Louisiana 2020: Overcoming Barriers and the Tragedy of the Commons

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Executive Summary

- **Faculty concerns about the long-term health and success of Louisiana Higher Education remain.** Most faculty are broadly pessimistic about the future of higher education, linking it to insufficient salaries and resources. Many faculty are discouraged and actively seeking to leave the state for other opportunities.
- **There are on-going concerns about meeting retirement needs**. Across disciplines, faculty are worried about having enough money to retire. Failure to ensure annual cost-of-living raises (or merit raises) reduces effective purchasing power. As retirement packages are determined by salary and contributions, this creates a significant deficit in retirement income relative to inflation and cost-of-living.
- **There appear to be discipline-specific differences in satisfaction with and ability to meet essential cost-of-living and healthcare expenses.** Disciplines with higher levels of compensation appear to be better situated to survive periods without cost-of-living or merit-based raises. Disciplines with lower levels of compensation find it more difficult to meet basic needs, including the ability to meet recurring expenses (cost-of-living) and health care needs.
- **Salary inequity (both between disciplines and relative to SREB and national averages) is a driver of both faculty attrition and difficulty in filling open positions.** This inequity disproportionately impacts the liberal arts, education, and basic sciences. Faculty report difficulty recruiting quality applicants due to both discipline and state salary inequity.
- **Salary inequity in the liberal arts, education, and basic sciences lead to difficulties meeting general education requirements across institutions.** Lower-compensated disciplines tend to be service providers by meeting general education requirements across majors. Higher-compensated disciplines are generally not represented in general education requirements and would have little student interaction outside their field. Faculty attrition in lower-compensated disciplines has higher institutional and state impact than attrition in more specialized and higher-compensated disciplines.
- **Faculty attrition in general education disciplines and overemphasis on STEM/workforce development can make students less competitive relative to other states**. Many skills identified as in-need by recruiters and human resources are not technically oriented. Underemphasis of liberal arts and other humanistic disciplines makes it difficult to meet these transferrable interpersonal skill needs.
- **Enrollment and tuition/fees are not effective means of addressing faculty compensation**. There are fundamental flaws in enrollment-driven compensation models. The growth required to ensure consistent cost-of-living raises is unsustainable. The likelihood of growth sufficient to ensure merit-based raises is even more difficult to attain. Tuition and fee increases can meet short-term salary goals but are also unsustainable as colleges price themselves out of realistic attainment and competition with other institutions.

Introduction and History

The 2020 Louisiana Faculty survey is the second of an on-going series aiming to capture trends in faculty experiences after a decade of state budget cuts to higher education. The series began in the Fall of 2016 with a pilot study at McNeese State University in Lake Charles before being administered across the state in the Spring of 2017. The resultant report ("The Data and the Discontent") is available through McNeese State University and The Advocate.[1]

The 2017 study illustrated profound challenges facing higher education in Louisiana and suggested a pessimistic outlook towards the future. A majority of faculty indicated that they were looking to leave the state to pursue other opportunities (both inside and outside higher education). The 2020 study represents a philosophical shift – while it surveys and addresses faculty concerns, it does so with an aim of identifying opportunities for both student and faculty recruitment and retention.

This philosophical shift represents an attempt to correct the narrative about higher education in the state of Louisiana. Anecdotally and individually, faculty and administrators have indicated that they felt the public and legislature viewed higher education as an enemy – a mixture of policy choices and rhetoric have painted higher education as "divisive" or "corrupting" and called for a greater emphasis on workforce education. This represents a significant challenge to both higher education (in terms of correcting this public perception) as well as meeting essential state needs – workforce preparation is more than development of job-specific skills (a point developed in the discussion below).

The current study was developed by ALFS in the Fall of 2019 and administered in the Spring of 2020. The study was based on the 2017 study but modified to increase the granularity of the data produced which allowed for additional analysis of variable interaction.

Methods

Qualitative and quantitative questions were initially developed in open discussion at the quarterly meeting of the Association of Louisiana Faculty Senates and then revised in committee. The survey was built in CheckMarket[2] and implemented a mixed methodology involving open responses, rank preferences, and five-option Likert scales. Faculty were asked stratifying questions to determine the possible effect of factors like rank and discipline on their answers. The full question list is included in Table 1.

Participants

Participants were initially recruited through the ALFS listserv – recipients then forwarded the survey link for general distribution to their faculty (at both two- and four-year degree granting institutions). The survey was available from January 1 through January 31, 2020.

[1] https://www.mcneese.edu/wp-content/uploads/2020/08/The-Data-and-the-Discontent-Final-Report.pdf or https://www.theadvocate.com/pdf_de235192-8515-11e7-bf3f-9f25190c737d.html. Accessed October 12, 2020.
[2] Available at www.checkmarket.com.

Results

In total, 788 faculty responded, representing a significant increase over the 525 respondents in the 2017 survey. The vast majority (73%) were new participants in the survey. Faculty represented both two- and four-year degree granting institutions, nearly all were public universities or colleges (98%). Their responses are summarized in Figures 2.01-2.59 (see Appendix).

