

Faculty Compensation Task Force

(Spring 2018 - Spring 2019)



President's Charge

The charge of the Task Force is to discern a compensation philosophy and develop a structure for the University of San Diego that is tied to excellence in teaching, service, and scholarship/creative activities; is competitive with our peers; is anchored in market information; is reliable and valid; and has a time frame for an implementation plan based on the agreed upon framework. The Task Force, with guidance from Mr. Casagrande, would need to:

- Discern a guiding faculty compensation philosophy.
- Establish institutions for compensation benchmarking, based on agreed upon criteria.
- Benchmark faculty salaries at the other institutions, including regional and geography-based market trends.
- Compare faculty compensation holistically with peer institutions (including benefits, sabbaticals, etc.).
- Develop a plan that recognizes and rewards excellence at all ranks throughout the career of a faculty member.
- Consider the financial status of the University (current and projected) in recommending a plan (including time frame and multi-year goals) to implement the University's philosophy and structure for faculty compensation, including benefits.
- Recommend next steps in achieving sustainable operational goals.
- Develop a consultation and communications plan for stakeholders in the process.

President's Charge

Accountable

Provost Baker will oversee this process, keeping the Cabinet and President Harris informed of its progress while seeking input and affirmation by the Cabinet and me at critical junctures. The final stage will be to present a plan to President Harris, so that he can make a recommendation to the Board of Trustees for its approval.

Responsible

The Task Force has primary responsibility for developing and recommending the compensation philosophy, structure, and implementation timeline for a compensation plan. The Task Force should consult closely with all stakeholders and committees as necessary to ensure that best practices and information are utilized.

Informed

The Task Force will seek feedback from the Cabinet and Faculty.

Timeline

The Task Force work will begin with a full day retreat on March 7, 2018, facilitated by Frank Casagrande. This will be followed by half-day meetings every three to four weeks during Spring 2018, Fall 2018, and Spring 2019; the Task Force will not plan to meet in Summer 2018. Final recommendations will be presented to me no later than May 31, 2019. President Harris anticipates presenting his recommendations to the Board of Trustees in Spring 2019.

Faculty Compensation Task Force Members

Task Force Consultant, Frank Casagrande, Casagrande, LLC*

Gail F. Baker, Vice President and Provost

Chris Adler, Professor, Music

Mary Barger, Associate Professor, Nursing

Karen Briggs, Assistant VP and Chief HR Officer*

Robert Dean, USD Board of Trustee & Founder and President of Harmony Capital, LLC

Hugh Ellis, Professor, Biology

Fred Galloway, Professor, SOLES

Aarti Ivanic, Associate Professor of Marketing & Chair, University Senate

Terry Kalfayan, VP for Finance and Chief Financial Officer

Paula Krist, Director of Institutional Research and Planning*

Nick Ladany, Dean of SOLES

Alyson Ma, Chair and Professor, Economics

Noelle Norton, Dean of CAS

Chell Roberts, Dean of SMSE

Lori Watson, Chair and Professor, Philosophy

Mary Jo Wiggins, Professor, Law

Jennifer Zwolinski, Associate Provost & Professor, Psychological Sciences

*Ex-Officio

Timeline

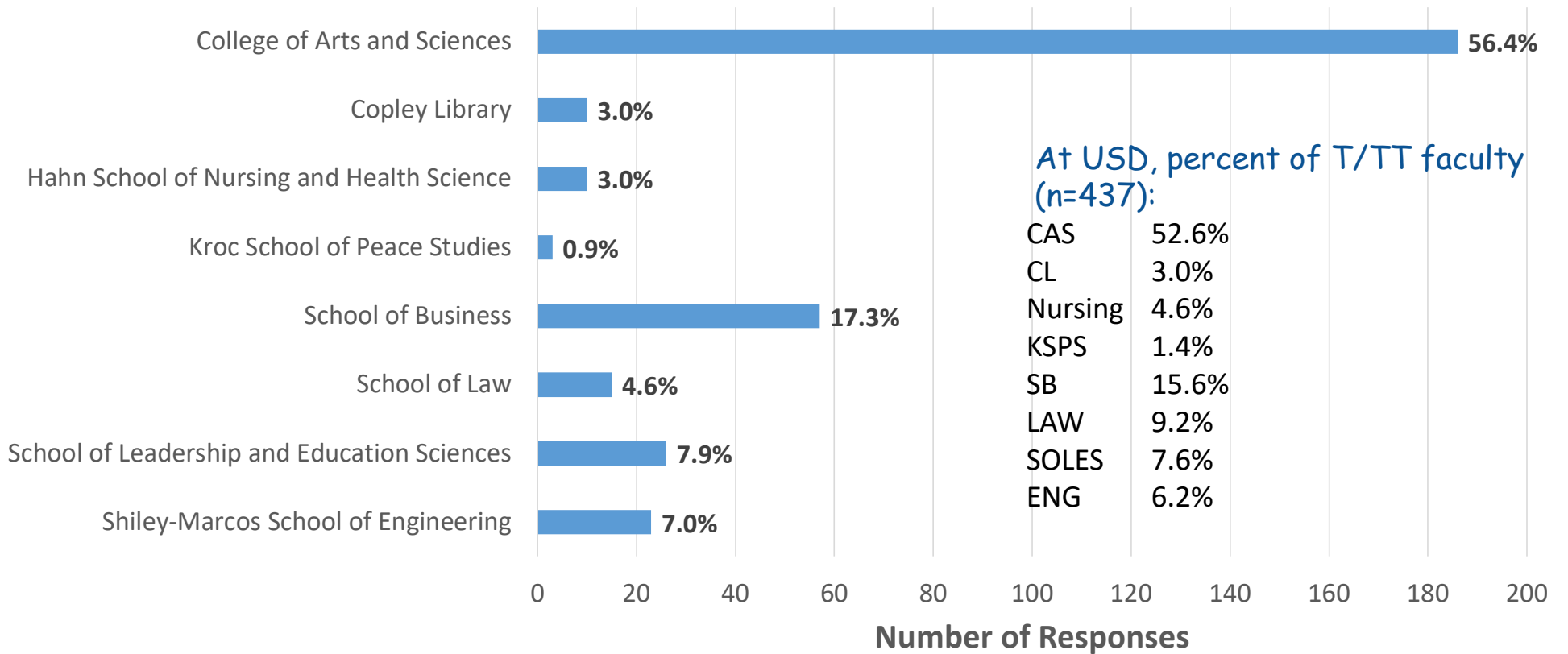
- **March 7, 2018:** Review of the President's charge, review of initial diagnostic of USD, review of Task Force workplan
- **March 22, 2018:** Presentation of 'Study of Automatic Salary Increases upon Promotion' and 'Study of Salary Increases Across Units' by Alyson Ma, presentation of USD Finances by Terry Kalfayan
- **April 13, 2018:** Presentation of compensation systems by Mr. Casagrande
- **May 2, 2018:** Presentation of Compensation Philosophy and selection of salary benchmark institutions by Mr. Casagrande, presentation of UC-Faculty salary program by Jennifer Zwolinski and Chell Roberts. Formation of subgroups (compensation philosophy, compensation survey, and benchmark institutions)
- **September 17, 2018:** Faculty Compensation Task Force sent an invitation to tenure-line faculty members to provide feedback on a survey designed to measure various factors that impact faculty compensation at USD.
- **October 1, 2018:** Close of the survey (approximately 76% of faculty representing all academic units completed this survey).
- **October 18, 2018:** Presentation of compensation survey results by Alyson Ma.

Faculty Compensation Survey Results

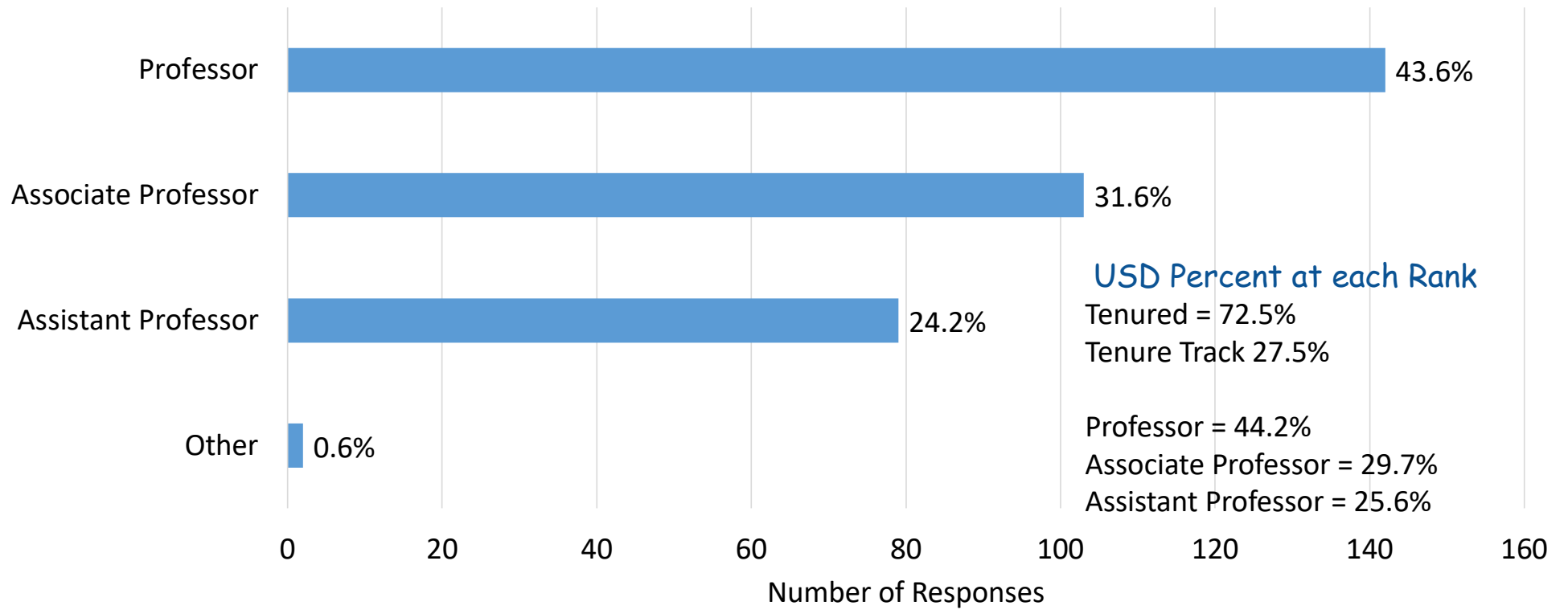
- The quantitative and qualitative results of the survey are shown on subsequent slides.
- With the survey results, we will start the process of determining important factors that impact faculty compensation at USD.
- The next steps across the 2018-2019 including finalizing our **Compensation Benchmark Group** and using data gathered to incorporate structure and develop a philosophy to support the structure.¹
- Thank you to all of the faculty who completed the survey.

¹ This group of schools will be used solely for compensation comparison and is not intended to replace the current group of peer institutions used for other kinds of comparisons, and in the survey we used the term "peer group" but we will use "Compensation Benchmark Group" hereafter.

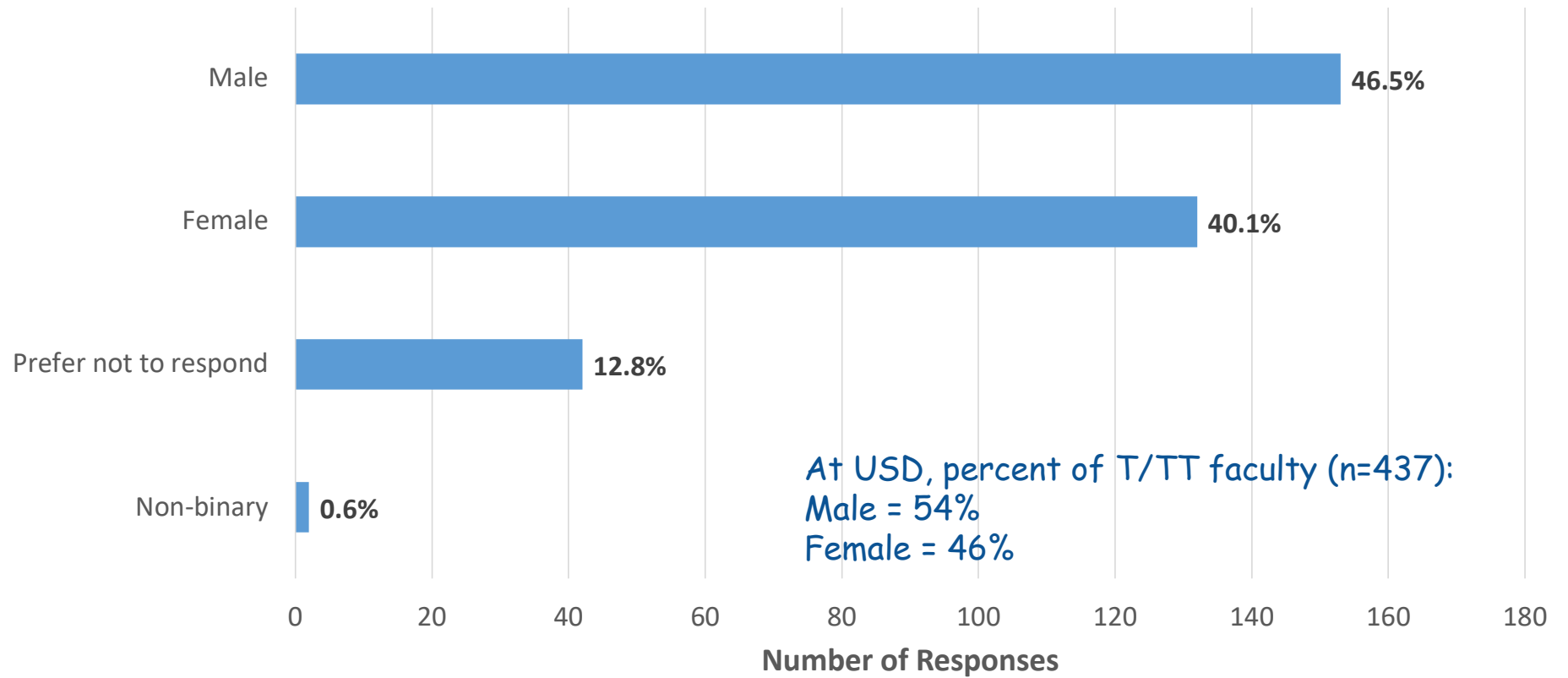
(Q7.1) What is your academic division?



