

**Presidential Commission  
on  
Workplace Fairness, Equity, and Respect**

Summary Report

May 2015



**UNIVERSITY  
OF DALLAS**

# Contents

<b>Introduction</b> .....	3
<b>Overview</b> .....	3
2.1 <i>Commission Membership</i> .....	3
2.2 <i>Mission</i> .....	4
2.3 <i>General guidelines</i> .....	4
<b>Hiring and Promotion</b> .....	5
3.1 <i>External Comparison to AAUP</i> .....	5
3.2 <i>Internal comparison of faculty gender distribution</i> .....	6
3.3 <i>Internal comparison of administrator gender distribution</i> .....	8
3.4 <i>Comparison of administrator gender distribution to external indicators</i> .....	9
3.5 <i>Conclusions</i> .....	10
<b>Climate Survey</b> .....	10
4.1 <i>Methodology</i> .....	10
4.2 <i>Results</i> .....	10
4.3 <i>Conclusions</i> .....	12
<b>Compensation</b> .....	12
5.1 <i>Methodology</i> .....	12
5.2 <i>Results</i> .....	12
5.3 <i>Conclusions</i> .....	15
<b>Exit Survey</b> .....	16
6.1 <i>Methodology</i> .....	16
6.2 <i>Results</i> .....	16
6.3 <i>Conclusions</i> .....	17
<b>Commission Recommendations</b> .....	17
<b>Conclusion</b> .....	20

## Introduction

The Presidential Commission on Workplace Fairness, Equity, and Respect (Commission) was initiated by President Thomas W. Keefe in May 2014 to study the working environment for female full-time faculty at the University of Dallas (UD or the University) and recommend any needed changes. The Commission presented a full report of its findings to President Thomas W. Keefe, Brian Murray, Karin Riley, and Trustee Mary Ritter in February 2015. Additionally, Provost Eaker, Deans Parens, Scherer, Whapham, and Interim Dean Brown Marsden received a copy of the confidential report in April 2015. This Summary Report provides an overview of the research, findings, and recommendations of the Commission for UD faculty and the Board of Trustees.

## Overview

President Keefe convened the Commission in response to a campus conversation regarding gender equity in pay, as well as questions about the representation of women in the faculty and administration. The Commission's charge from President Keefe included four areas of concern:

1. The recruitment and retention of women in tenured and tenure-track faculty positions
2. The representation of women in University leadership positions
3. The equity of compensation for women
4. The work environment and University climate for women

### 2.1 Commission Membership

The Commission was comprised of the following faculty:

- Cherie Hohertz (Chair) – Dean of University Libraries and Research, William A. Blakley Library
- Marcy Brown Marsden – Associate Professor of Biology and Interim Dean, Constantin College
- Bainard Cowan – Cowan Chair and Professor of Literature, Braniff Graduate School
- Diana Dudoit Raiche – Assistant Professor, School of Ministry
- Jacob Ivan Eidt – Associate Professor of Modern Languages, Constantin College (served through October 2014)
- Blake Frank – Associate Professor of Management, Satish and Yasmin Gupta College of Business
- Sally Hicks – Professor of Physics, Constantin College
- Barbara Khirallah, Affiliate Professor of Education, Constantin College
- Rosemary Maellaro, Associate Professor of Management, Satish and Yasmin Gupta College of Business

## *Mission*

Before beginning its work, Commission members crafted the following mission statement to guide its efforts in achieving their charge from President Keefe:

*The purpose of the Presidential Commission is to evaluate gender equity, fairness and respect in salary, hiring, leadership and work place environment in order to recommend positive and effective changes that are consistent with our moral and legal responsibilities as well as the University mission.*

Commission members also determined that their objectivity, maintaining the confidentiality of information obtained about the faculty, and safe guarding the anonymity of information received from the faculty were paramount to the success of the Commission. Toward that end, all members signed a strict and binding confidentiality agreement.

### *2.3 General guidelines*

As a framework for this report, the Commission has been attentive to the seven foundational principles of Catholic Social Teaching, particularly *Respect for the Human Person* and *Respect for Work and the Worker*. The fundamental respect due every human person is essential to an approving attitude toward all work, manual as well as intellectual, performed by both women and men. Respect for work and the worker serves as a sure guide in informing University policies and practices to ensure fairness, equity and respect in all aspects of University life: hiring, compensation, recognition and advancement in rank. With these principles in mind, the report that follows intends to serve the mission of the University of Dallas.

The Commission's research activities were focused in the following key areas:

- Hiring and promotion – analysis of faculty and administration data with regard to gender to compare the representation of female faculty and administrators at the University of Dallas and national trends.
- Climate survey – creation, distribution, and analysis of results of a faculty climate survey to assess perceptions within departments, schools or colleges, and the University as a whole.
- Compensation analysis – analysis of salary data for male and female faculty to identify any salary disparities that cannot be attributed to other factors (years of service, age, rank, tenure status, college or school, and department).
- Exit survey – creation, distribution, and analysis of results of an exit survey that was sent to faculty who left the University since 2006 to learn about their experiences while employed by the University and their reasons for leaving.

The next four sections address the research methodologies, findings, and the Commission's conclusions in each of these key areas.

## hiring and Promotion

The Commission examined University of Dallas data regarding gender distribution as a function of faculty rank and also examined gender distribution in the administrative positions at the University of Dallas.

