WHITE PAPER ON FACULTY SALARY BENCHMARKING

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by the Senate Committee on Research, Teaching, Practitioner, & Clinical-Track Faculty Affairs

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Executive Summary

This report represents the culmination of work on faculty salary benchmarking conducted by the 2018-19 Research, Teaching, Practitioner & Clinical-Track (RTPC) Faculty Affairs Committee.

The primary objectives of this exercise were as follows:

- To demonstrate the feasibility of salary benchmarking for RTPC faculty
- To provide a model for the collection, analysis, and reporting of benchmarking data suitable for faculty on any track and in any academic unit at USC
- To facilitate more consistent, transparent, and otherwise exemplary salary benchmarking throughout the university

A salary benchmarking exercise was conducted using publicly-available individual-level data on faculty employed in English departments in the California State University (CSU) and University of California (UC) systems. Data were collected on four comparison groups: UC faculty in the Lecturer with Security of Employment series; UC Unit 18 Lecturers; UC tenure-track faculty; and CSU tenure-track faculty. After data collection and cleaning, analysis was conducted by institution, track, and rank.

Summary reporting of the salary data is presented in graphical and tabular form in the Appendix of the paper. Although the particular substantive results of this benchmarking exercise are not intended to be of interest per se, they serve to illustrate the feasibility of conducting analysis of external faculty salaries and to provide detailed guidance for carrying out salary benchmarking in practice.

The primary recommendations for faculty salary benchmarking processes include the following:

- The dean's office and the faculty council of each school should collaboratively resolve all major decisions to be made throughout the benchmarking process, including selection of internal faculty groups to be separately benchmarked as well as the list of peer institutions and relevant faculty groups within those institutions.
- The complete results of the benchmarking analysis should be made available to all faculty in the school, including not only graphical and tabular summaries but also the complete individual-level dataset.
- Summary information regarding reporting of internal salary data for the school's own faculty, presented in a manner that avoids the risk of indirectly revealing individual salaries, should also be provided as part of the results made available to faculty.
- Salaries at peer institutions located outside the Los Angeles area should be adjusted for geographic differences in cost of living using measures such as the Regional Price Parities (RPP) indices produced by the U.S. Bureau of Economic Analysis.
- Caution should be exercised in interpreting salary benchmarks, as not all external faculty groups can be viewed as providing appropriate 1-to-1 comparisons for USC faculty salaries; complicating factors include the lack of access to adequate data on private institutions as well as differences in workload profiles and expectations for contributions to the university.

Introduction

Faculty compensation is an issue of great interest to both USC faculty and administrators. Discussions of compensation have the potential to be contentious because salary negotiations might easily be perceived as adversarial interactions between faculty and the administration, but it is mutually beneficial to all parties involved to ensure that faculty are compensated equitably and competitively. While faculty obviously desire to be well-paid, failure to adequately compensate faculty also imposes significant costs from the University's perspective by detrimentally impacting faculty morale, increasing the risk of losing current faculty to competitors, and making it more difficult to attract highly qualified new faculty. It is therefore in the interest of both faculty and administration to diligently monitor the competitiveness of faculty compensation. In the event that compensation within a particular school or department at USC is determined to compare unfavorably to that at peer institutions, this information provides a basis for making adjustments. If compensation at USC is found to be relatively strong, this serves as evidence of USC's commitment to attracting and retaining exceptional faculty and strengthening its position as one of the world's premiere universities.

In light of the importance of having a clear understanding of how faculty compensation at USC compares to that at peer institutions, the USC Academic Senate charged the 2018-2019 Committee on Research, Teaching, Practitioner, and Clinical-Track (RTPC) Faculty Affairs with an exploration of salary benchmarking for RTPC faculty. Thorough benchmarking will be beneficial to all USC faculty, but it is especially critical for faculty in USC's RTPC tracks given the relative scarcity of obvious comparison groups at other institutions. USC's RTPC Faculty Policies and Practices website notes that "deans are required to do regular benchmarking of salaries against peer institutions, to ensure that we have pay rates in every school worthy of our excellent faculty,"[1] but concerns have been raised about the extent to which this expectation has translated into high-quality benchmarking efforts in practice at all USC schools.

The RTPC committee chose to carry out its charge by conducting a salary benchmarking exercise using individual-level data on faculty employed at public universities in California. The California Public Records Act requires that annual pay records for public employees—notably including all faculty in the University of California (UC) and California State University (CSU) systems—be made publicly available, thus providing a wealth of information on faculty compensation at these institutions. The RTPC committee restricted its attention to California for the sake of this exercise, but we note that public employee salary records are also available for many other states, with noteworthy examples including Michigan, Virginia, Texas, Wisconsin, Washington, and Colorado. Although none of these databases include private universities, they do increase the amount of data available for benchmarking by providing access to faculty salaries for many prestigious public institutions.

Virtually any school or department could be used to illustrate practices for collecting and reporting data from peer institutions, but it was considered important to select a unit that would also afford an opportunity to explore a variety of potential comparison groups for RTPC

[1] https://rtpc.usc.edu/uscs-rtpc-policies-and-practices/

faculty. The committee chose the Department of English due to its status as a unit that has a counterpart at most peer institutions and yet still presents a relatively challenging benchmarking task for RTPC faculty due to the infrequency of individuals holding equivalent positions outside of USC.

The objectives of this report are to demonstrate the feasibility of salary benchmarking for RTPC faculty and to provide a template for carrying out such an analysis and reporting its results. Despite the fact that our analysis culminated in summary reporting of external salary data, we do not intend for the particular results to be interpreted as meaningful benchmarks for any academic units within USC; as such, we provide no substantive discussion of the results produced, and instead focus on issues of process. Ultimately, we hope to provide a model suitable for use in any academic unit at USC and for faculty on any track, and in so doing facilitate more consistent, transparent, and otherwise exemplary salary benchmarking throughout the university.

Comparison Groups

For the purpose of this exercise, we selected four comparison groups, each discussed in detail below: (1) UC faculty in the Lecturer with Security of Employment series; (2) UC Unit 18 Lecturers; (3) UC tenure-track faculty; and (4) CSU tenure-track faculty. Although these groups provide different sorts of reference points, all contribute potentially useful information for salary benchmarking.

In addition to English department faculty belonging to the groups identified above, we identified faculty from writing programs as a supplemental source of benchmarking data. The credentials held by writing program faculty (typically a Ph.D. or M.F.A. in a field such as English or Literature) are the same as those found among both tenure-track and teaching faculty in English departments, making them a reasonable comparison group for English faculty, but the faculty housed in writing programs tend to be disproportionately (or even exclusively) teaching faculty both at USC and throughout the UC system. While the atypically high concentration of teaching faculty made it unappealing for us to use writing programs as the subject of our illustrative benchmarking exercise (as this would have understated the potential difficulty of finding sufficient numbers of UC teaching faculty to serve as the sole basis for reliable benchmarking), it serves in the current analysis to demonstrate the potential value of looking for faculty with comparable backgrounds who are housed in other schools or departments. As the inclusion of a single peer institution's writing program was sufficient to accomplish this objective, and including all writing programs would have substantially expanded an already-substantial data collection task, we selected the UCLA Writing Programs to fill this role due to UCLA's status as USC's most obvious peer institution. In order to avoid having this choice affect the results of the analysis of UC and CSU English departments, data from the UCLA Writing Programs were kept separate from the UCLA English department data and omitted from any analyses that incorporated institutions other than UCLA.

UC Lecturers with Security of Employment (Teaching Professors)

The ideal comparison group for USC teaching faculty (including those with clinical or practitioner titles for whom teaching is the primary component of the workload profile) would be UC faculty in the Lecturer with Security of Employment (SOE) series, for which individual campuses have the option to use the working title of Teaching Professor. These faculty have similar profiles to USC teaching faculty, with teaching as the primary role and significant service expectations.[2] The Lecturer SOE series also uses titles that run parallel to the standard ladder faculty titles and thus facilitate clear comparisons with USC teaching faculty: Lecturer with Potential for Security of Employment (Assistant Teaching Professor at some UC campuses), Lecturer with Security of Employment (Associate Teaching Professor), and Senior Lecturer with Security of Employment[3] (Teaching Professor), with a normative time of six years in a given rank prior to promotion. The primary limitation of this group for benchmarking purposes is that of sample size; although it has grown rapidly since its introduction in 2012 and will hopefully become an increasingly feasible comparison group over time, relatively few individuals currently hold Lecturer SOE positions (314 appeared in the California public employee pay database for 2017, up from 196 in 2012, with the Lecturer with Potential for Security of Employment group exhibiting the greatest growth; see **Table 1**).

UC Unit 18 Lecturers

Another potentially-informative group of teaching faculty in the UC system consists of Unit 18 Lecturers, non-Senate faculty in positions governed by a collective bargaining agreement. Ranks within this series are Lecturer (Pre-Six), held during the first six years of employment in this position; Continuing Lecturer, granted upon a successful promotion review following six years of employment; and Senior Continuing Lecturer, granted on the basis of exceptional performance via a process analogous to promotion from Associate Professor to Professor.

