Collateral Damage, Continued

In this 2023 NEA Special Salary issue, we take a post-pandemic look at faculty salaries in 2022. What we find, looking at federal data, is that U.S. faculty's purchasing power—that is the value of your salary, considering inflation—is at historical lows. All the gains that were made incrementally since the Great Recession of 2008 have evaporated in pandemic-related inflation. This year's analysis also shows persistent gaps in pay for HBCU faculty and for women, in general, who typically work in the lowest paid ranks in the lowest-paid types of institutions. On the bright side, this issue's Special Salary issue also points to one possible solution. The data shows clearly that faculty represented by unions are paid more. In other words, the solution to low pay can be found in the power of your voices, raised together, in union.

A Post-Pandemic Look at Faculty Salaries

Regular readers of the NEA Higher Ed salary issue will recall that, at the time of last year's annual update on faculty salaries[i], some states were reporting increased spending on higher education that was near pre-pandemic spending levels, or even at historical highs. Other states were not feeling as flush—and, in those places, higher education budgets were falling. Regardless, last year's update showed increasing pay, for most faculty, between 2019-20 and 2020-21—in nominal or "real" dollars. But "real" dollars don't paint a complete picture of faculty's purchasing power, which can be obscured by rising costs. And indeed, given the high rate of inflation, faculty's purchasing power actually declined in 2021-2021.

Initially, in preparing this year's annual update on faculty salaries, we were cautiously optimistic about 2021-22 faculty salaries, because of funding increases in some states. However, as inflation rose, our optimism shattered. While we identified a "real" one-year increase in dollars paid to faculty of about 2 percent overall, we also found that exceptionally high inflation had caused a dramatic decline in faculty purchasing power. Specifically, purchasing power fell 5 percent in just the one year between 2020-21 and 2021-22 (Figure 1).

Prior to the pandemic, faculty purchasing power had been steadily increasing. Indeed, purchasing power grew from a pre-recession high of $90,000 in 2007-08 to roughly $100,000 in 2019-20. Then the pandemic hit. And, although faculty's real salaries continued to increase, inflation forced purchasing power back to the 2007-08 level.

We also have been watching trends in faculty employment: Just prior to the pandemic, the number of full-time faculty was holding steady, while the number of part-time faculty trended upward. With the onset of the pandemic, employment for both part- and full-time faculty tumbled, with part-time faculty hit hardest in 2020-21 (Figure 2). In the following academic year, 2021-22, part-time faculty employment began to recover—with the number of part-time faculty members increasing from about 568,000 to 580,000—but full-time employment continued to fall, with about 6,000 fewer full-time faculty in 2021-22 than 2020-21. Over the pandemic years, 2019-20 to 2021-22, there was an overall 3 percent decline in full-time faculty positions in higher education. (This analysis reflects the status of faculty of record in November 2021.)

In 2021-22, state budgets were a mixed bag, with some restoring funding to pre-pandemic levels or higher, and others cutting.[ii]

In this report, we consider trends in faculty salary by rank, gender, and collective bargaining status in 2021-22. Analysis of further effects of the pandemic and economy on academe during 2022-2023 will be available in early 2024. The fact that real, or nominal, salaries continued to increase during ongoing financial flux across states suggests that, once the economy stabilizes, the financial future of faculty is promising.

Faculty: Where They Teach and How They Distribute Across Ranks and Tenure

In 2021-22, 596,428 full-time faculty worked in the country's public and private (non-profit) colleges and universities. This represents a 1 percent decline and a loss of over 5,000 full-time positions between 2020-21 and 2021-22, and it follows a 2 percent decline, over 10,000 positions, over the prior year. This decline in full-time faculty positions matches roughly with a concurrent 1 percent decline in student enrollment at public and private institutions between 2021 and 2022.[iii]

Meanwhile, over the years, where faculty teach—that is the distribution by institution sector—has remained steady. In 2021-22, 7-in-10 faculty taught in public institutions, with over 4-in-10 in research universities and 2-in-10 in community colleges (Figure 3); 2-in-10 faculty teach in private research universities. The remaining 15 percent are spread across public and private 4-year liberal arts and comprehensive institutions, as well as private 2-year institutions.

Additionally, our analysis of faculty rank shows that 72 percent of faculty are full, associate, or assistant professors—those most likely to have tenure status or be on track for tenure. Specifically, 27 percent are full professors, while 22 and 23 percent are assistant and associate professors. Nearly half of the remaining 28 percent of faculty (13 percent) are instructors, 8 percent are lecturers and 7 percent are faculty teaching with no rank.

The vast majority of faculty (84 percent) teach with 9/10-month contracts; the remaining share works on 11/12-month contracts. This distribution also has remained consistent over time. Note that the distributions in Figure 3 include only full-time faculty. As noted, prior to the pandemic, similar numbers of part- and full-time faculty were employed, 611,000 and 613,000, respectively (Figure 2).

On average, 62 percent of faculty teaching in public institutions have tenure or are on tenure track (Figure 4). However, faculty in 4-year institutions are more likely to have tenure or be on-track compared with those in 2-year colleges, 64 to 77 percent and 54 percent, respectively. And, across all institution levels, faculty in public institutions are more likely to have tenure than those teaching in privates—a 6 to 14 percentage point difference in 4-year institutions. Note: the private 2-year sector comprises just 1 percent of institutions.

Non-tenured faculty work on multi-year, indefinite, annual, or less-than-annual contracts (Figure 5). Not only are they less likely to have the option for tenure, but the vast majority of untenured faculty in community colleges have annual or less-than-annual contracts compared with their colleagues at 4-year institutions, where many more hold multi-year or indefinite contracts. Eighty-four percent of untenured community college faculty are on annual or less than annual contracts compared with 61 to 64 percent of those in 4-year institutions.

Faculty Salaries, 2021-2022

OVER THE PAST YEAR, FACULTY SALARIES INCREASED 2 PERCENT, BUT WITH 7 PERCENT INFLATION, PURCHASING POWER BUYS A SMALLER BASKET OF GOODS. No one is a stranger to the story of high inflation over the past couple of years. The cost of food, services, clothing, entertainment, housing—virtually everything—has increased noticeably. Regardless of profession, nearly all Americans have been affected by the high inflation rate and have experienced a decrease in purchasing power, or inflation-adjusted earnings.

In 2021-22, the average salary for faculty on 9/10-month contracts was $93,914, which was 2.1 percent higher, on average, than the 2020-21 average salary in nominal dollars. However, taking inflation into account, faculty purchasing power declined by 5 percent over the year, and faculty felt an overall effective loss of $4,837.

A longer historical perspective reveals that for all faculty, regardless of rank, purchasing power is lower today than it has been in quite a while. After the historic lows of the 2008-09 Great Recession, faculty's purchasing power had been recovering. For instance, for faculty with no rank, nominal salaries increased annually from 2007-08 through 2021-22, and the increases outpaced inflation, resulting in purchasing power continually above the 2007-08 level. Pandemic-related inflation has erased those gains. In 2021-22, inflation resulted in purchasing power eroding to a level slightly lower than the 2007-08 level (Figure 6). Assistant professor and lecturer are the only faculty ranks whose 2021-22 purchasing power levels remained at or very near to the 2007-08 levels. Instructors' nominal salaries, or real dollars paid, tumbled during the years of the Great Recession and did not recover as quickly as salaries paid to other faculty. As a result, not only did instructor purchasing power decline in recent years, but it is also significantly lower than pre-recessionary levels.

Sector and Academic Rank. Salary correlates to academic rank: at public colleges and universities, associate professors historically earn about three-quarters of full professors' earnings, assistant professors about two-thirds, and instructors, lecturers, and faculty with no rank earn about one-half. In the private sector, due to the very high earnings of full professors, the ratios are a little smaller. These ratios held in 2021-22 with professors teaching in public institutions earning $118,000; associates earning $88,000; assistants earning $77,000; and instructors, lecturers, and faculty with no rank earning similar averages ranging from $63,000 to $64,000 (Figure 7).

