryn Mawr that encourage the development and promotion of women.	C	U	C	U	C	Three female Fellows in the course of the three years of the President's Equity in Opportunity Administrative Fellowship program. UNL – 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.

						<p>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.</p> <p>UNO – Chancellor’s sponsorship of a Women’s Leadership Institute</p>
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Status: C=Completed or Current; P=Pending; U=Unresolved; ?=Unknown

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

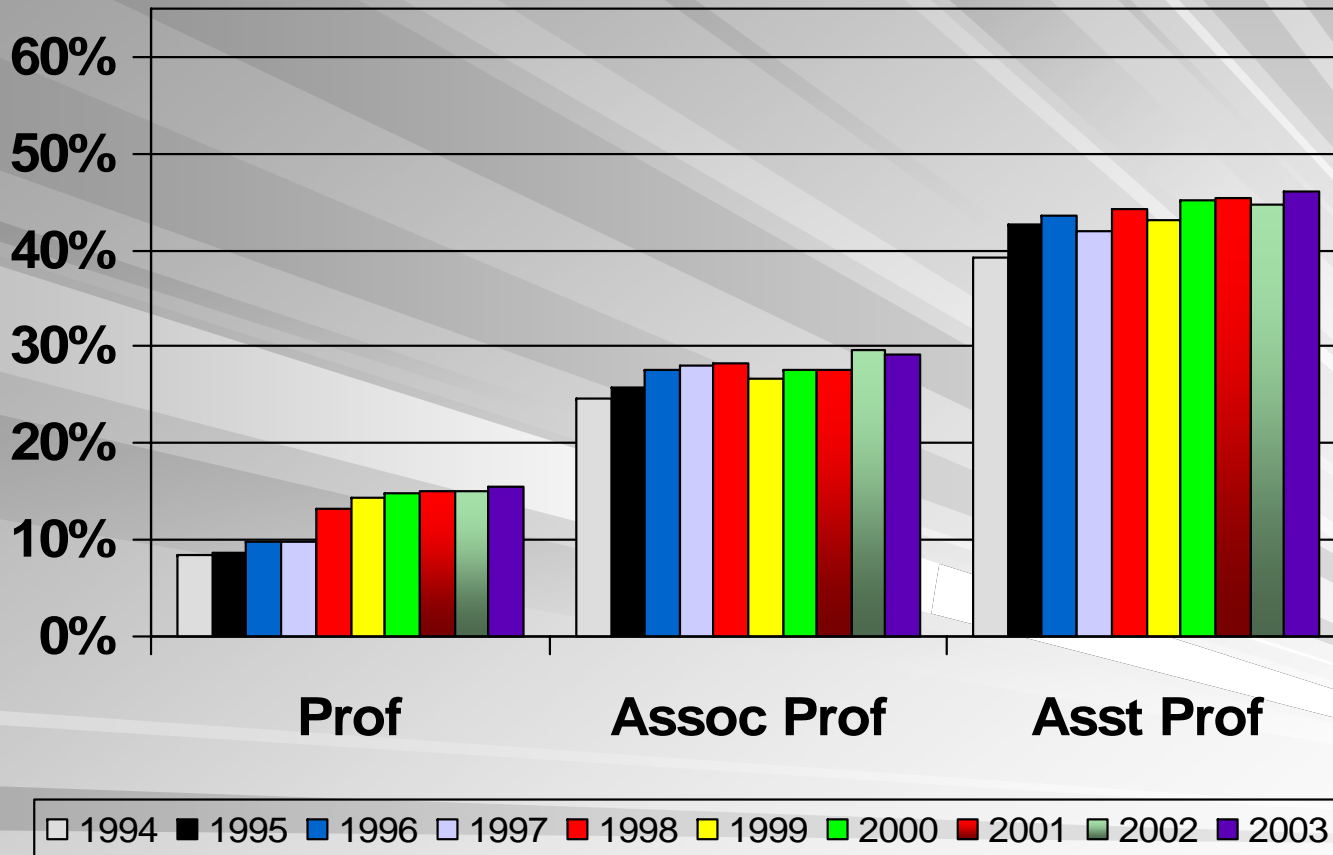
- Faculty % by Gender
- Salary by Gender
- Promotion & Retention by Gender — NU HR Data
- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data

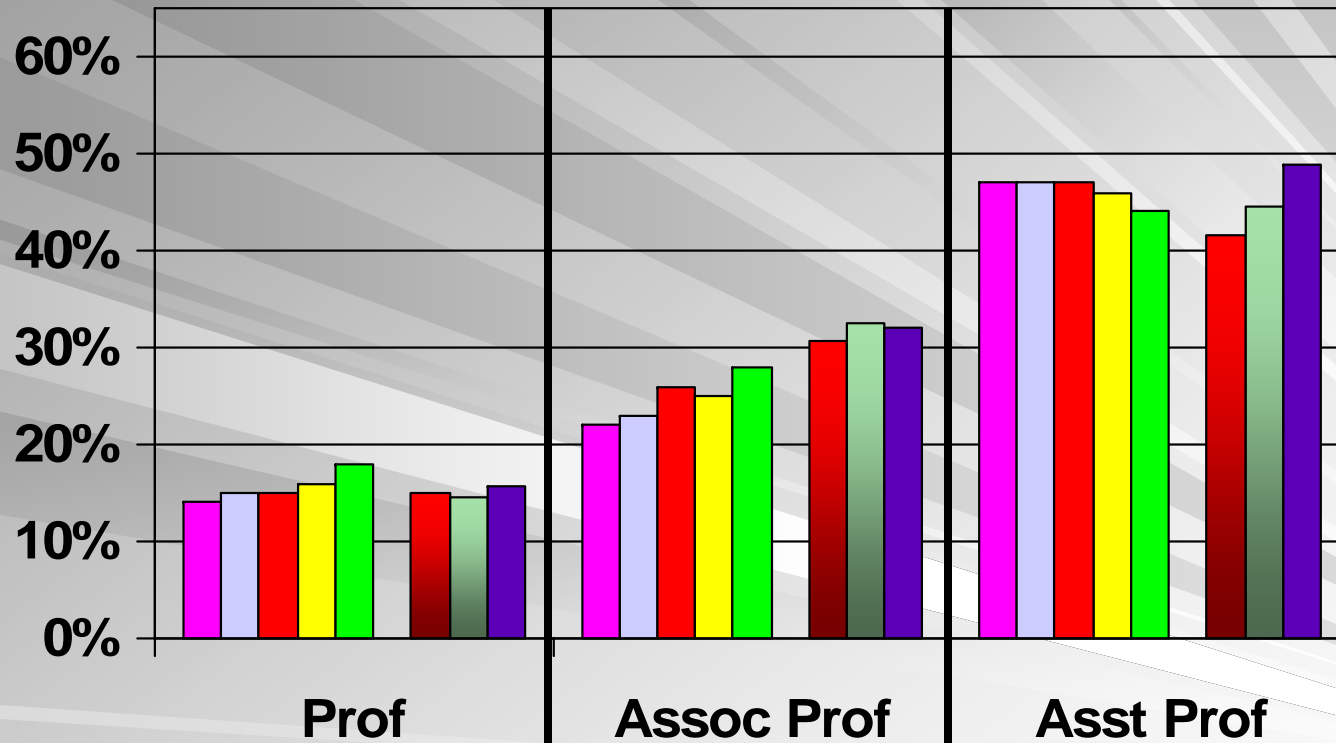
NU HR Data - Females as % of Total Full-Time Tenure Track Faculty By Rank (excluding nonresident aliens)

UNL



NU HR Data - Females as % of Total Full-Time Tenure Track Faculty By Rank (excluding nonresident aliens)

UNMC

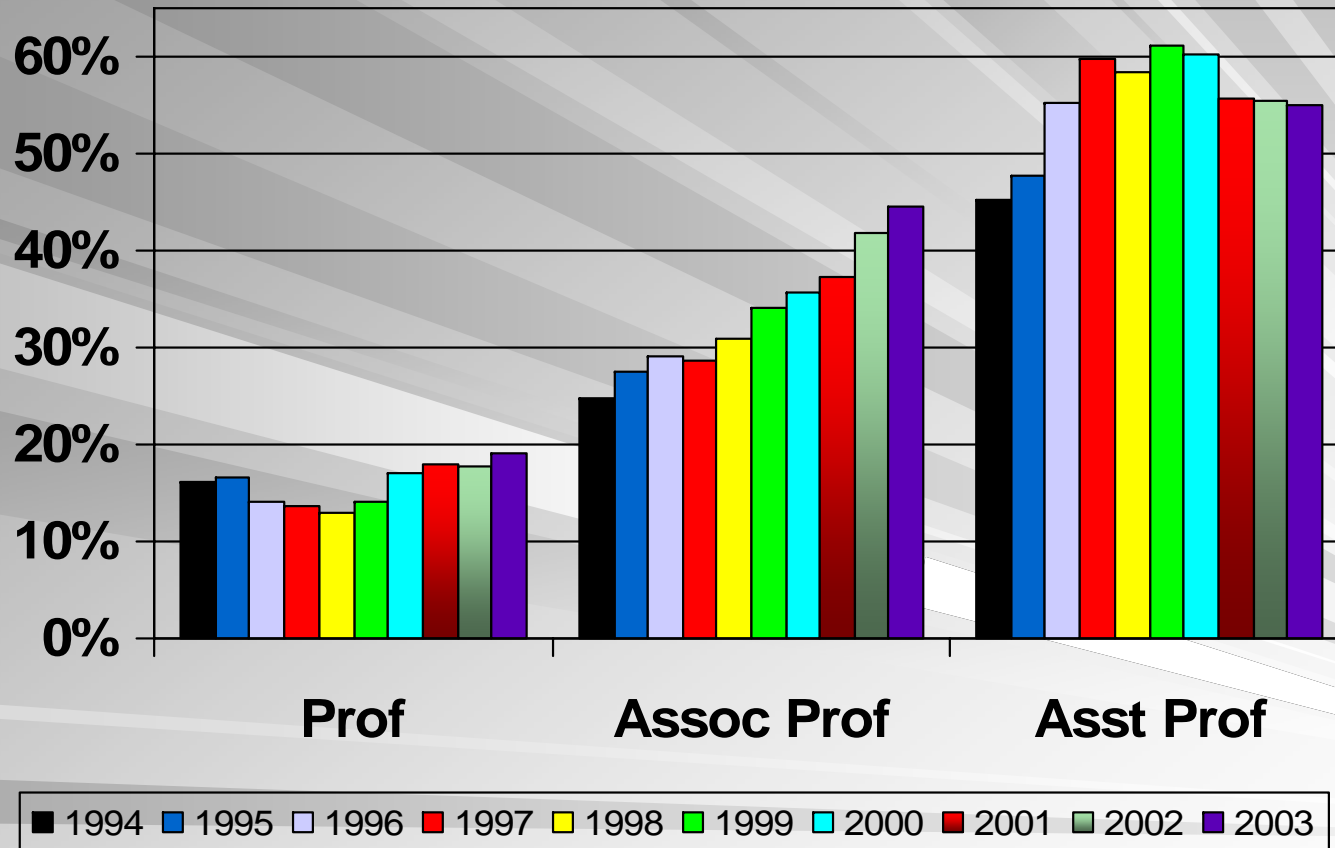


■ 1995
 ■ 1996
 ■ 1997
 ■ 1998
 ■ 1999
 ■ 2000
 ■ 2001
 ■ 2002
 ■ 2003

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)

UNO

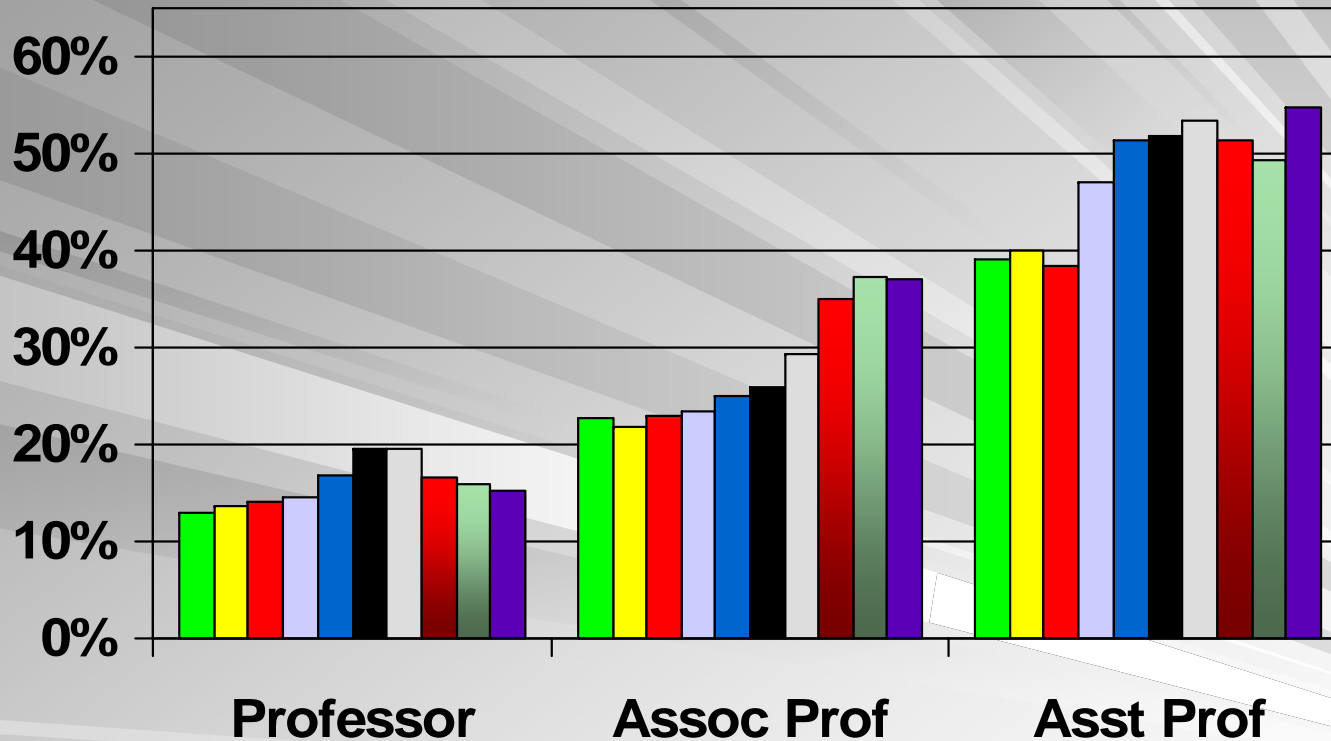


Source: University of Nebraska HR Data
January 2005

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)

UNK

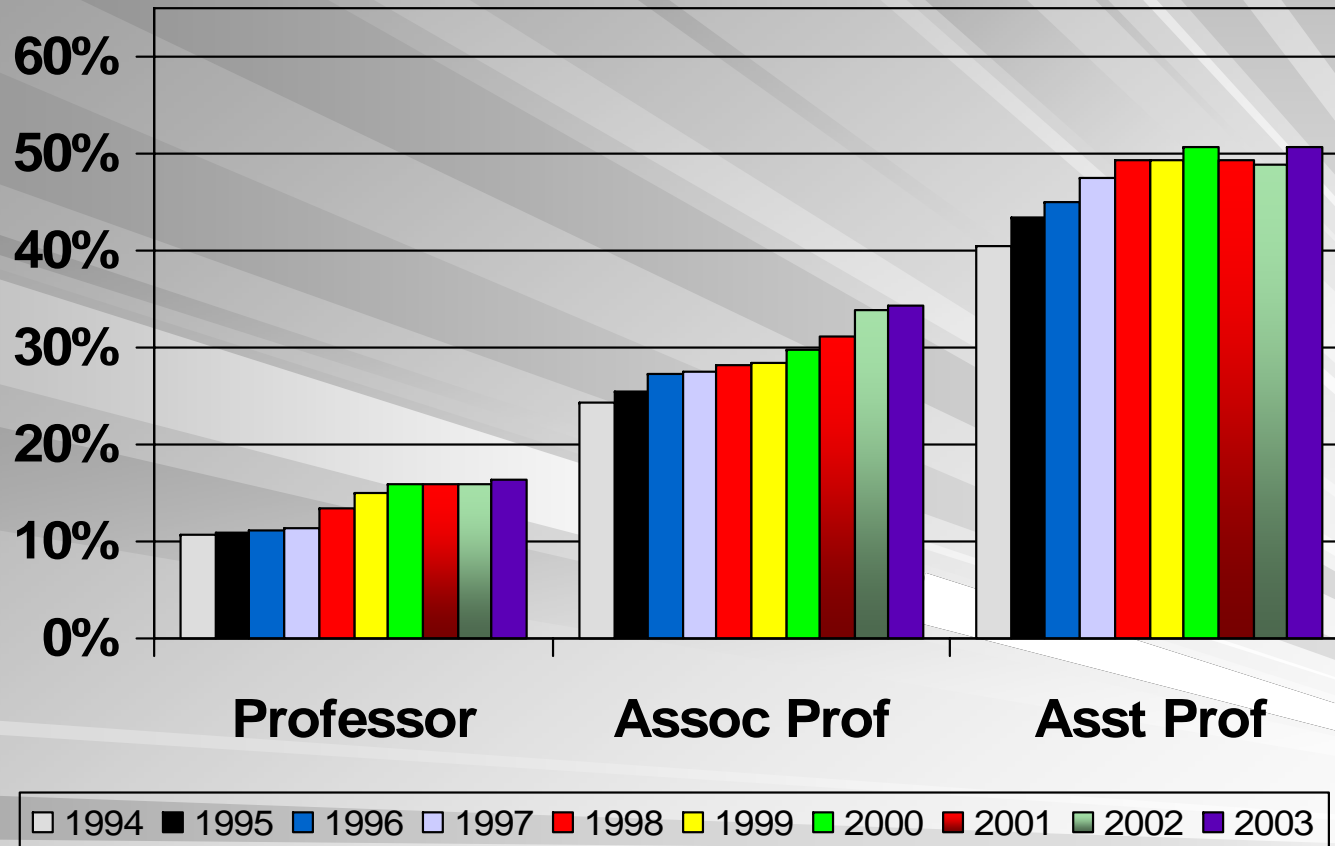


■ 1994
■ 1995
■ 1996
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■ 2002
■ 2003

Source: University of Nebraska HR Data
January 2005

Office of the Executive Vice President
and Provost

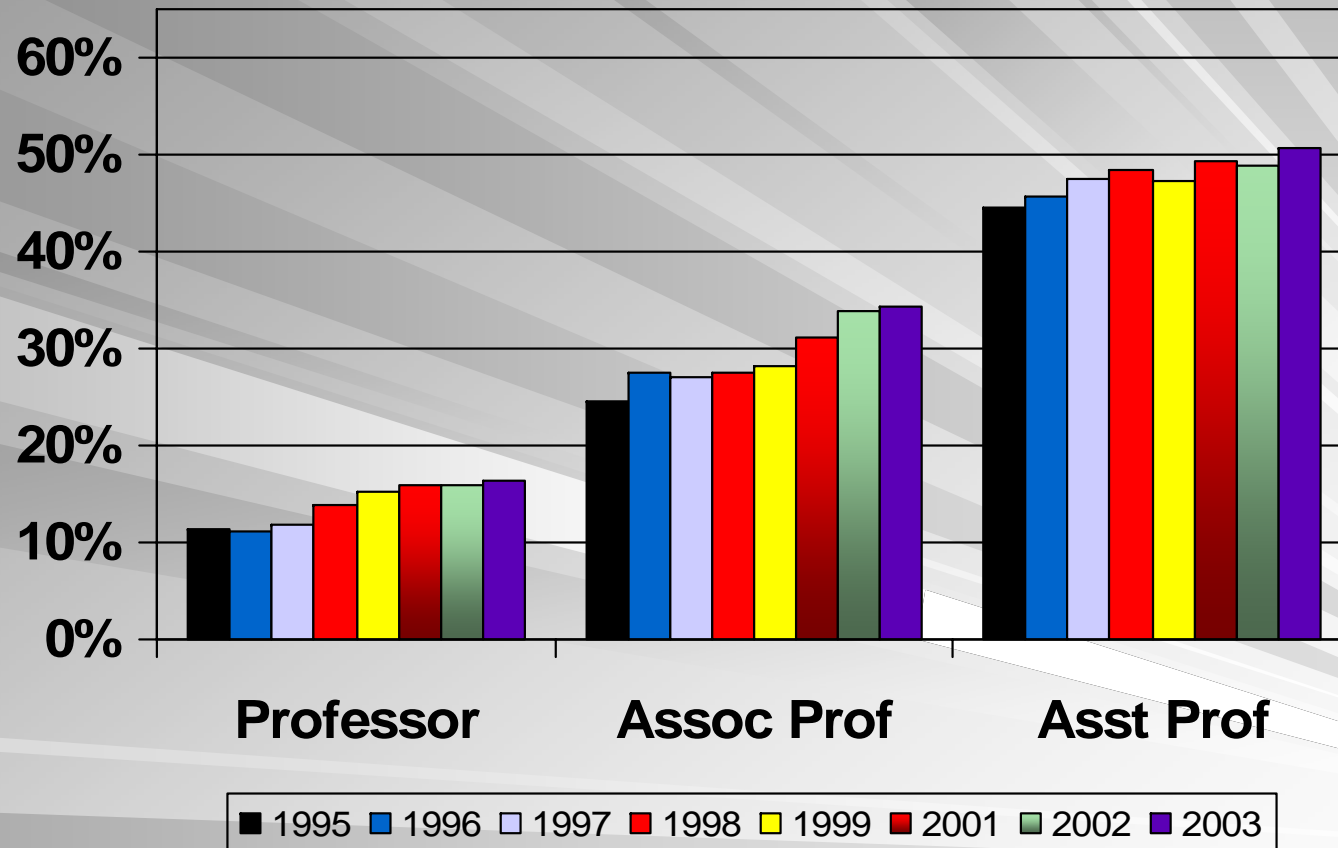
**NU HR Data - Females as % of Total Full-Time Tenure Track Faculty
By Rank (excluding nonresident aliens)
U-Wide (excluding UNMC)**



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.

