

**UCI ADVANCE PROGRAM FOURTH YEAR REPORT
SEPTEMBER 2005**

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ADVANCE Program Fourth Year Report September 30, 2005

The ADVANCE Program at the University of California Irvine, supported by an NSF Institutional Transformation Award, has now completed its first four years and we are entering the final year of NSF funding. Our goals remain the recruitment, retention and advancement of tenure-track women faculty at UCI. Our Program includes all the Schools on the UCI campus, with funding for 8 of the 10 schools supported directly from the NSF award and cost share funding from UCI for the other two schools, the Claire Trevor School of the Arts and the School of Humanities. Thus, the UCI ADVANCE Program extends across the entire campus with the goal of transforming the culture within all disciplines and groups.

Program Organization

The administration of the ADVANCE Program has gone through some changes since last year's report. UC Irvine has hired Lisa Frehill to be the Director of the UCI ADVANCE Program (75% time since May 2005) and Priscilla Kehoe will be Associate Director at 25% time. Lisa's expertise in mentoring models and evaluative procedures will greatly benefit the UCI. Susan Bryant, Dean of the School of Biological Sciences, remains the Principal Investigator, with Co-PIs Herb Killackey, Associate Executive Vice Chancellor, and Debra Richardson, Dean of the Donald Bren School of Information and Computer Sciences, each committing 10% effort to the grant.

We have re-hired our former Coordinator, Dina Jankowski with 100% of her salary supported by the grant. An Administrative Assistant has also been hired to support both the Coordinator and Director, with 100% salary supported by the grant.

In addition to the administration of the program, senior faculty Equity Advisors (EQAs) carry out the work of the program in each of the ten schools on campus. Two Equity Advisors serve in each of the following:

- School of Biological Sciences: Diane O'Dowd and Andrea Tenner
- Henry Samueli School of Engineering: Scott Jordan and Amelia Regan
- Donald Bren School of Information & Computer Sciences: Magda El Zarki, Michael Goodrich (since June 2005) and Rich Lathrop (thru June 2005)
- School of Social Ecology: Kristen Day and Karen Rook
- School of Social Sciences: Teresa Caldeira and Charlie Chubb

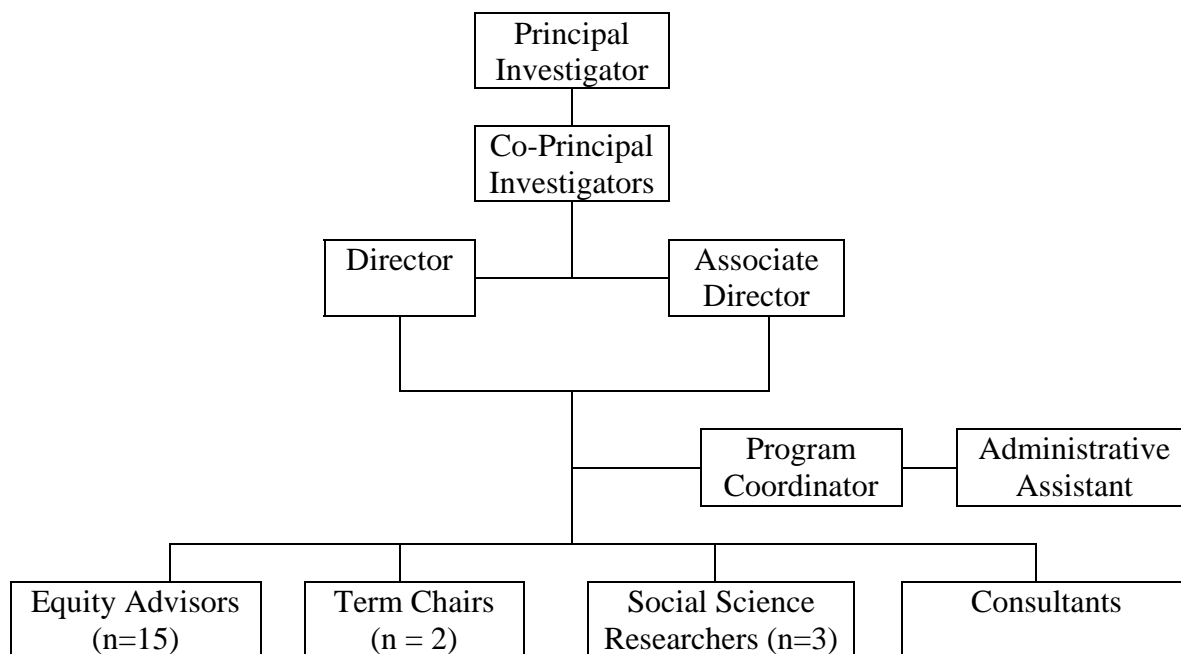
The following schools have one EQA:

- Claire Trevor School of the Arts: Mary Corey (thru January 2005) and Lisa Naugle (since January 2005)
- College of Health Sciences, School of Medicine: Frances Leslie
- School of Humanities: Alice Fahs
- Merage School of Business (formerly the Graduate School of Management): Tom Buchmueller
- School of Physical Sciences: Tammy Smecker-Hane

In addition, two ADVANCE Term Chairs, Dr. Ellen Druffel and Dr. Chuu-Lian Terng, both in the School of Physical Sciences, provide additional support and guidance to the program and to the Physical Sciences EQA. EQAs and Term Chairs carry out the functions necessary to achieve the recruitment, retention and resolution of inequities that we have as our goals.

Three faculty in the School of Social Sciences—Matthew Huffman, Kristen Monroe, and Judith Stepan-Norris—conduct institutional research on behalf of the ADVANCE Program while Judith Rosener (Merage School of Business) serves as a general consultant to the program. Other consultants are contracted on an as-needed basis. In the past year, for example, Bonnie Shea was contracted to assemble a longitudinal data set while Dara Sorkin (School of Social Ecology) served as a consultant to complete a report using the exit interview data. In all, 21 faculty across the campus actively carry out the work of the program.

Organizational Chart (Positions-See names, above)



Equity Advisors

The Equity Advisors are senior faculty nominated by the dean in each of the ten schools and approved by the PIs to serve as Faculty Assistant to the Dean of that particular school. They are paid a stipend of \$15,000 per year for the two or three year term with each school given a \$5000 budget for items and events that are needed to accomplish the goals. As Faculty Advisor to the Dean, the EQA works closely with their dean and may be privy to confidential material with the dean’s approval. These senior faculty are respected scholars who work with their colleagues to promote awareness of gender equity issues and the best practices in recruitment, retention and advancement. Importantly, they are familiar with their constituency within the school including the particular equity issues within the school’s disciplines.

In the first year of the program we hired one EQA per school, but soon found that the workload was too heavy. Also, with the suggestion from Virginia Valian, PI of the Hunter College

ADVANCE Program we doubled the number of EQAs in five schools (see above). The EQAs themselves were very encouraged by this increase and found that much more could be done with a colleague dividing the workload either structurally or functionally, depending on the school's dynamics. For example, in School of Social Sciences, the EQAs have divided the work functionally with one EQA handling recruitment while the other has been more instrumental in establishing the orientation and mentoring programs for new faculty. In Biological Sciences, the EQAs have divided the work structurally, that is each Advisor has taken two of the four departments to carry out their duties, participating in recruitment, mentoring and working with individuals for inequities.

Most of the first group of EQAs finished their two-year terms in December 2003, although there had already been some turnover due to sabbaticals or unexpected needs. We attempted to stagger hiring to have term overlaps to help with new incoming EQAs. New EQAs are trained via meetings with the co-directors and interactions with the other EQAs in formal settings (monthly ADVANCE Program Advisory Committee, APAC meetings) and informally by collaborating within and across schools.

APAC meets at least once each month for two hours during the three academic quarters. When necessary, additional meetings may be called. During these two hour meetings, we provide many types of information. For example, information about the Council on Academic Personnel (Appointments and Promotions Committee) is given and an occasional meeting with members of this important committee is arranged so that the EQAs can ask the questions necessary to advise their constituents. We provide instruction by the Office of Equal Opportunity and Diversity (OEOD) and awareness seminars by our Merage School of Business consultant whose scholarship is on gender differences in business and academia. We have had many workshops for the EQAs on the various models of mentoring, especially the one recommended by our School of Medicine Associate Dean Duckles, namely the Strategic Planning Program. The purpose of these meetings was to provide the EQAs with the knowledge and training to carry out their functions. Often the most valuable aspect of the meeting is the sharing of their experiences and the various methods of problem solving for the different types of situations that arise.

In addition to the committee meetings, Director Frehill meets every month with the EQAs from each school. As per Dr. Kramer's recommendations (see Appendix C) Frehill will be meeting with EQAs in "clusters" to enhance interactions outside the regular APAC meetings. The following clusters will be formed:

- Biological Sciences, Health Sciences and Physical Sciences (4 advisors total)
- Donald Bren School of Information and Computer Sciences and Henry Samueli School of Engineering (4 advisors total)
- Social Ecology, Social Sciences, and Merage School of Business (5 advisors total)
- Claire Trevor School of the Arts, Humanities and Community Equity Advisor (3 advisors total)

EQA meetings are important to scrutinize the events of the month, the status of recruitments, mentoring programs and how problems of inequity have been or can be handled. The purpose of these meetings is to assist in problem solving, to facilitate the EQAs' functions and to pass on information that should be known by the PIs and those that should be handled by the administration.

ADVANCE Term Chairs

The ADVANCE Program, through the work of the UCI Honors and Awards Committee, has selected—on the basis of their scholarship and commitment to gender equity—two distinguished professors to hold the ADVANCE Term Chairs. Professor Chuu-Lian Terng (Mathematics) and Professor Ellen Druffel (Earth System Science) will each hold the Chair for five years and act as an ambassador of the program. They are now members of APAC to assist us in setting up mentoring programs across the campus, serve as mentors for our women faculty in science, and in fundraising for an endowment to fund future term chairs and other aspects of ADVANCE.

