



**Comparative Study of Gender Differences in  
Perceptions of Faculty Work-Life  
2011 & 2015**

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## Overview

In this report, we examine differences between men and women on the Faculty Climate Survey administered in 2011 and again in 2015. These analyses represent an initial step in quantifying the potential impact of the NSF ADVANCE funded Rising Tide Center on the climate for faculty at UMaine. The programming and efforts of the Rising Tide Center were aimed at increasing the satisfaction and retention of all faculty, in particular women in the fields of Science, Technology, Engineering, and Math (STEM). The Faculty Climate Survey focused on areas of intervention for the Rising Tide Center: Tenure and Promotion, Work-Life Balance Policies, and Departmental Climate.

Although additional work is needed, significant gains were made in reducing the magnitude of the difference in men's and women's perceptions of the climate at UMaine. Overall, the magnitude of the gender difference was effectively cut in half from 2011 to 2015 (Cohen's  $d$ ). While this is clearly good news, in some realms the reduction in gender disparity was not the result of improvement for women but rather reductions for men. This is particularly notable in the area of pre-tenure support. Men and women no longer differ in this area in 2015 as men's perceived support decreased from 2011. In contrast, improvements in perceptions of departmental climate and particularly departmental awareness of work-life balance policy are no longer different by gender due to women's increases in 2015 relative to 2011. Other notable findings include an increase in perceived support by departmental/unit chairs for the promotion to full process, a reduction by half in the number of faculty unaware of work-life balance policies, and an increase in the use of these policies by faculty.

## Demographics

### 2011

Total number of faculty = 577  
 Total number of respondents = 338  
 Overall response rate = 58.6%

### 2015

Total number of faculty = 566  
 Total number of respondents = 239  
 Overall response rate = 42%

General Disciplinary Area*	Respondents 2011	Respondents 2015
<b>STEM</b> - Computer science, engineering, environmental science, life science, mathematics, physical science	158 (47%)	107(45%)
<b>Social Science</b> - Anthropology, economics, political science, psychology, sociology	42 (12%)	25(11%)
<b>Other</b> - Business and management, communication sciences and disorders, education, human development, humanities, journalism and mass communication, nursing, public administration, social work, visual and performing arts, women's studies	92 (27%)	79(33%)

\* Based upon categories established by NSF

Did not respond = 46

Did not respond = 28

Rank	2011	2015
<b>Tenure Stream</b>		
Assistant Professor	47	39
Associate Professor	96	64
Full Professor	117	83
<b>Non-Tenure Stream</b>		
Assistant Professor	13	5
Associate Professor	8	4
Full Professor	1	1
Instructor	9	5
Lecturer	25	20

Did not respond = 22

Did not respond = 18

<b>Sex</b>	<b>2011</b>	<b>2015</b>
Women	127 (38%)	101 (42%)
Men	163 (48%)	107 (45%)

Did not respond = 48

Did not respond = 31

<b>Race</b>	<b>2011</b>	<b>2015</b>
Person of Color	11 (3%)	13 (5%)
White	276 (82%)	197 (82%)

Did not respond = 51

Did not respond = 29

<b>Sexual Orientation</b>	<b>2011</b>	<b>2015</b>
Gay, Lesbian, Bisexual, or Transgender	9 (3%)	10 (4%)
Heterosexual	278 (82%)	200 (84%)

Did not respond = 51

Did not respond = 29

## Summary

The response rate to the survey was lower in 2015 than in 2011. This may be due to participant fatigue after responding to several surveys during the course of the grant or due to adding an internal evaluation survey (numerous questions regarding attendance at different Rising Tide Center events that were time intensive) prior to the climate survey. The difference in response rate yields approximately 100 fewer participants in 2015 than in 2011.

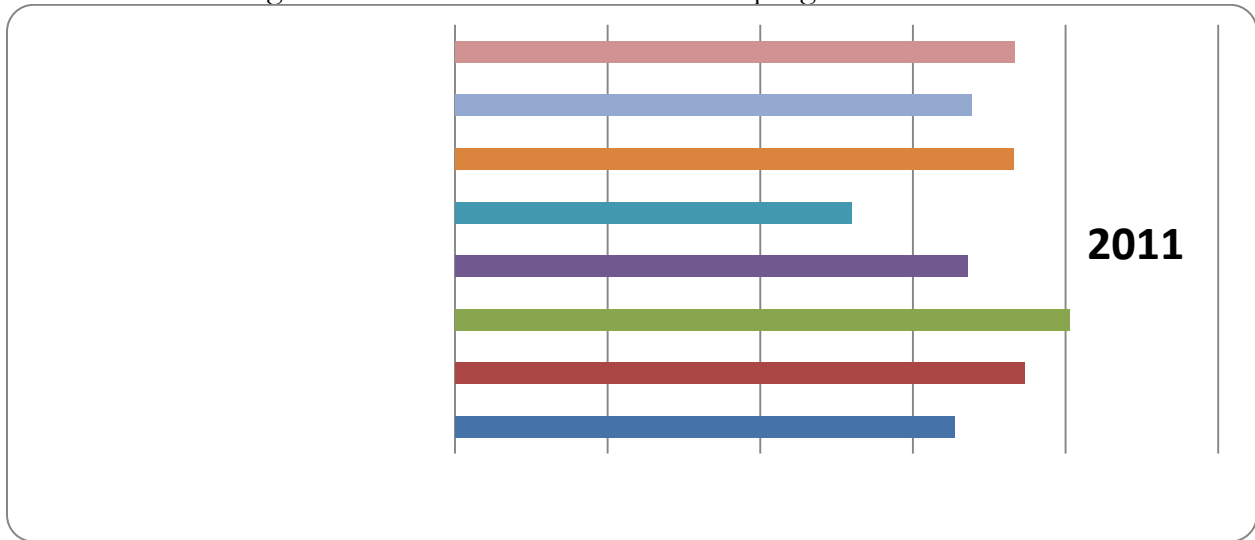
Importantly, the percentage of participants in different demographic categories is largely unchanged from 2011 to 2015 which facilitates comparison across years. Given the difference in sample size, it is important to examine the magnitude of the effect (effect size, Cohen's *d*) as well as statistical significance. An effect significant in 2011 may not be in 2015 due to the smaller sample size. Therefore, comparing effect sizes for gender comparisons in 2011 to those observed in 2015 is warranted.

Tenure and Promotion Process at UMaine

**Overall Pre- Tenure: Assistant Professors**

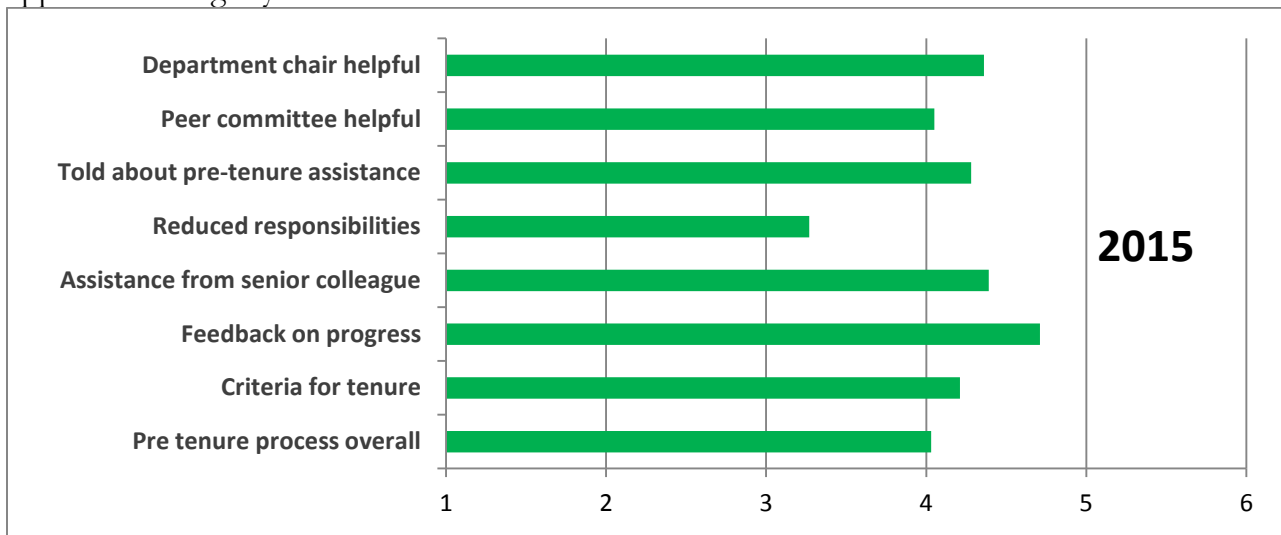
Assistant professors responded to 8 questions regarding their perceptions of the pre tenure process.

**2011:** Assistant professors reported to be most satisfied with their understanding of the criteria for achieving tenure and with their feedback on progress toward tenure.



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

**2015:** No appreciable change in this pattern of data is observed at 2015, although all values appear to be slightly lower.

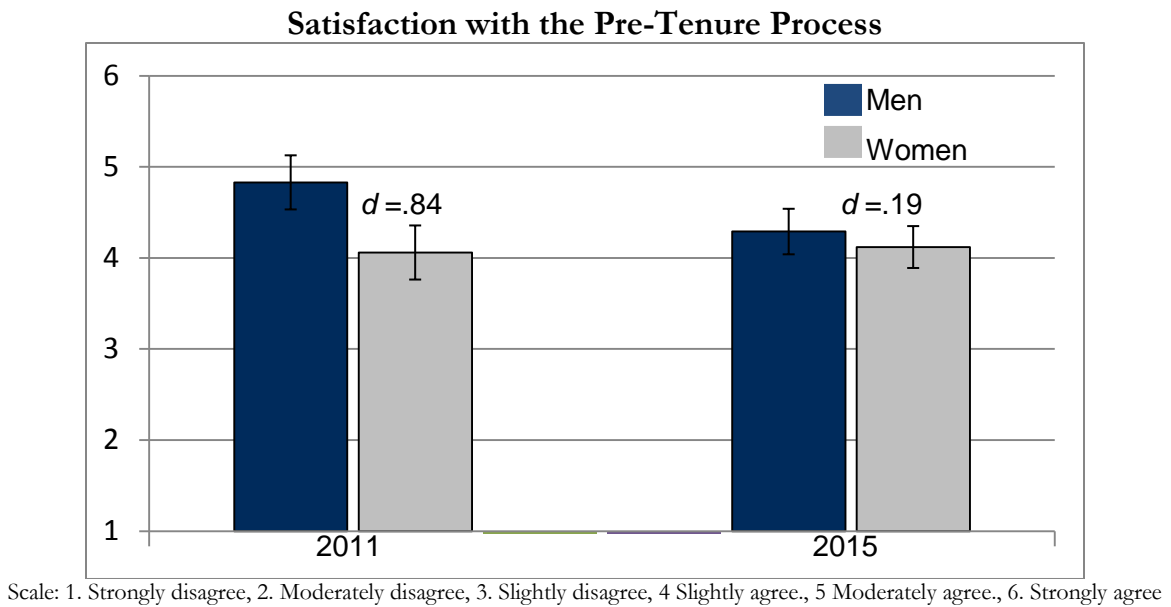


2011 by Gender

Men expressed more satisfaction than women with all areas of the pre-tenure process. Men were significantly higher than women on an average of all 8 items ( $\alpha = .82$ ;  $t(44) = -2.75, p < .01$ ).

### 2015 by Gender

In contrast to 2011, no differences by gender were found on any of the individual tenure process satisfaction variables in 2015 (all  $p$ 's  $> .20$ ) or on the average of all 8 items,  $t(33) = -.53, p = .59$ .



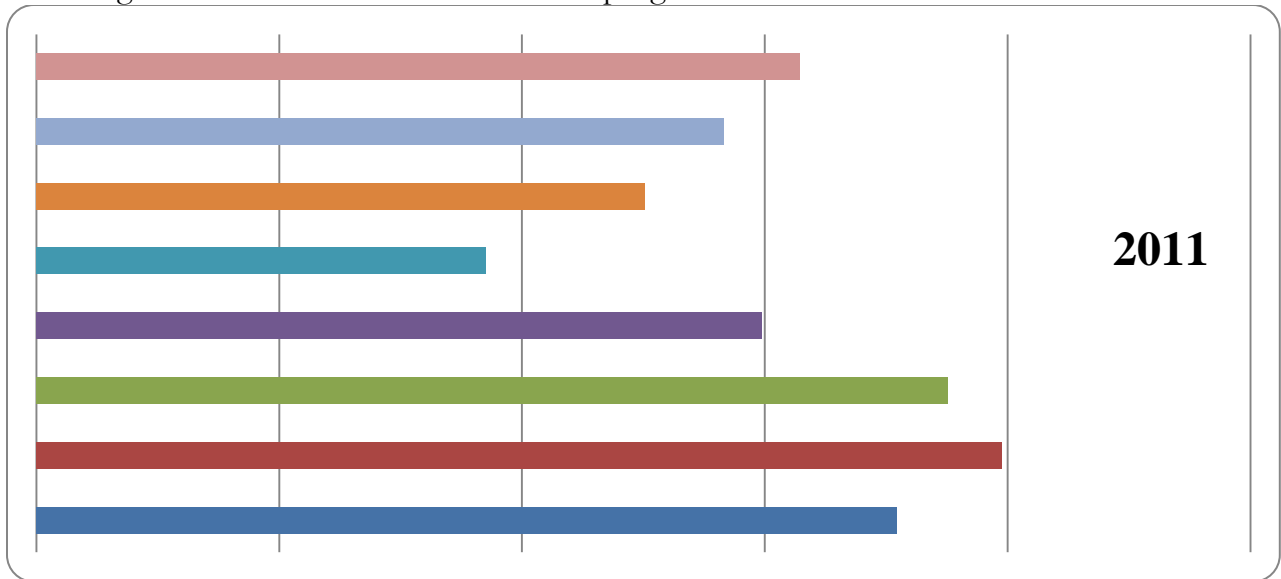
### Summary: Pre-Tenure Processes

The large gender difference observed in 2011 among Assistant Professors evaluating the pre-tenure process was no longer evident in 2015. While reducing the gender gap is good news, men's decrease in satisfaction with the pre-tenure process from 2011 to 2015 is largely responsible for the decrease in the gender effect.

