



U N I V E R S I T Y O F
SOUTH CAROLINA[®]
A I K E N

Faculty Salary Study (2004-2005)
Conducted in May 2005

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May 2005

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* Not included in web version to protect personally identifiable information.

Executive Summary

In order to examine the distribution and change in faculty salaries and to assist in making fair and equitable adjustments to the compensation structure, the Office of Institutional Effectiveness conducts an annual study of faculty salaries. This document reports the findings of that study for faculty salaries during the 2004-05 academic year. This study is historical in nature by comparing actual 2004-05 salaries against the average actual salaries of faculty in a broad peer comparison group; it does not take into account projected salary increases mandated by the legislature for 2005-06. In addition to providing the usual comparison of “inequity percentages,” this study also includes an examination of the effects of salary compression as well as potential salary inequities related to race or gender. Major findings include:

- The mean salary of all full-time faculty at USC Aiken rose from \$49,595 in 2003-04 to \$52,961 in 2004-05, for an overall increase of 6.8%. The mean salary of Full Professors was \$66,060, an increase of 3.3%; the mean salary of Associate Professors was \$54,797, an increase of 5.7%; the mean salary of Assistant Professors¹ was \$46,501, an increase of 6.6%; and the mean salary for instructors was \$42,536, an increase of 7.2%.
- Among all public four-year institutions in South Carolina, USC Aiken’s 2004-05 faculty salaries ranked #2 for Instructors, #7 for Assistant Professors, #8 for Associate Professors, and #6 for Full Professors.
- The mean Botsch Folsom salary inequity percentage was 1.0% for all 2004-05 faculty salaries, excluding librarians, down from 2.85% in 2003-04, suggesting that efforts to address individual salary inequities have had a positive overall effect.
- This analysis does not indicate that there are consistent patterns of salary inequities related to gender. While women appear to have higher inequities at the ranks of Instructor and Assistant Professor, they have lower inequities at the ranks of Associate Professor and Full Professor. Time in rank was found to account for the majority of variation in inequity percentages.
- Findings from this study indicate that on average nonwhite faculty members have salaries that are higher than their expected salaries generated by the Botsch Folsom formula, suggesting that the salaries of nonwhite faculty members are not inequitable given the discipline, academic rank, and time in rank of these faculty members.
- The mean compression adjustment inequity percentage for all tenured and tenure-track faculty members for 2004-05 was 6.1%, up about 0.5% from 2003-04, although it is premature to draw conclusions from this half percentage increase, since the compression adjustment formula is in an experimental phase. Findings appear to indicate that salary inequities related to compression are not widespread but rather primarily observed among certain disciplines, such as business and some sciences.

¹ Includes one Instructor who was promoted to Assistant Professor in Spring 2005; as a result, data will differ from that reported to the American Association of University Professors (AAUP).

Methodology

This study examines salaries of full-time faculty at USCA using two separate formulas to address three issues. These issues are 1) salary competitiveness with similar institutions, 2) salary equity along lines of gender or race/ethnicity, and 3) salary compression due to market forces (McLaughlin & Howard, 2003). The first formula, used in this study to measure competitiveness as well as gender/race inequity, was approved by the USCA faculty in the late 1980s and published in the *CUPA Journal* (Botsch & Folsom, 1989). The majority of this study uses this first formula. The second formula was developed as a collaborative endeavor between the Office of Institutional Effectiveness and the Faculty Welfare Committee to account for salary compression. The use of this formula in conjunction with the first in a “hybrid approach” was recommended as an experiment for salary analysis this year by the Faculty Welfare Committee (2005).

The methodology of this annual study has been adjusted to realign the way inequities in faculty salaries are calculated to determine a “percentage inequity” with the formula approved by the USCA faculty, with only some minor adjustments noted below (Botsch & Folsom, 1989). In years prior to 2005, some deviation from this methodology had occurred, due in part to administrative transition and the passage of time. The point system described in Botsch & Folsom is not applied in the current study.

Comparison Group Institutions

Both formulae rely upon comparing a faculty member’s salary in some way to the salaries of faculty members in their discipline at similar institutions. At the recommendation of the Faculty Welfare Committee, the institutions in the 2004-05 faculty salary comparison group was significantly expanded from 19 institutions used in the 2003-04 study to include all public Carnegie Bachelor’s and Master’s institutions in nine states in the Southeastern United States. These states are Alabama, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. This regional limitation controls significantly for cost of living differences in the Northeast and the West that would significantly confound mean salaries based on the number of comparable institutions in those regions rather than real variations in compensation. For 2004-05, a total of 61 institutions comprise this group:

Alabama State University (Montgomery, AL)	Georgia College & State University (Milledgeville, GA)
Albany State University (Albany, GA)	Georgia Southwestern State University (Americus, GA)
Appalachian State University (Boone, NC)	Grambling State University (Grambling, LA)
Auburn University at Montgomery (Montgomery, AL)	Jacksonville State University (Jacksonville, AL)
Augusta State University (Augusta, GA)	James Madison University (Harrisonburg, VA)
Austin Peay State University (Clarksville, TN)	Kennesaw State University (Kennesaw, GA)
Christopher Newport University (Newport News, VA)	Kentucky State University (Frankfort, KY)
Clayton College & State University (Morrow, GA)	Lander University (Greenwood, SC)
Coastal Carolina University (Conway, SC)	Longwood University (Farmville, VA)
College of Charleston (Charleston, SC)	Louisiana State University in Shreveport (Shreveport, LA)
Columbus State University (Columbus, GA)	McNeese State University (Lake Charles, LA)
Delta State University (Cleveland, MS)	Mississippi University for Women (Columbus, MS)
Eastern Kentucky University (Richmond, KY)	Mississippi Valley State University (Itta Bena, MS)
Elizabeth City State University (Elizabeth City, NC)	Morehead State University (Morehead, KY)
Fayetteville State University (Fayetteville, NC)	Murray State University (Murray, KY)
Francis Marion University (Florence, SC)	Nicholls State University (Thibodaux, LA)

Norfolk State University (Norfolk, VA)
 North Carolina Central University (Durham, NC)
 Northern Kentucky University (Highland Heights, KY)
 Northwestern State University (Natchitoches, LA)
 Radford University (Radford, VA)
 Southeastern Louisiana University (Hammond, LA)
 Southern University and A&M College (Baton Rouge, LA)
 State University of West Georgia (Carrollton, GA)
 Tennessee Technological University (Cookeville, TN)
 The Citadel, The Military College of SC (Charleston, SC)
 Troy State University (Troy, AL)
 Troy State University Dothan (Dothan, AL)
 Troy State University Montgomery (Montgomery, AL)
 University of Louisiana at Monroe (Monroe, LA)
 University of Montevallo (Montevallo, AL)

University of North Alabama (Florence, AL)
 University of North Carolina at Asheville (Asheville, NC)
 University of North Carolina at Charlotte (Charlotte, NC)
 University of North Carolina at Pembroke (Pembroke, NC)
 University of North Carolina at Wilmington (Wilmington, NC)
 University of South Carolina - Beaufort (Beaufort, SC)
 University of South Carolina - Upstate (Spartanburg, SC)
 University of Tennessee at Chattanooga (Chattanooga, TN)
 University of Tennessee at Martin (Martin, TN)
 Valdosta State University (Valdosta, GA)
 Virginia State University (Petersburg, VA)
 Western Kentucky University (Bowling Green, KY)
 Winston-Salem State University (Winston-Salem, NC)
 Winthrop University (Rock Hill, SC)

Average 2004-05 salaries of faculty by rank and discipline from a cohort group of similar institutions were obtained from the College and University Professional Association for Human Resources (CUPA-HR) Online Surveys Application on May 27, 2004. CUPA-HR reports salary data by discipline (2-digit code) and sub-discipline (4-digit code). The expansion of this peer group for salary comparison has had the positive effect of providing significantly more stable data on a year-to-year basis. In addition, the expanded peer group enables consistent comparisons of USCA faculty members to peers in their sub-discipline, which provides more precise comparison in most fields, but especially those in the professional schools and social sciences.

Study Population and Salary Data

Individual salaries of USCA full-time faculty members were provided by the Office of Human Resources. Administrative supplements were removed from these salaries to determine base salaries. For faculty whose pay basis is other than nine months, base salaries were converted to nine-month salaries using a methodology promoted by the American Association of University Professors (AAUP). Faculty members included in the analysis held academic rank as described in the USCA Faculty Manual (5.2.8) and primarily have responsibilities for teaching. For instance, Department Chairs and Schools Heads are included in the analysis (minus their administrative supplements), but senior administrators who hold faculty rank, such as the Executive Vice Chancellor for Academic Affairs, are not.