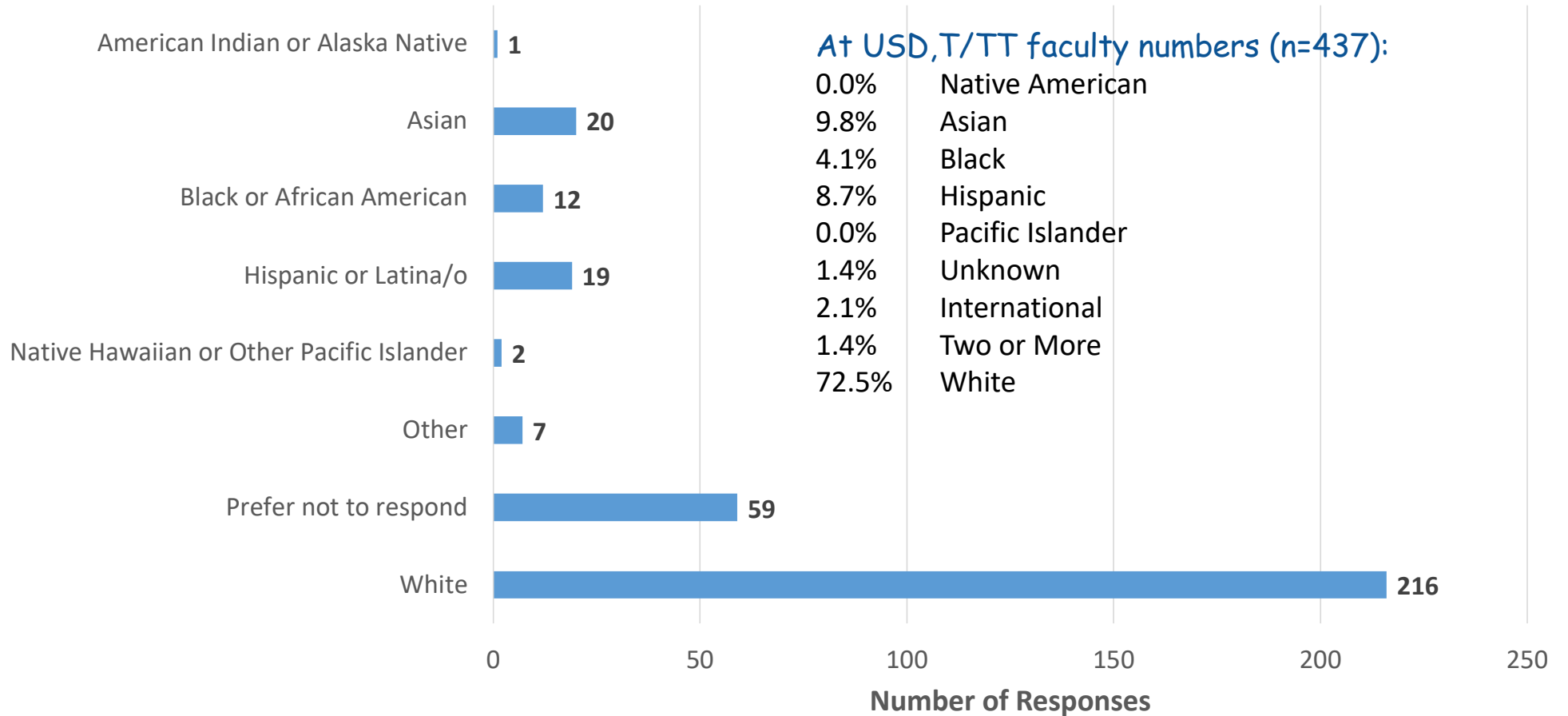
(Q7.2) What is your academic rank?



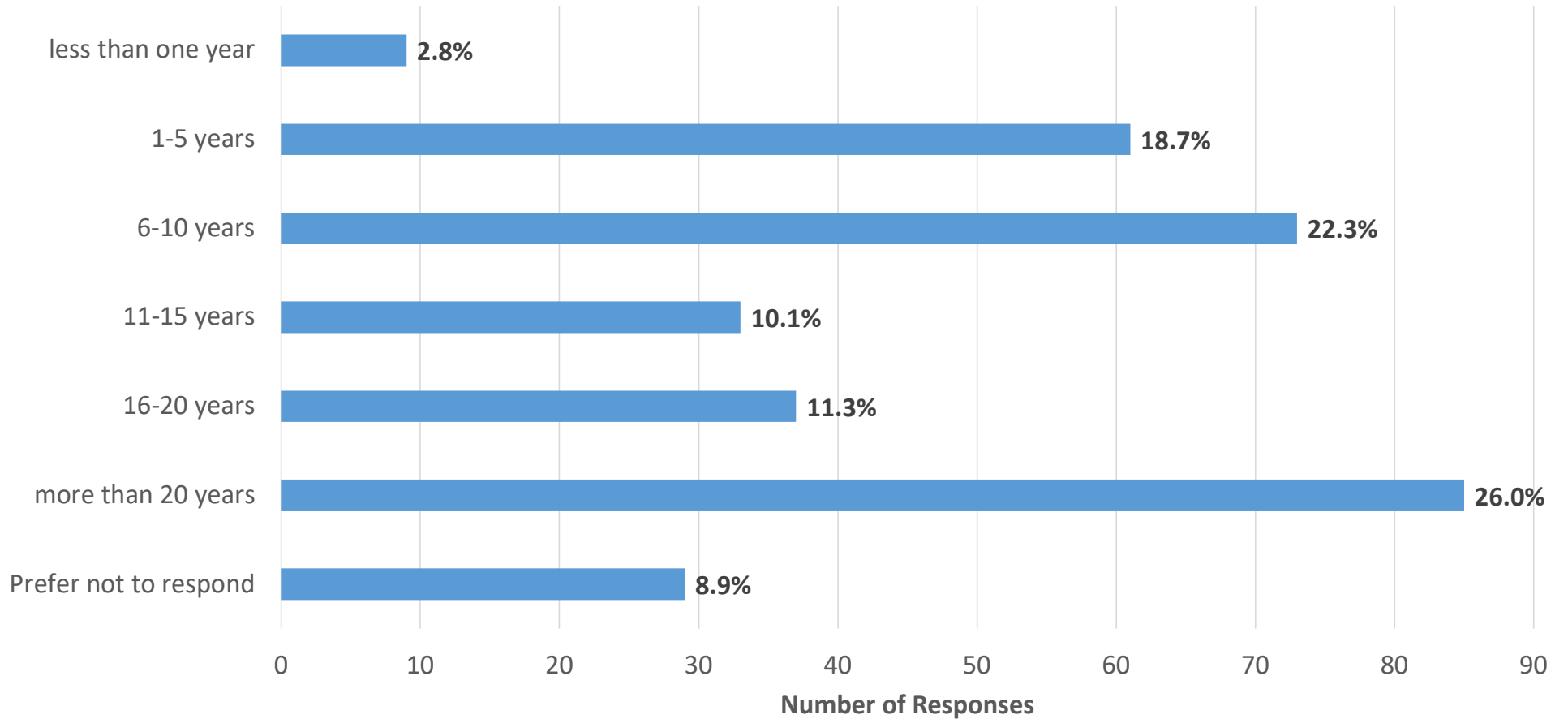
(Q7.3) What is your gender identity?



(Q7.4) What is your racial/ethnic identity? (Choose all that apply.)



(Q7.5) How many years have you been employed at USD?



(Q2.1) Please indicate how important they are to you in determining faculty compensation.

	Not at all Important	Somewhat important	Important	Very important	Total
Reflect the mission of the university.	8.9%	25.2%	42.3%	23.6%	100%
Be competitive with our peer institutions.	0.6%	4.9%	28.7%	65.9%	100%
Be transparent in its policies.		5.2%	23.3%	71.5%	100%
Consider cost of living in San Diego.	1.2%	2.7%	18.2%	77.9%	100%
Consider salary compression and inversion issues.	3.4%	18.4%	30.9%	47.2%	100%
Balance faculty salary needs with competing university fiscal demands.	9.1%	39.5%	40.7%	10.6%	100%
Reflect external non-academic market conditions.	16.6%	39.6%	22.7%	21.2%	100%
Reflect academic discipline differentials in the market.	21.9%	27.8%	20.7%	29.6%	100%
Be uniform within rank.	25.4%	30.0%	23.2%	21.4%	100%
Be uniform within college/school.	22.9%	29.9%	25.6%	21.7%	100%
Promote faculty excellence in teaching and research.		1.8%	24.0%	74.2%	100%



(Q2.1) Please indicate how important they are to you in determining faculty compensation.

Response to Important/Very Important	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
Reflect the mission of the university.	140	8	6	1	18	10	18	12
Be competitive with our peer institutions.	171	10	10	2	53	15	24	22
Be transparent in its policies.	175	10	10	2	50	13	23	23
Consider cost of living in San Diego.	185	10	10	3	48	14	22	22
Consider salary compression and inversion issues.	153	7	7	2	39	5	18	16
Balance faculty salary needs with competing university fiscal demands.	86	4	9	1	26	9	20	13
Reflect external non-academic market conditions.	61	4	7	2	28	13	12	15
Reflect academic discipline differentials in the market.	47	5	9	0	53	14	13	20
Be uniform within rank.	99	7	4	1	12	1	15	5
Be uniform within college/school.	101	7	8	1	11	4	15	6
Promote faculty excellence in teaching and research.	181	9	10	3	54	15	25	23

90%-100%
80%-89%

(Q2.1) Please indicate how important they are to you in determining faculty compensation.

Response to Important/Very Important	Professor	Associate Professor	Assistant Professor
Reflect the mission of the university.	66.9%	63.1%	69.3%
Be competitive with our peer institutions.	95.0%	95.1%	92.2%
Be transparent in its policies.	95.0%	95.0%	93.5%
Consider cost of living in San Diego.	93.6%	96.1%	100.0%
Consider salary compression and inversion issues.	82.6%	80.0%	64.4%
Balance faculty salary needs with competing university fiscal demands.	57.6%	46.6%	47.4%
Reflect external non-academic market conditions.	42.4%	39.8%	52.0%
Reflect academic discipline differentials in the market.	54.3%	48.5%	44.2%
Be uniform within rank.	35.7%	46.1%	57.9%
Be uniform within college/school.	41.0%	50.5%	54.5%
Promote faculty excellence in teaching and research.	99.3%	98.0%	96.2%

	90%-100%
	80%-89%

(Q2.1) Please indicate how important they are to you in determining faculty compensation.

Response to Important/Very Important	Female	Male	Non-binary	Prefer not to respond
Reflect the mission of the university.	74.4%	59.1%	100.0%	61.9%
Be competitive with our peer institutions.	90.0%	96.7%	100.0%	100.0%
Be transparent in its policies.	98.5%	91.3%	100.0%	95.2%
Consider cost of living in San Diego.	98.5%	93.4%	100.0%	97.6%
Consider salary compression and inversion issues.	83.1%	73.8%	100.0%	76.2%
Balance faculty salary needs with competing university fiscal demands.	50.8%	53.0%	50.0%	47.6%
Reflect external non-academic market conditions.	38.5%	42.6%	50.0%	64.3%
Reflect academic discipline differentials in the market.	44.5%	52.0%	50.0%	61.0%
Be uniform within rank.	49.6%	36.4%	100.0%	56.1%
Be uniform within college/school.	55.4%	38.0%	100.0%	52.4%
Promote faculty excellence in teaching and research.	98.5%	98.0%	100.0%	97.6%

(Q2.2) Please group considerations that you think are most important in creating a salary philosophy by dragging your choices into the appropriate box. Please select your top three.

Top Three Choices	1 = First Choice	2	3	Total
Reflect the mission of the university.	18	9	9	36
Be competitive with our peer institutions.	38	70	55	163
Be transparent in its policies.	30	29	33	92
Consider cost of living in San Diego.	76	72	66	214
Consider salary compression and inversion issues.	14	25	34	73
Balance faculty salary needs with competing university fiscal demands.		4	9	13
Reflect external non-academic market conditions.	3	9	11	23
Reflect academic discipline differentials in the market.	12	29	18	59
Be uniform within rank.	11	5	25	41
Be uniform within college/school.	4	11	11	26
Be competitive with a set of excellence in teaching and research.	122	58	46	226

(Q2.2) Please group considerations that you think are most important in creating a salary philosophy by dragging your choices into the appropriate box. Please select your top three.

