



Dallas College  
Faculty Association

# Briefing Paper

2

May 2022

## Faculty Compensation: An Intersectional Approach to Equity

*Action needed now to avert legal and ethical liabilities*

*Pay equity is a world-wide initiative, and it's being demanded. According to new research conducted by Harvard Business Review, not answering the call will harm all aspects of your business. At Dallas College, years of inequalities, inequities, and discriminatory compensation practices have created serious legal liabilities for failing to consistently adhere to EEOC guidelines.*

*As Dallas College moves to improve the welfare and benefits system for faculty, it is important to convey intentionality and value in action to align with the written tenets of diversity, equity, and inclusion (DEI) that the Board of Trustees and Dallas College leadership have advocated. To achieve these goals, it is vital to commit to dismantling the structural inequalities that exist by using disaggregated institutional and comparative data driven modes of analysis to assess and correct existing policy and procedural deficiencies. Additionally, the new welfare and benefits system should integrate consistent analysis and review processes to ensure that new inequalities are avoided and remedied instead of being excused, nurtured, and normalized in the new Dallas College system.*

*To remedy the faculty compensation liabilities at Dallas College, the following steps are recommended to reduce legal liabilities:*

### THE DALLAS COLLEGE FACULTY COMPENSATION SYSTEM:

- Should be transparent to faculty.
- Should include a 9% cost of living adjustment for the 2022-2023 school year.
- Should include an intersectional equity audit that includes all federally protected classes of employees.
- Should provide adequate compensation to attract and retain excellent faculty.
- Should ensure fairness and consistency among faculty.
- Should be easy to understand and policies made widely available.
- Should provide incentives to encourage innovative teaching, research, practice, community engagement, and overall productivity.
- Should improve quality and strengthen the fiscal position of the academic and technical programs.
- Should address institutional deficiencies to support DEI outcomes.
- Should recognize and reward faculty with non-traditional private and public sector experience.
- Should address student loan relief in the form of a transparent Loan Repayment Assistance Program.

### Dallas College Faculty Association

The mission of the DCFA is to represent and advocate on behalf of faculty in all areas that position faculty better to serve students and improve student outcomes, and to partner with the Chancellor, the Board of Trustees, administrators, students, staff, and all other interested stakeholders to work for an ethical, diverse, inclusive, and equitable culture in Dallas College.

DCFA Briefing Papers present information, analysis and recommendations on key policy and shared governance issues.



ACCESSIBLE

### The Importance of Pay Equity

As Dallas College moves to improve the welfare and benefits system for faculty, it is important to convey intentionality and value in action to align with the written tenets of diversity, equity, and inclusion (DEI) that the Board of Trustees and Dallas College leadership have advocated. To achieve these goals, it is vital to commit to dismantling the structural inequalities that exist by using disaggregated institutional and comparative data driven modes of analysis to assess and correct existing policy and procedural deficiencies.

Additionally, the new welfare and benefits system should integrate consistent analysis and review processes to ensure that new inequalities are avoided and remedied instead of being excused, nurtured, and normalized in the new Dallas College system. As we explore welfare and benefits options, we should be clear that the illusion of DEI cannot transform our institution and community, but must instead be embedded in every aspect of our operation to improve student outcomes, community engagement, and facilitate faculty growth,

development, and retention.

Currently, Dallas College has contracted with an outside firm to undergo a new compensation analysis. Like other analyses before it, where no significant changes were made for federally protected classes of faculty, the outgoing CHRO has not committed to improve compensation for any group of faculty. Additionally, the Welfare and Benefits Committee was informed by the outgoing CHRO that an intersectional analysis of salary inequities would not be completed. This is significant as it conveys a lack of commitment and systemic incongruence with the Dallas College Board of Trustees Mission and Strategic Priorities. To support the strategic mission and priorities at Dallas College, it is important that any compensation analysis include more than race and gender, and in reality an effective compensation analysis would at minimum include all federally protected classes of employees (i.e. race, color, religion, sex, sexual orientation, age, national



