

NSF ADVANCE PROJECT REPORT ON UCI FACULTY SURVEY

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The UCI NSF Advance Program sponsored its second faculty-wide survey in the fall quarter of 2004. This report summarizes the results of this survey. The survey design was very similar to the first faculty survey, administered in the fall of 2002, with the addition of several new survey items. An email request for participation in the survey was sent out to all UCI Academic Senate faculty, with subsequent reminders. The email described the survey, and instructed respondents to go to a secure web site to complete the survey. If a faculty member did not want to complete the survey on-line, an option was given for them to receive a hard copy of the survey. For the present survey, we collected 220 useable surveys (144 from male faculty members and 76 from female faculty members). The gender distribution among the respondents is similar to the previous survey, with just under two-thirds of respondents male (65.4% of the respondents are male, compared to approximately 68% in the first survey). The response rate was slightly lower than seen in the first survey (which was approximately 31%). As before, similar proportions of women and men at each rank responded to the survey. Table 1 gives the breakdown of gender by rank. Appendix A gives a breakdown of respondents by both gender and school.

Table 1: Gender by Rank of Respondent (N=220)

	Male	Female	Total
Full Professor	67 (65%) [30%]	36 (35%) [16%]	100%
Associate Professor	34 (74%) [15%]	12 (26%) [5%]	100%
Assistant Professor	43 (61%) [20%]	28 (39%) [13%]	100%

Note: Row percentages appear in parentheses; cell percentages in brackets.

We asked respondents how familiar they are with the "aims and goals" of the Advance program.

Table 2: Level of Familiarity with Advance Program, by Gender (N=205)

Frequency of Contact	Percentage (all respondents)	Percentage (women)	Percentage (men)
Very familiar	27.32	44.78	18.84
Somewhat familiar	39.51	41.79	38.41
Not very familiar	17.56	5.97	23.19
Not familiar at all	15.61	7.46	19.57
Total	100%	100%	100%

Familiarity with Advance is significantly related to gender ($p < 0.01$, χ^2 test), with men's familiarity lower than women's. This is understandable given that the program addresses gender inequality and targets female faculty members who are disadvantaged. Of course, it may be the case that faculty members who are unfamiliar with the Advance program are less likely to respond to the survey. To the extent that that is true, we would be overstating the level of familiarity with the Advance program.

1. DEPARTMENTAL SUPPORT ITEMS

How satisfied are UCI professors with the amount of support they receive from the university, and does the level of satisfaction differ by gender? We asked this question for each of seven different types of support. Specifically, we asked, "In the time period since January 2003, how satisfied or unsatisfied are you with each of the following aspects of your employment at UC Irvine?" Possible responses were: 1 = very dissatisfied; 2 = somewhat dissatisfied ; 3 = somewhat satisfied; and 4 = very satisfied.

Table 3: Descriptive Statistics for Departmental Support Items, by Gender

Variable	N	<u>All Faculty</u>		<u>Women</u>	<u>Men</u>
		Mean	Std Dev	Mean	Mean
- Support from colleagues	218	3.50	0.74	3.44	3.54
- Accessibility of Department chair	203	3.59	0.72	3.56	3.61
- Feedback on research, publication record, and/or teaching record	204	3.23	0.81	3.22	3.24
- Available equipment	210	3.02	0.92	3.00	3.03
- Available space	214	3.06	0.94	3.03	3.07
- Finding qualified research assistants	182	2.91	0.94	3.10*	2.81
- Opportunities to teach courses of your choice	213	3.57	0.67	3.58	3.56
- Overall support index	157	22.75	3.48	22.58	22.83

** p<0.01; * p<0.05 (two-tailed test)

The responding faculty members express a fairly high level of satisfaction with their employment at UCI, expressing, as in the earlier survey, more satisfaction than dissatisfaction on each item. Overall, respondents tend to be least satisfied with finding available equipment and qualified research assistants and most satisfied with the accessibility of their Department Chair. Additional analyses of these items (broken out by year of hire and gender) can be found in Appendix B.

Gender differences on the departmental support items

- A significance test for the mean gender differences suggest that there are no statistically significant differences (at the 5% significance level) across the departmental support items, except for the "finding qualified research assistants" item. On this item, women's average reported satisfaction is significantly higher than men's (p<0.05).
- The seven items are positively and significantly intercorrelated. Therefore, we combined them into a departmental support index by summing the responses across the seven items for each individual. On the overall departmental support index, we found very similar means for female and male respondents (p=0.69).

