

Rollins College

Rollins Scholarship Online

Executive Committee Minutes

College of Liberal Arts Minutes and Reports

3-25-2021

Minutes, College of Liberal Arts Executive Committee Meeting, Thursday, March 25, 2021

College of Liberal Arts Executive Committee

Follow this and additional works at: https://scholarship.rollins.edu/as_ec



EXECUTIVE COMMITTEE MEETING

March 25, 2021

Agenda

12:30 p.m. via Webex

- I. Approval of Minutes from March 4, 2021 EC Meeting

- II. Business
 - a. Faculty Salary Equity Committee Report
 - b. Office of External and Competitive Scholarships Advising
 - c. rFLA 100 Catalog Revision
 - d. Hate Speech on Campus

- III. Reports
 - a. Curriculum Committee
 - b. Faculty Affairs Committee
 - c. Student Government Association



EXECUTIVE COMMITTEE MEETING
March 25, 2021
Minutes

PRESENT

Jennifer Cavanaugh, Dan Chong, Grant Cornwell, Donald Davison, Ashley Kistler, Richard Lewin, Julia Maskivker, Jennifer Queen, Paul Reich, Scott Rubarth, Rob Sanders, Anne Stone, Martina Vidovic, Jamey Ray, Susan Rundell Singer, Manny Rodriguez, Karla Knight

Guests: Amy Armenia, Meghal Parikh, Gabriel Barreneche

CALL TO ORDER

Paul Reich called the meeting to order at 12:33 P.M.

APPROVED OF MINUTES FROM March 4, 2021 EC MEETING

A typo in the minutes was corrected. Lewin made a motion to approve the corrected 3-4-21 meeting minutes. Stone seconded the motion. EC unanimously approved the meeting minutes for March 4, 2021.

BUSINESS

Divisional Elections Update

Paul Reich

The ballots for elections were sent. We have outstanding nominations for Humanities on FRDC and Social Sciences for EC and CC. We have three vacancies on FEC and the Faculty Appeals Committee. Since there are no available Business faculty, an at large member will be selected. EC will present slates for FEC and Faculty Appeals at the April 15th Faculty Meeting. Paul will send a list of eligible faculty and EC will discuss who we can ask to serve.

Comments:

I'm hearing feedback that faculty do not want to commit until they know whether course releases for department chairs will be available next year for departments with fewer than ten faculty.

We have reached out to departments of ten or more and asked if they prefer a course release or stipend. We are working on a more nuanced way to integrate other factors such as numbers of tenure-track faculty, students graduating in the major, student taught, etc. Udeh is retiring on April 2nd and Meghal is taking on his responsibilities until we can fill his position. Meghal will

update the dashboard to include all this information by early next week, and we will plan from there.

The number of students and size of the department is not always the issue. Larger departments potentially have more people they can distribute tasks among. It's hard to quantify things such as problematic faculty and that can take a lot of a department chair's time.

Q: Can we allow associate professors to serve on FEC?

A: I hope that issue will be back on the table next year.

A plea was made to look for people who have thought deeply about what an inclusive academy is and have done some of the groundwork about how bias shows up in the evaluation process.

Faculty Salary Equity Committee Report

ATTACHMENT #1

Donald Davison

In Fall 2019, the Provost convened a joint committee to see if there is evidence of salary disparities rooted in gender and/or race. We developed a methodology to study these questions and recommend that this study should be replicated every four years. We reviewed literature and ways in which other schools have studied these questions. Based on that, we agreed that the appropriate method would be a multi-variable analysis. The report does not examine compression, inversion, or comparison to benchmark schools. We hope that study will be conducted next over the summer and into the fall.

Aggregate results indicate large average salary disparities on gender and race/ethnicity. Evidence suggests that number of years at Rollins is a powerful variable. At a macro level, results indicate larger processes of occupational segregation that we see in the labor market where certain disciplines attract members.

Questions remaining include: why are so few women at full professor rank with fewer years of seniority? Are there obstacles at Rollins that impede promotion to full? Recognizing that markets are a reality, how does Rollins balance a two-tiered compensation system?

Discussion:

Q: Why did the Committee only look at a single year?

A: Since new hires and retirements happen on a constant basis, we need to look at a single time slice to have a non-biased approach to race and ethnicity.

Q: Average salaries of associates seem to be lower than everyone else. Most associates came around recession time where there were no pay increases. In average base salary for assistant professors, it appears minorities have higher base salaries than non-minorities and the distribution is skewed. Is this particular to this year or is it something that exists over time?

A: There is evidence in literature that suggests the way female faculty and minorities negotiate salaries differs from how non-minorities or male faculty negotiate. In the future when we conduct benchmark and regression studies, those things can be considered.

A: When we established the philosophy of compensation, the idea was that every three or four years we will come back to the same questions where we will see the trends and whether we are making progress over time.