As an external comparison, the Commission compared the University's 2014 disaggregated gender data to a 2006 American Association of University Professors' (AAUP) report on gender equity indicators. Furthermore, as an internal comparison, a multi-year gender distribution as a function of rank at the University of Dallas was analyzed.

The internal study of the Commission looked at the following faculty categories: tenured, tenure-track, full professor, and full-time not on tenure-track (such as affiliate faculty). Bulletins from the 1999-2000 through the 2014-2015 academic years were used as a record of the faculty and administrators at the University of Dallas. Rank data were analyzed based on 1) highest rank achieved, 2) number of years at rank, and 3) gender. The term "faculty-years" describes the number of years served at a particular rank.

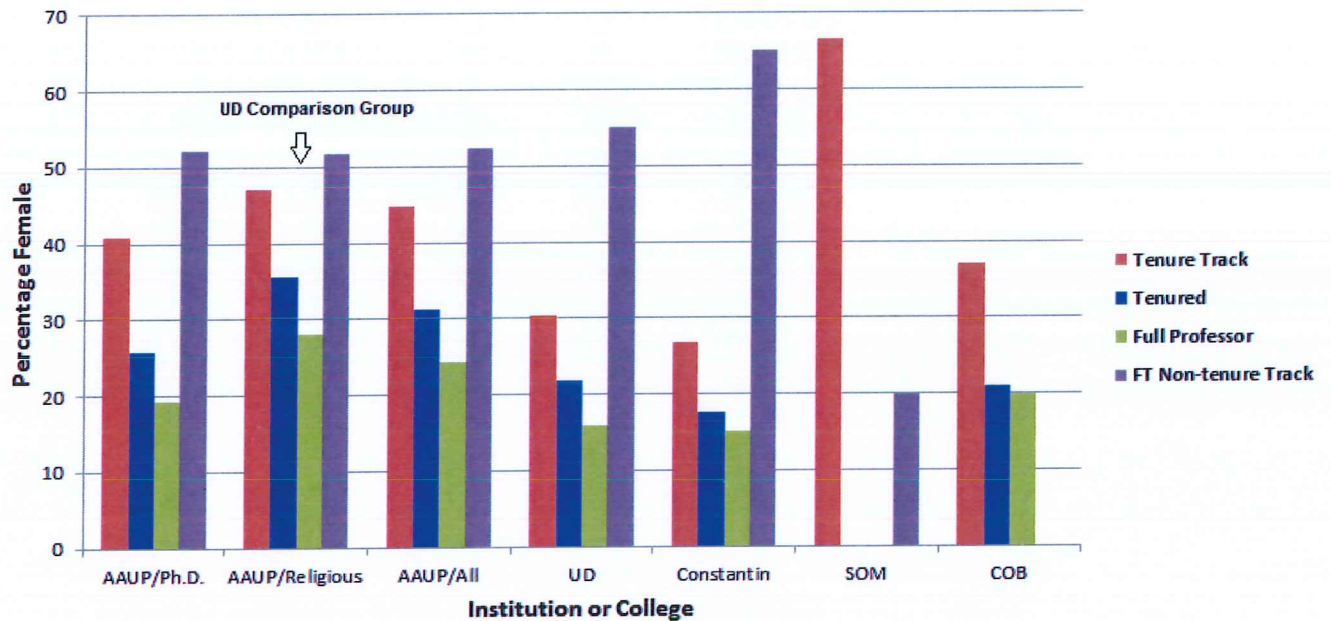
Administrator data are variable due to the expansion and contraction of administrative positions. Administrators were grouped by: 1) provost or dean, 2) associate or assistant provost/dean, and 3) director (of a Master's or Ph.D. program, Director of University Libraries, or IRPS Directors) or department chair.

### *3.1 External Comparison to AAUP*

The number of tenure-track, tenured, full professor, and full-time (FT) non-tenure-track female faculty at the University of Dallas are shown below in Figure 3.0 and are compared by college/school as well as to AAUP data for Ph.D. granting, religious, and all universities. Faculty at the rank of assistant, associate and full professor is considered to be tenure-track faculty.

Representation of women in tenure-track positions at all ranks is low in the College of Business and Constantin College compared to any of the AAUP categories in the 2006 AAUP Gender Equity Indicators Study. Only in the School of Ministry does the percentage of tenure-track women compare well to external indicators, but the School of Ministry has only three tenure-track faculty. External comparison, therefore, clearly shows a much lower percentage of female faculty at the University of Dallas than the AAUP average. Conversely, the number of FT non-tenure-track female faculty is higher than the AAUP comparisons.

