Losing Focus

THE **ANNUAL REPORT** ON THE **ECONOMIC STATUS** OF THE **PROFESSION, 2013–14**

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In the decades following World War II, higher education in the United States has evolved from a narrow concern for a few scholars into an institution that affects all aspects of our society. Nearly every American has either attended college or has a friend or a family member who has enrolled, and many people also follow college sports or have a college or university in their communities. In short, higher education is a central social institution in contemporary America.

And yet, even as colleges and universities have become the focus of increased attention from the general public and policy makers alike, these institutions themselves seem to have lost their focus on a mission of preparing an informed citizenry for participation in democracy and expanding knowledge for the benefit of all. Without a doubt, higher education still provides a transformative experience for the millions of individuals who take part in its many activities. Behind the scenes, however, American higher education is changing in ways that detract from its potential to enhance the common good. This report will endeavor to wipe away some of the clouds obscuring a clear focus on the vital core mission of higher education.

As is traditional in this annual report, we begin with an overview of full-time faculty compensation. For those who are interested, the report is supplemented with numerous detailed tables covering all aspects of pay, benefits, and employment status for full-time faculty members. Following the introductory section, we examine trends in the employment of administrators and in spending on administrative positions of various kinds. Administrative spending is a perennial topic, and the data reviewed here indicate that it deserves continuing attention, especially when we contrast it with declining expenditures on instruction. The final section analyzes another frequent concern of this report, the "irrational exuberance" (to borrow an apt phrase from another context) surrounding intercollegiate athletics. When we tally up the score on the economics of college sports, we find it hard to avoid the conclusion that current practices are harming our academic programs.

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We offer this report as a step toward helping all of us who are dedicated to academic freedom and high-quality higher education to regain our focus.

IS THIS PROGRESS?

We begin by analyzing the results of the current year's survey of full-time faculty salaries. The AAUP Research Office collects data from college and university administrative offices across the country for presentation in two basic formats. The appendices included with this report provide institution-specific average figures on full-time faculty salary by rank and gender; compensation (the sum of salaries and the institution's expenditure on benefits) by rank; and the average salary increase for continuing faculty members, also by rank. The aggregate survey report tables that follow the article that supplements this year's report provide context for the interpretation of the institution-specific results, and this introductory section provides an overview of those aggregate tables.

Survey report table 1 documents the change in full-time faculty salaries this academic year when compared to last year in two ways: through a calculation of the change in the average salary, by rank and type of institution, for those colleges and universities that provided data both this year and last, and through a tabulation of average changes in the salary faculty members earned when they were employed full time at the same institution in both years. The two measures are calculated differently and tell us different things about faculty salaries, so we review the results for each in turn.

The left side of table 1 provides the percentage change in average salary, which is a measure of the increase in the salary paid for a given faculty position rather than in the earnings of individual faculty members. The bottom row of the table indicates that the average salary for a full-time faculty member increased by 2.2 percent this year at those institutions that responded to the AAUP survey for the last two years. The table provides percentage change in the figures for the four upper faculty ranks at each type of institution surveyed and illustrates the variation among the different institutional categories and faculty ranks. As has been the pattern for a number of years, the increase at private-independent institutions overall was higher than that at public institutions, due almost entirely to the disparity in the salary change in doctoral universities for those two sectors. (The 2012–13 edition of this report analyzed the public-private differential in greater depth.) Average salaries at community colleges (although limited to public associate's degree colleges that assign faculty ranks) rose slightly more than did salaries at other public institutions, but this reflects a rebound from overall decreases in average salary recorded in the same table last year.

The right side of table 1 presents a measure of changing salaries that is unique to the AAUP survey: the average change in salary paid to a continuing faculty member who has remained in his or her position at the same institution from the previous year. The percentage increases reflected in the table could be thought of as the "average raise" an individual faculty member received this year, and those figures include increases from all sources: promotions, merit raises, and across-the-board salary adjustments. In the aggregate table, all the figures are positive this year, meaning that salaries rose on average—but that is certainly not the case at every institution. The "bottom-line" overall average increase for continuing faculty members this year was 3.4 percent, and the pattern by type of institution was similar to that observed in average salaries. The continuing faculty figure is almost always higher than the overall increase in average salary, since the former includes only faculty members who have added a year of experience. The broader figures from the left side of the table reflect the continuous churning of faculty members through positions, as senior faculty members depart and are most often replaced by faculty members at lower salaries, keeping the overall averages down.

To understand what these percentage increases in table 1 mean, it's useful to put them in historical context by reviewing several years of results and to compare the average increases in salary with the inflation rate of prices in the economy as a whole. Table A provides the information needed to do both: it gives the basic results going back more than four decades, providing nominal (actual dollar) and real (inflation-adjusted) changes from one year to the next.

The top half of table A documents the historical trend for the increase in average salary for all faculty members, combining the results from all types of institutions and summarizing them by rank. By this measure, at least in nominal terms, the increases in average salary this year are better than they have been for several years. Lest we get overly excited, however, the right side of the table provides an important corrective by factoring in inflation. Although the rate of December-to-December inflation this year was relatively low, the overall increase in average salary beat the rise in the cost of living by less than 1 percentage point. Thus, although the inflation-adjusted result this year is positive where it has been negative or zero in the recent past, in fact it represents a continuation of the long period of stagnation in average full-time faculty salaries.

For continuing faculty members, the news summarized in the lower half of the table is only slightly more encouraging, even after adjusting for the relatively low rate of inflation. The 3.4 percent overall average increase is still well below the average for the period from 1995–96 to the beginning of the most recent recession. After adjusting for inflation (right side of the table), the 1.9 percent average real increase for continuing faculty members this year matches the average rate from the decade prior to the recession. Further detail about the change in salary is found in survey report tables 2 and 3. Table 2 provides a distribution of institutions recording various levels of percentage change in average salaries, whereas table 3 describes the range in average salary changes for continuing faculty members across the different institutional types.

Additional survey report tables provide multiple ways of looking at the data collected this year. Table 4 documents average

TABLE A

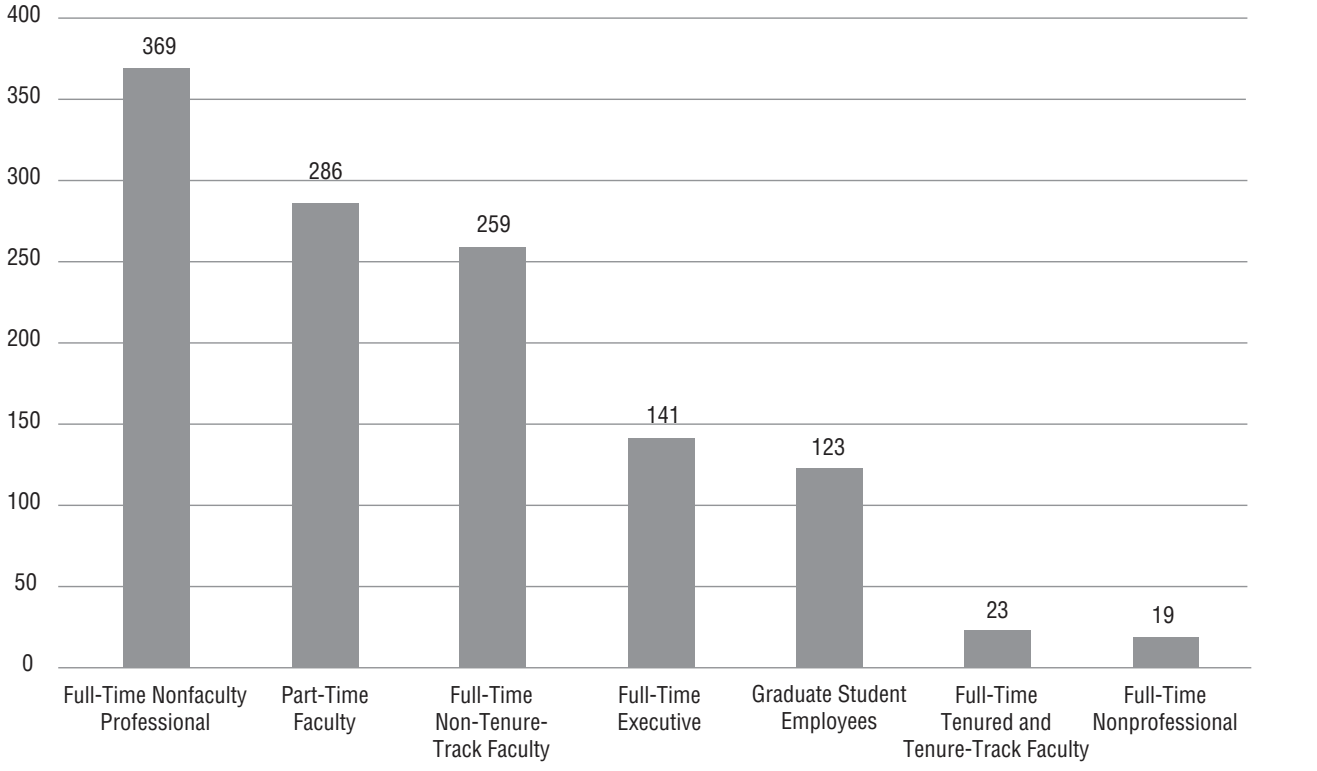
Percentage Change in Average Nominal and Real Salaries for Institutions Reporting Comparable Data for Adjacent One-Year Periods, and Percentage Change in the Consumer Price Index, 1971–72 to 2013–14

	Prof.	Assoc.	Asst.	Inst.	All Ranks	Prof.	Assoc.	Asst.	Inst.	All Ranks	Change in CPI-U
	NOMINAL TERMS					REAL TERMS					
ALL FACULTY											
1971–72 to 1973–74	9.7	9.6	9.1	8.8	9.4	-2.8	-2.9	-3.4	-3.7	-3.1	12.5
1973–74 to 1975–76	12.4	12.1	11.7	12.3	12.1	-7.7	-8.0	-8.4	-7.8	-8.0	20.1
1975–76 to 1977–78	10.1	10.4	10.2	10.4	10.2	-1.8	-1.5	-1.7	-1.5	-1.7	11.9
1977–78 to 1979–80	13.5	13.2	13.1	12.8	13.3	-10.0	-10.3	-10.4	-10.7	-10.2	23.5
1979–80 to 1981–82	18.6	18.0	18.7	17.5	18.5	-3.8	-4.4	-3.7	-4.9	-3.9	22.4
1981–82 to 1983–84	11.2	11.0	11.9	12.1	11.4	3.4	3.2	4.1	4.3	3.6	7.8
1983–84 to 1985–86	13.2	12.7	13.2	12.5	13.1	5.3	4.8	5.3	4.6	5.2	7.9
1985–86 to 1987–88	11.3	10.9	10.9	8.9	11.1	5.7	5.3	5.3	3.3	5.5	5.6
1987–88 to 1989–90	12.5	13.4	12.7	11.0	12.3	3.2	4.1	3.4	1.7	3.0	9.3
1989–90 to 1991–92	9.1	9.0	9.5	9.1	9.1	-0.3	-0.4	0.1	-0.3	-0.3	9.4
1991–92 to 1993–94	5.7	5.5	5.7	5.6	5.6	0.0	-0.2	0.0	-0.1	-0.1	5.7
1993–94 to 1995–96	6.6	6.4	6.0	6.2	6.4	1.3	1.1	0.7	0.9	1.1	5.3
1995–96 to 1996–97	2.9	3.0	2.4	3.2	3.0	-0.4	-0.3	-0.9	-0.1	-0.3	3.3
1996–97 to 1997–98	3.6	3.2	2.8	2.6	3.3	1.9	1.5	1.1	0.9	1.6	1.7
1997–98 to 1998–99	4.0	3.6	3.5	2.9	3.6	2.4	2.0	1.9	1.3	2.0	1.6
1998–99 to 1999–00	4.3	4.0	3.9	3.7	3.7	1.6	1.3	1.2	1.0	1.0	2.7
1999–00 to 2000–01	4.4	3.9	4.4	3.6	3.5	1.0	0.5	1.0	0.2	0.1	3.4
2000–01 to 2001–02	4.2	3.8	4.8	4.2	3.8	2.6	2.2	3.2	2.6	2.2	1.6
2001–02 to 2002–03	3.4	3.1	3.8	2.2	3.0	1.0	0.7	1.4	-0.2	0.6	2.4
2002–03 to 2003–04	2.4	2.0	2.3	2.0	2.1	0.5	0.1	0.4	0.1	0.2	1.9
2003–04 to 2004–05	3.4	3.0	3.2	2.7	2.8	0.1	-0.3	-0.1	-0.6	-0.5	3.3
2004–05 to 2005–06	3.7	3.3	3.3	3.2	3.1	0.3	-0.1	-0.1	-0.2	-0.3	3.4
2005–06 to 2006–07	4.2	3.9	4.1	3.9	3.8	1.7	1.4	1.6	1.4	1.3	2.5
2006–07 to 2007–08	4.3	4.1	4.1	3.9	3.8	0.2	0.0	0.0	-0.2	-0.3	4.1
2007–08 to 2008–09	3.8	3.6	3.6	3.3	3.4	3.7	3.5	3.5	3.2	3.3	0.1
2008–09 to 2009–10	1.0	0.8	1.1	1.4	1.2	-1.7	-1.9	-1.6	-1.3	-1.5	2.7
2009–10 to 2010–11	1.4	1.2	1.5	0.9	1.4	-0.1	-0.3	0.0	-0.6	-0.1	1.5
2010–11 to 2011–12	2.2	1.6	2.1	1.7	1.8	-0.8	-1.4	-0.9	-1.3	-1.2	3.0
2011–12 to 2012–13	2.1	1.7	2.1	2.0	1.7	0.4	0.0	0.4	0.3	0.0	1.7
2012–13 to 2013–14	2.4	2.1	2.3	2.0	2.2	0.9	0.6	0.8	0.5	0.7	1.5
CONTINUING FACULTY											
1971–72 to 1973–74	10.4	12.4	12.8	13.7	11.9	-2.1	-0.1	0.3	1.2	-0.6	12.5
1973–74 to 1975–76	14.2	15.7	16.5	17.9	15.6	-5.9	-4.4	-3.6	-2.2	-4.5	20.1
1975–76 to 1977–78	12.5	13.2	13.5	13.7	13.0	0.6	1.3	1.6	1.8	1.1	11.9
1977–78 to 1979–80	15.2	16.3	17.4	18.0	16.1	-8.3	-7.2	-6.1	-5.5	-7.4	23.5
1979–80 to 1981–82	19.9	21.0	22.4	22.3	20.9	-2.5	-1.4	0.0	-0.1	-1.5	22.4
1981–82 to 1983–84	13.3	13.9	15.3	14.7	14.1	5.5	6.1	7.5	6.9	6.3	7.8
1983–84 to 1985–86	14.2	15.1	16.3	16.1	14.9	6.3	7.2	8.4	8.2	7.0	7.9
1985–86 to 1987–88	12.8	13.7	14.6	13.8	13.5	7.2	8.1	9.0	8.2	7.9	5.6
1987–88 to 1989–90	13.7	15.0	16.0	15.5	14.6	4.4	5.7	6.7	6.2	5.3	9.3
1989–90 to 1991–92	10.2	11.6	12.5	12.5	11.2	0.8	2.2	3.1	3.1	1.8	9.4
1991–92 to 1993–94	7.1	8.3	9.1	9.1	8.0	1.4	2.6	3.4	3.4	2.3	5.7
1993–94 to 1995–96	8.0	9.0	9.6	9.5	8.8	2.7	3.7	4.3	4.2	3.5	5.3
1995–96 to 1996–97	3.0	4.0	4.2	4.6	3.5	-0.3	0.7	0.9	1.3	0.2	3.3
1996–97 to 1997–98	4.0	4.6	4.8	5.0	4.3	2.3	2.9	3.1	3.3	2.6	1.7
1997–98 to 1998–99	4.5	5.0	5.3	5.3	4.8	2.9	3.4	3.7	3.7	3.2	1.6
1998–99 to 1999–00	4.5	4.9	5.4	5.3	4.8	1.8	2.2	2.7	2.6	2.1	2.7
1999–00 to 2000–01	5.0	5.4	5.8	5.8	5.3	1.6	2.0	2.4	2.4	1.9	3.4
2000–01 to 2001–02	4.8	5.1	5.7	5.4	5.0	3.2	3.5	4.1	3.8	3.4	1.6
2001–02 to 2002–03	4.1	4.4	4.7	4.5	4.3	1.7	2.0	2.3	2.1	1.9	2.4
2002–03 to 2003–04	2.8	3.3	3.5	3.8	3.1	0.9	1.4	1.6	1.9	1.2	1.9
2003–04 to 2004–05	4.2	4.7	4.8	4.7	4.5	0.9	1.4	1.5	1.4	1.2	3.3
2004–05 to 2005–06	4.1	4.7	4.8	4.4	4.4	0.7	1.3	1.4	1.0	1.0	3.4
2005–06 to 2006–07	4.7	5.3	5.4	5.1	5.0	2.2	2.8	2.9	2.6	2.5	2.5
2006–07 to 2007–08	4.8	5.4	5.4	5.7	5.1	0.7	1.3	1.3	1.6	1.0	4.1
2007–08 to 2008–09	4.5	5.0	5.2	6.0	4.9	4.4	4.9	5.1	5.9	4.8	0.1
2008–09 to 2009–10	1.4	2.1	2.1	2.1	1.8	-1.3	-0.6	-0.6	-0.6	-0.9	2.7
2009–10 to 2010–11	2.2	2.7	2.8	2.3	2.5	0.7	1.2	1.3	0.8	1.0	1.5
2010–11 to 2011–12	2.7	3.1	3.3	3.2	2.9	-0.3	0.1	0.3	0.2	-0.1	3.0
2011–12 to 2012–13	2.9	3.4	3.5	3.6	3.2	1.2	1.7	1.8	1.9	1.5	1.7
2012–13 to 2013–14	3.0	3.5	3.7	3.6	3.4	1.5	2.0	2.2	2.1	1.9	1.5

Note: Salary increases for the years to 1995–96 are grouped in two-year intervals in order to present the full 1971–72 through current year series. Consumer Price Index for all Urban Consumers (CPI–U) from the US Bureau of Labor Statistics; change calculated from December to December. Nominal salary is measured in current dollars. The percentage increase in real terms is the percentage increase in nominal terms adjusted for the percentage change in the CPI–U. Figures for All Faculty represent changes in salary levels from a given year to the next. Figures for Continuing Faculty represent the average salary change for faculty on staff at the same institution in both years over which the salary change is calculated.