Unit 18 Lecturers bear a significantly weaker resemblance to USC teaching faculty than do those in the UC Lecturer SOE series, most notably because they are employed strictly as instructors with no service expectations; the more substantial role of Lecturers SOE (and, by extension, USC teaching faculty) in their universities relative to Unit 18 Lecturers is expressed succinctly in UC San Diego's LSOE Frequently Asked Questions document[4]:

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[2] The UC Academic Personnel Manual (Rev. 10/01/18), Section 285, Lecturer with Security of Employment Series (APM – 285), available at https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-285.pdf, provides the following definition:

a. The Lecturer with Security of Employment (LSOE) series is used for appointees who are members of the faculty of an academic or professional college, school, division, department, or program of the University whose primary responsibility is teaching and teaching-related tasks and secondary responsibility is professional and/or scholarly achievement and activity, including creative activity, especially as they relate to instruction and pedagogy. The faculty in this series also have responsibility for University and public service.

b. An appointee in this series will regularly carry a heavier load of teaching than appointees in the professorial series [TT].

[3] The title of Senior Lecturer with Potential for Security of Employment is also available, but is described as an unusual title and does not appear to be commonly used in practice.

[4] https://academicaffairs.ucsd.edu/_files/aps/docs/LSOE_FAQ.pdf

> LSOE faculty are expected to do much more than excellent teaching. They have leadership responsibility, not only as teachers, but as facilitators and initiators of instructional development, curriculum design, course structure, teaching methods, new technologies, and coordinating a spectrum of teaching activities. They play a leadership role in teaching in the departments and their disciplines. … Lecturers who are members of the Non-Senate Instructional Unit … are temporary appointments appointed to provide effective instruction of students.

Given that even full-time Unit 18 Lecturers do not have workload profiles or contribution expectations on par with USC's RTPC faculty, they should only serve as a supplemental group for benchmarking teaching faculty when the pool of Lecturer SOE comparisons is deemed to be insufficiently large on its own. When Unit 18 Lecturer data are used, appropriate adjustments should be made to the results to reflect the differences in RTPC faculty contributions as compared to Unit 18 Lecturers.

UC tenure-track faculty

The UC system's tenure-track (TT) faculty, referred to as "ladder-rank faculty" (LRF) in many UC documents, differ from their colleagues in the Lecturer SOE series primarily in the composition of their workload profiles, with Lecturer SOE positions carrying a higher teaching expectation in place of research requirement. UC San Diego's Lecturer SOE Frequently Asked Questions document describes the difference between the two positions as follows:

> Full-time LSOEs are members of the Academic Senate and have the same rights and privileges in the departments and on the campus as Senate Faculty with professorial titles. The primary difference between LSOEs and LRF is in the expectation of research and creative activity, required for LRF but not LSOEs. LSOEs are evaluated for their educational leadership and professional achievements. LSOEs and LRF both are evaluated on teaching and University and public service.

In short, the relationship between the UC system's TT faculty and Lecturers SOE is not hierarchical in nature, but rather characterized by differences in allocation of effort. The equivalence in status between the two groups is further illustrated by the UC system's official salary scales[5]; the TT and Lecturer SOE pay scales are provided in separate documents, but the salaries specified for TT and LSOE faculty of equivalent rank and step are identical (as are those for Professional Research Faculty, the UC system's counterpart to faculty on USC's research track). Although this does not guarantee complete parity of compensation between TT and LSOE faculty in all cases (for example, because deans are authorized to award above-scale salaries up to certain thresholds, and above-scale salaries may be utilized to a greater extent for TT faculty), it does clearly communicate the UC system's stance that tenure-track faculty and equivalent teaching faculty are viewed as having equal value to the university and deserving equal compensation. To the extent that USC shares this viewpoint, it may therefore be reasonable to consider tenure-track faculty in the UC system as potentially relevant for benchmarking of not only USC's TT faculty but also its RTPC faculty.

[5] https://www.ucop.edu/academic-personnel-programs/compensation/2018-19-academic-salary-scales.html

Additionally, while the RTPC committee's charge was to explore benchmarking for RTPC faculty in particular, we recognize that our recommendations on benchmarking practices will also be of interest to USC's TT faculty, and UC TT faculty represent the obvious comparison group for them; including UC TT faculty in our benchmarking exercise therefore serves to benefit an additional faculty group at USC beyond those whom this committee is specifically charged with representing.

CSU tenure-track faculty

Like UC TT faculty, CSU TT faculty have different workload profiles than do USC teaching faculty, with the research component of the TT profile being the primary difference. However, this difference is less pronounced in the case of CSU TT faculty, as they typically have a larger teaching load than do their UC TT counterparts. Setting aside differences in workload profile, it is also important to consider that a CSU TT position might be a reasonable alternative for someone holding or considering an RTPC position at USC, and thus it would be problematic to have USC RTPC salaries compare unfavorably to CSU TT salaries. Finally, administrators in some USC schools and departments have previously expressed the sentiment that their units' RTPC faculty are most appropriately considered part of a local (not national) labor market, and a number of CSUs would be considered the most relevant competing employers according to this perspective given their geographic proximity to USC.

Other noteworthy groups not included

This benchmarking exercise made use of data from California alone, but as mentioned in the introduction, similar data are available for public institutions in many other states. In practice, benchmarking should include peer institutions from outside of California.

CSU lecturers were not included in this benchmarking exercise, and are not recommended for benchmarking of USC faculty salaries in practice. The choice to omit CSU lecturers was made partly for reasons of feasibility, as many CSU department websites either do not list lecturers in their faculty directories, and those that do tend not to distinguish between full-time and part-time lecturers (which is problematic given that only a small minority of CSU lecturers hold full-time positions). This choice was also informed by the committee's view that even full-time CSU lecturers are not a particularly relevant comparison group as temporary faculty with no expectation of university service or other contributions beyond teaching. Although a reasonable argument can be made for benchmarking USC RTPC faculty against CSU TT faculty in some cases, CSUs are not likely to be viewed as USC's peer institutions for faculty holding equivalent positions, and thus it would be even less sensible to apply a peer classification to CSU faculty whose positions carry lesser expectations for contributions to their universities.

Faculty holding equivalent positions at other private universities would serve as useful benchmarks if data were available for them as they are for public institutions in California and many other states. However, data for private institutions are available only in highly-aggregated forms that prevent them from being helpful for benchmarking salaries within a particular academic unit. For example, the American Association of University Professors' Annual Report

on the Economic Status of the Profession provides average salaries by rank at the institution level for both private and public universities but gives no information about how these amounts vary by school or discipline within a given institution.

Faculty at highly-selective liberal arts colleges present yet another conceptually-appealing comparison group for USC teaching faculty, as they are expected to have strong academic qualifications and their profiles are more teaching- and service- focused than are those of TT faculty at research universities. If individual-level salary data were available for them, we would be supportive of including this group in salary benchmarking for USC teaching faculty.

Data Collection

Beginning with the entirety of the University of California and California State University systems, institutions were omitted from our data collection if they either did not have a distinct English department[6], in which case it was infeasible for our committee to identify the subset of relevant faculty, or did not have an English department at all[7]. Per the discussion in the preceding section, data were collected on tenure-track faculty and full-time lecturers in UC English departments and the UCLA Writing Programs as well as tenure-track faculty in CSU English departments. Although not all UCs or CSUs will necessarily be considered peer institutions for any given USC academic unit, no further sample restrictions were imposed; first, because our committee did not consider itself qualified to select the subset of peer institutions in this field, and second, because we sought to demonstrate the full extent of the data available for this task.

Faculty names, titles, and highest degrees completed were obtained from department websites. Faculty titles were unavailable for CSU Fresno[8], and titles for CSU Long Beach were not listed on the department website and instead had to be obtained through a separate campus directory, but titles were otherwise readily available for all faculty. Google searches for alternative data sources such as personal faculty websites, CVs, and LinkedIn profiles were used to attempt to acquire degree completion information for those whose department websites did not provide it. Degree information was obtained for 99% of relevant faculty, including of 98% of UC TT, 82% of UC lecturers, and 100% of CSU TT.

[6] E.g., UC San Diego's Department of Literature "is unique within the UC system in that it is neither a department of English nor a department of Comparative Literature as either is traditionally construed" and is responsible for "teaching and conducting research in Chinese, English, French, German, Greek, Hebrew, Japanese, Italian, Korean, Latin, Russian, and Spanish, as well as the study of creative writing and composition." (https://literature.ucsd.edu/welcome.html) The institutions excluded by this criterion were UC San Diego, UC Santa Cruz, CSU Fullerton, California State Polytechnic University–Pomona, San Diego State University, San Jose State University, and CSU San Marcos.

[7] The CSU Maritime Academy and CSU Monterey Bay are nontraditional campuses without English departments.

[8] The official faculty directory and the pay databases identify CSU Fresno faculty simply as "Instructional Faculty" without specifying their ranks.

Salary data for were obtained for calendar year 2017[9] from the Transparent California database[10]. The University of California Employee Pay database[11] provides an alternative source of salary data for UC faculty, and the Sacramento Bee's database[12] of California state worker salaries provides salary data for both UC and CSU faculty. The Transparent California database was selected because it offers a significantly faster and more user-friendly search interface. It is also worth noting that the Transparent California database provides additional data on benefits received, while the others only provide pay data; although benefits data were not incorporated into our analysis, they may be of interest to allow a broader characterization of compensation when benchmarking is undertaken in practice. Additionally, the Transparent California database now allows the complete annual salary datasets for each university system (UC and CSU) to be downloaded as spreadsheets rather than requiring each individual record to be located via a separate query in the online search interface.