## Overall Tenure Process: Associate and Full Professors

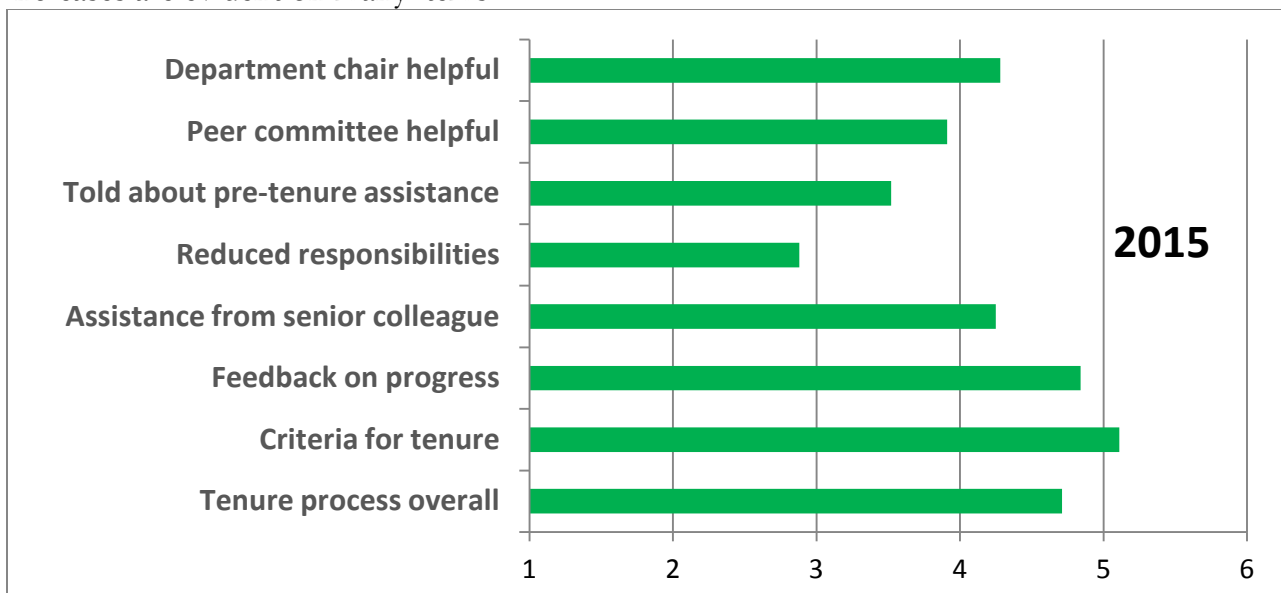
Associate and Full Professors were asked to reflect on the tenure process with the same 8 questions asked of the Assistant Professors.

**2011:** When asked about overall satisfaction with the pre-tenure process at UMaine, associate and full professors reported to be most satisfied with their understanding of the criteria for achieving tenure and with their feedback on progress toward tenure.



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

**2015:** The pattern of responses overall remains largely unchanged from 2011, although small increases are evident on many items.





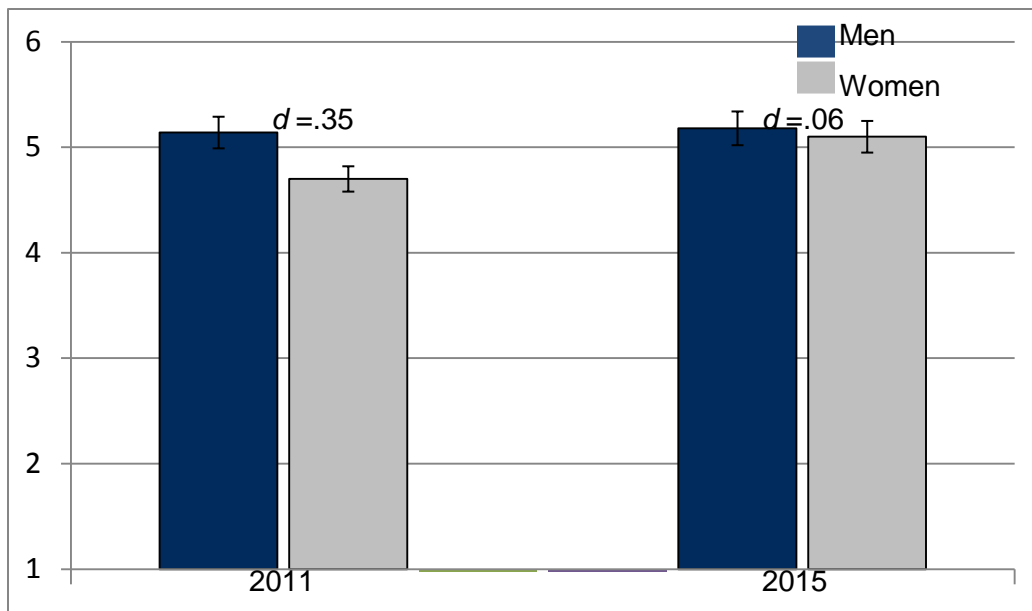
## 2011 by Gender

Although men were descriptively higher on many items, the only gender difference observed in 2011 was on understanding the criteria for tenure. Men were significantly higher on this item than women,  $t(189)=-2.23, p < .05$ .

## 2015 by Gender

The trend for men to be more satisfied than women is largely eliminated and in one case significantly reversed in 2015. Women were higher on receiving feedback ( $M = 5.13, SD = 1.01$ ) than men ( $M = 4.68, SD = 1.50; t(131)=2.00, p < .05$ ). Men and women were virtually identical on understanding the criteria for tenure in 2015,  $t(134)=-.38, p < .05$ .

### Understanding the Criteria for Tenure



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

## Summary: Post Tenure Reflection

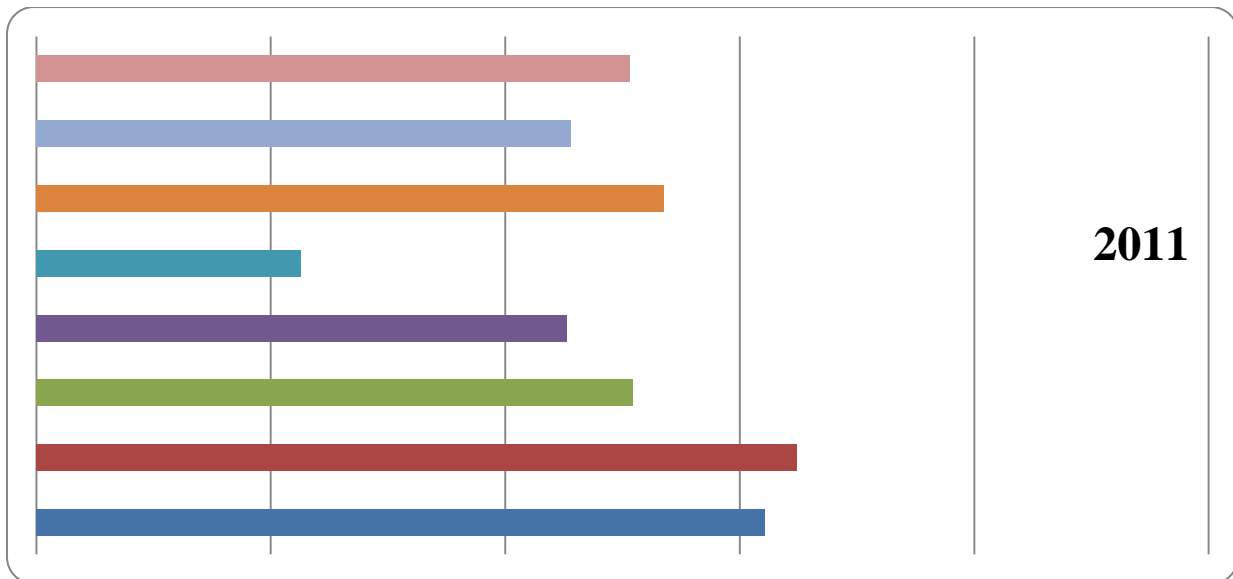
Improvement was evident in 2015 in reducing the gender gap among tenured faculty reflecting on the tenure process. As is clear in the graph above, this decrease in the magnitude of the effect for clarity of criteria for tenure is largely due to women increasing on this item in 2015.

## Pre-Promotion to Full Process: Assistant and Associate Professors

Faculty members were asked about their perceptions of the promotion to full process. Specifically faculty were asked about their level of agreement with the following statements: (1) I am/was satisfied with the promotion process overall, (2) I understand/understood the criteria for achieving promotion to professor, (3) I received feedback on my progress toward promotion, (4) I received assistance from a senior colleague on my progress toward promotion, (5) I received reduced responsibilities so that I can build my research program, (6) I have been told about assistance available to pre-promotion faculty (e.g., workshops, mentoring), (7) My peer committee is/was helpful to me in working toward promotion to full professor, and (8) My department chair is/was helpful to me in working toward promotion to full professor.

### 2011

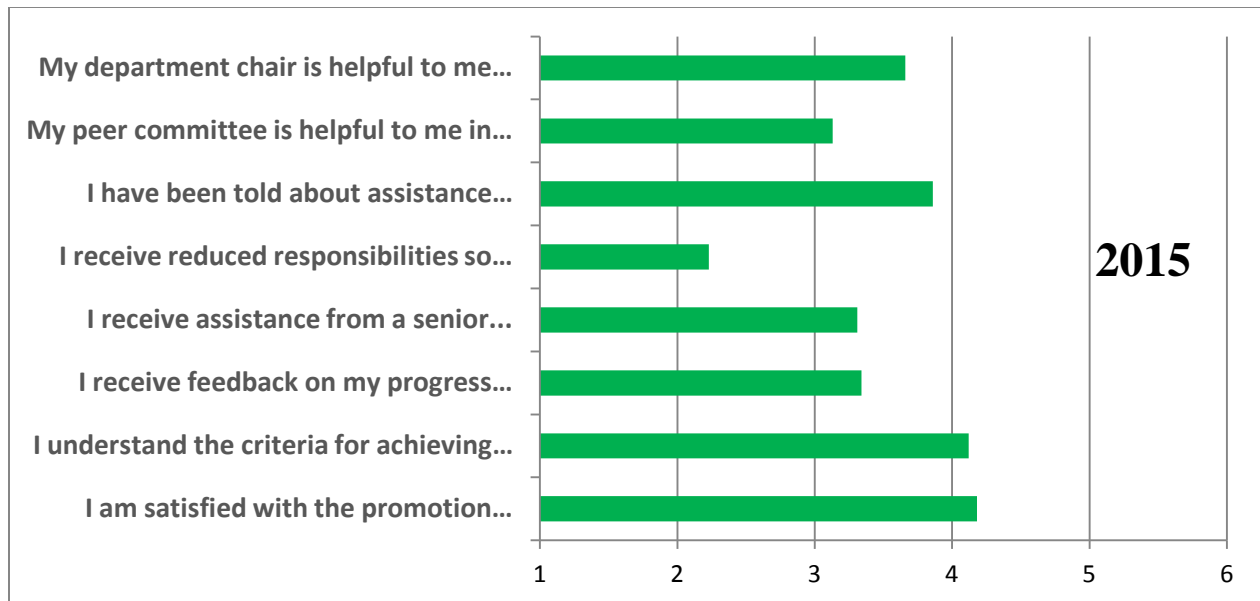
When asked about overall satisfaction with the promotion process at UMaine, assistant and associate professors reported to be most satisfied with their understanding of the criteria for achieving promotion and with regard to being told about assistance available to pre-promotion faculty.



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

## 2015

The pattern and magnitude of responses were largely unchanged in 2015.



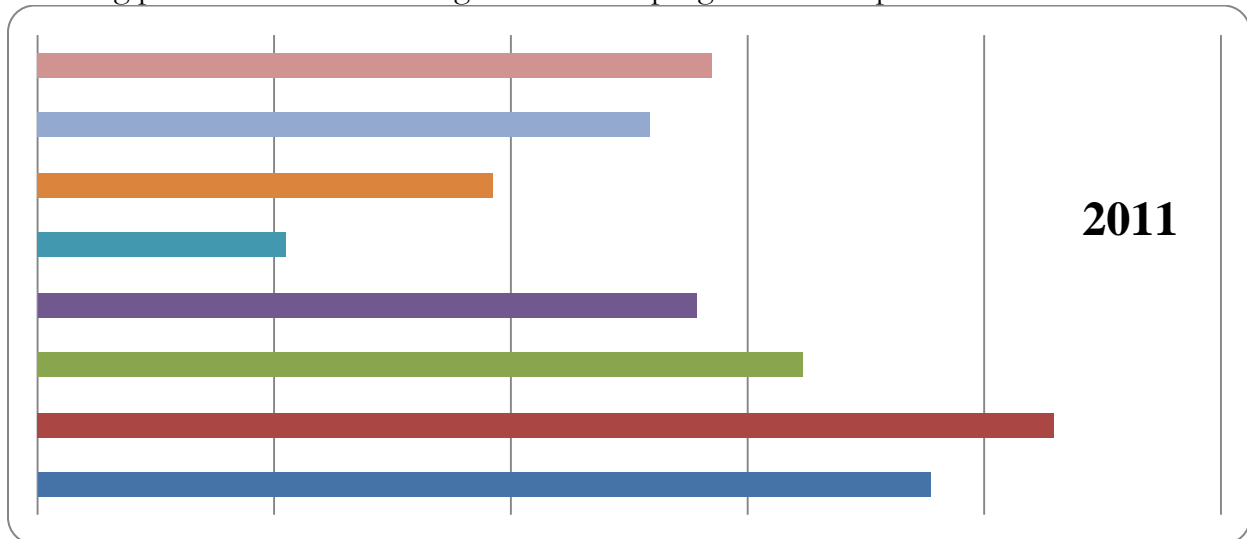
Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

### 2011 and 2015 by Gender:

No differences in perceptions of the promotion to Full process were observed by gender at either time point.