First Choice [Second or Third Choice]	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
Reflect the mission of the university.	13 [26]					1 [4]	3 [4]	1 [2]
Be competitive with our peer institutions.	15 [91]	[4]	[2]	1 [1]	11 [33]	4 [9]	2 [9]	5 [14]
Be transparent in its policies.	15 [56]	6 [7]	1 [4]		3 [8]	[2]	3 [9]	2 [5]
Consider cost of living in San Diego.	59 [146]	2 [7]	1 [8]	1 [3]	6 [19]	[4]	7 [17]	[10]
Consider salary compression and inversion issues.	8 [45]	[3]		[2]	3 [12]	[1]	[6]	1 [4]
Balance faculty salary needs with competing university fiscal demands.	[2]				[4]	[3]	[2]	[2]
Reflect external non-academic market conditions.	1 [7]	[1]	1 [1]		[6]	[3]		1 [5]
Reflect academic discipline differentials in the market.	1 [7]		1 [4]		9 [34]	[2]	[1]	1 [10]
Be uniform within rank.	8 [29]	[2]	[2]	[1]			2 [6]	
Be uniform within college/school.	61 [118]	2 [5]	6 [9]	1	24 [45]	10 [13]	[15]	11 [17]
Promote faculty excellence in teaching and research.	3 [16]				[3]	[2]	1 [4]	

(Q2.3) Please provide additional comments about compensation philosophy (not addressed above) that should be considered.

Common Key Themes to Consider (n =107)

- #1: Cost of living
- Salary bumps at promotion and tenure
- Address compression
- Merit for exceptional work
- Concern about salary differentials between (within ranks) and across units (SB, CAS), more balance in salary across units
- Market forces considerations (strong feelings both ways)
- Salaries need to align better with peers
- Inequity among certain groups (esp. female)
- The need for transparency in how compensation adjustments are made

(Q3.1) Given adequate resources, what types of salary increases should we implement? Rank from 1-6, with 1 being most important. Drop and drag each to the appropriate rank order.

	1 = Most Important	2	3	4	5	6 = Least Important	Average	Standard Deviation
Salary increases that are the same for all faculty members across the board	18	21	27	33	55	165	4.8	1.6
Performance-based salary increases (merit based)	121	74	42	30	27	25	2.5	1.6
Salary raises for promotion to higher rank	107	105	53	27	21	6	2.3	1.3
Adjustments for compression and inversion	23	35	72	91	58	40	3.8	1.4
Salary raises for each year of service (seniority, step system)	11	34	49	60	107	58	4.2	1.4
Inflation-based adjustment	39	50	76	78	51	25	3.4	1.4

	90%-100%
	80%-89%

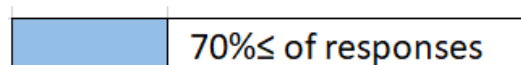
(Q3.1) Given adequate resources, what types of salary increases should we implement? Rank from 1-6, with 1 being most important. Drop and drag each to the appropriate rank order.

Rank of 1 or 2	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
Salary increases that are the same for all faculty members across the board	25	5	1	0	1	1	3	0
Performance-based salary increases (merit based)	91	4	7	1	45	13	19	15
Salary raises for promotion to higher rank	132	2	6	3	39	7	11	11
Adjustments for compression and inversion	33	2	1	0	12	0	5	5
Salary raises for each year of service (seniority, step system)	26	3	1	0	5	1	3	5
Inflation-based adjustment	47	4	2	2	10	8	9	6

	80%-100%
	60%-79%

(Q3.1) Given adequate resources, what types of salary increases should we implement? Rank from 1-6, with 1 being most important. Drop and drag each to the appropriate rank order.

Rank of 1 or 2	Professor	Associate Professor	Assistant Professor
Salary increases that are the same for all faculty members across the board	9	14	12
Performance-based salary increases (merit based)	95	56	40
Salary raises for promotion to higher rank	80	74	54
Adjustments for compression and inversion	34	14	8
Salary raises for each year of service (seniority, step system)	15	15	13
Inflation-based adjustment	37	27	23



(Q3.1) Given adequate resources, what types of salary increases should we implement? Rank from 1-6, with 1 being most important. Drop and drag each to the appropriate rank order.

Rank of 1 or 2	Female	Male	Non-binary	Prefer not to respond
Salary increases that are the same for all faculty members across the board	10.9%	10.3%	0.0%	19.5%
Performance-based salary increases (merit based)	60.9%	67.6%	0.0%	46.3%
Salary raises for promotion to higher rank	69.5%	67.6%	100.0%	53.7%
Adjustments for compression and inversion	21.1%	16.6%	0.0%	17.1%
Salary raises for each year of service (seniority, step system)	14.1%	11.0%	0.0%	19.5%
Inflation-based adjustment	23.4%	26.9%	100.0%	43.9%

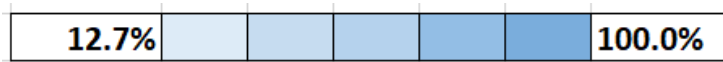
(Q3.2) For each of the following factors, please indicate how important you feel it should be in determining the compensation of a faculty member.

	Not at all Important	Somewhat important	Important	Very important	Total
Academic discipline	36.8%	21.0%	19.2%	23.1%	100%
Academic rank	2.4%	11.3%	43.0%	43.3%	100%
Collaborative work with students	11.6%	35.7%	30.5%	22.3%	100%
Professional service	6.1%	46.5%	38.8%	8.6%	100%
Scholarship/creative work	0.6%	4.9%	37.6%	57.0%	100%
Seniority (years of service)	12.0%	35.7%	36.6%	15.7%	100%
Supporting the university mission	9.4%	34.6%	42.1%	13.9%	100%
Teaching effectiveness	1.2%	3.9%	33.9%	60.9%	100%
University/community service	6.7%	35.1%	44.2%	14.0%	100%




(Q3.2) For each of the following factors, please indicate how important you feel it should be in determining the compensation of a faculty member.

Response to Important/Very Important	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
Academic discipline	33	2	8	1	52	14	6	22
Academic rank	159	9	9	2	49	12	21	20
Collaborative work with students	116	4	5	2	7	6	17	13
Professional service	95	6	4	1	16	4	17	10
Scholarship/creative work	172	9	10	3	55	15	26	19
Seniority (years of service)	107	8	5	3	19	4	12	10
Supporting the university mission	110	10	5	1		10	17	10
Teaching effectiveness	173	10	10	3	51	15	26	22
University/community service	118	9	4	1		9	19	9



(Q3.2) For each of the following factors, please indicate how important you feel it should be in determining the compensation of a faculty member.

Response to Important/Very Important	Professor	Associate Professor	Assistant Professor
Academic discipline	70	35	29
Academic rank	125	85	67
Collaborative work with students	73	52	43
Professional service	59	53	39
Scholarship/creative work	134	100	69
Seniority (years of service)	74	50	42
Supporting the university mission	83	55	43
Teaching effectiveness	136	95	74
University/community service	77	63	47

 75%< of responses

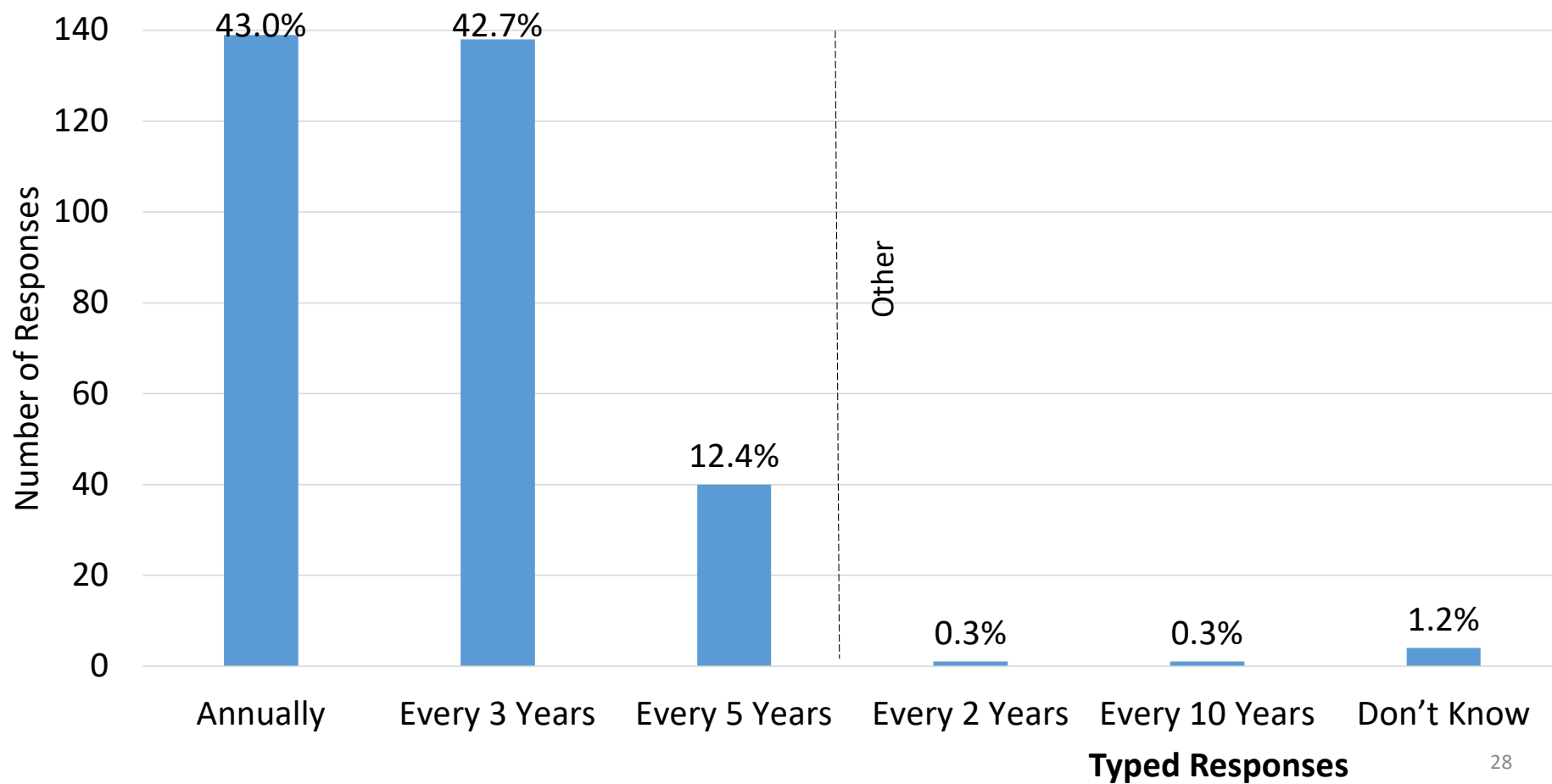
(Q3.2) For each of the following factors, please indicate how important you feel it should be in determining the compensation of a faculty member.

Important/Very Important	Female	Male	Non-binary	Prefer not to respond
Academic discipline	38.9%	43.3%	50.0%	50.0%
Academic rank	88.6%	86.6%	50.0%	78.6%
Collaborative work with students	62.9%	47.3%	100.0%	35.7%
Professional service	51.9%	43.6%	100.0%	41.5%
Scholarship/creative work	93.9%	95.3%	100.0%	92.9%
Seniority (years of service)	53.1%	50.3%	100.0%	52.5%
Supporting the university mission	63.6%	50.7%	50.0%	52.4%
Teaching effectiveness	96.2%	93.3%	100.0%	97.6%
University/community service	75.0%	49.7%	100.0%	34.1%

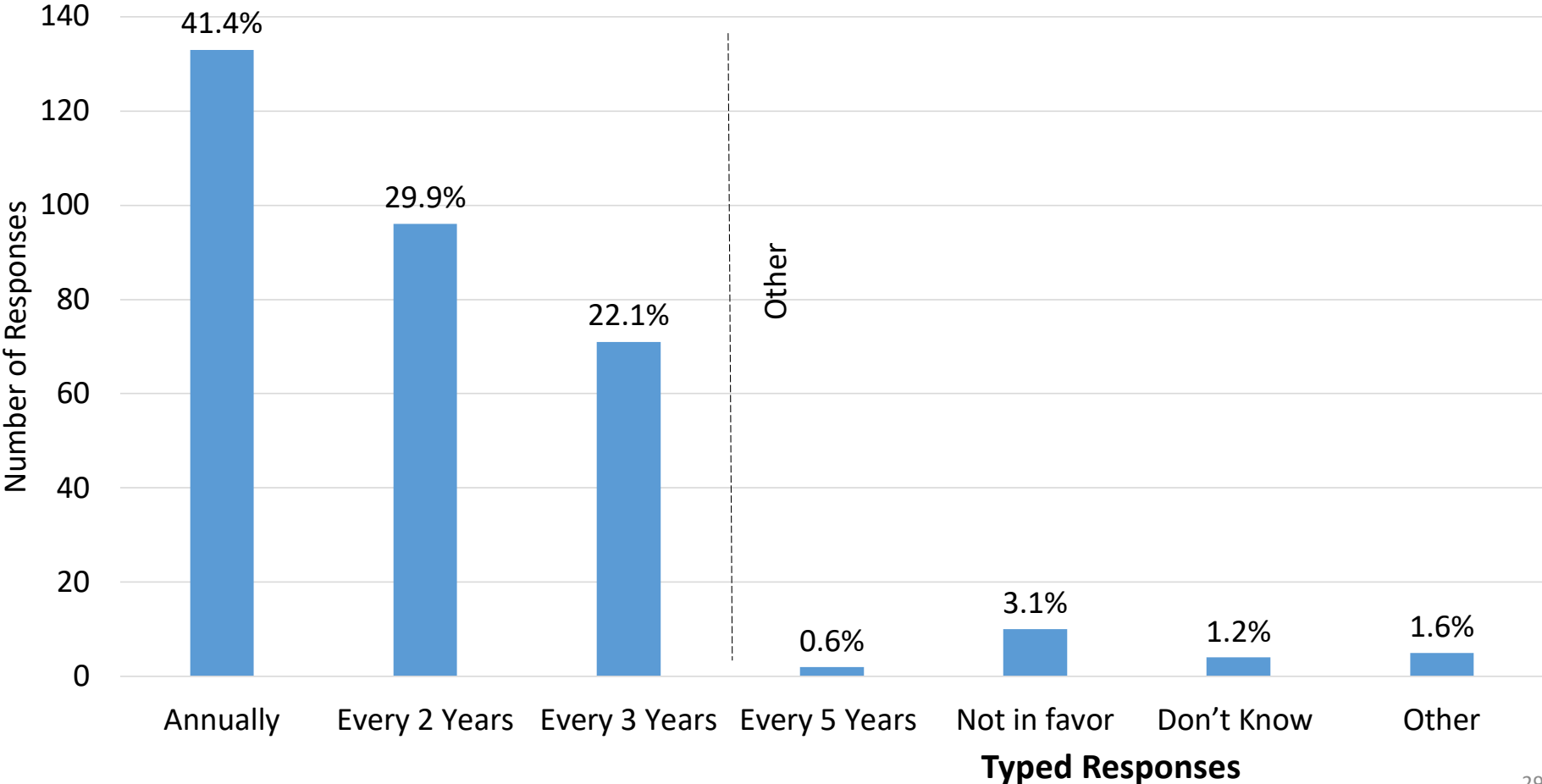
(Q3.3) Please select the three most important factors for determining the compensation of a faculty member. Move your choices to the box.