Q: Did we find statistical significance between genders?

A: Once we include years in rank, the gender variable becomes statistically ~~insignificant~~non-significant.

A: A faculty group is ~~creating~~reading a researched-based book on gender and equity. An important next question is whether women are staying in the associate rank longer than men and if so, why, and where do we go from here?

Q: Some of the disparity is attributable to market differences. Did the Committee consider more targeted recommendations about those disciplines?

A: The market groups are computer science, economics, and business. Computer Science has parity, Economics has slightly more women than men, and Business is working on that issue.

A: We did not put forward targeted recommendations. Market is a reality. Is it possible to better balance its effects on non-market disciplines recognizing that Rollins has finite resources?

A: It's an important issue, but as a group we were not able to come to a consensus about what those recommendations should be.

Chong made a motion to endorse the report. Queen seconded the motion. Motion passed unanimously and will be presented at the next faculty meeting.

Office of External and Competitive Scholarships Advising

ATTACHMENT #2

Gabriel Barreneche

With Dr. Jay's departure, we took time to reimagine the Department of External and Competitive Scholarships. We held two open fora for faculty and stakeholders and one for students and created the attached vision statement. We are posting a job announcement and hope to have a person on board for 2021-22.

Q: What will the role of the committee and CCLP be in Fulbright and other interviews? Will they replace the committees that Dr. Jay put together of faculty in a particular discipline or geographic area that would then interview Fulbright participants? Those committees were effective.

A: This committee would have that regular duty and continuity of expertise in conducting interviews with students. If the need arose for ad hoc groupings, it would happen, but the committee will create stability and permanency in the process.

Q: Is there a mission statement in addition to this vision statement?

A: We intentionally did not create a separate mission statement. We wanted to give the person we hire the opportunity to be involved with creating a mission statement. It was a strategic decision to write a vision statement that looks like a job description since that is the next task.

A: Someone coming in would likely want to see the College's vision for this position.

Q: One of the strengths of the previous director was having a PhD and being research-directed. She could also support and advise students on individual research opportunities in preparation for grants and awards they would then apply for. Why aren't we stressing that we want someone trained in researched as well?

A: To attract a diverse applicant pool, we decided to not strictly require a PhD. There may be some excellent candidates who have master's degrees or are ABD. A PhD is preferred, but it's not a non-starter.

Q: We can endorse this, but as a CLA body we won't create this committee since it's an all-college committee, correct?

A: It belongs as an all-college committee.

Q: With the conversations we've had about what is and isn't valued in the tenure and promotion process, is there a way conversation could help provide a more inclusive perspective on service?

A: We tried to have that conversation last year.

Q: We're adding another governance committee and we're struggling to fill spots on existing committees.

A: I was encouraged by the turnout at the fora.

rFLA 100 Catalog Revision

ATTACHMENT #3

Ashley Kistler

This proposal came from the rFLA Advisory Committee to address concerns about the number of seniors looking for an easy elective signing up for rFLA 100 and creating a shortage of seats for new students. The proposal requires first-year student status for rFLA 100. We would consider special cases for other students with compelling reasons for taking the 100-level rFLA course and vacant seats could be opened to everyone.

Queen made a motion to approve the rFLA 100 revision. Chong seconded the motion. Motion passed unanimously.

CC will report the decision at the next faculty meeting.

Hate Speech on Campus

Paul Reich

Given the recent incident on campus, we discussed whether we need to have a conversation about hate speech. Should those conversations happen in departments, at a faculty meeting, or during the retreat?

Q: Do we do enough to support faculty in thinking about and understanding language in the classroom? Do we equip ourselves with enough reflection and pedagogical advice about how to handle triggering/hate speech?

A: The final rFLA meeting this year is dedicated to anti-racism and the anti-racist groups lead us through an interactive activity.

A: There needs to be tangible action to enforce policies we have on campus.

Q: We are doing some of this work, but how do we get it front and center, so everyone knows the resources are there.

A: We will share the resources at the next faculty meeting.

Ray made a motion to adjourn. Vidovic seconded the motion. Meeting adjourned at 1:52 p.m.

ATTACHMENT #1

Final Report

Faculty Salary Equity Committee

February 12, 2021

Members:

Dr. Amy Armenia, Sociology

Dr. Wendy Brandon, Education

Dr. Beni Balak, Economics

Dr. Jennifer Cavanaugh, Dean of the Faculty

Dr. Donald Davison, Chair, Faculty Affairs Committee

Mattea Garcia, Communications

Dr. Devin Hargrove, Business

Dr. Keith Wittingham, Crummer Graduate School of Business

Matt Hawks, Associate Vice President, HR & Risk Management

Udeth Lugo, Director of Institutional Research

Meghal Parikh, Director, Office of Institutional Analytics

Executive Summary

Provost Susan Singer charged a working group of faculty and administrators to examine the possible existence of gender- or race/ethnicity-based bias in salaries. The working group convened approximately every three weeks during the academic year 2019-2020. Early meetings were used to agree on the collection of data, selection of appropriate variables to be used in the models, review the literature regarding how salary equity has been examined at other institutions, and develop the methods of analysis.

