

EXECUTIVE SUMMARY AND FINDINGS

Women are Making Gains in the Number of Presidencies

There were 14 presidential transitions for the academic year, which ran from July 1, 2018 through June 30, 2019. Seven of the new presidents were women. This leaves the state with a count of 34 (37%) female presidents, of whom six (7%) are women of color, and eight (9%) are men of color. When compared to 2018, we had a net increase of five female presidents and one woman of color.

But, Not All Presidential Positions are Equal

While women have increased in number, it is critical to consider that not all presidential positions are equal, particularly with respect to compensation. Of the ten most highly compensated presidents in our data set, we find only one woman. Women comprise 47% of presidents at associate's institutions, but only 22% of doctoral schools. Further, average doctoral presidential compensation is more than four times that of associate's schools (\$790,938 and \$189,555).

Women Presidents Hire More Women Among Their Top Ten Most Highly Compensated Employees

Campuses led by women presidents averaged 52% of women among the top ten most highly compensated employees at their schools, and those women took home

53% of the earnings. Of the schools led by men, women comprised 39% of the top ten, but only brought home 30% of all the earnings.

Parity Differs Greatly by Type of Institution — Our Public Community Colleges and Our Private Colleges Lead

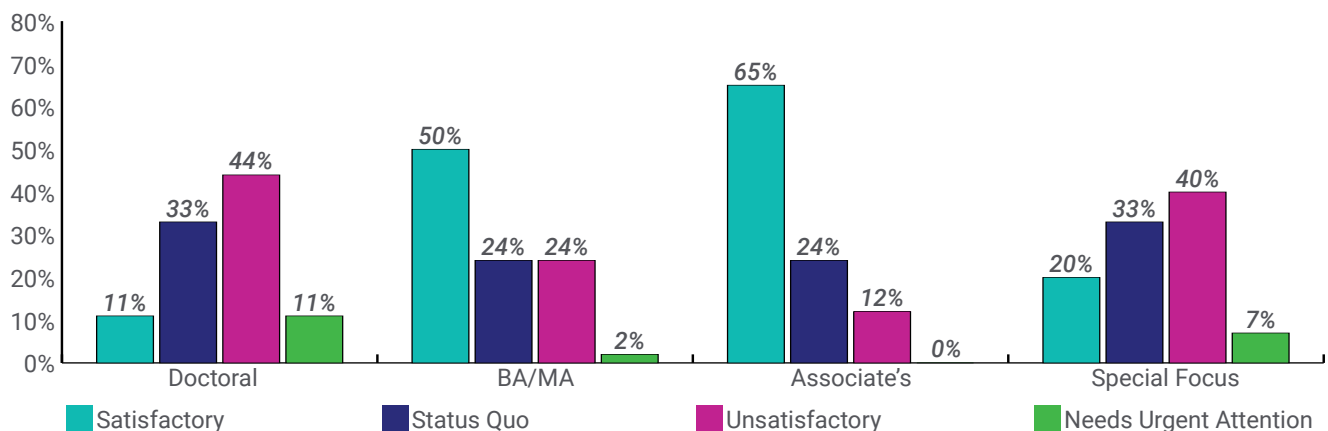
Figure 1 shows us that achieving parity varies significantly by institution type. Specifically, 73% of our community colleges have achieved gender parity (note – they constitute 15 of the 17 associate's colleges), as have 55% of our private colleges (note – they constitute 33 of the 42 BA/MA schools).

Parity Differs Greatly by Type of Institution — Our Doctoral Universities and Special Focus Institutions Trail

Few special focus and doctoral schools have achieved parity, with only three of 15 (20%) and two of 18 (11%), respectively, rated as satisfactory. As doctoral universities enroll nearly one-half of all students in Massachusetts and have an outsized influence on our state due to their sheer size, research capabilities, and impact on the economy, we spend a considerable amount of time examining them in this report. Among 18 institutions, doctoral universities count just four women presidents, and not a single female board chair. Further, 38% have fewer than 30% women on their boards of trustees.

FIGURE 1

GENDER PARITY RATING BY INSTITUTION TYPE



We were curious to determine whether the lack of parity among doctoral schools was influenced by the fact that many of them are more selective than other schools. Selectivity is measured by the student acceptance rate, and ranges from 5-7% at Harvard and MIT to 100% at community colleges. A preliminary examination yielded no clear link between increased selectivity and lower gender parity.

