

UNIVERSITY OF
Nebraska

University of Nebraska Lincoln

2003 Gender Equity Annual Report

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

EXECUTIVE SUMMARY

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

RECOMMENDATIONS

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

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

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

Table 1A All Faculty

year	1991	1997	2002	Increase from 1991	
				1997	2002
Total Faculty					

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

Women Staff & Technical Personnel

There is little difference in the numbers of

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

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

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

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

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

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

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

among female transfer students. The 2000 retention rate after one year is 72.6% for males and 65% for females. The Dean of Undergraduate Studies is investigating. Focus groups are being conducted with students as to their expectations and their actual experiences. The CCSW urges attention to the issues of climate and curriculum in programs where women's enrollment remains low. A study of best practices in successful programs should be undertaken, including UNL's Mathematics and Statistics Department which is recognized nationally for its recruitment and retention of women students.

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

CURRENT STATUS:

Restructuring The Chancellor's Commission on the Status of Women: The CCSW and Chancellor Perlman have agreed to restructure the Commission in order to provide more effective, confidential dialogue between the Chancellor and wo

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

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

Determining the Climate and the Status of Women at UNL

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

University of Nebraska Medical Center 2003 Gender Equity Annual Report

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

EXECUTIVE SUMMARY

In the past 10 years the percentage of women professors at UNMC has doubled from 8.1% to 16.2%.

New hires include 25% women professors compared to none in 1991.

New hires include 42.9% women associate professors in 2001 compared to only 25% in 1991.

UNMC provides substantial financial support for faculty and staff development.

RECOMMENDATIONS

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

UNMC data by gender, rank, and tenure status

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

Table 1.

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

Source: UNMC Faculty Senate Voting Faculty Listings

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

Table 2.

Strategy e. Encourage professional development opportunities and programs for women

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

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

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

Strategy e. Establish mentoring programs for all untenured faculty.

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

Follow-up on Recommendations from 2002

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

Specific recommendations for enhancing gender equity on the UNMC campus

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

Last year the gender equity report concluded that “a comprehensive needs assessment should be done to understand how much child car

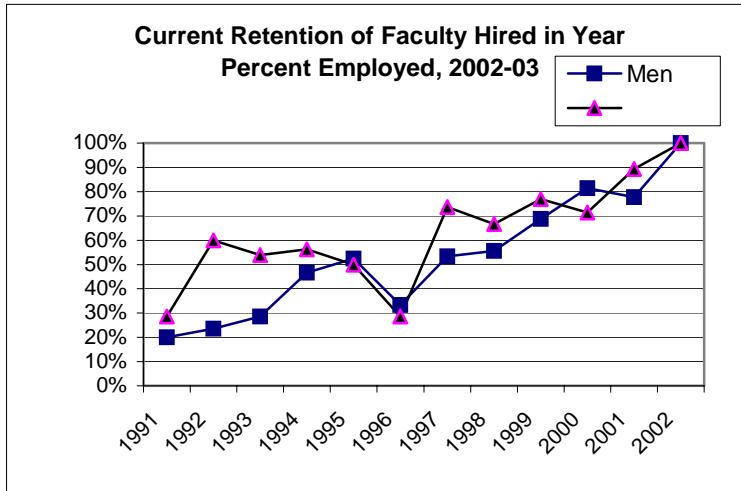
Table 2: Full-time Instructional Faculty Change from Fall 1991 to Fall 2002*

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

Source: UNO Office of Institutional Research. *Faculty data are AAUP basis. **Includes faculty who did not receive tenure. ***Not new hires, but existing employees with 7y whultystafus *ov the p 50%of lthe fem8.72ale aculty

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Chart 3



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

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

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

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

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

Table 3: Average Salaries in Dollars, 1991 and 2002

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

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

Overview Statistics: Student retention by gender.

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

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

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

Source: UNO Office of Institutional Research

UNO has a Women’s Resource Center that is directed and supported by Student Government. Most universities have professionally-staffed Women’s Resource Centers with resources to address the needs of women students, staff, and faculty. Last year’s report stated that a “review of demand for these services and the center’s ability to meet the demand is required in order to ensure that the center’s resources are adequate to its charge.” UNO should consider and investigate the possibility that a professionally-staffed center could be an important component of the effort to maintain a supportive climate for women.

Discussion of Progress on Strategies for Goal 3:

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

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

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

Conclusion:

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

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

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

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

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

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

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

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

INTRODUCTION

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

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

WOMEN FACULTY

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

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

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

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

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

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

The committee is concerned about the impact of budget cuts on women in

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

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

WOMEN STUDENTS

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

Women's Studies Program

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

- 1991: 2 minors, 5 WS-designated courses, 153 student credit hours, and 31-student credit hours/course;

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

Strategy b. Establish a pool of faculty lines for distribution . . . which are able to recruit outstanding women faculty, especially senior faculty and fa

Strategy b. Support workshops on women's issues.

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

Recommendation:

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

ⁱⁱInformation from the Office of the Senior Vice Chancellor of Academic Affairs. To maintain confidentiality of the applicants, data for tenure and promotion were combined.

ⁱⁱⁱThe source for IPEDS data is the U.S. Department of Education.

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

^vSource: UNK Factbook, which is compiled by the UNK Office of Institutional Research.

^{vi} The Women's Studies program does not offer a bachelor's degree at this time.

^{vii}Exit survey information failed to denote any particular or overriding reason for people leaving the Kearney campus