Appendix E:

PROFILE ON PRODUCTIVITY

Profile on productivity was derived from the evaluation reports of faculty who responded to the survey. The productivity of the respondents will be reported in terms of 'working hours' per week, which is the same way as the university measures.

Productivity measures of two pay raise periods 2002 and two pay raise periods 2003 will be discussed in detail by looking closely at gender and disciplines. Variables including teaching loads, research activities, publication, community and social service, administrative activities and other types of committee work will guide the discussion.

Productivity measures by gender

Productivity measures for fiscal year 2002, by gender

Table 25 to 36 shows the averages of activities that male and female faculty performed according to the fiscal 2002 pay raise evaluation. The first evaluation period shows that both male and female faculty members were equally productive. Men had workloads of 61.22 working hours, whereas, women had 61.09 working hours. However, t-test statistical technique indicated that female faculty members tended to be more productive in research. Women tended to conduct research as part of a team, while their male counterparts preferred to do research alone. The second evaluation period shows that both male and female faculty members were also equally productive (60 working hours for men and 62 working hours for women). There was no statistically significant difference in productivity between male and female faculty members during this evaluation period. The total productivity of fiscal year 2002 shows that men and women were equally productive. Men had workloads of 121.33 working hours, while women

had 123.67 working hours. T-test statistical analysis technique indicated that there was statistically significant difference in only co-research. Women tended to conduct research as part of a team.

Productivity of the first pay raise period 2002, by gender

1.1) Teaching Loads of the first pay raise period 2002, by gender (table 25)

The average teaching loads of men were higher than those of women. The workloads of men was approximately forty hours, whereas, women were almost two working hours less than men. Men tended to spend more time on teaching at the undergraduate and graduate levels, while women spent more time on advising projects, theses, dissertations and advising students. For further analysis, the t-test statistical technique was employed to examine the difference in teaching loads between male and female faculty members. The results showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads. In other words, both male and female faculty members were equally productive in teaching loads.

Table 25: Teaching Loads of the first pay raise period 2002, by gender

Teaching Loads	**Mean**		**Standard Deviation**		**p**
	Male	Female	Male	Female	
Undergraduate Level	20.5232	19.0589	11.50776	9.78793	.151
Graduate Level	5.7582	4.6860	7.62548	6.92561	.123
Project, Theses, Dissertation	9.9682	10.7766	9.19339	11.06645	.405
Advising	3.8213	4.1950	2.11037	2.53191	.094
Total	40.0709	38.7165	14.95365	16.46150	.367

1.2) Research activities of the first pay raise period 2002, by gender (table 26)

The average research loads of female faculty members were higher than those of men. Female faculty members reported that they spent almost three working hours more on research each week than men. Men tended to conduct research alone, while women preferred to do so as a team. For further analysis, the t-test statistical technique was employed to examine the difference in research loads between male and female faculty members. The results showed that there was a statistically significant difference in rates of lead research and overall research productivity. Women tended to be more productive than men.

Table 26: Research Activities of the first pay raise 2002, by gender

Research Activities	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo researcher	.8791	.3134	4.15643	3.11954	.106
Lead researcher	3.7478	5.7699	8.10693	10.92514	.028**
Co-researcher	4.0768	5.5806	8.82814	8.91365	.076
Total	8.7037	11.6638	14.05152	16.35760	.042**

1.3 Publication of the first pay raise 2002, by gender (table 27)

Both men and women spent almost two working hours per week in publication. Men tended to spend more time on writing textbooks and articles as solo authors, while women spent more time on co-authored textbooks and articles. For further analysis, the t-test statistical technique was employed to examine the difference in publication workloads between male and female faculty members. The results showed that there was no statistically significant difference in any type of publication workload or in overall publication workloads. In other words, both male and female faculty members were equally productive in publication.

Table 27: Publication of the first pay raise 2002, by gender

Publication	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo Text	.7646	.3946	3.84386	2.78762	.247
Co-authored text	.0633	.2233	.73654	2.10618	.290
Solo article	.3777	.2668	2.08432	1.03276	.478
Co-authored article	.5406	.9499	1.61010	3.43706	.112
Total	1.7462	1.8345	4.92092	4.79285	.849

1.4) Academic and Social service of the first pay raise 2002, by gender (table 28)

Both men and women spent approximately three working hours per week in academic and social services (2.86 working hours for men and 2.50 working hours for women). Further analysis, t-test statistical technique, was employed to examine the difference in academic and social service workloads between male and female faculty members. The results showed that there was no statistically significant difference in this type of workload. Both male and female faculty members were equally productive in academic and social service.

Table 28: Academic and Social Service of the first pay raise 2002, by gender

Gender	Mean	Standard Deviation	p
Male	2.8603	3.48554	.239
Female	2.5037	2.84237	

1.5 Administrative Activities of the first pay raise 2002, by gender (table 29)

Men spent more time than women on administrative activities (4.60 working hours for men and 3.74 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in administrative

activities. Both male and female faculty members were equally productive in administrative activities.

Table 29: Administrative Activities of the first pay raise 2002, by gender

Gender	Mean	Standard Deviation	P
Male	4.5923	7.55436	.201
Female	3.7393	6.38979	

1.6 Other Committee Work of the first pay raise 2002, by gender (table 30)

Men spent more time than women on other types of committee work (3.25 working hours for men and 2.64 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in workloads concerning other committee work. Both male and female faculty members were equally productive.

Table 30: Other Committee Works of the first pay raise 2002, by gender

Gender	Mean	Standard Deviation	P
Male	3.2501	9.33677	.345
Female	2.6371	2.55587	

Productivity of the second pay raise period 2002 by gender

2.1 Teaching Loads of the second raise period 2002, by gender (table 31)

The average teaching loads of women were higher than those of men. The teaching loads of women were approximately forty working hours, whereas, men had approximately thirty-nine working hours in teaching. Men tended to spent more time on teaching at the undergraduate level, while women spent more time on teaching at the graduate level, on advising projects, theses, dissertations and advising students. Further

analysis, the t-test statistical technique, was employed to examine the difference in teaching loads between male and female faculty members. The results showed that there was no statistically significant difference in any types of teaching loads and overall teaching loads. In other words, both male and female faculty members were equally productive in teaching loads.

Table 31: Teaching Loads of the second raise period 2002, by gender

Teaching Loads	**Mean**		**Standard Deviation**		**p**
	Male	Female	Male	Female	
Undergraduate Level	19.5594	19.2831	10.96865	10.86087	.791
Graduate Level	6.6271	7.1598	9.01473	9.33178	.543
Project, Theses, Dissertation	9.4312	9.8140	7.21188	8.38747	.608
Advising	3.7434	4.1613	2.13260	2.52158	.061
Total	39.3611	40.4182	15.19530	14.65633	.458

2.2) Research Activities of the second raise 2002, by gender (table 32)

The average research loads of female faculty members were higher than those of men. Female faculty members reported that they spent approximately twelve working hours per week, while men spent around ten working hours in doing research. Men tended to conduct research alone, while women preferred to do so as a team. Further analysis, the t-test statistical technique, was employed to examine the difference in research loads between male and female faculty members. The results showed that there was no statistically significant difference in research.

Table 32: Research Activities of the second raise 2002, by gender

Research Activities	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo researcher	.9274	.4240	4.28644	2.59290	.135
Lead researcher	4.2436	5.5218	8.24995	9.953848	.134
Co-researcher	4.6722	5.7767	9.64041	7.67640	.184
Total	9.8432	11.7225	15.04008	14.10747	.177

2.3) Publication of the second raise period 2002, by gender (table 33)

Women spent more time on publication than men (.97 working hours for men and 1.42 working hours for women). Men tended to spend more time writing as solo authors for articles and co-authors for text, while women spent more time as co-authors for articles. Further analysis, the t-test statistical technique, was employed to examine the difference in publication workloads between male and female faculty members. The results showed that there was no statistically significant difference in any type of publication workloads or overall publication workloads. In other words, both male and female faculty members were equally productive in publication.

Table 33: Publication of the second raise period 2002, by gender

Publication	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo Text	.2630	.4457	2.22094	2.88170	.457
Co-authored text	.1046	.0936	.98018	.85824	.900
Solo article	.2065	.1743	1.80574	1.36487	.833
Co-authored article	.4007	.7104	1.38599	2.31228	.090
Total	.9748	1.4240	3.44557	4.02074	.209

2.4) Academic and Social service of the second raise period 2002, by gender (table 34)

Both men and women spent approximately two and a half working hours per week in academic and social services (2.40 working hours for men and 2.54 working hours for women). Further analysis, the t-test statistical technique, was employed to examine the difference in academic and social service workloads between male and female faculty members. The results showed that there was no statistically significant difference in this type of workload. Both male and female faculty members were equally productive in academic and social service.

Table 34: Academic and Social Service of the second raise period 2002, by gender

Gender	Mean	Standard Deviation	p
Male	2.4033	2.38904	.583
Female	2.5413	2.85591	

2.5 Administrative Activities of the second raise period 2002, by gender (table 35)

Men spent more time than women on administrative activities (4.55 working hours for men and 3.63 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in administrative activities. Both male and female faculty members were equally productive in administrative activities.

Table 35: Administrative Activities of the second raise 2002, by gender

Gender	Mean	Standard Deviation	P
Male	4.5526	7.50534	.162
Female	3.6265	6.32848	

2.6 Other committee work of the second raise period 2002, by gender (table 36)

Men spent more time than women on other types of committee work (2.97 working hours for men and 2.84 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in workloads concerning other committee work. Both male and female faculty members were equally productive.

Table 36: Other committee works of the second raise period 2002, by gender

Gender	Mean	Standard Deviation	P
Male	2.9689	2.16876	.548
Female	2.8389	2.35731	

Total productivity of pay raise period 2002

3.1) Total teaching loads of pay raise period 2002, by gender (table 37)

The average teaching loads of men were slightly higher than those of women (79.43 working hours for men and 79.13 working hours for women). Men tended to spend more time on teaching at the undergraduate and graduate levels, while women spent more time on advising projects, theses, dissertations and advising students. Further analysis, the t-test statistical technique, was employed to examine the difference in teaching loads between male and female faculty members. The results showed that there was no statistically significant difference in any type of teaching load or overall teaching loads.

