

A photograph of a university campus during autumn. In the foreground, there is a green lawn with some trees showing vibrant red and orange leaves. In the background, there are several multi-story buildings, likely part of a medical school, with a mix of brick and concrete. The sky is a clear, pale blue. The overall scene is well-lit, suggesting late afternoon or early morning.

Salary Equity for Female Faculty -  
a long and winding road at New  
Jersey Medical School

Christine Rohowsky-Kochan, PhD  
Ellen Townes-Anderson, PhD

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There has clearly been much progress since President John F. Kennedy signed the Equal Pay Act in 1963, mandating that men and women be paid equally for equal work.

Yet nearly 50 years later, if you look at the data, progress toward the goal has stalled.

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NY Times, Dec. 16, 2012,

“How to attack the pay gap? Speak up” Jessica Bennett

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## **Report from the Committee on the Current Status of Women at CMDNJ** **November 7<sup>th</sup>, 1973**

% of women faculty 10.1%

# of female full professors, 1

# of female chairs or deans, 1

**Promotion:** “No woman faculty member at the component schools of CMDNJ has ever been promoted to the rank of full professor although at least one was proposed for this rank.

**Compensation:** inadequate records, “however, it was noted that women, particularly at NJMS are at the low side of the median salaries at each rank.”  
“...persons staying with the College for a long period find themselves at a salary disadvantage compared to those hired at a later date.”

**Recommendations:** standing committee for women affairs, day care facilities; professional development; review of salary equity for faculty...

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# In N.J., she makes money, but he makes even more

Women's wages near top, gender equity near bottom

BY BETH FITZGERALD  
STAR-LEDGER STAFF

College women get better grades than men but a year after graduation, the men are making more money, according to a study that ranked New Jersey's college-grad gender "pay gap" second in the nation only to Louisiana's.

Women earn 80 percent of men one year of college, and a decade after graduation men's earnings slipped to 69 percent, according to the study by the American Association of University Women.

Much of that pay gap is explained by differing education and lifestyle choices men and women make, according to the survey. Women are less likely to enter high-paid fields such as engineering and finance, and more likely to work part-time after having children. Choices have a dramatic effect on wages.

But even after accounting for choices, a pay gap remains: a 5 percent pay gap one year after graduation, and a 12 percent pay gap after 10 years. The group said that unexplained portion of the pay gap is "likely due to sex discrimination."

In a comparison analysis of census data, the group found New Jersey women with bachelor's degrees earn on average 66 percent of what male college men earn. Again, this pay gap is largely the result of differing occupation and child-care choices. Only Louisiana's 64 percent college-grad pay shortfall was wider.

New Jersey's male college grads earn an average of \$78,033 per year for the three-year period. (See **PAY**, Page 50)

## Where New Jersey ranks

Percentage of women with a four-year college degree:	34%
Median annual earnings of women with a college degree:	\$52,061
Earnings gap between college-educated men and women who work full time, year round:	66%

THE STAR-LEDGER  
SOURCE: American Association of University Women

## Where New Jersey ranks

Percentage of women with a four-year college degree:	34%	7th
Median annual earnings of women with a college degree:	\$52,061	3rd
Earnings gap between college-educated men and women who work full time, year round:	66%	50th

