

TEXAS TECH UNIVERSITY

THE PRESIDENT'S COUNCIL ON GENDER EQUITY

ANNUAL REPORT

2007-08

Submitted by

Martha Smithey, Chair
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The President's Council on Gender Equity: AY 2007-08

Charge

The Gender Equity Council ("Council") is established to advise the President on matters related to gender issues at Texas Tech University and make recommendations for changes to ensure an equitable and inclusive environment for all members of the university community.

The Council will be advisory and will not have final authority to direct, control or supervise any activities related to the operations or activities of the institution.

Council Chair: Martha Smithey, Department of Sociology, Anthropology, and Social Work
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Subcommittees

Committee on Employment Issues

This subcommittee analyzes salary issues, recruitment and retention of female staff, faculty, and students, identifies trajectories by which women move into administrative positions, and identifies ways to reduce gender segregation in staff job classifications.

Subcommittee Chair: Gene Wilde, Biological Sciences
Kamua Siwatu, Department of Education
Laura Calkins, Director of Women's Studies (Ex-officio)
Jeanine Reynolds, Institutional Research and Information Management

Committee on Family Issues

This subcommittee analyzes the balancing of work and family concerns. A primary way of recruiting and retaining women faculty and staff is to recognize familial needs of employees and provide supports to help manage those demands.

Subcommittee Chair: Jaelyn Byrd, Information Technology Division
Lisa Gonzales, Library
Charlotte Dunham, Department of Sociology, Anthropology, and Social Work
Brent Guinn, Office of the Dean of Engineering

Committee on Climate

This subcommittee analyzes the overall climate of the university and how that climate affects employees and students. Such issues include sexual harassment, hostile work and classroom environments, and opportunity to redress grievances.

Subcommittee Chair: Kerry Billingsley, Quality Service & Professional Development
Erin Hoelting, Undergraduate Student Representative
Israel Rojo, Graduate Student Representative
Judi Henry, Athletics

Council Ex-officio Members

Janet May, Human Resources
Juan Munoz, Office of the President
Elizabeth Hall, Office of the Provost
Mary Jane Hurst, Office of the President
Ronald Phillips, Office of the President

PRESIDENT'S COUNCIL ON GENDER EQUITY

ACHIEVEMENTS AY 2006-07

Virtual Women's Resource Center

The Virtual Women's Resource Center (VWRC) was launched in March 2008 after two years of work and discussion by the Council. The mission of the Virtual Women's Resource Center is to provide a venue to create and maintain a just campus environment that values gender equity through networking and advocacy on behalf of all persons, especially women. The goal of the center is to protect and empower individuals as they pursue their goals without interference from discriminatory practices.

The VWRC can be accessed at <http://www.depts.ttu.edu/wrc/>.

Heightened visibility of the Council and its purpose

AY 2006-07 was the beginning of the third year of the Council under the auspices of the President's Office. The first year was devoted to the establishment, by-laws, and operating principles of the Council. The second year was devoted to committee work that identified gender issues. This year, the third year, the Council continued working on the identification and resolution of gender inequity but also made awareness and heightened visibility of its existence a primary goal. This goal was accomplished via newspaper interviews, presentations at TTU senates, conversations with deans, chairs, and staff members. To supplement this goal, an e-mail address was created to provide immediate opportunity for anyone to present information, ideas, experiences, and concerns to the Council: genderequitycouncil@ttu.edu.

Started a campus-wide conversation on gender equity

As previously described, in the course of meeting with senates, deans, chairs, and staff, a campus-wide conversation on gender equity has begun. There are areas of campus which have yet to join the conversation, the Council will work to engage these areas in AY 2008-09.

Joined the collaborative effort toward expanding childcare options at TTU

Largely through the efforts of the Council Family Subcommittee, the Council now has representation on the Campus Childcare Committee.

