

**GENDER EQUITY ISSUES AFFECTING SENATE FACULTY AT UCLA**  
**REPORT OF THE GENDER EQUITY COMMITTEE**

October 10, 2000

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Finally, we thank Vice Chancellor Norman Abrams for recognizing that a new study of gender equity would serve the University's interests at this time and for giving his full support to the committee as we carried out our research and completed this document.

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## Executive Summary

In January 2000, Vice Chancellor Norman Abrams appointed a committee to examine gender equity issues for Academic Senate Faculty at UCLA. We were asked to provide a preliminary report by June 1, 2000. This report represents the response to our charge. We present some preliminary conclusions based on the available data, suggest directions for future research, and propose that a restructured committee carry forward the investigations that our committee has initiated.

The Gender Equity Committee decided that its report should ideally include a quantitative analysis of the role of gender in influencing faculty appointments, salaries, and advancement and should also present an initial survey of perceptions across the campus regarding gender-related issues. Parts of this report, therefore, describe issues and possible areas of concern related to our charge, identified and discussed in interviews with individuals representing a broad range of perspectives on campus life and culture.

The report's central feature, however, is a data-based study of the influence of gender on faculty salary at UCLA. At first, a study of faculty salary may seem straightforward, but such a perception is deceptive. As discussed more fully elsewhere, the data available for analysis enabled us to investigate some but not all of the questions that should be examined. In analyzing compensation, we found that the diverse determinants of faculty salary make comparisons among different subgroups difficult and add complexity to the interpretation. Compensation varies from one field to another. Pay scales reflect seniority, and thus length of service and years from terminal degree influence compensation significantly. To complicate the picture, compensation is earned as "base pay" with supplements. Compensation above base pay can be earned in diverse ways, some of which depend on individual entrepreneurship in generating summer salary from extramural sources and some of which are augmentations of base academic year salaries—either for extra work or in recognition of exceptional excellence. Thus, both knowledge and judgment are required in selecting the data to be analyzed and in interpreting salary differentials. These caveats should be remembered in reading the material that follows.

In keeping with the approach described above, our main findings separate into those based on quantitative analyses of a snapshot of 1999-2000 payroll data and those based on discussions with individuals who provided a range of perspectives on issues relevant to faculty. The report does not present a formal analysis of conditions in the Medical and Dental schools because the data available for faculty in these units were incomplete. It also proved impossible to construct a longitudinal database (i.e., one that collects and preserves the desired data each year and thereby allows researcher to document changes over time) for the analysis of career progress for women and men on the UCLA faculty. For these reasons, the report offers extensive comments about the shortcomings of the existing data and suggestions for improvements.

In general, the analysis shows that salary differentials between men and women are small or nonexistent *when comparing individuals within the same rank and department, and who have similar year of hire and year of highest degree*. As discussed above, however, this finding does not mean that there are no disparities between employment conditions for men and women at

UCLA. The salary data also suggest different patterns for men and women in terms of advancement through the ranks and representation across academic units. The Committee feels that these findings merit further investigation and analysis.

Specifically, quantitative analysis of payroll data revealed the following:

- Differences in salary at the Assistant Professor level are small. In fact, in the majority of academic units<sup>1</sup> female Assistant Professors earn more than males. At the Associate Professor level, differences in salary favor females in 6 out of 12 academic units. At the Full Professor level, females earn consistently less than males across academic units (with the exception of Physical Sciences).
- Conditional on year of hire and year of highest degree (and excluding data from the Medical and Dental Schools), men earn 11.4% more than women at UCLA in terms of total compensation. Controlling for rank (i.e., comparing men and women faculty with the same rank) narrows this difference to 9.2%, indicating that even within rank, there are substantial differences in pay. However, controlling for department narrows the difference to 2.4% suggesting that most of the overall difference in compensation between men and women at UCLA results from the fact that women tend to be concentrated in lower-paying departments. If we examine base salary rather than total compensation, the within-department differences between men and women are even smaller.
- Conditional on year of hire, year of highest degree, and rank (but not step), there are gender differences in salary in some academic units, even within departments. For example, in Education and Information Studies and Arts and Architecture, women are paid 8.3% and 6.9% *more*, respectively, than men on average. However, this difference is not reflected in base salary but comes from differences in other components of compensation (such as summer ninths). In the Public Policy School, Life Sciences, Social Sciences, and Public Health, women are paid 6.2%, 8.8%, 8.4%, and 10.8% *less* respectively than men on average. In the School of Public Policy and Social Research and in Life Sciences these differences in total compensation stem from differences in base salary, while in the Social Sciences and Public Health, they stem from differences in other components of compensation.
- There are still very small numbers of women faculty in many departments, and men are far more likely to be found at the more senior end of the ladder than women. Given the close link between rank, step, and salary at UCLA, gender differences in salary conditional on rank, hire date, and year of Ph.D. in some academic units suggest that there may be differences in the rates at which men and women progress up the faculty ladder. As noted above, the data required to investigate individual careers over time were not available.

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<sup>1</sup> The term “academic unit” refers to each professional school, the separate divisions of the College of Letters and Science, and the health science schools. For the purposes of this report, the Schools of Medicine and Dentistry are excluded from the analyses. See Subsection 1) in the Analytical Section.

- Conditional on year of highest degree, hire date at UCLA, and department, women who have been promoted to tenure are 4.9% less likely than men to have reached the rank of Full Professor. Conditional on year of highest degree, hire date at UCLA, and department, women are 6.7% less likely than men to have reached Step VI given that they reached the rank of Full Professor.

Findings of a more qualitative nature indicated that:

- It is felt by many faculty that information on salaries is closely guarded and that those who seek it may face repercussions in their departments.
- Some faculty believe that maternity leave policies are not consistently implemented.
- There is a shortage of affordable and available childcare on campus.
- It is widely believed that women (and especially minority women) may be unduly burdened with committee and departmental assignments, often in roles of low visibility, while at the same time, very few women serve on the most important committees.

Our recommendations include:

**1. *The creation of a new committee structure to investigate gender issues.*** The present committee would disband, and instead, three joint senate-administration committees would be constituted to investigate: a) improvements in the quality of the payroll, promotion, and other data; b) questions of gender equity in the Medical and Dental Schools; and c) qualitative aspects of the gender equity climate on campus. An executive committee composed of representatives of the three committees would integrate their efforts.

**2. *Improvements in data quality.*** An improved academic personnel database would be developed. It would require the creation of an annual official “snapshot” file of payroll data that could form the basis of a longitudinal data file (i.e., one that maintains personnel information from year to year, thus allowing studies of career profiles).

**3. *Increased openness regarding salary data.*** Faculty members’ desires for privacy must be balanced against the legitimate desire of other faculty members to make inquiries about pay equity. New mechanisms should be developed to handle release of salary information.

**4. *Clarification of policies regarding maternity leave.*** According to reports provided to the committee, it appears that the University's maternity leave policy is unevenly applied. According to one report, there has been a case in which a faculty member was denied a requested maternity leave. Expectations for implementation of maternity leave must be clarified to both faculty and Chairs.

**5. *Childcare and educational support for faculty children.*** Childcare that is available on campus is generally of high quality but severely limited and rationed. The committee believes that extending its availability would be beneficial for both women and men on the faculty.



Further assistance for the education of faculty children beyond the earliest years should be investigated.

**6. Assuring that service burdens, especially for women and minorities, are equitable.** One key reform here would be to require departments to define a “standard” service burden to be expected of faculty at different ranks. Department Chairs could then determine whether multiple assignments (at both department and campus levels), though not individually onerous, constitute an excessive burden for an individual who may be called on often to represent women or minorities or for other special reasons.

**7. A further analysis of concerns specific to minority women.** This report has not delved into this issue, but we feel it is important.

**8. A further analysis of the gender climate on campus.** Several women touched on aspects of campus or departmental climate that they feel are detrimental to women. Further investigation of this issue is warranted.

**9. Administrative guidance regarding the University’s approach to the achievement of diversity in the post Proposition 209 era.** Federal law continues to require UCLA to draw faculty from a diverse pool. It is the committee’s view that the Federal goal continues to call for appointments of women, especially in areas where they are underrepresented on the faculty. Units on campus need guidance about how this goal can be achieved without violating the “no preferences” rule of Prop. 209.

**10. Reexamination of faculty recruiting, search, and hiring practices in light of Tidal Wave II.** The demographic swell created by the children of the Baby Boomers will soon produce a dramatic upsurge in the number of high school graduates. The increase in faculty hiring that will be necessitated by the resulting increase in UC enrollments affords UCLA new opportunities to address gender composition on the faculty and, especially, women’s representation in various fields.

## Introduction

In January 2000, Vice Chancellor Norman Abrams appointed a committee to examine gender equity issues in academic personnel matters for Academic Senate faculty. Both Vice Chancellor Abrams and the committee co-chairs recognized that a broader scope study could provide important insights, but all agreed that limiting the committee's charge to Academic Senate faculty would provide focus to the report.

The letter of appointment (see [Appendix I](#)) requests that the primary goal of the committee should be

*... to determine through careful studies of the data whether gender differences have been affecting salaries or advancements up the academic ladder at UCLA. Additionally, other kinds of possible differential treatment may come under the scrutiny of the committee in exercise of its discretion, for example, any gender-based differences in teaching or committee assignments, allocations of office and laboratory space, set-up funds, research money, and discretionary benefits (such as MOP loan funds, access to University housing, University schools and child care programs).*

The appointment letter also requested that the committee submit a preliminary report not later than June 1, 2000.

This report is intended to serve both as the preliminary report on the subject of gender equity and as the final report of the present committee. In the following pages, we summarize our findings, noting the matters we have explored in the short time that has elapsed since our committee first met. We point out areas that invite further exploration, but we suggest that a different committee structure is desirable if the remaining investigations are to be effective.

## Background

At the committee's first meeting, Vice Chancellor Abrams explained further what he hoped to learn from our efforts. In particular, he indicated that the committee should analyze quantitative information regarding salaries and advancements. He was also sensitive, however, to the importance of identifying perceptions of the institutional environment for women faculty, and he encouraged the committee to explore this area as well.

Before deciding how to proceed, the committee consulted with Donna Vredevoe, Chair of the UCLA Academic Senate, and Christine Littleton, Chair of Women's Studies and Professor of Law. Both assisted us by identifying approaches that the committee might find productive and by identifying individuals or groups who might be helpful to us.

Recognizing that time was short and that the open-ended charge called for extensive effort, the committee decided to break into two subcommittees. One of these subcommittees was the *Subcommittee for Examining Existing Data*. The other subcommittee was responsible for

*Quantifying Undocumented Perks.* In an acronym-dependent environment, these committees soon became *SEED* and *QUP*.

The subcommittees typically met weekly, and separate sections of this report describe some of their activities and their initial findings. Although the subcommittees met separately, there was overlapping participation, and the conclusions in our report have been reviewed by the entire committee. In this introduction we emphasize the principal findings and submit a proposal for future activities related to our charge.

### ***Principal findings***

The proportion of women on the faculty has been rising steadily but very slowly since the early 1970s. [Chart 1](#) shows that in 1999-2000, the representation of women on the ladder faculty exceeded 23% and that the percentage has climbed steadily since 1973-74, the first year for which data were provided. This is good news.

We must be cautious, however, about any conclusions we draw from this chart with respect to the status of women at UCLA; we do not have the data that would allow us to investigate patterns of hire, advancement, and attrition that combine to create the configuration in [Chart 1](#). [Charts 2](#) and [3](#) illustrate the need for caution. These show, for faculty serving in 1999-2000, the number of men versus women faculty hired over time. ([Chart 3](#) uses a three-year average to smooth out the irregularities of these trends.) They seem to indicate that beginning in the late 1960s and early 1970s, there was a general increase in the hiring of women until the late 1980s. During the 1990s, we seem to see a flattening in the numbers of women hired, while for men, the trend in numbers hired continues to increase. This possible interpretation is inconsistent with the steady increase of female hiring that might be inferred from [Chart 1](#).

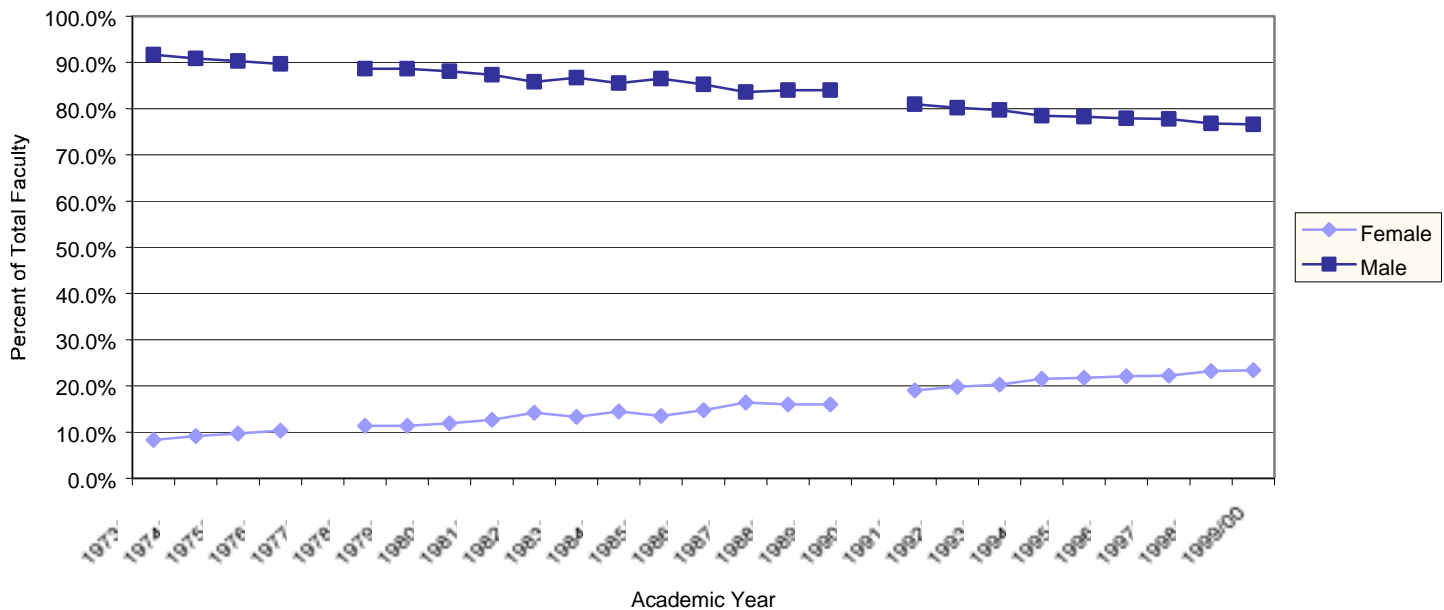
Less heartening is the evidence to be presented in this report that on the Campus<sup>2</sup> there remains a spread between the salaries of women and men. Careful analysis suggests, however, that this spread does not reflect significant differences in the salaries within a given department for men and women who have comparable seniority in terms of years from degree. The discrepancy is linked to the distribution of women faculty across departments and the smaller number of women who have advanced to the most senior levels of the ladder. Many departments have very few women faculty, and faculty in departments with a higher proportion of women appear generally to be less well compensated across the board. Differences in general salary levels among departments largely reflect different market conditions according to disciplines.

The committee had originally intended to investigate the relative success of women and men in being promoted to tenure ranks, to compare rates of advancement through the system, and to include the medical school faculty in the salary analysis. Unfortunately, the data required for investigating rates of advancement and comparing the probability and reasons that men and

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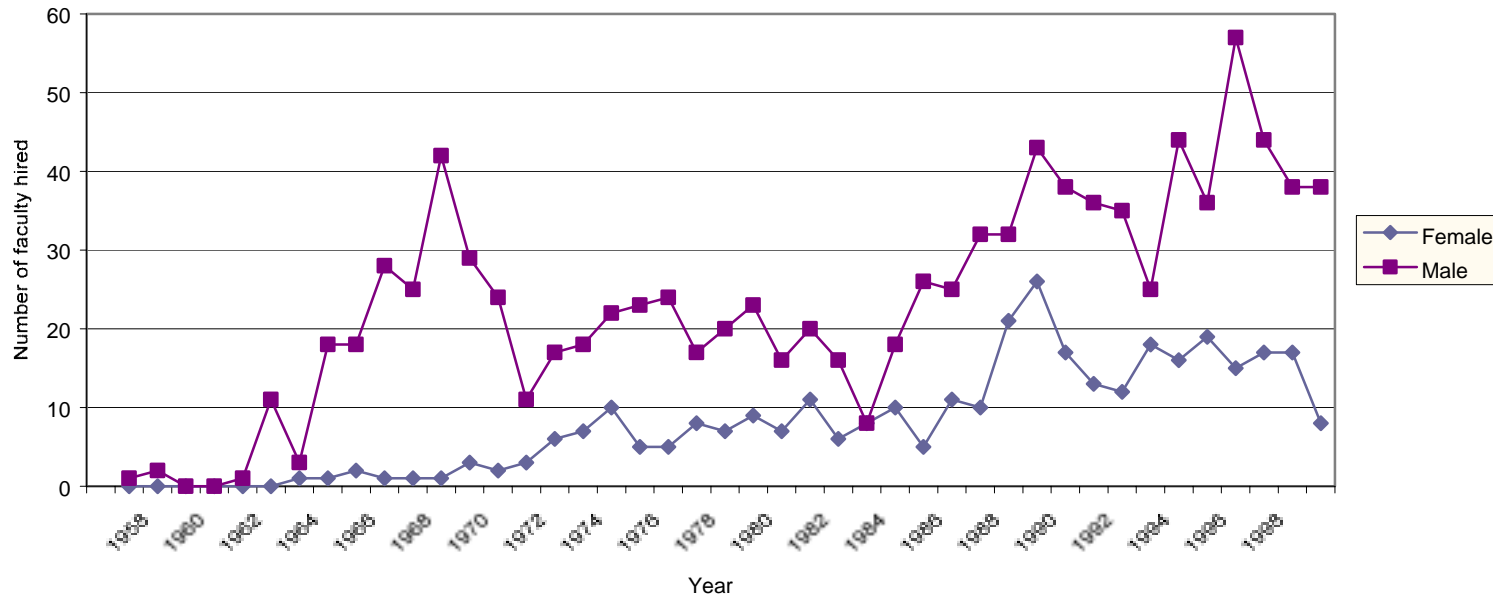
<sup>2</sup> The term "Campus" is used to encompass the General Campus plus the Schools of Nursing and Public Health. For the purposes of this report, the Schools of Medicine and Dentistry are excluded from the analysis. See Subsection 1) in the Analytical Section.

