



On April 19, 1991, representatives from each campus of the University of Nebraska reported to the Board of Regents certain facts and impressions concerning the status of women throughout the University of Nebraska. As a result of these reports and a reemphasized concern for the status of women at the University of Nebraska, the Board of Regents appointed a committee to reexamine policies and procedures in place and to evaluate the more recently developed measures designed to enhance gender equity, and to supplement present policies and procedures as necessary.

On September 6, 1991, Regent Charles Wilson who chaired the Board's Gender Equity Committee presented the recommendations of the committee. The Board unanimously adopted this report. The report contained seven goals and specific strategies designed to strengthen and supplement existing board policies.

Following the passage of the seven Gender Equity goals, in 1991 there was a period of campus activity generated to meet those goals. However, within a short time the goals lost their momentum but surfaced annually to meet the reporting requirement to the Board of Regents.

In 1997, University of Nebraska President, L. Dennis Smith convened a task force to assess the University's progresses toward meeting the Gender Equity Goals and Strategies. The impact of this study was dramatic. With its visits to each campus, the committee widely distributed the goals among faculty, staff and students for the first time. The public and private hearings and subsequent discussion of goals had a noticeable impact on campus level discussion and actions regarding Gender Equity.

The University-wide Committee on Gender Equity is composed of representatives from all four campuses-

- ☒ An on-campus childcare facility now exists at UNK
- ☒ The Chancellor has organized women in managerial positions on the campus.
- ☒ The group meets each month for lunch and informal discussion. Plans call for expanding the group to include faculty and staff women
- ☒ UNK hosted the "No Limits" NU Women's Studies Conference
- ☒ Continual support of the UNK Women Studies Program
- ☒ A 13% increase in gender representation of technical and paraprofessional positions (*Affirmative Action Plan 2001*)
- ☒ Seven of the 17 members of the Chancellor's Coordinating Council are women. This is up from two years ago when five of the 17 members were women (*Affirmative Action Plan 2001*)
- ☒ Of the administrative openings this fiscal year, the Vice Chancellor of Student Affairs and the Dean of Business and Technology positions were filled with women (*Affirmative Action Plan 2001*)
- ☒ Twenty-six women and 20 men received grants at UNK for this fiscal year. Out of the 46 individuals to be awarded grants, the top four grant awards, with respect to total dollar amounts, went to females (*Office of Special Programs*)

- ☒ Recruiting, promoting, and retaining female faculty and staff members
- ☒ Achieving full capacity of the center to generate sufficient revenues in the UNK Child Development Center.
 - ☒ Obtaining educational resources and supplies
 - ☒ Providing a summer program for school-aged children
 - ☒ Providing a flexible schedule for parents using the childcare facility
- ☒ Providing more on-campus gender equity events and seminars
- ☒ Rewarding, recognizing, and mentoring women faculty, staff, and students

Childcare

The UNK campus childcare program opened August 27, 2001, with a staff of three full-time teachers and 15 paid assistants. There is strong student involvement in the childcare program especially among education students in early childhood courses, the Early Training Center program, the Professional Teacher Education 290: Human Services Field Experience, and the Speech, Language and Hearing clinic. Also, students in family and consumer sciences, psychology and nursing programs are participating in activities at the UNK Child Development Center. In addition, student organizations have contributed time and resources to the childcare center. Program activities incorporate language arts, science, math, and creative movement. A total of 38 children are enrolled in the UNK Child Development Center. Current enrollment in the infant care is six full-time and three part-time individuals. There are two full-time and six part-time individuals in the toddler section. A total of 11 full-time, 10 part-time, and four drop-in children are in the pre-school/kindergarten area. Twenty-four faculty/staff members and 28 UNK students have children currently enrolled in the campus childcare program (note: these numbers reflect total numbers of individual parents, some of whom are married to each other). The UNK Child Development Center encourages strong parental and campus involvement. The facility, which is licensed for children up to age 12, is not currently at full enrollment (48 children). A childcare program for school-aged children will be implemented this summer. Short-term needs include toddler outdoor equipment and riding toys.

