

Diversity Enhancement Dialogue (DED)
Baylor University, Spring 2015
Lessons Learned and Resulting Recommendations

Executive Summary

Under the sponsorship of the Academy for Teaching and Learning (ATL) an ad hoc group of individuals¹ met monthly during the spring semester of 2015 to discuss enhancing diversity among the faculty and senior administration at Baylor University. Several themes and recommendations emerged from our readings and discussion.

Themes:

- Diversity is implicitly congruent with Baylor’s mission and is explicitly articulated as a component of the institution’s strategic vision, *Pro Futuris*.
- Increasing diversity among the faculty and administration at Baylor will strengthen our institutional viability, foster innovation and growth, and improve student/faculty interactions.
- Diversity is an area of growth and opportunity for Baylor inasmuch as we lag behind in both hiring and retention of diverse faculty when considering trends at public and private comparator institutions.
- To successfully increase diversity at Baylor changes in both policy and process must be effected, with a focus on training of administrators and search committees, recruiting, hiring, mentoring, and evaluation.

Training: Unconscious bias is an issue in all areas of diversity enhancement. Training for administrators and search committee members is designed to reduce unconscious bias and unintended “hiring more of me.”

Recruiting: A bold statement of Baylor’s commitment to diversity and leadership is essential. We need to broaden the pool of prospects, bring more candidates to campus, and become more nimble in our recruiting practices.

Hiring: Aggressive hiring for increased diversity and best candidates will require a commitment of funds and energy to both spousal and incentive/opportunity hires.

Mentoring: Innovative and effective mentoring includes multiple mentors from interdisciplinary units extending beyond the first year; it often includes male mentors for women on the tenure track because of the limited pool of tenured women faculty.

Evaluation: Annual tenure track reviews should include clarity around expectations each year (i.e. focus on scholarship in the first several years and then increasingly on teaching and service), written recommendations for discussion items from each tenured faculty member, frank review of areas of concern with mention in the letter. Faculty who evaluate tenure track candidates should also receive training with respect to unconscious bias.

¹ Heidi Bostic, Professor & Chair, Modern Languages & Cultures; Larry Browning, Professor & Chair, Curriculum & Instruction; Robyn Driskell, Divisional Dean for Humanities & Social Sciences, College of Arts & Sciences; Elise Edwards, Lecturer, Religion; Pat Farmer, Professor & Chair, Chemistry; Helen Harris, Assistant Professor, Social Work (co-facilitator); Laura Hernandez, Professor, Law; Michael Matier, Vice Provost for Institutional Effectiveness (co-facilitator); Pedro Reyes, Associate Professor, Management; Leah Jackson Teague, Associate Dean, School of Law; and Randall Umstead, Associate Professor & Chair, Vocal Studies Division, School of Music.

Prologue: The fundamental value of diversity

- Numerous recent studies tout the benefits of diversity for business. Creating an environment that welcomes and supports a diverse workforce and leadership has been proven to increase the organization’s profitability, productivity, innovation, employee satisfaction, and social responsibility.² Those types of benefits are no less important to higher education.
- Diversity brings many benefits to a university, its faculty, and its student body, including: helping to drive innovation and creativity, widening institutional worldview, and increasing retention and productivity.³
- The National Science Foundation (NSF)^{4,5} and the National Institutes of Health (NIH)^{6,7} require that grant submissions proactively address diversity. Similar initiatives and statements are available for granting agencies such as the Department of Energy (DOE),⁸ the Department of Defense (DOD),⁹ and the American Cancer Society (ACS).¹⁰
- Baylor must build a campus community that better reflects the diversity of the world in which its graduates will live and to which they must be prepared to contribute thoughtfully. In the same manner that Baylor has demonstrated a commitment to a diverse undergraduate student body, the university should demonstrate a commitment to recruiting, hiring, and retaining a diverse faculty and staff.
- In today’s competitive environment in which higher education is often accused of being too complacent and too expensive, we can ill afford to ignore the benefits of increasing gender and racial diversity to help us improve outcomes. The university’s strategic vision, *Pro Futuris*, calls for Baylor to be a place “where academic excellence and life-changing experiences ignite leadership potential that increases our students’ desire for wisdom and preparation for service in a diverse and interconnected global society.”¹¹ Increasing diversity will enrich our knowledge bank and bring a variety of perspectives necessary to deal with complex problems of today’s society. Increased diversity will help us create innovative solutions.¹² A more diverse academy will enhance the university’s ability to teach and train graduates who are better prepared to address the world’s challenges.
- “Diversity has traditionally been thought of in terms of the ‘visible’ differences between people, such as gender and race, with a focus on eliminating discrimination based on these differences. Diversity *is* about those differences, but this narrow definition ultimately short-changes what it really means. Diversity is . . . a combination of the visible and invisible differences that shape our view of the world, our perspective and our approach. . . . [This diversity of thought] offers a more inclusive and engaging discussion than one focused on

² Catalyst Information Center. (2013). “Why diversity matters.” Retrieved from <http://www.catalyst.org/knowledge/why-diversity-matters>

