

In this issue of  
the *Advocate*...

Read more about trends in state support for public institutions. What happens when money from the federal stimulus package is gone? Also find salary and benefits data for public institutions across the country—who earns the most?—from **the 2010 NEA Higher Education Almanac**.

**ALSO IN THE 2010 ALMANAC:**

- A report on the obstacles to college enrollment among Latino students;
- A look at the changing developments in Chinese higher education; and
- An examination of the education support professional workforce and what happens to them when colleges invoke financial exigency.

**THE 2010 NEA HIGHER EDUCATION ALMANAC** is available free to NEA higher education members. E-mail [HigherEducation@nea.org](mailto:HigherEducation@nea.org) or download a copy at [www.nea.org/he](http://www.nea.org/he).

**List of public-sector faculty salaries begins on page 9**



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# Advocate

## Where's the Money?



Does it feel like the fiscal crisis in this country has ended? Not likely. In this special issue of *The Advocate*, an examination of state support for public institutions shows that the recession continues to impact your pay. As state support has declined in the majority of states, faculty salaries have stagnated. Last year, the average faculty member's purchasing power increased a scant \$70. But brace

yourself: With partisan politicians waging war on the middle class in state legislatures across the country and aiming to destroy the academy's ability to bargain collectively, it's not going to get better anytime soon without your standing up and speaking out.

2	4	5	5	5	6	6	6	7	8
STATE SUPPORT	FACULTY SALARIES SHOW DECREASE	SALARY DIFFERENCES	FULL-TIME AND PART-TIME FACULTY	WOMEN AND MINORITY FACULTY MEMBERS	WOMEN FACULTY CONTINUES TO INCREASE	MINORITY FACULTY UNDER-REPRESENTED	PROFESSIONAL STAFF	RETIREMENT AND HEALTH INSURANCE	NEA MEMBERS INSURANCE TRUST

For public institutions of higher education, and especially for two-year colleges, state funding is vital to maintaining the quality of education. While some funding for public institutions comes from other sources, many institutions rely on state support (to varying degrees,) and assume some level of state support when planning their budgets.

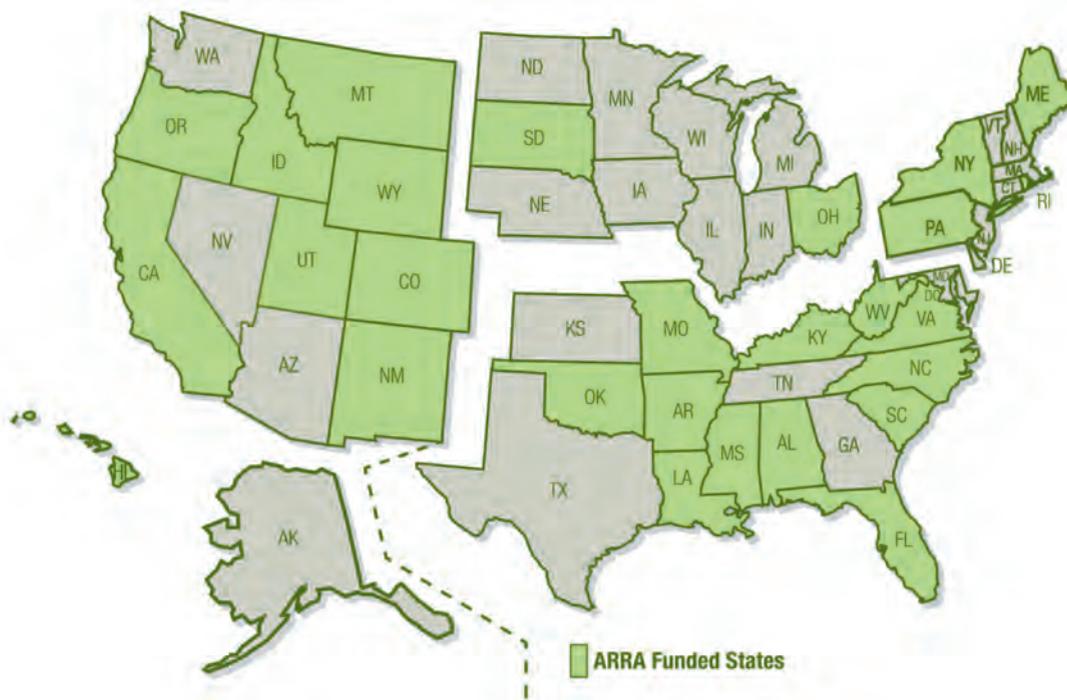
According to state budget data collected by Grapevine<sup>1</sup>, state support for higher education has been declining over the past three years in a majority of states. This trend toward lower amounts of support is made

