Board of Trustees

Gender Equity Review

Urbana Response

June 1, 2000

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University of Illinois Board of Trustees Gender Equity Review
Urbana Response
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Executive Summary

In January 2000, the University of Illinois Board of Trustees requested information relating to the climate for academic women on each campus. The data provided here for Urbana may be incorporated with the information collected at public hearings on our campus, which are to be conducted in Fall 2000.

It is important to note that statistical data can show only one aspect of the picture for women on this campus. We must be committed to addressing not only those areas where there are indications of problems, we must be proactive in seeking ideas and issues from the campus community. To this end, as noted in the report, the Provost is charging a Gender Equity Task Force to examine and make recommendations on a broad range of climate issues.

Below is a summary of our response to each question posed by the Board. In addition, we provide a summary of the Urbana campus' employment and grievance procedures in Appendix A.

1. Faculty Census

- The Urbana campus has seen extraordinary gains in the representation of women at the associate professor (up 68%) and full professor ranks (up 138%) since 1981, despite the overall decline in the size of the faculty. At the assistant professor level, the numbers of women have remained stable over the same period, while male assistant professors have declined 31%.

- When department-level numbers are compared to the availability of women in with doctorates from AAU institutions, some of our departments (Agricultural Engineering, Animal Sciences, Finance, Nuclear Engineering, Music, Theatre, Journalism, Ecology, Ethology, and Evolution, Geography, Mathematics, Philosophy, Speech Communication, Biochemistry, Chemistry) appear to have fewer women than the availability statistics predict. Others have approximately the same number of women or more women than their peers. We will examine the hiring patterns of these units carefully to confirm the numbers and to determine, in those cases where there are fewer women than we might expect, why this pattern exists.

2. Faculty Promotion

- Women are tenured at a slightly lower rate and leave Illinois at a slightly higher rate when the campus overall promotion rates are examined. While these differences are not statistically significant, it will continue to be important for us to examine the tenure rates by gender to determine if there are systemic reasons for any differences.

- When we look at the tenure rates by discipline, we find that the percent of assistant professors receiving tenure varies widely between disciplines, from a high of 85.7% in Police & Fire Institutes to a low of 14.3% in Social Work. Many of these disciplinary tenure rates are significantly different from the campus average tenure rate. When comparing the tenure rates of men and women within each discipline, only one disciplinary area (Math, Statistics, Computer Science, and Library & Information Science) shows a significant difference between men and women in tenure rate. We will be examining the tenure practices in these units more closely to see what the reasons for this difference might be.

3. Administrators

- Women comprise 23.5% of the faculty and 12.7% of full professors. At the college level, 35% of Illinois' deans and directors of major academic units are women, and 13% of department heads are women. We expect the numbers of women department heads to increase as the numbers of women full professors increase.

4. Committees

- Campus-level committees are always chosen with consideration to balance among disciplines, gender, and race. The most powerful standing committees on campus -- Promotion and Tenure and the Campus Budget Oversight Committee -- have 33% and 25% women respectively.

- All but nine of the 57 major search committees had at least one woman; of the nine with no women, none were at the campus-level and most were in disciplines with few women. The average percent women on these search committees was 29.4%.

5. Administrative Review

- Since 1989, the five year review process must include an evaluation of the senior academic administrator's progress on diversity issues.

- Deans must report back to the Provost each year on the outcome of the faculty gender equity salary report.

6. Salaries

- Since the early 90's, the Urbana campus has executed five faculty salary equity reviews. Each time, the deans were instructed to make salary adjustments where warranted. We believe that this process, independent of the salary grievance procedure, has kept the issue of salary equity at the forefront and required deans and department heads to consider equity as they are setting salaries.

- At the suggestion of the Board of Trustees, we have asked AITS to add a special report to the annual salary raise system that will tell unit heads the percent raises being awarded to men and women at each rank. We hope this will alert unit heads at the time they are assigning salaries to any inequities.

- Administrative salaries are more difficult to analyze for equity because each position is unique. We have not attempted to execute a regression study of administrator salaries. However, our tables show that in most cases, any gender differences in administrator salaries appear to be due to the size of the unit administered. We plan to give further attention to the analysis of the salaries for this employee group.

7. Climate

- The policies and procedures that exist for academic staff to resolve gender equity and climate problems allow for a great deal of flexibility for those who want to lodge a complaint. However, there continue to be concerns that women will not file any kind of complaint that could reveal their identity. A Task Force on Gender Equity will be reviewing this issue, among others, in the coming academic year.

8. Exit study

- The campus annually surveys all departing faculty to determine the cause of leaving. Unfortunately, this survey did not ask for gender, so to date, we have not analyzed the results by gender. Gender of the departing faculty member will be collected and analyzed beginning in summer, 2000.

- We will be monitoring comments and climate responses by gender in the future, and compiling these data for the Chancellor and Provost.

9. Benchmarks for faculty and administrator representation.

- Using a special survey of our peer institutions, we collated data on the representation of women by rank within each department. Some departments appear to have fewer women than their peers (Finance, Landscape Architecture, Music, Journalism, Anthropology, EALC, Geography, Biochemistry, Chemistry), but most appear to have approximately the same proportions of women or more than their peers. We will follow up with these departments to see why the representation of women is low.

- The representation of women in all administrative ranks is higher than our proportion of women full professors.

Question 1.

Provide a census profile of women faculty by academic department and rank for the 1994-95 and 1999-00 academic years and the percent change. For each department also provide information on the national pool of prospective women faculty. Recent data, such as the percentage of women Ph.D.s granted or percentage of women graduate students registered in relevant doctoral or terminal degree programs at the leading universities, would be most helpful.

Choices made in assembling UIUC data

Data source: Appointment information is available from the frozen monthly payroll files or annual budget files. Budget files have the advantage of including only permanent, on-going appointments making the calculation of salary much easier; the monthly files contain additional short-term appointments that are difficult to combine into a single salary figure without careful examination of each appointment. However, because the budget files are prepared in August and omit many new assistant professors, we chose to use the October payroll files from 1994 and 1999 and select all persons with an active appointment on October 20.

Headcount or FTE: Typically, we can answer this kind of question with either a headcount by home department, a headcount by appointing department, or an FTE (full-time equivalent) count. Because many faculty hold joint appointments, a headcount by home department would misrepresent the actual composition of many departments. Headcount by appointing department is possible, but would double-count faculty with joint appointments. We elected to use FTE as the best measure of the approximate time a faculty member spends in each department.

Selection of faculty: Under the Statutes, there are two classes of faculty: those eligible for tenure and those not eligible. When looking at salaries, promotions, and retention, the tenure-system group is much more homogeneous and amenable to analysis. We decided to inlcude tenure-system faculty only. Further, because the number of tenure-system faculty with rank of instructor is very small, we elected to include full, associate, and assistant professor ranks.

For external reporting on tenure-system faculty, the Office of Planning and Budgeting always omits library, clinical, and extension faculty, even when in the tenure system, in order to have numbers comparable to those at other schools. We decided to include all tenure-system library, clinical, and cooperative extension faculty in this current report, understanding that this makes comparisons to external surveys more difficult.

While the question asked for numbers of women faculty only, we decided it was important to show the number and percent of both women and men faculty members. In an era of significant decline in faculty strength, the numbers of women alone do not tell a complete story.

National pool

Two sources for national graduation rates are available: an annual survey of graduate schools conducted by the NRC asking for data on awarded doctorates, and the annual IPEDS (Integrated Post-Secondary Educational Data System) survey of all degrees granted conducted by the U.S. Department of Education's NCES division. The NRC data is available from 1966 to 1997. The IPEDS data is available for academic years 1989-90 through 1996-97 only.

Where possible, NRC data was used in order to get a full 33 years of degree data. However, NRC data includes only doctorates; in several of our departments, a terminal master's degree is more common than a doctorate. In addition, the NRC data does not include some disciplines represented at UIUC. In these two cases, we used the IPEDS data.

For both NRC and IPEDS data, it is possible to select the institutions desired. At Urbana, most of the faculty are recruited from other AAU institutions, so we elected to select graduates from American AAU institutions only. (Canadian AAU members do not participate in the NRC or IPEDS surveys).

The other difficulty with obtaining pool data is that our faculty received their degrees over a very wide time span. Some of our current full professors received their degrees as much as 45 years ago; some of our assistant professors graduated just last year. After discussions with the other two campuses, we elected to use three different ranges of time for the pool for the three ranks, each range approximating the period of time during which most of the faculty at that rank earned a degree. The ideal time span used for each rank is shown below:

Ideal Time Span for Pool of Graduates by Rank

Rank	Time span
Assistant Professors	0-10 years
Associate Professors	7-20 years
Full Professors	10-33 years

Another complication is that the pool data was requested for the faculty census for both 1994 and 1999, so two different ranges are needed. And, finally, the IPEDS data is not available as far back as the NRC data, so the ranges used are slightly different for the IPEDS data. Here are the final ranges used for the NRC and IPEDS data for 1994 and 1999:

Time Spans Used for Each Pool

Rank	NRC Pool Ranges		IPEDS Pool Ranges	
	1994 Pool	1999 Pool	1994 Pool	1999 Pool
Assistant Professors	1985 -1994	1989 -1997 *	1990-1994	1990-1997
Associate Professors	1975 -1988	1979 -1992	1990	1990-1992
Full Professors	1966 -1985	1966 -1989	n/a	n/a

In some cases, the NRC and IPEDS disciplines do not match our departments perfectly; we selected disciplines that are similar to our departments or combined data from several disciplines to approximate the composition of our departments. For each UIUC department, the NRC or IPEDS discipline(s) used is indicated.

In many disciplines, the percent of women graduating has increased dramatically over the past 33 years. In some disciplines, many graduates do not apply for positions in higher education but opt for jobs in the private sector or government. At best then, the pool numbers approximate the pool of candidates who might have applied for a position here.

Pool data is not shown for the campus total and for many of the larger colleges because of the unique mix of departments. No single NRC or IPEDS discipline would be an appropriate match. It might be possible to create a weighted index of pool data from AAU institutions, weighting the pool data by the proportion of UIUC faculty in each discipline. However, such an effort is difficult, subjective, and open to accusations of manipulation. Instead, we present pool data at the department level and at the college level where the college is homogeneous.

Presentation of data and analysis

Figure 1a (Campus total) shows that the number and percent women associate and full professors increased from 1994 to 1999 while the number and percent of men at those ranks fell. However, the number and percent of assistant professors showed a decrease in the same period.

The decrease in female assistant professors appears to be an artifact of the two years selected. Figure 1b shows 19 years of data and a trend line for the women and men; we have consistent payroll data back for 19 years.

At the assistant professor level, the FTE of men has declined by 31% over the 19-year period, with a one year increase in 1999. During the same period, the FTE women assistant professors has remained almost constant. This resulted in a one-year dip in the percent of women assistant professors in 1999 that was seen in Figure 1a.

At the associate professor and full professor level, we see consistent declines in FTE for men over the entire period accompanied by steady (if small) increases in FTE women. It is clear that the overall reduction in the size of the faculty has been accomplished largely at the expense of men, while the FTE women faculty has increased.

Attachment 1c shows UIUC FTE women and women faculty by rank for all college-level units, including the University Library, for 1994 and 1999. Where possible, a comparison to the pool of PhDs in the same discipline is shown. For example, in the College of ACES, women were 29.1% of the assistant professor FTE in 1994, compared to 21.6% women in the pool of PhDs in Agricultural Science graduating 1985 to 1994. By 1999, the percent women assistant professors in ACES had risen to 36.5%, while the national pool was only 24.9%.

Some colleges (LAS, FAA, ALS) are so diverse in disciplinary mix that no pool with a comparable mix could be found to match the college composition.

Attachment 1d shows the same data at the department level. Departments are organized by college.

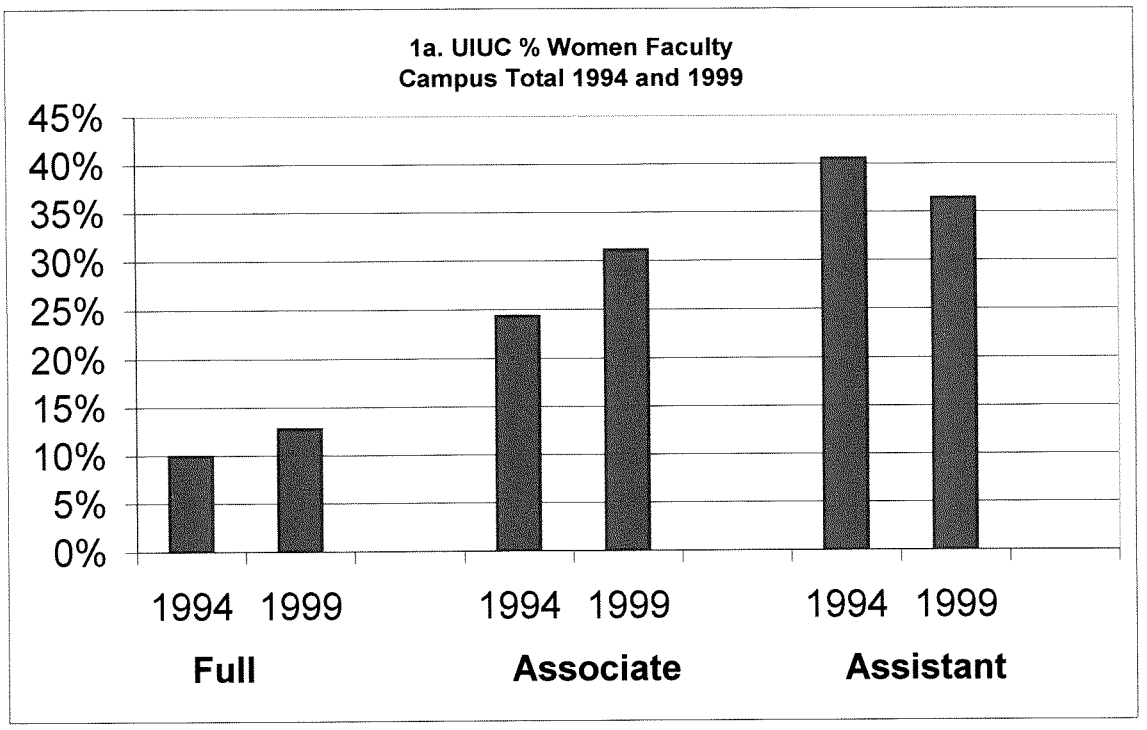
1a. FTE Tenure-System Faculty by Rank, and Gender -- Campus Total
October, 1994 and 1999
Division of Management Information PN98067

Note: No national pool is appropriate due to uniqueness of disciplinary mix

Campus total: 1994 and 1999

	Women			Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	92.39	110.83	20.0%	836.41	761.83	-8.9%
Associate Professors	142.67	169.37	18.7%	444.00	375.47	-15.4%
Assistant Professors	165.01	152.25	-7.7%	242.07	266.25	10.0%
All ranks	400.07	432.45	8.1%	1530.48	1410.55	-7.8%

	Percent Women		
Rank	1994	1999	National Pool
Full Professors	9.9%	12.7%	none
Associate Professors	24.3%	31.1%	
Assistant Professors	40.5%	36.4%	
All ranks	20.7%	23.5%	



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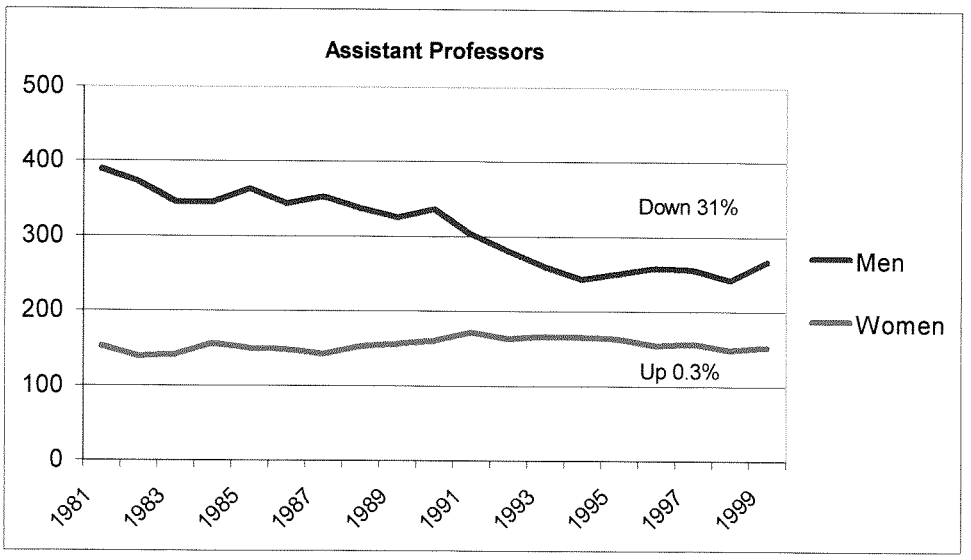
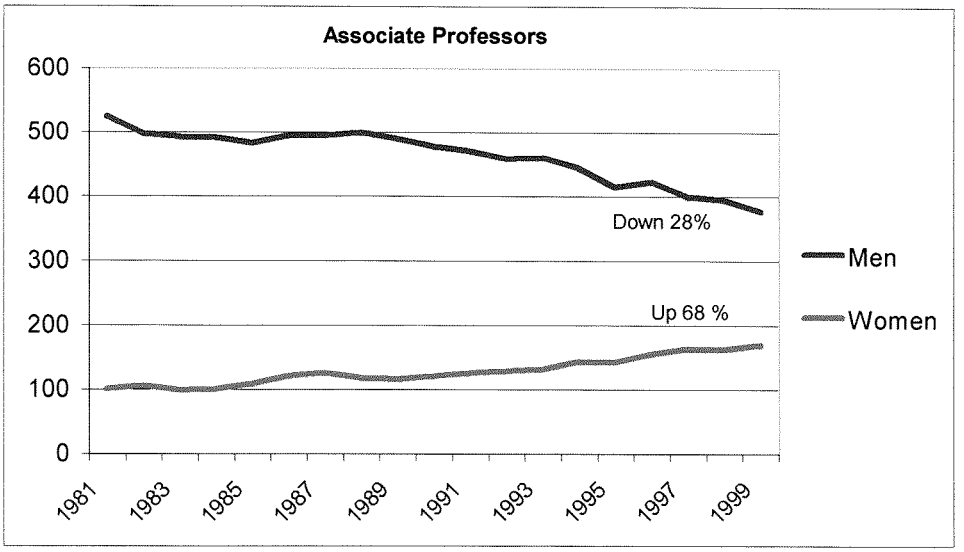
1b. Tenure-system faculty at UIUC
Campus total: A 19-year view

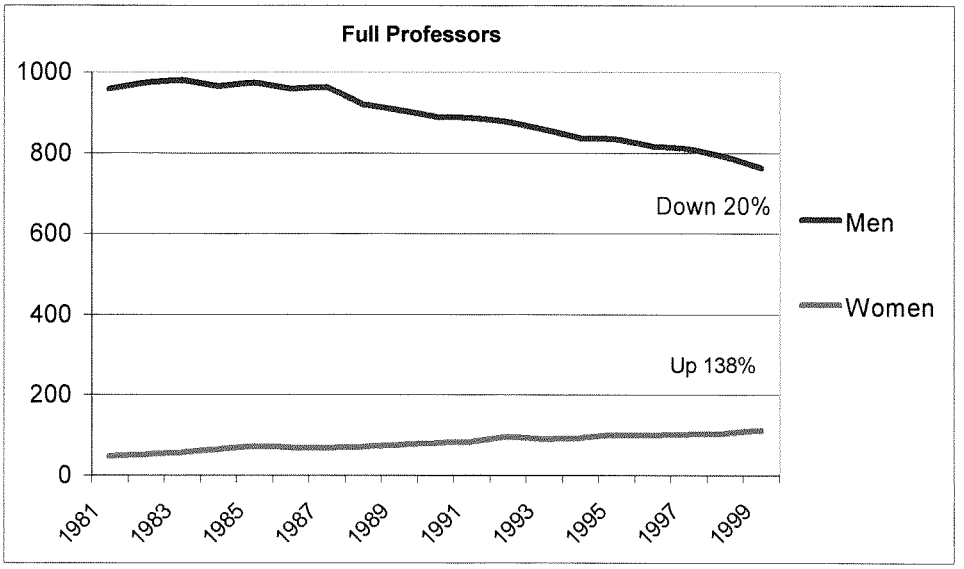
Division of Management Information PN98067
bottensys.xls

	Full Professors		Associate Professors		Assistant Professors		Total Tenure System (includes instructors on t-track)			Percent of total	
Year	Women	Men	Women	Men	Women	Men	Women	Men	Total	Women	Men
1981	46.50	957.47	100.19	523.93	151.74	388.29	310.70	1883.37	2195.07	14.2%	85.8%
1982	51.50	973.42	104.57	497.58	138.23	371.67	297.90	1851.67	2150.57	13.9%	86.1%
1983	55.44	979.61	98.22	491.76	140.80	345.77	296.03	1822.14	2119.17	14.0%	86.0%
1984	63.49	963.60	99.50	490.98	155.14	344.67	319.73	1803.25	2122.98	15.1%	84.9%
1985	71.45	972.90	108.16	482.62	149.19	362.30	329.80	1823.82	2153.62	15.3%	84.7%
1986	68.84	956.83	120.16	493.87	148.00	342.90	337.00	1799.45	2136.45	15.8%	84.2%
1987	66.34	961.03	124.75	493.98	141.38	352.53	332.47	1813.54	2146.01	15.5%	84.5%
1988	70.84	919.05	116.98	499.14	152.34	336.86	340.16	1761.05	2102.21	16.2%	83.8%
1989	74.34	904.16	115.28	489.59	155.45	325.01	347.27	1728.09	2075.36	16.7%	83.3%
1990	79.34	888.83	119.38	477.09	160.18	335.92	359.90	1713.84	2073.74	17.4%	82.6%
1991	82.50	884.58	124.79	470.43	171.18	302.70	379.47	1670.66	2050.13	18.5%	81.5%
1992	94.79	875.67	127.76	458.50	162.01	279.65	385.56	1627.32	2012.88	19.2%	80.8%
1993	88.85	856.48	130.37	459.85	166.01	258.86	385.23	1584.19	1969.42	19.6%	80.4%
1994	92.39	836.41	142.67	444.00	165.01	242.07	400.07	1530.48	1930.55	20.7%	79.3%
1995	100.50	833.09	141.89	414.58	162.11	250.37	406.00	1504.04	1910.04	21.3%	78.7%
1996	98.75	815.05	154.79	422.33	153.75	257.97	410.79	1500.35	1911.14	21.5%	78.5%
1997	101.92	808.57	162.29	399.28	156.58	255.19	421.54	1469.04	1890.58	22.3%	77.7%
1998	103.47	789.14	161.54	393.93	147.91	241.36	412.92	1430.43	1843.35	22.4%	77.6%
1999	110.83	761.83	168.37	376.47	152.25	266.25	431.45	1411.55	1843.00	23.4%	76.6%
Percent change	138%	-20%	68%	-28%	0.34%	-31%	39%	-25%	-16%		

1b. FTE Tenure-System Faculty at UIUC -- October 1981-1999







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1c. FTE Tenure-System Faculty by Rank, and Gender -- College Totals

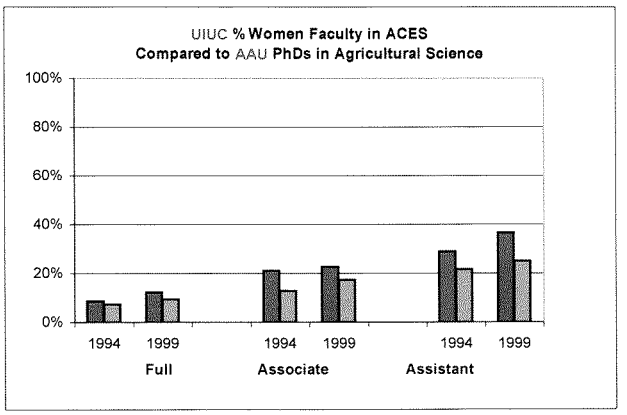
College totals compared to AAU Pool
October, 1994 and 1999
Division of Management Information PN98067

UIUC % women by rank & year
AAU PhD pool: % women

15 AGR, CONSUMER, & ENV SCIENCES

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	9.00	13.55	50.6%	94.70	96.13	1.5%
Associate	16.80	16.04	-4.5%	63.48	54.61	-14.0%
Assistant	14.00	18.20	30.0%	34.16	31.62	-7.4%
All ranks	39.80	47.79	20.1%	197.34	186.36	-5.6%

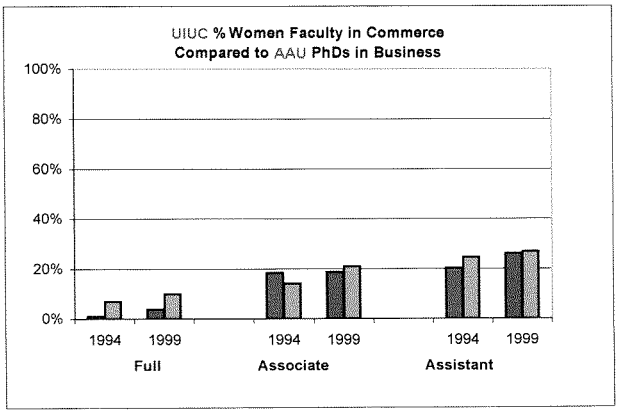
	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	8.7%	12.4%	7.4%	9.5%	
Associate	20.9%	22.7%	12.8%	17.5%	
Assistant	29.1%	36.5%	21.6%	24.9%	
All ranks	16.8%	20.4%			#NAME?



17 COMMERCE & BUSINESS ADMIN

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	0.50	2.00	300.0%	47.70	50.58	6.0%
Associate	6.00	5.00	-16.7%	26.50	21.75	-17.9%
Assistant	4.33	7.00	61.7%	17.00	19.75	16.2%
All ranks	10.83	14.00	29.3%	92.20	92.08	-0.1%

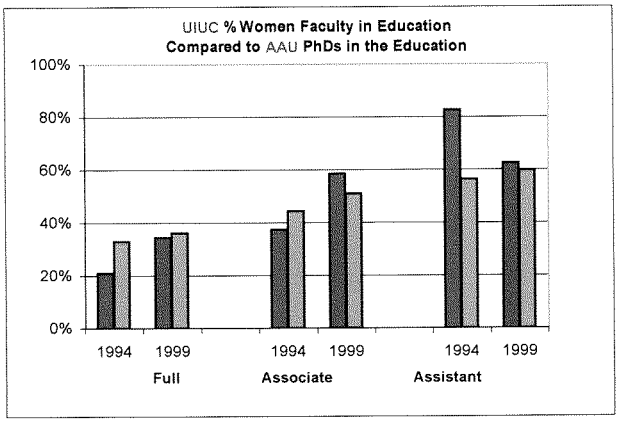
	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	1.0%	3.8%	7.0%	10.1%	
Associate	18.5%	18.7%	14.0%	21.0%	
Assistant	20.3%	26.2%	24.6%	26.9%	PhDs from NRC in Business
All ranks	10.5%	13.2%			



20 EDUCATION

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	9.50	10.75	13.2%	36.00	20.62	-42.7%
Associate	9.50	15.50	63.2%	16.00	11.00	-31.3%
Assistant	15.50	15.00	-3.2%	3.25	9.00	176.9%
All ranks	34.50	41.25	19.6%	55.25	40.62	-26.5%

	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	20.9%	34.3%	32.9%	36.0%	
Associate	37.3%	58.5%	44.4%	51.0%	
Assistant	82.7%	62.5%	56.3%	59.8%	PhDs from NRC in Education
All ranks	38.4%	50.4%			



Pool data used:

AAU Institutions by discipline and by year as reported by the National Resarch Council from its annual survey of doctoral programs.

In disciplines not covered by the NRC data and in disciplines where a terminal master's degree is more common than a doctorate, the annual IPEDS survey of degree completions from AAU instiutions was used to compile data on the percent of women in a pool.

Averages were computed for all doctorates or terminal degrees granted as follows

To compare to our:	Use average % PhDs granted to wo
Full Professors	10-33 years earlier
Associate Professors	7-20 years earlier
Assistant Professors	0-10 years earlier

1c. FTE Tenure-System Faculty by Rank, and Gender -- College Totals

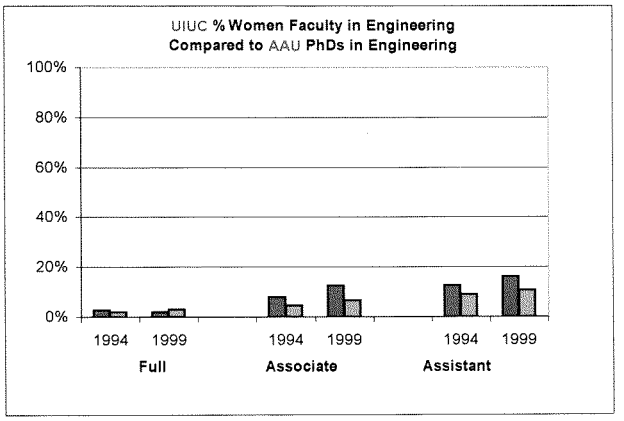
College totals compared to AAU Pool
October, 1994 and 1999

UIUC % women by rank & year
AAU PhD pool: % women

22 ENGINEERING

Rank	FTE Women 1994	FTE Women 1999	FTE Women % Change	FTE Men 1994	FTE Men 1999	FTE Men % Change
Full Professors	6.00	4.00	-33.3%	200.94	187.36	-6.8%
Associate	6.75	10.58	56.7%	79.25	72.62	-8.4%
Assistant	8.75	11.00	25.7%	60.12	56.49	-6.0%
All ranks	21.50	25.58	19.0%	340.31	316.47	-7.0%

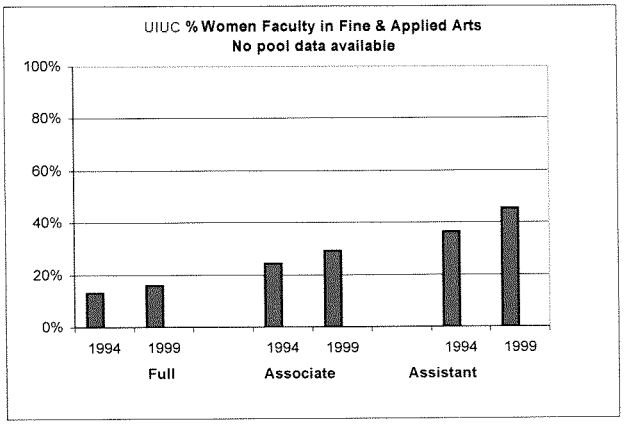
Rank	Percent Women UIUC 1994	UIUC 1999	AAU PhD Pool 1994	AAU PhD Pool 1999	Discipline of Pool
Full Professors	2.9%	2.1%	2.0%	3.1%	
Associate	7.8%	12.7%	4.5%	6.8%	
Assistant	12.7%	16.3%	8.9%	10.9%	PhDs from NRC in Engineering
All ranks	5.9%	7.5%			



24 FINE & APPLIED ARTS

Rank	FTE Women 1994	FTE Women 1999	FTE Women % Change	FTE Men 1994	FTE Men 1999	FTE Men % Change
Full Professors	9.85	11.00	11.7%	65.67	57.73	-12.1%
Associate	15.50	19.50	25.8%	48.50	47.25	-2.6%
Assistant	17.00	18.00	5.9%	29.75	21.51	-27.7%
All ranks	42.35	48.50	14.5%	144.92	128.49	-11.3%

Rank	Percent Women UIUC 1994	UIUC 1999	AAU PhD Pool 1994	AAU PhD Pool 1999	Discipline of Pool
Full Professors	13.0%	16.0%			
Associate	24.2%	29.2%			None appropriate; see departmental data
Assistant	36.4%	45.6%			
All ranks	22.6%	27.4%			

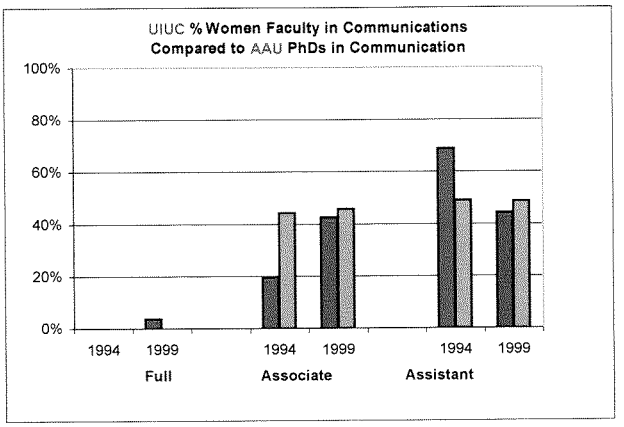


No pool data are available for college total. See department-level data.

28 COLLEGE OF COMMUNICATIONS

Rank	FTE Women 1994	FTE Women 1999	FTE Women % Change	FTE Men 1994	FTE Men 1999	FTE Men % Change
Full Professors	0.00	0.42	0.0%	4.79	10.80	125.5%
Associate	2.04	4.25	108.3%	8.25	5.75	-30.3%
Assistant	6.67	4.00	-40.0%	3.00	5.00	66.7%
All ranks	8.71	8.67	-0.5%	16.04	21.55	34.4%

Rank	Percent Women UIUC 1994	UIUC 1999	AAU PhD Pool 1994	AAU PhD Pool 1999	Discipline of Pool
Full Professors	0.0%	3.7%			
Associate	19.8%	42.5%	44.3%	45.8%	1990-1997 IPEDS PhDs in Communication
Assistant	69.0%	44.4%	49.1%	48.8%	
All ranks	35.2%	28.7%			



1c. FTE Tenure-System Faculty by Rank, and Gender -- College Totals

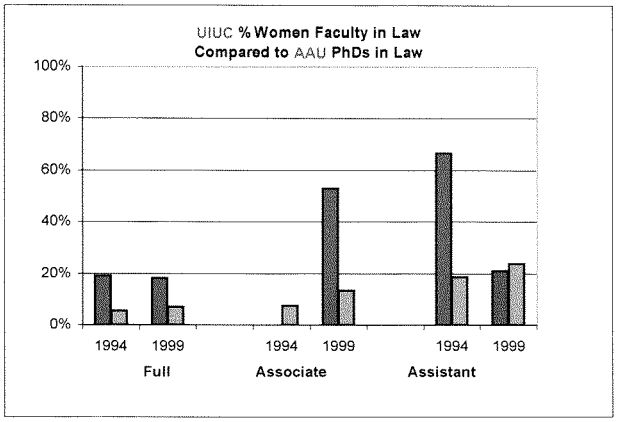
College totals compared to AAU Pool
October, 1994 and 1999

UIUC % women by rank & year
AAU PhD pool: % women

30 LAW

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	4.00	4.00	0.0%	16.77	18.00	7.3%
Associate	0.00	2.25	0.0%	1.00	2.00	100.0%
Assistant	2.00	1.00	-50.0%	1.00	3.75	275.0%
All ranks	6.00	7.25	20.8%	18.77	23.75	26.5%

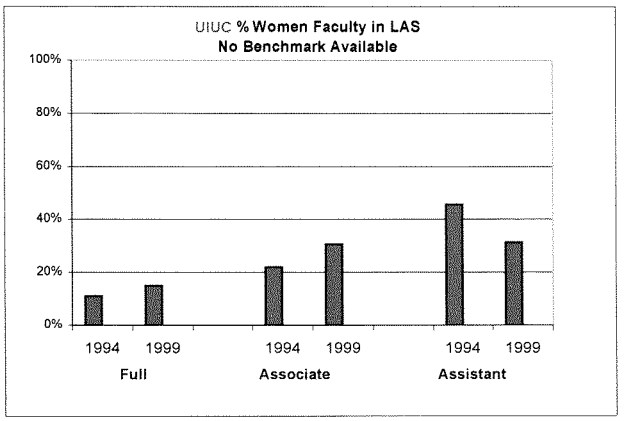
	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	19.3%	18.2%	5.4%	6.9%	
Associate	0.0%	52.9%	7.5%	13.4%	
Assistant	66.7%	21.1%	18.6%	23.9%	PhDs/JDs from NRC in Law
All ranks	24.2%	23.4%			



32 LIBERAL ARTS & SCIENCES

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	37.54	46.13	22.9%	303.55	264.00	-13.0%
Associate	36.50	46.50	27.4%	128.91	104.66	-18.8%
Assistant	52.77	39.00	-26.1%	62.68	85.50	36.4%
All ranks	126.81	131.63	3.8%	495.14	454.16	-8.3%

	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	11.0%	14.9%			
Associate	22.1%	30.8%			None appropriate; see departmental data
Assistant	45.7%	31.3%			
All ranks	20.4%	22.5%			

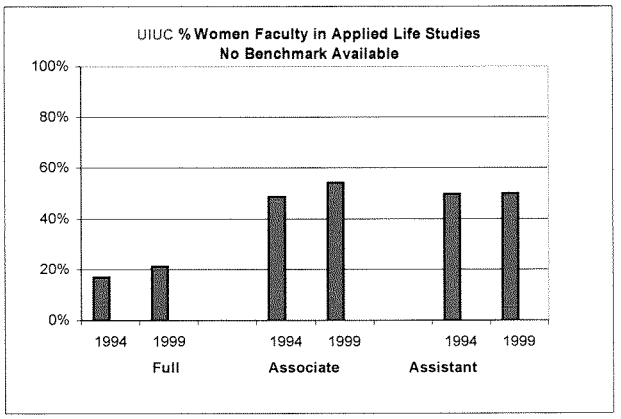


No pool data are available for college total. See department-level data.

36 APPLIED LIFE STUDIES

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	3.00	3.00	0.0%	14.85	11.17	-24.8%
Associate	10.00	12.00	20.0%	10.52	10.06	-4.4%
Assistant	9.00	5.00	-44.4%	9.12	5.00	-45.2%
All ranks	22.00	20.00	-9.1%	34.49	26.23	-23.9%

	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	16.8%	21.2%			
Associate	48.7%	54.4%			None appropriate; see departmental data
Assistant	49.7%	50.0%			
All ranks	38.9%	43.3%			



No pool data are available for college total. See department-level data.

1c. FTE Tenure-System Faculty by Rank, and Gender -- College Totals

College totals compared to AAU Pool
October, 1994 and 1999

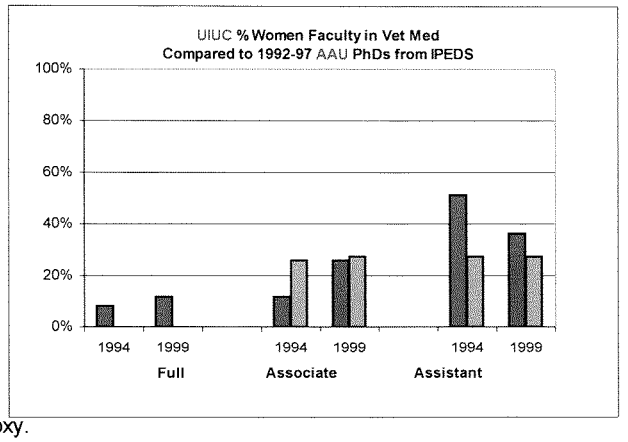
UIUC % women by rank & year
AAU PhD pool: % women

44 VETERINARY MEDICINE

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	2.00	3.95	97.5%	22.15	29.85	34.8%
Associate	4.21	8.00	90.0%	31.88	22.85	-28.3%
Assistant	8.00	4.80	-40.0%	7.60	8.38	10.3%
All ranks	14.21	16.75	17.9%	61.63	61.08	-0.9%

	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	8.3%	11.7%			
Associate	11.7%	25.9%	25.8%	27.4%	
Assistant	51.3%	36.4%	27.4%	27.4%	IPEDS 1992-1997
All ranks	18.7%	21.5%			PhDs in Vet Med

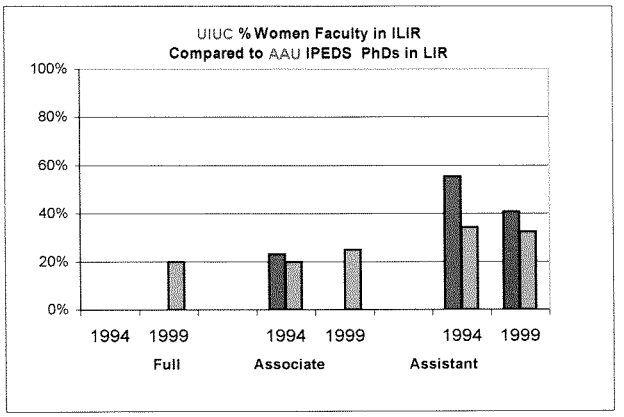
*NRC data was not available; we used IPEDS 1992-1997 PhD completions as a proxy.



60 LABOR & INDUSTRIAL RELATIONS

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	4.59	3.17	-30.9%
Associate	0.69	0.00	-100.0%	2.31	2.00	-13.4%
Assistant	1.25	2.25	80.0%	1.00	3.25	225.0%
All ranks	1.94	2.25	16.0%	7.90	8.42	6.6%

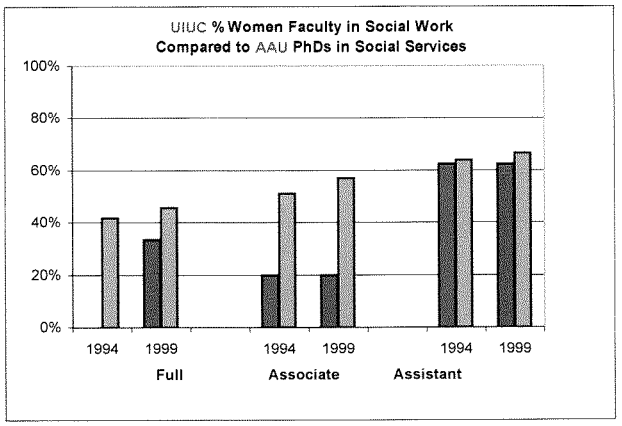
	Percent Women				
	UIUC		AAU Benchmark		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	0.0%	0.0%		20.0%	
Associate	23.0%	0.0%	20.0%	25.0%	1990-1997 IPEDS
Assistant	55.6%	40.9%	34.3%	32.3%	PhDs in Labor &
All ranks	19.7%	21.1%			Ind Relns



68 SCHOOL OF SOCIAL WORK

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	1.00	0.0%	2.25	2.00	-11.1%
Associate	1.00	1.00	0.0%	4.00	4.00	0.0%
Assistant	5.00	5.00	0.0%	3.00	3.00	0.0%
All ranks	6.00	7.00	16.7%	9.25	9.00	-2.7%

	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	0.0%	33.3%	41.8%	45.7%	
Associate	20.0%	20.0%	51.0%	57.1%	
Assistant	62.5%	62.5%	63.9%	66.5%	PhDs from NRC in
All ranks	39.3%	43.8%			Social Services



1c. FTE Tenure-System Faculty by Rank, and Gender -- College Totals

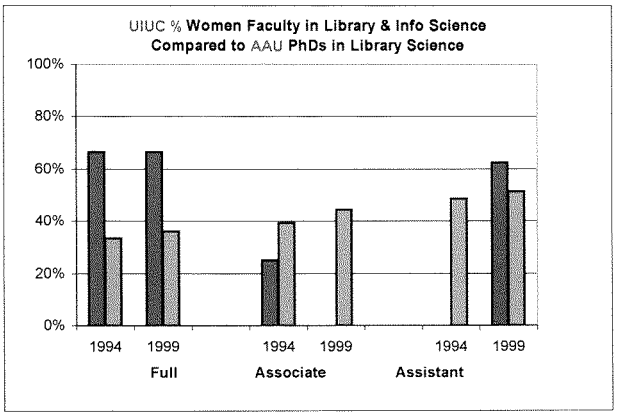
College totals compared to AAU Pool
October, 1994 and 1999

UIUC % women by rank & year
AAU PhD pool: % women

74 LIBRARY & INFORMATION SCIENCE

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	2.00	1.00	-50.0%	1.00	0.50	-50.0%
Associate	1.00	0.00	-100.0%	3.00	3.25	8.3%
Assistant	0.00	5.00	0.0%	3.00	3.00	0.0%
All ranks	3.00	6.00	100.0%	7.00	6.75	-3.6%

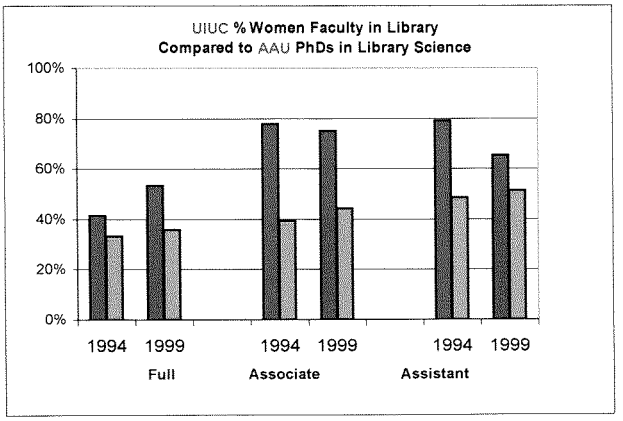
	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	66.7%	66.7%	33.4%	36.0%	
Associate	25.0%	0.0%	39.4%	44.4%	
Assistant	0.0%	62.5%	48.7%	51.4%	PhDs from NRC in Library
All ranks	30.0%	47.1%			



80 UNIVERSITY LIBRARY

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	9.00	10.00	11.1%	12.73	8.75	-31.3%
Associate	30.00	28.50	-5.0%	8.50	9.50	11.8%
Assistant	19.00	17.00	-10.5%	5.00	9.00	80.0%
All ranks	58.00	55.50	-4.3%	26.23	27.25	3.9%

	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	41.4%	53.3%	33.4%	36.0%	
Associate	77.9%	75.0%	39.4%	44.4%	
Assistant	79.2%	65.4%	48.7%	51.4%	PhDs from NRC in Library
All ranks	68.9%	67.1%			



Miscellaneous units with fewer than 5 FTE tenure-system faculty

	FTE Women			FTE Men		
Rank	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.03	0.0%	8.72	1.17	-86.6%
Associate	2.68	0.25	-90.7%	11.90	4.17	-65.0%
Assistant	1.74	0.00	-100.0%	2.39	2.00	-16.3%
All ranks	4.43	0.28	-93.7%	23.01	7.34	-68.1%

	Percent Women				
	UIUC		AAU PhD Pool		
Rank	1994	1999	1994	1999	Discipline of Pool
Full Professors	0.0%	2.5%			
Associate	18.4%	5.7%			
Assistant	42.1%	0.0%			
All ranks	16.1%	3.7%			None

This includes the following units, each with a smal number of tenure-system faculty:

- Student Affairs
- McKinley Health Center
- Graduate College
- Beckman Institute
- Aviation
- Enviromental Studies
- Police & Fire Institutes

No pool is available for such a diverse collection of units.

1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

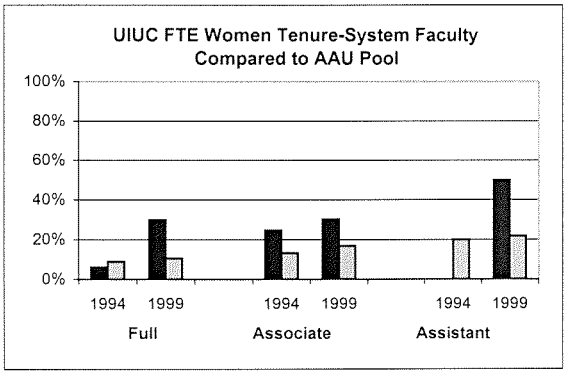
UIUC % women

AAU PhD pool: % women

Agr, Consumer, & Env Sciences: Agr & Consumer Economics

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	1.00	5.00	400.0%	15.50	11.75	-24.2%
Full Professors	1.30	5.00	284.6%	4.00	11.51	187.8%
Associate Professors	0.00	3.00	0.0%	6.76	3.00	-55.6%
Assistant Professors	2.30	13.00	465.2%	27.26	27.26	0.0%
All ranks						

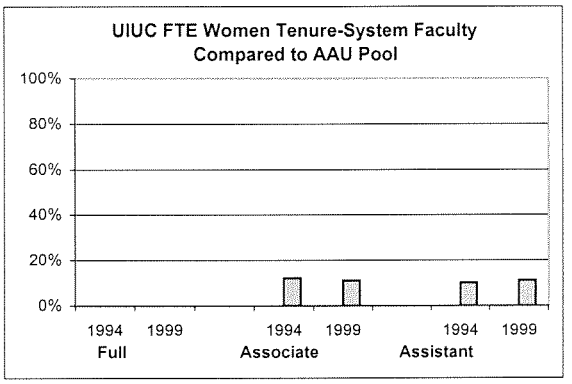
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	6.1%	29.9%	9.0%	10.5%	Economics
Associate Professors	24.5%	30.3%	13.1%	16.7%	
Assistant Professors	0.0%	50.0%	20.0%	21.8%	
All ranks	7.8%	32.3%			



Agr, Consumer, & Env Sciences: Agricultural Enginee

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	7.00	9.00	28.6%
Associate Professors	0.00	0.00	0.0%	7.53	1.00	-86.7%
Assistant Professors	0.00	0.00	0.0%	0.00	4.00	0.0%
All ranks	0.00	0.00	0.0%	14.53	15.00	3.2%

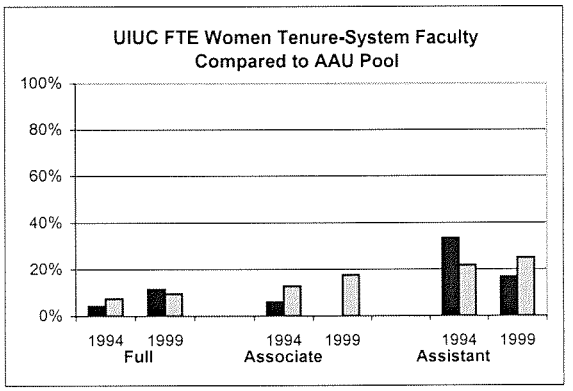
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	0.0%	0.0%	12.1%	10.9%	
Assistant Professors	0.0%	0.0%	10.0%	11.1%	
All ranks	0.0%	0.0%			



Agr, Consumer, & Env Sciences: Crop Sciences

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	2.00	100.0%	23.00	15.50	-32.6%
Associate Professors	1.00	0.00	-100.0%	16.00	10.00	-37.5%
Assistant Professors	2.00	1.00	-50.0%	4.00	5.00	25.0%
All ranks	4.00	3.00	-25.0%	44.00	31.50	-28.4%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	4.2%	11.4%	7.4%	9.5%	Agricultural Sciences
Associate Professors	5.9%	0.0%	12.8%	17.5%	
Assistant Professors	33.3%	16.7%	21.6%	24.9%	
All ranks	8.3%	8.7%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

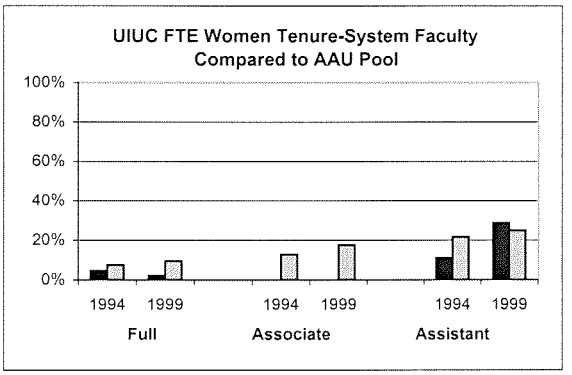
UIUC % women

AAU PhD pool: % women

Agr, Consumer, & Env Sciences: Animal Sciences

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	1.00	0.50	-50.0%	21.00	22.75	8.3%
Full Professors	0.00	0.00	0.0%	11.00	7.00	-36.4%
Associate Professors	1.00	2.00	100.0%	8.00	5.00	-37.5%
Assistant Professors	2.00	2.50	25.0%	41.00	35.75	-12.8%
All ranks						

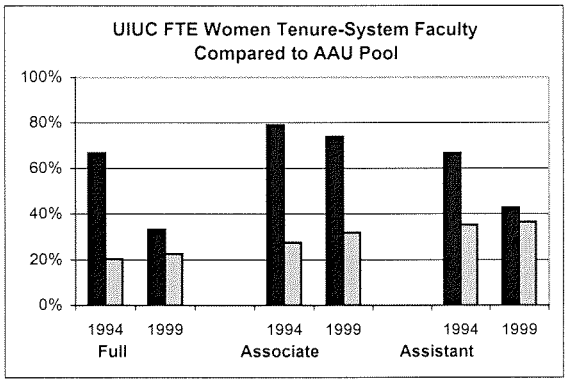
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	4.5%	2.2%	7.4%	9.5%	Agricultural Sciences
Associate Professors	0.0%	0.0%	12.8%	17.5%	
Assistant Professors	11.1%	28.6%	21.6%	24.9%	
All ranks	4.7%	6.5%			



Agr, Consumer, & Env Sciences: Human & Community Dev

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	4.00	2.00	-50.0%	2.00	4.00	100.0%
Associate Professors	11.25	5.65	-49.8%	3.00	2.00	-33.3%
Assistant Professors	8.00	3.00	-62.5%	4.00	4.00	0.0%
All ranks	23.25	10.65	-54.2%	9.00	10.00	11.1%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	66.7%	33.3%	20.4%	22.6%	Social Sciences
Associate Professors	78.9%	73.9%	27.5%	31.9%	
Assistant Professors	66.7%	42.9%	35.3%	36.5%	
All ranks	72.1%	51.6%			



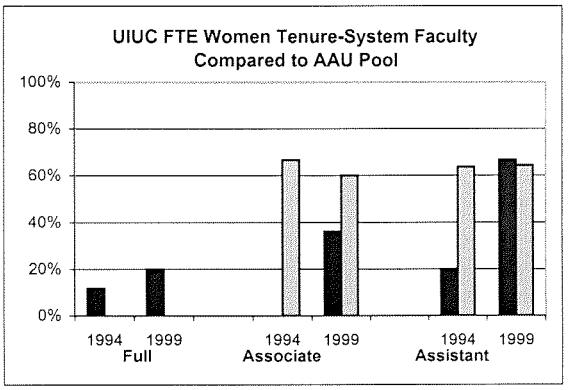
Other units included:

HRFS (1994)

Agr, Consumer, & Env Sciences: Food Science & Human Nutr

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	2.00	100.0%	7.50	8.00	6.7%
Associate Professors	0.00	3.39	0.0%	2.00	6.00	200.0%
Assistant Professors	1.00	4.00	300.0%	4.00	2.00	-50.0%
All ranks	2.00	9.39	369.5%	14.50	16.00	10.3%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	11.8%	20.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	0.0%	36.1%	66.7%	60.0%	
Assistant Professors	20.0%	66.7%	63.6%	64.3%	
All ranks	12.1%	37.0%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

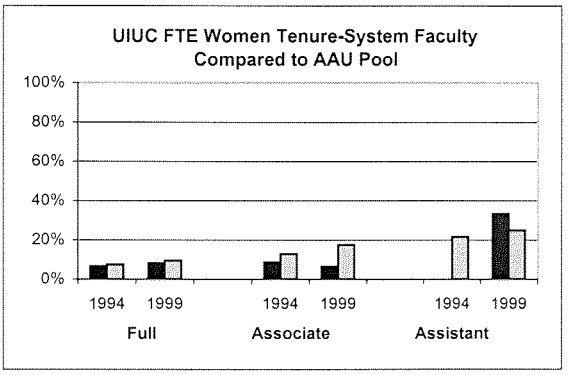
UIUC % women

AAU PhD pool: % women

Agr, Consumer, & Env Sciences: Natural Res & Env Sci

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	1.00	2.00	100.0%	14.00	22.50	60.7%
Full Professors	1.00	1.00	0.0%	10.60	14.50	36.8%
Associate Professors	0.00	4.00	0.0%	6.00	8.00	33.3%
Assistant Professors	2.00	7.00	250.0%	31.60	45.00	42.4%
All ranks						

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	6.7%	8.2%	7.4%	9.5%	Agricultural Sciences
Associate Professors	8.6%	6.5%	12.8%	17.5%	
Assistant Professors	0.0%	33.3%	21.6%	24.9%	
All ranks	6.0%	13.5%			



Other units included:

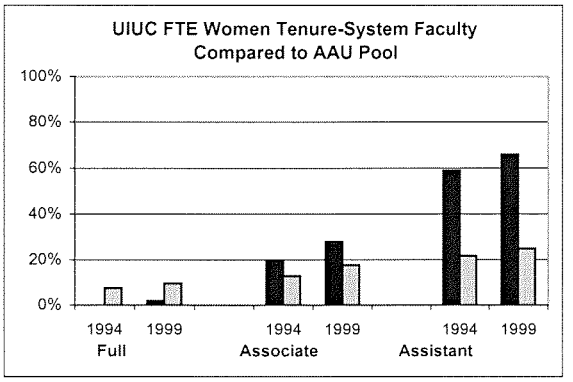
Forestry (1994)

Agr Entomology (1994)

Agr, Consumer, & Env Sciences: Aces Misc

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.05	0.0%	4.70	2.63	-44.0%
Associate Professors	2.25	1.00	-55.6%	9.35	2.60	-72.2%
Assistant Professors	2.00	1.20	-40.0%	1.40	0.62	-55.7%
All ranks	4.25	2.25	-47.1%	15.45	5.85	-62.1%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	1.9%	7.4%	9.5%	Agricultural Sciences
Associate Professors	19.4%	27.8%	12.8%	17.5%	
Assistant Professors	58.8%	65.9%	21.6%	24.9%	
All ranks	21.6%	27.8%			



Other units included:

Vocational Agr (1994)

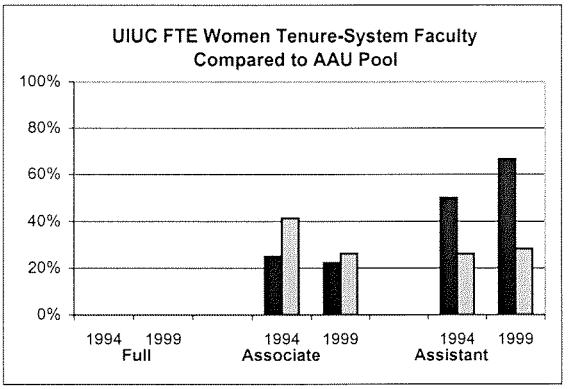
ACES Info Tech & Cmc Svcs

Vet Prg In Agr

Commerce & Business Administration: Accountancy

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	6.25	7.90	26.4%
Associate Professors	2.00	2.00	0.0%	6.00	7.00	16.7%
Assistant Professors	2.00	2.00	0.0%	2.00	1.00	-50.0%
All ranks	4.00	4.00	0.0%	15.25	15.90	4.3%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	25.0%	22.2%	41.4%	26.1%	
Assistant Professors	50.0%	66.7%	26.0%	28.2%	
All ranks	20.8%	20.1%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

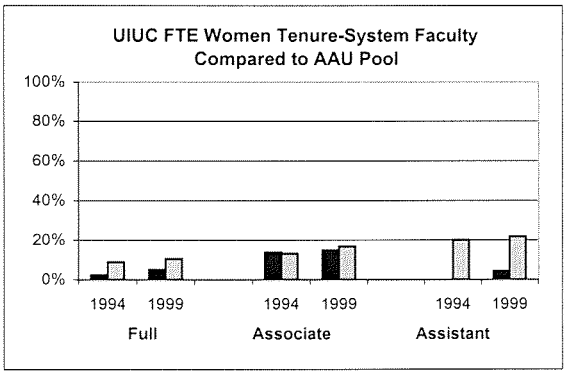
UIUC % women

AAU PhD pool: % women

Commerce & Business Administration: Economics

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.50	1.00	100.0%	21.78	18.55	-14.8%
Full Professors	1.00	1.00	0.0%	6.25	5.75	-8.0%
Associate Professors	0.00	0.25	0.0%	3.00	5.75	91.7%
Assistant Professors	1.50	2.25	50.0%	31.03	30.05	-3.2%
All ranks						

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	2.2%	5.1%	9.0%	10.5%	Economics
Associate Professors	13.8%	14.8%	13.1%	16.7%	
Assistant Professors	0.0%	4.2%	20.0%	21.8%	
All ranks	4.6%	7.0%			



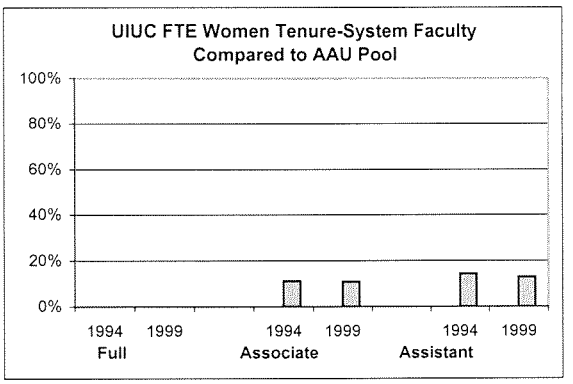
Other units included:

BEBR

Commerce & Business Administration: Finance

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	6.00	11.50	91.7%
Associate Professors	0.00	0.00	0.0%	8.50	4.00	-52.9%
Assistant Professors	0.00	0.00	0.0%	0.00	0.00	0.0%
All ranks	0.00	0.00	0.0%	14.50	15.50	6.9%