³ Abreau, Kim, “The Myriad Benefits of Diversity in the Workplace,” <http://www.entrepreneur.com/article/240550>

⁴ <https://www.nsf.gov/od/odi/broadpar.jsp>

⁵ http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf15066

⁶ <https://commonfund.nih.gov/diversity/initiatives#Build>

⁷ <https://commonfund.nih.gov/diversity/initiatives#Nrmn>

⁸ <http://energy.gov/diversity/services/diversity-and-inclusion>

⁹ <http://diversity.defense.gov/>

¹⁰ <http://www.cancer.org/aboutus/employmentopportunities/diversity>

¹¹ <http://www.baylor.edu/profuturis/>

¹² Deloitte (2011). Only skin deep? Re-examining the business case for diversity. https://www.ced.org/pdf/Deloitte_-_Only_Skin_Deep.pdf.

visible diversity, which is often binary and therefore divisive. . . It shifts the question from ‘How can increasing gender and racial diversity help us improve business outcomes?’ to ‘How rich is our knowledge bank?’, ‘Do we have the variety of perspectives necessary to deal with complex problems and create innovative solutions?’”¹³

- In this context, demographics “become a ‘check in’ metric . . . acting as a lead indicator as to whether organizations are drawing from the full knowledge bank and making merit-based, rational decisions.”¹⁴
- While we focus in this document on gender and racial/ethnic diversity, we recognize both the challenges and the significance of diversity in other areas including but not limited to religion, sexual orientation, and disabilities.

A “Check-In” on the Baylor Metrics

- Baylor’s strategic vision, *Pro Futuris*, states that one of the means of bringing about a Transformational Education for our students is to “attract, develop, retain, and reward a **diverse** and outstanding faculty . . .”¹⁵ (emphasis added). We take this to mean there is an institutional commitment to cultivating a **MORE** diverse and outstanding faculty.
- Although *Pro Futuris* does not define this diversity, it at least has in mind greater diversity in terms of gender and race/ethnicity. Diversity at Baylor has progressed over the last dozen years, but there remains much room for improvement, particularly among the faculty and senior administration:
 - Since Fall 2002, the proportion of women among Baylor’s student population has been comparatively stable at slightly under 60% for undergraduates, approximately 50% for graduate students, and has grown from 35% to 45% among professional students (supporting table and graph at end of document).
 - In Fall 2014 women accounted for 38.9% of the Baylor faculty, across all ranks. Twelve years earlier, 36.9% of the faculty were women (supporting table and graph at end of document). Over a span of time when the total number of faculty increased by 27% (a net of 213 from 777 in Fall 2002 to 990 in Fall 2014), the proportion of women on the faculty has increased by 2 percentage points. During this period there were a total of 811 new faculty hires, across all ranks.
 - Baylor’s proportion of female Assistant, Associate, and Full Professors, as reported in the AAUP’s annual faculty salary survey, has consistently lagged a set of Texas university comparators, as well as a set of comparator private, research universities without medical schools (supporting tables and graphs at end of document). Based on Fall 2014 cohorts, women accounted for 29.9% of Baylor’s Assistant, Associate, and Full Professors, trailing Fordham (42.5%), TCU (41.7%), Boston College (39.8), Syracuse (36.7%), Northeastern (33.0%), Texas Tech (32.2%), UT-Austin (32.5%), and SMU (31.2%).
 - Minorities among the undergraduate student population have increased from 22.1% in Fall 2002 to more than 33% in each of the last five academic years (35.5% in Fall 2014). Over the same period, there was also growth among minority professional students from 13.9% in

¹³ Deloitte (2011). Only skin deep? Re-examining the business case for diversity. p. 5,

https://www.ced.org/pdf/Deloitte_-_Only_Skin_Deep.pdf

¹⁴ Op cit., p. 6.

¹⁵ <http://www.baylor.edu/profuturis/>

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Fall 2002 to 25.7% in Fall 2014. Minorities among Baylor's graduate student population have increase modestly, from 24.8% in Fall 2002 to 28.1% in Fall 2014 (supporting table and graph at end of document).

- Minorities among the Baylor faculty have nearly doubled from 6.4% in Fall 2002 to 12.3% in Fall 2014 (supporting table and graph at end of document). However, as an April 9, 2015 article in the *Baylor Lariat* noted, Baylor's proportion of white faculty (87.7%) is much higher than at Rice (79.0%), SMU (78.1%), UT-Austin (77.8%), and Texas A&M (62.3%).¹⁶
- As of June 1, 2015, among the 27 individuals who will comprise the university's senior leadership – the President's Executive Council, the Academic Deans, and the Vice Provosts – there will be 3 women (11.1%) and 1 racial/ethnic minority (3.7%).
- Our Diversity Enhancement Dialogue deliberations have principally focused on gender and racial/ethnic diversity, but we are mindful that other forms of diversity are often topics of debate on campus, in our local community, and within higher education more broadly.
- Baylor faces distinctive challenges recruiting and retaining a more diverse faculty and staff as prospects consider its policies and practices regarding religious affiliation and sexual orientation. These policies and practices can narrow the pool of potential faculty and staff hires creating perception in some that Baylor does not embrace diversity. This could mean that otherwise qualified faculty and staff candidates do not choose to pursue employment at Baylor and that students (or their parents) may not choose enrollment at Baylor.

