

Lehigh University Faculty Salary Equity Study

Office of the Provost and OIRSA



Salary Equity Studies

- Assess pay within an organization to ensure equity
- Recommend that they are periodically done
- Implies developing an ongoing process to correct observed pay inequities
- Demographic variables AND other important organizational variables (e.g. rank, job tenure, etc.)
- Complicated (comparing apples, oranges, ham sandwiches, and bicycles)
- Lots of ways to do them wrong!

Benchmarking and Salary Equity Different, but Interrelated

Benchmarking Study

- Outwardly focused vis-a-vis peer group/s
- External data, aggregate, mean salaries only
- Very limited control data available (AAUP, CUPA-HR) - *when is a gap a gap?*
- Broad trends and comparisons, interpret cautiously
- Goal: advocacy for larger merit pool or across-the-board percentage increases, other compensation increases

Salary Equity

- Internally focused on gender and race gaps in salary, salary compression/inversion
- Internal data, individual data and many levels of aggregation, mean and median salary data
- Better access to control variables, more nuance
- Goal: internal equity and consistency, policy
- Important precursor to any benchmarking study (mitigate risk to increasing inequities through benchmark alone)

*Both can contribute to understanding salary distributions.
Neither incorporates all types of faculty compensation.*

Data - Variables considered being used in salary equity analysis at Lehigh University

- 5 years of salary data (academic years 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022)

Base Salary (9-month salary) (Outcome Variable)	Rank	Field(s) of Study (CIP 2-digit or 4-digit CIP disciplines)
Race/ethnicity (Minority vs Non-Minority)	Tenure Status	Department/Program Head Status
Age	Years in Tenure	Department or Division
Age at Hire	Years in Rank	College
Gender	Rank at Hire	Appointment Year (Hire Year)
Years since Highest Degree	Break in Service/ Sabbatical	

Analytical Challenges

- Small numbers (~500 faculty)
- Descriptive statistics are not explanatory
- Accounting for “observed” gaps with controls
 - Many variables (identify the best model)
 - Multicollinearity
 - Right unit of aggregation (colleges? departments? divisions?)
 - Confidential data (level of aggregation we can show)
 - Handling outliers
- Measures of productivity and quality
 - Often subjective
 - Quantitative measures are proxies at best (biases embedded in metrics)
 - Highly variable across fields
 - Not recommended in data analysis, but in application

Post-analysis Processes (include timeline)

- Often the hardest part: we must understand the data well before determining a strategy for action and moving to the equity adjustment step
- What is the best comparison group? Are we most concerned with gaps within departments? Within colleges?
- What level of intervention are we aiming for? Over what period of time?
- Budget: values are embedded. What proportion of available \$ is for equity vs. other pay increases? Which will lead?
- Long-term/ongoing process for addressing salary equity
- Timeline: analysis done and data presented late Spring 2022 (disaggregated where confidentiality is protected)