No Refuge

THE ANNUAL REPORT ON THE ECONOMIC STATUS OF THE PROFESSION

2009–10

American prosperity has long rested on how well we educate our children. But this has never been more true than it is today. In the twenty-first century, when countries that out-educate us today will out-compete us tomorrow, there is nothing that will determine the quality of our future as a nation and the lives our children will lead more than the kind of education that we provide them. Nothing is more important.

—President Barack Obama, "Remarks on Strengthening America's Education System," November 4, 2009

Rough financial seas had been buffeting many colleges and universities for years before the recession that began in late 2007. Then in mid-September 2008, an economic tsunami crashed into our campuses, challenging our ability to provide the accessible, high-quality education necessary to achieve long-term national goals. As the economy weakened at the end of 2008 and into 2009, college and university presidents, business officers, admissions deans, financial aid directors, faculty, staff, students, and parents wondered whether higher education would find a refuge from the worst of the storm, as it had in prior recessions.

Eighteen months later we have some of the data needed to answer this question, and the answer is a resounding "no!" Current budgetary woes result less from rising costs than from reductions in revenue from virtually all sources. Even so, this year's report reveals tremendous differences in the nature of budgetary woes across institutions. But what holds true among the roughly thirty-five hundred colleges and universities across the country is that faculty members are on the front lines interacting with students in the classroom, in the laboratory, in the studio, on the stage, and in the field. Because of the importance of our work in determining "how well we educate our children," to quote President Obama, it is essential that professors play a meaningful role in identifying measures for dealing with financial difficulties, so that the impact of cuts on the fundamental elements of our academic institutions is limited. Moreover, faculty members must continue to contribute to decision making as our institutions chart their course for a return to normalcy.

Historic Lows

The average salary for a full-time faculty member was only 1.2 percent higher in 2009–10 than in the previous academic year, the lowest year-to-year change recorded in the fifty years of this comprehensive annual survey. As indicated in table A, this is well below the rate of inflation recorded between December 2008 and December 2009, 2.7 percent, which means that the earning power of many (if not most) full-time faculty members is less than it was one year ago. But even these sobering statistics provide only a partial glimpse of the situation facing faculty members across the country.

We know, for example, that faculty members and other employees of colleges and universities in many states have been forced to take unpaid furloughs during 2009 and 2010. For the most part, however, the reductions in pay resulting from these furloughs are not reflected in our data—although we cannot say for certain how much of a distortion this represents. Many institutions report data for this and similar surveys on the basis of salary levels rather than payroll disbursements. An unpaid furlough, while it represents less money paid by the institution to the employee, technically does not alter that person's base salary. To the extent that data reported here are based on salary levels that are actually higher than the pay received, our figures disguise some of the negative impact of the current economic situation on faculty members.

Our survey is also limited to faculty members who are currently employed full time, and the data we have available are aggregates by academic rank and gender. We do not have the ability using these data to track the financial situation of individual faculty members from one year to the next. We attempt to provide that information, discussed in the following section, by tabulating separate statistics on salary for faculty members who remain at the same institution from the prior year. Even so, in compiling a large aggregated data set, we lose some of the individual information that would give us more insight into the variety of financial situations confronting faculty members. It is clear that some faculty members, both those formerly employed full time and those employed part time, have been "nonreappointed"—to use a technical term that fails to convey fully the dramatic impact of the current higher education downturn on individual lives. In the aggregate, new appointments and movements between institutions obscure these departures.

As part of the standard suite of aggregate tables presented in this annual report, survey report tables 1 and 2 give some indication of the differing situation of faculty members at different types of institutions. Table 1 shows the two types of data we collect to document the change in salaries from year to year. The left side of the table shows changes in absolute salary levels; in other words, it calculates the average salary of all faculty members currently employed at an institution and then compares that to the same figure for the previous year. It is a measure of the situation of the faculty as a body rather than of the situations of individuals. Because it includes all faculty members employed in a given year, this figure is influenced by both departures and new appointments. Table 1 includes only institutions reporting data in both 2008–09 and 2009–10. The right half of the table documents the other measure available: the change in salary for continuing faculty members, which we will discuss in more detail in the following section.

Table 1 indicates that while the year-to-year growth in overall average salaries was minimal at all types of institutions and for all faculty ranks, it was especially depressed at baccalaureate colleges. The overall increase here was less than 1 percent, but even that low figure summarizes significant variation between institutional categories. Salary levels at the relatively small number of public baccalaureate colleges grew by 1.9 percent, while the change in average salaries at both groups of private colleges was only 0.6 percent. Virtually every number in this table is below the 2.7 percent rate of inflation.

Survey report table 2 shows the amount of change in overall salary levels in the various categories of institutions. As is always the case, overall averages include significant variation, and that variation represents real differences in the economic situation of faculty members at different institutions and differences among individuals as well. From table 2 we can see that the overall average salary level declined at nearly one-third of colleges and universities, with greater frequency at baccalaureate and associate's degree colleges. Average salary levels increased only very slightly at another third of institutions: about 20 percent of all institutions reported an increase in overall average salary that was 1 percent or less, and an additional 15 percent reported increases of between 1 and 2 percent. Taken together this means that two-thirds of all colleges and universities reporting data reduced overall average salary or increased it by 2 percent or less, well below the rate of inflation.

A Near Freeze

As we have noted, the AAUP survey includes a unique data element, the one-year change in salary for continuing faculty members. Although the data underlying this figure are also aggregates by faculty rank, they are an attempt to measure the change in economic situation from the prior year experienced by individuals who remained employed full time at the same institution. The salary change captured in this measure includes the results of both across-the-board and discretionary salary increases—or in some cases this year, decreases—and promotions in rank.

The results of this tabulation are presented in historical context in table A. The average change in salary for continuing faculty members this year was 1.8 percent, well below the historical levels of about 4 percent. Because this figure falls well short of the rate of change in the Consumer Price Index, it represents the first inflation-adjusted decrease in salaries for continuing faculty since the hyperinflation years of the late 1970s.

TABLE A

Percentage Increases in Average Nominal and Real Salaries for Institutions Reporting Comparable Data for Adjacent One-Year Periods, and Percentage Change in the Consumer Price Index, 1971–72 through 2009–10

	Prof.	Assoc.	Asst.	Inst.	All Ranks	Prof.	Assoc.	Asst.	Inst.	All Ranks	Change in CPI
	NOMINAL TERMS					REAL TERMS					
ALL FACULTY											
1971–72 to 1973–74	9.7	9.6	9.1	8.8	9.4	-2.7	-2.8	-3.3	-3.6	-3.0	12.4
1973–74 to 1975–76	12.4	12.1	11.7	12.3	12.1	-7.7	-8.0	-8.4	-7.8	-8.0	20.1
1975–76 to 1977–78	10.1	10.4	10.3	10.4	10.2	-1.8	-1.5	-1.6	-1.5	-1.7	11.9
1977–78 to 1979–80	13.5	13.2	13.1	12.8	13.3	-10.0	-10.3	-10.4	-10.7	-10.2	23.5
1979–80 to 1981–82	18.6	18.1	18.7	17.5	18.5	-3.9	-4.4	-3.8	-5.0	-4.0	22.5
1981–82 to 1983–84	11.2	11.0	11.9	12.1	11.4	3.5	3.3	4.2	4.4	3.7	7.7
1983–84 to 1985–86	13.2	12.7	13.2	12.5	13.1	5.3	4.8	5.3	4.6	5.2	7.9
1985–86 to 1986–87	6.0	5.8	5.7	4.9	5.9	4.9	4.7	4.6	3.8	4.8	1.1
1986–87 to 1987–88	5.0	4.8	4.9	3.8	4.9	0.6	0.4	0.5	-0.6	0.5	4.4
1987–88 to 1988–89	5.8	6.7	6.0	5.3	5.8	1.4	2.3	1.6	0.9	1.4	4.4
1988–89 to 1989–90	6.3	6.3	6.3	5.4	6.1	1.7	1.7	1.7	0.8	1.5	4.6
1989–90 to 1990–91	5.5	5.3	5.5	5.0	5.4	-0.6	-0.8	-0.6	-1.1	-0.7	6.1
1990–91 to 1991–92	3.4	3.5	3.8	3.9	3.5	0.3	0.4	0.7	0.8	0.4	3.1
1991–92 to 1992–93	2.6	2.3	2.6	2.3	2.5	-0.3	-0.6	-0.3	-0.6	-0.4	2.9
1992–93 to 1993–94	3.0	3.1	3.0	3.2	3.0	0.3	0.4	0.3	0.5	0.3	2.7
1993–94 to 1994–95	3.4	3.4	3.2	3.5	3.4	0.7	0.7	0.5	0.8	0.7	2.7
1994–95 to 1995–96	3.1	2.9	2.7	2.6	2.9	0.6	0.4	0.2	0.1	0.4	2.5
1995–96 to 1996–97	2.9	3.0	2.4	3.2	3.0	-0.4	-0.3	-0.9	-0.1	-0.3	3.3
1996–97 to 1997–98	3.6	3.2	2.8	2.6	3.3	1.9	1.5	1.1	0.9	1.6	1.7
1997–98 to 1998–99	4.0	3.6	3.5	2.9	3.6	2.4	2.0	1.9	1.3	2.0	1.6
1998–99 to 1999–00	4.3	4.0	3.9	3.7	3.7	1.6	1.3	1.2	1.0	1.0	2.7
1999–00 to 2000–01	4.4	3.9	4.4	3.6	3.5	1.0	0.5	1.0	0.2	0.1	3.4
2000–01 to 2001–02	4.2	3.8	4.8	4.2	3.8	2.6	2.2	3.2	2.6	2.2	1.6
2001–02 to 2002–03	3.4	3.1	3.8	2.2	3.0	1.0	0.7	1.4	-0.2	0.6	2.4
2002–03 to 2003–04	2.4	2.0	2.3	2.0	2.1	0.5	0.1	0.4	0.1	0.2	1.9
2003–04 to 2004–05	3.4	3.0	3.2	2.7	2.8	0.1	-0.3	-0.1	-0.6	-0.5	3.3
2004–05 to 2005–06	3.7	3.3	3.3	3.2	3.1	0.3	-0.1	-0.1	-0.2	-0.3	3.4
2005–06 to 2006–07	4.2	3.9	4.1	3.9	3.8	1.7	1.4	1.6	1.4	1.3	2.5
2006–07 to 2007–08	4.3	4.1	4.1	3.9	3.8	0.2	0.0	0.0	-0.2	-0.3	4.1
2007–08 to 2008–09	3.8	3.6	3.6	3.3	3.4	3.7	3.5	3.5	3.2	3.3	0.1
2008–09 to 2009–10	1.0	0.8	1.1	1.4	1.2	-1.7	-1.9	-1.6	-1.3	-1.5	2.7
CONTINUING FACULTY											
1971–72 to 1973–74	10.4	12.4	12.8	13.7	11.9	-2.0	0.0	0.4	1.3	-0.5	12.4
1973–74 to 1975–76	14.3	15.7	16.5	17.9	15.6	-5.8	-4.4	-3.6	-2.2	-4.5	20.1
1975–76 to 1977–78	12.5	13.2	13.5	13.7	13.0	0.6	1.3	1.6	1.8	1.1	11.9
1977–78 to 1979–80	15.2	16.3	17.4	18.0	16.1	-8.3	-7.2	-6.1	-5.5	-7.4	23.5
1979–80 to 1981–82	19.9	21.0	22.4	22.3	20.9	-2.6	-1.5	-0.1	-0.2	-1.6	22.5
1981–82 to 1983–84	13.3	13.9	15.3	14.7	14.1	5.6	6.2	7.6	7.0	6.4	7.7
1983–84 to 1985–86	14.2	15.1	16.3	16.1	14.9	6.3	7.2	8.4	8.2	7.0	7.9
1985–86 to 1986–87	6.3	6.7	7.0	6.5	6.6	5.2	5.6	5.9	5.4	5.5	1.1
1986–87 to 1987–88	6.1	6.6	7.1	6.9	6.5	1.7	2.2	2.7	2.5	2.1	4.4
1987–88 to 1988–89	6.4	7.1	7.6	7.4	6.8	2.0	2.7	3.2	3.0	2.4	4.4
1988–89 to 1989–90	6.9	7.4	7.8	7.5	7.3	2.3	2.8	3.2	2.9	2.7	4.6
1989–90 to 1990–91	6.1	6.8	7.2	7.0	6.6	0.0	0.7	1.1	0.9	0.5	6.1
1990–91 to 1991–92	3.9	4.5	4.9	5.1	4.3	0.8	1.4	1.8	2.0	1.2	3.1
1991–92 to 1992–93	3.2	3.7	4.2	4.4	3.6	0.3	0.8	1.3	1.5	0.7	2.9
1992–93 to 1993–94	3.8	4.4	4.7	4.5	4.2	1.1	1.7	2.0	1.8	1.5	2.7
1993–94 to 1994–95	4.1	4.7	4.9	4.9	4.6	1.4	2.0	2.2	2.2	1.9	2.7
1994–95 to 1995–96	3.7	4.1	4.5	4.4	4.0	1.2	1.6	2.0	1.9	1.5	2.5
1995–96 to 1996–97	3.0	4.0	4.2	4.6	3.5	-0.3	0.7	0.9	1.3	0.2	3.3
1996–97 to 1997–98	4.0	4.6	4.8	5.0	4.3	2.3	2.9	3.1	3.3	2.6	1.7
1997–98 to 1998–99	4.5	5.0	5.3	5.3	4.8	2.9	3.4	3.7	3.7	3.2	1.6
1998–99 to 1999–00	4.5	4.9	5.4	5.3	4.8	1.8	2.2	2.7	2.6	2.1	2.7
1999–00 to 2000–01	5.0	5.4	5.8	5.8	5.3	1.6	2.0	2.4	2.4	1.9	3.4
2000–01 to 2001–02	4.8	5.1	5.7	5.4	5.0	3.2	3.5	4.1	3.8	3.4	1.6
2001–02 to 2002–03	4.1	4.4	4.7	4.5	4.3	1.7	2.0	2.3	2.1	1.9	2.4
2002–03 to 2003–04	2.8	3.3	3.5	3.8	3.1	0.9	1.4	1.6	1.9	1.2	1.9
2003–04 to 2004–05	4.2	4.7	4.8	4.7	4.5	0.9	1.4	1.5	1.4	1.2	3.3
2004–05 to 2005–06	4.1	4.7	4.8	4.4	4.4	0.7	1.3	1.4	1.0	1.0	3.4
2005–06 to 2006–07	4.7	5.3	5.4	5.1	5.0	2.2	2.8	2.9	2.6	2.5	2.5
2006–07 to 2007–08	4.8	5.4	5.4	5.7	5.1	0.7	1.3	1.3	1.6	1.0	4.1
2007–08 to 2008–09	4.5	5.0	5.2	6.0	4.9	4.4	4.9	5.1	5.9	4.8	0.1
2008–09 to 2009–10	1.4	2.1	2.1	2.1	1.8	-1.3	-0.6	-0.6	-0.6	-0.9	2.7