FIGURE 1

Percentage Change in the Number of Employees in Higher Education Institutions, by Category of Employee, 1975 and 1976 to 2011



Note: Percentage growth is from 1975 for full-time faculty members and from 1976 for all other categories. In 1976, graduate student employees included both full- and part-time employees; in 2011 all graduate student employees were defined as part-time employees.

Source: For 1975 and 1976, National Center for Education Statistics, *Fall Staff in Postsecondary Institutions, 1993* and *Digest of Education Statistics, 2001*. For 2011, National Center for Education Statistics, IPEDS Human Resources Survey 2011–12, Fall Staff component. Provisional data file. Tabulation by John W. Curtis.

salary and average compensation by faculty rank and type of institution. Table 5 presents the salary breakout for men and women, and tables 6 and 7 display the averages by region. Table 8 uses data on faculty members at various annual salary levels to describe the overall distribution of individual salaries by rank and institutional category. Tables 9a and 9b show the distribution of institutional averages for salary and compensation, respectively; this distribution is the basis for the institutional quintile ratings listed in the appendices. Table 10 explores the rate of institutional expenditures on various benefit items, table 11 gives the distribution of faculty members by tenure status, and table 12 shows the distribution by gender. Table 13 pulls together a number of broad summary measures from the preceding tables, and table 14 tabulates the response rate of institutions that provided data. Finally, survey report table 15 provides average salary for presidents and a comparison with the salary for full professors.

DO WE NEED MORE ADMINISTRATORS?

Faculty members have long viewed the growth in the number and salaries of college and university administrators with a strong sense of suspicion. The AAUP devoted an entire issue of *Academe* to the topic of "Administrative Bloat" more than twenty years ago (November–December 1991). The author of the lead article was Barbara R. Bergmann, distinguished professor of economics at American University and then president of the AAUP. She described the situation with a flourish:

> Undetected, unprotested, and unchecked, the excessive growth of administrative expenditures has done a lot of damage to life and learning on our campuses. On each campus that suffers from this disease, and most apparently do, millions of dollars have been swallowed up. Huge amounts have been devoted to funding administrative positions that a few years ago would have been thought unnecessary.
>
> If it were just a matter of the money wasted, that would be bad enough. But the bloating of college administrations over the past decades has made administrative performance worse rather than better. It has bogged us down in reels of time-consuming and despair-creating red tape. It has fostered delusions of grandeur among some of the administrative higher-ups, whose egos have grown along with the size of the staffs under their supervision.

Two decades later, how has the situation changed?

Figure 1 provides a comparison of the rate of increase in the number of employees of various categories over a thirty-five-year span, using data from the US Department of Education's biennial census of institutional employees that forms part of the Integrated Postsecondary Education Data System (IPEDS). The figure highlights two broad categories of growth: contingent academic appointments, about which we have had much to say in our annual report in recent years, and nonfaculty positions. By far the largest rate of growth, 369 percent, has been in full-time nonfaculty professional positions, a category that includes buyers and purchasing agents; human resources, training, and labor relations specialists; management analysts; loan counselors; lawyers; and other nonacademic workers.

The three categories of contingent academic appointments in these data have also shown rapid growth over this period: the number of part-time faculty members grew by 286 percent, more than tripling, while full-time non-tenure-track faculty ranks swelled by 259 percent. The number of graduate student employees also more than doubled, increasing by 123 percent. The growth in full-time senior administrative positions (formally labeled "executive, administrative, and managerial" in the IPEDS survey) was less rapid than the growth in contingent faculty positions at 141 percent. But this rate represents more than a doubling in the number of people at the top of the organizational hierarchy.

By contrast, you may need your reading glasses to find the last two bars in the chart, which represent full-time tenured and tenure-track faculty appointments (23 percent growth) and full-time "nonprofessional" positions (19 percent growth), respectively. Although the number of tenure-line faculty members did increase during this period, the growth was dwarfed by the rise in contingent academic positions, leading to the inversion of the academic employment picture we documented in last year's report.[1] And the tremendous growth of executive and nonacademic professional positions means that the 1991 discussion of "administrative bloat" is a matter for ongoing concern more than two decades later. By contrast, the slow growth in the number of full-time "nonprofessional" employees likely represents continued outsourcing of various service and maintenance functions.

Another way of looking at the growth in senior administrators is to tabulate the specific titles for those positions. For this purpose we use reports covering thirty-five years of the *Administrators in Higher Education Salary Survey* carried out by the College and University Professional Association for Human Resources (CUPA-HR).[2] The 1978–79 version of this report provided median salaries for eighty-one senior administrative titles, thirty-one of which were deans of various academic colleges or divisions. Fifteen years later, in 1993–94, the report counted 171 administrative positions, thirty-three of which were academic deans. (It should be noted that the CUPA-HR survey does not collect data for associate or assistant deans.) The count of titles in the 2003–04 administrative survey was similar, at 173 total, and still included thirty-three deans. But by this year the survey had expanded again, to 191 senior administrative titles, forty-one of them academic deans. Thus, over the course of thirty-five years the number of senior administrative titles grew by 136 percent, while the proportion of those titles belonging to academic deans decreased from 38 percent to 21 percent. Admittedly, this is a crude measure, but it seems indicative of the trends documented in figure 1 and reflects the experiences reported by faculty members across the country.

The AAUP is not the only organization calling attention to the continued rapid growth in administrative positions. The most recent report from the Delta Cost Project (now based at the American Institutes for Research) also found the number of administrative employees growing more rapidly than the number of faculty members: "Growing numbers of administrative positions (executive and professional) and changes in faculty composition represent long-standing trends. The shifting balance among these positions has played out steadily over time in favor of administrators, and it is unclear when a tipping point may be near. Whether this administrative growth constitutes unnecessary 'bloat' or is justified as part of the complexities involved in running a modern-day university remains up for debate."[3]

There is no question that higher education enrollments continue to rise, institutions are faced with increased reporting and regulatory burdens, and students come to college from more diverse academic and cultural backgrounds than ever before. But the massively disproportionate growth in the number of administrative employees, coupled with the continuing shift to an increasingly precarious corps of mostly temporary, underpaid, and insufficiently supported instructors, represents a real threat to the quality of our academic programs.

ON THE WEB

Visit http://www.aaup.org/reports-publications/2013-14salarysurvey for supplemental data on contingent faculty appointments.

SPENDING PRIORITIES

More significant even than the increase in the number of employees is the shift in spending that has occurred as a consequence of the expansion of administrative positions. As this report has argued for many years, the academic mission of teaching and research should be at the core of what colleges do, and decisions about spending should reflect a focus on this core mission. This section presents an analysis of several trends in institutional expenditures, contrasting spending on administration with spending on instruction and the rising salaries of senior administrators with the relatively stagnant salaries of full-time faculty members.

For several years the Delta Cost Project has provided detailed analysis of federal data on the finances of colleges and universities. Table B presents one aspect of the analysis of spending patterns over the decade from 2000 to 2010, drawing on a report issued in 2012. The table contrasts the change in institutional

TABLE B

Percentage Change in Selected Expense Categories, by Type of Institution, 2000–2010

	Instruction	Research	Student Services	Institutional Support
Public Research Universities	8.4	20.4	16.9	12.1
Public Master's Universities	4.7	9.7	14.3	2.2
Public Baccalaureate Colleges	8.4	35.9	5.1	4.3
Public Community Colleges	-10.7	9.7	-4.9	-8.2
Private Research Universities	19.9	26.7	34.1	21.5
Private Master's Universities	9.8	-21.1	24.5	12.1
Private Baccalaureate Colleges	10.8	9.8	27.1	4.1

Note: Change in spending per FTE student for fiscal years in constant dollars.

Source: Donna M. Desrochers and Rita J. Kirshstein, *College Spending in a Turbulent Decade: Findings from the Delta Cost Project* (Washington, DC: American Institutes for Research, 2012), 6. Adapted from figure 2.

expenditures on instruction with those on research, student services, and "institutional support" (which includes overhead costs such as general administrative services, executive management, and legal and fiscal operations). The authors of the report from which this table is drawn summarize the trends in spending as follows: "Even though public and private four-year institutions have, on average, made new investments in instruction, student services, and overhead since the beginning of the decade, the relative weight of these investments has gradually shifted. Over most of the decade, the instruction share of [education and related] spending declined, on average, across institutions."[4]

As the authors note, some institutions shifted spending more to student services, and some more to overhead—although the table makes it evident that public community colleges actually *reduced* spending on instruction, student services, and overhead, with the reduction in spending on instruction the largest of the three.

Although this analysis substantiates the perception of many faculty members that institutional spending continues to be shifted away from the core academic mission, the broad categories used in federal data collection and analyzed by the Delta Cost Project are somewhat difficult to relate to what is actually happening on campuses across the country. More useful for this purpose are comparisons of salaries of administrators holding various titles with those of full-time faculty members, as depicted in figure 2.

Figure 2 compares thirty-five years of data on administrative salaries from the CUPA-HR *Administrators in Higher Education Salary Survey* cited above with faculty salary data collected by the AAUP. It would have been preferable to disaggregate the analysis into more specific institutional categories, but that level of data on administrative salaries was not available. In the data from public institutions, the increases in median salary paid to four senior administrative positions were at least 39 percent after controlling for inflation, with the increase in presidential ("chief executive officer" in the parlance of the report) salary much greater at 75 percent. By contrast, and probably not surprising to regular readers of this report, the cumulative increases in mean salary for full-time faculty members were mostly less than half as great. The same pattern held in the private-independent sector, although the rates of increase for all positions there were larger. Median presidential salary jumped 171 percent above the rate of inflation, and the other three administrative salaries increased at least 97 percent, while the uptick in mean salaries for full-time faculty members reached only 50 percent or less.

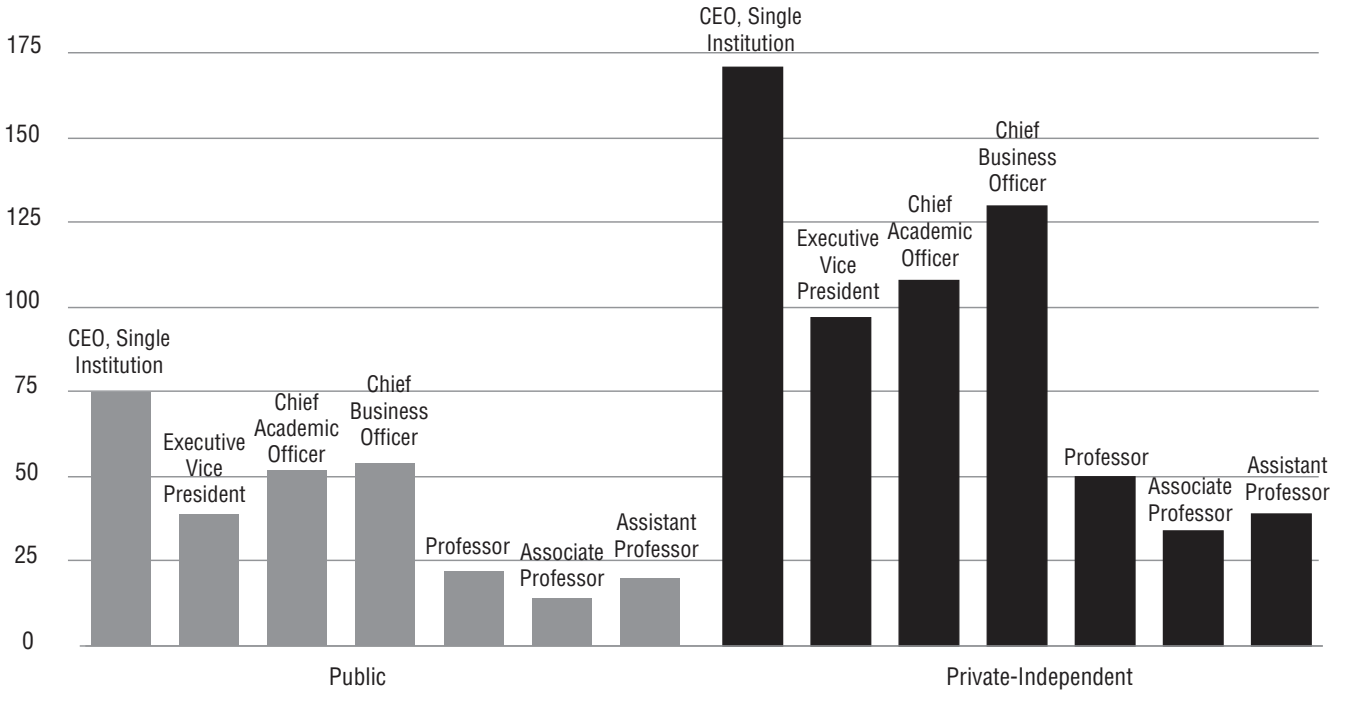
But what of the more recent period, especially during the painfully slow recovery from the Great Recession in the national economy? Surely governing boards and senior administrators will have recognized the incongruity of continuing to raise administrative salaries for the very few during a period characterized by academic program closures and salary and hiring freezes or even layoffs for many campus employees? As the data in table C tell us, that unfortunately is not the case.

Table C presents the average change in salary from 2007–08 to 2013–14, the period of the recession and its aftermath, for three senior administrative positions and three full-time faculty ranks. The table is drawn from data collected as part of the AAUP Faculty Compensation Survey, which allows us to make a more direct comparison of changes in compensation for different positions on individual campuses. It includes only institutions that supplied data for at least one administrative position and one faculty rank in both years, and calculates the change in salary (accounting for inflation) for each institution and position individually before combining them to produce the averages by category shown in the table. This is different from the approach used to produce figure 2, which compares the average salary for a particular job title at two different points in time.

This more specific analysis also documents the growing gap between salaries paid to senior administrators and those paid to full-time faculty members. As we've already observed, faculty salaries have been generally stagnant during the last six years, and the table indicates that faculty salaries in several

FIGURE 2

Percentage Change in Average Salary for Senior Higher Education Administrators and Full-Time Faculty Members, by Sector, 1978–79 to 2013–14



Note: Percentage increase controlled for inflation. Administrator salary is the median, faculty salary is a weighted mean. Administrator salary for 1978–79 was for all private institutions.

Source: Administrator Salary from College and University Professional Association for Human Resources, *Administrators in Higher Education Salary Survey*. (Prior to 2013, *Administrative Compensation Survey*.) Faculty salary from American Association of University Professors, *The Annual Report on the Economic Status of the Profession*.

institutional categories have actually declined when adjusted for inflation. The same is not true for senior administrative salaries. As the longer-term analysis in figure 2 also shows, salaries for presidents in recent years have generally increased more rapidly than those of other administrators, reflecting greater concentration of authority in a single "CEO." (Table C indicates that salaries for chief academic officers at doctoral and public master's universities have risen more rapidly than those of presidents in recent years.) But across all institutional categories, the average increases in administrative salaries are greater—in most cases, much greater—than those for full-time faculty members. The contrast is especially sharp at the private master's degree universities, with senior administrators receiving double-digit increases while average faculty salaries stagnate or decline. But that is not the only institutional category where table C documents this pattern.

