REPORT OF THE GENDER EQUITY COMMITTEE

The Anderson School at UCLA

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EXECUTIVE SUMMARY

During 2005-06, the Committee conducted a study of the gender equity climate at the Anderson School with the goal of understanding and improving the teaching and research environment for faculty. Data from the school and AACSB were acquired to compare business schools and identify trends. Formal interviews were conducted with fourteen current ladder faculty: all seven women and seven men matched as well as possible. These interviews were supplemented by information obtained through discussions with an additional five women and five men, both current and former faculty.

Our key findings are:

> Anderson has the lowest percentage of women faculty of twenty comparison business schools.

> This does not result from hiring fewer than the expected number of women. There is no significant difference between the percentage of Anderson faculty offers made to women or accepted by women and the percentage of women in our hiring pool. Moreover, women and men are equally likely to accept Anderson's offers.

> The two primary explanations for the school's low percentage of women faculty appear to be a retention problem and the difficulty of changing faculty composition given a faculty of Anderson's size and its historical hiring and separation rates.

> While few gender differences exist in untenured faculty experiences, many differences exist for tenured faculty, with women relating more negative experiences than men. This may inhibit Anderson's ability to attract and retain women in the future.

The committee recommends that the school:

> Increase the percentage of women faculty until, at minimum, it achieves the average in comparison business schools. Given Anderson's hiring rate of around five faculty per year, the most potent change mechanism is increasing retention of current women faculty.

> Improve support for new faculty. Two possibilities include instituting a new faculty orientation and sponsor system, both designed to facilitate transitions for untenured and tenured faculty to Anderson's research, teaching and administrative environment.

> Recognize and provide better financial and administrative support for different kinds of research. A one-size-fits-all perspective does not work given the diversity of research projects and methods in which Anderson faculty are involved.

> Improve the teaching environment by reinforcing positive student attitudes towards faculty. This might involve a strong school statement that all members of the Anderson community are expected to respect one another, training for student course representatives, a student gender climate study, and changing the role of student course evaluations in personnel decisions.

> Conduct additional research on salary, procedures for filing and investigating harassment and discrimination charges, and dual career/family concerns.

> Distribute the *Report of the Gender Equity Committee* to all faculty.

> Conduct a follow-up study in 3 years.

REPORT OF THE GENDER EQUITY COMMITTEE

PURPOSE

The Gender Equity Committee was constituted on September 20, 2005 with the support of Dean Bruce Willison, Department Chair Rakesh Sarin, and the Faculty Executive Committee. The committee was charged with conducting a study of the gender equity climate at Anderson with the goal of improving the teaching and research climate for all faculty. Committee members include Sushil Bikhchandani, Barbara Lawrence (co-chair), Francis Longstaff (co-chair), and Carol Scott.

HISTORY

In May 2005, all seven women ladder-faculty met to discuss their concerns about the gender equity climate at Anderson. They agreed that collecting data would be the best way to explore these concerns. A research proposal was developed based on the study design used at the MIT Sloan School of Management where a similar study was conducted in 2002. The final proposal was signed by all tenured women ladder-faculty and four members of the Board of Visitors with letters of support from eight men ladder-faculty.

A meeting was held June 13, 2005 with the Dean, Department Chair, four of the five tenured women ladder-faculty and Betsy Knapp, member of the Board of Visitors. The group agreed to go ahead with the study, concluding that the two women full professors, Barbara Lawrence and Carol Scott, be on the committee along with two men full professors, who would be selected over the summer. The first meeting of the full committee was held on September 20, 2005. On October 25, Dean Willison sent an email to all faculty announcing the formation of the committee whose goal was "to conduct a study to understand the current gender equity climate at Anderson and to identify what actions might improve the productivity and effectiveness of both the women and men on our faculty."

QUESTIONS

Prior to data collection, the committee asked several questions:

- Does Anderson have fewer women faculty than comparison business schools? If so, why?

- Is our current climate conducive to hiring and retaining faculty and facilitating their productivity? Do women experience this climate differently than men?

- What should be done, if anything?

METHOD

Types of Data

To address these questions, the committee obtained data from the AACSB,[1] Anderson's Academic Personnel Office, and the school's Department Chairman Office. These data allowed the committee to examine historical trends within the school and make comparisons with other business schools (See Appendix A).[2] Following the MIT study, the Committee also conducted faculty interviews. These data provided a detailed picture of how faculty experience their careers at Anderson, which could not be obtained from a survey. We developed an interview protocol based on the MIT model and tailored for Anderson. The interviews focused on subjects' personal experiences rather than on their impressions of others' experiences, although some of this information was obtained as well.

Interview Sample

We spoke with 24 ladder faculty: twelve women and twelve men. Of these, we conducted formal interviews with all seven current women ladder-faculty and a group of seven current men selected to be as similar as possible to the women in terms of career level, area and Anderson tenure. The men were nominated independently by the women faculty and their Area Chairs. In cases where these nominations disagreed, the committee again consulted the women and Area Chairs until there was agreement. We supplemented the formal interviews with discussions held with other women and men faculty, some who currently work at Anderson and others who have left the school.

Of the faculty originally contacted, five requested not to be involved: three current men and two women no longer at Anderson. The three current men were replaced by others using the same selection criteria and procedure. As it was not possible to select men whose faculty careers were identical to those of the women, the results are not based on matched comparisons. Rather, they are based on a comparison of the experiences of the sample of women faculty with those of the sample of men.

Formal Interview Procedure

Following sample selection, an email was sent to all potential subjects describing the study and including a list of questions (See Appendix B). The entire committee conducted the first interview to develop a common view of the process. Subsequent formal interviews were conducted by faculty pairs, one woman and one man. The formal interviews ranged in length from 30 minutes to 2½ hours. When women faculty were interviewed, the female committee member was the primary interviewer and the male committee member took notes. These roles were reversed for the male faculty who were interviewed. Committee members did not interview subjects from their own areas. A second set of notes was taken during each interview by one of two staff members, again selected so that they did not take notes during interviews of faculty from related areas.

Coding the Interviews

Given the small number of formal interviews, we looked for large scale, persistent patterns and then tested for gender differences. After completing the interviews and reviewing the interview notes,

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[1] The AACSB distinguishes ladder-faculty from non-ladder faculty and only data on ladder-faculty were used.
[2] The top twenty schools in the Business Week 2004 ranking were used for comparisons. For some analyses, additional schools were incorporated and we identify these in the text.

we developed a coding scheme that captured important dimensions of faculty experiences (See Appendix C). We used this coding scheme to create several variables: experience at entry, institutional and interpersonal relationships, workload and equity issues, merit and promotion reviews, and negative and positive events (See Appendix D). The interviews were coded to represent subjects' experiences and perceptions rather than our own evaluations or memories of their experiences. We used the following 5-point scale for each question.

1	2	3	4	5
Unhappy	Anxious	Not broken,	Good	The best of
Lousy	Concerned	but not great		all possible worlds
Awful	Unpleasant	Equal measure		No problems
		of good & bad		Actively positive

Coding proceeded as follows. Each interview pair coded their interviews separately and then compared codes. There was high inter-coder agreement. After each pair completed their interviews, the committee presented and discussed all fourteen formal interviews together, making minor coding adjustments for consistency. We did not get information on every sub-category from every subject and sub-categories with no information were coded as missing. There were no significant gender differences in the number of missing responses for any of the major coding categories.

Confidentiality

The committee has held all interview materials in confidence. Following each interview, both interviewers wrote and checked the notes for completeness and accuracy. Subjects then edited their own interview notes, and added or deleted any material they thought appropriate. Subjects also had the opportunity to edit or delete any information in the final report they felt might be attributed to them and with which they were uncomfortable. This was done before the report was shared with anyone outside the committee.

DATA ANALYSIS

QUESTION 1

Does Anderson have fewer women faculty than comparison business schools? If so, why?

Summary of results. The data show that Anderson has a lower percentage of women faculty than any of its comparison business schools. In seeming contradiction, the percent of Anderson offers made and accepted by women is comparable to the percent receiving PhDs from feeder schools. Furthermore, women and men are equally likely to accept Anderson offers. Thus, hiring patterns do not explain Anderson's low percentage of women faculty. Additional analysis suggests that these numbers are explained by lower retention rates for women than for men and the difficulty of changing faculty composition given Anderson's historical separation and hiring rates. Given that all business schools started hiring women at roughly the same time and began with the same low numbers, it seems likely that Anderson's faculty evolved with some combination of lower turnover, and thus less opportunity for hiring women, lower retention rates for women, and lower hiring rates for women relative to comparison business schools. The expansion of some comparison business schools, which might also explain the differences, does not seem to influence the percentage of women faculty.

Anderson Has The Lowest Percentage of Women Faculty

Figure 1 shows that Anderson is the lowest ranked of the top twenty schools[3] in percentage of women ladder-faculty. We obtained seven years of data on percent women ladder-faculty: two years from the Financial Times rankings (2005-2006) and five years from AACSB data (2000-2004). Data were averaged within each source, providing two data points for eighteen of the twenty schools.[4] The correlation between the two data sources is 0.89 ($p<0.001$), suggesting these measures provide consistent information. The average across all schools is 18.8% ($s.d.$=4.63). Anderson's average of 11.1% is 1.64 standard deviations below the mean. Figure 2 shows the same comparison for five UC business schools. Here Anderson is also ranked lowest. The school's average score of 11.1% is 1.39 standard deviations below the mean of 20.9% ($s.d.$=7.05). Anderson's actual percentage of women faculty in 2005-06 was 9.9%. The projected percentage for 2006-07 is 11.7%.[5]

Anderson's Faculty Hires Consistently Include 20% Women

Anderson's percentage of women hired is consistent with the average percentage of women currently working in comparison business schools. If the percentage of women hired determined Anderson's faculty composition, the school's gender balance would be about average. Between 1980 and 2006, Anderson hired 131 faculty.[6] Of these, 20.6% were women (N=27): 25 assistant professors and two tenured professors. This hiring rate has remained relatively consistent over time. Of the 67 most recent offers made between 1996 and 2006, 22.4% were to women (N=15).[7] If Anderson's current percentage of women faculty was 20.6%, the school would place ninth out of the twenty comparison business schools rather than twentieth.

