



Faculty Salaries

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AAUP Salary Survey

Good News and Challenges Ahead

Compensation for full-time university faculty has increased for a consecutive year, according to the newly released Annual Report on the Economic Status of the Profession, 2014-15. While this is certainly good news, the American Association of University Professors, which conducted the compensation survey, cautions that colleges and universities continue to face serious challenges. Issues persist around reductions in state appropriations, student attitudes towards education-related debt, and perhaps most troubling, the debates going on within families about the economic value of pursuing higher education at all.

A key point made in the report is that post-recession salary increases for professors have not matched gains in the business world. Salaries in the private sector are recovering because the economy has entered a new growth cycle. While the underlying increase in consumer confidence remains fragile, the improvement has fostered a rebound for businesses, in general. The reality at U.S. universities is different. Even though U.S. enrollments are higher than pre-recession levels and global demand for higher education is surging, faculty salaries here are growing at a relative snail's pace.

The challenges for higher education -- and the opportunities -- are greater than ever before. In response, institutions must adapt to flourish into the future. Among many actions, they must respond to the needs of today's students, of whom 71 percent are non-traditional. This "new normal" in student composition will have profound ramifications for the way institutions operate.

In this environment, a central and inescapable component of higher education must be the inclusion of online learning. Extending access to students who simply cannot attend on-campus programs -- due to family constraints, work obligations, geography, or other roadblocks -- opens up new opportunities to reach deserving students. Significantly, this reality also creates new and much needed sources of revenue for universities.

What does this have to do with faculty compensation? Everything.

Institutions that embrace technology to expand access to higher education as a supplement to their traditional mode of delivery and focus on serving non-traditional students will sustain themselves through this dynamic period. They also will be much better positioned to retain the single-most critical part of the higher-education equation: faculty.

As the report's authors wrote, the opportunity and the obligation ahead is to "transform a dynamic higher education landscape into one whereby new online technologies are incorporated by high-quality, full-time faculty who are able to showcase their talents, which remain in demand."

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Justyna Dymerska, Ph.D.
Executive Vice President
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Introduction

Academics may value the life of the mind, but that doesn't repay student loan debt, pay a mortgage or support a college fund for a child. By necessity, faculty members need to pay attention to what they earn. In academe today, a range of salary issues challenge institutions and faculty members.

What are fair wages for adjuncts? Do those off the tenure track need collective bargaining? For those fortunate enough to be on the tenure track, what raises are appropriate -- in good times and bad? Do senior professors lose out to young stars? Do female and minority academics earn less than their white male counterparts?

The articles in this booklet explore these and other issues. *Inside Higher Ed* is pleased to cover these issues regularly and to provide an exclusive online database to the salary information produced by the American Association of University Professors:

<https://www.insidehighered.com/aaup-compensation-survey/2014-2015>

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Modest Gains in Faculty Pay

Faculty pay is up 2.2 percent, or 1.4 percent adjusted for inflation, new AAUP survey finds. Despite modest gains, association says professor pay can't be blamed for tuition hikes.

BY COLLEEN FLAHERTY

First, the good news: Full-time faculty member salaries grew somewhat meaningfully year over year -- 1.4 percent, adjusted for inflation, according to the American Association of University Professors' Annual Report on the Economic Status of the Profession, released in April 2015. Not adjusted for inflation, that's about 2.2 percent across ranks and institution types, and 3.6 percent for continuing faculty members in particular. Those numbers are almost identical to [last year](#), when pay bumps outpaced the rate of inflation for the first time since the Great Recession, suggesting that professor salaries have started to recover.

Now the bad news, according to the report: faculty salaries remain much lower than many of those in the business world, and make up just a fraction of institutional expenditures, yet many Americans continue to blame professor pay for ballooning tuition. (Think Vice President Joe Biden's [2012 remarks](#) about "escalating" academic salaries, or more recent suggestions from Wisconsin Governor Scott Walker about [increasing professor productivity](#) in the face of a proposed \$300 million state funding cut to higher education -- as well as University of Wisconsin at Madison Chancellor Rebecca M. Blank's [snappy response](#).)

AAUP tries to correct that perception about professor pay, among others, in this year's faculty salary

survey narrative, called "Busting the Myths." While full-time faculty salaries have actually decreased 0.12 percent since the recession, adjusted for inflation, net tuition has risen 6.5 percent on average across institution types, the report says. Over the same period, AAUP says -- narrowing in on what it identifies as the real reason for skyrocketing tuition -- state appropriations have decreased 16 percent on average. And endowments have "eroded," too.

"The need to reclaim the public narrative about higher education has become increasingly apparent in recent years as misperceptions about faculty salaries and benefits, state support for public colleges and universities, and competition within higher education have multiplied," reads the AAUP report. "Rebutting these misperceptions can aid in organizing to achieve economic security for all faculty members -- full time and part time, on and off the tenure track."

But first, a little more on this year's data:

By the Numbers

AAUP's report includes data on full-time faculty salaries from 1,136 responding institutions. The study does not include part-time professor pay, so keep in mind that those adjuncts who are part time -- many of whom face flat wages on a lower base and who have the least chance of getting a raise -- are not counted.

Exclusive, Interactive

The AAUP salary data, searchable by institution, rank, state and more are available on our website:

<https://www.insidehighered.com/aaup-compensation-survey/2014-2015>



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That limitation notwithstanding, AAUP’s full-time faculty salary data are more current and comprehensive than anything available elsewhere, including from the federal government. *Inside Higher Ed* is the exclusive provider of AAUP’s current faculty salary survey and [full data sets are available here](#). Institution-specific top-10 lists -- such as where full professors earn the most -- are at the bottom of this article.

Breaking down salary data by institution type, faculty members at doctorate-granting institutions got the biggest raises between 2013-14 and 2014-15: 2.3 percent, not adjusted for inflation, compared to 2.2 percent over all. In a change from last year, when they fared worst among their colleagues, full professors at public research institutions saw some of the biggest raises: 3 percent (continuing full professors specifically got 3.4 percent raises). They were closely followed by their full professor peers at private research institutions, who got a 2.9 percent raise (continuing professors alone saw 3.3 percent pay bumps). Fully professors at religiously affiliated, doctorate-granting universities got a 2.3 percent raise.



Associate and assistant professors and instructors at doctorate-granting institutions did almost as well, with a few exceptions: associate professors at religiously affiliated universities saw just a 1.7 percent pay bump, for example.

At master’s degree-granting institutions, assistant professors got the biggest pay increase: 2.4 percent, on average, with little difference between public and private institutions. The faculty pay increase over all for these colleges and universities was 1.6 percent.

At baccalaureate institutions, instructors -- full-time, non-tenure-track faculty -- saw the biggest raises, at 2.2 percent, on average across institution types. The average combined pay increase for all faculty members was 1.8 percent.

So how much does that amount to? On average, full professors at public institutions earned \$115,592, while their colleagues at private, nonreligious institutions earned \$148,036. Full professors at religiously affiliated colleges earned \$102,025.

Associate professors at public institutions earned \$82,284, while associate professors at private institutions earned \$92,474, and those at religious institutions earned \$76,881.

Assistant professors at public institutions made \$70,801. Assistant professors at private institutions made \$78,643 and they earned \$64,129 at religiously affiliated institutions.

Lecturers earned \$54,372, \$68,608 and \$55,982, respectively.

Academic Rank	All Combined	Public	Private-Independent	Religiously Affiliated
CHANGE IN AVERAGE SALARY				
CATEGORY I (Doctoral)				
Professor	3.0	3.0	2.9	2.3
Associate	2.7	2.9	2.2	1.7
Assistant	2.8	3.1	2.5	1.6
Instructor	2.8	2.6	3.1	3.3
All Combined	2.3	2.3	2.4	2.0
CATEGORY IIA (Master's)				
Professor	1.5	1.5	1.9	1.3
Associate	1.8	2.0	1.2	1.9
Assistant	2.4	2.4	2.5	2.1
Instructor	1.5	1.0	2.3	2.0
All Combined	1.6	1.6	1.9	1.6
CATEGORY IIB (Baccalaureate)				
Professor	1.7	1.5	2.0	1.6
Associate	1.9	2.4	1.6	1.9
Assistant	1.7	1.8	1.7	1.8
Instructor	2.2	2.0	2.8	1.8
All Combined	1.8	1.8	1.9	1.9
CATEGORY III (Associate's with Ranks)				
Professor	1.9	1.9	n.d.	n.d.
Associate	1.8	1.8	n.d.	n.d.
Assistant	1.7	1.7	n.d.	n.d.
Instructor	1.9	1.9	n.d.	n.d.
All Combined	1.8	1.8	n.d.	n.d.
CATEGORY IV (Associate's without Ranks)				
No Rank	3.1	3.1	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV				
Professor	2.6	2.6	2.7	1.6
Associate	2.4	2.6	1.8	2.0
Assistant	2.6	2.8	2.6	1.7
Instructor	2.4	2.1	2.9	2.7
All Combined	2.2	2.2	2.4	1.8

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Academic Rank	All Combined	Public	Private-Independent	Religiously Affiliated
SALARY				
<i>CATEGORY I (Doctoral)</i>				
Professor	142,141	130,039	177,600	144,215
Associate	92,770	88,716	109,658	97,406
Assistant	80,989	77,446	95,312	83,112
Instructor	53,384	50,913	66,286	64,874
Lecturer	60,371	57,303	70,426	61,833
No Rank	67,353	56,678	81,813	74,525
All Combined	101,142	93,819	127,177	103,292
<i>CATEGORY IIA (Master's)</i>				
Professor	94,644	91,389	106,859	95,937
Associate	75,478	73,918	80,446	75,568
Assistant	64,909	63,953	68,979	63,806
Instructor	48,644	46,878	54,272	54,721
Lecturer	51,290	49,426	62,411	54,589
No Rank	54,228	52,136	65,299	54,131
All Combined	73,739	71,423	81,924	74,919
<i>CATEGORY IIB (Baccalaureate)</i>				
Professor	95,477	87,182	108,741	81,935
Associate	73,244	72,526	80,201	66,090
Assistant	60,805	61,000	65,230	56,580
Instructor	50,078	51,104	51,738	48,210
Lecturer	57,733	54,223	67,144	46,731
No Rank	59,502	52,041	65,756	50,067
All Combined	73,856	68,575	83,715	65,836
<i>CATEGORY III (Associate's with Ranks)</i>				
Professor	78,896	79,234	n.d.	n.d.
Associate	63,195	63,304	n.d.	n.d.
Assistant	54,751	54,801	n.d.	n.d.
Instructor	47,995	48,013	n.d.	n.d.
Lecturer	47,996	47,970	n.d.	n.d.
No Rank	48,485	48,485	n.d.	n.d.
All Combined	61,888	61,976	n.d.	n.d.
<i>CATEGORY IV (Associate's without Ranks)</i>				
No Rank	65,881	65,967	n.d.	n.d.
<i>ALL CATEGORIES COMBINED EXCEPT IV</i>				
Professor	122,171	115,592	148,036	102,025
Associate	83,751	82,284	92,474	76,881
Assistant	71,536	70,801	78,643	64,129
Instructor	50,927	49,245	58,960	53,294
Lecturer	57,206	54,372	68,608	55,982
No Rank	64,552	60,403	77,598	64,394
All Combined	87,838	83,939	105,227	77,776

As is the case year after year, male professors made more than women even when comparing faculty of comparable rank; experts attribute this to demographic differences among higher- and lower-paying disciplines, implicit bias in hiring and promotion, and other factors. Across institution types and ranks, men made \$95,886; women made \$77,417.

