



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

Faculty Salary Study, 2006-2007
Conducted in April 2007
(World Wide Web Version)

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 2006-07 academic year. This study is historical in nature by comparing actual 2006-07 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 2007-08. 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 \$55,144 in 2005-06 to \$55,272 in 2006-07, for an overall increase of 0.2%. In 2006-07, the mean salary of Professors was \$70,923, an increase of 2.8%; the mean salary of Associate Professors was \$59,973, an increase of 2.7%; the mean salary of Assistant Professors was \$49,313, an increase of 1.9%; and the mean salary for Instructors was \$44,080, an increase of 0.5%.
- Among all public four-year institutions in South Carolina, USC Aiken’s 2006-07 faculty salaries ranked #3 for Instructors, the same as in 2005-06; #8 for Assistant Professors, down one place from 2005-06; #7 for Associate Professors, no change from 2005-06 and #7 for Full Professors, no change from 2005-06.
- The mean Botsch Folsom salary inequity percentage was 3.2% for all 2006-07 faculty salaries, excluding librarians and Deans. These inequities increased from 2005-06 in part because funds were unavailable to address inequities identified in the previous faculty salary inequity study and two methodological changes – the exclusion of Deans from the study and different treatment of Instructors teaching 15 credit hours.
- As was observed in the 2006 faculty salary inequity study, regression analysis of Botsch Folsom expected salary onto nine-month base salary does not indicate that there are consistent patterns of salary inequities related to gender.
- Findings from this study again 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 2006-07 was 6.1%, up 1.1% from 2005-06, and about the same as in 2004-05. Findings again appear to indicate that salary inequities related to compression are not widespread but rather observed among disciplines such as business and some sciences.

Methodology

The methodology of the annual study of faculty salaries at USC Aiken was realigned in 2005 under guidance from the Faculty Welfare Committee (Hosch, 2005). The 2007 study of 2006-07 faculty salaries largely replicates the methodology of the 2005 and 2006 studies. In summary, 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. Based on a recommendation from the Faculty Welfare Committee in 2006-07, an additional calculation for Full Professors with less than the institutional mean years in rank is provided in this 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. 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 2006-07, a total of 60 institutions comprise this group:

Albany State University (Albany, GA)	Nicholls State University (Thibodaux, LA)
Appalachian State University (Boone, NC)	Norfolk State University (Norfolk, VA)
Auburn University at Montgomery (Montgomery, AL)	North Carolina Central University (Durham, NC)
Augusta State University (Augusta, GA)	Northern Kentucky University (Highland Heights, KY)
Austin Peay State University (Clarksville, TN)	North Georgia College & State University (Dahlonega, GA)
Christopher Newport University (Newport News, VA)	Northwestern State University (Natchitoches, LA)
Clayton State University (Morrow, GA)	Radford University (Radford, VA)
Coastal Carolina University (Conway, SC)	Southeastern Louisiana University (Hammond, LA)
College of Charleston (Charleston, SC)	Southern University A&M Coll. at Baton Rouge (Baton Rouge, LA)
Columbus State University (Columbus, GA)	Tennessee Technological University (Cookeville, TN)
Eastern Kentucky University (Richmond, KY)	The Citadel, The Military College of South Carolina (Charleston, SC)
Elizabeth City State University (Elizabeth City, NC)	The University of Virginia's College at Wise (Wise, VA)
Fayetteville State University (Fayetteville, NC)	The University of West Alabama (Livingston, AL)
Francis Marion University (Florence, SC)	Troy University (Troy, AL)
Georgia College & State University (Milledgeville, GA)	University of Louisiana at Monroe (Monroe, LA)
Georgia Gwinnett College (Lawrenceville, GA)	University of Montevallo (Montevallo, AL)
Georgia Southwestern State University (Americus, GA)	University of North Alabama (Florence, AL)
Grambling State University (Grambling, LA)	University of North Carolina at Asheville (Asheville, NC)
Jacksonville State University (Jacksonville, AL)	University of North Carolina at Charlotte (Charlotte, NC)
James Madison University (Harrisonburg, VA)	University of North Carolina at Pembroke (Pembroke, NC)
Kennesaw State University (Kennesaw, GA)	University of North Carolina at Wilmington (Wilmington, NC)
Kentucky State University (Frankfort, KY)	University of South Carolina - Aiken (Aiken, SC)

Lander University (Greenwood, SC)
Longwood University (Farmville, VA)
Louisiana State University in Shreveport (Shreveport, LA)
McNeese State University (Lake Charles, LA)
Mississippi University for Women (Columbus, MS)
Mississippi Valley State University (Itta Bena, MS)
Morehead State University (Morehead, KY)
Murray State University (Murray, KY)

University 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 Kentucky University (Bowling Green, KY)
Winston-Salem State University (Winston-Salem, NC)
Winthrop University (Rock Hill, SC)

Average 2006-07 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 in late March of 2007. CUPA-HR reports salary data by discipline (2-digit code) and sub-discipline (4-digit code). In almost all instances, USC Aiken 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 collected from the Human Resources file on the USC mainframe and confirmed with the USC Aiken Human Resources Office. Administrative supplements were removed from all 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). Importantly, AAUP methodology treats 12-month faculty salaries as though they were 11-month salaries by multiplying them by 0.8181 rather than by 0.75. 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 or research. For instance, Department Chairs are included in the analysis (minus their administrative supplements), but Deans and senior administrators who hold faculty rank and whose primary duties are not instruction or research, 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 South Carolina as reported in the American Library Association Survey Report (Grady & Davis, 2006); comparison salaries from South Carolina are used in place of the regional mean salaries in the Southeast because the regional salaries appear lower than those in the state. Because this data source reports 12-month salaries for librarians by region and institution type, the salaries of USC Aiken librarians were not adjusted to 9-month equivalent salaries for formula comparisons.

Changes in Definitions of Faculty

In 2006-07, in the Schools of Business, Education, and Nursing, the title of the unit leaders were changed from School “Head” to “Dean.” This change excluded them from reporting of salaries for instructional faculty to AAUP and to IPEDS. Their salaries appear in Appendix D but are not included in the overall calculations presented in this study.

Changes in Treatment of Instructors

In previous studies, the full compensation of Instructors who were teaching 15 credit hours was included in their base salary for nine months. A special verification of base salaries for

Instructors teaching 15 hours each semester was performed by confirming salaries with contract letters in the Office of Academic Affairs, and amounts listed as a supplement (typically \$4,000 per year, or \$2,000 per course) in the appointment letter were subtracted from the base salary. For instructors teaching 15 hours, salaries were adjusted to 12-hour contracts (this adjustment is not made in reports to AAUP or the U.S. Department of Education). One way to improve this method of data collection and verification would be to record this supplementary compensation as dual employment. Analysis of the treatment of these faculty members in the previous academic year revealed that only three faculty members teaching 15 credit hours would have qualified for any sort of inequity adjustment had money been available to make adjustments, and these amounts were just a few hundred dollars.

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.¹

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 2006-07 study, these increments appear in Table 1.² No increase in increments was observed from the previous year

¹ 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.

² 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).

Table 1. Yearly Increment by Rank for 2006-07

Rank	Yearly Increment
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.³

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 2006-07 these figures appear in Table 2.

Table 2. Average Time in Rank for USC Aiken Faculty by Academic Year

Faculty Rank	2002-03	2003-04	2004-05	2005-06	2006-07	Average Years in Rank Used in 2006-07 Study
Instructor	6	5	7	8	7	7
Assistant Prof.	4	4	5	5	5	3
Associate Prof.	9	8	10	10	11	3
Full Professor	11	10	12	12	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 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 and again in the 2005-06 study (Hosch, 2005; Hosch, 2006), and these factors are again examined in the 2006-07 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

³ 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.

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 for Full Professors with Fewer than 12 Years in Rank

The Faculty Welfare Committee in 2006-07 approved the use of an additional calculation for faculty with fewer than the mean number of years in rank (12 years in this study) as a Full Professor. This additional calculation is intended to account for a sharp break in the Botsch Folsom formula expected salary when a faculty member is promoted from Associate Professor to Full Professor.

$$\text{SpecSal}_{\text{FP}} = \text{BFSal}_{\text{Assoc}} + [(\text{YrsRank}_{\text{FP}} / \text{YrsMean}_{\text{FP}}) \times (\text{MeanSal}_{\text{FP}} - \text{BFSal}_{\text{Assoc}})]$$

SpecSal_{FP} is the special predicted salary for Full Professors with fewer than the mean number of years in rank at Full Professor.

BFSal_{Assoc} represents the Botsch Folsom expected salary for a faculty member at the Associate Professor level with 6 years in rank as Assoc. Professor.

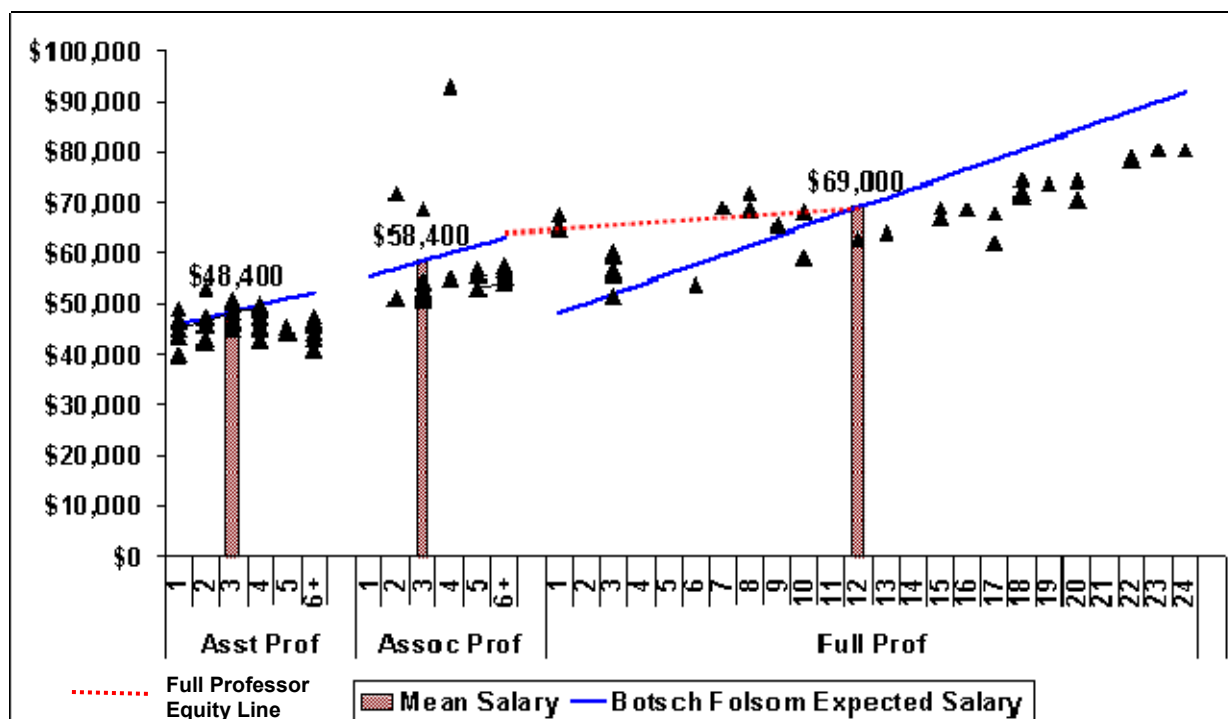
Yrs_{FP} indicates the faculty member's years in rank as Full Professor

YrsMean_{FP} is the mean years in rank of all USC Aiken Full Professors

MeanSal_{FP} is the mean salary in the peer group in the faculty member's discipline at the rank of Full Professor

This equity line generated by this formula is represented as the dotted red line in Chart 1a, which depicts an adjusted distribution of Botsch Folsom expected salaries in Fall 2005 compared to institutional average salaries.

Chart 1a. Representation of Actual Faculty Salaries in Fall 2005 By Time in Rank* Compared to Botsch Folsom Predicted Salaries



* Assistant and Associate Professors with more than 8 years of time in rank are excluded from this chart. Salaries have been equated to a percentage of an average salary for representational purposes and do not reflect actual dollar amounts.