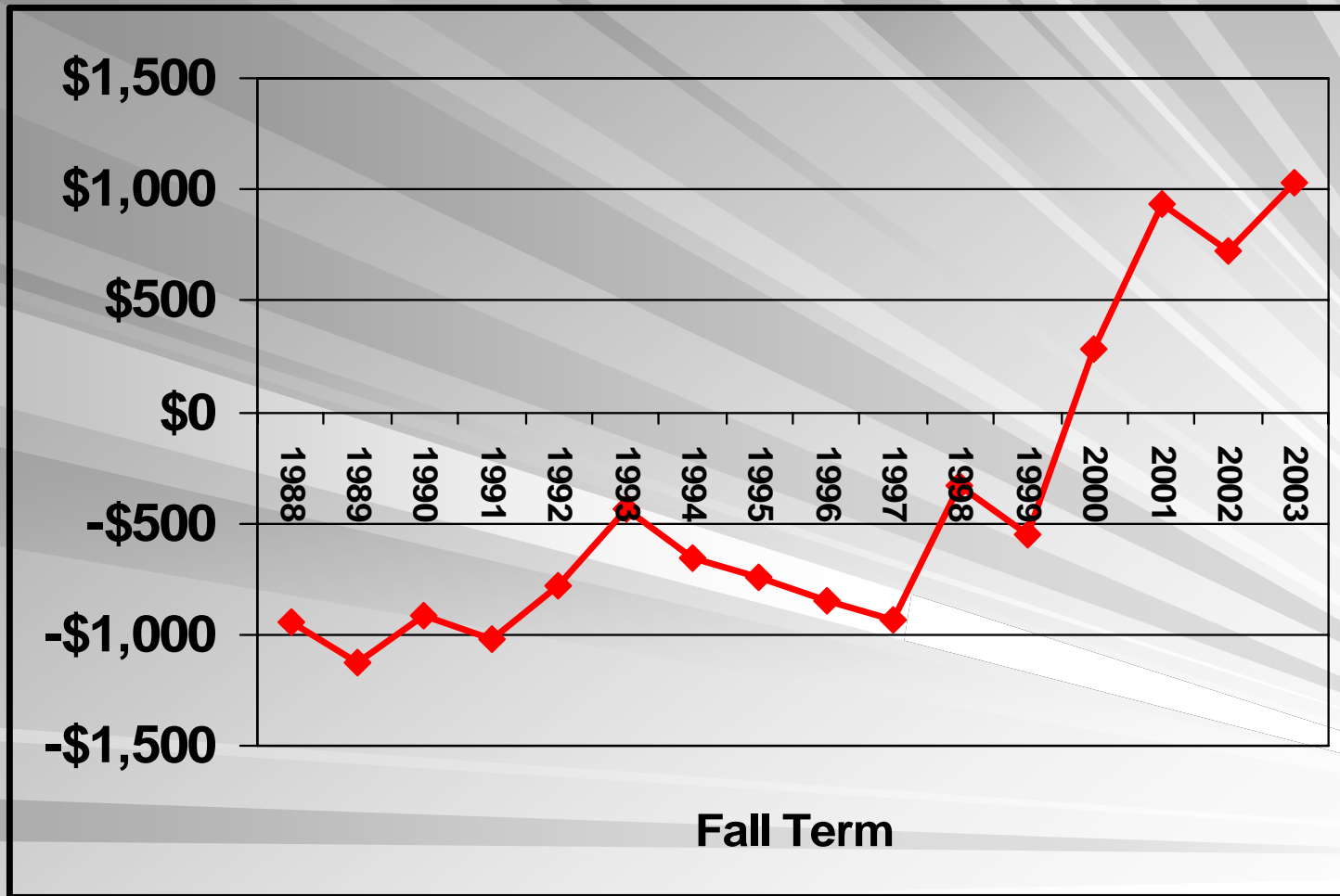
After accounting for the gender neutral variables the analysis will disclose whether there is any disparity in faculty salary levels which is attributable to gender. Using a U.S. Supreme Court approved statistical approach salary differences were analyzed. The salary differentials will be considered 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

Variable	UNL	UNO
College	X	X
Department	X	Not Used
Faculty Rank	X	X
Years in Rank	X	X
Tenure Status	X	X
Active or Leave of Absence Pay	X	Not Used
Professorship Stipend	X	Not Used
Graduate Faculty Status	X	Not Used
Educational Level	X	X
# Years Since Terminal Degree	X	Not Used
Year Hired	X	X
Chairperson Status	X	Not Used

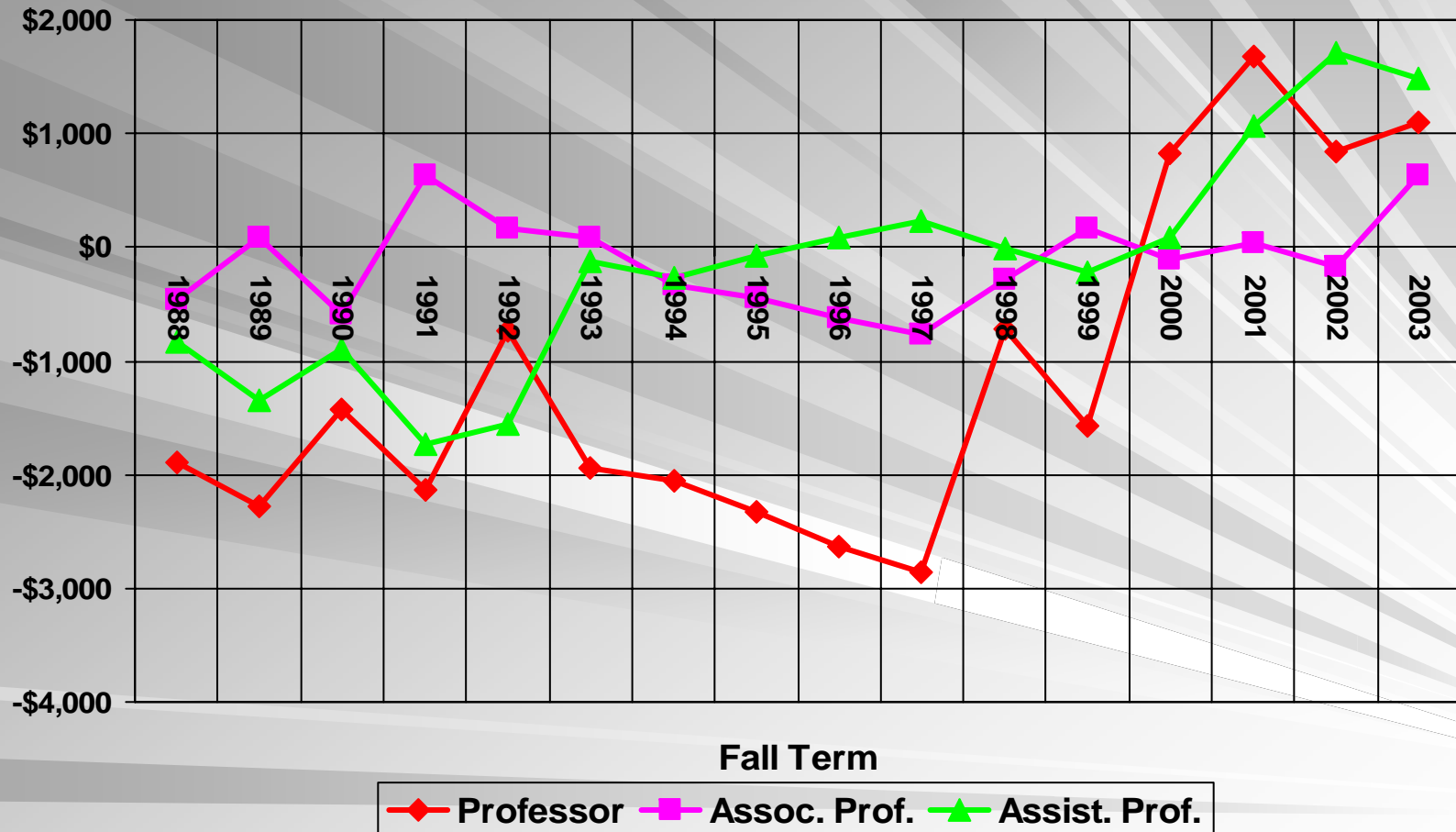
X=Variable Used

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



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

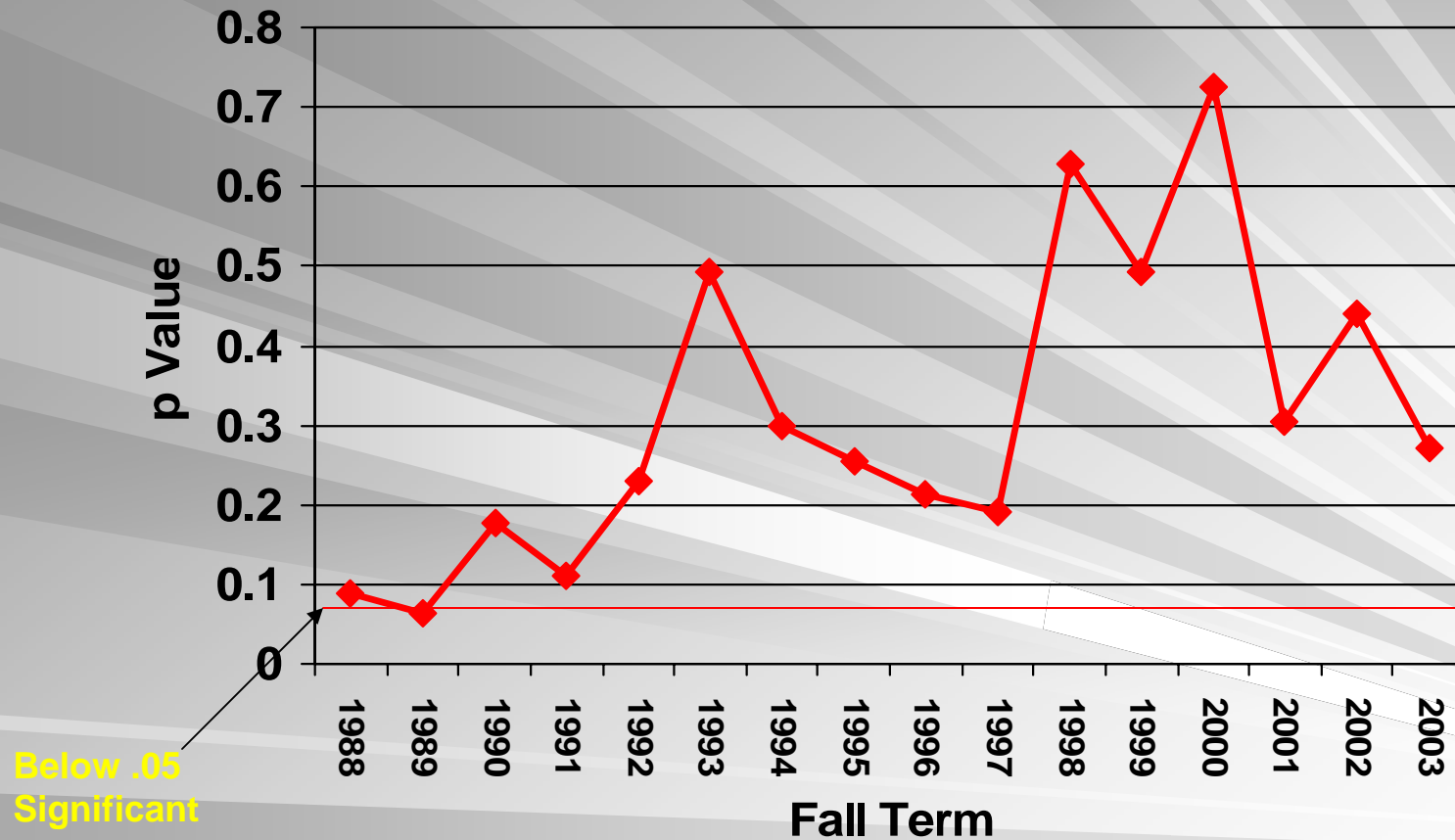
January 2005

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

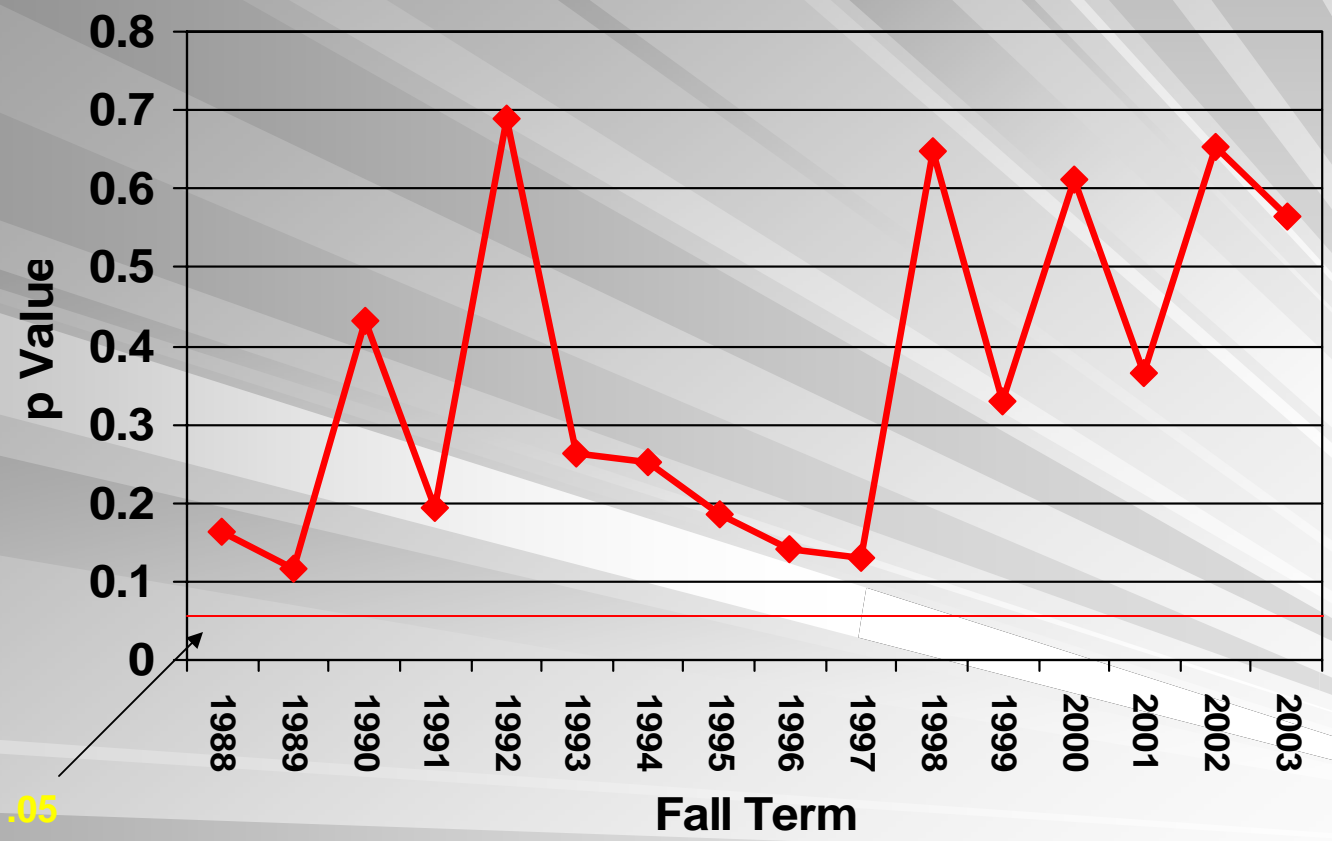


Source: Male/Female Comparison Study by Dr. David Marx

January 2005

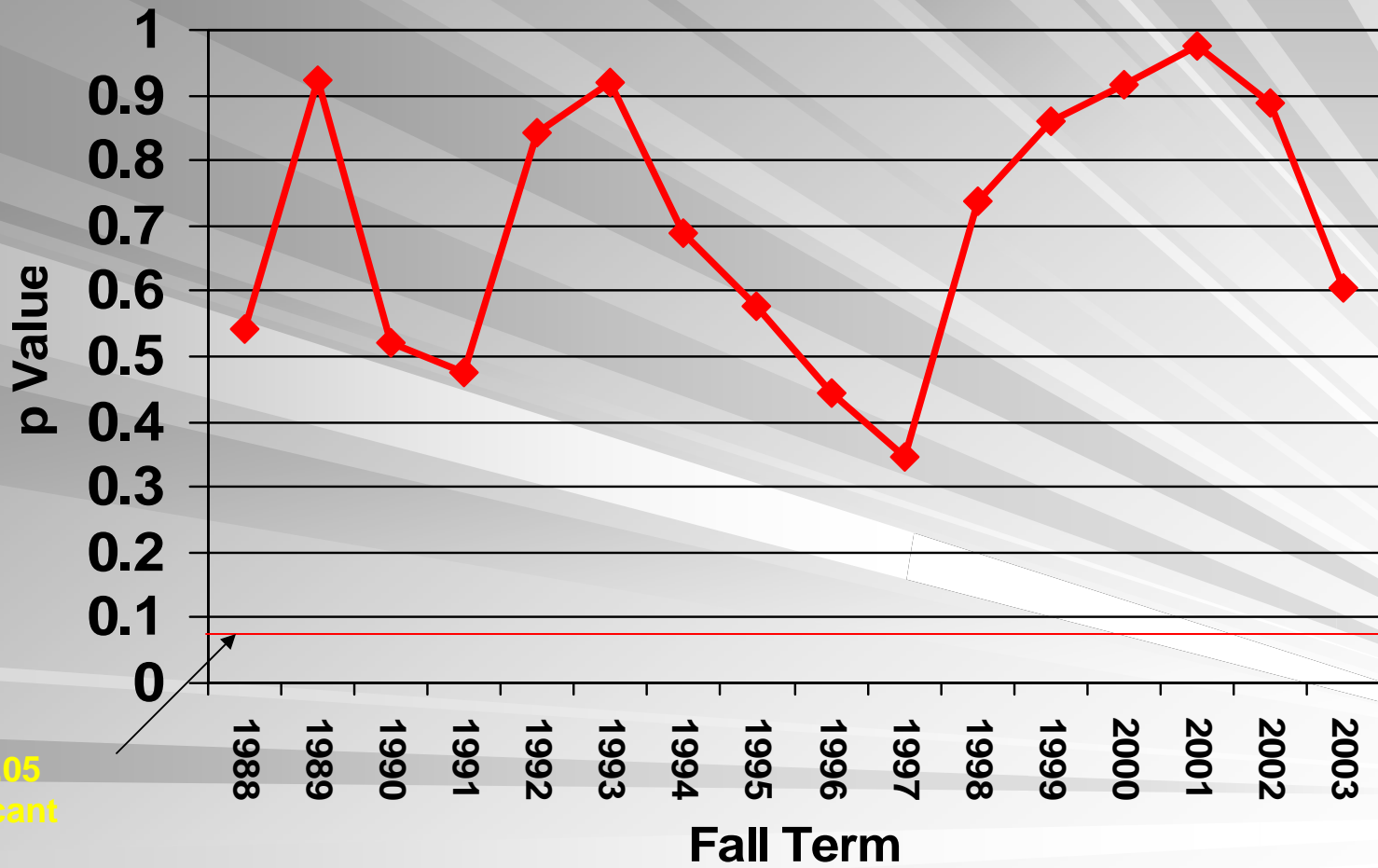
Office of the Executive Vice President
and Provost