Analysis and Results

After data collection was completed, all individual salary records were inspected and salaries that indicated a particular individual may not have been employed full-time in calendar year 2017 were flagged for follow-up. Those with pay so low as to be obviously inconsistent with full-time employment were excluded from the analysis, as were those found to have (1) emeritus or phased retirement designations; (2) reported leaves; or (3) employment beginning partway through the year (typically following degree completion or previous employment ending in Spring 2017) upon further exploration of their departmental websites, CVs, etc. For those not excluded by the preceding criteria, all available years of data were obtained from the Transparent California salary database and evaluated for evidence that (1) employment began in 2017 and the reported amount represented less than a full year of compensation; (2) the individual was on leave in 2017 or had entered partial retirement in or before 2017 as indicated by consistently and substantially higher earnings in previous years. If any of these criteria were met, the individual was excluded from the analysis; otherwise, a note was added indicating that part-time status was suspected but the individual was included in the final analysis. To the extent that any included individuals were not in fact employed full-time, the results will understate the levels of compensation at the corresponding institutions.

A small number of individuals were excluded from the analysis because their titles on their department websites or the salary database indicated that they served as (Associate) Dean or Provost, and thus their compensation did not reflect that of regular faculty. Additionally, those for whom salary records could not be found were necessarily excluded; in many cases, these individuals were junior faculty found to have been hired in 2018, so their presence on their

[9] Salary data for CY 2018 have since been made available for the CSU system but not the UC system.
[10] https://transparentcalifornia.com/
[11] https://ucannualwage.ucop.edu/wage/
[12] https://www.sacbee.com/site-services/databases/state-pay/article229468549.html

departments' faculty rosters but not in the salary database was a function of our data collection having begun in late 2018 rather than contemporaneous with the salary data.

The remaining faculty were classified on the basis of the titles reported on their faculty websites and salary records as Assistant Professor, Associate Professor, Professor, TT (rank unknown), Lecturer PSOE, Lecturer SOE, Senior Lecturer SOE, Lecturer (Pre-Six), Continuing Lecturer, or Senior Continuing Lecturer. Given small sample sizes and some indications of inconsistent distinction between Continuing Lecturer and Senior Continuing Lecturer titles in reporting by some departments, summary figures and tables aggregated titles within the Lecturer SOE series and pooled the Continuing Lecturer and Senior Continuing Lecturer titles; however, specific titles were retained in the raw data. Faculty counts by institution, before and after the exclusions described above and then broken down by title, are provided in **Table 2**.

Summary reporting of the final data is provided in graphical and tabular form in the Appendix. Any readers unfamiliar with box plots are directed to **Figure 12**, which provides an illustrative box plot with explanatory annotation. As the specific numerical results are not of particular interest given the illustrative nature of this exercise, no substantive discussion is provided; instead, these figures and tables are presented to illustrate a variety of ways in which the collected salary data might be usefully reported as a supplement to provision of a raw spreadsheet (an excerpt from which is provided in **Table 3**). The results presented here all pertain to regular pay (i.e., base salary), but parallel analyses could be conducted for total pay (which additionally includes other pay categories such as stipends and overload pay) and total pay plus benefits (which additionally includes the employer's payments toward the individual's medical insurance and retirement contributions).

Figures 1 and **2** show the distributions of faculty pay by rank across all included UC and CSU English departments, respectively. **Figures 3** through **8** show the distributions of pay at each TT rank for each included institution in the UC and CSU systems. **Tables 4** and **5** provide summary statistics by system, institution, and rank. **Figures 9** and **10** show the distributions of pay by rank for the UCLA English department and UCLA Writing Programs, respectively, and **Table 6** provides summary statistics for both of these academic units.

Although some of the information provided is common to both figures and tables, each of these formats has distinct advantages over the other, and thus they can serve a complementary role if well-utilized. In our context, graphical representation is well-suited to facilitating easy comparisons of salient features of distributions across groups (e.g., relative compensation across institutions or patterns in compensation by rank within a particular department). Tables allow data to be summarized relatively compactly when comparisons are to be made across multiple dimensions (e.g., all combinations of institution and rank) simultaneously, but tend to require more effort to digest, particularly for readers with relatively little statistical training. Tables also allow greater flexibility in selecting the amounts and types of information to be displayed, as the statistics to be reported can be presented and understood independently of one another and may include elements that do not lend themselves to straightforward visual representation. This flexibility presents a tradeoff between digestibility and detail, as inclusion

of additional statistics and narrower subgroups allows more complex information to be presented at the cost of making the table more dense and difficult to parse. We suggest reporting summary results in both graphical and tabular form in order to enjoy the benefits of each. We also suggest resolving the detail-digestibility tradeoff faced when constructing tables by using multiple sets of tables with varying levels of detail depending on the structure of the table. In this report, we have modeled this principle by including relatively few pieces of information for each group in tables containing many groups (common when presenting cross-tabulations of the sort constructed by institution and rank in **Tables 4** and **5**), and have presented additional detail in tables containing few groups (common when disaggregating data along only a single dimension, as in the single-institution summaries by rank in **Table 6**).

Recommendations

Given differences in compensation across disciplines and our use of a different selection of peer institutions and faculty groups than might be most appropriate even for the school used as the nominal subject of our analysis, we do not intend for the particular results of this benchmarking exercise to be meaningful to any specific USC schools. Our goal is instead to facilitate high-quality benchmarking throughout the university by modeling a process that might be productively adapted for use with any faculty group. In light of that objective, we offer the following recommendations pertaining to various aspects of the benchmarking process; throughout this discussion, benchmarking processes are assumed to be organized at the school level, but in some cases the relevant academic unit may be a department or other sub-school unit and thus some details may need to be modified to reflect the particular administrative structure of that unit.

Selection of comparison groups

- The internal groups to be separately benchmarked within a particular school, likely defined by track and/or discipline (in schools whose faculty are drawn from multiple disciplines that have different peer institutions and/or compensation standards), should be determined collaboratively by the dean's office and the school's faculty council. In the event that the faculty council does not include sufficient representation from each of the groups proposed to be separately benchmarked, additional representatives from those groups might be involved in this discussion.
- The list of peer institutions and relevant groups within those institutions, which may vary depending on the internal group being benchmarked, should similarly be determined collaboratively by the dean's office and the school's faculty council (with additional representation from the internal group as needed).
- To the extent that it is determined to be relevant and useful, schools may consider incorporating not only their counterpart schools at other institutions but also faculty with comparable backgrounds who are housed in other academic units; this report's discussion of using writing program faculty when conducting benchmarking for English department faculty is presented as an example. This may not be relevant for disciplines that tend to be housed within a single clearly-defined type of academic unit, and may

not be useful if an ample number of high-quality comparisons are available within the school's direct counterparts at peer institutions.

Data collection and analysis

- A list of relevant faculty at the identified peer institutions should be compiled at the beginning of each calendar year. The lists from two consecutive years can then be compared to identify and exclude faculty who arrived or departed during the intervening year (i.e., those for whom salary data do not reflect a full year of pay). For example, for benchmarking using salary data from calendar year 2020, only those faculty who were listed in the faculty directory in both January 2020 and January 2021 should be included. We note that this would have avoided some of the ambiguities encountered in the benchmarking exercise recounted in this report, as our faculty lists were compiled well after the latest year of salary data currently available to us.
- Related to the previous point, faculty titles should be collected when faculty lists are compiled, as this will allow mid-year promotions to be identified; this is important because the salary data for these individuals will reflect a combination of their pre-promotion and post-promotion salaries. Taking a longer view, this will also allow more granular analysis to be conducted by allowing the calculation of years in rank for each faculty member as appointments and promotions are observed.
- The process by which observations will be screened for exclusion (e.g., due to not appearing to be employed full-time) should be established collaboratively by the dean's office and the school's faculty council. Any observations that are ultimately excluded from summary analyses for any reason (no salary data available, identified as part-time, etc.), any information that was obtained should still be included in the final spreadsheet with an indicator for having been excluded and a brief explanation of the reason.
- Due to geographic variation in cost of living (and, by extension, the purchasing power of income), salaries at peer institutions located outside the Los Angeles area are not directly comparable to those of USC faculty. To account for this, external benchmarks should not only be presented as-is but also in cost-of-living-adjusted terms; this recommendation applies to all forms in which salary data are reported, including the full spreadsheet as well as any summary figures and tables. Various cost-of-living indices are available for this task, including the Regional Price Parities (RPP) indices produced by the U.S. Bureau of Economic Analysis[13] and the Locality Pay Adjustment schedule[14] that is used to adjust pay for federal employees based on their geographic location. The RPP indices have the advantage of being relatively granular in their definition of geographic areas, with RPP values available not only at the state level but also for individual Metropolitan Statistical Areas. As cost-of-living adjustments may not be familiar to all

[13] https://www.bea.gov/data/prices-inflation/regional-price-parities-state-and-metro-area. Readers unfamiliar with cost-of-living adjustments are referred to the following site maintained by the Federal Reserve Bank of St. Louis, which provides a concise explanation of the core concepts for this discussion as well as an interactive cost-of-living-adjustment calculator and examples based on the BEA's RPP indices: https://research.stlouisfed.org/publications/cost-of-living/calculator

[14] https://www.federalpay.org/gs/locality

readers, we provide the following illustrative example for the construction of a cost-of-living-adjusted (COLA) benchmark for USC based on a hypothetical faculty member employed by the University of Michigan at Ann Arbor with a salary of $100,000:

Unadjusted salary:	$100,000
RPP for Los Angeles:	117.7
RPP for Ann Arbor MSA:	101.8
USC COLA benchmark:	$100,000*117.7/101.8 = $115,619

Figure 11 shows a single-institution reporting of salary distributions by rank in both unadjusted and cost-of-living-adjusted forms. This approach could be applied to all relevant figures and tables or, alternatively, two distinct sets of graphs and tables could be provided (one set reporting unadjusted values and an otherwise-identical set reporting adjusted values). In the interest of simplicity and given our objective of modeling a process rather than providing particular benchmarks that are of interest per se, no other cost-of-living adjustments are presented in this report; however, we emphasize that such adjustments are essential in practice.