Librarians are also included in this study, but they are treated separately from faculty whose duties primarily involve classroom teaching. The salaries of librarians were compared to 12-month salary averages by geographical region and library type obtained from the American Library Association (ALA). Since the most recent data available were from 2003-04, these comparison salaries were adjusted to reflect a 2.3% national increase as the best available estimate of comparison salaries for 2004-05 (Lynch, 2004).

Botsch-Folsom Formula and Competitiveness Comparisons

The Botsch-Folsom Formula compares each USCA faculty member's salary to the mean salary of faculty in the same sub-discipline at that rank at institutions in the comparison group after adjusting this mean salary to account for the USCA faculty member's time in rank. The formula generates for each faculty member an "inequity percentage" that represents the proportion from

which that individual's salary varies from a formula-generated expected salary. The intended application of this formula is to address discrepancies between salaries at USCA and faculty salaries at similar institutions with which USCA may compete for faculty. This formula was developed from eleven principles of fairness.

The formula to generate the inequity percentage is published in Botsch & Folsom (1989, 46). Modifications to the published formula are noted.

$$\% \text{ Inequity} = \frac{\text{TAPGA} - (\text{Faculty Member's Pay})}{\text{TAPGA}} \times 100\%$$

TAPGA stands for time adjusted peer group average, and is the peer group average adjusted for time in rank, expressed mathematically as follows:

$$\text{TAPGA} = \text{PGA} + \text{YRINC} (\text{TIMRNK} - \text{AVTIMRNK})$$

PGA is the peer group average, using the peer comparison group of baccalaureate and master's institutions listed above; these data were obtained from CUPA.²

YRINC is the yearly increment for each rank. This was calculated as what the average percentage raises were for the last ten years (2.70%) multiplied by the average salary at each rank and then rounded to the nearest \$100. For the 2004-05 study, these increments appear in Table 1.³

Table 1. Yearly Increment By Rank for 2004-05

Rank	Yearly Increment
Instructors	\$1,100
Assistant Professors	\$1,300
Associate Professors	\$1,500
Full Professors	\$1,800

TIMRNK is the time in current academic rank including the current year, with a maximum of six for assistant and associate professors.⁴

AVTIMRNK is the average time in rank. For Assistant and Associate Professors, this average is automatically set at 3 years. For Instructors and Full Professors, the average time in rank is calculated from date of hire as a full-time instructor or date of promotion to Full Professor. For 2004-05 these figures appear in Table 2.

² Botsch & Folsom (1989) indicates that this comparison group should be a "national peer group." For reasons noted above, this peer group was expanded by number of institutions but limited to nine states in the Southeastern U.S. Further, average salaries for each rank were always used rather than making special adjustments for fields where starting salaries exceeded the average salary. The compression adjustment formula makes an attempt to control for this phenomenon.

³ The published Botsch-Folsom formula does not consider instructors. Additionally, it also indicates that a five-year average for raises should be used to calculate the average increment (in 2004-05, the five-year average percent raise was 1.8%). However, this study continues to use a 10-year average of annual raises to calculate this average to maintain some consistency with previous years as well as to stabilize variation across periods of fiscal restraint and expansion (see Appendix A).

⁴ The published formula indicates that any time in current rank at another university should also be credited toward each faculty member, but these data are not consistently tracked for all faculty members and so cannot be included in this study.

Table 2. Average Time in Rank for USCA Faculty

USCA Faculty Rank	Actual Average Years in Rank	Average Years in Rank Used in Study
Instructor	7	7
Assistant Professor	5	3
Associate Professor	9	3
Full Professor	12	12

Botsch-Folsom inequity calculations for individual faculty members are listed in Appendices B and D through F. Appendix B lists faculty members in each rank by an anonymous ID number (this number is altered each year); this Appendix is included in the broad release of this study. Appendices D through F contain sensitive information about salaries in a format that personally identifies individuals, and so these Appendices are released only to senior administrators. Since identities of faculty who received promotions or post-tenure review adjustments may be easily identified, supplementary calculations for these faculty in their new ranks or at their new salaries appear in Appendices D through F.

Salary Equity Comparisons By Gender and Race/Ethnicity

This is the first salary study to examine potential salary inequities related to gender and race or ethnicity. The Botsch Folsom formula described above provides a means to conduct this analysis because it generates an expected salary for each faculty member based on a disciplinary average and time in rank. The resulting inequity percentage represents the difference between the actual salary and expected salary as a proportion of the expected salary, and this percentage thus represents a normalized residual that can provide reasonable comparisons among faculty members across common characteristics.

This study provides an overall analysis of salaries using the Botsch Folsom inequity percentage by gender and by race or ethnicity. Given the observed differences in inequity percentages among ranks, an analysis of equity among male and female faculty members is also conducted by rank and by gender. Given the relatively small numbers of faculty members who are members of a minority racial or ethnic group, the analysis by race/ethnicity is conducted only along the cleavage of white/nonwhite, where international faculty of European/Caucasian descent are categorized as white. The relatively small number of nonwhite faculty limits meaningful analysis of salaries across some of these demographic characteristics.

Salary Equity Comparisons Using a Compression Adjustment Formula

At the recommendation of the Faculty Welfare Committee, this study examines USCA faculty salaries using a formula to identify salary compression in certain disciplines. Salary compression is a broad term that refers to situations in any industry in which the starting salaries of newer employees approach, meet, or exceed employees with greater lengths of service. Salary compression typically occurs in areas where there is a shortage in the labor supply (Knight & Sabot, 1987).

In higher education, this phenomenon is most observable where the starting salaries of new Assistant Professors exceed the mean salaries for Assistant Professors, or when the mean for all Assistant Professors nears or exceeds the mean for Associate Professors in the same discipline. For instance, among the institutions in the 2004-05 peer comparison group, the average starting

nine-month salary for a new Assistant Professor of accounting was \$81,549, which is about 10% higher than the mean salary for all Assistant Professors of in the discipline (\$73,838) and 2% higher than the mean salary of all Associate Professors in this discipline (\$79,685). Indeed, the mean salary of Associate Professors of accounting is only 8% higher than the mean for Assistant Professors, and the mean for Full Professors is just 23% higher than the mean for Assistant Professors and 14% higher than the mean for Associate Professors.

Table 3. Illustration of Salary Compression – CUPA Peer Group Mean Salaries (Accounting)

52.03 Accounting & Related Services	Comparison Group Statistics from CUPA (Based on Reported Average Salaries)		
	N	Average	% of Asst Prof
Professor	95	\$91,153	123%
Associate Professor	105	\$79,685	108%
Assistant Professor	106	\$73,839	100%
New Assistant Professor	14	\$81,549	110%