Top Three Choices	1 = First Choice	2	3	Total
Academic discipline	40	23	15	78
Academic rank	64	32	55	151
Collaborative work with students	11	25	19	55
Professional service		6	21	27
Scholarship/creative work	73	106	72	251
Seniority (years of service)	13	21	25	59
Supporting the university mission	8	8	21	37
Teaching effectiveness	114	101	54	269
University/community service	5	4	41	50

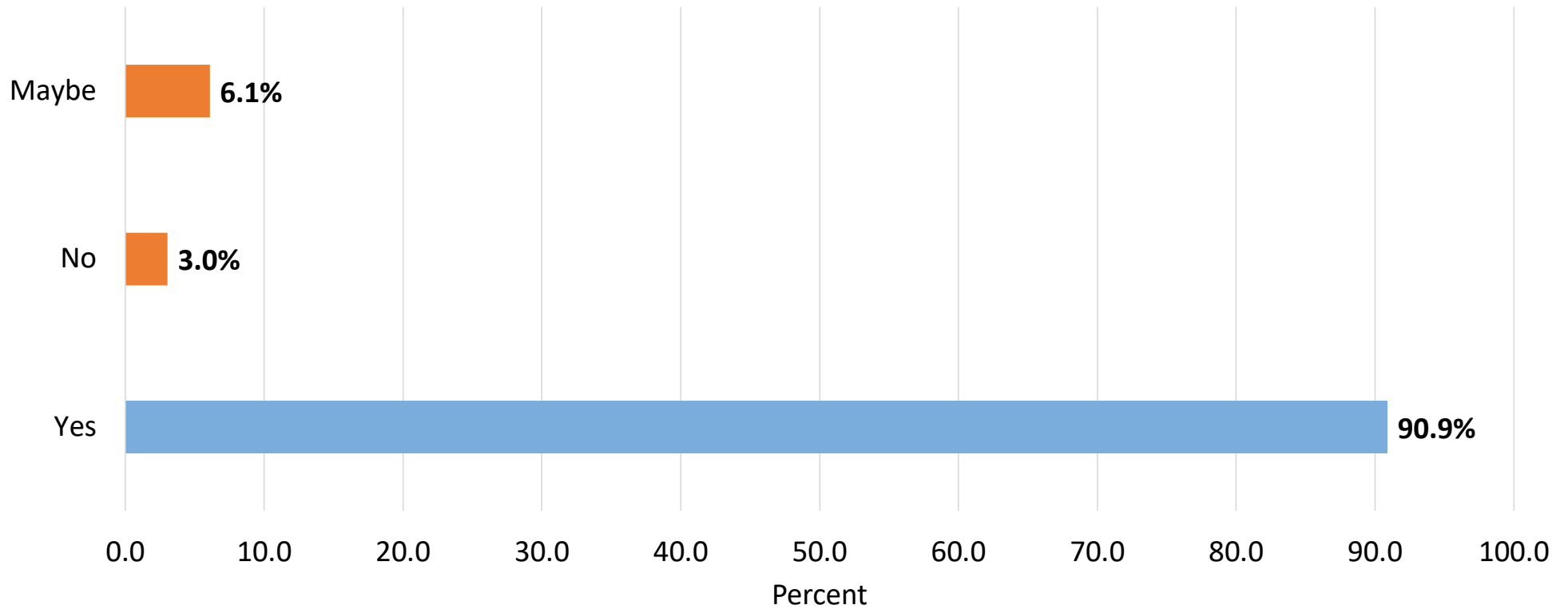
(Q4.2) If USD prioritizes allocating funds to address compression and inversion of faculty salaries, how often should salaries be examined for these issues?



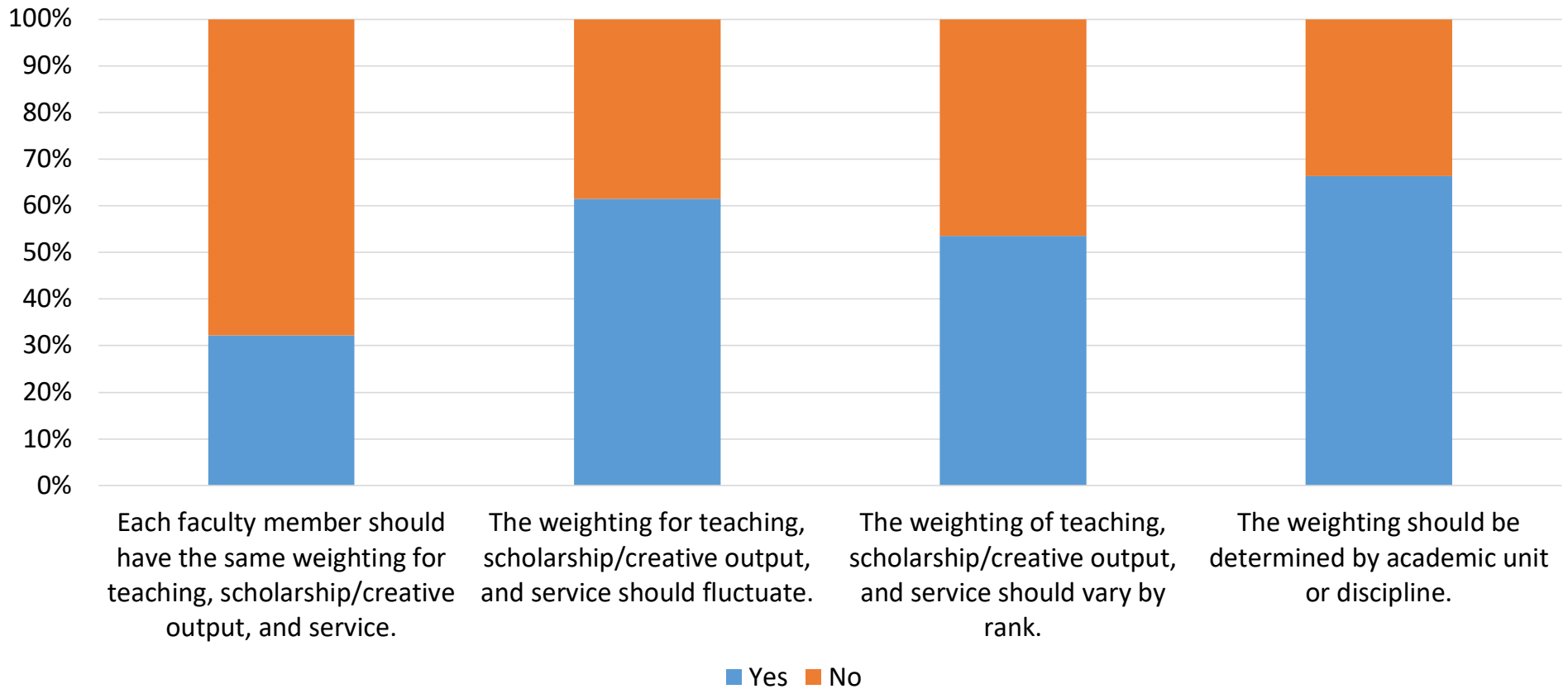
(Q4.3) If USD adopts a step-based system, what should be the frequency of a step?



(Q4.4) Should additional salary increases be considered when faculty are promoted from Assistant Professor to Associate Professor and from Associate Professor to Professor?



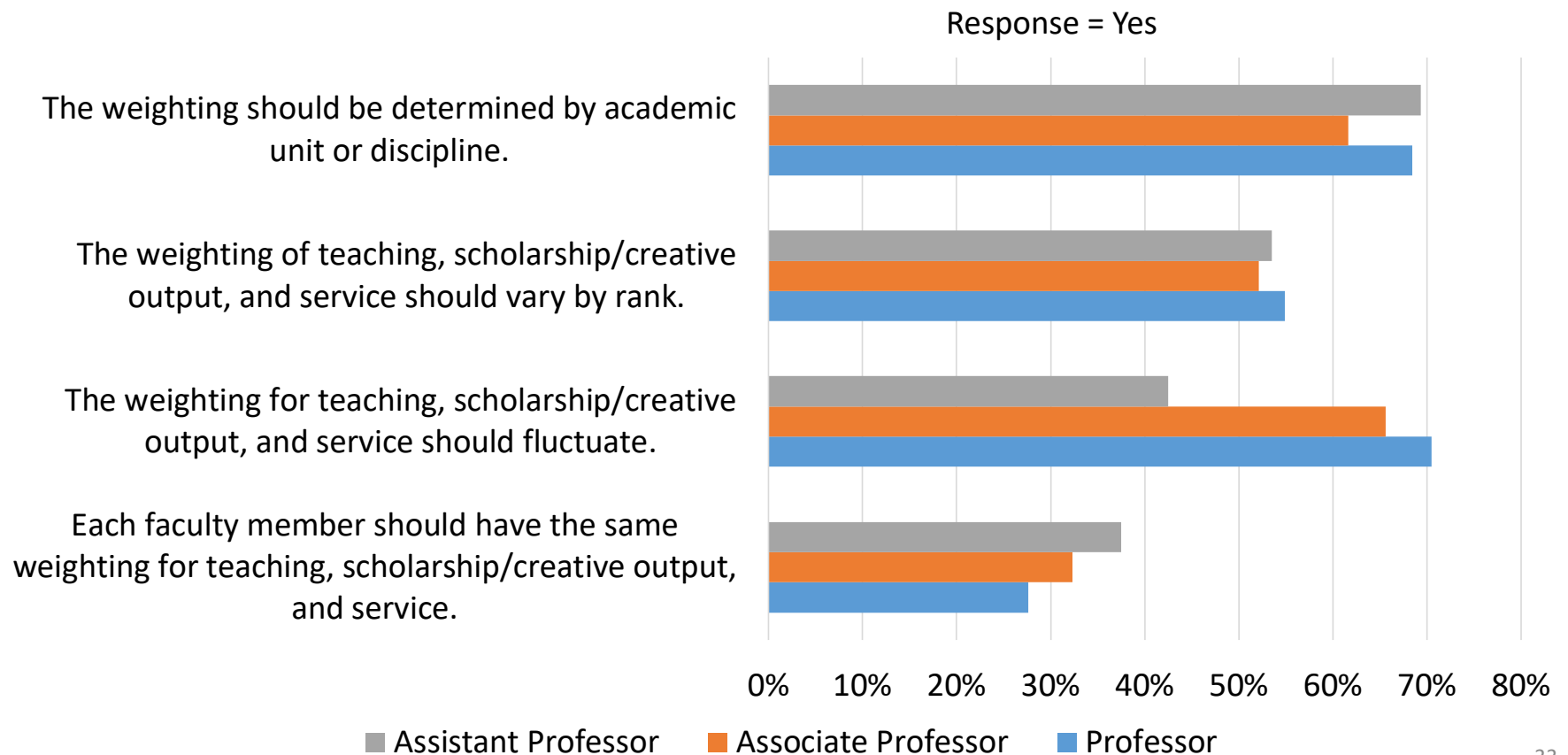
(Q4.5) If USD adopts a merit-based system, how we should weight different elements of performance in determining salary increases?