The data also suggest that Anderson's faculty hires are consistent with the applicant pool.[8] Between 2000 and 2004, women received 30.1% of the 548 PhDs awarded by our feeder schools (N=165). During this period, 42.9% of fourteen Anderson assistant professor offers were to women (N=6) and women comprised 37.5% of the eight Anderson offers accepted (N=3). There are no significant gender differences between Anderson offers and the applicant pool or between accepted offers and the applicant pool.[9] In addition, women and men are equally likely to accept offers they receive from Anderson.[10] Thus, Anderson is hiring women faculty in numbers consistent with the average percentage of women currently working in comparison business schools and the availability of eligible PhD graduates.

A Paradox: Why Does Anderson Have So Few Women Faculty?

Given that Anderson has hired 20.6% women faculty for 25 years, why does the school's 2005-06 faculty include only 9.9% women? The results suggest two dominant explanations. The first is that

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[3] Business Week 2004 rankings.

[4] Data from the Financial Times were unavailable for Indiana University and data from the AACSB were unavailable for Harvard Business School.

[5] In 2005-06: 7 women of 71 faculty; in 2006-07 (projected): 9 women of 77 faculty.

[6] Data from Anderson's Office of Academic Personnel. This number includes faculty who accepted offers in spring 2006.

[7] Data from the Department Chairman's office.

[8] Comparison of AACSB data on 2000-04 PhD Graduates and 2000-04 Anderson offers. Schools included: UC Berkeley, Irvine, Carnegie Mellon, Cornell, MIT, Michigan, Pennsylvania (Wharton), Stanford. Data were unavailable from several feeder schools including: Chicago, Columbia, Duke, Harvard & Northwestern.

[9] Comparison of Anderson offers with applicant pool shows no significant difference: X^2 =1.11, p=0.29; Comparison of Anderson accepted offers with applicant pool also shows no significant difference: Fisher's exact test, p=0.70. (Fisher's exact test was used because one expected cell frequency is less than five.)

[10] Comparison of women's acceptances of Anderson offers with men's: X^2=0.12, p=0.73.

Anderson's retention rate for women faculty is lower than that for men. The second is that, given the school's historical hiring and separation rates, it takes a very long time before a 20% hiring rate results in a 20% faculty.

There is a retention problem. We explored retention from several perspectives. First, we asked: does the current distribution of women and men faculty at Anderson reflect a gender-independent retention rate?[11] The analysis examines the number of women and men faculty hired since 1980 who still work at Anderson and the number who do not. Given that these numbers fluctuate yearly, we conducted the same analysis for faculty hired between 1980 and the three most recent academic years: 2004-05, 2005-06 and 2006-07 (projected). The results show a borderline significant difference in retention by gender for faculty hired since 1980 and remaining at Anderson in 2004-05,[12] and significant differences in retention by gender for faculty remaining at Anderson in 2005-06[13] and 2006-07.[14] The retention of women faculty is lower than retention for men.

To explore retention rates from another perspective, we asked: all else being equal, if the retention rate for women faculty matched the actual retention rate for men, how many women would Anderson have today? Between July 1, 1980 and June 30, 2006, the school hired 97 male faculty of whom 48 are still at Anderson: a retention rate of 49.5%. If women faculty duplicated this retention rate, then twelve, rather than six, of the 25 women hired during this period would still be here. This would take Anderson's count of women faculty to thirteen, as one of the current women faculty was hired before 1980, and the school's proportion of women faculty in 2005-06 to 18% (13 out of 71).[15] Thus, Anderson's percentage of women faculty would be roughly comparable to the average currently working at comparison business schools if women had the same retention rate as men.

Finally, we asked: are women assistant professors more likely than men to leave before initiating the tenure process? Between 1980 and 2006, 98 assistant professors were hired: 23 women and 75 men.[16] Of these 98, thirteen are currently assistant professors at Anderson. Of the remaining 85, 43 left before coming up for tenure: 65% of the women hired (N=15) and 37% of the men hired (N=28). Forty-two faculty initiated or completed the tenure process: 30% of the women hired (N=7) and 47% of the men hired (N=35). Of these 42, 57% (4 out of 7) and 77% of the men (27 out of 35) received tenure. These data show that women are more likely than men to leave prior to their tenure case[17] but equally likely to receive tenure if they complete the entire tenure process.[18] Thus, the retention rate for women assistant professors is lower than that for men.

It takes a long time to change the composition of a faculty given Anderson's historical hiring patterns and retention rates. We explored the effects of various hiring percentages as well as retention rates using a simulation. Suppose that we have N faculty of whom N_w are women.

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[11] Deans Willison and Olian are not included in these analyses. The University does not consider Deans as members of the faculty.

[12] In 2004-05, 57 of the school's then-current 75 faculty were hired since 1980: eight women and 49 men. During that time, 17 of the women and 45 of the men hired since 1980, left the school (X^2=3.21, p=0.07).

[13] In 2005-06, 54 of the school's current 71 faculty were hired since 1980: six women and 48 men. During this time, 19 of the women and 49 of the men hired since 1980, left the school (X^2=5.23, p=0.02).

[14] In 2006-07 (projected), 62 of the school's projected 77 faculty will have been hired since 1980: eight women and 55 men. During this time, 19 of the women and 49 of the men appointed since 1980, left the school. (X^2=4.27, p=0.04).

[15] If twelve of the 25 women had not left, then Anderson would have hired six fewer new faculty during this period (12 expected retentions if the retention rate was 49.5%) – 6 actual retentions). This second order effect, if taken into account, would lead to an expected proportion of women faculty of about 17% under an assumption of a retention rate of 49.5%.

[16] This does not include hires faculty hired during the 2005-06 academic year who will not begin at Anderson until fall 2006.

[17] X^2=3.68, p=0.06.

[18] Fisher's exact test, p= 0.35.

Suppose also that each year five faculty are hired,[19] five are randomly replaced and X_i% of the replacements are women. How long does it take to achieve a faculty with 20% women?

Impact of hiring percentage. The first scenario is based on Anderson's 1980 faculty data:[20] N=75 and N_w=4. The results suggest that given these numbers, it takes an average of 33 years (*s.d.*=16 years) to produce a faculty that is 20% women. Thus, it is not surprising that Anderson's percent women faculty projected for 2006-07, which represents 26 years of hiring since 1980, has not reached 20%. Table 1 shows the simulation results for three additional scenarios beginning with Anderson's projected 2006-07 faculty: N=77 and N_w=9. Scenarios 2, 3 and 4 show that if Anderson hires 20%, 30% or 40% women respectively each year beginning in 2006-07 then the expected number of years until Anderson's faculty achieves 20% women is around 31, ten or six years. These scenarios assume equal retention rates for women and men faculty. Thus, if historical patterns of lower retention for women than men persist, it will take longer than 31, ten or six years for Anderson to reach 20% women faculty.

Impact of retention. We assessed the impact of retention on Scenario 2 above, which examines the time it will require for Anderson to reach 20% women given its 2006-07 projected faculty composition and average hiring pattern of four men and one woman each year. The simulation shows that most of the variance in years required results from differences in how many women are randomly replaced. If no women faculty leave during or after 2006-07, the simulation results suggest that Anderson will achieve 20% women in 2013-2014. This reduces the time required from around 31 years, assuming equal retention rates, to seven years. If one woman leaves, the minimum time increases to eight years. If two women leave, the minimum time increases to nine years, and so on. Thus, retention rates exert a large impact on the speed at which the percentage of women faculty grows.

These results suggest that Anderson has a low percentage of women faculty because it started with few women, as did all the business schools,[21] but hired, retained and/or replaced fewer faculty during that time. We checked to see whether faculty expansion explains why other schools have higher percentages of women than Anderson; however, there is no significant relationship between increasing faculty size and larger numbers of women (See Table 2).[22] Thus, it seems likely that comparison business schools have had some combination of higher turnover from separations, and thus more opportunity to hire women, higher percentages of women hired or higher retention rates than Anderson. No data were available to corroborate these inferences.

QUESTION 2

Is our current climate conducive to hiring and retaining faculty and facilitating their productivity? Do women experience this climate differently than men?

Summary of results. In general, junior faculty express positive feelings about both their entry and early Anderson experiences. Both women and men experience some problems in getting started,

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[19] Anderson hired 131 faculty from July 1, 1980 through June 30, 2006. Thus, the average number of hires per year is five (131/26).

[20] Data from Anderson Academic Personnel Office, 5/11/06

[21] Stanford hired its first two women in 1974 (http://www.gsb.stanford.edu/history/timeline/women.html) and Anderson had four women faculty in 1980.

[22] This analysis uses the 2000-04 AACSB sample expanded to include several additional schools: *r*=0.05, *p*=0.84.

such as difficulty in setting up their offices, figuring out the bureaucracy, and learning to teach MBA students. The one gender difference identified during the early years involves incidents of dismissive attitudes reported by women faculty. In contrast to these similar pre-tenure experiences, almost all post-tenure experiences differ significantly by gender. Tenured women feel significantly more dissatisfied than the tenured men we interviewed about their institutional and interpersonal relationships, their workload and equity issues and their experiences with merit and promotion reviews. They also report, on average, a larger number of negative experiences and perceive these as having greater negative impact on their work than men. The gender similarities and differences reported in the following section emerged from the fourteen formal interviews. The examples come from our discussions with the entire group of 24 faculty.