Mentoring

All four colleges have mentoring programs for new faculty members. UNK also has a staff-mentoring program that is in its second year of operation. The staff-mentoring program matches new employees with veteran staff members who have similar interests. Chancellor Johnston and the Gender Equity Committee support establishing a more formalized mentoring program for all new hires to the institution. The Office of Graduate Studies and Research recognizes faculty who effectively mentor graduate students with an annual mentoring award. Two years ago, UNK created a mentoring and networking organization for alumni and undergraduate women called the Gold Torch Society. The Society is comprised of 25 women alumni and 25 current UNK undergraduate women.

Recruitment and Retention

The proportion of total female faculty increased by two percent from 37.5% in 2000 to 39.7% in 2001 (*Institutional Research Office*). However, from 1998 to 2002, 46.55% of hired faculty members were female (*Vice Chancellor for Academic Affairs*). Two female faculty members and one male faculty member were granted tenure last year. Four male associate professors and no female associate professors were promoted to full professors. One male assistant professor and six female assistant professors were promoted to associate professors. One female lecturer was promoted to senior lecturer (*Vice Chancellor for Academic Affairs*).

A review of applicant responses to survey questions about reasons for declining a position at UNK indicates that low salary was the main reason. One female faculty applicant stated t

The UNL campus has a Comprehensive Diversity Plan. The goals of that plan are to create a campus where tolerance and respect are encouraged and modeled; to support programs that explore the experiences, perspectives and contributions of various cultures, groups and individuals; to create a truly diverse community of faculty and staff that reflects both our multicultural society and individual differences, and achieve among faculty and staff representative numbers of groups historically denied access because of race or gender; and to create a truly diverse community of students. In addition to this campus plan some units such as the Institute of Agriculture and Natural Resources (IANR) have developed unit diversity plans.

Permanent funding from the Central Administration contributed to support the hiring of 20 female tenured/tenure track faculty on campus. Since the last report to the regents, females filled 41.4% of the faculty and academic/administrative searches on campus. UNL has been successful in the recruitment of women faculty. More women faculty have taken on leadership roles within some academic units. In the College of Journalism and Mass Communications there are three female administrators, two department chairs and one associate dean.

The recruitment of female students in some programs continues to rise. One example is that for the first time in the history of the College of Law there are more women enrolled in the first year class than men. In the College of Fine and Performing Arts of the 179 new undergraduate students 102 were female and 77 were male. The gender balance within that College stands at 360 female and 307 male students.

Within some academic units we continue to have women who perceive the climate as unwelcoming. Unfair treatment by supervisors remains the most widely reported problem on exit interviews for all gender and races.

Budget reductions make the hiring situation uncertain on the campus. Local media presented the recent debate regarding the need for a truly diverse faculty and student body and the misunderstanding about the value of opportunity hires for the University.

Gender/Climate Surveys

UNL has become a member of the Nebraska Network for Women in higher Education, a networking group that coordinates with the ACE Office of Women in Higher Education.

Campus Programming – Gender Issues

In addition to the programming offered by Women's Studies there is a plethora of speakers and activities related to gender issues, most supported by colleges, departments, the Sr. Vice Chancellor of Academic Affairs Diversity Enhancement funds, and Equity Access & Diversity Programs.

Continue to explore enhanced child care on campus

Work with local campus communities to enhance retention of female faculty, administrators, students and staff

Continue and enhance efforts to recruit female faculty, administrators, students and staff

Regular periodic assessment of climate issues on campus

Continued support for Domestic Partner Benefits

The Chancellor's Commission on Gender Related Issues met on a regular basis throughout 2001/2002. Three areas of focus were chosen for this year. They were: *Establishment of UNMC as a World-Class leader in the development and promotion of women; evaluation of job classification and salaries; and the exploration of issues related to workplace climate.*

Establishment of UNMC as a World-Class leader in the development and promotion of women

As a first step to achieving this goal, the Commission undertook a project to evaluate how UNMC-COM compared with nine peer institutions in areas that are supportive of women. A representative from each of the Colleges of Medicine (COM) was contacted for a gender-related activity analysis. Findings included:

Faculty Development Opportunities. Eight of the nine institutions had faculty development activities ranging from single events to broad-ranging programs with emphasis on educational development, leadership, career management and mentoring. UNMC-COM has one of the strongest programs in faculty development.