Note: Consumer Price Index (CPI) obtained from the U.S. Bureau of Labor Statistics. The change in the CPI for all urban consumers, the percentage change that this table reports, is calculated from December to December. Salary increases for the years to 1985–86 are grouped in two-year intervals in order to present the full 1971–72 through current year series. Nominal salary is measured in current dollars. The percentage increase in real terms is the percentage increase in nominal terms adjusted for the percentage change in the CPI. Figures for All Faculty represent changes in salary levels from a given year to the next. Figures for Continuing Faculty represent the average salary change for faculty on staff at the same institution in both years over which the salary change is calculated.

Although the aggregate analysis and presentation in the form of table after table filled with numbers tend to obscure it, this figure is more than a mere statistical calculation. Because in typical years a decrease in salary for an entire category of continuing full-time faculty members is unusual, we ask survey respondents to verify decreases reported in this section of their institutional data. Time and again, we read reports of faculty members taking cuts in salary as a consequence of the financial situation at their institutions. From these data we do not know how those cuts were decided or whether the financial information used to justify them was accurate and complete. Reports from AAUP chapters across the country leave us skeptical that the process was as inclusive and objective as it should have been, and we encourage our colleagues to continue to demand the meaningful participation in the financial decision-making process called for by long-established principles of shared governance.

The right half of survey report table 1 displays the average salary change for continuing faculty members by rank and institutional category. The only institutional category where overall increases for continuing full-time faculty exceeded the rate of inflation was that of public associate's degree colleges. It is worth noting that the proportion of full-time faculty at many of these community colleges is only about one-third of the total instructional faculty, and as indicated in table 4, they are some of the lowest-paid faculty members.

Survey report table 3 provides expanded detail on the distribution of various levels of salary change across the reporting institutions, with percentage calculations based on numbers of both institutions and faculty members employed. Ten percent of all institutions reported either no change in salaries for continuing faculty or an overall decrease. A much higher proportion of institutions are in this situation than in recent years, which is especially significant because these figures represent not only fluctuations in the composition of the faculty at an institution but also actual salary cuts and freezes for whole categories of faculty members. When we tabulate these categories of salary change together with the increases that fell below 2 percent, we see that, for 65 percent of continuing full-time faculty members, salary did not keep up with the rate of inflation.

Dimmed Retirement Prospects

A brief glance at the standard tabulated data on average retirement contributions (survey report tables 10a and 10b, presented in this report annually) shows only a slight change from recent years. But beneath the surface of the overall figures, we see troubling signs for the retirement prospects of current faculty members.

The overall rate of retirement contributions by institutions responding to our 2009–10 survey was 10.4 percent of average salary for those individuals participating in the retirement plan. The data collected here are the expenditures by the institutional employers on contributions to retirement and pension plans; they are the institutional "match" to whatever contributions come from faculty members themselves. The number most useful for this discussion is the average (and rate as a percentage of salary) for faculty members actually participating in the retirement plan, shown in the bottom half of tables 10a and 10b. The levels reported in this table have held essentially steady for several years. What these overall figures do not reveal, however, is the change between 2008–09 and 2009–10 in retirement contributions made by specific institutions. Table B describes this one-year shift at the level of the individual institutions.

While most institutions reported retirement contribution rates for 2009–10 that were essentially the same as those reported the previous year, about 13 percent of institutions reported a decrease in rates of more than half a percentage point from 2008–09 levels. This proportion was highest among baccalaureate colleges, most of which are private, and lowest among doctoral and master's degree universities, the largest of which are public and therefore more immediately subject to political constraints on changes to retirement plans.

The group of institutions reducing their retirement contributions for faculty includes eighteen colleges and universities where the rate of retirement contribution was reduced to zero. (This number does not include institutions that also reported no retirement contributions in the previous year.) These institutions are mostly relatively small, which is why the shift in their retirement contributions did not affect the overall national average rates. But for the faculty members in those colleges and universities, the impact of reduced retirement contributions can be dramatic.

An example illustrates the consequences for an individual faculty member of a college's decision to reduce its retirement contribution from 10 percent of salary to 5 percent. If my college's contribution is 10 percent and I also put 10 percent of my salary into my 403(b) plan, then there will be a $2,000 annual contribution into my retirement account for each $10,000 in salary I earn. Assuming my employer and I both maintain our contributions for twenty-five years, and assuming an 8 percent rate of return compounded annually, I will have $157,909 in my retirement fund for each $10,000 I earned annually in those twenty-five years. Suppose, however, my college reduces its contribution to 5 percent. In year one and every year thereafter, there is a $1,500 contribution to my retirement account. At the same rate of return, I will have $118,432 in my retirement account after twenty-five years for every $10,000 in salary. My employer has saved $12,500 in contributions to my retirement account over my twenty-five

years at the college, but because of compounding interest, after twenty-five years I have almost $40,000 less in my retirement account for each $10,000 of income I earned in a given year. To provide a somewhat more realistic example, if my professorial salary is $60,000 and never changes in twenty-five years, my college has saved $75,000 in benefits expenditures, but I have nearly a quarter of a million dollars less for my retirement. We may not feel the lost contributions to our retirement accounts while we are working, but we will feel those losses once we retire.

The *Survey of Changes in Faculty Retirement Policies* conducted by the AAUP and other organizations in 2006 found that 82 percent of responding institutions allowed faculty retirees to continue participating in group health-insurance programs (beyond what is required by law through the COBRA program). Most of those institutions subsidized at least part of the cost of health-insurance premiums for their retirees, although a much smaller proportion provided those benefits for spouses or family members of retirees. These numbers are very similar to the proportion found in the AAUP's prior survey on faculty retirement policies, conducted in 2000. Unfortunately, we do not have current data to determine whether the present recession has caused institutions to withdraw from this aspect of their commitment to their faculty retirees. This is an area that bears watching, at both institutional and national levels.

Other Impacts

Because many aspects of faculty careers and work are not documented in comprehensive national data sets, it is difficult to measure the full impact on faculty work of reductions in college and university spending. This section provides some examples of spending cuts made during the current academic year and the consequences of those cuts.

No central data source provides comprehensive coverage of the faculty hiring process, but there are indications that new faculty appointments have been dramatically reduced during the 2009–10 academic year. While not all academic positions are listed with respective disciplinary associations, tabulations of their faculty job listings provide one gauge of the academic labor market. The American Historical Association (AHA) reported in January 2010 that the number of jobs listed through its various outlets had fallen by 24 percent to 806 positions, the smallest number in a decade.[1] Further, an AHA survey of those departments that did list faculty openings found that 15 percent of those searches were subsequently called off.

The American Economic Association (AEA) reported a decline of 19 percent in academic listings in its *Job Openings for Economists* in the past year. In departments with PhD programs, listings were down by 8 percent, while in nondoctoral departments new position listings were down 31 percent. The American Mathematical Society reported a decline in faculty job listings of 13 percent for 2009 compared with the previous year.[2]

The greatest reductions were reported by the Modern Language Association (MLA).[3] Advertised faculty openings in English language and literature decreased by 35 percent, and MLA listings in disciplines other than English were down by 39 percent. The two-year total decline in

TABLE B

Change in Retirement Contribution, Institutions Reporting Data for Both 2008–09 and 2009–10

	Institutional Category									
	Doctoral		Master's		Baccalaureate		Associate's		All Institutions	
Change (Percentage Points)	No.	%	No.	%	No.	%	No.	%	No.	%
Decrease of 2 points and more	8	3.6	15	4.2	50	12.6	5	3.1	78	6.9
Decrease of 1 to 1.99 points	8	3.6	6	1.7	12	3.0	7	4.4	33	2.9
Decrease of 0.5 to 0.99 points	4	1.8	10	2.8	19	4.8	8	5.0	41	3.6
Within +/- 0.5 points	176	80.0	280	77.8	283	71.5	114	71.3	853	75.1
Increase of 0.5 to 0.99 points	15	6.8	29	8.1	19	4.8	15	9.4	78	6.9
Increase of 1 to 1.99 points	6	2.7	10	2.8	10	2.5	11	6.9	37	3.3
Increase of 2 points and more	3	1.4	10	2.8	3	0.8	0	0.0	16	1.4
	220	99.9	360	100.2	396	100.0	160	100.1	1,136	100.1

Note: Retirement contribution is calculated as the average institutional expenditure on retirement per eligible faculty member, as a percentage of the institution's average salary. Percentages add to more or less than 100 due to rounding.

position announcements amounts to 51 percent in English and 55 percent in foreign languages—the largest decrease recorded by the MLA since it created the *Job Information List* thirty-five years ago.

A fundamental mission of colleges and universities is to expand our range of knowledge through research and scholarship. The traditional tripartite division of faculty work includes teaching, research and scholarship, and service to the profession. Research is a form of continuing education for faculty members, allowing them to teach students the most recent developments in their disciplines. Despite its importance, research-related funding has not been spared the budget ax. Library budgets for acquisition of periodicals and other resources are being slashed. Professional travel budgets are being cut, making attendance at academic conferences prohibitively expensive for many faculty members, graduate students, and academic professionals. This is reflected in decreased attendance at some recent major professional conferences. The AHA reported that attendance at its 2010 conference was 3,700, a 31 percent decline from the 5,400 attendees at the 2009 conference.[4] The MLA reported that attendance at its late 2009 conference was down by about 1,000, a drop of about 12 percent, and attendance at the January 2010 conference of the Allied Social Science Associations (composed of the AEA and other economics-related associations) was 9,265, about 14 percent fewer than the 10,829 attending in 2009.[5] These declines in conference attendance doubtless reflect a combination of the weakening academic job markets and reductions in budgets for faculty development.

Sabbatical leaves, another form of continuing education for faculty, are also being eliminated in the quest to slash spending. In spring 2009, Kent State University in Ohio announced it was rejecting most sabbatical proposals submitted for the coming academic year, denying sabbaticals to sixty professors. Fitchburg State College in Massachusetts approved only two of eleven requests when normally it would have approved them all. The University of Georgia reduced the number of sabbaticals granted during 2008–09 by two-thirds relative to the previous year.[6]

Sabbaticals, professional travel budgets, and other areas of research support may be appealing targets for business officers trying to balance their institutional budgets because, like deferred maintenance on a university's physical plant, the harm done by cuts to these line items is not immediately apparent. However, the faculty is the human capital of an academic institution, and deferred maintenance of human capital resources is even more dangerous to an institution's long-term health than deferred building maintenance. A building that is not being properly maintained will not pack up and move to another university. Even in the current recession, faculty members are much more mobile than is the college's physical plant. Institutions that choose to defer maintenance of their faculties will see their best faculty members departing, while those institutions that continue to invest in their faculty members will reap both short- and long-term rewards from their ability to recruit and retain committed individuals.

The Revenue Context

As faculty members, we must make investments as well. One of the most important investments we can make is in the time and effort to understand both the expenditure and revenue sides of our institutional budgets. Only if we understand the unique revenue streams of our individual colleges and universities can we successfully apply our efforts to both increasing the size of the revenue pie and allocating that pie in ways that maintain the primacy of academic functions.

The degree to which institutions rely on different revenue streams varies dramatically. One of the most important distinctions is between public and private institutions. According to recent data from the U.S. Department of Education, tuition and fees account for 17 percent of the revenue of public institutions and 29 percent of the revenue of private institutions. State appropriations were the largest single source of revenue for public institutions, at 23.9 percent, compared with only 1 percent of revenue for private institutions. Federal appropriations, grants, and contracts were an important source of revenue for both types of institutions. But while gifts and investment income made up only 5.9 percent of the revenue of public institutions, they accounted for 35.3 percent of the income of private colleges and universities.

The current economic crisis is serious for higher education because, with the exception of federal funds (particularly those provided through the 2009 stimulus legislation), virtually every revenue source has been negatively affected. This section will explore the impact of the current economic situation on state appropriations, tuition and fees, charitable giving, and endowment investments. Faculty members who intend to exercise their legitimate role in determining their institutions' spending priorities need to learn as much as possible about the true revenue situation at their own institutions.

State Appropriations

State governments, typically the largest source of revenue for public colleges and universities, substantially reduced higher education appropriations in fiscal years 2009 and 2010 as their own revenue collections plummeted. Principal revenue sources for states are personal income and general sales taxes, accounting for approximately two-thirds of total state tax revenue.