THE STAR-LEDGER

SOURCE: American Association of University Women

# History

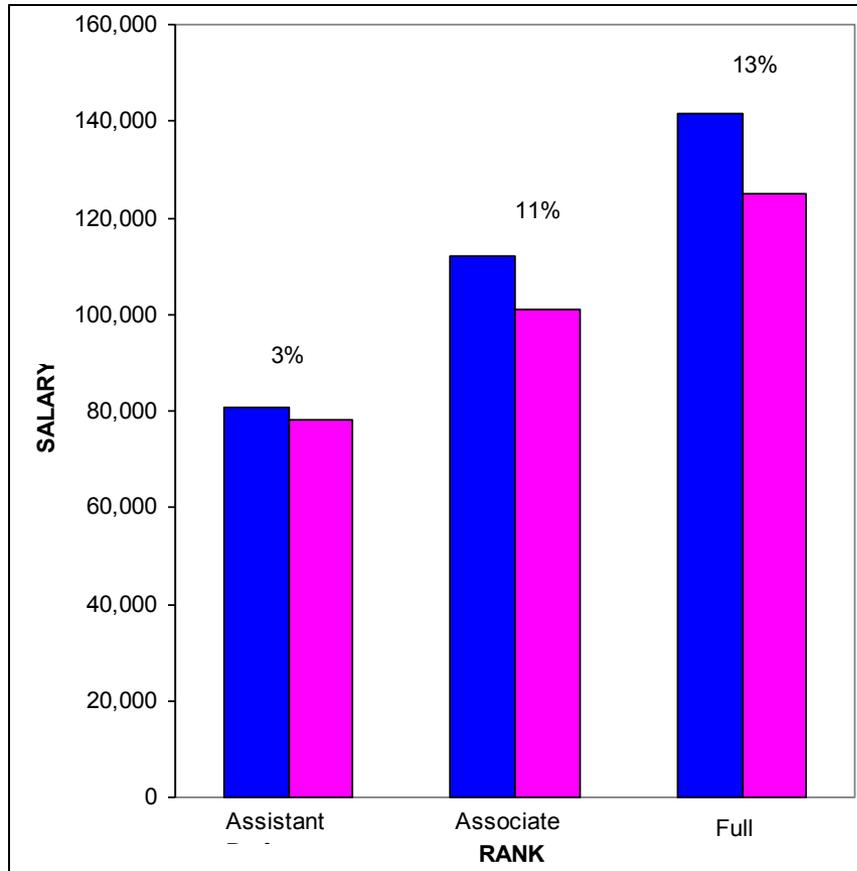


- July 2005 initiated data collection from the Open Public Records Act (OPRA) of New Jersey
- December 2005 meeting of the Women's Taskforce on Salary Equity with Dean Johnson
- 2005-2006 Meetings with Department Chairs
- June 2006 Report from Committee on Salary Equity
- September 2006 - April 2007 Meetings with the Dean and President Vladeck
- July 2007 Statue of Limitations deadline
- July 2007 Class action lawsuit filed
- April 2010 First Mediation
- May 2012 Second Mediation
- December 2012 Settlement with UMDNJ finalized

# Women's Taskforce on Salary Equity

- Marjorie Brandriss\*
- Sylvia Christakos
- Barbara Fadem
- Patricia Fitzgerald-Bocarsly
- Helene Hill
- Christine Rohowsky-Kochan, Chair
- Vanessa Routh\*
- Ellen Townes-Anderson
- B.J. Wagner
- Muriel Lambert
- Gudrun Lange
- Pranela Rameshwar

# AVERAGE SALARY LEVELS FOR PhDs



- Highest-paid PhD's (Depts of N&N, P&P, Micro, Bio, Path)

- Assistant Professor \$108,000

- Associate Professor \$127,000

- Full Professor \$157,000

- Lowest-paid PhD's (Depts of N&N, P&P, Micro, Bio, Path)

- Assistant Professor \$71,000

- Associate Professor \$86,000

- Full Professor \$110,000

# FULL PROFESSORS

## MEDIAN SALARY 138,150 (2006)

Salary	Gender	Time in Rank	Grant	Salary	Gender	Time in Rank	Grant
167,175	M	27	Y	137,444	M		Y
160,021	F	10	Y	137,072	M	2	Y
157,016	M	18	N	135,748	M	27	N
152,485	M		N	135,050	M	9	N
151,222	M	14	N	134,828	M	12	N
149,899	M	6	Y	132,123	M	24	N
147,416	M	20	Y	128,763	F	10	Y
146,431	F	6	N	126,687	F	15	Y
146,346	M	25	N	124,970	F	14	Y
145,000	M	1	Y	123,627	F	11	Y
144,573	M	23	Y	123,053	F	6	Y
142,876	M	28	Y	121,853	F	6	Y
141,878	M	11	N	120,047	F	8	N
140,246	M	16	Y	116,921	F	11	N
139,929	M	18	N	116,894	M	1	Y
139,780	M	27	N	116,716	F	1	Y
139,418	M	11	Y	115,938	M	1	Y
138,856	F	12	N	110,017	F	4	Y

