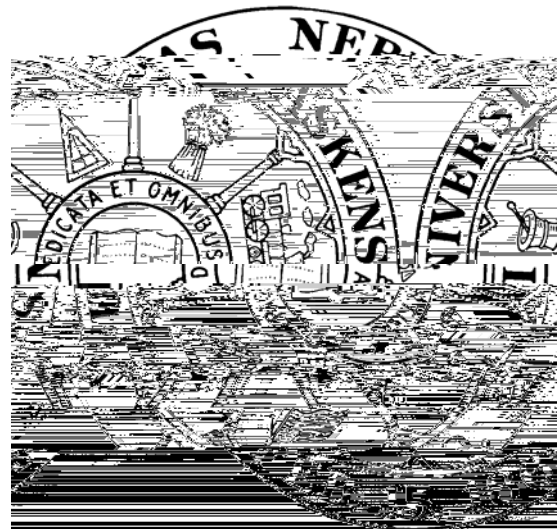


University of Nebraska Board of Regents

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 constr

comprised of representatives from each campus. Annual campus and system-wide recommendations have been proposed in each report since the 1997 Task Foation /BBox [ua

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.

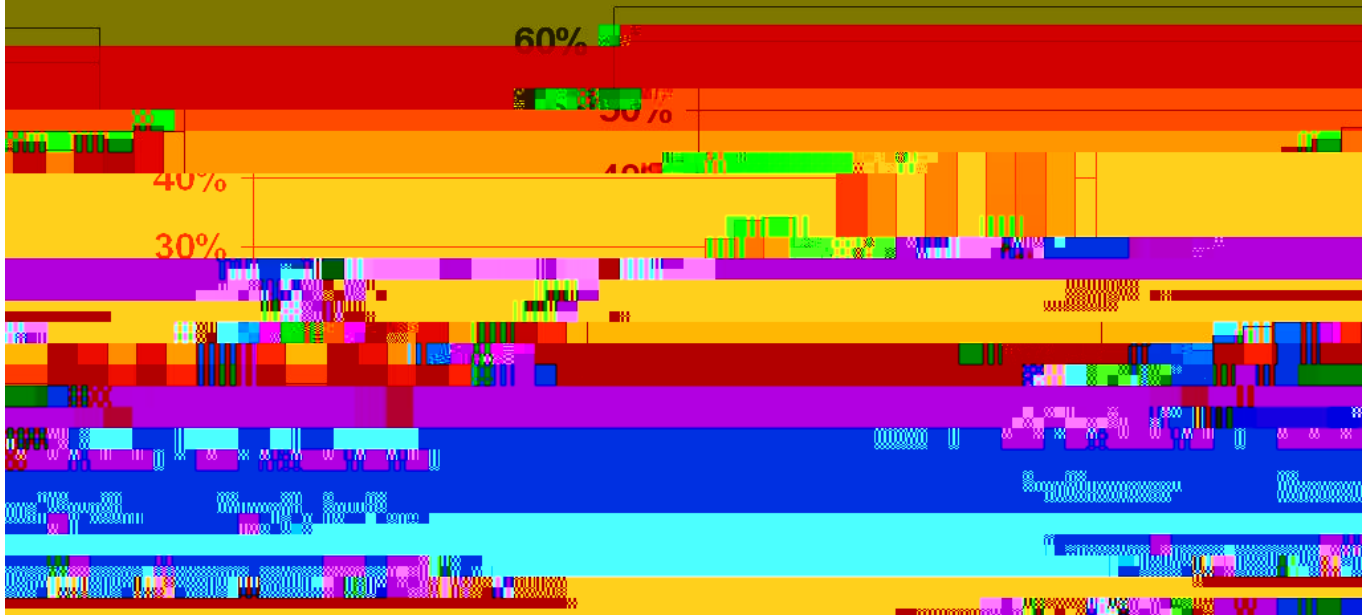
II. TEN YEARS OF PROGRESS IN GENDER EQUITY

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

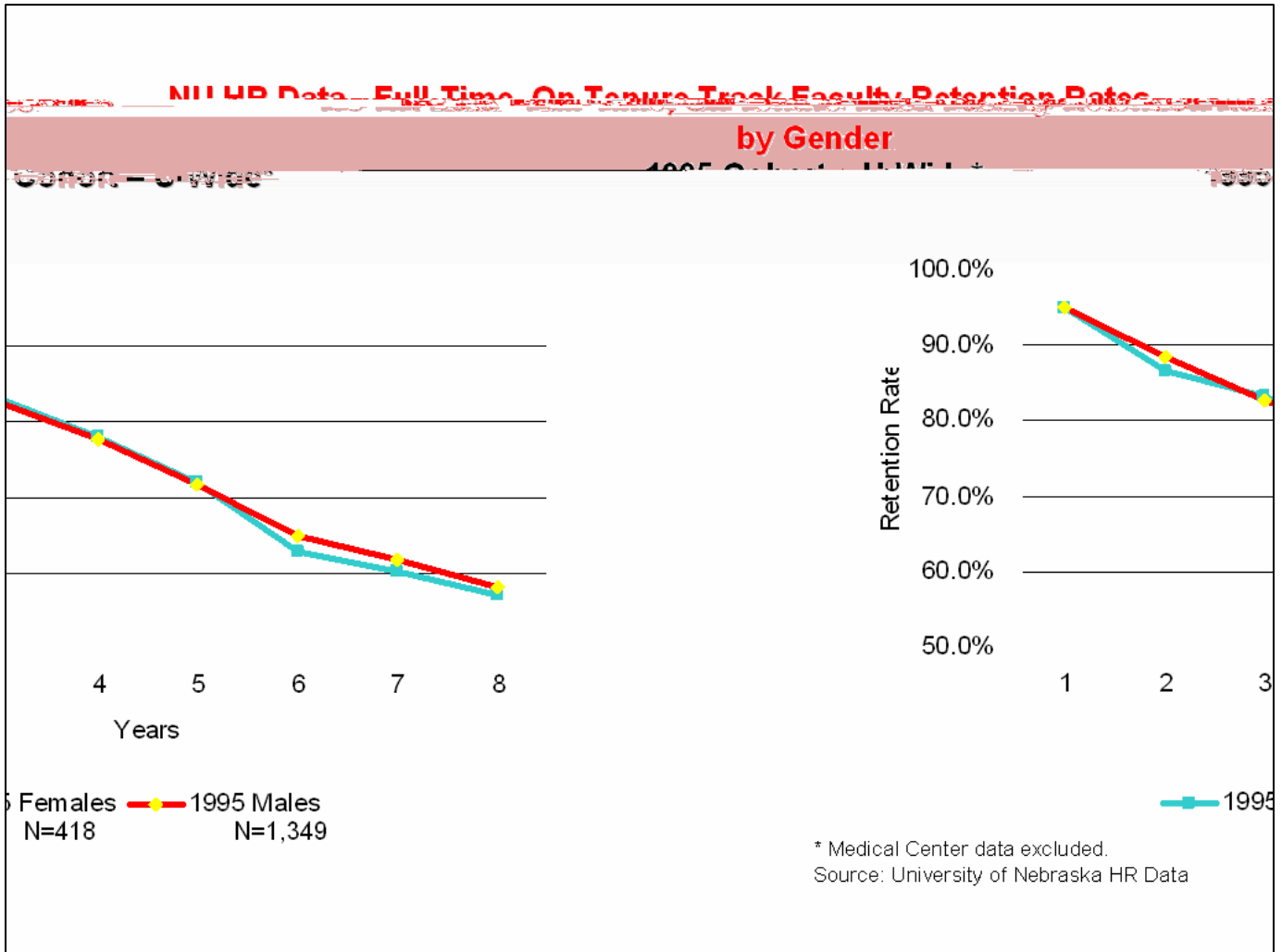
NIHR Data - Females as % of Total Full-Time Tenure Track Faculty, By Rank (excluding nonresident)

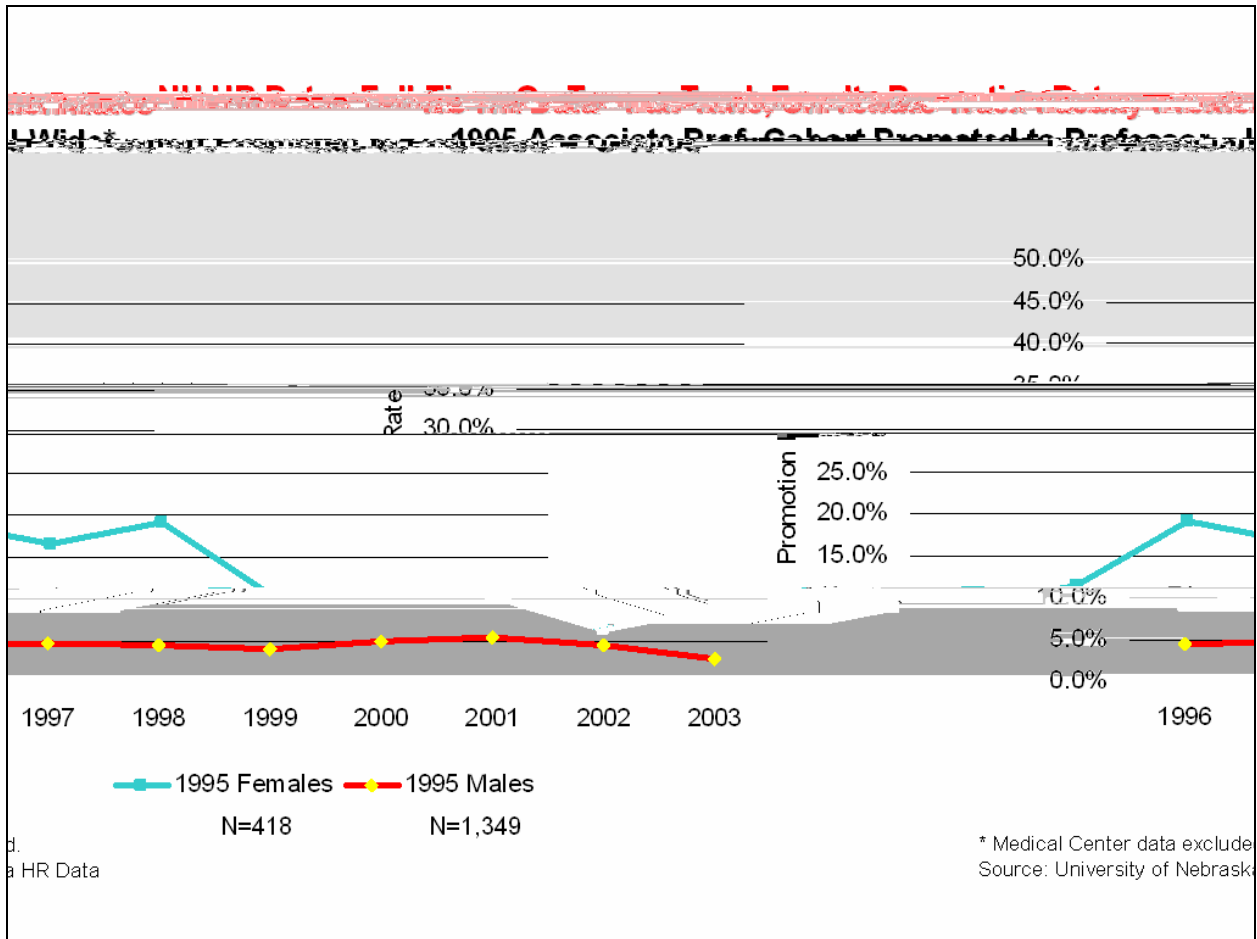
U-Wide



Source: University of Nebraska HR Data

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]





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

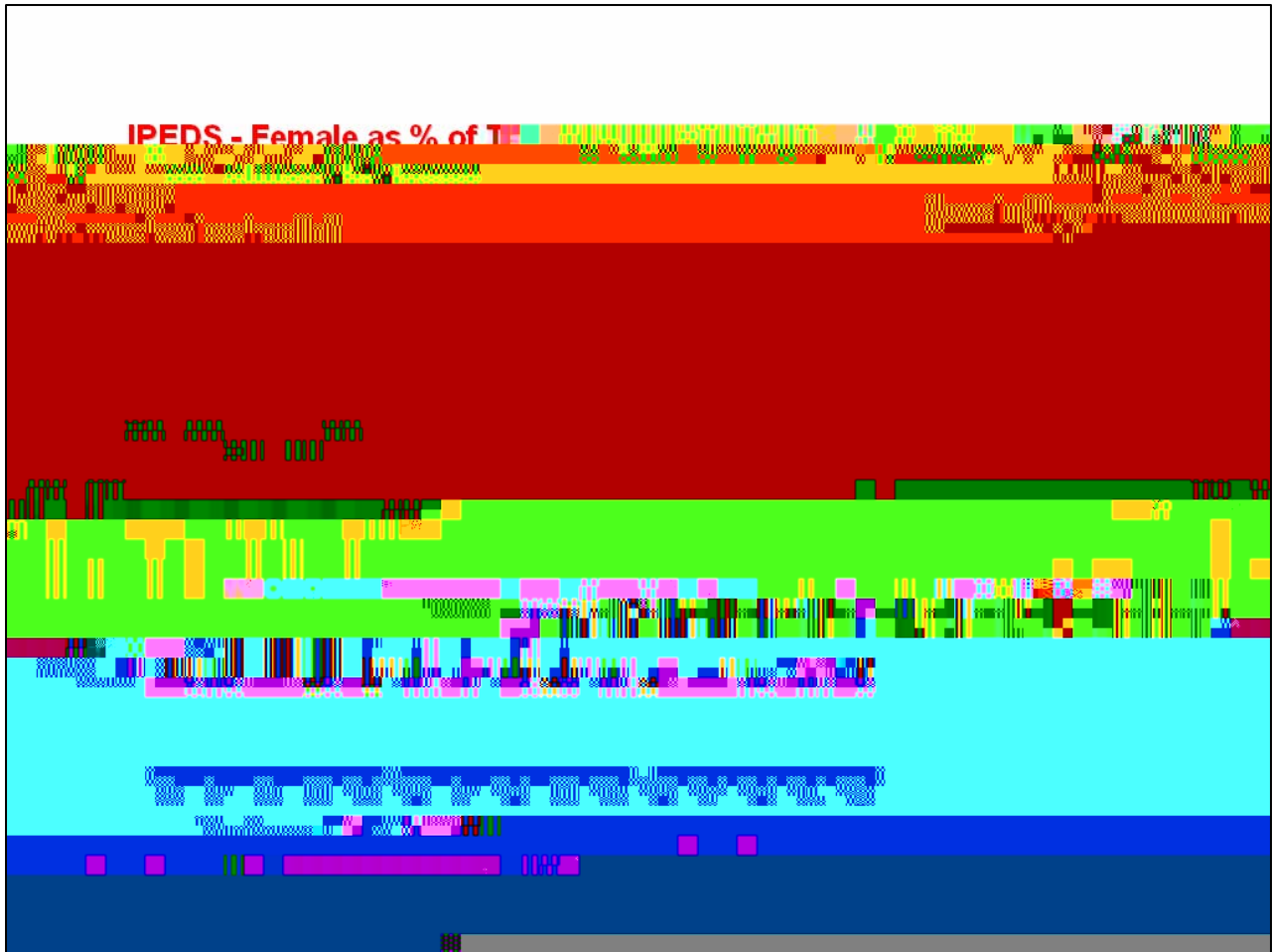
National Comparisons

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 average by 10.98 percentage points. By 2017, the University of Nebraska had surpassed the national average by 72.558 percentage points. The percentage of women at the assistant professor rank at the University of Nebraska in 2017 was 72.558%, compared to the national average of 1.98%.

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.