Also following tradition, faculty members in New England earned more than their counterparts elsewhere: \$105,385 across ranks and institution types. West Coast professors made \$97,395, on average, followed closely by their colleagues in the mid-Atlantic, at \$96,374. Professors in the North Central, Western Mountain and Southern U.S. earned significantly less, from about

\$77,500 to \$84,000.

'Busting the Myth'

Despite modest gains, AAUP says in the narrative portion of the report, professor pay can't be blamed for rising tuition. In reality, the report says, the decline of state appropriations for higher education and the "erosion" of endowments have hiked up the price of college.

"If faculty salaries were largely responsible for increases in average net price tuition [the cost of attendance minus grant and scholarship aid], then we would expect to see spikes in faculty salaries that far exceed the percentage increases in average net price tuition," the report says. On the contrary, net price tuition rose 5.3 percent between 2008-9 and 2012-13, while faculty salaries virtually stagnated, it says. Even at private, doctorate-granting institutions, where faculty salaries have risen the most since the recession -- about 9.1 percent, not adjusted for inflation -- that's still less than the overall net price tuition increase of 9.2 percent (*Figure 3*).

Put another way, instructional salaries at two- and four-year institutions make up just 31 cents on the dollar of the institutional budget, the report says (It's important to note that that figure, based on data from the Department of Education's Integrated Postsecondary Education Data System, includes contingent faculty salaries, which are typically low and therefore may artificially shrink the proportion.) (*Figure 4*).

So if not faculty salaries, what is driving tuition increases? AAUP avoids a lengthy discussion of sports and the growth of administrative ranks, which were the focuses of last year's salary survey report, and instead points to decreased state funding for public colleges and struggling endowments for private colleges.

The report offers a state-by-state list of percentage change in appropriations to higher education from 2008-9 to 2012-13. While such information is publicly available (the appropriations data are from the Center for the Study of Education Policy at Illinois State University) and has been widely reported, some of the numbers remain startling: New Hampshire, down 62 percent, correlated with a 10 percent net price tuition hike over the same period; Oregon, down 37 percent, and a 13 percent tuition



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jump; and Louisiana, down 50 percent, and 18 percent higher tuition, for example.

Not every state cut correlates with a big jump in tuition, and some states actually managed to drop their net price tuition through restructuring or other means. Across the 50 states, though, the trend is clear: state funding declined 16 percent and net price tuition went up 6 percent.

Among private institutions, AAUP says that endowments took about a 20 percent hit during and immediately after the recession, and are only now beginning to recover.

AAUP's report also tries to bust the myth that faculty members are overpaid. It says that the association is contacted throughout the year by members of the media who invariably ask if professors make too much for too little work, a narrative that's supported by opinion pieces and other accounts similar to what former New School Chancellor David Levy wrote in *The Washington Post* in 2012: "Though faculty salaries now mirror those of most upper-middle-class Americans working 40 hours for 50 weeks, they continue to pay for teaching time of 9 to 15 hours per week for 30 weeks, making possible a month-long winter break, a week off in the spring and a summer vacation from mid-May until September."

Levy was talking about faculty at teaching-oriented institutions, not those with research-heavy positions, but lots of faculty members across institution types disagreed with him. "Busting the Myths" says that faculty members even at teaching institutions can work 50- or 60-hour weeks, and that "even the high-ranking professors are generally underpaid," relative to their peers in industry. An astronomy professor, for example, makes \$101,900 annually, according to included data from the Bureau of Labor Statistics, while an astronomer makes \$109,300. A math professor makes \$78,500, while a mathematician outside academe makes \$124,450, while a law professor makes about \$126,000 and a lawyer makes \$138,000. (AAUP's selected examples include no examples in the humanities or social sciences.)

AAUP also challenges a third "myth" that the faculty must move away from the tenure and full-time faculty system to effectively deal with "disruptive technologies," since data suggest that part-time faculty members with

little institutional support are less effective educators for that reason. The report also says that colleges and universities have spent relatively little on these technologies and related faculty training in recent years, except for a spike in 2009-10. So rather than shedding tenure-line faculty positions with no real investment in competitive technology, AAUP says, colleges and universities would better protect their turf by exploring "strategies to improve budgeting, incorporating greater technological innovation in education with faculty involvement, efficiently managing specialization and stabilizing part-time faculty through conversion" (Figure 5).

One last "myth" addressed in the report is that faculty benefit costs are "out of control." In reality, AAUP says, costs for faculty benefits aren't significantly increasing and the cost of benefits as a percentage of compensation has increased just 1 percent a year for the past five years.

Defending Professor Pay

John Barnshaw, senior higher education researcher at AAUP and lead author of the report, said he thought it was important to set the record straight because "a lot of people have preconceived notions" about professors' lifestyles, particularly as tuition continues to strain or evade the budgets of average families.

"When people look around, they see very clearly that tuition is on the rise -- they can feel it," he said. Because faculty members are often the most visible people on campus, he said, "students might assume that they're all well compensated and in fact better compensated than their peers anywhere else, and that's why they stay in academe. But of course that's probably not the case."

Barnshaw said it was important to correct the record with data, he said, and encouraged readers of the report to share it with colleagues, friends and even state and federal legislators through social media and other means.

Ken Redd, director of research and policy analysis for the National Association of College and University Business Officers, said he agreed with AAUP's assertion that professor pay is not driving up tuition. Significant drivers are state disinvestment in higher education -- despite a

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much criticized recent *New York Times* op-ed arguing otherwise, he said -- and the growth of administrative ranks as colleges and universities struggle to oversee new federal mandates and programs. Redd disagreed with AAUP's claim that still-struggling endowments are driving up tuition, however, saying that they've largely recovered from blows they took during the recession, especially within the last two years.

Gary Rhoades, professor and director of the Center for the Study of Higher Education at the University of Arizona, said he thought the report helped address some of the misperceptions about faculty pay. One of the most valuable findings in particular, is that professor salaries make up less than one-third of institutional budgets, he said. "I would say that most people do not know that."

At the same time, Rhoades said the report could have done more to bust the myth that professors are overpaid by further revealing the stratification between disciplines -- think law versus the humanities, for example -- and professors at elite institutions and those at, say, "East Nowhere U." Many faculty members at the vast majority of less and nonselective colleges and universities make far less than the reported averages, he said.

Touching on a common, year-after-year criticism of the report, Rhoades added that data on part-time faculty pay -- even if it had to be taken from outside sources -- is essential to understanding the faculty pay landscape.

Barnshaw, who is new to AAUP this year, said finding ways to incorporate part-time faculty pay information is a top priority.

"That's 73 percent of the labor force," he said of non-tenure-track faculty, many of whom are part time (about 58 percent of instructors over all). "We'd like to see the survey expand in that way in the future."

Individual Institutions

Beyond general trends and AAUP's take on the data, lots of academics look to the annual faculty salary survey for institution-specific information, such as where professors earn the most. That said, the data don't take into account important factors such as variations in cost of living -- likely the reason why many of the highest-paying institutions are in or near large cities. Nor do the aver-

age salary data reveal stratification based on disciplines, even within the same institution. So, similar to Rhoades's point, keep in mind that faculty in the humanities, for example, might earn much less than business, medical, engineering and other professors at a given college or university.

This year's top 10 list for private research universities (the best paying category by far) is made up of the same institutions as last year's list, with some shuffling, including at the top: Stanford University displaced Columbia University as number one.

Top Private Universities for Faculty Salaries for Full Professors, 2014-15

University	Average Salary
1. Stanford University	\$224,300
2. Columbia University	\$223,900
3. University of Chicago	\$217,300
4. Princeton University	\$215,900
5. Harvard University	\$213,500
6. Yale University	\$198,400
7. University of Pennsylvania	\$197,500
8. New York University	\$196,900
9. Massachusetts Institute of Technology	\$193,900
10. Duke University	\$193,300

As has been the case in previous years, the top institution for public pay would not make the top 10 for private pay. The University of California at Los Angeles tops this list, as it did last year. Four other University of California campuses (Berkeley, San Diego and top 10 newcomers Santa Barbara and Irvine) also make the list.

Top Public Universities for Faculty Salaries for Full Professors, 2014-15

University	Average Salary
1. University of California at Los Angeles	\$181,000
2. New Jersey Institute of Technology	\$174,500



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University	Average Salary
3. University of California at Berkeley	\$172,700
4. University of Michigan at Ann Arbor	\$160,900
5. University of Maryland at Baltimore	\$157,000
6. University of Virginia	\$156,900
7. University of Maryland at College Park	\$154,200
8. University of California at San Diego	\$153,900
9. University of California at Santa Barbara	\$152,800
10. University of California at Irvine	\$152,600

The top liberal arts colleges for pay for full professors are very similar to lists from the past several years.

Top Liberal Arts Colleges for Faculty Salaries for Full Professors, 2014-15

University	Average Salary
1. Claremont McKenna College	\$161,500
2. Wellesley College	\$154,300
3. Barnard College	\$154,100
4. Pomona College	\$148,600
5. Amherst College	\$145,100
6. Harvey Mudd College	\$142,200
7. Wesleyan University	\$141,500
8. Williams College	\$141,200
9. Swarthmore College	\$141,000
10. Colgate University	\$140,000

This year, the data show 23 colleges and universities where the average salary for an assistant professor tops \$100,000. That's up from 19 institutions last year, and 11 the year before.