more stark by the fact that, over the past three fiscal years, states have been able to receive additional funding for education through the American Reinvestment and Recovery Act's (ARRA) State Fiscal Stabilization Fund (SFSF), which was intended to assist states in maintaining higher education funding.

This 2011 special salary issue of the Advocate examines effects of the current recession on state support for higher education, and on faculty salaries. To do this, trends in public support and public sector faculty salaries were reviewed over a

10-year period. While faculty purchasing power was higher at the end of the 10-year period, there was a 2 percent decrease in salaries between 2001–2002 and 2004–2005; this coincided with a 5 to 10 percent decrease during the same period in the amount of state tax support for higher education. Last year's issue also examined the changes in state higher education support that resulted from funding received through the American Recovery and Reinvestment Act's (ARRA) State Fiscal Stabilization Fund (SFSF). FY2011 was the final year in which states could use ARRA

**Table 1. States receiving ARRA funds for FY2011**



Mary Ellen Flannery  
**EDITOR**  
Judy Greene  
**COPY EDITOR**  
Marsha Blackburn  
**PRODUCTION COORDINATOR**  
Alice Trued  
**PRODUCTION**  
Groff Creative, Inc.  
**GRAPHIC DESIGN**

Prepared with the assistance of the  
NEA Office of Higher Education  
Daniel R. Rivera  
**DIRECTOR**  
Frances Beard  
**ASSOCIATE DIRECTOR**  
Aurora Arcilla  
Mark Smith  
Bryant Warren  
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Phadra L. Williams-Tuitt

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Great Public Schools for Every Student

funding for higher education; however, states were able to tap into these ARRA funds only if they had shortfalls remaining in both their K-12 and higher education budgets.

Funds from the SFSF came with several restrictions, including a “maintenance of effort” clause that required states to maintain their higher education spending, at a minimum, at the FY 2006 funding levels. However, states were allowed to shift a portion of their education budgets into other budget areas, and replace the money using SFSF funds. While all but nine states received SFSF funds in FY2010, only 27 states and the District of Columbia received the funds in FY2011 (Table 1).

State budget data for FY2011 recently released by Grapevine indicate that between FY2010 and FY2011<sup>2</sup>, 21 states showed a decrease in the percentage of appropriations for higher education, and an additional