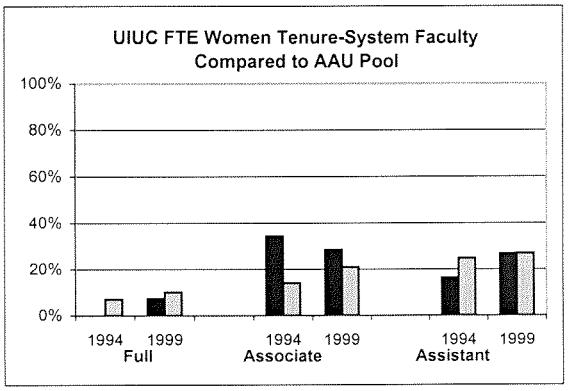
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	0.0%	0.0%	11.1%	10.8%	
Assistant Professors	0.0%	0.0%	14.4%	12.9%	
All ranks	0.0%	0.0%			



Commerce & Business Administration: Business Administration

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	1.00	0.0%	13.67	12.63	-7.6%
Associate Professors	3.00	2.00	-33.3%	5.75	5.00	-13.0%
Assistant Professors	2.33	4.75	103.9%	12.00	13.00	8.3%
All ranks	5.33	7.75	45.4%	31.42	30.63	-2.5%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	7.3%	7.0%	10.1%	Business
Associate Professors	34.3%	28.6%	14.0%	21.0%	
Assistant Professors	16.3%	26.8%	24.6%	26.9%	
All ranks	14.5%	20.2%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

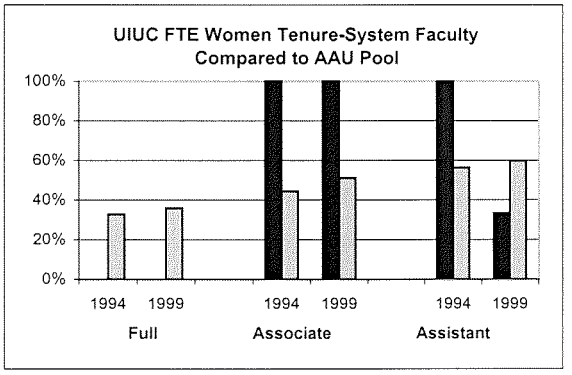
UIUC % women

AAU PhD pool: % women

Education: Ed Organization And Leadership

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	3.50	1.87	-46.6%
Full Professors	1.00	1.75	75.0%	0.00	0.00	0.0%
Associate Professors	0.75	1.00	33.3%	0.00	2.00	0.0%
Assistant Professors	1.75	2.75	57.1%	3.50	3.87	10.6%
All ranks						

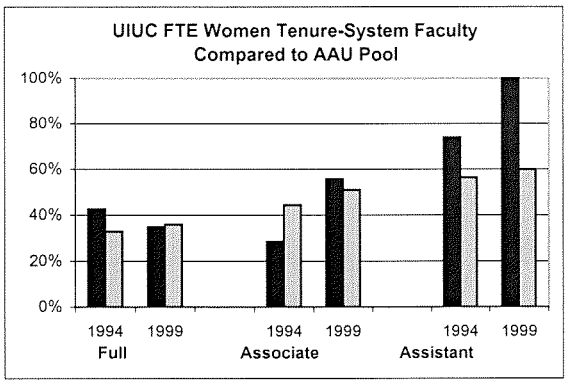
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	32.9%	36.0%	Education
Associate Professors	100.0%	100.0%	44.4%	51.0%	
Assistant Professors	100.0%	33.3%	56.3%	59.8%	
All ranks	33.3%	41.5%			



Education: Educational Psychology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	5.00	4.00	-20.0%	6.75	7.50	11.1%
Associate Professors	2.00	2.50	25.0%	5.00	2.00	-60.0%
Assistant Professors	2.83	5.75	103.2%	1.00	0.00	-100.0%
All ranks	9.83	12.25	24.6%	12.75	9.50	-25.5%

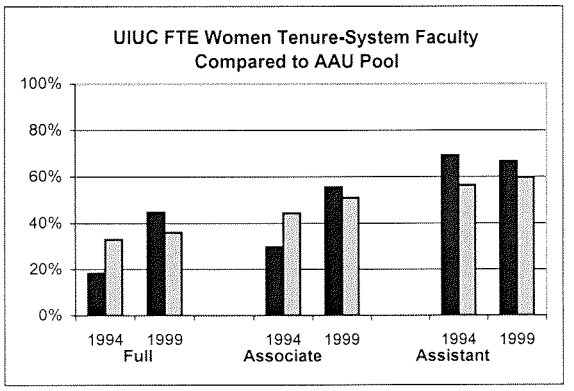
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	42.6%	34.8%	32.9%	36.0%	Education
Associate Professors	28.6%	55.6%	44.4%	51.0%	
Assistant Professors	73.9%	100.0%	56.3%	59.8%	
All ranks	43.5%	56.3%			



Education: Curriculum And Instruction

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	2.00	3.25	62.5%	9.00	4.00	-55.6%
Associate Professors	2.00	5.00	150.0%	4.75	4.00	-15.8%
Assistant Professors	4.50	4.00	-11.1%	2.00	2.00	0.0%
All ranks	8.50	12.25	44.1%	15.75	10.00	-36.5%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	18.2%	44.8%	32.9%	36.0%	Education
Associate Professors	29.6%	55.6%	44.4%	51.0%	
Assistant Professors	69.2%	66.7%	56.3%	59.8%	
All ranks	35.1%	55.1%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

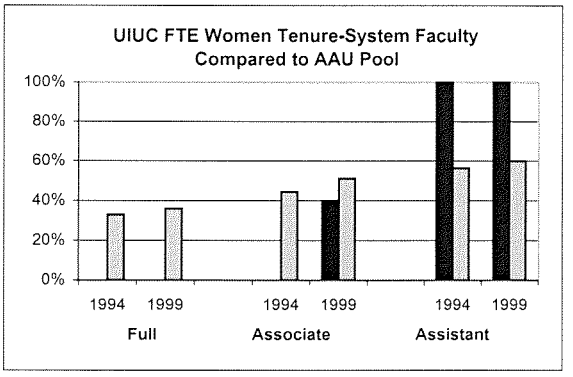
UIUC % women

AAU PhD pool: % women

Education: Educational Policy Studies

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	8.00	4.00	-50.0%
Full Professors	0.00	2.00	0.0%	3.00	3.00	0.0%
Associate Professors	2.00	3.00	50.0%	0.00	0.00	0.0%
Assistant Professors	2.00	5.00	150.0%	11.00	7.00	-36.4%
All ranks						

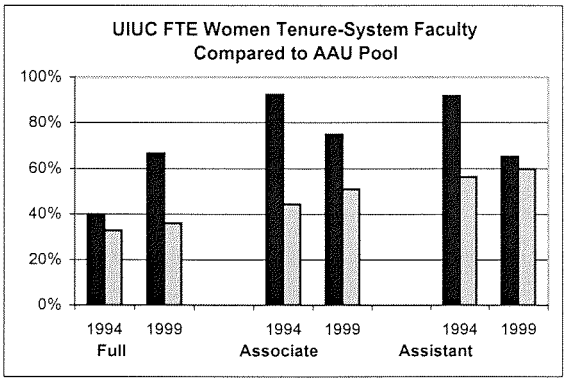
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	32.9%	36.0%	Education
Associate Professors	0.0%	40.0%	44.4%	51.0%	
Assistant Professors	100.0%	100.0%	56.3%	59.8%	
All ranks	15.4%	41.7%			



Education: Special Education

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	2.00	2.50	25.0%	3.00	1.25	-58.3%
Associate Professors	3.00	3.00	0.0%	0.25	1.00	300.0%
Assistant Professors	2.75	1.25	-54.5%	0.25	0.67	168.0%
All ranks	7.75	6.75	-12.9%	3.50	2.92	-16.6%

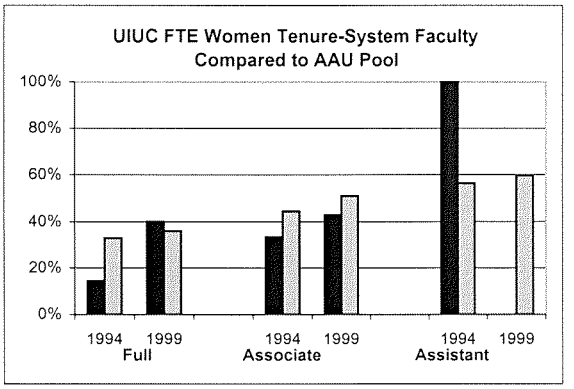
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	40.0%	66.7%	32.9%	36.0%	Education
Associate Professors	92.3%	75.0%	44.4%	51.0%	
Assistant Professors	91.7%	65.1%	56.3%	59.8%	
All ranks	68.9%	69.8%			



Education: Human Resource Education

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.50	1.00	100.0%	3.00	1.50	-50.0%
Associate Professors	1.00	0.75	-25.0%	2.00	1.00	-50.0%
Assistant Professors	0.75	0.00	-100.0%	0.00	4.00	0.0%
All ranks	2.25	1.75	-22.2%	5.00	6.50	30.0%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	14.3%	40.0%	32.9%	36.0%	Education
Associate Professors	33.3%	42.9%	44.4%	51.0%	
Assistant Professors	100.0%	0.0%	56.3%	59.8%	
All ranks	31.0%	21.2%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

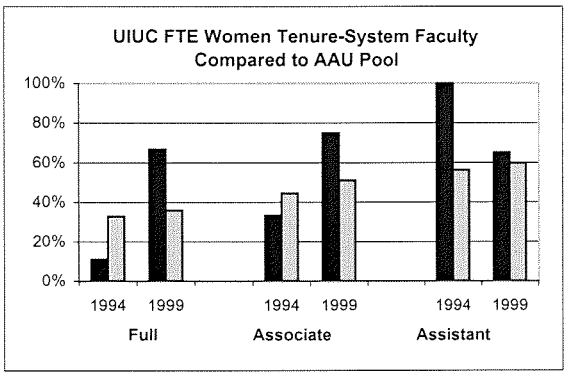
UIUC % women

AAU PhD pool: % women

Education: Education Misc

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.50	2.50	400.0%	4.00	1.25	-68.8%
Full Professors	1.50	3.00	100.0%	3.00	1.00	-66.7%
Associate Professors	2.67	1.25	-53.2%	0.00	0.67	0.0%
Assistant Professors	4.67	6.75	44.5%	7.00	2.92	-58.3%
All ranks						

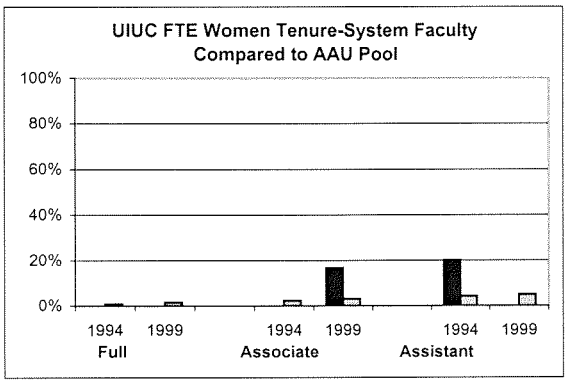
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	11.1%	66.7%	32.9%	36.0%	Education
Associate Professors	33.3%	75.0%	44.4%	51.0%	
Assistant Professors	100.0%	65.1%	56.3%	59.8%	
All ranks	40.0%	69.8%			



Engineering: Aeronaut & Astro Engineering

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	6.00	10.00	66.7%
Associate Professors	0.00	1.00	0.0%	5.00	5.00	0.0%
Assistant Professors	1.00	0.00	-100.0%	4.00	1.00	-75.0%
All ranks	1.00	1.00	0.0%	15.00	16.00	6.7%

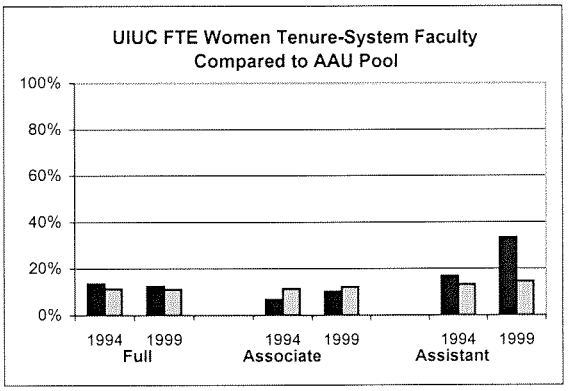
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.9%	1.6%	Aero Engineering
Associate Professors	0.0%	16.7%	2.2%	3.1%	
Assistant Professors	20.0%	0.0%	4.2%	4.9%	
All ranks	6.3%	5.9%			



Engineering: Computer Science

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	2.00	2.00	0.0%	13.00	14.17	9.0%
Associate Professors	1.00	1.00	0.0%	14.00	9.00	-35.7%
Assistant Professors	1.00	2.00	100.0%	5.00	4.00	-20.0%
All ranks	4.00	5.00	25.0%	32.00	27.17	-15.1%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	13.3%	12.4%	11.1%	11.0%	Computer Science
Associate Professors	6.7%	10.0%	11.3%	12.1%	
Assistant Professors	16.7%	33.3%	13.1%	14.4%	
All ranks	11.1%	15.5%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

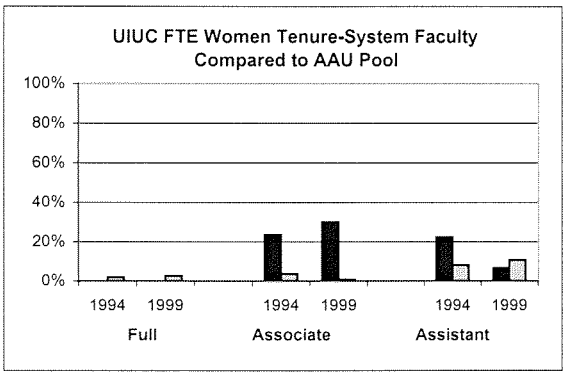
UIUC % women

AAU PhD pool: % women

Engineering: Civil & Environmental Engr

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	30.20	23.10	-23.5%
Full Professors	2.00	3.00	50.0%	6.50	7.00	7.7%
Associate Professors	2.00	1.00	-50.0%	7.00	14.00	100.0%
Assistant Professors	4.00	4.00	0.0%	43.70	44.10	0.9%
All ranks						

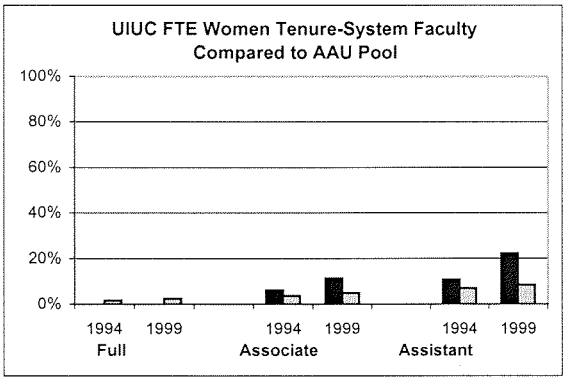
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	1.9%	2.6%	Civil Engineering
Associate Professors	23.5%	30.0%	3.6%	0.6%	
Assistant Professors	22.2%	6.7%	8.2%	10.7%	
All ranks	8.4%	8.3%			



Engineering: Electrical & Computer Engr

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	45.41	43.11	-5.1%
Associate Professors	0.95	1.78	87.4%	14.85	14.16	-4.6%
Assistant Professors	2.00	3.00	50.0%	16.83	10.50	-37.6%
All ranks	2.95	4.78	62.0%	77.09	67.77	-12.1%

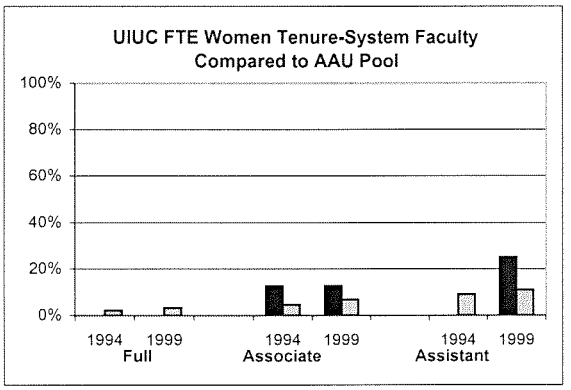
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	1.7%	2.4%	Electrical Engineering
Associate Professors	6.0%	11.2%	3.7%	4.9%	
Assistant Professors	10.6%	22.2%	6.9%	8.4%	
All ranks	3.7%	6.6%			



Engineering: General Engineering

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	7.00	8.00	14.3%
Associate Professors	1.00	1.00	0.0%	7.00	7.00	0.0%
Assistant Professors	0.00	1.00	0.0%	2.30	3.00	30.4%
All ranks	1.00	2.00	100.0%	16.30	18.00	10.4%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	2.0%	3.1%	Engineering, All
Associate Professors	12.5%	12.5%	4.5%	6.8%	
Assistant Professors	0.0%	25.0%	8.9%	10.9%	
All ranks	5.8%	10.0%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

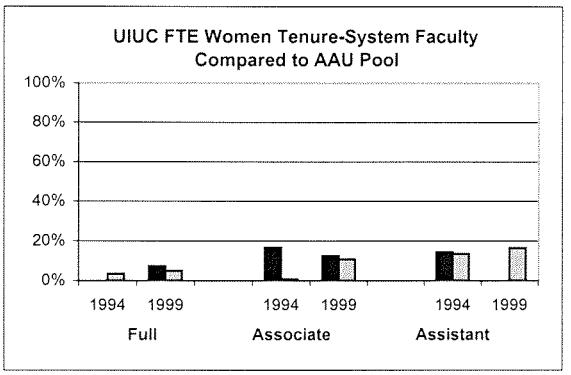
UIUC % women

AAU PhD pool: % women

Engineering: Materials Science & Engr

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	1.00	0.0%	16.80	12.80	-23.8%
Full Professors	1.00	1.00	0.0%	5.00	7.00	40.0%
Associate Professors	1.00	0.00	-100.0%	6.00	4.00	-33.3%
Assistant Professors	2.00	2.00	0.0%	27.80	23.80	-14.4%
All ranks						

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	7.2%	3.4%	4.8%	Materials Engineering
Associate Professors	16.7%	12.5%	0.7%	10.7%	
Assistant Professors	14.3%	0.0%	13.5%	16.4%	
All ranks	6.7%	7.8%			



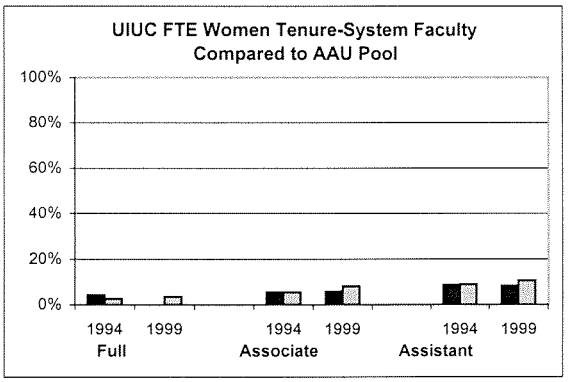
Other units included:

Materials Research Lab

Engineering: Mechanical & Industrial Eng

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	0.00	-100.0%	22.50	18.00	-20.0%
Associate Professors	0.75	0.75	0.0%	13.00	12.27	-5.6%
Assistant Professors	0.75	1.00	33.3%	8.00	11.33	41.6%
All ranks	2.50	1.75	-30.0%	43.50	41.60	-4.4%

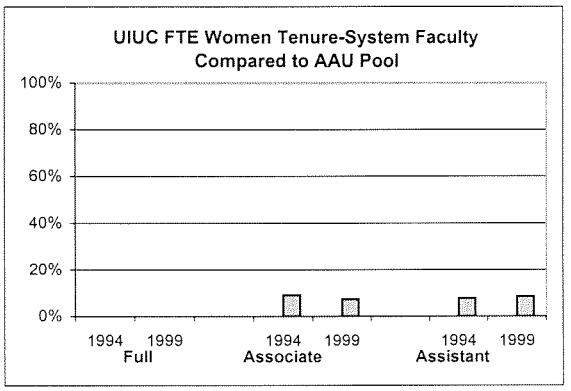
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	4.3%	0.0%	2.6%	3.6%	50% Mechanical Engineering & 50% Industrial Engineering
Associate Professors	5.5%	5.8%	5.5%	8.0%	
Assistant Professors	8.6%	8.1%	8.9%	10.6%	
All ranks	5.4%	4.0%			



Engineering: Nuclear, Rad, Plasma Eng

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	6.00	5.50	-8.3%
Associate Professors	0.00	0.00	0.0%	2.00	1.00	-50.0%
Assistant Professors	0.00	0.00	0.0%	1.00	2.60	160.0%
All ranks	0.00	0.00	0.0%	9.00	9.10	1.1%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	0.0%	0.0%	9.1%	7.3%	
Assistant Professors	0.0%	0.0%	7.7%	8.5%	
All ranks	0.0%	0.0%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

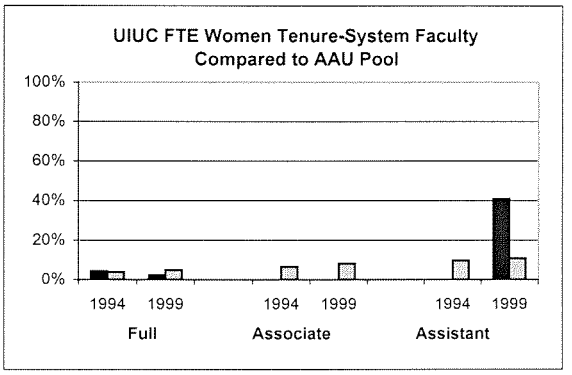
UIUC % women

AAU PhD pool: % women

Engineering: Physics

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	2.00	1.00	-50.0%	43.28	42.19	-2.5%
Full Professors	0.00	0.00	0.0%	9.85	6.00	-39.1%
Associate Professors	0.00	3.00	0.0%	5.82	4.34	-25.4%
Assistant Professors	2.00	4.00	100.0%	58.95	52.53	-10.9%
All ranks						

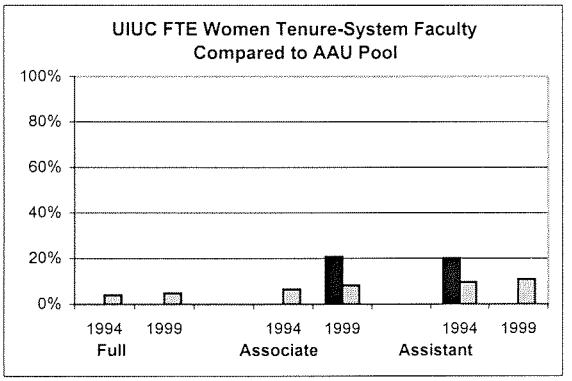
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	4.4%	2.3%	3.9%	4.8%	Physics
Associate Professors	0.0%	0.0%	6.5%	8.1%	
Assistant Professors	0.0%	40.9%	9.6%	10.8%	
All ranks	3.3%	7.1%			



Engineering: Theoretical & Applied Mechanics

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	9.00	8.66	-3.8%
Associate Professors	0.00	1.00	0.0%	2.00	3.86	93.0%
Assistant Professors	1.00	0.00	-100.0%	4.00	1.72	-57.0%
All ranks	1.00	1.00	0.0%	15.00	14.24	-5.1%

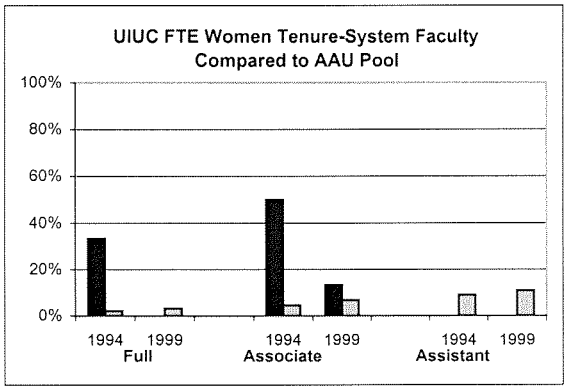
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	3.9%	4.8%	Physics
Associate Professors	0.0%	20.6%	6.5%	8.1%	
Assistant Professors	20.0%	0.0%	9.6%	10.8%	
All ranks	6.3%	6.6%			



Engineering: Engineering Misc

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	0.00	-100.0%	2.00	1.58	-21.0%
Associate Professors	0.05	0.05	0.0%	0.05	0.33	560.0%
Assistant Professors	0.00	0.00	0.0%	0.17	0.00	-100.0%
All ranks	1.05	0.05	-95.2%	2.22	1.91	-14.0%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	33.3%	0.0%	2.0%	3.1%	Engineering, All
Associate Professors	50.0%	13.2%	4.5%	6.8%	
Assistant Professors	0.0%	0.0%	8.9%	10.9%	
All ranks	32.1%	2.6%			



Other units included:

Microelectronics Lab

Coordinated Sci Lab

Computational Sci & Engr

1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

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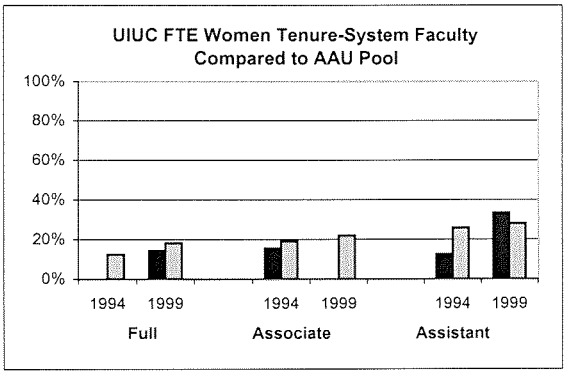
UIUC % women

AAU PhD pool: % women

Fine & Applied Arts: Architecture

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	2.00	0.0%	14.40	12.00	-16.7%
Full Professors	2.00	0.00	-100.0%	11.00	12.00	9.1%
Associate Professors	1.00	2.00	100.0%	7.00	4.00	-42.9%
Assistant Professors	3.00	4.00	33.3%	32.40	28.00	-13.6%
All ranks						

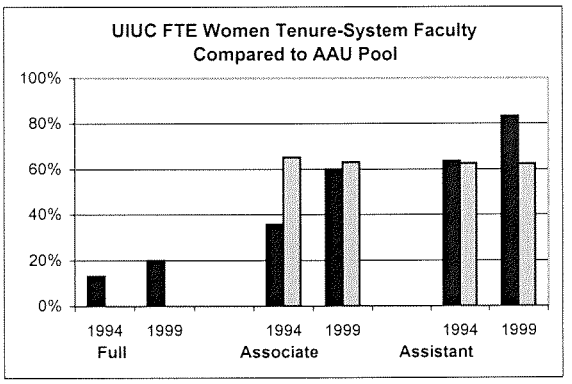
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	14.3%	12.5%	18.1%	Architecture
Associate Professors	15.4%	0.0%	19.1%	22.0%	
Assistant Professors	12.5%	33.3%	25.7%	27.9%	
All ranks	8.5%	12.5%			



Fine & Applied Arts: Art & Design

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	3.00	4.00	33.3%	20.00	16.00	-20.0%
Associate Professors	7.50	10.50	40.0%	13.50	7.00	-48.1%
Assistant Professors	7.00	5.00	-28.6%	4.00	1.00	-75.0%
All ranks	17.50	19.50	11.4%	37.50	24.00	-36.0%

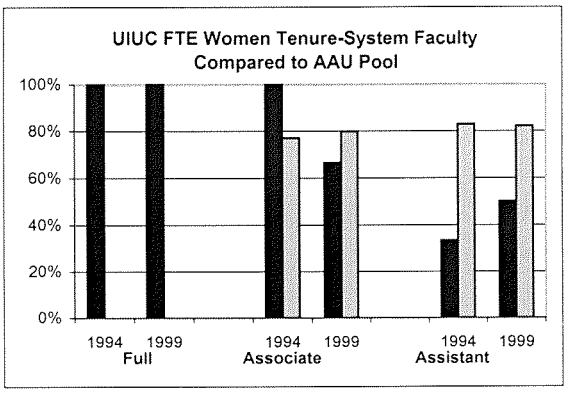
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	13.0%	20.0%	0.0%	0.0%	IPEDS 1990-1997 (MA, MFA)
Associate Professors	35.7%	60.0%	65.2%	63.1%	
Assistant Professors	63.6%	83.3%	62.5%	62.3%	
All ranks	31.8%	44.8%			



Fine & Applied Arts: Dance

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	1.00	0.0%	0.00	0.00	0.0%
Associate Professors	1.00	2.00	100.0%	0.00	1.00	0.0%
Assistant Professors	1.00	1.00	0.0%	2.00	1.00	-50.0%
All ranks	3.00	4.00	33.3%	2.00	2.00	0.0%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	100.0%	100.0%	0.0%	0.0%	IPEDS 1990-1997 (MA, MFA)
Associate Professors	100.0%	66.7%	77.1%	79.9%	
Assistant Professors	33.3%	50.0%	83.0%	82.0%	
All ranks	60.0%	66.7%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

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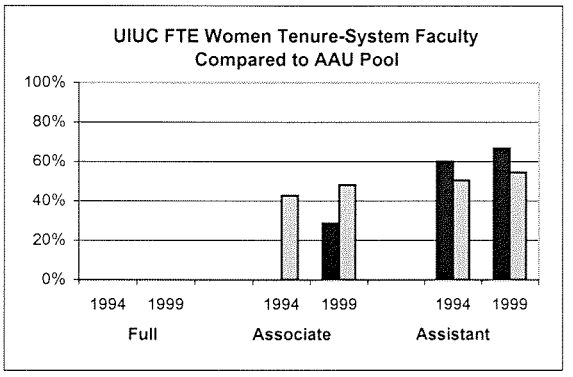
UIUC % women

AAU PhD pool: % women

Fine & Applied Arts: Landscape Architecture

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	2.60	2.00	-23.1%
Full Professors	0.00	1.00	0.0%	2.50	2.50	0.0%
Associate Professors	3.00	2.00	-33.3%	2.00	1.00	-50.0%
Assistant Professors	3.00	3.00	0.0%	8.10	6.50	-19.8%
All ranks						

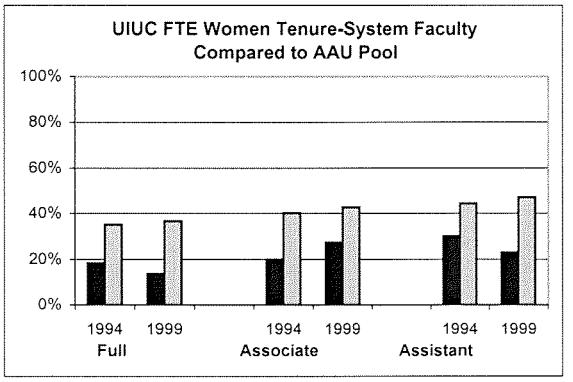
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997 (MA, MFA)
Associate Professors	0.0%	28.6%	42.8%	48.2%	
Assistant Professors	60.0%	66.7%	50.3%	54.4%	
All ranks	27.0%	31.6%			



Fine & Applied Arts: Music

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	4.85	3.00	-38.1%	21.67	18.98	-12.4%
Associate Professors	4.00	6.00	50.0%	16.00	16.00	0.0%
Assistant Professors	3.00	4.00	33.3%	7.00	13.51	93.0%
All ranks	11.85	13.00	9.7%	44.67	48.49	8.6%

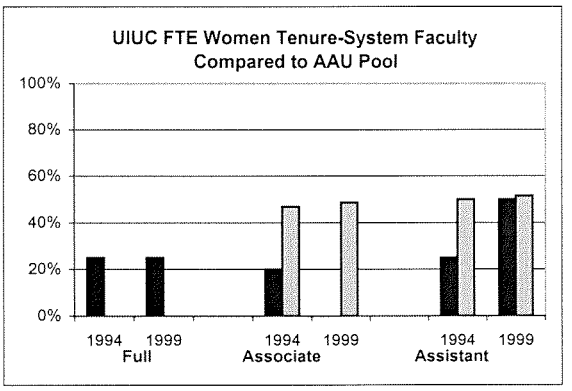
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	18.3%	13.6%	35.1%	36.7%	Music
Associate Professors	20.0%	27.3%	40.1%	42.7%	
Assistant Professors	30.0%	22.8%	44.4%	47.1%	
All ranks	21.0%	21.1%			



Fine & Applied Arts: Theatre

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	1.00	0.0%	3.00	3.00	0.0%
Associate Professors	1.00	0.00	-100.0%	4.00	4.00	0.0%
Assistant Professors	1.00	1.00	0.0%	3.00	1.00	-66.7%
All ranks	3.00	2.00	-33.3%	10.00	8.00	-20.0%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	25.0%	25.0%	0.0%	0.0%	IPEDS 1990-1997 (MA, MFA)
Associate Professors	20.0%	0.0%	46.8%	48.6%	
Assistant Professors	25.0%	50.0%	50.0%	51.5%	
All ranks	23.1%	20.0%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

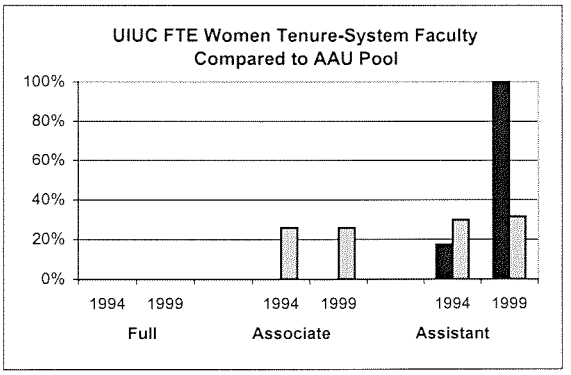
UIUC % women

AAU PhD pool: % women

Fine & Applied Arts: Urban & Regional Planning

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	4.00	5.75	43.8%
Full Professors	0.00	0.00	0.0%	1.50	4.75	216.7%
Associate Professors	1.00	3.00	200.0%	4.75	0.00	-100.0%
Assistant Professors	1.00	3.00	200.0%	10.25	11.50	12.2%
All ranks						

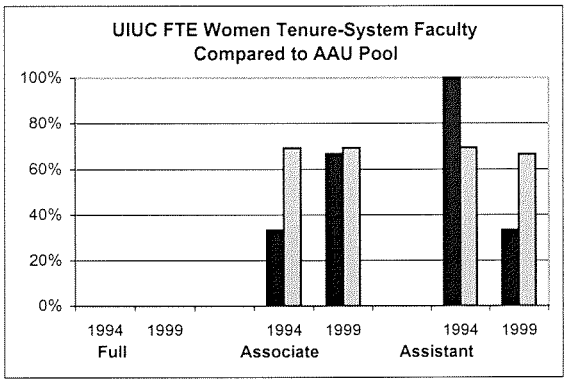
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	0.0%	0.0%	25.9%	25.9%	
Assistant Professors	17.4%	100.0%	29.9%	31.6%	
All ranks	8.9%	20.7%			



Communications: Advertising

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	0.00	1.00	0.0%
Associate Professors	1.00	2.00	100.0%	2.00	1.00	-50.0%
Assistant Professors	2.67	1.00	-62.5%	0.00	2.00	0.0%
All ranks	3.67	3.00	-18.3%	2.00	4.00	100.0%

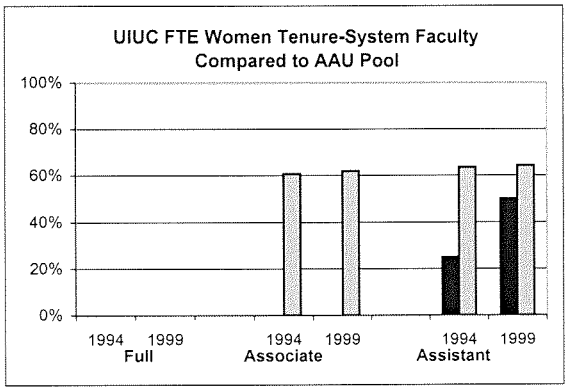
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997 (MA)
Associate Professors	33.3%	66.7%	69.3%	69.3%	
Assistant Professors	100.0%	33.3%	69.4%	66.5%	
All ranks	64.7%	42.9%			



Communications: Journalism

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	1.00	4.75	375.0%
Associate Professors	0.00	0.00	0.0%	4.00	3.00	-25.0%
Assistant Professors	1.00	2.00	100.0%	3.00	2.00	-33.3%
All ranks	1.00	2.00	100.0%	8.00	9.75	21.9%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997 (MA)
Associate Professors	0.0%	0.0%	60.7%	61.9%	
Assistant Professors	25.0%	50.0%	63.5%	64.3%	
All ranks	11.1%	17.0%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

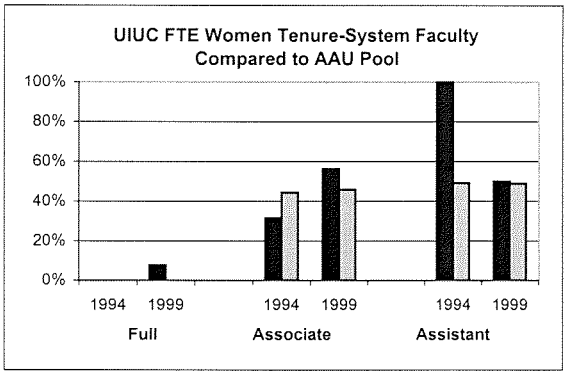
UIUC % women

AAU PhD pool: % women

Communications: Inst Of Communications Researc

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.42	0.0%	3.79	5.05	33.2%
Full Professors	1.04	2.25	116.3%	2.25	1.75	-22.2%
Associate Professors	3.00	1.00	-66.7%	0.00	1.00	0.0%
Assistant Professors	4.04	3.67	-9.2%	6.04	7.80	29.1%
All ranks						

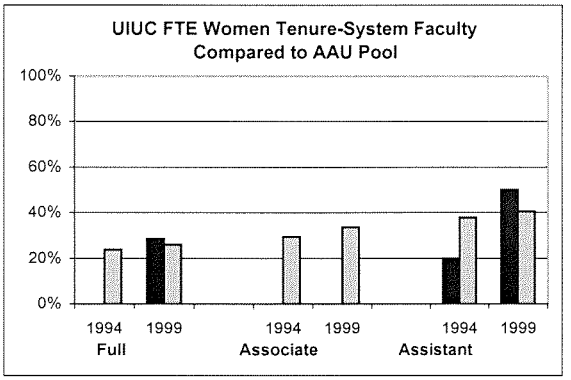
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	7.7%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	31.6%	56.3%	44.3%	45.8%	
Assistant Professors	100.0%	50.0%	49.1%	48.8%	
All ranks	40.1%	32.0%			



Liberal Arts & Sciences: Cell & Structural Biology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	1.20	0.0%	3.89	3.00	-22.9%
Associate Professors	0.00	0.00	0.0%	1.33	3.33	150.4%
Assistant Professors	1.00	1.00	0.0%	4.00	1.00	-75.0%
All ranks	1.00	2.20	120.0%	9.22	7.33	-20.5%

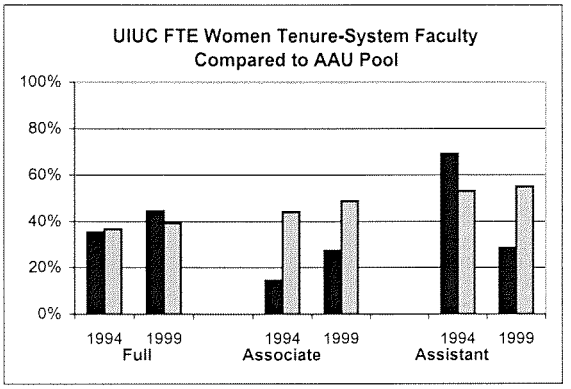
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	28.6%	23.9%	26.0%	Biological Sciences
Associate Professors	0.0%	0.0%	29.5%	33.6%	
Assistant Professors	20.0%	50.0%	37.8%	40.5%	
All ranks	9.8%	23.1%			



Liberal Arts & Sciences: Anthropology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	3.00	4.00	33.3%	5.50	5.00	-9.1%
Associate Professors	1.00	1.50	50.0%	6.00	4.00	-33.3%
Assistant Professors	2.25	2.00	-11.1%	1.00	5.06	406.0%
All ranks	6.25	7.50	20.0%	12.50	14.06	12.5%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	35.3%	44.4%	36.7%	39.2%	Anthropology
Associate Professors	14.3%	27.3%	44.1%	48.8%	
Assistant Professors	69.2%	28.3%	53.0%	54.9%	
All ranks	33.3%	34.8%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

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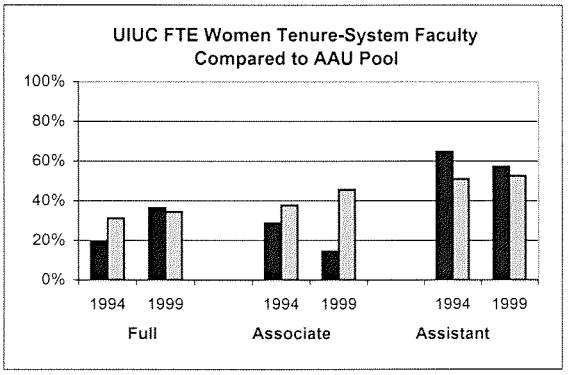
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: E. Asian Languages & Literatur

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.54	1.00	85.2%	2.25	1.75	-22.2%
Full Professors	1.00	0.50	-50.0%	2.50	3.00	20.0%
Associate Professors	2.75	2.00	-27.3%	1.50	1.50	0.0%
Assistant Professors	4.29	3.50	-18.4%	6.25	6.25	0.0%
All ranks						

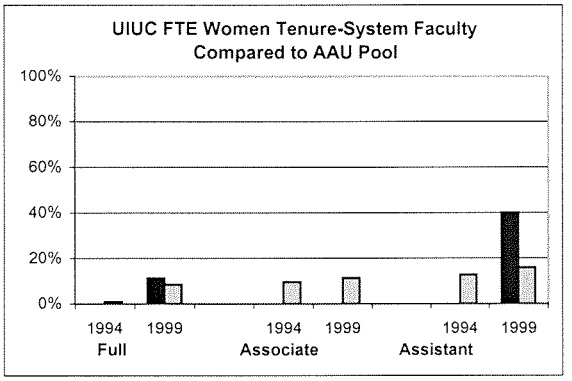
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	19.4%	36.4%	31.2%	34.4%	Area & Ethnic Studies
Associate Professors	28.6%	14.3%	37.8%	45.5%	
Assistant Professors	64.7%	57.1%	50.9%	52.5%	
All ranks	40.7%	35.9%			



Liberal Arts & Sciences: Astronomy

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	1.00	0.0%	11.00	8.00	-27.3%
Associate Professors	0.00	0.00	0.0%	1.00	1.00	0.0%
Assistant Professors	0.00	1.00	0.0%	0.00	1.50	0.0%
All ranks	0.00	2.00	0.0%	12.00	10.50	-12.5%

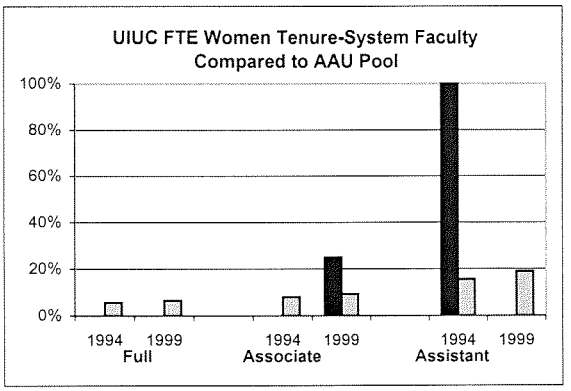
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	11.1%	0.8%	8.4%	Astronomy
Associate Professors	0.0%	0.0%	9.6%	11.2%	
Assistant Professors	0.0%	40.0%	12.7%	15.9%	
All ranks	0.0%	16.0%			



Liberal Arts & Sciences: Atmospheric Sciences

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	5.00	5.25	5.0%
Associate Professors	0.00	1.00	0.0%	3.00	3.00	0.0%
Assistant Professors	1.00	0.00	-100.0%	0.00	2.00	0.0%
All ranks	1.00	1.00	0.0%	8.00	10.25	28.1%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	5.6%	6.5%	Atmospheric Science
Associate Professors	0.0%	25.0%	8.0%	9.3%	
Assistant Professors	100.0%	0.0%	15.5%	18.9%	
All ranks	11.1%	8.9%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

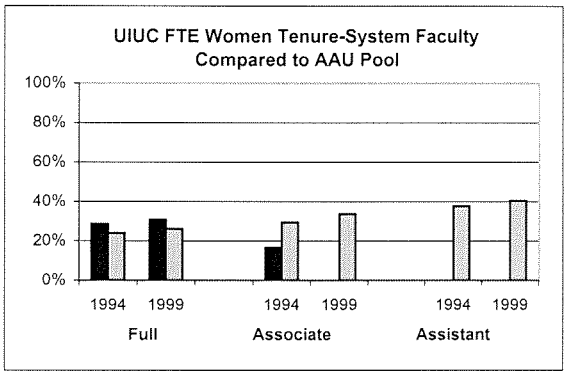
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: Plant Biology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	2.00	2.00	0.0%	5.00	4.50	-10.0%
Full Professors	1.00	0.00	-100.0%	5.00	4.00	-20.0%
Associate Professors	0.00	0.00	0.0%	1.00	1.00	0.0%
Assistant Professors	3.00	2.00	-33.3%	11.00	9.50	-13.6%
All ranks						

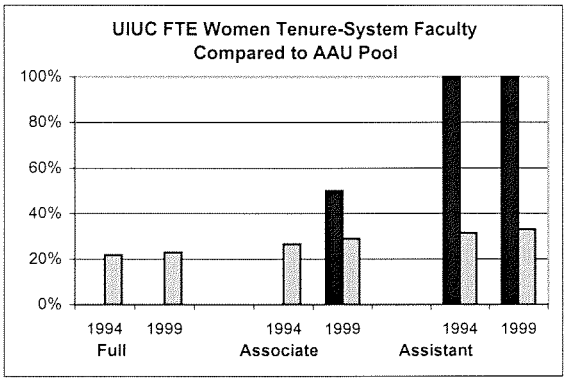
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	28.6%	30.8%	23.9%	26.0%	Biological Sciences
Associate Professors	16.7%	0.0%	29.5%	33.6%	
Assistant Professors	0.0%	0.0%	37.8%	40.5%	
All ranks	21.4%	17.4%			



Liberal Arts & Sciences: Classics

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	6.00	5.00	-16.7%
Associate Professors	0.00	1.00	0.0%	1.50	1.00	-33.3%
Assistant Professors	2.00	1.00	-50.0%	0.00	0.00	0.0%
All ranks	2.00	2.00	0.0%	7.50	6.00	-20.0%

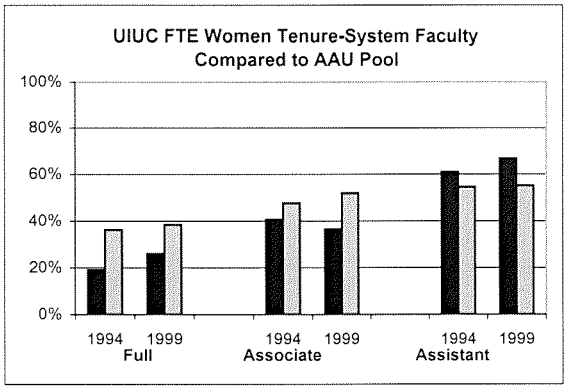
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	21.8%	22.9%	Other Humanities
Associate Professors	0.0%	50.0%	26.5%	28.9%	
Assistant Professors	100.0%	100.0%	31.4%	33.0%	
All ranks	21.1%	25.0%			



Liberal Arts & Sciences: English

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	5.50	7.99	45.3%	23.40	22.77	-2.7%
Associate Professors	7.50	4.00	-46.7%	11.00	7.00	-36.4%
Assistant Professors	6.25	7.00	12.0%	4.00	3.50	-12.5%
All ranks	19.25	18.99	-1.4%	38.40	33.27	-13.4%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	19.0%	26.0%	36.1%	38.4%	English Literature
Associate Professors	40.5%	36.4%	47.6%	51.9%	
Assistant Professors	61.0%	66.7%	54.5%	55.0%	
All ranks	33.4%	36.3%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

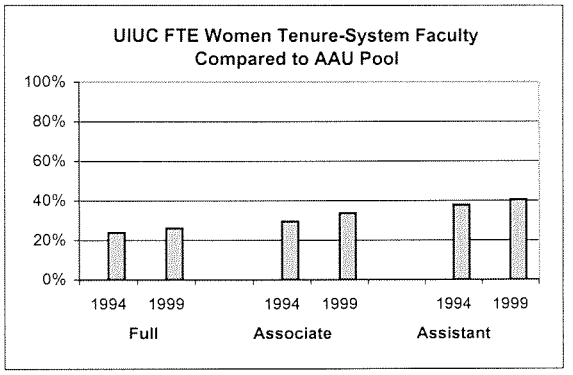
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: Ecology Ethology & Evolution

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	5.00	5.00	0.0%
Full Professors	0.00	0.00	0.0%	4.00	3.00	-25.0%
Associate Professors	0.00	0.00	0.0%	2.00	1.00	-50.0%
Assistant Professors	0.00	0.00	0.0%	11.00	9.00	-18.2%
All ranks						

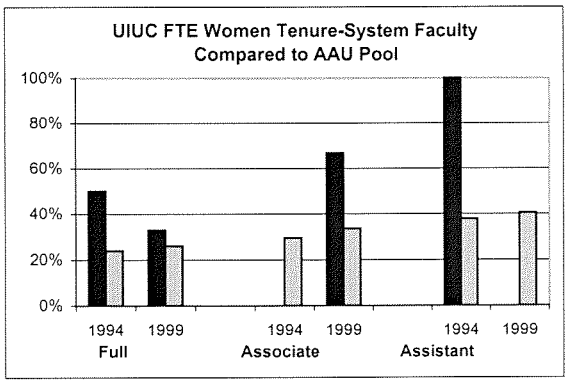
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	23.9%	26.0%	Biological Sciences
Associate Professors	0.0%	0.0%	29.5%	33.6%	
Assistant Professors	0.0%	0.0%	37.8%	40.5%	
All ranks	0.0%	0.0%			



Liberal Arts & Sciences: Entomology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	0.98	-2.0%	1.00	2.00	100.0%
Associate Professors	0.00	2.00	0.0%	5.00	1.00	-80.0%
Assistant Professors	1.00	0.00	-100.0%	0.00	1.00	0.0%
All ranks	2.00	2.98	49.0%	6.00	4.00	-33.3%

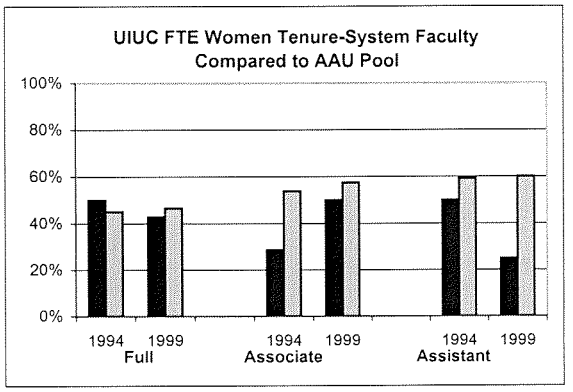
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	50.0%	32.9%	23.9%	26.0%	Biological Sciences
Associate Professors	0.0%	66.7%	29.5%	33.6%	
Assistant Professors	100.0%	0.0%	37.8%	40.5%	
All ranks	25.0%	42.7%			



Liberal Arts & Sciences: French

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	4.00	3.00	-25.0%	4.00	4.00	0.0%
Associate Professors	1.00	1.00	0.0%	2.50	1.00	-60.0%
Assistant Professors	2.00	1.00	-50.0%	2.00	3.00	50.0%
All ranks	7.00	5.00	-28.6%	8.50	8.00	-5.9%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	50.0%	42.9%	45.1%	46.6%	Foreign Languages
Associate Professors	28.6%	50.0%	53.9%	57.4%	
Assistant Professors	50.0%	25.0%	59.2%	60.0%	
All ranks	45.2%	38.5%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

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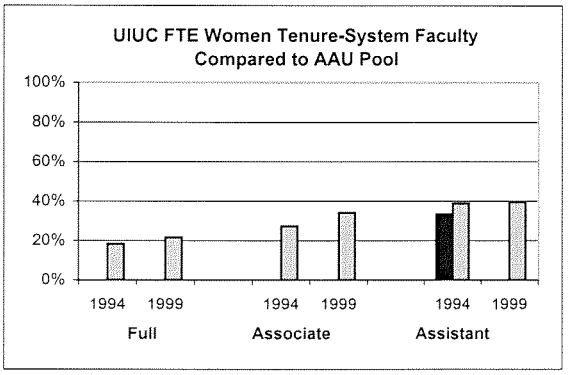
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: Geography

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	4.00	4.00	0.0%
Full Professors	0.00	0.00	0.0%	6.00	6.00	0.0%
Associate Professors	1.00	0.00	-100.0%	2.00	2.00	0.0%
Assistant Professors	1.00	0.00	-100.0%	12.00	12.00	0.0%
All ranks						

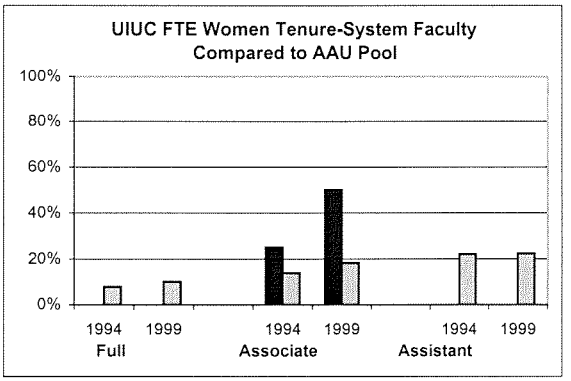
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	18.4%	21.6%	Other Social Sciences
Associate Professors	0.0%	0.0%	27.3%	34.1%	
Assistant Professors	33.3%	0.0%	38.9%	39.5%	
All ranks	7.7%	0.0%			



Liberal Arts & Sciences: Geology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	12.00	8.50	-29.2%
Associate Professors	1.00	1.00	0.0%	3.00	1.00	-66.7%
Assistant Professors	0.00	0.00	0.0%	1.00	4.00	300.0%
All ranks	1.00	1.00	0.0%	16.00	13.50	-15.6%

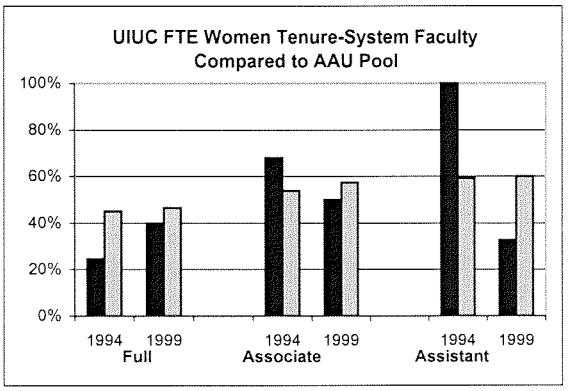
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	7.7%	10.0%	Earth Science
Associate Professors	25.0%	50.0%	13.7%	18.1%	
Assistant Professors	0.0%	0.0%	22.0%	22.4%	
All ranks	5.9%	6.9%			



Liberal Arts & Sciences: Germanic Languages & Literature

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	2.00	2.00	0.0%	6.16	3.00	-51.3%
Associate Professors	2.00	1.00	-50.0%	0.94	1.00	6.4%
Assistant Professors	1.00	1.00	0.0%	0.00	2.06	0.0%
All ranks	5.00	4.00	-20.0%	7.10	6.06	-14.6%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	24.5%	40.0%	45.1%	46.6%	Foreign Languages
Associate Professors	68.0%	50.0%	53.9%	57.4%	
Assistant Professors	100.0%	32.7%	59.2%	60.0%	
All ranks	41.3%	39.8%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

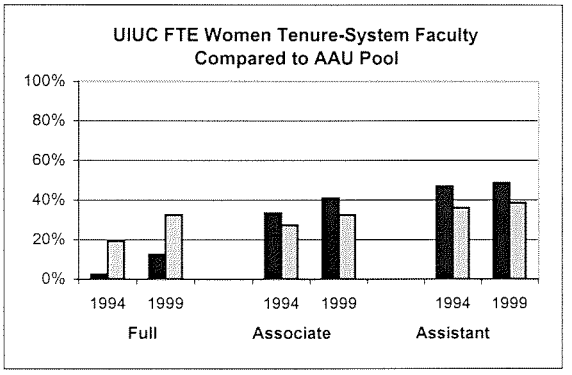
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: History

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.50	2.00	300.0%	20.50	14.00	-31.7%
Full Professors	4.00	7.25	81.3%	8.00	10.50	31.3%
Associate Professors	1.76	2.00	13.6%	2.00	2.12	6.0%
Assistant Professors	6.26	11.25	79.7%	30.50	26.62	-12.7%
All ranks						

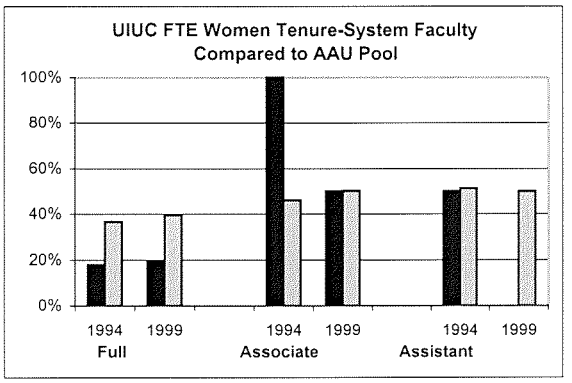
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	2.4%	12.5%	19.4%	32.5%	History
Associate Professors	33.3%	40.8%	27.3%	32.5%	
Assistant Professors	46.8%	48.5%	36.1%	38.5%	
All ranks	17.0%	29.7%			



Liberal Arts & Sciences: Linguistics

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.60	1.25	-21.9%	7.35	5.25	-28.6%
Associate Professors	0.25	2.00	700.0%	0.00	2.00	0.0%
Assistant Professors	1.00	0.00	-100.0%	1.00	2.00	100.0%
All ranks	2.85	3.25	14.0%	8.35	9.25	10.8%

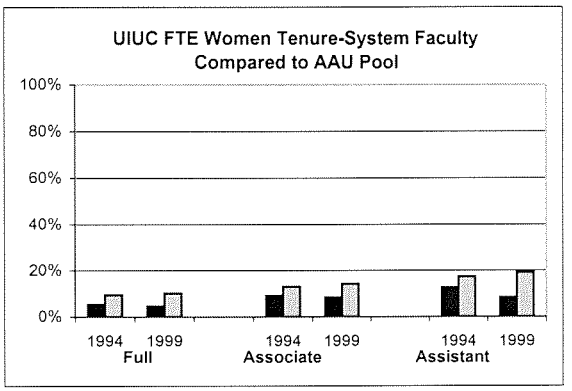
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	17.9%	19.2%	36.7%	39.6%	Linguistics
Associate Professors	100.0%	50.0%	46.1%	50.1%	
Assistant Professors	50.0%	0.0%	51.3%	50.0%	
All ranks	25.4%	26.0%			



Liberal Arts & Sciences: Mathematics

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	3.00	2.00	-33.3%	53.78	42.00	-21.9%
Associate Professors	1.00	1.00	0.0%	10.00	11.00	10.0%
Assistant Professors	1.00	1.00	0.0%	7.00	11.00	57.1%
All ranks	5.00	4.00	-20.0%	70.78	64.00	-9.6%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	5.3%	4.5%	9.4%	10.1%	Math & Statistics
Associate Professors	9.1%	8.3%	12.9%	14.2%	
Assistant Professors	12.5%	8.3%	17.2%	19.2%	
All ranks	6.6%	5.9%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

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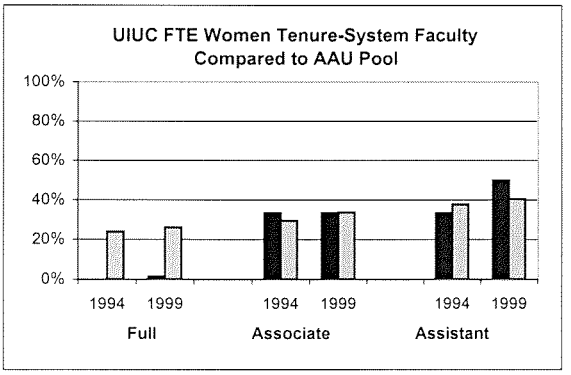
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: Microbiology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.05	0.0%	6.49	3.94	-39.3%
Full Professors	1.00	1.00	0.0%	2.00	2.00	0.0%
Associate Professors	1.00	1.00	0.0%	2.00	1.00	-50.0%
Assistant Professors	2.00	2.05	2.5%	10.49	6.94	-33.8%
All ranks						