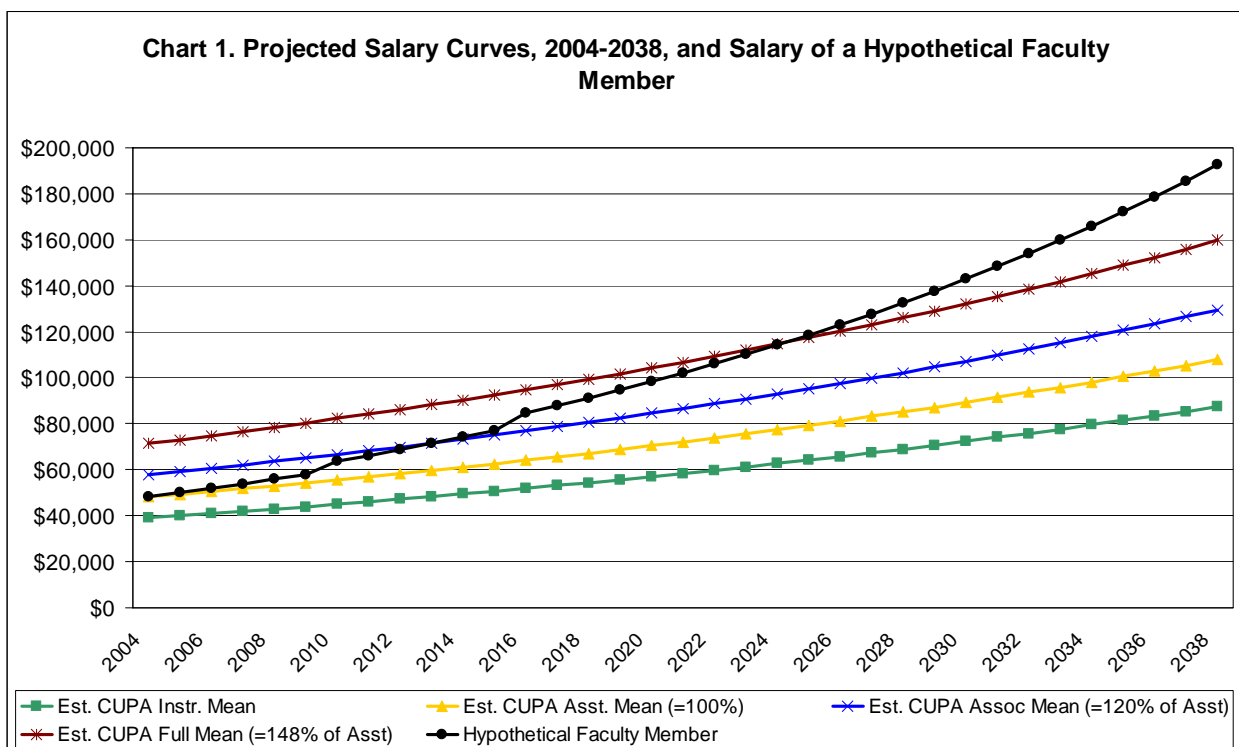
Typical methods for determining inequities resulting from salary compression at an institution include, cross-sectional comparisons across departments, time series comparisons of junior to senior faculty members, and linear regression of salaries or the logarithm of salaries to mean salaries of assistant professors in a comparison group to determine an expected salary and a residual (Toutkoushian, 1998). The relatively small size of USCA’s full-time faculty makes a regression-based approach difficult to justify, although future studies may benefit from further exploration of such models.

The present study relies primarily on a time series comparison of faculty salaries across ranks to a normative ratio of salaries among faculty ranks. The mean salaries by rank of all faculty teaching at public baccalaureate institutions was used to determine appropriate ratios among faculty ranks, using the mean salary for Assistant Professors as the basis. The mean salary for all Assistant Professors in a discipline is sensitive to market conditions yet also maintains some stability because of the large size of the group. These data for 2004-05 were obtained from AAUP (2005, 33). The resulting ratios indicate that mean salaries of Associate Professors are 120% of the mean for Assistant Professors and the mean salaries of Full Professors are 148% of the mean for Assistant Professors. These ratios remained constant from 2003-04, suggesting some stability in the distinctions. These data suggest that on average, an Associate Professor should be paid about 20% more than an Assistant Professor, and a Full Professor should be paid 48% more than an Assistant Professor.

Table 4. Mean Salaries of Faculty in All Disciplines at Baccalaureate Institutions Nationwide

Academic Rank	Mean Salary	Percentage of Asst. Professor Salary
Full Professor	\$71,249	148%
Assoc. Professor	\$57,814	120%
Asst. Professor	\$48,194	100%
Instructor	\$38,662	80%

Assuming that these ratios should remain more or less constant over time and that the cost of living increases at an average rate of 2.4%, the increases in these salaries were projected over 30 years. The salary of a hypothetical faculty member was then normatively drawn on to these projected salary curves so that salary over his or her career would intersect the curves for mean salary for rank at appropriate points. This faculty member was assumed to have been hired at the CUPA average for Assistant Professors⁵ and maintained a regular promotion schedule, earning the rank of Associate Professor after six years and the rank of Full Professor after another six years. The University of South Carolina awards a flat increase of \$3,500 at promotion to Associate Professor and a flat increase of \$5,000 at promotion to Full Professor. The best-fit curve, where intersection of the hypothetical faculty member's salary with estimated mean salaries at appropriate points (3.5 years in rank as Associate Professor and 10 years in rank as Full Professor), reflects an annual increase of 3.8%.



Given that salary increases are awarded as percent increases, salaries graphed over time represent logarithmic functions (see Chart 1). As more senior faculty members spend more time at the rank of professor, their expected compensation will rise significantly above the mean. Since life expectancies and retirement ages will likely increase over time, some artificial caps may become appropriate for long-term planning, as an increasing number of faculty members may spend more than 25 years as Full Professors.

This normative approach produces an expected ratio between a faculty member's salary of a given point in his or her career and the salary of a starting Assistant Professor in the discipline.

⁵ Data from CUPA already suggest that in many disciplines, the starting salary of an Assistant Professor in many disciplines approaches or equals the mean salary of all Assistant Professors in the discipline. Recent practice at USCA in many cases has been to hire starting Assistant Professors at or near this mean.

In this approach, the ratio generated accounts for rank as well as years in rank. This ratio was calculated for each year in a faculty member’s career, although credit for time in rank at the Assistant and Associate Professor levels is not awarded beyond six years in rank (a limitation that parallels the Botsch Folsom formula). This compression adjustment formula was not applied to faculty at the rank of Instructor. Compression appears not to affect faculty in the Instructor rank, and the application of a compression adjustment formula does not appear justifiable.

Table 5. Compression Adjustment Percentages By Rank and Years in Rank

Years in Rank	Percent Adjustment to Mean Assistant Professor Salary		
	Assistant Professor	Associate Professor	Full Professor
1	100.00%	114.79%	132.34%
2	101.37%	116.36%	134.15%
3	102.75%	117.95%	135.98%
4	104.16%	119.56%	137.84%
5	105.58%	121.20%	139.72%
6	107.03%	122.85%	141.63%
7	107.03%	122.85%	143.57%
8	107.03%	122.85%	145.53%
9	107.03%	122.85%	147.52%
10	107.03%	122.85%	149.54%
11	107.03%	122.85%	151.58%
12	107.03%	122.85%	153.66%
13	107.03%	122.85%	155.76%
14	107.03%	122.85%	157.89%
15	107.03%	122.85%	160.05%
16	107.03%	122.85%	162.23%
17	107.03%	122.85%	164.45%
18	107.03%	122.85%	166.70%
19	107.03%	122.85%	168.98%
20	107.03%	122.85%	171.29%
21	107.03%	122.85%	173.63%
22	107.03%	122.85%	176.01%
23	107.03%	122.85%	178.41%

To generate an expected salary for each faculty member, the CUPA average for Assistant Professors in their sub-discipline was multiplied by the appropriate percentage for their rank and years in rank (see Table 5). This expected salary was then subtracted from a faculty member’s adjusted 9-month salary and divided by this expected salary to produce a compression-adjusted inequity percentage parallel to the Botsch Folsom inequity percentage.

Appendix B presents compression adjustment calculations and percentages for each faculty member by name; Appendix F provides compression adjustment percent inequities by ID# only, with all personally identifiable information removed. Appendix C and Appendix G (personal information removed) show Botsch Folsom inequity percentages and compression adjustment inequity percentages for each faculty member in the same tables.

Overview of USCA Faculty Salaries

The mean salary of all full-time faculty at USC Aiken rose from \$49,595 in 2003-04 to \$52,961 in 2004-05, for an overall increase of 6.8%. The mean salary of full professors rose 3.3%; the mean salary of associate professors rose 5.7%; the mean salary of assistant professors rose 6.6%; and the mean salary for instructors rose 7.2% (see Table 1 and note). Given that state employees received a 3.0% increase to base salary on July 1, 2004, the remainder of this overall rise in the mean faculty salary is likely related to faculty promotions and departures as well as the distribution of faculty across disciplines and among ranks. Efforts to adjust salary inequities also contributed to this increase in mean salary. It is important to observe that comparisons of mean salaries over time may be confounded by the distribution of faculty among high- and low-paying disciplines as well as by faculty with extended time in rank.

Table 6. Mean Faculty Salaries (\$000) by Rank Fulltime Teaching Faculty, 9-Month Contract Basis

	Professor	Associate	Assistant	Instructor	All
1993	46.5	39.6	31.8	26.0	37.3
1994	48.9	41.2	34.4	27.9	39.3
1995	50.5	41.2	35.6	30.1	41.1
1996	51.7	42.3	37.7	30.4	42.3
1997	52.7	43.1	38.5	33.8	43.8
1998	56.0	45.5	41.5	32.5	46.0
1999	58.5	46.9	42.5	34.6	46.4
2000	61.4	48.5	44.0	35.5	48.2
2001	63.2	49.3	44.6	37.5	49.6
2002	64.5	51.3	45.1	38.5	49.9
2003	63.9	51.8	43.6	39.6	49.6
2004	66.0	54.8	46.5	42.5	53.0

Faculty salaries are reported according to CUPA definitions. Figures include 11/12 month contracts converted to 9-month basis (.818 conversion factor) as suggested by AAUP. One faculty member with an outlying salary was promoted from instructor to assistant professor in Spring 2005, and so the figures presented here differ from salaries reported to AAUP and the South Carolina Commission on Higher Education (http://www.che.sc.gov/Finance/CHEMIS/Fall2004/Faculty/Summary_SalRep.pdf).

