RACE TO THE BOTTOM

CSU's 10-year Failure to Fund its Core Mission

Executive Summary

An extensive body of research has shown the unique and critical role that university faculty play in student success and in the quality of a student's educational experience. Despite publicly acknowledging this research and expressing a commitment to implementing its findings, the California State University administration has, for the last 10 years, failed to invest in this important driver of student success.

As this paper shows, the failure to fund faculty salaries is shocking in both its magnitude and its consistency over time.

Over the past decade—in good times and bad, whether state funding was up or down, when tuition was raised and when it wasn't—CSU expenditures on faculty salaries have remained essentially flat. Furthermore, the average CSU faculty salary on every CSU campus actually has lost purchasing power.

While it might be tempting to attribute these facts to conditions beyond the control of the CSU administration, the facts do not support that conclusion.

When compared to other university systems around the country, and to every education segment in California, the CSU stands out for its unparalleled failure to improve faculty salaries or even to protect them from the ravages of inflation. As this paper details, administrators at other colleges and universities inside and outside California dealt with similar circumstances, made different decisions, and produced different outcomes.

Case in point: Over the past 10 years, while the average CSU faculty salary on every campus lost purchasing power, the average University of California faculty salary on each UC campus increased in real dollars. At UC San Francisco, the average faculty salary from 2004 and 2013 (adjusted for inflation) ***rose*** *$16,138, while at San Francisco State, the average faculty salary* ***lost*** *$9,748.*

This paper serves as a sounding call for new priorities in the CSU based on what we know about the greatest drivers of student success. The university acknowledges the critical role that the faculty play; they must be willing to set the priority and make the investment.

CFA California Faculty Association

The Pivotal Role of Faculty in Student Success

While it is very clear that it "takes a village" to give university students a high-quality educational experience, a substantial body of research underscores the unique and critical role that university faculty play in this equation. As one recent study concluded, "Our observation is that the potential impact of one group—faculty—on student success far outweighs all others."[1]

Indeed, in much of its public discussion about quality education and student success, the CSU administration acknowledges the pivotal role that faculty play in whether students succeed. On its website, in system newsletters, and in reports to the CSU Board of Trustees, discussions of High-Impact Practices highlight how central faculty are in numerous practices, including writing-intensive courses, learning communities, and first-year seminars, which are key to improved learning, retention, and graduation.[2]

The human dimension of quality education is reinforced on the CSU's Class of 3 Million website, developed to celebrate the graduation milestone the CSU will reach this spring (https://classof3million.calstate.edu/thankful). In an area where students can thank those central to their success, graduates consistently highlight individual faculty members for the intellectual guidance they provided and for the social and emotional support that made the difference for them.[3]

There seems to be no disagreement about the pivotal role that faculty play in the CSU's core mission to provide a high-quality higher education to an increasingly diverse California. The vast body of research, CSU public discourse, and the personal experiences of students all support that conclusion.

At the same time, however, the system administration has consistently failed to provide the dollars needed for faculty to sustain their central role adequately. While faculty have continued to invest the time and energy needed to promote student success, they find themselves struggling to keep their families afloat.

Faculty are not imagining this struggle; in fact, over the past 10 years and in contrast to others in education, CSU faculty have confronted a continuous erosion of their ability to support their families.

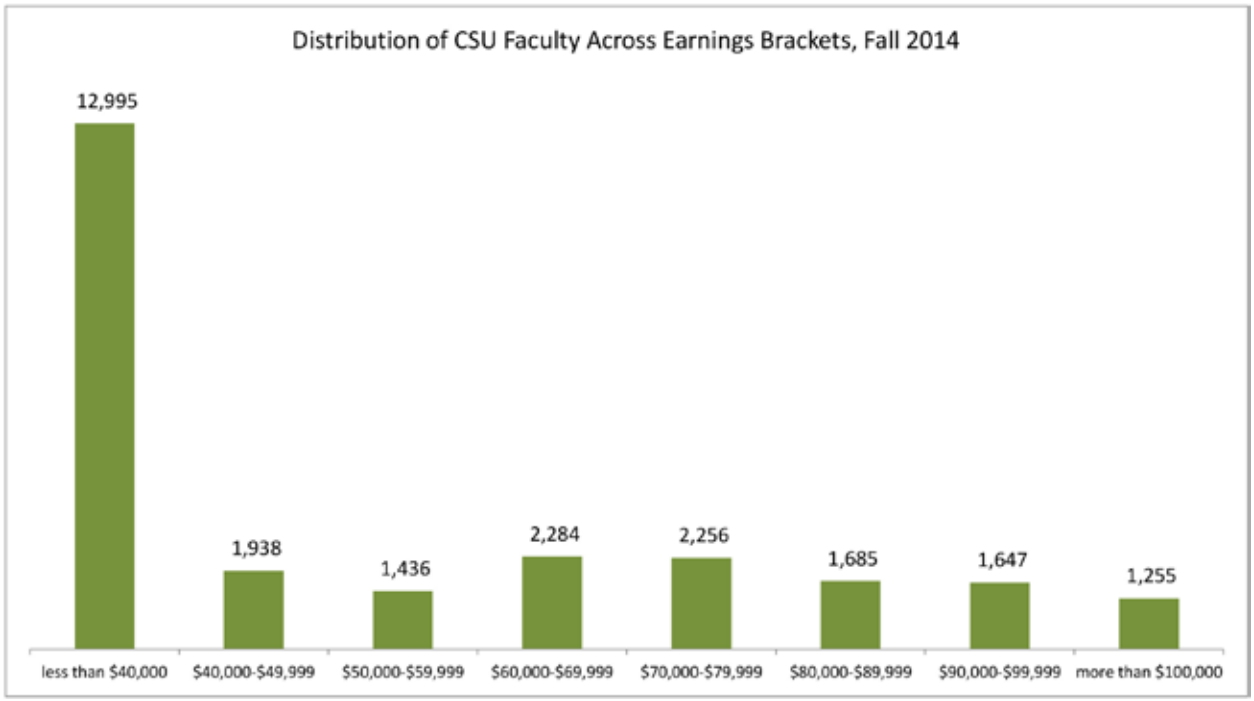
Investing in such an important driver of organizational success should be a no-brainer for the CSU. Nonetheless, over the past decade, the CSU has failed to make this investment. Instead, there has been a consistent trend of underfunding the university's faculty who are at the heart of the CSU's core mission. As this paper and subsequent papers will demonstrate, that failure is shocking in both its magnitude and its consistency over time. Even more disturbing, however, is the price CSU students pay for this kind of neglect.[4]

The Realities of CSU Faculty Salaries

The CSU's failure to fund its core mission is evident when you look at actual instructional faculty salaries. While it is commonplace to suggest that the road to the middle class is paved by getting an education, even with their advanced degrees (PhD's, MFA's, JDs, etc.) CSU faculty salaries are shockingly low for "professional" work requiring a high level of post-secondary schooling.

Since so many CSU faculty are only hired on a part-time basis (about half of all instructional faculty are on part-time contracts and the average appointment is for roughly half-time), the *earnings* of CSU faculty are far less than "base salary" numbers often quoted for CSU faculty.

On average, CSU faculty earn $45,000 per year in pay before taxes and other deductions with more than 50 percent of CSU faculty making less than $38,000 in gross earnings per year. The histogram below shows the distribution of CSU faculty earnings and graphically challenges the common but false assumptions about what professors earn.[5]



Even if all faculty were working on full-time contracts, the average salary for CSU faculty would only have been $63,000 in Fall 2014. Half of all CSU faculty would still have had a salary of $55,000 per year or less.