Salary Equity Comparisons Using a Compression Adjustment Formula

At the recommendation of the Faculty Welfare Committee, this study examines USC Aiken 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 2006-07 peer comparison group, the average starting nine-month salary for a new Assistant Professor of marketing was \$85,739, which is about 6% higher than the mean salary of \$80,548 for all Assistant Professors in the discipline and 3% higher than the mean salary of \$83,290 for all Associate Professors in this discipline. Indeed, the mean salary of Associate Professors of accounting is only 3% higher than the mean for all Assistant Professors, and the mean for Full Professors is just 11% higher than the mean for new Assistant Professors (see Table 3). Such compression among salaries can have detrimental effects on faculty morale, can provide incentives for faculty members to move to another institution, and can pose difficulties in devising equitable ways to compensate faculty members.

Table 3. Illustration of Salary Compression – 2006 USC Aiken’s CUPA Peer Group Mean Salaries (Marketing)

52.14 Marketing	Comparison Group Statistics from CUPA (Based on Reported Average Salaries)		
	N	Average	% of New Asst Prof
Professor	71	\$95,382	111%
Associate Professor	64	\$83,290	97%
Assistant Professor	54	\$80,548	94%
New Assistant Professor	16	\$85,739	100%
Instructor	21	\$52,145	61%

Data Source: CUPA-HR – see Appendix C.

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 USC Aiken’s full-time faculty makes a regression-based approach difficult to justify, although future studies may benefit from further exploration of such models. Further, a regression-based approach alone would not identify salary inequities related to competitiveness if faculty salaries at USC Aiken on average are lower than those at institutions in the comparison group

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 2006-07 were obtained from AAUP (2007). 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 2004-05 and 2005-06, 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.

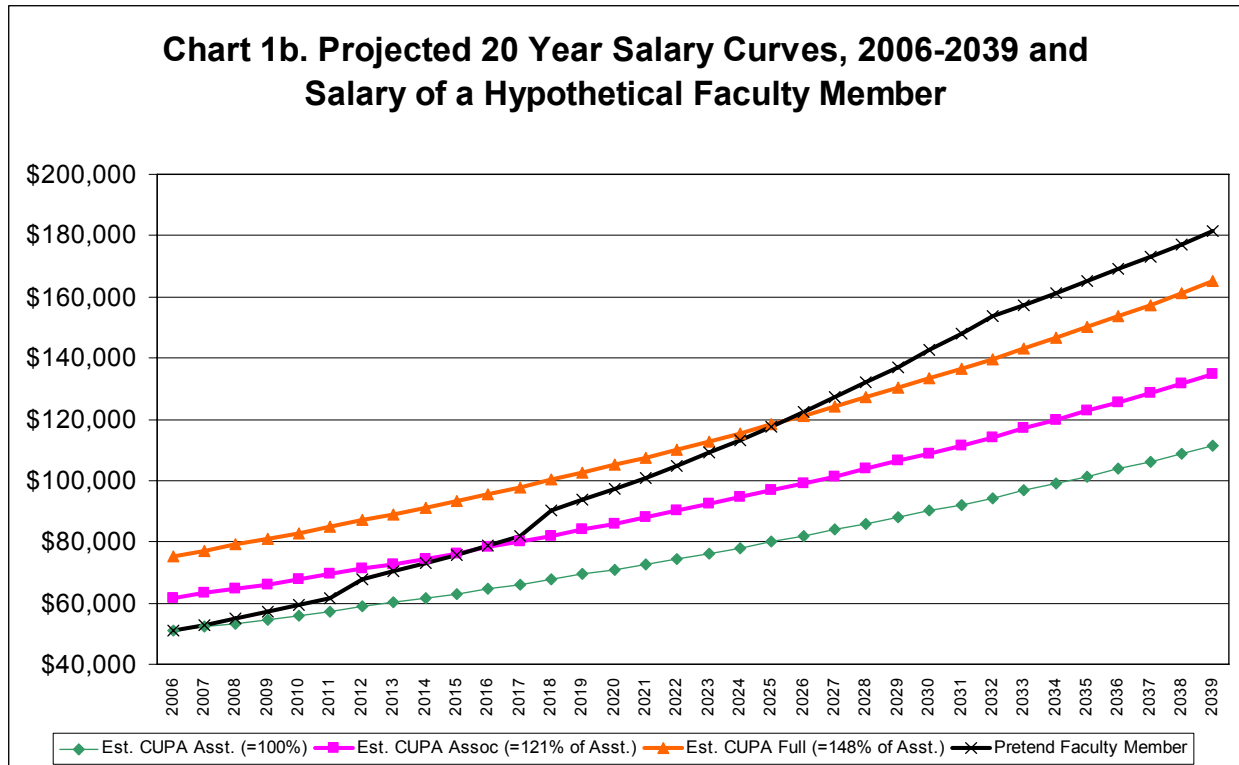
Table 4. Mean Salaries of Faculty in All Disciplines at Baccalaureate Institutions Nationwide, Fall 2006

Academic Rank	Mean Salary	Percentage of Asst. Professor Salary
Full Professor	\$76,745	148%
Assoc. Professor	\$62,716	121%
Asst. Professor	\$51,854	100%
Instructor	\$41,041	79%

Data Source: AAUP (2007, 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 Professors⁴ 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 3.9%.



Given that salary increases are awarded as percent increases, salaries graphed over time represent logarithmic functions (see Chart 1b). 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 be appropriate for long-term planning, as an increasing number of faculty members may spend more than 25 years as Full Professors. To account for this eventuality, the 2007 salary inequity study limits the compression adjustment formula to 162.8% of the Assistant Professor Salary (or 10% more than the normatively calculated Full Professor average salary).

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.

⁴ 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 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 2006-07 salary study were recalculated from the previous salary studies to adjust the increase in the mean starting salary of \$50,964 for Assistant Professors in USC Aiken's CUPA peer 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 2006-07 Salary Study

Years in Rank	Percent Adjustment of Actual Salary to Mean Assistant Professor Salary		
	Assistant Professor	Associate Professor	Full Professor
1	100.00%	115.07%	132.95%
2	101.46%	116.76%	134.89%
3	102.95%	118.47%	136.87%
4	104.46%	120.21%	138.87%
5	105.99%	121.97%	140.91%
6	107.54%	123.75%	142.97%
7	107.54%	123.75%	145.07%
8	107.54%	123.75%	147.19%
9	107.54%	123.75%	149.35%
10	107.54%	123.75%	151.54%
11	107.54%	123.75%	153.76%
12	107.54%	123.75%	156.01%
13	107.54%	123.75%	158.29%
14	107.54%	123.75%	160.61%
15	107.54%	123.75%	162.80%
16	107.54%	123.75%	162.80%
17	107.54%	123.75%	162.80%
18	107.54%	123.75%	162.80%
19	107.54%	123.75%	162.80%
20	107.54%	123.75%	162.80%
21	107.54%	123.75%	162.80%
22	107.54%	123.75%	162.80%
23	107.54%	123.75%	162.80%
24	107.54%	123.75%	162.80%

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 D 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, excluding librarians, at USC Aiken rose from \$55,144 in 2005-06 to \$55,272 in 2006-07, for an overall increase of 0.2%. The mean salary of Full Professors rose 2.8% to \$70,923; the mean salary of Associate Professors rose 2.7% to \$59,973; the mean salary of Assistant Professors rose 1.9% to \$49,313; and the mean salary for Instructors rose 0.5% to \$44,080 (see Table 6). Increases in various ranks in part reflect a legislated increase of 3% applied to base salaries, effective July 1, 2006.

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. 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. The low annual change (0.2%) in the mean salary of all faculty from Fall 2005 to Fall 2006 reflects just such a change in faculty distribution across ranks.

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
2005	69.0	58.4	48.4	43.9	55.1
2006	70.9	60.0	49.3	44.1	55.3

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.

Source: AAUP Salary Survey results posted on *The Chronicle of Higher Education* website.

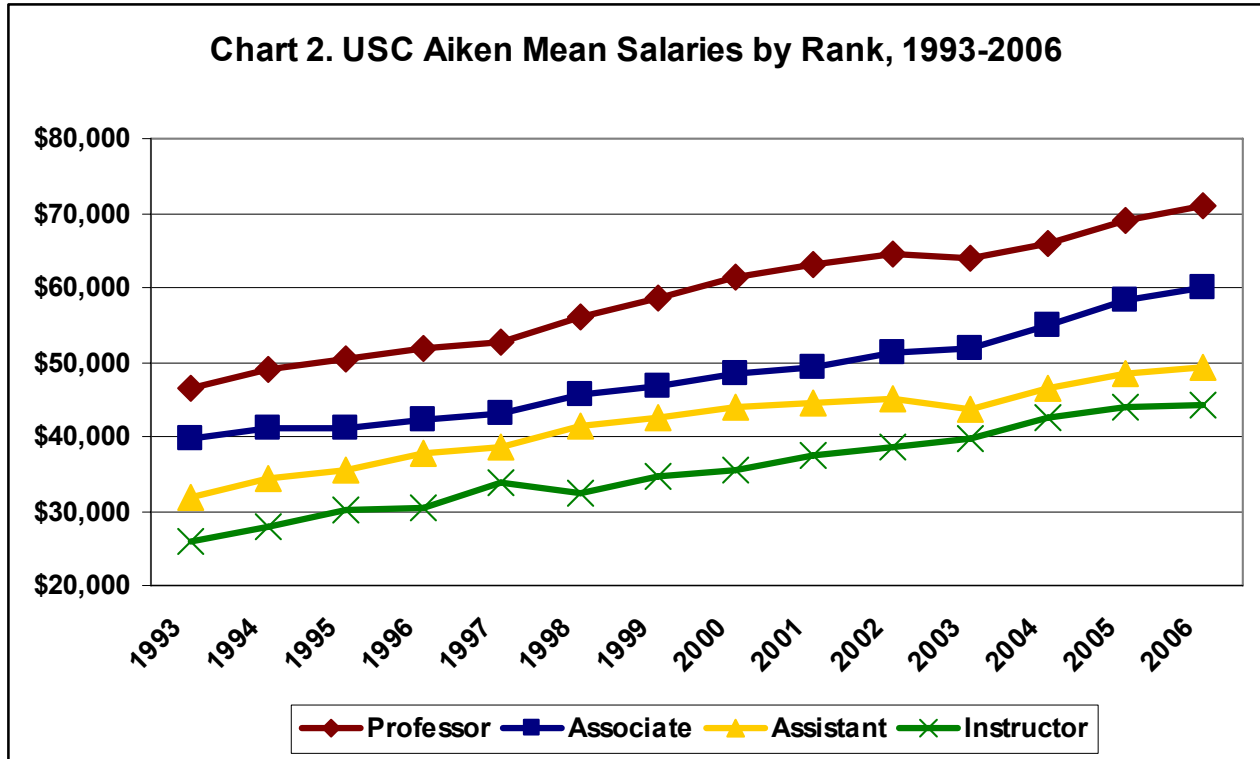


Table 7. 2006 Faculty Salaries (\$000) by Rank in South Carolina Institutions

Institution	Classification	Full Professor	Associate Prof.	Assistant Prof.	Instructor
Charleston Southern U	IIB	61.8	57.5	45.7	41.5
Citadel, The	IIA	78.0	65.9	53.0	--
Claffin U	IIB	57.7	56.7	47.6	39.3
Clemson U	I	99.4	71.9	65.0	59.5
Coastal Carolina U	IIB	73.5	62.0	54.0	37.0
College of Charleston	IIA	76.1	61.5	52.5	44.6
Columbia C	IIB	52.6	49.8	37.8	
Converse C	IIB	65.5	49.9	45.8	35.5
Francis Marion U	IIA	69.2	58.9	48.6	41.7
Furman U	IIB	88.5	67.2	51.6	46.9
Lander U	IIB	61.3	54.2	44.9	39.4
Limestone C	IIB	48.1	44.5	43.8	38.3
Presbyterian C	IIB	63.6	55.1	45.7	37.7
U of South Carolina, Aiken	IIB	70.9	60.0	49.3	44.1
U of South Carolina, Beaufort	III	70.3	58.3	48.8	41.4
U of South Carolina, Columbia	I	102.6	71.5	64.8	40.4
U of South Carolina-Upstate	IIB	68.3	56.5	49.8	43.4
Winthrop U*	IIA	75.4	64.0	52.3	41.1
Wofford C	IIB	74.6	58.8	53.5	45.8

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).