As the recession increased unemployment and lowered income, it led to reductions in personal income-tax revenue.

Additionally, individuals whose income has fallen—or who are afraid it will fall—are spending less, diminishing sales-tax revenue. Reductions in corporate profits also reduce corporate income-tax receipts.

According to data collected by the National Conference of State Legislatures (NCSL), although states lowered their projected revenue forecasts for fiscal years 2009 and 2010 at the onset of the recession, even those reduced forecasts regularly overpredicted revenue collections, because the economic downturn has been so severe and of such long duration.[7] As a consequence, most states have experienced budget deficits of unprecedented size.

In assembling their budgets for fiscal year 2010, the NCSL reported, states were compelled to cut spending, to raise taxes, or to do both sufficiently to close a total forecasted budget gap of $145.9 billion. Because of errors in budget forecasts (that is, overprediction of revenue or underprediction of spending), thirty-six states had to enact additional rounds of spending cuts or tax increases during the year to address an additional $28.2 billion in forecasted budget shortfalls. An NCSL survey conducted in November 2009 found that thirty-five states and Puerto Rico were projecting combined budget shortfalls of $55.5 billion in fiscal year 2011 (which begins July 1, 2010). Twenty-three states and Puerto Rico currently project budget gaps totaling $68.8 billion in fiscal year 2012.

These budget challenges have had great impact on higher education—but that impact is not new to the current recession. According to a 2008 report of the National Association of State Universities and Land Grant Colleges, state appropriations for higher education, when adjusted for inflation and enrollment, had already declined between 1996 and 2006.[8] According to the most recent State Higher Education Executive Officers report, total state appropriations for higher education in fiscal year 2010 have fallen by a further $79.4 billion from the prior year.[9]

The overall reduction in state support totaled 3.5 percent. When federal stimulus money provided through the State Fiscal Stabilization Fund is added, however, the net reduction in state appropriations to higher education was 1.1 percent. (One is led to ask what happens when federal stimulus funding ends—a problem we may be confronting in future editions of this report.) An examination of the data for fiscal years 2009 and 2010 shows enormous variations in state funding and in the use of federal funds. For example, state appropriations for higher education declined 26.1 percent in Alabama (20.1 percent after inclusion of federal funds), 19.2 percent in Nevada (4.3 percent after federal funds), and 16.4 percent in Virginia (9.4 percent after federal funds). At the same time, appropriations in North Dakota increased 18.5 percent, even though no federal stimulus funding went to higher education. Appropriations for Montana higher education increased by 10.8 percent, jumping 30.1 percent with the inclusion of supplemental federal funds.

Although a few signs of economic recovery began to appear in summer 2009, the data are not yet sufficient to conclude that the recession has ended. Even a nascent recovery in late 2009 or sometime in 2010 will not eliminate state budget gaps because tax revenue generally lags behind economic recovery. Thus, state fiscal directors are predicting that state finances will not recover until fiscal year 2012 at the earliest, suggesting that state appropriations for higher education will remain a target for spending cuts for another two years or more.

Tuition and Fees

Tuition and fees accounted for 17 percent of public college income. For private colleges, where the figure was 29 percent, they were on average the largest source of revenue, although significant differences exist in the degree of reliance on tuition revenue within each of the sectors. The enrollment and tuition revenue situations of community colleges, four-year public colleges and universities, and private baccalaureate colleges differ dramatically. As cost-conscious students and parents increasingly choose community colleges for some part of their education, growing enrollments and rising tuition rates yield larger revenues. Some four-year public institutions are in a similar situation, while for others higher tuition prices are offset by increased financial aid spending, so that net tuition revenue is not rising at the rate one might expect. Many private colleges are trying to keep tuition rate increases small but are having to raise discount rates to reach targeted enrollments. (Tuition discounting is the use of some portion of overall tuition revenue to fund institutional grants that offset higher tuition prices for some students; as discount rates rise, the net revenue generated from increased enrollment is reduced.)

The recession has weakened the ability of parents and students to pay tuition and fees in three ways that are likely to have a continuing impact on college revenues for years to come: declines in investment returns, lower home values, and unemployment.

Parents watched their college savings funds decline dramatically with the stock market in 2008 and 2009. Although investment values have recovered somewhat, as of this writing they remain below fall 2007 levels—meaning that parents have lost a full two years of investment returns as a source of college funding. Home equity loans, another source of funding for college tuition payments, all but dried up following September 2008, and real estate foreclosures continue to challenge mortgage holders across the country. Parents and students who have lost their jobs or experienced a reduction in their work hours are finding tuition bills increasingly hard to pay. With unemployment expected to remain at high levels well into 2012, students

and their parents are increasingly moving from contributing revenue to college and university coffers to besieging financial aid offices with requests for assistance.

In February and March 2009, Maguire Associates, a higher education consulting firm, conducted a survey of college enrollment decisions among high school students (predominantly seniors) and their parents. Sixty-nine percent of the students and 84 percent of parents reported that they were "concerned" or "extremely concerned" about the state of the U.S. economy. More than 60 percent of parents and students indicated that their concerns about the economy had influenced the choice of schools to which the student was applying.[10]

More than one-quarter of students who had initially planned to enroll at a private college decided to enroll at a public institution instead, citing "total cost" or "close to home" as primary reasons for their decision. The smaller proportion of students who enrolled in private rather than in public colleges gave scholarship or other financial assistance offers as a top reason for their choice.

In this context, college and university admissions officers adjusted their admissions packages to meet enrollment targets—and entice students to bring with them whatever tuition revenue they could. A June–July 2009 Maguire Associates survey of senior enrollment officers found that they accepted more students and increased financial aid offers.[11] Fifty-four percent of respondents increased their admissions acceptance rates, and 50 percent enhanced aid packages. Not surprisingly, private colleges were more likely to increase financial aid than were public colleges.

At the same time, public institutions in many states were raising tuition prices, continuing a long-term trend. According to the College Board's annual *Trends in College Pricing* report, "published tuition and fees at public four-year colleges and universities rose at an average annual rate of 4.9 percent per year beyond general inflation from 1999–2000 to 2009–10, more rapidly than in either of the previous two decades. However, the rate of growth of published tuition and fees at both private not-for-profit four-year institutions and public two-year colleges was lower from 1999–2000 to 2009–10 than in either of the previous two decades." Published in-state tuition and fees at public four-year institutions averaged 6.5 percent higher in 2009–10 than in 2008–09, while the increase at public two-year colleges averaged 7.3 percent and private not-for-profit four-year colleges and universities raised prices an average of 4.4 percent. However, the report notes that the "average estimated 2009–10 net price for full-time students, after considering grant aid and federal tax benefits, is about $1,100 lower (in 2009 dollars) in the private sector and $400 lower in the public sector than it was five years ago."[12]

Enrollment figures for 2008–09 varied dramatically, with some institutions reporting that they exceeded their enrollment goals and others reporting serious shortfalls. Maguire's data indicate that 20 percent of respondents were below the targets set by their presidents and governing boards, 43 percent were about where they were expected to be, and 37 percent exceeded their enrollment targets. Respondents at private colleges were more likely to report enrollment declines than were their public-sector counterparts.

While increasing the enrollment of traditional-age college students may partially or fully solve a particular institution's budget woes, this strategy will not succeed at all institutions. Without an increasing population of high school graduates, higher enrollments and the tuition and fees they generate are a zero-sum game. At the national level, increases in enrollment will have to come from populations currently underrepresented in higher education, such as Hispanics and older students. Given the wide variation in tuition dependence among institutions, faculty members must be sure to examine closely any claims about the impact of changing enrollments on their institutions' finances.

Charitable Giving

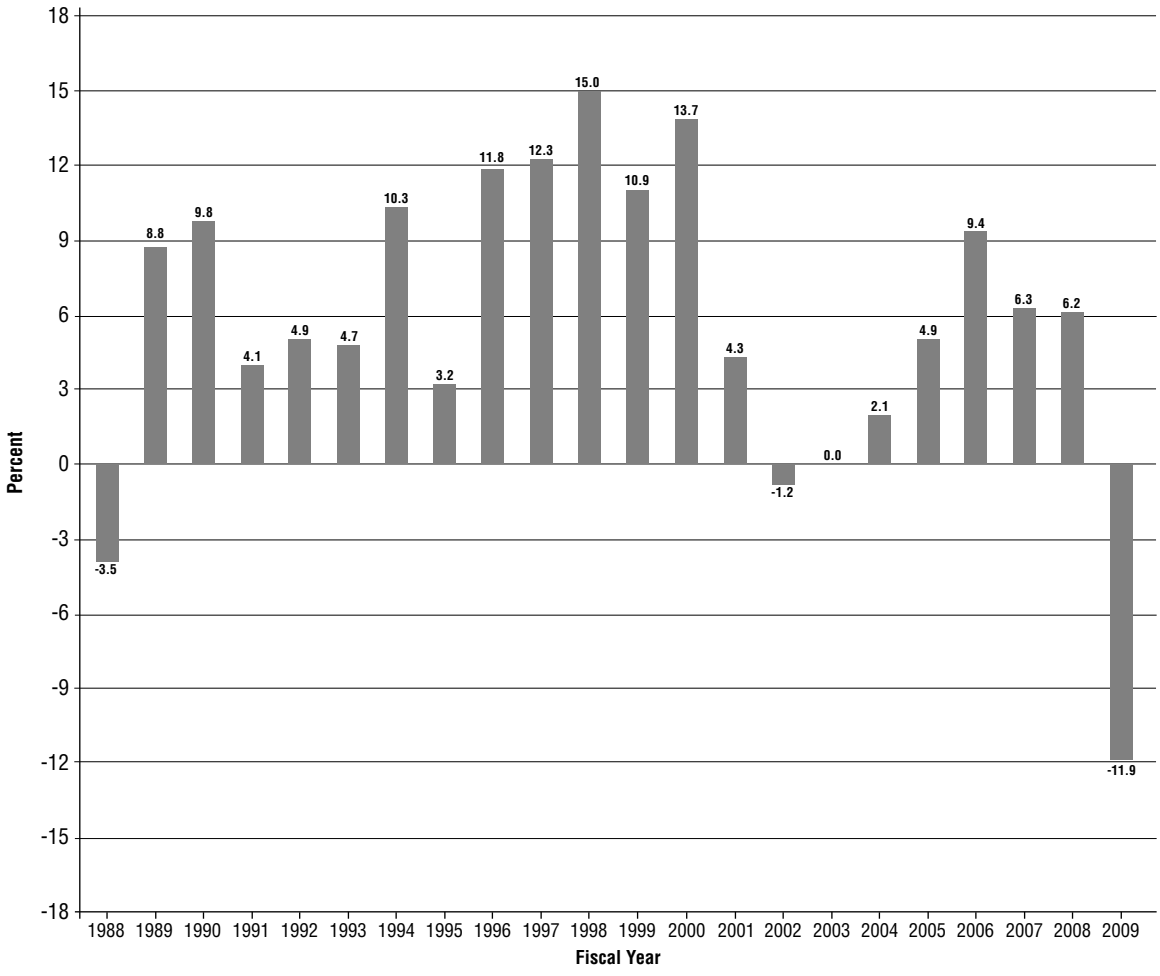
According to the most recent *Voluntary Support of Education* survey, compiled by the Council for Aid to Education (CAE), a total of $27.8 billion was given to higher education institutions in fiscal year 2009.[13] That amount represents a decline of 11.9 percent from the preceding year, the largest year-to-year drop in the more than thirty years CAE has been collecting data. Figure 1 documents the recent trend.

When we examine the last ten years of CAE data, we see that, although giving did decline following the 2001 recession, the decline was not nearly as large as the one colleges and universities are currently experiencing. Development officers had foreseen that donations would fall in fiscal year 2009, but the declines far exceeded their expectations.

Declines in giving hit both gifts for current operations (such as annual-fund campaigns) and gifts for capital purposes (endowments, property, buildings, and equipment), although not in equal measure. Gifts for operations fell just 0.7 percent in fiscal year 2009 and accounted for 61 percent of contributions. Gifts for capital purposes made up a smaller share of giving (39 percent), but giving in this category declined a full 25 percent—likely as a result of the substantial declines in the stock market.

Another piece of bad news in the CAE report was that the proportion of alumni donating to their alma maters fell to 10 percent, the lowest level ever recorded. It is important to note the huge variation across different institutional categories in both alumni giving rates and the size of average gifts. Alumni participation was highest at baccalaureate colleges, with private research universities next. However, the average gift size for private research universities was

FIGURE 1
Annual Change in Giving to Colleges and Universities, 1988 to 2009, Fiscal Years Ending June 30



Source: "Giving to Colleges and Universities, 2007–08," *Chronicle of Higher Education*, March 6, 2009 (reporting data from the Council for Aid to Education). Figure for 2009 from Council for Aid to Education, *Voluntary Support of Education, 2009*.

almost double the average gift made to baccalaureate colleges.

Gifts to the twenty largest university recipients represented 26.2 percent of gifts made to colleges and universities last year.[14] That eight of these twenty are public universities shows how aggressively some public universities are seeking charitable giving to reduce their reliance on state appropriations.

Unlike strategies to increase revenue by increasing enrollment, prospects for increasing giving rates and gift sizes are not necessarily a zero-sum game throughout higher education. Most public institutions and many private colleges can do more to increase their revenue streams from donors.