Compare these numbers to the average salaries in California for other jobs, none of which requires an advanced degree:

Firefighter	$125,000
Police Officer	$97,500
Nurse	$87,480
Car sales Rep	$79,000
Accountant	$75,870
K-12 Teacher	$73,396
Truck Driver	$55,000[6]

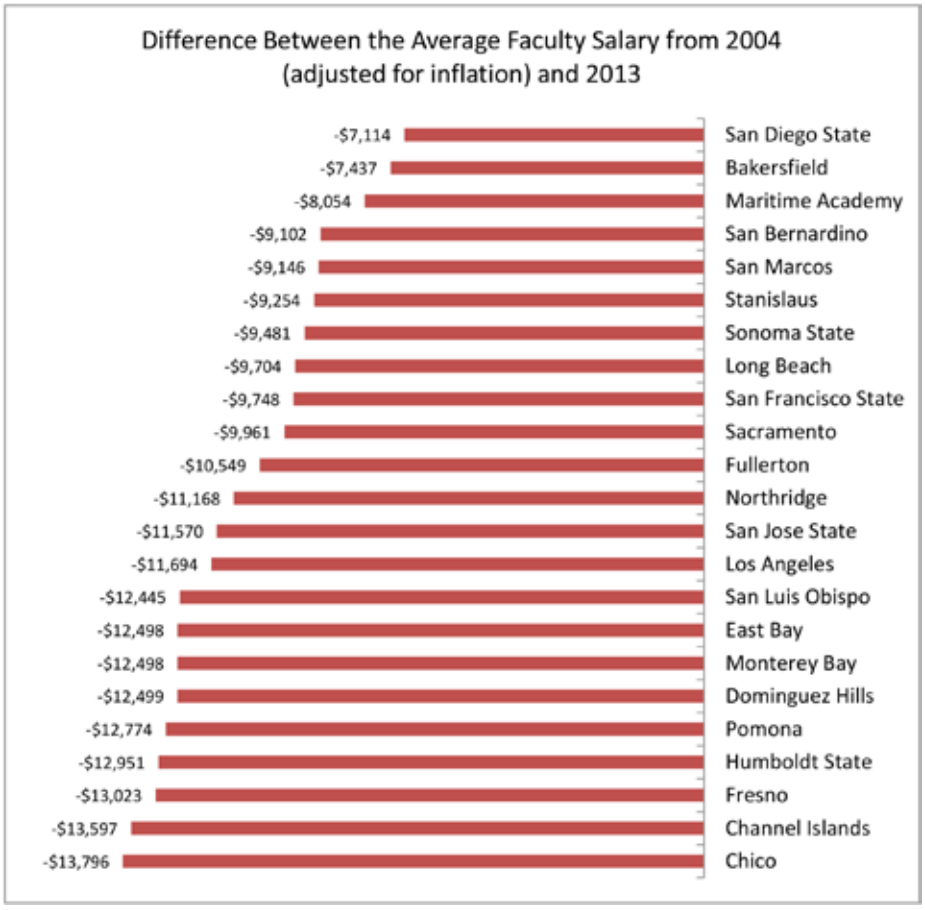
CSU faculty salaries still stand out as sub-par if you restrict analysis to the decreasing percentage of CSU faculty

who are "permanent" tenure-track faculty. In Fall 2013, for instance, the average tenured/tenure track faculty salary at UC was $130,031; the average tenured/tenure track faculty at California community colleges was $89,727; and the average for the same group at CSU was $84,339, making CSU permanent faculty the poorest paid in California's higher education community.[7]

What has Happened to CSU Faculty Salaries Over Time?

The CSU's failure to adequately fund the faculty who are vital to its core mission comes across crystal clear when you look at changes in CSU faculty salaries over time. The bottom-line here is shocking: *the average CSU faculty salary in 2013 was less in real dollars than it was in 2004 on every single CSU campus.*[8]

As is true for so many Americans, CSU faculty salaries have not only failed to improve over time; they have not even kept pace with inflation. As the chart below shows, this loss in purchasing power ranges from $7,114 at San Diego State to a loss of more than $13,796 at Chico State. This means that CSU faculty members teaching at Chico have experienced the equivalent of a 15.5% pay cut over the past 10 years.



Falling backward is the story at every rank of professor in the CSU as well. As the charts in Appendix A detail (see pages 12-15), CSU faculty in the top, middle, and bottom ranks have seen their salaries decrease in real dollars over time.

For instance, in the last 10 years, full professors in Sacramento have suffered the equivalent of a 12% pay cut; Associate Professors at Maritime Academy have taken a hit of 17%; and lecturers at Los Angeles have taken a staggering 31% cut. Only some Assistant Professors have seen any improvement at all as campuses find themselves unable to hire new faculty at very low wages. Even so, Assistant Professors have lost buying power

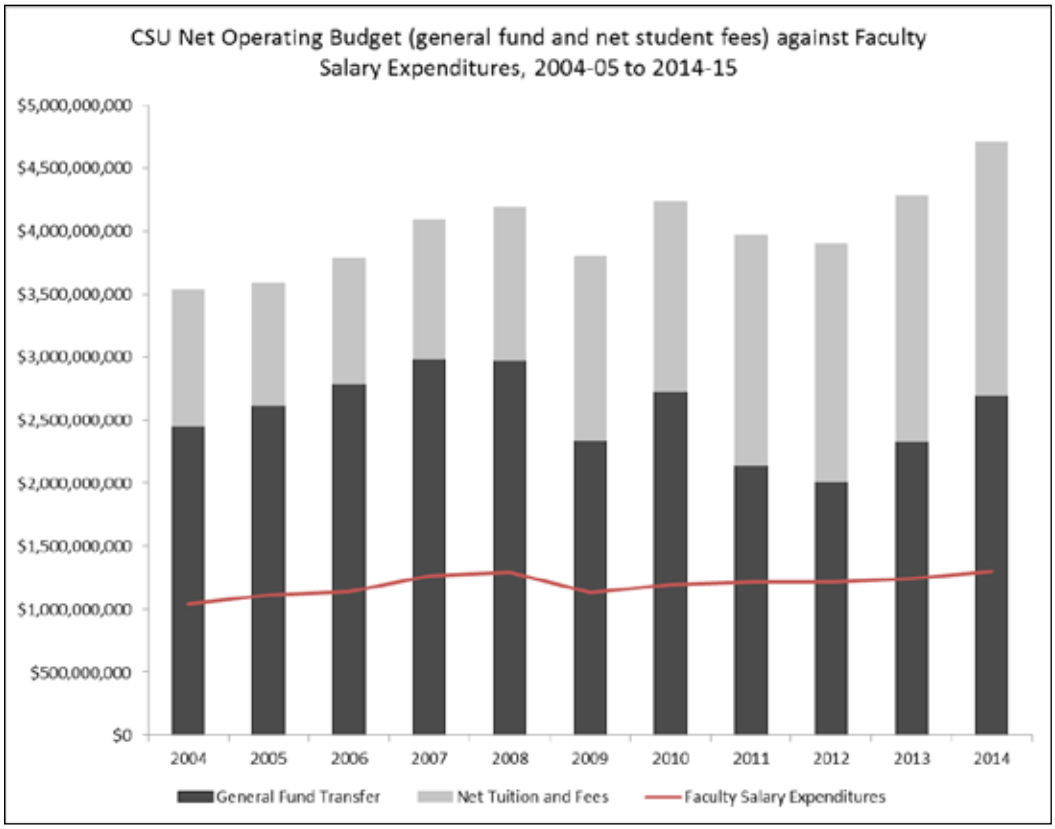
on 15 CSU campuses the worst of which, Channel Islands, saw the equivalent of a 16% cut in pay.

Implications

As we will see in future papers, there have been many negative effects of these harsh financial facts. For faculty trying to raise families, pay for housing, finance college for children, or deal with the many other rising costs of living in California, a loss of purchasing power can be devastating. It has brought genuine hardship, a decrease in the quality of life for families, and the abandonment of many middle-class aspirations for countless CSU faculty. To survive, many have been forced to make choices that directly affect their students. To make ends meet, some have been forced to take on extra jobs, to move into multi-generational or multi-family households, and/or to move to communities far from their campuses in order to afford housing. Others have been forced to move on to other universities that offer better pay and more manageable costs of living.

Students cannot help but be affected by these choices their faculty are forced to make. A professor who must spend hours each day commuting obviously has less time to be on campus for his or her students. A faculty member who works multiple jobs cannot afford to devote all of his or her professional energies to CSU students. In very real ways, with salaries as with other aspects of employment there are consequences—*faculty working conditions **are** student learning conditions.*

To make matters worse for students, these changes in student learning conditions are happening at a time of skyrocketing tuition. These increases in tuition, however, are clearly *not* funding faculty salaries. Instead, as the following chart shows, even though students are paying much more in tuition, expenditures on faculty salaries have stayed essentially flat.[9]



This chart also highlights another important fact about faculty salaries in the last 10 years: *In good times and bad, when state funding was up and when it was down, when tuition was raised and when it wasn't, expenditures on faculty salaries have remained essentially flat.*

There is simply no causal relationship between the CSU's net operating budget and expenditures on faculty salaries. Rather, as discussed in the next section, the story of CSU faculty salaries is, most fundamentally, a story of choices and administrative priorities made by CSU leadership that fail to focus on the key elements of quality higher education—access and affordability for students and professional salaries for the people who provide that education.

How to Explain the CSU's Backward Slide?