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

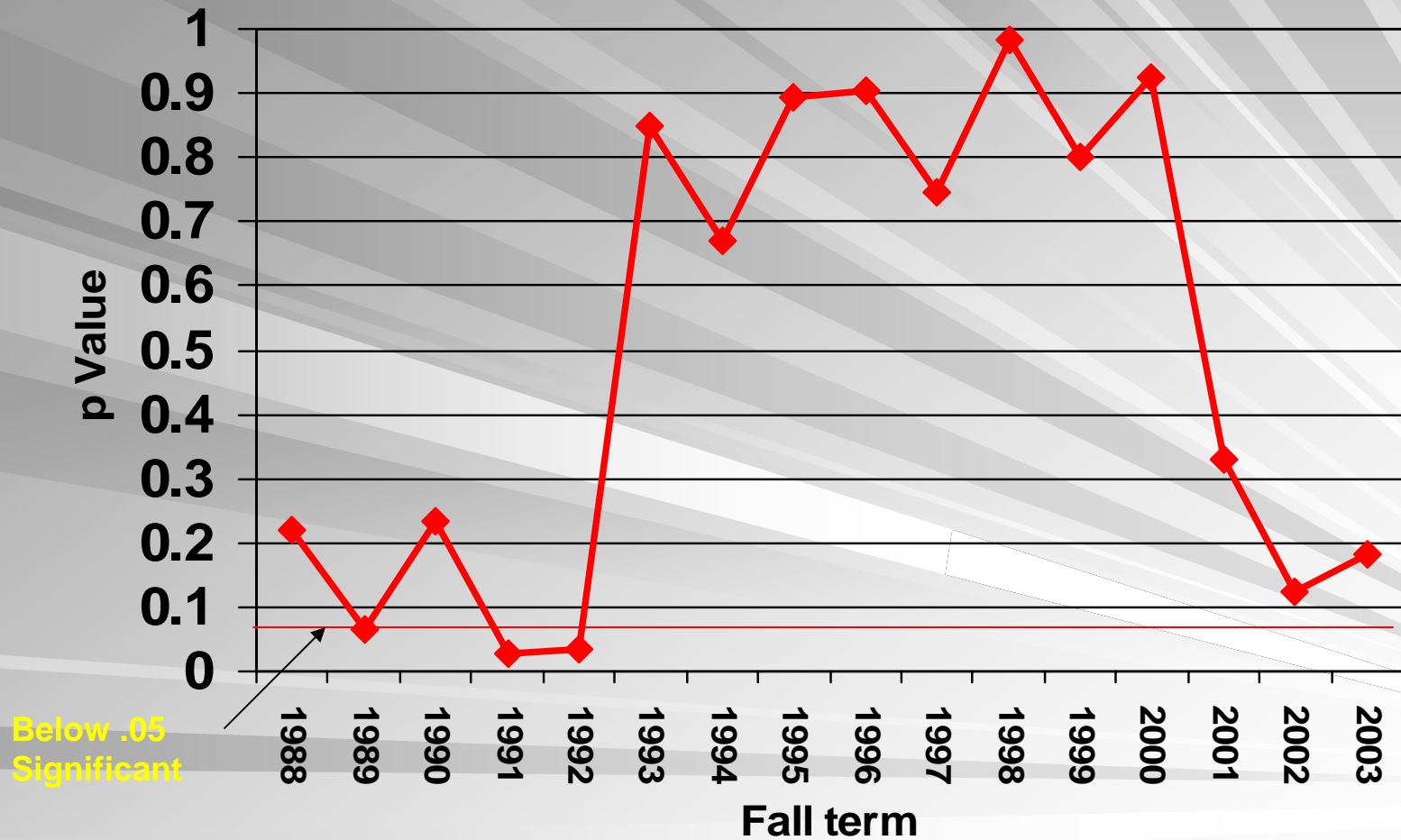


Below .05
Significant

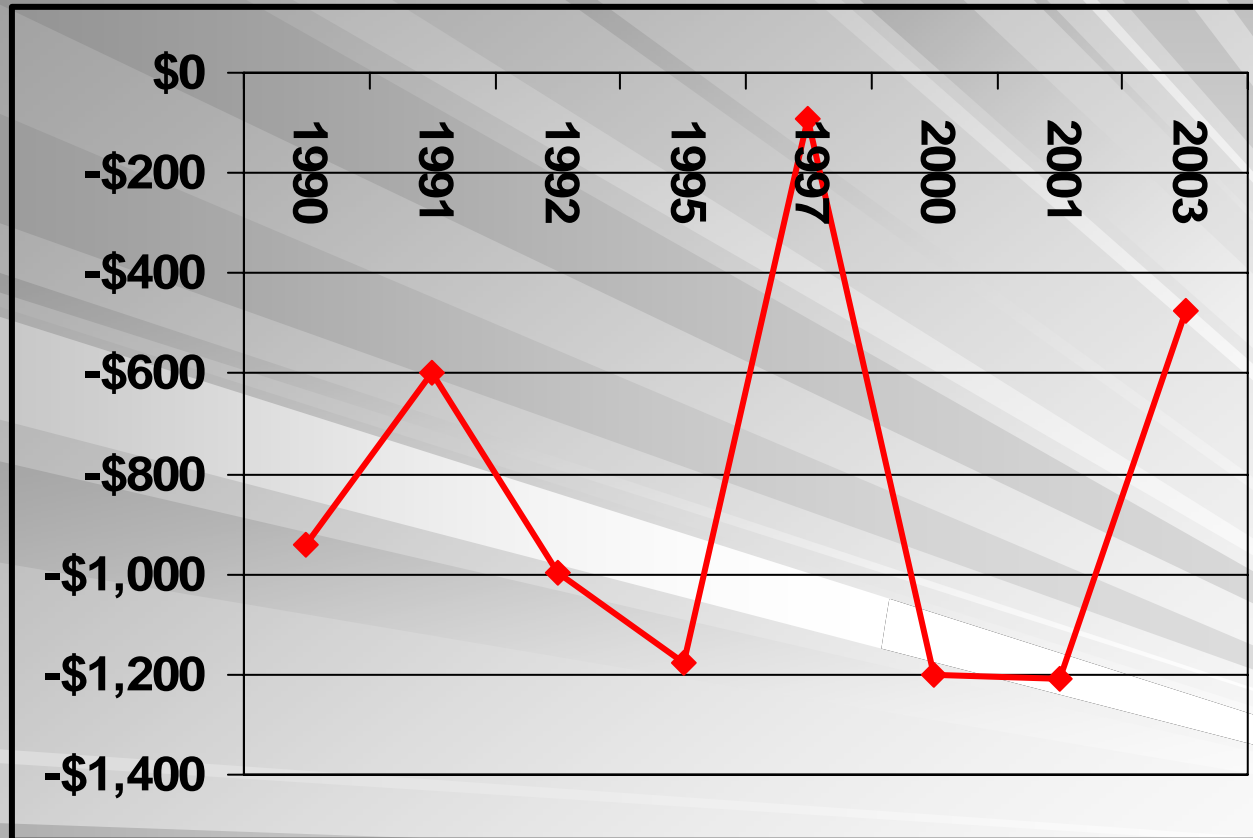
January 2005

Office of the Executive Vice President
and Provost

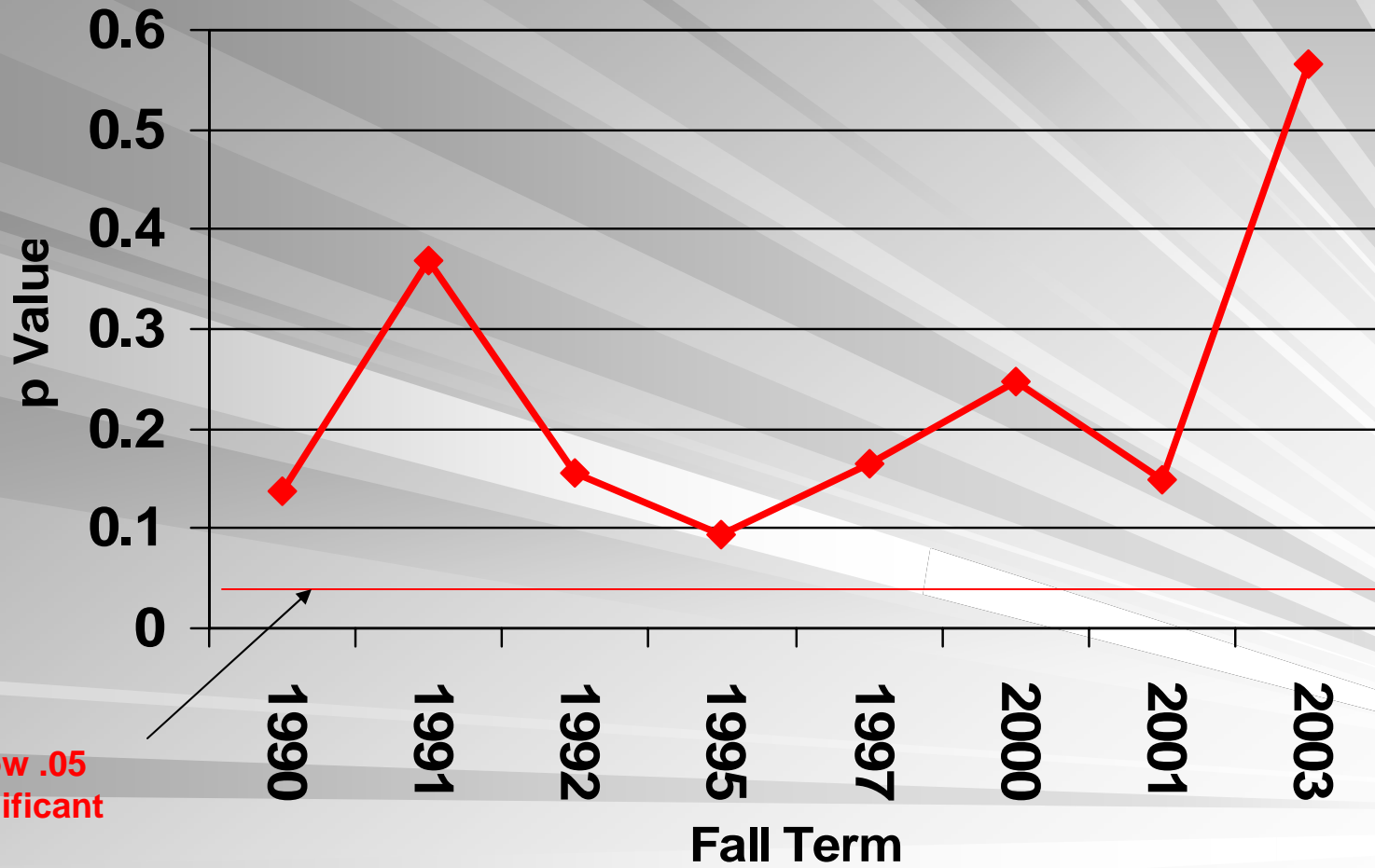
Male-Female Faculty Comparisons University of Nebraska – Lincoln
Full Time Tenured and Tenured Track
Assistant Professors Fall 1988 – Fall 2003
Statistical Significance of Salary Differential



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

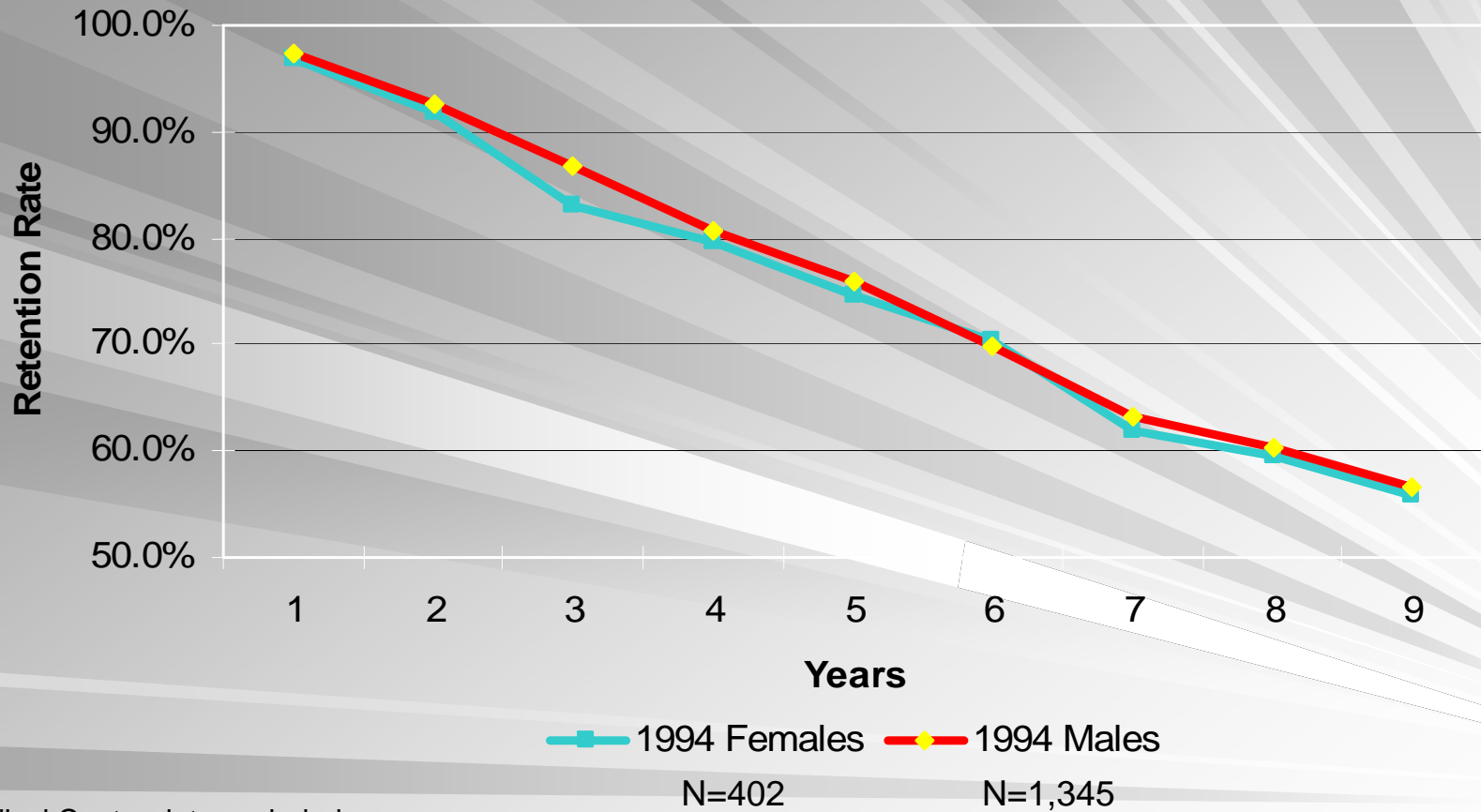
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- NU Trends: % by Gender and Academic Disciplinary Groups — NU HR Data

■ Comparative Trends

- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data

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

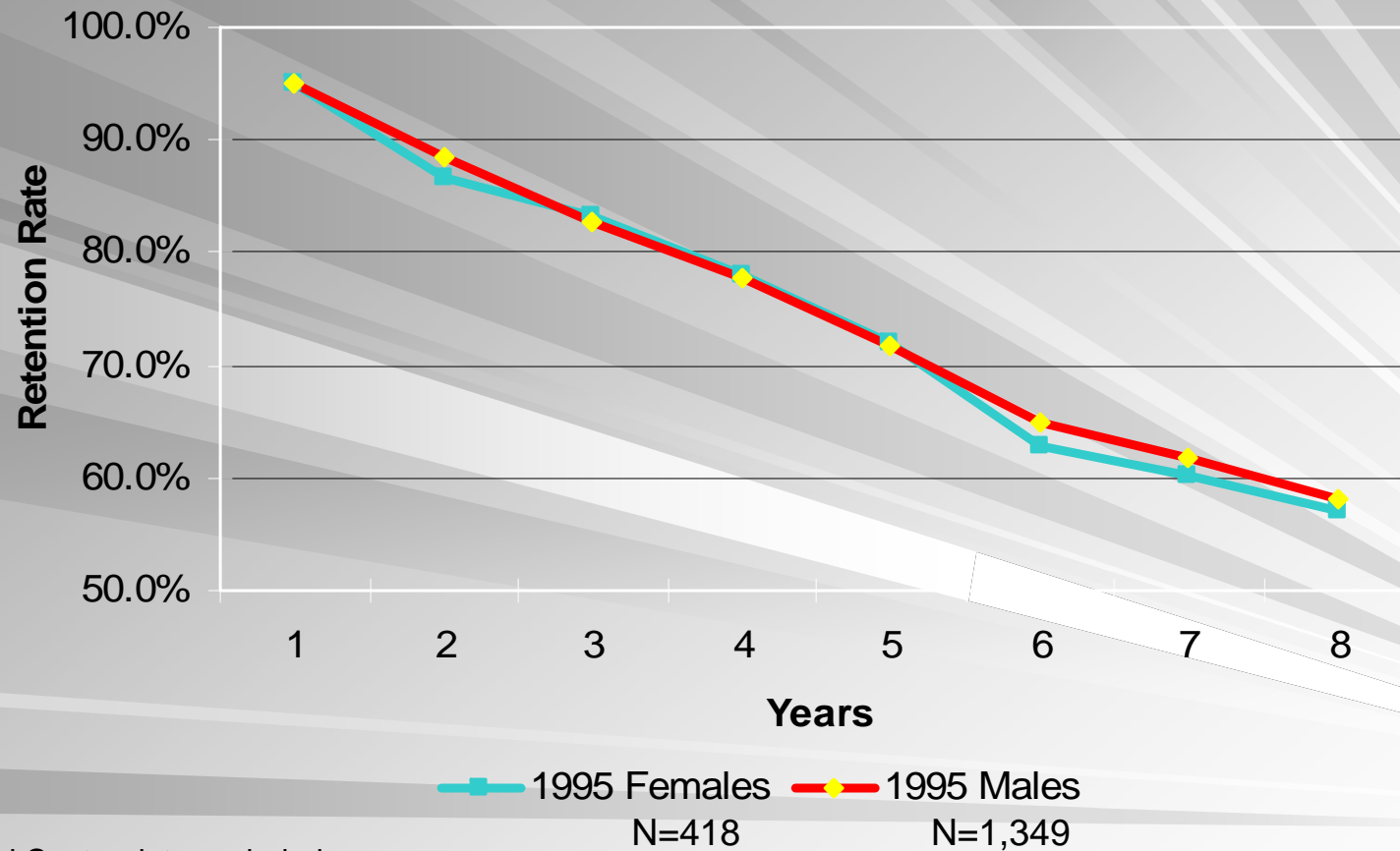
January 2005

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NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1995 Cohort – U-Wide*

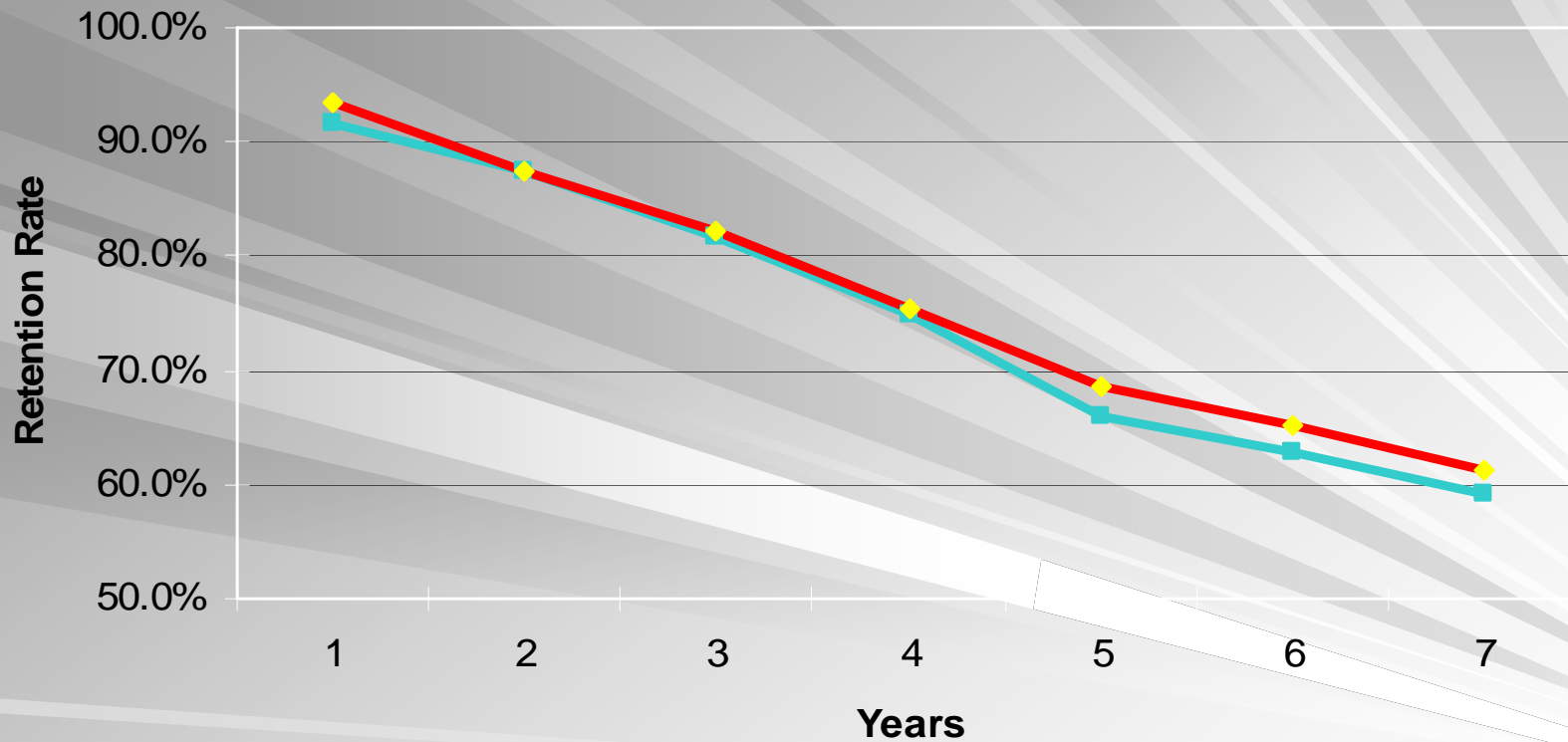


* Medical Center data excluded.
Source: University of Nebraska HR Data
January 2005

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NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1996 Cohort – U-Wide*



1996 Females N=434 1996 Males N=1,330

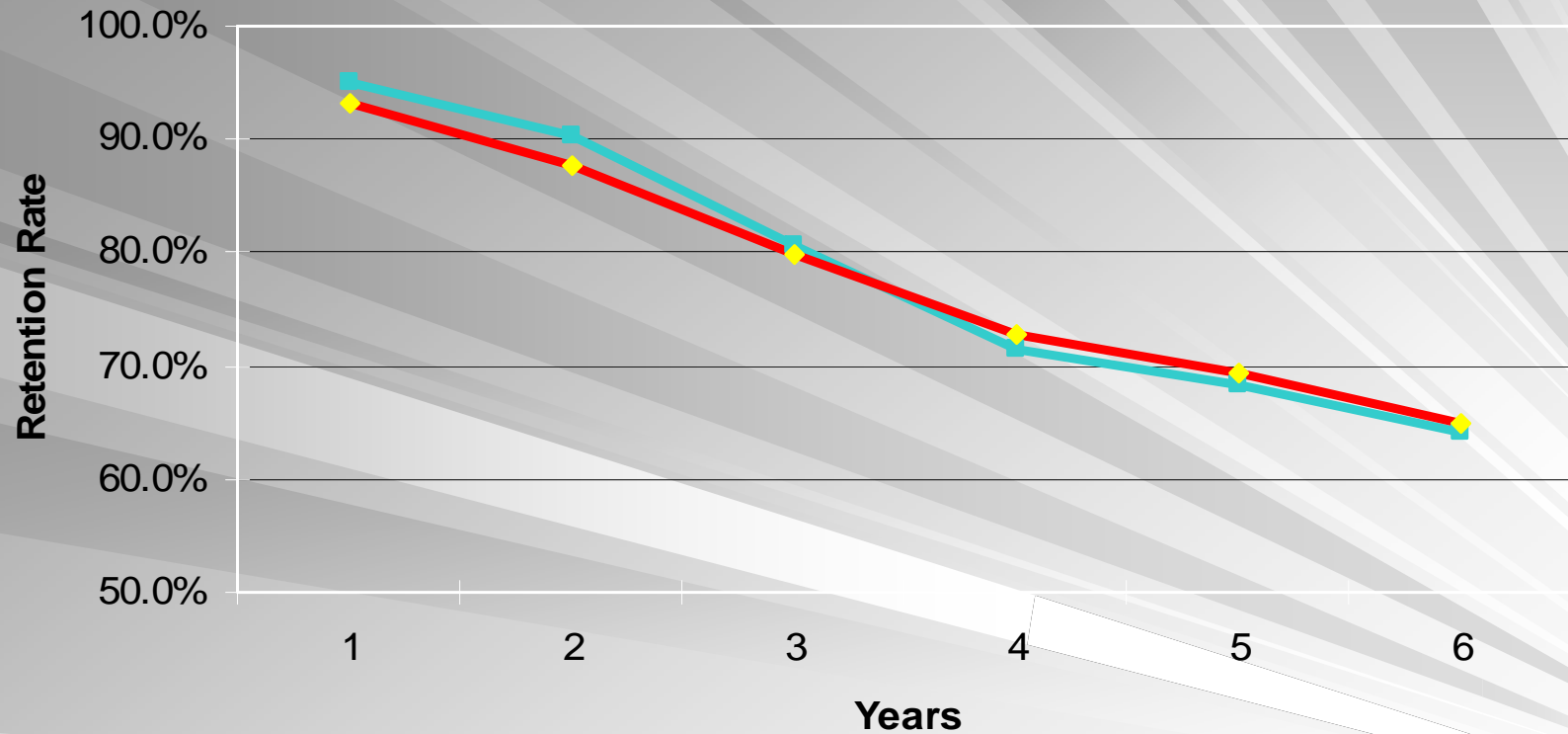
* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005

