Report of the Gender Issues Committee

Texas Tech University

TABLE OF CONTENTS

COMMITTEE CHARGE

TO: Marc Giaccardo, President, TTU Faculty Senate

FROM: John M. Burns. Provost

RE: Task force to address gender issues and equity issues on campus

President Schmidly has requested that I communicate with you to begin the process of establishing a task force "to address issues related to education of gender issues, address gender equity issues on campus and provide ways to make Texas Tech University a more diverse community open to all." I would like to propose that this task force include members of the faculty and staff, as well as student representatives and that the task force be guided by the charge set out below. By copying this memo to the respective government association presidents I am requesting that each president submit a list of names of members of the TTU community to be considered for appointment to this task force. I will look forward to reviewing these lists by March 15, 2002.

CHARGE: To analyze the interaction between gender and the Texas Tech University environment for students, faculty and staff.

To make recommendations for changes or additions to existing policies, through the appropriate vice president or provost that ensure that all policies and procedures are fair and in accordance with state and federal law, assure that Texas Tech University is gender and family friendly, with the goal of attracting and retaining a qualified, diverse workforce an student body.

That is an important initiative that will ensure that Texas Tech University moves forward in its effort to provide an exceptional environment in which to work and study. Thank you for your participation.

CC: Russell Crosby, President, Staff Senate, MS 5040
Joseph Imamura, President, Graduate Student Association, MS 1033
John Steinmetz, President, Student Government Association, MS2032

COMMITTEE MEMBERS

Edward Check
Associate Professor
Art

Lanie Dornier
Associate Professor
Health, Exercise, Sport Science

Charlotte Dunham
Committee Chair
Associate Professor
Sociology

Gregory Elkins
Managing Director
Campus Life

Sandy Ellis
Unit Manager
Physical Plant

Randy McBee
Assistant Professor
History

Daniel Nathan
Associate Professor
Philosophy

Elizabeth Hall
Vice Provost

Felix Oskam
Head Coach
Women's Soccer

Marjean Purinton
Professor
English

Nancy Reed
Associate Professor
Classics

Jeannine Reynolds
PC/Network Support
Institutional Research/ Information Management

Sarah Stubbs
Senior Technician
Physics

Donna Wade
Advisor
Business Administration

EXECUTIVE SUMMARY

The Texas Tech University Committee on Gender Issues was given the charge to examine issues related to gender and make recommendations for changes in policy and practices to assure a more equitable and fair environment for all members of the university committee. The committee examined the issues into two related areas: salary and hiring practices and climate. Based on the findings the following recommendations were made:

Salary and Hiring Issues

1) **Investigate the salaries of women paid more than one standard deviation lower than expected for the time at Texas Tech.**

   Regression equations should be analyzed in order to compare the difference between actual and predicted salaries for men and women, after controlling for time at TTU. In the case where women have salaries more than one standard deviation from the expected salary there is greater likelihood of gender bias in their pay.

2) **Hire More Women, especially in underutilized departments.**

   Departments and academic units should be encouraged to fill positions in order to reduce the number of underutilized positions in their programs.

3) **Equalize salaries among the disciplines**.

   Results of our analyses have shown that much of the salary difference between women and men at TTU are a result of the high degree of gender segregation in faculty. Differences in salaries by gender should be reduced by equalizing the salaries of male and female dominated specialties.

3) Recruit women to administrative positions.

Our analysis has found a lack of women in administrative positions in most disciplines and at most levels of the university.

5) Identify underpaid women staff in each unit and make salary adjustments.

As with faculty, efforts should be made to adjust gender bias in salaries for staff on a case by case basis.

6) Reduce gender segregation in staff job classifications.

As with faculty, much of the difference in salaries for staff is due to women being represented in the less well paying positions. Reducing gender segregation in staff positions will help to increase the average salaries for women.

Family Supports

7) Implement the programs for balancing work and family concerns as recommended by the American Association of University Professors.

A major way of recruiting and retaining women faculty and staff is to recognize the family needs of employees and provide supports to help manage those demands. **We ask the university to implement the recommendations established by the American Association of University Professors as a standard for establishing family supports for faculty and staff.**

a) "**AAUP Recommendation #1**

"Paid leaves should be provided for pregnancy, family care, and emergencies with the option of longer-term unpaid leaves depending upon the circumstances."

b) AAUP Recommendation #2

"Active Service with Modified Duties. Faculty members should have the option of a reduced workload, without loss of status, to handle family responsibilities."

c) AAUP Recommendation #3

"Stopping the Tenure Clock." Faculty should be able to stop the tenure clock in the case of family demands, such as the birth of a child.

d) AAUP Recommendation #4: C*odify the policies for stopping the tenure clock and family leave into formal operating procedures.*

e) AAUP Recommendation #5:

***Using Benefits without Prejudice.* Establish clear expectations that any employee taking advantage of these programs can do so without prejudice.**

8) Follow up on the recommendation of the TTU Child Care Exploratory Committee and provide the financial resources to establish a university child care center.

CLIMATE ISSUES

9) Establish Faculty Mentoring Programs.

In order to facilitate women's success in the tenure process, and assure that expectations are communicated properly, we recommend that all academic units establish formal mentoring programs for faculty.

10) **Provide adequate resources and support for a strong women's studies program, including resources to establish a women's resource center.**

A strong women's studies program is important as a source of support for women faculty, staff and students and a resource for achieving the university's diversity goals.

11) **Follow up on the recommendations of the Athletic Council's Standing Committee on Equity to remedy inequities in funding and hiring.**

12) **Include sexual orientation in university EEO diversity statement.**

Findings from survey data as well as focus groups suggest that a major source of concern for LGBT members of the university community is the lack of protection in the university's anti-discrimination policy.

13) **Provide partner benefits for LGBT employees.**

Partner benefits for LGBT employees should be provided as an important means of recruitment and retention of employees as well as responding to a basic issue of fairness.

14) **Establish a standing committee with the charge to issue a gender equity report every three years.**

The university should establish a standing committee on gender to assure that progress is made toward equity in climate, salary and hiring for all members of the university community.

Gender Issues in Salary and Hiring

The 2002 data from this section of the report were compiled from the following sources: the Office of Institutional Research, the Office of Equal Opportunity Report for 2002 and the Dowling Report on salary equity. The Dowling report was commissioned by former university president, David Schmidly in 2002 as an analysis of equity in faculty salaries by gender and race and ethnicity. Regression equations estimated the amount in which each faculty member's salary was above or below the expected salary given the number of years of service. Summaries of these estimates were presented as well as the computation of medians when appropriate. Salary data for staff was taken from data provided by the Office of Institutional Research at Texas Tech University. This section of the report includes a report on women's representation on the faculty, an analysis of faculty and staff salaries, and recommendations for remedies to inequities.

Faculty Issues

University-wide Faculty Distribution by Gender and Rank

. Approximately 1/3 of the faculty members at Texas Tech University are women. There are fewer women than men at all ranks, except instructor. The higher the faculty rank, the fewer women in that rank. Overall, women represent 16.08% of full professors, 28.25% of associate professors, 35.88% of assistant professors and 57.78% of instructors (Table 1, Figure 1). When examining rank by college, there are higher percentages of women in lower ranks than higher ranks in all colleges except in Architecture and Law (Tables 2, 3 and 4; Figure 1).

Figure 1: Numbers of faculty by rank and gender

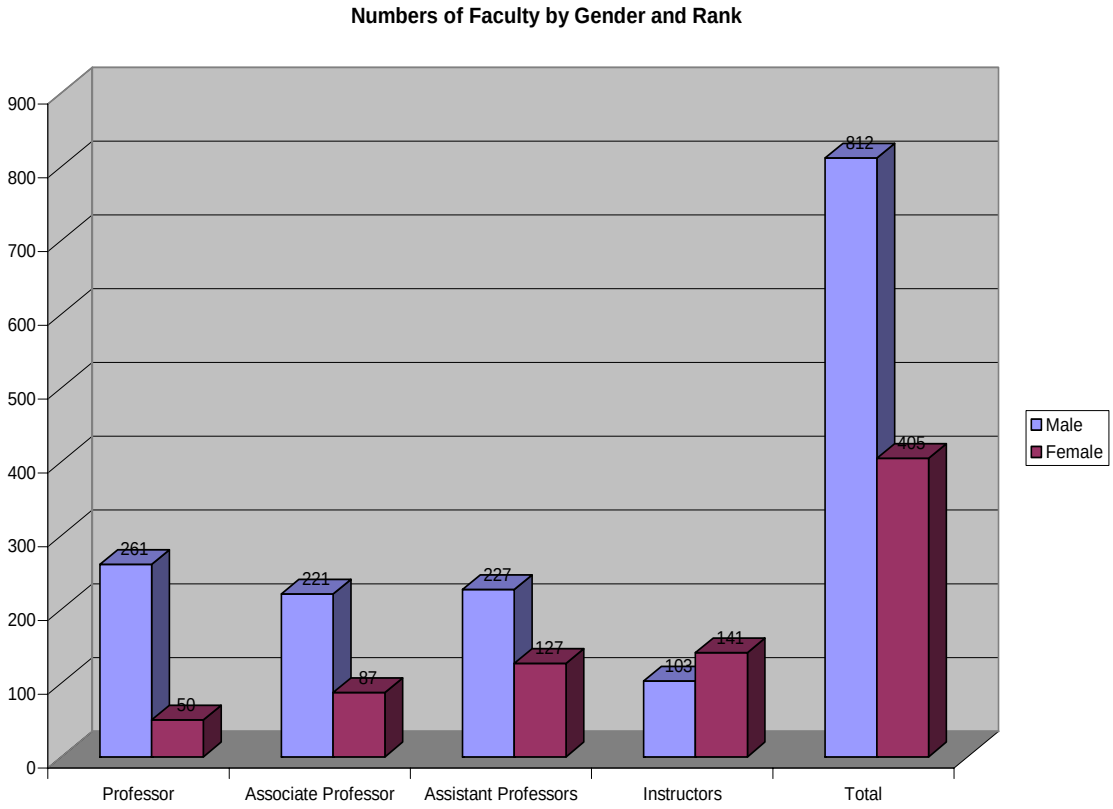


Table 1: Numbers of Faculty by Gender and Rank, 2002

Rank	**Male**	**Female**	**Total**	**%Female**
Professor	261	50	311	16.08
Associate Professor	221	87	308	28.25
Assistant Professors	227	127	354	35.88
Instructors	103	141	244	57.78
Total	812	405	1217	33.28

Faculty Distribution by College

The distribution of women and men in the various ranks in the different colleges reflect a high degree of gender segregation in the academic disciplines, with women concentrated in traditional female disciplines such as education and less well represented in others such as engineering and business. The percent of full professors who are women varies by college from a low of under three percent in the College of Engineering to 88% of full professors in Human Sciences. The percentage of associate professors who are women range from 10.53% in agriculture to 63.16% in the College of Education. The percent of assistant professors who are women range from 12.5% in architecture to 74.07% in education, and the percent of female lecturers range from 0% in engineering to 100% in education and law. (Tables 2, 3 and 4; Figure 2).

Figure 2: Percent female by college.

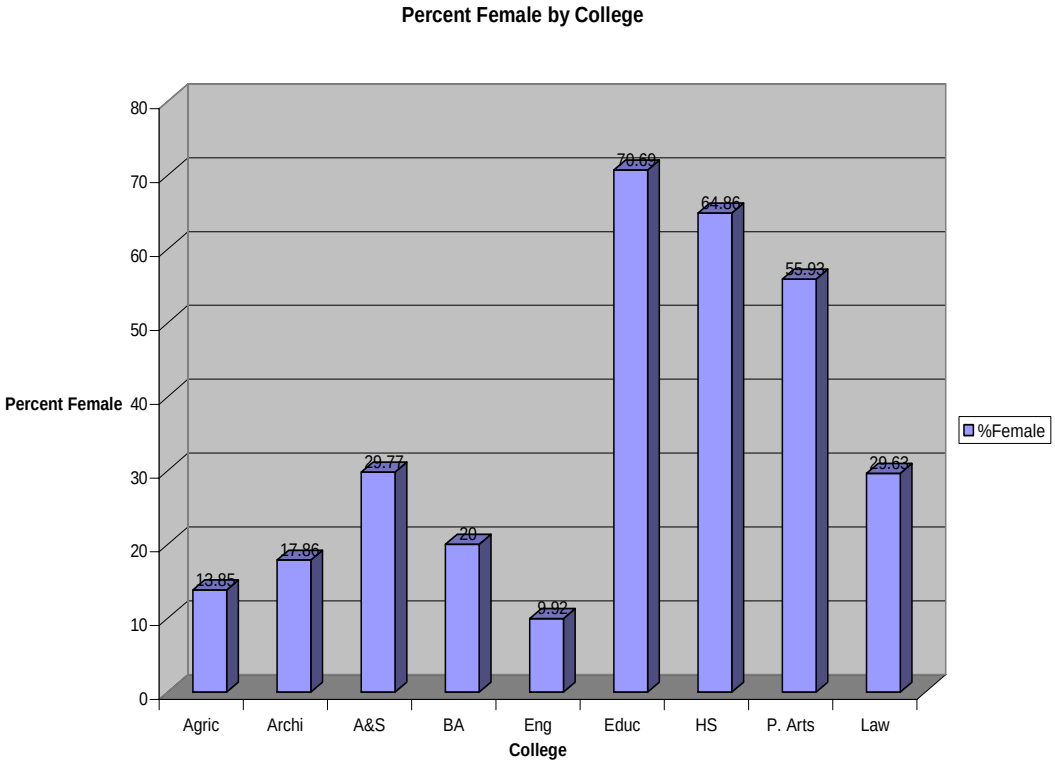


Table 2: Number of Faculty by Gender and Rank in the Colleges of Agriculture, Architecture and Arts and Sciences, 2002.

College	Rank	Male	Female	Total	%Female
Agriculture					
	Professor	17	2	19	10.53
	Associate Professor	17	2	19	10.53
	Assistant Professor	19	5	24	20.83
	Instructors	3	0	3	0
Total		56	9	65	
Architecture					
	Professor	2	1	3	33.33
	Associate Professor	6	1	7	14.28
	Assistant Professor	7	1	8	12.5
	Instructors	8	2	10	20
Total		23	5	28	
Arts and Sciences					
	Professor	82	15	97	15.46
	Associate Professor	83	33	116	28.45
	Assistant Professor	98	53	151	35.10
	Instructors	13	16	29	55.17
Total		276	117	393	

Table 3: Number of Faculty by Gender and Rank in the Colleges of Business Administration, Engineering and Education, 2002.

College	Rank	Male	Female	Total	%Female
Business Administration					
	Professor	30	1	31	3.22
	Associate Professor	7	2	9	22.22
	Assistant Professor	19	4	23	17.39
	Instructors	8	9	17	52.94
Total		64	16	80	
Engineering					
	Professor	33	1	34	2.94
	Associate Professor	39	5	44	11.36
	Assistant Professor	29	6	35	17.14
	Instructors	8	0	8	0
Total		109	12	121	
Education					
	Professor	3	1	4	25
	Associate Professor	7	12	19	63.16
	Assistant Professor	7	20	27	74.07
	Instructors	0	8	8	100
Total		17	41	58	

Table 4: Number of Faculty by Gender and Rank in the Colleges of Human Sciences, the Visual and Performing Arts and the School of Law, 2002.