Endowment Returns

About one-third of college and university donors end up contributing to endowment funds. Those funds are invested in a variety of assets that, during good years, generate income to fund some portion of the institution's current-year operating expenses. (In some cases endowment funds are restricted by donors to be used for scholarships, which are an indirect source of revenue for operating expenses.) Institutions typically spend between 4 and 5 percent of the total value of their endowments to support current operations. To smooth out the effects of annual changes in endowment values, they often use a three-year moving average of endowment value in computing the revenue available for the year. In most years, the return on endowment investments is well above the spending rate, so the endowment continues to grow even as income from it funds current budgets. This growth has not occurred during the past two years.

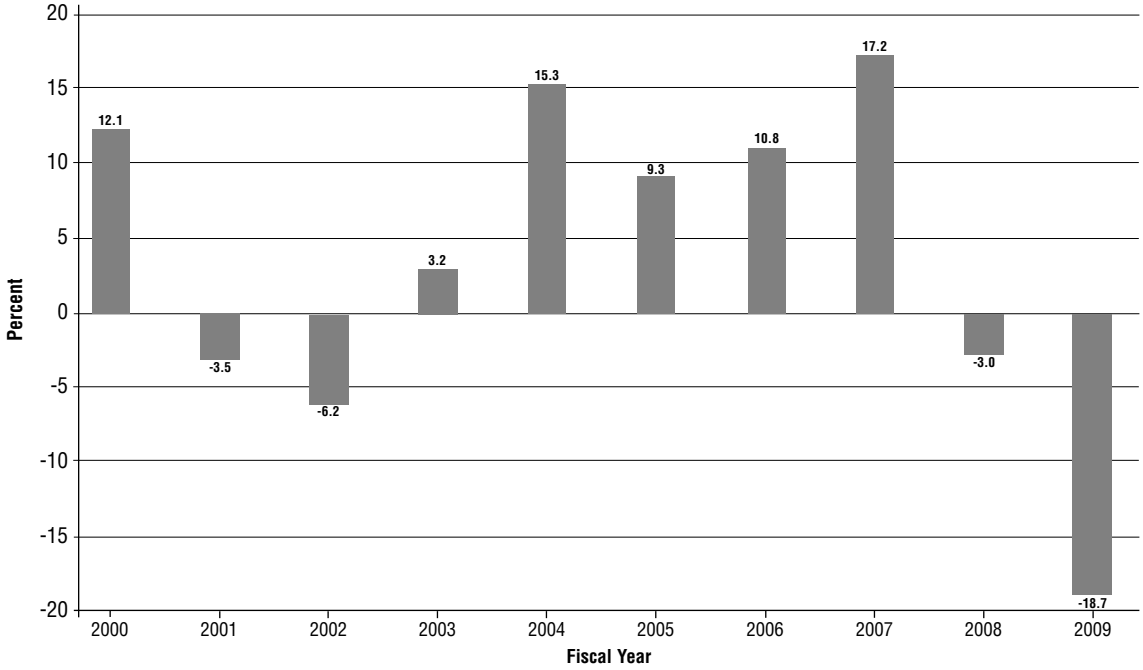
In February 2010, the National Association of College and University Business Officers (NACUBO) and the Commonfund Institute released their joint report on endowment performance during fiscal year 2009.[15] The report includes data from 842 institutions with a total of $306 billion in endowment assets. Like giving (to which they are related), endowments vary dramatically across—and within—institutional categories. Typically, private colleges rely more on endowment income to finance their current operations. As we noted in last year's report, Harvard University, Yale University, Princeton University, Williams College, Grinnell College, and others rely on endowment income to finance as much as one-quarter of their annual operating expenses. Colleges with small endowments do not have this luxury. As more public institutions have focused on fundraising to supplement state appropriations, endowment income has become increasingly important to public universities such as the University of North Carolina at Chapel Hill, the University of Michigan, and the University of Virginia.

Most endowment returns were hit hard by the 2008–09 crash in the stock market, subsequent drops in commodities markets, and the havoc experienced in other financial markets. Although the U.S. stock market started to recover in March 2009, the gains recorded by June 30 were not large enough to offset losses from the first part of the fiscal year. As a whole, endowments in the NACUBO report lost 18.7 percent of their value in fiscal year 2009. Private and public institutions both experienced large losses, with public endowments losing 17.3 percent and private endowments declining 19.1 percent. Figure 2, which indicates year-to-year changes in endowment returns during the past ten years, shows how anomalous last year's results were.

Many of the institutions that had been leading the way, generating enormous annual returns, were the ones that fell the hardest in 2009. The same high-risk assets that yielded double-digit returns during the mid-2000s were responsible for extraordinary losses this past year. Harvard lost $10.9 billion in value from its $36.6 billion endowment during fiscal year 2009, a drop of almost 30 percent. The losses of the five universities with the largest total endowments (Harvard, Yale, Stanford, Princeton, and the University of Texas) ranged between 23 and 30 percent. Because the level of risk in the investment portfolios at institutions with smaller endowments tended to be smaller, their losses during fiscal year 2009 were correspondingly less dramatic. Institutions with endowments of greater than $1 billion lost 20.5 percent of their value in fiscal year 2009, while those with a total value of less than $25 million lost "only" 16.8 percent.

For years, institutions with large endowment values per student had come to rely on those endowments to finance substantial portions of their annual expenditures. They

FIGURE 2
Annual Total Net Return on Endowment, 2000 to 2009, Fiscal Years Ending June 30



Source: National Association of College and University Business Officers, *2009 NACUBO-Commonfund Study of Endowments.*

became complacent, basking in double-digit growth. But as a result of the past year's enormous declines and the failure of various diversification strategies to cushion endowment losses, more institutions are rightly investigating options for reducing their reliance on endowment income to finance such large proportions of spending. Institutions are also rethinking how they manage their endowments and the level of risk they are willing to tolerate in how that money is invested.

The data on giving and endowments yield two important conclusions. First, most of our institutions—particularly those in the public sector—can and must make additional efforts to promote alumni giving. Most Americans who receive higher education get it thanks to public colleges. Our public universities must teach students about the importance of philanthropy before they leave campus with a degree in hand. Faculty members can and should participate in these efforts.

Second, the 2008–09 financial crisis has taught a hard lesson to both private and public institutions that have come to depend on growth in their endowment assets to finance various types of spending. High returns are accompanied by higher risk, and higher risk sometimes means enormous losses in institutional wealth. Although management of endowment assets is a skill that only a few faculty members possess, those of us who work at institutions that rely substantially on endowments to finance operational spending need to ask hard questions about the diversification of our institutions' investments. If we are to support our institutions in hard times, we must invest our time and our commitment to the mission of education by taking up the responsibilities of shared governance.

Spending Priorities

In December 2009, the National Council of State Legislators released a report describing actions states had taken to address budget shortfalls for fiscal year 2010 as of that point. A few of the examples relevant to higher education illustrate the choices being made in the current economic situation. While these examples are drawn from the public sector, similar choices are occurring in the private sector.

The Arizona legislature enacted cuts of $40 million from the state university system's budget, leading Arizona State University to lay off nine hundred employees and put twelve thousand faculty and staff members on mandatory unpaid furloughs. Georgia implemented budget cuts of 6 percent for technical colleges and 4 to 8 percent for the University of Georgia system. Regents mandated six furlough days for employees at public colleges and universities, affecting approximately forty thousand faculty and staff members. (At press time, University of Georgia system institutions had released contingency plans for further cuts in programs and personnel if future reductions in state funding are ordered.) Across-the-board budget cuts of 12 percent were authorized for Iowa's three state universities, including a 2 percent reduction in contributions to the retirement funds of university employees. However, the Iowa authorities plan to use federal stimulus funds to offset most of these cuts.

The Louisiana board of regents has ordered cuts in higher education funding of 7 percent. Regents are considering eliminating or merging academic programs statewide. Michigan had scheduled elimination of the Michigan Promise Grant, which provided up to four thousand dollars in financial aid to as many as ninety-seven thousand college students in their first two years of college. In addition, Michigan was implementing cuts of $147 million in the operating budgets of the state's fifteen universities. Nevada had settled on cuts in higher education funding of 12.5 to 15 percent, including a 4.6 percent pay reduction for nontenured employees. (The governor had at one time proposed cutting state support to higher education by 36 percent.)

These recent dramatic moves come in a context of long-term disinvestment in the core mission of higher education. In its analysis of federal data on institutional finances, the Delta Project on Postsecondary Education Costs, Productivity, and Accountability has documented a trend of declining spending on instruction as a proportion of total expenditures.[16] This AAUP annual report has repeatedly pointed out the misguided priorities demonstrated by increased spending on salaries of presidents and football coaches and employment of increasing numbers of administrative personnel, while faculty salaries remain stagnant and the proportion of faculty members employed in precarious contingent positions continues to rise.

Spending cuts applied to faculty and staff have a tremendous adverse impact on students and on the ability of our institutions to fulfill their academic missions. Hiring freezes mean that when staff retire or resign, they are not necessarily replaced. Although involuntary furloughs affect all employees, the fragmentary data we have at this point indicate that hiring freezes and layoffs are more concentrated among full-time nonexempt staff than full-time managerial or exempt staff. The result is less support for students, more administrative work for faculty, and less time for teaching, advising, and scholarship. Faculty hiring freezes have brought about bigger classes, larger course loads, and requirements that faculty members cover courses outside their expertise. Reductions in course offerings that occur as a result of faculty hiring freezes, early-retirement offers, or layoffs increase the time it takes students to graduate when required courses are not offered or are oversubscribed.

Return to Normalcy?

In its January–February 2009 survey, the College and University Professional Association for Human Resources

asked member institutions, "Do you have a recovery plan for a 'return to normalcy' once the economic crisis is past?" Ninety percent of the respondents answered "no."[17] It seems unlikely that recovery plans have materialized in the year that has passed since.

The lack of planning for recovery is bad news. If there is a silver lining in this situation, it is that opportunity exists for faculty members to get involved in developing recovery plans. Faculty members need to identify the budget-planning committees of their institutions and make sure there is sufficient faculty representation on these committees. Where such committees already include faculty representation, we must insist that faculty members are present at all meetings and that budget data are distributed to committee members well in advance, so that priorities and other important issues can be thoroughly discussed. Finally, we should make sure that at least one faculty representative to the institutional budget-planning committee is available throughout the summer to participate in any emergency meetings. The lesson to be learned from the difficult economic challenges facing faculty and all of higher education is that the time to act is now.

Acknowledgments

The publication of this report is made possible in large part by the meticulous work of the indefatigable John Curtis, the AAUP's director of research and public policy. Research assistant Michael Kinsella provided invaluable aid in collecting and verifying data. I am also grateful to the many institutional representatives who provide data each year for the Association's annual survey. Many of them were affected by the economic circumstances described in this report. Special thanks to Barbara Armentrout, Cameron Cary, and Cheryl Hill, who provided valuable research documents. Finally, members of our committee provided insightful comments on the themes of this year's report and how to weave them together into a coherent narrative. The committee members are Ann Mari May (Economics), University of Nebraska–Lincoln; James W. Monks (Economics), University of Richmond; Ronald L. Oaxaca (Economics), University of Arizona; Richard Romano (Economics), Broome Community College, State University of New York; and Ronald G. Ehrenberg (Labor Economics), Cornell University, consultant and former chair. ■

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Percentage Change in Salary Levels and Percentage Increases in Salary for Continuing Faculty, by Category, Affiliation, and Academic Rank, 2008–09 to 2009–10

Academic Rank	All Combined	Public	Private-Independent	Church-Related	All Combined	Public	Private-Independent	Church-Related
	SALARY LEVELS				CONTINUING FACULTY			
CATEGORY I (Doctoral)								
Professor	1.2	1.2	1.1	1.5	1.3	1.4	1.0	2.2
Associate	0.8	0.8	0.3	1.3	2.0	1.9	2.4	2.5
Assistant	1.3	1.2	1.2	2.7	2.0	1.9	2.4	2.6
Instructor	1.1	0.8	1.1	2.3	1.8	1.6	2.5	3.2
All Combined	1.2	1.3	0.8	1.6	1.7	1.6	1.6	2.4
CATEGORY IIA (Master's)								
Professor	1.1	1.2	1.0	0.5	1.7	1.5	2.0	1.7
Associate	1.0	1.0	1.3	0.8	2.1	2.0	2.3	2.2
Assistant	1.2	0.8	2.3	1.8	2.2	2.0	2.6	2.3
Instructor	1.8	1.7	2.1	1.3	2.4	2.1	3.0	3.7
All Combined	1.5	1.4	1.7	1.3	2.0	1.8	2.4	2.1
CATEGORY IIB (Baccalaureate)								
Professor	0.2	1.3	0.0	-0.1	1.2	1.8	0.9	1.3
Associate	0.6	1.5	0.1	0.5	2.0	2.1	2.1	1.9
Assistant	0.6	1.4	0.4	0.3	2.0	2.8	1.9	1.8
Instructor	1.6	2.8	2.3	0.1	2.4	2.2	2.6	2.6
All Combined	0.9	1.9	0.6	0.6	1.7	2.2	1.5	1.7
CATEGORY III (Associate's with Ranks)								
Professor	1.3	1.3	n.d.	n.d.	3.5	3.4	n.d.	n.d.
Associate	1.2	1.2	n.d.	n.d.	3.2	3.2	n.d.	n.d.
Assistant	0.8	0.8	n.d.	n.d.	3.1	3.1	n.d.	n.d.
Instructor	0.5	0.5	n.d.	n.d.	2.1	2.0	n.d.	n.d.
All Combined	1.2	1.2	n.d.	n.d.	3.1	3.1	n.d.	n.d.
CATEGORY IV (Associate's without Ranks)								
No Rank	1.1	1.1	n.d.	n.d.	1.5	1.5	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV								
Professor	1.0	1.2	0.8	0.5	1.4	1.5	1.2	1.8
Associate	0.8	0.8	0.6	1.0	2.1	2.0	2.3	2.2
Assistant	1.1	1.0	1.4	1.6	2.1	2.0	2.3	2.2
Instructor	1.4	1.2	2.1	1.7	2.1	1.8	2.7	3.1
All Combined	1.2	1.3	1.0	1.3	1.8	1.8	1.7	2.1

Note: The table is based on 1,141 (salary) and 1,060 (continuing) responding institutions reporting comparable data both years. For definitions of categories, see Explanation of Statistical Data on page 33. N.d. = no data. There were too few private-independent and church-related institutions in categories III and IV to generate valid separate statistics. These institutions are included in the All Combined column, however. Rows labeled "All Combined" include lecturers and unranked faculty where reported.