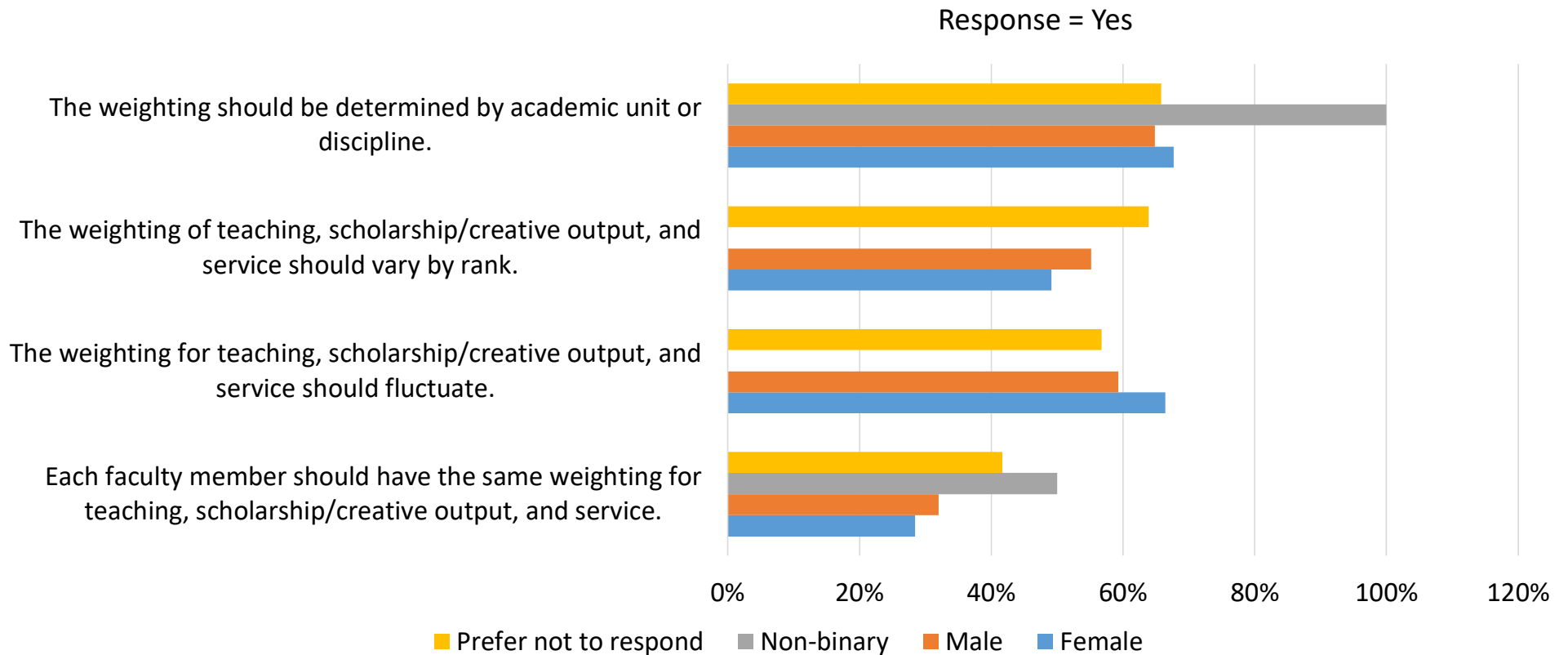
(Q4.5) If USD adopts a merit-based system, how we should weight different elements of performance in determining salary increases?

Yes [No]	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
Each faculty member should have the same weighting for teaching, scholarship/creative output, and service.	60 [113]	2 [8]	5 [4]	1 [2]	8 [48]	7 [5]	8 [16]	6 [15]
The weighting for teaching, scholarship/creative output, and service should fluctuate.	113 [61]	3 [6]	3 [6]	0 [3]	41 [15]	6 [6]	9 [12]	15 [7]
The weighting of teaching, scholarship/creative output, and service should vary by rank.	75 [94]	3 [7]	4 [6]	1 [2]	47 [8]	5 [7]	15 [7]	13 [9]
The weighting should be determined by academic unit or discipline.	108 [67]	6 [4]	5 [4]	3 [0]	42 [14]	11 [3]	17 [7]	16 [5]

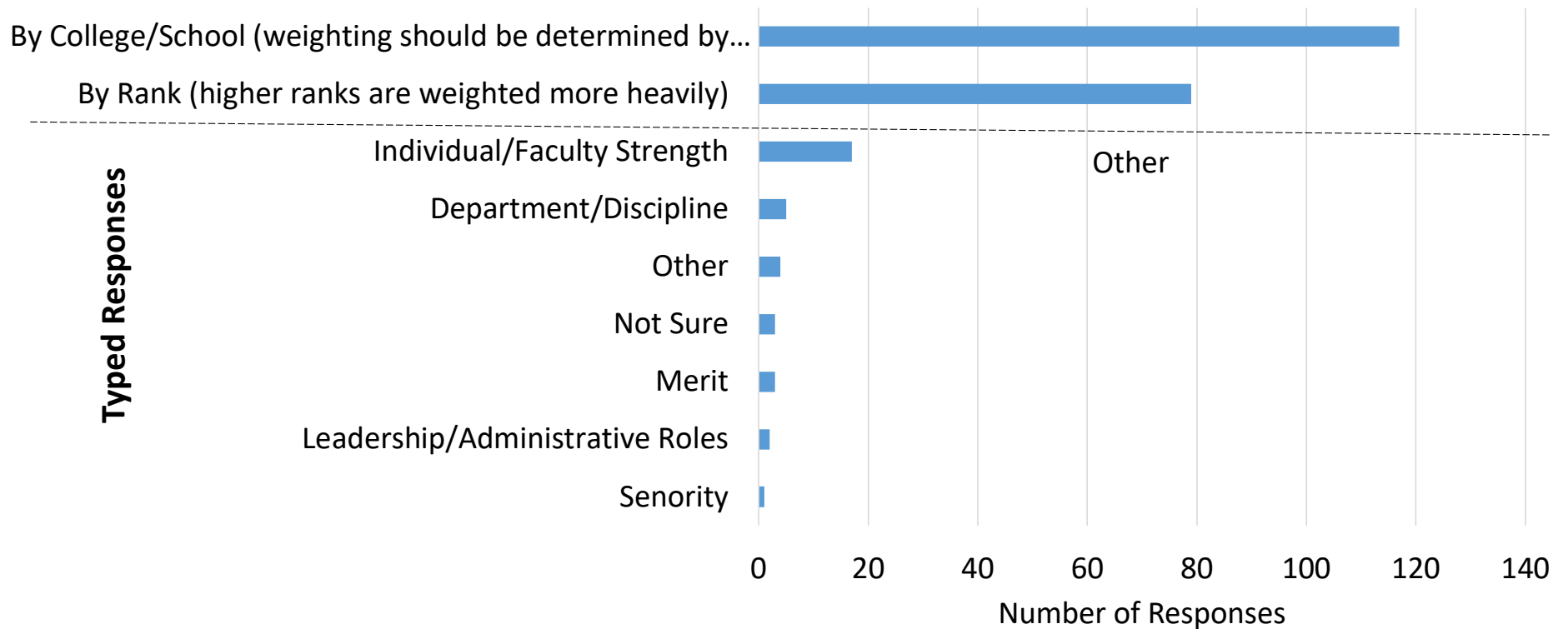
(Q4.5) If USD adopts a merit-based system, how we should weight different elements of performance in determining salary increases?



(Q4.5) If USD adopts a merit-based system, how we should weight different elements of performance in determining salary increases?



(Q4.6) In what ways do you think that the weighting should fluctuate?



(Q4.6) In what ways do you think that the weighting should fluctuate? Other (please describe).

Common Key Themes to Consider (in order of high-low frequency); n =32

- The individual faculty member should decide weighting
- Weighting should depend on personal strengths
- Departments and/or disciplines should determine weighting
- Weighting should vary with rank

(Q4.6) In what ways do you think that the weighting should fluctuate?

	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
By Rank (higher ranks are weighted more heavily)	46	1			21	1	4	6
By College/School (weighting should be determined by each college/school rather than by USD overall)	61	1	2		33	5	5	10
Other	22		1		8	2	1	2

(Q4.6) In what ways do you think that the weighting should fluctuate?

	Professor	Associate Professor	Assistant Professor
By Rank (higher ranks are weighted more heavily)	34	28	15
By College/School (weighting should be determined by each college/school rather than by USD overall)	56	40	19
Other	19	7	9

(Q4.6) In what ways do you think that the weighting should fluctuate?

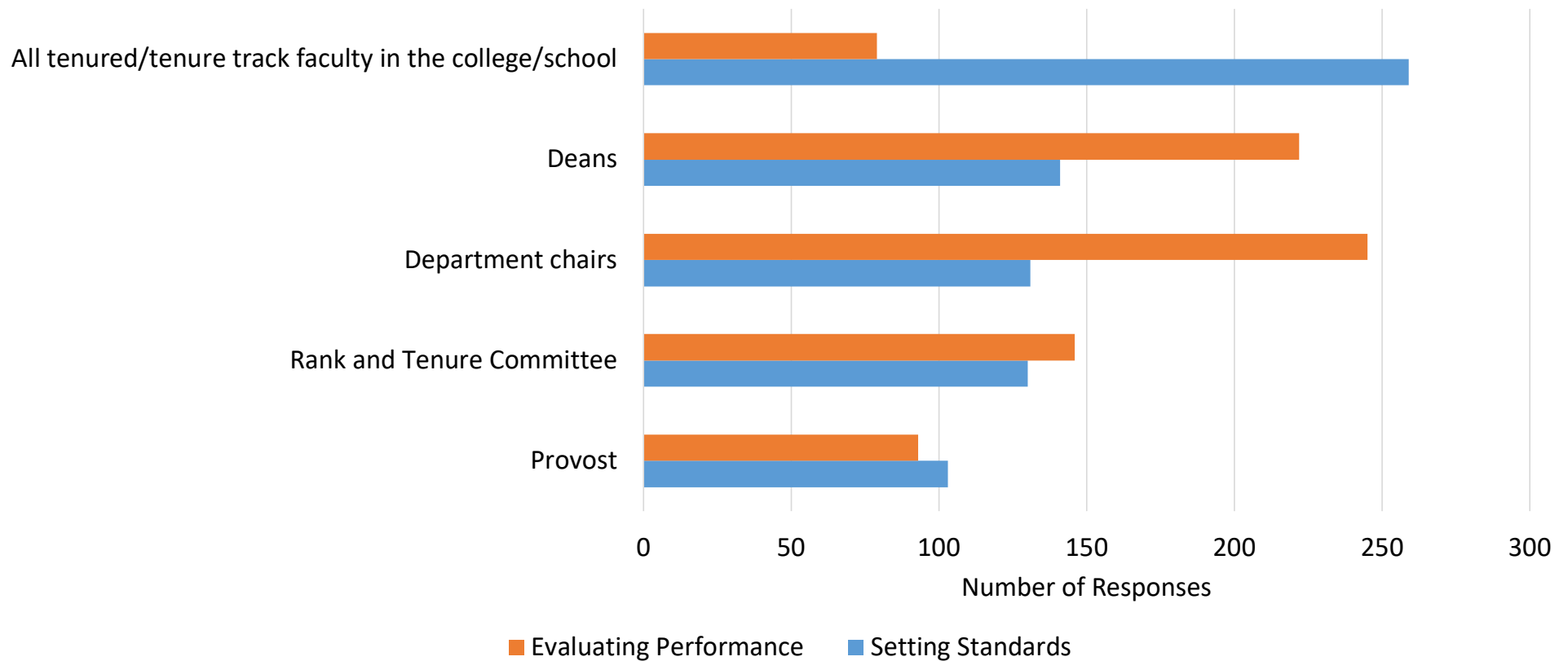
	Female	Male	Non-binary	Prefer not to respond
By Rank (higher ranks are weighted more heavily)	29.3%	36.9%		34.6%
By College/School (weighting should be determined by each college/school rather than by USD overall)	51.1%	50.5%		50.0%
Other	19.6%	12.6%		15.4%

(Q4.7) Please add additional considerations not previously addressed.

Common Key Themes to Consider (in order of high-low frequency); n = 79

- The individual faculty member should decide weighting
 - Weighting should vary with rank
 - Departments should determine weighting
-
- Note that these are the same themes as noted in Q4.6.

(Q4.8) If USD adopts a merit-based system, who should be responsible for setting performance standards and evaluating faculty members' performance? (Choose all that apply.)



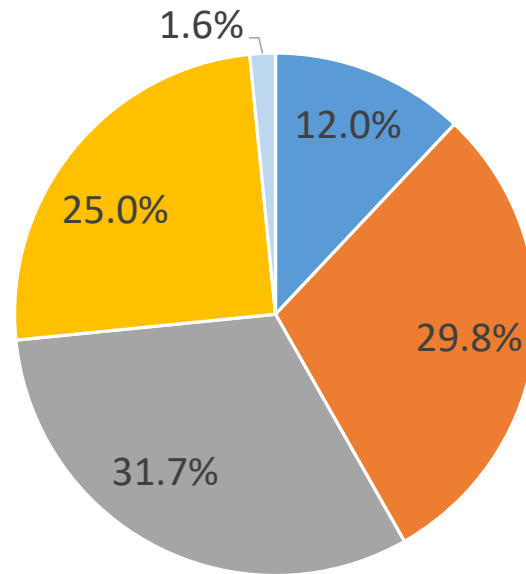
(Q4.8) If USD adopts a merit-based system, who should be responsible for setting performance standards and evaluating faculty members' performance? (Choose all that apply.)

Setting Standards [Evaluating Performance]	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
All tenured/tenure track faculty in the college/school	144 [48]	9 [1]	10 [1]	2 [1]	42 [14]	9 [0]	22 [6]	19 [6]
Rank and Tenure Committee	62 [91]	6 [5]	3 [6]	3 [2]	28 [18]	5 [3]	10 [13]	12 [6]
Department chairs	82 [136]	2 [7]	6 [6]	1 [3]	20 [46]	1 [6]	8 [21]	8 [17]
Deans	69 [126]	5 [3]	7 [7]	2 [3]	29 [32]	8 [14]	9 [20]	12 [16]
Provost	53 [56]	4 [4]	5 [2]	1 [1]	18 [6]	5 [4]	8 [11]	9 [8]

(Q4.8) If USD adopts a merit-based system, who should be responsible for setting performance standards and evaluating faculty members' performance? (Choose all that apply.)