Colleges With Six-Figure Salaries for Assistant Professors, 2014-15

University	Average Salary
1. Stanford University	\$122,500
2. University of Pennsylvania	\$119,600
3. California Institute of Technology	\$118,900
4. Babson College	\$117,900
5. Massachusetts Institute of Technology	\$114,300
6. Columbia University	\$114,100
7. Harvard University	\$113,300
8. Bryant University	\$112,700
9. University of Chicago	\$112,300
10. New York University	\$111,200
11. Bentley University	\$108,000
12. Northwestern University	\$106,900
13. Carnegie Mellon University	\$106,100
14. Duke University	\$105,400
15. University of Texas at Dallas	\$105,200
16. Princeton University	\$104,600
17. Georgetown University (tie)	\$103,300
17. Cornell University (tie)	\$103,300
19. University of California at Berkeley	\$103,000
20. Northeastern University	\$102,200
21. Washington University in St. Louis	\$102,000
22. Dartmouth College (tie)	\$100,100
22. Drexel University (tie)	\$100,100

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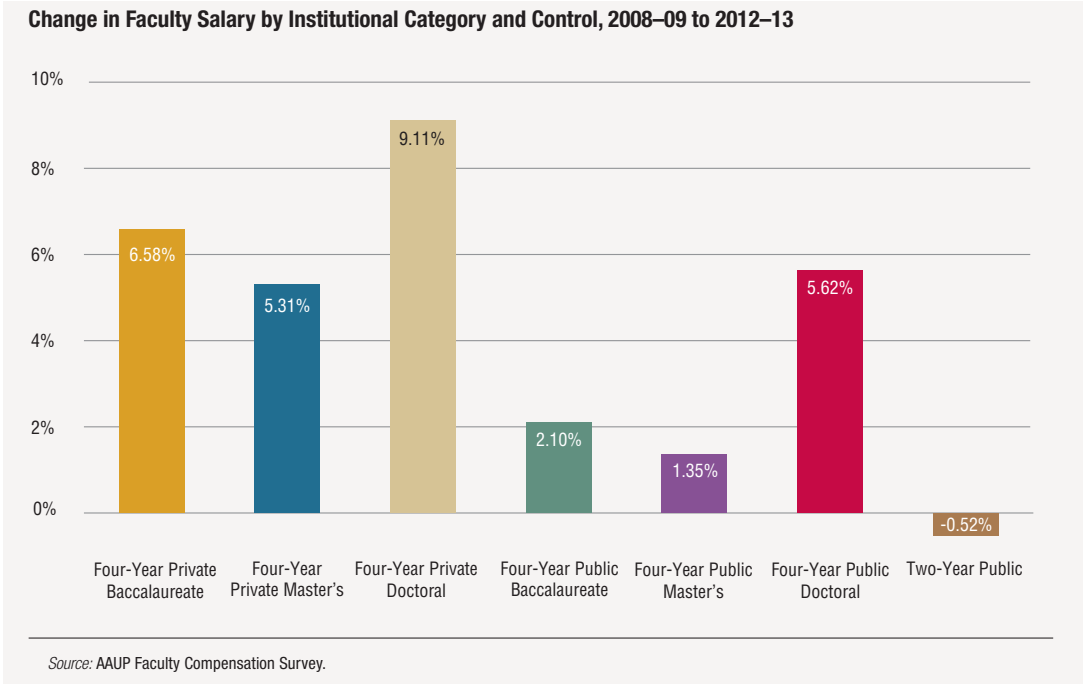


Figure 3

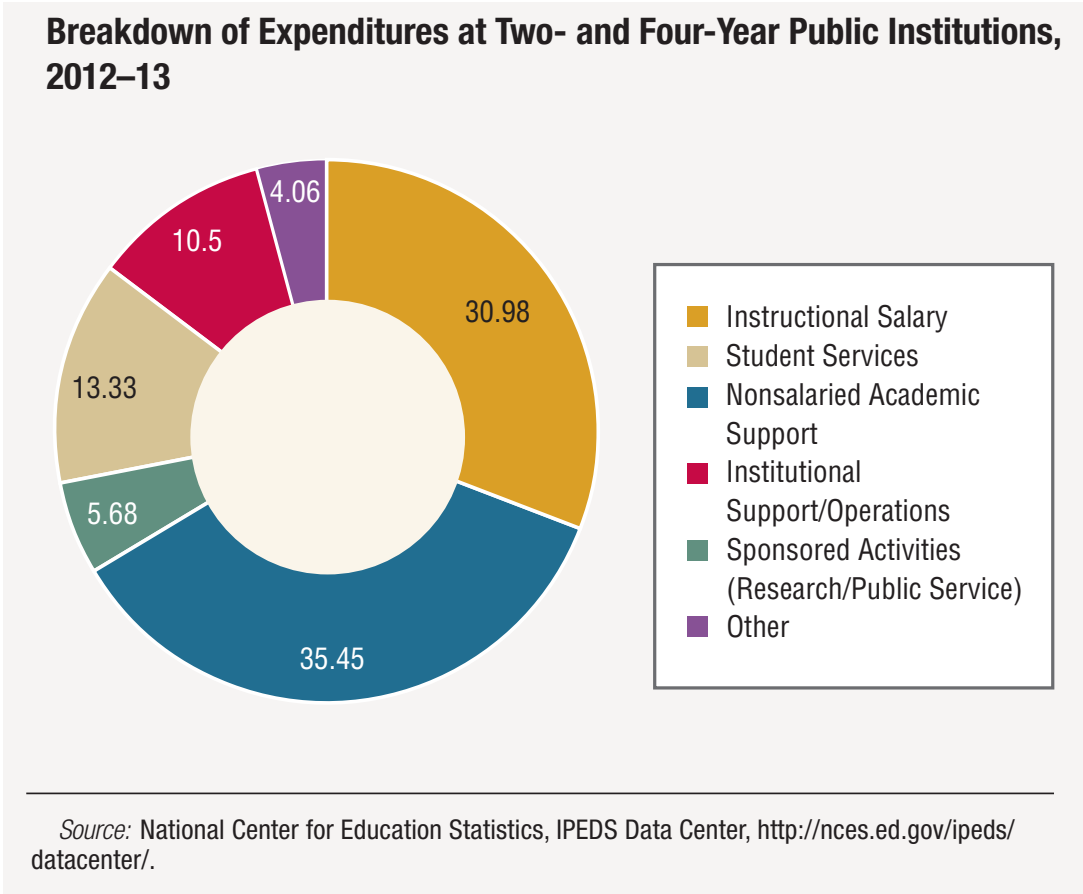


Figure 4

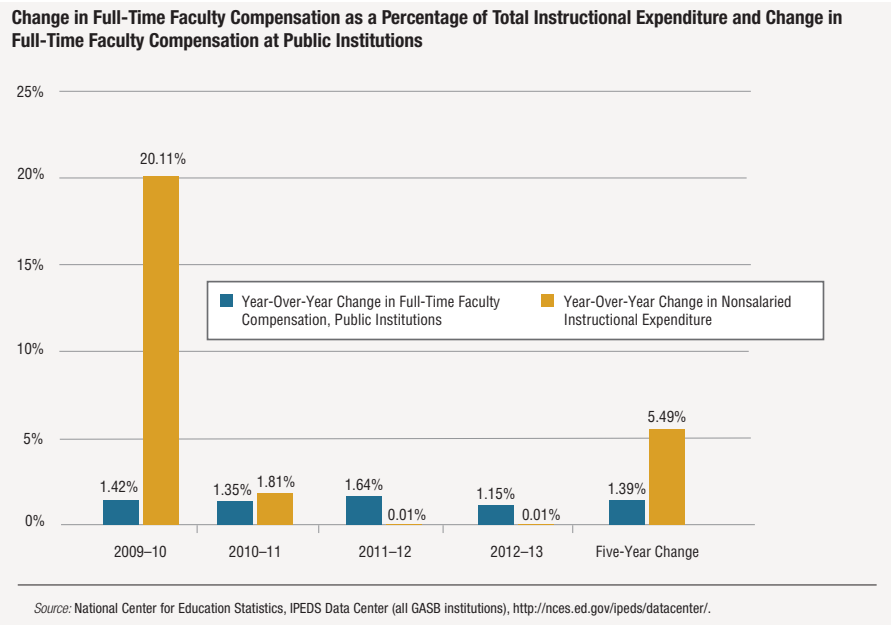


Figure 5

Originally published at
<https://www.insidehighered.com/news/2015/04/13/aaup-full-time-faculty-salaries-22-percent-year>

A Model Emerges

Adjuncts at Tufts say their first union contract, which includes significant pay and job security gains and a right to be interviewed for full-time positions, could be a model for new unions in negotiations elsewhere.

BY COLLEEN FLAHERTY

Service Employees International Union launched its [Adjunct Action campaign](#) in 2013, with an ambitious goal: take SEIU's metro-wide adjunct organizing effort in Washington, D.C. -- which took years to establish -- national, and fast. Drives were soon happening from Boston to San Francisco, leading to a dozen new unions.

In October 2014, Adjunct Action started touting its first successful contract negotiation, and adjuncts at Tufts University outside Boston are saying it could serve as a model for the many contract negotiations happening

elsewhere.

Highlights include significant pay increases, longer-term contracts and -- perhaps most meaningfully -- the right to be interviewed for full-time positions in one's department.

"We were definitely aware of the scope of the national problem and we wanted to be able to do something that would be helpful, both in terms of being a genuine response to our needs for pay parity and better working conditions, and also for a more respect for what we do,"

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said Elizabeth Lemons, a 16-year Tufts adjunct instructor of religion who participated in the negotiations.

Tufts adjuncts voted last fall to form a union affiliated with SEIU. They were the first in the Boston area to do so, followed by Lesley and Northeastern Universities. Organizing is under way at Boston University, while a proposed union at Bentley University was voted down. SEIU has seen similar successes at campuses in cities as far away as Seattle; most recently, adjuncts at Washington University in St. Louis is [filed for a union election](#), *The St. Louis Post-Dispatch* reported.

Lemons said she and her colleagues started off in a better position than many of their peers across the city and the country; Tufts adjuncts teaching three or more courses per semester get health care and other benefits, for example, and Tufts is a relatively wealthy institution. But they still faced low pay and poor working conditions compared to their tenure-line colleagues, she said.

Still, it was important for union members to keep negotiations civil and positive, Lemons said. So they started not by talking about contract goals but about Tufts' educational values, to build common ground with university representatives. They also highlighted best practices for adjunct employment already in place in some departments at Tufts.

The result was a nonconfrontational, even collaborative process, Lemons and other adjuncts said -- and a contract that includes significant gains for part-time faculty.

According to the collective bargaining agreement, union members will have at least one-year contracts. And by the end of the three-year agreement, lecturers with more than four years of service will be eligible for two-year appointments. Those with more than eight years of service will be eligible for three-year contracts. That provides much more job security than many adjuncts had previously. Lemons said that while at least half the members of the 200-person bargaining unit have worked at Tufts for seven or more years, until now they could still



Elizabeth Lemons

be hired on a semester-to-semester basis.

Addressing a common concern among adjuncts that they are [discounted in tenure-line hiring](#) decisions, the agreement also says that current lecturers will get first notice of and fair consideration for full-time positions, including a guaranteed interview. Adjuncts who interviewed for a full-time position and did not get it can find out why in a meeting with the dean or department chair. Such a guarantee is unheard-of at most institutions.

Tufts in 2013 instituted new base pay guidelines for adjuncts, but the new contract includes pay bumps of up to 40 percent in some departments. By September 2016, all Tufts part-time faculty will make at least \$7,300 per course, and those with eight or more years of service will make at least \$8,760. Many adjuncts nationally work for much less than that on a per-course basis. Non-classroom work, such as mentoring and advising, also will be compensated. Those adjuncts with three-year contracts will be compensated for canceled courses.

Evaluations also will be overhauled to improve performance, not punish professors for bad ratings. That's important, since many adjuncts say they're given little feedback about their teaching, and student reviews alone can determine whether or not they're rehired. Tufts will put more money aside for adjunct professional development, too.

Kimberly Thurler, Tufts spokeswoman, said via email that the university was "extremely pleased that our part-time lecturers voted overwhelmingly for this contract, which successfully balances the needs and priorities of the lecturers and the university."

She added: "Our negotiations were focused on ensuring that our part-time faculty recognize that we respect the work they do for Tufts and their contributions to our educational mission."