The type of institution also makes a difference. Faculty teaching in community colleges earn about 75 cents to the dollar of faculty in public research universities. And, faculty in public liberal arts and comprehensive institutions earn 78 to 82 cents to the dollar earned by faculty in research universities.

On average, faculty teaching in private institutions earn more than those in public institutions, $103,000 compared with $90,000, on average, for a $13,000 difference (or 14 percent) in 2021-22. A key exception is faculty in 2-year institutions, where community college faculty earn about $15,000 more than their private institution counterparts; however, the private 2-year sector comprises just 1 percent of faculty. Diving into specific ranks, professors at private institutions earn about $28,000 more than those in public institutions, for a 22 percent difference. Meanwhile, faculty with no rank in private institutions also have a 25 percent advantage over those in public. By institution type, faculty in research universities at private institutions earn $14,000, or 14 percent, more than those in public universities.

The Gender Wage Gap Persists. Nationally, women earned 83 cents to a man's dollar earned in 2021.[iv] This differential is marginally improved in academe, where, on average, women teaching in public

institutions earned 85 cents to a man's dollar. But again, institutional type and faculty rank make a difference. Earnings parity almost exists in community colleges, where women earn 97 to 98 percent of what men earn, but notably, community colleges have the lowest-paid faculty among public institutions (Figure 8). At the highest-paid research universities, female professors earn 89 percent of men's earnings, and 83 percent over all ranks.

The fact is that women are more likely to teach in lower-paid institutions and hold positions in lower-paid ranks. While women comprise 48 percent of all faculty, they are over-represented in all ranks of community colleges, where they are 52 to 57 percent of faculty (Figure 9). Conversely, women are under-represented in the highest-paid ranks in the highest-paid public institutions; they are only 33 and 45 percent of professors and associate professors. In fact, across all types of 4-year institutions, women are under-represented in the highest-paid professorial ranks.

What's Happening Within States? Regional, state, and local economies and politics have an intrinsic bearing on salaries, as do institutional enrollments, types of programs offered, faculty's rights to collective bargaining, and a multitude of additional factors. Further, the pandemic and current high inflation put pressure on state and institutional revenues, politics, and budgets. So, are there notable related, state-level trends in faculty salaries?

In the public 4-year sector, the traditional top-five states persisted in 2021-22: California, New Jersey, Delaware, Hawaii, and Connecticut (Table 1). California, the perennial leader among public 4-years, had an average salary of $121,071; just $15 behind it was New Jersey at $121,056. Moving from 4th to 5th place, Connecticut's average salary decreased slightly from 2020-21, by 1 percent, to $109,530 in 2021-22. Two years ago, in 2020-21, eight additional states paid over $100,000. In 2021-22, that number fell to five: Pennsylvania, Virginia, Iowa, New York, and Florida. We also see the same states at the bottom: Louisiana and Mississippi; however, the cost of living in these two states is significantly less compared with other states. And, notably, faculty salaries increased by 3 percent in both states over the past year, more than the 2 percent increase for the sector.

For the second year, California is the only state where community college faculty earned over $100,000 ($105,759) in 2021-22. New York was a distant second with an average salary of $86,601—nearly $20,000 less than California. Notably, the average salary for New York's community college faculty increased 4 percent in 2021-22, following a 3 percent increase in the prior year, which, cumulatively, moved New York to second place, up from 7th in the nation two years ago. Meanwhile, Connecticut's community college salaries, which ranked 2nd last year, declined to fourth. Eight states pay community college faculty between $80,000 and $90,000, on average: New York, Michigan, Connecticut, Wisconsin, Illinois, Oregon, Hawaii, and New Jersey. Arkansas and Louisiana have the lowest average salaries for community college faculty.

Massachusetts remains the perennial leader in private institutions' average faculty salaries: $129,866 in 2021-22. New Jersey follows closely with an average of $128,785. Five states—Massachusetts, New Jersey, Connecticut, California and Rhode Island – pay private institution faculty more than $120,000, on average. Interestingly, the District of Columbia's average faculty salary ($119,460) ranked sixth, while its public 4-year salaries ranked 32nd.

States vary in the difference paid to faculty in 2- and 4-year public institutions. Across states, the average difference between 2- and 4-year faculty salaries was $25,421 in 2021-22. Delaware and New

Jersey had the largest difference, $41,417 and $40,528 respectively. Likewise, although salaries may be disparate, some states' rank are similar across sectors; for example, California's average faculty salary ranked 1st in both 2- and 4-year public institutions in 2021-2022, but the dollar difference was over $15,000. Conversely, some states' had very different ranks, even when salaries were relatively similar. In Wisconsin, for example, the difference in salaries between 2- and 4-years is only $5,028, but the state ranked 5th among 2-years and 29th among 4-years. Wisconsin is the only state with a 2- and 4-year differential under $10,000.

In large part, average state salaries at public 2- and 4-year institutions changed slightly (between 1 and 3 percent) or not at all in 2021-22. In public 4-year institutions, only six states saw salary increases of at least 4 or 5 percent; in 2-year colleges, seven states did. However, even these larger increases did not keep pace with inflation.

Differences by Discipline. What is taught and where it is taught matter. Faculty teaching in health fields at 4-year institutions have the highest earnings, averaging about $125,000; however, at 2-year institutions, health faculty are the lowest paid, at about $78,000 (Figure 10). On the other hand, education and library science faculty are the lowest paid in 4-year institutions, but at an average of $76,000, fall near the mid-range at 2-year colleges. Physical science faculty are among the highest paid at 2-year colleges, earning $94,000; but at 4-year institutions, where they earn about $96,000, they are mid-range. Engineering/architecture and business faculty's average salaries are similarly ranked 2nd and 3rd in both 2- and 4-year institutions, although the salaries are much higher in 4-year institutions. Only arts, communications, history, humanities, and education and library science faculty earn, on average, more in 2-year colleges than they do in 4-year colleges.

Interestingly, the range in salaries by discipline is much larger in 4-year institutions than 2-year colleges. From a high of $125,000 for health faculty to a low of $76,000 for education and library science faculty, the range in salaries at 4-years is $49,000. At 2-years, the range is only $16,000—from a high of $94,000 for physical science faculty to a low of $78,000 for health faculty.

The Union Advantage. Research has shown that unions benefit not only union members but also their families, non-union workers, and the economy at large. Union members enjoy higher wages as well as enhanced benefits including health insurance, paid time off, and pensions.[v] Further, the U.S. Department of Labor reports that when union density increases, so do wages for union and non-union workers alike. Unions negotiate for—and pay scales are transparent to—all workers, which helps to close pay equity gaps.[vi] The presence of unions has also been linked to safer working conditions, increased government revenue (as opposed to high government spending), improved well-being and peace of mind, and increased community engagement.[vii] And, markedly, unions played a vital role in supporting workers through the pandemic by ensuring access to protective equipment and paid medical leave or time off, and by negotiating working conditions and potential furloughs.[viii]

Additionally, the presence of faculty contracts in colleges and universities is associated with higher salaries. Figure 11 illustrates the faculty salaries for (1) institutions with faculty contracts, (2) institutions in the same states but without faculty contracts, and (3) institutions in states where no faculty contracts exist in colleges and universities. As a general rule, faculty in institutions with contracts earn more—and the difference is considerable in some cases. For example, community college faculty with the presence of contracts earn, on average, $19,000 more than their colleagues without contracts. At comprehensive institutions, the earnings advantage is $14,000; at research universities, it's $6,000.