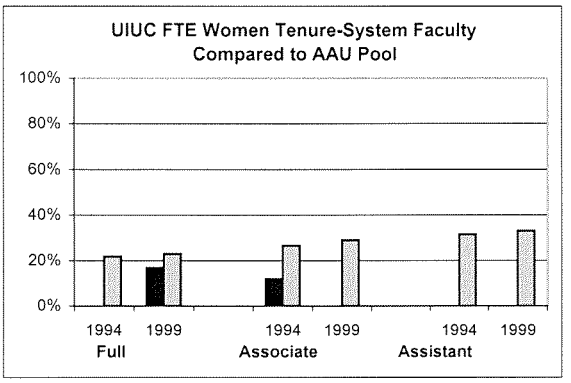
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	1.3%	23.9%	26.0%	Biological Sciences
Associate Professors	33.3%	33.3%	29.5%	33.6%	
Assistant Professors	33.3%	50.0%	37.8%	40.5%	
All ranks	16.0%	22.8%			



Liberal Arts & Sciences: Philosophy

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	1.00	0.0%	7.00	5.00	-28.6%
Associate Professors	1.00	0.00	-100.0%	7.50	9.50	26.7%
Assistant Professors	0.00	0.00	0.0%	2.00	2.00	0.0%
All ranks	1.00	1.00	0.0%	16.50	16.50	0.0%

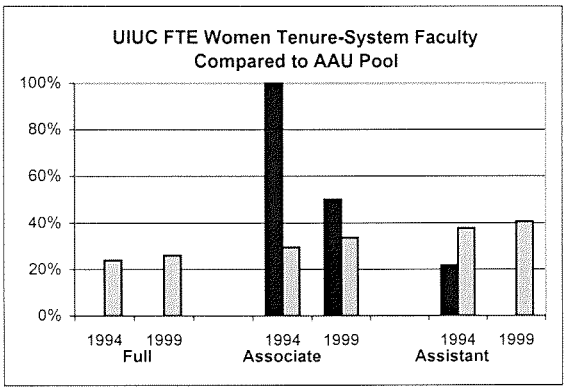
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	16.7%	21.8%	22.9%	Other Humanities
Associate Professors	11.8%	0.0%	26.5%	28.9%	
Assistant Professors	0.0%	0.0%	31.4%	33.0%	
All ranks	5.7%	5.7%			



Liberal Arts & Sciences: Molecular & Integrative Physiology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	8.39	6.94	-17.3%
Associate Professors	1.00	2.00	100.0%	0.00	2.00	0.0%
Assistant Professors	1.00	0.00	-100.0%	3.61	2.00	-44.6%
All ranks	2.00	2.00	0.0%	12.00	10.94	-8.8%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	23.9%	26.0%	Biological Sciences
Associate Professors	100.0%	50.0%	29.5%	33.6%	
Assistant Professors	21.7%	0.0%	37.8%	40.5%	
All ranks	14.3%	15.5%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

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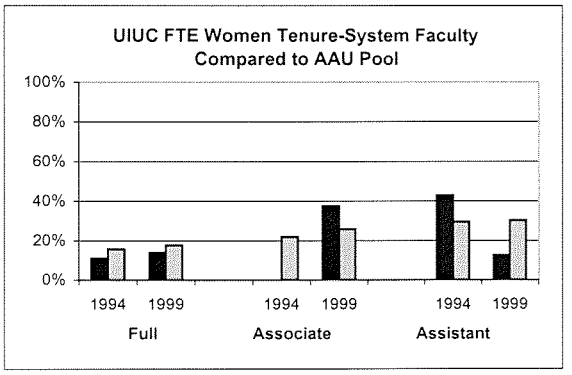
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: Political Science

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	1.50	1.50	0.0%	12.00	9.20	-23.3%
Full Professors	0.00	3.00	0.0%	3.00	5.00	66.7%
Associate Professors	3.00	1.00	-66.7%	4.00	7.00	75.0%
Assistant Professors	4.50	5.50	22.2%	19.00	21.20	11.6%
All ranks						

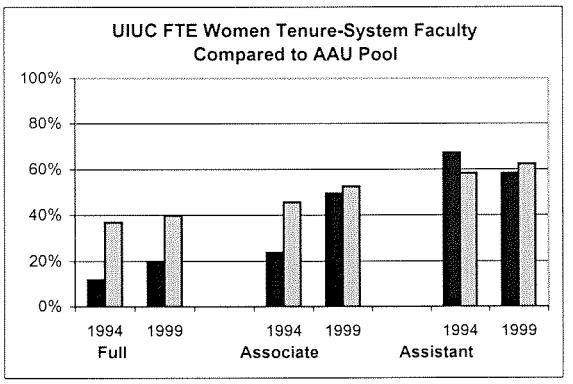
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	11.1%	14.0%	15.8%	17.8%	Political Science
Associate Professors	0.0%	37.5%	22.0%	25.9%	
Assistant Professors	42.9%	12.5%	29.4%	30.2%	
All ranks	19.1%	20.6%			



Liberal Arts & Sciences: Psychology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	4.00	6.70	67.5%	30.06	27.09	-9.9%
Associate Professors	3.20	4.25	32.8%	10.25	4.34	-57.7%
Assistant Professors	6.82	7.00	2.6%	3.33	5.00	50.2%
All ranks	14.02	17.95	28.0%	43.64	36.43	-16.5%

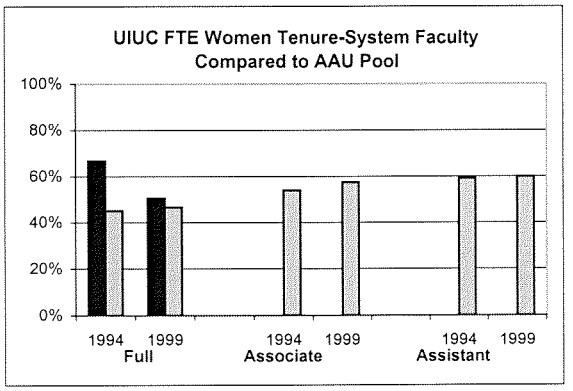
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	11.7%	19.8%	37.0%	39.9%	Psychology
Associate Professors	23.8%	49.5%	45.7%	52.5%	
Assistant Professors	67.2%	58.3%	58.3%	62.3%	
All ranks	24.3%	33.0%			



Liberal Arts & Sciences: Slavic Languages & Literature

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	2.00	1.00	-50.0%	1.00	0.98	-2.0%
Associate Professors	0.00	0.00	0.0%	3.00	3.00	0.0%
Assistant Professors	0.00	0.00	0.0%	0.00	0.00	0.0%
All ranks	2.00	1.00	-50.0%	4.00	3.98	-0.5%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	66.7%	50.5%	45.1%	46.6%	Foreign Languages
Associate Professors	0.0%	0.0%	53.9%	57.4%	
Assistant Professors	0.0%	0.0%	59.2%	60.0%	
All ranks	33.3%	20.1%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

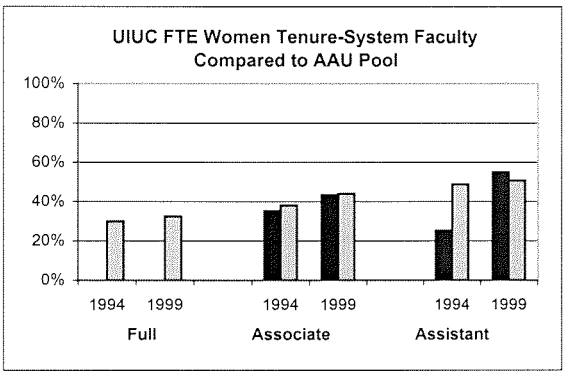
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: Sociology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	7.00	3.00	-57.1%
Full Professors	2.50	2.00	-20.0%	4.60	2.60	-43.5%
Associate Professors	1.00	3.12	212.0%	3.00	2.55	-15.0%
Assistant Professors	3.50	5.12	46.3%	14.60	8.15	-44.2%
All ranks						

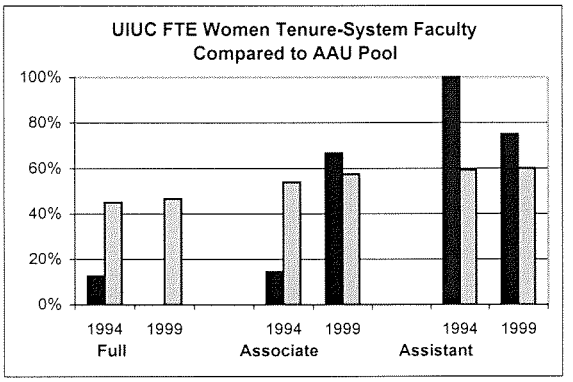
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	30.0%	32.3%	Sociology
Associate Professors	35.2%	43.5%	38.1%	44.0%	
Assistant Professors	25.0%	55.0%	48.7%	50.7%	
All ranks	19.3%	38.6%			



Liberal Arts & Sciences: Spanish, Italian & Portuguese

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	0.00	-100.0%	7.00	5.00	-28.6%
Associate Professors	1.00	4.00	300.0%	6.00	2.00	-66.7%
Assistant Professors	5.50	3.00	-45.5%	0.00	1.00	0.0%
All ranks	7.50	7.00	-6.7%	13.00	8.00	-38.5%

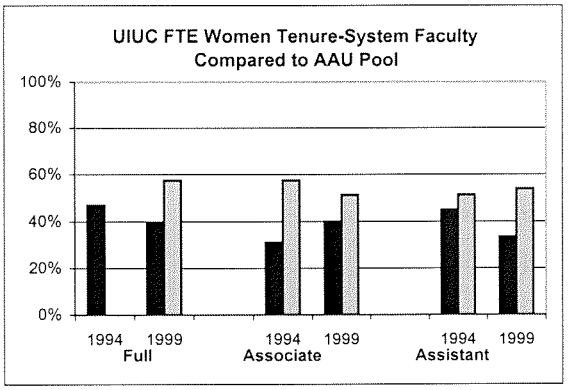
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	12.5%	0.0%	45.1%	46.6%	Foreign Languages
Associate Professors	14.3%	66.7%	53.9%	57.4%	
Assistant Professors	100.0%	75.0%	59.2%	60.0%	
All ranks	36.6%	46.7%			



Liberal Arts & Sciences: Speech Communication

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	3.00	1.56	-48.0%	3.40	2.40	-29.4%
Associate Professors	1.80	2.00	11.1%	4.00	3.00	-25.0%
Assistant Professors	3.25	2.00	-38.5%	4.00	4.00	0.0%
All ranks	8.05	5.56	-30.9%	11.40	9.40	-17.5%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	46.9%	39.4%	0.0%	57.4%	IPEDS 1990-1997
Associate Professors	31.0%	40.0%	57.4%	51.2%	
Assistant Professors	44.8%	33.3%	51.3%	53.8%	
All ranks	41.4%	37.2%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

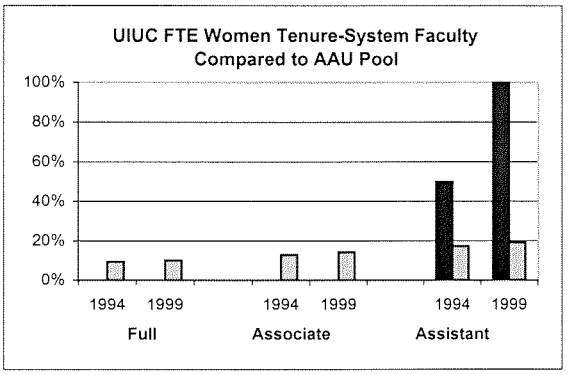
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: Statistics

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	6.25	6.63	6.1%
Full Professors	0.00	0.00	0.0%	2.00	2.00	0.0%
Associate Professors	1.00	1.00	0.0%	1.00	0.00	-100.0%
Assistant Professors	1.00	1.00	0.0%	9.25	8.63	-6.7%
All ranks						

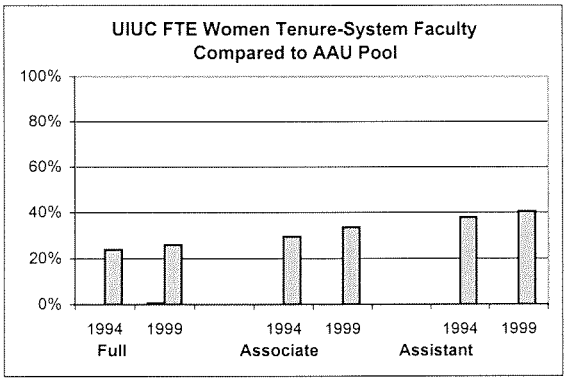
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	9.4%	10.1%	Math & Statistics
Associate Professors	0.0%	0.0%	12.9%	14.2%	
Assistant Professors	50.0%	100.0%	17.2%	19.2%	
All ranks	9.8%	10.4%			



Liberal Arts & Sciences: Biochemistry

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.05	0.0%	6.00	10.00	66.7%
Associate Professors	0.00	0.00	0.0%	2.00	1.00	-50.0%
Assistant Professors	0.00	0.00	0.0%	1.00	2.00	100.0%
All ranks	0.00	0.05	0.0%	9.00	13.00	44.4%

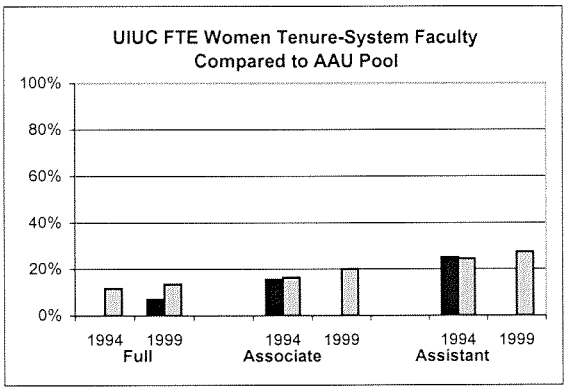
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.5%	23.9%	26.0%	Biological Sciences
Associate Professors	0.0%	0.0%	29.5%	33.6%	
Assistant Professors	0.0%	0.0%	37.8%	40.5%	
All ranks	0.0%	0.4%			



Liberal Arts & Sciences: Chemistry

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	2.00	0.0%	21.94	26.95	22.8%
Associate Professors	1.00	0.00	-100.0%	5.50	0.00	-100.0%
Assistant Professors	1.00	0.00	-100.0%	3.00	7.00	133.3%
All ranks	2.00	2.00	0.0%	30.44	33.95	11.5%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	6.9%	11.6%	13.3%	Chemistry
Associate Professors	15.4%	0.0%	16.3%	20.0%	
Assistant Professors	25.0%	0.0%	24.4%	27.3%	
All ranks	6.2%	5.6%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

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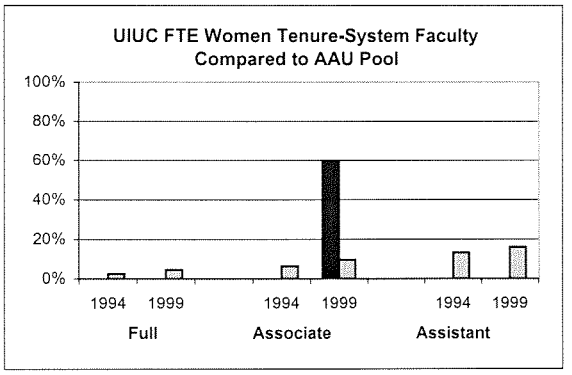
UIUC % women

AAU PhD pool: % women

Liberal Arts & Sciences: Chemical Engineering

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	5.00	6.00	20.0%
Full Professors	0.00	1.00	0.0%	3.00	0.67	-77.7%
Associate Professors	0.00	0.00	0.0%	2.00	3.00	50.0%
Assistant Professors	0.00	1.00	0.0%	10.00	9.67	-3.3%
All ranks						

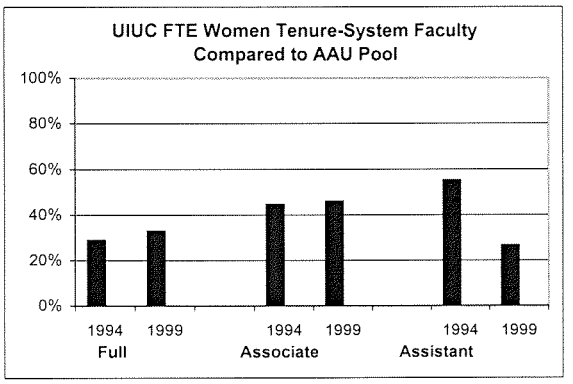
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	2.5%	4.5%	Chem Engineering
Associate Professors	0.0%	59.9%	6.3%	9.6%	
Assistant Professors	0.0%	0.0%	13.2%	15.9%	
All ranks	0.0%	9.4%			



Liberal Arts & Sciences: Liberal Arts Misc

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	2.90	3.85	32.8%	7.19	7.85	9.2%
Associate Professors	4.25	4.00	-5.9%	5.29	4.72	-10.8%
Assistant Professors	5.19	1.88	-63.8%	4.24	5.21	22.9%
All ranks	12.34	9.73	-21.2%	16.72	17.78	6.3%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	28.7%	32.9%	0.0%	0.0%	None available
Associate Professors	44.5%	45.9%	0.0%	0.0%	
Assistant Professors	55.0%	26.5%	0.0%	0.0%	
All ranks	42.5%	35.4%			



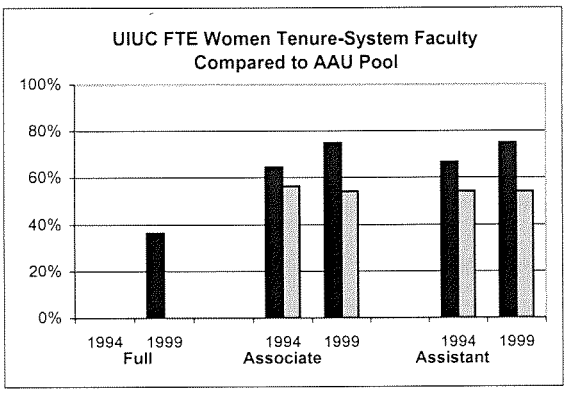
Other units included:

LAS Admin	Drobny Prg/Jewish Culture	Humanities
Center for African St	Women's Studies	Life Sci & Chem Sci Admin
Cinema Studies	Comparative Literature	Religious Studies
Latin Amer St	Afro-Amer Studies	English as an Intl Lang

Applied Life Studies: Commmunity Health

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	2.00	0.0%	3.85	3.50	-9.1%
Associate Professors	2.00	3.00	50.0%	1.10	1.00	-9.1%
Assistant Professors	2.00	3.00	50.0%	1.00	1.00	0.0%
All ranks	4.00	8.00	100.0%	5.95	5.50	-7.6%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	36.4%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	64.5%	75.0%	56.3%	54.1%	
Assistant Professors	66.7%	75.0%	54.1%	54.1%	
All ranks	40.2%	59.3%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

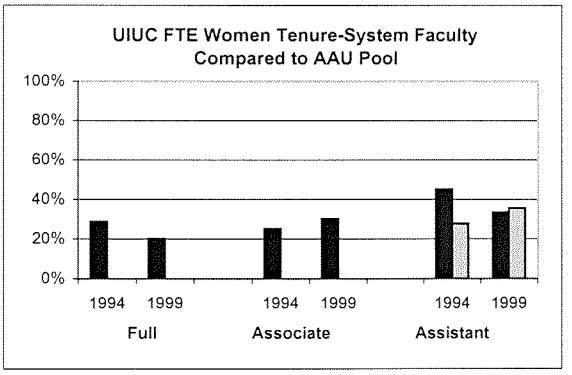
UIUC % women

AAU PhD pool: % women

Applied Life Studies: Kinesiology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	2.00	1.00	-50.0%	5.00	4.00	-20.0%
Full Professors	1.00	2.00	100.0%	3.00	4.66	55.3%
Associate Professors	3.00	1.00	-66.7%	3.67	2.00	-45.5%
Assistant Professors	6.00	4.00	-33.3%	11.67	10.66	-8.7%
All ranks						

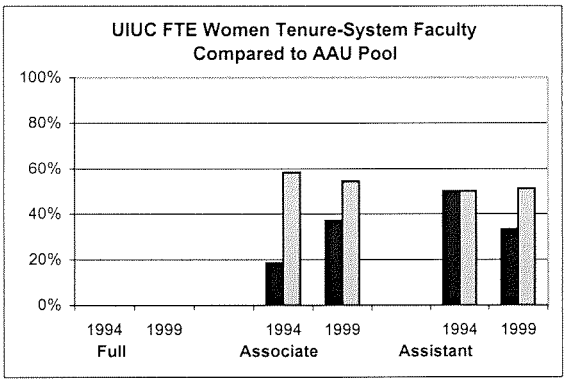
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	28.6%	20.0%	0.0%	0.0%	IPEDS 1992-1997
Associate Professors	25.0%	30.0%	0.0%	0.0%	
Assistant Professors	45.0%	33.3%	27.6%	35.6%	
All ranks	34.0%	27.3%			



Applied Life Studies: Leisure Studies

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	1.00	0.67	-33.0%
Associate Professors	1.00	2.00	100.0%	4.42	3.40	-23.1%
Assistant Professors	2.00	1.00	-50.0%	2.00	2.00	0.0%
All ranks	3.00	3.00	0.0%	7.42	6.07	-18.2%

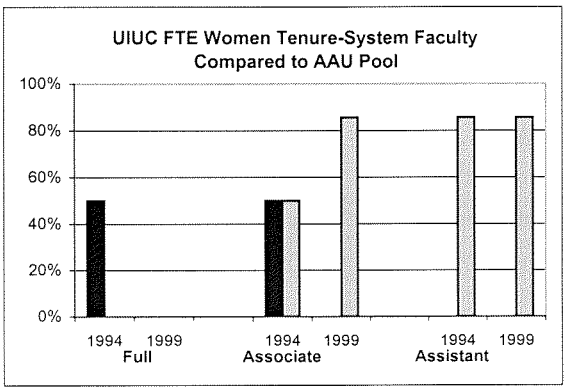
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	18.5%	37.0%	58.3%	54.3%	
Assistant Professors	50.0%	33.3%	50.0%	51.2%	
All ranks	28.8%	33.1%			



Applied Life Studies: Rehabilitation-Educ Svcs

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	0.00	-100.0%	1.00	0.00	-100.0%
Associate Professors	1.00	0.00	-100.0%	1.00	0.00	-100.0%
Assistant Professors	0.00	0.00	0.0%	2.45	0.00	-100.0%
All ranks	2.00	0.00	-100.0%	4.45	0.00	-100.0%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	50.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	50.0%	0.0%	50.0%	85.7%	
Assistant Professors	0.0%	0.0%	85.7%	85.7%	
All ranks	31.0%	0.0%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

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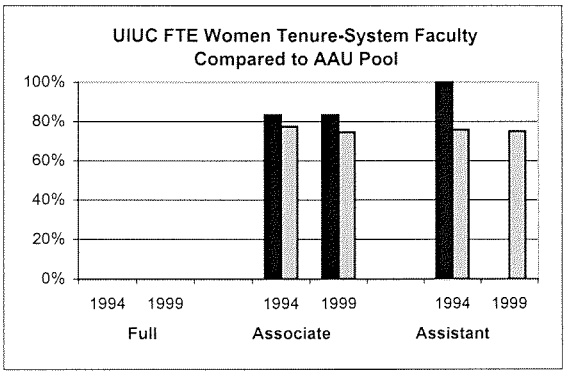
UIUC % women

AAU PhD pool: % women

Applied Life Studies: Speech & Hearing Science

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	0.00	0.00	0.0%	4.00	3.00	-25.0%
Full Professors	5.00	5.00	0.0%	1.00	1.00	0.0%
Associate Professors	2.00	0.00	-100.0%	0.00	0.00	0.0%
Assistant Professors	7.00	5.00	-28.6%	5.00	4.00	-20.0%
All ranks						

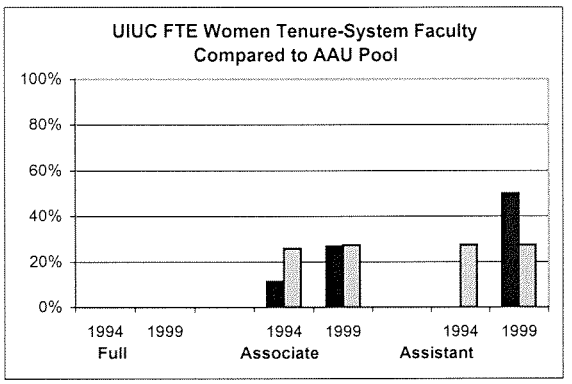
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1990-1997
Associate Professors	83.3%	83.3%	77.4%	74.5%	
Assistant Professors	100.0%	0.0%	75.7%	74.9%	
All ranks	58.3%	55.6%			



Veterinary Medicine: Veterinary Biosciences

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	6.54	10.40	59.0%
Associate Professors	1.21	2.00	65.3%	9.50	5.45	-42.6%
Assistant Professors	0.00	1.00	0.0%	3.00	1.00	-66.7%
All ranks	1.21	3.00	147.9%	19.04	16.85	-11.5%

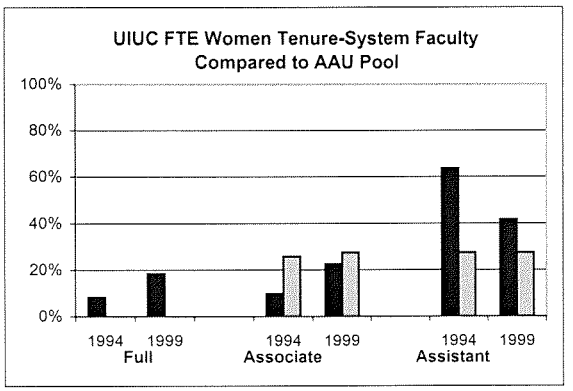
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1992-1997
Associate Professors	11.3%	26.8%	25.8%	27.4%	
Assistant Professors	0.0%	50.0%	27.4%	27.4%	
All ranks	6.0%	15.1%			



Veterinary Medicine: Vet Clinical Medicine

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	1.00	2.00	100.0%	11.40	9.00	-21.1%
Associate Professors	1.00	3.00	200.0%	9.40	10.40	10.6%
Assistant Professors	5.25	2.00	-61.9%	3.00	2.80	-6.7%
All ranks	7.25	7.00	-3.4%	23.80	22.20	-6.7%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	8.1%	18.2%	0.0%	0.0%	IPEDS 1992-1997
Associate Professors	9.6%	22.4%	25.8%	27.4%	
Assistant Professors	63.6%	41.7%	27.4%	27.4%	
All ranks	23.3%	24.0%			



1d. FTE Tenure-System Faculty by Rank, Gender, and Department

Department totals compared to AAU Pool

October, 1994 and 1999

Division of Management Information PN98067

*Unless noted, pool is from NRC survey of doctorates, AAU institutions only

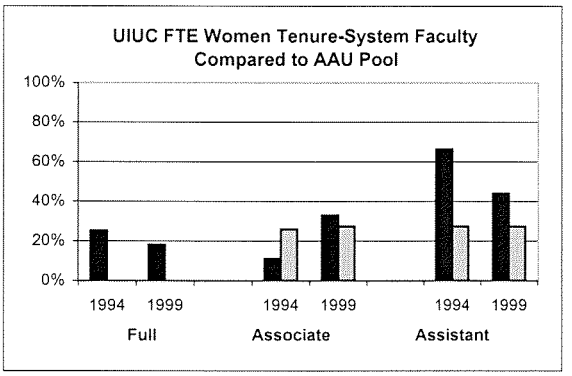
UIUC % women

AAU PhD pool: % women

Veterinary Medicine: Vet Pathobiology

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
	1.00	1.95	95.0%	2.97	8.87	198.7%
Full Professors	1.40	2.60	85.7%	11.22	5.32	-52.6%
Associate Professors	2.50	1.60	-36.0%	1.26	2.05	62.7%
Assistant Professors	4.90	6.15	25.5%	15.45	16.24	5.1%
All ranks						

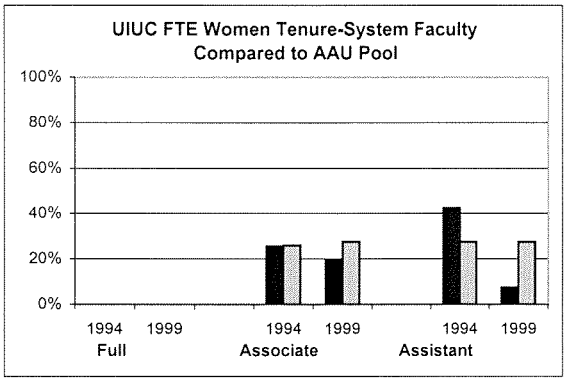
Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	25.2%	18.0%	0.0%	0.0%	IPEDS 1992-1997
Associate Professors	11.1%	32.8%	25.8%	27.4%	
Assistant Professors	66.5%	43.8%	27.4%	27.4%	
All ranks	24.1%	27.5%			



Veterinary Medicine: Vet Med Misc

Rank	FTE Women			FTE Men		
	1994	1999	% Change	1994	1999	% Change
Full Professors	0.00	0.00	0.0%	1.24	1.58	27.4%
Associate Professors	0.60	0.40	-33.3%	1.76	1.68	-4.5%
Assistant Professors	0.25	0.20	-20.0%	0.34	2.53	644.1%
All ranks	0.85	0.60	-29.4%	3.34	5.79	73.4%

Rank	Percent Women				Discipline of Pool
	UIUC		AAU PhD Pool		
	1994	1999	1994	1999	
Full Professors	0.0%	0.0%	0.0%	0.0%	IPEDS 1992-1997
Associate Professors	25.4%	19.2%	25.8%	27.4%	
Assistant Professors	42.4%	7.3%	27.4%	27.4%	
All ranks	20.3%	9.4%			



Other units included:

Vet Med Admin

Ctr for Zoonoses Res

Lab of Vet Diag Med

Question 2.
Provide information on the promotion success rates for women junior faculty during the past five years. What percentages of women assistant professors have been promoted and granted tenure, have left the university and are still on the faculty but have not yet been promoted? How do these statistics compare to those for men?

Choices made in assembling UIUC data
Professors Jane Loeb and Susan Greendorfer are in the midst of a study of faculty retention at UIUC. The campus provided seven years of appointment data on all new assistant professors hired between August, 1986 and August, 1992. The study will follow matched pairs of women and men in the same departments to see what, if any, differences exist in tenure and retention rates for women and men. A paired study will eliminate any bias in outcomes that are due to differences in tenure rates among disciplines. For example, if Engineering faculty are tenured at twice the rate of Education faculty, then a campus average tenure rate for men might appear to be higher than that of women.

In addition, all faculty members who have left the campus are being surveyed to examine the reasons for leaving. We expect to see substantial results by midsummer. Preliminary findings reported by Professors Loeb and Greendorfer indicate that, while there appears to be a small difference in the retention and promotion rates of men and women, it is not significant statistically. When this study is complete, the campus will forward it to the Board committee.

As we wait for the results of the paired study, we have summarized the experiences of all new assistant professors in the sample after eight years. We selected an eight-year period instead of the 5 year period requested by the Board because seven years is the normal limit for staying on the tenure track and tenure roll-backs extend the probationary period for many faculty. Because these numbers may reflect disciplinary bias, we also show a breakdown of the tenure rates by disciplinary area.

Presentation of data and analysis
Attachment 2a shows the distribution by eight-year status of the men and women in this sample. Women seem to be tenured at a slightly lower rate and to leave at a slightly higher rate (either after receiving tenure or not). Again, the significance of this small discrepancy will be examined further by the Loeb/Greendorfer study. Four times as many women as men (5.5% compared to 1.3%) were still on the tenure track, indicating that they had received extensions of their probationary period (See below for a further discussion of tenure rollbacks). If the men and women still on track achieve tenure at approximately the same rate as assistant professors who did not receive rollbacks, the gap in tenure rates between men and will become smaller.

Attachment 2b summarizes the eight-year status into three broader outcomes in order to look at the tenure rates, the retention rates, and the attrition rates of men versus women. After eight years, 58.1% of the men and 52.1% of the women had achieved tenure. **This difference is not statistically significant; the tenure rate for women is within the 95% confidence level of the average tenure rate for all faculty in the sample**. Men are retained by the university at a slightly higher rate (54.6% compared to 52.5% for women). Women leave the university at a slightly higher rate (47.5% as compared to 45.4% for men).

Attachments 2c and 2d show the status of the new assistant professors each year after hire. The patterns for men and women look almost identical, with slightly slower promotion rates for women and higher rates of terminal contracts for men.

Because of the difference in the numbers of men and women still on track after eight years, we decided to examine tenure rollbacks to see the patterns by gender. Attachment 2e shows the tenure rollbacks approved by the campus during the period 1991-2000 by gender, and compares the number of rollbacks granted to the FTE assistant professors each year. Over the decade, women received tenure rollbacks at twice the rate of men (3.9% compared to 1.8%). In only one year did a larger proportion of men than women receive rollbacks.

Tenure rates, like average salaries and percent representation of women, may vary by discipline. While the campus as a whole appears to have no significant difference in the tenure rate of men and women, we decided to explore the issue at the disciplinary level. The number of new assistant professor hires by departments is generally too small to examine for statistical differences between men and women; however, tenure rates by college may obscure differences in discipline. We elected to combine departments in similar disciplines across college boundaries to derive groups of new assistant professors that were large enough for statistical testing but not so large that disciplinary differences would be hidden.

Table 2f-g shows the average tenure rate of the new assistant professors in the sample by disciplinary area and gender. One disciplinary area (Math, Statistics, Computer Science, and Library & Information Science) shows a significant difference between men and women in tenure rate; all others show no significant difference. The tenure rates by gender and discipline are shown in Figure 2f.

Interestingly, many of the disciplines do show marked differences in tenure rates from the campus average for men and women combined. Engineering, Education, Law, and the Police and Fire Institutes have tenure rates much higher than the campus average, and these differences are significant at the 5% level. Math, Business, Communication, Applied Life Studies, and Social Work have average tenure rates much lower than the campus average. The tenure rates, shown in Figure 2g, range from 85.7% in Police & Fire Institutes to 14.3% in Social Work. Thus, as we will see later with salaries, the differences between disciplinary areas are much larger than the differences between men and women within any one area.

2. UIUC Assistant Professors Hired 1986-1991: Progression through the Tenure Track

2a. New Tenure-System Assistant Professors Hired August, 1986 - August, 1991
Status eight years from first hire
"Left" means left the tenure system; includes persons still employed in a different capacity or on a T-contract

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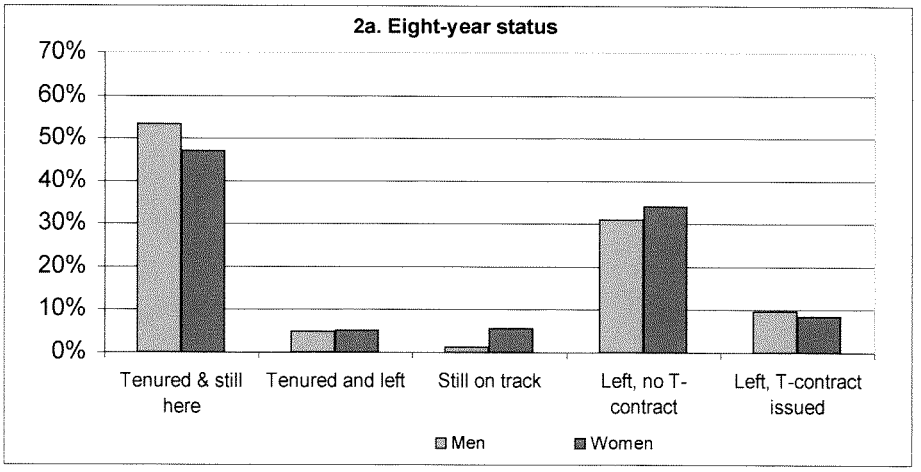
2a. Eight-Year Status

Numbers						
	Original group	Tenured Still here	Tenured and Left	Still on track	Left, no T-contract	Left, T-contract issued
		A	B	C	D	E
Men	394	210	19	5	122	38
Women	236	111	12	13	80	20

Percentages						
	Original group	Tenured & still here	Tenured and left	Still on track	Left, no T-contract	Left, T-contract issued
		A	B	C	D	E
Men	100%	53.3%	4.8%	1.3%	31.0%	9.6%
Women	100%	47.0%	5.1%	5.5%	33.9%	8.5%



2. UIUC Assistant Professors Hired 1986-1991: Progression through the Tenure Track

2b. New Tenure-System Assistant Professors Hired August, 1986 - August, 1991
Summary of Status eight years from first hire
"Left" means left the tenure system; includes persons still employed in a different capacity or on a T-contract

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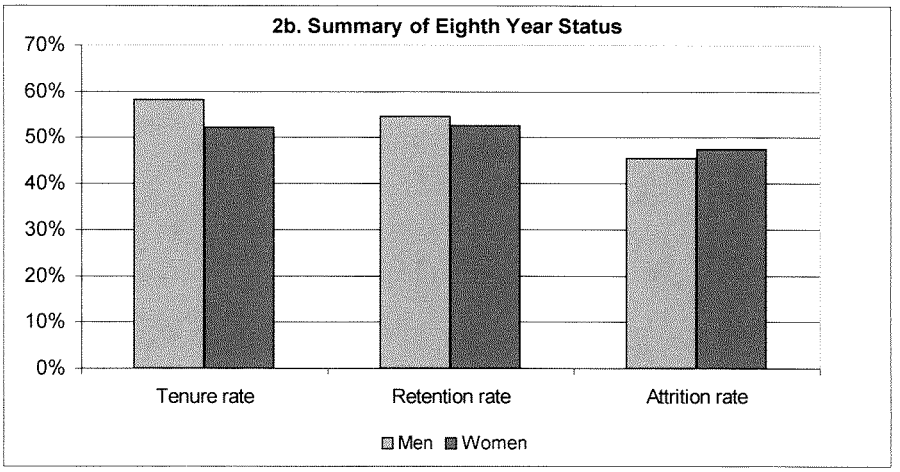
4/7/00

2b. Summary of Eight-Year Status

	Tenured	Retained	Left
	A+B	A+C	B+D+E
Men	229	215	179
Women	123	124	112

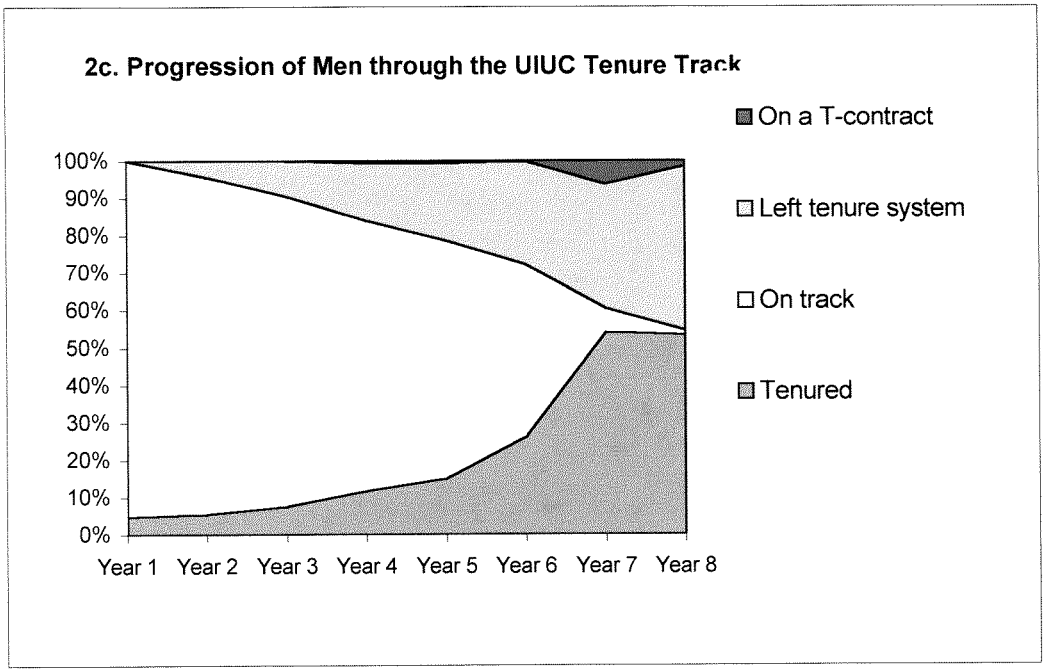
	Tenure rate	Retention rate	Attrition rate
	A+B	A+C	B+D+E
Men	58.1%	54.6%	45.4%
Women	52.1%	52.5%	47.5%



2c. Progression of Men through the tenure track
UIUC Assistant Professors Hired 1986-1991

Number of Men								
Status	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**
Tenured	19	22	30	46	59	103	213	210
Left tenure system		17	37	60	81	108	131	173
On track	375	355	327	285	251	182	25	5
On a T-contract				3	3	1	25	6
Total	394	394	394	394	394	394	394	394

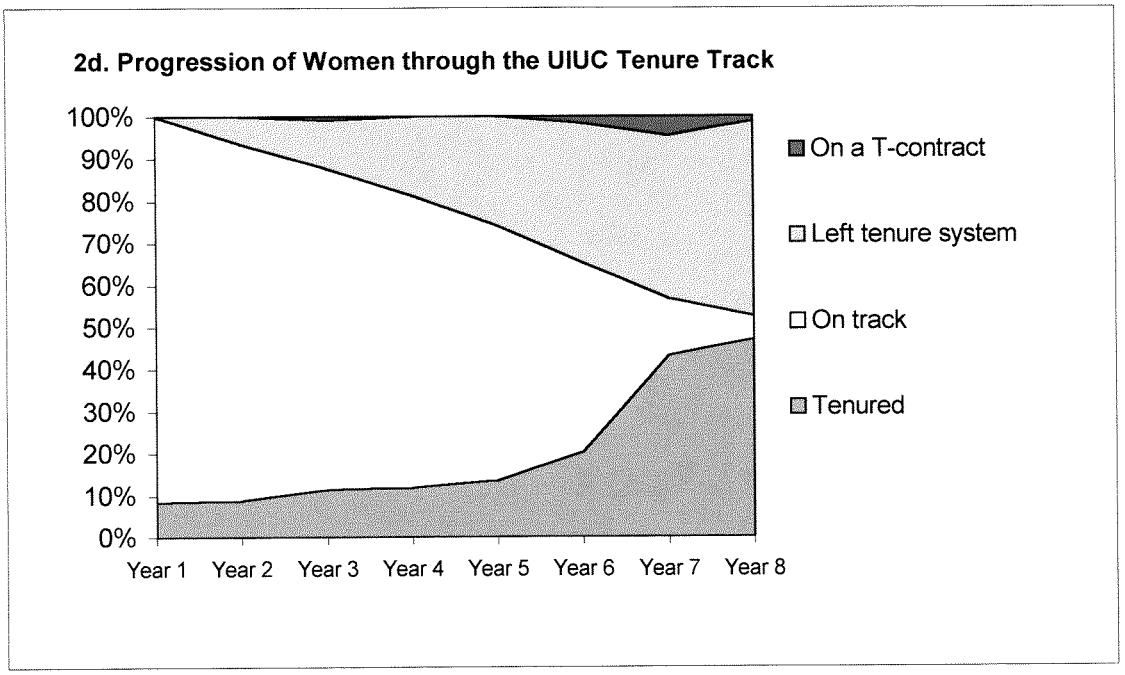
Percentage of Men								
Status	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**
Tenured	4.8%	5.6%	7.6%	11.7%	15.0%	26.1%	54.1%	53.3%
Left tenure system	0.0%	4.3%	9.4%	15.2%	20.6%	27.4%	33.2%	43.9%
On track	95.2%	90.1%	83.0%	72.3%	63.7%	46.2%	6.3%	1.3%
On a T-contract	0.0%	0.0%	0.0%	0.8%	0.8%	0.3%	6.3%	1.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



2d. Progression of Women through the tenure track
UIUC Assistant Professors Hired 1986-1991

Number of Women								
Status	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**
Tenured	20	21	27	28	32	48	102	111
Left tenure system		15	27	44	61	78	91	109
On track	216	200	180	164	143	106	32	13
On a T-contract			2			4	11	3
Total	236	236	236	236	236	236	236	236

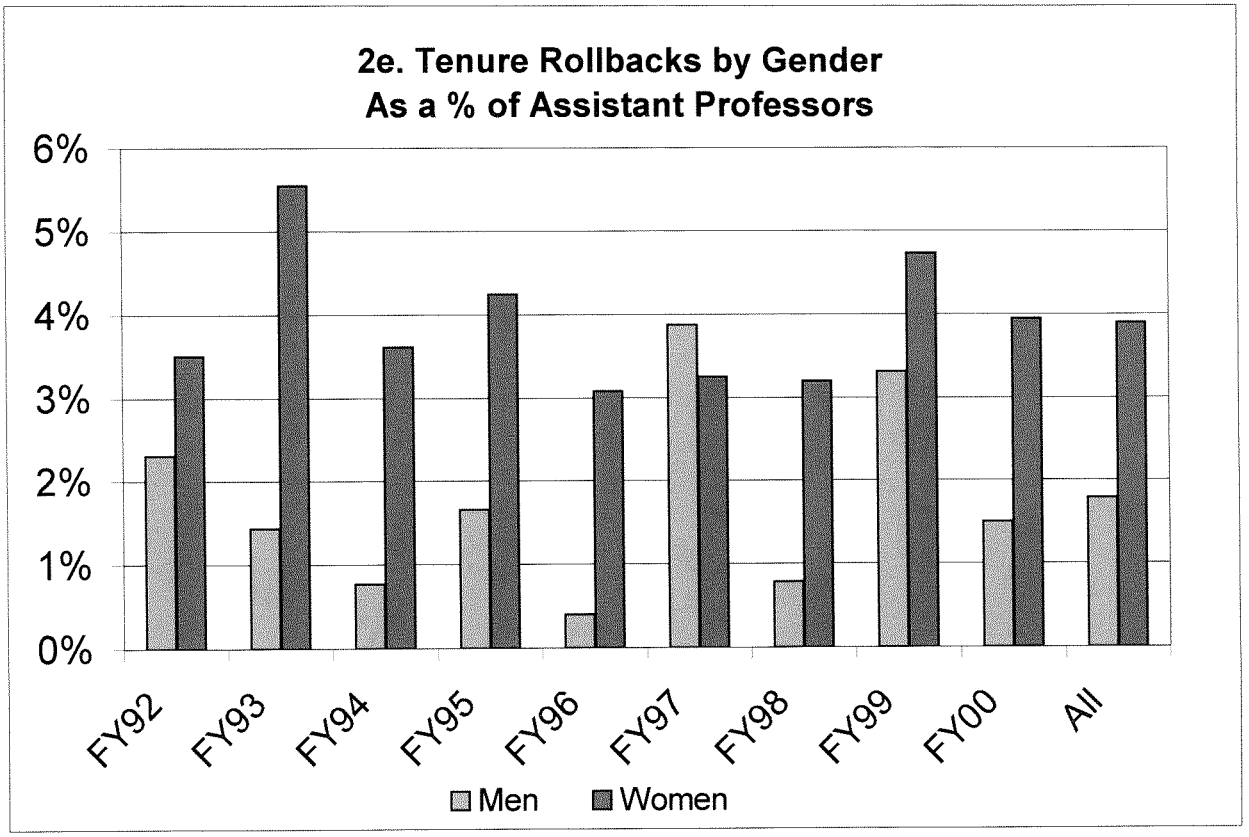
Percentage of Women								
Status	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**
Tenured	8.5%	8.9%	11.4%	11.9%	13.6%	20.3%	43.2%	47.0%
Left tenure system	0.0%	6.4%	11.4%	18.6%	25.8%	33.1%	38.6%	46.2%
On track	91.5%	84.7%	76.3%	69.5%	60.6%	44.9%	13.6%	5.5%
On a T-contract	0.0%	0.0%	0.8%	0.0%	0.0%	1.7%	4.7%	1.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%



2e. Tenure Rollback Requests Approved by the Campus, 1991-2000
Source: Academic Human Resources

Academic Year	Rollbacks approved		FTE Assistant Professors		% of Assistant Professors receiving a rollback	
	Women	Men	Women	Men	Women	Men
1991-92	6	7	171.18	302.70	3.5%	2.3%
1992-93	9	4	162.01	279.65	5.6%	1.4%
1993-94	6	2	166.01	258.86	3.6%	0.8%
1994-95	7	4	165.01	242.07	4.2%	1.7%
1995-96	5	1	162.11	250.37	3.1%	0.4%
1996-97	5	10	153.75	257.97	3.3%	3.9%
1997-98	5	2	156.58	255.19	3.2%	0.8%
1998-99	7	8	147.91	241.36	4.7%	3.3%
1999-00*	6	4	152.25	266.25	3.9%	1.5%
Mean	6.2	4.7	159.65	261.60	3.9%	1.8%

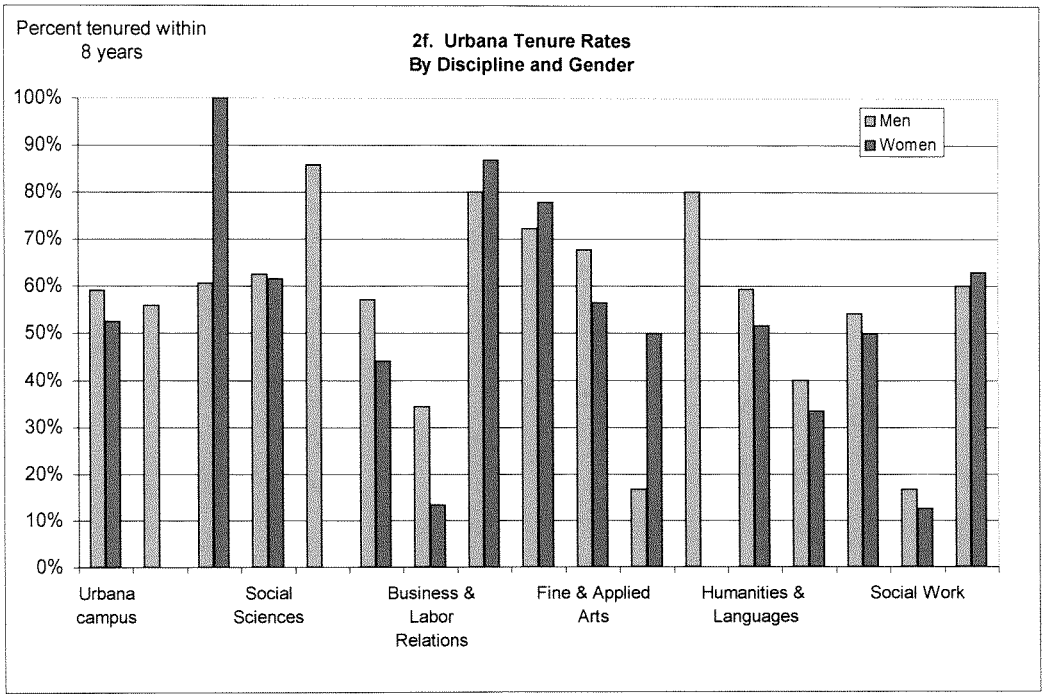
* through February, 2000

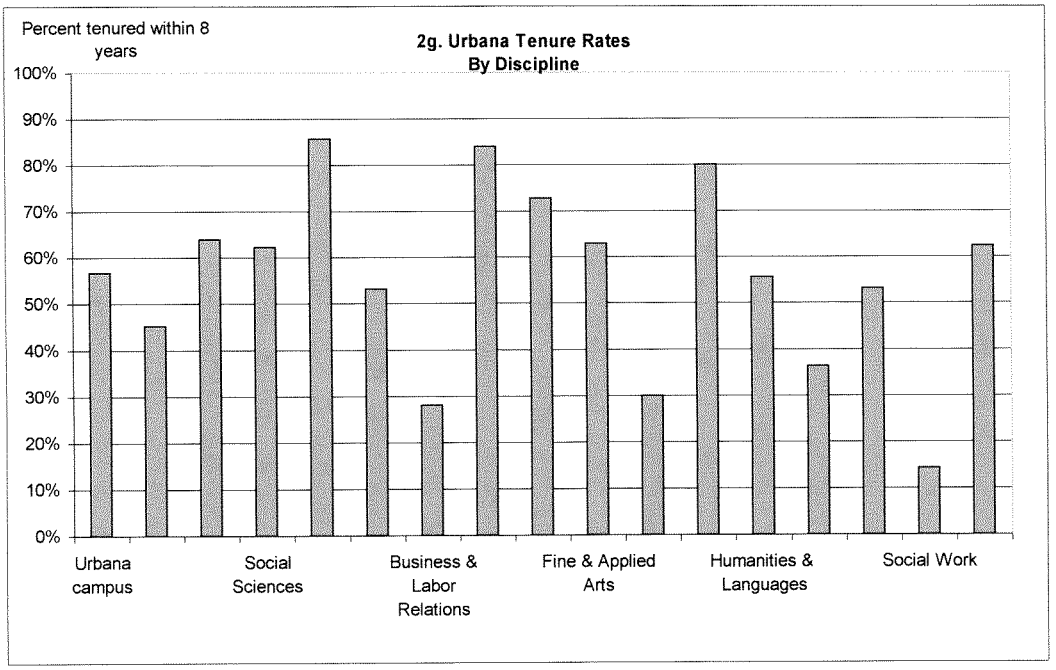


2f-g. Urbana Tenure Rates by Discipline and Gender

Percent tenured is the percent of new assistant professors hired 1986-91 who received tenure within 8 years
Statistical difference between the proportions is measured using a two-tailed T-test with a 95% confidence interval
Departments were combined into general disciplinary areas rather than colleges
Medicine and Nursing are not shown, although they are included in the campus totals

	All		Men		Women			
Discipline	**Total**	**Percent Tenured**	**Total**	**Percent Tenured**	**Total**	**Percent Tenured**	Are tenure rates for women in this discipline statistically different from those for the unit as a whole?	Are the overall tenure rates of this discipline statistically different from those of the campus?
Urbana campus	**630**	**56.5%**	**394**	**58.1%**	**236**	**52.1%**	**No**	**No**
Math, Statistics, Computer Sci, Library Sci	31	45.2%	25	56.0%	6	0.0%	Yes, lower	Yes, lower
Physical & Biological Sciences	36	63.9%	33	60.6%	3	100.0%	No	No
Social Sciences	37	62.2%	24	62.5%	13	61.5%	No	No
Police/Fire Inst	7	85.7%	7	85.7%	0	n/a	n/a	Yes, higher
Agricultural Sciences	81	53.1%	56	57.1%	25	44.0%	No	No
Business & Labor Relations	50	28.0%	35	34.3%	15	13.3%	No	Yes, lower
Education	25	84.0%	10	80.0%	15	86.7%	No	Yes, higher
Engineering	81	72.8%	72	72.2%	9	77.8%	No	Yes, higher
Fine & Applied Arts	54	63.0%	31	67.7%	23	56.5%	No	No
Communication	10	30.0%	6	16.7%	4	50.0%	No	Yes, lower
Law	5	80.0%	5	80.0%	0	n/a	n/a	Yes, higher
Humanities & Languages	63	55.6%	32	59.4%	31	51.6%	No	No
Applied Life Studies	22	36.4%	10	40.0%	12	33.3%	No	Yes, lower
Vet Med	32	53.1%	24	54.2%	8	50.0%	No	No
Social Work	14	14.3%	6	16.7%	8	12.5%	No	Yes, lower
Library	77	62.3%	15	60.0%	62	62.9%	No	No


Percent tenured within 8 years
2f. Urbana Tenure Rates By Discipline and Gender
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Men
Women
Urbana campus
Social Sciences
Business & Labor Relations
Fine & Applied Arts
Humanities & Languages
Social Work


Percent tenured within 8 years
2g. Urbana Tenure Rates By Discipline
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Urbana campus
Social Sciences
Business & Labor Relations
Fine & Applied Arts
Humanities & Languages
Social Work

Question 3. Provide a census profile of women professional staff by college and campus. Include data for department heads and higher level positions for the 1994-95 and 1999-00 academic years, and the percent change. We are also interested in data on those who carry the title of associate or assistant head, dean, vice chancellor, or chancellor.

Choices made in assembling UIUC data: As with the faculty census, we had to choose between presenting headcount by home department, headcount by appointing department, and FTE data. Many of our administrators hold zero percent appointments -- this is the norm for a department head -- so FTE by college and campus would omit many key administrators. Instead, we have elected to present the administrator census using headcount data.

Using headcounts forces us to decide how to handle persons with multiple appointments. An associate vice chancellor might also be the director of a campus-wide unit, for example. In order to show the numbers of men and women at each administrative level in each organizational unit, we elected to count each administrator in each distinctive role. This means that some administrators (approximately a dozen) are counted twice.

Another difficulty we encountered was defining exactly who was an administrator. Clearly, the academic line appointments (department head, school director, dean, provost, chancellor) needed to be included. We also decided to include vice chancellors, assistant and associate vice chancellors, and assistant and associate deans and department heads. We included directors of campus-wide units, but not assistant and associate directors of these units because many of them were very small units. Within colleges, we included directors of college-wide units and also associate and assistant directors of these units. In addition, we included a category labeled "other administrator" for appointees in college offices that seemed to carry significant administrative responsibilities. These might include titles such as "director of development" or "director of college budget". Clearly, the choice of titles to fit into each of these categories was somewhat arbitrary and we may have erred in our classification of some administrators. We distributed lists of administrators to the college deans and vice chancellors and made some changes as a result of feedback received.

Presentation of data and analysis

Attachment 3a. shows the headcount of administrators by gender found in October 1994 and in October 1999. The numbers of men and women and the percent women are shown for both 1994 and 1999, and the percent change in women and men from 1994 to 1999 is shown.

The rows at the top are campus-level administrators, and the rows at the bottom are college and department administrators. The type of unit administered is listed in the first column, and the person's rank/role in that unit is show in the second column.

At the campus level, one of the four vice chancellors is a woman. Women are well represented in the ranks of assistant and associate chancellors and vice chancellors, with 35% of the former and 80% of the latter titles held by women. The number of administrators -- both men and women -- at the campus level declined over the past

five years due primarily to a shift of the human resources function from the campus to the university level.

The number of female deans rose from 3 to 6 during this period, and now 35% of the deans are female. Thirteen percent (10 of 77) of academic department heads and chairs are female. Of the 11 levels of college and department administrators listed, the percentage of women has increased in the past five years in 8 levels and remained constant at the other three levels. During the same period, the percentage of men declined in 6 of the 11 categories.

Attachment 3b shows the data broken out by college. There are some colleges with no female department heads or chairs; these colleges also have very low percentages of FTE women on the faculty (see Question 1).