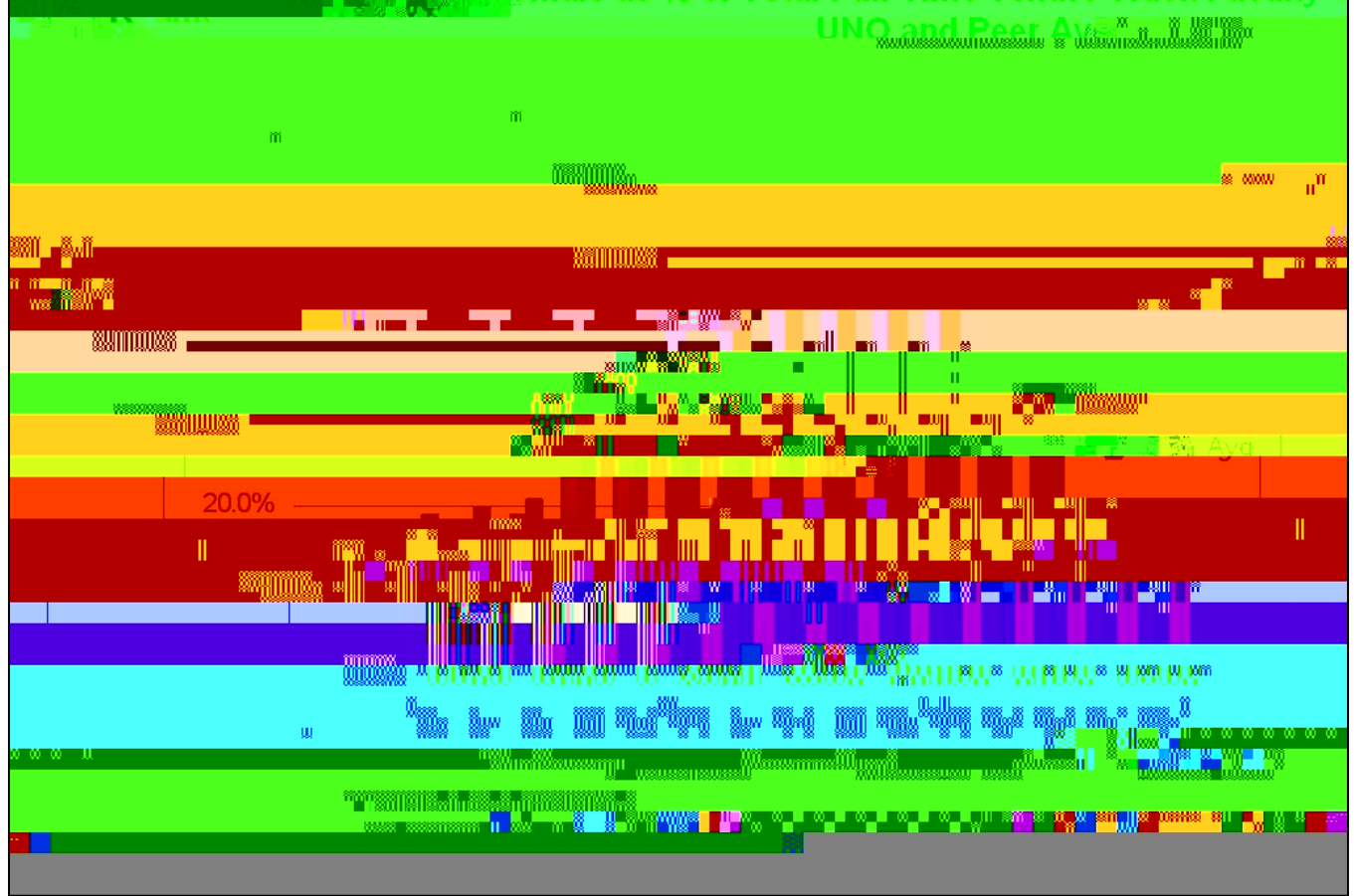
UNO has increased representation of women faculty at the rank of full professor in each year reviewed; however the campus has not closed the gap with its peers. At the rank of associate professor, UNO has exceeded the peer average for the last three years reviewed; the most recent values show the greatest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

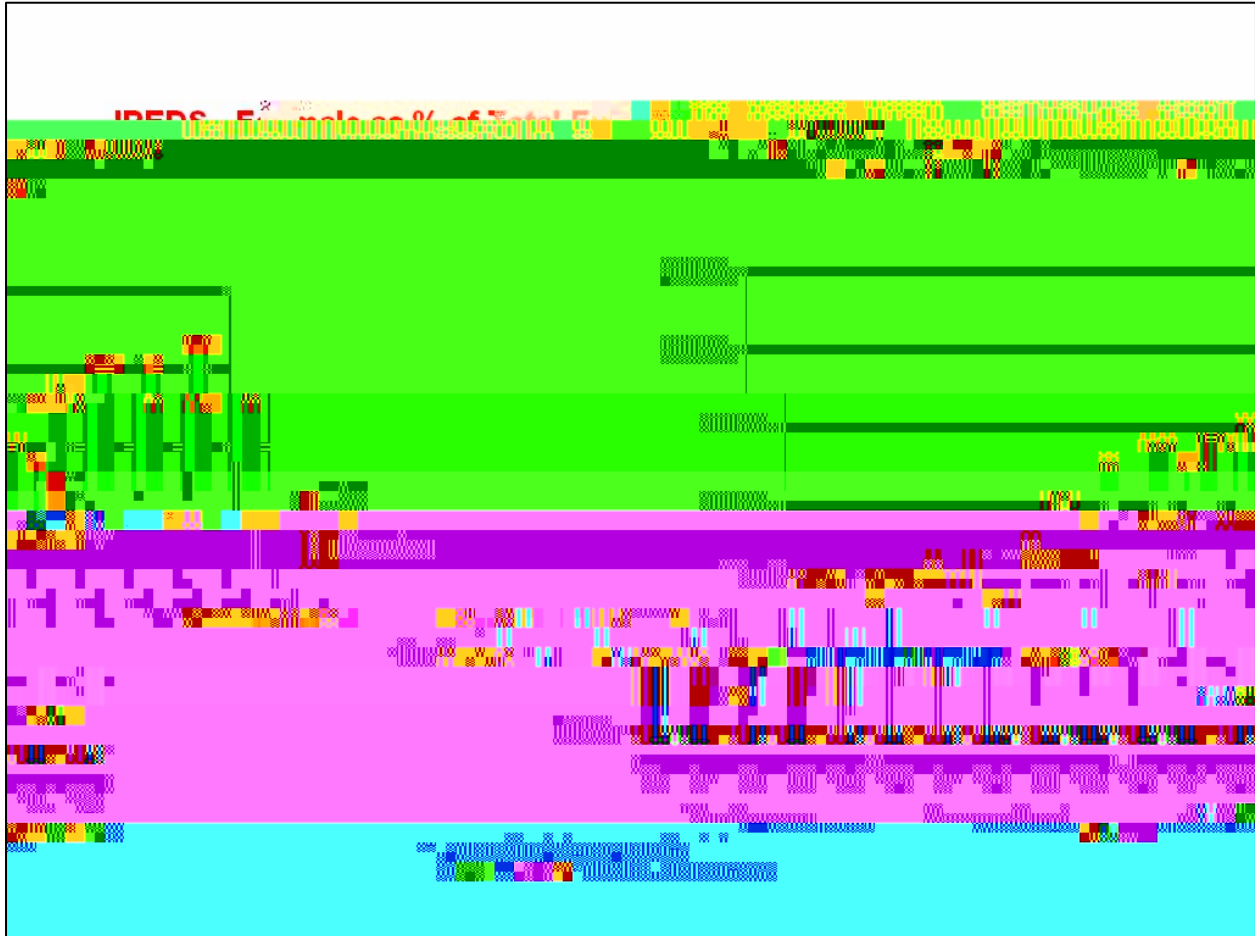
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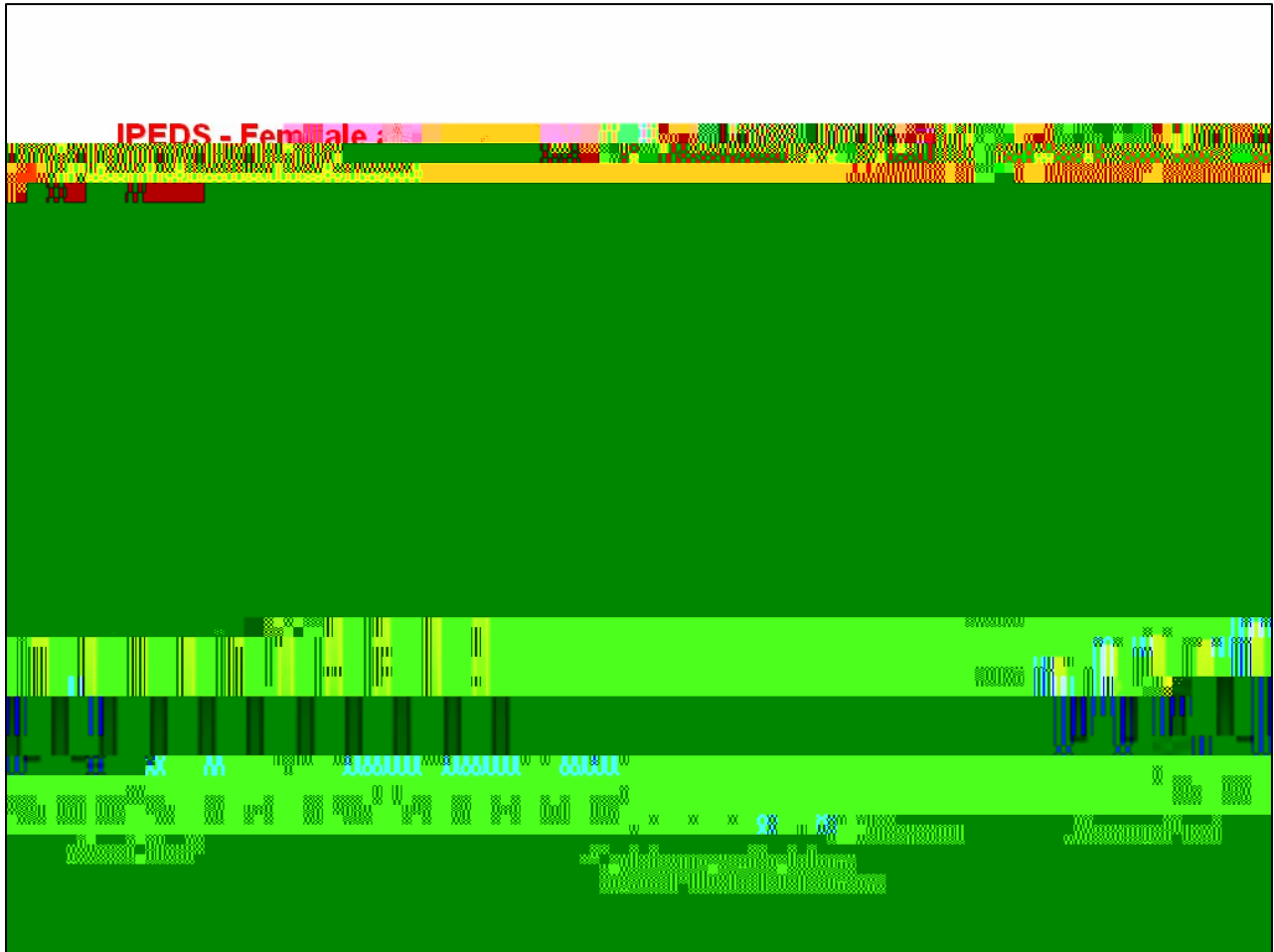
UNO and Peer Ave



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.



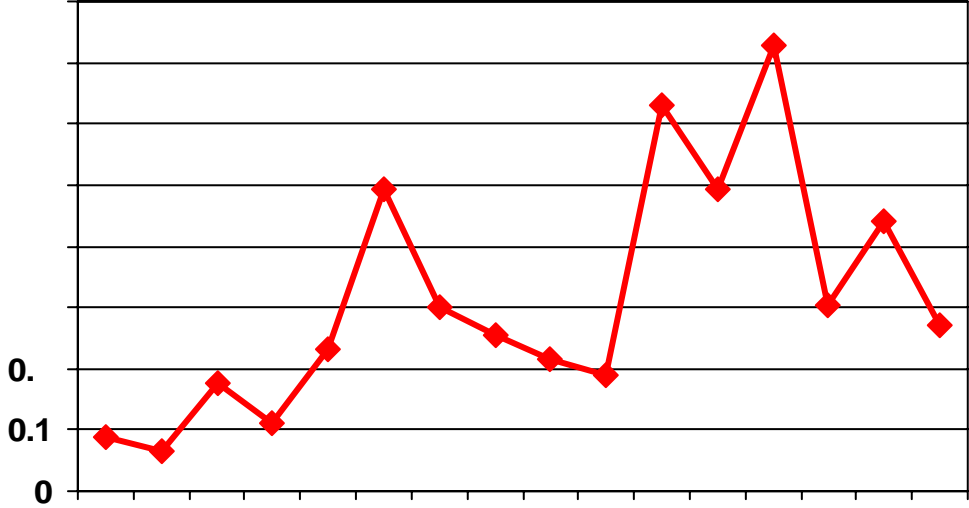
Representation of Women by Discipline

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

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).

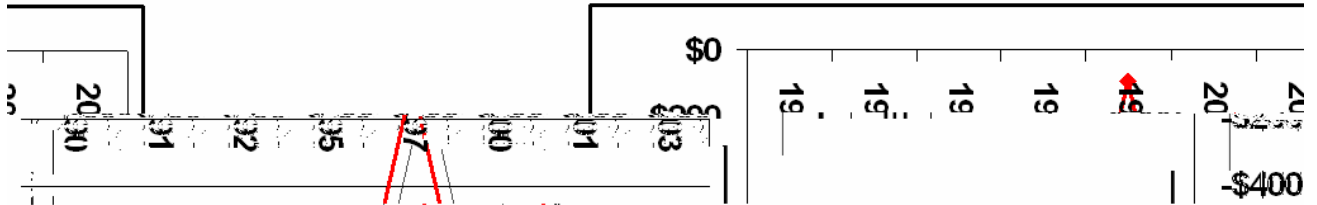
**Male-Female Faculty Comparisons University of Nebraska – Lincoln
All Full Time Tenured and Tenure Track Fall 1988 – Fall 2003
Statistical Significance of Salary Differential**



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**



III. A CAMPUS CLIMATE PROFILE²

Outcome of UNL Gallup Climate Survey

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.

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.

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

APPENDICES

TABLE OF CONTENTS

I. List of 2004 Ad Hoc Gender Equity Committee Members

II. 1991 Gender Equity Goals and Strategies

III. University-wide Gender Equity Committee Recommendations 1997-2003 December 2004 Status Update

IV. Data

Females as % of total full-time tenure track faculty by rank

University-wide

UNMC

UNO

UNL

UNK

Full-time, on tenure track faculty retention rates university-wide by gender by cohort 1994 through 1999

Full-time, on tenure track faculty promotion rates university-wide by gender by cohort 1994 thorough 1998

Assistant Professor Cohort promoted to Associate Professor

Associate Professor Cohort promoted to Professor

Females as % of total faculty by rank in discipline

Social Sciences

Education

Humanities

Engineering

Life Sciences

Life Sciences with UNMC

Physical Sciences

Professional Disciplines

Male-Female Faculty Salary Comparison 1994-1999

V. 1 T5(Discipline Cohort Definitions TTTJEMC /P AMCID 32 BDC BT/TT1 1 Tf-0.0004 Tc 0 Tw 12 0

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

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 fellowships ~~time 2001 2011 2012~~s that p

- 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 1 f(n Res) 1E60124.j120121001.036112BDC B011 706 /P MCI

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

leave and primary caregiver in case
of adoption. Guarantees tenure

						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.

						<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.

UNMC – Ombudsman in place in edu

U C U C

<p>Examine existing policies and practices to insure that they are sensitive to gender issues.</p>	C	P	C	U	C	<p>UNL – CCSW asked to undertake this; resources are a major hurdle. UNO – Is planning assessment of faculty.</p>
<p>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.</p>	NA	C	C	C	C	<p>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.</p>

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.

Data not included in recent reports.
 UNMC – Annual report for faculty available through Faculty Senate

C C N/A C C

						<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 Neb

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.

C

C

C

C

C

UNL – Leadership of UNOAPA sent to national meeting on an annual basis.

UNMC – College of Medicine provides support for women faculty to attend AAMC professional development programs and Executive Leadership in Academic Medicine (ELAM) programs. College of Dentistry supports programs for women through the American Dental Education Association (ADEA). Human Resources provides opportunities for staff and administrators.