Some commentators have argued that the outsized and rapidly rising salaries paid to many presidents, especially, have only a trivial impact on institutional budgets that may amount to hundreds of millions (or even billions) of dollars annually. While that may be true from an accounting standpoint, the salaries paid to senior administrators are highly symbolic. As we have argued previously, they serve as a concrete indication of the priorities accorded to the various components of the institution by its governing board and campus leadership. Disproportionate salary increases at the top also reflect the abandonment of centuries-old models of shared campus governance, which have increasingly been replaced by more corporate managerial approaches that emphasize the "bottom line."

The increase in spending on administrative functions, coupled with a decline in state funding relative to institutional operating expenses, is clearly connected to the continuing increases in tuition prices on many campuses. As we have noted in this report on several occasions in recent years, faculty pay is not driving up tuition costs. In fact, the stagnant salaries paid to full-time faculty members combined with the increasing use of lower-paid part-time and non-tenure-track faculty appointments have been reflected in the lowered relative spending on instruction documented earlier in this section. But don't just take our word for it. The most recent report from the Delta Cost Project concluded that "faculty salaries were not the leading cause of rising college tuitions during the past decade. Increased benefits costs, nonfaculty positions added elsewhere on campus, declines in state and institutional subsidies, and other factors all played a role."[5]

Over the course of the last four decades, then, the expansion of administrative personnel and the growth in spending

TABLE C

Average Salary Change for Senior Administrators and Full-Time Faculty Members, by Type of Institution, 2007–08 to 2013–14

	Public Doctoral	Public Master's	Public Baccalaureate	Public Associate's	Private Doctoral	Private Master's	Private Baccalaureate
President	11.3	8.6	9.9	6.8	17.3	21.5	13.5
Chief Academic Officer	12.6	9.2	1.9	2.7	23.1	13.5	8.1
Chief Financial Officer	15.0	6.2	4.2	3.8	15.2	11.6	7.6
Professor	2.2	-1.6	-0.2	-0.8	7.2	-0.1	-0.8
Associate Professor	0.5	-1.7	-1.5	-1.0	3.2	0.0	-0.6
Assistant Professor	2.6	0.7	0.7	-1.6	4.6	1.7	0.3
Number of Institutions	80	123	44	54	15	88	167

Notes: Percentage change controlled for inflation. Institutions submitting data for at least one administrative position and one faculty rank in both years. "Private" includes both independent and religiously affiliated institutions.

Source: AAUP Faculty Compensation Survey, unpublished tables.

TABLE D

Percentage Change in Expenditures per FTE Student and per Athlete, 2003–04 to 2010–11

Institution Type	Total Expenditures	Instruction	Public Service	Research	Academic Support	Athletics
Public two-year	2.6	-8.5	-21.4	4.1	-5.7	35.0
Public four-year	1.6	0.9	-5.8	-3.4	1.5	24.8
Private four-year	4.9	5.1	-17.9	3.4	11.3	28.9

Note: For categories other than athletics, the figures represent changes in spending per FTE student as reported by the National Center for Education Statistics, in constant dollars. For athletics, the figures represent the change in the weighted average spending per athlete (duplicated count), in constant dollars.

Source: National Center for Education Statistics, *Digest of Education Statistics, 2011 and 2012*. US Department of Education Equity in Athletics Disclosure Act website (http://ope.ed.gov/athletics), data files for 2003–04 and 2010–11. Tabulation by Saranna Thornton.

on administration have pulled colleges and universities away from their core mission of educating students and expanding knowledge. The trend decried by Barbara Bergmann in 1991 has not abated. Increasingly outrageous salaries for a few senior administrators send a signal to faculty, staff, and students alike that their college or university is not the engine of expanding opportunity and enlightenment they may have thought it was.

Further, and in some cases even more egregious, evidence that our higher education institutions are losing focus on the academic mission comes from a review of spending on athletics.

ACADEMIC MISSION AND ATHLETIC SPENDING

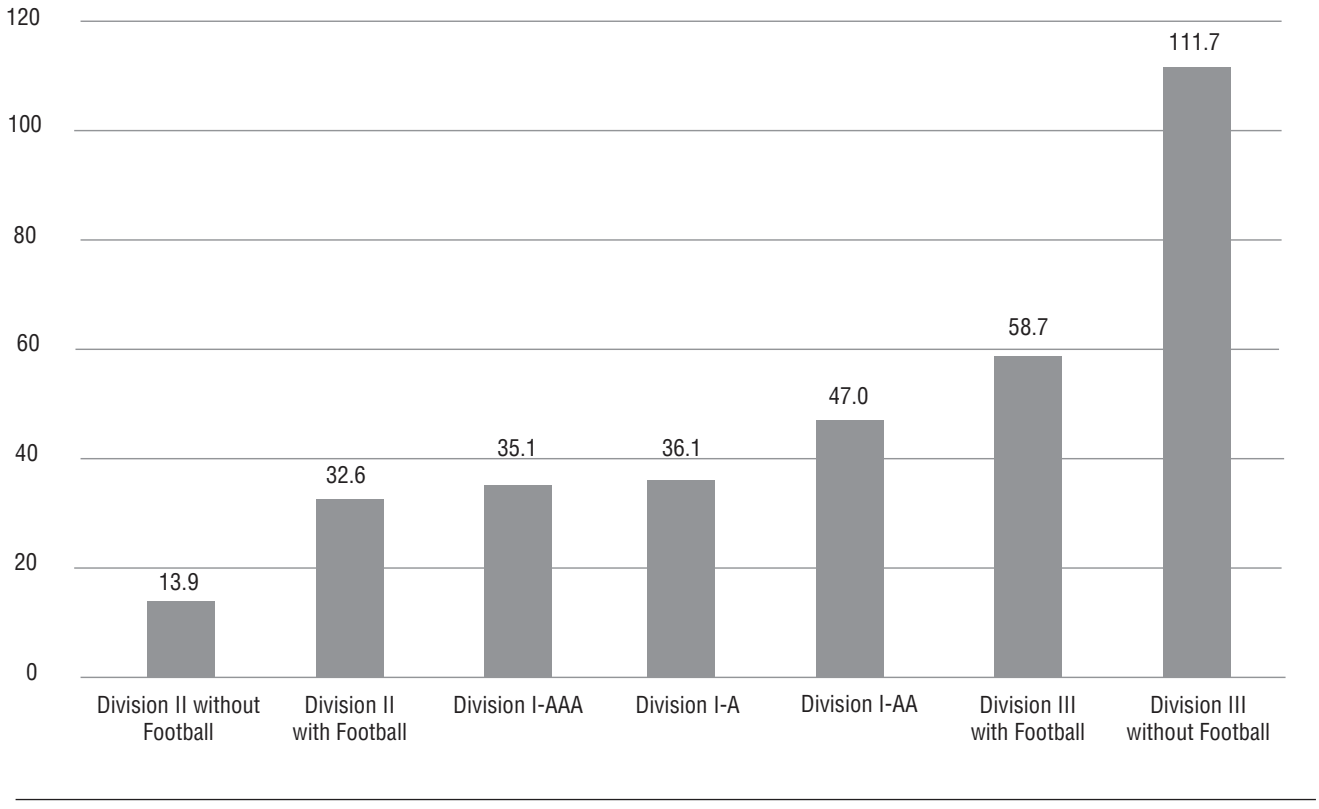
Colleges and universities often have lofty academic mission statements. But the budgets more clearly demonstrate where institutional priorities lie. Is there an athletics "arms race" under way?

Concerns regarding the proper role of athletics in the university are not new. The University of Chicago was a founding member of the Big Ten Conference, competed in Division I of the National Collegiate Athletic Association (NCAA), and even made it to the "Sweet Sixteen" round of the men's national basketball championship in 1935. But in 1939 the university's president, Robert Maynard Hutchins, decided to deemphasize athletics and place greater emphasis on academics. Can a university be successful if it doesn't have a nationally ranked athletic team? Chicago is certainly one strong example. It now competes in Division III athletics but counts eighty-nine Nobel Prize winners who are or were faculty members or students.[6]

To assess whether institutional spending decisions are congruent with their stated mission of education, public service, and research, table D compares data on athletics expenditures reported by colleges and universities to the US Department of Education under the Equity in Athletics Disclosure Act with IPEDS data published in the *Digest of Education Statistics*. The table allows us to examine changes in real (inflation-adjusted)

FIGURE 3

Percentage Change in Median Athletics Spending per Student-Athlete, 2003–04 to 2011–12



Note: Athletic expense per student-athlete as reported by the NCAA, in constant dollars.

Source: NCAA reports of revenues and expenditures, by division, 2004–11 and 2004–12.

spending per student and per athlete between 2003–04 and 2010–11.[7] In order to filter out the effects of changing enrollments or changing numbers of student-athletes on spending, for academic-related activities of the institutions we use spending per full-time equivalent (FTE) student and for the athletics-related activities we use spending per student-athlete.

In all three institutional categories, total expenditures rose at a faster pace than inflation, resulting in a positive percentage change figure in the table. The increases in total spending per student at public four-year and two-year institutions were lower in part because of cutbacks in state appropriations to higher education during this period. The next three columns in the table examine percentage changes in spending on the three primary functions of a college or university: instruction, research, and public service.[8]

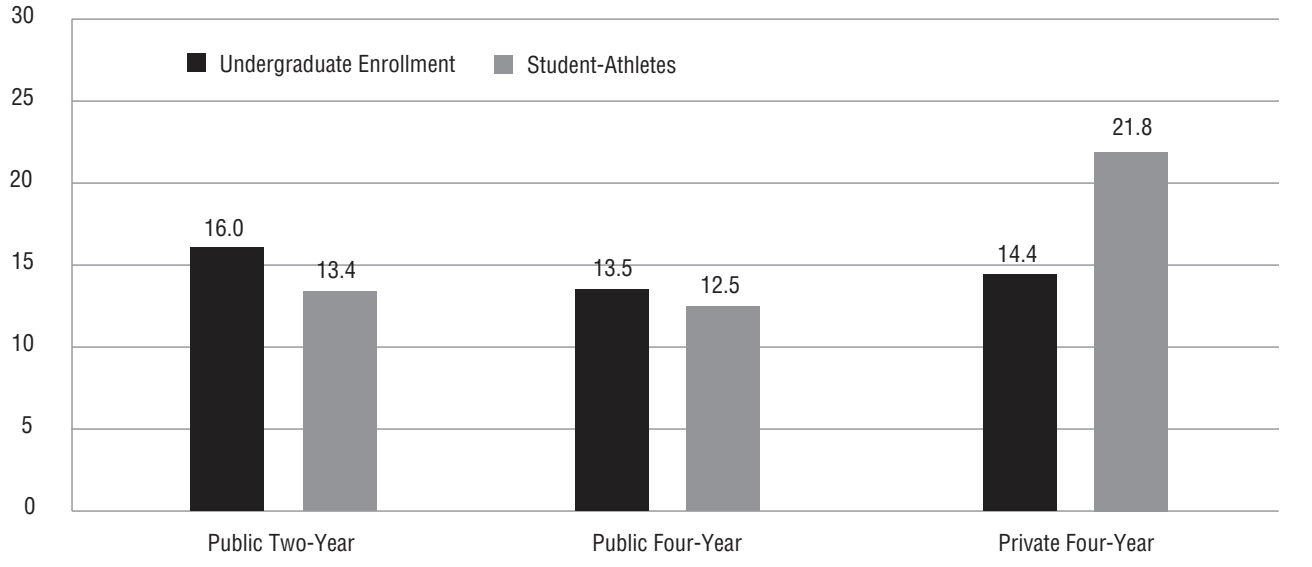
Community colleges experienced the sharpest cutbacks in all three core categories, cutting spending on instruction by 8.5 percent and on public service by 21.4 percent. They also cut back on academic support by 5.7 percent. Public four-year colleges and universities were able to avoid cuts in instruction, but spending on both research and public service decreased during this period. Finally, private four-year institutions were on average able to avoid reductions in spending on instruction and research, but partially at the expense of an almost 18 percent cut in public service spending.

One area of higher education institutional spending that has appeared immune to efforts to cut costs is athletics. Spending rose most rapidly at community colleges, some of which have been adding extracurricular activities as a way to attract more students. But for all three institutional categories the increases in athletics spending, adjusted for inflation, have been spectacular. The expenditure changes in table D clearly show a bias toward more spending on athletics and less spending on the core mission of higher education.

The table doesn't account for the fact that institutional categorization doesn't neatly align with membership in the NCAA's three divisions. Division I (D1) includes just under 350 colleges and universities.[9] It is characterized by the highest level of competition and the largest number of athletic scholarships allowed. Division I is split into three

FIGURE 4

Percentage Change in Undergraduate Enrollment and Number of Student-Athletes, 2003–04 to 2010–11



Note: For institutions reporting athletics data in the selected years. The number of athletes is duplicated across all sports.

Source: US Department of Education Equity in Athletics Disclosure Act website (http://ope.ed.gov/athletics), data files for the selected categories of institutions for 2003–04 and 2010–11. Tabulation by Saranna Thornton.

subdivisions based on participation in men's football. The Football Bowl Subdivision (D1-A) includes roughly 120 schools that vie for spots in the major postseason bowl games.[10] The Football Championship Subdivision (D1-AA) includes approximately the same number of institutions, which play football at a slightly less competitive level and participate in less prestigious bowl games during the postseason. The third subdivision (D1-AAA) includes universities that compete in D1 but don't have football teams (for example, DePaul University, Fairfield University, and George Mason University). In the NCAA's Division II (D2), universities grant athletic scholarships but the numbers allowed are smaller. This division also imposes different regulations on recruiting athletes and the length of athletic seasons. D2 includes 291 colleges and universities. In Division III (D3) students are not offered athletic scholarships, their practice and competition seasons are shorter, and there are bans on "redshirting," the practice of holding first-year athletes out of competition to provide them with an additional year of competitive eligibility. There are 439 colleges and universities that are members of D3.

We next look at the recent trend in spending on athletics for colleges and universities broken out by the division in which they compete. Given the highly competitive nature of D1 sports, one might expect to see the largest increases in athletics spending per student-athlete at D1-A universities. As figure 3 shows, however, that isn't so. Between the 2003–04 and 2011–12 academic years, the largest percentage increase in inflation-adjusted median spending per student-athlete was at D3 institutions without football teams, where athletics spending rose by 112 percent beyond inflation during a seven-year period that encompassed the Great Recession. Indeed, spending in D3 with football also grew more quickly than in the most competitive D1-A division. Part of the explanation for this counterintuitive finding is the increased emphasis being placed on athletics in D3 institutions as a mechanism to boost enrollments. According to the National Federation of State High School Associations, 7.7 million boys and girls played high school sports in 2012–13.[11] Student-athletes who don't have the ability to earn a scholarship in D1 or D2 institutions but want and can afford to continue playing their sport are prime targets for D3 college admissions officers and coaches.

Figure 4 compares increases in overall undergraduate enrollment by institutional type. Although it isn't possible to map NCAA divisions precisely onto the institutional divisions in the chart, the majority of D3 colleges and universities are private four-year colleges. As figure 4 shows, the increase in

the number of student-athletes was slightly lower than the increase in undergraduate enrollment at public colleges and universities. But at private four-year institutions the number of student-athletes on campus increased by nearly 22 percent over this period, much faster than the rate of increase in the total undergraduate population. The combined data from figures 3 and 4 show us that at D3 colleges and universities total athletics spending has increased in part because those institutions are spending more per athlete as well as increasing the number of student-athletes on their campuses.

It has been argued that athletic spending doesn't take funding away from academics because "revenue-generating" sports such as football and men's basketball bring in sufficient funds to finance themselves along with other sports teams. The evidence, however, shows this assertion to be untrue.

The NCAA collects annual data on revenues and expenses of athletics programs from its member institutions.[12] In the reports for 2012, of the more than one thousand college and university members of the NCAA, only twenty-three institutions reported that their athletic programs ran a surplus, with revenues greater than expenses. Those twenty-three institutions were all in D1-A. The NCAA includes the following revenue sources in its reporting: payments for the rights to broadcast games through television, radio, or the Internet; contributions from individual and corporate donors; program and novelty sales; parking; sponsorships; ticket sales; sports-camp revenues; endowment and investment income; NCAA conference distributions; and direct institutional support. Even when *all* these sources of revenue are included, the NCAA reports that the median institutional subsidy in 2012 accounted for 27.5 percent of the athletics program budget in D1-A, 73.0 percent in D1-AA, and 81.7 percent in D1-AAA.[13]

It has also been claimed that athletics spending pays off for colleges and universities because sports provide "free" advertising every time a game is broadcast or covered by the media. But this "advertising" is not free—far from it! During academic year 2011–12, public two-year colleges spent $467 million on athletics. Private four-year institutions spent $5.002 billion, and public four-year colleges and universities spent $8.337 billion.[14]

The 2012 Super Bowl was viewed by more than 111 million people (not including those who watched in public venues, such as sports bars) across a broad demographic based on age, gender, and income level.[15] As the most-watched television event in the United States, the Super Bowl commands the highest advertising fees. The average price charged by the NBC television network for a thirty-second commercial in 2012 was $3.5 million.[16] For the $13.8 billion they spent on athletics in 2011–12, the 2,055 colleges and universities could have purchased 1,972 minutes of Super Bowl–priced commercial advertising time to tell their stories about how they educate their students. Of course, the Super Bowl is not the only potential advertising opportunity: there are a large number of high-profile events throughout the year in which colleges could advertise at lesser expense to prospective students and parents. Consider other widely viewed events such as the MTV Music Video Awards, the Grammy Awards, the Oscars, the baseball World Series, or the Olympics. To be clear, the point of this calculation is not to encourage colleges and universities to increase their commercial advertising budgets. The point is that athletics can provide tremendous opportunities for student-athletes to learn and grow as individuals, but as commercial advertising for colleges and universities, they are not an efficient use of funds.

