

# Gender Inequity Study

## A Salary Analysis for Seven SUNY Campuses and Members' Perceptions and Experiences

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### United University Professions June 2009

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# UUP Gender Inequity/Salary Study

## EXECUTIVE SUMMARY

2009

### Data Collection Time Frame

Data collection and entry began during the summer of 2006 and continued through December, 2008. The salary analysis was based on data from payroll tapes UUP received from SUNY either in Fall 2006 (Albany, Cobleskill, Cortland) or Spring 2007 (Buffalo, Farmingdale, New Paltz, Plattsburgh).

### Purpose of the Study

To investigate whether salary inequity attributable to gender exists on SUNY campuses and to investigate UUP members' experiences with and perceptions about gender inequity and family leave needs.

### Focus of Gender Inequity Study Report

This report presents the results of the salary inequity analysis and incorporates information about members' experiences with and perceptions about gender inequity on their campuses. The latter played a role in shaping the components of the salary study in that emphasis was placed on addressing questions raised by UUP members. A more focused analysis of the family leave component of the study is presented in a separate report titled *UUP Family Leave Study: Members' Experiences, Perceptions, and Needs*.

### Components of the Study

**Part 1:** Salary inequity analysis for the following campuses: Albany, Buffalo (University), Cobleskill, Cortland, Farmingdale, New Paltz, Plattsburgh.

The aggregate level salary inequity analysis for academics has the following components:

- Descriptive statistics that provide averages but don't account for relevant variables that affect salaries (school-level comparisons within and across campuses)
- Descriptive statistics that look at comparable worth issues for specific groups of academics (e.g., librarians, nurses, Educational Opportunity Center faculty) in relation to academics as a whole
- Regression analysis that accounts for relevant variables that affect salaries (years of service, rank, terminal degree, discipline-specific market salary) in order to specify levels of salary inequity and the Oaxaca technique to ferret out the difference between explained and unexplained inequities
- DSI allocation patterns by gender and schools within and across campuses

The salary inequity analysis for professionals has the following components:

- Descriptive statistics that identify average salaries and average years of service by gender and pay grade (salary levels)
- Descriptive statistics that compare nursing professionals to professionals as a whole across pay grades
- DSI allocation patterns by gender and pay grade within and across campuses

**Part 2:** Focus groups, personal interviews, open discussions, and special meetings about family leave needs and gender equity issues (Fall, 2006 through summer, 2007). Chapters covered: Albany, Binghamton, Buffalo (University), Buffalo HSC, Cortland, Empire State College, New Paltz, Oneonta, Plattsburgh, Potsdam, Stony Brook University, Stony Brook HSC, Upstate Medical University.

## Key Findings

The findings presented here reflect the salary analysis for the sample of seven campuses at the **aggregate** level. Campus-specific results are presented in Appendix 1 of this report.

### *Salary Inequity for Academics and Professionals*

- Academic females are paid less than males at statistically significant levels, and compression is affecting salaries across the seven SUNY institutions in our sample.
- For academics, the total difference between male and female average salaries is \$11,111. We explain \$6,617 of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries, and terminal degree). The portion of this total difference that remains unexplained is \$4,494 and may be accounted for by inequity.
- When examining the *Adjusted Salary* (Salary minus accumulated DSI), we explain \$6,099 of the \$10,405 difference in male and female average salaries. The remaining \$4,306 difference in this wage gap is unexplained and may be due to inequity.
- Despite our efforts, it was not possible to develop an adequate productivity measure for this salary inequity study. Thus, a possibly relevant factor, productivity, was omitted from the model.
- Academics' salaries are tied to market trends, however, for every dollar increase in market salaries for new assistant professors (including senior assistant librarians), female salaries increase by only \$0.65 whereas male salaries increase by \$0.70. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and females experience this lag to a greater extent than males.
- Twelve Schools across all institutions were identified as having a statistical difference between the average salaries of males and females. For these Schools the average salaries within each department were analyzed (154 departments). Three departments were found to have significantly higher male average salaries than female average salaries. Two departments had significantly higher female average salaries than male average salaries. These differences could not be explained by differences in the average years of service of department members. Fourteen other departments had a statistical difference in average male and female salaries (with lower female average salaries in most cases) but these differences may be explained by differences in average years of service.
- Across institutions, male salaries appear to be consistently higher than female salaries, particularly within male-dominated Engineering Schools.
- Male and female professionals' salaries in the lower pay grades (salary levels) are not significantly different. There is variation within the fifth and sixth pay grades. In particular, females in pay grade five are paid less than males in that pay grade, even though their years of service are not significantly different.
- When comparing the seven institutions there was no consistent pattern in professionals' salaries, except that the university centers did have higher average salaries within the upper pay grades.
- Considerable variation in results for academics and professionals across the seven campuses indicates the need for campus-specific salary analysis

### ***DSI Analysis***

- There is considerable variation in average DSI allocations for males and females across schools and institutions.
- Our analysis revealed that average DSI allocations for professionals are higher for females for all institutions except the university centers (Albany and Buffalo). Female average DSI allocations are lower than males' at Albany and nearly equivalent at Buffalo.
- There are distinct institutional trends in how DSI is allocated across professionals' pay grades. For instance, the average DSI award increases as the individual's pay grade increases at Buffalo. At Cobleskill, professionals in pay grades 5 and 6 have significantly lower average DSI awards than professionals in pay grades 1 through 4. There is no consistent pattern across institutions.

### ***Comparable Worth Comparisons***

- Members assert that there are comparable worth problems when comparing male-dominated and female-dominated departments and specialties. Some UUP members claim that female-dominated departments and specialties have lower salaries than male dominated ones.
- Comparisons between average salaries for academics in nursing compared to academics in other areas yielded mixed results, though school-level comparisons show a tendency for average nursing salaries to be higher than average salaries in female-dominated schools and lower than average salaries in male-dominated schools.
- The average salaries of nurses who are UUP professionals are comparable to the average salaries of other professionals in pay grades 1, 2, and 3. They are higher than the average salaries of other professionals in pay grades 4, 5, and 6.
- The Computer Systems department at Farmingdale (62% female), which was singled out for a comparable worth analysis, has a lower average salary than most of the other departments in the male-dominated School of Business. This disparity is not expected given CUPA market salaries.
- Librarians' salaries, on average, are less than the salaries of other academics.
- Educational Opportunity Center faculty salaries, on average, are less than the salaries of other academics, except for academics in Project Renaissance at Albany.

### ***General Dimensions of Possible Gender Inequity***

- Members assert that there are gender-based differences in rates of promotion and tenure across institutions. Our data shed some light on this issue, however, due to missing information in our database we cannot definitively answer all questions raised.
- Members perceive devaluation of service and academic work that is defined as gender-specific (e.g. Women's Studies).

## ***Overview of Salary Inequity Analysis: Starting Point, Challenges, Components***

### **Starting Point**

The starting point for design of this salary study was the *Gender Equity Study of UUP Faculty Salaries* commissioned by UUP in 2004 and conducted by Dr. Mary Gray. Dr. Gray, a Professor of Mathematics and Statistics at American University, used multiple regression analysis to investigate the possibility of salary inequity based on gender for both academics and professionals at 16 UUP chapters. For academics, the independent variables Dr. Gray used were *rank*, *chapter*, whether or not individuals had *doctoral degrees*, *sex*, *number of years in the SUNY system*, and *age* (as a proxy for *experience*). For professionals she used the variables *sex*, *chapter*, *years at SUNY*, and *age* (again as a proxy for *experience*). Our analysis of both academics and professionals differs from Gray's in a number of ways.

For academics, we used *years of service* based upon time within the SUNY system as a proxy for *experience*. This contrasts with Gray's use both *age* and *years of service* in the SUNY system as independent variables. This, in effect, resulted in two measures for the same variable (*experience*) in her regression analysis. Moreover, for academics we also included a salary measure to capture market trends across disciplines - a measure not included in the Gray study. Including a measure of national market-based differences in salaries by academic discipline is critical for a salary inequity study. Additionally, Discretionary Salary Increases were not taken into account in Dr Gray's study. DSI provides a means for individuals to increase their base salaries. If DSI is distributed for meritorious reasons, an individual's salary will be higher and mask any inequity that might be present. We provide two salary regressions – one that controls for accumulated DSI and one that does not.

Methodologically our analysis of gender inequity in academics' salaries also differs from Gray's in important ways. Dr. Gray utilized differences in the average salary predicted through regression analysis to indicate that salary inequity existed. This measure of inequity, however, does not distinguish between the portion of the salary gap that can be explained by differences in individuals' characteristics (e.g. years of service) and the portion that is unexplained and might therefore be attributed to the inequitable nature of salary allocation. To decompose the salary gap into these two components we apply the wage decomposition technique developed by Oaxaca (1973) to the regression model estimates for academics to gain further insight into the causes of gender disparity in average salary.

For professionals, our method of analyzing salary inequity was also substantially different from Dr. Gray's. She used multiple regression analysis with *sex*, *chapter*, and *experience* as independent variables. Here, too, Dr. Gray used two indicators of *experience* – years in SUNY and age. Our analysis differs markedly. Since it is not possible for us to match professionals' jobs to outside market data (a problem discussed more fully in the *Professionals - Salary Analysis* section of this report), we did not use multiple regression analysis for professionals. An accurate salary analysis using regression models requires market salaries to be included as an independent variable. Given this limitation, we used descriptive statistics to gain perspective on professionals' salaries by examining average salaries for men and women across the six professional pay grades (salary levels). For each pay grade we also considered the percent of males and females employed, the average years of service for men and women, and the distribution of Discretionary Salary Increases for men and women.

Some of the problems encountered by Dr. Gray remain unresolved in our analysis. As Gray pointed out, the lack of job descriptions for professionals is still a major deterrent to a

thorough analysis of inequity for this segment of the UUP membership. Job titles provided to UUP in the payroll tapes are not accurate descriptions of individuals' jobs and these generic titles are used across pay grades. This ambiguity does not allow us to job match professionals to market data or to determine whether there is salary inequity within a particular job category. Dr. Gray also pointed out that productivity differences should be accounted for in a salary inequity study. After extensive review of published productivity studies, we applied established methods in a pilot productivity study for one SUNY campus. We determined that considerable problems still exist in the measurement of productivity. These problems prevented us from including a measure of productivity in our analysis. A more detailed explanation appears in Appendix 2 of this report (*Productivity Measures for Inclusion in a Salary Inequity Study*).

### **General Findings and Patterns**

The general findings and patterns reported here are based on data collected from the following SUNY campuses: Albany, University at Buffalo, Cobleskill, Cortland, Farmingdale, New Paltz and Plattsburgh. Academics and professionals are reported separately. The salary analysis was conducted on two levels. We did an aggregate analysis of all campuses in the sample as well as separate analyses for each campus. While information about both levels is provided in the Academics and Professionals *Salary Analysis* sections of the report, campus-specific information for each institution is provided in Appendix 1. Our salary analysis includes descriptive statistics that reveal basic salary patterns across and within institutions as well as regression analysis that allows us to determine the impact on salaries of variables such as rank, years of service, discipline-specific market salaries, and terminal degree earned.

### **Academics Salary Analysis – Descriptive Statistics**

In order to compare average salaries across the seven institutions in the study, the individual schools from each campus were grouped into the following *General School* categories: Arts and

Sciences, Business, Education, Engineering, Library, and Professional Studies. We include Library as a separate category alongside of the schools in order to develop useful ways to compare librarians' salaries to the salaries of other academics. Schools of Professional Studies have the most variation with regard to the types of departments they include. Based on these groupings we find the following trends. University centers (i.e. Albany and Buffalo) have higher average salaries than other institutions in all school categories. Engineering schools have higher salaries than other schools within each institution. Business schools generally have higher average salaries than Arts and Sciences, Education, Library or Professional Studies for all campuses with the exception of Farmingdale. Education, Library and Professional Studies are the lowest paying of the schools for all institutions. These findings, however, do not control for differences in average years of service, timing of program development, etc. which may explain some of the trends revealed here. It is clear that for those categories where opportunities outside of academia are robust and salaries are generally high (i.e. engineering and business) salaries are also high within these SUNY institutions.

### **Average Salary Comparisons within Schools and Departments at Each Institution**

To further explore salary differences, tests for statistical differences between the average salaries of males and females were conducted at the school level for each of the seven institutions. Twelve schools were identified as having a statistical difference between male and female average salaries. For each department within these twelve schools, a statistical test for significant differences in male and female average salaries was conducted (154 departments). There were no significant differences in the average salaries for males and females in 135 of the departments. Fourteen departments had a statistical difference in average male and female salaries (with lower female average salaries in most cases) but these differences may be explained by differences in average years of service. Three departments were found to have

significantly higher male average salaries than female average salaries. Two departments had significantly higher female average salaries than male average salaries. For these five departments, the salary disparities could not be explained by differences in department members' average years of service.

It is important to note that we began this part of our salary analysis with a macro analysis of salary disparity at the school level. Thus, individual departments that may have a statistical difference in average male and female salaries would not be identified if the school they are housed in did not show an overall school-level statistical difference in average male and female salaries. Accordingly, our list of departments that have a statistical difference between male and female salaries may not include all such departments across the seven campuses in our study. Furthermore, it is important to note that this level of statistical analysis examines salary inequity descriptively, that is, looking at only one variable (average salary) without controlling for all relevant variables (e.g., years of service, rank, terminal degree, discipline-specific market salary). In order to fully analyze salary inequity multiple regression analysis is required.

### **Salary Inequity Analysis – Regression Models and Oaxaca Decomposition**

We analyzed academics' salaries using two different models. The first had *Total Salary* as the dependent variable. The second had *Adjusted Salary* (salary minus accumulated DSI) as the dependent variable. We decided to run the regressions in these two ways in order to check the impact of accumulated DSI on salary inequity. For both models, we included the following as independent variables: *rank, sex, discipline-specific market salaries, years of service and its square, terminal degree*. Overall, the results indicate that, for the campuses included in the study, females are paid significantly less than males. Although these regression results indicate that there is a significant difference in salary by sex for academics, the results do not indicate how much of this difference is owed to inequity. We apply the wage decomposition technique

developed by Oaxaca (1973) to both model estimates to gain further insight into gender disparity in average salary.

Oaxaca's method decomposes a wage gap (the difference between male and female salaries) into *explained* and *unexplained* portions. The *explained* portion is due to gender differences in faculty attributes measured by differences in the average values of the variables used in the salary estimates. For example, average years of service might be different for males and females. The *unexplained* portion of a wage gap is due to gender differences in how faculty attributes are rewarded. For example, males may be compensated at a different rate than females for an extra year of service. This unexplained portion is due, primarily, to gender differences in the estimated coefficients. That is, all other things being equal, there is a different reward system for men and women. It is common to attribute this unexplained portion to inequity.

For academics across the seven campuses in the study, the total difference between male and female average salaries is \$11,111. We explain \$6,617 of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries, terminal degree). The portion of this total difference that remains unexplained is \$4,494 and may be accounted for by inequity.

When discretionary salary increases are subtracted from the individuals' salaries (*Salary minus Accumulated DSI*) the Oaxaca wage decomposition indicates that we explain \$6,099 of the \$10,405 earnings difference in adjusted salaries between female and male academics by different faculty characteristics such as rank, years of service, discipline-specific market salaries, or terminal degree. Thus, when we remove discretionary salary increases from the annual salary, \$4,306 of the salary gap is unexplained by differences in faculty characteristics.

It is important to note that this unexplained portion may not accurately estimate inequity if relevant variables are omitted from the model. One relevant variable, productivity, is omitted from our model since we were unable to develop a precise quantitative measure for it. When relevant variables are not measured, an omitted variable bias is introduced and the portion attributed to inequity will be biased (in either direction). For example, if women are more qualified with respect to the omitted factor(s), the extent of inequity measured by the Oaxaca method will likely be underestimated. Thus, without an appropriate measure for productivity it is not possible to state unequivocally how much of the salary gap is attributed to inequity and not to differences in productivity. Nevertheless, given that the average unexplained portion of salary inequity reported in previous salary studies is approximately 7 to 10 percent, the much higher unexplained portion of the wage gap in our study (23 percent to 44 percent, depending on the specific campus) raises serious concerns about gender disparity.

Our regression results also reveal that salary compression is significant at the institutions in our sample. For example, associate professors' salaries are not significantly different from the salaries of incoming assistant professors. For every dollar increase in market salaries for new assistant professors there is only a \$0.65 increase in female salaries and a \$0.70 increase in male salaries. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and females experience this lag to a greater extent than males.

### **DSI Allocations**

Average DSI allocations are not consistent across the campuses included in this analysis. This is expected given that DSI is allocated to the campuses as 1% of their total salary pool. Thus, the university centers have higher average DSI allocations. As we would expect, distribution of DSI is quite variable across institutions in terms of the percentage of academic faculty that receive it and the average amount given. It is clear in some cases that the greater the percentage of faculty

receiving DSI, the lower the average amount given. The closer in value the measures of central tendency (mean, median and mode) the more likely it is that DSI was allocated to faculty in similar amounts indicating that it might not have been allocated solely for differences in productivity. We know, for example, that on some campuses, DSI has at times been distributed across the board to raise all salaries (e.g., Cobleskill). It also has been used to address salary compression and other inequities (e.g., Cortland).

#### *Gender and General School Categories*

On nearly all campuses women's average DSI allocations are not significantly different from, and in some cases are greater than, men's except in Schools of Professional Studies. In Arts and Sciences, females seem to average slightly higher DSI allocations than do males. This is also true for Business (with the exception of Plattsburgh). In schools of Education there is clear variation across institutions in this trend. In Engineering the average amount of DSI received by men and women is nearly identical. For Librarians the results are mixed but mostly indicating greater average amounts for females. The exception is Professional Studies where males consistently receive higher DSI allocations than females. Since these schools are variable in composition a closer look at departments within Professional Studies might be useful.

#### **Professionals Salary Analysis**

The analysis of professionals' salaries includes the following institutions: Albany, Buffalo, Cobleskill, New Paltz and Plattsburgh. As stated earlier, the data provided by UUP payroll tapes do not allow for a proper matching of professionals to outside market data since they do not provide explicit job descriptions. Thus, a true salary inequity analysis based on market trends for professionals is impossible. Moreover, we only examine professionals whose salary can be annualized, thus professionals with a per diem, hourly or biweekly pay basis are not included in

this analysis. To facilitate comparisons across institutions we analyze professionals by years of service as well as pay grade (salary level).

When examining data that aggregates all professionals across campuses in our sample, there is no significant difference between males and females with regard to salary at the lower pay grades. Much of the variation occurs in the fifth and sixth pay grades. Females are paid less within pay grade five, while years of service are not significantly different for males and females. For pay grade six, females are paid more than males on average and have almost the same average years of service. There are, however, relatively few females within this pay grade (20% female; 80% male).

When examining professionals' salaries across institutions, there appears to be consistency with respect to gender and average salary within each pay grade. There is, however, variation across institutions in the average salaries within pay grades.

### **Professionals DSI Analysis**

As previously mentioned, total DSI available for distribution is not consistent across campuses because it is based on 1% of each campus's total salary pool. Thus, the university centers have higher average DSI allocations. There are distinct institutional trends in how DSI is allocated across pay grades. For instance, the average DSI award increases as the individual's pay grade increases at Buffalo. At Cobleskill, professionals in pay grades 5 and 6 have significantly lower average DSI awards than professionals in pay grades 1 through 4. Average DSI allocations are higher for females for all institutions except the university centers (Albany and Buffalo). Female average DSI allocations are lower than male allocations at Albany and nearly equivalent to male averages at Buffalo.

### **Data Problems and Limitations**

UUP has encountered consistent difficulties in its attempts to address salary inequity questions because of chronic inaccuracies in and omissions from the data it receives from SUNY. Through considerable time and effort, we were able to overcome many of these obstacles for this analysis. However, it is important to describe the problems we faced in order to identify possible ways to reduce them for future analyses. We encountered three different sets of problems in our effort to create a database that included all of the variables necessary for a salary inequity analysis.

First, pieces of information normally recorded in UUP's database were missing for many individuals. For example, one of the key variables missing for some was *SUNY Date* - the date the individual began at SUNY. This information is required to calculate the individual's years of service – a critical variable for a salary study. Another important piece of information that was often missing was the individual's academic department. We were able to obtain missing information for many individuals from campus websites, internet searches, and help from chapter leaders. It was, however, necessary to exclude some individuals from particular parts of the salary analysis when crucial pieces of information about them were missing. Furthermore, when trying to analyze promotion patterns for academics we found that *date in current title* was also missing for many individuals.

A second general problem we encountered was incorrect information in the databases. For example, there were many instances in which the department listed for an individual was incorrect. These omissions and inaccuracies required a very labor-intensive search to find or verify individuals' SUNY start dates, departments, and sometimes other key information on a case by case basis.

The third data problem we faced was that information for key variables we needed to account for in the salary analysis was not provided on the SUNY salary tapes. We had to collect

and enter the following required information: the schools/colleges at each campus in which individual departments are housed, individuals' stipends not added to base salary, individuals' terminal degrees, and the Discretionary Salary Increases awarded to individuals on a yearly basis (back to the 1970s for our longest serving members). We were able to obtain terminal degrees for academics on all campuses through campus websites, college catalogs, and internet searches. We were not able to obtain adequate information about professionals' terminal degrees. We were also unable to obtain complete information about stipends not added to base for all of the campuses in the study. With the help of chapter leaders and chapter assistants, we were very successful in getting hard copies of DSI records for the campuses in our sample, though there are some years for which DSI allocations are missing for some campuses.

In sum, we used a variety of sources to find missing data, including campus websites, internet searches, library archives, chapter records, and campus publications. The process of data cleaning, by adding necessary information to the database, was an extremely labor-intensive, time-consuming task that was necessary to ensure the accuracy of the findings. In order to overcome the data limitations of this study and allow for a more systematic analysis of data to take place on a continual basis two things must occur. First, constant data cleaning must take place within the UUP Research Office or, more efficiently, individual chapters need to verify the accuracy of the data provided to UUP. Second, time and resources are needed to collect and add data not included on the payroll tapes (e.g., stipends not added to base, terminal degree, DSI). Additionally, an historical record of the specific nature of the DSI allocations needs to be recorded (e.g. merit based, inequity, or across-the-board). The importance of this is explained in the *Academics-Salary Analysis* section of this report and a more comprehensive list of suggestions to overcome data limitations is provided at the end of this Overview section.

## ***Overview of Qualitative Information from Focus Groups, Interviews, and UUP Meetings***

Information and perspectives provided by professionals and academics during focus groups, personal interviews, and UUP meetings to discuss salary inequity, gender inequity in general, and family leave revealed a number of consistent perceived problems across campuses. The first set of problem areas relates to gender inequity in general. For example, members asserted that salaries in female-dominated specialties are systematically lower, on average, than salaries in male-dominated specialties (so-called “comparable worth” problems). They also presented anecdotal information that supports the contention that women have more difficulty securing tenure than men, are promoted at a slower rate than men, and are often engaged in academic fields (e.g., women’s studies) and service work that are systematically devalued by their institutions. We explored members’ assertions, whenever possible, through the quantitative information provided in the salary study. We examined members’ questions related to comparable worth, promotion differentials, and differential time to tenure.

Comparable worth is the principle that men and women should be compensated equally for work requiring comparable skills, education, responsibilities, and effort. Given historical patterns of occupational sex segregation, the comparable worth effort aims at determining whether female-dominated occupations are paid less than male-dominated occupations. To this end, we examined professional and academic nurses as well as librarians at all institutions in our sample. Furthermore, in an attempt to develop a method for looking at comparable worth questions for other groups in UUP, we examined a female-dominated department in a male-dominated school at Farmingdale.

Nurses are in both academic departments and professional areas. For academics, we compared the average salaries in nursing departments at Farmingdale, New Paltz, and

Plattsburgh to average salaries in each of the major schools at these campuses. We found that nurses' average salaries are higher than the average salaries in female-dominated schools and lower than average salaries male-dominated schools. For nursing professionals, we compared the average salary of nurses to the average salaries of other professionals by pay grade. We found that there are no significant differences in salaries at the lower pay grades, however, nurses are paid significantly more than other professionals in pay grades four, five and six.

As a historically female dominated occupation, librarians provide another important group for comparable worth analysis. In addition, UUP librarians have raised a different kind of comparable worth question: How do their salaries compare to the salaries of other academics? Our analysis reveals that librarians' salaries, on average, are less than the salaries of other academics.

UUP members in the Computer Systems Department at Farmingdale perceived their salaries to be unexplainably lower than salaries in other departments in their school. Since this is a female-dominated department in a male-dominated school and market salaries are similar across all of the departments within the school, this provided a unique opportunity to develop a methodology for examining comparable worth questions for more specific occupational groups. After comparing the average salary of the Computer Systems Department to the average salaries of the other departments in the School of Business, we found that average salary of the Computer Systems Department is approximately \$9,000 below the average salary in two of the three other departments.

Concerns about gender-based promotion differentials were voice by professionals and academics. The data we have do not provide dates for all promotion steps for either group (e.g., dates for promotion from one salary level to another for professionals and dates of promotion to

assistant, associate, and full professor for academics). The SUNY salary tapes provide the *SUNY start date* and the *date in current title*. For individuals that have the current rank of associate professor, we were able to calculate the number of years to reach this rank. Our data show that while male associate professors were slightly more likely to be promoted within the first five years of entering SUNY service (55% of males and 52% of females were promoted in the first five years), females were slightly more likely than males to be promoted within 6-10 years after entering SUNY service (28% of males and 29% of females). The percentage differentials for those who take 11 or more years to reach the associate professor rank are similarly close for males and females. We cannot determine whether these figures are completely accurate because we cannot determine if any of these individuals entered SUNY at the instructor or lecturer rank instead of the assistant professor rank.

Given the close association between tenure and promotion to associate professor at most institutions (i.e., promotion to associate is often pro forma once tenure is granted) hypotheses about differential promotion rates for men and women in academia tend to focus on the move from associate to full professor. For individuals with the rank of full professor in our sample however, we could not determine when they reached the rank of associate professor. Therefore, we could not calculate the number of years between their promotions from associate to full professor. Thus, we were unable to test assertions about promotion differentials, but have begun to acquire data on promotion dates for all ranks for possible future analysis.

We were able to examine years to tenure (continuing appointment) for academics since our database includes start date at SUNY and continuing appointment date. For both current associate professors and full professors across all schools at the seven institutions in our sample, females take longer to achieve tenure than males, with the highest differential found in Business

and Education Schools for associate professors (9.7 average years for females and 7.3 average years for males in Business; 10.4 average years for females and 7.8 average years for males in Education). For full professors, the highest differential occurred in Business Schools, with 9.9 average years to tenure for females and 5.1 average years for males. These results raise interesting questions for further exploration. We offer hypotheses for explaining this differential in the more detailed discussion of promotions and tenure data in Part II of this report.

The second set of problem areas identified by UUP members who participated in focus groups or interviews relates specifically to family leave but is also connected to gender inequity more generally. While many of the problems presented are theoretically gender neutral to the extent that men who have major family care responsibilities experience them along with women, it is still primarily female members who are experiencing these problems. This stems from the continued cultural patterns of gender division that prevail in the larger society. A separate report on family leave presents the information gathered about family leave needs and experiences in detail.

### ***Recommendations***

The following are suggestions for data collection and cleaning, pursuit of a more thorough professionals' salary inequity analysis, and investigation of comparable worth and family leave issues.

#### **Data Collection and Data Cleaning**

- Significant data cleaning should take place on a continual basis to make future statistical analyses more accurate. The salary tapes UUP receives from SUNY tend to have pieces of information missing or incorrect for many individuals.
- The salary tapes should be updated on a regular basis to include information such as individuals' terminal degrees and yearly DSI awards.

- A detailed history of DSI allocations would greatly enhance the quality of any inequity study. DSI, if allocated for meritorious reasons, may be used as a proxy for productivity, a variable otherwise difficult to quantify. In addition to keeping electronic records of DSI allocations (available since 2005), campus records with regard to the reason for allocation (merit, inequity adjustments, across-the-board increases) should be maintained. If UUP wishes to conduct salary inequity analyses for campuses not included in this study, hard copy DSI records prior to 2005 would have to be obtained from individual chapters.
- Accurate data on promotion dates would facilitate the ability to track and compare differences in the career paths of males and females. UUP should request that chapter leaders attempt to obtain promotion records for at least the past 10 years. Lists of individuals who receive promotions in subsequent years should be available on most campuses (often published in campus bulletins). Year of promotion can be entered into the salary tapes for individuals where applicable on an annual basis. Currently, we have obtained promotion dates for individuals at Cortland, Farmingdale, Plattsburgh, and University at Buffalo.
- While some data cleaning and enhancement can be done by UUP, it could be more practical to press for improvements in this area through contract negotiations. We recommend that the data problems and needs identified in this report be considered by UUP for possible discussion during the next round of contract negotiations.

### **Professionals' Salary Inequity Problems**

- Lack of market salary comparisons for professionals is a formidable problem for the analysis of this UUP group. UUP should work through Labor/Management forums to encourage campus administrations to conduct salary inequity analyses for professionals. The analysis conducted at Cortland in 2007-08, which resulted in substantial upward salary adjustments, is a useful model. The Cortland administration should be seen as a leader in addressing salary inequity problems for professionals in SUNY. UUP could take advantage of this opportunity to support administrative recognition of professionals' salary issues. (The "*SUNY Cortland Compensation Program, February 2008*" can be viewed at <http://www.cortland.edu/hr/Policies/CompManual.pdf> )

### **Comparable Worth Problems**

- Occupational segregation may mask wage inequities in female-dominated departments. The analysis provided for the Computer Systems Department at Farmingdale serves as a model for further exploration of this problem on a targeted basis.

### ***Breakdown of the Detailed Report***

The remainder of this report is divided into two main sections, followed by appendices. The first section covers the salary analysis for academics and then for professionals. The second main section presents qualitative information collected through focus groups, interviews, and meetings with UUP members on various campuses. Some of the qualitative information presented in this section is assessed in view of our quantitative data. Appendix 1 presents detailed salary information about each campus. Appendix 2 analyzes the measurement of productivity in salary analyses and explains our attempt to create a productivity measure for this study. Appendix 3 discusses the methodology utilized to obtain the qualitative information presented in our study. Finally, Appendix 4 presents the consent forms used for focus groups and interviews.

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# **SALARY INEQUITY ANALYSIS**

# ***ACADEMICS***

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## ***Academics—Salary Analysis***

### ***Overview***

In this section we examine academics' salaries across institutions, by general schools and by gender. The graphs and tables in this section reveal that university centers (Albany and Buffalo) have higher average salaries than other institutions in all *General School* categories. (Library is included as a *General School* category in order to compare librarians' salaries to the salaries of other academics). Engineering schools have higher salaries than other schools within each particular institution. Business schools generally have higher average salaries than Arts and Sciences, Education, Library or Professional Studies for all schools with the exception of Farmingdale. Education, Library and Professional Studies are the lowest paying of the schools for all institutions studied. These findings, however, do not control for differences in average years of service, timing of program development, or other factors which may explain some of the trends revealed here. It is clear that for those categories where opportunities outside of academia are robust and salaries are generally high (i.e. engineering and business) salaries are also higher at the SUNY institutions in our sample.

To examine how variables such as rank, years of service, terminal degree, and discipline-based market trends influence salaries, and to investigate whether there are differences between males and females, we also employ regression analysis. Regression analysis helps determine the impact and significance of different variables on individuals' salaries. One of the challenges we faced in our effort to analyze the effect of these variables was to determine the best way to account for Discretionary Salary Increases that are added to base salaries. These base increases can be awarded for any number of reasons. For example, they can be merit-based or productivity-based or they can reflect inequity adjustments or across-the-board increases given by campus administrations in an effort to adjust low salaries. Increases due to meritorious work

would artificially mask any inequities that may be present if they were not subtracted from the individual's base salary. In contrast, if a DSI award was granted to fix inequities, subtracting it from the base would re-create an inequity that was ameliorated. Thus, we estimated two separate wage equations for academics, one using an individual's total salary as the dependent variable and a second using an adjusted salary measure (salary minus accumulated DSI) as the dependent variable. We present these regression results by gender for full-time academics at the seven campuses in our sample.

Our regression results indicate that females are paid less than males at statistically significant levels. They do not, however, tell us whether this difference can be attributed to inequity or if it is attributable to differences in the characteristics of men and women in terms of key variables such as rank, years of service, terminal degree, or market salaries. To ferret out how much of this wage gap is owed to differences in the characteristics of males and females and how much is owed to gender inequity, we apply the wage decomposition technique developed by Oaxaca (1973). Oaxaca's method decomposes the wage gap, that is, the difference between male and female average salaries, into *explained* and *unexplained* portions. The explained portion is due to gender differences in faculty attributes measured by differences in the average values of the variables used in the salary estimates. For example, average years of service might be different for males and females. The unexplained portion of a wage gap is due to gender differences in how faculty attributes are rewarded. For example, males may be compensated at a different rate than females for an extra year of service. This unexplained portion is due, primarily, to gender differences in the estimated coefficients. That is, all other things being equal, there is a different reward system for men and women. It is common to attribute this unexplained portion to inequity.

We calculated the explained and unexplained portion of the wage gap for all individuals across institutions, as well as across our categories of the *General Schools* found at each institution. We found that across all institutions the average wage gap is \$11,111. Of this differential, \$6,617 can be explained by differences in the characteristics of males and females (rank, years of service, terminal degree, and market salaries by discipline). Thus, \$4,494 of the wage gap is unexplained. We cannot state unequivocally that the entire unexplained portion is due to inequity. Due to data limitations we are not able to account for productivity differences (See *Appendix 2* for further discussion).

Our analysis of the distribution of DSI shows that the percentage of academic faculty that receives DSI and the average amount given is quite variable across institutions. Discretionary Salary Increases are awarded at the discretion of the campus president at each institution. It is clear in some cases that the greater the percentage of faculty receiving DSI, the lower the average amount given. The closer the measures of central tendency (mean, median and mode) the more likely it is that DSI was allocated to faculty in similar amounts, indicating that it might not have been allocated solely for differences in productivity. We know, for example, on some campuses DSI has at times been distributed across the board to raise all salaries (e.g., Cobleskill). It also has been used to address salary compression and other inequities (e.g., Cortland). On nearly all campuses women's average DSI is not significantly different from or is greater than that of men's, except in Professional Studies. In Arts and Sciences, females seem to average slightly higher DSI allocations than do males. This is also true for Business (with the exception of Plattsburgh). In Schools of Education, there is clear variation across institutions in this trend. In Engineering the average amount of DSI received by men and women is nearly identical. For Librarians the results are mixed but with mostly greater amounts of DSI allocated

to females. The exception to the patterns noted above occurs in Professional Studies schools where males consistently receive higher DSI allocations than females. Since these schools are variable in composition a closer look at departments within Professional Studies could be useful.

In what follows, we discuss the findings presented above in more detail. We begin with a discussion of how we aggregated colleges/schools across the seven SUNY campuses in the study to allow for comparisons across these institutions. Next, we discuss the descriptive analysis of academics' salaries. This section is followed by a discussion of the salary regression results and the Oaxaca decomposition. We follow this with an examination of "comparable worth" questions about some of the female dominated areas within SUNY as well as the average salary of librarians and faculty in Educational Opportunity Centers (EOCs) compared to the average salaries of other academics at the SUNY campuses in our sample. Finally, we examine DSI allocations by gender across institutions.

### ***General School Categories***

In order to develop useful salary comparisons across colleges/universities in our sample, we identified the following schools that exist across campuses: Arts and Sciences, Business, Education, Engineering, and Professional Studies. We include "Library" as a separate category alongside of these schools in order to develop useful ways to compare librarians' salaries to the salaries of other academics. For ease of comparison we use the term *General School* to denote these aggregated categories.

While most *General Schools* were composed of similar school types, what we identify as the Professional Studies *General School* has the most variation with regard to the composition of Professional Studies schools at each campus. It is also important to note that Plattsburgh's School of Education, Health, and Human Services is a hybrid school that contains departments

generally associated with Education schools as well as departments generally found in Professional Studies schools. We decided to place it in our *General School* category for Education, though a case could certainly be made for placing it in our *General School* category for Professional Studies. Although we do not make the comparisons, in many of the graphs in this report, it is possible to compare the results for Plattsburgh's Education *General School* to the results for Professional Studies schools at other campuses. Table 1 below indicates which schools at each institution were included under these broad *General School* categories.

The average salaries for academics within our six *General School* categories for all institutions are presented in Figure 1 below. These data reveal some general trends that make sense. University Centers (i.e. Albany and Buffalo) have higher salaries than other institutions in all categories. Engineering Schools have higher salaries than other schools within particular institutions. Business Schools generally have higher average salaries than Arts and Sciences, Education, Library or Professional Studies for all institutions with the exception of Farmingdale. Education, Library and Professional Studies are the lowest paying of the categories for all institutions. It is important to understand that these are averages. We have not accounted for differences in years of service or other factors that would account for outliers which can influence averages.

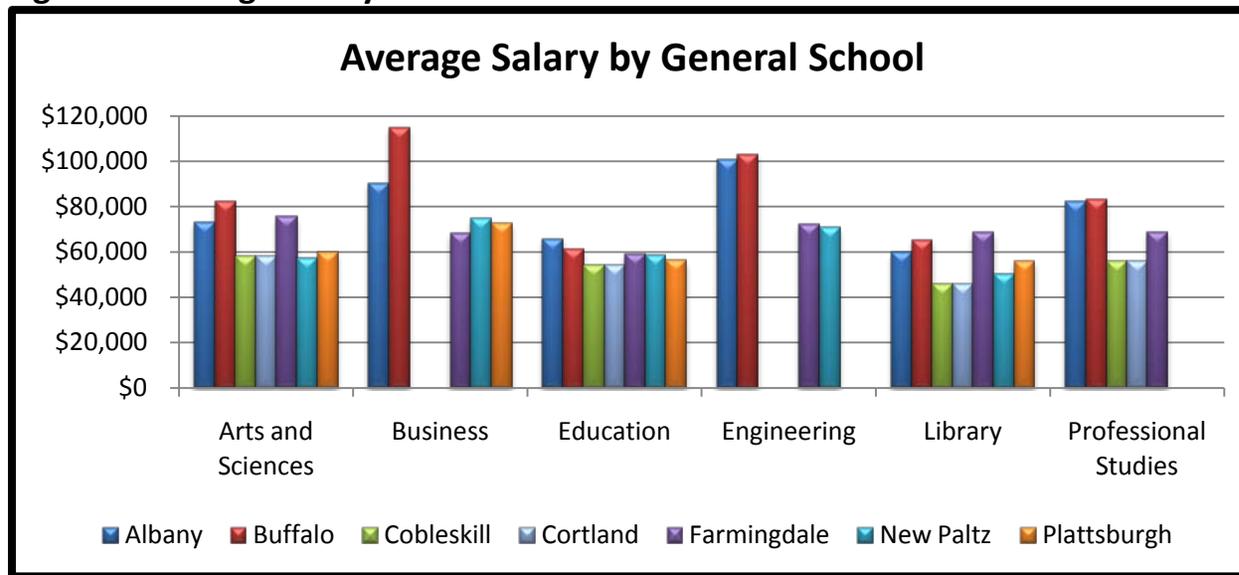
Table 2 disaggregates the overall salary comparisons by gender. There were 2,709 individuals across the seven campuses in our sample (1,646 males, 1,063 females). Average male salary is \$76,724 and average female salary is \$66,856. Median male salary is \$74,502 and median female salary is \$65,525. Further, when disaggregated by *General School* categories male average and median salaries are higher than female average and median salaries in all cases. Table 2 also allows us to compare average years of service for males and females. Across

all *General Schools* at these seven campuses, males average 16.99 years of service while females average 15.74 years of service. When disaggregated by *General School* categories, the greatest differences in average years of service occur in Arts and Sciences (19.06 for males, 16.55 for females) and Professional Studies (18.28 for males, 13.04 for females).

**Table 1: College/University Schools that Comprise the General School Categories**

	<b>Arts and Sciences</b>	<b>Business</b>	<b>Education</b>	<b>Engineering</b>	<b>Library</b>	<b>Professional Studies</b>
<b>Albany</b>	College of Arts and Sciences  Project Renaissance Rockefeller College of Public Affairs and Policy School of Criminal Justice	School of Business	Educational Opportunity Center  School of Education	College of Nanoscience and Engineering	Library	College of Computing and Information Studies  School of Public Health School of Social Welfare
<b>Buffalo</b>	Arts and Sciences	Management	Education Educational Opportunity Center	Engineering	Library	Architecture and Planning Law  Pharmacy Public Health and Health Prof. Social Work
<b>Cobleskill</b>	Arts and Sciences	Business			Library	Agriculture and Natural Resources
<b>Cortland</b>	Arts and Sciences		Education		Library	Professional Studies
<b>Farmingdale</b>	School of Arts and Sciences	School of Business	Educational Opportunity Center	School of Engineering Technologies	Library	School of Health Sciences
<b>New Paltz</b>	Fine & Performing Arts  Liberal Arts and Sciences	Business	Education	Science and Engineering	Library	
<b>Plattsburgh</b>	Arts and Science	Business and Economics	Education Health Human Services		Library	

**Figure 1: Average Salary for SUNY Institutions**



**Table 2: Average Salary by General School**

General School	Num.	Percent Male	Males			Num.	Percent Female	Females			TOTAL		
			Average Years Service	Median Salary	Average Salary			Average Years Service	Median Salary	Average Salary	Average Years Service	Median Salary	Average Salary
Arts & Science	968	64%	19.06	\$74,726	\$76,845	543	36%	16.55	\$67,726	\$69,575	17.8	\$71,226	\$73,210
Business	144	75%	15.79	\$80,984	\$80,848	47	25%	17.04	\$78,527	\$75,569	16.41	\$79,756	\$78,209
Education	92	38%	17.05	\$65,184	\$69,276	147	62%	15.35	\$57,559	\$60,057	16.2	\$61,372	\$64,667
Engineering	211	85%	16.97	\$85,492	\$90,015	38	15%	16.76	\$67,456	\$69,737	16.87	\$76,474	\$79,876
Library	49	35%	14.77	\$54,245	\$57,106	92	65%	15.7	\$54,206	\$55,733	15.24	\$54,226	\$56,420
Prof. Studies	182	48%	18.28	\$86,381	\$86,256	196	52%	13.04	\$67,675	\$70,464	15.66	\$77,028	\$78,360
<b>TOTAL</b>	<b>1646</b>	<b>58%</b>	<b>16.99</b>	<b>\$74,502</b>	<b>\$76,724</b>	<b>1063</b>	<b>42%</b>	<b>15.74</b>	<b>\$65,525</b>	<b>\$66,856</b>	<b>16.36</b>	<b>\$70,013</b>	<b>\$71,790</b>

To further examine variation in the salaries of academics, we disaggregated the data into institution type: University Centers (Albany, Buffalo), Comprehensive Colleges (Cortland, Farmingdale, New Paltz, Plattsburgh) and Technology Sector (Cobleskill). Note that we included Farmingdale among the comprehensive colleges for purposes of this analysis, though it has been considered a more specialized institution within SUNY. The average and median salaries for men and women at each of these institution types, broken down by *General School*, are presented in Table 3 below. The number and percent of males and females in each *General School* category as well as average years of service are also presented. Figure 2 presents male and female average salaries across *General Schools* by institution type.

Males earn more than females in all *General School* categories at the university centers except in the Library. Arts and Sciences, Business, and Engineering are male dominated schools at the university centers (69%, 78%, and 89% male, respectively).

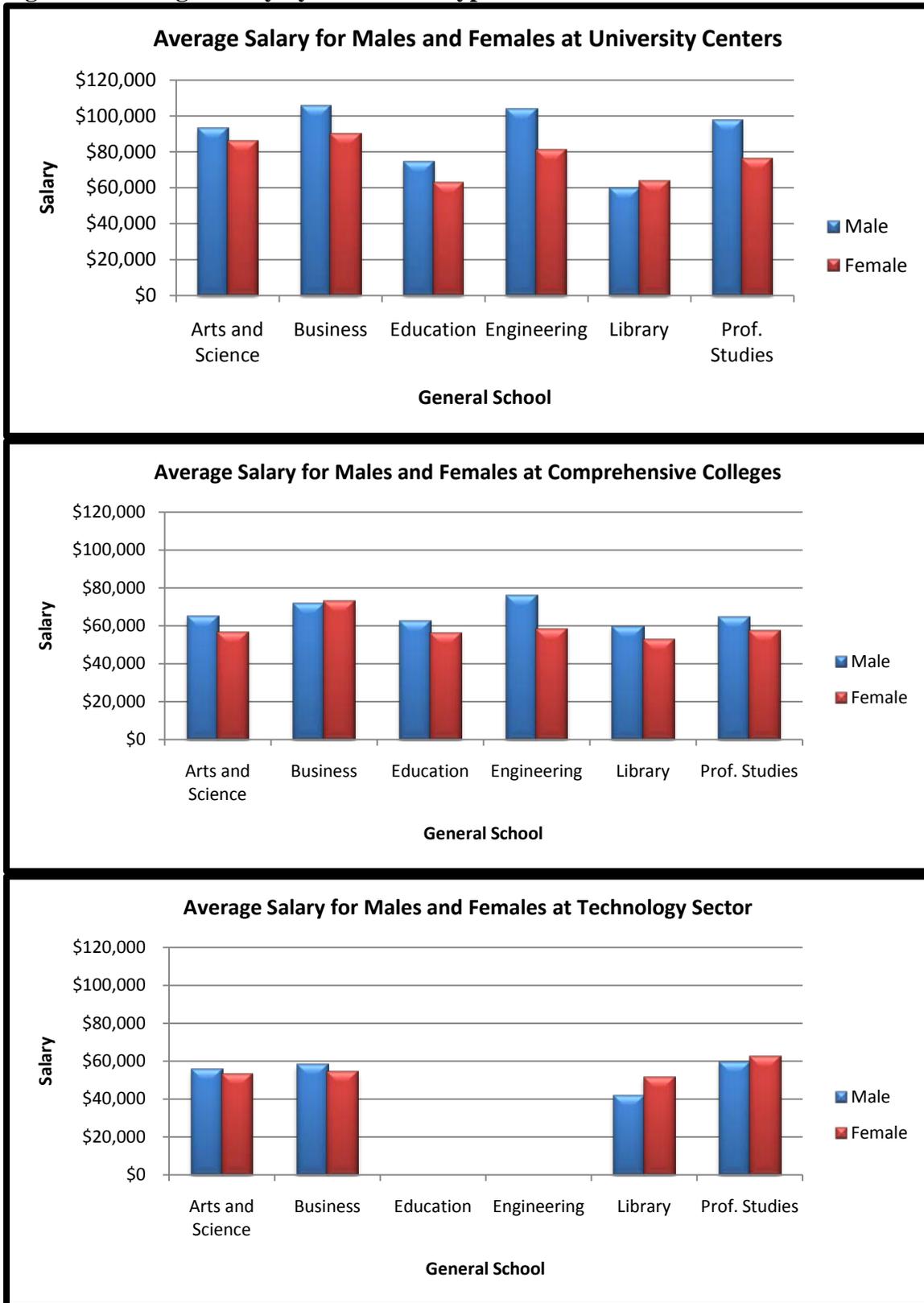
At the comprehensive colleges, male salaries are higher than female salaries except in the Business *General School* category. Business and Engineering are male dominated areas (both are 78% male), whereas Library and Education are more female dominated (67% and 75% female, respectively) at the comprehensive colleges.