William Shimer, an adjunct professor of business at Northeastern University who has made \$2,300 per three-credit course, and a member of the new SEIU unit's collective bargaining team, just started negotiations. But

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he said everything Northeastern adjuncts are asking for is included in the Tufts contract, and he hopes that helps their cause.

"It certainly gives us a boost," Shimer said of the Tufts contract. "People who hear of it are very, very happy to know that academics and unions -- which took a while to associate themselves in the minds of so many profes-

sors -- can lead to such good outcomes -- not just for us but for the students in our universities."

Lemons said the new Tufts agreement doesn't solve all of adjuncts' problems, and there's still a lot to accomplish in future contracts, such as access to benefits for all adjuncts. But it's a strong foundation to "build on," she said. ■

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\$15K Per Course?

It's widely acknowledged that adjunct instructors are underpaid, but just how much do they deserve? A new union proposal shocks some, but others say it's appropriate.

BY COLLEEN FLAHERTY

Most observers agree that adjunct instructors deserve better pay, but what about \$15,000 per course? The Service Employees International Union shocked even some adjunct activists in February 2015 when it announced that figure as a centerpiece of its new faculty advocacy campaign.

But while union leaders admit the number is bold, those involved in the campaign say adjuncts might as well aim big, since they have little to lose. They also say they hope the \$15,000 figure will force a national conversation about just how colleges spend their money, if not on middle-class salaries for instructors.

"Clearly this is an aspirational goal, but it's a realistic goal, as well," said Tiffany Kraft, an adjunct instructor of English at four different institutions in the Portland, Ore., area, where she earns \$2,700 to \$3,400 per course -- about average, nationwide. "What I think needs to happen is a re-evaluation of how money is transmitted through universities -- there needs to be transparency there... Yes, that \$15,000 number is bold, but it'll get people to wake up and start doing the math, about how many students

are in a class and faculty pay, and [what percentage] of tuition dollars actually gets spent on instruction."

Kraft is not part of an SEIU union but has been active in the advocacy arm of the union's Adjunct Action campaign to organize adjuncts on campuses nationally. She helped SEIU announce its new, national [Faculty Forward](#) campaign last week on a conference call with adjuncts and labor organizers. Distinct from Adjunct Action, which has focused mostly on organizing adjuncts across metro areas nationwide, with [much success](#).

Faculty Forward is what SEIU is calling a more "grass-roots" awareness campaign about faculty working conditions and pay. Faculty Forward is also more inclusive than Adjunct Action, in that all faculty members -- part-time and full-time, non-tenure track and tenure line -- are encouraged to participate. That's perhaps unsurprising, given that SEIU has begun organizing tenure-line faculty on at least one campus, the University of Minnesota.

Faculty Forward has three main goals so far: demand \$15,000 per course, including benefits; target "bad actors" in for-profit higher education, including those with

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poor student debt records; and make quality higher education affordable and accessible for all students. The effort's still getting off the ground, but SEIU says it's planning awareness events on campuses this spring.

SEIU says the \$15,000 target won't be used in bargaining efforts at this point. At the same time, the union says it's not all that unrealistic, given that many Tufts University adjuncts -- the first group of adjuncts to win a contract as part of Adjunct Action -- got a [significant raise under the agreement](#): by September 2016, all part-time Tufts faculty members will make at least \$7,300 per course, and those with eight or more years of service will make at least \$8,760. That doesn't include benefits for all adjuncts, and non-classroom time, such as that spent meeting with students, also will be compensated.

Still, it's a big leap from \$7,300 to \$15,000, and Tufts is a relatively wealthy institution that likely can afford to pay its instructors more than, say, a public, regional institution or small, struggling private one, where even tenure-line instructors sometimes start at a salary equivalent to three courses under the SEIU target.

According to the American Association of University Professors' [most recent salary survey](#), average pay for assistant professors is about \$62,500 to \$76,900, depending on institution type. For associate professors, it's \$75,220 to \$91,200. Under the SEIU target, instructors teaching three courses each in the spring and fall would make \$90,000 annually.

Asked if the goal might garner criticism from full-time or tenure-line faculty, Gary Rhoades, professor and director of the Center for the Study of Higher Education at the University of Arizona, said no.

"I think there will be some full-time faculty that look at this number, if they're in a small college, maybe in a rural place, who think, 'That's more than I make,' but this is the kind of tide that can raise all boats," said Rhoades, who is not formally affiliated with the campaign but spoke during the conference call last week at SEIU's request, to put the Faculty Forward goals into context. "Adjuncts

catch the worst of it, but there are tenure-track faculty who are getting paid pretty rotten wages, too. This could be part of a larger conversation about all faculty."

Noting a recent, ultimately unsuccessful attempt to introduce a single salary scale for [all faculty members at community colleges in Colorado](#) and an increased interest among administrators at different colleges to give non-tenure-track faculty members a bigger role in shared governance, Rhoades said the traditional faculty role is being re-evaluated already. So better pay needs to be defined as a goal, he said. "This really forces a conversation about where we put our money, if not in the core mission of higher education."

Even though SEIU says the target won't be part of contract negotiations just yet, Rhoades said the Faculty

Forward campaign will go farther if it is at least part of Adjunct Action's organizing efforts "on the ground."

Asked if the \$15,000 figure could be off-putting to administrations who might otherwise be willing to work

with SEIU or faculty advocates on campus, Rhoades said administrators don't exactly hold the "moral high ground," since administrative costs have risen greatly in recent years while faculty pay has stayed mostly flat or decreased, considering inflation. (Although it's true that administrative costs have greatly outpaced instructional costs in recent years, there's some debate as to why that is; some blame senior administrative salaries but others say new regulations and increased student services have expanded the middle-level administrative budget.)

Adrianna Kezar, professor and director of the Delphi Project on the Changing Faculty and Student Success at the University of Southern California, said she wasn't aware of the new SEIU campaign but called its platform "interesting." Kezar studies the impact of faculty working conditions on student learning and works with both faculty and administrative groups on those issues.

"I think they are trying to draw attention to the pay disparity and obviously put out a high target to make more than incremental changes, as has been the very slow



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process in recent years," she said. "While not realistic on its face, I think it may help to push up the level of pay changes. Most campuses -- if they are adjusting pay -- are doing so very incrementally." Beyond pay, Kezar added, "I think their focus on student learning, reprioritizing budgets and having the enterprise re-examine common assumptions about value and support for instruction is a great focus for the campaign."

Maria Maisto, president of the New Faculty Majority, a national adjunct advocacy campaign, said via e-mail that she thought the target number was less important than the "boldness of the proposal and the underlying princi-

ples which it is trying to emphasize: equal pay for equal work, the inappropriateness of poverty-level wages for work that is so important, the connection between faculty working conditions and student learning conditions."

Kraft asked, "What do we have to lose? We've been scared into complicity for so long, but I didn't go through 14 years of higher education to be treated like shit... It's time, and things need to be shaken up. We are the base -- we are 75 percent [of the faculty, by some estimates]. It's an ugly secret, and it's got to get out. There's got to be an ideological shift and we've got to get some of this power back." ■

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Contracts Up Close

Academic labor conference panel discussion focuses on contract provisions for adjuncts that go beyond better pay. Data suggest larger gains for part-timers in bargaining units that are separate from full-time faculty.

BY COLLEEN FLAHERTY

NEW YORK -- You plan on and off all summer for a course you've been hired to teach in the fall, setting a syllabus, creating assignments and rereading texts. The work is all unpaid, of course, but the payoff will come when classes start off smoothly and that first check hits your account a few weeks later. Except that it doesn't, because your course got canceled at the last minute due to low enrollment, or because you -- a part-time faculty member -- got bumped so that a full-time faculty member (likely on the tenure track) could round out his or her course load.

Like relatively low pay and little institutional support, 11th-hour course cancellations are at the top of many adjunct instructors' employment reform agendas. But how can adjuncts combat what many administrators

say is a necessary mechanism for adapting to fluctuations in enrollment?

Preliminary data presented here in April 2015 at the annual conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions at the City University of New York suggest that collective bargaining agreements can be an effective -- if underutilized and still underdeveloped -- means of addressing the issue of course cancellations. That's particularly true when adjuncts are organized in units separate from full-time and tenure-line faculty at four-year institutions, and combined units at community colleges, according to the data.

Gary Rhoades, a professor and director of the Center for the Study of Higher Education at the University

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of Arizona, said he analyzed the national, multi-union contract database maintained by the National Education Association, called the Higher Education Contract Analysis System. The database contains union contracts negotiated by the American Federation of Teachers, the NEA and the American Association of University Professors, as well as independent locals.

The database does not contain recently negotiated contracts by the Service Employees International Union, however; to compensate for that, Rhoades did a separate analysis of recent contracts negotiated by SEIU: with American University, Georgetown University, George Washington University and Montgomery County Community College in the Washington region, along with Tufts University.

Rhoades said he was interested in looking at course cancellation contract measures because such provisions “encapsulate several of issues surrounding the working conditions of adjunct faculty” and are a “good case test of the pay and due process rights -- and limited nature thereof -- of adjunct faculty, the relationship between these faculty and full-time faculty and the issue of educational quality and the larger public interest.”

He also said it was illuminating to compare provisions in part-time-only contracts to combined full-time and part-time faculty contracts, as such comparisons can reveal different priorities and make for internal debate within the local. Elsewhere in his paper, Rhoades said that 147,000 part-time faculty members were in collective bargaining units in 2012, a dramatic rise from just about a decade earlier.

Rhoades also sought to compare outcomes for faculty at two-year versus four-year institutions, since part-time faculty members at four-year institutions already are widely recognized to have better contract protections for intellectual property in online courses and shared governance provisions.

Among four-year colleges, 15 contracts provided some pay for part-time faculty members whose classes were canceled. Of those contracts, 10 were in part-time-



Gary Rhoades

only units and 5 were in combined units. Because there are far fewer part-time units in the database, he said, 10 part-time contracts is remarkably large number. For similar but opposite reasons, five is smaller than it seems, he said.

But just how late is late notice and what kind of pay is being offered, according to the contracts? Rhoades said the details vary across institutions but generally, “compensation is quite limited, the timing that is required for providing notice of cancellation is quite late and the rationales

provided for canceling classes are quite broad.”

At the University of Vermont, for example, adjuncts in the part-time-only bargaining unit (which, like the full-time faculty unit, is affiliated with the American Federation of Teachers and the American Association of University Professors) whose courses are canceled receive a fee of 5 percent of total course pay, Rhoades said.

He cautioned that while 5 percent may sound like a “considerable amount,” it’s just \$150 using national per-course pay average. At Rutgers University, for part-time lecturers whose courses are canceled within seven days of the start of a class, the faculty member gets one-sixteenth of his or her salary for the semester. (The Rutgers part-time faculty unit also is affiliated with AFT and AAUP.)

Two contracts provide a flat amount. At Roosevelt University, where adjuncts are affiliated with the NEA, any adjunct who has accepted a course that is subsequently called off gets \$250 -- a little more than the fractional fees, Rhoades said, but still not very much. At Connecticut State University, it’s \$300 if the cancellation is within seven days before the start of the class; that unit is combined, part-time and full-time faculty, and affiliated with AAUP.