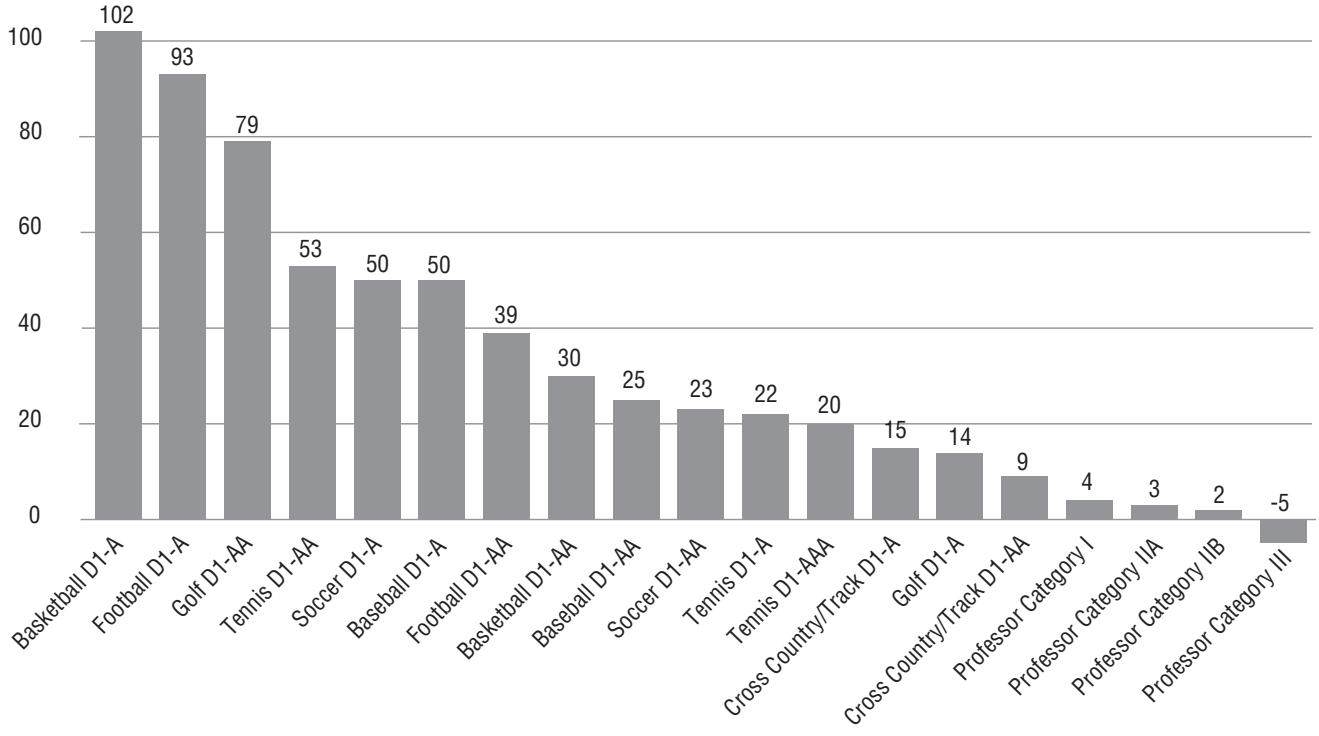
Of the more than one thousand college and university members of the NCAA, only twenty-three institutions reported that their athletic programs ran a surplus, with revenues greater than expenses.

As we have documented in recent editions of this report, full-time faculty salaries have generally been stagnant for the last several years. We examined above how changes in faculty pay have compared to salary increases for senior administrators. Here we compare changes in median compensation for full professors to those for head coaches of men's athletic teams in Division I, in a sampling of both "revenue-generating" and non-revenue-generating sports. The period covered spans 2005–06 to 2011–12, which includes the recession during which many faculty members were told that budgets were tight and raises were unavailable.

As figure 5 illustrates, by far the largest increases in compensation during this time period went to coaches—and not only in "major" sports. The median D1-A men's basketball coach saw his pay increase by more than 100 percent, after

FIGURE 5

Percentage Change in Median Compensation for Men's Head Coaches and Full Professors, 2005–06 to 2011–12



Note: For coaches, compensation is the median salary and benefits expenditures for head coaches of men's sports, in constant dollars. The sports represented here are a selection of "revenue generating" sports (for example, basketball and football) and other sports that had high participation rates. For full professors, the calculation uses the median in the institutional distribution for compensation, which is average salary plus the average institutional expenditure on benefits, in constant dollars.

Source: NCAA reports of revenues and expenditures, by division, 2004–06 and 2004–12. American Association of University Professors, *Annual Report on the Economic Status of the Profession*.

inflation. D1-A football coaches scored slightly less, with a median compensation increase of 93 percent. But even coaches in so-called "minor sports" such as cross country, track, golf, soccer, and tennis racked up increases in their compensation packages that far exceeded those earned by full professors across all four institutional types. The lowest-scoring coaches, in cross country and track at D1-AA universities, saw their real compensation increase by 9 percent over these six years, which is more than double the 4 percent increase earned by the median full professors at doctoral universities. In contrast to the coaches, full professors at associate's degree colleges actually experienced a loss in their compensation of 5 percent between 2005–06 and 2011–12.

Some have argued that reported head coach salaries, particularly in revenue-generating sports, overstate the financial impact of those expenditures on college and university budgets because private foundations or other sources of restricted donations are used to pay some or all of the head coach's compensation. Indeed, in its annual report on the pay of head football coaches in D1-A, *USA Today* notes that the category of "school pay" includes base salary as well as income paid by other sources, such as a foundation, and payments in return for use of specific brands of shoes or apparel, media appearances, and personal appearances. However, school pay is *guaranteed* by the university employer, so the university is obligated to make up the difference if there are shortfalls in these third-party payments. For almost all D1-A head football coaches, "other pay" (anything not guaranteed by the university) makes up a tiny proportion of their total salary. Of the 124 coaches listed in the *USA Today* 2013 salary report, only twenty-eight received any "other pay." And for all but three of these coaches, other pay accounted for less than 4 percent of their school pay.[17]

Even in cases where a head coach in a revenue-generating sport is paid out of an endowed fund, multiple assistant coaches may receive six-figure salaries paid out of general

operating funds. For example, in its 2013 D1-A football coach salary study based on complete salary data for 942 assistant coaches, *USA Today* reported that the highest-paid assistant coach was Chad Morris at Clemson University ($1,309,650) and that fifty-three other assistant coaches received total pay of half a million dollars or more. The median salary of a D1-A football assistant coach was $180,000.[18]

Athletics and academics don't have to be incompatible, but the trends documented here provide strong evidence that current institutional decision making places too great an emphasis on athletics, to the detriment of academics and student success. Seven of ten students are graduating with student debt averaging $29,400 per borrower.[19] President Obama has called on states to make education a higher priority in their budgets and on colleges and universities to do their part to keep costs down. But the compensation of coaches in D1 institutions and spending per athlete in all the NCAA's divisions have been increasing by double-digit rates, while instructional spending per student stays flat or even falls. We've reached the point where students, faculty members, parents, legislators, trustees, and alumni need to insist that college and university presidents refocus their institutions on their academic purposes.

REGAINING FOCUS

The data and analysis presented in the preceding sections bear out the reports we hear all the time from colleagues on college and university campuses across the country. Increasingly, institutions of higher education have lost their focus on the academic activities at the core of their mission. Spending on administrative overhead continues to draw funding away from academic programs, and the proliferation of new administrative and support positions has continued unabated in the two decades since "administrative bloat" was brought into the higher education lexicon. Even more troubling, the pattern of substantial salary increases for a very few senior administrators noted in previous years continues while full-time faculty salaries stagnate; the overwhelming majority of our academic colleagues struggle to provide excellent instruction while mired in precarious contingent appointments; and staff colleagues face hiring and salary freezes, benefit cuts, and even layoffs. And it's no news to any longtime observer of American higher education that the spending priority accorded to competitive athletics too easily diverts the focus of our institutions from teaching and learning to scandal and excess.

It doesn't have to be this way. Those of us who teach and work with students and community organizations on a daily basis know that higher education still has the amazing power to transform student lives and help create solutions to the myriad challenges our society faces. But at the same time, too many decisions regarding the spending and employment priorities of our colleges and universities are carried out in secret by a few individuals, and that secrecy has clouded our collective focus. This report provides one resource that we hope will be useful in bringing some of those practices to light. But the only way to ensure that our institutions regain their focus on expanding knowledge for the benefit of all is to get involved, as active members in the AAUP and our other higher education communities and as citizens in a democratic society.

ACKNOWLEDGMENTS

Unless otherwise noted, the full-time faculty compensation data presented in this report were collected by the AAUP Research Office directly from college and university administrative offices. We extend our gratitude to all the survey respondents who provided data in a timely fashion for analysis in this report. Samuel Dunietz, AAUP research associate, has been instrumental in ensuring that data collection and processing have functioned as smoothly as possible, given tight resources and difficult time constraints. Along with the hundreds of survey respondents who drew on his expert assistance in submitting accurate data, we salute Sam for his work on this project.

NOTES

1. The employment trends graph included in the 2012–13 *Report on the Economic Status of the Profession* is supplemented by additional resources on the AAUP website at http://www.aaup.org/issues/contingent-faculty/resources-contingent-appointments.

2. This particular report focuses on senior positions; CUPA-HR has a separate "professionals" (formerly "mid-level administrative") survey. In the early part of this period the organization was known as the College and University Personnel Association (CUPA), and prior to 2013 the report was called the *Administrative Compensation Survey*.

3. Donna M. Desrochers and Rita Kirshstein, *Labor Intensive or Labor Expensive? Changing Staffing and Compensation Patterns in Higher Education* (Washington, DC: American Institutes for Research, 2014), 13.

4. Donna M. Desrochers and Rita J. Kirshstein, *College Spending in a Turbulent Decade: Findings from the Delta Cost Project* (Washington, DC: American Institutes for Research, 2012), 5.

5. Desrochers and Kirshstein, *Labor Intensive or Labor Expensive?*, 4.

6. "Nobel Laureates," University of Chicago, accessed February 19, 2014, http://www.uchicago.edu/about/accolades/22/.

7. Although both tables B and D detail changes in categories of institutional spending, they are not directly comparable. They cover different time periods, in order to make the comparison with available data on athletic spending, and group the results into different institutional categories.

8. In the IPEDS Finance survey, public service is defined as "activities budgeted specifically for public service and for activities established primarily to provide noninstructional services beneficial to groups external to the institution." Academic support is defined as "expenses for the support services that are an integral part of the institution's primary missions of instruction, research, and public service."

9. *2013–14 Guide for the College-Bound Student Athlete* (Indianapolis: NCAA Eligibility Center), 4.

10. Before the complete corporatization of college sports, these events were known simply as the Rose Bowl, Sugar Bowl, Orange Bowl, Cotton Bowl, and so on. Now they are named after their corporate sponsors (for example, the AT&T Cotton Bowl or the Buffalo Wild Wings Bowl).

11. *2012–13 High School Athletics Participation Survey* (Indianapolis: National Federation of State High School Associations), 54, http://www.nfhs.org/content.aspx?id=3282.

12. Daniel L. Fulks, *Revenues and Expenses 2004–2012: NCAA Division I Intercollegiate Athletics Programs Report* (Indianapolis: NCAA, 2013), 27, table 3.5, 53, table 4.5, and 79, table 5.5; Daniel L. Fulks, *Revenues and Expenses 2004–2012: NCAA Division II Intercollegiate Athletics Programs Report* (Indianapolis: NCAA, 2013), 24, table 3.5, and 49, table 4.5; and Daniel L. Fulks, *Revenues and Expenses 2004–2012: NCAA Division III Intercollegiate Athletics Programs Report* (Indianapolis: NCAA, 2013). The Division III report documents only expenses, since there are apparently no revenues.

13. Fulks, *Revenues and Expenses 2004–2012: NCAA Division I*, 21, table 2.7.

14. "The Equity in Athletics Data Analysis Cutting Tool," US Department of Education Equity in Athletics, 2011–12 data, http://ope.ed.gov/athletics/.

15. Lisa de Moraes, "Super Bowl XLVI: Biggest TV Audience Ever," *Washington Post*, February 6, 2012, http://www.washingtonpost.com/blogs/tv-column/post/super-bowl-xlvi-no-tv-ratings-record/2012/02/06/gIQAVAD6tQ_blog.html.

16. "Cost of Average Super Bowl Commercial? $3.5M," *USA Today*, January 3, 2012, http://usatoday30.usatoday.com/sports/football/nfl/story/2012-01-03super-bowl-ad/52360232/1.

17. *USA Today* Sports, NCAA Football Coaches Salaries Database, accessed February 25, 2014, http://www.usatoday.com/sports/college/salaries/ncaaf/coach/.

18. *USA Today* Sports, NCAA Football Assistant Coaches Salaries Database, accessed February 25, 2014, http://www.usatoday.com/sports/college/salaries/ncaaf/assistant/.

19. Matthew Reed and Debbie Cochrane, *Student Debt and the Class of 2012* (Oakland, CA: The Institute for College Access and Success, 2013), 1.

What Faculty Unions Can Learn *from* Workload Policy *in* Ohio

BY MARY ELLEN BENEDICT AND LOUIS BENEDICT

Faculty workloads have been a subject of ongoing discussion in this magazine and elsewhere. Many outside academia (and a few within) view faculty members as ivory-towered elitists, with too few obligations to students or their institutions. A 2012 op-ed by David Levy in the *Washington Post* reiterated this view, stating, "the notion that faculty in teaching institutions work a 40-hour week is a myth." The subsequent response to the piece by faculty members demonstrated just how strong attitudes are regarding the dismissive view of faculty productivity, with many reporting long work hours related to teaching, research, and service.

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FACULTY WORKLOAD

College and university professors have typically worked long hours. Using self-reported data from faculty members, the National Study of Postsecondary Faculty (NSOPF) of 1988 and 2004 indicates that the average full-time faculty member spent more time working during the week than did the average working individual in the United States. Full-time faculty members reported working an average of 53.3 hours per week in 1987; the average remained approximately the same in 2003. In comparison, the average workweek for the typical US full-time worker in 2010 was 37.5 hours.[1] The NSOPF also indicates that between 1987 and 2003 full-time faculty members devoted more time to teaching than to research and service. However, responses to the 2010 faculty survey of the Higher Education Research Institute at the University of California, Los Angeles, indicate that the percentage of their workweek that full-time faculty members spend on instruction has decreased in recent years. The drop may be related

to the growing use of part-time faculty, with a consequent shift of full-time faculty to administrative and research work, and to larger class sizes that have led instructors to resort to lectures and multiple-choice tests and quizzes.

Despite the fact that professors report long workweeks, the widespread notion that they do not work hard enough has prompted some state legislatures to begin regulating faculty workloads. A 1996 AAUP report indicated that twenty-one states had laws related to faculty workload regulation. Ohio was one of these states. In 1993, the legislature enacted Section 3345.45 of the Ohio Revised Code, which required state universities to establish instructional workload policies and excluded those policies from collective bargaining.

This article examines how the Ohio rule has affected the instructional workload of unionized faculty members at public universities in the state, how changes in the instructional workload policy may affect research and service, and how decreasing state funding relates to a general movement to increase faculty workloads. The article also examines the recent issues that arose around a faculty workload policy at Bowling Green State University, where the collective bargaining agreement with the AAUP chapter is less than a year old, to illustrate how difficult the interpretation of the law is on campuses with newly established faculty unions.

OHIO PUBLIC UNIVERSITY POLICIES

The size and nature of faculty workload is an amorphous concept at most institutions. It depends on a myriad of factors that vary for each college and department, and often for individual faculty members within a department. Faculty workload policies have developed from years of experience and adjustment. At many colleges and universities, even those whose primary mission involves teaching, research has played an increasingly large role. Attempting to set an objective and quantifiable faculty workload policy is difficult. Accordingly, institutions commonly resort to credit hours to define teaching workload, leaving research and service more nebulous.