* Winthrop data not available through *The Chronicle of Higher Education* and IPEDS data used as a substitute.

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 2006-07 faculty salaries ranked #8 for the rank of Assistant Professor (-1 place), #7 for the rank of Associate Professor (no change), and #8 for the rank of Full Professor (no change). Among all public four-year institutions in South Carolina, USC Aiken’s 2006-07 faculty salaries ranked #3 for Instructors, the same as in 2005-06; #8 for Assistant Professors, down one place from 2005-06; #7 for Associate Professors, no change from 2005-06 and #7 for Full Professors, no change from 2005-06.

Mean salaries of Instructors at USC Aiken in 2005-06 were the fifth highest in the state (#3 among public universities) behind Clemson, Furman, Wofford College, and the College of Charleston. 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. Instructor salaries at USC Aiken may appear artificially high because no distinction was made in base salaries of Instructors teaching 12 hours and those teaching 15 hours in reporting to AAUP.

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.

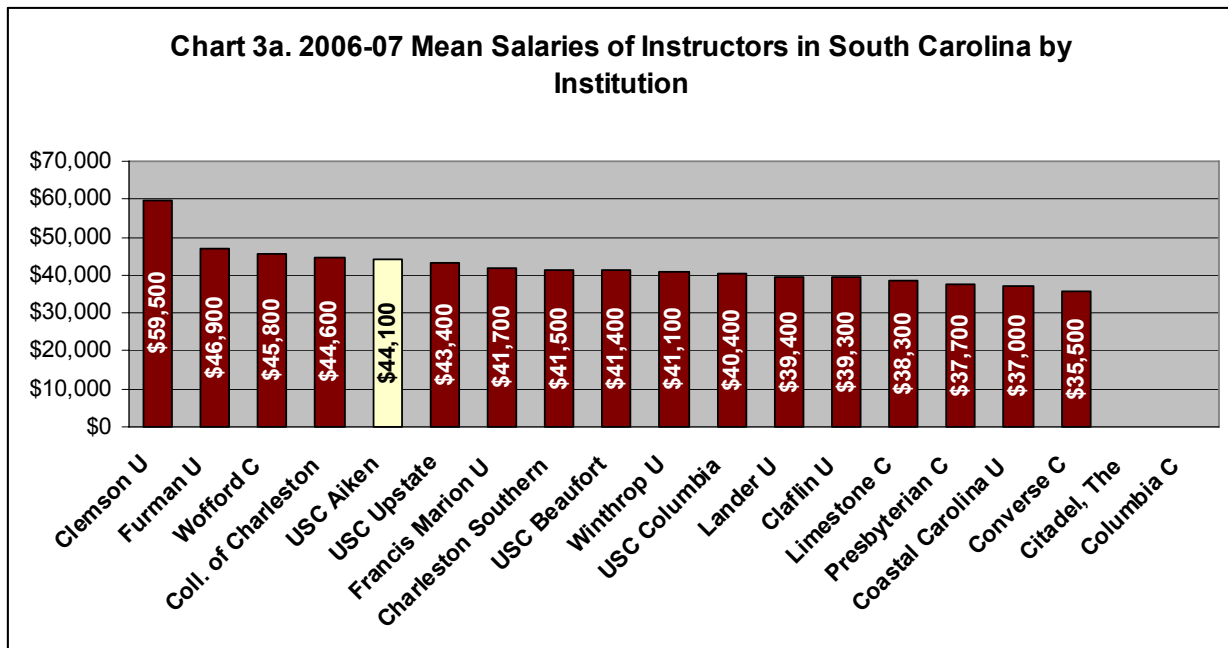


Chart 3b. 2006-07 Mean Salaries of Assistant Professors in South Carolina by Institution

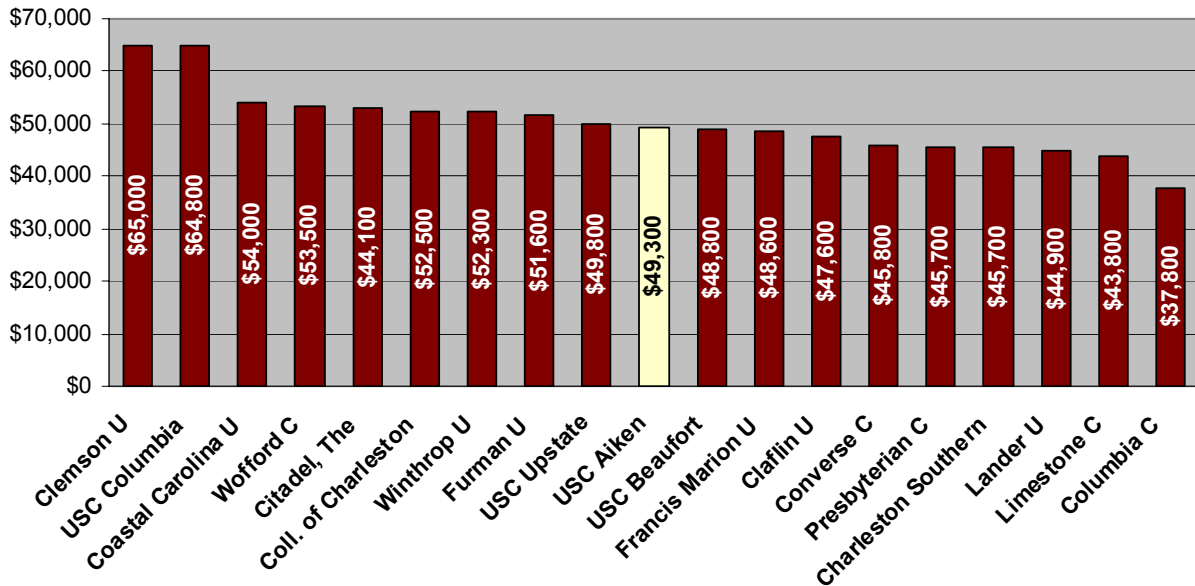
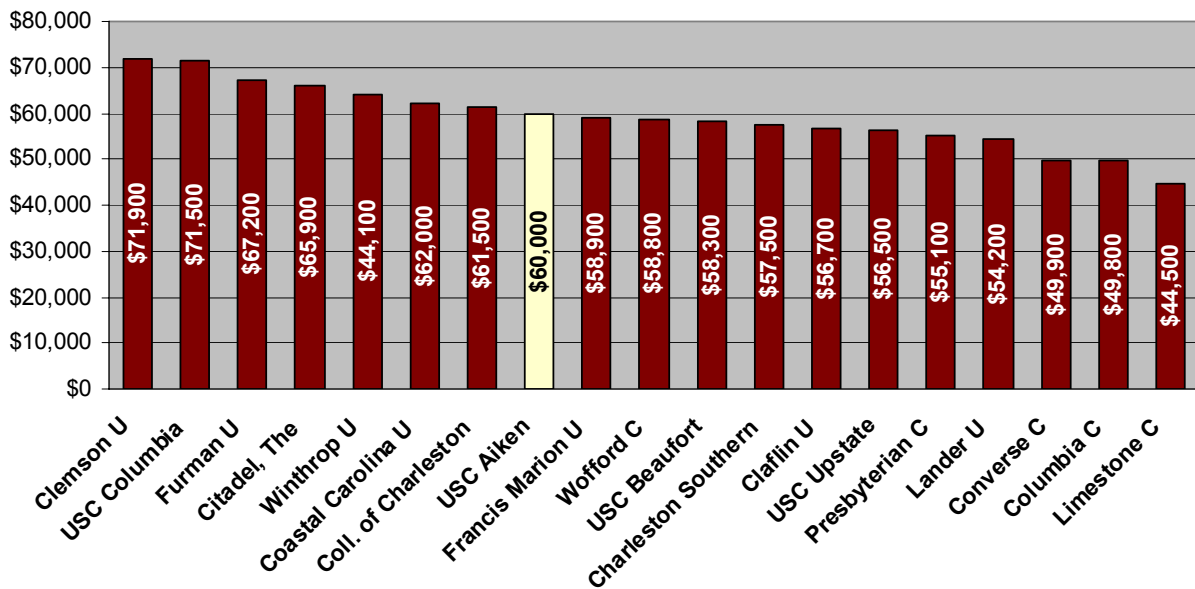
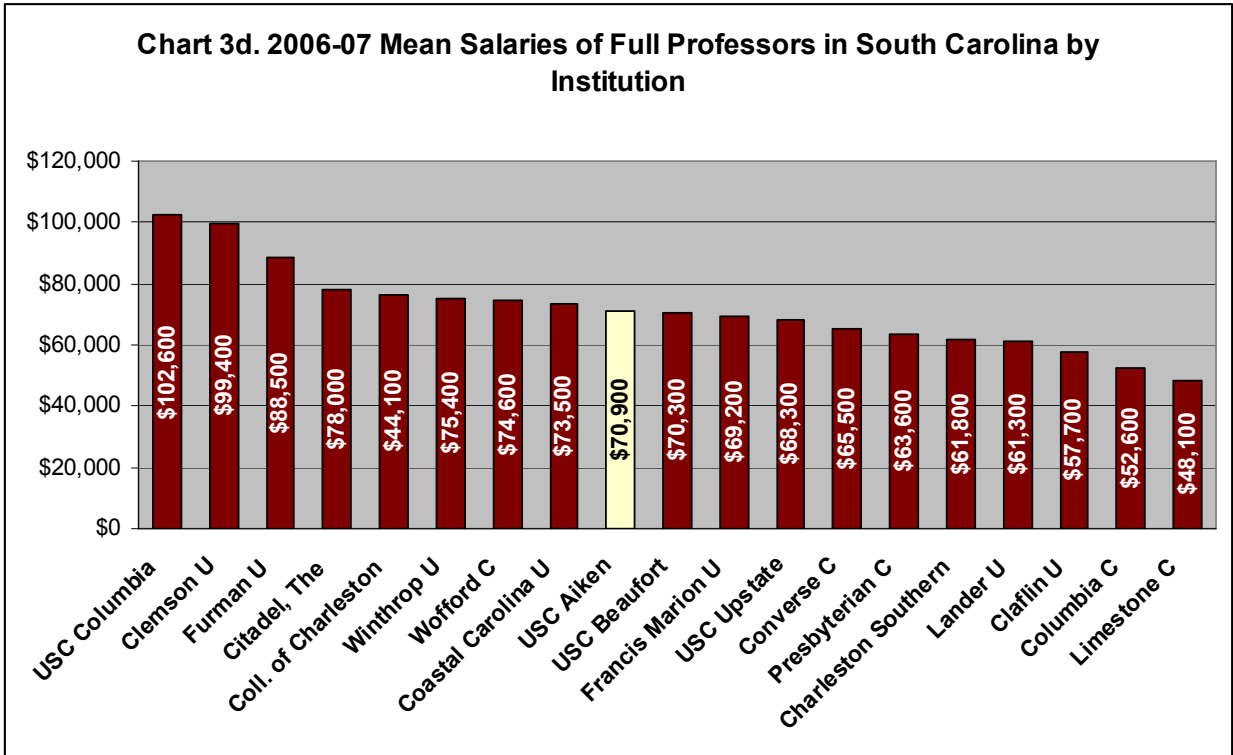


Chart 3c. 2006-07 Mean Salaries of Associate Professors in South Carolina by Institution