College	Rank	Male	Female	Total	%Female
Human Sciences					
	Professor	1	8	9	88.88
	Associate Professor	7	11	18	61.11
	Assistant Professor	16	12	28	42.86
	Instructors	2	17	19	89.47
Total		26	48	74	
Visual and Performing Arts					
	Professor	14	7	21	33.33
	Associate Professors	20	9	29	31.03
	Assistant Professors	17	13	30	43.33
	Instructors	2	4	6	66.66
Total		53	33	59	
Law					
	Professors	14	4	18	22.22
	Associate Professors	5	2	7	28.57
	Assistant Professors				
	Lecturers	0	2	2	100
Total		19	8	27	

Underutilization and Gender

One criteria recommended for establishing the desired proportion of female to male faculty is determined by the percentage of women Ph.D. graduates in that field. Based on this criterion, the Office of Equal Employment Opportunity at Texas Tech has developed an estimate of the number of women needed in each college (or department in the case of A&S) to bring it into compliance. The number of positions underutilized refers to the number of women that should be hired in each college or academic unit to bring them into line with the expected proportion based on the number of women graduates in that field.

The total number of underutilized positions for all colleges is 81, with a range of 39 needed for the College of Arts and Sciences to 0 for the College of Education and the School of Law (Table 5, Figure 3).

Figure 3: Number of women faculty and number underutilized by college, 2002.

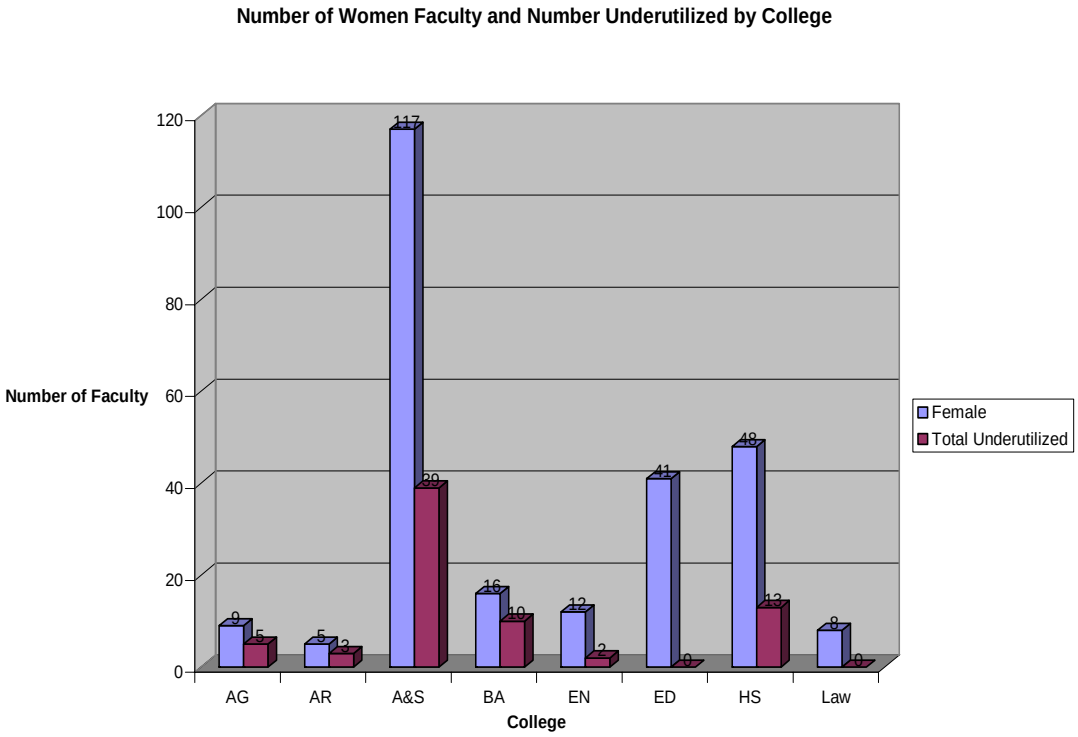


Table 5: Projected Number of Vacancies in 2004 and the Number of Positions Underutilized by College.

College	Projected # of Vacancies in 2004	Under Utilized FY02
Agriculture	6	4
Architecture	6	2
Arts and Sciences	43	39
Business Administration	2	10
Education	12	0
Engineering	13	1
Human Sciences	9	13
Visual and Performing Arts	9	9
Law	2	0
Total	102	81

Because of its size relative to the other colleges it is important to examine the status of the College of Arts and Sciences separately. In the Arts & Sciences, the greatest need for women is in the sciences, including social and behavioral sciences. The largest numbers of female faculty are needed in the departments of Biology; Chemistry and Biochemistry; English; and Sociology, Anthropology and Social Work (Table 6). Figure 4 shows the number underrepresented by subject area in the College of Arts and Sciences, with humanities being the least underrepresented .

Figure 4: Number underutilized by Arts and Science discipline.

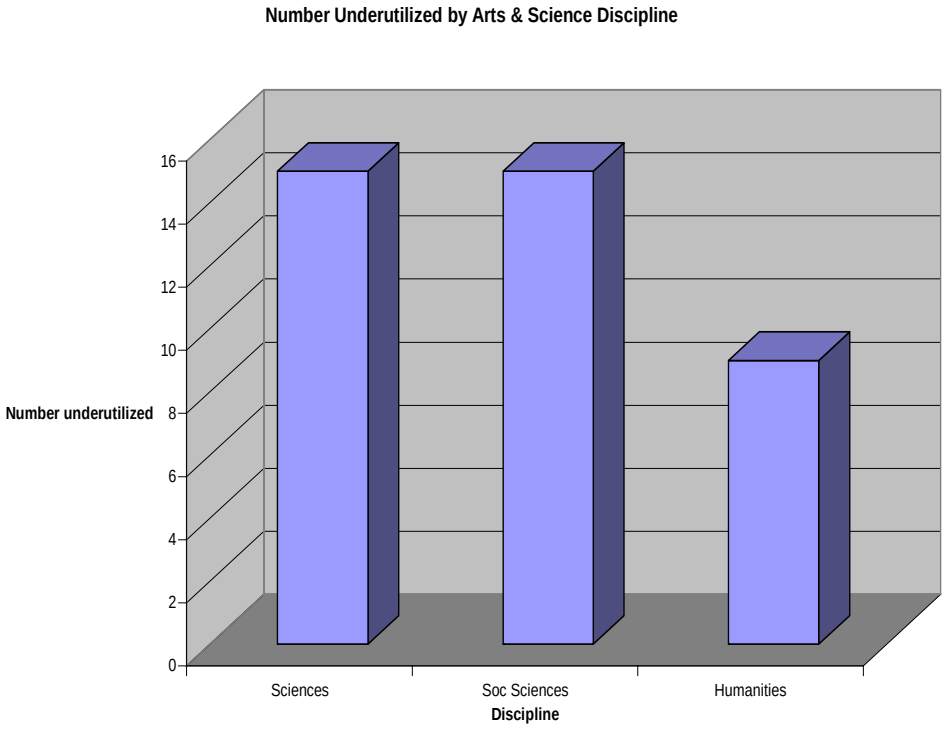


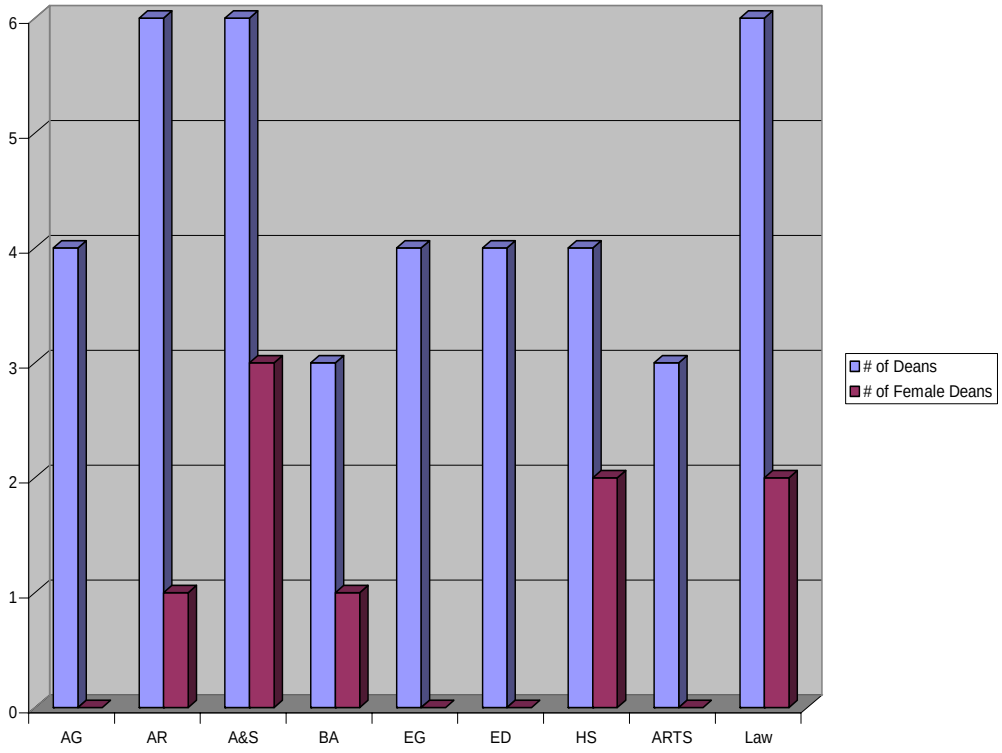
Table 6: Number of Men and Women Faculty and Number of Underutilized Female Faculty by Arts and Sciences Department, 2002.

Department	Number of Men	Number of Women	Underutilized	Total Faculty
Humanities				
CMLL	18	18	3	36
English	27	25	5	52
Philosophy	10	1	1	11
Math & Sciences				
Biological Sciences	28	5	7	33
Chemistry/Biochemistry	28	2	7	30
Geosciences/Atmospheric	12	2	1	14
Mathematics	34	17	0	51
Physics	18	5	0	23
Social and Behavioral Sciences				
Communication Studies	7	2	2	9
Economics/Geography	16	4	1	20
ESS	11	8	0	19
History	21	6	2	27
Mass Communication	13	4	2	17
Political Science	16	4	1	20
Psychology	15	12	2	27
SASW	14	6	5	20
TOTAL	291	118	39	409

Women in Academic Administration

It is also important to note the number of women in administrative positions in the various academic units. Agriculture, Engineering, Education and Visual and Performing Arts had no women deans, associate or assistant deans in the year 2002. The college of Arts and Sciences had the highest percentage of women deans with three out of the six deans being female (Table 7, Figure 5). At the level of the Provost, two of the three vice provosts are women. In 2002, there was one woman who served at the vice president level.

Figure 5: Number of deans, associate and assistant deans by gender, 2002.

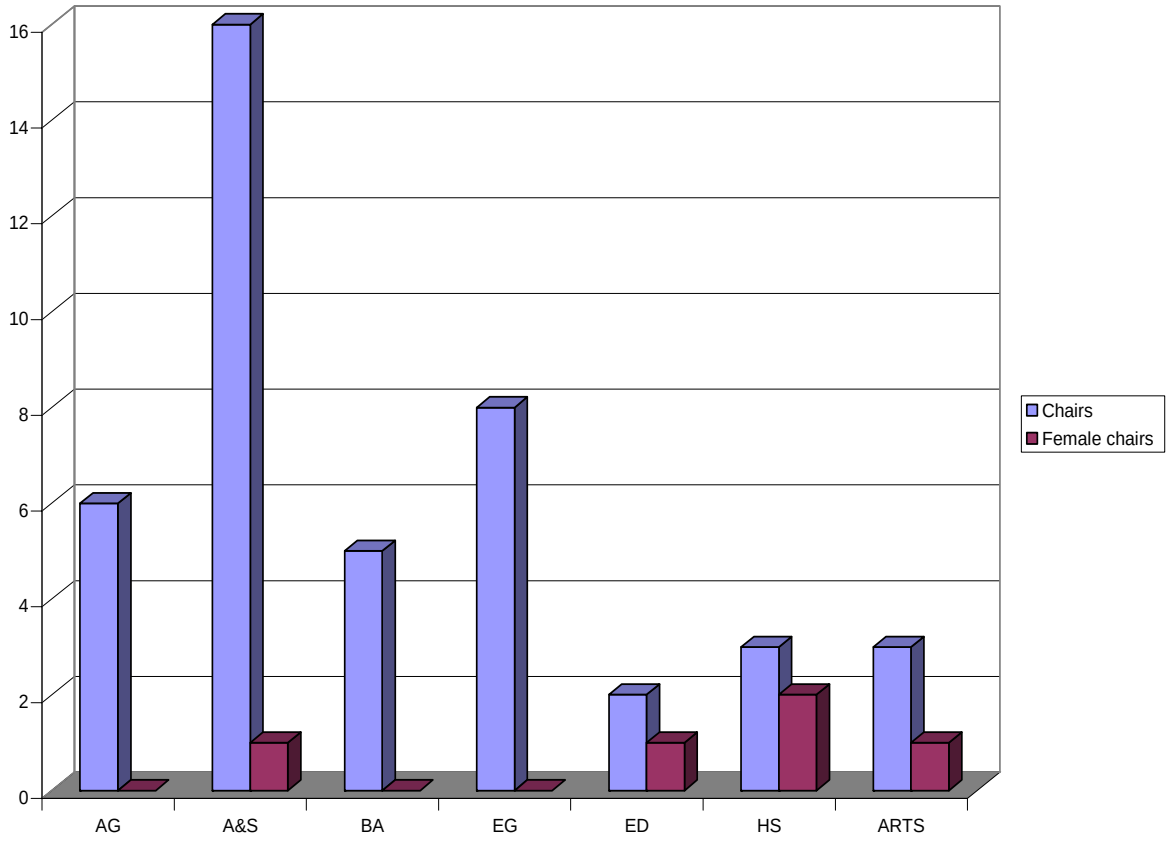


Several colleges have no department chairs who are women, including Agriculture, BA, and the School of Engineering. Arts and Sciences had only one female department chair out of 15 departments in that college. The College of Arts and Sciences has more female deans than chairs. The colleges in traditionally female dominated fields are more likely to have women as department chairs. For example, three of the four departments in Human Sciences are chaired by women (Table 7, Figure 6).

Table 7: Administrative Positions by Gender and College, 2002.

College	# of Deans and Associate Deans	# of Female Deans and Associate Deans	# of Department Chairs/Area Coordinators	# of Female Department Chairs
Agriculture	4	0	6	0
Architecture	6	1	NA	
Arts and Sciences	6	3	16	1
Business Administration	3	1	5	0
Engineering	4	0	8	0
Education	4	0	2	1
Human Sciences	4	2	3	2
Visual and Performing Arts	3	0	3	1
Law	6	2	NA	
Total	40	9	43	5

Figure 6: Number of chairs by gender and college, 2002.



Are women faculty paid fairly compared to men?

Compared to men, women have lower average salaries at all ranks, with the largest gap in salaries between men and women at the professor rank. The average woman full professor makes $12,330 less than the average male full professor. The average assistant professor makes $6408 less, the average associate makes $4928 less and the average lecturer makes $2703. Except for the case of associates, the higher the rank, the greater the gap in salaries between men and women (Table 8, Figure 7).

Figure 7: Nine month faculty salaries by gender, 2002.

