

TEXAS TECH UNIVERSITY

THE PRESIDENT'S COUNCIL ON GENDER EQUITY

ANNUAL REPORT

2008-09

Submitted by

Martha Smithey, Council Chair
October 2009

For more information on the President's Council on Gender Equity go to

<http://www.depts.ttu.edu/genderequity/>

For a copy of this report go to

<http://www.depts.ttu.edu/genderequity/reports>

EXECUTIVE SUMMARY

The President's Council on Gender Equity is established to advise the President on matters related to gender issues at Texas Tech University and to make recommendations for changes to ensure an equitable and inclusive environment for all members of the university community. The Council is advisory and does not have final authority to direct, control or supervise any activities related to the operations or activities of the institution. For more information on the charge and bylaws of the Council visit <http://www.depts.ttu.edu/genderequity/bylaws.php>.

Part I. Council Achievements and Activities for AY 2008-09

- **Council Report for AY 2007-08.** Report & Recommendations from Council Report for AY 2007-08 were submitted to the President in September 2008. To view this report visit <http://www.depts.ttu.edu/genderequity/reports/>
- **Increased Visibility and Access to the Council.** A pamphlet was designed that explains the mission, services, and structure of the Council. Basic strategies and useful websites for addressing family, climate, and employment issues are provided. The pamphlet will be distributed to staff unit and academic departments during Fall 2009.
- **Expansion of the Virtual Women's Resource Center (VWRC).** The content of the VWRC website expanded considerably and was reorganized to become more user-friendly.
- **Completion of Faculty Salary Analysis.** The Employment Subcommittee gathered, coded, and analyzed data on faculty salary. The results of this study are given in Part III of this report. The Subcommittee also began preliminary work to analyze staff salary.
- **Breastfeeding Survey.** The Family Subcommittee conducted a campus-wide survey of women regarding support and obstacles to expressing breast milk while working or attending class at Texas Tech. The results of this study are given in Part IV of this report.

Part II. TTU Gender Demographics

While already a significantly inequitable distribution of gender in academic-administrative positions, overall the gender demographics for Texas Tech University **worsened** during Academic Year 2008-09.

- Student and staff gender ratios did not change and remained equitable
- Faculty gender ratio did not change and remained inequitable
- Two-thirds of academic colleges had less than one-third female faculty than in AY 2007-08, demonstrating significant gender disparity.
- Approximately two-thirds of academic departments had less than 35% female faculty than in AY 2007-08, demonstrating significant gender disparity.
- Gender inequity in female department heads worsened with a 38% decrease from AY 2007-08.
- Gender inequity in female deans worsened with a 60% decrease from AY 2007-08
- Gender inequity in the number of female provost/vice presidents worsened with 100% decrease from AY 2007-08.

Part III. Employment Committee Report: Faculty Salary Report

The Employment Committee of the Council is charged with analyzing salary issues, recruitment and retention of female staff, faculty, and students. For AY 2008-09, the Committee completed an analysis of faculty salary and began preliminary modelling of staff salary which is expected to be completed during AY 2009-10. Findings and recommendations from a faculty salary analysis include

- Female associate professors make on average **\$4,784.19 a year less** than male associate professors regardless of years at TTU, college, being current chair of the department, and the percent females in the department.
- Female instructors make on average **\$4,573.63 a year less** than male instructors regardless of years at TTU, college, the percent females in the department, and whether they are full or part-time instructors.

Part IV. Family Committee Report: Mother-friendly Work Environment & Breast-feeding Facilities

The Family Committee is charged with analyzing the balancing of work and family concerns, a salient factor is recruiting and retaining female faculty, staff, and graduate students. The goals of this committee are to address the familial needs of students and employees and to identify means of support for individuals to manage these demands. Findings from a campus-survey on breast-feeding support include

- Women who do not have a private, designated workspace are pumping breast-milk in public bathrooms, cars, or semi-private work spaces (such as filing rooms or conference rooms).
- The lack of private locations and the pressure of returning to work in less than the time required to pump milk resulted in chronic, emotional stress.
- More than half of those surveyed reported that their co-workers and supervisors did not seem to understand a need for facilities and flex time to express milk.

According to the Texas Department of Health, the benefits of a mother-friendly workplace include reduced employee turnover, shorter maternity leave, lower absenteeism due to a sick child, higher morale among employees, increased productivity among employees with new children, enhanced loyalty among employees, enticing recruitment incentive, improved positive image, and lower and fewer health-insurance claims.

Part V. Review of Texas Tech Past Reports Regarding Gender

Texas Tech University written reports that address gender issues or that has a portion of the report dedicated to gender issues were gathered and reviewed for the purpose of determining the extent and frequency by which these issues have been brought to the attention of administration. The findings from this review include

- Since 1998, the most frequently cited gender issue is low number of female faculty with almost three-fourths of the reports addressing this inequity.
- Since 1998, two-thirds of the reports raised concerns with gender segregation of staff and gender bias in faculty salary and more than half raised concerns regarding gender bias in staff salary.
- Starting in 2003, two-thirds of the reports raised concerns regarding bias toward GLBT students, staff, and faculty.
- Starting 2003, more than one-half of the reports expressed concerns regarding gender segregation of faculty, family obligations impeding women's careers, and expressions of sexism by faculty, staff, and students.

President's Council on Gender Equity Membership 2008 - 2009

The President's Council on Gender Equity is established to advise the President on matters related to gender issues at Texas Tech University and to make recommendations for changes to ensure an equitable and inclusive environment for all members of the university community. The Council is advisory and does not have final authority to direct, control or supervise any activities related to the operations or activities of the institution. For more information on the charge and bylaws of the Council visit <http://www.depts.ttu.edu/genderequity/bylaws.php>.