Raising General Awareness

- Inasmuch as it is a Baylor University imperative to cultivate increased diversity, there should be concomitant accountability for diversity in hiring in addition to encouragement to develop diverse prospect pools during the search process.
- Diversity training – which includes education on methods to decrease unconscious bias– is needed for all senior university administrators, Academic Deans, Associate Deans, Department Chairs, and search committee members.
- The training should include efforts to create a genuine commitment to the goal of diversity by explaining the benefits to an organization when a diverse group of individuals bring their unique experiences and understandings together to address the complex, multi-faceted challenges of our contemporary global society.
- The training should also include setting forth an expectation that departments and schools will establish an environment of inclusion in which individuals feel valued and encouraged to fully contribute to the processes and goals of the organization.
- Such training should be iterative, that is, periodically repeated rather than “once-and-done.”
- It is crucial for Baylor's senior leaders – the Regents, the Executive Council, the Council of Deans, and the Provost's Executive Staff – to demonstrate a purposeful institutional commitment to increasing diversity by modeling these practices, engaging in deliberate succession planning, and proactively taking the lead in fostering additional diversity when filling vacancies or new positions.

¹⁶ <http://baylorlariat.com/2015/04/09/baylor-shows-high-percentage-of-white-faculty-report-shows/>

Recruitment

- Increasing diversity requires purposeful commitment throughout the hiring process. Supply-side or pipeline factors are most often cited as the principal culprit in the comparative lack of women and minorities in the academic workplace, but a significant body of research suggests “that biased evaluations of women and minorities contribute to their under representation among American faculty.”¹⁷
- “Implicit bias outside of our awareness”¹⁸ is a real phenomenon that influences even the best hiring processes. Part of this well-documented bias, which is not unique to academic hiring processes, are the “gender schemas” that most often present in “small, barely visible ways . . . [that] accumulate over time to provide men with more advantage.”¹⁹
- At Baylor, the membership of search committees should purposefully reflect the diversity we desire rather than what may currently exist within the particular unit searching. If women and minorities are not currently present among those typically drawn to populate such a search committee, others from beyond “normal” sources should be drawn in. For instance, in a faculty search, this may be accomplished by appointing faculty in cognate disciplines to the search committee. In administrative searches, this may also be accomplished by utilizing relevantly knowledgeable staff, students, alumni, or local practitioners as search committee members.
- Commitment to diversity should be an explicit criterion for search committee service.
- Hiring decisions inevitably necessitate subjective judgments, and are susceptible to various forms of “political” pressures. Search committees, chairs, deans, and other hiring supervisors must be in full agreement about the need for a commitment to diversity. Absent this agreement before a process commences, potential diverse hires may well be subject to higher levels of criticism. If, however, the leadership of the search, the department, and the university are in alignment at the outset, and communicate such commitment clearly, it can be easier to mitigate these sorts of concern throughout the process.
- Position announcements should:
 - Clearly articulate the institution’s commitment to diversity. A “boilerplate” statement that Baylor is an Equal Opportunity/Affirmative Action employer is included in most, if not all, position announcements.²⁰ Additionally, search committees should integrate statements affirming the value of adding diverse perspectives to the particular unit searching for a new colleague into the body of the position announcement.

¹⁷ Correll, Shelley J. and Stephen Benard, “Gender and Racial Bias in Hiring,” unpublished memo to Provost Ronald J. Daniels, University of Pennsylvania, March 21, 2006.

¹⁸ Mullainathan, Sendhil, “Racial Bias, Even When We Have Good Intentions,” *New York Times*, January 3, 2015, http://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias-.html?_r=0&abt=0002&abg=0

¹⁹ Valian, Virginia, “Beyond Gender Schemas: Improving the Advancement of Women in Academia,” *Hypatia*, vol. 20, no 3 (Summer 2005), pp. 198-213.

²⁰ The approved text utilized in the recent search for a new Dean of the School of Education was as follows: “Baylor is an Affirmative Action/Equal Opportunity employer and complies with all applicable anti-discrimination laws, including those regarding age, race, color, sex, national origin, veterans, genetic information, and disability. As a religious educational institution affiliated with the Baptist General Convention of Texas, Baylor is lawfully permitted to consider an applicant’s religion as a selection criterion. Baylor encourages women, minorities, veterans and individuals with disabilities to apply.”

