

**THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR**

GENDER, ETHNICITY, AND FACULTY SALARIES IN THE CSU

Executive Summary

1. This report explores demographic trends among CSU faculty members from 1985-2002 and analyzes current faculty salaries by gender and ethnicity.
2. Since 1985, the numbers of female and non-white CSU faculty members has increased significantly. In 1985, 31% of CSU faculty were female, whereas 45% of faculty were female in 2002. During the same time, the proportion of faculty members with a non-white ethnic/racial background increased from 14% to 24%.
3. An analysis of salaries of male and female faculty members and white and non-white faculty indicates that individuals in these different groups are paid equitably.
4. When factors such as rank, academic discipline, experience, and time base are considered, there are virtually no differences in the salaries received by male and female faculty members, as well as white and non-white faculty.
5. These findings are very encouraging. The CSU's faculty ranks are increasingly diverse, with equitable salary levels.

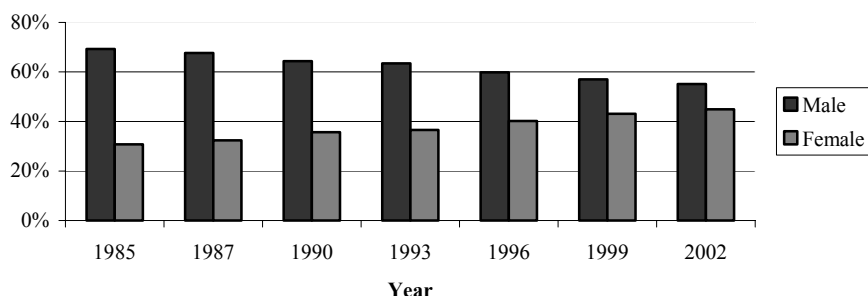
Gender, Ethnicity, and Faculty Salaries in the CSU

This report provides a summary of demographic changes within CSU faculty from 1985-2002 and reports on an initial examination of faculty salaries by gender and ethnicity. The report includes all individuals who hold instructional faculty positions. Therefore, the demographic figures do not perfectly match data reported elsewhere (e.g., Profile of CSU Employees, Statistical Abstract). Such reports typically categorize individuals according to their primary position, and thus do not count as faculty certain individuals who are primarily employed in staff positions but who also have instructional faculty appointments. In addition, instructional faculty employees are included regardless of their time base or tenure status.

Changing Demographics

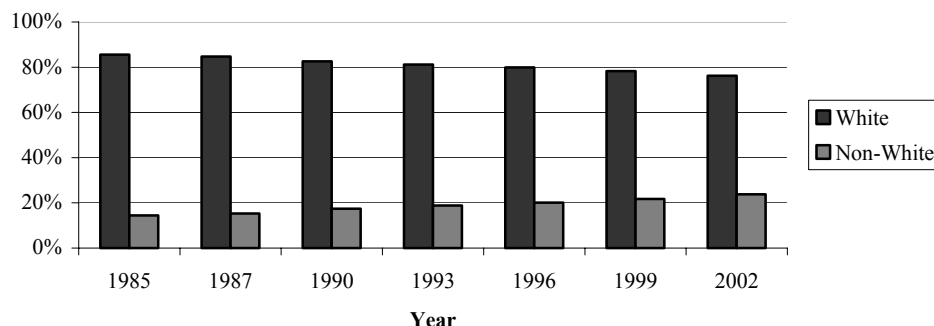
The number of female faculty in the CSU has dramatically increased from 1985 to 2002. In 1985 female comprised only 31% of CSU faculty. In 2002 women made up close to half of all CSU faculty (45 percent). See *Figure A* for a visual representation of this trend.

Figure A	Percentage of CSU Faculty by Gender
	1985-2002



Non-white faculty comprised only 14% of the CSU faculty population in 1985. This population comprised 24% of CSU faculty in 2002. A visual representation of this trend can also be seen in *Figure B*.

Figure B	Percentage of CSU Faculty by Ethnicity
	1985-2002



In addition, the proportion of women and non-white faculty members in the highest faculty rank (professor) almost doubled from 1985 to 2002. In 1985, females made up 16.3% and non-whites 10.8% of all professors. In 2002, professors were comprised of 29.3% females and 20.5% non-whites.