UNO – Chancellor’s sponsorship of a Women’s Le

Report of the University-wide Gender Equity Committee – 2002

	Status	
--	---------------	--

						<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

Appendix IV Data

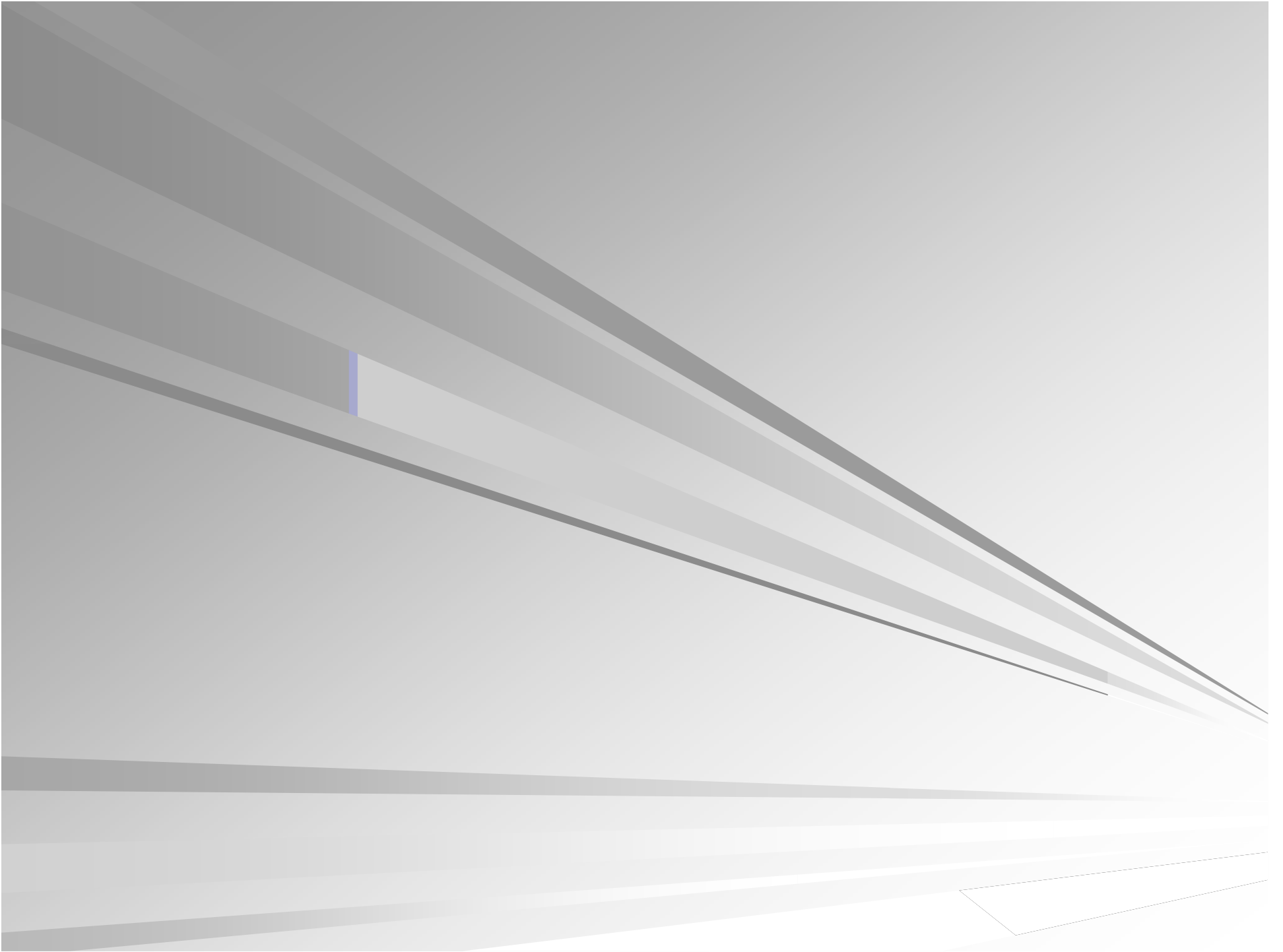
Gender Equity Issues: University of Nebraska

■ 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

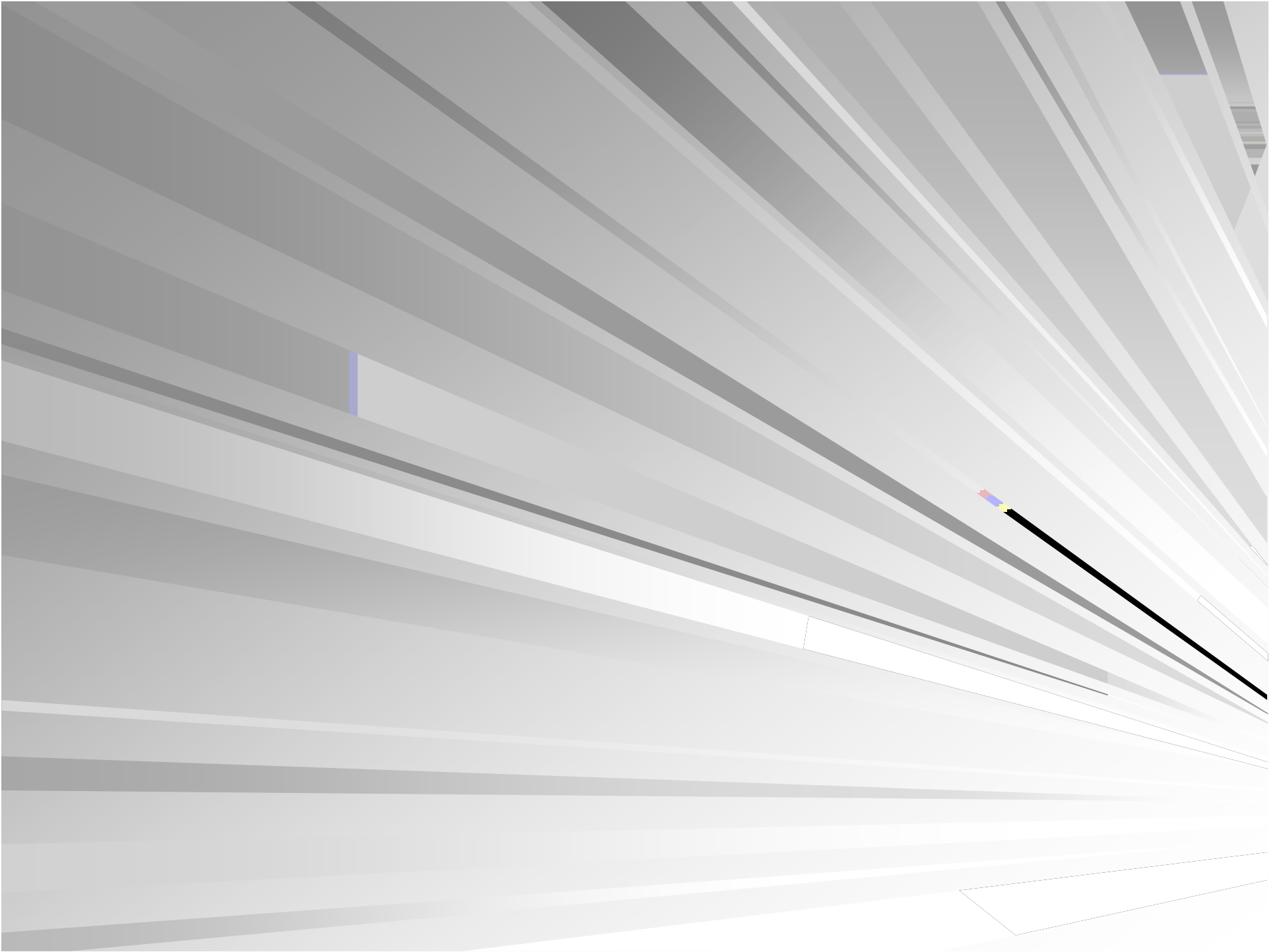
- Peer Comparisons: % by Gender—IPEDS Data
- Regional Comparisons: % by Gender —IPEDS Data
- National Comparisons: % by Gender—AAUP Data



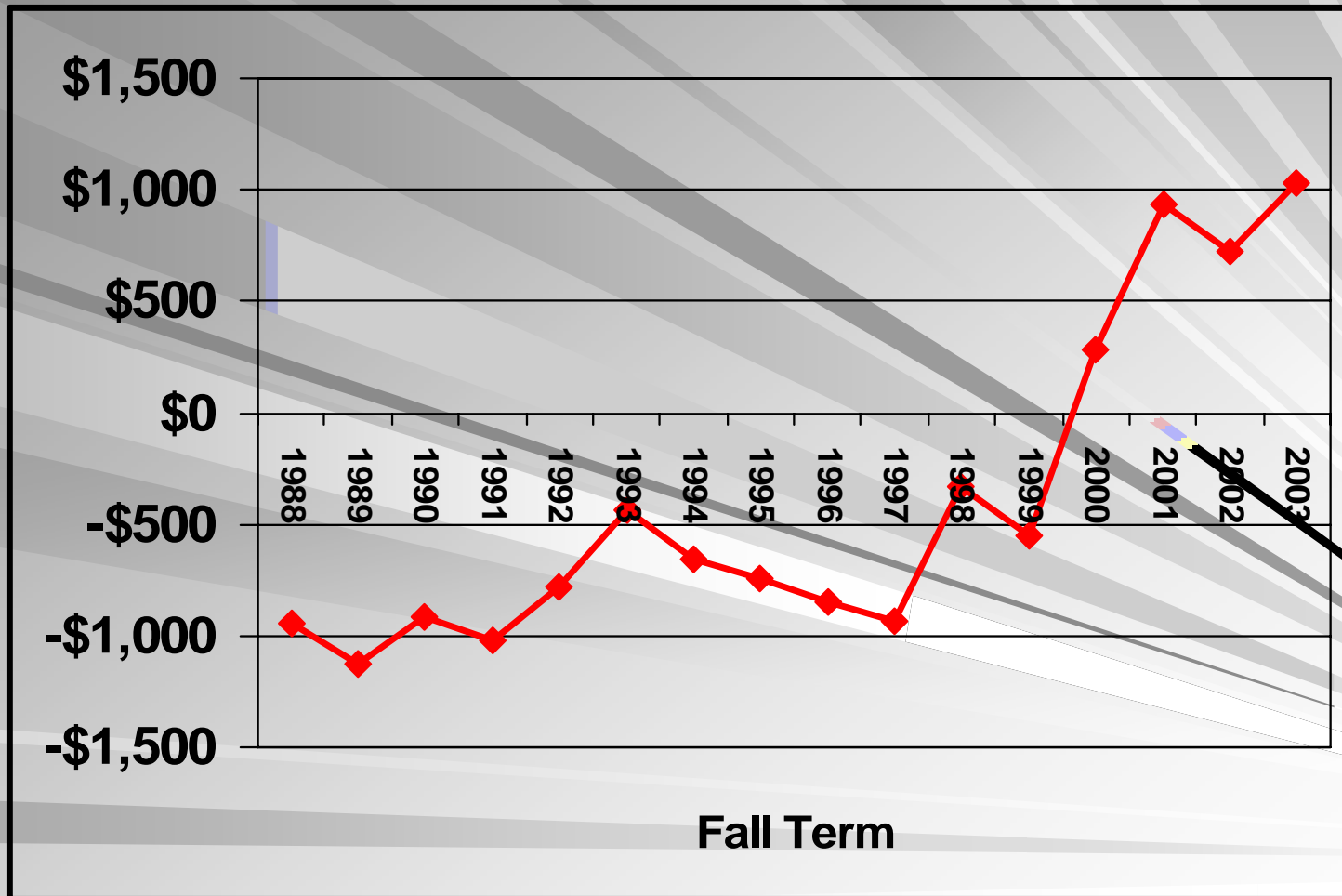






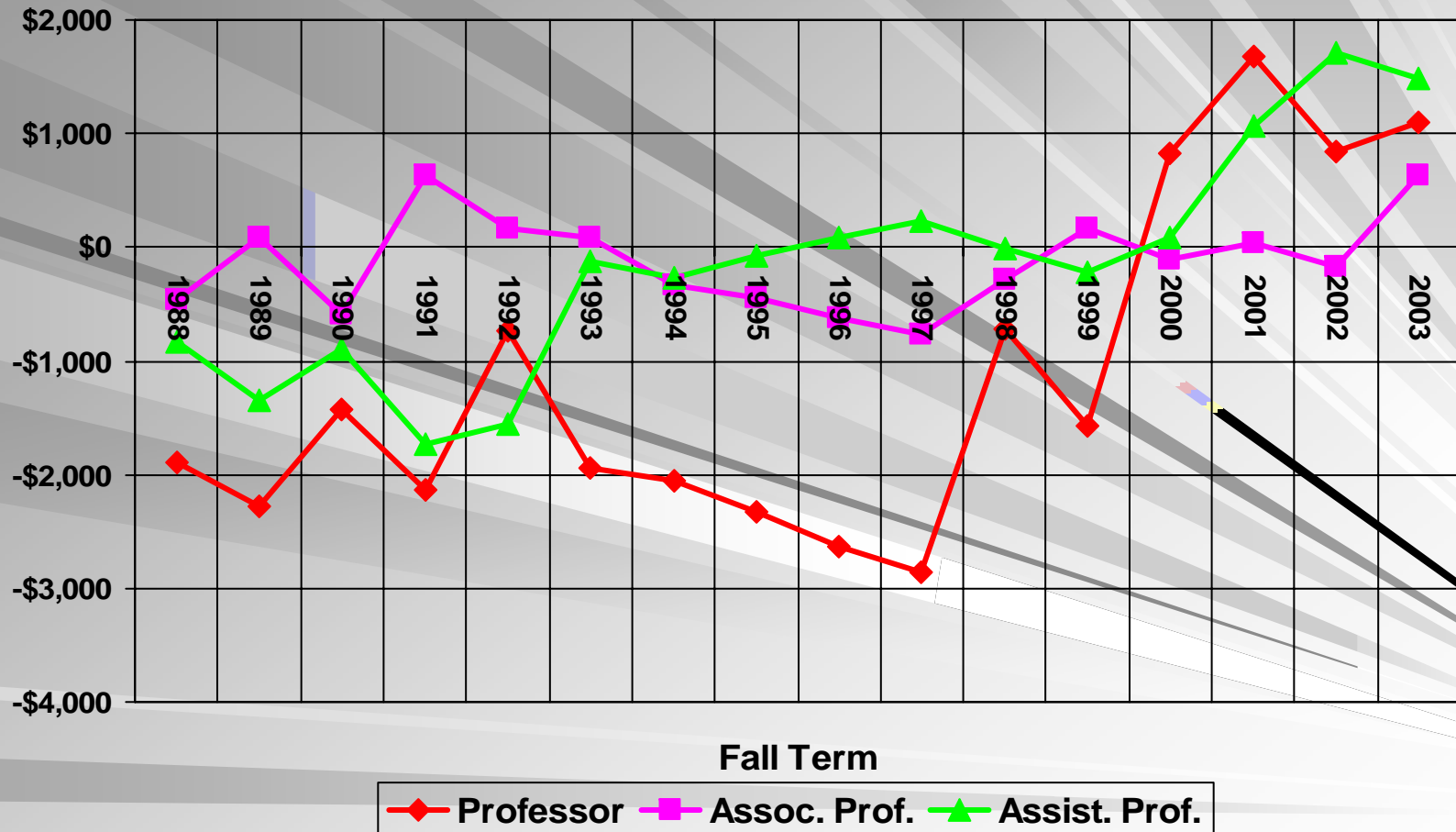


Male-Female Faculty Salary Comparisons University of Nebraska – Lincoln
Full Time Tenured Track Faculty
Salary Excess or Shortfall for Women
Fall 1988 – Fall 2003