Notably, salaries in states with no collective bargaining are the lowest across institution types. This finding aligns with the notion that the presence of unions, regardless of membership, increases benefits for non-members. However, additional factors may be considered: for example, these are largely southern states with lower cost of living. As such, salaries for institutions with contracts and those in the same states, but without contracts, are the most comparable with one another.

The HBCU Disadvantage. There are just over 100 Historically Black Colleges and Universities (HBCUs) in the U.S. These institutions provide higher education via a campus climate that fosters success, and where students of color feel comfortable, supported, and safe.[ix] Although HBCUs accelerate social mobility for underserved students, they are doing so with fewer resources, and their faculty are being paid less than faculty at comparable institutions. On average, HBCU faculty are paid $70,488, compared to $94,391 for faculty at non-HBCUs; this represents 75 cents to the dollar of other faculty's earnings (Figure 12).

The difference holds across institutional types. At community colleges, HBCU faculty are paid about $59,000—or about 79 percent of non-HBCU faculty, who are paid $74,000, on average. In research universities, HBCU faculty earn 74 percent of non-HBCU faculty earnings.

The student environment fit is very important for student success. The majority of HBCU enrollments are low-income, first-generation students. HBCUs are referred to as "best value" institutions of higher education and provide quality education at 30 percent lower cost than comparable institutions. [1] *HBCUs represent only three percent of higher education institutions but they enroll 10 percent of higher education's African American students, produce 15 percent of the African American bachelor's degree recipients, and 19 percent of black STEM degree recipients.*[2] [3] *HBCUs are persistently underfunded and have lower revenue streams from tuition and fees, state and federal funding sources, and smaller endowments.*[4]

Land-grant HBCUs ≠ Land-grant non-HBCUs.

Faculty teaching in the HBCU land-grant institutions earn cents to the dollar of those teaching in non-HBCU land-grants. Even when taking different economies into account, in some states HBCU faculty earn about half of those teaching in non-HBCU land-grants. For example, HBCU faculty teaching in Missouri and Ohio earn 51 cents to the dollar of their non-HBCU colleagues (Figure 13; Lincoln University and University of Missouri, and Central State University and Ohio State University are the 1890 and 1862 land-grant universities, respectively). The salary gap is the smallest in North Carolina where faculty teaching at N.C. Agricultural and Technical (A&T) State University (an 1890 HBCU land-grant university) earn 81 cents for every dollar earned by faculty at the University of North Carolina (the 1862 land-grant).

Legislation in 1862 – the First Morrill Act – gave land to states with the aim to provide more Americans with broad access to education, in disciplines of need at the time, such as agriculture and mechanical arts. States could either sell this land to fund the creation of a new public postsecondary institution or use this land to expand an existing institution. However, many African Americans were denied admission to these 1862 land-grant universities. The Second Morrill Act of 1890, shortly after the Civil War, required states to create additional land-grant institutions for African Americans, or provide evidence that race was not an admission criterion for their existing land grant institution. Today, every state plus the District of Columbia has an 1862 land grant institution—typically the state's large flagship university. And 19 of the 107 HBCU institutions, mostly in southeastern states, are 1890 land-grant HBCUs. Although the 1890 land-grant institutions were created to provide equal opportunity, funding requirements and streams differ between the 1862 and 1890 land-grant institutions, and often, the 1890 land-grant institutions are under-funded.

Graduate Assistant Earnings. Graduate assistants typically earn a stipend for teaching, conducting research, or working in labs. Although not universal, some may also receive tuition waivers. The average stipend paid to graduate assistants in 2021-22 was $19,078 (Figure 14), assuming the assistant is employed at half-time. Research assistants, on average, receive the highest stipend, $20,300, while teaching assistants and graduate associates earn about $2,000 to $2,500 less. On average, stipends are similar in size to those paid last year, so graduate assistants' earnings are not keeping pace with inflation.

By discipline, the average stipend range is small, between $13,000 and $22,000, with the majority around $18,000 to $21,000 (Figure 15). The highest stipend ($96,000) was paid to engineering graduate assistants in 2021-22, followed by education ($72,000). These "high" stipends appear to be outliers, as the overall discipline average stipend was similar across disciplines.

What are We Looking Forward To?

Forecasts report that, across the U.S. in a variety of industries, businesses predict spending 4.3 percent of their payroll on salary increases in 2023[x] and increasing salaries around 4.6 percent[xi]—the largest in over 20 years. A survey conducted in the last quarter of 2022 shows employers are having difficulty attracting and retaining workers and they cite this difficulty, along with inflationary pressures, as the reasons for the salary bump.[xii] Federal workers are to receive a 4.6 percent salary increase in 2023 as well.[xiii] However, a cautionary note: employers need to fund these pay raises and cited a variety of methods for doing so, including raising prices, eliminating staff benefits, and staff restructuring and layoffs.[xiv] Additionally, if inflation continues at its current pace, these salary increases would not necessarily keep up with the rising costs of food, clothing, transportation, etc. However, economists

forecast a rapid slowdown of inflation beginning early in 2023, and a more manageable 2.9 percent rate of inflation for the year[xv]. If this occurs, anticipated salary increases will outpace inflation.

The question is—what will happen with faculty salaries in 2023? Will institutions grant the same salary increases predicted in other industries? If so, will the increases come in tandem with layoffs, restructuring, or a reduction in benefits? And, of course, inflation plays a big part in this: Will the current high rate of inflation continue and further erode the purchasing power of any salary increases, or will it slow down to allow faculty earnings to catch up?

DATA SOURCES
This report relies largely on U.S. Department of Education (ED), National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) Human Resources data. Reflecting 2021-22, NCES collected data from 3,861 degree-granting colleges and universities as part of the annual IPEDS data collection for higher education institutions. This analysis excluded 902 seminaries, religious training institutions, and for-profit colleges, leaving 2,959 institutions. At the time of analysis, these data include the provisional release of the IPEDS data and results may differ from data reported by NCES in the future.

This report also includes U.S. Bureau of Labor Statistics wage estimates for faculty teaching in 2- and 4-year institutions by discipline in May 2021. Wage estimates are computed with data collected from a statistical sample of institutions of all sizes, in every state and the District of Columbia.

An analysis of the Oklahoma State University's Graduate Assistant Stipend Survey data for 2021-22 is also included; this survey includes 48 land-grant institutions and 68,956 graduate assistants.

References for text box in HBCU section, in order:

[1] UNCF. (2022). *The HBCU resource guide*. Available: https://uncf.org/wp-content/uploads/2022-UNCF-HBCU-Resource-Guide-FINAL.pdf
[2] Ibid.
[3] UNCF. (ND). *Fact sheet: Investing in better futures for students and for all of us*. Available: https://cdn.uncf.org/wp-content/uploads/2022-UNCF-Fact-Sheet8.pdf
[4] Broady, K., Perry, A. M., Romer C. (August 4, 2021). "Underfunding HBCUs leads to an underrepresentation of Black faculty," *The Avenue*. Brookings. Available: https://www.brookings.edu/blog/the-avenue/2021/08/04/underfunding-hbcus-leads-to-an-