3a. Census Count of Administrators at the University of Illinois at Urbana-Champaign

4/6/00

By Type of Unit, Rank within Unit, and Gender
October, 1994 and October, 1999

Type of Unit	Position Title	1994 Headcount			1999 Headcount			% Change	
		Women	Men	% Women	Women	Men	% Women	Women	Men
Campus Administrative Units									
Chancellor's Office	Chancellor	0	1	0%	0	1	0%	0%	0%
	Vice Chancellor	1	3	25%	1	3	25%	0%	0%
	Associate Chancellor	2	4	33%	1	3	25%	-50%	-25%
	Assistant Chancellor	2	0	100%	2	0	100%	0%	0%
Vice Chancellors' Offices	Assoc Vice Chancellor	8	11	42%	6	11	35%	-25%	0%
	Asst Vice Chancellor	4	2	67%	4	1	80%	0%	-50%
Campus-wide Administrative Unit	Director	8	18	31%	7	20	26%	-13%	11%
Research/Service Unit	Director	2	6	25%	1	8	11%	-50%	33%
All colleges combined									
Colleges or free-standing Institutes	Dean or Institute Director	3	14	18%	6	11	35%	100%	-21%
	Associate Dean or Director	8	30	21%	8	35	19%	0%	17%
	Assistant Dean or Director	16	24	40%	21	31	40%	31%	29%
	Other Administrators	16	24	40%	38	22	63%	138%	-8%
Departments or schools within colleges	Department Head, Dept Chair, School Director	9	66	12%	10	67	13%	11%	2%
	Associate Head,Vice Chair, Associate Director of School	4	37	10%	8	32	20%	100%	-14%
	Assistant Head, Asst Chair, Assistant Director of School	4	7	36%	4	5	44%	0%	-29%
Other	Director	10	37	21%	12	37	24%	20%	0%
	Associate Director	6	14	30%	7	12	37%	17%	-14%
	Assistant Director	9	9	50%	10	6	63%	11%	-33%
	Other Administrators			0%	2	2	50%	0%	0%

3b. Census Count of Administrators at the University of Illinois at Urbana-Champaign

4/6/00

By Type of Unit, Rank within Unit, and Gender
October, 1994 and October, 1999

Type of Unit	Position Title	1994 Headcount			1999 Headcount			% Change	
		Women	Men	% Women	Women	Men	% Women	Women	Men
15 AGRICULTURAL, CONSUMER, & ENVIRONMENTAL SCIENCES									
College	Dean	0	1	0%	0	1	0%	0%	0%
	Associate Dean	0	4	0%	1	5	17%	0%	25%
	Assistant Dean	1	3	25%	4	14	22%	300%	367%
	Other Administrators	3	4	43%	5	3	63%	67%	-25%
Department	Department Head & Chair	0	8	0%	1	6	14%	0%	-25%
Other	Director	0	5	0%	1	0	100%	0%	-100%
	Associate Director	2	5	29%	0	1	0%	-100%	-80%
	Assistant Director	1	3	25%	0	0	0%	-100%	-100%
17 COMMERCE & BUSINESS ADMINISTRATION									
College	Dean	0	1	0%	0	1	0%	0%	0%
	Associate Dean	0	5	0%	0	6	0%	0%	20%
	Assistant Dean	1	3	25%	2	2	50%	100%	-33%
	Other Administrators	2	2	50%	7	1	88%	250%	-50%
Department	Department Head & Chair	1	3	25%	0	4	0%	-100%	33%
	Assoc Head,Vice Chair	0	2	0%	0	1	0%	0%	-50%
Other	Director	1	3	25%	2	7	22%	100%	133%
	Associate Director	1	1	50%	0	0	0%	-100%	-100%
	Assistant Director	2	0	100%	5	0	100%	150%	0%
20 EDUCATION									
College	Dean	0	1	0%	1	0	100%	0%	-100%
	Associate Dean	0	2	0%	2	1	67%	0%	-50%
	Assistant Dean	1	1	50%			0%	-100%	-100%
	Other Administrators	3	2	60%	2	0	100%	-33%	-100%
Department	Department Head & Chair	2	4	33%	3	3	50%	50%	-25%
	Assoc Head,Vice Chair	1	0	100%	1	0	100%	0%	0%
Other	Director	2	2	50%	3	1	75%	50%	-50%
	Associate Director	1	1	50%			0%	-100%	-100%
	Assistant Director	0	0	0%	2	1	67%	0%	0%
	Other Administrators			0%	1	0	100%	0%	0%
22 ENGINEERING									
College	Dean	0	1	0%	0	1	0%	0%	0%
	Associate Dean	0	4	0%	0	5	0%	0%	25%
	Assistant Dean	1	8	11%	2	7	22%	100%	-13%
	Other Administrators	4	2	67%	8	3	73%	100%	50%
Department	Department Head & Chair	0	10	0%	0	10	0%	0%	0%
	Assoc Head,Vice Chair	0	12	0%	0	13	0%	0%	8%
	Asst Head & Chair	0	1	0%			0%	0%	-100%
Other	Director	0	9	0%	0	4	0%	0%	-56%
	Associate Director	0	2	0%	0	3	0%	0%	50%
	Assistant Director	0	1	0%	1	1	50%	0%	0%
	Other Administrators			0%	0	2	0%	0%	0%
24 FINE & APPLIED ARTS									
College	Dean	1	0	100%	1	0	100%	0%	0%
	Associate Dean	0	2	0%	0	2	0%	0%	0%
	Assistant Dean	0	2	0%	1	0	100%	0%	-100%
	Other Administrators			0%	2	1	67%	0%	0%
Departments or schools within FAA	Department Head, Dept Chair, School Director	1	6	14%	1	6	14%	0%	0%
	Associate Head,Vice Chair, Associate Director of School	2	7	22%	2	6	25%	0%	-14%
	Assistant Head, Asst Chair, Assistant Director of School	0	2	0%	0	2	0%	0%	0%
Other	Director	0	2	0%	0	2	0%	0%	0%
	Associate Director	2	0	100%	3	0	100%	50%	0%
	Assistant Director	3	0	100%	0	1	0%	-100%	0%

3b. Census Count of Administrators at the University of Illinois at Urbana-Champaign

4/6/00

By Type of Unit, Rank within Unit, and Gender
October, 1994 and October, 1999

Type of Unit	Position Title	1994 Headcount			1999 Headcount			% Change	
		Women	Men	% Women	Women	Men	% Women	Women	Men
26 GRADUATE COLLEGE									
College	Dean	0	1	0%	0	1	0%	0%	0%
	Associate Dean	2	3	40%	0	2	0%	-100%	-33%
	Assistant Dean	1	0	100%	1	0	100%	0%	0%
Department	Department Head & Chair	0	1	0%			0%	0%	-100%
Other	Director	2	0	100%	1	0	100%	-50%	0%
	Assistant Director	1	0	100%	0	0	0%	-100%	0%
28 COLLEGE OF COMMUNICATIONS									
College	Dean	0	1	0%	0	1	0%	0%	0%
	Associate Dean	0	1	0%	2	1	67%	0%	0%
	Assistant Dean	2	0	100%	0	0	0%	-100%	0%
	Other Administrators	0	1	0%	0	1	0%	0%	0%
Department	Department Head & Chair	0	2	0%	0	2	0%	0%	0%
Other	Director	0	2	0%	1	2	33%	0%	0%
	Associate Director	0	0	0%	1	3	25%	0%	0%
	Assistant Director	0	0	0%	0	1	0%	0%	0%
30 LAW									
College	Dean	0	1	0%	0	1	0%	0%	0%
	Associate Dean	1	0	100%	0	1	0%	-100%	0%
	Assistant Dean	2	1	67%	1	3	25%	-50%	200%
	Other Administrators	1	0	100%	2	0	100%	100%	0%
Other	Director	0	0	0%	0	1	0%	0%	0%
32 LIBERAL ARTS & SCIENCE									
College	Dean	0	1	0%	0	1	0%	0%	0%
	Associate Dean	1	4	20%	1	4	20%	0%	0%
	Assistant Dean	3	3	50%	5	3	63%	67%	0%
	Other Administrators	0	5	0%	1	4	20%	0%	-20%
Departments or schools within LAS	Department Head, Dept Chair, School Director	4	27	13%	3	31	9%	-25%	15%
	Associate Head,Vice Chair, Associate Director of School	1	15	6%	6	11	35%	500%	-27%
	Assistant Head, Asst Chair, Assistant Director of School	4	2	67%	4	1	80%	0%	-50%
Other	Director	4	9	31%	3	11	21%	-25%	22%
	Associate Director	0	4	0%	2	1	67%	0%	-75%
	Assistant Director	1	1	50%	2	1	67%	100%	0%
36 APPLIED LIFE STUDIES									
College	Dean	0	1	0%	1	0	100%	0%	-100%
	Associate Dean	1	1	50%	1	1	50%	0%	0%
	Assistant Dean	0	0	0%	1	0	100%	0%	0%
Department	Department Head & Chair	0	4	0%	0	4	0%	0%	0%
	Assoc Head,Vice Chair	0	1	0%	0	1	0%	0%	0%
Other	Director	0	2	0%	0	1	0%	0%	-50%
	Assistant Director	1	2	33%	0	1	0%	-100%	-50%
44 VETERINARY MEDICINE									
College	Dean	0	1	0%	0	1	0%	0%	0%
	Associate Dean	1	3	25%	0	4	0%	-100%	33%
	Assistant Dean	0	0	0%	0	1	0%	0%	0%
	Other Administrators	0	5	0%	0	5	0%	0%	0%
Department	Department Head & Chair	1	1	50%	2	1	67%	100%	0%
	Asst Head & Chair	0	2	0%	0	2	0%	0%	0%
Other	Director	0	1	0%	0	5	0%	0%	400%
	Associate Director	0	0	0%	1	1	50%	0%	0%

3b. Census Count of Administrators at the University of Illinois at Urbana-Champaign

4/6/00

By Type of Unit, Rank within Unit, and Gender
October, 1994 and October, 1999

Type of Unit	Position Title	1994 Headcount			1999 Headcount			% Change	
		Women	Men	% Women	Women	Men	% Women	Women	Men
52 INSTITUTE OF AVIATION									
Institute	Institute Director		1	0%	0	1	0%	0%	0%
	Associate Institute Director		1	0%	0	1	0%	0%	0%
	Assistant Institute Director		2	0%	0	0	0%	0%	-100%
	Other Administrators		1	0%	1	2	33%	0%	100%
Other	Director		2	0%	0	2	0%	0%	0%
	Associate Director		1	0%	0	3	0%	0%	200%
	Assistant Director		1	0%	0	0	0%	0%	-100%
	Other Administrators			0%	1	0	100%	0%	0%
60 LABOR & INDUSTRIAL RELATIONS									
Institute	Institute Director	0	1	0%	0	1	0%	0%	0%
	Assistant Institute Director	1	0	100%	2	0	100%	100%	0%
	Other Administrators	1	0	100%	1	0	100%	0%	0%
61 BECKMAN INSTITUTE									
Institute	Institute Director	0	1	0%	0	1	0%	0%	0%
	Associate Institute Director	1	0	100%	0	0	0%	-100%	0%
	Assistant Institute Director	1	0	100%	0	0	0%	-100%	0%
	Other Administrators	1	0	100%	4	1	80%	300%	0%
68 SCHOOL OF SOCIAL WORK									
College	Dean	1	0	100%	1	0	100%	0%	0%
	Associate Dean	0	0	0%	0	1	0%	0%	0%
	Assistant Dean	1	0	100%	1	0	100%	0%	0%
	Other Administrators	0	0	0%	1	0	100%	0%	0%
74 LIBRARY & INFORMATION									
College	Dean	1	0	100%	1	0	100%	0%	0%
	Associate Dean	0	0	0%	1	0	100%	0%	0%
	Assistant Dean	0	0	0%	1	1	50%	0%	0%
Other	Director	0	0	0%	0	1	0%	0%	0%
	Assistant Director	0	1	0%			0%	0%	-100%
80 UNIVERSITY LIBRARY									
Library	University Librarian	0	1	0%	1	0	100%	0%	-100%
	Associate/Deputy University Librarian	1	0	100%	0	1	0%	-100%	0%
	Assistant University Librarian	1	1	50%	0	0	0%	-100%	-100%
	Other Administrators	1	2	33%	4	1	80%	300%	-50%
Mortensen Center	Director	1	0	100%	1	0	100%	0%	0%

Question 4.
Provide a census profile of women membership on major college and campus committees. We are particularly interested in the composition and leadership of search committees for department, college, and campus administrators.

Choices made in assembling UIUC data: The university runs on committees; identifying "major" committees was not easy. We had extensive discussions about whether or not to include elected committees, since the administration has no control over the composition of elected committees. We decided to include college executive committees, even though most are elected, because these committees control the budget in colleges, set policy, and handle many grievances. In addition, we included the promotion and tenure committees at both the college and campus-level, since these committees make critical decisions affecting faculty composition.

At the campus level, we have included on-going committees appointed by the chancellor and vice-chancellors. As requested by the Board of Trustees subcommittee, the list was limited to committees identified as "major" by each administrator.

Search committee data were available from a database maintained by the Office of Equal Opportunity and Access. Two complete years of data are shown for all major searches conducted on the campus, where "major" is defined as department head or higher level. We included five years of data for searches conducted by the Chancellor's office and the Vice Chancellor for Academic Affairs because these two offices conduct searches rarely but those searches are for top-level administrators.

Presentation of data and analysis
Attachment 4a is a listing of campus-wide committees for 1999-2000 with the number of men and women appointed to each. The percent of women for each committee is listed. As is obvious from the numbers, women are well-represented on almost every committee in the list. Overall, the proportion of women on these committees is 36%.

Attachment 4b shows the composition of major college committees. College executive committees averaged 42% women, while promotion and tenure committees averaged 37% women. Both of these numbers are much higher than the percent of women on the faculty (23.5%, from Attachment 1a; 12.7% if we look at full professors only).

Fifty-seven searches were recorded in the Equal Opportunity and Access database for the period FY98 and FY99 (FY95-FY99 for the Chancellor's Office and the Office of the Vice Chancellor for Academic Affairs). The search committee composition for each search is listed in Attachment 4c, which shows that 29.4% of all the committee members were women. However, nine of the 57 committees had no women members; these nine searches resulted in only one female hire. None of these searches was from a campus-wide office; three of the nine searches occurred in Engineering, which has few women.

4a. Composition of Major Campus Committees 1999-2000

	Men	Women	Percent Women
Committees Appointed by the Chancellor			
Committee on the Status of Women	0	12	100%
Total	**0**	**12**	**100%**
Committees Appointed by the Provost and Vice Chancellor for Academic Affairs			
Campus Budget Oversight Committee	9	3	25%
General Education Board	18	5	22%
Campus Committee on Promotion and Tenure	8	4	33%
Campus Library Policy Committee	6	6	50%
Committee on Endowed Appointments	6	2	25%
Committee on Student Outcomes Assessment	10	8	44%
Dean's Budget Committee	9	6	40%
Teaching Advancement Board	9	4	31%
International Council	11	1	8%
Total	**86**	**39**	**31%**
Committees Appointed by Vice Chancellor for Research and Dean of Graduate College			
Biotechnology Center Advisory Committee	7	2	22%
Research Board	9	1	10%
Conflict Review Committee	6	1	14%
Graduate College Executive Committee	11	3	21%
Graduate College Fellowship Board Exec Committee	5	2	29%
Institutional Review Board	5	5	50%
NCSA Advisory Committee	15	4	21%
Research and Technology Management Office Advisory Committee	10	1	9%
Research Policy Committee	9	3	25%
Total	**77**	**22**	**22%**
Committees Appointed by the Vice Chancellor for Administration and Human Resources			
Campus Facilities and Capital Projects Committee	10	2	17%
Public Safety Advisory Committee	20	13	39%
Critical Incident Planning Team	19	7	27%
Total	**49**	**22**	**31%**
Committees Appointed by the Vice Chancellor for Student Affairs			
Assessment Committee	6	5	45%
Coordinating Committee on Student Leadership Development	12	9	43%
Policy and Oversight Steering Committee on Alcohol Use, Abuse and Related Educational Prgm	9	5	36%
Service Fee Advisory Committee	7	4	36%
Illini Union Board * Elected not Appointed	4	16	80%
Student Organization Resource Fee Board	3	6	67%
Total	**41**	**45**	**52%**
Grand Total	**253**	**140**	**36%**

4b. Composition of UIUC Major College Committees
1999-2000

College	Executive Committee			Promotion & Tenure Committee		
	Men	Women	Percent Women	Men	Women	Percent Women
Applied Life Studies	3	6	67%	4	1	20%
Aviation	3	0	0%	5	1	17%
Commerce & Business Adminstration	5	1	17%	5	1	17%
Education	3	7	70%	3	4	57%
Engineering	13	2	13%	6	0	0%
Fine & Applied Arts	6	6	50%	8	4	33%
Graduate School of Library & Information Sciences	1	4	80%	1	4	80%
Liberal Arts & Sciences	5	4	44%	5	4	44%
LAW	3	1	25%	4	3	43%
Library	2	7	78%	2	5	71%
Social Work	3	3	50%	*	*	
Veterinary Medicine	9	0	0%	7	2	22%
Total	56	41	42%	50	29	37%

* Social Work assigns "groups" for individual P&T cases.

H:/mary/general/collcomm1.xls

4c. High Level Administrative Position Searches From July 1, 1997 To June 30, 1999

Searches from the Chancellor's Office and the Vice Chancellor for Academic Affairs are shown from July 1,1994-June 30, 1999

Source: Office Of Equal Opportunity & Access Applicant Flow Database (As Of February 21, 2000)

Title	Approximate Starting Date	Department Conducting the Search		Search Committee Composition			Gender of successful candidate
				Men	Women	% Women	
Provost	Aug-98	0200	Office of Chancellor	4	4	50.0%	M
VC for Research & Dean, Grad College	Aug-94	0200	Office of Chancellor	11	2	15.4%	M
Associate Chancellor, Public Affairs	Aug-94	0200	Office of Chancellor	5	5	50.0%	M
Director of Special Events	Aug-94	0200	Office of Chancellor	1	4	80.0%	F
Vice Chancellor for Student Affairs	Jul-95	0200	Office of Chancellor	8	5	38.5%	F
Asst Dean For Development	Sep-98	0203	Ofc of Development	3	2	40.0%	M
Director, Labor & Industrial Relations	Aug-94	0204	VC Academic Affairs	7	2	22.2%	F
Associate Vice Chancellor for Academic Affai	Aug-94	0204	VC Academic Affairs	7	1	12.5%	M
Dean, College of Education	Jul-95	0204	VC Academic Affairs	7	5	41.7%	F
Dean, Fine & Applied Arts	Jul-96	0204	VC Academic Affairs	11	5	31.3%	F
Dean, Agriculture	Jan-96	0204	VC Academic Affairs	4	2	33.3%	M
Director, Admissions & Records	Aug-96	0204	VC Academic Affairs	6	4	40.0%	F
Director, Campus Honors Program	Aug-96	0204	VC Academic Affairs	3	1	25.0%	M
Director, Enviromental Council	Aug-96	0204	VC Academic Affairs	5	1	16.7%	M
Assoc Provost For International Affairs	Aug-97	0204	VC Academic Affairs	4	2	33.3%	M
Dean, Applied Life Studies	Aug-98	0204	VC Academic Affairs	6	1	14.3%	F
Associate Provost	Aug-98	0204	VC Academic Affairs	3	2	40.0%	M
Associate Provost & Director, CEPS	Aug-98	0204	VC Academic Affairs	6	4	40.0%	M
Dir & Principal-Uni High	Aug-98	0204	VC Academic Affairs	3	5	62.5%	M
Director, CIC	Jun-99	0238	CIC	3	0	0.0%	F
Asst Vice Chancellor For Devel	Jun-99	0901	V C Student Affairs	4	2	33.3%	M
Assistant Dean Of Students	Sep-97	0921	Ofc of Dean Of Students	4	2	33.3%	F
Assistant Dean Of Students	Jun-98	0961	Office of Discipline	5	2	28.6%	F
Associate Dean, Research	Aug-97	1501	Agriculture Administratio	9	3	25.0%	M
Assoc Dean, Extention And Outreach	Aug-97	1501	Agriculture Administratio	7	5	41.7%	M
Asst Dean, Professional Dev.	Feb-99	1501	Agriculture Administratio	2	3	60.0%	M
Assoc Dean	Feb-98	1701	Commerce & Business Admin	3	0	0.0%	M
Head, Curriculum & Instruction	Aug-98	2020	Curriculum & Instruction	5	4	44.4%	F
Head, Mechanical & Industrial Engineering	Jan-98	2201	Engineering Admin	11	0	0.0%	M
Head, General Engineering	Aug-98	2201	Engineering Admin	7	1	12.5%	M
Head, Nuclear, Plasma, & Radiological Engr	Aug-98	2201	Engineering Admin	7	0	0.0%	M
Department Head	Aug-98	2201	Engineering Admin	8	0	0.0%	M
Asso Dean For Development	Jul-98	2201	Engineering Admin	4	3	42.9%	M
Assoc Dean For External Affair	Nov-98	2201	Engineering Admin	5	2	28.6%	M
Asst Dean For Student Affairs	Aug-97	2401	Fine & Applied Arts Admin	3	1	25.0%	M
Asst Dean For Development	Oct-97	2401	Fine & Applied Arts Admin	3	2	40.0%	F
Assoc Dean For Student Affairs	Aug-98	2401	Fine & Applied Arts Admin	3	2	40.0%	M
Head, Dept Of Urban & Reg Plng	Aug-97	2448	Urban & Regional Planning	5	1	16.7%	M
Assistant Dean, Graduate College	Aug-97	2601	Graduate College Admin	4	3	42.9%	F
Assoc Vice Chanc For Research	Jan-98	2601	Graduate College Admin	7	2	22.2%	F
Associate Dean	Aug-98	2601	Graduate College Admin	7	3	30.0%	M
Head-Journalism	Aug-97	2810	Journalism	5	0	0.0%	M
Assistant Dean	Aug-97	3010	Law	1	2	66.7%	F
Head, English	Aug-98	3201	Liberal Arts & Sci Admin	4	4	50.0%	M
Assoc Dean For Dev & Ext Affairs	Nov-98	3201	Liberal Arts & Sci Admin	3	2	40.0%	M
Chair, Mathematics	Feb-99	3201	Liberal Arts & Sci Admin	7	0	0.0%	M
Head, Plant Biology	Aug-97	3253	School of Life Sciences	2	1	33.3%	M
Head, Ecology, Ethology & Evolution	Aug-97	3253	School of Life Sciences	1	0	0.0%	M
Head, Cell & Structural Biology	Aug-98	3253	School of Life Sciences	3	1	25.0%	F
Head, Ecology, Ethology & Evolution	May-99	3253	School of Life Sciences	4	0	0.0%	M
Head, Microbiology	Aug-97	3255	Microbiology	2	1	33.3%	M
Head, Molecular & Integrative Physiology	Aug-97	3260	Molecular and Integrative	2	1	33.3%	M
Director - Rehab Services	Aug-97	3601	ALS Admin	2	2	50.0%	M
Assoc. Dean-Res/Asst Director	Jan-98	4401	Veterinary Medicine Admin	10	1	9.1%	M
Assoc Dean For Acad & Stu Affrs	Aug-98	4401	Veterinary Medicine Admin	4	2	33.3%	M
Chief, Zoo Pathology	Nov-98	4403	Lab of Vet Diagnostic Med	3	1	25.0%	M
Interim Director, O&M Division	Jun-99	8201	O & M Admin	8	1	11.1%	M
All searches combined				281	117	29.4%	

botsearches.xls

Question 5.
What are the guidelines for the review of administrators as it relates to the development of women? How and by whom is the performance of department heads, deans, and other major campus administrators assessed?

Choices made in assembling UIUC data: Policies were assembled by the Provost's office.

Presentation of data and analysis
Attachment 5A shows the current campus guidelines for administrator reviews. Page two of that attachment indicates that:

"Beginning in 1988-89 all administrator evaluations must include an assessment of an administrator's performance in the areas of equal opportunity and affirmative action, i.e., in the recruitment, appointment, and promotion of the designated classes." In most departments, women are included in the "protected classes" for faculty positions.

Attachment 5b is an excerpt from the Urbana Campus Senate rules on evaluation of Vice Chancellors. There is no specific mention of evaluation related to diversity issues.

Attachment 5c is a letter sent form the Provost to the Council of Deans asking that they report any actions taken as a result of the salary equity study. A letter similar to this one was mailed after each equity study to allow the campus to tabulate the effect of the equity study.

TO: College Deans and Unit Committees Responsible for Evaluating Selected UIUC Administrators (Deans, Directors, Heads, Chairpersons)

FROM: John C. Ory
Coordinator of Administrator Evaluation, UIUC

DATE: September 1999

RE: Suggestions and Guidelines for Planning and Conducting a Periodic Evaluation of a UIUC Administrator

For several years we have worked with committees on the evaluation of department heads/chairpersons, directors, and academic deans. Based on this experience, we are listing some questions about evaluation of administrators that we think are worth asking when an evaluation of an administrator is undertaken. In evaluating an administrator, you need to take into account both the University of Illinois Statutes (October 10, 1997) and intent of the evaluation. The statutes vary in the wording about evaluation of deans, directors, and department heads and chairpersons. For the evaluation of deans of colleges, the University of Illinois Statutes state (Article III, Section 3) that "the performance of the dean shall be evaluated at least once every five years in a manner to be determined by the college faculty." For the evaluation of deans or directors of a school or similar campus unit (Article III, Section 5), of department chairpersons (Article IV, Section 2), of department heads (Article IV, Section 3), "the performance of [the administrator] shall be evaluated at least once every five years. As one component of this evaluation, views should be solicited for the entire faculty of the appropriate unit [school or department]." Initial evaluations are conducted during the fifth year of appointment. Subsequent evaluations are conducted following five additional years of service (e.g., the second evaluation would be done in the eleventh year). We also recommend that you review the Urbana-Champaign's Senate approved guidelines for the conduct of dean evaluations. (A copy is enclosed for your use.)

Provost and Vice Chancellor Herman advocates two major uses of these evaluations. One is to deliver a useful and trustworthy evaluation to the administrator to whom the person being evaluated reports. This purpose can best be served if a high degree of confidentiality about the contents of the evaluation is preserved. Thus, the distribution of the evaluation should be carefully considered. Provost and Vice Chancellor Herman has endorsed the principle that only those with a need to know should have access to the report. (Specific guidelines about the distribution of an evaluation report are presented on Page 5 of this memo.)

The second use is to provide information to the administrators with the intent of helping them better understand their competencies as a leader and promoting a more productive working relationship between the unit faculty and staff and the administrator being evaluated. Questions to consider in planning an evaluation include:

1. ***What are your current college policies on administrator evaluation***? Each college has on file in the Office of the Provost and Vice Chancellor a policy about the evaluation of deans, directors of schools or similar units within a college and departmental administrators. These policies should be reviewed in light of the above comments. If revisions are made, they should be submitted to the college executive committee (or college faculty, depending on current

procedures and/or college Bylaws) and to the Office of the Provost and Vice Chancellor for Academic Affairs for review and approval.

2. ***Have you included a section on the administrator's performance in the areas of equal opportunity and affirmative action***? Beginning in 1988-89 all administrator evaluations must include an assessment of an administrator's performance in the areas of equal opportunity and affirmative action, i.e., in the recruitment, appointment, and promotion of the designated/protected classes.

3. ***What are the responsibilities of an evaluation committee***? The following list of activities is suggestive; not all committees will decide to engage in all activities. The committees may perform these tasks in somewhat temporal order:

(a) meet with the administrator being evaluated to receive information about the administrator's perspective of the position, goals for the unit, most important successes as administrator of unit, most critical failures and reasons for these failures, and own administrative style;

(b) develop an evaluation plan including sources and records, identify persons who will provide evaluative information about the administrator, and how the information will be collected, summarized, interpreted, and communicated to the various constituencies;

(c) inform the faculty of the unit of the evaluation plan;

(d) select or design instruments for collecting evaluative information;

(e) protect the confidentiality of the identity of individuals providing evaluative information;

(f) interpret the evaluative information collected from the sources;

(g) meet with administrator to whom the person being evaluated reports to discuss contents of evaluation report; and

(h) work with the administrator to whom the person being evaluated reports on a plan to communicate to the unit faculty the procedures used in the evaluation and a summary of the evaluation findings.

The planning of the evaluation is critical. The credibility and fairness of the evaluation, as perceived by the faculty and the person being evaluated, are essential in this type of evaluation. At a minimum, the evaluation plan should be made public as early as possible and discussed at a faculty meeting if considered appropriate and feasible. The political climate of the unit may influence the amount of negotiation and consultation needed with the faculty and the administrator being evaluated.

4. ***What dimensions of administrator performance should be included in the evaluation***? We suggest two ways to think of administrator effectiveness. First, effectiveness is the extent to which the administrator performs assigned and expected responsibilities and tasks, including commitment to affirmative action. For example, how well does the head/chair recruit new faculty, handle the promotion process, communicate faculty needs to the dean, facilitate

curricular changes and promote faculty scholarship? Appendix A includes the University of Illinois Administrator Evaluation Catalog. Twelve core items are listed since these items cover the range of responsibilities of most department heads/chairs. The remainder of the Catalog includes items classified by different functional areas. You can select items from the Catalog that reflect responsibilities of the administrator you are evaluating. Judging effectiveness is not to be solely based on opinions of the faculty or other groups. Information about changes in departmental successes in receiving grants, hiring new faculty, and in the relative standing of the unit (department, college) with its peers on a national level can be very helpful in assessing the contributions of the administrator as the administrative leader of the unit. The intent should not be to evaluate the unit since this is the function of COPE. However, information from the Campus Profile and other records can be used to provide a context for the evaluation of the person in the administrative position.

A second way to assess effectiveness is by rating administrator style; i.e., how does an administrator behave in carrying out his/her responsibilities; what qualities, characteristics, skills does the administrator have? Since questions of style invoke questions of personality traits, there is no agreed upon set of qualities that emerge as those of a model administrator. Most of the items listed on Pages 9-11 of the Administrator Evaluation Catalog are items that measure style.

If you ask questions about style, you should have a reason for doing so. It is important not to equate a certain style of behaving with effectiveness, since one style is not universally effective. The needs of the department and the context should be taken into account in assessing the effectiveness of an administrator. Thus if style questions are used, they should primarily be used for discussion of how the administrator can improve. Diagnosis of problems rather than a summative judgment of effectiveness should be the primary reason for including them.

5. ***From whom should evaluative information be obtained?*** Six major sources are listed that can be used. A general guideline is to collect information from as many sources as feasible. Each of the five groups of persons listed has a different perspective. The sources are:

(a) Faculty of the unit. The Statutes require this source be used if deans or directors of schools or units, department heads and chairpersons are evaluated. The University of Illinois Statutes, Article III, Section 5 and Article IV, Sections 2 and 3 state as "one component of this evaluation, views will be solicited from the entire department/unit faculty."

(b) Academic professionals and staff. One or both of these groups have often been used if the number in the unit is sufficiently large (over fifteen) and if the administrator works closely with these groups.

(c) Students. Students, particularly graduate students and teaching assistants, can provide useful information. However, these groups should only be asked if they have had sufficient experience in departmental activities and personally interacted to some extent with the head.

(d) Administrator being evaluated. Self evaluation has been used, but a person's judgment about his/her own accomplishments should be used judiciously. However, a meeting between the administrator and the evaluation committee can be very beneficial for both the committee and administrator. The administrator can present his/her views about goals for the

unit, most important successes as administrator of unit, most critical failures, and reasons and obstacles for these failures, and own administrative style.

(e) Colleagues from other units. Other department chairpersons and deans have been included as sources, but information from colleagues from other units has not been very satisfactory. They may be reluctant to comment, and their assessments are limited in focus because of their infrequent contact with the person being evaluated.

(f) External advisory committees. If the administrator works closely with an external advisory committee, the members can sometimes provide a different perspective. However if such advice is sought, caution is needed in designing the evaluation questions so that those evaluating can evaluate from knowledge rather than hearsay or from only a general impression gained from an annual meeting or an infrequent social event.

(g) Records. Information such as that included in the COPE Evaluations and Campus Profile can be used to obtain an understanding of the unit and an indication of the possible impact on the person's leadership on the unit.

Some general guidelines are useful in selecting sources. First, those asked to evaluate must have direct knowledge of the situation and the administrator so they have a basis for judging. If the knowledge appears secondhand, very little can be gained. Second, the groups need to be large enough to protect the confidentiality of a member of that particular group. For example, if only three members are on an advisory committee, the identity of the members may be possible by an examination of the nature of the comments given. The same guidelines should be used if faculty are asked to provide biographical information on the survey (e.g., tenure status, professorial rank). As a rule, the subgroup should have at least ten members.

6. ***What methods can be used to collect the evaluative information***? Four major methods have been employed to collect the evaluative information. They are:

(a) Written survey or questionnaire. A list of twenty to thirty items with fixed alternatives are often included on a form and the raters indicate on some numerical scale their rating of each item. These items can include a wide range of responsibilities and administrative styles as described in question 3.

(b) Open-ended questions. Faculty are given one to four questions and are asked to judge the effectiveness of the administrator. Generally the questions are very open-ended, such as "please comment on your administrator." "Comment on the major strengths and weaknesses," and "In what areas should the administrator concentrate as a department head/chair (dean, director) in the next two or three years? One or two questions are recommended. Asking only a few open-ended questions has worked rather successfully. These questions may be included in a letter sent to all faculty by the evaluation committee, and the faculty asked to respond in letter form as well.

(c) Interviews. Those evaluating are selected or invited to be interviewed by one or two members of the evaluation committee for their views of the administrator of the unit. Questions asked are generally semi-structured and may include items about the effectiveness of the administrator to carrying out responsibilities as well as administrative style. If more than one person does the interviewing, a written interview schedule should be used so that

the same questions are asked of all interviewees. Faculty interviewing is very labor intensive, but it can be the best method to collect information considered sensitive. If interviews are made, a tape recording does not seem necessary; rather the interviewers upon the completion of the interview should be encouraged to write a brief one or two page summary. If verbatim quotes are included, they should be used with discretion so that the confidentiality of the person making the comments is protected.

(d) Open meetings. The committee may arrange for an open meeting in which constituencies are invited to attend if they wish to discuss the evaluation of the head/chairperson (dean, director). The representativeness of the opinions must be taken into consideration since those with extreme positions are more likely to attend and voice their opinions.

7. *How can evaluative information be summarized and interpreted*? Summarizing and interpreting all the information collected can be very difficult. Perhaps the best guideline for insuring fairness in interpreting the results is to have the entire committee review all of the raw data, meet to discuss the data, assign writers to draft a report, and discuss the drafts before the report is distributed to the audiences.

Statistical summaries of the faculty responses to each of the survey items can be done by using the services of the Office of Instructional Resources (OIR). If the surveys are sent to OIR, they can provide a frequency distribution, mean, and standard deviation for the responses of each item. To protect the confidentiality of the individual respondents, OIR recommends that summary statistics be requested by subgroup (i.e., tenure status) only if the number in each subgroup is sufficiently large (ten or more).

The analysis of the written comments will require considerable professional judgment. All members should read through all the written comments. (Written comments to each open-ended question are typed by OIR without attribution. I strongly recommend that the comments be typed by someone so there is no possibility that handwriting can be used to identify particular respondents.) An informal analysis of the comments can be made by reading through the responses, looking for major themes, and counting the number of times these themes do appear in the written comments. Undue weight to an interesting comment should be avoided. Information collected in open meetings and from interviews is often best treated like written comments. Themes and patterns of responses should be emphasized rather than highly individualistic opinions.

8. *What information should be distributed to whom and how*? Given the intent of this evaluation, the Provost and Vice Chancellor for Academic Affairs should be involved in determining the distribution of the evaluation report of deans and directors of units reporting to VCAA. For the evaluation of a dean, the VCAA should receive a copy of the report from the evaluation committee. The committee is encouraged to share and discuss the report with the administrator being evaluated if this is considered appropriate. For all other administrators being evaluated, the administrator to whom the administrator being evaluated reports should determine the distribution of the final evaluation report. For the evaluation of a department head/chairperson, the dean (and school head, where appropriate) and the person being evaluated would most likely receive a copy of the report.

For the evaluation of administrators within a college, deans do not need to forward the complete evaluation report to the VCAA. The dean must, however, inform the VCAA that he/she received the evaluation, approved of the procedures used in this evaluation, and indicate the general nature of the evaluation and the action taken based on the evaluation.

Decisions about content of the report and the distribution of the report should be determined during the planning of the evaluation and before any information is collected from members of the unit. Everyone should be informed about the distribution so any problems and conflicts can be aired and discussed without any reference to the nature, tone, and content of the evaluation information. Appendix B contains a sample letter that describes the distribution plan as part of the directions to faculty for their completing a mail survey.

The written report may include the following sections:

(a) Purpose of the evaluation and those who will receive the report.

(b) Plan and methodology employed in the evaluation. Number of respondents, techniques and methods used in collecting the information, and a general description of how the information was analyzed and summarized should be included.

(c) Description of evaluative information. This section may include the frequency distribution, mean and standard deviation of the scaled items, typed faculty responses to the open-ended questions (or summaries, themes), and summaries of interviews.

(d) Interpretation of the evaluative information. This section may include the committee's judgment of the extent to which the administrator has accomplished his/her goals, the appropriateness of the goals for the unit, the effectiveness in carrying out his/her responsibilities, and of his/her administrative style.

(e) Recommendations for future action.

If you are interested in receiving a prototype evaluation report, please contact the Office of Instructional Resources.

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Evaluation of the Vice-Chancellors

Senate Council holds a special meeting in Executive Session each year to provide the Chancellor with an assessment of the performance of the vice-chancellors as required by Article III, Section 1 (g) of the *University Statutes*. This evaluation process begins late in the fall semester with the appointment of a Senate Council subcommittee. This subcommittee usually consists of one student and two faculty Council members.

On April 6, 1988, Council adopted the following policy:

- a. The full Senate shall be informed that the Council will meet with the Chancellor for the purposes and by the procedures that follow.
- b. Each of the vice-chancellors shall be asked to provide a brief (less than five pages) annual report highlighting his or her accomplishments in the past year and priorities for the next year and beyond. Copies shall be made available to the Chancellor and to Senate Council prior to the annual consultation between them.
- c. Each year, on a rotating basis, the accumulated reports of one of the vice-chancellors will be reviewed by a subcommittee of the Senate Council. The subcommittee's requests for additional information typically shall be limited to seeking input from the chairs of Senate committees whose charges relate to the responsibilities of the vice-chancellor being reviewed. The subcommittee shall lead the Council discussions with the Chancellor and shall be available to meet with the vice-chancellor to discuss any recommendations for enhanced performance. Thus, the approximate four year in-depth evaluation of vice-chancellors and discussion with the Chancellor will provide more relevant information for improving the functioning of the respective offices of the vice-chancellors.
- d. This procedure is not meant to impinge on other review or assessment activities. For example, the assessment of the Dean of the Graduate College by the Graduate Executive Committee and the Research Board is presumed to continue. Clearly, the Chancellor is free to seek input from constituencies not represented in the academic Senate.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

C. K. Gunsalus, *Ex Officio*
Office of the Provost
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Swanlund Administration Building
601 East John Street
Champaign, IL 61820

August 26, 1999

Confidential

Council of Deans
Academic Units

Dear Colleagues:

In May, Assistant Provost Carol Livingstone distributed to each of you the results of her faculty salary equity study. As I mentioned at our meeting yesterday, I am asking that you provide me a summary of your actions on each case. As in past years, there are a variety of outcomes possible in each individual situation, as there are variables the regression analysis cannot address, including productivity and overall contributions.

I would like to receive your responses in my office by October 1. Thank you in advance for your attention to this important matter. As always, Carol and the other staff in my office are available to provide advice and support, should you have any questions about the methodology or the responses requested.

Very truly yours,

Richard H. Herman
Provost and Vice Chancellor
for Academic Affairs

c: C. Livingstone
W. Tousey

Question 6.
Provide a comparison of the current salaries for women faculty and administrators with their male counterparts. We recognize that salaries depend on many factors such as discipline, experience, time-in-rank, responsibilities, and performance. Identify obvious disparities and describe how they are being addressed.

The response to this question is divided into two sections, one for faculty and one for administrators.

Faculty

Choices made in assembling UIUC data

It is relatively easy to write computer programs that compute an average salary for men and women at the campus, college, or department level. However, such a simplistic analysis of salary, as your question indicates, ignores the many other factors that contribute to salary. Appendix C contains an explanation of why campus-wide average salaries can yield deceptive results. The only statistically acceptable method for analyzing salaries is a multiple regression analysis.

Since 1994, the Urbana campus has conducted five in-depth faculty salary equity studies to monitor whether women and minority faculty members were being fairly compensated. A copy of the most recent study is attached; detailed methodology is included in an appendix to the study. The study involves assembling a complex database of information on each tenure-system faculty member with details such as date of first hire, race, sex, degree type and date, administrative appointments held, the rank held at first hire, and the time in rank. These details are fed into a computer model, along with average starting salaries in each department, as factors in a multivariate regression analysis. The computer model then derives an equation that shows salary as a function of each of these factors. Factors with a significant effect on salary are identified. If gender is a significant factor, this is an indication that there may be inappropriate bias in the setting of salaries.

The computer model is not perfect. We lack a good indicator of quality and productivity, two measures that we expect to be central in the determination of faculty salaries. In the absence of these measures, other factors assume greater significance in the determination of salaries.

The results have varied over the five years; a summary of each study is included in the current year's paper. Some years we see that gender is a significant factor at some ranks (typically full professor, sometimes assistant professor, never at the associate professor level); other years we see no effect. What is very clear, however, is that the disciplinary differences in salaries are the most important factors in our model, accounting for approximately 90% of the variation in salaries at the assistant professor level. As faculty members are promoted, the model is less able to predict salaries well, undoubtedly because of the absence of a quality/productivity indicator, which should be one of the most important determinants of salary at the full professor level.

The model also can be used to predict a salary for each faculty member based on his/her individual factors. After each study, a list of all faculty members with their

predicted and actual salaries are distributed to the deans. Deans are required to report back to the Provost for every faculty member who appears to be at least 15% underpaid. Either the dean will make an equity adjustment or the dean will certify that the salary is indeed appropriate, given the productivity of the faculty member. After the first equity study, several women were given very large increases; since then, the equity adjustments reported by the deans are less frequent and not as large. We believe that the studies have served as a constant reminder to department heads and deans that equity should be considered whenever any salary decision is made.

The first time Urbana undertook such a study, it required six months of effort to assemble a database and hand-check all the dates and details for each faculty member. Subsequent studies are less time-consuming since data only need to be assembled for new hires and promotions. At this point, we estimate that the study takes about six person-weeks of effort each year at the campus level. Despite the cost involved, the campus administration has decided that an equity study will be repeated annually indefinitely.

Administrators

Choices made in assembling UIUC data

Analyzing salary equity among administrators is even more complicated than among the faculty because each position is unique. Even where there are many persons holding the same title (e.g. department head), the scope of each job is different. We have several department heads whose units are larger than our smaller colleges. A multivariate regression analysis for administrators would need to include variables such as the size of the budget for which the administrator is responsible, the technical skills, degrees, certification, or experience required to manage the function, the number of people managed, the impact of the unit on the rest of the campus and the centrality of the function to the mission of the campus. Most of these variables cannot be easily extracted from campus databases and would need to be compiled by individual job analysis; this was not possible in the time available.

Instead, we have compiled average salaries by gender, by type of unit, and by rank of the administrator in the unit. Salaries include all appointments active on October 20, 1999 for each person classified as an administrator. Nine- or ten-month appointments were adjusted to a 12-month basis using a factor of 11/9 or 11/10. (More than 75% of all administrators holding a 9- or 10-month appointment later receive a summer appointment).

We have also attempted to quantify the scope of responsibilities for each cell in the table by presenting the average expenditures of the units administered by the persons in that cell. If we had time to prepare a multivariate regression analysis, we believe this would be one of the most important factors contributing to administrator salaries. Lacking that time, we hope that the information we provide on unit expenditures will provide some explanation for the differences we see in salaries between men and women.

Presentation of data and analysis

Attachments 6b and 6c show the average salaries for men and women in October, 1999 by type of unit and rank within unit, paralleling the numbers shown in

Attachments 3a and 3b. Attachment 6a shows campus-level units and college totals, and Attachment 6c shows the details by college.

We see that the average salary of the six female deans is $158,886, compared to $178,525 for the male deans. However, the average expenditures of the colleges run by female deans is $16,390,000, while the average expenditures for the colleges run by male deans is almost triple that figure at $46,1108,000.

At the campus and college total level, we see that most women appear to be earning less than men in comparable positions. However, in most cells, they also appear to be running units that are smaller. These preliminary results suggest that at least some, if not all, of the discrepancy in salaries is due to difference in scope of responsibility.

Faculty Equity Regression Study -- 1999-2000

January 14, 2000

C. Livingstone
Division of Management Information

Background

At the request of the Chancellor, the Division of Management Information has repeated a multiple regression study examining faculty salary equity using 1999-2000 salaries. This is the fifth time the study has been executed since Spring, 1994. The results of the each study are distributed to the Chancellor, the Provost, and the deans, who are asked to investigate and to make corrections if, in fact, the discrepancies in salaries cannot be explained by factors not included in the regression.

Summary of current results

Regressions with all 1904 faculty combined show a difference in salaries between men and women, with men earning $2,075 more than women with similar characteristics. This difference is statistically significant at the 5% level. However, separate regressions by faculty rank do not show a discrepancy between the salaries of men and women. Differences in the variables included in the two models are the likely explanation. For example, the regression with all faculty combined does not include the variable "years to promotion", whereas the regressions for associate and full professors do include this variable.

Predicted salaries for all faculty members were derived using the results of a male-only regression model. Predicted salaries were compared to actual salaries and 252 faculty members (45 women and 207 men) whose salaries were 15% below prediction were identified.

Last year's results and outcome

Last year, the regression models showed no significant effect of gender on salaries when examining the faculty as a whole, but did find a significant effect of gender on salaries of full and assistant professors. Deans were asked to examine closely the salaries of 304 faculty members who appeared to be paid 15% or more below their predicted salaries and to report any actions taken. The deans' reports are summarized below:

Table 1. Disposition of Faculty with FY99 Salaries 15% below prediction

	Men	Women	All
Number with salaries 15% below prediction	250	54	304
Number whose salaries are appropriate	191	26	217
Number who left UIUC, retired, or died	14	3	17
Number incorrectly coded on Payroll*	23	6	29
Number receiving an equity adjustment	22	19	41
Percent of this group receiving an equity adjustment	8.8%	35.2%	13.4%

*Departments had incorrectly entered the wrong rank, salary, or tenure code in Payroll.

Disclaimer

This report is a management overview and omits much of the detail and discussion that would be presented in a published paper. More detailed regression diagnostics are available from the author.

Results

Overall regression statistics: The overall regression statistics, shown in Appendix C, indicate that the model is a reasonable way to estimate faculty salaries; the F-statistics for each of the regressions indicates a probability less than 0.0001 that the results were random.

Table 2 shows the estimates of the regression coefficients for each of four different regressions. The value of each parameter found to be significant is shown for all five years of the regression study. For the FY00 data, the value of the T-statistic is also shown in the last column. More detailed regression diagnostics are available from the author.

Regression 2a. All faculty combined: In all five years, the starting salary in the discipline was the most important contributor to salaries. The second most important factor was the rank of the faculty member. Professors earned $25,149 more than assistant professors in FY00; associate professors earned $5,062 more than assistant professors. Being an administrator seems to carry an average bonus of $15,760. Faculty with appointments in more than one department are paid an extra $2,456 for each additional department. Faculty members who were hired in as associate or full professors earned $9,225 more than their counterparts hired in as assistant professors. Having a doctorate is worth $5,652.

The coefficient for the gender term -- the bonus for being male -- was significantly different from zero at the 5% level in FY00, and the male faculty appeared to be paid $2,075 more than their female counterparts.

Regression 2b. Full Professors: This regression model, while still significant at the 0.0001 level, explained only 57% of the variance in full professor salaries. The model appears to be missing a critical factor for full professors; it is reasonable to guess that quality measures might have the greatest salary impact at this rank.

The independent variable for years to reach full professor was negatively correlated with salary, as one might expect; fast promotions generally are granted to the "cream of the crop". Other important factors were having an administrative appointment, having appointments in multiple departments, being hired in at the associate or full professor level, and possessing a doctorate. Each year since the highest degree was granted was worth about $378. Race showed no significant effect on salary.

There was no significant effect of gender on salary at this rank.

Regression 2c. Associate Professors: Next to the starting salary in the discipline, holding an administrative appointment was the most important factor contributing to salary. Another significant factor was whether the rank at first hire was assistant professor; associate professors hired at this rank earned $6,262 more than associate professors who were originally hired as assistant professors and subsequently promoted. Years from degree had a slight negative correlation with salary, implying that associate professors who remain at this rank for many years have lower salaries.

No significant effect of gender is visible on salaries of associate professors.

Regression 2d. Assistant Professors: This model explained 80% of the variance in assistant professors' salaries. As we saw from the previous studies, assistant professor salaries are almost entirely dependent on the starting salary in the discipline. Also contributing to the salary level is the number of years since earning the degree.

No significant effect of gender is visible on salaries of assistant professors.

Table 2: FY94 - FY00 Regression Results

Estimate of Coefficients for Each Independent Variable

2a. All Faculty Combined	FY94	FY95	FY96	FY99	FY00	FY00 Prob > |T|*
Starting salary in the discipline	1.23	1.23	1.08	1.15	**0.98**	.0001
Full Professor=Y	16,342	17,636	17,616	22,168	**25,149**	.0001
Associate Prof=Y	2,933	2,904	2,200	3,794	**5,063**	.0001
Administrator=Y	8,150	8,714	8,652	12,774	**15,760**	.0001
Number of depts	2,188	2,290	2,358	2,587	**2,456**	.0001
First hired as an asst prof=Y	-7,292	-8,542	-7,841	-9,724	**-9,225**	.0001
Doctorate=Y	2,323	2,968	3,381	6,734	**5,652**	.0001
Librarian faculty=Y	4,977	4,776	3,240	n/s	**n/s**	.1299
Extension faculty=Y	n/s	-4,469	n/s	n/a	**n/a**	n/a
Years from degree	231	227	265	253	**170**	.0003
Race=African American	n/s	n/s	n/s	n/s	**n/s**	.8518
Race=Native American	n/s	n/s	n/s	n/s	**n/s**	.9427
Race=Hispanic	n/s	n/s	n/s	n/s	**n/s**	.8806
Race=Asian	n/s	n/s	n/s	n/s	**n/s**	.2352
Gender=male	1,277	n/s	1,694	n/s	**2,075**	.0122
Y-axis intercept (b_0)	-9,915	-9,907	-5,089	-7,285	**n/s**	.8558

2b. Full Professors	FY94	FY95	FY96	FY99	FY00	FY00 Prob >|T|
Starting salary in the discipline	1.31	1.30	1.16	1.28	**1.00**	.0001
Administrator=Y	8,159	10,424	10,016	15,431	**16,489**	.0001
Number of depts	2,839	3,124	3,171	3,685	**3,472**	.0001
First hired as an asst prof=Y	n/s	n/s	n/s	-4,266	**5,889**	.0008
Doctorate=Y	5,075	6,531	7,257	10,081	**9,051**	.0001
Librarian faculty=Y	n/s	8,583	n/s	n/s	**n/s**	.7070
Extension faculty=Y	-10,847	-12,741	-12,811	n/a	**n/a**	n/a
Years from degree	380	420	503	598	**378**	.0001
Race=African American	n/s	n/s	n/s	n/s	**n/s**	.6345
Race=Hispanic	n/s	n/s	n/s	n/s	**n/s**	.7532
Race=Asian	n/s	n/s	n/s	n/s	**n/s**	.5347
Gender=male	2,654	n/s	n/s	3,425	**n/s**	.1339
Years to reach full prof	-1,014	-1,018	-1,197	-686	**-1,581**	.0001
Y-axis intercept (b_0)	-2,770	-2,580	1,289	n/s	**17,881**	.0001

2c. Associate Professors	FY94	FY95	FY96	FY99	FY00	FY00 Prob >|T|
Starting salary in the discipline	1.09	1.08	0.85	0.97	**0.84**	.0001
Administrator=Y	7,585	4,689	4,254	4,903	**7,655**	.0001
Number of depts	n/s	n/s	755	n/s	**n/s**	.7766
First hired as an asst prof=Y	-4,308	4,783	-3,619	-6,936	**-6,262**	.0001
Doctorate=Y	n/s	n/s	n/s	3,978	**n/s**	.1832
Librarian faculty=Y	3,289	n/s	n/s	n/s	**n/s**	.3781
Extension faculty=Y	n/s	n/s	n/s	n/a	**n/a**	n/a
Years from degree	n/s	n/s	n/s	-147	**-192**	.0004
Race=African American	4,146	n/s	n/s	n/s	**n/s**	.9051
Race=Native American	n/s	n/s	n/s	n/s	**n/s**	.7369
Race=Hispanic	n/s	n/s	n/s	n/s	**n/s**	.4442
Race=Asian	n/s	n/s	n/s	n/s	**n/s**	.1418
Gender=male	n/s	n/s	n/s	n/s	**n/s**	.4619
Years to reach assoc prof	n/s	-253	-367	n/s	**n/s**	.2757
Y-axis intercept (b_0)	5,497	8,278	16,626	16,812	**26,152**	.0001

2d. Assistant Professors	FY94	FY95	FY96	FY99	FY00	FY00 Prob >|T|
Starting salary in the discipline	0.99	0.98	0.99	0.99	**.93**	.0001
Administrator=Y	n/s	n/s	n/s	n/s	**n/s**	.4325
Number of depts	n/s	n/s	n/s	n/s	**n/s**	.3027
First hired as an asst prof=Y	n/a	n/a	n/a	n/a	**n/a**	n/a
Doctorate=Y	n/s	n/s	1,357	3,672	**n/s**	.2375
Librarian faculty=Y	n/s	n/s	n/s	-2,589	**n/s**	.0850
Extension faculty=Y	-2,726	-2,686	n/s	n/a	**n/a**	n/a
Years from degree	71	95	110	238	**243**	.0001
Race=African American	2,077	1,538	1,846	n/s	**n/s**	.1145
Race=Native American	n/s	n/s	n/s	n/s	**n/s**	.9051
Race=Hispanic	n/s	n/s	n/s	n/s	**n/s**	.1689
Race=Asian	n/s	n/s	n/s	n/s	**n/s**	.0562
Gender=male	783	945	1,017	1,044	**n/s**	.0638
Y-axis intercept (b_0)	-1,126	-1,857	-2,576	-3,755	**n/s**	.7685

Notes n/a = Not applicable. This independent variable was not included in the regression model.

n/s = Estimates not significantly different from zero at the 5% level (Student's T test)

*FY00 Prob |T| > 0: Using a two-tailed T-test, the probability that a parameter estimate for FY00 data is different from 0. .0500 (5%) was used as the cutoff for significance in this study.

Understanding the different results between the regressions: The finding of a significant effect of gender when looking at all faculty combined but no effect of gender when looking at the faculty by rank needed to be explored further. The models are slightly different; the regression of all faculty combined includes dummy variables for rank; the regressions for associate and full professors include a variable for years to promotion. We tried an alternative model to shed light on these conflicting results.

A new regression was run for the associate and full professors combined, including the variable years to promotion. We found **no** significant effect of gender (the probability that the coefficient was significantly different from zero was 29%).

Assistant professors, of course, are missing a value for years to promotion. However, if we enter an arbitrary value for this variable (we tried seven and also five years) for all assistant professors and run a regression on all faculty combined, we find again no significant effect of gender on salary. These results suggest that the effect of gender on salary found in the original regression for all faculty combined may, in fact, be due to the omission of the variable years to promotion.

Identifying underpaid individuals: To identify faculty who appeared to be underpaid, regression models by rank were created using males only. The coefficients from these regressions by rank were then used to predict salaries of individual faculty members. The salaries predicted for each individual using this model represent the best estimate of salary from available and measurable faculty characteristics. Any deviation of a faculty member's actual salary from the predicted salary should be due entirely to characteristics we have not attempted to measure, notably merit.

Faculty members whose actual salaries were more than 15% different from predicted salary were identified. The breakdown of these "outlyers" by gender is shown in Table 3. Women faculty comprise 18% of the group with actual salaries below predicted salaries; they are 23% of the overall faculty population. The number of women faculty whose salaries appear low is 45; the number whose salaries appear to be high is 41.

Table 3. Faculty whose salaries vary from predicted salary

Group	Number of faculty whose actual salary is:			Total
	15% below prediction	Within 15% of prediction	15% above prediction	
Women	45	356	41	442
Men	207	1040	215	1462
All	252	1396	256	1904

Discussion

Last year's equity study showed significant differences in salaries of men and women at the assistant and full professor levels. Those differences no longer exist; all regressions by rank show no effect of gender on salary.

However, unlike last year, the regression with all faculty combined showed a significant bias against women. One possibility for the discrepancy between the regressions by rank and the regression with all faculty combined is that the regression with all faculty combined lacks one of the "quality" measures available in the regressions by rank: number of years to be promoted to full (or associate) professor. The inclusion of this term in the regressions by rank may have moderated the effect of gender on salaries.

Another possibility is that it may simply be inappropriate to build a model with all faculty combined. Several faculty members from Agricultural & Consumer Economics suggested after reviewing last year's study that such a model might suffer from heteroscedasticity, a problem that occurs when several dissimilar groups are lumped together in one regression analysis. If the factors that determine an assistant professor's salary are different from those that determine an associate professor's or a full professor's salary, it may be inappropriate and, indeed, misleading to create a single regression model for all ranks. Despite this possible problem, we have elected to include the "all faculty" combined regression for the sake of continuity with previous studies.

Next Steps

A list of all faculty with actual salary compared to predicted salary will be provided to the Chancellor, Provost, and deans. Deans will be asked to discuss the lists with the executive officer of each department and determine whether the deviations from predicted salary are justified given the quality and productivity of individual faculty members.

We expect to repeat this study annually.

The campus is also assisting in another study to examine the retention and promotion rates of women and men faculty. Professors Jane Loeb and Susan Greendorfer hope to conclude the study sometime during the spring term.

Appendix A -- Demographic Profile of Faculty Selected

		All Faculty	Full Professors	Associate Professors	Assistant Professors
Number		1904	921	555	428
Number with an administrative appointment		219	173	41	5
Gender	Males	1462	805	385	272
	Females	442	116	170	156
Race/Ethnic Group	American Indian/Alaskan	5	0	1	4
	White/European	1605	812	477	316
	African-American	52	16	19	17
	Asian/Pacific Islander	183	79	40	64
	Hispanic	59	14	18	27
Faculty Type	Library	82	18	38	26
	Regular	1822	903	517	402
Tenure status	Indefinite Tenure	1464	915	543	6
	Tenure track	440	6	12	422
First rank Hired In	Assistant Professor	1518	623	467	428
	Associate or full professor	386	298	88	0
Highest Degree	Doctoral level	1704	843	485	376
	Not doctoral level	200	78	70	52
Years since degree	Mean	19.0	25.9	16.9	6.8
	High	50.7	48.7	50.7	41.7
Age	Mean	48.6	54.3	47.2	38.4
	High	75	75	72	64
	Low	27	36	33	27
9-month, 100% salary	Mean	74,307	91,150	62,626	53,213
	High	224,750	224,750	141,000	107,000
	Low	27,818	43,364	35,592	27,818
Years at UIUC	Mean	14.7	20.6	13.4	3.7
	High	45.3	45.3	37.6	38.3
Mean Years from hire	To Associate professor	5.6	5.4	5.9	n/a
	To Full professor	9.0	9.0	n/a	n/a

Appendix B. Methodology

General approach

This model assumes that the salary paid to a faculty member (the "dependent variable") is a linear function of a set of "independent variables", x_1 to x_n:

$$predicted\ salary = b_0 + b_1x_1 + b_2x_2 + \ldots + b_nx_n$$

The symbols $x_1 \ldots x_n$ are the values of the independent variables, e.g. age. The symbols $b_0 \ldots b_n$ are constant coefficients; the regression model attempts to estimate these coefficients and determine which, if any, are significantly different from 0. If reliable estimates of the regression coefficients can be obtained, we may predict what the salary should be for any faculty member for whom we have the values of the independent variables. The actual salary of a faculty member may differ from the predicted salary because of:

- Error in the specification of the model. The terms may not be linear, for example.
- Critical factors may have been omitted which cause changes in salary. Certainly, the quality of a faculty member's work is one independent variable which is difficult to quantify and include.
- Error in measurement of one of the variables. For example, the dependent variable salary can be calculated in several equally valid ways.

Faculty members were identified and relevant data for each faculty member were pulled from the administrative computer databases and from the paper files in the Academic Personnel Office. The data were entered into the computer databases for statistical analysis. A total of 1904 faculty members were identified; demographic characteristics are in Appendix A.

Initial selection of faculty: Faculty were defined as any person on the Urbana Paymaster, which includes campus and central administration employees located on this campus, whose employment status was "active" on October 20 and who had at least one tenured or tenure-track appointment (tenure code=A, Q, or 1-7) and at least one appointment extending past May 19. We eliminated all faculty with a "T" contract (terminated) and faculty who were retiring during the year.

Dependent variable: 9 month, 100% Time Salary

Calculation of a meaningful salary for each faculty member was a challenge because of the many ways employees are coded on the payroll. For the purpose of this study, we included all appointments which appeared to be continuing past the academic year, including zero percent administrative stipends. Short term or insignificant appointments (under 60 days and under $350) or lump sum payments were excluded. Appointments active on October 20 were used unless an individual's appointments changed during the year; in these cases, the salary at the end of the academic appointment year (August 20) was used.

All salaries were adjusted to represent payment for a nine-month period at 100% time.

Independent variables

Data for the following independent variables were collected. Derivation of each item is described below.

Current faculty rank
Highest degree earned
Years since the highest degree was awarded
Rank into which faculty member was first hired
Years from first hire to reach associate professor
Years from first hire to reach full professor
Number of departments in which a continuing appointment is held
Starting salary in the discipline
Whether the faculty member holds any administrative appointments
Whether the faculty member is or was a top executive (dean or higher)
Gender
Race
Percent faculty appointment
Type of faculty appointment (regular, library, or cooperative extension)

Data pulled from Paymaster database

For each faculty member, the following demographic data was pulled from Paymaster :

- Name
- Social Security number
- Date of first employment at UIUC
- Race/ethnic code
- Gender
- Home department code
- Special conditions codes (e.g. to identify those on disability leave, leave without pay, etc.)

Each faculty member may have up to nine different appointments. All appointments not paid on an hourly basis for these faculty members were selected and the following appointment information was downloaded:

- Appointment department
- Service code
- Start and end dates
- Percent time
- Annual salary
- Monthly salary
- Budget reference code
- Rank/class code

Data pulled from the paper personnel files

The following data items were looked up in the faculty files at Academic Human Resources.

- Highest degree (letters, e.g. Ph.D.)
- Code for level of highest degree (doctoral level, terminal, master's, bachelors, or none)
  (When in doubt, departments were called to verify the degree level. JD degrees were classed as doctoral level, MFA and MArch degrees were classed as terminal)
- Date highest degree was awarded (in some cases, we had to call departments for this information when the degree was noted as "expected" on the application form). For the two faculty members with no degree at all, we used years from age 21 to estimate of the years the person had been in the workforce.
- Rank into which faculty member was first hired
- Date of promotion to associate professor (if any)
- Date of promotion to full professor (if any)

Derived data elements

From the downloaded and manually collected data, the following were calculated:

- Highest faculty rank: all administrative and academic professional ranks were ignored.
  Faculty holding library or extension faculty appointments in addition to appointments with regular faculty rank were classed as regular faculty, regardless of which appointment had a greater percent.
- Highest tenure code:
  - If any tenured appointment was found, code is A
  - If no tenured appointment is found, this code is 1-7 or Q.
- Years since degree to 1/1/2000
- Number of different departments in which a continuing appointment is held
  Includes any department where the faculty member held a zero percent appointment or more that was active on Oct. 20
- Years from first hire at UIUC to 1/1/2000
- Years from first hire to promotion to associate professor & to full professor
  These data elements will be 0 for those hired in at the associate or full professor level. For faculty who left campus at one rank and returned at a higher rank, an estimate of reasonable promotion dates was made.
- Tenure department
  This was needed to obtain the correct starting salary for the discipline of the faculty member. When a faculty member had tenured appointments in multiple departments, the department with the highest percent appointment was used. If all tenured appointments had identical percents, the department with the highest department code was used.