In response to the mandate in the 1993 law, Ohio public universities developed formal workload policies. Many of them focus on credit hours as the unit of measurement and require a percentage distribution for the three primary components of a faculty member's workload: teaching, research, and service. Most of the policies concentrate on the required teaching load. For example, Ohio University's policy begins with a twelve-hour teaching load per semester for faculty but takes into account aspects of the work such as class size and teaching-related duties like advising. It also includes a percentage range of workload time that should be allocated to teaching. OU requires its colleges to set the workload policy. Cleveland State University also employs a credit-hour workload policy, set at an individual level, but uses a twenty-four-credit-hour annual workload to cover all three components of a faculty member's time by creating credit-hour equivalents for research and service. Ohio University is currently making adjustments to its workload policy as it switches from quarters to semesters; Wright State University made a similar adjustment in 2010. All the universities permit a range of teaching workloads, often because expectations for the three principal workload components vary by college or department. And, although workload policy is not explicitly included in the collective bargaining agreements at unionized universities, those agreements include clauses that require discussion if workload is to be changed. At the two other four-year public universities without faculty unions, Miami University of Ohio and Ohio State University, faculty handbooks or faculty senate guidelines provide the workload policy.

In the past two years, several Ohio public universities faced serious financial problems. One reason was declining enrollment. A 2013 report from the Ohio Board of Regents indicated an overall 6 percent enrollment decline for Ohio four-year institutions between 2011 and 2012, with only Kent State University, Ohio University, and Northeast Ohio Medical University exhibiting growth. A change in the state funding formula also negatively affected a number of institutions. Based on 2012 recommendations from the Ohio Higher Education Funding Commission, the current funding formula for a four-year institution places greater emphasis on course completion and graduation rates and less emphasis on first-year-student enrollment than the previous formula. Because the change in the formula was implemented quickly, some institutions were unable to make the internal policy adjustments necessary to maintain their funding levels.

In response to reduced enrollment and state funding, two universities proposed workload policy changes in spring 2013. The University of Akron administration sought to increase teaching workloads for one-fifth of the faculty who were deemed "not meeting capacity." The university's AAUP union protested because the collective bargaining agreement requires discussion of workload changes. In the end, the existing policy of workload determinations at the unit level prevailed. The administration of the University of Toledo unilaterally increased the teaching load for tenured and tenure-track faculty to twelve credit hours and for full-time non-tenure-track faculty to fifteen hours. The bargaining agreement states that these are the maximum teaching loads for full-time faculty members, and it also indicates that the full workload was to be determined at the individual level, with administration approval. The AAUP-UT chapter is currently filing grievances for individual cases involving workload changes, with some success.

BOWLING GREEN'S WORKLOAD POLICY

The Bowling Green State University faculty voted for an AAUP-affiliated union in 2010. The union signed its first collective bargaining agreement in May 2013. That summer, the administration sent a rough draft of a workload policy to department chairs and directors for comments. In August,

the union, the BGSU Faculty Association (BGSU-FA), filed a public-records request in order to review the drafts as they were developed. After the administration incorporated comments from chairs and directors, a second draft made its way to academic units and faculty members through their departments and colleges and was later made public in an open meeting with the faculty.

A final draft provided details about the three components of the faculty's workload. The policy included a base 10 percent load for each course and suggested percentage ranges for the teaching, research, and service components. The BGSU-FA issued a demand to bargain over the university-level workload policy, and after several meetings over two months, the administration backed off. Currently, faculty members work with their department chairs to develop individual workloads for the coming academic year, and final approval of such plans rests with the college deans and, ultimately, the provost.

UNILATERAL ACTION?

Drafting a first contract that quantifies faculty workload is a daunting task. Faculty experience and knowledge are vital. Administrators need to ensure that workload is fair and equitable, but they typically lack the intimate knowledge of and direct experience with each department to know the time and effort needed to teach students effectively in the discipline, perform high-quality research in a particular academic field, and contribute service to the department, university community, and profession. The BGSU faculty contract left it to the academic unit to evaluate the performance in each of these areas and provide an overall recommendation for renewal, tenure, and promotion.

The Bowling Green administration never clearly stated its rationale for attempting to set workloads for faculty in teaching, research, and service without negotiating these terms and conditions with the faculty union. In doing so, the administration appears to have violated Section 4117.08 (A) of the Ohio Revised Code, which deals with public employees' collective bargaining. The code states that "all matters pertaining to wages, hours, or terms and other conditions of employment and the continuation, modification, or deletion of an existing provision of a collective bargaining agreement are subject to collective bargaining between the public employer and the exclusive representative."

The administration did state in its August memorandum setting the workload policy guidelines that the collective bargaining agreement "requires that each faculty member 'shall be advised by the Department Chair/School Director regarding specific assignment duties' (Article 5.1.1 and 6.1.1)." However, these contract articles do not deal with workload policy. They appear in a section concerned with reviewing faculty performance, so their purpose seems to be to ensure that the faculty and the chair or school director have a common understanding of each faculty member's assigned duties for evaluation purposes. They also do not grant any group specific authority to set faculty workloads.

The administration might have assumed that it could rely on the Ohio state statute for the proposition that administrations have the right to set faculty workloads unilaterally outside collective bargaining. Ohio Revised Code Section 3345.45, "Standards for instructional workloads for faculty—faculty workload policy," covers only undergraduate teaching workloads. The statute requires "the Ohio Board of Regents jointly with all state universities" to "develop standards for instructional workloads for full-time and part-time faculty in keeping with the universities' missions and with special emphasis on the undergraduate learning experience." The law further requires that the "standards shall contain clear guidelines for institutions to determine a range of acceptable undergraduate teaching by faculty." Because most faculty workloads include teaching, research, and service, giving the board of regents and university trustees unilateral control of the acceptable range of the undergraduate teaching workload does not preclude the union from negotiating workload provisions in other areas of faculty responsibility.

Although establishing a workload policy that can apply to every department and faculty member is extremely difficult, the contract should include language that limits unilateral administrative authority over faculty workloads, even where the state regulates such matters.

The BGSU collective bargaining agreement does not grant this unilateral authority over workloads to the administration. The contract (Article 30, Paragraph 1) states that the normally defined workload encompasses teaching, research, and service. It does not define the proportion of work to be carried out in these three categories nor does it provide any quantification of value to be given to each category. Article 32 of the agreement does state that "the University agrees that any discontinuance or modification of a practice, policy or benefit that is not set

forth in this Agreement will be developed and implemented only after due consultation with and advice of appropriate faculty bodies. Should no agreement be reached on any discontinuance or modification proposed, the University may implement the same only after engaging in effects bargaining with the BGSU-FA." The Ohio statute does not prohibit negotiating the effects of a change in the instructional workload policy on other duties or requirements or providing compensation if the change results in an increased workload.

FINAL THOUGHTS

Past litigation over the constitutionality of the Ohio statute has resulted in judicial guidance that supports the mandatory reduction of other workload duties when instructional workload is increased. In *American Association of University Professors v. Central State University* (1999), the Ohio Supreme Court ultimately found that Section 3345.45 was constitutional. However, in doing so, the court based its opinion on its finding that the goal of Section 3345.45 served the legitimate interest "to effect a change in the ratio between faculty activities in order to correct the imbalance between research and teaching at four-year undergraduate teaching institutions." The court concluded that the legislative purpose of the statute was to limit faculty duties that detracted from teaching. Consequently, any increase in instructional workload *must* result in a corresponding decrease in research or other faculty duties. If universities were allowed to increase instructional workload without a corresponding decrease in other workload responsibilities, the result would contravene the express purpose of Section 3345.45.

Recently proposed legislation also supports this interpretation. In February 2013, Ohio governor John Kasich proposed legislation that would have given the administrations of public institutions authority to add one course per year to each full-time faculty member's teaching load. The legislature eventually rejected the proposal, but if universities could under Section 3345.45 simply increase the instructional load by one class for each faculty member, with no negotiation over changes in noninstructional workload or compensation, then the governor would have had no need to propose new legislation; he could have gone directly through the state's board of regents (and university boards of trustees) to increase the instructional workloads. Thus, it would appear that the workload range was set by statute with the submission of standards in 1994, and it cannot be changed without legislative action. Further, the proposed legislation did not include a prohibition on reductions in other workload components. In fact, read together with the court rationale for Section 3345.45, the legislation appears to suggest that an increased teaching workload would have to be met with a corresponding decrease in other workload components.

Section 3345.45 might have some value if faculty workloads consisted only of teaching specific classes, but as written it is vague and confusing and appears to limit the flexibility of administrators and encourage establishment of institutional instructional workloads with so wide a range as to subvert the statute. It also provides no authority to change the instructional workloads after the initial range was established in 1994. It provides no guidance for determining the acceptable workload percentage attributed to undergraduate teaching for an individual faculty member. Consequently, each university administration and faculty union can negotiate the instructional workload (or the procedure for determining it) for each faculty member within the previously set range.

Quantifying the noninstructional workload components and determining the appropriate tradeoffs in the total workload are extremely difficult. Nevertheless, collective bargaining agreements should provide appropriate language in order to allow for arbitrator and court decision making. For example, in *University of Toledo v. American Association of University Professors* (2013), an Ohio state court of appeals upheld an arbitrator's decision that the contract, when read as a whole, required consideration of the lecturer's noncore duties in adjusting the lecturer's workload. Likewise, in *Vermont State College Faculty Federation v. Vermont State Colleges*, a 1988 case, the Vermont Supreme Court found that, although the contract gave the college administration power to adjust workloads, it could do so only within the parameters of the contract. The court concluded that "when the college wishes to go beyond the agreement and change the workload rules, the duty to bargain is triggered."

Although establishing a workload policy that can apply to every department and faculty member is extremely difficult, the contract should include language that limits unilateral administrative authority over faculty workloads, even where the state regulates such matters. This advice also applies to handbook provisions at private universities where the administration has some control over workloads, especially instructional workloads. Instructional workloads are easier to quantify, and it is easier to garner community support for administrative control over (and subsequent increases in) faculty teaching workloads. Nevertheless, faculty unions should draft language that does not relinquish control over all workload categories. An increase in workload in one category should result in a decrease in workload in another category. AAUP chapters new to collective bargaining should be especially careful about the contract language regarding workload policy. At Bowling Green we will likely review the lack of language in the next round of contract negotiations, but until then, the issue is still unresolved.

NOTE

1. The authors estimated the workweek by using the reported daily time spent working from the 2010 *American Time Use Survey* issued by the Bureau of Labor Statistics, available at http://www.bls.gov/news.release/archives/atus_06222011.pdf ■

Percentage Change in Average Salary and Percentage Change in Salary for Continuing Faculty, by Category, Affiliation, and Academic Rank, 2012–13 to 2013–14

Academic Rank	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Public	Private-Independent	Religiously Affiliated
	CHANGE IN AVERAGE SALARY				CHANGE FOR CONTINUING FACULTY			
CATEGORY I (Doctoral)								
Professor	2.8	2.6	3.4	1.8	3.1	3.0	3.6	2.3
Associate	2.5	2.4	3.2	1.4	3.7	3.5	4.6	3.1
Assistant	2.5	2.5	2.5	2.5	3.8	3.7	4.3	3.7
Instructor	1.9	2.5	1.3	-0.8	3.6	3.6	4.2	2.0
All Combined	2.4	2.2	3.1	1.8	3.4	3.3	3.9	2.9
CATEGORY IIA (Master's)								
Professor	1.3	1.3	1.2	1.3	2.7	2.9	2.5	2.4
Associate	1.6	1.6	2.0	1.4	3.2	3.3	3.2	2.9
Assistant	1.9	2.0	1.9	1.1	3.6	3.6	3.7	3.5
Instructor	2.0	2.0	2.8	1.9	3.8	3.7	4.7	3.7
All Combined	1.6	1.6	1.6	1.4	3.2	3.3	3.2	2.9
CATEGORY IIB (Baccalaureate)								
Professor	1.6	1.6	1.9	1.4	2.9	2.9	3.1	2.4
Associate	1.7	1.6	1.9	1.3	3.3	3.3	3.7	2.8
Assistant	1.7	2.1	1.3	1.9	3.4	3.5	3.6	3.1
Instructor	1.6	1.7	1.2	1.5	3.2	3.3	3.4	2.8
All Combined	1.7	1.8	1.8	1.7	3.2	3.2	3.4	2.7
CATEGORY III (Associate's with Ranks)								
Professor	2.2	2.2	n.d.	n.d.	3.4	3.4	n.d.	n.d.
Associate	2.2	2.2	n.d.	n.d.	4.6	4.6	n.d.	n.d.
Assistant	2.2	2.2	n.d.	n.d.	4.1	4.1	n.d.	n.d.
Instructor	1.8	1.8	n.d.	n.d.	3.3	3.3	n.d.	n.d.
All Combined	2.3	2.3	n.d.	n.d.	3.9	3.9	n.d.	n.d.
CATEGORY IV (Associate's without Ranks)								
No Rank	0.9	0.9	n.d.	n.d.	5.0	5.0	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV								
Professor	2.4	2.2	3.0	1.6	3.0	3.0	3.3	2.4
Associate	2.1	2.1	2.5	1.3	3.5	3.5	4.0	2.9
Assistant	2.3	2.4	2.1	1.8	3.7	3.7	4.0	3.4
Instructor	2.0	2.3	1.7	1.2	3.6	3.6	4.2	2.9
All Combined	2.2	2.1	2.6	1.7	3.4	3.3	3.6	2.8

Note: The table is based on 1,079 responding institutions reporting comparable salary data for both years and 1,043 institutions reporting continuing faculty data. For definitions of categories, see Explanation of Statistical Data on page 39. N.d. = no data. There were too few private-independent and religiously affiliated institutions in categories III and IV to generate valid separate statistics. These institutions are included in the All Combined column, however. Rows labeled All Combined include lecturers and unranked faculty where reported.

SURVEY REPORT TABLE 2

Percent of Institutions and Percent of Faculty by Change in Average Salary, by Affiliation and Category, 2012–13 to 2013–14

Percentage Increase	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Public	Private-Independent	Religiously Affiliated
	INSTITUTIONS				FACULTY MEMBERS			
6 and over	3.5	3.4	3.7	3.4	2.4	2.4	2.8	1.8
5 to 5.99	3.4	4.0	3.1	2.7	3.6	3.8	2.9	3.3
4 to 4.99	4.6	5.0	5.1	3.4	5.7	5.7	7.8	2.0
3 to 3.99	13.3	13.8	13.6	11.8	16.6	15.8	19.4	15.8
2 to 2.99	20.8	19.0	22.4	22.5	23.9	23.0	27.2	23.6
1 to 1.99	17.1	16.5	18.3	16.8	18.0	17.8	19.4	16.8
Between 0 and 0.99	15.9	15.9	14.6	17.6	13.7	13.8	11.3	18.0
No change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Decrease	21.4	22.4	19.3	21.8	16.0	17.7	9.3	18.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Percentage Increase	Institutional Category I	IIA	IIB	III & IV	Institutional Category I	IIA	IIB	III & IV
	INSTITUTIONS				FACULTY MEMBERS			
6 and over	3.3	3.0	3.9	4.3	2.4	2.2	2.6	3.8
5 to 5.99	4.3	2.7	3.4	4.3	4.3	2.5	3.7	1.4
4 to 4.99	6.6	3.3	4.4	6.1	6.7	4.5	4.3	7.3
3 to 3.99	19.0	13.9	10.6	9.6	20.5	13.8	10.4	5.3
2 to 2.99	28.0	20.1	20.3	11.3	28.0	17.2	24.4	19.2
1 to 1.99	16.1	18.2	16.4	17.4	17.3	19.0	18.9	17.7
Between 0 and 0.99	11.8	17.9	16.6	14.8	10.3	18.6	15.4	17.2
No change	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Decrease	10.9	20.9	24.4	32.2	10.6	22.2	20.2	28.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: The table is based on 1,079 institutions reporting comparable data both years. For definitions of categories, see Explanation of Statistical Data on page 39.