origin, or disability) to effectively manage risk and ensure compliance. The statement from the CHRO that such an analysis would not be conducted—and that indeed, “no one” was conducting such “impossible” analyses was callous and inaccurate. To be candid, her statement made in a professional setting as the formal representative of Dallas College simply isn’t true, and is another example of a systemic institutional failure to conduct basic research to uncover information that is readily available (like [The Rational for and Key Elements of a Business Civil Rights Audit](#)). In reality, many [Fortune 500 companies](#) and leading universities are conducting intersectional equity audits (that include such factors as sexual orientation, age, disability, and military service) for precisely the very reasons we are recommending them for Dallas College. The dishonesty, or lack of due diligence in researching this well-established practice, is negligent and opens the institution up to further legal and ethical liabilities and should be corrected in the next academic year, with advocacy from the Provost and Chancellor.

[Deloitte](#), is an example of an industry leader consistently working for over 10 years to leverage intersectional data and assess various dimensions of the workforce to create and nurture an increasingly more equitable workplace. Furthermore, according to the Pew Research Center, generational issues need to be considered as institutions assess equitable practices. As an example, Millennials are more diverse than previous generations, nearly 40 percent of Millennials belonging to a non-white race or ethnicity, which means data must be complex to capture their needs, preferences, and realities as employees. Holistic institutional solutions will consider that demographic trends, and [diversity among Millennials and their children will only increase over time](#), so understanding the complex composition of the workforce is important to assess and meet their needs.

To respond to these changing expectations, Dallas College must urgently change and reject older models of diversity, and focus instead on getting to know their employees – including faculty – by understanding the [complex layers of employee experiences and identities](#). This requires a drastic shift in the expectations and competencies of leaders and the cultures that nurture and normalize bias at Dallas College. It requires leaders to recognize their own biases and learn how to engage the [multidimensional employee by understanding the intersections of employees’ lives and experiences](#).” It also requires them to learn about accreditation requirements for shared governance, professional expertise, academic freedom, and servant leadership to collaborate effectively with diverse faculty groups in collaborative settings where they are skilled enough to engage with faculty as intellectual equals, instead of requiring a top-down approach that coalesces around organizational charts and stratified societal identities of race, gender, age, sexual orientation, or disability.

Recognizing how vital holistic inclusivity is would require a serious commitment from Dallas College to utilize diverse ways to use data and leverage insight from employees. Similar to the system employed by the [Twitter corporation](#), Dallas College could implement a voluntary

## Why Should I Care About Pay Equity?

- *Retains employees.* [Forty-three percent](#) of workers say they would leave their current position if they discovered they were paid less than a colleague of a different race or gender doing the same job. *When the cost of turnover is estimated to be between 90 and 200 percent of the employee’s base pay, that’s an expensive problem to have—arguably more so than closing your pay gaps.*
- *Improves morale.* Pay equity shows your employees that you value them, it emphasizes the institutional value for their skills, credentials, and experience instead of embedding compensation reductions related to stratified identities of gender, race, age, or other demographic status. *This can improve team morale and employee engagement, and result in higher overall job satisfaction. In fact, 82 percent of workers feel more engaged and fulfilled by their work when they are paid fairly, and 81 percent say they are more productive and loyal to their employers.*
- *Supports recruitment.* Job seekers are [75 percent](#) more likely to apply for a job if a company has a reputation for paying fairly. Conversely, if a company received negative attention for having a gender wage gap, [97 percent](#) of women and 82 percent of men said it would, or might, impact their interest in working for that organization. *Instead, make your commitment to pay equity known—and follow through.*
- *Closes the wealth gap.* The pay gap widens the wealth gap, or a marginalized group’s net worth. *For example, Black women and Latinas experience lifetime earnings losses of up to \$1 million or more over a 40-year career. As a result, their net worth is less than 1 percent of the average White man’s. Pay equity can close that gap, drastically improving the lives of people from marginalized groups.*
- *Protects your top line.* Negative attention related to pay gaps can affect revenue, too. *Nearly two-thirds (63 percent) of consumers refuse to buy products and services from companies they do not trust, impacting your top line.*
- *Maintains compliance.* Wage discrimination is illegal in the United States, as well as other places throughout the world. *The United States Equal Opportunity Employment Commission mandated that organizations pay \$20.7 million in monetary relief for victims of pay discrimination in 2019 alone. Following pay equity best practices can help you stay in compliance with the law.*
- *Avoids litigation.* Lawsuits can be costly, and damage your company reputation. *Staying on top of pay equity can help your company follow fair pay practices, and avoid litigation.*