It is important to stress that we did not attempt to check the accuracy of subjects' perceptions and narration of events. Furthermore, we did not attempt to investigate whether others may have had different interpretations of reported events or if there was "another side to the story," as this was not within our purview. Rather, the gender similarities and differences reported here result solely from comparisons of women's descriptions of their own experiences with men's descriptions of theirs.

Gender Similarities and Differences in Faculty Experiences

In this section, we review similarities and differences observed in women's and men's experiences. In each section, the quantitative composite category results, based on the interview coding categories and analysis of the fourteen formal interviews are discussed first. We then present patterns and examples from all the interview data to help interpret the results. Although the examples are disguised, we attempt to portray accurately the experiences reported by subjects. While reading these results, note that the comparisons are based on subjects' descriptions of their own careers. The results are not based on subjects' personal comparisons of their careers with those of others.

We begin with the observation that gender appears to be a sensitive issue for Anderson faculty. In contrast to the MIT Sloan study in which all twelve subjects who were asked agreed to participate, five current and former Anderson faculty declined to be interviewed. We do not know the reasons for all the refusals; however, we heard informally that some subjects did not discuss their concerns because they felt too vulnerable to do so, while others felt that the topic was "a waste of time." This suggests that gender issues represent, at minimum, an uncomfortable component of Anderson's climate.

Untenured Women and Men Have Similar Experiences

The quantitative results for untenured faculty are based on the fourteen formal interviews: seven women and seven men.[23] With two exceptions,[24] all subjects discussed both their entry and early years. The quantitative composite category analysis of the interviews suggests that untenured women and men have many similar experiences at Anderson, and both women and men were generally satisfied with their decision to come here. The quantitative analysis shows no significant

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[23] While some of subjects' experiences occurred recently, others did not. Retrospective bias, which could make these experiences either more or less positive than subjects would have described them at the time, represents a standard problem in career history interview studies. We have no way to assess the effect of this potential bias.
[24] Two subjects had entry experiences but no early, pre-tenure experiences.

gender differences in faculty experiences at entry[25] or during the early years prior to tenure, either for institutional and interpersonal relationships, workload and equity issues, merit reviews[26] or negative events.[27] Both women and men were pleased with their initial offers, which they felt compared favorably with the offers they and their peer group received at other institutions.[28] After arriving, female and male faculty, for the most part, felt included in their areas at work and outside of work, and were satisfied with the support they received from their areas. Eighty-eight percent expressed strong positive feelings.[29] Some were effusive in their positive affect for the school, saying that "UCLA is a fantastic place to be an assistant professor." All said they would come again given what they knew when offered the job.

Despite this predominantly positive experience, both women and men related a number of problems during their early years. Over half reported unpleasant or troublesome events that negatively influenced their arrival.[30] Examples included placement in isolated offices, difficulty in getting computers and figuring out the computer system, and problems with the UC bureaucracy. Finally, learning to teach MBAs in the core was discussed frequently as a stressful experience. Subjects described as helpful colleagues who sat in their classes and provided feedback, the opportunity to sit in on their colleagues' classes, working in cooperative teaching teams and receiving lecture notes and slides. Those who received such support from their areas were grateful.

The one gender difference we observed was in the type of negative events discussed. Both women and men described negative events that occurred during their early years. However, junior women described encounters that denigrated their value as faculty during these years whereas men did not. These incidents involved problems with respect from MBA students and male faculty and experiences where the women felt intimidated. The experiences did not exert a sufficiently negative impact on junior women's overall impressions to influence the quantitative composite category results. However, these are undesirable experiences for any faculty member. The following sections draw examples from both the formal interviews and the broader discussions that illustrate these experiences.

Classroom incidents. Almost all the women related instances of inappropriate remarks made to them by students when they were untenured, including comments about how "hot" the professor was and the clothing that they wore. Students criticized them for being too demanding and serious or for being insufficiently nurturing. One male faculty member mentioned to us his concern that the students did not give a female colleague the benefit of the doubt and this made teaching more difficult for her than for him. There were also reports of students either visiting pornographic websites or displaying pornographic screen savers on their laptops during MBA and FEMBA classes. Several women noted concerns about students' reactions to pregnant professors.

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[25] Gender differences in composite entry scores: Mann-Whitney test, $z=0.06$, $p=0.95$.

[26] Gender differences in composite early year scores. Institutional and interpersonal relationships, Mann-Whitney test, $z=0.86$, $p=0.39$; Workload and equity issues, Mann-Whitney test, $z=0.96$, $p=0.34$; Merit reviews, Mann-Whitney test, $z=1.15$ $p=0.25$.

[27] We did not ask subjects to identify when their negative experiences occurred. As a result, there is no good measure that distinguishes the number of negative experiences encountered by untenured and tenured faculty. In order to obtain a picture for entry and early faculty, we examined negative experiences using only current junior faculty. The data show no significant difference in the number of negative experiences encountered by this group, Mann-Whitney test, $z=-1.00$ $p=0.32$.

[28] Mean = 4.4 (v01), 88% >=4 (5 point scale).

[29] Means = 4.2, 4.6, and 4.3 (v06-08), 88%, 88% and 89% >= 4.

[30] Mean = 2.9 (v10), 37% >= 4.

Relationships with male colleagues. Some of the women reported incidents involving male faculty members in which they felt that they and/or their research activities were treated with discourtesy or disrespect. During an area meeting, one junior woman reported that a tenured male colleague said "I know what you do (in your research), I just don't know why you do it." Another described being informed that her area of specialty within the discipline was completely irrelevant in the 21st century. A third mentioned she had heard from another faculty member that "no one respects you." Some women felt that they had fewer connections with other faculty than their male colleagues during these early years, had to work to get included in lunch and other informal social activities and were taken less seriously as professional colleagues. One woman, who was working late in the building, was asked by a tenured male faculty member "Who is making dinner for your husband?" When several women disagreed about a faculty appointment, a male faculty member said "You girls have problems with this sort of thing, don't you."

Intimidating experiences. Finally, women reported situations in which they felt intimidated by colleagues. One described a meeting during which a tenured colleague said that she "hadn't published enough A journal articles to have an opinion." Another was threatened with a negative promotion vote if she didn't change her mind on an upcoming decision, and a third remarked on a merit review during which she was told she wouldn't get tenure unless she changed her research topic.

Summary. These comments indicate that working conditions, on the surface, are the same for women and men as they become members of the Anderson School faculty. Faculty perceive their initial offers as comparable to others in the same field both within the Anderson School and outside it. The school negotiates summer ninths and research support at the outset of the appointment when all candidates have some leverage and where market forces work. Beneath this surface, however, there seem to be subtle differences that disparage junior women, challenge their professional standing and create higher expectations for them in the MBA classroom. We cannot conclude from the data that junior men do not experience similar dismissive events; however, none of the men we interviewed mentioned them.

Tenured Women Have Significantly More Negative Experiences On Average Than Men

The results for tenured faculty are based on interviews of ten current faculty: five women and five men. The quantitative composite category analysis suggests that tenured women and men have significantly dissimilar experiences at Anderson across all categories. Women's post-tenure experiences are significantly more negative than those of men for institutional and interpersonal relationships ($\overline{X_w}$ = 2.57, $\overline{X_m}$ = 4.33),[31] workload and equity issues ($\overline{X_w}$ = 2.63, $\overline{X_m}$ = 4.31),[32] and experiences of merit and promotion reviews ($\overline{X_w}$ = 2.38, $\overline{X_m}$ = 4.75).[33] In addition, tenured women reported more negative events associated with work ($\overline{X_w}$ =10.20, $\overline{X_m}$ = 1.40)[34] and described these as having more serious consequences for their work than did men ($\overline{X_w}$ = 8.60, $\overline{X_m}$ = 1.60).[35] It seems unlikely that these findings result because tenured women complain more than untenured women. Comparisons of current tenured and untenured women's perceptions of entry and early

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[31] Means based on 1-5 scale. Institutional and interpersonal relationships, Mann-Whitney test, z=2.45, p=0.01.
[32] Means based on 1-5 scale. Workload and equity issues, Mann-Whitney test, z=2.45, p=0.01.
[33] Means based on 1-5 scale. Merit and promotion reviews, Mann-Whitney test, z=1.95, p=0.05.
[34] Means provide the average number of negative events reported by tenured faculty, Mann-Whitney test, z= -2.45, p=0.01 (v47).
[35] Means provide the average severity of negative events reported by tenured faculty, with 1=very little negative impact and 10=very high negative impact, Mann-Whitney test, z= -2.48, p=0.01 (v48).

Anderson experiences show no significant differences,[36] suggesting that negative experiences increase after tenure.

Positive experiences. Although tenured women's experiences appear significantly more negative than those of men, they were not exclusively negative. Many of the positive environmental factors they described were also mentioned by tenured men.

A notable encouraging theme was the strong relationships many faculty have with their colleagues. Similar to untenured faculty, both tenured women and men told many positive stories. One noted "I really like the people I work with in [my area]." Another said "I've felt very well-supported." "The people here are terrific. This is a wonderful place." One tenured woman said that "When something needs to be done, everyone [in my area] chips in." Another said: "I've received a great deal of mentoring from my colleagues, who are truly wonderful. Many of my colleagues are role models for me . . . Many are my friends." A third expressed gratitude for male colleagues who included her in grant proposals, helped her get research support, and provided her with major assistance in navigating administrative hurdles.

Similarly, a tenured man noted that "My publications would be one half what they are without my colleagues here. It's a huge support." Another praised his collegial team teaching environment, saying "One of the nicest experiences I've had here is the strong team approach (we) have to teaching." A third mentioned he would absolutely choose to accept Anderson's offer again as "it's been a very happy experience from start to finish." These results suggest that strong interpersonal relationships play an important function in the positive experiences of both tenured women and men.