Timing seems to vary even more widely than pay; at California State University, for example, adjuncts have to teach three class meetings before they’re owed the full pay for a course that gets called off after that point (or an alternate work assignment). Before that, they’re paid only for the hours worked.

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Rhoades said that kind of language is important because it speaks to another major concern among adjunct faculty members: that their pay doesn't take into account hours spent outside of class, grading, preparing and meeting with students. At Central Washington University, if a course is canceled within 10 working days after the quarter begins, and the university doesn't offer the instructor a replacement course to teach, he or she will be paid just for the portion of the quarter worked, Rhoades said. Both those examples come from combined units; the California State union is affiliated with AAUP, NEA and SEIU, and Central Washington is affiliated with NEA and AFT.

Rhoades also looked at some of the rationales behind course cancellations included in union contracts. Language such as Saginaw Valley State University's (NEA) -- that full-time faculty whose classes are canceled because of low enrollment "shall at their option displace part-time faculty teaching classes for which the full-time faculty is qualified" -- is "hardly a recipe for building solidarity," he said.

Why? Because it "privileges a strata of faculty -- full-time -- who already enjoy considerably more due process and pay than part-time colleagues, and provides for displacement of adjunct faculty if full-time faculty need to fill out their loads."

Among community colleges, 46 contracts provided some pay for part-time faculty whose classes were called off. Of those, 14 were in part-time-only units and 32 were in combined units. The provision patterns were similar to those in university-level contracts, but in some cases were worse. Several contracts -- combined and part-time -- said that faculty members would be paid for one hour of a canceled class. Flathead Valley Community College in Montana pays adjuncts just \$30 for a course canceled up to a week before classes start (part-time only, NEA).

One of the most generous provisions is at the Seattle Colleges District (combined, AFT). Adjuncts there get 8 percent of course pay when the course is canceled up to week ahead of classes starting. After that, it's 8 percent plus the percentage of the course that's been taught. In another relatively generous contract, adjuncts at Onondaga Community College (AFT, combined) get no pay

when a class is canceled up to the start of the course -- but they get up to 30 percent of the course pay thereafter, depending on when the course is canceled.

In a particularly interesting clause that mentions bumping, or displacement by a full-time faculty member, Sussex County Community College's contract with its part-time faculty (part-time only, AFT) says that if it has issued a letter of intent to employ and the bargaining unit member's assigned class is canceled due to underenrollment or displacement by a full-time faculty member, "the affected bargaining unit member shall receive prorated compensation for actual classroom contract hours rendered."

In all, 25 percent of 240 applicable faculty contracts have cancellation provisions. Some 20 percent of combined units have them and 42 of 57 part-time-only contracts have them. Among four-year colleges, two-thirds of the class cancellation provisions were in part-time-only units. But among community colleges, some 69 percent of the provisions were in the combined units.

Rhoades found that SEIU's contracts -- though the sample size was small, at five -- contained the strongest language regarding these provisions. Consider George Washington's contract, for example: if a faculty member's appointment to teach a course is "canceled, denied or revoked for any reason after the faculty member is notified of reappointment, and fewer than 21 calendar days before the first day of classes of the semester or other applicable course start date... the faculty member will receive a course reduction fee of 20 percent of the salary that the faculty member would have received."

Rhoades noted that most of these new SEIU contracts have similarly detailed "access to service" and support clauses.

In addition to such language in future contract negotiations, Rhoades argued for trying to insert clauses that would "reassign rather than displace" adjuncts whose courses have been canceled. Ideas include "nonteaching" work aimed at enhancing student success, he said. To do so would not only be a "bread and roses" approach to adjunct faculty members' concerns, but also investment in education.

Responding to Rhoades's paper, fellow panelist Valerie

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Martin Conley, a chair and professor of counseling and higher education at Ohio University, said she believed in “bread and roses” for adjuncts but also “efficiency.” She said higher education probably needed a substitute term, to avoid the industrial connotations of that word. But to keep college affordable, she said, colleges need to work simultaneously on creating efficiencies while also focusing on the “humanity” of faculty and the educational needs of students.

Susan Schurman, fellow panelist and distinguished professor and dean of the School of Management and Labor Relations at Rutgers’s New Brunswick campus, said that as an administrator, she was of two somewhat contradictory perspectives regarding adjunct unions. Wearing her “management hat,” she said, there would simply be “no way” for Rutgers to compete for top tenure-line research faculty if it did not rely on adjunct employment to help it fill the revenue gap left from declining state appropriations.

But as a scholar of labor relations, Schurman said she thought the adjunct unionization movement was part of a bigger trend of contract workers reacting against the decline of standard employment. She said she wasn’t naturally a fan of competition among unions, but that, in the case of adjuncts, it seemed to be making for some fruitful results.

Rhoades also suggested that SEIU might be seeing such success because the larger, more traditional education unions -- along with tenure-line faculty -- hadn’t paid sufficient attention to adjuncts’ concerns over time.

Some commenters during the discussion period following the presentation seemed to agree with that perspective. But Lynette Nyaggah, president of the NEA-affiliated Community College Association, the higher education affiliate of the California Teachers Association, said there are many instances in which tenure-line faculty members have stepped up to lead. And not just in advocacy, but in contract negotiations, too, she said, naming three affiliated colleges where adjunct instructors have received bigger raises than tenure-line faculty members during contract negotiations.

In contrast to some of Rhoades’s findings, Nyaggah said she thought “wall-to-wall” bargaining units, in which all faculty members are covered by the same contract, were better than separate units. More unity among faculty results in better negotiation outcomes, including for adjunct faculty, she said. But traditional unions sometimes don’t do enough to “trumpet” their own successes.

At the same time, Nyaggah said, “There is more room for full-time faculty to lead in [the association], and we’re encouraging all faculty to work together and recognize each other’s value.” ■

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Win for Writing Instructors

Non-tenure track professors at Arizona State, after months protesting a plan they called unfair to them and their students, receive more money and the option to avoid a 5-5 courseload.

By SCOTT JASCHIK

Writing instructors at Arizona State University, who in December 2014 started protesting a plan to change their compensation in ways they said were unfair and would

hurt teaching and learning, in June 2015 won both a gain in pay and a new option on courseload.

The victory is notable for a group of instructors without

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the protections of the tenure track, many of whom used social media anonymously to make their points.

The plan announced in December was to require full-time, non-tenure-track writing instructors to shift from a 4-4 schedule to a 5-5 schedule, without any extra pay above the \$32,000 base that had been used for a 4-4 schedule. The university said it was relieving the instructors of service requirements, but the instructors said that a 5-5 schedule would have them teaching too many students (25 per section) to provide the kind of feedback students need. The instructors in fact were already over what the Modern Language Association's Association of Departments of English considers an appropriate number of students at 4-4, but would have gone way over at 5-5.

Many instructors said that Arizona State was in essence telling them to do more work without any additional compensation. The dispute attracted widespread attention among composition faculty members nationally.

In January, the university responded to the criticism by raising the base pay to \$36,000. While instructors said that the additional funds were welcome, many said that a 5-5 courseload for entry-level writing courses remained unreasonable and would result in a lesser quality of instruction for students.

The new plan responds to that criticism as well. The university has announced that it will now offer contracts in which those working a 4-4 courseload (the status quo before this push started) will receive \$36,000. Those who work a 5-5 courseload will be paid \$40,000. So a 4-4 option is preserved, with more money than before, and a 5-5 option has extra compensation on top of 4-4. While Arizona State has maintained a 5-5 option, writing instructors say that they see the crucial development being the 4-4 option, which they see as making it possible to maintain current levels of interaction with students.

A statement from the university says that Arizona



Banner created against the 5-5 course load at Arizona State

State "is taking another step to improve their base pay and to strengthen the delivery of critical instruction that teaches students how to be effective, clear and thoughtful writers."

Some lecturers, talking without their names, saying that they still fear retribution for speaking out, said that they still believe they are underpaid and that they are being asked to teach more students than is appropriate. Some also noted that there are a few lecturers who because of their past overtime pay may not see gains under the new arrangement. But even as they pointed out these issues, they said that Arizona State has made the situation for most of these lecturers much better.

A statement on the Facebook page of ASU Against 5/5, the group that led opposition to the original proposal, said "while this isn't perfect, this is the first significant pay increase for the rank in 28 years. It's better than the contracts we had in our hand to teach 5/5 for a pay cut." Further, the statement said that Arizona State "took seriously our pedagogical concerns and offered the 4/4 for instructors to choose." ■

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Leveling the Field

McMaster U addresses gender pay gap by giving \$3,500 raises to female faculty members.

BY COLLEEN FLAHERTY

McMaster University announced in 2015 that it is giving full-time faculty members a sizable raise this summer, with one qualification: they're all women. The Canadian university is turning talk about its gender pay gap into action, tacking \$3,515 (about \$2,900 U.S.) onto the salaries of its female professors across ranks.

"Whenever you have a pay equity issue, you have to address it front and center," said David Wilkinson, McMaster's provost and academic vice president. "Then it just becomes a process of doing the work to actually develop a robust model for adjusting it."

McMaster's process began several years ago, following the publication of a lengthy [report from the Council of Canadian Academies](#) suggesting patchy progress for women within institutions and gender pay gaps that persist even at the highest professorial ranks, among other findings. The university began to study its own landscape by gender, and found a \$3,515 pay gap -- about 2 percent -- between men and women that couldn't be explained away by discipline or rank..

The McMaster gap parallels data from the American Association of University Professors. In its [most recent annual faculty salary survey](#), AAUP reported that across ranks and disciplines, male professors made \$95,886 and women made \$77,417, on average. (Those figures aren't controlled for rank and discipline, exaggerating the gap as compared to McMaster's, however.)

Working with a subcommittee of the Faculty Asso-

ciation, the McMaster administration decided that rather than a 2 or 3 percent raise, it would adjust salaries through what Wilkinson called a "fixed dollar amount." Faculty members and administrators generally determined that was the fairest method, he said, as it was unclear exactly what was causing the pay gap and because junior faculty members would enjoy a larger proportionate benefit from the bump.

With 340 women out of 1,000 faculty members total, the move will cost the university about \$1 million in 2015 and subsequent years.

Wilkinson said there's been a lot of outside attention for the move, and that he's heard only positive reviews from faculty members. "This amounts to about 1 percent of our base budget, and certainly nobody, I think, questions that this is the right thing to do."

McMaster isn't the only institution to address pay gaps in recent years, but across-the-board pay increases -- as opposed to more targeted adjustments for specific women found to be paid less -- are relatively rare. The University of British Columbia granted [a 2 percent pay](#)

[increase](#) to female faculty members in 2013, for example, and the University of California at Berkeley recently released a detailed study on pay equity by gender and ethnicity while committing to looking at closing those gaps going forward. According to [the Berkeley study](#), women professors on that campus earn less than their comparable colleagues who are



Getty Images

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white men, universitywide: 1.8 percent less, controlling for rank, and 4.3 percent less, not controlling for rank.

John Curtis, director of research on the discipline and profession at the American Sociological Association, who for years studied faculty pay issues for the AAUP, said he thought flat-rate payments were a good way to address systemic pay gaps, since percentage increases can sometimes exacerbate the inequities in the long term.