As we have moved into a recovery from the recent recession, some might assume that the disturbingly low CSU faculty salaries are simply a function of the times—legislators almost everywhere in the United States have been less able or willing to fund higher education.

Should we assume that CSU faculty falling backward matches an overall story of American higher education, a sad tale that has played out at colleges and universities across the country over the last 10 years?

While a tempting assumption, the facts state otherwise. What has happened in the CSU is NOT the overall story of faculty in higher education across the country.

National Faculty Salary Trends

If our circumstances were simply part of national economic and political trends, we would expect to see similar declines in average faculty salaries at other institutions around the country. That is not, however, what has happened.

Examining national data makes clear that other institutions have done a much better job of funding faculty than the CSU has even in the tough circumstances of the last 10 years.

When one compares CSU average faculty salaries with those at 593 other four-year public universities that also predominantly grant bachelor's degrees (with some more advanced degrees), the CSU's failure to fund the faculty delivering its core mission is striking. As the chart below shows, at institutions around the country, the change in average faculty salary involves real increases in purchasing power over the last 10 years. In contrast, faculty members at all ranks in the CSU have made no gains; rather, their salaries have eroded at an alarming rate.[10]

System	Instructor Rank	10 Year Change in Purchase Power -- 2004 to 2013
CSU	Assistant	-$1,363
	Associate	-$8,910
	Full	-$10,655
	Full Time Lecturer	-$11,056
4 Year Public BA/BS+ Nationwide	Assistant	$2,242
	Associate	$965
	Full	$3,994
	Full Time Lecturer	$6,290

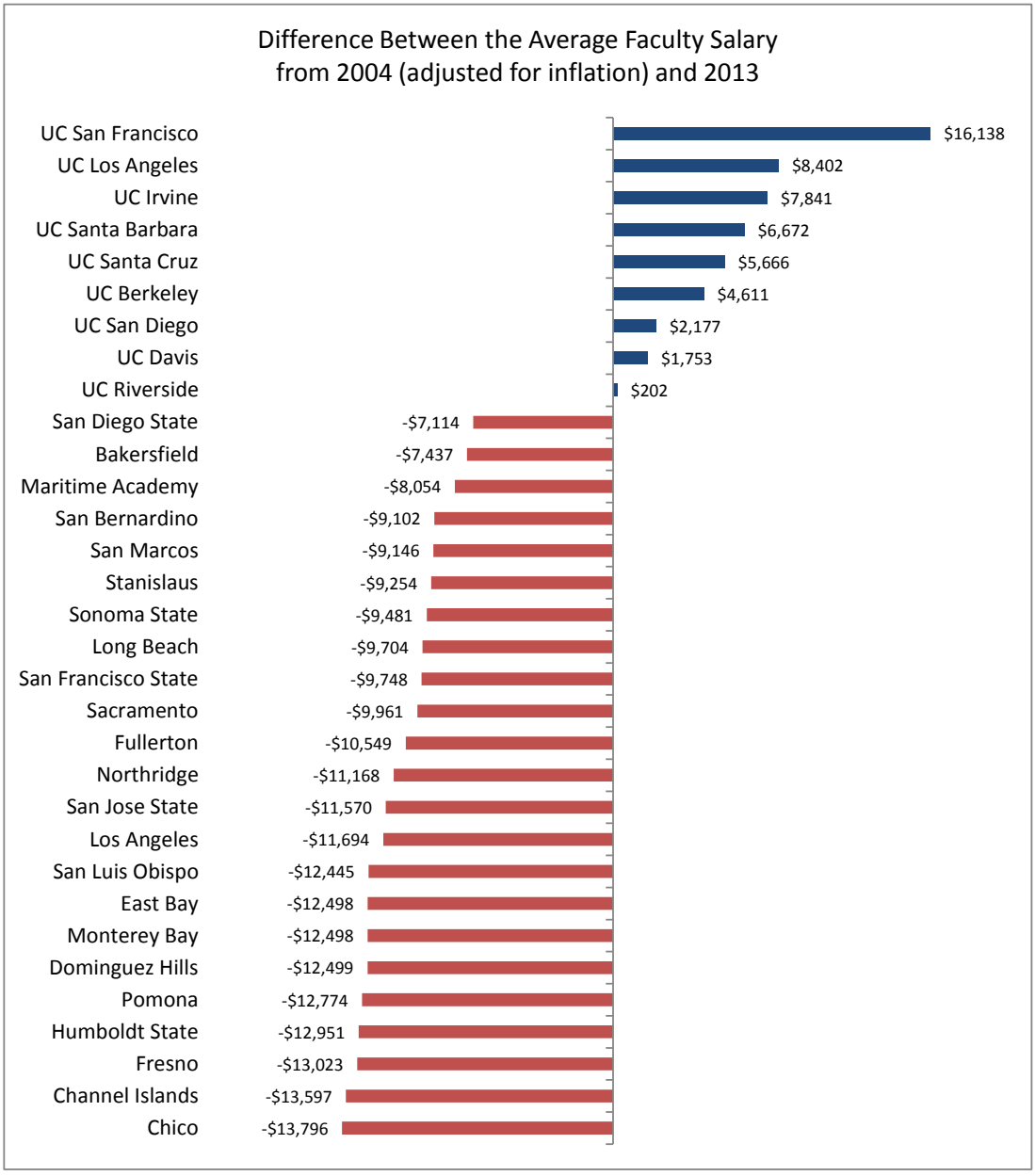
Furthermore, the facts simply do not provide the CSU with any excuses. Neither the severity of the recession nor the level of state budget cuts explains the CSU's failure to make even minimal investments in faculty salaries over the past decade.

If we compare changes in CSU faculty salaries relative to those in the UC and the Community Colleges over the last 10 years, the CSU stands out—and not in a good way. *In fact, of all segments of public education in California, the CSU is the only one where faculty salaries have been consistently losing ground.*

University of California Faculty Salary Trends

Over the past 10 years, the University of California has been hit with cuts similar in magnitude to the CSU. If California-specific economic and budgetary conditions determined growth or decline in faculty salaries, one would expect UC faculty salaries to mirror the decline of those in the CSU in real dollars.

But that is not the case, as the following chart shows:



In fact, every single UC campus saw a "real dollar" increase in its average faculty salary, ranging from a real increase of $2,226 at UC Riverside to an increase of $17,890 at UC San Francisco.[11] In stark contrast, faculty at all CSU campuses experienced a loss in average salary purchasing power over the same period.

At individual ranks, a similar and consistent pattern of contrast between what has happened in the CSU and

what has happened in the UC is clear. (For details of all campuses at various ranks, see Appendix B on pages 16-19.) The data shows that while the UC saw general fund cuts similar to those of the CSU, in nearly every case and at every rank the administration managed to see that their faculty held on to or expanded their ability to support their families in California.

California Community College Faculty Salary Trends

Because of ways in which data is collected, it is not possible to do comparisons of overall average faculty salaries in the CSU and in California community colleges.[12] However, a comparison of tenure-track salaries in the two systems shows similar results to those of the UC.

While both systems have suffered budget cuts during the most recent recession, community college administrators have done a much better job improving faculty salaries in many cases and protecting them from the erosion caused by inflation in others. Specifically, from 2004 to 2013, 27 of California's 72 community college districts were able to increase the average salary for their tenure line faculty at a rate that outpaced inflation over the decade. In other words, the average tenure-line faculty salary in those districts actually gained purchasing power. Another 17 districts increased their average tenure-line salary at a pace that was below inflation, but at a rate that was higher than *any* CSU campus. Only 28 of the 72 community college districts had a reduction in their average tenure-line faculty salary that was as bad as that at every CSU campus.

California K-12 Faculty Salary Trends

Even in California's public schools, which experienced horrific budget cuts, local school districts have done a better job of matching inflation and maintaining faculty purchasing power than the CSU. Between 2004 and 2013, the average K-12 certified teacher salary in California lost $1,705 in purchasing power. While a real loss, it is considerably better than what occurred even at the CSU's "best" campus (San Diego State), where the loss was $7,114.

Conclusion

No matter how you slice it, CSU faculty salaries over the last 10 years have taken a serious hit. The CSU administration's failure to fund faculty and recognize the critical role they play in teaching our students is evident across every campus and across all ranks.

Moreover, this failure—both in its magnitude and in persistence over time—is a CSU-specific story that cannot be explained away as the result of factors beyond the control of CSU administrators. As the data show, other administrators at other colleges and universities inside and outside California dealt with similar circumstances, made different decisions, and produced different outcomes.