Percent of Institutions and Percent of Faculty by Average Change in Salary for Continuing Faculty, by Affiliation and Category, 2012–13 to 2013–14

Percentage Increase	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Public	Private-Independent	Religiously Affiliated
	INSTITUTIONS				FACULTY MEMBERS			
6 and over	5.6	6.3	6.5	2.9	5.5	6.1	5.6	1.8
5 to 5.99	10.2	14.8	5.0	6.1	8.5	10.3	4.0	6.3
4 to 4.99	13.9	14.8	15.8	9.8	15.1	13.2	23.0	11.1
3 to 3.99	22.5	20.2	27.7	21.6	29.7	28.7	33.3	28.5
2 to 2.99	21.2	18.5	22.7	25.3	19.9	18.3	23.0	23.4
1 to 1.99	12.6	12.5	10.1	15.5	10.4	11.8	6.4	10.2
Between 0 and 0.99	11.2	11.9	8.6	12.7	9.7	10.6	3.8	15.3
No change	1.4	0.2	1.8	3.7	0.4	0.1	0.4	1.9
Decrease	1.4	0.8	1.8	2.4	0.8	0.8	0.5	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Percentage Increase	I	IIA	IIB	III & IV	I	IIA	IIB	III & IV
	Institutional Category				Institutional Category			
	INSTITUTIONS				FACULTY MEMBERS			
6 and over	4.6	6.0	5.0	7.2	5.0	6.5	5.3	6.3
5 to 5.99	6.6	10.0	6.2	26.1	7.0	10.4	5.3	21.2
4 to 4.99	15.2	12.5	13.7	15.9	16.4	12.5	15.5	15.2
3 to 3.99	34.5	21.7	19.3	15.9	36.7	21.7	23.7	16.8
2 to 2.99	19.8	21.9	24.1	13.8	17.8	22.2	24.5	17.7
1 to 1.99	10.2	10.8	15.1	13.8	9.9	9.9	13.3	11.6
Between 0 and 0.99	8.1	14.8	11.2	6.5	6.6	15.4	9.6	10.0
No change	0.0	0.6	3.4	0.7	0.0	0.3	1.8	1.3
Decrease	1.0	1.7	2.0	0.0	0.6	1.2	1.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: The table is based on 1,043 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39.

Average Salary and Average Compensation, by Category, Affiliation, and Academic Rank, 2013–14 (Dollars)

Academic Rank	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Public	Private-Independent	Religiously Affiliated
	SALARY				COMPENSATION			
CATEGORY I (Doctoral)								
Professor	138,472	126,981	173,890	139,512	175,645	161,918	218,033	175,086
Associate	90,447	86,567	108,012	94,724	118,008	113,304	139,639	122,135
Assistant	78,797	75,432	93,844	80,077	102,887	99,177	120,371	101,177
Instructor	52,337	50,032	64,025	62,946	71,456	68,720	86,666	80,749
Lecturer	58,583	55,623	68,314	61,020	79,061	75,734	89,639	81,248
No Rank	69,759	61,156	79,634	80,726	91,238	80,872	104,034	101,450
All Combined	98,902	91,918	125,592	100,252	127,900	119,628	159,798	127,352
CATEGORY IIA (Master's)								
Professor	93,933	90,517	107,082	94,618	120,907	116,696	137,371	120,073
Associate	74,647	72,869	80,868	74,074	97,804	95,735	105,372	96,128
Assistant	63,655	62,636	68,290	62,147	83,276	82,458	88,412	80,025
Instructor	48,069	46,310	54,672	53,523	63,762	61,928	72,422	67,669
Lecturer	51,098	49,727	59,751	53,175	67,977	66,177	79,576	70,894
No Rank	58,612	54,896	69,587	57,912	77,138	72,480	88,275	82,143
All Combined	73,057	70,683	81,919	73,494	95,137	92,248	106,190	94,701
CATEGORY IIB (Baccalaureate)								
Professor	94,145	87,262	106,641	80,810	122,957	113,255	139,537	105,839
Associate	71,956	70,849	79,073	64,615	94,932	94,084	104,436	85,056
Assistant	59,852	59,873	64,262	55,100	78,394	80,159	83,581	72,039
Instructor	48,607	49,297	50,395	46,607	64,759	67,835	65,953	60,504
Lecturer	54,862	51,582	64,795	44,772	74,510	72,038	85,772	58,093
No Rank	59,122	55,143	64,146	49,824	79,501	73,486	86,856	64,664
All Combined	72,505	67,328	82,031	64,688	95,254	89,217	107,735	84,819
CATEGORY III (Associate's with Ranks)								
Professor	77,455	77,671	n.d.	n.d.	101,230	101,530	n.d.	n.d.
Associate	62,162	62,280	n.d.	n.d.	84,216	84,431	n.d.	n.d.
Assistant	53,589	53,768	n.d.	n.d.	74,244	74,593	n.d.	n.d.
Instructor	47,003	47,049	n.d.	n.d.	64,122	64,188	n.d.	n.d.
Lecturer	47,480	47,480	n.d.	n.d.	66,209	66,209	n.d.	n.d.
No Rank	39,704	41,561	n.d.	n.d.	56,168	59,239	n.d.	n.d.
All Combined	61,038	61,199	n.d.	n.d.	82,247	82,506	n.d.	n.d.
CATEGORY IV (Associate's without Ranks)								
No Rank	60,352	60,401	n.d.	n.d.	78,441	78,615	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV								
Professor	119,282	112,897	144,770	100,326	152,831	145,059	184,067	128,470
Associate	81,980	80,448	91,176	75,223	107,483	105,753	118,919	98,070
Assistant	69,848	69,100	76,891	62,544	91,622	91,339	99,521	80,716
Instructor	49,963	48,388	57,492	52,826	67,443	65,889	77,107	67,862
Lecturer	55,890	53,343	66,391	54,810	75,202	72,211	87,491	72,848
No Rank	65,622	58,740	75,196	69,158	86,280	77,753	98,287	90,284
All Combined	86,293	82,605	103,202	76,379	112,356	108,035	133,053	98,767

Note: The table is based on 1,159 (salary) and 1,088 (compensation) reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39. N.d. = no data. There were too few private-independent and religiously affiliated institutions in categories III and IV to generate valid separate statistics. These institutions are included in the All Combined column, however.

Average Salary for Men and Women Faculty, by Category, Affiliation, and Academic Rank, 2013–14 (Dollars)

Academic Rank	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Public	Private-Independent	Religiously Affiliated
			MEN				WOMEN	
CATEGORY I (Doctoral)								
Professor	141,883	130,229	177,289	142,981	127,858	116,951	162,733	130,310
Associate	93,062	89,066	110,919	97,112	86,667	82,966	103,572	91,608
Assistant	82,381	78,627	97,677	83,918	74,799	71,964	88,743	76,390
Instructor	53,722	51,166	65,835	63,274	51,379	49,272	62,417	62,740
Lecturer	62,669	59,107	73,689	64,266	55,309	52,912	63,509	58,616
No Rank	74,917	64,888	85,269	89,032	65,275	58,081	74,330	73,539
All Combined	108,101	100,237	136,513	108,699	84,654	79,371	106,071	88,916
CATEGORY IIA (Master's)								
Professor	95,838	92,056	109,795	97,414	90,312	87,596	101,864	89,386
Associate	76,214	74,289	82,657	76,182	72,826	71,191	78,824	71,757
Assistant	65,110	63,972	70,246	63,632	62,406	61,455	66,672	60,982
Instructor	48,760	46,559	57,153	54,276	47,672	46,169	53,011	53,092
Lecturer	53,148	51,438	62,843	54,543	49,549	48,478	56,653	52,214
No Rank	61,107	56,624	73,524	58,137	56,465	53,491	65,492	57,730
All Combined	77,354	74,739	86,785	78,131	68,248	66,145	76,297	68,544
CATEGORY IIB (Baccalaureate)								
Professor	95,551	88,648	108,653	81,963	91,571	84,684	103,121	78,586
Associate	72,897	72,428	79,897	65,269	70,837	68,767	78,116	63,866
Assistant	60,505	60,524	65,185	55,444	59,280	59,208	63,485	54,813
Instructor	48,924	50,185	49,745	46,854	48,415	48,732	50,794	46,465
Lecturer	56,878	53,671	68,004	46,209	53,240	49,595	62,660	43,863
No Rank	61,945	58,206	67,183	47,563	56,029	51,113	60,576	51,205
All Combined	75,873	70,356	86,097	67,401	68,605	63,717	77,310	61,620
CATEGORY III (Associate's with Ranks)								
Professor	77,643	77,892	n.d.	n.d.	77,245	77,426	n.d.	n.d.
Associate	63,115	63,222	n.d.	n.d.	61,364	61,487	n.d.	n.d.
Assistant	53,916	54,068	n.d.	n.d.	53,317	53,517	n.d.	n.d.
Instructor	47,276	47,340	n.d.	n.d.	46,791	46,824	n.d.	n.d.
Lecturer	47,639	47,639	n.d.	n.d.	47,379	47,379	n.d.	n.d.
No Rank	40,749	43,418	n.d.	n.d.	38,986	40,418	n.d.	n.d.
All Combined	62,302	62,469	n.d.	n.d.	59,919	60,076	n.d.	n.d.
CATEGORY IV (Associate's without Ranks)								
No Rank	60,623	60,685	n.d.	n.d.	60,107	60,144	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV								
Professor	123,899	117,100	150,549	103,648	108,031	102,491	130,327	93,463
Associate	84,507	82,951	94,034	77,099	78,723	77,159	87,500	73,035
Assistant	72,780	71,778	80,926	64,280	66,991	66,434	72,862	61,084
Instructor	50,958	49,183	59,451	53,395	49,320	47,878	56,038	52,491
Lecturer	59,254	56,181	71,091	57,111	53,251	51,172	62,214	53,188
No Rank	69,738	61,768	79,784	74,509	61,958	56,184	70,634	64,887
All Combined	94,174	89,969	113,070	81,704	75,874	72,881	89,147	70,223

Note: The table is based on 1,159 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39. N.d. = no data. There were too few private-independent and religiously affiliated institutions in categories III and IV to generate valid separate statistics. These institutions are included in the All Combined column, however.

Average Salary, by Region, Category, and Academic Rank, 2013–14 (Dollars)

Academic Rank	NORTHEAST		NORTH CENTRAL		SOUTH			WEST	
	New England[a]	Middle Atlantic[b]	East North Central[c]	West North Central[d]	East South Central[e]	West South Central[f]	South Atlantic[g]	Mountain[h]	Pacific[i]
CATEGORY I (Doctoral)									
Professor	162,723	160,622	131,254	124,509	123,011	127,007	133,039	115,370	149,518
Associate	102,824	104,055	87,181	84,330	83,797	85,590	88,717	82,984	94,730
Assistant	88,113	87,280	76,878	73,045	71,393	76,391	77,960	71,819	83,947
Instructor	61,227	62,112	51,890	48,148	47,353	47,860	52,920	49,975	50,003
Lecturer	69,477	64,243	53,022	54,363	48,781	54,945	54,624	56,963	72,880
No Rank	72,953	76,922	54,111	59,223	65,567	65,180	71,846	47,744	66,969
All Combined	117,660	113,537	94,876	90,818	86,666	89,300	94,727	85,601	112,764
CATEGORY IIA (Master's)									
Professor	106,094	105,901	87,887	83,114	84,041	89,807	90,202	88,118	97,189
Associate	82,864	82,561	70,705	68,334	66,525	70,751	70,407	70,531	79,238
Assistant	70,467	67,826	61,053	58,525	58,825	61,171	61,507	60,519	69,486
Instructor	60,867	52,734	46,636	45,487	46,887	45,587	48,266	44,645	52,437
Lecturer	63,026	55,316	45,537	48,126	43,645	46,892	47,120	46,740	57,270
No Rank	65,428	53,082	49,575	49,090	49,998	50,023	62,860	49,223	66,669
All Combined	84,970	81,132	68,066	66,916	64,949	67,311	69,130	65,633	79,877
CATEGORY IIB (Baccalaureate)									
Professor	116,744	105,804	83,099	80,056	76,760	71,401	87,594	81,305	109,043
Associate	83,950	78,998	67,403	64,412	62,031	60,018	67,488	67,226	81,400
Assistant	68,069	64,509	56,263	55,964	55,072	51,002	57,489	57,788	66,744
Instructor	54,133	53,759	47,370	45,263	44,624	40,672	47,011	45,810	53,275
Lecturer	72,152	58,054	47,871	49,072	45,228	36,689	47,531	46,887	51,076
No Rank	58,620	59,427	50,400	54,230	37,355	41,897	65,575	49,962	55,487
All Combined	90,097	78,932	67,275	64,414	62,000	57,707	67,207	66,069	82,952
CATEGORY III (Associate's with Ranks)									
Professor	n.d.	86,409	73,361	69,632	n.d.	69,758	82,471	65,926	86,473
Associate	n.d.	69,274	58,971	59,879	n.d.	54,872	64,749	56,047	74,041
Assistant	n.d.	58,516	49,250	52,989	n.d.	49,518	55,232	50,136	64,399
Instructor	n.d.	48,660	41,856	48,064	n.d.	43,450	45,586	47,639	56,245
Lecturer	n.d.	48,534	48,045	n.d.	n.d.	n.d.	40,313	47,842	n.d.
No Rank	n.d.	33,206	40,585	45,000	n.d.	n.d.	n.d.	43,264	n.d.
All Combined	n.d.	67,292	54,624	60,175	n.d.	58,779	62,922	55,472	72,673
CATEGORY IV (Associate's without Ranks)									
No Rank	n.d.	n.d.	n.d.	60,945	n.d.	n.d.	55,998	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV									
Professor	140,083	134,934	114,350	102,683	105,501	111,467	114,923	106,852	123,603
Associate	92,247	90,239	79,024	75,226	75,144	78,224	79,508	78,917	85,489
Assistant	77,546	74,451	67,458	64,274	64,567	67,964	68,383	67,647	75,184
Instructor	59,574	56,621	48,805	46,247	46,882	46,136	49,849	48,376	51,705
Lecturer	68,759	61,117	50,363	53,352	46,548	52,747	51,585	54,702	62,050
No Rank	70,431	72,607	51,853	54,324	50,347	60,166	69,021	48,318	65,902
All Combined	103,133	95,490	82,543	77,628	76,118	79,411	82,344	79,518	94,387

Note: The table is based on 1,159 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39. N.d. = no data.

a. New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
b. Middle Atlantic: New Jersey, New York, and Pennsylvania.
c. East North Central: Illinois, Indiana, Michigan, Ohio, and Wisconsin.
d. West North Central: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota.
e. East South Central: Alabama, Kentucky, Mississippi, and Tennessee.
f. West South Central: Arkansas, Louisiana, Oklahoma, and Texas.
g. South Atlantic: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, Puerto Rico, South Carolina, Virgin Islands, Virginia, and West Virginia.
h. Mountain: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming.
i. Pacific: Alaska, California, Guam, Hawaii, Oregon, and Washington.

Average Compensation, by Region, Category, and Academic Rank, 2013–14 (Dollars)

Academic Rank	NORTHEAST		NORTH CENTRAL		SOUTH			WEST	
	New England[a]	Middle Atlantic[b]	East North Central[c]	West North Central[d]	East South Central[e]	West South Central[f]	South Atlantic[g]	Mountain[h]	Pacific[i]
CATEGORY I (Doctoral)									
Professor	206,371	203,452	166,236	158,256	152,379	157,584	166,775	145,699	197,061
Associate	135,322	136,263	114,718	109,956	106,075	108,618	114,479	107,197	129,670
Assistant	115,394	114,796	101,440	94,587	90,614	96,954	100,299	93,341	114,828
Instructor	79,810	87,595	71,231	65,097	62,163	63,694	70,749	66,115	74,200
Lecturer	92,001	85,138	72,571	74,167	62,344	73,271	72,981	76,729	104,030
No Rank	96,023	101,988	75,518	80,315	86,832	81,306	92,149	64,953	89,430
All Combined	151,721	146,900	123,134	117,266	109,023	113,438	121,190	110,095	151,530
CATEGORY IIA (Master's)									
Professor	138,630	134,903	113,975	105,991	107,837	113,559	115,187	115,821	125,666
Associate	109,239	107,885	94,161	88,545	86,320	90,677	92,296	94,774	103,705
Assistant	92,752	87,903	81,736	75,513	76,794	78,349	79,932	82,295	91,429
Instructor	79,741	67,281	63,889	61,405	63,093	59,863	63,793	58,830	68,711
Lecturer	83,035	74,957	64,687	63,073	58,565	60,270	61,514	65,094	75,261
No Rank	86,753	72,731	67,687	65,359	64,019	63,556	80,902	67,744	87,152
All Combined	111,416	104,977	90,183	85,718	84,485	86,143	89,587	87,998	104,476
CATEGORY IIB (Baccalaureate)									
Professor	152,630	137,304	111,327	105,324	96,187	90,250	112,853	104,417	142,594
Associate	110,223	104,097	90,742	85,095	78,037	77,209	87,539	90,894	109,067
Assistant	89,401	84,392	75,116	73,098	66,690	65,088	73,991	77,778	90,565
Instructor	70,511	72,184	63,545	60,721	55,560	52,300	61,548	61,962	75,895
Lecturer	94,765	78,507	65,068	74,817	54,655	47,350	63,193	74,935	71,474
No Rank	78,497	79,129	69,755	72,583	48,180	53,856	87,908	63,436	79,520
All Combined	117,799	103,420	90,162	84,822	77,737	73,630	86,996	87,675	110,765
CATEGORY III (Associate's with Ranks)									
Professor	n.d.	121,688	99,027	94,619	n.d.	85,739	99,838	81,785	112,722
Associate	n.d.	98,832	82,080	82,820	n.d.	69,576	80,598	79,928	99,962
Assistant	n.d.	84,966	69,388	74,045	n.d.	63,475	70,500	71,199	89,000
Instructor	n.d.	70,836	57,881	65,844	n.d.	56,656	58,531	62,700	80,152
Lecturer	n.d.	67,099	68,648	n.d.	n.d.	n.d.	52,911	61,419	n.d.
No Rank	n.d.	45,418	57,021	63,450	n.d.	n.d.	n.d.	63,714	n.d.
All Combined	n.d.	96,114	75,909	82,729	n.d.	73,696	78,431	73,547	97,971
CATEGORY IV (Associate's without Ranks)									
No Rank	n.d.	n.d.	n.d.	77,704	n.d.	n.d.	73,164	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV									
Professor	180,747	172,464	146,971	133,746	132,194	138,660	145,077	135,761	162,165
Associate	121,910	118,543	104,876	99,028	96,007	99,372	103,030	103,226	114,729
Assistant	102,230	97,916	89,852	84,162	82,662	86,408	88,216	89,176	101,349
Instructor	77,777	77,586	66,853	62,508	62,080	60,821	65,987	64,006	73,880
Lecturer	91,076	81,674	69,903	72,885	60,640	69,447	68,314	74,293	84,860
No Rank	92,945	96,422	71,733	72,949	65,816	75,540	89,118	65,345	87,316
All Combined	134,527	124,337	108,449	101,638	96,974	100,803	105,794	103,294	125,925

Note: The table is based on 1,088 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39. N.d. = no data.

a. New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.
b. Middle Atlantic: New Jersey, New York, and Pennsylvania.
c. East North Central: Illinois, Indiana, Michigan, Ohio, and Wisconsin.
d. West North Central: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota.
e. East South Central: Alabama, Kentucky, Mississippi, and Tennessee.
f. West South Central: Arkansas, Louisiana, Oklahoma, and Texas.
g. South Atlantic: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, Puerto Rico, South Carolina, Virgin Islands, Virginia, and West Virginia.
h. Mountain: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming.
i. Pacific: Alaska, California, Guam, Hawaii, Oregon, and Washington.

