Report of New Data Collection Efforts aimed at assessment of UCI's NSF ADVANCE Program

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The NSF ADVANCE Program has put into place several interventions in an attempt to improve gender equity at UCI, including the appointment of Equity Advisors (one or two in each of the schools on campus), mentoring programs, workshops, and others. We have collected several new datasets in order to assess the effectiveness of these interventions. Each of the datasets is explained in detail below, along with our findings on changes with regard to key dimensions of gender equity over time. We also attempt to assess whether or not any changes we observe are attributable to the interventions, but this is very difficult to determine given the short timeframe and small numbers in our populations.

Because our program covers the entire campus, we are limited in our choices of assessment models. We can't compare units that are covered by the program with those that are not, because all units are covered. We can't conduct any type of experiment with random assignment into groups, again, because all units are already involved. The preferred assessment model to test many of the NSF indicators is time-series analysis. This model requires that we collect trend data (a rule of thumb is that we collect data on at least 30 points in time), in order to determine if the intervention (the various aspects of the NSF ADVANCE program we introduced) changed the trajectory of various outcome variables. We have not been able to obtain data for 30 points in time, and the small N's we are dealing with for most variables will make our task even more difficult. We will make the most of what we have. We will attempt to test for significant changes in trajectories. History may be a threat to internal validity, so we take care to control for changes with the passage of time (and special historical events that occurred within that timeframe) that might have affected our variables.

Hiring. We begin with the crucial issue of hiring. Charts 1 and 2 provide information on the percent of women hired by UCI from 1999/2000 though 2004/2005 (this last year is incomplete, as the recruiting year is not yet finalized). Table 1 provides this information in tabular form. Chart 1 shows an improvement from 2001/2002 to 2002/2003, the first year the NSF ADVANCE program was in operation. Chart 2 breaks hiring down for Science and Engineering versus the remainder of schools on campus. We can see a drastic difference in the trajectory of female hiring between these groups. The Science and Engineering schools had a slightly lower average percent female hires in 1999/2000, than the other schools on campus, followed by a drastic decline in 2000/2001, which remained constant through 2001/2002. With the introduction of the NSF ADVANCE program, we see an equally drastic improvement from below 10% in 2001/2002 to over 20% in 2002/2003, and over 40% in 2003/2004. In contrast, the percent female hiring in the other schools made a more modest increase, given that is was already substantially higher in the earlier periods. Still, movement from mid-30% to over 40% is an impressive improvement.

Chart 1. Percent Women Hired by Year (All Schools)