Reporting, interpretation, and access

- In order to facilitate comprehension of the results by readers with varied statistical backgrounds, benchmarking results should be summarized in graphical and tabular forms as well as presented in full at the individual level.
- The complete results of the benchmarking analysis, including raw data (preferably provided in an interactive form such as an Excel spreadsheet) and summary figures and tables, should be provided to the school's faculty council and made available to all faculty in the school.
- Summary information regarding internal salary data for the school's own faculty, again presented in graphical and tabular form, should also be provided as part of the results made available to faculty. Given the administration's need to preserve anonymity, there is no expectation that individual-level internal data will be provided. Additionally, summaries should be presented in a manner that avoids the risk of indirect identification of individual faculty salaries; for example, box plots might only display the 25^{th}, 50^{th}, and 75^{th} percentiles of the distribution without the usual "whiskers" and outlier indicators (which would identify, at minimum, the single highest and lowest salaries within each group).
- Care should be taken to ensure transparency regarding sample sizes; the number of observations associated with each group should be clearly indicated as relevant in all graphs and tables.
- Caution should be exercised in considering the extent to which salary (with or without benefits) might not be perfectly comparable across institutions. A primary example of such a compensation is that full-time workloads may vary across institutions; for example, the number of courses taught per term may differ between USC teaching faculty and Lecturers SOE at a particular UC campus even if teaching is considered to

occupy the same percentage of total effort. Policy documents should be sought for peer institutions to determine the standard workload for faculty holding relevant positions.[15]

- It should be understood that not all comparison groups are intended to provide 1-to-1 comparisons to USC faculty salaries. For example, although UC Lecturer SOE salaries might be appropriately viewed as directly comparable to USC teaching faculty salaries, salary data for UC Unit 18 Lecturers might be more sensibly understood as providing lower bounds rather than direct benchmarks for USC teaching faculty.

Other issues

- We caution that it would be prudent for the University to look into possible antitrust issues prior to making any requests for information from peer institutions (e.g., information about which faculty are part- vs. full-time). Unilateral collection of publicly-available data—without any contact or coordination with other institutions—seems less likely to present a problem, particularly if this data is then made fully available to faculty along with any analysis conducted by the administration, but even this is simply speculation on the part of this committee.
- It is important to recognize the potential bias stemming from the fact that data on individual faculty salaries are available for public institutions only, as many of USC's peer institutions are elite private universities that generally pay faculty more than do public institutions[16]. Although we have no better option than to use the data available to us, we must take care not to forget that this approach necessarily omits a category of peer institutions that are likely to pay systematically higher salaries than the included peer institutions.
- The UC system's pay scales provide easily-accessible points of reference for USC's TT, teaching, and research faculty. Data on actual compensation are conceptually superior as a measure of how UC faculty are compensated in practice, but in the absence of adequate sample sizes for relevant faculty sub-groups within any particular school, these pay scales should not be overlooked as an additional resource.

[15] For example, the UC Santa Cruz Campus Academic Personnel Manual (Section H. Workload), available at https://apo.ucsc.edu/policy/capm/514.285%20.html, specifies the following for faculty in the Lecturer SOE series:

> Since appointment to this series does not involve the responsibility of engaging in research, an appointee will normally be assigned a heavier instructional load (relative to full-time equivalent service) than that of an appointee in the professorial series. An eight-course workload will normally be assigned for full-time service. This usually translates into six courses taught and course release of two classes given for University service.

[16] For example, the American Association of University Professors' Annual Report on the Economic Status of the Profession: 2017-18, available at https://www.insidehighered.com/news/2018/04/11/aaups-annual-report-faculty-compensation-takes-salary-compression-and-more, shows that the 10 highest-paying private universities all pay their faculty more on average than do any public universities in the nation.