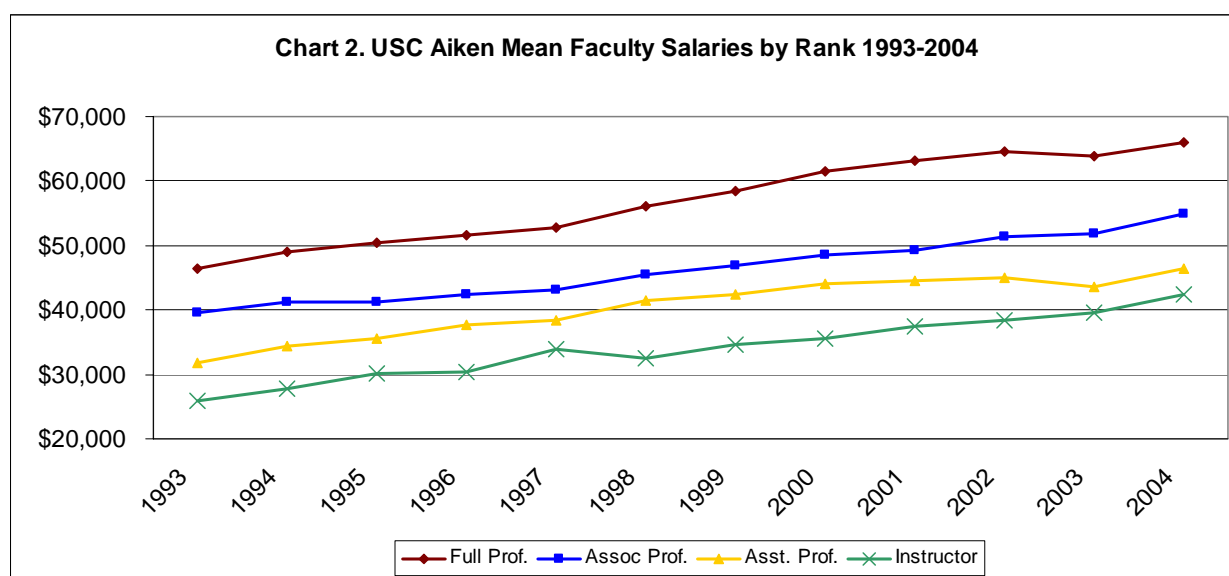


Table 7. Faculty Salaries (\$000) by Rank in South Carolina Institutions

Institution	Classification	Full Professor	Associate Prof.	Assistant Prof.	Instructor
Charleston Southern Univ.	IIB	60.5	50.0	43.8	37.6
Citadel, The	IIA	74.5	61.0	49.0	46.6
Clafflin Univ.	IIB	56.8	53.9	41.8	34.2
Clemson Univ.	I	90.6	67.2	60.2	---
Coastal Carolina Univ.	IIB	68.8	56.6	48.2	32.6
College of Charleston	IIA	71.3	57.4	47.2	40.4
Converse College	IIB	60.9	46.3	41.2	---
Erskine College	IIB	56.4	45.5	40.6	---
Francis Marion Univ.	IIA	61.5	56.8	44.9	37.0
Furman Univ.	IIB	81.2	60.6	50.5	42.6
Lander Univ.	IIB	56.9	51.5	44.1	36.0
Limestone College	IIB	46.4	40.9	37.6	33.8
Presbyterian College	IIB	60.0	51.0	44.3	39.2
USC Aiken	IIB	66.0	54.8	45.5	44.0
USC Beaufort	III	62.9	52.7	44.2	39.9
USC Columbia	I	92.1	65.7	59.2	37.7
USC Lancaster	III	61.5	52.1	40.6	35.8
USC Salkehatchie	III	57.9	43.0	39.1	37.0
USC Sumter	III	59.8	51.0	38.9	34.1
USC Union	III	57.8	---	---	35.8
USC Upstate	IIB	61.4	53.5	44.3	40.8
Winthrop Univ.	IIA	65.4	58.4	47.1	37.1
Wofford College	IIB	69.1	55.9	48.5	45.1

Source: The Chronicle of Higher Education reports online mean faculty salaries by institution collected by the American Association of University Professors (<http://chronicle.com/stats/aaup/>). See also Table 6, n.

Mean faculty salaries at each rank indicate that USC Aiken offers comparable salaries to the leading 4-year teaching institutions in the state. Somewhat unsurprisingly, tenured and tenure-track faculty at USC Columbia and Clemson University earn the highest salaries in South Carolina. Faculty at the most selective private universities in the state – Furman University and Wofford College – as well as those at the established public universities on the coast (where the cost of living is higher than in the western portion of the state) also earned higher mean salaries than faculty at USC Aiken. Among all public institutions in South Carolina, USC Aiken ranked #6 for mean salaries of Full Professors, #8 for mean salaries of Associate Professors, and #7 for mean salaries of Assistant Professors.

Mean salaries of Instructors at USC Aiken in 2004-05 were the third highest in the state behind The Citadel and Wofford College. This higher ranking may be the result of a large number of USC Aiken Instructors with significant years of service – the average was seven years at USC Aiken.

Disciplinary distribution may also account for variation in mean salaries among institutions in the state. Universities with more faculty in high-paying disciplines such as computer science or business may appear to pay higher salaries, when in fact they do not. Institution-by-institution comparisons within the state at a disciplinary level or comparisons that control for years of service are not currently possible due to limitations on the availability of data.

Chart 3a. Mean 2004-05 Salaries (\$000) of Instructors in South Carolina By Institution

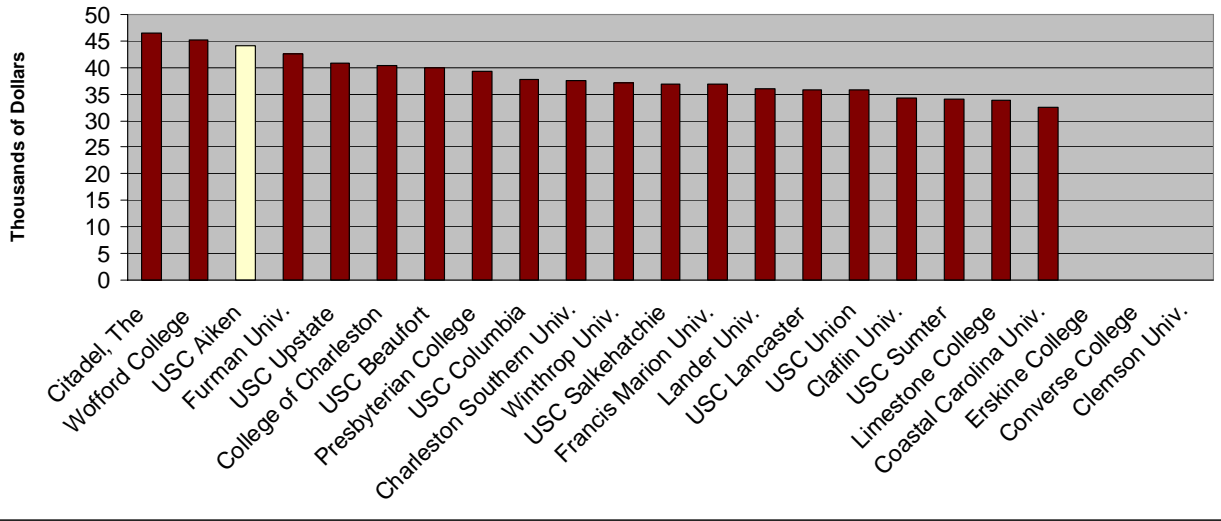


Chart 3b. Mean 2004-05 Salaries (\$000) of Asst. Professors in South Carolina By Institution

