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Ins & Outs of Faculty Salary Structures & Wage Equity

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Diverging Pathways: Disciplinary Differences in Full-Time Faculty Salaries

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Outline

- Sources of differentiation in faculty salaries
- Differences by discipline
- Issues
- Consequences for faculty
- Consequences for institutions
- Working toward solutions
Sources of differentiation

- Contingent employment practices are the largest source of inequities in compensation
  - Part-time faculty “piecework”
  - Full-time contingent appointments (“visiting”)
  - Graduate student employees
  - Postdoctoral “fellows” increasingly being employed to teach
  - These categories comprise at least 76 percent of the instructional staff as of fall 2011 (varies by type of institution)
  - Incomplete data
Sources of differentiation

- Differences within the full-time faculty
  - Institution type (level, public/private)
  - Workload (teaching, research, service)
  - Rank (tenure track)
  - Gender
  - Race and ethnicity
  - Discipline
  - Multiple, interrelated factors
Figure 1. Average Salary for New Assistant Professors in Large Public Universities, by Selected Discipline Clusters, 1982-83 to 2013-14

Source: Oklahoma State Univ., *Faculty Salary Survey by Discipline*, various years. N is the number of institutions participating; not all institutions submitted data for all disciplines.
Figure 2. Average Salary for Full Professors in Large Public Universities, by Selected Discipline Clusters, 1982-83 to 2013-14

Source: Oklahoma State Univ., Faculty Salary Survey by Discipline, various years. N is the number of institutions participating; not all institutions submitted data for all disciplines.
Figure 3. Average Salary for New Assistant Professors in Large Public Universities, by Selected Disciplines, 1982-83 to 2013-14

Source: Oklahoma State Univ., Faculty Salary Survey by Discipline, various years. N is the number of institutions participating; not all institutions submitted data for all disciplines.
Figure 4. Average Salary for Full Professors in Large Public Universities, by Selected Disciplines, 1982-83 to 2013-14

Source: Oklahoma State Univ., Faculty Salary Survey by Discipline, various years. N is the number of institutions participating; not all institutions submitted data for all disciplines.
Figure 5. Salary Ratio for New Assistant Professors in Large Public Universities, by Selected Disciplines, 1982-83 to 2013-14

Source: Oklahoma State Univ., *Faculty Salary Survey by Discipline*, various years. N is the number of institutions participating; not all institutions submitted data for all disciplines.
Figure 6. Salary Ratio for Full Professors in Large Public Universities, by Selected Disciplines, 1982-83 to 2013-14

Source: Oklahoma State Univ., *Faculty Salary Survey by Discipline*, various years. N is the number of institutions participating; not all institutions submitted data for all disciplines.
Issues

- **Salary compression and inversion**
  - Not clearly defined
  - Between ranks within a department
  - Between disciplines

- **Administrative discretion creates the potential for discrimination**

- **“The myth of the market”**
  - Invoked subjectively
  - Essentially an individual negotiation
  - Based on data?
Consequences for faculty

- Barriers to a shared identity as “one faculty”
- Lack of commitment to developing the institution
  - Not rewarded for longevity
  - “Playing the game” of external offers
- Alienation, disaffection
Consequences for institutions

- A dedicated faculty is the core of the institution; conversely, a disaffected faculty will weaken the institution.
- Discrimination can result in turnover and litigation.
Working toward solutions

- Shared governance approach in all aspects
- Equity analysis
  - Carried out jointly, incorporating internal expertise
  - Not a one-time fix; repeat every few years
- Salary policies
  - Initial hiring
  - Promotion and tenure
  - Merit
  - Matching outside offers (“market”)
Case studies

  - Review of selected contracts
  - Detailed description of EIU process
- Emerson College 2014–18
- Illinois Wesleyan U. (AAUP *Academe*, March–April 2013)
Thank you!

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