**Chart 1:  
PERCENT MALE AND FEMALE FACULTY VS. TIME  
1973-2000**



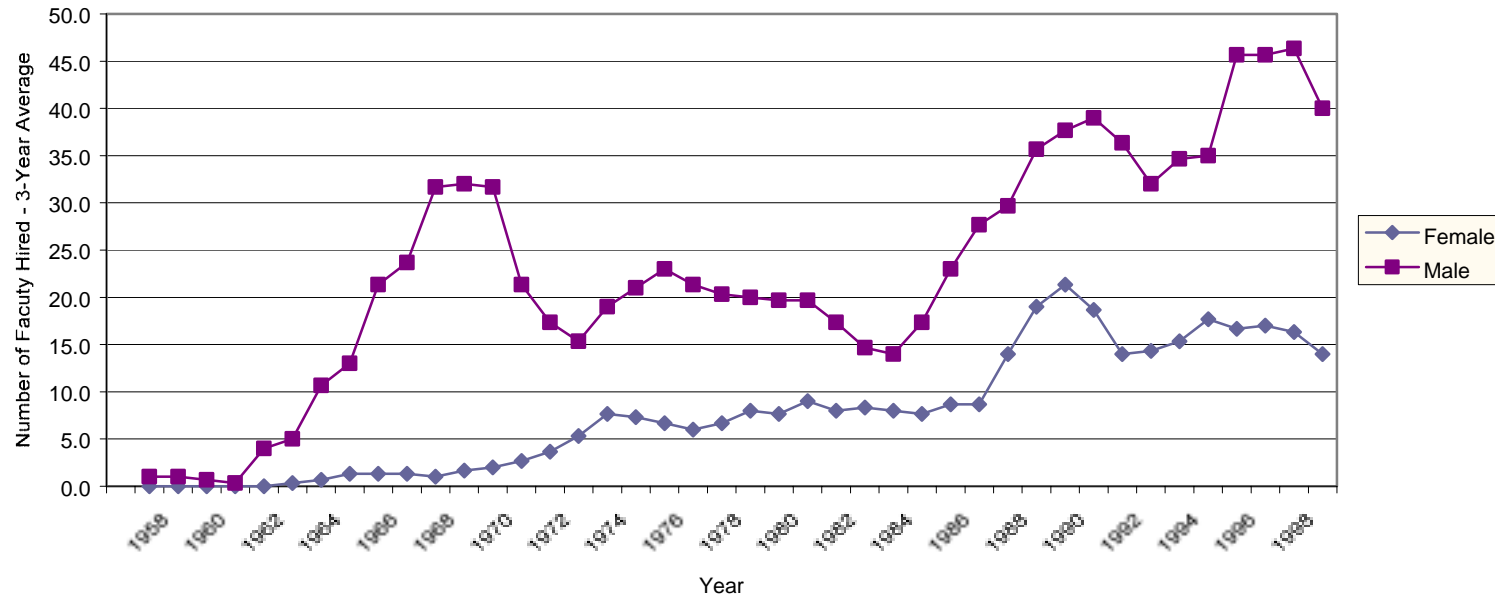
This chart was not generated from the personnel data used for other analyses in this report. The source for this data is a report provided by the Academic Personnel Office, May 9, 2000, and “Equal Opportunity Committee/Academic Affirmative Action Compliance Committee Annual Report-1979-80 and 1980-81.” This is the only exhibit not derived from the personnel data.

Chart 2:  
CURRENT FACULTY  
DATE OF HIRE BY GENDER



The chart does not indicate the total number of men and women hired in each year, as it includes only faculty currently serving at UCLA. The data do not reflect faculty attrition or retirements. The data on date of hire go back only to 1957. No women currently on the faculty were hired prior to 1964. Note that VERIP (Voluntary Early Retirement Incentive Program) went into effect in 1991.

**Chart 3:  
CURRENT FACULTY  
3-YEAR AVERAGE DATE OF HIRE BY GENDER**



This chart uses the same data as [Chart 2](#), for current faculty only. Each data point on the chart represents a three-year average of the number of men or women hired. For example, the data point for the number of women hired in 1980 is the three-year average for 1979, 1980, and 1981. This approach emphasizes the trends rather than the individual values.

women leave university employment are not maintained in the database, and we were unable to address these matters. See “Problems with the data from the Medical and Dental Schools” in the Analytical Section, below. Rather than offer inadequate analysis, we elected to defer to a future effort the survey of salaries, academic rank, etc., in the Medical School.

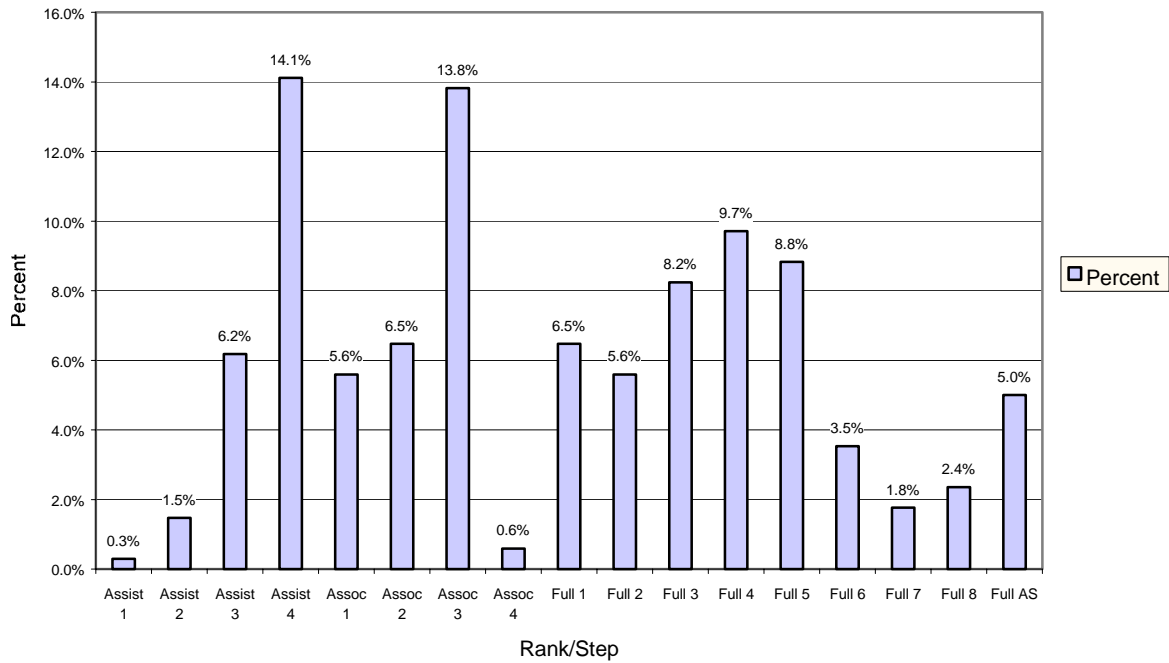
Some idea of rates of advancement can, however, be extracted by considering advancements from Associate to Full Professor and within Full Professor across the significant barrier from Professor Step V to Professor Step VI. Across campus, men are generally more likely than women to have reached Full Professor and Professor Step VI, conditional on year of highest degree and hire date at UCLA.

### ***Issues for further study***

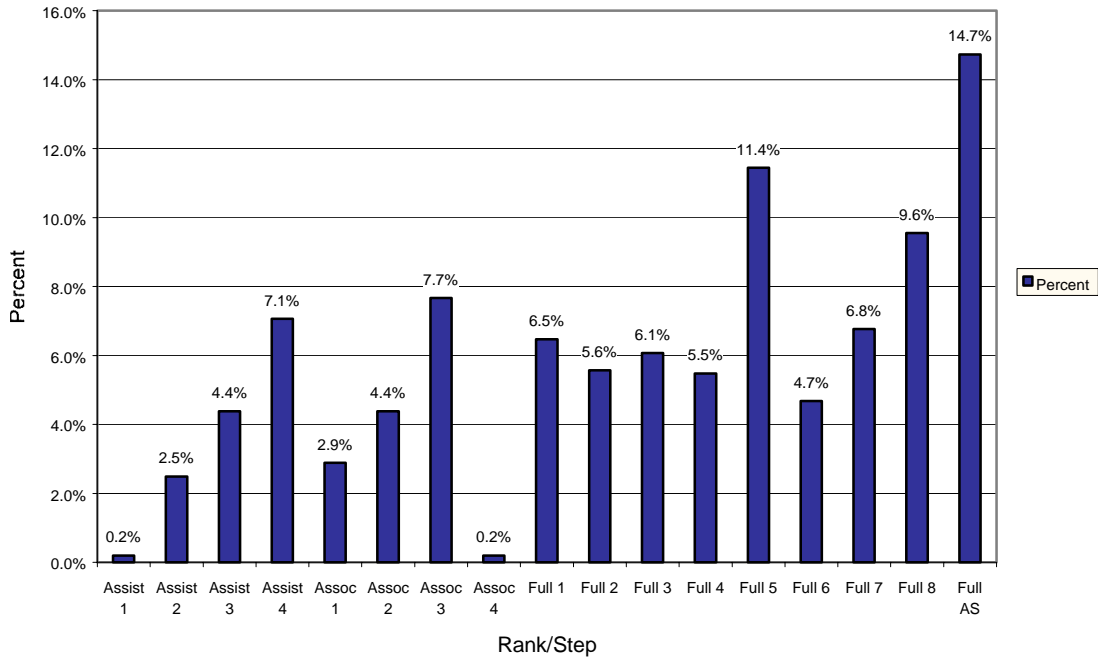
Although the quantitative findings of this committee are limited to issues of compensation and step on the ladder, many other matters of concern were identified as targets of consideration for the future. The committee has not been able to investigate these matters thoroughly, so the following should be thought of as questions for future research rather than findings. We also note that some of these concerns may also be relevant to male faculty. Included among the primary concerns are:

- Different distribution patterns for men versus women across rank and step with a higher proportion of men found at the more senior end of the ladder. (See [Charts 4, 5, and 6.](#)) Without longitudinal data, one cannot draw conclusions as to the cause of these patterns..
- Significant underrepresentation of women on the faculty in many departments. (See [Chart 7.](#))
- The perception that information on salaries is closely guarded and that, although salary information is in principle publicly available, those who seek it face repercussions in their departments.
- The lack of a clear understanding among women faculty about maternity leave policies and inconsistent implementation of those policies across departments.
- The surprisingly limited understanding of the personnel process among some women faculty (this may apply to many men as well.).
- The possible existence of a working environment in which less value is placed on the opinions and contributions of women than those of men.
- Problems experienced by faculty with respect to the affordability and availability of childcare on campus.

**Chart 4: Female Faculty by Rank/Step as Percent of All Female Faculty**



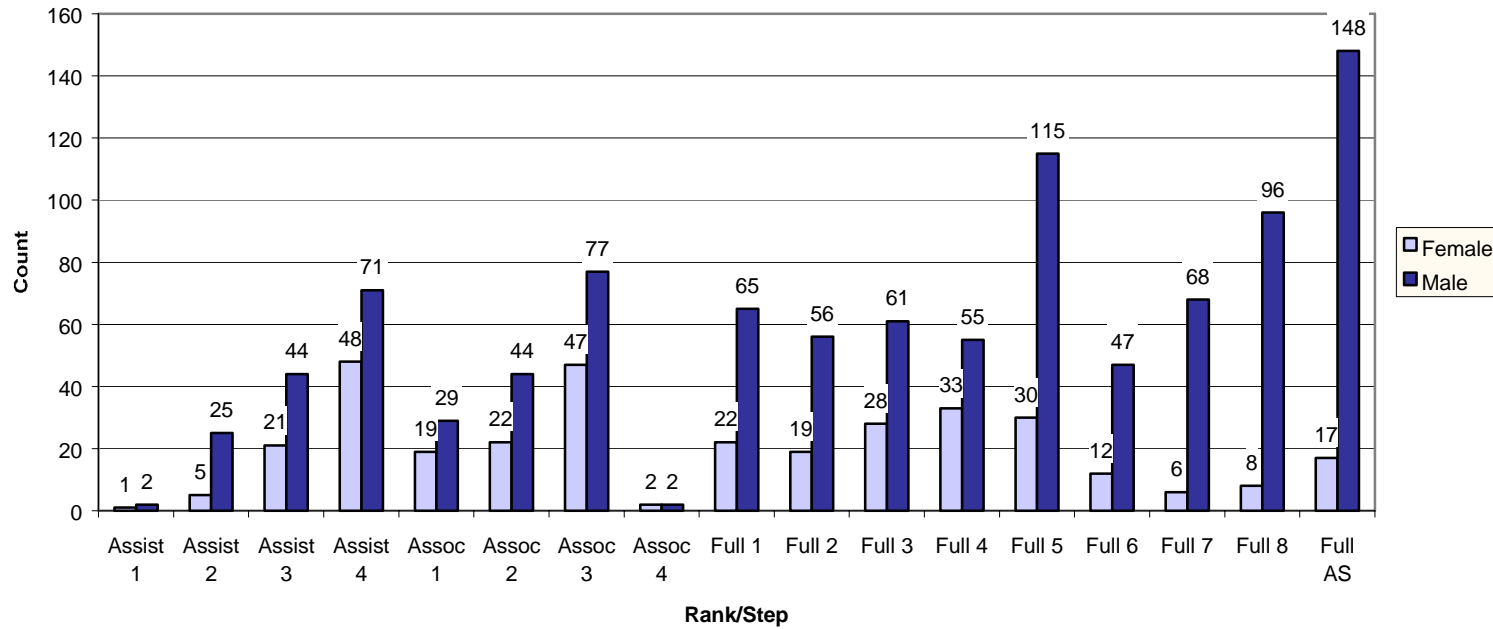
**Chart 5: Male Faculty by Rank/Step as Percent of All Male Faculty**



These charts calculate the number of female or male faculty at each rank and step as a percentage of the total number of female or male faculty, respectively, currently serving at UCLA. This chart is useful because it ignores the absolute numbers of women and men on the faculty and instead examines the difference in distribution across rank and step for the two groups.

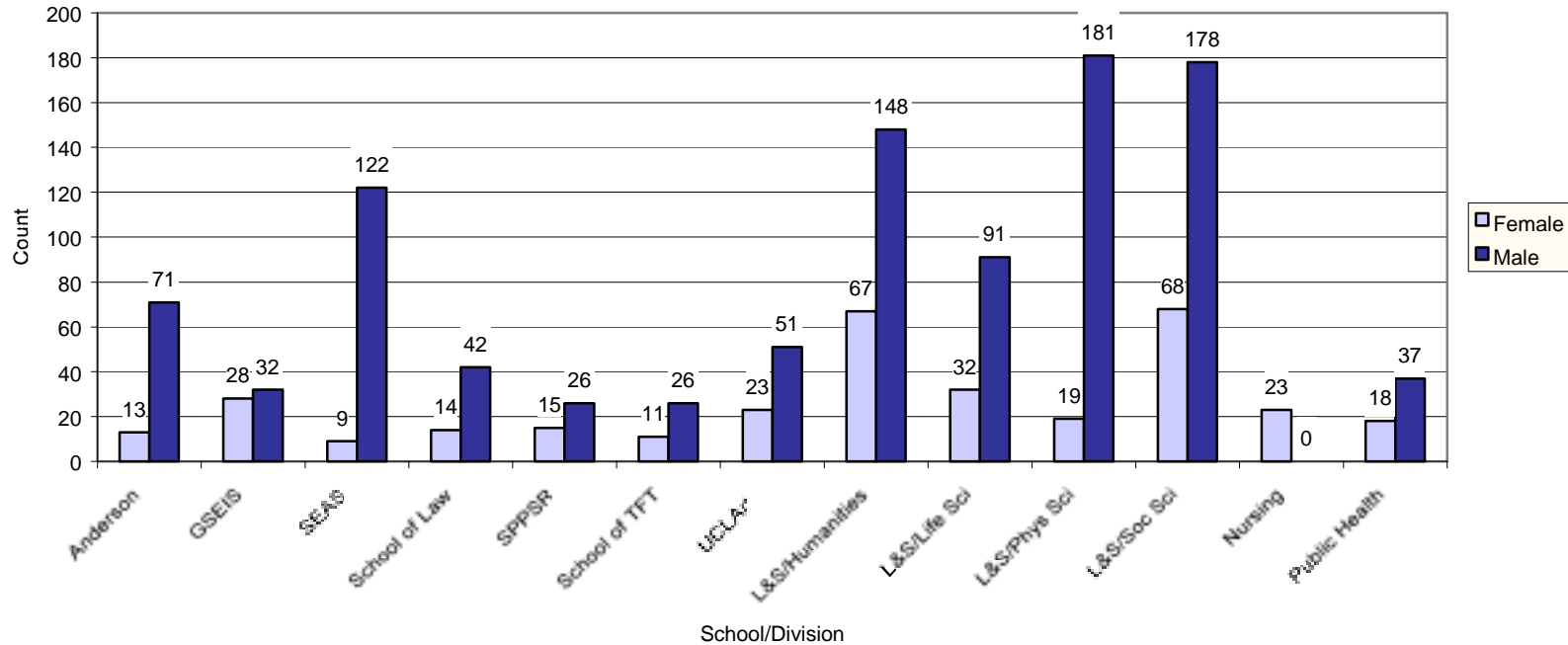


**Chart 6:  
NUMBER OF FACULTY BY RANK/STEP AND GENDER**



This chart reflects the absolute numbers of women versus men at each rank and step. The numbers at the top of the columns give the actual count for each category. This chart clearly shows the decrease in the representation of women at the upper end of the ladder.

**Chart 7:  
NUMBER OF FACULTY BY SCHOOL/DIVISION AND GENDER**



This chart reflects the absolute numbers of women versus men in each unit, excluding the Medical and Dental Schools. The table below shows the percentages corresponding to the actual figures.

<u>Unit</u>	<u>% Women</u>	<u>% Men</u>	<u>Unit</u>	<u>% Women</u>	<u>% Men</u>
Anderson School	15.5	84.5	L&S/Humanities	31.2	68.8
GSEIS	46.7	53.3	L&S/Life Science	26.0	74.0
SEAS	6.9	93.1	L&S/Physical Science	9.5	90.5
School of Law	25.0	75.0	L&S/Social Science	27.6	72.4
SPPSR	36.6	63.4			
School of TFT	29.7	70.3	Nursing	100.0	0.0
UCLArts	31.1	68.9	Public Health	32.7	67.3

Other matters discussed at our meetings but not investigated include:

- Correspondence between the temporal patterns of expected academic performance and the trajectory of a woman's life, with particular emphasis on the overlap between child bearing and child rearing years and the time when academic performance is most closely monitored.
- The role of outside offers in academic advancement and possible differences in retention offers for women and men.
- Perceptions that there may be differences in teaching loads assigned to women and men faculty.
- Perceptions that there may be differences in assignment of graduate student advisees to women and men faculty.
- Suggestions that disproportionately heavy administrative burdens may be placed on women, especially in low profile roles.
- Small representation of women on some key Academic Senate Committees and in other positions of power.
- Aspects of the work environment, such as vulnerability to sexual harassment, that affect women and men differentially.
- The possible chilling effects of Regental Resolution SP 2 and Proposition 209 on efforts to increase the diversity of the campus.
- Whether the assignment of non-Senate teaching and research positions reflects gender inequities that should be examined.

Additional matters such as assignment of space and the types of setup packages available to women and men were not examined at all.