THE PRESIDENT’S COUNCIL ON GENDER EQUITY
EXECUTIVE SUMMARY OF RECOMMENDED ACTION¹

Searches: Challenge of the Applicant Pool

- **The work of the TTU ADVANCE-PAID NSF Grant researchers should be institutionalized and economically supported beyond the grant period. This grant implements the POWERS and STRIDE programs which address pool-widening tactics and strategies for reducing gender schemas and for increasing diversity.**

Recruitment: Partner Hires

- **Designate annual funds for partner hires.**
- **Partner hire lines should be budgeted only for as long as the partner is in the department.**
- **Partner hires should not be included in considerations by deans while determining whether additional lines in a department are warranted. This would reduce the perception that partner hires are mortgaged lines, a perception that contributes to an unfriendly environment.**

Recruitment: Applicant Intent

- **Increase the value of accepting and keeping a position at TTU with better-than-competitive salaries, start-up packages, and partner hires.**

Recruitment & Retention: Salary

- **Have an experienced salary analyst examine the current trends in salary at TTU to 1) determine the extent of gender inequity and make recommendations to achieve equity; 2) identify the faculty with seriously compressed salaries; and 3) implement a three year plan for resolution.**
- **There should be funds designated for the sole purpose of resolving gender salary inequity.**
- **There should be funds designated for the sole purpose of resolving compression.**

Retention: Tenure & Promotion

¹ For a more extensive discussion of the issues these recommendations address, see the Annual Report following this summary.

- **The recommendations from the TTU ADVANCE-PAID NSF Grant should be implemented and institutionalized.**
- **Deans and chairs should develop strategies, outcome measures, and projected dates for improvement to increase the numbers of females in all ranks, especially associate and full professor ranks.**
- **Deans should develop strategies, outcome measures, and projected dates for improvement toward increasing the number of female department chairs.**

Retention: Climate Issues

Lack of Voice and Inclusion.

- **Chairs and supervisors should review the current allocation of resources and assignments to determine the extent of gender inequity in their units and take necessary action to establish equity.**
- **Chairs and supervisors should be mindful of these issues and monitor interaction and allocation to ensure female faculty and staff have voice and resources equal to male faculty and staff.**

Fear of Making Mistakes.

- **TTU Personnel Office recommendations on these issues should be sought and supported.**

Suspicion and Mistrust.

- **TTU Personnel Office recommendations on these issues should be sought and supported.**

Service Work and “Being Female Faculty & Staff”.

- **Departments should evaluate the extent to which service work, course types, and advising are assigned. To the extent a gendered trend is detected, corrective action to change the trend should be taken and practices should be institutionalized to avoid re-emergence of the trend.**
- **Institutionalized measures of service work should be developed and used when determining promotion and merit increases.**
- **Deans, chairs, and supervisors should be cognizant of the gendered expectations held by students when drawing conclusions about female employees.**

Family Responsibilities.

- **The recommendations from the campus collaboration on childcare (“The Childcare Committee”) should be implemented.**

Inappropriate References to Females and Language.

- **The President and Provost should issue a strong, joint statement that these actions will not be tolerated in the TTU community including informal gatherings and classrooms. The statement should include examples of inappropriate references and language and should be accompanied by relevant sections of the OP. Chairs and supervisors should be required to read aloud the statement in its entirety at a faculty or unit meeting and to take action regarding all reports of inappropriate conduct.**

Female Graduate Student Issues

Lack of Representation.

- **Increase graduate student representation within the SGA or resurrect the former Graduate Student Government Association.**
- **Analyze graduate student retention and graduation rates to determine if there is a gendered pattern.**

Safety.

- **Increase graduate student housing on campus.**
- **Create an escort service or bus route from 8:30 until 9:30 pm that can be used by graduate female students.**

THE PRESIDENT'S COUNCIL ON GENDER EQUITY

ANNUAL REPORT 2007-08

The history of women's status in academia and professionalism has left universities with the difficult challenge of achieving and maintaining gender equity. This is true for many universities and industries and, in this regard, Texas Tech University (TTU) does not appear to be significantly worse or better than many other universities. Furthermore, the institutionalization of a council devoted to gender equity at TTU demonstrates a commitment to establishing and maintaining gender equity. To this end, this report identifies and discusses issues and practices at TTU that are believed to contribute to gender inequity with the intent to advise and inform the TTU Office of the President regarding these issues and offers recommendations for resolution. All issues in this report warrant further research to determine their definitiveness and the degree to which each issue and pattern contributes to gender inequity.