2. FACULTY WORKLOAD SATISFACTION ITEMS

We next considered satisfaction with reported workloads at UCI. We asked, "In the time period since January 2003, how satisfied or unsatisfied are you with each of the following aspects of your employment at UC Irvine?" Possible responses were: 1 = very dissatisfied; 2 = somewhat dissatisfied ; 3 = somewhat satisfied; and 4 = very satisfied.

Table 4: Descriptive Statistics for Workload Satisfaction Items, by Gender

Variable	N	<u>All Faculty</u>		<u>Women</u>	<u>Men</u>
		Mean	Std Dev	Mean	Mean
- Managing your teaching load	211	3.14	0.79	2.96*	3.23
- Serving on Departmental committees	203	3.13	0.84	3.04	3.18
- Serving on School committees	159	3.21	0.80	3.24	3.20
- Serving on University committees	156	3.26	0.80	3.19	3.30
- Advising graduate students	201	3.45	0.68	3.46	3.45
- Time available for your research	217	2.71	0.93	2.60	2.77
- Overall workload satisfaction index	127	18.73	3.42	18.28	18.96

** p<0.01; * p<0.05 (two-tailed test)

Overall, UCI faculty report a fairly high level of satisfaction with their workloads. As in the previous survey, those who responded to our survey are the least satisfied with their time availability for their research. Responding faculty are most satisfied with advising graduate students. Additional analyses of these items (broken out by year of hire and gender) can be found in Appendix B.

Gender differences on the workload items

- Women report significantly lower scores only on the "managing your teaching load" item.
- All six items are positively and significantly correlated with one another (so people who tended to be (dis)satisfied with one item tended to be (dis)satisfied with the other five). Therefore, we combined them into an index of general workload satisfaction, by summing the responses across the six items for each individual. On the overall workload satisfaction index, there is no statistically significant gender difference (p = 0.16 for test of mean difference by gender). *This contrasts with the previous survey, where women reported significantly lower satisfaction on several of the individual measures, as well as on the composite index.*

3. WORK-FAMILY ITEMS

Next we consider satisfaction with work-family issues. We asked, "In the time period since January 2003, how satisfied or unsatisfied are you with each of the following aspects of your employment at UC Irvine?" Possible responses were: 1 = very dissatisfied; 2 = somewhat dissatisfied ; 3 = somewhat satisfied; and 4 = very satisfied.

Table 5: Descriptive Statistics for Work-Family Satisfaction Items, by Gender

Variable	N	<u>All Faculty</u>		<u>Women</u>	<u>Men</u>
		Mean	Std Dev	Mean	Mean
- Balancing family obligations with work responsibilities	196	2.92	0.88	2.73*	3.01
- Access to child care facilities	103	3.10	1.03	2.95	3.17

** p<0.01; * p<0.05 (two-tailed test)

Respondents were slightly more satisfied with access to child care facilities than they were with balancing family obligations with their work responsibilities. Additional analyses of these items (broken out by year of hire and gender) can be found in Appendix B.

Gender differences on the work-family items

- Women, on average, express significantly less satisfaction on the work-family balance item than men (p=0.04). The gender difference was not statistically significant in the previous survey. Furthermore, in the previous survey we found a significant gender difference on the access to child care item, with women significantly less likely than men to express satisfaction with accessing child care facilities at UCI.

4. GENERAL JOB SATISFACTION

Next, we turn to satisfaction with the general aspects of respondents' UCI jobs. We asked, "In the time period since January 2003, how satisfied or unsatisfied are you with each of the following aspects of your employment at UC Irvine?" Possible responses were: 1 = very dissatisfied; 2 = somewhat dissatisfied; 3 = somewhat satisfied; and 4 = very satisfied.

Table 6: Descriptive Statistics for General Job Satisfaction Items, by Gender

Variable	N	All Faculty		Wome	Men
		Mean	Std Dev	Mean	Mean
- Job security	217	3.60	0.65	3.53	3.64
- Salary	219	2.79	0.97	2.76	2.81
- Spouse or partner employment opportunities in geographic area	152	3.17	0.95	3.20	3.16
- Benefits (medical, retirement, etc.)	219	3.48	0.69	3.61*	3.41
- Your job at UC Irvine, generally	257	3.49	0.66	3.39	3.55
- Overall general satisfaction index	150	16.45	2.64	16.26	16.54
- Satisfaction with pay and benefits	152	12.97	2.28	12.91	12.99

** p<0.01; * p<0.05 (two-tailed test)

As in the previous survey, respondents are the most satisfied with their job security (mean=3.60), and the least satisfied with their salary (mean=2.79). Additional analyses of these items (broken out by year of hire and gender) can be found in Appendix B.

