

SUMMARY OF SURVEY FINDINGS UCI ADVANCE PROGRAM

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The UCI NSF ADVANCE program sponsored a faculty-wide web-based survey and an interview-based Chairs' survey during fall, 2002. The response rate for the Chairs' survey was 47% and for the Faculty survey, 31%. The latter varied by gender, with 28% of men responding, compared to 40% of women.¹ Similar proportions of female and male faculty responded at each rank (assistant, associate, full professor). The purpose of the survey was to establish baseline estimates of gender differences among UCI faculty across a number of measures. Two additional surveys are planned to obtain additional information about the work-related experiences of female and male faculty at UCI and to identify trends over time that may be associated with initiatives undertaken by the ADVANCE program.²

Findings from the Faculty Survey

Findings from the 2002 faculty survey suggest that men and women express similar levels of satisfaction with the support they receive from their departments. This includes the accessibility of their Chair, feedback on teaching and research, available equipment and space, opportunities to teach courses of their choosing, and finding qualified research assistants.

In terms of support received at their time of hire, female faculty members were substantially more likely than their male counterparts to receive an employment offer for their spouse or partner. Generally, we found that women were more likely than men to cite job opportunities for their spouse or partner as an important factor in any decision they might make about leaving UCI for another job.

A larger percentage of women received course release than men (61% vs. 47%), although the exact reasons for and nature of the course release (e.g., for maternal leave, administrative service, grants management) could not be determined from the available data. Women were less likely than men to report receiving "extra space beyond the

¹Published data on response rates for web-based surveys administered to university faculty are sparse, but response rate at UCI for a recently conducted web-based survey was 34%.

² The faculty data were examined using chi-square analyses, t-tests, analyses of variance, and multiple regression analysis, controlling as needed for potentially confounded factors (such as years of employment at UCI). Statistically significant gender differences are summarized here, as are comparisons that suggested that the experiences of female and male faculty do not differ significantly. The Chairs' surveys were examined for general patterns, as neither the nature of the data nor the sample size were appropriate for formal statistical analysis.

norm for your department." However, this female disadvantage is explained by the fact that, on average, women were hired more recently than men. Faculty members generally receive less space now than in the past, and women are more likely to have been hired recently.

No gender differences were found with respect to hours spent teaching (undergraduate or graduate) or supervising undergraduates. However, women do less graduate student supervising than men. No gender difference was found in hours spent providing departmental service, but women provide significantly more school-level service, and less university-level service. Relatedly, women also report significantly less satisfaction with their workload. This dissatisfaction (relative to men) is not explained by gender differences in rank, year of degree, School, the presence of children in the home, or spouse/partner's employment status. Women may be less satisfied because they are performing more lower-level service tasks (e.g., school service) than men.

In terms of productivity—doing what is expected to advance one's academic career—we found no substantial gender difference. Although women score lower on average than men in terms of number of publications [in the (self-reported) top three peer-reviewed journals, all peer-reviewed journals, and scholarly books], these differences are explained by women's more recent Ph.D. dates. If we consider the *rate* of productivity, there is no gender disparity.

With respect to research funding, a higher percentage of women received funding from UCI, non-profit organizations, and the state government. Men were more likely to receive funding from for-profit organizations and the federal government. In terms of total research dollars, no significant gender difference was found.

Women were more likely than men to receive disparaging remarks (from students, faculty, or staff) about their qualifications and their personal life or appearance. They were also more likely than men to report having been physically intimidated at UCI.

We also asked about factors that would be important to UCI faculty if they were considering leaving for a job (academic or non-academic) elsewhere. No gender differences were found in the importance of salary, advancement opportunities, benefits, pressure to publish, or research facilities. However, relative to men, women report that they would assign greater importance to a tenure-track or tenured position in any decision to leave. Women also assign greater importance to a good job opportunity for their spouse or partner than do men.

Overall, faculty members at UCI are satisfied, but there are some differences in levels of satisfaction. Women were slightly less satisfied with their job security than were men, and they were also less satisfied with their job at UCI, generally. Women also tended to be less satisfied than men with their salaries (although this latter difference is not statistically significant). The latter is an important consideration in terms of attracting and keeping highly qualified female faculty at UCI.

Not surprisingly, women have lower average salaries than men at UCI. Although there is no significant gender difference in the rate of scholarly productivity, women tend to have more recent Ph.D. dates, which is negatively related to income. One possible explanation for the income gap is that women are concentrated in lower-paying departments and Schools. Another possible explanation for the income gap is that women advance more slowly through the UC rank-and-step system than do men. In the UC system, one's income is closely tied to one's rank and step. A key question—which our forthcoming surveys will target—is the speed with which male and female faculty at UCI move through the professorial series.

Findings from the Chairs' Survey

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.