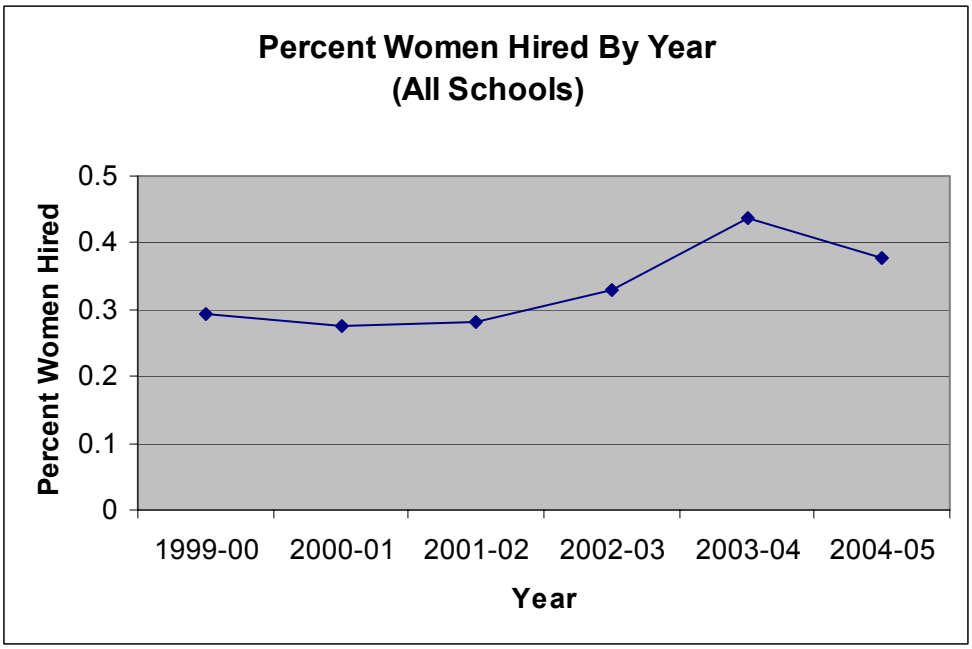

Chart 2. Percent Women Hired by Year (Science and Engineering vs. All Other Schools)

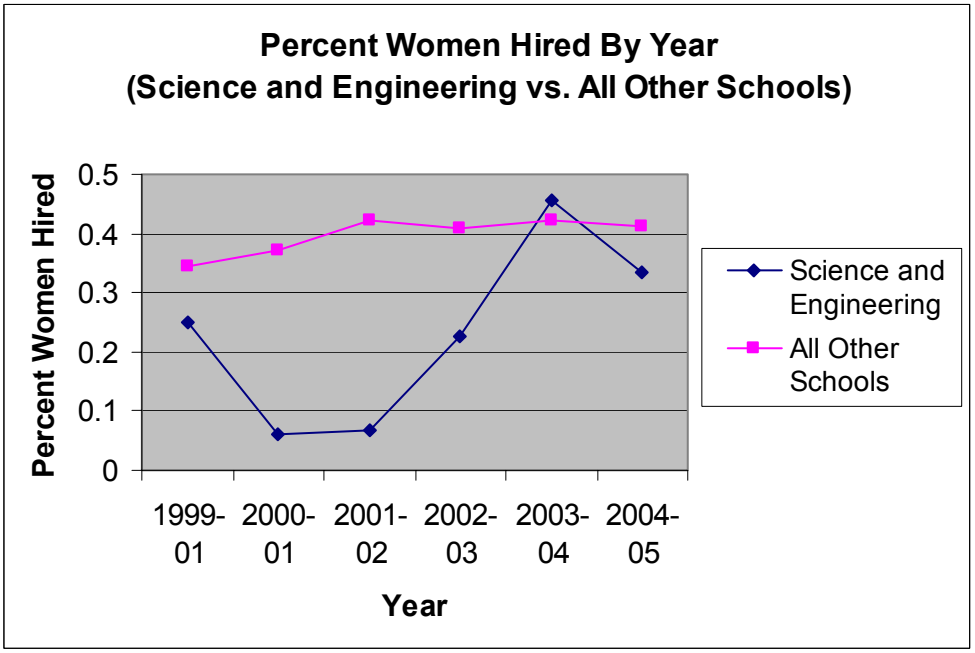

Table 1. Percent of New Hires at UCI Who Are Women, by School, 99/00 through 04/05 (All Schools)

School	99/00	00/01	01/02	02/03	03/04	04/05
Science and Engineering						
Engineering	20% (1/5)	25% (1/4)	10% (1/10)	11%* (1/9)	25% (1/4)	50% (1/2)
Biological Sciences	0% (0/3)	0% (0/1)	17% (1/6)	67% (4/6)	58% (7/12)	50% (2/4)
ICS	29% (2/7)	0% (0/1)	0% (0/4)	20% (1/5)	40% (4/10)	20% (1/5)
Physical Sciences	0% (0/3)	0% (0/8)	0% (0/9)	10% (1/10)	20% (1/5)	36% (4/11)
Other						
Medicine - Basic	50% (1/2)	0% (0/1)	0% (0/2)	0% (0/1)	33% (1/3)	100% (2/2)
Social Ecology	0% (0/2)	62.5% (5/8)	33% (1/3)	67 % (2/3)	33% (1/3)	80% (4/5)
Arts	100% (1/1)	25% (1/4)	33% (3/9)	67% (2/3)	50% (2/4)	14% (1/7)
GSM	37.5% (3/8)	0% (0/2)	0% (0/1)	0% (0/1)	100% (2/2)	20% (1/5)
Social Sciences	21% (3/14)	50% (2/4)	44% (4/9)	23% (3/13)	33% (3/9)	33% (2/6)
Humanities	62.5% (5/8)	30% (3/10)	67% (10/15)	60% (6/10)	58% (7/12)	38% (5/13)

* Engineering also participated in a half-time appointment of a female faculty member, but since the primary department was Arts, it is not reflected in this count.