The information in this report comes from Council subcommittee meetings, individual conversations with deans, and group conversations with chairs and staff. The objective of these meetings and conversations was to gain a grounded understanding and to begin a campus-wide conversation on gender issues at TTU. More detail on methodology is provided on page 19 of this report.

This report is divided into two sections with recommendations given after a brief discussion of each issue. The first section focuses on searches, recruitment, and retention of female faculty and staff although female student experiences are discussed where relevant. Within these sections are findings that address a wide range of gendered issues from search

committees to climate issues to the challenge of balancing family and work. The second section addresses the graduate female student issues of representation and safety.

I. SEARCHES, RECRUITMENT, AND RETENTION

Searches: Challenge of the Applicant Pool

Deans and chairs report that often the applicant pool has a low number of qualified females. It is believed that a contributing factor is the “pipeline” or mainstreaming in high school away from traditional, male disciplines. Consequently, these disciplines produce a low number of female PhDs. However, research on gender equity in universities suggests the “pipeline factor” is overstated. For over 30 years, women have made up over 30% of the doctorates in social sciences and behavioral sciences and over 20% in the life sciences (National Academy 2006). These numbers suggest there should be a larger pool of qualified female PhDs than may be perceived in TTU applicant pools. A possible explanation offered in the literature for this perception is that female applicants are evaluated differently than male applicants (Valian 1998; Glazer-Raymo 2008).

TTU chairs and deans report there is no indication that search committee members evaluate female applicants differently. They point to the academic history and productivity of all candidates as the salient issues in committee and faculty discussions. However, research on cognitive psychology indicates that differential evaluation may not be obvious to chairs. There is a high likelihood of gender schemas -- nonconscious hypotheses about gender differences -- affecting people’s perceptions and behaviors leading men and women alike to undervalue the academic productivity and service of women (Valian 2004, National Academies on Science, Engineering, and Medicine 2006, and Glazer-Raymo 2008). This non-conscious evaluation

practice may contribute to perceptions of chairs and faculty as having a lower number of qualified female applicants, *i.e.* the “challenge of the pool”.

Recommended Action:

- **The work of the TTU ADVANCE-PAID NSF Grant researchers should be institutionalized and economically supported beyond the grant period. This grant implements the POWERS and STRIDE programs which address pool-widening tactics and strategies for reducing gender schemas and for increasing diversity.**

Recruitment: Partner Hires

Once an applicant is identified as the top candidate, recruitment issues affect the success of the hire. One such issue is partner hires. Deans and chairs report that the value of partner hires for TTU is retention. A partner hire offsets the “Lubbock” factor where the pool of potential partners for educated, single persons is small. Many chairs report that hires often leave TTU due to opportunity for partnership and family at other universities and cities. Deans and chairs have come to view partner hires as preventing and circumventing this “problem” and see them as an investment in retention. At TTU, negotiations for a partner hire are managed at the dean level as they work with other deans in the cases of cross-college placements and with chairs in the cases of within college, cross-department placements. This level appears to be the best place for extensive and exhaustive efforts to successfully place a partner due to the deans’ administrative locale that canvasses several departments and their peer-status with other deans. However, deans report they frequently do not have the necessary funds to successfully recruit the desired candidates seeking a partner hire. In many cases, the deans were unsuccessful due to lack of funding despite extensive effort.