Administrator flag

Administrators were defined as:

All top executives

All department head/chairs that could be identified from appointments

Faculty with whose administrative appointment percent was larger than their faculty percent

Faculty with a 0% administrative appointment with pay at least 5% or more of total salary.

Executive flag

The president, vice president for academic affairs, chancellor, vice chancellors, and deans were marked as executives and excluded from most of the analyses. Former holders of any of these offices were also flagged.

Percent time

Total percent on all appointments active October (or August for those with midyear changes) was calculated.

9-month, 100% equivalent of salary on all continuing appointments

All faculty whose appointments changed after Oct. 21 (change in percent, change in salary, or new appointments beginning after that date.) were identified. For employees with no such midyear changes, only appointments active on Oct. 21 were totaled. For employees with a midyear change, appointments active on August 20, 2000 were totaled.

Appointments in Continuing Education on "G" service were eliminated. All other appointments were included.

If the appointment had a service code indicating the period of service was 10 months, the annual salary was multiplied by 9/10. If the appointment was for 11 months service, the annual salary was multiplied by 9/11. If the service code indicated service for the dates indicated, monthly salary was multiplied by 9. For all other appointments, the annual salary was used without adjustment. This yields the salary rate for a 9-month period of service. The nine-month equivalent salary and the percent (unadjusted) for all appointments active on Oct. 21 (or Aug 20 if a mid-year change took place) were totaled for an individual to derive the person's actual current 9-month salary rate. If an individual's total percent time was less than 100%, the calculated salary was adjusted to a 100% equivalent by multiplying it times 100/(total percent time).

Starting salary for the discipline

We used the average salary for assistant professors in peer departments at other public universities. Departments were asked to identify peer schools from a list of Association of American Universities Data Exchange (AAUDE) participants. Salaries by rank for peer departments identified by each Illinois department were obtained from the AAUDE database. A mean assistant professor salary for the peers -- including the Illinois department -- was calculated from the data.

In studies prior to 1998-99, we used the average salary of new assistant professors in each department as a proxy for the starting salary in the discipline.

Refining the model

As in the previous study, we eliminated "top executives" (dean level and higher) from the regression analyses.

Once the set of independent variables was created and verified, multivariate linear least-squares regression models were built using SAS. Regressions with all faculty combined and separate regressions by rank were run and the results tabulated. Several other specialized regressions were run as described in the body of the report.

Determining if an independent variable is a significant factor in determining salary levels

If the coefficient for an independent variable is significantly different from zero, then that variable appears to have a significant effect on salary. To determine if a coefficient was significantly different from zero, we used a Student's T test to estimate the probability that the regression coefficient for that factor was zero. If the probability was 5% or less, we assumed the factor was a significant contributor to salaries. It is important to note that this 5% level is somewhat arbitrary; a similar study performed at the University of Wisconsin (Madison) used a 10% level for significance.

By looking at the estimate of the coefficient for each of the independent variables, we can see the magnitude and direction of the effect each has on salary. If the coefficient for the dummy variable for males is $1000, for example, and if that coefficient is significantly different from 0, we would conclude that being male generally is associated with a salary increase of $1000, all other factors being equal.

Appendix C. Regression Statistics

Overall Statistics for Each Model

Who was included in the model	Coefficient of determination (R-squared)*	Model degrees of freedom	F-value statistic for model **	Probability that model is significant
All Faculty	0.71	1903	327	.0001
Full Professors	0.57	920	99	.0001
Associate Professors	.063	554	71	.0001
Assistant Professors	0.80	427	150	.0001

*This is the fraction of variance of salary which is "explained" by the regression model

More complete regression diagnostics are available from the author.

Appendix D. Other models examined

At the request of the Committee on the Status of Women, three variants on the regression model were examined:

Replacing the dependent variable (actual salary) with log(actual salary)
This model is frequently used for salary analyses because raises tend to be granted as percentage increases, not as flat dollar amounts. In fact, in the original study in FY94, we tried using log(salary) instead of salary as the dependent variable. At that time, we elected to use salary as a dependent variable because

(1) while log(salary) shows a small increase in the goodness of fit, the two models did not differ greatly in overall significance; and
(2) using log(salary) as a dependent variable makes the coefficients for the independent variables harder to explain to a general audience.

We tried a log(salary) model again with the FY99 and FY00 data. As expected, there was a slight increase in the goodness of fit (R^2=0.77 as opposed to 0.70 with the linear model). The independent variables that were significant contributors to the salary remained almost identical to those found significant in the linear model. (The lone exception was the variable for librarians; this factor was significant in the log model but not significant in the linear model). However, given that the simple linear model is still significant at the 0.0001 level, the slight improvement gained by using a log model does not, in our judgement, justify complicating the model to the point that the coefficients become difficult to understand.

Replacing the peer salaries with dummy variables for each department
Because the starting salary in the discipline has always been the most significant factor in each analysis and because in previous models, it was one of the more difficult measures to derive, the Committee on the Status of Women suggested we replace it with a dummy variable for each department. We did so and looked at the regression for all ranks combined. In this model, the coefficients for each department's dummy variable will represent the salary difference for that department; if a department's dummy variable has a coefficient of $8,000, for example, it implies that faculty members in that department are paid $8,000 higher than the average.

Our first runs uncovered several problems with the new variables. For example, we had to eliminate the dummy variable for the library because it was collinear with the Librarian dummy variable. After adjusting the variables and rerunning, we were able to create a model that was reasonable and appeared significant.

This adjusted model, when run for all faculty, showed that gender and race were not significant contributors to salary, unlike the original model which showed a significant effect for gender. Many of the departmental coefficients were not significantly different from zero, and the parameter estimates for the rest of the departments varied widely from department to department (from -$22,201 for Art & Design to $44,348 for Accountancy). Interestingly, these differences parallel those of the peer salaries, where Art & Design had a peer salary of $38,568 and Accountancy had a peer salary of $90,194, a difference of $51,626. It is possible that this regression might be a useful alternative to the regression using peer salaries when peer salaries are not available.

Examining the interaction of gender with other independent variables in the regression
The Committee on the Status of Women suggested that the lack of significance of gender as a predictor of salary might be due to the interaction of gender with other variables, such as years from degree or years from first hire to promotion. To test the significance of these interactions, we examined regressions where we added an interaction term to the model:

$$predicted\ salary = b_0 + b_1x_1 + b_2x_2 + \ldots + b_nx + b_{1*2}(x_1 x_2)$$

The variables that we interacted with gender were starting salary in the discipline, years from degree, administrative appointments, number of departments, rank at first hire, and years to reach full professor rank. To evaluate the

importance of these interactive terms, we look at the significance of the coefficient for the interactive term (b_{1*2} above), the significance of the improvement in the overall predictive accuracy of the model, and the proportion of the variance of the model due to the interactive term ("eta squared").

In the regression with all faculty combined, the terms interacting gender with starting salary and rank at first hire were significant at the 5% level, and the improvement in the overall model was significant at the 5% level. However, the proportion of the variance of the model from the interactive term was very small -- the contribution to the overall variance is less than 0.3% for all interactive terms. We can conclude that the interaction of gender with these three variables is significant but very small for the model including all ranks combined.

In the regression with full professors only, the terms interacting gender with rank at first hire were and years to reach full professor were significant at the 5% level, and the improvement in the overall model was significant at the 5% level. However, the proportion of the variance of the model from the interactive term was very small -- the contribution to the overall variance is less than 0.4% for all interactive terms. We can conclude that the interaction of gender with these two variables is significant but very small for the model including only full professors.

6b. Administrators at the University of Illinois at Urbana-Champaign 4/6/00
Numbers, Average Salary, and Average Unit Expenditures
By Level of Unit and Gender
October, 1999

Unit expenditures are in thousands of dollars and show the average expenditures, excluding stores & services, for the units led by women and for the units led by men.

Type of Unit	Position Title	Number		Average Salary		Unit Expenditures $000	
		Women	Men	Women	Men	Women	Men
Campus Administrative Units							
Chancellor's Office	Chancellor	0	1	0	233,630	0	945,667
	Vice Chancellor	1	3	141,000	175,533	127,306	257,664
	Associate Chancellor	1	3	117,000	140,801	945,667	945,667
	Assistant Chancellor	2	0	86,347	0	945,667	0
Vice Chancellors' Offices	Assoc Vice Chancellor	6	11	107,108	120,212	348,300	345,849
	Asst Vice Chancellor	4	1	63,403	65,000	495,780	127,306
Campus-wide Admin Unit	Director	7	20	86,819	106,218	4,093	11,042
Research/Service Unit	Director	1	8	75,750	135,229	502	8,548
All colleges combined							
Colleges or free-standing Institutes	Dean, Institute Director, Librarian	6	11	158,866	178,525	16,390	46,108
	Associate Dean or Director, Associate or deputy Librarian	8	35	90,409	124,930	40,968	66,042
	Assistant Dean or Director	21	31	67,097	95,386	74,219	103,407
	Other Administrators	38	22	63,194	72,693	63,281	71,539
Departments or schools within colleges	Department Head, Dept Chair, School Director	10	67	118,561	127,224	4,446	5,908
	Associate Head,Vice Chair, Associate Director of School	8	32	66,214	100,670	6,821	8,585
	Assistant Head, Asst Chair, Assistant Director of School	4	5	54,902	87,435	19,719	5,083
Other units within colleges	Director	12	37	73,589	104,136	629	3,903
	Associate Director	7	12	58,346	85,575	2,904	7,565
	Assistant Director	10	6	45,518	60,909	2,221	4,643
	Other Administrators	2	2	34,000	105,735	1,963	9,968

6c. Administrators at the University of Illinois at Urbana-Champaign 4/6/00
Numbers, Average Salary, and Average Unit Expenditures
By Level of Unit and Gender
October, 1999

Unit expenditures are in thousands of dollars and show the average expenditures, excluding stores & services, for the units led by women and for the units led by men.

Type of Unit	Position Title	Number		Average Salary		Unit Expenditures $000	
		Women	Men	Women	Men	Women	Men
15 AGRICULTURAL, CONSUMER, & ENVIRONMENTAL SCIENCES							
College	Dean	0	1	0	170,750	0	122,057
	Associate Dean	1	5	110,000	152,000	122,057	122,057
	Assistant Dean	4	14	97,647	110,856	122,057	122,057
	Other Administrators	5	3	60,618	66,233	122,057	122,057
Department	Dept Head & Chair	1	6	129,900	134,183	4,863	9,728
Other	Director	1	0	90,078	0	216	0
	Associate Director	0	1	0	48,000	0	41,262
17 COMMERCE & BUSINESS ADMINISTRATION							
College	Dean	0	1	0	217,350	0	35,085
	Associate Dean	0	6	0	124,285	0	35,085
	Assistant Dean	2	2	75,500	81,400	35,085	35,085
	Other Administrators	7	1	54,259	59,000	35,085	35,085
Department	Dept Head & Chair	0	4	0	148,828	0	5,133
	Assoc Head,Vice Chair	0	1	0	113,056	0	5,252
Other	Director	2	7	65,525	90,053	1,684	7,104
	Assistant Director	5	0	39,544	0	1,116	0
20 EDUCATION							
College	Dean	1	0	158,300	0	21,005	0
	Associate Dean	2	1	116,537	106,532	21,005	21,005
	Other Administrators	2	0	50,209	0	21,005	0
Department	Dept Head & Chair	3	3	100,999	114,236	4,414	1,229
Other	Director	3	1	70,732	110,603	606	749
	Assistant Director	2	1	47,951	42,688	3,745	3,745
	Other Administrators	1	0	28,000	0	926	0
22 ENGINEERING							
College	Dean	0	1	0	220,600	0	138,798
	Associate Dean	0	5	0	142,354	0	138,798
	Assistant Dean	2	7	67,600	98,500	138,798	138,798
	Other Administrators	8	3	58,276	108,097	138,798	138,798
Department	Dept Head & Chair	0	10	0	173,739	0	9,754
	Assoc Head,Vice Chair	0	13	0	122,016	0	12,401
Other	Director	0	4	0	170,133	0	6,616
	Associate Director	0	3	0	129,411	0	11,657
	Assistant Director	1	1	85,060	90,255	7,714	16,132
	Other Administrators	0	2	0	105,735	0	9,968
24 FINE & APPLIED ARTS							
College	Dean	1	0	160,000	0	30,308	0
	Associate Dean	0	2	0	82,053	0	30,308
	Assistant Dean	1	0	74,750	0	30,308	0
	Other Administrators	2	1	46,623	41,821	30,308	30,308
Department	Dept Head & Chair, School Director	1	6	108,008	102,111	738	3,564
	Assoc Head,Vice Chair, associate director of school	2	6	64,232	85,565	2,864	3,523
	Asst Head & Chair, asst director of school	0	2	0	95,277	0	5,934
Other	Director	0	2	0	96,099	0	2,859
	Associate Director	3	0	66,230	0	4,848	0
	Assistant Director	0	1	0	47,442	0	4,777

6c. Administrators at the University of Illinois at Urbana-Champaign 4/6/00
Numbers, Average Salary, and Average Unit Expenditures
By Level of Unit and Gender
October, 1999

Unit expenditures are in thousands of dollars and show the average expenditures, excluding stores & services, for the units led by women and for the units led by men.

Type of Unit	Position Title	Number		Average Salary		Unit Expenditures $000	
		Women	Men	Women	Men	Women	Men
26 GRADUATE COLLEGE							
College	Dean	0	1	0	165,000	0	7,214
	Associate Dean	0	2	0	100,637	0	7,214
	Assistant Dean	1	0	76,283	0	7,214	0
Other	Director	1	0	41,000	0	31	0
28 COLLEGE OF COMMUNICATION							
College	Dean	0	1	0	129,060	0	9,155
	Associate Dean	2	1	61,734	91,487	9,155	9,155
	Other Administrators	0	1	0	65,680	0	9,155
Department	Dept Head & Chair	0	2	0	87,545	0	1,077
Other	Director	1	2	69,250	92,237	567	851
	Associate Director	1	3	79,444	87,936	1,135	946
	Assistant Director	0	1	0	96,877	0	1,135
30 LAW							
College	Dean	0	1	0	195,000	0	11,002
	Associate Dean	0	1	0	168,667	0	11,002
	Assistant Dean	1	3	66,000	84,333	11,002	11,002
	Other Administrators	2	0	46,600	0	11,002	0
Other	Director	0	1	0	65,000	0	11,002
32 LIBERAL ARTS & SCIENCES							
College	Dean	0	1	0	191,250	0	129,624
	Associate Dean	1	4	82,800	125,186	129,624	129,624
	Assistant Dean	5	3	51,732	50,282	129,624	129,624
	Other Administrators	1	4	96,056	62,971	129,624	129,624
Department	Dept Head & Chair, School Director	3	31	133,713	118,858	2,501	5,823
	Assoc Head,Vice Chair, associate director of school	6	11	66,874	81,287	8,141	7,701
	Asst Head & Chair, asst director of school	4	1	54,902	65,270	19,719	4,033
Other	Director	3	11	84,090	92,327	409	379
	Associate Director	2	1	40,145	46,693	288	358
	Assistant Director	2	1	38,250	47,147	714	140
36 APPLIED LIFE STUDIES							
College	Dean	1	0	167,250	0	10,613	0
	Associate Dean	1	1	75,933	116,619	10,613	10,613
	Assistant Dean	1	0	52,000	0	10,613	0
Department	Dept Head & Chair	0	4	0	111,320	0	1,903
	Assoc Head,Vice Chair	0	1	0	114,636	0	2,403
Other	Director	0	1	0	88,530	0	1,926
	Assistant Director	0	1	0	41,045	0	1,926
44 VETERINARY MEDICINE							
College	Dean	0	1	0	154,000	0	28,048
	Associate Dean	0	4	0	106,447	0	28,048
	Assistant Dean	0	1	0	105,840	0	28,048
	Other Administrators	0	5	0	77,830	0	28,048
Dept	Dept Head & Chair	2	1	121,785	125,860	9,059	4,076
	Asst Head & Chair	0	2	0	90,676	0	4,756
Other	Director	0	5	0	118,124	0	6,365
	Associate Director	1	1	50,000	73,000	4,076	2,358

6c. Administrators at the University of Illinois at Urbana-Champaign 4/6/00
Numbers, Average Salary, and Average Unit Expenditures
By Level of Unit and Gender
October, 1999

Unit expenditures are in thousands of dollars and show the average expenditures, excluding stores & services, for the units led by women and for the units led by men.

Type of Unit	Position Title	Number		Average Salary		Unit Expenditures $000	
		Women	Men	Women	Men	Women	Men
52 INSTITUTE OF AVIATION							
Institute	Director	0	1	0	156,200	0	7,895
	Associate Director	0	1	0	169,853	0	7,895
	Other Administrators	1	2	93,744	61,229	7,895	7,895
Other	Director	0	2	0	88,376	0	3,000
	Associate Director	0	3	0	69,053	0	3,000
	Other Administrators	1	0	40,000	0	3,000	0
60 LABOR & INDUSTRIAL REL							
Institute	Director	0	1	0	146,350	0	2,846
	Assistant Director	2	0	52,300	0	2,846	0
	Other Administrators	1	0	60,000	0	2,846	0
61 BECKMAN INSTITUTE							
Institute	Director	0	1	0	218,219	0	15,466
	Other Administrators	4	1	72,435	93,000	15,466	15,466
68 SCHOOL OF SOCIAL WORK							
College	Dean	1	0	140,200	0	4,528	0
	Associate Dean	0	1	0	115,725	0	4,528
	Assistant Dean	1	0	45,602	0	4,528	0
	Other Administrators	1	0	111,833	0	4,528	0
74 LIBRARY & INFORMATION SCIENCE							
College	Dean	1	0	167,444	0	5,133	0
	Associate Dean	1	0	98,000	0	5,133	0
	Assistant Dean	1	1	54,343	43,000	5,133	5,133
Other	Director	0	1	0	118,336	0	5,133
80 UNIVERSITY LIBRARY							
Library	University Librarian	1	0	160,000	0	26,755	0
	Associate/Deputy Librarian	0	1	0	94,299	0	26,755
	Other Administrators	4	1	78,504	53,268	26,755	26,755
Mortensen Center	Director	1	0	87,226	0	318	0

Question 7.
What mechanisms exist for faculty and staff to resolve gender equity and climate problems?

Two Approaches

There are a number of avenues that faculty and staff can take to address gender equity and climate problems, ranging from informal problem solving to formal grievance processes. While these mechanisms provide ways for individuals to address their specific situations, the campus also believes that it is critical to offer campus wide programs to address climate issues for all faculty, staff and students. Both approaches are outlined below.

Individual Mechanisms

The Campus Administrative Manual (CAM) policies IX/C-31 and IX/C-32 (attachments 7a and 7b) outline the Salary Equity Review Process for faculty and academic staff, respectively. The process includes an extensive, data driven review by a committee of peers, with an appeal to the unit executive officer. If the individual is not satisfied with the outcome, he or she may file a grievance on the basis of discrimination to the campus through the CAM Policy and Procedures for Addressing Discrimination and Harassment, (IX/B-3), (attachment 7c). Individuals can proceed directly to the campus without first going through the Salary Equity Review Process.

As outlined in Question 6, individual faculty salaries are also examined proactively, using the Faculty Equity Regression Study, which was initiated by Chancellor Aiken in the early 1990's. In these cases, Deans are required to conduct an examination of all salaries that were15% below prediction and report back to the Provost (attachment 7d). The 1999 data show that 41 faculty had their salaries adjusted because of this process; 19 of those were women.

Beginning in 1988-89, all administrator evaluations are required to include an assessment of an administrator's performance in the areas of equal opportunity and affirmative action, i.e., in the recruitment, appointment and promotion of the designated/protected classes. All faculty are invited to submit comments on this aspect of the executive officer's performance. At the Provost's level, the executive officer actions in response to the Faculty Equity Regression Study, and the data provided in the Affirmative Action Faculty Status Report are folded into the executive officer reviews.

The campus has not had any formal gender discrimination complaints from faculty over the past three years. Three informal gender discrimination complaints were received from faculty between January 1999, when the new policy went into place, and May 20, 2000; none resulted in the filing of a formal grievance. While the lack of formal grievances from faculty women could be due to the comprehensive nature of the salary review, informal complaint and grievance procedures, and follow-up processes, the fact that there have not been any grievances from this group also may be due to a lack of knowledge about the complaint procedures, a lack of trust in the process, and/or a fear of retaliation. This is one of the issues that will be addressed by the Task Force on Gender Equity, described below.

Campus Wide Programs

The Campus Conduct Committee final report was presented to the Provost in April, 2000. The committee was charged in Spring of 1999 by the Provost to examine the climate for women and minorities on this campus and to design an awareness and education program. The committee recommendations, presented in draft form in December, 1999, called for the implementation of an anonymous email information line, where individuals can seek information on policies, procedures and resources; a web site and brochure that will provide similar information; a series of posters, highlighting different aspects of discrimination and harassment; and a "hot-line," which will allow individuals to call for advice. The recommendations were approved, and the materials have been developed. The program will be presented to the Council of Deans over the summer and rolled out to the entire campus at the beginning of the Fall 2000 semester. While the education incorporates climate issues for women and minorities, it broadens the concept to include the professional and respectful manner in which all member of the campus community are expected to behave towards one another.

A Task Force on Gender Equity is being appointed by the Provost to further examine the data and the climate issues for academic women on this campus. These issues are not unique to our campus; we are aware of the Massachusetts Institute of Technology's study, widely reviewed in the Chronicle of Higher Education. The Task Force will examine, among other factors, hiring, promotion and salary processes and the effectiveness of those processes that allow academic women to address any equity or climate problems. The report is expected at the end of the next academic year.

Attachment 7A

FACULTY SALARY EQUITY REVIEW PROCESS

Petition and review process for faculty who believe their salaries are too low by reason of race, color, religion, sex, or national origin.

One requirement stemming from the "Conciliation Agreement" with the Department of Labor is the establishment of a campus-wide salary review system for members of the faculty. Specifically, the language of this particular "Conciliation Action" is as follows:

> "UIUC agrees to institute a campus-wide salary review system that includes . . . a system of salary reviews available to individuals who petition for formal reconsideration of salary, particularly as judged against the salaries of mutually acceptable counterparts. Reviews are conducted by department/unit executive officers following campus guidelines and in consultation with a standing or ad hoc committee and with due regard for providing petitioners with ample opportunity to be heard on the issues of selection of proper counterparts and the bases for salary allocations. Such reviews are subject to the scrutiny and recommendation of officers at the next higher level of administration.
>
> The primary consideration in salary determination at UIUC is merit. In the case of faculty, the University Statutes require that special consideration be given to (1) teaching ability and performance, (2) research ability and achievement, and (3) accomplishments in the areas of public service and special assignments. In the case of academic professional employees assignments vary considerably, but salary increase policy clearly relates salary increments to the extent to which performance matches job specifications. The objective of salary policies at UIUC and the reviews described . . . above is that of assuring a substantial relationship between performance and salary for both classes of employees."

The purpose of this communication is to describe a new salary review system for faculty which is to be implemented campus-wide no later than June 1, 1979. The system as described herein is available to any faculty member who believes his or her salary too low because of race, color, religion, sex, or national origin.

It is important that we do more than simply react to charges of discrimination from faculty members and others. Our obligation is to assure ourselves and others of salary equity without waiting for charges to be filed. We must be prepared to analyze salary differences by race, color, religion, sex, or national origin.

Section I. The Equity Review Process

A. The Petition, the Determination of Counterparts, and the Identification of a Potentia

Inequity

> The reviews undertaken upon receipt of petition for review involve comparison of the petitioner's record with the records of appropriate counterparts (e.g., a member of a racial minority group would be compared with counterparts of a different race; a female with counterparts who are male, etc.).

A part of the "Conciliation Agreement" stipulates that each department make available for inspection by any faculty member (a) information showing current individual faculty salaries by year of service and rank, and (b) a file of annually updated curriculum vitae on all faculty. The establishment of these files is intended to allow a faculty member to examine the accomplishments and salaries of persons considered to be peers and on that basis to make a personal decision as to whether his or her salary is fair or appears inappropriately low. On the basis of that decision a member of a faculty may then, if he or she chooses, file a petition with the executive officer of the department or unit. The petition must be in the form of a letter and must:

Describe the peers (counterparts) with whom comparison of salary, rank, and accomplishment was made and with whom comparisons should be made, in the judgment of the petitioner.

State the size, in dollars, of the perceived salary inequity (the difference between the salary of the petitioner and the average of the salaries of the counterparts named). All salaries should be stated in nine-month equivalents (i.e., if a person is on an annual Y contract, the annual salary should be multiplied by 9/11), and to be acceptable for review the petition must describe a salary discrepancy that exceeds 7 per cent of the salary of the petitioner.

After receipt of the petition, the departmental/unit executive officer meets with the petitioner to discuss the petition. A critical consideration at that meeting is whether the petitioner has named an appropriate set of counterparts (see Section II). If the counterparts are thought by the executive officer to be appropriate for the petitioner and a discrepancy exists (which is larger than 7 per cent of the salary of the petitioner) between the salary of the petitioner and the average of the appropriate counterparts, then further review is warranted (see Section I, B).

If the question of whether the petitioner has named appropriate counterparts is not resolved during the meeting of the executive officer and the petitioner, the officer will consult with a standing or ad hoc committee on the issue of whether the counterparts would be appropriate (see Section II). The petitioner has the right to be heard by this committee. The outcome of this consultation will be the identification by the executive officer of an appropriate set of counterparts. If a discrepancy in salary exists between that of the petitioner and the counterparts that is larger than 7 per cent, further review is warranted (see Section I, B).

B. The Review

When a set of counterparts has been identified and it appears that a salary inequity might exist, the petition is referred to a standing committee or an ad hoc committee appointed by the executive officer for the purpose of advising the executive officer whether or not in their judgment a salary inequity does exist. This committee may be different from that which might have been consulted concerning an appropriate set of counterparts. It may need to meet with the executive officer to collect information, but should operate independently otherwise.

The departmental executive officers should consult with a committee that is credible to all parties involved. This may mean that an ad hoc committee will

need to be used if a standing committee, which otherwise would be consulted, had been importantly involved in the previous determination of the petitioner's salary.

If an ad hoc committee is appointed for the purpose, effort should be made to select persons who were not involved in previous salary determinations. It is, of course, especially important to select persons without known biases toward classes protected against discrimination by law. The review committee should be composed of three to five persons; in the case of small units an effort should be made to select persons from closely allied disciplines if a committee cannot be formed from within the unit.[3] Persons who are likely to be counterparts for the petitioner should not be appointed to the review committee.

The review should focus upon those factors that are important determiners of salary in the unit of the petitioner. Some general comments on such factors may be found in Section III, but it is expected that the weighting of various factors will vary from unit to unit.

When the committee has completed its review, its recommendations are communicated in writing to the executive officer, who is charged with making a decision.

In the decision whether salaries are or are not equitable, due consideration should be given to overall plans or special circumstances that may be in effect with respect to salary structures within the department. In such cases there may be temporary salary discrepancies that are to be remedied within a reasonable time, for example two years, and the decision should refrain from interfering with such definite plans for remedy.

The decision of the unit's executive officer is communicated in writing to the petitioner and for purposes of review to the administrator to whom the unit executive officer reports (hereafter referred to as "the reviewer"). This review considers the merits of the petition, in view of all materials examined at the departmental level. The review also assesses whether fair and proper procedures were followed and whether the decision at the departmental level was capricious, arbitrary, or inequitable. The review finding, sent as a letter to the unit executive officer with a copy to the petitioner, consists of either confirming or not confirming the decision of the executive officer. A recommendation of the unit executive that is not confirmed by the reviewer requires the officer to reconsider his or her recommendation. If the officer and the reviewer continue to disagree, the reviewer's decision shall be final. The petitioner and the committee, of course, have the right to discuss the reviewer's decision with him or her, but no higher administrative appeal will occur.

When a salary inequity is judged to exist, the unit executive officer makes an equity increase recommendation through administrative channels. Upon receiving final approval, the adjustment will be made in the next pay period. Retroactive salary increases will not be allowed.

If the petitioner is not satisfied with the outcome of the Salary Equity Review, he or she may file a grievance on the basis of discrimination under the Urbana-Champaign Campus Administrative Procedures for Complaints of

Discrimination Faculty Academic/Professional Staff. It is not necessary to use the salary equity procedure before filing a grievance.

Section II. Determination of Counterparts

For purposes of salary review, there are a number of bases on which one may judge whether any two persons are, or are not, counterparts. These include (i) nature of duties to be performed (including administrative responsibilities), (ii) rank, (iii) seniority at UIUC, and (iv) professional experience elsewhere. (In addition to quality of performance, market factors will be taken into account by the review committee as it seeks to make a determination concerning the existence and size of an inequality. Comments relating to such considerations are mentioned later in this document.)

In many instances, it will not be possible to identify a set of counterparts for a given petitioner so that every counterpart is the equal of the petitioner in terms of each and every basis; but, counterparts can be ranked. That is, it may be determined that counterpart Y ranks higher than the petitioner overall or on the average, while counterpart X ranks lower. Such rankings will reflect the relative weighting assigned to the several bases within the discipline of the petitioner.

Because market factors can vary to a considerable degree from discipline to discipline, it is advisable to look for counterparts for a petitioner only within the discipline of the petitioner. In the case of small departments, however, counterparts may need to be sought outside the petitioner's department, but in closely related disciplines.

This review system is a part of the University procedure for relieving salary inequity among employees of different race, color, religion, sex, or national origin; therefore, counterparts must be chosen from another segment of one of the designated classes (e.g., a member of a racial minority group is compared with counterparts of a different race; a female with counterparts that are male, etc.).

Section III. Major Factors Determining Salary at UIUC

Examination of faculty salaries, overall on campus, reveals a substantial relationship between measures of seniority - such as rank, years since highest degree, years at UIUC, etc. - and annual salary. Yet within any set of faculty of roughly the same seniority there can be a large difference in salary. The difference can be categorized in terms of the effects of merit and discipline/market factors.

A. Merit Factors

Merit factors consist of the indications of relative merit of performance in the areas of teaching, research and scholarship (or artistic production), and service that have been emphasized traditionally at UIUC when salary decisions are made. The belief is strongly held on campus that objective indicators of merit in the areas of performance must be evident in order to recommend promotion or salary increases above a minimum. It is upon that sort of care in personnel decisions that the relative merit of the campus effort as a whole ultimately rests. The specification of indicators in the three areas of performance and the relative

weighting of them varies from discipline to discipline on campus because of the great diversity of disciplines represented.

B. Discipline/Market Factors

In addition to merit and seniority factors, several othe determinants of individual salaries, and of overall salaries in different disciplines, have an influence at UIUC.

Disciplinary Factors. These include:

Disciplines which involve excellent employment opportunities in industry or government, in addition to academic employment. Faculty salaries in those disciplines on campus tend to be higher.

Faculty in some disciplines, considered overall, will be in higher demand within academic institutions than will those in other disciplines. Disciplines in which many desirable positions are available in prestigious academic institutions, then, can also be expected to have higher salaries overall.

Disciplinary Developmental Pattern. In some fields, much creative work tends to be accomplished early in a person's career. In those disciplines young faculty tend to earn more than young faculty do in other fields, in which creative work tends to occur later in life.

Recruitment Patterns. Some disciplines require persons to have had postdoctoral study or special types of experience in public agencies or industry. In those instances, starting salaries tend to be higher, and those somewhat higher salaries may be maintained relative to salaries in other disciplines.

Market Factors Affecting Individuals.

As in the case of disciplinary factors, market factors affecting individuals have to do both with merit and supply/demand factors. More meritorious faculty in all disciplines are more "visible" off campus and do, or have the opportunity to, go elsewhere. Therefore, larger salaries may be required to attract these individuals to UIUC and to keep them here.

All such factors, i.e., merit factors, disciplinary factors, and market factors affecting individuals, are legitimate considerations in the determination of whether a specific salary is appropriate in any particular case. Thus, all should be considered when the salaries of a petitioner and his or her counterparts are compared, and in some cases it may be useful to analyze the impact of these factors on salaries over several years.

Date Issued: September 1, 1988
Approved by: Vice Chancellor for Academic Affairs
Personnel Policies, Section IX/C - 31

Attachment 7B

ACADEMIC PROFESSIONAL SALARY EQUITY REVIEW PROCESS

Petition and review process for academic professionals who believe their salaries are too low by reason of sex, race, color, national origin, or religion.

This procedure is similar to the one established for the review of salaries of faculty members who believe their salaries are too low by reason of one of the aforementioned factors. The development of a process for the review of salaries for academic professionals was prompted by the 1978 Conciliation Agreement between Urbana-Champaign and the Department of Labor, which specifies that in cases where discrimination may be an issue:

> "UIUC agrees to institute a campus-wide salary review system that includes . . . a system of salary reviews available to individuals who petition for formal reconsideration of salary, particularly as judged against the salaries of mutually acceptable counterparts. Reviews are conducted by department/unit executive officers following campus guidelines and in consultation with a standing or ad hoc committee and with due regard for providing petitioners with ample opportunity to be heard on the issues of selection of proper counterparts and the bases for salary allocations. Such reviews are subject to the scrutiny and recommendation of officers at the next higher level of administration.
>
> "The primary consideration in salary determination at UIUC is merit . . .academic-professional employees assignments vary considerably, but salary increase policy clearly relates salary increments to the extent to which performance matches job specifications. The objective of salary policies at UIUC and the reviews described . . . above is that of assuring a substantial relationship between performance and salary . . ."

The purpose of this communication is to set forth a salary review system for academic professionals analogous to that which has recently been established for faculty members. The system, as described herein, is available to any academic professional employee who believes his/her salary is too low because of his/her sex, race, color, national origin, or religion. This review process, in fairness to the petitioner, should take no longer than six (6) months. It should be recognized that shorter review periods are preferable and that longer ones may be necessary.

Sec. I. The Equity Review Process

A. The Petition, the Determination of Counterparts, and the Identification of a Potential Inequity.

A review of a complainant's salary will be undertaken upon receipt of a written petition for review which will involve a comparison of the petitioner's record with the records of appropriate counterparts (e.g., a member of a racial minority group would be compared with counterparts who are members of a different race; a female with counterparts who are male, etc.).

Each department/unit will make available for inspection by any academic professional member of its staff (a)

information showing, by years of pertinent experience, current salaries for all of its academic professionals in the same job category, and (b) a file of job classifications, descriptions and individual resumes of all of its academic professionals within each job category.

The establishment of these files is intended to allow a staff member to compare his or her salary with those of others in comparable jobs and with comparable qualifications and experience. Then if it is felt that a salary inequity exists, the files are intended to make it possible for the staff member to identify a specific group of peers (preferably two or more). The salaries of this group will be used as the support for the petition.

For the purpose of comparison, the individual should present information which delineates job responsibilities and salary differentials for himself/herself and the counterparts selected for comparison. In many cases the job titles will not be exactly the same, since individual academic professional positions are frequently unique. However, the ranges and levels of responsibilities between various positions can be compared. For example, the number of persons supervised, critical nature of responsibilities, and requirement for individual decision making would constitute some bases for making comparisons. After determining the comparability of responsibilities and the differential in salary between himself/herself and the counterparts of another group (e.g., race, sex), the individual academic professional may file a petition with the executive officer of his/her unit. The petition, in the form of a letter, must:

> Describe the peers (counterparts) with whom comparison of salary and accomplishments was made and with whom comparisons should be made, in the judgment of the petitioner. These persons may be in the same or different units (see page 3 of the Appendix for additional comments on obtaining information on counterparts who are external to the home unit).
>
> State the amounts, in dollars, of the perceived salary discrepancies. All salaries should be stated for a twelve-month period. (To convert a nine-month salary to a twelve-month equivalent, add 2/9's of the nine-month salary to that salary.) To be acceptable for review, the petition must describe a discrepancy that exceeds 10% of

the salary of the petitioner.

After receipt of the petition by the departmental/unit executive officer, a meeting will be arranged between the petitioner and his/her supervisor. At this point the matter will be resolved if a proposed solution is acceptable to both parties.

If it is not possible to resolve the issue at the supervisor level, it will be returned to the departmental/unit executive officer who will proceed to consider the appropriateness of the proposed counterparts. In cases where the supervisor responsible for determining the individual's salary is the same as the departmental/unit executive officer, this individual must consider the matter of appropriate counterparts with the petitioner, informally, then

formally with the standing or ad hoc committee referred to on page one. The members of this committee will be appointed by the executive officer.[3] The petitioner must have the opportunity to offer substantive objections to the service of any committee member, and such objections must be considered by the executive officer in the final determination of the committee's composition. The petitioner has the right to be heard by this committee. If the peer group chosen is found to be appropriate, and if a discrepancy in salary exists between that of the petitioner and the counterparts that is larger than 10%, further review is warranted.

B. The Review

When a set of counterparts has been identified and it appears that a salary inequity may exist, the petition is referred to the standing or ad hoc committee appointed by the executive officer for the purpose of advising the executive officer as to the appropriateness of proposed counterparts and whether in their judgment a salary inequity does or does not exist. The committee may need to meet with the executive officer to collect information, but should operate independently otherwise.

It is important that the departmental executive officer consult with a committee that is credible to all affected parties. An ad hoc committee should be used if a standing committee, which otherwise would be consulted, has been significantly involved in the previous determination of the petitioner's salary. Similarly, if an ad hoc committee is appointed for the purpose of a review, care should be taken to select persons who were

not involved in the petitioner's previous salary determination.

The review should focus upon those factors that are important determiners of salary in the unit of the petitioner (some general comments on such factors may be found in the Appendix), but it is expected that the weighting of various factors will vary from unit to unit. When the committee has completed its review, its recommendations are communicated in writing to the executive officer, who is charged with making a decision in the matter.

In ascertaining whether salaries are or are not equitable, due consideration should be given to overall plans or special circumstances that may be in effect with respect to salary structures within the department. There may be temporary salary discrepancies that are to be remedied within a reasonable time, for example two years, and the decision should take into account such definite plans.

In addition, market factors, when these are appropriate, should be taken into account by the review committee, as it seeks to make a determination concerning the existence and size of an inequity. Additional comments relating to such factors are set forth in the Appendix.

The decision of the unit executive officer is communicated in writing to the petitioner and for the purpose of information to the administrator to whom the unit executive officer reports (hereafter referred to as "the reviewer"). If the petitioner is not satisfied with the decision of the unit executive officer, he/she may appeal to the reviewer. In such cases, the reviewer will consider the merits of the petition in view of all materials examined at the departmental level. The reviewer also will assess whether fair and proper procedures were followed and whether the decision at the departmental level was sound. The review finding, sent as a letter to the unit executive officer with a copy to the petitioner, will either confirm or reverse the decision of the executive officer.

The reviewer's decision will be final. The petitioner and the committee have the right to discuss the reviewer's decision with him or her, but higher administrative appeal will occur.

Sec. II. Correction of an Established Inequity

When a salary inequity has been found to exist, the unit executive officer will make a salary increase

recommendation through administrative channels. Upon receiving final approval, the adjustment will be made in the next pay period. Retroactive salary increases will not be allowed.

If the petitioner is not satisfied with the outcome of the Salary Equity Review Process, he or she may file a grievance on the basis of discrimination under the Urbana-Champaign Campus Administrative Procedures for Complaints of Discrimination Faculty-Academic/Professional Staff. It is not necessary to use the salary equity procedure before filing such a grievance.

Please see Attachment I.

Date Issued: September 1, 1988
Approved by: Vice Chancellor for Academic Affairs
Personnel Policies, Section IX/C - 32

POLICY AND PROCEDURES FOR ADDRESSING DISCRIMINATION AND HARASSMENT AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The following procedures may be invoked by students or employees of the University of Illinois Urbana-Champaign who believe they have been discriminated against or harassed in violation of campus policies. These procedures may also be invoked by students or employees in units of university administration who are located on the Urbana-Champaign campus. Complaints of discrimination or harassment allegedly committed by a student are not subject to resolution under these procedures and instead should be referred to the Dean of Students for resolution under the student disciplinary system. The procedures described in this document will apply to complaints against a teaching or research assistant acting in that capacity.

The University of Illinois Urbana-Champaign is committed to providing prompt and effective resolution of incidents of discrimination or harassment. The university encourages informal resolutions of discrimination complaints as close to the source as possible. If disciplinary action is warranted, discipline will be imposed in accordance with applicable university statutes and relevant university rules and regulations. Reprisals against any person for participating in this process will not be tolerated.

Definitions

This policy covers discrimination or harassment based on race, color, religion, sex, sexual orientation, national origin, ancestry, age, marital status, disability, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era, or other forms of invidious discrimination.

Sexual harassment is defined by law and includes requests for sexual favors, sexual advances or other sexual conduct when (a) submission is either explicitly or implicitly a condition affecting academic or employment decisions; or (b) the behavior is sufficiently severe or pervasive as to create an intimidating, hostile or repugnant environment; or (c) the behavior persists despite objection by the person to whom the conduct is directed. The university considers such behavior, whether physical or verbal, to be a breach of its standards of conduct. It will seek to prevent such incidents and will investigate and take corrective actions for violations of this policy.

General Provisions

The following procedures apply when a student or employee seeks to file a formal complaint. Nothing in these procedures precludes an executive officer from trying to resolve problems by informal or collegial processes if the employee or student seeks such assistance. At any point, however, a complainant may choose to file a formal complaint.

In these procedures, all references to days mean calendar days unless specified otherwise, and all references to complainant, grievant, and respondent are meant to include one or more persons in these categories. Complainants are persons filing a complaint at Step One, grievants are those filing a formal grievance at Step Two, and respondents are the persons whose conduct is the subject of concern under this policy.

Administrative responsibility. The Office of the Provost will serve as the Chancellor's designee in the operation of these procedures. To assure consistent assessment and handling of complaints and grievances, the Office of the Provost will have the lead responsibility for overseeing all aspects of this policy and the operation of these procedures, including development of criteria for the selection,

training and evaluation of intake specialists and grievance officers. At the same time, vice chancellors, deans, directors and department heads will share the responsibility for the effective functioning of these procedures within their units, subject to oversight by the Office of the Provost. Each college-level dean or director, and comparable level executive officer will be asked to nominate an intake specialist from his or her unit. Each nominee will then be reviewed and, if approved, appointed by the Provost. The Provost will appoint one or more intake specialists for administrative units.

When a complaint or grievance concerns a university administration employee, the Office of the President shall be responsible for implementing the responsibilities of the Office of the Provost described in this policy, and the final decision or concurrence shall rest with the President, or his or her designee, rather than with the Provost.

Alteration of procedure. For good cause, the Provost's Office may alter any of the requirements of these procedures, including extending timelines, provided that the alteration does not impair the ability of the complainant to bring a complaint or the respondent to defend himself or herself. Any alterations of these procedures must be communicated to all pertinent parties.

Access. Any member of the campus community may seek information or file a complaint with any intake specialist on campus. As described in Step One, a complainant may file his or her complaint with an IS from his or her own unit or an IS from a different academic or administrative unit.

Intake Specialists. A list of Intake Specialists is available in the Provost's Office.

Advocacy. Intake specialists and grievance officers do not function as advocates for complainants/grievants or respondents. Rather, they handle complaints and grievances and are designated to serve as problem solvers, fact finders or investigators as appropriate. Intake specialists and grievance officers will inform complainants/grievants and respondents about other campus offices where they may seek support or advocacy.

Representation. The IS, GO or any party to a dispute may be accompanied by an adviser of choice at any meeting that occurs under these procedures. If any party's adviser of choice at a meeting is to be an attorney, all participants must be informed at least three working days prior to the meeting. The IS or GO may request the advice of legal counsel at any time.

Confidentiality. All parties to these procedures should hold any information received or collected in confidence. Information will be protected to the extent permitted by law.

Conflict of interest. A conflict of interest is a significant professional or personal involvement with the facts or the parties to a dispute. Any participant, administrator, IS or GO who has a conflict of interest in a dispute covered by these procedures, or a concern about a conflict on the part of another, shall report it to the Provost's Office. The Provost's Office shall decide how to address the situation. If there is a conflict of interest involving the Provost, the Chancellor shall decide how to address the situation. If there is a conflict of interest involving the Chancellor, the President shall decide how to address the situation.

Exclusivity. These procedures are intended to be the exclusive procedures used for all complaints and grievances alleging violations of this policy. However, these procedures shall not deprive students or employees of access to other appeal or problem-solving processes on campus, including those offered through their units, the Office of Affirmative Action, the Ombuds Office, the Office of the Dean of Students, the Faculty Advisory Committee or the Professional Advisory Committee, the Civil Service appeal procedure, and negotiated grievance procedures in collective bargaining agreements.

Records. The reports and other records created or compiled under these procedures are to be generated, distributed and maintained as specified at the different steps. Step One records are not

intended to become part of the official personnel files of the complainant or the respondent. Access to records is to be limited to the disputants and, on a need-to-know basis, to appropriate unit-level or campus-level administrators.

Corrective administrative action. At any time after a complaint or grievance has been filed and before final disposition of the dispute, the Provost may authorize corrective administrative action to protect the best interests of the university, regardless of the preferences of the complainant or grievant.

Retaliation. The university strictly prohibits and will not tolerate reprisals or retaliation against any person due to their participation in these procedures.

Imposition of sanctions. The imposition of sanctions or discipline, if recommended, will proceed in accordance with university statutes and relevant university rules and regulations.

Step One: Informal Phase/Mediation

This part of the procedure:

> Provides for intake specialists to (1) furnish information, (2) receive complaints, and (3) attempt to resolve complaints in a mutually acceptable manner.
>
> Provides an informal process that relies primarily upon the conciliation or mediation services of the intake specialist to resolve the dispute in a manner that is acceptable to both the complainant and the respondent.
>
> Results in a complete report, prepared by the IS, at the completion of this step in the process.
>
> Is designed to operate in an expeditious manner.

Complaint filing

To file a complaint, complainants must (1) contact an intake specialist of their choice within 120 days following the last occurrence of the behavior that is the subject of the complaint, and (2) assist the IS in the completion of the Complaint Information Form.

Any member of the campus community may consult an IS for advice, without obligation to file a written complaint. If the potential complainant declines to participate in the completion of the Complaint Information Form, however, the IS has no obligation to invoke the mediation process or otherwise process the complaint.

Complaint processing

Within five days of the complaint's receipt, the IS must report the source and substance of the complaint to the Office of the Provost, the appropriate executive officer, and the respondent.

The IS shall have 30 days from the complaint's receipt to meet with the complainant, respondent, and other pertinent parties, and attempt to achieve a mutually acceptable resolution of the complaint. The IS may be granted one mediation period extension of up to 30 days.

Prior to completing Step One, the IS, upon the complainant's request and in consultation with the Office of the Provost, may decide that no useful purpose is served by pursuing the Step One mediation process and may decide that reasonable cause (as defined below) exists to move the

dispute to Step Two. In such situations, the IS shall complete and submit his or her report as described below.

Complaint disposition

Within 14 days of the conclusion of the mediation period, the IS must complete and submit a report on the status of the complaint.

If the complaint is resolved to the satisfaction of all pertinent parties, the IS's report must specify this resolution in appropriate detail. The report also will include a written agreement, signed by all the pertinent parties (normally the complainant, respondent and appropriate executive officer). Reports of resolved complaints will usually be brief. They are to be submitted to the complainant, respondent, appropriate executive officer and the Office of the Provost, but not normally to any other campus-level office.

If the complaint remains unresolved, the IS's report must specify (1) the complainant's allegations, (2) the respondent's replies, (3) information provided by relevant witnesses or documents, (4) a description of the mediation efforts undertaken and (5) the status of the situation at the end of Step One. In addition, in consultation with the Office of the Provost, the IS may include his or her opinions as to whether the respondent has engaged in discriminatory or harassing conduct as defined and prohibited by campus policy. Reports of unresolved complaints will be submitted to the complainant, respondent, appropriate executive officer(s), and the Office of the Provost.

Reports prepared by an IS normally should be kept separate from the official personnel files of the complainant and respondent. The IS must retain copies of all records collected during Step One.

Step Two: Formal Phase/Grievance Investigation

This part of the procedure:

Includes the filing of a formal grievance.

Involves the appointment of a grievance officer.

Calls for a formal investigation of all the elements of a grievance.

Is based on findings of fact relevant to each element of a grievance.

Grievance filing

If there is no mutually acceptable resolution of a complaint at Step One, the complainant may file a formal (written) grievance. The grievance must be filed within 14 days of the intake specialist's report at the conclusion of Step One. If the intake specialist, in consultation with the Office of the Provost, determines that there is reasonable cause to warrant a formal investigation of the matter, the Provost's Office will assign a grievance officer. If there is a determination that there is no reasonable cause, the case will be dismissed. Note: In most cases, the Provost delegates procedural oversight so as to preserve his or her neutrality in subsequent stages of review.

Grievance processing

The GO will conduct a thorough fact-finding investigation, and will meet with both the grievant and the respondent, interview pertinent witnesses and review relevant documents as necessary on each element of the grievance. The grievance investigation shall be completed within 45 days of the GO's receipt of the grievance.

Grievance disposition

The GO will prepare a report at the conclusion of the investigation. A draft version of the GO's findings of the fact portion of the report will be conveyed to the grievant, the respondent and the appropriate executive officer for comment before the final version of the report is completed. The GO will seek comments, supported by evidence, to address factual inaccuracies and misunderstandings only. All parties will have 10 days to comment.

The GO's complete report must contain the (1) the grievant's allegations, (2) the respondent's replies, (3) information provided by witnesses or documents including comments on the draft report, (4) a description of the investigation process, (5) the GO's analysis of evidence and findings of fact on each element of the grievance and (6) any recommendation(s) the GO may consider pertinent to the disposition of the grievance.

The GO's findings of fact shall be made on the "preponderance of the evidence" standard. Individuals are presumed innocent unless a "preponderance of the evidence" supports a finding of misconduct. This "preponderance of the evidence" standard requires that the evidence supporting each finding is more convincing than the evidence offered in opposition to it.

If a preponderance of the evidence does not support the grievance, the GO shall also determine, and include in his or her report, whether the charges were unfounded and motivated by malice. If the grievance is found to have been filed maliciously, this constitutes a violation of this nondiscrimination policy and shall be reported to the Provost for appropriate action, including possible disciplinary action.

The GO's report will be submitted to the grievant, the respondent, the appropriate executive officer(s) and the Provost's Office. The grievant and the respondent are explicitly invited to respond in writing to the report; any such responses must be filed with the appropriate executive officer within 14 days of the date of the GO's report.

The unit executive officer (department head, dean or director, provost or vice-chancellor, as appropriate), in consultation with legal counsel and the Provost's Office, shall make his or her decision as to the disposition of the case within 45 days of the date of the GO's report. This decision shall be in writing and shall include an explanation of the decision. Copies of the decision will be sent to the grievant, the respondent, and other appropriate executive officers, as well as the Provost's Office.

Step Three: Appeals

This part of the procedure:

> Allows either the grievant or the respondent to appeal the executive officer's disposition to the next higher administrative officer.

Appeal filing

The grievant and the respondent each have the right to appeal the executive officer's decision to the next higher administrative officer within 21 days of the executive officer's written decision in Step Two. This appeal may be based on either substantive or procedural grounds. The appeal must be submitted in writing with all supporting materials attached. (See Imposition of Sanctions in General Provisions, above.)

Appeal resolution

The next higher administrative officer shall decide the appeal within 45 days of the final submission of appeal materials. If this administrative officer is not the Provost, the Provost's explicit concurrence with the decision is also required. The administrative officer's decision shall be in writing, shall include an explanation, and shall be submitted to the grievant, the respondent, the lower-level executive officer, and the Provost's Office. This written decision on the appeal shall constitute the final administrative action.

Date Issued: January 21, 1999
Approved By: Chancellor
Personnel Policies: Section IX/B – 3

Question 8.
Provide any information you have on the reasons women faculty and administrators have left your campus. What is the role of exit interviews? Have interviews identified any problems with the climate for women on your campus? If so, how have these problems been addressed?

Choices made in assembling UIUC data
Since 1981, the Urbana campus has conducted an "exit study" of faculty who leave for reasons other than retirement or failure to achieve tenure. The most recent version of this report is shown in Attachment 8a. Unfortunately, this study has never asked respondents their gender, so we cannot distinguish responses by gender to see if there are differences in why men and women leave the campus. We have decided to ask for gender and race in all future exit studies to permit such an analysis.

Presentation of data and analysis
In the meantime, the study does ask about campus climate and solicits comments about specific incidents or issues that might be related to climate. The median response to the question on campus climate is right in the middle of the continuum between "very unaccepting and unsupportive" and "very accepting and supportive". Table 8 shows the response to the questions about campus climate; the mean responses show no alarming patterns. It will be helpful to see this broken out by gender next year.

Some of the comments from the faculty members themselves in Appendix C do mention climate problems related to gender. The anonymous nature of these complaints makes follow-up difficult at this point. However, where it is possible to identify the unit, the Provost's office plans to follow up each negative comment with the appropriate executive officer to see what substance may underlay the complaint. In particular, we are concerned about allegations of sexual harassment and need to see whether formal complaints were ever filed and what the outcome of the grievances might have been. If no grievance was filed, we need to examine why and to ensure that our grievance procedures are known and used.

In order to protect the confidentiality of the respondents to the survey, we have removed from the study all college and departmental references and any other identifying information included in the responses

19th Annual Report of UIUC Faculty Resignations
August 21, 1998 - August 20, 1999

John C. Ory
Office of Instructional Resources

Summary

A total of 56 identified tenure-track faculty voluntarily resigned from UIUC in 1998-99, which was 3.1% of the total faculty. The percentage of faculty leaving UIUC this past year was slightly higher than the 3.0% average for the last 18 years, but higher than recent years. Of the 56 departing faculty, 28 were assistant professors, 13 were associate professors, and 15 were full professors. Exactly one-half of the departing faculty were assistant professors. A total of 72% of the faculty accepted a position at another college or university either as faculty member (52%) or administrator (20%).

Administrators continue the recent trend to give low ratings to faculty contributions in research and service, but slightly higher ratings in teaching. When asked how departments will miss the departing faculty, administrators reported greatest losses in teaching and departmental prestige. Fifteen faculty were described as prominent scholars who had developed a national reputation. Five faculty will be missed for everything they do while five will not be missed at all. When asked for reasons why their faculty left the university, the administrators most often cited spousal needs (21%) and a desire for a new location (21%).

The highest rated reasons for leaving, as indicated by the departing faculty, were a desire for a different location, a growing awareness that opportunities for advancement are limited at UIUC, and family reasons (including spousal needs). When asked what they liked most about UIUC the departing faculty most often mentioned their colleagues, the research environment, the library, and the excellent students. Faculty dislikes centered on geographic location and climate.

This report describes the nineteenth study in an annual series of investigations on the reasons faculty voluntarily resigned from UIUC to accept a position at another institution. In this report, the results of a survey sent to faculty resigning during the period of August 21, 1998 to August 20, 1999 are summarized and compared with the results obtained in previous resignation studies.

METHOD

The method of collecting the names of departing faculty was similar to that used in previous years. The original list of tenure-track faculty members resigning during August 21, 1998 to August 20, 1999 was obtained from the Office of Academic Human Resources. This list was sent to the appropriate department heads and chairpersons who added faculty that recently resigned, but whose papers were not filed in the Office of Academic Human Resources or eliminated faculty who retired or were given a terminal contract. A total of 56 departing faculty members were identified.

Departmental administrators completed a short survey to indicate their ratings of the faculty member's contribution to the department in three areas -- teaching and instruction, research and scholarship, and service to the department and UIUC; their assessment of how the departing individual will be missed; their perception of the reasons for the person leaving; and type of position accepted by the faculty member. In October 1999, the 56 faculty members were sent a survey form requesting them to provide information about their new position, compensation, reasons for leaving, and opinions about UIUC. The survey also included a section about the "campus climate" which asked faculty about their perceptions of how they believed they were treated at UIUC because of their race, gender, ethnicity, sexual orientation, age, or disability status. As of March 1999, 23 of the 56, or 41% of the faculty members returned the form. The percentage of faculty returning surveys was lower than the typical 50+% return rate acquired in previous years.

RESULTS

The results will be presented in five sections: New Positions of Faculty Leaving UIUC, Departmental Administrator's Assessment of Faculty Contributions, Faculty Reasons for Leaving UIUC, Faculty Likes and Dislikes About UIUC, and Campus Climate.

New Positions of Faculty Leaving UIUC

The total number of faculty members leaving UIUC in 1998-99 was 56 or 3.1%, which is slightly higher than the average 3.0% recorded over all 19 years as seen in Figure 1. The college affiliations of the 56 faculty members leaving UIUC are presented in Table 1. Highest losses were reported in the Institute of Aviation, the Graduate School of Library Information Science, and the College of Commerce and Business Administration. The number of faculty members by college who left to accept a position elsewhere in the years from 1980-81 to 1998-99 is presented in Table 2.

Of the 56 faculty members leaving UIUC, 28 were assistant professors, 13 were associate professors, and 15 were full professors. The high percentage of assistant professors (50%) leaving UIUC is consistent with the past four years. The percentage of departing faculty by academic rank and the type of position accepted elsewhere during the last 19 years are presented in Figures 2 and 3. Fifty-two percent of the departing faculty accepted other faculty positions. The numbers of faculty accepting positions at three university conferences (Big Ten, Ivy League, and Pacific Ten) since 1981 are presented in Table 3. A rather high number of 15 faculty members went to universities in these three conferences, with eight leaving for other Big Ten universities.

Departmental Administrator's Assessment of Faculty Contributions

Table 4 presents the administrator's average ratings of the faculty members' contributions to UIUC by each college, rank of the departing faculty member, an indication of whether or not UIUC presented a counter offer, and the new institution and position of the departing faculty members. College administrators' ratings of faculty contributions in teaching, research, and service to their departments are presented in Figure 4 for the last 18 years. The ratings of research and service continue to show the downward trend seen in recent years. However, the ratings of teaching contributions were slightly higher than in the recent past. When departmental administrators were asked to state ways in which the departing faculty will "be missed," they commented mostly about losses in teaching (17) and prestige to the department (15). Five faculty members will be missed for their combined teaching, research, and service contributions, while five will not be missed.

In response to the question, "In your judgment why did this person leave?," the administrators most often mentioned family concerns (21%) and a desire for a new location (21%). Ten faculty left for personal reasons and another ten left for a higher salary. The administrators also believed that nine faculty left because they were not "making progress" toward promotion and tenure. A complete listing of administrator comments regarding how the departing faculty will be missed and why they left are presented in Appendix A.

Faculty Reasons for Leaving UIUC

Table 5 presents the average ratings of importance the departing faculty gave to 18 reasons for leaving UIUC for each of the last eight years. Highly rated reasons for leaving included, "desire for a different geographic location," "growing awareness that opportunities for advancement are limited at UIUC," and "family reasons."

Faculty Likes and Dislikes About UIUC

A complete listing of departing faculty likes and dislikes are included in Appendix B. When asked what they liked most about UIUC the departing faculty mentioned most often their excellent colleagues (9), the research environment (6), library (4), the students (4), and the overall quality of the university (4). Faculty dislikes centered around their dislike of the geographic location/climate (9). Six faculty complained about specific departmental concerns, such as, "the disarray in the biological sciences," "a negative cold environment," and "a lack of commitment to research and teaching."

Campus Climate

In this survey "campus climate" refers to campus acceptance and support of faculty and staff of different race, gender, ethnicity, marital status, sexual orientation, age, or disability status. The departing faculty were asked to "place an X somewhere on the following continuum-scale" to indicate their overall rating of the UIUC campus climate.

Very unaccepting and unsupportive — Very accepting and supportive

Table 6 shows the frequency distribution of faculty marks on the continuum along with the mean and median response (indicated with an X and Mdn, respectively) by university and college. The average faculty response is about in the middle, with the group of responses spread across the continuum. Faculty explanations for their scaled responses are presented in Appendix C. Faculty were asked to "describe any incidents of attitudinal or organizational bias which may have prevented you from advancing within your organization or reaching your full potential." Faculty responses are also presented in Appendix C.

Faculty ratings of UIUC efforts to provide a desirable campus climate are presented in Table 7. The responses show a rather wide range of opinion across items. While the average item response is on the positive end of the scale, attention should be given to the small, yet important, number of individuals with very low ratings. Three or four faculty members gave low ratings in several areas. A comparison of climate ratings across recent years is presented in Table 8. Slightly higher ratings were recorded in 1998-99 than in past years. Faculty examples of specific incidents that are detrimental to a desirable campus climate are provided in Appendix C.