Council Chair: Martha Smithey, Sociology, Anthropology & Social Work

Council Vice Chair: Judi Henry, Senior Associate Athletic Director

Graduate Assistant: Bryony Mirll

Staff Representatives:

| | |
|----------------------|---|
| Brent Guinn | College of Engineering, Dean's Office |
| Jeanine Reynolds | Institutional Research Information Management |
| Lisa Gonzales | Library Sciences |
| Kimberly Kinney-Lara | Physical Plant |
| Annie Ruland | College of Mass Communications |

Faculty Representatives:

| | |
|------------------|--|
| Charlotte Dunham | Sociology, Anthropology, & Social Work |
| Ann Graham | Law School |
| Kamua Siwatu | Education |
| Roger Barnard | Mathematics |
| Elizabeth Sharp | Human Development & Family Studies |

Student Representatives:

| | |
|---------------|--------------------------------------|
| Teresa Chavez | Undergraduate Student Representative |
| Erin Hoelting | Graduate Student Representative |

Athletics Representative:

| | |
|------------|------------------------------------|
| Judi Henry | Senior Associate Athletic Director |
|------------|------------------------------------|

Ex-Officio Representatives:

| | |
|-----------------|-------------------------------|
| Juan Munoz | Office of the President |
| Ronald Phillips | Office of the President |
| Grace Hernandez | Office of the President |
| Rob Stewart | Office of the Provost |
| Richard Meek | Faculty Senate Representative |
| Laura Calkins | Director of Women's Studies |
| Janet May | Human Resources |

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Part I. Council Achievements and Activities for AY 2008-09

Council Report for AY 2007-08. Report & Recommendations from Council Report for AY 2007-08 were submitted to the President in September 2008. To view this report visit <http://www.depts.ttu.edu/genderequity/reports/>

Increased Visibility and Access to the Council. A pamphlet was designed that explains the mission, services, and structure of the Council. Basic strategies and useful websites for addressing family, climate, and employment issues are provided. The pamphlet will be distributed to staff unit and academic departments during Fall 2009.

Expansion of the Virtual Women's Resource Center (VWRC). The content of the VWRC website expanded considerably and was reorganized to become more user-friendly. Changes to the site include

- Providing more information on childcare resources in the Lubbock community.
- Providing more information on employment at TTU and the Lubbock community. Expanded content includes links to employment opportunities and TTU employment practices & employee rights.
- Providing more information on healthcare services at TTU and in the Lubbock community.
- New sections on student services & organizations, diversity support, elderly care, spiritual & religious venues, transportation services, community volunteer opportunities, and pet care.
- News feeds on campus events and general news regarding gender issues.

To visit the Virtual Women's Resource Center go to <http://www.depts.ttu.edu/wrc/>

Completion of Faculty Salary Analysis. The Employment Subcommittee gathered, coded, and analyzed data on faculty salary. The results of this study are given in Part III of this report. The Subcommittee also began preliminary work to analyze staff salary.

Breastfeeding Survey. The Family Subcommittee conducted a campus-wide survey of women regarding support and obstacles to expressing breast milk while working or attending class at Texas Tech. The results of this study are given in Part IV of this report.

Part II. TTU Gender Demographics (IRIM Data Fall 2008 & TTU Website Spring 2009)

FINDINGS: While already a significantly inequitable distribution of gender in academic-administrative positions, the gender demographics for Texas Tech University **worsened** during Academic Year 2008-09.

The following gender ratios **did not change** from AY 2007-08

- Student gender demographics remained equitable with a 1:1 ratio of male-to-female students
- Staff gender demographics remained equitable with a 1:1 ratio of male-to-female staff employees
- Faculty gender demographics remained inequitable with a 2:1 ratio of male-to-female faculty

The following graphs display the **current** gender disparity among faculty and academic-administrative positions.

Figure 1 shows that two-thirds of academic colleges had less than one-third female faculty in AY 2008-09. Given the gender demographic of one-third female faculty, two-thirds of academic colleges have significant gender disparity.