Gender differences on the job general satisfaction items

- Men, on average, report significantly lower satisfaction with their benefits than women (3.61 versus 3.41).
- We combined the general satisfaction items into an index by summing the scores on the individual items. There is no significant gender difference in terms of the general job satisfaction index (p=0.08), although women's average score was lower than men's. In the last survey, when the item asking about spouse or partner's employment opportunities in the geographic area was omitted from the index, there was a significant gender difference: women were significantly less satisfied. *In the current survey, no significant mean gender difference exists, in either the satisfaction index comprising all five items, or the index in which the spousal employment opportunities variable was omitted.*
- We also considered an index based on only the first four items, which deal with satisfaction with pay and benefits. Descriptive statistics for this index appear in the last row of Table 5. No significant gender difference exists on this index (p=0.07).

5. TYPES OF SUPPORT RECEIVED SINCE JANUARY 2003

Next we consider the levels of financial and non-financial support received by faculty members. We asked "Between January 2003 and the present, have you been provided with... (yes or no)?"

These variables were coded such that the means for these five items are equal to the proportion of the respondents receiving the particular type of support. Additional analyses of these items (broken out by year of hire and gender) can be found in Appendix B.

Table 7: Descriptive Statistics for Types of Support Received, by Gender

Variable	N	<u>All Faculty</u>		<u>Women</u>	<u>Men</u>
		Mean	Std Dev	Mean	Mean
- Course release supplied by your department	220	0.32	0.47	0.33	0.31
- Committee relief supplied by your department	220	0.10	0.31	0.13	0.09
- Support for research or travel from your department or School	220	0.56	0.50	0.59	0.55
- Extra space beyond the norm for your department	220	0.10	0.31	0.07**	0.13
- Summer salary	220	0.21	0.41	0.21	0.21

** p<0.01; * p<0.05 (two-tailed test)

Gender differences in types of support received

- The only significant gender difference ($p=0.007$) on these items is for extra space beyond departmental norm, and suggests that women are significantly less likely to receive extra space than men. In the prior survey, we found a significant difference on the course release variable (women were found to be more likely than men to have received a course release). This finding was not replicated in the current survey; however, we note that the current question asks only about the period since January 2003. We also note that because the interitem correlations on this subset of items are not sufficiently high; therefore, we did not combine them into an index.

6. TYPES OF SUPPORT RECEIVED AT TIME OF HIRE

We also asked about the zeal with which UCI recruits its faculty members. We asked "When you were hired by UC Irvine, did you receive any of the following forms of support?" Note that on the current survey this set of questions was only asked of the "new" respondents – those who did not complete the first survey.

Table 8: Descriptive Statistics for Types of Support Received at Hire, by Gender

Variable	N	<u>All Faculty</u>		<u>Women</u>	<u>Men</u>
		Mean	Std Dev	Mean	Mean
- Campus housing (University Hills)	97	0.65	0.48	0.71	0.62
- Monetary housing allowance (down payment)	97	0.25	0.43	0.32	0.21
- A Mortgage Origination Program (MOP) loan	97	.047	0.50	0.55	0.44
- A reduced teaching load during your first year of employment	97	0.75	0.43	0.81	0.73
- An adequate start-up package	97	0.73	0.45	0.74	0.73
An employment offer for your spouse/partner	97	0.13	0.34	0.16	0.12

** p<0.01; * p<0.05 (two-tailed test)

These variables were coded such that the means for these five items are equal to the proportion of the respondents receiving the particular type of support.

Gender differences in types of support received (at time of hire)

- There are no significant gender differences on any of these items, either individually or when combined into an index. In the previous survey, we found a large gender difference on the last item: an offer of employment for one's spouse/partner. Women were much more likely to get an offer for their partner/spouse than were men (37% versus 8.4%). In the current survey, women are more likely than men to get an offer for their partner or spouse (16% versus 12%) but that difference is not significant. However, the small number of valid responses for this set of items (31 women and 66 men) makes it difficult to detect group differences.

7. FACULTY WORKLOAD (TEACHING, SUPERVISING, SERVICE)

Now we move on to consider the reported workload of faculty members. In the current survey, we asked, "In a typical week when school was in session (between January 2003 and the present), approximately how many hours were you engaged in the following teaching activities...?"