The issues summarized here and other matters under the purview of the committee's charge are discussed in the remainder of the report. It will be apparent that much work remains, both because the time for preparation was short and because the data necessary were often unavailable. This committee has outlined additional steps that should be undertaken if the situation of women faculty is to be fully understood. In particular, we recommend that a new committee structure be introduced that will enable individuals with relevant expertise to guide the further studies. This is described in detail under Recommendation 1.

## Analytical Section

Before describing the methodology we employed to analyze compensation of UCLA's Academic Senate members, it is essential to provide a brief description of the nature of faculty appointment, compensation, and advancement. For more complete information, we urge the reader to access the *Academic Personnel Manual*, which is the University Of California's official policy manual maintained by the Office of the President. It can be found at the url below:

<http://www.ucop.edu/acadadv/acadpers/apm/>

Information specific to UCLA can be found in *The Call*, a summary of UCLA academic personnel policies and procedures. This document can be accessed at the following url:

<http://www.apo.ucla.edu/apoweb/call/>

Faculty base salaries may be "on scale" or "off scale." On-scale salary is the amount specified by UC salary policy as the rate for the rank, step, and appointment basis of the incumbent. For some faculty, base salary is at a level higher than what is indicated by that scale because they have been given an "off-scale" increment. Off-scale salaries may be recommended by the department or department chair and/or by the relevant Dean and are approved in the Chancellor's Office. Normally, in connection with provision of an off-scale salary, a schedule is set up under which the salary would be returned to scale over a period of a specified number of personnel actions. Salaries may not be returned to scale at the indicated time if there is a continuing or new basis meriting continuation of the off-scale increment.

Further information on the nature of faculty compensation and advancement through the ranks is provided in [Appendix II](#).

### ***Methodology and Preliminary Analysis***

Our initial intent was to perform an analysis of the 1999-2000 payroll data that would examine differences in salary, differences in components of salary, and differences in rank between men and women. We had then hoped to perform an analysis of movements by individuals currently at UCLA through the ranks over time by examining a second database containing longitudinal data, since the payroll records offer only a snapshot of employment information. A third area we hoped to explore was entry and exit from the university. For example, we would like to know whether women are more likely than men to leave the university prior to tenure.

These aspirations were stymied by inadequacies in the existing data, some of which are alluded to in a May 10, 2000 letter from Paula Lutomirski to Vice-Chancellor Abrams (see [Appendix III](#)). To summarize the problems:

- There did not seem to be any existing file that contained total compensation, or all components of compensation for all senate faculty, by source of compensation as of 1999/2000. Such a file did not become available in its entirety to the committee until

after May 15, 2000, and this occurred only as the result of extensive efforts by Alexis Shaw, Paula Lutomirski, Francine Alexander, and others.

- Problems were especially acute with respect to data for Medical School (and Dental School) faculty, which led us to abandon attempts to include these faculty in our quantitative analysis, though the data we were able to examine suggested that it would be useful to investigate gender issues in the Medical School further.
- Longitudinal data of the sort that would allow us to follow a given individual over time are non-existent, though with effort a database could be constructed from existing payroll data to cover some period of time (such as the past 10 years).
- Data on entry and exit from the university are similarly non-existent, though again, it appears that with effort, a database could be constructed from past payroll records.

Thus, the analysis below is limited to an examination of the 1999-2000 “snapshot” payroll data<sup>3</sup> for senate faculty outside the Medical and Dental schools. Some of our specific recommendations have to do with improving data quality so that in the future such analyses can be undertaken with less effort. On a positive note, the payroll data do provide an accurate point-in-time picture of the compensation paid to individual faculty, and hence represent an improvement over previous efforts to analyze, for example, self-reported salary data.

It is also important to stress at the outset what our analyses can and cannot do. First, we concentrate primarily on salary—base and total—because that is where the data, though lacking in some ways, are the most complete. We do not mean to imply that salary is the only issue or even necessarily the most important one. Second, the statistical tools we employ characterize what is typical. But what is true on the average may not be true of particular individuals.

Third, our analysis of gender differences proceeds through a process of elimination. We describe the correlations between salary and gender and then describe the way in which controlling for other factors alters these correlations. It is impossible to prove that specific variables that could alter our results have not been omitted. It is our view, however, that any substantial and persistent associations between gender and salary that endure in the face of statistical adjustments for a number of factors need to be taken seriously. Finally, a statistical analysis can only reveal patterns in the data. These patterns require interpretation.

Fourth, much of what follows will rely on the statistical technique called multiple regression. Multiple regression is a statistical procedure routinely used in studies of wages, and clear expositions on this method can be found in numerous texts. While we have supplied our interpretations in this report, we appreciate that there will be many differing perspectives on what our results reveal. See [Appendix IV](#) for additional caveats.

The basic idea of multiple regression applied to wages is that variation in the average (mean) earnings of individuals is characterized. For example, the average salaries of male and female

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<sup>3</sup> The database provided to the Committee contained complete total base salary data for the academic year July 1, 1999 through April 30, 2000, including Summer 1999 earnings. It included additional salary components, such as stipends and University Extension (UNEX) earnings, only for the period July 1, 1999 through April 30, 2000.

ladder faculty can be computed and the difference between the averages computed as well. However, one often wants to consider such differences in average salary “controlling” for other factors that might account for any apparent gender differences. For example, one might want to control for rank. One way this can be done is by looking at average salaries for men and women within ranks. That is, one might consider only Assistant Professors and then compute average salaries for men and women. In this instance, rank is “held constant” because all Assistant Professors have the same rank. One could do the same for Associate and Full Professors. Such a strategy goes under several different names, but “matching” is as good as any for our purposes.

Of course, one might want to match on more than rank. One might also want to match by department, by elapsed time since the Ph.D., and other factors. In principle, one would then proceed in the same fashion. For example, one might look at average salaries for men and women who were Assistant Professors in the Chemistry and Biochemistry Department and who were four years beyond the Ph.D. It appears, however, that for most combinations of this sort, there will be very few ladder faculty for whom average salaries could be computed.

Multiple regression is a way around the limitations of matching. By making certain assumptions about how the variables are related, one can obtain results that may be interpreted just as if matching had been done. Thus, one can report a gap between the average salaries of men and women ladder faculty who are, in effect, matched by department, rank, elapsed time since the Ph.D., and other explanatory factors.

Much of the work of applying multiple regression involves an examination of how well its key assumptions comport with the data. For the analyses reported here, the fit between the assumptions made and the data look to be quite good as long as one keeps in mind that the results are meant only to describe the sources of variation in average salary. No deeper claims are being made. In particular, our regression results do not depend on some “causal model” meant to capture what would happen if one or more of the explanatory factors were manipulated.

The remainder of this section is divided into the following sub-sections: 1) A discussion of problems with Medical and Dental School data; 2) An overview of gender differences in salary, components of salary, and rank for faculty outside the Medical and Dental school; 3) An analysis of gender differences controlling for factors such as date of hire, year of highest degree, and academic department; and 4) A preliminary discussion of the representation of women on campus.

### **1) Problems with data from the Medical and Dental Schools**

The Committee’s mandate pertained to Academic Senate faculty in all academic units across the campus. Significant differences between the approach to compensation for faculty who are in the Health Science Compensation Plans (HSCP) and other faculty made this task difficult from the outset. The Schools of Medicine and Dentistry are the only units whose faculty fall under the HSCP. Therefore, we chose to treat both schools with special compensation plans in the same manner. To explain the most salient special features of the HSCP, we will focus on describing certain aspects of faculty remuneration within the School of Medicine.

The most important special feature of the HSCP is that it provides for additional compensation above the base salary. This takes two forms that are referred to as “delta” and “z-payments.” These forms of compensation were not included in the payroll data available to our committee.

The second difference we encountered related to the widespread use in those schools of titles in the In-Residence and Clinical-X faculty series. (Both of these titles carry membership in the Academic Senate; only the In-Residence series is used in other units, but sparingly.) Unfortunately, the payroll data initially provided to our committee also did not include either of these series, and there appeared to be no quick way to obtain the missing payroll data. Neither the names nor the income data for many of these individuals appear on the payroll tapes, because of different payroll processes. For example, In-Residence faculty may be paid by the Veteran's Administration, L.A. County, etc.

Additionally, methods of paying faculty in the Medical School are complex and present problems for analysis. For example, not all faculty participate in the current form of the HSCP (e.g., some faculty in Surgery), and, therefore, payroll figures that were readily available for such faculty did not account for all of their base salary income. Further, the Committee sensed that there might be additional variance in the handling of compensation across departments.

After considering those problems and learning more about the nature of the In-Residence series within the School of Medicine, the Committee determined that it would not be able to incorporate these schools into the overall campus analysis. In-Residence faculty make up slightly more than half of the Medical School faculty, and the number of women In-Residence is three times greater than the number in the ladder series—in 1998, there were 130 In-Residence women compared to 57 ladder women. We believe that it is critical to have complete data and to understand the way each administrative unit decides on academic titles and handles all payments to faculty. Only when we have complete data will it be possible to analyze differences in gross salary. Beyond salary questions, it is also critical to understand why women are more heavily represented in In-Residence positions, which do not provide tenure.

Despite the limitations of the available salary data, we were able to undertake an initial and very preliminary analysis of the data we had for ladder faculty in the Medical School. This suggested that there were consistent gender-based differentials in base salary that could not be explained by year of highest degree, academic rank (not step-adjusted), and department. This systematic difference in base salary suggests that the male faculty of a given rank, on average, are at a higher step than the women faculty of the same rank. This cross-sectional analysis, however, cannot determine whether this apparent gender difference in rank is due to slower “step advancement” in women. Moreover, our analysis suggested that, conditional on having attained tenure in the Medical School, women were less likely than men to obtain the rank of Full Professor, and that, conditional on having attained the rank of Full Professor, women were less likely than men to have attained Step VI.

In contrast, a similar, preliminary analysis of the Dental School showed little evidence of gender differences in base salary adjusted for year of highest degree, rank, and department.

We did not pursue the analysis of the Medical and Dental School data beyond the preliminary analysis described above. Accordingly, we hesitate to attach great weight to these findings given the limitations of the data. For example, differences in base salary could be balanced by differences in other components of compensation that we did not examine. However, the findings do suggest that it would be useful to appoint a committee to examine gender equity issues in the Medical and Dental Schools more thoroughly.

## **2) An Overview of Gender Differences in Compensation, Components of Compensation, and Rank**

Tables 1 to 4 provide information about gender differences in compensation, components of compensation, and rank. These tables provide unadjusted means. For example, Table 1 shows that if we examine all Senate faculty outside of the Medical and Dental schools, the average male earned \$115,042 compared to \$94,925 for the average female. Seventy percent of the difference resulted from differences in base salary. A further 22% reflected differences in the amount of non-19900 research funds paid out as summer ninths (note, non-19900 research funds come primarily from grants). There was relatively little difference in the average amount of "off-scale" payments (which are included in base salary) between men and women, or in the other components of compensation shown in Table 1.

These means do not adjust for differences in salary across academic units, or by rank. To the extent that women tend to be concentrated in lower-paying academic units (or departments) and at less senior ranks, controlling for these factors will reduce estimated pay gaps. The rest of Table 1 shows differences in compensation by academic unit. The table indicates that the largest gender differences (over \$20,000) in total compensation are in the Management and Public Policy schools.

It is however, perhaps more relevant to examine differences in salary within rank, as is done in Tables 2, 3, and 4. One might expect differences in salary to be smallest at the Assistant Professor rank, as these faculty will all be fairly similar in terms of year of Ph.D. and years at UCLA. Table 4 indicates that differences at this level are indeed generally small. In fact, in the majority of academic units, female Assistant Professors are earning more than males,—although females still earn considerably less (\$6,660) in the Anderson School. Differences in salary also favor females at the Associate Professor level in 6 out of the 12 academic units that we examined.

It is only at the rank of Full Professor that females earn consistently less than males across academic units (Physical Sciences providing the one exception to this rule). Some of this difference at the Full Professor level, however, is likely to be due to differences in years since hire at UCLA or in years since Ph.D. These differences are controlled for in regression models to be discussed below.



**Table 1:  
MEAN COMPENSATION AND COMPONENTS OF COMPENSATION:  
MALES AND FEMALES BY ACADEMIC UNIT, ALL RANKS  
1999-2000**

Academic Unit	Gender	N	Total Comp	Total Base	Portion Off Scale	Mean		Admin Ninths	Teaching Ninths
						Research Non-19900	19000		
All UCLA (excluding Med and Dent Schls)	Female	342	\$94,925	\$85,008	\$10,667	\$5,770	\$1,066	\$1,892	\$151
	Male	1,012	\$115,042	\$99,154	\$12,092	\$10,151	\$1,561	\$2,358	\$137
AGSM	Female	13	\$125,414	\$104,977	\$33,508	\$15,685	\$4,752	\$0	\$0
	Male	71	\$152,413	\$124,694	\$33,124	\$20,555	\$3,830	\$2,299	\$0
GSEIS	Female	28	\$101,970	\$82,957	\$8,000	\$12,244	\$941	\$3,959	\$19
	Male	32	\$102,252	\$86,241	\$10,845	\$9,031	\$1,396	\$2,959	\$61
SEAS	Female	9	\$110,237	\$89,200	\$7,411	\$11,776	\$8,051	\$735	\$0
	Male	122	\$126,192	\$100,474	\$6,752	\$19,094	\$3,407	\$2,206	\$0
School of Law	Female	14	\$148,381	\$139,179	\$26,064	\$1,333	\$6,558	\$914	\$221
	Male	14	\$154,487	\$144,221	\$27,636	\$571	\$7,528	\$1,403	\$75
SPPSR	Female	15	\$87,930	\$72,347	\$9,213	\$9,661	\$2,984	\$1,781	\$0
	Male	26	\$108,498	\$91,642	\$14,038	\$9,633	\$2,584	\$2,712	\$0
School of TFT	Female	11	\$83,884	\$78,855	\$2,555	\$0	\$0	\$1,768	\$0
	Male	27	91,486	\$84,198	\$3,396	\$490	\$256	\$3,767	\$0
UCLArts	Female	23	\$78,922	\$70,904	\$3,865	\$649	\$0	\$5,348	\$0
	Male	53	\$87,154	\$82,802	\$4,375	\$0	\$0	\$3,539	\$0

**Table 1 (cont'd):  
MEAN COMPENSATION AND COMPONENTS OF COMPENSATION:  
MALES AND FEMALES BY ACADEMIC UNIT, ALL RANKS  
1999-2000**

Academic Unit	Gender	N	Total Comp	Total Base	Portion Off Scale	Mean		Admin Ninths	Teaching Ninths
						Research Ninths Non-19900	19000		
L&S/Humanities	Female	68	\$81,714	\$77,522	\$5,337	\$1,505	\$174	\$1,782	\$0
	Male	150	\$93,916	\$88,199	\$6,805	\$612	\$183	\$2,430	\$0
L&S/Life Sciences	Female	32	\$95,420	\$82,881	\$7,119	\$7,463	\$623	\$2,205	\$960
	Male	91	\$113,199	\$95,578	\$8,723	\$11,978	\$1,476	\$1,604	\$1,093
L&S/Physical Sciences	Female	20	\$111,529	\$92,109	\$13,105	\$16,907	\$0	\$809	\$756
	Male	182	\$122,835	\$102,445	\$10,495	\$17,332	\$320	\$1,572	\$135
L&S/Social Sciences	Female	68	92,780	\$86,293	\$18,343	\$3,898	\$223	\$1,611	\$0
	Male	179	109,592	\$97,553	\$16,426	\$4,957	\$1,259	\$3,267	\$39
Nursing	Female	23	83,752	\$83,752	\$6,522	\$0	\$0	\$509	\$0
Public Health	Female	18	98,695	\$82,806	\$2,861	\$10,977	\$1,146	\$1,025	\$113
	Male	37	112,789	\$90,197	\$5,411	\$18,477	\$311	\$1,603	\$61

Notes: "Total Comp" refers to total compensation from all sources.  
 "Total Base" is the total base salary.  
 "Portion Off Scale" refers to the portion of the base salary that is off scale.  
 Research ninths may come from 19900 (or internal campus) funds, or from non-19900 funds.  
 Non-19900 funds would come primarily from research grants.  
 Faculty may also receive ninths in compensation for administrative duties or teaching (e.g.,  
 developing new courses).

**Table 2:  
MEAN COMPENSATION AND COMPONENTS OF COMPENSATION:  
MALES AND FEMALES BY ACADEMIC UNIT, FULL PROFESSORS  
1999-2000**

/Academic Unit	Gender	N	Mean						
			Total Comp	Total Base	Portion Off Scale	Research Ninths		Admin Ninths	Teaching Ninths
						Non-19900	19000		
All UCLA (excluding Med and Dent Schls)	Female	175	\$112,844	\$100,771	\$12,059	\$6,740	\$612	\$3,075	\$280
	Male	711	\$129,042	\$111,000	\$12,821	\$11,364	\$1,574	\$3,079	\$190
AGSM	Female	2	\$150,728	\$123,950	\$38,600	\$20,100	\$6,678	\$0	\$0
	Male	43	\$168,161	\$136,449	\$29,495	\$23,477	\$3,353	\$3,525	\$0
GSEIS	Female	16	\$120,727	\$98,987	\$10,687	\$14,670	\$349	\$4,994	\$0
	Male	20	\$125,094	\$102,590	\$13,755	\$12,161	\$1,967	\$4,734	\$98
SEAS	Female	4	\$116,203	\$98,100	\$5,150	\$10,042	\$5,856	\$1,653	\$0
	Male	85	\$139,446	\$111,531	\$8,206	\$20,707	\$3,310	\$2,937	\$0
School of Law	Female	11	\$154,331	\$145,073	\$26,991	\$1,697	\$5,893	\$1,164	\$282
	Male	30	\$168,081	\$156,750	\$29,700	\$800	\$7,540	\$1,964	\$63
SPPSR	Female	5	\$110,730	\$92,140	\$12,780	\$9,985	\$0	\$5,342	\$0
	Male	18	\$124,489	\$105,244	\$17,228	\$10,930	\$2,053	\$3,918	\$0
School of TFT	Female	8	\$90,372	\$85,675	\$3,138	\$0	\$0	\$2,118	\$0
	Male	20	98,524	\$91,215	\$2,765	\$0	\$0	\$3,955	\$0
UCLArts	Female	11	\$93,442	\$80,873	\$3,909	\$1,357	\$0	\$8,659	\$0
	Male	40	\$94,581	\$89,408	\$5,058	\$0	\$0	\$4,234	\$0

**Table 2 (cont'd):  
MEAN COMPENSATION AND COMPONENTS OF COMPENSATION:  
MALES AND FEMALES BY ACADEMIC UNIT, FULL PROFESSORS  
1999-2000**

/Academic Unit	Gender	N	Mean						
			Total Comp	Total Base	Portion Off Scale	Research Ninths		Admin Ninths	Teaching Ninths
						Non-19900	19000		
L&S/Humanities	Female	36	\$99,151	\$93,519	\$8,000	\$2,047	\$0	\$2,694	\$0
	Male	104	\$106,047	\$99,856	\$8,009	\$694	\$235	\$3,084	\$0
L&S/Life Sciences	Female	21	\$107,535	\$93,905	\$6,429	\$6,854	\$0	\$3,360	\$1,464
	Male	70	\$125,148	\$105,621	\$9,566	\$12,684	\$1,567	\$2,085	\$1,421
L&S/Physical Sciences	Female	11	\$137,247	\$111,109	\$16,809	\$21,569	\$0	\$1,471	\$1,374
	Male	142	\$136,520	\$113,886	\$11,655	\$19,065	\$365	\$1,867	\$173
L&S/Social Sciences	Female	28	\$120,235	\$109,893	\$24,882	\$6,145	\$0	\$3,072	\$0
	Male	112	\$130,679	\$115,576	\$18,838	\$5,668	\$1,817	\$4,682	\$45
Nursing	Female	Mean	\$108,056	\$108,056	\$7,100	\$0	\$0	\$1,302	\$0
Public Health	Female	13	\$105,474	\$89,923	\$3,400	\$11,843	\$0	\$1,419	\$0
	Male	27	\$122,782	\$97,385	\$5,511	\$20,141	\$52	\$2,196	\$83

Notes: "Total Comp" refers to total compensation from all sources.  
 "Total Base" is the total base salary.  
 "Portion Off Scale" refers to the portion of the base salary that is off scale.  
 Research ninths may come from 19900 (or internal campus) funds, or from non-19900 funds.  
 Non-19900 funds would come primarily from research grants.  
 Faculty may also receive ninths in compensation for administrative duties or teaching (e.g., developing new courses).