FIGURE 1. College by Gender

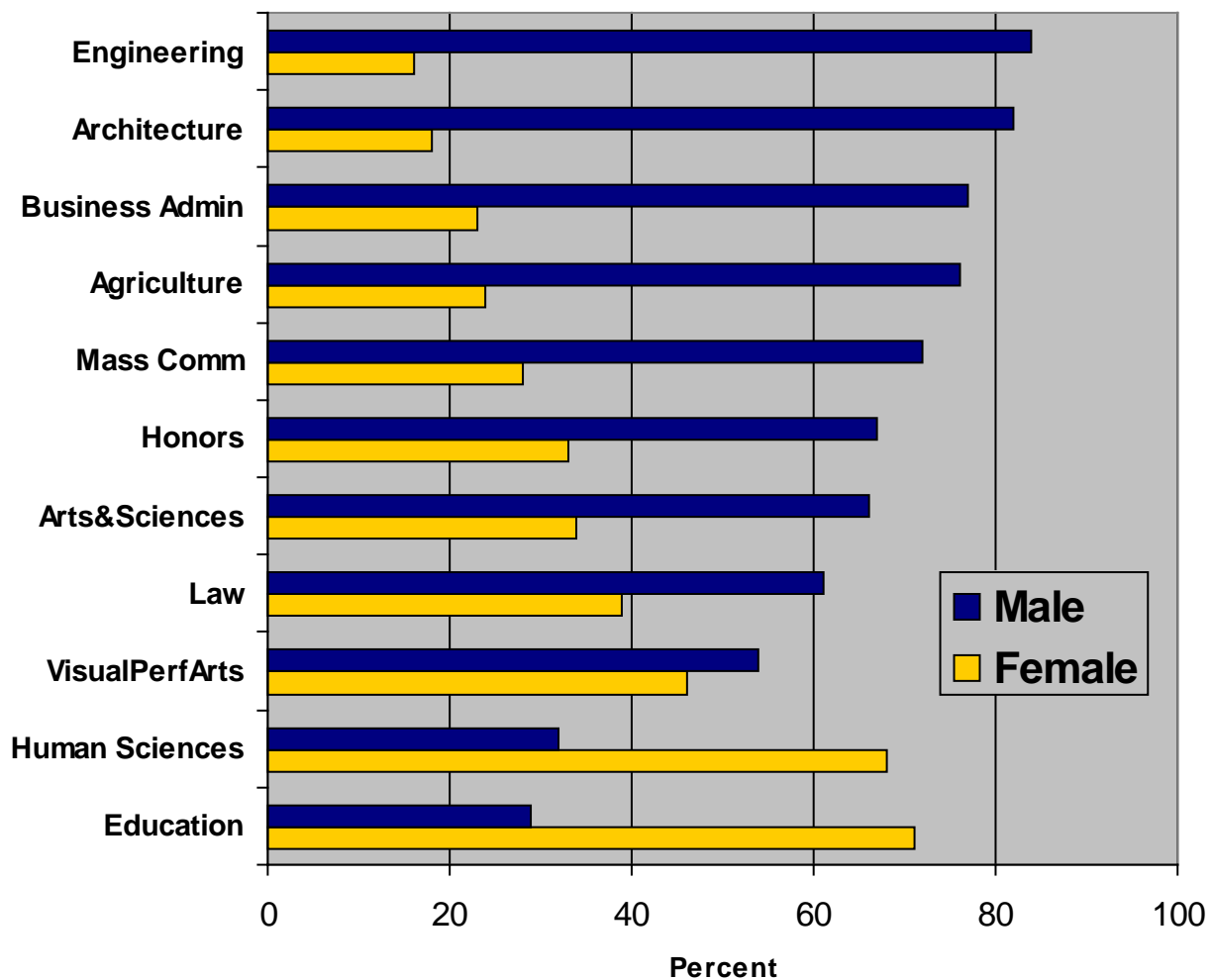
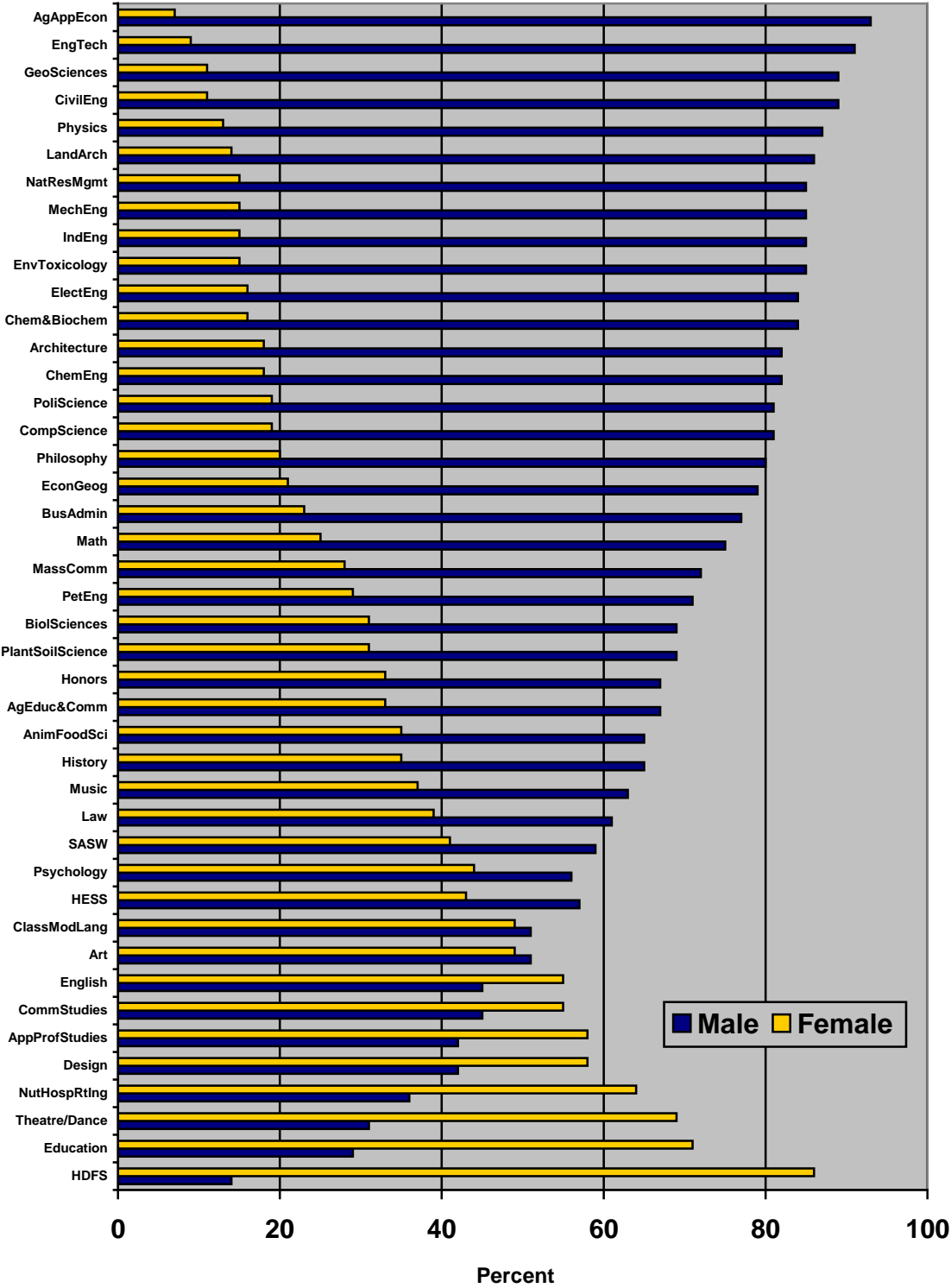


Figure 2 follows the same trend as colleges with more than two-thirds of academic departments having less than 35% female faculty in AY 2008-09. Given the gender demographic of one-third female faculty, two-thirds of academic departments have significant gender disparity.

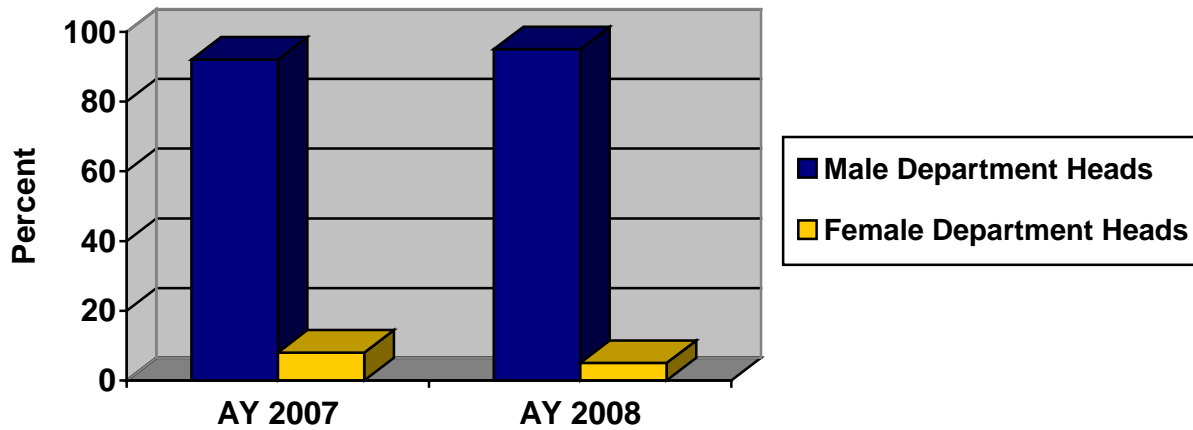
FIGURE 2. Department by Gender



The following graphs show gender demographics *changed* from AY 2007-08:

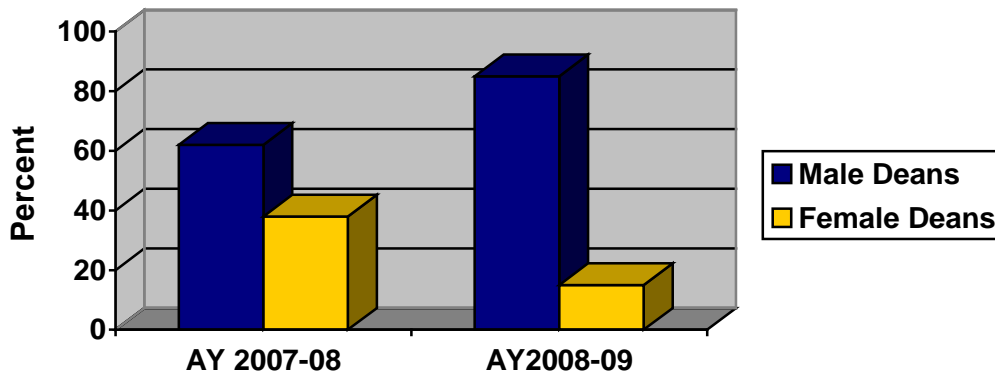
Department Heads: Gender inequity in female department heads worsened with a change from 3 to 2 out of a possible 41 positions resulting in a 38% decrease from AY 2007-08.