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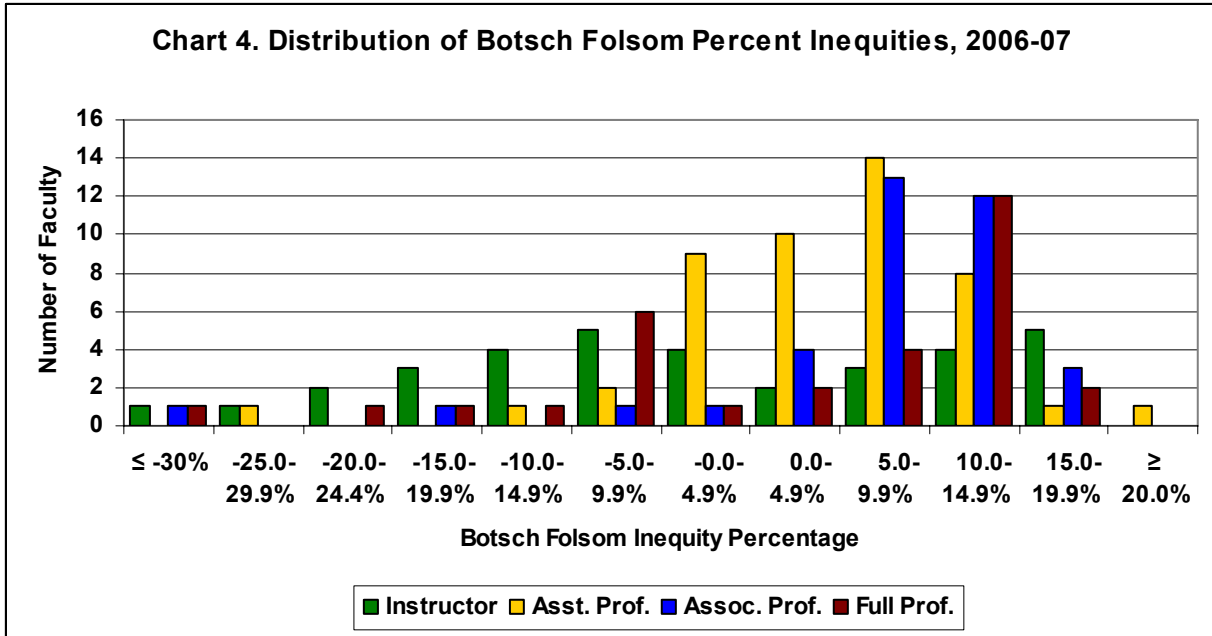
Botsch Folsom Competitiveness Comparisons

The mean inequity percentage for all 2006-07 faculty salaries using the Botsch Folsom formula was 3.2%, although this figure falls to 2.6% when librarians and Deans are excluded. This positive inequity percentage indicates that faculty members at USC Aiken are paid less than they would be expected to be paid based on the formula. The Botsch Folsom inequity percentage was higher in 2006-07 than in recent years. In part this increase resulted because funds were unavailable to address inequities identified in the previous faculty salary inequity study. However, two methodological changes had significant effects. The exclusion of Deans from the study and different treatment of Instructors teaching 15 credit hours in the 2006-07 study accounts for much of the difference, and thus comparisons to previous years may not be valid.

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 -2.4% in 2006-07, up from -15.0% in 2005-06, primarily due to a methodological change. For Assistant Professors, the mean inequity percentage declined slightly to 4.1% in 2006-07 from 4.3% in 2005-06. The inequity percentage for Associate Professors rose to 7.2% in 2006-07, up from 6.2% in 2005-06. For Full Professors, the inequity percentage rose to 3.6% in 2006-07, up from 0.7% in 2005-06 (one percentage point of this increase was due to the exclusion of Deans from the study).

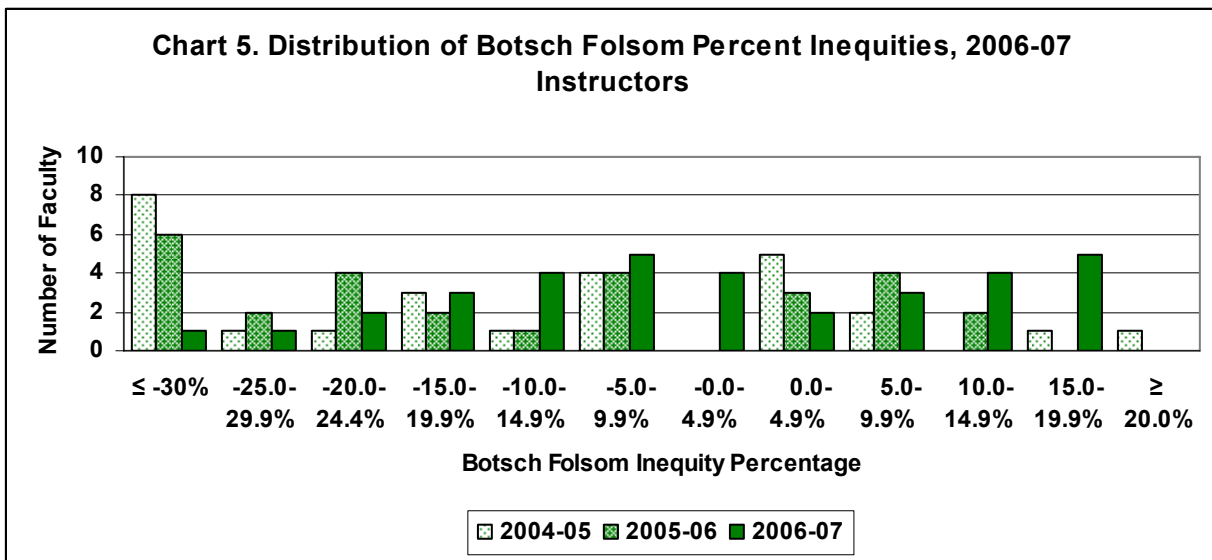
Table 8. Number of Faculty by Botsch Folsom Inequity Percentage Ranges

	Number of Faculty															
	Instructor			Asst. Prof.			Assoc. Prof.			Full Prof.			Grand Total			
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	
≤ -30%	8	6	1				1	1	1			2	1	9	9	3
-25.0-29.9%	1	2	1			1	1	1						2	3	2
-20.0-24.4%	1	4	2				1				1			2	4	3
-15.0-19.9%	3	2	3	2	1		2	2	1	5	3	1	12	8	5	
-10.0-14.9%	1	1	4	1	1	1				2	3	1	4	5	6	
-5.0-9.9%	4	4	5	2	4	2			1	4	2	6	10	10	14	
-0.0-4.9%			4	7	6	9	2	1	1	3	3	1	12	10	15	
0.0-4.9%	5	3	2	7	10	10	4	2	4	2	1	2	18	16	18	
5.0-9.9%	2	4	3	10	9	14	9	17	13	12	6	4	33	36	34	
10.0-14.9%		2	4	6	9	8	12	16	12	6	12	12	24	39	36	
15.0-19.9%	1		5	3	2	1	8	2	3		1	2	12	5	11	
≥ 20.0%	1			1	1	1	3			1	1		6	2	1	
Grand Total	27	28	34	39	43	47	43	42	36	35	34	31	144	147	148	

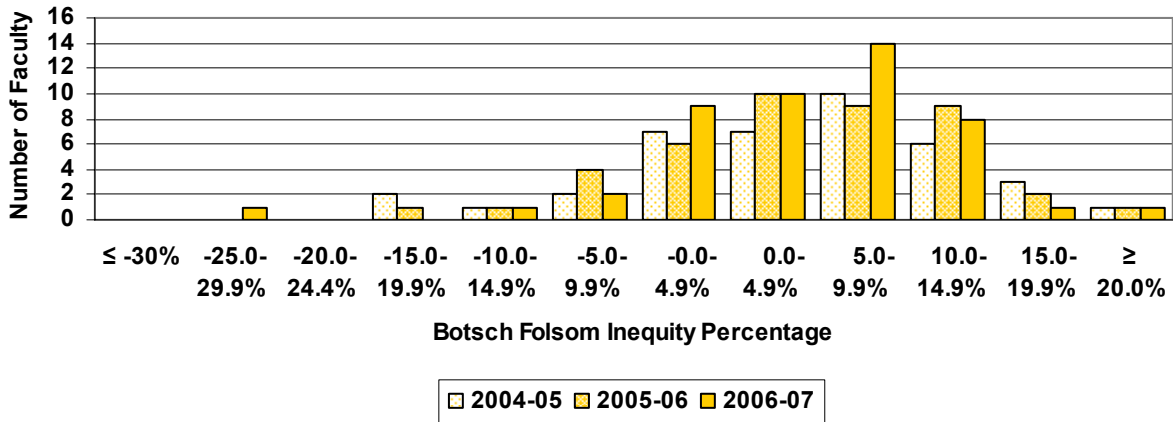


Paid more than expected ←
→ Paid less than expected

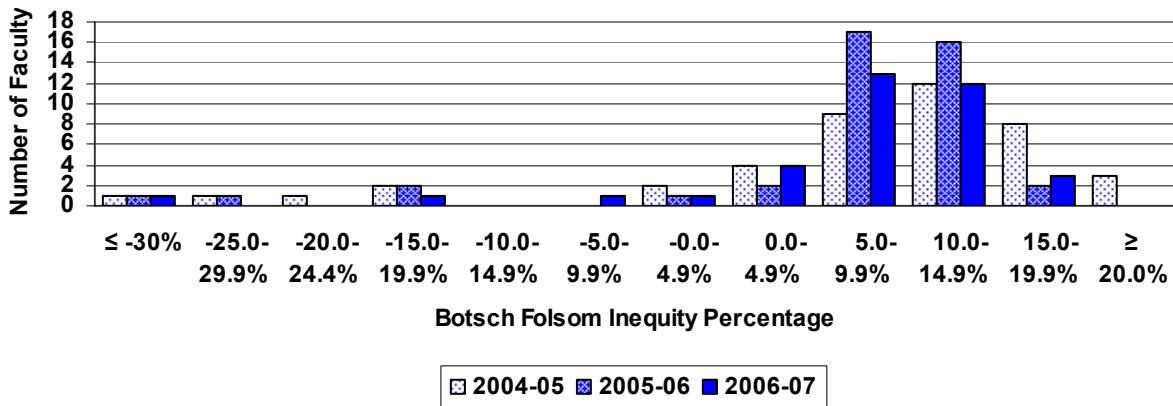
Visual examination of the distribution of inequity percentages by rank (see Chart 4) indicates that the inequities generated by the Botsch Folsom formula have clustered in the 5-15% inequity range. This grouping is likely a direct result of the how inequities were reduced in 2004 and 2005 by making adjustments 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 may be indicative of past reductions in inequity.



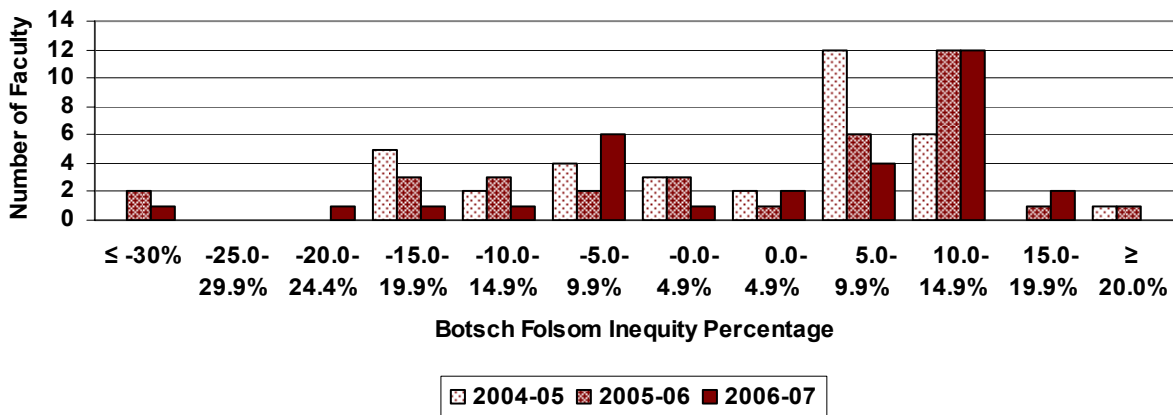
**Chart 6. Distribution of Botsch Folsom Percent Inequities, 2006-07
Assistant Professors**



**Chart 7. Distribution of Botsch Folsom Percent Inequities, 2006-07
Associate Professors**



**Chart 8. Distribution of Botsch Folsom Percent Inequities, 2006-07
Full Professors**



Gender and Race/Ethnicity Inequity Comparisons

Salary Inequities Related to Gender

Consistent with previous faculty salary inequity studies (Hosch, 2005; Hosch, 2006), 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=148), it is difficult to draw conclusions about salary inequities that may be related to race or gender, since proper analysis of inequities should be disaggregated by faculty rank as well as gender to control for uneven distribution of men and women among ranks.

