We also collected interview data from UCI department Chairs. These data allowed us to examine department-level and campus-level phenomena. At the campus level, we find some gender differences in the number of course releases and nominations for awards. As was revealed in the faculty survey, women are slightly more likely to receive course releases. We plan to investigate this further (for example, to determine whether women assume more service/administrative work at the school level or whether maternity leaves explain the differences). The department Chairs reported no gender differences in retention cases and departments’ support for promotion cases. Yet departments were slightly more likely to propose no action for the personnel cases of male faculty, and male faculty were more likely to put themselves forward for accelerations and promotions (over the long run, the latter could contribute to gender inequity in progression through the ranks). The Chairs’ survey suggested that an equal percentage of new male and female hires had competing job offers, and that departments seem to be trying to equalize the gender balance in their disciplines by admitting a higher percentage of the underrepresented gender to their graduate programs.

At the department level, we found that although the gender of the chair does not matter for gender equity, whereas the percentage of female faculty does matter in this regard. The most dramatic finding here is that the teaching load is higher in departments that have a higher percentage of female faculty members (i.e., in the arts, humanities, and social sciences). Obviously, this differential teaching load is not unique to UCI. The pattern might reflect variations in resources (e.g., the natural and physical sciences may have more resources available to hire lecturers, thereby reducing the load for their faculty members). The differential teaching load also may be an issue of comparable worth, if the disciplines in which women are disproportionately represented tend to be devalued (as reflected in greater teaching loads). Gaining a better understanding of the reasons for such differentials is an important, if challenging, objective for our future surveys.