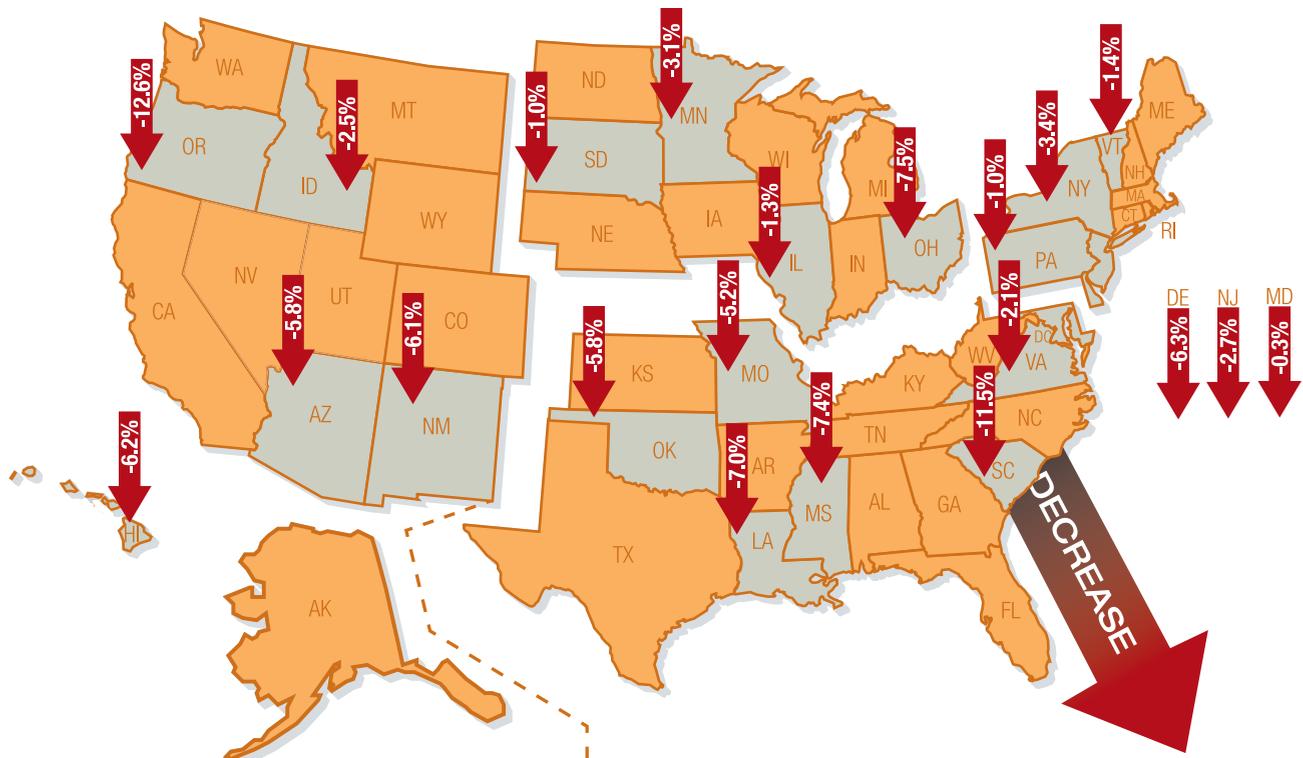
nine states had increases of less than 1 percent. Additionally, from FY2009 to FY2011, 35 states saw a decrease in state higher education funding, with two other states having an increase of less than 1 percent. The current estimate indicates that ARRA funding will represent 3.2 percent of total state funding in FY2011, down from 5.2 percent in the previous fiscal year (Table 2).

Numerous states consider and implement furloughs as cost savings measures. The use of furloughs represents an actual reduction in salaries, but, unfortunately, salary data reported to federal sources do not reflect furloughs. Last year, ten states used furloughs as a cost-saving measure. According to the information compiled by the National Conference of State Legislatures, only six states (Arizona, Hawaii, Maryland, Nevada, Washington, and Wisconsin) have indicated plans to institute furloughs

for state employees, including higher education faculty, in FY2011. In some cases, college and university faculty are immune to furloughs due to collective bargaining agreements. Table 3 shows the salary change for public institution faculty in the six states subject to furloughs, and the estimated actual salary decrease resulting from furloughs or salary reductions.

ARRA funds could be used by states to close their budget shortfalls for higher education in whatever way they choose, as long as higher education spending was maintained, at a minimum, at FY2006 levels. It would appear that many states, based on the decreases in state support noted above, may have met that minimum threshold, but did not increase their funding for higher education. The available data do not indicate other budget areas where states may have chosen to use the ARRA funds, but it

**Table 2.** States with a decrease in higher education appropriations for FY2011 (estimated.)



SOURCE: Grapevine: An Annual Compilation of Data on State Fiscal Support for Higher Education. Illinois State University.

**Table 3.** Percentage change in average salary for faculty in public institutions on 9/10-month contracts, 2008–2009 to 2009–2010, and salary decrease due to state furlough policies in FY2010.