Recruitment

Academic Planning Group:

One of the most important aspects of increasing the number of faculty at the university is the assignment of FTE for each of the individual schools on campus. At the UCI the Executive Vice Chancellor and Provost (EVC) decides faculty allocations (FTE) with advice from the Academic Planning Group (APG). The membership of this committee is appointed by the EVC as an advisory group for future planning and the Academic Senate Planning and Budget Committee is a liaison to this University committee. As such, the APG is an important group in that it advises the EVC on future FTE assignments for the entire university. The past process required Deans to request FTE based on programmatic needs, including addressing equity issues among the other functional criteria. The EVC has invited a member of the ADVANCE Program to join the APG to provide advice on equity issues. Initially, an EQA from the Henri Samueli School of Engineering was a member of the APG for 2 years, but has stepped down and been replaced by an EQA in Physical Sciences, who will continue to report to APAC about APG.

New Programs of Excellence

UCI has taken the first step on a strategic plan to enhance its standing among the best research universities in the world. One part of this effort involved issuing a call for “Programs of Excellence” proposals to which to distribute FTE. Thirty-nine faculty positions, to be supported by \$34 million over the next ten years, have been allocated to a few of our most distinguished and influential programs in an effort to elevate them to the top of their fields and sustain the ones that are already there.

The programs were identified through a process that began by inviting the faculty to submit proposals that were then evaluated by the Deans and the Academic Planning Group. Ninety-five proposals were submitted from all areas of the campus, and the final selections represent an extraordinary range of strengths in scholarly and scientific research visibility and standing of the university as a whole and create momentum to support even broader and more ambitious development of other programs in the future.

The ADVANCE EQA representative on the APG reported that the anticipated outcome of these hires is likely to be very positive in terms of women’s representation because the ability to attract a diverse faculty was a key criterion by which the proposals were evaluated. Areas that were awarded FTE are those that involve cutting-edge research, areas that are also more likely to have high availability of female candidates. Areas of research selected for recruitment are:

- Abrupt Climate Change
- Aerospace Engineering Program
- Biomedical Informatics
- Chemistry
- Financial Risk Management
- History, Learning and Memory
- Logic and Philosophy of Science
- Mathematical Behavioral Sciences

- Drama
- English
- Evolutionary Genetics
- Psychology and Law
- Sociology

These new “Programs of Excellence” are evidence of The EVC’s commitment to the cause of gender and ethnic equity for our institution. The ADVANCE Program will assess the outcome and effectiveness of the presence of an EQA as a member of the APG toward FTE awards.

Recruitment Forms and Publications:

Once the FTE are assigned to each School by The EVC and Provost, the process in place for recruitment begins. Deans notify departments of FTE allocations to begin the search process. Once the decisions of rank and sub-discipline are decided the Search Plan and Advertisement form (UCI-AP-82) is completed and sent for signatures from the administration. In 2003, this form was edited to require EQA approval, so that EQAs would be aware of all searches and have an opportunity to interact with the search committees or chairs of those committees. As documented by Dr. Stepan-Norris’ report (see Appendix D) EQA participation has had an important impact but we have determined that EQAs also need to be consulted in the midst of the search process.

A new form, AP-80-B was developed to enable an examination of the applicant pools and short lists prior to campus interviews. The new form has been put in sequence so that there is a series of forms used in the recruitment process:

- Part 1 (AP-80-A) titled “Search Plan and Advertisement” is the equivalent of the AP-82 with no other changes;
- Part 2 (AP-80-B) titled “Pre-campus Interview Search Activities Statement” includes information previously submitted only after campus interviews on the original AP80 “Final Search Activities Statement.” The AP-80-B requires completion by the search chair or his/her representative and signature approval by the Equity Advisor and school dean. AP-80-B does not require approval beyond the school level, but must be included when AP-80-C is submitted.
- Part 3 (AP-80-C) titled “Final Search Activities Statement” provides information about the final candidate, the overall recruitment process, and requires review and signature of the Equity Advisor.

By splitting the information originally reported only at the end of the search, EQAs and Deans will have earlier access to data related to gender and ethnic equity of each search at a moment in time when action can still be taken to rectify imbalances. All three forms are included as Appendix A. Consistent with the new process, the ADVANCE brochure “Best Practices for Achieving Diversity in Faculty Recruitment” has been revised to highlight the stages in the process, the forms that are required, and the ways in which equity can be assured at each step of the recruitment process. The new version of the brochure is included as Appendix B. A brochure produced by UCI’s OEOD “Guidelines for Search Committees” is also distributed to EQAs to use with search committees. Over the next academic year, Lisa Frehill will work with OEOD to “merge” the information in the ADVANCE Best Practices brochure with that in the OEOD brochure, thereby institutionalizing an element of the UCI ADVANCE Program.

The new process and forms will be presented to the Deans Council in October, and it is expected to be approved and implemented at that time.

Career Partners Program (FTE for Ladder-Rank Faculty Appointments)

The Career Partners Program was formally initiated at UCI in 1997-98 in response to the employment needs of dual-career academics. In exceptional cases, this program may be used for the retention of current faculty. Beginning in 2001, funding for Career Partners became a three-way partnership: the recruiting unit of the primary appointee provides 1/3 FTE, the host unit of the spouse/partner provides 1/3 FTE, the EVC provides 1/3 FTE. When the Career Partners Program involves collaboration with the School of Medicine, the partial FTE provided by a general campus unit and by the EVC must be filled in a general campus unit. Should a Career Partner recruitment prove unsuccessful, or if a career partner incumbent leave UCI, the partial FTE supporting the position will revert to their originating units. It appears that the new funding structure has led to broader “buy-in” to the program and there has been an increase in the hiring of career partners within the past four years.

The Career Partners Program using shared FTE is not the only avenue through which a unit might pursue a partner hire. Deans may also choose to set aside portions of their resource allocations to be used exclusively for partner hires. Finally, UCI’s membership in the Southern California Higher Education Recruitment Consortium (see below) provides candidates with easy access to academic job postings at 26 other institutions in our geographic area.

After the primary recruiting unit and the partner's unit have agreed to pursue the Career Partner hire, the Chair of the primary unit should submit a request to the EVC for the final 1/3 FTE. This request should include an explanation of the primary recruitment effort giving rise to the request for a Career Partner position; statements of support for the proposal from the Chair and Dean of the primary recruiting unit with commitment of 1/3 FTE; statements of support from the Chair and Dean of the proposed host unit of the spouse/partner with commitment of 1/3 FTE. Once the EVC has approved the request for the final 1/3 FTE, the recruiting and co-sponsoring units will be authorized to proceed with the Career Partner appointment according to existing campus procedures.

The appointment process for a Career Partner hire follows the normal Academic Personnel Manual (APM) procedures for faculty appointments, including review by the Council on Academic Personnel. The required file documentation for the appointment at the proposed rank is assembled by the spouse/partner's department and submitted through normal channels via the Dean's Office to Academic Personnel. This is an important step in the Career Partners process because it ensures that only faculty members who have sufficient credentials to maintain the high standards of the UCI are able to be recruited. Once approved, no subsequent record that the particular individual had been a Career Partners hire remains, so that the potential stigma associated with having received a position as a result of the program is diminished.

Prior to the ADVANCE Program since 1998 a total of 14 women and 11 men have been hired as a Career Partner. With the ADVANCE Program beginning in 2001, there have been 18 career partners hired, 8 men and 10 women. The Career Partners Program has been essential in our successful recruitment efforts since the inception of the ADVANCE Program. Seven women were recruited who might have not been able to accept positions because of the partner accommodation needs and twelve women were recruited who were high-quality scholars that passed the Appointment and Promotion requirements at UCI.

Southern California Higher Education Recruitment Consortium (HERC)

As higher education continues to face an environment of shrinking budgets and recruitment resources, it is more important than ever that college campuses collaborate to develop the best information resources, technology, networking, and outreach programs in order to be effective in

recruiting and retaining a diverse and qualified faculty and staff. Founded in August 2003, the Southern California HERC is a collaborative response to the many challenges universities face in the recruitment and retention of faculty and staff.

One particular focus of HERC is to find effective ways to assist the spouses and partners of faculty and staff in securing area employment. The Southern California HERC has 27 member institutions including the University of California (Los Angeles, Riverside, Santa Barbara, San Diego and Irvine campuses), private colleges and universities, and community colleges. Member representatives include staff and academic human resources professionals and leaders, well as faculty relations experts.

As a member of the Southern California HERC, our campus benefits by: being featured prominently on the only comprehensive higher-education employment web site in Southern California; having unlimited access to posting staff and faculty jobs on the HERC web site; reaching job seekers directly with e-mail job alerts based on user profiles; being included in all HERC press releases, media events, and marketing and advertising efforts; networking with colleagues regarding staff and faculty recruitment and retention issues; having a voice in shaping the future of HERC, including its programs and projects; attending member-only meetings and programs at member campuses throughout Southern California.

Director Frehill attended the September 21, 2005 HERC meeting where she was on a panel of experts on “Best Practices for Diversity Recruiting.” She shared with the more than 50 attendees copies of the AP80 forms (Appendix A), the “Best Practices” brochure (Appendix B), the UCI OEOD brochure on “Guidelines for Search Committees,” and data on hiring at UCI as compared to the UCI system by disciplines (see Appendix F). Also attending the HERC meeting was ADVANCE Co-PI Herb Killackey and Rebecca Baugh of Academic Personnel.

ADVANCE Program Advertisement

The advertisements that are now being approved for new recruits contain the following sentence: The University of California, Irvine has an active Career Partner Program, is an equal opportunity employer committed to excellence through diversity, and has a National Science Foundation ADVANCE Program for faculty gender equity.

Again it will be important to ascertain from our new recruits the impact of the wording of our advertisements as well as efficacy of advertisement placement. Did having knowledge of the Career Partner Program make a difference to their selection? Did the fact that UCI has a faculty gender equity program supported by the NSF influence the individual’s decision to apply? The ADVANCE Program staff will work with OEOD staff to improve information gathered from applicants and with the ADVANCE EQAs to gather answers to these questions from recruits.

Equity Advisor’s Role and Participation in the Recruitment Process

The EQAs provide advice related to recruitment to deans, department and search committee chairs, and search committee members. Their significant structural involvement in the search process has been codified as an approval signature on the forms used by UCI: AP-80-A, AP-80-B, and AP-80-C, presented in Appendix A. This final signature on AP-80-A, the form that initiates the search is the Associate EVC, the Co-PI of our grant, who ensures that the process has been correctly followed. The ADVANCE program office receives a copy of the signed search form which is then sent on to the EQAs of that school so that both the ADVANCE staff and the relevant EQAs are well-informed about all the searches that are underway in their school.