The faculty salary structure at Rollins College is powerfully influenced by several factors. For approximately the last 20 years the College implemented across-the-board increases typically at 2%, when financial circumstances permit. The salary increase is dependent upon the overall enrollment at the College. Consequently, some years there are no salary increases. During this period the College generally followed a discipline-based approach when hiring new faculty. Second, there are limited opportunities for salary increases. There are one-time salary increases at the time of promotion to associate and full professor. Also, faculty selected as Cornell Distinguished Faculty receive a \$2500 increase in their salary. Beginning in 2016 Rollins adopted a salary model where faculty recruitment in Business, Computer Science, and Economics are largely determined by market forces.

Relying on average or mean-level salary by rank and gender such as provided by AAUP can be distorted by the changing demographic composition of the faculty. Given these considerations the working group used deidentified individual-level salary information to estimate the effect of gender and race while controlling for these other factors. The primary methodology is multivariate regression analysis for the entire CLA faculty (N=191), excluding visiting faculty, adjuncts, lecturers, and Crummer faculty.¹ A series of dichotomous (i.e., dummy) variables are included in the regression models to test for significant effects on factors of interest (gender, race, ethnicity). The empirical analyses were conducted by the Director of Institutional Analytics under the guidance of the faculty/staff task force.

The major results are the following. First, there are some overall differences in salary by gender and race/ethnicity. Aggregate differences in salary are significant by gender for the rank of Professor and Associate Professor, and by race/ethnicity at the rank of Professor. When controlling for other factors however, the dummy variables for gender, race and ethnicity are consistently not statistically significant in all regression models tested (all T-tests failed at the .05 level). In other words, the regression analysis did not reveal evidence of gender-based or race/ethnicity-based bias in salaries, when controlling for other factors. The most influential factors explaining faculty salaries are field/division, years in rank, and promotion to associate or full professor. It is important to note that the working group did not examine compression, inversion, and a comparison of faculty salaries at Rollins to our benchmark institutions. This

¹ A faculty member from Crummer was involved in the analysis but their faculty size was too small to conduct a separate analysis for them.

analysis is currently being conducted by a subcommittee of the Faculty Affairs Committee with the Provost and the Director of Institutional Analytics.

Overall, then the aggregate differences by gender and race/ethnicity appear to be the result of other effects that reflect occupational segregation rather than overt gender pay inequity, with men overrepresented in the more highly paid parts of the faculty, those tenured, with longer careers, and in the market-based salary fields.

Faculty Salary Equity Committee Charge

The Faculty Salary Equity Committee (FSEC) was created to answer questions about potential inequities in faculty salaries by gender and race/ethnicity. The work of the FSEC also responds to the expectation of transparency articulated in the Faculty Salary Philosophy. The group convened in Fall 2019 to develop, conduct, and analyze data to meet the following charge:

The aim of this committee is to establish a systematic, recurring data-driven protocol for examining issues of equity in faculty salaries especially with a primary focus on gender and race/ethnicity of the faculty. This group will design the methodology for a statistical analysis of faculty salaries, as well as help prepare communications about the study to the rest of the faculty and senior leadership. If there is evidence found in the analytical study that an inequity exists in faculty salaries and it is associated with gender, race or ethnicity of the faculty, the committee will provide a recommendation to the Provost.

In addition to identifying current inequities, the group also intends to develop a process and methodology that can be repeated at regular intervals. The committee is a shared-governance approach in which both faculty and professional staff study faculty salary equity together.

Purpose of this study

- Examine faculty salary equity broadly across the College
- Improve understanding of the faculty salary structure
- Determine if there are systemic biases regarding faculty salary equity
- Address perceptions about salary inequity across the campus environment

Faculty Salary System at Rollins College

The history of the faculty salary system at Rollins College exerts significant influence on the distribution of salaries. Rollins briefly followed a merit system for faculty salary increases. The merit system was limited to three years (AY2009-2012). Faculty salary increases at Rollins College are largely determined by two events—one-time only increases attached to promotion in rank and an across the board salary increase each year depending upon fall enrollment. Faculty promoted to the rank of Associate Professor receive an annual salary increase of \$3,500 and faculty promoted to the rank of Professor receive an annual salary increase of \$6,000. (Approved May 2015). Also, faculty who are selected as Cornell Distinguished Faculty receive a one-time only increase of \$2500. The second opportunity for salary increases are across-the-board adjustments made most years. These increases are typically limited to 2%, depending upon the

financial condition of the College and the size of the entering class. Depending upon the financial and enrollment circumstance there may be no across-the-board increase in a given year.