(Q4.9) If USD adopts a blended system, where steps are contingent upon merit, who should determine merit? (Select one from the dropdown list.)

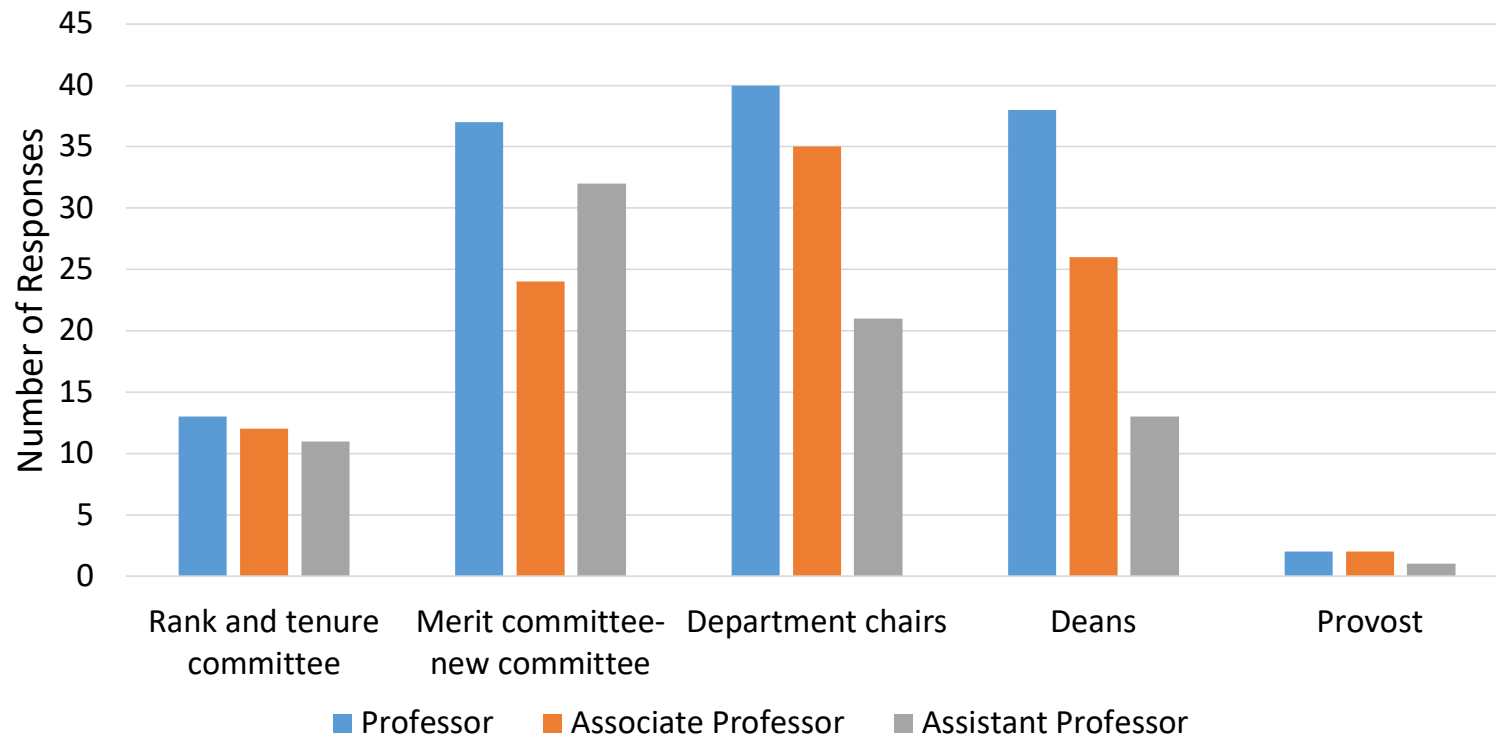


- Rank and tenure committee
- Merit committee-new committee
- Department chairs
- Deans
- Provost

(Q4.9) If USD adopts a blended system, where steps are contingent upon merit, who should determine merit? (Select one from the dropdown list.)

	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
Rank and tenure committee	19	3	1	0	6	1	3	4
Merit committee-new committee	58	0	4	2	15	0	7	8
Department chairs	66	1	1	0	20	0	9	2
Deans	33	3	4	1	13	13	3	8
Provost	1	3	0	0	0	0	0	1

(Q4.9) If USD adopts a blended system, where steps are contingent upon merit, who should determine merit? (Select one from the dropdown list.)



(Q4.10) What other considerations should be made when considering faculty compensation systems?

Common Key Themes to Consider (in order of high-low frequency); n = 85

- The compensation system should be transparent
- We should have a merit system that rewards high performers
- Increases should include cost of living/inflation
- Increases should include years of service
- Chairs and deans should determine salary increases

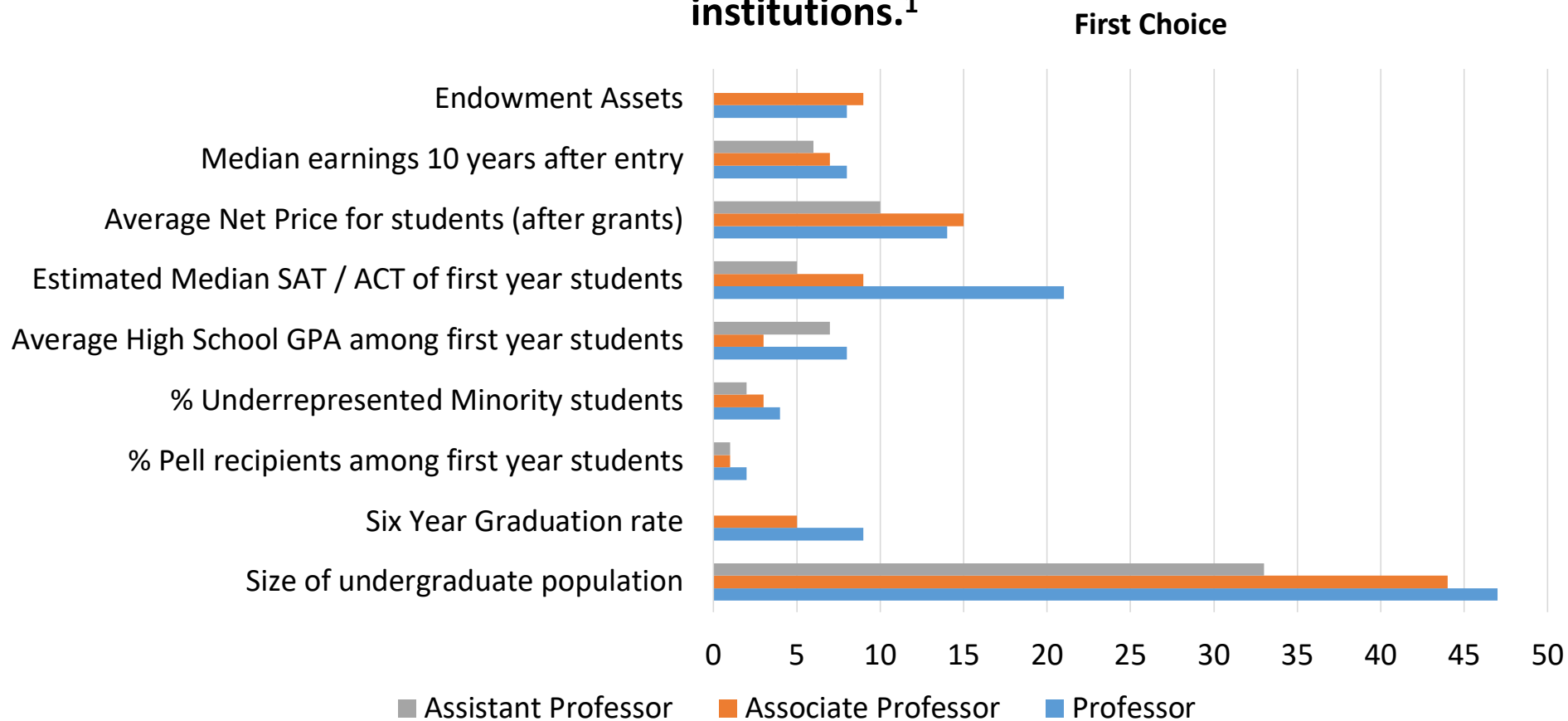
(Q5.1) Please select the top three criteria that you think should be considered for peer institutions.

Top Three Choices	1 = First Choice	2	3	Total
Size of undergraduate population	125	48	32	205
Six Year Graduation rate	16	26	29	71
% Pell recipients among first year students	4	10	13	27
% Underrepresented Minority students	9	16	18	43
Average High School GPA among first year students	19	37	32	88
Estimated Median SAT / ACT of first year students	36	41	30	107
Average Net Price for students (after grants)	39	50	49	138
Median earnings 10 years after entry	21	21	24	66
Endowment Assets	23	32	42	97

(Q5.1) Please select the top three criteria that you think should be considered for peer institutions.

	College of Arts and Sciences	Copley Library	Hahn School of Nursing and Health Science	Kroc School of Peace Studies	School of Business	School of Law	School of Leadership and Education Sciences	Shiley-Marcos School of Engineering
Total of Top Three Choices								
Size of undergraduate population	116	9	4	1	38	5	11	21
Six Year Graduation rate	35	4	2	1	12	4	7	5
% Pell recipients among first year students	16	0	1	0	0	1	6	3
% Underrepresented Minority students	31	0	4	0	1	2	4	1
Average High School GPA among first year students	47	2	1	0	20	7	5	6
Estimated Median SAT / ACT of first year students	51	1	3	1	35	8	1	7
Average Net Price for students (after grants)	74	4	4	2	25	2	16	10
Median earnings 10 years after entry	33	5	5	0	11	3	6	3
Endowment Assets	58	2	6	1	11	3	10	5

(Q5.1) Please select the top three criteria that you think should be considered for peer institutions.¹



¹ This group of schools will be used solely for compensation comparison and is not intended to replace the current group of peer institutions used for other kinds of comparisons, and in the survey we used the term "peer group" but we will use "Compensation Benchmark Group" hereafter.

(Q5.2) From the list below, please select institutions you think should be included in this peer group.

Institutions	Count	Institutions	Count
Santa Clara University	245	Saint Joseph's University	22
Loyola Marymount University	239	Ithaca College	22
University of San Francisco	210	University of New Haven	22
Pepperdine University	192	Emerson College	20
Gonzaga University	139	Drake University	19
Villanova University	106	Butler University	18
Seattle University	93	University of Hartford	16
Creighton University	54	John Carroll University	15
University of St. Thomas	49	Valparaiso University	15
Xavier University	48	Quinnipiac University	14
University of the Pacific	45	Suffolk University	14
Loyola University Maryland	44	Marist College	12
Seton Hall University	40	Sacred Heart University	11
University of Redlands	37	Adelphi University	9
Seattle Pacific University	37	The University of Tampa	9
Providence College	34	Samford University	8
Bentley University	34	Mercer University	7
Hofstra University	28	Belmont University	6
Fairfield University	26	Monmouth University	6
Pace University-New York	26	Abilene Christian University	5

Mean	49.90
Median	24.00
Mode	22.00
Standard Deviation	64.52
Kurtosis	3.50
Skewness	2.11

(Q5.3) If there are institutions not listed above that you think should be considered, please list them here.

Institutions	Count	Institutions	Count	Institutions	Count
Amherst College	1	Georgetown University	8	St Marys	1
Babson College	1	Haverford College	1	Texas Christian University	1
Baylor University	1	James Madison University	1	Tulane U	1
Bennington	1	Loyola Marymount	2	U of Denver	7
Boston College	10	Loyola University Chicago	6	U of Richmond	2
Boston University	1	Marquette University	3	UC Irvine	2
Bryant University	1	Miami University	1	UC San Diego	4
Bucknell University	2	Oberlin College	2	UCLA	1
Cardozo	1	Occidental College	3	Univ of Pennsylvania	1
Case Western Reserve	1	Olin College	1	University of Miami	1
Chapman University	8	Pepperdine	1	University of Notre Dame	8
Claremont Colleges	19	Point Loma Nazarene U	2	University of Portland	2
Colgate University	1	Reed College	2	University of Richmond	4
College of the Holy Cross	1	Rio Hondo Community College	1	University of San Francisco	1
College of William and Mary	1	Saint Louis University	1	University of Southern California	8
Davidson College	1	San Diego City College	1	Vanderbilt U	1
Denver University	1	San Diego State University	6	Villanova University	1
DePaul University	2	Scripps College	3	Wake Forest University	1
Drexel University	1	Southern Methodist University	3	Washington and Lee University	2
Duquesne University	2	St Anselm College	1	Wesleyan University	1
Fordham University	7	St Edwards	1	Williams College	2
Furman University	1	St Johns University	1	Yale University	1

Add'l Typed Responses: "need to consider cost of living," "We should be looking to Aspiration Institutions," "consider cost of living in each city Peer Institutions are the wrong unit of analysis," "In general suggest limiting to schools in similar urban areas or similar cost of living," "USD suffers from internal hires and old guard faculty," "Houston TX"

(Q5.3) If there are institutions not listed above that you think should be considered, please list them here.