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

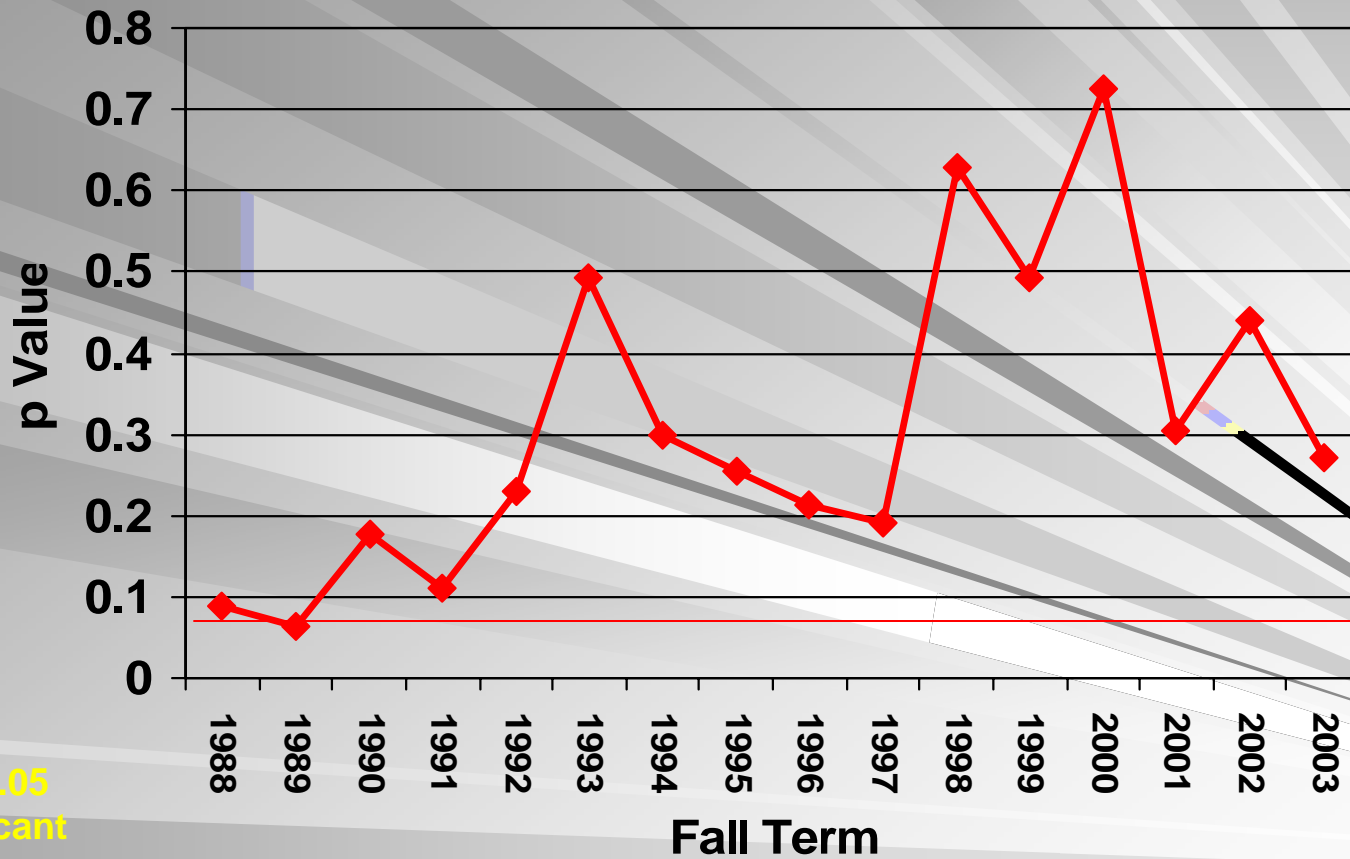


Source: Male/Female Comparison Study by Dr. David Marx

January 2005

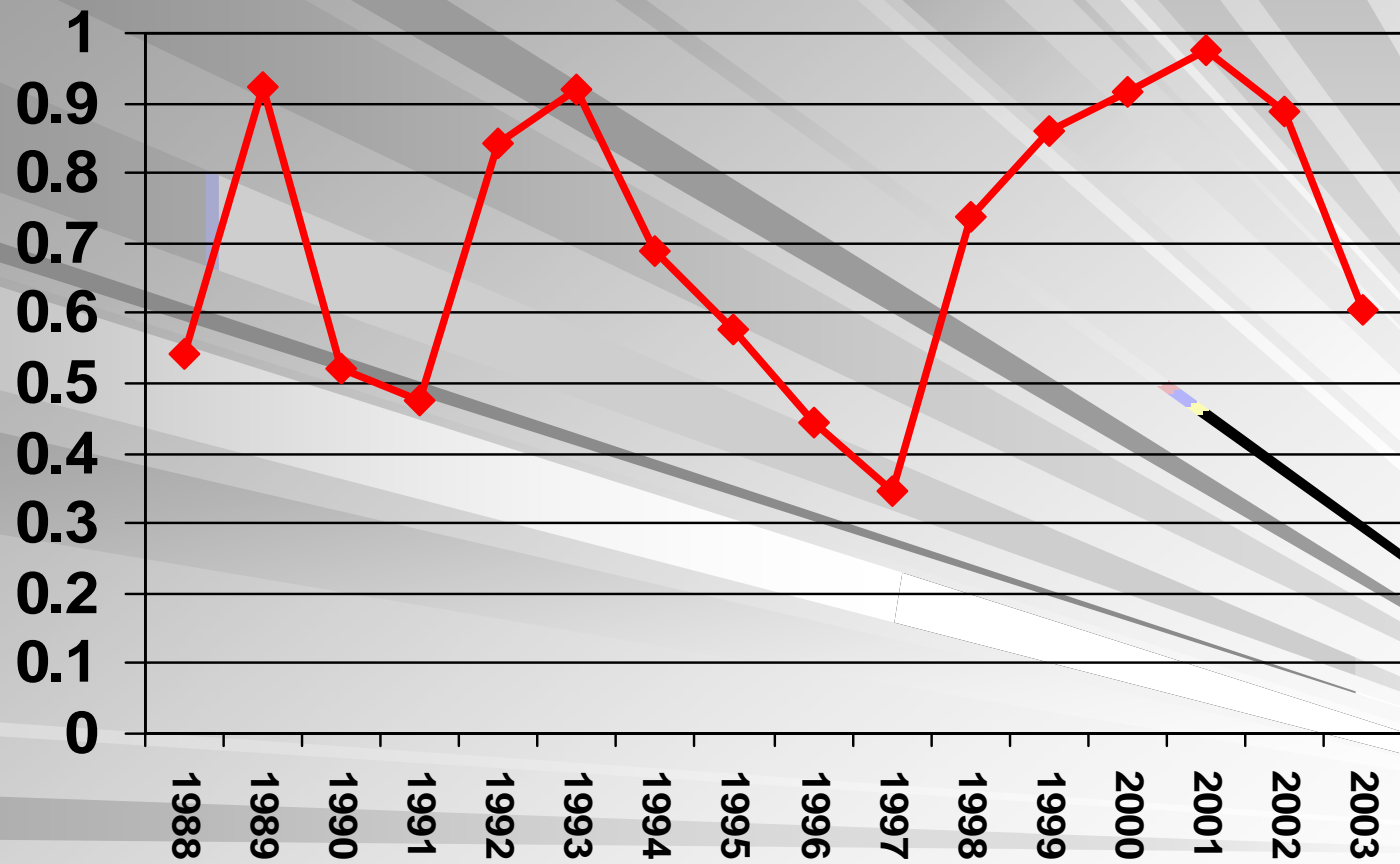
Office of the Executive Vice President
and Provost

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

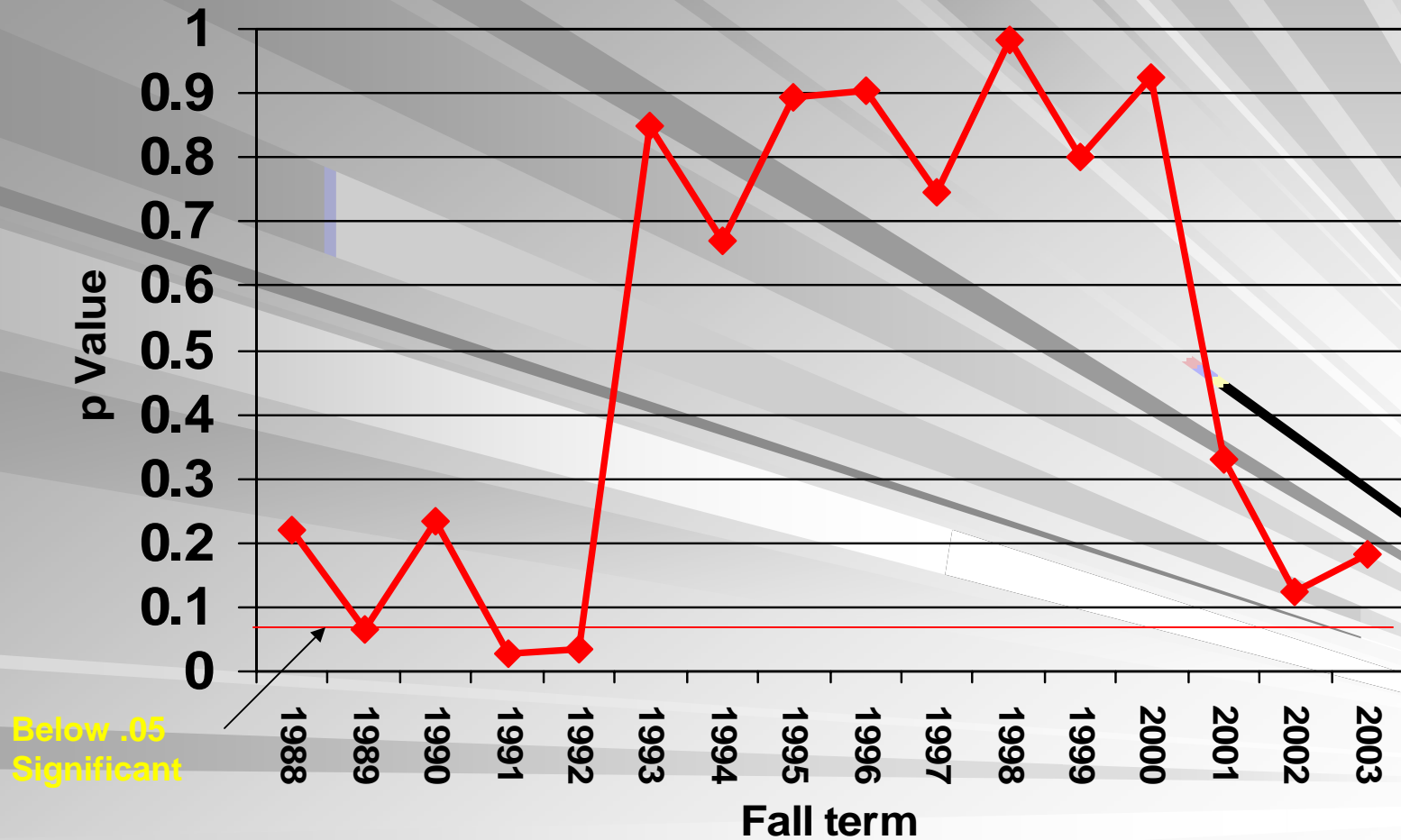


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Male-Female Faculty Comparisons University of Nebraska – Lincoln
Full Time Tenured and Tenured Track
Assistant Professors Fall 1988 – Fall 2003
Statistical Significance of Salary Differential