Source: [CompaaS](#)

Self-ID program to invite employees to share more about their unique “personal identity across topics including gender, gender identity, sexual orientation, race and/or country of origin, religion, disability status, military service, socio-economic background, caregiver status, and more.” A hybrid approach, using a combination of Self-ID and targeted anonymous surveys, could provide Dallas College with an untold amount of invaluable data and insights that could be used to create programs, set goals, inform talent planning and organization climate targets, especially for underrepresented and underresourced communities and ultimately strengthen the culture of inclusion and belonging at the college. Such a program would finally provide representational information for groups like military veterans, individuals with disabilities, and members of the LGBTQIA+ communities – employee groups traditionally impacted by systemic inequities – intrinsic to any intersectional equity audit, but ones seldom included due to societal, legal, and ethical constraints.

The [wage gaps](#) separating federally protected classes of employees are [very real](#). It is time Dallas College catches up with the times and ensures equitable [economic security](#) for all employees. Currently, however, Dallas College does not have an equitable salary system for faculty. Moreover, it is not clearly articulated if experience, education, or combined of factors are

utilized to assess faculty salary placement. A [longevity system](#) (no longer a benefit for Dallas College faculty) would pay better over time, a credentialing system would pay a substantial difference for increased education, a skill system would provide additional compensation opportunities for skill acquisition, and a combination of any of the three would clarify how different components work together to incentivize experience, skills, education, and longevity. Unfortunately, our current compensation system has no clearly articulated philosophy and lacks specificity and transparency which makes us vulnerable to systemic biases, inequalities, and inequities.

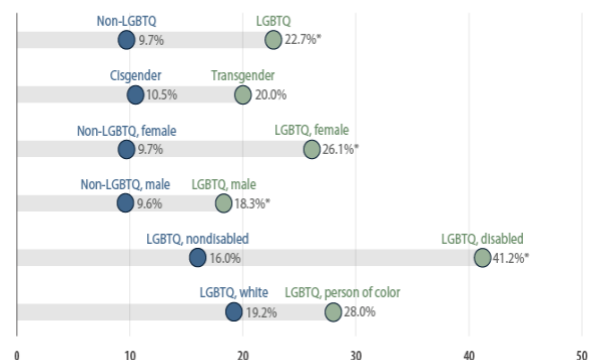
Moreover, the lack of commitment by Dallas College to address systemic inequalities and pay the outstanding back pay to faculty who have been undercompensated for years is not in alignment with the federal law or stated institutional values. This systemic lack of commitment, compounded by the failure to utilize a transparent compensation schedule to reduce future inequalities, and a lack of agility to offer longevity and cost of living adjustments annually to address inflation, the consumer price index, and the rising cost of rental properties and home ownership in Dallas, creates an inequitable system that is rife with both disparate impact and disparate treatment of federally protected classes of faculty. We simply must do better.