The Women's Power Gap Drives the Gender Wage Gap

Women comprise 44% of the top ten highest paid employees across the 92 institutions. Yet average total compensation for the women in this sample was \$257,355, as compared to \$330,712 for men, such that

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women earned 78% of what men did, or 78 cents on the dollar. Their gender wage gap is 22 cents which is larger than the Massachusetts statewide gender wage gap of 17 cents. The primary driver of this pay gap is the power gap – the fact that women don't hold the top paying jobs. Women are far less likely to hold leadership spots at the high paying institutions, such as the doctoral universities. Further, among the top ten most highly compensated staff, women are more likely to hold spots towards the bottom. As such, when women reach parity among top leadership positions in academia across all types of institutions, we would expect this gender wage gap to be eliminated.

Gender and Racial/Ethnic Diversity are Hard to Achieve and Harder to Sustain

Gender parity and racial/ethnic balance are highly fluid and, like a see-saw, can easily fall out of balance with personnel changes, particularly at the presidential level. We examined a few individual presidential transitions and observed the profound impact the president had on gender diversity. The singular impact of the president points to a critical need for schools to develop systems and institutionalize practices, which will stay in place after presidential transitions.

We also took a closer look at a number of schools which were formerly women's colleges and found that gender balance fell off quickly when those schools became co-educational. "Gravity" seems to take hold in many of these schools, with societal norms pulling their management back to more traditional archetypes of male-dominated leadership.

In our interviews with 20 institutions, we found a number of good diversity practices, but few written policies and systems to codify and institutionalize them.

Since the boards of trustees are the fiduciaries and in charge of hiring presidents, we asked presidents about the role their boards of trustees played, or could play, in institutionalizing practices. Most respondents did not see a role for their boards in this capacity, instead suggesting the only way to sustain diversity, equity, and inclusion would be to embed their commitment in the institutional culture, particularly within the faculty. However, we suggest schools need to both embed diversity and inclusion in their cultures, and develop formal systems and procedures to ensure fair processes and outcomes. We believe that boards of trustees do have a role to play in ensuring good practice becomes good policy.

The Racial/Ethnic Power Gap

Women of color comprise only 7% of presidents, 7% of provosts, and 2% of board chairs. Men of color hold 9%, 8%, and 6%, respectively. As with gender parity, disparities in leadership for people of color differ by type of institution. A small number of community colleges are close to proportionate representation for racial and ethnic minorities, presenting the field with successful practices and policies. The remaining institutions, with few exceptions, are far behind. It is critical to note that the data in this study includes all racial and ethnic minorities in the category of people of color and that we are not able to further parse data for under-represented racial minorities (URM). To fully understand the extent

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of the racial/ethnic power gap, the next step would be to work with institutions to disaggregate this data and look at the numbers of African Americans, Latinx, Asian Americans, and other populations independently.