Two department-level problems regarding partner hires were identified. The first occurs during the negotiation process with the faculty viewing a budget line for a partner hire as mortgaging a future line that can be customized to fit department needs or future directions. Partner hire lines may not fit perceptions of current department needs, especially if the hire is cross-departmental with the department receiving the partner not benefitting from also getting a desired, advertised position filled. Some deans are concerned that if a department receives a budget line for a partner hire and, due to an unfriendly climate the partner leaves, the department expects to retain the line as a “permanent” line. In effect, the unfriendly department would have an open line that otherwise might not be warranted by meeting the dean’s criteria for allocating lines. One reported reason why some department members are unfriendly is the myth of low quality of the partner, a second problem surrounding partner hires. Partners of the candidate hired are often judged by their new colleagues according to a baseline that chairs suggest may be unrealistic for TTU. The judgments are based on the perception that the department could have had a “high performance faculty member” from a university that has a much higher ranking and level of prestige than the partner’s school or previous job if they had been able to choose a candidate for the line rather than agree to a partner hire. While departments should strive to hire candidates from high-ranking, prestigious universities, deans and chairs point out that often Tech has trouble recruiting and retaining these types of hires generally.

Recommended Action:

- **Designate annual funds for partner hires.**
- **Partner hire lines should be budgeted only for as long as the partner is in the department.**

- **Partner hires should not be included in considerations by deans while determining whether additional lines in a department are warranted. This would reduce the perception that partner hires are mortgaged lines, a perception that contributes to an unfriendly environment.**

Recruitment: Applicant Intent

Deans and chairs believe some candidates apply with the intent of TTU being a “backup” position if other more desirable positions do not make offers or that TTU is used as leverage in negotiations with other universities or an applicant’s current position. Given the competitive recruitment from other universities, this is more likely for highly qualified females, especially minority females. Furthermore, chairs report that if these hires demonstrate a high level of performance, they leave within a few years due to recruitment by other universities. However, chairs believe that partner hires contribute to the retention of faculty in these circumstances.

Recommended Action:

- **Increase the value of accepting and keeping a position at TTU with better-than-competitive salaries, start-up packages, and partner hires.**

Recruitment & Retention: Salary

Deans and chairs report that salaries at TTU are not competitive making it difficult to successfully hire desired candidates and to retain them beyond a few years. Additionally, there is a serious salary compression for a portion of faculty that has been at TTU for several years. Chairs believe that the larger portion of faculty with compressed salaries is female. The belief

expressed by some faculty is that they have to leave TTU to get a salary increase which contributes to retention problems.

Recommended Action:

- **Have an experienced salary analyst examine the current trends in salary at TTU to 1) determine the extent of gender inequity and make recommendations to achieve equity; 2) identify the faculty with compressed salaries; and 3) implement a three year plan for resolution.**
- **There should be funds designated for the sole purpose of resolving gender salary inequity.**
- **There should be funds designated for the sole purpose of resolving compression.**

Retention: Tenure & Promotion

TTU IRIM data show that in 2007, with a ratio of 2:1 male-to-female faculty, 19% of female faculty were ranked as full professors, 36% ranked as associate professors, and 44% ranked as assistant professors. These data show a clear underrepresentation of females in the higher ranks of academic positions. A comparison to male faculty shows an inversion of this pattern with 38% of male professors ranked as full professors, 33% ranked as associate professors, and 28% ranked as assistant professors. Furthermore, data from the TTU Affirmative Action Plan 2007-08 show even less representation of female faculty in the academic administrative ranks with only 3 of 36 (8%) departments having female chairs. With a faculty that is 33% female, a rate of 8% female chairs represents a significant gender inequity.

Recommended Action:

- **The recommendations from the TTU ADVANCE-PAID NSF Grant should be implemented and institutionalized.**
- **Deans and chairs should develop strategies, outcome measures, and projected dates for improvement to increase the numbers of females in all ranks, especially associate and full professor ranks.**
- **Deans should develop strategies, outcome measures, and projected dates for improvement toward increasing the number of female department chairs.**

Retention: Climate Issues

For faculty, retention is about a decision whether to stay at TTU and in Lubbock. For staff, it is whether to work at TTU or elsewhere in the Lubbock community. There are climate and retention issues that are common to female staff and faculty (henceforth referred to as “female employees”) which are described below.