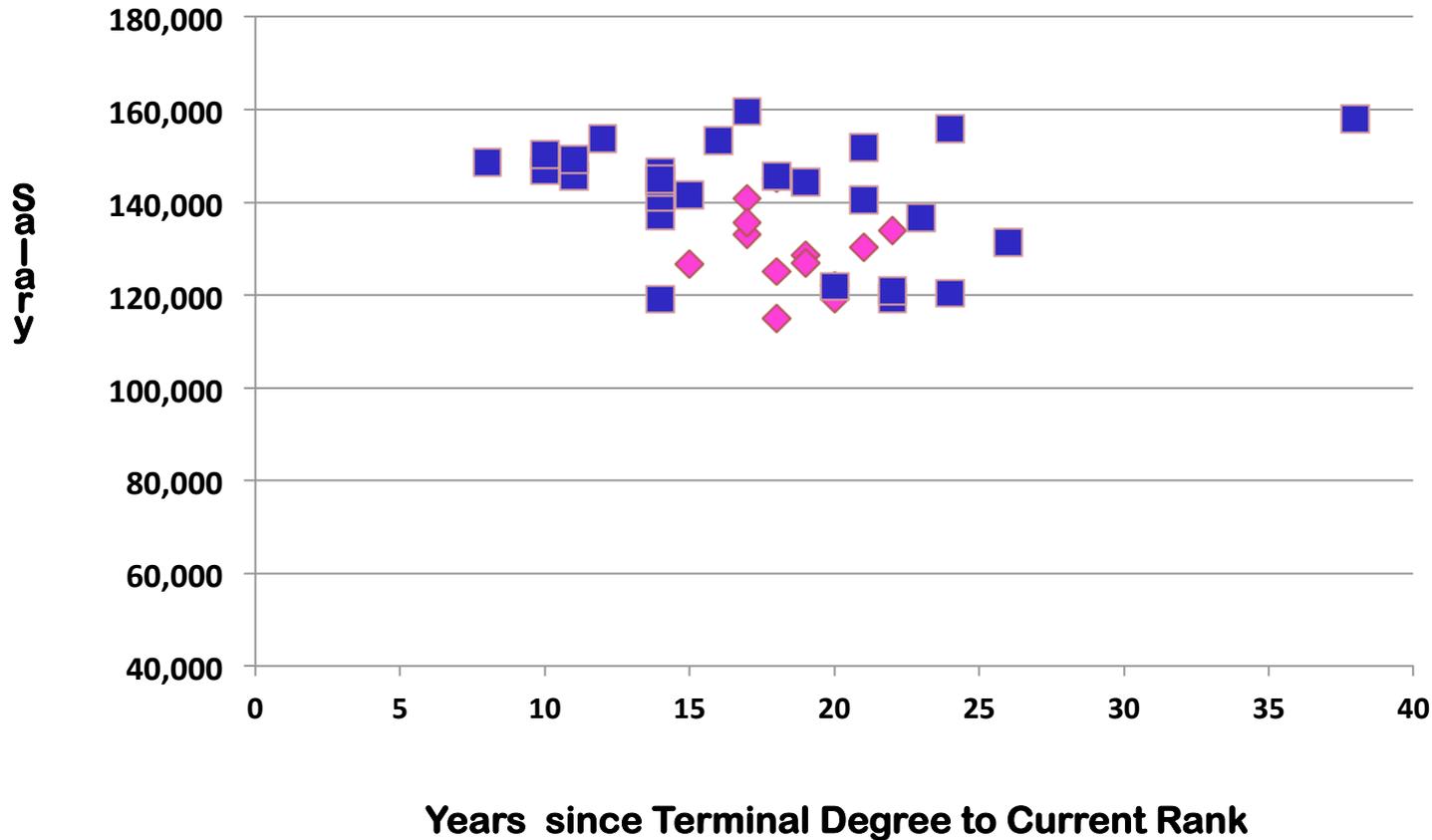
# Criteria

- Full time, female and male PhD faculty and MD or MD/PhD faculty paid on a PhD scale
- Department chairs and faculty with administrative appointments were excluded
- Multivariate linear regression analysis was performed on these variables: base salary, gender, academic rank, years in rank, years from terminal degree to current rank, race/ethnicity
- Base salary was outcome variable: other factors were independent variables
- Paychecks - A guide to conducting Salary-Equity Studies for Higher Education Faculty - Haignere, 2002