Percent Women Faculty. Hiring is only part of the picture. Retention is also important in determining the percent of females on the faculty in each school. Table 2 shows the complete picture of percent women on the faculty in each school. Although Engineering and Physical Sciences have added female faculty, the proportion of female faculty in these departments has remained fairly stagnant. Biological Science and ICS have shown considerable improvement in the proportion of women faculty since 1999/2000.

Table 2. Percent Women Faculty at UCI by School, 99/00 through 04/05 (All Schools)

School	99/00	00/01	01/02	02/03	03/04	04/05
Science and Engineering						
Engineering*	10% (7/68)	11% (8/71)	10% (8/78)	9.5% (8/84)	9% (8/88)	10% (9/89)
Biological Sciences	16% (13/80)	16% (12/77)	16.5% (13/79)	20% (17/85)	24% (22/93)	25.5% (25/98)
ICS	20% (7/35)	19% (7/36)	18% (7/38)	17.5% (7/40)	24% (12/50)	23% (13/56)
Physical Sciences	11.5% (11/96)	11% (11/104)	10% (11/106)	9% (10/108)	10% (11/112)	11.5% (14/122)
Other						
Medicine (basic)	21% (13/61)	21% (13/61)	23% (14/62)	23% (14/61)	24% (15/63)	26% (17/66)
Social Ecology	39% (19/49)	41% (23/56)	41% (23/56)	42% (25/59)	41% (25/61)	44% (29/66)
Arts	37% (14/38)	35% (14/40)	37.5% (18/48)	38% (19/50)	39% (20/51)	35.6% (21/59)
GSM	31% (12/39)	29% (12/41)	30% (12/40)	27.5% (11/40)	31% (12/39)	29.5% (13/44)
Social Sciences	27% (28/105)	26% (28/107)	29% (30/102)	29% (31/107)	28% (31/112)	29% (34/119)
Humanities	43% (56/130)	42% (58/137)	44% (62/142)	46% (68/148)	46% (71/155)	47% (76/163)

* Engineering shares in two half-time appointments (one with Arts and one with Engineering. We include neither here since they are included with the counts for their primary departments (neither of which are Engineering).

Equity Advisors' Activities. In order to try to determine which Equity Advisors' activities have made a difference, we compare outcomes in units that used different strategies to attack the same problems. For example, we compare outcomes in units with varying levels of attention to certain activities. We must keep in mind though; that differences in outcomes may be due to a self-selection process (e.g. schools where women faculty members faced more obstacles may have been the ones where Equity Advisors paid more attention to certain activities). We apply this method to an examination of how variations in Equity Advisor's activities mattered for NSF indicator variables.

As mentioned above, each of the assessment models we propose to use has problems. Yet by collecting data from multiple sources and analyzing them with different models, we can accomplish a triangulation of methods that will allow us to see whether or not our findings are consistent across methods and data sources. If our findings are consistent across these measures, we can have more confidence in claiming a role for our interventions.

Finally, we add a note about NSF indicators. These focus on measures for women faculty members in science and engineering disciplines. Since our program covers the entire campus, we will separate findings for the science/engineering faculty from those from the entire campus. This way, our findings can be compared with those of other ADVANCE Programs that cover only science and engineering faculty.

Equity Advisor's Yearly Reports. The Equity Advisors have submitted yearly reports that explain in detail their efforts during the year. We use these reports to create a dataset that specifies the level of effort and specific actions on each target area (e.g. work with recruitment committees, mentoring, talking with faculty members with complaints, etc.) by school. A complete list of percentages for each year on each variable follows.