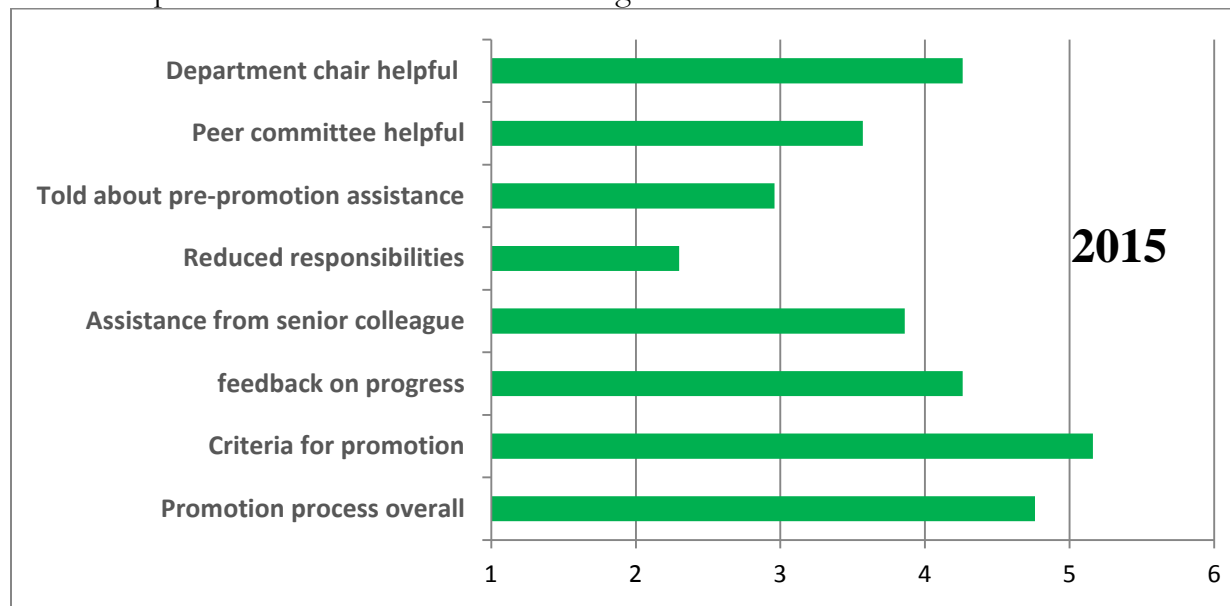
**Promotion to Full Process: Full Professors**

**2011:** Full Professors were most satisfied with their understanding of the criteria for achieving promotion and receiving feedback on progress toward promotion.



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

**2015:** Results are largely unchanged with one notable exception: the department chair was perceived as more helpful in the promotion process in 2015 than in 2011. This is a particularly welcome finding in light of the programming and efforts of the Rising Tide Center on promotion to full and chair training.



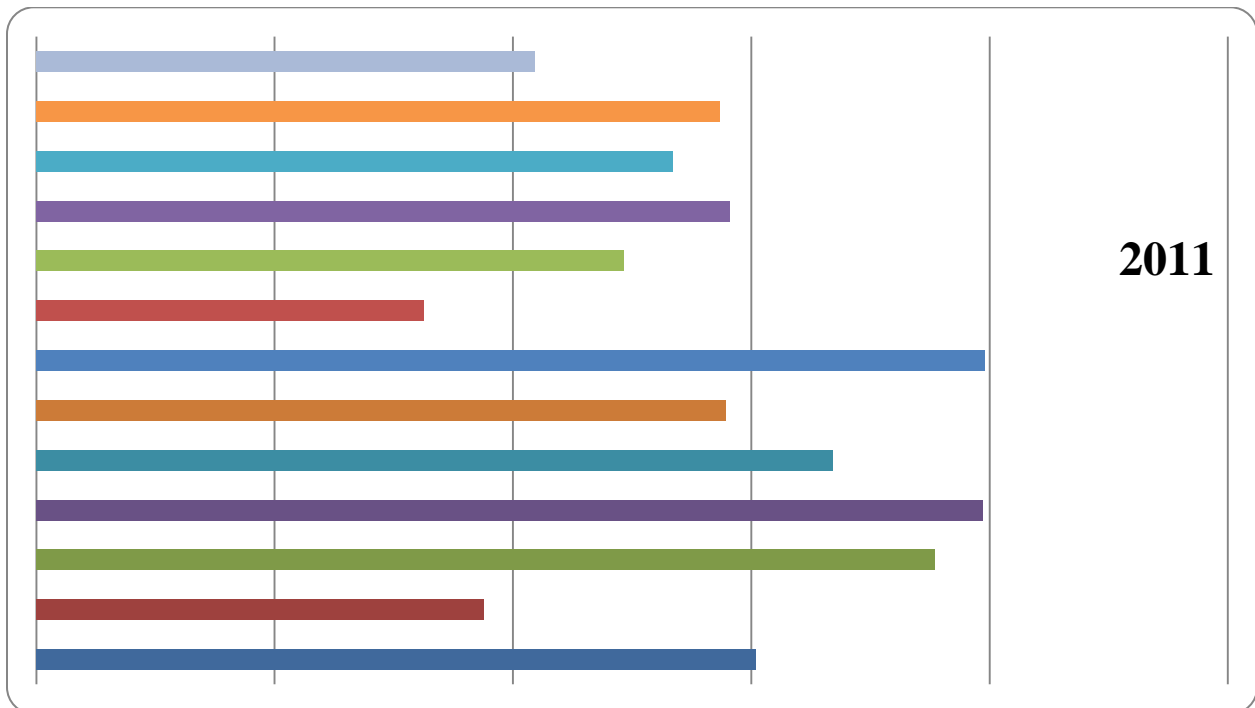
**2011 and 2015 by Gender:**

No differences in perceptions of the promotion to Full process were observed by gender at either time point.

## Resources

Faculty members rated their level of agreement with the following statements: (1) I have the equipment and supplies I need to adequately conduct my research, (2) I receive regular maintenance/updates of my equipment, (3) I would like to receive more department travel funds than I do, (4) I have sufficient office space, (5) I have sufficient laboratory space, (6) I have sufficient space for housing research animals, (7) I feel the space provided to me is equitable to that of my colleagues in my unit/department, (8) I have less space than my colleagues in my unit/department, (9) I have more space than my colleagues in my unit/department, (10) I have more than my colleagues in my unit/department, (11) I receive enough internal funding to conduct my research, (12) I receive the amount of technical/computer support I need, (13) I have enough office support, (14) I have colleagues on campus who do similar research, (15) I have colleagues or peers who give me career advice or guidance when I need it, (16) I have sufficient teaching support (including TAs).

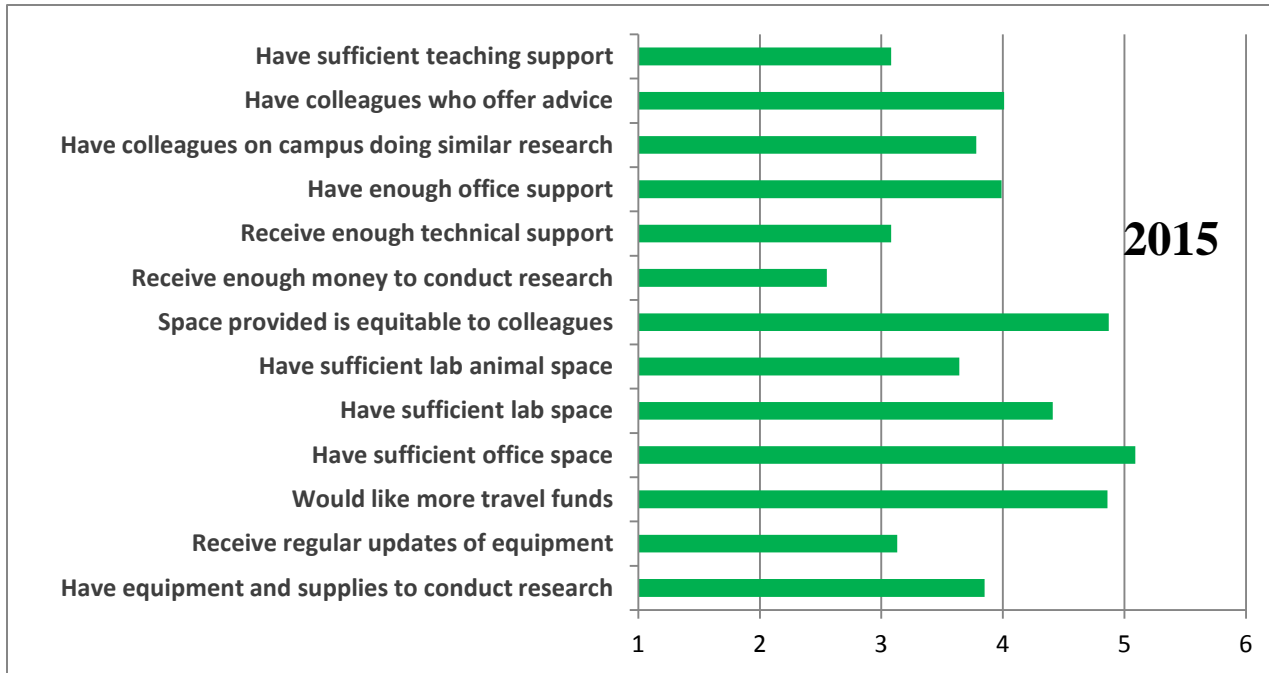
**2011:** Faculty overall were generally dissatisfied with the teaching support they receive, the amount of internal money they receive to support their research, the lack of regular updates they receive on their equipment and computers, and the amount of departmental travel funds they receive. On the other hand, faculty were more satisfied with their office space allocation.



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

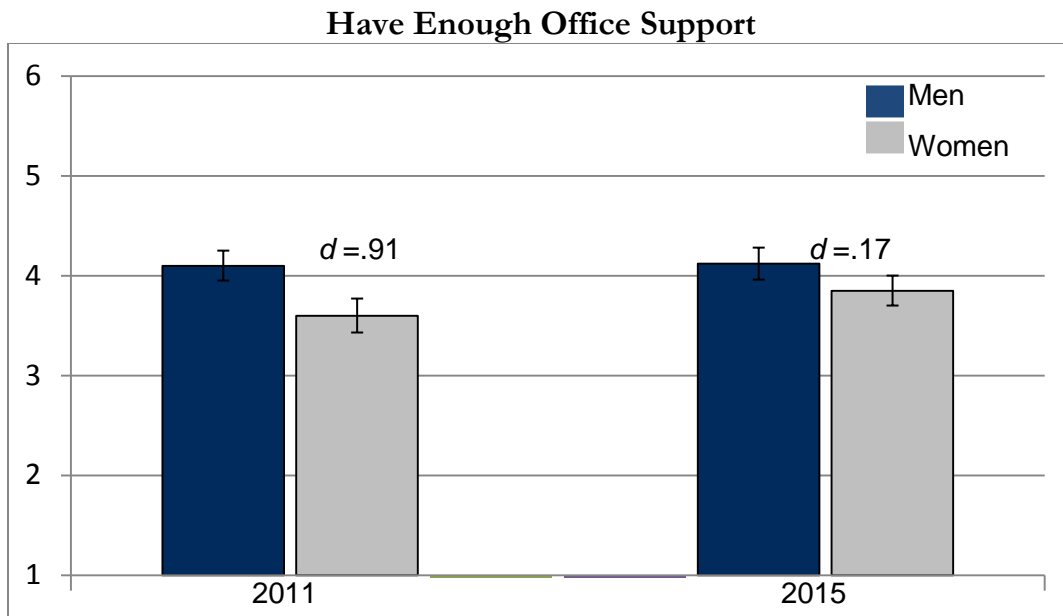
## 2015

Results are largely unchanged from 2011.