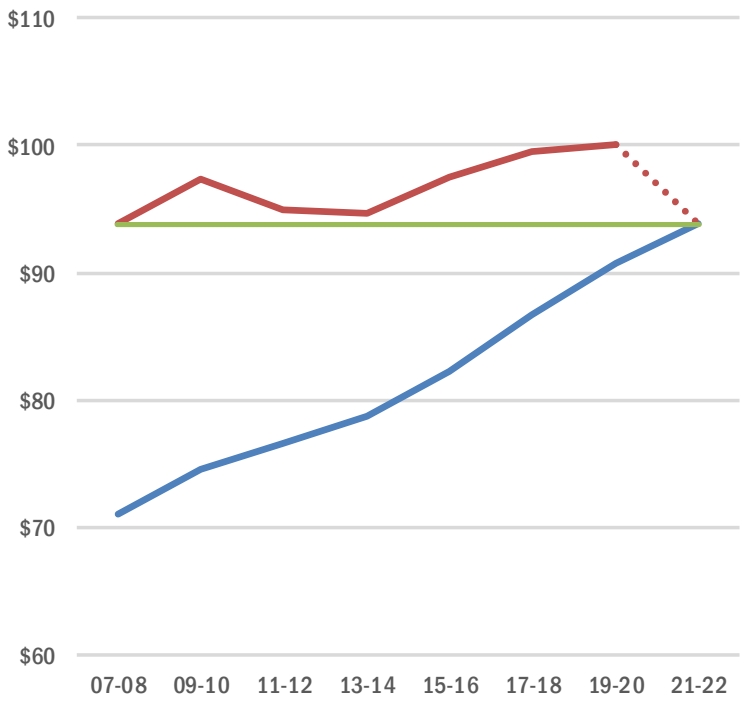
Reference for land grant text box:

[1] National Education Association. "A Looming Crisis for HBCUs? An Analysis of Funding Sources for Land Grant Universities," *NEA Research Land Grant University: Brief No. 2*. Available: https://www.nea.org/sites/default/files/2021-07/NEA%20CGPS%20Research%20HBCU%20Brief%202.pdf

Tables and Figures

Figure 1. Faculty experienced decreased purchasing power through the COVID pandemic, and 2021-22 purchasing power is less than the recent historical high point in 2007-08.

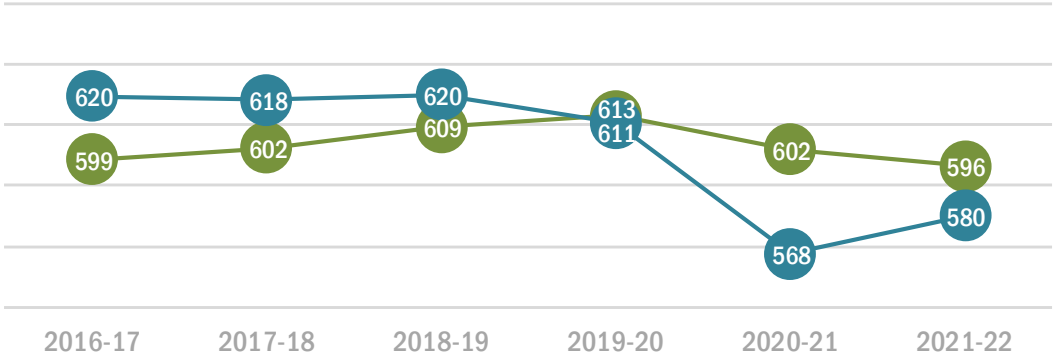
– Purchasing power
– 2007-08 Purchasing power
– Nominal dollars



Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2007-08 to 2021-22.

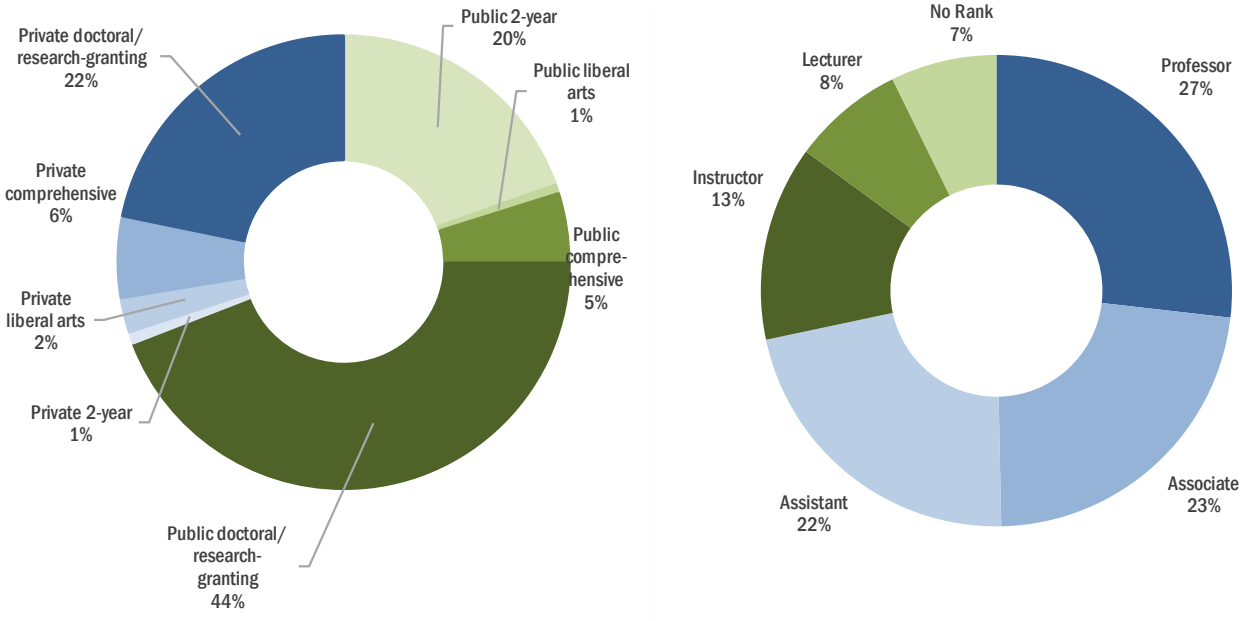
Figure 2. Previously holding steady or increasing, the number of both full-time and part-time faculty declined during the first full pandemic academic year, 2020-21. The number of full-time faculty continued to decline in 2021-22 while the number of part-time began to recover.

Number of full-time and part-time faculty, 2016-17 to 2021-22 (in thousands)



Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Fall Staff and Salary Data, 2016-17 to 2021-22.

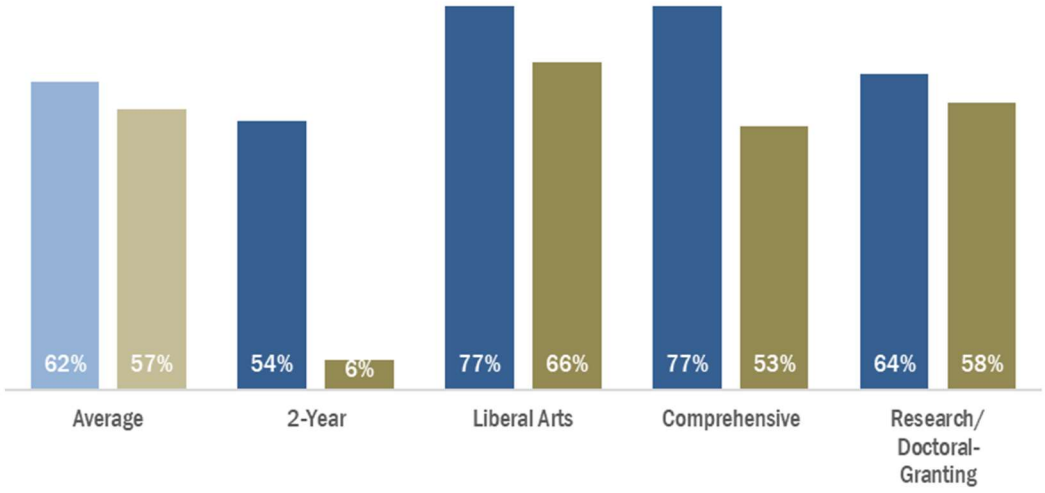
Figure 3. 7-in-10 full-time faculty teach in public institutions, and more than 7-in-10 hold full, associate, or assistant professor positions--those most likely to have tenure or be on tenure track.



Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2021-22.

Figure 4. Faculty in 4-year and public institutions are more likely to have tenure than those in 2-year and private institutions.