Table 3. Equity Advisor Reports on various factors by year.

	2001/2002		**2002/2003**		**2003/2004**	
	All Schools	**S&E**	**All Schools**	**S&E**	**All Schools**	**S&E**
Number of searches at UCI	27	14	52.5	21.5	73	33
Percent of searches in which Equity Advisors signed off on "Plan and Advertisement" form	*	*	58	50	80	100
Percent of search committee chairs that Equity Advisor met with at any time	20	25	47	71	90	100
Percent of full search committees that Equity Advisor met with at any time	30	50	47	71	90	100

Percent of full search committees or committee chairs who received pamphlets or discussed best practices	10	0	67	70	80	75
Percent of searches for which Equity Advisor received applicant pool lists	10	25	0	0	10	25
Percent of searches for which Equity Advisor received short lists	0	0	0	32	20	50
Percent of search activity statements Equity Advisor reviewed	0	0	0	0	20	50
Number of career partner requests	2	2	13	4	2	1
Number of career partners requests Granted	1	1	12	4	2	1
Percent of women faculty hired	50	25	47	25	48	26
Number of Schools with Mentoring Programs	2	3	6	1	8	3
Number of schools working on Pay Equity Issues	5	3	6	2	5	3
Number of schools with equity programs for Graduate students or post-docs (list schools)	1	1	2	2	2	1
Mean number of Dean's Council Of Chairs meetings the Equity Advisor has attended	9	1	3.4	0	3.2	5
Mean number of individual meetings EA had with Dean	1.0	1.0	2.5	2.5	1.0	2.5
Mean number of individual meetings EA had with Chairs	2.3	2.5	5.8	0	3.8	2.5

* The AP82 in it's present form was not developed until 02/03.

Although our numbers are small (and therefore, doing systematic analyses may be problematic), we relate this information to the percent new faculty hires that were female. These analyses are conducted using the school as the unit of analysis.

Table 4. Percent of Equity Advisors that Met with Chairs and Percent Women Hired.

Schools	2001-2		2002-3		2003-4	
	Percent of search committee chairs	**Percent Women Hired**	**Percent of search committee chairs**	**Percent Women Hired**	**Percent of search committee chairs**	**Percent Women Hired**
Science and Engineering						
Engineering	0% (0)	8% (1)	83% (5)	11% (1)	100% (14)	25% (1)
Biological Sciences	100% (6)	17% (1)	100% (7)	71% (5)	100% (2)	58% (7)
ICS	0% (0)	0% (0)	100% (8)	20% (1)	100% (8)	40% (4)
Physical Sciences	0% (0)	0% (0)	0% (0)	13% (1)	100% (9)	25% (1)
Other						
Medicine	100% (Missing*)	0% (0)	38% (3)	0% (0)	100% (8)	50% (1)
Social Ecology	0% (0)	50% (2)	100% (7)	67% (2)	100% (6)	33% (1)
Arts	0% (0)	17% (1)	0% (0)	40% (2)	100% (9)	75% (3)
GSM	0% (0)	0% (0)	0% (0)	0% (0)	100% (8)	67 % (2)
Social Sciences	0% (0)	38% (3)	50% (4)	27 % (4)	100% (9)	14% (1)
Humanities	0% (0)	55% (6)	0% (0)	57% (8)	0% (0)	50% (5)

*EA report stated that they had met with all search committees, but did not state how many searches were conducted in the school that year.

Correlation and regression analysis

When we consider all schools, we find no significant correlations between any of our intervention measures and the percent of women faculty hired. But, for Science and

Engineering, the relationships between our intervention measures and the percent women hired are strong and 3 out of 4 are statistically significant. We find a strong positive correlation (.565) between the percent of the full search committee Equity Advisors met with and the percent women hired. Likewise, there is a strong positive correlation (.678) between the percent of search committees that received pamphlets or discussed best practices and the percent women hired. Although the number of career partner requests fails to meet the significance level, the number of career partner requests granted is positively correlated (.585) with the percent of faculty hired who are women. These correlations suggest that in Science and Engineering, Equity Advisor efforts have had a role in increasing the percent women hired.