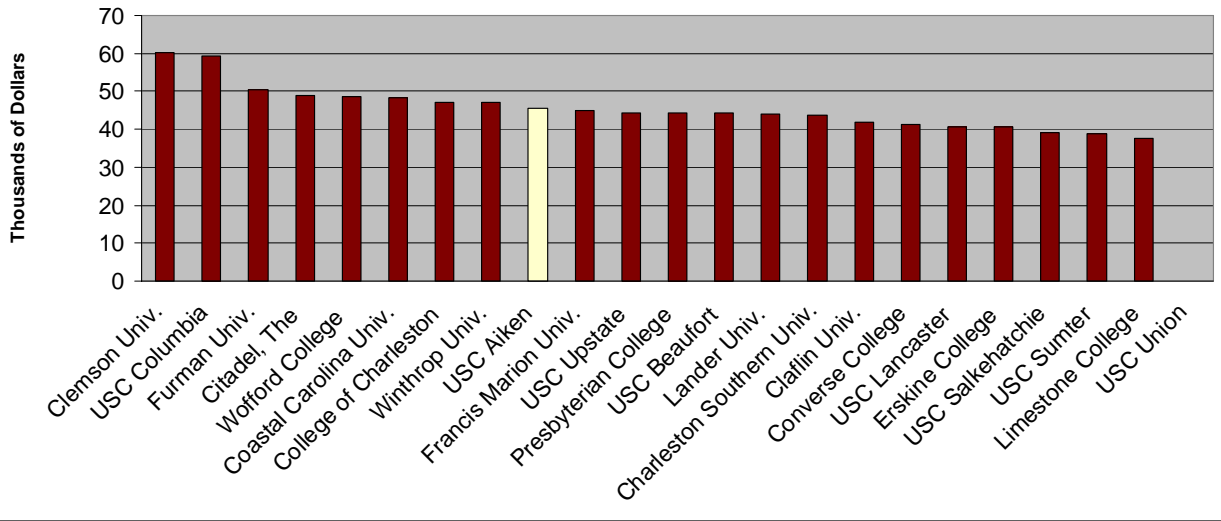


Chart 3c. Mean 2004-05 Salaries (\$000) of Assoc. Professors in South Carolina By Institution

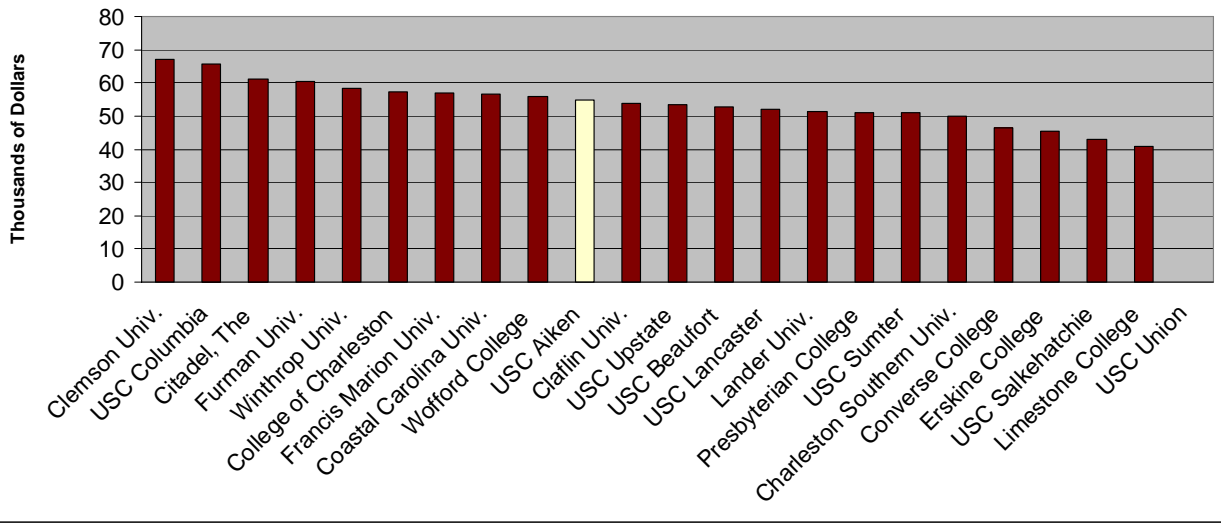
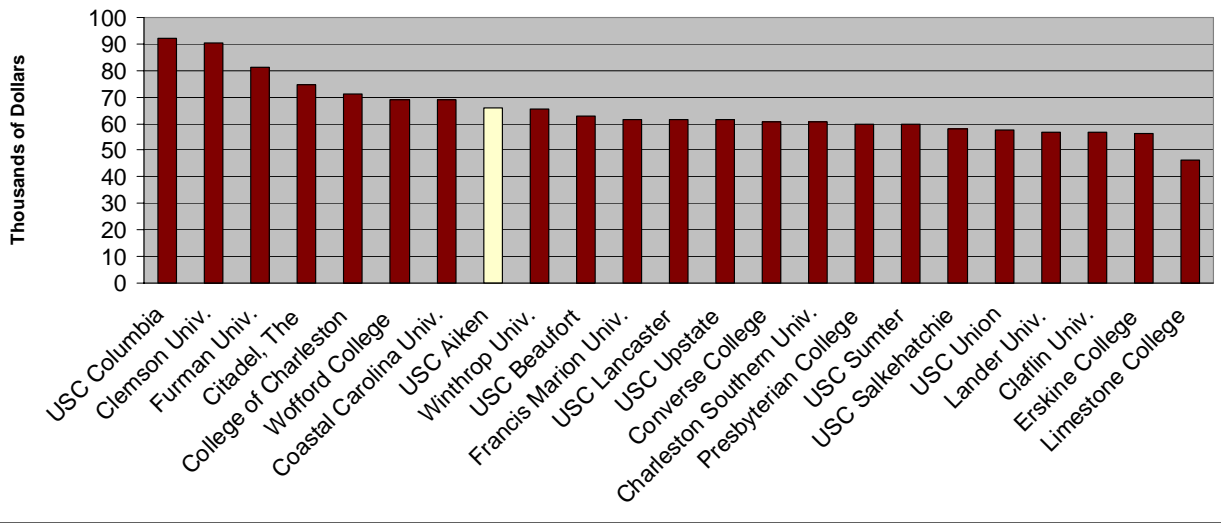


Chart 3d. Mean 2004-05 Salaries (\$000) of Full Professors in South Carolina By Institution



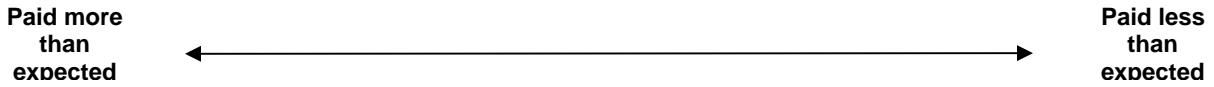
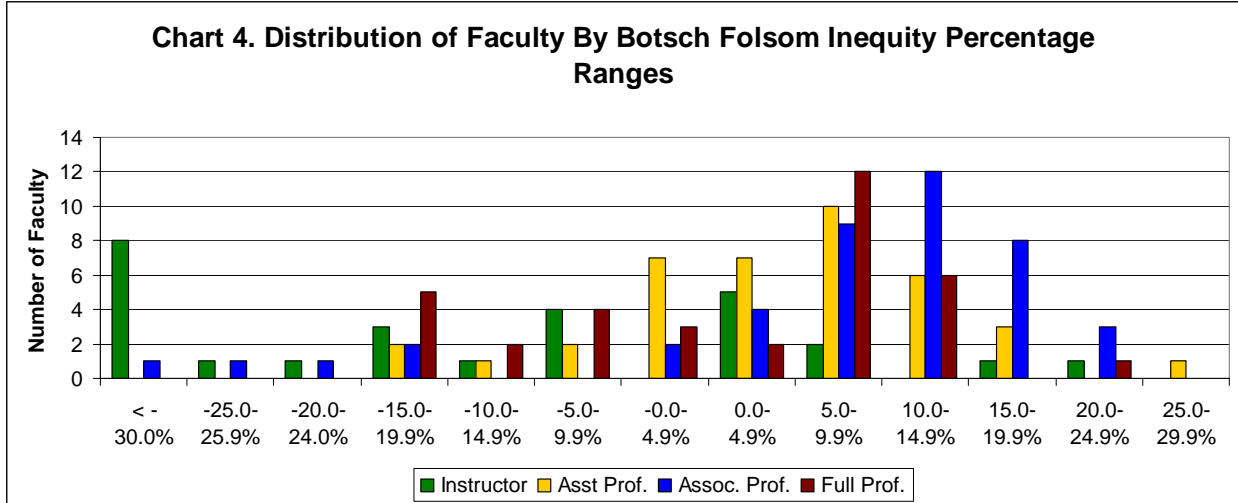
Botsch-Folsom Competitiveness Comparisons

The mean inequity percentage for all 2004-05 faculty salaries using the Botsch Folsom formula was 1.0%, excluding librarians. Since the mean inequity percentage was just under -5.0% for the six librarians, the overall mean inequity percentage for the faculty would have been even lower if they were included. A positive inequity percentage indicates that faculty are paid less than the formula would expect them to be paid, and conversely a negative inequity percentage indicates that faculty are paid more than they would be expected to be paid based on the formula. The 2004-05 overall inequity percentage of 1.0% represents a decline from 2003-04 when the calculated mean calculated inequity percentage for all faculty was 2.85%, after formula adjustments made in November and December 2004. While this overall mean does not provide information about specific individuals, this decline in the overall inequity percentage likely indicates that efforts to address individual salary inequities have had a positive overall effect.