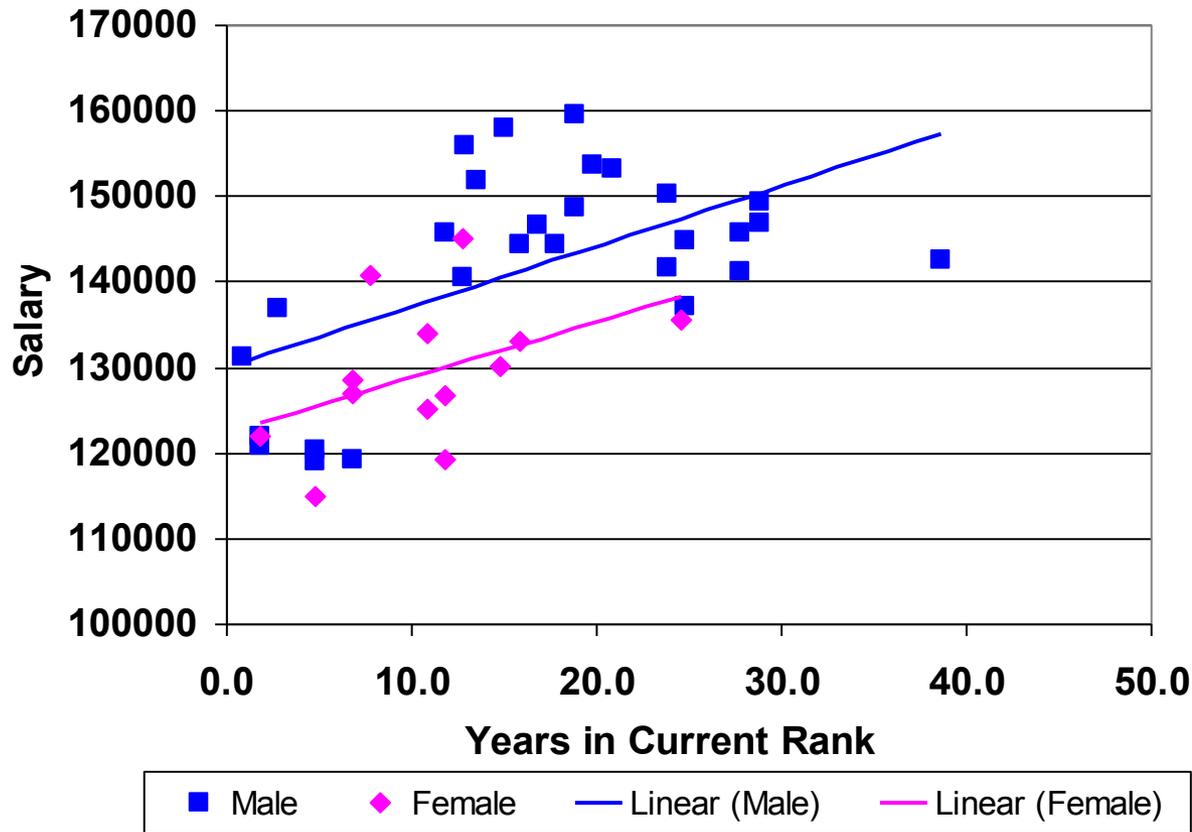
# Demographics of NJMS Basic Science Faculty

	Instructor	Assistant Professor	Associate Professor	Professor
Male	3	34	32	29
Female	5	27	12	18
Total	8	61	44	47