Given that faculty salaries are strongly influenced by two structural conditions—promotion and across-the-board adjustments then aggregate-level analysis can produce distortions. Furthermore, those structural characteristics can move with exogeneous forces such as the changing demographic composition of the faculty. For example, average salary by rank and gender could suggest bias but it may be an artifact of other characteristics that are correlated with gender. Accordingly, the primary method used by the salary equity study committee is multivariate analysis rather than just examining aggregate differences.

Data

The analysis was conducted using salary information for the 2019-2020 academic year. The factors evaluated in the analysis of salaries at Rollins were chosen based upon the models used in the review of literature. Salary data were deidentified. The analysis excludes, Crummer faculty, any faculty in Admin position, any international faculty with no race\ethnicity specified, any other faculty with no race\ethnicity specified, and adjuncts.

List of Variables used in Analysis:

- 1) Base Salary (outcome variable)
- 2) Race (Value = Minority and Non-minority)
- 3) Gender (Female = 1)
- 4) Rank
- 5) Division (for CLA only)
- 6) Years in Current Rank
- 7) Appointment Year and Appointment Decade
- 8) Age at Appointment
- 9) Flag to identify faculty on Tenure or Tenure earning track
- 10) Years in Tenure
- 11) Hire Year and Hire Decade
- 12) Number of years at Rollins College
- 13) Rank at Hire
- 14) Age at Hire
- 15) Pre-Rollins years of experience (sourced from resumes maintained by Dean's office)
- 16) CUPA Market Factor (z-score calculated of average salaries obtained from CUPA-HR salary survey results across the all participating four-year institutions in the nation within all Rollins' relevant disciplines matched with 2-digit and 4-digit CIP disciplines of faculty)
- 17) Flag to identify if faculty has ever been a Cornell Distinguished Faculty
- 18) Flag to identify if Cornell Distinguished Faculty received an additional \$2,500 to base salary

Methodology

- Identified 4 different statistical analysis methods
 - o Multiple Linear Regression with residual analysis
 - o Blinder-Oaxaca Decomposition
 - o Hierarchical Linear Modeling (HLM)
 - o Individual Growth Modeling
- Identified numerous variables used to predict faculty salary (next page)
 - o rank, rank-at-hire, time-in-rank
 - o degree earned
 - o discipline, market factors
- Identified discussions on inclusion/exclusion criteria for sample dataset
 - o tenured/tenure-track, librarians, research/clinical faculty, adjuncts
 - o not to mention, research productivity, service, committee work, teaching load

Exploratory analysis

- Correlation Analysis by Rank
 - o CLA
 - o Crummer
- T-tests for checking equality in means of base salaries by Gender and Race\Ethnicitygroups
 - o Null Hypothesis H0 = The mean base salaries received by White or Male faculty are equal (or statistically indifferent) to mean base salaries received by Under-represented or Female faculty.
 - o Alternate Hypothesis H1 = Mean base salaries received by White or Male faculty and Under-represented or Female faculty are not equal.

For each indicator of interest where **Probt < 0.05** the null hypothesis is rejected and infer that the mean base salaries received by White or Male faculty are not equal to the mean base salaries received by Under-represented or Female faculty (that is, there is no statistically significant difference between under-represented or female faculty salaries and white male faculty salaries).

- Exploration results
 - o The Exploration results Excel file has the detailed results of Correlation analysis and t-test analysis conducted by Institutional Analytics.

- Please feel free to contact Meghal Parikh at mparikh@rollins.edu to get access to these results if interested.

Regression Analysis

- Six multivariate regression models were developed:
 - One each with Minority as base category and Female as the base category but excluding Rank and Division of faculty in dependent variables
 - One each as above but after adding Rank as a dependent variable
 - One each as above but after adding Division as a dependent variable
- Regression Model Results: The results of the six models are stored in a shareable Excel file. Please feel free to contact Meghal Parikh at mparikh@rollins.edu to get access to these results if interested
- Observations and conclusions
 - All the six models were statistically significant and showed that the variance in faculty base salary is a result of many factors such as number of years in rank, number of years since hiring and Market Factor. However, Race/Ethnicity or Gender does not show as a statistically significant factor that affects faculty base salary in any of the six models.
 - Race/ethnicity and Gender could not be used in any regression models together because it results in extremely low faculty counts in many categories. This can be seen in the Summary Tab in the Regression Model Results Excel file.
 - These modeling results show the relationship between quantitative factors mentioned above with the CLA faculty base salary. Causation cannot be proved using these regression models. In other words, only the correlation aspect is evaluated. Causation is neither proved nor evaluated in a regression analysis.