Negative experiences. After these positive comments, the interviews diverged. The tenured women described numerous adverse experiences. Many felt that, on balance, their overall experience at the Anderson School has been negative. Several maintain that coming here was a mistake with long-lasting harmful consequences for their careers. Most feel their opinions and contributions to research, teaching, and service are not valued. Despite many excellent relationships with individual colleagues, as described above, tenured women feel marginalized and disconnected from the school.

We have no doubt that male faculty at Anderson experience negative, personal comments. The point is that most of the tenured men in this sample, selected to be as similar as possible to the tenured women, have not had these experiences or did not discuss them. Given that the results are uniform for all the tenured women currently on Anderson's faculty, this suggests either that the men we interviewed were not representative, that men don't discuss this type of negative experience or that women experience a different working environment.

Women's negative experiences are as varied and diverse as the individuals themselves and the areas of the school to which they belong. However, we identified several themes in the different experiences of tenured women and men: the personal nature of negative experiences, evaluations and compensation, research support, workload and equity, the value of women faculty and filing and defending against sexual harassment or discrimination charges.

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[36] Entry experiences, Mann-Whitney test, z=1.55, p=0.12; Pre-tenure institutional and interpersonal relationships, Mann-Whitney test, z=0.93, p=0.35; Pre-tenure workload and equity issues, Mann-Whitney test, z=1.55, p=0.12.

Personal nature of negative experiences. All of the women cited events that made them feel personally unwelcome or criticized and that showed diminished respect for them or their work, whereas only one man described similar incidents. For instance, several women reported social discomfort in male-dominated groups. Conversations sometimes stop when they enter the room and resume as they leave. One woman who has left the Anderson School noted that when groups are predominantly male, "you start to get 'colorful stories' that you wouldn't get if there were more women," including intimate details of men's lives. Other women were reminded of their research invisibility within the school by colleagues who came back from conferences with comments such as "They've heard about you!" or "I didn't know you were so well known!" In additional cases, they reported being told not to worry about tenure because the school needs more women, sending the probably unintended but nonetheless negative signal that women are being given tenure, rather than earning it.

In contrast, the men's negative experiences were characterized by disagreements with school policies or concerns about other general work issues. For instance, one expressed worry about eroding teaching flexibility. As this has been a recruiting tool, he expressed concern that Anderson would be unable to remain competitive with schools having more money. Another feels that the school does not appreciate overload teaching. A third says "the computer support here [is poor]" and a fourth notes that "The student culture here is not always the most pleasant experience, but I've been fine." Thus, while men reported negative experiences, unlike those of the women, none of these involved personal comments directed towards the individual.

Evaluations and compensation. While few faculty ever enjoy reviews or compensation decisions, all five of the tenured women felt that their experiences exceeded the typical unpleasantness, whereas only one of the five men did. Some women reported procedural irregularities during reviews. One woman spent 60 hours doing additional documentation of her work because of a procedural irregularity committed by someone else. Another requested that several people not be asked to write external letters and the written request was mysteriously forwarded to those external faculty. One observed a department meeting several years ago where faculty criticized a woman's fourth year review materials because she had insufficient publications given her extra year "off" for maternity and childcare. Some women sensed that standards were applied arbitrarily or even perversely. They felt criticized for focusing on research and not doing enough service, criticized for focusing on service and not doing enough research, criticized for not doing enough teaching while doing more than others, and criticized for being a junior co-author on papers despite co-author letters to the contrary. The UC system is not known for its speed and the tenured women felt their productivity suffered significantly during these multi-year review periods.[37]

In terms of compensation, several women reported differences in their salary from male counterparts they consider comparable to them in terms of research, teaching, and service. While we did not study salaries to confirm whether women are paid less than men with similar records, it is perhaps worth noting that several women reported significant obstacles during salary negotiations. When one woman expressed her concern about receiving a lower salary than a male counterpart, she described being told that her problem was "it's all about the money," suggesting

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[37] This is consistent with results for the interview question "Have you been as productive in your research as you would like to have been?" which show that women are significantly less satisfied with their productivity than men: Mann-Whitney test, z=2.31, p=0.02 (V52).

that reasonable faculty members do not make such requests. This type of response shuts down further discussion.

While there are undoubtedly men at Anderson who have been unhappy with evaluations and compensation, only one that we formally interviewed thought his reviews had been poorly managed and that his external reviewers were unfamiliar with his work. Aside from this example, the most negative comment we heard from other tenured male faculty was "I was very stressed for my 4th year and tenure reviews, but that's normal." The few additional negative comments provided by tenured men concerned the tenure cases of other faculty, rather than their own, which they thought produced unfair results.

The problems and obstacles faced by tenured women combined with the stress and time-consuming need to address them may explain why tenured women perceive their evaluation and compensation experiences as intensely negative and the men do not. Reviews and salary play a central role in reflecting a faculty member's value within the school. Whether deserved or not, these tenured women's consistent, uniformly negative experiences represent a significant difference in the climate in which all tenured women but only some of the tenured men work.

Workload and equity issues. Several tenured women felt they had undertaken more service than was equitable or desirable for their careers, often because other more senior faculty members were unavailable or unwilling to do so.[38] In some cases, they felt the workload was sufficiently large that their research agendas suffered or had to be curtailed altogether. Rather than finding their sacrifices on behalf of the school acknowledged and appreciated by colleagues, these women felt penalized in their salaries or summer funding, which in some cases were severely reduced and in others taken out of previously banked ninths. "If I had known [how little the school values service] I would have done very little service and wouldn't have been so willing to take on teaching overloads to help the school. If anything, doing service is viewed negatively." Another woman noted that when she cut back on service, she was penalized for not contributing: "I felt I was working under siege. Every time I tried to make contributions I got punished and every time I stayed out of the way I got punished. I still feel uncertain about my welcome in the school."

None of the men discussed service as an area of concern. Several have made considerable service contributions but feel comfortable with the tradeoffs they chose and the results achieved. One noted that he had done area service, but, in general, feels he has "successfully avoided service." Another stated "I've never turned a committee down," but then added "no one has ever asked me to be on a committee." A third described his service as being beneficial to his development as a professional, as he had not worked in an organization before he got here. Another said that he had never been asked to serve on administrative committees. The differences between these experiences and those of the tenured women are consistent with recent research suggesting that women who are perceived as helpful in giving service are discounted more than men who make similar contributions (Flynn, 2005). However, we have no data to assess whether, in fact, the total service provided by tenured women and men differs.

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[38] Tenured women have provided significant service to the school including, but not limited to designing new programs, participating on staffing committee, the faculty executive committee, and Dean search committees, and serving in administrative positions including area chair, director of the executive education program, vice chairman and department chairman.

Research support. Tenured women were less likely than men to mention research support. The most positive comment we heard from a woman was one subject who commented that she was successful in cobbling together sufficient funds, but felt the arrangement was "fragile." One woman mentioned that the teaching load at Anderson gave her time to do research, and one noted that two of her tenured colleagues had been helpful in securing organizations in which she could collect data.

Typical comments from the tenured men included "You can always get what you want as long as it's reasonable and you have something to show for it," "[Department Chair] would give me any money I want," and "Money is not a problem. I don't pay much attention to where it comes from." Another says he always has adequate resources for research.

We cannot conclude from these comments that men receive more research support than women, but men were more likely than women to discuss it. It may be that women are more likely than men to do types of research, such as behavioral studies, for which the school, historically, provides less support. One woman who is no longer here observed that the Anderson School's culture is more ask-oriented than her current university. She noted that you can get research support, but you have to engage in an asking process that can be uncomfortable for women. Indeed, one male faculty member observed that at Anderson, you have to push for things to occur.

Value of women faculty. Some tenured women believe that women are simply not valued at the school. Others believe that male colleagues have good intentions and would never consciously belittle women, and that these colleagues are simply unaware of their actions. Some perceive tenured male colleagues treating them like daughters: "They seem unaware of or unconcerned that the fatherly relationship is not an equal relationship." Several women, including some who left, noted that "The school needs to ask itself if there is any benefit in having women on the faculty. Until the answer is a uniform and resounding yes, and the reasons why are well-understood, the culture will not change." Another suggested that "It doesn't seem as if the school cares if there are women here or not. I get the impression we could disappear and no one would notice."

In contrast, tenured men had many different opinions about how women faculty are perceived and treated. These ranged from certainty that women are viewed equally because "we don't hire anyone unless they have outstanding qualifications," to uncertainty given how students treat women in the classroom, to unknown because they have never observed gender differences in the way faculty are treated.

Concerns about filing and defending against sexual harassment or discrimination charges. Both women and men expressed concerns about the school's and University's willingness and ability to fairly investigate complaints of discrimination and/or harassment. For women, these concerns involved a perception that the administration is uninterested in women faculty members' and students' encounters with inappropriate behavior. For men, these concerns included a perception that men faculty members are viewed as "guilty until proven innocent" and that the University might fail to provide adequate legal defense even when legally required, thereby forcing them to hire legal counsel on their own. For this issue, the gender climate is negative for women and men: both feel their concerns are ignored.

Why are there such large differences in the experiences perceived by tenured women and men?
None of our empirical data address this question directly, so we discuss possible contributing factors. Thus far, this report focuses on how the school's faculty composition affects women;

however, it seems likely that our MBA student body also enters the equation. Anderson's full-time MBA program remains approximately 70% male[39] and this supports what many know as a jock culture. One tenured woman described how, year after year, female MBA students come to her to discuss how this alienates them from the school. In the classroom, "guy" examples and humor are natural relationship builders for men, but not for most women, and this affects female students and faculty as well as the teaching evaluation criteria that students use. One woman faculty member who left Anderson mentioned that given the environment, "It is perhaps not surprising that students are uncertain about how to deal with strong female professors – thereby effectively raising the bar for women faculty." This student environment may also help explain why women receive so few teaching awards from students. Anderson instituted teaching awards for all three MBA programs during the 1980s and 1990s. During this time students selected 65 faculty for teaching recognition.[40] Only one of these was a woman.