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- Be crafted in as broad and encompassing a fashion as possible as opposed to being too narrowly focused.
- Avoid overstating the required or desired credentials or experiences.
- Search committees need to be cognizant that it is not enough to judiciously screen whatever applicant pool responds to an advertisement. They must actively search for, and solicit nominations of, suitable prospects: “beating the bushes” well beyond typical/normal/familiar channels.
- Developing a diverse pool of applicants is a crucial initial step toward the ultimate aim of recruiting a diverse faculty and staff. And while this has been a priority at Baylor for some time, it is equally important to increase and widen the pool of candidates interviewed for positions.
- The University of Michigan’s Ross School of Business discovered that expanding the number of individuals interviewed on campus for faculty positions – in their case from three to five – led to an increase in the number of women being interviewed. This, in turn, led to an increase in the number of women who were hired.²¹
- Similarly, the University of Texas at El Paso documented that a similar practice “resulted in hiring women in proportions above their representation on the interview list.”²²
- In order to mitigate similarity bias – preferring those who are “like us” – Baylor should strive to be more nimble in its faculty and senior administrative search processes, considering among other practices:
 - Promote the use of seminar or colloquia invitations in advance of, or in conjunction with, search processes to bring a broad pool of prospective faculty to campus in order to both experience Baylor and to personally interact with existing faculty, prior to settling on the official finalists for the position;²³
 - Give hiring units the option to increase the number of “finalists” brought to campus;
 - Both may marginally increase the cost of each search, but should be less than the cost of a suboptimal hire, or unnecessarily extending a search into a succeeding year; and
 - Consider that any expansion in the number of finalists brought to campus for faculty positions will likely require the Provost’s Office to either expand the number of individuals utilized to conduct the interviews of finalists in Pat Neff (because there is only so much of Jim Bennighof to go around) or to consider viable alternatives to meeting the Regent’s expectation of senior administrative review of each prospective faculty member’s “faith match” with Baylor.
- It has been reported that “70% of academics have partners that work, and about half have academic partners . . . [and that] women are more likely than men to have academic

²¹ Supiano, Beckie, “How Small Changes are Improving Gender Balance at One Business School,” *Chronicle of Higher Education*, December 12, 2014, <http://chronicle.com/article/How-Small-Changes-Are/150811/>

²² Laursen, S. L., & Austin, A. E. (2014). Strategic Intervention Brief #5: Inclusive Recruitment and Hiring. In Laursen, S. L., & Austin, A. E., *StratEGIC Toolkit: Strategies for Effecting Gender Equity and Institutional Change*. Boulder, CO, and East Lansing, MI, http://www.colorado.edu/eer/research/documents/5_inclusiveHiringBrief022414.pdf

²³ This has become routine in the Department of Chemistry, along with a few other departments at Baylor.

partners,”²⁴ Baylor will need to explore better means of supporting spousal hiring, including assistance for non-academic spouses seeking employment in the region.²⁵

- Baylor should develop procedures for facilitating both spousal hires and opportunity hires. In this context, the latter term refers to a mechanism for hiring faculty who would increase the campus diversity, even if there is no open search.
- In concert with the development of such procedures, the university will need to establish an ongoing Opportunity Fund (in the Provost’s Office?), with the express purpose of being utilized to facilitate the hiring of spouses and/or the enhancement of offers for targeted candidates with competitive offers from other universities. Examples of such procedures and funding mechanisms may be found at Ohio State,²⁶ Rochester,²⁷ Minnesota,²⁸ Stanford,²⁹ and Princeton.³⁰
- Baylor should also consider the type of “cluster hiring” that has been seen “to help diversify a college’s faculty and improve institutional climate” similar to that experienced at the University of Wisconsin at Madison, North Carolina State University, and the University of Illinois at Chicago.³¹

Mentoring, Support, and Retention of New Hires

- Research by Austin & Laursen has demonstrated that mentoring and networking are strategies for change in increasing the number of women in science and engineering, providing clues to the same outcomes in other academic units.³² These are faculty development approaches designed to increase the success of women in the academy.
- The university has faculty mentoring programs in place, but more robust initiatives should be considered, including those that:
 - Provide guidance throughout the tenure process, including advice about scholarship and teaching expectations and appropriate level and type of service.
 - Provide for cross-cultural and cross-campus mentoring of diversity hires, in addition to departmental mentors, such as can be found at Penn,³³ UCLA,³⁴ and the University of Washington.³⁵

²⁴ Laursen, S. L., & Austin, A. E. (2014). Strategic Intervention Brief #10: Support for Dual-Career Couples. In Laursen, S. L., & Austin, A. E., *StratEGIC Toolkit: Strategies for Effecting Gender Equity and Institutional Change*. Boulder, CO, and East Lansing, MI, p. 1.

http://www.colorado.edu/eer/research/documents/10_dualCareerBrief021814.pdf

²⁵ One example is the Dual Career Program at Cornell University, https://www.hr.cornell.edu/jobs/dual_career.html

²⁶ <https://oaa.osu.edu/special-opportunity-hire-fund.html>

²⁷ <https://www.rochester.edu/diversity/faculty/fund.html>

²⁸ <https://diversity.umn.edu/idea/bridgefunding>

²⁹ <https://facultydevelopment.stanford.edu/recruitment/recruitment-programs>

³⁰ <https://facultydevelopment.stanford.edu/recruitment/recruitment-programs>

³¹ Chronicle of Higher Education, “Hiring Faculty Members in Groups Can Improve Diversity and Campus Climate,” April 30, 2015, http://chronicle.com/blogs/ticker/hiring-faculty-members-in-groups-can-improve-diversity-and-campus-climate/98149?cid=at&utm_source=at&utm_medium=en