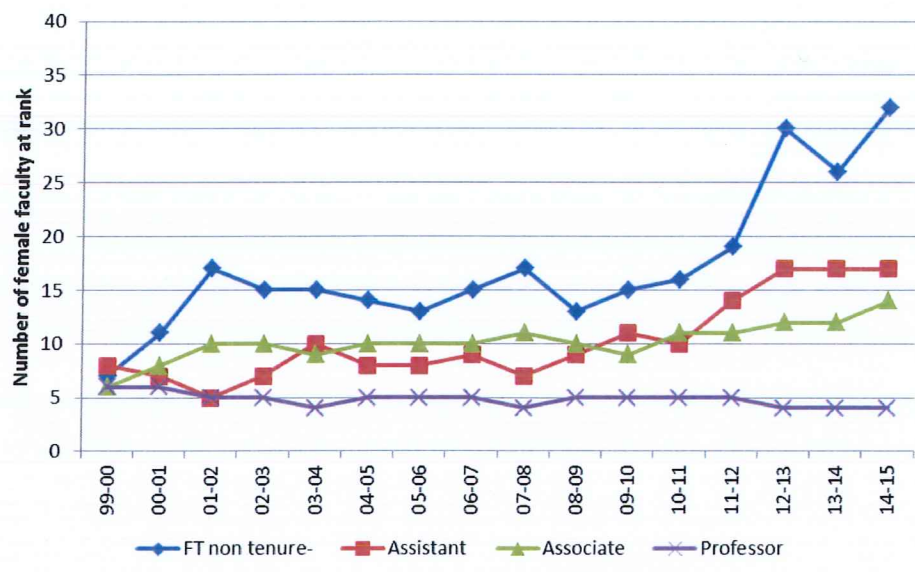
Figure 3.0: Comparison of AAUP and UD tenure-track, tenured, and full professor, and full-time non-tenure-track female faculty. In the case of the School of Ministry there are only three tenure-track faculty members, no tenured or full female faculty. The School of Ministry is represented by SOM and the Satish and Yasmin Gupta College of Business by COB in all figures.



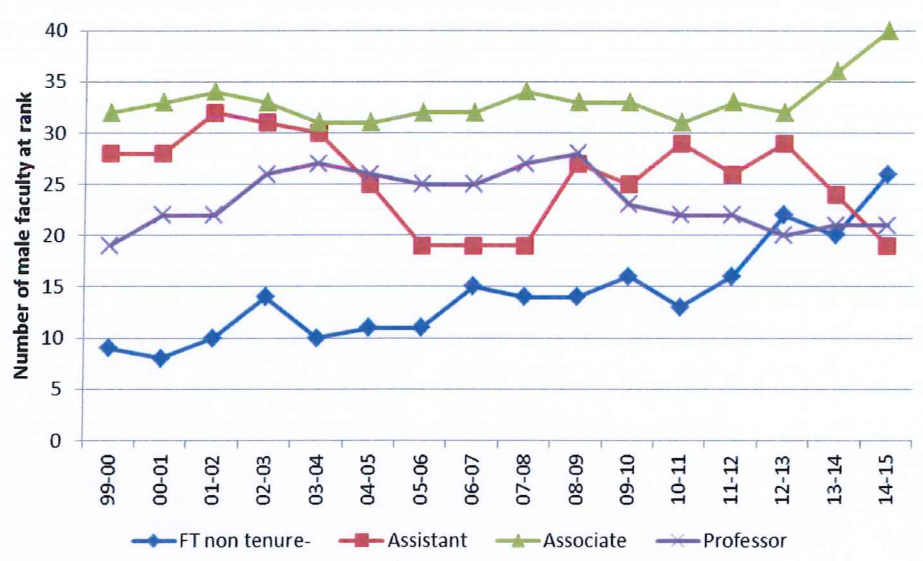
### 3.2 Internal comparison of faculty gender distribution

The number of full-time non-tenure-track, assistant, associate, and full-professor female faculty (A) and male faculty (B) across the academic years 1999-2000 through 2014-2015 is shown in Figure 3.1 below. By overall number, the most common rank of female faculty across the 16 academic years was FT non-tenure-track, while for males this was the least common rank (with the exception of 2012-2013 and 2014-2015). For male faculty the most common rank was associate professor across all 16 years. The internal comparison reveals that women trailed men significantly in terms of rank achieved during the period examined.

Figure 3.1: Total number of female (A) and male (B) faculty at each rank for each academic year from 1999-2015.