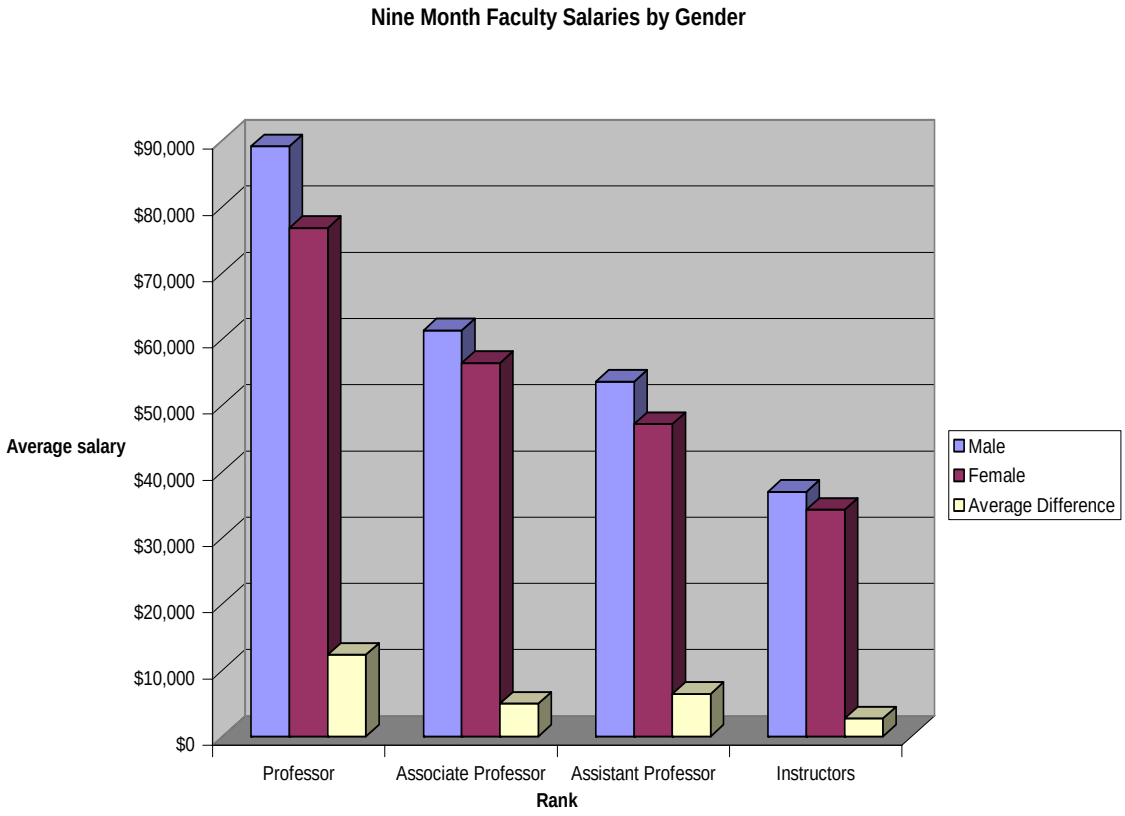


Table 8: Nine Month Faculty Salaries by Gender, 2002.

Rank	Male	Female	Average Difference
Professor	$89,097	$76,767	$12,330
Associate Professor	61,302	56,374	4,928
Assistant Professor	53,582	47,174	6,408
Instructors	36,925	34,222	2,703

One reason for the differences in salaries between women and men is the high degree of gender segregation in the university. As we have seen in the previous section, there are more women faculty in female dominated occupations, which pay less.

Table 9 shows the percent of women in each of the academic units and the median salaries of women in those groups. Over 50% of women at TTU work in units that have median salaries below $50,000. Over ¼ of women who work in the College of Arts and Sciences are in the arts and humanities which has the lowest median salary of any academic group. The lowest percent of women teach in Business Administration which has the highest median salary.

Table 9: **Women Faculty by Median Salary and Representation of Women in their Academic Units.**

College	Median Women's Salary	# of Women	% of all women at TTU
Business Administration	96,822.50	5	2.63%
Engineering	70,390.00	10	5.26
A&S Science/Math	58,970.00	18	9.47
Human Sciences	56,23.00	31	16.32
Architecture	53,264.00	3	1.58
Agriculture	50,085.00	11	5.79
A&S Social Science	47,650.00	37	19.48
Education	46,747.50	25	13.15
A&S Arts & Humanities	46,682.75	50	26.32
Total		190	100%

Another factor to consider when explaining the differences in salaries between women and men is the amount of time employed at the university. As can be seen in the comparison of numbers of women by rank, there are fewer women in tenured positions and more in tenure track positions which suggests that the women at Texas Tech have been in their positions for a shorter time, which is correlated with salary. In order to address this issue a series of regression analyses were conducted comparing salaries of men and women using time employed as a control variable. This analysis provides a measure of the relative pay of women and men, controlling for differences in experience as measured by time employed at Texas Tech. The result of these analyses will be presented separately by academic group, which also controls for the effect of gender segregation. (Due to the presence of outliers because of administrative salaries, medians will be reported.) (See Tables 10, 11 and 12).

Salary Comparisons by College[1]

Agriculture:

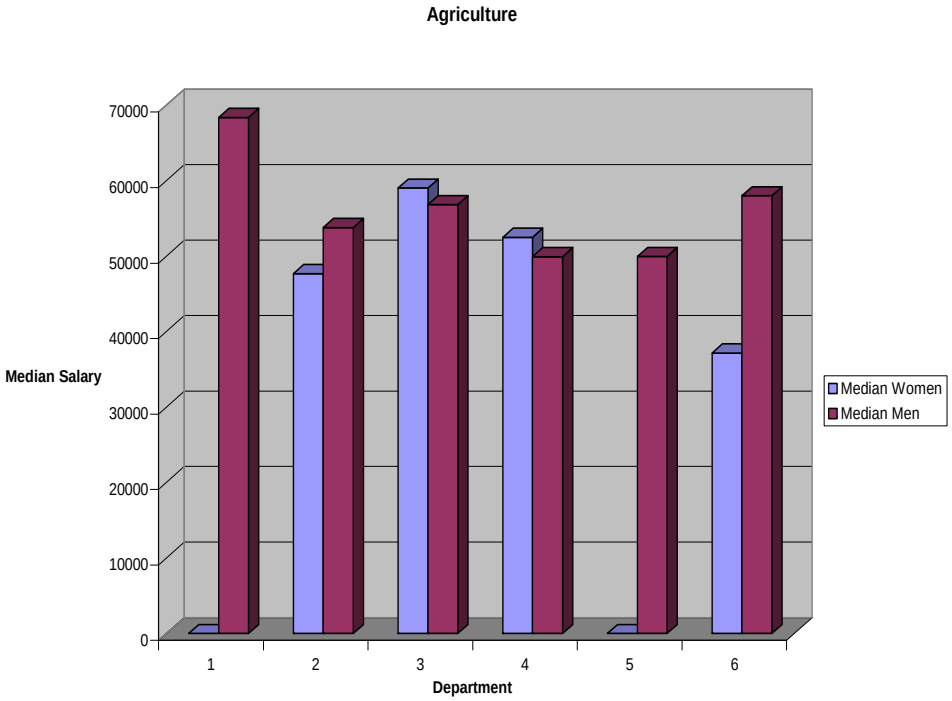
Agriculture is one of the academic groups that has a lower percent of women. The women who are faculty in this college tend to be clustered in three departments: Plant and Soil Science, Animal and Food Science and Landscape Architecture, which have lower median salaries than other departments in the college. The highest paid department, Applied Economics, has no women on its faculty. Median salaries for women faculty in the College of Agriculture range from a median of $59,014.50 in Plant Science to $37,160 in Landscape Architecture. Median salaries for men range from $68,378 in Applied Economics to $49,947 in Food Technology.

[1] Tables associated with the charts in this section can be found at the end of Part I.

Both men and women, on average, make less than predicted by years of experience. The median gap between actual and predicted salary is $778.75 for women and $48.25 for men. For women, the median gap in salary ranges from $13563 less than predicted in Landscape Architecture to $798 less than predicted in Agricultural Education. The gap for men ranges from $6380 greater than predicted in Applied Economics to $3369.50 less than predicted in Plant Science.

Overall seven women faculty have salaries below the regression line and 5 have salaries above the regression line which predicts salary, after controlling for time in their jobs.

Figure 8: College of Agriculture, median salary by gender 2002.

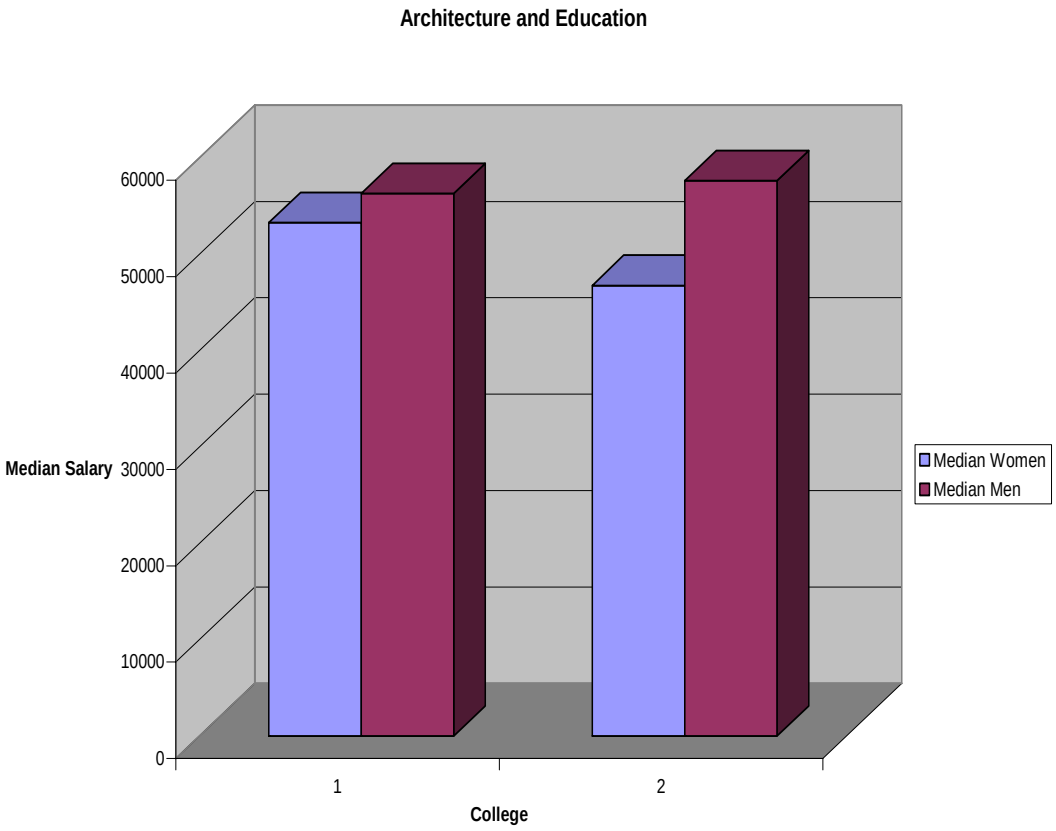


1=APP ECON
2=AG ECON
3=PLANT/SOIL
4=FOOD TECH
5=RANGE/WLIFE
6=LANDSCAPE

Architecture

Architecture has 18 faculty, three of whom are women. Women faculty earn a median of $1827 greater salary than would be predicted given years of experience, while men earn $2848 less than would be predicted given years of experience. Two of the three women's salaries are greater than predicted given years of experience. The median salary for women in Architecture is $56,239 and the median salary for men in Architecture is $61,352.

Figure 9: Colleges of Architecture and Education, median salary by gender 2002.



1=ARCHITECTURE
2=EDUCATION

Arts and Sciences

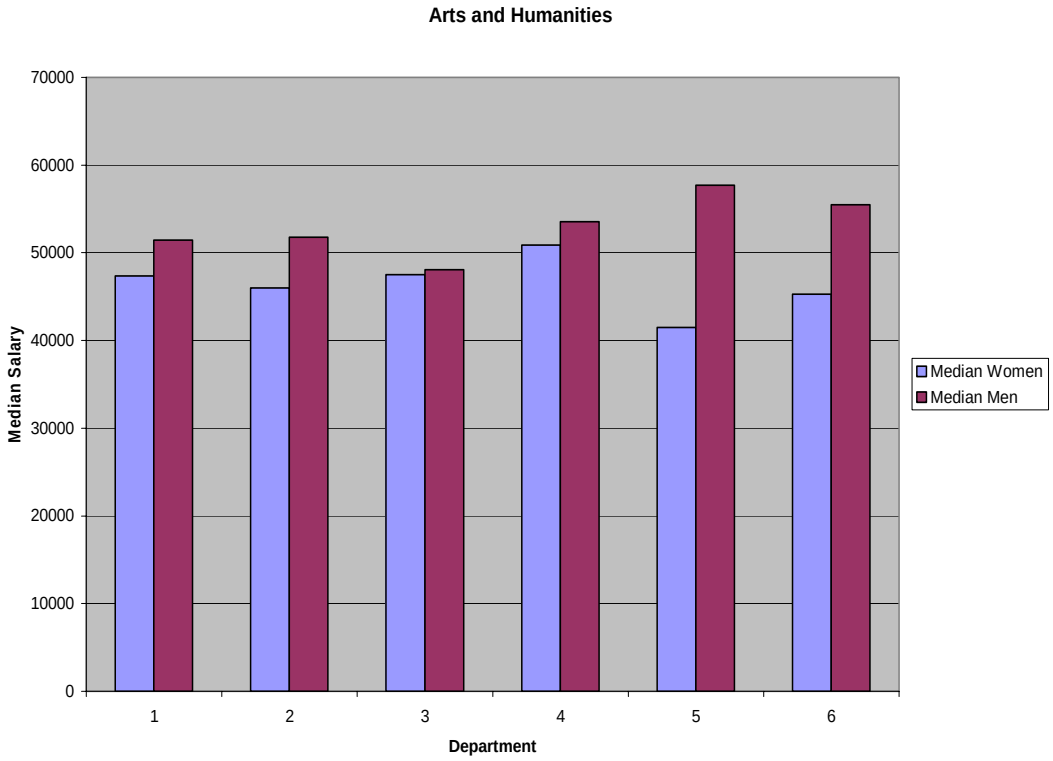
Because of the size and diversity of this college, analysis was done for academic groups based upon discipline. These groups are ***Arts and Humanities***[2], which includes the departments of Art, Classical and Modern Languages and Literatures, English, Music, Philosophy, and Theater and Dance; ***Naturals Science and Math***, which includes the Departments of Biology. Chemistry and Biochemistry, Physics, Math, and Geosciences; and ***Social and Behavioral Sciences*** which includes the includes the departments of Communications Studies, Economics and Geography, History, Health Physical Education and Recreation, Political Science, Psychology and Sociology, Anthropology and Social Work.

Arts and Humanities.

This is the group with the highest percentage of women and the lowest median salaries in the university. Median salary for women in this group is $46,682.75 and for men in this group is $52,699. Salaries for women range from $47,363 in Art to $50,872 in Music. Salaries for men range from a median of $57,700 in Philosophy to $48,080 in English. The median difference between actual and predicted salaries for women is $778.75 and the median difference for men is $48.25. For women, these differences range from $245 more than predicted in Theater and Dance to $5222 less than predicted in Art. For men the range is from $1460 more than predicted in Theater and Dance to $2714 less than predicted in English. Of this group of women, 36 make salaries less than predicted by experience, while 18 make salaries greater than predicted.

[2] This analysis was performed in 2002 before many of these departments were including in the College of the Visual and Performing Arts.

Figure 10: Median salary by gender for arts and humanities disciplines in the College of Arts and Sciences, 2002.