FIGURE 3. Department Heads by Gender



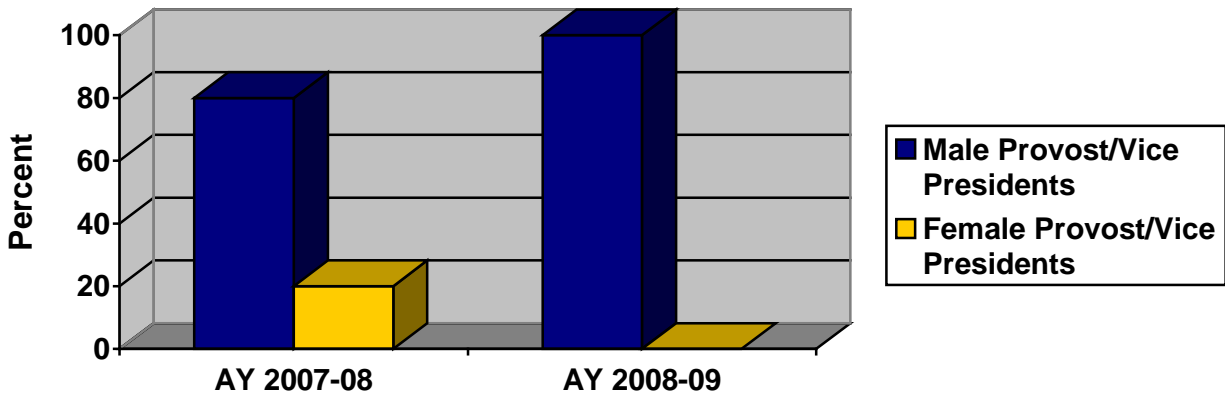
Deans: Gender inequity in female deans worsened with a change from 5 to 2 out of a possible 13 positions resulting in a 60% decrease from AY 2007-08

FIGURE 4. Deans by Gender



Provost/Vice Presidents: Gender inequity in the number of female provost/vice presidents worsened with a change from 1 to 0 resulting in a 100% decrease from AY 2007-08.

Figure 5. Provost/Vice Presidents by Gender



RECOMMENDED ACTION:

- Texas Tech should strive toward increasing the number of female academic-administrators. A notable difference should be evident within the next five years. The President, Provost, and Deans should be mindful of this goal and document efforts to recruit and promote females into academic-administrative positions at all levels.
- Texas Tech should implement all relevant recommendations from the NSF Advance-PoWERS study.
- Texas Tech should institutionalize personnel positions under advisory of the President’s Council on Gender Equity to monitor and address gender equity. A primary responsibility for these personnel should be the implementation and documentation of progress of the practices recommended by the NSF Advance-PoWERS study.

Part III. Employment Committee Report: Faculty Salary Report

Committee Members: Charlotte Dunham (chair), Kamau Siwatu, Jeanine Reynolds, Roger Barnard
Ex-officio members: Martha Smithey, Judi Henry, Bryony Mirll

The Employment Committee of the Council is charged with analyzing salary issues, recruitment and retention of female staff, faculty, and students. For AY 2008-09, the Committee completed an analysis of faculty salary and began preliminary modeling of staff salary which is expected to be completed during AY 2009-10. Below are the findings and recommendations from the faculty salary analysis.

FINDINGS (Data Source: TTU IRIM AY 2008-09): A salary analysis of faculty by gender shows that overall female faculty and instructors make on average **\$4,601.50* a year less** than male faculty and instructors regardless of rank, years at TTU, college, being current chair of the department, and the percent female in the department. Once specified, the analysis shows the gender effect is largely due to significant salary inequity for female associate professors and female instructors. Female associate professors make on average **\$4,784.19** a year less** than male associate professors regardless of years at TTU, college, being current chair of the department, and the percent females in the department. Female instructors make on average **\$4,573.63* a year less** than male instructors regardless of years at TTU, college, the percent females in the department, and whether they are full or part-time instructors.

A methodological note is warranted here. The initial attempts to control for “department” proved statistically infeasible for the following reasons. First, several departments have insufficient variation for the variable gender (see Figure 2, page 3). To address this issue, the variable “percent female” is used in the regressions. Second, the intent of controlling for “department” is to address discipline differences in salary. However, several departments are either multi-disciplinary or contain faculty with different discipline backgrounds. Finally, the means and standard deviations for identifying outliers will not be robust due to small sample size.

Major Findings for Tables 1-5:

- The main effects of gender are significant for the entire sample of faculty and the separate samples by rank.
- After controlling for the effects of gender segregation within departments, time at TTU, rank, college and chair status, the effects of gender are no longer significant for assistant professors and full professors. Gender remains significant after controls for associate professors and instructors.
- The largest predictor of salary is one’s college and being the chair of a department. A series of dummy variables for college were estimated with Business Administration used as the omitted category. There were large and significant differences between BA and others for all colleges except Law. BA, Engineering and Law are male dominated faculty.
- There is a modest, positive effect of being in a female dominated department (percent female) on one’s salary in the entire sample and for all ranks. The higher the percent of females in a department, the lower one’s salary.