Percent of Institutions and Percent of Faculty by Average Increase in Salary Levels, by Affiliation and Category, 2008–09 to 2009–10

Percentage Increase	All Combined	Public	Private-Independent	Church-Related	All Combined	Public	Private-Independent	Church-Related
	INSTITUTIONS				FACULTY MEMBERS			
6 and over	2.9	2.6	3.3	3.1	1.7	0.9	3.8	2.7
5 to 5.99	2.5	3.8	1.7	0.8	2.4	3.0	1.0	1.2
4 to 4.99	5.9	6.4	5.6	5.0	5.6	5.4	6.6	5.2
3 to 3.99	9.7	9.7	11.2	8.1	9.4	9.2	9.4	10.4
2 to 2.99	11.9	12.9	10.6	11.2	12.7	12.8	10.8	14.9
1 to 1.99	14.6	14.3	16.2	13.6	18.3	18.9	19.4	12.3
Between 0 and 0.99	20.0	21.0	16.5	21.7	24.5	26.1	18.3	25.8
No change	0.3	0.2	0.3	0.4	0.0	0.0	0.0	0.2
Decrease	32.2	29.1	34.7	36.0	25.5	23.7	30.7	27.3
Total	100.0	100.0	100.1	99.9	100.1	100.0	100.0	100.0

Percentage Increase	Institutional Category				Institutional Category			
	I	IIA	IIB	III & IV	I	IIA	IIB	III & IV
	INSTITUTIONS				FACULTY MEMBERS			
6 and over	2.3	1.9	3.5	4.4	1.6	1.0	3.2	2.8
5 to 5.99	3.6	2.7	0.5	5.6	3.0	1.9	0.7	2.5
4 to 4.99	5.9	6.8	6.1	3.1	5.0	6.9	5.5	5.2
3 to 3.99	9.5	12.1	7.6	10.0	8.1	12.3	7.6	9.9
2 to 2.99	10.0	15.6	9.1	13.1	11.9	15.0	9.0	15.7
1 to 1.99	18.6	15.1	15.9	5.0	20.2	18.4	14.9	7.0
Between 0 and 0.99	24.5	20.0	18.9	16.3	28.8	19.8	18.1	21.2
No change	0.0	0.0	0.5	0.6	0.0	0.0	0.2	0.0
Decrease	25.5	25.8	37.9	41.9	21.3	24.7	40.7	35.6
Total	99.9	100.0	100.0	100.0	99.9	100.0	99.9	99.9

Note: The table is based on 1,141 institutions reporting comparable data both years. For definitions of categories, see Explanation of Statistical Data on page 33. Percentages add to more or less than 100 due to rounding.

Percent of Institutions and Percent of Faculty by Average Increase in Salary for Continuing Faculty, by Affiliation and Category, 2008–09 to 2009–10

Percentage Increase	All Combined	Public	Private-Independent	Church-Related	All Combined	Public	Private-Independent	Church-Related
	INSTITUTIONS				FACULTY MEMBERS			
6 and over	6.1	7.9	4.0	5.2	3.3	3.8	1.8	3.6
5 to 5.99	4.0	3.9	2.7	5.6	2.8	2.4	2.5	5.0
4 to 4.99	9.1	11.4	6.6	7.5	9.9	10.2	7.8	12.0
3 to 3.99	9.2	8.3	11.0	8.6	8.5	7.6	8.7	12.9
2 to 2.99	12.1	7.5	19.6	12.0	10.0	7.3	17.3	11.0
1 to 1.99	12.6	14.0	11.0	12.0	15.8	15.5	19.2	10.7
Between 0 and 0.99	37.4	39.0	36.9	34.8	45.4	49.2	39.3	36.4
No change	5.8	4.5	5.6	8.6	2.2	1.6	2.1	5.4
Decrease	3.8	3.5	2.7	5.6	2.1	2.3	1.2	3.0
Total	100.1	100.0	100.1	99.9	100.0	99.9	99.9	100.0

Percentage Increase	Institutional Category				Institutional Category			
	I	IIA	IIB	III & IV	I	IIA	IIB	III & IV
	INSTITUTIONS				FACULTY MEMBERS			
6 and over	3.0	3.7	5.3	19.0	2.3	2.6	4.4	16.0
5 to 5.99	2.5	4.6	3.8	5.1	1.7	4.4	3.9	2.4
4 to 4.99	10.6	11.1	5.8	11.7	9.0	12.5	6.2	16.3
3 to 3.99	7.1	10.2	8.8	10.9	7.6	10.4	7.6	10.8
2 to 2.99	9.6	13.2	15.0	4.4	9.1	10.4	14.5	5.1
1 to 1.99	18.2	13.2	11.5	6.6	19.3	12.8	11.3	4.4
Between 0 and 0.99	46.0	37.8	37.0	24.8	48.8	43.2	42.3	29.4
No change	0.5	3.7	7.8	13.1	0.5	2.3	5.6	10.2
Decrease	2.5	2.5	5.3	4.4	1.7	1.4	4.2	5.3
Total	100.0	100.0	100.3	100.0	100.0	100.0	100.0	99.9

Note: The table is based on 1,060 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33. Percentages add to more or less than 100 due to rounding.

Average Salary and Average Compensation Levels, by Category, Affiliation, and Academic Rank, 2009–10 (Dollars)

Academic Rank	All Combined	Public	Private-Independent	Church-Related	All Combined	Public	Private-Independent	Church-Related
			SALARY				COMPENSATION	
CATEGORY I (Doctoral)								
Professor	125,300	116,750	153,332	132,314	157,702	147,417	191,561	165,653
Associate	83,511	80,463	96,472	88,859	107,878	104,005	124,127	115,209
Assistant	71,485	68,718	83,573	75,538	92,412	89,268	106,480	96,131
Instructor	48,138	45,805	57,832	61,612	64,143	61,731	72,935	80,063
Lecturer	54,583	52,529	61,860	54,884	72,223	69,417	82,168	72,579
No Rank	63,958	56,254	73,100	68,201	82,043	72,094	94,310	86,371
All Combined	91,060	85,704	111,949	95,402	116,399	109,933	141,722	121,419
CATEGORY IIA (Master's)								
Professor	91,508	89,648	99,963	89,365	115,927	113,281	127,317	113,729
Associate	71,857	71,075	75,538	69,984	92,961	91,868	97,951	90,552
Assistant	60,381	59,959	63,003	58,710	78,318	78,128	80,761	75,684
Instructor	48,572	48,342	50,848	47,409	59,827	58,683	65,432	60,530
Lecturer	50,408	49,796	55,272	50,610	66,407	65,477	73,054	67,787
No Rank	54,400	52,041	63,644	53,945	71,457	69,040	79,953	72,803
All Combined	70,807	69,555	76,454	69,411	90,967	89,312	98,235	89,293
CATEGORY IIB (Baccalaureate)								
Professor	87,013	84,537	98,098	74,413	112,321	106,658	126,803	97,115
Associate	67,077	68,359	72,141	60,738	87,223	88,036	94,158	79,087
Assistant	55,495	57,001	58,762	51,034	71,808	74,142	75,769	66,003
Instructor	45,211	44,476	48,766	43,550	58,947	58,836	62,643	56,536
Lecturer	51,819	50,628	58,167	41,781	67,932	67,236	75,763	52,519
No Rank	56,655	44,218	62,024	43,379	74,301	56,464	82,105	54,209
All Combined	67,232	64,804	75,105	60,081	87,071	83,335	97,290	78,101
CATEGORY III (Associate's with Ranks)								
Professor	73,961	74,103	n.d.	n.d.	96,273	96,495	n.d.	n.d.
Associate	60,571	60,592	n.d.	n.d.	80,728	80,806	n.d.	n.d.
Assistant	53,695	53,757	n.d.	n.d.	72,713	72,832	n.d.	n.d.
Instructor	45,909	45,979	n.d.	n.d.	62,700	62,800	n.d.	n.d.
Lecturer	52,681	52,681	n.d.	n.d.	72,478	72,478	n.d.	n.d.
No Rank	42,128	42,369	n.d.	n.d.	56,682	56,885	n.d.	n.d.
All Combined	59,400	59,467	n.d.	n.d.	79,233	79,356	n.d.	n.d.
CATEGORY IV (Associate's without Ranks)								
No Rank	55,743	55,809	n.d.	n.d.	72,130	72,238	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV								
Professor	109,843	105,702	128,733	95,588	139,023	133,765	162,449	122,019
Associate	76,566	75,678	82,887	71,455	99,204	98,032	107,309	92,806
Assistant	64,433	64,008	69,531	58,808	83,627	83,526	89,059	75,705
Instructor	47,592	46,532	52,837	49,100	61,942	60,820	67,397	63,490
Lecturer	53,112	51,567	60,337	50,959	70,246	68,174	79,933	67,234
No Rank	60,782	54,317	69,883	62,161	78,566	70,403	90,281	79,775
All Combined	80,368	77,956	92,873	72,541	103,273	100,349	118,596	93,400

Note: The table is based on 1,231 (salary) and 1,219 (compensation) reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33. N.d. = no data. There were too few private-independent and church-related institutions in categories III and IV to generate valid separate statistics. These institutions are included in the All Combined column, however.

Average Salary for Men and Women Faculty, by Category, Affiliation, and Academic Rank, 2009–10 (Dollars)

Academic Rank	All Combined	Public	Private-Independent	Church-Related	All Combined	Public	Private-Independent	Church-Related
			MEN				WOMEN	
CATEGORY I (Doctoral)								
Professor	127,897	119,255	155,952	135,113	116,117	107,918	143,630	123,678
Associate	85,933	82,675	99,676	91,435	79,659	76,958	91,147	84,972
Assistant	74,270	71,217	86,904	78,812	68,215	65,820	79,132	72,329
Instructor	49,896	47,122	58,895	64,503	46,996	44,996	56,908	59,324
Lecturer	58,264	55,679	66,398	58,062	51,547	50,054	57,321	52,610
No Rank	69,443	59,882	79,309	74,793	59,218	53,442	67,081	61,883
All Combined	99,074	93,112	121,265	103,367	77,502	73,452	93,950	83,326
CATEGORY IIA (Master's)								
Professor	92,970	90,766	102,311	91,343	88,360	87,281	94,772	84,778
Associate	73,135	72,182	77,293	71,409	70,203	69,643	73,291	68,108
Assistant	61,561	60,986	64,656	60,072	59,283	58,968	61,537	57,574
Instructor	45,967	44,219	53,123	48,320	50,022	50,578	49,369	46,910
Lecturer	51,988	51,043	59,088	52,029	49,178	48,837	51,910	49,538
No Rank	56,972	54,638	64,651	54,884	51,921	49,793	62,071	53,138
All Combined	74,606	73,010	81,134	73,679	66,157	65,356	70,539	64,227
CATEGORY IIB (Baccalaureate)								
Professor	88,268	85,681	100,008	75,362	84,476	82,345	94,362	72,340
Associate	67,852	69,559	72,769	61,467	66,097	66,792	71,368	59,811
Assistant	56,336	58,123	59,622	51,459	54,705	55,819	57,969	50,657
Instructor	45,777	45,339	48,863	44,004	44,848	43,857	48,702	43,295
Lecturer	53,188	52,349	58,968	43,035	50,716	49,010	57,622	41,018
No Rank	60,426	43,443	65,794	42,152	52,386	44,796	56,881	44,248
All Combined	70,413	67,683	78,859	62,722	63,300	61,292	70,390	56,844
CATEGORY III (Associate's with Ranks)								
Professor	75,257	75,433	n.d.	n.d.	72,574	72,694	n.d.	n.d.
Associate	61,383	61,382	n.d.	n.d.	59,749	59,794	n.d.	n.d.
Assistant	54,122	54,199	n.d.	n.d.	53,337	53,387	n.d.	n.d.
Instructor	46,248	46,290	n.d.	n.d.	45,621	45,714	n.d.	n.d.
Lecturer	52,607	52,607	n.d.	n.d.	52,733	52,733	n.d.	n.d.
No Rank	45,971	46,751	n.d.	n.d.	39,630	39,630	n.d.	n.d.
All Combined	60,669	60,717	n.d.	n.d.	58,214	58,303	n.d.	n.d.
CATEGORY IV (Associate's without Ranks)								
No Rank	56,242	56,300	n.d.	n.d.	55,316	55,389	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV								
Professor	113,556	109,180	133,228	98,403	99,780	96,219	116,182	88,695
Associate	78,767	77,792	85,593	73,279	73,455	72,655	79,091	68,997
Assistant	66,718	66,091	72,667	60,368	62,070	61,801	66,246	57,423
Instructor	47,661	46,015	54,380	51,034	47,548	46,859	51,720	47,919
Lecturer	55,965	53,927	64,530	53,280	50,813	49,718	56,396	49,311
No Rank	65,250	57,491	74,421	67,187	56,730	51,782	64,918	57,621
All Combined	87,206	84,414	101,240	77,783	70,600	68,775	80,033	65,757

Note: The table is based on 1,231 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33. N.d. = no data. There were too few private-independent and church-related institutions in categories III and IV to generate valid separate statistics. These institutions are included in the All Combined column, however.