Many of these choices were made under different CSU system-wide leadership. However, that fact does not change the tangible realities those choices have created for current students and faculty.

Now that the CSU system has new leadership, it must rethink its direction and set new priorities and new policies based on what we know about the greatest drivers of student success. Attracting and retaining a stable faculty who can fulfill their roles as professionals without spending untold hours simply trying to keep their families afloat is the best investment in student success the university can make. The university already knows the critical role that the faculty play; its administrative leaders must be willing to set the priority and make the investment.

In his first State of the CSU address, Chancellor Timothy White promised "data-driven decision-making" to "improve the quality of our programs and implement programs that advance student success."[13]

We call on him to heed the data and shift system priorities so that they better align with the CSU's core mission and the role faculty play in carrying it out successfully. That realignment of priorities is critical if the CSU is to succeed in providing a high-quality university education to the millions of graduates our state will need in the future.

ENDNOTES

[1] Stevenson, Joseph M., Buchanan, Debra A., and Sharpe, Abby, "Commentary: The Pivotal Role of the Faculty in Propelling Student Persistence and Progress toward Degree Completion," *Journal of College Student Retention: Research, Theory and Practice*, Volume 8, Number 2, 2006-2007, 141-148.

A recent study commissioned by the Gates Foundation, titled "U.S. Postsecondary Faculty in 2015 Diversity In People, Goals And Methods, But Focused On Students," reviews the literature on the role of faculty and confirms the consistent and long-standing general finding that "faculty-student interaction drives outcomes" (p. 12). In addition to interactions between faculty and students inside the classroom, those interactions beyond instruction "anchor students to the school and motivate them to succeed" (p. 12) The full report is available on the Gates Foundation website at http://postsecondary.gatesfoundation.org/wp-content/uploads/2015/02/US-Postsecondary-Faculty-in-2015.pdf.

For a sampling of the many other articles about the key role played by faculty, see Ullah, Hafeez and Wilson, Mardell A. "Students' Academic Success and Its Association to Student Involvement with Learning and Relationships with Faculty and Peers," *College Student Journal* , Vol. 41, No. 4 , December 2007; Komarraju, Meera, Musulkin, Sergey, and Bhattacharya, Gargi, "Role of Student-Faculty Interactions in Developing College Students' Academic Self-Concept, Motivation, and Achievement," *Journal of College Student Development*, Volume 51, Number 3, May/June 2010, 332-342.

[2] For instance, the CSU administration quotes at length from George D. Kuh's book, *High-Impact Educational Practices: What They Are, How Has Access to Them, and Why They Matter* (http://www.calstate.edu/itl/resources/practices/).

Faculty play a critical role in nearly all of these practices--developing, supervising, and evaluating practices such as student research projects, writing-intensive courses, and first-year seminars, for instance. The importance of these high-impact practices is repeated in CSU newsletters and in reports to the CSU Board of Trustees. See, for example, http://www.calstate.edu/itl/newsletter/09-spring.shtml and http://www.calstate.edu/bot/agendas/jan15/EdPol.pdf.

[3] Student surveys often reinforce the importance they place on the quality of instruction and on faculty. For instance, a 1999 system-wide survey of student opinion (the last year the CSU did this survey on a system-wide basis) showed that CSU students overwhelmingly selected instruction and faculty-related issues as the most important to them in their university experience. CSU students also gave those same factors the highest ratings in terms of quality. For the report made to the CSU Board of Trustees on this survey, see http://www.calstate.edu/BOT/Agendas/May00/EdPol.pdf.

[4] Faculty salaries are not the only aspect of instruction that the CSU administration has failed to fund. Over the same years that faculty salaries have been backsliding, hiring practices have also not been aligned with the university's core mission. For instance, between 2004 and 2013, the number of full-time equivalent of students in the CSU went up by 20%. During that same period, the overall number of CSU full-time equivalent faculty only went up 8%.

Obviously, that disparity means more students per faculty member and less faculty time for individual students and the labor-intensive high-impact practices we know help them succeed.

As the Statewide Academic Senate Chair has pointed out, "A challenge to implementing high-impact practices is the increasing student-faculty ratio, or SFR, in the system… This [increase] makes it very challenging to implement several of the high-impact practices, such as writing intensive courses and undergraduate research, for example." (http://www.calstate.edu/AcadSen/Records/Chairs_Reports/documents/July-23-2013_Chairs_BOT_Rept.pdf.)

The CSU has not only failed to hire **enough** faculty. It has failed to hire **permanent** faculty. In fact, the number of permanent faculty (tenured and tenure-track faculty) in the CSU actually went down by 4% from 2004 to 2013. The 8% overall gain in faculty full-time equivalent numbers only happened because there was a 32% increase in the number of full-time equivalent "temporary" faculty.

[5] The CSU's Personnel/Payroll Information Management System monthly data is used to calculate average, median, and other statistical representations of CSU faculty salary. The data represents the October payroll file, which CFA receives and processes in November. This one-month snapshot of faculty salaries is commonly referred to as the Fall Payroll snapshot both by CFA and the CSU's Chancellor's Office. This file is used as a benchmark because it captures one of the largest monthly payroll files from throughout the year.

> Chancellor's Office of California State University. Personnel/Payroll Information Management System (PIMS) Extract for October 2014. All Unit 3/Faculty Salaries. http://www.calstate.edu/hr/

[6] Data on these salaries can be found on the following websites:

> Firefighters and police: http://www.sacbee.com/site-services/databases/article2573210.html,
>
> Nurses: http://www.nursegroups.com/Salary/RN/California,
>
> Car Sale Rep: http://work.chron.com/average-salary-car-sales-consultant-21648.html
>
> Accountant: http://www.accountingedu.org/california-accountant-salary.html
>
> K-12 Teacher: http://www.cde.ca.gov/ds/fd/cs/
>
> Truck Driver: http://www.indeed.com/salary/q-Truck-Driver-l-California.html.

[7] Overall comparisons with community colleges are difficult to make because the California Community College data in IPEDs includes only full-time lecturers.

[8] To calculate for loss of purchasing power or salaries in real dollars, we use the California CPI for All Urban Consumers to adjust the 2004 salary data to 2013 when the comparison is between institutions entirely in California.

> California Department of Finance, Financial and Economic Data. Calendar Year Averages: From 1950. All Urban Consumers, California. Extracted from: http://www.dof.ca.gov/HTML/FS_DATA/LatestEconData/FS_Price.htm.

[9] Fiscal year revenues and expenditures use prior years' "Actuals" as reported in CSU's fiscal year budget coded memos.

> California State University. Budget Office. Fiscal Year Budget Coded Memos, Revised and Final Budget Allocations. http://www.calstate.edu/budget/fybudget/coded-memos/.

[10] National comparisons are based on IPEDS data, U.S. Department of Education, National Center for Education Statistics (2015). http://nces.ed.gov/ipeds/datacenter/. Comparison institutions include only those 4-year public universities that primarily grant baccalaureate degrees (therefore, law schools and medical schools are excluded). IPEDS uses the following "institutional category" groupings of degree granting institutions: 1) graduate with no undergraduate degrees; 2) primarily baccalaureate or above; 3) not primarily baccalaureate or above; and 4) associate's and certificates. From these categories, CSU falls within #2. Comparisons are made within this group.

To calculate national comparisons of inflation, we use the U.S. CPI for All Urban Consumers to adjust the

2004 salary data to 2013 when the comparison includes institutions across the U.S., including ones based in California.

> California Department of Finance, Financial and Economic Data. Calendar Year Averages: From 1950. All Urban Consumers, U.S. Extracted from: http://www.dof.ca.gov/HTML/FS_DATA/LatestEconData/FS_Price.htm.

[11] All CSU/UC comparisons are based on IPEDS data, U.S. Department of Education, National Center for Education Statistics (2015). http://nces.ed.gov/ipeds/datacenter/.

[12] The 112 California Community College campuses are organized into 72 districts. The California Community Colleges Chancellor's Office (CCCCO) reports the average salary for tenure line faculty by district, not campus. Furthermore, the annual reports combine all tenure line ranks into a single average and do not report the data in a disaggregated form. Consequently, comparisons across campuses and across ranks between CSU and community college campuses cannot be made. Comparisons against CSU campuses required a calculated CSU tenure line average, which was calculated from IPEDS data.

> California Community Colleges Chancellor's Office. Fall 2013 and Fall 2004 Reports on Staffing. Salary Distribution by Districts. Retrieved from http://datamart.cccco.edu/DataMart.aspx.

[13] The text of this address is available at http://blogs.calstate.edu/chancellor/index.php/state-of-the-california-state-university/.