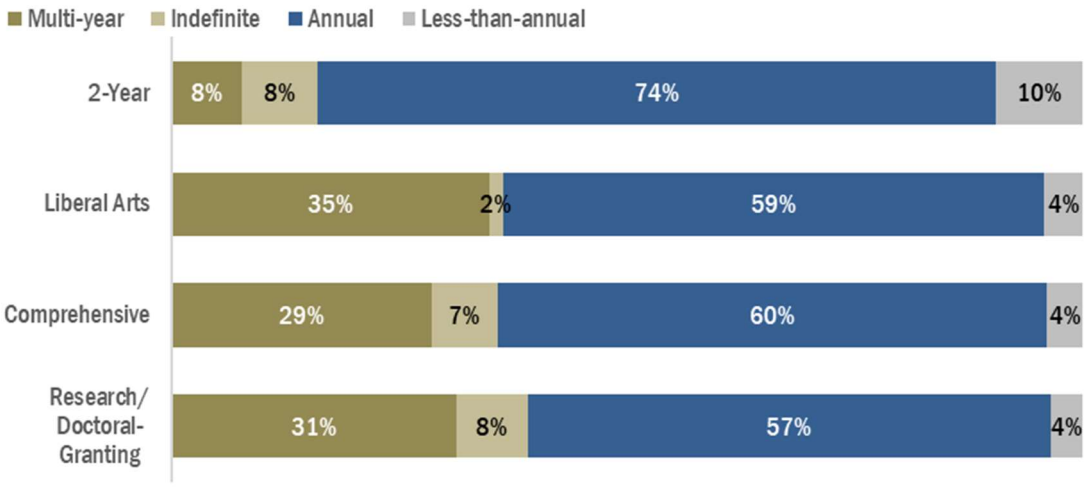
Percent of Public and Private Full-time Faculty with Tenure or On Tenure Track, 2021-22



Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary and Staff Data, 2021-22.

Figure 5. The vast majority of faculty teaching in 2-year colleges hold annual or less than annual contracts while faculty in 4-years are more likely to hold multi-year or even indefinite contracts.

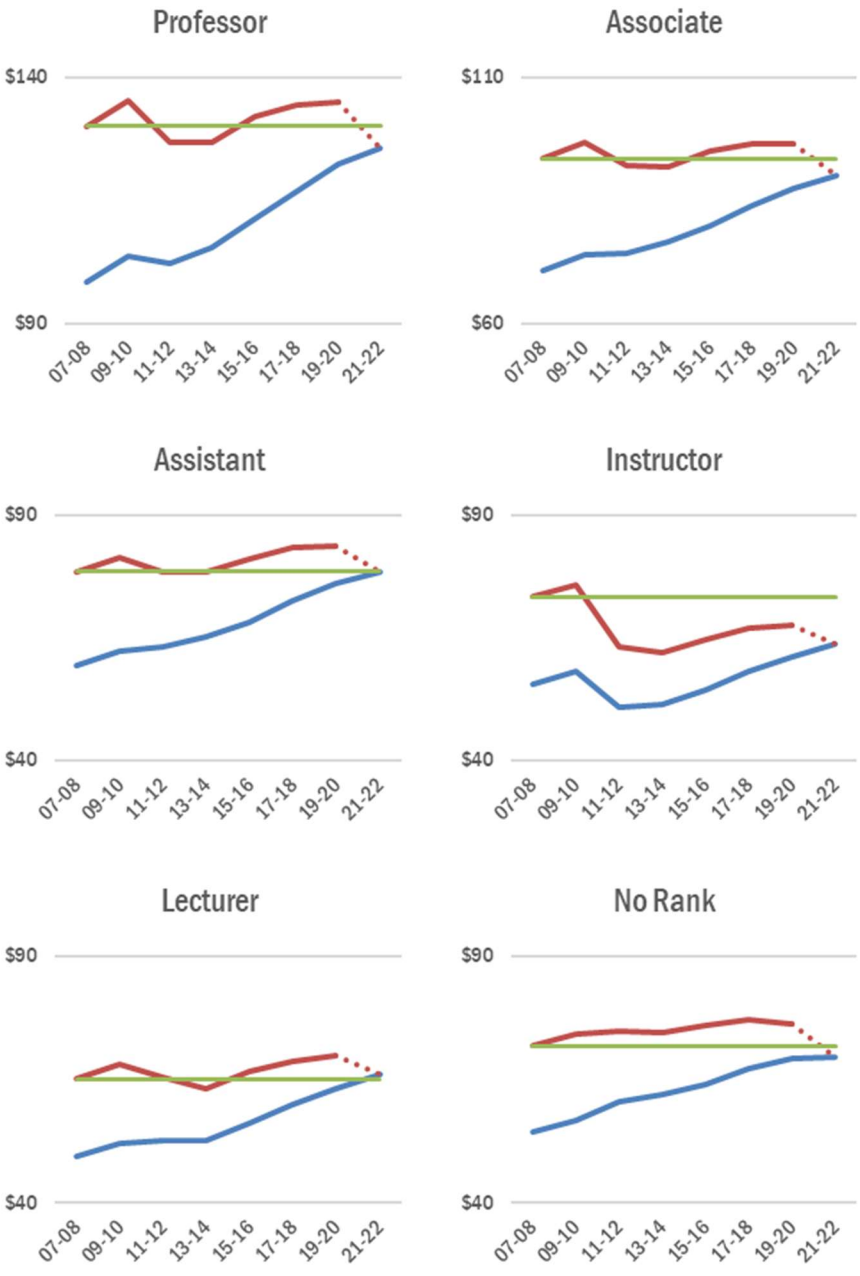
Distribution of Contract Type, Non-tenured/Not on Track Faculty in Public Institutions, 2021-22



Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary and Staff Data, 2021-22.

Figure 6. All ranks experienced decreased purchasing power through the COVID pandemic, and for some ranks, 2021-22 purchasing power is less than the recent historical high point in 2007-08.

– Purchasing power
– 2007-08 Purchasing power
– Nominal dollars

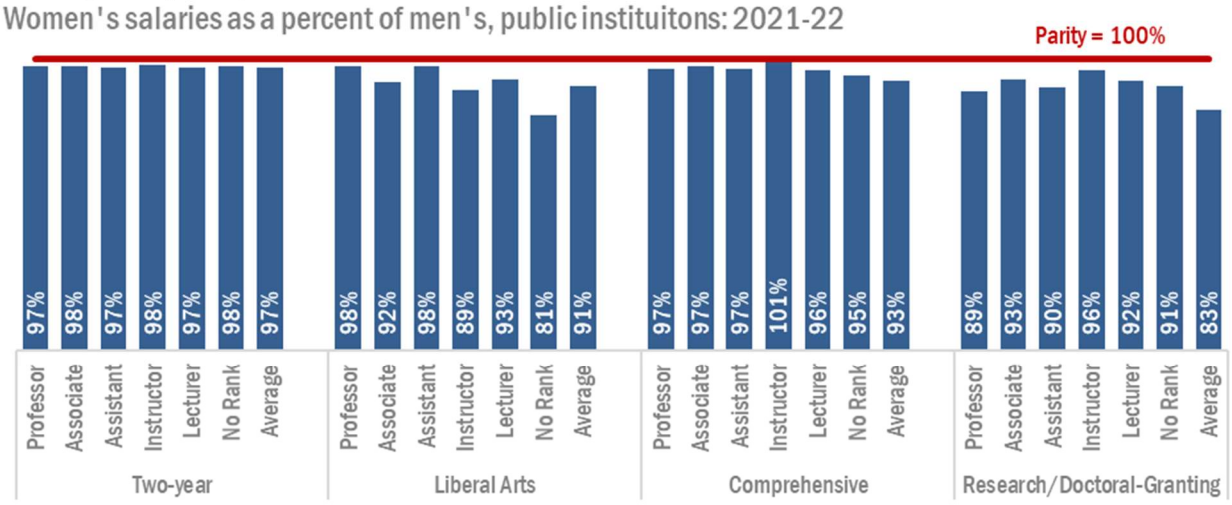


Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2007-08 to 2021-22.