At Cobleskill, the only technology sector institution in our sample, salaries across the *General School* categories are fairly equivalent except in the Library where females' salaries are higher than males. Likewise, there is relative gender parity in the numbers of males and females employed in all *General School* categories except Professional Studies, which is 89% male.

**Table 3: Average Salary for Males and Females by Institution Type**

University Centers	Males					Female					TOTAL		
	Num.	Percent Male	Average Years Service	Median Salary	Average Salary	Num.	Percent Female	Average Years Service	Median Salary	Average Salary	Average Years Service	Median Salary	Average Salary
General School	600	69%	20.24	\$92,004	\$92,949	274	31%	19.81	\$83,160	\$85,738	20.03	\$87,582	\$89,344
Arts and Science	64	78%	17.53	\$106,798	\$105,669	18	22%	18.38	\$95,310	\$90,004	17.95	\$101,054	\$97,836
Business	72	45%	14.59	\$69,642	\$74,479	88	55%	17.04	\$59,994	\$63,024	15.82	\$64,818	\$68,752
Education	138	89%	13.90	\$97,878	\$104,095	17	11%	12.12	\$80,038	\$81,270	13.01	\$88,958	\$92,683
Engineering	31	35%	16.85	\$58,313	\$59,953	58	65%	18.83	\$61,863	\$63,824	17.84	\$60,088	\$61,888
Library	102	52%	17.43	\$98,750	\$97,719	94	48%	12.38	\$73,488	\$76,471	14.91	\$86,119	\$87,095
Prof. Studies													
Comprehensive Colleges	Males					Female					TOTAL		
	Num.	Percent Male	Average Years Service	Median Salary	Average Salary	Num.	Percent Female	Average Years Service	Median Salary	Average Salary	Average Years Service	Median Salary	Average Salary
General School	343	58%	18.69	\$61,611	\$64,991	248	42%	13.59	\$55,219	\$56,693	16.14	\$58,415	\$60,842
Arts and Science	66	78%	13.89	\$70,860	\$71,871	19	22%	16.83	\$75,202	\$72,956	15.36	\$73,031	\$72,413
Business	20	25%	20.34	\$59,241	\$62,339	59	75%	13.10	\$54,312	\$56,101	16.72	\$56,777	\$59,220
Education	73	78%	20.04	\$73,106	\$75,934	21	22%	21.40	\$54,874	\$58,204	20.72	\$63,990	\$67,069
Engineering	16	33%	16.68	\$55,343	\$59,530	32	67%	16.06	\$51,064	\$52,756	16.37	\$53,204	\$56,143
Library	56	36%	19.62	\$61,740	\$64,548	99	64%	12.14	\$54,351	\$57,145	15.88	\$58,046	\$60,847
Prof. Studies													
Technology Sector	Males					Female					TOTAL		
	Num.	Percent Male	Average Years Service	Median Salary	Average Salary	Num.	Percent Female	Average Years Service	Median Salary	Average Salary	Average Years Service	Median Salary	Average Salary
General School	25	54%	15	\$53,908	\$55,597	21	46%	15	\$53,092	\$53,174	15.00	\$53,500	\$54,385
Arts and Science	14	58%	18	\$59,729	\$58,141	10	42%	15	\$54,935	\$54,537	16.50	\$57,332	\$56,339
Business	-	-	-	-	-	-	-	-	-	-	-	-	-
Education	-	-	-	-	-	-	-	-	-	-	-	-	-
Engineering	2	50%	3	\$41,718	\$41,718	2	50%	8	\$51,460	\$51,460	5.50	\$46,589	\$46,589
Library	24	89%	21	\$61,352	\$59,676	3	11%	21	\$61,142	\$62,367	21.00	\$61,247	\$61,021
Prof. Studies													

**Figure 2: Average Salary by Institution Type**

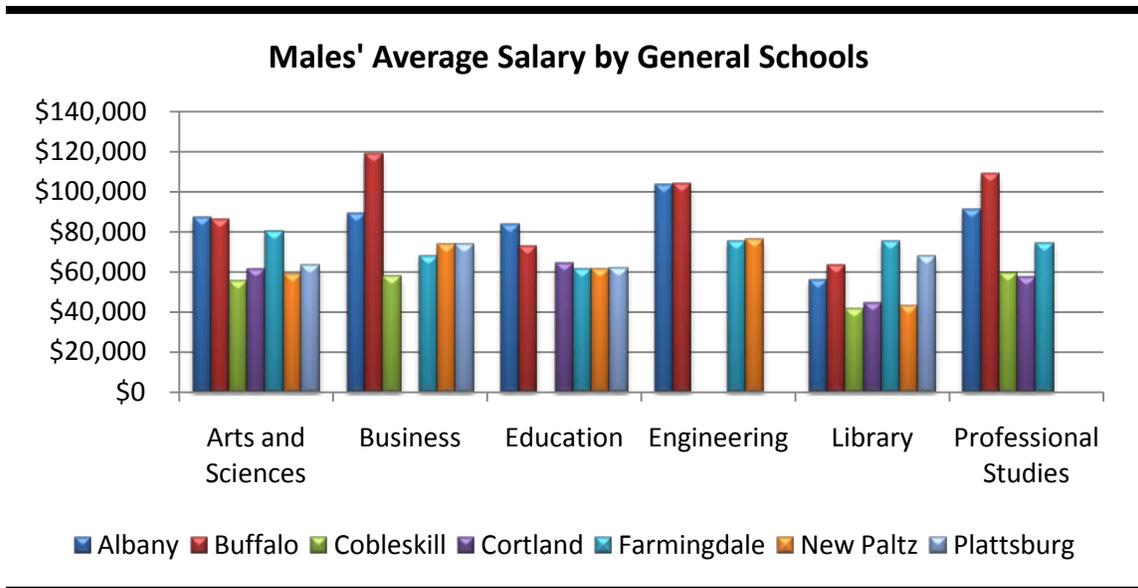
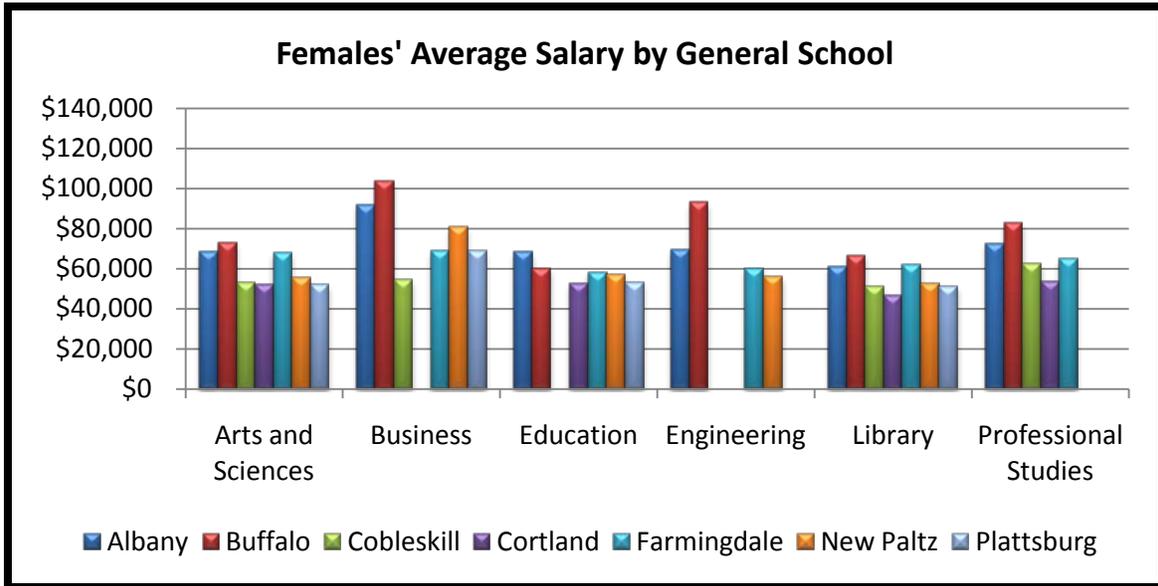


We further disaggregate the data to examine salaries at individual campuses in our sample in Table 4 and Figure 3. Male salaries appear to be consistently higher than female salaries. The incidence of higher average male salaries across institutions is particularly significant within Engineering which, as we will discuss later, is a male-dominated area. In addition to Engineering, all seven campuses have higher male average salaries in Arts and Sciences and Education schools. For Professional Studies schools, all but one (Cobleskill) have higher male average salaries. The main exception to the pattern of higher male average salaries occurs for librarians. Female librarians have higher average salaries than male librarians at five out of the seven campuses (Albany, Buffalo, Cobleskill, Cortland, and New Paltz). For Business schools, the results are more mixed, with three out of seven institutions with higher average salaries for women than for men (Albany, Farmingdale, and New Paltz).

**Table 4: Average Salary by Institution**

	Males					Females				
	<u>Num.</u>	<u>Avg Yrs Service</u>	<u>Median Salary</u>	<u>Avg Salary</u>	<u>S.D.</u>	<u>Num.</u>	<u>Avg Yrs Service</u>	<u>Median Salary</u>	<u>Avg Salary</u>	<u>S.D.</u>
<b>Albany</b>										
Arts and Science	279	21	\$94,760	\$94,581	\$35,015	139	21	\$86,841	\$88,945	\$21,796
Business	23	17	\$93,106	\$92,138	\$24,663	4	22	\$78,189	\$76,258	\$20,912
Education	26	13	\$68,553	\$72,968	\$25,801	21	19	\$59,002	\$62,555	\$26,181
Engineering	20	10	\$96,847	\$103,837	\$33,698	2	11	\$69,367	\$69,367	\$9,987
Library	10	16	\$54,789	\$56,263	\$12,577	25	19	\$56,376	\$61,115	\$16,633
Prof.I Studies	37	16	\$84,929	\$84,066	\$25,607	37	14	\$74,291	\$77,675	\$15,562
<b>Buffalo</b>										
Arts and Sciences	321	19	\$80,979	\$86,425	\$28,267	135	13	\$68,438	\$72,907	\$19,325
Business	41	18	\$120,490	\$119,199	\$9,117	14	15	\$112,432	\$103,750	\$26,162
Education	46	17	\$70,730	\$75,991	\$26,510	67	15	\$60,987	\$63,493	\$16,861
Engineering	118	18	\$98,910	\$104,353	\$32,746	15	14	\$90,709	\$93,173	\$27,185
Library	21	18	\$61,837	\$63,642	\$17,297	33	19	\$67,349	\$66,532	\$15,816
Prof. Studies	65	18	\$107,042	\$105,910	\$37,276	57	12	\$73,006	\$75,749	\$31,653
<b>Cobleskill</b>										
Arts and Sciences	25	15	\$53,908	\$55,597	\$12,837	21	15	\$53,092	\$53,174	\$7,503
Business	14	18	\$59,729	\$58,141	\$10,247	10	15	\$54,935	\$54,537	\$10,220
Library	2	3	\$41,718	\$41,718	\$1,489	2	8	\$51,460	\$51,460	\$6,268
Prof. Studies	24	21	\$61,352	\$59,676	\$11,562	3	21	\$61,142	\$62,367	\$14,310
<b>Cortland</b>										
Arts and Science	94	21	\$60,778	\$61,376	\$13,470	60	12	\$50,529	\$52,221	\$9,337
Education	5	22	\$56,364	\$64,520	\$21,569	26	10	\$49,786	\$52,592	\$12,310
Library	5	13	\$48,498	\$51,637	\$8,341	7	15	\$42,464	\$44,593	\$9,051
Prof. Studies	27	16	\$53,606	\$57,537	\$11,602	22	12	\$51,230	\$53,156	\$8,892
<b>Farmingdale</b>										
Arts and Science	52	25	\$77,220	\$80,509	\$20,551	32	22	\$67,653	\$67,897	\$13,528
Business	18	16	\$64,770	\$68,136	\$10,088	6	20	\$63,864	\$69,024	\$23,708
Education	4	18	\$63,764	\$61,275	\$11,183	10	16	\$56,456	\$58,390	\$8,725
Engineering	35	19	\$69,955	\$75,736	\$19,011	10	20	\$54,479	\$60,276	\$12,270
Library	3	19	\$63,724	\$75,360	\$22,152	3	14	\$61,437	\$62,189	\$10,334
Prof. Studies	1	28	\$74,236	\$74,236	\$0	26	13	\$59,660	\$64,973	\$13,034
<b>New Paltz</b>										
Arts and Science	88	14	\$54,740	\$60,012	\$18,646	104	12.5	\$53,141	\$55,557	\$13,164
Business	18	10	\$75,394	\$73,770	\$9,081	6	17	\$82,586	\$80,820	\$9,949
Education	11	21	\$57,595	\$61,222	\$18,451	23	13	\$56,695	\$57,321	\$12,884
Engineering	38	21	\$76,258	\$76,132	\$16,807	11	23	\$55,269	\$56,133	\$11,241
Library	4	9	\$42,568	\$43,223	\$7,605	11	22	\$47,363	\$52,755	\$12,750
<b>Plattsburgh</b>										
Arts and Science	109	19	\$60,579	\$63,042	\$15,864	52	10	\$51,629	\$52,234	\$9,302
Business	30	16	\$72,418	\$73,706	\$15,342	7	14	\$79,157	\$69,025	\$21,825
Library	4	26	\$66,582	\$67,901	\$6,314	11	13	\$52,993	\$51,486	\$15,989
Prof. Studies	28	14	\$57,379	\$61,870	\$15,551	51	11	\$52,164	\$53,307	\$10,185

**Figure 3: Female and Male Average Salaries across SUNY Institutions**



### ***Gender Inequity within Academic Departments at Each Campus***

To further examine salaries descriptively, we tested for significant differences in the average salaries of men and women at each institution. We analyzed average salary by gender for each school as well as in other defined units (e.g., libraries and Educational Opportunity Centers). We used a statistical test to determine if there was a significant difference in average salaries for males and females. We found a significant difference in the average salary for men and women at the 5 percent level for 12 schools across the campuses in our sample. We then disaggregated each of these schools into its individual departments and again conducted the test for significant differences in male and female average salaries at the department level. We tested 154 departments. For 135 of these departments there were no significant differences between the average salaries of men and women. In 14 of the departments there were significant differences between male and female average salaries but these differences could be explained by differences in years of service. For five of the departments, the significant differences in male and female salaries could not be explained by differences in years of service. Three of these departments had male average salaries that were higher than the female average salaries. The remaining two departments had female average salaries that were significantly higher than the male average salaries.

## ***Regression Analysis***

This section discusses the regression results for academics. As indicated earlier, the starting point for our study was Dr. Mary Gray's 2004 gender equity study. For academics the independent variables Dr. Gray used for individuals at each chapter were number of years in the SUNY system, rank, chapter, whether or not individuals had doctoral degrees, and sex. Dr. Gray also included the key variable "experience," using age as its proxy. Our analysis differs from hers in a number of ways. First, we measure "experience" differently. In addition to using age as a proxy for experience, which is problematic in itself, Dr. Gray included number of years in the SUNY system as an independent variable. This, in effect, put two measures for the same variable (experience) into her regression analysis. In contrast, we used years of service based upon time within the SUNY system as a proxy for experience. Second, we include a salary measure to capture market trends across academic disciplines - a measure not included in the Gray study. Including a measure of national market-based differences in salaries by discipline is critical for a salary inequity study. A final difference in our analysis compared to Gray's is that we provide two salary regressions – one that controls for accumulated Discretionary Salary Increases and one that does not. There was no accounting for DSI in Gray's study.

Regression analysis allows us to control for key variables that explain differences in salary (i.e., rank, years of service, terminal degree, and discipline-based market salaries). We examined gender inequity in salaries in two ways. Our first model used *Total Salary* as the dependent variable. We then subtracted individuals' accumulated DSI from their total salaries and used this *Adjusted Salary* as the dependent variable in a second model. Thus, we eliminated the portion of individuals' salaries which may be due to meritorious contributions. We are cognizant of the fact that DSI is allocated for different reasons across SUNY institutions and

may not represent an award for productivity. Still, to the extent that DSI allocations over time are often considered to correlate with individuals' productivity, we deemed it necessary to control for its effect on salary. We also realize that there may be gender inequity in DSI allocations themselves. To examine this we present average DSI allocations by gender across institutions in a later section of this report.

## **Regression Results<sup>1</sup>**

To examine inequity between male and female salaries, it is necessary to run regressions for both males and females. The results presented in Table 5 below include all academics across all institutions in our sample. We present the regression results for both salary measures, that is, using *Total Salary* and *Adjusted Salary* (total salary minus accumulated DSI) as the dependent variables.<sup>2</sup> Years of service and its square, the individual's rank, terminal degree, and a measure of disciplinary market trends represented by the average CUPA salary by discipline for new assistant professors and senior assistant librarians<sup>3</sup> are used as independent variables.<sup>4</sup> The regression results for *Total Salary* indicate that rank does significantly influence both male and female salaries. Full professors are paid significantly more than assistant professors (the reference group). Associate professors' salaries, however, are not significantly different from the salaries of incoming assistant professors. Similarity in the salaries of assistant and associate

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<sup>1</sup> The results for alternate functional forms yielded similar results to those presented in this report. We present the results without transformation for ease of interpretation of the coefficients.

<sup>2</sup> The aggregate analysis presented in this report does not identify specific individuals who are paid below their expected salaries (i.e., the salaries predicted by their rank, years of service, terminal degree, and discipline-specific market salary). However, the data and statistical techniques used in this study do allow for such individual-level analysis. It is possible to calculate each individual's predicted salary and compare it to their actual salary. That level of analysis, however, was beyond the scope of this study.

<sup>3</sup> The data were obtained from the National Faculty Salary Survey distributed by the College and University Personnel Association (CUPA) except for the librarian data which were obtained from the ARL Annual Salary Survey.

<sup>4</sup> Results of a CHOW test, the interaction of a dummy variable for gender with each of the independent variables within the full regression model, and a test for independence of the male and female coefficients indicate that there is a structural difference in the male and female regression models.

professors is indicative of salary compression at SUNY institutions. Finally, instructors and lecturers are paid significantly less than assistant professors.<sup>5</sup> Both male and female salaries are tied to market trends as represented by the significance of the CUPA salary. The coefficients indicate that for every dollar increase in market salaries for new assistant professors there is only a \$0.65 increase in female salaries, whereas there is a \$0.70 increase in male salaries. The results are similar when examining the *Adjusted Salary* results. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and females experience this lag to a greater extent than males. In other words, in the aggregate both men and women are underpaid relative to market factors but there is a gender difference in the extent to which academics are underpaid.

**Table 5: Salary Regression Results**

<i>Variable</i>	Salary		Adjusted Salary	
	Female Coefficients	Male Coefficients	Female Coefficients	Male Coefficients
<b>CUPA</b>	0.65*	0.70*	0.61*	0.67*
<b>Service</b>	\$1,034.34*	\$741.86*	\$537.64*	\$328.22*
<b>Service<sup>2</sup></b>	-\$6.49	\$1.34	\$2.84	\$8.57*
<b>Associate</b>	\$2,466.95	-\$402.63	\$3,266.69	\$364.01
<b>Professor</b>	\$9,763.02*	\$9,126.33*	\$9,179.83*	\$8,462.15*
<b>Instructor</b>	-\$2,138.41	-\$11,601.74	-\$55.06	-\$11,105.45
<b>Lecturer</b>	-\$9,027.33**	-\$15,408.12**	-\$7,767.82*	-\$14,282.19*
<b>Term. Deg.</b>	\$5,115.15*	\$6,996.33*	\$9,286.89*	\$9,668.54*
<b>Constant</b>	\$10,457.50*	\$18,167.53*	\$13,301.37*	\$16,784.26*
	Adj. R <sup>2</sup> = 36%	Adj. R <sup>2</sup> = 30%	Adj. R <sup>2</sup> = 36%	Adj. R <sup>2</sup> = 30%
	n = 1019	n = 1595	n = 1019	n = 1595

\*Statistically significant at the 1 percent level

\*\*Statistically significant at the 5 percent level

<sup>5</sup> Note that Librarians are included in these rank estimates. Professor includes Librarians, Associate includes the Associate Librarians, Assistant Professor includes Sr. Assistant Librarian (the omitted category) and Instructor includes the Assistant Librarians.

## Oaxaca Decomposition

Regression analysis revealed that the average difference between male and female total salary in our sample is \$11,111. Although this difference is quite large, we do not know how much of this wage gap can be explained by differences in the individual characteristics of males and females and how much remains unexplained and possibly attributed to gender inequity in salary allocation. Thus, we improve upon Dr. Gray's study by decomposing the salary gap into the portion that can be explained by differences in individual characteristics and the portion that remains unexplained. This wage decomposition technique, developed by Oaxaca (1973), utilizes the regression model estimates to gain further insight into the causes of gender disparity in average salary.

In Table 6 we present the Oaxaca wage decomposition for both *Total Salary* and *Adjusted Salary* (total salary minus accumulated DSI) for the aggregate sample, for each institution separately, and for the comprehensive colleges as a group. In the aggregate sample, the average difference between male and female *Salary* is \$11,111. Differences in the characteristics of men and women explain \$6,617 of this difference in average salaries. This leaves \$4,494 of the salary gap unexplained. When DSI is removed, the *Adjusted Salary* wage gap between males and females decreases to \$10,405. The unexplained portion of this salary gap is \$4,306. Thus, there is not a large difference in the portion of the gap that is unexplained, indicating that DSI awards do not help ameliorate inequity (in the aggregate).

The Oaxaca technique is a method used to ascertain whether inequity in salary allocation is present. Since we were unable to measure *productivity* an omitted variable bias is introduced and the portion attributed to inequity will be biased (in either direction). For example, if women are more qualified with respect to the omitted factor, the extent of inequity measured by the

Oaxaca method will likely be underestimated. Thus, without an appropriate measure for productivity it is not possible to state unequivocally how much of the salary gap is attributed to inequity. For a further discussion of this problem see Goldberger (1984). Previous literature, however, indicates that 7 to 10 percent of the gender difference in total faculty salaries can usually be attributed to inequity (see Barbezat, 1987, 1989 and Toutkoushian, 1998 for further discussion). Thus, given the level of the unexplained portion of the wage gap in our study (23 percent to 44 percent, depending on the specific institution), it is reasonable to conclude that productivity differences are unlikely to account for the entire unexplained salary differential.

For the comprehensive colleges, the Engineering *General School* category has by far the largest wage gap at \$18,945. Nearly all of this gap (98%) is explained by differences in the characteristics of men and women in engineering. This result is likely due to females' late entrance into the field. Across all institutions, Albany has the largest unexplained gap (\$4,286) while Cobleskill has the smallest identifiable gap, \$1,044. Interestingly, Cortland's wage gap is completely explained. This is likely due to the fact that the Cortland administration has been addressing inequity utilizing DSI money on a consistent basis for many years.

In sum, this analysis reveals gender inequity at the *aggregate level* at six of the seven campuses in our sample, with female salaries lagging behind male salaries, pointing to a clear pattern of salary inequity based on gender. This finding does not mean, however, that **all** females are paid less than their expected salaries given their rank, years of service, terminal degree, and academic discipline. Nor does it mean that there are not men paid below their expected salaries. To determine individual inequity, the difference between an individual's actual salary and their predicted salary would be calculated. This level of analysis was beyond the scope of this study.

**Table 6: Oaxaca Decomposition for *Total Salary* and *Adjusted Salary***

<b>Dependent Variable: Total Salary</b>					
	Total Wage Gap	% Explained <sup>#</sup>	Gap Explained	% Unexplained	Gap Unexplained
<b>ALL Institutions</b>	\$11,110.84	60%	\$6,617.02	40%	\$4,493.82
<b>By Institution</b>					
<b>ALBANY</b>	\$18,220.37	76%	\$13,934.22	24%	\$4,286.15
<b>FARMINGDALE</b>	\$10,687.99	69%	\$7,414.82	31%	\$3,273.17
<b>PLATTSBURGH</b>	\$10,144.84	77%	\$7,842.57	23%	\$2,302.27
<b>CORTLAND</b>	\$7,950.54	100%	\$8,169.51	-	-
<b>NEW PALTZ</b>	\$7,893.46	75%	\$5,900.16	25%	\$1,993.30
<b>BUFFALO</b>	\$3,183.37	56%	\$1,784.71	44%	\$1,398.66
<b>COBLESKILL</b>	\$3,000.30	65%	\$1,955.72	35%	\$1,044.58
<b>Comprehensive Colleges</b>					
<b>All Comprehensive</b>	\$9,175.65	78%	\$7,167.24	22%	\$2,008.41
<b>Arts and Sciences</b>	\$8,417.11	90%	\$7,585.60	10%	\$831.51
<b>Education</b>	\$7,566.97	67%	\$5,048.09	33%	\$2,518.88
<b>Engineering</b>	\$18,945.24	98%	\$18,544.42	2%	\$400.82
<b>Business</b>	-\$2,050.75	Women's average salaries are higher than men's			
<b>Prof. Studies</b>	-\$1,582.22	Women's average salaries are higher than men's			
<b>Dependent Variable: Adjusted Salary (Salary – DSI)</b>					
	Total Wage Gap	% Explained <sup>#</sup>	Gap Explained	% Unexplained	Gap Unexplained
<b>All Institutions</b>	\$10,405.01	59%	\$6,098.58	41%	\$4,306.43
<b>By Institution</b>					
<b>ALBANY</b>	\$18,324.61	73%	\$13,349.26	27%	\$4,975.35
<b>FARMINGDALE</b>	\$9,442.58	69%	\$6,537.38	31%	\$2,905.20
<b>PLATTSBURGH</b>	\$9,786.86	74%	\$7,286.19	26%	\$2,500.67
<b>CORTLAND</b>	\$5,726.92	100%	\$5,950.37	-	-
<b>NEW PALTZ</b>	\$7,297.04	76%	\$5,562.50	24%	\$1,734.54
<b>BUFFALO</b>	\$3,105.88	63%	\$1,949.87	37%	\$1,156.01
<b>COBLESKILL</b>	\$3,308.57	57%	\$1,892.97	43%	\$1,415.60
<b>Comprehensive Colleges</b>					
<b>All Comprehensive</b>	\$8,099.07	76%	\$6,190.10	24%	\$1,908.97
<b>Arts and Sciences</b>	\$7,271.00	88%	\$6,422.53	12%	\$848.47
<b>Education</b>	\$6,822.46	63%	\$4,301.01	37%	\$2,521.45
<b>Engineering</b>	\$18,210.29	92%	\$16,715.07	8%	\$1,495.22
<b>Business</b>	-\$2,378.59	Women's average salaries are higher than men's			
<b>Prof. Studies</b>	-\$1,986.94	Women's average salaries are higher than men's			

<sup>#</sup> Percent of the Gender Gap Explained is the sum of the percentage explained by component =  $\beta_m(X_m - X_f)/(W_m - W_f)$ , where  $\beta_m$  = the regression coefficient for males,  $(X_m - X_f)$  = the difference between male and female variable averages and  $(W_m - W_f)$  is the difference between male and female salary.

## **Comparable Worth Issues**

### ***Are Salaries Systematically Lower, On Average, in Female-Dominated Specialties?***

When plans for the gender inequity/family leave study were announced to the UUP membership in 2006, representatives of the SUNY Librarians Association (SUNYLA) and the UUP Nursing Professions Work Group asked to have their salaries examined in comparison to other occupational groups. Toward the end of the study, we received a request to take a careful look at salaries in Farmingdale's Computer Systems Department as well as the Educational Opportunities Centers. These requests presented an opportunity to consider whether areas that are currently female-dominated (or have a history of being female-dominated despite the entry of more men in recent years) tend to have lower salaries than male-dominated areas.

In order to analyze the average salaries of these groups in relation to average salaries for other groups, we subdivided the data according to major schools within each institution, adding library faculty as a distinct group to this list of schools. We then compared the relative average salaries.

### ***Librarian Comparisons***

We compared librarians' average salaries to the average salaries of academics in each major school or college for each campus in our sample. Table 7 provides these average salary comparisons. These comparisons reveal that, in the overwhelming majority of cases, librarians are paid less than other groups of academics. The last column displays librarians' average salaries as a percent of other schools' salaries within each institution. For instance, at Albany librarians' average salary is 74% of the average salary for Arts and Science faculty. Farmingdale seems to be an outlier to an otherwise clear trend across the other institutions. Librarians there have higher average salaries compared to academics in three of the five comparison schools.

While these data reveal that librarians are paid less than other academics, on average, we cannot definitively state that these average differences are due to inequity rather than to differences in the average characteristics of librarians (e.g. years of service, rank, terminal degree and market salaries).

**Table 7: Librarian Comparisons with the Average Salary by Specific Schools**

<b>Albany</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Librarians' salary as a percent of other schools salary</b>
College of Arts and Sciences	\$ 81,093.11	\$32,929.80	33%	74%
Project Renaissance	\$ 36,410.00	\$ 5,345.06	57%	164%
Rockefeller College of Public Affairs and Policy	\$ 86,142.71	\$25,416.35	29%	69%
School of Criminal Justice	\$ 89,743.87	\$26,826.20	33%	67%
School of Business	\$ 90,448.64	\$23,649.36	15%	66%
Educational Opportunity Center	\$ 51,446.40	\$ 5,435.53	60%	116%
School of Education	\$ 80,115.24	\$26,605.69	43%	75%
College of Nanoscience and Engineering	\$ 100,703.32	\$33,689.79	9%	59%
Library	\$ 59,728.74	\$15,559.55	71%	100%
College of Computing and Information Studies	\$ 83,470.22	\$18,049.09	48%	72%
School of Public Health	\$ 82,368.48	\$27,871.45	41%	73%
School of Social Welfare	\$ 80,817.00	\$22,198.56	63%	74%
<b>Buffalo</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Librarians' salary as a percent of other schools salary</b>
Arts and Sciences	\$ 82,350.05	\$26,648.93	30%	79%
Management	\$ 114,929.38	\$33,946.42	25%	57%
Education	\$ 71,697.74	\$24,062.34	57%	91%
Educational Opportunity Center	\$ 50,960.20	\$ 9,411.60	67%	128%
Engineering	\$ 103,101.79	\$32,274.91	11%	63%
Library	\$ 65,408.20	\$16,347.90	61%	100%
Architecture and Planning	\$ 80,155.48	\$24,296.51	45%	82%
Law	\$ 111,922.37	\$38,881.77	44%	58%
Pharmacy	\$ 86,664.67	\$ 1,795.26	67%	75%
Public Health and Health Prof.	\$ 55,973.80	\$21,626.15	40%	117%
Social Work	\$ 80,964.21	\$26,792.45	58%	81%
<b>Cobleskill</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Librarians' salary as a percent of other schools salary</b>
Arts and Sciences	\$ 54,490.63	\$10,695.34	39%	85%
Business	\$ 56,639.21	\$10,174.16	42%	82%
Library	\$ 46,589.00	\$ 6,743.13	50%	100%
Agriculture and Natural Resources	\$ 59,974.96	\$11,608.56	11%	78%
<b>Cortland</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Librarians' salary as a percent of other schools salary</b>
Arts and Sciences: Arts & Humanities	\$ 53,779	\$ 9,433	48%	85%
Natural Science & Math	\$ 61,250	\$ 13,998	23%	75%
Social & Behavioral	\$ 59,277	\$ 13,894	40%	77%
Education	\$ 54,558	\$ 14,428	84%	84%
Professional Studies	\$ 55,759	\$ 10,549	45%	82%
Library	\$ 45,696	\$ 8,435	58%	100%
<b>Farmingdale</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Librarians' salary as a percent of other schools salary</b>
Arts and Sciences	\$ 74,606.41	\$18,843.95	38%	92%
Business	\$ 67,513.79	\$13,442.65	25%	102%
Engineering Technologies	\$ 74,279.05	\$18,689.26	22%	93%
Health Sciences	\$ 65,315.93	\$12,904.81	96%	105%
Educational Opportunities Center	\$ 59,632.08	\$ 9,605.70	71%	115%
Library	\$ 68,774.33	\$17,059.98	50%	100%
<b>New Paltz</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Librarians' salary as a percent of other schools salary</b>
Fine & Performing Arts	\$ 58,153.85	\$18,148.45	57%	86%
Liberal Arts and Sciences	\$ 56,044.02	\$13,693.95	53%	90%
Business	\$ 75,045.12	\$ 9,710.73	25%	67%
Education	\$ 58,583.24	\$14,739.78	68%	86%
Science and Engineering	\$ 70,760.43	\$17,991.03	22%	71%
Library	\$ 50,213.20	\$12,147.05	73%	100%
<b>Plattsburgh</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Librarians' salary as a percent of other schools salary</b>
Arts and Science	\$ 59,737.09	\$14,982.34	32%	94%
Business and Economics	\$ 72,820.19	\$16,431.13	19%	77%
Library	\$ 55,863.53	\$15,735.15	73%	100%
Education Health Human Services	\$ 56,342.20	\$12,930.77	65%	99%

## ***Educational Opportunities Centers***

We used the same statistical analysis to examine the Educational Opportunity Centers at Albany, Buffalo and Farmingdale. As shown in Table 8, academics in the EOCs are paid less at all three institutions, except in comparison to Project Renaissance at Albany. Again, we cannot definitively state that these average differences are due to inequity rather than to differences in the average characteristics of academics in the EOCs (e.g. years of service, rank, terminal degree, market salaries), however, further exploration of this salary differential should be explored.

**Table 8: EOCs' Comparisons**

<b>Albany</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>EOCs' salary as a percent of other schools' salaries</b>
College of Arts and Sciences	\$81,093.11	\$32,929.80	33%	63%
Project Renaissance	\$36,410.00	\$5,345.06	57%	141%
Rockefeller College of Public Affairs and Policy	\$86,142.71	\$25,416.35	29%	60%
School of Criminal Justice	\$89,743.87	\$26,826.20	33%	57%
School of Business	\$90,448.64	\$23,649.36	15%	57%
Educational Opportunity Center	\$51,446.40	\$5,435.53	60%	100%
School of Education	\$80,115.24	\$26,605.69	43%	64%
College of Nanoscience and Engineering	\$100,703.32	\$33,689.79	9%	51%
Library	\$59,728.74	\$15,559.55	71%	86%
College of Computing and Information Studies	\$83,470.22	\$18,049.09	48%	62%
School of Public Health	\$82,368.48	\$27,871.45	41%	62%
School of Social Welfare	\$80,817.00	\$22,198.56	63%	64%
<b>Buffalo</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>EOCs' salary as a percent of other schools' salaries</b>
Arts and Sciences	\$82,350.05	\$26,648.93	30%	62%
Management	\$114,929.38	\$33,946.42	25%	44%
Education	\$71,697.74	\$24,062.34	57%	71%
Educational Opportunity Center	\$50,960.20	\$9,411.60	67%	100%
Engineering	\$103,101.79	\$32,274.91	11%	49%
Library	\$65,408.20	\$16,347.90	61%	78%
Architecture and Planning	\$80,155.48	\$24,296.51	45%	64%
Law	\$111,922.37	\$38,881.77	44%	46%
Pharmacy	\$86,664.67	\$1,795.26	67%	59%
Public Health and Health Prof.	\$55,973.80	\$21,626.15	40%	91%
Social Work	\$80,964.21	\$26,792.45	58%	63%
<b>Farmingdale</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>EOCs' salary as a percent of other schools' salary</b>
Arts and Sciences	\$75,705	\$19,127	38%	78%
Business	\$68,358	\$12,910	25%	87%
Engineering Technologies	\$72,300	\$18,770	22%	82%
Health Sciences	\$68,899	\$16,391	96%	86%
Educational Opportunity Center	\$59,214	\$9,132	71%	100%
Library	\$68,774	\$17,060	50%	86%

## ***Nursing Comparisons***

Nurses in UUP can be either academics or professionals. In what follows, we provide a separate analysis for each group.

### **Nursing Academics**

Among the campuses we analyzed, Farmingdale, New Paltz, and Plattsburgh have nursing departments. Average salaries for nursing academics at these campuses were compared to average salaries in each of the major schools at each institution. These results are presented in Table 9 below. As depicted in this table, nursing is clearly a female-dominated occupation, with women constituting 100% of the nursing faculty at Farmingdale and New Paltz and 86% of the nursing faculty at Plattsburgh. At all three institutions, the average nursing salaries are higher than the average salaries in other female-dominated schools. One exception to this is the School of Professional Studies at Farmingdale, where nursing faculty earn 90% of the average Professional Studies salary. In contrast, average nursing salaries are lower when compared to male-dominated areas. For example, nursing faculty earn 86% of the average salary in Engineering schools and between 81% and 91% of the average salary in Business schools.

**Table 9: Nursing Salary Comparisons**

<b>Farmingdale</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Nursing Salary as a percent of other school's salary</b>
Arts & Sciences	\$75,705	\$19,127	38%	82%
Business	\$68,358	\$12,910	33%	91%
Education	\$59,214	\$9,132	71%	105%
Engineering	\$72,300	\$18,770	22%	86%
Library	\$68,774	\$17,060	50%	90%
Professional Studies	\$68,899	\$16,391	92%	90%
Nursing	\$61,989	\$7,766	100%	100%
<b>New Paltz</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Nursing Salary as a percent of other school's salary</b>
Fine & Performing Arts	\$58,154	\$18,148	57%	105%
Liberal Arts and Sciences	\$55,837	\$13,767	53%	109%
Business	\$75,045	\$9,711	25%	81%
Education	\$58,583	\$14,740	68%	104%
Science and Engineering	\$70,760	\$17,991	22%	86%
Library	\$50,213	\$12,147	73%	122%
Nursing	\$61,086	\$9,930	100%	100%
<b>Plattsburgh</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Nursing Salary as a percent of other school's salary</b>
Arts and Science	\$59,737	\$14,982	32%	98%
Business and Economics	\$72,820	\$16,431	19%	81%
Library	\$55,864	\$15,735	73%	105%
Education Hlh. Human Services	\$56,342	\$12,931	65%	104%
Nursing	\$58,803	\$10,743	86%	100%

From a separate data set provided by UUP, we examined the average salary of nurses across fourteen campuses. The results are presented in Table 10 below. The average salaries are sorted from lowest to highest. We found that the average salary for academic nurses ranged from \$47,960 at Morrisville to \$90,809 at Stony Brook HSC. As would be expected the Health Science Centers pay the highest salaries. There is no clear pattern across the comprehensive colleges or the technology sector institutions.

**Table 10: Average Nursing Salary by Institution**

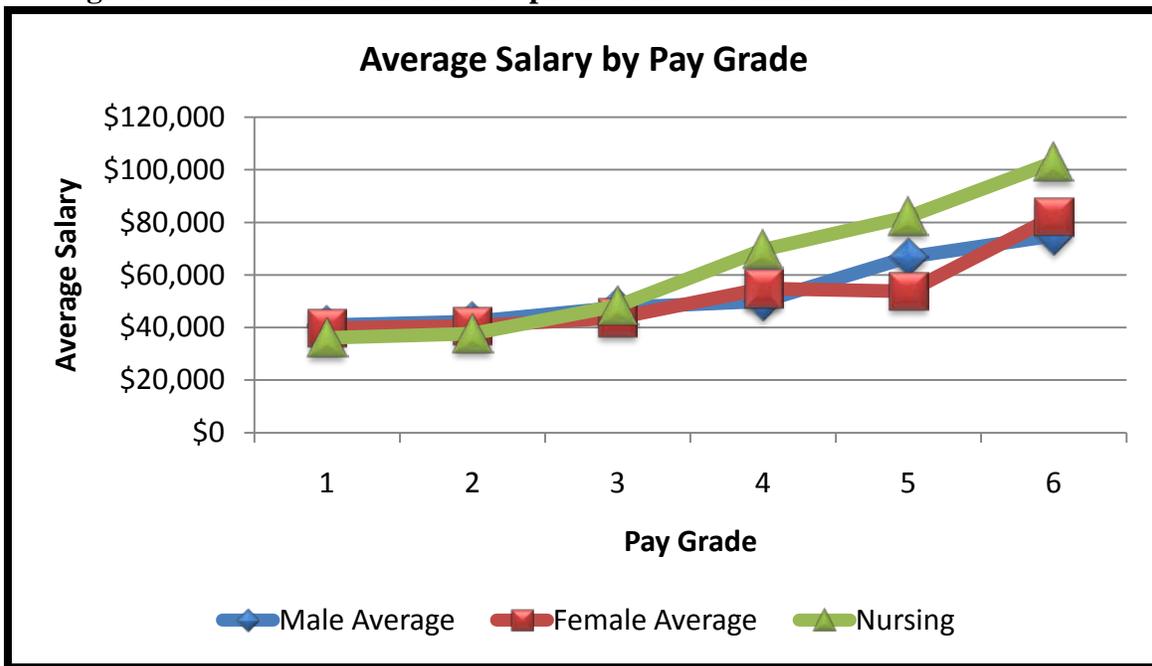
Chapter	Average Salary	Standard Deviation	Median
Morrisville	\$47,960	\$5,200	\$47,825
Delhi	\$49,675	\$10,214	\$48,502
Plattsburgh	\$51,279	\$8,411	\$49,219
Canton	\$52,500	\$10,730	\$50,000
Alfred	\$53,773	\$8,037	\$52,995
Brockport	\$54,082	\$13,429	\$51,375
New Paltz	\$61,242	\$8,517	\$64,114
Farmingdale	\$61,662	\$8,513	\$60,788
Binghamton	\$63,457	\$21,563	\$58,275
Utica Rome	\$63,808	\$11,295	\$63,257
Buffalo HSC	\$69,838	\$15,947	\$65,629
Upstate Medical Univ	\$74,227	\$22,463	\$63,808
Brooklyn HSC	\$83,669	\$23,085	\$74,313
Stony Brook HSC	\$90,809	\$30,317	\$83,456

Source: UUP Data

### Nursing Professionals

We overlaid professional nurses' salaries by pay grade (salary level) onto the average salaries of professionals within our sample, displayed in Figure 4 below. The professional nurses' salaries in pay grades 1, 2 and 3 are comparable to the salaries of other professionals in these pay grades. In pay grades 4, 5 and 6 nursing professionals are paid significantly more than other professionals.

**Figure 4: Professional Nurses Compared to all Professionals**



### ***Computer Systems Comparisons***

We were also asked to examine the salaries of the Computer Systems Department at Farmingdale since faculty in that department perceived their salaries to be unexplainably lower than salaries in other departments in their school and in comparison to other female-dominated departments at the college. As Table 11 below reveals, Computer Systems, which is located in the School of Business, has a significantly higher proportion of women compared to the other departments in the School (62 percent of the faculty are women). The Ornamental Horticulture Department contains no women and two others, Business and Visual Communications, are 33 percent and 29 percent female respectively. Computer Systems has a much lower average salary than the Business and Ornamental Horticulture departments which is not expected given their similar CUPA market salaries. Computer Systems has a slightly higher average salary than Visual Communications which is expected given their CUPA market salaries.

**Table 11: School of Business Salary Comparison**

<b>Department</b>	<b>Percent Female</b>	<b>Average Salary</b>	<b>Computer Systems salary as a percent of other schools salary</b>	<b>Dollar Differential</b>
Business	33%	\$72,148.58	86%	-\$10,142.66
Computer Systems	62%	\$62,005.92	100%	\$0.00
Ornamental Hort.	0%	\$70,784.20	88%	-\$8,778.28
Visual Com.	29%	\$60,126.86	103%	\$1,879.07

When we compare average salaries in Computer Systems to average salaries in three female-dominated departments in the School of Health Sciences in Table 12, we find equity between Computer Systems and Nursing faculty while the former has lower average salaries than faculty in Dental Hygiene and Medical Laboratory Technology.

**Table 12: School of Health Sciences Comparison**

Department	Percent Female	Average Salary	Computer Systems salary as a percent of other schools salary	Dollar Differential
Dental Hygiene	90%	\$68,169.40	91%	-\$6,163.48
Computer Systems	62%	\$62,005.92	100%	\$0.00
Medical Laboratory Tech.	100%	\$71,330.33	87%	-\$9,324.41
Nursing	100%	\$61,988.93	100%	\$16.99

We cannot definitively state that Computer Systems faculty members are paid inequitably without also analyzing years of service, rank, and terminal degree. Our findings, however, reveal the need for a closer investigation.