About the authors

This paper is a collaborative work by members of the California Faculty Association, all of whom are faculty of the California State University system.

Appendix A

Changes in CSU Faculty Salaries Over Time

The following charts provide context and detail for the downward trend in CSU faculty salaries over time, across every rank in the California State University system.

As the charts detail, faculty in the top (figure 1), middle (figure 2) and bottom (figure 4) ranks have seen declines in their salaries in real dollars over time. Only at the rank of assistant professor (figure 3) were there any improvements in the average salary on any CSU campus.

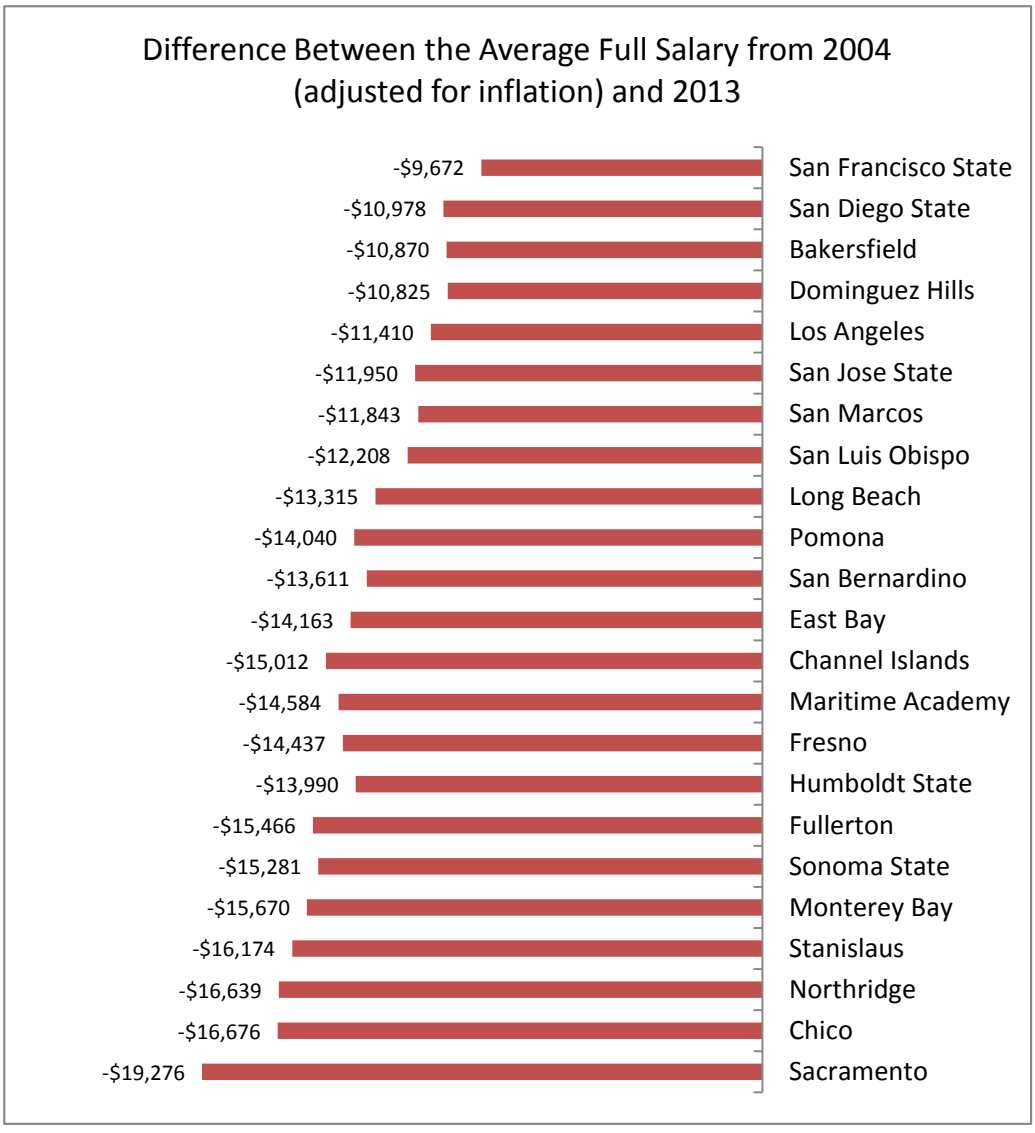


Figure 1. Difference between the average Full Professor salary from 2004 and 2013.

- At the rank of Full Professor, the average salary went down in real dollars **at every campus** in the CSU. This loss in purchasing power ranged from $9,672 at San Francisco State to a loss of $19, 276--or the equivalent of a 12% cut in pay--at Sacramento.

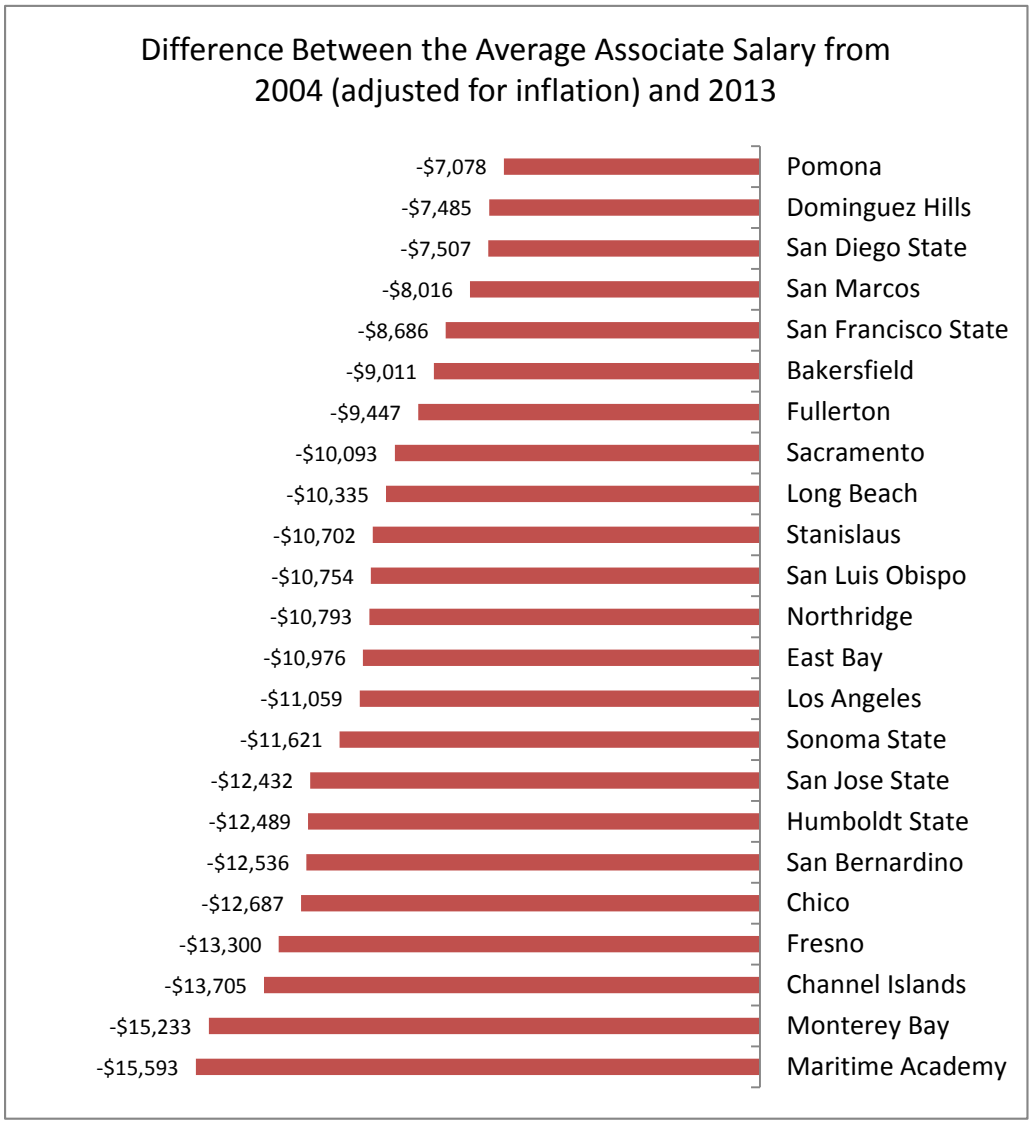


Figure 2. Difference between the average Associate Professor Salary from 2004 and 2013.