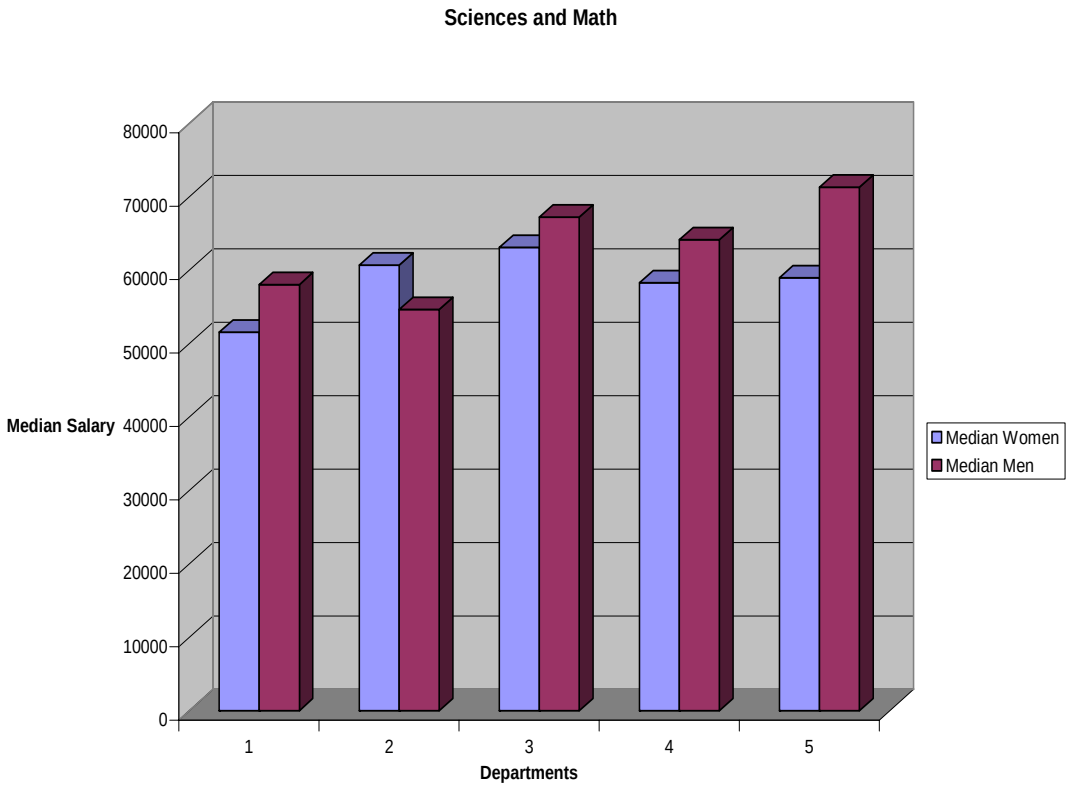


1=Comm
2=Econ/Geog
3=History
4=ESS
5=POLSCI
6=PSY
7=SOC/ANTH/SW

Natural Sciences and Mathematics

This unit has the fewest women in Arts and Sciences and has the highest median salaries. Median salary for women is $58,970 and for men is $64,163. Salaries range from $51,554 for women in Biology to $63,147 in Geosciences (one woman). Salaries range from $71,354 for men in Physics to $54,650 for men in Chemistry. Women in this group make $105.50 less than predicted while men in this group make $321 more than expected given their experience. Nine women in this group make more than predicted, while nine women make less than predicted.

Figure 11: Median salary by gender for the natural sciences and mathematics disciplines by gender, 2002.

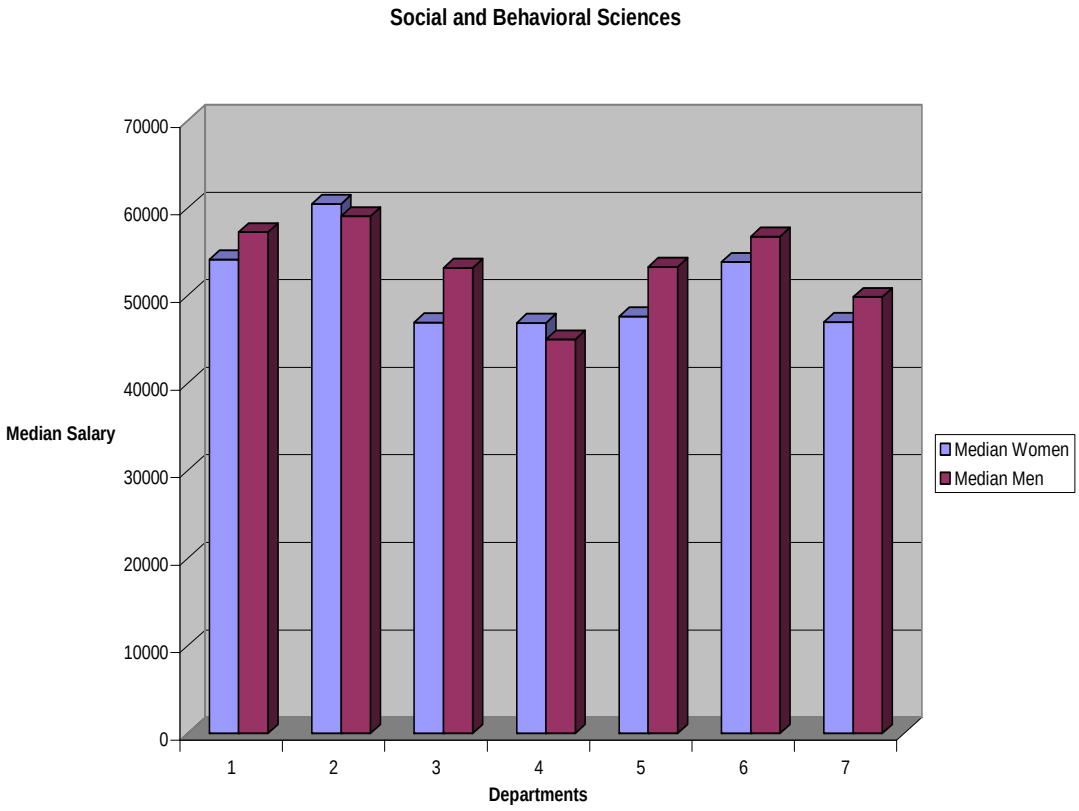


1=BIOL
2=CHEM
3=GEOSCI
4=MATH
5-PHYSICS

Social and Behavioral Sciences

Median salaries in the social and behavioral sciences are $47,650 for women and $53,287.50 for men. Women's median salaries range from $60,483 in Economics and Geography to $46,877 in Health, Physical Education and Recreation. Men's median salaries range from $59,067 in Economics and Geography to $45,000 in Health, Physical Education and Recreation. Both men and women in this group make less than predicted given years of experience and the amount of difference is greater for men than women. Women in this group make $3293 less than predicted while men make $4719.5 less than predicted. Women's salaries range from a median of $3196 more than expected in Communication Studies to $1833 less than expected in Math. Men's salaries range from $5840.50 less than expected in Psychology to $848.28 more than expected in Communication Studies. Twenty women in this group make less than predicted based on experience while 18 make more.

Figure 12: Median salaries by gender for the social and behavioral sciences in the College of Arts and Sciences, 2002.



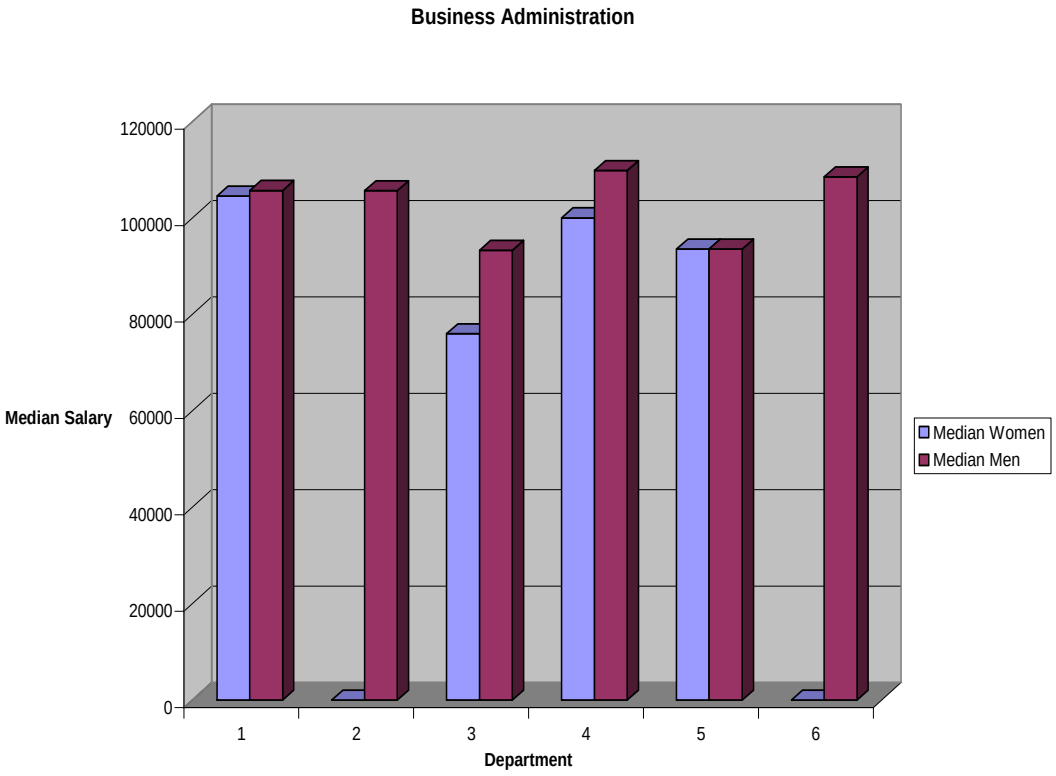
1=COMM
2=ECON/GEOG
3=HIST
4=ESS
5=POLSCI
6=PSY
7=SOC/ANTH/SW

Business Administration.

Median salary for women in Business Administration is $96,822.50 and for men is $105,690. On average women in Business Administration make $2564.50 less than expected given their experience and men make $3344.50 more than expected. For women, the difference between expected and actual salary ranges from $24,435 less than expected in Management to $5174 more than expected in Accounting. Four out of the five women faculty in Business Administration make less than would be predicted given their years experience.

Figure 13: Median salaries by gender and department for the College of Business Administration, 2002.

1=ACCT
2=FINANCE
3=MGTM



4=MKTG
5=MIS
6=STAT

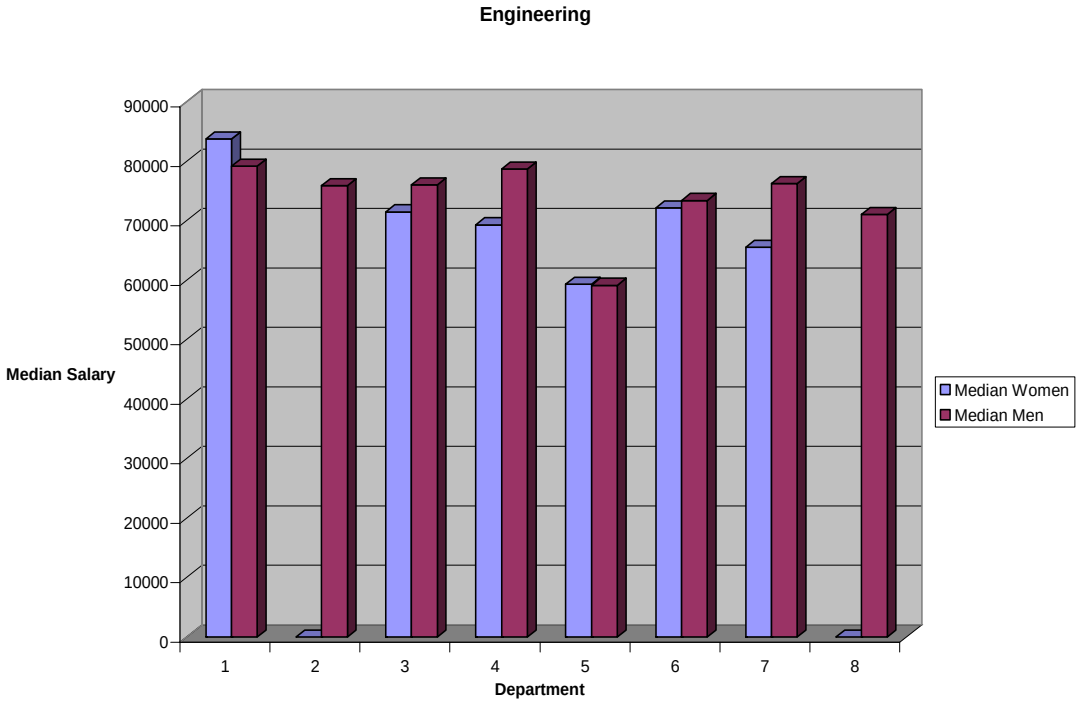
Education

The median salary for men in the College of Education is $57,646.50 and $46,747.50 for women. Women earn, on average, $2550.50 less than predicted while men make $6452 more than predicted given experience. Eighteen women make less than would be expected given experience while only five make more than would be expected.

Engineering

Median salaries for women range from $83,750 in Chemical Engineering (1 woman) to $59,302 in Engineering Technology with an overall median of $70,390. Men's salaries range from a median of $78696 in Electrical Engineering to $59,131 in Engineering Technology, with an overall median of $75,945.25. The median difference between expected and actual salaries for women in the College of Engineering is $1741 with a range from $20,934 less than predicted in Engineering Technology to $10,406 more than expected in Chemical Engineering. The median difference for men is $1697.50 ranging from $17,228.50 less than expected in Engineering Technology to $3064 more than expected in Industrial Engineering. However, there is an uneven split between the numbers of women who make more than expected (6) and those who make less (3).

Figure 14: Median salary by gender and department for the College of Engineering, 2002.

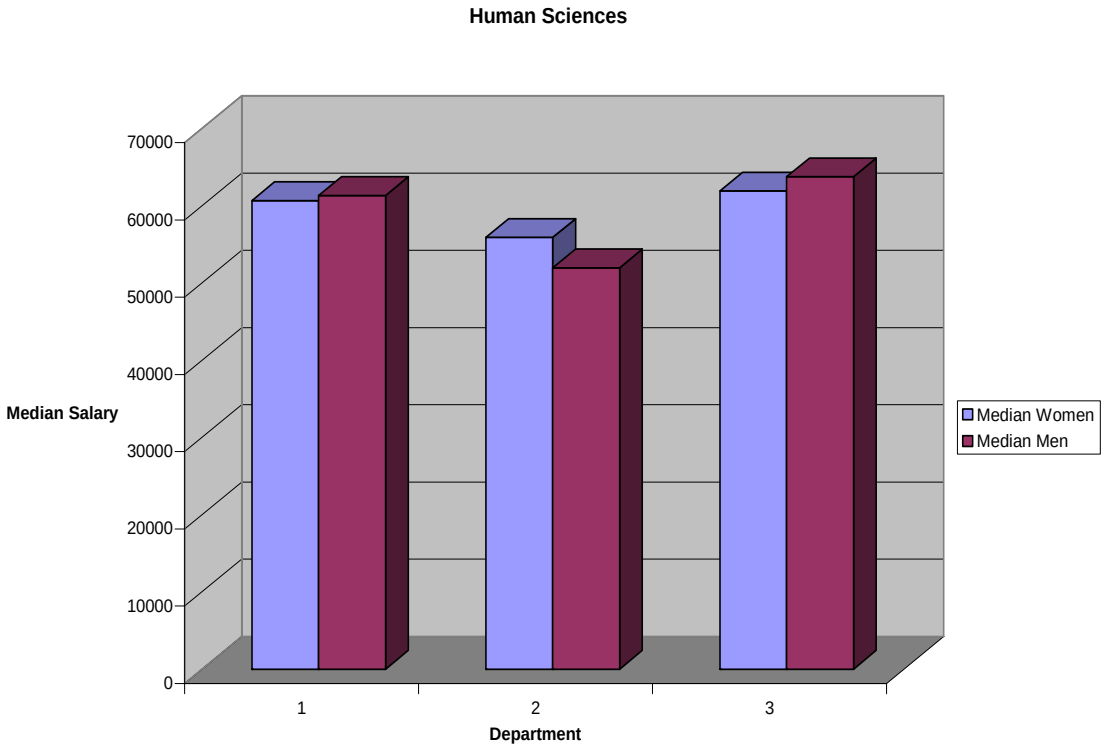


1=CHEM
2=CIVIL
3=COMPUTER
4=ELECTRICAL
5=ENG TECH
6=INDUSTRIAL
7=MECHANICAL
8=PETROLEUM

Human Sciences

The median salary for men is $61,352 and $56,329 for women in Human Sciences. Median salaries range from $61,940 in MEDCE to $55,911.50 in HDFS for women and $63,768.50 in MEDCE to $52,000 in HDFS for men. The median difference between actual and predicted salaries in Human Science is $2550.50 less than expected while men benefit by $6452 more than expected. The differences range for women from a deficit of $5425.50 in MEDCE to a deficit of $1337 in RHIM. Men's differences range from a gain of $8423.50 over expected salary in MEDCE to a gain of $6452 in expected salary in RHIM. The number of women above and below the regression line is fairly equal with 17 making salary lower than expected and 14 making salary greater than expected.