Table 37: Total teaching loads of pay raise period 2002, by gender

Teaching Loads	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Undergraduate Level	40.0826	38.3419	19.88303	17.91205	.335
Graduate Level	12.3853	11.8458	14.59153	13.65765	.689
Project, Theses, Dissertation	19.3994	20.5906	15.40470	18.51167	.464
Advising	7.5647	8.3563	4.22270	5.03885	.075
Total	79.4320	79.1346	27.20078	27.53808	.909

3.2 Total Research Activities of pay raise period 2002, by gender (table 38)

Female faculty members had a higher research loads than their male counterparts (18.55 working hours for men and 23.39 working hours for women). Men tended to conduct research alone, while women preferred to do so as a team. Further analysis, the t-test statistical technique, was employed to examine the difference in research loads between male and female faculty members. The results showed that there was no statistically significant difference in overall research. However, there was statistically significant difference in co-research.

Table 38: Total research activities of pay raise period 2002, by gender

Research Activities	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo researcher	1.8065	.7374	8.06857	4.79561	.091
Lead researcher	7.9914	11.2917	15.71487	19.59337	.052
Co-researcher	8.7490	11.3573	17.63327	15.39114	.099
Total	18.5469	23.3863	28.03024	28.91883	.075

3.3) Total publication of pay raise period 2002, by gender (table 39)

Women spent more time on productivity than men (2.72 working hours for men and 3.26 working hours for women). Men tended to spend more time writing as solo authors, while women spent more time as co-authors. Further analysis, the t-test statistical technique, was employed to examine the difference in publication workloads between male and female faculty members. The results showed that there was no statistically significant difference in overall publication workload. However, there was statistically significant difference in co-authored article. Women tended to write co-authored article more than men.

Table 39: Total publication of pay raise period 2002, by gender

Publication	**Mean**		**Standard Deviation**		**p**
	Male	Female	Male	Female	
Solo Text	1.0276	.8403	4.70647	4.18609	.659
Co-authored text	.1679	.3169	1.55082	2.26508	.422
Solo article	.5842	.4411	3.66512	1.72402	.599
Co-authored article	.9413	1.6603	2.52991	4.74440	.049**
Total	2.7210	3.2585	6.96922	6.98375	.419

3.4) Total academic and social service of pay raise period 2002, by gender (table 40)

Both men and women spent approximately five working hours per week in academic and social services (5.26 working hours for men and 5.05 working hours for women). Further analysis, the t-test statistical technique, was employed to examine the difference in academic and social service workloads between male and female faculty members. The results showed that there was no statistically significant difference in this

type of workload. Both male and female faculty members were equally productive in academic and social service.

Table 40: Total academic and social service of pay raise period 2002, by gender

Gender	Mean	Standard Deviation	p
Male	5.2636	5.34576	.671
Female	5.0450	5.43901	

3.5 Total administrative activities of pay raise period 2002, by gender (table 41)

Men spent more time than women on administrative activities (9.15 working hours for men and 7.37 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in administrative activities. Both male and female faculty members were equally productive in administrative activities.

Table 41: Administrative Activities of the first pay raise period 2003, by gender

Gender	Mean	Standard Deviation	P
Male	9.1450	15.03328	.179
Female	7.3658	12.66058	

3.6) Total other committee work of pay raise period 2002, by gender (table 42)

Men spent slightly more time than women on other types of committee work (6.22 working hours for men and 5.48 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in workloads concerning other committee work. Both male and female faculty members were equally productive.

Table 42: Other committee works of the first pay raise period 2003, by gender

Gender	Mean	Standard Deviation	P
Male	6.2191	9.94103	.313
Female	5.4760	4.63998	

Productivity measures for fiscal year 2003, by gender

Tables 43 to 66 show the average of activities that males and female faculty performed according to the fiscal 2003 pay raise evaluation. The first evaluation period shows that both male and female faculty members were equally productive. Men had approximately workloads of 65 working hours whereas, women made 64 working hours. However, the t-test statistical technique indicated that male faculty members become more active in conducting solo research. The second evaluation period also showed that both male and female faculty members were equally productive (62 working hours for men and 64 working hours for women). The t-test statistical technique indicated that female faculty members produced more co-research than males. The total productivity of fiscal year 2003 shows that women were slightly more productive than men (126.62 working hours for men and 128.90 working hours for women). The t-test statistical technique indicated that men tended to conduct solo research, while women published more than men.

4.1) Teaching Loads of the first pay raise period 2003, by gender (table 43)

The average teaching loads of men were higher than those of women. The teaching loads of men were approximately forty-two working hours, whereas, women had approximately forty-one working hours per week in teaching. Men tended to spend more time on teaching at the undergraduate and graduate levels, while women spent more time on advising projects, theses, dissertations and advising students. Further analysis, the t-

test statistical technique, was employed to examine the difference in teaching loads between male and female faculty members. The results showed that there was no statistically significant difference in any type of teaching load or overall teaching loads.

Table 43: Teaching Loads of the first pay raise period 2003, by gender

Teaching Loads	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Undergraduate Level	20.6836	19.4647	12.75311	11.19877	.287
Graduate Level	6.3020	5.1789	8.15903	7.14454	.125
Project, Theses, Dissertation	11.4444	11.8679	10.70125	11.61577	.691
Advising	3.8419	4.1755	2.13717	2.58946	.142
Total	42.2719	40.6870	16.62757	16.25795	.312

4.2 Research Activities of the first pay raise period 2003, by gender (table 44)

The average research loads of both male and female faculty members were slightly different (10.43 working hour per week for men and 11.41 working hours for women). Men tended to conduct research alone, while women preferred to do so as a team. Further analysis, the t-test statistical technique, was employed to examine the difference in research loads between male and female faculty members. The results showed that there was no statistically significant difference in overall research. However, there was statistically significant difference in solo research.

Table 44: Research Activities of the first pay raise period 2003, by gender

Research Activities	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo researcher	1.2217	.3460	4.38969	2.17170	.008**
Lead researcher	4.8900	5.7028	8.95318	8.36936	.325
Co-researcher	4.3226	5.3625	8.25064	7.75520	.174
Total	10.4343	11.4113	15.03572	13.06561	.467

4.3) Publication of the first pay raise period 2003, by gender (table 45)

Women were spent more time on publication than men (1.69 working hours for men and 2.81 working hours for women). Further analysis, the t-test statistical technique, was employed to examine the difference in publication workloads between male and female faculty members. The results showed that there was no statistically significant difference in any type of publication workload or in overall publication workload. In other words, both male and female faculty members were equally productive in publication.

Table 45: Publication of the first pay raise period 2003, by gender

Publication	**Mean**		**Standard Deviation**		**p**
	Male	Female	Male	Female	
Solo Text	.4407	.6703	2.94280	3.51351	.548
Co-authored text	.0547	.1451	.80986	1.20668	.358
Solo article	.3740	.4276	1.62676	1.86023	.748
Co-authored article	.8196	1.5667	2.63547	6.60516	.122
Total	1.6890	2.8097	4.36526	7.66354	.061

4.4) Academic and Social service of the first pay raise period 2003, by gender (table 46)

Both men and women spent approximately three working hours per week in academic and social services (2.85 working hours for men and 2.73 working hours for women). Further analysis, the t-test statistical technique, was employed to examine the difference in academic and social service workloads between male and female faculty members. The results showed that there was no statistically significant difference in this type of workload. Both male and female faculty members were equally productive in academic and social service.

Table 46: Academic and Social Service of the first pay raise period 2003, by gender

Gender	Mean	Standard Deviation	p
Male	2.8463	3.07897	.710
Female	2.7290	3.52456	

4.5 Administrative Activities of the first pay raise period 2003, by gender (table 47)

Men spent more time than women on administrative activities (4.95 working hours for men and 3.97 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in administrative activities. Both male and female faculty members were equally productive in administrative activities.

Table 47: Administrative Activities of the first pay raise period 2003, by gender

Gender	Mean	Standard Deviation	P
Male	4.9496	7.70733	.155
Female	3.9656	6.76723	

4.6) Other committee work of the first pay raise period 2003, by gender (table 48)

Men spent slightly less time than women on other types of committee work (2.83 working hours for men and 2.90 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in workloads concerning other committee work. Both male and female faculty members were equally productive.

Table 48: Other committee works of the first pay raise period 2003, by gender

Gender	Mean	Standard Deviation	P
Male	2.8317	2.38352	.793
Female	2.8951	2.59429	

Productivity of the second pay raise period 2003, by gender

5.1) Teaching Loads of the second pay raise period 2003, by gender (table 49)

The average teaching loads of men were slightly lower than those of women. The teaching loads of men was 41 working hours; whereas, women made 42 working hours in teaching. Men tended to spent more time on teaching at the undergraduate and graduate levels, while women spent more time on advising projects, theses, dissertations and advising students. Further analysis, the t-test statistical technique, was employed to examine the difference in teaching loads between male and female faculty members. The results showed that there was no statistically significant difference in any type of teaching loads or in overall teaching load, which means that both male and female faculty members were equally productive in teaching loads.

Table 49: Teaching Loads of the second pay raise period 2003, by gender

Teaching Loads	Mean		Standard Deviation		P
	Male	Female	Male	Female	
Undergraduate Level	19.0075	18.8678	11.97522	13.72515	.910
Graduate Level	6.6788	6.4010	8.69838	8.61291	.763
Project, Theses, Dissertation	11.5789	12.3283	11.41337	15.25779	.561
Advising	3.7567	4.2002	2.21246	2.54698	.052
Total	41.0219	41.7973	18.93527	24.73645	.713

5.2) Research Activities of the second pay raise period 2003, by gender (table 50)

The average research loads of both male and female faculty members were slightly different (8.87 working hours per week for men and 10.59 working hours for women). Men tended to conduct research alone, while women preferred to do so as a team. Further analysis, the t-test statistical technique, was employed to examine the difference in research loads between male and female faculty members. The results showed that there was no statistically significant difference in overall researching. However, there was statistically significant difference in co-research.

Table 50: Research Activities of the second pay raise period 2003, by gender

Research Activities	**Mean**		**Standard Deviation**		**p**
	Male	Female	Male	Female	
Solo researcher	.9828	.3962	4.02429	2.24865	.059
Lead researcher	4.1813	5.0441	8.45011	8.14688	.276
Co-researcher	3.7062	5.1547	7.00753	8.09233	.045**
Total	8.8703	10.5949	13.60431	13.83447	.188

5.3) Publication of the second pay raise period 2003, by gender (table 51)

Women spent more time on publication than men (.96 working hours for men and 1.52 working for women). Men spent more time than women on writing solo articles, while women spent more time than men on writing solo text and co-authored articles. Further analysis, the t-test statistical technique, was employed to examine the difference in publication workloads between male and female faculty members. The results showed that there was no statistically significant difference in any types of publications or in overall publication.