Table 9: Descriptive Statistics for Teaching and Supervising Items, by Gender

Variable	N	<u>All Faculty</u>		<u>Women</u>	<u>Men</u>
		Mean	Std Dev	Mean	Mean
Undergraduate teaching	196	12.09	8.45	10.82	12.73
Graduate teaching	196	8.26	7.20	8.51	8.13
Supervising undergraduates	197	2.52	2.68	2.10	2.73
Supervising graduates	198	7.39	7.23	6.28*	7.94

** p<0.01; * p<0.05 (two-tailed test)

Gender Differences on teaching and supervising hours

- There is a significant gender difference only on supervising graduate student hours, with men reporting significantly more hours than women.
- In contrast to the first survey, where women reported devoting more hours to undergraduate teaching (12.27 hours/week versus 10.79 hours/week), in this survey women report fewer average hours teaching undergraduates (10.82 hours versus 12.73 hours). However, neither gender effect was statistically significant. However, the overall trend is a narrowing of the gender gap in undergraduate teaching.
- As in the previous survey, there is also no statistically significant gender difference in average combined teaching hours (the sum of undergraduate and graduate teaching hours).

For the teaching and supervision items, we also asked whether the number of hours they reported for each task was "greater," "about the same," or "less" than previous years. There are no statistically significant gender differences in the proportion of respondents reporting an increase in their teaching and supervision duties compared to previous years. The largest difference is in supervising graduate students, with 34% of women reporting an increase from previous years, compared to 25% of men (however this difference is not statistically significant, p=0.18). Additional analyses of these items (broken out by year of hire and gender) can be found in Appendix B.

We also asked about hours spent in various service-related responsibilities. We asked, "In a typical week when school was in session (January 2003-present), approximately how many hours do you spend engaged in committee service?"

Table 10: Descriptive Statistics for Committee Service Items, by Gender

Variable	N	<u>All Faculty</u>		<u>Women</u>	<u>Men</u>
		Mean	Std Dev	Mean	Mean
Department service	196	3.93	5.09	3.62	4.08
School service	188	1.92	4.95	2.19*	1.79
Campus-wide service	189	1.64	3.07	1.79	1.57
University service	179	0.45	0.86	0.31**	0.52
Service to your profession	193	3.87	4.88	3.48	4.06
Total service hours	175	7.73	8.29	7.91	7.65

** p<0.01; * p<0.05 (two-tailed test)

Gender differences on committee service items

- As in the previous survey, women do significantly more School service (p=0.02).
- Men do significantly more University service (p<0.01), as in the previous survey.
- Men do significantly more service to the profession (p<0.01). This difference was not significant in the previous survey.
- No significant gender difference in Department service (as in previous survey), or Campus-wide service.
- When we consider the sum of hours devoted to committee work (excluding service to the discipline) per week by gender, we find that women spend, on average, slightly more hours than men; however, this difference is not statistically significant (p=0.85). There was no significant difference found in the first survey, either. Additional analyses of these items (broken out by year of hire and gender) can be found in Appendix B.

8. ABOUT YOUR DEPARTMENT

As in the previous faculty survey, we are also interested in the work environment at UCI. We asked, "Since January 2003, approximately how many times, if ever, have you experienced any of the following behavior from (a) students, (b) faculty, and/or (c) staff?" The results below apply to the total number of remarks from students, faculty, and staff combined. For results disaggregated by the source of the behavior (student, faculty, or staff), appears in Appendix C.

1. Questions or disparaging remarks about your qualifications

- Women received more disparaging remarks about their qualifications than men (mean for men=3.35, mean for women=3.55). This difference is not statistically significant in the current survey ($p=0.85$), whereas it was in the previous survey.

2. Inappropriate references to your personal life or appearance

- Women received more inappropriate references to their personal life or appearance than men (mean for men=3.28, mean for women=3.43). This difference is not statistically significant in the current survey ($p=0.84$), whereas it was in the previous survey.

3. Overbearing, intimidating, or offensive verbal behavior

- Women were exposed to significantly ($p<0.01$) more overbearing, intimidating, or offensive verbal behavior than men (mean for men=3.66, mean for women=3.91). This difference was not statistically significant in the previous survey.

4. Physical intimidation

- Women received significantly ($p<0.001$) more physical intimidation than men (mean for men=3.17, mean for women=3.37). This finding is similar to the previous survey.

