



U N I V E R S I T Y O F  
**SOUTH CAROLINA**<sup>®</sup>  
A I K E N

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Faculty Salary Study, 2005-2006  
Conducted in April 2006  
(World Wide Web Version)

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## **University of South Carolina Aiken**

Dr. Thomas L. Hallman  
*Chancellor*

### **University Mission**

Founded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The university offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The university values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

The USCA World Wide Web Home Page is: <http://www.usca.edu>

The USCA Office of Institutional Effectiveness World Wide Web Home Page is: <http://ie.usca.edu>

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## 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 2005-06 academic year. This study is historical in nature by comparing actual 2005-06 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 2006-07. 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, excluding librarians, at USC Aiken rose from \$52,961 in 2004-05 to \$55,144 in 2005-06, for an overall increase of 4.1%. In 2005-06, the mean salary of Professors was \$68,998, an increase of 4.5%; the mean salary of Associate Professors was \$58,375, an increase of 6.5%; the mean salary of Assistant Professors was \$48,372, an increase of 4.0%; and the mean salary for Instructors was \$43,873, an increase of 3.1%.
- Among all public four-year institutions in South Carolina, USC Aiken’s 2004-05 faculty salaries ranked #3 for Instructors, down one place from 2004-05; #7 for Assistant Professors, no change from 2004-05; #7 for Associate Professors, up one place from 2004-05 and #7 for Full Professors, down one place from 2004-05.
- The mean Botsch Folsom salary inequity percentage was 0.4% for all 2005-06 faculty salaries, excluding librarians, down from 1.0% in 2004-05 and 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. These findings were confirmed using a linear regression formula that controls for adjusted time in rank and mean salary by discipline in the peer group.
- 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. These findings were confirmed to be statistically significant ( $p < 0.05$ ) when controlling for adjusted time in rank and mean salary by discipline in the peer group.
- The mean compression adjustment inequity percentage for all tenured and tenure-track faculty members for 2005 was 5.0%, down 1.1% from 2004. Findings again 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.

## Methodology

The methodology of the annual study of faculty salaries was realigned in 2005 under guidance from the Faculty Welfare Committee (Hosch, 2005). This study of 2005-06 faculty salaries at USCA replicates the methodology of the 2005 study. In a nutshell, 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 in 2004-05 to account for salary compression.

### **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. This marks the second year in which the study includes 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 2005-06, a total of 61 institutions comprise this group:

Alabama State University (Montgomery, AL)	Louisiana State University in Shreveport (Shreveport, LA)
Appalachian State University (Boone, NC)	McNeese State University (Lake Charles, LA)
Auburn University at Montgomery (Montgomery, AL)	Mississippi University for Women (Columbus, MS)
Augusta State University (Augusta, GA)	Mississippi Valley State University (Itta Bena, MS)
Austin Peay State University (Clarksville, TN)	Morehead State University (Morehead, KY)
Christopher Newport University (Newport News, VA)	Murray State University (Murray, KY)
Clayton State University (Morrow, GA)	Nicholls State University (Thibodaux, LA)
Coastal Carolina University (Conway, SC)	Norfolk State University (Norfolk, VA)
College of Charleston (Charleston, SC)	North Carolina Central University (Durham, NC)
Columbus State University (Columbus, GA)	Northern Kentucky University (Highland Heights, KY)
Delta State University (Cleveland, MS)	North Georgia College & State Univ. (Dahlonega, GA)
Eastern Kentucky University (Richmond, KY)	Northwestern State University (Natchitoches, LA)
Elizabeth City State University (Elizabeth City, NC)	Radford University (Radford, VA)
Fayetteville State University (Fayetteville, NC)	Southeastern Louisiana University (Hammond, LA)
Francis Marion University (Florence, SC)	Southern Univ, A&M Coll Baton Rouge (Baton Rouge, LA)
Georgia College & State University (Milledgeville, GA)	Tennessee Technological University (Cookeville, TN)
Georgia Southwestern State Univ (Americus, GA)	The Citadel, The Military Coll of SC (Charleston, SC)
Grambling State University (Grambling, LA)	The University of West Alabama (Livingston, AL)
Jacksonville State University (Jacksonville, AL)	Troy University (Troy, AL)
James Madison University (Harrisonburg, VA)	University of Louisiana at Monroe (Monroe, LA)
Kennesaw State University (Kennesaw, GA)	University of Montevallo (Montevallo, AL)
Kentucky State University (Frankfort, KY)	University of North Alabama (Florence, AL)
Lander University (Greenwood, SC)	University of North Carolina at Asheville (Asheville, NC)
Longwood University (Farmville, VA)	University of North Carolina at Charlotte (Charlotte, NC)
Louisiana State Univ at Alexandria (Alexandria, LA)	University of North Carolina at Pembroke (Pembroke, NC)

Univ of South Carolina - Upstate (Spartanburg, SC)  
Univ of Tennessee at Chattanooga (Chattanooga, TN)  
University of Tennessee at Martin (Martin, TN)  
University of West Georgia (Carrollton, GA)  
Valdosta State University (Valdosta, GA)

Virginia Military Institute (Lexington, VA)  
Western Carolina University (Cullowhee, NC)  
Western Kentucky University (Bowling Green, KY)  
Winston-Salem State University (Winston-Salem, NC)  
Winthrop University (Rock Hill, SC)

Average 2005-06 salaries of faculty by rank and discipline from this cohort group of similar institutions were obtained from the College and University Professional Association for Human Resources (CUPA-HR) Online Surveys Application on March 10, 2006. CUPA-HR reports salary data by discipline (2-digit code) and sub-discipline (4-digit code). In almost all instances, USCA faculty members were compared in this study to peers in their sub-discipline, which provides more precise comparison in most fields.

### **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 those of other librarians at four-year colleges in the Southeast as reported in the American Library Association Survey Report (Grady & Davis, 2005). Because this data source reports 12-month salaries for librarians by region and institution type, the salaries of USCA librarians were not adjusted to 9-month equivalent salaries for formula comparisons.

### **Changes in Federal Definitions of Faculty**

In 2005-06 the National Center for Education Statistics (NCES) changed the definitions and reporting practices for faculty through the Integrated Postsecondary Education Data System (IPEDS). These definitions do not affect the calculation of salary inequities at USC Aiken as presented in this study, but they may have an impact on how peer institutions and other institutions used as benchmarks report data. A description of these changes is available on the IPEDS website (NCES, 2006).

### **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.<sup>1</sup>

**YRINC** is the yearly increment for each rank. This was calculated as what the average percentage raises were for the last ten years (2.74%) multiplied by the average salary at each rank and then rounded to the nearest \$100. For the 2005-06 study, these increments appear in Table 1.<sup>2</sup>

**Table 1. Yearly Increment By Rank for 2005-06**

<b>Rank</b>	<b>Yearly Increment</b>
Instructors	\$1,200
Assistant Professors	\$1,300
Associate Professors	\$1,600
Full Professors	\$1,900

**TIMRNK** is the time in current academic rank including the current year, with a maximum of six for assistant and associate professors.<sup>3</sup>

**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 2005-06 these figures appear in Table 2.

<sup>1</sup> 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.

<sup>2</sup> 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 2005-06, the five-year average percent raise was 2.0%). 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).

<sup>3</sup> 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 in 2005-06**

<b>USCA Faculty Rank</b>	<b>Actual Average Years in Rank</b>	<b>Change in Years from 2004-05</b>	<b>Average Years in Rank Used in Study</b>
Instructor	8	+1	8
Assistant Professor	5	unch	3
Associate Professor	10	+1	3
Full Professor	12	unch	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 only.

### **Salary Equity Comparisons By Gender and Race/Ethnicity**

Potential salary inequities related to gender and race or ethnicity were examined for the first time in the 2004-05 salary study (Hosch, 2005), and these factors are again examined in the 2005-06 study of faculty salaries. 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. As an additional test, faculty salaries were placed into a linear regression formula including gender, adjusted years in rank, and rank-specific mean salary by discipline from the CUPA peer group (Haignere, 2002).

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. A linear regression test was also performed on salaries using white/nonwhite as a dummy variable.

### **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 2005-06 peer comparison group, the average starting nine-month salary for a new Assistant Professor of managerial economics was \$79,800, which is about 19% higher than the mean salary of \$67,256 for all Assistant Professors in the discipline and 16% higher than the mean salary of \$68,805 for all Associate Professors in this discipline. Indeed, the mean salary of Associate Professors of accounting is only 2% higher than the mean for Assistant Professors, and the mean for Full Professors is just 23% higher than the mean for Assistant Professors and 20% higher than the mean for Associate Professors.

**Table 3. Illustration of Salary Compression – 2005 CUPA Peer Group Mean Salaries (Managerial Economics)**

<b>52.06 Managerial Economics</b>	<b>Comparison Group Statistics from CUPA (Based on Reported Average Salaries)</b>		
	<b>N</b>	<b>Average</b>	<b>% of Asst Prof</b>
Professor	66	\$82,730	123%
Associate Professor	61	\$68,805	102%
Assistant Professor	42	\$67,256	100%
New Assistant Professor	5	\$79,800	119%

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; Haignere, 2002). 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.

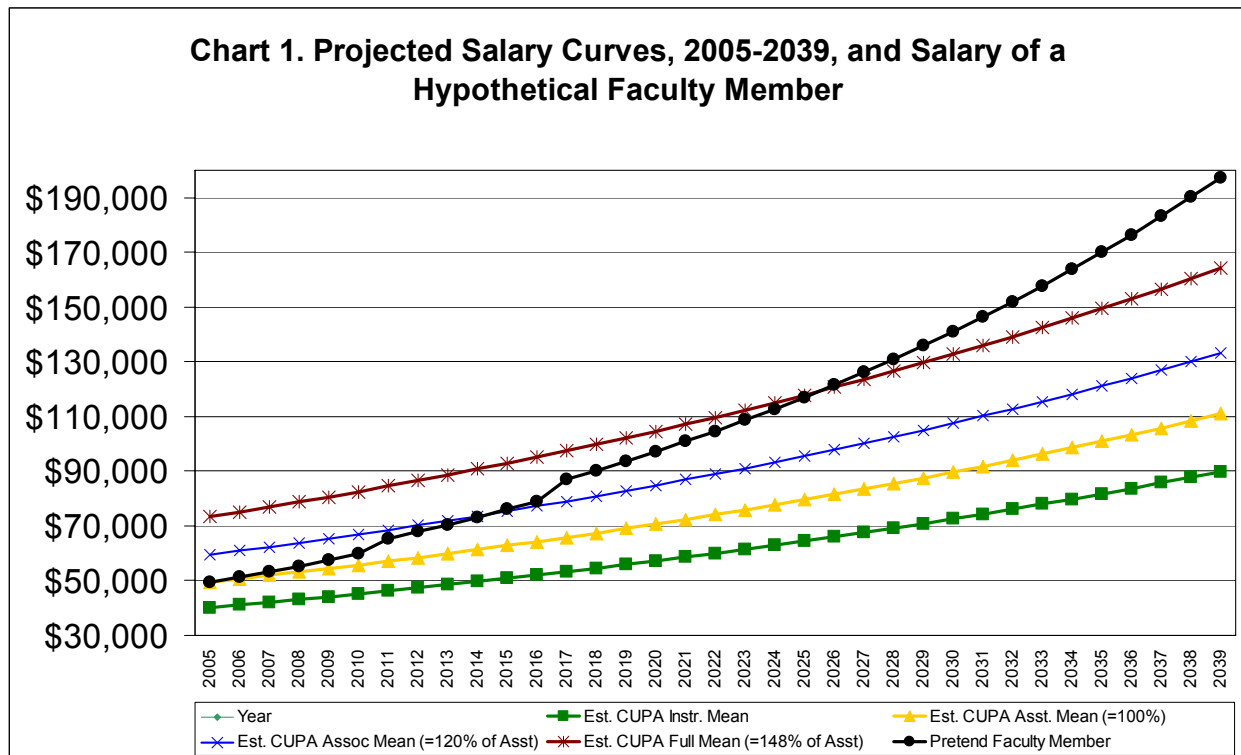
The present study relies primarily on a time series comparison of faculty salaries across ranks to a normative ratio of salaries among faculty ranks. The mean salaries by rank of all faculty teaching at public baccalaureate institutions was used to determine appropriate ratios among faculty ranks, using 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 2005-06 were obtained from AAUP (Thornton, 2006). The resulting ratios indicate that mean salaries of Associate Professors are 121% of the mean for Assistant Professors and the mean salaries of Full Professors are 148% of the mean for Assistant Professors. These ratios remained almost constant from 2003-04 and 2004-05, suggesting some stability in the distinctions. These data suggest that on average, an Associate Professor should be paid about 21% 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	\$73,406	148%
Assoc. Professor	\$59,913	121%
Asst. Professor	\$49,546	100%
Instructor	\$39,925	81%

Data Source: Thornton, S. (2006, 37)

Assuming that these ratios should remain more or less constant over time and that the cost of living increases at an average annual rate of 2.4%, the increases in these salaries were projected over 35 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 Professors<sup>4</sup> 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 9 years in rank as Full Professor), reflects an annual increase of 3.8%.