Interactive Scatter Plots

- **To observe univariate regression effects of each dependent variable along with Rank and Division bifurcation, interactive scatter plots were developed in the data visualization tool Tableau.**
- Link to dashboard: https://us-east-1.online.tableau.com/#/site/rollinscollegeanalytics/workbooks/673857?:origin=card_share_link
- Please feel free to contact Meghal Parikh at mparikh@rollins.edu to get access to these scatter plots if interested. Due to limited number of licenses available, all faculty cannot be given access to the tool at the same time, hence the access will be granted on first-come-first-serve basis for a limited number of days.

Results

Average Salaries by Rank, Gender, and Membership in Under-Represented Group

Figure 1 reports average salary by rank and gender. The average salary difference by gender is significant at the Associate and Professor ranks, with gaps of 14.4% and 13.4%, respectively.

Figure 1

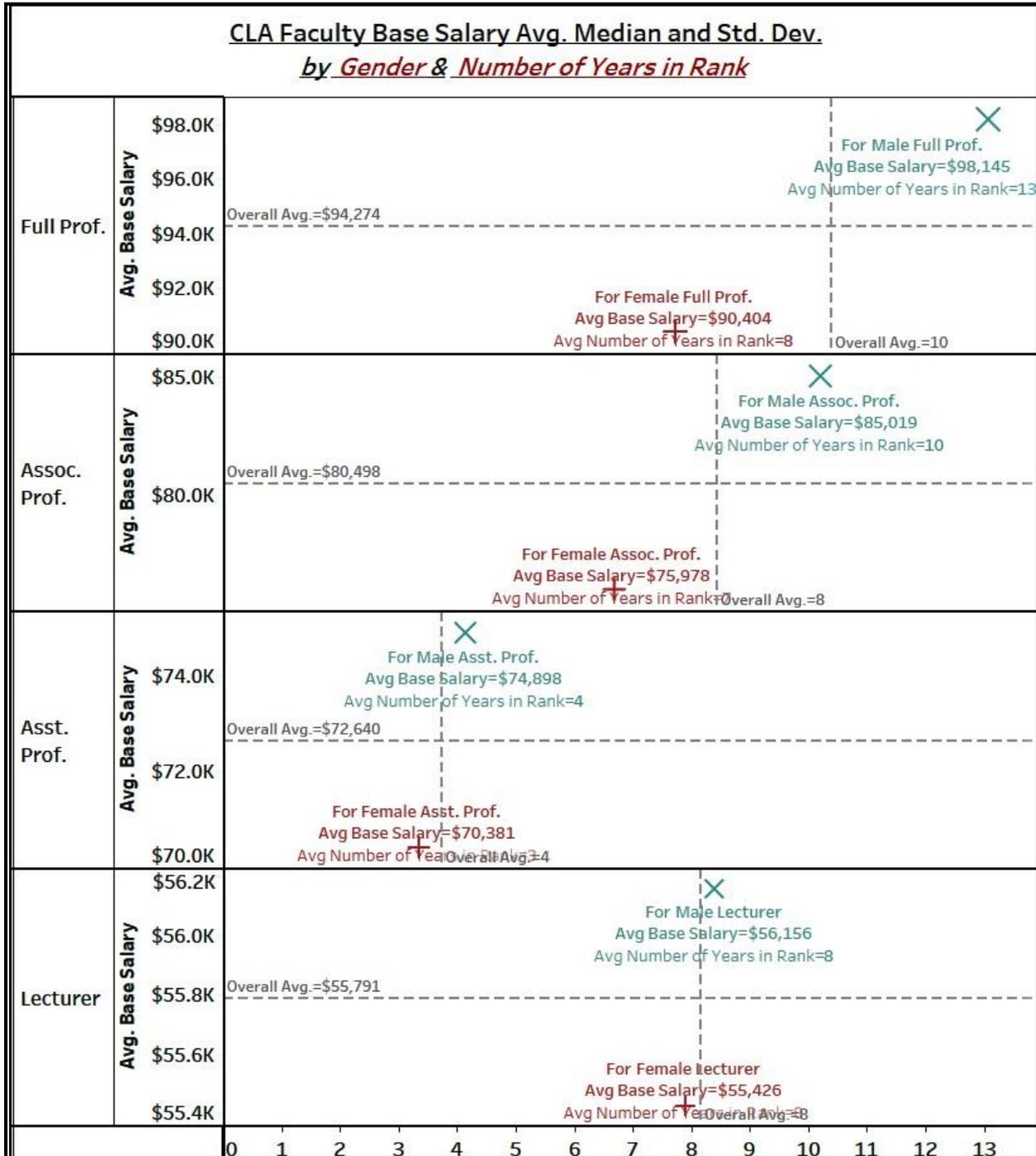
- Average Faculty Salaries by Gender, 2019-2020