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and Provost

NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1997 Cohort – U-Wide*



■ 1997 Females N=439 ◆ 1997 Males N=1,295

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

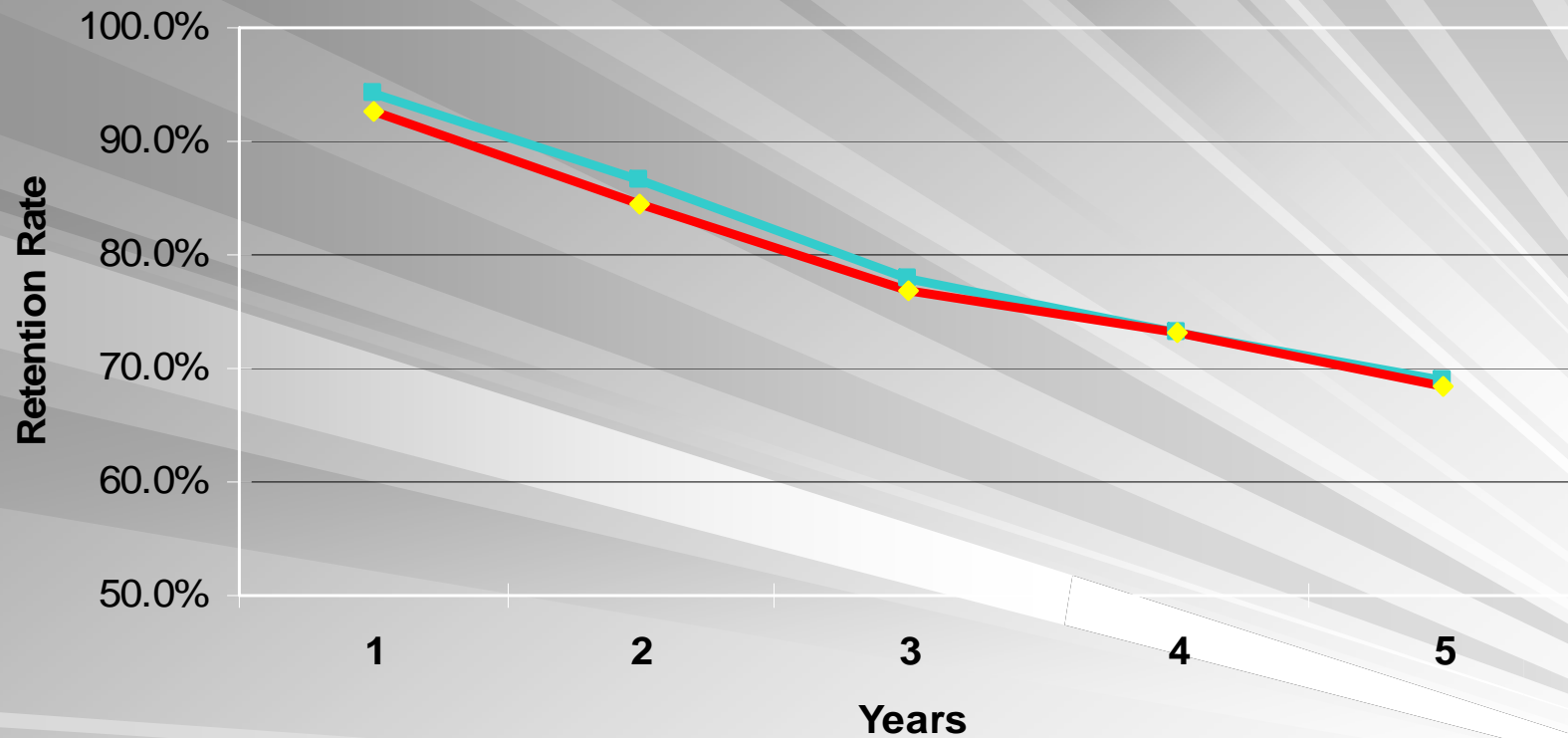
January 2005

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and Provost

23

NU HR Data - Full-Time, On Tenure Track Faculty Retention Rates by Gender

1998 Cohort – U-Wide*



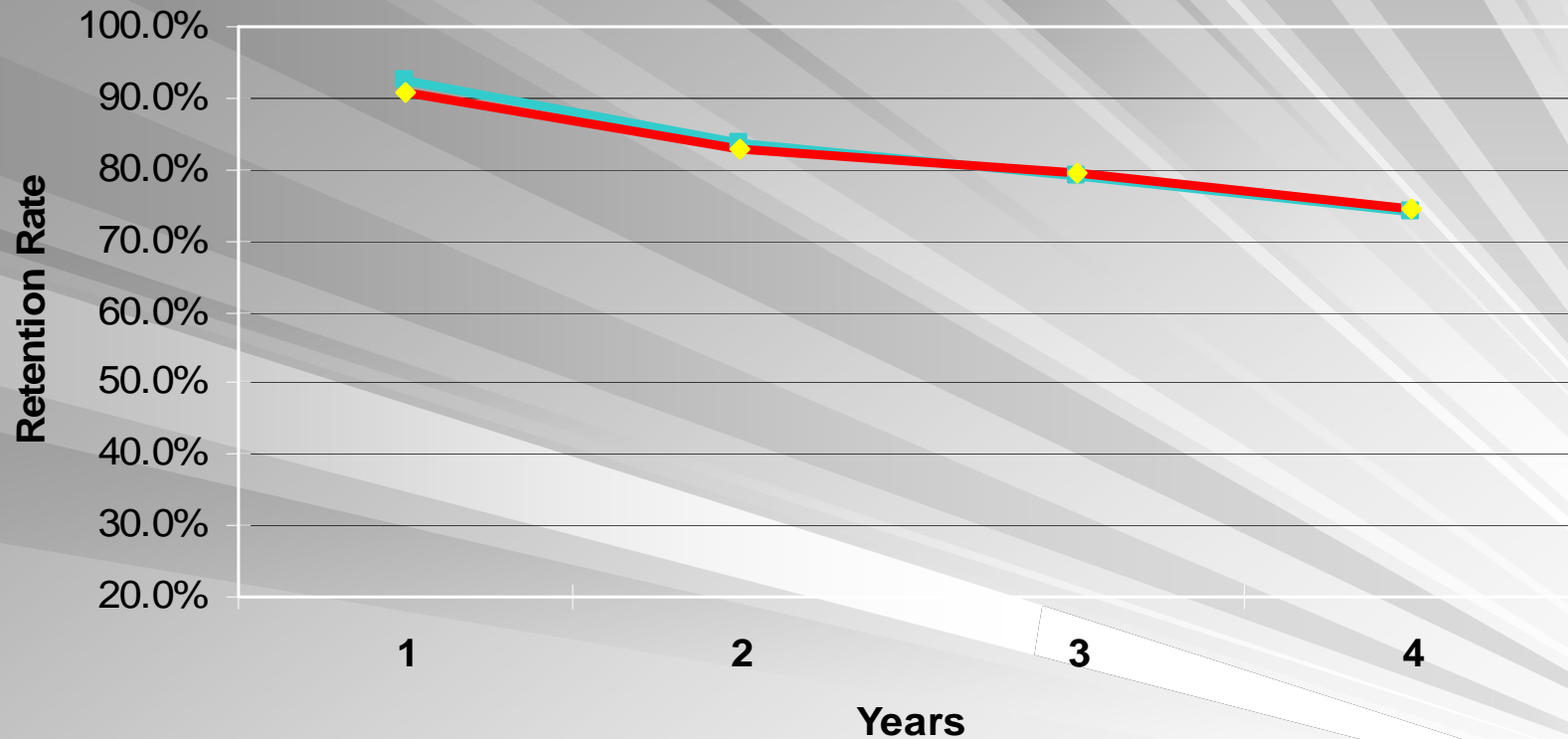
■ 1998 Females N=459 ■ 1998 Males N=1,254

* 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 Retention Rates by Gender

1999 Cohort – U-Wide*



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

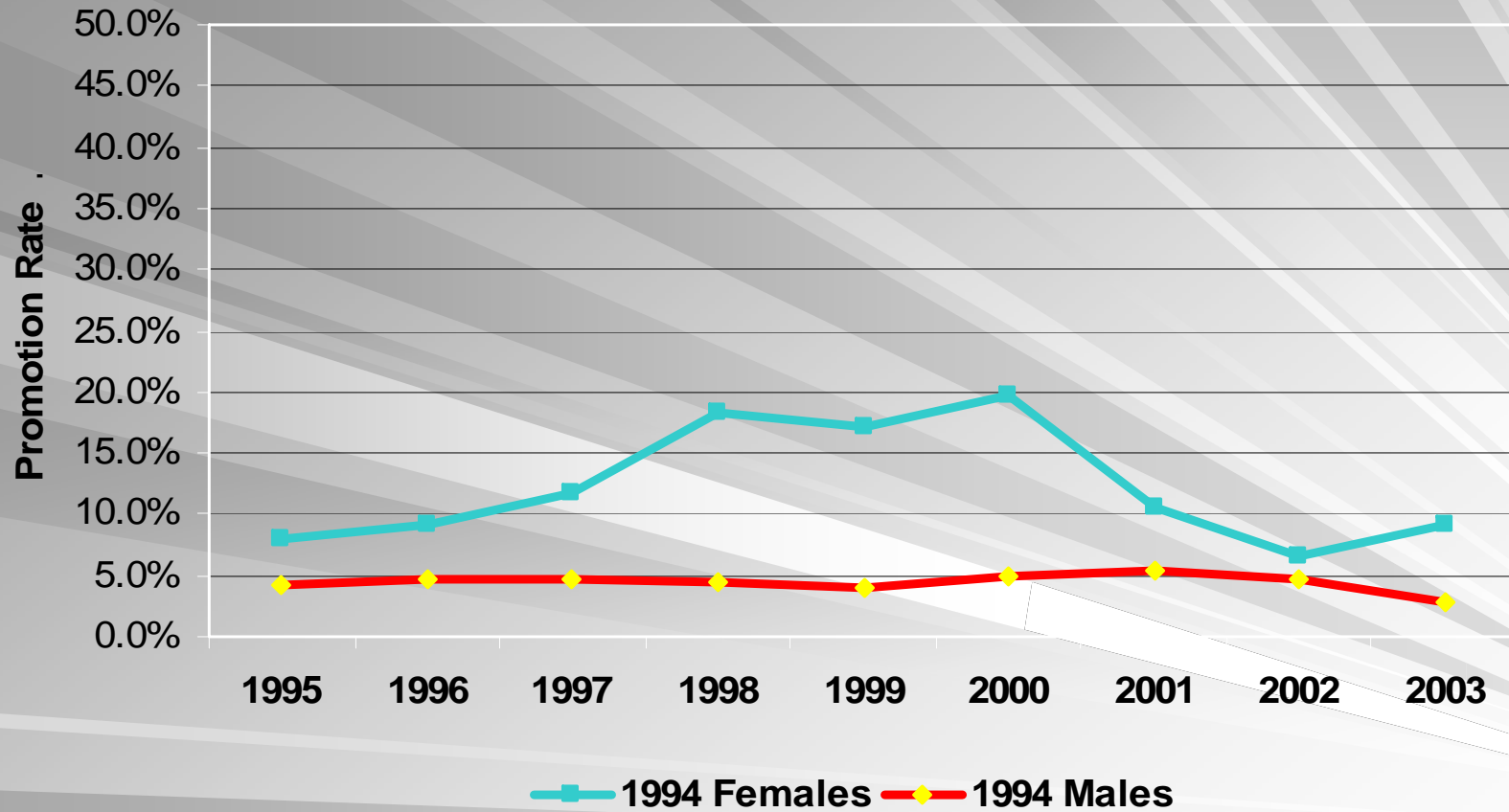
* Medical Center data excluded.
Source: University of Nebraska HR Data

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25

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1994 Associate Prof. Cohort Promoted to Professor – U-Wide*



N=402

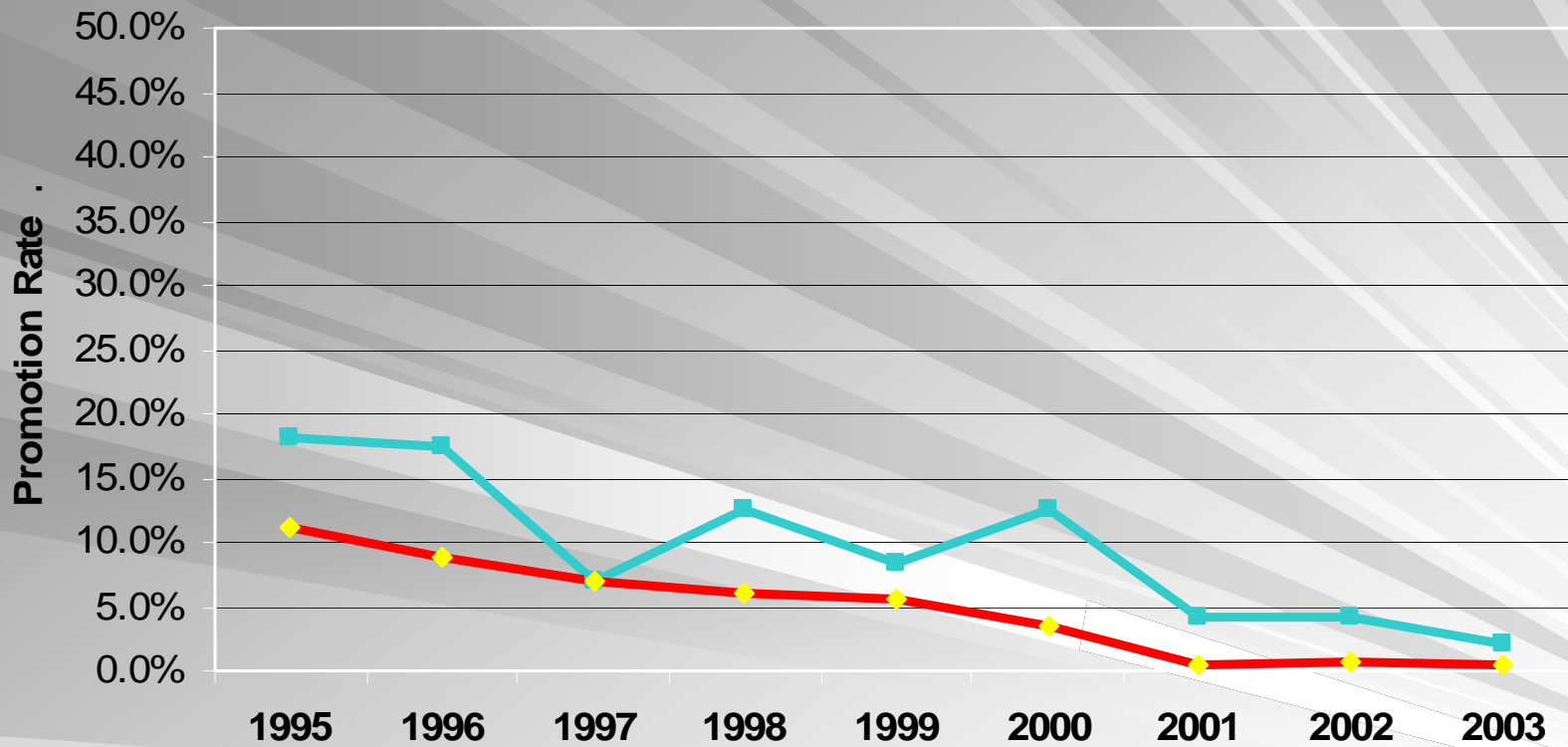
N=1,345

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

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NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1994 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*