Mean inequity percentages varied significantly by faculty rank. The mean salary of Instructors appears to be higher than their expected salaries, with a mean inequity percentage of -13.7%. By contrast, the mean inequity percentages for tenured and tenure track faculty were positive at 4.4% for Assistant Professors, 6.7% for Associate Professors, and 1.7% for Full Professors. Only two Instructors had an inequity percentage over 10%, but ten Assistant Professors registered inequity percentages over 10%, twenty-three Associate Professors had an inequity percentage above 10%, and seven Full Professors had an inequity percentage over 10%. In many cases, these faculty members were only slightly over the 10% benchmark, but the findings indicate that tenured and tenure-track faculty appear to have less equitable salaries than do Instructors under the Botsch Folsom formula.

Table 8. Faculty by Botsch Folsom Inequity Percentage Ranges

Inequity Percentage	Number of Faculty				Grand Total
	Instructor	Asst Prof.	Assoc. Prof.	Full Prof.	
< -30.0%	8		1		9
-25.0-25.9%	1		1		2
-20.0-24.0%	1		1		2
-15.0-19.9%	3	2	2	5	12
-10.0-14.9%	1	1		2	4
-5.0-9.9%	4	2		4	10
-0.0-4.9%		7	2	3	12
0.0-4.9%	5	7	4	2	18
5.0-9.9%	2	10	9	12	33
10.0-14.9%		6	12	6	24
15.0-19.9%	1	3	8		12
20.0-24.9%	1		3	1	5
25.0-29.9%		1			1
Grand Total	27	39	43	35	144



Visual examination of the distribution of inequity percentages by rank (see Chart 4) indicates that the inequities generated by the Botsch Folsom formula fall into a normal distribution (Bell curve) for Assistant and Associate Professors. For faculty at the ranks of Instructor and Full Professor, salary inequity percentages appear not to conform to a normal distribution, suggesting that the formula may not take into account factors that are significant to the identification of inequities. It is important to note that some outliers in various ranks, especially those who are paid more than expected, result from the recapture of administrative stipends as part of base salaries when faculty relinquish administrative appointments and return to full-time teaching.

Gender and Race/Ethnicity Inequity Comparisons

Salary Inequities Related to Gender

This analysis does not indicate that there are consistent patterns of salary inequities related to gender. Some differences between mean inequities of male and female faculty members were observed, but these differences were not consistent across ranks and may represent random variation along with the interference of other variables, notably time in rank. Because of the relatively small size of USC Aiken's full-time faculty (N=144), it is difficult to draw conclusions about salary inequities that may be related to race or gender, since data must be disaggregated by faculty rank as well as gender.

The mean Botsch Folsom inequity percentage for instructors exhibited the largest gender gap of 7.4% in favor of the men, with a -18.6% inequity for male instructors and a -11.2% inequity for female instructors, indicating that while both genders were paid more than expected on average, the 9 male instructors fared better under the formula than did the female Instructors. The next largest gap appeared at the rank of Professor for which the gap was 4.6% in favor of the women, with a mean inequity percentage of 3.2% for male Professors and a mean inequity percentage of -1.4% for female Professors. Gaps between the mean inequity percentages of men and women at the Assistant and Associate ranks were 0.9% (in favor of the men) and 2.4% (in favor of the women), respectively.

Table 9. Mean Botsch Folsom Inequity Percentages By Gender and By Rank.

Rank	Female			Male			Total		
	N	Mean % Ineq	Mean Yrs in Rank	N	Mean % Ineq	Mean Yrs in Rank	N	Mean % Ineq	Mean Yrs in Rank
Instructor	18	-11.2%	8.7	9	-18.6%	4.8	27	-13.7%	7.4
Asst. Prof.	20	4.8%	5.8	19	3.9%	4.0	39	4.4%	4.9
Assoc. Prof.	18	5.3%	7.2	25	7.7%	10.7	43	6.7%	9.2
Professor	11	-1.4%	9.0	24	3.2%	13.1	35	1.7%	11.8
Grand Total	67	-0.4%	7.5	77	2.3%	9.1	144	1.0%	8.3

Analysis of the data suggests that time in rank is likely a confounding factor, especially at the ranks of Instructor and Full Professor, for which the Botsch Folsom formula does not cap years in rank. At these ranks, time in rank accounts for 54% of the variation in inequity percentages for Full Professors and 60% of the variation in inequity percentages for Instructors. Because of the caps placed on time in rank by the formula, it is more difficult to determine the exact amount of variation in inequity percentages for Assistant and Associate Professor ranks, but just a comparison of means (see Table 8) indicates that the gender with the longer time in rank appears to have the larger inequity percentage at every rank.

Salary Inequities Related to Race or Ethnicity

Findings from this study indicate that on average nonwhite faculty members have salaries that are higher than their expected salaries generated by the Botsch Folsom formula. This pattern indicates that nonwhite faculty members appear not to be subject to discrimination in the salary structure and may have benefited from efforts directed at recruiting a diverse faculty. Analysis of faculty salaries by race or ethnicity at USCA is also complicated by the relatively low number of racial or ethnic minorities on the faculty. Indeed, out of 144 faculty members included in the study, only 22 (15.3%) have indicated their ethnicity is other than white. Of these, ten are African American or Black, nine are Asian, and three are Hispanic. Non-resident aliens of European or Caucasian descent were coded as white for the purposes of this study.

For nonwhite Instructors, the mean inequity percentage was -24.7% while it was 11.2% for their white counterparts. For nonwhite Assistant Professors, the mean inequity percentage was 1.6% while it was 5.3% for their white counterparts. For nonwhite Associate Professors, the mean inequity percentage was -0.2% while it was 7.8% for their white counterparts. For the one nonwhite Full Professor on the faculty, the inequity percentage was less than -10%, while the inequity percentage for white Professors was between 2% and 3%. These data indicate that nonwhite faculty at all ranks on average are paid more than their expected salaries generated by the Botsch Folsom formula

Table 10. Mean Botsch Folsom Inequity Percentages By Race/Ethnicity and By Rank.

Rank	White			Nonwhite			Total		
	N	Mean % Ineq	Mean Yrs in Rank	N	Mean % Ineq	Mean Yrs in Rank	N	Mean % Ineq	Mean Yrs in Rank
Instructor	22	-11.2%	7.5	5	-24.7%	7.0	27	-13.7%	7.4
Asst. Prof.	29	5.3%	4.8	10	1.6%	5.2	39	4.4%	4.9
Assoc Prof.	37	7.8%	9.2	6	-0.2%	9.3	43	6.7%	9.2
Professor*	34	< 3.0%	--	1	< -10%	--	35	1.7%	11.8
Grand Total*	122	2%	9	22	-6%	7	144	1%	8

* Data confuted to protect personally identifiable information

The low numbers of nonwhite faculty limit the capacity to draw statistically significant conclusions from these findings, although the data available would seem to suggest that the salaries of nonwhite faculty members are not inequitable given their discipline, academic rank, and time in rank as weighted in the Botsch Folsom formula.