Table 5. Correlations Between Percent Women Hired and Characteristics of Equity Advisors' Efforts and Usage of the Career Partner Program (All Schools)

	Pearson Correlation	**Significance**
% Full Search Committees Met	0.224	0.233
% Search Committees or Committee Chairs who Received Pamphlets or Discussed Best Practices	0.284	0.129
Number of Career Partner Requests	-0.082	0.667
Number of Career Partner Requests Granted	-0.003	0.987

Table 6. Correlations Between Percent Women Hired and Characteristics of Equity Advisors' Efforts and Usage of the Career Partner Program (Science and Engineering Only)

	Pearson Correlation	**Significance**
% Full Search Committees Met	0.565	0.055
% Search Committees or Committee Chairs who Received Pamphlets or Discussed Best Practices	0.678	0.015
Number of Career Partner Requests	0.478	0.116
Number of Career Partner Requests Granted	0.585	0.046

Regression analysis of percent of new hires that were female reveals that when considering the entire campus, none of our variables mattered. Yet for the Science and Engineering schools, several of our interventions and the use of an existing program (the Career Partner Program) all contributed to the increase in the percent of hires that are female.

Table 7. Regression of Aspects of Equity Advisors' Activities on the Percent of New Hires that were Female (All Schools)

Variables	Beta	t
Number of Searches	-0.039	-0.150
% Searches for which EA received Applicant Pool	0.021	0.104
% of Search Chairs that EA Met With	0.273	1.158
Number of Career Partner Requests	-0.109	-0.525
Constant	25.728	2.062*

* Significant at the 0.05 level.

Table 8. Regression of Aspects of Equity Advisors' Activities on the Percent of New Hires that were Female (Science and Engineering Only)

Variables	Beta	t
Number of Searches	0.569	2.686*
% Searches for which EA received Applicant Pool	0.516	3.206*
% of Search Chairs that EA Met With	1.035	5.292***
Number of Career Partner Requests	0.622	4.040**
Constant	-28.705	-2.772*

* Significant at the 0.05 level.
** Significant at the 0.01 level.
*** Significant at the 0.001 level.

These regression models indicate an important role for Equity Advisors' actions. In particular, the Equity Advisors' review of applicant pools and meetings with search chairs enhanced the chances of hiring a woman, as did Career Partners requests.

Workshop Feedback. We have collected feedback from attendees of NSF ADVANCE workshops. Here we systematically analyze comments from two separate workshops in order to assess their value. We expect attendance at workshops to equip women faculty members with the tools necessary to advance through the system.

Workshop 1: Professional Development and Jobs Skills Seminars (Ann Saki, Organizer)

This workshop consisted of four separate presentations: The Application; The Job Interview; Training/Career Structure; and The Job Seminar. Most participants attended at least 3 of the 4 presentations. Of the 21 attendees that responded to our survey, 16 reported a positive overall evaluation. Five reported either unclear or no comments. So the overall reaction was very positive. The attendees were faculty members (1), postdocs (11), and graduate students (9) from the departments of Molecular Biology & Biochemistry (10), Neurobiology & Behavior (8), and others (3). Two attendees thought that such seminars should be offered more than once a year, 14 thought that such seminars should be offered every year, and 5 thought every other year would be adequate. When asked what other topics they would like have covered, 14 suggested "jobs," and 7 said "none." Following is a representative sampling of individual attendees' comments about what was most useful: "the insider's information," "practical tips/examples," "the fact that each aspect of the job search was covered," and "everything."

The overwhelmingly positive feedback suggests that a yearly seminar should be offered, and that the seminars should be targeted at graduate students and postdocs.