### ***Academics—DSI Analysis***

This section analyzes Discretionary Salary Increases across six of the seven SUNY institutions in our sample.<sup>6</sup> It is important to note that not all of the DSI individuals have received is necessarily accounted for in this analysis. Although UUP receives DSI information on a yearly basis, it is not included as a separate measure on the payroll tapes. For a salary inequity analysis it is necessary to present the historical record of DSI allocations for each individual. Lists of individuals who received DSI at each campus have been sent to UUP’s Albany office on an annual basis. The central office did not keep all of these records, but they were distributed to each chapter. We attempted to reconstruct each individual’s history of DSI allocations by obtaining hard copies of DSI distributions from UUP chapter offices. This was a difficult task

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<sup>6</sup> SUNY Cortland is not included in data that is analyzed in this section. The DSI data we obtained for Cortland were aggregated across the individual’s years of service. Since we did not have the means to determine the number of years DSI was distributed, we were not able to find the individual’s average DSI allocation.

because chapter records were often incomplete. In fact, whether or not a particular campus could be selected for inclusion in our sample was determined by our success in obtaining DSI records back to the 1980s. Since DSI allocations were not provided to UUP in electronic form before 2005, we obtained hard copy records and had to input the data by hand. The years that are present in this analysis are those we had access to for the study. We put considerable effort into collecting DSI records from individual UUP chapters, but it was not possible to account for each year's DSI allocations for each chapter.

We summarize each year of DSI available from six campuses in Table 13 below. The descriptive statistics for each institution indicate that average DSI allocations are quite variable across institutions. Table 13 also presents the percentage of academics at each institution that has never received DSI in the years covered by our data. The percentages range from a low of 5 percent (Albany) to a high of 29 percent (New Paltz).

**Table 13: Descriptive Statistics—Yearly DSI Breakdown**

**Albany**

*5% of faculty have never received DSI for the years identified below*

YEAR	1983	1984	1986	1987	1991	1994	1995	1997
Count	55	62	74	81	136	133	120	161
% Receiving DSI	29%	28%	27%	27%	37%	31%	27%	34%
Average	\$ 1,167.58	\$ 1,288.92	\$ 1,447.73	\$ 1,315.01	\$ 1,310.08	\$ 1,602.61	\$ 1,869.68	\$ 1,478.96
SD	\$ 421.96	\$ 600.67	\$ 639.94	\$ 680.68	\$ 573.97	\$ 1,058.98	\$ 1,373.57	\$ 726.85
Median	\$ 1,000.00	\$ 1,125.00	\$ 1,310.00	\$ 1,150.00	\$ 1,125.00	\$ 1,250.00	\$ 1,100.00	\$ 1,022.00
Mode	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 750.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

YEAR	1998	1999	2000	2001	2002	2003	2005
Count	157	178	109	222	245	270	303
% Receiving DSI	32%	34%	20%	40%	42%	45%	47%
Average	\$ 1,513.85	\$ 1,569.28	\$ 1,499.63	\$ 1,376.22	\$ 1,379.53	\$ 1,284.94	\$ 1,448.61
SD	\$ 712.25	\$ 1,136.72	\$ 1,129.56	\$ 890.62	\$ 1,026.78	\$ 914.57	\$ 1,323.32
Median	\$ 1,400.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Mode	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

**Buffalo**

*16% of faculty have never received DSI for the years identified below*

YEAR	1989	1990	1994	1997	1998	1999	2000	2001
Count	161	167	168	234	293	301	262	315
% Receiving DSI	39%	37%	32%	40%	49%	47%	39%	45%
Average	\$ 1,731.55	\$ 1,721.46	\$ 1,806.14	\$ 1,368.46	\$ 1,536.71	\$ 1,633.87	\$ 1,747.20	\$ 1,691.21
SD	\$ 1,001.14	\$ 1,053.21	\$ 983.26	\$ 1,131.99	\$ 837.79	\$ 1,015.96	\$ 990.68	\$ 968.27
Median	\$ 1,400.00	\$ 1,250.00	\$ 1,500.00	\$ 1,000.00	\$ 1,400.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Mode	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

YEAR	2002	2003	2005	2006
Count	315	354	408	460
% Receiving DSI	44%	46%	46%	48%
Average	\$ 1,819.73	\$ 1,817.09	\$ 1,884.03	\$ 1,836.92
SD	\$ 995.54	\$ 1,235.79	\$ 1,680.48	\$ 1,345.03
Median	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Mode	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

**Cobleskill***10% of faculty have never received DSI for the years identified below*

YEAR	1998	1999	2000	2001	2003	2005
Observations	61	32	26	54	84	93
%Receiving DSI	85%	42%	31%	61%	82%	84%
Average	\$460.48	\$1,067.41	\$1,208.58	\$996.96	\$510.82	\$542.77
SD	\$71.52	\$432.36	\$801.98	\$517.81	\$0.39	\$51.14
Median	\$453.00	\$952.50	\$1,011.50	\$897.50	\$511.00	\$536.00
Mode	\$453.00	\$1,258.00	\$1,052.00	\$1,022.00	\$511.00	\$503.00

**Farmingdale***15% of faculty have never received DSI for the years identified below*

YEAR	1979	1981	1982	1983	1984	1985	1987	1988	1989
Observations	13	17	16	25	40	44	52	49	58
%Receiving DSI	7%	9%	9%	13%	21%	24%	28%	26%	31%
Average	\$542.31	\$665.88	\$578.13	\$624.00	\$564.88	\$620.45	\$628.85	\$729.59	\$664.66
SD	\$75.96	\$276.99	\$119.68	\$120.00	\$94.69	\$174.65	\$184.27	\$216.49	\$212.34
Median	\$500.00	\$500.00	\$500.00	\$650.00	\$500.00	\$500.00	\$525.00	\$600.00	\$550.00
Mode	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$525.00	\$600.00	\$550.00

YEAR	1994	1995	1998	1999	2000	2002	2003	2004	2005
Observations	9	28	90	92	47	129	106	102	133
%Receiving DSI	5%	15%	48%	49%	25%	69%	57%	55%	71%
Average	\$1,238.89	\$1,789.29	\$897.22	\$904.35	\$629.79	\$777.91	\$711.56	\$776.96	\$808.27
SD	\$657.54	\$261.18	\$412.06	\$380.84	\$160.05	\$324.69	\$430.46	\$333.57	\$387.64
Median	\$1,000.00	\$1,850.00	\$1,000.00	\$1,000.00	\$500.00	\$800.00	\$600.00	\$625.00	\$700.00
Mode	\$1,000.00	\$1,850.00	\$500.00	\$500.00	\$500.00	\$1,000.00	\$500.00	\$500.00	\$700.00

**New Paltz***29% of faculty have never received DSI for the years identified below*

YEAR	1980	1981	1982	1983	1984	1985	1986
Observations	15	17	19	20	30	39	41
%Receiving DSI	30%	29%	30%	29%	37%	38%	38%
Average	\$953.33	\$1,076.47	\$1,052.63	\$943.55	\$1,152.95	\$955.13	\$884.15
SD	\$299.68	\$112.32	\$244.08	\$264.37	\$387.33	\$326.83	\$224.29
Median	\$900.00	\$1,125.00	\$1,250.00	\$750.00	\$1,400.00	\$750.00	\$750.00
Mode	\$900.00	\$1,125.00	\$1,250.00	\$750.00	\$750.00	\$750.00	\$750.00

YEAR	1987	1988	1998	1999	2000
Observations	33	36	85	82	98
%Receiving DSI	29%	29%	31%	27%	29%
Average	\$984.85	\$951.39	\$1,247.06	\$1,468.06	\$1,135.20
SD	\$249.53	\$245.09	\$555.67	\$941.59	\$401.62
Median	\$750.00	\$750.00	\$1,250.00	\$1,250.00	\$1,250.00
Mode	\$750.00	\$750.00	\$1,250.00	\$1,250.00	\$1,250.00

**Plattsburgh***18% of faculty have never received DSI for the years identified below*

<b>YEAR</b>	<b>1994</b>	<b>1995</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2001</b>	<b>2005</b>
Observations	76	105	70	108	96	119	127
%Receiving DSI	49%	67%	44%	68%	54%	54%	51%
Average	\$941.70	\$593.95	\$1,067.86	\$850.93	\$1,070.34	\$880.88	\$1,042.79
SD	\$594.39	\$268.94	\$220.84	\$474.53	\$639.41	\$640.99	\$839.95
Median	\$700.00	\$500.00	\$1,250.00	\$750.00	\$1,000.00	\$500.00	\$750.00
Mode	\$500.00	\$500.00	\$1,250.00	\$500.00	\$500.00	\$500.00	\$500.00

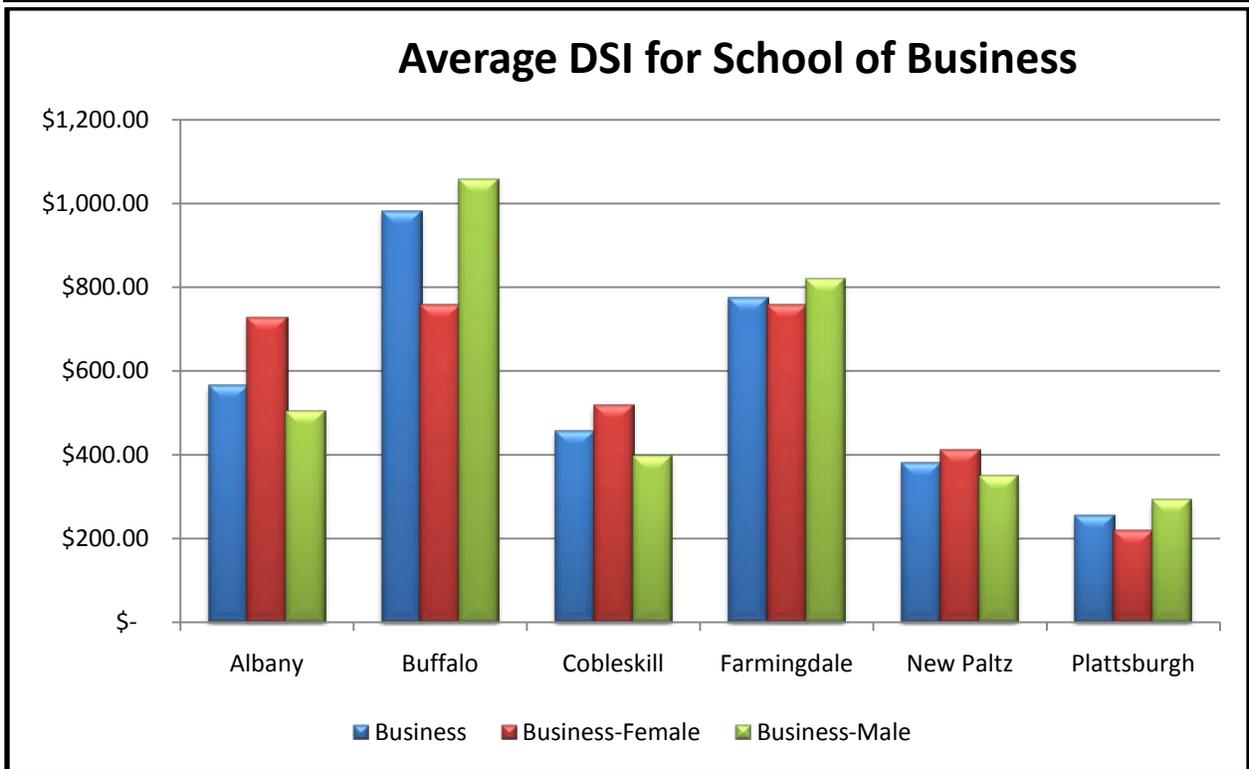
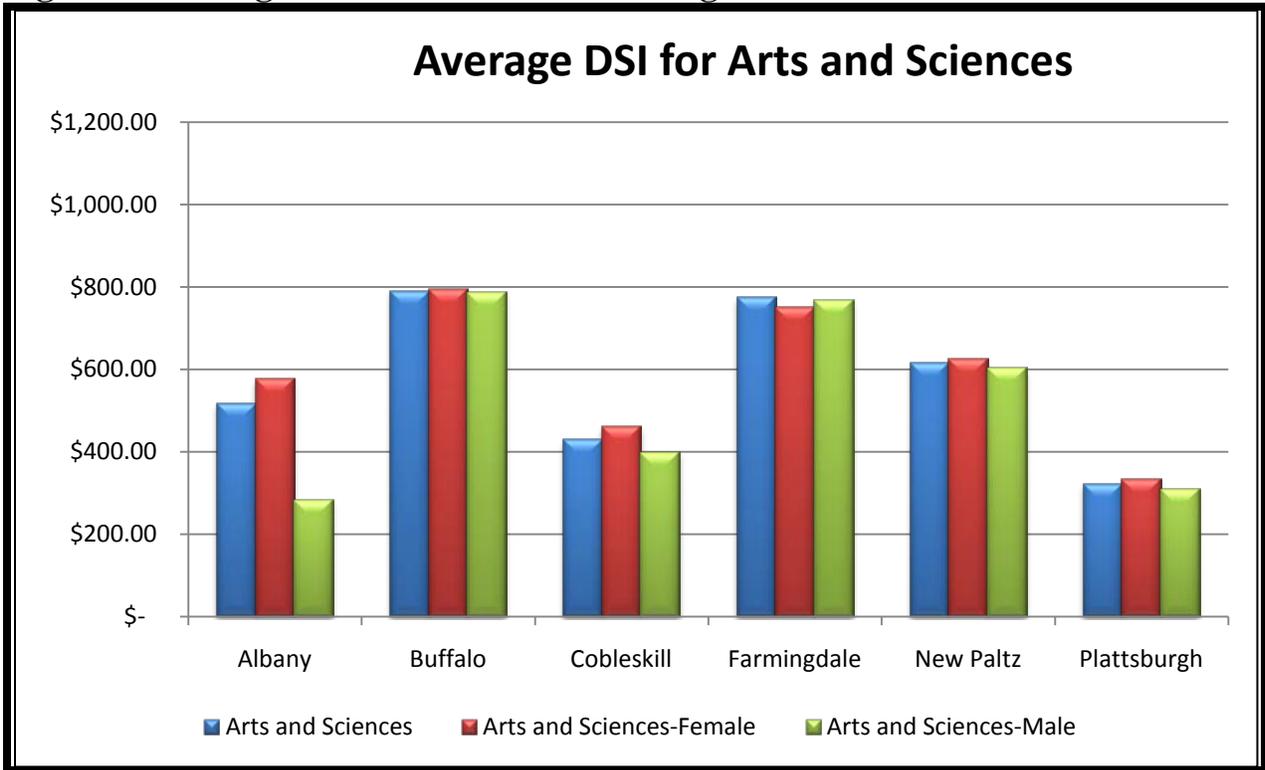
As we would expect, the total amount of DSI allocated to each campus (1 percent of the total salary pool) is quite variable among institutions, as are the percent of faculty that received it and the average amount given. It is clear in some cases that the greater the percentage of faculty receiving DSI, the lower the average amount given, but this is not consistently true. The absolute amount of DSI available to each institution will vary from year to year depending somewhat on the composition of the faculty (high or low paid) but one would expect these variations to be minimal. The closer the mean, median, and mode, and the lower the standard deviation, the more likely it is that DSI was allocated to faculty in similar amounts, indicating that it might not have been allocated for differences in productivity but rather to try to elevate salaries that were low.

### ***Average DSI by Gender across General School Categories***

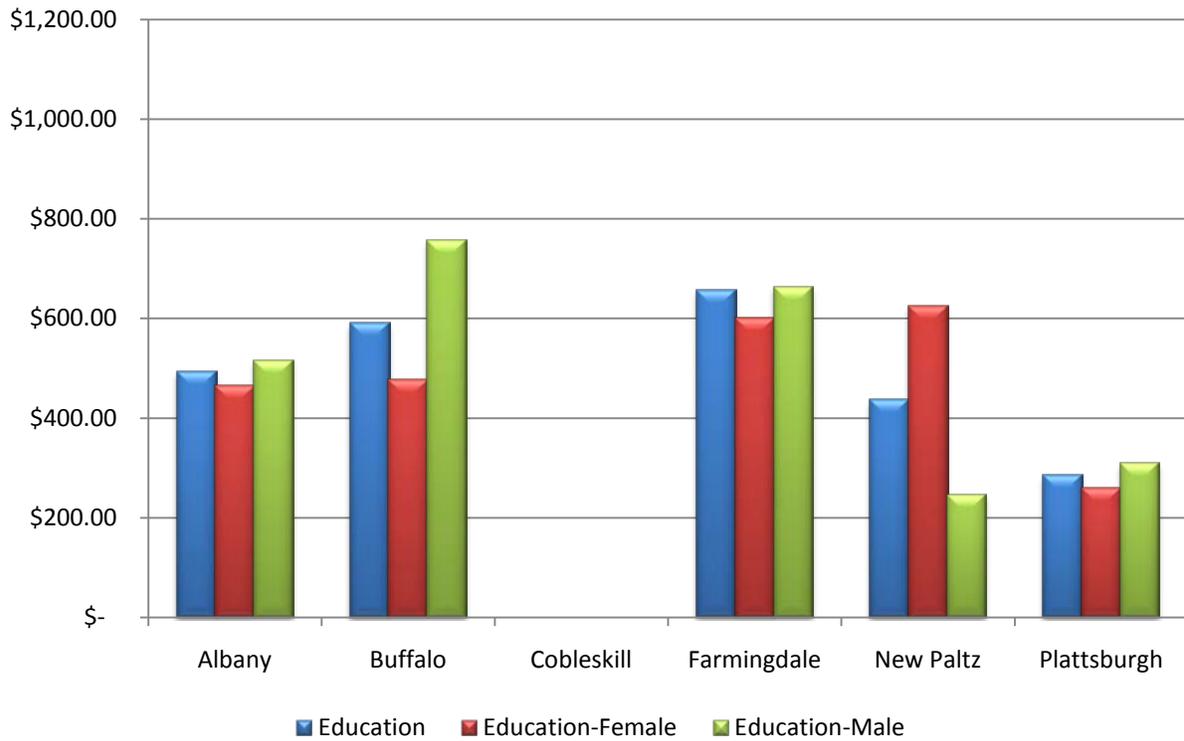
There is considerable variation in average DSI allocations for males and females across schools and institutions. To explore this variation further we disaggregated each institution into *General School* categories. We then graphed the average DSI allocation for both males and females within each of the *General Schools*. Figure 5 displays the average DSI for each *General School* category for the SUNY institutions in our sample. Please note that some institutions do not have all *General School* categories represented (e.g. Cobleskill does not have a School of Education).

When comparing each *General School* we found that in Arts and Sciences females seem to average slightly higher DSI allocations than do males. For Business, females' average DSI awards are higher than males' at Albany, Cobleskill, and New Paltz, but lower than males' at Buffalo, Farmingdale and Plattsburgh. In Education there is clear variation among institutions in this trend. In Engineering DSI allocations seem virtually identical for males and females at Albany and New Paltz. Females in Engineering at Buffalo and Farmingdale have higher average DSI allocations than males. For librarians it is mixed, with higher average allocations for females at Albany, Buffalo and Cobleskill and lower average allocations for females at Farmingdale, New Paltz, and Plattsburgh. At three of the four institutions that have Professional Studies schools (Albany, Buffalo and Cobleskill) males have higher average DSI allocations than females. In contrast, at Farmingdale, females in Professional Studies have higher average DSI allocations than males. Since these schools are variable in composition a closer look at departments within Professional Studies is warranted.

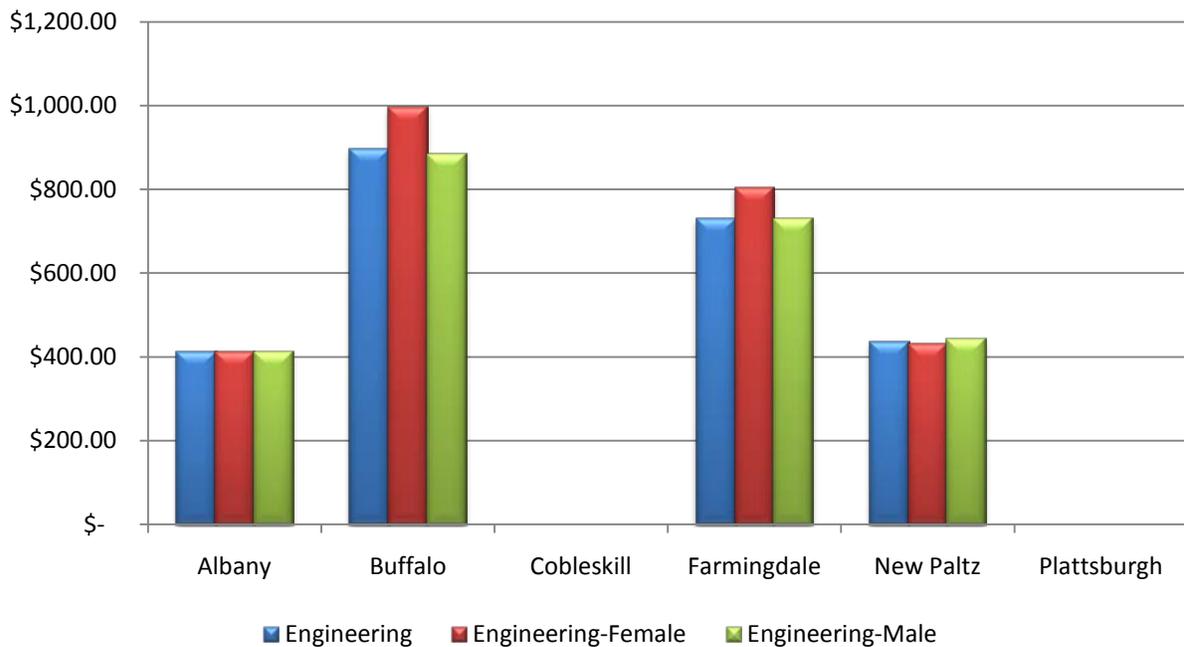
**Figure 5: Average DSI-General School Categories for SUNY Institutions**



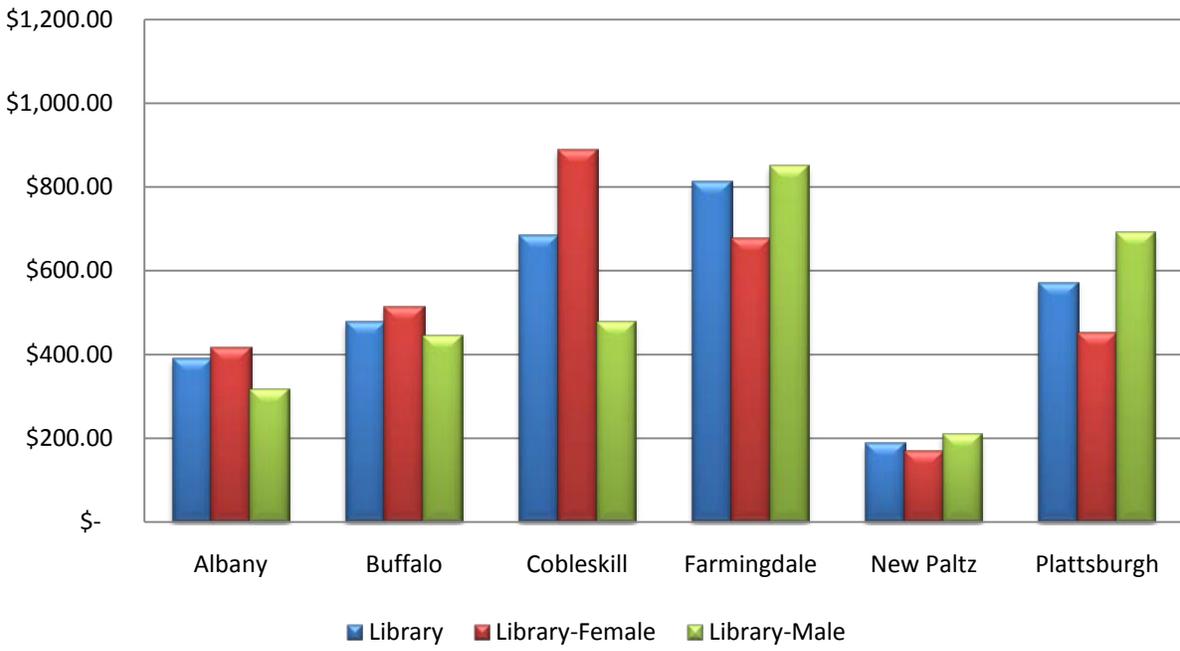
### Average DSI School of Education



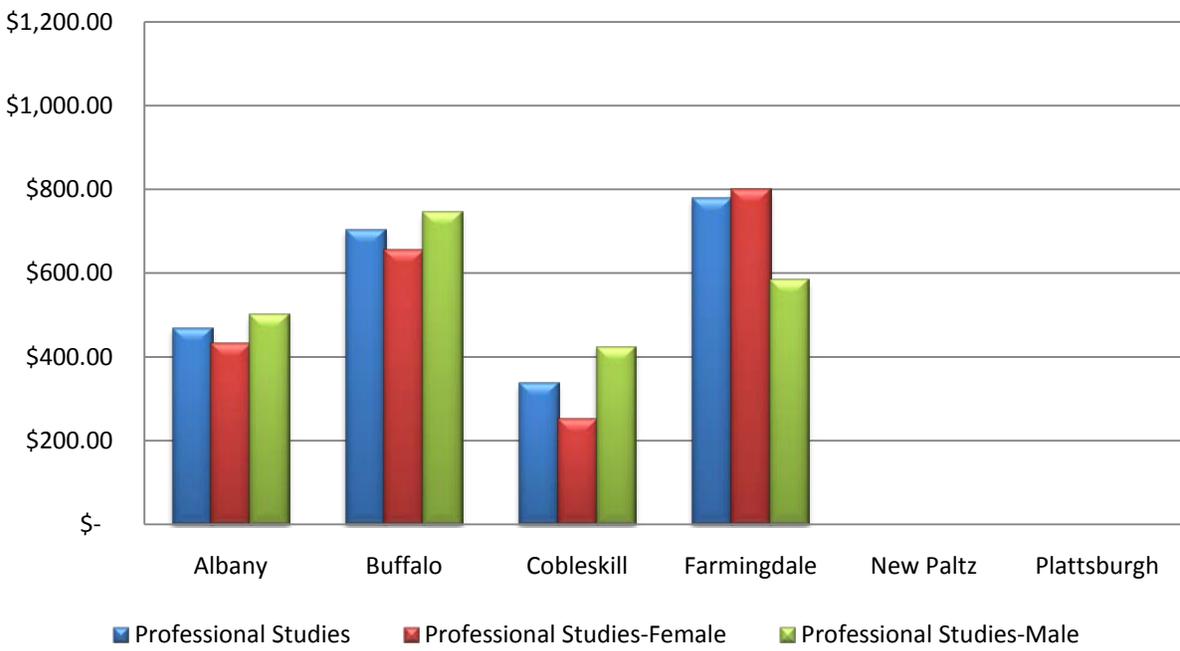
### Average DSI School of Engineering



### Average DSI Library



### Average DSI Professional Studies



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# PROFESSIONALS

# ***Professionals—Salary Analysis***

## ***Overview***

We encountered the same data problems for professionals that Dr. Mary Gray faced in her 2004 gender equity study. Although the SUNY salary tapes do provide a job title for professionals, this title is not distinct. Job titles are neither unique to a particular pay grade (salary level) nor do they reveal particular job duties. This ambiguity does not allow for a proper matching of professionals' jobs to outside market data. Thus, a true salary inequity analysis based on market trends for professionals was impossible for us to carry out.

It is important to note that even if UUP did obtain information that matched professionals' jobs to market data, the number of job titles that could be uniquely matched through various data sets would be less than the number of actual job titles within an institution. Thus, there is still inherent ambiguity in what can be done to accurately match professionals' jobs to market salaries unless the researcher is intimately involved with the workings of each particular campus. As we will explain below, campus administrations are in a better position than UUP to obtain the necessary information, as was done by the Cortland administration.

It was also very difficult to obtain information about professionals' terminal degrees, another variable that is critical for a salary inequity study. While we were able to obtain information about most academics' degrees from campus web pages, college catalogs, or internet searches, it is not common for the degrees of professionals to be posted on web pages or in other directories and internet searches for professionals yielded few results. It would be necessary to collect this information at the chapter level, through labor-intensive means such as phone calls or e-mails to individuals.

Although we were not able to use regression analysis to analyze professionals' salaries, we were able to gain perspective on their salary patterns across six of the SUNY institutions in our sample utilizing descriptive statistics. The institutions included in this analysis are Albany, Buffalo (university), Cobleskill, Farmingdale, New Paltz and Plattsburgh. We only examine professionals whose salaries can be annualized, thus those with a per diem, hourly or biweekly pay basis are not included.

When the data were aggregated for all professionals across the six campuses in our sample, we found no significant difference between males and females with regard to salary at the lower pay grades (salary levels). Much of the variation occurs in the fifth and sixth pay grades. Females were paid less within pay grade five, even though years of service were not significantly different between males and females. For pay grade six, females were paid more than males on average and had almost the same average years of service. There were, however, relatively few females within this pay grade (20% female; 80% male).

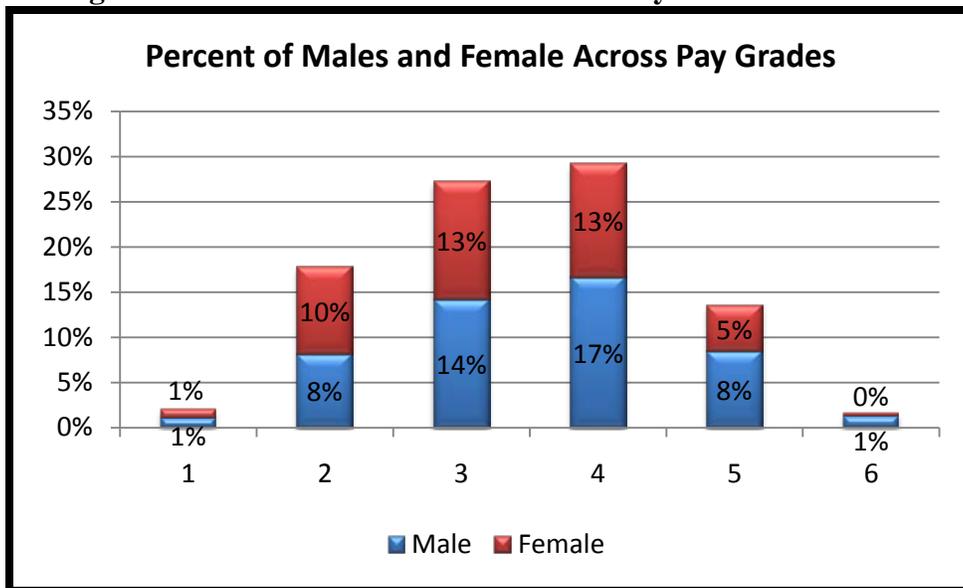
We also examined the data within each pay grade across institutions. We did not find any consistent pattern, except that the university centers had higher average salaries in the upper pay grades.

In what follows we further discuss the details of our descriptive analysis of professionals' salaries. We examine average salaries across pay grades in the aggregate for all campuses, as well as at the institutional level. To aid in analyzing gender differences in salary we also present the percent of males and females in each of the pay grade levels and the average years of service for men and women in each pay grade.

### ***Gender Distribution across Pay Grades (Salary Levels)***

Before we examine what is occurring within each pay grade it is important to have an understanding of the gender distribution across all of the pay grades depicted in Figure 6. Well over half of professionals are currently in pay grades 3 and 4 (61 percent of the individuals). Two percent of male and female professionals are in the lowest pay grade and only one percent of men and less than one percent of women are represented in the highest pay grade. It is important to keep in mind the low number of individuals represented in these pay grades when examining gender differences in salaries (see Table 14). With few men and women in these categories the averages will be highly influenced by outliers.

**Figure 6: Gender of Professionals across Pay Grades**



**Table 14: Number of Professionals in Each Pay Grade**

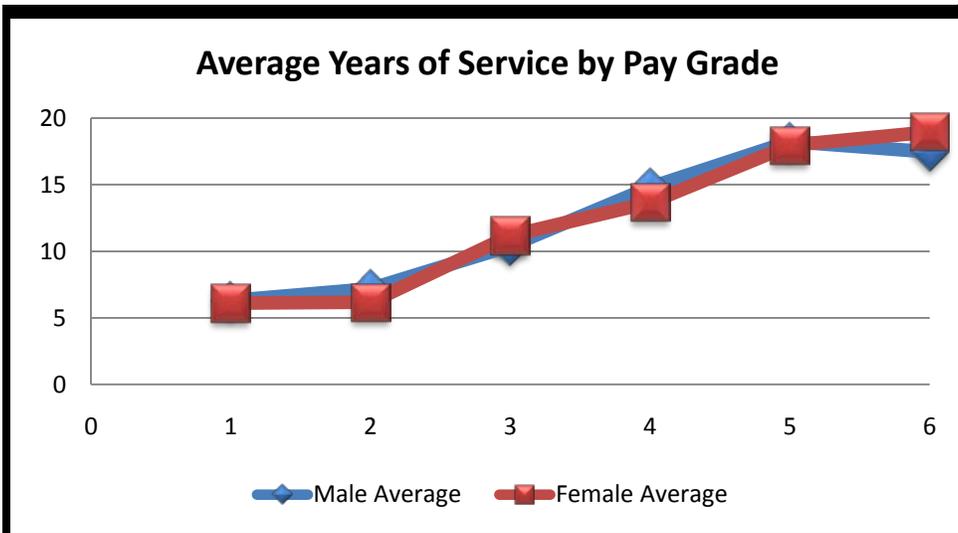
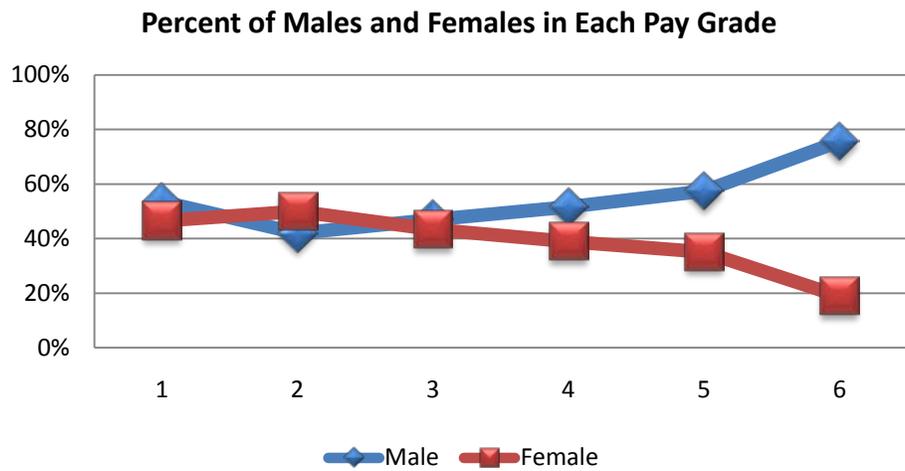
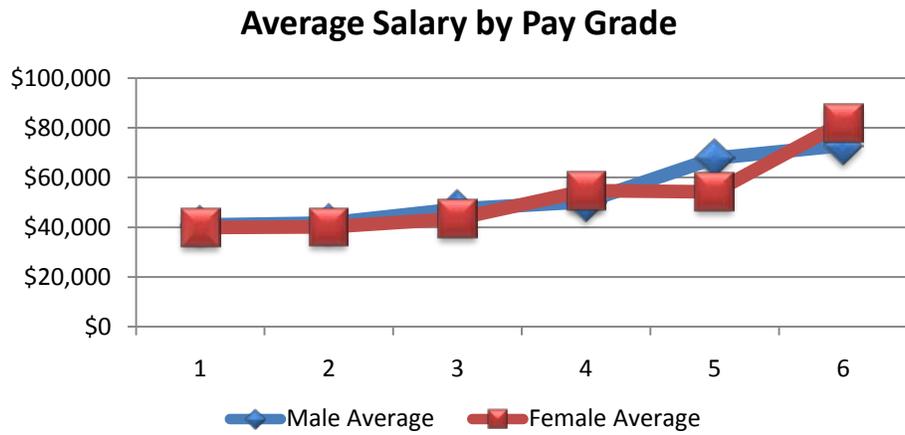
<b>PAY GRADE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TOTAL</b>
<b>TOTAL</b>	43	408	636	680	308	37	<b>2112</b>
<b>Male</b>	23	171	299	351	177	28	<b>1049</b>
<b>Female</b>	20	204	276	265	108	7	<b>880</b>

## ***Professional Salaries across SUNY Institutions***

As an overview for all professionals, we aggregated all institutions to determine the trend in salaries across the six institutions in our sample. To gain perspective, we also include a graph of the percentage of males and females within each pay grade as well as a graph indicating the average years of service for both males and females within each pay grade.

When we examine these graphs together in Figure 7, we find that male and female salaries are not significantly different across pay grades 1 through 4 and that years of service for males and females is also similar for these pay grades. Although males and females do have similar years of service in pay grades 5 and 6, female salaries are lower than males' in pay grade 5. Women do have higher salaries than men in pay grade 6, but since there are very few individuals in this pay grade, this result may not reflect the true comparison. Our graph of the percent of males and females within each of the pay grades does reveal that, relative to females, there is a higher percentage of males in pay grades 4 through 6. These results, in conjunction with the average years of service by pay grade, reflect the fact that women were not entering as professionals in SUNY in the same numbers as men 15 or more years ago. Women who did enter, however, are moving through the pay grades at the same rate as men given that there is no significant difference in the years of service of men and women across pay grades.

Figure 7: Professionals from SUNY Institutions



## ***Individual Pay Grade Comparisons***

The following section compares the salaries, percent of men and women, and average years of service within pay grades for each institution in our sample. It is important to keep in mind that although we may see significant differences between men and women we do not know whether these differences are warranted due to specific job responsibilities and qualifications. These differences do, however, indicate the need to further explore why discrepancies exist.

Furthermore, we include the maximum salary that an individual could earn within each pay grade as a reference point on the average salary graphs. As displayed in Table 15 below, this maximum represents the calendar year (12 month) professional pay scale. Although professionals can be paid based on an academic year or college year obligation (less than 12 months), there were very few individuals at each institution who were not paid on a calendar year basis. For practical purposes, we omitted these individuals from the analysis presented here.

**Table 15: Professional Employees' Salaries  
Calendar Year (July 2006-2007)**

<b>Pay Grade</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Midpoint*</b>
<b>1</b>	\$28,189	\$54,839	\$13,325
<b>2</b>	\$32,525	\$63,408	\$15,441
<b>3</b>	\$36,862	\$71,975	\$17,556
<b>4</b>	\$42,645	\$82,257	\$39,612
<b>5</b>	\$51,317	\$95,968	\$22,325
<b>6</b>	\$62,882	\$113,444	\$25,281

Source: Board of Trustees UUP Salary Resolution,  
Professional Employees

\*Calculated by Authors

Figure 8 presents information for pay grade one. When looking at these figures, we must be cognizant of the fact that only one percent of all males and one percent of all females are actually in this pay grade. Due to the small number of individuals, outliers will affect the averages. We see that at Albany and Plattsburgh the average salary for females is closer to the maximum for the pay grade than it

is at other institutions. Women at Albany have relatively fewer years of service, yet higher average salaries than men. At Buffalo, women have significantly more years of service, yet their average salary is not significantly different from the male average.

Within pay grade two (Figure 9), we found that average salaries at all institutions in our sample are slightly over the middle of the pay grade salary range. Most female and male averages are not significantly different, with the exception of Albany and Plattsburgh where males' average salary is significantly higher than females'. At Buffalo, although there is not a significant difference in the average salaries of men and women, women do have significantly more years of service.

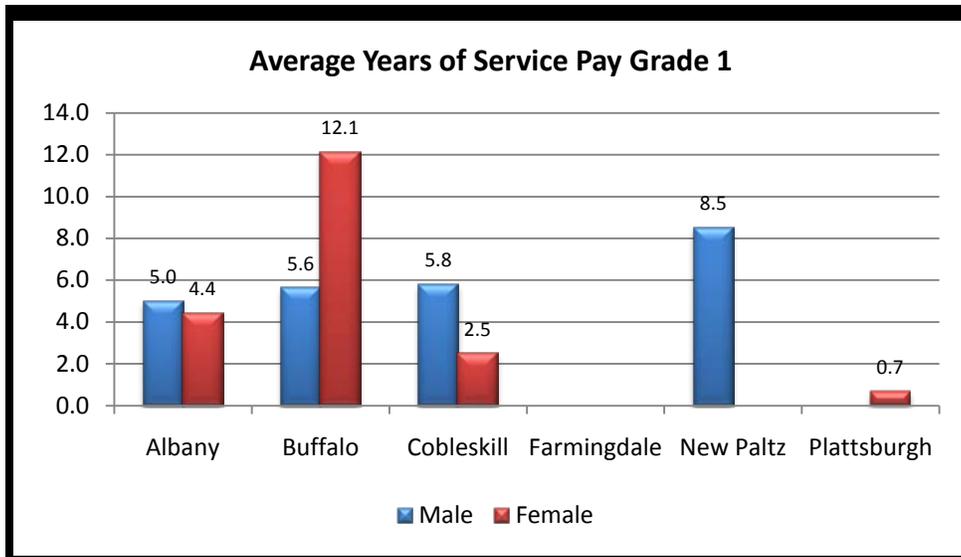
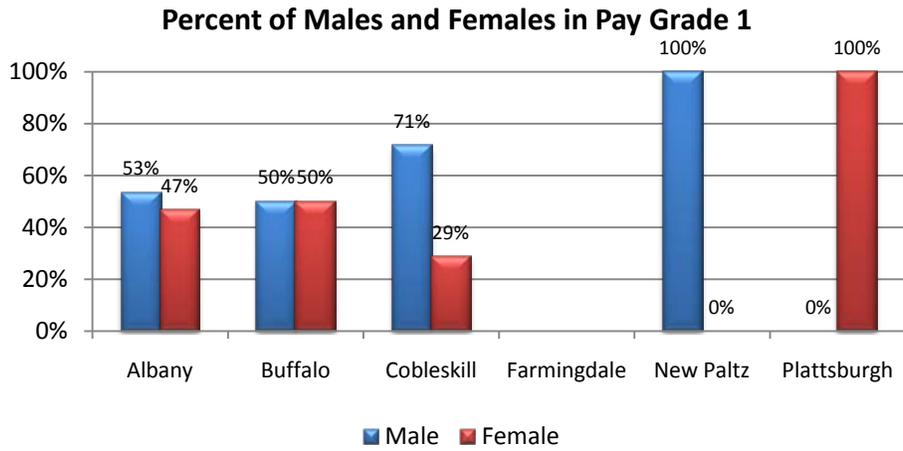
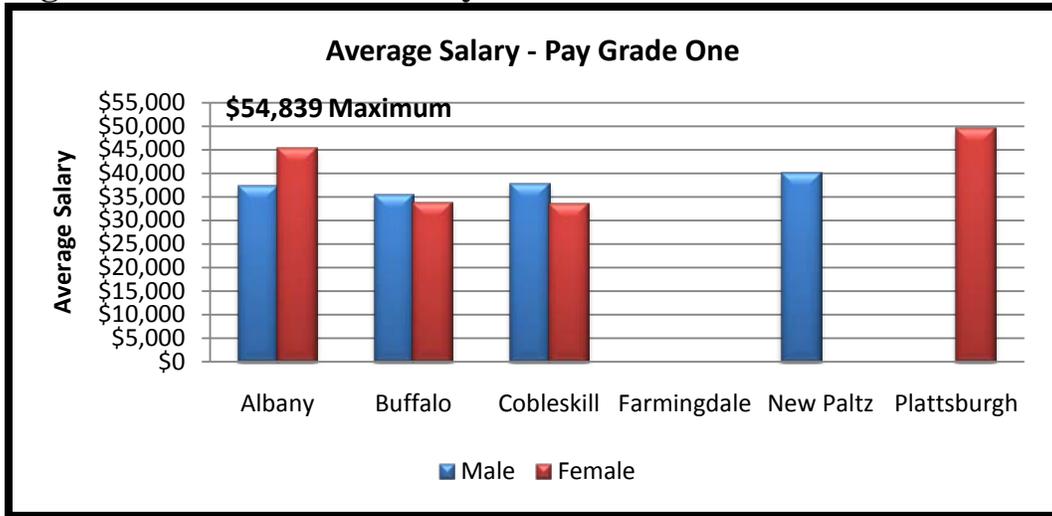
The comparisons for pay grade three (Figure 10) reveal that the average salaries are all higher than the midpoint of the pay scale and the salaries of males and females are similar across institutions. Plattsburgh males do have a higher average salary than females even though the females have more than two more average years of service. In contrast, at Farmingdale, males' average salary is similar to females' yet they do have significantly more years of service than females.

We find the results to be mixed for pay grade four (Figure 11). Most institutions' average salaries are substantially higher than the midpoint of the pay scale, except for men at Buffalo, women at Cobleskill, and both men and women at Plattsburgh, which are all only slightly higher than the midpoint. At Buffalo, men average one additional year of service, yet their average salary is significantly lower than females'. The opposite is true for Cobleskill. Women average one more year of service, yet their average salary is lower than that of the men. At Plattsburgh, women have more years of service on average yet their salaries are nearly equivalent to the men's average salaries. The same is true at New Paltz.