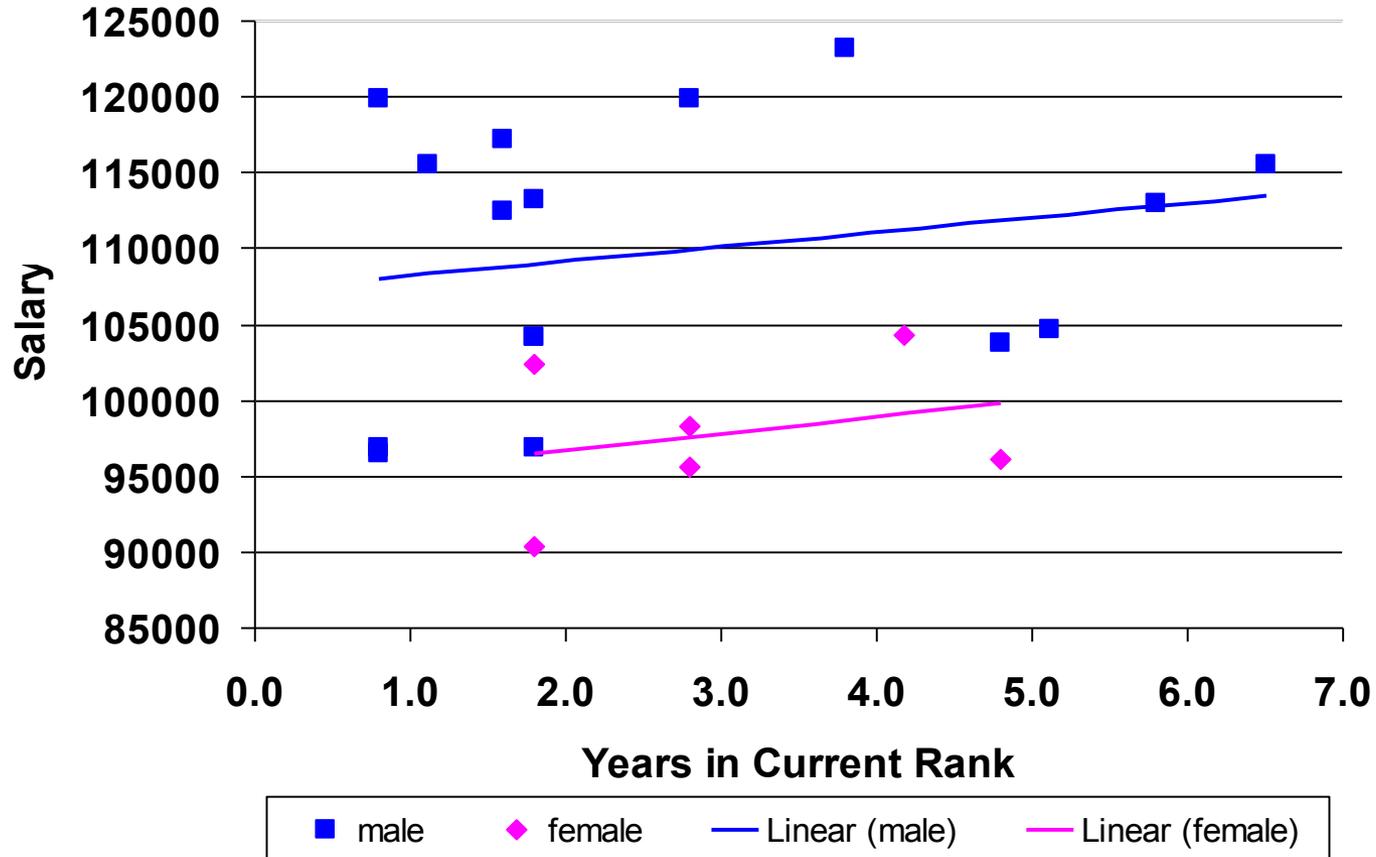
# Years since Terminal Degree to Rank of Full Professor