**2011 by Gender:** Only one item revealed significant gender differences in 2011: perceptions of office support.

**2015 by Gender:** No significant gender differences were observed in 2015.

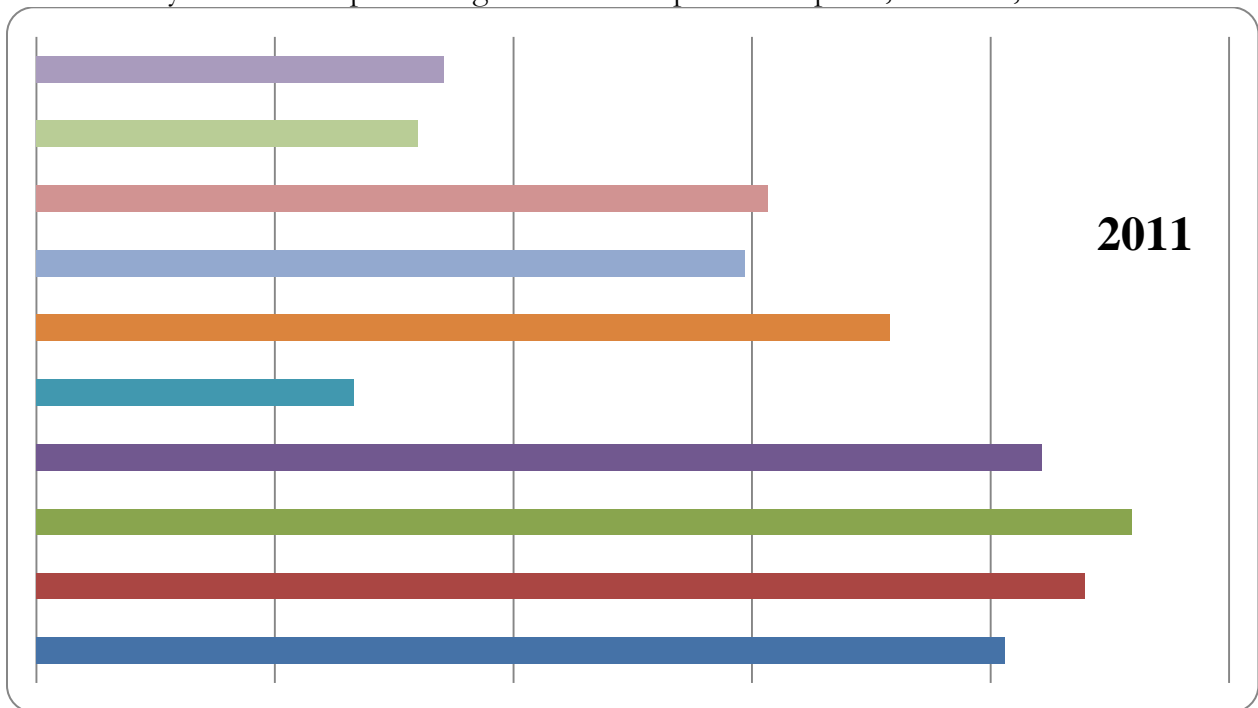


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

## Interactions with Colleagues

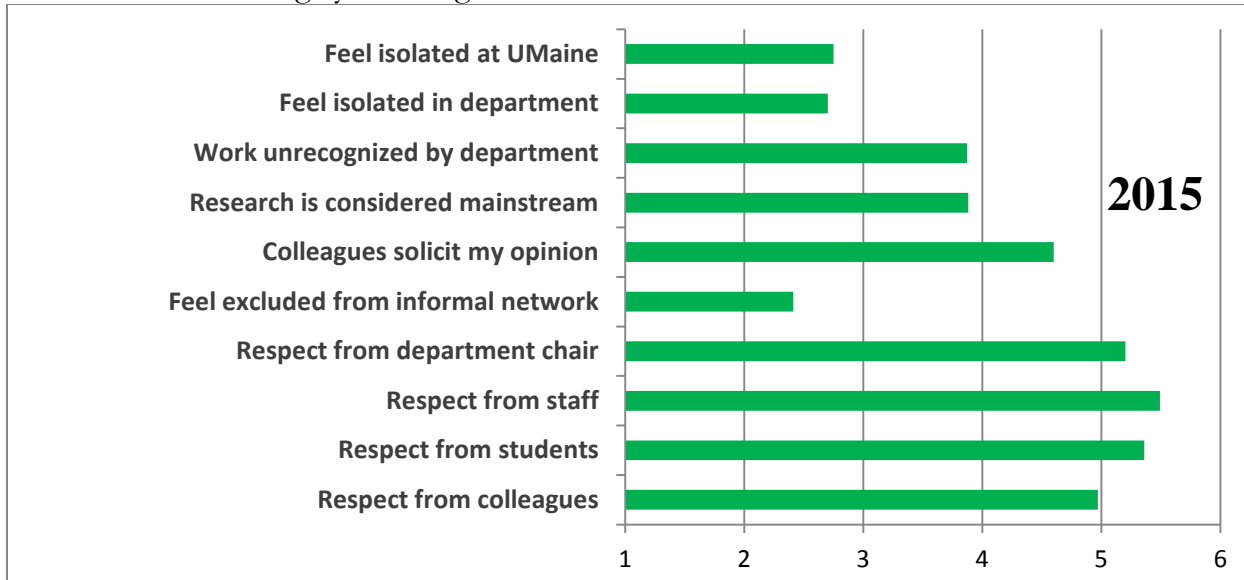
Faculty members expressed their level of agreement with the following statements: (1) I am treated with respect by colleagues, (2) I am treated with respect by students, (3) I am treated with respect by staff, (4) I am treated with respect by my department chair, (5) I feel excluded from an informal network in my department, (6) Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service), (7) In my department, I feel that my research is considered mainstream, (8) I do a great deal of work that is not formally recognized by my department, (9) I feel isolated in my department, (10) I feel isolated on the UMaine campus overall.

**2011:** Faculty members reported high levels of respect from peers, students, and staff.



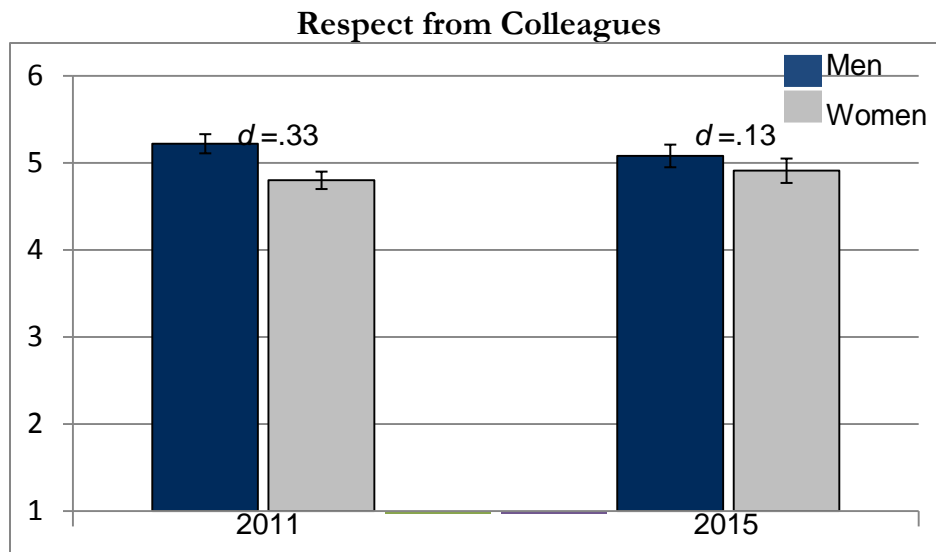
Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4 Slightly agree., 5 Moderately agree., 6. Strongly agree

**2015:** The data are largely unchanged in 2015 from 2011.



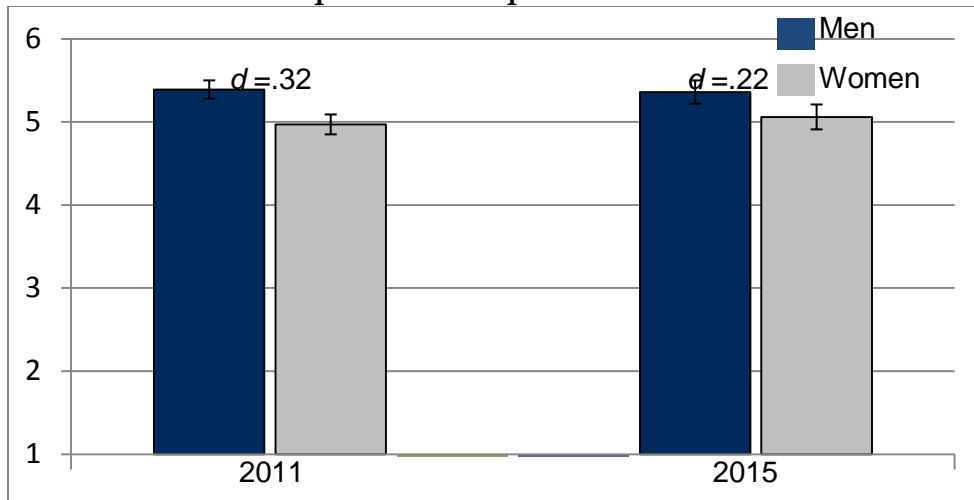
**2011 by Gender:** Women reported significantly lower perceptions of respect from colleagues ( $t(287) = -2.82, p < .05$ ) and from the department chair ( $t(258) = -2.55, p < .05$ ) than men. Women also felt significantly more excluded from informal social networks ( $t(264) = 2.23, p < .05$ ), more isolated in the department ( $t(283) = 2.49, p < .05$ ) and more isolated at UMaine ( $t(282) = 2.70, p < .05$ ) than men.

**2015 by Gender:** Many of the gender differences observed in 2011 are no longer evident in 2015. Women were not significantly lower in perceptions of respect by colleagues ( $t(206) = -.91, p = .36$ ) or from the department chair ( $t(188) = -1.53, p = .13$ ) than men. While women still reported significantly more exclusion from informal social networks ( $t(194) = 2.11, p < .05$ ) and isolation in the department ( $t(200) = 2.13, p < .05$ ) than men, women no longer reported more isolation at UMaine ( $t(196) = .75, p = .45$ ).

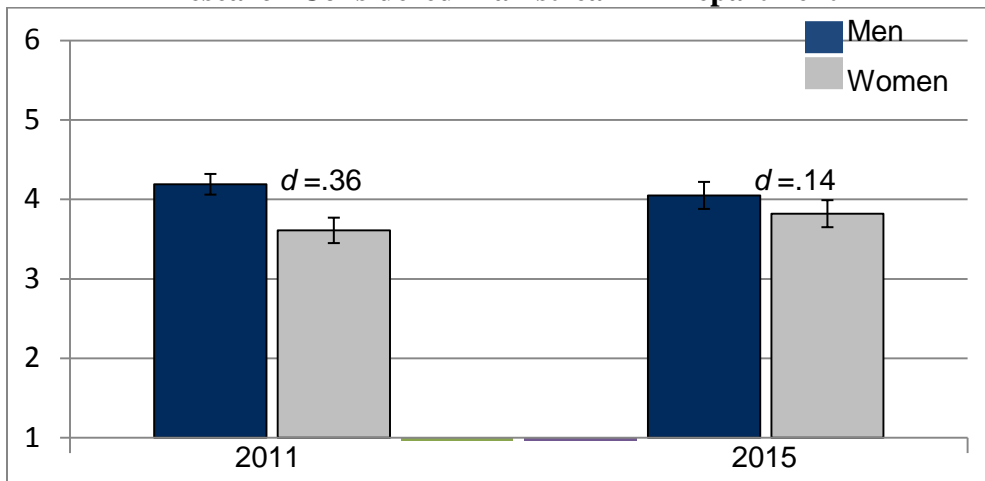




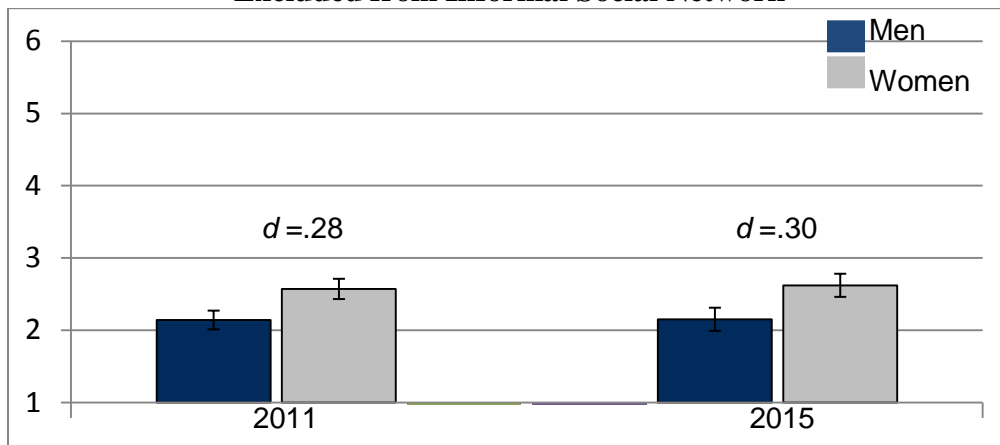
**Respect from Department Chair**



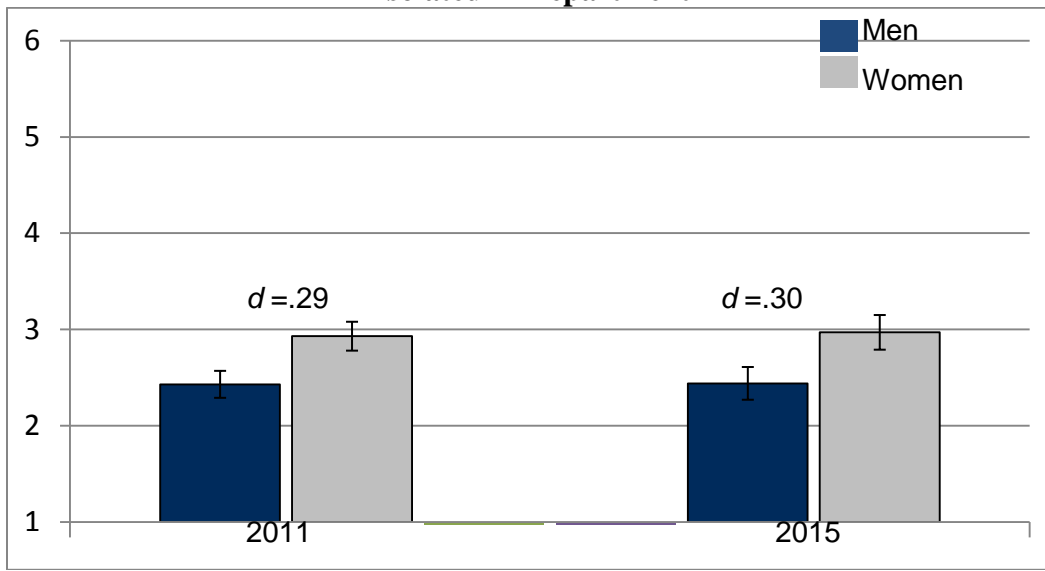
**Research Considered Mainstream in Department**



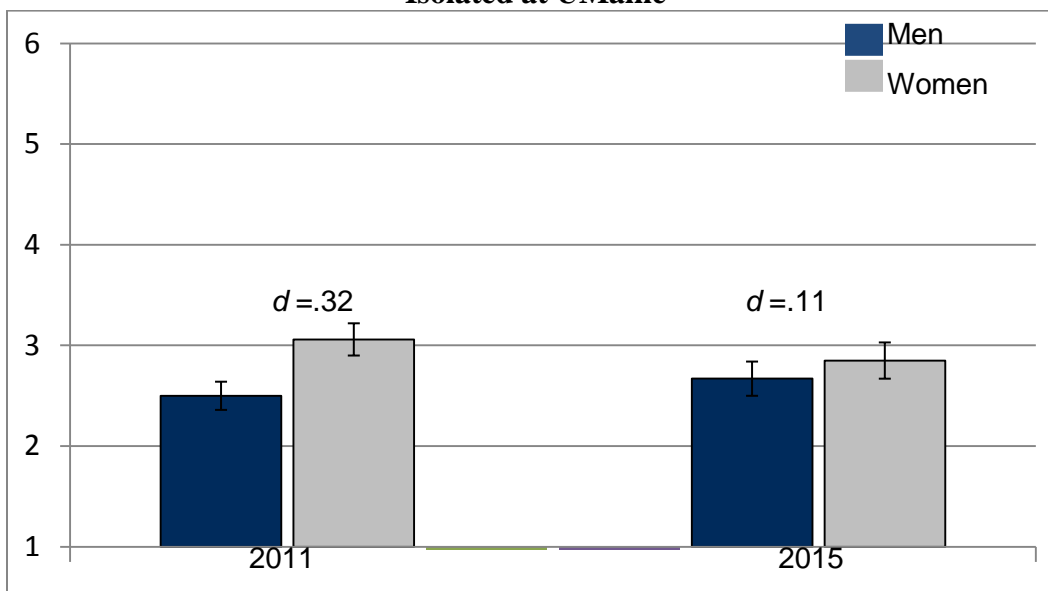
**Excluded from Informal Social Network**



### Isolated in Department



### Isolated at UMaine



### Summary: Departmental Climate

Gender disparities observed on perceptions of departmental climate in 2011 are generally reduced in 2015. Many improvements can be seen in women's perceptions from 2011 to 2015. Although women still experience isolation more than men in their department/unit, there is no longer a disparity in perceptions of isolation at U Maine. While a focus of the grant was to reduce women's isolation on campus, much of the Rising Tide programming was aimed at making connections outside of the home department/unit: across campus and across the state of Maine.