He attributed persistent pay gaps at McMaster and elsewhere to unconscious bias, as opposed to overt discrimination in most cases, along with the fact that women are more represented at the lower (and lower-paying) faculty ranks and in disciplines that pay less than more male-dominated ones, such as engineering and the natural sciences. Some data also suggest that men negotiate for bigger salaries when they accept positions.

So will the McMaster plan make a difference in the long run, or will gender pay gaps resurface in a few years? Curtis said that's a "tough question, since we've been working on this issue for a long time and overall

salary pay gaps for men and women faculty are roughly what they were 30 or 40 years ago." Any lasting impact will be from McMaster keeping "working on the problem and asking these questions," he said.

Charlotte Yates, a professor of labor studies and dean of social sciences who helped McMaster study gender-based faculty issues, said the university is committed to following up on the pay equity and other gender-based initiatives, such as revising a parental leave policy and creating training modules.

Faculty members also have a role to play, she said. "This requires not just leadership but women faculty to be engaging and pushing the administration to recognize continued inequities."

Yates said she thought the McMaster initiative would help create real change for women outside academe, as well, based on the reaction she's gotten so far from those in business and other fields. "I've been contacted by women across Canada, outside the university sector, who are really hopeful [about change]. For a number of years pay equity has been off the table, due to austerity measures and other factors." ■

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<https://www.insidehighered.com/news/2015/04/30/mcmaster-u-addresses-gender-pay-gap-3500-raises-female-faculty-members>

Follow the Money

A Berkeley analysis of disparities by race and gender in faculty salaries raises key questions: Which gaps matter? Why do gaps vary? What can be done to eliminate them?

BY COLLEEN FLAHERTY

Lots of colleges and universities acknowledge trouble—some — if relatively small — gaps in pay among men and women professors, and among white and minority professors. But it's a hard thing to study and address, given the many variables and competing theories involved. So a [comprehensive study of tenure-line faculty salaries](#), released in early 2015 at the University of California at

Berkeley — along with an administrative pledge to close revealed gaps — is getting a lot of attention.

"There is so much goodwill on our campus — what we were missing was information," said Janet Broughton, vice provost for faculty at Berkeley and chair of the joint administration-Academic Senate committee that conducted the study. "Now that we have it, I think we will be



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able to move forward in many ways, whether it's helping a department chair build a culture that is richly inclusive or designing a salary program that can help us progress toward our equity ideals."

The ultimate goals, Broughton said, are to make sure Berkeley's pay practices are in line with legal nondiscrimination standards, and to offer "salaries as similar as possible to the faculty within each discipline who are of equal accomplishment."

Berkeley ran the data using two models, due to long-standing debate about which is most appropriate: one controlling for experience, field and rank, and the second controlling for just experience and field. Both models show that women earn less than their comparable colleagues who are white men, university-wide: 1.8 percent less, controlling for rank, and 4.3 percent less, not controlling for rank. There's a smaller gap for ethnic minorities, compared to white men. For Asians, it's about 1.8 percent in both models. For underrepresented minorities, it's 1-1.2 percent, depending on the model. Digging deeper into the data reveals some gaps that are larger for certain groups in certain disciplines.

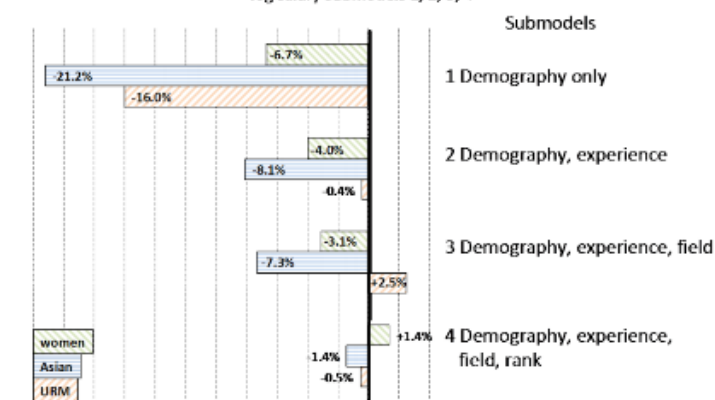
Without any controls, the gap for women is about 15.8 percent. For Asians, it's 10.8 percent and for underrepresented minorities, it's 12.1 percent. Most experts say that some controls are needed because senior ranks of the faculty -- where salaries are typically higher -- still might reflect the bias that limited the ability of those who were not white men to advance in academic careers a generation ago. Further, some of the disciplines that have seen more women hired and promoted nationally are fields (such as the humanities) that tend to pay less than some male-dominated fields in the sciences.

While the gaps suggested in the controlled models are relatively small, the report puts them into context, saying that for women it's equal to one to four years of experience. The difference for minorities is about one to two years' experience. In actual dollars, that's approximately \$2,150-\$6,092 less for women compared to white men in annual pay and about \$2,709-\$2,846 less for minorities, compared to white men.

Results differ greatly across schools, divisions and colleges within Berkeley. In the arts and humanities, women

actually earn more than white men -- about 1.4 percent more -- when controlling for rank. But not controlling for rank, women earn 3.1 percent less than white men. Controlling for rank, Asians earn 1.4 percent less than white men; not controlling for rank, they earn 7.3 percent less. Underrepresented minorities earn 0.5 percent less controlling for rank, and 2.5 percent more not controlling for rank.

Figure 9A: Arts & Humanities
women vs. white men, Asian vs. white men, URM vs. white men
log salary submodels 1, 2, 3, 4



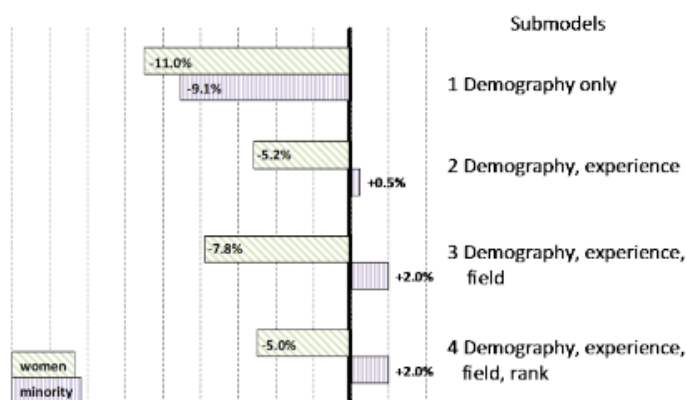
In the social sciences, women earn 1.8 percent less than white men, controlling for rank, and 3.1 percent less considering just experience and field. Differences in salary between Asian and underrepresented minority professors reemerge, with Asians earning 5.4 percent less than white men, controlling for rank, and 2.7 percent less, not controlling for rank. Underrepresented minorities earn 2 percent less than white men when controlling for rank and 4.9 percent less in the less-adjuncts model controlling for just experience and field. (In the baseline models looking only at demography and experience, women fare poorly, earning 16 percent less, with minority faculty members not far behind; the committee attributes this to the economics department, which is less demographically diverse and better compensated than others in the division.)

In the biological sciences, women earn 2.9 percent less than white men, controlling for rank, and 5 percent less not controlling for rank. Minorities, meanwhile, earn 3.5 percent more, controlling for rank, and 2.4 percent more not controlling for rank. The differences are bigger

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for women in the mathematical and physical sciences. They earn 5 percent less controlling for rank and 7.8 percent less not controlling for rank. But minorities earn 2 percent more than white men in both models in those fields. In chemistry, women earn 2.1 percent less adjusted for rank and 10.6 percent less not adjusted for rank. Minorities fare well, earning 5.9-7.9 percent more than white male colleagues, depending on the model. (The report attributes that “volatility” to the program’s relatively small numbers. David Wemmer, department chair, agreed, saying the “statistics of small numbers” probably inflated the impact of having several good, well-compensated professors who happen to be ethnic minorities in a department of about 46 full-time faculty members overall -- what he said was somewhat above average in size in the sciences.)

Figure 9C: Mathematical & Physical Sciences
women vs. white men, minority vs. white men
log salary submodels 1, 2, 3, 4

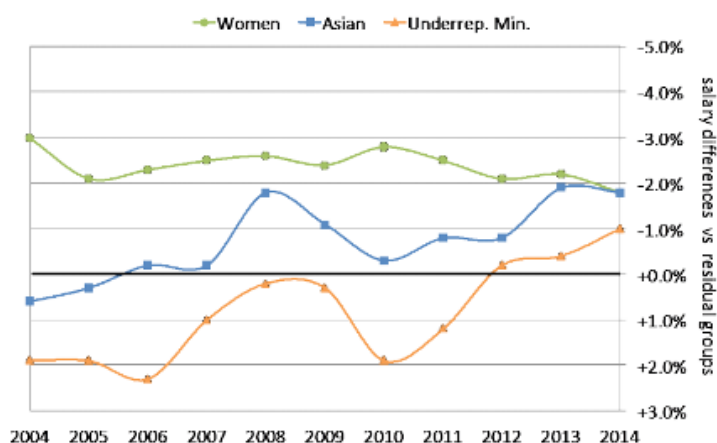


Both women and minorities earn significantly less than white men in both models in the natural resources fields: 7.4 percent and 4.6 percent less, respectively, in the more forgiving model. Engineering appears to be the most equitable STEM field overall, with modest, positive differences for women (1.7 percent) and Asians (0.7 percent) in the rank-controlled model; underrepresented minorities saw a negative 1.1 percent difference in pay from white men. The reports notes year-to-year volatility in these figures, however, likely due to the relatively small number of faculty members -- just 15 -- in the program.

The pay gap for women across Berkeley has decreased since 2004, from 3 percent less controlling for experi-

ence, field and rank to 1.8 percent in 2014. But the gap for minorities has widened, from a positive difference of about 0.5 percent for Asians in 2004 to negative difference of about 1.7 percent and from a positive difference of 2 percent for underrepresented minorities in 2004 to a negative difference of 1 percent in 2014. The study again attributes the year-to-year “volatility” in minority faculty members’ salaries to their relatively small numbers on campus.

Figure 6: campus time-series
women vs. white men, Asian vs. white men, URM vs. white men
log salary submodel 4 (demography, experience, field, rank)



The committee that did the study says it can’t determine from data alone what’s causing the pay gaps. But committee members offer possible contributing causes, such as time in rank, implicit associations or unconscious biases in the faculty review process, social factors that might affect access to education and external factors such as the academic job market and retention. The report includes an exploratory subanalysis on women in the following fields, controlling for scholarly citations: molecular and cell biology, sociology, psychology and business. It found that controlling for Google Scholar citations reduced or eliminated pay gaps between women and white men (the analysis did not include minorities, as the committee determined the sample size would be too small to return valuable results).

The committee says this suggests Berkeley salaries are associated with how often a scholar’s work is cited, and that women’s work may be less often cited than men’s. A similar subanalysis of retention rates found that

“...women professors aren’t negotiating their salaries well enough upon hire, putting them at a disadvantage from the start.”

controlling for whether or not a professor ever has been a “retention case” – meaning he or she sought a raise in light of a better offer from another institution – added to the pay gap. Although many women faculty advocates say this plays a crucial role in keeping women’s pay relatively lower, since they are more likely to be geographically bound to an institution due to family responsibilities, the committee says the data set is too small to make a definitive conclusion. But it calls for further study of the issue.