<sup>4</sup> 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.

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 at a given point in his or her career and the salary of a starting Assistant Professor in the discipline. In this approach, the ratio accounts for rank as well as years in rank. In the 2004-05 salary study, 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 (Hosch, 2005). Ratios for the 2005-06 salary study were recalculated from the 2004-05 salary study to adjust the increase in the mean starting salary of \$49,546 for Assistant Professors at public baccalaureate institutions. This recalculation altered compression adjustment percentages by less than 1% at the ranks of Associate and Full Professor from last year’s study (see Table 5). Because compression appears not to affect faculty in the Instructor rank, this compression adjustment formula was not applied to faculty at the rank of Instructor.

**Table 5. Compression Adjustment Percentages By Rank and Years in Rank Used in the 2005-06 Salary Study**

Years in Rank	Percent Adjustment of Actual Salary to Mean Assistant Professor Salary		
	Assistant Professor	Associate Professor	Full Professor
1	100.00%	114.62%	131.94%
2	101.37%	116.18%	133.74%
3	102.75%	117.77%	135.57%
4	104.16%	119.38%	137.42%
5	105.58%	121.01%	139.30%
6	107.03%	122.67%	141.21%
7	107.03%	122.67%	143.14%
8	107.03%	122.67%	145.09%
9	107.03%	122.67%	147.08%
10	107.03%	122.67%	149.09%
11	107.03%	122.67%	151.13%
12	107.03%	122.67%	153.19%
13	107.03%	122.67%	155.29%
14	107.03%	122.67%	157.41%
15	107.03%	122.67%	159.56%
16	107.03%	122.67%	161.74%
17	107.03%	122.67%	163.96%
18	107.03%	122.67%	166.20%
19	107.03%	122.67%	168.47%
20	107.03%	122.67%	170.77%
21	107.03%	122.67%	173.11%
22	107.03%	122.67%	175.47%
23	107.03%	122.67%	177.87%
24	107.03%	122.67%	180.30%

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 ID# only, and Appendix F provides compression adjustment percent inequities by ID# only. Appendix C and Appendix G (not available in the web version of this study) present the same tables showing Botsch Folsom inequity percentages and compression adjustment inequity percentages for each faculty member with personally identifiable information included.

## Overview of USCA Faculty Salaries

The mean salary of all full-time faculty at USC Aiken, excluding librarians, rose from \$52,961 in 2004-05 to \$55,144 in 2005-06, for an overall increase of 4.1%. The mean salary of full Professors rose 3.3%; the mean salary of Associate Professors rose 6.6%; the mean salary of Assistant Professors rose 4.0%; and the mean salary for Instructors rose 3.1% (see Table 6). This overall increase reflects a legislated 4.0% increase to base salary on July 1, 2005 for continuing faculty members.

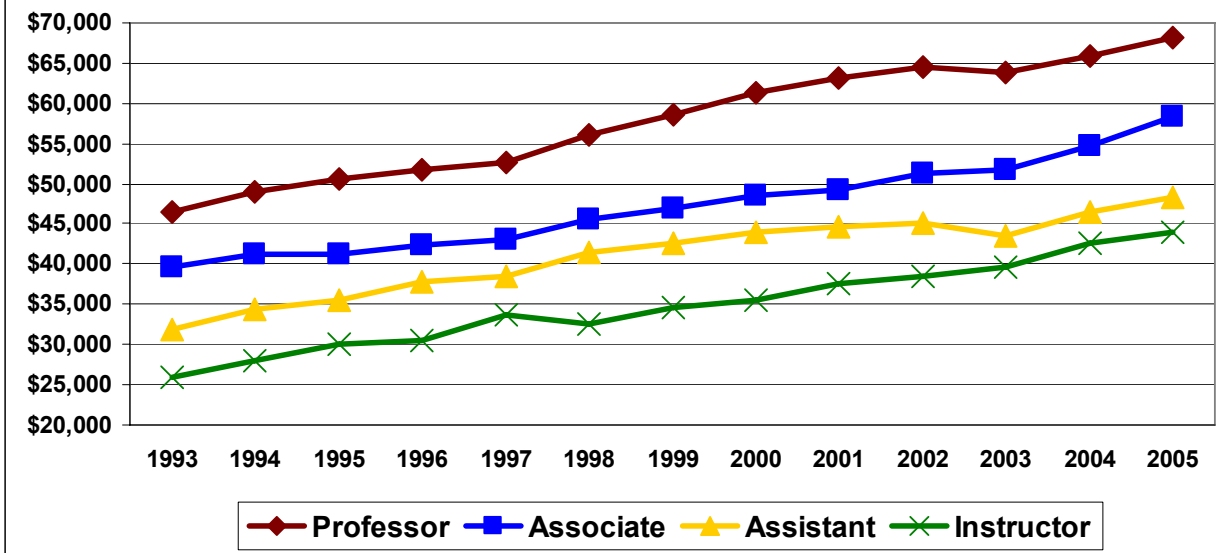
The difference between the actual increase and the legislated increase results from change in personnel as higher paid faculty at the rank of Professor retire and lower paid faculty at the rank of Assistant Professor are hired. The distribution of faculty across disciplines and among ranks also contributes to this difference. Efforts to adjust salary inequities also contributed to this increase in mean salary, especially at the ranks of Assistant Professor and Associate Professor. 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**

	<b>Professor</b>	<b>Associate</b>	<b>Assistant</b>	<b>Instructor</b>	<b>All</b>
<b>1993</b>	46.5	39.6	31.8	26.0	37.3
<b>1994</b>	48.9	41.2	34.4	27.9	39.3
<b>1995</b>	50.5	41.2	35.6	30.1	41.1
<b>1996</b>	51.7	42.3	37.7	30.4	42.3
<b>1997</b>	52.7	43.1	38.5	33.8	43.8
<b>1998</b>	56.0	45.5	41.5	32.5	46.0
<b>1999</b>	58.5	46.9	42.5	34.6	46.4
<b>2000</b>	61.4	48.5	44.0	35.5	48.2
<b>2001</b>	63.2	49.3	44.6	37.5	49.6
<b>2002</b>	64.5	51.3	45.1	38.5	49.9
<b>2003</b>	63.9	51.8	43.6	39.6	49.6
<b>2004</b>	66.0	54.8	46.5	42.5	53.0
<b>2005</b>	69.0	58.4	48.4	43.9	55.1

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.

**Chart 2. USC Aiken Mean Faculty Salaries By Rank 1993-2005**



**Table 7. 2005 Faculty Salaries (\$000) by Rank in South Carolina Institutions**

Institution	Classification	Full Professor	Associate Prof.	Assistant Prof.	Instructor
College of Charleston	IIA	75.1	60.2	49.6	42.7
Charleston Southern University	IIB	61.5	52.8	44.8	40.4
Citadel, The	IIA	77.7	64.4	52.6	45.3
Clafin University	IIB	59.2	54.1	46.4	36.6
Clemson University	I	94.8	70.0	62.5	48.3
Coastal Carolina University	IIB	71.9	59.2	51.4	34.5
Columbia College	IIB	52.1	49.2	37.2	--
Converse College	IIB	62.2	48.1	43.8	33.5
Erskine College	IIB	56.8	46.3	40.1	--
Francis Marion University	IIA	66.8	57.5	47.2	41.0
Furman University	IIB	83.8	63.0	50.1	45.3
Lander University	IIB	58.5	51.3	46.7	37.7
Limestone College	IIB	47.5	42.5	38.8	33.8
Presbyterian College	IIB	62.1	52.3	44.9	34.9
USC Aiken	IIB	69.0	58.4	48.4	43.9
USC Beaufort	III	64.6	52.4	48.2	40.1
USC Columbia	I	96.7	68.6	60.8	39.9
USC Upstate	IIB	66.1	55.0	47.8	41.8
Winthrop University	IIA	69.6	60.0	50.6	39.8
Wofford College	IIB	70.3	56.3	50.0	44.3

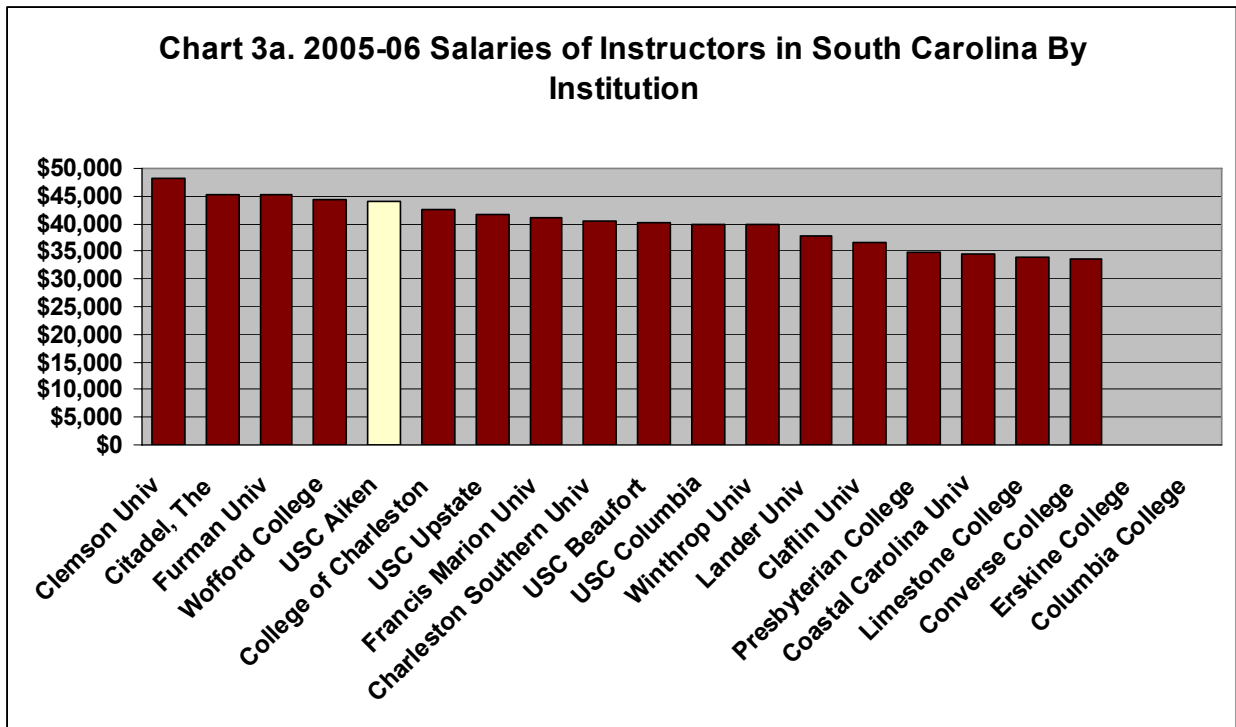
Source: *The Chronicle of Higher Education* reports online mean faculty salaries by institution collected by the American Association of University Professors (<http://chronicle.com/stats/aaup/>). Because of data collection anomalies, salaries reported by AAUP differ slightly from those available from the South Carolina Commission on Higher Education and may differ from salaries reported in IPEDS (see p. 6).