Table 1: All faculty salary by gender, gender composition of the department (percent female), year of hire, rank and academic college.

| VARIABLE | MODEL I | MODEL II |
|--------------------------|------------------------------|------------------------------|
| | Coefficient (SE) | Coefficient (SE) |
| Constant | 78455.21(1111.16)*** | 56647.19(2092.66)*** |
| Gender | -20491.46(1832.19)*** | - 4601.50(1222.92)*** |
| Percent Female | | - 84.39(6.54)*** |
| Year of Hire | | - 209.57(57.67)*** |
| Chair | | 23172.78(3005.67)*** |
| Rank | | 19185.16(592.92)*** |
| Agriculture | | -26716.91(2526.47)*** |
| Architecture | | -39116.50(3479.42)*** |
| Arts & Sciences | | -36570.72(1582.35)*** |
| Education | | -17133.96(2329.90)*** |
| Engineering | | -19014.92(2160.49)*** |
| Law | | -1894.97(3544.81) |
| Mass Communication | | -32756.10(2220.31)*** |
| Visual & Performing Arts | | -38350.69(2220.311)*** |
| | Adjusted R ² .095 | Adjusted R ² .677 |

* p \geq .05, **p \geq .01, ***p \geq .001

Table 2: Instructor salary by gender, gender composition of the department (percent female), year of hire, parttime/fulltime status, and academic college.

| VARIABLE | MODEL I | MODEL II |
|----------------------------|------------------------------|------------------------------|
| | Coefficient (SE) | Coefficient (SE) |
| Constant | 44049.83(1651.43)*** | 51590.32(2468.29)*** |
| Gender | - 7340.38(2128.92)*** | - 4573.62(1867.97)* |
| Percent Female | | - 27.53(8.99)*** |
| Year Hired | | 130.50(111.29) |
| Status (Parttime=1) | | - 7653.31(1891.55)*** |
| Agriculture | | 2469.07(4815.59) |
| Architecture | | -10069.80(4306.20)* |
| Arts & Sciences | | -13594.26(2237.34)*** |
| Education | | - 5725.63(2962.38) |
| Engineering | | 8370.44(4071.56)* |
| Law | | 22593.05(4792.52)*** |
| Mass Communication | | - 7372.03(5121.02) |
| Visual and Performing Arts | | - 7786.68(4099.65) |
| N=231 | Adjusted R ² .045 | Adjusted R ² .396 |

* p \geq .05, **p \geq .01, ***p \geq .001

Table 3: Assistant Professor salary by gender, gender composition of the department (percent female), year of hire, and academic college.

| VARIABLE | MODEL I | MODEL II |
|----------------------------|------------------------------|------------------------------|
| | Coefficient (SE) | Coefficient (SE) |
| Constant | 65497.97(1493.51)*** | 101670.20(2618.24)*** |
| Gender | - 6619.89(2372.84)** | - 3210.22(1830.23) |
| Percent Female | | - 93.47(10.92)*** |
| Year Hired | | - 260.13(195.27) |
| Agriculture | | - 32913.49(3783.55)*** |
| Architecture | | -43027.53(6434.99)*** |
| Arts & Sciences | | -39331.30(2493.18)*** |
| Education | | -19619.46(3605.43)*** |
| Engineering | | -24637.43(3630.62)*** |
| Law | | -5689.86(14814.52) |
| Mass Communication | | -37753.14(4773.02)*** |
| Visual and Performing Arts | | -39797.73(3303.74)*** |
| | | |
| N=313 | Adjusted R ² .021 | Adjusted R ² .502 |

* p \geq .05, **p \geq .001, ***p \geq .001

Table 4: Associate Professor salary by gender, gender composition of the department (percent female), year of hire, and academic college.

| VARIABLE | MODEL I | MODEL II |
|----------------------------|------------------------------|------------------------------|
| | Coefficient (SE) | Coefficient (SE) |
| Constant | 75462.85(1302.144)*** | 120143.40(2555.54)*** |
| Gender | - 9826.88(2280.94)*** | - 4784.19(1636.17)* |
| Percent Female | | - 99.49(10.73)*** |
| Year Hired | | - 239.91(85.70)* |
| Chair | | - 1301.82(5578.12) |
| Agriculture | | -41124.13(3625.71)*** |
| Architecture | | -48704.72(4473.05)*** |
| Arts & Sciences | | -45565.64(2369.21)*** |
| Education | | -24549.78(3346.14)*** |
| Engineering | | -31740.36(2991.82)*** |
| Law | | - 6131.37(6991.70) |
| Mass Communication | | -38612.53(5221.81)*** |
| Visual and Performing Arts | | -47669.51(3024.55)*** |
| | | |
| N=358 | Adjusted R ² .047 | Adjusted R ² .591 |

* p \geq .05, **p \geq .001, ***p \geq .001

Table 5: Full Professor salary by gender, gender composition of the department (percent female), year of hire, rank and academic college.

| VARIABLE | MODEL I | MODEL II |
|----------------------------|------------------------------|------------------------------|
| | Coefficient (SE) | Coefficient (SE) |
| Constant | 106878.40(2165.53)*** | 145542.00(5173.96)*** |
| Gender | - 12418.71(4941.75)*** | - 6938.63(4143.96) |
| Percent Female | | - 109.78(17.01)*** |
| Year Hired | | - 189.17(132.02) |
| Chair | | 22818.65(4998.93)*** |
| Agriculture | | -31283.30(6731.46)*** |
| Architecture | | -55706.85(13484.98)*** |
| Arts & Sciences | | -47778.23(4676.73)*** |
| Education | | -19452.89(9390.04)* |
| Engineering | | -23534.40(5725.17)*** |
| Law | | -14724.69(7242.77)* |
| Mass Communication | | -54001.04(18585.92)* |
| Visual and Performing Arts | | -51780.95(6606.74)*** |
| | | |
| N=276 | Adjusted R ² .020 | Adjusted R ² .386 |

* p \geq .05, **p \geq .001, ***p \geq .001

RECOMMENDED ACTION:

The Council proposes the implementation of a three year plan of resolution for female associate professors and instructors. The estimated cost is \$797,000* over a period of three years, averaging approximately \$266,000 per year. The Office of the President or Provost should appoint three university-level Salary Equity Review Committees for the first year and one for the following to years. The appointment of three committees will allow a greater likelihood that all cases are reviewed within the first year. The Gender Equity Council Chair will be available as an ex-officio member to the committees to ensure consistency across the committees, to make membership recommendations, and to document committee activity. The Council student assistant will be available to manage all paperwork.

Based on the 2008-09 salary data analysis by the Gender Equity Council Employment Subcommittee, the committee will be tasked with following:

1. The Employment Subcommittee will provide a list of IRIM identifiers which can be used to identify employees whose salary is below .25 standard deviations of the college mean based on regression residuals from the analyses presented in this report. The estimated number of cases is given below. Each Salary

* This estimate is based on the difference between the employee's salary and the average salary for that position by college plus a 25% reduction to bring the cases to within one-fourth of a standard deviation of the salary for that position for that college. Given the high number of cases and the magnitude of the residuals, it is expected that the majority of cases will merit some corrections. If this estimate is determined to be too high due to performance, the cost of the equity-adjustments should be less than the estimated amount.