Figure 15: Median salary by gender and department of the College of Human Sciences, 2002.



1=RHIM
2=HDFS
3=MEDCE

Staff Issues

Salaries

As with the faculty, staff is segregated by gender. There are more men in the categories of Technical and Paraprofessionals, Skilled Crafts, Executive/Administrative and Managerial while women comprise a majority of Clerical and Secretarial, and other Professional employment categories. Tables 17 and 18 show the distribution of staff in each category by income and gender. In all occupational categories except executive/administrative and managerial, women are underrepresented in the lower salary categories.

Table 17: Numbers of men and women in each salary category by occupation.

Executive/Administrative/ Managerial			**Other Professionals**	
	# of Men	# of Women	# of Men	# of Women
<$30,000	7	10	89	139
$30,000-39,000	12	14	147	179
$40,000-49,000	32	18	101	79
$50,000-64,000	40	29	32	20
$65,000-79,000	27	12	8	3
$80,000-99,000	19	8	12	0
$100,000+	26	4	8	1
Total	163	95	397	421
Chi Square	.016		8.53*	

*

* .significant at the .05 level

SUMMARY AND CONCLUSIONS

Faculty

Salary Inequities.

Salary inequities vary from program to program. In many programs, both men and women have salaries that are lower than predicted based upon time in their positions. This reflects not only generally low salaries at Texas Tech but inequalities in salaries across programs. Median salaries range from over $100,000 in Business Administration to under $50,000 in some departments in the arts and humanities and the social sciences. These inequalities in salaries exist within colleges. For example, in the College of Engineering median salaries range from $59,302 in Engineering Technology to $80.875 in Chemical Engineering. This range of median salaries is typical of most colleges at Texas Tech. This pattern has an impact on the predicted salaries for faculty, both men and women, in the lower paid programs. As previously noted, women tend to be overrepresented in those less well-paying specialties.

Women in Business Administration, Education, Human Sciences, Arts and Humanities and Natural Sciences and Mathematics have a larger gap in salaries than the men in their departments. In the case of Social and Behavioral Sciences and Architecture, the gap is larger for men. In some cases, larger gaps are due to the fact that one individual makes considerable less than would be expected given her time at Texas Tech University, while the other gaps are more evenly distributed across individuals.

A complicating issue is that one important variable affecting salaries at Texas Tech is merit. It has been practice for several years that raises must be granted on the basis of merit alone. The procedure for determining merit varies from one academic discipline to the next and is not easily quantified. Measures of quality of performance are not easily converted to numerical data. For example, one common way of measuring merit in academia is by counting the number of publications. However, publications vary in levels of quality, which involves a subjective judgment. Subjective judgments are also sometimes biased by gender. For example, in some disciplines research about women is less well rewarded than other types of research. This means that caution should be used when interpreting data predicting salaries based on time alone. There are no a priori reasons to believe that women should be less able to produce quality work just because they are women. However, there are factors that might systematically bias women's positions when being assessed in a merit system.

Women often have demands on their time that make it more difficult for them to work in the same way as men. Our economy is based on a system in which men and their families, especially in the professions, are supported by unpaid female labor (Williams, 2002). As a result, women in the professions rarely have the same supports at home. Usually women have primary responsibility for home and children, which makes it more difficult for women to devote time exclusively to work. For example, family responsibilities increase the likelihood of women needing time off to provide care for family members, decreases their ability to work long hours and decreases their ability to spend large amounts of time away from home in travel or other activities. All of these factors may play a role in the rewarding of merit for women and provide systematic bias

against them in awarding of salaries and promotions. Women also perform more service and mentoring duties in their departments and for the university – an extension of stereotypical associations of women in nurturing and "mothering."

RECOMMENDATIONS.

Investigate the salaries of women paid more than one standard deviation lower than expected for the time at Texas Tech.

Having salaries considerably less than expected should be a cause for concern. Having a lower salary can be defined as having salary lower than one standard deviation than expected based on time. It cannot be assumed that this difference is due to gender bias because of the merit system, but it is important to assure that those women have been treated fairly. This can be accomplished by investigating on a case by case basis, asking the departments to justify the lower salaries based on a record of lower annual reviews and other types of demonstrable data. Salary adjustments should be made if gender discrimination can be demonstrated.[3]

Hire More Women, especially in underutilized departments.

Much of the differences in pay between men and women are due to segregation of women into lower paid disciplines. More than 50% of women faculty are employed in departments and colleges that pay a median salary below $50,000 a year. Efforts need to be made to hire more women, especially in the higher paid disciplines such as the sciences and engineering. The university administration should provide money to fill underutilized positions as defined by the OEO.

[3] We recommend the university perform another set of regression analysis with data from the year that the adjustments are made.

Equalize salaries between the disciplines.

Even though market conditions often determine the level of salaries for some disciplines, those market conditions result in considerable institutional discrimination by gender by underpaying women in less lucrative fields. Money needs to be provided to reduce the differences in median salaries across academic fields.

Recruit Women to Administrative Positions.

Differences in pay also result from the fact that there are few women in administration at Texas Tech. Often the higher paid faculty are department chairs and dean. Women have been given fewer opportunities to serve in these positions. Efforts should be made to encourage colleges and departments to promote women to administrative positions.

STAFF

Identify Underpaid Staff in Each Unit.

As with faculty, inquiries should be made into the cases of any individual staff that is paid significantly less than her peers. Salary adjustments should be made if gender discrimination can be demonstrated.

Reduce Gender Segregation.

More women should be hired in the more lucrative job classifications such as skilled crafts and executive/administrative and managerial positions.

FAMILY FRIENDLY WORK ENVIRONMENT

Employers have increasingly recognized that in order to recruit the best and the brightest, and to be inclusive of women, it is important to provide a family friendly work

environment. The average new assistant professor is in her early 30s and is faced with the dual challenge of starting and raising a family while encountering the heavy demands of publishing and beginning an academic career. This is a period in life in which the demands of career and family are at their highest and a supportive work environment is critical in order to ensure the success of women and achieve a level of diversity important to the mission of the university. (www.auup.org/issues/FamilyWork/index.htm). We recommend that the university follow the AAUP *Statement of Principles on Family Responsibilities and Academic Work* *(*www.aaup.org/Issues/FamilyWork/Policy/policy.htm) and establish the following policies designed to help faculty and/or staff balance the demands of family and work.

RECOMMENDATION: Implement the programs for balancing work and family concerns as recommended by the American Association of University Professors.

AAUP Recommendation #1

"Paid leaves should be provided for pregnancy, family care, and emergencies with the option of longer-term unpaid leaves depending upon the circumstances."

For staff, TTU only provides enough benefits to comply with federal law. Federal law only guarantees that the employers should maintain a position for the employee when she returns from leave. It does not provide for compensation during that time period and only provides for limited insurance coverage. In order to be provided with a minimal level of compensation, employees at TTU are allowed to use sick leave and vacation time, and then are required to take time off without pay. The problem is that most employees cannot afford to take time off without pay, which diminishes the usefulness of the current family leave policy.

Family leave is enforced differently for faculty. Faculty are provided accommodations which allow them to continue being compensated, while staff are held to the policy established by federal and state law. However, there is no written policy instructing departments how to implement family leave for faculty. As the current policy stands, colleges or departments are given basic resources in which they are allowed to work out the details of family leave with the faculty member. The advantage is that it allows those involved to have flexibility to adjust to individual needs. However this leaves open the possibility of inequities as some academic units are more willing to accommodate women's needs than others. A written policy is needed which sets the parameters under which arrangements are made, and establishes basic faculty rights in theses areas.

AAUP Recommendation #2

"Active Service with Modified Duties. Faculty members should have the option of a reduced workload, without loss of status, to handle family responsibilities."

Under this policy a faculty member would be able to continue modified responsibilities in order to meet family demands, for a limited period of time. This might include a reduced teaching load to care for a sick or newborn child or to care for an aging relative. This would allow employees to continue to perform some of their work responsibilities while giving them the release time needed to accommodate family needs.

AAUP Recommendation #3

"Stopping the Tenure Clock."

AAUP recommends that faculty members be able to stop the tenure clock for family needs, such as the birth of a child. Currently the university makes arrangement for

individuals to stop the tenure clock on a case by case basis. As with family leave, this policy has not been codified as a university operating procedure. As in the case of family leave policy, codification is needed because it sets the parameters for implementation of the program, and helps to ensure that the policy is enforced in an equitable fashion.

Recommendation: Formalize policies such as tenure clock and family leave in formal operating procedures.

AAUP Recommendation #4

Using Benefits without Prejudice

Recommendation: Establish clear expectations that any employee taking advantage of these programs can do so without prejudice.

It should be made clear to all concerned that individuals who are given the opportunity to use family leave or to stop the tenure clock should not be penalized for doing so. For example, for faculty for whom the tenure clock has been stopped, AAUP recommends that they be notified in writing that they will be held to the same tenure standards as if they had not changed the time frame for tenure. Those who take family leave should not be penalized when being considered for promotion, faculty salary and other considerations.

Child Care

Recommendation: Follow up on the recommendation of the TTU Child Care Exploratory Committee and provide the financial resources to establish a university child care center.

Availability of affordable and reliable child care is also essential to the success of a faculty member, especially women faculty. The Child Care Exploratory Committee

Report, released in October of 2002, documents the need for a child care center at TTU. In 2000, seven of the schools in the Big 12 had some form of non-lab child care available for the faculty, staff and students at their universities. The committee documented several advantages of having a children care center including, enhancing the university's reputation; the improvement of recruitment, retention and absenteeism; and provision of educational and research opportunities. We would like to support the recommendations of this committee which were as follows:

1) Build a 34,000 square foot center to serve 200 full time equivalent children from two months to school age.
2) Develop plans to add space for an additional 100 FTE within 5 years.
3) Locate the child care facility between the university and the health sciences center.
4) Explore and compare the options of outsourcing facility construction and management and of building a Texas Tech owned and operated facility.
5) Request that Institutional Advancement explore the funding options outlined in this report.
6) Explore establishing a scholarship fund to assist lower income families with child care tuition costs.

Recommendation: Provide partner benefits for LGBT employees.

Partner benefits for LGBT employees should be provided as an important means of recruitment and retention of employees as well as responding to a basic issue of fairness.

TABLES 11-17

Table 11: College of Agriculture Salary Comparisons, 2002.

Agriculture	Overall Median	Median Women	Expected Women	Difference Women	Median Men	Expected Men	Difference Men	Number of Faculty	Number of Women	% Women	#of Women with below expected salary	#of women with above expected salary
Applied Economics	68378				68378	61998	-6380	10	0			
Agriculture Education	53572.5	47670	48468	798	53782.5	52527	-1255.5	10	2	20	2	
Plant	57056	59014.5	63351	4336.5	56824.5	60194	3369.5	18	4	22.2	2	2
Food	50147	52500	54331	1831	49947	52527	2580	9	3	33.3	2	1
Range	49956				49956	53429	3473	13	0			
Lscape	53171	37160	50723	13563	58000	57939	-61	6	3	50	1	2
Total	53371.75	50085	52527	3083.75	533030.5	55684	1259.5	66	11	18.2	7(1)	5(0)

Table 12: Colleges of Architecture and Education Salary Comparisons, 2002.

	Overall Median	**Median Women**	**Expected Women**	**Difference Women**	**Median Men**	**Expected Men**	**Difference Men**	**Number of Faculty**	**Number of Women**	**% Women**	**#of Women with below expected salary**	**#of women with above expected salary**
Architecture	55833.5	53264	51437	-1827	56275	59123	2848	18	3	16.7		2(0)
Education	49945	46747.5	50891.5	4144	57646.5	54835	-2811.5	44	25	56.8	18(2)	5(0)
Human Sciences												
RHIM	56239	60686	62023	1337	61352	54900	-6452	18	9	50	5	4
HDFS	52400	55911.5	58462	2550.5	52000	55790	3790	23	14	60.9	8	6
MEDCE	62007.5	61940	67365.5	5425.5	63768.5	55345	-8423.5	14	8	57.1	4	4
Total	56239	56239	62023	2550.5	61352	55345	-6452	55	31	**56.4**	**17(4)**	**3(8)**

Table 13: College of Arts and Sciences Salary Comparisons, 2002.

	Overall Median	Median Women	Expected Women	Difference Women	Median Men	Expected Men	Difference Men	Number of Faculty	Number of Women	% Women	#of Women with below expected salary	#of women with above expected salary
Arts and Humanities												
Art	47458	47363	52585	5222	51463	51222	-241	25	11	44	8	3
CMLL	46821	46002.50	45995.50	-7	51784.5	51684	-100.5	32	14	43.8	10	4
English	47684	47527.50	48927.50	1400	48080	50794	2714	35	12	34.3	7	5
Music	51500	50872	52573	1701	53517	53714	197	39	9	23.1	6	3
Philosophy	55400	41500	41875	375	57700	59864	2164	9	1	11.1	1	
Theater	52688	45279	45034	-245	55489	54029	-1460	7	3	42.8	4	3
Total	**49592**	**46682.75**	**47461.5**	**778.75**	**52650.75**	**52699**	**48.25**	**147**	**50**	**34%**	**36**	**18**
Sciences and Math												
Biology	56003	51554	59075.50	7521.5	58031	63842	5811	31	6	19.4	3	3
Chemistry	55295	60700	57352	-3348	54650	61378	6728	25	1	4		1
Geosciences	63066	63147	68652	5505	67264	61995.50	-5268.5	9	1	11.1	1	
Math	64725	58290	56457	-1833	64163	67543	3380	43	7	16.3	3	4
Physics	68533.5	58970	61210	2240	71354	68645	-2709	18	3	16.7	2	1
Total	**63066**	**58970**	**59075.5**	**105.5**	**64163**	**63842**	**-321**	**126**	**18**	**14.28%**	**9**	**9**
Social and Behavioral Sciences												
Communications	55120.33	54139	50943	-3196	57257.17	56408.89	-848.28	18	3	16.7	1	2
Economics	60211.5	60483	61818	1335	59067	61818	2751	16	3	18.8	1	2
History	50352	46942.50	54537.50	7595	53184.50	58007	4822	24	4	16.7	3	1
HPER	45754	46877	46526	-351	45000	44897	-103	15	8	53.3	4	4
Political Science	49127	47650	43991.50	3658.5	53287.50	58276.50	4989	16	4	25	2	3
Psychology	505333.5	53854	54050.50	196.5	56737	62577.50	5840.5	24	10	41.67	7	2
SASW	48336	46985	45452	-1533	49840.50	50105	264.5	17	5	29.4	2	4
Total	**50352**	**47650**	**50943**	**3293**	**53287.5**	**58007**	**4719.5**	**130**	**37**	**28.46%**	**20**	**18**

Table 14: College of Business Administration Salary Comparisons, 2002.