Two publications are used in the EQAs' advisement of search participants: the ADVANCE brochure on "Best Practices for Achieving Equity & Diversity in the Faculty Recruitment Process" (Appendix B) and the OEOD pamphlet titled "Guidelines for Search Committees." This latter publication includes the "do's and don't's" of searching, including a list of questions that can and cannot be asked of applicants. At the May 2005 APAC meeting EQAs Diane O'Dowd and Andrea Tenner of the School of Biological Sciences shared a PowerPoint presentation that they use in educating search committees about best practices for gender equity in hiring. ADVANCE staff have provided a copy of this presentation, with slides tailored for each school to each of the EQAs. A scholarly reference that is often shared with search committees (with a link on the ADVANCE webpage) is Trix and Psenka's 2003 article titled "Exploring the color of glass: letters of recommendation for female and male medical faculty."

Data on applicant pools is gathered by OEOD and provided to search committee chairs (and the EQAs) via the FAST system at UCI. As indicated in the newly-developed AP-80-B form, FAST provides information about applicants' gender and ethnicity so that search committees can better determine the extent to which their applicant pool matches the availability statistics that are provided online by OEOD. As shown in Appendix B, FAST and the website for availability data are included in the "Best Practices" brochure. This brochure will be made available this year online with a link sent to the EQAs.

With the addition of the AP-80-B, search committees will now be required to provide the Dean and EQA with a short list of applicants that they would consider for an interview and together they can determine if the short list resembles the applicant pool and availability as best they can determine.

Most EQAs report that the search committees have been receptive to their participation and offerings. Some say that it is hard to ascertain how much of what they offer is absorbed and taken seriously. In May 2005 Judy Stepan-Norris completed a report summarizing the voluminous information provided on search activities by the EQAs in their required annual reports. Her models indicate that the percentage of women among new hires was greatest in those schools in which the EQAs reported the most involvement in searches—with deans, search committees, and department chairs—indicating that the EQA model can be effective at this stage (see Appendix D). Dr. Stepan-Norris will add to her analysis the data from the 2004-05 EQA annual reports and Director Frehill will work with her on disseminating these findings in appropriate peer-review journals.

Recruitment Process Success

The UCI ADVANCE Program has been successful in increasing the number and percentage of women tenured and tenure-track faculty hired at the university.

	UCI		UC System-Wide
	Total Number of New Appointments	Percent Women Among New Appointments	Percent Women Among New Appointments ¹
2001-2002	80	27.5%	31%
2002-2003	77	35.1%	36%
2003-2004	69	39.1%	36%
2004-2005	75	36.0%	N/A
2005-2006 ²	44	57.0%	N/A

¹Source: University of California Office of the President, ²Includes only faculty appointed as of July 1, 2005.

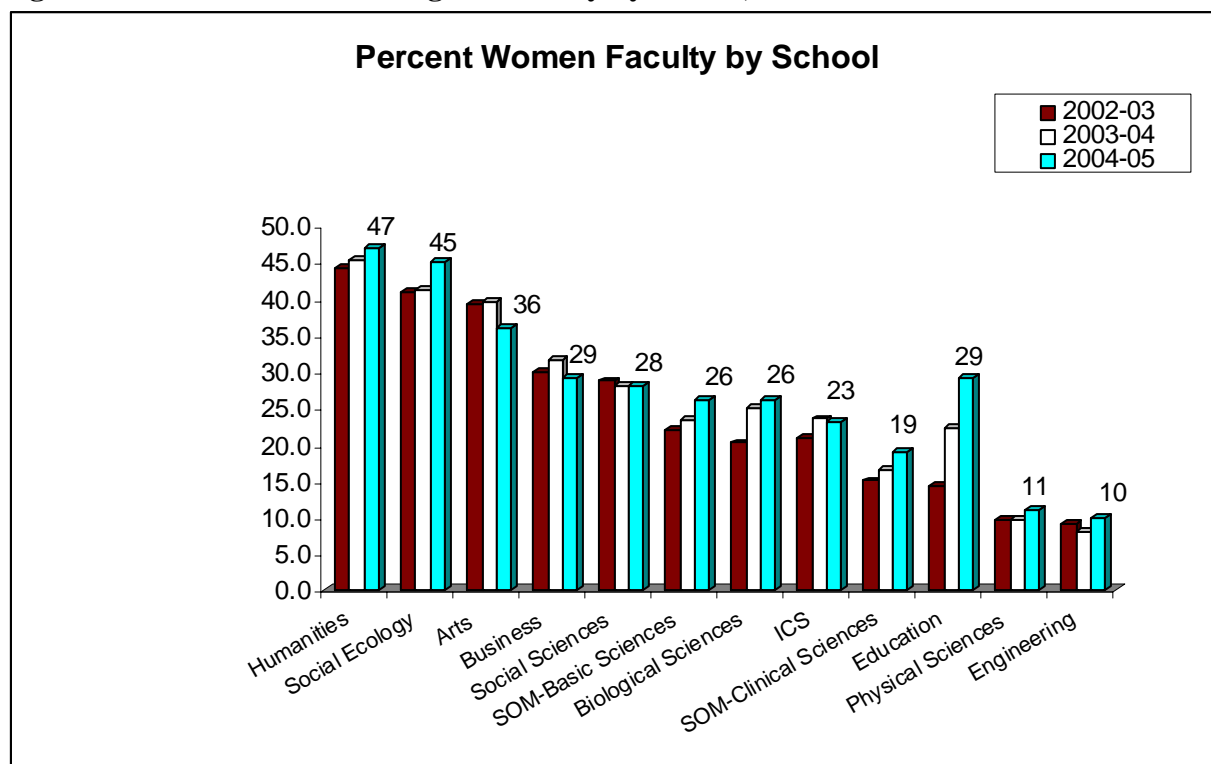
Over the first four years of the ADVANCE Program, of the 355 newly hired faculty, there were 134 new women were added to the tenure and tenure-track ranks at UCI.

While the general recruitment of women has progressed satisfactorily, there are differences across the ten schools and one department (i.e., Education) on campus. And this recruitment, along with successful retention efforts, has resulted in the success shown in Figure 1. The graph in Figure 1 shows that there has been an increase in the overall percentage of women faculty in:

- Department of Education
- School of Medicine-Basic and Clinical Sciences
- Biological Sciences
- Social Ecology
- Humanities
- Donald Bren School of Information and Computer Sciences
- Physical Sciences
- Henry Samueli School of Engineering

The percentage of women faculty has remained stable in the Merage School of Business and the School of Social Sciences and has declined in the Claire Trevor School of the Arts.

Figure 1. Women as a Percentage of Faculty by School, 2002-2005



Increasing the number of women faculty is reliant on two aspects of our program: recruitment, which has been successful in many of the schools on campus and retention, which is dependent on a mentoring and an equitable climate. We now turn our attention to the strategies that have been employed to improve the climate and retention of women at UCI.

Retention

ADVANCE Program Mentoring, Orientation and Faculty Handbooks

Mentoring, orientations, and the development of faculty handbooks are important features of ADVANCE Program at UCI. Appendix I is the report from a survey of all UCI assistant professors about mentoring at UCI. The purpose of the survey was to ascertain their involvement in mentoring—within and outside of the ADVANCE Program—and to gather information related to their satisfaction with and ideas about how to improve mentoring of junior faculty at UCI.

The strength of the EQA model is that each school’s EQAs are able to craft mentoring strategies that are appropriate for that school. For example, while many schools have adopted the practice of using “Strategic Planning Panels,” other schools have set up more traditional “pairings” or workshops series. The School of Social Sciences has established a group of senior faculty who take junior faculty to lunch and via these informal luncheons provide a context in which a mentoring relationship may develop. Because this is a new model, its effectiveness, like that of all ADVANCE Program initiatives, will need to be evaluated in the coming academic year. The table, below, summarizes the types of mentoring and schools in which each form of mentoring is used at UCI based on EQA 2004-2005 annual reports and informal discussions with EQAs.

Type of Program	Brief Description	Schools that Use this Type of Program
New Faculty Orientation	Session for new faculty members, often with the Dean in addition to School staff and senior faculty.	Claire Trevor School of the Arts; Biological Sciences; Humanities; Social Ecology
Departmental programs	Typically a department chair assigns a senior mentor for junior faculty within the department.	Biological Sciences and Henry Samueli School of Engineering
Pairings	One-on-one mentoring provided by either the Equity Advisor or via formal or semi-formal processes of matching junior and senior faculty members. This includes “ad hoc” mentoring provided by Equity Advisors.	Claire Trevor School of the Arts; Humanities; Social Sciences (semi-formal); Health Sciences; Physical Sciences.
Panels	Usually three senior faculty members are recruited by the Equity Advisor or a department chair to provide formalized guidance to junior faculty. Some are one hour, others only a half hour in duration. In most cases, the panels are convened only once each year.	Biological Sciences; School of Health Sciences; Merage School of Business; Henry Samueli School of Engineering; Social Ecology

Related to retention, The ADVANCE Program has encouraged each school to establish an orientation program and to produce a “Faculty Handbook” to ensure that assistant professors are given a full overview of the school’s operations, from personnel offices to computing centers. Again, with EQAs in each school, these orientations can be tailored to fit the needs of faculty within particular disciplinary areas. So that, for example, in the natural sciences (e.g., the Schools of Biological Sciences, Medical Science and Physical Sciences) hiring employees for the lab, finances and purchasing issues are essential to new professors who are setting up labs. In the social sciences and humanities, effective use of graduate teaching assistants to handle heavier teaching loads can be more essential. Appendix H includes a sample “Faculty Handbook” assembled by Teresa Caldeira and Charlie Chubb, EQAs in the School of Social Sciences. This handbook is modeled on another that had been created in the School of the Humanities. By bringing together EQAs across the schools, we are able to share such best practices across a large university setting in which opportunities for such coordination are rare.