Table 51: Publication of the second pay raise period 2003, by gender

Publication	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo Text	.2530	.6003	2.24044	3.15369	.185
Co-authored text	.0068	.0615	.10123	.69896	.254
Solo article	.2065	.1797	.98605	.91838	.768
Co-authored article	.4954	.6811	1.77588	1.88433	.288
Total	.9617	1.5226	3.03188	3.73558	.085

5.4) Academic and Social service of the second pay raise period 2003, by gender (table 52)

Women spent slightly more time than men on work relating academic and social services (2.80 working hours for men and 3.32 working hours for women). Further analysis, the t-test statistical technique, was employed to examine the difference in academic and social service workloads between male and female faculty members. The results showed that there was no statistically significant difference in this type of workload. Both male and female faculty members were equally productive in academic and social service.

Table 52: Academic and Social Service of the second pay raise period 2003, by gender

Gender	Mean	Standard Deviation	p
Male	2.7945	2.82862	.108
Female	3.3225	3.94399	

5.5) Administrative Activities of the second pay raise period 2003, by gender (table 53)

Men spent more time than women on administrative activities (4.91 working hours for men and 4.09 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in administrative activities. Both male and female faculty members were equally productive in administrative activities.

Table 53: Administrative Activities of the second pay raise period 2003, by gender

Gender	Mean	Standard Deviation	p
Male	4.9078	7.65181	.235
Female	4.0887	6.79205	

5.6) Other committee work of the second pay raise period 2003, by gender (table 54)

Men spent slightly less time than women on other types of committee works (3.04 working hours for men and 3.08 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in workloads concerning other committee work. Both male and female faculty members were equally productive.

Table 54: Other committee works of the second pay raise period 2003, by gender

Gender	Mean	Standard Deviation	p
Male	3.0362	2.52142	.864
Female	3.0758	2.33180	

Total productivity of pay raise period 2003

6.1) Total teaching loads of pay raise period 2003, by gender (table 55)

The average teaching loads of men were slightly higher than those of women (83.29 working hours for men and 82.48 working hours for women). Men tended to spend more time on teaching at the undergraduate and graduate levels, while women spent more time on advising projects, theses, dissertations and advising students. Further analysis, the t-test statistical technique, was employed to examine the difference in teaching loads between male and female faculty members. The results showed that there was no statistically significant difference in any type of teaching load or overall teaching loads.

Table 55: Total teaching loads of pay raise period 2003, by gender

Teaching Loads	**Mean**		**Standard Deviation**		**p**
	Male	Female	Male	Female	
Undergraduate Level	39.6911	38.3325	22.66059	22.06665	.524
Graduate Level	12.9808	11.5799	15.15975	14.20733	.317
Project, Theses, Dissertation	23.0232	24.1962	20.39767	25.43010	.594
Advising	7.5986	8.3757	4.30950	5.11287	.086
Total	83.2937	82.4843	32.45088	37.65426	.809

6.2) Total Research Activities of pay raise period 2003, by gender (table 56)

The average research loads of both male and female faculty members were slightly different (19.30 working hour per week for men and 22.01 working hours for women). Men tended to conduct research alone, while women preferred to do so as a team. Further analysis, the t-test statistical technique, was employed to examine the difference in research loads between male and female faculty members. The results

showed that there was no statistically significant difference in overall research. However, there was statistically significant difference in solo research.

Table 56: Total research activities of pay raise period 2003, by gender

Research Activities	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo researcher	2.2045	.7422	7.92194	4.20243	.016**
Lead researcher	9.0713	10.7468	16.77740	15.85886	.282
Co-researcher	8.0288	10.5172	14.35190	14.34071	.069
Total	19.3046	22.0062	27.71670	25.34353	.286

6.3) Total publication of pay raise period 2003, by gender (table 57)

Women spent more time on publication than men (2.65 working hours for men and 4.33 working hours for women). Further analysis, the t-test statistical technique, was employed to examine the difference in publication workloads between male and female faculty members. The results showed that there was statistically significant difference in overall publication workload.

Table 57: Total publication of pay raise period 2003, by gender

Publication	Mean		Standard Deviation		p
	Male	Female	Male	Female	
Solo Text	.6937	1.2706	3.66818	5.00853	.170
Co-authored text	.0615	.2066	.81570	1.68152	.252
Solo article	.5804	.6073	2.19304	2.24046	.899
Co-authored article	1.3151	2.2478	3.68395	7.82157	.112
Total	2.6507	4.3323	5.68995	9.45480	.025**

6.4) Total academic and social service of pay raise period 2003, by gender (table 58)

Both men and women spent approximately three working hours per week in academic and social services (5.64 working hours for men and 6.05 working hours for women). Further analysis, the t-test statistical technique, was employed to examine the difference in academic and social service workloads between male and female faculty members. The results showed that there was no statistically significant difference in this type of workload. Both male and female faculty members were equally productive in academic and social service.

Table 58: Total academic and social service of pay raise period 2003, by gender

Gender	Mean	Standard Deviation	p
Male	5.6408	5.77439	.502
Female	6.0515	6.96715	

6.5 Total administrative activities of pay raise period 2003, by gender (table 59)

Men spent more time than women on administrative activities (9.86 working hours for men and 8.05 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in administrative activities. Both male and female faculty members were equally productive in administrative activities.

Table 59: Administrative Activities of the first pay raise period 2003, by gender

Gender	Mean	Standard Deviation	P
Male	9.8573	15.20863	.189
Female	8.0542	13.51064	

6.6) Total other committee work of pay raise period 2003, by gender (table 60)

Men spent slightly less time than women on other types of committee work (5.87 working hours for men and 5.97 working hours for women). However, the t-test statistical technique indicated that there was no statistically significant difference in workloads concerning other committee work. Both male and female faculty members were equally productive.

Table 60: Other committee works of the first pay raise period 2003, by gender

Gender	Mean	Standard Deviation	P
Male	5.8679	4.75723	.821
Female	5.9700	4.72558	

Productivity measures by gender and disciplines

Productivity of the first pay raise period 2002, by gender and disciplines

Table 61 to 73 showed the average of activities that males and female faculty performed for the fiscal year 2002 pay raise evaluation categorized by discipline: female-dominated, male-dominated and balanced disciplines. When looking closely at disciplines, both men and women were still equally productive within their own disciplines. For example, in female-dominated disciplines, men had more productivity than women (61.73 working hours for men and 57.79 working hours for women). Men in male-dominated disciplines had more productivity than women (61.30 working hours for men and 60 working hours for women). In balanced disciplines, women reported that they had more productivity than men (61 working hours for men and 66 working hours for women). However, further analysis, the t-test statistical technique, showed that there was no statistically significant difference in over all productivity of any discipline (p =

.322 for female-dominated disciplines, p = .874 for male-dominated disciplines, and p = .082).

7.1) Teaching Loads of the first pay raise period 2002, by gender and disciplines (table 61)

For female-dominated disciplines, men had heavier teaching loads than women. The average teaching loads of men were 41.03 working hours, while those of women were 36.62 working hours. Men spent more time than women on teaching at both the undergraduate and graduate levels, advising research, project and students. Even so, there was no statistically significant difference among these activities and overall teaching loads, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent more time than women on teaching. The average teaching loads of men were 35.50 working hours, while those of women were 31.28 working hours. Men tended to spend more time on teaching at both the undergraduate and graduate levels and supervising research, projects and theses, while women spent more time on advising students. Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

In balanced disciplines, women had slightly heavier teaching loads than men (43.13 working hours for men and 44 working hours for women). Men spent more time teaching at both the undergraduate and graduate levels than women, whereas, women spent more time than men on supervising research projects, theses and advising students. The t-test statistical technique showed that there was no statistically significant difference

in overall teaching loads. However, there was statistically significant difference in teaching at undergraduate level and advising research project or theses.

Table 61: Teaching Loads of the first pay raise 2002, by gender and disciplines

Disciplines	**Mean**		**Standard Deviation**		**P**
	Male	Female	Male	Female	
Female-dominated					
• Undergraduate Level	19.9661	18.2644	12.10420	10.81803	.356
• Graduate Level	6.0563	4.1722	8.14046	7.38762	.134
• Project, Theses, Dissertation	10.4426	9.7561	9.43631	10.27636	.677
• Advising	4.5648	4.4320	3.81217	3.27031	.814
• Total	41.0298	36.6246	15.33555	14.24593	.067
Male-dominated					
• Undergraduate Level	16.1082	14.5052	11.88956	6.85856	.550
• Graduate Level	5.5341	4.7998	7.56123	6.57435	.683
• Project, Theses, Dissertation	10.8032	8.5346	10.86246	7.20633	.362
• Advising	3.0490	3.4423	1.19729	1.94187	.253
• Total	35.4946	31.2819	17.49096	13.53706	.304
Balanced					
• Undergraduate Level	24.3329	21.5465	9.46959	8.07771	.041**
• Graduate Level	5.7612	5.4491	7.44342	6.25942	.769
• Project, Theses, Dissertation	9.0309	12.9747	7.46932	12.75607	.013**
• Advising	3.9974	4.0376	.50797	.59338	.645
• Total	43.1298	44.0070	11.41023	18.87824	.710

7.2 Research Activities of the first pay raise period 2002, by gender and disciplines (table 62)

For female-dominated disciplines, women conducted more research than men. The average researching loads of men were 6.62 working hours, while those of women

were 10.86 working hours. Women spent more time than men researching as a team, while men preferred to do research alone. There was no statistically significant difference in overall research, but there was a statistically significant difference in co-research when the t-test statistical technique was used for further analysis.

In male-dominated disciplines, women spent more time than men on research. The average researching loads of men were 13.77 working hours, while those of women were 20.96 working hours. Women spent more time than men as lead researchers. Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in overall research, but there was a statistically significant difference in lead research.

In balanced disciplines, women also conducted more research than men (5.91 working hours for men and 10.33 working hours for women). Men spent more time as solo researchers, while women spent more time as lead- and co-researchers. Further analysis, the t-test statistical technique, showed that there was a statistically significant difference in overall researching, lead research and co-research.