Another observation is that tenured women have been at Anderson for a longer time than untenured women and this difference in years may produce a significant difference in experiences. Uncomfortable incidents, such as those described by junior women, seem isolated in the early years but accumulate over time. One tenured woman said "I never believed in gender discrimination until I saw it happening over and over again. It's death by a thousand cuts." Any one troublesome event can be ignored, but the steady trickle of these experiences over time is discouraging and wearing. Their harmful impact is then amplified when tenured women observe others experiencing similar, difficult incidents.

These negative experiences and observations produce an environment of uncertainty consonant with research showing that women perceive themselves as always on-trial or "taking the test" to prove they belong (Gersick et al., 2000; Williams, 2003). Their persistence also facilitates the emergence of widely shared, negative perceptions of individual women, leading to misinterpretations of their work. Despite the school's hiring rates, which match the average percentage of women faculty currently working in comparable business schools and the expected number given women graduating from feeder schools, Anderson's percentage of women faculty remains small and stable. These small numbers may produce a tendency to compare women's performance only with "star" male faculty rather than with the performance of more typical men. In addition, some faculty have heard others suggest, and again likely without negative intention, that Anderson's small numbers result because the good women faculty leave.

That some good women leave is undoubtedly true. However, when faculty perceive these women as the "good" women, this leaves the impression that women who stay remain only because they are lower quality scholars. Lack of visibility for women in high status positions reinforces this negative inference. Students see very few women in the classroom. As noted above, students rarely accord teaching recognition to women. The school has conferred five of 48 teaching awards to women since 1973.[41] Unlike the student awards, these represent an expected number given the proportion of women faculty; however, when only six women—ever—receive teaching awards over 33 years, this provides little positive visibility. Further, five of the six of these women were assistant

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[39] For the most recent entering classes, there are 31% , 32%, and 19% women in the full-time MBA Program, the FEMBA Program, and the EMBA Program respectively.
[40] Data from Department Chairman's Office.
[41] Anderson school faculty, and recently the Teaching Improvement Committee, select winners of the George W. Robbins Assistant Professor Teaching Award (1973-2006), Citibank Teaching Award (1990-2006), and Neidorf "Decade" Teaching Award (1999-2006).

professors at the time, and this promotes the perception that tenured women provide less worthy teaching contributions than their male colleagues. Only two women have ever been promoted to full professor after entering as assistant professors. Moreover, no woman has ever occupied a chaired professor position at the school despite the availability of chairs, some of which have remained unfilled for as long as ten years. The result of all of this is that women cease to be valued for their actual contributions. Valian (1999) calls this phenomenon the accumulation of disadvantage.

As one woman who left UCLA commented, women may respond to this environment in several ways – and none of them is particularly good for the school. First, women may leave if significant others and personal factors permit. Second, women may simply retreat or withdraw, spending more time working alone or with others outside UCLA and making themselves less available to the Anderson community. Several tenured women mentioned that their unpleasant experiences and inability to improve their circumstances had resulted in them staying away as much as possible. This, in turn, results in even more negative comments and becomes a vicious cycle. Finally, women may redouble their efforts to prove that they do indeed belong by taking on even more service assignments to the detriment of their research in a vain attempt to be valued by the institution. Again none of these outcomes is desirable from the school's perspective.

Observations Independent of Tenure Status

One last observation, which is independent of tenure status, is the extent to which women and men faculty discussed dual-careers and families. Seven of the twelve women and nine of the twelve men are married or have significant others. Dual career and family concerns were raised by all of the seven women. The topics varied: some discussed the difficulty of getting jobs for spouses or significant others, some mentioned having to come to Anderson or being unable to leave because of spouses' jobs, still others expressed concern about raising children in Los Angeles and the difficulty of being a working mom. One noted: "From a financial standpoint, UCLA needs to find a way to allow families to be raised in a comfortable way. There is childcare for pre-school children, but after that there's a cost problem. LA is a difficult place if one has a spouse and kids."

In contrast, married male faculty rarely mentioned their spouses or families. One said he was guaranteed UES for his kids. Another noted that he is here because of his wife's strong location preferences. This does not mean that men have no dual-career or family concerns, but it suggests either that these issues are less relevant to men than women, that they are not topics men typically discuss with others, that men feel these needs have been met, or perhaps that men are less comfortable discussing such concerns than women. Another possibility is that because only four of the seven men interviewed formally are currently married they had fewer comments to relate than the seven women, but this does not explain why all of the married women discussed this issue.

DISCUSSION

The purpose of this committee was not to chronicle all the problems experienced by faculty at the Anderson school, and we do not report all the concerns expressed. We do, however, report the major patterns observed in the data. The Anderson school has a lower percentage of women faculty than that at all comparable business schools. There appear to be two primary explanations for this. First, Anderson's retention rate for women faculty is lower than that for men. Second, it is very

difficult to increase the numbers of any minority group given Anderson's faculty size and historical hiring and separation rates.

Our interview data suggest that women and men faculty experience subtly different research and teaching environments. Although the overall work experiences of untenured women and men are quite similar and generally positive, women reported incidents that denigrated their value as faculty and men did not. In contrast, the work experiences of tenured women and men differ significantly, with women describing more negative incidents than men across many dimensions of faculty experience. There are no significant differences in the entry and early year experiences of tenured and untenured women; thus it is unlikely that the differences between tenured women and men result because tenured women complain more than untenured women. We make no claim that the experiences related to us during the interviews are true, but they are accurate descriptions of how these faculty perceive their Anderson careers.

One interesting feature of these results is that they replicate previous research on academic careers. The retention problem before tenure is well-documented. Studies typically show that the percentage of women in a given discipline drops at numerous times during the academic career: between college and graduate school, between graduate school and assistant professor, and between assistant professor and full professor. This phenomenon is typically described as "leaks in the pipeline" (Mason & Goulden 2004).

The difference between the experiences of untenured and tenured women also replicates the results of the MIT study of its science faculty (MIT 1999). Each generation of junior women at MIT started with the belief that the gender problem had been solved in the previous generation and would not affect them. However, by the time those in each group became successful senior scientists, they no longer felt the problem was solved. As noted by President Charles Vest:

> "I, like most of my male colleagues, believe that we are highly supportive of
> our junior women faculty members. This is also true. They generally are
> content and well supported in many, though not all dimensions. However, I
> sat bolt upright in my chair when a senior woman, who has felt unfairly
> treated for some time, said 'I also felt very positive when I was young'"
> (1999, p. 2).

MIT did not, as far as we know, conduct a simulation; however, our simulation results may help explain a phenomenon reported recently in *Science* (Lawler, 2006, p. 347). After its 1999 study, MIT conducted several other studies and made major personnel and policy changes. Yet, seven years later, the percentage of women faculty has increased only in the chemistry department. It has remained flat in physics and declined in biology, brain and cognitive sciences, and earth, atmospheric and planetary sciences. This suggests that even with considerable attention, when a school begins with small numbers, the normal probabilities of hiring and replacement make it difficult to increase the percentage of women faculty.

While replication in different Universities and disciplines does not by itself demonstrate that any of our inferences about Anderson's gender climate are "right," the consistent results do provide support for the Anderson study and suggest that these findings are not school-specific, but representative of a general phenomenon whose underlying dynamics are not well understood.

RECOMMENDATIONS

QUESTION 3

What should be done if anything?

<u>1.   Increase the Percentage of Women Faculty</u>

The committee believes it is desirable for the school to increase the percentage of women faculty to better reflect the women in its academic programs, alumnae, and the broader business community. In order to do this, the school should:

1a. Set a Goal for the Percentage of Women Faculty. At minimum, Anderson should aim to achieve the average or median percentage of women in comparison business schools. Given current data this minimum is around 20%, but given the increasing supply of women doctorates from our feeder schools, this number is likely to increase to around 30%.

1b. Increase Retention of Current Women Faculty. Although the current hiring rate for female faculty matches the current average percentage working in comparison schools and the percentage of women PhDs from feeder schools, Anderson will not achieve 20% women for around 30 years if the rate remains constant. The available levers for reducing this time include increasing the number of hires per year, the percentage of women faculty hired, and/or the retention of current women faculty, both at the untenured and tenured levels.

The number of hires depends on the number of separations and the number of FTE the University allocates over the next several years. Thirty percent of our current faculty (N=21) are or will be 60 years old or over by June 2006 and their retirements over the next fifteen years will provide an opportunity to increase the speed at which the percentage of women faculty increases. However, as Anderson's base FTE is not growing and the rate of separation is unpredictable, the fastest, most effective option for augmenting the percentage of women faculty is to increase retention rates. This may become especially important as other business schools compete for the same small group of best women faculty.[42]

Given the significant role of retention, it is undesirable that current tenured women faculty hold such negative perceptions of the school. If tenured women continue to feel alienated, they will be unable to continue contributing to the school or to be positive ambassadors for it. This, in turn, will make it difficult to recruit and retain women. We recommend that the senior administration talk with the current tenured women to see if anything can be done to facilitate their research and make them feel more valued by the school. Another significant consideration for valuing current tenured women is that many recommendations presented here require additional time commitments from them. These should be acknowledged and compensated in ways that support and do not detract from our tenured women's research activity.