**Public 2-year Institutions**

ARIZONA	-0.2
HAWAII	-1.2
MARYLAND*	0.8
NEVADA	1.6
WASHINGTON	-0.4
WISCONSIN	-2.3

**Public 4-year Institutions**

ARIZONA	1.4
HAWAII	0.3
MARYLAND*	0.9
NEVADA	0.9
WASHINGTON	0.4
WISCONSIN	-0.1

**Salary reduction due to furlough policies, FY2010**

ARIZONA	-2.3
HAWAII	-6.7
MARYLAND*	-2.3
NEVADA	-1.0
WASHINGTON	-1.5
WISCONSIN	-2.5

**NOTE:** Maryland decrease is the mean, as furloughs are different lengths depending on salary range. Decreases are an overall average; it is not possible to distinguish between types of institutions.

**SOURCES:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, Salary survey, early release version, 2008–2009 and 2009–2010; search of state higher education websites, conducted February 18, 2011.

seems clear that the funds have not helped to maintain salary increases, which had shown slow but steady increases over the last several years prior to 2008–2009.

Last year’s Advocate also noted that when the nation experiences economic problems, enrollment increases, especially at community colleges. Unemployed workers want to learn more marketable skills, and those with marginal jobs want to upgrade their skills. In 2009–2010, the number of full-time equivalent (FTE) students enrolled in higher education rose by 5.9 percent, after an increase of 3.4 percent the previous year. In fact, the number of FTE students in higher education has been trending upward for more than a decade, representing both demographic trends and the increasing importance of a postsecondary degree. Another continuing trend is the increase in the number of faculty members teaching at U.S. colleges and universities. The number of full-time faculty members rose by 3.2 percent in 2009–2010. While this is more than last year’s increase of 2.5 percent, it still has not kept pace with the growth in FTE enrollment.

The continued decline in state support for higher education, coupled with the large increase in the number of enrolled students, has potentially severe consequences for higher

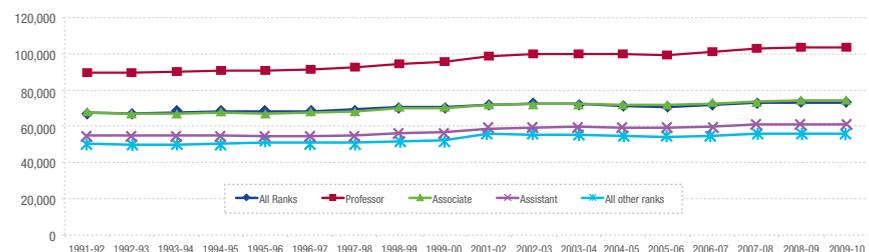
education institutions. At the state level, public institutions are likely to continue to see funding declines, based on the decreases (or minimal increases) seen in state support over the last few years. The national unemployment rate has been at or above 9 percent since April 2009, and it is unclear when that might improve. If enrollment goes up at the same rate it has the last several years, the number of faculty continues to lag behind the number of students, and funding becomes more difficult to obtain, the result could be a decline in the quality of education. Even in these difficult economic times, it is important to provide as much funding as possible to higher education.

**Faculty Salaries Show Decrease over Previous Year**

In 2009–2010, faculty salaries (in constant dollars) remained essentially unchanged from the previous year, after a decrease of 1.8 percent in 2008–2009. The average faculty member’s purchasing power increased by only \$70 (0.1 percent) from \$74,523 in 2008–2009 to \$74,593 in 2009–2010. Chart 1 shows the trend in faculty salaries in constant dollars from 1991–1992 to 2009–2010.

It should be noted that faculty purchasing power has increased when calculated for all ranks. In Chart 1,

**Chart 1.** Average full-time faculty salaries in constant dollars, by academic rank, 1991 to 2009.



**SOURCE:** U.S. Department of Education, NCES, IPEDS Salary Survey, various years.

\* No IPEDS data collected for 2000–2001.

the following faculty ranks have been combined: instructor, lecturer, and faculty with no rank. Whether salaries for these groups are calculated individually or collectively, they are still the lowest-paid faculty group. During the period, many faculty members who were previously categorized as lecturers or instructors began to be listed as having no rank. However, the chart does indicate that all faculty ranks had a slight decrease in their purchasing power in 2008–2009. It should also be noted that when compared with the previous peak year of 1972–1973, overall purchasing power is still increasing.