Workshop 2: Negotiating Resources: Learn to Ask for What You Want (Lisa Barron, Facilitator)
Of the 21attendees that responded to our survey, 9 rated the overall value of this workshop as "excellent," 9 rated it as "very good," 2 rated it as "average," and 1 rated it as "poor." The vast majority (14) rated the clarity of the presentation as excellent, while 7 rated it as very good. Fifteen rated the instructor's responsiveness as excellent, 5 as very good, and 1 as average. When asked if the workshop's objectives were achieved, 8 rated it as excellent, 8 as very good, 4 as average, and 1 as poor. In addition, we list a representative sampling of individual attendees' comments about what was useful: "hearing workshop participants discuss the wide range of negotiation issues with which they are grappling," "I appreciated that Lisa brought material from her research," "how to ask for things that you need," explanations/definitions of various styles "recognizing my own preferences (its strengths and limitations)," "learning of the 4 distinct negotiation styles (how to spot them; deal with them, etc.)," "understanding my 'personality' in conflict situations."

This feedback indicates that this workshop helped to equip faculty members for their negotiations with Chairs and Deans. Over the long term, we expect these workshops to impact the progression of female faculty members through the step ladder.

Teaching Loads. Initially, we asked Department Chairs to relay information about teaching, new hires, accelerations and promotions. We were not able to collect systematic teaching load data from this source due to Chairs' low response rate and the considerably different pool of respondents from year to year. As a remedy, we have acquired primary data from the administration regarding teaching and new hires. We now have data on the number of courses (along with type of course, headcount, and credit hours) by individual faculty member. We have begun to analyze this by gender at the department level. Preliminary analyses by school (without control variables) show no gender differences in teaching loads, but we will conduct a systematic department-level analysis, using the appropriate controls. This will reveal a more accurate picture of teaching by gender. If we discover a gender disparity within departments, we will ask the EVC to promote awareness and to work with Deans and Chairs on making sure that policies are in place and they are applied uniformly. We will investigate the nature of existing teaching policies, and pay particular attention to buy out policies. We will suggest that Academic Personnel provide workshops on teaching assignment and policy in order to achieve consistency.

Startup Packages 2004. To address the issue of start-up packages for new hires, we have collected all (we are missing only one) offer letters for jobs beginning fall 2004. We code these for the various perks that are offered upon hiring. We analyze these offer letters to determine if they reveal any gender inequalities. Following is a list of means by gender for various factors in startup packages.

Table 9. Means for Female and Male hires for various factors in 2004 Startup Packages (all schools).

	Female	(N)	Male	(N)
Step-level*	5.24	(27)	6.53	(37)
Salary ($ amount)	$82,322.22	(27)	$106,019.44	(36)
Summer compensation ($ amount)	$11,785.93	(27)	$13,997.86	(37)
Summer compensation (number of months)	1.56	(27)	1.68	(37)
Startup package ($ amount)	$179,448.44	(25)	$684,448.74	(36)
Administrative assistance (average (shared secretary)/additional help)	0.15	(27)	0.24	(37)
Spouse helped by career partners programs (%)	0.04	(27)	0.05	(37)
Course Load Undergraduate	2.08	(18)	2.39	(18)
Course Load Graduate	1.88	(17)	1.56	(18)
Total Course Load	3.86	(18)	3.94	(18)
Course Relief (total N first 3 years)	3.07	(21)	2.67	(18)
Housing loans (Y/N)	0.74	(27)	0.68	(37)
On-campus housing (offered home in University Hills)	0.22	(27)	0.38	(37)
Housing Allowance ($)	$23,750.00	(4)	$44,000.00	(2)

* Step/level refers to a composite measure of rank that combines the UC Assistant/Associate/Professor ranks with the steps within each rank

Table 10. Means for Female and Male hires for various factors in 2004 Startup Packages (Science and Engineering only).