Table 62: Research Activities of the first pay raise period 2002, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Solo researcher	1.1111	.3659	3.96564	2.32339	.121
• Lead researcher	3.3796	5.1006	7.55801	10.31360	.274
• Co-researcher	2.1296	5.3963	4.71913	9.80473	.022**
• Total	6.6204	10.8628	10.09670	16.93495	.090
Male-dominated					
• Solo researcher	1.1170	1.1538	5.50343	8.43549	.981
• Lead researcher	6.0660	13.5577	11.08955	18.80909	.023**
• Co-researcher	6.5957	6.2500	12.63991	8.39115	.905
• Total	13.7787	20.9615	19.85419	23.72928	.160
Balanced					
• Solo researcher	.5556	.0000	2.84839	.00000	.085
• Lead researcher	2.1296	4.6519	4.4786	7.81122	.009**
• Co-researcher	3.2222	5.6804	6.27243	7.60292	.022**
• Total	5.9074	10.3323	8.42384	11.77328	.005**

7.3 Publication of the first raise period 2002, by gender and disciplines (table 63)

For female-dominated disciplines, men spent more time on publication than women (2.85 working hours for men and 2.34 working hours for women). Men spent more time than women on solo texts and solo articles, while women spent more time as co-authors for text and articles. The t-test statistical analysis showed that there was no statistically significant difference in publication.

In male-dominated disciplines, men spent more time than women on publication (1.67 working hours for men and .83 working hours for women). However, further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any type of publication or in overall publication.

In balanced disciplines, women spent slightly more time on publication than men (1.16 working hours for men and 1.33 working hours for women). Men tended to write alone, while women preferred to be co-authors. However, the t-test statistical technique showed that there was no statistically significant difference in any type of publication activity or in overall publication.

Table 63: Publication of the first raise period 2002, by gender and disciplines

Disciplines	**Mean**		**Standard Deviation**		**P**
Female-dominated	Male	Female	Male	Female	
• Solo text	1.1111	.4878	4.62469	3.09784	.296
• Co-authored text	.1852	.2439	1.36096	2.20416	.857
• Solo article	.7407	.3415	2.34088	1.17581	.134
• Co-authored article	.8148	1.2683	1.83356	4.30904	.460
• Total	2.8519	2.3415	6.06752	5.56060	.587
Male-dominated					
• Solo text	.8511	.3846	4.06513	2.81183	.618
• Co-authored text	.0532	.0000	.51654	.00000	.633
• Solo article	.4468	.1731	2.92152	.93569	.668
• Co-authored article	.3191	.2692	1.20420	1.25564	.867
• Total	1.6702	.8269	4.99918	3.14711	.459
Balanced					
• Solo text	.4938	.2532	3.12075	2.25018	.570
• Co-authored text	.0000	.2532	.00000	2.25018	.283
• Solo article	.1111	.1772	.56968	.79678	.530
• Co-authored article	.5556	.6456	1.73800	1.99382	.753
• Total	1.1605	1.3291	3.97036	3.70973	.776

7.4 Academic and Social service of the first raise period 2002, by gender and disciplines (table 64)

For female-dominated disciplines, men spent more time on work related to academic and social service than women (2.16 working hours for men and 2.0 working hours for women). There was no statistically significant difference in this type of activity.

In male-dominated disciplines, men spent more time than women on academic and social service activities (2.29 working hours for men and 1.39 working hours for women). Further analysis, the t-test statistical technique, showed no statistically significant difference.

In balanced disciplines, men spent slightly more time on academic and social service than women (3.72 working hours for men and 3.61 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 64: Academic and Social Service of the first raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated • Male • Female	 2.1581 1.9860	 2.92624 2.69039	 .704
Male-dominated • Male • Female •	 2.2927 1.3944	 3.83279 2.33226	 .303
Balanced • Male • Female	 3.7193 3.6111	 3.34618 2.87947	 .823

7.5 Administrative Activities of the first raise period 2002, by gender and disciplines (table 65)

For female-dominated disciplines, men spent more working hours on administrative activities than women (6.28 working hours for men and 3.73 working hours for women). Further analysis, the t-test statistical technique showed that there was a statistically significant difference.

In male-dominated disciplines, men spent more time than women on performing administrative activities (4.32 working hours for men and 3.94 working hours for women). Even so, a t-test statistical technique showed that there was no statistically significant difference.

In balanced disciplines, both men and women spent almost the same amount of working hours on administrative activities (3.83 working hours for men and 3.70 for women). The t-test statistical technique showed that there was no statistically significant difference.

Table 65: Administrative Activities of the first raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated • Male • Female	 6.2759 3.7317	 8.29707 6.77777	 .034**
Male-dominated • Male • Female •	 4.3165 3.9375	 7.47060 7.11993	 .834
Balanced • Male • Female	 3.8272 3.6962	 7.08326 5.59385	 .895

7.6 Other committee work of the first raise period 2002, by gender and disciplines (table 66)

For female-dominated disciplines, men slightly heavier workloads on other committee work than women (2.80 working hours for men and 2.24 working hours for women). There was no statistically significant difference among these activities, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent more time than women on other committee work (3.75 working hours for men and 1.59 working hours for women). Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any types of teaching loads and overall teaching loads.

In balanced disciplines, women spent slightly more time on other committee work than men (3.12 working hours for men and 3.54 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 66: Other committee work of the first raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	2.7976	3.16380	.260
• Female	2.2387	2.94556	
Male-dominated			
• Male	3.7461	15.86644	.529
• Female	1.5875	1.70046	
Balanced			
• Male	3.1222	1.93011	.137
• Female	3.5434	1.71843	

Productivity of the second pay raise period 2002, by gender and disciplines

Table 67 to 72 showed the average of activities that males and female faculty performed for the fiscal 2002 pay raise evaluation, categorized by discipline: female-dominated, male-dominated and balanced disciplines. When looking closely at disciplines, both men and women were still equally productive within their own disciplines. For example, in female-dominated disciplines, men had more productivity than women (67.88 working hours for men and 63.87 working hours for women). Both men and women in male-dominated disciplines had almost the same amount of overall working hours (57.77 working hours for men and 57.56 working hours for women). In balanced disciplines, women reported that they had more productivity than men (57.40 working hours for men and 61.94 working hours for women). However, further analysis, the t-test statistical technique, showed that there was no statistically significant difference in overall productivity of any discipline ($p = .319$ for female-dominated disciplines, $p = .975$ for male-dominated disciplines, and $p = .132$ for balanced disciplines).

8.1 Teaching Loads of the second pay raise period 2002, by gender and disciplines (table 67)

For female-dominated disciplines, men had heavier teaching loads than women (46.25 working hours for men and 41.69 working hours for women). There was no statistically significant difference among these activities and overall teaching loads, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent more time than women on teaching. The average teaching loads of men were 34.36 working hours, while those of women were 31.12 working hours. Men tended to spend more time on teaching at the

undergraduate level and advising research projects and theses, while women spent more time on teaching at the graduate level and advising students. Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

In balanced disciplines, women had slightly heavier teaching loads than men (39.29 working hours for men and 41.03 working hours for women). Men spent more time teaching at the undergraduate level than women, whereas, women spent more time than men on teaching at the graduate level, supervising research projects, theses and advising students. However, the t-test statistical technique showed that there was statistically significant difference in time spent on supervising project, research and theses.

Table 67: Teaching Loads of the second pay raise period 2002, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Undergraduate Level	21.8763	20.5409	13.92304	11.31147	.504
• Graduate Level	10.4544	7.8916	13.78713	10.35726	.176
• Project, Theses, Dissertation	9.4981	8.8744	8.26828	7.88299	.635
• Advising	4.4189	4.3793	3.87448	3.26270	.944
• Total	46.2478	41.6861	19.86216	13.16224	.074
Male-dominated					
• Undergraduate Level	15.6654	13.7879	8.91254	7.45414	.374
• Graduate Level	6.3117	6.6431	7.37626	8.07939	.858
• Project, Theses, Dissertation	9.4521	7.2548	7.34051	5.67664	.202
• Advising	2.9336	3.4385	1.16542	1.92182	.136
• Total	34.3629	31.1242	13.87789	13.35147	.338
Balanced					
• Undergraduate Level	21.2856	18.8570	9.70980	10.53636	.119
• Graduate Level	4.6410	6.1709	5.33476	7.86569	.135
• Project, Theses, Dissertation	9.3756	11.9747	6.49630	9.33524	.034**
• Advising	3.9891	4.0241	.49529	.57762	.671
• Total	39.2912	41.0266	11.10881	16.36770	.414

8.2) Research Activities of the second pay raise period 2002, by gender and disciplines (table 68)

For female-dominated disciplines, women conducted more research than men (9.81 working hours for men and 12.07 working hours for women). Women spent more time than men researching as a team, while men preferred to do research alone. There was no statistically significant difference in overall research, but there was a statistically

significant difference in solo-research when the t-test statistical technique was used for further analysis.

In male-dominated disciplines, women spent more time than men on research. The average researching loads of men were 13.46 working hours, while those of women were 18.51 working hours. Further analysis, the t-test statistical technique showed that there was no statistically significant difference in overall research, solo research or in co-research. However, there was statistically significant difference in lead research.

In balanced disciplines, women conducted more research than men (7.00 working hours for men and 9.30 working hours for women). Men spent more time as solo researchers, while women spent more time as lead- and co-researchers. Further analysis, the t-test statistical technique, showed that there was a statistically significant difference in solo-research.

Table 68: Research Activities of the second pay raise period 2002, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Solo researcher	1.1111	.6707	3.96564	3.01258	.421
• Lead researcher	4.4444	4.7866	7.50334	8.20672	.795
• Co-researcher	4.2593	6.6159	7.85601	8.20672	.081
• Total	9.8148	12.0732	13.42342	13.94262	.319
Male-dominated					
• Solo researcher	.9574	.5769	5.31001	4.21775	.760
• Lead researcher	6.0660	13.1250	10.81250	17.09371	.023**
• Co-researcher	6.4362	4.8077	12.25886	7.02406	.556
• Total	13.4596	18.5096	19.56815	21.43162	.304
Balanced					
• Solo researcher	.7963	.0000	3.53986	.00000	.047**
• Lead researcher	2.6852	4.5570	5.72108	7.63510	.070
• Co-researcher	3.5185	4.7468	7.99599	6.69379	.283
• Total	7.0000	9.3038	10.75534	11.07909	.171

8.3) Publication of the second pay raise period 2002, by gender and disciplines (table 69)

For female-dominated disciplines, men spent less time on publication than women (.55 working hours for men and 1.84 working hours for women). Men spent more time than women on co-text, while women spent more time as solo-authors for text and articles and co-authors for articles. T-test statistical analysis showed that there was a statistically significant difference in co-research.