	<u>Count</u>		<u>Avg. Base Salary</u>		<u>Median Base Salary</u>		<u>Std. dev. of Base Salary</u>	
	Female	Male	Female	Male	Female	Male	Female	Male
Overall	104	87	\$75,043	\$84,086	\$73,705	\$83,022	\$16,620	\$21,215
Full Prof.	33	32	\$90,404	\$98,145	\$85,047	\$92,954	\$13,676	\$15,687
Assoc. Prof.	22	24	\$75,978	\$85,019	\$73,805	\$77,600	\$6,733	\$17,580
Asst. Prof.	29	21	\$70,381	\$74,898	\$65,400	\$66,186	\$11,188	\$18,865
Lecturer	20	10	\$55,426	\$56,156	\$52,420	\$55,504	\$9,940	\$10,181

Figure 2 presents average salary by gender and rank with average number of years in rank. The average salaries for male associate and full professors are higher compared to female colleagues. However, the average number of years in rank is substantially greater compared to female associate and full professors suggesting that salary differences may be an artifact of demographic factors.

Figure 2

Average Faculty Salaries by Gender and Years in Rank, 2019-2020



Figures 3 and 4 (below) report similar information comparing average salaries and years in rank for white and minority faculty. Results for associate professor and lecturer are withheld due to the small number of cases.

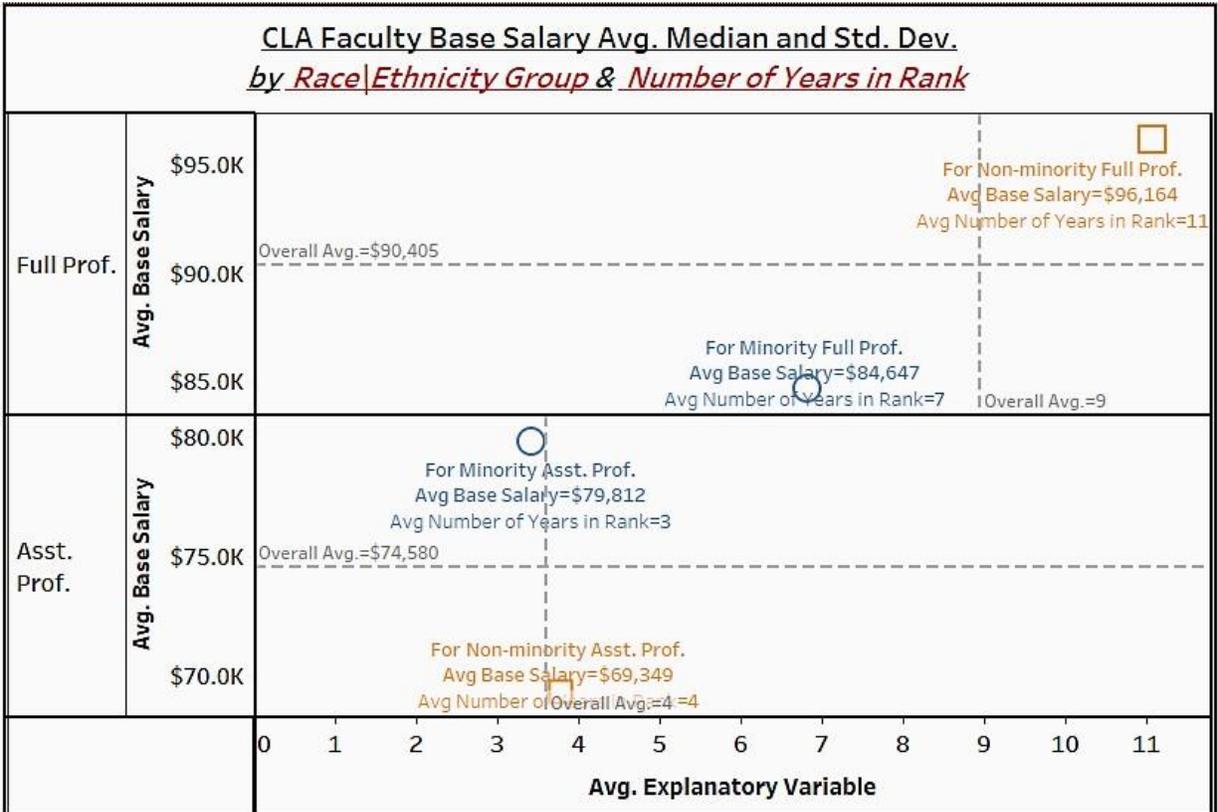
Figure 3

Average Salary for White and Minority Faculty, 2019 – 2020

	<u>Count</u>		<u>Avg. Base Salary</u>		<u>Median Base Salary</u>		<u>Std. dev. of Base Salary</u>	
	Minority	Non-minority	Minority	Non-minority	Minority	Non-minority	Minority	Non-minority
Overall	37	154	\$77,600	\$79,537	\$78,396	\$77,417	\$15,754	\$20,128
Full Prof.	11	54	\$84,647	\$96,164	\$83,022	\$91,078	\$5,183	\$15,726
Assoc. Prof.	7	39	<i>Faculty count too low to display averages</i>					
Asst. Prof.	14	36	\$79,812	\$69,349	\$71,101	\$64,717	\$16,237	\$13,459
Lecturer	5	25	<i>Faculty count too low to display averages</i>					