# Proposed Changes Faculty Compensation Policy:

- Base Pay Increases:** As we discuss the dependence of full-time faculty on extra service, it is apparent that salary compression is impacting this dependence. While equitable access to extra service is an important step, it is an incomplete step. Instead of fighting for limited extra service opportunities, base pay increases [to a level commensurate to the cost of living in Dallas County](#) are necessary and should be an important part of DCCFA advocacy. In the last 4 years alone, cost of living for a homeowner in Dallas has jumped [from \\$57,984 per year in 2017, to \\$84,165 per year in 2021](#), and the cost of living for [renters](#) is even higher.
  - Texas [area school districts](#) are [raising wages](#) by as much as [11% for the coming school year](#) to offset the steep cost of living increases seen nationwide in 2021-2022.
  - Dallas College must implement at least a [9% cost of living](#) increase for all employees for the 2022-2023 school year.
  - Reinstatement of longevity step increases as outlined for Texas [state employees](#), public school [teachers](#), and colleges and [universities](#).
- Intersectional Pay Equity Analysis:** To align our practices with DEI policies, resolutions and priorities, [an intersectional pay gap analysis](#) should be conducted and equalization proposed if inequitable trends are observed for all federally protected classes of employees, and especially for those falling into intersectionally marginalized groups. This analysis is of utmost importance as many minoritized faculty fall within 2 or more marginalized groups. The resulting pay differential for these individuals is sometimes doubled or tripled in direct correlation to their intersectional identities. Examples: Race/Gender, LGBTQ/Race, Gender/LGBTQ, Disability/Race, LGBTQ/Disability other categories. *See Fig. 1*
- Specific Years of Service:** The salary mid-point and maximums appear vague and nebulous. Please clarify the specific years of service needed to reach salary mid-points and maximums. Example: [Tarrant County](#).
- Specific Requirements for Salary Maximums:** Please specify what skills or institutional service requirements can be met to achieve salary maximums. Example: [Tarrant County](#).
- DEI Skill Pay Differential:** DEI skills are required for all faculty, yet many faculty members have been hired [without](#) these skills. This creates additional hardships for minoritized faculty to explain, train, serve, and advocate for what should have been included in the hiring process. Because of the DEI skill gap, a [DEI skill pay differential](#) is an equitable step to account for the [uncompensated work](#) minoritized groups have been asked to [contribute to improve](#) our campuses, communities, and institutions. This is, in essence, a means by which to alleviate what is referred to as the ["diversity tax."](#) Employee Resource Group (ERG) participation and institutional contributions by minoritized faculty require [extensive additional work](#) to help Dallas College meet its institutional, community and student-centric DEI goals. These [skills and contributions](#) should be [rewarded](#), and a [formal incentive system](#) should account for these [skills, contributions, and experiences](#).
- DEI Skill Gap Training:** Faculty without DEI skills should receive training to address the skill gap. This is not a call for "cultural competency" courses. There are [tangible, pedagogical, andragogical, customer service, and anti-racism professional development](#) trainings that must be implemented and [assessed](#) throughout this institution. Without a training mandate, however, we are normalizing the marginalization of minoritized groups. [Actions matter](#). EEOC training must be implemented according to state law. [Micro-Credentials](#) can help us to achieve our goals. Example: [University at Buffalo](#). Examples: [CUNY & SUNY](#).
- Research Incentives:** Several DCCFA members have been discussing research as an essential faculty function. This does not account for the differences between the roles of community college faculty and tenure-track faculty at research institutions. [Teaching is the primary function of the Community College faculty](#). If research is included in our roles and responsibilities, there should be [an incentive system](#) to acknowledge the differences between 2-year and 4-year institutions. Adding additional responsibilities without compensation is inequitable. It also highlights a misunderstanding of the different, but complementary, [functions](#) of different higher education institutions, and will limit our efficacy.
- DEI Hiring Committee Training:** Without proper [DEI hiring committee training](#), faculty may create legal and institutional vulnerabilities by attempting to diversify the faculty ranks. Asking about a candidate's pregnancy, using names as a way of racially profiling candidates, and a myriad of other documented, [problematic practices](#) must be addressed.
- Adjunct COLA Increases 2022-2023:** Early alert system reporting, grading, traveling to ECH's, ISD'S, grading, writing letters of recommendation and course preparation are a few of the [unfunded adjunct duties](#) our contingent faculty take on in addition to their other responsibilities. It is important to advocate [for cost of living increases](#) for adjunct faculty, particularly since full-time faculty are paid at the adjunct rate for extra service classes. This is particularly important in disciplines where there is a limited supply of adjunct labor or because of 19.5 rules. In some cases, full-time faculty are required by their supervisors to work year-round and teach multiple extra service courses to build or sustain their disciplines, rather than to earn additional income. This is a [DEI issue](#) for full-time faculty and adjuncts, and should be addressed immediately. Please see the Collin College [Dual Credit Stipend Chart](#).