Mean faculty salaries at each rank indicate that USC Aiken offers comparable salaries to the leading 4-year teaching institutions in the state. As would be expected, tenured and tenure-track

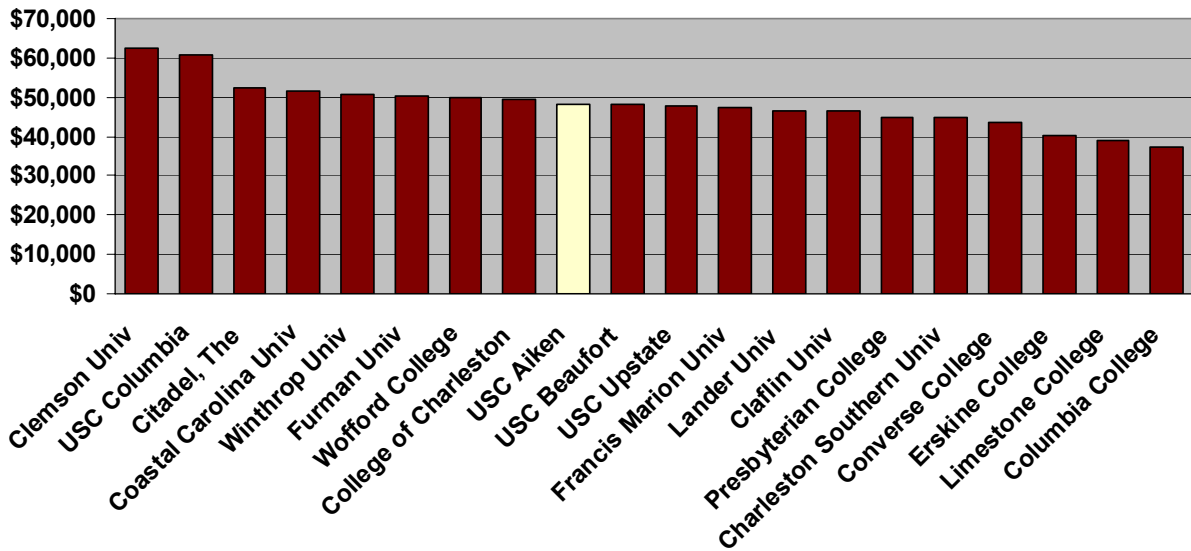
faculty at USC Columbia and Clemson University earn the highest salaries in South Carolina. Faculty at the most selective private universities in the state – Furman University and Wofford College – as well as those at the established public universities on the coast (where the cost of living is higher than in the western portion of the state) also earned higher mean salaries than faculty at USC Aiken. Among all public four-year institutions in South Carolina, USC Aiken’s 2005-06 faculty salaries ranked #7 for the ranks of Assistant Professor (no change), Associate Professor (+1 place), and Full Professor (-1 place).

Mean salaries of Instructors at USC Aiken in 2005-06 were the fourth highest in the state behind Clemson, 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. Clemson’s jump in the rankings may be attributable to new reporting definitions instituted by the National Center for Education Statistics in the 2005-06 reporting cycle.

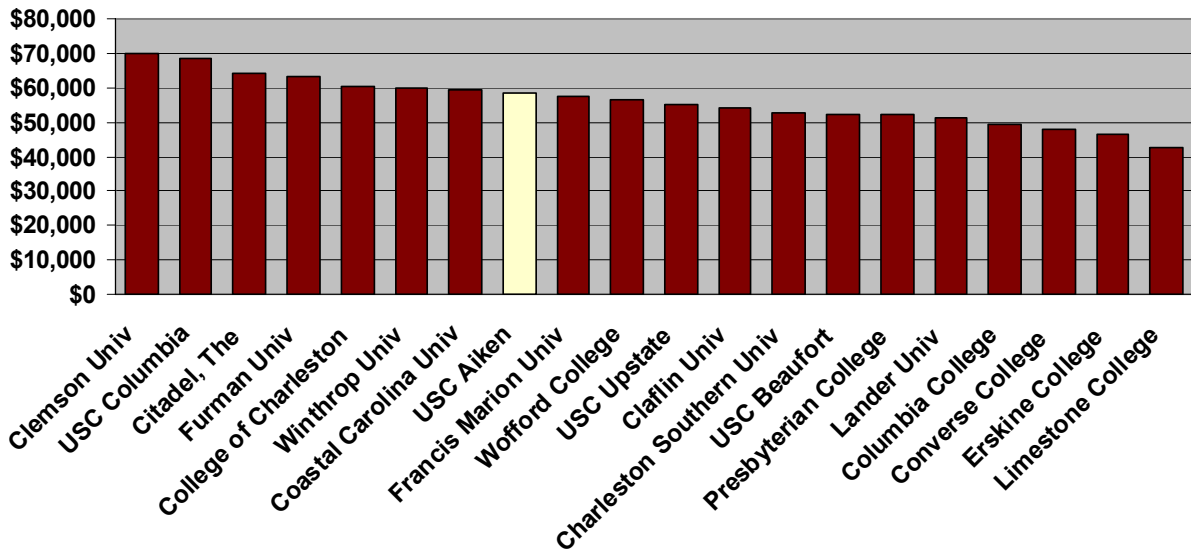
Disciplinary distribution may also account for variation in mean salaries among institutions in the state. Universities with more faculty in high-paying disciplines such as computer science or business may appear to pay higher salaries, when in fact they do not. Institution-by-institution comparisons 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 3b. 2005-06 Salaries of Assistant Professors in South Carolina By Institution**

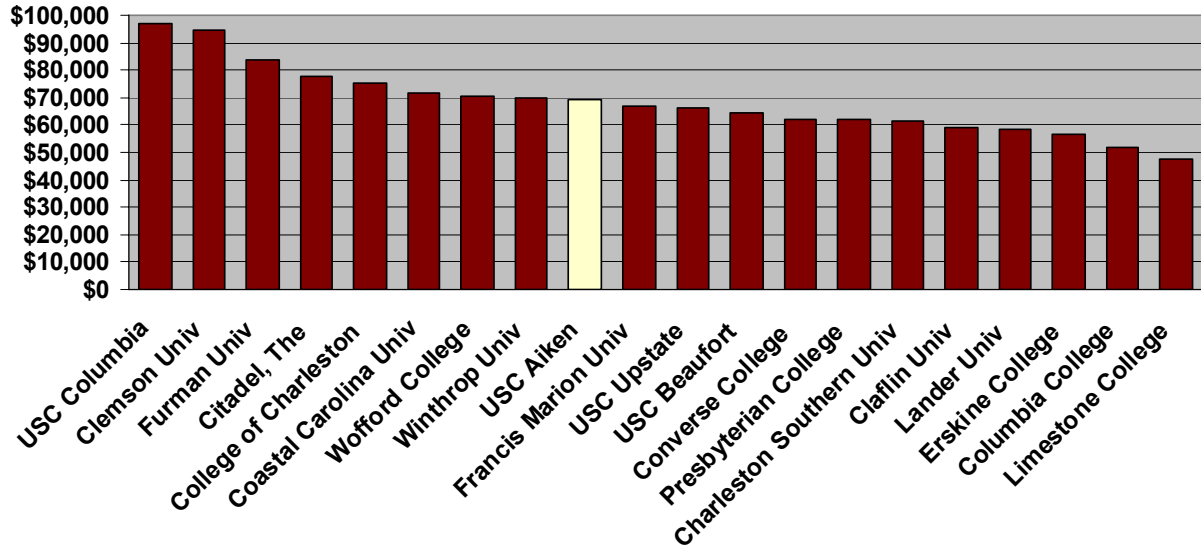


**Chart 3c. 2005-06 Salaries of Associate Professors in South Carolina By Institution**





**Chart 3d. 2005-06 Salaries of Full Professors in South Carolina  
By Institution**



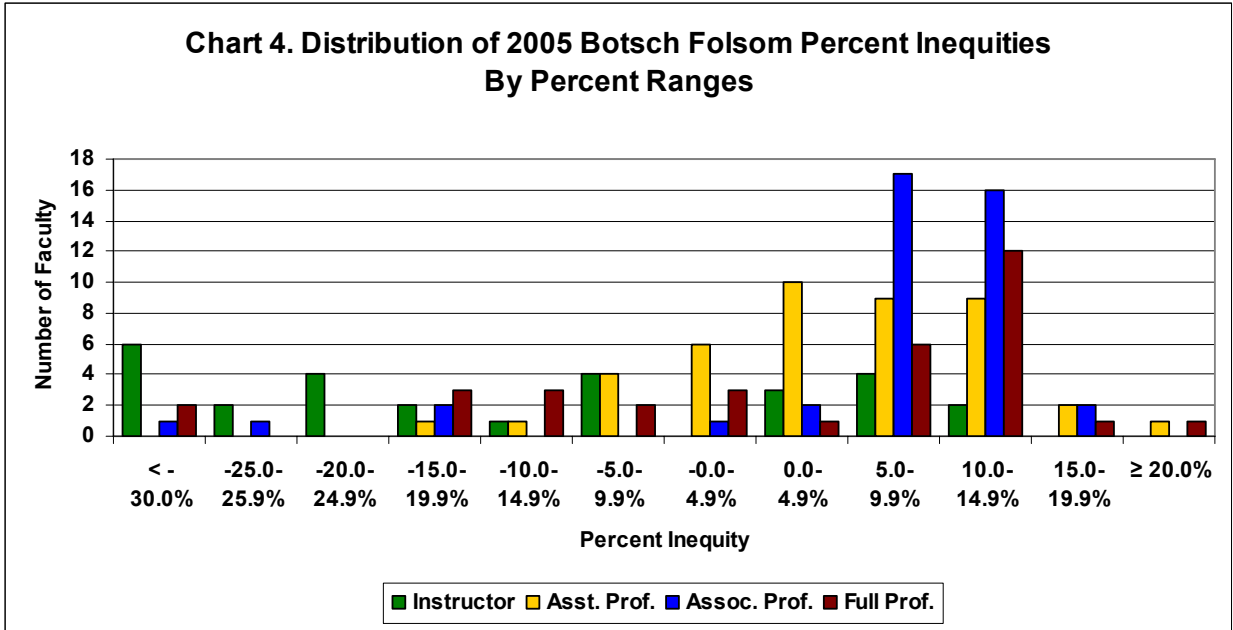
## Botsch Folsom Competitiveness Comparisons

The mean inequity percentage for all 2005-06 faculty salaries using the Botsch Folsom formula was 0.4%, excluding librarians. The mean inequity percentage for the six faculty librarians was relatively large at -12.5%, and thus the overall mean inequity percentage for the faculty as a whole drops to -0.2% when the librarians are included. This negative inequity percentage indicates that faculty at USCA are paid more than they would be expected to be paid based on the formula. The 2005-06 overall inequity percentage of 0.4% for faculty excluding librarians represents a decline from 2003-04 when the calculated mean calculated inequity percentage for all faculty was 2.85% and 1.0% in 2004-05. 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 -15.0%. By contrast, the mean inequity percentages for tenured and tenure track faculty were positive at 4.3% for Assistant Professors, 6.2% for Associate Professors, and 0.7% for Full Professors. Only two Instructors had an inequity percentage of 10% or more, but twelve Assistant Professors registered inequity percentages of 10% or more, eighteen Associate Professors had an inequity percentage of 10% or more, and fourteen Full Professors had an inequity percentage over 10%. In many cases, these faculty members were only slightly over the 10% threshold, 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. Number of Faculty by Botsch Folsom Inequity Percentage Ranges  
2004 and 2005**

	Number of Faculty									
	Instructor		Asst. Prof.		Assoc. Prof.		Full Prof.		Grand Total	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
≤ -30%	8	6			1	1		2	9	9
-25.0-29.9%	1	2			1	1			2	3
-20.0-24.4%	1	4			1				2	4
-15.0-19.9%	3	2	2	1	2	2	5	3	12	8
-10.0-14.9%	1	1	1	1			2	3	4	5
-5.0-9.9%	4	4	2	4			4	2	10	10
-0.0-4.9%			7	6	2	1	3	3	12	10
0.0-4.9%	5	3	7	10	4	2	2	1	18	16
5.0-9.9%	2	4	10	9	9	17	12	6	33	36
10.0-14.9%		2	6	9	12	16	6	12	24	39
15.0-19.9%	1		3	2	8	2		1	12	5
≥ 20.0%	1		1	1	3		1	1	6	2
<b>Grand Total</b>	<b>27</b>	<b>28</b>	<b>39</b>	<b>43</b>	<b>43</b>	<b>42</b>	<b>35</b>	<b>34</b>	<b>144</b>	<b>147</b>