	Female	(N)	Male	(N)
Step-level	4.73	(11)	6.25	(18)
Salary ($ amount)	$71,418.18	(11)	$88,741.18	(17)
Summer compensation ($ amount)	$22,881.16	(11)	$23,881,40	(18)
Summer compensation (number of months)	3.0	(11)	2.56	(18)
Startup package ($ amount)	$316,909.10	(11)	$467,469.70	(18)
Administrative assistance (average (shared secretary)/additional help)	0	(11)	0	(18)
Spouse helped by career partners programs (%)	0	(11)	0.06	(18)
Course Load Undergraduate	2.06	(8)	1.63	(8)
Course Load Graduate	1.43	(7)	1.38	(8)
Total Course Load	3.31	(8)	3.0	(8)
Course Relief (total N first 3 years)	3.83	(9)	4.0	(6)
Housing loans (Y/N)	0.82	(11)	0.72	(18)
On-campus housing (offered home in University Hills)	0.36	(11)	0.44	(18)
Housing Allowance ($)	23,750.00	(4)	44,000.00	(2)

None of the gender means are significantly different (using the t-test for the equality of means). Still, it is true that males were hired at an average of one step-level higher and were offered an average of $23,697.22 more than were females. As might be expected, this (non-significant) difference in means is mainly driven by high-end male hires. Two males and no females were hired at step 18, and 2 males and only one female were hired at step 16. If these 5 cases are omitted from the analysis, we find that the remaining females are hired at a slightly higher step-level (female mean=5.24; male mean=4.92). In the analyses that follow, we utilize the entire population, including these high-level cases.

We provide regression models to assess which variables account for salary differences, startup package amount, moving expenses, housing allowance, and logit models for administrative assistance and on campus housing. We find that gender is not a significant determinant of **any** of these outcome measures. Rather, school, and/or step/level account for all differences we observe. Rather than show all of these analyses, we provide the regression results for a few typical regression model (beginning salary and startup package amount) for illustrative purposes.

Table 11. Regression of aspects of startup package on salary offered (all schools).

Variables	Beta	t
Gender	0.117	1.47
Step/Level	0.516	6.59**
GSM	0.229	2.890*
Medicine	0.542	6.948**
Constant	37853.11***	

*Significant at the 0.01 level.
**Significant at the 0.001 level.

Table 12. Regression of aspects of startup package on salary offered (Science and engineering only).

Variables	Beta	t
Gender	0.039	0.630
Step/Level	0.851	13.720***
ICS	0.260	4.171***
Engineering	0.348	5.292***
Constant	35421.04***	

***Significant at the 0.001 level.

When considering the entire campus, we see that a higher step/level and being hired into GSM or Medicine accounts for higher beginning salaries. When considering only Science and Engineering, higher step/levels and being hired into ICS and Engineering account for higher salaries. Likewise, the findings for startup package amount find no effect for gender.

Table 13. Regression of aspects of startup package on start up package amount (all schools).

Variables	Beta	t
Gender	.096	.785
Step/Level	.129	1.05
Medicine	.343	2.81**
Constant	-206273	

Table 14. Regression of aspects of startup package on start up package amount (Science and engineering only).

Variables	Beta	t
Gender	0.061	.407
Step/Level	0.607	4.10***
Engineering	0.199	1.29
Constant	120391.6	

+ significant at the .1 level
* significant at the .001 level

Pay Gap. We collected information on the gap in salary for each of the schools for the last several years. We ran correlations of this variable with variables derived from other datasets. We find a negative correlation between the number of Dean's Council meetings the Equity Advisor attended and the pay gap. This means that the more Dean's Council meetings the EA attended, the smaller the gap in salary between men and women in the school. When controlling for other variables in a regression model, this relationship holds at the marginal significance level of .07. We also find that Social Ecology has a lower gender gap in salary than do other schools.

Gap year is the difference in the mean number of years that men and women have been at a rank (Female mean-Male mean). The bigger the gap year, the more important this variable should be in determining pay gap.

Average gender gap by year

Year	Mean	Standard Deviation
2002	-1.45	2.98
2003	-1.79	2.77
2004	-1.68	2.52

Table 15. Regression of Equity Advisors' Activities on Gender Gap in Salary (all Schools).

Variables	Beta	t
Gapyear	.600	7.333***
Number of Dean's Council Meetings attended by EA	-.149	-1.813+
Social Ecology	-.202	-2.38*
Constant	5327.12**	

+ significant at the .07 level
* significant at the .05 level
*** significant at the .001 level

Table 16. Regression of Equity Advisors' Activities on Gender Gap in Salary (Science and Engineering only).

