Our analysis of department-level data for the three years that the NSF ADVANCE program has been in operation shows some improvement in our basic measures of inequality. We found that the gender of the chair was not relevant for any of our outcome variables, but the percent female in the department is still associated with the number of courses taught. The effect of teaching load is experienced through between-department variation rather than within-department variation. Hence, like occupational segregation, which produces a wage penalty for both men and women who are employed in female-dominated occupations, both men and women are penalized (by a higher teaching load) for membership in heavily female departments, which tend to be in fields in the "soft" sciences.

We found a fairly equitable situation with regard to perks and support, Department promotion, and the quality of new hires. Although the gap between male and female self-promotion has lessened over the three years, it still remains. This improvement in the gap may be due to the workshops on negotiation and career advancement. With regard to the pipeline (graduate admissions), we found that departments with higher percent female faculties tend to admit male candidates at higher rates, and those with higher percent male faculties tend to admit male and female candidates at equal rates.