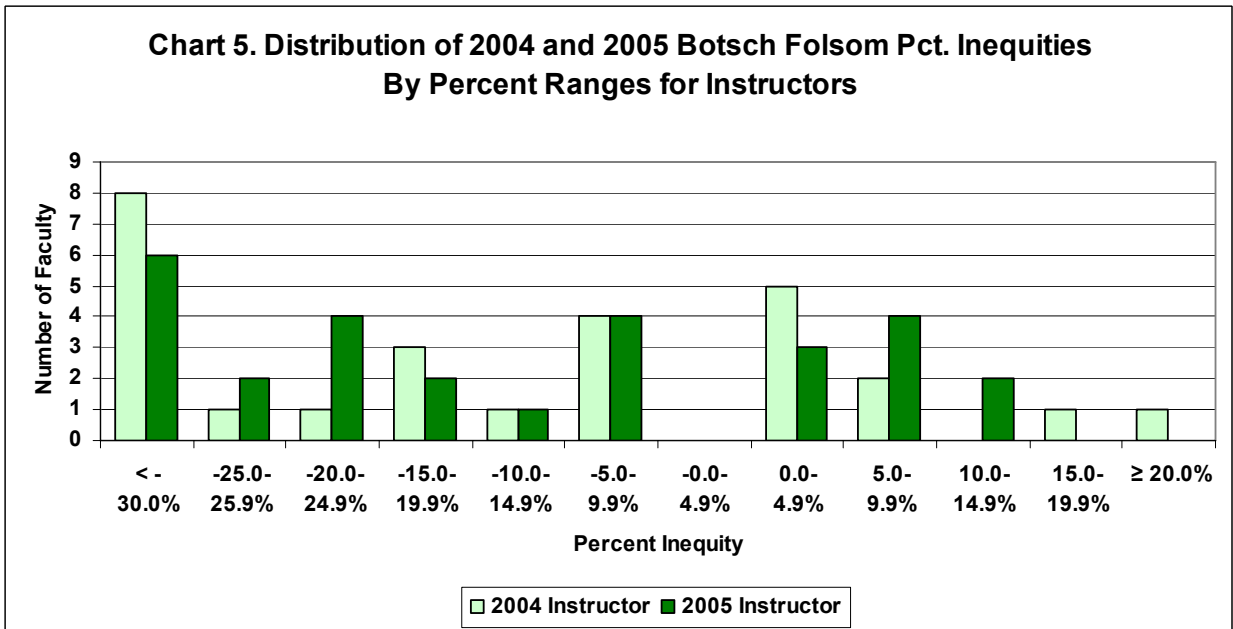


Paid more than expected

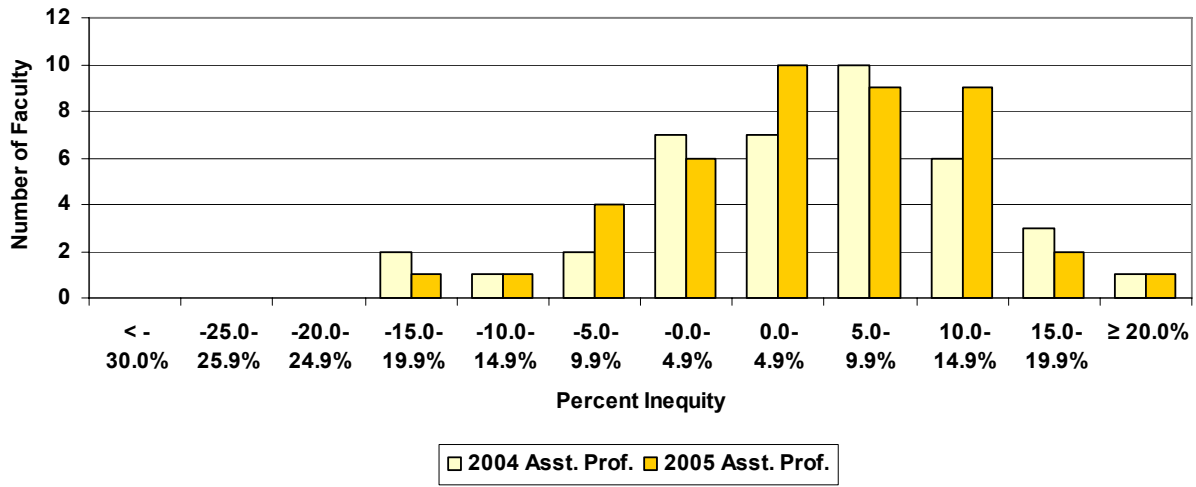


Paid less than expected

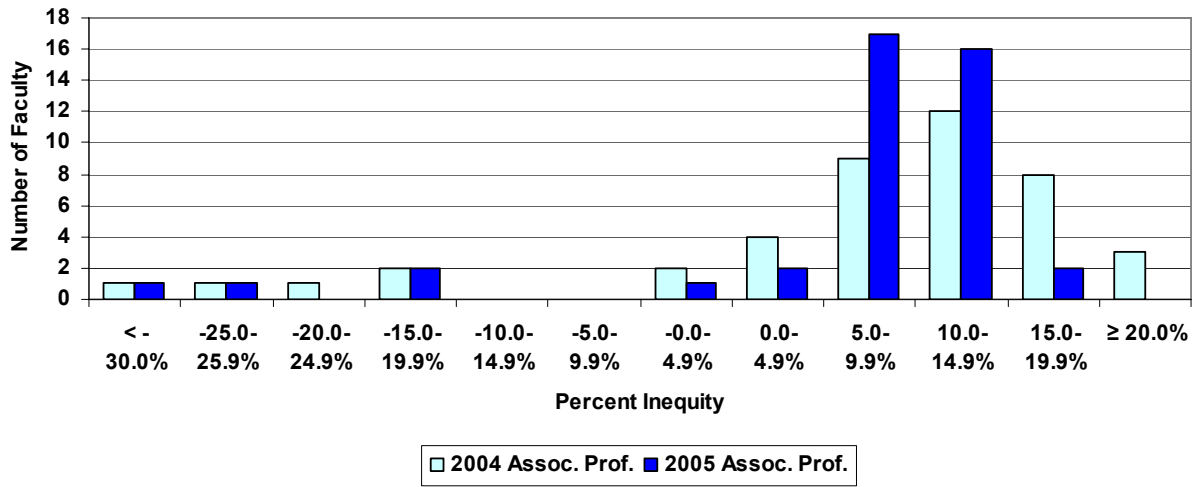
Visual examination of the distribution of inequity percentages by rank (see Chart 4) indicates that the inequities generated by the Botsch Folsom formula have clustered in the 5-15% inequity range. This grouping is likely a direct result of the how inequities were reduced in 2004 and 2005 by making adjustments to faculty members salaries with inequities over 10% to reduce them to the 10% threshold. Indeed, a significant proportion of these inequities are in the 10-12% range, which is indicative of recent reductions in inequity.



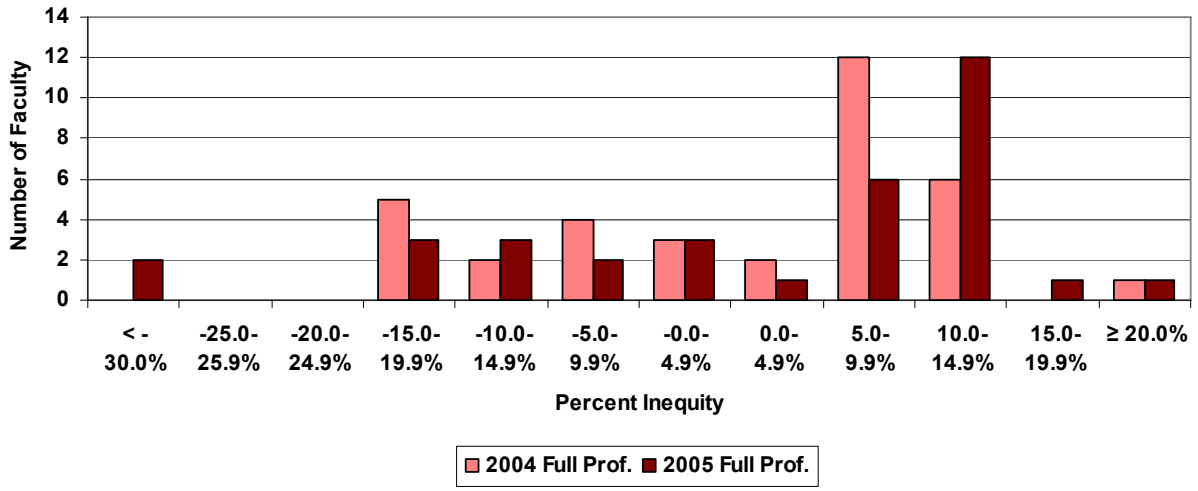
**Chart 6. Distribution of 2004 and 2005 Botsch Folsom Pct. Inequities  
By Percent Ranges for Assistant Professors**



**Chart 7. Distribution of 2004 and 2005 Botsch Folsom Pct. Inequities  
By Percent Ranges for Associate Professors**



**Chart 8. Distribution of 2004 and 2005 Botsch Folsom Pct. Inequities  
By Percent Ranges for Full Professors**



## Gender and Race/Ethnicity Inequity Comparisons

### **Salary Inequities Related to Gender**

Consistent with the 2004-05 faculty salary inequity study (Hosch, 2005), the present 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=147), 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.

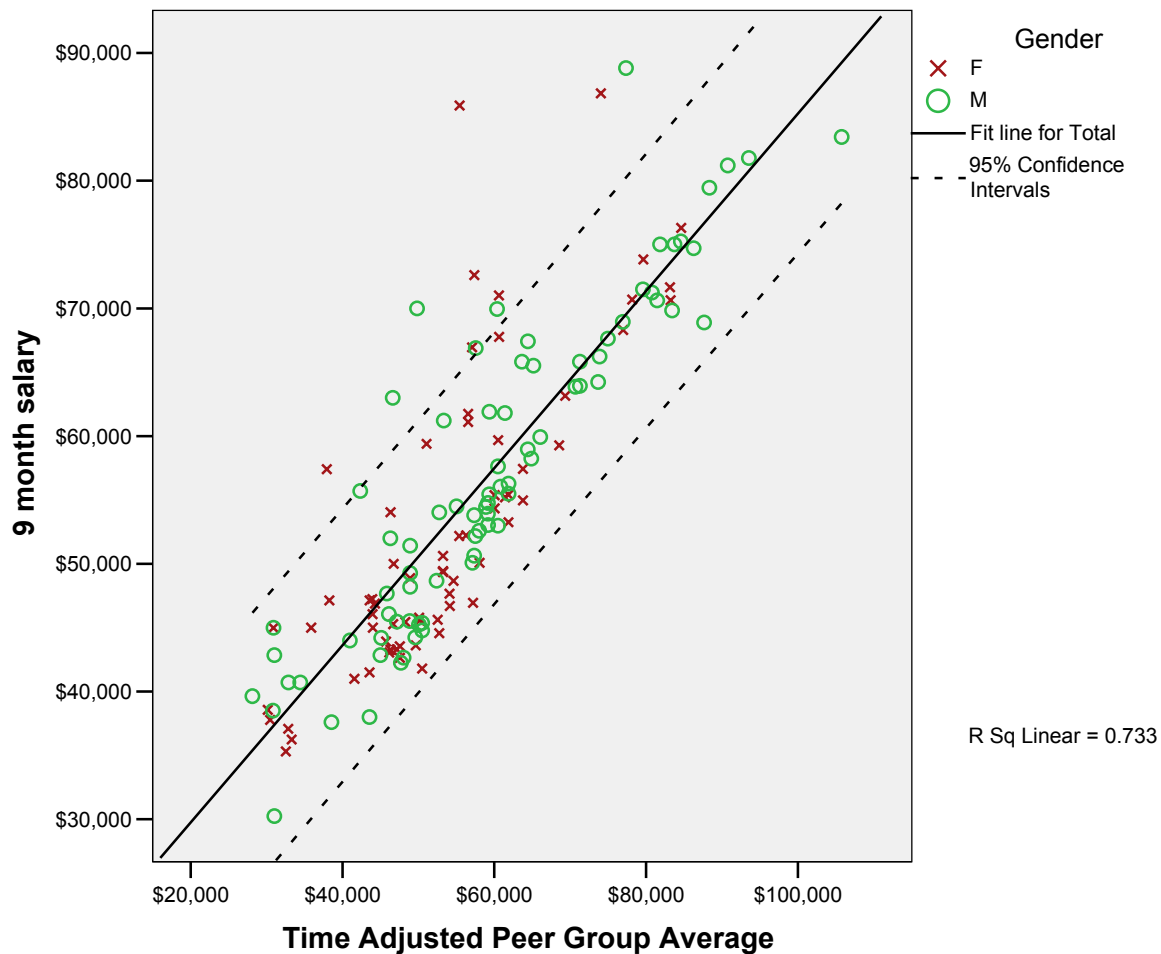
The mean Botsch Folsom inequity percentage for instructors exhibited the largest gender gap of 8.8% in favor of the men, with a -20.6% inequity for male instructors and a -11.8% inequity for female Instructors, indicating that while both genders were paid more than expected on average, the 10 male Instructors fared better under the formula than did the female Instructors. The next largest gap appeared at the rank of Associate Professor for which the gap was 4.1% in favor of the women, with a mean inequity percentage of 8.0% for male Associate Professors and a mean inequity percentage of 5.3% for female Associate Professors. Gaps between the mean inequity percentages of men and women at the Assistant and Full Professor ranks were 0.4% (in favor of the men) and 2.6% (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
<b>2004</b>	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
	<b>2004 Total</b>	<b>67</b>	<b>-0.4%</b>	<b>7.5</b>	<b>77</b>	<b>2.3%</b>	<b>9.1</b>	<b>144</b>	<b>1.0%</b>	<b>8.3</b>
<b>2005</b>	Instructor	18	-11.8%	9.6	10	-20.6%	5.3	28	-15.0%	8.0
	Asst. Prof.	22	4.5%	5.8	21	4.1%	4.6	43	4.3%	5.2
	Assoc. Prof.	18	3.9%	7.8	24	8.0%	11.3	42	6.2%	9.8
	Professor	10	-1.1%	10.3	24	1.5%	12.9	34	0.7%	12.1
	<b>2005 Total</b>	<b>68</b>	<b>-0.8%</b>	<b>8.0</b>	<b>79</b>	<b>1.4%</b>	<b>9.3</b>	<b>147</b>	<b>0.4%</b>	<b>8.7</b>

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 66% of the variation in inequity percentages for Full Professors and 50% 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 9) indicates that the gender with the longer time in rank appears to have the larger inequity percentage at every rank.