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Significant



Gender Equity Issues: University of Nebraska

Trends

- Faculty % by Gender
- Salary % by Gender

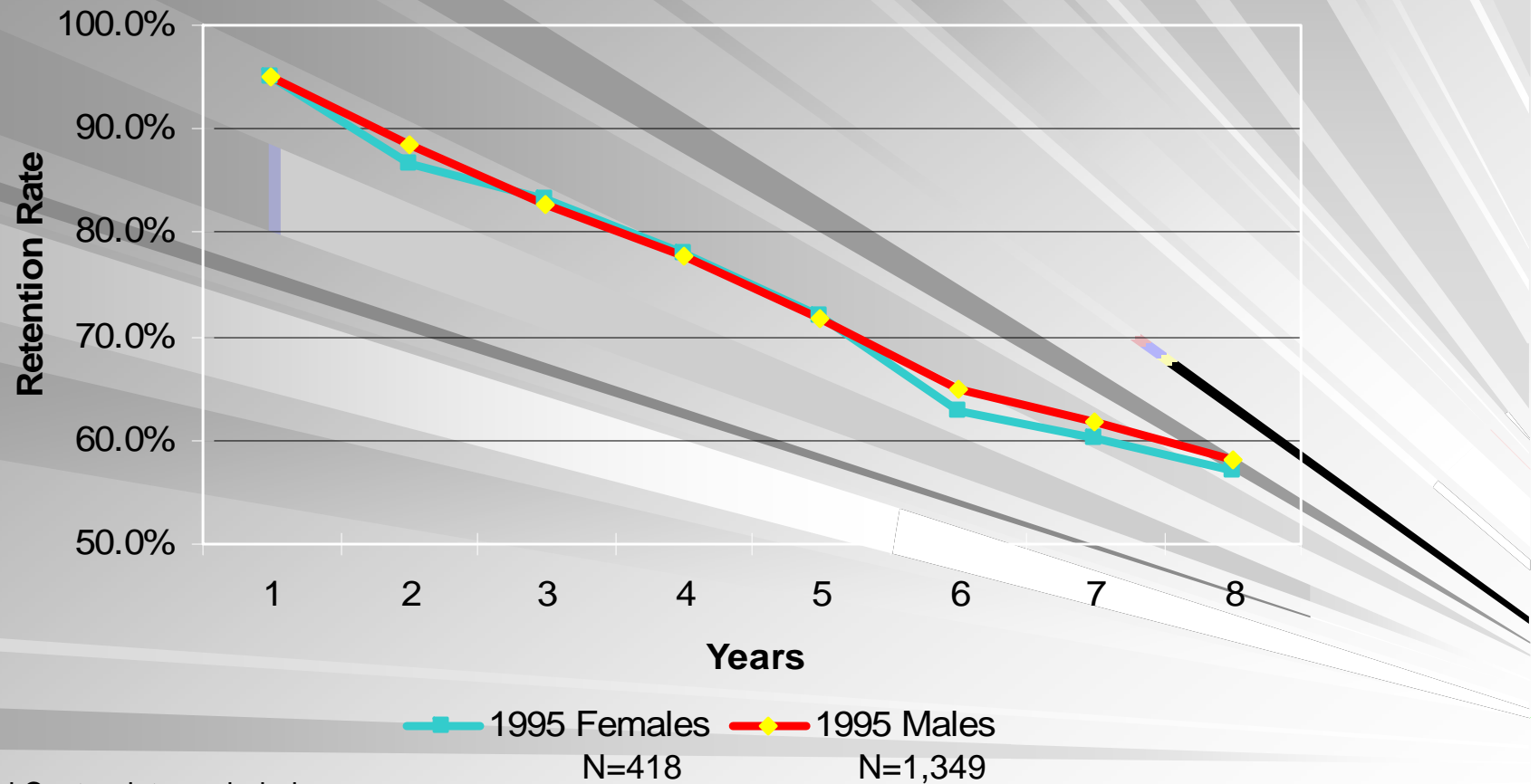
NU HR Data - Full-

January 2005

Office of the Executive Vice President
and Provost

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

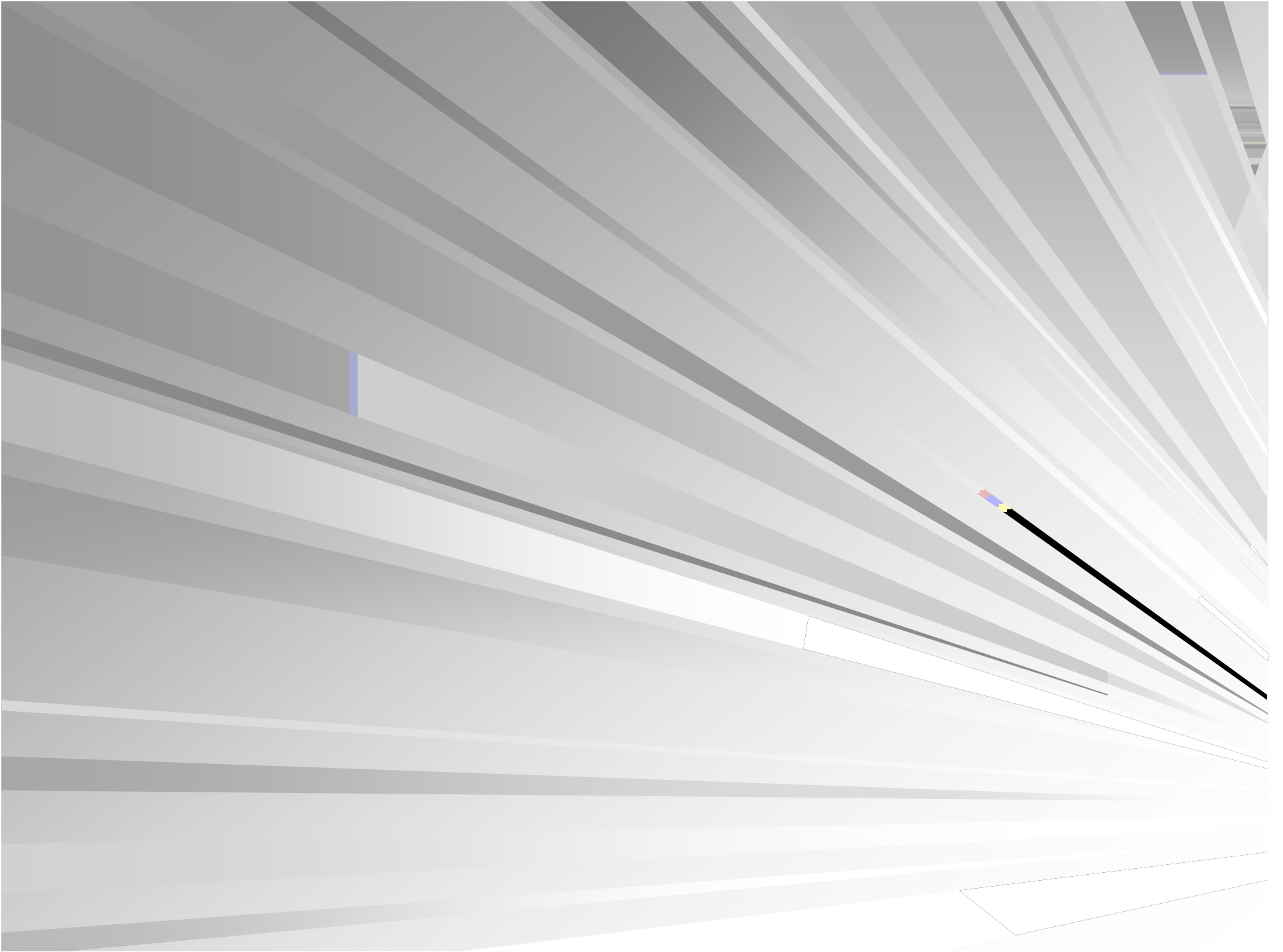


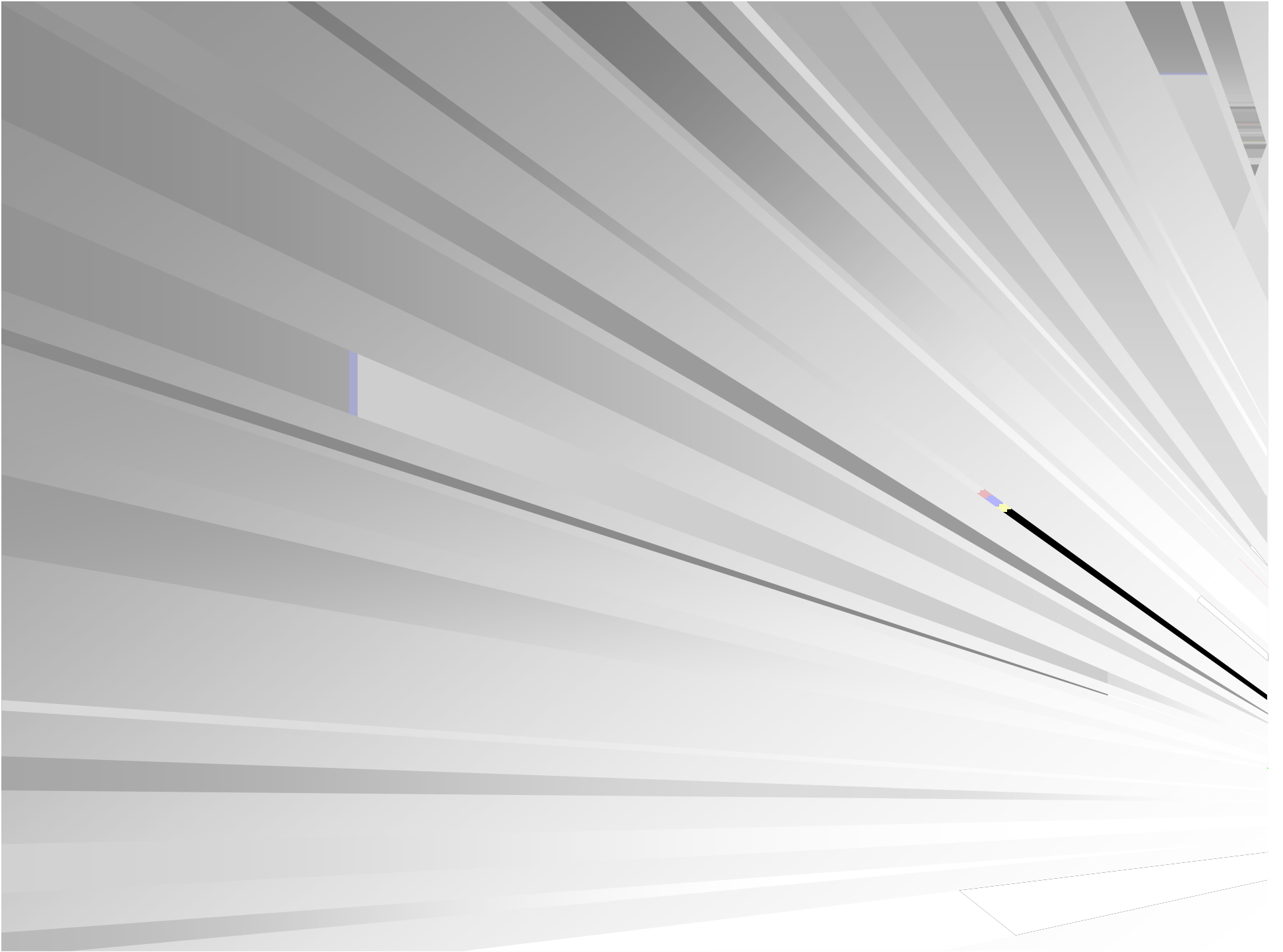
* Medical Center data excluded.
Source: University of Nebraska HR Data

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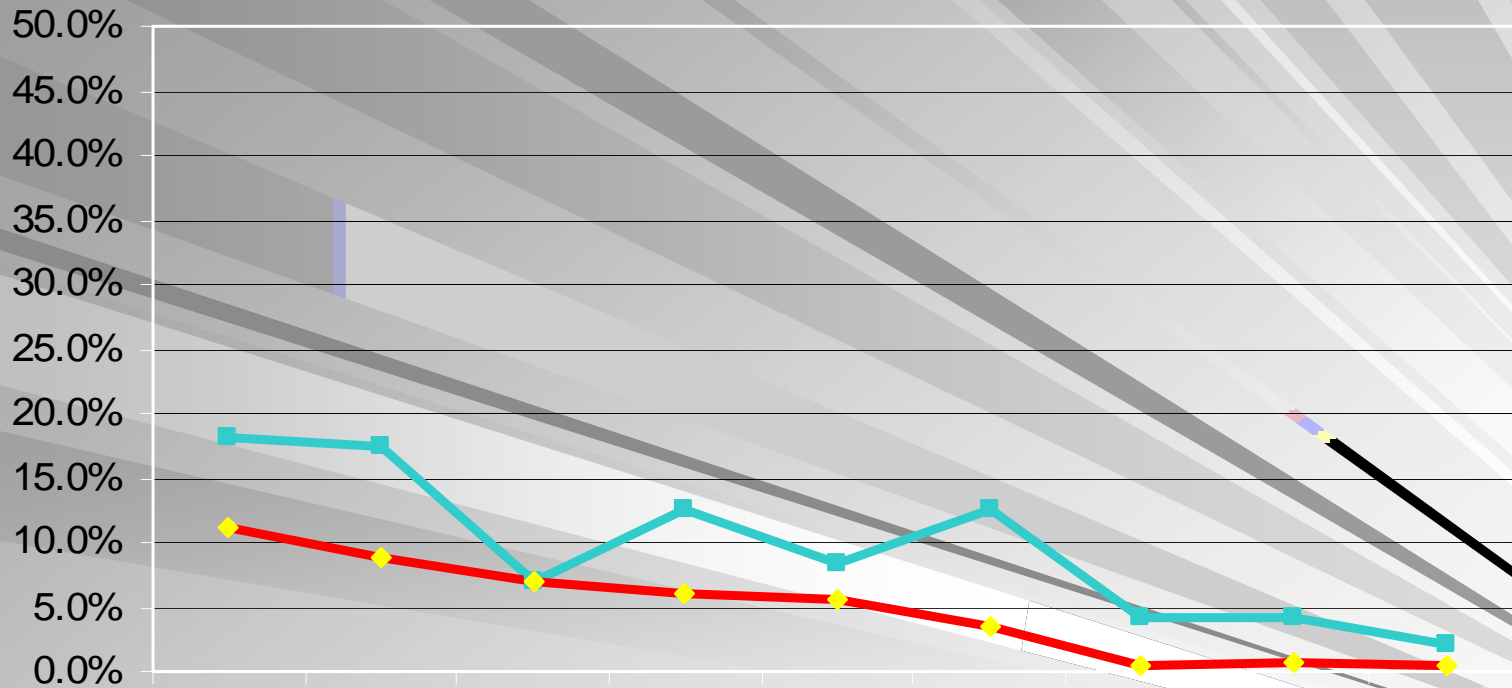






NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates

1994 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*



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

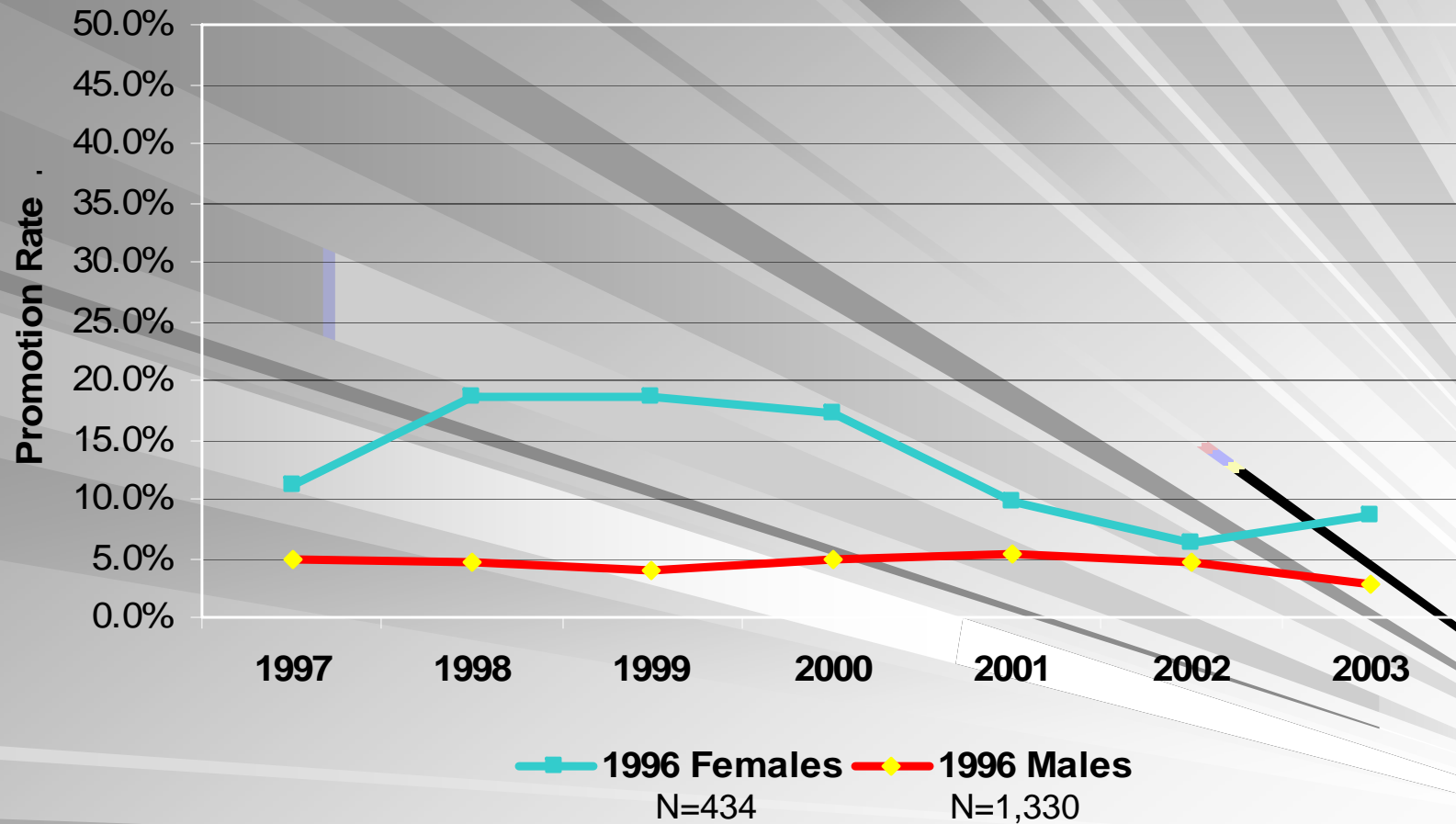
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NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates

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*



N=434

N=1,330

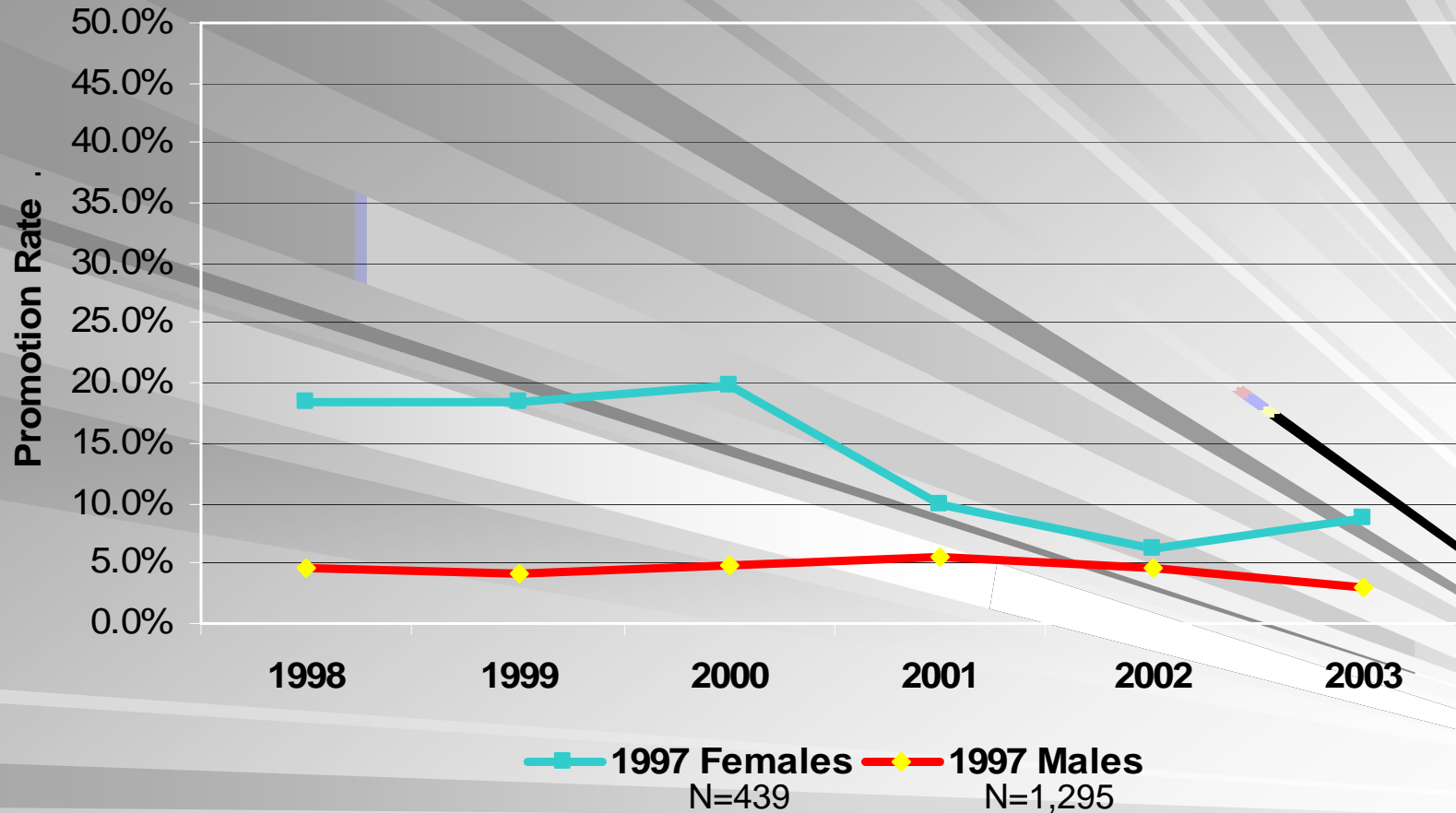
* Medical Center data excluded.
Source: University of Nebraska HR Data