A. Number of female faculty at rank

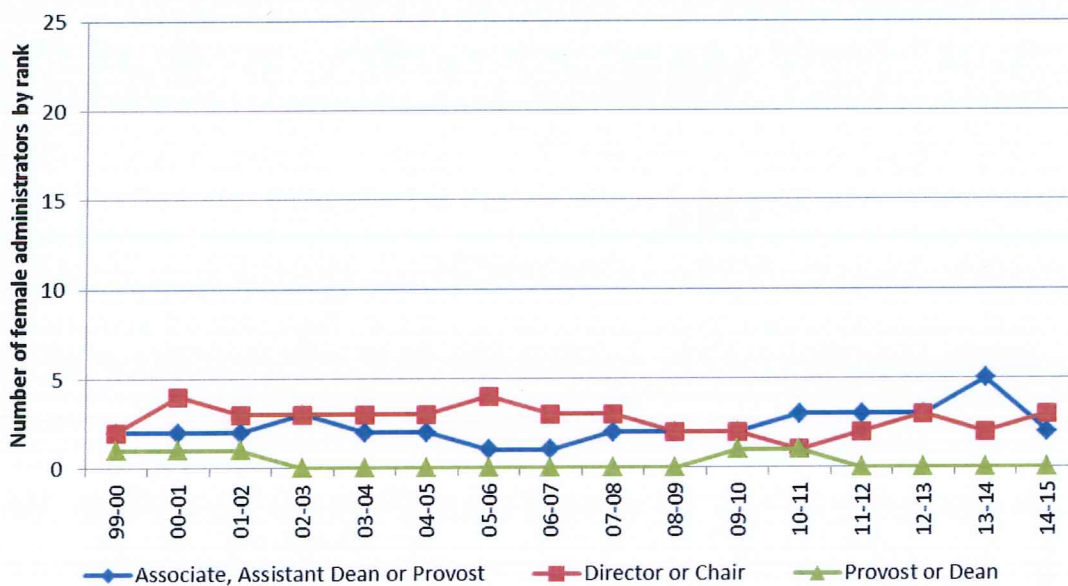


B. Number of male faculty at rank

### 3.3 Internal comparison of administrator gender distribution

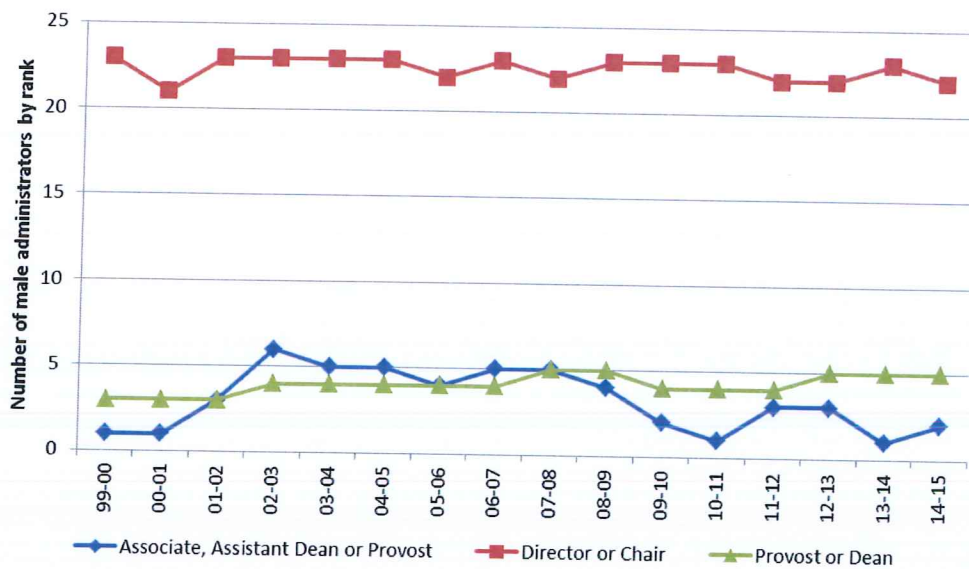
The average number of female administrators across all years was five per year (14%), with a low in 2008-09 of three (8.3%) and a high in 2013-14 of seven (19%), as shown in Figure 3.2. Overall, only 9% of the administrator-years at the director or chair level were served by women; only five years were served by women at the dean level; and a woman was never a provost during the years examined. The greatest representation of female administrators was at the associate or assistant dean/provost level, with a total of 37 female administrator years (39% of the overall total). The most common administrative rank of female administrators across the 16 academic years was associate or assistant dean/provost, while for men this was the least common rank. The most common rank among male administrators was director or chair.

**Figure 3.2: Number of female (A) and male (B) administrators in each administrative category for each year from 1999-2015.**



A. Number of female administrators by administrative category.





B. Number of male administrators by administrative category.

### 3.4 Comparison of administrator gender distribution to external indicators

A comparison of University of Dallas administrator data to external evaluations of women in higher education administration positions was completed, although more limited in scope because of a lack of extensive external sources. According to a 2008 report by the American Council on Education (ACE) "On the Pathway to the Presidency: Characteristics of Higher Education's Senior Leadership,"<sup>1</sup> across all institution and position types 44.6% of positions in higher education administration are held by women. UD Bulletin data show that between 1999-2000 and 2014-2015 an average of 14.7% of academic administrative positions were held by women. The ACE study indicates that across all colleges and universities 35.5% of deans of academic colleges and 38.0% of provosts are women. On average at the University of Dallas since 1999-2000, women have never been the provost and have held only 14.7% of the dean positions. Although no data are available for the proportion of women in chair or director positions who were hired from within their university, the study does note that for dean and provost positions approximately 62.4% and 55.1%, respectively, of individuals in those positions were internal hires.

1. Gomez, Gigi G. and King, Jacqueline E. "On the Pathway to the Presidency: Characteristics of Higher Education's Senior Leadership." *cupahr.org*. January 2008.  
<http://www.cupahr.org/knowledgecenter/files/PathwayPresidency.pdf>.

### *3.5 Conclusions*

- The University of Dallas has substantially fewer female faculty than the average for religious universities, except for in the FT non-tenure-track faculty category, in which it has more.
- The most common rank of female faculty at UD is FT non-tenure-track, while for men it is associate professor.
- There is a decrease in female representation as rank increases.
- The average of 14.7% representation of women in administrative positions is well under the 44.6% average representation of women across all institutions of higher education.

## **Climate Survey**

### *4.1 Methodology*

The Commission created an 86-item climate survey that was hosted securely off-site. All FT faculty received individualized links to access the survey and respond to it between October 20 and 30, 2014. To protect faculty anonymity and to encourage candid answers, respondents were asked to provide only two pieces of identifying information: tenure status and gender. A total of 120 responses was received out of 151 distributed surveys, for an overall response rate of 79.5%. Men accounted for 63% of responses and women for 37%, which is within the expected response rate based on the distribution of men and women in the faculty.