**Chart 9. Scatterplot of Nine Month Salary onto Time Adjusted Peer Group Average (TAPGA) By Gender**



As an additional test for gender equity, expected salaries (TAPGA) were regressed onto actual nine-month salaries, and gender was included in this model as a dummy variable. With a significance level of  $p=0.93$ , gender was not found to have a significant contribution to salary inequities in this model.

Further, a second model was constructed regressing rank-specific peer group averages, adjusted years in rank, and gender onto actual nine-month salaries. In this model, gender was also not found to have a significant effect, suggesting that salary inequities do not have a significant relationship to gender.

**Table 10. Beta Coefficients of Linear Regression Models Including Gender**

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.*
	$\beta$	Std. Error	$\beta$			
<b>Model 1: Dependent Var. = Actual Nine Month Salary, R-Square = 0.733</b>						
(Constant)	15847	2052			7.72	0.000
Time Adj. Peer Group Avg.	0.693	0.036	0.856		19.48	0.000
Gender	95.80	1087	0.004		0.09	0.930
<b>Model 2: Dependent Var. = Actual Nine Month Salary, R-Square = 0.804</b>						
(Constant)	9798	1935			5.06	0.000
CUPA Avg. for Rank & Disc.	0.757	0.035	0.819		21.38	0.000
Adjusted Years in Rank	530.4	83.51	0.238		6.35	0.000
Gender	-337.6	927.6	-0.014		-0.36	0.716

\* Variables are considered to make statistically significant contributions to the model when Sig. is less than 0.05.

**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 faculty members from racial or ethnic minorities. Indeed, out of 147 faculty members included in the study, only 24 (16.3%, up from 15.3% in 2004) have indicated their ethnicity is other than white. Of these, eleven are African American or Black, ten are Asian, and three are Hispanic. Non-resident aliens of European or Caucasian descent were coded as white for the purposes of this study.

**Table 11. 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
<b>2004</b>	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
	<b>2004 Total</b>	<b>122</b>	<b>2.0%</b>	<b>9</b>	<b>22</b>	<b>-6.0%</b>	<b>7</b>	<b>144</b>	<b>1.0%</b>	<b>8.0</b>
<b>2005</b>	Instructor	23	-13.2%	8.0	5	-23.4%	8.0	28	-15.0%	8.0
	Asst. Prof.	32	5.0%	4.4	11	2.3%	7.6	43	4.3%	5.2
	Assoc Prof.	36	6.5%	9.6	6	4.5%	10.3	42	6.2%	9.7
	Professor*	32	~2.0%	12.8	2	< -25%	--	34	0.7%	12.1
	<b>2005 Total</b>	<b>123</b>	<b>1.4%</b>	<b>8.8</b>	<b>24</b>	<b>-5.0%</b>	<b>7.9</b>	<b>147</b>	<b>0.4%</b>	<b>8.6</b>

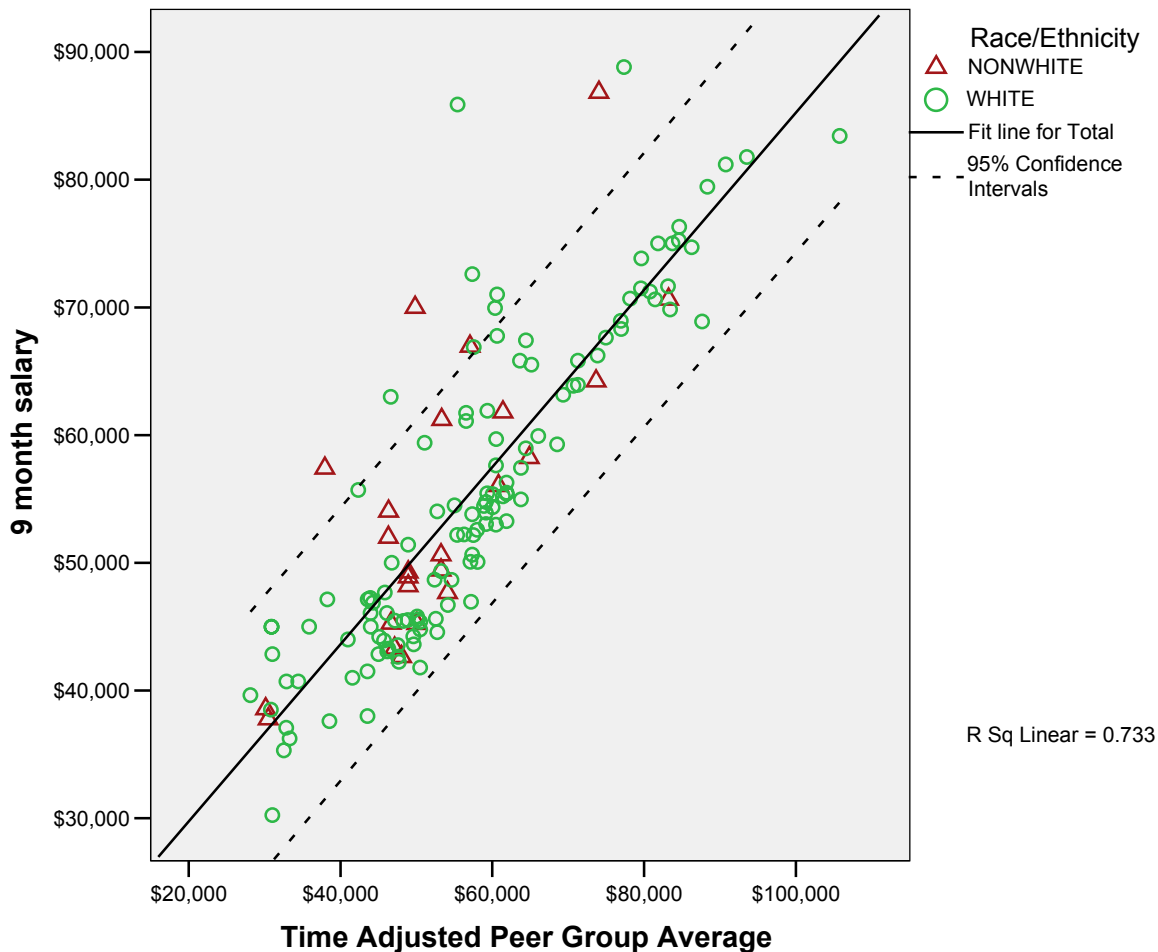
\* Data confuted to protect personally identifiable information



For nonwhite Instructors, the mean inequity percentage was -23.4% while it was -13.2% for their white counterparts. For nonwhite Assistant Professors, the mean inequity percentage was 2.3% while it was 5.0% for their white counterparts. For nonwhite Associate Professors, the mean inequity percentage was 4.5% while it was 6.5% for their white counterparts. For the two nonwhite Full Professors on the faculty, the inequity percentage was less than -25%, while the inequity percentage for white Professors was about 2%. These data indicate that nonwhite faculty at all ranks on average are paid more than their expected salaries generated by the Botsch Folsom formula

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.

**Chart 10. Scatterplot of Nine Month Salary onto Time Adjusted Peer Group Average (TAPGA) By Race (White/Nonwhite)**



Linear regression models similar to those used to test for salary inequities related to gender were constructed to measure the contribution of race/ethnicity to salary inequities. Actual nine-month

salaries were regressed onto expected salaries (TAPGA) as calculated for each faculty member using the Botsch Folsom formula, and race (White/Nonwhite) was included in this model as a dummy variable. In this regression model, race did not rise to the level of statistical significance ( $p=0.114$ ). However, race was observed to make statistically significant contributions to nine month salaries in the second model, which regressed rank-specific peer group averages, adjusted years in rank, and race/ethnicity onto actual nine-month salaries. In this model, race was seen to have a statistically significant effect, with model indicating that nonwhite faculty members make about \$2,400 more than their white counterparts after controlling for years in rank and discipline-specific peer group averages.

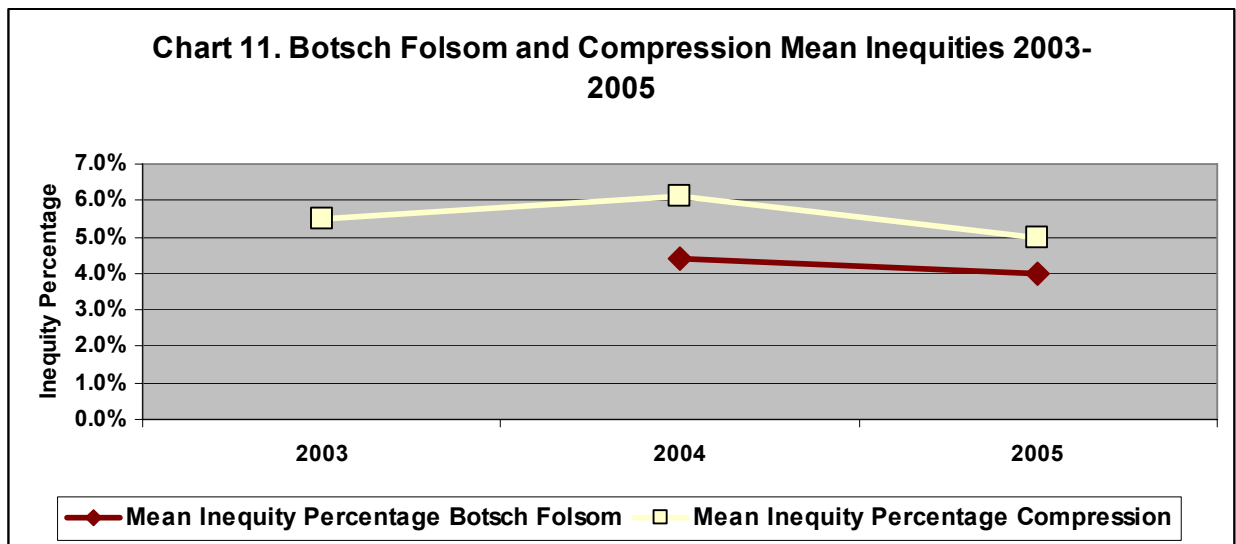
**Table 12. Beta Coefficients of Linear Regression Models Including Race/Ethnicity**

	Unstandardized Coefficients		Standardized Coefficients		Sig.*
	$\beta$	Std. Error	$\beta$	t	
<b>Model 1: Dependent Var. = Actual Nine Month Salary, R-Square = 0.733</b>					
(Constant)	17429.71	2253		7.74	0.000
Time Adj. Peer Group Avg.	0.700	0.035	0.864	20.13	0.000
Race/Ethnicity	-2279.48	1432	-0.068	-1.59	0.114
<b>Model 2: Dependent Var. = Actual Nine Month Salary, R-Square = 0.804</b>					
(Constant)	11500	2092		5.50	0.000
CUPA Avg. for Rank & Disc.	0.757	0.034	0.820	22.11	0.000
Adjusted Years in Rank	553.6	83.21	0.249	6.65	0.000
Race/Ethnicity	-2463.2	1222.2	-0.074	-2.02	0.046

\* Variables are considered to make statistically significant contributions to the model when Sig. is less than 0.05.

## Compression Adjustment Salary Comparisons

The mean compression adjustment inequity percentage for all Assistant Professors, Associate Professors, and Full Professors in 2005-06 was 5.0%, down from 6.1% in 2004-05 (Instructors are not included in the compression adjustment calculations). This level of compression inequity represents the lowest observed mean compression inequity percentage observed since the compression adjustment formula was developed and applied to 2003 faculty salaries (see Chart 11). The mean compression adjustment inequity percentage of 5.0% is 1.0% more than the 4.0% Botsch Folsom mean inequity percentage for the same group, which excludes instructors. While use of this formula is still in the early stages of application, the narrowing gap in mean inequities generated by the compression adjustment formula and those generated by the Botsch Folsom formula may reflect initial attempts to address compression-related inequities observed in the 2004 faculty salary study.