Overall satisfaction with mentoring at UCI is high, as reported in Appendix I. Each school has established its mentoring program under a different timeline, therefore, there are variations

across schools in terms of the access that junior faculty have had to mentoring. Panels have been very successfully run for several years in the Schools of Medicine and Biological Sciences as well as the Donald Bren School of Information and Computer Sciences but, as mentioned earlier, the School of Social Sciences mentoring program only just started in the 2004-2005 academic year. At the present time, some form of mentoring is being established and in many cases expanded in all of the schools at UCI.

Evaluation of mentoring is important. The UCI Mentoring Survey had grown from an effort initiated by Diane O’Dowd and Andrea Tenner, the Biological Sciences EQAs, who wanted to gather feedback about mentoring within their school. Magda El Zarki, the EQA in the Donald Bren School of Information and Computer Sciences regularly evaluates the panels that are arranged in that school. ADVANCE Program Director Frehill worked with her on these evaluations this year. Integrating some evaluative mechanism into these diverse programs will be a goal of the program in the coming year. Regular evaluations will be essential in ensuring that mentoring programs fit the needs of all faculty within the schools.

Retention of Women Faculty across the Campus

Women assistant professors who are reviewed by the Council for Academic Personnel are as likely as men assistant professors to achieve tenure. In the last four years, (from 2001-2005) 91% of the women who have undergone review were promoted to associate professor, while men were actually less likely at 77%. Of course, these figures reflect only the outcomes for those individuals who went through the review process: there could be differences in the rates at which male and female faculty resign prior to the tenure review. It is therefore, very important that we address the number of men and women leaving the institution as assistant professors. The table, below shows that since the inception of the ADVANCE Program, 16 women assistant professors left UCI but only 13 male assistant professors left during this same period. Determining the reasons for this attrition is imperative.

	Women	Men	Percent Women
2001-2002	3	3	50.0%
2002-2003	5	5	50.0%
2003-2004	0	3	0.0%
2004-2005	8	2	80.0%

Number of Assistant Professors Who Left UCI by Year and Gender

Although two surveys have been conducted to understand the experiences of faculty at UCI (the most recent survey is in Appendix J), to learn about why faculty leave UCI, we conducted exit interviews. An ad hoc committee comprised of members of APAC, the Office of Academic Personnel and OEOD and chaired by the ADVANCE Program Director developed a process for exit interviews (see Appendix G). This process was implemented with an initial report in Spring 2005 (also in Appendix G). The committee decided to interview faculty who had left UCI between three and five years ago. The Office of Academic Personnel provided us with the names and location of the separated faculty.

	<u>Women</u>			<u>Men</u>		
	Contacted	Interviewed	Response	Contacted	Interviewed	Response

			Rate			Rate
Assistant	6	2	33.3%	2	2	100.0%
Associate	7	6	85.7%	5	4	80.0%
Full	3	2	66.7%	13	7	53.8%
Overall	16	10	62.5%	20	13	65.0%

As shown in the above table, a total of 36 former faculty were contacted with 23 interviews completed by Priscilla Kehoe. The overall response to the request for exit interviews was good, with nearly two-thirds of both men and women agreeing to be interviewed. The quantitative and qualitative data derived from the interviews have been analyzed by Dr. Dara Sorkin in the School of Social Ecology, whose report is in Appendix G.

These data will be used to establish a baseline for faculty satisfaction levels in specific areas and then a comparison to be made with future exit interviews. It is our contention that this type of data collection will assist us in developing outcome measures and better evaluate the ADVANCE Program's influence on faculty satisfaction. In addition, we anticipate that the measurements related to the amount and kind of mentoring or counseling the faculty were given at UCI as reported in exit interviews will be useful in better refining the ADVANCE school-based mentoring programs. The Office of Academic Personnel and OEOD will take over the function of faculty exit interviews within the next two years, after we have refined the process. The new Director Frehill is currently working on scholarly work related to exit interview methodologies, which will be useful as we institutionalize this important program function.

Program Evaluation

Two activities were undertaken in response to the NSF site visit team report in 2004. First, in February of 2005, Montclair State University Professor Laura Kramer performed an evaluation of our program. Dr. Kramer's report is in Appendix C. The second was to request Dr. Stepan-Norris to examine the EQA annual reports and other data collected to date on the UCI ADVANCE Program to determine the extent to which the EQA model has been effective in meeting the program goals of recruitment, retention and advancement. Dr. Stepan-Norris' report is included as Appendix D.

The PIs and EQAs discussed Dr. Kramer's report at regular meetings and prepared recommendations for the UCI central administration based on her findings. The following edited version of Dr. Kramer's recommendations was presented to the Executive Vice Chancellor at the June 9, 2005 APAC meeting.

Recommendations for the UCI administration

- Central administration:
 - *Provide support for institutionalization of ADVANCE program: The ADVANCE program will present the administration with a set of recommendations for the institutionalization of ADVANCE's work after funding from NSF ends. The administration must work quickly with the recommendations, so that a seamless change will follow. In particular, the following will be essential:*
 - *Institutionalize the position of Equity Advisor (2-3 year term).*
 - *Formalize practice of appointing an Equity Advisor to the Academic Planning Group.*

- *Pair up Equity Advisors of schools that have only one (e.g., Arts, GSM); at least one Equity Advisor of each pair should be a woman*
 - *Ensure faculty access to high quality on campus daycare*
 - *Support construction of a new infant/toddler facility*
 - *Authorize, support and facilitate fund raising if additional funds are required*
 - *Clearly document policy positions on issues of gender equity: This should include the salary equity processes and funding commitments, policies and procedures for "stopping the clock" for family obligations, expectations about service loads for people with appointments in two departments.*
- *Increase Deans' accountability for:*
 - *Ensuring that each unit's performance is reviewed. Require that data indicate departmental as well as school level performance toward equity goals.*
 - *Adhering to a recruitment calendar that optimizes a diverse pool.*
 - *Reviewing and acting on salary equity data.*
 - *Supporting the Career Partners Program. Meet with any department or school that has turned down a Career Partners Program candidate or discouraged exploration of such a candidacy, to make clear the administration's commitment to the program.*
 - *Keeping searches open - rather than substituting appointments as "targets of excellence," which take junior positions out of the pot and counteract movement toward a more diverse faculty.*
 - *Establish annual workshops for Dept. Chairs: Due to high turnover of department chairs, who are crucial to the effective recruitment and retention of women, the University should provide regular workshops for chairs. For example, chairs often see ways in which service work is useful to a junior person; they are eager to involve women in governance in a department that has had few or no women to make decisions. A workshop would consider the balance between protecting new faculty from service obligations and making new faculty full members of the unit. Particular attention should be paid to the situation of those with split or joint appointments.*

Institutionalization of the ADVANCE Program:

Another example of The EVC's commitment to the cause of gender equity was the commitment of funds towards institutionalization of the equity advisor model at UCI. During the 2004-05 academic year, an ad hoc committee was formed to develop a plan for institutionalization of the ADVANCE Program. The committee was comprised of EQAs, Term Chairs, a representative from the OEOD, and chaired by ADVANCE Program Director Priscilla Kehoe. The committee met several times over the year to prepare a proposal, which was presented to the PI's for review. In July 2005, the Susan V. Bryant and Herb Killackey presented the plan to the EVC. While the initial plan (see Appendix E) was not accepted as a whole, the EVC committed funds to continue with at least one EQA in each school, a half-time staff person to coordinate efforts and an operating budget all reporting to the Associate Executive Vice Chancellor (Herb Killackey, ADVANCE Co-PI). The EVC was clear that the EQAs were to have an expanded mission related to diversity in hiring more broadly constructed than the specific focus on gender equity. Specific details of the scope and budget are still being discussed. However, with the commitment to continue with the EQAs, the centerpiece of the UCI ADVANCE Program, we are confident that the UC Irvine will continue to improve its climate, and provide opportunities for our current women faculty as well as faculty of the future.

Over the next several months, members of the ad hoc committee will continue to meet along with other EQAs and the Directors to work on an application for an NSF ADVANCE: Partnerships for Adaptation, Implementation and Dissemination award to supplement the generous funding provided to the ADVANCE effort by the EVC and Provost. For example, a key component of the ad hoc committee's proposal not supported by the EVC and Provost was a half-time faculty program director.

Fundraising

In addition to the new funds committed to ADVANCE from the EVC's office, we have actively engaged in strategies to seek private funds to support ADVANCE initiatives. At our first fundraising event, a luncheon held May, 2004, Professor Druffel spoke to a group of philanthropic individuals about her experiences as a woman in science and academia. The event went well and we hope to follow up with our possible benefactors acting as ambassadors with other philanthropists that may support us in our endeavors. We have developed a brochure for distribution to individuals that may be willing to finance aspects of our program so that we may continue our goals when the grant funding has ended.

Director Frehill is now working with Floyd Harmon in University Advancement, to develop materials for a "toolkit" that will be provided to approximately 15 university fundraisers in both the University Advancement Office as well as in each of the schools. The toolkit will include elements of past and on-going data collection efforts.

The following funding areas were outlined in the insert that accompanies our brochure:

- **HOW YOU CAN HELP**

In order to ensure the long term stability of this program, we need to partner with the community to identify essential funding from private sources to provide an endowment and other infrastructure needs. The current government award will expire in September 2006. New funding for endowment must be in place prior to that date for ADVANCE to continue.

Several important opportunities are available for visionary donors and organizations to partner with UCI to achieve the goals outlined above. Priority funding areas include:

- **8 Endowed Chairs at \$1 Million Each**

Eventually, eight endowed term chairs (at least two initially) are needed at a cost of \$1 million per chair to expand the program university-wide. Each named endowment will fund an ADVANCE Scholar in perpetuity. Named Endowed Chairs are highly prestigious awards held by our most stellar faculty. For the donor, *Named Endowed Chairs* forever link your family or foundation name to the highest ideals of academic and research excellence and equity at the University of California, Irvine.

- **10 Equity Advisors at \$100,000 per Year**

A total of 10 school-based ADVANCE Equity Advisors are needed. These named gifts will provide the funding necessary to further develop and maintain the program in each school. Equity Advisors participate in the recruitment process and in mentoring and awareness training. For the donor, you can leave a legacy of activism in your school of choice by engaging in this vital program that will bring women to full participation at all levels within UCI.