Business Administration	Overall Median	Median Women	Expected Women	Difference Women	Median Men	Expected Men	Difference Men	Number of Faculty	Number of Women	% Women	#of Women with below expected salary	#of women with above expected salary
Accounting	105341	104561	99387	-5174	105710	102256	-3454	13	1	7.7	1	
Finance	105670	0	0	0	105670	102435	-3235	10	0			
Management	990361.5	76027.5	100462.5	24435	93287	101180	7893	14	2	14.3	2	
Marketing	109019.83	100045	97235	-2810	109835.7	101603.8	-8231.9	12	1	8.3	1	
MIS	93600	93600	96159	2559	93600	96518	2918	10	1	10		1
Statistics	108552.5	0	0		180552.5	104945.5	-3607	2	0			
Total	104144.75	96822.5	99387	2564.5	105690	102345.5	-3344.5	61	5	8.2	4(1)	1(0)

Table 15: College of Engineering Salary Comparisons, 2002.

Engineering	Overall Median	Median Women	Expected Women	Difference Women	Median Men	Expected Men	Difference Men	Number of Faculty	Number of Women	% Women	#of Women with below expected salary	#of women with above expected salary
Chemical	80875	83750	73344	-10406	79164	81097	1933	11	2	18.2		2
Civil	75892.5				75892.5	81959	6066.5	20	0			
Computer	71861	71486	75498	4012	75998	75067	-931	13	2	15.4	2	
Electrical	78056.5	69294	74205	4911	78689	83682	4993	18	3	16.7	3	
Engineering Technology	59302	59302	80236	20934	59131	76359.5	17228.5	9	1	11.1		1
Industrial	72151	72151	71621	-530	73393	70329	-3064	7	1	14.3	1	
Mechanical	76069.5	65500	64729	-771	76231	77651	1420	18	1	5.6		1
Petroleum	71020.5				71020.5	72482.5	1462	6	0			
Total	74021.75	70390	73774.5	1741	75945.25	77005.25	1697.5	102	10	9.8	6	3

Table 16: Staff Salary Comparisons, 2002

Technical and Paraprofessionals	**Men**	**Women**	**Estimated Mean Men**	**Estimated Mean Women**	**Mean Difference**
<$20,000	7	9			
$20,000-$29,999	81	51			
$30,000-$39,999	25	14			
$40,000-$49,999	6	1			
$50,000	2	0			
Total	121	74	$28181.82	$16446.28	$11735.54
Clerical and Secretarial					
$<20,000	19	2112			
$20,000-$29,000	46	393			
$30,000-$39,000	3	31			
Total	68	636	$24044.12	$23820.75	$223.36
Skilled Crafts					
<$20,000	19	0			
$20,000-$29,999	164	5			
$30,000-$39,999	52	1			
$40,000-$49,999	7	0			
Total	242	6	$26033.06	$26666.67	-$633.61
Service/Maintenance					
<$20,000	175	201			
$20,000-$29,999	61	51			
$30,000-$39,999	6	3			
$40,000-$49,999	1	0			
$50,000+	1	0			
Total			$21844.26	$21176.47	$667.79
Other Professionals					

<$30,000	89	139			
$30,000-$39,999	147	179			
$40,000-$49,999	101	79			
$50,000-$64,999	32	20			
$65,000-$79,999	8	3			
$80,000-$99,999	12	0			
$100,000+	8	1			
Total	397	421	$41964.74	$36716.15	$5248.58
Executive/Administrative And Managerial					
<$30,000	7	10			
$30,000-$39,999	12	14			
$40,000-$49,999	32	18			
$50,000-$64,999	40	29			
$65,000-$79,999	27	12			
$80,000-$99,999	19	8			
$100,000+	26	4			
Total	163	95	$65260.74	$55342.11	$9918.63

Table 17: Numbers of women and men in income range by staff occupation

	Technical/ Paraprof.	Men	Women	**Clerical/ Secretarial**	Men	Women	**Skilled Crafts**	Men	Women	**Service/ Mainten.**	Men	Women
<20		7	9		19	212		19	0		175	201
20-29		81	51		46	393		164	5		61	51
30-39		25	14		3	31		52	1		6	3
40-49		6	1		0	0		7	0		1	0
50+		2	0		0	0		0	0		1	0
	Total	121	68		68	636		242	6		244	255
	Chi Square	.213*		Chi Square	.635*		Chi Square	.821*		Chi Square	.244*	

CLIMATE

Another important aspect of gender is to understand the climate for women and men. Members of the Texas Tech community should be working and studying in an environment that is free from bias and is conducive to good relationships between its members. We have analyzed survey items from the Diversity Strategic Planning Committee separately for women and men, heterosexuals and nonheterosexuals in order to compare the relative perceptions of the climate at Texas Tech University. We first analyzed the perceptions of the gender climate at Texas Tech, examining the perceptions of women and men faculty, staff and students. We also include a comparison of the presence of women in the classroom. We then analyzed the perceptions of the climate for sexual orientation at Texas Tech, including survey items and results from a series of focus groups conduced in 2002. Finally we provide recommendations for change based upon our findings.

This section of the report is a compilation of information about gender climate and climate for lesbian, gay, bisexual and transgender members of the university community. Data were used from the following sources:

Student, Staff, and Faculty Perceptions of Campus Climate at Texas Tech University: A Report Prepared fro the Diversity Strategic Planning Committee and StudentFIRST Committee.
Brian Cannon, Director, Earl Survey Research Laboratory
Office of Institutional Research
Lesbian, Gay, Bisexual, and Transgender Faculty and Staff Focus Group Analysis
Karen Meaney
Lesbian, Gay, Bisexual and Transgender Student Focus Group Analysis

Stacey Moore
Women's Studies Exit Interview Analysis.
Marjean Purinton

Gender Climate

Faculty and Gender Climate

Questions from the survey of the Diversity Strategic Planning Committee and StudentFIRST Committee were analyzed by gender to examine whether women and men had different perceptions of the university climate[4]. Women faculty were more likely to say that they had witnessed and experienced prejudicial remarks based on race, age, gender, religious beliefs, sexual orientation or disability. Women were also less likely to believe that their department made a serious effort to hire women and that faculty are treated equally regardless of gender. Women faculty are more likely to say they have mentors than faculty men.

Women were just as likely as men to say they received adequate guidance and mentoring from colleagues, to believe that career advancement and salary decisions are made fairly, that their opinions seem to count and to have a sense of belonging in the university community (Table 24 –Parts H, I, J, K, Q).

[4] **The tables contained herein are based on data collected as part of the Faculty and Staff Campus Climate Survey, which took place during the spring of 2003. Completed surveys were received from 506 faculty out of a mailing of 1504 (33.6% response) and from 796 staff out of a mailing of 2549 (31.2% response). The survey was commissioned by the Diversity Strategic Planning Committee, chaired by Vice Chancellor for Community and Multicultural Affairs Cathy Allen. Data Collections and analysis were conducted by the Earl Survey Research Laboratory (ESRL). Questions regarding survey methodology or results should be directed to ESRL Director Brian Cannon (742-4851) or to Special assistant to the Chancellor Richard Baker (742-012). Results are reported separately for faculty and staff in recognition of the distinctiveness of these two populations. For each table, a chi-square test of statistical independence was conducted, and items on which a statistically significant difference in response between groups are noted.**

Exit Interviews

The exit interviews of women conducted from 1994-2004 provide some better understanding of the kinds of concerns women faculty experience by elucidating some of the reasons that women leave the university. Reasons for leaving fall into the following categories:

1) **Lack of resources**. This includes low salaries, high teaching loads and inadequate research or travel resources.

2) **Heavy service and administrative responsibilities**. Women report being given heavy responsibilities, such as supervising teaching assistants early in their careers, which puts tenure and promotion in jeopardy.

3) **Ambiguous and changing tenure and promotion expectations.** Several women expressed concern that expectations for tenure changed midway through the probationary period. They also expressed concern about inadequate communication of expectations for tenure, including inadequate communication about the relative importance of such things as grants, publications and community service.

4) **Inadequate Community and Family Supports:** Lack of good quality child care, ambivalent maternity and family leave policies and inadequate opportunities for spousal employment were expressed by married and partnered women. Lesbian and bisexual women expressed concern about expressions of homophobia on campus and in the community. This included concern that the university has resisted including sexual orientation in its anti-discrimination policy.

RECOMMENDATIONS

Establish Faculty Mentoring Programs.

Faculty mentoring programs such as the one in the College of Arts and Sciences are useful in helping women to prepare for tenure by helping them to understand and reach university expectations.

Staff and Gender Climate

When examining questions about climate from the diversity survey, we found that women staff perceives the university climate differently than men on several dimensions. Women are less likely to agree that their supervisor meets with them as appropriate to discuss job progress. They are less likely to believe that their opinions count, and less likely to feel they make an important contribution to the university. Women are more likely to report that they understand what is expected of them in their jobs and feel that their performance evaluations reflect their efforts and achievements. However, they are less likely to believe they are compensated adequately for that performance.

Women staff are more likely to perceive that the university is a good place to work and that they feel like they have a sense of belonging in the university community. They are more likely to say they enjoy their work than men. However, they are more likely to report witnessing and experiencing some form of discrimination. They are also more likely to feel that women are not treated equally and that their departments did not make a good effort to hire women. (Table 24 – Parts F, G, I T, V, AA, BB, CC)

Students and Gender Climate

STUDENT CLIMATE

Gender Balance in the Classroom

An important part of the classroom climate is the gender of the instructor. Women students need to have contact with female faculty as role models and mentors in order to be successful in their academic careers. We counted the numbers of male and female majors in each college, computed the percent female, and compared that with the percent of the faculty who are female in order to examine the presence of possible female mentors for women students.

Generally, we found that female students are better represented in most colleges than are the faculty members who are teaching them. Although the higher proportion of female students the higher the proportion of faculty who are female, only the College of Education and the College of Visual and Performing Arts have approximately the same proportion of female students and female faculty (Table 18).

Table 18: Number of students, male and female, % of students who are female and % of faculty who are female by college[5].

College	#female students	#male students	%female students	%female faculty
Agriculture	298	702	29.8%	13.85
Architecture	128	317	26.76	17.86
Arts and Science	3355	3381	49.81	29.77
Business Administration	1452	2979	32.77	20
Education[6]	635	270	70.16	70.69

[5] The numbers refer to undergraduate majors as of February 2004 in all colleges except Education. Education majors are almost exclusively graduate students. The numbers do not include students in pre- professional programs such as pre-med and pre-law.

Engineering	285	2211	11.42	9.92
Human Sciences	2228	586	79.17	64.86
Visual and Performing Arts	332	298	52.70	55.93

Students' Perceptions of Campus Climate

Another important way to understand issues of gender equity for students is to ask them about overall climate - on campus, in their classrooms and among students. We examined the responses to questions in this area separately for women and men to see if there are significant gender differences in students' experiences.

We first looked at the way that women and men perceived the overall climate on the university campus. There are no differences between women and men in how they perceived the campus. Women students are no more likely to believe that TTU/HSC is generally racist and homophobic and nor are they less likely to believe that their professors treat everyone equally

[6] Refers to graduate students

regardless of race, gender or sexual orientation. Nor were women more likely to report hearing negative comments about women (Table 19, Table 20, Table 21). In terms of general experiences on campus and in the classroom, women students are more likely to state that they have felt overwhelmed by demands on their time. Women students were significantly more likely to agree that they were felt overwhelmed with demands on their time (Table 22). This provides further support for the importance of family friendly policies, including building a non-lab child care center which is available to and affordable by all members of the university community.

Table 19: General TTU/HSC climate by Gender.

TTU/HSC in general is disrespectful		**Not at All**	**Somewhat**	**Pretty Much**	**Very Much**
	Men	82.3	13.4	2.7	1.6
	Women	89.2	8.4	.9	1.5

TTU/HSC in general is racist					
	Men	79.0	17.6	1.7	1.6
	Women	78.1	18.3	1.5	2.1
TTU/HSC in general is sexist					
	Men	78.5	15.6	3.5	2.4
	Women	79.8	16.5	2.7	1.0
TTU/HSC in general is friendly					
	Men	2.2	13.3	42.0	42.5
	Women	1.6	12.7	36.1	49.6
TTU/HSC in general is homophobic					
	Men	64.7	25.4	5.7	4.1
	Women	64.5	25.4	5.4	4.7
TTU/HSC in general is encouraging of diversity					
	Men	10.7	28.9	30.7	29.7
	Women	7.1	30.9	29.4	32.5

Table 20: Perceptions of Professors and Classroom Climate by Gender

		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
My professors treat all students the same, regardless of race, gender, sexual orientation						
	Men	22.9	67.2	1.7	7.4	.7
	Women	17.9	62.1	2.4	11.3	6.3
My professors are available to answer questions outside of class						

	Men	29.9	65.9	.8	2.7	.7
	Women	34.1	60.8	1.6	3.1	.3
My professors encourage me to interact in classroom activities						
	Men	23.0	69.4	1.3	6.0	.3
	Women	26.2	67.9	1.2	4.1	.6
How often do you usually speak up in discussion during class?						
	Men	7.4	20.5	32.3	25.0	14.9
	Women	6.7	21.0	33.5	26.4	12.4

Table 21: Perceptions of Climate for Diversity by Gender.

		Never	**Seldom**	**Sometimes**	**Often**	**Very Often**
How often have you						

heard negative comments about women?						
	Men	67.7	18.7	9.2	3.4	.9
	Women	64.6	20.7	10.1	3.7	.9
How often have you heard negative comments about men?						
	Men	68.5	19.2	8.0	3.5	.8
	Women	71.5	19.1	7.3	1.9	.1
How often have you heard negative comments about gay, lesbian, bisexual, transgender persons?						
	Men	55.7	16.8	13.8	10.3	3.4
	Women	59.7	18.9	13.5	6.0	1.9
How often do you talk with professors outside of class?						
	Men	6.1	32.8	26.8	25.4	8.8
	Women	6.4	27.6	31.4	24.4	10.2

Table 22: Personal Experiences at TTU/HSC by Gender[7].

		Never	Seldom	Sometimes	Often	Very Often
How often do you felt welcome at TTU/HSC?						
	Men	1.0	5.0	8.0	57.4	28.5
	Women	.1	4.5	8.3	52.8	34.3
How often have you felt left out?						
	Men	48.0	41.9	7.1	1.7	1.3
	Women	41.9	43.3	10.2	3.9	.7
How often have you felt different?						
	Men	42.8	32.5	11.6	9.3	3.8

[7] Questions in bold are significant at the .05 level, chi square test of significance.

	Women	43.5	34.3	11.0	8.5	2.7
How often have you felt accepted?						
	Men	1.4	3.4	7.2	63.2	24.9
	Women	.7	3.1	7.7	58.8	29.6
How often have you felt physically threatened?						
	Men	89.7	8.1	1.3	.9	.0
	Women	86.6	11.8	1.3	.3	.0
How often have you felt supported?						
	Men	1.9	6.6	9.6	62.1	19.8
	Women	1.8	3.7	8.6	61.0	24.9
How often have you felt overwhelmed by demands on your time?						
	Men	9.1	23.0	24.9	30.0	13.0
	Women	5.2	15.4	24.7	37.2	17.5

Table 23: Experience with Faculty Members and Others by Gender.