Lack of Voice and Inclusion. Many female employees report being left out of decision-making and being over-spoken during meetings. Females report that some colleagues who are not “female-friendly” steer resources away and in the case of faculty, this can include students.

Recommended Action:

- **Chairs and supervisors should review the current allocation of resources and assignments to determine the extent of gender inequity in their units and take necessary action to establish equity.**

- **Chairs and supervisors should be mindful of these issues and monitor interaction and allocation to ensure female faculty and staff have voice and resources equal to male faculty and staff.**

Fear of Making Mistakes. Unclear, ever-changing job responsibilities and expectations create stressful work environments. Consequently, many female employees are unclear about what is expected of them. This leads to self-measures of satisfactory job performance as “No news is good news” and “I have not gotten in trouble so I must be doing OK”. More pervasively, the unclear expectations and ever-changing responsibilities promote self-isolation, fear of admitting mistakes, and cover-up of mistakes.

Recommended Action:

- **TTU Personnel Office recommendations on these issues should be sought and supported.**

Suspicion and Mistrust. Staff and deans report that often assumptions about employee behavior by immediate supervisors are erroneous. This results in a mutual suspicion and mistrust of staff and faculty with their supervisors. One consequence of this is a fear of prevalence of unwanted behavior such as flexible scheduling to manage family issues or illness. One person in a supervisory position summed the mistrust and suspicion by stating, “If we make it policy, everyone will do it.” The suspicion is that employees will “abuse” policy. This demonstrates an absence of trust that the faculty or staff member is a sincere worker. While it is problematic when a few employees abuse policy, it is equally or more problematic when policy does not address commonly occurring employee needs. Additionally, under these conditions, the

balancing of evaluating employees fairly by chairs versus the perceptions of oppression by the employee becomes difficult to achieve.

Recommended Action:

- **TTU Personnel Office recommendations on these issues should be sought and supported.**

Service Work and “Being Female Faculty & Staff”. Two inter-related climate issues that affect retention are differential expectations and divisions of service work assigned to females or as was frequently stated “being a female faculty or staff member”. Student expectations of female faculty and staff differ from expectations of males often resulting in more informal service work and negative evaluations by students. Reportedly, female faculty do more formal and informal student advising. Formal student advising includes filling the position of undergraduate or graduate advisor. Additionally, female faculty teach more “hands-on” classes such as internship supervision, field courses, and pro-seminars than their male colleagues and often are expected to do more “writing work” for the departments such as proposals, meeting minutes, department flyers, etc. Informal student advising is described as time-consuming with students frequently engaging and “holding” female faculty and staff in counseling-type conversations or asking them to serve as student organization advisors. Since service work is not systematically defined as meritorious work, formal and informal service work may affect productivity, evaluations, merit increases, and promotion.

Paradoxically, despite expecting female professors and staff to interact in a counselor/advisory capacity, it is believed that students are more likely to evaluate faculty negatively and to challenge female faculty and staff more frequently. One dean reports that

female faculty in his college had reported students challenging their authority in the classroom. Negative student evaluations and challenges to grades and classroom activity reduces the likelihood of favorable third year and tenure/promotion reviews by colleagues and supervisors.

Recommended Action:

- **Departments should evaluate the extent to which service work, course types, and advising are assigned. To the extent a gendered trend is detected, corrective action to change the trend should be taken and practices should be institutionalized to avoid re-emergence of the trend.**
- **Institutionalized measures of service work should be developed and used when determining promotion and merit increases.**
- **Deans, chairs, and supervisors should be cognizant of the gendered expectations held by students when drawing conclusions about female employees.**

Family Responsibilities. Family responsibilities disproportionately affect female staff and junior faculty. Female staff frequently use sick and vacation leave to attend to family responsibilities due to very little flexible time or workspace. Consequently, for a lot of female staff becoming ill means going to work sick or taking unpaid leave. Unpaid leave is untenable since deans, chairs, and staff report that for many staff members their salary is so low they have two jobs. Female faculty often experience a time-bind on their ability to meet the pressures and expectations of tenure due to family responsibilities. This problem is intensified at TTU because of a lack of infrastructure to help females balance work and family responsibilities. Affordable, quality childcare is not readily available and what is available is expensive. Staff often rely on informal, unpredictable child care arrangements, such as friends and family.