We Still Have a Long Way to Go

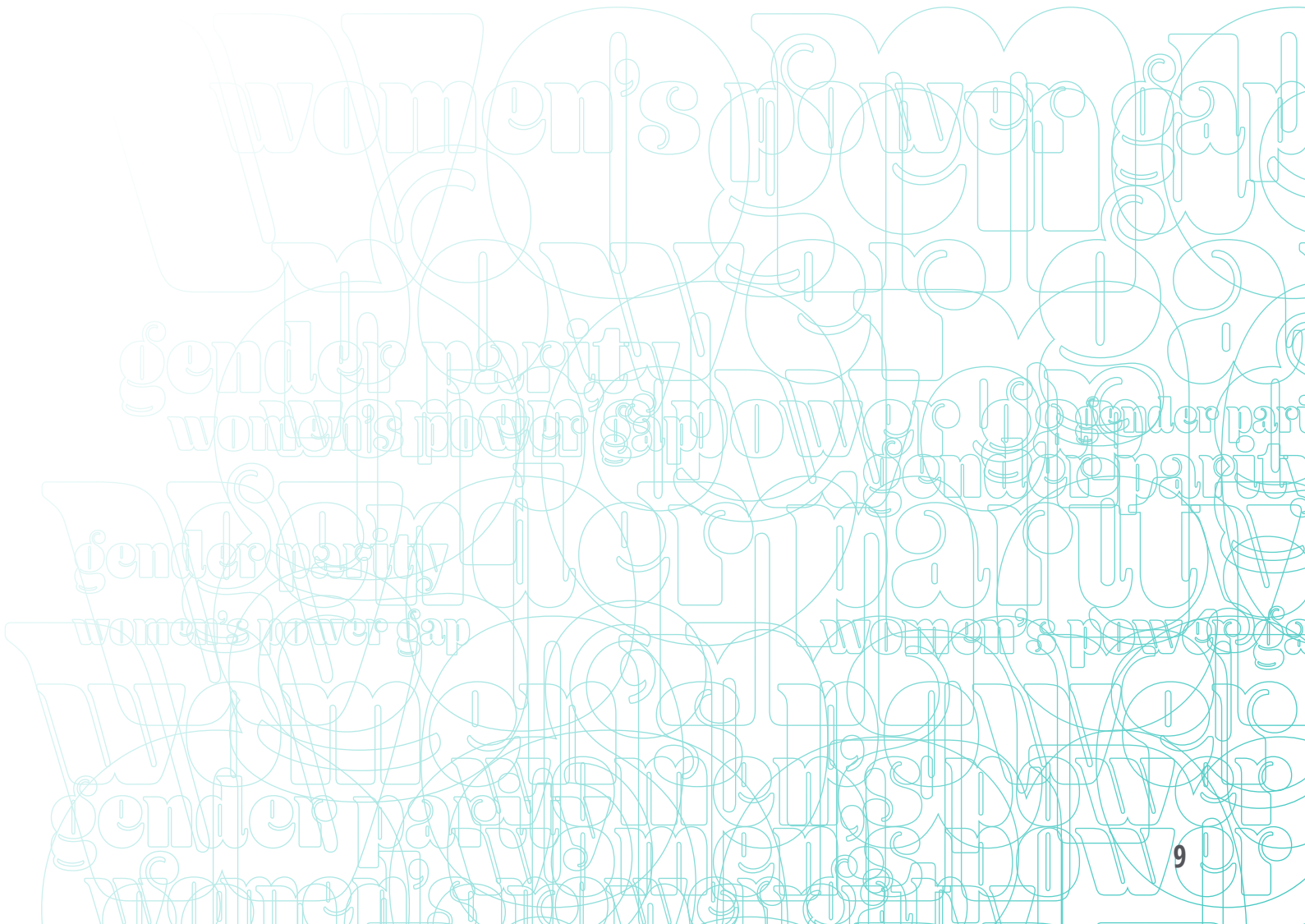
While Massachusetts is moving in the right direction with the recent additions of seven female presidents, far too many schools are making minimal progress toward gender parity and racial/ethnic representation at the highest leadership levels. One-third of all of Massachusetts institutions of higher education have never had a female president (30 of 92) and 28% have fewer than 30% women (critical mass) on their boards. There are six schools that have never had a female president or board chair, and who currently count fewer than 30% women on their boards: Assumption College, Boston University, College of the Holy Cross, Franklin W Olin College of Engineering, Northeastern University, and Stonehill College.

TABLE 1

THIRTY INSTITUTIONS HAVE NEVER HAD A FEMALE PRESIDENT

American International College	Mass Maritime Academy
Assumption College†	MCPHS University
BFIT	Merrimack College†
Berklee College of Music	Montserrat College of Art
Boston Architectural College	Mount Wachusett Community College
Boston College†	NE College of Business and Finance
Boston University	Northeastern University
Clark University	Northern Essex Community College
College of the Holy Cross†	Springfield Tech Community College
Fisher College	Stonehill College†
Fitchburg State University	Tufts University
Olin College	UMass-Amherst
Gordon College	UMass-central office
Hult Business School	UMass-Medical School
Lasell College**	William James College

** Indicates formerly a women's college. † Indicates Catholic institution.



IX. RECOMMENDATIONS

Leadership and Institutional Structure

Presidents Must Visibly Make Gender Parity and Racial/Ethnic Balance a Priority

Presidents must exert clear, deliberate, transparent leadership to achieve gender parity and racial/ethnic balance within their institutions. Presidents should articulate to trustees, employees, and students the importance of reaching parity as essential to achieving the educational mission of the institution, being competitive in the educational marketplace, and setting an example for society, industry, and government in the America of today. Presidents should establish goals for parity and report to all their constituencies annually on progress toward achieving their goals. Without strong, visible leadership by presidents, all other efforts are diluted if not inconsequential.