TABLE 1
Number of Faculty by College Leaving UIUC in 1998-99

College	No.	% of College's Faculty*	Asst.	Assoc.	Prof.	New Position: Faculty	New Position: Adm. Higher Educ.	New Position: Govt. Private	New Position: Don't Know
ACES	6	2.9	3	1	2	3	0	3	0
ALS	1	2.1	0	0	1	1	0	0	0
AVI	2	66.7	1	1	0	2	0	0	0
CBA	6	5.6	4	0	2	6	0	0	0
COMM	1	3.5	1	0	0	0	0	1	0
EDUC	2	2.6	0	0	2	2	0	0	0
ENGR	9	2.7	2	3	4	6	2	1	0
FAA	7	3.8	4	2	1	2	3	2	0
ENV ST	0	0	0	0	0	0	0	0	0
LAS	12	2.1	6	4	2	4	4	1	3
LAW	1	3.5	1	0	0	0	0	1	0
LIBR	6	7.5	5	1	0	1	2	1	2
LIR	0	0	0	0	0	0	0	0	0
LIS	2	13.3	0	1	1	2	0	0	0
SOC WK	0	0	0	0	0	0	0	0	0
VET MED	1	1.3	1	0	0	0	0	1	0
TOTAL	**56**	**3.1**	**28**	**13**	**15**	**29**	**11**	**11**	**5**

* The number of FTE faculty as recorded on the 1998-99 Campus Profile reports

TABLE 2

Number and Percentage of Faculty by College Leaving UIUC by Year: 1981-1998

	1998 - 1999		1997 - 1998		1996 - 1997		1995 - 1996		1994 - 1995		1993 - 1994		1992 - 1993		1991 - 1992		1990 - 1991	
College	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty
ACES	6	2.9	4	2.0	6	2.9	4	2.0	8	3.9	7	2.9	5	2.1	10	4.5	11	4.5
ALS	1	2.1	3	6.0	3	6.0	1	1.9	1	1.8	1	1.9	3	5.6	0	0.0	3	5.6
AVI	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	1	1.5	0	0.0	1	14.9	0	0.0
CBA	6	5.6	4	3.5	6	5.5	4	3.7	7	6.7	8	6.6	7	5.7	5	3.9	2	1.6
COMM	1	3.5	0	0.0	0	0.0	3	13.0	2	3.4	1	3.7	2	7.4	0	0.0	1	4.2
EDUC	2	2.6	2	2.5	1	1.2	0	0.0	2	2.2	0	0.0	1	1.1	1	1.1	0	0.0
ENGR	9	2.7	7	2.0	5	1.5	8	2.3	7	2.0	3	1.0	6	1.7	4	1.1	2	.5
ENV ST	0	0.0	0	0.0	0	0.0	0	0.0	1	12.8	1	11.1	1	11.1	0	0.0	1	9.9
FAA	7	3.8	0	0.0	7	3.6	6	3.1	4	1.1	4	2.0	0	0.0	1	1.0	3	1.6
GRAD	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
LAS	12	2.1	9	1.6	7	1.2	9	1.5	9	.6	9	1.5	7	1.1	11	1.8	16	2.5
LAW	1	3.5	1	3.5	2	6.5	0	0.0	0	0.0	0	0.0	1	3.5	2	7.8	0	0.0
LIBR	6	7.5	3	3.7	0	0.0	2	2.7	3	3.6	6	6.7	1	1.1	5	5.4	4	4.0
LIR	0	0	2	18.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
LIS	2	13.3	0	0.0	1	7.4	0	0.0	1	10.0	0	0.0	1	10.4	0	0.0	0	0.0
SOC WK	0	0	1	8.3	3	20.0	0	0.0	3	19.6	1	7.0	0	0.0	1	5.6	0	0.0
VET MED	1	1.3	5	5.6	4	4.5	0	0.0	3	4.0	2	2.4	2	2.4	0	0.0	1	1.2
TOTAL	56	3.1	41	2.4	45	2.4	37	2.0	51	2.7	44	2.2	37	1.9	41	2.1	44	2.2

TABLE 2 (cont.)

Number and Percentage of Faculty by College Leaving UIUC by Year: 1981-1998

	1989 - 1990		1988 - 1989		1987 - 1988		1986 - 1987		1985 - 1986		1984 - 1985		1983 - 1984		1982 - 1983		1981 - 1982	
College	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty	No.	% of College's Faculty
ACES	8	3.2	2	1.0	8	3.3	7	2.8	2	.8	5	2.0	13	4.3	3	1.0	6	1.9
ALS	7	17.1	5	9.5	3	5.7	3	6.0	2	3.8	1	2.0	6	12.5	2	4.1	3	7.5
AVI	0	0.0	1	13.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.8	0	0.0
CBA	9	7.2	5	4.0	10	8.1	8	6.7	1	.8	5	4.0	5	3.9	7	5.5	2	1.6
COMM	0	0.0	2	9.1	3	13.6	1	4.2	1	3.8	1	4.0	0	0.0	2	7.8	1	4.0
EDUC	3	3.5	2	2.3	3	3.5	5	5.6	1	1.1	1	1.0	7	6.8	0	0.0	2	1.8
ENGR	11	2.9	10	2.7	9	2.4	6	1.6	5	1.4	3	1.0	10	2.7	11	3.0	6	1.6
ENV ST	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
FAA	10	5.3	2	1.0	6	3.1	5	2.4	2	.9	6	2.0	3	1.4	17	7.7	12	5.3
GRAD	0	0.0	0	0.0	1	9.8	3	27.3	1	8.5	0	0.0	2	11.0	0	0.0	0	0.0
LAS	17	2.7	15	2.3	14	2.2	11	1.7	13	2.0	16	2.5	14	2.0	13	1.9	21	3.1
LAW	0	0.0	2	7.1	1	3.5	0	0.0	2	6.5	0	0.0	1	4.0	5	18.9	1	4.3
LIBR	3	2.8	2	1.8	9	8.1	4	4.1	6	5.9	4	3.7	2	1.8	4	3.4	10	8.4
LIR	1	7.1	1	7.1	1	7.1	0	0.0	0	0.0	0	0.0	0	0.0	1	6.1	0	0.0
LIS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
SOC WK	0	0.0	2	11.8	2	11.8	2	11.8	3	15.4	0	0.0	0	0.0	0	0.0	0	0.0
VET MED	1	1.3	6	7.4	4	5.0	4	4.9	2	2.4	2	2.5	2	2.6	4	5.4	5	6.2
TOTAL	71	3.6	58	2.8	74	3.7	59	3.0	41	2.0	44	2.0	65	3.0	70	3.4	69	3.3

TABLE 3

Number and Rank of Faculty Accepting Positions

at Universities in the Big Ten, Ivy, and Pacific 10 Conferences by Year: 1981-1998

1998 -1999

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	1	0	2	4	0	1
IVY	1	0	0	2	0	0
PACIFIC 10	0	0	0	2	1	1

1997 - 1998

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	1	0	0	2	1	1
IVY	0	0	0	0	0	1
PACIFIC 10	0	0	0	0	0	0

1996 - 1997

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	0	1	2	0
IVY	0	0	0	0	0	0
PACIFIC 10	0	0	0	0	1	1

1995 - 1996

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	1	2	1	2
IVY	0	0	0	2	0	0
PACIFIC 10	0	0	0	0	1	0

1994 - 1995

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	0	1	1	1
IVY	0	0	0	0	0	3
PACIFIC 10	0	0	1	0	0	1

1993 - 1994

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	1	1	3	0
IVY	0	1	0	0	0	0
PACIFIC 10	0	0	0	0	1	1

1992 - 1993

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	5	1	0	1
IVY	0	0	0	0	1	1
PACIFIC 10	0	0	0	2	0	1

1991 - 1992

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	1	0	2	0
IVY	0	0	1	1	1	0
PACIFIC 10	0	1	0	0	0	0

1990 - 1991

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	1	1	1	2	3
IVY	0	0	0	1	1	1
PACIFIC 10	0	0	2	0	1	0

TABLE 3 (cont.)

Number and Rank of Faculty Accepting Positions

at Universities in the Big Ten, Ivy, and Pacific 10 Conferences by Year: 1981-1998

1989 - 1990

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	1	0	4	5	1	1
IVY	0	0	0	4	0	1
PACIFIC 10	0	0	0	3	1	0

1988 - 1989

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	2	0	2	0
IVY	0	0	0	1	1	0
PACIFIC 10	0	0	2	1	0	0

1987 - 1988

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	0	2	2	3
IVY	0	0	0	1	1	2
PACIFIC 10	0	0	0	0	1	1

1986 - 1987

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	0	1	2	0
IVY	0	0	0	0	0	0
PACIFIC 10	0	0	2	0	0	2

1985 - 1986

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	0	1	0	1
IVY	0	0	0	0	0	1
PACIFIC 10	0	0	0	1	0	2

1984 - 1985

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	1	1	0	2
IVY	0	0	0	0	0	1
PACIFIC 10	0	1	1	0	1	1

1983 - 1984

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	1	1	5	1	1
IVY	0	0	0	0	0	0
PACIFIC 10	0	0	1	1	2	0

1982 - 1983

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	1	0	0	2	3	0
IVY	1	0	0	1	0	0
PACIFIC 10	1	2	1	1	0	1

1981 - 1982

	Administration			Faculty		
	Asst	Assoc	Prof	Asst	Assoc	Prof
BIG TEN	0	0	0	4	1	1
IVY	0	0	0	1	1	0
PACIFIC 10	0	0	0	2	0	2

TABLE 4

Faculty by College, by Rank, Counter Offer Status, New Institution, New Position, College Averages of Departmental Administrators' Evaluations of the Departing Faculty in 1998-99

College	Rank 1=Asst 2=Assoc 3=Prof	Adm. Rating of Contribution[1] 1=Poor 4=Excellent R.	T.	S.	UIUC Counter Offer[2] 1=DK 2=No 3=Yes	New Institution	New Position
ACES							
A	1				2	North Dakota State	Faculty
B	1				3	University of Wisconsin-Madison	Faculty
C	1				2	Rutgers University	Faculty
D	2				2	Agri-Growth	Private
E	3				3	Winrock International	Private
F	3				2	Agronomic Science Foundation	Private
Average		2.7	2.7	2.7			
ALS							
A	3				2	Pennsylvania State University	Faculty
AVI							
A	2				2	Mississippi State University	Faculty
B	1				2	Ohio State University	Faculty
Average		3.5	4.0	4.0			
CBA							
A	3				2		Faculty
B	1				2	University of Notre Dame	Faculty
C	1				2	University of Southern California	Faculty
D	3				2	Emory University	Faculty
E	1				3	University of Wisconsin	Faculty
F	1				2	Brown University	Faculty
Average		3.2	2.8	2.3			

TABLE 4 (cont.)

Faculty by College, by Rank, Counter Offer Status, New Institution, New Position, College Averages of Departmental Administrators' Evaluations of the Departing Faculty in 1998-99

College	Rank 1=Asst 2=Assoc 3=Prof	Adm. Rating of Contribution[1] 1=Poor 4=Excellent R.	T.	S.	UIUC Counter Offer[2] 1=DK 2=No 3=Yes	New Institution	New Position
COMM							
A	1				2		Private
EDUC							
A	3				2	University of Kentucky	Faculty
B	3				3	Arizona State University	Faculty
Average		2.5	3.5	3.5			
ENGR							
A	3				2	Tel Aviv University	Faculty
B	3				3	Duke University	Faculty
C	3				2	Pennsylvania State University	Administration
D	2				2	University of Toronto	Faculty
E	1				3	University of California-Berkeley	Faculty
F	3				2	University of California-San Diego	Administration
G	2				3	University of California-Los Angeles	Faculty
H	1				3	Harvard University	Faculty
I	2				2	UNESCO	Private
Average		3.8	3.2	2.8			
FAA							
A	2				3		Administration
B	1				3	Rhode Island School of Design	Faculty
C	2				3	Microsoft	Private
D	1				3	Indiana University	Faculty
E	1				2		Private
F	1				2	Pennsylvania State University	Administration
G	3				1	Florida State University	Administration
Average		3.0	3.3	3.6			

TABLE 4 (cont.)
Faculty by College, by Rank, Counter Offer Status, New Institution, New Position, College Averages of Departmental Administrators' Evaluations of the Departing Faculty in 1998-99

College	Rank 1=Asst 2=Assoc 3=Prof	Adm. Rating of Contribution[1] 1=Poor 4=Excellent R.	T.	S.	UIUC Counter Offer[2] 1=DK 2=No 3=Yes	New Institution	New Position
LAS							
A	3				2	Los Alamos National Laboratory	Private
B	1				3	University of Virginia	Faculty
C	2				2	Johns Hopkins University	Faculty
D	2				2	Mercer University	Administration
E	1				2		
F	1				2		
G	1				2	University of Waterloo	Faculty
H	2				3	Binghamton University	Administration
I	1				3		Faculty
J	2				3	University of Mississippi	Administration
K	3				2	University of Michigan	Administration
L	1				2		
Average		2.9	3.4	3.0			
LAW							
A	1				2		Private
LIBR							
A	1				2		
B	1				2		Private
C	1				2		
D	1				2	Johns Hopkins University	Faculty
E	2				2	West Virginia University Libraries	Administration
F	1				2	Yale University Library	Administration
Average		1.8	3.5	3.2			

TABLE 4 (cont.)

Faculty by College, by Rank, Counter Offer Status, New Institution, New Position, College Averages of Departmental Administrators' Evaluations of the Departing Faculty in 1998-99

College	Rank 1=Asst 2=Assoc 3=Prof	Adm. Rating of Contribution[1] 1=Poor 4=Excellent R.	T.	S.	UIUC Counter Offer[2] 1=DK 2=No 3=Yes	New Institution	New Position
LIS							
A	3				2	University of California-San Diego	Faculty
B	2				2	University of California-San Diego	Faculty
Average		4.0	4.0	4.0			
VET MED							
A	1				2	Pfeizer Inc.	Private
Total Average		**3.0**	**3.3**	**3.1**			

Interpretive Notes for Table 4

[1] Departmental administrator's response to the question, "Please rate the faculty member's contribution to the department in Research (R.), Teaching (T.), and Service (S.)."

[2] As reported by departmental administrators -- (DK means Don't Know).

TABLE 5

Ratings of Importance Given to 18 Reasons for Leaving UIUC by Faculty Responding to Form II by Year: 1991-1998

Item	1998-99 (n=22)[1]		1997-98 (n=22)		1996-97 (n=25)		1995-96 (n=37)		1994-95 (n=32)		1993-94 (n=20)		1992-93 (n=20)		1991-92 (n=28)	
	Average[2]	%[3]	Average	%	Average	%	Average	%	Average	%	Average	%	Average	%	Average	%
8. Desire for a different geographic location	2.1	73	2.0	71	2.7	42	2.3	55	2.2	58	2.7	37	2.4	45	2.9	35
9. Growing awareness that opportunities for advancement are limited at UIUC	2.6	48	2.9	30	2.8	46	2.9	29	2.6	45	2.8	42	2.4	60	2.3	61
18. Family reasons (e.g., spouse, children)	2.6	45	2.7	43	3.2	30	2.9	40	2.9	43	3.2	26	3.0	32	3.3	17
5. Opportunity to work more closely with colleagues in my field of research	2.7	50	2.8	45	2.8	38	2.9	30	2.3	54	3.1	28	3.0	30	2.8	38
17. Spouse desired to move for career opportunities	2.7	45	3.3	24	3.5	21	3.4	21	3.2	29	3.3	21	3.2	32	3.5	13
13. Lack of rapport with departmental leadership at UIUC	2.7	43	2.6	45	2.7	48	3.4	16	2.9	36	2.7	47	2.8	45	2.5	52
14. Lack of cultural and social opportunities in this area	2.7	43	2.9	29	3.0	30	2.8	42	2.9	31	3.4	16	3.0	30	3.5	13

TABLE 5 (cont.)

Ratings of Importance Given to 18 Reasons for Leaving UIUC by Faculty Responding to Form II by Year: 1991-1998

Item	1998-99 (n=22)[1]		1997-98 (n=22)		1996-97 (n=25)		1995-96 (n=37)		1994-95 (n=32)		1993-94 (n=20)		1992-93 (n=20)		1991-92 (n=28)	
	Average[2]	%[3]	Average	%	Average	%	Average	%	Average	%	Average	%	Average	%	Average	%
16. Not appreciated at UIUC	2.7	38	2.6	40	2.5	50	3.0	32	2.7	46	2.3	56	2.8	35	2.7	40
6. Gain in salary	2.8	38	3.1	20	2.6	52	2.7	40	2.6	45	2.9	43	3.1	30	2.9	37
12. Lack of rapport with my colleagues at UIUC	2.9	38	3.1	25	3.0	30	2.5	37	3.0	32	3.1	27	3.4	15	3.2	26
15. Opportunity to accelerate my career (promotion in rank or added responsibilities)	3.0	38	3.0	35	2.7	50	2.8	35	2.8	38	3.0	34	2.5	55	2.6	48
1. New professional challenge within academe (e.g., administration)	3.1	29	2.9	30	3.0	28	3.1	33	3.1	28	2.7	47	2.5	47	2.8	39
2. New professional challenge outside of academe	3.1	29	3.6	20	3.6	12	3.0	32	3.3	24	3.7	6	3.1	30	3.0	41
7. Gain in fringe benefits	3.3	15	3.3	15	3.2	25	3.0	25	2.7	42	3.0	32	3.3	30	3.1	23

TABLE 5 (cont.)

Ratings of Importance Given to 18 Reasons for Leaving UIUC by Faculty Responding to Form II by Year: 1991-1998

Item	1998-99 (n=22)[1]		1997-98 (n=22)		1996-97 (n=25)		1995-96 (n=37)		1994-95 (n=32)		1993-94 (n=20)		1992-93 (n=20)		1991-92 (n=28)	
	Average[2]	%[3]	Average	%	Average	%	Average	%	Average	%	Average	%	Average	%	Average	%
3. More time available to do research in my field of interest	3.3	15	3.1	35	3.2	21	3.0	42	3.1	31	3.3	17	2.9	30	2.8	46
4. Better laboratory facilities	3.6	10	3.7	15	3.9	0	3.5	15	3.3	22	3.7	6	3.4	20	3.2	25
10. Better teaching opportunities	3.6	5	3.4	15	3.5	18	3.6	11	3.1	21	3.3	16	3.5	10	3.6	17
11. Too much emphasis on research at UIUC	3.8	5	3.7	11	3.7	13	3.7	7	3.7	7	2.7	11	3.7	10	3.3	23

[1] The number of faculty responding varies slightly due to items left blank.

[2] Very Great Importance = 1; Considerable Importance = 2; Some Importance = 3; and None or Very Little Importance = 4

[3] The percentage of faculty who indicated either "Very Great Importance" or "Considerable Importance" to each stated reason.

Table 6

Frequency Distribution of Faculty Marks on Campus Climate Continuum by College

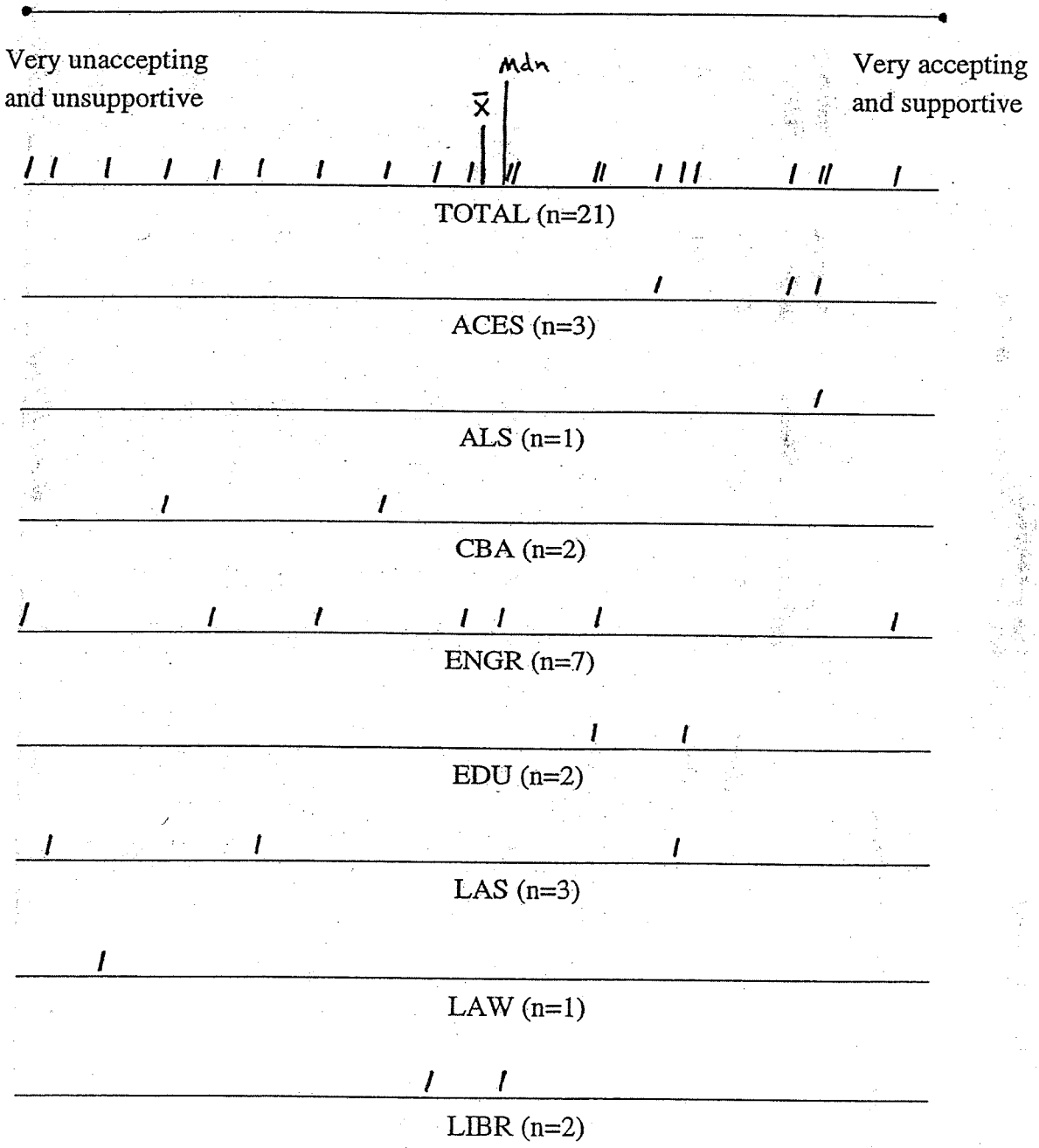


TABLE 7

Departing Faculty Responses to Campus Climate Items in 1998-99

Based on your experience, how effective are UIUC commitments:

			Very Ineffective		Ineffective		Somewhat Ineffective		Somewhat Effective		Effective		Very Effective	
	N	Mean*	N	%	N	%	N	%	N	%	N	%	N	%
To achieve workplace diversity	19	3.9	1	5	2	11	2	11	7	37	7	37	0	0
To create a family-friendly workplace	17	3.8	1	6	3	18	3	18	2	12	8	47	0	0
To discourage sexual harassment	15	4.9	0	0	1	7	1	7	1	7	8	53	4	27
To handle incidents of sexual harassment	14	4.6	0	0	1	7	1	7	2	14	9	64	1	7
To accept and support employees based on their:														
Race	17	4.0	1	6	2	12	2	12	4	24	7	41	1	6
Gender	16	4.3	1	6	1	6	1	6	5	31	6	38	2	13
Sexual Orientation	12	4.4	0	0	1	8	1	8	3	25	6	50	1	8
Ethnicity	16	4.3	1	6	1	6	1	6	4	25	7	44	2	13
Age	14	4.7	0	0	0	0	1	7	3	21	9	64	1	7
Disability Status	13	4.8	0	0	0	0	1	7	3	23	7	54	2	15

* Very Ineffective = 1, Very Effective = 6

TABLE 8

Departing Faculty Responses to Campus Climate Items: 1994-1998

Based on your experience, how effective are UIUC commitments:

	1998-99 (n=19*) Mean**	1997-98 (n=17) Mean	1996-97 (N=17) Mean	1995-96 (n=15) Mean	1994-95 (n=27) Mean
To achieve workplace diversity	3.9	4.2	3.9	4.3	3.6
To create a family-friendly workplace	3.8	3.9	3.9	3.8	3.4
To discourage sexual harassment	4.9	4.5	4.1	4.6	4.0
To handle incidents of sexual harassment	4.6	4.4	3.8	4.4	4.0
To accept and support employees based on their:					
Race	4.0	4.3	4.4	4.2	3.9
Gender	4.3	4.5	4.9	4.2	4.0
Sexual Orientation	4.4	4.2	4.0	4.2	4.0
Ethnicity	4.3	4.3	4.3	4.4	3.9
Age	4.7	4.4	4.5	4.5	4.2
Disability Status	4.8	4.7	4.7	4.6	4.6

* Number of responses may vary by item.

** Very Ineffective = 1, Very Effective = 6

Figure 1
NUMBER OF FACULTY LEAVING UIUC: 1980-98

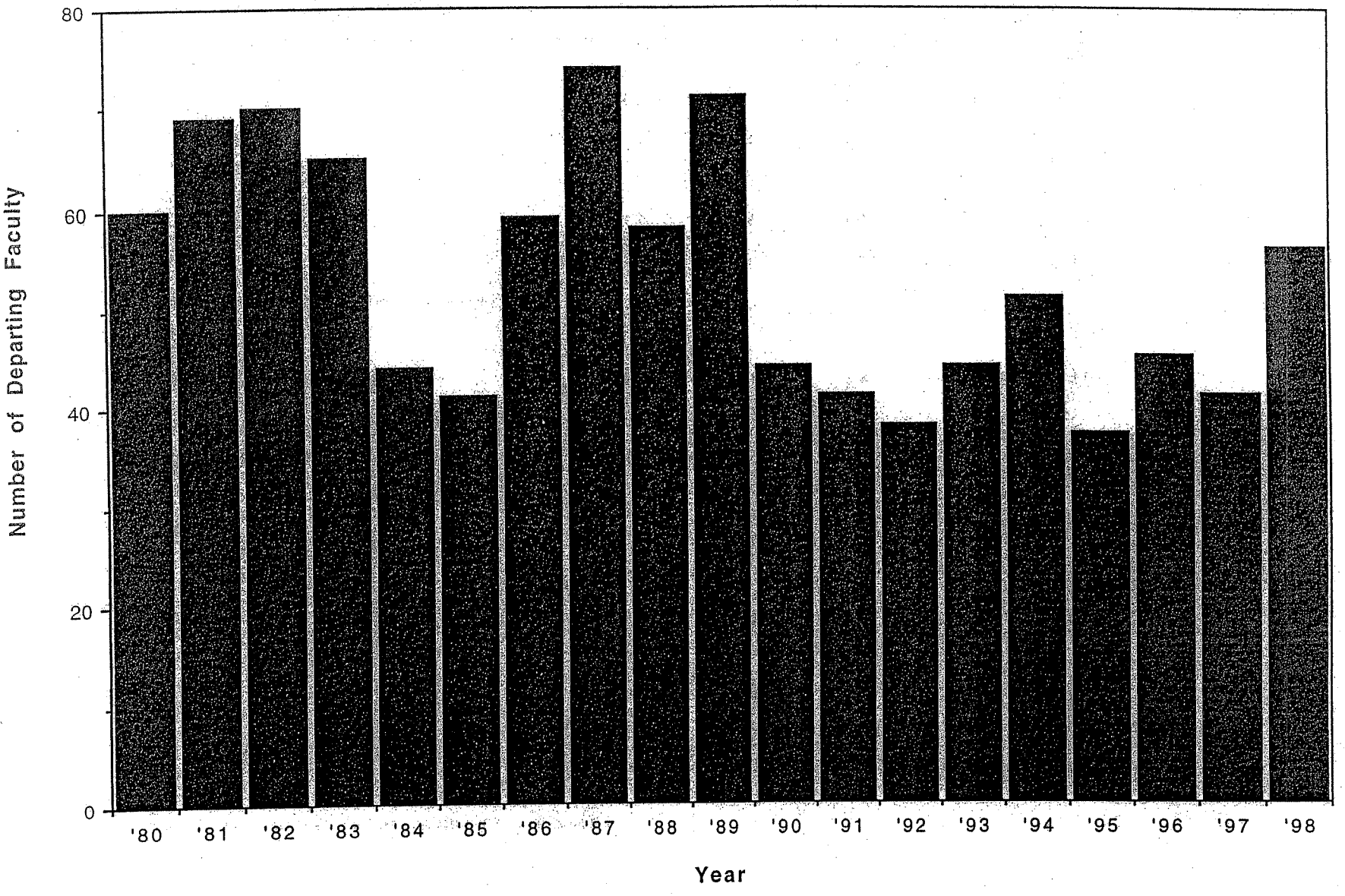


Figure 2
PERCENTAGE OF FACULTY BY ACADEMIC RANK LEAVING UIUC: 1980-98

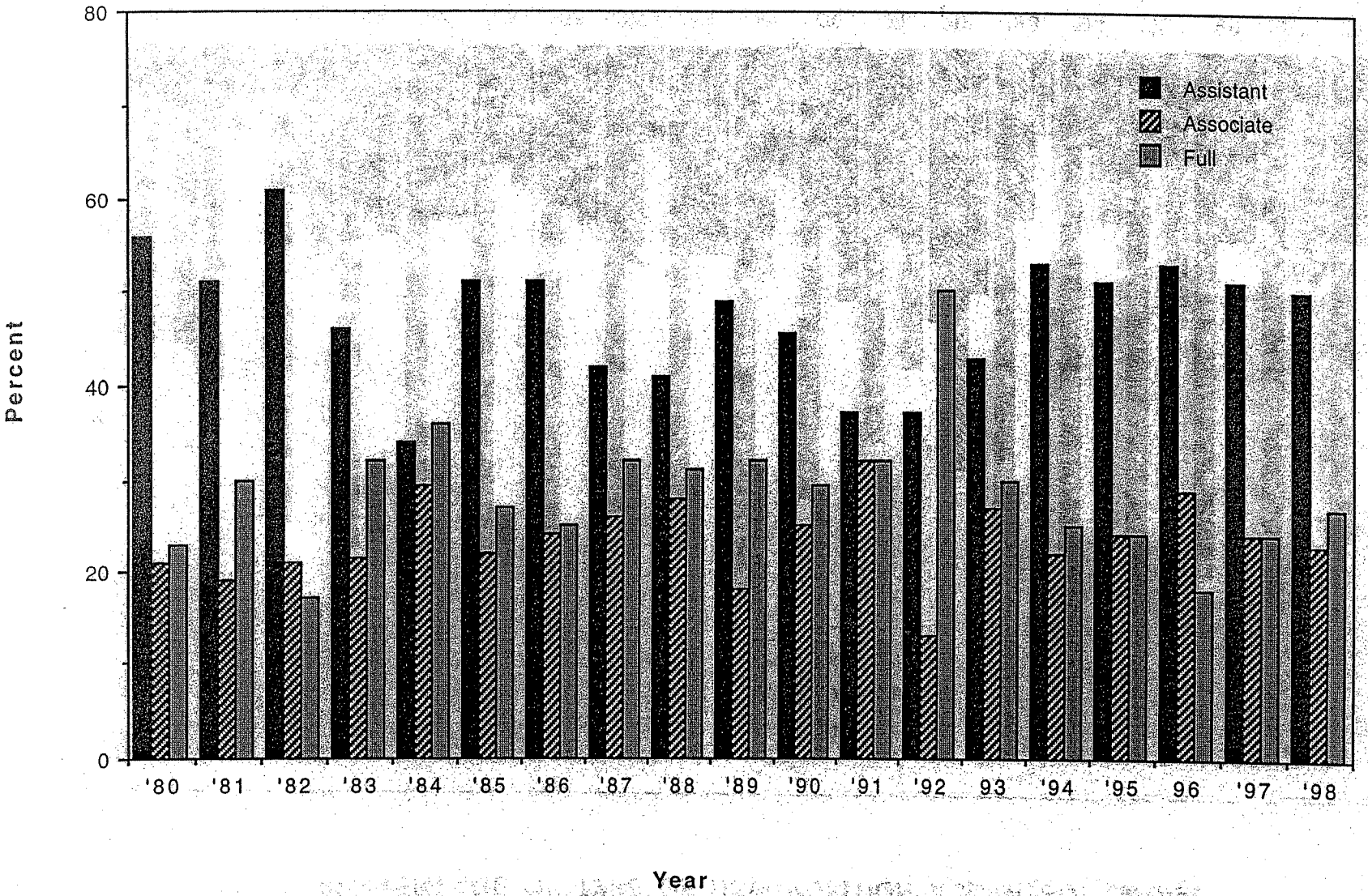


Figure 3
PERCENTAGE OF TYPE OF NEW POSITION ACCEPTED: 1980-98

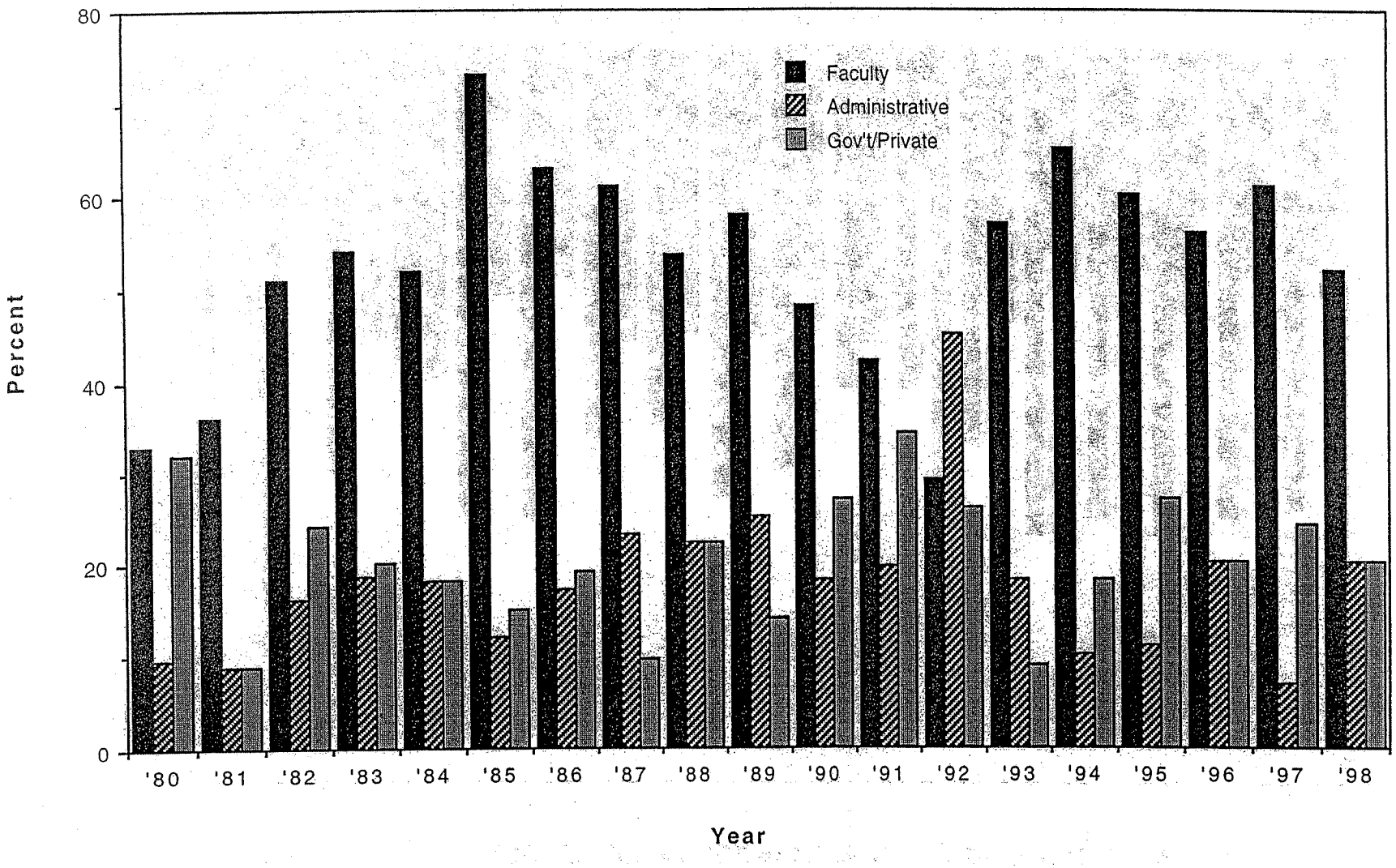
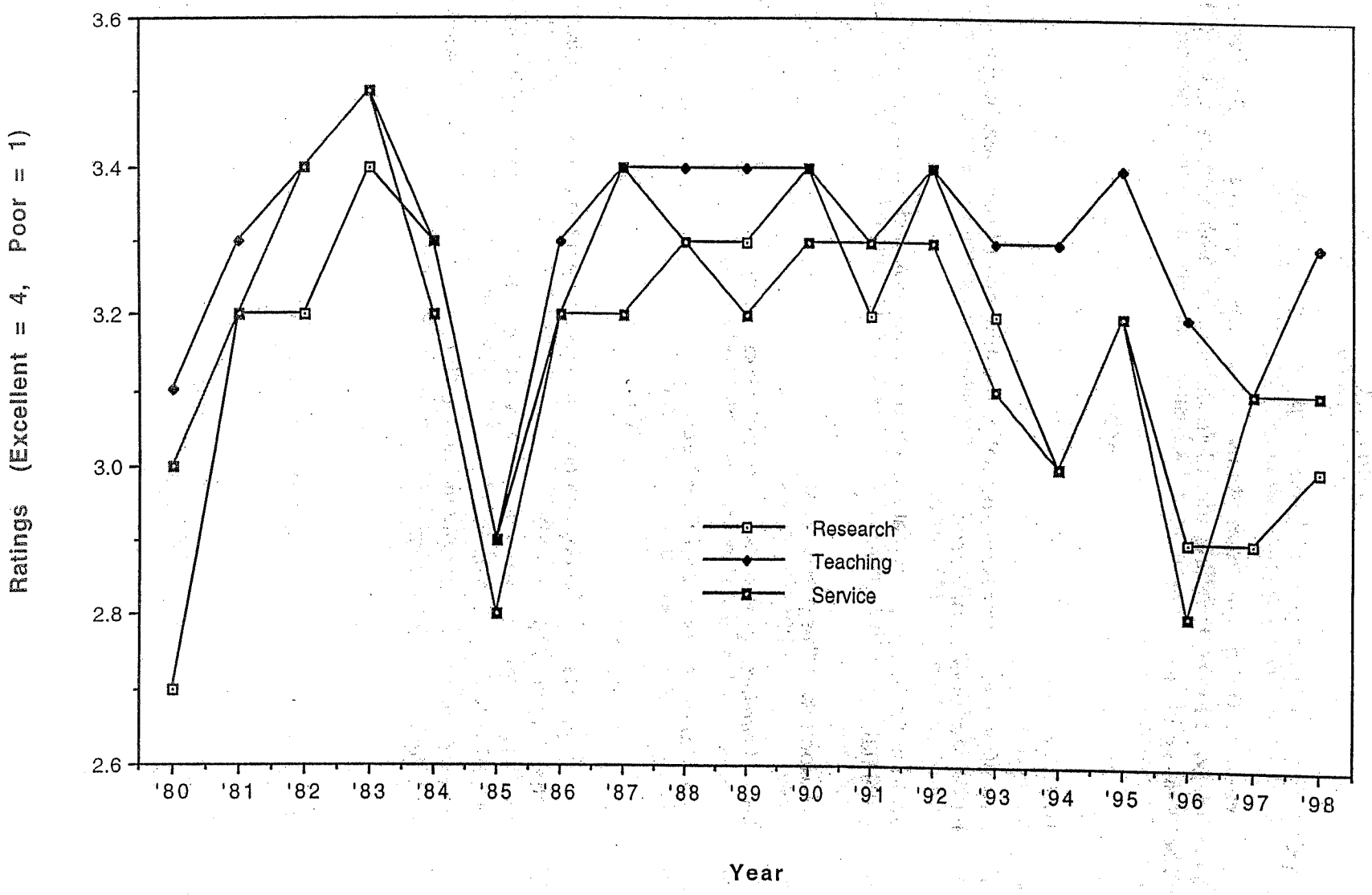


Figure 4
AVERAGE RATINGS OF FACULTY CONTRIBUTIONS BY YEAR: 1980-98



APPENDIX A

Written Comments of Departmental Administrators to the Question:

1. In what ways will this person be most missed (e.g., loss of prestige for department, colleagueship, grant losses, teaching and advising, future prominence of person)? Please be as specific as you can.

(Asst.) Teaching.

(Asst.) Loss of prestige for department, colleagueship, grant losses, teaching and advising, future prominence of person.

(Asst.) We don't miss this person at all. He has been replaced with a person of greater potential.

(Assoc.) We don't miss this person at all.

(Full) Loss of prestige, grant losses, research productivity.

(Full) Loss of prestige, perhaps future teaching.

(Full) Loss of prestige for the department. He was recognized as the preeminent scholar in the field.
Loss of prestigious grant dollars. He was the only department faculty member receiving NSF grant dollars.
He was consistently recognized on the "Incomplete List of Teachers Ranked as Excellent by Their Students."

(Assoc.) Teaching – a major player in the developing of the BS Program in Aviation Human Factors.

(Asst.) Future prominence – projected as star quality. Strong in research, teaching, and service to department and UIUC.

(Full) Loss of prestige for department.

1. In what ways will this person be most missed (e.g., loss of prestige for the department, colleagueship, grant losses, teaching and advising, future prominence of person)? Please be as specific as you can. (cont.)

(Asst.) Colleagueship, teaching and advising.

(Full) Loss of prestige for department, grant losses.

(Asst.) Future prominence of person, good researcher.

(Asst.) He was an excellent teacher and researcher in the area of macroeconomics. It is extremely difficult to hire good people in this area.

(Asst.) Excellent teacher

(Full) He will be most missed in terms of his teaching contribution to the department. He was willing to teach a full load of undergraduate courses.

(Full) Loss of prestige for department. He is THE top researcher in his field

(Full) Although he was a successful researcher, he has been telecommuting to teach and largely invisible in departmental life for several years.

(Full) He is one of the most respected theoretical computer scientists in the world. As such, his loss was a major blow to the prestige of the department.

(Full) Colleagueship, service to the university, research and teaching in signal processing.

(Assoc.) Extremely promising associate professor with excellent teaching and research.

(Asst.) Research eminence in image processing area.

(Full) Loss of prestige in his field, – an international expert. Industry support in this area will be also missed.

1. In what ways will this person be most missed (e.g., loss of prestige for the department, colleagueship, grant losses, teaching and advising, future prominence of person)? Please be as specific as you can. (cont.)

(Assoc.) Loss of prestige for department, colleagueship, grant losses, teaching and advising, future prominence of person.

(Asst.) He will be missed both for his prodigious intellect and his present and likely future contributions to his field

(Assoc.) For his contributions to distance learning over the web.

(Assoc.) She was an outstanding researcher in her field /. There is an enormously large pool of applicants looking for appointments, therefore, I see no loss of prestige, unless the line is filled with a replacement of lesser qualifications.

(Asst.) If anything is going to be missed about his contributions, it is his hard work as a devoted teacher, student advisor, and colleague. He provided design services to many projects of the program, school, college, and university.

(Assoc.) Although he was one of the first of our faculty to be involved in research his contributions are very basic and are now superseded by the demands for more sophisticated research in the field. He was a high maintenance faculty member, not a strong collegiate team player, and not very dedicated to the education of young students

(Asst.) He had a unique prestige among our faculty.

(Asst.) He was a very good teacher of acting and was especially strong in advising students.

(Asst.) He was an excellent advisor and teacher and one of the few teachers in the country with true expertise and vision in computer applications for our field

(Full) He was an excellent administrator who had high visibility in our field.

1. In what ways will this person be most missed (e.g., loss of prestige for the department, colleagueship, grant losses, teaching and advising, future prominence of person)? Please be as specific as you can. (cont.)

(Full) He is a member of the National Academy of Sciences, the author of three leading textbooks/monographs in his field and one of the world's leaders in his field. His loss will be a severe one.

(Asst.) Loss of excellent teacher and the expected future prominence of the individual. Loss of his advising and prominence in departmental curricular reform.

(Assoc.) Prestige, future prominence.

(Assoc.) None.

(Asst.) He was a wide-ranging and creative intellect whose teaching was truly superb.

(Asst.) He was a superb instructor and also had great administrative skills. He was also a wonderful colleague. He took time to speak with students, giving them lengthy help sessions.

(Asst.) Loss of prestige for department, colleagueship, grant losses, teaching and advising, future prominence. He will be a star.

(Assoc.) He was a major presence in the department and on the campus. He was extremely important in terms of service – easily the best we had – and he was also very important for both undergraduate and graduate education (having won the campus-wide award for teaching). In terms of scholarship, he was solid, having made important contributions in his sub-field.

(Asst.) He was considered one of our rising young stars, so there was a loss of prestige. He also had established a positive reputation with students, so his presence as a teacher/advisor is sorely missed.

(Assoc.) Her principal contributions here came in teaching/advising and in service. Also, she was our only scholar in her field so she will have to be replaced for several of our programs to go on.

(Full) Loss of prestige. She was a highly visible, well regarded faculty member.

(Asst.) Her teaching contributions will be missed.

1. In what ways will this person be most missed (e.g., loss of prestige for the department, colleagueship, grant losses, teaching and advising, future prominence of person)? Please be as specific as you can. (cont.)

(Asst.) Will not be missed.

(Asst.) She will be most missed because of her strong understanding of her field and service commitment.

(Asst.) Strong service commitment.

(Asst.) An excellent subject bibliographer. Effectively contributed to collection development and information needs of faculty and students using the Library.

(Assoc.) Her effective administrative skills.

(Asst.) An excellent cataloger.

(Full) Loss of prestige for department, colleagueship, grant losses, teaching and advising, future prominence of person. She was an invaluable member of the department.

(Assoc.) Loss of prestige for department, colleagueship, grant losses, teaching and advising, future prominence of person.

(Asst.) She was one of the few clinician investigators in the College. She is certain to be a star in her field, was a superb teacher, and a good citizen. We will miss her growing prominence, grant support, teaching, and advising our research-oriented students.

Written Comments of Departmental Administrators to the Question:

2. In your judgment, why did this person leave (e.g., not receive tenure, promotion, salary increase, personal, climate, etc.)?

(Asst.) Wife (new Ph.D.) was offered position as well.

(Asst.) Individual left as trailing spouse when wife was hired into University of Wisconsin medical school.

(Asst.) He will cite personal reasons – a wish to move back to the Eastern U.S. Actually, he wanted to negotiate away his teaching responsibilities in exchange for extension responsibilities. Department declined.

(Assoc.) The person was not progressing in salary and rank because of substandard productivity. The private sector offered "greener pastures."

(Full) Wanted to live on the West Coast.

(Full) Better opportunity in administration.

(Full) Substantial salary increase and promotion to full professor.

(Assoc.) Personal – spouse did not receive tenure.

(Asst.) Spouse appointment.

(Full) Returning to Europe.

(Asst.) Salary; lower teaching load.

(Asst.) Personal; possibility of not getting tenure.

(Full) Salary increase (nearly doubled).

(Asst.) More money and lower teaching load.

2. In your judgment, why did this person leave (e.g., not receive tenure, promotion, salary increase, personal, climate, etc.)? (cont.)

(Asst.) I think there were two reasons. 1) He had more people in his field with whom he could interact at Brown, and 2) He sought an urban environment.

(Asst.) To return to private industry.

(Full) He left for personal reasons. His wife assumed a permanent position in a university located in Kentucky. They appointed him in an arrangement similar to the UIUC's spousal hire program.

(Full) Lack of suitable employment for spouse.

(Full) He felt his salary increases were not commensurate with his contributions. However, he was an "absentee" faculty member who contributed little to the life of the department.

(Full) His company, founded here, was unable to find a CEO. He moved the company to Research Triangle Park and accepted a faculty position at Duke.

(Full) To accept chairmanship at Penn State.

(Assoc.) Spousal problem – wife wanted to move to Toronto to be close to her parents.

(Asst.) Attraction to being close to Silicon Valley.

(Full) Location of San Diego and proximity of relevant industry plus chair professorship.

(Assoc.) Received promotion, salary increase, but primarily location.

(Asst.) He left primarily because of lack of obvious long-term opportunity for his significant other, who was on a short-term, soft money position here and unlikely to be offered a faculty position. But he mentioned contributing factors as being a perceived lack of prospects for additional hires in his field and a feeling of dissatisfaction with his interactions here.

2. In your judgment, why did this person leave (e.g., not receive tenure, promotion, salary increase, personal, climate, etc.)? (cont.)

(Assoc.) To pursue other interests in web development.

(Assoc.) There are many reasons that precipitated her resignation; among them regional isolation and lack of available resources necessary for her scholarship ; and most importantly, the slow salary advances and the lack of substantial travel grants. (In addition, her fiancée lives in New York.)

(Asst.) He was trained at [school name], a teaching rather than a research institution. He seemed not to be able to reconcile the emphasis of this university's requirements on research, focus on emerging technologies, and on national leadership as requirement for tenure. He felt unusually pressured and unable to devote appropriate time to either the affairs of his family and the care for his young children and the research necessary for tenure.

(Assoc.) Salary.

(Asst.) He was not comfortable in the composition division here because of aesthetic differences and a different attitude toward technology-based music.

(Asst.) I believe he left because he realized that he had not accumulated enough professional credits to secure tenure.

(Asst.) He received a very large raise from Penn State and a generous start-up award. He also believed that he might have difficulty securing tenure at UIUC.

(Full) He was offered a significant pay raise and an advancement in title. He also preferred the administrative structure of his new school.

(Full) Belief that UIUC commitment to excellence in his field was too weak. Desire to live in a more favorable climate.

2. In your judgment, why did this person leave (e.g., not receive tenure, promotion, salary increase, personal, climate, etc.)? (cont.)

(Asst.) He left solely because he chose to come here to participate in the needed changes in our department to be brought about by hiring assistant professors upon faculty retirement. A letter from an Associate Dean [redacted] with incorrect facts and fake interpretations denied the department replacement. He then decided to look for a job elsewhere.

(Assoc.) Promotion, plus she felt it was more prestigious, and offered more opportunities for her husband in the DC area.

(Assoc.) Promotion, personal.

(Asst.) He was unable or unwilling to translate his intellectual talents into published scholarly materials. For this reason it is unlikely that he would have received tenure. He left before his case would have been decided.

(Asst.) He knew that he would not receive tenure.

(Asst.) His new wife (one of our Ph.D.s) was unable to obtain a position in or near Champaign-Urbana that she considered satisfactory.

(Assoc.) He left because Binghamton has one of the best programs in his sub-field, It gave him a chance to run a research institute as well.

(Asst.) The reasons were personal. After that, climate/culture of the area.

(Assoc.) Salary.

(Full) She received offer to direct a major unit concerned with technology; this was the next logical career step for her. There is no such unit here.

(Asst.) She was nearing the end of the probationary period, and we had signaled her that termination was likely.

(Asst.) Personal. Spouse received an offer to work in Washington D.C.

(Asst.) Personal reasons.

2. In your judgment, why did this person leave (e.g., not receive tenure, promotion, salary increase, personal, climate, etc.)? (cont.)

(Asst.) Personal.

(Asst.) Would not have received tenure and chose to resign prior to tenure review.

(Asst.) Personal.

(Assoc.) Professional advancement.

(Asst.) Her position at UIUC was temporary and, therefore, sought a permanent position elsewhere.

(Full) Wanted to return to California!! Bought a home there three years ago.

(Assoc.) Part of marriage – both wanted to return to California.

(Asst.) She wanted to be at an institution with a more vibrant biological sciences community.

(Asst.) He most likely realized that he would not make tenure and received an attractive industry offer.

APPENDIX B

PART B: OPINIONS ABOUT UIUC

Written Comments of Departing Faculty to the Question:

1. What did you like most about UIUC as a place to work?

I thought it was a great place to work – excellent library and research support, excellent support from department head, college, and colleagues. I was sad to leave but could not turn down opportunity offered.

Working with departmental colleagues on problems of interest to the state.

Strong university – "the real thing." Friendly, small-town feeling. Cohesive spirit within the College ;. Excellent physical plant/buildings.

Excellent university; superb library; good students.

Research environment – commitment to research; library facilities. Wonderful students! Thoroughly enjoyed teaching at UI.

My colleagues and the library facilities.

Wonderful colleagues and environment – very supportive of my work.

A great place where research is valued.

Freedom to work. One of the best research environments.

High quality research is defined as the major goal; high caliber colleagues in university.

Excellent students and faculty – good facilities in engineering.

1. **What did you like most about UIUC as a place to work? (cont.)**

Academic excellence. Emphasis on both research and teaching.

Great colleagues; great facilities.

my ' Department was a super place to work.

Considerable freedom in teaching and research path; ease of "commute."

The library and students.

Great junior faculty; proximity to pool; proximity to library; lovely housing in Urbana.

Some of the people in the Library and other teaching departments are just wonderful.

Written Comments of Departing Faculty to the Question:

2. What did you like least about UIUC as a place to work?

Basically its geographic location in the flat Midwest.

The department head. An individual who had no concept of the land grant university's role and who always provided for and promoted only those in his/her inner circle. Others had zero chance of advancement.

Disarray in my field – associated long-term impact on excellence; too few trees and benches on campus grounds; lack of outdoor/nature areas within 1-2 hours; half-hearted medical school.

Location in the corn/soybean fields; lack of true faculty governance, particularly at college and department level; stinking weather.

Negative, cold environment – not supportive to assistant professors – did not foster growth professionally. Failure of senior faculty to read work, develop collaborative projects.

The college and the department showed repeatedly their lack of interest and commitment to research and teaching in international issues and problems, and in interdisciplinary areas in general. The place was ethnocentric and narrowly functionally focused.

Weather.

Bureaucracy and featherism.

Geographic location; driven by size considerations (grants, number of students, etc.)

Lack of long-range plans and vision on the administration above department level. Problems with intellectual property management and policies that limit entrepreneur/activities.

Geographic location.

Administration.

2. **What did you like least about UIUC as a place to work? (cont.)**

Lack of support for my field They needed senior, experienced researchers

Short of the Thames Valley, east central Illinois has the worst climate, and most unrelentingly dull and impoverished landscape/environment I have ever endured.

Personalities in department; location; personal dissatisfactions with career.

The racism of the Department. Also, the department rewarded only a narrowly-defined research emphasis and devalued others, including mine. The department leadership sought to place white faculty in positions traditionally occupied by blacks without soliciting input from black colleagues.

Flat terrain; 140 miles from my husband; anti-intellectualism among students.

No opportunity for advancement. "Faculty status" a problem for librarians trying to get promoted. Was there five years and only two people (out of tenure track population) got tenure. I was 2Y when I left. "Visiting" three years beforehand.

APPENDIX C

PART C: CAMPUS CLIMATE

Written Comments of Departing Faculty to the Question:

1. On this survey "campus climate" refers to campus acceptance and support of faculty and staff of different race, gender, ethnicity, marital status, sexual orientation, age, or disability status. How would you rate the UIUC campus climate? (Place an X somewhere on the following continuum-scale to indicate your rating.)

Please explain your response to the above item.

I saw no evidence at any time to indicate non-acceptance or discrimination toward any individual or group.

I rarely saw evidence of any sort of discrimination. If anything, too much effort and support may be directed at a very small minority of both faculty and students at expense to the majority.

See below points 2 and 3 which show lack of interest and appreciation (at least in my department and college) for anything broader than a narrow functional perspective in a US context.

I was involved in [research area] and it was not as valued as research.

Some of the faculty in the Department appeared to have difficulty dealing with female colleagues.

I saw no major problem, although the numbers of women and minorities is quite small in engineering.

My wife was severely sexually harassed at the university and the university did nothing.

1. **On this survey "campus climate" refers to campus acceptance and support of faculty and staff of different race, gender, ethnicity, marital status, sexual orientation, age, or disability status. How would you rate the UIUC campus climate? (Place an X somewhere on the following continuum-scale to indicate your rating.)**

Please explain your response to the above item. (cont.)

Less diversity in the university population leads to greater homogeneity and less support.

UIUC is an institution that is polarized racially. Only a few minorities who agree with the administration are promoted, rewarded, and valued.

Clear hostility among some members of faculty against women and junior faculty. Bad-mouthing of gays too. At the same time, the dean, associate dean, and many others were supportive of women and homosexuals.

Within the unit some lack of toleration for acceptable differences.

Written Comments of Departing Faculty to the Question:

2. Describe any incidents of attitudinal or organizational bias which may have prevented you from advancing within your organization or reaching your full potential.

My department head appeared to relish the opportunity to denigrate faculty. He did not offer praise, but rather seems to thoroughly enjoy pointing out even the slightest shortcoming of any faculty member (except for his inner circle).

None

None

My degree is not in the area in which I worked. I do not feel that administrators (department and college) ever really trusted me.

I earned an honorary doctorate from an European university and my department head did not announce it to my colleagues, nor to the dean, nor to anyone else.

Limited opportunities for spousal employment is main reason for leaving.

None

The administration and faculty at UIUC need to formulate, clearly articulate, and consistently apply a policy for spousal hire or other spousal arrangements. In my experience with two departments lead by three different people any such policy, and what hires were told, was almost random. This generates bad feelings and hurts retention efforts.

I felt like an outsider in my department, where the majority of faculty had rather different research interests and academic goals.

None

2. Describe any incidents of attitudinal or organizational bias which may have prevented you from advancing within your organization or reaching your full potential. (cont.)

Our graduate(!) students were typically apathetic, lazy, and/or stupid. In 13 years at Illinois I will remember only 3 of my students.

Emphasis on one subarea of interest in the Department at the expense of theoretical work within the African American tradition. White faculty whose fields are far removed from African American studies exercised considerable voice in my field of expertise. I taught 90% of the students; they decided who was hired, etc.

My unit is a defensive organization within the university: Fishing for funds, credibility. A defensive organization can have a somewhat poisonous atmosphere as individuals within scrap with each other for limited resources and status.

Written Comments of Departing Faculty to the Question:

3. **Based on your experience, how effective are UIUC commitments:**

   a) **to achieve workplace diversity**
   b) **to create a family-friendly workplace**
   c) **to discourage sexual harassment**
   d) **to handle incidents of sexual harassment**
   e) **to accept and support employees based on their:**
      race
      gender
      sexual orientation
      ethnicity
      age
      disability status

(Boxes to check from Very Ineffective to Very Effective)

Please provide any specific examples that support your responses to the above questions.

Actually, I think that all of the above are okay but miss a more important problem. All are very PC. But what about faculty exploitation of students (especially grads) in terms of claiming student work as their own? I have seen far more egregious instances of that than discrimination, sexual harassment, etc.

These are not problematic issues in my mind.

Insensitivity to native American issues. My wife and I were horrified by the Board of Trustees support of the "Chief," a racist mascot. For me it was another proof of the Midwest ethnocentric nature of this university.

The administration's support for problems encountered by dual career couples, especially given the isolation of Champaign-Urbana, was a serious problem. In my time at UIUC I was aware of three couples experiencing difficulties (besides my own) to which the administration was distinctly unhelpful.

3. Based on your experience, how effective are UIUC commitments:

a) to achieve workplace diversity
b) to create a family-friendly workplace
c) to discourage sexual harassment
d) to handle incidents of sexual harassment
e) to accept and support employees based on their:
    race
    gender
    sexual orientation
    ethnicity
    age
    disability status

(Boxes to check from Very Ineffective to Very Effective)

Please provide any specific examples that support your responses to the above questions. (cont.)

Not sure – problem for me was mainly with inadequate efforts to help my husband find employment in C-U, but in the end, he probably would have wanted to leave central Illinois anyway.

Question 9.
We would like to compare the data you provide on the numbers (percentages) of women faculty and professional staff with appropriate benchmarks. Please provide the benchmark data that you believe is most relevant to your campus.

We interpreted this question as asking for the representation of women on the faculty and administration at our peer institutions. The discussion below is split into a discussion of faculty and of administrators.

Faculty

Choices made in assembling UIUC data

No national database exists with faculty numbers by gender, discipline, rank, and institution. Totals by gender, rank, and institution are available, but these ignore disciplinary differences in proportions of men and women. The University Office of Planning & Budgeting participates in an annual faculty data exchange with AAU institutions, but this exchange includes data by discipline, rank, and institution, not gender.

In the absence of any standard database with this information, the University Office of Planning & Budgeting agreed to do a special survey of selected other schools to obtain the standard AAU information by gender as well as discipline, rank, and institution. Ten peer institutions were selected by UIUC and UIC, and these ten institutions were asked for a special report. By our April 6 deadline, the following six schools had responded:

University of Michigan (Ann Arbor)
Indiana University (Bloomington)
University of Arizona (Phoenix)
University of Iowa (Iowa City)
University of Missouri (Columbia)
University of Wisconsin (Madison)

Several more responses may arrive later, but at least one school has declined to participate.

The data are organized by 6-digit CIP (Classification of Instructional Programs) code, a national system to facilitate comparisons of programs across campuses. We totaled the FTE of men and women at these peer institutions by rank and discipline and matched the totals to our departments.

It is important to note that these data do not include clinical, research, cooperative extension, or library faculty; the AAU standards ask for "instructional" faculty only. We do not know the extent to which other institutions exclude non-instructional faculty, so there may be departments where the comparisons to AAU peers are not appropriate. Our departmental numbers will include all tenure-system faculty. Nevertheless, this is the best benchmark for each department available.

We have not attempted to aggregate the data by college to provide a college-level total comparable to each of our colleges. We would need to combine disciplines from the other schools, weighting them by our own department sizes, in order to create college-level aggregations that would be comparable to our own colleges.

Presentation of data and analysis
Attachment 9a shows benchmarks for the number of women faculty by department, where available. Where there is no peer information shown, the number and percent of women faculty at that rank in that discipline is zero.

As can be seen from the graphs by department, some departments exceed the benchmark for percent of women at all ranks, and others fall below the benchmark at one or more ranks. Again, this is a simplistic comparison that may ignore several factors such as the average age of the faculty at each peer institution or the sub-disciplinary composition of a department. These figures will be shared with the deans for further comment and action.