- **Faculty Equity Center at \$500,000 for 5 Years**

Support of a small staff to provide a *Faculty Equity Center* will ensure that the concerns and needs of faculty women are addressed through personnel and programs designed specifically to serve them and provide guidance on equity issues. A major role of this Center would be providing assistance and advising for all new faculty, including both men and women, and assisting with minority issues as well as one-on-one counseling and mentoring.

This program would provide *Faculty Mentoring and Networking Programs* to assist new members of the UCI faculty to adjust to the culture and community of UCI and Orange County, and provide advice and support to ensure that the impacts of relocation on the faculty member and family are mitigated. For the donor, funding this Center will ensure that access to equity assistance is available to UCI's new faculty members, whether male or female, and that the first experience at UCI is positive, leading to successful retention and future tenure.

- Emerging Leaders Workshops at \$50,000

These innovative workshops would provide leadership skills for female faculty department chairs and school deans to ensure that opportunities for leadership are available to women and successfully attained. For the donor, funding this program will ensure that women faculty are prepared for and compete successfully for positions of leadership.

- Fellowship and Research Support at \$250,000

For private donors, fellowships that are restricted to support the research of female faculty provide a significant opportunity to make an impact in the life of a woman and her scholarship. These fellowships allow the awardees to dedicate their time exclusively to scholarship and creative endeavors, and thus contribute to the long-term benefit of society as well as to the successful academic career of the recipient.

Unfortunately, after the luncheon the campus-sponsored individual who was to have put forth 25% effort on ADVANCE fundraising accepted a position at 100% effort elsewhere on campus. After a new employee was hired, the University Advancement Office shifted its strategies and another development staff person was not assigned. This continues to be a topic of discussion between our PI Susan Bryant and the Administration. As indicated above, Lisa Frehill has begun working with University Advancement but it is too soon to determine whether the new strategies will be effective.

Gender Equity Indicators

Beyond the required indicators reported in the tables at the end of this report, the UCI ADVANCE Program has amassed a large body of research about faculty work lives at UCI.

Survey Research

To date, two faculty surveys have been completed by Judy Stepan-Norris and Matthew Huffman. The first survey was completed in 2002 to provide baseline data while the second survey was administered in 2004, with a preliminary report completed in 2005 (see Appendix J). A third survey will be completed during 2006 so that we can determine the extent to which the ADVANCE Program has impacted the climate for women—and equity in general—at UCI. The extensive surveys gauge faculty attitudes, opinions and perceptions of the UCI work environment, including research, teaching and service duties. Only tenured and tenure-track faculty are surveyed.

To date, the low response rates on these surveys (far less than the minimal 65% considered barely acceptable to enable generalizations) have been problematic and do not bode well for our

ability to make strong conclusions about the program. It is possible that an alternative administration technique will be used—despite the implications related to comparability of the data—to increase the response rate in the final year. It will be essential for us to have high-quality survey data in our final year in order to gage the climate for gender equity at UCI as we complete the NSF funded ADVANCE Program.

Judy Stepan-Norris has surveyed department chairs in each of the past three academic years: 2002-2003, 2003-2004, and 2004-2005. She will survey the chairs again late in the 2005-2006 academic year. These surveys have had somewhat higher but still lower than acceptable response rates. But when consolidating the data across all three years, almost all department chairs have responded at one time or another, indicating that the repetition of the surveys may thwart subsequent completion. Results from the most recent survey are presented in Appendix K as the “Chairs List”.

Dr. Stepan-Norris will add to these surveys questions about space allocation processes so that a more comprehensive study of space—making use of multiple sources of data—can be completed in the final program year. That is, using data from the faculty surveys, the chairs surveys and an audit of space in collaboration with the facilities managers in each of the UCI’s schools, we will be able to more adequately understand the ways in which ascriptive characteristics like gender affect the space that is allocated for tenured and tenure-track faculty at UCI.

Likewise, Dr. Huffman has begun a study of data related to teaching loads at UCI. Institutional data about courses taught by tenured and tenure-track faculty in the 2002-2003 academic year at UCI have been obtained, with some preliminary analyses completed. Additional analyses with the 2003-2004 academic year data will be completed in the coming months. Again, however, these data will be integrated with relevant items concerning the perceptions of teaching load from the faculty survey as well as items from the department chairs’ surveys related to teaching to gain a more thorough understanding of how gender and ethnicity impact the distribution of teaching responsibilities at UCI.

Qualitative Research

For the past four years Kristen Monroe and her team, have been carrying out individual in-depth qualitative interviews with faculty women at UCI. To date, 80 interviews have been completed, although only 72 of these have been thoroughly edited (by the respondents and the research team) and analyzed by the team. Dr. Monroe presented a paper at a conference that is now under review at the journal *Political Psychology*. The most recent report from Dr. Monroe is included as Appendix L. This is a large number of qualitative interviews, which covered a range of important themes, including questions about the ADVANCE Program. While the timing of the interviews varies (most were conducted in 2002-2003 but some were in 2004-2005), the findings will provide important additional insights to the ADVANCE Program team about possible ways in which the program may be most efficaciously institutionalized.

Dissemination

Within UCI we have had many awareness seminars, presentations, lunches, etc. to assist the Program in disseminating best practices, relevant data, etc. as well as events in which we extract ideas from focus groups and various committees that have an interest in gender equity. While the UCI ADVANCE Program website has been an important tool to disseminate our goals, plans, data, and reports, we have also supported and held many events across campus and beyond to inform others about our program. Over the four year period, the PIs and Director have given talks and seminars to a number of other University of California campuses, including UC Santa

Barbara, UC San Diego, UC Berkeley and UC Los Angeles, as well as the UC Office of the President. The Director gave several presentations outside the UC system, including Yale University and the Summer Institute for Women in Higher Education Administration at Bryn Mawr College. Many of these are detailed in the “Program Events” chart.

In the coming year, we plan to engage in several additional dissemination strategies. First, our website will continue to be modified in response to requests and suggestions from the UCI community. In addition, we plan to add links to the many diversity-related programs on campus and those programs will be asked to add links to our website to expand the accessibility of the resources ADVANCE has accumulated on the website since the program’s inception.

Second, a series of presentations about the UCI ADVANCE Program will be made in the coming year. In particular, these presentations will emphasize the:

- important role that the EQAs have played in the success of ADVANCE at UCI,
- use of the three search forms (AP-80-A, B, and C in Appendix A),
- “Best Practices” (Appendix B) and “Guidelines for Search Committees” brochures,
- findings shown in Appendix F, and
- other findings from the voluminous research conducted to date by Drs. Stepan-Norris, Huffman and Monroe.

Currently, we have identified presentation opportunities for Herb Killackey and one of the Term Chairs, Chuu-Lian Terng. Over the coming weeks as abstract deadlines approach, we will identify additional presentation opportunities for the EQAs, Term Chairs, Co-PIs and the Program Director.

Third, Director Frehill, a sociologist, will work closely with the social scientists who have been completing numerous research reports and data collection for the ADVANCE Program to craft publications for peer-review journals. The program has amassed an impressive body of data—both quantitative and qualitative—from individual faculty, department chairs, the EQAs, and Academic Personnel records. Journals to which papers will be submitted include: *Journal of Higher Education*, the *Journal for Women and Minorities in Science and Engineering*, *Innovative Education*, and *Sociology of Education*.

Program Events

Date	Type of Event	Audience	Description
10/6-9/04	Dissemination	Women in Computing	Magda El Zarki ,EQA in ICS, presented the ADVANCE program at the Grace Hopper Celebration of Women in Computing Conference
10/21/04	Awareness	Faculty, Staff, Students	Presentation by Dr. Kathie Olson, Associate Dir. Office of Science and Technology Policy, "Women in Science: Achieve Immortality"
10/22/04	Awareness & Training	Physical Sciences Mentors	Presentation by UCI Professor Judy Rosener for Physical Sciences mentors
11/4/04	Awareness	Faculty, Post-docs	Linda Babcock Presentation on negotiations
11/16/04	Training & Awareness	Department Chairs	Chairs Workshop
12/13/04	Networking	Women Faculty in Department of Education	Networking opportunity for Women faculty in dept of Education
12/16/05	Networking & Training	Grad Students & Post-docs	UCI Professors Leslie, Tenner, O'Dowd and Priscilla Kehoe met with students to discuss needs.
1/11/05	Networking	Women faculty	Networking opportunity for women faculty in School of Humanities
1/12/05	Networking	Women faculty in Engineering, ICS and Physical Science	Networking opportunity for women faculty in Engineering, ICS and Physical Science
1/27/05	Networking	Women faculty in college of Medicine	Luncheon led by UCI Professor and Equity Advisor Frances Leslie
1/31/05	Fundraising	Sloan Foundation Administration	Sue Bryant, Priscilla Kehoe, Margerie Beale made presentation to Sloan Foundation, New York
2/1/05	Training & Awareness	Grad Students & Post-docs	Negotiations workshop by UCI Professor Lisa Barron
2/11-15/05	Evaluation	Deans, chairs, Sr & Jr Faculty, administrators	Professor Laura Kramer performed an evaluation of the ADVANCE Program at UCI
3/1/05	Training	Faculty, Post-docs & Graduate Students	Grant Writing workshops by UCI Professor Sue Duckles
3/3/05	Awareness	Women grad students & Post-docs	UCI Professors Smecker-Hane, Druffel, Finlayson-Pitts, and Terng formed panel to discuss balancing family and career issues
4/13/05	Dissemination	WEPAN/NAMEPA Conference	Moderator, NMSU Professor Lisa Frehill, The Engineering Dean's Role in Faculty Diversity; presentation by UCI Professor and Co-Pi Debra Richardson
4/15/05	Dissemination	UCLA Center for the Study of Women	Director Dr. Priscilla Kehoe made presentation to Estrin conference on Women and Science
5/3/05	Networking	Women Faculty	Faculty Women's Association annual open house and welcome event

5/13/05	Awareness	Faculty, Staff, Students	Professor Donna Ginther: presentation and discussion of her paper entitled “does Science Discriminate Against Women?”
5/13/05	Awareness & Training	Equity Advisors, faculty grad students	Private discussion with Professor Ginther
5/19-20/05	Dissemination & Training	PI’s & other administrators from all other ADVANCE institutions	NSF Annual PI meeting, Washington, DC
5/26/05	Awareness & Development	Post-docs & Grad Students	Workshop-Balancing Family & Career, UCI Professor and Equity Advisor Diane O’Dowd participated on panel
9/21/05	Dissemination	SC HERC: members from the UC, private colleges and universities, and community colleges. Member representatives include staff and academic human resources professionals and leaders, as well as faculty relations experts.	Southern California HERC (Higher Education Resource Consortium) Dr. Lisa Frehill made a presentation and distributed “Best Practices”, “Guidelines for Search Committees,” Search Forms (AP-80-A, B, and C) and Appendix F.
9/26/05	Development	Grad Students & Post-docs	UCI Professors and Equity Advisors Tenner and Leslie organized 4 part series on job skills; 1 st in series presented by Professor Tenner “Finding the right Job”

Gender Equity Indicators

Table 1 – The number of faculty for the entire university followed by each school on campus by rank and gender, percent women, years at rank and average salary for the 2005-2006 academic year.