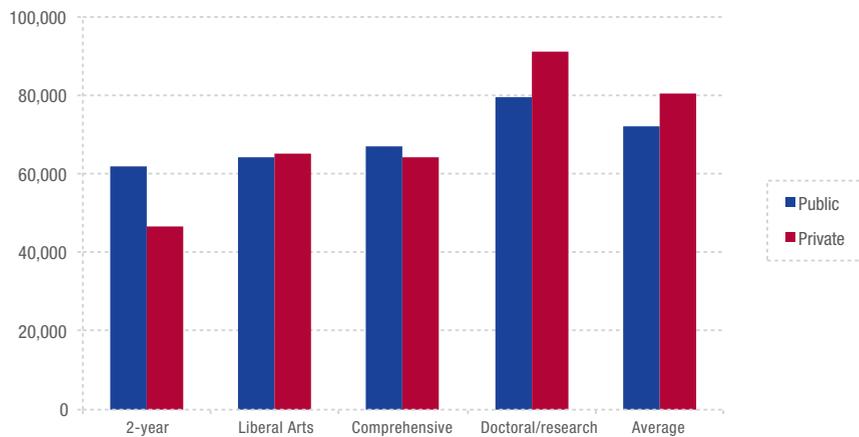
**Salary differences between public and private institutions**

Full-time faculty salaries also differ by institutional type (Chart 2). In 2009–2010, faculty members at public two-year colleges and public research institutions earned higher salaries than their counterparts at comparable private institutions. Faculty members at private liberal arts and private doctoral institutions earn more than their public colleagues; in 2009–2010, the salary differentials were \$861 and \$11,400. Faculty salaries at private institutions remain higher overall than in public institutions; this year’s differential is \$8,197, an increase of 3.1 percent over last year’s difference of \$7,954.

**Full-time and Part-time Faculty**

In 2009–2010, the total number of full-time and part-time faculty at public and private institutions combined was 1,289,648 (Table 5). Of these, 902,508 (70 percent) taught in public institutions, and the remaining 30 percent in private institutions. The IPEDS Staff survey from which these data come is only required of institutions in odd-numbered academic years. The total number of faculty at public institutions that teach part-time is 48 percent, compared with 45 percent at private institutions. Among

**Chart 2.** Average full-time faculty salaries in public and private institutions, by type of institution, 2009–2010.



SOURCE: U.S. Department of Education, NCES, IPEDS Salary Survey, 2009–2010.

**Table 5.** Number of full-time and part-time faculty, by institutional type and control, 2009–2010

	AA	BA	BA+	Doctoral	Total
<b>PUBLIC</b>					
Full Time	120,320	7,725	51,965	290,432	470,442
Part Time	279,033	6,965	39,178	106,910	432,086
<b>PRIVATE</b>					
Full Time	1,979	20,985	42,945	148,505	214,414
Part Time	3,278	12,192	62,900	94,336	172,706

SOURCE: IPEDS Salary survey and Staff survey, 2009–2010

public institutions, only associate institutions use more part-time faculty than full-time; in fact, 69 percent of public AA faculty are part-time. In private institutions, both AA (a very small percentage of the private sector) and comprehensive institutions have more part-time faculty than full-time (52 and 57 percent, respectively). Also, private doctoral institutions employ a larger percentage of part-time faculty than do their public counterparts.

**Women and minority faculty members**

Women faculty members continue to earn less than men faculty in all sectors. The greatest disparity is at

both public and private doctoral universities, where women’s salaries are 80 percent and 78 percent of men’s salaries, respectively (Table 6). These percentages have remained the same for the past three years. Some progress has been made over the past few years in most sectors, although the percentages this year remain basically unchanged from 2008–2009. Female faculty members continue to fare best at two-year institutions, both public and private, earning salaries that are 96 and 101 percent, respectively, of those of their male counterparts.