### *4.2 Results*

The results of the climate survey provided information about the experiences and perceptions of University faculty, aiding the Commission in formulating its recommendations to President Keefe. The Commission's full report to the President includes information about all survey findings; this summary report, however, provides a general overview of topics that showed a statistically significant difference in responses by men and women.

Responses to the 78 quantitative survey items revealed statistically significant differences between men and women on 15 items. On three of the 15 items, women responded more positively (or less negatively) than men; on the 12 remaining items women responded more negatively than men. The content of the 15 items encompassed the following topics:

- Communications at the University
- Fair criteria for faculty hiring, promotion, and opportunities for leadership positions regardless of gender
- Frequency of demeaning, derogatory, and/or offensive remarks based on gender
- Frequency of exclusion and disregard for opinion and/or expertise based on gender

- Fair compensation regardless of gender and compared to other people in similar jobs in the University
- Overall job satisfaction at the University

Faculty also had the opportunity to enter comments in response to eight qualitative items that addressed these topics:

- Level of satisfaction at the University
- Issues within a specific school or department, or with dean or director, that impacted satisfaction or prompted reconsideration of employment
- Observations of different treatment of faculty and/or students based on gender, as well as whether such instances were reported and satisfactorily resolved
- Feelings of marginalization or discrimination based on gender

A total of 120 survey respondents made 389 comments. Qualitative content analysis revealed that all comments fell within twenty categories. Specific comments were not included in the full report to the President, nor are they included in this report to maintain the anonymity of respondents and the confidentiality of their specific comments.

As measured by the number of positive comments, faculty identified students as the factor contributing most to their level of satisfaction at the University. Many respondents commented on their appreciation for the intellectual level of the students, the serious scholarship of the students, and the ability to work closely with students because of the small class sizes. Other positive comments included positive relationships with peers in the respondent's department, college, or school, the academic freedom to teach subjects of interest, the rigorous curriculum at the University, and relationships with current University administrators.

Negative comments covered a wide range of subjects. The highest number of negative comments was about financial issues, including salary. While it is important to note that salary was the area that received the highest number of comments, lack of resources for professional development was a major comment area as well; numerous commenters noted that the lack of professional development funds greatly impeded their ability to attend conferences, and conduct the in-depth research necessary to achieve tenure.

Discrimination, specifically gender discrimination, received a remarkably high number of comments. Several commenters reported inappropriate comments toward women, a feeling of women being left out of departmental activities, and the perceived lack of advancement opportunities or committee appointments for women. Conversely, there were several comments about the concern for reverse discrimination - hiring or promoting women because of gender, regardless of the strength of qualifications. There were also a considerable number of comments about other types of discrimination, including discrimination because of sexual orientation, religion, and race.

Female commenters were overrepresented in positive comments about students. With the exception of comments regarding workload, women were also overrepresented in all negative comments. Moreover, they were highly overrepresented in the negative comment categories of faculty-peer relations and gender discrimination. Women were also highly overrepresented (80% of all comments) in negative comments about non-participatory decision-making.

### *4.3 Conclusions*

- The survey response rate for men and women was within the expected return rate, with an overall participation level of 79.5% of full-time faculty.
- Responses to the 78 quantitative survey items revealed significantly fewer positive or greater negative responses by women than by men on 15 items.
- Faculty identified students as the factor contributing most positively to job satisfaction.
- Salary and the lack of professional development funds were identified as the factors contributing most to negative job satisfaction.
- Gender-related negative experiences included inappropriate comments, lack of committee appointments, and a perceived lack of advancement opportunities.

## **Compensation**

### *5.1 Methodology*

The Commission was charged with examining UD salary data to evaluate pay equity for tenured and tenure-track female faculty. Pay disparity was investigated in two ways: an external consultant, Dr. James Herring, was hired by the Commission to complete a multi-variable statistical analysis of UD faculty salaries; and Commission members conducted a single variable analysis of faculty mean salaries across the University's colleges and schools. The latter analysis was completed prior to the external consultant's and is included for two reasons: mean salary data are the data reported to external agencies such as the *AAUP* and the *Chronicle of Higher Education*; and the analysis revealed information not included in the consultant's analysis.

### *5.2 Results*

#### *External consultant statistical analysis*

A multiple regression analysis looked at the following independent (or predictor) variables of University-wide faculty salaries: College and University Professional Association for Human Resources (CUPA) reference pay for 2014, rank, tenure status, age, years of employment at the University, prior administrator, and gender. Salary data for regular (tenured and tenure-track) and library faculty from the past three years, beginning with 2012-2013 contracts, were used in this analysis.

The consultant's findings for the University-wide salary analysis were:

- The only variables that predicted pay were CUPA averages and prior administrator status.
- Gender was not a predictor of salary in the regression analysis.
- Rank was not a predictor of salary in the regression analysis
- CUPA adjustments were beneficial and have eliminated salary differentials due to years of employment and service to the institution.
- An assessment of large discrepancies (residuals) should be completed and actions taken to eliminate differences in individual salaries where appropriate.

The consultant found no evidence of a University-wide written comprehensive compensation policy. He advised that such a policy would help eliminate real or perceived salary disparity.