**Table 3:  
MEAN COMPENSATION AND COMPONENTS OF COMPENSATION:  
MALES AND FEMALES BY ACADEMIC UNIT, ASSOCIATE PROFESSORS  
1999-2000**

/Academic Unit	Gender	N	Mean						
			Total Comp	Total Base	Portion Off Scale	Research Ninths		Admin Ninths	Teaching Ninths
						Non-19900	19000		
All UCLA (excluding Med and Dent Schls)	Female	90	\$78,592	\$70,821	\$9,288	\$4,634	\$840	\$1,201	\$29
	Male	152	\$82,539	\$70,962	\$7,924	\$7,324	\$1,119	\$1,041	\$13
AGSM	Female	3	\$115,759	\$103,800	\$27,933	\$7,626	\$4,333	\$0	\$0
	Male	7	\$124,807	\$106,429	\$29,414	\$16,021	\$0	\$1,667	\$0
GSEIS	Female	6	\$84,293	\$67,950	\$6,300	\$5,168	\$3,461	\$5,159	\$90
	Male	6	\$69,801	\$65,267	\$3,633	\$2,676	\$0	\$0	\$0
SEAS	Female	4	\$109,780	\$85,950	\$10,350	\$16,454	\$6,859	\$0	\$0
	Male	22	\$99,973	\$78,400	\$3,014	\$15,041	\$4,338	\$886	\$0
SPPSR	Female	6	\$79,536	\$65,117	\$6,817	\$12,922	\$1,389	\$0	\$0
	Male	2	\$74,150	\$65,250	\$3,750	\$0	\$8,900	\$0	\$0
School of TFT	Female	2	\$72,275	\$63,400	\$0	\$0	\$0	\$1,250	\$0
	Male	7	\$75,320	\$65,320	\$7,000	\$2,644	\$1,384	\$4,522	\$0
UCLArts	Female	7	\$73,289	\$67,600	\$5,557	\$0	\$0	\$3,836	\$0
	Male	6	65,522	\$64,033	\$4,133	\$0	\$0	\$1,156	\$0

**Table 3 (cont'd):  
MEAN COMPENSATION AND COMPONENTS OF COMPENSATION:  
MALES AND FEMALES BY ACADEMIC UNIT, ASSOCIATE PROFESSORS  
1999-2000**

/Academic Unit	Gender	N	Mean						
			Total Comp	Total Base	Portion Off Scale	Research Ninths		Admin Ninths	Teaching Ninths
						Non-19900	19000		
L&S/Humanities	Female	20	\$65,204	\$62,140	\$2,410	\$1,128	\$76	\$1,211	\$0
	Male	32	\$70,562	\$64,563	\$5,069	\$444	\$0	\$1,367	\$0
L&S/Life Sciences	Female	3	\$87,686	\$68,033	\$8,633	\$19,586	\$0	\$0	\$0
	Male	12	\$76,336	\$65,567	\$5,692	\$8,475	\$1,469	\$0	\$0
L&S/Physical Sciences	Female	5	\$80,876	\$70,680	\$11,820	\$10,196	\$0	\$0	\$0
	Male	20	\$79,886	\$65,580	\$6,950	\$12,668	\$318	\$739	\$0
L&S/Social Sciences	Female	27	\$78,194	\$74,370	\$15,926	\$2,226	\$0	\$872	\$0
	Male	31	\$82,943	\$73,165	\$13,619	\$4,511	\$511	\$1,257	\$65
Nursing	Female	4	\$77,900	\$77,900	\$7,475	\$0	\$0	\$0	\$0
Public Health	Female	3	\$83,994	\$66,800	\$0	\$9,137	\$1,527	\$0	\$679
	Male	9	\$88,123	\$72,333	\$5,711	\$14,642	\$1,120	\$0	\$0

Notes: "Total Comp" refers to total compensation from all sources.  
 "Total Base" is the total base salary.  
 "Portion Off Scale" refers to the portion of the base salary that is off scale.  
 Research ninths may come from 19900 (or internal campus) funds, or from non-19900 funds.  
 Non-19900 funds would come primarily from research grants.  
 Faculty may also receive ninths in compensation for administrative duties or teaching (e.g., developing new courses).

**Table 4:  
MEAN COMPENSATION AND COMPONENTS OF COMPENSATION:  
MALES AND FEMALES BY ACADEMIC UNIT, ASSISTANT PROFESSORS  
1999-2000**

/Academic Unit	Gender	N	Mean						
			Total Comp	Total Base	Portion Off Scale	Research Ninths		Admin Ninths	Teaching Ninths
						Non-19900	19900		
All UCLA (excluding Med and Dent Schls)	Female	75	\$73,022	\$65,295	\$9,356	\$5,022	\$2,425	\$12	\$0
	Male	142	\$81,535	\$71,102	\$13,500	\$7,607	\$2,044	\$275	\$9
AGSM	Female	8	\$122,706	\$100,675	\$34,325	\$17,603	\$4,428	\$0	\$0
	Male	21	\$129,367	\$106,714	\$41,790	\$16,083	\$6,084	\$0	\$0
GSEIS	Female	6	\$69,628	\$55,217	\$2,533	\$12,850	\$0	\$0	\$0
	Male	6	\$58,559	\$52,717	\$8,357	\$4,954	\$889	\$0	\$0
SEAS	Female	1	\$88,200	\$66,600	\$4,700	\$0	\$21,600	\$0	\$0
	Male	15	\$89,543	\$70,193	\$4,000	\$15,901	\$2,590	\$0	\$0
School of Law	Female	3	\$126,565	\$117,567	\$22,667	\$0	\$8,999	\$0	\$0
	Male	12	\$120,504	\$112,900	\$22,475	\$0	\$7,500	\$0	\$104
SPPSR	Female	4	\$72,022	\$58,450	\$8,350	\$4,364	\$9,108	\$0	\$0
	Male	6	\$71,973	\$59,633	\$7,900	\$8,952	\$2,071	\$0	\$0
School of TFT	Female	1	\$55,200	\$55,200	\$3,000	\$0	\$0	\$0	\$0
	Male	1	54,200	53,600	1,400	0	0	0	0
UCLArts	Female	5	\$54,866	\$53,600	\$1,400	\$0	\$0	\$180	\$0
	Male	5	\$54,993	\$52,040	\$960	\$0	\$0	\$2,253	\$0

**Table 4 (cont'd):  
MEAN COMPENSATION AND COMPONENTS OF COMPENSATION:  
MALES AND FEMALES BY ACADEMIC UNIT, ASSISTANT PROFESSORS  
1999-2000**

/Academic Unit	Gender	N	Mean						
			Total Comp	Total Base	Portion Off Scale	Research Ninths		Admin Ninths	Teaching Ninths
						Non-19900	19900		
L&S/Humanities	Female	11	\$55,540	\$53,627	\$2,427	\$556	\$938	\$0	\$0
	Male	12	\$53,480	\$52,042	\$2,142	\$444	\$250	\$0	\$0
L&S/Life Sciences	Female	8	\$66,521	\$59,513	\$8,363	\$4,517	\$2,492	\$0	\$0
	Male	9	\$69,414	\$57,478	\$6,211	\$11,162	\$774	\$0	\$0
L&S/Physical Sciences	Female	3	\$73,934	\$57,300	\$6,033	\$16,634	\$0	\$0	\$0
	Male	19	\$68,241	\$57,142	\$6,111	\$10,208	\$0	\$332	\$0
L&S/Social Sciences	Female	13	\$63,944	\$60,223	\$9,277	\$2,530	\$1,164	\$0	\$0
	Male	35	\$66,621	\$62,157	\$11,666	\$3,218	\$169	\$615	\$0
Nursing	Female	10	\$64,220	\$64,220	\$5,620	\$0	\$0	\$0	\$0
Public Health	Female	2	\$76,688	\$60,550	\$3,650	\$8,110	\$8,028	\$0	\$0
	Male	1	\$64,985	\$56,900	\$0	\$8,085	\$0	\$0	\$0

Notes: "Total Comp" refers to total compensation from all sources.  
 "Total Base" is the total base salary.  
 "Portion Off Scale" refers to the portion of the base salary that is off scale.  
 Research ninths may come from 19900 (or internal campus) funds, or from non-19900 funds.  
 Non-19900 funds would come primarily from research grants.  
 Faculty may also receive ninths in compensation for administrative duties or teaching (e.g., developing new courses).



Even if there were no differences in salary, differences in rank could still be of concern to faculty. One reason for this is prestige. For example, being "trapped" at the rank of Associate for a long period of time could be embarrassing as this is a signal of professional status that is observable to everyone inside and outside the university. Similarly, achieving the rank of Professor, Step VI or above at UCLA is regarded as a sign of exceptional accomplishment. (Note that we did not examine rank in the Law School because everyone there was either Full Professor or "Acting Full Professor." Acting Full Professors correspond to Assistant Professors in other academic units, although faculty in the Law School are considered for tenure after only 5 years.)

[Table 5](#) shows the fraction of men and women who are tenured and who have reached the rank of Full Professor for all UCLA (barring the Medical and Dental Schools) by academic unit. The next three columns show the fraction of all faculty who have reached "Full Professor," conditional on having received tenure, and the fraction who have reached Step VI, conditional on having reached the rank of Full Professor.

To the extent that, on average, UCLA's women faculty are younger than its men faculty, one would expect the fractions of women who have achieved any given rank to be lower for women than for men. Thus, while [Table 5](#) provides some useful information about the base probabilities of having received a given rank, it offers little information about whether women advance more slowly than men through the ranks. An analysis of this issue appears in the next sub-section.

### **3) An Analysis of Gender Differences Conditional on Hire Date, Year of Degree, Rank and Department**

The analysis in this sub-section seeks to answer the following question: Are there systematic differences between the salary outcomes for men and women at UCLA, conditional on observable differences such as year of Ph.D. and rank? It should be kept in mind that in instances where there are very few women, it may be impossible to use statistical analyses to examine differences. Statistical analysis can only be applied to outcomes that can be quantified. More generally, it will be easier to detect average differences in larger academic units than in smaller ones. Finally, if we find no difference on average, that does not prove that there are no gender-related problems in individual cases.

There is a voluminous literature in labor economics devoted to analyzing male/female wage differences<sup>4</sup>. A typical analysis proceeds as follows: First,

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<sup>4</sup> These techniques were pioneered by Ronald Oaxaca in an article entitled "Male-Female Wage Differentials in Urban Labor Markets," which appeared in the *International Economic Review*, October 1973. For a more recent discussion see: Joseph Altonji and Rebecca Blank, "Race and Gender in the Labor Market", in the *Handbook of Labor Economics*, V. 3C, Ashenfelter and Card (eds.), 1999.

**Table 5:  
ADVANCEMENT THROUGH THE RANKS**

<u>Academic Unit</u>	<u>Number Tenured</u>	<u>Number Full</u>	<u>% reaching Full, cond'l on Tenure</u>	<u>% reaching Step 6, cond'l on being Full</u>
All UCLA (excluding Med and Dent Schls)				
Male	875	723	83%	50%
Female	268	178	66%	24%
AGSM				
Male	50	43	86%	47%
Female	5	2	40%	-
GSEIS				
Male	26	20	77%	35%
Female	22	16	73%	25%
SEAS				
Male	107	85	79%	47%
Female	8	4	50%	25%
School of Law				
Male	-	-	-	-
Female	-	-	-	-
SPPSR				
Male	20	18	90%	28%
Female	11	5	45%	-
School of TFT				
Male	25	20	80%	35%
Female	10	8	80%	13%
UCLArts				
Male	46	40	87%	33%
Female	18	11	61%	9%
L&S/Humanities				
Male	136	104	76%	40%
Female	56	36	64%	25%
L&S/Life Sciences				
Male	82	70	85%	49%
Female	24	21	88%	33%
L&S/Physical Sciences				
Male	162	142	88%	68%
Female	16	11	69%	45%
L&S/Social Sciences				
Male	143	112	78%	60%
Female	55	28	51%	29%
Nursing				
Male	-	-	-	-
Public Health				
Male	36	27	75%	30%
Female	16	13	81%	8%

multiple regression models are estimated with the aim of determining whether there are differences in salary between males and females once other important factors have been controlled. It is not unusual to find differences in salary that persist when strictly personal characteristics of individuals, such as education and job experience are controlled for. These differences often disappear, however, when characteristics of jobs are also controlled for. Thus, if there is discrimination today, it typically operates through the way that individuals with similar qualifications are assigned to jobs, rather than by paying different wages to individuals with the same job.

In this report, we have attempted to follow this usual strategy for analyzing wage differences by first estimating models that control for characteristics of individuals (year of hire, year of Ph.D.) then adding controls for important job characteristics such as rank and academic department. If a significant difference in salary persists when observable characteristics of persons and jobs have been controlled for, then the usual practice is to try to decompose salary differences into those that are due to differences in characteristics and those due to differences in “returns” to given characteristics. For example, women typically will have less seniority than men at UCLA, but they may also experience a lower rate of salary growth with years at UCLA.

A decomposition is conducted by 1) estimating separate wage equations for males and females; 2) choosing one set of estimated coefficients (typically the male coefficients) to represent what the determinants of salary would be in the absence of discrimination; 3) predicting female salaries using the male coefficients. The difference between the predicted and actual female salaries represents the part of the salary gap that is due to the fact that men and women have different returns to similar characteristics. This is what is most often used as a measure of discrimination. The rest of the salary gap is attributed to the fact that men and women may have different average characteristics, and it is not usually regarded as wage discrimination.

In the following sections, we present multiple regression analyses of salary but do not decompose differences. This is because on average the differences in salary that remain after controlling for years since Ph.D. and years at UCLA are well explained by rank and department. In some academic units, however, gender gaps in salary remain even after controlling for rank and department. We believe it would be useful to analyze further the gender gaps in these academic units. Before this could be done in a meaningful way, additional information about important determinants of salary, such as productivity, would have to be collected.

#### **i) Determinants of Total Compensation and Base Salary (1999/2000)**

For most general campus faculty, total compensation is equal to base salary plus summer support, as discussed above.

We have estimated three different models of determinants of total compensation:

- A. The “Personal Characteristics Model” controls only for gender, year of highest degree, and year of hire at UCLA.
- B. The “Rank Model” adds to the Personal Characteristics model additional controls for academic rank (Assistant, Associate, Full, Acting). These models ask whether salaries differ *for persons of the same rank*. If, for example, Model A shows that men earn more than women while Model B does not, we can then deduce that, on average, men are at higher ranks than women.
- C. The “Departments Model” adds to the Rank Model additional controls for department. These models ask whether salaries differ *within department for persons of the same rank*. Since it is not meaningful to ask this question of very small departments, individuals from departments with fewer than six faculty members have been excluded from these analyses. If we found for example, that women were paid less than men in Model B but that these differences disappeared when we controlled for department, then we could conclude that, on average, women were concentrated in lower-paying departments than men, on average.

The three models have been estimated separately for “all UCLA” (excluding the Medical and Dental schools) and separately for each academic unit except nursing, since there are no male faculty in Nursing.<sup>5</sup> In Law there are no departments, so models controlling for departments are not estimated. In the Anderson School, there are no departments, but we might expect faculty salaries to be strongly influenced by field of specialization (e.g., those in finance may be paid most). Hence, specialization might have been used in lieu of controls for department, but these data were not available for this analysis.

The results of these analyses appear in [Table 6](#). Each number represents the percentage difference in male and female wages, conditional on the factors included in the model. For example, the first entry indicates that men earn 11.4% more than women at UCLA, conditional on year of highest degree and hire date. Controlling for rank narrows this difference to 9.2%, indicating that even within rank there are substantial differences in pay. However, controlling for department narrows the difference to 2.4% suggesting that most of the overall difference in compensation between men and women at UCLA is due to the fact that women tend to be concentrated in lower-paying departments.

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<sup>5</sup> The dependent variable in these regressions is the logarithm of salary. Taking logs is convenient because the estimated coefficient can be interpreted as the percentage difference in salary that is associated with a regressor. However, we get much the same results if we estimate the models in dollar levels rather than logs.

**Table 6:  
PERCENTAGE DIFFERENCE BETWEEN MALES AND FEMALES  
TOTAL COMPENSATION AND BASE SALARY, BY ACADEMIC UNIT  
1999-2000**

Academic Unit	Number of Obs	Number Male	Difference in:			
			Total Compensation			Total Base
			Model A (Personal Charact.) %	Model B (Rank) %	Model C (Dept.) %	Model D (Department) %
All UCLA (less med sch)	1352	1098	11.4	9.2	2.4	0.8
AGSM	84	71	13.5	7.4	na	na
GSEIS	60	32	-8.7	-6.5	-8.3	-1.8
SEAS	131	122	0.5	0.5	0.4	-2.2
School of Law	56	42	0.9	2.4	na	na
SPPSR	41	26	11.2	5.7	6.2	6.9
School of TFT	38	27	1.9	4.6	4.2	-0.5
UCLArts	76	53	2.0	-3.1	-6.9	-0.4
L&S/Humanities	218	150	3.5	3.0	1.9	0.3
L&S/Life Sciences	123	91	9.6	9.3	8.8	6.8
L&S/Physical Sciences	202	182	-2.3	-3.7	-2.8	3.7
L&S/Social Sciences	247	179	9.3	8.4	6.3	1.4
Public Health	55	37	10.9	10.9	14.0	5.9

NOTES: All UCLA includes 23 women in the School of Nursing, excludes School of Medicine and School of Dentistry faculty.

Model A includes only gender, year of highest degree, and hire date.