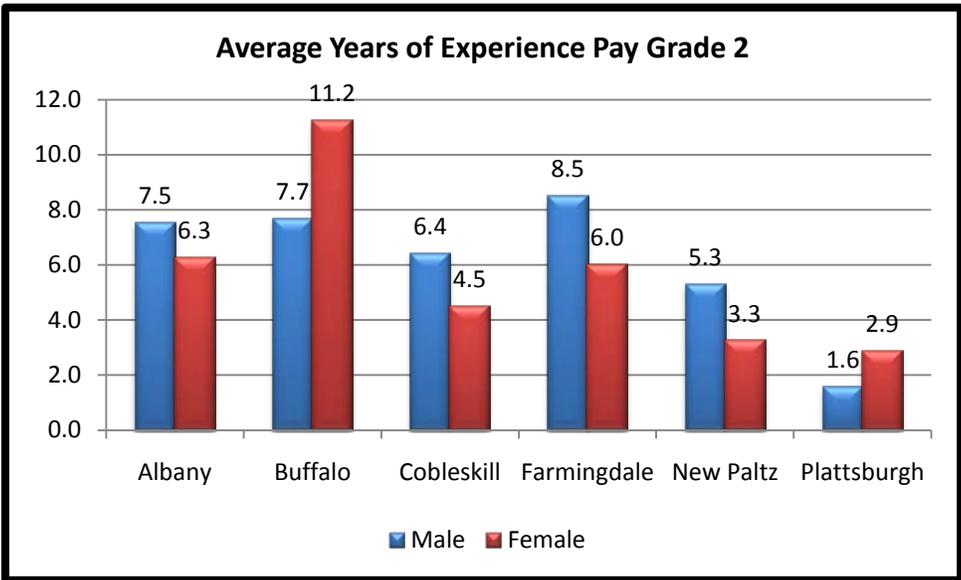
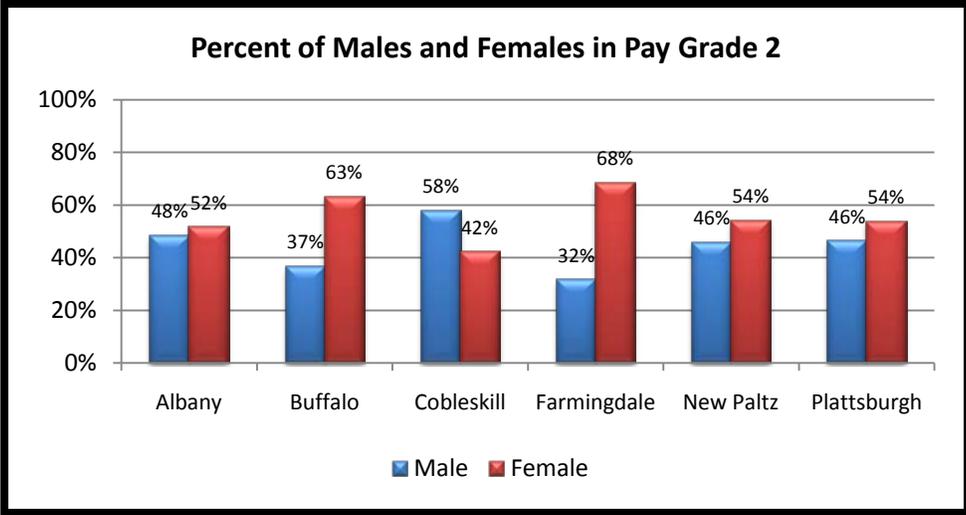
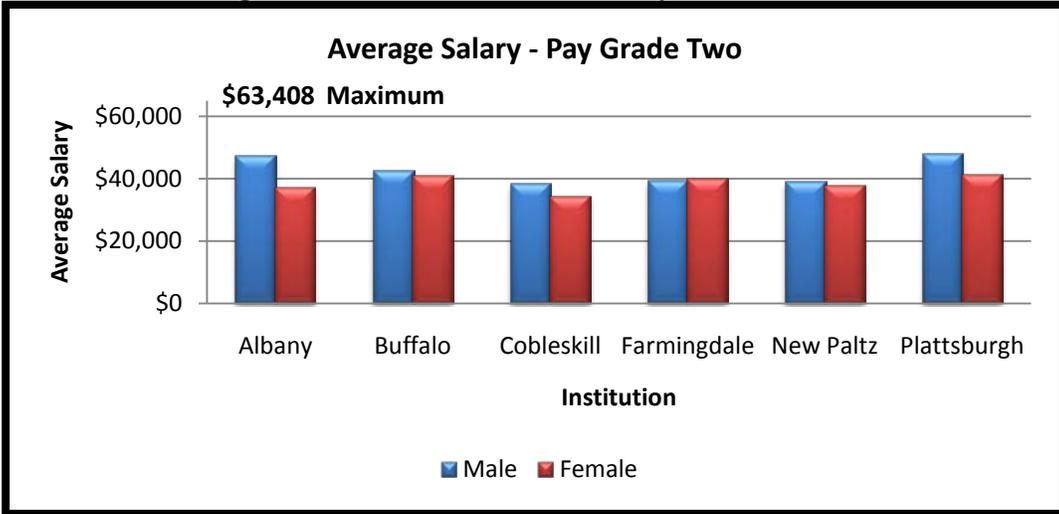
We find that the average salaries in pay grade five are closer to the maximum at the university centers (Albany and Buffalo) than at the other institutions in our sample (See Figure 12). At New Paltz and Plattsburgh the average salary of men is significantly higher than that of women. This is in contrast to the average years of service, where women have slightly more years than men at both institutions. At Farmingdale, men have significantly more years of service but have average salaries similar to women's.

Figure 13 displays the results for pay grade six. These results should also be interpreted with caution, given that less than one percent of the females and only one percent of the males in our sample are in this pay grade. With this in mind, we do find that at the university centers, the average salary is over the maximum for the pay grade, particularly for women. The average years of service for men and women in this pay grade across institutions is highly variable.

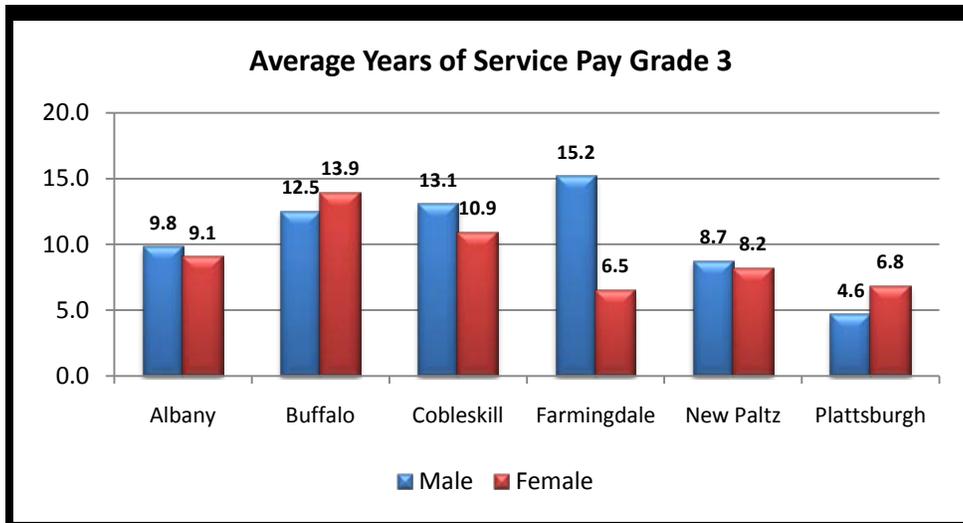
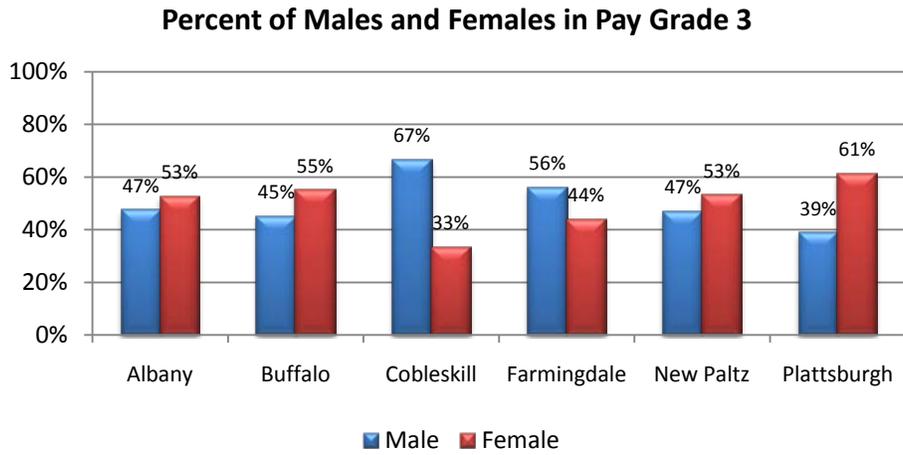
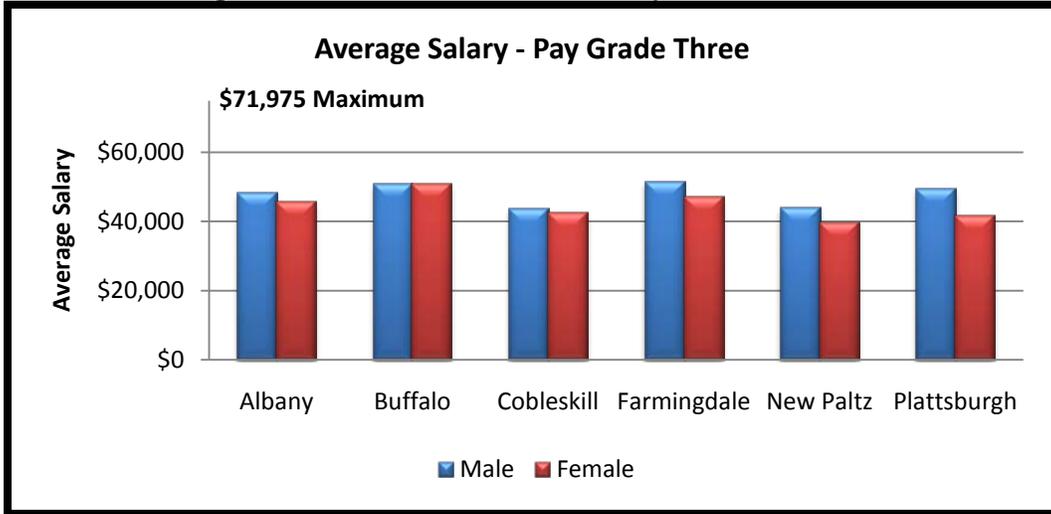
**Figure 8: Professionals in Pay Grade One**



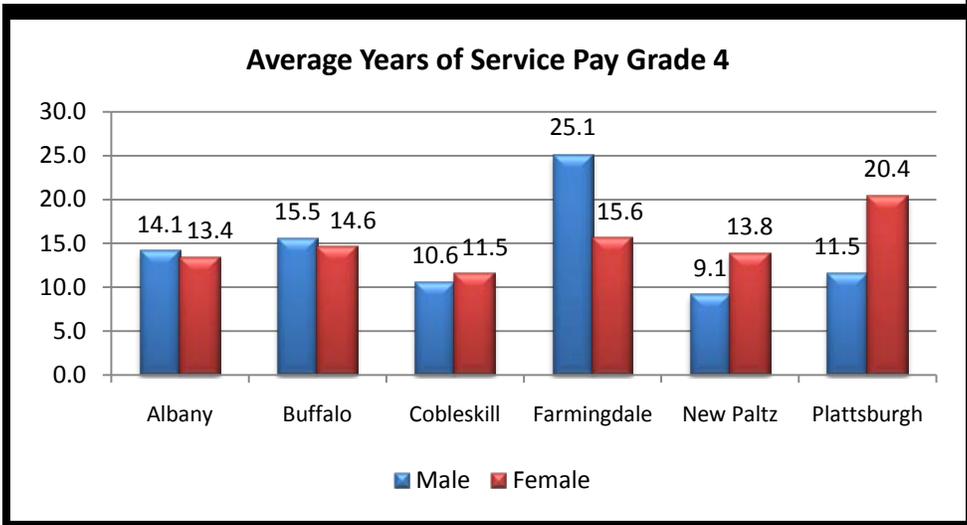
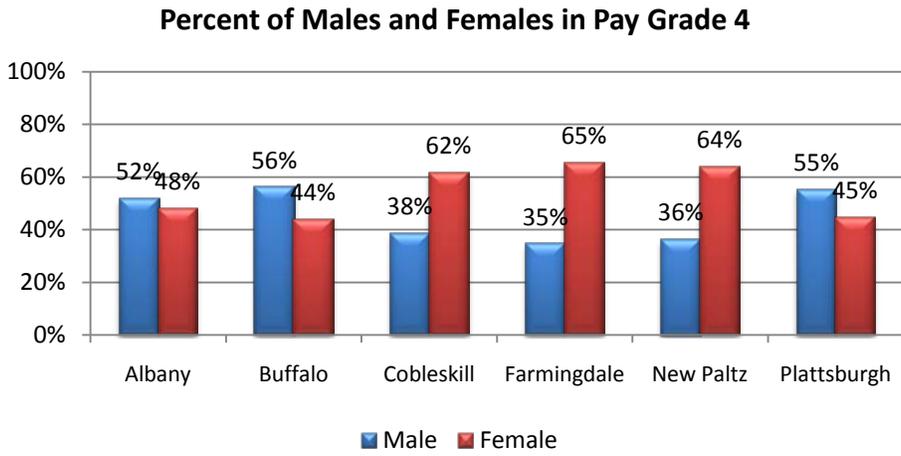
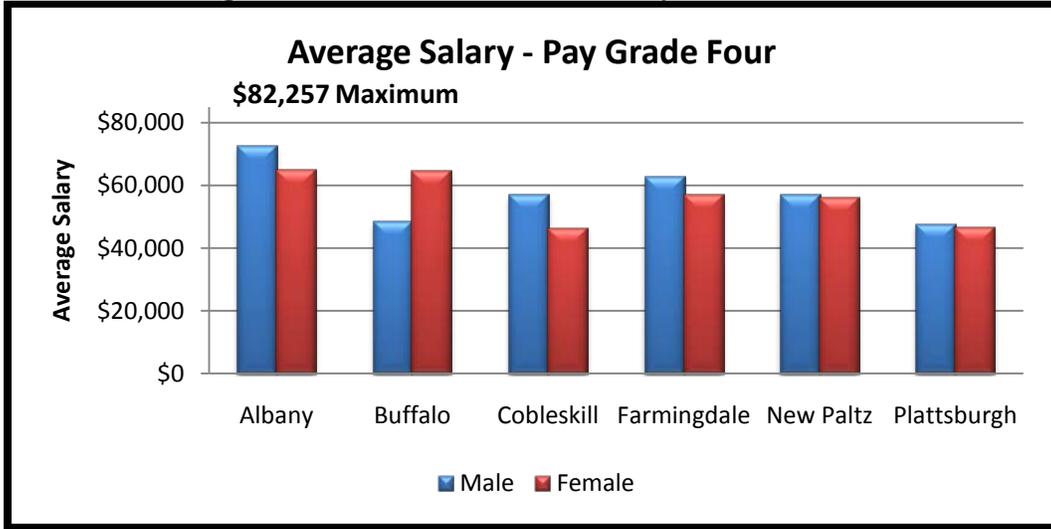
**Figure 9: Professionals in Pay Grade Two**



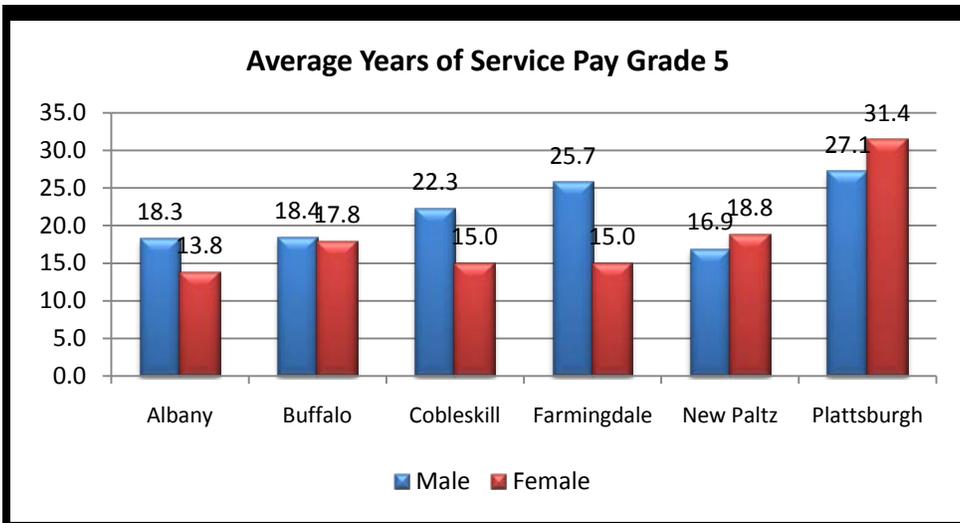
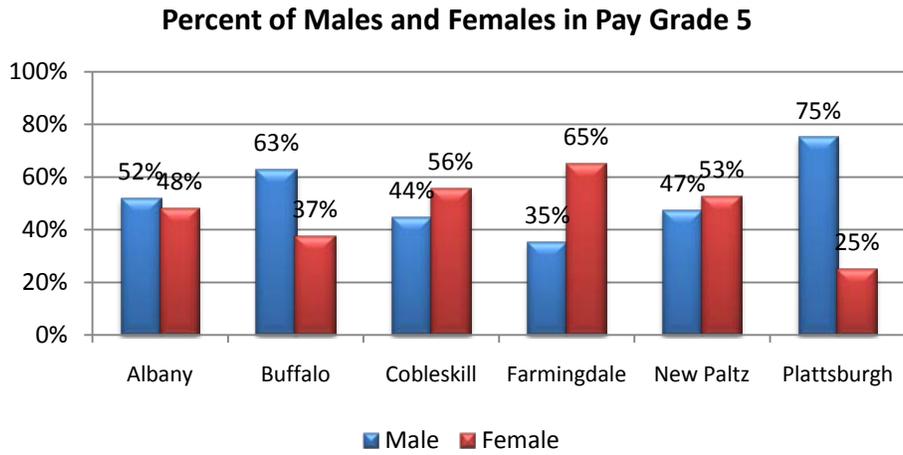
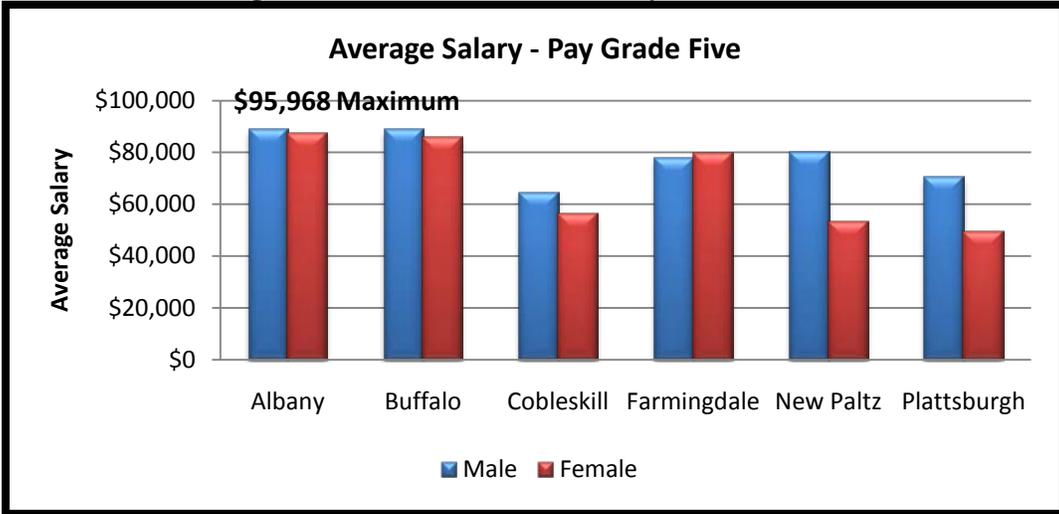
**Figure 10: Professionals in Pay Grade Three**



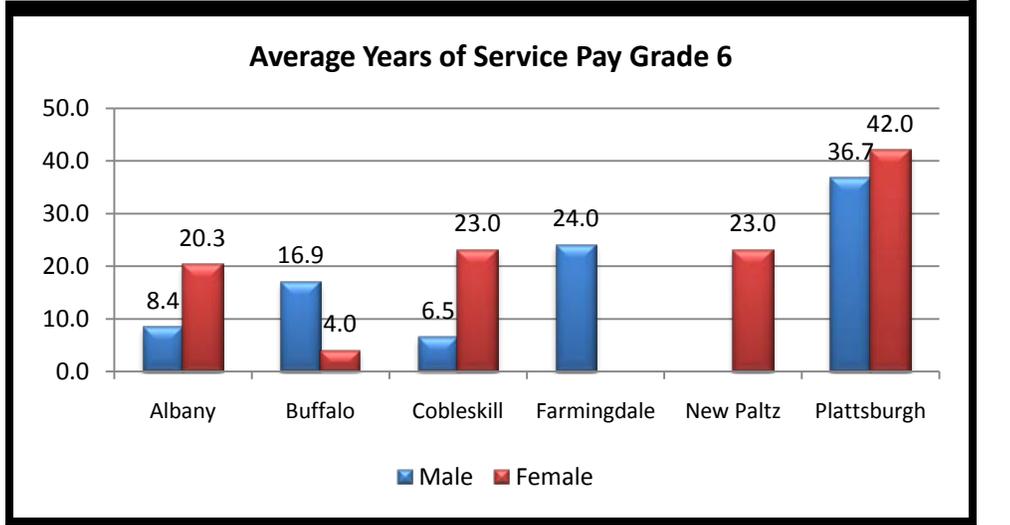
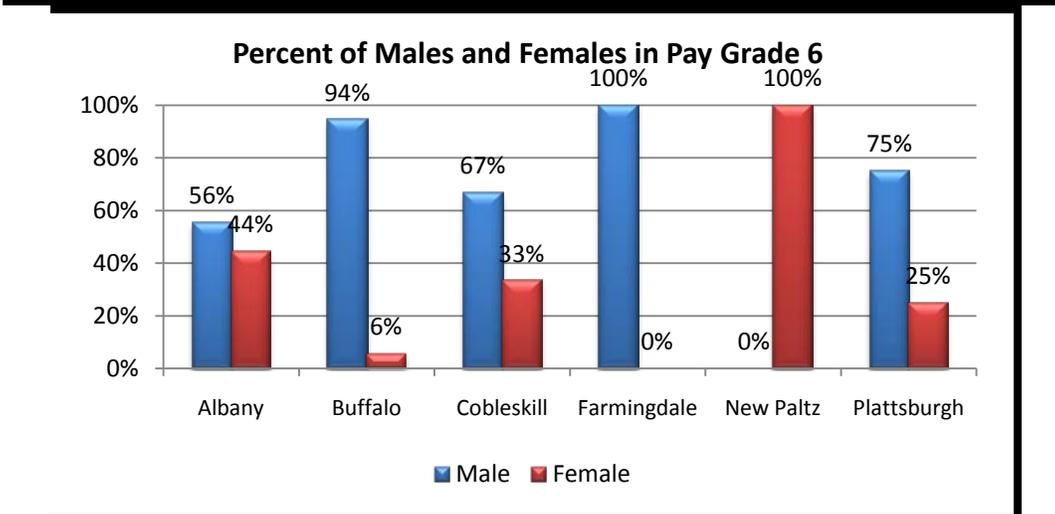
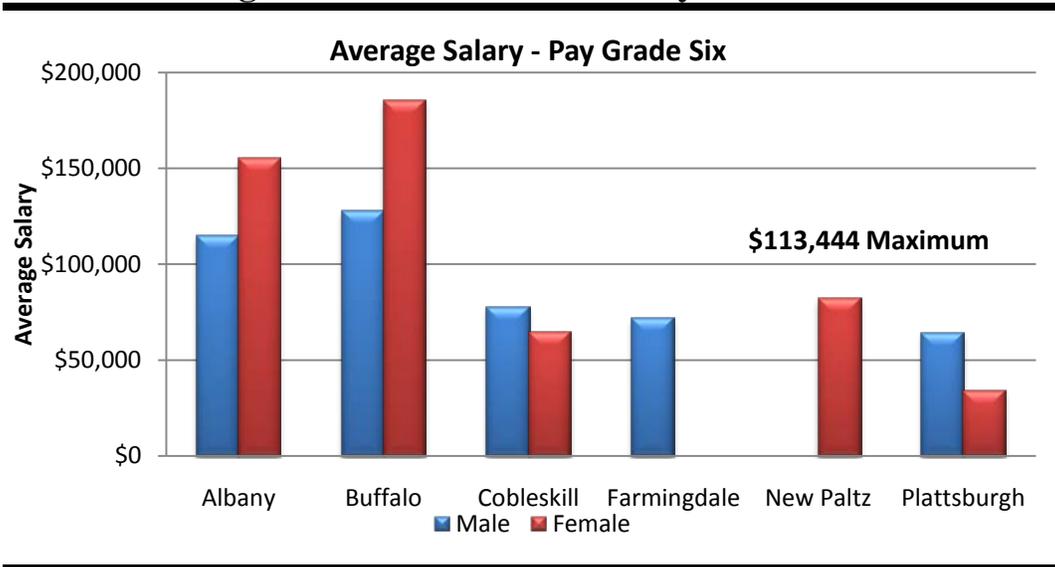
**Figure 11: Professionals in Pay Grade Four**



**Figure 12: Professionals Pay Grade Five**



**Figure 13: Professionals in Pay Grade Six**



## ***Professionals—DSI Analysis***

This section analyzes Discretionary Salary Increases for professionals across the SUNY institutions in our sample. It is important to note that not all of the DSI individuals have received is necessarily accounted for in this analysis. As discussed in the section of this report on academics, although UUP receives DSI information on a yearly basis, it is not included as a separate measure on the payroll tapes. Lists of individuals who received DSI at each campus have been sent to UUP's Albany office on an annual basis. The central office did not keep all of these records, but they were distributed to each chapter. We attempted to reconstruct DSI records by obtaining hard copies of DSI distributions from UUP chapter offices. This was a difficult task because chapter records were often incomplete. In fact, whether or not a particular campus could be selected for inclusion in our sample for this study was determined by our success in obtaining DSI records back to the 1980s. Since DSI allocations were not provided to UUP in electronic form before 2005, we obtained hard copy records and had to input the data by hand. In this section we analyze the average DSI allocated to professionals at Albany, Buffalo, Cobleskill, Farmingdale, New Paltz and Plattsburgh.

Our results indicate that average DSI allocations for professionals are not consistent across the campuses included in this analysis. This disparity is expected given that DSI is allocated to the campuses as 1% of their total salary pool. Thus, the university centers would have higher average DSI allocations. There are distinct institutional trends in how DSI is allocated across pay grades. For instance, the average DSI award increases as professionals' pay grade increases at Buffalo. At Cobleskill, professionals in pay grades 5 and 6 have significantly lower average DSI awards than professionals in pay grades 1 through 4. Our analysis also revealed that average DSI allocations are higher for females for all institutions except the

university centers (Albany and Buffalo). Female average DSI allocations are lower than male allocations at Albany and nearly equivalent to male averages at Buffalo.

In what follows we discuss the allocation of DSI to professionals in further detail. We present a descriptive analysis of DSI allocations over all the years for which we could obtain data. We include the measures of central tendency for the DSI allocation, the breakdown by gender, and the average DSI awarded within each pay grade. We graphically display the average DSI allocation for males and females across the institutions included in our analysis. Finally, we also include a graphical representation of the average DSI across pay grades at each institution.

**Table 16: Professionals Descriptive Statistics—Yearly DSI Breakdown**

<b>ALBANY</b>												
<i>17 Percent have never received DSI for the years included</i>												
YEAR	1983	1984	1986	1987	1990	1994	1995	1997	1998	1999	2000	2001
Average	\$748	\$831	\$1,202	\$968	\$1,025	\$1,128	\$1,162	\$1,162	\$1,096	\$1,133	\$1,044	\$935
SD	\$247	\$449	\$591	\$353	\$292	\$674	\$643	\$520	\$615	\$605	\$579	\$611
Median	\$750	\$850	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$750
Mode	\$500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$500
Males Avg	\$790	\$993	\$1,154	\$1,011	\$1,101	\$1,283	\$1,056	\$1,125	\$1,173	\$1,147	\$1,063	\$962
Females Avg	\$679	\$605	\$1,281	\$833	\$955	\$977	\$1,296	\$1,193	\$1,005	\$1,115	\$1,020	\$904
Pay grade 1 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,200	\$1,200	\$2,200	\$1,000
Pay grade 2 Avg	\$0	\$0	\$0	\$1,500	\$950	\$700	\$600	\$1,150	\$650	\$900	\$775	\$911
Pay grade 3 Avg	\$750	\$600	\$1,267	\$790	\$1,044	\$1,020	\$1,204	\$1,127	\$937	\$1,091	\$932	\$1,014
Pay grade 4 Avg	\$773	\$704	\$1,139	\$875	\$1,014	\$1,003	\$1,146	\$1,165	\$1,067	\$1,150	\$1,026	\$898
Pay grade 5 Avg	\$695	\$982	\$1,329	\$1,017	\$1,048	\$1,319	\$1,224	\$1,161	\$1,200	\$1,109	\$922	\$955
Pay grade 6 Avg	\$0	\$0	\$0	\$0	\$1,000	\$3,000	\$0	\$1,125	\$1,875	\$1,500	\$2,650	\$1,667
<b>YEAR</b>	<b>2002</b>	<b>2003</b>	<b>2005</b>									
Average	\$968	\$1,109	\$997									
SD	\$631	\$948	\$683									
Median	\$750	\$1,000	\$925									
Mode	\$500	\$1,000	\$500									
Males Avg	\$910	\$1,097	\$996									
Females Avg	\$1,033	\$1,123	\$997									
Pay grade 1 Avg	\$1,317	\$1,180	\$1,204									
Pay grade 2 Avg	\$768	\$813	\$988									
Pay grade 3 Avg	\$973	\$1,070	\$902									
Pay grade 4 Avg	\$952	\$1,026	\$978									
Pay grade 5 Avg	\$952	\$1,514	\$1,046									
Pay grade 6 Avg	\$1,798	\$1,375	\$933									
<b>BUFFALO</b>												
<i>11 Percent have never received DSI for the years included</i>												
YEAR	1989	1990	1994	1997	1998	1999	2000	2001	2002	2003	2005	2006
Average	\$1,194	\$1,317	\$1,528	\$1,585	\$1,154	\$1,089	\$1,144	\$1,173	\$1,250	\$1,102	\$1,259	\$1,201
SD	\$397	\$557	\$713	\$1,348	\$730	\$633	\$851	\$924	\$1,002	\$664	\$810	\$725
Median	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Mode	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Males Avg	\$1,256	\$1,294	\$1,566	\$1,381	\$1,148	\$1,137	\$1,148	\$1,099	\$1,302	\$1,128	\$1,279	\$1,288
Females Avg	\$1,194	\$1,317	\$1,528	\$1,585	\$1,155	\$1,089	\$1,144	\$1,173	\$1,249	\$1,102	\$1,260	\$1,199
Pay grade 1 Avg	\$0	\$0	\$0	\$0	\$1,100	\$0	\$0	\$1,019	\$1,118	\$988	\$750	\$1,667
Pay grade 2 Avg	\$1,000	\$1,000	\$2,300	\$945	\$887	\$1,063	\$847	\$788	\$1,029	\$865	\$1,045	\$1,134
Pay grade 3 Avg	\$1,214	\$1,144	\$1,146	\$1,253	\$1,063	\$992	\$1,106	\$1,112	\$1,171	\$1,033	\$1,044	\$1,173
Pay grade 4 Avg	\$0	\$0	\$0	\$0	\$1,310	\$0	\$0	\$712	\$1,008	\$968	\$1,428	\$1,406
Pay grade 5 Avg	\$1,174	\$1,307	\$1,578	\$1,726	\$1,196	\$1,110	\$1,186	\$1,255	\$1,333	\$1,193	\$1,431	\$1,203
Pay grade 6 Avg	\$1,500	\$1,767	\$1,500	\$1,927	\$1,344	\$1,350	\$1,143	\$1,232	\$1,317	\$1,674	\$1,795	\$1,457

**Cobleskill***12 Percent have never received DSI for the years included*

YEAR	1998	1999	2000	2001	2003	2005
Average	\$455	\$1,725	\$1,511	\$767	\$518	\$515
SD	\$114	\$725	\$623	\$466	\$54	\$62
Median	\$453	\$1,849	\$1,296	\$591	\$511	\$508
Mode	\$454	\$2,225	#N/A	#N/A	\$511	\$535
Males Avg	\$459	\$1,575	\$1,479	\$733	\$525	\$518
Females Avg	\$451	\$1,965	\$1,564	\$857	\$511	\$512
Pay grade 1 Avg	\$0	\$973	\$1,311	\$0	\$0	\$420
Pay grade 2 Avg	\$485	\$754	\$1,495	\$517	\$511	\$488
Pay grade 3 Avg	\$456	\$1,952	\$1,338	\$901	\$525	\$540
Pay grade 4 Avg	\$429	\$1,694	\$1,803	\$667	\$511	\$529
Pay grade 5 Avg	\$381	\$0	\$0	\$0	\$511	\$477
Pay grade 6 Avg	\$497	\$0	\$0	\$0	\$511	\$484

**FARMINGDALE***11 Percent have never received DSI for the years included*

YEAR	1979	1981	1982	1983	1984	1985	1987	1988	1989	1989-90	1993
Average	\$567	\$548	\$600	\$620	\$531	\$597	\$972	\$696	\$549	\$675	\$37
SD	\$58	\$123	\$0	\$110	\$75	\$126	\$383	\$177	\$104	\$246	\$1
Median	\$600	\$500	\$600	\$700	\$500	\$500	\$932	\$600	\$500	\$600	\$37
Mode	\$600	\$500	\$0	\$700	\$500	\$500	\$1,325	\$600	\$500	\$500	\$37
Males Avg	\$500	\$547	\$0	\$600	\$529	\$625	\$1,102	\$718	\$554	\$650	\$37
Females Avg	\$600	\$550	\$600	\$700	\$534	\$564	\$798	\$675	\$544	\$699	\$37
Pay grade 1 Avg	-	-	-	-	-	-	-	-	-	-	-
Pay grade 2 Avg	\$0	\$625	\$0	\$700	\$600	\$500	\$0	\$600	\$500	\$550	\$37
Pay grade 3 Avg	\$0	\$584	\$0	\$700	\$533	\$517	\$885	\$586	\$479	\$888	\$37
Pay grade 4 Avg	\$600	\$470	\$600	\$567	\$501	\$627	\$1,071	\$762	\$577	\$650	\$37
Pay grade 5 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$750	\$800	\$500	\$0	\$37
Pay grade 6 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500	\$600	\$37

YEAR	1994	1995	1998	1999	2000	2002	2003	2004	2005	2006
Average	\$2,078	\$1,514	\$610	\$662	\$603	\$718	\$678	\$650	\$824	\$725
SD	\$871	\$1,113	\$182	\$220	\$302	\$257	\$389	\$216	\$389	\$350
Median	\$2,650	\$650	\$500	\$500	\$500	\$700	\$600	\$500	\$750	\$700
Mode	\$2,650	\$3,000	\$500	\$500	\$500	\$500	\$500	\$500	\$1,000	\$400
Males Avg	\$2,179	\$1,263	\$598	\$625	\$621	\$674	\$600	\$630	\$822	\$691
Females Avg	\$1,995	\$1,881	\$621	\$707	\$560	\$772	\$763	\$670	\$826	\$760
Pay grade 1 Avg	-	-	-	-	-	-	-	-	-	-
Pay grade 2 Avg	\$1,575	\$500	\$500	\$550	\$600	\$500	\$400	\$500	\$550	\$500
Pay grade 3 Avg	\$1,158	\$1,350	\$643	\$638	\$600	\$844	\$675	\$656	\$863	\$771
Pay grade 4 Avg	\$2,151	\$1,813	\$663	\$711	\$628	\$731	\$769	\$688	\$828	\$748

Pay grade 5 Avg	\$2,650	\$0	\$546	\$500	\$500	\$722	\$701	\$607	\$889	\$700
Pay grade 6 Avg	\$0	\$500	\$500	\$0	\$0	\$400	\$0	\$500	\$400	\$400

**New Paltz**

*13 Percent have never received DSI for the years included*

YEAR	1980	1981	1982	1983	1984	1985	1986	1987	1988	1998	1999	2000
Average	\$900	\$1,125	\$750	\$737	\$1,000	\$900	\$750	\$750	\$750	\$701	\$977	\$718
SD	\$0	\$0	\$0	\$23	\$433	\$300	\$0	\$0	\$0	\$550	\$447	\$366
Median	\$900	\$1,125	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$500	\$875	\$500
Mode	\$900	#N/A	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$500	\$750	\$500
Males Avg	\$900	\$0	\$0	\$750	\$1,125	\$750	\$750	\$750	\$750	\$581	\$1,068	\$667
Females Avg	\$900	\$1,125	\$750	\$730	\$750	\$1,050	\$750	\$750	\$750	\$788	\$897	\$748
Pay grade 1 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$400	\$500	\$500
Pay grade 2 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,125	\$575
Pay grade 3 Avg	\$900	\$1,125	\$750	\$750	\$1,500	\$1,050	\$0	\$750	\$750	\$625	\$1,041	\$627
Pay grade 4 Avg	\$0	\$0	\$750	\$710	\$750	\$750	\$750	\$750	\$750	\$615	\$939	\$606
Pay grade 5 Avg	\$0	\$0	\$0	\$0	\$750	\$0	\$750	\$750	\$0	\$796	\$992	\$1,045
Pay grade 6 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,800	\$700	\$875

**Plattsburgh**

*17 Percent have never received DSI for the years included*

YEAR	1994	1997	1998	1999	2001	2005
Average	\$657	\$771	\$942	\$821	\$742	\$801
SD	\$657	\$771	\$942	\$821	\$742	\$801
Median	\$500	\$500	\$1,000	\$750	\$500	\$500
Mode	\$500	\$500	\$1,000	\$500	\$500	\$500
Males Avg	\$578	\$697	\$875	\$826	\$629	\$966
Females Avg	\$745	\$842	\$1,021	\$815	\$841	\$653
Pay grade 1 Avg	\$0	\$0	\$0	\$0	\$0	\$0
Pay grade 2 Avg	\$500	\$0	\$500	\$500	\$500	\$408
Pay grade 3 Avg	\$500	\$500	\$1,250	\$500	\$604	\$969
Pay grade 4 Avg	\$763	\$741	\$1,000	\$781	\$840	\$675
Pay grade 5 Avg	\$620	\$854	\$792	\$981	\$693	\$950
Pay grade 6 Avg	\$500	\$750	\$1,000	\$1,250	\$500	\$1,167

Table 16 above presents a summary of each year of DSI data available for each campus. The average DSI allocations are quite variable across institutions. DSI allocations to professionals at the university centers, however, are consistently greater than the allocations at the comprehensive colleges or the technology sector institution in our sample. The allocation of DSI by gender appears quite variable across the years covered by the data. When we average across all years we see that women, on average, receive very similar or significantly higher amounts of DSI than men across all institutions (Figure 14 below). Due to our data limitations we could not disaggregate the data further to determine if there were disparities within particular job classifications. We were, however, able to compare the average DSI allocations by pay grade across institutions.

**Figure 14: Professionals Average DSI by Gender**

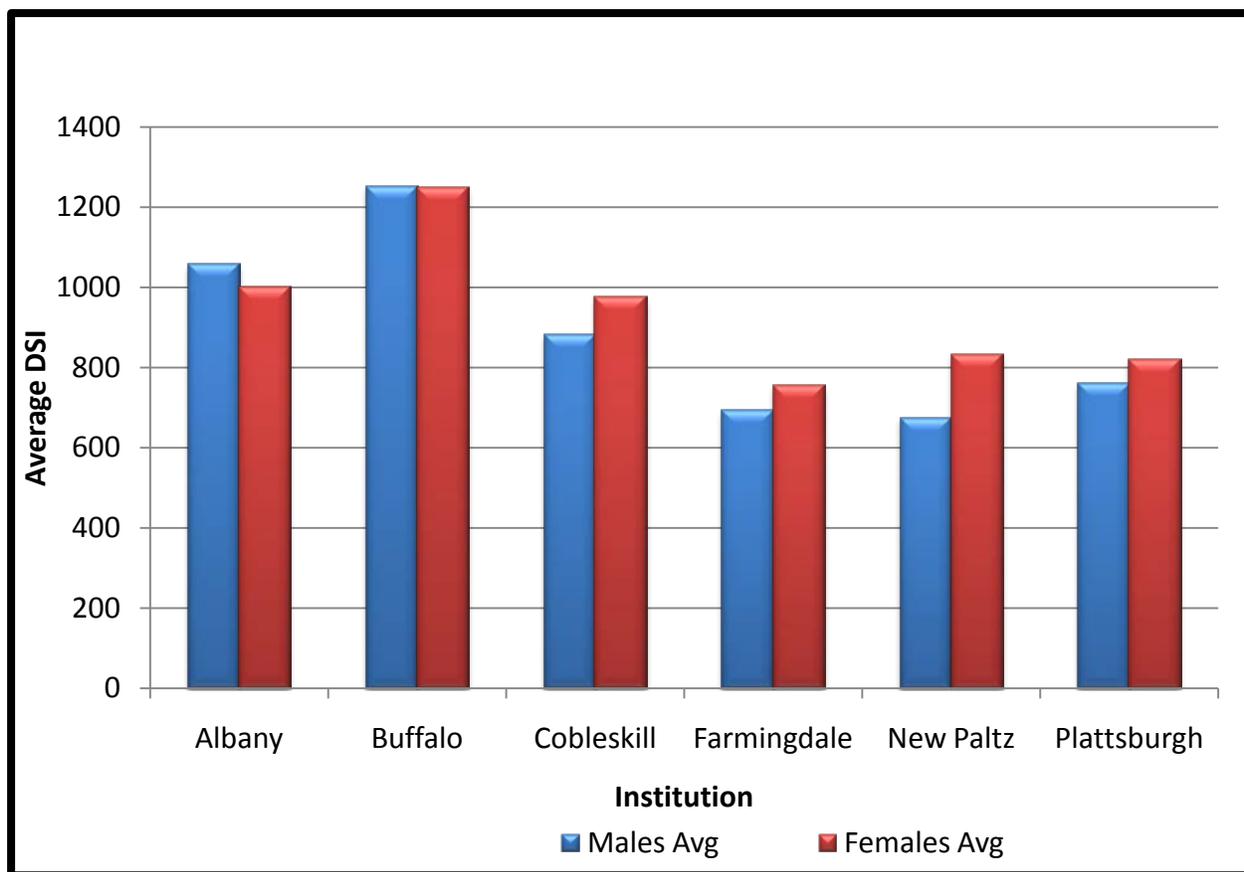
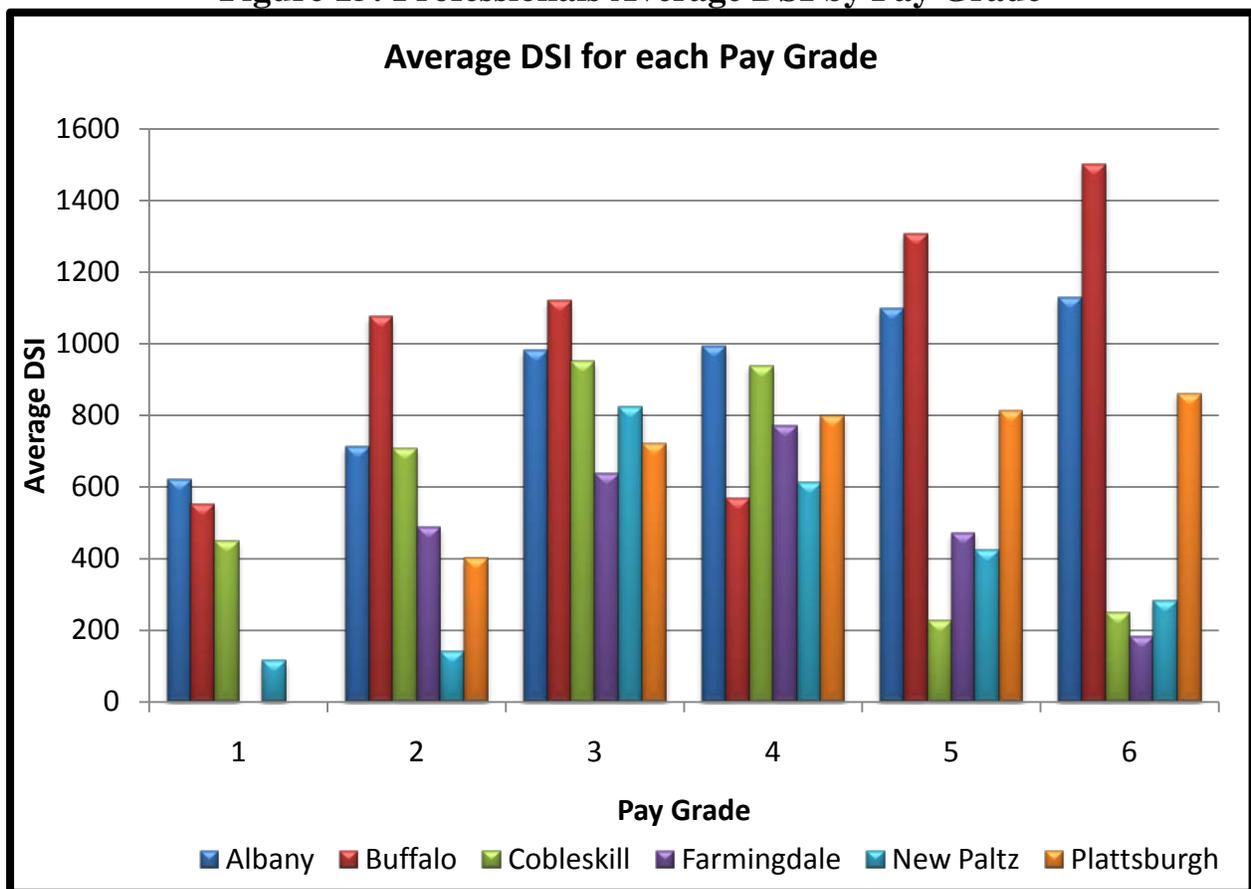


Figure 15 below displays the average DSI by pay grade for the institutions in our study. There are distinct institutional trends in how DSI is allocated across pay grades. For instance, the average DSI award

increases as the pay grade increases at Albany and Buffalo (with the exception of pay grade 4 at Buffalo). At Cobleskill, professionals in pay grades 5 and 6 have significantly lower average DSI awards than professionals in pay grades 1 through 4. The average DSI allocations at Farmingdale rise across pay grades 2, 3 and 4, then decline across pay grades 5 and 6. Average DSI allocations at New Paltz increase from pay grades 1 to 3 and then decrease in pay grades 4 through 6, with the highest amounts in pay grades 3 and 4. With the exception of pay grade 2, the average DSI allocations across pay grades are also fairly comparable at Plattsburgh.