Overall, men had a larger Botsch Folsom Inequity percentage than women, indicating the disparity between actual and expected salary is larger for men than for women. This finding is not statistically significant, however, and varies significantly by rank. Female Full Professors fare better than their male counterparts, with a gap of 8.3% in their favor. Differences in mean inequity percentages for men and women at the ranks of Assistant and Associate Professor were less than 1%, indicating that the relationship between actual and expected salaries for each gender is about the same. The gap in mean inequity percentages between faculty members at the Instructor level was 3.9% in favor of the men, although it is worth noting that faculty of both genders were observed to be paid more than expected by the Botsch Folsom formula.

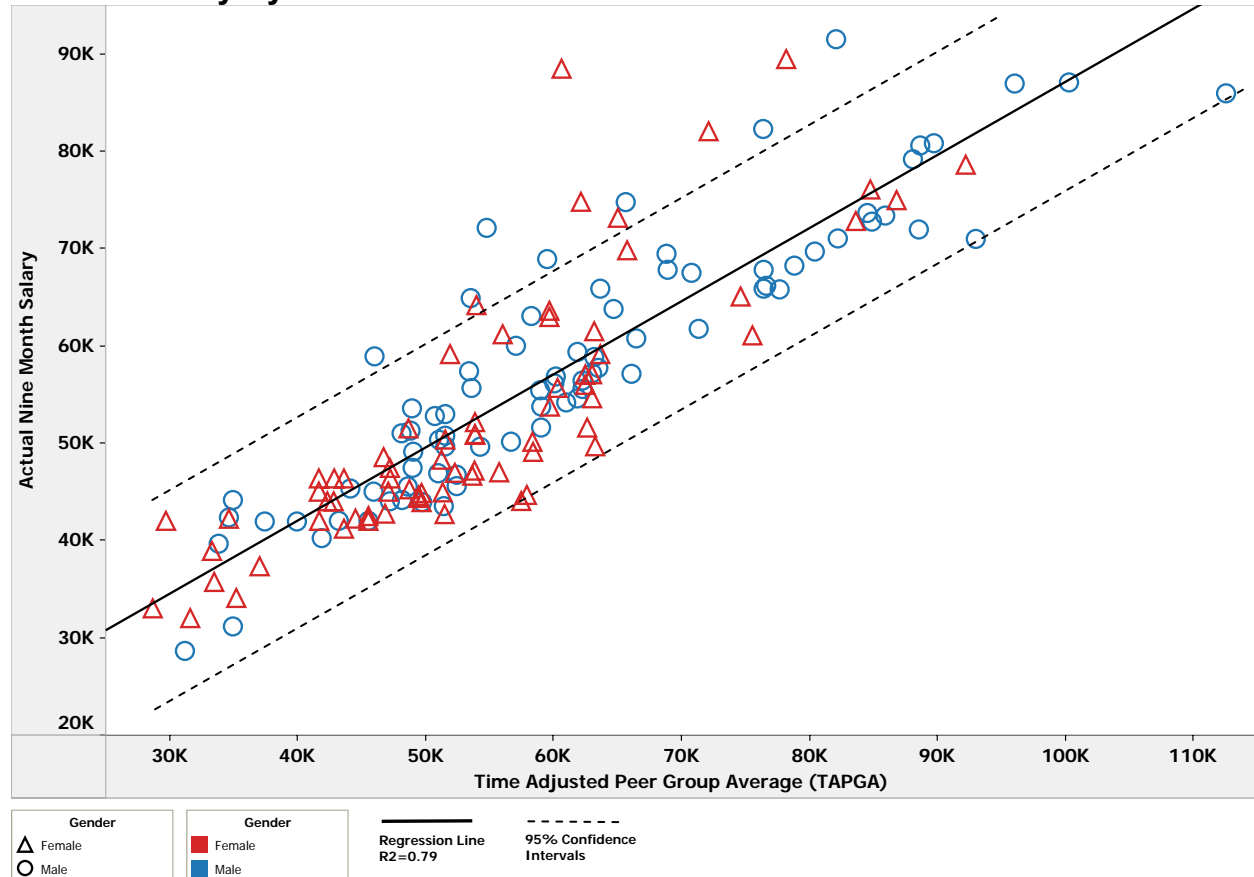
Table 9. Mean Botsch Folsom Inequity Percentages By Gender and By Rank

	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
2004-05	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
	2004 Total	67	-0.4%	7.5	77	2.3%	9.1	144	1.0%	8.3
2005-06	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
	2005 Total	68	-0.8%	8.0	79	1.4%	9.3	147	0.4%	8.7
2006-07	Instructor	24	-1.3%	7.8	10	-5.2%	6.0	34	-2.4%	7.3
	Asst. Prof.	25	4.4%	5.5	22	3.7%	4.7	47	4.1%	5.1
	Assoc. Prof.	13	7.4%	9.5	23	7.2%	11.1	36	7.2%	10.6
	Professor	9	-2.3%	8.6	22	6.0%	13.6	31	3.6%	12.1
	2006 Total	71	2.2%	7.4	77	4.2%	9.3	148	3.2%	8.4

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. It was observed in the 2006 study that 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, and similar results were obtained in the 2007 study. 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 Time Adjusted Peer Group Average (TAPGA) onto 9-Month Salary 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. Similar models were constructed for faculty in each rank, and gender was not observed to be statistically significant in any of these models.

Table 10. Beta Coefficients of Linear Regression Models Including Gender

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.*
	β	Std. Error	β		
Model 1: Dependent Var. = Actual Nine Month Salary, R-Square = 0.791					
(Constant)	13315	2075		6.416	0.000
Time Adj. Peer Group Avg.	0.724	0.032	0.886	22.75	0.000
Female	-469	1013	-0.018	-0.46	0.644
Model 2: Dependent Var. = Actual Nine Month Salary, R-Square = 0.825					
(Constant)	8614	2085		4.13	0.000
CUPA Avg. for Rank & Disc.	0.764	0.035	0.811	22.08	0.000
Adjusted Years in Rank	522.6	81.43	0.231	6.41	0.000
Female	-693.5	924.2	-0.027	-0.75	0.454

* 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 148 faculty members included in the study, only 23 (15.5%) have indicated their ethnicity is other than white. Of these, nine were African American or Black, ten were Asian, and four were 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 -9.7% while it was -0.9% for their white counterparts. For nonwhite Assistant Professors, the mean inequity percentage was -1.0% while it was 5.5% for their white counterparts. For nonwhite Associate Professors, the mean inequity percentage was 6.0% while it was 7.4% for their white counterparts. For the two nonwhite Full Professors on the faculty, the inequity percentage was less than -15%, while the inequity percentage for white Professors was about 5%. These data indicate that nonwhite faculty at all ranks on average are paid more than their expected salaries generated by the Botsch Folsom formula

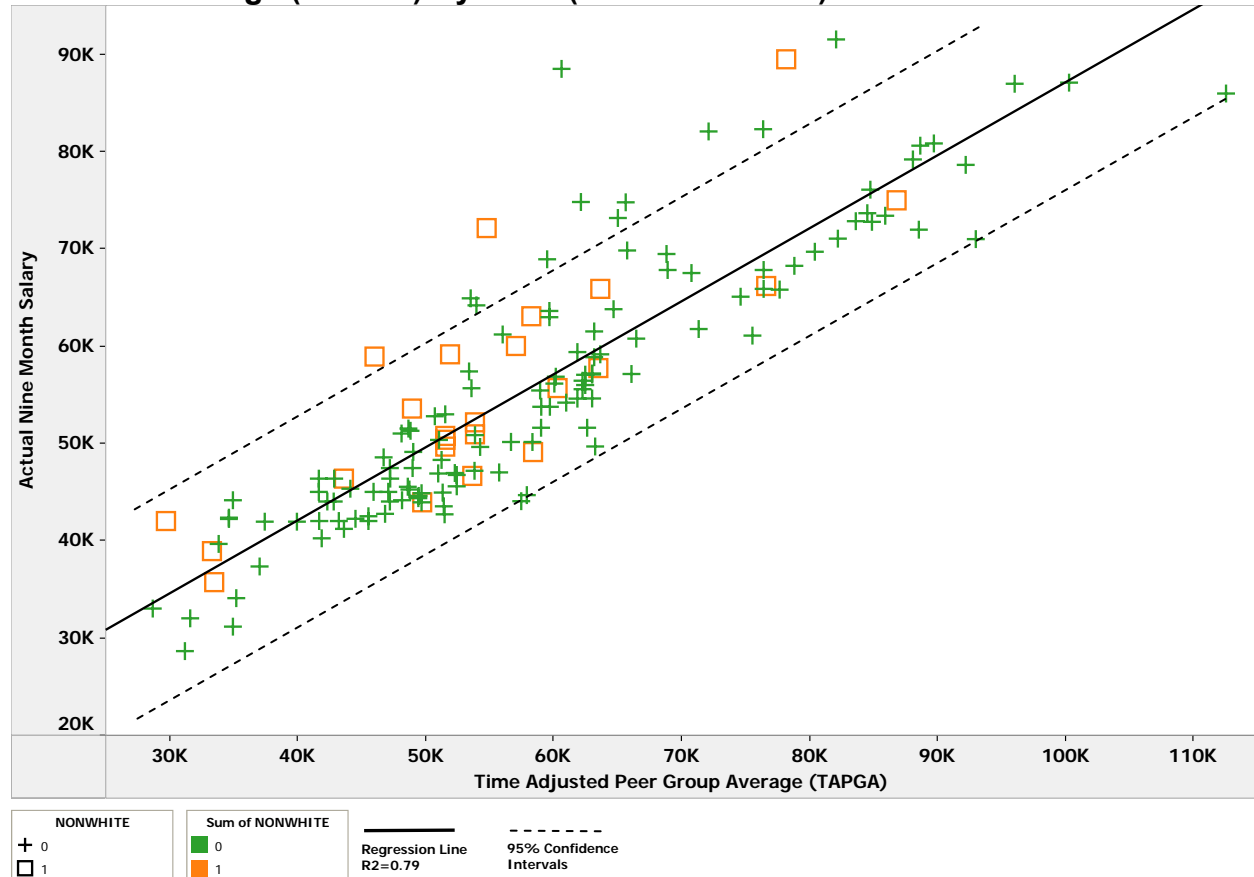
The low numbers of nonwhite faculty limit the capacity to draw statistically significant conclusions from these findings, although the data available would seem to suggest that the salaries of nonwhite faculty members are not inequitable given their discipline, academic rank, and time in rank as weighted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

Table 11. Mean Botsch Folsom Inequity Percentages By Race/Ethnicity and By Rank

		White			Nonwhite			Total		
		Rank	N	Mean % Ineq	Mean Yrs in Rank	N	Mean % Ineq	Mean Yrs in Rank	N	Mean % Ineq
200-05	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
	2004 Total	122	2.0%	9	22	-6.0%	7	144	1.0%	8.0
2005-06	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
	2005 Total	123	1.4%	8.8	24	-5.0%	7.9	147	0.4%	8.6
2006-07	Instructor	28	-0.9%	7.2	6	-9.7%	7.7	34	-2.4%	7.3
	Asst. Prof.	37	5.5%	4.2	10	-1.0%	8.4	47	4.1%	5.1
	Assoc Prof.	31	7.4%	10.2	5	6.0%	12.8	36	7.2%	10.6
	Professor*	29	~5.0%	12.8	2	< -15%	3.0	31	3.6%	12.1
	2006 Total	125	4.5%	8.3	23	-3.4%	8.7	148	3.2%	8.4

* Data confuted to protect personally identifiable information

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 was statistically significance ($p < 0.01$). Race was also 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 \$3,600 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