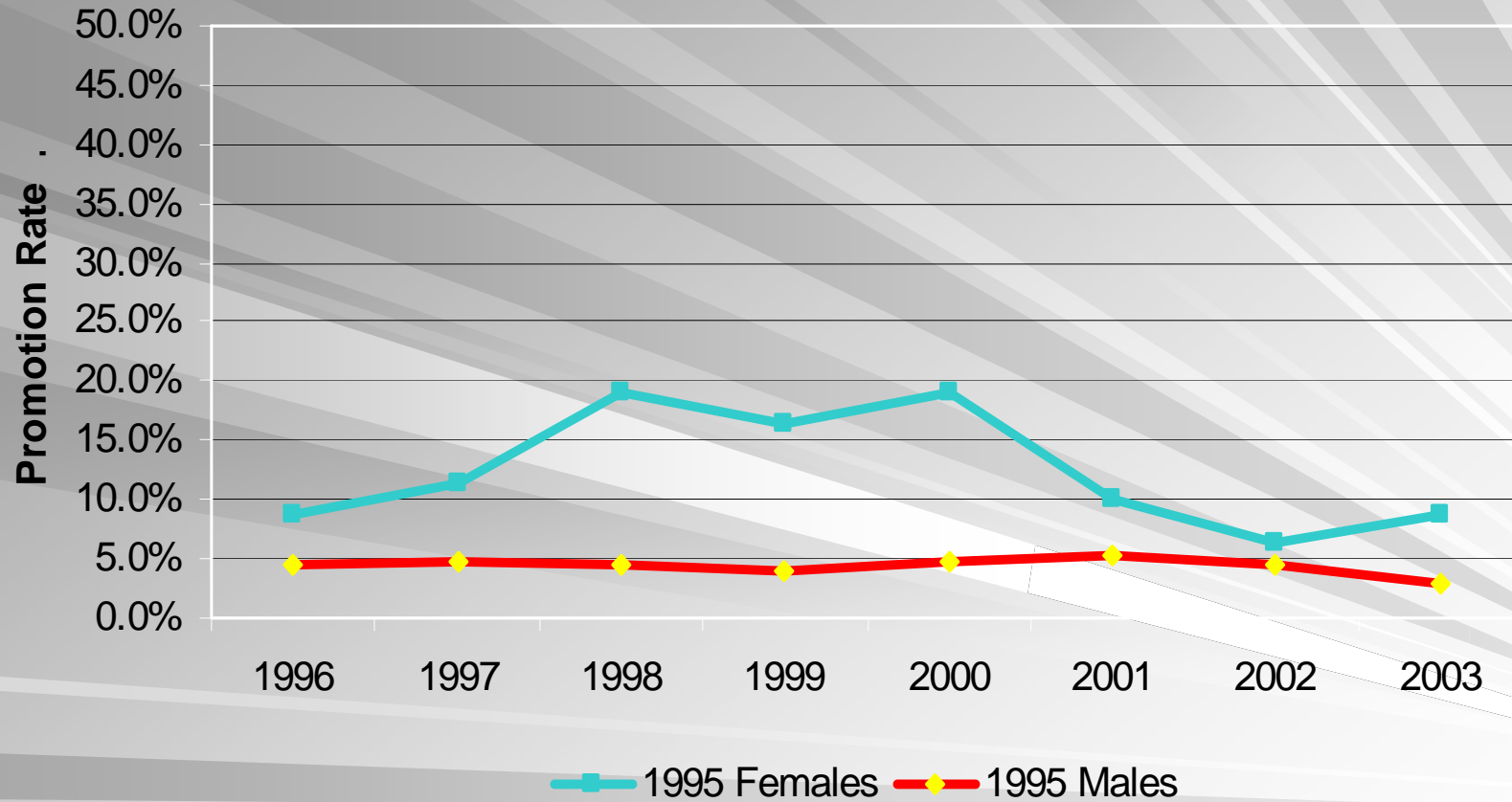


■ **1994 Females** ◆ **1994 Males**
 N=402 N=1,345

* 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

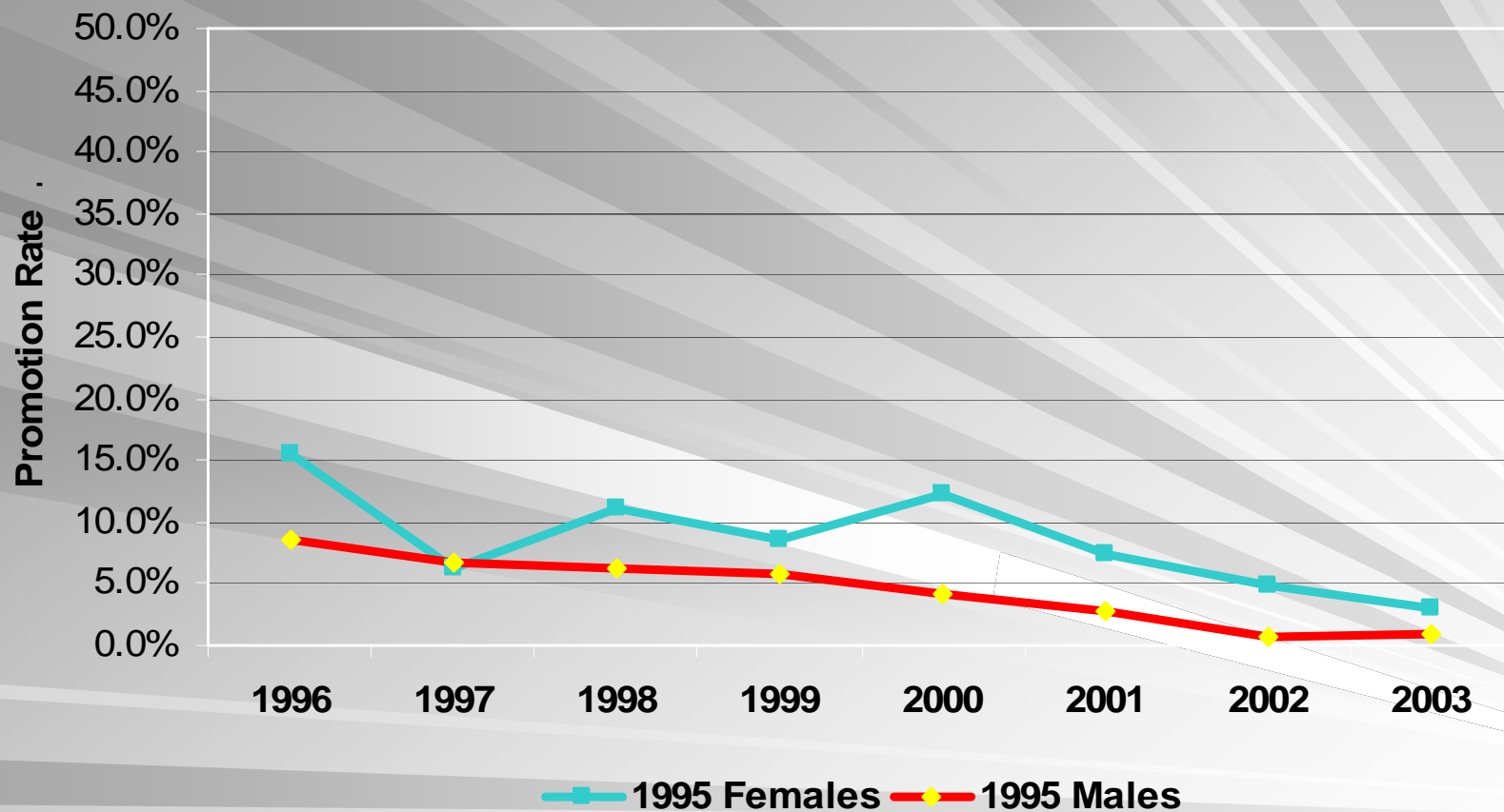
N=1,349

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28

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

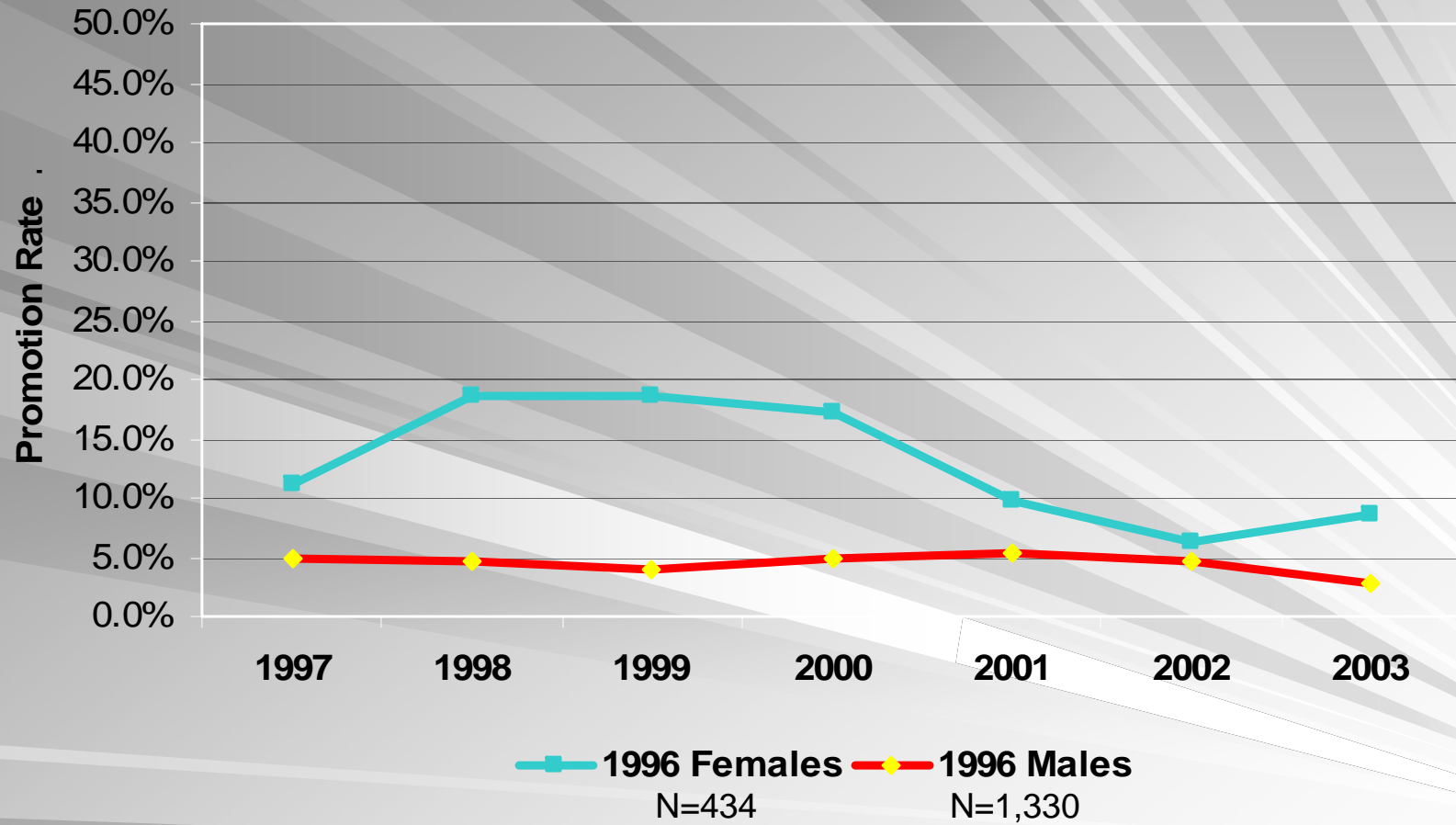
N=418

N=1,349

Office of the Executive Vice President
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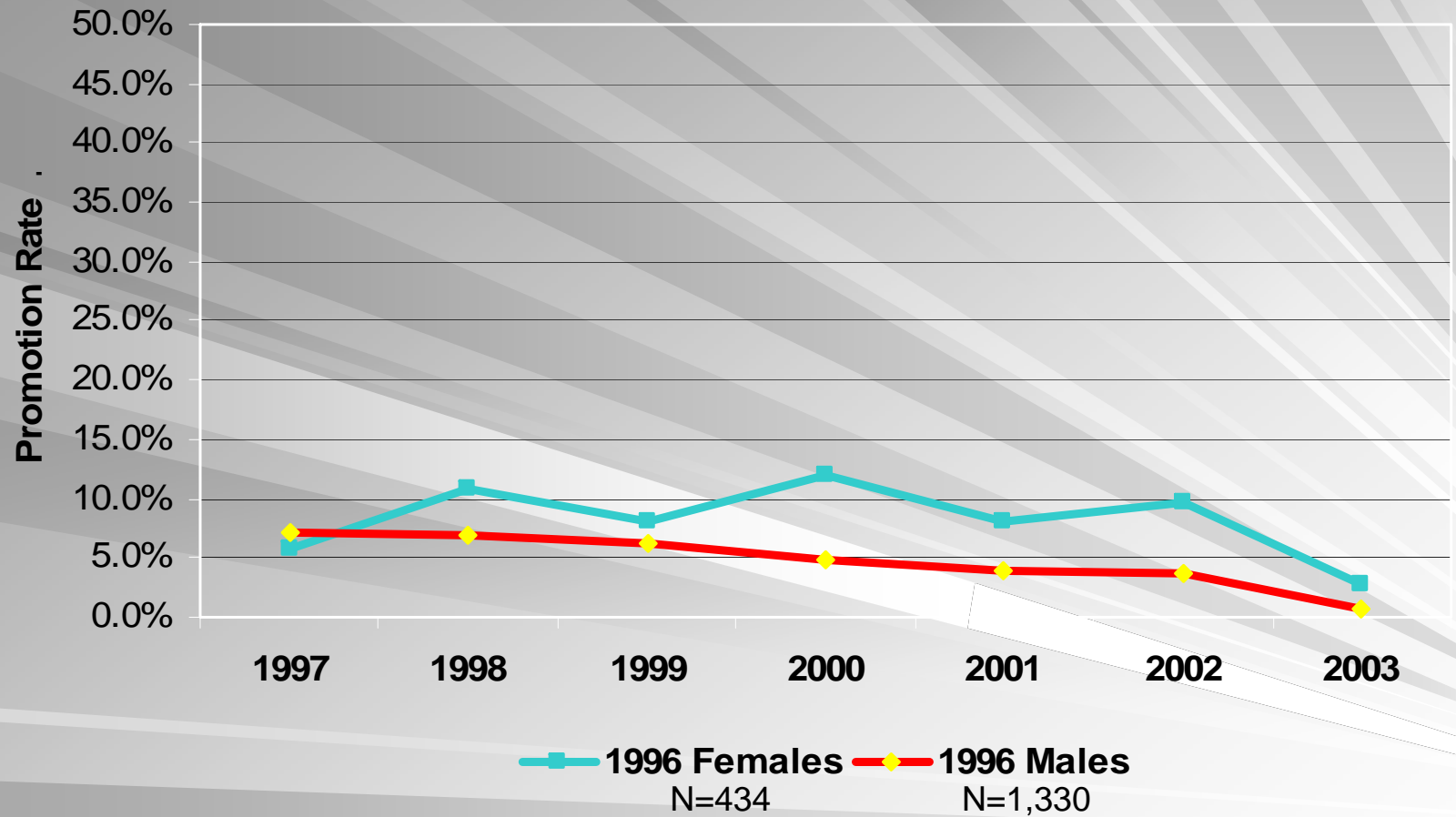
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates

1996 Associate Prof. Cohort Promoted to Professor – U-Wide*



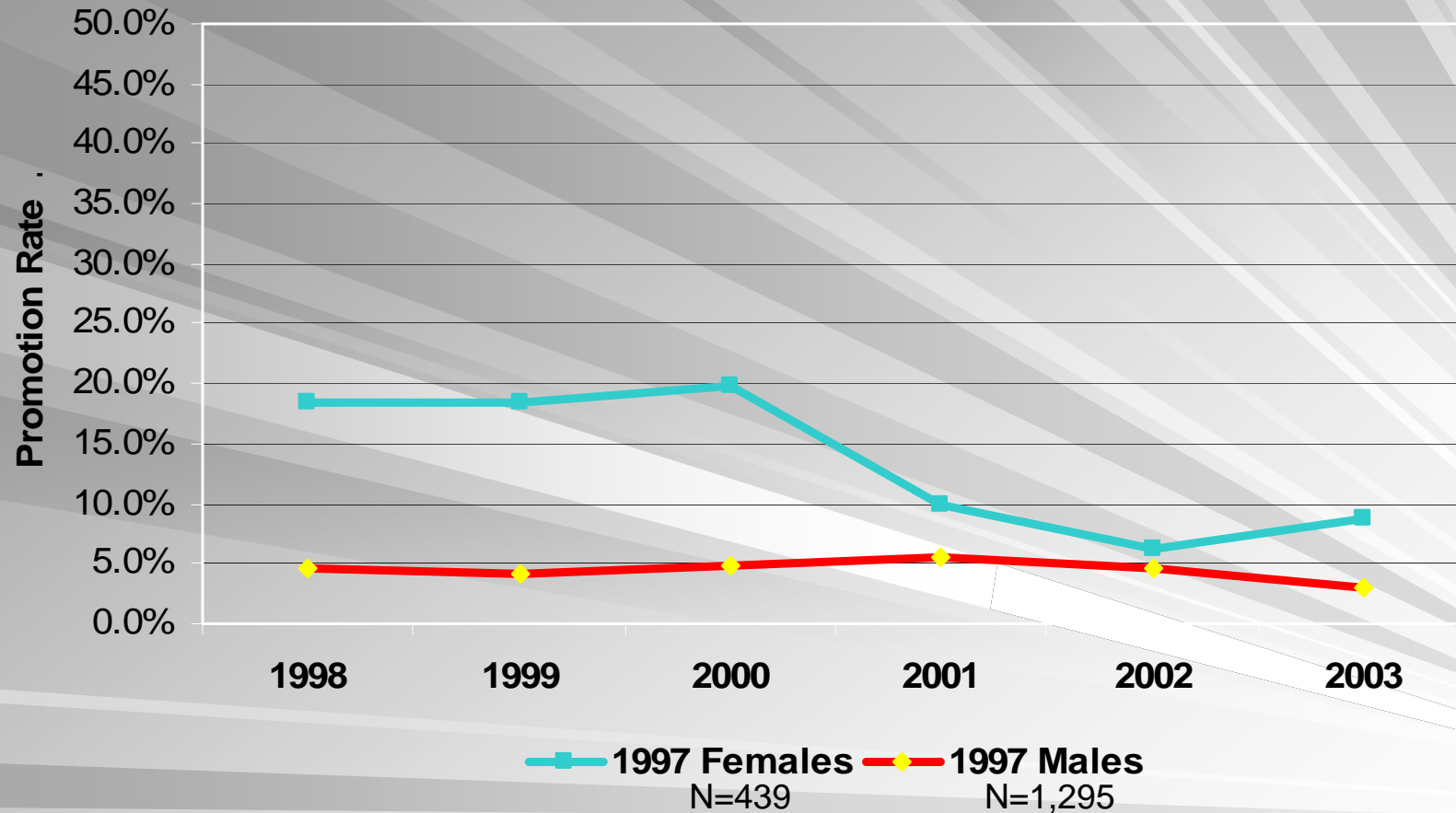
* Medical Center data excluded.
 Source: University of Nebraska HR Data

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.
 Source: University of Nebraska HR Data

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1997 Associate Prof. Cohort Promoted to Professor – U-Wide*



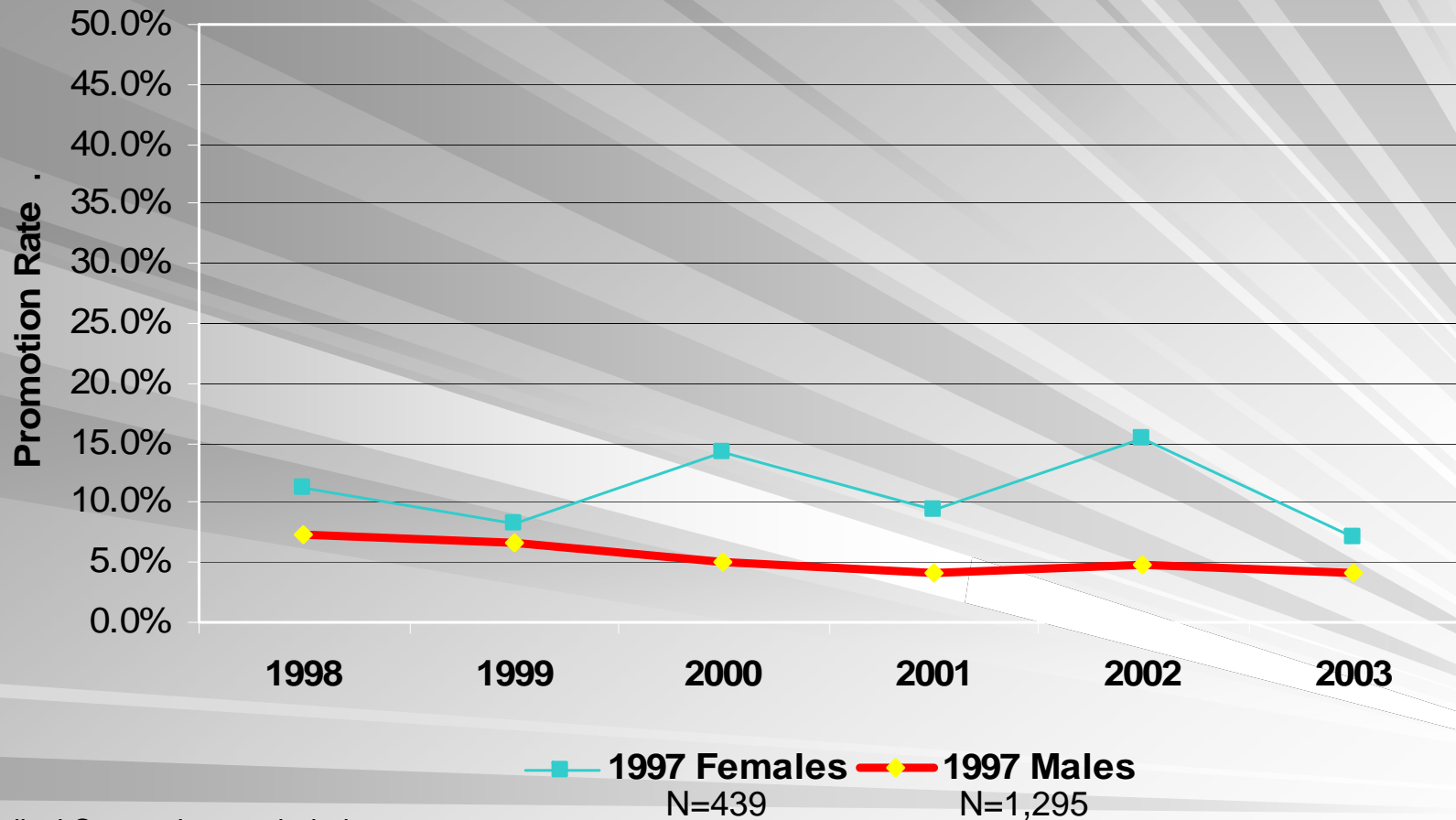
* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005

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and Provost

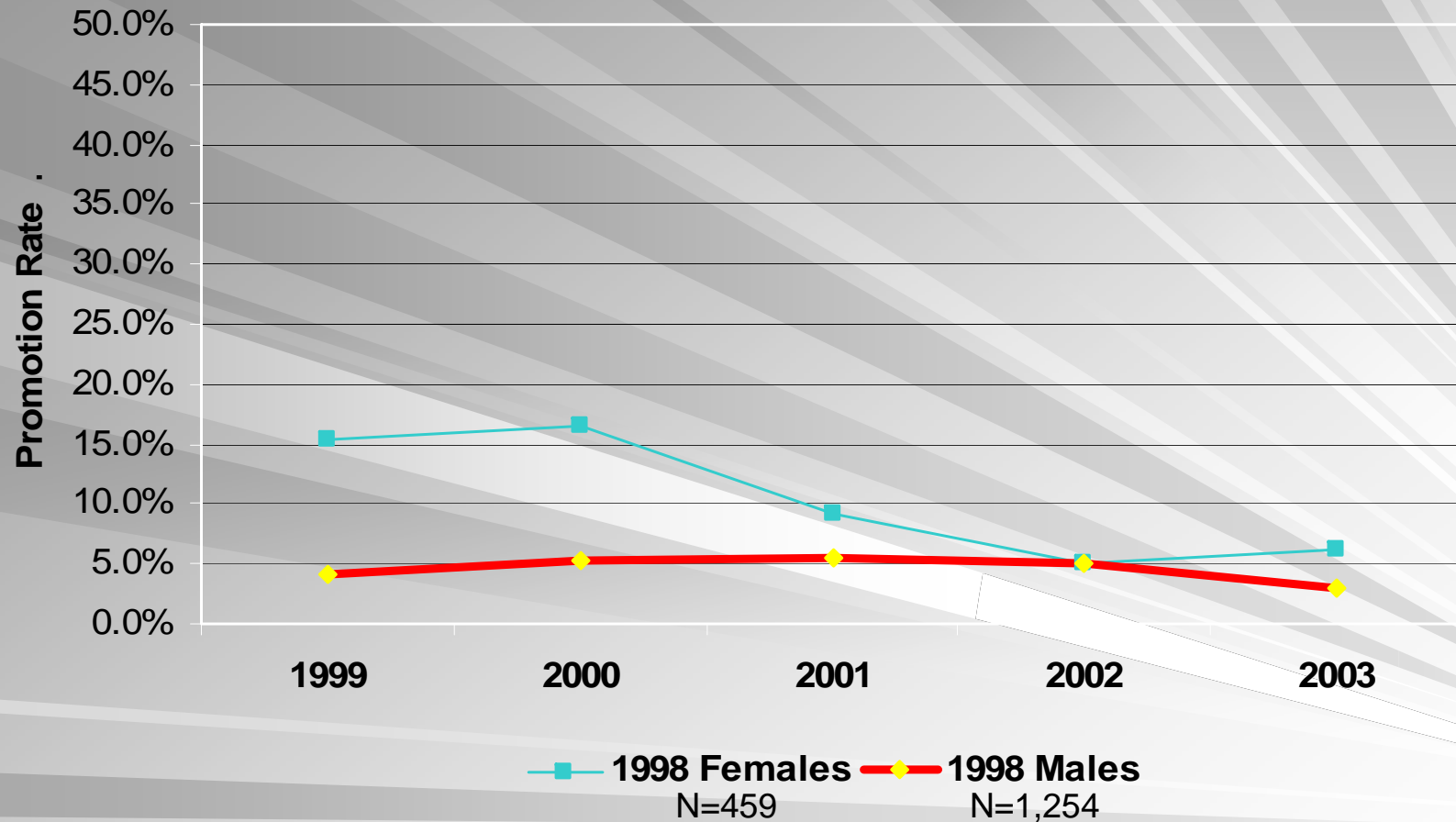
32

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

NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1998 Associate Prof. Cohort Promoted to Professor – U-Wide*



* Medical Center data excluded.

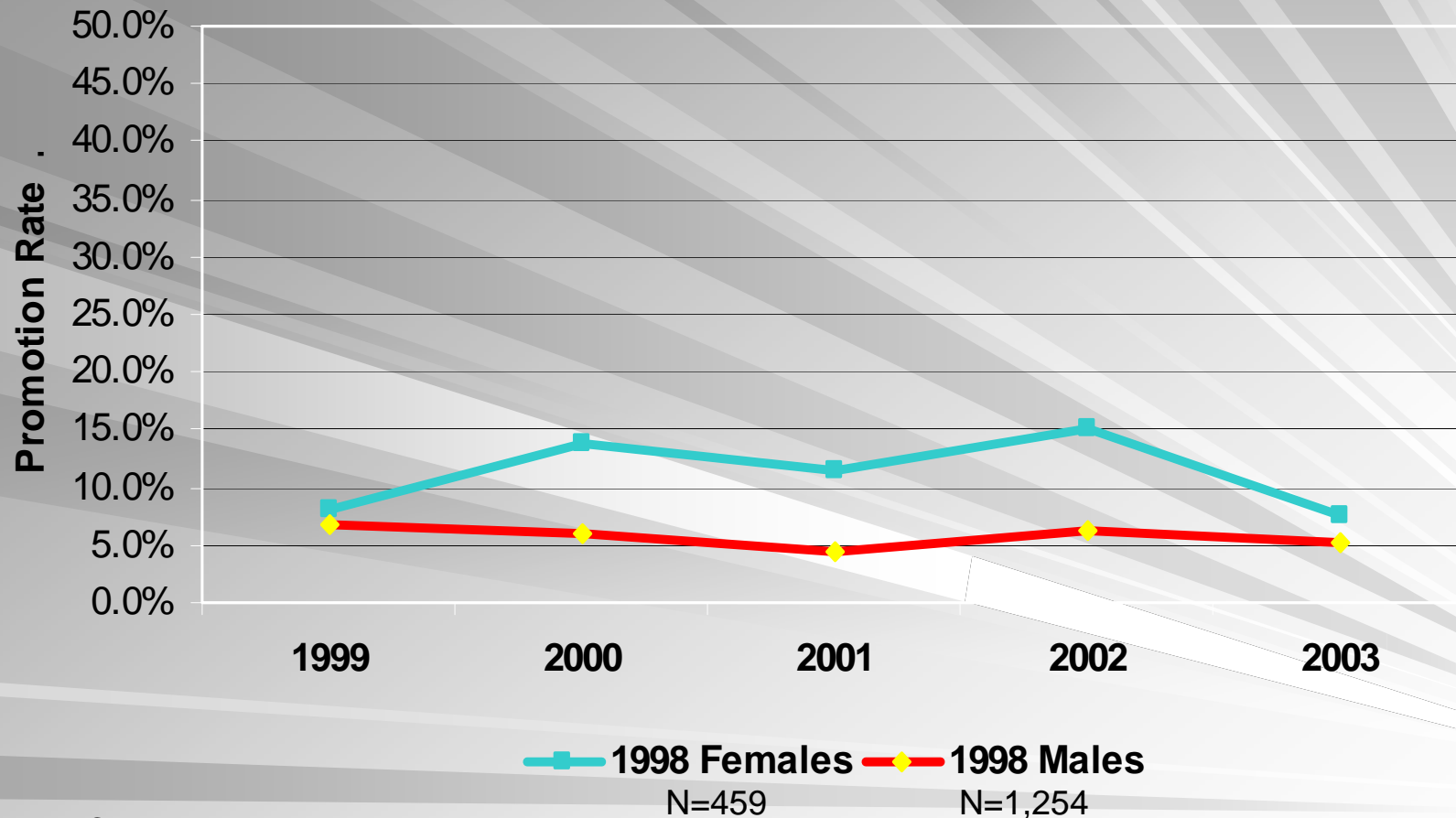
Source: University of Nebraska HR Data

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34

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

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

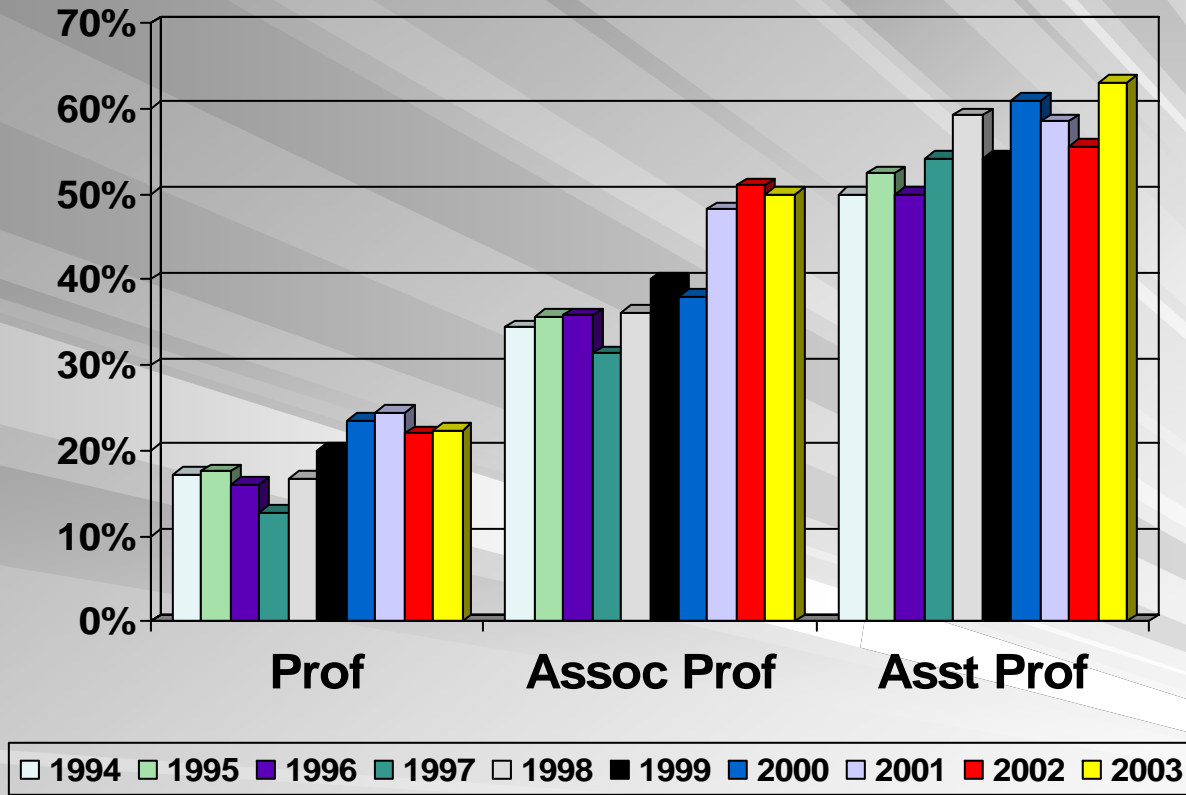
TEACHER EDUCATION

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

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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