AmherstCollege (1) AnselmCollege (1) BabsonCollege (1) BaylorUniversity (1) Bennington (1)
BostonCollege (10) BostonUniversity (1) BryantUniversity
 (1) BucknellUniversity (2) Cardozo (1) CaseWesternReserve (1)
ChapmanUniversity (8) ClaremontCollege (1)
ClaremontColleges (4)
 ClaremontMcKenna (1) ColgateUniversity (1) CollegeoftheHolyCross (1)
 CollegeofWilliamandMary (1) DavidsonCollege (1) DenverUniversity (1) DePaulUniversity
 (2) DrexelUniversity (1) DuquesneUniversity (2) Edwards (1)
FordhamUniversity (7) FurmanUniversity (1)
GeorgetownUniversity (8) HarveyMudd
 (1) HaverfordCollege (1) JamesMadisonUniversity (1) John'sUniversity (1)
LoyolaChicago (5) MarquetteUniversity
 (1) Mary (1) MiamiUniversityOhio (1) OberlinCollege (2)
 OccidentalCollege (1) OlinCollege (1) Pepperdine (1) PitzerCollege (1)
 PLNU (2) **PomonaCollege** (9)
 ReedCollege (2) RioHondoCommunityCollege (1) SaintLouisUniversity (1) SanDiegoCityCollege
 (1) ScrippsCollege (1) **SDSU** (5)
 SouthernMethodistUniversity (1) TexasChristianUniversity (1)
 Tulane (1) **UCI** (2) **UCLA** (1) **UCSD** (5)
UniversityofDenver (6) UniversityofMiamiFL (1)
UniversityofNotreDame (8)
 UniversityofPennsylvania (1) UniversityofPortland (2)
UniversityofRichmond (4) **USC** (8) Vanderbilt
 (1) WakeForestUniversity (1) WashingtonandLeeUniversity (2)
 WesleyanUniversity (1) WilliamsCollege (2) YaleUniversity (1)

(Q6.1) Consider the value the following benefits offered by USD. Move each of the following benefits into the appropriate box (Very Important).

Rank within Very Important	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
Health Care	202	64	14	17	8	4	2			2		1						314
Employer contributions to retirement savings	72	105	55	38	19	8	8	4	2									311
Sabbatical leave	16	31	49	51	45	28	16	9	5	1		1	1		1			254
Dental Care	12	67	57	25	23	19	7	2	1	1				1				215
Vision Care	1	9	38	30	13	15	13	4	2	1	1							127
Tuition remission	3	10	13	20	19	27	9	9	8	4	1	2		1		1		127
Faculty home buying assistance	3	11	27	27	21	14	10	5	1	3								122
Life insurance	2	1	8	17	20	17	14	9	4	1	1		1					95
Phased retirement	2	4	12	15	15	15	13	3	4	2	1	2	1					89
Tuition exchange program	5	5	11	12	15	8	10	7	2	6	3		1		1		1	87
Faculty housing/rental assistance	2	5	6	11	19	19	11	7	2		2	1						85
Flexible spending for healthcare	2	2	11	10	18	9	11	3	4	4	2							76
Leave for personal reasons	1	2	8	10	9	17	9	3	5	1	2		2	1				70
Flexible spending for child care		3	3	9	10	10	5	6	7	2		1	1					57
Employee assistance program (EAP)	1	7	4	3	5	5	4	1	2		2				1			35
Employer-sponsored wellness programs	1		1	1	1	1	2	1		1	1							10
On-campus fitness facilities/programs				2	2	1	1											6
Other	2		1					1										4

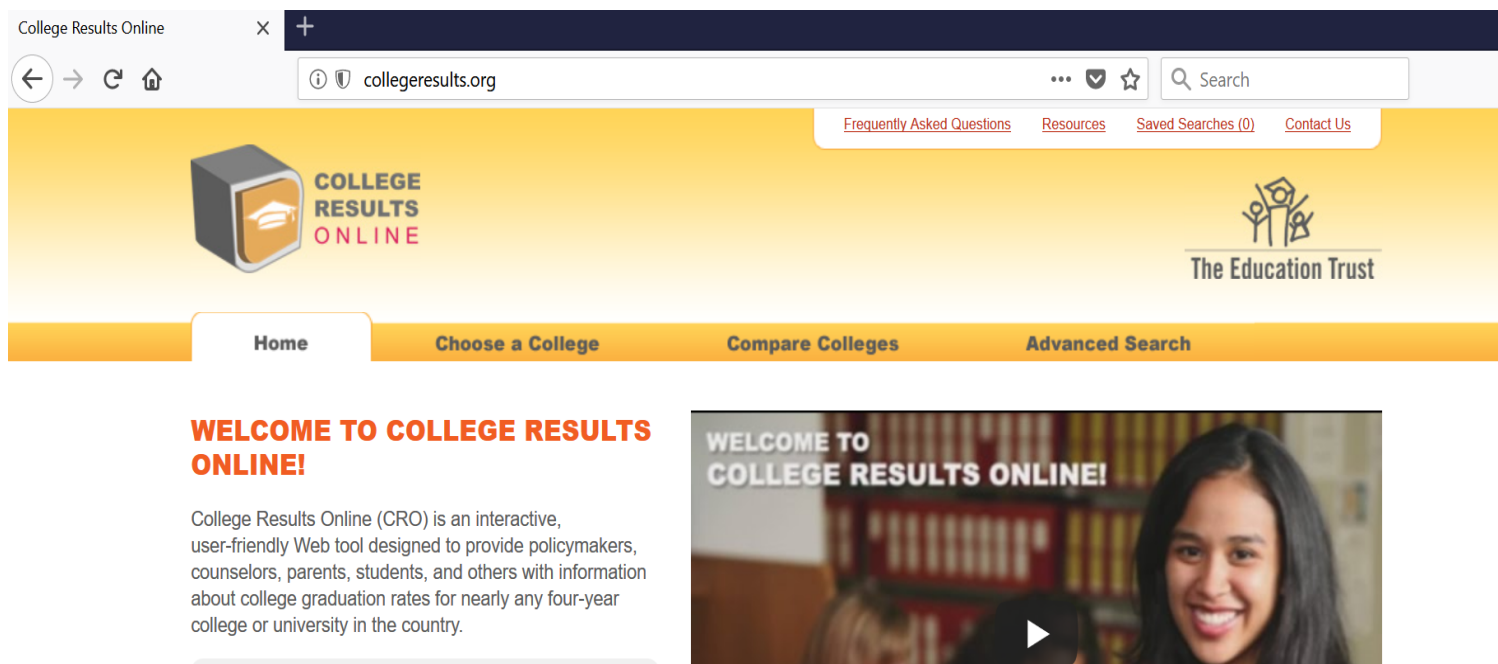
(Q6.1) Consider the value the following benefits offered by USD. Move each of the following benefits into the appropriate box (Not Important).

Rank within Not Important	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total
On-campus fitness facilities/programs	64	49	29	24	17	12	1	3	2									201
Employer-sponsored wellness programs	60	45	37	21	19	6	6		2									196
Employee assistance program (EAP)	28	25	15	22	17	5	3											115
Tuition exchange program	19	14	17	9	9	3	2			2								75
Faculty housing/rental assistance	5	14	14	9	10	5	2	2	1	1								63
Flexible spending for child care	8	9	16	10	6	6	4	1	2									62
Phased retirement	12	17	11	4	3	5				1	1							54
Faculty home buying assistance	10	7	13	10	7	1	2	2	1									53
Flexible spending for healthcare	8	13	8	9	5	2	5	1										51
Life insurance	9	11	9	10	4	3	3	2										51
Leave for personal reasons	3	6	13	12	3	4	2	3										46
Vision Care	14	10	8	6	3	1	1	1										44
Tuition remission	7	4	6	8	2	3	1	1			1	1						34
Dental Care	4	3	4	1														12
Sabbatical leave	4	3		1		1												9
Health Care	1	1		2														4
Other	1		1			1												3
Employer contributions to retirement savings																		0

Compensation Benchmark Group Selection for Faculty Compensation Survey

This section provides the set of criteria the FCTF used in selecting compensation benchmark universities.

1. Go to the publicly available tool, [College Results Online](https://collegeresults.org)
2. Select 'Advanced Search.'



The screenshot shows the homepage of College Results Online. The browser address bar displays "collegeresults.org". The page features a yellow header with the site logo on the left and navigation links for "Frequently Asked Questions", "Resources", "Saved Searches (0)", and "Contact Us" on the right. Below the header is a navigation bar with buttons for "Home", "Choose a College", "Compare Colleges", and "Advanced Search". The main content area includes a "WELCOME TO COLLEGE RESULTS ONLINE!" heading, a descriptive paragraph about the tool, and a video player with a play button and the same welcome text.

WELCOME TO COLLEGE RESULTS ONLINE!

College Results Online (CRO) is an interactive, user-friendly Web tool designed to provide policymakers, counselors, parents, students, and others with information about college graduation rates for nearly any four-year college or university in the country.

3. You will find the following webpage after selecting 'Advanced Search.'

The screenshot shows a navigation bar with five tabs: Home, Choose a College, Compare Colleges, Advanced Search (which is highlighted), and an unlabeled tab. Below the navigation bar, the text 'Year Selected: 2016' is displayed in red. A subtext explains that 2016 is the default year but users can search for previous years. A dropdown menu shows '2016' and a 'Change Selected Year' button is next to it. Below this is another navigation bar with five tabs: Location (highlighted), College Characteristics, Admissions and Price, Student Characteristics, and Student Outcomes. Under the 'LOCATION' tab, the heading 'LOCATION' is shown in red, followed by the instruction 'Refine your search for colleges based on location.' and a 'More Options' button. A map of the United States is shown with four regions highlighted in different colors: Far West (orange), Rocky Mountains (teal), Southeast (dark grey), and Mid East (brown). Each region has a corresponding list of states with checkboxes.

<input type="checkbox"/> Far West	<input type="checkbox"/> Rocky Mountains	<input type="checkbox"/> Southeast	<input type="checkbox"/> Mid East
<input type="checkbox"/> Alaska	<input type="checkbox"/> Colorado	<input type="checkbox"/> Alabama	<input type="checkbox"/> Delaware
<input type="checkbox"/> California	<input type="checkbox"/> Idaho	<input type="checkbox"/> Arkansas	<input type="checkbox"/> District of Columbia
<input type="checkbox"/> Hawaii	<input type="checkbox"/> Montana	<input type="checkbox"/> Florida	<input type="checkbox"/> Maryland
<input type="checkbox"/> Nevada	<input type="checkbox"/> Utah	<input type="checkbox"/> Georgia	<input type="checkbox"/> New Jersey
<input type="checkbox"/> Oregon	<input type="checkbox"/> Wyoming	<input type="checkbox"/> Kentucky	<input type="checkbox"/> New York

4. Select the **'College Characteristics'** tab.
 - a. Select **'Private not-for-profit'** for **'Type.'**
 - b. Input **'3000'** and **'10000'** for the **'Institution Size.'**
 - c. Select **'Doctoral/Research'** under **'Research Level.'**
 - d. Select **'Masters Large'** and **'Master Medium'** under **'Masters Level.'**

The screenshot shows a search interface for colleges. At the top, there is a dropdown menu set to '2016' and a button labeled 'Change Selected Year'. Below this is a navigation bar with four tabs: 'Location', 'College Characteristics', 'Admissions and Price', 'Student Characteristics', and 'Student Outcomes'. The 'College Characteristics' tab is selected and circled in red. Underneath, the heading 'COLLEGE CHARACTERISTICS' is followed by a 'More Options' button. A sub-heading reads 'Refine your search for colleges based on type, size, and other characteristics.' The 'Type' section has three radio buttons: 'Public', 'Private not-for-profit' (checked and circled in red), and 'Private for-profit'. The 'Institution Size' section has a range selector 'Between' with input fields for '3000' and '10000', both circled in red. The 'Accrediting Agency' dropdown is set to 'All'. The 'Carnegie Classification' section is divided into five columns: 'Research Level', 'Masters Level', 'Bachelor's Level', 'Special', and 'Other'. In the 'Research Level' column, 'Doctoral/Research' is checked and circled in red. In the 'Masters Level' column, 'Masters Large' and 'Masters Medium' are checked and circled in red. The 'Bachelor's Level' column has 'Bac/A & S', 'Bac/Diverse', and 'Bac/Assoc' listed. The 'Special' column has 'Spec/Arts', 'Spec/Bus', 'Spec/Engg', 'Spec/Faith', and 'Spec/Health' listed. The 'Other' column has 'Tribal' and 'Assoc' listed.

5. Select the **'Student Outcomes'** tab.
 - a. Input **'50'** as the lower bound for the **'Graduation Rate Range'** under Step 3.
 - b. Click on **'See Results'** at the bottom of the page.

STUDENT OUTCOMES See

Refine your search for colleges based on their students' success rates.