5. Other types of harassment or assault

- Women received significantly ($p<0.001$) more "other" types of harassment than men (mean for men=3.04, mean for women=3.14). This significant difference was not found in the previous survey results.

As in the previous survey, we asked respondents to consider their interactions only with colleagues and administrators. We asked, since January 2003, how often were you...

1. Asked to take on additional responsibilities (e.g. teaching in place of absent colleagues, transporting job candidates, proctoring others' exams)?

- Unlike our findings in the previous survey, women are asked to do this less than men, but the difference is not statistically significant (mean for men=2.34, mean for women=2.23). There was no significant difference found in previous survey, either.

2. Excluded from key processes (e.g. policymaking or decision making meetings or committees)

- No significant gender difference in exclusion from key processes (mean for men=1.50, mean for women=1.51). This is unchanged from what we found in the previous survey.

3. Discouraged from participation at meetings (e.g. by ignoring, interrupting, being critical)

- No significant gender difference in discouragement from participation at meetings (mean for men=1.25, mean for women=1.37). This is unchanged from what we found in the previous survey.

Overall, women did not report more significantly negative experiences with colleagues and administrators in their work environment. This finding is consistent across the two surveys.

We also asked, "During processes involving hiring, reappointment, tenure, or promotion in your department, have you noted any of the following behaviors from colleagues referring to an individual under consideration?" Please indicate whether any observed behaviors were based on the gender or race/ethnicity of the individual under consideration.

1. Inappropriate references to one's personal life or appearance (GENDER)

- In the current survey, women were more likely to note inappropriate gender-based references to one's personal life or appearance (mean for men=1.19, mean for women=1.30). However, the difference is not statistically significant in the current survey ($p=0.22$). In the previous survey, we found that women were significantly ($p<0.001$) more likely to note inappropriate references to one's personal life or appearance (based on gender) than men.

2. Inappropriate references to one's personal life or appearance (RACE/ETHNICITY)

- In the current survey, women were slightly less likely than men to note these kinds of references (mean for women=1.15, mean for men=1.17). This difference is not statistically significant ($p=0.19$). In the previous survey, women were significantly ($p<0.01$) more likely to note inappropriate references to one's personal life or appearance (based on race/ethnicity) than men.

9. GENDER ON CAMPUS

We also asked respondents about they felt about the opportunities available to women at UCI, how high a priority gender equity should be at UCI, and other questions about the Advance program at UCI. Specifically, we asked, "Overall, do you think that women faculty at UCI have the same opportunities as male UCI faculty?"

- For the entire group of respondents, 63.5% (N=197) of the faculty agreed that women faculty at UCI have the same opportunities as male UCI faculty. Among male respondent, this percentage increases to 77%, and among women faculty, it drops to 35.4%. The relationship between gender and belief about opportunities is statistically significant (χ^2 , $p<0.01$).

We also asked, "In your opinion, how high or low a priority should gender equity be at UCI?"

- For the 206 respondents, 89.3% said gender equity should be given either "very high" or "somewhat high" priority. Only 10.7% said it should be given either "somewhat low" or "very low" priority. There is a statistically significant gender difference on this variable, however, with 97.1% of women responding that equity should be given either "very high" or "somewhat high" priority, and 85.5% of men ($p<0.001$).

We also asked about respondents' frequency of contact with the Equity Advisor (EA) from their School.

Table 11: Frequency of Contact with Equity Advisors (N=207)

Frequency of Contact	Percentage
Weekly	3.86
1-3 times per month	4.35
About once per quarter	21.26
Seldom	32.85
I have had no contact with my EA	31.40
Not applicable	6.28
Total	100%

Frequency of contact with the Equity Advisors is significantly related to gender ($p<0.01$, χ^2 test), with men's contact much less frequent than women's. For example, about 28% of women reported meeting their EA once per quarter, while only 18% of men did. And, about 37% of men reported having no contact with their EA, compared to only 19% of women.