Figure 4

Average Faculty Salaries by URM and Years in Rank, 2019-2020



** faculty counts too low at the associate and lecturer ranks to display in the chart

Explaining Salary Differences by Gender and Race/Ethnicity: Multivariate Analyses

Figure 1 indicates gender-related salary disparities, however, Figure 2 suggests those disparities may be related to other demographic factors and institutional procedures for awarding across-the-board salary increases. In order to fully account for these more complicated factors we use multivariate regression techniques. Multivariate regression is able to isolate the separate and independent effects for each factor of interest while holding the other variables constant. Further, a multivariate approach allows us to estimate the average effects at the individual-level of analysis instead of relying on aggregate analyses.

The results for the full multivariate regression models are found in the “Modeling Results” attachment in the Appendix. Factors that meet the test of statistical significance ($p < 0.05$) are highlighted. There are three models each for gender and URM membership, using the main independent variables, but then including either 1) CUPA market factor to control for field, 2) rank and CUPA market factor, and 3) rank and division (in lieu of CUPA market factor). Because CUPA market factor is strongly correlated with division, those two variables cannot be used in the same model. Looking at these models together, the regression results show several important outcomes.

First, the significant predictors of base salary are: being tenured/tenure-track, years tenured, age, and division/CUPA factor. Second, once accounting for these factors, gender and race in an under-represented group are not statistically significant in all six models. The results suggest that the patterns illustrated in Figure 1 are results of these other mechanisms. In other words, the overrepresentation of men among Business division faculty, and the most senior faculty, result in an overall difference in pay for women and URMs. (Refer to the Technical Appendix for detailed statistical results and diagnostics.)

Conclusions and Recommendations

Last year the provost convened a committee of faculty and administrators to examine the existence of potential bias in faculty salaries related to gender and/or membership in an under-represented group. The committee reviewed relevant literature regarding appropriate methods used to identify and measure potential salary bias. Based upon the extant professional literature the committee identified 18 independent factors that might influence disparities in base salary. Further, the committee developed a methodology that relied upon multivariate regression to isolate the sources of potential bias while controlling for each independent factor. The analysis and modeling is capable of detecting (gender or race/ethnicity bias in matched pairing (modeled statistically)). Generally, the regression results reveal no evidence of salary bias independently related to sex or membership in an under-represented group, but rather reflects the tendency towards occupational segregation that is mirrored in the larger labor market. The results

identified years in rank, promotion, age at the time of hire, and market considerations to be significant factors that explain approximately 70+% of the variation in base salaries at Rollins College.

The Committee offers the following recommendations. First, the College must remain vigilant regarding the possibility of salary bias. Any faculty member who believes their salary to be inappropriate should direct their concern to the Dean of the Faculty and the Vice-President for Academic Affairs and Provost. Second, the committee recommends that similar faculty salary studies be conducted at regular four-year intervals and the results are communicated to the faculty. Finally, the committee did not investigate the existence of compression, inversion, or competitive market comparisons. We recommend that a separate committee under the authority of the Faculty Affairs Committee conduct this analysis at four-year intervals.

Finally, we believe these results suggest several questions for future discussion and investigation. One question that emerges from the study is why there are fewer women in the rank of full professor with comparable number of years in-rank as males. Is this related to current hiring practices, a naturally occurring generational replacement process nationally, the relative amount of time women spend at the rank of associate professor, or other factors? An additional question for future discussion is how much weight can and should be given to market forces? The committee recognizes that market forces are a reality which cannot be avoided. However, recent changes to salary offer guidelines (that standardized salary offers outside of the three market-based disciplines) have effectively reduced the gender disparities among Assistant Professors. Is it possible to balance the influence of outside markets with our goal to reduce inequalities?

Appendices

(See attached Excel files)

Modeling Results (regression results)

Statistical Exploration Results (diagnostics)

List of References

Articles

Burke, Kathleen, et. al., Gender Inequity Study (2009): Gender Inequity Study A Salary Analysis for Seven SUNY Campuses and Members' Perceptions and Experiences.

Chowdhury, Mohammad, et. al., Faculty Equity in CAS (2010): Faculty Salary Equity In The College Of Arts And Sciences At A Regional Midwestern University: An Exploratory Study.