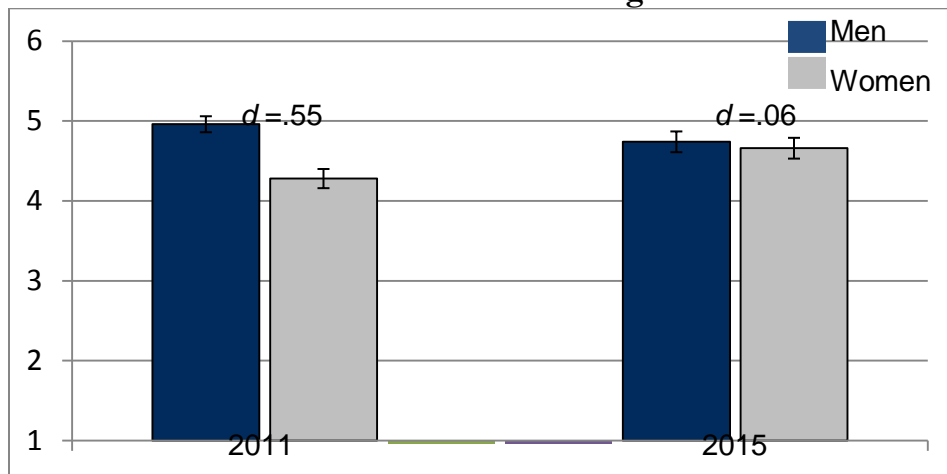
## Satisfaction with UMaine

Faculty were then asked to rate their level of satisfaction with their job at UMaine, their overall career progression, and whether they had considered leaving UMaine.

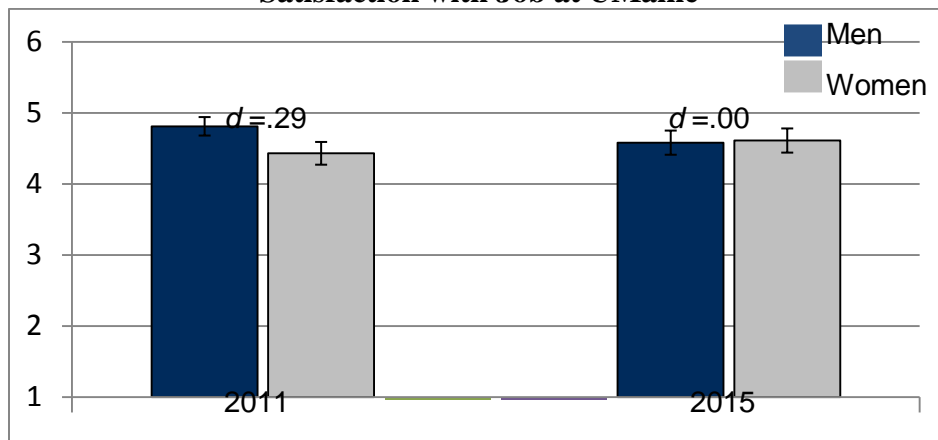
**2011 by Gender:** Women reported significantly lower satisfaction with their career progression ( $t(288) = -2.40, p < .05$ ) and job at UMaine ( $t(288) = -2.39, p < .05$ ) than men. No gender differences were observed in desire to leave UMaine. On average, faculty members reported considering leaving UMaine but not seriously.

**2015 by Gender:** The gender discrepancy in satisfaction was not apparent in 2015. Women and men were equivalently satisfied with the progression of their career ( $t(206) = -.40, p = .69$ ) and job at UMaine in general,  $t(206) = .18, p = .86$ . While women appear to have increased somewhat, men also decreased contributing to the elimination of the gender disparity observed in 2011. No gender differences were observed in desire to leave UMaine; most faculty members reported considering leaving UMaine but not seriously.

**Satisfaction with Career Progression**



**Satisfaction with Job at UMaine**



## UMaine Policies

Faculty reported their awareness and usage of family-friendly policies at UMaine, including (1) Stopping the tenure clock, (2) Alternatives to teaching duties associated with the birth or adoption of a child, and whether they had utilized any of these policies.

### **2011**

Overall, 75% of faculty at UMaine reporting awareness of the stopping the tenure clock policy and 58% reporting awareness of the policies associated with alternatives to teaching duties. Only 8% of faculty, however, reported utilizing any of these policies within their own career.

### **2015**

Faculty's awareness of these policies increased in 2015: 87% reported awareness of the tenure clock policy, 78% reported awareness of the alternatives to teaching duties policy and 11% of faculty reported using these policies. In general, the number of faculty unaware of these policies was cut in half from 2011 to 2015.

## Harassment

Faculty members were asked about their awareness of the following UMaine harassment policy (see below) and whether or not they had been harassed while at UMaine.

“It is the policy of The University of Maine that acts of harassment and violence in the workplace will not be tolerated...Harassment is unwelcome behavior that is severe, persistent, and/or pervasive and has the intent or effect of interfering with a person's educational or work performance or creates an intimidating, or offensive educational, work, or living environment.”

**2011:** 94% of respondents reported awareness of this policy. Approximately 15% reported having been harassed while employed at UMaine.

**2015:** 98% of faculty reported awareness of this policy and 20% of faculty reported experiencing harassment.

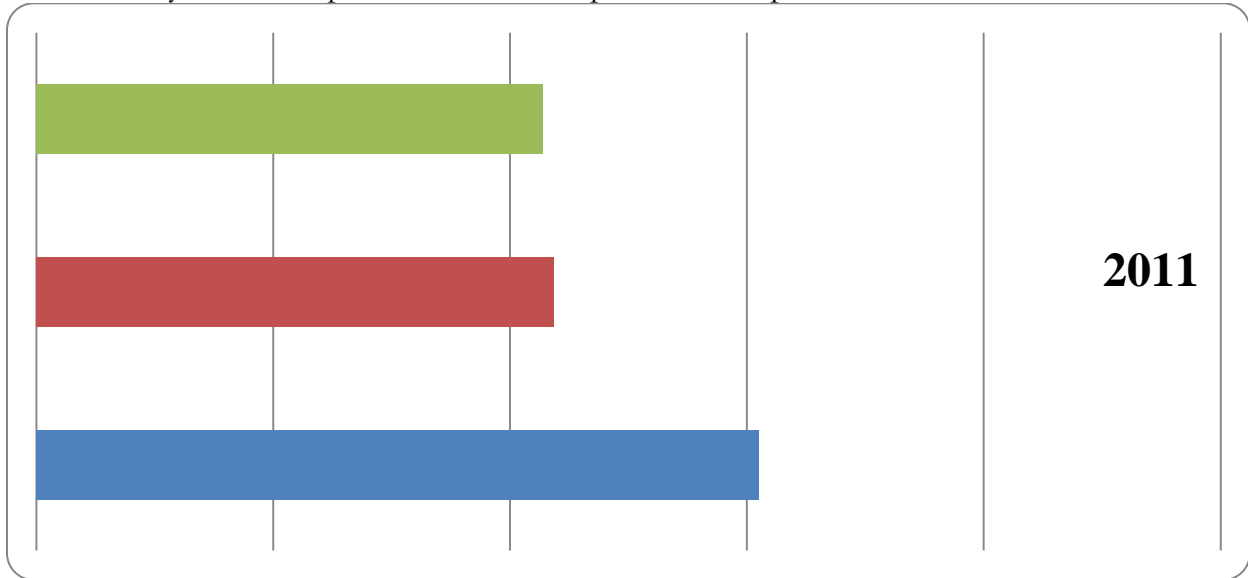
**2011 by Gender:** 23% of women reported having been harassed while employed at UMaine whereas 9% of men reported having been harassed.

**2015 by Gender:** Women's experience of harassment remained similar to 2011 (22%) whereas men's increased in 2015 (16%).

## Balancing Personal and Professional Life

Faculty members rated their level of agreement with the following statements about balancing their personal and professional lives: (1) I am usually satisfied with how I balance my professional and personal life, (2) I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities, and (3) Personal responsibilities and commitments have slowed down my career progression.

**2011:** Faculty tended to perceive balance in personal and professional life.



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree

**2015:** These variables showed little change in 2015 although some of them showed slight improvement.

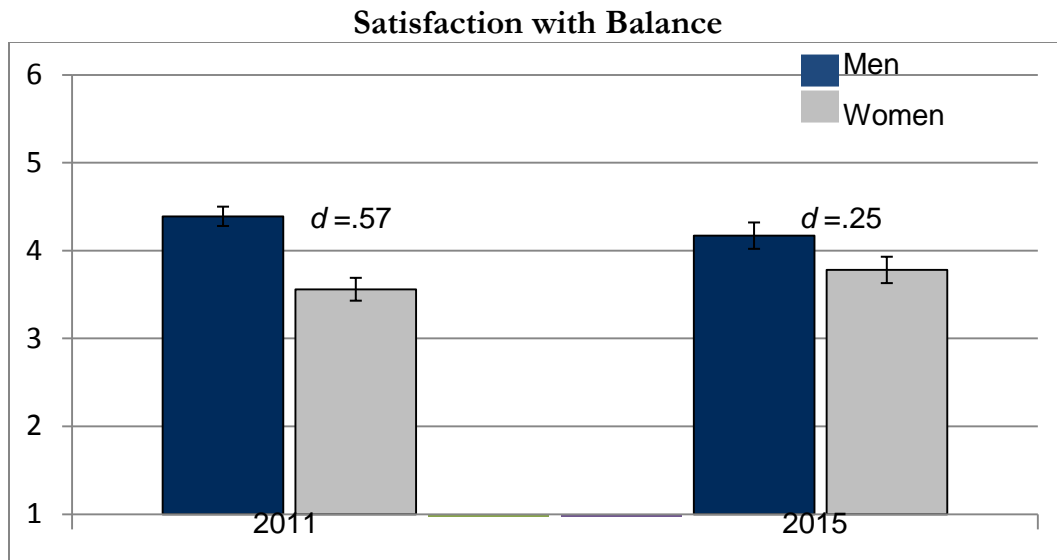


2011 by Gender

Only one of the work-life balance variables evidenced a gender disparity in 2011. Women reported significantly less satisfaction with balance than men,  $t(287) = 4.81, p < .05$ .

### 2015 by Gender

No differences by gender were observed on these variables. Although women tended to report less satisfaction with balance ( $t(206) = -1.82, p = .08$ ), this effect was not significant in 2015.