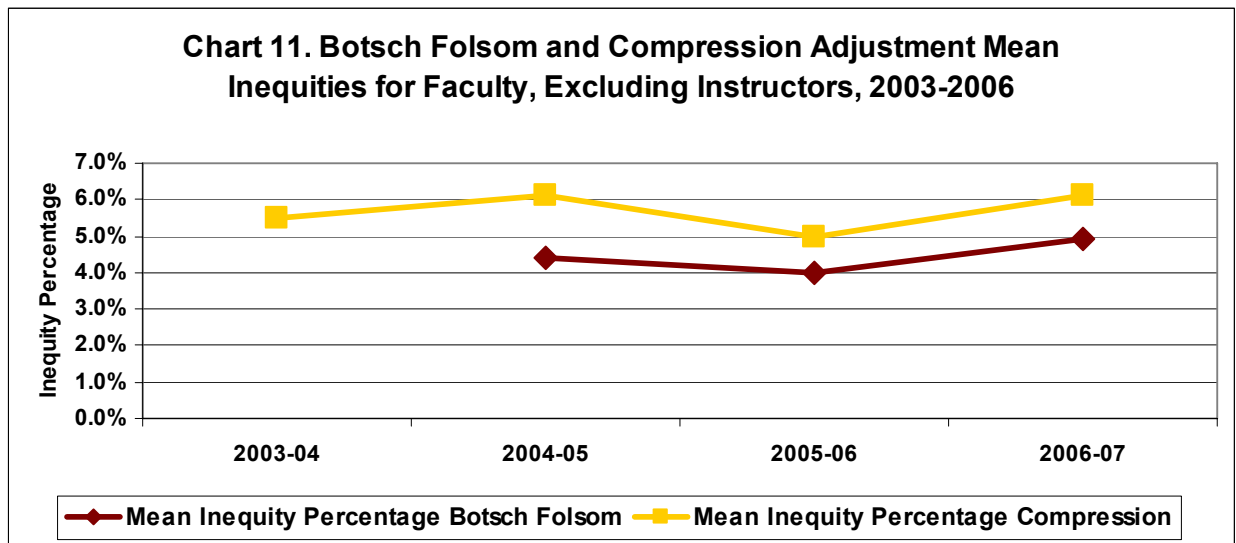
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.*
	β	Std. Error	β			
Model 1: Dependent Var. = Actual Nine Month Salary, R-Square = 0.804						
(Constant)	11,996	1830			6.56	0.000
Time Adj. Peer Group Avg.	0.734	0.030	0.889		24.33	0.000
Nonwhite Race/Ethnicity	3534	1323	0.099		2.67	0.008
Model 2: Dependent Var. = Actual Nine Month Salary, R-Square = 0.835						
(Constant)	7,101	1856			3.83	0.000
CUPA Avg. for Rank & Disc.	0.772	0.033	0.820		23.47	0.000
Adjusted Years in Rank	547.6	79.28	0.242		6.90	0.000
Nonwhite Race/Ethnicity	3635	1208.3	0.101		3.09	0.003

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

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Compression Adjustment Salary Comparisons

The mean compression adjustment inequity percentage for all Assistant Professors, Associate Professors, and Full Professors in 2006-07 was 6.1%, up from 5.0% in 2005-06 (Instructors are not included in the compression adjustment calculations). This level of mean compression inequity represents a return to the same level of salary compression observed among faculty salaries for 2004-05.

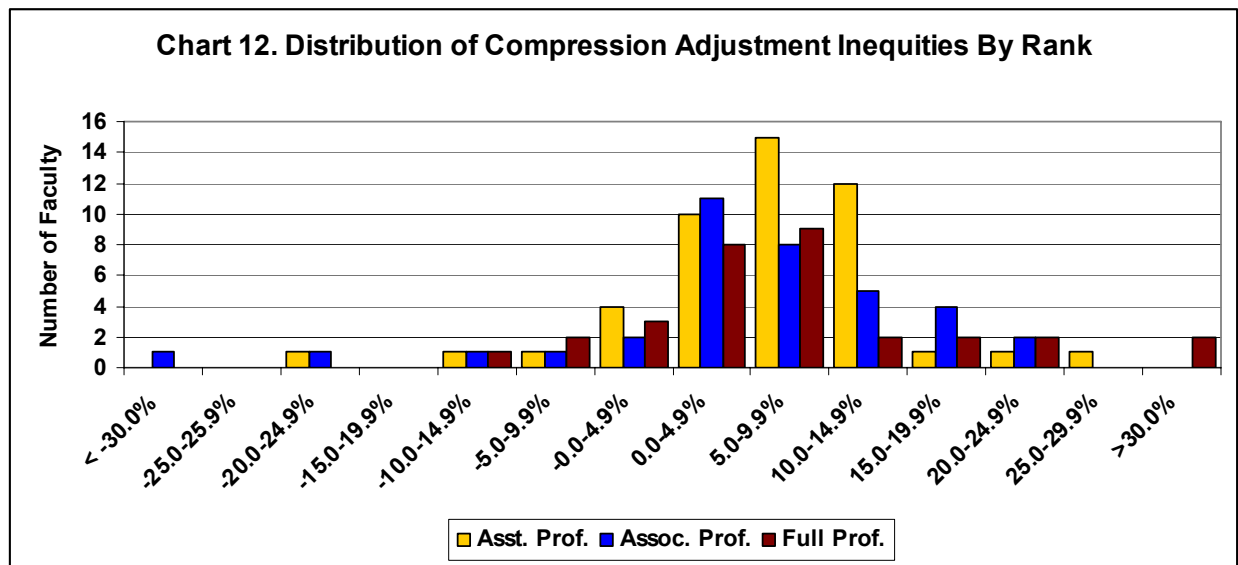


Unsurprisingly most of the change in mean compression inequities was observed in the ranks of Associate Professor and Professor. The 2006-07 mean compression inequity percentage for Assistant Professors remained constant from 2005-06 at 6.4%, but the 2006-07 mean compression adjustment inequity percentage for Associate Professors was 4.5%, up from 2.6% in 2005-06, and for Full Professors, the 2006-07 mean compression inequity percentage was 7.4%, up from 6.8% in 2005-06. As has been observed in the past, the most significant patterns of compression appeared to correspond to faculty discipline more so than rank.

The 2006-07 salaries of eight faculty members generated compression adjustment inequity percentages over 20%, compared to five over 20% in 2005-06 and eleven over 20% in 2004-05. The 2006 salaries of another 26 faculty members produced compression adjustment inequity percentages between 10% and 20%, compared to 28 in 2005-06 and 29 in 2004-05. Faculty members with the largest compression-related inequities were again largely restricted to just a few disciplines; of these 35 faculty with compression inequities over 10%, fifteen were in the College of Sciences; ten were in the School of Business; six were in the College of Humanities and Social Sciences, and four were in the School of Education. The Botsch Folsom formula identified inequity percentages over 10% for thirteen out of the top fifteen highest compression inequity salaries in 2006-07. 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 2004-05, 2005-06, and 2006-07

Compression Inequity Adjustment Percentage	Number of Faculty											
	Asst. Prof.			Assoc. Prof.			Full Prof.			Total		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
< -30.0%				1	1	1				1		1
-25.0-25.9%				1	1					1		
-20.0-24.9%			1	2	1	1				2		2
-15.0-19.9%				1	1					1	4	
-10.0-14.9%	1	1	1		1	1	1	1	1	2	3	3
-5.0-9.9%	3	2	1	2	2	1			2	5	4	4
-0.0-4.9%	4	6	4	3	2	2	5	4	3	12	12	9
0.0-4.9%	7	8	10	9	9	11	11	11	8	27	28	29
5.0-9.9%	10	13	15	6	13	8	9	9	9	25	35	32
10.0-14.9%	10	9	12	5	7	5	5	6	2	20	22	19
15.0-19.9%	2	3	1	7	3	4	1		2	10	6	7
20.0-24.9%	1	1	1	4	1	2	1	1	2	6	5	5
25.0-29.9%	1		1	2			1	1		4		1
>30.0%							1	1	2	1		2
Total	39	43	47	43	42	36	35	34	31	117	119	114



Paid more than expected ←

→ Paid less than expected

As was observed in other recent faculty salary studies (Hosch, 2005; Hosch, 2006), 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.

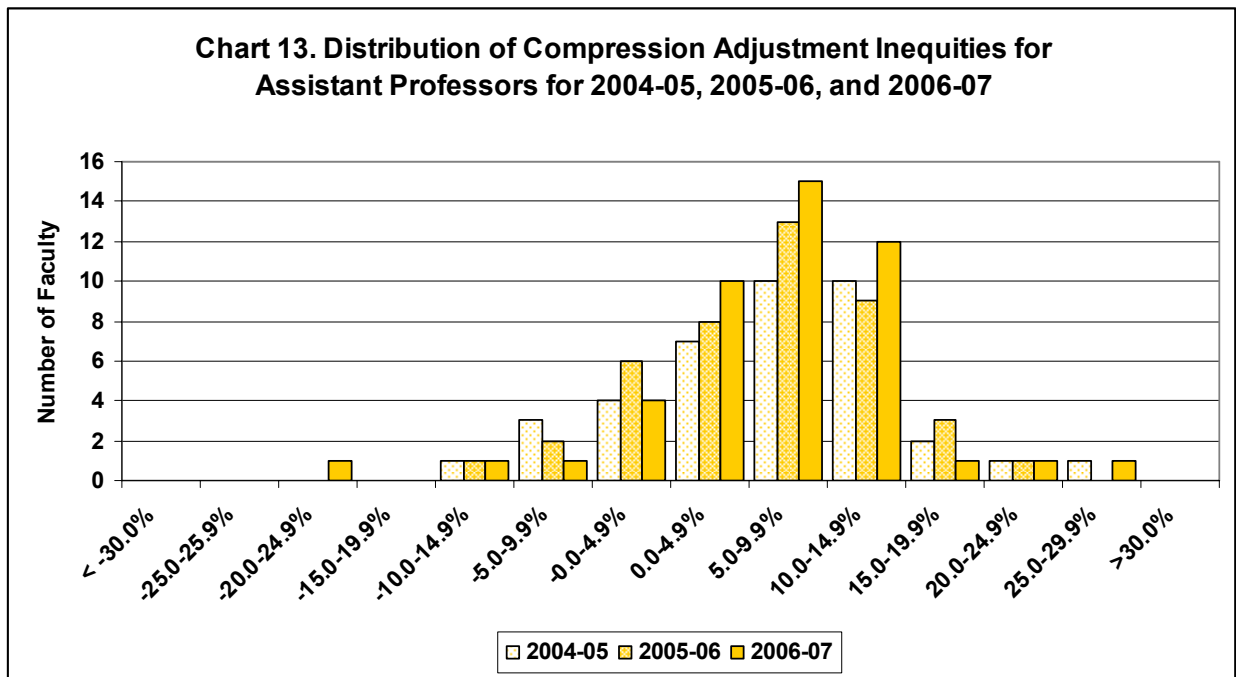


Chart 14. Distribution of Compression Adjustment Inequities for Associate Professors for 2004-05, 2005-06, and 2006-07