Faculty Salaries by Gender & Ethnicity

When looking at average salaries for male and female faculty members, men appeared, on the surface, to have higher salaries than women, and whites appeared to have slightly higher salaries than non-whites during the 1985-2002 period.

However, as previous salary studies of other university systems and nationwide higher education data have shown, these discrepancies may be due to a number of factors other than gender. For example, the differences in male and female faculty salaries may be attributed to a disproportionate number of males in higher paying disciplines such as Business/Management or Mathematics/Computer Science. Therefore, any analysis of salary differences by gender or ethnicity should consider a number of relevant factors.

Factors that Influence Salary

There are a number of factors that have an impact on faculty salaries. For example, a recent study published in 2002 by the National Center for Education Statistics (NCES), considered the following factors when exploring gender and racial/ethnic differences in faculty salaries: institution type (e.g., public, private, 2-year, etc.), discipline, level of instruction, tenure status, rank, highest degree attained, years since highest degree, age, percent of time teaching, percent of time engaged in research, number of for-credit classes, and total publications. (*Gender and Racial/Ethnic Differences in Salary and Other Characteristics of Postsecondary Faculty: Fall 1998*). Similarly, Lois Haignere, principle author of *Paychecks, A Guide to Conducting Salary-Equity Studies for Higher Education Faculty* (2002), recommends considering the following variables when studying gender and racial/ethnic differences in faculty salaries: highest degree, completion date for highest degree, years since highest degree at time of hire, date of hire at institution under study, current rank, date of promotion to current rank, contract length, and discipline.

CSU Salary Study Factors

A number of these factors, or proxies for such factors, are easily available for an analysis of CSU data. This study was conducted using fall 2002 data for instructional faculty in the CSU.

The factors included in the study, along with a brief description of each factor, are listed below.

- **Gender** - Male and Female
- **Ethnicity** – White and Non-White
- **Rank** – Traditional academic ranks for tenure track faculty, equivalents to traditional ranks for lecturers.
- **Discipline** – Academic disciplines were coded into categories used in the CSU Report on Faculty Recruitment.
- **Time Base** – Percentage of full time employment.
- **Type of Appointment** – Individuals who are appointed on a 12-month basis have higher rates of pay than individuals appointed on an academic year basis.

- **Experience** – Two rough proxies for experience were included:
 - Employment Date – The date at which an individual was appointed by a specific campus or CSU location. This is not a perfect measure of CSU experience because it may not represent an individual’s first appointment in the CSU.
 - Age – It was assumed that age would be related to years of experience. Many faculty members have substantial teaching experience by the time they are hired by the CSU. Again, age is an imperfect measure of this prior experience, but it was an available proxy for experience.

Study Results

The statistical model of multiple regression was used to explore whether gender and ethnicity significantly affect salary when other relevant factors are taken into account. This model is a commonly used tool for conducting salary equity studies. Separate analyses were conducted for tenure track faculty and for lecturers. Due to the small number of tenure track faculty at the Instructor rank, these individuals were excluded from the analysis. For both tenure track faculty and for lecturers, separate analyses were run for gender and for ethnicity (white, non-white).

In all analyses, the relevant factors listed above were statistically significant with the exception of gender and ethnicity. In other words, when the available relevant factors were taken into account, there were no statistically significant differences in salary that could be attributed to gender or ethnicity.

In studies such as this one, statistical significance is one piece of evidence to consider. Another is the practical significance of any differences found. In other words, it is important to look at whether any differences found have a substantial “real world” impact.

In this analysis of gender, tenure track female faculty made roughly \$200 less per year than their male counterparts when the available relevant factors were taken into account. Female lecturers made roughly \$40 less than their male counterparts when these other factors were considered. Similarly, tenure track faculty members with a white racial/ethnic background made roughly \$130 more than non-white faculty. Lecturers with a white racial/ethnic background made roughly \$70 more per year than their non-white counterparts. When considered on a monthly basis, these differences are between \$3 and \$17 per month, which appears to have little practical significance. Therefore, gender and ethnic differences by salary appear to be neither practically nor statistically significant.

It should be noted that the current study included only readily available factors. It is expected that additional measures of experience, teaching effectiveness, or research productivity would reduce these differences to even lower levels.

Comparison with National Data

In contrast, the NCES report mentioned above reported roughly a \$5,000 difference in salaries between full-time male and female faculty when other relevant factors were considered. Therefore, it appears that the CSU compares extremely favorably with national data.