#### Commission mean salary analysis

The Commission conducted a single variable analysis of CUPA adjusted faculty salaries for the 2014 contract year (as of May 31, 2014) across the University's colleges and schools. It analyzed 209 tenured, tenure-track, and library faculty salaries to determine salary means and the standard deviation in those means as a function of gender, rank, and college or school.

In the following discussion, the term "CUPA-normalized salary" refers to a person's salary divided by the CUPA standard for their rank and discipline, thus providing a percentage of CUPA value for each salary. Numbers in parentheses indicate negative numbers.

#### **a) Results: University-wide mean-salary analysis**

- Male and female CUPA-normalized salaries agree within one standard deviation University-wide in agreement with the external consultant's analysis.
- For the University as a whole, real dollar differences of women's salaries from men's are (\$2,857) for all faculty, (\$2,009) for full professors, (\$787) for associate professors, and (\$3,513) for assistant professors when the University is considered in totality.
- The lowest and the median salaries for both male and female faculty are 86.5% of the CUPA reference for their rank and discipline, which attains the University's targeted percentage for the period evaluated.

#### **b) Results: Constantin College mean-salary analysis**

- Real dollar differences of women's salaries from men's are (\$4,437) for all faculty, (\$2,025) for full professors, (\$2,794) for associate professors, and (\$1,740) for assistant professors.
- The faculty with salaries above the CUPA reference salary at each rank is 4 (66.7% ) female assistant professors and 9 (64.3%) male assistant professors; 1 (10%) female associate professors and 9 (32.1%) male associate professors; and 0 (0%) female full professors and 3 (21.4%) male full professors.

- The spread in women's CUPA-normalized salaries at each rank is less than that of male colleagues, and the smaller female mean salary is closer or equal to the 86.5% CUPA reference.

***c) Results: Satish and Yasmin Gupta College of Business mean-salary analysis***

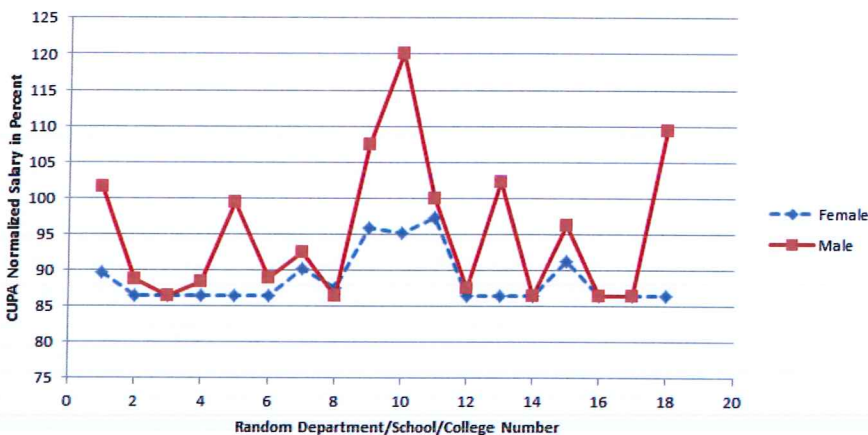
- Real dollar differences of women's salaries from men's are (\$5,050) for all faculty, (\$5,801) for full professors, (\$1,886) for associate professors, and (\$2,431) for assistant professors.
- The spread in women's CUPA-normalized salaries at each rank is less than that of male colleagues, and the smaller female salaries are closer or equal to the 86.5% CUPA reference.
- The faculty with salaries above the CUPA reference salary at each rank is 4 (80.0%) female assistant professors and 2 (66.7%) male assistant professors; 3 (75.0%) female associate professors and 9 (100%) male associate professors; and 0 (0%) female full professors and 3 (75.0%) male full professors.
- Mean female full-professor salaries are significantly (i.e., by more than one standard deviation) less than mean male full-professor salaries.
- Mean assistant-professor salaries are almost one full standard deviation less than mean male assistant-professor salaries.

***d) Results: Blakley Library and School of Ministry mean-salary analysis***

- Library male assistant professors are paid slightly (<1%) less on average than female assistant professors, all of whom are paid within 1% of the CUPA reference. School of Ministry male faculty is paid significantly more (> 1.5 standard deviation) than female faculty.

***e) Results: All Academic Units mean-salary analysis***

The final salary evaluation considered mean salary by gender and rank for individual academic departments, colleges, and schools that employ both male and female faculty at the same rank working side-by-side; these comparisons are shown in Figure 4 in a completely random order.



**Figure 4 Comparison of mean salary for each academic unit that contains male and female faculty of a given rank. Units are all assigned random numbers and no two units from the same department, college, or school are shown consecutively.**

While there are some units that have equivalent mean salaries for men and women, in most UD academic units, women are paid less than their male colleagues of equal rank.

### **Existing College/School compensation practices**

All deans with salary responsibility were interviewed by Commission members and answered questions regarding starting pay rates, salary negotiation, start-up allowances, merit raises, and the processes by which annual reviews and merit increase criteria are communicated to faculty.