Table 2 – The number of faculty by rank and gender, percent women, years at rank and average salary for departments – academic year 2005-2006

Table 3 – The number of faculty campus-wide who left the institution and for each school by rank and gender for the 2004-2005 year.

Table 4 – The number of faculty recruited institution wide followed by each school on campus by rank and gender for the 2005-2006 year.

Table 5 – The number and percent of women in non-tenure track positions (teaching and research) by school

Table 6 – Tenure promotion outcomes by gender for the last five years

Table 7 – Number of women in endowed or named chairs

Table 8 – Number and percent of women in administrative positions

Table 9 – Number and percent of women on promotion and tenure committees

Table 1 - The number of faculty for the entire university followed by each school on campus by rank and gender, percent women, years at rank and average salary for the 2005-2006 academic year.

UNIVERSITY OF CALIFORNIA, IRVINE FACULTY IN 2005-2006						
Campus Total	NUMBER			Salary		
	W	M	% W	W	M	Difference
Assistant*	94	146	39.2	65096	68357	-3261
Associate	73	139	34.4	73141	74465	-1324
Professor	119	442	21.2	104839	115607	-10768
Total	286	727	28.2			

*does not include salary data for 2 women and 3 men assistant professors

ARTS	NUMBER			Salary		
	W	M	% W	W	M	Difference
Assistant	6	6	50.0	58733	55567	3167
Associate	5	12	29.4	70240	67217	3023
Professor	12	19	38.7	94492	96126	-1635
Total	23	37	38.3			

Biological Sciences	NUMBER			Salary		
	W	M	% W	W	M	Difference
Assistant	13	11	54.2	63508	61664	1844
Associate	3	14	17.6	73967	70207	3760
Professor	8	44	15.4	102513	119034	-16522
Total	24	69	25.8			

BUSINESS	NUMBER			Salary		
	W	M	% W	W	M	Difference
Assistant	5	12	29.4	123020	112667	10353
Associate	1	3	25.0		122333	
Professor	7	17	29.2	139343	156188	-16845
Total	13	32	28.9			

EDUCATION	NUMBER			Salary		
	W	M	% W	W	M	Difference
Assistant	3	2	60.0	62733	65000	-2267
Associate	1	2	33.3		73600	
Professor	0	1	0.0			
Total	4	5	44.4			

TABLE 1 CONTINUED:

Engineering	NUMBER		%	Salary		
	W	M		W	M	Difference
Assistant	3	15	16.7	74800	75247	-447
Associate	1	14	6.7		82621	
Professor	5	52	8.8	88060	116098	-28038
Total	9	81	10.0			

Humanities	NUMBER		%	Salary		
	W	M		W	M	Difference
Assistant*	21	19	52.5	53726	54105	-379
Associate	33	18	64.7	70503	66111	4392
Professor	25	50	33.3	100992	113580	-12588
Total	79	87	47.6			

*years at rank and mean salary do not include data from 2 women assistant professors

ICS	NUMBER		%	SALARY		
	W	M		W	M	Difference
Assistant	5	14	26.3	77740	75536	2204
Associate	4	8	33.3	87000	86700	300
Professor	4	24	14.3	96300	108238	-11938
TOTAL	13	16	44.8			

Medicine - Basic Sciences	NUMBER		%	Salary		
	W	M		W	M	Difference
Assistant	3	4	42.9	64400	66925	-2525
Associate	4	5	44.4	74200	75400	-1200
Professor	9	40	18.4	110767	124250	-13483
Total	16	49	24.6			

Medicine - Clinical Sciences	NUMBER		%	Salary		
	W	M		W	M	Difference
Assistant	4	14	22.2	64800	65179	-379
Associate	3	20		75533	75200	333
Professor	11	57	16.2	97655	115144	-17489
Total	18	91	16.5			

Physical Sciences	NUMBER		%	Salary		
	W	M		W	M	Difference
Assistant	7	17	29.2	63100	62865	235
Associate	2	21	8.7	72850	76033	-3183
Professor	8	67	10.7	106413	114482	-8070
Total	17	105	13.9			

TABLE 1 CONTINUED:

Social Ecology	NUMBER		%	Salary		
	W	M		W	M	Difference
Assistant	9	8	52.9	58400	59038	-638
Associate	8	5	61.5	69888	69160	728
Professor	15	25	37.5	115247	96116	19131
Total	32	38	45.7			

Social Sciences	NUMBER		%	Salary		
	W	M		W	M	Difference
Assistant*	14	24	36.8	61486	64348	-2862
Associate	8	16	33.3	72700	69656	3044
Professor	15	47	24.2	105667	116243	-10576
Total	37	87	29.8			

*years at rank and salary do not include data from 3 men assistant professors

Data Source: Academic Personnel, prepared by ADVANCE Program Personnel

Table 2 – The number of faculty by rank and gender, percent women, years at rank and average salary for departments – academic year 2005-2006

Claire Trevor School of the Arts								
DANCE	NUMBER		%	YRS AT RANK		Salary		
	W	M		W	W	M	W	M
Assistant	2	2	50.0	2	3	57300	51750	5550
Associate	1	1	50.0	2	5			
Professor	3	2	60.0	10.7	8.3	84633	112050	-27417
Total	6	5	54.5					

DRAMA	NUMBER		%	YRS AT RANK		Salary		
	W	M		W	W	M	W	M
Assistant	1	2	33.3	4	1.5		54450	
Associate	1	4	20.0	7	3.3		64000	
Professor	2	8	20.0	5	9.8	92800	99238	-6438
Total	4	14	22.2					

TABLE 2 CONTINUED:

MUSIC	NUMBER		%	YRS AT RANK		Salary		
	W	M		W	W	M	W	M
Assistant	1	2	33.3	0.5	2		60500	
Associate	1	2	33.3	9	6.5		74500	
Professor	3	5	37.5	8.5	9.3	96433	95200	1233
Total	5	9	35.7					

STUDIO	NUMBER		%	YRS AT RANK		Salary		
	W	M		W	W	M	W	M
Assistant	2	0	100.0	1.5		61600		
Associate	2	5	28.6	1.3	2.2	66000	66300	-300
Professor	4	4	50.0	4.3	3.5	101275	83100	18175
Total	8	9	47.1					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M		W	W	M	W	M
Assistant	6	6	50.0			58733	55567	3167
Associate	5	12	29.4			70240	67217	3023
Professor	12	19	38.7			94492	96126	-1635
Total	23	37	38.3					

School of Biological Sciences								
Developmental & Cell Biology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	4	2	66.7	1.8	2.5	62500	62350	150
Associate	1	5	16.7	4	1.2		68340	
Professor	2	9	18.2	14.5	12.3	116900	102555	14345
Total	7	16	30.4					

Ecology & Evolutionary Biology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	3	3	50.0	2.3	2.2	66300	61733	4567
Associate	1	2	33.3	0.5	1.5		76650	
Professor	4	14	22.2	11.5	9.6	85850	130021	-44171
Total	8	19	29.6					

Molecular Biology & Biochemistry			%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	4	4	50.0	1.8	2.8	62400	61500	900
Associate	0	3	0.0		2.2		70467	
Professor	2	12	14.3	11	12.7	121450	110717	10733
Total	6	19	24.0					

Neurobiology & Behavior	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	2	50.0	2.5	3	63550	61200	2350
Associate	1	4	20.0	3	5.5		69125	
Professor	0	9			11.7		129511	
Total	3	15	16.7					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	13	11	54.2			63508	61664	1844
Associate	3	14	17.6			73967	70207	3760
Professor	8	44	15.4			102513	119034	-16522
Total	24	69	25.8					

Paul Merage School of Business								
	NUMBER		%	YRS AT RANK		Salary		
	W	M		W	M	W	M	Difference
Assistant	5	12	29.4	2	3.9	123020	112667	10353
Associate	1	3	25.0	1	7.3		122333	
Professor	7	17	29.2	5.6	10.9	139343	156188	-16845
Total	13	32	28.9					

Department of Education								
	NUMBER		%	YRS AT RANK		Salary		
	W	M		W	M	W	M	Difference
Assistant	3	2	60.0	1	1	62733	65000	-2267
Associate	1	2	33.3	3	6		73600	
Professor	0	1	0.0		10			
Total	4	5	44.4					

Henry Samueli School of Engineering								
Biomedical Engineering	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	4	0.0		3.1		75100	
Associate	0	0						
Professor	0	5	0.0		1.7		92020	
Total	0	9	0.0					

Chemical & Biochemical Eng. & Material Sciences	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	2	50.0	1	2	76450	72100	4350
Associate	1	1	50.0	0.5	0.5			
Professor	2	7	22.2	4	9	90100	115971	-25871
Total	5	10	33.3					

Civil & Environmental Engineering	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	0	100.0	4				
Associate	0	4	0.0		5.4		82700	
Professor	1	6	14.3	3	10.5		142133	
Total	2	10	16.7					

Electrical & Computer Engineering	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	9	0.0		3.3		76011	
Associate	0	6	0.0		5.5		83767	
Professor	1	17	5.6	2	9.9		113088	
Total	1	32	3.0					