Herzog, Serge, "A Four-Step Faculty Compensation Model: From Equity Analysis to Adjustment," *New Directions for Institutional Research*, no. 140, Winter 2008.

Lesik, Sally and Carolyn Fallahi, "Salary Equity Studies: An Analysis of Using the Blinder-Oaxaca Decomposition to Estimate Differences in Faculty Salaries by Gender," *Journal of Modern Applied Statistics*, Article 24, Vol. 10, Issue 2, 2011.

Stapleton, Laura M., Lissitz, Robert W. "Evaluating Faculty Salary Equity Using Hierarchical Linear Modeling," Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Krallman, Denise A. "Faculty Salary Equity: Comparison of Two Methodologies," Annual Forum Paper. Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).

[Institutional Research Briefs\ Internal Faculty Salary Equity Reports](#)

Duke University Faculty Salary Report, Report of the Faculty Compensation Committee (FCC) for 2016-17.

Guilford College, Faculty Salary Formula Sub-committee of the 2015-16 Compensation Committee, May 6, 2016.

University of Oregon, Analyses of 2018 Total Salary Differences by Gender and by Race/Ethnicity.

Report on the UC-BERKELEY Faculty Salary Equity Study, Office of the Vice-Provost for the Faculty, January 2015.

UC-Davis, 2014 Joint Administration-Senate Oversight Committee on Faculty Salary Equity Analyses.

Washington and Lee University Faculty Pay Equity Final Report, January, 2011.

University of California—Riverside, Analysis of Salary Equity by Gender, Among Men, Ethnicity, 2013-2014.

University of Central Florida, FACULTY SALARY EQUITY STUDY: Summary of the UCF Working Group's Findings and Recommendations, 2016-2017.

Southern Methodist.Texas.Faculty Salary Analysis and Gender Equity. Convolutions of a Faculty Salary Equity Study, 2008 (Powerpoint).

Books and Guides

Paychecks: A Guide to Conducting Salary Equity Studies for Higher Education Faculty (Haignere, 2002).

New Directions for Institutional Research (Fall 2002, Spring 2003, Winter 2008).

ATTACHMENT #2

Vision statement – Office of External & Competitive Scholarship Advisement

Structure

- Professional director (staff)
- Administrative support from Dean of Faculty's office
- Report to Assoc. Dean for Advising (CLA)
- College-wide committee comprised of faculty, staff (CLA, Holt, Crummer), and director, modeled after Global Initiatives Committee structure

Integration Across Campus

- Position the office as a key component of Rollins Gateway and establish connections with other student-facing and academic offices
- Collaborate with Tutoring/Writing Center to establish protocols for personal statement review for applicants
- Collaborate with CCLP to organize mock interviews for applicants
- Connect Fulbright applicants with Education Department to develop list of recommended courses in ESOL that would benefit Fulbright ETA applicants
- Work with faculty to develop list of courses that best position candidates for particular awards (ie. COM 240: *Intercultural Communication* for Fulbright applicants, POL 363: *American Social Policy* for Truman and PPIE applicants)
- Work with CCLP to identify internship experiences that best position candidates for particular fellowships
- Collaborate with International Programs to identify students interested in post-graduate opportunities abroad and cultivate pipeline
- Work with CLCE to identify service opportunities, community partnerships, and leadership development experiences that enhance the profile of fellowship candidates
- Request that Gateway partners nominate students in first and second-year cohorts from in order to develop diverse candidate pipelines
- Offer courses (including Maymester/Intersession) on personal statement writing
- Offer flexible appointment hours to be accessible to broader swath of students
- Develop application timelines for students and advisors – for long-term planning as well as organizing requests for letter of recommendation

Director Attributes

- Master's required, PhD or other advanced degree preferred
- Commitment to diversity and inclusion
- Experience with fellowships application process and student advisement
- Experience with mentoring college/university students
- Ability to bridge academic silos and collaborate with multiple stakeholders
- Ability to train and mentor faculty and staff members of committee
- External facing presence to recruit students, establish and cultivate pipelines of applicants through collaboration with student organizations (SGA, BSU, EMBARK)
- Ability to work with Advancement and Marketing
- Creative problem-solver
- Organized
- Savvy at leveraging technology to communicate with students and maximize limited resources

Name changes

- Office of External Fellowships and Scholarships
- Director of Fellowship Advising

ATTACHMENT #3

rFLA Catalog Language Revision

<https://catalog.rollins.edu/content.php?catoid=14&navoid=509#here>

Rollins Foundations in the Liberal Arts

Section 3, paragraph 2:

In the spring of their first year, students will take their first Foundations Seminar at the 100 level. rFLA 100 classes are open only to students with first year status. Students must then take three (3) classes at the 200 level. The Foundations Seminars culminate with an interdisciplinary 300-level practicum, which demonstrates how integrating different disciplines can equip us to solve complex, real world problems.