Model B also includes controls for rank (Assistant, Associate, or Full) and "Acting" status. Note that lecturers are included with Assistant Professors in the omitted rank category.

Models C and D are estimated controlling for department. Exceptions are Law and Management, where controls for department are not applicable. Departments with five or fewer faculty are omitted from this analysis.

For purposes of comparison, the last column of [Table 6](#) shows the percentage difference in base salaries between men and women controlling for year of highest degree, year of hire, rank, and department. For example, for “all UCLA,” the differences within department and rank are even smaller for base salary than they are for total compensation.

The last two columns of [Table 6](#) suggest that even within departments, there are gender differences in salary in some academic units. For example, in Education and Information Studies and Arts and Architecture, women are paid 8.3% and 6.9% *more*, respectively, than men on average. Interestingly, this difference in total compensation is not reflected in differences in base salary. In the Public Policy School, Life Sciences, Social Sciences, and Public Health, women are paid 6.2%, 8.8%, 8.4% and 10.8% *less*, respectively, than men on average. In Public Policy and Life Sciences, however, differences in total compensation appear to stem from differences in base salary, while in Social Sciences and Public Health, they stem from differences in other components of compensation. It is important to keep in mind that these models control for rank but not step. Hence, given the close link between rank, step, and salary, gender differences in salary conditional on rank, hire date, and year of Ph.D. suggest that there may be differences in the rate at which men and women progress up the faculty ladder.

It is worth noting that we are not reporting conventional tests of statistical significance for these estimates because we are dealing with the entire universe of UCLA Senate faculty (outside of the Medical and Dental Schools). Thus, we take the view that any large difference in conditional mean salaries is of interest. However, versions of [Tables 6, 7, and 8](#), which include standard errors, are shown in [Appendix V](#) as Tables 10, 11, and 12, for those who are interested.

## ii) Differences in Components of Compensation

[Table 7](#) reports mean differences in some components of compensation between men and women in dollar terms.<sup>6</sup> The first column shows differences in the extent to which men and women are “off scale.” For “all UCLA” (excluding Medicine and Dentistry) the gender difference in off scale is quite small. There is considerable heterogeneity across academic units, however. For example, in the Anderson School of Management, Education and Information Sciences, Public Policy, Life Sciences and Public Health, men receive averages of \$4,517, \$3,481, \$2,668, \$1,718,

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<sup>6</sup> It was not practical to use logarithms of the dependent variables because many individuals receive zero payments for these components. Zeros (i.e., those who do not receive any income from these sources) are included in the conditional means. All means are conditional on year of hire, year of highest degree, rank, and department. That is, they reflect mean differences between men and women who are similar in these dimensions.

**Table 7:  
DIFFERENCES BETWEEN MALES AND FEMALES  
VARIOUS COMPONENTS OF COMPENSATION, BY ACADEMIC UNIT,  
ROUNDED TO THE NEAREST \$**

<u>Academic Unit</u>	<u>Offscale</u>	<u>Non-19900 Res 9ths</u>	<u>19900 Res 9ths</u>	<u>Admin 9ths</u>	<u>Teaching 9ths</u>	<u>Summer Session</u>	<u>Extension</u>
All UCLA (less med sch)	-282	68	130	199	-75	560	74
AGSM	4,517	1,866	-407	1,012	na	25	na
GSEIS	3,481	-5,021	536	-1,214	50	-101	-12
SEAS	-1,994	6,621	-4,038	475	na	265	379
School of Law	734	-893	637	982	-125	na	74
SPPSR	2,668	-140	505	-1,593	na	na	337
School of TFT	570	593	405	3,448	na	-351	na
UCLArts	669	-773	na	-3,894	na	-306	12
L&S/Humanities	238	-1,140	16	754	na	1,236	133
L&S/Life Sciences	1,718	4,865	563	-1,206	-233	-165	-6
L&S/Physical Sciences	-3,772	-1,280	338	241	-526	567	4
L&S/Social Sciences	-1,972	1,580	455	1,392	38	1,304	1
Public Health	2,493	8,785	-609	1,021	-56	244	129

NOTES: All models control for date of hire, year of highest degree, rank, "Acting" status, and department. Exceptions are Law and Management, where controls for department are not applicable.

and \$2,493 more than women in off scale payments, respectively. On the other hand, in Engineering and Applied Sciences, Physical Sciences, and Social Sciences men receive averages of \$1,994, \$3,772, and \$1,972 less in off-scale payments than women, respectively.

It is also interesting to examine sources of summer support. For example, we can examine research ninths that are funded from 19900 funds (e.g., ninths that might be part of a retention and recruitment package) and those that are funded from other sources (largely grants). Here, the most striking findings are that: 1) in Education and Information Science, men are paid an average of \$5,021 less than women from non-19900 research funds; 2) in Engineering and Applied Science, men are paid \$6,621 more out of non-19900 research ninths, but receive \$4,038 less in 19900 funded research ninths; 3) in Life Sciences, and Public Health, men are paid \$4,865 and \$8,785 more on average respectively in terms of non-19900 ninths for research.

In our examination of ninths for administration and teaching, we have grouped 19900 funded ninths together with those funded from other sources. There are generally few large gender differences here. Exceptions are in Theater, Film, and Television where men receive an average of \$3,448 more in terms of administrative ninths, and in Arts and Architecture, where men receive an average of \$3,894 less.

### **iii) Differences in Advancement Through the Ranks**

It would have been desirable and preferable to have longitudinal data to examine the issue of advancement, but this type of data was unavailable. It was possible, however, to use the cross-sectional data available to us to ask whether men and women are at the same rank or step conditional on both year of highest degree and year of hire at UCLA. Analysis of two “hurdle” steps is presented in [Table 8](#). The first two columns examine the effect of being male on the probability of having advanced to Full Professor, conditional on having received tenure. The first column controls for year of highest degree and year of hire at UCLA, while the second column also controls for department. The next two columns examine the probability of having reached Step VI, conditional on having reached the rank of Full Professor, again controlling for highest degree and year of hire, as described above.

These numbers suggest that women are systematically less likely to have achieved the rank of Full or Step VI Professor, conditional on the length of time since highest degree and time spent at UCLA. Across campus, men are 6.5% more likely to have achieved the rank of Full Professor (4.9% if we look within departments).



**Table 8:  
ADVANCEMENT THROUGH THE RANKS, HURDLE STEPS**

Academic Unit	Probability of Full, given Associate		Probability of Step 6, given Full	
	Model A (Pers. Charact.)	Model C (Department)	Model A (Pers. Charact.)	Model C (Department)
All UCLA (less med sch)	6.5	4.9	15.0	6.7
AGSM	31.1	na	36.9	na
GSEIS	-4.9	-7.6	1.4	-4.3
SEAS	14.1	14.1	7.1	4.8
School of Law	na	na	7.4	na
SPPSR	34.4	30.1	26.5	24.3
School of TFT	-6.0	-3.4	13.4	16.9
UCLArts	21.8	15.9	11.8	3.9
L&S/Humanities	-0.4	3.3	6.8	5.9
L&S/Life Sciences	-5.8	-6.3	12.3	8.0
L&S/Physical Sciences	8.4	5.2	7.7	5.2
L&S/Social Sciences	12.2	9.3	14.8	14.0
Public Health	-8.0	-9.1	15.1	8.7

Model A includes only gender, year of highest degree, and hire date. Note that the Associate rank is not applicable in the School of Law.

Models C and D are estimated controlling for department. Exceptions are Law and Management, where controls for department are not applicable. Departments with five or fewer faculty are omitted from this analysis.

There are, however, some notable exceptions to this general rule. Men in Education and Information Science, Theater, Film and Television, Life Sciences, and Public Health are less likely than women to have reached the rank of Full Professor.

Across campus, men are 15% (or 6.7% if we look within departments) more likely than women to have reached Step VI. This appears to be true in every academic unit except Education and Information Sciences.

Disparities in the probability of having achieved the rank of Full and/or Step VI Professor or above are particularly large in the Public Policy School. Even within departments, men are 30.1% more likely to have achieved the rank of Full Professor given tenure, and 24.3% more likely to have achieved Step VI (conditional on being Full Professor).

It is worth noting that on average, differences in rank appear to account for little of the average difference in salary between men and women at UCLA. Recall that in [Table 5](#), men received 11.4% higher total compensation than women on average, conditional on year of highest degree and year of hire. Controlling for rank, but not step, only reduced this differential to 9.2%. In a series of regressions, which are not shown, we found that controlling for step as well as rank tended to greatly reduce salary differentials, even without controlling for departments. This observation confirms that within the rank of Full Professor, men tend to be at higher steps than women, conditional on year of hire and year of Ph.D.

Units in which rank appears to play a larger role in "explaining" salary differentials include the Anderson School and the Public Policy School. That is, controlling for rank results in a large reduction in the estimated salary differential between men and women in these two schools, suggesting that there may be differences in the rates of promotion to tenure in these academic units.

Our analysis does not shed any light on the reasons why women appear to advance more slowly through the ranks. More complete interpretation would require detailed information about teaching/administrative assignments, publication records, research, and family/child care responsibilities. This information was not available to us, although we recommend that it be gathered and analyzed.

#### **4) Representation of Women on Campus**

The charts discussed above show that there have been significant gains over time in the fraction of ladder faculty who are women (see [Table 1](#) and [Chart 1](#)). However, it is difficult to interpret the changes without setting them in a broader context. Thus, we required some information on the availability of women in the hiring pool over time..

Over the course of our deliberations, we became aware of an “Underutilization Review” conducted periodically by the Office of the Chancellor in order to satisfy reporting requirements for federal contractors. The 1998-99 Underutilization review compared the number of women in each academic unit with the number of Ph.D.s from all degree-granting institutions in the United States in 1988-1991. This procedure, selected by UCLA from among several available methodologies, implies that if, for example, 30% of new Ph.D.s in Economics were granted to women between 1988 and 1991, then the number of women in the Economics Dept. at UCLA ought to be 30%.

For the purposes of an internal assessment, we think it would be very helpful to conduct a similar analysis that would a) use the number of new Ph.D.s granted by institutions that UCLA was likely to draw faculty from, b) take into account the fact that many faculty received their degrees before 1988 in a period when presumably there were fewer women Ph.D. candidates, and c) consider more carefully the fields of specialization relevant to individual departments.

Our correspondence with Vice Chancellor Paredes on this issue (see Appendices VI and VII, Paula Lutomirski's letter of May 4, 2000 and Vice Chancellor Paredes' reply dated May 11, 2000) indicates that such a report might not be particularly useful from the point of view of satisfying federal reporting requirements. These requirements appear to be aimed at ensuring that any bias in underutilization estimates is in the direction of producing an overestimate of the extent of underutilization. Moreover, members of underrepresented groups may be more likely than others to obtain their degrees from small or less prestigious institutions. Thus, if UCLA wishes to increase diversity, it is not clear that it should draw faculty only from traditional sources. Nevertheless, we think that in conjunction with the existing underutilization report—which provides a “worst case” scenario—an analysis along the lines we suggest would provide a useful internal baseline for judging the success of UCLA's efforts to increase the representation of women on campus.

## Recommendations

Our initial survey of issues bearing on gender equity for Academic Senate faculty was limited in scope and depth by both data resources and time. In committee discussions, we touched on many matters and identified numerous areas that should be examined more completely in the future. We could not develop all the issues we discussed to a level appropriate for formulating recommendations. Some conclusions, however, appeared sufficiently inescapable to lead us to develop recommendations for action.

Consensus on the following was achieved through electronic mail and meetings. Omission from the recommendations of an issue discussed elsewhere in this report does not imply that we think the issue unimportant or not pertinent. We believe, however, that the recommendations included below are directly relevant to the issue of gender equity for Academic Senate faculty and are worth serious consideration.

### **1. *Creation of a New Committee Structure to Investigate Gender Issues***

Our committee has come to the conclusion that the continuing investigation of gender equity issues would be better served by a new committee structure that would replace the current single committee. Specifically, we recommend commissioning three new committees, which should all be joint Senate/Administration committees:

- a) Quantitative Analysis of Gender Equity Data Committee  
The charge to this committee would involve continuing to analyze available quantitative data, working with the administration to improve the quality and accessibility of data records relevant to gender equity on campus and creating a set of goals for an annual report on faculty salaries (see Recommendation 2, “Improvements in Data Quality,” below). Essential to the functioning of this committee would be the development of an academic personnel database suitable for comprehensive analysis. It should maintain official information for each year as well as longitudinal profiles, including detailed salary components; appointment, merit, and promotion data; and any data that may be available concerning recruitment and retention situations. The Committee feels that such a database would not only facilitate the investigation into gender equity issues, but would also improve UCLA's approach to underutilization reviews. This committee would require among its membership faculty specializing in analysis of quantitative data and employment conditions.
- b) Health Science Compensation Plan Gender Equity Committee  
The two subcommittees of the Gender Equity Committee decided not to pursue analysis of the School of Medicine or the School of Dentistry at the same level of detail as has been done for the remainder of the campus within this Gender Equity Report (June 2000). This decision is based on two factors: First, an appropriate database with all salary data for all Academic Senate

faculty in these units could not be created in the necessary timeframe. Second, the Health Science Compensations Plans (HSCP), which govern the approach for faculty remuneration in these areas, create significant differences between this group of faculty and other UCLA faculty. More detailed analysis and the participation of others with a deeper understanding of faculty compensation in Medicine and Dentistry are essential for careful consideration of Medical and Dental School issues.

Since any comprehensive report on gender equity at UCLA must include the Medical and Dental Schools, the Committee recommends the creation of the Health Science Compensation Plan Gender Equity Committee to take up this important work. This committee should include in its membership faculty from both the Medical and Dental Schools, administrators familiar with specific features of the Health Science Compensation Plan, and faculty specialists in the analysis of quantitative data and employment conditions.

A first task would be to guide the assembly of a database that parallels the new academic personnel database proposed above. The goals would then be to compare the situations (salary, rank, etc.) of women and men faculty, taking into account the very different work environments and compensation structures existing in different areas of the Medical School, and to parallel the quantitative analysis of this study to the analysis of compensation in other academic units. The Committee should undertake to resolve the following:

1. Developing appropriate methodologies for analyzing and reporting on base salary, the “delta,” and the “z-payment,” which are the key elements of compensation within the HSCP.
2. Resolving differences in remuneration that result from some faculty being “grandfathered” into compensation plan formats that predate the HSCP.
3. Identifying and resolving other important differences that may exist within the Medical School, such as potential differences between Basic Science and Clinical Departments.
4. Collecting relevant salary data for In-Residence Faculty who may be paid only partially or not at all from UCLA's Payroll System.
5. Determining whether differences in gender representation within the In-Residence versus the Ladder Faculty series reflect any gender inequities in the appointment process.

c) Gender Equity Climate Committee

A third committee would continue the investigation of broader gender equity issues on campus, including women faculty members' perceptions about gender equity and issues such as parental leave, child care, sexual harassment, the personnel process, and committee and other university service that differentially affect the work lives of women faculty. The purpose of this committee would be to identify areas of greatest concern to women faculty and to develop targeted recommendations. Methods that have been suggested for this investigation include conducting focus groups, fielding a survey (or

surveys), and holding hearings. The Gender Equity Climate Committee could also be charged to examine issues of concern to minority women faculty. This committee should include faculty with special expertise in using the tools of surveys, focus groups, interviews, etc. and will probably require considerable staff support.

We further recommend that the three committees form an executive committee to take responsibility for integrating the reports and assuring that the separate committees do not duplicate one another's efforts.

## **2. *Improvements in Data Quality***

UCLA should have consistent, reliable, up-to-date, and readily accessible data about faculty salaries, appointments, and advancement patterns. The need for such a database transcends the needs of this Committee and the committees recommended above. Even without the current inquiry into gender equity issues, it would be essential for a large and complex institution such as UCLA to maintain such data for routine reporting and self-analysis. We recommend that a new database be developed and made available in two forms.

First, an annual, official "snapshot" file should be constructed to preserve point-in-time status for ongoing reporting and analysis along the lines suggested in this report. It may be necessary to create and archive this file twice each year: 1) at a consistent time in the Fall Quarter to support reporting to the Federal Government and other institutional reporting needs that require initial academic year statistics; and 2) after the close of the academic year when salary data are complete. Both files should contain complete data for all Academic Senate faculty at UCLA, including the Medical and Dental Schools.

Second, a longitudinal database should be constructed, preferably containing data beginning in the 1990-91 academic year. This file is necessary for examining patterns of entry and exit and for following individual patterns of movement through the faculty ranks. Such data could be used to investigate why women seem to advance more slowly through the ranks than men. Additionally, it would allow evaluation of the effects of Regental Resolution SP 2 on retention and recruitment of women and minority faculty. Ultimately, such a database would have information about promotions, merit increases, teaching and administrative loads, publication records, and family/child care/other responsibilities for both men and women. Given the possibility that it will not be feasible to develop this file with all desired data beginning in 1990-91, alternative approaches should be developed to allow for the study of faculty advancement patterns during the 1990s.

The Administration should begin immediately finalizing the format of the snapshot file and establishing routine procedures for its preparation and archiving. This file should be used as a basis for defining a format for the longitudinal file and identifying derivative data elements (such as year of promotion to Associate) to support the analytical needs suggested above.

### **3. Increased Openness Regarding Salary Data**

As a committee, we have been struck by the number of women who are unhappy about some aspect of their employment at UCLA and who are suspicious of the intentions of the administration regarding gender equity. It is the Committee's perception that some of the ill feeling stems from an apparent lack of openness regarding salary data, which could be addressed by adopting policies to support greater openness.

There is a widespread understanding that in a public university like UCLA, salary data is a matter of public record and, therefore, readily available to those who seek it. At the same time, neither UCLA's policies nor the relevant laws are widely known or understood. As a result there is uneven access to information and great uncertainty and concern on the part of many who seek such information. For example, it was reported to the Committee that although many women feel they are entitled to request salary data, they believe they face repercussions if they ask for it. Salary data are sometimes provided with names and sometimes without. On some occasions, the individuals whose salaries are released are notified and told who asked for the information; on other occasions they are not. The net result is that many women do not feel free to request salary information, either from their departments or from the administration.

Thus, the Committee recommends that, in addition to fulfilling its legal obligation to supply salary information requested by individuals, the Administration routinely publish, on its own initiative, faculty salary data in a format that would make it possible for those requesting it to glean useful information from it while at the same time protecting the privacy of specific individuals. In general, the committee imagines that releasing average salaries by department and rank, but without names, would fulfill these joint goals. Any such report would have to be carefully constructed to ensure that individual salaries could not be determined whenever the number of faculty was small. In addition, the Administration should make information available about faculty rights to access more complete data and also indicate how such data can be accessed.

The Committee also recommends that, in the spirit of openness, senior members of the administration meet with groups of faculty (e.g., several departments at a time) annually or biannually to discuss and answer questions about salary and advancement issues. This would give faculty the opportunity to air grievances and express concerns while gaining exposure to the goals of the Administration.