1c. Monitor Service Contributions of Faculty. Women and men should be advised when and where not to provide service to the school. The school should send clear signals regarding the

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[42] Berkeley's Haas School, which has 20.5% women faculty, has the following note in its Faculty Diversity report (2005): "In most schools there is an increasing trend in the percentage of female faculty. This implies that Berkeley must continue to do as well or better (than it has done in the past) if it wishes to remain a leader in the recruitment of female faculty" (p. 17).

low value it places on service activities and develop a clear policy of the amount of service that is required of both women and men.

We recognize the difficulty of insuring that women have a voice in the governance of the school on one hand, and not overloading them with time-consuming committees on the other. Because we have so few women faculty, it will require considerable thought about how to appropriately balance influence on major decisions with research. Perhaps resources could be made available to ease the burden on those who provide a disproportionate amount of service to the school, e.g., staff support for burdensome committees, research or teaching support to compensate for reduced personal time for research, etc. Whatever is done needs to accommodate, on a case by case basis, the faculty who are providing these added time investments.

1d. Provide More Formal Support for Women. Tenured women faculty should initiate a regular lunch or dinner meeting, with support from the school, for untenured and tenured women, perhaps once a quarter. The focus of these meetings should be on career development, research support, and mentoring on how to manage work in a predominantly male student and faculty environment.

2.   Improve Support for New Faculty

2a. Initiate Orientation for New Faculty. New faculty would benefit from an official introduction to the school. This orientation should include administrative details such as how to get your office set up, purchase computers, hire RAs and TAs, and get reimbursed. This information could also be provided in a *Handbook for New Faculty*, which might include photographs of all faculty similar to an MBA face book. In addition, the orientation should include teaching at Anderson. This part of the orientation should provide guidance such as how to use the classroom consoles, what students expect in the classroom, how to handle typical classroom problems, and how to be assertive in class. The discussion should acknowledge and discuss gender differences, how to handle them, and how they contribute to the school's mission to train the best managers and leaders. Recent research suggests that such open discussion produces higher performance than simply increasing numbers of minority groups (Ely & Thomas 2001; Ely & Thomas 2004).

2b. Institute a Sponsor System. Assign new faculty members, both untenured and tenured, a faculty sponsor whose job it is to assist them as they learn how Anderson operates and begin teaching. Formal assignment makes it easier for new faculty to ask for help as well as for other faculty to provide help. Currently, asking for help is difficult because if a new faculty member asks for help, it may appear to others that he or she can't do it alone. Similarly, if a more senior faculty member offers help, it may appear that he or she thinks the new faculty is incapable of doing it alone. To the extent that this mentoring task falls disproportionately on the few current women faculty, teaching release or additional research support should be considered.

3.   Recognize and Provide Better Support for Different Kinds of Research

During the interviews, we observed that faculty who do not have Anderson research coauthors because they do different kinds of research become isolated and find it more difficult to get support. The school should recognize that a one-size-fits-all policy does not work for facilitating faculty research. Some faculty need a computer and access to the right data bases and software programs. Others need money to pay subjects and administrative support for running lab experiments. We have a fair number of faculty now who do lab experiments and the logistics of running these experiments was a consistent problem noted by those we interviewed. Still others need support for working with colleagues at other universities, collecting field data and transcribing interviews. Facilitating collaboration with colleagues at other universities would benefit all faculty who have little research overlap with other faculty at Anderson.

A discussion should be held about what would be ideal support for the different kinds of research done at Anderson. *It is critical that research support not be viewed as a zero-sum game*; rather, the goal is to identify all the types of research done by our faculty and the ideal support we would provide if it were available.

4.   Improve The Teaching Environment By Reinforcing Positive Student Attitudes Towards Faculty

Although this study did not focus on student-faculty relationships, many faculty we interviewed, both women and men, noted that students' negative attitudes toward faculty in the classroom and the school's almost exclusive reliance on student evaluations exert a significant negative impact on how faculty experience the teaching environment.

   4a.   Deliver a strong school statement that members of the Anderson community are expected to respect one another. Faculty and administrators should make public comments condemning inappropriate behavior. Students should be involved in inserting this in their own code of conduct. A student-faculty committee, perhaps sponsored by the MBA program deans, might develop guidelines for and help monitor public statements, such as student club announcements and orientation or classroom presentations, that show disrespect for any group on campus. Such a committee might also provide a confidential conduit for students to report problems they experience.

   4b.   Conduct a student gender climate study. Several women faculty noted that women students frequently report negative experiences in and outside class. These concerns exceed the scope of this study, but the extent to which they create an environment that women MBA candidates, students and alumnae find unappealing or offensive needs further examination.

   4c.   Train student course representatives. MBA and FEMBA course reps should be trained on how to work with faculty instead of against faculty in improving the classroom learning environment. This is an important management skill and student reps and/or sections could be given awards for doing a constructive job in their collaborations with faculty.

   4d.   Change the role of student course evaluations. At present, the school gives considerable weight to student course evaluations in evaluating faculty. In particular, answers to the two questions "how do you rate this instructor" and "how do you rate this course" are used almost exclusive of other information. Students know this and many use evaluations to punish rather than provide constructive criticism.   This is demoralizing to faculty and makes teaching

MBAs difficult. Further, an undue emphasis on rating the instructor – as opposed to providing feedback on specific dimensions of performance – may promote a tendency to evaluate the personality of the instructor rather than his/her skill in teaching and the entertainment value of the course rather than the learning that results.

5. Study Concerns About Compensation, Sexual-Harassment and Discrimination Charges and Dual-Career/Family Concerns

There are several topics we feel bear additional study. First, we heard a number of concerns from tenured women faculty members about their compensation levels, including summer support, which they felt were significantly below those of men with similar service and research records. Second, tenured men and women faculty members' concerns about the process by which sexual-harassment and discrimination charges are handled deserve closer examination. A clearly defined process for filing complaints and investigating them in a fair way is needed. Finally, the frequency of comments, particularly from married women and women with significant others, about the difficulties posed by negotiating two careers and children, also seem important for further study, especially as these are likely to influence the hiring and retention of women faculty.

6. Distribute the Report of the Gender Equity Committee to all Faculty

We recommend that this report be distributed to all Anderson faculty. Given the importance of developing a strong academic community and respecting the diversity of our constituents, the current MBA and PhD students, Anderson alumni and business community, we believe the faculty should consider and discuss the issues raised in this report.

7. Conduct a Follow-Up Study in Three Years

Finally, we recommend that a follow-up study be conducted in three years to assess whether the school is making progress towards its gender equity goals.

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TABLE 1
HIRING SIMULATION

Question: How many years will it take to get to 20% women faculty if we hire 20% women/yr? 30% women/yr? 40% women/yr?

Assumptions:
> 77 faculty total: 68 men (88%), 9 women (12%), based on projected 2006-07[43]
> 5 faculty replaced randomly each year, based on average per year 1980-2007 (131/28=4.67/yr)
> 20% = goal for proportion of women faculty
> Obs = number of times simulation run for that result.

Interpretation of Scenario 2:
Scenario 2 with five trials, each with 500 runs, suggests that if we hire 4 men and 1 woman every year, it will take us around 31 years to reach 20% women faculty. This is the simulation closest to our current situation. Since 1980, 20.6% of our new hires have been women (131 hired, 1980-2007; 27 women = 20.6%).

Scenario 2: Every year hire 4 men and 1 woman (20%)
. nbl77 5 1 5 1

Variable	Obs	Mean	Std. Dev.	Min	Max
mk1	500	30.846	17.94386	7	117
mk1	500	31.276	18.49865	7	134
mk1	500	31.734	19.13435	7	140
mk1	500	31.888	20.12325	7	166
mk1	500	31.74	19.92442	7	132

Scenario 3: In year one, hire 4 men and 1 woman, in year two hire 3 men and 2 women, then go back to year one (30%)
. nbl77 5 1 5 2

Variable	Obs	Mean	Std. Dev.	Min	Max
mk1	500	10.2	3.451932	5	24
mk1	500	10.194	3.314564	5	26
mk1	500	9.978	3.259873	5	26
mk1	500	10.64	3.995789	5	42
mk1	500	10.374	3.615559	5	30

Scenario 4: Every year hire 3 men and 2 women (40%)
. nbl77 5 2 5 2

Variable	Obs	Mean	Std. Dev.	Min	Max
mk1	500	6.006	1.650276	4	13
mk1	500	5.852	1.708782	4	17
mk1	500	6.02	1.563486	4	12
mk1	500	5.904	1.536067	4	17
mk1	500	6.002	1.603477	4	14

---

[43] 77 faculty = 71 faculty 2005-06 + 9 hires 2006-07 – 2 retirees 2006-07 – 1 resignation, Data on change in faculty from Linda Campbell, 4.5.06

TABLE 2
CHANGE IN FACULTY SIZE DOES NOT INFLUENCE
% WOMEN FACULTY[44]