Mechanical & Aerospace Engineering	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	3	0.0		1		80967	
Professor	1	17	5.6	3	9.6		117053	
Total	1	20	4.8					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	3	15	16.7			74800	75247	-447
Associate	1	14	6.7				82621	
Professor	5	52	8.8			88060	116098	-28038
Total	9	81	10.0					

School of Humanities								
African American Studies	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	3	25.0	7	0.7		54667	
Associate	0	0						
Professor	0	1	0.0		5			
Total	1	4	20.0					

Art History	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	0	100.0	2				
Associate	4	2	66.7	13.5	2	70875	67300	3575
Professor	2	2	50.0	7	11.5	92800	95250	-2450
Total	7	4	63.6					

Asian-American Studies	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	3	1	75.0	2.3	0.5	64367		
Professor	1	1	50.0	9	1			
Total	4	2	66.7					

Classics	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant*	2	1	66.7	0.5	4	55000		
Associate	0	0						
Professor	1	0	100.0	3				
Total	3	1	75.0					

English & Comparative Literature	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	3	1	75.0	4	2	54133		
Associate	0	1	0.0		5			
Professor	4	3	57.1	7.8	9	110300	119600	-9300
Total	7	5	58.3					

East Asian Language	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	3	4	42.9	7	7	67367	67800	-433
Professor	0	2	0.0		4		80450	
Total	3	6	33.3					

ENGLISH	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	3	3	50.0	3	1.7	54567	56333	-1766
Associate	8	3	72.7	4.1	2.7	73250	68300	4950
Professor	5	11	31.3	8.4	13	102620	122445	-19825
Total	16	17	48.5					

Film & Media Studies	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	1	66.7	3.6	1	55950		
Associate	1	1	50.0	1	1			
Professor	0	0						
Total	3	2	60.0					

French & Italian	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	1	66.7	2	6	48950		
Associate	2	0	100.0	12.5		71350		
Professor	1	4	20.0	14	15.5		114900	
Total	5	5	50.0					

German	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	1	50.0	0.5	1			
Associate	0	1	0.0		0.5			
Professor	1	1	50.0	7.8	6			
Total	2	3	40.0					

History	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant*	1	4	20.0	2	3.5		53775	
Associate	5	4	55.6	2.9	2.9	73360	65175	8185
Professor	6	13	31.6	4.8	13.9	109167	118746	-9579
Total	12	21	36.4					

Humanities & Arts	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	0						
Professor	1	0	100.0	3				
Total	1	0	100.0					

Philosophy	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	3	25.0	3	4.3		50767	
Associate	1	0	100.0	4				
Professor	0	7	0.0		14		111214	
Total	2	10	16.7					

Spanish & Portuguese	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	1	50.0	4	0.5			
Associate	3	1	75.0	3.7	6	67300		
Professor	2	5	28.6	11	13	100650	107580	-6930
Total	6	7	46.2					

Women's Studies	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	0	100.0	1				
Associate	3	0	100.0	2.7		71533		
Professor	1	0	100.0	4				
Total	5	0	100.0					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	21	19	52.5			53726	54105	-379
Associate	33	18	64.7			70503	66111	4392
Professor	25	50	33.3			100992	113580	-12588
Total	79	87	47.6					

*years at rank and mean salary do not include data from 2 women assistant professors

Bren School of Information and Computer Science								
Informatics	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	3	40.0	2.5	1.8	80650	75800	4850
Associate	2	3	40.0	2	2.5	88050	88433	-383
Professor	1	3	25.0	2	8		107400	
Total	5	9	35.7					

Computer Science-Systems	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	3	4	42.9	1.7	4	75800	77350	-1550
Associate	1	2	33.3	1	2.5		83850	
Professor	1	9	10.0	6	6.6		112867	
Total	5	15	25.0					

Statistics	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	3	0.0		0.8		69700	
Associate	0	0	0.0					
Professor	0	3	0.0		1.5		117800	
Total	0	6	0.0					

Computer Science	NUMBER		%	YRS AT RANK		SALARY		
	W	M	W	W	M	W	M	Difference
Assistant	0	4	0.0	0	2.3		77900	
Associate	1	3	25.0	3	6		86867	
Professor	2	9	18.2	5.5	8.9	99650	100700	-1050
TOTAL	3	16	15.8					

School Total	NUMBER		%	YRS AT RANK		SALARY		
	W	M	W	W	M	W	M	Difference
Assistant	5	14	26.3			77740	75536	2204
Associate	4	8	33.3			87000	86700	300
Professor	4	24	14.3			96300	108238	-11938
TOTAL	13	46	22.0					

School of Medicine - Basic Sciences								
Anatomy & Neurobiology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	0	100.0	7	0			
Associate	0	1	0.0		0.5			
Professor	2	8	20.0	6.8	12.5	105350	106613	-1263
Total	3	9	25.0					

Biological Chemistry	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	2	33.3	6	4		67750	
Associate	3	1	75.0	2	12	72300		
Professor	2	5	28.6	7	13.2	112000	146640	-34640
Total	6	8	42.9					

Community & Environmental Medicine	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	0						
Professor	0	3	0.0		21		117267	
Total	0	3	0.0					

Microbiology & Molecular Genetics	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	2	0.0		3.5		66100	
Associate	1	1	50.0	5	1			
Professor	1	8	11.1	12	16.3		134575	
Total	2	11	15.4					

Physiology & Biophysics	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	0	100.0	2				
Associate	0	1	0.0		15			
Professor	2	10	16.7	4.5	17.9	95700	126560	-30860
Total	3	11	21.4					

Pharmacology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	1	0.0		2			
Professor	2	6	25.0	14	11.5	122200	114983	7217
Total	2	7	22.2					

Pharmaceutical Science	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	0	100.0					
Associate	0	0						
Professor	0	0						
Total	1	0	100.0					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant*	4	4	50			64400	66925	-2525
Associate	4	5	44.4			74200	75400	-1200
Professor	9	40	18.4			110767	124250	-13483
Total	17	49	25.7					

*Salary does not include 1 women assistant professor

School of Medicine - Clinical Sciences								
Anesthesiology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	1	0.0		2			
Associate	0	1	0.0		7			
Professor	0	0						
Total	0	2	0.0					

	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Dermatology								
Assistant	0	0						
Associate	0	0						
Professor	0	2	0.0		18.5		103200	
Total	0	2	0.0					

	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Family Medicine								
Assistant	0	0						
Associate	0	0						
Professor	1	0	100.0	15				
Total	1	0	100.0					

	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Medicine								
Assistant	1	4	20.0	6	4		69400	
Associate	2	6	25.0	8.5	9.7	78400	76567	1833
Professor	4	16	20.0	5.9	12.8	94575	117700	-23125
Total	7	26	21.2					

	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Neurological Surgery								
Assistant	0	0						
Associate	0	1	0.0		1			
Professor	0	0						
Total	0	1	0.0					

	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Neurology								
Assistant	0	1	0.0		4			
Associate	0	1	0.0		0.5			
Professor	1	3	25.0	5	13.7		121133	
Total	1	5	16.7					

	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Obstetrics & Gynecology								
Assistant	1	0	100.0	5				
Associate	0	1	0.0		1			
Professor	0	3	0.0		17.7		120433	
Total	1	4	20.0					

Ophthalmology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	3	0.0		12.3		75533	
Professor	1	2	33.3	3	2		97550	
Total	1	5	16.7					

Orthopaedic Surgery	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	1	0.0		2			
Associate	0	1	0.0		0.5			
Professor	0	1	0.0		11			
Total	0	3	0.0					

Otolaryngology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	1	0.0		5			
Associate	0	1	0.0		4			
Professor	0	2	0.0		9.5		95800	
Total	0	4	0.0					

Pathology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	1	0.0		4			
Associate	0	3	0.0		3.7		76333	
Professor	1	3	25.0	7	14		114767	
Total	1	7	12.5					

Pediatrics	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	3	0.0	0	2.3		63166	
Associate	0	0						
Professor	2	3	40.0	17.5	9.7	111200	111667	333
Total	2	6	25.0					

Physical Medicine & Rehabilitation	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	0	100.0	4	0			
Associate	0	0						
Professor	0	1	0.0		24			
Total	1	1	50.0					

Psychiatry & Human Behavior	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	1	0.0		5			
Associate	1	0	100.0	1				
Professor	0	4	0.0		23.3		137075	
Total	1	5	16.7					

Radiation Oncology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	0						
Professor	0	1	0.0		23			
Total	0	1	0.0					

Radiology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	0	100.0	0.5				
Associate	0	0						
Professor	0	7	0.0		13.3		101986	
Total	1	7	12.5					

Surgery	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	2	0.0		10.5		80750	
Professor	0	7	0.0		15.6		120543	
Total	0	9	0.0					

Urology	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	1	0.0		2			
Associate	0	0						
Professor	1	2	33.3	1	1.8		106650	
Total	1	3	25.0					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	4	14	22.2			64800	65179	-379
Associate	3	20				75533	75200	333
Professor	11	57	16.2			97655	115144	-17489
Total	18	91	16.5					

School of Physical Sciences								
Chemistry	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	3	5	37.5	1.3	2.2	60900	60780	120
Associate	0	2	0.0		1.5		79550	
Professor	1	23	4.2	11	12		119057	
Total	4	30	11.8					

Earth System Science	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	2	33.3	1	3.5		63100	
Associate	1	5	16.7	6	1.9		79550	
Professor	2	3	40.0	8.5	11	109950	123567	-13617
Total	4	10	28.6					

Mathematics	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	2	33.3	1	2.5		60300	
Associate	0	8	0.0		8.8		77188	
Professor	3	20	13.0	2.7	11.8	108367	117415	-9048
Total	4	30	11.8					

Physics & Astronomy	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	8	20.0	0.8	2	65500	64750	750
Associate	1	6	14.3	2	1		70100	
Professor	2	21	8.7	14	13.8	88850	105381	-16531
Total	5	35	12.5					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	7	17	29.2			63100	62865	235
Associate	2	21	8.7			72850	76033	-3183
Professor	8	67	10.7			106413	114482	-8070
Total	17	105	13.9					

School of Social Ecology								
Criminology, Law & Society	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	3	0.0		2.8		62500	
Associate	2	2	50.0	2	6	69650	71400	-1750
Professor	5	8	38.5	4.4	6.5	106640	104288	2352
Total	7	13	35.0					