### **4. Clarification of Policies Regarding Maternity Leave**

Based on Committee discussions and information provided by others, there is evidence that the University's current maternity leave policy (see [Appendix VIII](#)) is not well known, not uniformly communicated to faculty by their departments, and not routinely requested by faculty. As a result, the policy is applied very unevenly. Moreover, despite existing policies, many women faculty plan their childbearing around the academic calendar. Several woman faculty appear to have been reluctant to take maternity leave for

fear that having it on their record would be a negative factor for advancement. Some of these women instead took their sabbatical during pregnancy or after birth. Others have doubled-up their teaching prior to giving birth so that they could fulfill their professional obligations without asking for maternity leave. One faculty member reported having been denied the opportunity to take maternity leave.

We recommend that the current University policy on maternity leave be more broadly publicized and, minimally, that it be called to the attention of department chairs and other relevant administrators on an annual basis. We understand that, under current policy, an academic appointee who does not accrue sick leave, which is the case with the professorial series, is entitled to up to six weeks of paid leave for childbearing. Under the California Fair Employment and Housing Act, an academic appointee who is disabled because of pregnancy, childbirth, or related medical conditions is eligible to take an unpaid childbearing leave (“pregnancy disability leave”) for up to four months during the period of actual disability. Concern was voiced as to whether the present UCLA policy is adequate, especially given the fixed nature of the academic calendar and the flexible nature of reproductive biology. The Committee recommends that this issue be given further consideration by the Gender Equity Climate Committee.

There also appears to be wide disparity in how pregnancy is dealt with in different departments. In some cases it appeared that little accommodation was made. In other cases fellow faculty volunteered to assume some of the teaching of the pregnant faculty member. The Committee believes that the departmental approach to handling maternity leaves may greatly affect the academic performance of women faculty and their ability to accommodate family responsibilities. Thus, we also recommend that ongoing procedures be developed to ensure that there is consistent application of policies by deans and department chairs and that women faculty are supported in applying the policies to their personal circumstances.

## ***5. Childcare and Educational Support for Faculty Children***

The general perception is that the availability of childcare through the University, though of high quality, is inadequate in that many faculty cannot be accommodated. Although this presents a problem for male and female faculty alike, it would appear to have a greater impact on women, who often assume the dominant role in child rearing. The Committee recommends that the Administration explore options for increasing the supply of UCLA Childcare spaces to accommodate the needs of all faculty.

Additionally, limitations in the number of high-quality and conveniently located K-12 schooling options may also place a heavier burden on women faculty, who tend to bear the greater responsibility for transportation and other aspects of their children’s education. One dean expressed the opinion that UCLA is lagging behind other competitive institutions, especially private institutions, in providing quality schooling for faculty children. The Committee recommends that the Administration look into K-12 options that would benefit UCLA faculty and, as an outgrowth, increase UCLA’s competitiveness in terms of retention and recruitment of both men and women faculty.



## **6. Mechanisms to Assure That Service Burdens, Especially for Women and Minorities, Are Equitable**

For women faculty at UCLA, university service entails two distinct and contradictory realities. One reality is that female representation is desirable to help ensure consideration of issues unique to women and to continue the pattern of successful assimilation of women into the faculty at large. The second reality is that fulfilling the goal of representation creates undue burdens on the relatively small numbers of women faculty. Overall, there is a perception that women are asked to bear a heavier service burden consisting primarily of low-profile responsibilities while being ill represented on influential committees.

The Committee has the sense that the women faculty's heavier service burden is attributable to the following: providing gender representation on committees; serving on committees whose work would have an impact on the working conditions of women faculty or students; serving on search committees in order to facilitate the recruitment of women candidates; meeting with candidates from underrepresented groups; and making commitments outside of their departments, such as helping other departments recruit women candidates. Women faculty also appear to bear a greater fraction of the administrative burden within departments (relative to their representation) and to devote substantial time to counseling graduate and undergraduate students. Moreover, there was some sense that disproportionate levels of service often go unrecognized partly because so much of it occurs in informal settings.

With respect to the low representation of women on influential Academic Senate Committees, representatives from both the Committee on Academic Personnel and the Committee on Committees reported that it was difficult to recruit women for influential and time-consuming committees because the pool of available women faculty was relatively small and many women eligible for service were already over-burdened by service obligations. It was also reported that women faculty were sometimes not asked to serve on these influential committees as a result of attempts by senior faculty to protect them from additional burdens.

The Committee feels that these observations are of serious concern and merit further investigation. Excessive administrative burdens for women faculty may hinder their ability to make steady progress up the academic ladder or may create pressure to work longer hours or make other sorts of personal sacrifices. Additionally, high levels of parochial service may deter women faculty from agreeing to serve on more influential and powerful committees.

The Committee recommends that these issues be taken up by the Gender Equity Climate Committee, which should attempt to obtain more accurate measures of such burdens and propose alternatives to remedy the situation. Among the issues that should be considered are the role of service as a criterion for advancement and the appropriate relief or compensation for exceptionally burdensome service. With respect to the latter point, the Committee feels that records of faculty service might be maintained by the department,

and that extraordinary service might be compensated through teaching relief, summer ninths, or off-scale salaries. It is worth noting that high-profile committees, which are more likely to be staffed by men, are already compensated while low-profile committees are not. The Committee recommends that the university provide funds to departments to grant routine teaching relief to those faculty who serve on very time-consuming, but essential, committees such as the Committee on Academic Personnel; action on this recommendation should be pursued now, before the Gender Equity Climate Committee's work is completed.

### ***7. A Further Analysis of Concerns Specific to Minority Women***

Many of the problems that we have identified are likely to affect other underrepresented groups and may have particularly profound effects on minority women. We have not explored this important area, so we cannot point to specifics, but we strongly urge the new committees to look into the way in which university climate and policies may adversely affect the careers of minority women.

### ***8. A Further Analysis of the Gender Climate on Campus***

There is a sense on campus that a significant number of women do not feel “valued” by the university. Compensation is only one component of value. Another important component is the recognition of one's work and ideas—not only scholarly contributions but also contributions to the department, to the university and to the professional community. The committee had a sense that many women—including some distinguished senior women—felt undervalued and hence dissatisfied, leading to a perception of inequality. The committee was unable (for lack of time and expertise) to evaluate the basis for this perception. We recommend that the Gender Equity Climate Committee gauge the extent and depth of this problem through surveys and/or interviews with both male and female faculty.

The personal experiences of individual faculty collectively make up the experience of the group; likewise, the cumulative daily experiences and interactions collectively make up the individual's overall perception of institutional policy and treatment. Anecdotal comments suggest that these interactions have had more than a casual effect on the career development of some women faculty. For example, there are disciplines that have been dominated historically by men, or disciplines that are dominated by men from cultures in which women have little authority. Such groups within a department (or administrative unit) can set the tone for the department and thereby create cultural hurdles for women headed for leadership positions. While it is critical to UCLA's scholarly prominence that the university maintain an internationally and culturally diverse faculty, it is necessary that the administration recognize the contribution climate makes to the progress of an academic career and the fulfillment of potential. The committee was uncertain whether the evaluation criteria for administrators include assessment of their ability to nurture the careers of a diverse population. It is recommended that the Administration implement this form of assessment and pursue it with determination under the premise that a strong

institutional commitment to equality “trickles” down to the many individuals who ultimately create the climate at the institution.

### **9. *Administrative Guidance Regarding the University’s Approach to the Achievement of Diversity in the Post-Proposition 209 Era***

There appears to be a widespread perception on campus that Proposition 209 precludes any attempts to diversify the faculty. Federal law continues to require UCLA to draw faculty from a diverse pool, and it is the committee’s view that the Federal goal continues to call for efforts to appoint women, especially in areas where they are underrepresented on the faculty.

The position of the administration is that diversity can be achieved without the use of the preferences outlawed by Proposition 209. We feel that it would be very helpful for the administration to publicize concrete steps departments and academic units could take to increase diversity in the post-Proposition 209 era.

### **10. *Reexamination of faculty recruiting, search, and hiring practices in light of Tidal Wave II***

“Tidal Wave II” is the name given to the population swell created by the children of the Baby Boomers (dubbed “Tidal Wave I”). Between the year 2000 and the year 2010, the number of California high school graduates is expected to grow by approximately 30 percent. The University of California, still committed to enrolling the top 12 ½ percent of these students, will experience pronounced enrollment growth in the next ten years. During this decade, UC will also see a large fraction of its present tenured faculty retire. As a result, the University of California expects to hire 7,500 new ladder faculty as it adds some 60,000 additional students to the current enrollment of 120,000. The effect of the expansion on faculty renewal becomes clearly apparent when one recognizes that the number of new appointments exceeds the number serving on the faculty today (see [Appendix IX](#)). We recognize that this major expansion will lead to many problems. On the other hand, we are not the first to comment on the opportunities that a major spurt of faculty hiring will offer.

The opportunities for change made possible by massive faculty renewal are numerous. We would be derelict in the discharge of our responsibility as a committee on gender equity if we failed to urge UCLA to use this unprecedented occasion not only to start new activities and strengthen existing programs but also to modify the gender distribution on the faculty. [Chart 1](#) (page 6) shows that the trend has been for the percent of women on the faculty to increase by about a half percent per year. At this rate of increase, it would take more than 50 years to achieve equality in numbers of men and women. Moreover, the fact that the recruitment of women relative to men slowed in the 1990’s, as suggested by [Charts 2 and 3](#) (pages 7-8), while the availability of qualified women has continued to grow, suggests that without renewed efforts to recruit and retain female faculty, past progress will be eroded.

Women faculty are especially needed in areas such as the physical sciences, engineering, and management where they remain poorly represented even relative to nominal availability pools. Where there are few women faculty, such as in most of the physical science departments, it is possible for students to major in some fields without ever taking a course from a woman professor. Thus we recommend that in filling the new positions, the university should place considerable emphasis on bringing more women onto the faculty—especially in the academic units in which they are significantly underrepresented.

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## **Appendix I: Appointment Letter and Committee Charge**

January 21, 2000

Professors

Richard A. Berk  
Janet Currie, Co-Chair  
Gail Greendale  
Joy S. Frank  
Sanford M. Jacoby  
Margaret G. Kivelson, Co-Chair  
Sabeeha Merchant  
Sherie L. Morrison  
Anne Peplau  
Cruz Reynoso  
Seana Shiffrin  
Brenda Stevenson

Dear Colleagues:

Thank you for agreeing to serve on a committee to study gender equity in academic personnel matters. The issues involved are extremely important and have generated much discussion and some studies in institutions of higher education in this country (e.g. MIT). There are perceptions abroad that women in academe generally are not treated equitably with men. We hope that this is not the case at UCLA, but if it is, we wish to know about it and to take steps to remedy the situation as soon as possible.

The primary goal of the committee should be to determine through careful studies of the data whether gender differences have been affecting salaries or advancements up the academic ladder at UCLA. Additionally, other kinds of possible differential treatment may come under the scrutiny of the committee in exercise of its discretion, for example, any gender-based differences in teaching or committee assignments, allocations of office and laboratory space, set-up funds, research money, and discretionary benefits (such as MOP loan funds, access to University housing, University schools and child care programs).

The issues involved in this subject require careful research that can withstand challenge. (At another campus of the University, this subject became a matter of great controversy when the research on which policies were to be based was challenged as flawed.) The committee is free to organize its own inquiry within the parameters described above, but I request that the report that the committee prepares should be based on carefully done empirical research. In designing the research, you may, of course, wish to consult with other research scholars on the campus.

I am informing the Deans about the establishment of your committee. Should there be a need for information or data or any other forms of assistance from them, I am sure that you will find them cooperative. The good offices of the Academic Personnel Office that functions under my supervision are also available to you. Ms. Marsha Fractor (ext. 69515) will be able to assist you in obtaining the information needed from that office.

Of course, in connection with the gathering of data and information, the confidentiality of individual academic personnel information must be respected. I am available to aid in resolving any such issues as they arise.

I plan to meet with the committee at its initial meeting, and we can discuss at that time this letter of charge to the committee. I shall also be available for consultation or to meet further if questions arise in the course of the work. I have asked Associate Vice Chancellor Paula Lutomirski to sit with the committee and to assist you in connection with its work.

We have tentatively identified Thursday, February 10 as the date for the first meeting of the committee. Please let me know about your availability on that date.

The committee will be addressing issues that are vital to all members of the University community and to the position of UCLA as a leader of higher education. I request that the committee plan on submitting a preliminary report to me not later than June 1, 2000.

Thank you again for your willingness to serve in this very important activity.

Sincerely,

Norman Abrams  
Vice Chancellor, Academic Personnel

cc: Chancellor Albert Carnesale  
Executive Vice Chancellor W. Rory Hume  
Professor Donna Vredevoe, Chair Academic Senate

**Appendix II: Faculty Compensation and Advancement Through the Ranks**

There are three ranks: Assistant, Associate, and Full Professor. The number of steps at each rank varies and can be seen in Table 9 below, which contains the 1999-2000 salary scale for Ladder Faculty. “Above Scale” is a designation that applies to Full Professors

**Table 9: Faculty—Ladder Ranks—Professor Series  
Academic Year**

RANK	STEP	YRS AT STEP	10/01/98		10/01/99		1/9th Rate	
			Annual	Monthly	Annual	Monthly		
Acting	1	2	40,900	3,408.33	42,100	3,508.33	4,677.78	
Assistant	2	2	43,200	3,600.00	44,500	3,708.33	4,944.44	
Professor	3	2	45,600	3,800.00	46,900	3,908.33	5,211.11	
	4	2	48,200	4,016.67	49,600	4,133.33	5,511.11	
Assistant	1	2	43,100	3,591.67	44,300	3,691.67	4,922.22	
Professor	2	2	45,500	3,791.67	46,800	3,900.00	5,200.00	
	3	2	48,000	4,000.00	49,400	4,116.67	5,488.89	
	4	2	50,700	4,225.00	52,200	4,350.00	5,800.00	
Associate	1	2	53,600	4,466.67	55,200	4,600.00	6,133.33	
	Professor	2	2	56,600	4,716.67	58,200	4,850.00	6,466.67
		3	2	59,800	4,983.33	61,500	5,125.00	6,833.33
		4	3	63,500	5,291.67	65,300	5,441.67	7,255.56
		5	3	68,200	5,683.33	70,200	5,850.00	7,800.00
Professor	1	3	63,600	5,300.00	65,400	5,450.00	7,266.67	
		2	3	68,300	5,691.67	70,300	5,858.33	7,811.11
		3	3	74,000	6,166.67	76,100	6,341.67	8,455.56
		4	3	80,300	6,691.67	82,600	6,883.33	9,177.78
		5		87,100	7,258.33	89,600	7,466.67	9,955.56
		6		94,500	7,875.00	97,200	8,100.00	10,800.00
		7		102,600	8,550.00	105,600	8,800.00	11,733.33
		8		111,100	9,258.33	114,300	9,525.00	12,700.00
	9*		120,700	10,058.33	124,200	10,350.00	13,800.00	

This table is also applicable to the Adjunct and Professor-in-Residence series. Also use this scale for regular faculty on temporary research appointments.

\*Step 9 effective July 1, 2000.

Source: *University of California, Los Angeles, Academic Salary Scales, October 1, 1999*, Academic Personnel Office.



who have been advanced beyond Professor Step XIII (now beyond Step IX) and who receive a salary rate that exceeds the maximum provided by the scale. Salary increments at a normal (but not required) level are routine at the Above Scale level.

Additionally, there are separate salary scales for particular academic disciplines, such as Management, Engineering, and Law, and this creates differences among disciplines in base salary at a given rank, step, and appointment. Also, different base salary levels can result from differences in the term of the appointment—for example, academic-year or nine-month appointees render services from the beginning of the fall quarter through the end of the spring quarter, while fiscal year or eleven-month appointees render services for a full calendar year. Currently, fiscal-year appointments are made routinely in Nursing, Medicine, and Dentistry.

Additional compensation may be earned. The forms of such compensation fall into two major categories:

- Summer ninths. For nine-month faculty, up to three ninths can be earned for work performed during the summer months. This may represent research, administrative, or instructional activities such as course development. Ninths may be funded by research contracts or grants, by 19900 funds (State General Fund support), or by other sources.
- Stipends. Stipends may be provided for administrative service, such as serving as department chairs, vice-chairs and directors. Stipends may also be earned for teaching in Summer Session or University Extension.

For faculty on the Health Science Compensation Plans, there are two other negotiated elements of compensation tied to base salary: the “delta” and the “z-payments.” Because information about the amounts of such payments was not available to the Committee, we set aside their description and analysis for a subsequent committee.

When base salary is added to the additional forms of remuneration, the result is what this report refers to as “Total Compensation.” With total compensation data, including the source for each of its components, one could develop a statistical model of average salaries at UCLA in which most of the variation could be accounted for by “gender-neutral” factors such as department, rank, step, and other elements of service.

### ***Advancement Through the Ranks***

The Department Chair recommends appointments, merit advancements (within-rank increases in step and salary), and promotions (changes in rank from Assistant to Associate or from Associate to Full Professor) after consultation with members of the department. In cases of merit increases, there will often be a delegated departmental committee; for appointments and promotions, the full faculty of the department is consulted, and this recommendation is submitted to the Dean. In cases of promotions, appointments to tenured positions, and accelerations or decelerations of more than one year, the recommendation is then forwarded to the Senate and Chancellor for review.

The schedule of normal merit increases (described fully in *The Call*) provides, generally, for two years at step for Assistant Professors, two years at step for Associate Professors, and three years at step for Full Professors. At steps above Professor Step IV, there is no specified period of service. Because decisions are based on merit, the advancement of a highly meritorious candidate may be accelerated by one or more years. In some cases, advancement may be delayed—which, because it is a departure from the normal pattern, is termed a deceleration.

In cases of departmental tenure recommendations, for or against, the candidate's dossier is reviewed by the department dean, an *ad hoc* campus interdisciplinary faculty review committee with relevant expertise, and the Council on Academic Personnel—a standing Academic Senate committee consisting of faculty members representing a wide variety of academic disciplines. Each of these reviewing agencies makes its recommendation to the Vice Chancellor, Academic Personnel, representing the Chancellor, who makes the final decision.

Procedural safeguards are built into the review process to assure that candidates for tenure receive a fair and thorough review. Candidates are given the opportunity to respond to criticisms of their work and to see extramural evaluations (these remain anonymous) as well as copies of reports by various campus agencies. A clearly defined grievance procedure is available to any candidate who believes proper procedures have not been followed in his or her case.

**Appendix III: Letter from Paula Lutomirski to Vice-Chancellor Abrams, May 10, 2000**

May 10, 2000

Norman Abrams  
Vice Chancellor Academic Personnel  
2147 Murphy Hall  
Campus 140501

Dear Norm:

I am writing to report on the status of the salary data that has been requested by the Gender Equity Committee.

Alexis Shaw provided an Excel file on Thursday, May 4<sup>th</sup>, that contained data concerning all ladder faculty, all acting faculty, Senior Lecturers, and Lecturers SOE. Because the file is intended to represent 1999-2000 and the year is not yet complete, I consider this a preliminary file. I will work with Alexis to develop a final file once the academic year data is fully available.