In male-dominated disciplines, men spent more time than women on publication (1.41 working hours for men and .50 working hours for women). Further analysis, the t-test statistical technique showed that there was no statistically significant difference in any type of publication or in overall publication.

In balanced disciplines, women spent slightly more time on publication than men (.88 working hours for men and 1.03 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference in any type of publication activity or in overall publication.

Table 69: Publication of the second pay raise period 2002, by gender and disciplines

Disciplines	**Mean**		**Standard Deviation**		**P**
Female-dominated	Male	Female	Male	Female	
• Solo text	.0704	.7317	.51716	3.77029	.204
• Co-authored text	.1852	.0000	1.36096	.00000	.133
• Solo article	.1481	.1829	1.0887	1.65312	.888
• Co-authored article	.1481	.9268	.78693	2.64170	.036**
• Total	.5519	1.8415	1.92321	4.68478	.054
Male-dominated					
• Solo text	.4255	.0000	2.90624	.00000	.597
• Co-authored text	.1773	.1923	1.23462	.98434	.959
• Solo article	.5106	.1154	2.97686	.84355	.543
• Co-authored article	.2979	.1923	1.34484	1.40592	.751
• Total	1.4114	.5000	4.45427	1.86723	.355
Balanced					
• Solo text	.2468	.1266	2.2263	1.12509	.664
• Co-authored text	.0000	.2110	.00000	1.34437	.135
• Solo article	.0000	.1772	.00000	.93093	.070
• Co-authored article	.6296	.5190	1.64536	1.91392	.685
• Total	.8765	1.0338	3.21243	3.21267	.750

8.4) Academic and Social service of the second pay raise period 2002, by gender and disciplines (table 70)

For female-dominated disciplines, men slightly spent more time on work related to academic and social service than women (2.30 working hours for men and 2.16 working hours for women). There was no statistically significant difference in this type of activity.

In male-dominated disciplines, men slightly spent more time than women on academic and social service activities (1.88 working hours for men and 1.46 working hours for women). Further analysis, the t-test statistical technique, showed no statistically significant difference.

In balanced disciplines, men spent slightly less time on academic and social service than women (2.87 working hours for men and 3.43 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 70: Academic and Social Service of the second pay raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	2.3022	2.53656	.763
• Female	2.1556	3.12531	
Male-dominated			
• Male	1.8839	2.26011	.440
• Female	1.4646	2.04261	
Balanced			
• Male	2.8731	2.33245	.120
• Female	3.4353	2.35783	

8.5) Administrative Activities of the second pay raise period 2002, by gender and disciplines (table 71)

For female-dominated disciplines, men spent more working hours on administrative activities than women (6.16 working hours for men and 3.62 working hours for women). Further analysis, the t-test statistical technique showed that there was a statistically significant difference.

In male-dominated disciplines, men spent more working hours on administrative activities than women (4.32 working hours for men and 3.99 working hours for women). T-test statistical technique showed that there was no statistically significant difference.

In balanced disciplines, men spent slightly more working hours on administrative activities (3.80 working hours for men and 3.53 working hours for women). T-test statistical technique showed that there was no statistically significant difference.

Table 71: Administrative Activities of the second pay raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	6.1567	8.26444	.034**
• Female	3.6220	6.71506	
Male-dominated			
• Male	4.3165	7.47060	.859
• Female	3.9952	7.09896	
Balanced			
• Male	3.8025	6.99394	.782
• Female	3.5316	5.51649	

8.6) Other committee work of the second pay raise period 2002, by gender and disciplines (table 72)

For female-dominated disciplines, men had slightly heavier workloads on other committee work than women (2.81 working hours for men and 2.49 working hours for women). There was no statistically significant difference among these activities, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent slightly more time than women on other committee work (2.34 working hours for men and 1.97 working hours for women). Further analysis, the t-test statistical technique showed that there was no statistically significant difference in any types of teaching loads or in overall teaching loads.

In balanced disciplines, women spent slightly more time on other committee work than men (3.56 working hours for men and 3.61 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 72: Other committee works of the second pay raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated • Male • Female	 2.8117 2.4949	 2.79955 2.61380	 .471
Male-dominated • Male • Female	 2.3366 1.9667	 2.33311 1.65599	 .492
Balanced • Male • Female	 3.5609 3.6122	 1.31127 1.86149	 .834

Total productivity of pay raise period 2002, by gender and disciplines

9.1) Total Teaching Loads of pay raise period 2002, by gender and disciplines (table 73)

For female-dominated disciplines, men had heavier teaching loads than women (87.28 working hours for men and 78.3127 working hours for women). There was statistically significant difference in overall teaching loads, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent more time than women on teaching. The average teaching loads of men were 69.86 working hours, while those of women were 62.41 working hours. Men tended to spend more time on teaching at both undergraduate and graduate levels and advising research projects and theses, while women spent more time on advising students. Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

In balanced disciplines, women had slightly heavier teaching loads than men (82.42 working hours for men and 85.03 working hours for women). Men spent more time teaching at the undergraduate level than women, whereas, women spent more time than men on teaching at the graduate level, supervising research projects, theses and advising students. The t-test statistical technique showed that there was statistically significant difference in teaching at the undergraduate level and advising research, project and theses.

Table 73: Total Teaching Loads of pay raise period 2002, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Undergraduate Level	41.8424	38.8052	25.03477	19.40025	.385
• Graduate Level	16.5107	12.0638	19.59683	14.59960	.097
• Project, Theses, Dissertation	19.9407	1836305	17.22331	17.28421	.664
• Advising	8.3937	8.8112	7.65623	6.51319	.879
• Total	87.2776	78.3107	33.39730	23.00275	.041**
Male-dominated					
• Undergraduate Level	31.7736	28.2931	18.69265	13.25189	.420
• Graduate Level	11.8459	11.4429	13.61772	13.61772	.901
• Project, Theses, Dissertation	20.2553	15.7894	17.00070	12.47335	.259
• Advising	5.9827	6.8808	2.32864	2.32864	.184
• Total	69.8574	62.4062	28.49972	24.75972	.213
Balanced					
• Undergraduate Level	45.6254	40.4022	14.78797	15.76984	.027**
• Graduate Level	10.4022	11.6200	11.21852	12.68264	.507
• Project, Theses, Dissertation	18.4064	24.9494	12.86967	20.92854	.014**
• Advising	7.9869	8.0608	1.00181	1.16953	.658
• Total	82.4210	85.0335	19.05062	32.52788	.516

9.2) Total Research Activities of pay raise period 2002, by gender and disciplines (table 74)

For female-dominated disciplines, women conducted more research than men (16.44 working hours for men and 22.94 working hours for women). Women spent more time than men researching as a team, while men preferred to do research alone. There was no statistically significant difference in overall research, but there was a statistically

significant difference in co-research when the t-test statistical technique was used for further analysis.

In male-dominated disciplines, women spent more time than men on research. The average researching loads of men were 27.24 working hours, while those of women were 39.47 working hours. Further analysis, the t-test statistical technique showed that there was no statistically significant difference in overall research, solo research or in co-research. However, there was statistically significant difference in lead research.

In balanced disciplines, women conducted more research than men (12.91 working hours for men and 19.64 working hours for women). Men spent more time as solo researchers, while women spent more time as lead- and co-researchers. Further analysis, the t-test statistical technique showed that there was a statistically significant difference in lead and overall research.

Table 74: Total Research Activities of pay raise period 2002, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Solo researcher	2.2222	1.0366	6.77648	3.73884	.139
• Lead researcher	7.8241	9.8872	13.64299	17.44724	.444
• Co-researcher	6.3889	12.0122	11.59228	16.63034	.026**
• Total	16.4352	22.9360	21.43976	28.95304	.142
Male-dominated					
• Solo researcher	2.0745	1.7308	10.70358	12.65324	.900
• Lead researcher	12.1319	26.6827	21.48425	34.74374	.020**
• Co-researcher	13.0319	11.0577	24.3604	14.59312	.720
• Total	27.2383	39.4712	38.73635	43.80875	.213
Balanced					
• Solo researcher	1.3519	.0000	6.18751	.00000	.054
• Lead researcher	4.8148	9.2089	9.72198	14.94940	.022**
• Co-researcher	6.7407	10.4272	13.24169	13.64307	.076
• Total	12.9074	19.6361	18.25350	21.87079	.030**

9.3) Total Publication of pay raise period 2002, by gender and disciplines (table 75)

For female-dominated disciplines, men spent less time on publication than women (3.40 working hours for men and 4.18 working hours for women). Men spent more time than women on co-text, while women spent more time as solo-authors for text and articles and co-authors for articles. T-test statistical analysis showed that there was no statistically significant difference in co-research.

In male-dominated disciplines, men spent more time than women on publication (3.08 working hours for men and 1.33 working hours for women). Further analysis, the t-

test statistical technique showed that there was no statistically significant difference in any type of publication or in overall publication.

In balanced disciplines, women spent slightly more time on publication than men (2.04 working hours for men and 2.36 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference in any type of publication activity or in overall publication.

Table 75: Total Publication of pay raise period 2002, by gender and disciplines

Disciplines	**Mean**		**Standard Deviation**		**P**
Female-dominated	Male	Female	Male	Female	
• Solo text	1.1815	1.2195	4.63636	4.80542	.961
• Co-authored text	.3704	.2439	2.72191	2.20416	.746
• Solo article	.8889	.5244	2.71059	1.99734	.322
• Co-authored article	.9630	2.1951	2.07396	5.78193	.132
• Total	3.4037	4.1829	7.18142	7.95469	.539
Male-dominated					
• Solo text	1.2766	.3846	5.73297	2.81183	.486
• Co-authored text	.2305	.1923	1.33208	.98434	.902
• Solo article	.9574	.2885	5.86598	1.73098	.601
• Co-authored article	.6170	.4615	2.19396	1.85599	.765
• Total	3.0816	1.3269	8.26658	3.73836	.340
Balanced					
• Solo text	.7407	.3797	3.79785	3.37526	.516
• Co-authored text	.0000	.4642	.00000	2.60046	.089
• Solo article	.1111	.3544	.56968	1.19870	.086
• Co-authored article	1.1852	1.1646	2.97742	3.18019	.965
• Total	2.0370	2.3629	5.60944	5.79578	.710

9.4) Total Academic and Social service of pay raise period 2002, by gender and disciplines (table 76)

For female-dominated disciplines, men slightly spent more time on work related to academic and social service than women (4.46 working hours for men and 4.14 working hours for women). There was no statistically significant difference in this type of activity.