		Yes	**No**

I have discussed personal concerns or problems with a faculty member			
	Men	38.0	62.0
	Women	44.0	56.0
I have discussed my career plans with a faculty member			
	Men	71.4	28.6
	Women	79.6	20.4
I have worked with a faculty member on a project			
	Men	31.9	68.1
	Women	36.9	63.1
I have made friends with a student who is gay, lesbian, bisexual or transgender			
	Men	33.0	67.0
	Women	51.5	48.5

Women's Studies

Recommendation: Provide adequate resources and support for a strong women's studies program, including resources to establish a women's resource center.

Women's studies programs are places where underrepresented populations on campus can find their needs and interests addressed as well as the site where consciousness raising can take place for women students who have to face a dominant culture. It is important that the university continue to finance and support women's studies because it gives a place for women to feel supported and develop their own sense of personal and academic competence.

Women Student Athletes

Recommendation: Follow up on the recommendations of the Athletic Council's Standing Committee on Equity to remedy inequities in funding and hiring.

We also endorse the concerns of the Athletic Council's Standing Committee on Equity that has found that there has been a decline in the financial support for women's athletics at TTU. We support the recommendations of the committee and urge that steps be taken to ensure compliance with the requirements of Title IX.

Sexual Orientation and Climate[8]

Perceptions of climate were analyzed for faculty and staff by sexual orientation using questions from the survey conducted by the Diversity Strategic Planning Committee and StudentFIRST Committee. Gay, lesbian, bisexual and transsexual (LGBT) faculty were less likely than heterosexual faculty to agree that the university is a good place to work (Table 24, Section F), and more likely to have observed and experienced prejudicial remarks toward faculty or staff based on race, age, gender, religious beliefs, sexual orientations or disability (Table 24, Section H). LGBT faculty are less likely to feel they have adequate resources to conduct their research, to believe that faculty are treated fairly regardless of gender and that their departments accommodates personal and family needs of faculty. They are more likely than heterosexual faculty to say they are mentoring another faculty member. (Table 24, Sections K, O, & Q)

Based on responses on the climate survey, LGBT faculty are just as likely as heterosexual faculty to believe that salary and promotion decisions are made fairly and have a sense of belonging in the university community.

LGBT staff did not respond differently from heterosexual staff when comparing the survey items on campus climate. None of the responses on the questions of climate were statistically different between LGBT staff and heterosexual staff. This includes witnessing or experiencing prejudicial remarks, believing that they are treated fairly regardless of gender and seeing the university as a

[8] Tables for this discussion can be found at the end of the section on climate.

good place to work. This may be attributed to the fact that most do not feel comfortable being out to coworkers, and therefore do not experience direct personal discrimination based on sexual orientation.

Focus Groups

LGBT FACULTY AND STAFF FOCUS GROUPS

Analysis of the focus group data for gay, lesbian, bisexual and transgender and allies faculty and staff found the following categories of responses[9]:

Denial

People felt invisible and that the university community denied their existence. They reported that this made them feel isolated and unsupported, while others reported that the lack of visibility had no impact on them, especially on their research.

Administrative Response

Respondents also worried that they were treated as non-existent by the university administration. People were concerned that sexual orientation was not included in public statements of concern for diversity. Specific issues mentioned by respondents included: concern about lack of partner benefits, concern that sexual orientation is not in the official university anti-discrimination policy and

[9] Focus groups were conducted in the spring of 2002 by the campus Counseling Center. The focus groups included discussions with 33 LBBT faculty and staff and their allies in 5 focus groups. Data was analyzed by Karen Meaney, Associate Professor.

concern that the EEOC training for diversity does not include sexual orientation. Positive policy includes the inclusion of adjunct memberships for partners at the Student Recreation Center and the use of the safe zone stickers on campus.

Homophobia

Respondents were concerned about the presence of widespread homophobia on campus. Individuals feared that homophobia would result in losing their jobs or failing to get tenure. Faculty were also concerned about the degree of homophobia expressed by students.

Recommended Changes

Respondents recommended that sexual orientation be included in the university's official anti-discrimination policy. There also needs to be campus-wide discussion of issues related to sexual orientation and better education of faculty and staff for tolerance. Respondents expressed a need for a LBGT resource center on campus and a formal task force examining the problems and concerns of LBGT faculty, staff and students.

LGBT STUDENT FOCUS GROUPS

The following is a summary of the findings from the focus groups conducted by the counseling center.

LGBT Students Do Not Feel Safe and Accepted on the TTU Campus.

Students reported that they don't feel safe to be open about their sexual orientation without fear of reprisal, discrimination and harassment. They reported that they felt they needed to lead a double life, not being able to speak or act in a way that is true to their own feelings. For example, LGBT students report not being able to openly express affection.

Classroom Climate

Students report experiencing derogatory remarks from students and ***faculty*** in the classroom. Students are especially concerned about the consequences of being out about their sexuality to their academic careers, including fear of faculty reprisal. For example, students expressed concern about being unable to graduate if faculty knew their sexual orientation. Students report that they choose majors and courses in areas that are more supportive. More open departments included women's studies, psychology, philosophy and sociology. Students expressed concern about problems in the School of Engineering.

Other Campus Areas

Students expressed fear of living in the residents halls because they have experienced problems or have heard of problems experiences by LGBT students. They expressed that other areas on campus were more accepting, including the recreation center and the counseling center. They talked about the importance of seeing the SAFE ZONE stickers on office doors.

Effects of the Environment

Students report feeling isolated because they are unable to be open about their sexuality, and as a result experience a lack of support in the university experience.

Some talked about leaving the university or friends who have already left. They also expressed concern that there was no office university anti-discrimination policy.

Recommendations

Students made the following recommendations:

Better Education

Students asked that the university provide more extensive and better education and training about LGBT issues. This includes education of faculty and providing sanctions for faculty who discriminate. They also recommended education of students, including having LGBT issues discussed in the freshman seminar, providing seminars on how to become an ally and programs in the residence halls. Education in LGBT issues can be enhanced by regularly scheduling the course "Lesbian Theory and Literature" as well as other courses in which LGBT issues and queer theory are featured. Training seminars are also needed for staff.

Greater Openness

This includes recommendations to invite speakers and screen films on gay and lesbian issues. The university needs to provide more free speech areas and incorporate and *Stop the Violence Stop the Hate* programs on campus.

Proactive administration

The university administration needs to take a stand against discrimination, especially have discrimination against LGBT in the official university anti-discrimination.

policy. They also express the importance of holding people accountable for their discriminatory actions.

More Resources and Facilities.

This includes requests for offices for LGBT organizations.

Committee Recommendation: Include sexual orientation in university EEO diversity statement.

Certain segments of the university has a climate of homophobia that needs to be remedied by a strong expression of support for equity by the university administration, making it clear that LGBT members of the university community are protected under the same rules against discrimination as other groups. Data from the university climate survey and from the focus groups show a disturbing pattern of insecurity that is felt by LGBT members of the university community in terms of their jobs, classroom and educational experiences and even in terms of personal safety.

It is critical that the university act in a speedy and deliberate way to include sexual orientation in the EEO statement. This issue has been under consideration for several years and as yet there has been no action taken. A survey conducted of policy of other Big 12 schools in March of 2004 has found that of the 12 schools only three do not mention sexual orientation in their EEO statements – Texas Tech, Oklahoma State and the University of Oklahoma (see appendix). This type of statement is crucial because it communicates to members of the university community that a climate of prejudice and homophobia will not be tolerated or condoned. The university's hesitation has already created feelings of concern among many in the university community, especially LBGT

students, faculty and staff and has the potential to communicate a message by omission that homophobia may be tolerated. Related to this is the importance of including gender and sexual orientation in all official university communications about diversity. To only define diversity in terms of race gives an implicit message that allows others to ignore the importance of other aspects of diversity.

Follow Up

Recommendation: Establish a standing committee with the charge to issue a gender equity report every three years.

In order to assure that the changes needed in order to achieve gender equity, it is essential that the university establish a standing committee with the charge of monitoring progress toward equity on the TTU campus.

CONCLUSION

The Texas Tech University Committee on Gender Issues was given the charge to examine issues related to gender and make recommendations for changes in policy and practices to assure a more equitable and fair environment for all members of the university committee. We found that there are significant differences in salaries between women and men, much of which is explained by the high degree of gender segregation among employees. We also found that there is generally a good climate for working and studying at TTU for both women and men, but women are more likely to say they have experienced or witnessed discrimination. We have made several recommendations for the implementation of procedures and policies to help improve the climate for equity at TTU, including

recommendations for remedies of salary and hiring inequities. We would also like to commend Provost Marcy and Vice Provost Hall in their support for the committee's work and for the cause of gender equity at Texas Tech University.

Table 24: Climate survey for Faculty, Staff, LGBT and Gender

QUESTIONS ASKED OF BOTH FACULTY AND STAFF:

A. My Supervisor/chair meets with me as appropriate to discuss my performance, career and/or progress.

	Faculty Male	Faculty Female	*Staff* Male*	*Staff Female*	Heterosexual Faculty	LGBT Faculty	Heterosexual Staff	LGBT Staff
Strongly	122	53	68	136	164	9	192	3
Agree	35%	35.3%	24.5%	26.6%	36%	32.1%	26.6%	10.7%
Agree	131	52	109	180	163	15	260	15
	37.5%	34.7%	39.4%	35.2%	35.8%	53.6%	36.0%	53.6%
Neutral	39	20	31	79	54	1	98	5
	(11.2%)	13.3%	11.2%	15.5%	11.9%	3.6%	13.6%	17.9%
Disagree	29	11	34	80	35	2	108	1
	(8.3%)	7.3%	12.3%	15.7%	7.7%	7.1%	14.9%	3.6%
Strongly	28	14	35	36	39	1	65	4
Disagree	(8.0%)	9.3%	12.6%	7.0%	8.6%	3.6%	9.0%	14.3%

*Chi square test of significance – significant at a .05 level.

B. I feel that I have received adequate guidance/mentoring from colleagues.

	Faculty Male	Faculty Female	Staff Male	Staff Female	Heterosexual Faculty	LGBT Faculty	Heterosexual Staff	LGBT Staff
Strongly	79	33	79	33	106	3	145	2
Agree	23.0%	22.0%	23.0%	22.0%	23.5%	10.7%	20.0%	6.9%
Agree	122	58	122	58	164	12	306	12
	35.5%	38.7%	35.5%	38.7%	26.4%	42.9%	42.3%	41.4%
Neutral	80	28	80	28	96	5	148	11
	23.3%	18.7%	23.3%	18.7%	21.3%	17.9%	20.4%	37.9%
Disagree	44	21	44	21	60	5	85	2
	12.8%	14.0%	12.8%	14.0%	13.3%	17.9%	11.7%	6.9%
Strongly	19	10	19	10	25	3	40	2
Disagree	5.5%	6.7%	5.5%	6.7%	5.5%	10.7%	5.5%	6.9%

C. Faculty or Staff who are openly critical of administration have no cause to fear retribution.

	Faculty Male	Faculty Female	***Staff Male****	***Staff Female***	Heterosexual Faculty	LGBT Faculty	Heterosexual Staff	LGBT Staff
Strongly	33	9	33	9	39	1	45	0
Agree	9.4%	6.0%	9.4%	6.0%	8.6%	3.4%	6.3%	0.0%
Agree	91	34	91	34	111	8	165	4
	26.0%	22.7%	26.0%	22.7%	24.5%	27.6%	22.9%	13.8%
Neutral	96	50	96	50	139	4	227	12
	27.4%	33.3%	27.4%	33.3%	30.7%	13.8%	31.6%	41.4%
Disagree	74	34	74	34	97	10	173	10
	21.1%	22.7%	21.1%	22.7%	21.4%	34.5%	24.1%	34.5%
Strongly	56	23	56	23	67	6	109	3
Disagree	16.0%	15.3%	16.0%	15.3%	14.8%	20.7%	15.2%	10.3%

*Chi square test of significance – significant at a .05 level.

D. Career advancement and salary decisions are made fairly.

	Faculty	Faculty	Staff	Staff	Heterosexual	LGBT	Heterosexual	LGBT

	Male	Female	Male	Female	Faculty	Faculty	Staff	Staff
Strongly	42	15	15	21	23	2	35	0
Agree	12.0%	9.9%	5.4%	4.1%	11.7%	6.9%	4.8%	0.0%
Agree	105	40	64	108	159	11	164	5
	30.1%	26.3%	23.1%	21.1%	28.4%	37.9%	22.6%	17.2%
Neutral	88	42	76	152	123	1	201	11
	25.2%	27.6%	27.4%	29.7%	27.1%	3.4%	27.7%	37.9%
Disagree	63	36	68	139	86	10	192	11
	18.1%	23.7%	24.5%	27.1%	18.9%	34.5%	26.5%	37.9%
Strongly	51	19	54	92	63	5	133	2
Disagree	14.6%	12.5%	19.5%	18.0%	13.9%	17.2%	18.3%	6.9%

E. At work, my opinions seem to count.

	Faculty Male	Faculty Female	***Staff Male****	***Staff Female***	Heterosexual Faculty	LGBT Faculty	Heterosexual Staff	LGBT Staff
Strongly	73	24	62	80	89	5	132	5
Agree	21.0%	16.0%	22.5%	15.7%	18.6%	17.2%	18.3%	18.5%
Agree	171	71	109	234	218	15	313	13
	49.1%	47.3%	39.5%	45.9%	48.1%	51.7%	43.4%	48.1%
Neutral	42	22	46	100	64	0	132	3
	12.1%	14.7%	16.7%	19.6%	14,1%	0.0%	18.3%	11.1%
Disagree	37	21	29	61	53	4	86	3
	10.6%	14.0%	10.5%	12.0%	11.7%	13.8%	11.9%	11.1%
Strongly	25	12	30	35	29	5	58	3
Disagree	7.2%	8.0%	10.9%	6.9%	6.4%	17.2%	8.0%	11.1%

*Chi square test of significance – significant at a .05 level.

F. Overall, the University is a good place to work.

	Faculty Male	Faculty Female	***Staff Male****	***Staff Female***	***Heterosexual Faculty****	***LGBT Faculty***	Heterosexual Staff	LGBT Staff
Strongly	88	33	67	149	116	3	195	10

Agree	25.4%	21.9%	24.4%	29.1%	25.6%	10.0%	27.0%	34.5%
Agree	173	74	135	273	223	16	379	13
	49.9%	49.0%	49.1%	53.3%	49.2%	53.3%	52.5%	44.8%
Neutral	50	28	55	64	69	6	108	6
	14.4%	18.5%	20.0%	12.5%	15.2%	20.0%	15.0%	20.7%
Disagree	24	8	12	22	28	1	31	0
	6.9%	5.3%	4.4%	4.3%	6.2%	3.3%	4.3%	0.0%
Strongly	12	8	6	4	17	4	9	0
Disagree	3.5%	5.3%	2.2%	.8%	3.8%	13.3%	1.2%	0.0%

*Chi square test of significance – significant at a .05 level.

G. I feel a sense of belonging to the University community.

	Faculty Male	**Faculty Female**	***Staff* Male**	***Staff* Female**	**Heterosexual Faculty**	**LGBT Faculty**	**Heterosexual Staff**	**LGBT Staff**
Strongly	65	28	45	96	90	2	125	8
Agree	18.6%	18.7%	16.4%	19.0%	19.8%	18.7%	16.4%	27.6%
Agree	147	65	106	223	194	12	314	7
	42.1%	43.3%	38.5%	44.2%	42.7%	43.3%	38.5%	24.1%
Neutral	87	29	77	139	104	7	194	11
	24.9%	19.3%	28.0%	27.5%	22.9%	24.1%	28.0%	37.9
Disagree	35	17	34	37	45	5	64	3
	10.0%	11.3%	12.4%	7.3%	9.9%	17.2%	12.4%	10.3%
Strongly	15	11	13	10	21	3	21	0
Disagree	4.3%	7.3%	4.7%	2.0%	4.6%	10.3%	4.7%	0.0%

*Chi square test of significance – significant at a .05 level.