Compression Adjustment Salary Comparisons

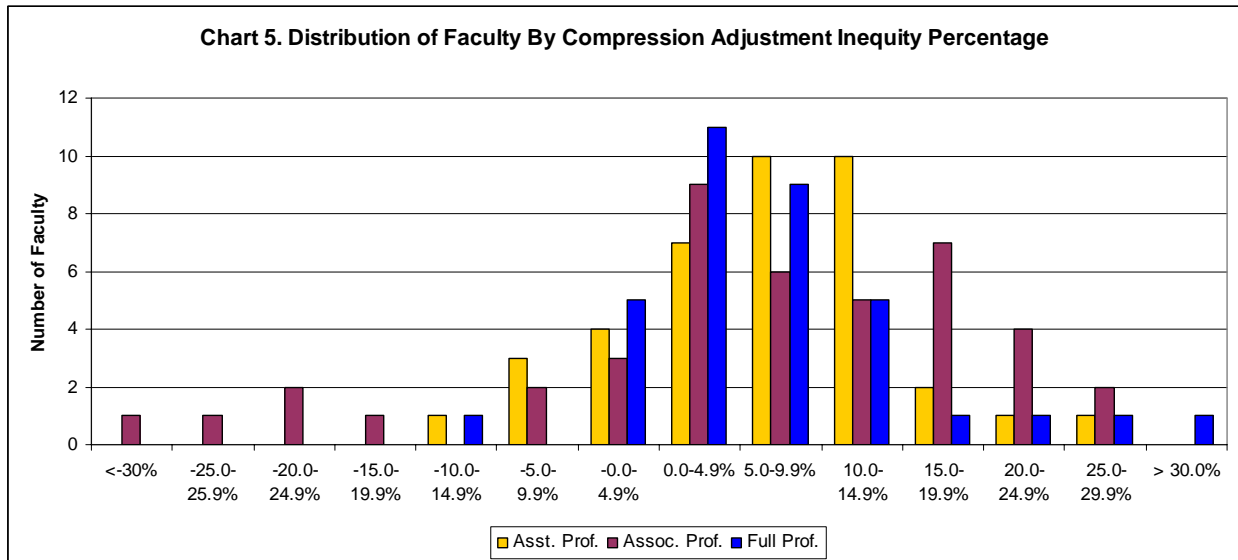
The mean compression adjustment inequity percentage for all Assistant Professors, Associate Professors, and Full Professors was 6.1% (Instructors are not included in the compression adjustment calculations). This level of inequity represents a half percentage increase from inequities calculated for 2003-04 when the compression adjustment formula was developed. The mean compression adjustment inequity percentage of 6.1% is 1.7% more than the 4.4% Botsch Folsom mean inequity percentage for the same group of faculty. Given the experimental nature of the formula and the significant change in the peer group used for comparisons, it would be premature to draw conclusions from this half percentage increase.

Mean compression adjustment inequities were relatively consistent across ranks. The mean compression adjustment inequity percentage for Assistant Professors was 6.4%; for Associate Professors, it was 5.1%; and for Full Professors, it was 7.1%. Patterns of compression were unsurprisingly observed to correspond to faculty discipline rather than to rank.

The salaries of eleven faculty members generated compression adjustment inequity percentages over 20%, and the salaries of another 29 faculty members produced compression adjustment inequity percentages between 10% and 20%. Faculty members with the largest compression-related inequities were largely restricted to just a few disciplines; eight were in the School of Business, and three were in the College of Sciences. The Botsch Folsom formula identified inequity percentages over 10% for ten out of eleven of these high compression inequity salaries. This disciplinary distribution of compression adjustment inequity percentages essentially represents disciplines in which salary compression has occurred in the marketplace, such as business and technology-related fields. Among the 29 salaries in the moderate compression group between 10% and 20% inequity, there was significantly more disciplinary variation.

Table 11. Faculty by Compression Adjustment Inequity Percentage Ranges

Inequity Percentage	Number of Faculty				Grand Total
	Instructor	Asst Prof.	Assoc. Prof.	Full Prof.	
< -30.0%			1		1
-25.0-25.9%			1		1
-20.0-24.0%			2		2
-15.0-19.9%			1		1
-10.0-14.9%		1		1	2
-5.0-9.9%		3	2		5
-0.0-4.9%		4	3	5	12
0.0-4.9%		7	9	11	27
5.0-9.9%		10	6	9	25
10.0-14.9%		10	5	5	20
15.0-19.9%		2	7	1	10
20.0-24.9%		1	4	1	6
25.0-29.9%		1	2	1	4
				1	1
Grand Total		39	43	35	117



Paid more than expected



Paid less than expected

The inequity percentages generated by the compression adjustment formula appear to fall into the semblance of normal distributions by rank. These distributions appear somewhat closer to Bell curves than the inequities generated by the Botsch Folsom formula, although the number of faculty members in all of these populations is still slightly small to draw conclusions with a reasonable degree of confidence. The normalization of these distributions may indicate that the compression adjustment formula better accounts for confounding variables than does the Botsch Folsom formula.

It is significant to observe that application of the compression adjustment formula would necessarily shift funds available to address salary inequities toward compressed disciplines and leave less money for adjustments in disciplines that have not experienced significant salary compression. A sustained application of the formula, without checks or limits, could dramatically increase average faculty salaries in these compressed disciplines and could increase the disparity between faculty in different disciplines at the same rank, essentially promoting salary inequities across disciplines or making them less comparable (McLaughlin & Howard, 2003). Use of the formula would also raise mean salaries for Associate and Full Professors above the mean in the comparison group, which is to some extent, one intended outcome of making compression adjustments.

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Appendix A: Legislated Percent Increases 1987-2004

Table A1. Legislated Percent Increases for South Carolina State Employees 1987-2004 with 5- and 10-Year Moving Averages

Year	Legislated Percent Increase	5 Year Average Increase	10 Year Average Increase
1987	3.00	--	--
1988	4.00	--	--
1989	6.00	--	--
1990	4.50	--	--
1991	0.00	3.50	--
1992	2.00	3.30	--
1993	0.00	2.50	--
1994	4.36	2.17	--
1995	3.56	1.98	--
1996	3.40	2.66	3.08
1997	2.50	2.76	3.03
1998	4.50	3.66	3.08
1999	4.00	3.59	2.88
2000	3.00	3.48	2.73
2001	2.00	3.20	2.93
2002	1.00	2.90	2.83
2003	0.00	2.00	2.83
2004	3.00	1.80	2.70

Appendix B: Inequity Percentage Comparisons By Individual (Personally Identifiable Information Removed)

**Table B1. Inequity Percentage Comparisons for Instructors
(Personally Identifiable Information Removed)**

Note: Positive inequity indicates a salary that is **less** than the expected salary generated by the formula.

Note: The compression adjustment formula does not apply to Instructors.

ID	Last Name	FI	Rank	Hire Date	Actual Salary (9-Month)	CUPA Average for Rank	Botsch Folsom Percent Inequity	Compressn Adjustment Percent Inequity
142			INSTRUCTOR				-42.3%	--
238			INSTRUCTOR				-42.3%	--
184			INSTRUCTOR				-39.0%	--
236			INSTRUCTOR				-38.9%	--
138			INSTRUCTOR				-36.5%	--
213			INSTRUCTOR				-33.5%	--
162			INSTRUCTOR				-32.6%	--
169			INSTRUCTOR				-30.1%	--
134			INSTRUCTOR				-27.7%	--
160			INSTRUCTOR				-22.1%	--
215			INSTRUCTOR				-17.3%	--
122			INSTRUCTOR				-17.2%	--
163			INSTRUCTOR				-17.2%	--
203			INSTRUCTOR				-10.6%	--
179			INSTRUCTOR				-9.6%	--
167			INSTRUCTOR				-6.9%	--
161			INSTRUCTOR				-5.8%	--
217			INSTRUCTOR				-5.8%	--
180			INSTRUCTOR				0.0%	--
212			INSTRUCTOR				2.0%	--
123			INSTRUCTOR				3.3%	--
199			INSTRUCTOR				3.3%	--
157			INSTRUCTOR				4.1%	--
113			INSTRUCTOR				5.8%	--
186			INSTRUCTOR				8.3%	--
124			INSTRUCTOR				15.8%	--
139			INSTRUCTOR				23.3%	--
Median				2001	\$43,260	\$37,121	-10.6%	--
Mean				1998	\$42,536	\$37,932	-13.7%	--

**Table B2. Inequity Percentage Comparisons for Assistant Professors
(Personally Identifiable Information Removed)**

Note: Positive inequity indicates a salary that is **less** than the expected salary generated by the formula.