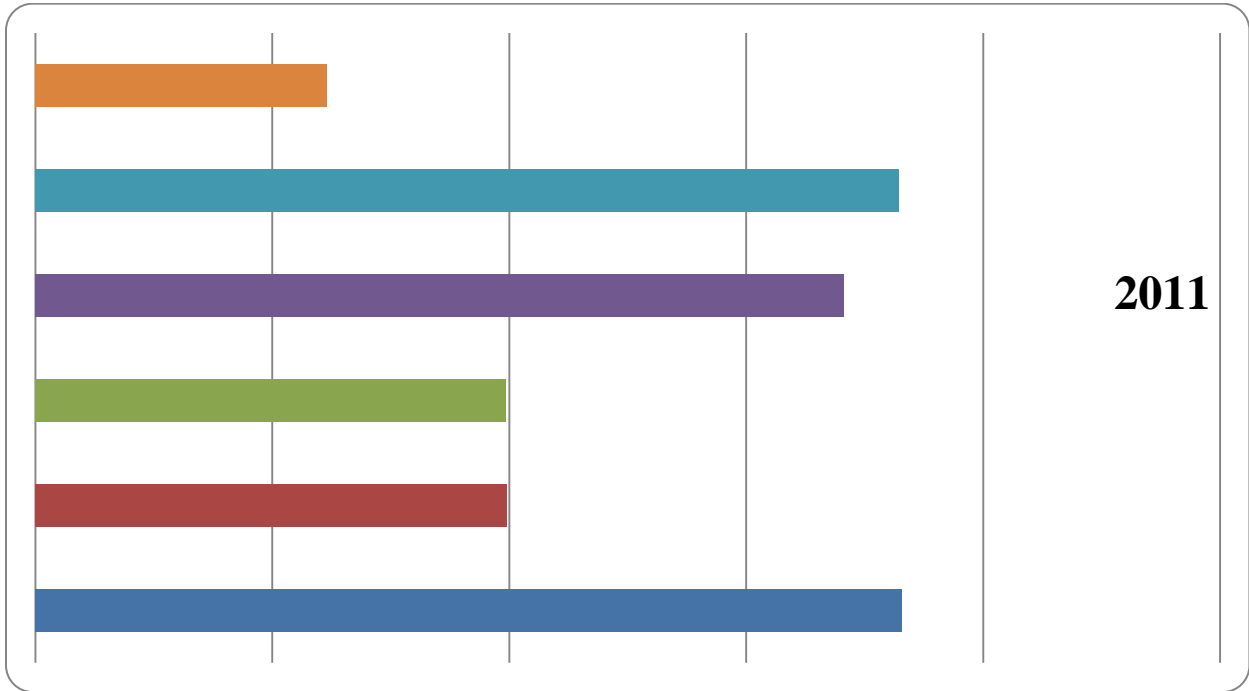


Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree

### Departmental Support for Work/Life Balance

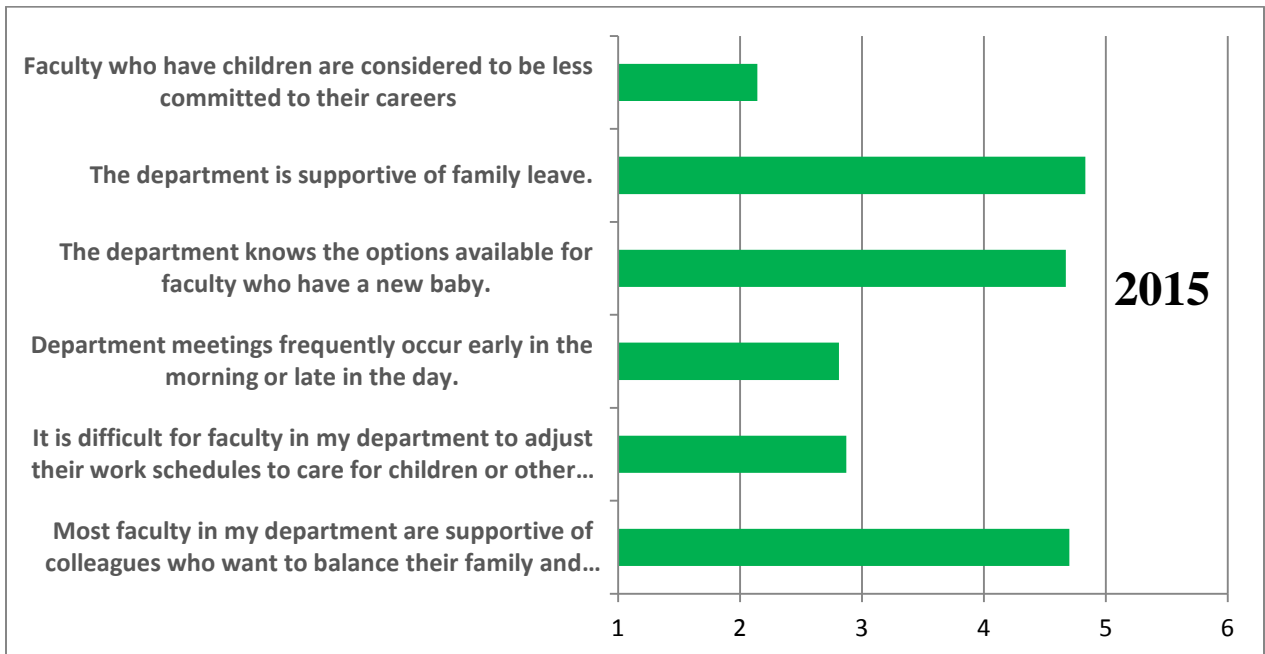
Faculty members were asked to rate their level of agreement with statements regarding the department's/unit's support of family obligations: (1) Most faculty in my department are supportive of colleagues who want to balance their family and career lives, (2) It is difficult for faculty in my department to adjust their work schedules to care for children or other family members, (3) Department meetings frequently occur early in the morning or late in the day, (4) The department knows the options available for faculty who have a new baby, (5) The department is supportive of family leave, and (6) Faculty who have children are considered to be less committed to their careers.

**2011:** Faculty perceived departments as supportive of balancing work and personal life.



Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree

**2015:** Results were largely consistent with 2011 although even more positive work life balance on most variables is observed.



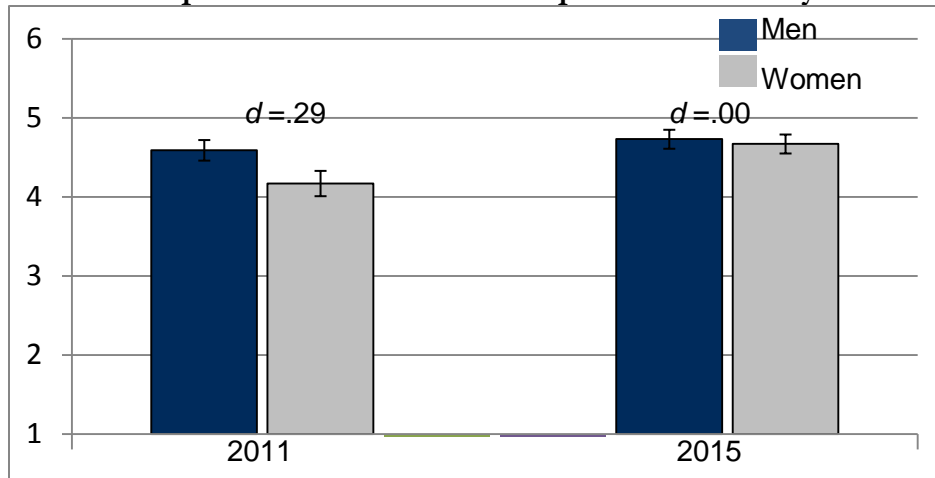
### 2011 By Gender

Women perceived departments as less knowledgeable ( $t(221) = -2.11, p < .05$ ) and less supportive ( $t(273) = -2.62, p < .05$ ) of work/life balance than men. Women also perceived that faculty with children were viewed as less committed by others than men did ( $t(261) = 3.80, p < .05$ ).

### 2015 By Gender

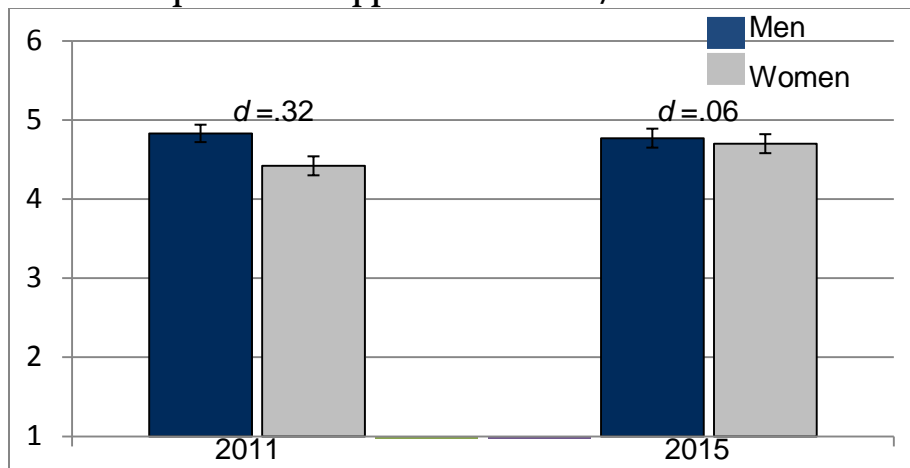
Although women remained significantly more likely than men to believe that others view faculty with children as less committed to their careers ( $t(185) = 2.37, p < .05$ ), no other gender differences on work life balance were observed in 2015. Women increased in perceptions that the department knows about options ( $t(163) = -.28, p = .78$ ) and department supportive of family ( $t(195) = -.40, p = .69$ ), contributing to the lack of a gender effect on these variables.

**Department Knows About Options for Faculty**



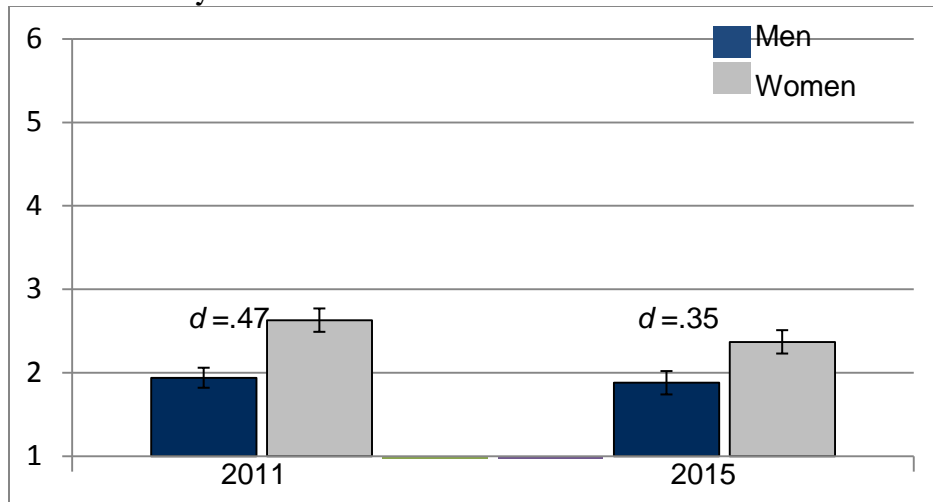
Scale: 1. Strongly disagree, 2. Moderately disagree, 3. Slightly disagree, 4. Slightly agree, 5. Moderately agree, 6. Strongly agree

**Department Supportive of Work/Life Balance**





### Faculty with Children Considered Less Committed



#### Summary: Work Life Balance

Women's more positive perceptions of departmental support for work life balance in 2015 than 2011 reflect positively on the effectiveness of the grant. Rising Tide Center efforts and programming were aimed at increasing knowledge of, support for, and use of work life balance policies. Research from the 2011 survey by the Rising Tide Center Social Science Research Team demonstrated that perceived support for work life balance was the strongest predictor of U Maine faculty member's job satisfaction and well-being. Thus, improvements in this area bode well for retention of women faculty.

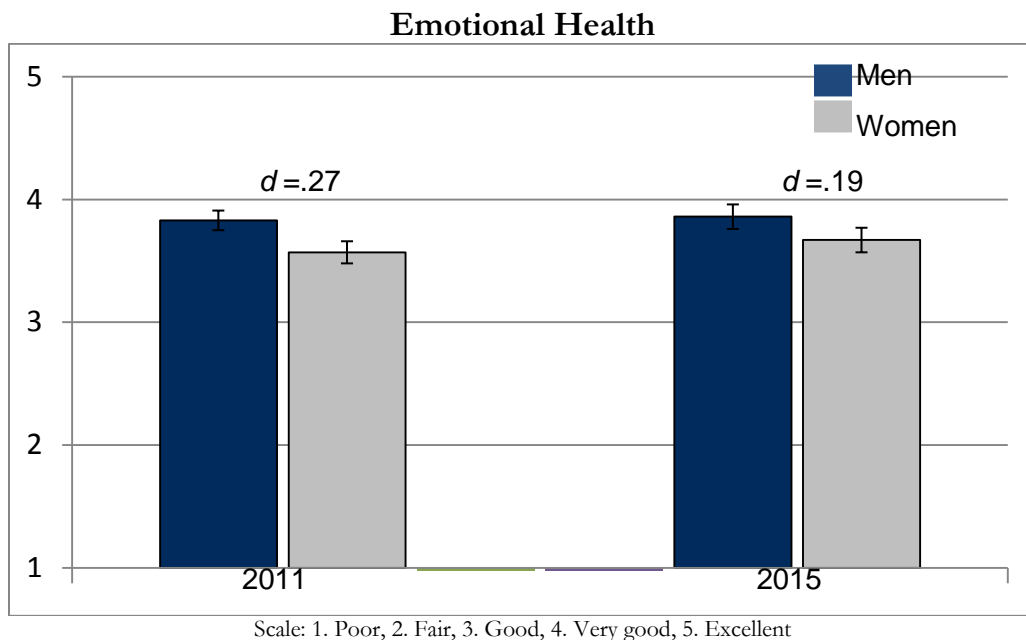
## Stress and Well-being

Faculty members were asked about their emotional health, perceived stress, and sources of stress.