In male-dominated disciplines, men slightly spent more time than women on academic and social service activities (4.18 working hours for men and 2.85 working hours for women). Further analysis, the t-test statistical technique, showed no statistically significant difference.

In balanced disciplines, men spent slightly less time on academic and social service than women (6.59 working hours for men and 7.05 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 76: Total Academic and Social Service of pay raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	4.4604	5.22401	.720
• Female	4.1416	5.48856	
Male-dominated			
• Male	4.1766	5.56216	.302
• Female	2.8590	3.71864	

Balanced • Male • Female	6.5923 7.0465	4.99822 5.19960	.562

9.5) Administrative Activities of the second pay raise period 2002, by gender and disciplines (table 77)

For female-dominated disciplines, men spent more working hours on administrative activities than women (12.43 working hours for men and 7.35 working hours for women). Further analysis, the t-test statistical technique showed that there was a statistically significant difference.

In male-dominated disciplines, men spent more working hours on administrative activities than women (8.63 working hours for men and 7.93 working hours for women). T-test statistical technique showed that there was no statistically significant difference.

In balanced disciplines, men spent slightly more working hours on administrative activities (7.63 working hours for men and 7.23 working hours for women). T-test statistical technique showed that there was no statistically significant difference.

Table 77: Total Administrative Activities of pay raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated • Male • Female	12.4326 7.3537	16.46478 13.42353	.033**
Male-dominated • Male • Female	8.6330 7.9327	14.94120 14.21265	.847
Balanced • Male • Female	7.6296 7.2278	14.07573 11.05574	.838

9.6) Other committee work of the second pay raise period 2002, by gender and disciplines (table 78)

For female-dominated disciplines, men had slightly heavier workloads on other committee work than women (5.61 working hours for men and 4.73 working hours for women). There was no statistically significant difference among these activities, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent slightly more time than women on other committee work (6.08 working hours for men and 3.55 working hours for women). Further analysis, the t-test statistical technique showed that there was no statistically significant difference in these activities.

In balanced disciplines, women spent slightly more time on other committee work than men (6.68 working hours for men and 7.16 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 78: Total Other committee works of pay raise period 2002, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	5.6093	5.56460	.317
• Female	4.7335	5.20792	
Male-dominated			
• Male	6.0827	16.27355	.474
• Female	3.5542	3.19354	
Balanced			
• Male	6.6831	2.99813	.337
• Female	7.1556	3.41539	

Productivity of pay raise period 2003

Productivity of the first pay raise period 2003, by gender and disciplines

Table 79 to 96 showed the average of activities that males and female faculty performed for the fiscal 2003 pay raise evaluation, categorized by discipline: female-dominated, male-dominated and balanced disciplines. When looking closely at disciplines, both men and women were still equally productive within their own disciplines. For example, in female-dominated disciplines, men had more productivity than women (68.91 working hours for men and 65.81 working hours for women). Men in male-dominated disciplines had more productivity than women (64.34 working hours for men and 58.20 working hours for women). In balanced disciplines, women reported that they had more productivity than men (63.29 working hours for men and 64.19 working hours for women). However, further analysis, the t-test statistical technique, showed that there was no statistically significant difference in overall productivity of any discipline ($p = .476$ for female-dominated disciplines, $p = .419$ for male-dominated disciplines, and $p = .790$).

10.1 Teaching Loads of the first pay raise period 2003, by gender and disciplines (table 79)

For female-dominated disciplines, men had heavier teaching loads than women (44.14 working hours for men and 40.41 working hours for women). Men spent more time on teaching at both the undergraduate and graduate levels and advising students, while women spent more time on advising research projects and theses. There was no

statistically significant difference among these activities and overall teaching loads, when employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent more time than women on teaching loads. The average teaching loads of men were 38.56 working hours, while those of women were 36.91 working hours. Men tended to spend more time on teaching at the undergraduate level and advising research project and theses, while women spent more time on teaching at the graduate level and advising students. Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

In balanced disciplines, women had slightly less teaching loads than men (44.12 working hours for men and 42.15 working hours for women). Men spent more time teaching at both the undergraduate and graduate levels than women, whereas, women spent more time than men on supervising research projects, theses and advising students. However, the t-test statistical technique showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

Table 79: Teaching Loads of the first pay raise period 2003, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Undergraduate Level	20.5883	19.1361	12.07079	11.60775	.452
• Graduate Level	7.6143	5.0576	9.86215	7.61381	.064
• Project, Theses, Dissertation	11.4596	11.8061	9.54859	11.22827	.844
• Advising	4.4741	4.4146	3.88664	3.34131	.918
• Total	44.1363	40.4144	15.79816	14.57920	.131
Male-dominated					
• Undergraduate Level	16.0124	15.5319	10.40166	8.39445	.844
• Graduate Level	6.1462	6.5208	8.20831	7.03282	.848
• Project, Theses, Dissertation	13.2128	11.3942	13.12752	11.97470	.564
• Advising	3.1919	3.4677	1.22858	1.94899	.430
• Total	38.5633	36.9146	19.06093	17.76784	.720
Balanced					
• Undergraduate Level	24.4331	21.0603	13.68633	11.03353	.081
• Graduate Level	5.6588	4.9956	6.94005	6.43859	.521
• Project, Theses, Dissertation	10.0370	12.0944	8.97131	12.23743	.208
• Advising	3.9867	4.0013	.61466	.68247	.883
• Total	44.1156	42.1515	14.60172	18.20782	.436

10.2 Research Activities of the first pay raise period 2003, by gender and disciplines (table 80)

For female-dominated disciplines, women conducted more research than men (10.88 working hours for men and 13.37 working hours for women). Women spent more

time than men researching as a team, while men preferred to do research alone. There was no statistically significant difference in overall research, but there was a statistically significant difference in solo-research when the t-test statistical technique was used for further analysis.

In male-dominated disciplines, women spent less time than men on research. The average researching loads of men were 14.16 working hours, while those of women were 9.52 working hours. Further analysis, the t-test statistical technique showed that there was no statistically significant difference in overall research, solo research or co-research.

In balanced disciplines, women conducted more research than men (7.23 working hours for men and 8.91 working hours for women). Men spent more time as solo researchers, while women spent more time as lead- and co-researchers. Further analysis, the t-test statistical technique, showed that there was a statistically significant difference in co-research.

Table 80: Research Activities of the first pay raise period 2003, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Solo researcher	1.6667	.4573	4.53021	2.45232	.023**
• Lead researcher	4.3056	6.3384	6.77213	8.16920	.113
• Co-researcher	4.9074	6.5701	7.74005	9.15611	.248
• Total	10.8796	13.3659	12.17286	14.38726	.272
Male-dominated					
• Solo researcher	1.1968	.2885	5.08459	2.10887	.419
• Lead researcher	6.7048	6.6346	10.05372	14.01671	.979
• Co-researcher	6.2500	2.5962	10.75456	4.04538	.125
• Total	14.1516	9.5192	19.62500	15.53539	.315
Balanced					
• Solo researcher	.9815	.1899	3.68808	1.68763	.081
• Lead researcher	3.7963	4.4620	9.01486	6.38534	.584
• Co-researcher	2.4568	4.2595	5.48593	5.56020	.035
• Total	7.2346	8.9114	11.36967	9.30209	.298

10.3) Publication of the first pay raise period 2003, by gender and disciplines (table 81)

For female-dominated disciplines, men spent less time on publication than women (2.02 working hours for men and 3.76 working hours for women). Men spent more time than women on co-text, while women spent more time as solo-authors for text and articles and co-authors for articles. The t-test statistical analysis showed that there was no statistically significant difference in any type of research or in overall research.

In male-dominated disciplines, men spent more time than women on publication (1.97 working hours for men and 2.60 working hours for women). Further analysis, the t-

test statistical technique showed that there was no statistically significant difference in any type of publication or in overall publication.

In balanced disciplines, women spent slightly more time on publication than men (1.27 working hours for men and 1.40 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference in any type of publication activity or in overall publication.

Table 81: Publication of the first pay raise period 2003, by gender and disciplines

Disciplines	**Mean**		**Standard Deviation**		**P**
Female-dominated	Male	Female	Male	Female	
• Solo text	.3704	.8537	2.72191	3.90509	.413
• Co-authored text	.2222	.1829	1.63315	1.35923	.869
• Solo article	.4815	.5000	1.71294	1.99133	.953
• Co-authored article	.9444	2.2195	3.68313	8.69312	.304
• Total	2.0185	3.7561	5.06419	9.42150	.206
Male-dominated					
• Solo text	.4255	1.1538	2.90624	4.77378	.385
• Co-authored text	.0000	.00000	.00000	.00000	-
• Solo article	.5957	.6538	2.25321	3.10302	.923
• Co-authored article	.9521	.7885	2.58204	2.49416	.794
• Total	1.9734	2.5962	4.64623	9.07991	.637
Balanced					
• Solo text	.4938	.2532	3.12075	2.25018	.570
• Co-authored text	.0000	.1266	.00000	1.12509	.283
• Solo article	.1358	.2532	.71978	1.03116	.385
• Co-authored article	.6420	.7722	1.85143	1.90781	.652
• Total	1.2716	1.4051	3.65460	3.36467	.805

10.4) Academic and Social service of the first pay raise period 2003, by gender and disciplines (table 82)

For female-dominated disciplines, men slightly spent more time on work related to academic and social service than women (2.33 working hours for men and 2.02 working hours for women). There was no statistically significant difference in this type of activity.

In male-dominated disciplines, men slightly spent more time than women on academic and social service activities (2.43 working hours for men and 2.07 working hours for women). Further analysis, the t-test statistical technique, showed no statistically significant difference.