Figure 7. Academic rank is correlated with salary, and faculty in private institutions generally earn higher salaries than faculty in public institutions.

Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2021-22.

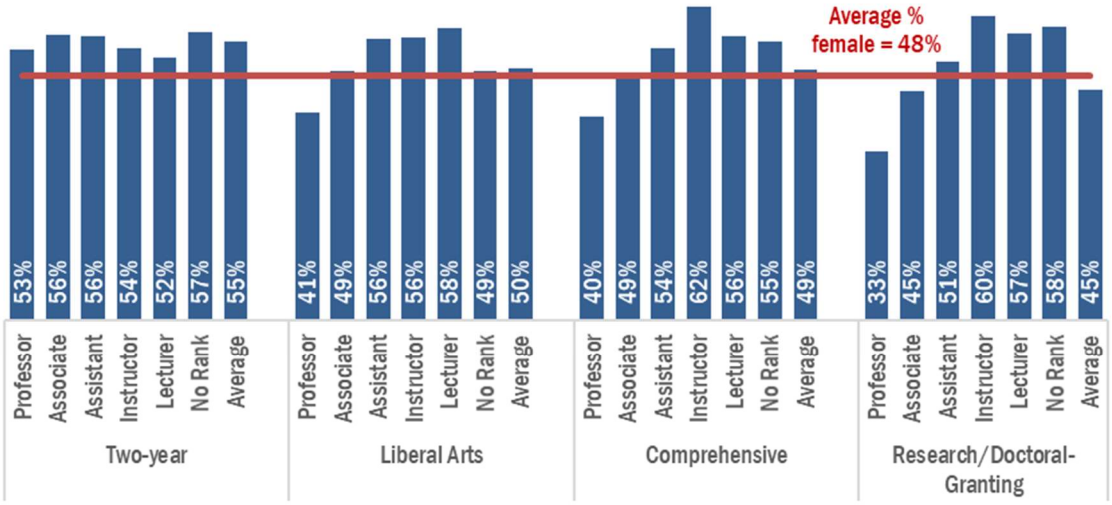
Figure 8. Women earn cents to men's dollar. The gender wage gap is smallest in lowest paid community colleges and largest in highest paid research universities, especially at the highest paid professorial rank.



Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2021-22.

Figure 9. Women comprise large shares of community college faculty positions and small shares of the highest paid faculty ranks at research universities.

Women's share of faculty positions, public institutions: 2021-22



Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2021-22.

Table 1. Average salaries and change in salaries for faculty on 9/10-month contracts, by state and sector, 2021-22

State	Average 2021-22 Salary and Rank Within Sector						Percent Change in Salaries 2020-21 to 2021-22		
	Public 4-year		Public 2-year		Private		Public 4-year	Public 2-year	Private
Average	**$96,414**		**$74,173**		**$103,033**		**2%**	**2%**	**2%**
California	$121,071	1	$105,759	1	$122,200	4	1%	4%	2%
New Jersey	$121,056	2	$80,528	9	$128,785	2	2%	1%	4%
Delaware	$116,394	3	$74,977	13	$79,190	27	1%	3%	3%
Hawaii	$110,204	4	$80,791	8	$77,016	31	3%	1%	1%
Connecticut	$109,530	5	$85,602	4	$125,745	3	-1%	-2%	4%
Michigan	$104,706	6	$85,773	3	$73,297	36	2%	0%	1%
Washington	$103,101	7	$75,636	12	$83,724	24	3%	4%	1%
Massachusetts	$102,048	8	$68,324	21	$129,866	1	0%	-1%	3%
Pennsylvania	$101,519	9	$73,046	16	$101,919	11	2%	3%	1%
Virginia	$101,425	10	$69,697	20	$78,923	28	5%	4%	0%
Iowa	$101,207	11	$64,642	25	$70,153	37	2%	2%	4%
New York	$100,189	12	$86,601	2	$115,817	8	4%	4%	2%
Florida	$100,126	13	$62,576	30	$89,836	21	2%	3%	3%
Maryland	$99,713	14	$79,011	10	$109,971	9	3%	2%	4%
Arizona	$99,098	15	$76,990	11	$74,152	34	5%	3%	1%
Rhode Island	$98,997	16	$67,666	22	$120,968	5	5%	3%	0%
Illinois	$97,392	17	$83,029	6	$108,030	10	2%	1%	1%
Ohio	$96,972	18	$70,510	19	$78,510	29	2%	2%	2%
Minnesota	$96,553	19	$73,985	15	$81,605	26	1%	-1%	2%
New Hampshire	$95,237	20	$71,017	18	$117,018	7	-1%	0%	1%
Texas	$94,781	21	$64,719	24	$99,838	12	3%	4%	2%
Utah	$94,364	22	$72,844	17	$91,018	19	4%	3%	2%
Nevada	$94,143	23	$74,759	14	$48,686	50	-1%	0%	-25%
Oregon	$93,307	24	$81,428	7	$82,250	25	1%	3%	4%
Indiana	$93,107	25	$53,133	42	$89,881	20	1%	2%	3%
Colorado	$92,181	26	$62,819	28	$95,660	14	4%	0%	0%
Nebraska	$89,770	27	$64,133	26	$73,394	35	3%	0%	4%
Wyoming	$89,741	28	$58,120	36	--		0%	-4%	--
Wisconsin	$89,651	29	$84,623	5	$75,021	33	2%	2%	1%
Vermont	$88,273	30	$64,738	23	$89,278	22	-1%	-2%	2%
South Carolina	$87,379	31	$52,370	45	$63,300	40	3%	4%	2%
District of Columbia	$87,026	32	--		$119,460	6	-1%	--	3%
North Carolina	$87,011	33	$52,811	43	$97,151	13	-1%	2%	2%
Alabama	$86,762	34	$62,997	27	$65,650	39	3%	3%	1%
Tennessee	$85,032	35	$57,312	37	$91,798	18	3%	3%	-1%
Georgia	$84,655	36	$53,647	41	$87,885	23	1%	1%	1%
Maine	$84,209	37	$59,606	32	$92,618	17	1%	-3%	3%
Alaska	$84,063	38	--		$60,098	44	0%	--	-1%
Kansas	$83,153	39	$59,201	34	$56,635	46	1%	2%	1%
Missouri	$80,980	40	$62,692	29	$94,941	15	3%	3%	4%
New Mexico	$80,444	41	$56,200	38	$77,470	30	2%	1%	-4%
North Dakota	$80,213	42	$59,273	33	$56,298	47	1%	3%	-3%
Montana	$79,719	43	$54,160	39	$55,592	48	2%	6%	-1%
Oklahoma	$79,342	44	$54,103	40	$75,198	32	1%	1%	1%
Idaho	$78,392	45	$58,203	35	$66,561	38	3%	3%	4%
Kentucky	$77,923	46	$51,451	47	$62,849	41	1%	0%	0%
West Virginia	$76,407	47	$52,721	44	$53,612	49	1%	0%	0%
South Dakota	$75,541	48	$60,103	31	$57,321	45	3%	2%	-1%
Arkansas	$74,163	49	$51,204	48	$61,846	43	-3%	2%	2%
Louisiana	$73,995	50	$50,278	49	$92,788	16	3%	4%	1%
Mississippi	$73,096	51	$52,335	46	$61,960	42	3%	0%	0%