ID	Last Name	FI	Rank	Hire Date	Actual Salary (9-Month)	CUPA Average for Rank	Botsch Folsom Percent Inequity	Compressn Adjustment Percent Inequity
114			ASST PROF				-17.2%	-13.1%
243			ASST PROF				-15.3%	-8.8%
206			ASST PROF				-11.3%	-6.4%
221			ASST PROF				-7.6%	-4.7%
152			ASST PROF				-7.3%	-2.6%
107			ASST PROF				-4.9%	-6.4%
197			ASST PROF				-4.6%	-0.2%
244			ASST PROF				-3.1%	-0.3%
120			ASST PROF				-2.3%	0.5%
208			ASST PROF				-1.8%	2.5%
174			ASST PROF				-0.8%	1.9%
158			ASST PROF				-0.1%	5.7%
233			ASST PROF				1.0%	5.1%
141			ASST PROF				1.9%	1.4%
234			ASST PROF				1.9%	4.6%
109			ASST PROF				2.8%	6.9%
126			ASST PROF				3.9%	4.9%
173			ASST PROF				4.1%	9.6%
188			ASST PROF				4.5%	3.4%
136			ASST PROF				5.9%	9.4%
231			ASST PROF				6.6%	10.5%
129			ASST PROF				6.8%	5.7%
127			ASST PROF				6.9%	5.8%
185			ASST PROF				7.0%	12.2%
156			ASST PROF				7.1%	6.9%
200			ASST PROF				7.5%	10.0%
181			ASST PROF				7.8%	6.5%
225			ASST PROF				8.7%	11.1%
153			ASST PROF				9.4%	9.3%
103			ASST PROF				10.4%	12.8%
205			ASST PROF				10.9%	11.8%
210			ASST PROF				11.2%	12.3%
240			ASST PROF				12.9%	11.1%
151			ASST PROF				13.4%	11.8%
235			ASST PROF				14.2%	14.1%
222			ASST PROF				16.7%	16.6%
195			ASST PROF				17.1%	16.9%
135			ASST PROF				18.8%	20.5%
132			ASST PROF				27.3%	29.0%
	Median			2002	\$44,290	\$45,560	5.9%	6.5%
	Mean			2000	\$46,501	\$48,251	4.4%	6.4%

**Table B3. Inequity Percentage Comparison for Associate Professors
(Personally Identifiable Information Removed)**

Note: Positive inequity indicates a salary that is **less** than the expected salary generated by the formula.

ID	Last Name	FI	Rank	Prom- otion Date	Actual Salary (9-Month)	CUPA Average for Rank	Botsch Folsom Percent Inequity	Compressn Adjustment Percent Inequity
209			ASSOC PROF				-60.8%	-63.9%
154			ASSOC PROF				-28.7%	-29.2%
178			ASSOC PROF				-24.9%	-21.6%
227			ASSOC PROF				-18.0%	-16.4%
149			ASSOC PROF				-15.1%	-22.9%
110			ASSOC PROF				-0.8%	-7.6%
108			ASSOC PROF				-0.7%	-7.3%
182			ASSOC PROF				2.9%	-1.6%
117			ASSOC PROF				3.8%	-2.5%
137			ASSOC PROF				4.0%	1.0%
104			ASSOC PROF				4.8%	4.4%
216			ASSOC PROF				5.5%	-0.3%
105			ASSOC PROF				6.5%	6.1%
211			ASSOC PROF				7.6%	3.9%
232			ASSOC PROF				7.9%	3.9%
143			ASSOC PROF				8.8%	16.5%
112			ASSOC PROF				8.8%	4.6%
168			ASSOC PROF				8.9%	3.9%
133			ASSOC PROF				9.1%	3.0%
171			ASSOC PROF				9.4%	6.1%
202			ASSOC PROF				10.3%	3.0%
193			ASSOC PROF				10.5%	4.6%
223			ASSOC PROF				10.7%	5.9%
102			ASSOC PROF				11.1%	5.6%
155			ASSOC PROF				11.4%	11.7%
128			ASSOC PROF				12.8%	11.2%
148			ASSOC PROF				12.8%	15.9%
242			ASSOC PROF				13.3%	17.6%
189			ASSOC PROF				13.4%	7.5%
230			ASSOC PROF				13.6%	8.8%
175			ASSOC PROF				13.9%	22.5%
121			ASSOC PROF				14.6%	11.4%
241			ASSOC PROF				15.0%	23.0%
115			ASSOC PROF				15.1%	22.3%
172			ASSOC PROF				15.5%	25.0%
196			ASSOC PROF				17.2%	15.9%
146			ASSOC PROF				17.8%	23.8%
170			ASSOC PROF				18.0%	13.5%
119			ASSOC PROF				18.7%	17.1%
140			ASSOC PROF				19.9%	15.4%
177			ASSOC PROF				20.5%	25.3%
118			ASSOC PROF				21.6%	13.8%
159			ASSOC PROF				21.7%	17.4%
Median				1997	\$53,244	\$53,994	10.5%	6.10%
Mean				1996	\$54,797	\$56,748	6.7%	5.08%

* Separation from University during or following 2004-05.

**Table B4. Inequity Percentage Comparison for Full Professors
(Personally Identifiable Information Removed)**

Note: Positive inequity indicates a salary that is **less** than the expected salary generated by the formula.

ID	Rank	Prom- otion Date	Actual Salary (9-Month)	CUPA Average for Rank	Botsch Folsom Percent Inequity	Compressn Adjustment Percent Inequity
201	PROFESSOR				-18.8%	-3.5%
220	PROFESSOR				-17.3%	0.0%
106	PROFESSOR				-17.1%	-4.1%
229	PROFESSOR				-16.6%	2.1%
239	PROFESSOR				-15.5%	14.7%
183	PROFESSOR				-14.6%	6.0%
190	PROFESSOR				-13.4%	7.0%
198	PROFESSOR				-9.9%	3.5%
125	PROFESSOR				-9.8%	4.8%
111	PROFESSOR				-6.7%	3.9%
228	PROFESSOR				-5.9%	9.9%
147	PROFESSOR				-3.1%	7.7%
207	PROFESSOR				-2.9%	-13.8%
130	PROFESSOR				-0.1%	11.1%
144	PROFESSOR				4.6%	3.5%
204	PROFESSOR				4.9%	13.6%
165	PROFESSOR				5.9%	4.6%
101	PROFESSOR				6.8%	22.5%
224	PROFESSOR				8.4%	-0.6%
219	PROFESSOR				8.6%	7.3%
226	PROFESSOR				8.7%	8.8%
237	PROFESSOR				8.9%	13.5%
150	PROFESSOR				9.0%	3.4%
166	PROFESSOR				9.1%	1.9%
176	PROFESSOR				9.4%	5.3%
192	PROFESSOR				9.4%	-3.0%
164	PROFESSOR				9.5%	-0.9%
214	PROFESSOR				9.6%	4.9%
131	PROFESSOR				10.6%	0.3%
218	PROFESSOR				11.0%	16.9%
187	PROFESSOR				13.1%	12.4%
145	PROFESSOR				13.5%	7.6%
194	PROFESSOR				13.5%	26.2%
116	PROFESSOR				13.9%	7.8%
191	PROFESSOR				24.3%	43.2%
Median		1993	\$65,682	\$67,197	6.8%	5.3%
Mean		1993	\$66,060	\$68,615	1.7%	7.1%

* Separation from University during or following 2004-05.

**Table B5. Inequity Percentage Comparison for Librarians
(Personally Identifiable Information Removed)**

Note: Positive inequity indicates a salary that is **less** than the expected salary generated by the formula.

Note: The compression adjustment formula does not apply to Librarians.

ID	Last Name	FI	Rank	Prom- otion Date	Actual Salary (9-Month)	ALA Average for Rank	Botsch Folsom Percent Inequity	Compressn Adjustment Percent Inequity
303							-17.3%	--
305							-9.7%	--
306							-7.1%	--
302							-1.4%	--
304							0.9%	--
	Median			1997	\$47,108	\$42,156	-4.3%	--
	Mean			1995	\$49,818	\$44,853	-5.2%	--

**Table B6. Inequity Percentage Comparisons for Faculty Receiving Promotions or Post-Tenure
Review Increases**

Note: Positive inequity indicates a salary that is **less** than the expected salary generated by the formula.

[N=5]

[Table intentionally removed to protect personally identifiable information]

[Appendices C through F intentionally removed
to protect personally identifiable information]