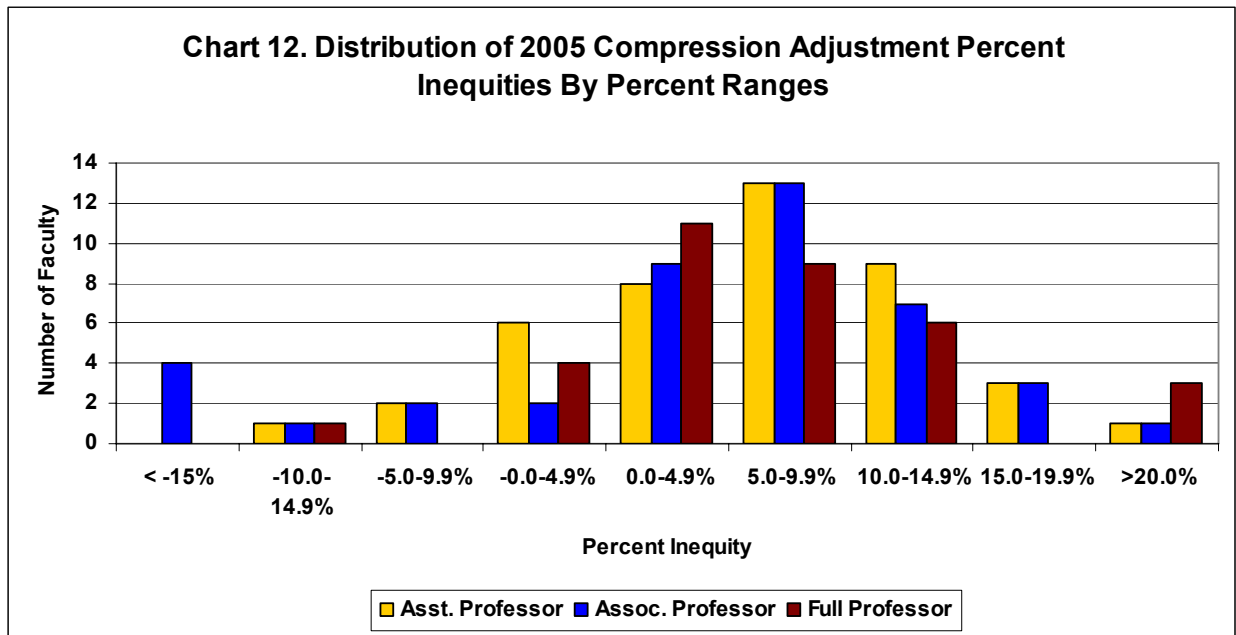
Most of the decline in mean compression inequities was observed at the Associate Professor rank. In 2005, the mean compression adjustment inequity percentage for Assistant Professors was 6.4%, down 0.3% from 2004; for Associate Professors, it was 2.6%, down from 5.1% in 2004; and for Full Professors, it was 6.8%, down from 7.1% in 2004. Patterns of compression were unsurprisingly observed to correspond to faculty discipline rather than to rank.

The 2005 salaries of five faculty members generated compression adjustment inequity percentages over 20%, compared to eleven over 20% in 2004. The 2005 salaries of another 28 faculty members produced compression adjustment inequity percentages between 10% and 20%, compared to 29 in 2004. Faculty members with the largest compression-related inequities were again largely restricted to just a few disciplines; of these 33 faculty with compression inequities over 10%, ten were in the School of Business, and nine were in the College of Sciences. The Botsch Folsom formula identified inequity percentages over 10% for twelve out of the top fifteen highest 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 salaries in the

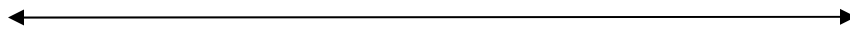
moderate compression group between 10% and 20% inequity, there was significantly more disciplinary variation.

**Table 13. Number of Faculty by Compression Adjustment Inequity Percentage Ranges 2004 and 2005**

Inequity Percentage	Number of Faculty							
	Asst Prof.		Assoc. Prof.		Full Prof.		Grand Total	
	2004	2005	2004	2005	2004	2005	2004	2005
< -30.0%			1	1			1	
-25.0-25.9%			1	1			1	
-20.0-24.9%			2	1			2	
-15.0-19.9%			1	1			1	4
-10.0-14.9%	1	1		1	1	1	2	3
-5.0-9.9%	3	2	2	2			5	4
-0.0-4.9%	4	6	3	2	5	4	12	12
0.0-4.9%	7	8	9	9	11	11	27	28
5.0-9.9%	10	13	6	13	9	9	25	35
10.0-14.9%	10	9	5	7	5	6	20	22
15.0-19.9%	2	3	7	3	1		10	6
20.0-24.9%	1	1	4	1	1	1	6	5
25.0-29.9%	1		2		1	1	4	
>30.0%					1	1	1	
<b>Grand Total</b>	<b>39</b>	<b>43</b>	<b>43</b>	<b>42</b>	<b>35</b>	<b>34</b>	<b>117</b>	<b>119</b>



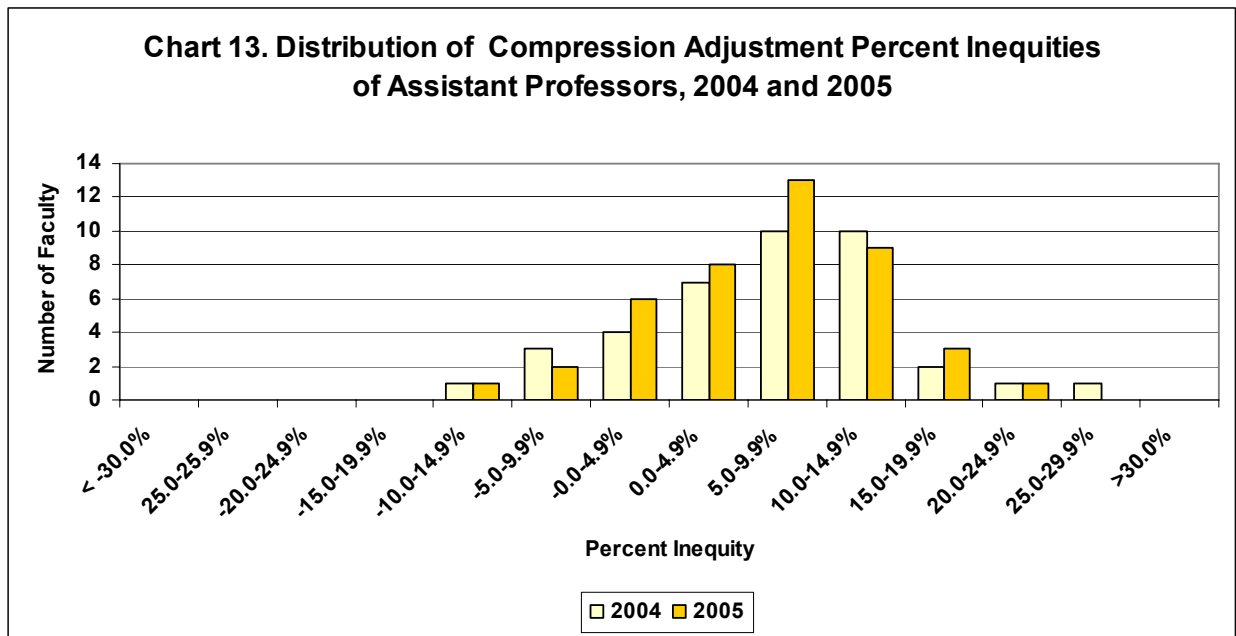
Paid more than expected



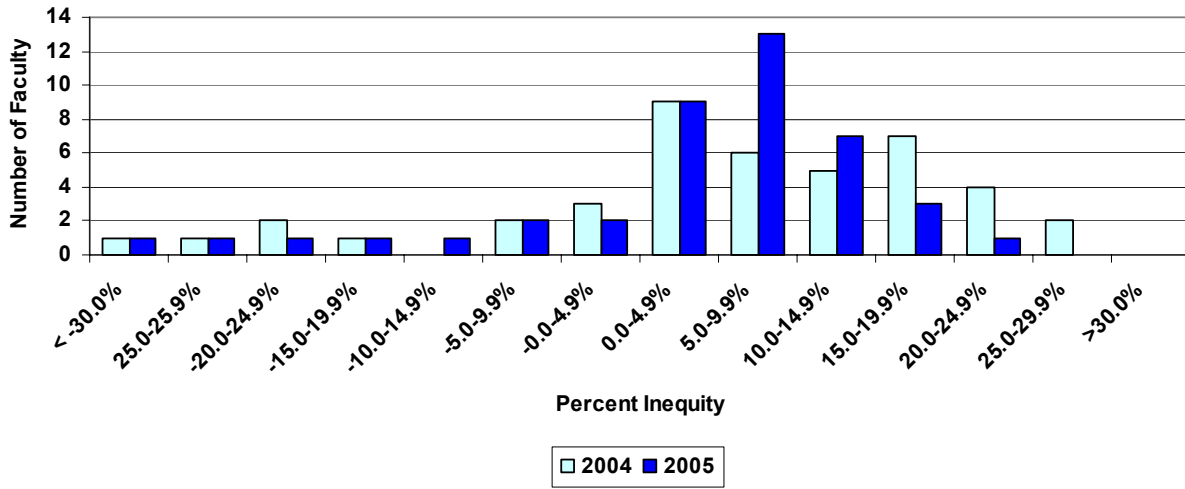
Paid less than expected

As was observed in 2004, 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 that 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.

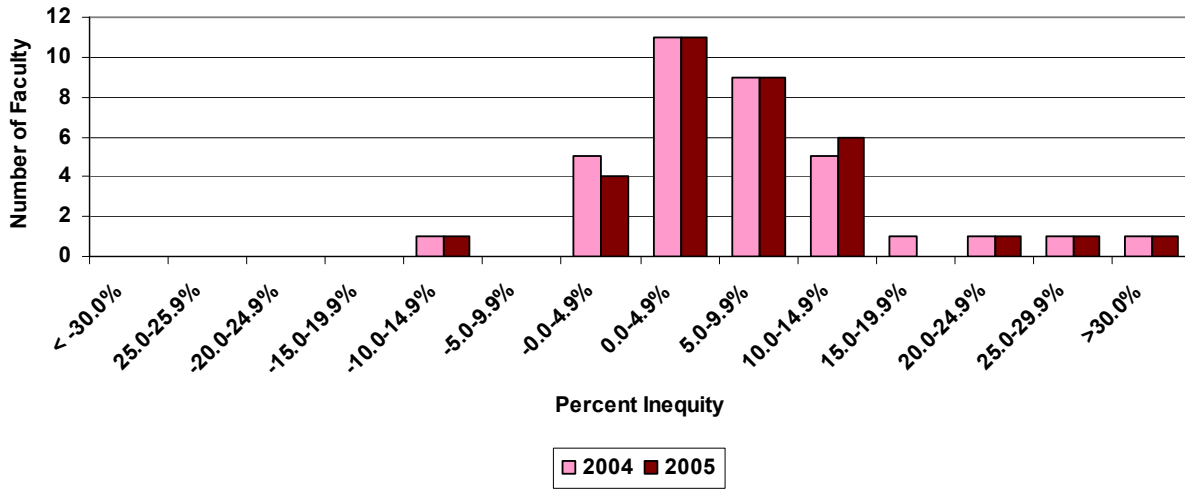
It is significant to observe that application of the compression adjustment formula would necessarily shift funds available to address salary inequities toward compressed disciplines and leave less money for adjustments in disciplines that have not experienced significant salary compression. A sustained 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.