H. I have observed prejudicial remarks toward faculty or staff based on race, age, gender, religious beliefs, sexual orientation, or disability.

	*Faculty Male**	*Faculty Female*	Staff Male	Staff Female	*Heterosexual Faculty**	*LGBT Faculty*	Heterosexual Staff	LGBT Staff
Strongly	33	22	24	44	43	8	60	4
Agree	9.5%	14.7%	8.7%	8.6%	9.5%	27.6%	8.3%	13.8%
Agree	63	42	62	86	94	10	138	7
	18.1%	28.0%	22.5%	16.8%	20.7%	34.5%	19.1%	24.1%
Neutral	31	18	41	85	44	3	117	5
	8.9%	12.0%	14.9%	16.6%	9.7%	10.3%	16.2%	17.2%
Disagree	109	39	87	188	139	5	252	9
	31.3%	26.0%	31.5%	36.7%	30.6%	17.2%	34.8%	31.0%
Strongly	112	29	62	109	134	3	157	4
Disagree	32.2%	19.3%	22.5%	21.3%	29.5%	10.3%	21.7%	13.8%

*Chi square test of significance – significant at a .05 level.

I. I have experienced prejudicial remarks toward faculty or staff based on race, age, gender, religious beliefs, sexual orientation, or disability

	*Faculty Male**	*Faculty Female*	*Staff Male**	*Staff Female*	*Heterosexual Faculty**	*LGBT Faculty*	Heterosexual Staff	LGBT Staff
Strongly	13	19	17	30	23	8	39	4
Agree	3.7%	12.5%	6.2%	5.8%	5.1%	27.6%	6.2%	14.3%
Agree	35	25	40	66	52	7	97	3
	10.1%	16.4%	14.5%	12.8%	11.5%	24.1%	14.5%	10.7%
Neutral	34	17	47	61	43	3	99	5
	9.8%	11.2%	17.0%	11.8%	9.5%	10.3%	17.0%	17.9%
Disagree	103	49	83	205	144	6	263	12
	29.6%	32.2%	30.1%	39.8%	31.7%	20.7%	30.1%	42.9%
Strongly	163	42	89	153	192	5	227	4
Disagree	46.8%	27.6%	32.2%	29.7%	42.3%	17.2%	32.2%	14.3%

*Chi square test of significance – significant at a .05 level.

J. My department has made a serious effort to hire female faculty/staff.

	Faculty Male*	Faculty Female	Staff Male	Staff Female	Heterosexual Faculty	LGBT Faculty	Heterosexual Staff	LGBT Staff
Strongly	127	33	78	180	153	5	234	10
Agree	36.5%	22.3%	28.3%	35.4%	33.8%	17.2%	32.5%	35.7%
Agree	132	60	110	195	171	13	288	7
	37.9%	40.5%	39.9%	38.4%	37.8%	44.8%	39.9%	25.0%
Neutral	55	32	73	107	78	7	162	8
	15.8%	21.6%	26.4%	21.1%	17.3%	24.1%	22.5%	28.6%
Disagree	25	11	10	21	32	2	29	1
	7.2%	7.4%	3.6%	4.1%	7.1%	6.9%	4.0%	3.6%
Strongly	9	12	5	5	18	2	8	2
Disagree	6.2%	8.1%	1.8%	1.0%	4.0%	6.9%	1.1%	7.1%

*Chi square test of significance – significant at a .05 level.

K. Within my department, faculty are treated equally regardless of gender.

	Faculty Male*	***Faculty Female***	Staff Male	Staff Female	***Heterosexual Faculty****	***LGBT Faculty***	Heterosexual Staff	LGBT Staff
Strongly	126	33	97	161	151	4	232	11
Agree	36.3%	22.4%	35.0%	31.5%	33.6%	13.8%	32.1%	40.7%
Agree	126	47	102	199	158	10	279	8
	36.3%	32.0%	36.8%	38.9%	35.1%	34.5%	38.6%	29.6%
Neutral	37	19	40	78	51	4	107	6
	10.7%	12.9%	14.4%	15.3%	11.3%	13.8%	14.8%	22.2%
Disagree	35	29	26	49	56	4	70	2
	10.1%	19.7%	9.4%	9.6%	12.4%	13.8%	9.7%	7.4%
Strongly	23	19	12	24	34	7	34	0
Disagree	6.6%	12.9%	4.3%	4.7%	7.6%	24.1%	4.7%	0.0%

*Chi square test of significance – significant at a .05 level.

QUESTIONS ASKED OF FACULTY ONLY:

L. The faculty in my department show a good deal of collegiality.

	Faculty Male	Faculty Female	Heterosexual Faculty	LGBT Faculty
Strongly	72	21	88	3
Agree	20.7%	14.2%	19.5%	10.7%
Agree	155	73	209	12
	44.5%	49.3%	46.2%	42.9%
Neutral	53	24	73	2
	15.2%	16.2%	16.2%	7.1%
Disagree	43	17	50	7
	12.4%	11.5%	11.1%	25.0%
Strongly	25	13	32	4
Disagree	7.2%	8.8%	7.1%	14.3%

M. Morale among the faculty in my department is generally low.

	Faculty Male	Faculty Female	Heterosexual Faculty	LGBT Faculty
Strongly	43	19	47	8
Agree	12.4%	12.8%	10.4%	27.6%
Agree	77	32	102	4
	22.1%	21.6%	22.7%	13.8%
Neutral	62	28	85	5
	17.8%	18.9%	18.9%	17.2%
Disagree	134	55	173	9
	38.5%	37.2%	38.4%	31.0%
Strongly	32	14	43	3
Disagree	9.2%	9.5%	9.6%	10.3%

N. I feel confident about the future of my department

	Faculty Male	Faculty Female	Heterosexual Faculty	LGBT Faculty
Strongly	64	26	85	5
Agree	18.4%	17.6%	18.9%	17.9%
Agree	116	46	146	9
	33.4%	31.1%	32.5%	32.1%
Neutral	71	34	96	7
	20.5%	23.0%	21.4%.	25.0%
Disagree	58	31	80	4
	16.7%	20.9%	17.8%	14.3%
Strongly	38	11	42	3
Disagree	11.0%	7.4%	9.4%	10.7%

O. I have access to adequate resources to conduct my research.

	Faculty Male	Faculty Female	***Heterosexual Faculty****	***LGBT Faculty***
Strongly	38	13	50	2
Agree	11.0%	8.8%	11.1%	7.7%
Agree	98	40	129	4
	28.2%	27.0%	28.6%	15.4%
Neutral	92	36	116	6
	26.5%	24.3%	25.7%	23.1%
Disagree	74	36	99	5
	21.3%	24.3%	22.0%	19.2%
Strongly	45	23	57	9
Disagree	13.0%	15.5%	12.6%	34.6%

*Chi square test of significance – significant at a .05 level.

P. There is a lack of trust among the faculty in my department.

	Faculty Male	Faculty Female	Heterosexual Faculty	LGBT Faculty
Strongly	36	19	45	8
Agree	10.4%	12.8%	10.4%	27.6%
Agree	75	41	106	5
	21.7%	27.7%	21.7%	17.2%
Neutral	71	39	100	6
	20.5%	26.4%	20.5%	20.7%
Disagree	118	36	141	8
	34.1%	24.3%	34.1%	27.6%
Strongly	44	13	56	2
Disagree	12.7%	8.8%	12.7%	6.9%

Q. I have a faculty mentor at Tech/TTUHSC

	Faculty Male*	***Faculty Female***	Heterosexual Faculty	LGBT Faculty
Strongly	31	21	48	4
Agree	9.0%	14.8%	10.9%	13.8%
Agree	56	30	78	4
	16.3%	21.1%	17.7%	13.8%
Neutral	52	25	72	5
	15.2%	17.6%	16.3%	17.2%
Disagree	98	35	121	7
	28.6%	24.6%	27.4%	24.1%
Strongly	106	31	122	9
Disagree	30.9%	21.8%	27.7%	31.0%

*Chi square test of significance – significant at a .05 level.

R. I am a mentor for another faculty member.

	Faculty Male	Faculty Female	*Heterosexual Faculty**	*LGBT Faculty*
Strongly	47	20	65	3
Agree	13.9%	14.0%	14.9%	10.3%
Agree	73	29	97	3
	21.5%	20.3%	22.2%	10.3%
Neutral	56	25	71	11
	16.5%	17.5%	16.2%	37.9%
Disagree	76	39	103	24.1%
	22.4%	27.3%	23.6%	
Strongly	87	30	101	5
Disagree	25.7%	21.0%	23.1%	17.2%

*Chi square test of significance – significant at a .05 level.

S. My department accommodates personal and family needs of faculty.

	Faculty Male	Faculty Female	*Heterosexual Faculty**	*LGBT Faculty*
Strongly	84	30	109	4
Agree	24.2%	20.3%	24.3%	13.8%
Agree	153	67	205	9
	44.1%	45.3%	45.7%	31.0%
Neutral	67	29	75	11
	19.3%	19.6%	16.7%	37.9%
Disagree	22	15	35	2
	6.3%	10.1%	7.8%	6.9%
Strongly	21	7	25	3
Disagree	6.1%	4.7%	5.6%	10.3%

*Chi square test of significance – significant at a .05 level.

QUESTIONS ASKED OF STAFF ONLY:

T. I feel I am making an important contribution to the University

	Staff* Male	***Staff Female***	**Heterosexual Staff**	**LGBT Staff**
Strongly	86	127	195	8
Agree	31.0%	25.0%	27.1%	29.6%
Agree	141	263	376	14
	50.9%	51.8%	52.3%	51.9%
Neutral	25	85	99	4
	9.0%	16.7%.	13.8%	14.8%
Disagree	15	24	34	1
	5.4%	4.7%	4.7%	3.7%
Strongly	10	9	15	0
Disagree	3.6%	1.8%	2.1%	0.0%

*Chi square test of significance – significant at a .05 level.

U. I am given flexibility in my job schedule to accommodate personal or family needs.

	Staff Male	**Staff Female**	**Heterosexual Staff**	**LGBT Staff**
Strongly	110	217	298	9
Agree	39.7%	43.0%	41.5%	33.3%
Agree	125	222	322	13
	45.1%	44.0%	44.8%	48.1%
Neutral	17	33	49	1
	6.1%	6.5%	6.8%	3.7%
Disagree	15	19	27	4
	5.4%	3.8%	3.8%	14.8%
Strongly	10	14	22	0
Disagree	3.6%	2.8%	3.1%	0.0%

V. For the most part I enjoy my job.

	Staff* Male	***Staff Female***	**Heterosexual Staff**	**LGBT Staff**
Strongly	96	219	290	10
Agree	34.9%	43.0%	40.2%	3.7%
Agree	131	236	342	12
	47.6%	46.4%	47.4%	44.4%
Neutral	30	35	56	5
	10.9%	6.9%	7.8%	18.5%
Disagree	13	14	25	0
	4.7%	2.8%	3.5%	0.0%
Strongly	5	5	9	0
Disagree	1.8%	1.0%	1.2%	0.0%

*Chi square test of significance – significant at a .05 level.

W. There is adequate top-down communication from my department administration.

	Staff Male	**Staff Female**	**Heterosexual Staff**	**LGBT Staff**
Strongly	53	102	141	8
Agree	19.1%	20.0%	19.5%	29.6%
Agree	86	178	249	7
	31.0%	35.0%	34.5%	25.9%
Neutral	51	100	135	6
	18.4%	19.6%	18.7%	22.2%
Disagree	44	82	113	4
	15.9%	16.1%	15.7%	14.8%
Strongly	43	47	84	2
Disagree	15.5%	9.2%	11.6%	7.4%

X. I get a sense of personal satisfaction performing my job.

	Staff Male	Staff Female	Heterosexual Staff	LGBT Staff
Strongly	95	175	249	9
Agree	34.3%	34.6%	34.6%	33.3%
Agree	125	261	355	13
	45.1%	51.6%	49.3%	48.1%
Neutral	40	46	77	5
	14.4%	9.1%	10.7%	18.5%
Disagree	11	18	28	0
	4.0%	3.6%	3.9%	0.05
Strongly	6	6	11	0
Disagree	2.2%	1.2%	1.5%	0.0%

Y. I feel like I have a good deal of job security.

	Staff Male	Staff Female	Heterosexual Staff	LGBT Staff
Strongly	38	77	105	5
Agree	13.7%	15.2%	14.6%	18.5%
Agree	111	192	278	11
	40.1%	37.8%	38.6%	40.7%
Neutral	59	143	190	2
	21.3%	28.1%	26.4%	7.4%
Disagree	48	66	103	7
	17.3%	13.0%	14.3%	25.9%
Strongly	21	30	45	7
Disagree	7.6%	5.9%	6.2%	7.4%

Z. I am encouraged to take advantage of professional development opportunities.

	Staff Male	Staff Female	Heterosexual Staff	LGBT Staff
Strongly	50	90	131	4
Agree	18.1%	17.6%	18.1%	14.8%
Agree	94	185	253	14
	33.9%	36.3%	35.0%	51.9%
Neutral	56	125	169	4
	20.2%	24.5%	23.4%	14.8%
Disagree	56	73	118	4
	20.2%	14.3%	16.3%	14.8%
Strongly	21	37	52	1
Disagree	7.6%	7.3%	7.2%	3.7%.

AA. I understand what is expected of me in my job.

	Staff* ***Male***	***Staff Female***	Heterosexual Staff	LGBT Staff
Strongly	95	188	253	9
Agree	34.3%	37.2%	35.3%	32.1%
Agree	123	238	337	13
	44.4%	47.0%	47.0%	46.4%
Neutral	31	56	76	5
	11.2%	11.1%	10.6%	17.9%
Disagree	16	15	32	1
	5.8%.	3.0%	4.5%	3.6%
Strongly	12	9	19	0
Disagree	4.3%	1.8%	2.6%	0.0%

*Chi square test of significance – significant at a .05 level.

BB. My performance evaluations accurately reflect my efforts and achievements on the job.

	Staff Male*	*Staff Female*	Heterosexual Staff	LGBT Staff
Strongly	57	118	155	6
Agree	20.9%	23.4%	21.7%	22.2%
Agree	103	199	280	11
	37.7%	39.4%	39.2%	40.7%
Neutral	55	118	161	8
	20.1%	23.4%	22.5%	29.6%
Disagree	31	42	67	1
	11.4%	8.3%	9.4%	3.7%
Strongly	27	28	51	1
Disagree	9.9%	5.5%	7.1%	3.7%

*Chi square test of significance – significant at a .05 level.

CC. There is adequate formal recognition for achievement besides salary.

	Staff Male*	*Staff Female*	Heterosexual Staff	LGBT Staff
Strongly	38	56	89	3
Agree	13.8%	11.0%	12.4%	10.7%
Agree	71	125	181	8
	25.7%	24.7%	25.2%	28.6%
Neutral	45	135	162	6
	16.3%	26.6%	22.5%	21.4%
Disagree	68	118	175	8
	24.6%	23.3%	24.3%	28.6%
Strongly	54	73	112	3
Disagree	19.6%	14.4%	15.6%	10.7%

*Chi square test of significance – significant at a .05 level.

APPENDIX
Contents