January 2005

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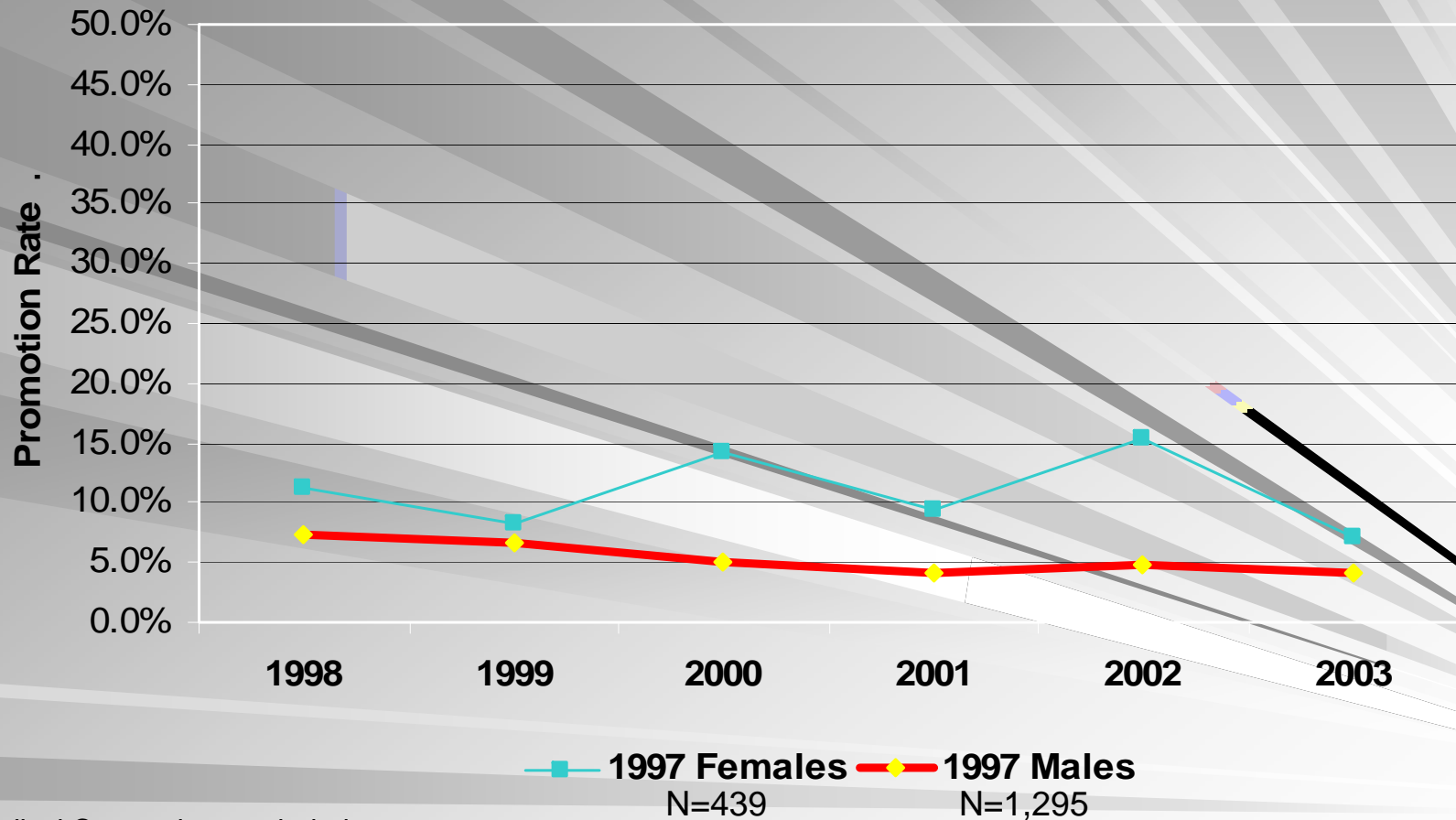
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates 1997 Associate Prof. Cohort Promoted to Professor – U-Wide*



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

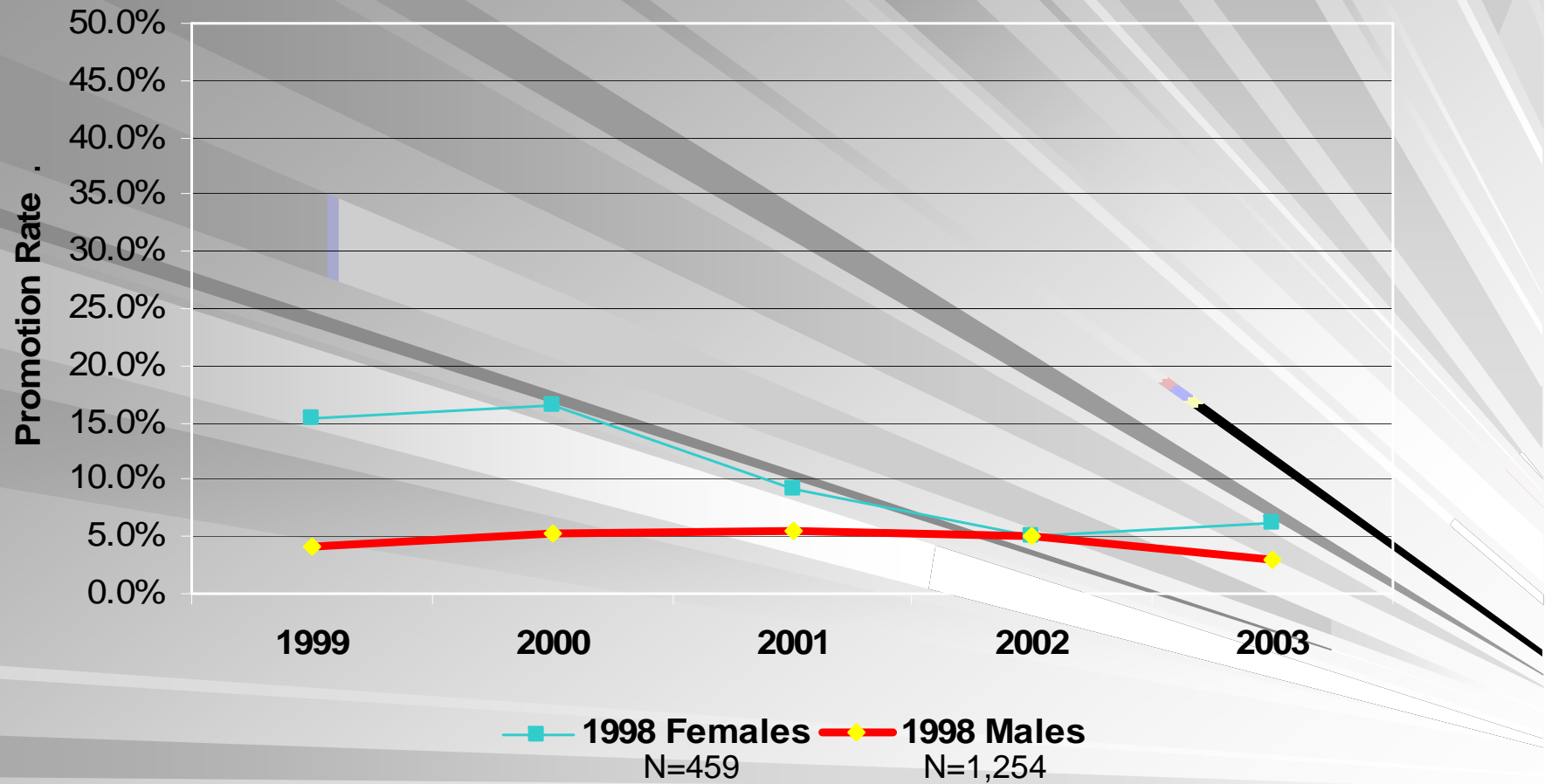
NU HR Data - Full-Time, On Tenure Track Faculty Promotion Rates

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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1998 Assistant Professor Cohort Promoted to Assoc. Professor – U-Wide*

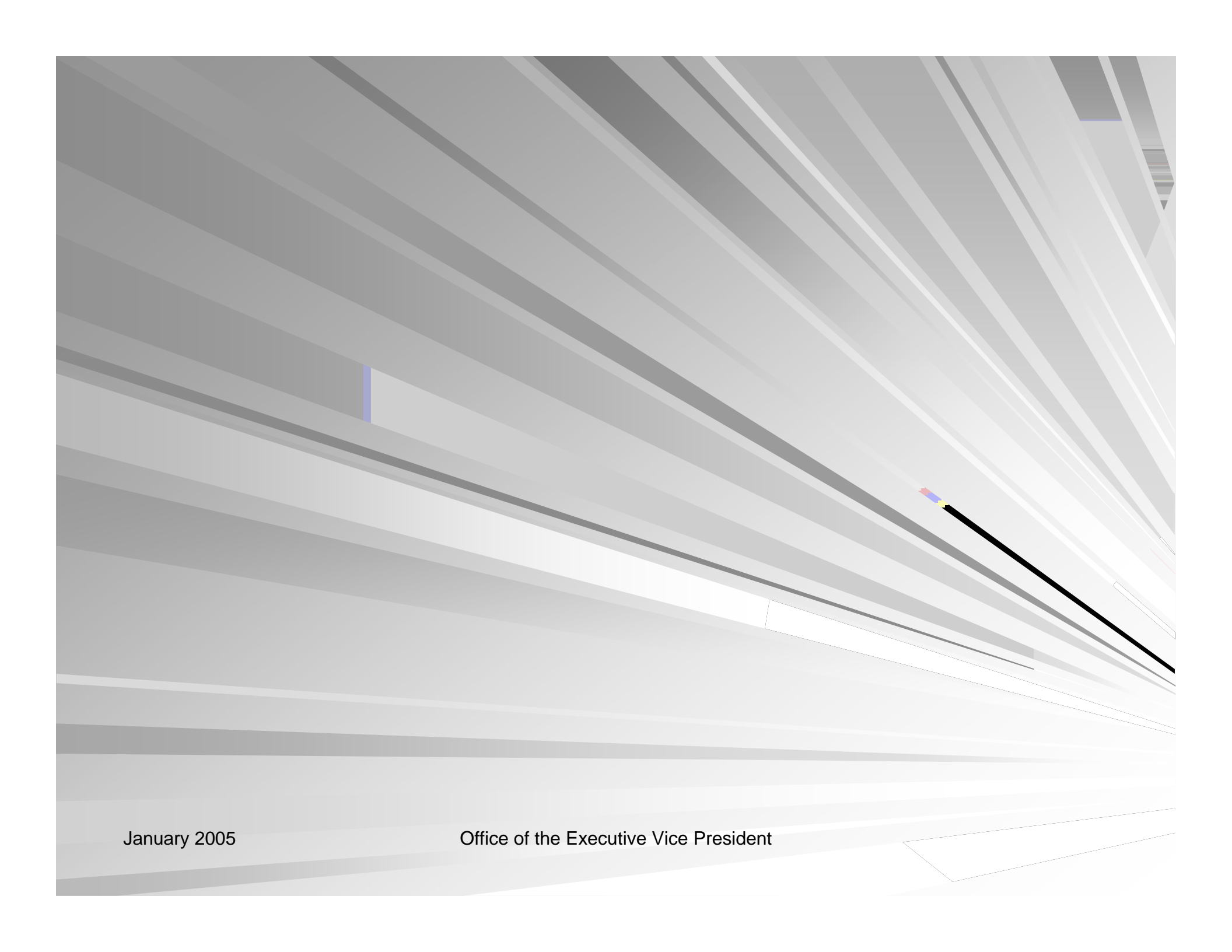
January 2005

Office of the Executive Vice President
and Provost

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The background of the slide is an abstract composition of numerous curved, parallel lines that create a strong sense of perspective, drawing the eye towards the right side of the frame. The lines vary in thickness and shade, ranging from light grays to dark grays, with some lines appearing as thin white or black strokes. A few lines are highlighted with small, colorful segments in blue, red, and yellow. The overall effect is dynamic and modern.