SUMMARY OF KEY FINDINGS

- In terms of departmental support (e.g., support from colleagues and accessibility of Department chairs), we found no statistically significant difference by gender. The only exception is finding qualified research assistants, where men express less satisfaction than women. As in the first survey, men and women largely express similar levels of satisfaction. We found very similar means for female and male respondents.
- UCI faculty continue to report a fairly high level of satisfaction with their workloads (e.g., managing teaching loads and serving on various committees). However, women report lower levels of satisfaction with managing their teaching loads than do the men who responded to our survey. Overall, male and female faculty report similar levels of satisfaction with their workloads, which contrasts with the previous survey, where women reported significantly lower satisfaction on several aspects of one's workload, as well as on our overall workload satisfaction measure.
- In terms of various dimensions of job satisfaction, men, on average, report significantly lower satisfaction than women with the benefits they receive. However, in terms of overall job satisfaction, we found no significant gender difference. Compared to the previous survey, women express greater job satisfaction – in the current survey, no significant gender difference was found.
- With regard to additional types of support (e.g., course release or committee relief), women and men express similar levels of satisfaction; however, female faculty continue to perceive that space allocations are unequal – men are more likely to report that they received extra space beyond their department's norm.
- As in the previous survey, there is a significant gender difference in hours spent supervising graduate student hours, with men reporting significantly more hours than women. Gender differences in other workload areas – supervising undergraduates, teaching undergraduates and graduate students – are small. As in the previous survey, there is also no marked gender difference in average combined teaching or supervision hours.
- As in the previous survey, women do significantly more School service, although men do significantly more University service, as in previous survey. Men also report significantly more service to the profession. This difference was not significant in the previous survey.
- No significant gender difference was found in Department service, as in previous survey.
- Women reported receiving more disparaging remarks about their qualifications than men, although this difference is not statistically significant in the current survey whereas it was in the previous survey. Women faculty also received more inappropriate references to their personal life or appearance than men. This difference is not statistically significant in the current survey, whereas it was in the previous survey.

- Women were exposed to significantly more overbearing, intimidating, or offensive verbal behavior than men. This difference was not statistically significant in the previous survey.
- Similar to the previous survey, women received significantly more physical intimidation than men. But contrary to the previous survey, women received significantly more unclassified types of harassment than men.
- Women and men continue to report similar likelihoods of being asked to take on additional responsibilities. Similarly, women faculty are no more likely than male faculty to report being excluded from key processes and decision-making meetings.
- Overall, women did not report more significantly negative experiences with colleagues and administrators in their work environment. This finding is consistent across the two surveys. However, women were significantly more likely than men to encounter negative remarks and other or experiences than men, especially from students and other faculty.
- In the current survey, women were more likely to note inappropriate gender-based references to one's personal life or appearance. However, the difference is not statistically significant in the current survey. In the previous survey, we found that women were significantly more likely than men to note inappropriate references to one's personal life or appearance, based on gender.
- A majority of respondents (63.5%) agreed that women faculty at UCI have the same opportunities as male UCI faculty. For male respondent, this percentage increases to 77%, and among women faculty, it drops to 35.4%. However, this gender difference is not statistically significant.
- Approximately 89% of the respondents said gender equity should be given either "very high" or "somewhat high" priority at UCI. Only 10.7% said it should be given either "somewhat low" or "very low" priority. There are strong gender differences – 97.1% of women responded that equity should be given either "very high" or "somewhat high" priority, compared to only 85.5% of men.

APPENDIX A

SURVEY RESPONDENTS (N=220): GENDER BREAKDOWN BY SCHOOL

SCHOOL	N	% Female
GRADUATE SCHOOL OF MANAGEMENT	7	57.1%
THE HENRY SAMUELI SCHOOL OF ENGINEERING INFORMATION & COMPUTER SCIENCE	18	11.1%
SCHOOL OF SOCIAL ECOLOGY	15	20.0%
COLLEGE OF MEDICINE (BASIC SCIENCE)	19	57.9%
COLLEGE OF MEDICINE (CLINICAL SCIENCE)	11	36.4%
SCHOOL OF BIOLOGICAL SCIENCES	9	44.4%
CLAIRE TREVOR SCHOOL OF THE ARTS	27	40.7%
SCHOOL OF HUMANITIES	8	62.5%
SCHOOL OF PHYSICAL SCIENCES	27	40.7%
SCHOOL OF SOCIAL SCIENCES	34	11.8%
DEPARTMENT OF EDUCATION	43	34.9%
TOTAL	2	100.0%

APPENDIX B

ANALYSIS OF SELECTED SURVEY ITEMS BY FACULTY YEAR OF HIRE COHORT AND GENDER

In Table B1, respondents are grouped into cohorts based on their year of hire. To form the three groups, the distribution of year of hire was split at approximately the 33rd and 66th percentile. Cohort 1 comprises respondents hired between 1965 and 1990. Cohort 2 includes respondents hired between 1991 and 2000. Cohort 3 comprises those respondents hired after 2001. The number of respondents in each group are 66, 79, and 75, respectively.