### Emotional Health

**2011:** Men rated their emotional well-being higher than women,  $t(287) = -2.85, p < .05$ .

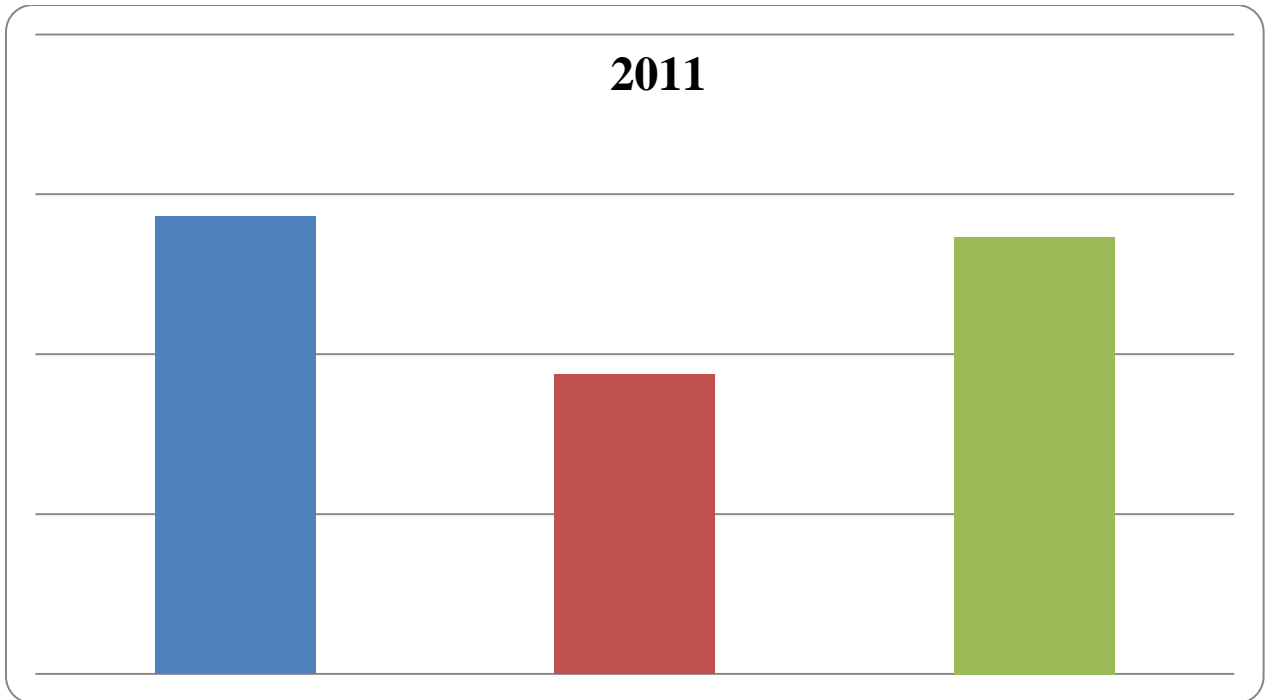
**2015:** No differences between men and women in emotional health were observed in 2015,  $t(205) = -1.33, p = .18$ .



### Work Related Stress

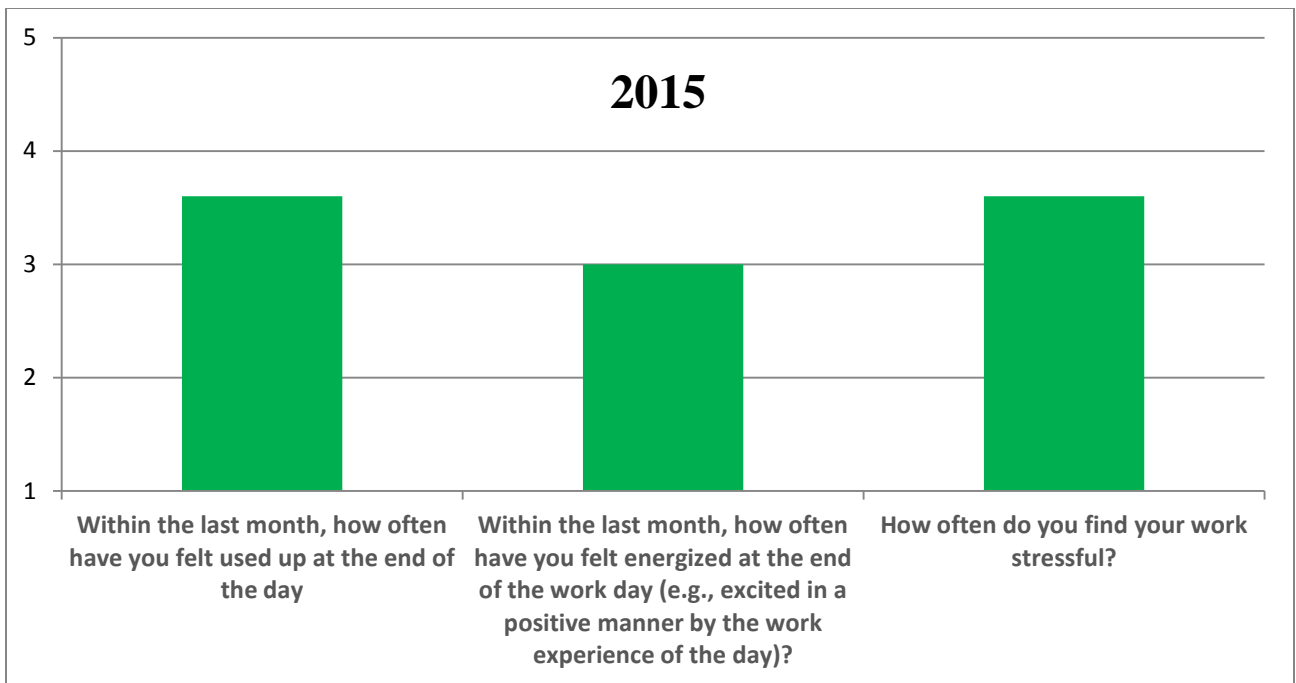
Faculty members were asked to rate their general level of stress through the following statements (1) within the last month how often have you felt used up at the end of the day, (2) within the last month how often have you felt energized at the end of the work day (e.g., excited in a positive manner by the work experience of the day), and (3) How often do you find work stressful?

**2011:** Overall, faculty members tended to report frequently experiencing stress at work.



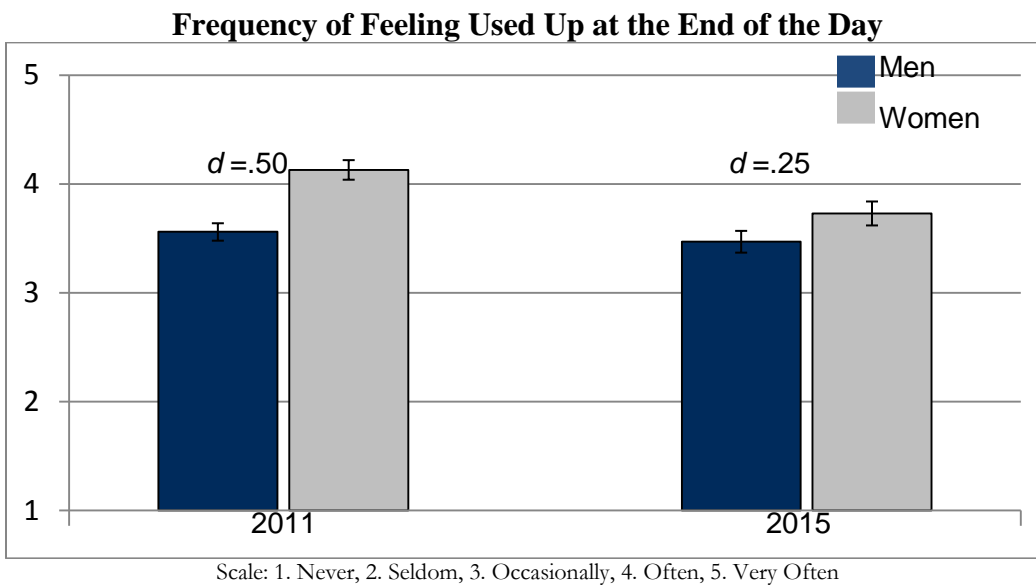
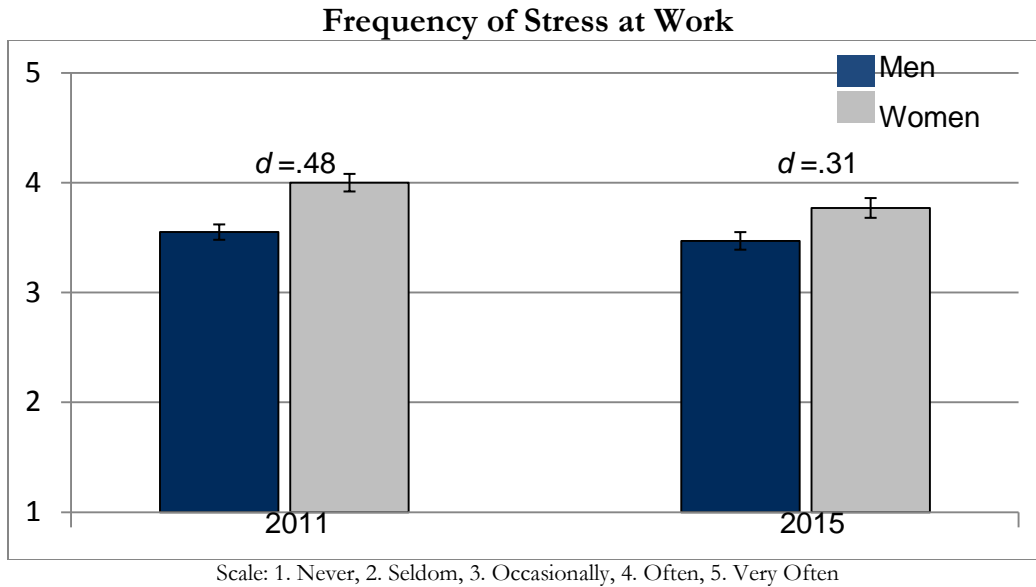
Scale: 1. Never, 2. Seldom, 3. Occasionally, 4. Often, 5. Very Often

**2015:** Perceived stress was largely unchanged in 2015.



**2011 by Gender:** Women reported more frequently experiencing stress at work ( $t(286) = 4.07, p < .05$ ) and feeling used up at the end of the day than men,  $t(286) = 4.22, p < .05$ .

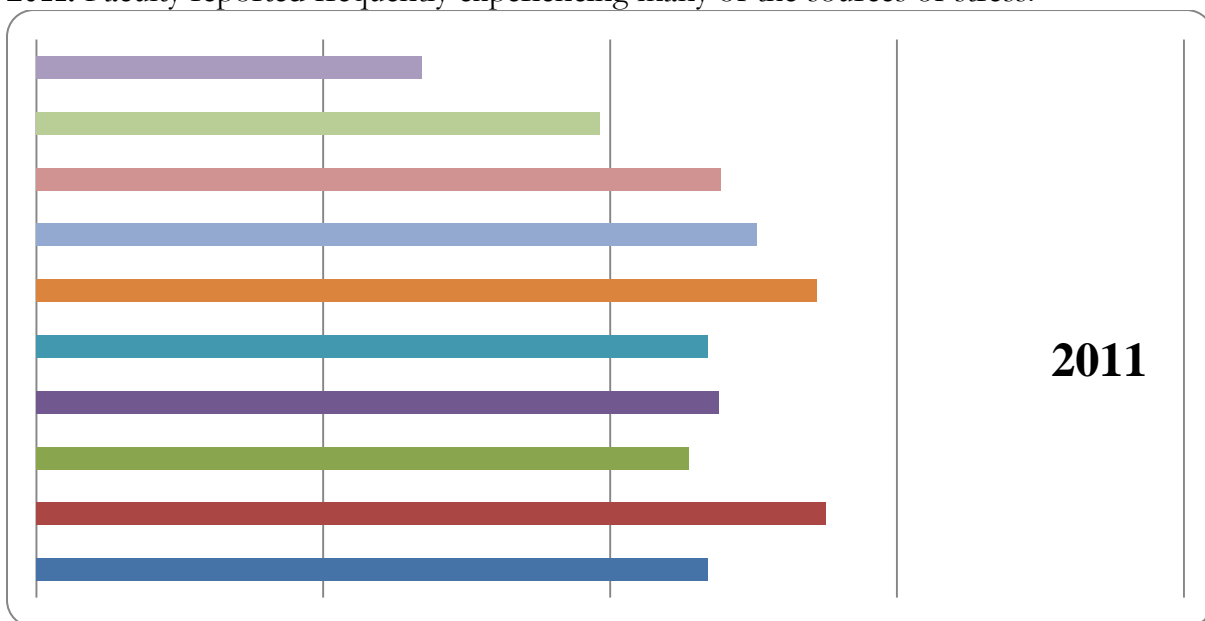
**2015 by Gender:** These differences generally remained in 2015. Women reported more frequent stress than men ( $t(202) = 2.26, p < .05$ ) and tended to report more frequently feeling used up at the end of the day although this effect was not significant,  $t(205) = 1.76, p = .08$ .



## What causes stress at work?

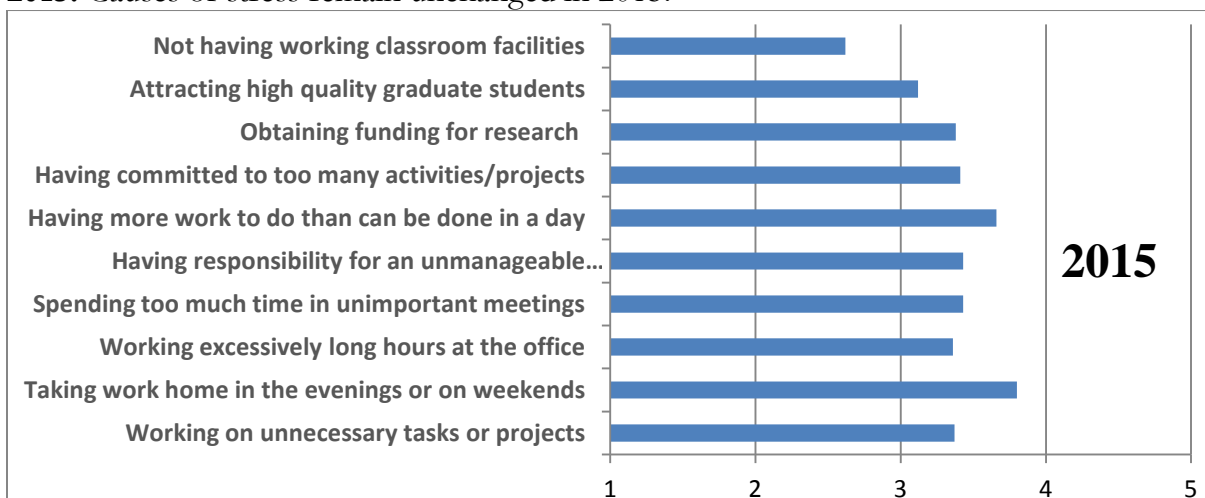
Faculty members indicated whether the following tasks caused stress related to their work: (1) Working on unnecessary tasks or projects, (2) Taking work home in the evenings or on weekends to stay caught up, (3) Working excessively long hours at the office or in the field, (4) Spending too much time in unimportant meetings that take you away from your work, (5) Having responsibility for an unmanageable number of projects or assignments at the same time, (6) Having more work to do than can be done in an ordinary day, (7) Having committed to too many activities/projects, (7) Obtaining funding for research, (8) Attracting high-quality graduate students, and (8) Not having working classroom facilities.