--Not applicable

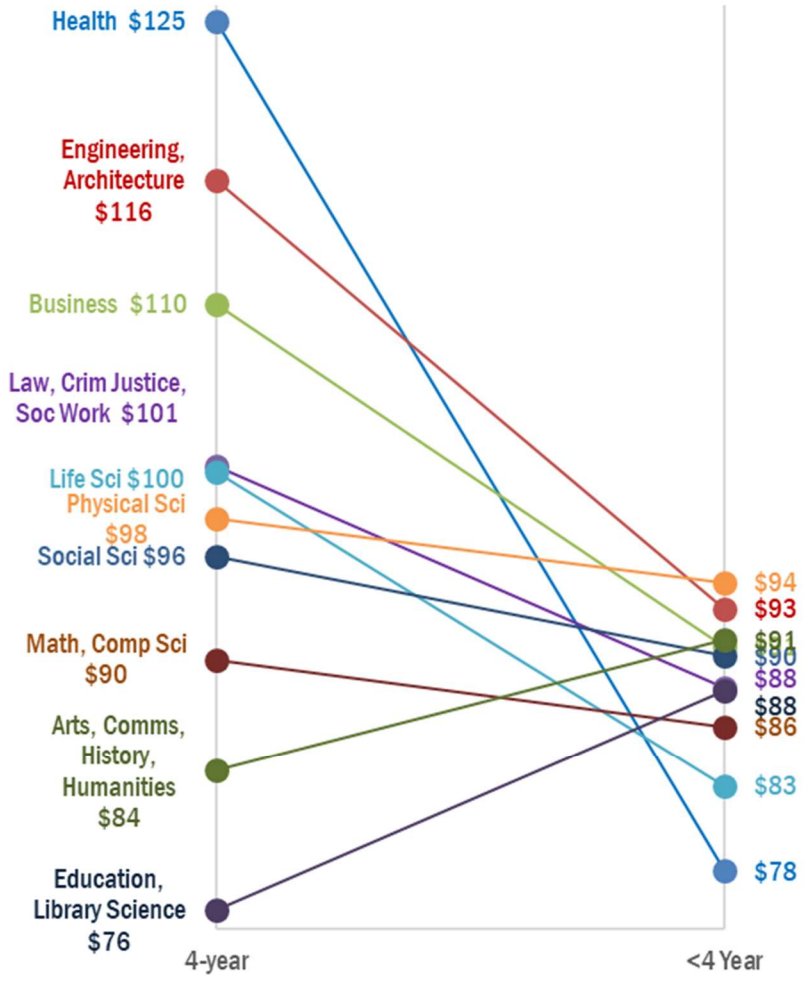
Ranked by salary in public 4-year institutions

Salary data based on 100.0 percent of public 2-year and 4-year, and private institutions in the NEA universe; change in salary based 100% of public 2-year and 4-year institutions, 98% of private institutions.

Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2021-22.

Figure 10. By discipline, salaries in 4-year institutions range about $50,000 while the range is smaller in 2-year institutions, $16,000. Health has the highest paid faculty in 4-year, but the lowest in 2-year institutions. The lowest paid 4-year disciplines, education and arts/humanities, are mid-range in 2-year institutions.

Faculty salaries by discipline, 2- and 4-year institutions, May 2021 (in thousands)



Source: ASA Research analysis of U.S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics, May 2021 National Industry-Specific Occupational Employment and Wage Estimates.

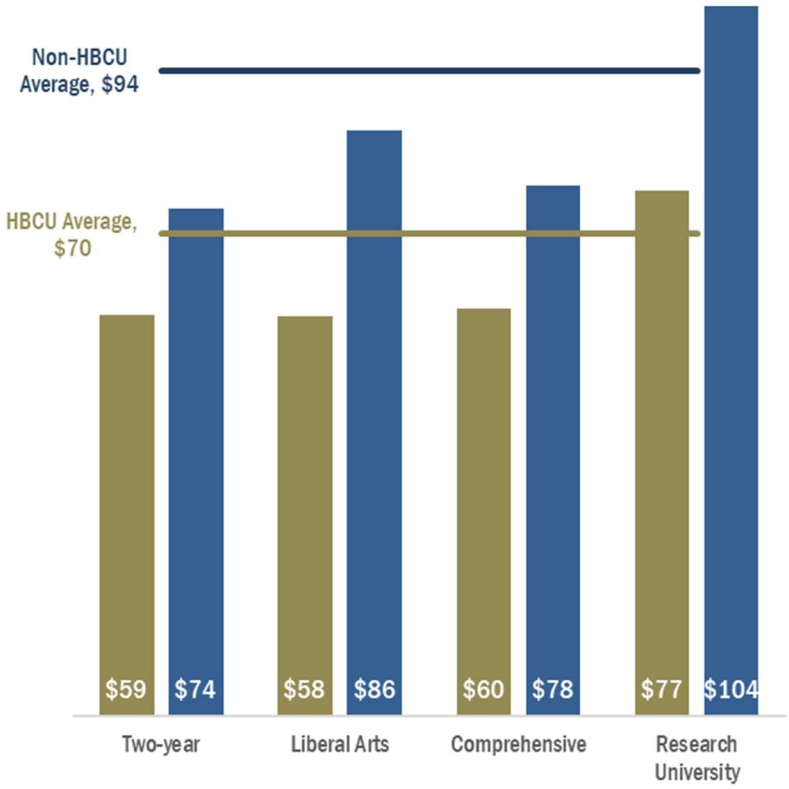
Figure 11. The presence of faculty contracts is correlated with higher salaries.

Salaries for faculty in public institutions by bargaining status (in thousands), 2021-22

Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2021-22.

Figure 12. HBCU Faculty earn 75 cents to the dollar of non-HBCU faculty, and the difference is larger in some sectors.

Average salaries for faculty on 9/10-month contracts by HBCU designation, 2021-22 (in thousands)



Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2021-22.

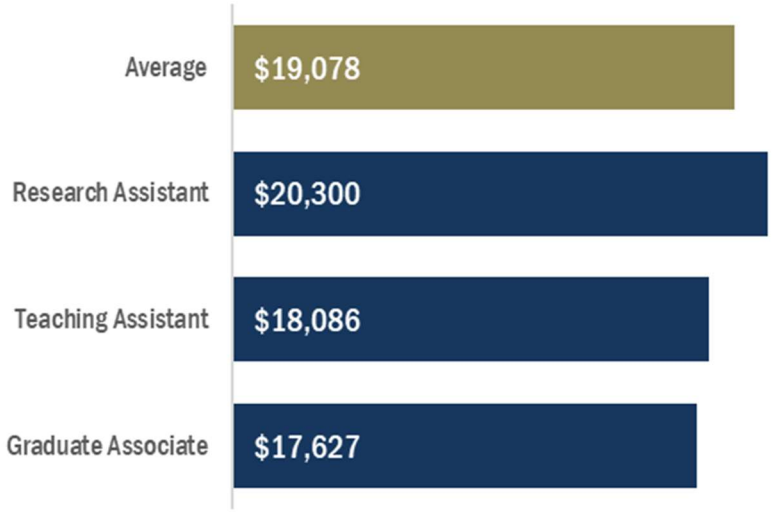
Figure 13. Land-grant HBCU faculty earn cents to the dollar of non-HBCU land-grant faculty. Ohio and Missouri display the largest earnings discrepancies; North Carolina and Alabama have the smallest.

Average salaries for HBCU faculty on 9/10-month contracts compared with non-HBCU, public land grant institutions, 2021-22

Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Faculty Salary Data, 2021-22.

Figure 14. The average stipend paid to gradaute assistants was $19,078. Graduate associate's and teaching assistants' stipends are simliar, while research assistants earn about $2K more.