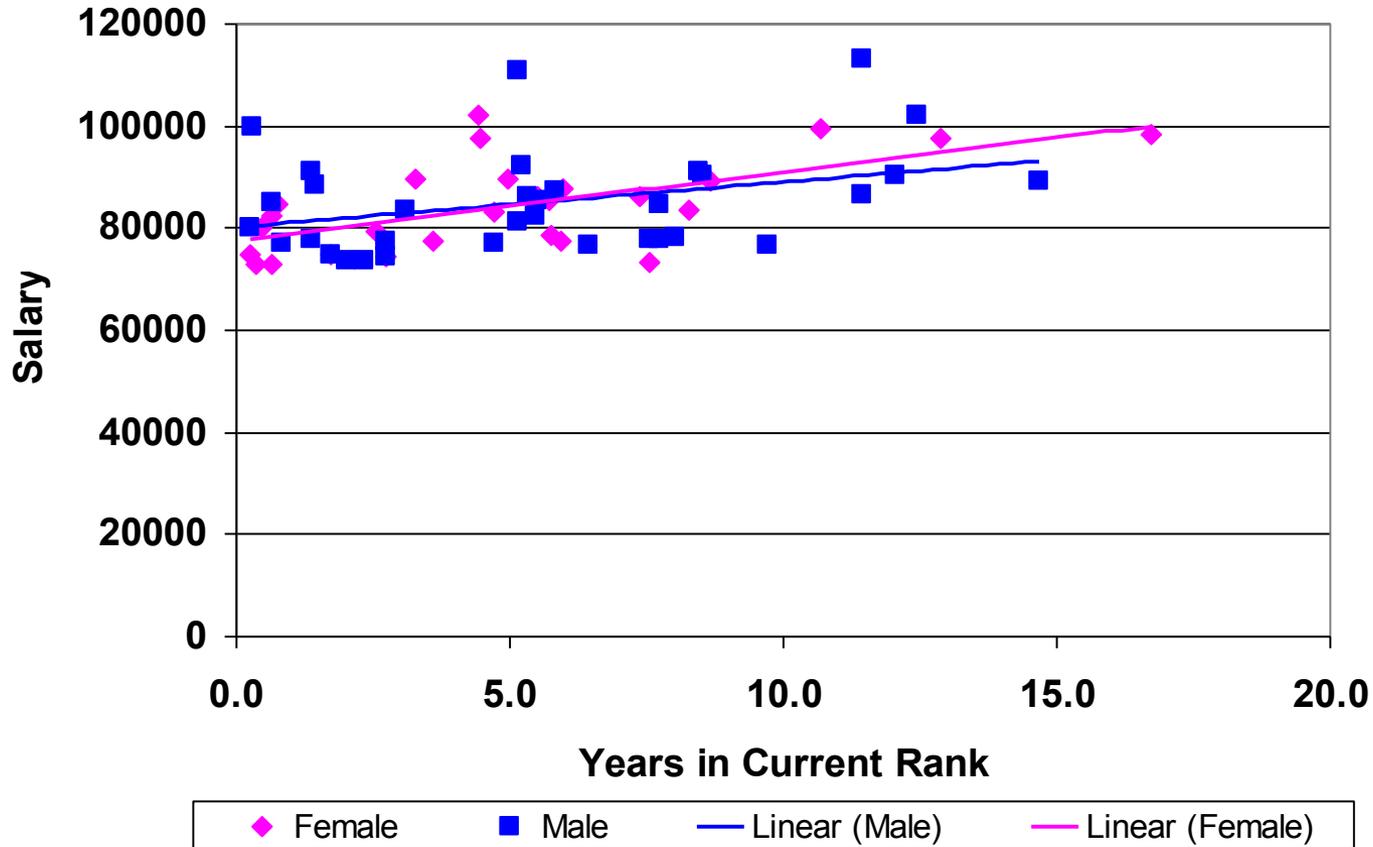
# Gender and Years in Rank- Full Professors



# Gender and Years in Rank-Associate Professors



# Gender and Years in Current Rank- Assistant Professors



# Executive Summary

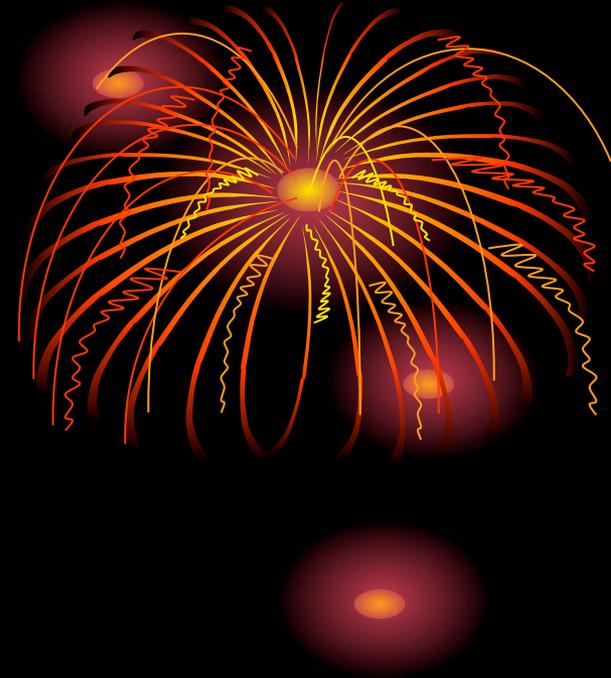
- **Overall, salaries for basic science faculty at NJMS are lower for females than for males.**
- The salary difference between genders is statistically significant for the ranks of full and associate professors.
- Faculty who have been promoted from within the ranks of NJMS as opposed to those hired from the outside have the greatest gender-based salary inequities.
- **Salaries of females promoted to the rank of full professor were substantially lower than those of their male counterparts.**
- There was a five-year delay in achieving full professor rank for female faculty compared to male faculty.
- The data for assistant professors suggests that gender is not a determinant of salary levels.
- Recent faculty hires do not appear to show gender inequities in salary.
  