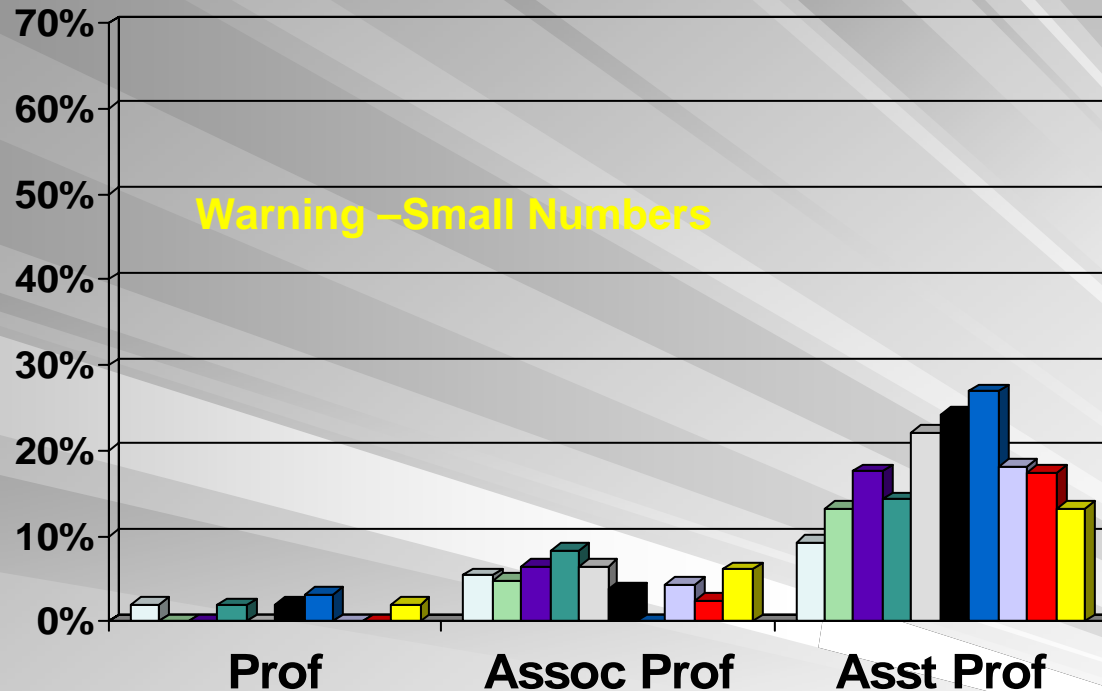
Engineering, Other*

January 2005

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and Provost

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University of Nebraska Females as % of Total Faculty By Rank Engineering Disciplines



1994
 1995
 1996
 1997
 1998
 1999
 2000
 2001
 2002
 2003

Prof 1994	Prof 2003	Assoc Prof 1994	Assoc Prof 2003	Asst Prof 1994	Asst Prof 2003
Male=48	Male=49	Male=35	Male=46	Male= 39	Male=39
Female =1	Female=1	Female=2	Female=3	Female=4	Female=6

Source: University of Nebraska HR Data

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Humanities Defined Cohort

HUMANITIES

History, American
History, Asian
History, European
History/Philosophy of Sci. & Tech.
History, General
History, Other*

OTHER HUMANITIES

American Studies
Archeology
Art History/Criticism/Conserv.
Music
Philosophy (See also)
Religion (See also)
Drama/Theater Arts
Humanities, General
Humanities, Other*

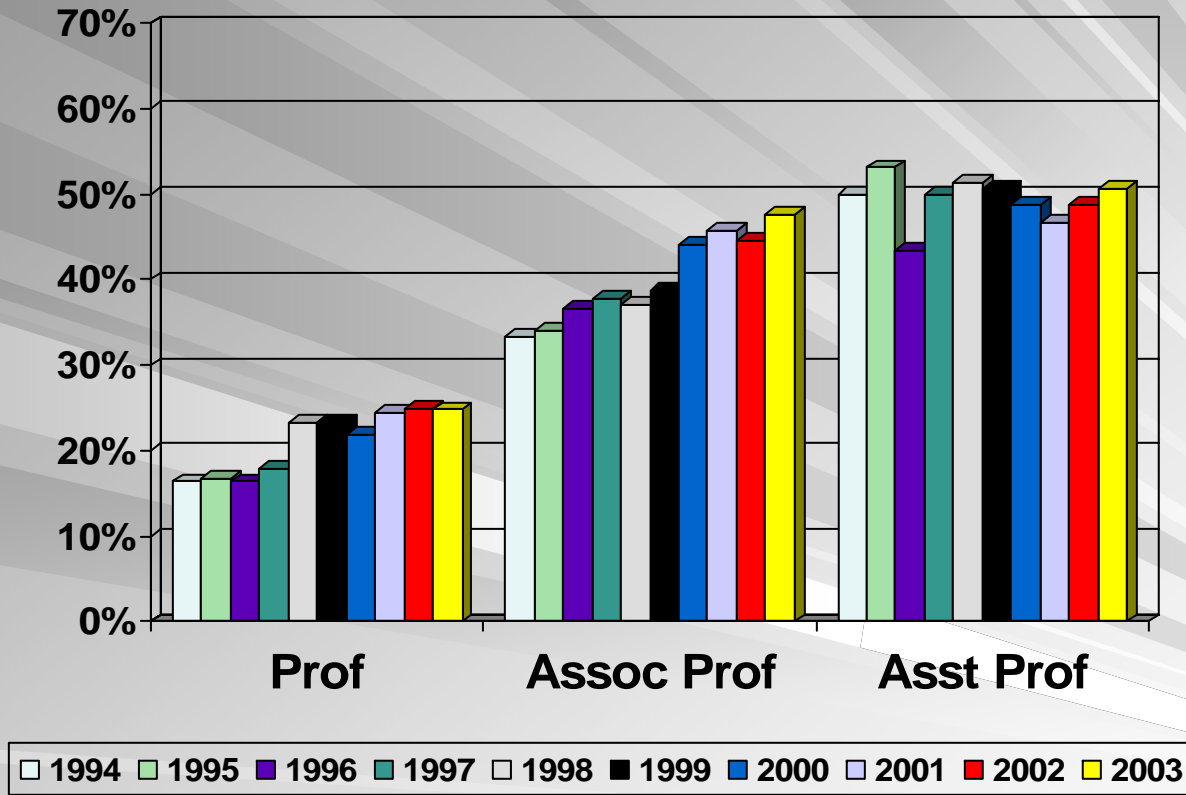
LETTERS

Classics
Comparative Literature
Linguistics
Literature, American
Literature, English
English Language
Speech & Rhetorical Studies
Letters, General
Letters, Other

FOREIGN LANGUAGES AND LITERATURE

French
German
Italian
Spanish
Russian
Slavic (other than Russian)
Chinese
Japanese
Hebrew
Arabic
Other Languages & Literature*

University of Nebraska Females as % of Total Faculty By Rank Humanities Disciplines



Source: University of Nebraska HR Data

January 2005

Office of the Executive Vice President
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Life Sciences Defined Cohort (Excluding UNMC)

Agricultural Sciences

Agricultural Economics
Agricultural Business & Mgmt.
Animal Breeding & Genetics
Animal Nutrition
Dairy Science
Poultry Science
Animal Sciences, Other*
Agronomy & Crop Science
Plant Breeding & Genetics
Plant Pathology (See also 120)
Plant Sciences, Other*
Food Engineering
Food Sciences, Other*
Soil Chemistry/ Microbiology
Soil Sciences, Other*
Horticulture Science
Fisheries Sci. & Management
Forest Biology
Forest Engineering
Forest Management
Wood Sci. & Pulp/Paper Tech.
Conserv./Renewable Natural Res.
Forestry & Related Sci., Other*
Wildlife/Range Management
Agricultural Sci., General
Agricultural Sci., Other*

BIOLOGICAL SCIENCES

Biochemistry
Biomedical Sciences
Biophysics
Biotechnology Research
Bacteriology
Plant Genetics
Plant Pathology
Plant Physiology
Botany, Other*
Anatomy
Biometrics & Biostatistics
Cell Biology
Ecology
Developmental Bio./Embryology
Endocrinology
Entomology
Biological Immunology
Molecular Biology
Microbiology
Neuroscience
Nutritional Sciences
Parasitology
Toxicology
Genetics, Human & Animal
Pathology, Human &
Animal
Pharmacology,
Human & Animal
Physiology,
Human & Animal
Zoology, Other*
Biological Sciences, General
Biological Sciences, Other

HEALTH SCIENCES

Speech-Lang.Path. & Audiology
Environmental Health
Health Systems/ Service Admin.
Epidemiology (See also 133)
Exercise Physiology/Sci., Kinesiology
Rehabilitation/ Therapeutic Services

Life Sciences Defined Cohort With UNMC Added (red color)

Agricultural Sciences

Agricultural Economics
Agricultural Business & Mgmt.
Animal Breeding & Genetics
Animal Nutrition
Dairy Science
Poultry Science
Animal Sciences, Other*
Agronomy & Crop Science
Plant Breeding & Genetics
Plant Pathology (See also 120)
Plant Sciences, Other*
Food Engineering
Food Sciences, Other*
Soil Chemistry/ Microbiology
Soil Sciences, Other*
Horticulture Science
Fisheries Sci. & Management
Forest Biology
Forest Engineering
Forest Management
Wood Sci. & Pulp/Paper Tech.
Conserv./Renewable Natural Res.
Forestry & Related Sci., Other*
Wildlife/Range Management
Agricultural Sci., General
Agricultural Sci., Other*

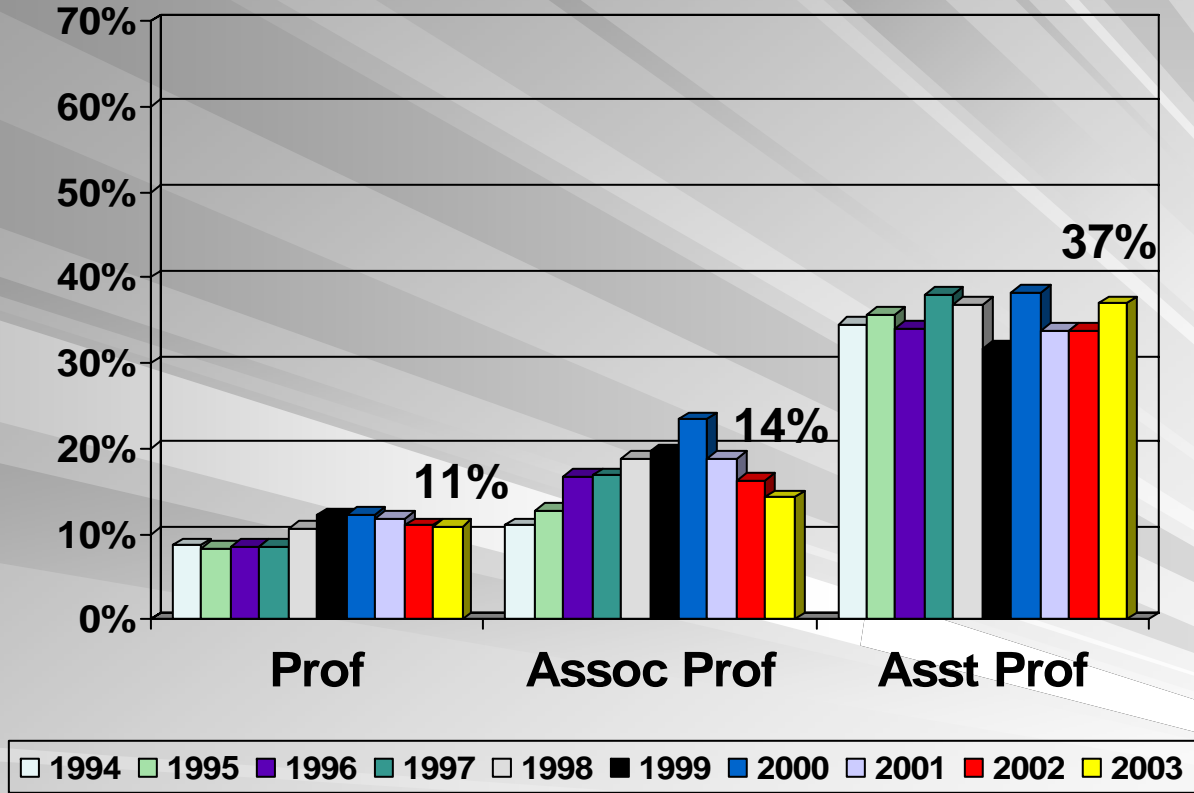
BIOLOGICAL SCIENCES

Biochemistry
Biomedical Sciences
Biophysics
Biotechnology Research
Bacteriology
Plant Genetics
Plant Pathology
Plant Physiology
Botany, Other*
Anatomy
Biometrics & Biostatistics
Cell Biology
Ecology
Developmental Bio./Embryology
Endocrinology
Entomology
Biological Immunology
Molecular Biology
Microbiology
Neuroscience
Nutritional Sciences
Parasitology
Toxicology
Genetics, Human & Animal
Pathology, Human & Animal
Pharmacology, Human & Animal
Physiology, Human & Animal
Zoology, Other*
Biological Sciences, General
Biological Sciences, Other

HEALTH SCIENCES

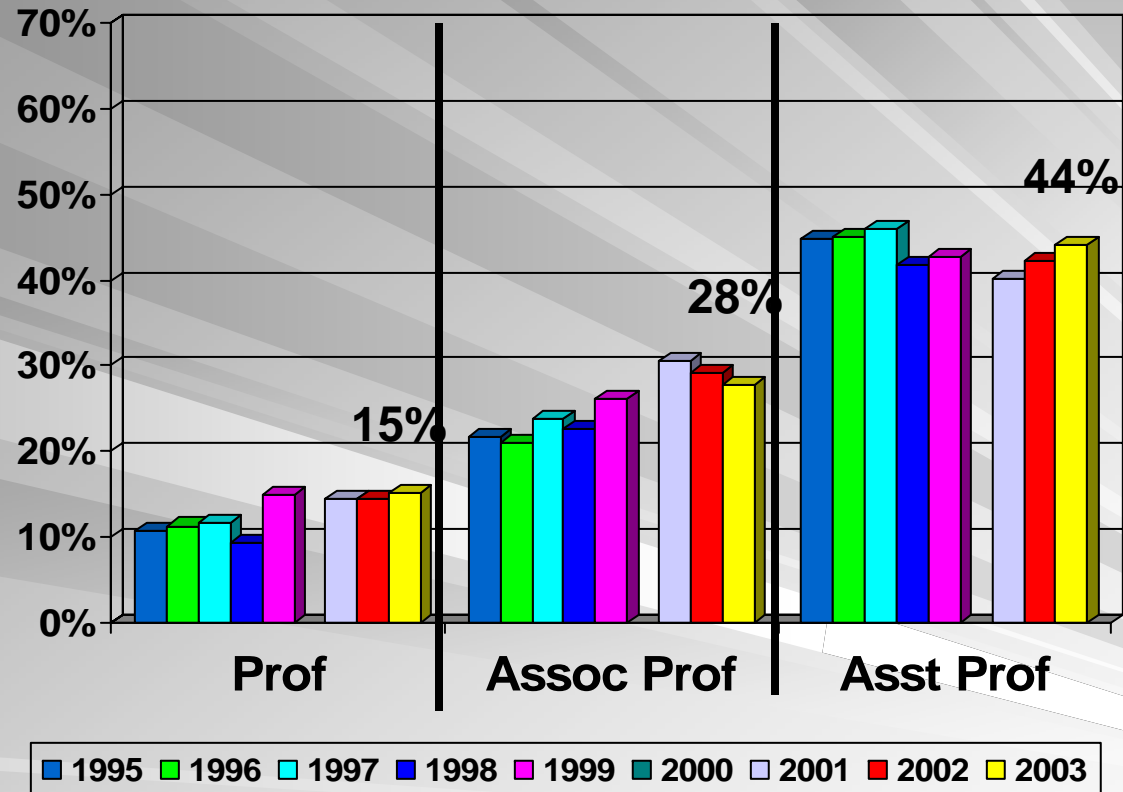
Speech-Lang.Path. & Audiology
Environmental Health
Health Systems/ Service Admin.
Public Health
Epidemiology
Medicine
Exercise Physiology/Sci., Kinesiology
Nursing
Pharmacy
Rehabilitation/ Therapeutic Services
Health Sciences, General
Health Sciences, Other*

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

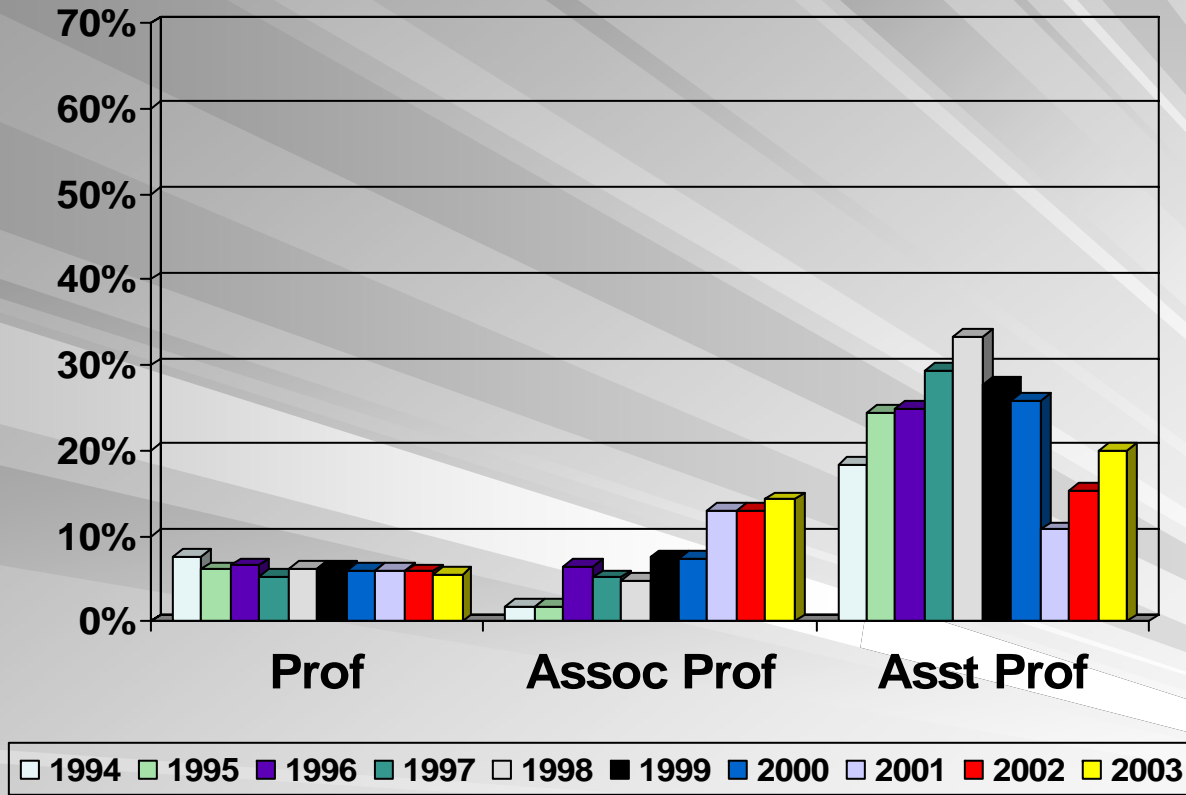
ATMOSPHERIC SCI. AND METEOROLOGY

CHEMISTRY

GEOLOGICAL & RELATED SCIENCES

PHYSICS

University of Nebraska Females as % of Total Faculty By Rank Physical Sciences Disciplines



Source: University of Nebraska HR Data

January 2005

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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

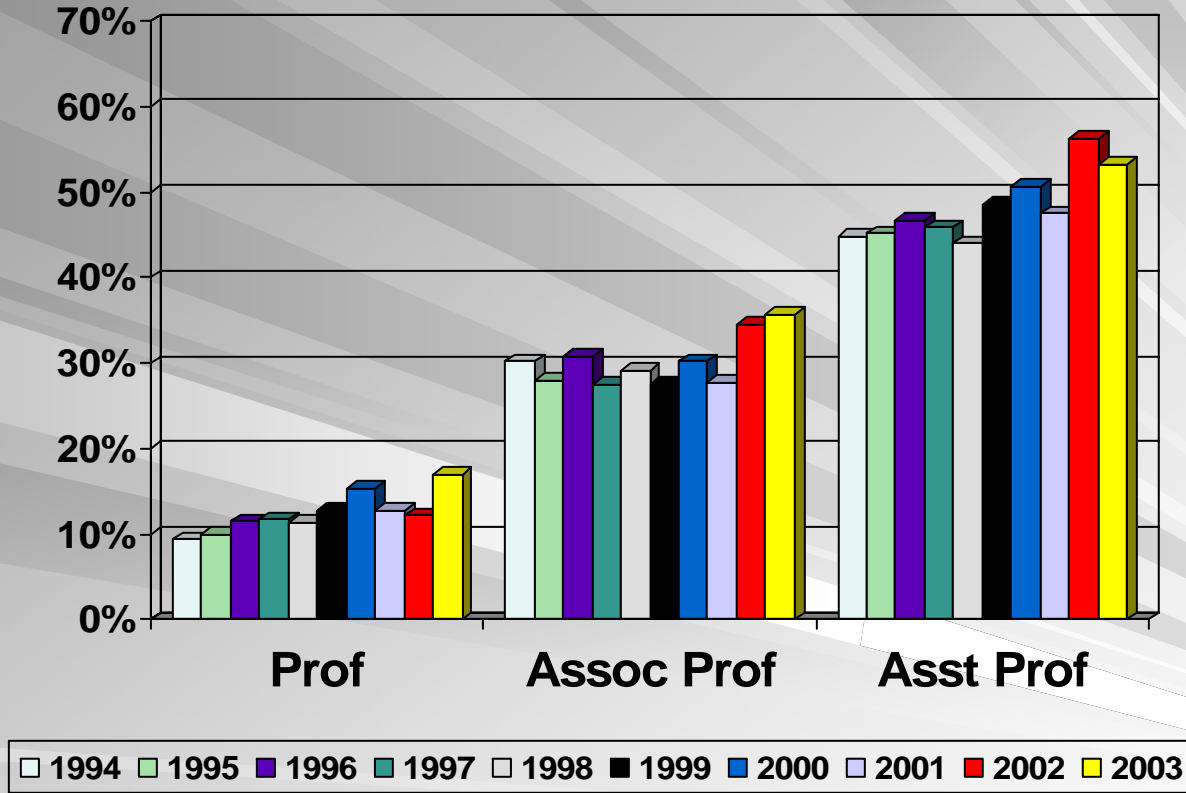
Social Work

Theol./Religious Education

Professional Fields, General

Professional Fields, Other*

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
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Social Sciences Defined Cohort