FIGURE 1  
LGBTQ people, especially those with disabilities, are more likely to receive SNAP  
Percent of respondents reporting that they or their family received SNAP, by demographic



\* Indicates a statistically significant difference at the p < .05 level.  
Note: Individual respondents to the survey answered on behalf of themselves and their family. In this report, "family" refers to the respondent's partner and/or the respondent's child. Demographic breakdowns refer to the respondent only. LGBTQ female respondents include respondents who self-identified as LGBTQ and self-identified as female, including transgender women. LGBTQ male respondents include respondents who self-identified as LGBTQ and self-identified as male, including transgender men. Person of color respondents include respondents who self-identified as Hispanic or as non-Hispanic and black, multiracial, or other. White respondents include respondents who self-identified as white and non-Hispanic. Source: See Methodology in Caitlin Rooney, Charlie Whittington, and Laura E. Duroso, "Protecting Basic Living Standards for LGBTQ People" (Washington Center for American Progress, 2018), available at <https://www.americanprogress.org/?p=454592>.





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8. **Full-Time Faculty Extra Service Pay Differential:** All Extra Service courses should be paid at a higher rate for full time faculty to demonstrate institutional value for the additional service provided by full-time faculty. This is not an unprecedented request. [Collin College](#) provides a similar benefit to show appreciation as they leverage the additional benefits of full-time faculty. Even when compensation inadequately addresses the financial, academic, and community benefits provided by full-time faculty, it conveys respect and value for the additional service and balances those contributions with budgetary constraints. As an alternative, premium pay could instead be implemented for all extra service classes – including summer semesters.
9. **Dual Credit on Campus and off Campus Stipend:** A \$200.00 dual credit stipend per course for all full-time faculty teaching high school students on Dallas College campuses. A \$600.00 dual credit stipend per course for all full-time faculty who must travel to teach Dual Credit and other Early College Highschool students off Dallas College campuses. There is a precedent for this type of compensation at [Collin College](#), where faculty receive a \$200.00 stipend per dual credit course taught on college campuses or online, or \$600.00 for courses taught off-campus site.
10. **Course Development and Revision:** Many full-time faculty members develop courses to help attract and retain adjunct faculty. They are also involved in providing accessible eCampus templates for adjuncts for each course in the discipline. There is often no compensation and there are no systemic institutional protections for the intellectual property rights of the faculty who create or improve content. There are several examples of courses being used on other campuses by adjunct colleagues without the permission, compensation, or attribution to the full-time faculty content creator. To improve the course development and revision processes we propose course development and revision [stipends](#) similar to [existing systems](#) on [other campuses](#).
  - Course Development Stipends:
    - \$5,000 for full-time faculty for a three-credit course development
    - \$3,000 for full-time faculty for a three-credit course revision
11. **Loan Repayment Assistance Program:** To attract and retain diverse, skilled faculty, and to increase the ability of graduates to empower their students and community, a [Loan Repayment Assistance Program](#) should address the increasing [debt burdens facing many](#) faculty, and the implications of such burdens on faculty ability to earn a living wage with current salary rates and small COLA adjustments without extra service. This program will also reduce post-graduation [racial disparities](#) and help Dallas College achieve DEI goals.
12. **Education Assistance Program:** [Free](#) employee credit and continuing education classes.
  - [Reduced cost family credit](#) and continuing education classes.
    - [Austin Community College District - Tuition Reimbursement](#)
    - [Lone Star College - Education Assistance](#)
    - [Texas A&M University-Corpus Christi – Employee Betterment Program](#)
    - [UTD- Tuition Assistance Benefit](#)
    - [UT Austin- The Staff Tuition Assistance Program \(STAP\)](#)
    - [UT Arlington – Employee Tuition Assistance Plan](#)
    - [Texas Tech - Employee Tuition Assistance Program](#)

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