Mentoring. Five of the nine institutions either had a mentoring program or were beginning one. With the support of the Chancellor UNMC-COM initiated a campus-wide formal mentoring program that currently has 40 faculty and staff mentees.

Leadership Development. Eight of the nine peer institutions provide financial support for external leadership development programs for women. UNMC-COM continues to provide financial support for both external and internal leadership development programs for women.

Exit interviews for faculty. Only UNMC and one other institution had a formal exit interview policy. Two had informal interviews only. Most recent UNMC data on an inquiry regarding "factors that influence decision to leave," revealed that 45% of respondents indicated that higher salary in the new position was a factor in leaving UNMC.

Another source for comparison was the AAMC Benchmarking Data for Women in the Colleges of Medicine. (From *Women in U.S. Academic Medicine*, Statistics, 2000-2001, Division of Medical School Affairs, Association of American Medical Colleges). This resource provided the following comparisons with peer institutions:

Peer COM statistics showed that 9% of women faculty, on average, departed their institutions in 2000. UNMC-COM departure rate for full and part-time women faculty was 14%. Twenty-nine percent of all departures at UNMC-COM are wo

Recruitment and Retention

A continued focus on recruitment and retention of women was a goal in the 2001 report. The emphasis on hiring female faculty members and the use of diversity funds for some positions aided gender equity. UNOmaha received 22.7% of the diversity funds this year. The funding was used for 10 new hires. Since December, UNOmaha has hired 2 more tenure track faculty, both males, and lost two males to retirement. Overall, the faculty is 63% males and 37% females. Two tenured female faculty will leave at the end of 2001-02.

The Dual Career Program was a goal in the report in 2001 and has become a higher priority this year at UNOmaha. The Office of Academic Affairs is taking a more pro-active approach to aiding faculty with partners who seek connections to the Omaha community. Additionally, the University of Nebraska system, with the cooperation of all Dual Career programs, is developing a business/education brochure illustrating key components of the Dual Career Program at the University of Nebraska.

Table 1: Comparison of new tenure-track faculty hires by gender at UNOmaha with national figures, 2001-02 Academic Year.

	UNOmaha Percentages	National Percentages
Men	45% (19 new hires)	53%
Women	55% (23 new hires)	47%

Child Care

UNOmaha's Child Care Center provides high quality care to children of students, staff, faculty, and alumni. Maintaining and enhancing childcare availability was a goal in the 2001 report. A comprehensive needs assessment should be done to understand how much child care is needed, how much is locally available, and at what costs.

Salary Equity

Through market impacting, UNOmaha established higher starting pay rates in positions heavily dominated by females, e.g., cashiers, sales clerks, staff secretaries, retail assistants, clerical assistants, child care assistants. This may help to reduce staff turnover, noted as an issue (below). A disparity analysis of 2001-02 AAUP faculty salaries shows no statistically significant difference between males and females.

Leadership Training

Leadership training was a goal in the 2001 gender equity report. UNOmaha's Training and Development Course Catalog offers courses aimed at helping all employees improve skills or enhance work performance. Women are the majority of attendees. 4 Roles of Leadership, Leading with

Recruitment and Retention

During the past year, Human Resources obtained exit interviews from half of the women staff leaving

The follow-up on former UNOmaha goals are noted where relevant in the accomplishments and challenges above. Two 2001 NU-wide goals remain:

☒ Support university-wide gender-related climate survey.

☒ Increase and strengthen funding for Women's Studies programs on each campus.

☒ Conduct a comprehensive needs assessment for childcare to learn if UNOmaha has unmet childcare needs and to ascertain the availability and cost of local child care facilities.

☒ Conduct a gender equity analysis of staff salaries on a regular basis, perhaps every two years. [Note to committee—this could be a UN-wide recommendation because it appears that this may be being

- ☒ Increase and strengthen funding for Women's Studies programs (UN continuation goal from 2001)
- ☒ 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.
- ☒ Work with local campus communities to continue and enhance efforts to retain and recruit female faculty, administrators, students and staff.
- ☒ Complete a climate survey that relates to gender equity issues.
- ☒ 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.