PSYCHOLOGY

OTHER AREAS

Anthropology

Area Studies

Criminology

Demography/Population Studies

Economics

Econometrics

Geography

International Relations/Affairs

Political Sci. & Government

Public Policy Analysis

Sociology

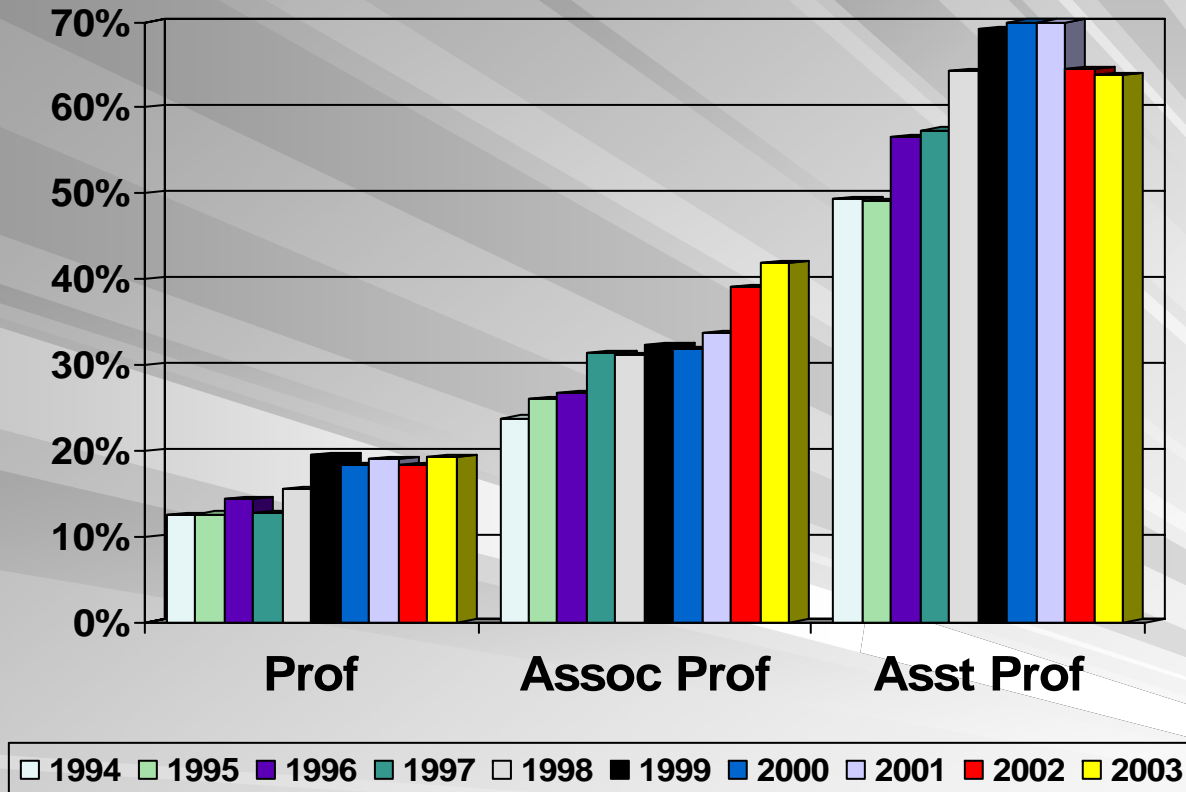
Statistics (See also)

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

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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

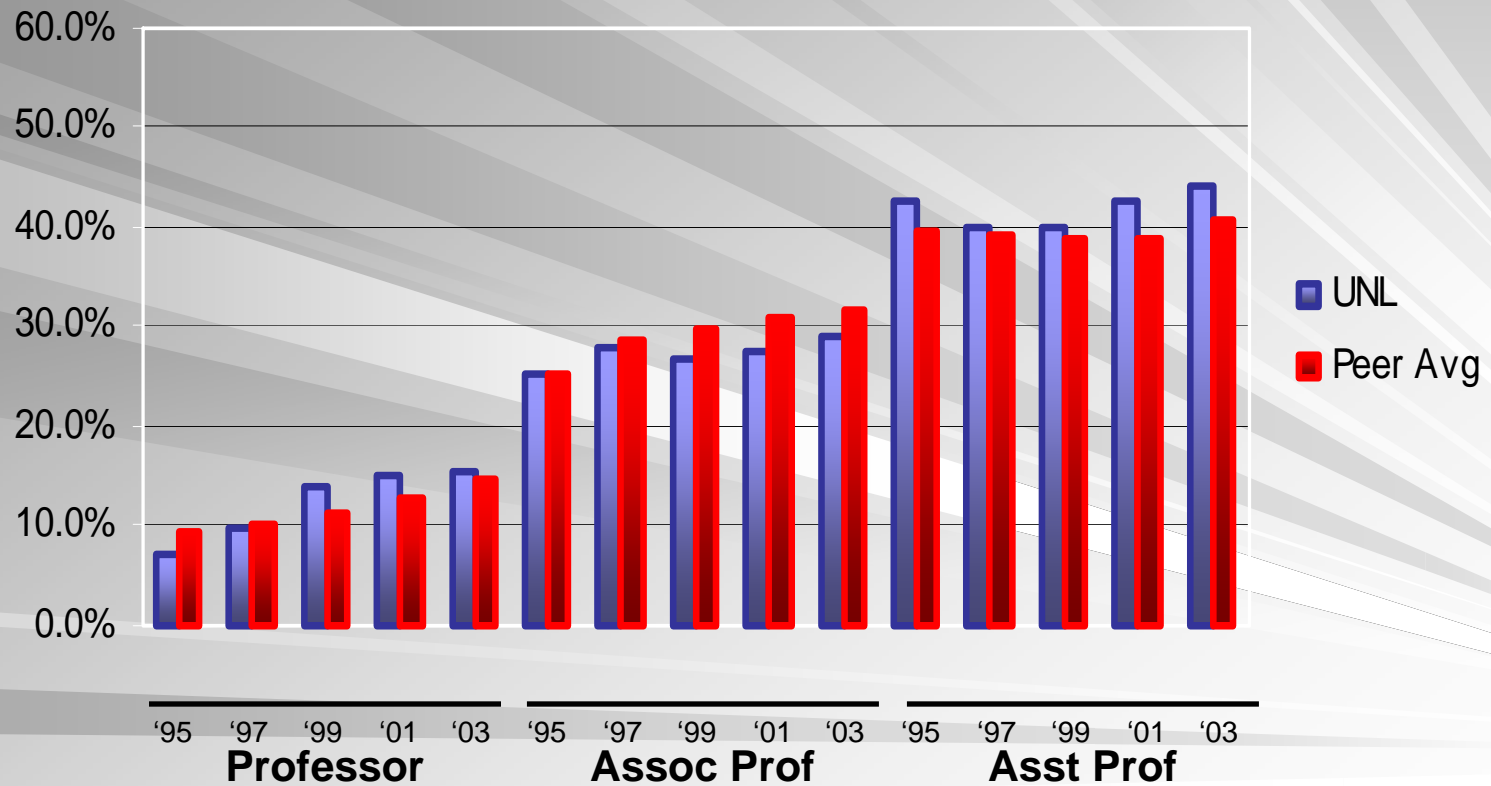
IPEDS & NU HR

- 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

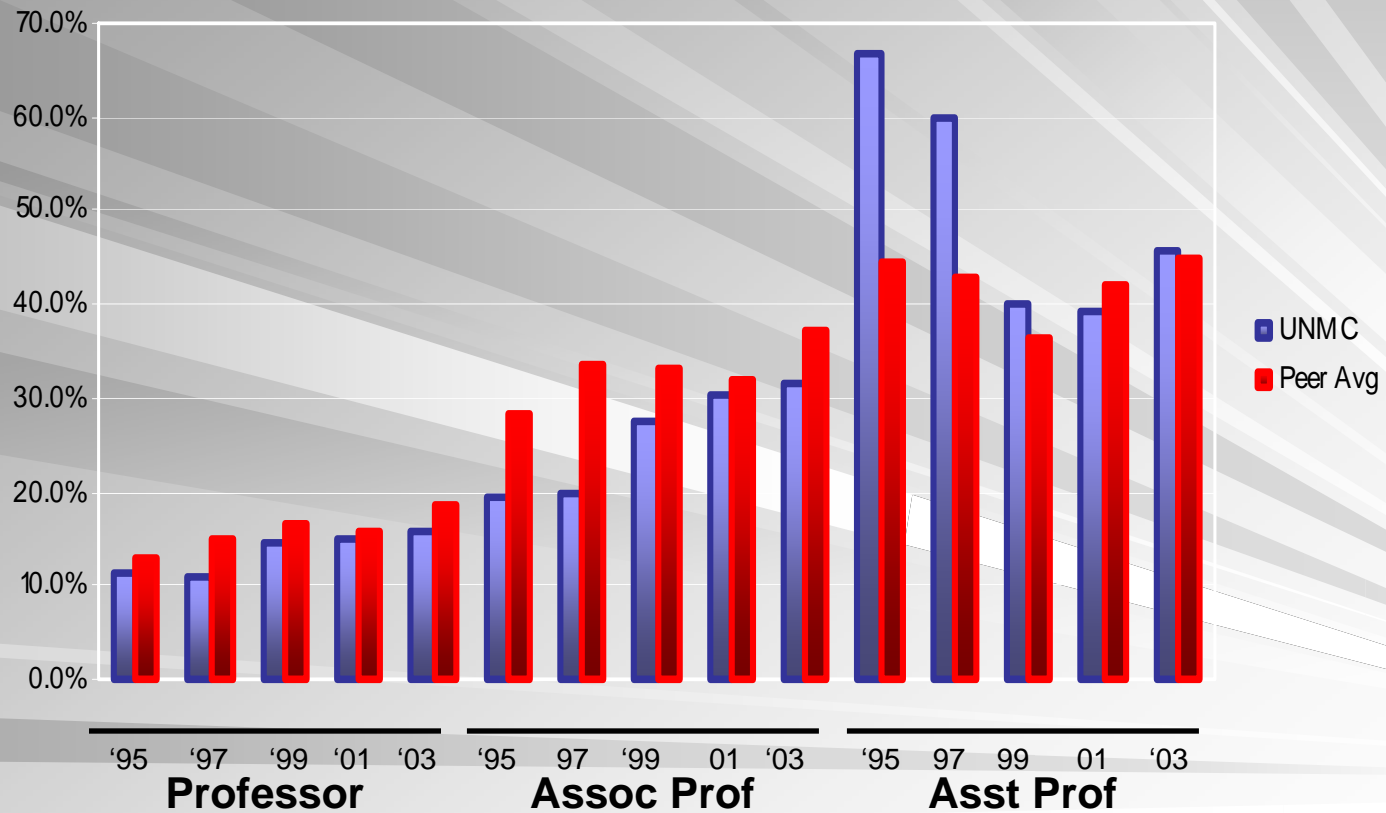
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*
UNL and Peer Average
(excluding institutions with medical schools)



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

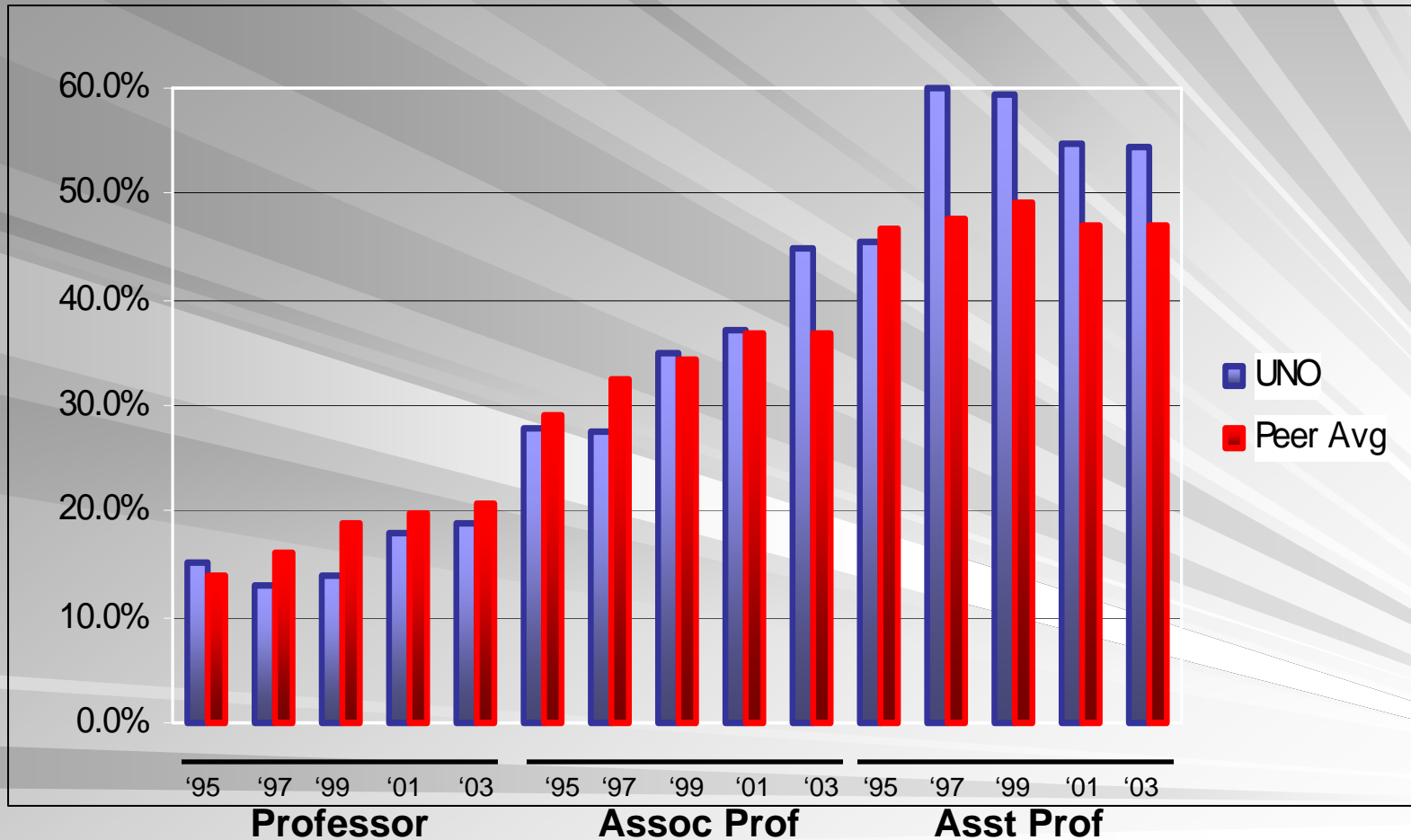
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*

UNMC and Medical Center Peer Average



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

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



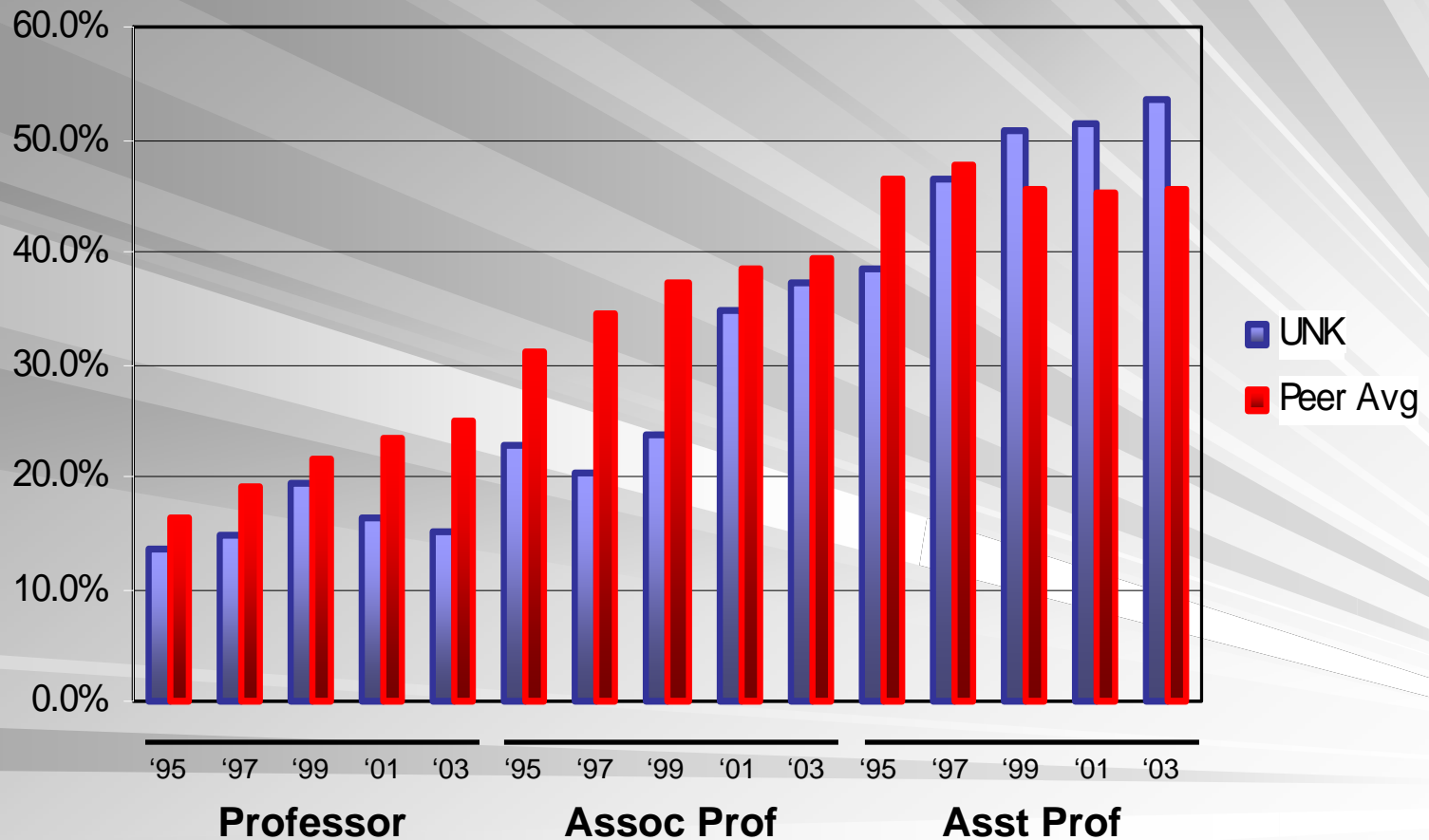
Source: IPEDS Fall Staff Surveys
January 2005

* Includes nonresident aliens.

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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

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Gender Equity Issues: University of Nebraska

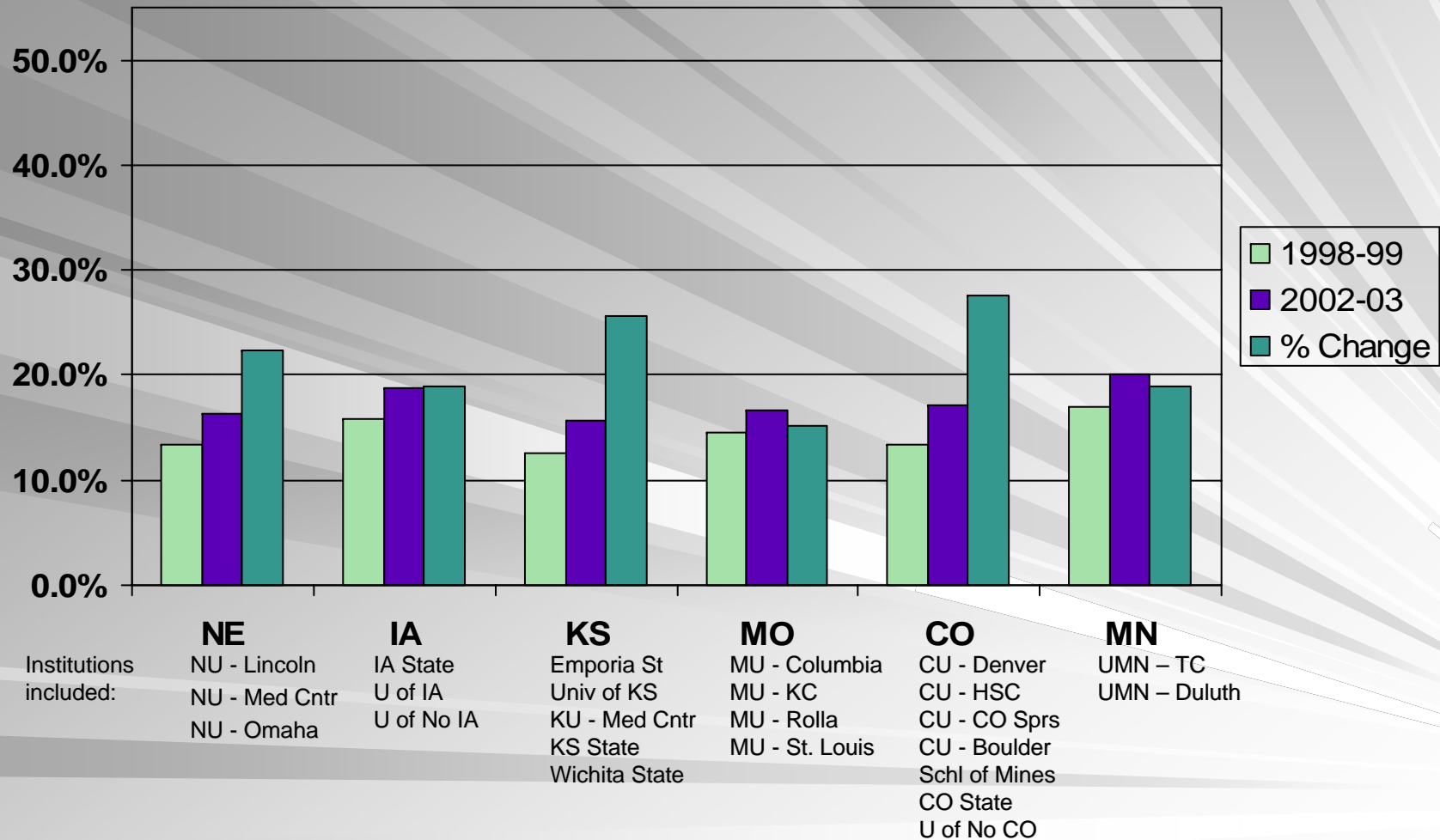
■ Trends

- 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

Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State Professors

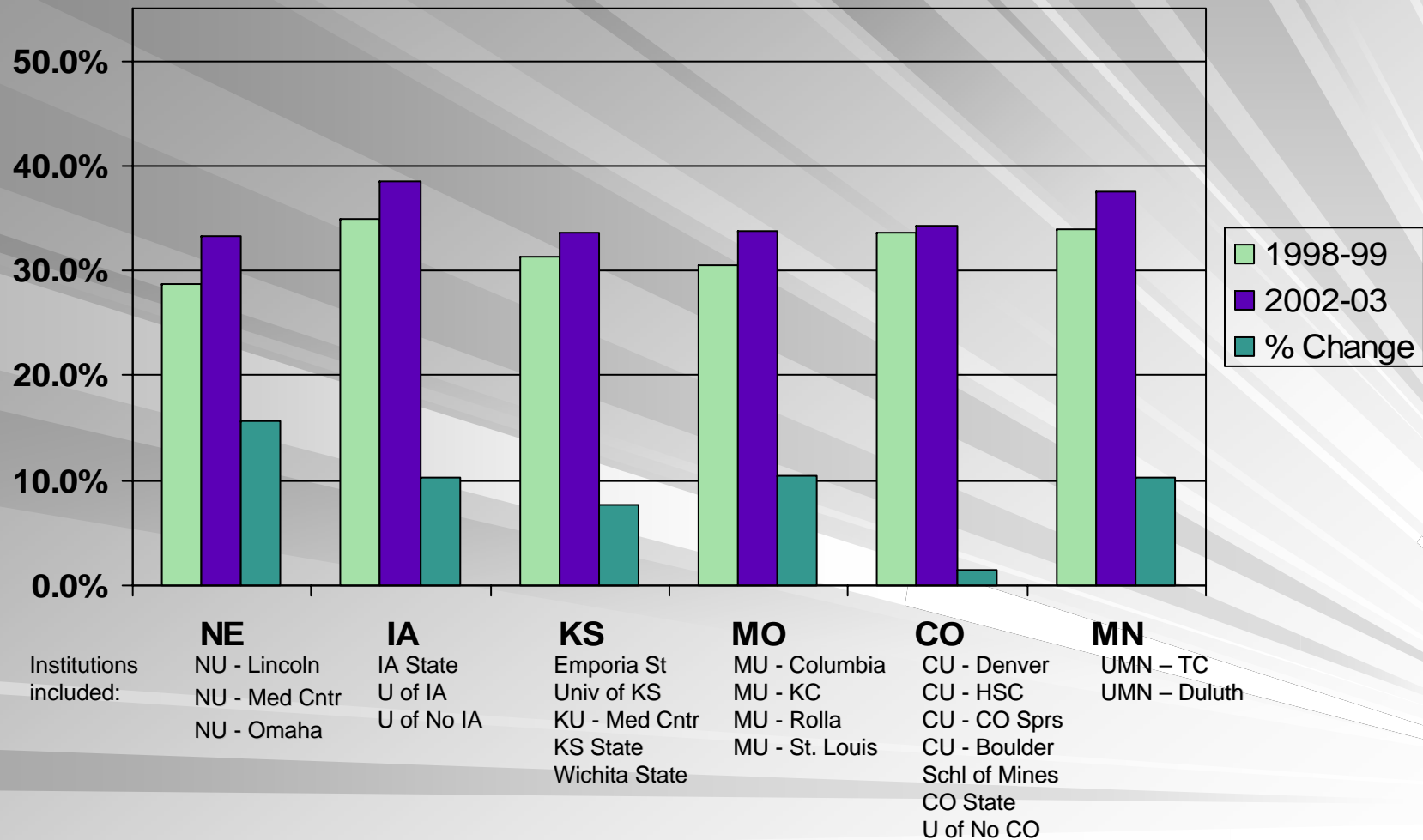


Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.
January 2005

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Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State