Appendix

Figure 1 Faculty pay by rank, UC English departments

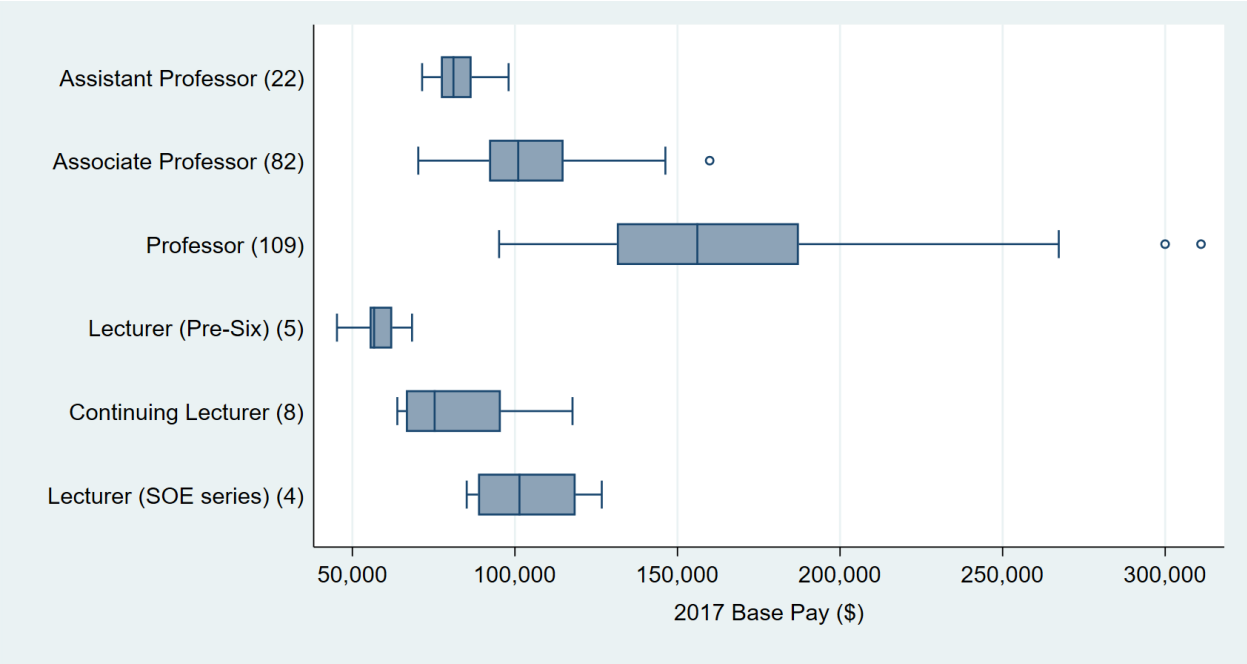


Figure 2 Faculty pay by rank, CSU English departments

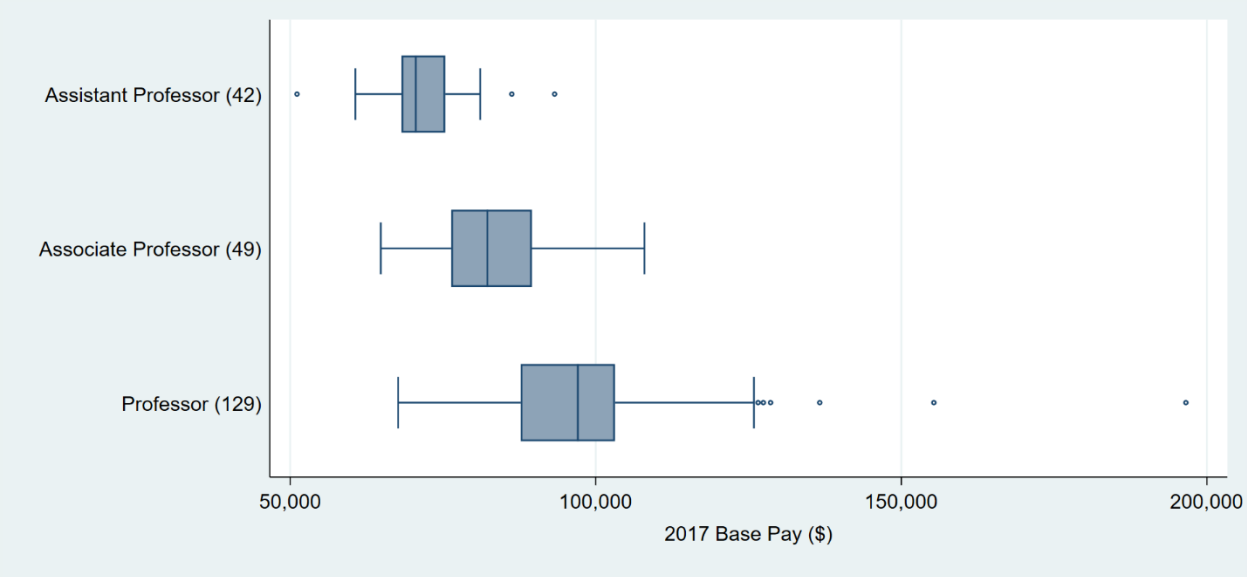


Figure 3 Assistant Professor pay by institution, UC English departments

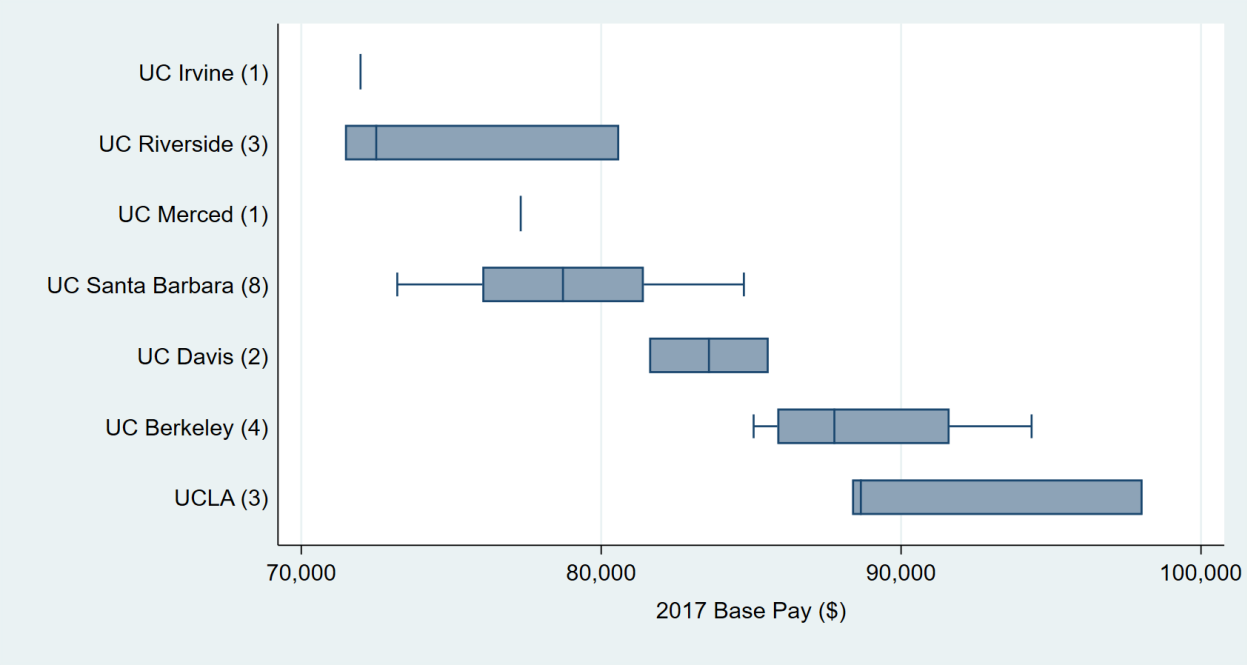


Figure 4 Assistant Professor pay by institution, CSU English departments

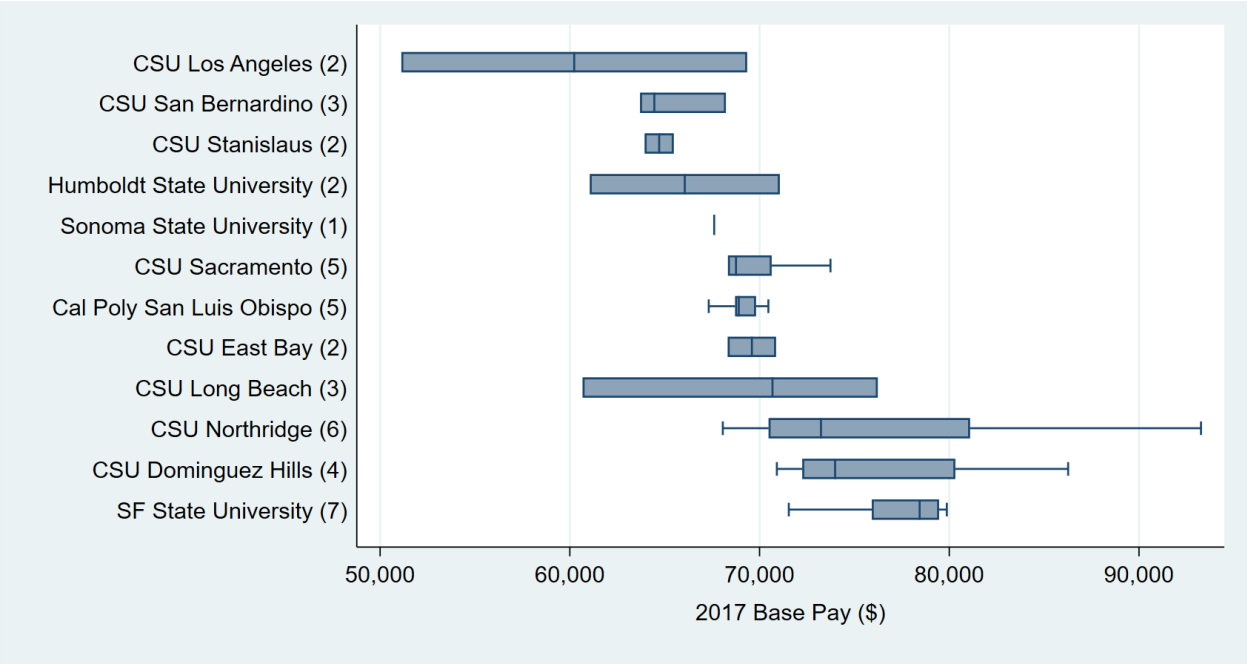


Figure 5 Associate Professor pay by institution, UC English departments

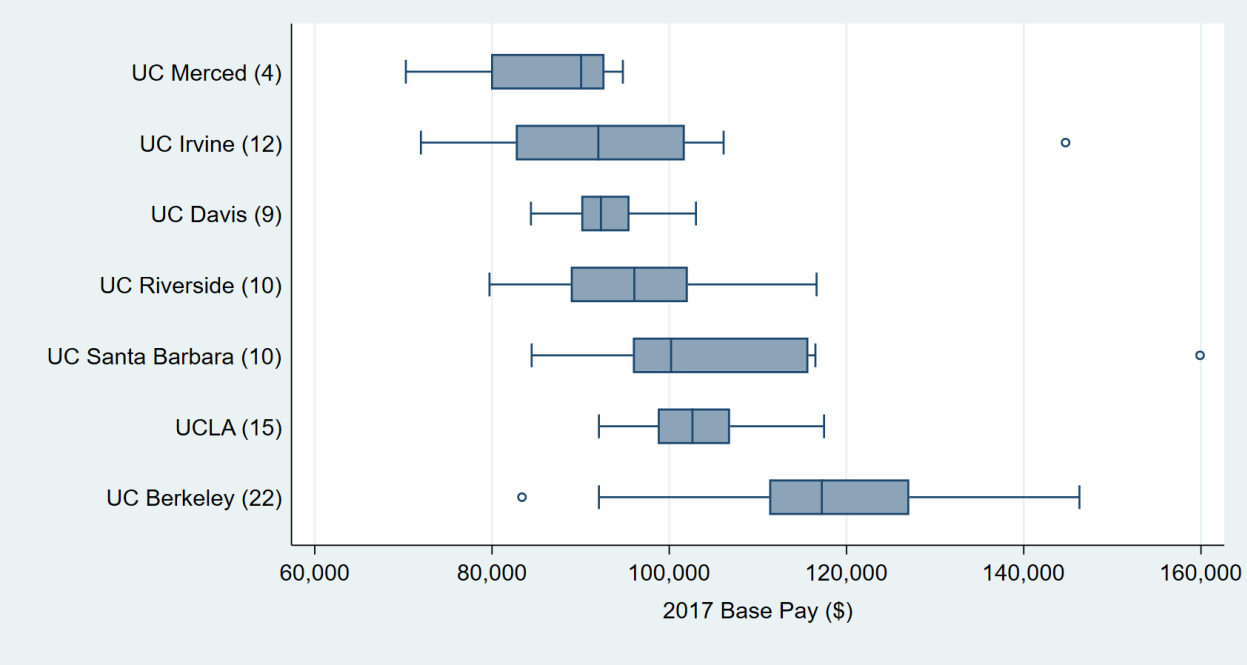


Figure 6 Associate Professor pay by institution, CSU English departments

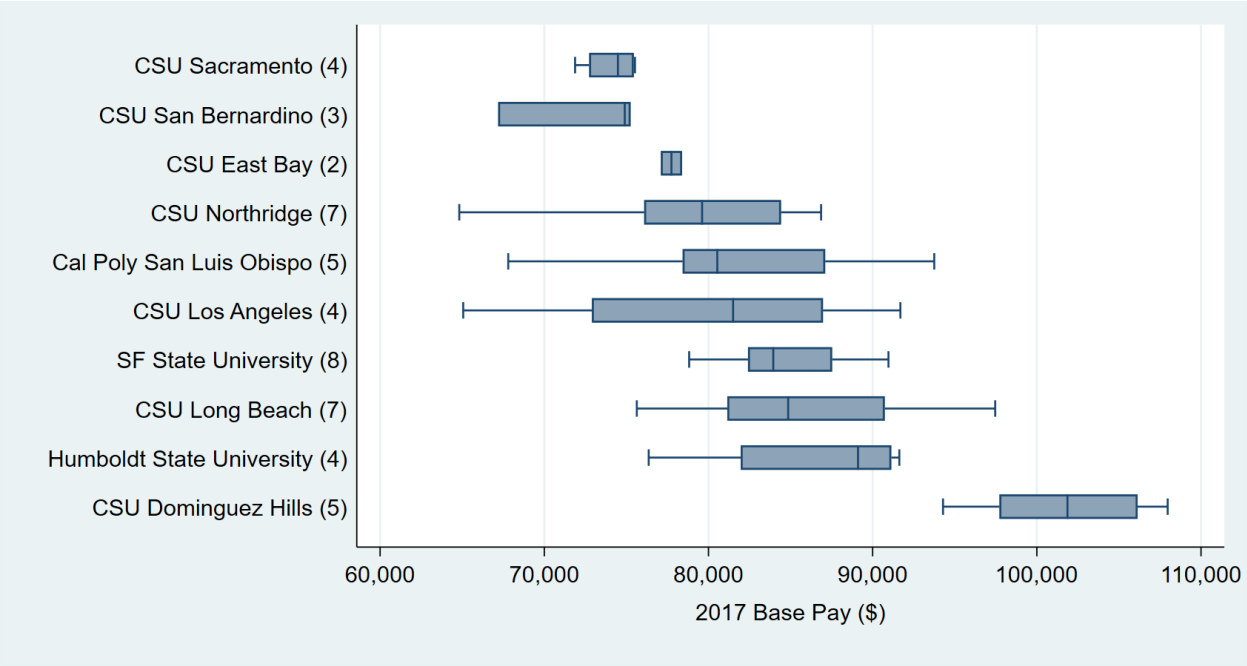


Figure 7 Full Professor pay by institution, UC English departments

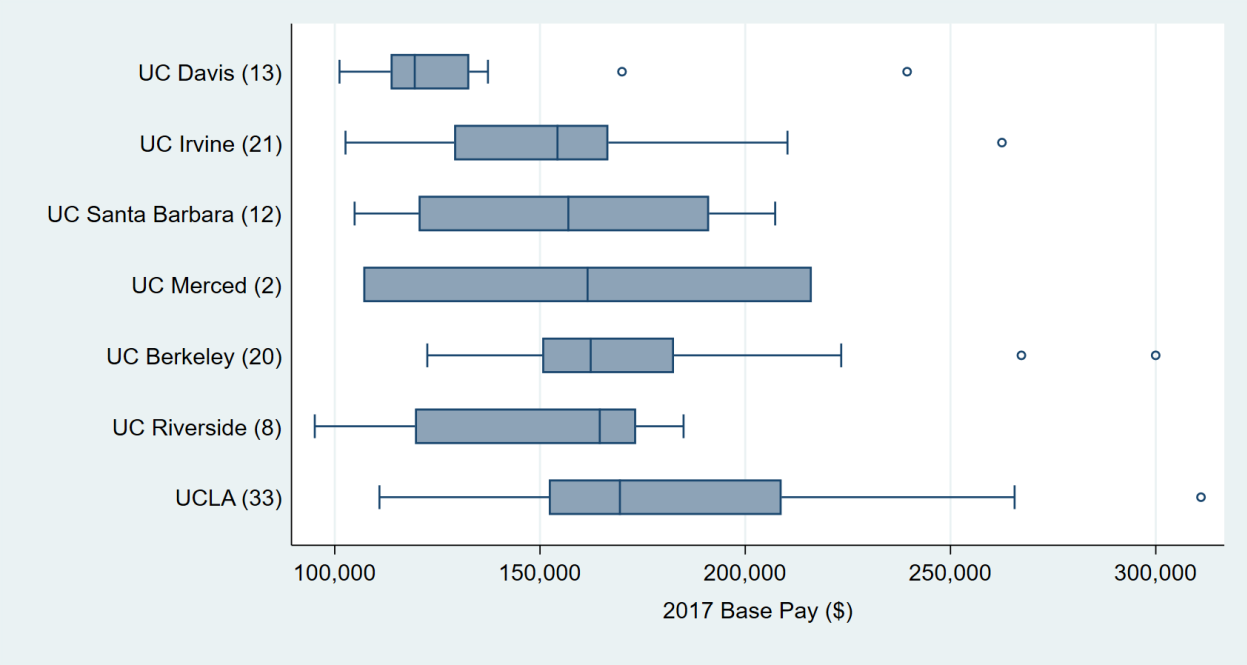


Figure 8 Full Professor pay by institution, CSU English departments

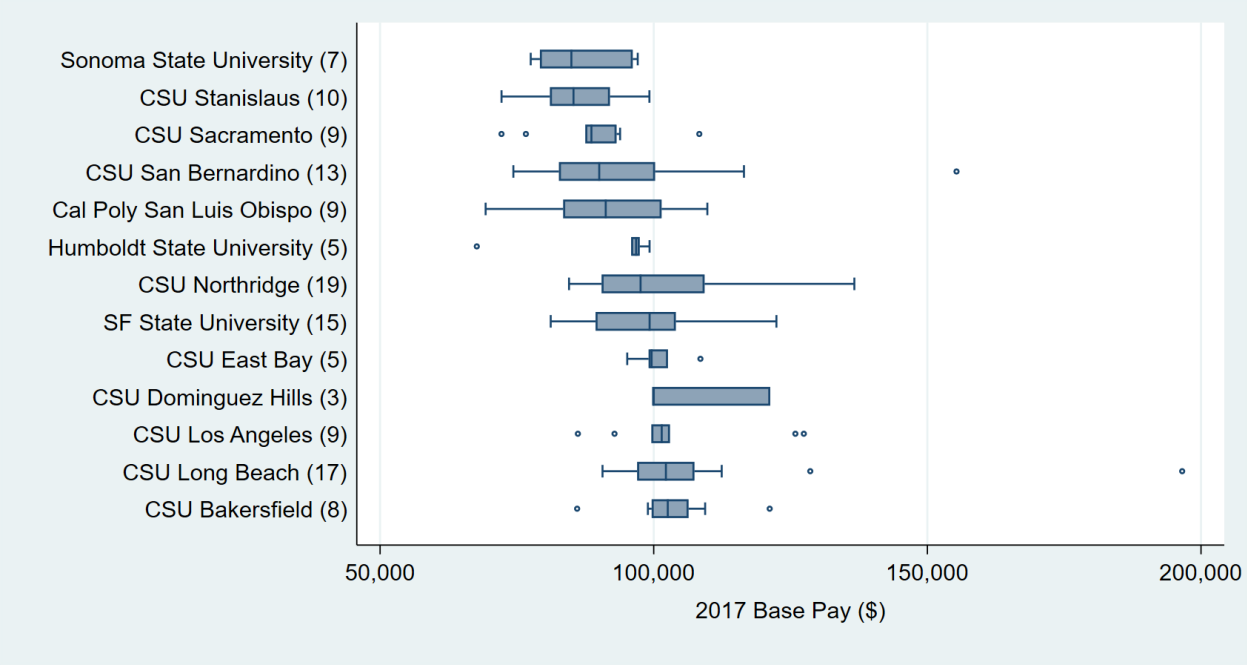


Figure 9 Faculty pay by rank, UCLA English department

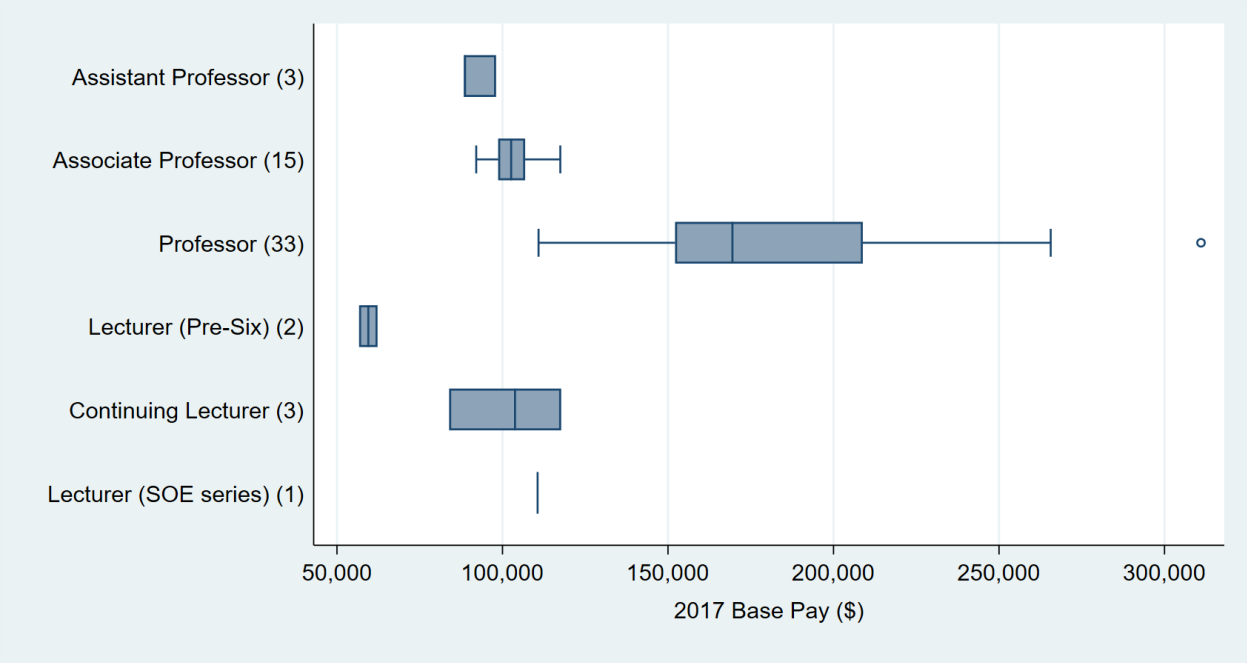


Figure 10 Faculty pay by rank, UCLA Writing Programs

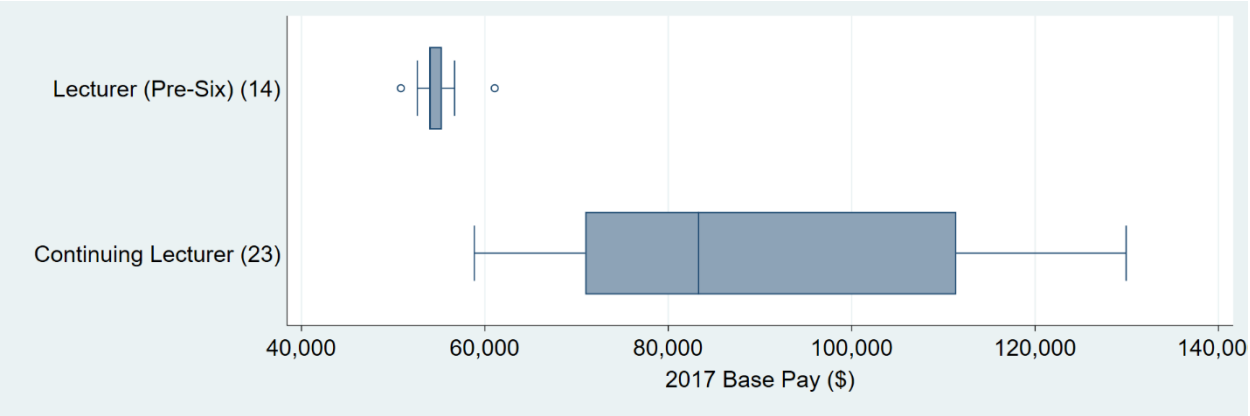


Figure 11 Faculty pay with and without cost-of-living adjustment, UCSB English department

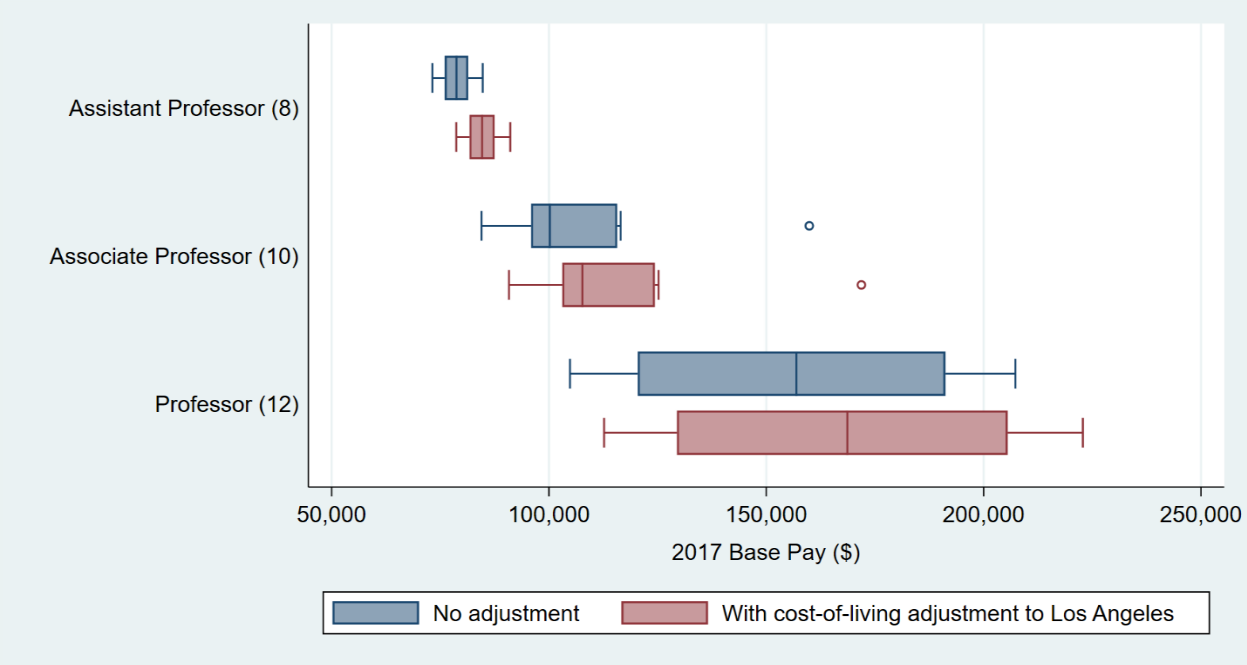
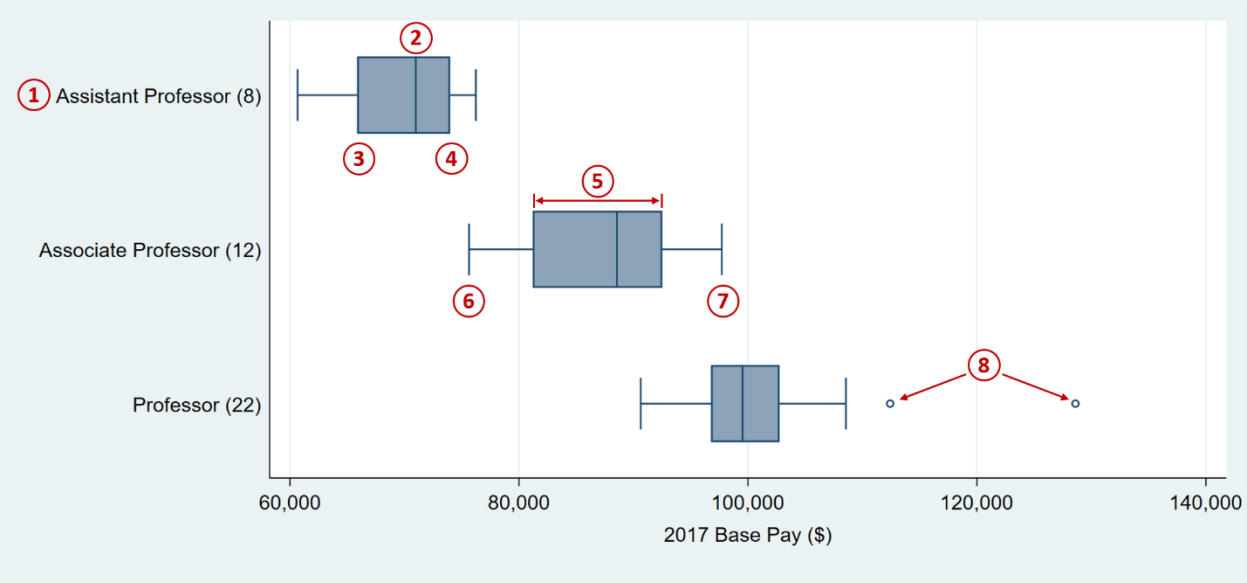