Average Salary, by Region, Category, and Academic Rank, 2009–10 (Dollars)

Academic Rank	NORTHEAST		NORTH CENTRAL		SOUTH			WEST	
	New England[a]	Middle Atlantic[b]	East North Central[c]	West North Central[d]	East South Central[e]	West South Central[f]	South Atlantic[g]	Mountain[h]	Pacific[i]
CATEGORY I (Doctoral)									
Professor	146,989	142,584	120,050	114,740	108,108	116,148	122,413	106,521	132,986
Associate	93,638	94,293	80,674	78,005	76,552	79,760	82,759	77,452	87,785
Assistant	80,073	78,661	70,344	66,820	63,006	70,202	70,548	65,624	76,792
Instructor	58,892	55,233	47,222	45,025	42,926	43,943	49,923	45,351	48,173
Lecturer	63,525	60,804	49,806	51,473	42,693	52,984	49,046	51,991	66,463
No Rank	67,189	71,088	49,703	48,874	45,594	59,796	66,005	44,059	63,441
All Combined	107,912	103,603	87,971	84,413	77,954	83,065	87,871	79,446	102,766
CATEGORY IIA (Master's)									
Professor	99,914	102,756	84,789	80,813	79,212	85,602	87,063	79,229	96,585
Associate	76,963	79,963	67,284	64,933	63,226	68,110	68,679	63,836	75,680
Assistant	64,115	65,369	57,510	54,493	53,639	57,918	58,260	54,951	65,603
Instructor	53,518	50,884	43,395	43,235	66,438	43,837	45,394	41,101	49,702
Lecturer	59,030	56,415	43,299	42,567	41,240	45,799	46,134	36,662	59,658
No Rank	69,866	49,322	46,913	56,174	51,377	55,560	55,049	42,802	57,860
All Combined	78,795	79,192	64,883	63,466	63,757	64,691	66,480	60,182	78,125
CATEGORY IIB (Baccalaureate)									
Professor	108,043	98,382	77,124	74,508	70,514	70,311	82,399	75,819	98,764
Associate	76,758	73,723	62,723	60,004	57,052	60,056	65,135	60,225	73,148
Assistant	61,725	60,866	52,160	50,495	48,058	50,688	54,111	51,620	63,197
Instructor	50,425	49,926	45,566	42,369	40,530	43,717	43,072	41,208	51,776
Lecturer	65,700	55,535	44,631	45,292	41,765	43,098	42,509	39,380	52,216
No Rank	58,265	46,553	60,917	42,941	35,706	42,762	66,004	41,785	52,866
All Combined	82,647	73,546	62,604	59,179	56,486	55,918	64,283	59,694	77,280
CATEGORY III (Associate's with Ranks)									
Professor	65,264	90,041	74,143	67,756	n.d.	n.d.	75,739	66,088	77,377
Associate	52,197	71,745	59,442	57,124	n.d.	n.d.	61,679	57,469	71,856
Assistant	48,649	62,576	48,588	51,847	n.d.	n.d.	53,488	51,008	62,974
Instructor	47,515	50,089	41,704	45,847	n.d.	n.d.	46,158	44,483	55,687
Lecturer	n.d.	59,399	44,475	n.d.	n.d.	n.d.	47,217	45,183	n.d.
No Rank	n.d.	26,462	36,673	46,516	n.d.	n.d.	48,605	49,481	n.d.
All Combined	58,569	69,090	55,264	57,851	n.d.	n.d.	59,925	53,871	66,195
CATEGORY IV (Associate's without Ranks)									
No Rank	n.d.	n.d.	n.d.	52,828	n.d.	54,455	54,687	53,259	n.d.
ALL CATEGORIES COMBINED EXCEPT IV									
Professor	125,502	121,591	105,625	96,180	90,646	104,237	107,080	101,177	116,347
Associate	84,066	83,844	73,703	70,165	67,083	74,047	75,378	73,909	80,822
Assistant	70,023	68,759	62,643	58,961	56,548	63,537	63,275	62,153	70,209
Instructor	54,592	52,235	45,284	43,690	51,686	43,742	47,149	44,597	50,170
Lecturer	63,086	58,780	47,042	49,854	42,077	50,764	47,739	50,334	62,293
No Rank	66,992	68,419	49,338	47,719	46,046	56,597	63,404	43,939	59,565
All Combined	93,770	87,926	77,057	72,336	68,235	74,537	77,405	74,872	89,741

Note: The table is based on 1,231 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33. N.d. = no data.

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

Average Compensation, by Region, Category, and Academic Rank, 2009–10 (Dollars)

Academic Rank	NORTHEAST		NORTH CENTRAL		SOUTH			WEST	
	New England[a]	Middle Atlantic[b]	East North Central[c]	West North Central[d]	East South Central[e]	West South Central[f]	South Atlantic[g]	Mountain[h]	Pacific[i]
CATEGORY I (Doctoral)									
Professor	183,942	178,541	152,431	143,691	136,952	142,207	151,913	132,793	173,266
Associate	120,808	122,182	105,873	100,334	98,658	99,626	105,512	98,792	117,775
Assistant	102,460	101,290	92,829	85,483	81,689	87,181	90,069	84,600	103,468
Instructor	79,543	71,758	64,018	60,931	56,606	56,881	65,717	60,407	69,008
Lecturer	82,237	80,726	66,815	69,265	56,943	67,221	64,493	68,341	93,194
No Rank	84,747	93,415	64,696	66,062	61,017	73,865	83,021	56,190	84,904
All Combined	136,771	132,046	113,949	107,460	100,076	102,976	110,942	100,903	136,072
CATEGORY IIA (Master's)									
Professor	128,163	129,904	111,116	102,554	99,823	105,311	110,324	100,125	120,580
Associate	100,630	103,694	89,604	84,225	80,682	85,040	87,846	83,488	97,031
Assistant	84,064	85,009	77,232	70,640	69,049	71,794	74,792	71,077	84,612
Instructor	69,660	66,717	57,744	57,787	57,183	56,299	59,574	50,975	67,460
Lecturer	76,863	76,176	61,571	55,944	53,978	57,466	59,098	51,428	76,133
No Rank	87,544	64,783	66,464	77,552	68,611	70,389	70,098	58,669	76,124
All Combined	102,225	102,045	86,523	81,885	78,028	80,686	85,119	77,829	99,227
CATEGORY IIB (Baccalaureate)									
Professor	140,116	126,291	101,880	95,871	91,279	88,764	104,525	95,454	129,928
Associate	100,897	95,700	83,619	77,865	73,293	75,725	82,813	77,188	96,906
Assistant	80,472	78,725	68,816	65,354	60,848	64,296	68,726	64,747	84,865
Instructor	66,227	64,650	61,413	56,010	52,398	56,016	54,979	52,401	70,024
Lecturer	85,085	73,870	59,925	59,979	49,491	54,841	54,198	52,716	70,023
No Rank	76,243	60,573	77,088	53,923	42,531	54,106	88,784	52,923	69,055
All Combined	107,753	94,943	82,869	76,598	72,513	70,775	81,800	75,520	102,383
CATEGORY III (Associate's with Ranks)									
Professor	90,478	117,463	96,458	90,127	n.d.	n.d.	94,336	90,822	101,954
Associate	74,975	95,361	80,507	77,623	n.d.	n.d.	79,483	81,381	95,567
Assistant	68,403	84,489	67,752	69,913	n.d.	n.d.	70,268	72,375	84,088
Instructor	65,183	68,064	58,407	62,655	n.d.	n.d.	62,100	63,407	75,644
Lecturer	n.d.	81,875	61,470	n.d.	n.d.	n.d.	61,592	61,078	n.d.
No Rank	n.d.	43,505	47,440	63,178	n.d.	n.d.	64,760	70,692	n.d.
All Combined	81,840	92,165	75,031	77,856	n.d.	n.d.	77,309	75,738	88,345
CATEGORY IV (Associate's without Ranks)									
No Rank	n.d.	n.d.	n.d.	72,438	n.d.	67,537	73,156	68,846	n.d.
ALL CATEGORIES COMBINED EXCEPT IV									
Professor	159,087	153,434	135,522	121,565	115,152	128,333	133,827	126,602	149,751
Associate	109,429	108,902	97,391	90,758	86,465	92,757	96,288	95,025	106,243
Assistant	90,770	89,264	83,266	76,033	73,191	79,264	81,084	80,442	92,843
Instructor	72,351	68,535	61,204	58,548	55,775	56,367	62,046	59,700	69,882
Lecturer	81,744	78,707	64,480	66,841	55,560	64,279	62,265	66,481	83,296
No Rank	84,596	89,888	65,665	63,564	60,772	70,457	80,639	57,681	78,850
All Combined	120,304	113,000	100,893	92,855	86,547	93,025	98,365	95,664	117,076

Note: The table is based on 1,219 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33. N.d. = no data.

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

Distribution of Individual Faculty Members, by Salary Interval and Institutional Category, for Upper Three Academic Ranks, 2009–10 (Cumulative Percent)

Category	I			IIA			IIB			III			IV
Salary Interval	Prof.	Assoc.	Asst.	Prof.	Assoc.	Asst.	Prof.	Assoc.	Asst.	Prof.	Assoc.	Asst.	No Rank
$270,000 and over	1.1†												
265,000–269,999	1.3												
260,000–264,999	1.4												
255,000–259,999	1.7												
250,000–254,999	1.9												
245,000–249,999	2.1												
240,000–244,999	2.4												
235,000–239,999	2.7												
230,000–234,999	3.0												
225,000–229,999	3.4												
220,000–224,999	4.2												
215,000–219,999	4.7												
210,000–214,999	5.3												
205,000–209,999	6.0												
200,000–204,999	6.8												
195,000–199,999	7.6												
190,000–194,999	8.6												
185,000–189,999	9.7												
180,000–184,999	11.0												
175,000–179,999	12.3	1.0†											
170,000–174,999	13.8	1.2					1.0†						
165,000–169,999	15.5	1.4	1.1†	1.2†			1.2						
160,000–164,999	17.5	1.7	1.3	1.4			1.6						
155,000–159,999	19.6	2.0	1.5	1.8			2.1						
150,000–154,999	22.1	2.4	1.8	2.4			2.7						
145,000–149,999	24.7	2.8	2.2	2.9			3.6						
140,000–144,999	27.6	3.3	2.8	3.7			4.5						
135,000–139,999	30.8	3.9	3.3	4.7			5.8						
130,000–134,999	34.5	4.7	3.9	5.9			7.2						
125,000–129,999	38.7	5.7	4.5	7.4			9.0						
120,000–124,999	43.2	7.1	5.3	9.6	1.5†		11.3						
115,000–119,999	48.2	8.8	6.0	15.4	2.2		14.4	1.1†		5.6†			
110,000–114,999	53.6	10.9	6.9	19.1	3.1	1.3†	17.7	1.5		5.8			
108,000–109,999	56.2	12.1	7.3	21.2	3.5	1.5	19.1	1.8		6.6			
106,000–107,999	58.3	13.1	7.6	23.6	4.2	1.7	20.7	2.0		8.0			
104,000–105,999	61.1	14.8	8.1	25.7	4.9	2.0	22.3	2.4		8.2			
102,000–103,999	63.1	16.1	8.6	28.4	5.5	2.3	24.0	2.7		8.7	1.2†		
100,000–101,999	66.2	18.1	9.3	30.8	6.4	2.7	25.6	3.2		8.9	1.3		
98,000–99,999	68.3	19.8	9.8	32.9	7.1	3.1	27.3	3.7		9.6	1.4		
96,000–97,999	71.3	22.1	10.5	35.6	9.8	3.4	29.1	4.5		11.0	2.6		1.3†
94,000–95,999	73.4	24.1	11.2	37.9	10.8	4.0	31.2	5.5	1.0†	14.0	2.6		2.4
92,000–93,999	76.5	26.9	12.3	40.7	12.5	4.6	33.2	6.7	1.2	15.8	2.9	1.0†	2.7
90,000–91,999	78.6	29.3	13.5	43.4	14.2	5.3	35.8	8.1	1.4	17.8	3.4	1.2	3.2
88,000–89,999	80.9	32.2	14.8	46.3	16.8	5.8	38.3	9.9	1.6	20.2	5.0	1.2	3.9
86,000–87,999	83.2	35.0	16.1	49.6	18.8	6.5	40.8	11.6	1.9	24.1	5.5	1.3	4.8
84,000–85,999	85.4	38.7	18.1	53.3	21.4	7.2	43.6	13.4	2.3	28.0	6.7	1.5	5.6
82,000–83,999	87.6	42.3	20.1	56.9	23.8	8.1	46.8	15.9	2.7	31.7	8.0	1.8	6.8
80,000–81,999	89.6	46.2	22.9	60.8	26.4	9.7	50.1	18.5	3.6	35.0	8.8	3.5	7.5
78,000–79,999	91.5	49.9	25.4	64.9	29.4	10.7	54.2	21.1	4.3	38.8	11.1	3.9	8.2
76,000–77,999	93.1	54.0	28.4	69.1	32.7	12.6	58.2	24.2	5.4	43.0	13.8	4.6	9.1
74,000–75,999	94.6	58.5	32.2	73.3	36.2	15.4	61.8	27.3	7.4	47.9	17.1	9.3	10.6
72,000–73,999	95.8	62.7	35.7	77.2	39.7	17.1	65.8	30.7	9.0	51.4	19.0	9.7	12.2
70,000–71,999	96.8	67.4	40.0	81.2	43.9	20.0	69.5	34.7	11.4	55.9	22.6	11.7	14.2
68,000–69,999	97.7	72.0	44.1	85.1	48.1	22.5	73.5	39.2	13.8	60.0	26.3	14.3	16.7
66,000–67,999	98.4	77.0	48.5	88.4	53.0	25.0	77.4	44.5	16.9	64.3	31.0	15.4	18.8
64,000–65,999	98.8	81.7	53.6	91.3	59.1	28.6	81.3	49.1	20.5	68.9	36.4	18.6	21.7
62,000–63,999	99.1*	86.0	59.0	93.8	64.8	32.5	84.6	54.6	23.8	72.7	42.4	21.3	24.2
60,000–61,999		89.9	65.1	95.7	70.9	37.4	88.1	60.8	28.5	78.1	47.7	28.4	27.0
58,000–59,999		93.0	70.6	97.3	77.5	42.4	90.8	67.6	33.4	81.6	53.0	34.4	31.6
56,000–57,999		95.4	76.6	98.3	83.5	48.2	93.1	73.8	39.0	86.5	59.8	40.4	36.6
54,000–55,999		97.2	82.2	98.9	88.8	56.4	95.2	79.7	46.2	92.3	67.3	46.8	42.8
52,000–53,999		98.3	87.2	99.2*	93.0	66.1	96.6	85.0	54.0	96.7	73.3	53.8	49.4
50,000–51,999		98.9	91.3		96.1	75.7	97.7	89.5	62.9	98.3	78.5	61.0	57.5
48,000–49,999		99.3*	93.8		98.2	83.4	98.4	93.1	71.5	98.7	83.2	69.4	66.1
46,000–47,999			95.6		99.0*	89.6	98.9	95.6	80.0	99.1*	89.2	75.7	74.9
44,000–45,999			97.2			94.3	99.3*	97.3	87.4		97.6	83.1	83.4
42,000–43,999			98.2			97.0		98.4	92.3		99.0*	89.5	89.6
40,000–41,999			98.8			98.6		99.3*	95.8			92.8	94.3
38,000–39,999			99.1*			99.1*			97.7			98.5	97.3
36,000–37,999									98.9			99.5*	98.5
34,000–35,999									99.4*				99.2*
32,000–33,999													
30,000–31,999													
Below 30,000													