**Chart 14. Distribution of Compression Adjustment Percent Inequities of Associate Professors, 2004 and 2005**



**Chart 15. Distribution of Compression Adjustment Percent Inequities of Full Professors, 2004 and 2005**



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## Appendix A: Legislated Percent Increases 1987-2005

**Table A1. Legislated Percent Increases for South Carolina State Employees 1987-2005 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
2005	4.00	2.00	2.74



## 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	Rank	Hire/ Promotion Date	Actual 9-Month Salary	CUPA Average for Rank	Botsch Folsom Percent Inequity	Compression Adjustment Percent Inequity
184	INSTRUCTOR	1998			-51.3%	--
142	INSTRUCTOR	2003			-45.6%	--
238	INSTRUCTOR	2003			-45.6%	--
138	INSTRUCTOR	2003			-40.9%	--
213	INSTRUCTOR	2003			-38.1%	--
162	INSTRUCTOR	2001			-31.5%	--
169	INSTRUCTOR	2002			-27.9%	--
309	INSTRUCTOR	2005			-25.4%	--
305	INSTRUCTOR	2005			-24.8%	--
236	INSTRUCTOR	2003			-23.9%	--
122	INSTRUCTOR	2003			-23.8%	--
160	INSTRUCTOR	2003			-23.1%	--
163	INSTRUCTOR	2002			-18.2%	--
179	INSTRUCTOR	1991			-16.6%	--
215	INSTRUCTOR	2003			-12.8%	--
167	INSTRUCTOR	2001			-8.8%	--
203	INSTRUCTOR	2000			-8.5%	--
180	INSTRUCTOR	1993			-7.5%	--
217	INSTRUCTOR	1998			-5.9%	--
123	INSTRUCTOR	1995			2.5%	--
113	INSTRUCTOR	2003			2.6%	--
161	INSTRUCTOR	1996			3.0%	--
157	INSTRUCTOR	1991			5.8%	--
212	INSTRUCTOR	1992			5.9%	--
139	INSTRUCTOR	1988			7.2%	--
186	INSTRUCTOR	1987			8.6%	--
199	INSTRUCTOR	1989			11.5%	--
124	INSTRUCTOR	1982			13.8%	--
	<b>Median</b>	<b>2001</b>	<b>\$44,990</b>	<b>\$37,938</b>	<b>-14.7%</b>	--
	<b>Mean</b>	<b>1998</b>	<b>\$43,873</b>	<b>\$39,089</b>	<b>-15.0%</b>	--

**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	Rank	Hire Date	Actual 9-Month Salary	CUPA Average for Rank	Botsch Folsom Percent Inequity	Compression Adjustment Percent Inequity
114	ASST PROF	2004			-17.3%	-13.7%
243	ASST PROF	2004			-12.3%	-7.7%
206	ASST PROF	2003			-8.1%	-5.2%
302	ASST PROF	2005			-7.3%	-0.9%
308	ASST PROF	2005			-6.9%	-1.3%
221	ASST PROF	2002			-5.1%	-3.7%
152	ASST PROF	2003			-4.8%	-2.0%
197	ASST PROF	2003			-4.0%	-1.2%
107	ASST PROF	1992			-2.4%	-3.3%
303	ASST PROF	2005			-2.3%	3.4%
244	ASST PROF	2002			-0.7%	0.6%
136	ASST PROF	2004			-0.6%	2.7%
120	ASST PROF	2002			0.1%	1.4%
208	ASST PROF	2003			0.1%	2.8%
307	ASST PROF	2005			1.4%	7.2%
174	ASST PROF	2002			1.5%	2.8%
158	ASST PROF	2004			2.0%	6.1%
234	ASST PROF	2000			3.6%	1.9%
109	ASST PROF	2003			4.0%	6.6%
306	ASST PROF	2005			4.7%	10.1%
141	ASST PROF	2002			4.8%	5.9%
188	ASST PROF	1982			4.9%	4.2%
126	ASST PROF	2001			6.6%	6.2%
231	ASST PROF	2003			6.7%	9.2%
233	ASST PROF	2003			6.8%	9.3%
129	ASST PROF	1984			7.2%	6.4%
127	ASST PROF	1985			7.3%	6.6%
225	ASST PROF	2002			8.1%	9.3%
185	ASST PROF	2004			8.4%	12.1%
103	ASST PROF	2002			9.2%	10.5%
153	ASST PROF	2000			9.6%	8.4%
181	ASST PROF	1997			10.1%	9.0%
173	ASST PROF	2004			10.3%	13.9%
210	ASST PROF	2001			10.8%	10.9%
240	ASST PROF	1999			11.2%	9.8%
235	ASST PROF	2000			11.3%	10.2%
195	ASST PROF	2000			12.2%	10.9%
310	ASST PROF	2005			12.8%	17.7%
135	ASST PROF	2001			12.8%	14.4%
200	ASST PROF	2002			13.5%	15.4%
156	ASST PROF	2000			15.5%	14.8%
222	ASST PROF	2000			17.2%	16.2%
132	ASST PROF	2000			21.4%	23.1%
<b>Median</b>	<b>2002</b>		<b>\$45,465</b>	<b>\$46,599</b>	<b>4.9%</b>	<b>6.6%</b>
<b>Mean</b>	<b>2001</b>		<b>\$48,372</b>	<b>\$49,687</b>	<b>4.3%</b>	<b>6.1%</b>

**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	Rank	Promotion Date	Actual 9-Month Salary	CUPA Average for Rank	Botsch Folsom Percent Inequity	Compression Adjustment Percent Inequity
209	ASSOC PROF	2002			-54.9%	-64.8%
154	ASSOC PROF	2004			-26.5%	-26.6%
178	ASSOC PROF	2003			-17.3%	-16.4%
149	ASSOC PROF	1991			-16.2%	-24.0%
108	ASSOC PROF	1987			-0.6%	-8.6%
117	ASSOC PROF	1995			1.4%	-3.5%
110	ASSOC PROF	1990			4.7%	-6.4%
216	ASSOC PROF	1989			6.2%	-0.6%
105	ASSOC PROF	2003			7.1%	6.4%
171	ASSOC PROF	1983			7.4%	4.2%
211	ASSOC PROF	2001			7.6%	4.3%
168	ASSOC PROF	1992			7.8%	1.5%
112	ASSOC PROF	1992			7.9%	4.1%
115	ASSOC PROF	2002			8.3%	16.6%
232	ASSOC PROF	1992			8.5%	3.9%
121	ASSOC PROF	1995			8.9%	5.7%
104	ASSOC PROF	2000			9.0%	6.1%
202	ASSOC PROF	1993			9.3%	1.7%
196	ASSOC PROF	1998			9.4%	6.3%
230	ASSOC PROF	1995			9.5%	3.4%
175	ASSOC PROF	2001			9.6%	12.1%
143	ASSOC PROF	2003			9.7%	5.2%
172	ASSOC PROF	2003			9.8%	13.6%
189	ASSOC PROF	1995			9.9%	5.1%
193	ASSOC PROF	1992			10.1%	3.0%
227	ASSOC PROF	2004			10.2%	-13.5%
148	ASSOC PROF	1987			10.3%	7.4%
118	ASSOC PROF	1999			10.4%	6.4%
159	ASSOC PROF	1998			10.5%	7.6%
128	ASSOC PROF	2003			10.9%	10.5%
102	ASSOC PROF	1977			11.7%	5.3%
242	ASSOC PROF	2003			11.9%	14.0%
223	ASSOC PROF	2000			12.3%	6.6%
137	ASSOC PROF	1993			12.4%	2.2%
155	ASSOC PROF	2003			13.2%	11.1%
241	ASSOC PROF	2003			13.3%	20.2%
146	ASSOC PROF	1987			13.4%	19.0%
119	ASSOC PROF	2001			13.8%	10.3%
140	ASSOC PROF	2000			13.8%	9.2%
170	ASSOC PROF	1997			13.9%	11.1%
177	ASSOC PROF	1985			15.1%	19.0%
151	ASSOC PROF	2004			17.9%	8.5%
<b>Median</b>		<b>1998</b>	<b>\$55,388</b>	<b>\$55,710</b>	<b>9.6%</b>	<b>5.5%</b>
<b>Mean</b>		<b>1996</b>	<b>\$58,375</b>	<b>\$59,220</b>	<b>6.2%</b>	<b>2.6%</b>

**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.

<b>ID</b>	<b>Rank</b>	<b>Promotion Date</b>	<b>Actual 9-Month Salary</b>	<b>CUPA Average for Rank</b>	<b>Botsch Folsom Percent Inequity</b>	<b>Compression Adjustment Percent Inequity</b>
304	PROFESSOR	2005			-40.5%	-11.4%
301	PROFESSOR	2005			-35.1%	-4.1%
125	PROFESSOR	1998			-17.1%	-0.2%
220	PROFESSOR	2003			-16.3%	0.4%
106	PROFESSOR	1999			-15.9%	-4.9%
239	PROFESSOR	2003			-14.8%	13.1%
229	PROFESSOR	2003			-14.8%	2.1%
198	PROFESSOR	1998			-11.8%	-2.1%
183	PROFESSOR	2003			-9.2%	7.7%
190	PROFESSOR	2003			-8.0%	8.7%
147	PROFESSOR	1996			-4.6%	7.4%
111	PROFESSOR	1996			-4.3%	4.1%
204	PROFESSOR	1997			-3.4%	3.1%
228	PROFESSOR	2003			1.0%	13.4%
101	PROFESSOR	2000			6.6%	21.5%
144	PROFESSOR	1988			7.3%	2.9%
165	PROFESSOR	1991			7.7%	5.4%
237	PROFESSOR	1994			8.9%	10.7%
218	PROFESSOR	1996			9.3%	13.7%
145	PROFESSOR	1993			9.8%	26.9%
224	PROFESSOR	1984			10.1%	1.9%
166	PROFESSOR	1988			10.2%	2.2%
219	PROFESSOR	1991			10.3%	8.1%
192	PROFESSOR	1991			10.3%	5.6%
226	PROFESSOR	1990			10.4%	7.7%
150	PROFESSOR	1987			10.4%	3.5%
164	PROFESSOR	1983			10.5%	2.0%
176	PROFESSOR	1984			11.0%	1.6%
214	PROFESSOR	1988			11.3%	5.7%
131	PROFESSOR	1986			11.8%	4.3%
194	PROFESSOR	1982			12.6%	9.4%
187	PROFESSOR	1989			13.8%	11.4%
116	PROFESSOR	1986			16.3%	10.6%
191	PROFESSOR	1989			21.1%	39.2%
	<b>Median</b>	<b>1994</b>	<b>\$68,628</b>	<b>\$69,344</b>	<b>8.3%</b>	<b>5.5%</b>
	<b>Mean</b>	<b>1994</b>	<b>\$68,998</b>	<b>\$70,909</b>	<b>0.7%</b>	<b>6.8%</b>

**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	Rank	Promotion Date	Actual Salary (12-Month)	ALA Average	Botsch Folsom Percent Inequity	Compression Adjustment Percent Inequity
401					-18.2%	--
402					-17.2%	--
406					-14.4%	--
403					-11.7%	--
405					-8.5%	--
404					-5.1%	--
	<b>Median</b>	<b>1998</b>	<b>\$48,993</b>	<b>\$41,403</b>	<b>-13.0%</b>	<b>--</b>
	<b>Mean</b>	<b>1996</b>	<b>\$52,102</b>	<b>\$44,900</b>	<b>-12.5%</b>	<b>--</b>

**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.

ID	New Rank	New Rank Percent Inequity	Old Rank	Old Rank Percent Inequity
PR1		-22.8%		9.9%
PT6		-21.3%		-15.9%
PR5		-11.7%		8.3%
PT4		-4.2%		-0.6%
PR4		-2.2%		3.6%
PR3		-1.4%		2.5%
PR2		2.6%		11.3%
PT1		6.5%		10.4%
PT9		6.7%		10.4%
PT7		6.9%		10.5%
PT2		7.1%		11.0%
PT5		9.0%		12.6%
PT8		10.8%		13.4%
PT3		12.5%		15.1%

Note: IDs are changed on this table to protect personally identifiable information

## Appendix C: CUPA-HR National Faculty Salary Survey: Multi-Discipline Report

Focus Institution: University of South Carolina - Aiken

Comparison Group: 0405 University of South Carolina Aiken

Year: 2005-06, See pp. 5-6 above for comparison group institutions

Statistics: Weighted

N - Number of Incumbents. However, statistics will not display when the Number of Institutions is less than 4.