³² Austin, A. E., & Laursen, S. L. (2014). Strategic Intervention Brief #3. Mentoring and Networking Activities. In Laursen, S. L., & Austin, A. E., *StratEGIC Toolkit: Strategies for Effecting Gender Equity and Institutional Change*. Boulder, CO, and East Lansing, MI. http://www.colorado.edu/eer/research/documents/3_Mentoring-NetworkingBrief091514.pdf

³³ <http://provost.upenn.edu/faculty/current/mentoring>

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- The responsibility to incorporate diverse faculty should reside with the existing faculty in a department rather than expecting the new diverse faculty member(s) to take the initiative to “make themselves known” to the “old guard.”
- Interdepartmental gatherings of new hires should be encouraged to provide peer support and promote collaboration and innovation.
- Mentorship is too important a process to limit to one year and one mentor. The current mentoring relationship should be extended beyond one year to a minimum of two to three years and the number of mentors should be expanded to an option of multiple mentors across disciplines. Consideration should be given to cultivating and training male mentors for female tenure track faculty.
- The tenure track process includes regular reviews and accountability measures with feedback from senior faculty. It is the responsibility of the tenured senior faculty to shepherd this process with a balance of affirmation and accountability to enhance the tenure track faculty member’s opportunity for success. To that end, this evaluation process can be strengthened in a number of ways:
 - Often a disproportionate share of “housekeeping” tasks, as well as initiatives related to the recruitment and mentoring of minority students and faculty, falls to the women and faculty of color in a department. Efforts should be made to insure department chairs are thoughtful and intentional when assigning departmental duties in order to protect untenured women and faculty of color from being overloaded with assignments and duties that detract from their primary obligations, especially during the probationary stages of the tenure process.
 - Promotion and Tenure committees, including those for non-tenure track faculty, should be mindful of additional service requirements made upon diverse faculty, especially if the individual is the first, or only, diverse faculty member in a department. These individuals will often be eager to provide representation to our students, but it is time consuming. Because this type of time-consuming service is important to the university and our students, it should be regarded as valuable and meaningful in the tenure and promotion processes.
 - The balance of teaching, scholarship and service expectations must be clear, not only in the tenure policy, but in the progression through the tenure process. The first year of the tenure process is often a learning curve challenge for the brand new teacher which might suggest that teaching evaluations rise in importance after the second year of teaching while production in publications is critical in the first several years. Service is minimally important in the first several years but grows in importance as the tenure track faculty demonstrates leadership potential in the final years of the tenure track. The annual tenure review conversation and letter should provide clarity around teaching, scholarship/publication, and service expectations and how to prioritize those at various points in the tenure process.
 - As the feedback and letter for each tenure review are very important, it is essential that the committee chair provide clear direction and feedback in early tenure track reviews and that reviewers provide a list of talking points to the chair before the tenure review meeting. The conversation should, then, be authentic and reflect change needed prior to the next review.

³⁴ <https://faculty.diversity.ucla.edu/resources-for/mentoring>

³⁵ <http://advance.washington.edu/resources/mentoring.html>

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- The university has recently enacted a new policy on maternity leave and primary caregiver leave for faculty³⁶ that addresses some of the challenges faced by childbearing women and new parents of both genders on the tenure-track including pregnancy, adoption, and tenure-clock delays. Nevertheless, there are related challenges noted by the AAUP³⁷ and other sources also worthy of consideration.^{38,39} For instance, establishing additional “family friendly” packages for untenured faculty that would assist with child care (cost and availability) and early childhood teaching release. Examples of such programs at other universities include Princeton,⁴⁰ Michigan State,⁴¹ UT Austin,⁴² Penn,⁴³ and UC Davis.⁴⁴

³⁶ <http://www.baylor.edu/bupp/doc.php/241020.pdf>

³⁷ http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CFMQFjAH&url=http%3A%2F%2Fwww.aaup.org%2Fsites%2Fdefault%2Ffiles%2Ffiles%2FPregnancy-in-the-Academy.pdf&ei=T2o-VZG1Ib6sAXv_4DYAw&usg=AFQjCNHPQMPG1LCIIqZNGd_Kpm-YsUz-Vg&sig2=IGYOD44Zj1myDAYIxtBf5g&bvm=bv.91665533,d.b2w

³⁸ <http://eric.ed.gov/?id=ED406939>

³⁹ http://www.slate.com/articles/double_x/doublex/2013/06/female_academics_pay_a_heavy_baby_penalty.html