Senior and Campus Administrators

Choices made in assembling UIUC data
Many of our administrators are recruited from our own faculty ranks. Therefore, our first benchmark when looking at our administrators is our own full professors. The proportion of women among our full professors is 12.7%.

Looking outside of the institution, there is only one external data source with numbers of men and women in key administrative positions. Annually, CUPA (the Colleges and Universities Personnel Association) surveys institutions nationwide to determine the compensation paid to senior and campus-level administrators. Their report includes the numbers of men and women by administrative title, and subtotals for doctoral institutions are available. By matching the CUPA standard administrative titles to our own titles (i.e. CUPA's Chief Academic Officer is our Provost and Vice Chancellor for Academic Affairs), we can develop benchmarks for many of our top administrative titles. In all cases, we used the doctoral institutions as our peer group. While this group is not as selective as the AAU institutions, we do not have the data for AAU institutions alone.

The CUPA study lists standard titles and defines the responsibilities covered by each title. We have attempted to match the CUPA titles with our own titles to find appropriate matches.

Unfortunately, the CUPA study does not included department heads in its analysis; no peer benchmark is available for the numbers of women department heads in each discipline.

Presentation of data and analysis

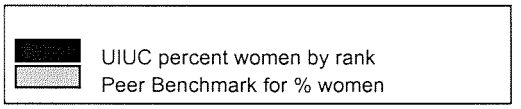
Attachment 9b shows the proportion of women among our academic line administrators with the representation among our full professors. Thirteen percent of department heads, for example, are women, a number that matches exactly the 13% of full professors who are women. At all the other administrative ranks, women are present in greater proportion than they are in the faculty.

Attachment 9c, 9d, and 9f show the nationwide distribution by gender of the positions parallel to our top administrators, deans, and directors of campus-wide units. Each position filled by a woman at UIUC is marked with an asterisk.

Each of these positions is unique, with only one incumbent at the Urbana campus, so the benchmark comparisons are challenging to interpret. For example, 15 of 160 (9.3%) deans of business are female nationwide. Our dean of Commerce and Business Administration is male. Is this reasonable or not? We can see from the graphs that nationally, most top administrative positions are filled by men (the only exceptions are the dean of Social Work, the director international student affairs, and the assistant chancellor for EEO).

Figure 9e shows one set of positions where our campus does have multiple incumbents: assistant and associate chancellors, associate vice chancellors for student affairs, and assistant/associate provost and vice chancellors for academic affairs. The national benchmark for percent of women in these positions is show, along with the UIUC percent women. We seem to be near or exceed the benchmark in all positions except Student Affairs. However, when we look at the associate vice chancellors in Student Affairs, we see that every one of them has been in place for many years, and in most cases, decades. When these men were hired, few women were applying for such jobs; we expect that these numbers will change as retirements begin in this group.

9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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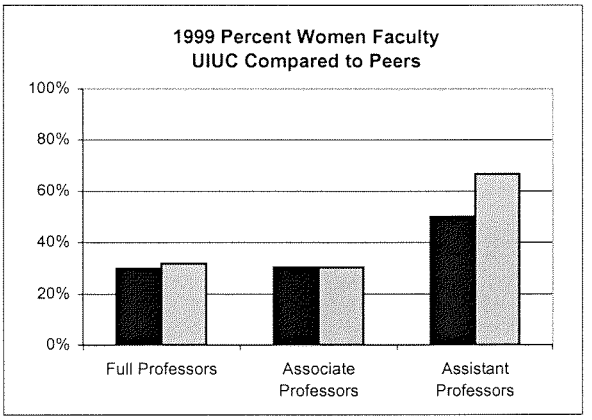
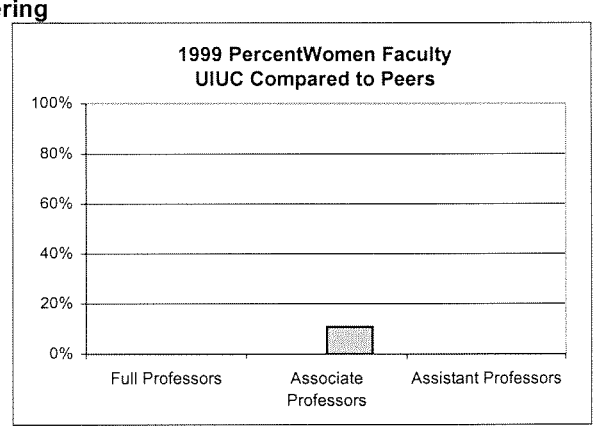
Agr, Consumer, & Env Sciences: Agr & Consumer Econo

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	5.00	11.75	30%	31.7%
Associate Professc	5.00	11.51	30%	30.3%
Assistant Professo	3.00	3.00	50%	66.7%
All ranks	13.00	26.26	33%	



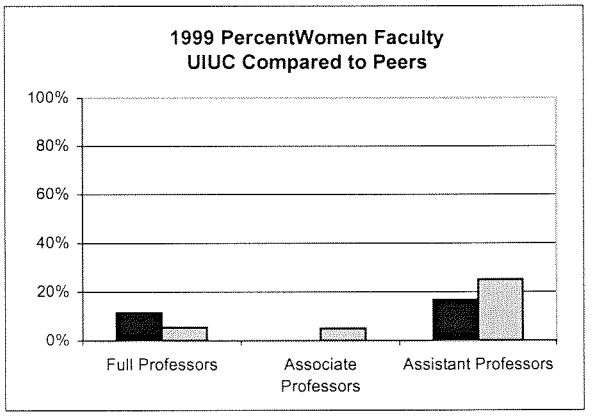
Agr, Consumer, & Env Sciences: Agricultural Engineering

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	9.00	0%	0.0%
Associate Professc	0.00	1.00	0%	10.8%
Assistant Professo	0.00	4.00	0%	0.0%
All ranks	0.00	14.00	0%	

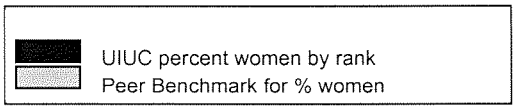


Agr, Consumer, & Env Sciences: Crop Sciences

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	15.50	11%	5.5%
Associate Professc	0.00	10.00	0%	5.0%
Assistant Professo	1.00	5.00	17%	25.0%
All ranks	3.00	30.50	9%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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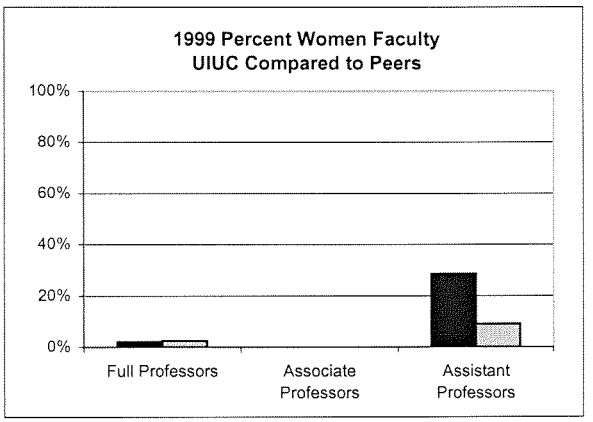
Agr, Consumer, & Env Sciences: Animal Sciences

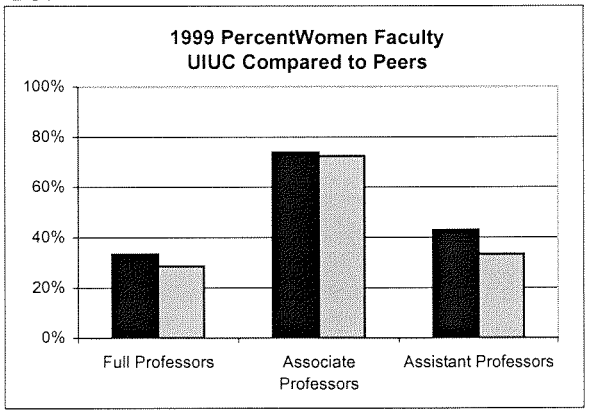
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.50	22.75	2%	2.5%
Associate Professo	0.00	7.00	0%	0.0%
Assistant Professo	2.00	5.00	29%	9.1%
All ranks	2.50	34.75	7%	



Agr, Consumer, & Env Sciences: Human & Community Dev

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	4.00	33%	28.6%
Associate Professo	5.65	2.00	74%	72.4%
Assistant Professo	3.00	4.00	43%	33.3%
All ranks	10.65	10.00	52%	

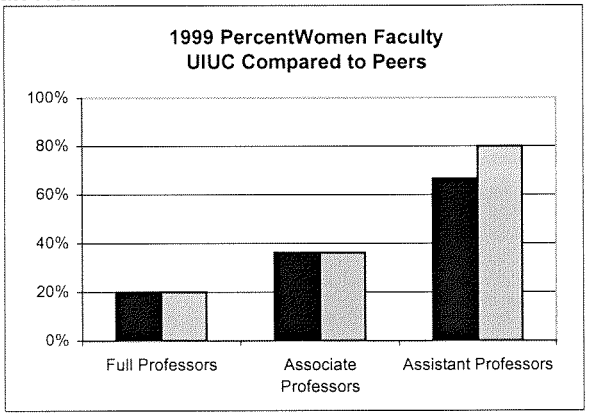
Other units included:



Agr, Consumer, & Env Sciences: Food Science & Human Nutr

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	8.00	20%	20.0%
Associate Professo	3.39	6.00	36%	36.1%
Assistant Professo	4.00	2.00	67%	80.0%
All ranks	9.39	16.00	37%	

Other units included:



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools

UIUC percent women by rank
Peer Benchmark for % women

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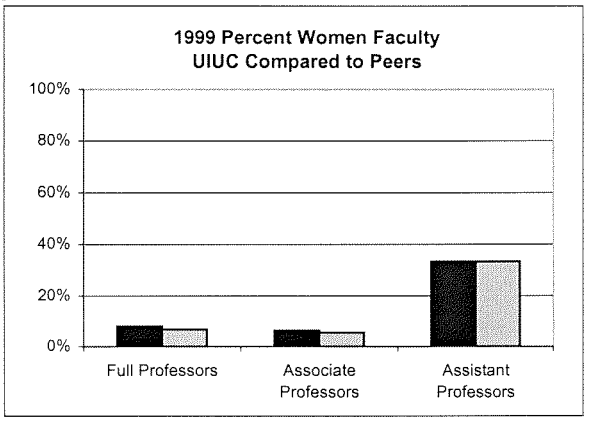
Agr, Consumer, & Env Sciences: Natural Res & Env Sci

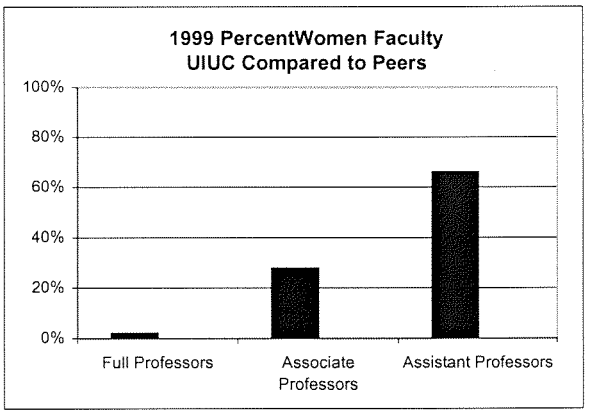
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	22.50	8%	6.9%
Associate Professc	1.00	14.50	6%	5.6%
Assistant Professo	4.00	8.00	33%	33.3%
All ranks	7.00	45.00	13%	



Agr, Consumer, & Env Sciences: Aces Misc

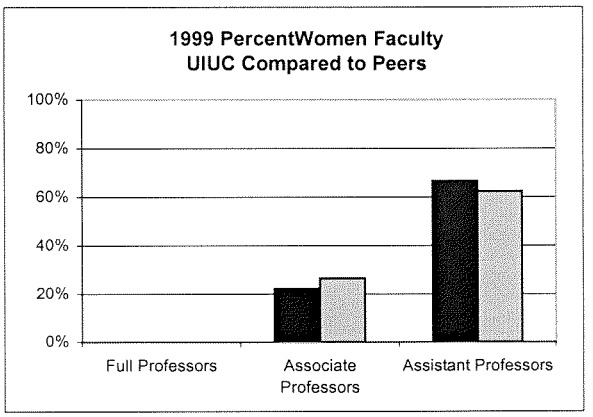
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.05	2.63	2%	0.0%
Associate Professc	1.00	2.60	28%	0.0%
Assistant Professo	1.20	0.62	66%	0.0%
All ranks	2.25	5.85	28%	

Other units included:
ACES Info Tech & Cmc Svcs
Vet Prg In Agr

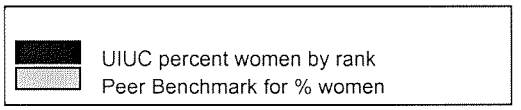


Commerce & Business Administration: Accountancy

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	7.90	0%	0.0%
Associate Professc	2.00	7.00	22%	26.4%
Assistant Professo	2.00	1.00	67%	62.5%
All ranks	4.00	15.90	20%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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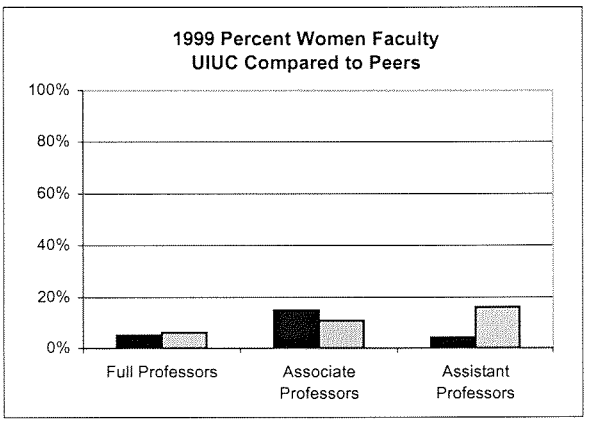
Commerce & Business Administration: Economics

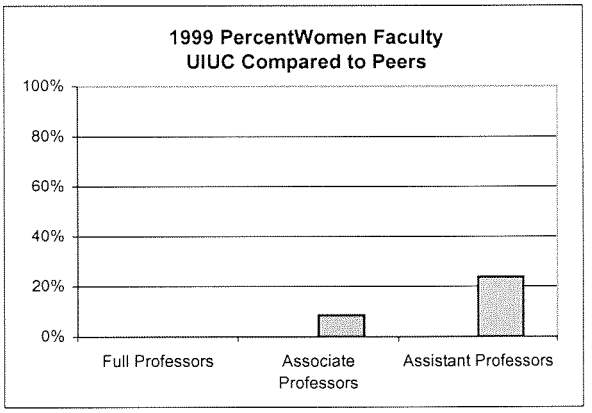
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	18.55	5%	6.3%
Associate Professc	1.00	5.75	15%	10.9%
Assistant Professo	0.25	5.75	4%	16.0%
All ranks	2.25	30.05	7%	

Other units included:
BEBR



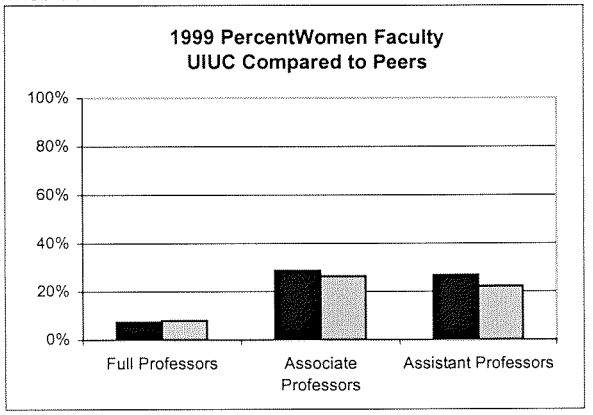
Commerce & Business Administration: Finance

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	11.50	0%	0.0%
Associate Professc	0.00	4.00	0%	8.5%
Assistant Professo	0.00	0.00	0%	23.8%
All ranks	0.00	15.50	0%	

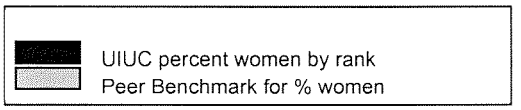


Commerce & Business Administration: Business Administration

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	12.63	7%	7.9%
Associate Professc	2.00	5.00	29%	26.4%
Assistant Professo	4.75	13.00	27%	22.1%
All ranks	7.75	30.63	20%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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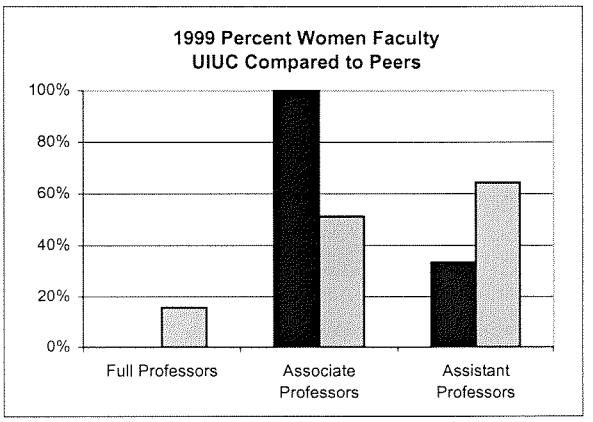
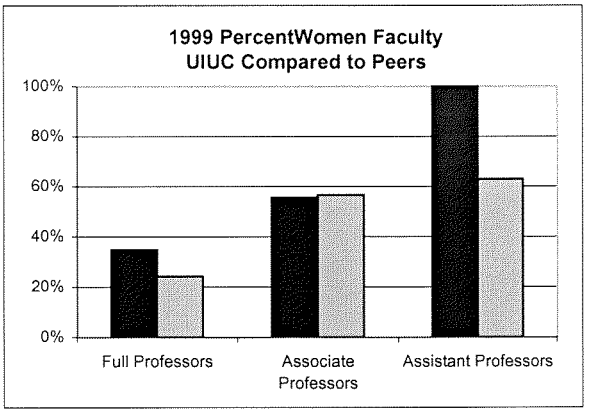
Education: Ed Organization And Leadership

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	1.87	0%	15.8%
Associate Professc	1.75	0.00	100%	51.2%
Assistant Professo	1.00	2.00	33%	64.3%
All ranks	2.75	3.87	42%	



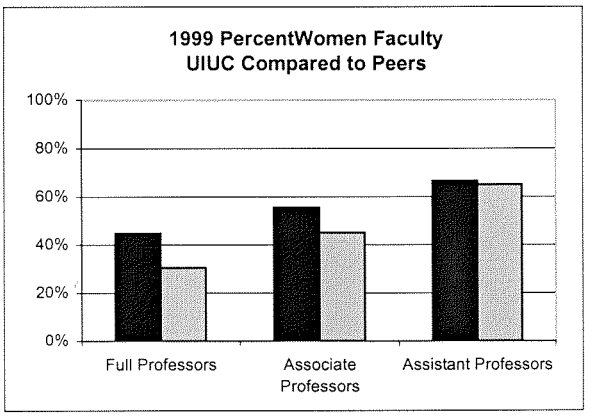
Education: Educational Psychology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	4.00	7.50	35%	24.1%
Associate Professc	2.50	2.00	56%	56.5%
Assistant Professo	5.75	0.00	100%	62.8%
All ranks	12.25	9.50	56%	

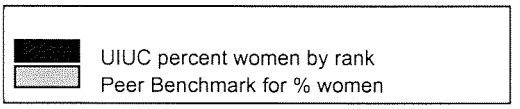


Education: Curriculum And Instruction

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	3.25	4.00	45%	30.4%
Associate Professc	5.00	4.00	56%	45.0%
Assistant Professo	4.00	2.00	67%	65.0%
All ranks	12.25	10.00	55%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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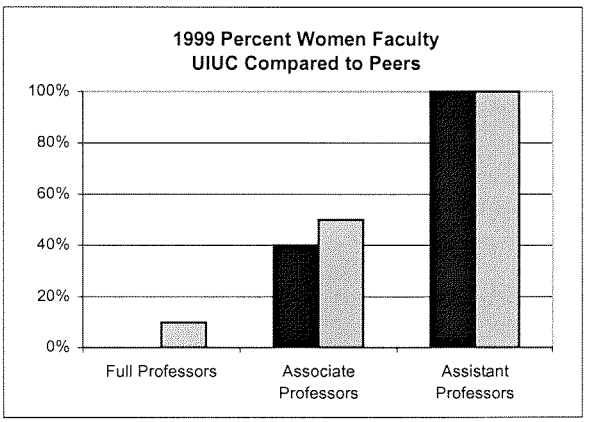
Education: Educational Policy Studies

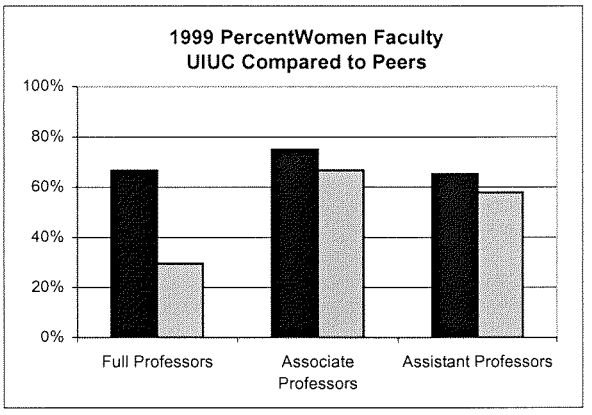
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	4.00	0%	10.0%
Associate Professc	2.00	3.00	40%	50.0%
Assistant Professo	3.00	0.00	100%	100.0%
All ranks	5.00	7.00	42%	

Other units included:
BEBR



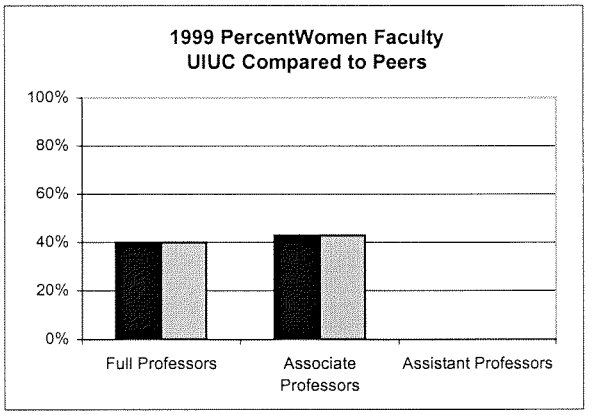
Education: Special Education

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.50	1.25	67%	29.5%
Associate Professc	3.00	1.00	75%	66.7%
Assistant Professo	1.25	0.67	65%	57.9%
All ranks	6.75	2.92	70%	

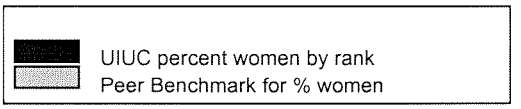


Education: Human Resource Education

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	1.50	40%	40.0%
Associate Professc	0.75	1.00	43%	42.9%
Assistant Professo	0.00	4.00	0%	0.0%
All ranks	1.75	6.50	21%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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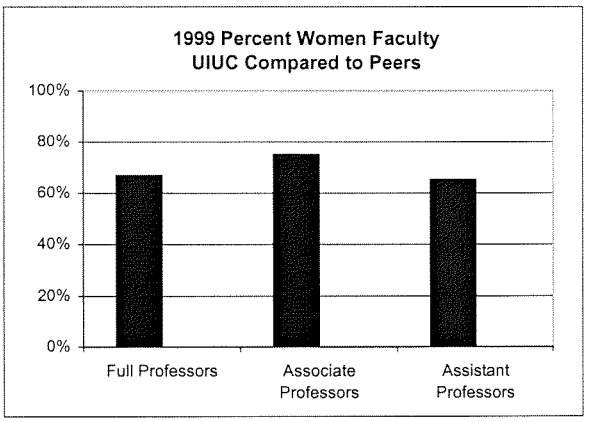
Education: Education Misc

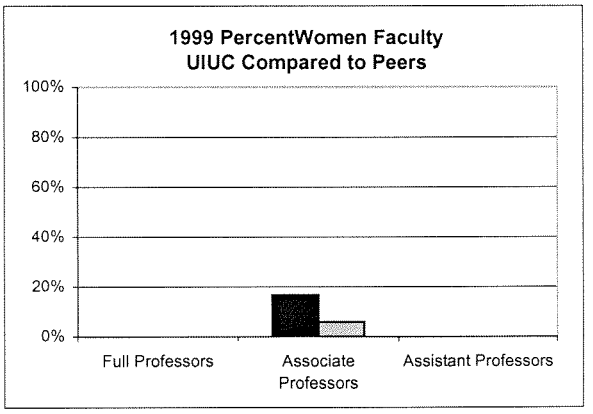
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.50	1.25	67%	0.0%
Associate Professc	3.00	1.00	75%	0.0%
Assistant Professo	1.25	0.67	65%	0.0%
All ranks	6.75	2.92	70%	

Other units included:
BEBR



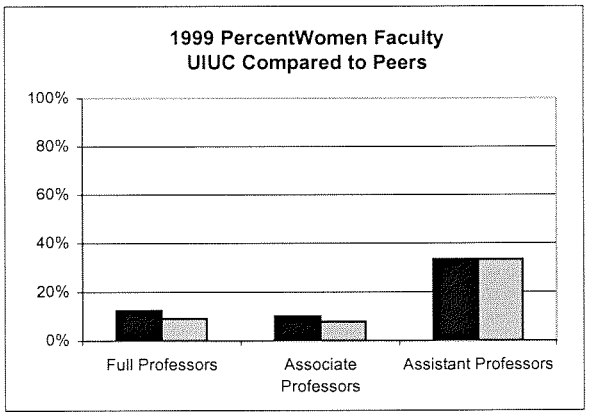
Engineering: Aeronaut & Astro Engineering

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	10.00	0%	0.0%
Associate Professc	1.00	5.00	17%	5.9%
Assistant Professo	0.00	1.00	0%	0.0%
All ranks	1.00	16.00	6%	

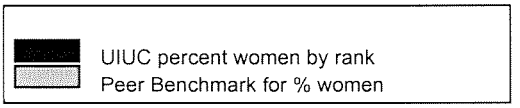


Engineering: Computer Science

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	14.17	12%	9.2%
Associate Professc	1.00	9.00	10%	7.8%
Assistant Professo	2.00	4.00	33%	33.3%
All ranks	5.00	27.17	16%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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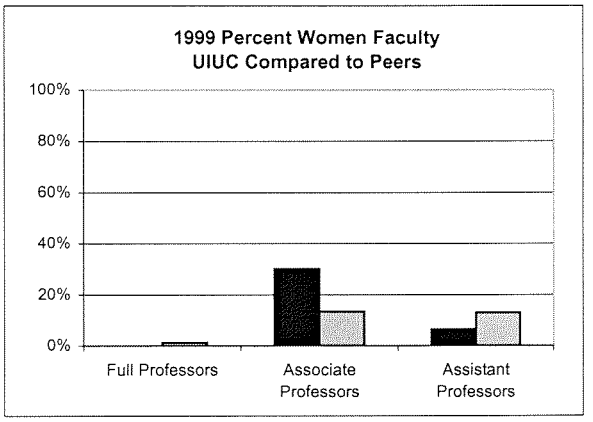
Engineering: Civil & Environmental Engr

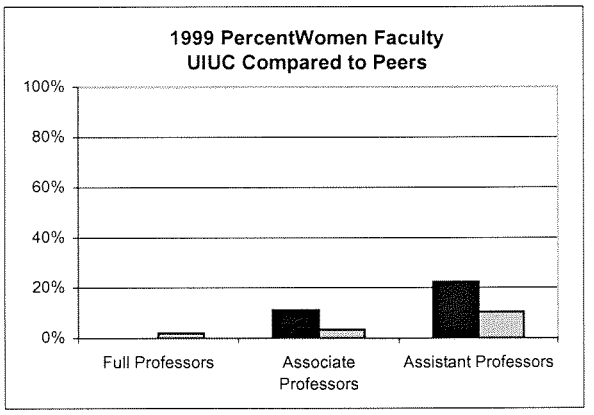
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	23.10	0%	1.3%
Associate Professc	3.00	7.00	30%	13.4%
Assistant Professo	1.00	14.00	7%	13.1%
All ranks	4.00	44.10	8%	

Other units included:
BEBR



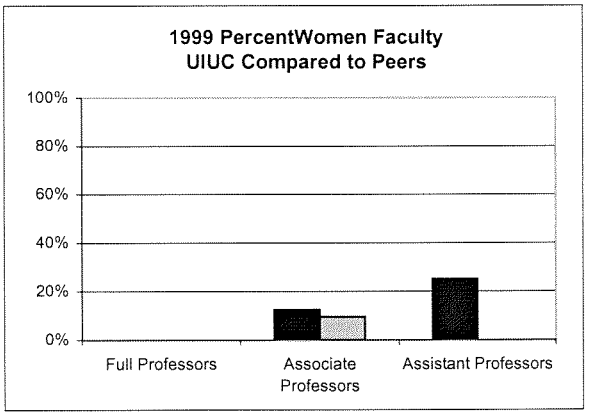
Engineering: Electrical & Computer Engr

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	43.11	0%	2.0%
Associate Professc	1.78	14.16	11%	3.3%
Assistant Professo	3.00	10.50	22%	10.3%
All ranks	4.78	67.77	7%	



Engineering: General Engineering

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	8.00	0%	0.0%
Associate Professc	1.00	7.00	13%	9.5%
Assistant Professo	1.00	3.00	25%	0.0%
All ranks	2.00	18.00	10%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools

UIUC percent women by rank
Peer Benchmark for % women

Division of Management Information PN98067

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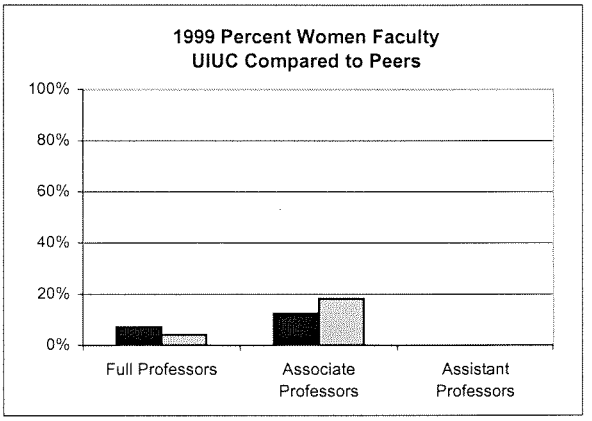
Engineering: Materials Science & Engr

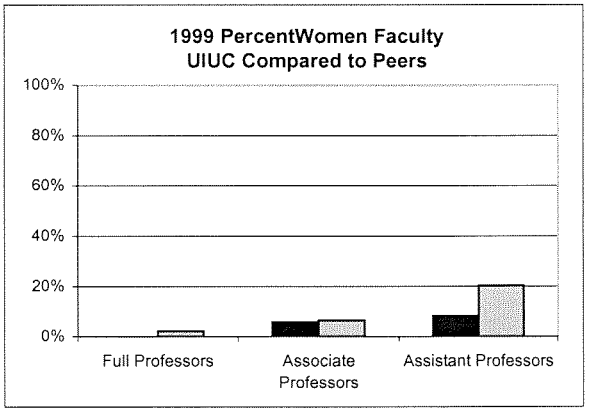
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	12.80	7%	4.1%
Associate Professc	1.00	7.00	13%	18.2%
Assistant Professo	0.00	4.00	0%	0.0%
All ranks	2.00	23.80	8%	

Other units included:
Materials Research Lab



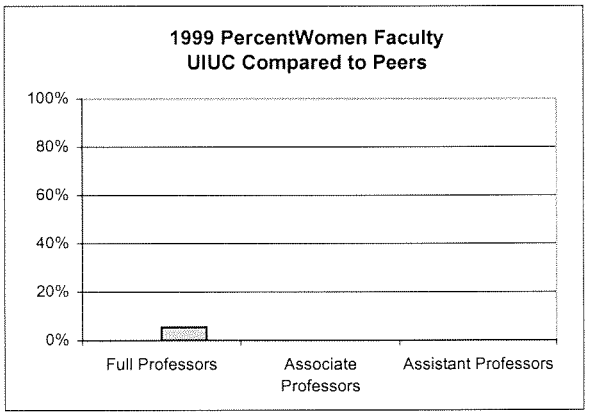
Engineering: Mechanical & Industrial Eng

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	18.00	0%	2.2%
Associate Professc	0.75	12.27	6%	6.3%
Assistant Professo	1.00	11.33	8%	20.3%
All ranks	1.75	41.60	4%	



Engineering: Nuclear Engineering

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	5.50	0%	5.5%
Associate Professc	0.00	1.00	0%	0.0%
Assistant Professo	0.00	2.60	0%	0.0%
All ranks	0.00	9.10	0%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools

UIUC percent women by rank
Peer Benchmark for % women

Division of Management Information PN98067

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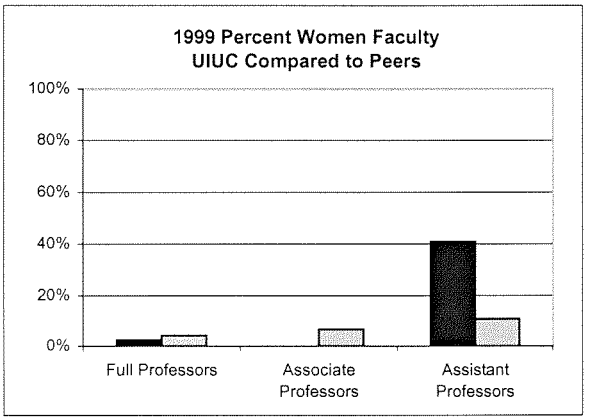
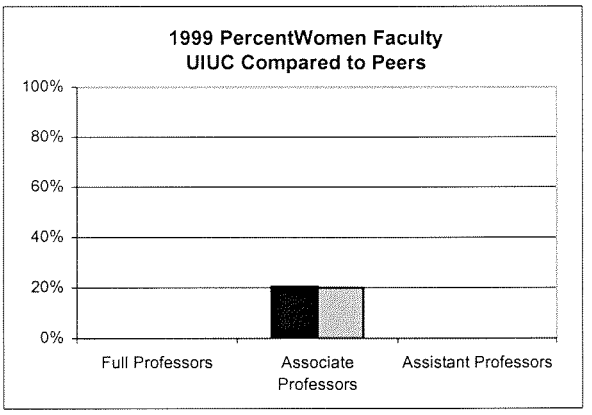
Engineering: Physics

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	42.19	2%	4.2%
Associate Professc	0.00	6.00	0%	6.8%
Assistant Professo	3.00	4.34	41%	10.8%
All ranks	4.00	52.53	7%	



Engineering: Theoretical & Applied Mechanics

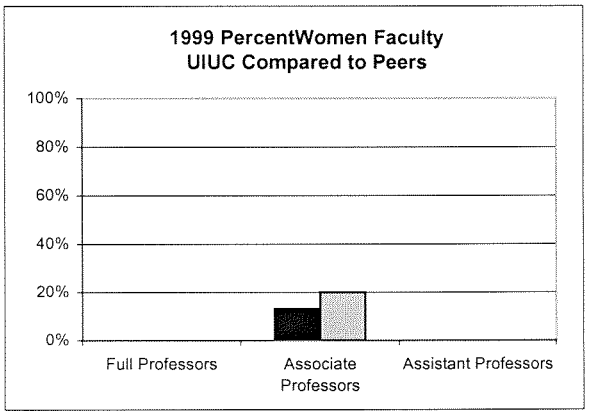
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	8.66	0%	0.0%
Associate Professc	1.00	3.86	21%	20.0%
Assistant Professo	0.00	1.72	0%	0.0%
All ranks	1.00	14.24	7%	



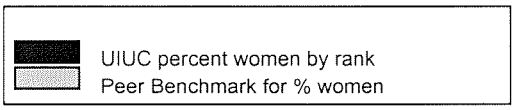
Engineering: Engineering Misc

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	1.58	0%	0.0%
Associate Professc	0.05	0.33	13%	20.0%
Assistant Professo	0.00	0.00	0%	0.0%
All ranks	0.05	1.91	3%	

Other units included:
Computational Sci & Engr
Microelectronics Lab
Coordinated Sci Lab



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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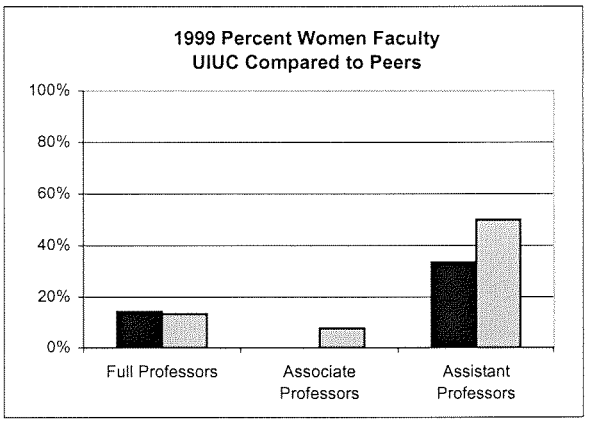
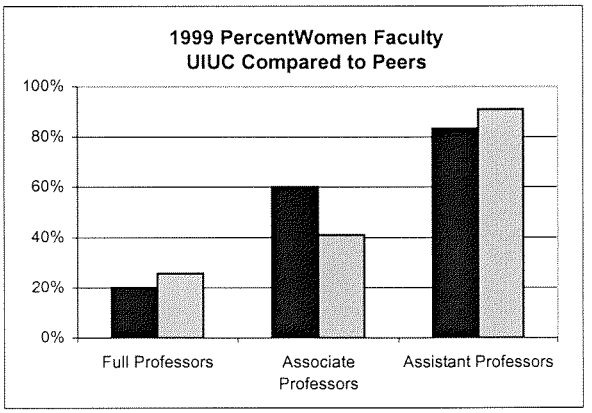
Fine & Applied Arts: Architecture

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	12.00	14%	13.3%
Associate Professc	0.00	12.00	0%	7.7%
Assistant Professo	2.00	4.00	33%	50.0%
All ranks	4.00	28.00	13%	



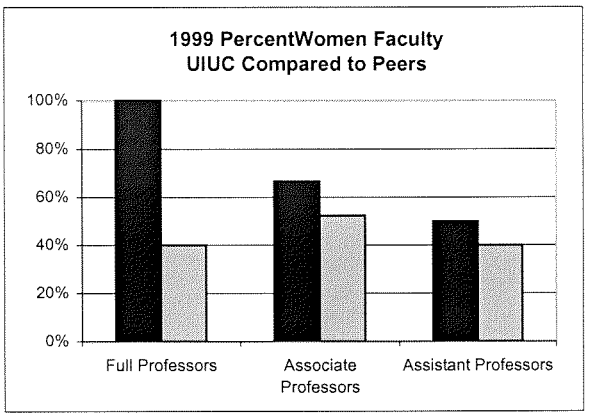
Fine & Applied Arts: Art & Design

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	4.00	16.00	20%	25.8%
Associate Professc	10.50	7.00	60%	41.0%
Assistant Professo	5.00	1.00	83%	90.9%
All ranks	19.50	24.00	45%	

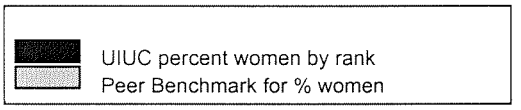


Fine & Applied Arts: Dance

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	0.00	100%	40.0%
Associate Professc	2.00	1.00	67%	52.4%
Assistant Professo	1.00	1.00	50%	40.0%
All ranks	4.00	2.00	67%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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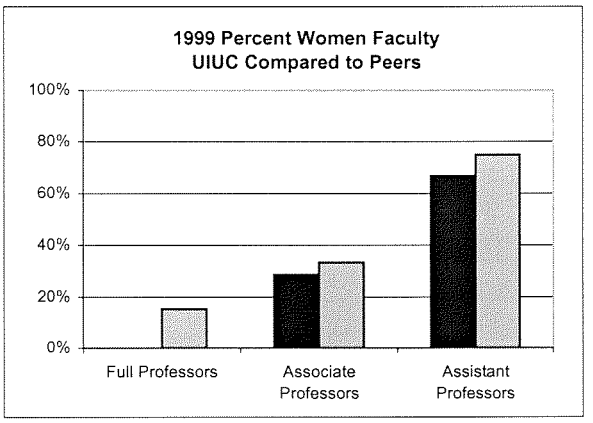
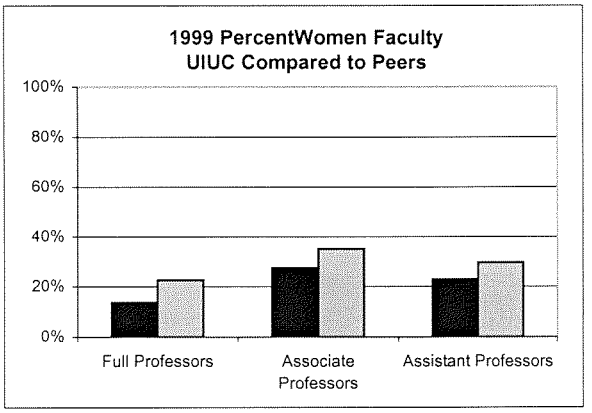
Fine & Applied Arts: Landscape Architecture

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	2.00	0%	15.4%
Associate Professc	1.00	2.50	29%	33.3%
Assistant Professo	2.00	1.00	67%	75.0%
All ranks	3.00	5.50	35%	



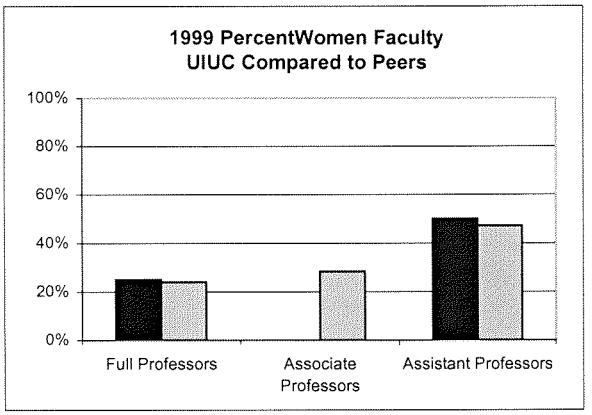
Fine & Applied Arts: Music

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	3.00	18.98	14%	22.6%
Associate Professc	6.00	16.00	27%	35.1%
Assistant Professo	4.00	13.51	23%	29.6%
All ranks	13.00	48.49	21%	

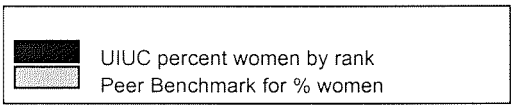


Fine & Applied Arts: Theatre

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	3.00	25%	23.9%
Associate Professc	0.00	4.00	0%	28.3%
Assistant Professo	1.00	1.00	50%	47.1%
All ranks	2.00	8.00	20%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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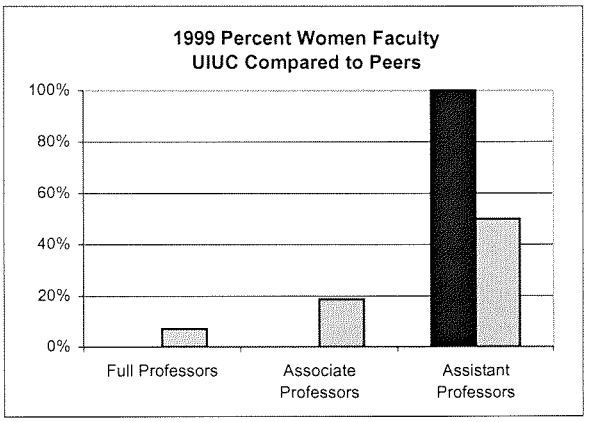
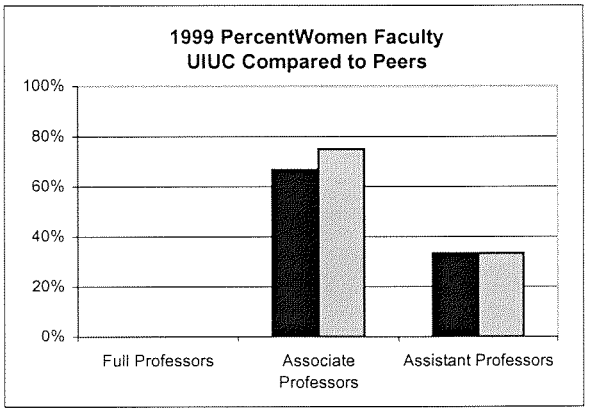
Fine & Applied Arts: Urban & Regional Planning

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	5.75	0%	7.2%
Associate Professc	0.00	4.75	0%	18.8%
Assistant Professo	3.00	0.00	100%	50.0%
All ranks	3.00	10.50	22%	



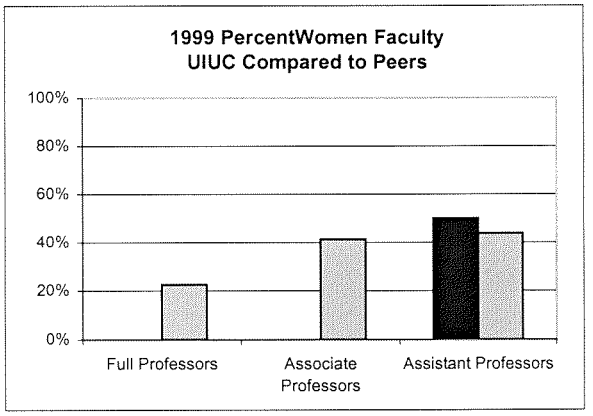
Communications: Advertising

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	1.00	0%	0.0%
Associate Professc	2.00	1.00	67%	75.0%
Assistant Professo	1.00	2.00	33%	33.3%
All ranks	3.00	4.00	43%	



Communications: Journalism

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	4.75	0%	22.5%
Associate Professc	0.00	3.00	0%	41.3%
Assistant Professo	2.00	2.00	50%	43.8%
All ranks	2.00	9.75	17%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools

Division of Management Information PN98067

UIUC percent women by rank
Peer Benchmark for % women

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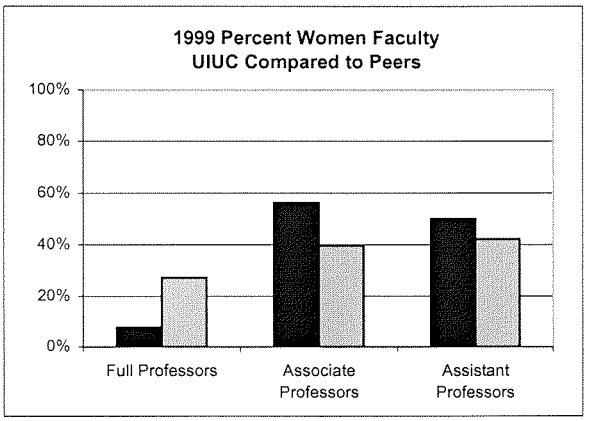
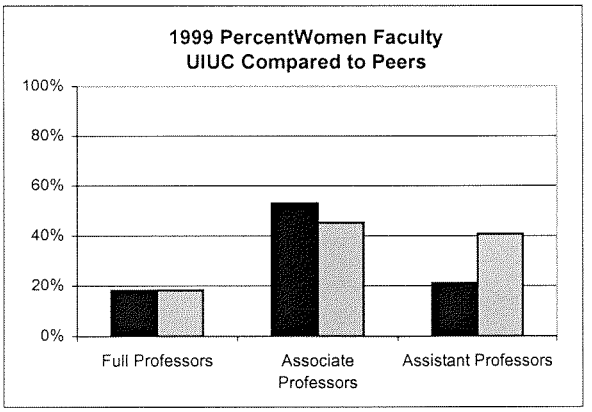
Communications: Inst Of Communications Research

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.42	5.05	8%	27.2%
Associate Professc	2.25	1.75	56%	39.7%
Assistant Professo	1.00	1.00	50%	42.1%
All ranks	3.67	7.80	32%	



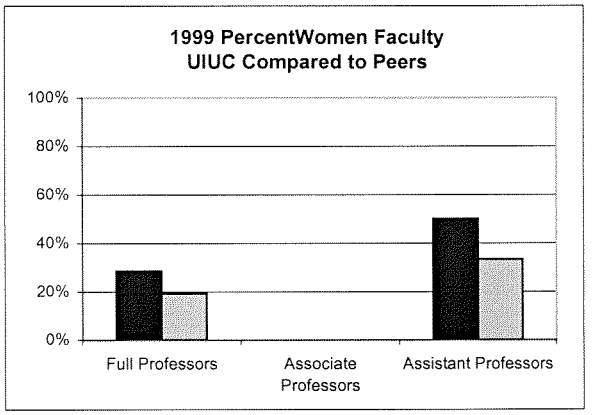
College of Law:

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	4.00	18.00	18%	18.1%
Associate Professc	2.25	2.00	53%	45.2%
Assistant Professo	1.00	3.75	21%	40.7%
All ranks	7.25	23.75	23%	

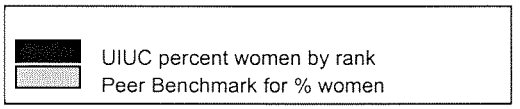


Liberal Arts & Sciences: Cell & Structural Biology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.20	3.00	29%	19.4%
Associate Professc	0.00	3.33	0%	0.0%
Assistant Professo	1.00	1.00	50%	33.3%
All ranks	2.20	7.33	23%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



Division of Management Information PN98067

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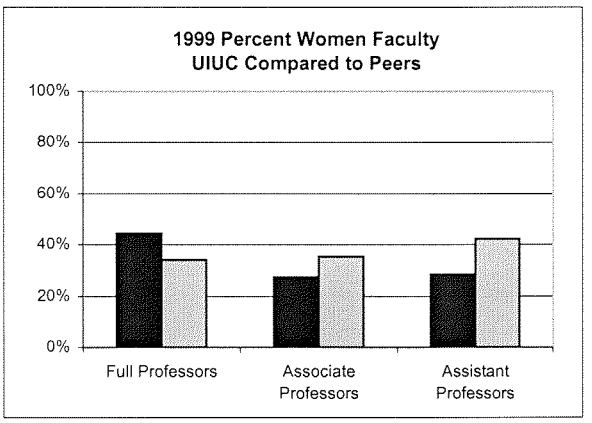
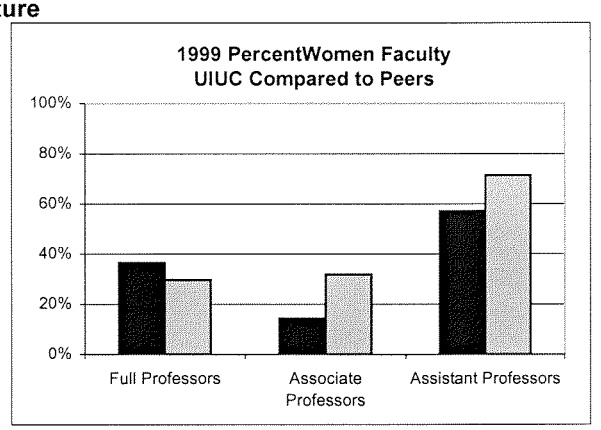
Liberal Arts & Sciences: Anthropology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	4.00	5.00	44%	34.0%
Associate Professc	1.50	4.00	27%	35.2%
Assistant Professo	2.00	5.06	28%	42.3%
All ranks	7.50	14.06	35%	



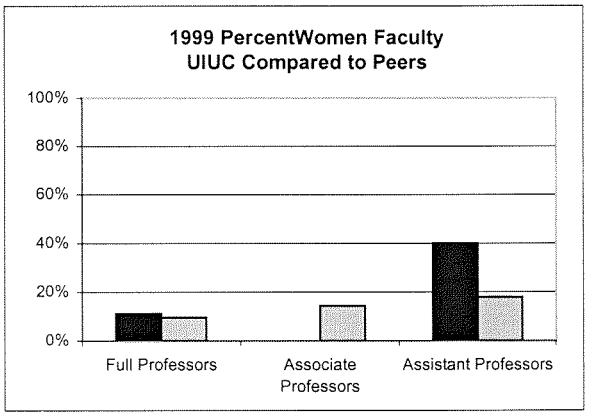
Liberal Arts & Sciences: E. Asian Languages & Literature

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	1.75	36%	29.6%
Associate Professc	0.50	3.00	14%	31.8%
Assistant Professo	2.00	1.50	57%	71.4%
All ranks	3.50	6.25	36%	



Liberal Arts & Sciences: Astronomy

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	8.00	11%	9.5%
Associate Professc	0.00	1.00	0%	14.3%
Assistant Professo	1.00	1.50	40%	17.9%
All ranks	2.00	10.50	16%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools

UIUC percent women by rank
Peer Benchmark for % women

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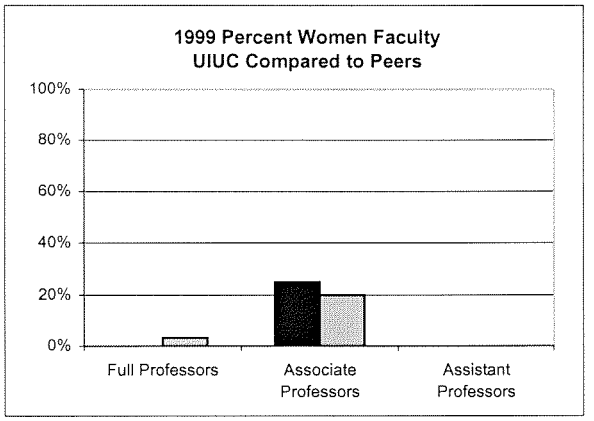
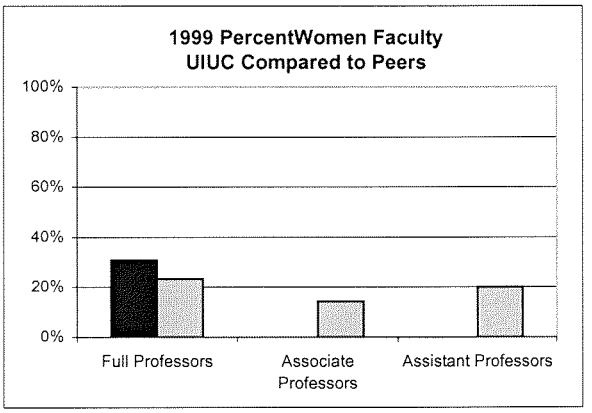
Liberal Arts & Sciences: Atmospheric Sciences

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	5.25	0%	3.3%
Associate Professc	1.00	3.00	25%	19.9%
Assistant Professo	0.00	2.00	0%	0.0%
All ranks	1.00	10.25	9%	



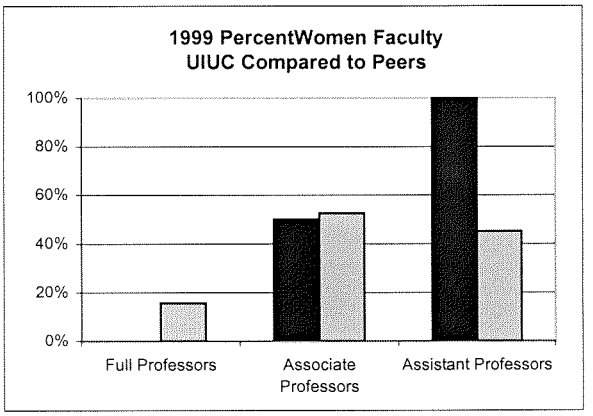
Liberal Arts & Sciences: Plant Biology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	4.50	31%	23.4%
Associate Professc	0.00	4.00	0%	14.3%
Assistant Professo	0.00	1.00	0%	20.0%
All ranks	2.00	9.50	17%	

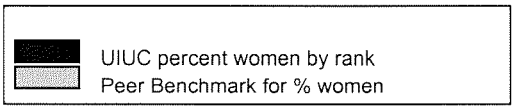


Liberal Arts & Sciences: Classics

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	5.00	0%	15.7%
Associate Professc	1.00	1.00	50%	52.6%
Assistant Professo	1.00	0.00	100%	45.2%
All ranks	2.00	6.00	25%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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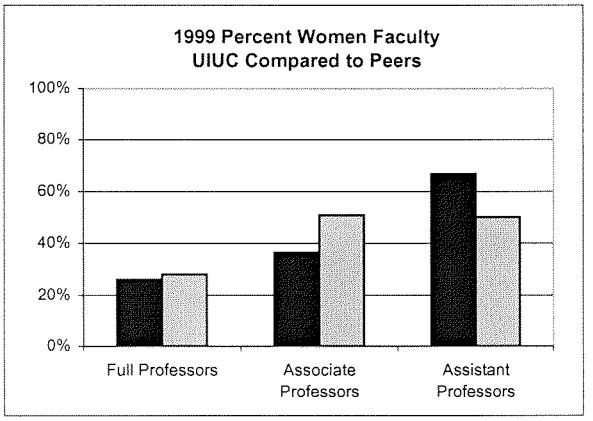
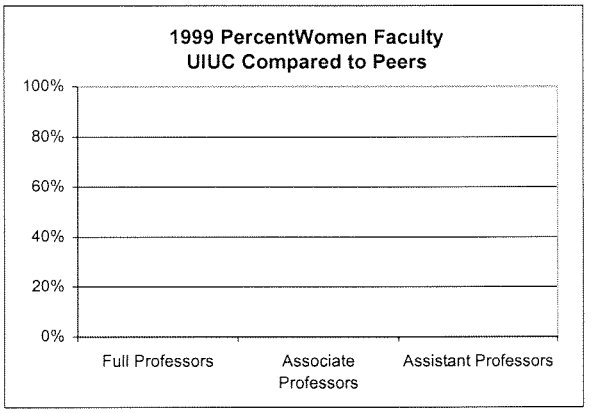
Liberal Arts & Sciences: English

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	7.99	22.77	26%	28.0%
Associate Professc	4.00	7.00	36%	50.9%
Assistant Professo	7.00	3.50	67%	50.2%
All ranks	18.99	33.27	36%	



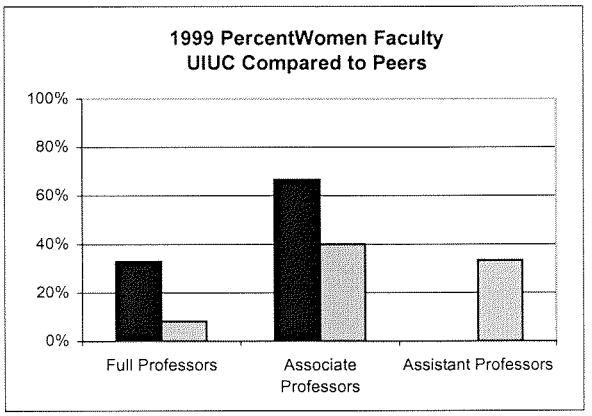
Liberal Arts & Sciences: Ecology Ethology & Evolution

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	5.00	0%	0.0%
Associate Professc	0.00	3.00	0%	0.0%
Assistant Professo	0.00	1.00	0%	0.0%
All ranks	0.00	9.00	0%	

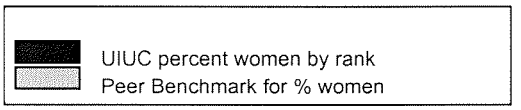


Liberal Arts & Sciences: Entomology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.98	2.00	33%	8.3%
Associate Professc	2.00	1.00	67%	40.0%
Assistant Professo	0.00	1.00	0%	33.3%
All ranks	2.98	4.00	43%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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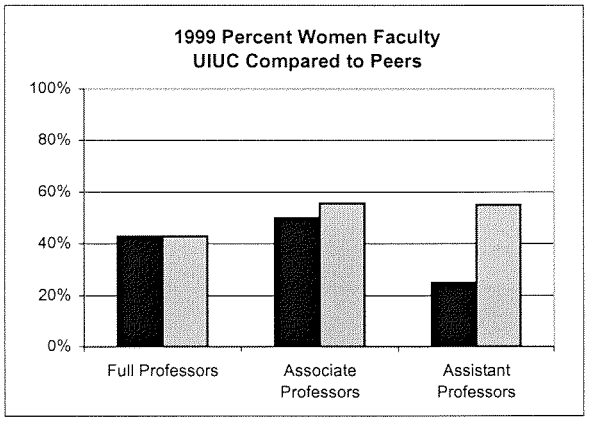
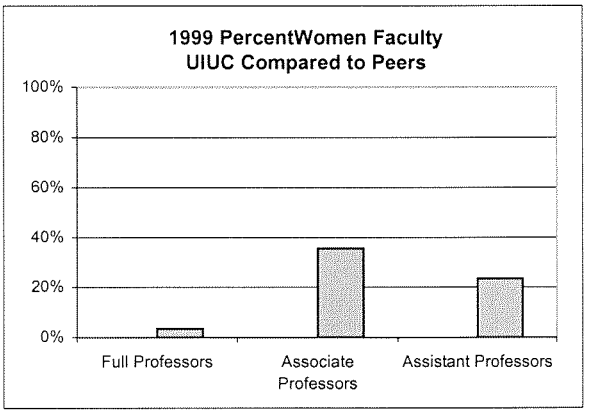
Liberal Arts & Sciences: French

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	3.00	4.00	43%	42.9%
Associate Professc	1.00	1.00	50%	55.6%
Assistant Professo	1.00	3.00	25%	55.0%
All ranks	5.00	8.00	38%	