Environmental Health, Science & Policy	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	2	33.3	7	2.5		59550	
Associate	1	0	100.0	1				
Professor	1	4	20.0	21	14.8		91300	
Total	3	6	33.3					

Planning, Policy and Design	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	3	40.0	2	3.3	61500	55233	6267
Associate	2	3	40.0	3	13.3	70300	67667	2633
Professor	2	7	22.2	6	8.8	128350	89557	38793
Total	6	13	31.6					

Psychology & Social Behavior	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	6	0	100.0	2.3		57550		
Associate	3	0	100.0	11.7		72567		
Professor	7	6	53.8	15.3	9.8	117971	96083	21888
Total	16	6	72.7					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	9	8	52.9			58400	59038	-638
Associate	8	5	61.5			69888	69160	728
Professor	15	25	37.5			115247	96116	19131
Total	32	38	45.7					

School of Social Sciences								
ANTHROPOLOGY	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	3	40.0	1.8	2	56950	53500	3450
Associate	2	1	66.7	9	5	70400		
Professor	2	5	28.6	12	16.1	111550	119780	-8230
Total	6	9	40.0					

CHICANO STUDIES	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	3	0	100.0	2		58700		
Associate	0	1	0.0		3			
Professor	0	0						
Total	3	1	75.0					

COGNITIVE	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	2	2	50.0	0.8	4.5	59000	55000	4000
Associate	0	4	0.0	0	5.3		66575	
Professor	3	8	27.3	15.7	13	106200	104225	1975
Total	5	14	26.3					

ECONOMICS	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant*	2	11	15.4	1.8	3	79750	79763	-13
Associate	0	1	0.0	0	1			
Professor	2	9	18.2	7.5	9	104600	129467	-24867
Total	4	21	16.0					

*years at rank and salary do not include data from 3 men assistant professors

LINGUISTICS	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	0						
Professor	0	1	0.0		20			
Total	0	1	0.0					

LOGIC	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	1	0.0		4			
Associate	0	2	0.0		1		61500	
Professor	1	6	14.3	16	8.3		116350	
Total	1	9	10.0					

POLITICAL SCIENCE	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	1	4	20.0	0.5	2.3		51800	
Associate	2	4	33.3	10	10.3	68800	71275	-2475
Professor	5	9	35.7	8	16.1	99780	108833	-9053
Total	8	17	32.0					

SOCIOLOGY	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	4	3	57.1	2.8	2.3	60825	60300	525
Associate	4	3	57.1	3.1	3.3	75800	72900	2900
Professor	2	7	22.2	9.5	3.6	99550	127114	-27564
Total	10	13	43.5					

SOCIAL SCIENCE	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant	0	0						
Associate	0	0						
Professor	0	2	0.0		20		102750	
Total	0	2	0.0					

School Total	NUMBER		%	YRS AT RANK		Salary		
	W	M	W	W	M	W	M	Difference
Assistant*	14	24	36.8			61486	64348	-2862
Associate	8	16	33.3			72700	69656	3044
Professor	15	47	24.2			105667	116243	-10576
Total	37	87	29.8					

*years at rank and salary do not include data from 3 men assistant professors

Data Source: Academic Personnel, prepared by ADVANCE Program Personnel

Table 3 – The number of faculty campus-wide who left the institution and for each school by rank and gender for the 2004-2005 year

University-wide Separations 2004-2005					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	8	1	5	14	
M	2	3	20	25	
Total	10	4	25	39	35.80%
Claire Trevor School of the Arts					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	2			2	
M	1		1	2	
Total	3		1	4	50.00%
Biological Sciences					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W			1		
M			6		
Total			7	7	14.20%
Merage School of Business					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	2			2	
M	2		1	3	
Total			1	3	66.60%
Department of Education					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M					
Total				0	

TABLE 3 CONTINUED:**Henry Samueli School of Engineering**

GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M					
Total				0	25.00%

School of Humanities

GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	2	1	1	4	
M			4	4	
Total	2	1	5	8	50.00%

Bren School of Information & Computer Science

GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M					
Total				0	0.00%

School of Medicine - Basic Sciences

GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M					
Total				0	0.00%

School of Medicine - Clinical Sciences

GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	1		2	3	
M	1			1	
Total				4	75.00%

TABLE 3 CONTINUED:**School of Physical Sciences**

GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M		1	6	7	
Total				7	0.00%

School of Social Ecology

GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M					
Total				0	0.00%

School of Social Sciences

GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	1		1	2	
M		2	2	4	
Total	1	2	3	6	33.30%

Data Source: Academic Personnel, prepared by ADVANCE Program Personnel

Table 4 – The number of faculty recruited institution wide followed by each school on campus by rank and gender for the 2005-2006 year.

University-wide new hires for academic year 2005-2006					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	16	3	6	25	
M	12	1	6	19	
Total	28	4	12	44	56.80%
Claire Trevor School of the Arts					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	1	1	2	4	
M			1	1	
Total	1	1	3	5	80.00%
School of Biological Sciences					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M	1		1	2	
Total				2	0.00%
Merage School of Business					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	2				
M			2		
Total				4	50.00%
Department of Education					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	2				
M					
Total				2	100.00%

Table 4, Continued

Henry Samueli School of Engineering					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M		1			
Total				1	0.00%
School of Humanities					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	4	1	2	7	
M	4		1	5	
Total	8	1	3	12	58.30%
Bren School of Information & Computer Science					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M	2				
Total				2	0.00%
School of Medicine - Basic Sciences					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M					
Total				0	
School of Medicine - Clinical Sciences					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W					
M					
Total				0	

Table 4, Continued

School of Physical Sciences					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	3			3	
M	2			2	
Total	5			5	60.00%

School of Social Ecology					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W			2	2	
M	1			1	
Total				3	66.60%

School of Social Sciences					
GENDER	ASSISTANT	ASSOCIATE	PROFESSOR	Total	%W
W	4	1		5	
M	3		1	4	
Total	7	1	1	9	55.50%

Data Source: Academic Personnel, prepared by ADVANCE Program Personnel

Table 5 – The number and percent of women in non-tenure track positions (teaching and research) by school

		M	W	W %
CLAIRE TREVOR SCHOOL OF THE ARTS	Teachers	74	40	35.1%
	Researchers	0	0	0.0%
	TOTAL	74	40	35.1%
SCHOOL OF BIOLOGICAL SCIENCES	Teachers	84	39	31.7%
	Researchers	107	81	43.1%
	TOTAL	191	120	38.6%
THE PAUL MERAGE SCHOOL OF BUSINESS	Teachers	51	19	27.1%
	Researchers	1	1	50.0%
	TOTAL	52	20	27.8%
DEPARTMENT OF EDUCATION	Teachers	16	35	68.6%
	Researchers	13	131	91.0%
	TOTAL	29	166	85.1%
HENRY SAMUELI SCHOOL OF ENGINEERING	Teachers	101	11	9.8%
	Researchers	80	12	13.0%
	TOTAL	181	23	11.3%
SCHOOL OF HUMANITIES	Teachers	113	141	55.5%
	Researchers	3	4	57.1%
	TOTAL	116	145	55.6%
DONALD BREN SCHOOL OF INFORMATION AND COMPUTER SCIENCES	Teachers	46	13	22.0%
	Researchers	12	2	14.3%
	TOTAL	58	15	20.5%
SCHOOL OF MEDICINE	Teachers	462	210	31.3%
	Researchers	247	164	39.9%
	TOTAL	709	374	34.5%
SCHOOL OF PHYSICAL SCIENCES	Teachers	129	24	15.7%
	Researchers	113	28	19.9%
	TOTAL	242	52	17.7%
SCHOOL OF SOCIAL ECOLOGY	Teachers	42	46	52.3%
	Researchers	9	10	52.6%
	TOTAL	51	56	52.3%
SCHOOL OF SOCIAL SCIENCES	Teachers	119	47	28.3%
	Researchers	19	9	32.1%
	TOTAL	138	56	28.9%

Data Source: Office of Analytical Studies, prepared by ADVANCE Personnel

Table 6 – Tenure promotion outcomes by gender for the last five years

	Tenure Review Outcomes by Gender and academic year							
	Total # Reviews		Approved		Denied		Reappt./Other	
	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>	<i>M</i>	<i>W</i>
2004-2005	38	9	31	7	3	2	4	1
2003-2004	22	7	19	7	0	0	3	0
2002-2003	20	9	17	9	1	0	2	0
2001-2002	10	9	9	8	0	1	1	0
2000-2001	19	6	13	3	2	2	4	1
	109	40	89	34	4	5	14	2

Table 7 – Number of women in endowed or named chairs

	Endowed / Named Chairs			
	Total Chairs	Women	Men	Vacant
2005-2006	57	10	43	4
2004-2005		8	38	
2003-2004	49	7	32	10
2001-2002	49	5	30	18

Table 8 – Number and percent of women in administrative positions

	Women in Administrative Positions					
	Deans		Dept. Chairs 2004		Dept. Chairs 2005	
	2004	2005	#	%	#	%
Claire Trevor School of the Arts	1	1	1	25	1	25
Biological Sciences	1	1	0	0	0	0
Merage School of Business	0	0	n/a		n/a	
Education	n/a	n/a	n/a		n/a	
Samueli School of Engineering	0	0	0	0	0	0
Humanities	1	1	6	37.5	7	43.7
Bren School of ICS	1	1	0	0	1	25
College of Medicine	0	0	3	12	2	0.08
Physical Science	0	0	0	0	0	0
Social Ecology	0	0	2	50	2	50
Social Science	1	1	1	0.09	0	0
Total Campus:	5	5	13	16.6	13	16.6

Data Source: Academic Personnel, prepared by ADVANCE Personnel

Table 9- Number and percent of women on promotion and tenure committee

Last year there were no women on the Council for Academic Personnel (CAP- appointment and promotion committee). An ad hoc group from APAC worked to encourage women to serve on CAP. The EQAs in schools with open CAP in 2005 encourage each eligible woman to allow their names to be nominated. Three women have been appointed to CAP. Four seats on CAP will be open in 2006, we plan to use the same strategy to again increase women's participation on this extremely important university committee.