Variables

Institution	Name of school
perwom2004	percent women 2004
totaln2004	total number of ladder faculty 2004
totaln2000	total number of ladder faculty 2000
diff	change in faculty size from 2000-2004
perdiff	percent faculty change from 2000

```
    +--------------------------------------------------------------------------+
    |                                  institution per~2004  tot~2004  tot~2000  diff1 |
    |--------------------------------------------------------------------------|
 1. |                      Carnegie Mellon University   15.38        78        78      0 |
 2. |                            Columbia University    12.26       106        87     19 |
 3. |                             Cornell University    24.44        45        37      8 |
 4. |                            Dartmouth College      21.05        38        31      7 |
 5. |                             Duke University        17.39        92        63     29 |
    |--------------------------------------------------------------------------|
 6. |                              Emory University      31.03        58        44     14 |
 7. |    Indiana University, Bloomington/Indianapolis   19.09       110       109      1 |
 8. |       Massachusetts Institute of Technology        18.39        87        85      2 |
 9. |                         New York University        16.77       155       159     -4 |
10. |                       Northwestern University          .         .       107      . |
    |--------------------------------------------------------------------------|
11. |                          Stanford University       15.29        85        77      8 |
12. |                     The University of Chicago      12.24        98        95      3 |
13. |                    The University of Michigan      27.68       112       118     -6 |
14. | The University of North Carolina at Chapel Hill   12.00        75        75      0 |
15. |        The University of Texas at Austin          25.58       129       111     18 |
    |--------------------------------------------------------------------------|
16. |             University of California, Berkeley     20.83        72        65      7 |
17. |                University of California, Davis     17.39        23        19      4 |
18. |                University of California, Irvine    32.50        40        38      2 |
19. |           University of California, Los Angeles    11.39        79        83     -4 |
20. |            University of California, Riverside     28.57        35         .      . |
    |--------------------------------------------------------------------------|
21. |                University of Pennsylvania          16.84       190       190      0 |
22. |                University of San Diego             27.45        51        52     -1 |
23. |                   University of Virginia           20.41        49        42      7 |
    +--------------------------------------------------------------------------+
```

```
PAIRWISE CORRELATIONS[45]

. pwcorr perwom2004 totaln2004 totaln2000 diff perdiff, obs sig

             | per~2004 tot~2004 tot~2000     diff  perdiff
-------------+---------------------------------------------
  perwom2004 |   1.0000
             |
             |       22
             |
  totaln2004 |  -0.3394   1.0000
             |   0.1222
             |       22       22
             |
  totaln2000 |  -0.2852   0.9792   1.0000
             |   0.2102   0.0000
             |       21       21       22
             |
        diff |   0.0482  -0.0799  -0.2807   1.0000
             |   0.8356   0.7306   0.2178
             |       21       21       21       21
             |
     perdiff |   0.1558  -0.3258  -0.4965   0.8969   1.0000
             |   0.5000   0.1495   0.0221   0.0000
             |       21       21       21       21       21  |
```

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[44] Data from AACSB.

[45] Row 1 provides the correlation, row 2 provides the *p* value, row 3 provides the sample size.

FIGURE 1
% Women Faculty Lower at Anderson than at
Comparison Business Schools*
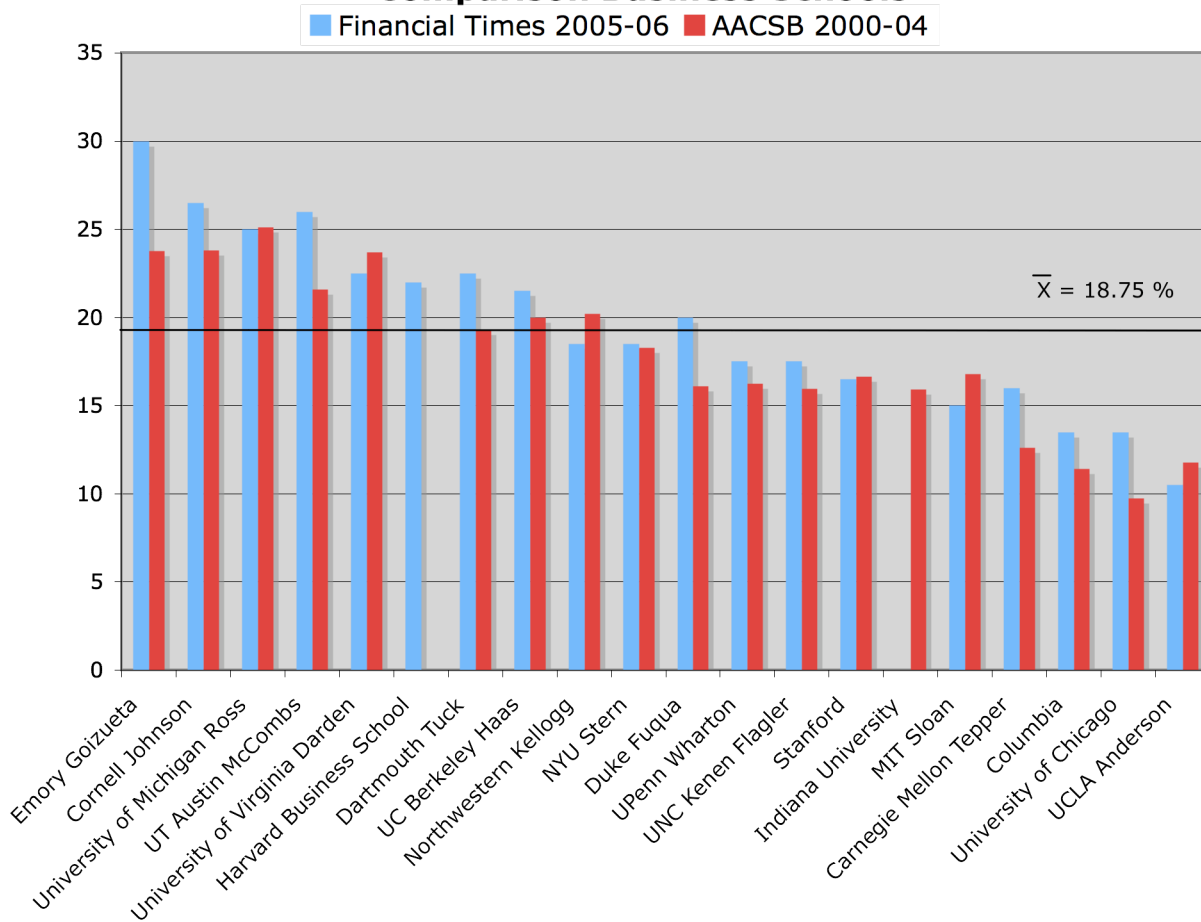
*Business Week Top 20 Business Schools, 2004
 In descending order using average of two data sets
 Anderson = 1.64 SD below the mean

FIGURE 2
% Women Faculty at Anderson Lower than
at other UC Business Schools
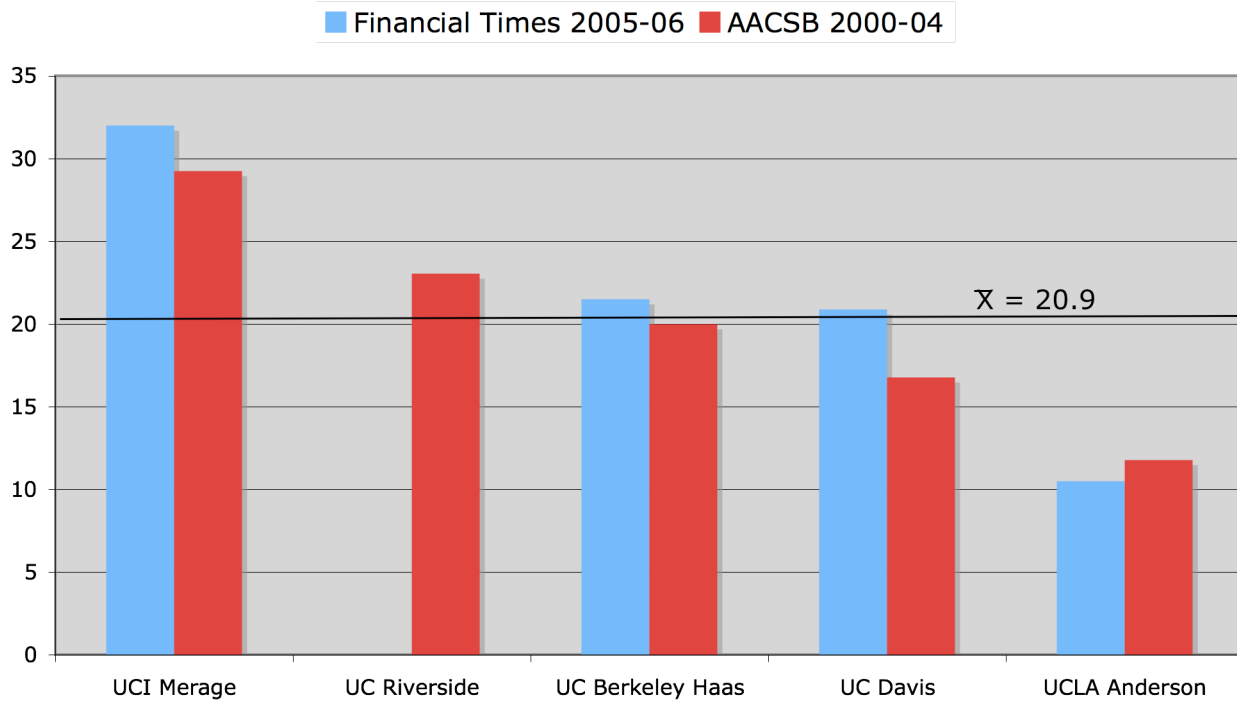
In descending order using average of two data sets
Anderson = 1.39 SD below the mean

APPENDIX A
COMPARISON BUSINESS SCHOOLS
Business Week 2004 ranking

RANKING	SCHOOL	PUBLIC/PRIVATE
1	Northwestern (Kellogg)	Private
2	Chicago	Private
3	Pennsylvania (Wharton)	Private
4	Stanford	Private
5	Harvard	Private
6	Michigan (Ross)	Public
7	Cornell (Johnson)	Private
8	Columbia	Private
9	MIT (Sloan)	Private
10	Dartmouth (Tuck)	Private
11	Duke (Fuqua)	Private
12	Virginia (Darden)	Private
13	NYU (Stern)	Private
14	UCLA (Anderson)	Public
15	Carnegie Mellon (Tepper)	Private
16	UNC Kenan Flagler	Public
17	UC Berkeley (Haas)	Public
18	Indiana	Public
19	UT Austin (McCombs)	Public
20	Emory (Goizueta)	Private

APPENDIX B
EMAIL REQUEST FOR INTERVIEW & QUESTIONS

Dear _____,

As Bruce announced in his email of October 25, we are conducting a study of the gender equity climate at UCLA Anderson with the goal of improving the working environment for our ladder faculty, both men and women. A major part of the study, similar to the one done at the Sloan School, involves matched pair interviews. We plan to interview all seven women ladder faculty and a set of men matched as well as possible by area, rank, tenure and research focus. In order to select the best matches, especially in cases where there are no ideal possibilities, we contacted each of the women faculty, their area chairs and Rakesh Sarin. [Identifying sentence deleted]

We hope you are willing to discuss your UCLA Anderson experiences with us. Assuming you are willing to do this, Pam Dupont will contact you soon to set up a time for an interview. [Names of two committee members] will conduct your interview and [staff member] will take notes. The interview will take between 45 minutes and 1 1/2 hours. The questions we plan to ask are provided below.   Afterwards, we will write an interview summary that will be sent to you for approval. You may elaborate, add, cut or edit the summary so that it represents an accurate reflection of your thoughts and experiences. We will use this revised version as data for the analysis. All interviews will be held in confidence. The only people who will see your interview are the committee members and the individual who helps take notes.