To enable the Committee to use the data for statistical analysis, it was necessary to recode the data into an appropriate format. Fran Alexander has completed that process, and the file is now in Janet Currie's hands. This recoding process, however, caused Fran and me to look at some of the data quite closely. This review brought a number of problems to light.

1. The majority of the problems relate to Medical School faculty. They were sufficient to cause us to remove Medicine and Dentistry (both faculty are on compensation plans) and provide only a General Campus, Nursing, and Public Health file. I would like to outline them here:
  - In-Residence and Clinical X faculty were not yet included.
  - Degree information does not consistently distinguish between Ph.D. and MD recipients, and this is a key determinant of salary.
  - Z Component figures are 1998-99 amounts. (This is acceptable in a preliminary file, but it is a primary reason for needing to create an official, final file.)
  - Off-Scale amounts are indicated for some faculty, and we lack clarity on how or whether to use them analytically since they seem to be tied to a practice that may no longer be in place.
  - Some data about base salaries on the special medical scales are not yet accurate.

In addition to data problems per se, there are some aspects of compensation that make analysis difficult, and we may not be aware of all of them:

- Some, but not all Surgery and Ophthalmology faculty are grandfathered in the “Income Limitation Program.” This means that only their base salary is available.
- Some individuals are grandfathered on “Strict Full Time.”

For all of these reasons, no file with Medicine or Dentistry faculty has yet been provided to the Committee. Alexis is working to address these issues, and Albert Glover is closely involved. I expect that an improved file will be provided soon.

2. Data for non-Medical or Dental Faculty

- We have spotted isolated errors in the data on ninths, which we have done our best to fix (some faculty with more than three ninths and some data in the wrong fields).
- We found and fixed some title codes that were apparently misclassified.
- In some random cases incorrect formulas were present where data values should have been provided, and we have fixed those we spotted.

3. General quality of data is a concern. Over the next couple of weeks, Fran will produce a variety of simple histograms and scatter plots to give us more perspective on the nature of the data in order to bring other possible problems to light.

While I remain concerned and regret the problems we have encountered, I believe that the data are satisfactory for the overview nature of the analysis the Committee wishes to produce for its interim report.

Producing this file required an extraordinary commitment of time on Alexis’s part. At this time, UCLA does not have a central data management function that converts payroll data into a form that is ideally suited to academic personnel reporting or analysis. Also, some essential data are stored in local systems or altogether unavailable (e.g., years at rank and step). These circumstances meant that Alexis could not rely on a programmer to create the file; instead she had to mix and match files using Excel—a process that is difficult and risky in terms of data accuracy. Working with the Committee to obtain these data has given us a better understanding of our information capacity and it underscores our need to improve.

Toward that end, I will convene a group of all individuals whose roles involve UCLA payroll data to 1) determine how we can more easily obtain data of this nature; 2) determine what historical data are available to meet the Committee's needs for longitudinal analysis of new hires and movement up the ladder 3) develop a short-term action plan, and 4) work toward the conceptualization of an academic personnel data resource that could be developed in the future. My hope is that we can both meet the Committee's needs and UCLA's longer-term needs.

I will keep you informed as to our progress.

Sincerely,

Paula N. Lutomirski  
Associate Vice Chancellor  
and Staff to the Gender  
Equity Committee

cc: Ms. Francine Alexander  
Executive Officer Connie Chittick  
Professor Janet Currie  
Professor Margaret G. Kivelson  
Manager Alexis Shaw

#### ***Appendix IV: Implications for Statistical Analysis***

Determining whether a person's gender affects his or her employment niche and financial compensation at UCLA requires thorough and thoughtful analysis. Salary differences in current appointments may reflect many factors. For example, salary discrepancies within the rank of Full Professor may arise in diverse ways: Perhaps women advance more slowly into the higher steps of Full Professor. Or, perhaps women are proportionally more likely to be appointed in units, departments or specialties that on the average pay lower salaries. Or, perhaps women are less likely to receive summer support from research grants or 19900 funds. And if such possibilities turn out to be true, additional information and analyses would be necessary to determine why they are true. While such issues need to be explored, they are extremely difficult to study with the data currently available at UCLA.

As mentioned above, available data provided us only a current snapshot of UCLA salaries. That salary snapshot reflects promotion decisions taking place over many years under various gatekeepers, market pressures, and trends in particular disciplines. A current snapshot cannot fairly characterize the complexity of salary differences nor isolate the potential role of gender.

While it is not possible to make definitive statements about the role of gender in salary differentials with the data currently available, it is possible to make initial inquiries into whether salary differences seem to be related to gender, conditional on factors such as date of degree, rank, and department. We are able to learn, for example, that while men are on the average paid more than women, this can largely be attributed to the distribution of men and women across different ranks and academic units.

With these same data, it is also possible to isolate the most important determinants of a person's salary and begin to evaluate how those may be related to gender. For example, we will show later that women are substantially underrepresented in the higher steps within the Full Professor rank, precisely where the largest salaries are to be found. Findings such as these can indicate where it may be appropriate to establish the reasons for the salary differentials.

With the results of the first two kinds of analyses in hand, it becomes possible to identify what additional data might be collected that would contribute to a more complete understanding of these relationships. For example, a new database might be constructed for recent UCLA appointments and thereafter maintained with routine updates each year. Such data would have the added benefit of documenting the appointment and promotion process as it currently functions and would help identify where practical interventions could be undertaken if indicated. Furthermore, knowledge that such data were being collected might have the useful effect of keeping the issue of gender equity salient.

**Appendix V: Selected Comparison Tables With Standard Deviations**

**Table 10: Percentage Difference Male and Female, Total Compensation and Base Salary, by Academic Unit, 1999-2000 (Standard Errors Given)**

Unit	Number of Obs	Number Male	Difference in:			
			Total Compensation Model A (Personal Charact.)	Total Compensation Model B (Rank)	Total Compensation Model C (Dept.)	Total Base Model D (Department)
			%	%	%	%
All UCLA (less med sch)	1352	1098	11.4 (1.9)	9.2 (1.7)	2.4 (1.4)	0.8 (1.1)
AGSM	84	71	13.5 (6.4)	7.4 (5.3)	na na	na na
GSEIS	60	32	-8.7 (7.4)	-6.5 (6.5)	-8.3 (6.5)	-1.8 (4.3)
SEAS	131	122	0.5 (6.3)	0.5 (6.3)	0.4 (6.2)	-2.2 (4.3)
School of Law	56	42	0.9 (3.2)	2.4 (2.7)	na na	na na
SPPSR	41	26	11.2 (8.7)	5.7 (8.2)	6.2 (7.6)	6.9 (5.3)
School of TFT	38	27	1.9 (8.0)	4.6 (6.9)	4.2 (6.9)	-0.5 (5.8)
UCLArts	76	53	2.0 (5.9)	-3.1 (4.8)	-6.9 (5.0)	-0.4 (3.7)
L&S/Humanities	218	150	3.5 (3.3)	3.0 (2.9)	1.9 (2.8)	0.3 (2.4)
L&S/Life Sciences	123	91	9.6 (5.6)	9.3 (5.1)	8.8 (4.9)	6.8 (3.7)
L&S/Physical Sciences	202	182	-2.3 (5.6)	-3.7 (4.7)	-2.8 (4.8)	3.7 (3.5)
L&S/Social Sciences	247	179	9.3 (4.0)	8.4 (3.3)	6.3 (3.0)	1.4 (2.3)
Public Health	55	37	10.9 (5.8)	10.9 (5.2)	14.0 (5.5)	5.9 (4.0)

NOTES: All UCLA includes 23 women in the School of Nursing, excludes School of Medicine and School of Dentistry faculty.

Model A includes only gender, year of highest degree, and hire date.

Model B also includes controls for rank (Assistant, Associate, or Full) and "Acting" status. Note that lecturers are included with Assistant Professors in the omitted rank category.

Models C and D are estimated controlling for department. Exceptions are Law and Management, where controls for department are not applicable. Departments with five or fewer faculty are omitted from this analysis.

Standard errors are shown in parentheses.

**Table 11: Differences Male and Female, Components of Compensation by Academic Unit, Rounded to the Nearest \$ (Standard Errors Given)**

Unit	Offscale	Non-19900 Res 9ths	19900 Res 9ths	Admin 9ths	Teaching 9ths	Summer Session	Extension
All UCLA (less med sch)	-282 (721)	68 (722)	130 (313)	199 (436)	-75 (112)	560 (188)	74 (44)
AGSM	4,517 (4047)	1,866 (3620)	-407 (2240)	1,012 (2649)	na na	25 (404)	na na
GSEIS	3,481 (3069)	-5,021 (3307)	536 (954)	-1,214 (2150)	50 (64)	-101 (143)	-12 (20)
SEAS	-1,994 (2798)	6,621 (4819)	-4,038 (2675)	475 (2032)	na na	265 (438)	379 (454)
School of Law	734 (3104)	-893 (732)	637 (2356)	982 (1650)	-125 (101)	na na	74 (86)
SPPSR	2,668 (3336)	-140 (4003)	505 (2356)	-1,593 (2440)	na na	na na	337 (451)
School of TFT	570 (1740)	593 (789)	405 (413)	3,448 (2198)	na na	-351 (1895)	na na
UCLArts	669 (1461)	-773 (357)	na na	-3,894 (2400)	na na	-306 (319)	12 (13)
L&S/Humanities	238 (1322)	-1,140 (679)	16 (303)	754 (962)	na na	1,236 (541)	133 (153)
L&S/Life Sciences	1,718 (1864)	4,865 (2832)	563 (1080)	-1,206 (1265)	-233 (1088)	-165 (657)	-6 (4)
L&S/Physical Sciences	-3,772 (2446)	-1,280 (3328)	338 (500)	241 (1343)	-526 (350)	567 (639)	4 (32)
L&S/Social Sciences	-1,972 (1721)	1,580 (1436)	455 (669)	1,392 (958)	38 (53)	1,304 (567)	1 (8)
Public Health	2,493 (1945)	8,785 (3878)	-609 (678)	1,021 (1281)	-56 (138)	244 (488)	129 (331)

NOTES: All models control for date of hire, year of highest degree, rank, "Acting" status, and department. Exceptions are Law and Management, where controls for department are not applicable.

Standard errors are shown in parentheses.



**Table 12: Advancement Through the Ranks (Standard Errors Given)**

Unit	Probability of Full, given Associate		Probability of Step 6, given Full	
	Model A (Pers. Charact.)	Model C (Department)	Model A (Pers. Charact.)	Model C (Department)
All UCLA (less med sch)	6.5 (2.5)	4.9 (2.8)	15.0 (3.6)	6.7 (3.8)
AGSM	31.1 (16.3)	na na	36.9 (29.8)	na na
GSEIS	-4.9 (11.4)	-7.6 (11.6)	1.4 (14.0)	-4.3 (14.2)
SEAS	14.1 (12.9)	14.1 (13.2)	7.1 (19.3)	4.8 (19.7)
School of Law	na na	na na	7.4 (15.9)	na na
SPPSR	34.4 (15.6)	30.1 (15.9)	26.5 (18.7)	24.3 (19.7)
School of TFT	-6.0 (14.7)	-3.4 (14.6)	13.4 (19.5)	16.9 (19.5)
UCLArts	21.8 (11.5)	15.9 (12.3)	11.8 (13.9)	3.9 (14.8)
L&S/Humanities	-0.4 (5.6)	3.3 (6.0)	6.8 (7.9)	5.9 (8.3)
L&S/Life Sciences	-5.8 (7.3)	-6.3 (7.8)	12.3 (11.5)	8.0 (11.6)
L&S/Physical Sciences	8.4 (8.1)	5.2 (8.2)	7.7 (12.1)	5.2 (12.3)
L&S/Social Sciences	12.2 (6.4)	9.3 (6.3)	14.8 (9.4)	14.0 (9.6)
Public Health	-8.0 (10.9)	-9.1 (12.2)	15.1 (24.3)	8.7 (15.0)

Model A includes only gender, year of highest degree, and hire date.

Models C and D are estimated controlling for department. Exceptions are Law and Management, where controls for department are not applicable. Departments with five or fewer faculty are omitted from this analysis

Standard errors are shown in parentheses.

**Appendix VI: Letter from Paula Lutomirski to Vice Chancellor Paredes, May 4, 2000**

May 4, 2000

Associate Vice Chancellor Raymund A. Paredes  
3134 Murphy Hall  
14051

Dear Raymund:

I am writing to you on behalf of the Gender Equity Committee to ask for your assistance in clarifying some matters relating to the UCLA Academic Affirmative Action 1998-99 Underutilization analysis. These issues emerged after Professor Margaret Kivelson, who co-chairs the Committee along with Professor Janet Currie, addressed the April 20<sup>th</sup> UCLA Conference on Gender Equity sponsored by the UCLA Women 4 Change 2000 organization. Prior to this conference, the Gender Equity Committee was unaware of the existence of this report, and consequently a number of questions have come to light.

1. Professor Kivelson was told that the analysis uses 1988-1991 Ph.D. production data to represent availability for all tenured faculty. Is this accurate? If so, given that the majority of tenured faculty receive their terminal degrees prior to that period, what was the rationale for selecting this approach?
2. Professor Kivelson was also told that the analysis compares the proportion of women and minority faculty at UCLA (for all General Campus units with the exception of Law) to the proportion in the pool of Ph.D. recipients from all universities in the United States. Did selection of this approach take into account that UCLA draws faculty from a small and select number of institutions.
3. Materials distributed at the Conference include the attached "Notes of clarification from V.M. Simmons, Ph.D." (UCLA's consultant). Taken together, these notes are meant to support the consultant's inclusion of Ph.D. recipients who were not from UCLA's feeder institutions in the availability pool. Did we have other information or sources to support the use of this approach? Could we have pursued a more conservative strategy that would not "underestimate the availability pool." (see first referenced footnote in the attached materials)?
4. Is there an available source that would provide Ph.D. recipient data by field and by institution to allow for a more appropriate and meaningful analysis? How might the Committee access such data to use in meeting its own charge?
5. What is the process at UCLA for preparing and disseminating the *Utilization* report? How is it vetted before it is submitted to the Federal government?
6. Is it true that UCLA is next in line, following the eight other UC campuses, to be audited by the Office of Civil Rights on the issue of gender bias? If so, when was this first known? What is the basis for this and what will be the nature of the audit?

Please feel free to expand on these questions, The Committee would greatly appreciate hearing back from you as soon as possible, and preferably within a week as their preliminary report is due June 1<sup>st</sup>. Should you have questions, I can try to address them, and I will involved the Co-Chairs as necessary.

Thanks so much for your help.

Sincerely

Paula N. Lutomirski  
Associate Vice Chancellor  
And Staff to the Gender  
Equity Committee

cc: Professor Janet Currie, Co-Chair Gender Equity Committee  
Professor Margaret Kivelson, Co-Chair Gender Equity Committee  
Vice Chancellor Personnel Norm Abrams  
Ms. Fran Alexander

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**Appendix VII: Letter from Vice Chancellor Paredes to Paula Lutomirski, May 11, 2000**

May 10, 2000

Associate Vice Chancellor Paula Lutomirski  
2147 Murphy Hall  
140501

Dear Paula:

I'm writing in response to your letter of May 4<sup>th</sup> advancing questions raised by the Gender Equity Committee. The committee's work is important to campus efforts to achieve and sustain faculty diversity, and my office will provide any information or other support that might be helpful to you.

Here are the responses to the questions you've presented:

1. The 1999-2000 Underutilization Report does rely on 1988-1991 Ph.D. production data. These estimates of availability are intended to approximate the current availability of potential candidates for tenured positions. The assumption was made that most candidates for current tenured positions at UCLA will be newly tenured or tenurable faculty at other educational institutions, who most likely received doctorates approximately ten years ago. Since data for currently employed faculty in the U.S. are not available by sex, ethnicity, and specialty area, doctoral recipient data are the closest estimate we know of. Exceptions are found in law and medicine, for which data on currently employed faculty are available and are used for estimating availability. If an examination of actual applicants for tenured positions at UCLA showed that some other range of years would be more representative of the potential applicant pool, then UCLA could justify using a different range of doctoral data.

2. No. Statistical data are not available to validate the assumption that UCLA hires applicants from only a limited number of universities in the U.S. If this assumption were found to be true in an examination of actual applicants and hires, then UCLA would be further required to show that this limitation is justified by "business necessity," that it does not have an adverse impact on equally well-qualified applicants from protected groups, and that no alternative with less adverse impact is available (as required by the Uniform Guidelines on Employee Selection Procedures). It is not legally justifiable to assume that every well-qualified potential applicant comes from a "select" group of institutions; such assumptions historically have contributed to unequal employment opportunities for women and minorities. Indeed, the current pattern of underutilization may be partly due to UCLA's reluctance to consider excellent candidates from a broad range of institutions, which may be more likely to include candidates from underrepresented groups for reasons unrelated to their qualifications or potential.

Even if UCLA were to validate the assumption, data on UCLA's "comparison institutions" is not currently available by sex, ethnicity, and specialty area, all of which are necessary to compute an estimate of availability. UCLA would need to approach comparison institutions to ask them to provide this information.

3. This is the approach most commonly taken by other UC campuses and educational institutions subject to Executive Order 11246 and its implementing regulations. As mentioned above, we know of no appropriate data source that would include sex, ethnicity, specialty area, and institution "prestige," but it is most likely true that high-prestige institutions produce less-diverse graduates than others.

4. There are data available on the sex and ethnicity of faculty currently employed by "research universities," but they do not specify specialty area in sufficient detail to make for meaningful comparisons. We know of no such source for doctoral recipients. If UCLA were to undertake a project to gather this information, it would need to approach each comparison university to provide this information voluntarily.

5. We have in recent years had difficulty in preparing our underutilization reports and carrying out the campus Academic Affirmative Action Plan, largely because of staffing issues. Executive Vice Chancellor Hume's current budget request includes a proposal to appoint an Academic Affirmative Action Officer for the campus. This appointment will fill a void in our management of academic affirmative action matters, and it will help us move forward in addressing the critical issues surrounding faculty diversity. In 1991, during a period of intense financial strains for the campus, the Office of Academic Affirmative Action with a full-time staff of four was disbanded. Since then, the Academic Personnel Office has assumed the responsibilities of this office, without specialized training or support and without additional resources. It is particularly difficult for APO to handle the availability and utilization analyses required for the annual Academic Affirmative Action Plan.

The underutilization reports for 1998-99 and 1999-2000 were prepared for us by Valerie Simmons. She has also provided information useful in preparing these responses to your questions. Dr. Simmons served as Director of Equal Employment Opportunity/Affirmative Action for faculty and staff for the University of California, Santa Cruz, from 1991 to 1999, and she is now working as a consultant. Dr. Simmons was highly recommended to us by University Counsel Susan Thomas and by Legal Analyst Penelope Daugherty, who reviews UC academic affirmative action plans. Additionally, Carol Petersen, who serves as a Special Assistant in my office, has become involved in academic affirmative action planning. Last year, she secured Dr. Simmons as a consultant and oversaw the submission of the written plan. She is now helping develop and carry out other elements of the plan.