Graduation Rate

Step 1 - Choose Race/Ethnicity and Gender

Race/Ethnicity Gender

Step 2 - Choose Graduation Rate Timeframe

Timeframe

Step 3 - Choose Graduation Rate Range

Between and

Entering Freshman to Sophomore Retention Rate	Between <input type="text" value="0"/> and <input type="text" value="100"/>
Outbound Transfer Rate	Between <input type="text" value="0"/> and <input type="text" value="100"/>
Percentage of undergraduate degrees awarded in Science, Technology, Engineering or Mathematics	Between <input type="text" value="0"/> and <input type="text" value="100"/>
Median earnings 10 years after entry	Between <input type="text" value="0"/> and <input type="text" value="200,000"/>
Median debt of completers	Between <input type="text" value="0"/> and <input type="text" value="200,000"/>
3-Year Default Rate	Between <input type="text" value="0"/> and <input type="text" value="50"/>

See Results

6. You will see the following results:

ADVANCED SEARCH RESULTS

Outcome Measure: **Graduation Rates** 2016 6-Year Grad Rate | Year: 2016 | Grad Rate Timeframe: 6-Year | Update Table Data

85 College(s)
 Meet your selected criteria [edit selected criteria](#)
 Type = Private not-for-profit; College Size between 3000 and 10000; Carnegie Classification = Doctoral/Research, Masters Large, Masters Medium; 6-Year Grad Rate between 50 and 100

Legend: ▲ Pell Enrollment in Bottom 5% | ⊖ Graduation Rate in Bottom 5% | "ds" Data Suppressed Due to Small Sample Size | "-" Data Unavailable

Main | Grad Rates by Race, Gender, OR Income | Grad Rates by Race AND Gender | Grad Rates Over Time | Retention and Progression Rates

Price and Financial Aid | Financial Outcomes | Funding and Faculty | College Characteristics | Student Characteristics | Admissions | Degrees Granted by Program Area

College	2016 6-Year Grad Rate	Underrepresented Minority 6-Year Grad Rate	% Pell Recipients Among Freshmen	% Underrepresented Minority	Average High School GPA Among College Freshmen	Estimated Median SAT / ACT	Total Price for In-State, On-Campus Students	Average Net Price After Grants	Median earnings 10 years after entry	Federal Loan 3-Year Default Rate	State	Size (Undergrad FTE)	Sector
Villanova University	90.3%	91.7%	13.1% ▲	12.7%	3.99	1,326	\$62,773	\$33,270	\$74,500	1.3%	PA	6,627	Private not-for-profit
Bentley University	88.7%	83.3%	12.4% ▲	10.2%	-	1,244	\$61,005	\$35,470	\$80,600	1.5%	MA	4,163	Private not-for-profit

7. Select 'Excel Download' to download the file.

8. Open the downloaded Excel file to see the following spreadsheet:

	A	B	C	D	E
	Main	2016 6-Year Grad Rate	Underrepresented Minority 6-Year Grad Rate	% Pell Recipients Among Freshmen	% Underrepresented Minority
1	Villanova University	90.3%	91.7%	13.1%	12.7%
2	Bentley University	88.7%	83.3%	12.4%	10.2%
3	Santa Clara University	88.6%	85.8%	8.9%	20.5%
4	Pepperdine University	87.1%	87.3%	18.1%	21.5%
5	Gonzaga University	83.9%	80.8%	13.3%	11.7%
6	Marist College	83.4%	78.6%	15.3%	12.3%
7	Providence College	83.3%	68.3%	13.9%	13.0%
8	Loyola Marymount University	83.2%	82.4%	18.5%	27.6%
9	Loyola University Maryland	83.1%	77.8%	16.3%	15.4%
10	Fairfield University	82.2%	84.5%	13.1%	9.7%

9. Remove institutions that specialize in technological studies:

Clarkson University

Embry-Riddle Aeronautical University

Wentworth Institute of Technology

10. Keep the following criteria:

2016 6-Year Grad Rate

% Pell Recipients Among Freshmen

% Underrepresented Minority

Average High School GPA Among College Freshmen

Estimated Median SAT / ACT

Average Net Price After Grants

Median earnings 10 years after entry

Size (Undergrad FTE)

Endowment Assets, FY2016

11. Delete all the dashes '-' which represents missing data.

D	E	F
Underrepresented Minority	Average High School GPA Among College Freshmen	Estimated Median SAT / ACT
12.7%	3.99	1,326
10.2%	-	1,244
20.5%	3.67	1,313
21.5%	3.59	1,226
11.7%	3.72	1,205
12.3%	3.30	-
13.0%	3.41	-
27.6%	3.75	1,222
15.4%	3.45	-
9.7%	3.41	-
11.2%	3.97	1,211
12.5%	3.65	1,195
13.8%	3.63	1,211
11.2%	3.52	-
10.5%	3.40	1,134
15.0%	3.60	1,217

12. For each criterion, normalize the values for each institution relative to USD. This is done by taking the absolute value of the difference between the criteria of the potential benchmark institution and USD divided by the range of the criteria (maximum minus the minimum).

$$\text{ABS}(\text{Criteria for Institution} - \text{Criteria for USD}) / ((\text{MAX}(\text{Criteria}) - \text{MIN}(\text{Criteria})))$$

$$= \text{ABS}(B2 - B\$19) / ((\text{MAX}(B\$3:B\$86) - \text{MIN}(B\$3:B\$86)))$$

$$= \text{ABS}(\text{2016 6Year Grad Rate for Villanova} - \text{2016 6Year Grad Rate for USD}) / ((\text{MAX}(\text{2016 6Year Grad Rate for all institutions out of the list of 86}) - \text{MIN}(\text{2016 6Year Grad Rate for all institutions out of the list of 86})))$$

Main	2016 6Year Grad Rate	Endowment Assets, FY2016	2016 6-Year Grad Rate
Villanova University	90.3%	\$552,701,000	=ABS(B2-B\$19)/((MAX(B\$3:B\$86)-MIN(B\$3:B\$86)))
Bentley University	88.7%	\$250,558,000	
Santa Clara University	88.6%	\$840,706,000	
Pepperdine University	87.1%	\$781,341,000	
Gonzaga University	83.9%	\$210,670,000	
Marist College	83.4%	\$56,451,498	
Providence College	83.3%	\$198,601,326	
Loyola Marymount University	83.2%	\$418,856,000	
Loyola University Maryland	83.1%	\$192,806,133	
Fairfield University	82.2%	\$310,278,000	
Elon University	82.0%	\$202,871,909	
University of Portland	81.8%	\$152,723,000	
Emerson College	80.5%	\$144,195,185	
Saint Joseph's University	79.6%	\$202,181,466	
University of Scranton	79.4%	\$164,997,785	
Chapman University	78.9%	\$301,524,000	
Quinnipiac University	78.3%	\$387,963,715	
University of San Diego	77.8%	\$449,797,000	

13. Repeat step 12 for all institutions and criteria.

	A	B	J	K	L	S
1	Main	2016 6Year Grad Rate	Endowment Assets, FY2016		% Pell Recipients Among Freshmen	Endowment Assets, FY2016
2	Villanova University	90.3%	\$552,701,000		0.32	0.17
3	Bentley University	88.7%	\$250,558,000		0.28	0.21
4	Santa Clara University	88.6%	\$840,706,000		0.28	0.03
5	Pepperdine University	87.1%	\$781,341,000		0.24	0.34
6	Gonzaga University	83.9%	\$210,670,000		0.16	0.08
7	Marist College	83.4%	\$56,451,498		0.15	0.06
8	Providence College	83.3%	\$198,601,326		0.14	0.26
9	Loyola Marymount University	83.2%	\$418,856,000		0.14	0.09
10	Loyola University Maryland	83.1%	\$192,806,133		0.14	0.23
11	Fairfield University	82.2%	\$310,278,000		0.11	0.26
12	Elon University	82.0%	\$202,871,909		0.11	0.04
13	University of Portland	81.8%	\$152,723,000		0.10	0.28
14	Emerson College	80.5%	\$144,195,185		0.07	0.27
15	Saint Joseph's University	79.6%	\$202,181,466		0.05	0.09
16	University of Scranton	79.4%	\$164,997,785		0.04	0.27
17	Chapman University	78.9%	\$301,524,000		0.03	0.10
18	Quinnipiac University	78.3%	\$387,963,715		0.01	0.20
19	University of San Diego	77.8%	\$449,797,000		0.00	0.00

14. Calculate the 'Unweighted Average' of the normalized absolute difference.

	A	B	C	I	J	K	L	M	S	T	U	V
		2016 6Year Grad Rate	% Pell Recipients Among Freshmen	Size (Undergrad FTE)	Endowment Assets, FY2016		2016 6Year Grad Rate	% Pell Recipients Among Freshmen	Size (Undergrad FTE)	Endowment Assets, FY2016		Unweighted Average
1	Main											
2	Villanova University	90.3%	13.1%	6,627	\$552,701,000		0.32	0.00	0.17	0.12		0.19
3	Bentley University	88.7%	12.4%	4,163	\$250,558,000		0.28	0.02	0.21	0.24		0.59
4	Santa Clara University	88.6%	8.9%	5,335	\$840,706,000		0.28	0.10	0.03	0.47		0.17
5	Pepperdine University	87.1%	18.1%	3,348	\$781,341,000		0.24	0.11	0.34	0.40		0.16
6	Gonzaga University	83.9%	13.3%	5,009	\$210,670,000		0.16	0.00	0.08	0.29		0.13
7	Marist College	83.4%	15.3%	5,150	\$56,451,498		0.15	0.05	0.06	0.47		0.56
8	Providence College	83.3%	13.9%	3,857	\$198,601,326		0.14	0.02	0.26	0.30		0.55
9	Loyola Marymount University	83.2%	18.5%	6,120	\$418,856,000		0.14	0.12	0.09	0.04		0.08
10	Loyola University Maryland	83.1%	16.3%	4,039	\$192,806,133		0.14	0.07	0.23	0.31		0.56
11	Fairfield University	82.2%	13.1%	3,808	\$310,278,000		0.11	0.00	0.26	0.17		0.54
12	Elon University	82.0%	7.4%	5,801	\$202,871,909		0.11	0.13	0.04	0.30		0.15
13	University of Portland	81.8%	15.7%	3,726	\$152,723,000		0.10	0.06	0.28	0.36		0.17
14	Emerson College	80.5%	17.4%	3,762	\$144,195,185		0.07	0.10	0.27	0.37		0.17
15	Saint Joseph's University	79.6%	12.3%	4,925	\$202,181,466		0.05	0.02	0.09	0.30		0.50
16	University of Scranton	79.4%	21.5%	3,790	\$164,997,785		0.04	0.19	0.27	0.34		0.22
17	Chapman University	78.9%	14.5%	6,191	\$301,524,000		0.03	0.03	0.10	0.18		0.10
18	Quinnipiac University	78.3%	14.5%	6,813	\$387,963,715		0.01	0.03	0.20	0.07		0.15
19	University of San Diego	77.8%	13.2%	5,522	\$449,797,000		0.00	0.00	0.00	0.00		0.00

15. Move USD to the top of the list.

			% Pell Recipients Among Freshmen	Size (Undergrad FTE)	Endowment Assets, FY2016		2016 6Year Grad Rate	% Pell Recipients Among Freshmen	Size (Undergrad FTE)	Endowment Assets, FY2016	Unweighted Average
1	Main	2016 6Year Grad Rate									
2	University of San Diego	77.8%	13.2%	5,522	\$449,797,000		0.00	0.00	0.00	0.00	0.00
3	Villanova University	90.3%	13.1%	6,627	\$552,701,000		0.32	0.00	0.17	0.12	0.19
4	Bentley University	88.7%	12.4%	4,163	\$250,558,000		0.28	0.02	0.21	0.24	0.59
5	Santa Clara University	88.6%	8.9%	5,335	\$840,706,000		0.28	0.10	0.03	0.47	0.17
6	Pepperdine University	87.1%	18.1%	3,348	\$781,341,000		0.24	0.11	0.34	0.40	0.16
7	Gonzaga University	83.9%	13.3%	5,009	\$210,670,000		0.16	0.00	0.08	0.29	0.13
8	Marist College	83.4%	15.3%	5,150	\$56,451,498		0.15	0.05	0.06	0.47	0.56
9	Providence College	83.3%	13.9%	3,857	\$198,601,326		0.14	0.02	0.26	0.30	0.55
10	Loyola Marymount University	83.2%	18.5%	6,120	\$418,856,000		0.14	0.12	0.09	0.04	0.08
11	Loyola University Maryland	83.1%	16.3%	4,039	\$192,806,133		0.14	0.07	0.23	0.31	0.56

16. Sort the 'Unweighted Average' from smallest to largest.

	A	B	C	I	J	K	L	M	S	T	U	V
		2016 6Year Grad Rate	% Pell Recipients Among Freshmen	Size (Undergrad FTE)	Endowment Assets, FY2016		2016 6Year Grad Rate	% Pell Recipients Among Freshmen	Size (Undergrad FTE)	Endowment Assets FY2016		Unweighted Average
1	Main											
2	University of San Diego	77.8%	13.2%	5,522	\$449,797,000		0.00	0.00	0.00	0.00		0.00
3	Loyola Marymount University	83.2%	18.5%	6,120	\$418,856,000		0.13	0.12	0.09	0.04		0.08
4	Chapman University	78.9%	14.5%	6,191	\$301,524,000		0.03	0.03	0.10	0.18		0.10
5	Creighton University	73.5%	15.7%	4,009	\$448,457,000		0.11	0.06	0.23	0.00		0.13
6	Gonzaga University	83.9%	13.3%	5,009	\$210,670,000		0.15	0.00	0.08	0.29		0.13
7	University of St Thomas	75.6%	16.1%	5,968	\$368,507,188		0.05	0.07	0.07	0.10		0.13
8	Butler University	74.1%	15.3%	3,998	\$193,805,000		0.09	0.05	0.24	0.31		0.14
9	University of San Francisco	71.8%	24.2%	6,579	\$300,350,000		0.15	0.25	0.16	0.18		0.14
10	Elon University	82.0%	7.4%	5,801	\$202,871,909		0.10	0.13	0.04	0.30		0.14
11	Quincy University	79.2%	14.5%	6,812	\$227,622,745		0.04	0.03	0.20	0.07		0.15

17. Keep institutions that have an unweighted average $<.40$. There will be 45 universities on the list at this point.

18. Final list consists of the 40 institutions with available comparison faculty salary information from CUPA-HR (College and University Professional Association for Human Resources).

The complete list of participating institutions is found in the appendix of this document: <https://www.cupahr.org/wp-content/uploads/surveys/Results/2018-Faculty-Report-Overview.pdf>