**Table 6.** Women’s average salaries compared to men’s, by institutional type and control, 2009–2010.

Type/Control	Women Salary	Men Salary	Women/ Men
2-year Public	60,833	63,425	96%
2-year Private*	46,820	46,158	101%
Liberal Arts Public	60,033	67,418	89%
Liberal Arts Private	61,729	67,744	91%
Comprehensive Public	63,549	70,061	91%
Comprehensive Private	60,755	66,876	91%
Doctoral Public	69,197	86,765	80%
Doctoral Private	77,847	100,005	78%
Average Public	65,141	77,959	84%
Average Private	70,429	87,427	81%

\*Due to the low number of private two-year institutions, this result should be interpreted with caution.

**SOURCE:** U.S. Department of Education, NCES, IPEDS, Salary Survey, 2009–2010

**Table 7.** Net increase in faculty by gender, 1989–90 to 2008–09.

Institution Type	Public		Private		Total
	Women	Men	Women	Men	
AA	77.4%	8.6%	-76.0%	-79.4%	31.3%
BA	31.6%	-22.4%	-2.0%	-37.8%	-21.4%
Masters	17.7%	-37.4%	47.3%	-12.2%	-10.7%
Doctoral	177.7%	37.3%	201.5%	41.6%	74.2%
<b>Total</b>	<b>95.1%</b>	<b>9.3%</b>	<b>77.2%</b>	<b>5.4%</b>	<b>33.4%</b>

**SOURCE:** U.S. Department of Education, NCES, IPEDS, Salary Survey 1989–1990, 2009–2010.

### The number of women faculty continues to increase

Despite the fact that women’s salaries have made little headway, the percentage of full-time women faculty at public institutions has increased by 95 percent since 1989–1990, while the number of men increased by 9 percent (Table 7). The share of women working full-time at private institutions has also increased dramatically during this time period, by 77 percent, compared with a 5 percent increase for men. Doctoral universities and community colleges have seen a net

increase in women faculty of 177 and 77 percent, respectively. Overall, women account for 83 percent of the increase in the number of teaching faculty over the past 20 years.

### Minority faculty underrepresented

Minority faculty members have historically been underrepresented at public and private colleges and universities, compared with their current and projected representation in the U.S. population (Chart 3). The percentages of African American, Hispanic, and American Indian faculty in 2009–2010 remain well below

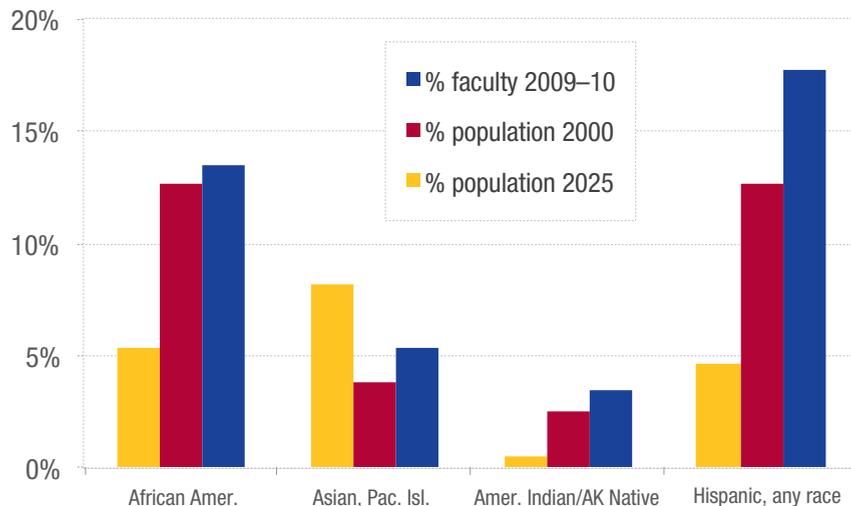
parity with 2025 population estimates; only Asians have already surpassed parity. Since 2008–2009, however, the percentage of Hispanic faculty has increased from 3.6 to 4.7 percent. This is significant because Hispanics are projected to be the largest of the four minority groups listed above in 2025. Over the past several years, the numbers of both Hispanic and African-American students attending postsecondary institutions have continued to increase. If this increase is to have an effect on the faculty gap, young scholars from minority backgrounds must be encouraged to work in the nation’s colleges and universities.