**2011:** Faculty reported frequently experiencing many of the sources of stress.



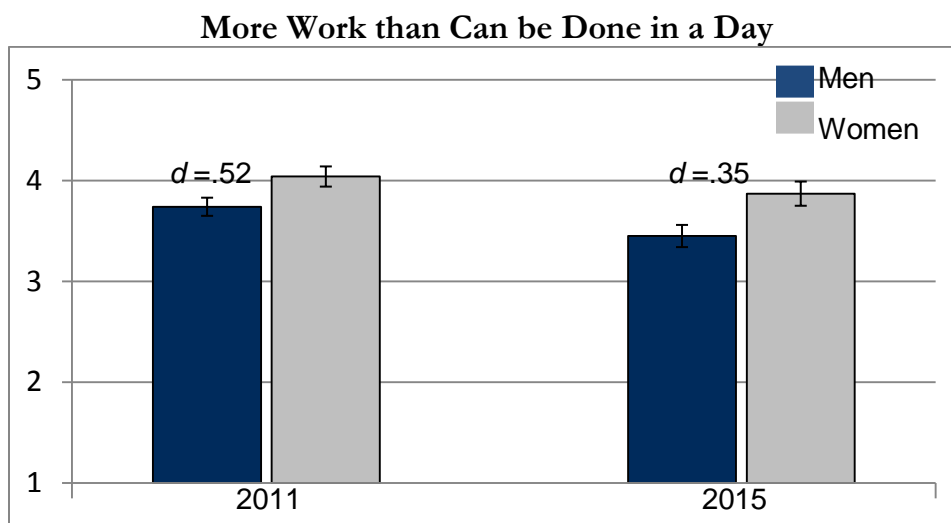
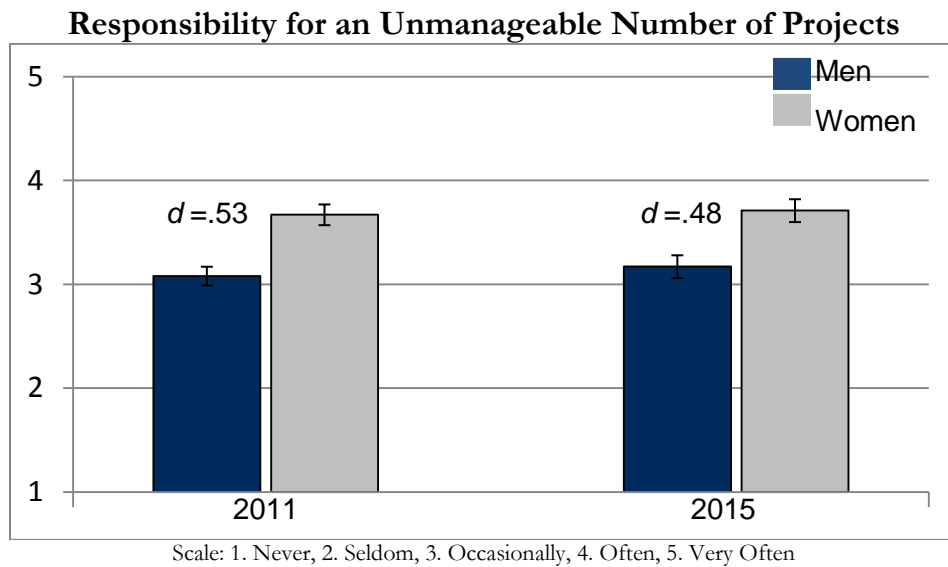
Scale: 1. Never, 2. Seldom, 3. Occasionally, 4. Often, 5. Very Often

**2015:** Causes of stress remain unchanged in 2015.

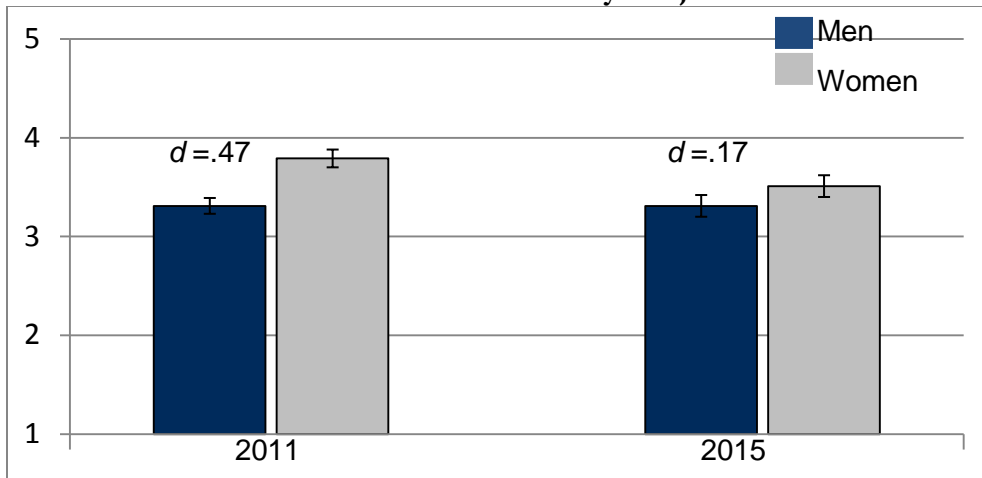


**2011 by Gender:** Women reported more frequently experiencing 5 out of the 10 sources of stress than men. Women reported more frequently feeling overwhelmed by work than men: taking work home in the evenings to stay caught up ( $t(282) = 3.23, p < .05$ ), working excessively long hours ( $t(277) = 3.20, p < .05$ ), having more work than can be done in a day ( $t(280) = 4.38, p < .05$ ), having committed to too many projects ( $t(280) = 3.91, p < .05$ ), and responsibility for an unmanageable number of projects ( $t(276) = 4.41, p < .05$ )

**2015 by Gender:** The disparity between men and women was reduced in 2015 with women only significantly higher than men on two items: responsibility for unmanageable number of projects and having more work than can be done in a day. No significant gender differences were found on the remaining sources of stress. Although one item was marginal, none of the remaining items with differences in 2011 were significant in 2015: taking work home ( $t(205) = 1.92, p = .06$ ), excessively long hours ( $t(202) = 1.46, p = .15$ ), committed to too many projects ( $t(202) = 1.20, p = .23$ ).

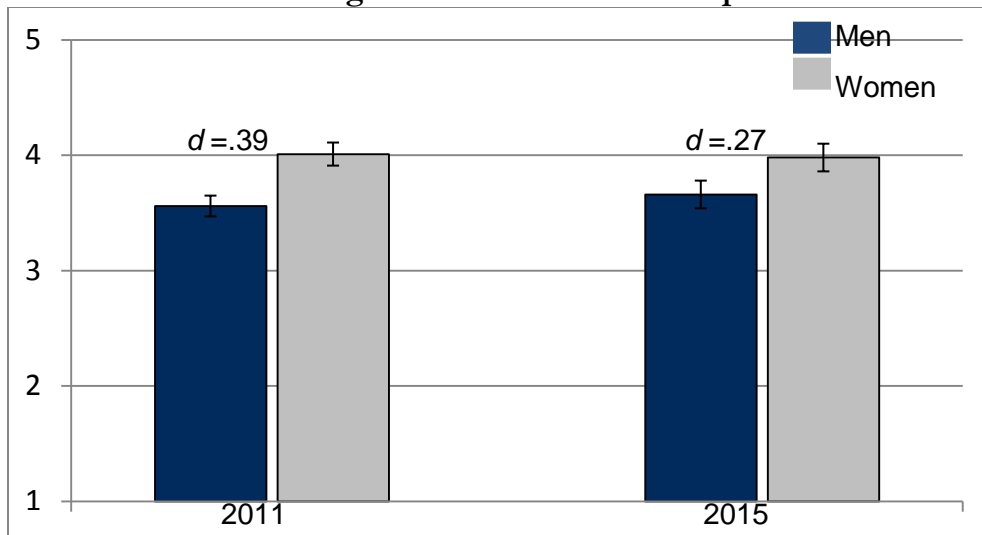


### Committed to Too Many Projects

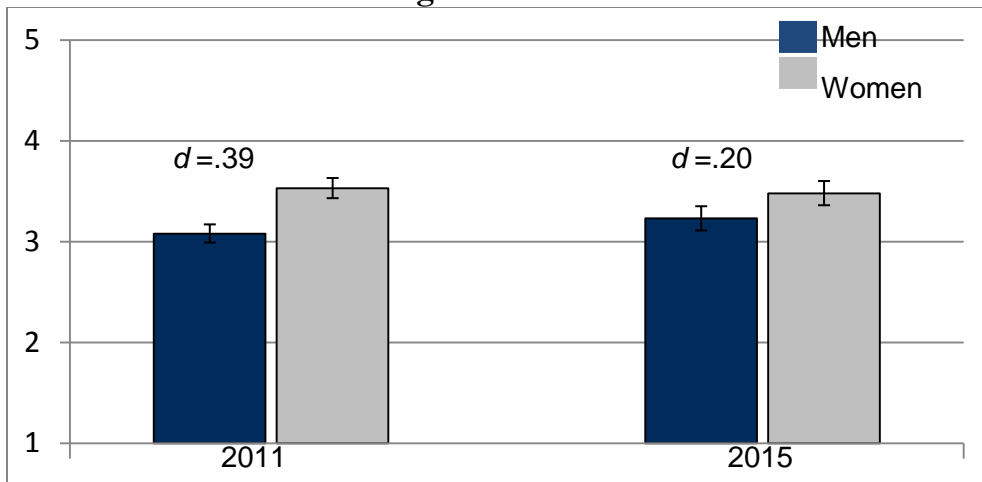


Scale: 1. Never, 2. Seldom, 3. Occasionally, 4. Often, 5. Very Often

### Taking Work Home to Catch Up



### Working Excessive Hours



## Quantifying the Reduction of Gender Disparity

### Effect Size

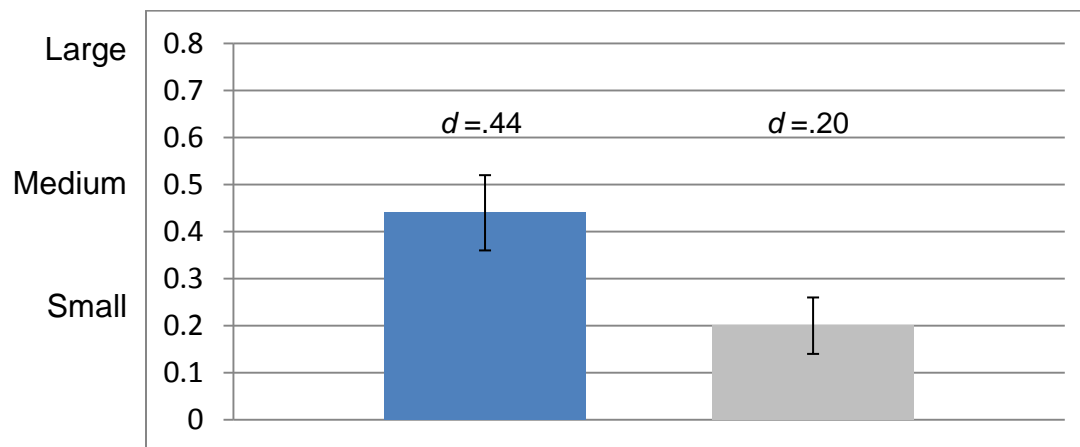
Given the reduction in sample size from 2011 to 2015, some effects might not be significant in 2015 due to the lower sample size rather than a reduction in gender disparity. Thus, it is important to consider the magnitude of the gender gap in 2011 and 2015 in addition to significance testing.

For each of the graphs comparing 2011 to 2015, Cohen's  $d$  has been included as a measure of the gap between men and women. In this way, we can consider both whether the difference between men and women is significant, and whether the magnitude of the difference is of practical importance. Cohen's  $d$  has some useful rules of thumb to aid in interpretation. An effect is considered large if  $d \geq .80$ , medium if  $d \geq .50$ , and small if  $d \geq .20$ . Therefore,  $d$ 's less than .20 demonstrate little difference between men and women.

If we take the average  $d$  of all the items that demonstrated significant gender disparity in 2011 and compare it to the average  $d$  of these same items measured in 2015 (adding a 95% confidence interval around these averages), we can examine whether the gap between men and women has meaningfully reduced. Of note, there were no items that evidenced a gender disparity in 2015 and not 2011.

As shown in the graph below, the disparity between men and women on these items was greatly reduced in 2015. Cohen's  $d$  was effectively cut in half, leaving the gender disparity at the border of a small effect. There is still work to do, but this reduction is a promising beginning.

**Magnitude of Gender Disparity by Year**





## Effect Size Table

Items with Significant Gender Bias in 2011	2011	2015
Pre Tenure Support	.84	.19
Understand Tenure Criteria	.35	.06
Office Support by Gender	.91	.17
Respect from Colleagues	.33	.13
Respect from Chair	.32	.22
Isolated at U Maine	.32	.11
Isolated in the Department	.29	.30
Excluded from Social Network	.28	.30
Research Considered Mainstream	.36	.14
Satisfaction with Job	.29	.00
Satisfaction with Career Progress	.55	.06
Balance	.57	.25
Faculty with Children Less Committed	.47	.35
Department Knows Options for Family	.29	.00
Department Supportive of Balance	.32	.06
Emotional Well-being	.27	.19
Used up at the end of the day	.50	.25
Work is Stressful	.48	.31
Too Many Projects	.47	.17
More than Can be Done in a Day	.52	.35
Responsibility for Unmanageable Number of Projects	.53	.48
Working Excessive Hours	.39	.20
Bringing Work Home	.39	.27