⁴⁰ http://www.princeton.edu/dof/policies/family_friendly/family_friendly/

⁴¹ <http://www.adapp-advance.msu.edu/parenting-caregiving-resources-faculty>

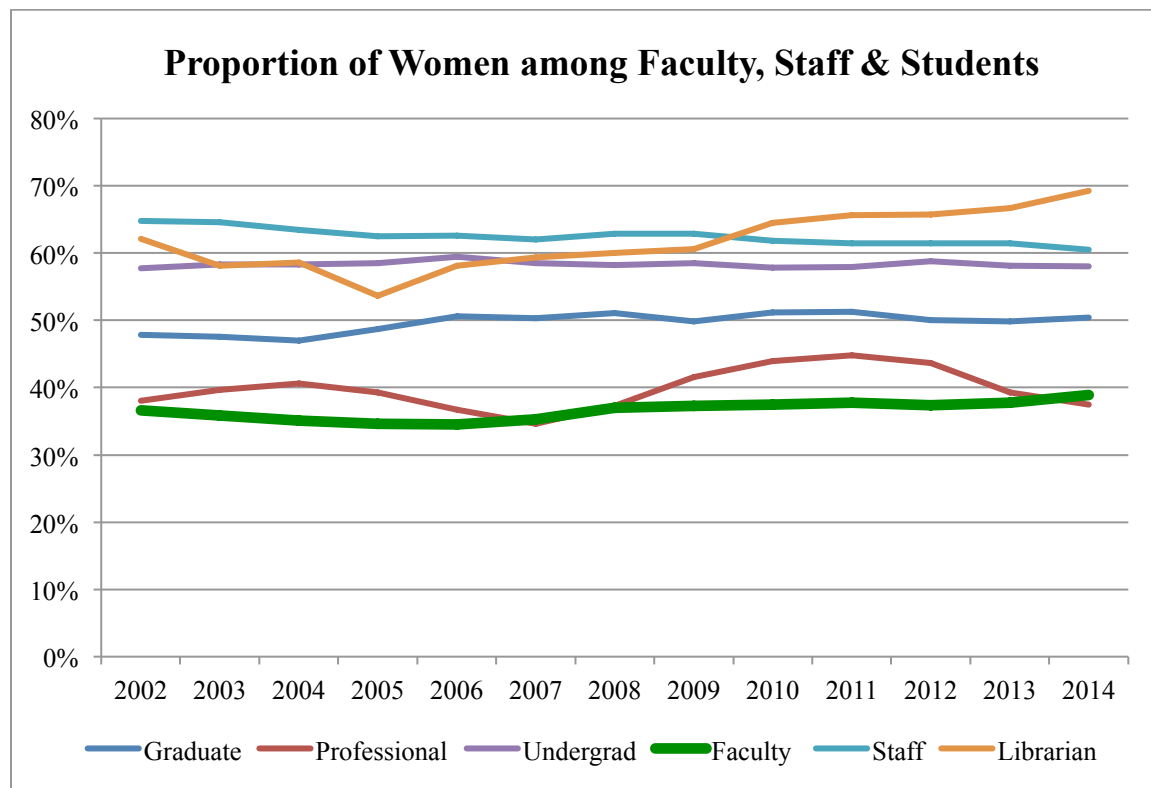
⁴² <http://provost.utexas.edu/faculty-affairs/life-and-work/>