- At the rank of Associate Professor, the average salary went down in real dollars **at every campus** in the CSU. This loss in purchasing power ranged from $7,078 at Pomona to a loss of $15,593--or the equivalent of a 17% cut in pay--at Maritime Academy.

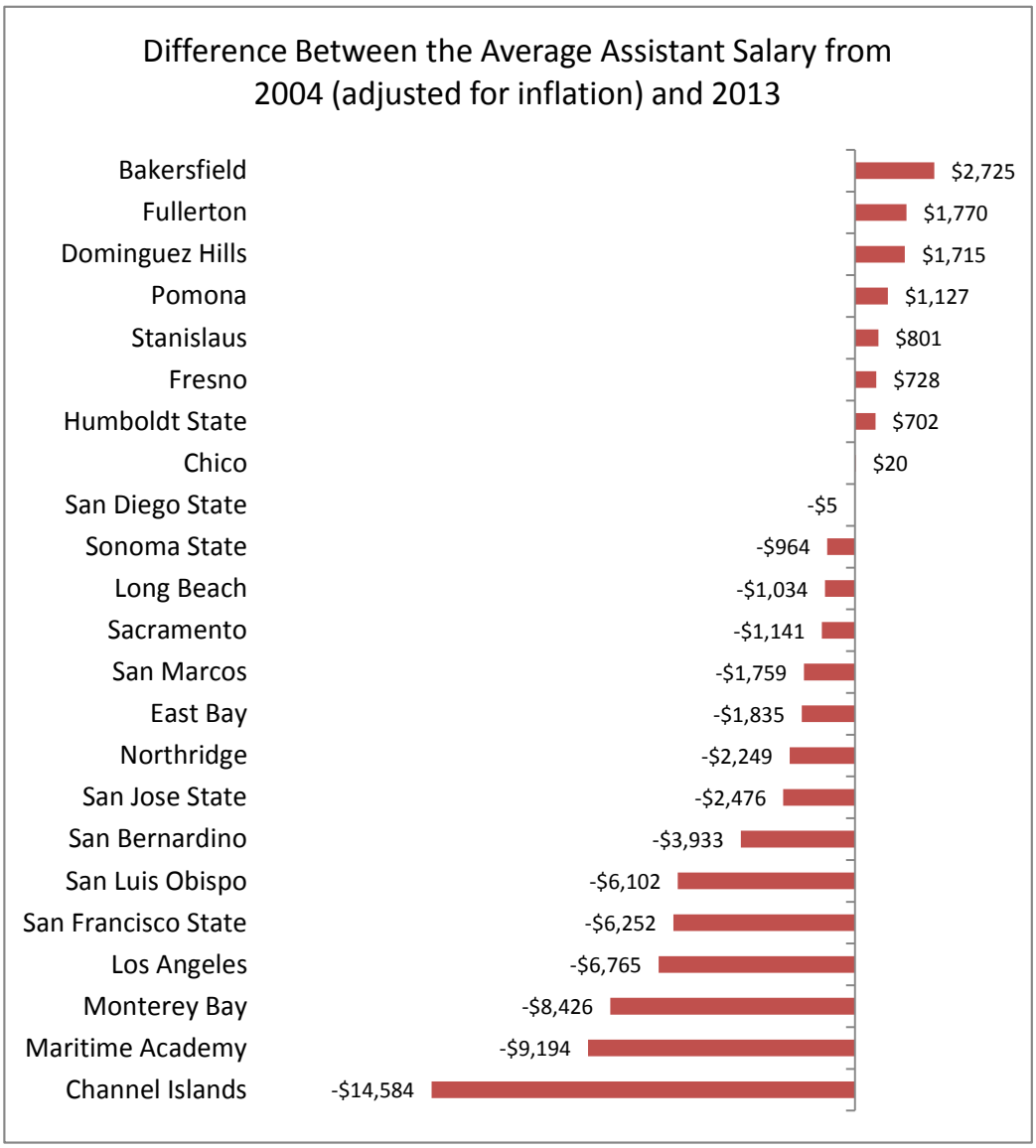


Figure 3. Difference between the average Assistant Professor salary from 2004 and 2013.

Only at the rank of Assistant Professor was there **any** improvement in the average salary on **any** campus. Given the fact that most hiring for permanent faculty occurs at this rank, some campuses did have to offer higher, more competitive, salaries to fill the open positions. Consequently,

- At the rank of Assistant Professor, the average salary went up at 8 campuses, ranging from an improvement of $20 at Chico to $2,725 at Bakersfield. But at the remaining 15 CSU campuses, there has been a loss in purchasing power of the average assistant professor salary. The biggest loss has been at Channel Islands, where the average assistant professor salary has declined $14,584 in real dollars over the last ten years—or the equivalent of a 16% cut in pay.

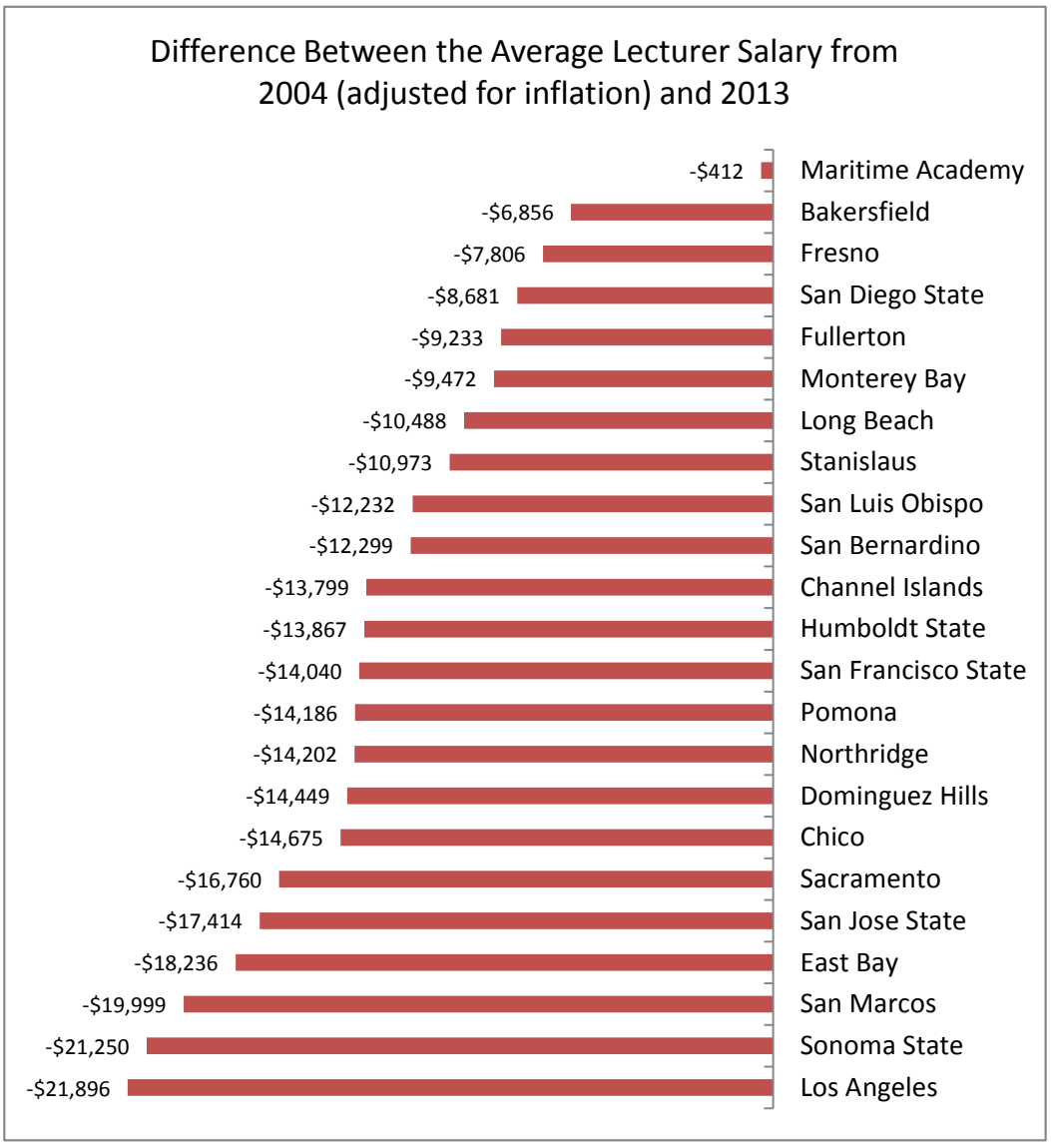


Figure 4. Difference between the Average Lecturer salary from 2004 and 2013.