### Professional staff

In 2009–2010, the salaries of non-teaching staff—other professionals—showed no increase over the previous year, according to the College and University Professional Association (CUPA) for Human Resources 2009–2010 Mid-Level Administrative and Professional Salary Survey. The “other professionals” category includes positions that require a minimum of a bachelor’s degree, but do not include any managerial responsibility. Examples include information technology, student affairs, and human resources. While some of these professionals may be paid according to the faculty salary schedule, they do not teach. During the previous four years, these staff members had received annual increases between 3 and 4 percent. This year, only engineering and research professionals at private institutions had any increase at all, and it was only 0.5 percent.

CUPA also collects salary data for administrative staff members at the levels of dean and above. As was the case for “other professional” staff, administrators had an overall salary increase of 0.0 percent between 2008–2009 and 2009–2010.

**Chart 3.** Percent of full-time faculty that is minority, 2007-2008, and percent of U.S. population that is minority, 2000 and 2025 (projected.)



**SOURCE:** U.S. Department of Education, NCES, IPEDS, Staff Survey 2007-2008; U.S. Census Bureau, U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin.

**Table 8.** Benefits paid to faculty members in public and private colleges and universities, 2009-2010.

Retirement	Medical	Social Security	Other	Benefits	Total
<b>Public</b>					
AA	5,822	8,262	3,056	1,191	18,331
BA	6,639	6,942	3,614	1,230	18,425
BA+	6,804	8,389	4,541	883	20,617
Doctoral	7,650	8,006	4,860	1,182	21,698
<b>Private</b>					
AA	2,671	5,369	3,500	1,446	12,986
BA	5,132	6,176	4,717	2,674	18,699
BA+	4,765	6,291	4,651	2,804	18,511
Doctoral	8,139	7,326	6,061	3,335	24,861

**SOURCE:** U.S. Department of Education, NCES, IPEDS Salary Survey 2009-2010.

### Retirement and health insurance

Benefits paid to faculty members remained fairly steady between 2008-2009 and 2009-2010. The vast majority of money spent by institutions on benefits is found in

three categories (medical, retirement, and Social Security). At public institutions, between 93 and 96 percent of benefits are in these categories; the range at private institutions is between 85 and 89 percent. In both sectors,

these percentages are unchanged from the previous year. Generally, retirement and Social Security contributions increase with salary, while medical benefits do not. But in 2009-2010, the largest increase in benefits (ranging from \$246 to \$591) was seen in the medical category. Most benefits categories show an increase over 2008-2009, and the few decreases are small (between \$4 and \$365). However, the total amount of benefits at all institutional types, both public and private, increased over the past year, with public institutions having somewhat larger increases. Table 8 shows the amount paid by the institution or state on behalf of the faculty member.

### More on the internet

The NEA website provides a list of salaries paid at individual campuses: [www.nea.org/he](http://www.nea.org/he)

For federal sources, including IPEDS and NSOPF: [www.nces.ed.gov](http://www.nces.ed.gov)

The American Association of University Professors's Annual Report on the Economic Status of the Profession also is a good source. [www.aaup.org/AAUP/pubsres/research/](http://www.aaup.org/AAUP/pubsres/research/)

The College and University Professional Association for Human Resources (CUPA-HR) provides a number of salary reports based on their own college survey. [www.cupahr.org/surveys/index.asp](http://www.cupahr.org/surveys/index.asp)

The Chronicle of Higher Education publishes "Fact Files," a compilation of data from various higher education agencies and collectors of information relating to higher education. <http://chronicle.com/>

Grapevine, at the Center for the Study of Education Policy at Illinois State University, does an annual compilation of data related to state tax appropriations for higher education general operating expenses. [www.grapevine.ilstu.edu/](http://www.grapevine.ilstu.edu/)