Note: The table is based on 1,112 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33.
† Includes less than 1.0 percent of individuals with salaries higher than that interval.
* Includes less than 1.0 percent of individuals with salaries lower than that interval.

SURVEY REPORT TABLE 9A

Percentile Distribution of Institutions, by Average Salary and Academic Rank, 2009–10 (Dollars)

Rating[a]	1*		1		2		3		4	
Percentile	95	90	80	70	60	50	40	30	20	10
CATEGORY I (Doctoral)										
Professor	161,039	145,834	134,671	127,908	120,867	115,635	110,817	104,030	99,249	92,719
Associate	106,557	99,442	94,414	88,161	84,931	81,732	79,342	76,046	73,861	70,130
Assistant	91,208	85,371	81,002	75,650	72,672	70,414	67,848	65,100	62,166	59,828
Instructor	75,000	66,972	60,629	57,597	54,126	51,666	47,796	45,367	43,170	40,385
All Combined	122,057	111,049	103,399	96,332	90,240	86,471	80,886	77,635	73,410	68,796
CATEGORY IIA (Master's)										
Professor	114,788	109,510	100,061	94,668	90,691	86,091	81,531	77,738	74,238	69,314
Associate	89,267	84,323	78,038	73,728	71,326	68,566	65,534	63,707	60,353	57,397
Assistant	74,833	70,910	65,885	62,054	59,974	57,720	56,054	54,331	52,294	49,367
Instructor	63,750	60,607	53,899	50,239	48,663	46,650	45,183	43,483	41,445	38,521
All Combined	93,782	84,127	78,580	74,093	69,665	66,601	64,015	61,562	58,120	55,796
CATEGORY IIB (Baccalaureate)										
Professor	118,387	107,323	92,650	82,780	78,747	75,159	71,118	65,981	61,344	55,937
Associate	87,057	80,025	71,939	66,873	63,465	60,589	57,849	55,358	52,181	48,590
Assistant	69,863	66,212	59,744	56,588	53,585	51,643	50,085	47,577	45,552	43,316
Instructor	61,487	56,462	51,591	48,553	45,839	43,789	41,740	40,276	39,000	36,200
All Combined	93,330	83,425	71,885	66,959	63,470	60,021	56,509	53,792	51,532	47,092
CATEGORY III (Associate's with Ranks)										
Professor	99,771	87,203	82,160	76,458	72,232	68,655	64,536	62,560	60,648	57,184
Associate	78,837	72,372	67,417	64,713	61,429	58,905	57,075	55,219	52,457	48,649
Assistant	68,163	63,384	56,729	54,246	52,473	50,700	49,558	48,169	46,587	43,939
Instructor	58,118	55,528	51,956	48,662	46,507	45,583	44,662	42,623	41,393	38,664
All Combined	75,044	68,776	63,695	59,897	58,016	56,166	54,614	53,368	50,940	46,953
CATEGORY IV (Associate's without Ranks)										
No Rank	62,872	62,453	58,744	57,528	55,649	52,651	49,980	48,759	46,257	44,360

Note: The table is based on 1,231 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33.

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

Percentile Distribution of Institutions, by Average Compensation and Academic Rank, 2009–10 (Dollars)

Rating[a]	1*		1		2		3		4	
Percentile	95	90	80	70	60	50	40	30	20	10
CATEGORY I (Doctoral)										
Professor	199,910	188,495	170,970	161,809	151,198	144,445	137,877	132,410	125,581	114,169
Associate	137,652	129,367	120,032	115,359	109,451	106,333	101,527	98,876	94,996	89,619
Assistant	119,526	110,635	103,581	98,193	94,029	90,315	87,408	83,938	81,116	75,480
Instructor	94,190	87,275	79,791	77,035	71,884	68,398	64,663	60,592	57,063	51,961
All Combined	160,008	141,805	131,314	125,068	114,846	109,655	103,403	99,289	95,375	87,545
CATEGORY IIA (Master's)										
Professor	149,323	137,555	127,547	120,182	114,768	109,947	105,529	99,615	94,596	87,018
Associate	116,003	109,800	100,316	95,355	91,446	88,125	85,465	82,799	78,079	73,618
Assistant	97,777	91,892	84,557	80,940	78,158	75,296	73,069	70,526	67,649	62,599
Instructor	84,781	79,541	72,717	66,532	64,205	61,182	58,184	55,312	52,965	48,746
All Combined	118,809	107,594	100,296	94,799	89,820	85,932	82,618	79,802	75,651	71,086
CATEGORY IIB (Baccalaureate)										
Professor	152,901	137,172	118,857	108,431	101,894	95,850	90,957	84,093	78,147	71,490
Associate	112,800	105,433	95,012	86,885	83,280	78,291	74,874	71,129	66,440	61,206
Assistant	92,458	86,766	77,212	73,075	70,347	67,352	64,085	61,397	57,850	54,785
Instructor	81,362	73,969	67,745	63,265	60,955	57,279	54,936	51,684	48,548	45,235
All Combined	120,599	108,319	94,239	87,784	81,779	77,327	73,265	69,160	65,470	60,663
CATEGORY III (Associate's with Ranks)										
Professor	125,524	114,885	107,326	101,164	95,602	90,378	84,543	82,171	78,976	76,238
Associate	101,955	96,368	88,982	85,963	81,832	77,928	75,642	73,365	71,789	66,615
Assistant	91,235	85,292	76,841	73,266	71,091	69,205	66,801	64,823	62,147	58,449
Instructor	81,013	74,723	69,626	66,317	64,070	63,107	61,125	58,016	55,394	51,624
All Combined	99,907	91,602	84,769	81,347	79,235	74,591	72,978	71,329	67,871	61,927
CATEGORY IV (Associate's without Ranks)										
No Rank	87,792	79,285	75,183	73,004	71,560	70,166	65,408	63,485	60,637	54,769

Note: The table is based on 1,219 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33.

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

Average Institutional Cost of Benefits per Faculty Member and Average Cost for Faculty Members Receiving Specific Benefits, in Dollars and as a Percent of Average Salary, by Institutional Affiliation and Itemized Benefits, 2009–10 (All Ranks)

Itemized Benefits	All Combined	Public	Private-Independent	Church-Related	All Combined	Public	Private-Independent	Church-Related
	IN DOLLARS				AS A PERCENT OF SALARY			
AVERAGE PER FACULTY MEMBER								
Retirement	8,069	8,333	8,397	5,830	10.0	10.7	9.0	8.0
Medical Insurance	5,728	5,668	6,191	5,262	7.1	7.3	6.7	7.3
Dental Insurance	246	255	235	210	0.3	0.3	0.3	0.3
Medical and Dental Combined	1,799	2,082	1,064	1,366	2.2	2.7	1.1	1.9
Disability	206	176	291	241	0.3	0.2	0.3	0.3
Tuition	682	189	1,756	1,808	0.8	0.2	1.9	2.5
Social Security	5,104	4,818	6,121	5,042	6.4	6.2	6.6	7.0
Unemployment	108	84	164	161	0.1	0.1	0.2	0.2
Group Life	161	143	210	181	0.2	0.2	0.2	0.2
Workers' Compensation	400	372	519	357	0.5	0.5	0.6	0.5
Other Benefits	228	138	568	169	0.3	0.2	0.6	0.2
All Combined	22,731	22,258	25,516	20,628	28.3	28.6	27.5	28.4
AVERAGE FOR FACULTY MEMBERS RECEIVING SPECIFIC BENEFITS								
Retirement	8,365	8,459	9,061	6,438	10.4	10.9	9.8	8.9
Medical Insurance	7,948	8,003	8,063	7,380	9.9	10.3	8.7	10.2
Dental Insurance	600	641	544	469	0.7	0.8	0.6	0.6
Medical and Dental Combined	9,008	9,060	8,676	9,007	11.2	11.6	9.3	12.4
Disability	311	316	321	271	0.4	0.4	0.3	0.4
Tuition	7,963	2,882	11,847	18,527	9.9	3.7	12.8	25.5
Social Security	5,334	5,074	6,261	5,223	6.6	6.5	6.7	7.2
Unemployment	151	112	246	263	0.2	0.1	0.3	0.4
Group Life	203	198	224	190	0.3	0.3	0.2	0.3
Workers' Compensation	490	480	568	403	0.6	0.6	0.6	0.6
Other Benefits	1,541	1,132	2,325	1,269	1.9	1.5	2.5	1.7
Received Any Benefit	22,777	22,282	25,655	20,669	28.3	28.6	27.6	28.5

Note: The institutional or state contribution to the retirement plan(s) is included regardless of the vesting provision. Tuition includes both waivers and remissions. Medical and Dental Combined is limited to institutions that could not separate the two expenditures; it is not a sum of the other two categories. Other Benefits most often include moving expenses, housing, cafeteria plans, or benefits with cash options. For more details on benefits, see Explanation of Statistical Data on page 33. Averages for All Combined are based on total expenditures, not the sum of individual benefit averages. The table is based on 1,219 reporting institutions.

Average Institutional Cost of Benefits per Faculty Member and Average Cost for Faculty Members Receiving Specific Benefits, in Dollars and as a Percent of Average Salary, by Institutional Category and Itemized Benefits, 2009–10 (All Ranks)

Itemized Benefits	I	IIA	IIB	III	IV	I	IIA	IIB	III	IV
	IN DOLLARS					AS A PERCENT OF SALARY				
AVERAGE PER FACULTY MEMBER										
Retirement	9,597	6,634	5,909	6,581	5,609	10.5	9.4	8.8	11.1	10.1
Medical Insurance	6,363	5,101	4,941	5,299	3,472	7.0	7.2	7.3	8.9	6.2
Dental Insurance	257	269	172	219	129	0.3	0.4	0.3	0.4	0.2
Medical and Dental Combined	1,609	1,965	1,533	3,072	3,512	1.8	2.8	2.3	5.2	6.3
Disability	225	197	209	83	101	0.2	0.3	0.3	0.1	0.2
Tuition	630	568	1,388	203	47	0.7	0.8	2.1	0.3	0.1
Social Security	5,545	4,751	4,807	3,909	2,675	6.1	6.7	7.1	6.6	4.8
Unemployment	103	105	147	70	178	0.1	0.1	0.2	0.1	0.3
Group Life	169	146	167	148	181	0.2	0.2	0.2	0.2	0.3
Workers' Compensation	445	343	387	207	750	0.5	0.5	0.6	0.3	1.3
Other Benefits	361	50	138	131	66	0.4	0.1	0.2	0.2	0.1
All Combined	25,304	20,129	19,798	19,922	16,719	27.8	28.4	29.4	33.5	30.0
AVERAGE FOR FACULTY MEMBERS RECEIVING SPECIFIC BENEFITS										
Retirement	9,849	6,883	6,409	6,793	5,618	10.8	9.7	9.5	11.4	10.1
Medical Insurance	8,198	7,839	7,089	8,111	6,550	9.0	11.1	10.5	13.7	11.8
Dental Insurance	580	684	488	611	553	0.6	1.0	0.7	1.0	1.0
Medical and Dental Combined	9,387	8,638	7,929	10,499	8,071	10.3	12.2	11.8	17.7	14.5
Disability	350	282	263	221	210	0.4	0.4	0.4	0.4	0.4
Tuition	7,497	6,890	14,818	2,106	496	8.2	9.7	22.0	3.5	0.9
Social Security	5,839	4,898	4,883	4,210	3,406	6.4	6.9	7.3	7.1	6.1
Unemployment	129	159	240	162	215	0.1	0.2	0.4	0.3	0.4
Group Life	214	188	193	195	201	0.2	0.3	0.3	0.3	0.4
Workers' Compensation	505	488	440	348	851	0.6	0.7	0.7	0.6	1.5
Other Benefits	2,155	440	1,095	743	280	2.4	0.6	1.6	1.3	0.5
Received Any Benefit	25,338	20,211	19,856	19,833	16,737	27.8	28.5	29.5	33.4	30.0

Note: The institutional or state contribution to the retirement plan(s) is included regardless of the vesting provision. Tuition includes both waivers and remissions. Medical and Dental Combined is limited to institutions that could not separate the two expenditures; it is not a sum of the other two categories. Other Benefits most often include moving expenses, housing, cafeteria plans, or benefits with cash options. Averages for All Combined are based on total expenditures, not the sum of individual benefit averages. For more details on benefits, see Explanation of Statistical Data on page 33. The table is based on 1,219 reporting institutions.