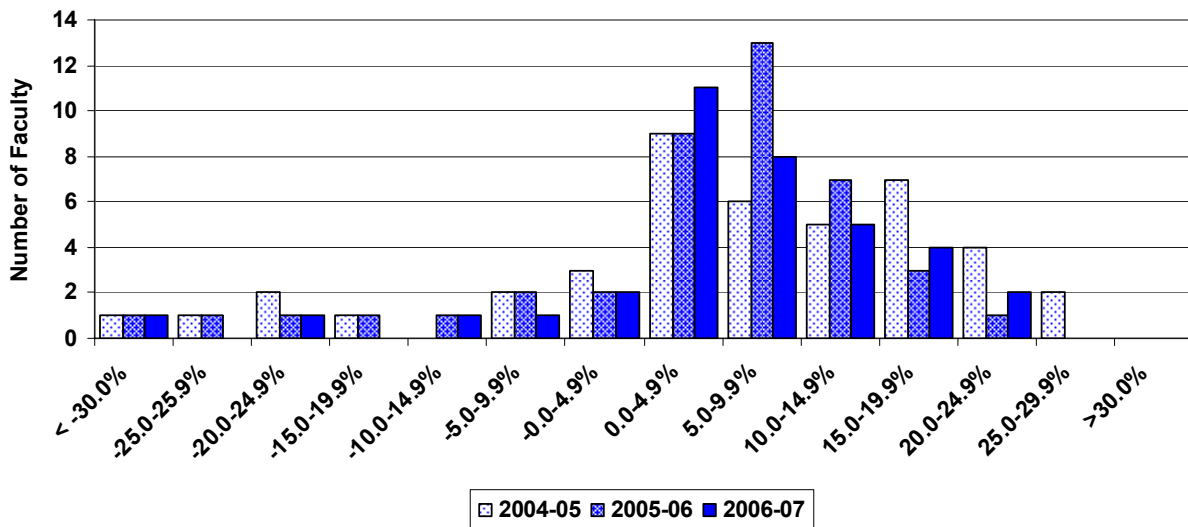
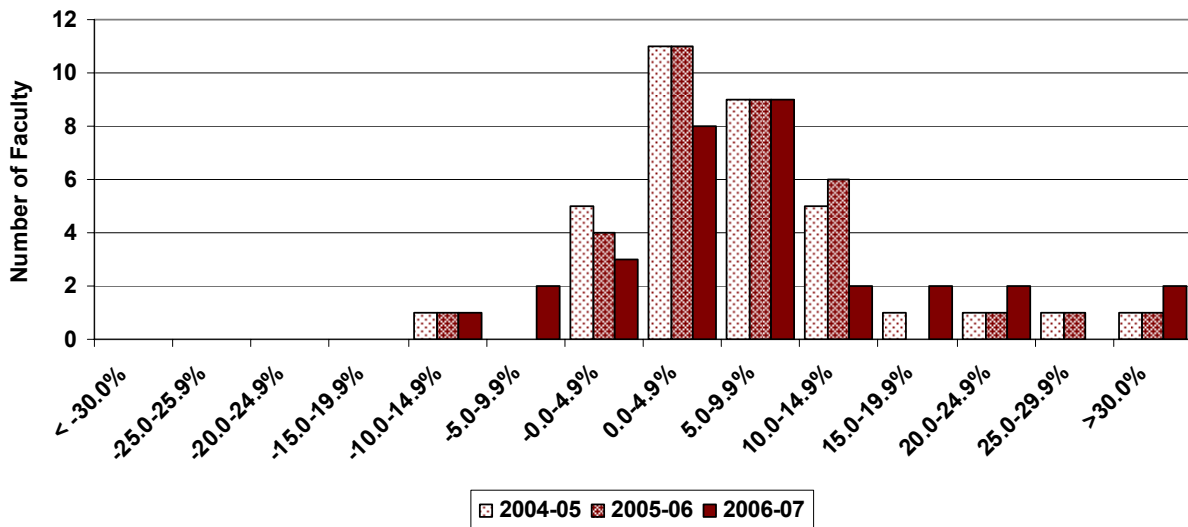


Chart 15. Distribution of Compression Adjustment Inequities for Full Professors for 2004-05, 2005-06, and 2006-07



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Appendix A: Legislated Percent Increases 1987-2006

Table A1. Legislated Percent Increases for South Carolina State Employees 1987-2006 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
2006	3.00	2.20	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	Rank	Hire/ Prom- otion Date	Percent Inequity	Compression Adjustment Percent Inequity
233	Instructor	2006	-41.4%	--
183	Instructor	2003	-26.3%	--
199	Instructor	2003	-22.3%	--
194	Instructor	2003	-21.9%	--
188	Instructor	2005	-17.2%	--
228	Instructor	2003	-16.8%	--
216	Instructor	2006	-15.1%	--
235	Instructor	1998	-13.9%	--
187	Instructor	2002	-12.0%	--
129	Instructor	2006	-11.3%	--
140	Instructor	2006	-11.3%	--
136	Instructor	2005	-8.2%	--
128	Instructor	2006	-8.0%	--
139	Instructor	2006	-8.0%	--
126	Instructor	2001	-7.4%	--
224	Instructor	2002	-6.7%	--
175	Instructor	2003	-4.9%	--
236	Instructor	2006	-4.0%	--
255	Instructor	2006	-1.2%	--
200	Instructor	2001	-0.8%	--
252	Instructor	2003	3.2%	--
217	Instructor	1995	3.9%	--
142	Instructor	1998	5.8%	--
239	Instructor	1991	7.7%	--
209	Instructor	2006	8.2%	--
122	Instructor	1991	10.0%	--
182	Instructor	2003	10.9%	--
202	Instructor	1987	12.4%	--
138	Instructor	1996	13.1%	--
196	Instructor	1989	15.4%	--
178	Instructor	1992	17.1%	--
141	Instructor	1988	21.5%	--
238	Instructor	1993	22.9%	--
221	Instructor	1982	23.4%	--

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	Botsch Folsom %Inequity	Compression Adjustment Percent Inequity
184	Asst. Prof.	2006	-28.0%	-21.2%
119	Asst. Prof.	2004	-14.4%	-11.1%
198	Asst. Prof.	2004	-9.4%	-6.3%
135	Asst. Prof.	2005	-5.8%	-1.6%
219	Asst. Prof.	2003	-3.9%	-2.3%
247	Asst. Prof.	1992	-3.8%	-4.1%
201	Asst. Prof.	2002	-2.7%	-2.1%
220	Asst. Prof.	2006	-2.7%	3.1%
225	Asst. Prof.	2006	-2.7%	3.1%
223	Asst. Prof.	2005	-2.7%	1.7%
149	Asst. Prof.	2006	-0.7%	5.2%
112	Asst. Prof.	2003	-0.5%	1.1%
253	Asst. Prof.	2003	-0.1%	1.5%
192	Asst. Prof.	2002	1.5%	2.2%
206	Asst. Prof.	2005	1.9%	5.9%
213	Asst. Prof.	2006	2.0%	7.3%
203	Asst. Prof.	2002	2.3%	3.0%
145	Asst. Prof.	2006	2.8%	8.3%
161	Asst. Prof.	2003	3.2%	4.8%
131	Asst. Prof.	1982	3.2%	3.0%
193	Asst. Prof.	2002	3.7%	4.3%
243	Asst. Prof.	2006	4.4%	9.4%
123	Asst. Prof.	2004	4.7%	7.4%
143	Asst. Prof.	2005	5.1%	9.2%
137	Asst. Prof.	1984	5.5%	5.3%
132	Asst. Prof.	1985	5.6%	5.4%
180	Asst. Prof.	2004	6.3%	9.0%
168	Asst. Prof.	2006	6.7%	11.7%
108	Asst. Prof.	2006	6.8%	8.3%
156	Asst. Prof.	2003	7.2%	8.7%
170	Asst. Prof.	2006	7.8%	12.8%
173	Asst. Prof.	2006	7.8%	12.8%
240	Asst. Prof.	2003	8.0%	9.7%
151	Asst. Prof.	2002	8.4%	8.6%
171	Asst. Prof.	2005	8.7%	12.5%
246	Asst. Prof.	2004	9.7%	12.3%
152	Asst. Prof.	2001	9.9%	9.0%
237	Asst. Prof.	2002	10.3%	10.9%
169	Asst. Prof.	2003	10.3%	11.8%
207	Asst. Prof.	1997	10.9%	10.5%
245	Asst. Prof.	2004	11.6%	14.1%
230	Asst. Prof.	1999	11.7%	10.9%
158	Asst. Prof.	2000	12.5%	12.0%
190	Asst. Prof.	2001	13.1%	12.7%
251	Asst. Prof.	2001	13.7%	15.4%
117	Asst. Prof.	2002	19.2%	21.0%
115	Asst. Prof.	2000	23.7%	25.9%

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	Prom- otion Date	Botsch Folsom Percent Inequity	Compression Adjustment Percent Inequity
186	Assoc. Prof.	2002	-45.9%	-55.8%
127	Assoc. Prof.	2004	-20.3%	-26.3%
109	Assoc. Prof.	1991	-15.8%	-21.3%
229	Assoc. Prof.	2004	-5.1%	-10.5%
181	Assoc. Prof.	1987	-3.5%	-9.5%
148	Assoc. Prof.	2006	1.4%	1.3%
191	Assoc. Prof.	1995	2.7%	-2.4%
231	Assoc. Prof.	1990	4.1%	-4.6%
164	Assoc. Prof.	1999	5.6%	3.2%
215	Assoc. Prof.	1989	6.0%	1.4%
189	Assoc. Prof.	2001	6.9%	2.0%
185	Assoc. Prof.	1992	7.1%	1.7%
204	Assoc. Prof.	2006	8.6%	11.2%
174	Assoc. Prof.	1992	8.6%	4.9%
256	Assoc. Prof.	1992	8.7%	3.5%
147	Assoc. Prof.	1993	9.0%	2.0%
197	Assoc. Prof.	1992	9.1%	4.7%
241	Assoc. Prof.	1987	9.3%	7.0%
211	Assoc. Prof.	1983	9.4%	6.1%
248	Assoc. Prof.	1998	9.5%	7.2%
114	Assoc. Prof.	1987	10.1%	20.6%
257	Assoc. Prof.	1995	10.4%	5.2%
212	Assoc. Prof.	1995	10.8%	7.5%
155	Assoc. Prof.	1998	11.2%	7.8%
144	Assoc. Prof.	2003	11.5%	9.0%
232	Assoc. Prof.	1993	11.8%	3.8%
150	Assoc. Prof.	2000	12.6%	8.5%
124	Assoc. Prof.	2001	12.9%	16.9%
242	Assoc. Prof.	1997	13.4%	11.2%
125	Assoc. Prof.	2003	13.4%	18.1%
250	Assoc. Prof.	1985	13.7%	16.7%
167	Assoc. Prof.	2003	14.1%	13.4%
113	Assoc. Prof.	2003	14.3%	24.9%
234	Assoc. Prof.	2003	15.3%	2.6%
226	Assoc. Prof.	2003	15.7%	13.9%
163	Assoc. Prof.	2003	16.0%	15.6%
159	Assoc. Prof.	2001	17.6%	12.6%

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	Botsch Folsom Percent Inequity	Compression Adjustment Percent Inequity
195	Professor	2005	-31.6%	-9.2%
254	Professor	2005	-21.2%	-0.8%
130	Professor	2006	-18.9%	3.4%
208	Professor	1999	-13.9%	-4.6%
244	Professor	1998	-12.5%	1.4%
120	Professor	2003	-11.4%	14.5%
110	Professor	2003	-9.2%	2.7%
162	Professor	2003	-8.2%	3.4%
121	Professor	2006	-7.7%	20.9%
133	Professor	2003	-6.6%	7.0%
154	Professor	1998	-6.1%	1.5%
134	Professor	2003	-5.5%	8.0%
249	Professor	1996	-0.9%	9.1%
146	Professor	1996	1.4%	6.4%
166	Professor	1997	1.6%	7.1%
179	Professor	2003	6.5%	15.6%
160	Professor	1987	9.1%	-3.8%
210	Professor	1983	9.5%	-10.0%
218	Professor	1984	9.9%	-9.3%
153	Professor	1988	10.3%	1.5%
214	Professor	1991	11.3%	8.3%
172	Professor	1994	12.8%	14.6%
107	Professor	1988	12.9%	1.5%
177	Professor	1982	13.2%	-2.9%
111	Professor	1991	13.5%	8.7%
205	Professor	1996	13.5%	17.3%
176	Professor	2000	13.6%	24.2%
165	Professor	1990	13.6%	9.4%
227	Professor	1991	13.8%	10.9%
222	Professor	1986	14.6%	0.8%
118	Professor	1993	14.8%	32.9%
157	Professor	1986	18.8%	6.9%
116	Professor	1989	23.7%	40.8%

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	Botsch Folsom Percent Inequity	Compression Adjustment Percent Inequity
105	-13.7%	--
104	-6.2%	--
106	-6.0%	--
102	-5.0%	--
103	-4.0%	--
101	5.6%	--

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*	2006 Rank Percent Inequity	2005 Rank Percent Inequity
PR1	-18.9%	-16.6%
PTR1	-13.9%	-8.8%
PR2	-7.7%	-6.1%
PTR2	-3.5%	0.0%
PR3	1.4%	4.6%
PR4	3.9%	7.5%
PTR3	5.6%	9.2%
PTR4	10.1%	12.6%
PTR5	9.1%	12.9%
PTR6	9.5%	12.9%
PR5	8.6%	13.5%
PTR7	9.9%	13.6%
PTR8	13.7%	16.2%
PTR9	13.2%	16.5%

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

Table B7. Special Inequity Percentage Calculation for Full Professors with Fewer than the Mean Years in Rank

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

ID	Percent Inequity	Special Percent Inequity
208	-13.9%	-5.0%
244	-12.5%	-4.5%
195	-31.6%	-4.2%
154	-6.1%	0.3%
249	-0.9%	1.5%
146	1.4%	3.9%
120	-11.4%	4.3%
254	-21.2%	4.8%
166	1.6%	5.4%
110	-9.2%	8.2%
162	-8.2%	9.2%
130	-18.9%	10.9%
133	-6.6%	12.6%
121	-7.7%	13.4%
134	-5.5%	13.5%
205	13.5%	15.1%
179	6.5%	20.6%
176	13.6%	21.9%

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

Focus Institution: University of South Carolina - Aiken

Comparison Group: 0607 University of South Carolina Aiken

Year: 2006-07, 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.