## NEA MEMBERS INSURANCE TRUST® AND PLAN

### NEA MEMBERS INSURANCE TRUST® AND PLAN 2009 SUMMARY ANNUAL REPORT (Plan Year Beginning September 1, 2009)

The following is the summary annual report for the NEA Members Insurance Trust® and Plan (collectively Trust), Employer Identification Number 53-0115260, providing information on the insurance programs sponsored by the National Education Association (NEA) including the NEA Life Insurance® Program, NEA Accidental Death & Dismemberment Insurance Program, NEA Complimentary Life<sup>SM</sup>, and NEA Medicare Supplement Program for the period beginning September 1, 2009, and ending August 31, 2010. The annual report has been filed with the Internal Revenue Service by the NEA as Plan Administrator, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

#### BASIC NEA MEMBERS INSURANCE TRUST FINANCIAL INFORMATION

The value of Trust assets, after subtracting liabilities of the Trust was **\$89,794,723** as of August 31, 2010, compared to **\$88,187,182** as of September 1, 2009. During the Trust year, the Trust experienced an increase in its net assets of **\$1,607,541**. During the Trust year, the Trust had total income of **\$107,041,141** including participant contributions of **\$95,918,358**, a net appreciation in the market value of investments of **\$6,646,212**, and earnings from investments of **\$4,476,571**. Trust expenses were **\$103,752,201**. These expenses included benefits paid to participants and beneficiaries, administrative and other expenses.

#### INFORMATION FOR NEA LIFE INSURANCE PROGRAM

The Trust has a contract with Minnesota Life Insurance Company to pay all NEA Preferred Term Life Insurance claims and The Prudential Insurance Company of America to pay all other NEA Life Insurance claims incurred under the terms of this program. Because it is a so called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. The total premiums for the Trust plan year beginning September 1, 2009, and ending August 31, 2010, made under such "experienced-rated" contract were **\$56,547,738** and the total of all benefit claims paid under the contract during the Trust year was **\$47,250,061**. The total number of participants was **494,075**.

#### INFORMATION FOR NEA ACCIDENTAL DEATH & DISMEMBERMENT (AD&D) PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all NEA AD&D claims incurred under the terms of the Trust. Because it is a so called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. The total premiums for the Trust plan year beginning September 1, 2009, and ending August 31, 2010, made under such "experienced-rated" contract were **\$2,270,412** and the total of all benefit claims paid under the contract during the Trust year was **\$2,782,334**. The total number of participants was **160,891**.

#### INFORMATION FOR NEA COMPLIMENTARY LIFE INSURANCE PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all NEA Complimentary Life Insurance claims incurred under the terms of the Trust. The NEA Complimentary Life Insurance Program is self-supporting and paid by premiums from the NEA Members Insurance Trust funds rather than from Member contributions. Because it is a so called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. The total premiums for the Trust plan year beginning September 1, 2009, and ending August 31, 2010, were **\$2,297,757** and the total of all benefit claims paid under the contract during the Trust year was **\$2,254,990**. The total number of participants was **3,142,135**.

#### INFORMATION FOR NEA MEDICARE SUPPLEMENT PROGRAM

The Trust has committed itself to pay all Medicare Supplement claims incurred under the terms of the NEA Medicare Supplement Program. The total contributions for the Trust plan year beginning September 1, 2009, and ending August 31, 2010, were **\$15,246,706** and the total of all benefit claims paid under the contract during the Trust year was **\$11,255,282**. The total number of participants was **7,430**.

#### Additional Information

As a participant, you have the right to receive a copy of the full annual report, or any part thereof for a reasonable charge or you may inspect the Annual Report without charge at the office of NEA Members Insurance Trust, Attn: NEA Member Benefits, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 or at the U.S. Department of Labor in Washington, D.C. You also have the right to receive from the Trust Administrator, on request and at no charge, a statement of the assets and liabilities of the Trust and accompanying notes, or a statement of income and expenses of the Trust and accompanying notes, or both. The Administrator will state the charge, if any, of the specific document you request so you can find out the cost before ordering.

*NEA Members Insurance Trust®*

## Footnotes

<sup>1</sup> Grapevine: An Annual Compilation of Data on State Fiscal Support for Higher Education. Illinois State University. [www.grapevine.ilstu.edu/index.shtml](http://www.grapevine.ilstu.edu/index.shtml), retrieved on February 22, 2010.

<sup>2</sup> Note: the FY2011 data are preliminary, and may be adjusted at a later date.