- **Adjustments should be made to female faculty members to compensate for lost salary and pension.**
- **NJMS should establish a mechanism for continuous oversight of salary equity and time to promotion to prevent future inequities.**

# Settlement

December 8, 2012

Star Ledger

**UMDNJ will pay 10 female profs  
\$4.6M for sex bias**



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**May B. Hollinshead, PhD**

**Died July 4, 2010 at age 96**

- ➔ Filed a sex discrimination complaint alleging she was denied promotion to full professor in 1972
  - ➔ State ruled in her favor and ordered the College to promote her and give her back pay and damages in 1975
  - ➔ Appellate division of the Superior Court upheld the decision in 1976
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**The Appellate Court's decision included the following:**

The Director of the Division of Civil Rights “required” the College

“to engage in Affirmative recruitment, hiring, and promotion of qualified women” ....

and

**“to establish and maintain policies which will insure salary equity between comparable male and female faculty members in the future.”**

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As to your question:

**Yes, the Appellate Division decision remained binding on UMDNJ because the University never took any legal action to have the Court terminate the order.** They could have, for instance, submitted information to the Court showing that they had eliminated gender disparities in pay.

The State of New Jersey took such an approach under Governor Corzine when they submitted additional information to Federal Judge Cooper that led her to dissolve the order barring the State police from racially profiling on the Turnpike.

In the Hollinshead matter, UMDNJ submitted no such exculpatory evidence. Thus, in my opinion, from 1976 to the present, UMDNJ had a continuing obligation to monitor basic science faculty salary levels to insure no more gender discrimination took place. **Apparently, the University completely ignored that legal obligation.**

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## **Representative schools which have addressed gender-based salary inequity**

 University of Washington-

Periodic Internal Review

 East Tennessee State University -

External Review, with salary adjustments phased in over time

 University of Arizona-

Annual review done by chairs and overseen by the Dean.

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## University of Washington

- Reviews of salary equity on a periodic basis  
School of Medicine as of 2010, had conducted 5 previous pay equity studies (1990, 1995, 2000, 2004, 2008).
- The years differ  
2004 study demonstrated no differences in salary between men and women but 2008 data showed a significant 4% difference, not based on experience or productivity variables.

### Solutions:

- 1) Continued review, next one slated to occur soon
  - 2) A pay-equity salary review workgroup in the Dean's Office charged with reviewing data, and meeting with those responsible for faculty compensation and adjustment
  - 3) Pay equity incorporated into regular annual reviews and budget meetings of all departments and programs
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## **East Tennessee State University**

- In 2000, the Tennessee Board of Regents approved a phased Salary Equity Plan

The Faculty Senate selects comparable institutions and then all faculty salaries are examined based on rank and discipline with the comparable institutions; for medical school used AAMC data, southern region.

- Payments, achieve salaries that are slightly above the median, are phased in over time as school budgets allow.
  - There is an appeal process.
  - The plan is updated periodically.
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## University of Arizona

- The new Dean at the School of Medicine instituted a plan in 2000 to obtain salary equity at the school.

Salary information is collected by the Dean's office and sent to the departments. Chairs need to review and then justify to the Dean why salary differences exist; adjustments are made in consultation with the Dean's office during the chair's annual evaluation meeting with the Dean.

- Representation of women in the department and in leadership positions was also discussed.
  - The Dean used this plan as a selling point for his School, i.e. we want the best faculty including women and make sure everyone is treated fairly.
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Some of the results: From *Wright et al. J Gen Intern Med* 2007

“Twenty-one potential salary disparities were identified. Eight women received equity adjustments to their salaries, with the average increase being \$17,323. Adjusted salaries for women as a percent of salary for men increased from 89.4% before the intervention to 93.5% after the intervention.”

What will UMDNJ do going forward?

There is nothing in place.

What will Rutgers do going forward?

There is nothing in place.

Comments from the internet propose that some “stick” is required to keep administrations accountable.

Suggestion that **a requirement for accreditation** for schools of higher learning include:

- **school policies and procedures to achieve salary equity and**
- **evidence for engagement in efforts to resolve existing problems.**



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