Variables	Beta	t
Gapyear	0.717	5.594***
Number of Dean's Council Meetings attended by EA	-0.222	-1.643
Any measures to deal with Pay inequity	0.170	1.159
Mentorship set up	-0.120	-.890
Engineering	-.290	-2.138*
Constant	1812.258	

* significant at the 0.5 level
*** significant at the 0.001 level

These findings indicate a relationship between Equity Advisor's presence at Dean's Council meetings and the pay gap. Since we use time-ordered data (that is, we use Equity Advisor activities in year one to predict pay gap in year two), we are fairly confident in suggesting a positive effect of Equity Advisor's activities in this regard.

Institutionalization

An ad hoc committee on institutionalization of the ADVANCE program, consisting of the two ADVANCE Chairs (Ellen Druffel and Chuu-Lian Terng), three Equity Advisors (Frances Leslie, Tammy Smecker-Hane, and Karen Rook), ADVANCE Director, Priscilla Kehoe, and OEOD representative (G. Black) has begun to consider how to continue the ADVANCE program after NSF funding has ended. They have considered models from several other programs, and have found the UCI Equity Advisor model to be superior. The committee will propose that UCI maintain the program by setting up a gender equity office (Office of Faculty Equity and Diversity), under the direction of the EVC, and locating it in the Administration building. They recommend the selection of a faculty member for a four-year term (half-time) to serve as Director/Advisor/Consultant, and the appointment of Equity Advisors for each school. In addition, they propose the hiring of a full time administrator and assistant.

Under this plan, the Director will be responsible for coordinating the Equity Advisors (an Equity Advisor manual, covering recruitment, advancement, and retention, will be developed as a guide), coordinating workshops, conducting exit interviews, working with the Advisory Planning group on the allocation of FTEs, and coordinating with the Office of Analytical Studies and Academic Personnel on what data to collect and analyze.

Conclusion

Our findings show considerable improvement in percent women hired, especially for Science and Engineering schools over the years that the NSF ADVANCE program has been in operation. The overall percent of female faculty members has increased in Biological Sciences and ICS, but has remained fairly constant in Engineering, and Physical Sciences. Physical Science has already secured 4 female hires for start dates of July 2005. We should note that the field of Engineering faces an important shortage of female faculty, and UCI's Engineering school has not under-utilized the pool of available female faculty members. Because our data is examined at the school level, it is possible that we missed some department-level variations. For example, some departments may have underutilized women in their pools, while others in the same school may have hired more women than would have been expected by their availability. These would have averaged out at the school level.

We find that in the Science and Engineering schools, the Equity Advisors' efforts are related to the increased percent of women hired. The Equity Advisors' meetings with the search chair and their review of the applicant pool have been particularly useful. While the first practice has been widely implemented, the later has not. We should determine why Equity Advisors have not routinely reviewed applicant pools, and attempt to increase this activity. Career partner requests are also helpful. We found elsewhere that Career Partner hires are mainly used for male faculty members as the primary faculty member (female spouses are receiving the partner positions). More information on their use may be helpful. While we find no significant short-term effect for Equity Advisors activities in the other schools, we expect that longer-term effects will accrue from their efforts.

The ADVANCE workshops for which we have feedback were well received. The overwhelming majority of participants reported positive experiences, and indicated that the workshops should be held yearly. Workshop 1 attracted graduate students and postdocs, while Workshop 2 attracted mainly faculty members.

We found that the average male was hired in at a higher step than was the average female, and that therefore, their average starting salary and startup packages were higher. When controlling for step and school in the regression models, these differences disappeared. We find that while school and step significantly affected beginning salaries and startup packages there were no significant differences between the male and female starting salaries. We also note that the higher male step-level at entry is due to a handful of higher-end male hires.

Finally, we assess the gender gap in salary. We find that Equity Advisor's meeting with Deans served to marginally reduce the gap in salaries.

Overall, we find impressive evidence that the NSF ADVANCE program has made a difference at UCI, especially in Science and Engineering, and that concrete steps have been taken to extend the program beyond the funding period.