Presidents Should Establish and Empower the Office of the Chief Diversity Officer

Presidents should designate a chief diversity officer and allocate funding to staff and resource an office that focuses and leads campus diversity and inclusion work, commensurate to the employee and student population. The chief diversity officer should be a senior leadership member reporting directly to the president and engaged as a member of the president's senior leadership cabinet. The chief diversity officer should also have a direct connection to human resources and the academic leaders in order to inform recruitment and hiring efforts. Moreover, the diversity leader must be well positioned to work across campus with all senior leaders.

Each president, working with their chief diversity officer, should determine and assign organizational responsibility to other members of the senior leadership team—academic and administrative—to achieve parity goals, review performance periodically, and consider following the increasingly accepted business practice of linking performance in these matters to compensation.

Boards Should Establish and Empower a Lead Diversity Trustee

Trustees should appoint a lead diversity trustee on the executive committee to ensure the board focuses on gender and racial/ethnic balance as a priority goal within itself and in concert with the president. Board meetings should include presentations of diversity data for faculty and senior academic and administrative leadership positions.

Programmatic Changes

Boards and Hiring Committees Must Recognize and Articulate the Importance of Gender and Racial/Ethnic Diversity at all Points of the Presidential Search Process

The data suggest that women are well represented in the pipeline positions leading to the presidency, so their relatively lower numbers in the top job are not due to a lack of availability of highly-qualified women. Boards of trustees need to probe deeper into the recruitment and final selection process to examine whether unconscious bias has played a role along the way, and specifically, in the ultimate decision to hire the next executive. Despite a concerted effort to ensure women and people of color are fairly represented among applicant pools for top jobs (sometimes called the “Rooney Rule”), we still see disparate outcomes. Could it be possible that the Rooney Rule cuts both ways and, in certain situations, has the unintended consequence of hurting women and racial/ethnic minorities? If boards and individuals in power consider a representative number of women in the pool as a sufficient measure to ensure a fair outcome, they may not be examining all ways that partiality can enter into the hiring process, such as unconscious bias. In some cases, we have heard hiring leaders and committees say all they can focus on is the applicant pool and after that, it is out of their hands. Presidents, hiring chiefs, and boards must articulate to the selection committees the critical value of diversity and the need to think about qualifications in less traditional ways.

Institutions Should Work to Debias All Hiring and Advancement Processes

In addition to reworking job requirements and minimum qualifications, we recommend schools require diversity, selection bias, unconscious and implicit bias professional development in order to serve on search committees across the institution. The president and chief diversity officer should focus on equity of outcomes to measure whether implicit bias is still at play.

Schools Should Conduct Thorough Compensation Analyses

We suggest each school conduct a thorough compensation analysis of all positions within the president's team/cabinet, the provost's team/cabinet, and deans, checking for trends in terms of which positions are typically held by women and what they pay. Universities should look at the number of female deans at their graduate schools and colleges, and conduct the same analysis. Are deans of the various schools (business, medicine, education, etc.) paid differently and among those deanships, which pay the most, how many have, or have ever had, women leaders?

The Governor Should Articulate a Clear Plan to Improve Gender Parity and Racial/Ethnic Representation Across Public Boards and Institutions of Higher Education

The Governor should use his appointing authority to expand gender and racial diversity on state and higher education trustee boards by setting specific goals for reaching parity across institutions including community colleges, state universities, and the UMass-system. Further, when appointing trustee chairs the Governor should immediately address the lack of women and specifically, the lack of women of color.

Collective Bargaining Negotiations Should Always Include the Need for Gender and Racial Diversity

Public institutions should ensure that collective bargaining negotiations take into consideration the need for gender and racial diversity within hiring, promotion, and tenure positions. Together with the unions, institutions should set specific goals for improvement.

Immediate Actions

Immediate Board Vacancies Should be Filled with Women, Particularly Women of Color, Until Parity is Reached

At the institutional level, schools which have not achieved gender parity on their boards should fill immediate vacancies with women, and particularly, women of color, until parity is reached. Many schools look to alumni for board positions, and there are many accomplished and talented alumnae, among others, for schools to choose from. All institutions, public and private, should elevate more women to serve as chairs and officers on their boards when the next round of officers' terms expire.

Unconscious Bias Training Should be Routine for Presidents, Boards, and Senior Leaders

At the institutional level, schools should routinely require "unconscious bias" training for boards, presidents, and other senior leaders to examine the role unconscious bias plays in hiring and decision-making. The Board of Higher Education should require all public board members to participate in the training.