⁴³ <http://provost.upenn.edu/faculty/current/work-life-balance>

⁴⁴ http://gsa.ucdavis.edu/Grad_Women_Thrive_in_Academia/Pregnancy_and_Parenting

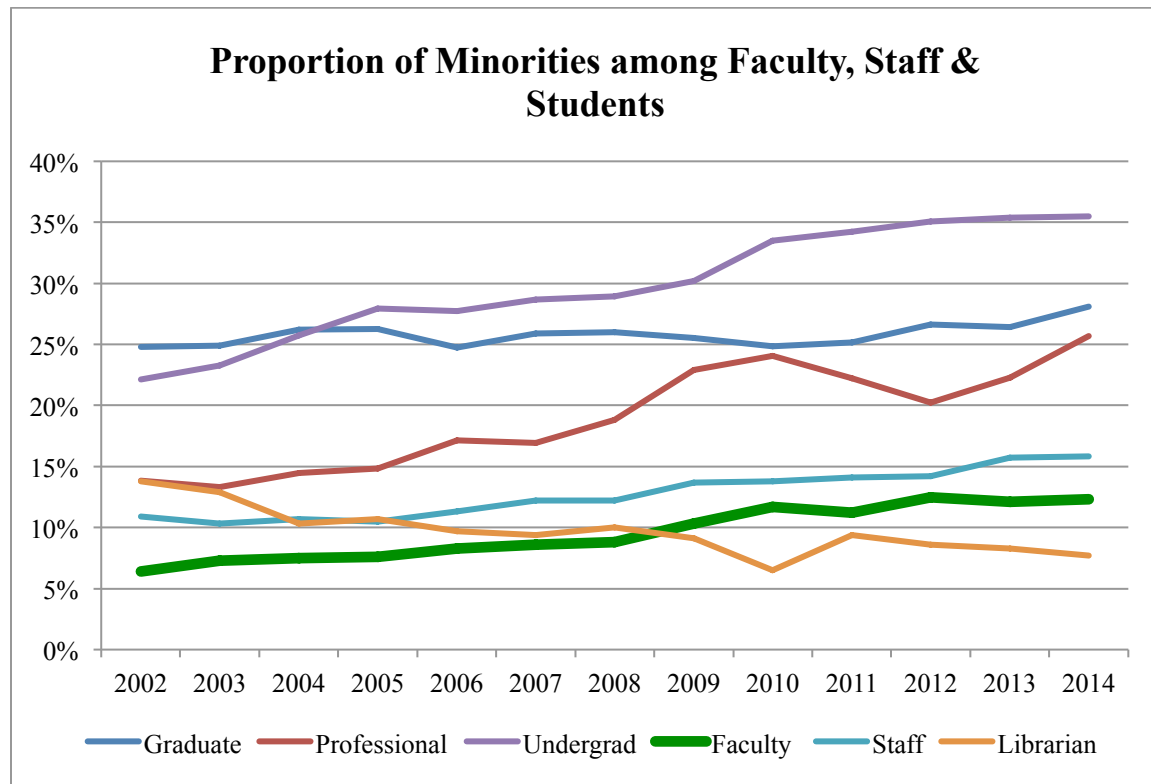
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Baylor University - Proportion of Women						
Fall	Graduate	Professional	Undergrad	Faculty	Staff	Librarian
2002	47.9%	38.0%	57.7%	36.6%	64.8%	62.1%
2003	47.5%	39.7%	58.3%	35.9%	64.6%	58.1%
2004	46.9%	40.6%	58.4%	35.1%	63.4%	58.6%
2005	48.7%	39.3%	58.5%	34.6%	62.5%	53.6%
2006	50.6%	36.7%	59.4%	34.5%	62.6%	58.1%
2007	50.3%	34.6%	58.5%	35.3%	62.0%	59.4%
2008	51.0%	37.3%	58.2%	37.0%	62.9%	60.0%
2009	49.8%	41.6%	58.5%	37.3%	62.9%	60.6%
2010	51.2%	44.0%	57.8%	37.5%	61.8%	64.5%
2011	51.2%	44.8%	57.9%	37.8%	61.4%	65.6%
2012	50.0%	43.7%	58.8%	37.4%	61.4%	65.7%
2013	49.8%	39.3%	58.1%	37.8%	61.4%	66.7%
2014	50.4%	37.5%	58.0%	38.9%	60.5%	69.2%



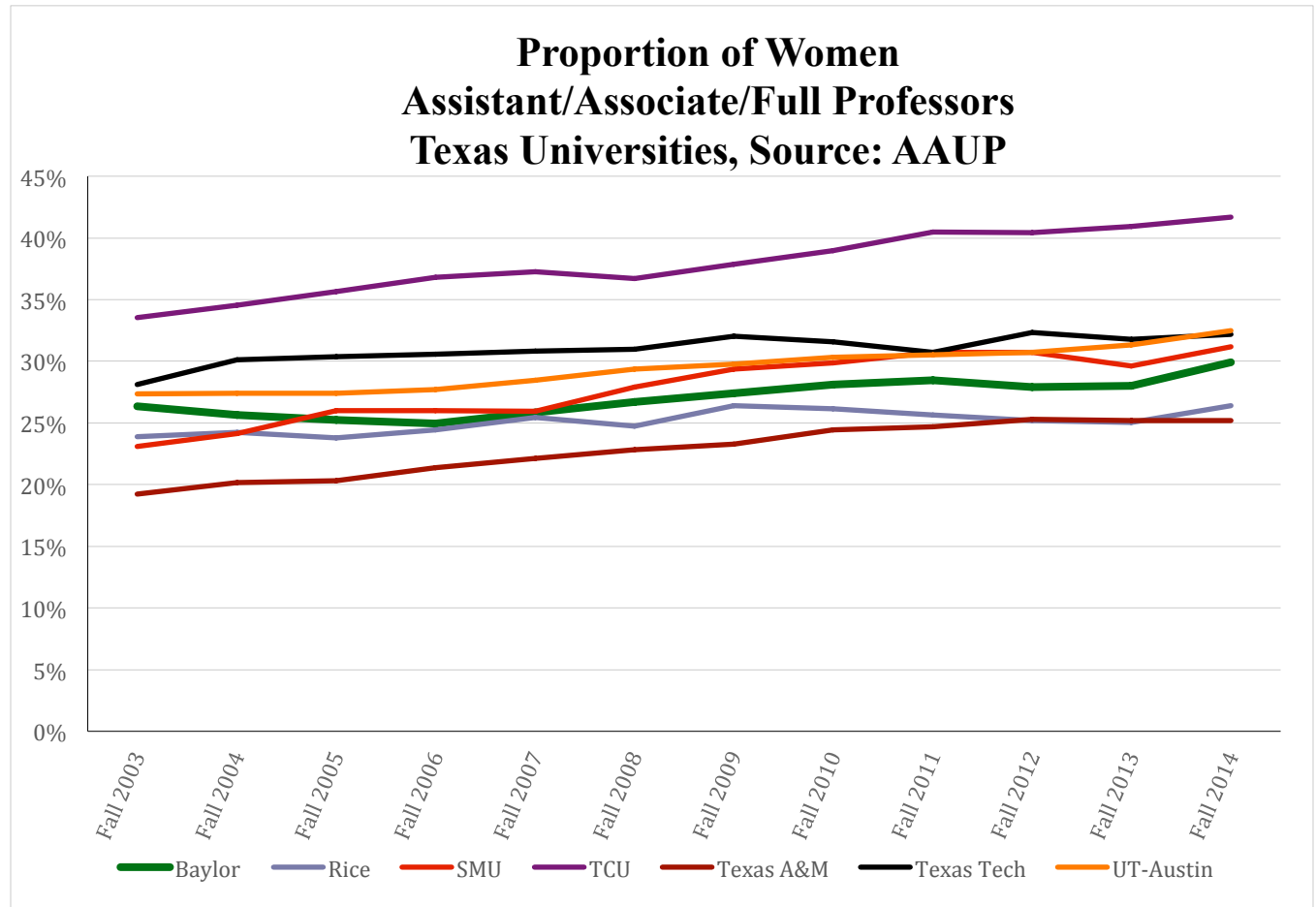
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Baylor University - Proportion of Minorities						
Fall	Graduate	Professional	Undergrad	Faculty	Staff	Librarian
2002	24.8%	13.9%	22.1%	6.4%	10.9%	13.8%
2003	24.9%	13.3%	23.3%	7.3%	10.3%	12.9%
2004	26.2%	14.5%	25.7%	7.5%	10.7%	10.3%
2005	26.3%	14.8%	27.9%	7.6%	10.5%	10.7%
2006	24.7%	17.1%	27.8%	8.3%	11.3%	9.7%
2007	25.9%	16.9%	28.7%	8.6%	12.2%	9.4%
2008	26.0%	18.8%	28.9%	8.8%	12.2%	10.0%
2009	25.6%	22.9%	30.2%	10.3%	13.7%	9.1%
2010	24.8%	24.1%	33.5%	11.7%	13.8%	6.5%
2011	25.2%	22.2%	34.2%	11.2%	14.1%	9.4%
2012	26.6%	20.2%	35.1%	12.5%	14.2%	8.6%
2013	26.4%	22.3%	35.4%	12.1%	15.7%	8.3%
2014	28.1%	25.7%	35.5%	12.3%	15.8%	7.7%