Equity Review Committee Chair will work with IRIM to identify the employees. The employees will be sorted into the following categories by standard deviations below the college mean:

Year 1 Cases: $\geq .75$ standard deviations below the college mean; estimated number of cases for review is 73

Year 2 Cases: $\geq .5$ standard deviations below the college mean; estimated number of cases for review is 20

Year 3 Cases: $\geq .25$ standard deviations below the college mean; estimated number of cases for review is 33

The total number of cases to be reviewed for female associate faculty is 74 with a significant portion of the cases in the College of Arts & Sciences. This is due to the large number of and diverse disciplines comprising the College. As such, the Arts & Sciences cases should be estimated by review based on the means and standard deviations of subgroups of the college such as Liberal Arts and Sciences.

The total number of cases to be reviewed for female instructors is 52. The third review committee should be devoted to instructors given the likelihood of different criteria for salary awarded.

2. The two associate faculty review committees should establish similar criteria for case review. Such criteria should include scholarship, teaching load, teaching evaluations, peer evaluations, service work, and contribution to graduate student education. Department chairs will complete a questionnaire regarding the expectations of research and teaching load for their department disciplines.

The instructors review committee should establish its own criteria and is expected to have criteria from the faculty review committees given the wider range of factors involved in employment of instructors.

3. For the first year of review, the committees should request all annual evaluations for Year 1 cases since the year promoted to current rank.

4. The committee would review each case, write a report, and make a recommendation for salary adjustment that will not exceed the next group's cutoff score. The reports and recommendation will be sent to the relevant department heads. Each head will have an opportunity to meet with the committee and discuss the recommendation.

5. The committee will make recommendations and forward them to the Provost. The salary adjustments will be made as soon as reasonably possible, but no later than the beginning of the next academic year. These salary adjustments will be ***in addition to any merit or cost-of-living increases occurring during the equity-adjustment process.*** At any time the committee determines a case does not warrant corrective action, that decision will be fully documented and the case will be removed from any future consideration by the committee. All employees should be given an opportunity to meet with the committee to discuss outcomes.

6. Steps 3 through 5 should be repeated for two more years with each year aligning that year's cases with the next year's cases. Specifically, during the first year of review, the Year 1 cases will be brought into alignment with the Year 2 cases cutoff score. To this end, the committee's recommendation for any given case will not result in a salary that results in more than one-fourth of a standard deviation change in salary beyond the next group's cases. Consequently, the impact on budget changes will be distributed over three years.

7. By the end of the third year, all cases will have been reviewed and recommended corrective action will be in progress.

Part IV. Family Committee Report: Mother-friendly Work Environment & Breast-feeding Facilities

Committee Members: Lisa Gonzales (chair), Elizabeth Sharp, Brent Guinn, Annie Ruland
Ex-officio members: Martha Smithey, Judi Henry, Bryony Mirll

The Family Committee is charged with analyzing the balancing of work and family concerns, a salient factor is recruiting and retaining female faculty, staff, and graduate students. The goals of this committee are to address the familial needs of students and employees and to identify means of support for individuals to manage these demands.

FINDINGS: The Texas Tech campus does not have facilities to support female employees and students who breast-feed their infants. A survey of 95 TTU employees who are currently breast-feeding or have breast-fed in the past finds that for women who do not have a private, designated workspace the alternative locations for pumping breast-milk are public bathrooms, cars, or semi-private work spaces (such as filing rooms or conference rooms). On average, these women reported needing to pump breast-milk 30 minutes 3 times a day. They reported further that the lack of private locations and the pressure of returning to work in less than the time required to pump milk resulted in chronic, emotional stress. More than half (59%) of those surveyed reported that their co-workers and supervisors did not seem to understand a need for facilities and flex time to express milk.

Research on women in workplaces that do not have family-friendly practices and facilities shows that women tend to stop breast-feeding by the time the infant is 4 months old. The American Medical Association recommends women breast-feed at least six months but strongly encourages women to breast-feed for twelve months to maximize the potential well-being of the infant. Additionally, the AMA reports that providing workplace practices that support breastfeeding women is advantageous for employers because breastfed babies get sick less often thereby reducing insurance costs and employee absences.¹

According to the Texas Department of Health, the benefits of a mother-friendly workplace include reduced employee turnover, shorter maternity leave, lower absenteeism due to a sick child, higher morale among employees, increased productivity among employees with new children, enhanced loyalty among employees, enticing recruitment incentive, improved positive image, and lower and fewer health-insurance claims.

RECOMMENDED ACTION:

Texas Tech should strive to achieve state designation as a mother-friendly workplace within three years. The Texas State Legislature criteria for this designation are given in Box 1 (also see the Texas Department of Health & Safety website at: <http://www.dshs.state.tx.us/wichd/lactate/mother.shtm#item3>). To achieve this designation, Texas Tech will need to 1) assign clean, private, and accessible areas for expressing breast milk; 2) provide flexible work time to allow breaks for expressing milk; and 3) offer safe storage areas for employees such as a refrigerator in a controlled area. The Office of the President should create a task-force that will work with administration and the physical plant to identify small rooms with locking doors and an electrical outlet. Student organizations or workplace units can sponsor a space and provide it with a comfortable chair and disposable sanitation wipes. The sponsoring group will be responsible for frequent inspection of the room and posting a contact number on the door for reporting problems. The task-force will identify venues for publicizing the locations of the rooms. Administration will be responsible for purchasing door plates that mark the room as mother-friendly.

¹ Guendelman, Sylvia; Lang Kosa, Jessica; Pearl, Michelle; Graham, Steve; Goodman, Julia;&Kharrazi, Martin. (2009). Juggling work and breastfeeding effects of maternity leave and occupational characteristics. *Pediatrics*, 123, e38-e46.

**BOX 1. Texas Statutes Health & Safety Code Title 2.
Chapter 165. Breast Feeding
SUBCHAPTER A. BREAST-FEEDING RIGHTS AND POLICIES**

Sec. 165.001. LEGISLATIVE FINDING. The legislature finds that breast-feeding a baby is an important and basic act of nurture that must be encouraged in the interests of maternal and child health and family values. In compliance with the breast-feeding promotion program established under the federal Child Nutrition Act of 1966 (42 U.S.C. Section 1771 et seq.), the legislature recognizes breast-feeding as the best method of infant nutrition.

Added by Acts 1995, 74th Leg., Ch. 600, SS1, eff. Aug . 28, 1995.

Sec. 165.002. RIGHT TO BREAST-FEED. A mother is entitled to breast-feed her baby in any location in which the mother is authorized to be.

Sec. 165.003. BUSINESS DESIGNATION AS "MOTHER-FRIENDLY."