Based on the data and its discussion of possible causes, the committee recommends several steps Berkeley should take to close faculty pay gaps. They include further study, taking steps to help faculty members with work-life balance and improving the campus climate regarding gender and race. The report also recommends faculty salary review programs and salary increases open to all professors but with additional opportunities to help Berkeley meet its “broadest equity goals.” It calls for an immediate review of faculty salary “outliers,” to make sure they’ve been compensated fairly based on their performance.

It also recommends taking a second look at a “target decoupling” initiative adopted in 2012, which aimed to bring the top-performing faculty salaries back in line with the market rate – but which might have neglected the internal pay gaps issues addressed in the most recent study. The committee calls for a new, three-year faculty equity initiative to be designed by administrators and faculty members by the end of this semester. The report says the program guidelines should “provide mechanisms to ensure that all eligible women and ethnic mi-

nority group members are appropriately identified for consideration.”

“The steering committee urges in the strongest terms that this study not be put on the shelf,” the report reads. “It should mark the beginning of a new era of thoughtful engagement with issues of faculty salary equity at Berkeley, and it should serve as a basis for fostering sustained and collective discussion and action.”

The Berkeley study is a follow-up to a less comprehensive University of California System-wide study of faculty salary equity completed in 2011. But it also arose from on-campus concerns about gender equity expressed by some professors, which also were documented in a 2011 campus climate survey.

While 1-4.3 percent gaps in faculty salaries might seem small to some, Broughton said she thought such differences “ought to matter. They can be financially significant for individual faculty members as they add up over a career.”

Mary Ann Mason, a professor of law at Berkeley and coauthor of the influential *Do Babies Matter? Gender and Family in the Ivory Tower* book and larger body of the research of the same name on gender issues and academic careers, agreed, saying the losses are “progressive” over a lifetime. Women professors also end up with one-third less money in their pensions upon retirement, she said. “So yes, it does significantly affect salary in the long run.” (The committee in its recommendations cites Mason’s work, saying Berkeley needs to keep adopting the family-friendly policies she recommends.)

Mason said her research suggests something the study hints at – that women professors aren’t negoti-

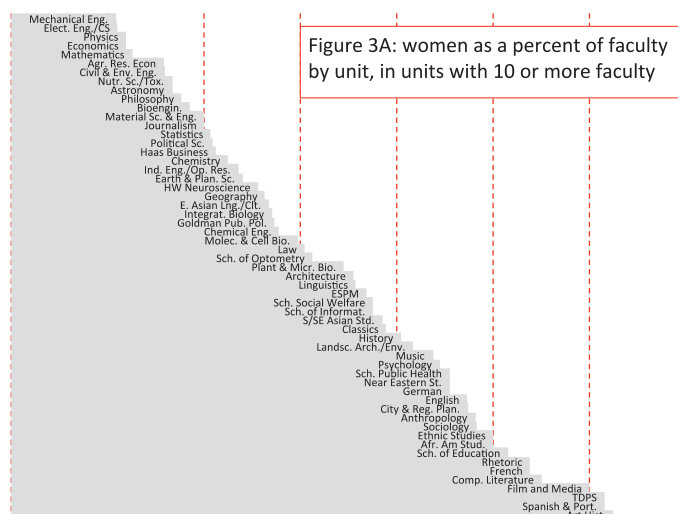
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ating their salaries well enough upon hire, putting them at a disadvantage from the start. (Indeed, many experts suggested gender bias was at play in a [now-notorious negotiation attempt by a woman candidate at Nazareth College](#); the offer was revoked.) While men tend to feel comfortable asking for more than they're initially offered, she said, women tend to say, "Thank you for hiring me."

Robert Hironimus-Wendt, a professor of sociology at Western Illinois University who studies pay gaps in higher education, said Berkeley's study applied a solid methodology, producing findings in line with national data. He attributed the discrepancies to a kind of "gated communities" phenomenon in which programs or departments with the highest pay premiums -- business being a classic example (and in which women at Berkeley lag behind white men by 6.4 percent in pay in the rank-controlled model, and minorities, by 0.2 percent) -- are "really good at hiring people who are like them."

Women make up 31 percent of the tenure-line faculty at Berkeley but in business, for example, are just over one-fifth of the faculty. Berkeley's data on the faculty makeup of programs by gender -- showing that some departments are just 10 percent women and others, more than 60 percent -- further support that hypothesis, to a certain degree.

So in addition to all of the committee's recommendations, Hironimus-Wendt said he thought affirmative action hiring practices also are necessary to ensure results. "Departments might say, 'There aren't any women,' but if you look at the data, there are," he said. The professor rejected the idea that departments with the least diversity and the biggest pay gaps will become more diverse



in a generation, saying that women have been getting Ph.D.s at roughly the same rates as they do today for 20 years -- already one faculty life cycle. "People want to overcompensate and throw in another variable and explain away the possibility of discrimination," but it's a perpetual problem, he said.

Broughton said that beyond trying to right faculty pay gaps, Berkeley wants to keep chipping away at the question of why they exist -- important in creating a positive climate for faculty.

"Do the differences reflect group differences in access to important social networks?" she asked. "Do they reflect the operation of implicit association in the assessment of individual faculty members' records? Do they reflect differences for group members in work-family balance? Questions like these point us toward ways in which we can try to make direct or indirect institutional responses."

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Explore AAUP's Salary Data

Searchable by institution, rank, state and more. Available here:

<https://www.insidehighered.com/aaup-compensation-survey/2014-2015>

Keep Students, Earn More

Faculty and administrators are pleased with Coastal Carolina U. program that links salary decompression with increased student retention.

BY KAITLIN MULHERE

Salary compression is a familiar dilemma to faculty members and administrators. Most campuses conduct regular analyses to measure salary discrepancies across academic departments, across generations of faculty members and between their own professors and those at other institutions.

Few colleges, though, have found a sustainable solution to relieve compressed salaries, especially in a period of budget cuts, shrinking state investment and rising tuition.

Administrators at Coastal Carolina University, a 10,000-student public university in South Carolina, think they have done so through what they call profit sharing. If the university is successful -- in this case, at increasing student retention -- then faculty members are rewarded with a pool of money that is divvied up to help alleviate compression.

In the first two years of the program, the university has paid almost \$2.5 million to qualifying employees, after consecutive increases to the retention rate. Equal amounts of money are set aside for both faculty members and staff who go through performance reviews.

This year, there is \$400,000 on the line each for faculty and staff salary decompression and \$150,000 for merit bonuses. To spend the money, the university's annual retention rate has to increase from 67 to 68 percent.

If the retention rate hits 69 percent, then the money increases to \$500,000 for decompression and \$200,000 for merit pay.

"The bottom line in all this is that if the university does well, it's the administration's and the board's belief that we need to share with those who play a role in making the institution successful," President David DeCenzo said.

The program was designed by faculty members, who

had been tracking salary compression each year.

In general, compression happens when faculty members' pay is limited by year-to-year increases that don't keep up with market rates. Salary inversion happens when new hires make more than senior-level employees because they're negotiating at market rates.

Coastal Carolina faculty realized that if they wanted the university to pay for a decompression effort, they'd need to find revenue that wasn't already budgeted for something else, said an associate statistics professor, Keshav Jagannathan. Jagannathan, as Faculty Senate chair, helped devise the program a few years ago with an associate math professor, Thomas Hoffman, who led Senate efforts on faculty welfare and development at the time.

They figured that if the retention rate went up, so would revenue from tuition money, part of which could be re-directed to faculty salaries. "We're not looking for that money in lean years when the university is struggling," Jagannathan said. "We're just looking for something in terms of meeting our goals."

In the years leading up to the program's development, about 50 percent of faculty members had compressed salaries, and fixing those inequities would have cost, in total, between \$1 million and \$2 million, Hoffman said. Those figures come from a model based on comparing Coastal Carolina salaries to corresponding positions in a national sample of universities.

In the two years since, the program has been successful at decreasing the amount of compression at the university, though it's hard to quantify by how much, since different positions are compressed at different levels. Plus, compression will grow each year if full cost-of-living adjustments or raises aren't in step with the national average.



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Brian Bunton, for example, was hired in 2007, right before the economic downturn. He didn't get even a cost-of-living adjustment for the first five years he worked there. During the first year of the compression relief program, his salary was increased 10 percent. Bunton is president of the university's chapter of the American Association of University Professors, and he said most faculty members support the program.

The money is given to faculty members who meet the qualifications for being competitive and meritorious in performance reviews. But the program was designed to reach as many faculty members as possible. If there's only enough money to relieve 80 percent of the institution's compression, then all qualifying faculty members will get that portion of the amount their salary is compressed.

Student retention has benefited, as well. Projections show the university hitting a retention rate of 74 percent in the next three years, though administrators would like to surpass that.

Retention is obviously an important factor in student success and graduation rates, but it also affects the university's cash flow. Prior to the Great Recession, Coastal Carolina's retention rate hovered in the mid-60s. Then it dropped to 59 percent in 2009.

In efforts to improve the rate, the university has put money into student resources, by beefing up advising capabilities, encouraging faculty to take on more mentoring roles and improving tutoring services and other academic resources.

DeCenzo said this program is a way to get the faculty to buy in to the university's retention goal. Hoffman said that, anecdotally, it does seem that professors are participating in more activities and practices aimed at retention, such as taking attendance in all freshman courses

and calculating grades in the middle of the term to identify struggling students.

Nationally, the [average retention](#) for first-time, full-time students at public four-year colleges was 79 percent in 2011, according to the National Center for Education Statistics.

Faculty interaction with students outside of the class settings is important for student success, and so anything colleges can do to encourage faculty to increase involvement with students is good for retention, said Alan Seidman, director of the Center for the Study of College Student Retention.

But Seidman worried about the possibility of grade inflation if faculty stand to benefit financially from improved student retention rates. He recommended collecting data to see if there's a difference in grade distribution before and after the program.

Administrators also stress that the faculty salary adjustments haven't come on the backs of tuition increases. While tuition increased about 3 percent last year, it was flat for in-state students during the 2012-13 and 2013-14 years. Administrators are anticipating a modest increase next



Coastal Carolina University

year.

The agreement for the compression program was for a three-year period, and administrators said after this year, they plan to turn it back to the faculty to see how faculty members want to move forward. Part of the program's success has no doubt been because it rose out of faculty suggestions, they said.

"It's also important to present it to your board of trustees in a way that demonstrates that it's good for the overall university," DeCenzo said.

Hoffman, one of the math professors who helped created the program, said the compression model needs to

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continue to be run annually, but he's more flexible on other details of the program. Right now, the money is tied to retention, because that's what the university is focusing on, but that could change in the future.

Coastal Carolina isn't the only university where the intersection of student retention and faculty pay has served professors well. Siena College in New York announced in March 2015 it will not pursue cuts to faculty pension contributions in light of an especially strong fall-to-spring retention this year.

Siena College, with about 3,000 students, has a consistently high retention rate, usually above 95 percent. This year, though, the college retained an additional 44 students it hadn't budgeted for, said Brother Ed Coughlin, president of the college.