Distribution of Individual Faculty Members, by Salary Interval and Institutional Category, for Upper Three Academic Ranks, 2013–14 (Cumulative Percent)

Category	I			IIA			IIB			III			IV
Salary Interval	Prof.	Assoc.	Asst.	Prof.	Assoc.	Asst.	Prof.	Assoc.	Asst.	Prof.	Assoc.	Asst.	No Rank
$270,000 and over	2.6												
265,000–269,999	2.8												
260,000–264,999	3.1												
255,000–259,999	3.5												
250,000–254,999	3.8												
245,000–249,999	4.2												
240,000–244,999	4.7												
235,000–239,999	5.1												
230,000–234,999	5.7												
225,000–229,999	6.3												
220,000–224,999	7.5												
215,000–219,999	8.3												
210,000–214,999	9.3												
205,000–209,999	10.2												
200,000–204,999	11.4												
195,000–199,999	12.5	1.0†											
190,000–194,999	14.0	1.2	1.1†										
185,000–189,999	15.4	1.4	1.3				1.0†						
180,000–184,999	17.0	1.7	1.5	1.1†			1.3						
175,000–179,999	18.7	1.9	1.7	1.3			1.7						
170,000–174,999	20.6	2.2	2.1	1.6			2.2						
165,000–169,999	22.8	2.6	2.4	1.8			2.8						
160,000–164,999	25.2	3.0	2.7	2.2			3.5						
155,000–159,999	27.7	3.4	3.1	2.8			4.3						
150,000–154,999	30.6	4.0	3.5	3.4			5.2						
145,000–149,999	33.8	4.7	4.1	4.1			6.3						
140,000–144,999	37.1	5.5	4.7	5.3			7.7						
135,000–139,999	40.8	6.4	5.4	6.9	1.1†		9.6						
130,000–134,999	44.8	7.7	6.1	8.6	1.5		11.8						
125,000–129,999	49.0	9.2	6.9	10.5	2.0		14.5	1.2†					
120,000–124,999	53.8	11.1	7.8	13.5	2.7	1.4†	17.6	1.5		1.9†			
115,000–119,999	58.6	13.4	8.8	16.6	3.7	1.8	20.7	2.0		3.9			
110,000–114,999	64.0	16.6	9.9	23.0	4.8	2.5	24.6	3.0		4.4			
108,000–109,999	66.4	18.2	10.3	25.3	5.5	2.7	26.3	3.4		4.6			
106,000–107,999	68.2	19.5	10.8	27.2	6.2	3.0	28.2	3.9		5.1	1.3†		
104,000–105,999	71.0	21.8	11.6	29.4	7.1	3.5	30.2	4.6	1.0†	5.4	1.4		
102,000–103,999	72.9	23.5	12.2	31.7	8.0	3.8	32.2	5.2	1.1	8.2	1.4		
100,000–101,999	75.5	26.3	13.3	34.2	9.6	4.4	34.2	6.4	1.3	10.7	1.5		
98,000–99,999	77.3	28.3	14.1	36.7	10.6	4.7	36.4	7.5	1.4	12.1	1.5		1.2†
96,000–97,999	79.8	31.2	15.6	39.6	12.0	5.2	39.2	8.8	1.7	13.7	1.7		2.1
94,000–95,999	81.7	33.7	17.0	42.3	13.1	5.8	42.1	10.1	1.9	16.5	3.0		2.2
92,000–93,999	84.1	37.2	19.1	45.5	15.2	6.5	45.1	11.9	2.3	19.7	3.2		2.3
90,000–91,999	85.9	40.4	21.1	48.2	18.2	7.2	47.5	14.0	2.6	23.1	3.9	1.0†	2.6
88,000–89,999	87.7	43.6	23.0	51.3	20.2	7.8	50.1	15.9	2.9	26.3	4.0	1.3	3.0
86,000–87,999	89.5	47.0	25.3	54.6	22.7	8.6	52.9	18.5	3.5	29.2	4.8	1.3	3.2
84,000–85,999	91.1	50.5	28.4	58.6	25.2	9.7	56.0	21.4	4.2	33.4	5.6	1.6	3.8
82,000–83,999	92.7	54.2	31.5	62.2	27.9	10.9	59.7	24.3	5.2	37.5	6.4	2.0	4.2
80,000–81,999	94.1	58.2	34.9	66.3	31.1	12.2	63.0	27.6	6.7	42.9	7.8	3.2	4.7
78,000–79,999	95.3	62.3	38.3	70.2	34.4	14.5	66.3	30.9	8.3	46.8	9.4	3.5	5.8
76,000–77,999	96.4	66.6	42.1	74.7	38.1	16.3	69.4	34.4	10.2	50.4	13.5	4.3	6.9
74,000–75,999	97.4	70.8	46.7	78.8	41.9	18.7	72.7	38.5	12.6	54.7	16.5	5.5	8.9
72,000–73,999	98.0	74.8	50.4	82.2	45.7	20.9	76.4	42.6	15.3	59.4	20.0	5.8	10.0
70,000–71,999	98.5	79.3	55.2	85.7	50.6	24.0	80.0	47.5	19.0	64.8	25.4	7.2	24.4
68,000–69,999	98.9	83.1	59.4	88.8	55.4	27.0	83.1	52.2	22.3	70.0	30.2	9.8	28.4
66,000–67,999	99.2*	86.7	64.3	91.8	61.2	30.9	86.3	57.6	25.7	76.4	36.1	12.4	32.5
64,000–65,999		90.1	69.5	94.1	67.1	35.8	89.0	62.6	30.0	81.1	42.6	15.5	37.7
62,000–63,999		92.9	74.4	96.1	73.1	40.5	91.6	68.1	35.3	85.0	49.1	21.1	42.5
60,000–61,999		95.2	79.7	97.6	79.7	47.3	93.9	74.1	41.0	88.1	56.7	29.0	49.2
58,000–59,999		96.8	83.6	98.5	85.0	54.1	95.4	79.7	47.0	91.3	63.5	34.5	62.1
56,000–57,999		97.9	87.3	99.0*	89.7	62.2	96.6	84.1	54.3	94.3	70.6	41.2	68.4
54,000–55,999		98.6	90.8		93.6	71.1	97.5	88.5	62.5	96.1	78.6	48.0	74.6
52,000–53,999		99.1*	93.3		96.5	79.4	98.4	92.2	70.7	97.0	85.2	55.8	79.0
50,000–51,999			95.4		98.0	86.4	99.0*	95.1	78.9	97.9	90.4	65.9	83.3
48,000–49,999			96.6		98.9	91.0		97.0	84.6	98.9	94.3	75.0	86.9
46,000–47,999			97.5		99.2*	94.6		98.3	89.4	99.4*	97.1	83.4	90.4
44,000–45,999			98.3			96.7		98.9	94.1		98.7	88.1	93.6
42,000–43,999			98.8			98.0		99.3*	96.6		99.2*	94.3	96.2
40,000–41,999			99.3*			99.0*			98.3			97.5	97.8
38,000–39,999									98.9			99.1*	98.8
36,000–37,999									99.4*				99.4*
34,000–35,999													
32,000–33,999													
30,000–31,999													
Below 30,000													

Note: The table is based on 1,107 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39.
† Includes less than 1.0 percent of individuals with salaries higher than that interval.
* Includes less than 1.0 percent of individuals with salaries lower than that interval.

SURVEY REPORT TABLE 9A

Percentile Distribution of Institutions, by Average Salary and Academic Rank, 2013–14 (Dollars)

Rating[a]	1*		1		2		3		4	
Percentile	95	90	80	70	60	50	40	30	20	10
CATEGORY I (Doctoral)										
Professor	185,681	166,778	146,405	138,349	130,810	122,616	117,488	112,133	105,895	98,393
Associate	118,853	110,213	101,658	95,816	91,867	88,531	84,562	81,963	78,264	73,914
Assistant	103,527	95,902	87,456	82,382	79,099	76,576	73,280	70,403	68,411	64,509
Instructor	93,663	72,167	64,794	60,901	57,978	54,452	50,880	48,200	46,166	43,301
All Combined	145,460	123,720	113,159	102,724	95,900	91,397	86,734	81,940	78,103	72,893
CATEGORY IIA (Master's)										
Professor	123,339	114,537	103,238	96,770	92,274	89,368	86,277	80,557	76,963	71,138
Associate	94,368	86,706	80,073	76,459	74,052	71,299	68,328	66,341	63,411	59,731
Assistant	78,503	73,656	69,029	66,252	63,918	61,960	59,862	57,449	55,354	51,518
Instructor	67,943	62,897	57,849	54,537	51,467	49,232	47,576	45,825	43,288	40,218
All Combined	94,278	85,915	80,336	75,593	73,035	69,862	67,289	64,598	62,112	57,625
CATEGORY IIB (Baccalaureate)										
Professor	129,838	115,677	99,364	90,510	85,136	80,839	76,131	71,116	66,172	61,933
Associate	94,474	87,848	76,870	71,772	68,125	65,285	62,024	58,875	56,040	51,855
Assistant	77,589	71,534	65,489	60,939	58,666	56,217	53,778	51,214	48,928	45,955
Instructor	62,527	58,250	54,429	51,084	49,168	47,204	45,358	42,722	40,896	38,382
All Combined	101,274	91,759	78,062	72,152	68,075	64,040	60,764	58,007	55,271	51,563
CATEGORY III (Associate's with Ranks)										
Professor	98,904	92,225	86,274	82,778	78,464	73,124	70,406	65,057	61,860	58,973
Associate	76,478	75,258	70,271	69,115	64,405	61,377	58,429	55,442	53,991	49,887
Assistant	66,798	63,699	61,287	57,157	54,421	52,751	51,210	49,672	47,929	43,977
Instructor	59,322	56,454	52,783	48,826	47,370	45,911	44,480	43,152	40,755	38,217
All Combined	74,237	69,248	66,923	63,320	60,619	58,321	56,742	52,759	50,996	46,655
CATEGORY IV (Associate's without Ranks)										
No Rank	66,624	64,327	63,395	62,514	62,205	61,796	60,934	57,354	51,714	45,914

Note: The table is based on 1,159 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39.

a. Interpretation of the Ratings: 1*=95th Percentile; 1=80th; 2=60th; 3=40th; 4=20th. An average lower than the 20th percentile is rated 5.

SURVEY REPORT TABLE 9B

Percentile Distribution of Institutions, by Average Compensation and Academic Rank, 2013–14 (Dollars)

Rating[a]	1*		1		2		3		4	
Percentile	95	90	80	70	60	50	40	30	20	10
CATEGORY I (Doctoral)										
Professor	231,484	211,991	187,284	176,977	166,228	158,712	150,550	142,526	136,225	124,972
Associate	153,472	146,529	131,641	125,913	120,717	116,424	110,225	105,668	101,405	97,320
Assistant	132,874	124,067	114,923	107,431	104,571	100,086	95,807	92,635	89,089	83,381
Instructor	117,867	97,223	87,289	82,226	75,671	73,168	70,657	66,959	62,190	57,855
All Combined	188,982	159,359	145,045	132,287	124,796	118,391	113,197	106,410	101,269	94,895
CATEGORY IIA (Master's)										
Professor	156,470	147,070	129,846	123,914	119,188	115,870	110,421	104,386	98,753	91,363
Associate	124,549	114,883	104,491	99,655	96,390	93,379	90,359	87,048	82,914	77,711
Assistant	103,019	97,871	90,034	86,975	83,795	80,849	78,222	76,105	72,390	67,002
Instructor	88,137	83,468	76,595	71,647	68,038	65,935	63,257	60,469	57,168	54,172
All Combined	124,492	112,953	103,199	98,869	94,352	90,779	87,330	84,428	80,108	75,508
CATEGORY IIB (Baccalaureate)										
Professor	167,678	153,260	129,876	119,271	110,926	105,069	99,311	92,103	83,637	78,017
Associate	124,463	117,474	102,095	95,148	90,045	85,643	81,379	77,340	72,962	66,269
Assistant	102,380	93,954	84,788	80,614	77,367	73,626	70,005	66,872	63,453	58,782
Instructor	84,246	77,938	72,998	68,492	65,053	61,743	58,819	56,412	54,103	48,541
All Combined	132,940	119,800	102,690	95,959	89,411	85,074	79,763	76,455	70,806	65,384
CATEGORY III (Associate's with Ranks)										
Professor	133,729	120,351	115,920	111,164	106,282	99,533	94,303	86,842	80,571	76,301
Associate	105,066	99,771	97,894	94,104	88,249	81,229	79,773	76,212	71,638	66,449
Assistant	96,234	88,285	82,731	80,092	74,890	72,747	69,703	66,741	64,402	58,221
Instructor	83,411	80,554	72,368	68,346	65,534	63,087	60,211	57,676	56,045	50,466
All Combined	105,458	95,746	92,045	85,912	83,363	80,593	75,921	71,711	68,830	62,838
CATEGORY IV (Associate's without Ranks)										
No Rank	100,207	87,907	85,426	80,978	78,089	72,750	63,552	61,965	59,439	57,392

Note: The table is based on 1,088 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39.

a. Interpretation of the Ratings: 1*=95th Percentile; 1=80th; 2=60th; 3=40th; 4=20th. An average lower than the 20th percentile is rated 5.

Average Institutional Cost of Benefits per Faculty Member and Average Cost for Faculty Members Receiving Specific Benefits, in Dollars and as a Percent of Average Salary, by Institutional Affiliation and Itemized Benefits, 2013–14 (All Ranks)

Itemized Benefits	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Public	Private-Independent	Religiously Affiliated
	IN DOLLARS				AS A PERCENT OF SALARY			
AVERAGE PER FACULTY MEMBER								
Retirement	8,870	9,136	9,452	6,101	10.3	11.1	9.2	8.0
Medical Insurance	7,583	7,669	7,744	6,737	8.8	9.3	7.5	8.8
Dental Insurance	278	288	264	237	0.3	0.3	0.3	0.3
Medical and Dental Combined	1,531	1,740	1,181	912	1.8	2.1	1.1	1.2
Disability	206	172	313	205	0.2	0.2	0.3	0.3
Tuition	758	209	2,015	1,731	0.9	0.3	2.0	2.3
Social Security	5,493	5,106	6,768	5,417	6.4	6.2	6.6	7.1
Unemployment	148	133	190	164	0.2	0.2	0.2	0.2
Group Life	166	144	236	166	0.2	0.2	0.2	0.2
Workers' Compensation	458	444	548	373	0.5	0.5	0.5	0.5
Other Benefits	227	152	554	60	0.3	0.2	0.5	0.1
All Combined	25,718	25,194	29,264	22,103	29.8	30.5	28.4	28.9
AVERAGE FOR FACULTY MEMBERS RECEIVING SPECIFIC BENEFITS								
Retirement	9,172	9,301	9,995	6,668	10.6	11.3	9.7	8.7
Medical Insurance	9,740	9,859	9,817	8,829	11.3	11.9	9.5	11.6
Dental Insurance	617	664	551	484	0.7	0.8	0.5	0.6
Medical and Dental Combined	9,754	9,647	10,263	9,822	11.3	11.7	9.9	12.9
Disability	305	299	359	227	0.4	0.4	0.3	0.3
Tuition	9,615	3,670	13,764	20,558	11.1	4.4	13.3	26.9
Social Security	5,702	5,358	6,851	5,533	6.6	6.5	6.6	7.2
Unemployment	194	164	275	255	0.2	0.2	0.3	0.3
Group Life	205	194	247	175	0.2	0.2	0.2	0.2
Workers' Compensation	537	540	579	430	0.6	0.7	0.6	0.6
Other Benefits	1,788	1,568	2,296	646	2.1	1.9	2.2	0.8
Received Any Benefit	25,764	25,240	29,294	22,169	29.9	30.6	28.4	29.0

Note: The institution or state contribution to the retirement plan(s) is included regardless of the vesting provision. Tuition includes both waivers and remissions. Medical and Dental Combined is limited to institutions that could not separate the two expenditures; it is not a sum of the other two categories. Other Benefits most often include moving expenses, housing, cafeteria plans, or benefits with cash options. For more details on benefits, see Explanation of Statistical Data on page 39. Averages for Received Any Benefit are based on total expenditures, not the sum of individual benefit averages. The table is based on 1,088 reporting institutions.