Figure 12 Annotated box plot example



1. **Category (number of observations)**
2. **Median** *The line dividing the box is the median (50th percentile), the value of the middle-most observation when observations are ordered by value (i.e., that for which equal numbers of observations are above and below it); if there are two "middle" observations, the median is the average of the two).*
3. **Lower quartile** *The lower quartile (25th percentile) is the value such that one quarter of the data lies below it and three quarters lie above it (i.e., the middle-most observation in the bottom half of the distribution).*
4. **Upper quartile** *The upper quartile (75th percentile) is the value such that three quarters of the data lie below it and one quarter lies above it (i.e., the middle-most observation in the upper half of the distribution).*
5. **Interquartile range (IQR)** *The interquartile range (IQR) is the difference between the upper and lower quartiles (represented visually by the width of the box, and calculated by subtracting the lower quartile value from the upper quartile value).*
6. **Lower whisker** *The lower whisker extends below the box and extends to the lowest-valued observation within 1.5 IQR of the lower quartile (i.e., it terminates at lowest observed value whose distance from the lower edge of the box is no more than 1.5 times the width of the box). If no observations are more than 1.5 IQR below the lower quartile, the lower whisker will extend to the minimum value observed in the category.*
7. **Upper whisker** *The upper whisker extends above the box and extends to the highest-valued observation within 1.5 IQR of the upper quartile (i.e., it terminates at highest observed value whose distance from the upper edge of the box is no more than 1.5 times the width of the box). If no observations are more than 1.5 IQR above the upper quartile, the upper whisker will extend to the maximum value observed in the category.*
8. **Outliers** *Any observations falling beyond the whiskers (i.e., more than 1.5 IQR below the lower quartile or above the upper quartile) are shown individually.*

Note: Certain graphical elements are omitted when the number of observations in a given category is sufficiently small as to make those elements redundant. For example, in the most extreme case of a category containing only a single observation, the median, upper and lower quartiles, and minimum and maximum values coincide, and so the "box and whiskers" reduce to a single vertical line.