Percent of Faculty in Tenure-Track Appointments and Percent of Faculty with Tenure, by Affiliation, Academic Rank, and Gender, 2009–10

Academic Rank	All Combined	Public	Private-Independent	Church-Related	All Combined	Public	Private-Independent	Church-Related	All Combined	Public	Private-Independent	Church-Related
	NON-TENURE-TRACK				TENURE-TRACK				TENURED			
MEN												
Professor	4.5	3.1	7.1	8.2	1.0	0.8	0.9	2.6	94.5	96.1	92.0	89.3
Associate	7.3	5.3	12.8	10.1	8.2	7.1	10.5	10.9	84.5	87.7	76.8	79.0
Assistant	17.6	14.9	22.6	25.4	75.7	77.8	73.3	67.1	6.7	7.3	4.1	7.5
Instructor	86.9	86.9	89.1	84.6	11.0	10.8	9.5	14.7	2.1	2.4	1.5	0.7
Lecturer	95.5	94.5	98.9	98.9	2.5	3.0	0.9	0.9	2.0	2.5	0.2	0.2
No Rank	90.9	90.0	91.9	96.8	1.9	2.0	1.9	1.4	7.2	8.0	6.2	1.7
All Combined	18.1	17.2	20.4	19.3	20.5	20.7	19.4	21.8	61.4	62.2	60.2	58.8
WOMEN												
Professor	7.5	6.6	9.5	9.0	1.2	0.9	1.6	2.5	91.1	92.3	89.0	88.5
Associate	10.2	8.5	14.7	12.2	8.1	7.0	9.6	11.2	81.8	84.6	75.6	76.8
Assistant	22.7	19.9	27.9	29.2	71.2	73.3	68.8	64.5	6.1	6.9	3.3	6.2
Instructor	88.8	88.3	91.0	89.6	9.4	9.6	7.9	9.6	1.8	2.1	1.1	0.8
Lecturer	96.5	95.9	99.1	97.7	1.8	2.0	0.7	2.2	1.7	2.1	0.2	0.2
No Rank	91.9	89.9	97.5	98.7	2.3	2.8	0.7	0.5	5.9	7.3	1.9	0.8
All Combined	31.1	31.4	31.2	29.5	25.9	25.6	25.6	28.4	43.0	43.0	43.2	42.2
MEN AND WOMEN COMBINED												
Professor	5.3	4.0	7.7	8.4	1.1	0.8	1.0	2.6	93.6	95.1	91.2	89.0
Associate	8.5	6.6	13.6	11.0	8.2	7.0	10.1	11.0	83.4	86.5	76.3	78.1
Assistant	20.1	17.3	25.2	27.4	73.5	75.6	71.1	65.7	6.4	7.1	3.7	6.8
Instructor	88.1	87.8	90.2	87.7	10.0	10.0	8.6	11.5	1.9	2.2	1.2	0.8
Lecturer	96.1	95.3	99.0	98.2	2.1	2.5	0.8	1.6	1.8	2.3	0.2	0.2
No Rank	91.4	89.9	94.6	97.8	2.1	2.4	1.3	0.9	6.5	7.6	4.1	1.2
All Combined	23.5	23.1	24.7	23.8	22.8	22.7	21.8	24.7	53.8	54.2	53.5	51.6

Note: The table is based on 1,231 reporting institutions. Prior to 2003–04, this table counted as tenure track all faculty who were tenured and in positions leading to consideration for tenure and did not separately report faculty not on the tenure track. Percentages add to more or less than 100 due to rounding.

SURVEY REPORT TABLE 12

Distribution of Faculty, by Rank, Gender, Category, and Affiliation, 2009–10 (Percent)

	All Combined		Public		Private-Independent		Church-Related	
Academic Rank	Men	Women	Men	Women	Men	Women	Men	Women
CATEGORY I (Doctoral)								
Professor	27.6	7.8	26.8	7.6	32.4	8.7	23.5	7.6
Associate	16.0	10.1	16.4	10.3	13.8	8.3	18.7	12.4
Assistant	12.9	11.0	13.2	11.4	11.9	8.9	11.8	12.1
Instructor	2.0	3.1	2.1	3.4	1.4	1.6	2.5	3.1
Lecturer	3.4	4.1	3.3	4.2	4.4	4.4	1.8	2.5
No Rank	1.0	1.1	0.6	0.8	2.1	2.1	2.0	2.1
All Combined	62.9	37.1	62.3	37.7	65.9	34.1	60.3	39.7
CATEGORY IIA (Master's)								
Professor	19.3	9.0	19.4	9.2	19.4	8.8	18.8	8.1
Associate	15.6	12.0	14.7	11.4	17.5	13.7	17.5	13.3
Assistant	14.2	15.3	14.1	14.6	14.5	16.3	14.5	17.4
Instructor	2.4	4.3	2.6	4.8	1.9	2.9	2.2	4.0
Lecturer	2.9	3.7	3.5	4.5	1.7	2.0	1.4	1.8
No Rank	0.7	0.7	0.6	0.7	0.8	0.5	0.5	0.6
All Combined	55.0	45.0	54.9	45.1	55.8	44.2	54.8	45.2
CATEGORY IIB (Baccalaureate)								
Professor	19.5	9.6	15.5	8.1	21.6	11.1	20.0	9.2
Associate	15.9	12.6	15.0	11.5	15.8	12.8	16.6	13.0
Assistant	15.5	16.4	17.0	16.1	14.5	15.7	15.5	17.5
Instructor	2.5	3.9	4.0	5.6	1.6	2.4	2.4	4.3
Lecturer	1.3	1.6	3.2	3.4	0.9	1.4	0.4	0.7
No Rank	0.6	0.5	0.3	0.4	1.2	0.9	0.2	0.3
All Combined	55.3	44.7	55.0	45.0	55.7	44.3	55.1	44.9
CATEGORY III (Associate's with Ranks)								
Professor	13.3	12.5	13.3	12.5	22.4	10.4	15.3	1.2
Associate	13.1	13.0	13.1	13.0	17.2	11.9	15.3	10.6
Assistant	12.9	15.3	12.9	15.3	8.2	11.9	24.7	21.2
Instructor	7.3	8.6	7.4	8.6	3.7	13.4	7.1	4.7
Lecturer	1.5	2.1	1.5	2.1	0.0	0.0	0.0	0.0
No Rank	0.1	0.2	0.1	0.2	0.7	0.0	0.0	0.0
All Combined	48.3	51.7	48.2	51.8	52.2	47.8	62.4	37.6
CATEGORY IV (Associate's without Ranks)								
No Rank	46.1	53.9	46.1	53.9	n.d.	n.d.	n.d.	n.d.
ALL CATEGORIES COMBINED EXCEPT IV								
Professor	23.4	8.6	23.0	8.4	26.1	9.4	20.6	8.4
Associate	15.7	11.1	15.6	10.9	15.3	10.9	17.4	12.9
Assistant	13.6	13.2	13.6	12.9	13.3	12.7	14.2	16.0
Instructor	2.5	3.8	2.7	4.3	1.6	2.2	2.4	3.9
Lecturer	2.9	3.6	3.2	4.1	2.8	2.9	1.1	1.5
No Rank	0.8	0.9	0.6	0.7	1.5	1.4	0.8	0.9
All Combined	58.8	41.2	58.7	41.3	60.5	39.5	56.4	43.6

Note: The table is based on 1,231 reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33. N.d. = no data. Percentages add to more or less than 100 due to rounding.

SURVEY REPORT TABLE 13

Number and Percent of Faculty, Average Salary, Average Compensation, Average Benefits, and Percent of Faculty Tenured, by Category and Academic Rank, 2009–10

Category or Rank	Number of Faculty	Percent of Faculty	Average Salary ($)	Average Compensation ($)	Average Benefits ($)	Benefits as % of Salary	Percent Tenured
I	199,723	51.8	91,060	116,399	25,304	27.8	57.2
IIA	111,285	28.9	70,807	90,967	20,129	28.4	52.8
IIB	50,270	13.0	67,232	87,071	19,798	29.4	51.6
III	19,613	5.1	59,400	79,233	19,922	33.5	41.0
IV	4,727	1.2	55,743	72,130	16,719	30.0	12.5
All Combined	385,618	100.0	80,066	102,893	22,731	28.4	53.8
INSTITUTIONS WITH ACADEMIC RANKS (Categories I through III)							
Professor	121,860	32.0	109,843	139,023	28,775	26.2	93.6
Associate	102,241	26.8	76,566	99,204	22,261	29.1	83.4
Assistant	102,010	26.8	64,433	83,627	18,797	29.2	6.4
Instructor	23,975	6.3	47,592	61,942	14,640	30.8	1.9
Lecturer	24,579	6.5	53,112	70,246	16,919	31.9	1.8
No Rank	6,226	1.6	60,782	78,566	17,912	29.5	1.9
All Combined	380,891	100.0	80,368	103,273	22,806	28.4	54.3

Note: The table is based on 1,231 (salary) and 1,219 (compensation) reporting institutions. For definitions of categories, see Explanation of Statistical Data on page 33.

SURVEY REPORT TABLE 14A

Number of Campuses Surveyed and Number of Campuses Included in Tabulations, by Category and Affiliation, 2009–10

	Number Surveyed				Number in Tabulations				
Category	All Combined	Public	Private-Independent	Church-Related	All Combined	Percent in Tabulations	Public	Private-Independent	Church-Related
I	324	211	83	30	295	91.0	200	70	25
IIA	913	308	371	234	509	55.8	240	173	96
IIB	947	156	379	412	490	51.7	103	177	210
III	803	648	121	34	265	33.0	252	9	4
IV	821	754	54	13	69	8.4	68	0	1
All Combined	3,808	2,077	1,008	723	1,628	42.8	863	429	336

Note: Appendices I and II include listings for individual institutions whose data were received after the completion of the tabulations. For definitions of categories, see Explanation of Statistical Data on page 33.

SURVEY REPORT TABLE 14B

Number of Institutions Surveyed and Number of Institutions Included in Tabulations, by Category and Affiliation, 2009–10

	Number Surveyed				Number in Tabulations				
Category	All Combined	Public	Private-Independent	Church-Related	All Combined	Percent in Tabulations	Public	Private-Independent	Church-Related
I	251	167	61	23	222	88.4	156	48	18
IIA	726	272	267	187	389	53.6	209	103	77
IIB	841	131	344	366	437	52.0	84	167	186
III	590	445	115	30	141	23.9	134	5	2
IV	620	558	49	13	42	6.8	41	0	1
All Combined	3,028	1,573	836	619	1,231	40.7	624	323	284

Note: Appendices I and II include listings for individual institutions whose data were received after the completion of the tabulations. For definitions of categories, see Explanation of Statistical Data on page 33.

SURVEY REPORT TABLE 15

Comparison of Average Salaries of Presidents and Faculty, by Category and Affiliation, 2009–10

	Ratio of Salaries, President to Average Full Professor					
	Public			Private		
	Median	Minimum	Maximum	Median	Minimum	Maximum
Category I (Doctoral)	3.63	2.06	6.35	3.88	2.41	6.36
Category IIA (Master's)	2.89	1.95	6.14	3.35	1.83	7.77
Category IIB (Baccalaureate)	2.64	1.06	4.63	3.27	1.49	5.27
Category III (Associate's with Ranks)	2.59	1.40	7.12	n.d.	n.d.	n.d.
Category IV (Associate's without Ranks)	3.39	1.76	5.62	n.d.	n.d.	n.d.

	Presidential Salary					
	Public			Private		
	Median	Minimum	Maximum	Median	Minimum	Maximum
Category I (Doctoral)	377,500	205,050	828,679	475,782	225,000	910,000
Category IIA (Master's)	234,860	154,555	570,027	279,651	128,250	644,204
Category IIB (Baccalaureate)	191,979	78,216	451,475	240,000	79,000	648,400
Category III (Associate's with Ranks)	167,028	116,052	380,000	n.d.	n.d.	n.d.
Category IV (Associate's without Ranks)	175,390	78,200	351,064	n.d.	n.d.	n.d.

Note: The table is based on 781 reporting institutions. Private refers to both private-independent and church-related institutions. The average salary for All Ranks is used for category IV colleges and other institutions that do not use academic ranks. Presidential salary is for calendar year 2009. It includes supplemental salary but not benefits. For definitions of categories, see Explanation of Statistical Data on page 33. N.d. = no data.