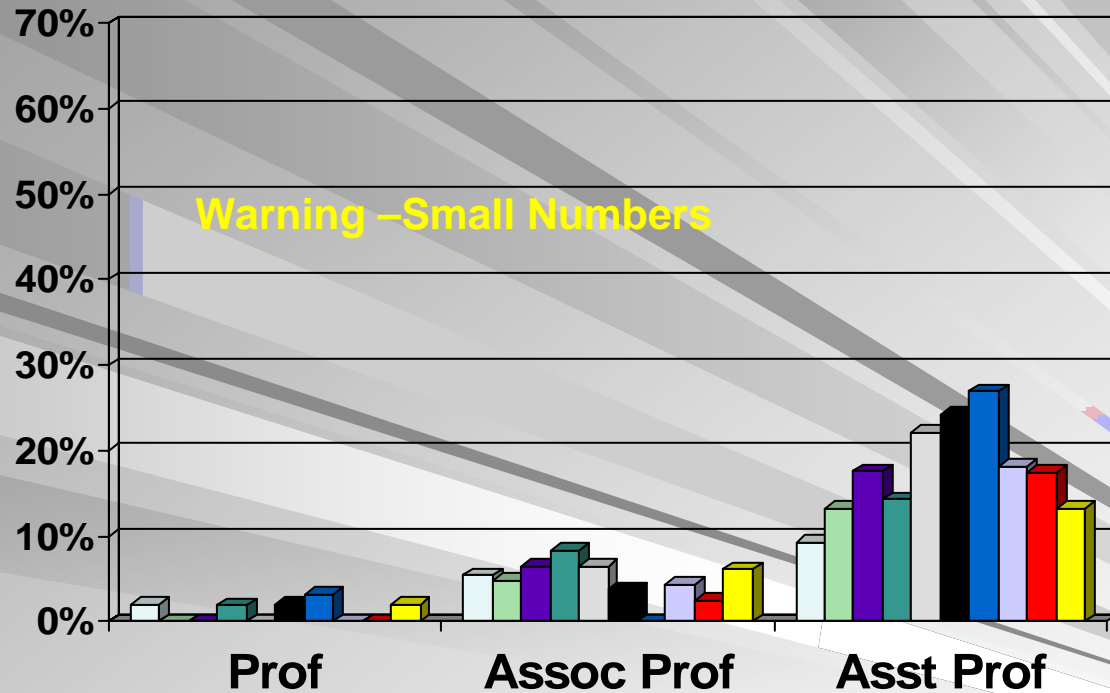
January 2005

Office of the Executive Vice President





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

January 2005

Office of the Executive Vice President
and Provost

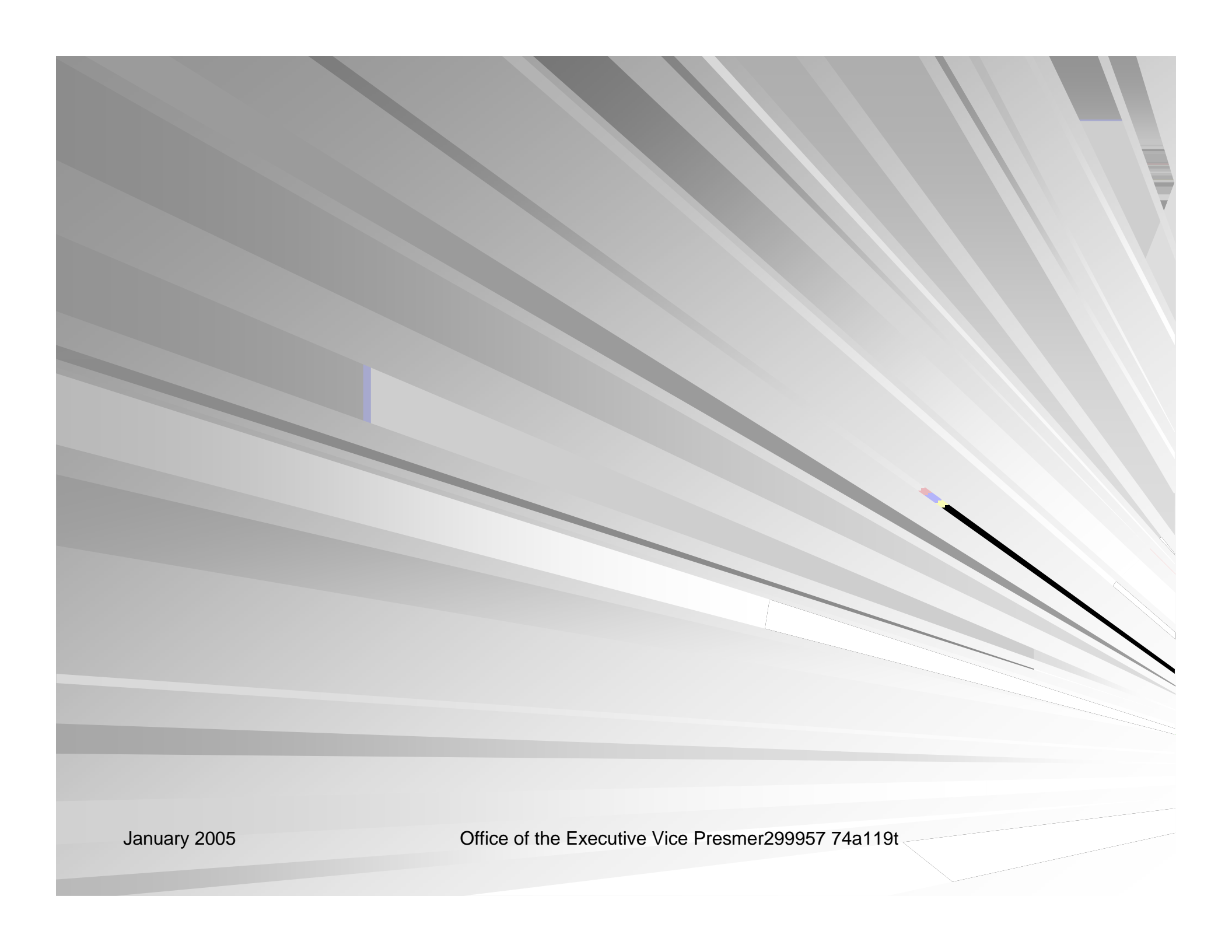
HUMANITIES

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

LETTERS

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



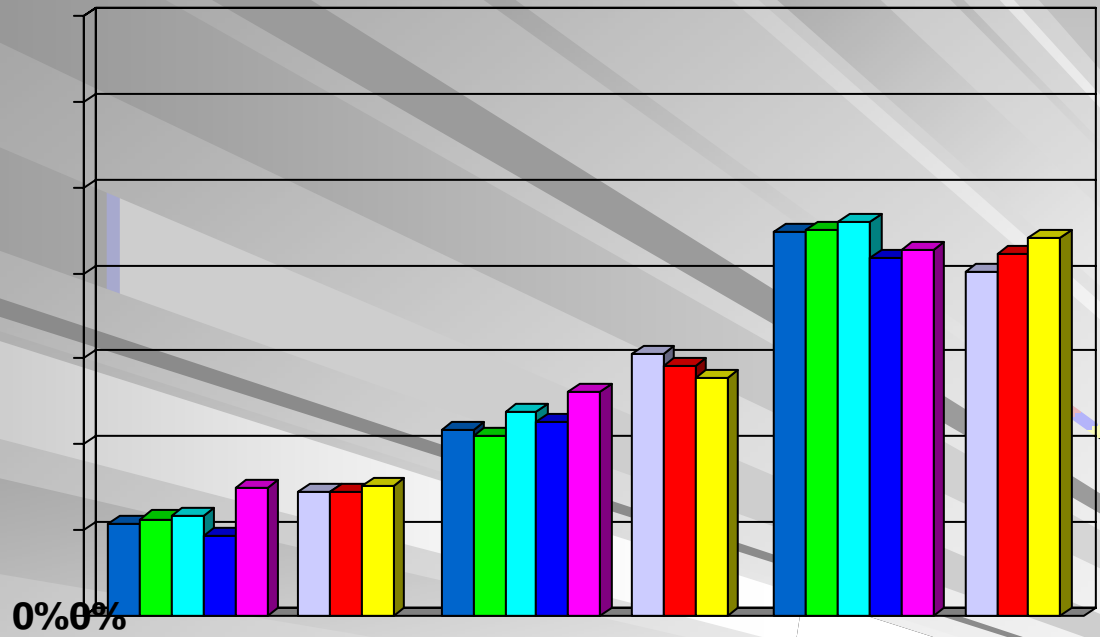


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BUSINESS MANAGEMENT AND ADMINISTRATIVE SCIENCES

COMMUNICATIONS

OTHER PROFESSIONAL FIELDS

Architec. Environ. Design

Home Economics

Law

Library Science

Parks/Rec./Leisure/Fitness

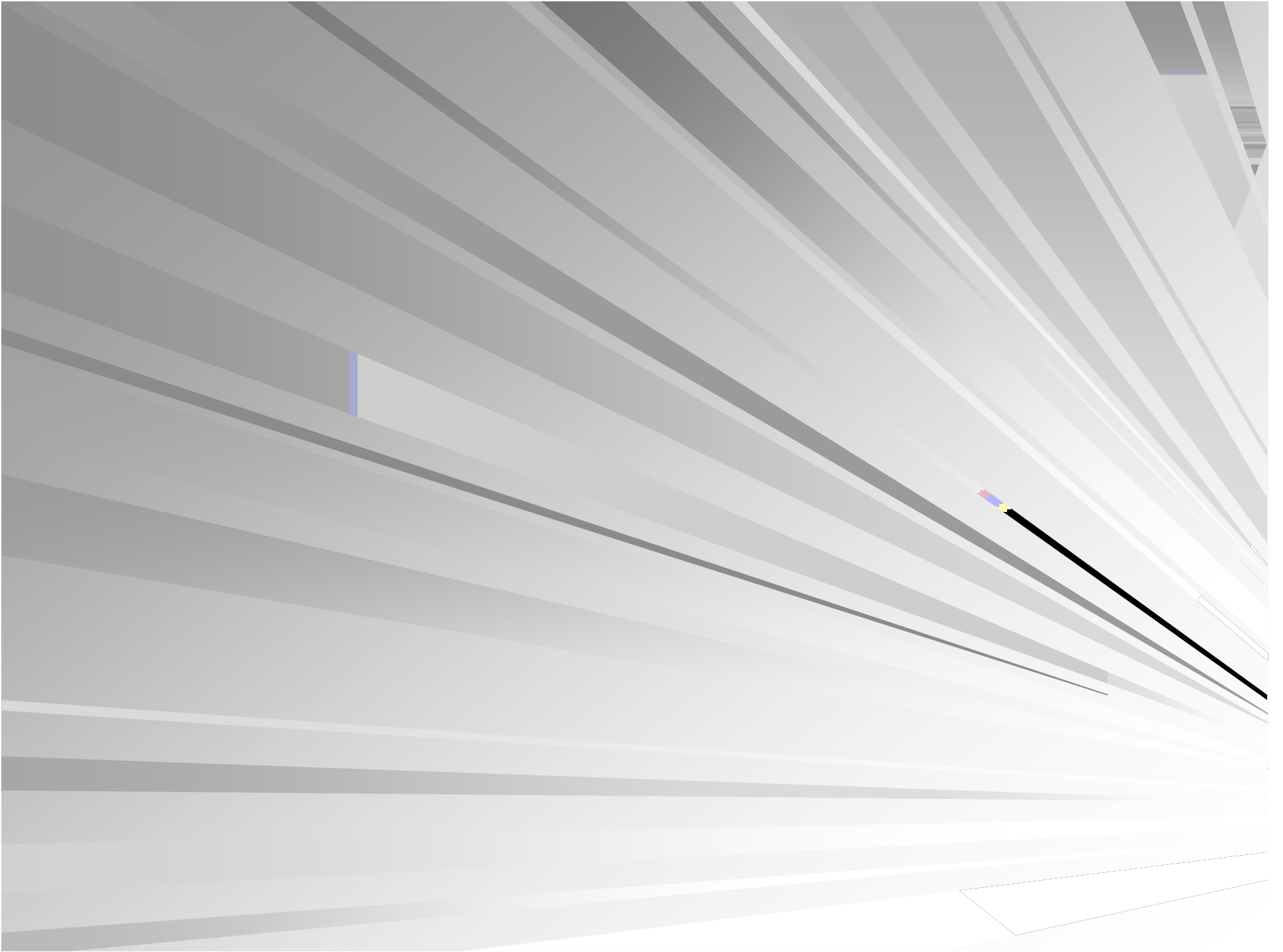
Public Administration

Social Work

Theol./Religious Education

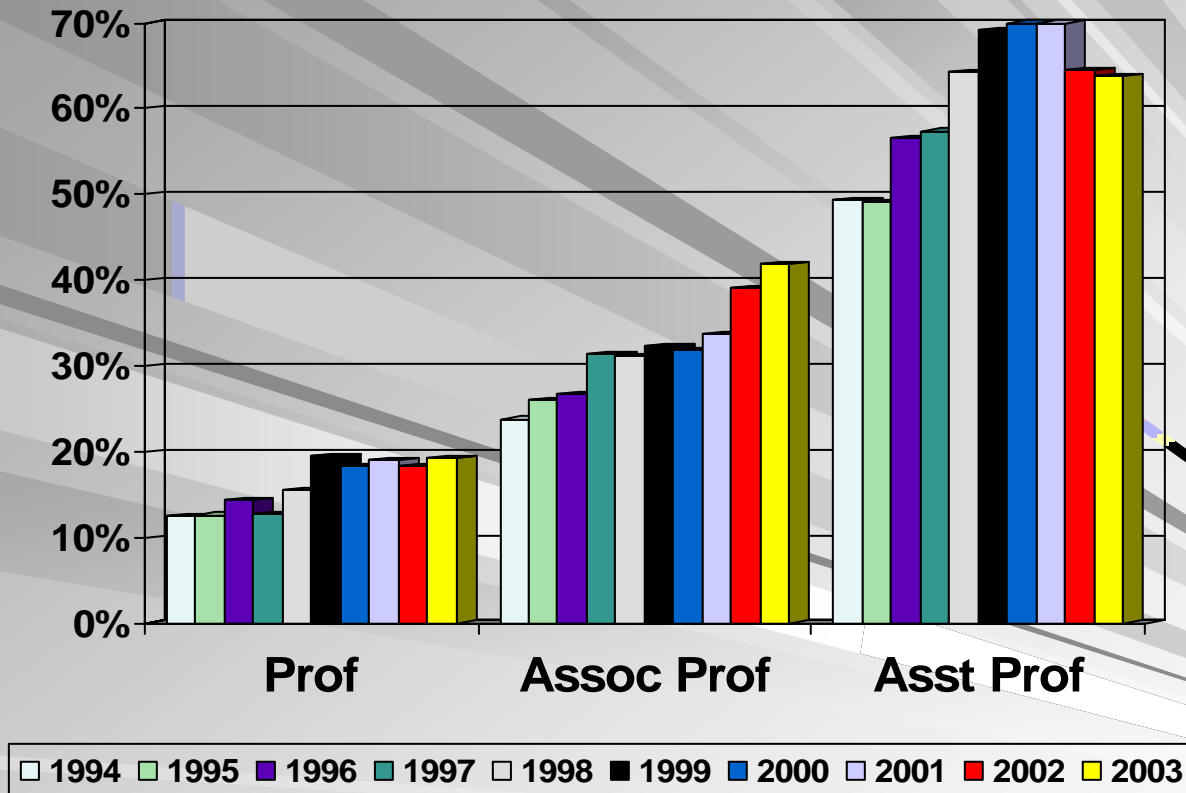
Professional Fields, General

Professional Fields, Other*





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



Source: University of Nebraska HR Data

January 2005

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and Provost

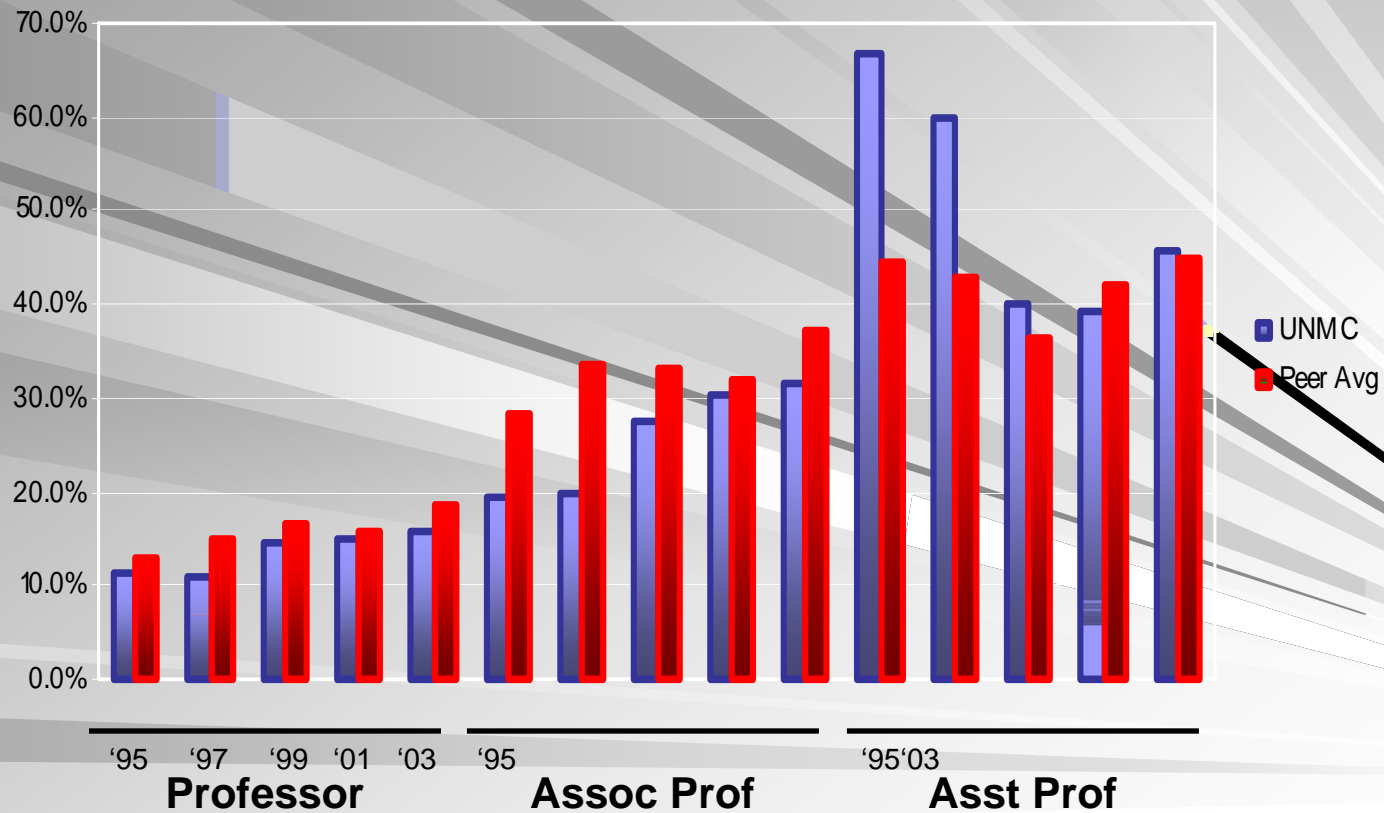
53





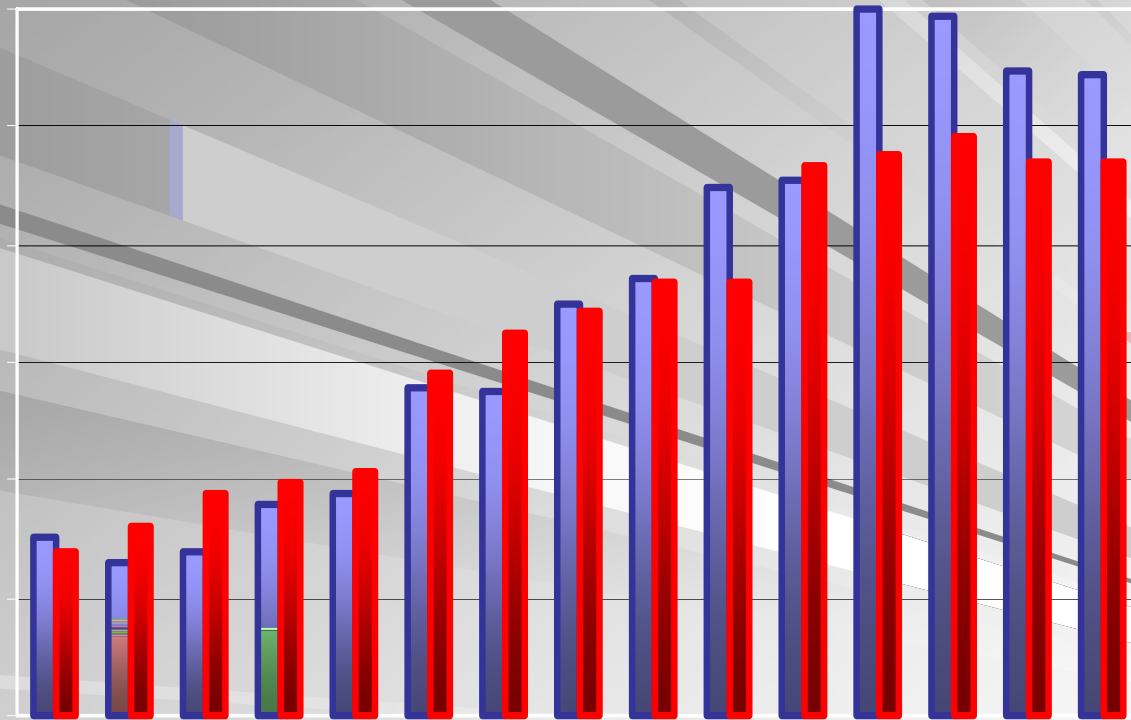
IPEDS - Female as % of Total Full-Time Tenure Track Faculty By Rank*