The college had been anticipating a \$900,000 budget deficit. Now, with additional tuition and room and board money from those 44 students, the deficit is projected at about \$200,000. As a result, the university won't carry through with a plan to reduce by 3 percent contributions to faculty retirement plans, which would have saved about \$500,000.

Coughlin attributed the college's high retention rate to an early-warning retention team that monitors students' academic performance, flexible access to advisers and a first-year seminar that fosters relationships between faculty and students. The college also has started a training program for resident assistants so they can recognize signs that students may be at risk of leaving and refer them to the proper resources. ■

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Decompressing Salaries

At many colleges, long-term professors say their pay lags behind that of newer faculty. Has UW Oshkosh found a way to deal with the problem?

BY COLLEEN FLAHERTY

It's a dilemma many universities face: how to attract new, top faculty with competitive salaries without being unfair to senior professors, whose salaries often are tied to a pay scale or plan that hasn't kept up with the outside market.

Weighing recruiting needs against a desire to alleviate the morale-busting effect of salary compression on faculty, one Midwest university has launched a series of initiatives to address it.

"When you go out on the job market, the only time you're in a good negotiating position is when you're first hired," said James Simmons, professor of political science at the University of Wisconsin at Oshkosh and president of its Faculty Senate. "And when you look at inequity, the

largest inequity is between those who negotiated well or in a lean market for high-demand jobs [and everyone else]. Once you're there, there are ways to increase your financial position, but they're still limited; there are only so many ranks."

The reality of the academic job market today is that while superstars or those who in a few select fields are sufficiently in demand to command top dollar, many senior professors are not -- and so they end up with minimal raises year after year. And that reality means that good campus citizens who take on the introductory courses, or devote extra time to advising -- in other words, those who do the work that makes a college education meaningful for students -- can feel they are taken for granted.

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Since 2000, the Faculty Senate, in partnership with university administration, has introduced “professional productivity” salary increase opportunities for full professors; a salary equity plan in which “equity funds” are distributed to individual faculty members based on recommendations from a faculty committee, college dean and provost following a regression analysis of internal peer salaries; and increases in percentage pay jumps for promotions. The first two initiatives alone resulted in \$945,000 in additional pay to faculty members (some of whom received additional benefits from both efforts). An expanded salary equity plan, in which all faculty will automatically be considered for equity funds and in which performance and salaries at regional peer institutions will play more of a role, takes effect next academic year. It’s estimated that 70 percent of faculty will qualify for benefits under this new plan. (That’s in addition to a pre-existing faculty development fund that gives out \$500,000 annually to individual faculty members for professional enrichment.)

While it’s not a complete solution to the problem of salary compression, faculty have been appreciative, said Lane Earns, provost, especially in the face of decreased state funding for higher education spanning many years that’s resulted in leaner

pension packages and growing mandatory contributions to health care plans. That’s all made new faculty harder to recruit, given that Oshkosh salaries already are 18-20 percent below those of comparable institutions, on average. (All of Oshkosh’s salary reforms have been fund-

ed internally, by initiatives such as a dual enrollment credit program with local high schools.)

“We still obviously need state support, but at least we’ve shown faculty we’re willing to do as much as we can and are being as creative as we can to deal with problems as they arrive, and get us through to when there might be more support coming our way,” said Earns. “Certainly it wasn’t [senior faculty’s] fault that the market had changed and put them in a difficult position vis-à-vis junior faculty being hired.”

Across Higher Ed

Broadly speaking, it’s hard to tell how widespread a problem salary compression is.

“Unfortunately, we don’t have precise quantitative measures to define this concept,” said John Curtis, director of research for the American Association of University Professors, but it typically comes about in two ways. First, faculty pay

tends to increase over time at the rate of inflation, as with cost of living increases. But new junior faculty members often negotiate their salaries at the “market rate,” which,

Salary Compression Initiatives at UW Oshkosh

Professional Productivity Pay Increases	Full professors can apply for a performance-based pay jump of 7.5 percent (based on average professor salary) every eight years, to achieve the rank of “distinguished professor.” In six years, 45 of 57 to apply have received base salary increases totaling \$240,000. (Professors can reapply four years after an unsuccessful bid.)
Salary Equity Plan	Each year, 20 percent of faculty members are considered for additional “equity funds” based on the recommendations of a faculty committee, college dean and provost following a regression analysis of internal peer salaries. In three rounds, more than \$700,000 was distributed to faculty. (A new equity plan, for which all faculty will be eligible and in which merit and regional peer institution salaries will play more of a role, takes effect next academic year.)
Pay Jumps for Promotions	Instead of 3-4 percent raises for each new rank, tenure-track professors now make 6-7.5 percent more with each promotion.

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depending on a variety of factors, can outpace inflation.

Second, salary compression – or even salary inversion, when senior faculty make less than junior faculty – can reflect the market between different disciplines. Business, law and medical field professors tend to earn much higher salaries than their counterparts in other disciplines due to more lucrative job markets outside higher education. This makes them harder to recruit and forces up initial salary offers.

Salary compression and inversion arise for both reasons at Oshkosh; even after initiatives to address it, salaries vary widely between colleges and conspicuously less widely between ranks of professors within individual departments. In accounting, for example, part of the College of Business, assistant professors make \$120,000 on average, while full professors make about \$98,000. In English, in the College of Letters and Science, assistant professors make about \$50,000 on average, while full professors make a little more than \$67,000.

However sound the reasons for salary compression, Curtis often hears complaints from faculty members and said there are good reasons for colleges and universities to address it. “It’s really a morale issue,” the director said. “It’s telling faculty who have chosen to stay and help build a particular institution that their contribution isn’t necessarily valued.... It’s a disincentive to be loyal and it can be a negative thing for a particular institution.”

Simmons agreed. “Some of the best, most accomplished people leave,” he said. And even when they don’t, Curtis said faculty sometimes seek out job offers from

elsewhere in an attempt to secure a counter-offer from their current institution.

Transparency is key to reform, Curtis said. “The whole process should be opened up and made transparent by having a faculty committee that has full access to [salary] data make recommendations about how the hiring process is structured.”

At Oshkosh, faculty committees have been key in drafting and executing pay equity plans; the university also has hired an outside consultant to help improve the plan.

Still, there’s no “fixing” salary compression for good, as market realities seem to demand it.

Rosemary Smith, dean of the College of Nursing at Oshkosh said it’s already a struggle to recruit “doctorally prepared” faculty (she could hire 10 new members but is only currently advertising for five due to the low application rate; only one person has applied since the fall semester), even before salary negotiations can begin (assistant professors of nursing make about \$66,000 on average; full professors make \$79,000).

“We have millions of people who are unemployed, unfortunately, but we don’t have the people credentialed to come into where there is the greatest demand in higher education.”

Even in political science, in the College of Letters and Sciences, salary negotiations can turn off top candidates being offered Wisconsin market rates (\$51,000 on average for an assistant professor, compared to about \$68,000 for a full professor), Simmons said. “Sometimes we’ll have to go down to the fourth, fifth or sixth choice.” ■

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A Market Approach

Eastern Washington U. and its faculty union agree to base professors' raises on how much above or below the market they are in their disciplines.

BY COLLEEN FLAHERTY

Few professors would turn down a raise, but even standard contract pay bumps of 3 or 4 percent can leave long-serving faculty feeling less valued than their newer colleagues. That's because junior faculty often are recruited at similar or even higher salaries fresh out of graduate school, especially those in high-demand fields such as business and medicine. The issue, known as salary compression, compounds over time, and it's not great for morale.

But at least one university has stepped outside the box in its approach to equity in professor pay, aiming to bring all faculty salaries up to current market rates for their ranks and discipline, with some getting big percentage raises, and others less. And those involved in contract negotiations at Eastern Washington University say they'd be surprised if other universities didn't take note.

"All the other schools would be crazy not to do what we did," said Tony Flinn, professor of English and president of the United Faculty of Eastern, the faculty union affiliated with the American Federation of Teachers and the National Education Association. "Across-the-board pay increases by mathematical definition reward those who already have more and it doesn't help those at lower income levels." One-time lump sum salary adjustments, as [other universities](#) have made, don't solve the problem long-term, either, he said.

Starting this month, Eastern Washington will divvy up \$6.5 million in state funds earmarked for faculty pay among its 436 faculty members, with some getting up to an \$18,000 increase annually for each year of the three-year union contract. Most faculty will get at least a 2 percent pay raise annually, and just a handful who already are paid well above the market rate won't get any increase at all.

Market rate is determined by discipline and rank at peer

institutions, based on data collected by the College and University Professional Association for Human Resources.

The plan is the product of long-term planning among the Faculty Organization (the faculty senate equivalent), the faculty union, and the administration. Samuel Ligon, professor of creative writing and Faculty Organization president, said no faculty member will get unexpectedly rich off of the contract, as it only seeks to bring faculty pay up to the market rate -- something most faculty have been below for years. (Median faculty pay is 10 to 20 percent below the national average for rank and discipline at peer institutions. Full professors are most likely to be paid below market rate.)

But the policy communicates in a very clear way the university's commitment to longtime faculty, Ligon said -- something that he and administrators hope will help reinvigorate the university's curriculum redesign, and other aspects of university life.

Here's how the contract reads for the first year:

"[F]aculty with salaries below 90 percent of market (defined herein as 2011-12 [College and University Professional Association] mean) will be brought to the 90 percent level. No market-based increase will exceed \$18,000 within a single year. An additional 2 percent (based on the new 90 percent-of-market



Anthony Flinn

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salary) will be added to the 90 percent-of-market salary. This 2 percent will be referred to as the 'Year 1 ATB.' Faculty whose salaries are at or above 90 percent and below 110 percent of market will receive an additional 2 percent of their current salary. Faculty with salaries at more than 110 percent of market but not more than 115 percent of the CUPA mean for their discipline will receive 1 percent of their current salary. Faculty who are currently compensated at more than 115 percent of the CUPA mean for their discipline are not eligible for the across-the-board increases."

In the second year, faculty pay will be brought up to 95 percent of market rate; in the third year, it will be at market rate.

In an e-mail, Eastern Washington President Rodolfo Arévalo said the university "had been concerned about the limited progress that we had made over the past six years to bring faculty salaries up to our peers in the state

of Washington and across the country.

The added freeze on salaries over the last four years because of the recession only made the salary difference even more dramatic."

The "only way" to get parity across all ranks and disciplines was to apply a "market variable" to the increase in salaries, he said. "The administration felt that improving faculty quality, and ensuring that those faculty would not leave the university, needed to be the main focus of a new faculty contract."

Flinn said faculty feedback regarding the plan had been largely positive, but that a few faculty members who would have most benefited from across-the-board pay increases had complained. He said his job this year will be to educate higher-earning faculty on compression issues, pointing out that they've been lucky to have been receiving higher pay all along.

"They'll have to consider themselves rather lucky to not have been underpaid for a long time," he said. ■

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<https://www.insidehighered.com/news/2013/09/17/eastern-washington-u-adopts-market-approach-faculty-raises>

How does your compensation measure up?

Explore AAUP's salary data:

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