**Figure 15: Professionals Average DSI by Pay Grade**



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## **PART II: MEMBERS' EXPERIENCES AND PERCEPTIONS REGARDING GENDER INEQUITY**

## ***Methodology***

### **Sample Design and Information-Gathering Process**

Information about UUP members' experiences with and perceptions about gender inequity was collected between September, 2006 and August, 2007 in a series of focus groups, personal interviews, and open meetings conducted by J. Dangler. This attempt to identify members' concerns about gender inequity was coupled with an attempt to obtain information about family leave needs. While there is sometimes a connection between family leave and gender inequity, the two are not always linked. In what follows, information about family leave is presented only as it relates to gender inequity more generally. A more detailed analysis of the specific information gathered about family leave is presented in a separate report.

A non-probability sample (a sample that did not involve random selection of subjects) was used. The research objective was to gather detailed information from a particular constituency within UUP – those members who had something specific to convey to the UUP leadership about the issues under investigation. Calls for participation in campus-based focus groups and open meetings were publicized through statewide vehicles such as *The Voice* and Delegate Assembly meetings, as well as campus-level outreach through e-mail lists, fliers, and announcements at UUP-sponsored meetings. Information was systematically gathered and recorded for a total of 97 UUP members. There were 79 females and 18 males, 32 Professionals and 65 Academics, 8 part-time and 89 full-time members. There were additional participants in open meetings at which general information was collected, but specific information about subjects was not recorded. A detailed explanation of the research methodology and additional information about the characteristics of the individuals who participated, is presented in Appendix 3.

# Members' Experiences, Perceptions, and Needs

## *General Dimensions of Possible Gender Inequity*

### **Comparable Worth Issues:**

#### **Are Salaries Systematically Lower, On Average, in Female-Dominated Specialties?**

In the course of interviews, focus groups, and meetings on various campuses it was frequently asserted that female-dominated academic departments had lower salaries than more gender-neutral or male-dominated departments. The most frequent examples given were librarians and nurses. As reported in Part I, we did an extensive analysis of salaries for nurses and librarians across the campuses in our sample as well as an analysis of a predominantly female department at Farmingdale (Computer Systems). In all cases, we found that the quantitative data offered support for members' assertions (see *Comparable Worth Issues for Academics* in the Salary Inequity Analysis section of this report).

### **Promotion Differentials**

Many respondents asserted that women are less likely to get promoted or move up the administrative ladder than men. This view was expressed fairly equally by professionals and academics. For example, professionals related specific examples of women in their workplaces who had trained "inexperienced men" who then attained positions above them. They also spoke of women getting "passed over" for promotions in favor of men. One professional explained that she was asked by her male supervisor to "water down" a job to make it doable for a new male he wanted to hire even though there were women on staff who were qualified for the full job while the new male was not. An academic's perception of promotion differentials was less specific but revealed her sense of a "persistent pattern" that led to systematic gender differentials in the likelihood of moving up the administrative ranks at her college. She asserted that "men are asked to take open administrative positions [while] women have to fight for them." She moved from a teaching position into an administrative position (which she viewed as a "promotion")

after being “passed over” twice before. She explained that money was not the motivating factor in her persistent effort to move up the administrative hierarchy. Instead, she was “tired of being dismissed – of not having a position that’s challenging, of being unable to move up when men who have lesser credentials are.”

Some academics commented that women move from one academic rank to another at a slower pace than men. One interviewee referred to this as the “stalled associate professor” phenomenon. Most of the subjects who asserted that women get promoted at a slower pace than men attributed this to family care responsibilities rather than overt discrimination. There were some exceptions, however, including one woman who stated that she was advised not to go up for promotion at that same time she was being reviewed for tenure even though it was common practice for men to be tenured and promoted at the same time. She believed this “advice” reflected her male colleagues’ tendency to value her work less than the work of male colleagues. Her belief that there was blatant gender discrimination in her department was based on her salary differential relative to the salaries of men who entered her department at about the same time. Though she had a PhD when she was hired, she reported being paid thousands of dollars less than men who were A.B.D. (near completion of the PhD) at the time of hire. She eventually was successful in getting an upward adjustment in her salary on grounds of gender discrimination and a promotion to associate professor (many years after receiving continuing appointment) but believes she has paid a heavy price for openly asserting gender discrimination. She sees herself as an “absolute social pariah” whose applications for sabbatical and promotion to full professor have been denied in recent years.

Given members’ perceptions about promotion differentials, we attempted to ascertain whether our quantitative data analysis could shed light on the matter. We focused on academics as a test case. We were unable to verify respondents’ perceptions about gender differentials with regard to time to promotion from associate to full professor but we were able to shed some light on time to promotion from assistant

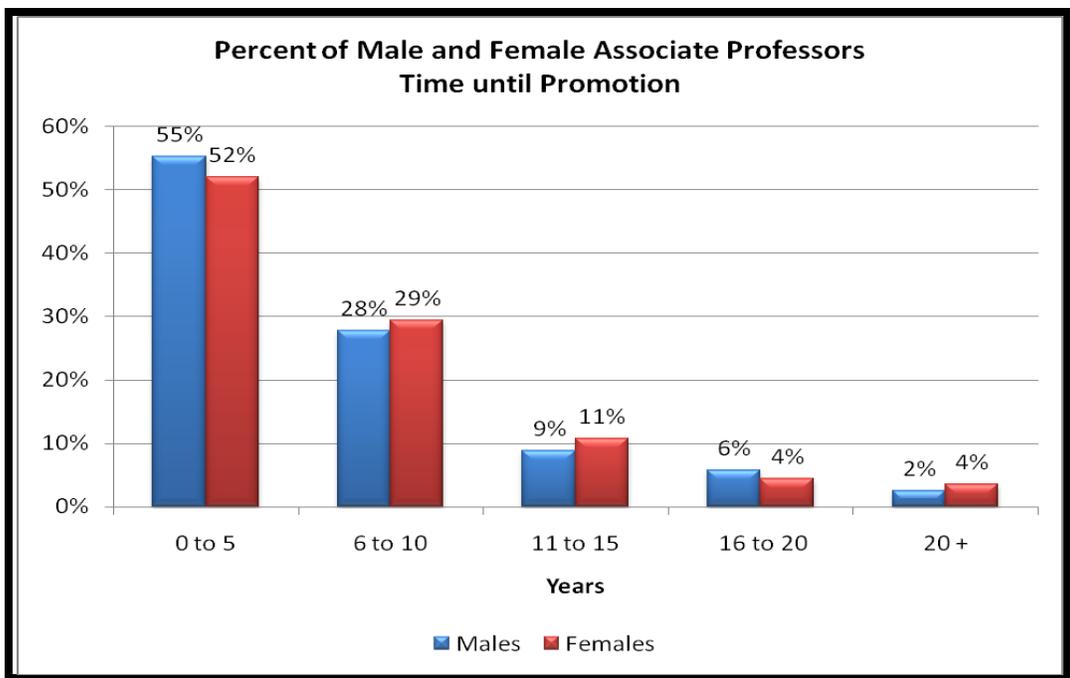
to associate professor, though with some level of inaccuracy because of limitations in our data. The following hypothetical case illustrates the problem we have in trying to measure the move from associate to full professor. If an employee who is currently a full professor has a 1985 *SUNY start date* and has been in her current title since 2000, we can assume that she was promoted first from assistant to associate professor followed by a second promotion to full professor. Since the data base does not provide dates of promotion, we are unable to determine when the associate professor rank was attained. We cannot, therefore, identify the number of years it took to move from assistant to associate and then from associate to full professor. For those currently at the associate professor rank, while we can assume that for most the difference between *date in current title* and *SUNY start date* would reveal *time to promotion*, we cannot account for the possibility that some academics start their employment as adjuncts or in qualified academic rank. In such cases, the *SUNY start date* would not correspond to the date they entered tenure-track positions as assistant professors (or as instructors). As a result, we can not be certain that we are getting an accurate count of the number of years it took to move from assistant to associate professor.

Nevertheless, if we assume that most tenure-track academics enter SUNY employment at the assistant professor rank, Figure 16 offers a comparison of the time it takes men and women to be promoted to associate professor. There is very little difference. While men have a slightly higher rate of promotion within the first five years of employment, women have a slightly higher rate of being promoted within a 6 to 10 year period. The percentage differentials for those who take eleven or more years to reach the associate professor rank are similarly close for men and women. It is important to note that these results do not account for all of the associate professors within our database. For many academics currently at this rank *date in current title* was missing from the database. We could not include these individuals (more than 10% of associate professors) in this analysis.

Since national discussions of gender based differences in rates of promotion for male and female academics have focused on the move from associate to full professor as a critical area of divergence

(positing that women’s family care responsibilities over the course of their early careers render that second promotion more difficult), it might be useful for UUP to investigate this more accurately in the future (See, for example, “*Inequities Persist for Women and Non-Tenure-Track Faculty: The Annual Report on the Economic Status of the Profession,*” AAUP 2004-05 Salary Report). In order to accurately compare males’ and females’ *time to promotion* UUP would have to obtain promotion dates for each member of the bargaining unit.

**Figure 16: Associate Professors Years until Promotion**



An interesting dimension of UUP members’ perceptions about gender-based differences in promotion related to views about the way “trailing spouses” were handled by institutions. The term “trailing spouse” has been used to refer to those whose husbands, wives, or domestic partners obtain employment in a new area, leaving them unemployed and in search of jobs that fit their training and aspirations. It is not uncommon for newly employed SUNY academics and professionals to have spouses or domestic partners who are qualified to be employed at academic institutions. In some cases, these

individuals may be able to obtain part-time employment at SUNY, but find it more difficult to secure full-time positions. Campus policies and efforts to accommodate trailing spouses seem to be highly variable and informal. Though this is not a promotion issue in the strict sense in which we view promotion as passage through defined academic ranks or professional salary levels, some of our members refer to it as a promotion issue. Those who mentioned it during interviews or focus groups referred to the greater likelihood of male “trailing spouses” being “promoted” from part-time to full-time positions relative to females in the same situation. The following comment captures the views expressed by many respondents:

*“It seems to me that on [my] campus, qualified male trailing spouses are promoted from adjunct to full-time positions faster, and in greater numbers, and to higher positions, than are qualified female trailing spouses. My story is that I am a female trailing spouse with an earned PhD who has been working, teaching a full-time load, doing much service, and publishing every few years, for [more than 10] years on this campus, mostly as an adjunct, occasionally as a visiting lecturer or visiting assistant. I have yet to be promoted to a permanent full-time position even as my male counterparts have been promoted to lecturer and even assistant professor around and before me. I wonder if this is the gender equity issue it seems to be to me.”*

A group of respondents who participated in a focus group at their campus agreed that one of their administrators was very receptive to helping men whose spouses had been hired, but not with helping women in the same situation. They related two specific examples in which wives were hired first, followed by their husbands being hired at higher salaries than theirs.

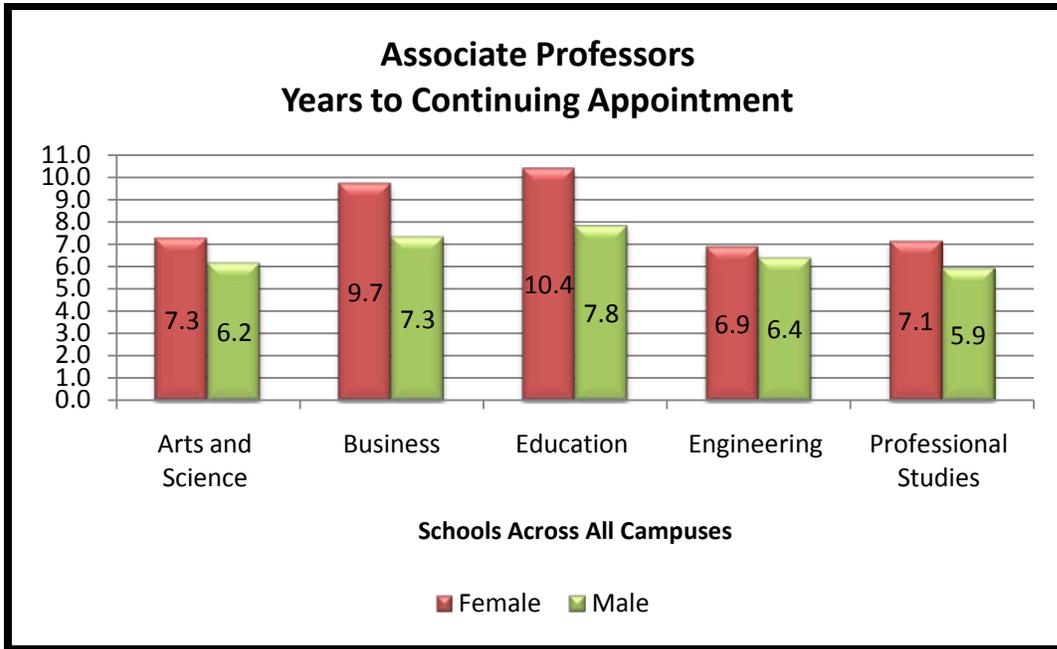
A different aspect of the “trailing spouse” issue was identified by a respondent who was denied tenure (despite the fact that she was recommended at the department personnel committee and chair levels) and then offered a multi-year term appointment as an adjunct. While she was going through the tenure review process her husband was offered his “ideal job” in the area. He made a final decision to accept the job before her tenure decision was finalized. She stated her belief that the administration considered her “expendable on the tenure track” because they thought she would stay without tenure because of limited options for other employment and a spouse who was committed to a job in the area.

“If I was a man, this wouldn’t have happened. They saw me as a trailing spouse.” She did, however, find a job at another institution in the area shortly after her tenure denial. In her view, this incident reveals perceptions about the primary nature of men’s employment and secondary nature of women’s in the context of family decision-making.

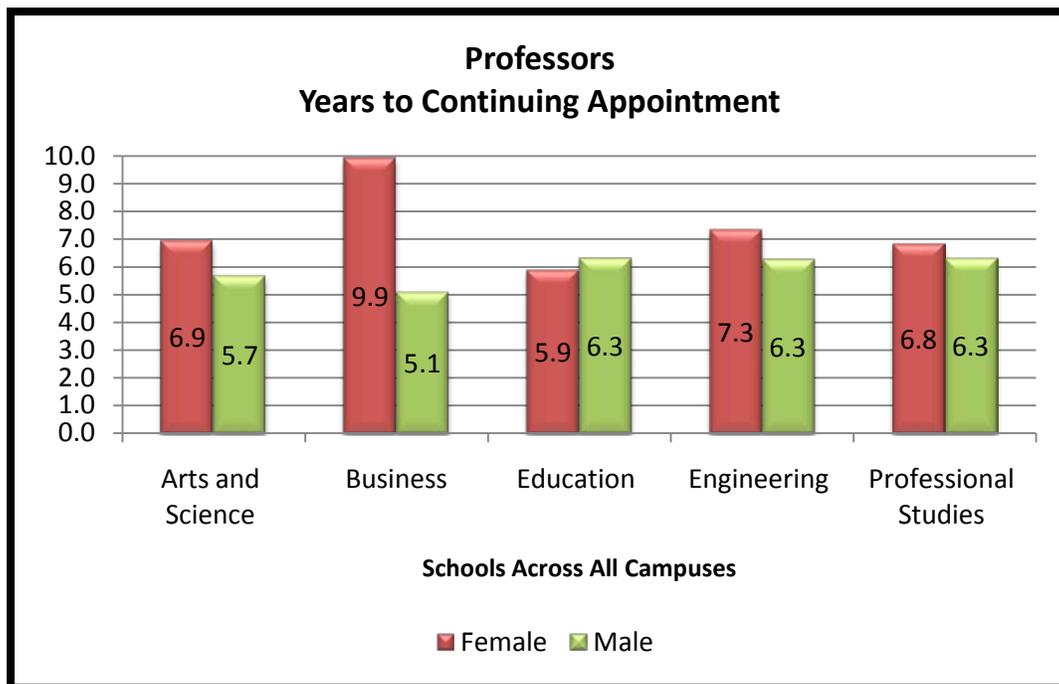
### **Differential Time to Tenure**

As mentioned above, we could not accurately measure *time to promotion* in order to test members’ assertions that women are promoted less frequently, or at a slower rate, than men. We could, however, measure *time to tenure* since continuing/permanent appointment dates are provided in the database. This allowed us to consider ways career paths differ for men and women, which may have some bearing on discussion of promotion differentials. Figures 17 and 18 below, which present information about academics across all of the campuses in the study, provide some evidence that it takes women more time to reach continuing appointment than it takes men. In all schools the average years to continuing appointment for current associate professors are greater for females than males. For full professors (including distinguished professors) only in Schools of Education, have men taken more years to reach continuing appointment than women.

**Figure 17: Associate Professors Years to Continuing Appointment**



**Figure 18: Professors Years to Continuing Appointment**



Our measured differences in *time to tenure* may be explained by the differential career trajectories of women and men in academia. For example, as will be discussed more fully below, female academics

indicated that family care responsibilities often interrupted their progress toward continuing/permanent appointment, causing many to seek temporary removal from the tenure track by moving to qualified academic rank (an option not available to professionals at the time of the study, but added to the 2007-2011 UUP Agreement). Another possible explanation is women's entry to employment at SUNY as part-time faculty who later attain tenure-track positions. Our database does not allow us to test these possibilities. However, the narrative below, which intertwines discussion of family leave problems with more general issues of gender inequity, provides anecdotal evidence that sheds further light on these claims.

### **Devaluation of Women's Work**

One of the more subtle aspects of gender inequity is the devaluation of gendered work. Feminist scholars have drawn attention to the connection between the low value placed on the unpaid household work traditionally assigned to women and the low wages historically characteristic of paid occupations that embody women's domestic roles (e.g., teaching, nursing, housecleaning, and other service work). UUP members articulated concerns about what they see as a related devaluing of the kinds of work female academics and professionals are more likely to engage in than their male colleagues, some of it involving provision of "support" and "mothering" traditionally associated with female domestic roles. Those who raised this issue had a central point in common, which is that women spend considerable time doing work that is "invisible" and "doesn't count" when they are evaluated by colleagues and administrators.

One professional asserted that women on her campus are more engaged in "housekeeping things" that are essential to the operation of campus programs and activities but "get very gender specific." One example is making arrangements for social functions, "which tends to fall to the women." An academic stated that "women are taking on a larger share of the hand-holding – of guiding students, which is very time-consuming." According to another professional, women are doing "invisible work that includes

relationship building, facilitating meetings, resolving conflict. It's gender-based and it's undervalued." She explained that this has been openly discussed on her campus in an effort to legitimize it as "something that should be noted in annual reports."

Some saw women's acceptance of gender-specific service tasks as a widespread tendency at their institutions. One academic noted that this was "getting women in trouble" during their pre-tenure years because "pressure" to respond to calls for their participation in extensive service activities often led them to get "sucked into doing too much service, to the detriment of their scholarship." Many respondents spoke of the "competing pressures" on new female faculty. Their point was not that new male hires are spared those pressures, but that the specific activities women tended to be channeled into were less valued than those taken on by men.

A different aspect of the dilemma women face when trying to allocate their time across teaching, research, and service demands was articulated by an untenured academic who has been rebuked by her department for not taking on enough service activities. With two pre-school children and in-home childcare expenses at \$10 an hour, she has tried to maximize her flexibility to work at home rather than on campus. As a result, she has focused more time on teaching and scholarship because "you can't do service work from home." While she has been praised for her accomplishments in the teaching and scholarship areas, she commented that it's been "discouraging to get the criticism I've gotten on evaluations" pertaining to service since the overall context of the need to balance work and family demands is not recognized. "I'm giving everything I possibly can."

Differential experiences related to gender expectations also were revealed by those who claimed that students responded differently to male and female professors. A male academic stated that he has discussed this with women in his department and they report students questioning their authority in a way he has never experienced. A female academic commented that "students expect mothers from female academics" which often places more time demands on them. Another person commented that "having

students know you're a mother affects their perceptions about you. They also want to know whether you're married or unmarried." She also asserted that men are likely to be addressed as "Dr." while women are likely to be addressed as "Mrs." which implies that gender identity is a more visible status for women than it is for men. Finally, some respondents asserted that women whose research and teaching is focused on women's studies are undervalued as scholars because this field does not have the status or legitimacy of traditional disciplines in the eyes of many of their colleagues.

### ***Family Leave Problems That Bear on Gender Inequity Concerns***

#### **Disruption of Progress for Continuing/Permanent Appointment**

Academics voiced strong concerns about the continuing appointment review process and what they saw as disadvantages for women associated with the traditional tenure model. Professionals were less likely to see family leave problems as interfering with their ability to secure permanent appointment.

For academics, the fact that the pre-tenure years tend to coincide with early child-rearing presents particular problems for women. It is common for female academics to enter employment at SUNY in their early 30's after having spent many years completing doctoral degrees. It is typical to have postponed child-bearing until degrees are completed and employment is secured. These pre-tenure years are likely to occur when the "biological clock" presents a relatively short time span for child birth at the same time that there is considerable pressure to publish, develop new courses, refine teaching techniques, and engage in service to establish one's reputation as a colleague who will contribute to the department and campus community. Similar time pressures are likely for adoptions, since the age of prospective parents is a factor for many adoption agencies and practical considerations related to the physical demands of child-rearing make postponement less desirable.

An untenured academic with a 4 ½ month old child articulated her anxieties about publishing enough to secure tenure. She saw her child's birth as "disadvantaging" her in light of the typical tenure path because of her inability to find enough time to bring major scholarly projects to completion. She described herself as having done "considerable research." She was successful in obtaining research grants, involved in collaborative research with a colleague in another country, and in the process of completing a book manuscript. She mentioned the Drescher leave program and her dismay at the fact that it was not available to her when she needed it most because of pending contract negotiations. *"If I don't get a Drescher, I'll have problems. Without it, my scholarship productivity will decline. It's hard to balance work with the demands of a baby. When am I going to write?"*

One academic who adopted two children during her pre-tenure years emphasized that the child-rearing experiences of those who adopt are no different from the experiences of birth parents. Commenting on the difficulty she had in meeting the pressures of her pre-tenure years while raising two young children, she revealed that she had "no time to sleep," was continually sick because of sleep deprivation and overwork, and needed more time to complete required scholarship than the traditional tenure time-line allows.

A faculty member who was denied tenure by her department spoke about her difficulties in meeting scholarship expectations when trying to care for two young children. She'd also had a miscarriage during one of her early years at SUNY. This person had published one article and written and submitted an NSF grant. She also completed a substantial research project and was in the process of writing it up for publication. She had a very heavy teaching load, covering service courses with large enrollments every semester. She pointed out that intensive childcare during the summers, when most scholars concentrate on their research, slowed her down considerably. *"Those who voted against me have no sense of context or balance. How could they think what happened during my first years [at the college] would reflect my overall potential for productivity?"*

Some respondents revealed that the traditional tenure model, combined with the absence of a clear family leave policy that provided reasonable options, affected their family formation patterns. One academic stated she had no choice but to “put off having children” until she received continuing appointment. As a result, she was not able to have a second child. *“Had there been more support, especially a clear statement of policy and what they allow, I wouldn’t have waited as long as I did to have my first child.”*

Intensifying anxiety about the coincidence of pre-tenure pressures and child-rearing demands was respondents’ view that standards for tenure were ambiguous and/or changing. One person asserted that the perception among untenured faculty at her institution is that standards for tenure are getting tougher. This view was expressed fairly evenly by respondents at the university centers, comprehensive colleges, and medical universities. Some cited recent increases in the number of external reviews required for a tenure review and others cited increases in the number of publications required. One respondent explained that departments at her institution are reevaluating tenure standards because they’ve been asked to “articulate clearer expectations.” She asserted that “expectations are changing” which is very unsettling to those who are trying to manage competing demands for teaching, scholarship, and service at a time when tenure standards are being reevaluated. *“It’s a moving target. More anxiety is created. This compounds problems for those trying to have children during pre-tenure years.”*

While for some precise criteria for continuing appointment presented problems because of the absence of flexibility in reviewing the balance of a person’s achievements, for others a lack of specific criteria created anxieties about evaluations that might be too subjective and unfair. The following examples illustrate each side of this issue. A person who was denied tenure explained that she was hired to do something that involved more service and administration than the traditional tenure model at her institution allowed for. *“I was hired to bridge the gap between two different programs and it cost me my tenure.”* She pointed out that she was hired by a different Dean than the one who presided over her

tenure case and the latter's recommendation that she be denied was a critical factor in a "split decision" across multiple levels of review. The opposite problem, i.e., the absence of clear criteria, was illustrated by a subject who had a prolonged episode of family care responsibilities that prevented her from completing a research project underway before her tenure review. She decided to leave her tenure-track position because she expected her department to recommend against granting her continuing appointment. While she had published scholarly articles, her questions about "how many" and "what kind" of publications (in terms of the quality of journals) were never clearly answered in the absence of written criteria. *"I kept getting mixed signals about whether I did or didn't have enough to pass a tenure review."* It is not unreasonable for academics to assume that leaving a position before denial of tenure is better in terms of future marketability than being denied tenure by a former employer.

### **Option to Stop the Tenure Clock**

At the time of the study SUNY offered academics a vehicle for stopping the tenure clock by temporarily moving from an academic rank to qualified academic rank (QAR). A comparable option was extended to professionals in UUP's 2007-2011 Agreement with the State of New York. Respondents revealed many instances in which this option had been used to their benefit. Only one respondent (a male who made the request for a temporary move to QAR because of pressing elder care responsibilities), reported having such a request denied. Nevertheless, two major problems with the current QAR option were revealed. First, many respondents said they had no idea they could ask to be temporarily taken off of the tenure track in order to gain more time for completion of work. Those who had been informed of this possibility learned of it through informal networks of colleagues. In a few cases, it was suggested by department chairs or higher level administrators. In the absence of a clear family leave policy that identifies the QAR option, many UUP members remain unaware of their ability to use it.

The second problem respondents perceived was the potential for an extension of the tenure clock to be held against them in the future. One person who decided not to move to QAR despite the fact that she was having difficulty finding time to write scholarly articles after losing summer work time following the birth of her second child said she felt that stopping the tenure clock was a “double-edged sword.” Her department had no clear criteria for scholarship and she feared that stopping the tenure clock would have “upped the ante” with higher expectations from colleagues. Others echoed this concern, indicating that it was made clear to them by colleagues that stopping the tenure clock would be viewed as “getting an extra year” relative to the time-frame others had to work with. The fact that the “extra year” was needed because of family care responsibilities would be “lost on those making decisions about tenure.” One person pointed out that even if department colleagues understood the situation, it was unlikely that people on school-level personnel committees would take it into account. She emphasized the importance of having an explicit policy that identifies the QAR option for those with family care responsibilities that interfere with completion of work necessary to secure tenure. In the absence of such a policy, many respondents expressed fears that “stopping the clock” could hurt them later, regardless of whether they used the time to increase their scholarly productivity.

# **Appendix 1: Institution Profiles**

# *Albany*

# ***UUP Gender Inequity/Salary Study Summary – Albany***

2009

## **Key Findings**

### **Salary Inequity for Academics and Professionals**

- For academics, the total difference between male and female average salaries is \$18,220. We explain \$13,934 of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries, terminal degree). The portion of this total difference that remains unexplained is \$4,286 and may be accounted for by inequity.
- When examining the *Adjusted Salary* (salary minus accumulated DSI), we explain \$13,349 of the \$18,325 difference in male and female average salaries. The remaining \$4,975 difference in this wage gap is unexplained and may be due to inequity.
- Despite our efforts, it was not possible to develop an adequate productivity measure for this salary inequity study. Thus, a possibly relevant factor, productivity, was omitted from the model.
- Academics' salaries are tied to market trends, however for every dollar increase in market salaries for new assistant professors, female salaries increase by only \$0.67 whereas male salaries increase by \$.64. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and males experience this lag to a greater extent than females.
- Two schools were identified as having a statistical difference between the average salaries of males and females. For these schools the average salaries within each department were analyzed. Four departments/units were found to have significantly higher male average salaries than female average salaries. Two of the four departments' statistical differences were explained by differences in average years of service. The English Department and the School of Criminal Justice, however, have a statistical difference in average male and female salaries that cannot be explained by factors such as years of service.
- Male and female professionals' salaries are fairly consistent across pay grades one through five, even though females have more average years of service in pay grade three and males have more average years of service in pay grade 4. In pay grade six, females have higher average salaries and substantially more average years of service.

### **DSI Analysis**

- The average professional DSI award for females at Albany increases as the pay grade increases, except for pay grade six. For males, the average DSI award is fairly consistent across pay grades one, three, four, and five. It is relatively lower in pay grade two and significantly higher in pay grade six.
- Male professionals have higher average DSI awards than females in pay grades one, three, and six. Females have higher average DSI awards in pay grade five. Average DSI awards in pay grades two and four are nearly equivalent.
- For Albany academics, males have higher average DSI allocations than females in Professional Studies and Education. Females have higher average DSI allocations in Library, Business, and Arts & Sciences. Average DSI allocations for males and females in Engineering are nearly equivalent, but there are very few women in Engineering.

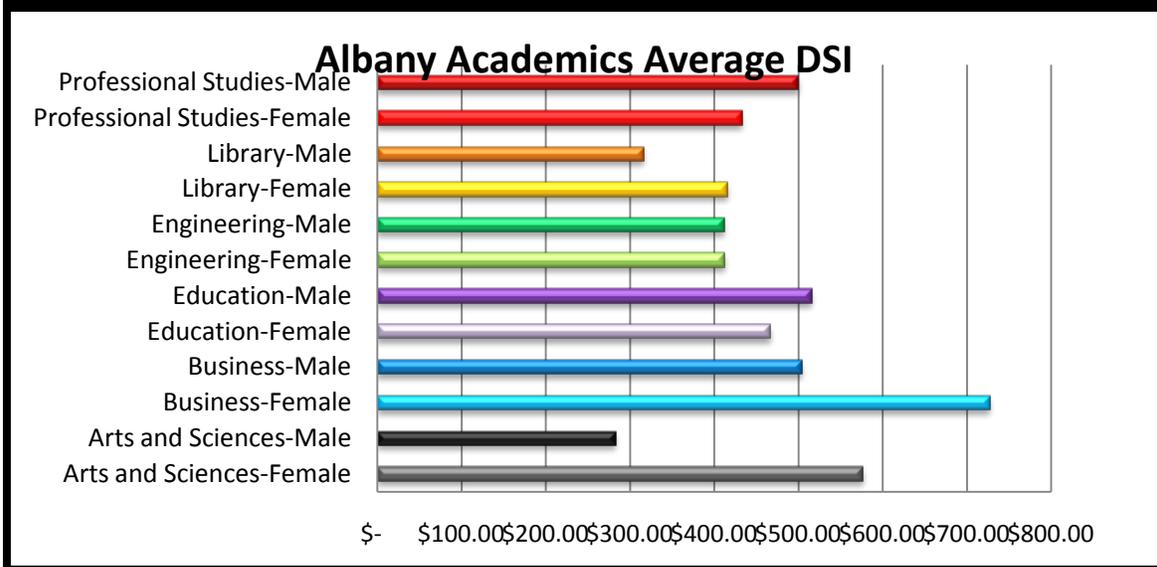
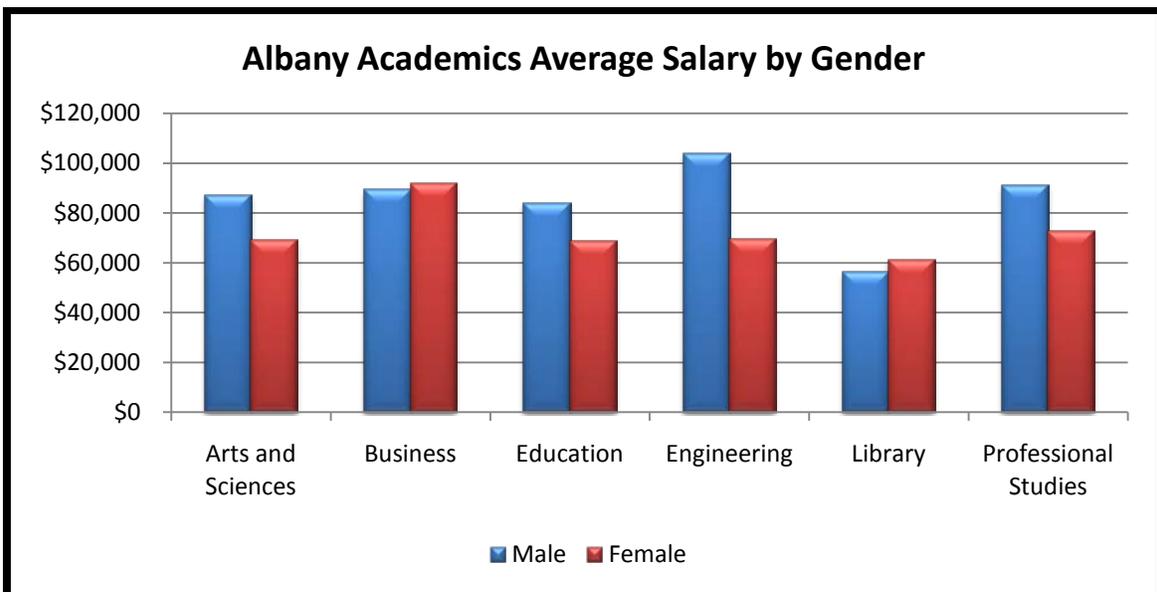
### **Comparable Worth Comparisons**

- Librarians' salaries, on average, are less than the salaries of other academics except when compared to faculty in Project Renaissance and the Educational Opportunity Center (EOC) which consist of a very small number of individuals.
- Educational Opportunity Center (EOC) faculty salaries, on average, are less than the salaries of other academics, except when compared to the salaries of faculty in Project Renaissance.

# Academics

## General School Categories-Albany

Arts and Sciences	Business	Education	Engineering	Library	Professional Studies
College of Arts and Sciences	School of Business	EOC	College of Nanoscience and Engineering	Library	College of Computing and Information Studies
Project Renaissance		School of Education			School of Public Health
Rockefeller College of Public Affairs and Policy					School of Social Welfare
School of Criminal Justice					



## Salary Descriptive Statistics

	Males					Females				
	<u>Num.</u>	<u>Avg Yrs Service</u>	<u>Median Salary</u>	<u>Avg Salary</u>	<u>S.D.</u>	<u>Num.</u>	<u>Avg Yrs Service</u>	<u>Median Salary</u>	<u>Avg Salary</u>	<u>S.D.</u>
Arts and Science	279	21	\$94,760	\$94,581	\$35,015	139	21	\$86,841	\$88,945	\$21,796
Business	23	17	\$93,106	\$92,138	\$24,663	4	22	\$78,189	\$76,258	\$20,912
Education	26	13	\$68,553	\$72,968	\$25,801	21	19	\$59,002	\$62,555	\$26,181
Engineering	20	10	\$96,847	\$103,837	\$33,698	2	11	\$69,367	\$69,367	\$9,987
Library	10	16	\$54,789	\$56,263	\$12,577	25	19	\$56,376	\$61,115	\$16,633
Prof. Studies	37	16	\$84,929	\$84,066	\$25,607	37	14	\$74,291	\$77,675	\$15,562

## Librarians' Avg. Salary as Percent of School-Level Avg. Salaries

<b>Albany</b>	<b>Average Salary</b>	<b>Standard Deviation</b>	<b>% Female</b>	<b>Librarians' salary as a percent of school level salaries</b>
College of Arts and Sciences	\$81,093.11	\$32,929.80	33%	74%
Project Renaissance	\$36,410.00	\$5,345.06	57%	164%
Rockefeller College of Public Affairs and Policy	\$86,142.71	\$25,416.35	29%	69%
School of Criminal Justice	\$89,743.87	\$26,826.20	33%	67%
School of Business	\$90,448.64	\$23,649.36	15%	66%
Educational Opportunity Center	\$51,446.40	\$5,435.53	60%	116%
School of Education	\$80,115.24	\$26,605.69	43%	75%
College of Nanoscience and Engineering	\$100,703.32	\$33,689.79	9%	59%
Library	\$59,728.74	\$15,559.55	71%	100%
College of Computing and Information Studies	\$83,470.22	\$18,049.09	48%	72%
School of Public Health	\$82,368.48	\$27,871.45	41%	73%
School of Social Welfare	\$80,817.00	\$22,198.56	63%	74%

## Albany Salary Regression Results

Variable	Salary		Adjusted Salary	
	Female	Male	Female	Male
CUPA	0.67*	0.64*	0.65*	0.66*
Service	\$681.97*	\$293.34	\$528.20	\$287.86
Service <sup>2</sup>	-\$9.40	-\$7.72	-\$4.90*	-\$7.25
Associate	\$9,239.16*	\$12,105.24*	\$8,672.56*	\$10,639.44*
Professor	\$29,484.66*	\$42,092.61*	\$27,191.32*	\$40,235.71*
Instructor	(dropped)	(dropped)	(dropped)	(dropped)
Lecturer	-\$16,687.42*	-\$16,722.69	-\$13,422.63*	-\$15,953.57
Term. Deg.	\$3,581.11	-\$2,222.55	\$2,574.61	-\$2,400.37
Constant	\$18,507.22*	\$30,417.65*	\$16,105.24*	\$26,159.47*
	Adj. R <sup>2</sup> = 69%	Adj. R <sup>2</sup> = 39%	Adj. R <sup>2</sup> = 58%	Adj. R <sup>2</sup> = 35%
	n = 214	n = 388	n = 214	n = 388

\*Statistically significant at the .01 percent level

\*\*Statistically significant at the .05 percent level

## Albany Oaxaca Wage Decomposition

	Total Wage Gap	% Explained <sup>#</sup>	Gap Explained	% Unexplained	Gap Unexplained
Salary	\$18,220.37	76%	\$13,934.22	24%	\$4,286.15
Adjusted Salary	\$18,324.61	73%	\$13,349.26	27%	\$4,975.35

<sup>#</sup> Total Gender Gap Explained is the sum of components, or the total percent of the gender gap explained by differences in the male and female academic attributes. The percent of the Gender Gap Explained (by component) =  $\beta_m(X_m - X_f) / (W_m - W_f)$ , where  $\beta_m$  = the regression coefficient for males,  $(X_m - X_f)$  = the difference between male and female variable averages and  $(W_m - W_f)$  is the difference between male and female salary.

## Descriptive Statistics—Yearly DSI Breakdown – Albany Academics

### Albany

5% of faculty have never received DSI for the years identified below

YEAR	1983	1984	1986	1987	1991	1994	1995	1997
Count	55	62	74	81	136	133	120	161
% Receiving DSI	29%	28%	27%	27%	37%	31%	27%	34%
Average	\$ 1,167.58	\$ 1,288.92	\$ 1,447.73	\$ 1,315.01	\$ 1,310.08	\$ 1,602.61	\$ 1,869.68	\$ 1,478.96
SD	\$ 421.96	\$ 600.67	\$ 639.94	\$ 680.68	\$ 573.97	\$ 1,058.98	\$ 1,373.57	\$ 726.85
Median	\$ 1,000.00	\$ 1,125.00	\$ 1,310.00	\$ 1,150.00	\$ 1,125.00	\$ 1,250.00	\$ 1,100.00	\$ 1,022.00
Mode	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 750.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

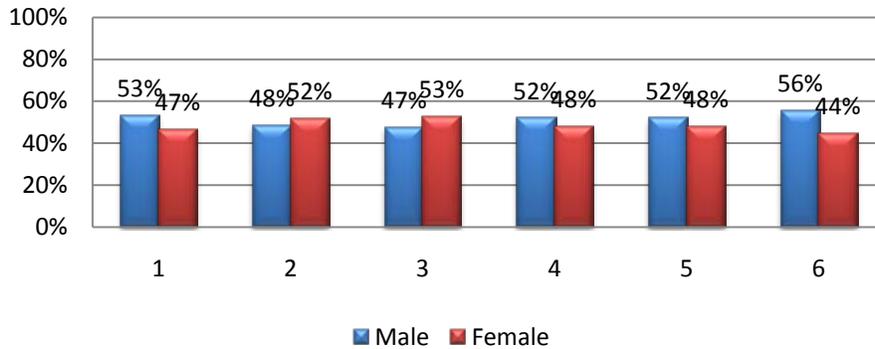
YEAR	1998	1999	2000	2001	2002	2003	2005
Count	157	178	109	222	245	270	303
% Receiving DSI	32%	34%	20%	40%	42%	45%	47%
Average	\$ 1,513.85	\$ 1,569.28	\$ 1,499.63	\$ 1,376.22	\$ 1,379.53	\$ 1,284.94	\$ 1,448.61
SD	\$ 712.25	\$ 1,136.72	\$ 1,129.56	\$ 890.62	\$ 1,026.78	\$ 914.57	\$ 1,323.32
Median	\$ 1,400.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Mode	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

# Professionals

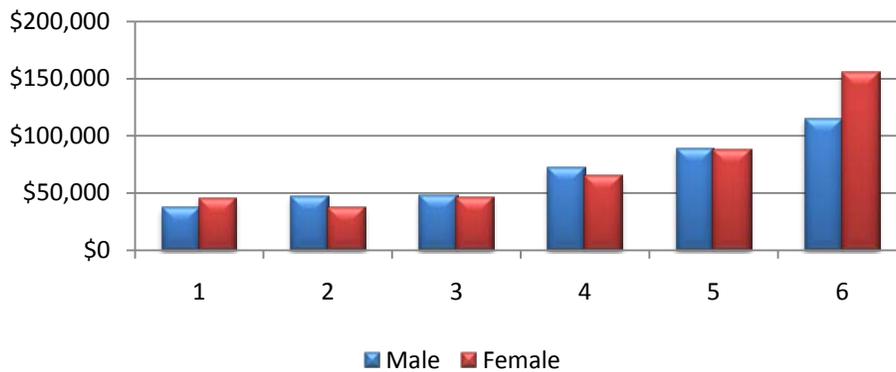
## Number of Males and Females in Each Pay Grade

PAY GRADE		1	2	3	4	5	6	TOTAL
Albany	M	8	45	65	93	40	5	
	F	7	48	72	86	37	4	
<b>Total</b>		<b>15</b>	<b>93</b>	<b>137</b>	<b>179</b>	<b>77</b>	<b>9</b>	<b>510</b>

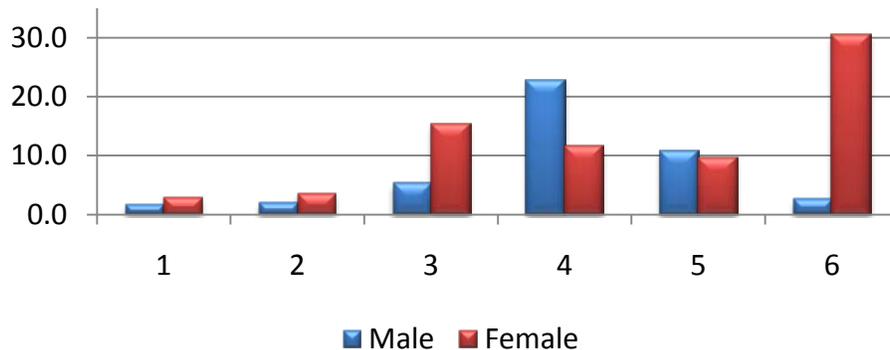
## Percent Males and Females in Each Pay Grade

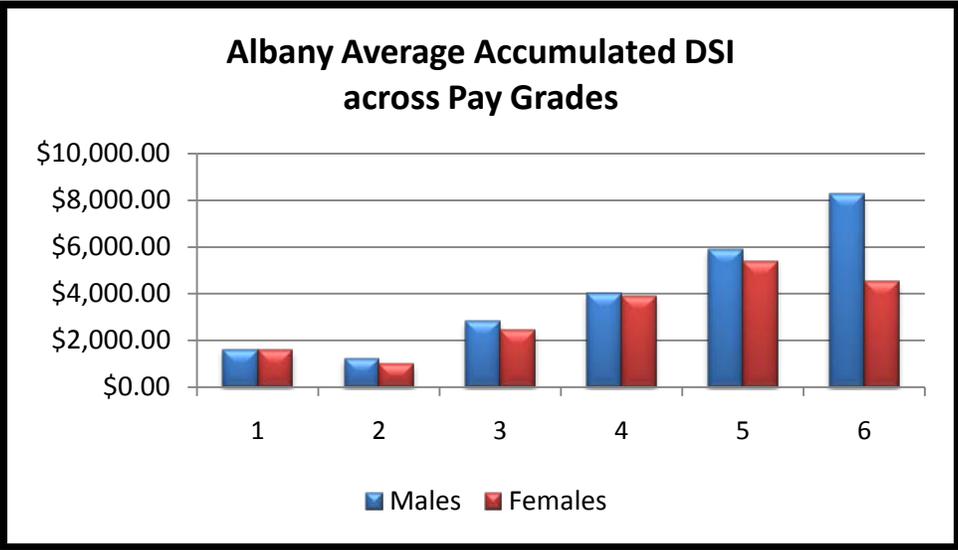
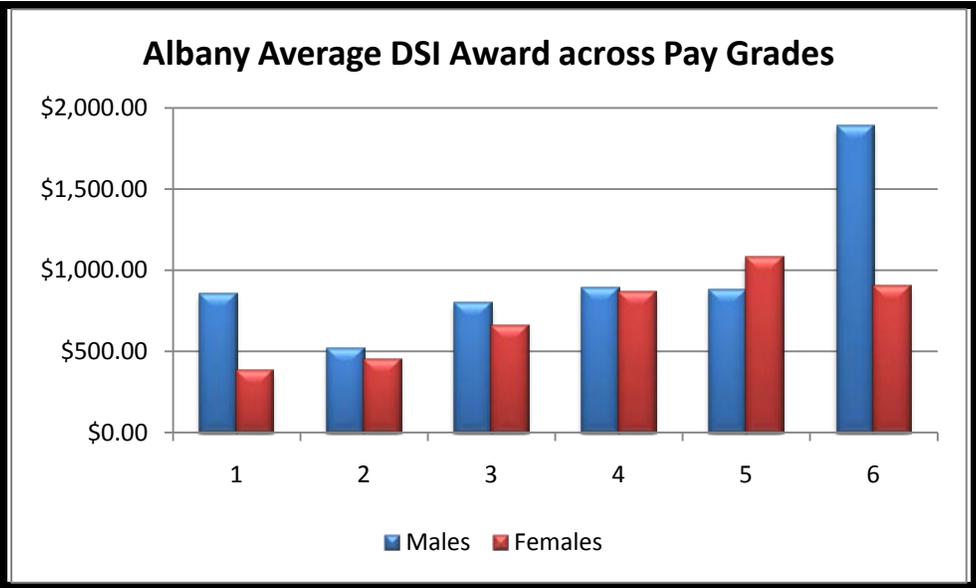


## Albany Average Salary by Pay Grade



## Years of Service by Gender across Pay Grades





**DSI - Professionals**

ALBANY 17% have never received DSI for the years included												
YEAR	1983	1984	1986	1987	1990	1994	1995	1997	1998	1999	2000	2001
Average	\$748	\$831	\$1,202	\$968	\$1,025	\$1,128	\$1,162	\$1,162	\$1,096	\$1,133	\$1,044	\$935
SD	\$247	\$449	\$591	\$353	\$292	\$674	\$643	\$520	\$615	\$605	\$579	\$611
Median	\$750	\$850	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$750
Mode	\$500	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$500
Males Avg	\$790	\$993	\$1,154	\$1,011	\$1,101	\$1,283	\$1,056	\$1,125	\$1,173	\$1,147	\$1,063	\$962
Females Avg	\$679	\$605	\$1,281	\$833	\$955	\$977	\$1,296	\$1,193	\$1,005	\$1,115	\$1,020	\$904
Pay grade 1 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,200	\$1,200	\$2,200	\$1,000
Pay grade 2 Avg	\$0	\$0	\$0	\$1,500	\$950	\$700	\$600	\$1,150	\$650	\$900	\$775	\$911
Pay grade 3 Avg	\$750	\$600	\$1,267	\$790	\$1,044	\$1,020	\$1,204	\$1,127	\$937	\$1,091	\$932	\$1,014
Pay grade 4 Avg	\$773	\$704	\$1,139	\$875	\$1,014	\$1,003	\$1,146	\$1,165	\$1,067	\$1,150	\$1,026	\$898
Pay grade 5 Avg	\$695	\$982	\$1,329	\$1,017	\$1,048	\$1,319	\$1,224	\$1,161	\$1,200	\$1,109	\$922	\$955
Pay grade 6 Avg	\$0	\$0	\$0	\$0	\$1,000	\$3,000	\$0	\$1,125	\$1,875	\$1,500	\$2,650	\$1,667
YEAR	2002	2003	2005									
Average	\$968	\$1,109	\$997									
SD	\$631	\$948	\$683									
Median	\$750	\$1,000	\$925									
Mode	\$500	\$1,000	\$500									
Males Avg	\$910	\$1,097	\$996									
Females Avg	\$1,033	\$1,123	\$997									
Pay grade 1 Avg	\$1,317	\$1,180	\$1,204									
Pay grade 2 Avg	\$768	\$813	\$988									
Pay grade 3 Avg	\$973	\$1,070	\$902									
Pay grade 4 Avg	\$952	\$1,026	\$978									
Pay grade 5 Avg	\$952	\$1,514	\$1,046									
Pay grade 6 Avg	\$1,798	\$1,375	\$933									

# *Buffalo*

## ***UUP Gender Inequity/Salary Study Summary – University at Buffalo***

2009

### **Key Findings**

#### **Salary Inequity for Academics and Professionals**

- For academics, the total difference between male and female average salaries is \$3,183. We explain \$1,785 of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries, terminal degree). The portion of this total difference that remains unexplained is \$1399 and may be accounted for by inequity.
- When examining the *Adjusted Salary* (salary minus accumulated DSI), we explain \$1,950 of the \$3,106 difference in male and female average salaries. The remaining \$1156 difference of this wage gap is unexplained and may be due to inequity.
- Despite our efforts, it was not possible to develop an adequate productivity measure for this salary inequity study. Thus, a possibly relevant factor, productivity, was omitted from the model.
- Academics' salaries are tied to market trends, however for every dollar increase in market salaries for new assistant professors, female salaries increase by only \$0.72 whereas male salaries increase by \$84. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and females experience this lag to a greater extent than males.
- Four schools were identified as having a statistical difference between the average salaries of males and females. For these schools the average salaries within each department were analyzed. There is a statistical difference in average male and female salaries that cannot be explained by factors such as years of service in the School of Law and in the Education Organization, Administration, and Policy Studies Department (School of Education). In both cases, females have higher average salaries than males.
- Male and female professionals' salaries are fairly consistent across the pay grades though women have more average years of service in pay grades 1 and 2.