- All deans indicated starting salaries are currently determined by looking at CUPA market rates for faculty in all colleges and schools. The Satish and Yasmin Gupta College of Business also consults the Association to Advance Collegiate Schools of Business (AACSB) salary standards.
- The deans mentioned that the raise pool in the past years has been so small ( $\leq 3\%$  of salary) that significant merit raises have not been possible.
- All deans said salary negotiation is a large determinant of starting salary and start-up funds.
- The deans said that faculty can negotiate for non-salary benefits such as course releases, increased funds for professional development or travel, additional library resources, etc., when hired.
- The deans all agreed that there is no formal written University-wide salary policy at their level.<sup>2</sup>

### **5.3 Conclusions**

- The regression analyses completed by the external consultant found no statistical evidence of gender discrimination when University salaries were evaluated as a whole and, moreover, that only CUPA reference pay and prior administrator status were good predictor variables.

<sup>2</sup> University CFO Brian Murray in March 2014 indicated that when viewed from the President's perspective there is a University-wide compensation policy based on the procedures that must be followed and forms that must be completed before salaries and other compensation requests reach the president's office for consideration.

- Statistical differences may not be discernible; however, patterns of lower salary for female faculty exist for almost all academic units and ranks and there is little variation in female salaries above the CUPA minimum, especially at the full and associate professor ranks.
- The mean salary analysis discovered that some pay discrepancies are significantly different for male and female colleagues of the same rank working in the same department, college, or school.
- All deans indicated that no University-wide policy exists for determining starting faculty salaries or merit pay increases.

## Exit Survey

### *6.1 Methodology*

The Commission constructed and distributed a qualitative exit survey to faculty who had left the University after 2006. The survey had three main goals, with one question aimed at each: to discover what attracted faculty to the University of Dallas; to learn the reason or reasons for leaving; and to inquire about what the University could have done to improve their experience as faculty members.

The survey was successfully delivered electronically to 74 of 77 former tenured, tenure-track, and affiliate faculty members. The Commission received 35 completed surveys, for an overall response rate of 47%. Of those responding, 17 were male and 18 female; 17 were tenured or tenure-track, and 18 were non-tenure-track.

### *6.2 Results*

All positive comments came in response to the first question: What originally attracted you to the University of Dallas? Prominent reasons given included academic quality (the most frequent answer), quality of students, reputation, academic freedom, and prior relationships with current faculty.

Among negative comments in response to the second and third questions, factors having to do with unequal pay for women, lack of advancement opportunities for women, recruitment and retention of women faculty, and the climate in which women at UD worked—more generally, gender discrimination—were mentioned in 4 of the responses, all by female former faculty. Other areas characterizing respondents' answers included relations with administration--department chairs, interim deans, deans, provosts, vice presidents, and president (noted in 18 responses, of which 10 were female, and 10 were non-tenure-track); resource shortages including salary and support resources (in 10 responses), faculty/peer relations (in 6 responses), and academic concerns such as quality, ideology, reputation, and work load (in 4 responses).



## 6.3 Conclusions

- The Commission sent 74 exit surveys to faculty who left the University after 2006. The response rate was 35, or 47.3%.
- Gender discrimination was noted as a reason for leaving by 11% of the respondents.
- Other reasons for leaving were relations with administrators (chairs, deans, provosts, vice presidents, and president), salary, and resource shortages.

## Commission Recommendations

After analyzing data collected to evaluate equity, fairness, and respect for women at the University of Dallas, the Commission makes recommendations with strategies for improving 1) the hiring of women in tenure-track positions, 2) the presence of women in tenured positions of increasing rank, 3) the representation of women in administrative positions, 4) the conditions for establishing a university-wide environment for women that is consistent with respect for the human person, 5) the compensation equity women deserve, and 6) the voluntary or involuntary departure of faculty from the university.

### ***Recruitment and Hiring of Women in Tenured and Tenure-track Faculty Positions***

Without question, academic qualifications are the *sine qua non* for hiring candidates for faculty positions and for their promotion. Nonetheless, the Commission found a significantly lower representation of women than men in tenured and tenure-track faculty positions. To ensure that gender discrimination is neither consciously nor unconsciously occurring in the processes adopted for searches, hiring and promotion, the Commission makes the following recommendations:

- Appoint women to all search committees and substantially involve them in the faculty interview process.
- Target job postings to reach a diverse pool of job-seekers that include women.
- Ensure that female faculty and administrators are in attendance at a candidate's professional presentation, especially when a female candidate is invited to campus.
- Intentionally include female faculty in formal and informal deliberations.
- Assure parity in start-up packages between female and male faculty with similar resource needs in disciplines for which start-up funds are necessary.

### ***Representation of Women in University Leadership Positions***

Increasing the representation of women in University leadership positions now and in the future is necessary because of the current underrepresentation of women in academic administrator positions. Fundamental respect for the work and the worker calls on the University to foster an environment that not only acknowledges the intellectual and inherent leadership qualities of current female faculty but also to provide specific opportunities for growth and development that

further prepares women for positions of greater leadership responsibility. Therefore, the Commission recommends the following:

- Appoint women to all administrative search committees.
- Involve women in the interview process for university administrators in a significant way.
- Encourage female faculty to advance to the director/chair level.
- Appoint qualified internal female candidates to chair and director positions as a priority to support a climate of gender equity and fairness.