Code/Title	N	Average	Median	Minimum	Maximum
[09.] COMMUNICATION, JOURNALISM AND RELATED PROGRAMS					
09.01 Communication & Media Studies					
Professor	70	72,531	74,105	48,815	104,180
Associate Professor	78	57,677	58,505	46,285	69,964
Assistant Professor	129	47,737	47,668	38,294	61,633
New Assistant Professor	16	45,299	46,681	39,880	52,000
Instructor	96	38,806	38,169	30,590	64,000
[11.] COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES					
11.01 General					
Professor	57	91,711	87,759	62,273	123,337
Associate Professor	68	82,014	83,951	55,611	101,308
Assistant Professor	108	72,728	75,479	47,778	88,000
New Assistant Professor	12	73,773	81,997	50,000	81,997
Instructor	28	54,076	52,864	36,527	68,757
[14.] ENGINEERING					
14.01 General ⁵					
Professor	14	90,064			
Associate Professor	9	76,079			
Assistant Professor	7	56,178			
New Assistant Professor					
Instructor	3				
[16.] FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS					
16.01 Linguistic, Comp & Rel Studies & Sv					
Professor	49	69,421	67,720	53,196	81,549
Associate Professor	68	57,070	57,267	46,800	67,763
Assistant Professor	68	45,843	44,751	39,500	55,484
New Assistant Professor	13	44,808	45,000	39,500	48,005
Instructor	46	36,912	36,819	30,000	42,015
[23.] ENGLISH LANGUAGE AND LITERATURE/LETTERS					
23.01 General					
Professor	335	68,827	68,915	52,997	87,083
Associate Professor	303	54,158	53,915	43,726	65,150
Assistant Professor	390	45,426	45,592	35,736	54,557
New Assistant Professor	72	43,867	43,670	38,250	60,000
Instructor	319	35,883	34,680	25,000	59,940
[26.] BIOLOGICAL AND BIOMEDICAL SCIENCES					
26.01 General					
Professor	235	73,246	71,029	48,118	96,713

⁵ Comparative salaries for 14.01 General engineering did not appear in the report from CUPA-HR. Weighted mean salaries by discipline were calculated using data in the peer group for 14.08 Civil Engineering, 14.10 Electrical Engineering, and 14.19 Mechanical Engineering (Full Prof N = 90, Assoc. Prof N = 72, Asst. Prof. N = 54).

Code/Title	N	Average	Median	Minimum	Maximum
Associate Professor	222	57,473	56,182	46,640	73,956
Assistant Professor	280	48,539	49,039	35,989	57,071
New Assistant Professor	56	46,949	48,000	35,989	53,431
Instructor	105	38,390	37,269	28,636	51,081
[27.] MATHEMATICS AND STATISTICS					
27.01 Mathematics					
Professor	225	73,785	71,167	52,537	99,397
Associate Professor	215	58,709	58,811	46,049	71,369
Assistant Professor	287	48,945	48,835	37,129	58,128
New Assistant Professor	53	48,131	48,000	38,000	59,850
Instructor	217	38,228	37,155	30,245	63,556
[31.] PARKS, RECREATION, LEISURE AND FITNESS STUDIES					
31.05 Health & Physical Education/Fitness					
Professor	73	69,067	69,170	55,090	90,765
Associate Professor	72	58,382	60,502	44,663	76,641
Assistant Professor	101	48,535	47,547	42,730	58,314
New Assistant Professor	22	47,802	46,317	43,800	55,000
Instructor	79	39,834	39,933	31,000	58,905
[38.] PHILOSOPHY AND RELIGIOUS STUDIES					
38.01 Philosophy					
Professor	47	72,432	73,379	50,407	112,115
Associate Professor	48	57,429	54,841	40,042	88,464
Assistant Professor	43	46,552	47,150	34,490	53,562
New Assistant Professor	10	49,104	47,438	45,000	54,518
Instructor	10				
[40.] PHYSICAL SCIENCES					
40.05 Chemistry					
Professor	137	75,264	71,297	52,227	92,730
Associate Professor	121	58,854	59,019	46,459	68,918
Assistant Professor	185	48,610	47,490	40,143	72,142
New Assistant Professor	36	49,014	47,333	38,000	74,512
Instructor	43	38,548	37,500	24,000	48,261
40.06 Geological & Earth Sci/Geosciences					
Professor	63	75,594	72,116	59,192	86,604
Associate Professor	38	60,014	59,759	52,238	68,853
Assistant Professor	46	51,947	52,293	44,500	56,992
New Assistant Professor	7	49,929	49,000	44,500	57,000
Instructor	13	41,889	41,922	31,791	48,181
40.08 Physics					
Professor	93	79,420	78,763	53,999	109,210
Associate Professor	79	61,674	59,542	45,860	77,281
Assistant Professor	107	51,627	49,997	38,000	79,255
New Assistant Professor	18	46,851	45,000	42,000	65,000
Instructor	22	43,552	40,839	31,473	59,058
[42.] PSYCHOLOGY					
42.01 General					
Professor	219	72,723	72,414	48,963	92,938
Associate Professor	189	56,757	56,784	44,197	71,925
Assistant Professor	226	48,138	47,065	40,564	62,439
New Assistant Professor	53	45,546	45,000	37,000	55,650
Instructor	31	41,600	39,306	35,000	58,520
[45.] SOCIAL SCIENCES					
45.02 Anthropology					
Professor	23	71,718	70,227	51,100	83,853
Associate Professor	14	55,382	56,160	48,544	63,280
Assistant Professor	18	47,467	46,572	43,500	52,833
New Assistant Professor	4				
Instructor	1				
45.07 Geography & Cartography					

Code/Title	N	Average	Median	Minimum	Maximum
Professor	22	73,640	70,487	61,187	136,269
Associate Professor	32	56,811	57,969	48,331	68,630
Assistant Professor	29	48,358	50,032	40,265	59,890
New Assistant Professor	5				
Instructor	10	51,869	38,725	30,791	107,865
45.10 Political Science & Government					
Professor	118	73,474	72,469	49,500	108,556
Associate Professor	104	57,831	57,894	39,569	70,186
Assistant Professor	134	47,690	47,456	36,250	57,036
New Assistant Professor	32	47,853	47,250	40,000	65,000
Instructor	23	41,563	37,190	31,823	76,419
45.11 Sociology					
Professor	111	71,462	69,903	57,896	95,155
Associate Professor	102	56,198	55,756	43,178	68,988
Assistant Professor	113	47,443	46,819	37,015	75,350
New Assistant Professor	9	43,704	44,004	40,000	48,000
Instructor	27	37,512	37,858	31,596	45,024
[50.] VISUAL AND PERFORMING ARTS					
50.05 Dramatic/Theatre Arts & Stagecraft					
Professor	40	69,180	70,742	48,876	81,873
Associate Professor	60	54,229	54,658	41,676	70,073
Assistant Professor	92	45,570	45,023	35,133	57,926
New Assistant Professor	17	42,883	43,500	35,806	48,053
Instructor	19	39,641	36,615	31,500	71,444
50.07 Fine & Studio Art					
Professor	148	66,599	67,359	49,854	82,595
Associate Professor	114	54,249	54,078	41,242	67,421
Assistant Professor	175	44,292	45,714	35,286	53,431
New Assistant Professor	31	43,116	44,000	35,000	52,850
Instructor	29	37,655	39,131	26,737	53,431
50.09 Music					
Professor	185	66,515	65,031	46,222	86,653
Associate Professor	176	55,076	55,365	42,844	78,285
Assistant Professor	234	45,822	45,282	34,764	58,379
New Assistant Professor	39	44,044	44,075	36,000	50,734
Instructor	71	43,186	41,202	32,557	63,872
[51.] HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES					
51.16 Nursing					
Professor	91	74,881	76,099	62,168	112,000
Associate Professor	170	62,145	60,863	49,612	77,747
Assistant Professor	452	49,967	47,406	41,017	77,415
New Assistant Professor	63	47,032	45,000	40,000	65,000
Instructor	198	48,856	48,273	33,703	67,487
[52.] BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES					
52.02 Admin, Mgt & Operations					
Professor	172	87,856	86,957	60,550	120,752
Associate Professor	183	78,827	80,037	49,966	100,000
Assistant Professor	226	70,783	72,174	47,611	97,397
New Assistant Professor	47	75,547	76,000	49,795	94,701
Instructor	74	54,609	50,423	37,732	84,919
52.03 Accounting & Related Svcs					
Professor	112	97,289	96,745	67,935	120,788
Associate Professor	131	85,138	85,050	55,827	111,857
Assistant Professor	95	78,188	82,500	39,224	103,839
New Assistant Professor	14	84,058	88,000	50,733	102,000
Instructor	47	48,917	46,713	28,470	72,298
52.06 Managerial Economics					
Professor	53	88,425	92,713	67,925	104,388

Code/Title	N	Average	Median	Minimum	Maximum
Associate Professor	44	72,780	71,279	61,060	82,689
Assistant Professor	41	72,952	70,980	51,930	102,666
New Assistant Professor	10	73,370	75,200	50,000	92,000
Instructor	7	46,960	44,051	42,000	54,256
52.08 Finance & Financial Mgt Srvc					
Professor	63	101,170	99,517	71,760	140,326
Associate Professor	44	88,388	84,010	61,060	127,239
Assistant Professor	43	89,105	87,780	66,768	118,649
New Assistant Professor	4				
Instructor	10	47,995	47,175	42,512	65,000
52.12 Mgt Information Sys & Srvc					
Professor	27	97,021	102,478	57,720	112,150
Associate Professor	30	86,831	88,927	61,060	102,251
Assistant Professor	45	78,959	79,934	49,554	103,019
New Assistant Professor	6				
Instructor	14	45,669	41,881	38,489	59,933
52.14 Marketing					
Professor	71	95,382	96,259	67,649	116,027
Associate Professor	64	83,290	81,340	55,432	103,885
Assistant Professor	54	80,548	84,856	48,376	106,000
New Assistant Professor	16	85,739	86,500	71,420	106,000
Instructor	21	52,145	51,574	39,440	59,673
[54.] HISTORY GENERAL					
54.01 History					
Professor	201	71,229	72,943	51,938	109,834
Associate Professor	185	54,710	55,321	44,954	72,960
Assistant Professor	205	45,914	47,230	31,877	53,431
New Assistant Professor	38	44,192	44,263	36,800	53,399
Instructor	49	35,625	35,155	25,300	48,922

Appendix D: Salary Inequity Calculations (Personal Information Included)

[Tables in Appendix D are not provided in the World Wed Web version of this study in order to protect personally identifiable information.]

Appendix E: Compression Adjustment Salary Inequities

[Tables in Appendix E are not provided in the World Wide Web version of this study in order to protect personally identifiable information.]

Appendix F: Inequity Percentage Comparisons

[Tables in Appendix F are not provided in the World Wed Web version of this study in order to protect personally identifiable information.]

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