Recommended Action:

- **The recommendations from the campus collaboration on childcare (“The Childcare Committee”) should be implemented.**

Inappropriate References to Females and Language. Deans, chairs, and staff report that female faculty, staff, and students experience interactions with persons who use demeaning language and tone about female faculty, staff, and students. Some of the demeaning references reported are made face-to-face with female employees and include calling a female “good-looking”, “dear”, or “sweetheart”. Other inappropriate references are overheard and include “the women” (spoken in a negative tone), comments about anatomy, blonde jokes, and reference to someone as a “good-looking gal”. Frequent locations of these actions include halls, offices, classrooms, and informal gatherings on- and off-campus. Junior female faculty, female staff, female graduate students, and female undergraduate students are usually intimidated by these actions and fear retaliation if they respond negatively to these behaviors thereby greatly reducing the likelihood of formal grievance procedures remedying these problems.

Recommended Action:

- **The President and Provost should issue a strong, joint statement that these actions will not be tolerated in the TTU community including informal gatherings and classrooms. The statement should include the examples of inappropriate references and language given above and should be accompanied by relevant sections of the OP. Chairs and supervisors should be required to read aloud the statement in its**

entirety at a faculty or unit meeting and to take action regarding all reports of inappropriate conduct.

II. FEMALE STUDENT ISSUES AND EXPERIENCES

There are two issues unique to female graduate students that merit attention in this report: lack of representation and safety.

Lack of Representation. In conversation with the Dean of the Graduate School and during a brief presentation to the SGA regarding gender issues, concerns over a lack of support and infrastructure to meet family obligations of graduate students were raised. With only one vote in SGA, student fees paid by graduate students are not being directed toward graduate student needs. Since family obligations often fall disproportionately on females, this is predominately a graduate female student problem which may affect retention and timely graduation.

Recommended Action:

- **Increase graduate student representation within the SGA or resurrect the former Graduate Student Government Association.**
- **Analyze graduate student retention and graduation rates to determine if there is a gendered pattern.**

Safety. The second issue is the lack of safe housing for some single, female graduate students, especially international students. The Dean of the Graduate School reports that these female graduate students often live in very poor, unsafe neighborhoods. Some students find it difficult to attend the 6-8:50 pm graduate seminars because the bus routes do not pass close to their residents. Consequently, they walk a distance at night in unsafe neighborhoods.

Recommendation Action

- **Increase graduate student housing on campus.**
- **Create an escort service or bus route from 8:30 until 9:30 pm that can be used by graduate female students.**

REFERENCES

Valian, Virginia 1998. *Why So Slow? The Advancement of Women*. Cambridge, MA: MIT Press.

Glazer-Raymo, Judith (2008). *Unfinished Agendas: New and Continuing Gender Challenges in Higher Education*. Johns Hopkins Press:

National Academy of Sciences and Engineering (2006). *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*. www.nap.edu.

METHOD: GROUNDING IN EXPERIENCE, STRATEGIES, AND IDEAS

Individual conversations

Eleven deans
Two administrative unit supervisors
Two administrative assistants

Group conversations

One group meeting with 31 staff
Four group meetings resulting in total of 28 chairs

Meeting of the TTU President's Council on Gender Equity Subcommittees AY2007-08

Employment Subcommittee
Family Subcommittee
Climate Subcommittee

Other sources of information

TTU data & reports
TTU NSF POWERS presentation & STRIDE manual