(A) A business may use the designation "mother-friendly" in its promotional materials if the business develops a policy supporting the practice of worksite breast-feeding that addresses the following:

1. work schedule flexibility, including scheduling breaks and work patterns to provide time for expression of milk;
2. the provision of accessible locations allowing privacy;
3. access nearby to a clean, safe water source and a sink for washing hands and rinsing out any needed breast-pumping equipment; and
4. access to hygienic storage alternatives in the workplace for the mother's breast milk.

(B) The business shall submit its breast-feeding policy to the department. The department shall maintain a list of "mother-friendly" businesses covered under this section and shall make the list available for public inspection.

Part V. Review of Past Texas Tech Reports Regarding Gender

Council Chair: Martha Smithey

Graduate Assistant: Bryony Mirll

FINDINGS: Texas Tech University written reports that address gender issues or that has a portion of the report dedicated to gender issues were gathered and reviewed for the purpose of determining the extent and frequency by which these issues have been brought to the attention of administration. A total of eleven reports spanning the past eleven years were located. From this review the frequency and consistency by which gender issues have been raised were documented (see Table 6). The major findings from this review are

- Since 1998, the most frequently cited gender issue is low number of female faculty with almost three-fourths of the reports addressing this inequity.
- Since 1998, two-thirds of the reports raised concerns with gender segregation of staff and gender bias in faculty salary and more than half raised concerns regarding gender bias in staff salary.
- Starting in 2003, two-thirds of the reports raised concerns regarding bias toward GLBT students, staff, and faculty.
- Starting 2003, more than one-half of the reports expressed concerns regarding gender segregation of faculty, family obligations impeding women's careers, and expressions of sexism by faculty, staff, and students.

The report titles are

1998-1999 NCAA Study

2003 Gender Issues Report

2003 Student, Staff, and Faculty Perceptions of Campus Climate at TTU

2003 TTU Athletic Council's Standing Committee on Equity Annual Report

2004 Gender Issues Report

2004 TTU Gender Task Force, "Lesbian, Gay, Bisexual, and Transgender Faculty and Staff Focus Group Analysis"

2004 TTU Gender Task Force, "What Women's Studies Faculty Exit Interviews over the Last Decade Reveal"

2005 Women in Administration Study

2005-2006 Gender Equity Report

2006-2007 Gender Equity Report

2007-2008 Gender Equity Report

A glossary of terms used to code the presence or absence of an issue in the reports is included in the appendix of this report.

RECOMMENDED ACTION:

Texas Tech offices should identify which of the issues with a high frequency of being reported are relevant to their charge. A review of the issues with office staff should be conducted to determine what has been done since the initial report year and, where warranted, an action plan for further addressing the issues should be developed.

Table 6. Timeline and Issues from Past Reports

| | 98-99 NCAA Study | 2003 GIC Report | 2003 ACE Report | 2003 DSPC Report | 2003 PCC Report | 2004 GIC Report | 2004 WS Exit Study | 2004 GLBT Focus Analysis | 2005 WIA Study2 | 2006 GEC Report | 2008 GEC Report2 | Percent of Reports |
|---|------------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------------|-----------------------------------|-----------------------|-----------------------|------------------------|--------------------------|
| Low Number of Female Faculty | X | X | X | X | X | | X | | | X | X | 73% |
| Gender Segregation of Staff | X | X | X | | | X | X | | X | X | | 64% |
| Gender Bias in Faculty Salary | X | X | X | | | X | X | | | X | X | 64% |
| Sexual Orientation Bias on Campus | | X | | X | X | X | X | X | X | | | 64% |
| Gender Segregation of Faculty | | X | X | | | X | X | | | X | X | 55% |
| Gender Bias in Staff Salary | X | X | X | | | X | X | | | X | | 55% |
| Women's careers impeded by family obligations | | X | | | X | | X | | X | X | X | 55% |
| General Expression of Sexism | | X | | X | X | | X | | X | | X | 55% |
| Ineffective Family Leave Policy | | X | | | | X | X | | | X | X | 45% |
| Restrictive Tenure Policy | | X | | | X | X | | | | X | X | 45% |
| Lack of Childcare | | X | | | | X | | | | X | X | 36% |
| Gendered Expectations of Female Employees | | | | | | X | X | | | X | X | 36% |
| Inadequate Resources for Travel and Research | | | X | | | X | X | | | | X | 36% |
| Lack of Partner Benefits for GLBT Employees | | X | | | | X | | X | | | | 27% |
| Poor Communication of Tenure Expectations | | | | | | X | X | | | | X | 27% |
| Lack of Support for Women's Studies | | X | | | | X | | | | | | 18% |
| Lower Financial Support for Women's Athletics | | | | | | X | | | X | | | 18% |
| High Female Employees Turnover | | | | | | | X | | | | X | 18% |
| Lack of Female Mentors or Community | X | | | | | | X | | | | | 18% |
| Sexual Harassment | | | | | | | X | X | | | | 18% |
| Low Visibility of GLBT Employees & Students | | | | | X | | | X | | | | 18% |
| Lack of Voice for Female Students | | | X | | | | | | | | X | 18% |
| Unsafe Environment | | | X | | | | | | | | X | 18% |
| Gender Bias in Student Scholarships | X | | X | | | | | | | | | 18% |
| Gender Segregation of UG Majors/Activities | | | | | | X | | | | | | 9% |
| Inadequate Resources for GLBT Employees | | | | | | X | | | | | | 9% |
| Need for Partner Hires | | | | | | | | | | | X | 9% |
| Lack of Voice for Female Employees | | | | | | | | | | | X | 9% |

Part V. Council Goals for AY 2009-10

Council Chair (Martha Smithey):

- To continue examining Texas Tech reports and other documents to identify gender equity issues.
- To continue documenting change in gender demographics at Texas Tech University.

Family Subcommittee:

- To continue developing best practices for a family-friendly workplace.
- To make recommendations for gaining family-friendly designation for the Texas Tech campus.

Committee members: Lisa Gonzales, Chair
Brent Guinn
Annie Ruland
Martha Smithey, Ex-officio
Judi Henry, Ex-officio
Bryony Mirll, Ex-officio

Employment Subcommittee:

- To examine staff salaries for gendered patterns.
- To make recommendations for resolution of identified gender inequity in staff salaries and promotion.

Committee members: Charlotte Dunham, Chair
Kamau Siwatu
Jeanine Reynolds
Kimberly Kinney-Lara
Martha Smithey, Ex-officio
Judi Henry, Ex-officio
Bryony Mirll, Ex-officio

Climate Subcommittee:

- To collect existing data from past surveys relevant to climate and environment issues.
- To make recommendations to the President for resolution of climate problems on the Texas Tech campus.