- At the rank of Lecturer, the average salary went down in real dollars **at every campus** in the CSU. This loss in purchasing power ranged from $412 at Maritime Academy to a staggering loss of $21,896 in real dollars—or the equivalent of a 31% cut in pay--at Cal State LA.

Appendix B

Comparison of Changes in Average Salary by Rank, UC and CSU

The University of California has experienced funding shortfalls similar to that of the CSU over the past 10 years. But unlike the UC, whose faculty saw "real dollar" increases in their salaries, CSU faculty at all campuses experienced a loss in average salary purchasing power over the same period.

The following charts detail the contrast between faculty salaries within the two systems, including top (figure 1), middle (figures 2 and 3), and bottom ranks (figure 4).

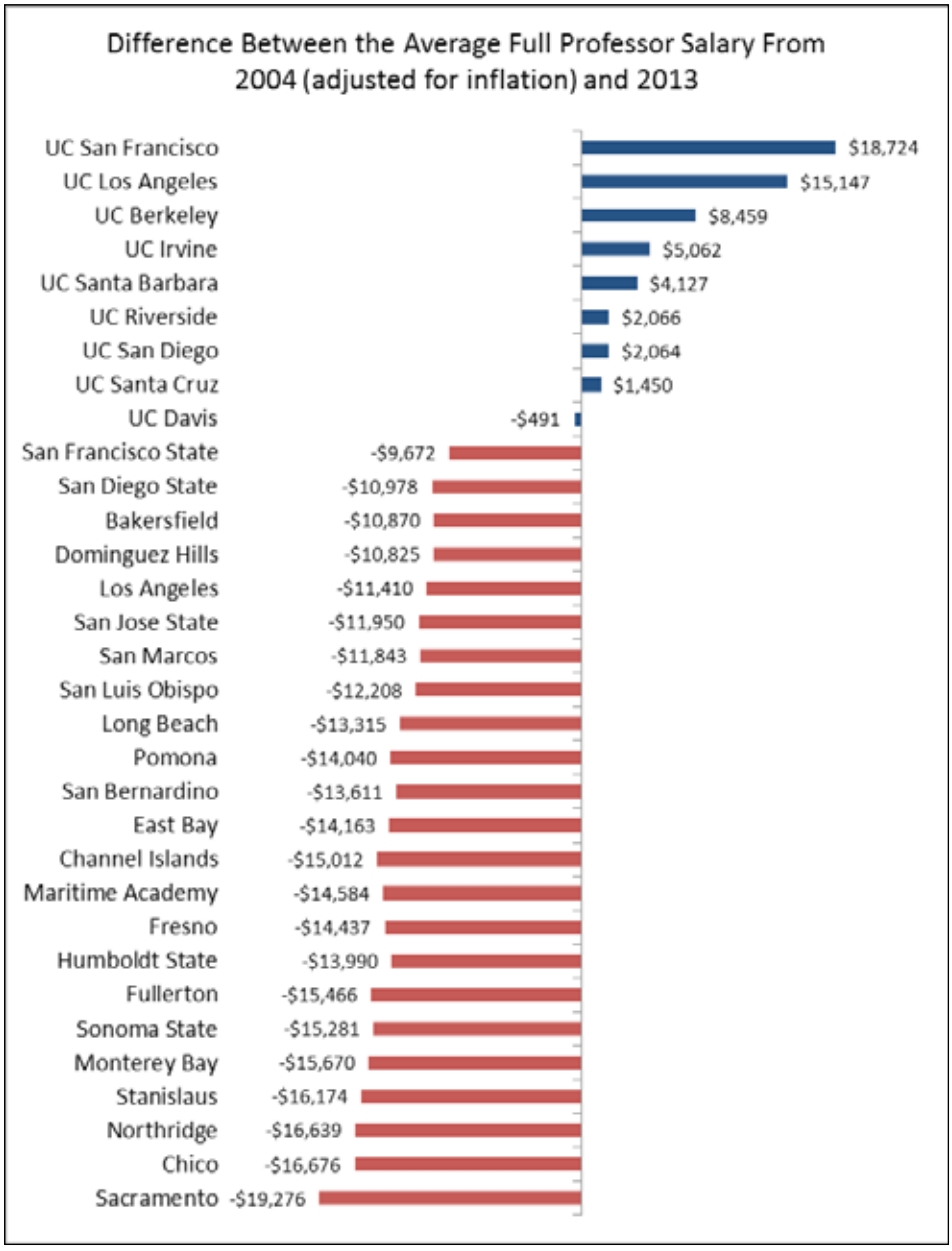


Figure 1. Difference between the average Full Professor Salary, UC and CSU, from 2004 and 2013.

- At the rank of Full Professor, the average salary increased in real dollars at every UC campus except for a minor decrease of $491 at UC Davis. At this same rank in the CSU, the average salary decreased in real numbers at every campus.

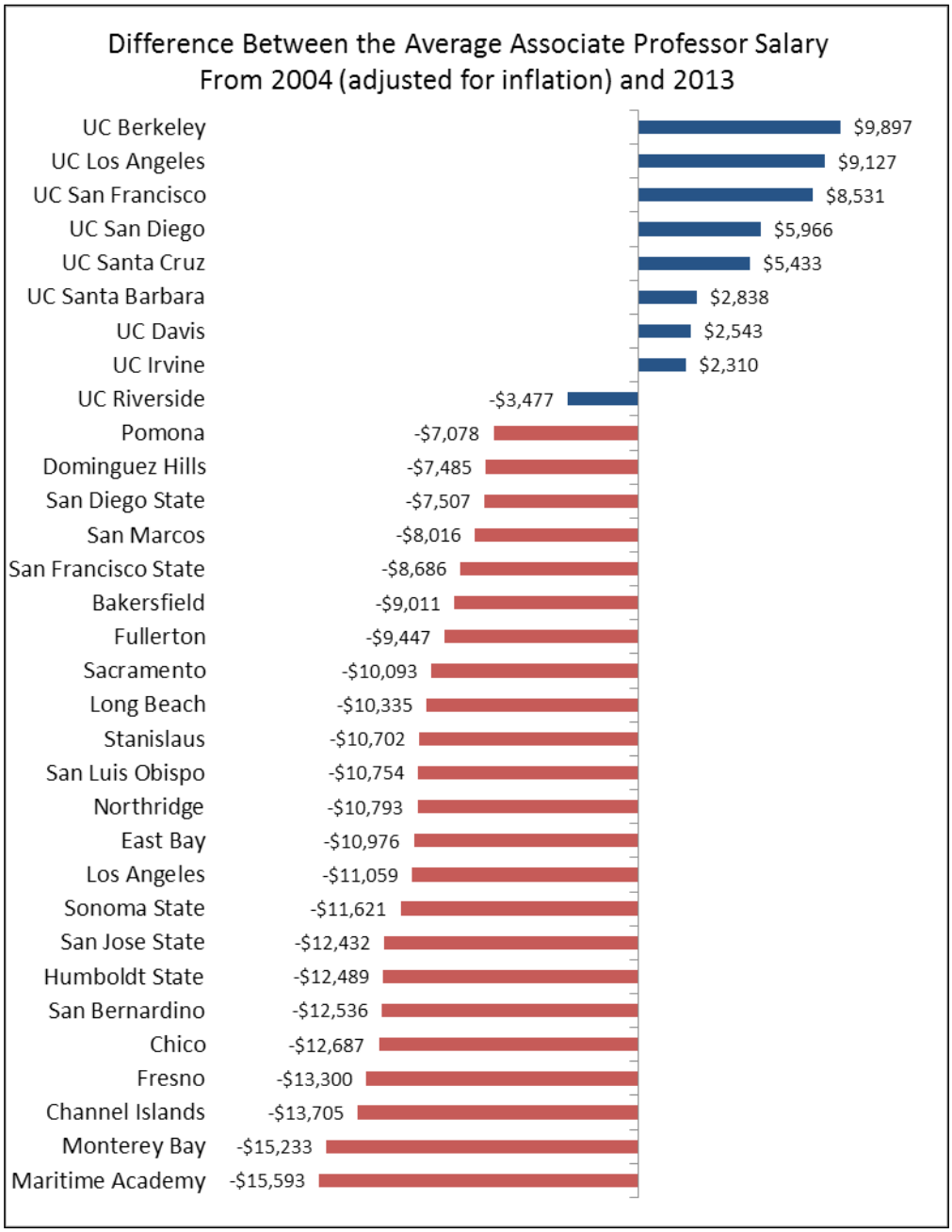


Figure 2. Difference between the average Associate Professor Salary, UC and CSU, from 2004 and 2013.