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Comparative Proportion of Women Assistant, Associate, or Full Professors: Texas Universities												
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Baylor	26.3%	25.6%	25.2%	25.0%	25.8%	26.7%	27.4%	28.1%	28.5%	27.9%	28.0%	29.9%
Rice	23.9%	24.3%	23.8%	24.4%	25.5%	24.7%	26.4%	26.2%	25.7%	25.2%	25.1%	26.4%
SMU	23.1%	24.1%	26.0%	26.0%	25.9%	27.9%	29.4%	29.9%	30.7%	30.7%	29.6%	31.2%
TCU	33.5%	34.5%	35.7%	36.8%	37.2%	36.7%	37.9%	39.0%	40.5%	40.4%	40.9%	41.7%
Texas A&M	19.2%	20.2%	20.3%	21.4%	22.1%	22.8%	23.3%	24.4%	24.7%	25.3%	25.2%	25.2%
Texas Tech	28.1%	30.1%	30.4%	30.6%	30.8%	31.0%	32.0%	31.6%	30.7%	32.4%	31.8%	32.2%
UT-Austin	27.4%	27.4%	27.4%	27.7%	28.5%	29.4%	29.7%	30.3%	30.5%	30.7%	31.3%	32.5%



Diversity Enhancement Dialogue – Lessons Learned and Resulting Recommendations

Comparative Proportion of Women Assistant, Associate, or Full Professors: Privates, No Med-School												
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Baylor	26.3%	25.6%	25.2%	25.0%	25.8%	26.7%	27.4%	28.1%	28.5%	27.9%	28.0%	29.9%
Boston College	35.2%	36.6%	36.6%	37.4%	37.3%	36.6%	37.7%	38.1%	38.0%	38.9%	39.7%	39.8%
Fordham	36.7%	38.2%	39.0%	40.2%	40.5%	39.1%	39.4%	40.7%	41.1%	40.7%	41.3%	42.5%
Northeastern	28.1%	28.5%	28.4%	28.4%	29.3%	30.1%	30.3%	30.6%	32.5%	32.3%	32.6%	33.0%
Notre Dame	22.0%	22.5%	23.7%	23.4%	23.5%	24.1%	25.0%	25.5%	26.3%	25.8%	25.9%	26.2%
Rice	23.9%	24.3%	23.8%	24.4%	25.5%	24.7%	26.4%	26.2%	25.7%	25.2%	25.1%	26.4%
SMU	23.1%	24.1%	26.0%	26.0%	25.9%	27.9%	29.4%	29.9%	30.7%	30.7%	29.6%	31.2%
Syracuse	37.9%	34.0%	34.4%	34.8%	34.7%	35.2%	36.4%	36.8%	36.6%	37.2%		36.7%
TCU	33.5%	34.5%	35.7%	36.8%	37.2%	36.7%	37.9%	39.0%	40.5%	40.4%	40.9%	41.7%