Committee members: Elizabeth Sharp, Chair
Ann Graham
Roger Barnard
Martha Smithey, Ex-officio
Judi Henry, Ex-officio
Bryony Mirll, Ex-officio

APPENDIX

GLOSSARY OF TERMS FOR REVIEW OF PAST REPORTS

Expression of Sexual Orientation Bias on Campus

Expression of homophobia refers to the practice or acceptance of discriminatory behavior towards GLBT individuals. Discrimination often appears in the form of offensive language, isolation or rejection, career sabotage, and even physical violence.

Gender Bias in Faculty Salary

Gender bias in faculty salary refers to unequal pay for equal work between male and female faculty members. Past reports have shown that male faculty members are paid higher salaries than female faculty members, despite a lack of difference in rank or responsibilities.

Gender Bias in Staff Salary

Gender bias in staff salary refers to unequal pay for equal work between male and female staff members. As previously filed reports indicate, academic disciplines at Texas Tech that pay higher salaries to both men and women overall tend to be heavily male-dominated fields. Disciplines that have a higher female concentration generally pay overall lower salaries. Even within these areas, male staff members typically receive higher pay than female staff members, despite a lack of difference in rank or responsibilities.

Gender Bias in Student Scholarships

Gender bias in student scholarships refers to the practice of awarding disproportionately more scholarships (both academic and athletic) to male students. Scholarships should be awarded proportionately to enrollment.

Gender Segregation of Faculty

Gender segregation of faculty refers to the status or discipline-based separation of faculty according to gender. As previously filed reports suggest, male and female faculty members tend to teach in separate disciplines. Gender segregation of faculty by status refers to the separation of male and female faculty according to rank. Past reports indicate that male faculty typically occupy positions of higher rank than women faculty.

Gender Segregation of Staff

Gender segregation of staff refers to the status-based separation of staff employees. Past reports show that male staff members tend to occupy positions of higher status and more administrative responsibilities.

Gender Segregation of Undergraduate Majors/Activities

This issue refers to the trend in undergraduate students to segregate themselves according to areas of involvement on campus. Areas like engineering, mathematics, and information technology are typically dominated by male students while areas like education and the social sciences are typically dominated by female students.

General expression of Sexism

General expression of sexism refers to the use of demeaning language about or toward female faculty, staff, and students. Often these inappropriate remarks contain references to anatomy, references to female appearance, and patronization of women. Female students and employees often are intimidated by these expressions of sexism and fear retaliation if they respond negatively.

Heavier Service Responsibilities for Female Employees

Heavier responsibilities for female employees refers to the practice of requiring women to perform a disproportionate level of unrecognized work. This includes requiring women to teach more courses and perform more service work like advising more students, coordinating departmental meetings and activities, and supervising teaching assistants.

High Number of Women Employees Leaving Tech

This issue refers to the trend toward significantly high numbers of female employees leaving Texas Tech for other employment at other businesses or universities. A number of push factors including low salary, lack of resources, and general expressions of sexism are relevant in their decisions to leave.

Inadequate Communication of Tenure Expectations

Inadequate communication of tenure expectations refers to the practice of hiring female faculty members without clearly stating the expectations of scholarship for tenure. By ambiguously explaining tenure requirements or altering tenure requirements after hiring, the University prevents women from achieving their tenure in a timely manner and often causes women faculty to leave Texas Tech.

Inadequate Resources for GLBT Employees

Inadequate resources for GLBT employees refers to lower university support for GLBT employees than for heterosexual employees. GLBT employees are less likely to receive funding for research or travel and frequently do not receive accommodations like family leave for their personal and family needs.

Inadequate Resources for Travel and Research

Inadequate resources for travel and research refers to the disproportionate distribute of university funds to work conducted by male faculty members.

Ineffective Family Leave Policy

Women are disproportionately affected by family responsibilities. Ineffective family leave policy refers to the inability of the current Texas Tech family leave policy to meet the needs of women faculty and staff. This includes offering little flexibility for women who must use sick leave to care for their families.

Lack of Childcare

Lack of childcare refers to the absence of affordable childcare services close to Texas Tech University. Young female faculty and staff are unable to afford the services of the Tech Child Development Research Center, which only serves a limited number of children. Other childcare services are too far away from campus to be useful to Tech employees. Without adequate childcare, women have difficulty meeting the demands of teaching and tenure expectations.

Lack of Female Mentors or Community

The lack of female mentors of community refers to the isolation felt by women at Texas Tech when they are unable to connect with other women because of low female employment and unsupportive climates.

Lack of Partner Benefits for GLBT Employees

Lack of partner benefits for GLBT employees refers to the absence of equal treatment for hetero and homosexual couples of whom at least one partner is an employee of Texas Tech.

Lack of Support for Women's Studies

Lack of support for Women's Studies refers to the lack of funds, office space, and event publicity provided by Texas Tech for the Women's Studies Program.

Lack of Visibility for GLBT Students and Employees

The lack of visibility for GLBT students and employees refers to the homophobic campus climate which intimidates members of the GLBT community from "coming out" at Texas Tech for fear of retaliation.

Lack of Voice for Female Employees

Lack of voice for female employees refers to the practice of leaving women out of decision-making processes and "speaking over" their concerns.

Lack of Voice for Female Students

Lack of voice for female students refers to the lack of representation for female students, particularly female graduate students who are affected disproportionately by family obligations. Graduate students receive only one vote in the Student Government Association, so their concerns are not heard.

Lower Financial Support for Women's Athletics

This issue refers to the decreasing allocation of funds to female university athletic teams.

Low Number of Female Faculty

The low number of female faculty refers to the two to one male to female faculty ratio. Male faculty significantly outnumber female faculty, particularly in the higher-paying disciplines.

Need for Partner Hires

The need for partner hires refers to the identification that an increased number of partner hires would improve faculty retention at Texas Tech.

Restrictive Tenure Policy

Restrictive tenure policy refers to the inability of current tenure policy to provide for the needs of female faculty. Women are disproportionately affected by family responsibilities and often must take leave from tenure work to care for their families or maternity concerns.

Sexual Harassment

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment¹.

Unsafe Environment

This issue refers to the various ways in which Texas Tech campus is not safe for female employees and students. It includes dilapidated female athletic arenas, lack of transportation at night, and a culture of sexism.

Women's Careers Impeded by Family Obligations

This issue refers to the university's lack of accommodation for the many issues that disproportionately affect women's ability to meet the expectations of job requirements. Because family responsibilities typically fall on women, female faculty and staff often experience pressure to be away from work in order to care for their families. The lack of flexible time or workspace, lack of affordable childcare, and restrictive tenure policies often results in a time-bind for women to meet the expectations of their jobs.

¹ Taken from the United States Equal Opportunity Employment Commission