Table B1: Means for Departmental Support Items, by Year of Hire Cohort and Gender

Variable	Year of Hire Cohort					
	Cohort 1 (1965-1990)		Cohort 2 (1991-2000)		Cohort 3 (2001-2004)	
	Women	Men	Women	Men	Women	Men
- Support from colleagues	3.50	3.60	3.14	3.33	3.71	3.68
- Accessibility of Department chair	3.69	3.63	3.46	3.57	3.57	3.64
- Feedback on research, publication record, and/or teaching record	3.27	3.39	3.18	3.10	3.24	3.21
- Available equipment	3.00	3.22	3.00	3.07	3.00	2.80
- Available space	3.22	3.23	2.96	3.00	2.96*	2.98
- Finding qualified research assistants	3.31	2.93	3.00	2.85	3.10	2.65
- Opportunities to teach courses of your choice	3.56	3.69	3.50	3.57	3.69	3.45
- Overall support index	22.44	23.53	22.29	22.57	23.00	22.39

** p<0.01; * p<0.05 (two-tailed test, refers to test of within-cohort gender difference)

- No statistically significant gender differences were found on the overall support index, or on any of the individual items except for available space for the cohort 3. Thus, in terms of overall departmental support, there is no evidence that gender differences among faculty systematically vary with cohort of hire.

Table B2: Means for Workload Satisfaction Items, by Year of Hire Cohort and Gender

Variable	Year of Hire Cohort					
	Cohort 1 (1965-		Cohort 2 (1991-		Cohort 3 (2001-	
	Women	Men	Women	Men	Women	Men
- Managing your teaching load	3.11	3.43	2.69**	3.14	3.17*	3.11
- Serving on Dept. committees	3.29	3.34	2.82	3.00	3.13*	3.21
- Serving on School committees	3.25	3.36	3.12	3.00	3.41	3.28
- Serving on University committees	3.14	3.46	3.04	3.07	3.47	3.50
- Advising graduate students	3.67	3.73	3.29	3.35	3.52**	3.31
- Time available for your research	2.88	3.06	2.17	2.71	2.89	2.53
- Overall workload satisfaction index	19.30	19.76	17.15	18.08	19.23	19.59

** p<0.01; * p<0.05 (two-tailed test, refers to test of within-cohort gender difference)

- In cohort 1, there are no significant gender differences. In cohort 2, women report significantly less satisfaction with their teaching loads than men. In cohort 3, women are significantly *more* satisfied than men with their teaching loads. In addition, among those in cohort 3, women are significantly less satisfied with their departmental committee work than men, but are more satisfied with advising graduate students than men.

Table B3: Means for Work-Family Items, by Year of Hire Cohort and Gender

Variable	Year of Hire Cohort					
	Cohort 1 (1965-		Cohort 2 (1991-		Cohort 3 (2001-	
	Women	Men	Women	Men	Women	Men
- Balancing family obligations with work responsibilities	3.06	3.26	2.46	3.00	2.78	2.74
- Access to child care facilities	4.00	3.63	2.44	3.00	3.20	3.00

** p<0.01; * p<0.05 (two-tailed test, refers to test of within-cohort gender difference)

- No statistically significant gender differences were found on either work-family item, in any cohort.

Table B4: Means for General Job Satisfaction Items, by Year of Hire Cohort and Gender

Variable	Year of Hire Cohort					
	Cohort 1 (1965-		Cohort 2 (1991-		Cohort 3 (2001-	
	Women	Men	Women	Men	Women	Men
- Job security	4.00	3.83	3.59	3.69	3.19	3.38
- Salary	2.89	3.15	2.73*	2.55	2.71	2.72
- Spouse or partner employment opportunities in geographic area	3.88*	3.35	3.20	3.15	2.89	2.97
- Benefits (medical, retirement, etc.)	3.78*	3.48	3.62	3.37	3.50	3.40
- Your job at UC Irvine, generally	3.61	3.62	3.03	3.41	3.61	3.63
- Overall general satisfaction index	18.00	17.36	16.25	16.15	15.50	16.16
- Satisfaction with pay and benefits	14.63	13.71	13.10	12.77	11.94	12.52

** p<0.01; * p<0.05 (two-tailed test, refers to test of within-cohort gender difference)

- In cohort 1, women express more satisfaction than men with spouse/partner employment opportunities and with benefits. In cohort 2, women express more satisfaction with salary, on average, than men. There are no significant differences on any item or index among the most recent hires (cohort 3).