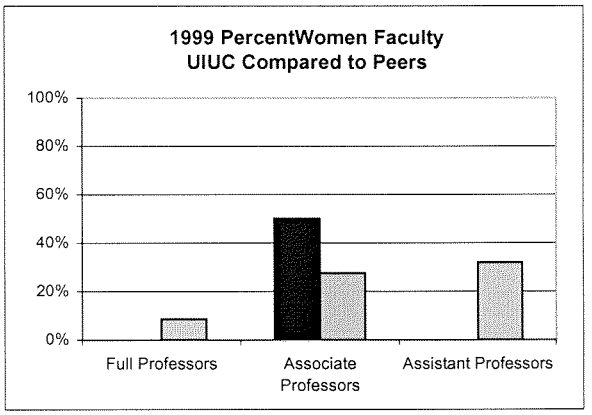
Liberal Arts & Sciences: Geography

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	4.00	0%	3.5%
Associate Professc	0.00	6.00	0%	35.4%
Assistant Professo	0.00	2.00	0%	23.5%
All ranks	0.00	12.00	0%	



Liberal Arts & Sciences: Geology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	8.50	0%	8.6%
Associate Professc	1.00	1.00	50%	27.5%
Assistant Professo	0.00	4.00	0%	31.8%
All ranks	1.00	13.50	7%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools

Division of Management Information PN98067

UIUC percent women by rank
Peer Benchmark for % women

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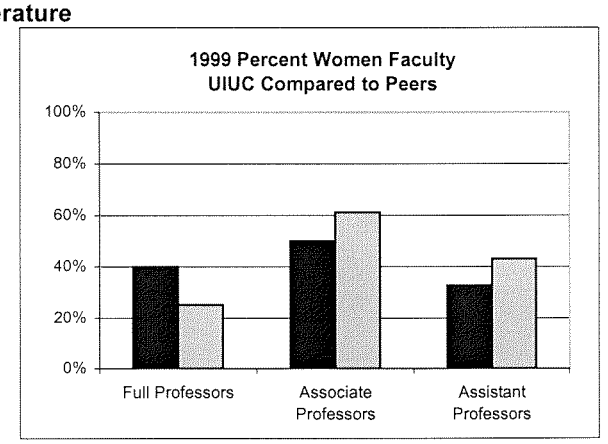
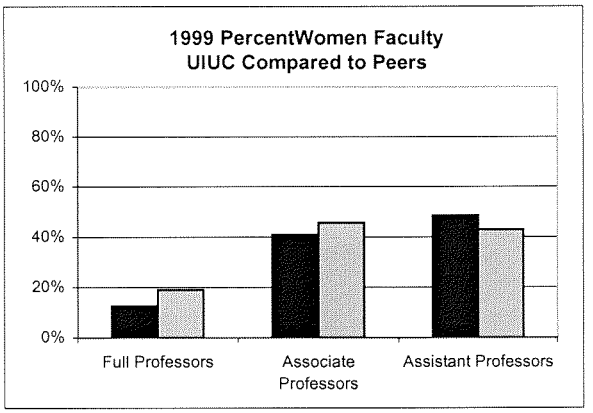
Liberal Arts & Sciences: Germanic Languages & Literature

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	3.00	40%	25.2%
Associate Professc	1.00	1.00	50%	61.3%
Assistant Professo	1.00	2.06	33%	43.2%
All ranks	4.00	6.06	40%	



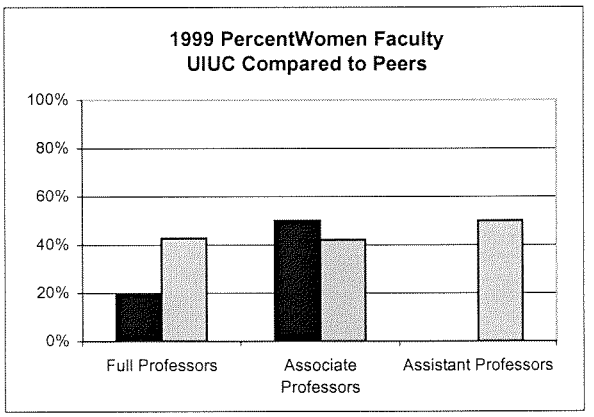
Liberal Arts & Sciences: History

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	14.00	13%	19.0%
Associate Professc	7.25	10.50	41%	45.7%
Assistant Professo	2.00	2.12	49%	42.9%
All ranks	11.25	26.62	30%	

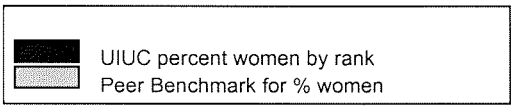


Liberal Arts & Sciences: Linguistics

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.25	5.25	19%	42.7%
Associate Professc	2.00	2.00	50%	42.0%
Assistant Professo	0.00	2.00	0%	50.0%
All ranks	3.25	9.25	26%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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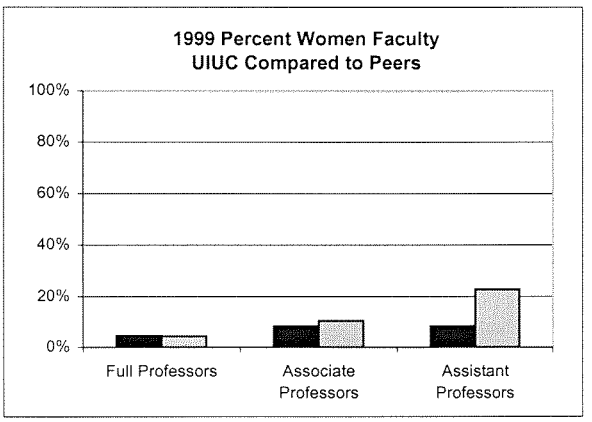
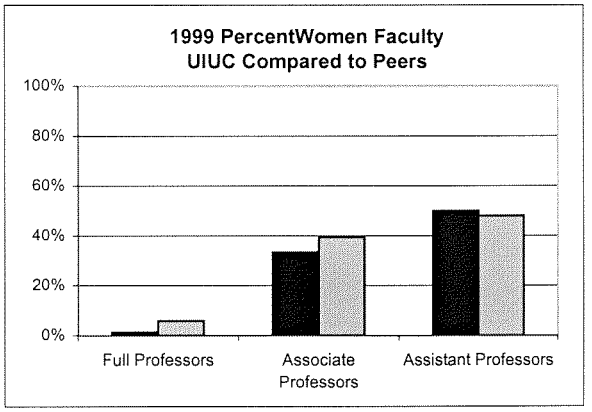
Liberal Arts & Sciences: Mathematics

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	2.00	42.00	5%	4.3%
Associate Professc	1.00	11.00	8%	10.5%
Assistant Professo	1.00	11.00	8%	22.6%
All ranks	4.00	64.00	6%	



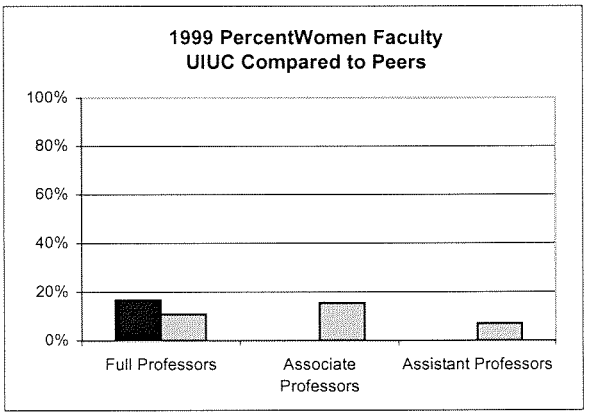
Liberal Arts & Sciences: Microbiology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.05	3.94	1%	5.9%
Associate Professc	1.00	2.00	33%	39.5%
Assistant Professo	1.00	1.00	50%	48.1%
All ranks	2.05	6.94	23%	

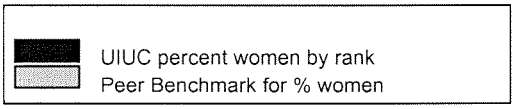


Liberal Arts & Sciences: Philosophy

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	5.00	17%	10.9%
Associate Professc	0.00	9.50	0%	15.5%
Assistant Professo	0.00	2.00	0%	7.0%
All ranks	1.00	16.50	6%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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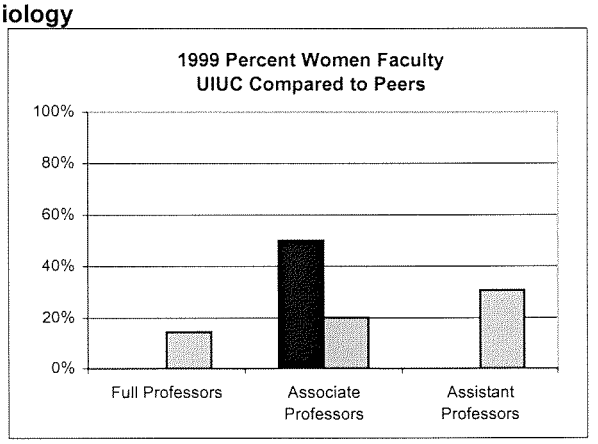
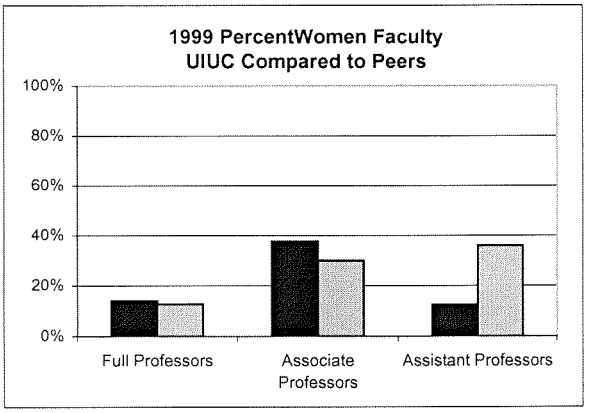
Liberal Arts & Sciences: Molecular & Integrative Physiology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	6.94	0%	14.4%
Associate Professc	2.00	2.00	50%	20.1%
Assistant Professo	0.00	2.00	0%	30.7%
All ranks	2.00	10.94	15%	



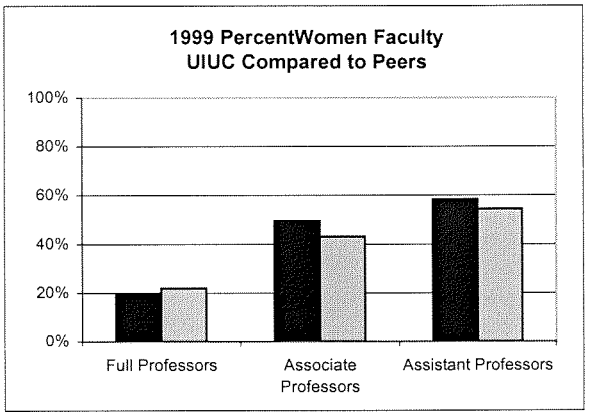
Liberal Arts & Sciences: Political Science

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.50	9.20	14%	12.7%
Associate Professc	3.00	5.00	38%	29.9%
Assistant Professo	1.00	7.00	13%	35.9%
All ranks	5.50	21.20	21%	

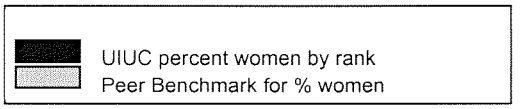


Liberal Arts & Sciences: Psychology

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	6.70	27.09	20%	22.0%
Associate Professc	4.25	4.34	49%	43.1%
Assistant Professo	7.00	5.00	58%	54.3%
All ranks	17.95	36.43	33%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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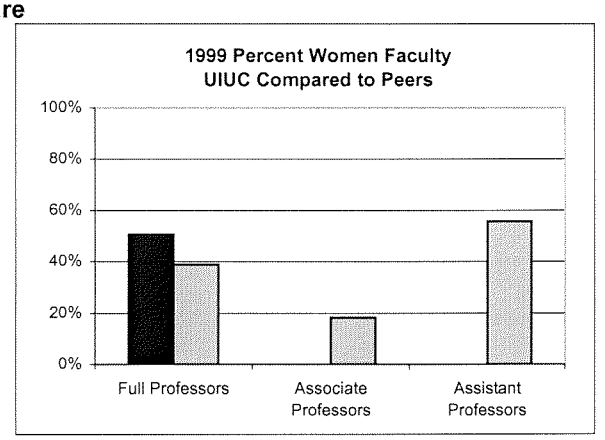
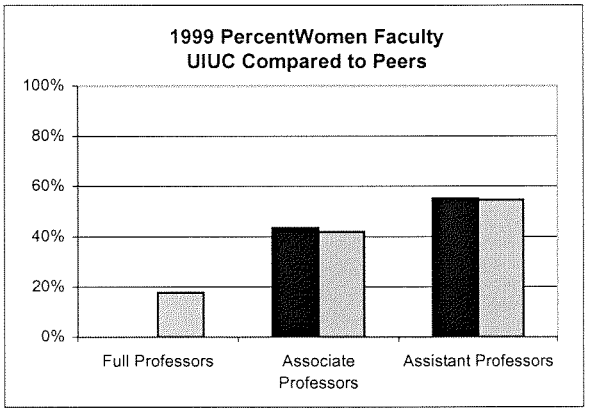
Liberal Arts & Sciences: Slavic Languages & Literature

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	1.00	0.98	51%	38.8%
Associate Professc	0.00	3.00	0%	18.2%
Assistant Professo	0.00	0.00	0%	55.6%
All ranks	1.00	3.98	20%	



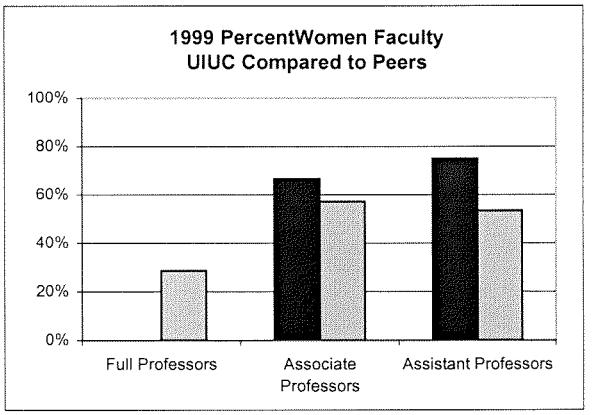
Liberal Arts & Sciences: Sociology

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	0.00	3.00	0%	17.7%
Associate Professc	2.00	2.60	43%	41.9%
Assistant Professo	3.12	2.55	55%	54.6%
All ranks	5.12	8.15	39%	



Liberal Arts & Sciences: Spanish, Italian & Portuguese

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	0.00	5.00	0%	28.6%
Associate Professc	4.00	2.00	67%	57.1%
Assistant Professo	3.00	1.00	75%	53.4%
All ranks	7.00	8.00	47%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools

UIUC percent women by rank
Peer Benchmark for % women

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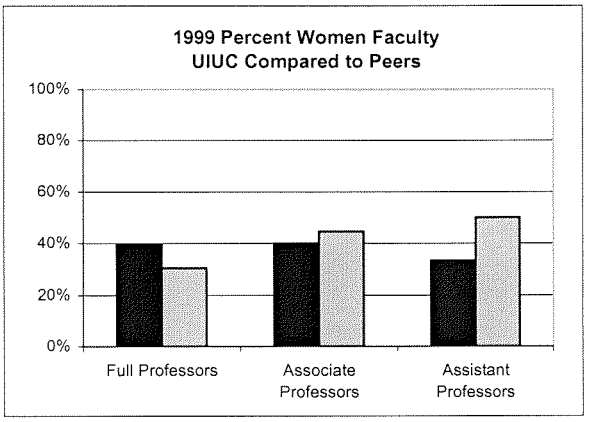
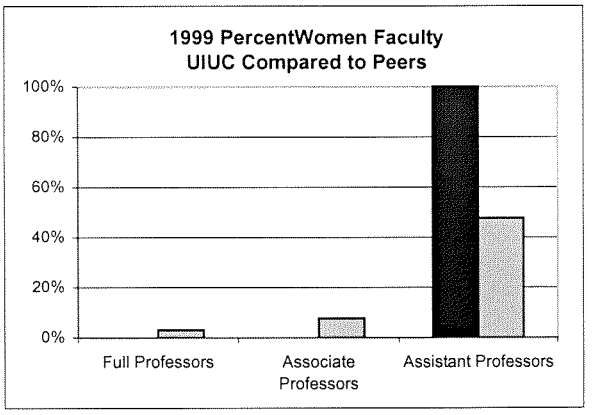
Liberal Arts & Sciences: Speech Communication

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.56	2.40	39%	30.5%
Associate Professc	2.00	3.00	40%	44.6%
Assistant Professo	2.00	4.00	33%	50.0%
All ranks	5.56	9.40	37%	



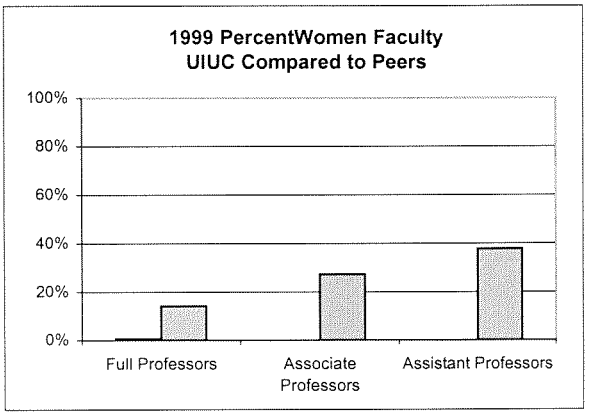
Liberal Arts & Sciences: Statistics

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.00	6.63	0%	3.0%
Associate Professc	0.00	2.00	0%	7.7%
Assistant Professo	1.00	0.00	100%	47.6%
All ranks	1.00	8.63	10%	

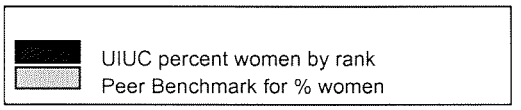


Liberal Arts & Sciences: Biochemistry

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	0.05	10.00	0%	14.1%
Associate Professc	0.00	1.00	0%	27.2%
Assistant Professo	0.00	2.00	0%	37.7%
All ranks	0.05	13.00	0%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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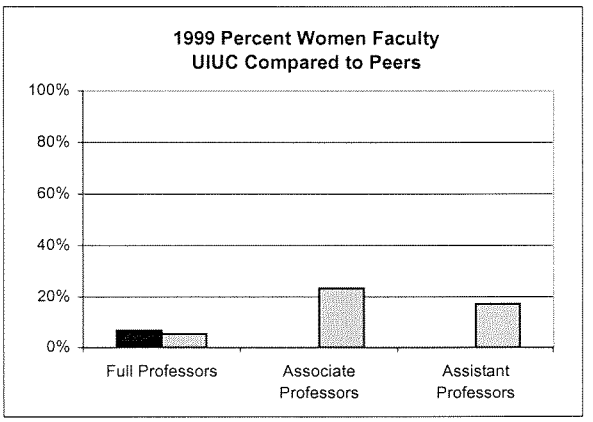
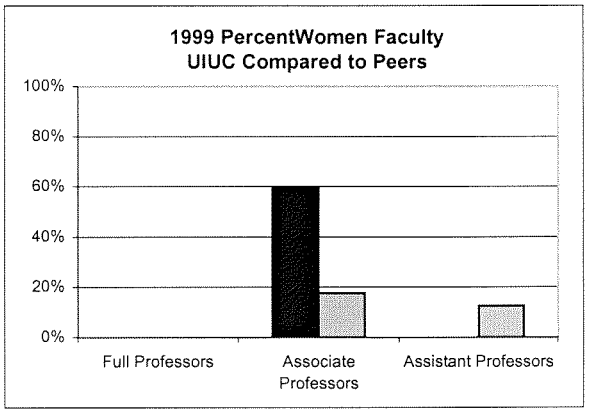
Liberal Arts & Sciences: Chemistry

	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	2.00	26.95	7%	5.4%
Associate Professc	0.00	0.00	0%	23.3%
Assistant Professo	0.00	7.00	0%	17.3%
All ranks	2.00	33.95	6%	



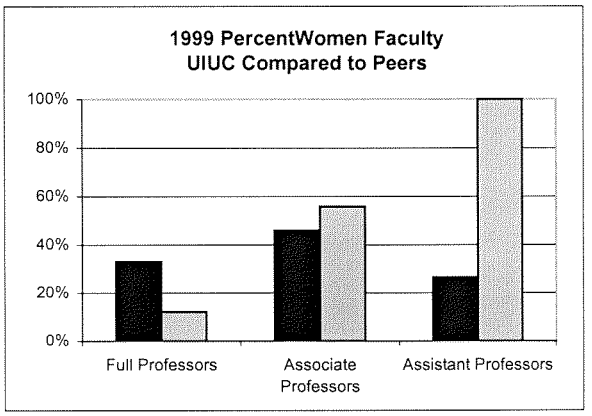
Liberal Arts & Sciences: Chemical Engineering

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	0.00	6.00	0%	0.0%
Associate Professc	1.00	0.67	60%	17.6%
Assistant Professo	0.00	3.00	0%	12.5%
All ranks	1.00	9.67	9%	

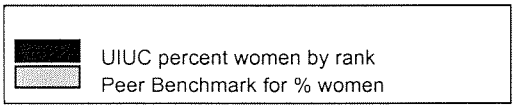


Liberal Arts & Sciences: Liberal Arts Misc

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	3.85	7.85	33%	12.2%
Associate Professc	4.00	4.72	46%	55.9%
Assistant Professo	1.88	5.21	27%	100.0%
All ranks	9.73	17.78	35%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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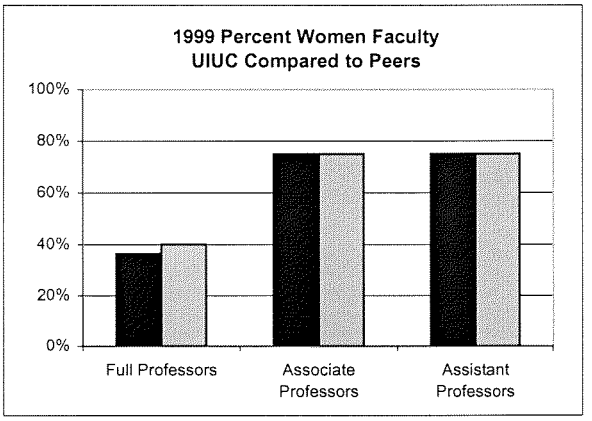
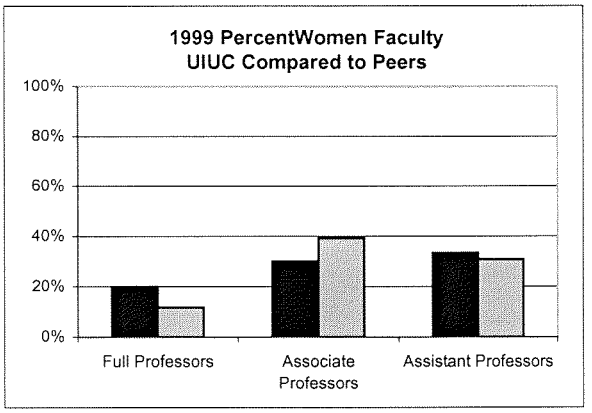
Applied Life Studies: Commmunity Health

	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	2.00	3.50	36%	40.0%
Associate Professc	3.00	1.00	75%	75.0%
Assistant Professo	3.00	1.00	75%	75.0%
All ranks	8.00	5.50	59%	



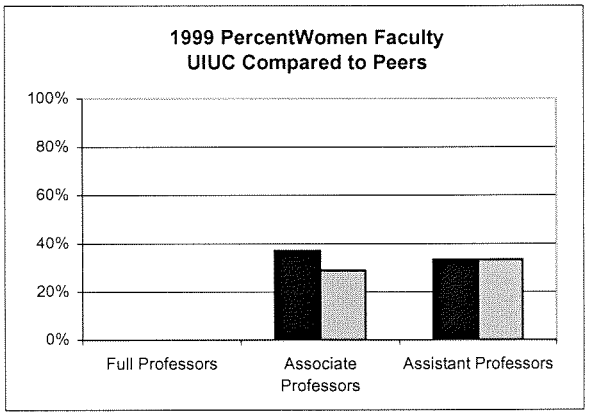
Applied Life Studies: Kinesiology

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	1.00	4.00	20%	11.8%
Associate Professc	2.00	4.66	30%	39.2%
Assistant Professo	1.00	2.00	33%	30.8%
All ranks	4.00	10.66	27%	



Applied Life Studies: Leisure Studies

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	0.00	0.67	0%	0.0%
Associate Professc	2.00	3.40	37%	28.8%
Assistant Professo	1.00	2.00	33%	33.3%
All ranks	3.00	6.07	33%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools

UIUC percent women by rank
Peer Benchmark for % women

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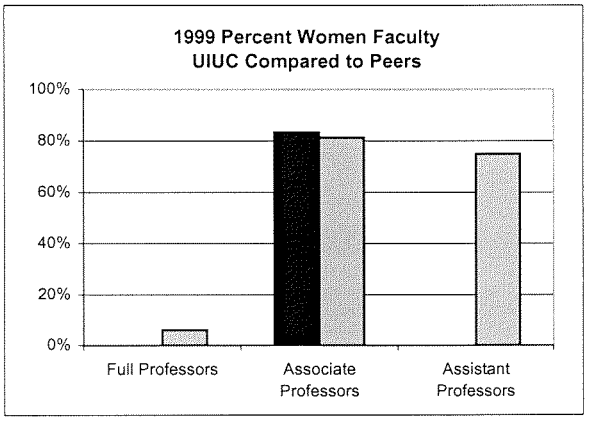
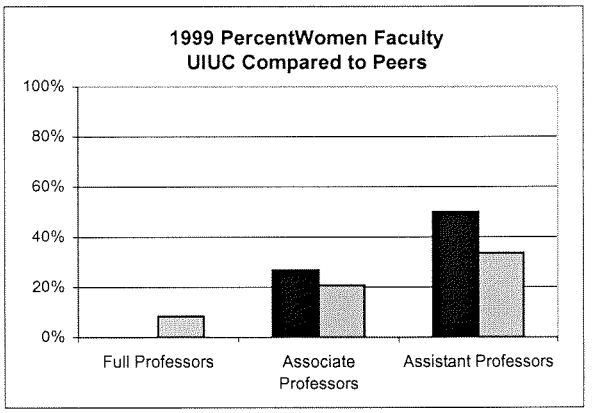
Applied Life Studies: Speech & Hearing Science

	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	0.00	3.00	0%	6.1%
Associate Professc	5.00	1.00	83%	81.3%
Assistant Professo	0.00	0.00	0%	75.0%
All ranks	5.00	4.00	56%	



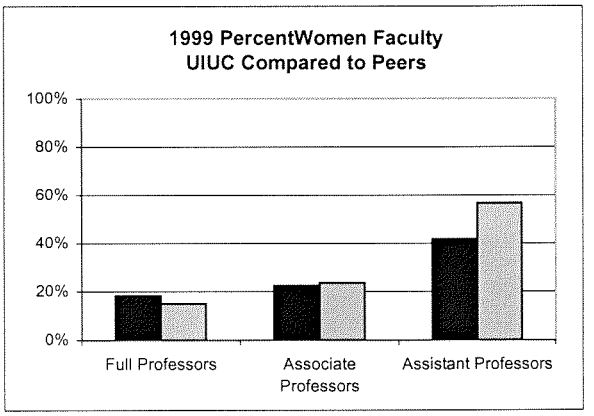
Veterinary Medicine: Veterinary Biosciences

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	0.00	10.40	0%	8.5%
Associate Professc	2.00	5.45	27%	20.9%
Assistant Professo	1.00	1.00	50%	33.6%
All ranks	3.00	16.85	15%	

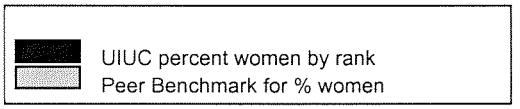


Veterinary Medicine: Vet Clinical Medicine

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	2.00	9.00	18%	15.0%
Associate Professc	3.00	10.40	22%	23.6%
Assistant Professo	2.00	2.80	42%	56.7%
All ranks	7.00	22.20	24%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



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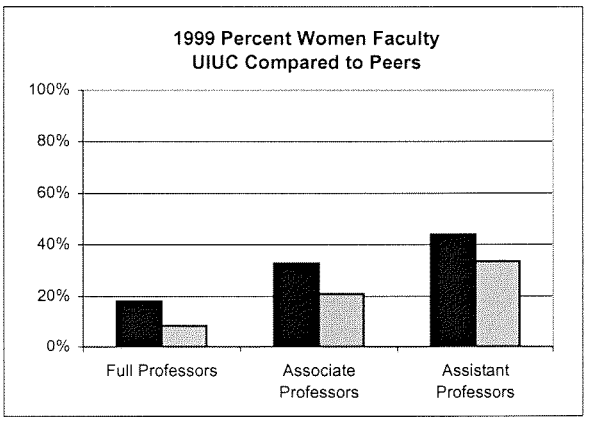
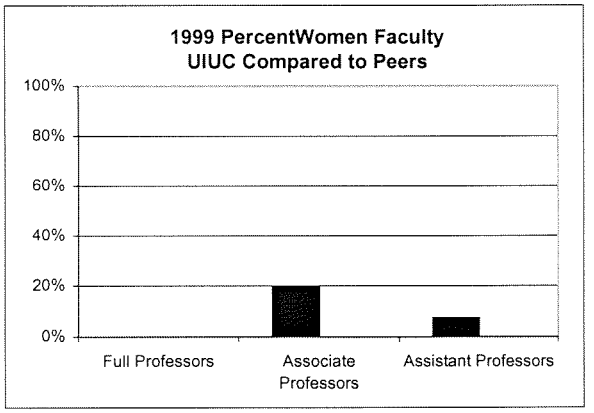
Veterinary Medicine: Vet Pathobiology

	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	1.95	8.87	18%	8.5%
Associate Professo	2.60	5.32	33%	20.9%
Assistant Professo	1.60	2.05	44%	33.6%
All ranks	6.15	16.24	27%	



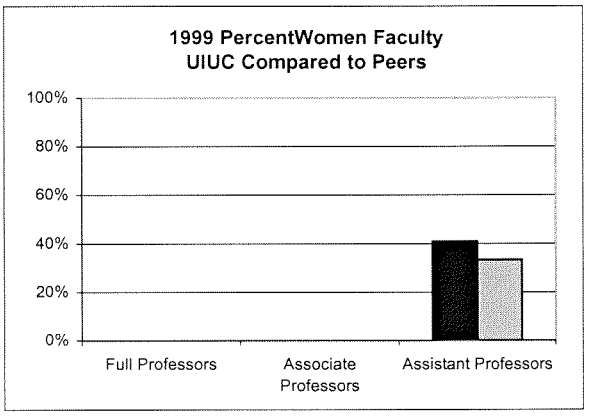
Veterinary Medicine: Vet Med Misc

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	0.00	1.58	0%	0.0%
Associate Professo	0.40	1.68	19%	0.0%
Assistant Professo	0.20	2.53	7%	0.0%
All ranks	0.60	5.79	9%	

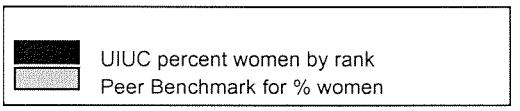


Inst of Labor & Indusrial Relations:

Rank	FTE Women	FTE Men	% Women UIUC	% Women Peers
Full Professors	0.00	3.17	0%	0.0%
Associate Professo	0.00	2.00	0%	0.0%
Assistant Professo	2.25	3.25	41%	33.3%
All ranks	2.25	8.42	21%	



9a. FTE Faculty October, 1999 by Department and Rank
Percent Women UIUC compared to Peer Schools



Division of Management Information PN98067

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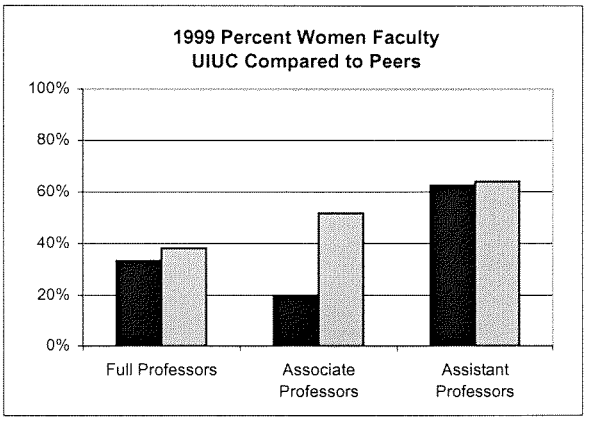
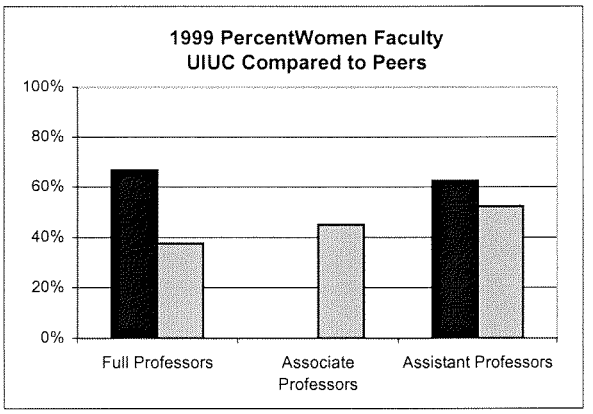
School of Social Work:

	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	2.00	33%	38.2%
Associate Professo	1.00	4.00	20%	51.7%
Assistant Professo	5.00	3.00	63%	64.0%
All ranks	7.00	9.00	44%	



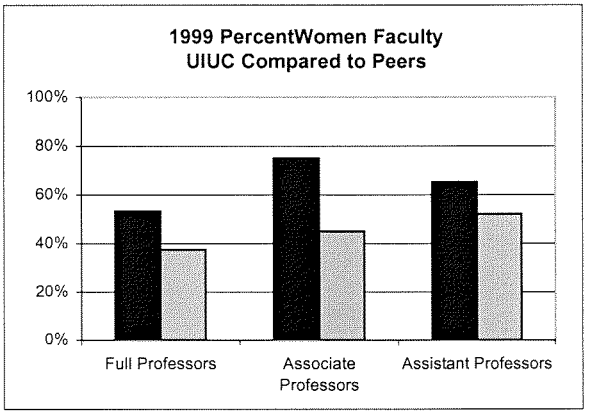
School of Library & Information Science:

Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	1.00	0.50	67%	37.5%
Associate Professo	0.00	3.25	0%	44.9%
Assistant Professo	5.00	3.00	63%	52.2%
All ranks	6.00	6.75	47%	

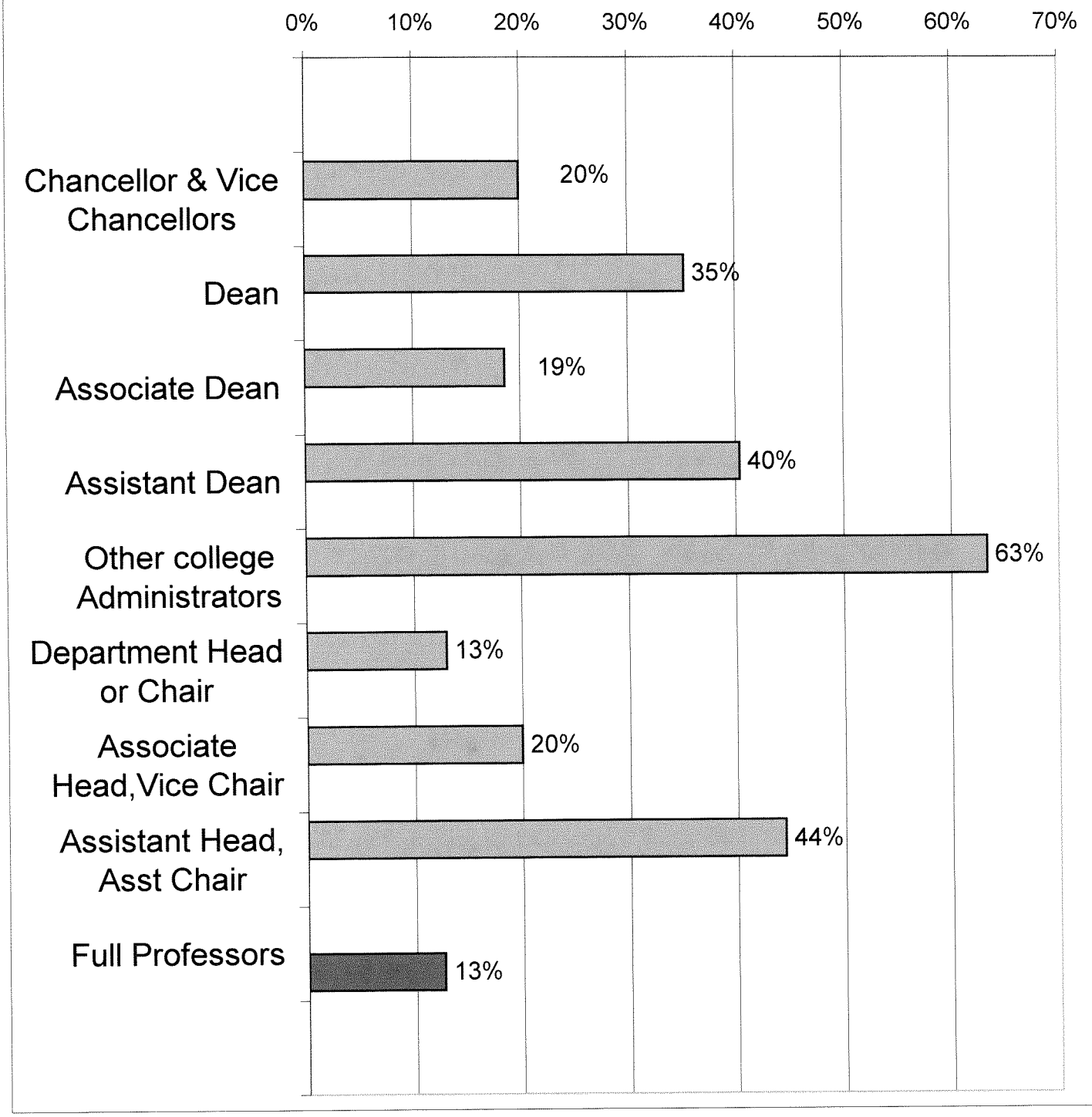


Unversity Library:

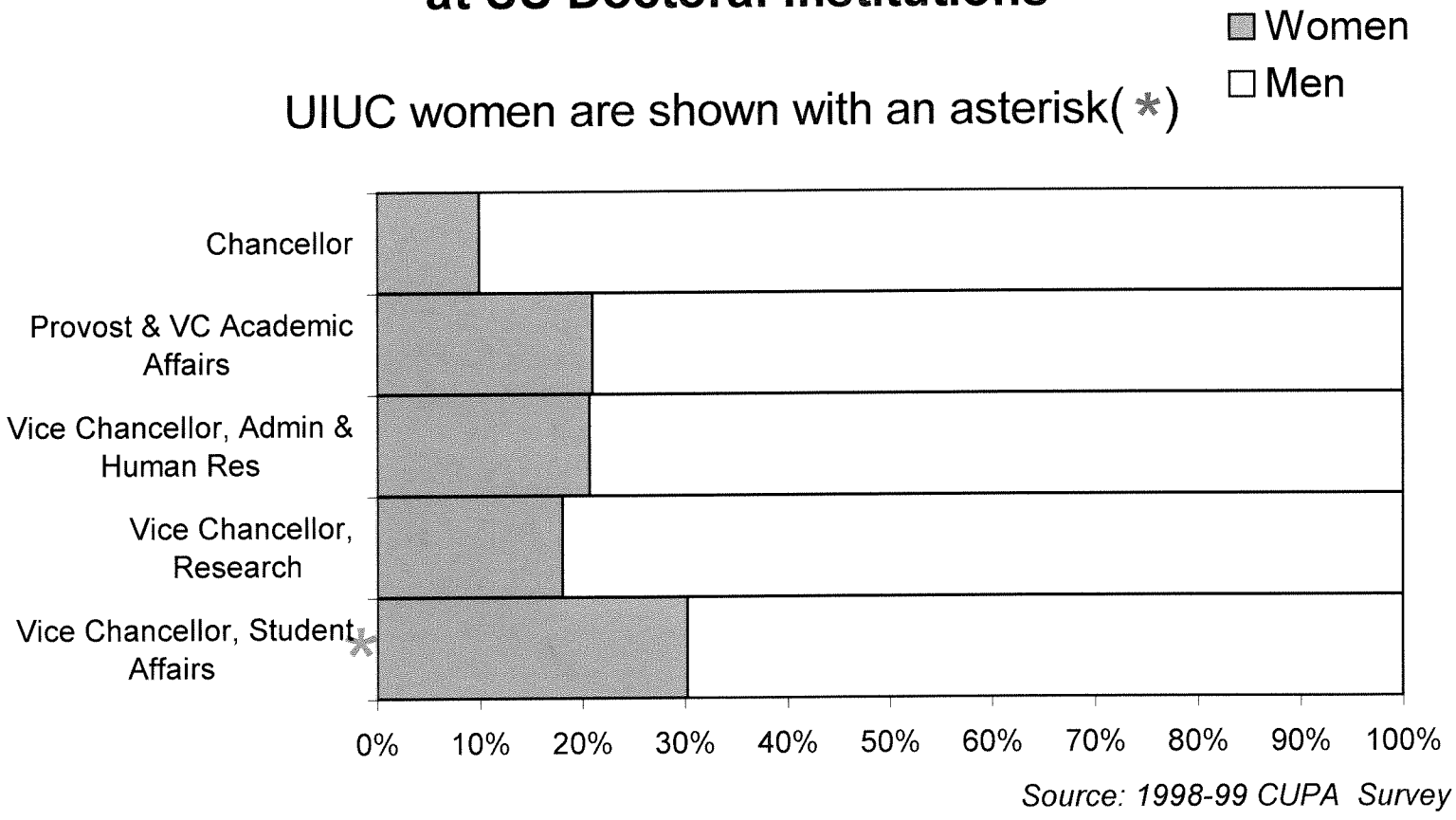
Rank	FTE Women	FTE Men	% Women	
			UIUC	Peers
Full Professors	10.00	8.75	53%	37.5%
Associate Professo	28.50	9.50	75%	44.9%
Assistant Professo	17.00	9.00	65%	52.2%
All ranks	55.50	27.25	67%	



9b. Percent of Women in UIUC Line Academic Positions Compared to Percent Women Full Professors

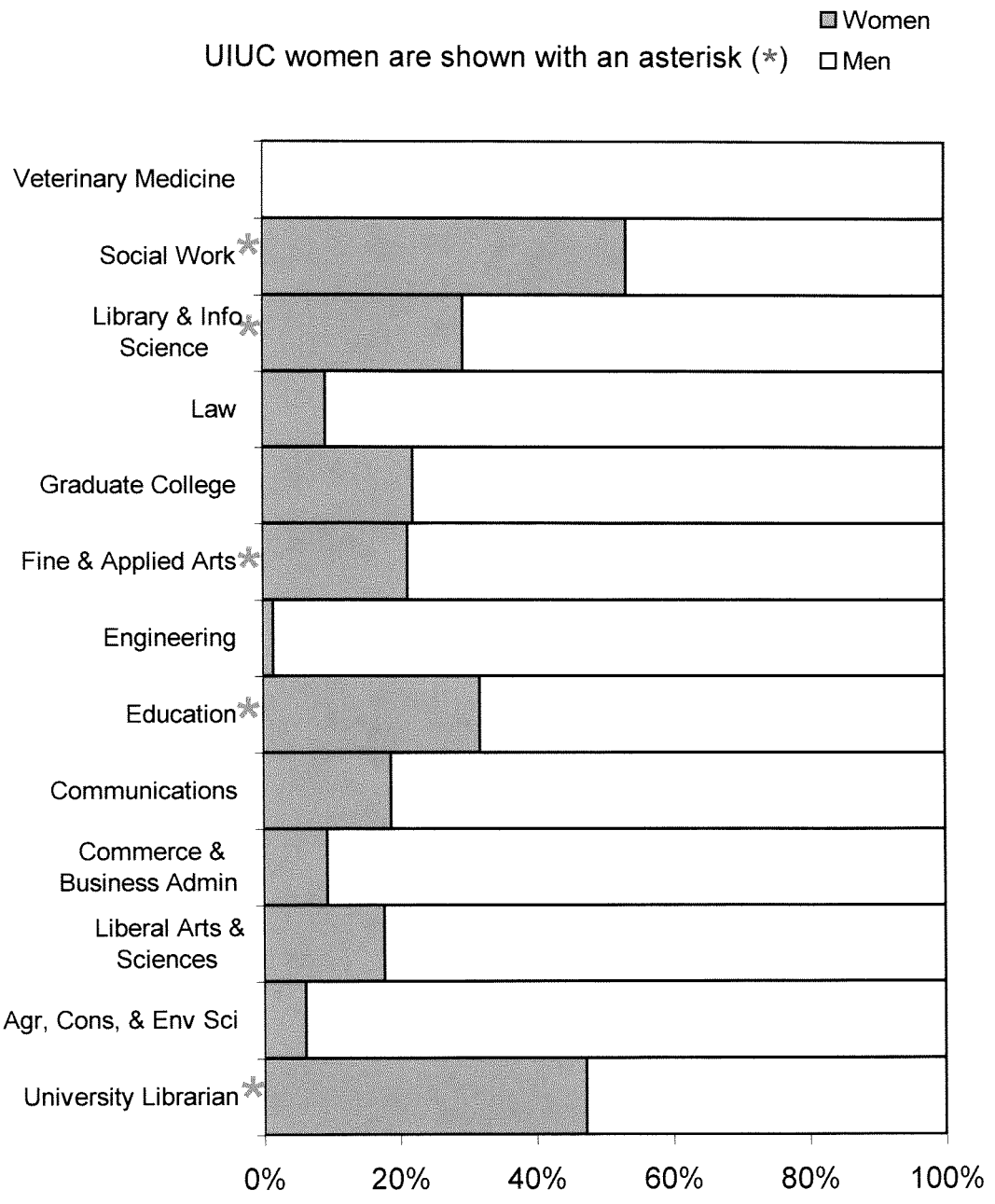


9c. Percent of Top Administrators by Gender at US Doctoral Institutions



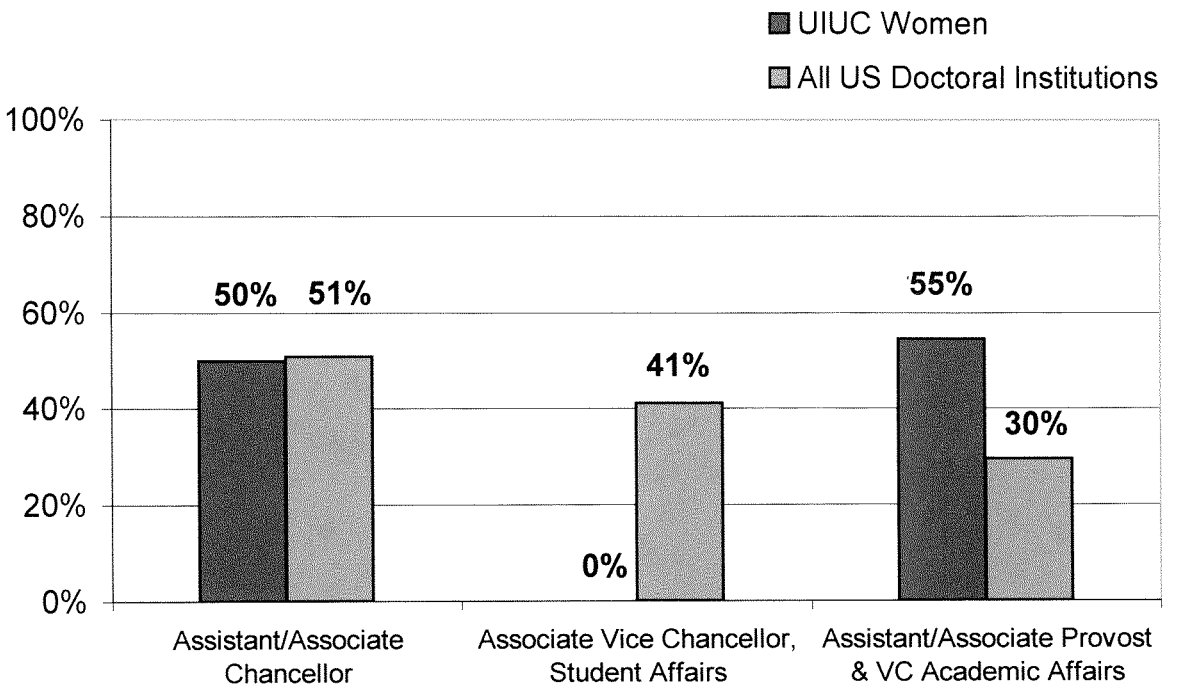
Source: 1998-99 CUPA Survey

9d. Deans of U.S. Doctoral Granting Institutions
Percent by Discipline and Gender



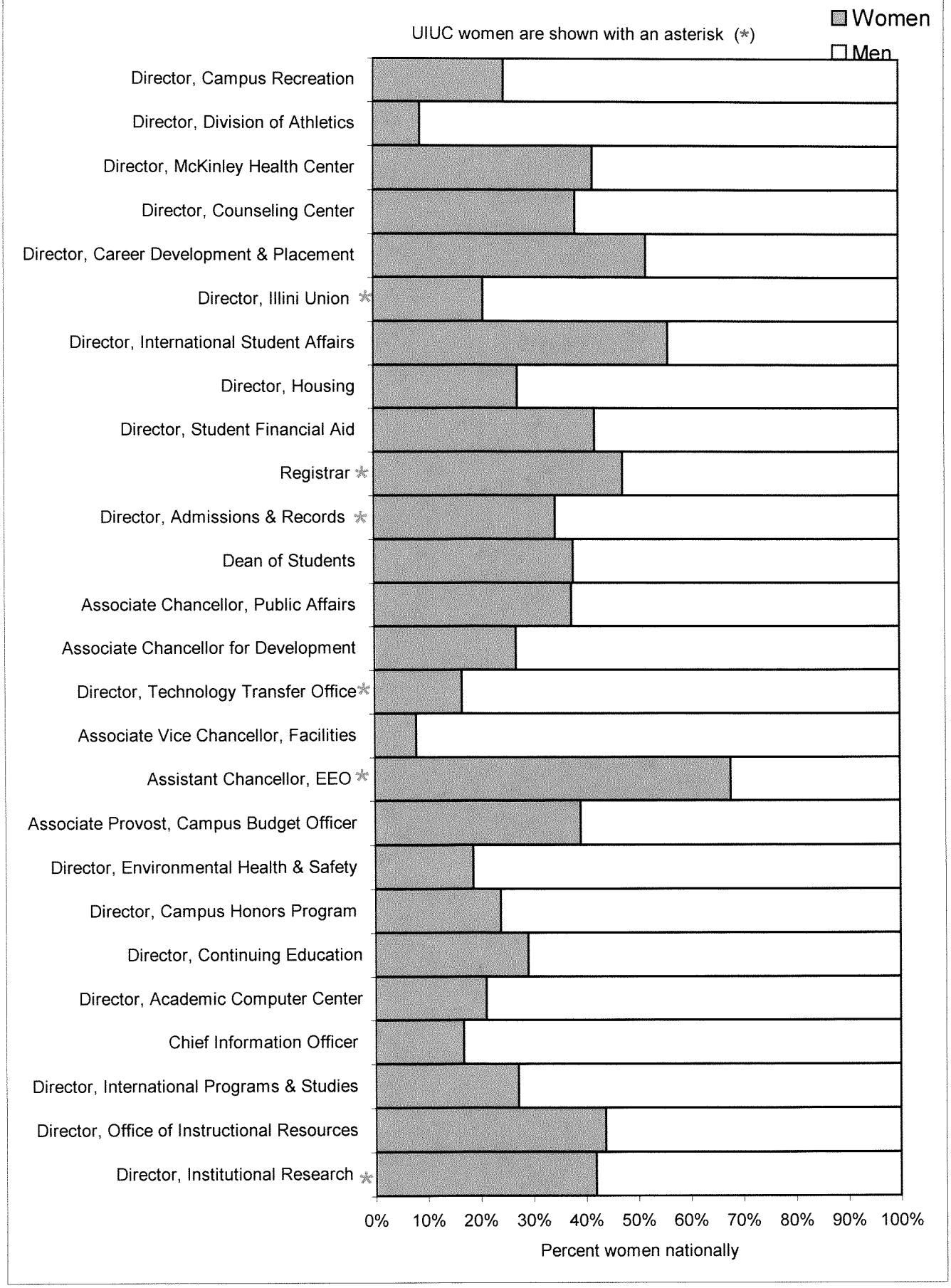
Source: FY99 CUPA Survey

9e. Percent UIUC Women in the Offices of the Chancellor, Provost, and Vice Chancellor of Student Affairs Compared to All US Doctoral Institutions



Source: 1998-99 CUPA Survey

9f. Directors of Campus-Wide Administrative Units at US Doctoral Institutions
Percent by Title and Gender



Appendix A.

Overview of Employment and Grievance Processes for Academic Staff

There are a number of policies and procedures that protect women and minorities prior to the hiring process, during that process, and after the individuals have been hired. Some of these issues were incorporated into the questions asked by the Board of Trustees and are covered in the responses to those questions. However, after a meeting with the Board sub-committee in April 2000, it appeared that an expansion of the explanation about the processes that have been put into place to protect the interests of designated classes might be useful. The fundamental principle in all of the campus employment, promotion, and salary processes is that there is a two level review and approval process. In other words, employees have an opportunity to have a review independent of their departments, and they also are able to initiate a formal process to address any discrimination concerns. This encourages fairness and provides for a compliance process that supports careful documentation of the reasons for hiring, promotion and salary decisions.

The policies and procedures are summarized below:

1. Search Policies and Procedures

The first opportunity to increase diversity in the workforce lies with the search process. The campus has a number of redundant processes in place to insure that units take advantage of every occasion to increase diversity.

The Office of Equal Opportunity and Access (OEOA) must approve the details of every search for an academic position. In particular, tenure track and tenured faculty are expected to have national searches unless there is a strong justification that receives approval from the OEOA.

Each unit is has an affirmative action representative, who is responsible for reviewing, approving and providing advice on the pre-search process. This official insures that the search committee is diverse, that the committee understands the importance of actively recruiting women and minorities, and that the units make specific, special efforts to recruit as broadly as possible.

In addition, each college has an Equal Employment Opportunity (EEO) Committee, comprised of faculty and academic staff, which is advisory to the Dean. This committee reviews a unit's goals and plans to insure that diversity remains a priority, encourages all college search committees to actively recruit designated classes, monitors the search and selection processes, particularly the summary of the search procedures, and follows up on any irregularities to insure that qualified members of designated classes have been given every opportunity to be forwarded as recommended candidates.

Every offer and subsequent hire must be approved through the same process: the unit affirmative action representative and the EEO Committee must review and approve the

process and outcome of the search. Specific reasons must be forwarded in writing if a member of a designated class is a finalist but is not selected for the position. The requirements for planning, initiating, conducting and closing searches are available via the web (*http://www.eoa.uiuc.edu/search_section.html*).

The process and responsibilities of the unit representatives and the committees also are easily accessed via the web.

2. Faculty Promotion Policies and Procedures

As with the hiring process, tenure-track reviews that occur in the third year are designed to insure that faculty can succeed if they have the high level of academic excellence that this campus requires. This process also allows the department to counsel the faculty member on what remains to be accomplished in order to be granted indefinite tenure. Through this process, faculty members are given feed-back and have an opportunity to address any concerns brought to the attention of departmental administrators.

The campus recognizes that promotion and tenure reviews are critical for the individual faculty members who are being reviewed, and for the interests of the campus, which awards tenure to those who have proven their ability to achieve the academic excellence required by the campus. Therefore, the promotion and tenure process requires a two level review of all decisions. These processes are clearly outlined in the Provost's Communications, available on the web (*http://www.provost.uiuc.edu/comm/*). The important point here is that the campus requires an independent review of all promotion decisions and allows every faculty member the opportunity to appeal the decision beyond the unit.

The discrimination and harassment complaint procedures are available for faculty if they feel that their promotion denial was due to discrimination.

Tenure roll-backs, generally for one year, but for a maximum of two years, are available for all faculty who, because of the birth of a child, a serious medical condition or grave administrative error, require additional time to demonstrate the level of academic quality required by the campus.

3. Salary Equity Policies and Procedures

Each year, the Provost sends an email to Deans and Heads of academic units, bringing to their attention the faculty salary equity study and the requirement for unit review and reports, and asking that the Deans provide the Provost with a summary of actions on each case. The responses are reviewed by the Provost and included in the administrative review criteria of unit executive officers.

In addition to the annual reviews, campus policy outlines a formal process for faculty and academic staff who believe that their salaries are too low by reason of race, color, religion, sex, or national origin. These procedures, outlined in detail under Question 7, provide for a thorough review of an individual's salary relative to peers and for a multiple level appeal process.

4. Exit Interviews

Finally, for those who do not meet the tenure requirements, those who may wish to leave before a tenure decision is made, or those who may wish to leave after they have achieved tenure, the campus will be asking for race and gender information in the faculty exit study. Over time, this should allow the campus to develop a statistical relationship between climate issues and the comments that faculty who are leaving the institution experience. The Provost plans to ask his staff to follow up on each negative comment that the individuals provide.

Appendix B.

The "Fallacy of the Percentages"

C. Livingstone
2/27/00

The percent of faculty who are women on Campus 1 is 29%; on Campus 2, the percent is 62%. Is Campus 1 discriminating against women?

Not necessarily. We need to know the mix of departments and ages of the faculty to be sure.

The percent of faculty who are women varies with the mix of departments on a campus because of differences in availability by discipline. The percent will also vary with the age of the faculty because of the relatively recent upswing in women seeking doctoral degrees. Unless two campuses being compared have exactly the same mix of departments, and unless each UIUC department has the same average age faculty as its peer department, the percent of faculty should not be compared.

Campus-wide percentages of women are significantly affected by differences in the sizes of departments across institutions. Campuses with large departments in traditionally female fields will have a larger overall percentage of women.

Example: Imagine two campuses, both with only two colleges. Each has a College of Social Work with 40 faculty, 75% of whom are female. Campus 1 has an Engineering faculty of 100, Campus 2 has an Engineering faculty of 10; on each campus, the percent of women in Engineering is 10%.

Despite the fact that the percent women in each college on Campus 1 exactly equals the percent of women in the same college on Campus 2, Campus 1 has a much lower overall percentage of women.

	Number of		
Campus 1	Men	Women	% Women
Engineering	90	10	10%
Social Work	10	30	75%
Campus 1	100	40	29%

	Number of		
Campus 2	Men	Women	% Women
Engineering	9	1	10%
Social Work	10	30	75%
Campus 2	19	31	62%

What to use instead of campus overall percentages?

We can look at percent women and men over time within one institution; presumably, the relative sizes of departments do not change radically over a 10-year or even 20-year timeframe.

If external comparisons are needed, the percentage of women by rank in each department should be compared to percentages in peer departments at other institutions; however, care must be taken that the average age of the two faculties are comparable. Unfortunately, no national database contains percentages of women faculty by rank, discipline, age, and institution.

As a proxy, we look department by department at the percentage of women PhDs produced nationwide in that discipline during the span of time that our faculty might have received their PhDs. For full professors, we look at the percent of PhDs awarded to women 10-33 years ago, the time when most of our current full professors earned their doctorates. For assistant professors, we use the percent of PhDs awarded to women 0-10 years ago.

Appendix C.

The "Fallacy of the Averages"

C. Livingstone
2/27/00

The average salaries of female faculty at one institution is 64% of the average male's salary. Does the institution discriminate against women?

Not necessarily. Average salaries are deceptive as a measure of gender equity

Disciplinary differences in salary, with men predominant in the higher-paid disciplines and women in the lower paid disciplines, can skew the average salary when computed over the campus.

Facts:
Engineering faculty are paid more than Social Work faculty.
More men have PhDs in Engineering; more women have PhDs in Social Work.

Example: Assume a campus with two colleges, Engineering and Social Work.
In each college, the women are paid 10% more than men.

Despite this, the campus average salary for women is lower than that for men.

	Number of		Average Salary		Women's salary as a % of men's
	Men	Women	Men	Women	
Engineering	90	10	$100,000	$110,000	110%
Social Work	10	30	$40,000	$44,000	110%
Campus total	100	40	$94,000	$60,500	**64%**

What to use instead of averages

The problem with using average salaries by gender is that such an analysis ignores many other factors which affect salaries. Market forces cause universities to pay more for faculty members in certain disciplines; disciplinary salary differences are an important factor in salary determination. Other important factors include years in the field, rank, and, most importantly, productivity. Because salary is a function of many variables, the best way to examine whether women are underpaid as a class is to use a statistical tool called "multivariate regression".

In regression analysis, we try to determine exactly what function predicts salary, using all the factors that might contribute to salary as inputs to an equation:

$$\text{salary} = (\text{factor A})*(\text{coefficient A}) + (\text{factor B})*(\text{coefficient B}) + \ldots.$$

Factors A, B, etc. might be gender, disciplinary salaries, productivity, or faculty rank, for example. If the coefficient for a factor is close to zero, that factor has no "significant" effect on salary. If the coefficient is not zero, then the factor does have an influence on salary. Multivariate regression analysis is an excellent tool for determining whether gender is a significant factor in determining salary over an entire campus.