<b>Code/Title</b>	<b>N</b>	<b>Average</b>	<b>Median</b>	<b>Minimum</b>	<b>Maximum</b>
<b>[09.] COMMUNICATION, JOURNALISM AND RELATED PROGRAMS</b>					
<b>09.01 Communication &amp; Media Studies</b>					
Professor	63	67,523	65,054	48,290	103,063
Associate Professor	78	55,240	53,662	43,668	79,310
Assistant Professor	131	45,848	46,064	36,594	53,922
New Assistant Professor	20	44,181	44,000	38,000	48,000
Instructor	83	38,858	38,616	28,000	49,000
<b>[11.] COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES</b>					
<b>11.01 General</b>					
Professor	54	87,731	85,459	53,716	116,428
Associate Professor	60	78,430	80,419	53,864	97,912
Assistant Professor	92	71,084	72,928	44,002	82,142
New Assistant Professor	17	72,797	73,000	50,000	86,000
Instructor	42	48,696	45,195	35,723	75,000
<b>[13.] EDUCATION</b>					
<b>13.01 General</b>					
Professor	112	68,229	66,120	47,294	88,676
Associate Professor	108	57,078	56,589	42,000	73,219
Assistant Professor	195	48,859	48,871	36,480	57,088
New Assistant Professor	40	46,975	46,057	40,800	55,500
Instructor	60	37,938	35,859	31,816	49,801
<b>13.03 Curriculum &amp; Instruction</b>					
Professor	30	70,597	73,580	56,505	75,660
Associate Professor	38	53,830	53,410	48,148	60,872
Assistant Professor	55	47,027	45,796	39,022	52,568
New Assistant Professor	7	47,457	47,000	42,200	50,000
Instructor	21	41,271	39,714	37,021	47,091
<b>13.04 Ed Administration &amp; Supervision</b>					
Professor	63	71,919	70,424	60,368	91,420
Associate Professor	46	57,291	57,731	47,260	79,444
Assistant Professor	70	50,906	50,388	38,900	58,092
New Assistant Professor	9	54,822	53,250	50,633	65,000

<b>Code/Title</b>	<b>N</b>	<b>Average</b>	<b>Median</b>	<b>Minimum</b>	<b>Maximum</b>
Instructor	3				
<b>13.10 Special Ed &amp; Teaching</b>					
Professor	62	70,027	73,272	57,948	86,672
Associate Professor	55	55,671	57,159	44,971	67,825
Assistant Professor	73	48,881	49,854	41,735	59,187
New Assistant Professor	10	48,362	48,240	45,136	51,000
Instructor	17	43,185	42,499	36,770	49,546
<b>13.12 Teacher Ed &amp; Prof Dev, Levels &amp; Methods</b>					
Professor	108	67,510	65,590	53,188	99,428
Associate Professor	137	55,560	54,182	46,596	64,667
Assistant Professor	196	46,262	45,988	41,240	65,000
New Assistant Professor	39	46,764	46,500	37,301	65,000
Instructor	45	37,527	36,146	30,000	44,000
<b>13.13 Teacher Ed &amp; Prof Dev, Subjects</b>					
Professor	55	64,992	65,892	52,287	79,169
Associate Professor	92	54,858	54,597	44,879	82,913
Assistant Professor	138	48,950	47,939	39,099	56,461
New Assistant Professor	20	47,679	48,500	40,000	51,833
Instructor	35	42,283	40,158	31,362	51,087
<b>[14.] ENGINEERING</b>					
<b>14.01 General</b>					
Professor	15				
Associate Professor	16	70,693	71,733	63,338	78,333
Assistant Professor	10				
New Assistant Professor					
Instructor	3				
<b>[16.] FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS</b>					
<b>16.01 Linguistic, Comp &amp; Rel Studies &amp; Svcs</b>					
Professor	48	66,487	64,792	47,243	80,965
Associate Professor	65	55,687	55,839	47,256	65,222
Assistant Professor	68	44,154	43,899	35,700	52,316
New Assistant Professor	9	42,278	43,000	36,000	50,000
Instructor	32	36,482	35,781	30,000	41,995
<b>16.09 Romance</b>					
Professor	36	65,019	62,556	56,710	103,328
Associate Professor	53	50,402	51,078	41,000	66,481
Assistant Professor	74	42,963	43,665	34,133	48,718
New Assistant Professor	12	43,225	45,000	34,700	46,246
Instructor	35	35,172	34,761	29,700	43,650
<b>[23.] ENGLISH LANGUAGE AND LITERATURE/LETTERS</b>					
<b>23.01 General</b>					
Professor	331	65,581	65,099	50,522	90,490
Associate Professor	301	52,554	52,613	42,420	65,180
Assistant Professor	377	43,589	43,835	34,155	51,941

<b>Code/Title</b>	<b>N</b>	<b>Average</b>	<b>Median</b>	<b>Minimum</b>	<b>Maximum</b>
New Assistant Professor	58	43,790	43,836	30,000	52,000
Instructor	287	34,949	34,449	27,446	54,000
<b>[26.] BIOLOGICAL AND BIOMEDICAL SCIENCES</b>					
<b>26.01 General</b>					
Professor	255	69,867	68,450	49,380	115,693
Associate Professor	215	54,378	53,619	43,326	72,669
Assistant Professor	274	46,599	46,403	37,350	55,293
New Assistant Professor	54	46,443	46,786	35,378	53,000
Instructor	89	35,879	35,191	25,000	49,440
<b>[27.] MATHEMATICS AND STATISTICS</b>					
<b>27.01 Mathematics</b>					
Professor	234	70,737	68,547	54,216	85,823
Associate Professor	222	56,024	55,638	41,850	71,701
Assistant Professor	291	47,616	48,034	36,008	57,267
New Assistant Professor	38	49,105	50,084	36,950	71,500
Instructor	219	36,908	36,726	29,370	51,993
<b>31.05 Health &amp; Physical Education/Fitness</b>					
Professor	62	66,123	68,112	53,770	85,765
Associate Professor	69	55,710	54,941	46,251	71,937
Assistant Professor	100	47,003	46,534	37,670	92,710
New Assistant Professor	19	46,704	46,000	42,000	58,100
Instructor	61	39,245	38,305	30,000	60,201
<b>[38.] PHILOSOPHY AND RELIGIOUS STUDIES</b>					
<b>38.01 Philosophy</b>					
Professor	40	69,898	66,604	50,949	95,748
Associate Professor	42	53,830	51,869	43,440	85,887
Assistant Professor	36	43,654	43,573	35,647	50,923
New Assistant Professor	11	44,706	44,833	35,000	50,923
Instructor	12	34,970	35,010	32,000	38,155
<b>40.05 Chemistry</b>					
Professor	141	72,125	68,976	49,024	100,498
Associate Professor	120	56,612	56,731	43,252	69,469
Assistant Professor	177	46,414	45,358	39,000	65,848
New Assistant Professor	40	45,499	46,375	37,103	53,586
Instructor	33	37,031	35,533	31,010	46,092
<b>40.06 Geological &amp; Earth Sci/Geosciences</b>					
Professor	66	70,739	71,323	55,579	82,149
Associate Professor	44	57,227	56,077	47,053	64,374
Assistant Professor	53	50,042	50,529	42,630	55,435
New Assistant Professor	9	48,889	50,000	43,000	50,500
Instructor	12	41,084	40,619	31,322	45,804
<b>40.08 Physics</b>					
Professor	93	75,112	74,123	52,207	102,383
Associate Professor	68	59,616	58,062	46,055	86,000



<b>Code/Title</b>	<b>N</b>	<b>Average</b>	<b>Median</b>	<b>Minimum</b>	<b>Maximum</b>
Assistant Professor	93	50,012	49,817	37,203	65,190
New Assistant Professor	16	48,682	50,000	38,000	65,000
Instructor	20	38,891	37,785	27,945	48,392
<b>[42.] PSYCHOLOGY</b>					
<b>42.01 General</b>					
Professor	229	69,344	67,972	51,671	92,938
Associate Professor	190	54,635	55,335	42,012	64,723
Assistant Professor	208	46,168	46,334	36,983	55,559
New Assistant Professor	40	45,831	46,000	35,473	54,000
Instructor	20	37,624	37,147	33,000	50,000
<b>[45.] SOCIAL SCIENCES</b>					
<b>45.01 General</b>					
Professor	14	70,525	71,489	62,716	85,766
Associate Professor	17	51,136	51,288	49,225	59,637
Assistant Professor	18	48,568	48,807	39,000	56,113
New Assistant Professor	8	45,815	47,470	34,000	51,750
Instructor	1				
<b>45.02 Anthropology</b>					
Professor	25	69,660	69,179	60,572	83,683
Associate Professor	18	54,386	53,895	47,050	61,412
Assistant Professor	20	46,202	45,369	42,000	58,666
New Assistant Professor	5	43,822	44,103	42,000	45,000
Instructor	1				
<b>45.06 Economics</b>					
Professor	49	79,919	76,569	69,877	94,922
Associate Professor	30	69,075	69,628	56,577	84,099
Assistant Professor	35	62,276	62,831	47,992	71,937
New Assistant Professor	7	63,985	60,000	51,398	78,000
Instructor	7	39,783	40,460	35,500	47,224
<b>45.07 Geography &amp; Cartography</b>					
Professor	23	65,388	65,033	56,037	90,745
Associate Professor	33	54,101	55,940	44,322	73,480
Assistant Professor	34	47,082	48,706	36,689	56,500
New Assistant Professor	4	46,967	47,362	44,000	49,146
Instructor	8				
<b>45.10 Political Science &amp; Government</b>					
Professor	132	70,444	68,894	49,750	96,330
Associate Professor	105	54,868	54,463	40,718	72,273
Assistant Professor	121	46,126	45,557	35,000	62,308
New Assistant Professor	24	45,454	46,375	37,000	56,000
Instructor	10	38,971	39,462	30,751	46,500
<b>45.11 Sociology</b>					
Professor	118	68,238	66,999	53,933	94,544
Associate Professor	89	53,211	52,582	45,645	61,628
Assistant Professor	126	45,750	45,156	38,542	55,098
New Assistant Professor	23	44,652	45,000	36,000	50,096
Instructor	17	36,664	36,224	31,963	43,713

<b>Code/Title</b>	<b>N</b>	<b>Average</b>	<b>Median</b>	<b>Minimum</b>	<b>Maximum</b>
<b>50.05 Dramatic/Theatre Arts &amp; Stagecraft</b>					
Professor	49	66,325	65,810	45,253	78,632
Associate Professor	58	52,326	52,341	42,570	65,135
Assistant Professor	102	43,712	43,938	34,433	54,647
New Assistant Professor	24	41,505	42,754	35,000	50,346
Instructor	17	34,556	35,000	29,695	38,760
<b>50.07 Fine &amp; Studio Art</b>					
Professor	144	63,154	62,112	49,854	79,977
Associate Professor	122	52,712	52,342	40,810	71,570
Assistant Professor	169	43,283	44,732	34,085	50,887
New Assistant Professor	29	42,902	44,000	32,333	51,475
Instructor	28	36,138	35,830	26,136	47,445
<b>50.09 Music</b>					
Professor	184	63,452	62,567	48,000	85,704
Associate Professor	183	52,400	51,950	41,533	71,235
Assistant Professor	238	44,175	44,116	32,000	52,006
New Assistant Professor	38	42,526	43,278	34,025	52,000
Instructor	67	38,964	39,140	28,832	54,601
<b>51.16 Nursing</b>					
Professor	99	73,658	69,172	58,000	107,006
Associate Professor	181	58,978	58,040	47,808	75,171
Assistant Professor	444	49,354	47,161	40,497	71,351
New Assistant Professor	65	47,874	44,667	41,441	99,632
Instructor	179	44,281	43,838	33,222	57,500
<b>[52.] BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES</b>					
<b>52.02 Admin, Mgt &amp; Operations</b>					
Professor	171	83,443	82,821	54,612	116,155
Associate Professor	183	74,969	77,278	50,766	95,951
Assistant Professor	215	66,452	69,000	43,426	93,611
New Assistant Professor	41	73,167	70,975	46,000	97,000
Instructor	58	45,953	43,478	33,448	82,000
<b>52.03 Accounting &amp; Related Svcs</b>					
Professor	109	94,444	95,400	67,678	115,054
Associate Professor	134	80,245	79,913	52,092	107,257
Assistant Professor	90	75,353	78,194	43,842	100,328
New Assistant Professor	7	75,000	82,000	55,000	90,000
Instructor	43	46,979	45,000	27,820	63,205
<b>52.06 Managerial Economics</b>					
Professor	66	82,730	82,740	65,000	104,388
Associate Professor	61	68,805	69,038	53,717	86,604
Assistant Professor	42	67,256	65,844	44,811	95,350
New Assistant Professor	5	79,800	75,000	64,000	94,000
Instructor	12	44,968	42,400	35,000	52,673
<b>52.08 Finance &amp; Financial Mgt Svcs</b>					
Professor	59	96,266	96,316	74,930	131,900

<b>Code/Title</b>	<b>N</b>	<b>Average</b>	<b>Median</b>	<b>Minimum</b>	<b>Maximum</b>
Associate Professor	43	85,470	84,665	62,389	104,427
Assistant Professor	40	83,744	84,310	58,009	113,302
New Assistant Professor	6	85,083	75,250	40,000	125,000
Instructor	7	47,506	43,076	42,070	65,000
<b>52.14 Marketing</b>					
Professor	82	90,397	90,993	69,026	107,634
Associate Professor	58	81,471	82,210	52,316	97,657
Assistant Professor	54	75,148	77,677	45,630	89,000
New Assistant Professor	11	77,227	75,000	66,000	86,000
Instructor	23	50,977	48,668	35,581	77,004
<b>[54.] HISTORY GENERAL</b>					
<b>54.01 History</b>					
Professor	206	68,180	68,829	48,547	93,063
Associate Professor	165	52,754	51,892	43,570	73,957
Assistant Professor	224	43,969	44,401	31,100	55,001
New Assistant Professor	38	42,306	42,250	31,100	50,886
Instructor	42	34,138	33,442	25,000	41,763

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**Note:** Appendices D through F do not appear in the web version of this study to protect personally identifiable information.

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