Associate Professors



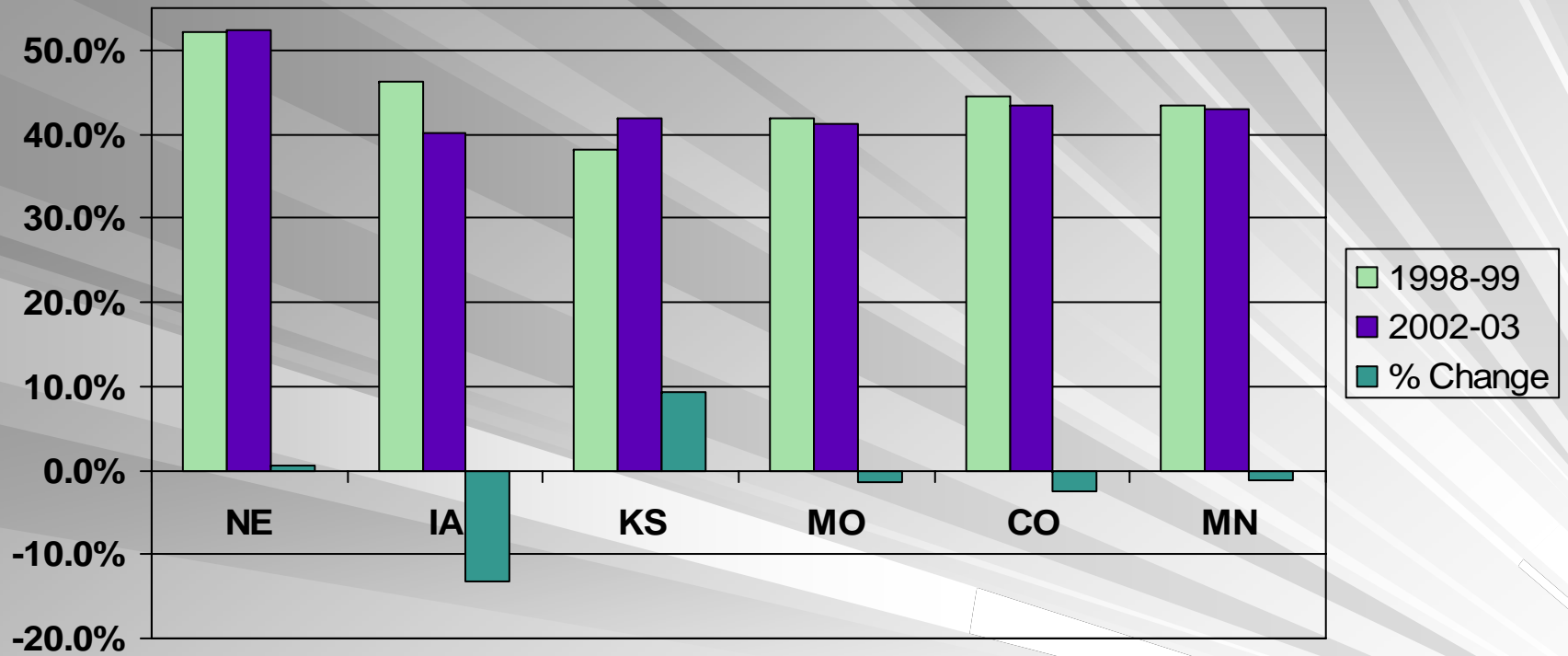
Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.

January 2005

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Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State

Assistant Professors



Institutions included:	NU - Lincoln NU - Med Cntr NU - Omaha	IA State U of IA U of No IA	Emporia St Univ of KS KU - Med Cntr KS State Wichita State	MU - Columbia MU - KC MU - Rolla MU - St. Louis	CU - Denver CU - HSC CU - CO Sprs CU - Boulder Schl of Mines CO State U of No CO	UMN - TC UMN - Duluth
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Source: National Education Association (NEA) reporting data from NCES, IPEDS Salary Survey.

January 2005

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Gender Equity Issues: University of Nebraska

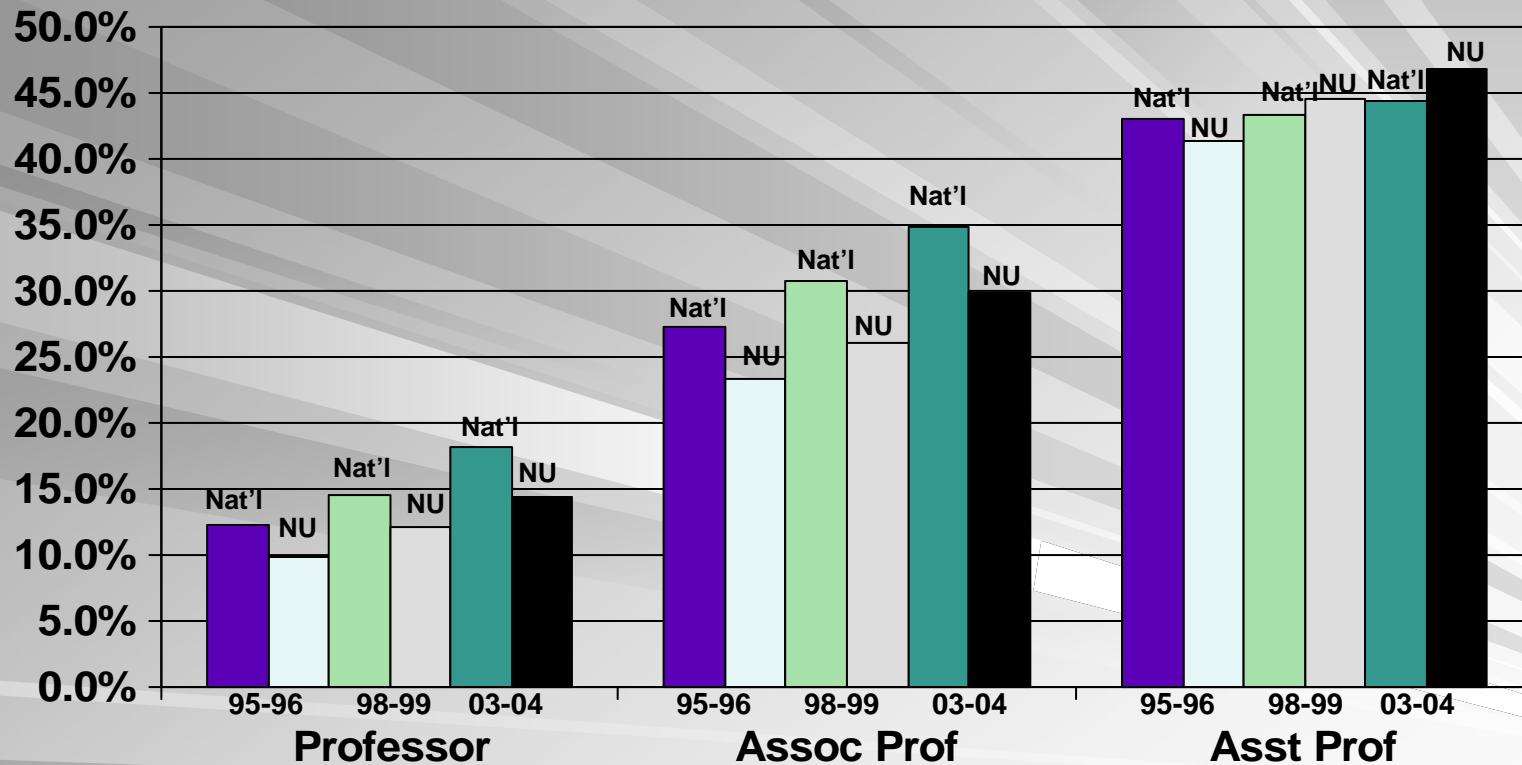
■ Trends

- 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.

Appendix V
Discipline Cohort Definitions

2004 Ad Hoc Gender Equity Report Discipline Cohort Definitions

EDUCATION

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	<u>Teacher Education</u> Pre-elementary/Early Childhood Elementary Secondary Adult & Continuing	<u>Teaching Fields</u> 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
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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*
--	--	--

HUMANITIES

History, American History, Asian History, European History/Philosophy of Sci. & Tech. History, General History, Other* <u>Other Humanities</u> American Studies Archeology Art History/Criticism/Conserv. Music Philosophy (See also) Religion (See also) Drama/Theater Arts Humanities, General Humanities, Other*	<u>Letters</u> Classics Comparative Literature Linguistics Literature, American Literature, English English Language Speech & Rhetorical Studies Letters, General Letters, Other	<u>Foreign Languages and Literature</u> French German Italian Spanish Russian Slavic (other than Russian) Chinese Japanese Hebrew Arabic Other Languages & Literature*
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LIFE SCIENCES

<p><u>Agricultural Sciences</u> Agricultural Economics Agricultural Business & Mgmt. Animal Breeding & Genetics Animal Nutrition Dairy Science Poultry Science Animal Sciences, Other* Agronomy & Crop Science Plant Breeding & Genetics Plant Pathology (See also 120) Plant Sciences, Other* Food Engineering Food Sciences, Other* Soil Chemistry/ Microbiology Soil Sciences, Other* Horticulture Science Fisheries Sci. & Management Forest Biology Forest Engineering Forest Management Wood Sci. & Pulp/Paper Tech. Conserv./Renewable Natural Res. Forestry & Related Sci., Other* Wildlife/Range Management Agricultural Sci., General Agricultural Sci., Other*</p>	<p><u>Biological Sciences</u> Biochemistry Biomedical Sciences Biophysics Biotechnology Research Bacteriology Plant Genetics Plant Pathology Plant Physiology Botany, Other* Anatomy Biometrics & Biostatistics Cell Biology Ecology Developmental Bio./Embryology Endocrinology Entomology Biological Immunology Molecular Biology Microbiology Neuroscience Nutritional Sciences Parasitology Toxicology Genetics, Human & Animal Pathology, Human & Animal Pharmacology, Human & Animal Physiology, Human & Animal Zoology, Other* Biological Sciences, General Biological Sciences, Other</p>	<p><u>Health Sciences</u> Speech-Lang. Path. & Audiology Environmental Health Health Systems/ Service Admin. Epidemiology (See also 133) Exercise Physiology/Sci., Kinesiology Rehabilitation/ Therapeutic Services</p> <p><u>Additional UNMC Disciplines</u> Public Health Epidemiology Medicine Nursing Pharmacy Health Sciences, General Health Sciences, Other*</p>
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PHYSICAL SCIENCES

<p>Computer and Information Sci. Mathematics Astronomy</p>	<p>Astrophysics Atmospheric Science and Meteorology Chemistry</p>	<p>Geological and Related Sci. Physics</p>
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PROFESSIONAL

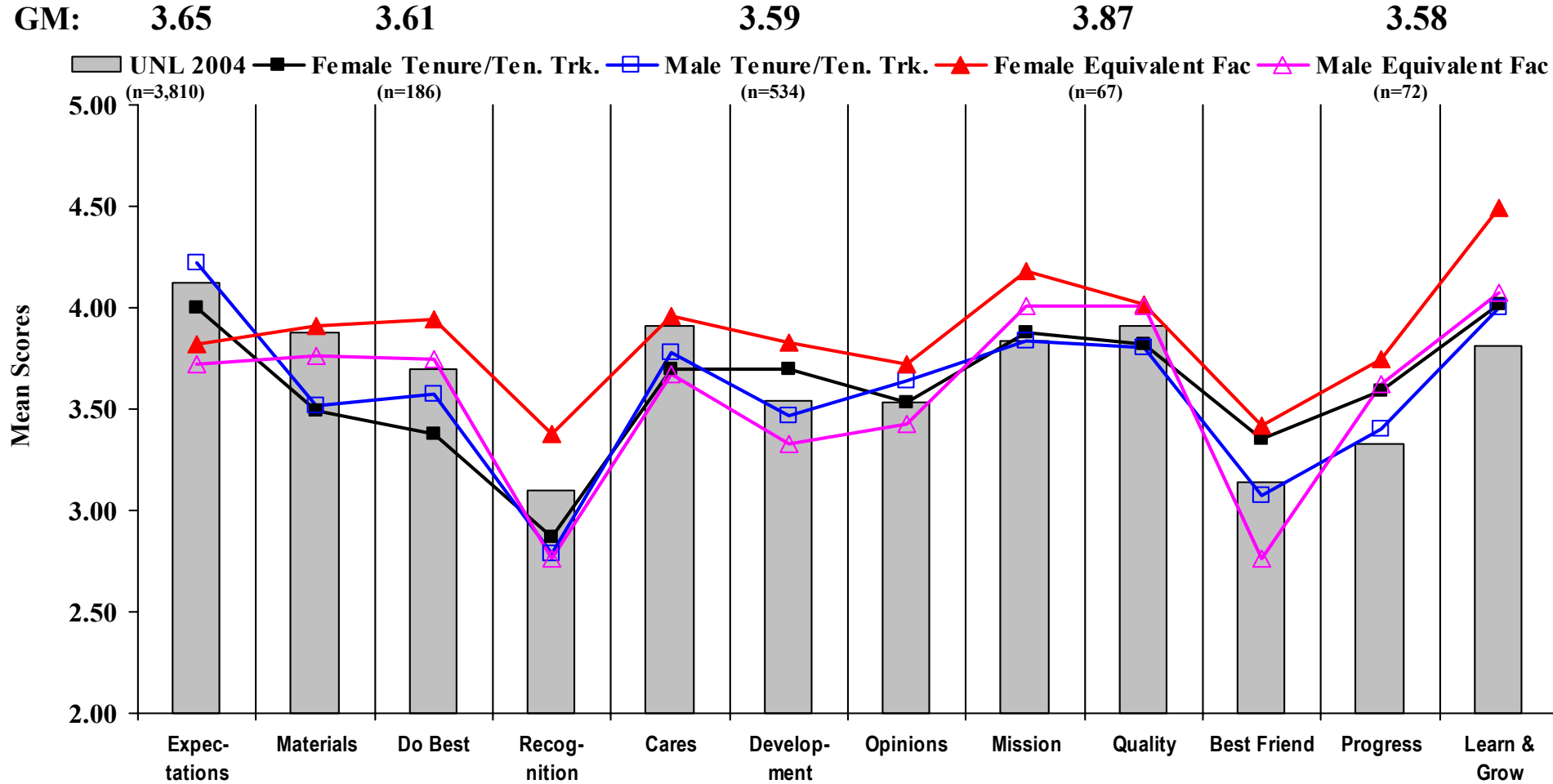
<p>Business management and Administrative Sciences</p>	<p>Communications</p>	<p><u>Other Professional Fields</u> Architec. Environ. Design Home Economics Law Library Science Parks/Rec./Leisure/Fitness Public Administration Social Work Theology/Religious Education Professional Fields, General Professional Fields, Other*</p>
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SOCIAL SCIENCES

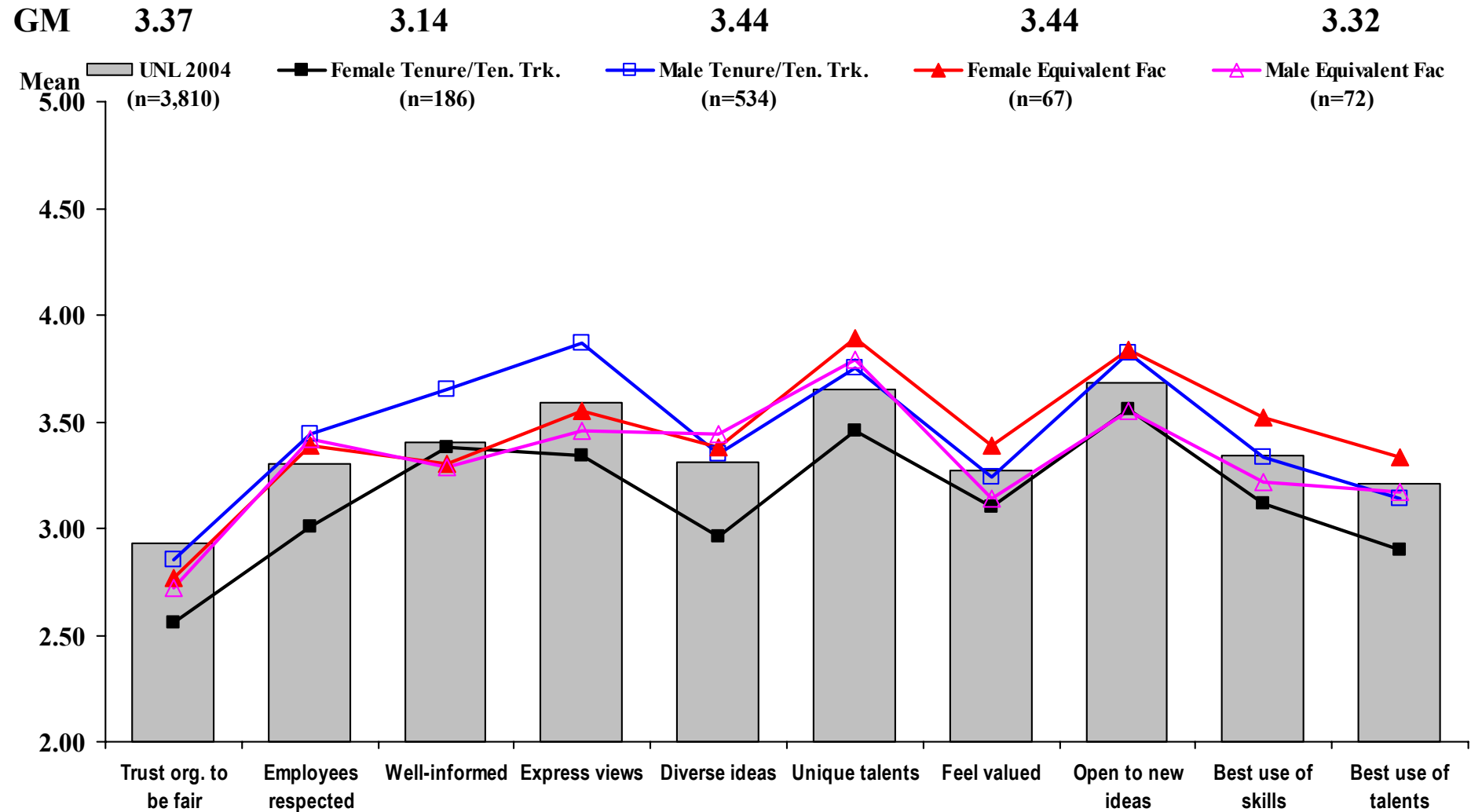
Psychology	<u>Other Areas</u> Anthropology Area Studies Criminology Demography/Population Studies Economics Econometrics Geography	International Relations/Affairs Political Sci. & Government Public Policy Analysis Sociology Statistics (See also) Urban Affairs/Studies Social Sciences, General Social Sciences, Other*
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Appendix VI
UNL Gallup Organization Graphs

UNL Q¹²® Scores of Individuals Based on Faculty Type and Gender



UNL I10™ Scores by Faculty Type and Gender



Appendix VII
Request to and Response from Campus
Constituent Groups

UNIVERSITY OF
Nebraska

BOARD OF REGENTS
Regent Charles S. Wilson, M.D.
District No. 1

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**

Mailed to:	Response	Recommendations ¹
U-wide Gender Equity Committee	YES	<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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,

		<p>rather than the current department-by-department approach</p> <ol style="list-style-type: none"> 7. Survey faculty and staff at UNL about work/life issues 8. Redesign the UNL Human Resources website to make navigation clear and simple to showcase women's and family issues 9. Make evaluations of supervisors anonymous 10. Effectively educate all members of the campus community concerning harassment and enforce policies uniformly and fully 11. Educate all members of the campus community concerning safety, enforce policies concerning it uniformly and fully 12. Offer domestic partner benefits to all faculty, staff & students 13. Implement Active Service-Modified Duties (e.g., temporary relief from teaching duties for one semester) 14. Add a child-care facility available to faculty, staff and students with sliding-fee scale 15. Establish a temporary or part-time faculty position that tenure/tenure track faculty can use during a period of their careers when care-giving responsibilities are greatest 16. Establish a task-force to deal with care-giving issues 17. Re-establish the dual-career office 18. Consider cluster-hiring in areas in which few women are employed 19. When establishing policies, take into consideration those with graduate teaching appointments and adjunct faculty-as many are women 20. Establish and enforce equity in salary and benefits
UNO Faculty Senate President	NO	No recommendations submitted
UNO Chancellor's Commission on the Status of Women	YES	<ol style="list-style-type: none"> 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

		maternity leave is taken.
UNMC Faculty Senate President	YES	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Accomplish salary equity taking into account roles and responsibilities.
UNK Faculty Senate President ²	NO	No recommendations submitted
UNK Chancellors Advisory Committee for Gender Equity	YES	<ol style="list-style-type: none"> 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.