#### **Comparable Worth Comparisons**

- Librarians' salaries, on average, are less than the salaries of other academics except when compared to the salaries in the Educational Opportunity Center and Public Health and Health Professions.
- Educational Opportunity Center faculty salaries, on average, are less than the salaries of other academics.

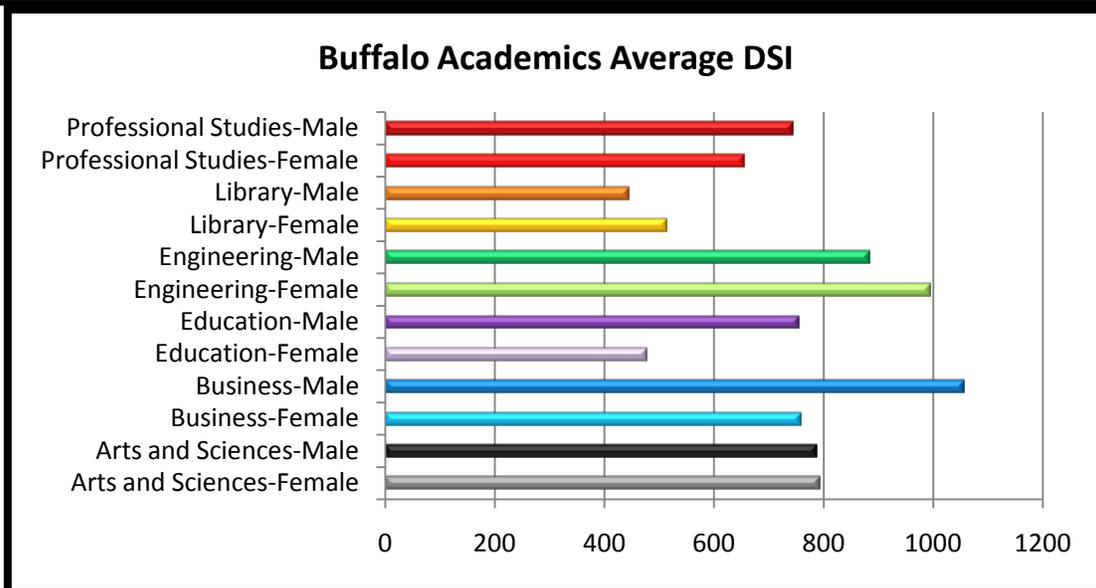
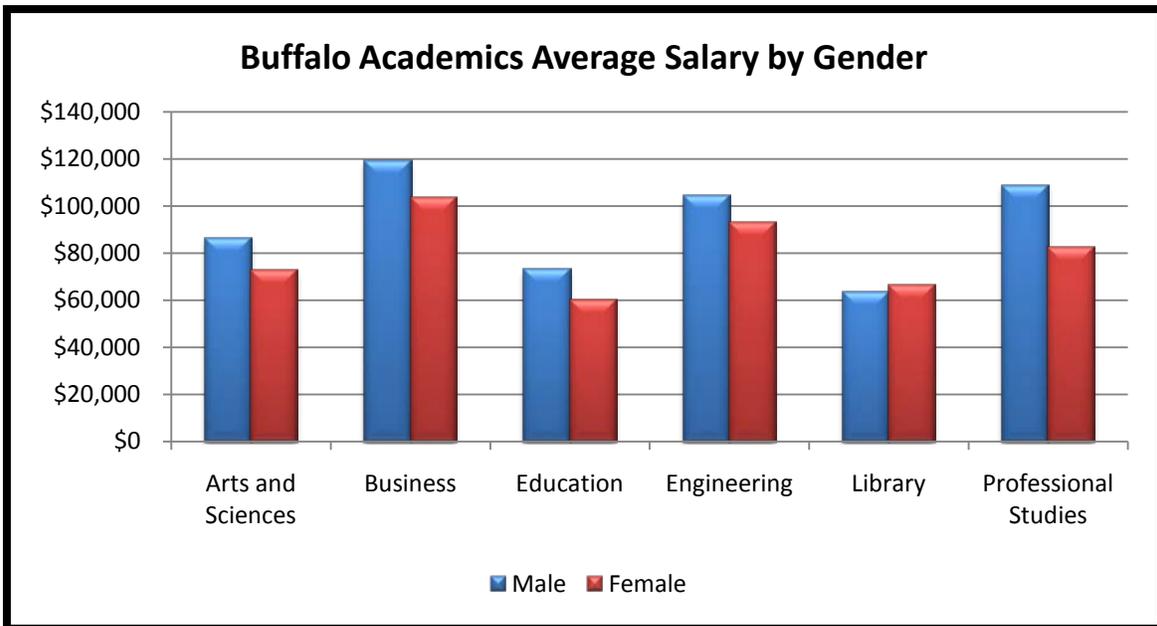
#### **DSI Analysis**

- Female academics' average DSI allocations are greater than those of male academics in the Library and Engineering *General School* categories. DSI allocations for females are lower in Business, Education and Professional Studies. Male and female average DSI allocations are nearly equivalent in Arts & Sciences.
- Average accumulated DSI allocations for female professionals are nearly equivalent to males' across all pay grades, except in pay grade 5 where the average DSI allocation for females is significantly greater.
- The average professional DSI award increases as the individual's pay grade increases except for pay grade 6.

# Academics

## General School Categories-Buffalo

Arts and Sciences	Business	Education	Engineering	Library	Professional Studies
Arts and Sciences	Management	Education Educational Opportunity Center	Engineering	Library	Architecture and Planning Law  Pharmacy Public Health and Health Prof. Social Work



## Salary Descriptive Statistics

	Males					Females				
	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.
<b>Buffalo</b>										
Arts and Sciences	321	19	\$80,979	\$86,425	\$28,267	135	13	\$68,438	\$72,907	\$19,325
Business	41	18	\$120,490	\$119,199	\$9,117	14	15	\$112,432	\$103,750	\$26,162
Education	46	17	\$70,730	\$75,991	\$26,510	67	15	\$60,987	\$63,493	\$16,861
Engineering	118	18	\$98,910	\$104,353	\$32,746	15	14	\$90,709	\$93,173	\$27,185
Library	21	18	\$61,837	\$63,642	\$17,297	33	19	\$67,349	\$66,532	\$15,816
Prof. Studies	65	18	\$107,042	\$105,910	\$37,276	57	12	\$73,006	\$75,749	\$31,653

## Librarians' Avg. Salary as Percent of School-Level Avg. Salaries

Buffalo	Average Salary	Standard Deviation	% Female	Librarians' salary as a percent of school level salaries
Arts and Sciences	\$82,350.05	\$26,648.93	30%	79%
Management	\$114,929.38	\$33,946.42	25%	57%
Education	\$71,697.74	\$24,062.34	57%	91%
Educational Opportunity Center	\$50,960.20	\$9,411.60	67%	128%
Engineering	\$103,101.79	\$32,274.91	11%	63%
Library	\$65,408.20	\$16,347.90	61%	100%
Architecture and Planning	\$80,155.48	\$24,296.51	45%	82%
Law	\$111,922.37	\$38,881.77	44%	58%
Pharmacy	\$86,664.67	\$1,795.26	67%	75%
Public Health and Health Prof.	\$55,973.80	\$21,626.15	40%	117%
Social Work	\$80,964.21	\$26,792.45	58%	81%

## Educational Opportunity Center (EOC) Salary as Percent of School-Level Average Salaries

Buffalo	Average Salary	Standard Deviation	% Female	EOC salary as a percent of school level salary
Arts and Sciences	\$82,350.05	\$26,648.93	30%	62%
Management	\$114,929.38	\$33,946.42	25%	44%
Education	\$71,697.74	\$24,062.34	57%	71%
Educational Opportunity Center	\$50,960.20	\$9,411.60	67%	100%
Engineering	\$103,101.79	\$32,274.91	11%	49%
Library	\$65,408.20	\$16,347.90	61%	78%
Architecture and Planning	\$80,155.48	\$24,296.51	45%	64%
Law	\$111,922.37	\$38,881.77	44%	46%
Pharmacy	\$86,664.67	\$1,795.26	67%	59%
Public Health and Health Prof.	\$55,973.80	\$21,626.15	40%	91%
Social Work	\$80,964.21	\$26,792.45	58%	63%

## Buffalo Regression Results

Variable	Salary		Adjusted Salary	
	Female	Male	Female	Male
CUPA	0.72*	0.84*	0.68*	0.79*
Service	\$2,056.15*	\$1,020.89*	\$1,088.12*	\$114.55
Service <sup>2</sup>	-\$28.35*	-\$0.30	-\$7.01	\$18.72*
Associate	\$1,794.43	\$2,345.24	-\$211.39	\$2,475.42
Professor	\$6,012.86	\$1,281.11	\$3,253.95	\$583.62
Instructor	-\$3,067.68	-\$12,253.62	\$67.31	-\$10,557.68
Lecturer	-\$4,113.76	-\$15,489.06*	-\$4,371.06	-\$15,967.06*
Term. Deg.	\$15,099.97*	\$13,580.82*	\$12,892.37*	\$11,137.70*
Constant	\$15,441.32*	\$12,365.59*	\$18,562.45*	\$17,727.80*
	Adj. R2 = 33%	Adj. R2 = 32%	Adj. R2 = 29%	Adj. R2 = 31%
	n= 324	n=614	n=324	n=614

\*Statistically significant at the .01 percent level

\*\*Statistically significant at the .05 percent level

## Buffalo Oaxaca Wage Decomposition

	Total Wage Gap	% Explained <sup>#</sup>	Gap Explained	% Unexplained	Gap Unexplained
Salary	\$3,183.37	56%	\$1,784.71	44%	\$1,398.66
Adjusted Salary	\$3,105.88	63%	\$1,949.87	37%	\$1,156.01

<sup>#</sup> Total Gender Gap Explained is the sum of components, or the total percent of the gender gap explained by differences in the male and female academic attributes. The percent of the Gender Gap Explained (by component) =  $\beta_m(X_m - X_f)/(W_m - W_f)$ , where  $\beta_m$  = the regression coefficient for males,  $(X_m - X_f)$  = the difference between male and female variable averages and  $(W_m - W_f)$  is the difference between male and female salary.

### Buffalo - Academics

16% of faculty have never received DSI for the years identified below

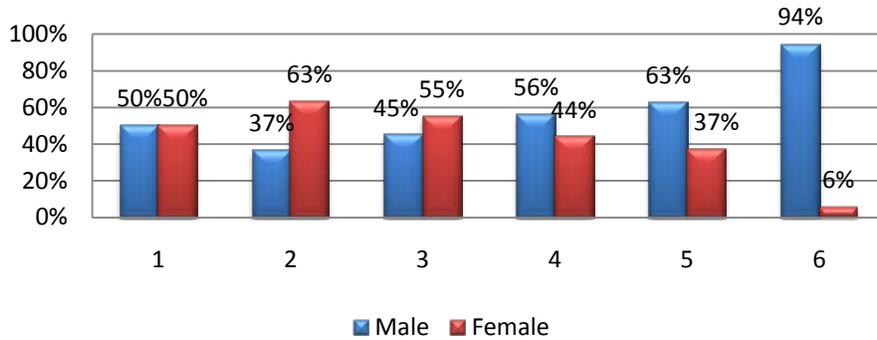
YEAR	1989	1990	1994	1997	1998	1999	2000	2001
Count	161	167	168	234	293	301	262	315
% Receiving DSI	39%	37%	32%	40%	49%	47%	39%	45%
Average	\$ 1,731.55	\$ 1,721.46	\$ 1,806.14	\$ 1,368.46	\$ 1,536.71	\$ 1,633.87	\$ 1,747.20	\$ 1,691.21
SD	\$ 1,001.14	\$ 1,053.21	\$ 983.26	\$ 1,131.99	\$ 837.79	\$ 1,015.96	\$ 990.68	\$ 968.27
Median	\$ 1,400.00	\$ 1,250.00	\$ 1,500.00	\$ 1,000.00	\$ 1,400.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Mode	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

YEAR	2002	2003	2005	2006
Count	315	354	408	460
% Receiving DSI	44%	46%	46%	48%
Average	\$ 1,819.73	\$ 1,817.09	\$ 1,884.03	\$ 1,836.92
SD	\$ 995.54	\$ 1,235.79	\$ 1,680.48	\$ 1,345.03
Median	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Mode	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00

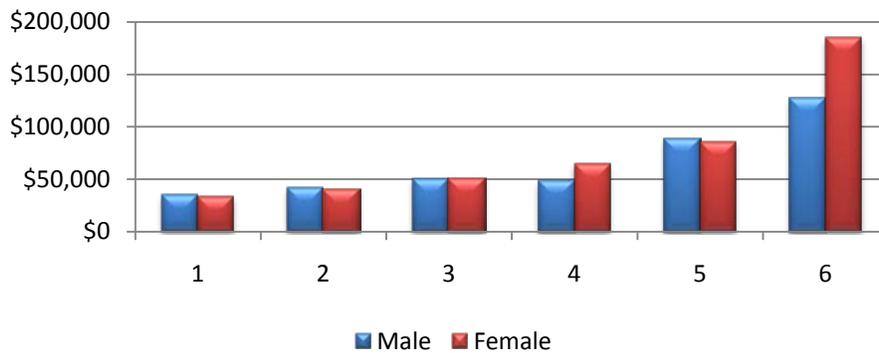
## Professionals

Number of Males and Females in Each Pay Grade								
PAY GRADE		1	2	3	4	5	6	TOTAL
Buffalo	M	8	73	134	192	102	17	
	F	8	126	164	150	61	1	
<b>Total</b>		<b>16</b>	<b>199</b>	<b>298</b>	<b>342</b>	<b>163</b>	<b>18</b>	<b>1036</b>

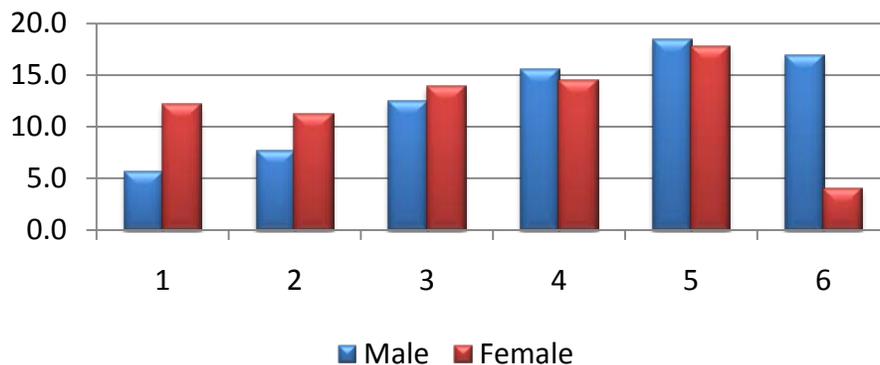
**Percent of Males and Females in Each Pay Grade**

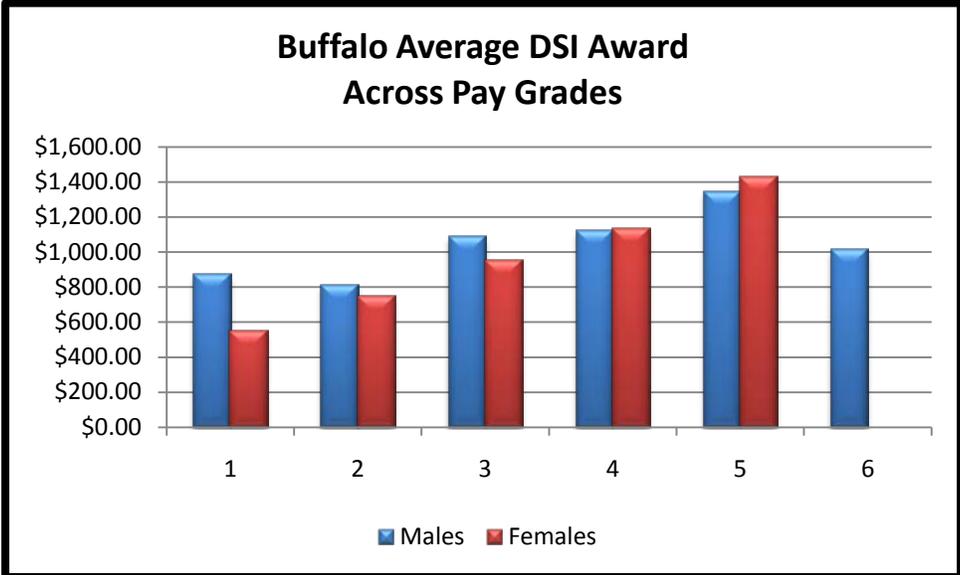
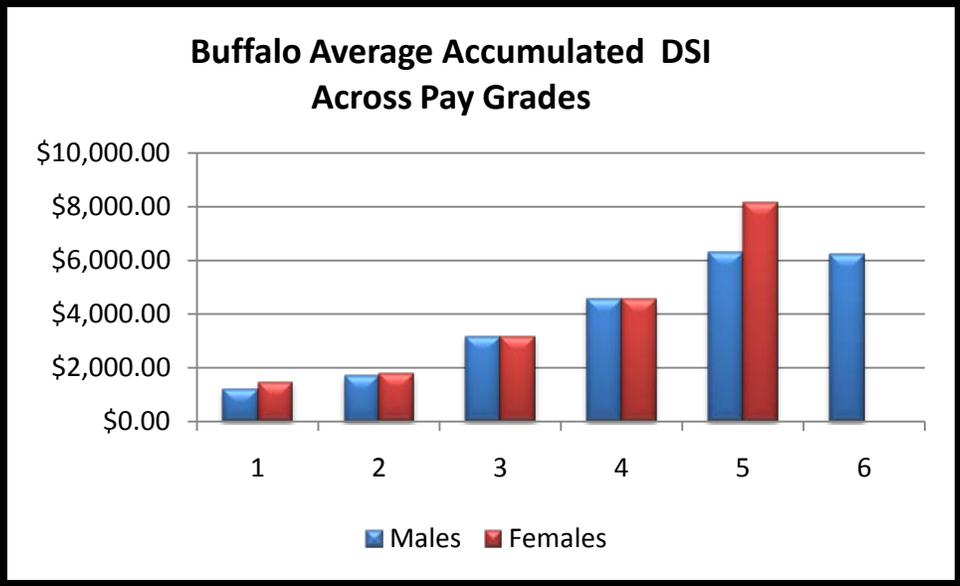


**Buffalo Average Salary by Pay Grade**



**Years of Service by Gender across Pay Grades**





**BUFFALO Professionals***11 Percent have never received DSI for the years included*

YEAR	1989	1990	1994	1997	1998	1999	2000	2001	2002	2003	2005	2006
Average	\$1,194	\$1,317	\$1,528	\$1,585	\$1,154	\$1,089	\$1,144	\$1,173	\$1,250	\$1,102	\$1,259	\$1,201
SD	\$397	\$557	\$713	\$1,348	\$730	\$633	\$851	\$924	\$1,002	\$664	\$810	\$725
Median	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Mode	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Males Avg	\$1,256	\$1,294	\$1,566	\$1,381	\$1,148	\$1,137	\$1,148	\$1,099	\$1,302	\$1,128	\$1,279	\$1,288
Females Avg	\$1,194	\$1,317	\$1,528	\$1,585	\$1,155	\$1,089	\$1,144	\$1,173	\$1,249	\$1,102	\$1,260	\$1,199
Pay grade 1 Avg	\$0	\$0	\$0	\$0	\$1,100	\$0	\$0	\$1,019	\$1,118	\$988	\$750	\$1,667
Pay grade 2 Avg	\$1,000	\$1,000	\$2,300	\$945	\$887	\$1,063	\$847	\$788	\$1,029	\$865	\$1,045	\$1,134
Pay grade 3 Avg	\$1,214	\$1,144	\$1,146	\$1,253	\$1,063	\$992	\$1,106	\$1,112	\$1,171	\$1,033	\$1,044	\$1,173
Pay grade 4 Avg	\$0	\$0	\$0	\$0	\$1,310	\$0	\$0	\$712	\$1,008	\$968	\$1,428	\$1,406
Pay grade 5 Avg	\$1,174	\$1,307	\$1,578	\$1,726	\$1,196	\$1,110	\$1,186	\$1,255	\$1,333	\$1,193	\$1,431	\$1,203
Pay grade 6 Avg	\$1,500	\$1,767	\$1,500	\$1,927	\$1,344	\$1,350	\$1,143	\$1,232	\$1,317	\$1,674	\$1,795	\$1,457

# *Cobleskill*

## ***UUP Gender Inequity/Salary Study Summary – Cobleskill***

2009

### **Key Findings**

#### **Salary Inequity for Academics and Professionals**

- For academics, the total difference between male and female average salaries is \$3,000. We explain \$1,956 of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries, terminal degree). The portion of this total difference that remains unexplained is \$1,045 and may be accounted for by inequity.
- When examining the *Adjusted Salary* (salary minus accumulated DSI), we explain \$1,893 of the \$3,309 difference in male and female average salaries. The remaining \$1,416 difference in this wage gap is unexplained and may be due to inequity.
- Despite our efforts, it was not possible to develop an adequate productivity measure for this salary inequity study. Thus, a possibly relevant factor, productivity, was omitted from the model.
- Male academics' salaries are tied to market trends, however, female academics' salaries are not. For every dollar increase in market salaries for new assistant professors, male salaries increase by \$.18 but female salaries do not change. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and females experience this lag to a greater extent than males.
- Librarians' salaries, on average, are less than the salaries of other academics.
- In school-level analysis of average salaries, there were no schools identified as having a statistical difference between the average salaries of males and females.
- Female professionals' salaries are consistently lower than males' salaries across the pay grades. These differences correspond to years of service except in pay grades four and six where females have more years of service and lower average salaries.

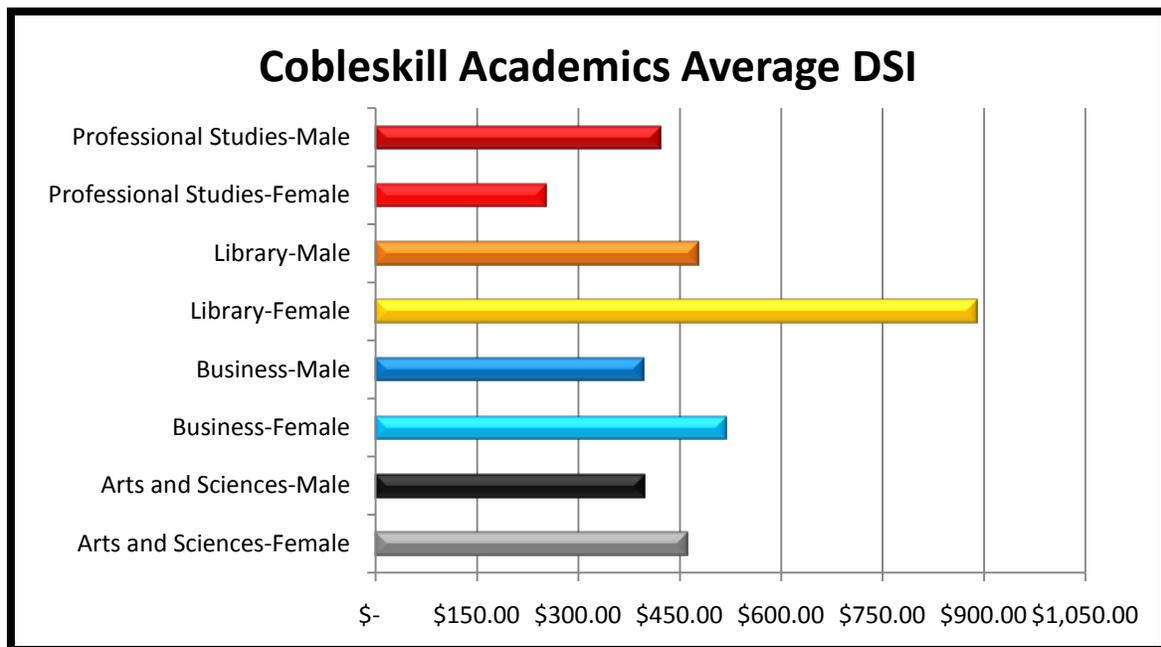
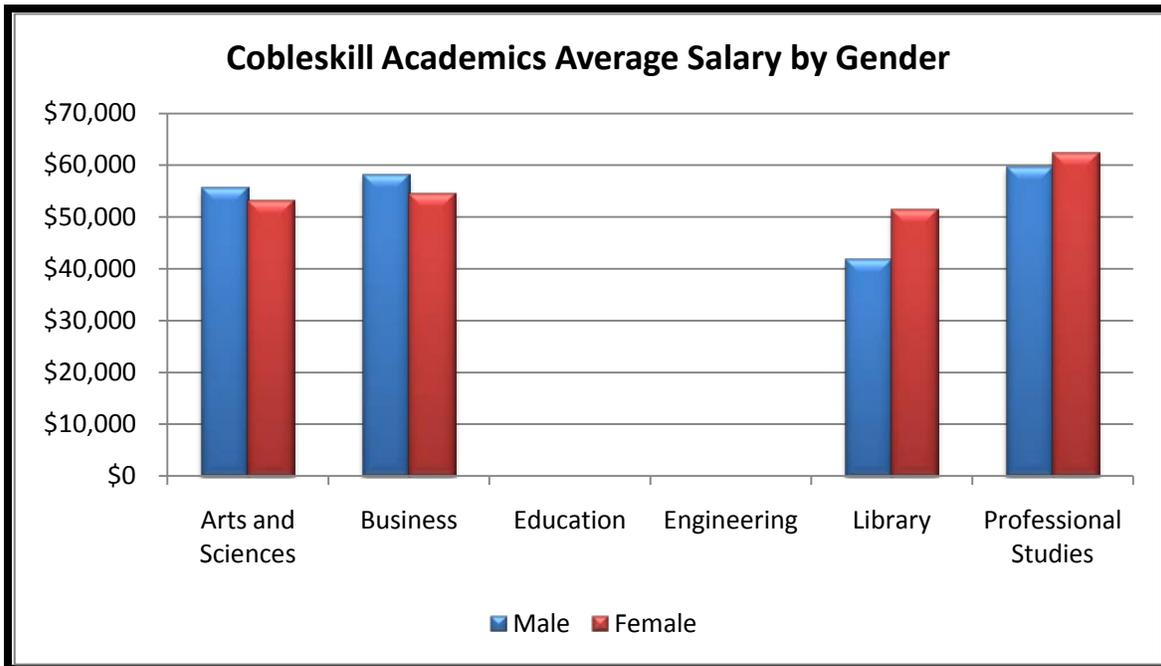
#### **DSI Analysis**

- Female academics' average DSI allocations are greater than those of male academics in all *General School* categories, except Professional Studies.
- Average accumulated DSI allocations are greater for female professionals in pay grades 3, 5, and 6, and greater for male professionals in pay grades 2 and 4.
- For both males and females, professionals in pay grades 3 and 4 have higher average DSI awards than professionals in the other pay grades.

# Academics

## General School Categories- Cobleskill

Arts and Sciences	Business	Education	Engineering	Library	Professional Studies
Arts and Sciences	Business			Library	Agriculture and Natural Resources



## Salary Descriptive Statistics

	Males					Females				
	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.
Arts and Sciences	25	15	\$53,908	\$55,597	\$12,837	21	15	\$53,092	\$53,174	\$7,503
Business	14	18	\$59,729	\$58,141	\$10,247	10	15	\$54,935	\$54,537	\$10,220
Library	2	3	\$41,718	\$41,718	\$1,489	2	8	\$51,460	\$51,460	\$6,268
Prof. Studies	24	21	\$61,352	\$59,676	\$11,562	3	21	\$61,142	\$62,367	\$14,310

## Librarians' Avg. Salary as Percent of school level Avg. Salaries

Cobleskill	Average Salary	Standard Deviation	% Female	Librarians' salary as a percent of school level salaries
Arts and Sciences	\$54,490.63	\$10,695.34	39%	85%
Business	\$56,639.21	\$10,174.16	42%	82%
Library	\$46,589.00	\$6,743.13	50%	100%
Agriculture and Natural Resources	\$59,974.96	\$11,608.56	11%	78%

## Cobleskill Salary Regression Results

Variable	Salary		Adjusted Salary	
	Female	Male	Female	Male
CUPA	0.02	0.18*	0.03	0.20*
Service	-\$179.62	\$67.52	-\$513.59	-\$244.02
Service <sup>2</sup>	\$11.95	\$17.28*	\$19.04	\$23.85*
Associate	\$4,254.90	\$7,213.58*	\$4,173.78	\$7,484.51*
Professor	\$13,249.95*	\$10,111.59*	\$13,549.97*	\$10,327.36*
Instructor	-\$3,862.19	-\$6,411.74*	-\$3,324.05	-\$6,653.33
Lecturer	(dropped)	-\$5,974.74	(dropped)	-\$6,159.91
Term. Deg.	\$365.00	-\$1,291.98	\$142.09	-\$1,816.08
Constant	\$46,089.68*	\$34,630.65*	\$48,810.68*	\$33,680.72*
	Adj. R2 = 69%	Adj. R2 = 75%	Adj. R2 = 63%	Adj. R2 = 70%
	n= 36	n=75	n= 36	n=75

\*Statistically significant at the .01 percent level

\*\*Statistically significant at the .05 percent level

## Cobleskill Oaxaca Wage Decomposition

	Total Wage Gap	% Explained <sup>#</sup>	Gap Explained	% Unexplained	Gap Unexplained
<b>Total Salary</b>	\$3,000.30	65%	\$1,955.72	35%	\$1,044.58
<b>Adjusted Salary</b>	\$3,308.57	57%	\$1,892.97	43%	\$1,415.60

<sup>#</sup> Total Gender Gap Explained is the sum of components, or the total percent of the gender gap explained by differences in the male and female academic attributes. The percent of the Gender Gap Explained (by component) =  $\beta_m(X_m - X_f)/(W_m - W_f)$ , where  $\beta_m$  = the regression coefficient for males,  $(X_m - X_f)$  = the difference between male and female variable averages and  $(W_m - W_f)$  is the difference between male and female salary.

### Cobleskill - Academics

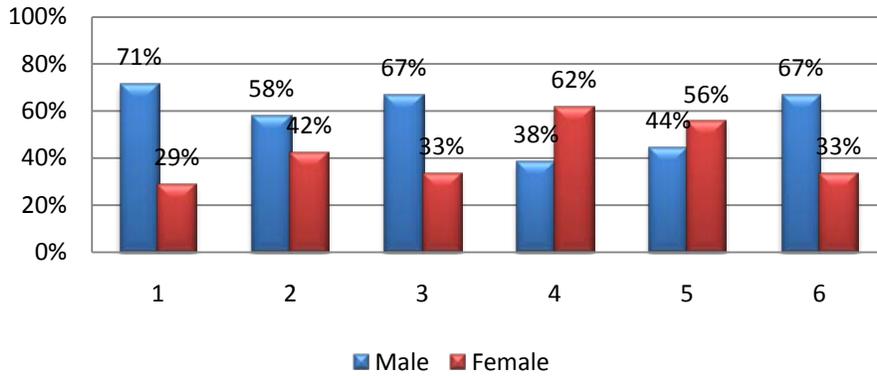
10% of faculty have never received DSI for the years identified below

YEAR	1998	1999	2000	2001	2003	2005
Observations	61	32	26	54	84	93
%Receiving DSI	85%	42%	31%	61%	82%	84%
Average	\$460.48	\$1,067.41	\$1,208.58	\$996.96	\$510.82	\$542.77
SD	\$71.52	\$432.36	\$801.98	\$517.81	\$0.39	\$51.14
Median	\$453.00	\$952.50	\$1,011.50	\$897.50	\$511.00	\$536.00
Mode	\$453.00	\$1,258.00	\$1,052.00	\$1,022.00	\$511.00	\$503.00

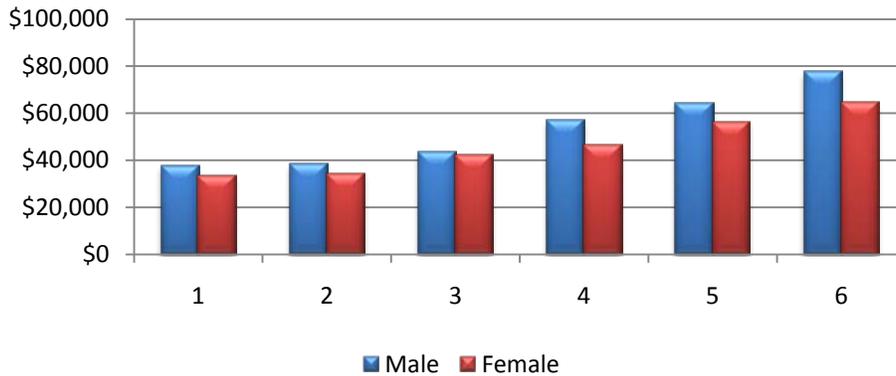
# Professionals

PAY GRADE		Number of Males and Females in Each Pay Grade						TOTAL
		1	2	3	4	5	6	
Cobleskill	M	5	11	20	5	4	2	
	F	2	8	10	8	5	1	
<b>Total</b>		<b>7</b>	<b>19</b>	<b>30</b>	<b>13</b>	<b>9</b>	<b>3</b>	<b>81</b>

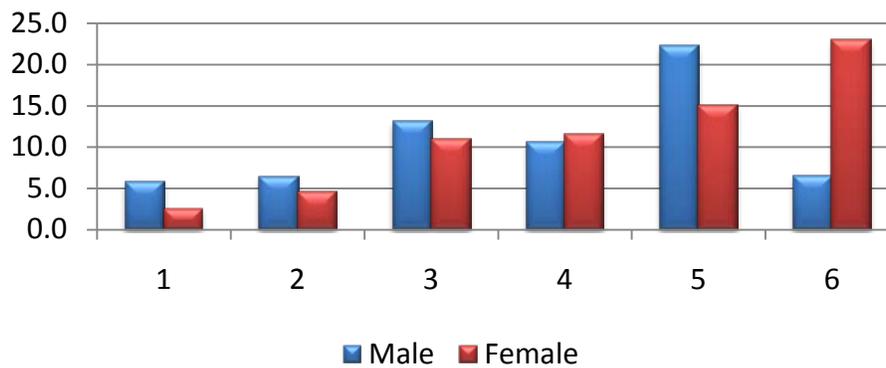
**Percent of Males and Females in Each Pay Grade**



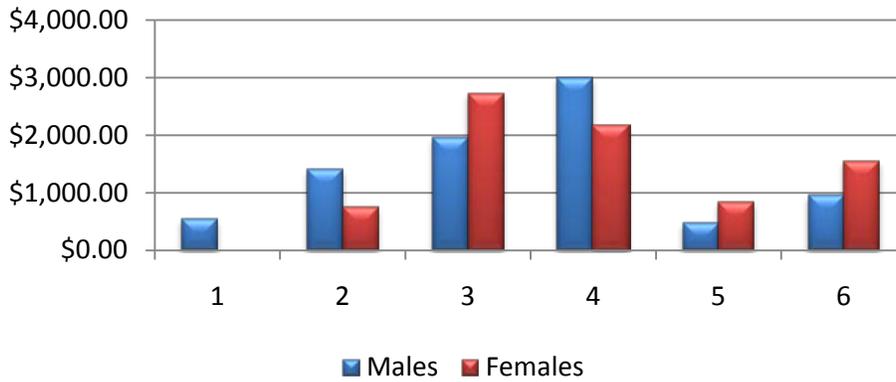
**Cobleskill Average Salary by Pay Grade**



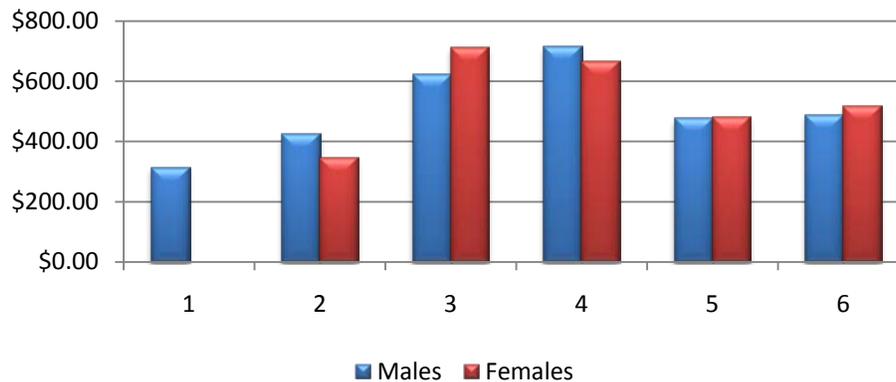
**Years of Service by Gender across Pay Grades**



**Cobleskill Average Accumulated DSI  
Across Pay Grades**



**Cobleskill Average DSI Award  
Across Pay Grades**



**Cobleskill - Professionals**

*12 Percent have never received DSI for the years included*

YEAR	1998	1999	2000	2001	2003	2005
Average	\$455	\$1,725	\$1,511	\$767	\$518	\$515
SD	\$114	\$725	\$623	\$466	\$54	\$62
Median	\$453	\$1,849	\$1,296	\$591	\$511	\$508
Mode	\$454	\$2,225	#N/A	#N/A	\$511	\$535
Males Avg	\$459	\$1,575	\$1,479	\$733	\$525	\$518
Females Avg	\$451	\$1,965	\$1,564	\$857	\$511	\$512
Pay grade 1 Avg	\$0	\$973	\$1,311	\$0	\$0	\$420
Pay grade 2 Avg	\$485	\$754	\$1,495	\$517	\$511	\$488
Pay grade 3 Avg	\$456	\$1,952	\$1,338	\$901	\$525	\$540
Pay grade 4 Avg	\$429	\$1,694	\$1,803	\$667	\$511	\$529
Pay grade 5 Avg	\$381	\$0	\$0	\$0	\$511	\$477
Pay grade 6 Avg	\$497	\$0	\$0	\$0	\$511	\$484

# *Cortland*

## ***UUP Gender Inequity/Salary Study Summary - Cortland***

2009

### **Key Findings**

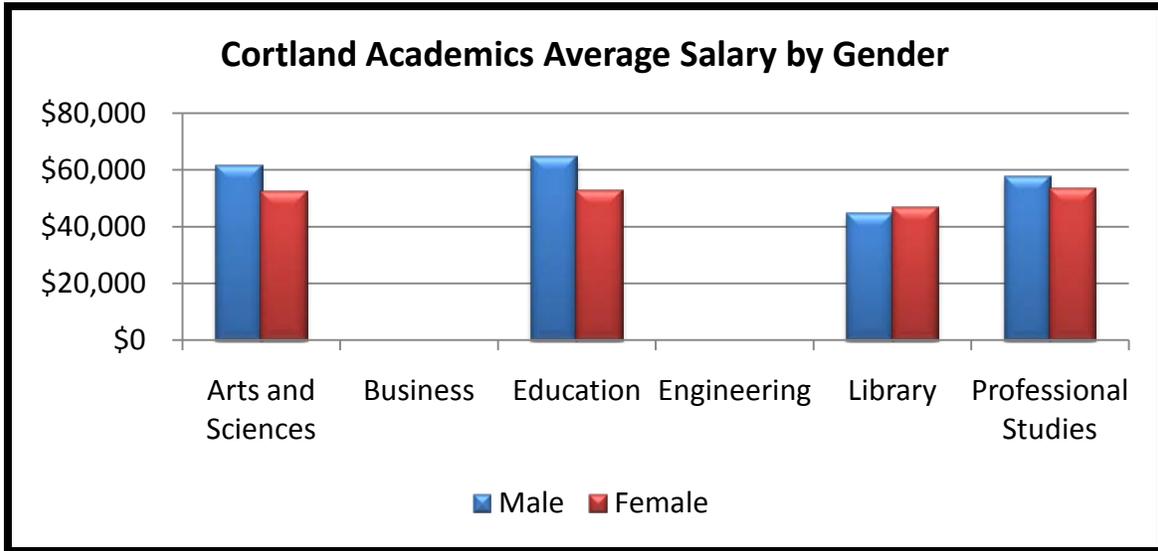
#### **Salary Inequity for Academics**

- For academics, the total difference between male and female average salaries is \$7,950. We explain all of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries). Thus, none of the difference may be accounted for by inequity.
- When examining the *Adjusted Salary* (salary minus accumulated DSI), we explain all of the \$5,727 difference in male and female average salaries. Again, none of the difference in this wage gap is due to inequity.
- Despite our efforts, it was not possible to develop an adequate productivity measure for this salary inequity study. Thus, a possibly relevant factor, productivity, was omitted from the model.
- Male academics' salaries are tied to market trends, however, female academics' salaries are not. For every dollar increase in market salaries for new assistant professors, male salaries increase by \$.30 but female salaries do not change. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and females experience this lag to a greater extent than males.
- Librarians' salaries, on average, are less than the salaries of other academics.
- The School of Arts and Sciences was identified as having a statistical difference between the average salaries of males and females. For this school the average salaries within each department were analyzed. The statistical difference in males' and females' average salaries found in Biology, Physics, History, and Psychology is likely to be explained by the fact that females have, on average, fewer years of service.
- A salary analysis for Cortland professionals was not included in this report, however, an analysis was conducted at Cortland in 2007-08 by an outside agency, which resulted in upward salary adjustments. The "*SUNY Cortland Compensation Program, February 2008*" can be viewed at <http://www.cortland.edu/hr/Policies/CompManual.pdf>.