The campus Academic Affirmative Action Plan includes the Underutilization Report. After review by Executive Vice Chancellor Hume and Vice Chancellor Abrams, the 1998-99 plan was presented to, and discussed with, the Chancellor's Advisory Group on Diversity. (A membership list is attached.) The plan is on file in the Office of the Vice Chancellor, Academic Development; the Academic Personnel Office; and the Charles E. Young Research Library.

We are now preparing the 1999-2000 plan. The underutilization figures were presented to the Chancellor's Advisory Group on Diversity in its April meeting, and we had an initial discussion there of the report and the process for addressing the issues it raises. Carol Petersen will be meeting with Frank Gilliam and Roshan Bastani, Co-Chairs of the Committee on Diversity and Equal Opportunity (CODEO), next week to discuss setting goals for addressing underutilization. We will then consult with the Executive Vice Chancellor; the Vice Chancellor, Academic Personnel; and the Provosts and Deans. After identifying academic units that might contribute significantly to eliminating underutilization, we will ask individual units to develop goals and plans for reaching them.

When we have completed this year's Academic Affirmative Action Plan, we will submit it to the UC Office of the President and General Counsel to the Regents. All UC affirmative action plans must be reviewed by these offices. Affirmative action plans are not routinely submitted to the Federal government but may be requested in an audit (see #6 below).

Our work in preparing the Academic Affirmative Action Plan should be considered in the context of other campus efforts focused on faculty diversity: The Chancellor's Advisory Group on Diversity, established last year, has identified faculty diversity as one of its priorities. It has also become involved in the campus strategic planning process. To enter this process, the group reviewed last year's planning updates. On its advice, Executive Vice Chancellor Hume then asked academic units for more information on their efforts to achieve diversity, including several questions related to faculty diversity. (I am enclosing copies of the Advisory Group's 1998-99 annual report and a summary of academic units' responses to Executive Vice Chancellor Hume.)

The Advisory Group on Diversity is collaborating with CODEO in a series of meetings with Deans and Department Chairs to discuss issues of faculty diversity. We have met with the Medical School and Humanities. (I am enclosing copies of Professor Gilliam's presentation to the Humanities Dean and Chairs and other materials distributed at the meeting.) Our meeting with the Physical and Life Sciences is scheduled for May 18<sup>th</sup>, and we hope to meet with the Social Sciences yet this year. We will meet with the professional schools during the coming academic year. These meetings address what is required and possible in faculty recruitment in the current environment, as well as the racial/ethnic and gender distribution of our current faculty and faculty appointed over a fourteen-year period. These sessions reflect our concerns about current faculty demographics; they also help us prepare for future faculty recruiting. The campus will soon be entering a major period of faculty recruitment, and we understand this as an opportunity for increasing the diversity of the UCLA faculty.

6. No. The Office for Civil Rights does not audit federal affirmative action plans, although it might investigate class-based discrimination in an educational institution. Federal affirmative action plans are audited by the Office of Federal Contract Compliance Programs (OFCCP) in the Department of Labor. The OFCCP does not make public its plans for audits, but it is true that in the years since the Regents' Resolution, OFCCP has stepped up its audits of UC campuses and has audited nearly all other campuses.

If OFCCP were to audit UCLA's affirmative action compliance, the "basis" might be nothing more than a routine audit, as all federal contractors are subject to periodic audit of their compliance with regulations for contractors. The nature of an audit, in general, would be OFCCP's examining UCLA's compliance with each aspect of the federal regulations, including the general requirement that UCLA make "a good faith effort" to identify problem areas and address them effectively.

The process for an OFCCP audit generally begins with a request for information, which is usually followed by a site visit. The site visits generally include detailed examination of hiring, promotion, salary, and termination information from examination of recruitment files; interviews of applicants and participants in the selection process, as well as academic administrators; solicitation of anonymous comments from members of the campus community; and reviews of files put forth for merit increase, promotion, and tenure. Current or past individual or group complaints may also be investigated.

The outcome of an audit may be a notice of compliance, negotiation of a conciliation agreement to correct inadequacies in compliance, assessment of monetary damages (awarded to individuals found to have been wronged by UCLA practices), or, in egregious cases, temporary or permanent suspension of a contractor's contracts with all agencies of the federal government.

OFCCP has recently announced plans to conduct surveys of federal contractors which would solicit a lesser range of information, but details have not been announced.

Please let me know if you should like to receive any additional information on our data, efforts, or plans.

Sincerely,

Raymund Paredes  
Associate Vice Chancellor  
Academic Development

Cc: Alexis Shaw, Manager, Chancellor's Office-Academic Personnel  
Professor Margaret Kivelson, Co-Chair Gender Equity Committee  
Professor Janet Currie, Co-Chair Gender Equity Committee  
Vice Chancellor Personnel Norm Abrams  
Ms. Fran Alexander  
Executive Vice Chancellor Rory Hume  
Professor Donna Vredevoe, School of Nursing  
Professor Frank Gilliam  
Roshan Bastani, Associate Professor/Associate Director-Public Health  
Carol Petersen, Special Assistant-Academic Development

## **Appendix VIII: UCLA Maternity Leave Policy**

The following paragraphs have been excerpted from “[APM-760 Leaves of Absence/Childbearing Leave, Parental Leave and Active Service-Modified Duties](#),” (Revised July 29, 1999), Academic Personnel Manual, University of California, Office of the President. The complete policy can be found on the web in [Section V Benefits and Privileges](#) (see <http://www.ucop.edu/acadadv/acadpers/apm/s5-760.html>).

### **760-25 Childbearing Leave**

#### **a. Description**

Leave for childbearing shall be granted on request, with or without pay, to an academic appointee who bears a child, for the period prior to, during, and after childbirth. Childbearing leave shall consist of time an appointee is temporarily disabled because of pregnancy, childbirth, or related medical conditions. Leave for childbirth and recovery normally will be for at least 6 weeks; more time may be necessary for medical reasons. Under the California Fair Employment and Housing Act (FEHA), an academic appointee who is disabled because of pregnancy, childbirth, or related medical conditions is eligible to take an unpaid childbearing leave ("pregnancy disability leave") for up to 4 months during the period of actual disability. During childbearing leave, no duties shall be required by the University.

#### **c. Accommodation of Pregnancy**

As an alternative to or in addition to childbearing leave, the University shall temporarily modify a pregnant appointee's position or transfer her to a less strenuous or hazardous position upon request if medically necessary and if the temporary modification or transfer can be reasonably accommodated. This temporary modification or transfer shall not be counted against an eligible academic appointee's entitlement to up to 4 months of childbearing leave ("pregnancy disability leave" under the FEHA) or family and medical leave unless the modification has taken the form of intermittent leave or a reduced work schedule. Childbearing leave does not need to be taken in one continuous period of time but may be taken on an as-needed basis.

#### **d. Effect on the Eight-Year Probationary Period of Assistant Professors**

See APM - 133-17-g, Applicability of Periods of Leave.

For determining years toward the eight-year limitation of service, the combined total of periods of leave unrelated to academic duties and time off the tenure clock may not exceed two years.



## **Appendix IX: New Appointments Resulting From Faculty Renewal and Tidal Wave II**

From *Notice*, a publication of the Academic Council of the university-wide Academic Senate, University of California, Volume 24, No. 2, page 6, April 2000

# Notice

A publication of the Academic Senate,  
University of California  
Volume 24, No. 2, April 2000

NEWS FOR THE UC FACULTY

### **With Wave of Faculty Hiring, UC Stands To Remake Itself During the Next 12 Years**

The seemingly routine process of hiring faculty has emerged this academic year as a major long-term challenge to — and opportunity for — the University of California. For better or worse, UC administrators and Senate leaders say, UC stands to remake itself for decades to come through the faculty hiring it carries out over the next 12 years.

Hiring has been elevated to this status because of sheer numbers: UC will need to hire more ladder-rank faculty in the next 12 years than it currently employs on its general campuses. This level of hiring will, by itself, put the University into flux, UC planners say. Should UC be successful in recruiting a group of top-quality faculty in the coming years, it stands to remake itself as a stronger, more diverse institution. Should it fail in this effort, by recruiting lesser faculty, it stands to be weakened for decades to come, given the length of faculty careers.

The most important force driving the growth in UC faculty is the growth now projected for UC student enrollments. California's Department of

Finance has estimated that UC will add 60,000 undergraduate and graduate students to its rolls between now and the year 2010-11. Such a jump would equal UC's enrollment growth over the last 30 years and would result in a student body of about 210,000 students by 2010-11, as opposed to the 152,000 students UC has now. Faculty growth must accompany this student growth, of course, but this is only part of the faculty recruitment story. A large number of UC faculty will also be retiring or otherwise "separating" from UC in the next 12 years. Together, the growth and separation factors mean that, setting UC San Francisco aside, UC will have to hire more than 7,500 ladder-rank faculty by 2010-11, whereas at present it employs about 6,400 such faculty.

### **Faculty Hiring: Much Is at Stake in the Coming 12 Years**

One of the caveats to this scenario is that enrollment projections are notoriously unreliable. In the late 1960s, for

example, UC faced a supposed enrollment surge that never materialized. Second, the assumption underlying these numbers is that UC will be holding constant its proportion of ladder-rank faculty within general faculty ranks. On the eight operating general campuses, UC has 7,860 funded ladder-rank faculty slots, but only 6,400 ladder-rank faculty filling them. The remainder of the slots are occupied by temporary lecturers. Under one view, UC faces a problem that it can address in part by temporarily increasing its proportion of lecturers. Some campuses, such as UC Riverside, intend to do this. Still, assuming, as UC planners must, that state projections are accurate and that temporary faculty are only a partial answer to the problem, what effect will the coming wave of faculty recruitment have on UC?

"The majority of people who are here in 2010 will be people who were not here in 1990," Vice Provost Barry Klein says of the UC Davis faculty. To meet the challenge of faculty hiring, Klein's campus has, paradoxically, halted all but "emergency" hiring this year so

that it can complete an academic plan that will allow it to rationally distribute hiring across the academic spectrum beginning next year. Klein expects that UCD will be hiring about 100 faculty per year for the next five years, whereas during the last three years it has hired an average of 53.

## Two Overarching Goals

Across UC's campuses, administrators and Senate leaders uniformly voice the view that the coming wave of faculty hiring should produce two outcomes: a UC faculty that at least retains the academic distinction it has, and a UC faculty that is more diverse than it is at present. "An opportunity such as this presents itself only once in a generation, at most," says statewide Senate Chair Lawrence B. Coleman. "We need to make the most of it."

In addition to common goals, campuses across the system face a number of common problems in addressing faculty hiring. (UC campuses may also share a common advantage. See "What Matters to Young Faculty?" on this page.) Two of the biggest problems are providing adequate facilities for new-hires and coming up with sufficient "start-up" money to equip the labs of new science and engineering faculty. Much of the capital money that UC currently gets is devoted to the seismic retrofitting of its current buildings and it is not clear that much more capital money will be available in the future.

## Funding Start-Up Costs

With respect to start-up costs, UC Riverside has noted that start-up offers in its College of Natural and Agricultural Sciences are expected to average \$264,000 this year. Meanwhile, UC Santa Barbara just put up \$3 million to land

star materials scientist Shuji Nakamura of Japan. UCSB obtained most of this money through private-sector fund-raising; the mere existence of such start-up sums, however, raises the question of how campuses are going to find the money to fund the labs of top scientists. "Are we scheming on how we are going to do it? Yes, indeed we are" says Riverside Executive Vice Chancellor David Warren. One approach UCR is adopting, he says, is to economize on start-up costs by investing in equipment that can serve clusters of faculty, rather than just individual researchers.

Salaries are another potential problem.

Administrators and Senate leaders alike note that the "comparison-eight" group used to fix UC faculty salaries is made up of four top public and four top private institutions. The problem? Salary increases at elite private institutions have been outpacing those at public institutions for years. UC's salary-setting methodology has left UC faculty salaries in a kind of statistical island between the two groups: higher than most quality publics but a good deal lower than the elite privates with whom UC competes.

"There is no way the University of California is going to be the salary leader in terms of faculty hiring in the coming years," says Robert May, chair of the Senate's University Committee on Faculty Welfare (UCFW). "Given this, our committee is trying to see how the rest of the compensation package we offer could improve — indeed, how it could become the best package in the industry." To this end, UCFW has recently put forward proposals for UC-subsidized child-care on each campus, for UC tuition fee-waivers for University employees, and for full equality in the benefits UC provides for domestic partners.

One compensation problem that has no ready answer, however, is that of housing. May's own campus, UC Irvine, has been successful in building on-campus housing, but no other campus, he says, has anything that comes close to the scale of UCI's University Hills project, nor is any campus likely to in the future. There simply is not much available land on most campuses. UC has a faculty housing program that provides low-cost loans, but the essential problem, May says, is not one of loan rates but rather of home prices — at least the prices of homes within some reasonable distance from a campus.

## Hiring as an Opportunity

UC may have its share of difficulties in the coming wave of faculty hiring, but many campus planners — particularly on UC's developing campuses — look at the upcoming hiring not as a problem but as a golden opportunity. Nowhere is this more the case than at UC Riverside, whose student body is expected to nearly double in the years ahead (from 10,600 students this year to 19,900 in 2010-11). If UCR held its proportion of ladder-rank faculty constant in this period (which it will not), it would need to hire about 800 ladder-rank faculty in the coming 12 years, whereas at present it has about 450 such faculty. Given such numbers, there is no doubt that UCR will effectively be remaking itself in the next decade.

"There has never been in our history an opportunity such as the one we have now to reach the very highest levels of academic excellence," says UCR's Executive Vice Chancellor Warren. "It's just a wonderful thing to be sitting where I am now and play a role in this process."

A report a UCR task force prepared on hiring makes clear that the campus is looking at the coming recruitments as an exercise in what might be called academic ecology: UCR will seek to fill academic niches based on its strengths relative to the competition, using its hiring ability to expand into areas that seem most promising. What kinds of considerations is the campus taking into account in this effort? Consider some of the elements in the campus task force report “A Faculty to Grow On” (available on the web at <http://ucr2010.ucr.edu/cp/tg/report/faculty.htm>). UCR’s relatively small size may give it an advantage in moving into academic areas that are “up for grabs,” the report says, as UCR has not “committed” as many of its faculty as has the competition. UCR might capitalize on subjects, such as urban sprawl and earthquake fault-lines, that arguably can be better researched in the

Riverside area than anywhere else. Then there are considerations about the type of faculty to hire. One route to academic prominence is to hire recognized scholars. But, the report warns, “a department seeking globally prominent faculty may find itself paying a premium to recruit faculty who are difficult to retain. Alternately, it may overpay for faculty a cut below the cutting edge, who then may be difficult to move.”

What of the other overarching goal campuses have in faculty recruiting — that of diversifying their faculties? UC Davis’ Barry Klein is upbeat about his campus’ prospects for success in this area. First of all, he says, “I think an awareness of the importance of diversity has permeated the campus.” In line with such thinking, the campus has implemented a number of changes aimed at increasing its proportion of women and minority faculty. Deans now allocate more

money to recruiting itself, which allows the campus to cast a wider recruiting net. UCD now advertises in journals that have a high proportion of women and minority contributors, thus “sending a signal that we want to diversify the faculty,” Klein says. And faculty recruiters now go to conferences that are likely to draw crowds of minority and women faculty.

UC administrators and Senate leaders do not seem greatly worried about the possibility of UC failing in the twin tasks it has set for itself in connection with faculty hiring. They are concerned about start-up costs and competition from other institutions, but they seem to regard hiring per se as a challenge that can be mounted — to great positive effect. “I don’t think there’s fear or trepidation about this,” says UCR Senate Chair Irwin Sherman, “but I do think it’s a major undertaking to recruit this many faculty.”

## ***Appendix X: Interviews with Subcommittee Guests***

### **Subcommittee on “Quantifying Undocumented Perks” of the Gender Equity Committee Discussed Gender Equity with Selected Visitors**

At the initial meetings of the subcommittee various issues relevant to the employment, advancement, and career satisfaction of women were identified. The subcommittee decided to meet with selected individuals to discuss some of these matters. We interviewed two Deans, Chairs of three Academic Senate committees, faculty representatives, and an expert on careers in higher education. The visitors are indicated below and the key remarks that emerged from the discussions are summarized.

#### **Thursday, April 13, Dean Roberto Peccei, College of Letters & Science**

Roberto Peccei, Dean of Physical Sciences, discussed perceptions of equity issues in the departments within his academic unit (Math, Physics and Astronomy, Chemistry, Earth and Space Sciences, Atmospheric Sciences, Statistics, Institute of Geophysics and Planetary Physics). Retention was also discussed.

#### **Tuesday, April 18, Dean Scott Waugh, College of Letters & Science**

Scott Waugh, Dean of Social Sciences, discussed recruitment and retention issues in the social sciences.

#### **Tuesday, April 25, Professor Helen S. Astin, Education, Director of HERI**

Professor Astin has specialized in studying women in academia for her entire career. She discussed her research on underrepresentation of women in the university. She shared materials compiled by her graduate students, which she had presented at a Conference on Academic Women at UCLA earlier that week.

#### **Tuesday, May 2, Professor Ann Karagozian, Engineering**

Professor Karagozian discussed retention and recruitment as they pertain to women in the Engineering school. Advancement to tenure was discussed as a process that might benefit from mentorship. A mentor program was also discussed as potentially helpful with childcare issues.

#### **Tuesday, May 9, Professor Franklin D. Gilliam, Jr., Political Science, Chair of Faculty Senate Committee on Equity**

Professor Gilliam discussed the responsibilities and practices of the Committee on Diversity and Equal Opportunity. An exhibit on faculty by gender, including data

provided by the President's Office (UCOP), was distributed and discussed. SP2 and Federal guidelines regarding race, religion and gender were also explained.

**Tuesday, May 16, Associate Professor Concepcion Valadez, Education,  
Representative from the Committee on Committees (ConC)**

Professor Valadez discussed the role of committee service in the careers of women faculty, calling attention to the small numbers of women on committees such as the Council on Academic Personnel (CAP) and ConC. The perception that women are disproportionately burdened with departmental obligations, relative to their male counterparts, was also discussed.

**Tuesday, May 16, Professor Herbert D. Kaesz, Chemistry and Biochemistry,  
Chair of the Council on Academic Personnel**

Professor Kaesz discussed the requirements for serving on CAP and the committee's role in maintaining university standards. With respect to personnel actions and helping faculty who believe they have been unjustly treated, Kaesz outlined the functions of CAP versus those of Deans and departments. The issue of representation of women on committees was also raised.

**Tuesday, May 23, Associate Professors Ruth Bloch, Kathryn Norberg, and  
Sharon Traweek, College of Letters & Science, Department of History**

Representatives from the Department of History expressed concerns regarding the rank of Associate Professor, including the slow progress of women faculty from Associate Professor to Full Professor and the burden of additional duties such as committee service. They also discussed the career impacts of factors such as climate and family responsibilities, which tend to impact women more significantly than men.

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