Average Institutional Cost of Benefits per Faculty Member and Average Cost for Faculty Members Receiving Specific Benefits, in Dollars and as a Percent of Average Salary, by Institutional Category and Itemized Benefits, 2013–14 (All Ranks)

Itemized Benefits	I	IIA	IIB	III	IV	I	IIA	IIB	III	IV
	IN DOLLARS					AS A PERCENT OF SALARY				
AVERAGE PER FACULTY MEMBER										
Retirement	10,647	6,864	6,595	6,987	8,149	10.8	9.4	9.1	11.4	13.5
Medical Insurance	8,111	7,345	6,420	6,389	4,382	8.2	10.1	8.9	10.5	7.3
Dental Insurance	284	283	227	316	223	0.3	0.4	0.3	0.5	0.4
Medical and Dental Combined	1,568	1,280	1,410	3,092	3,259	1.6	1.8	1.9	5.1	5.4
Disability	235	174	190	109	122	0.2	0.2	0.3	0.2	0.2
Tuition	696	619	1,552	184	46	0.7	0.8	2.1	0.3	0.1
Social Security	6,015	4,976	5,241	3,364	2,848	6.1	6.8	7.2	5.5	4.7
Unemployment	155	141	160	94	65	0.2	0.2	0.2	0.2	0.1
Group Life	158	184	152	138	361	0.2	0.3	0.2	0.2	0.6
Workers' Compensation	492	424	431	338	431	0.5	0.6	0.6	0.6	0.7
Other Benefits	332	82	150	146	127	0.3	0.1	0.2	0.2	0.2
All Combined	28,693	22,371	22,529	21,158	20,012	29.0	30.6	31.1	34.7	33.2
AVERAGE FOR FACULTY MEMBERS RECEIVING SPECIFIC BENEFITS										
Retirement	10,900	7,138	7,047	7,184	8,178	11.0	9.8	9.7	11.8	13.6
Medical Insurance	10,119	9,562	8,638	9,639	6,208	10.2	13.1	11.9	15.8	10.3
Dental Insurance	611	675	522	605	537	0.6	0.9	0.7	1.0	0.9
Medical and Dental Combined	10,489	8,104	9,352	11,654	14,025	10.6	11.1	12.9	19.1	23.2
Disability	372	244	237	182	186	0.4	0.3	0.3	0.3	0.3
Tuition	8,801	8,361	16,667	2,487	1,356	8.9	11.4	23.0	4.1	2.2
Social Security	6,230	5,175	5,323	3,793	3,259	6.3	7.1	7.3	6.2	5.4
Unemployment	187	190	246	187	90	0.2	0.3	0.3	0.3	0.1
Group Life	200	229	171	171	467	0.2	0.3	0.2	0.3	0.8
Workers' Compensation	552	537	489	457	602	0.6	0.7	0.7	0.7	1.0
Other Benefits	2,097	1,157	1,229	1,232	514	2.1	1.6	1.7	2.0	0.9
Received Any Benefit	28,712	22,434	22,632	21,164	20,020	29.0	30.7	31.2	34.7	33.2

Note: The institution or state contribution to the retirement plan(s) is included regardless of the vesting provision. Tuition includes both waivers and remissions. Medical and Dental Combined is limited to institutions that could not separate the two expenditures; it is not a sum of the other two categories. Other Benefits most often include moving expenses, housing, cafeteria plans, or benefits with cash options. Averages for Received Any Benefit are based on total expenditures, not the sum of individual benefit averages. For more details on benefits, see Explanation of Statistical Data on page 39. The table is based on 1,088 reporting institutions.

Percent of Faculty in Tenure-Track Appointments and Percent of Faculty with Tenure, by Affiliation, Academic Rank, and Gender, 2013–14

Academic Rank	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Public	Private-Independent	Religiously Affiliated
	NON-TENURE-TRACK				TENURE-TRACK				TENURED			
MEN												
Professor	4.3	2.9	7.1	6.7	0.8	0.6	0.9	2.0	94.9	96.5	91.9	91.3
Associate	6.6	4.6	12.0	8.6	7.1	5.9	10.1	8.9	86.4	89.5	78.0	82.5
Assistant	20.4	17.8	24.4	27.6	73.4	75.1	72.5	65.2	6.2	7.0	3.0	7.2
Instructor	90.4	89.1	96.5	92.1	7.8	8.6	3.4	7.1	1.8	2.2	0.1	0.7
Lecturer	99.0	98.9	99.1	99.6	0.4	0.3	0.8	0.0	0.6	0.7	0.2	0.4
No Rank	73.0	64.5	93.9	96.4	4.6	6.0	0.9	1.1	22.4	29.5	5.2	2.5
All Combined	19.6	18.8	22.0	19.9	18.3	18.0	18.0	20.3	62.1	63.1	60.1	59.8
WOMEN												
Professor	6.5	5.2	9.8	7.6	1.0	0.9	1.1	2.0	92.4	94.0	89.2	90.4
Associate	9.4	7.9	13.8	10.7	7.0	6.0	8.7	9.2	83.6	86.1	77.5	80.1
Assistant	26.2	23.4	30.4	33.1	67.8	69.8	66.5	60.3	6.0	6.7	3.1	6.5
Instructor	91.2	90.4	95.8	92.4	7.5	8.2	3.8	7.0	1.2	1.5	0.5	0.6
Lecturer	98.8	98.6	99.4	99.6	0.8	0.9	0.5	0.3	0.4	0.5	0.1	0.1
No Rank	75.3	67.4	97.4	96.1	5.3	6.8	0.8	3.0	19.3	25.8	1.8	0.9
All Combined	32.5	32.8	33.0	30.2	22.5	22.1	22.4	24.9	45.0	45.1	44.6	44.9
MEN AND WOMEN COMBINED												
Professor	4.9	3.5	7.9	7.0	0.9	0.7	1.0	2.0	94.2	95.8	91.1	91.0
Associate	7.8	6.0	12.8	9.5	7.0	5.9	9.5	9.0	85.2	88.1	77.8	81.4
Assistant	23.4	20.6	27.4	30.6	70.6	72.5	69.5	62.6	6.1	6.9	3.1	6.9
Instructor	90.9	89.9	96.1	92.3	7.6	8.4	3.6	7.1	1.5	1.8	0.3	0.7
Lecturer	98.9	98.8	99.2	99.6	0.6	0.6	0.6	0.1	0.5	0.6	0.1	0.2
No Rank	74.2	66.0	95.7	96.2	5.0	6.5	0.9	2.1	20.8	27.5	3.5	1.6
All Combined	25.2	24.9	26.5	24.7	20.1	19.8	19.8	22.4	54.7	55.3	53.7	52.9

Note: The table is based on 1,159 reporting institutions. Prior to 2003–04, this table counted as tenure track all faculty who were tenured and in positions leading to consideration for tenure, and did not separately report faculty not on the tenure track.

SURVEY REPORT TABLE 12

Distribution of Faculty, by Rank, Gender, Category, and Affiliation, 2013–14 (Percent)

	All Combined		Public		Private-Independent		Religiously Affiliated	
Academic Rank	Men	Women	Men	Women	Men	Women	Men	Women
CATEGORY I (Doctoral)								
Professor	26.0	8.4	24.9	8.1	31.5	9.6	21.4	8.1
Associate	15.8	10.9	16.3	11.3	13.1	8.6	17.8	13.6
Assistant	11.6	10.4	11.8	10.9	10.9	8.2	11.7	12.2
Instructor	2.2	3.3	2.4	3.6	1.5	1.7	2.3	3.7
Lecturer	4.0	5.0	3.9	5.0	4.8	5.4	2.2	2.9
No Rank	1.1	1.3	0.8	1.0	2.3	2.4	1.9	2.3
All Combined	60.8	39.2	60.1	39.9	64.1	35.9	57.3	42.7
CATEGORY IIA (Master's)								
Professor	18.4	9.7	18.6	9.8	18.1	9.4	17.4	9.3
Associate	15.2	13.1	14.7	12.4	17.0	14.9	15.9	14.5
Assistant	12.4	14.4	12.0	13.6	13.0	15.7	13.7	17.5
Instructor	2.6	4.5	2.9	5.1	1.9	2.8	2.2	3.9
Lecturer	3.4	4.5	3.9	5.4	2.5	2.5	1.7	2.5
No Rank	0.8	0.9	0.7	0.9	1.1	1.1	0.6	0.7
All Combined	52.8	47.2	52.8	47.2	53.6	46.4	51.6	48.4
CATEGORY IIB (Baccalaureate)								
Professor	18.6	10.2	14.7	7.9	20.8	11.9	18.7	9.7
Associate	16.3	13.7	16.2	12.3	16.0	13.8	16.7	14.6
Assistant	13.9	15.9	14.4	14.1	13.2	15.7	14.5	17.3
Instructor	2.3	3.8	4.1	6.4	1.4	2.3	2.3	4.0
Lecturer	1.5	1.8	3.8	3.9	1.0	1.5	0.5	0.8
No Rank	1.0	0.9	1.3	1.0	1.3	1.1	0.3	0.5
All Combined	53.7	46.3	54.4	45.6	53.7	46.3	53.1	46.9
CATEGORY III (Associate's with Ranks)								
Professor	14.5	13.1	14.5	13.2	n.d	n.d	n.d	n.d
Associate	11.5	13.7	11.5	13.7	n.d	n.d	n.d	n.d
Assistant	12.5	15.0	12.4	14.9	n.d	n.d	n.d	n.d
Instructor	7.1	9.2	7.2	9.3	n.d	n.d	n.d	n.d
Lecturer	1.2	1.9	1.2	1.9	n.d	n.d	n.d	n.d
No Rank	0.1	0.1	0.1	0.1	n.d	n.d	n.d	n.d
All Combined	46.9	53.1	47.0	53.0	n.d	n.d	n.d	n.d
CATEGORY IV (Associate's without Ranks)								
No Rank	47.5	52.5	47.4	52.6	n.d	n.d	n.d	n.d
ALL CATEGORIES COMBINED EXCEPT IV								
Professor	22.3	9.2	21.9	8.9	25.3	10.1	19.0	9.2
Associate	15.5	12.0	15.5	11.8	14.8	11.5	16.7	14.3
Assistant	12.2	12.5	12.0	12.1	12.0	12.1	13.6	16.1
Instructor	2.5	3.9	2.9	4.5	1.6	2.1	2.3	3.9
Lecturer	3.4	4.3	3.8	4.9	3.3	3.7	1.3	1.9
No Rank	1.0	1.1	0.8	0.9	1.7	1.7	0.8	1.0
All Combined	56.9	43.1	56.9	43.1	58.7	41.3	53.6	46.4

Note: The table is based on 1,159 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39. N.d. = no data. There were too few private-independent and religiously affiliated institutions in categories III and IV to generate valid separate statistics. These institutions are included in the All Combined column, however.

SURVEY REPORT TABLE 13

Number and Percent of Faculty, Average Salary, Average Compensation, Average Benefits, and Percent of Faculty Tenured, by Category and Academic Rank, 2013–14

Category or Rank	Number of Faculty	Percent of Faculty	Average Salary ($)	Average Compensation ($)	Average Benefits ($)	Benefits as % of Salary	Percent Tenured
I	202,520	52.5	98,902	127,900	28,693	29.0	56.5
IIA	115,425	29.9	73,057	95,137	22,371	30.6	53.9
IIB	49,168	12.7	72,505	95,254	22,529	31.1	53.2
III	13,772	3.6	61,038	82,247	21,158	34.7	43.1
IV	5,176	1.3	60,352	78,441	20,012	33.2	48.9
All Combined	386,061	100.0	85,945	112,127	25,718	29.9	54.7
INSTITUTIONS WITH ACADEMIC RANKS (Categories I through III)							
Professor	119,857	31.5	119,282	152,831	32,730	27.4	94.2
Associate	104,968	27.6	81,980	107,483	25,085	30.6	85.2
Assistant	94,109	24.7	69,848	91,622	21,287	30.5	6.1
Instructor	24,690	6.5	49,963	67,443	16,583	33.2	1.5
Lecturer	29,425	7.7	55,890	75,202	19,079	34.1	0.5
No Rank	7,836	2.1	65,622	86,280	20,089	30.6	2.2
All Combined	380,885	100.0	86,293	112,356	25,757	29.8	54.8

Note: The table is based on 1,159 (salary) and 1,088 (compensation) reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 39.

SURVEY REPORT TABLE 14A

Number of Campuses Surveyed and Number of Campuses Included in Tabulations, by Category and Affiliation, 2013–14

	Number Surveyed				Number in Tabulations				
Category	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Percent in Tabulations	Public	Private-Independent	Religiously Affiliated
I	343	222	91	30	310	90.4	209	78	23
IIA	940	319	372	249	557	59.3	255	174	128
IIB	927	168	362	397	509	54.9	104	199	206
III	738	652	57	29	198	26.8	187	8	3
IV	777	741	28	8	97	12.5	96	0	1
All Combined	3,725	2,102	910	713	1,671	44.9	851	459	361

Note: The number of individual institutions included in the appendices may differ from that shown in the tabulations. For definitions of categories, see Explanation of Statistical Data on page 39.

SURVEY REPORT TABLE 14B

Number of Institutions Surveyed and Number of Institutions Included in Tabulations, by Category and Affiliation, 2013–14

	Number Surveyed				Number in Tabulations				
Category	All Combined	Public	Private-Independent	Religiously Affiliated	All Combined	Percent in Tabulations	Public	Private-Independent	Religiously Affiliated
I	249	165	62	22	216	86.7	152	49	15
IIA	684	267	241	176	391	57.2	212	96	83
IIB	761	132	293	336	401	52.7	75	158	168
III	506	430	51	25	98	19.4	93	4	1
IV	553	522	23	8	53	9.6	52	0	1
All Combined	2,753	1,516	670	567	1,159	42.1	584	307	268

Note: The number of individual institutions included in the appendices may differ from that shown in the tabulations. For definitions of categories, see Explanation of Statistical Data on page 39.

SURVEY REPORT TABLE 15

Comparison of Average Salaries of Presidents and Faculty, by Category and Affiliation, 2013–14

	Ratio of Salaries, President to Average Full Professor					
	Public			Private		
	Median	Minimum	Maximum	Median	Minimum	Maximum
Category I (Doctoral)	3.78	1.08	7.61	4.17	2.81	6.68
Category IIA (Master's)	3.15	1.24	5.25	3.75	1.72	7.82
Category IIB (Baccalaureate)	2.73	1.26	6.91	3.46	1.46	12.37
Category III (Associate's with Ranks)	2.69	1.62	6.28	n.d.	n.d.	n.d.
Category IV (Associate's without Ranks)	3.84	2.07	5.71	n.d.	n.d.	n.d.

	Presidential Salary					
	Public			Private		
	Median	Minimum	Maximum	Median	Minimum	Maximum
Category I (Doctoral)	425,703	136,200	1,053,474	557,563	257,250	1,100,000
Category IIA (Master's)	273,255	163,000	494,000	327,791	142,950	699,283
Category IIB (Baccalaureate)	211,777	94,094	702,718	275,400	92,000	1,080,000
Category III (Associate's with Ranks)	193,051	120,000	427,000	n.d.	n.d.	n.d.
Category IV (Associate's without Ranks)	207,716	95,800	370,940	n.d.	n.d.	n.d.

Note: The table is based on 754 reporting institutions. Private refers to both private-independent and religiously affiliated institutions. The average salary for All Ranks is used for category IV colleges and other institutions that do not use academic ranks. Presidential salary is for calendar year 2013. It includes supplemental salary but not benefits. N.d. = no data.