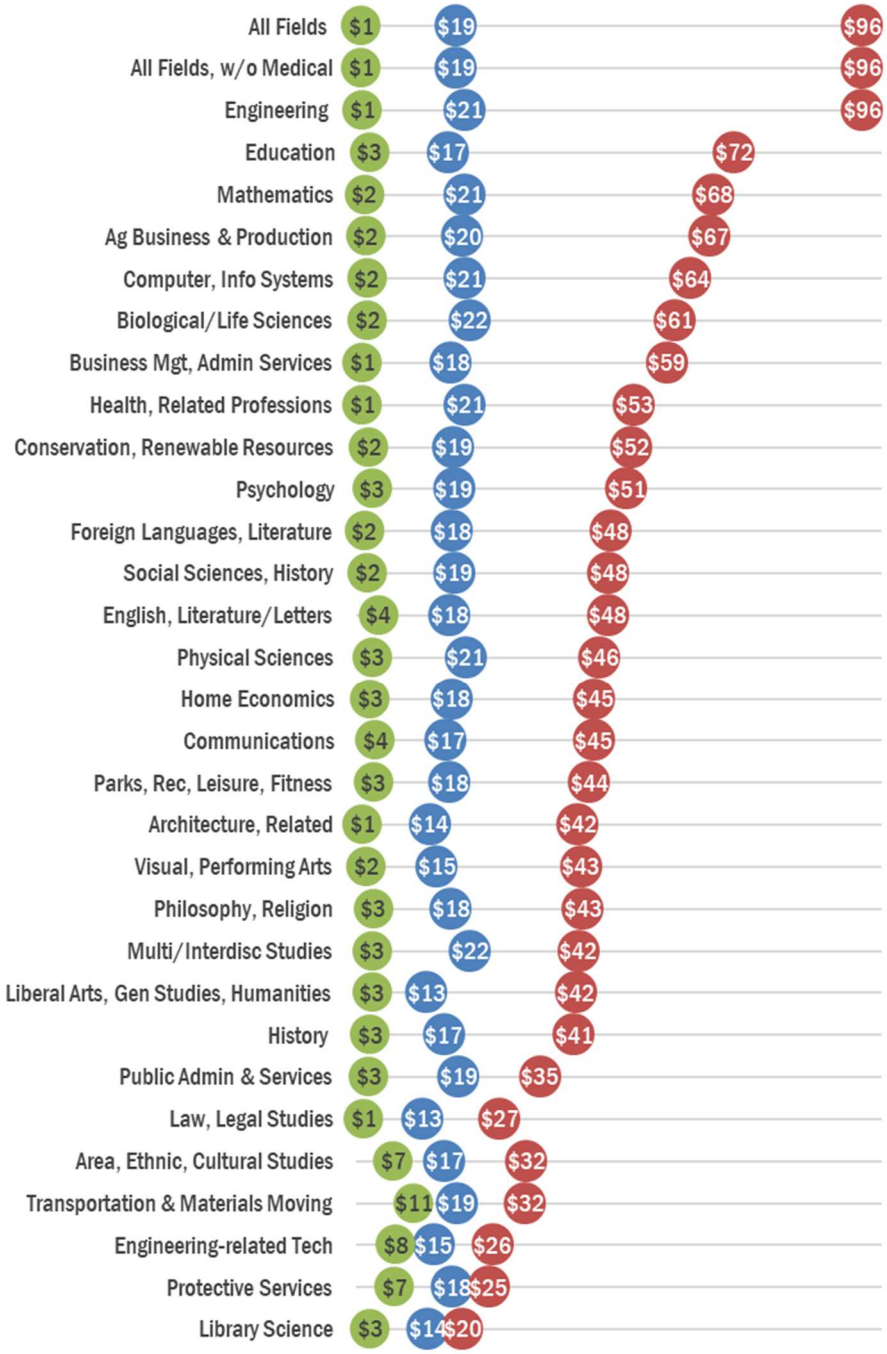
Average Stipend Paid to Graduate Assistants, 2021-22



Source: ASA Research analysis of Oklahoma State University, Graduate Assistant Stipend Survey, 2021-22.

Figure 15. The largest difference between the high and low stipend for graduate assistants occurs in engineering fields, $95k, with the smallest difference in library sciences, $17k

Low, Average, and High Stipends, by Discipline, 2021-22



Source: ASA Research analysis of Oklahoma State University, Graduate Assistant Stipend Survey, 2021-22.

References

[i] ASA Research. (March 2022). *Collateral damage: Effects of the pandemic on academe*. National Education Association. Available: https://www.nea.org/sites/default/files/2022-03/NEA%20HE%20Salary%20Report%202022_0.pdf.

[ii]ASA Research. (October 25, 2022). *The Higher Ed Funding Rollercoaster: State funding of higher education during financial crises*. National Education Association. Available: https://www.nea.org/he_funding_report

[iii] American Council on Education. (October 28, 2022). "How Student Enrollment Changed in 2022," *Higher Education Today*. Available: https://www.higheredtoday.org/2022/10/28/how-student-enrollment-changed-in-2022/

[iv] U.S. Bureau of Labor Statistics. (January 24, 2022). "Median earnings for women in 2021 were 83.1 percent of the median for men," *TED: The Economics Daily*. Available: https://www.bls.gov/opub/ted/2022/median-earnings-for-women-in-2021-were-83-1-percent-of-the-median-for-men.htm

[v] ASA Research. (March 2022).

[vi] U.S. Department of Labor. (ND). *The union advantage*. Available: https://www.dol.gov/general/workcenter/union-advantage

[vii] Banerjee, A., Poydock, M., McNicholas, C., Mangundayao, I., and Sait, A., (December 15, 2021). *Unions are not only good for workers, they're good for communities and for democracy*. Economic Policy Institute. Available: https://www.epi.org/publication/unions-and-well-being/#:~:text=Increased%20government%20revenue%20and%20decreased,gender%20and%20race%20wage%20gaps.

[viii] McNicholas, C., Rhinehart, L., Poydock, M., Shierholz, H., and Perez, D. (August 25, 2020). *Why unions are good for workers—especially in a crisis like COVID-19: 12 policies that would boost worker rights, safety, and wages.* Economic Policy Institute. Available: https://www.epi.org/publication/ why-unions-are-good-for-workers-especially-in-a-crisis-like-covid19-12-policies-that-would-boost-worker-rights-safety-and-wages/

[ix] Lomax, M. L. (ND). *Six reasons HBCUs are more important than ever*. UNCF. Available: https://uncf.org/the-latest/6-reasons-hbcus-are-more-important-than-ever#:~:text=HBCUs%20provide%20a%20stable%20and,needs%20to%20obtain%20college%20degrees.

[x] The Conference Board. (October 6, 2022). *Navigating the economic storm: Your indispensable guide through the global recession*. Available: https://www.conference-board.org/topics/recession/2023-set-to-see-largest-salary-increases-in-over-20-years

[xi] Miller, S. (November 29, 2022). *Average US pay increase projected to hit 4.6% in 2023*. SHRM. Available : https://www.shrm.org/resourcesandtools/hr-topics/compensation/pages/us-pay-increase-forecast-for-2023.aspx#:~:text=Employers%20in%20the%20U.S.%20plan,according%20to%20a%20new%20study.&text=Employers%20say%20inflationary%20pressures%20and,for%20the%20higher%20projected%20increases.

[xii] Ibid.

[xiii] Friedman, D. (December 23, 2022). *Here are the actual pay raises federal employees will see in 2023, depending on their location.* Federal News Network. Available : https://federalnewsnetwork.com/pay/2022/12/biden-makes-4-6-pay-raise-official-for-civilian-employees-ahead-of-holiday-weekend/

[xiv] Miller, S.

[xv] Gagnon, J. E., Rose, A. (December 5, 2022). "US workers' wage gains in 2023 are likely to exceed inflation," *Real time economics.* Peterson Institute for International Economics. Available : https://www.piie.com/blogs/realtime-economics/us-workers-wage-gains-2023-are-likely-exceed-inflation#:~:text=The%20latest%20Survey%20of%20Professional,inflation%20target%20of%202%20percent.