Table B5: Means for Types of Support Received, by Year of Hire Cohort and Gender

Variable	Year of Hire Cohort					
	Cohort 1 (1965-		Cohort 2 (1991-		Cohort 3 (2001-	
	Women	Men	Women	Men	Women	Men
- Course release supplied by your department	0.22	0.31	0.27	0.29	0.46	0.34
- Committee relief supplied by your department	0.06	0.06	0.07**	0.02	0.25	0.19
- Support for research or travel from your department or School	0.33	0.44	0.57	0.57	0.75	0.64
- Extra space beyond the norm for your department	0.11	0.19	0.03**	0.10	0.07	0.09
- Summer salary	0.17	0.15	0.10	0.14	0.36	0.34

** p<0.01; * p<0.05 (two-tailed test, refers to test of within-cohort gender difference)

- No gender differences in cohort 1 or cohort 3. Among those in cohort 2, women were significantly more likely than men to receive committee relief, but significantly less likely than men to receive extra space beyond the departmental norm.

Table B6: Means for Faculty Workload, by Year of Hire Cohort and Gender

Variable	Year of Hire Cohort					
	Cohort 1 (1965-		Cohort 2 (1991-		Cohort 3 (2001-	
	Women	Men	Women	Men	Women	Men
Undergraduate teaching	8.50	11.34	10.73	11.96	12.20	15.07
Graduate teaching	7.07	7.79	8.60	8.33	9.30*	8.27
Supervising undergraduates	1.60	3.04	2.48**	2.40	2.00*	2.76
Supervising graduates	5.44*	5.98	7.00**	9.91	6.06**	7.93

** p<0.01; * p<0.05 (two-tailed test, refers to test of within-cohort gender difference)

- In cohort 1, women, on average, report fewer hours than men supervising graduate students. In cohort 2, women report more hours than men, on average, supervising undergraduates, but fewer hours supervising graduate students. In cohort 3, women report more hours doing graduate teaching than men, but fewer hours supervising both undergraduates and graduate students.

Table B7: Means for Committee Service Hours, by Year of Hire Cohort and Gender

Variable	Year of Hire Cohort					
	Cohort 1 (1965-		Cohort 2 (1991-		Cohort 3 (2001-	
	Women	Men	Women	Men	Women	Men
Department service	3.27**	4.89	5.56**	3.62	1.90**	3.71
School service	3.43	3.05	1.07	1.25	2.54**	0.97
Campus-wide service	3.64	2.75	1.91	1.36	0.64	0.43
University service	0.23**	0.85	0.42	0.50	0.23	0.14
Service to your profession	3.57**	4.70	3.45**	3.57	3.48**	3.90
Total service hours (excluding service to profession)	10.95	11.15	9.20	6.59	5.17**	4.82

** p<0.01; * p<0.05 (two-tailed test, refers to test of within-cohort gender difference)

- In cohort 1, men do significantly more department service, university service, and service to the profession than women.
- In cohort 2, women do significantly more department service than men, but significantly less service to the profession.
- In cohort 3, men do significantly more department service than women, but women do more school service than men. Women also do significantly less service to the profession, but they also score higher than men, on average, in terms of total service hours (excluding service to the profession).

APPENDIX C

DISAGGREGATED ANALYSIS OF CLIMATE ITEMS

Table C1: Means for Negative Remarks or Experiences Items, by Gender

	Students		Faculty		Staff	
	Females	Males	Females	Males	Females	Males
Questions or disparaging remarks about your qualifications	1.19	1.15	1.30**	1.16	1.06	1.04
Inappropriate references to your personal life or appearance	1.13	1.11	1.25**	1.11	1.06	1.04
Overbearing, intimidating, or offensive verbal behavior	1.25	1.23	1.54*	1.35	1.13**	1.07
Physical intimidation	1.13**	1.05	1.20**	1.09	1.03**	1.02
Other types of harassment or assault	1.06**	1.01	1.07**	1.02	1.01	1.00
Total negative remarks and interactions	5.75*	5.55	6.36**	5.72	5.26	5.18

** p<0.01; * p<0.05 (two-tailed test, refers to gender difference within source of remark or experience)

- Other faculty appear to be the largest source of negative remarks or experiences encountered by female faculty. Students are also a significant source of these kinds of encounters.