In balanced disciplines, men spent slightly less time on academic and social service than women (3.48 working hours for men and 4.00 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 82: Academic and Social Service of the first pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	2.3298	2.84622	.495
• Female	2.0232	2.68400	
Male-dominated			
• Male	2.4252	3.66510	.677
• Female	2.0690	2.82874	
Balanced			
• Male	3.4810	2.58172	.339
• Female	4.0032	4.41397	

10.5) Administrative Activities of the first pay raise period 2003, by gender and disciplines (table 83)

For female-dominated disciplines, men spent more working hours on administrative activities than women (6.50 working hours for men and 3.70 working hours for women). Further analysis, the t-test statistical technique showed that there was a statistically significant difference.

In male-dominated disciplines, both men and women spent almost the same amount of working hours on administrative activities (5.08 working hours for men and 5.03 working hours for women). The t-test statistical technique showed that there was no statistically significant difference.

In balanced disciplines, men spent slightly less working hours on administrative activities (3.93 working hours for men and 4.09 working hours for women). The t-test statistical technique showed that there was no statistically significant difference.

Table 83: Administrative Activities of the first pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	6.4996	8.28549	.019**
• Female	3.6951	6.74073	
Male-dominated			
• Male	5.0835	7.91666	.979
• Female	5.0337	7.84917	
Balanced			
• Male	3.9383	7.09305	.886
• Female	4.0886	6.54607	

10.6) Other committee work of the first pay raise period 2003, by gender and disciplines (table 84)

For female-dominated disciplines, men spent more time than women on other committee work (3.05 working hours for men and 2.56 working hours for women). There was no statistically significant difference among these activities, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent slightly more time than women on other committee work (2.15 working hours for men and 2.07 working hours for women). Further analysis, the t-test statistical technique showed that there was no statistically significant difference among these activities.

In balanced disciplines, women spent slightly more time on other committee work than men (3.25 working hours for men and 3.63 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 84: Other committee works of the first pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	3.0496	3.06016	.330
• Female	2.5633	3.02945	
Male-dominated			
• Male	2.1468	2.15700	.882
• Female	2.0717	1.73058	
Balanced			
• Male	3.2460	1.97648	.184
• Female	3.6332	1.78464	

Productivity of the second pay raise period 2003, by gender and disciplines

Table 85 to 91 showed the average of activities that males and female faculty performed for the fiscal year 2003 pay raise evaluation categorized by discipline: female-dominated, male-dominated and balanced disciplines. When looking closely at disciplines, both men and women were still equally productive within their own disciplines. For example, in female-dominated disciplines, men had more productivity than women (69.14 working hours for men and 64.78 working hours for women). Men in male-dominated disciplines had more productivity than women (58.52 working hours for men and 53.69 working hours for women). In balanced disciplines, women reported that they had more productivity than men (63.29 working hours for men and 64.19 working hours for women). However, further analysis, the t-test statistical technique, showed that there was no statistically significant difference in over all productivity of any discipline ($p = .244$ for female-dominated disciplines, $p = .463$ for male-dominated disciplines, and $p = .790$ for balanced disciplines).

11.1 Teaching Loads of the second pay raise period 2003, by gender and disciplines (table 85)

For female-dominated disciplines, men had heavier teaching loads than women (44.52 working hours for men and 39.90 working hours for women). Men spent more time than women on teaching at both the undergraduate and graduate levels, and advising students; whereas, women spent more time than men on advising research and theses. Even so, there was no statistically significant difference among these activities and overall teaching loads, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent more time than women on teaching. The average teaching loads of men were 37.34 working hours, while those of women were 37.25 working hours. Men tended to spend more time on teaching at the undergraduate level and advising research project and theses, while women spent more time on teaching at the graduate level and advising students. Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

In balanced disciplines, women had heavier teaching loads than men (41.89 working hours for men and 45.98 working hours for women). Men spent more time teaching at both the undergraduate and graduate levels than women, whereas, women spent more time than men on supervising research projects, theses and advising students. However, the t-test statistical technique showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

Table 85: Teaching Loads of the second pay raise period 2003, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Undergraduate Level	19.5113	17.2785	15.23416	12.72694	.316
• Graduate Level	9.7194	6.6616	12.40828	9.06395	.069
• Project, Theses, Dissertation	10.7926	11.4939	9.75248	12.09200	.709
• Advising	4.5000	4.4707	3.88099	3.27978	.959
• Total	44.5233	39.9048	19.55142	15.95197	.102
Male-dominated					
• Undergraduate Level	16.1177	15.8940	9.68222	6.17178	.919
• Graduate Level	5.8121	7.0042	7.63789	8.81612	.539
• Project, Theses, Dissertation	12.2360	10.8888	11.67621	11.11764	.634
• Advising	3.1779	3.4658	1.23775	1.92612	.409
• Total	37.3436	37.2529	18.15338	18.26417	.984
Balanced					
• Undergraduate Level	20.9984	22.1478	11.11357	16.03302	.583
• Graduate Level	5.5883	5.8311	6.19318	7.88762	.822
• Project, Theses, Dissertation	11.5185	14.0167	12.16614	19.94749	.318
• Advising	3.7802	3.9848	1.08094	.67026	.147
• Total	41.8911	45.9815	14.60172	18.20782	.459

11.2) Research Activities of the second pay raise period 2003, by gender and disciplines (table 86)

For female-dominated disciplines, women conducted more research than men. The average researching loads of men were 10.93 working hours, while those of women were 12.41 working hours. Women spent more time than men researching as a team, while men preferred to do research alone. There was no statistically significant

difference in overall research, but there was a statistically significant difference in solo-research when the t-test statistical technique was used for further analysis.

In male-dominated disciplines, women spent more time than men on research. The average researching loads of men were 10.45 working hours, while those of women were 6.78 working hours. Further analysis, the t-test statistical technique showed that there was no statistically significant difference in overall research and in any type of research (whether as a solo researcher, a lead research or a co-research).

In balanced disciplines, women conducted more research than men (8.84 working hours for men and 6.32 working hours for women). Men spent more time as solo researchers, while women spent more time as lead- and co-researchers. Further analysis, the t-test statistical technique, showed that there was a statistically significant difference in co-research.

Table 86: Research Activities of pay raise period 2003, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Solo researcher	2.0833	.5488	5.13431	2.57152	.009**
• Lead researcher	3.7500	5.7622	6.94977	8.72845	.138
• Co-researcher	5.0926	6.0976	8.49558	9.47492	.506
• Total	10.9259	12.4085	13.44488	15.98477	.554
Male-dominated					
• Solo researcher	.7181	.2885	4.41601	2.10887	.662
• Lead researcher	5.1622	3.9904	9.17658	9.24479	.603
• Co-researcher	4.5745	2.5000	8.03370	5.45220	.262
• Total	10.4548	6.7788	16.44768	12.87819	.340
Balanced					
• Solo researcher	.5494	.1899	2.66338	1.68763	.303
• Lead researcher	3.6574	4.2247	8.66705	6.77685	.639
• Co-researcher	2.2099	4.4304	4.54430	5.92352	.006**
• Total	6.3246	8.8411	11.36967	9.30209	.275

11.3) Publication of pay raise period 2003, by gender and disciplines (table 87)

For female-dominated disciplines, men spent less time on publication than women (1.56 working hours for men and 1.62 working hours for women). Men spent more time than women on solo articles, while women spent more time as solo-authors for texts and articles. The t-test statistical analysis showed that there was no statistically significant difference in publication.

In male-dominated disciplines, women spent more time than men on publication (.70 working hours for men and .19 working hours for women). However, further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any type of publication or in overall publication.

In balanced disciplines, women spent slightly more time on publication than men (.82 working hours for men and 1.76 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference in any type of publication activity or in overall publication.

Table 87: Publication of the second pay raise period 2003, by gender and disciplines

Disciplines	**Mean**		**Standard Deviation**		**P**
Female-dominated	Male	Female	Male	Female	
• Solo text	.7407	.7683	3.81288	3.41882	.962
• Co-authored text	.0278	.0305	.20414	.27552	.949
• Solo article	.4630	.1463	1.25474	.80149	.046**
• Co-authored article	.3333	.6704	1.55421	1.95021	.265
• Total	1.5648	1.6155	4.18713	3.83948	.938
Male-dominated					
• Solo text	.2128	.0000	2.06616	.00000	.633
• Co-authored text	.0000	.0000	.00000	.00000	-
• Solo article	.1064	.1923	1.03308	1.40592	.756
• Co-authored article	.3830	.0000	1.81153	.00000	.328
• Total	.7021	.1923	2.99523	1.40592	.444
Balanced					
• Solo text	.0000	.5063	.00000	3.16176	.127
• Co-authored text	.0000	.1266	.00000	1.12509	.283
• Solo article	.1358	.2278	.71978	.93300	.469
• Co-authored article	.6790	.8861	1.86833	2.00632	.487
• Total	.8248	1.7658	3.65460	3.36467	.723

11.4) Academic and Social service of the second pay raise period 2003, by gender and disciplines (table 88)

For female-dominated disciplines, men slightly spent less time on work related to academic and social service than women (2.44 working hours for men and 3.11 working hours for women). There was no statistically significant difference in this type of activity.

In male-dominated disciplines, men slightly spent more time than women on academic and social service activities (2.55 working hours for men and 2.34 working hours for women). Further analysis, the t-test statistical technique, showed no statistically significant difference.

In balanced disciplines, men spent slightly less time on academic and social service than women (3.19 working hours for men and 3.91 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 88: Academic and Social Service of the second pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated • Male • Female	 2.4448 3.1149	 2.81857 3.94428	 .263
Male-dominated • Male • Female •	 2.5543 2.3400	 3.25195 2.74078	 .781
Balanced • Male • Female	 3.1888 3.9152	 2.43014 4.17201	 .160

11.5) Administrative Activities of the second pay raise period 2003, by gender and disciplines (table 89)

For female-dominated disciplines, men spent more working hours on administrative activities than women (6.52 working hours for men and 3.85 working hours for women). Further analysis, the t-test statistical technique showed that there was a statistically significant difference.

In male-dominated disciplines, both men and women spent almost the same amount of working hours on performing administrative activities (5.08 working hours for men and 5.03 working hours for women). The t-test statistical technique showed that there was no statistically significant difference.

In balanced disciplines, women spent more working hours on administrative activities (3.83 working hours for men and 4.20 for women). The t-test statistical technique showed that there was no statistically significant difference.