- At the rank of Associate Professor, the average salary increased in real dollars at every UC campus except for a decrease of $3,477 at UC Riverside. At this same rank in the CSU, the average salary decreased in real numbers at every campus.

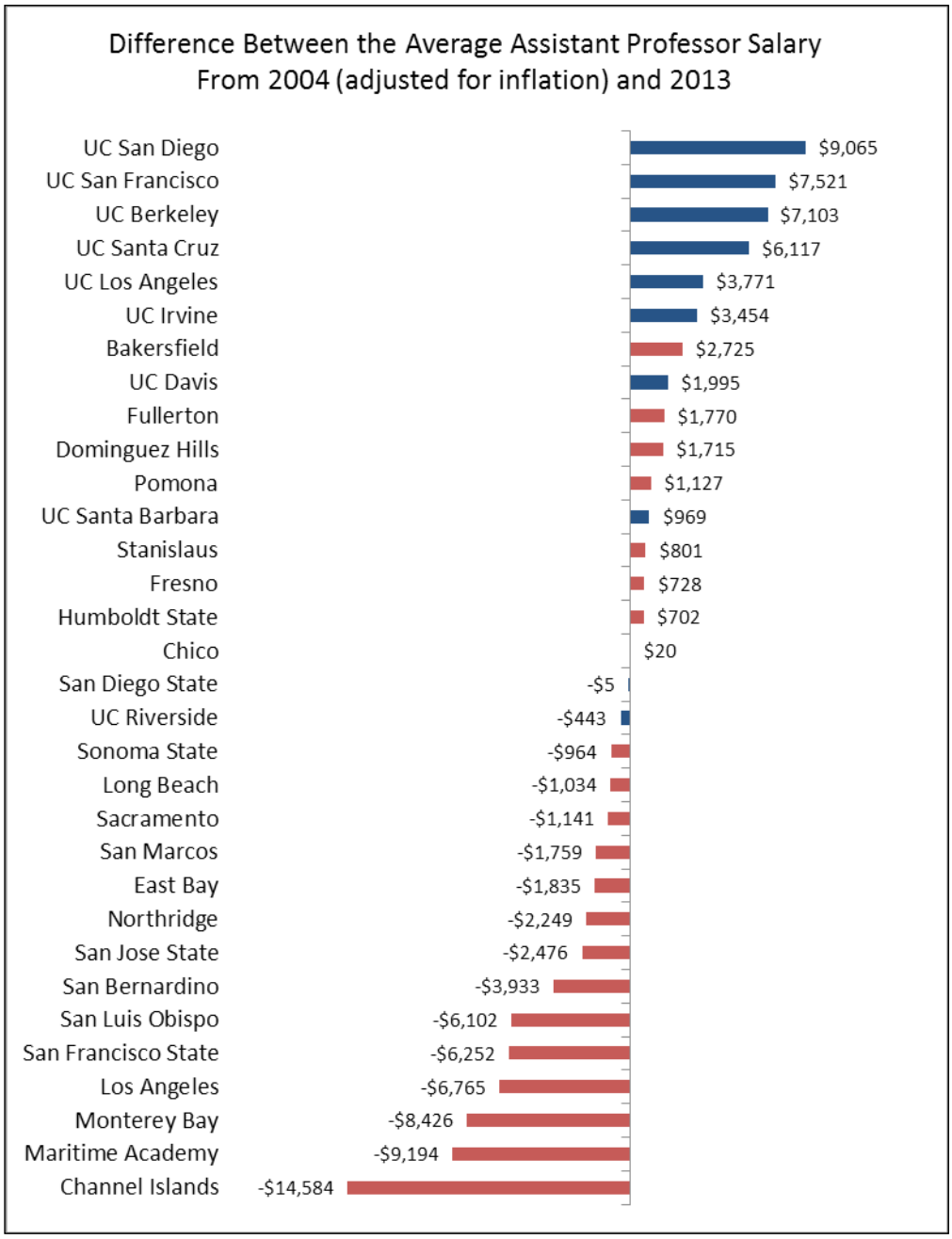


Figure 3. Difference between the average Assistant Professor Salary, UC and CSU, from 2004 and 2013.

- At the rank of Assistant Professor, the average salary increased in real dollars at every UC campus. At the same rank in the CSU, 15 of the 23 campuses saw a decrease in average salary. Only 8 campuses saw increases and generally smaller ones than at UC campuses.

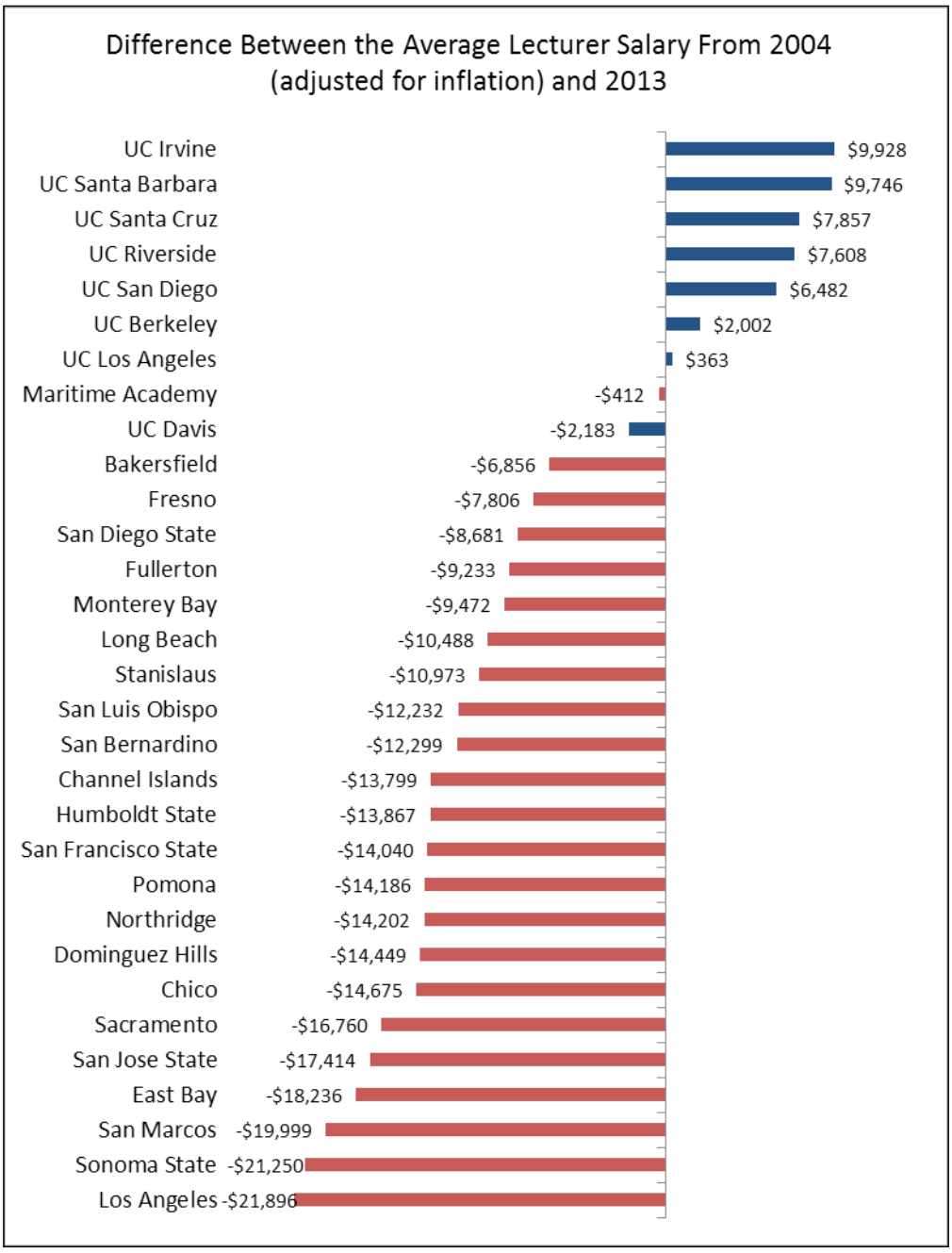


Figure 4. Difference between the average Lecturer Salary, UC and CSU, from 2004 and 2013.

- At the rank of Lecturer, the average salary increased in real dollars at every UC campus except for a decrease of $2,183 at UC Davis. At the same rank in the CSU, the average salary decreased in real numbers at every campus.