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**

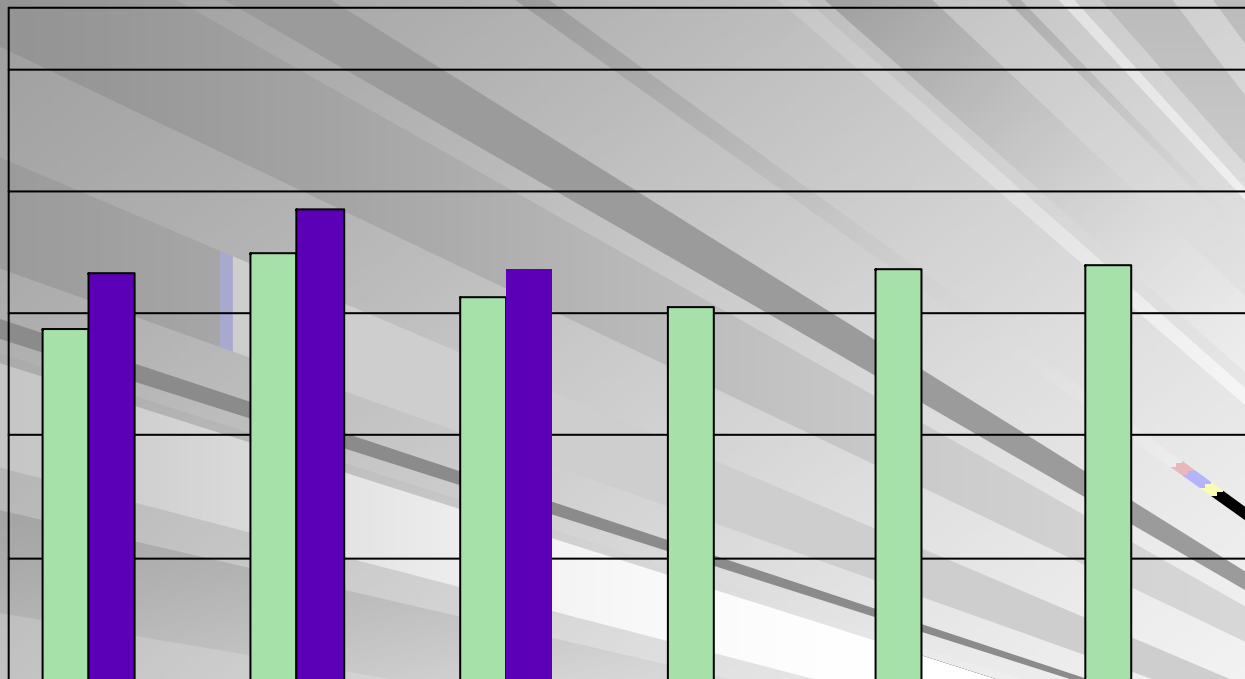






Regional - Female as % of Total Faculty on 9/10 Month Contracts at Public Institutions* Offering Doctoral Degrees by Rank and State

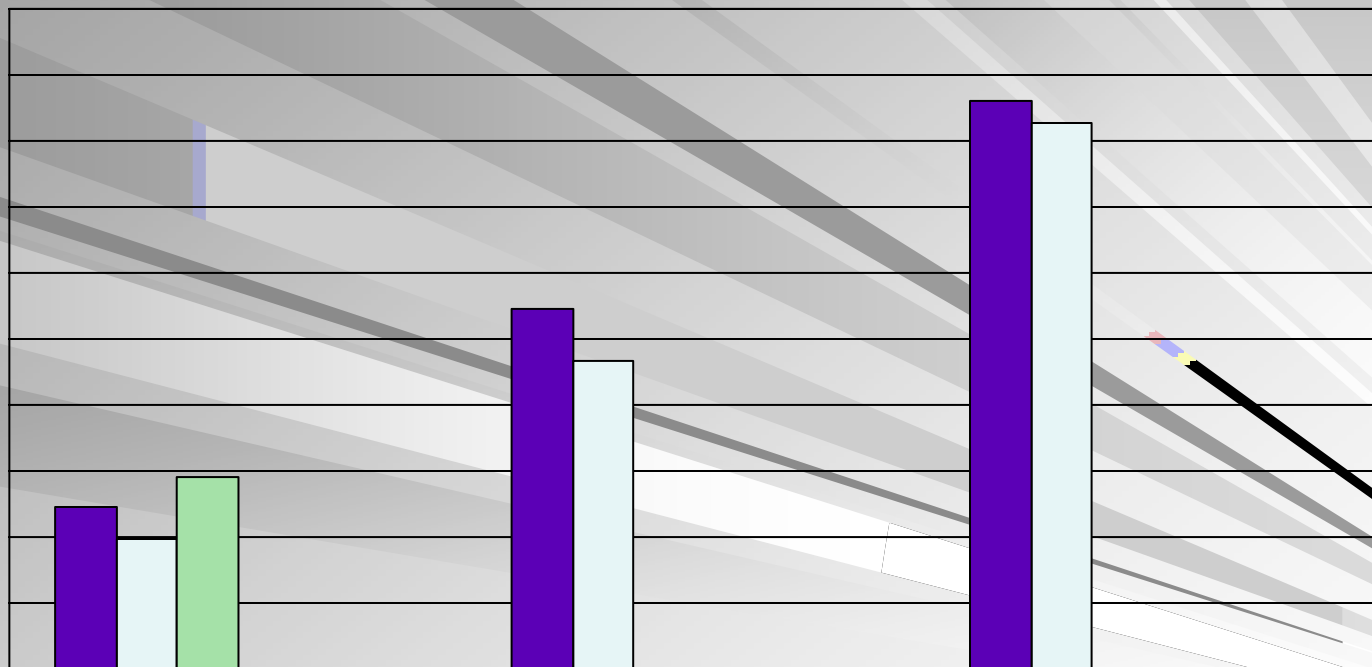
Associate Professors







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



Appendix V
Discipline Cohort Definitions

LIFE SCIENCES

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

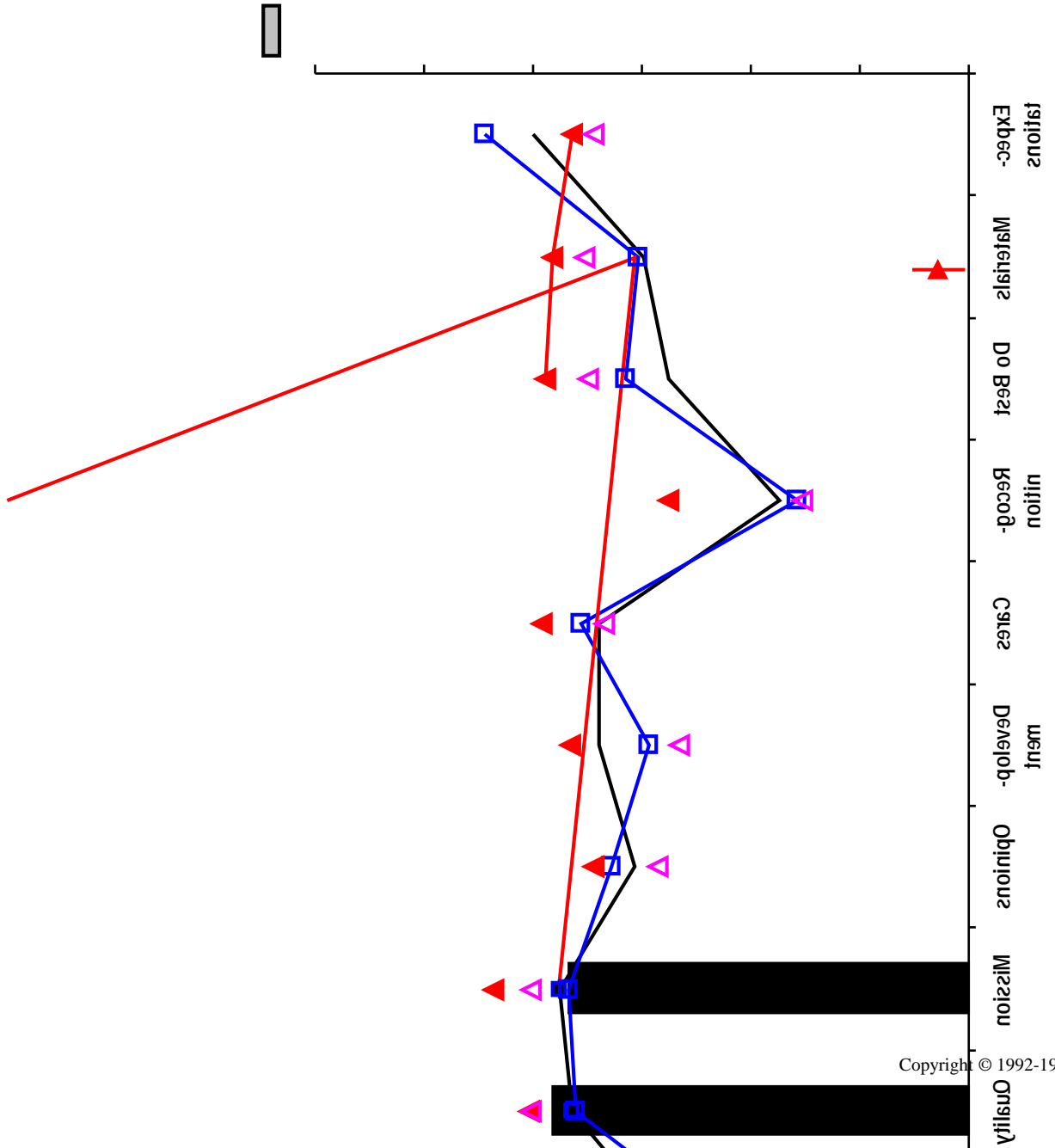
Agricultural Sci., General

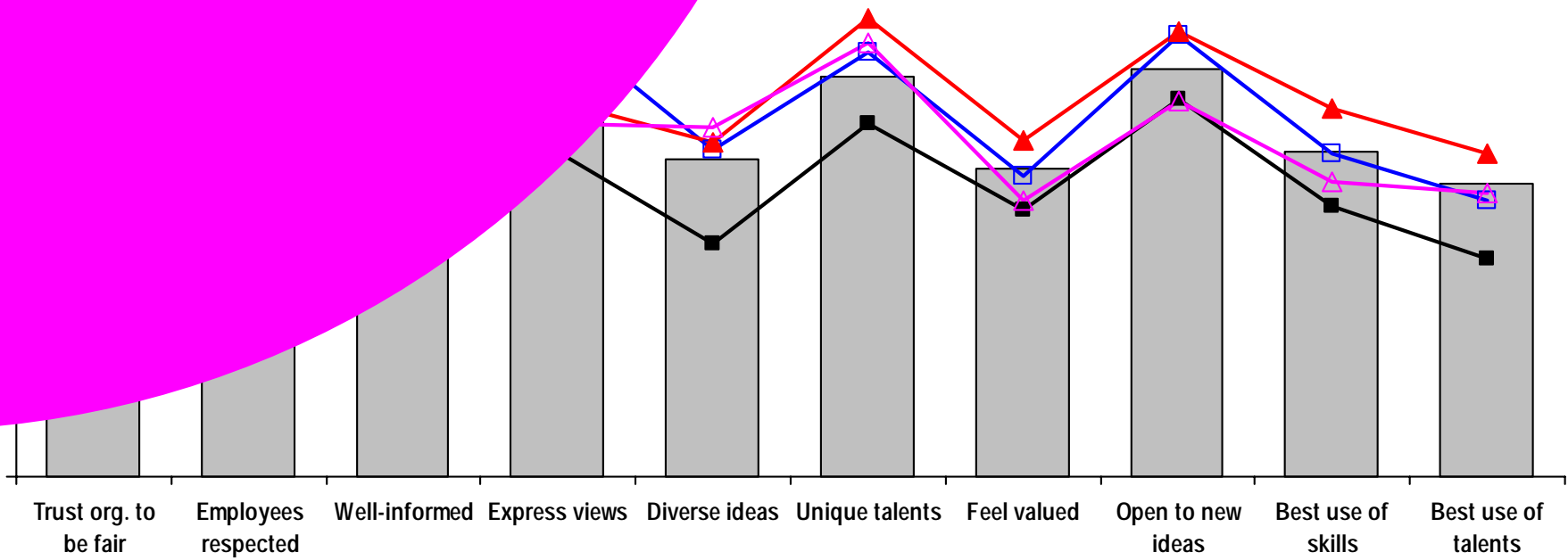
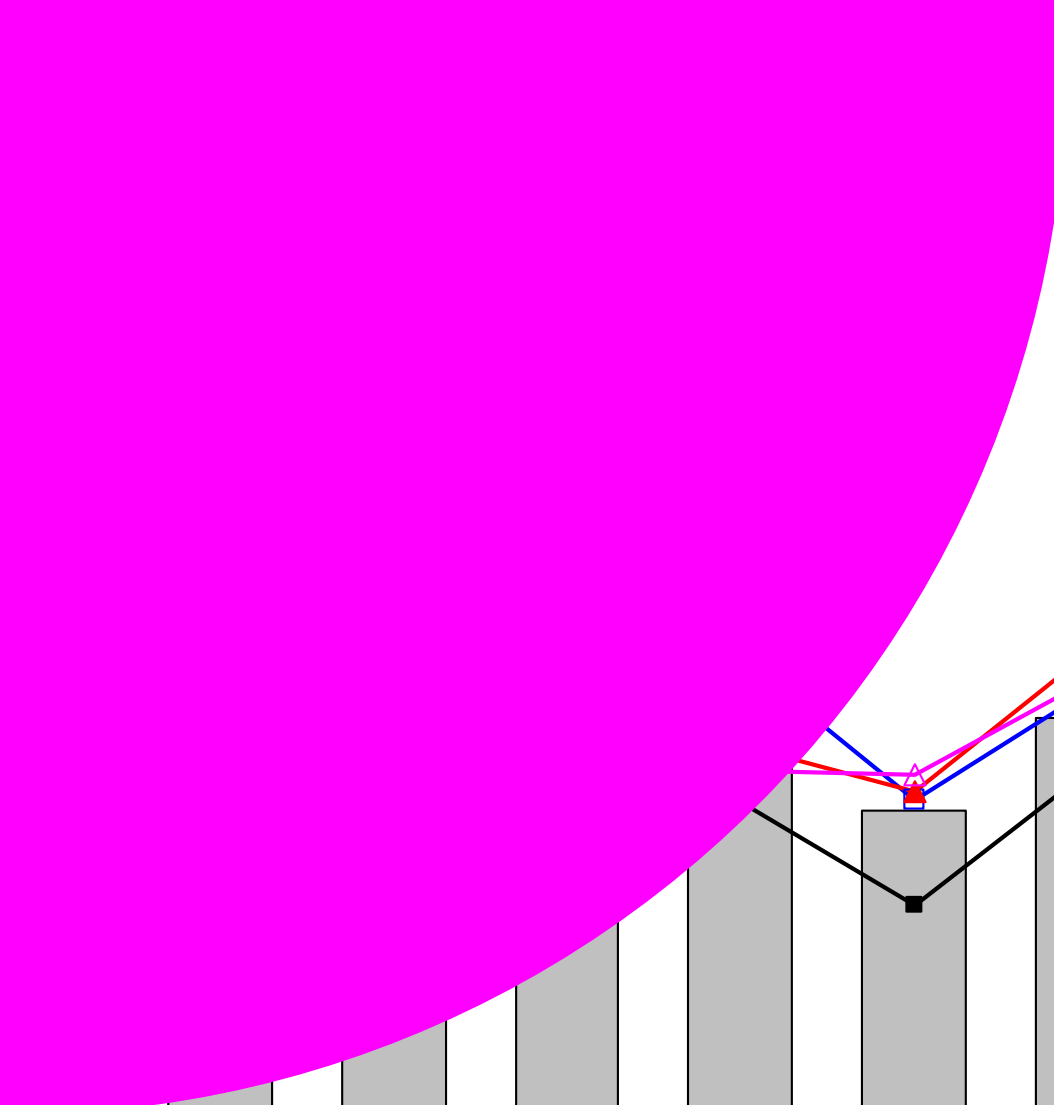
Agricultural Sci., Other*

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





Appendix VII
Request to and Response from Campus
Constituent Groups

**Recommendations for Enhancement of the University Environment for Women Faculty
in Response to Request from Regent Charles Wilson**

Mailed to:	Response	Recommendations¹
U-wide Gender Equity Committee	YES	<ol style="list-style-type: none">1. Accountability process for diversity funding2. Also discussed: Possible ways to increase hiring of female faculty (UNO)4I -0.00896241

		<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 recomme