### ***University-Wide Climate of Respect***

The climate and exit survey responses revealed areas of real or perceived gender discrimination among current and past faculty members. The Commission recommends the following actions to enhance a collegial atmosphere among faculty, especially for women:

- Communicate existing laws that protect women's rights at the University of Dallas, such as the Family Medical Leave Act, Title VII of the Civil Rights Act of 1964, Title IX of the United States Education Amendments of 1972, and the Pregnancy Discrimination Act.
- Provide mandatory seminars facilitated by experts to train administrators, faculty, and staff about gender issues, such as gender stereotypes, unrecognized bias, and hostile work environment.
- Convene a standing committee to analyze campus climate data, with at least two members from the inaugural Commission serving as guides on the process used for this study.
- Expand the scope of future analyses established by the Commission to explore other areas of potential inequity, such as race, sexual orientation, religion, and staff salaries.
- Enhance collaboration and collegiality by hosting more faculty colloquia, lecture series, and University-wide social events, where faculty can learn about colleagues' work or share research.
- Encourage a culture of celebrating professional successes and an institutional means for recognizing such successes beyond the King-Haggard event.

### ***Equity of Compensation for Women***

Although the external evaluation of University-wide compensation revealed no evidence of gender discrimination, the internal evaluation of pay by academic unit and faculty rank demonstrates that women are paid less on average than men at every rank in all colleges and schools. The external consultant evaluation of compensation together with interviews of the deans of the colleges and schools revealed a lack of clarity in communicating pay structure, performance evaluation and merit increases. Additionally, the University should clearly and broadly communicate the procedures used to evaluate faculty performance and recommend starting salaries and merit increases. Specific steps recommended by the Commission to achieve this are as follows:

- Analyze salary disparities to address the outliers (residuals) identified by both the outside consultant and the internal mean salary analysis, and remediate disparities based on gender.
- Analyze salaries annually to ensure that women and men are being compensated in accordance with the established criteria.
- Review salaries every three years in a non-administrative committee, e.g., the Faculty Compensation Committee, to monitor compensation distribution overall.
- Continue to participate in external salary surveys that are published by outside agencies, such as AAUP and the Chronicle of Higher Education.

Additionally, since the examination of affiliate faculty salaries was not within the scope of the Commission's purview, the University should consider conducting a study of male and female affiliate faculty compensation.

### ***Exit Survey***

In an effort to retain qualified female faculty, the Commission recommends the following:

- Conduct regular exit surveys for all departing faculty.
- Analyze the survey data no oftener than every three years, to protect the anonymity of the exit survey respondents.
- Convene a standing committee to analyze exit survey data with at least two members from the inaugural Commission serving as guides on the process used in this climate survey.
- Expand the scope of future analyses established by the Commission to include staff and explore other areas of potential inequity, such as race, sexual orientation, religion.

### ***Recommendations for Campus-wide improvements***

As a result of its study, the Commission also makes the following recommendations for the benefit of the University as a whole and in an effort to further improve the climate for both male and female faculty.

- Implement formal succession planning to identify faculty with the potential to assume leadership roles.
- Establish the following processes to support faculty, especially women, with high potential for successful leadership:
  - a. *Individual Development Plans*—This process would compare current skills with those required of leadership positions and develop a plan to close identified gaps.
  - b. *Internal Leadership Mentors*—Current members of the University leadership team could be assigned to guide faculty through their pursuit of leadership positions.

c. *External Leadership Mentors*—Various professional mentoring organizations exist specifically to assist in career planning and advancement. The University could retain the services of such organizations.

- Increase funds for faculty professional development so that faculty can attend and/or present at professional conferences with greater regularity.
- Manage faculty teaching and service loads to allow sufficient time for research and writing.
- Communicate the current whistleblower hotline, and educate faculty on the types of reports that should be made via this program.
- Develop formal confidential procedures for reporting potential inequities and negative interactions, and educate faculty about the necessity of such reporting.
- Establish consistent guidelines for starting compensation packages and communicate these guidelines to those responsible for making hiring decisions.
- Develop and implement a formal faculty evaluation procedure that is consistent within colleges and schools to ensure that all faculty members are evaluated fairly.
- Disseminate the guidelines for merit increases.

## Conclusion

As noted above, the Commission's research identified six areas of gender-based disparity within the University and has made recommendations for corrective actions in each area. The Commission urges the Administration to begin acting upon these recommendations immediately. To that end, the Commission further suggests that appropriate lead agents be appointed to develop procedures for implementation to ensure that these recommendations become institutionalized as usual and customary practice at the University of Dallas. Subsequent implementation of necessary changes in order to develop an environment that treats women and men with equity, fairness and respect in the six areas of concern is also needed.

Finally, the Commission would be remiss if it did not recognize the recent University initiatives that represent movement in a positive direction to address the issues raised in this report:

1. The formation of this Commission to investigate gender equity exhibits in a substantial way that the administration takes the concerns of women faculty seriously.
2. The CUPA-adjusted raises started in 2012 have begun to address salary inequities.
3. The appointment of women to faculty and administrator search committees and their increased involvement in the interview process to ensure fair hiring practices through equal consideration of female candidates.
4. The recent hiring of several women in tenure-track positions is moving our University forward to a faculty that better represents its student constituency.

5. The recent promotion of women to chair, director, interim dean and dean positions in the academic units improves our profile to external constituencies and is valuable for attracting quality women to our faculty and administration.
6. The Faculty Senate has approved a one-year family leave/tenure relief option in 2013-2014.

The members of the Commission thank President Keefe for taking workplace gender fairness, equity, and respect seriously, for convening this Commission, and for his support of its work. We sincerely hope that this report will be used to build a better and stronger University that is fair and just to all who work as part of this institution.