Let me know if you have any questions and thanks in advance for your help.

Barbara

For the Gender Equity Committee:
Sushil Bikhchandani
Barbara Lawrence, Co-Chair
Francis Longstaff, Co-Chair
Carol Scott

****

INTERVIEW QUESTIONS:
The following list provides examples of possible interview questions. Questions from the MIT study are indicated with asterisks.

1.   How did you decide to come to UCLA Anderson? Describe your career since then in terms of research, teaching, and service.
2.   Given your experiences at UCLA Anderson, would you still decide to come here? Why? Why not?

   [For past faculty: How has your work since UCLA been similar to or different from your time at UCLA? Give some specific examples.]
3.   What support have you received for your work? From the administration? From your area? From other colleagues? Include financial support, mentoring and other guidance? Do the

senior faculty in your area give you the same level of support as they give other people in your area? Do you feel comfortable asking them for feedback on your work?

4. Have you co-authored papers with people in your area at Anderson? In the school? Who?

5. What additional types of support would have been helpful?

6. Have you been as productive in your research as you would like to have been? Why? Why not?

7. What is the worst—and best—experience you've had at Anderson, whether professionally or personally?**

8. What is the worst thing you've observed happen to someone else at Anderson?**

9. Are there specific experiences or instances where you think being a woman / man has helped or hindered you at Anderson?**

10. Discuss if not brought up otherwise:**

    Teaching: teaching experiences, student reactions, administrative and area responses
    Relations to AGSM: resources, work with no formal recognition, mentoring, feedback
    Power and self-esteem: negotiation experiences, feelings of marginalization and respect, involvement in decision-making, meeting experiences, i.e. do you have a voice?
    Relations with senior staff: experiences, contacts
    Informal social contacts: lunches, dinners, sports, e.g., jogging, golf, tennis, etc.
    Other: ease of paper submissions and reactions to responses, both formal to journals and informal to colleagues, seminar presentations.

11. What is your definition of a productive faculty member?

12. Who at Anderson do you think is comparable to you in terms of career and work experiences?**

13. May we contact you again if any additional questions come up?

** Question from "Report of the Gender Committee, Sloan School of Management, MIT, March 2002, Appendix B".

APPENDIX C
INTERVIEW CODING SCHEME

CATEGORY 1: Experience at Entry

1. Initial offer
    a. Relative to other institutions (v1)
    b. Relative to others hired at Anderson (v2)

2. Help in getting started professionally
    a. Help in getting started teaching, i.e. assistance with syllabi, sharing notes, etc. (v3)
    b. Help in getting started with research, i.e. getting data, funding, ideas, guidance on journals, etc. (v4)
    c. Colleagues in same area to work with (v5)

3. Help in getting started personally
    a. Inclusion/exclusion socially at work (v6)
    b. Inclusion/exclusion socially outside of work (v7)

4. Other experiences or other kinds of support
    a. With/from other faculty (v8)
    b. With/from students (v9)

5. Overall perception (positive/negative) of first experiences at Anderson)
    a. Did the person feel that it was a smooth or troublesome start? (v10)

CATEGORY II: Institutional & Interpersonal Relationships
(Coded separately for early, middle and senior years)

1. Ability to secure needed resources
    a. For research, e.g., computer, databases, money for subjects, contacts for research sites, etc. (v11, v111, v211)
    b. For teaching – TAs for grading, etc. (v12, v112, v212)

2. Experience with bureaucracy/getting things done
    a. Experiences with area support staff (v13, v113, v213)
    b. Experiences with accounting, etc. (v14, v114, v214)
    c. Other (v15, v115, v215)

3. Relationships with central administration
    a. Access to, support from Chairman (v16, v116, v216)
    b. Access to, support from Dean (v17, v117, v217)

4. Sense of empowerment and respect from colleagues
    a. Voice is heard and respected within one's own area (v18, v118, v218)
    b. Voice is heard and respected within the Department, e.g., at faculty meetings, program (v19, v119, v219)
    c. Feeling of perceived value to the institution (v20, v120, v220)
    d. Sense of belonging professionally, alienation, marginalization (v21, v121, v221)

5. Ongoing research support
    a. Colleagues with whom to work on projects (v22)
    b. Feedback on research, papers, etc. from colleagues at Anderson (v23, v123, v223)

6. Social relationships and connections
   a. Inclusion in social activities at work (e.g., lunch) (v24, v124, v224)
   b. Inclusion in social activities outside of work (e.g., after work drinks, etc.) (v25, v125, v225)
   c. Sense of belonging personally, alienation, marginalization (v26, v126, v226)

7. Relationship with students
   a. Credibility and respect (v27, v127, v227)
   b. Perceived equity of treatment by students (v28, v128, v228)

CATEGORY III: Workload & Equity Issues
(Coded separately for early, middle and senior years)

1. Teaching
   a. Teaching of large classes such as the core (v29, v129, v229)
   b. Ability to teach electives or PhD seminars (v30, v130, v230)
   c. Perceived equity in teaching assignments, ability to teach desired courses. (v31, v131, v231)
   d. Extent to which extra teaching duties were requested by the School such as course development, extra sections, course coordinator, etc. (v32, v132, v232)

2. Service Activities
   a. Amount of service activities with one's area (v33, v133, v233)
   b. Amount of service activities within the school (v34, v134, v234)
   c. Amount of service activities for the university (v35, v135, v235)

3. Extra teaching duties, e.g., executive education, teaching for additional compensation, etc.
   a. Satisfaction with amount of extra teaching offered or done (v36, v136, v236)

4. Success in negotiating salary
   a. Nine-month salary (v37, v137, v237)
   b. Summer salary (v38, v138, v238)

5. Success in negotiating other terms of employment
   a. Compensation for course development (v39, v139, v239)
   b. Compensation for extra service work (v40, v140, v240)
   c. Compensation for extra teaching, larger classes, etc. (v41, v141, v241)
   d. Reduced teaching load (v42, v142, v242)

CATEGORY IV: PROMOTION AND MERIT REVIEWS

1. Experience with merit reviews
   a. Advice and counseling on timing and process (v43)
   b. Went smoothly or experienced significant problems or not (v44)

2. Experience with tenure review
   a. Went smoothly or experienced significant problems or not (v45)

3. Experience with promotion to full professor and higher
   a. Went smoothly, delayed or advanced, experienced significant problems or not (v46)

CATEGORY V: NEGATIVE AND POSITIVE EXPERIENCES

4. Negative events
   a. Number of negative events (based on gender or not) (v47)
   b. Severity/duration of events (v48)

5. Positive events
   a. Number of positive events, such as special awards, invitations, compliments, unexpected compensation etc. (v49)

6. Overall experience at UCLA Anderson
   a. Would they come here again? (v50)
   b. Have they been as productive as desired or not? (v52)

CATEGORY VI: OTHER COMMENTS

APPENDIX D
CONSTRUCTING VARIABLES FROM THE INTERVIEW DATA

Category	Variable	Avg of…	Mean	SD
I. Experience at Entry	Entry	v1-v10	3.64	0.72
II. Institutional & Interpersonal Relationships				
a. Before tenure	Relate_e	v11-v28	3.21	0.79
b. After tenure – middle years	Relate_m	V111-v128	3.31	1.12
c. After tenure – senior years	Relate_s	V211-v228	3.51	0.98
III. Workload & Equity Experiences				
a. Before tenure	Work_e	V29-v42	3.58	1.02
b. After tenure – middle years	Work_m	V129-v142	3.40	1.06
c. After tenure – senior years	Work_s	V229-v242	3.83	0.78
IV. Other				
a. Merit & promotion reviews	Reviews	v43-v46	3.17	1.63
b. Number of negative events	Events_n	V47	4.27	5.09
c. Impact of negative events	Impact	V48	4.21	3.33
d. Number of positive events	Events_p	V49	2.06	1.95
e. Would subject come again?	Accept (1=yes)	V50	1.13	0.32
f. Desired productivity	Productive	V52	3.07	1.40

As subjects did not discuss every sub-category that was coded, we elected to examine overall experiences by averaging the responses in each larger category. Thus, for instance, the variable *Entry* is the average of a subject's responses to the first 10 subcategories (v1-v10).

We were uninterested in the absolute levels of these variables, rather we wanted to know whether there were differences between the experiences of women and men. To make these comparisons, we used the Mann-Whitney test, which examines whether there is a significant difference in the rank order of women and men on the variable in question. This test is the appropriate non-parametric test for comparing two small samples especially in cases where there are unusually large or small outliers (Conover, 1980, p. 225).