# Academics

## General School Categories- Cortland

<b>Arts and Sciences</b>	<b>Business</b>	<b>Education</b>	<b>Engineering</b>	<b>Library</b>	<b>Professional Studies</b>
Arts and Sciences		Education		Library	Professional Studies



## Salary Descriptive Statistics

	Males					Females				
	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.
Arts and Science	94	21	\$60,778	\$61,376	\$13,470	60	12	\$50,529	\$52,221	\$9,337
Education	5	22	\$56,364	\$64,520	\$21,569	26	10	\$49,786	\$52,592	\$12,310
Library	5	13	\$48,498	\$51,637	\$8,341	7	15	\$42,464	\$44,593	\$9,051
Prof. Studies	27	16	\$53,606	\$57,537	\$11,602	22	12	\$51,230	\$53,156	\$8,892

## Librarians' Avg. Salary as Percent of school level Avg. Salaries

Cortland	Average Salary	Standard Deviation	% Female	Librarians' salary as a percent of school level salary
Arts and Sciences:				
Arts & Humanities	\$53,779	\$9,433	48%	85%
Natural Science & Math	\$61,250	\$13,998	23%	75%
Social & Behavioral	\$59,277	\$13,894	40%	77%
Education	\$54,558	\$14,428	84%	84%
Professional Studies	\$55,759	\$10,549	45%	82%
Library	\$45,696	\$8,435	58%	100%

## Cortland Salary Regression Results

Variable	Salary		Adjusted Salary	
	Female	Male	Female	Male
CUPA	0.19	0.30*	1.79	0.29*
Service	-\$320.65	-\$163.65	-\$1.34	-\$392.20**
Service <sup>2</sup>	\$22.63	\$15.22*	\$3.60	\$16.23*
Associate	\$6,361.99	\$6,577.40*	\$4.41	\$6,599.69*
Professor	\$17,292.67*	\$17,367.85*	\$9.02*	\$14,216.55*
Instructor	(dropped)	(dropped)	(dropped)	(dropped)
Lecturer	(dropped)	(dropped)	(dropped)	(dropped)
Term. Deg.	\$36,896.49	\$31,142.30*	\$7.04	\$32,952.88*
Constant	\$46,089.68*	\$34,630.65*	\$48,810.68*	\$33,680.72*
	Adj. R2 = 77%	Adj. R2 = 76%	Adj. R2 = 73%	Adj. R2 = 69%
	n= 108	n=125	n= 108	n=125

\*Statistically significant at the .01 percent level

\*\*Statistically significant at the .05 percent level

## Cortland Oaxaca Wage Decomposition

	Total Wage Gap	% Explained <sup>#</sup>	Gap Explained	% Unexplained	Gap Unexplained
Salary	\$7,950.54	100%	\$8,169.51	-	-
Adjusted Salary	\$5,726.92	100%	\$5,950.37	-	-

#Total Gender Gap Explained is the sum of components, or the total percent of the gender gap explained by differences in the male and female academic attributes. The percent of the Gender Gap Explained (by component) =  $\beta_m(X_m - X_f) / (W_m - W_f)$ , where  $\beta_m$  = the regression coefficient for males,  $(X_m - X_f)$  = the difference between male and female variable averages and  $(W_m - W_f)$  is the difference between male and female salary.

# *Farmingdale*

## ***UUP Gender Inequity/Salary Study Summary – Farmingdale***

2009

### **Key Findings**

#### **Salary Inequity for Academics and Professionals**

- For academics, the total difference between male and female average salaries is \$10,688. We explain \$7,415 of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries, terminal degree). The portion of this total difference that remains unexplained is \$3,273 and may be accounted for by inequity.
- When examining the *Adjusted Salary* (Total Salary minus accumulated DSI), we explain \$6,537 of the \$9,443 difference in male and female average salaries. The remaining \$2,905 difference in this wage gap is unexplained and may be due to inequity.
- Despite our efforts, it was not possible to develop an adequate productivity measure for this salary inequity study. Thus, a possibly relevant factor, productivity, was omitted from the model.
- Male academics' salaries are tied to market trends, however, female academics' salaries are not. For every dollar increase in market salaries for new assistant professors, male salaries increase by \$.29 but female salaries do not change. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and females experience this lag to a greater extent than males.
- In a school-level analysis of male and female average salaries, the School of Arts and Sciences and the School of Engineering Technologies were identified as having a statistical difference between the average salaries of males and females. Average salaries in each department within these schools were analyzed. There were no departments at Farmingdale with a statistical difference in average male and female salaries that could not be explained by differences in years of service.
- Male and female professionals' salaries are fairly consistent across pay grades (salary levels), despite the fact that males have higher average years of service.

#### **DSI Analysis**

- Female academics' average DSI awards are greater than those of male academics in all *General School* categories, except Arts and Sciences and Professional Studies.
- Average DSI awards for female professionals are greater than male awards across all pay grades (salary levels), except in pay grade 2 where the average DSI award for males is significantly higher.
- The average professional DSI award is fairly consistent across pay grades (between \$600 and \$800). Notable exceptions are slightly lower average amounts for females in pay grade 2 and for males in pay grade 6.

#### **Comparable Worth Comparisons**

- The Computer Systems department at Farmingdale (62% female), which was singled out for a comparable worth analysis, has a lower average salary than two of the other departments in the male-dominated School of Business. This disparity is not expected given CUPA market salaries. Likewise, Computer Systems has a lower average salary than two of the three departments in the female-dominated School of Health Sciences.

- Average salaries for librarians at Farmingdale are higher than or similar to the average salaries in Business, Health Sciences, and EOC. Librarians' salaries are lower, on average, than salaries in Arts and Sciences and Engineering Technologies.
- Educational Opportunity Center faculty salaries, on average, are less than the salaries of other academics.
- Average nursing salaries for academics are higher than average salaries in the Educational Opportunity Center, another female-dominated area. Nursing salaries are lower, on average, than salaries for librarians and all other schools at Farmingdale.

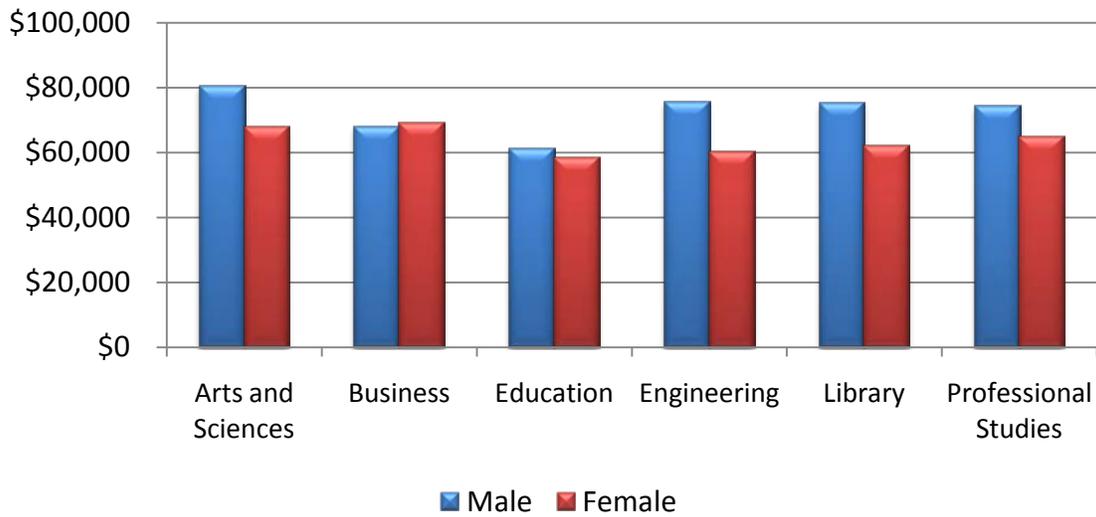
**Note:** The salary analysis presented for Farmingdale uses salary figures that **do not** include the downstate location stipend provided for in the Agreement between the State of New York and UUP.

# Academics

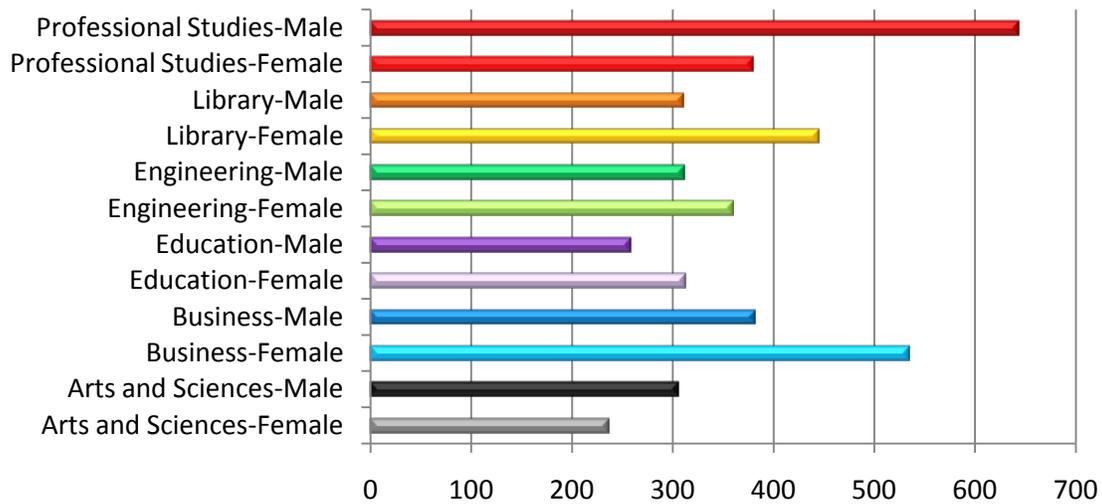
## General School Categories-Farmingdale

Arts and Sciences	Business	Education	Engineering	Library	Professional Studies
School of Arts and Sciences	School of Business	School of Education Educational Opportunity Center	School of Engineering Technologies	Library	School of Health Sciences

### Farmingdale Academics Average Salary by Gender



### Farmingdale Academics Average DSI



**Farmingdale-Academics**

*15% Never received DSI over all possible years*

YEAR	1979	1981	1982	1983	1984	1985	1987	1988	1989	1989-90	1993
Observations	13	17	16	25	40	44	52	49	58	54	48
%Receiving DSI	7%	9%	9%	13%	21%	24%	28%	26%	31%	29%	26%
Average	\$542.31	\$665.88	\$578.13	\$624.00	\$564.88	\$620.45	\$628.85	\$729.59	\$664.66	\$785.19	\$102.94
SD	\$75.96	\$276.99	\$119.68	\$120.00	\$94.69	\$174.65	\$184.27	\$216.49	\$212.34	\$170.91	\$1.41
Median	\$500.00	\$500.00	\$500.00	\$650.00	\$500.00	\$500.00	\$525.00	\$600.00	\$550.00	\$775.00	\$102.00
Mode	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$525.00	\$600.00	\$550.00	\$775.00	\$102.00
YEAR	1994	1995	1998	1999	2000	2002	2003	2004	2005	2006	
Observations	9	28	90	92	47	129	106	102	133	136	
%Receiving DSI	5%	15%	48%	49%	25%	69%	57%	55%	71%	73%	
Average	\$1,238.89	\$1,789.29	\$897.22	\$904.35	\$629.79	\$777.91	\$711.56	\$776.96	\$808.27	\$916.18	
SD	\$657.54	\$261.18	\$412.06	\$380.84	\$160.05	\$324.69	\$430.46	\$333.57	\$387.64	\$399.11	
Median	\$1,000.00	\$1,850.00	\$1,000.00	\$1,000.00	\$500.00	\$800.00	\$600.00	\$625.00	\$700.00	\$900.00	
Mode	\$1,000.00	\$1,850.00	\$500.00	\$500.00	\$500.00	\$1,000.00	\$500.00	\$500.00	\$700.00	\$700.00	

**Salary Descriptive Statistics**

	Males					Females				
	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.
Arts and Science	52	25	\$77,220	\$80,509	\$20,551	32	22	\$67,653	\$67,897	\$13,528
Business	18	16	\$64,770	\$68,136	\$10,088	6	20	\$63,864	\$69,024	\$23,708
EOC	4	18	\$63,764	\$61,275	\$11,183	10	16	\$56,456	\$58,390	\$8,725
Engineering	35	19	\$69,955	\$75,736	\$19,011	10	20	\$54,479	\$60,276	\$12,270
Library	3	19	\$63,724	\$75,360	\$22,152	3	14	\$61,437	\$62,189	\$10,334
Health Sciences	1	28	\$74,236	\$74,236	\$0	26	13	\$59,660	\$64,973	\$13,034

**Librarian Avg. Salary as Percent of School Level Avg. Salaries**

Farmingdale	Average Salary	Standard Deviation	% Female	Librarians' salary as a percent of school level salary
Arts and Sciences	\$75,705	\$19,127	38%	91%
Business	\$68,358	\$12,910	25%	101%
Engineering Technologies	\$72,300	\$18,770	22%	95%
Health Sciences	\$68,899	\$16,391	96%	100%
Educational Opportunity Center	\$59,214	\$9,132	71%	116%
Library	\$68,774	\$17,060	50%	100%

**Nursing Avg. Salary as Percent of School Level Avg. Salaries**

Farmingdale	Average Salary	Standard Deviation	% Female	Nursing Salary as a percent of school level salary
Arts & Sciences	\$75,705	\$19,127	38%	82%
Business	\$68,358	\$12,910	25%	91%
EOC	\$59,214	\$9,132	71%	105%
Engineering	\$72,300	\$18,770	22%	86%
Library	\$68,774	\$17,060	50%	90%
Health Sciences	\$68,899	\$16,391	96%	90%
Nursing	\$61,989	\$7,766	100%	100%

**EOC Avg. Salary as Percent of School Level Avg. Salaries**

Farmingdale	Average Salary	Standard Deviation	% Female	EOC salary as a percent of school level salary
Arts and Sciences	\$75,705	\$19,127	38%	78%
Business	\$68,358	\$12,910	25%	87%
Engineering Technologies	\$72,300	\$18,770	22%	82%
Health Sciences	\$68,899	\$16,391	96%	86%
Educational Opportunity Center	\$59,214	\$9,132	71%	100%
Library	\$68,774	\$17,060	50%	86%

## Salaries of the Computer Systems Faculty at Farmingdale

### *Computer Systems Department Compared to the School of Business*

<b>Department</b>	<b>Percent Female</b>	<b>Average Salary</b>	<b>Computer Systems salary as a percent of school level salary</b>	<b>Dollar Differential</b>
Business	33%	\$72,148.58	86%	-\$10,142.66
Computer Systems	62%	\$62,005.92	100%	\$0.00
Ornamental Hort.	0%	\$70,784.20	88%	-\$8,778.28
Visual Com.	29%	\$60,126.86	103%	\$1,879.07

Note: The lower average salary in Computer Systems compared to Business and Ornamental Horticulture is not expected given CUPA market salaries. The lower average salary for Visual Communications may be explained by differences in CUPA market salaries.

### *Computer Systems Department Compared to the School of Health Sciences*

<b>Department</b>	<b>Percent Female</b>	<b>Average Salary</b>	<b>Computer Systems salary as a percent of school level salaries</b>	<b>Dollar Differential</b>
Dental Hygiene	90%	\$68,169.40	91%	-\$6,163.48
Computer Systems	62%	\$62,005.92	100%	\$0.00
Medical Laboratory Tech.	100%	\$71,330.33	87%	-\$9,324.41
Nursing	100%	\$61,988.93	100%	\$16.99

## Farmingdale Total Salary Regression Results

Variable	Salary		Adjusted Salary	
	Female	Male	Female	Male
CUPA	0.02	0.29*	-0.02	0.32*
Service	-\$230.94	-\$133.78	-\$306.64	-\$456.81
Service <sup>2</sup>	\$5.15	\$14.17	\$5.43	\$21.34*
Associate	\$9,620.12*	\$5,383.56	\$6,901.84*	\$2,765.31
Professor	\$27,273.29*	\$23,439.86*	\$21,918.05	\$17,421.15*
Instructor	-\$14,063.64	-\$5,623.22	-\$13,487.60	-\$5,711.02
Lecturer	-\$9,494.38	\$252.98	-\$6,875.96	-\$3,083.85
Term. Deg.	-\$300.59	\$4,980.36*	-\$1,705.69	\$3,998.57
Constant	\$55,677.51*	\$40,009.53*	\$56,934.36	\$38,679.25*
	Adj. R2 = 66%	Adj. R2 = 72%	Adj. R2 = 64%	Adj. R2 = 60%
	n= 80	n=101	n= 105	n=157

\*Statistically significant at the .01 percent level

\*\*Statistically significant at the .05 percent level

## Farmingdale Oaxaca Wage Decomposition

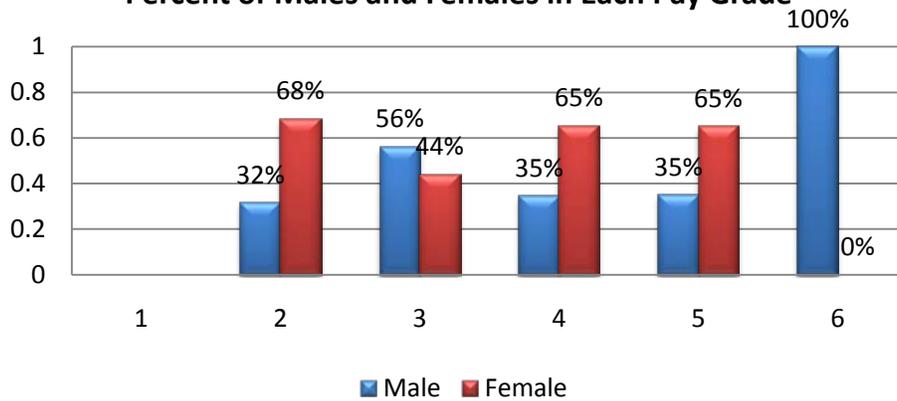
	Total Wage Gap	% Explained	Gap Explained	% Unexplained	Gap Unexplained
Salary	\$10,687.99	69%	\$7,414.82	31%	\$3,273.17
Adjusted Salary	\$9,442.58	69%	\$6,537.38	31%	\$2,905.20

# Total Wage Gap Explained is the sum of components, or the total percent of the gender gap explained by differences in the male and female academic attributes. The percent of the Gender Gap Explained (by component) =  $\beta_m(X_m - X_f) / (W_m - W_f)$ , where  $\beta_m$  = the regression coefficient for males,  $(X_m - X_f)$  = the difference between male and female variable averages and  $(W_m - W_f)$  is the difference between male and female salary.

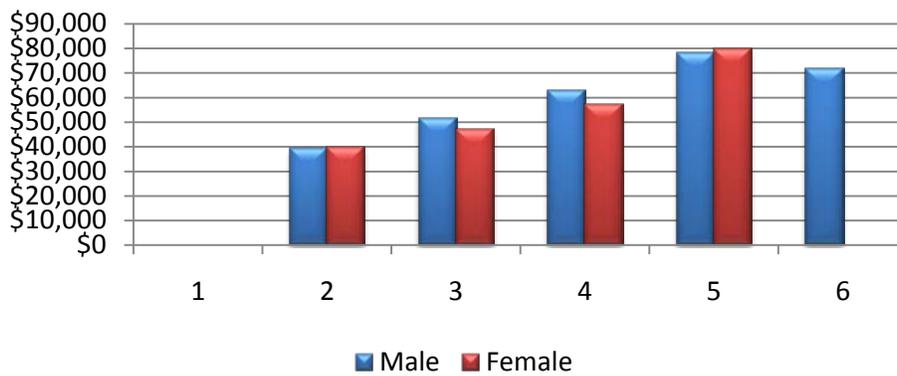
## Professionals

<b>Number of Males and Females in Each Pay Grade</b>								
<b>PAY GRADE</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TOTAL</b>
Farmingdale	M	0	6	23	18	7	1	
	F	0	13	18	34	13	0	
	<b>Total</b>	<b>0</b>	<b>19</b>	<b>41</b>	<b>52</b>	<b>20</b>	<b>1</b>	<b>133</b>

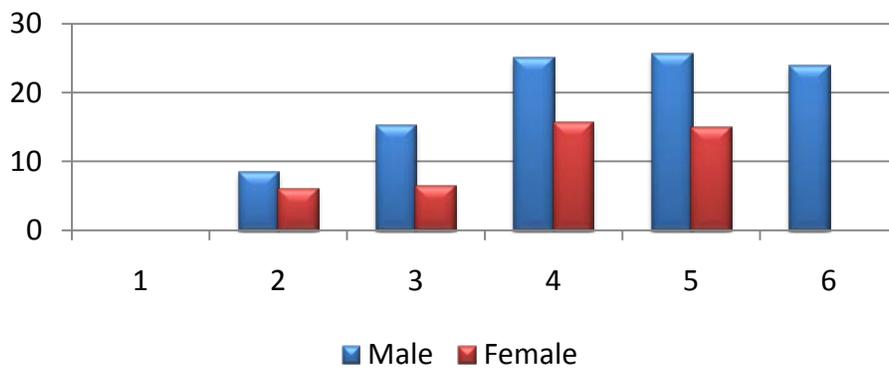
**Percent of Males and Females in Each Pay Grade**

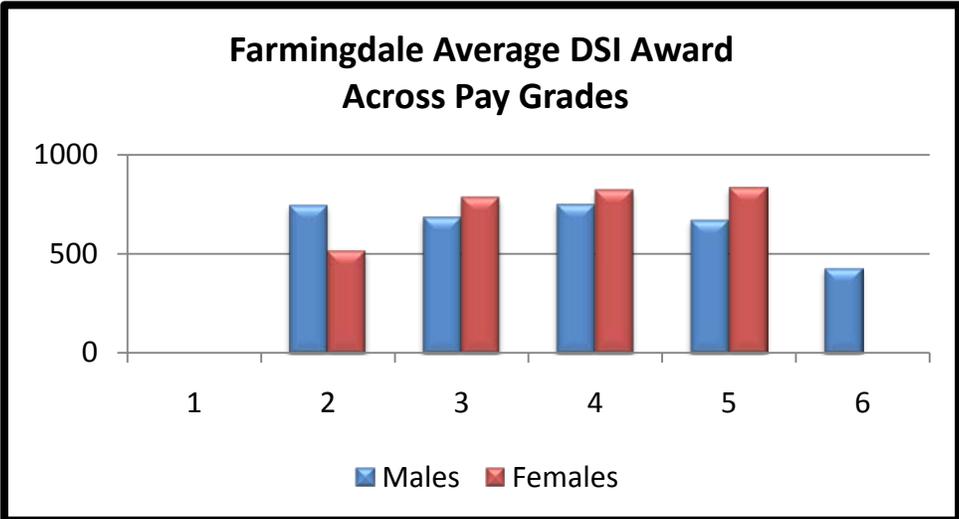
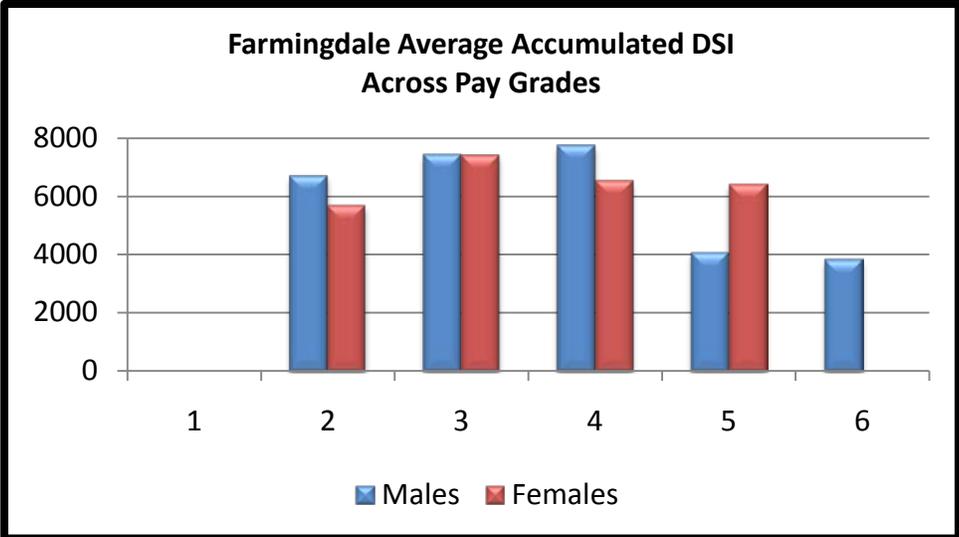


**Farmingdale Average Salary by Pay Grade**



**Years of Service by Gender across Pay Grades**





**FARMINGDALE  
Professionals**

*11 Percent have never received DSI for the years included*

<b>YEAR</b>	<b>1979</b>	<b>1981</b>	<b>1982</b>	<b>1983</b>	<b>1984</b>	<b>1985</b>	<b>1987</b>	<b>1988</b>	<b>1989</b>	<b>1989- 90</b>	<b>1993</b>
Average	\$567	\$548	\$600	\$620	\$531	\$597	\$972	\$696	\$549	\$675	\$37
SD	\$58	\$123	\$0	\$110	\$75	\$126	\$383	\$177	\$104	\$246	\$1
Median	\$600	\$500	\$600	\$700	\$500	\$500	\$932	\$600	\$500	\$600	\$37
Mode	\$600	\$500	\$0	\$700	\$500	\$500	\$1,325	\$600	\$500	\$500	\$37
Males Avg	\$500	\$547	\$0	\$600	\$529	\$625	\$1,102	\$718	\$554	\$650	\$37
Females Avg	\$600	\$550	\$600	\$700	\$534	\$564	\$798	\$675	\$544	\$699	\$37
Pay grade 1 Avg	-	-	-	-	-	-	-	-	-	-	-
Pay grade 2 Avg	\$0	\$625	\$0	\$700	\$600	\$500	\$0	\$600	\$500	\$550	\$37
Pay grade 3 Avg	\$0	\$584	\$0	\$700	\$533	\$517	\$885	\$586	\$479	\$888	\$37
Pay grade 4 Avg	\$600	\$470	\$600	\$567	\$501	\$627	\$1,071	\$762	\$577	\$650	\$37
Pay grade 5 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$750	\$800	\$500	\$0	\$37
Pay grade 6 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$500	\$600	\$37
<b>YEAR</b>	<b>1994</b>	<b>1995</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	
Average	\$2,078	\$1,514	\$610	\$662	\$603	\$718	\$678	\$650	\$824	\$725	
SD	\$871	\$1,113	\$182	\$220	\$302	\$257	\$389	\$216	\$389	\$350	
Median	\$2,650	\$650	\$500	\$500	\$500	\$700	\$600	\$500	\$750	\$700	
Mode	\$2,650	\$3,000	\$500	\$500	\$500	\$500	\$500	\$500	\$1,000	\$400	
Males Avg	\$2,179	\$1,263	\$598	\$625	\$621	\$674	\$600	\$630	\$822	\$691	
Females Avg	\$1,995	\$1,881	\$621	\$707	\$560	\$772	\$763	\$670	\$826	\$760	
Pay grade 1 Avg	-	-	-	-	-	-	-	-	-	-	
Pay grade 2 Avg	\$1,575	\$500	\$500	\$550	\$600	\$500	\$400	\$500	\$550	\$500	
Pay grade 3 Avg	\$1,158	\$1,350	\$643	\$638	\$600	\$844	\$675	\$656	\$863	\$771	
Pay grade 4 Avg	\$2,151	\$1,813	\$663	\$711	\$628	\$731	\$769	\$688	\$828	\$748	
Pay grade 5 Avg	\$2,650	\$0	\$546	\$500	\$500	\$722	\$701	\$607	\$889	\$700	
Pay grade 6 Avg	\$0	\$500	\$500	\$0	\$0	\$400	\$0	\$500	\$400	\$400	

# *New Paltz*

## ***UUP Gender Inequity/Salary Study Summary – New Paltz***

2009

### **Key Findings**

#### **Salary Inequity for Academics and Professionals**

- For academics, the total difference between male and female average salaries is \$7,893. We explain \$5,900 of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries, terminal degree). The portion of this total difference that remains unexplained is \$1,993 and may be accounted for by inequity.
- When examining the *Adjusted Salary* (salary minus accumulated DSI), we explain \$5,563 of the \$7,297 difference in male and female average salaries. The remaining \$1,735 difference in this wage gap is unexplained and may be due to inequity.
- Despite our efforts, it was not possible to develop an adequate productivity measure for this salary inequity study. Thus, a possibly relevant factor, productivity, was omitted from the model.
- Academics' salaries are tied to market trends. For every dollar increase in market salaries for new assistant professors, female salaries increase by \$.24 whereas male salaries increase by \$.52. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and females experience this lag to a greater extent than males.
- One school (Science and Engineering) was identified as having a statistical difference between the average salaries of males and females. For this school the average male and female salaries within each department were analyzed. We found no statistical differences in men's and women's average salaries at New Paltz that are not likely to be explained by differences in average years of service.
- Professionals' average salary comparisons revealed the following: Females have slightly lower average salaries than males in pay grades 2 and 3, with slightly lower average years of service as well. In pay grade 4, male and female average salaries are similar, despite the fact that women have more average years of service. In pay grade 5, males have much higher average salaries, even though females have higher average years of service. There are only males (no females) in pay grade 1 and only females (no males) in pay grade 6.

#### **DSI Analysis**

- Female academics' average DSI allocations are greater than those of male academics in all *General School* categories, except Library and Engineering (based on DSI data for 12 years).
- For professionals, average DSI allocations in pay grades 2 and 3 are higher for males than for females. Average DSI allocations in pay grades 4 and 5 are higher for females than for males. There are no females in pay grade 1 and no males in pay grade 6.

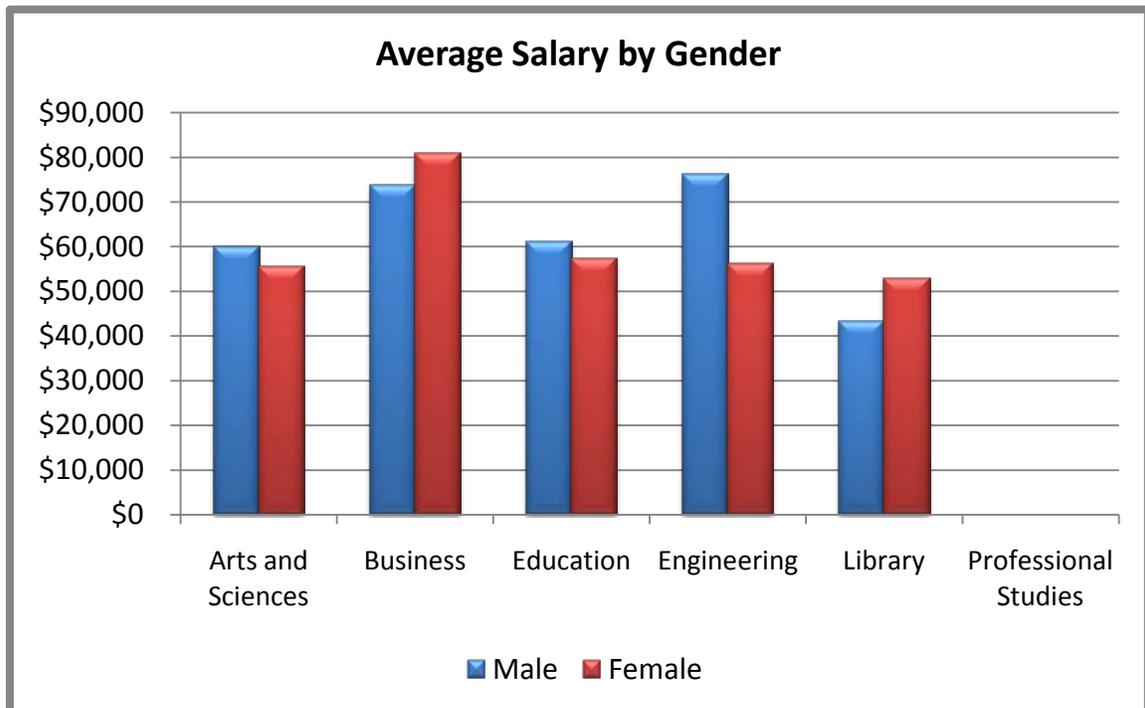
#### **Comparable Worth Comparisons**

- Average salaries for librarians at New Paltz are lower than average salaries in each school at the college.
- Average nursing salaries for academics are higher than average salaries for all schools at New Paltz (including Library), with the exception of the School of Business and the School of Science and Engineering.

# Academics

## General School Categories- New Paltz

Arts and Sciences	Business	Education	Engineering	Library	Professional Studies
Fine & Performing Arts Liberal Arts and Sciences	Business	Education	Science and Engineering	Library	



## Academics Salary - Descriptive Statistics

	Males					Females				
	<u>Num.</u>	<u>Avg Yrs Service</u>	<u>Median Salary</u>	<u>Avg Salary</u>	<u>S.D.</u>	<u>Num.</u>	<u>Avg Yrs Service</u>	<u>Median Salary</u>	<u>Avg Salary</u>	<u>S.D.</u>
<b>New Paltz</b>										
Arts and Science	88	14	\$54,740	\$60,012	\$18,646	104	12.5	\$53,141	\$55,557	\$13,164
Business	18	10	\$75,394	\$73,770	\$9,081	6	17	\$82,586	\$80,820	\$9,949
Education	11	21	\$57,595	\$61,222	\$18,451	23	13	\$56,695	\$57,321	\$12,884
Engineering	38	21	\$76,258	\$76,132	\$16,807	11	23	\$55,269	\$56,133	\$11,241
Library	4	9	\$42,568	\$43,223	\$7,605	11	22	\$47,363	\$52,755	\$12,750

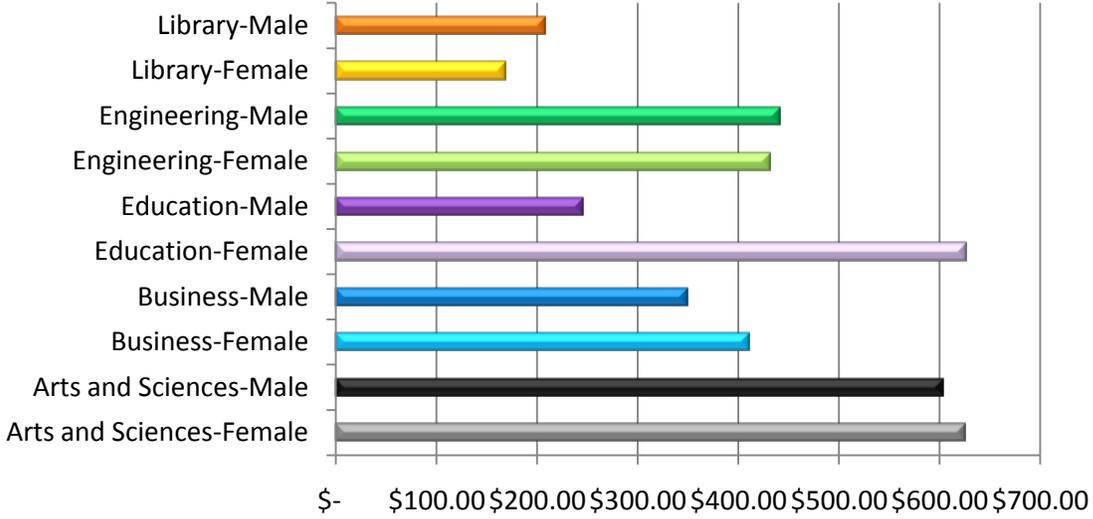
## Librarians' Avg. Salary as Percent of School Level Avg. Salaries

<b>New Paltz</b>	<u>Average Salary</u>	<u>Standard Deviation</u>	<u>% Female</u>	<u>Librarians' salary as a percent of school level salaries</u>
Fine & Performing Arts	\$58,153.85	\$18,148.45	57%	86%
Liberal Arts and Sciences	\$56,044.02	\$13,693.95	53%	90%
Business	\$75,045.12	\$9,710.73	25%	67%
Education	\$58,583.24	\$14,739.78	68%	86%
Science and Engineering	\$70,760.43	\$17,991.03	22%	71%
Library	\$50,213.20	\$12,147.05	73%	100%

## Nursing Avg. Salary as Percent of School Level Avg. Salaries

<b>New Paltz</b>	<u>Average Salary</u>	<u>Standard Deviation</u>	<u>% Female</u>	<u>Nursing Salary as a percent of school level salaries</u>
Fine & Performing Arts	\$58,154	\$18,148	57%	105%
Liberal Arts and Sciences	\$55,837	\$13,767	53%	109%
Business	\$75,045	\$9,711	25%	81%
Education	\$58,583	\$14,740	68%	104%
Science and Engineering	\$70,760	\$17,991	22%	86%
Library	\$50,213	\$12,147	73%	122%
Nursing	\$61,086	\$9,930	100%	100%

### New Paltz Academics Average DSI



## New Paltz Salary Regression Results

Variable	Salary		Adjusted Salary	
	Female	Male	Female	Male
CUPA	0.24*	0.52*	0.25*	0.54*
Service	\$596.92*	\$802.36*	\$501.3*8	\$550.95**
Service <sup>2</sup>	-\$11.76	-\$14.38	-\$10.46	-\$9.07
Associate	\$8,426.67*	\$5,952.23*	\$6,915.99*	\$5,406.63**
Professor	\$19,957.98*	\$26,171.29*	\$15,951.67*	\$21,654.63*
Instructor	\$2,340.97	(dropped)	\$1,851.35	(dropped)
Lecturer	-\$12,559.44*	-\$12,882.43*	-\$12,808.14*	-\$12,291.12
Term. Deg.	-\$684.33	-\$2,706.38	-\$1,188.75	-\$2,560.56
Constant	\$37,258.28*	\$24,732.60*	\$37,726.77*	\$24,371.86*
	Adj. R2 = 76%	Adj. R2 = 63%	Adj. R2 = 71%	Adj. R2 = 58%
	n= 129	n=134	n= 129	n=134

\*Statistically significant at the .01 percent level

\*\*Statistically significant at the .05 percent level

## New Paltz Oaxaca Wage Decomposition

	Total Wage Gap	% Explained	Gap Explained	% Unexplained	Gap Unexplained
Salary	\$7,893.46	75%	\$5,900.16	25%	\$1,993.30
Adjusted Salary	\$7,297.04	76%	\$5,562.50	24%	\$1,734.54

#Total Gender Gap Explained is the sum of components, or the total percent of the gender gap explained by differences in the male and female academic attributes. The percent of the Gender Gap Explained (by component) =  $\beta_m(X_m - X_f) / (W_m - W_f)$ , where  $\beta_m$  = the regression coefficient for males,  $(X_m - X_f)$  = the difference between male and female variable averages and  $(W_m - W_f)$  is the difference between male and female salary.

### New Paltz - Academics

29% of faculty have never received DSI for the years identified below

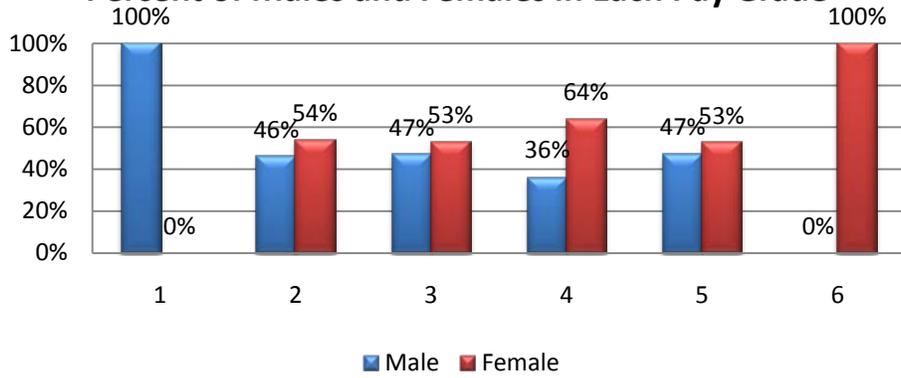
YEAR	1980	1981	1982	1983	1984	1985	1986
Observations	15	17	19	20	30	39	41
%Receiving DSI	30%	29%	30%	29%	37%	38%	38%
Average	\$953.33	\$1,076.47	\$1,052.63	\$943.55	\$1,152.95	\$955.13	\$884.15
SD	\$299.68	\$112.32	\$244.08	\$264.37	\$387.33	\$326.83	\$224.29
Median	\$900.00	\$1,125.00	\$1,250.00	\$750.00	\$1,400.00	\$750.00	\$750.00
Mode	\$900.00	\$1,125.00	\$1,250.00	\$750.00	\$750.00	\$750.00	\$750.00

YEAR	1987	1988	1988	1999	2000
Observations	33	36	85	82	98
%Receiving DSI	29%	29%	31%	27%	29%
Average	\$984.85	\$951.39	\$1,247.06	\$1,468.06	\$1,135.20
SD	\$249.53	\$245.09	\$555.67	\$941.59	\$401.62
Median	\$750.00	\$750.00	\$1,250.00	\$1,250.00	\$1,250.00
Mode	\$750.00	\$750.00	\$1,250.00	\$1,250.00	\$1,250.00

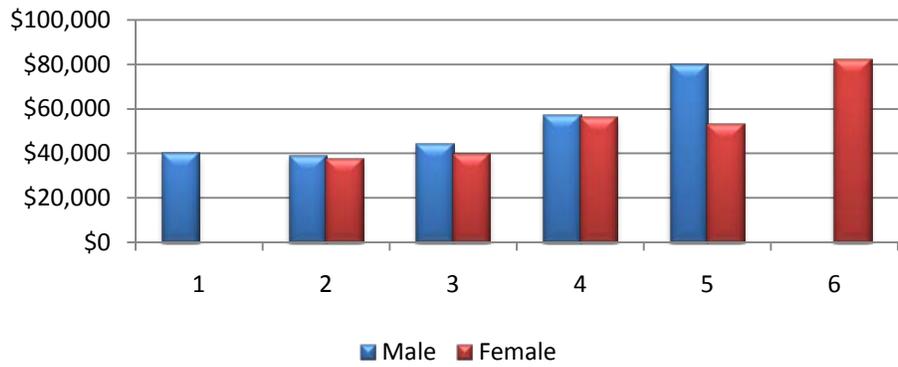
## Professionals

<b>Number of Males and Females in Each Pay Grade</b>								
<b>PAY GRADE</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>TOTAL</b>
New Paltz	M	2	17	38	17	9	0	
	F	0	20	43	30	10	2	
	<b>Total</b>	<b>2</b>	<b>37</b>	<b>81</b>	<b>47</b>	<b>19</b>	<b>2</b>	<b>188</b>

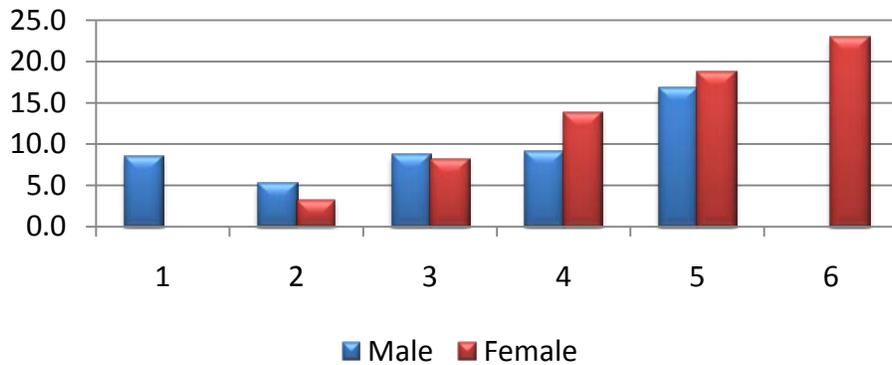
**Percent of Males and Females in Each Pay Grade**

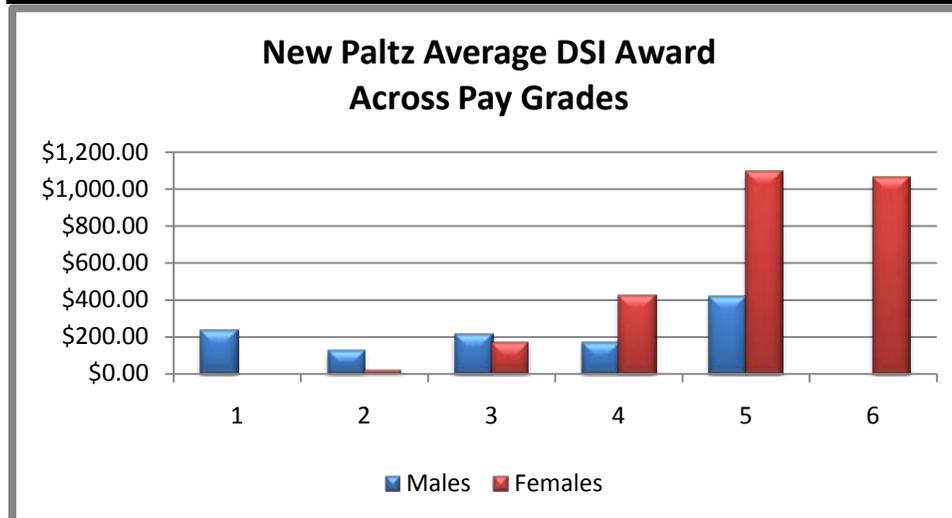
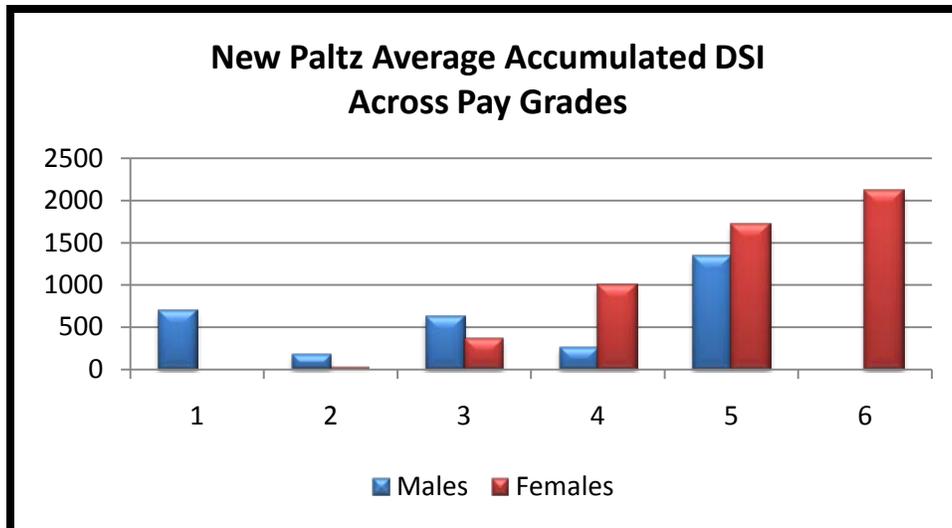


**New Paltz Average Salary by Pay Grade**



**Years of Service by Gender across Pay Grades**





**New Paltz  
Professionals**

*13 Percent have never received DSI for the years included*

YEAR	1980	1981	1982	1983	1984	1985	1986	1987	1988	1998	1999	2000
Average	\$900	\$1,125	\$750	\$737	\$1,000	\$900	\$750	\$750	\$750	\$701	\$977	\$718
SD	\$0	\$0	\$0	\$23	\$433	\$300	\$0	\$0	\$0	\$550	\$447	\$366
Median	\$900	\$1,125	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$500	\$875	\$500
Mode	\$900	#N/A	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$500	\$750	\$500
Males Avg	\$900	\$0	\$0	\$750	\$1,125	\$750	\$750	\$750	\$750	\$581	\$1,068	\$667
Females Avg	\$900	\$1,125	\$750	\$730	\$750	\$1,050	\$750	\$750	\$750	\$788	\$897	\$748
Pay grade 1 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$400	\$500	\$500
Pay grade 2 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,125	\$575
Pay grade 3 Avg	\$900	\$1,125	\$750	\$750	\$1,500	\$1,050	\$0	\$750	\$750	\$625	\$1,041	\$627
Pay grade 4 Avg	\$0	\$0	\$750	\$710	\$750	\$750	\$750	\$750	\$750	\$615	\$939	\$606
Pay grade 5 Avg*	\$0	\$0	\$0	\$0	\$750	\$0	\$750	\$750	\$0	\$796	\$992	\$1,045
Pay grade 6 Avg	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,800	\$700	\$875

\*Note: Females have only received DSI in the years 1998, 1999 and 2000 in pay grade 5.