Table 89: Administrative Activities of the second pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	6.5215	8.26866	.026**
• Female	3.8461	6.78689	
Male-dominated			
• Male	5.0824	7.91735	.980
• Female	5.0337	7.84917	
Balanced			
• Male	3.8272	6.93906	.718
• Female	4.2025	6.55231	

12.6) Other committee work of the second pay raise period 2003, by gender and disciplines (table 90)

For female-dominated disciplines, men had slightly heavier workloads on other committee work than women (3.16 working hours for men and 2.89 working hours for women). There was no statistically significant difference among these activities, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent slightly more time than women on other committee work (2.39 working hours for men and 2.09 working hours for women). Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any types of teaching loads and overall teaching loads.

In balanced disciplines, women spent slightly more time on other committee work than men (3.48 working hours for men and 3.64 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 90: Other committee works of the second pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	3.1622	2.88814	.539
• Female	2.8873	2.65057	
Male-dominated			
• Male	2.3868	2.72754	.639
• Female	2.0935	1.82106	
•			
Balanced			
• Male	3.4762	1.98827	.573
• Female	3.6390	1.74069	

Total productivity by gender and discipline of pay raise period 2003

12.1 Total Teaching Loads of pay raise period 2003, by gender and disciplines (table 91)

For female-dominated disciplines, men had heavier teaching loads than women (88.66 working hours for men and 80.32 working hours for women). There was statistically significant difference in teaching loads at graduate level. Men tended to teach more at graduate level.

In male-dominated disciplines, men spent more time than women on teaching. The average teaching loads of men were 75.91 working hours, while those of women were 74.17 working hours. Men tended to spend more time on teaching at the undergraduate level and advising research projects and theses, while women spent more time on teaching at the graduate level and advising students. Further analysis, the t-test statistical technique, showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

In balanced disciplines, women had slightly heavier teaching loads than men (86 working hours for men and 88.13 working hours for women). Men spent more time teaching at the undergraduate and graduate levels than women, whereas, women spent more time than men on teaching at supervising research projects, theses and advising students. However, the t-test statistical technique showed that there was no statistically significant difference in any type of teaching load or in overall teaching loads.

Table 91: Teaching Loads of the second pay raise period 2003, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Undergraduate Level	40.0996	36.4146	25.42669	21.79119	.329
• Graduate Level	17.3337	11.7191	19.33116	14.95958	.038**
• Project, Theses, Dissertation	22.2522	23.3000	18.37374	21.66306	.758
• Advising	8.9741	8.8854	7.74581	6.59480	.938
• Total	88.6596	80.3191	32.55204	27.05441	.079
Male-dominated					
• Undergraduate Level	32.1301	31.4260	18.77390	13.13485	.871
• Graduate Level	11.9583	13.5250	14.72110	12.71769	.654
• Project, Theses, Dissertation	25.4487	22.2831	24.14078	22.74672	.588
• Advising	6.3698	6.9335	2.46070	3.87359	.419
• Total	75.9069	74.1675	35.83281	33.80738	.841
Balanced					
• Undergraduate Level	45.4315	43.2081	22.26260	23.64324	.528
• Graduate Level	11.2470	10.8267	12.11581	13.49032	.831
• Project, Theses, Dissertation	21.5556	26.1111	18.22221	31.10344	.237
• Advising	7.7669	7.9861	1.57882	1.29978	.329
• Total	86.0010	88.1320	28.67741	50.34124	.730

12.2) Research Activities of pay raise period 2003, by gender and disciplines (table 92)

For female-dominated disciplines, women conducted more research than men (21.81 working hours for men and 25.77 working hours for women). Women spent more time than men researching as a team, while men preferred to do research alone. There was no statistically significant difference in overall research, but there was a statistically

significant difference in solo-research when the t-test statistical technique was used for further analysis.

In male-dominated disciplines, women spent more time than men on research (24.61 working hours for men and 16.30 working hours for women). The average researching loads of men were working hours, while those of women were working hours. Further analysis, the t-test statistical technique showed that there was no statistically significant difference in overall research, solo research or in co-research. However, there was statistically significant difference in lead research.

In balanced disciplines, women conducted more research than men (13.65 working hours for men and 17.76 working hours for women). Men spent more time as solo researchers, while women spent more time as lead- and co-researchers. Further analysis, the t-test statistical technique, showed that there was a statistically significant difference in solo-research.

Table 92: Total Research Activities of pay raise period 2003, by gender and disciplines

Disciplines	Mean		Standard Deviation		P
Female-dominated	Male	Female	Male	Female	
• Solo researcher	3.7500	1.0061	8.95237	4.66941	.008**
• Lead researcher	8.0556	12.1006	12.43655	16.25632	.107
• Co-researcher	10.0000	12.6677	14.82745	16.25632	.312
• Total	21.8056	25.7744	24.56174	28.27476	.375
Male-dominated					
• Solo researcher	1.9149	.5769	9.14654	4.21775	.510
• Lead researcher	11.8670	10.6250	18.29181	22.02075	.792
• Co-researcher	10.8245	5.0962	17.68093	7.66078	.145
• Total	24.6064	16.2981	34.77346	26.78787	.307
Balanced					
• Solo researcher	1.5309	.3797	5.97084	3.37526	.131
• Lead researcher	7.4537	8.6867	17.60131	12.98406	.608
• Co-researcher	4.6667	8.6899	9.92136	11.25984	.014
• Total	13.6512	17.7563	21.78499	18.56917	.191

12.3) Total Publication of pay raise period 2003, by gender and disciplines (table 93)

For female-dominated disciplines, men spent less time on publication than women (3.58 working hours for men and 5.37 working hours for women). Men spent more time than women on co-text, while women spent more time as solo-authors for text and articles and co-authors for articles. T-test statistical analysis showed that there was a statistically significant difference in co-research.

In male-dominated disciplines, men spent more time than women on publication (2.68 working hours for men and 2.79 working hours for women). Further analysis, the t-

test statistical technique showed that there was no statistically significant difference in any type of publication or in overall publication.

In balanced disciplines, women spent slightly more time on publication than men (2.09 working hours for men and 3.15 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference in any type of publication activity or in overall publication.

Table 93: Total Publication of pay raise period 2003, by gender and disciplines

Disciplines	**Mean**		**Standard Deviation**		**P**
Female-dominated	Male	Female	Male	Female	
• Solo text	1.111	1.6220	4.62469	5.06118	.529
• Co-authored text	.2500	.2134	1.64203	1.38282	.879
• Solo article	.9444	.6463	2.78443	2.11192	.437
• Co-authored article	1.2778	2.8899	4.03522	10.05791	.259
• Total	3.5833	5.3716	6.62089	10.95975	.270
Male-dominated					
• Solo text	.6383	1.1538	3.54001	4.77378	.585
• Co-authored text	.0000	.0000	.00000[a]	.00000[a]	
• Solo article	.7021	.8462	2.45268	3.81659	.835
• Co-authored article	1.3351	.7885	3.54304	2.49416	.504
• Total	2.6755	2.7885	5.74758	7.98620	.942
Balanced					
• Solo text	.4938	.7595	3.12075	5.00568	.674
• Co-authored text	.0000	.2532	.00000	2.25018	.283
• Solo article	.2716	.4810	1.43956	1.85265	.408
• Co-authored article	1.3210	1.6582	3.61965	3.70338	.549
• Total	2.0864	3.1519	5.00938	6.85769	.244

12.4) Total Academic and Social service of pay raise period 2003, by gender and disciplines (table 94)

For female-dominated disciplines, men slightly spent more time on work related to academic and social service than women (4.77 working hours for men and 5.14 working hours for women). There was no statistically significant difference in this type of activity.

In male-dominated disciplines, men slightly spent more time than women on academic and social service activities (4.98 working hours for men and 4.41 working hours for women). Further analysis, the t-test statistical technique, showed no statistically significant difference.

In balanced disciplines, men spent slightly less time on academic and social service than women (6.67 working hours for men and 7.92 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 94: Total Academic and Social Service of pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male	4.7746	5.54806	.699
• Female	5.1380	5.79376	
Male-dominated			
• Male	4.9795	6.86209	.721
• Female	4.4090	5.24193	
Balanced			
• Male	6.6698	4.78178	.233
• Female	7.9184	8.54893	

12.5) Total Administrative Activities of pay raise period 2003, by gender and disciplines (table 95)

For female-dominated disciplines, men spent more working hours on administrative activities than women (13.02 working hours for men and 7.54 working hours for women). Further analysis, the t-test statistical technique showed that there was a statistically significant difference.

In male-dominated disciplines, men spent more working hours on administrative activities than women (10.17 working hours for men and 10.07 working hours for women). T-test statistical technique showed that there was no statistically significant difference.

In balanced disciplines, men spent slightly more working hours on administrative activities (7.77 working hours for men and 8.29 working hours for women). T-test statistical technique showed that there was no statistically significant difference.

Table 95: Total Administrative Activities of pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated • Male • Female	 13.0211 7.5412	 16.24095 13.46289	 .021**
Male-dominated • Male • Female	 10.1660 10.0673	 15.83400 15.6983	 .980
Balanced • Male • Female	 7.7654 8.2911	 13.85211 13.05919	 .800

12.6) Total Other committee work of pay raise period 2003, by gender and disciplines (table 96)

For female-dominated disciplines, men had slightly heavier workloads on other committee work than women (6.21 working hours for men and 5.45 working hours for women). There was no statistically significant difference among these activities, which employed the t-test statistical technique for further analysis.

In male-dominated disciplines, men spent slightly more time than women on other committee work (4.53 working hours for men and 4.17 working hours for women). Further analysis, the t-test statistical technique showed that there was no statistically significant difference in any types of teaching loads or in overall teaching loads.

In balanced disciplines, women spent slightly more time on other committee work than men (6.72 working hours for men and 7.27 working hours for women). However, the t-test statistical technique showed that there was no statistically significant difference.

Table 96: Total Other committee works of pay raise period 2003, by gender and disciplines

Disciplines	Mean	Standard Deviation	P
Female-dominated			
• Male • Female	6.2119 5.4506	5.86272 5.40700	.404
Male-dominated			
• Male • Female	4.5336 4.1652	4.80618 3.39983	.740
Balanced			
• Male • Female	6.7222 7.2722	3.70510 3.46454	.321