Table 1 UC Lecturer SOE series faculty in public employee salary database

	2017	2016	2015	2014	2013	2012	2011
(Senior) Lecturer PSOE	134	103	84	59	70	65	0
(Senior) Lecturer SOE	180	174	160	153	130	131	0
Total	314	277	244	212	200	196	0

Table 2 Faculty frequencies by institution, UC and CSU English departments

University	Original	Part-time or not regular faculty	No salary data	Final	Assistant Professor	Associate Professor	Professor	Tenure-track (unknown rank)	Lecturer (SOE series)	Lecturer (Unit 18)
CSU system	291	32	19	240	42	49	129	20		
CSU Bakersfield	11	2	1	8	0	0	8	0		
CSU Dominguez Hills	14	1	1	12	4	5	3	0		
CSU East Bay	10	1	0	9	2	2	5	0		
CSU Fresno	24	1	4	19	0	0	0	19		
CSU Long Beach	30	2	0	28	3	7	17	1		
CSU Los Angeles	17	1	1	15	2	4	9	0		
CSU Northridge	37	1	4	32	6	7	19	0		
CSU Sacramento	22	4	0	18	5	4	9	0		
CSU San Bernardino	27	5	3	19	3	3	13	0		
CSU Stanislaus	15	2	1	12	2	0	10	0		
Cal Poly San Luis Obispo	26	6	1	19	5	5	9	0		
Humboldt State University	11	0	0	11	2	4	5	0		
San Francisco State University	36	5	1	30	7	8	15	0		
Sonoma State University	11	1	2	8	1	0	7	0		
UC system	276	29	17	230	22	82	109	0	4	13
UC Berkeley	50	1	0	49	4	22	20	0	2	1
UC Davis	31	4	2	25	2	9	13	0	0	1
UC Irvine	44	6	1	37	1	12	21	0	1	2
UC Merced	8	0	0	8	1	4	2	0	0	1
UC Riverside	24	2	1	21	3	10	8	0	0	0
UC Santa Barbara	37	4	0	33	8	10	12	0	0	3
UCLA	82	12	13	57	3	15	33	0	1	5
All universities	567	61	36	470	64	131	238	20	4	13

Table 3 Individual-level data for included faculty, UCLA English department

University	Unit	Title	Degree	Regular pay
UCLA	English	Assistant Professor	PhD	$88,367
UCLA	English	Assistant Professor		$88,658
UCLA	English	Assistant Professor	PhD	$98,050
UCLA	English	Associate Professor	PhD	$92,067
UCLA	English	Associate Professor	PhD	$93,017
UCLA	English	Associate Professor	PhD	$96,183
UCLA	English	Associate Professor	PhD	$98,708
UCLA	English	Associate Professor	PhD	$99,633
UCLA	English	Associate Professor	PhD	$100,350
UCLA	English	Associate Professor	PhD	$101,317
UCLA	English	Associate Professor	MFA	$102,617
UCLA	English	Associate Professor	PhD	$104,558
UCLA	English	Associate Professor	PhD	$105,758
UCLA	English	Associate Professor	PhD	$106,042
UCLA	English	Associate Professor	PhD	$106,850
UCLA	English	Associate Professor	PhD	$107,892
UCLA	English	Associate Professor	PhD	$115,658
UCLA	English	Associate Professor	PhD	$117,467
UCLA	English	Professor	PhD	$110,892
UCLA	English	Professor	PhD	$111,187
UCLA	English	Professor	PhD	$132,250
UCLA	English	Professor	PhD	$132,875
UCLA	English	Professor & Chair	PhD	$132,958
UCLA	English	Professor	PhD	$135,417
UCLA	English	Professor	PhD	$137,375
UCLA	English	Professor	PhD	$138,142
UCLA	English	Professor	PhD	$152,150
UCLA	English	Professor	PhD	$152,492
UCLA	English	Professor	PhD	$152,875
UCLA	English	Professor	PhD	$153,892
UCLA	English	Professor	PhD	$155,400
UCLA	English	Professor	PhD	$155,642
UCLA	English	Professor	PhD	$159,517
UCLA	English	Professor	PhD	$165,025
UCLA	English	Professor	PhD	$169,467
UCLA	English	Professor	PhD	$176,425
UCLA	English	Professor	PhD	$180,725
UCLA	English	Professor	MFA	$195,708
UCLA	English	Professor	PhD	$196,500
UCLA	English	Professor	PhD	$196,550
UCLA	English	Distinguished Professor	PhD	$203,017
UCLA	English	Distinguished Professor	PhD	$206,392
UCLA	English	Professor	PhD	$208,850
UCLA	English	Distinguished Professor	PhD	$217,433
UCLA	English	Professor	PhD	$226,217
UCLA	English	Professor	PhD	$235,658
UCLA	English	Professor	PhD	$243,683
UCLA	English	Distinguished Professor	PhD	$246,542
UCLA	English	Distinguished Professor	PhD	$258,525
UCLA	English	Professor	PhD	$265,608
UCLA	English	Distinguished Professor	PhD	$311,017
UCLA	English	Senior Lecturer SOE	PhD	$110,598
UCLA	English	Lecturer	PhD	$56,689
UCLA	English	Lecturer	PhD	$62,248
UCLA	English	Continuing Lecturer	PhD	$103,781
UCLA	English	Senior Continuing Lecturer	PhD	$83,892
UCLA	English	Senior Continuing Lecturer	PhD	$117,712

Table 4 Faculty pay summary (mean and standard deviation), UC English departments

University	Assistant Professor	Associate Professor	Professor	Lecturer (Pre-Six)	Continuing Lecturer	Lecturer (SOE series)
UC system	$81,883 ($7,228) N = 22	$103,466 ($16,894) N = 82	$163,524 ($45,354) N = 109	$57,574 ($8,593) N = 5	$82,049 ($20,107) N = 8	$103,668 ($18,737) N = 4
UC Berkeley	$88,746 ($4,048) N = 4	$117,448 ($14,966) N = 22	$174,996 ($44,300) N = 20		$66,623 N = 1	$109,451 ($24,420) N = 2
UC Davis	$83,593 ($2,816) N = 2	$93,126 ($5,562) N = 9	$131,908 ($36,458) N = 13	$68,356 N = 1		
UC Irvine	$71,975 N = 1	$94,706 ($19,082) N = 12	$152,575 ($38,967) N = 21		$65,078 ($1,769) N = 2	$85,174 N = 1
UC Merced	$77,317 N = 1	$86,290 ($10,912) N = 4	$161,590 ($77,237) N = 2	$55,307 N = 1		
UC Riverside	$74,853 ($5,005) N = 3	$96,335 ($10,273) N = 10	$149,396 ($35,148) N = 8			
UC Santa Barbara	$78,791 ($3,827) N = 8	$106,914 ($21,416) N = 10	$155,883 ($38,944) N = 12	$45,272 N = 1	$77,115 ($14,721) N = 2	
UCLA	$91,692 ($5,508) N = 3	$103,208 ($7,233) N = 15	$182,315 ($48,461) N = 33	$59,469 ($3,931) N = 2	$101,795 ($16,997) N = 3	$110,598 N = 1

Table 5 Faculty pay summary (mean and standard deviation), CSU English departments

University	Assistant Professor	Associate Professor	Professor	Tenured/TT (unknown rank)
CSU system	$71,255 ($7,124) N = 42	$83,262 ($9,731) N = 49	$97,965 ($16,460) N = 129	$90,398 ($16,012) N = 20
CSU Bakersfield			$103,036 ($9,895) N = 8	
CSU Dominguez Hills	$76,286 ($6,816) N = 4	$101,596 ($5,697) N = 5	$107,002 ($12,380) N = 3	
CSU East Bay	$69,597 ($1,801) N = 2	$77,745 ($917) N = 2	$100,992 ($4,977) N = 5	
CSU Fresno				$90,863 ($16,311) N = 19
CSU Long Beach	$69,196 ($7,885) N = 3	$85,808 ($7,314) N = 7	$108,066 ($24,409) N = 17	$81,558 N = 1
CSU Los Angeles	$60,233 ($12,888) N = 2	$79,938 ($11,037) N = 4	$104,287 ($13,758) N = 9	
CSU Northridge	$76,564 ($9,381) N = 6	$78,691 ($7,130) N = 7	$101,855 ($14,500) N = 19	
CSU Sacramento	$69,961 ($2,317) N = 5	$74,093 ($1,721) N = 4	$88,638 ($10,330) N = 9	
CSU San Bernardino	$65,460 ($2,424) N = 3	$72,451 ($4,559) N = 3	$94,785 ($21,836) N = 13	
CSU Stanislaus	$64,712 ($1,084) N = 2		$85,629 ($7,876) N = 10	
Cal Poly San Luis Obispo	$69,044 ($1,194) N = 5	$81,526 ($9,740) N = 5	$91,350 ($13,424) N = 9	
Humboldt State University	$66,060 ($7,082) N = 2	$86,551 ($7,011) N = 4	$91,400 ($13,323) N = 5	
San Francisco State University	$77,197 ($2,949) N = 7	$84,696 ($3,902) N = 8	$100,406 ($12,468) N = 15	
Sonoma State University	$67,610 N = 1		$86,401 ($7,605) N = 7	

Table 6 Faculty pay summary, UCLA English department and Writing Programs

	English Department: Tenure-Track			English Department: Lecturers			Writing Programs	
	Assistant Professor	Associate Professor	Professor	Lecturer (Pre-Six)	Continuing Lecturer	Lecturer (SOE series)	Lecturer (Pre-Six)	Continuing Lecturer
N	3	15	33	2	3	1	14	23
Mean	$91,692	$103,208	$182,315	$59,469	$101,795	$110,598	$54,547	$88,952
Median	$88,658	$102,617	$169,467	$59,469	$103,781		$53,977	$83,307
Minimum	$88,367	$92,067	$110,892	$56,689	$83,892		$50,837	$58,845
Maximum	$98,050	$117,467	$311,017	$62,248	$117,712		$61,070	$129,930
Standard Deviation	$5,508	$7,233	$48,461	$3,931	$16,997		$2,351	$21,846