# *Plattsburgh*

## ***UUP Gender Inequity/Salary Study Summary – Plattsburgh***

2009

### **Key Findings**

#### **Salary Inequity for Academics and Professionals**

- For academics, the total difference between male and female average salaries is \$10,145. We explain \$7,843 of this total difference in terms of the characteristics of individuals (e.g., rank, years of service, discipline-specific market salaries, terminal degree). The portion of this total difference that remains unexplained is \$2,302 and may be accounted for by inequity.
- When examining the *Adjusted Salary* (salary minus accumulated DSI), we explain \$7,286 of the \$9,787 difference in male and female average salaries. The remaining \$2,501 difference in this wage gap is unexplained and may be due to inequity.
- Despite our efforts, it was not possible to develop an adequate productivity measure for this salary inequity study. Thus, a possibly relevant factor, productivity, was omitted from the model.
- Academics' salaries are tied to market trends. For every dollar increase in market salaries for new assistant professors, female and male salaries both increase by \$.33. Thus, cost of living adjustments granted by SUNY are not keeping up with market trends in academia and males and females experience this lag at the same level.
- Two schools (Arts & Science and Education, Health, & Human Services) were identified as having a statistical difference between the average salaries of males and females. For these schools the average salaries within each department were analyzed. The Hearing and Speech Science Department is the only department we found to have a statistical difference between males' and females' average salary (lower for females) for which there is no discernable explanation such as differences in average years of service.
- Professionals' average salary comparisons revealed the following: Females have slightly lower average salaries than males in pay grade 2 and 3, though they have similar average years of service. Males and females have similar average salaries in pay grade 4, though females have more average years of service. In pay grades 5 and 6, females have substantially lower salaries than males, but they have more average years of service. However there are few individuals in these pay grades, particularly pay grade 6. There are no males in pay grade 1.

#### **DSI Analysis**

- Male academics' average DSI allocations are greater than those of female academics in all *General School* categories, except Arts and Sciences.
- Average DSI awards are higher for female professionals than for male professionals in pay grades 2, 4, and 5. Females' DSI allocations are lower than males' in pay grades 3 and 6. There are no males in pay grade 1 and only 1 female in pay grade 6.

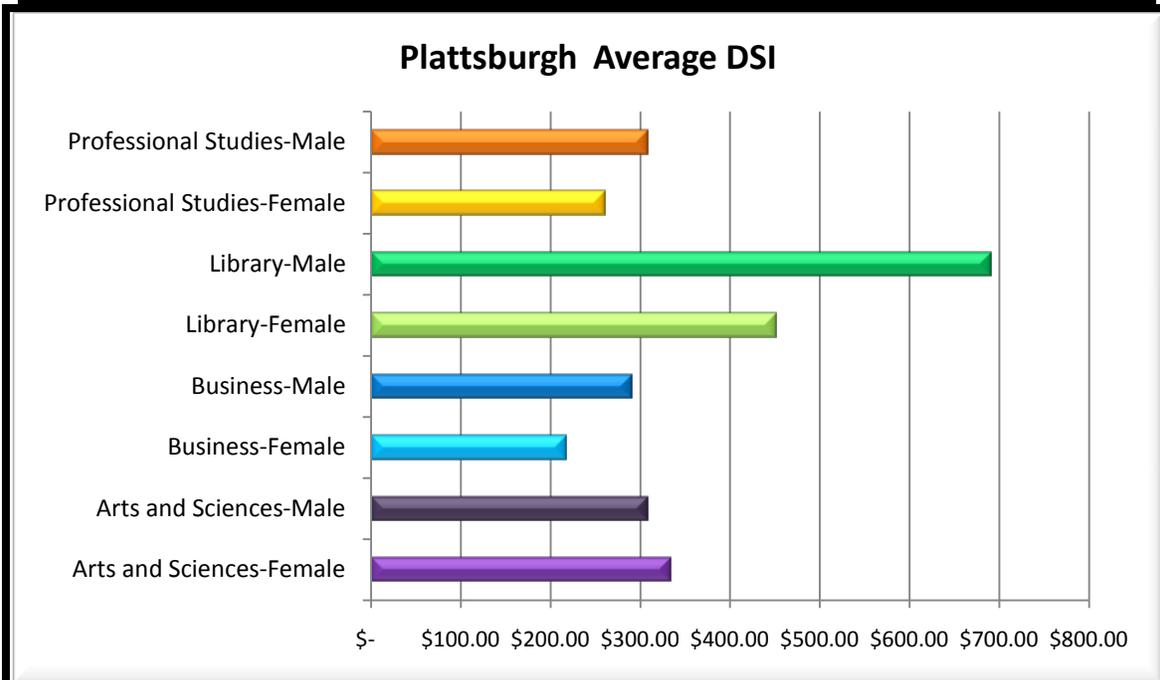
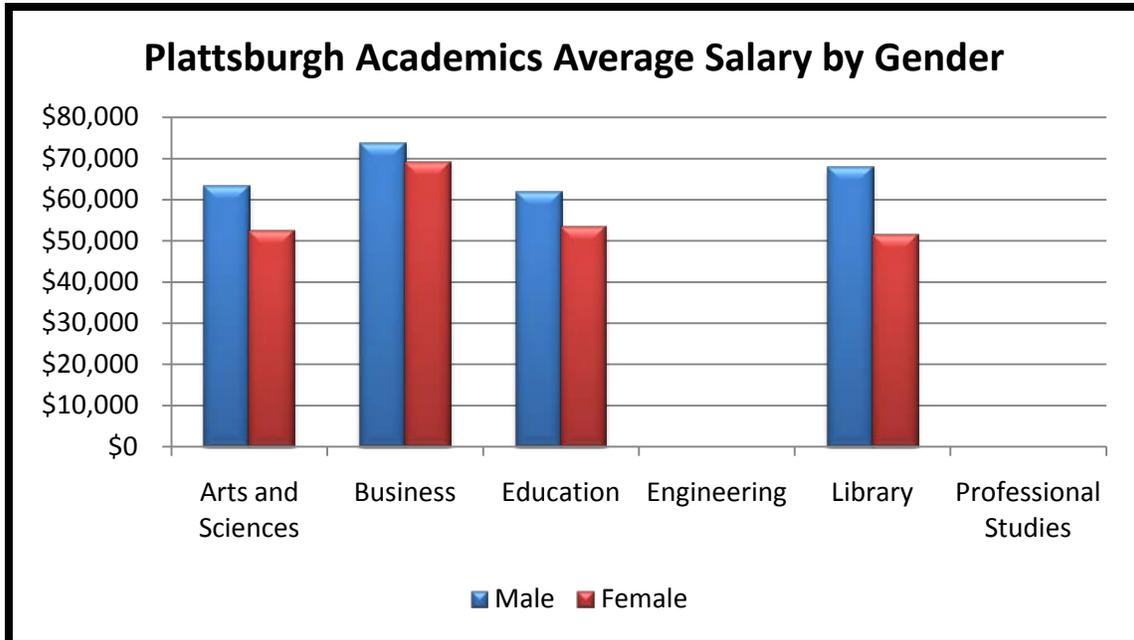
#### **Comparable Worth Comparisons**

- Average salaries for librarians at Plattsburgh are lower than average salaries in all other schools.
- Average nursing salaries for academics are higher than average salaries in the School of Education, Health, & Human Services and for Librarians. Average nursing salaries are lower than average salaries in the School of Arts & Sciences and the School of Business and Economics.

# Academics

## General School Categories-Plattsburgh

Arts and Sciences	Business	Education	Engineering	Library	Professional Studies
Arts and Science	Business and Economics	Education Health Human Services		Library	



## Salary Descriptive Statistics

	Males					Females				
	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.	Num.	Avg Yrs Service	Median Salary	Avg Salary	S.D.
Arts and Science	109	19	\$60,579	\$63,042	\$15,864	52	10	\$51,629	\$52,234	\$9,302
Business	30	16	\$72,418	\$73,706	\$15,342	7	14	\$79,157	\$69,025	\$21,825
Library	4	26	\$66,582	\$67,901	\$6,314	11	13	\$52,993	\$51,486	\$15,989
Prof. Studies	28	14	\$57,379	\$61,870	\$15,551	51	11	\$52,164	\$53,307	\$10,185

## Librarians' Avg. Salary as Percent of School Level Avg. Salaries

Plattsburgh	Average Salary	Standard Deviation	% Female	Librarians' salary as a percent of school level salaries
Arts and Science	\$59,737.09	\$14,982.34	32%	94%
Business and Economics	\$72,820.19	\$16,431.13	19%	77%
Library	\$55,863.53	\$15,735.15	73%	100%
Education Health Human Services	\$56,342.20	\$12,930.77	65%	99%

## Nursing Salary as Percent of School Level Salaries

Plattsburgh	Average Salary	Standard Deviation	% Female	Nursing Salary as a percent of school level salaries
Arts and Science	\$59,737	\$14,982	32%	98%
Business and Economics	\$72,820	\$16,431	19%	81%
Library	\$55,864	\$15,735	73%	105%
Education Hlh. Human Services	\$56,342	\$12,931	65%	104%
Nursing	\$58,803	\$10,743	86%	100%

## Plattsburgh Salary Regression Results

Variable	Salary		Adjusted Salary	
	Female	Male	Female	Male
CUPA	0.33*	0.33*	0.36*	0.34*
Service	-\$241.33	-\$269.01	-\$649.47*	-\$544.57**
Service <sup>2</sup>	\$9.81	\$13.62*	\$20.05*	\$19.74*
Associate	\$7,533.48*	\$5,252.85*	\$6,770.90*	\$3,460.59
Professor	\$19,276.41*	\$18,196.53*	\$17,127.69*	\$16,919.64*
Instructor	(dropped)	-\$17,115.16*	(dropped)	-\$16,613.48*
Lecturer	-\$10,666.02*	-\$11,658.97*	-\$10,090.57*	-\$11,883.13*
Term. Deg.	\$418.29	\$65.60	\$1,203.80	\$238.18
Constant	\$33,868.92*	\$37,325.26*	\$32,900.61*	\$37,826.83*
	Adj. R2 = 70%	Adj. R2 = 65%	Adj. R2 = 64%	Adj. R2 = 60%
	n= 105	n=157	n= 105	n=157

\*Statistically significant at the .01 percent level

\*\*Statistically significant at the .05 percent level

## Plattsburgh Oaxaca Wage Decomposition

	Total Wage Gap	% Explained	Gap Explained	% Unexplained	Gap Unexplained
Salary	\$10,144.84	77%	\$7,842.57	23%	\$2,302.27
Adjusted Salary	\$9,786.86	74%	\$7,286.19	26%	\$2,500.67

#Total Gender Gap Explained is the sum of components, or the total percent of the gender gap explained by differences in the male and female academic attributes. The percent of the Gender Gap Explained (by component) =  $\beta_m(X_m - X_f)/(W_m - W_f)$ , where  $\beta_m$  = the regression coefficient for males,  $(X_m - X_f)$  = the difference between male and female variable averages and  $(W_m - W_f)$  is the difference between male and female salary.

### Plattsburgh - Academics

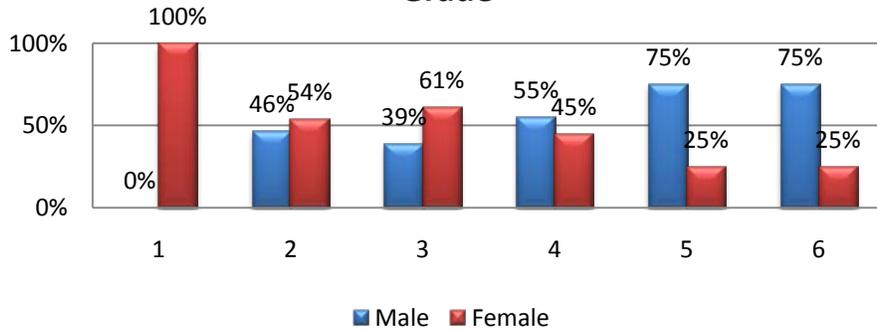
18% of faculty have never received DSI for the years identified below

YEAR	1994	1995	1997	1998	1999	2001	2005
Observations	76	105	70	108	96	119	127
%Receiving DSI	49%	67%	44%	68%	54%	54%	51%
Average	\$941.70	\$593.95	\$1,067.86	\$850.93	\$1,070.34	\$880.88	\$1,042.79
SD	\$594.39	\$268.94	\$220.84	\$474.53	\$639.41	\$640.99	\$839.95
Median	\$700.00	\$500.00	\$1,250.00	\$750.00	\$1,000.00	\$500.00	\$750.00
Mode	\$500.00	\$500.00	\$1,250.00	\$500.00	\$500.00	\$500.00	\$500.00

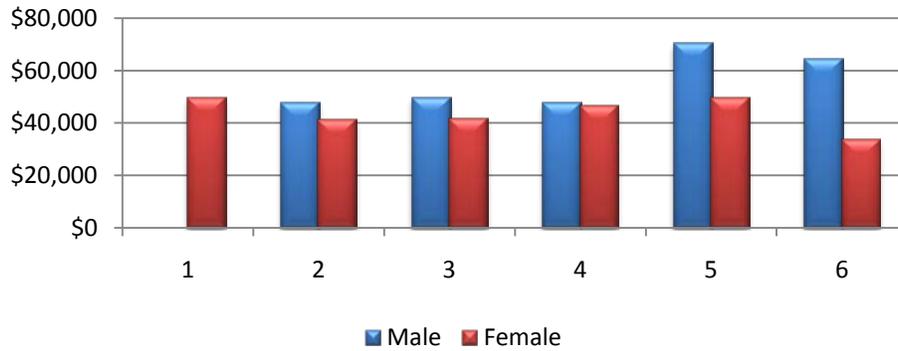
# Professionals

Number of Males and Females in Each Pay Grade								
PAY GRADE		1	2	3	4	5	6	TOTAL
Plattsburgh	M	0	19	19	26	15	3	
	F	3	22	30	21	5	1	
<b>Total</b>		<b>3</b>	<b>41</b>	<b>49</b>	<b>47</b>	<b>20</b>	<b>4</b>	<b>164</b>

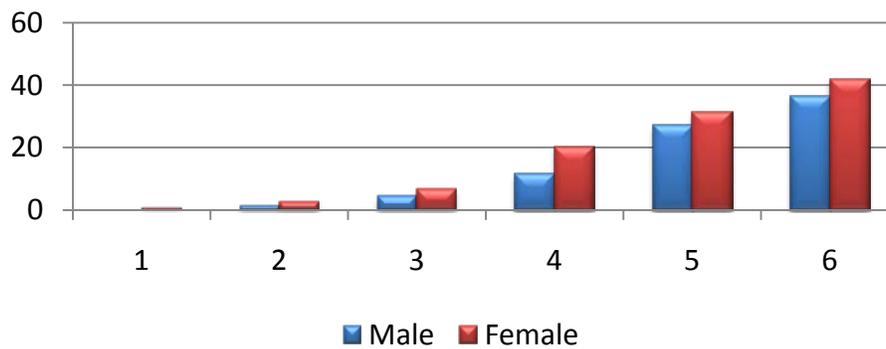
Percent of Males and Females in Each Pay Grade



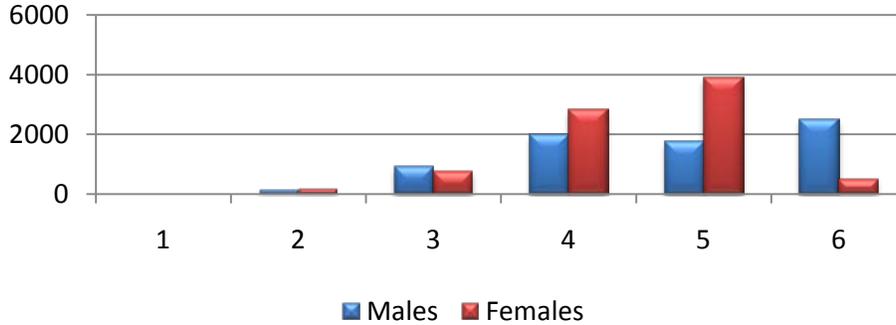
Plattsburgh Average Salary by Pay Grade



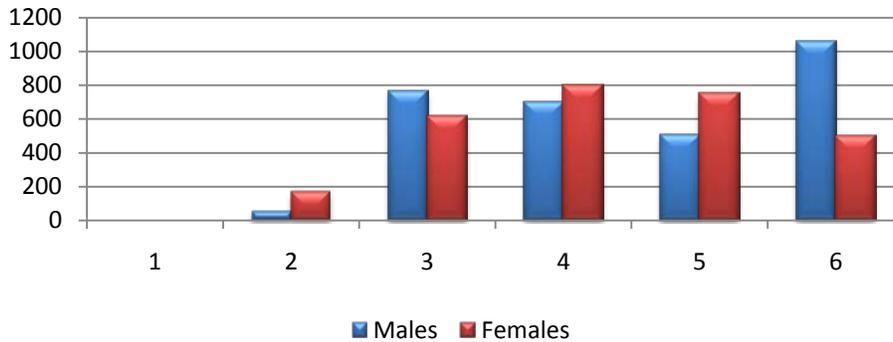
Years of Service by Gender across Pay Grades



### Plattsburgh Average Accumulated DSI Across Pay Grade



### Plattsburgh Average DSI Award Across Pay Grade



#### Plattsburgh - Professionals

17 Percent have never received DSI for the years included

YEAR	1994	1997	1998	1999	2001	2005
Average	\$657	\$771	\$942	\$821	\$742	\$801
SD	\$657	\$771	\$942	\$821	\$742	\$801
Median	\$500	\$500	\$1,000	\$750	\$500	\$500
Mode	\$500	\$500	\$1,000	\$500	\$500	\$500
Males Avg	\$578	\$697	\$875	\$826	\$629	\$966
Females Avg	\$745	\$842	\$1,021	\$815	\$841	\$653
Pay grade 1 Avg	\$0	\$0	\$0	\$0	\$0	\$0
Pay grade 2 Avg	\$500	\$0	\$500	\$500	\$500	\$408
Pay grade 3 Avg	\$500	\$500	\$1,250	\$500	\$604	\$969
Pay grade 4 Avg	\$763	\$741	\$1,000	\$781	\$840	\$675
Pay grade 5 Avg	\$620	\$854	\$792	\$981	\$693	\$950
Pay grade 6 Avg	\$500	\$750	\$1,000	\$1,250	\$500	\$1,167

**Appendix 2:  
Productivity  
Measures for  
Inclusion in a Salary  
Inequity Study**

## ***Overview***

Ideally, a salary inequity study, whether focused on gender or other inequities, should include a productivity variable in addition to the standard variables included in a wage (salary) regression. Without a productivity variable it is impossible to say unequivocally that a wage disparity between men and women is the result of discrimination because it is possible that such a disparity is the result of productivity differences. It is one thing to have two equally productive individuals rewarded differently. It is quite another to have systematic differences in productivity that result in differential salary adjustments over a period of time. The problem we face, however, is that quantifying productivity for purposes of wage regression analysis is very difficult for a number of reasons. The first is that productivity is not easily measured. Unlike years of experience, rank, etc., which are hard and fast and easily quantified, productivity is a variable that must be constructed. This is time consuming, but even if time were not an issue there are other significant problems that plague productivity measurement. In what follows, we will discuss general problems of productivity measurement for Academics and Professionals and present the results of our efforts to develop a productivity measure.

The SUNY Board of Trustees Policies (Article XII, Title C) specifies five criteria for evaluation and promotion of academic employees: mastery of subject matter, effectiveness in teaching, scholarly ability, effectiveness of university service, and continuing growth. For Professionals, criteria for evaluation specified by the SUNY Board of Trustees are effectiveness in performance, mastery of specialization, professional ability, effectiveness in university service, and continuing growth. These broad criteria provide the framework for developing more specific criteria for “productivity raises” in the form of merit-based Discretionary Salary Increases.

The first problem we encounter in an effort to develop a SUNY-wide analysis of salary disparities is the problem of developing a productivity measure that would apply across different campuses. For both Academics and Professionals, the relative value of each criterion used to measure productivity may vary across campuses and may be rewarded in institutionally specific ways. For example, on the Academic side, technology sector campuses and comprehensive colleges may place more value on service and teaching while university centers and medical universities may place more value on research. There may be similar variation in the way institutions weigh different criteria for Professionals. Furthermore, given the wide variety of jobs Professionals perform, it is likely that their performance criteria vary within each institution. While the problem of intercampus comparisons can be reduced by analyzing individual campuses separately, the more overarching problem is the difficulty we have in developing precise quantitative measures of productivity. In other words, even if we were to abandon the effort to do SUNY-wide productivity comparisons, there are still unresolved problems in developing quantitative measures of productivity for campus-based salary analysis.

Based on the recommendation made by Mary Gray in her 2004 gender equity study report, we were charged with trying to develop a measure for productivity. Our task was to apply accepted productivity measures to UUP Academics and Professionals in order to test their adequacy for possible use in our salary analysis. We began with what appeared to be the easier of the two UUP constituencies—Academics. There are two reasons why it made sense to start with this group. First, assessing productivity for Academics generally focuses on research, teaching, and service, compared to a far more variable set of activities that could be the basis for assessing productivity among Professionals. Second, there is published research on efforts to develop productivity measures for Academics, with little comparable research that could be

applied to UUP Professionals (notable exceptions include Toutkoushian, 2000). Given the limited time frame and resources for this study, it made sense to begin with the group for which productivity measures had already been developed and tested.

### ***Literature Review: Productivity Measures for Academics***

A review of efforts to develop quantitative measures of productivity for inclusion in salary studies or for assessment of faculty, revealed the following most common measures used for each of the three major areas that encompass the job responsibilities of academics:

#### Teaching

- Number of credit hours taught;
- Number of class sections taught;
- Independent study contact hours;
- Graduate/undergraduate instruction;
- Lower/upper division instruction;
- Time spent in teaching and teaching-related activities;
- Quantity/quality of academic advisement.

#### Service

- Time spent in service activities;
- Work on campus committees;
- Work in organizations or on committees related to a person's field;
- Community or public service work.

#### Scholarly Activity

- Number of publications, often differentiating among types of publications (e.g., books, articles, book chapters, technical reports, etc.), refereed/non-refereed publications, and single and multiple author publications;
- Presentations, exhibits, performances;
- Patents, copyrights, software;
- Externally funded grants or contracts received;
- Number of conference papers and presentations given;
- Membership in professional associations or honor societies;
- Frequency of references to scholarly research by other academics.

No salary studies we are aware of have developed comprehensive measures of productivity based on the full range (or even a partial range) of measurements identified above. Much of the

scholarly discussion about ways to incorporate productivity measures in salary inequity studies focuses on attempts to measure scholarly productivity through quantitative counts of publications. With this in mind, we began by concentrating on measuring productivity in research, perhaps the most variable component of academics' work lives. This is a very difficult variable to measure for a number of reasons. Simply adding up numbers of publications is inadequate since publications are often of unequal value. They also may vary qualitatively across disciplines and according to numbers of authors. While it is possible to differently weight various types of publications (e.g., giving multiple authored publications less weight than those with a single author or non-refereed publications less weight than refereed publications), the process of making determinations about their status, specifically whether they are refereed or non-refereed, is very labor intensive. There have been creative approaches to measuring scholarly work which have tried to account for both quantity and quality of work. For example, in their attempt to analyze salary differentials among full professors in Economics at seven public universities, Hamermesh et al. (2001) attempted to measure the "quality" of scholarly research by accounting for the frequency that an author's work is referenced by other scholars as well the number of publications produced. They assert that academe is unique because it "consists of a community of scholars whose physical locations may be far apart, but who participate together in the production of knowledge. Thus, one scholar's social productivity should be measured by the sum of direct and indirect influences on other producers as well as by direct contributions (publications)" (Hamermesh et al., 2001, p. 473). As explained below, difficulties we encountered with the use of major citation indexes led us to the conclusion that this approach is fraught with problems.

## ***Scholarly Productivity Analysis for a Sample of UUP Academics***

Reviewing the study done by Hamermesh et al. (2001) as well as other studies that contained measures of faculty publications, helped us identify possible data sources we could use to construct publication records for a sample of individuals who were part of the population included in our salary study. Cornell University's library homepage (ISI Web of Knowledge) offered access to the Science Citation Index, Social Science Citation Index, and Arts and Humanities Citation Index. Additionally we utilized World-cat, Google Scholar.com, books.google.com, google.com, Amazon.com, and department web-pages to try to more fully account for faculty members' publications. An alternative to using these data sources would have been to collect faculty vitae. We ruled this out as a first-line strategy because we did not have the person-power to engage in the effort it would take to complete this task in the time-frame we had. Moreover, we would also expect less than 100% compliance with requests for individual vitae. While some are available on department or individual web pages, many are not. Using readily available data sources that record academic publications allowed us to utilize a random sample of faculty without losing subjects due to non-compliance. We proceeded to measure productivity for a sample of academic faculty across disciplines at one SUNY campus - Cortland. Our sample size was 25 (10% of the Cortland faculty in our salary study population).

The process was both time consuming and problematic, in part because in most cases no data source captured all of an individual's publications while there was simultaneously replication of some citations across data sources. Each of the three authors of this salary study are members of the Cortland faculty, but were not included in the sample of 25 for this productivity measure. We began by using ourselves as test cases to see whether our record of publications would be fully captured by using all of the data sources listed above. They were not. Some of our early publications (1980's and early 90's) would not have been identified by a

researcher using these data sources to identify faculty publications. Still, we proceeded to examine the publication records of the faculty in our sample using these sources. This exercise verified the difficulties inherent in trying to compare scholarly work across disciplines through simple counts of publications. For example, faculty in the natural sciences consistently had many more publications than other faculty but these publications were often short and consisted of multiple authors whereas faculty in other fields tended to have much longer publications with single or fewer authors. It was also difficult to ascertain whether a publication was in a referred journal. Additionally problems arose for individuals who do interdisciplinary work. There are separate indices for the natural sciences, social sciences, and arts and humanities and it is impossible to predict which index an individual's interdisciplinary publication might be listed in. For example, an economist who does work in ecological economics could publish in a natural science journal, and a search through the Social Sciences Index would not cover that journal. This means that we cannot assume a search through the Social Sciences Index is adequate for a social scientist or a search through the Natural Sciences Index is adequate for a natural scientist. The same situation holds for people in the arts and humanities. It is even more difficult to predict which index might cover publications for people in professional studies areas such as education and recreation & leisure studies. For every individual, it is necessary to search each index, which is an extremely time-consuming task. Finally, some individuals in our sample had the same name (first and last) as one or more other academics whose publications were reported in the sources we examined. Occasionally, different people with the same name published in areas that were not completely dissimilar and it was impossible to determine whether a publication we identified belonged to the SUNY faculty member in our sample.

In sum, while records of scholarly publications can be constructed from these citation indices in combination with the additional web sources we used, the process is *extremely* labor-intensive and in the end not foolproof.

### ***Using DSI as a Proxy for Productivity***

Mary Gray makes the following comment with regard to the measurement of productivity in her 2004 study:

The fact of the matter is that productivity variables rarely have any significant effect on salary, even being negative in some cases. This could be due to the fact that it is quality, not quantity, that affects salary, but more likely it is due to the fact that at institutions that have traditionally stressed research, the publication productivity is relatively homogeneous, and at other institutions it is not really that important in setting salaries. Moreover, it is difficult to get reliable information on publications and even more difficult to decide how to evaluate them ...Because of the minimal statistical effect that these variables generally have on salaries, it is wise to proceed without them rather than being held up by difficulties in trying to acquire usable information. (Gray, p. 4)

Formidable problems in constructing productivity measures, as discussed above may have led to measures in salary studies that do not truly represent individuals' productivity. Thus, productivity measures may be insignificant in many salary studies, as Mary Gray suggests. Nonetheless, there may be a way to construct a higher quality proxy for productivity using Discretionary Salary Increases (DSI).

DSI is distributed on all SUNY campuses (usually once a year) at the discretion of campus administrators. DSI raises can be merit-based, but they also can be used to redress salary inequities, based on gender or other factors. To use DSI as a productivity proxy, it is **essential** to know the year-by-year history of why DSI awards were granted on each campus (e.g. merit, inequity, or across-the-board adjustments). Furthermore, before DSI could be used to serve as a proxy for productivity, it must be determined whether these allocations are awarded in an unbiased fashion.

Although we have information concerning DSI allocations for the campuses in our study, we have neither all of the DSI allocations individuals have received while employed at SUNY nor an adequate history of why the allocations were made. Thus, we cannot test whether DSI can serve as an appropriate proxy for productivity.

In conclusion, it was not possible to develop an adequate productivity measure for our salary inequity study.

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# **Appendix 3:**

## **Research Methodology**

### **Focus Groups and Personal Interviews**

# Methodology

## Sample Design and Information-Gathering Process

Information about UUP members' experiences with and perceptions about gender inequity, salary inequity, and family leave was collected between September, 2006 and August, 2007 in a series of focus groups, personal interviews, and open meetings conducted by J. Dangler. A non-probability sample (a sample that did not involve random selection of subjects) was utilized. The research objective was to gather detailed information from a particular constituency within UUP – those members who had something specific to convey to the UUP leadership about the issues under investigation. Calls for participation in campus-based focus groups and open meetings were publicized through statewide vehicles such as *The Voice* and Delegate Assembly meetings, as well as campus-level outreach through e-mail lists, fliers, and announcements at UUP-sponsored meetings. The basic “pitch” for participation is captured in the text below, which was provided to UUP chapter leaders:

*UUP needs to know about our members' needs, experiences, and views about  
\*FAMILY LEAVE (birth, adoption, elder care, sick relative care)  
\*GENDER INEQUITY  
\*SALARY INEQUITY  
PLEASE SHARE YOUR EXPERIENCES AND CONCERNS*

UUP members were given the option to sign up for a private interview if they did not want to discuss their experiences with others present or if they were not available during the scheduled focus group or open meeting times. A non-probability (purposive) sample was used to select the campuses for the study. The campuses selected were chosen for one or more of the following reasons:

1) Visible support of the study from the chapter leadership. This was important because success in publicizing the study and soliciting participation was heavily dependent on chapter initiatives

and help. Most of the selected campuses had representatives on the statewide Family Leave Committee or Women's Rights and Concerns Committee. Those representatives were critical in helping to schedule and make arrangements for J. Dangler's visits to the campuses;

2) Existence of an active committee centered on family leave or women's issues. In a few cases, such committees made specific requests to have their campuses included in the study;

3) Identification of a "critical mass" of UUP members who had expressed an interest in having UUP address family leave and gender equity issues. Participation in the UUP Family Leave Committee's 2002 survey on family leave needs and experiences was considered since some campuses had much higher levels of participation than others.

4) Consideration of the need to have each campus type represented.

### ***Final Sample for the Study***

The total number of campuses covered was determined by practical constraints. The aim was to cover as many as possible within the time frame of the study.

#### 1. Focus Groups

Conducted at Albany, Empire State College regional meetings, New Paltz, Plattsburgh, Potsdam, and Upstate Medical University.

Total number of participants: **49** (17 professionals; 32 academics)

#### 2. Personal Interviews

Interviewees came from Albany, University of Buffalo, Buffalo HSC, Cortland, Empire State College, New Paltz, Oneonta, Plattsburgh, Potsdam, Stony Brook University, Stony Brook HSC, and Upstate Medical University.

Total number of interviews: **30** (5 professionals; 22 academics; 3 medical doctors)

Most interviews were conducted in person. A few were conducted via telephone.

#### 3. Presentations and Open Meetings

Presentations about family benefits and family leave were given at chapter meetings at Oneonta and University of Buffalo. Open discussions followed the presentations. Members' comments and suggestions were noted. Approximately **25-30** people attended the Oneonta meeting. Approximately **35-40** people attended the UB meeting. Some individuals requested personal interviews after each of these meetings.

#### 4. E-mail exchanges and special meetings

Through the course of the study, J. Dangler received more than **50** e-mails from people who were unable to attend focus groups or open meetings during her campus visits.

Many of these exchanges contained explanations of members' problems as well as their perceptions and suggestions.

A special meeting was held with **5** UUP members and the chapter president at Binghamton in August, 2007. The meeting was arranged by the chapter president in response to comments and requests for help he received from members confronting family leave problems.

### ***Profile of Research Participants and Informed Consent***

Each respondent who participated in a focus group or personal interview was asked to sign a consent form (see Appendix 2). Focus group participants were asked to fill out a short questionnaire to provide the following basic information: name, phone number, e-mail address, department/position, number of years at SUNY, part-time or full-time status, and age. The questionnaire also asked them to indicate whether they were academics or professionals, had children (and their ages), and had permanent or continuing appointment. Those who participated in personal interviews were asked the same questions. The above information was recorded for the **79 people** who participated in focus groups or interviews plus an additional **18 people** who participated in either an open discussion or small group meeting on their campus or had an extensive e-mail exchange with J. Dangler about their experiences. This information was not collected for most of the people who participated in the open meetings because of the nature of those meetings. They were less formal than the interview and focus group situations, with people filtering in and out at different times because of their work obligations. The profile of research participants presented below is based on the **97** people for whom this information was systematically collected.

**N=97**

Males: 18 (19% of total)

Females: 79 (81% of total)

Professionals: 32 (33% of total)  
Academics: 65 (67% of total)

Part-Time: 8 (08%)  
Full-Time: 89 (92%)

Age: Mean – 45  
Median – 43  
Mode – 36

Yrs at SUNY: Mean – 11  
Median – 8  
Mode – 3

Permanent/Continuing Appointment:

Number/Percent Reporting **Yes**: 42 (56%)

Number/Percent Reporting **No**: 33 (44%)

**N=75** (22 respondents did not provide information on Permanent/Continuing Appointment)

Currently Responsible for One or More Minor Children: 44 (45%)

*Note: This figure includes those who were pregnant or had pregnant partners/spouses at the time of the interview/focus group. Some respondents indicated that they did not have children, but were planning to. Some respondents indicated that they were currently responsible for primary care of elder parents or contemplated being so in the future. A precise count of people in the latter two situations was not taken, but illustrations are presented in the narrative section of this report.*

## **Limitations and Benefits of the Methodology**

The research methods used for this part of the study do not provide information that can be generalized to the full population of UUP members. In other words, we cannot determine the precise proportion of the total UUP membership with similar experiences or similar views as those who participated in this study. However, the purpose of the research was not to randomly sample the total population of UUP members, but to obtain detailed information about the nature and scope of specific problems from the point of view of members who have experienced them.

The research approach involved qualitative methods (in-depth interviews and focus groups) that yield descriptive and explanatory data to highlight the context within which problems emerged,

their personal and professional impact on UUP members, successful and unsuccessful attempts to resolve them, and members' suggestions for resolving them.

Since identification of subjects for the study did not involve random selection techniques, *self-selection* of participants yielded a sample that is not fully representative of the UUP membership. There were much higher proportions of females than males, academics than professionals, and full-timers than part-timers.

### ***More Females than Males***

The high proportion of females can be understood as a reflection of the reality of contemporary care-giving practices. National research continues to indicate that women do the bulk of care-giving, though men's involvement is increasing slowly. It is not surprising that female UUP members were more interested in and experienced with family leave issues than their male counterparts. Similarly, interest in gender inequity sparked more interest among women than men since historically (in SUNY and society-wide) gender inequity has been experienced and defined as a women's issue.

### ***More Academics than Professionals***

Based on information collected during the study, it is hypothesized that the higher proportion of academics than professionals is the result of the following factors:

1. For three of the campuses, publicity for the study and calls for participation were organized by women's groups or networks of women that were composed almost exclusively of academics. On those campuses, previous efforts to organize UUP members to address family leave and gender inequity issues were initiated and maintained by academics. Since the study depended mostly on campus-based publicity to elicit participation, these groups were the avenues for tapping into the network of people who had concerns about and experience with the

issues under study. Accordingly, publicity about the study probably did not filter out to professionals in an effective manner since word of mouth encouragement of participation and actual contact of prospective subjects by campus leaders were important in reinforcing general chapter announcements via e-mail and fliers. In other words, we were more successful in tapping into a network of academics that had relevant experiences than we were in reaching out to professionals.

2. Information collected through the 2002 Family Leave Survey and reinforced by this study, indicates a greater general “urgency” about family leave problems for academics compared to professionals. The majority of participants in the study were motivated to participate because of family leave specifically, though that was often integrally connected to perceptions about gender inequity more generally. This is not to imply that professionals have less significant needs and less problematic experiences than academics *on an individual basis*, but to suggest that as a group, academics seem to experience family leave problems on a more extensive level than professionals in the following way. Aside from difficulties surrounding family leave incidents themselves (i.e., the need for time off for family care reasons), academics reveal significant concern about the impact of family leave problems on their prospects for tenure and promotion. These concerns stem from short-term effects on scholarly productivity and strained relationships with colleagues and administrators that often result from family leave incidents that require time off. In other words, many academics were motivated to participate in the study because they felt that they were significantly disadvantaged *in their career development and job security* relative to their male counterparts. While some professionals voiced similar concerns, this was a much less common element of their depiction of needs and problems. Professionals, as a group, were more centered on inadequate provisions for paid time

off around specific family leave incidents and salary inequity they connected to gender discrimination. In contrast, Academics were highly motivated to have UUP address family leave and gender equity issues because of the perceived connection to their job security and inability to follow the career path generally expected of Academics (i.e., significant scholarly productivity during the pre-tenure years).

### ***More Full-Timers than Part-Timers***

The greater proportion of full-time vs. part-time members may be attributed to the following general problems. First, part-timers are often not available to participate in activities beyond their work obligations because they are more likely to work multiple jobs and during evening hours. Second, publicity about the study may not have reached them, particularly through the informal networks of women's groups and chapter activists that they are less likely to be a part of. Finally, the greater extent of their job insecurity may make them more hesitant than full-timers to make their complaints and problems known to others.

### **Summary of Methodology Issues**

The study accomplished its objective, which was to gather detailed information that would provide a comprehensive picture of members' perceptions and experiences with regard to family leave and gender inequity problems. The aim of the study was not to document the proportion of the total UUP membership that experienced these problems, but to describe the nature of the problems from the point of view of a segment of the membership that is or has been affected by them. The study's under-representation of males, Professionals, and part-timers does not diminish the significance of the information provided by females, Academics, and full-timers. Rather, it cautions UUP to put additional effort into soliciting input from these groups in the future so their views and experiences are more fully understood.

# **Appendix 4:**

# **Consent**

# **Forms**

## ***Focus Group Consent Form***

### **Research Project: United University Professions Family Leave Study**

**Principal Investigator: Jamie F. Dangler, Associate Professor of Sociology, SUNY Cortland  
Sociology/Anthropology Dept., SUNY Cortland, P.O. Box 2000, Cortland, N.Y. 13045  
Office Phone: 607-753-2484 E-mail: [jdangler@uupmail.org](mailto:jdangler@uupmail.org)**

**Project Coordinator: Tom Kriger, UUP's Assistant to the President, [tkriger@uupmail.org](mailto:tkriger@uupmail.org)**

Thank you for agreeing to participate in UUP's family leave study. The motivation for this research is UUP's need to understand its members' perspectives and needs with regard to paid family leave (for birth, adoption, elder care, and care of sick relatives and domestic partners) and other family-friendly policies. Research results will be presented to UUP's contract negotiations team and may also be presented in published reports for UUP, summary articles in union publications (e.g., *The Voice*), and other popular or scholarly venues for publication.

Your involvement consists of participation in a focus group discussion that will last about one hour, with the possibility of a follow-up call if clarification of information is needed. The focus group will be audio taped to allow for accurate recording of information. The principal investigator will retain sole possession of the tapes and transcribed interviews.

Individual participants will not be personally identified as sources of information in any reports or published material that may result from this research. Strict confidentiality will be maintained by ensuring that all information provided will be presented in a way that does not reveal its source. Focus group discussions will take place on a number of SUNY campuses, and information collected will be presented in summary form for the SUNY system as a whole. Participation is voluntary. If at any time during the course of the focus group discussion you choose to end your participation, your request to do so will be honored.

The research project's goals are to document the following: 1) UUP members' **past experiences** with regard to need for paid family leave and other family-friendly workplace policies; 2) UUP members' **current and projected needs** with regard to paid family leave and other family-friendly workplace policies; 3) UUP members' **perspectives** about the extent to which the union should press for new family-friendly policies in contract negotiations or through campus-based labor/management forums; 4) Campus-based "**best practices**" relating to family leave and other family-friendly policies; 5) **Campus climate** with regard to support for workers who have family care obligations.

***I have read the above and agree to participate in this study*** \_\_\_\_\_ ***Date***

***I consent to having the interview tape recorded*** YES \_\_\_\_\_ NO \_\_\_\_\_

# ***Interview Consent Form***

## **Research Project: United University Professions Family Leave Study**

**Principal Investigator: Jamie F. Dangler**

**Associate Professor of Sociology, SUNY Cortland**

**Mailing address: Sociology/Anthropology Dept., SUNY Cortland, P.O. Box 2000, Cortland, N.Y. 13045**

**Office Phone: 607-753-2484 E-mail: [jdangler@uupmail.org](mailto:jdangler@uupmail.org)**

**Project Coordinator: Tom Kriger, UUP's Assistant to the President, [tkrigger@uupmail.org](mailto:tkrigger@uupmail.org)**

Thank you for agreeing to participate in UUP's study of its members' family leave experiences and needs. The motivation for this research is UUP's desire to understand its members' needs and perspectives with regard to paid family leave (for birth, adoption, elder care, and care of sick relatives and domestic partners) and other family-friendly policies.

Research results will be presented to UUP's contract negotiations team and may also be presented in published reports for UUP, summary articles in union publications (e.g., *The Voice*), and other popular or scholarly venues for publication.

Your participation consists of an interview that may last anywhere from 15 to 45 minutes, with the possibility of a follow-up call if clarification of information is needed. I would like to tape record your interview. If you do not wish to be taped, however, I will take hand-written notes.

You will not be personally identified as a source of information in any reports or published material that may result from this research. Strict confidentiality will be maintained by ensuring that information you provide will be presented in a way that does not reveal its source. Your participation is voluntary. If at any time during the course of the interview you choose to end your participation, your request to do so will be granted.

The research project's goals are to document the following: 1) UUP members' **past experiences** with regard to need for paid family leave and other family-friendly workplace policies; 2) UUP members' **current and projected needs** with regard to paid family leave and other family-friendly workplace policies; 3) UUP members' **perspectives** about the extent to which the union should press for new family-friendly policies in contract negotiations or through campus-based labor/management forums; 4) Campus-based **"best practices"** relating to family leave and other family-friendly policies; 5) **Campus climate** with regard to support for workers who have family care obligations.

***I have read the above and agree to participate in this study: Phone Interview \_\_\_\_\_ In Person \_\_\_\_\_***

***I consent to having the interview tape recorded YES \_\_\_\_\_ NO \_\_\_\_\_***