Quantitative Data

The quantitative data collected were subjected to separate analyses – the first reflecting trends across all faculty, regardless of rank, discipline, or experience. The second set of analyses were conducted using more granular data to explore possible differences between respondent groups.

Summary Data

These results are generalized summaries – conditional analyses noted variations across disciplines as explained below.

As in 2017, the majority of respondents were not native to Louisiana (65%; 53% American, 12% International). The majority of respondents came from the humanities (29%) and the sciences (23%), followed by healthcare and "other" disciplines (15% and 14%, respectively). Education, business, and engineering all contributed less than 10% of the respondents. The vast majority of respondents teach in professions and programs that meet essential state needs like job training, health care, and primary/secondary education. A plurality would apply for their positions again (40%), but half of faculty (50%) indicated that they would not encourage others to apply for positions in Louisiana higher education. Nearly half of the respondents indicated that they were considering leaving or actively looking to leave Louisiana for other opportunities in higher education (46%).

The vast majority (81%) indicated that their current salary is either unacceptable or lower than appropriate, with 84% indicating that their salaries were incommensurate with the national average and below or well below the SREB average (80%). Overall, faculty have been able to afford housing (49% indicate that their salary has allowed them to buy a home while 32% indicate that it has not). A plurality of faculty noted, however, that their salaries are not adequate to meet the cost of living in their communities (46%). A plurality of faculty (43%) noted that their annual salary was inadequate to meet their health care needs. A majority of faculty (70%) noted that their annual salary was inadequate to meet their retirement needs.

The vast majority (84%) of faculty indicated that state reductions in higher education have them worried about their future, including their sense of stability, long-term plans, economic status, and ability to remain in the state. Half of the respondents (50%) have made changes to their retirement plans due to state funding reductions.

Faculty had mixed perceptions of administration. A plurality (42%) of respondents felt that their administration did not provide adequate training or professional development. The majority (53%) did not feel that administrations made the campus faculty-friendly or that they did enough to offset increases in health care costs (65%). Pluralities of faculty believe that the administration does not attempt to replace retiring or departing faculty members (43%) or participate in shared governance (41%).

Faculty endorsed a variety of potential policies as influencing them to stay in Louisiana higher education. Raising salaries were strongly endorsed – nearly all faculty said they would stay in Louisiana if their salary were raised to the national (91%) or SREB (88%) averages for their respective ranks and disciplines. Strong majorities endorsed staying if their health care were fully covered (83%) or if higher education were given budgetary priority (88%) in the event of deficits. A majority also indicated a willingness to stay if faculty were involved in a decision-making capacity in setting education policy (69%).

Conditional Analyses

Additional analyses were conducted using reporting on rank, discipline, and years teaching (nationally and in Louisiana).[3] The 2017 analysis occurred after a decade of economic policy under Gov. "Bobby" Jindal in which public/private funding for higher education was effectively flipped. This funding shift had significant impacts on faculty, as evidenced in the 2017 study (Butkus & The Association of Louisiana Faculty Senates, 2017). During the planning phase, it was speculated that newer faculty (those hired after Gov. John Bel Edwards took office) might have different experiences than faculty active before or during Gov. Jindal. For instance, it was suggested that faculty working in the years before Gov. Jindal (21+ years) might have had different opportunities to purchase a house or start a family than those who were hired more recently (0-5 years).

This expectation was not borne out – there was little actual variation between experience categories. Some questions had variations, but not in the manner expected. When asked whether they would encourage others to apply for positions in Louisiana higher education, all categories disagreed or strongly disagreed (average 69.77% of those responding SA/A/D/SD; n=557), but those who had been teaching between 11-15 years disagreed nearly 10% above the average (79.38%; n=97). This same category was marginally less likely state that their salary allowed them to buy a house (55.86%; n=111) relative to the average (60.53%; n=638). This category was also more likely to disagree with their salary allowing them to start or expand their family (72.50%; n=80) relative to the average (62.70%; n=468). These variances did not rise to the level of significance, however – all were within 2 standard deviations of the average. However, apparent disparities were evidenced between disciplines. Data for conditional responses are represented in Figures 3.01-3.09.

Qualitative Data

Thematic analyses were conducted in the guided free response questions. Trends emerged in areas of attracting/retaining students, attracting/retaining faculty, and perceptions of the state of higher education in Louisiana.

Attracting and Retaining Students

The qualitative responses concerning student recruitment and retention identified both strengths and weaknesses across the state. Many perceptions of strength in recruiting involved financial

[3] The conditional analyses were conducting by subtracting the responses of those faculty neither agreeing nor disagreeing with the statement in the survey question, reducing the total number of participants for particular questions. Percentages reflecting agreement/disagreement with a particular statement should not be understood in terms the total number of respondents to the survey. The impact of this decision will be discussed in the limitations section below.

approaches, including the TOPS program, efforts at fee reduction, and low tuition relative to competitor schools and systems. Additionally, online programs, sports programs, and holistic admission practices were perceived as recruiting strengths. Perceptions of strong student retention also involved the above financial approaches as well as improvements in interpersonal elements like mentoring and advising, personal contact and smaller class sizes, as well as student support services (LSU Cares was mentioned repeatedly).

Faculty-identified weaknesses in recruiting include a perception of reduced academic standards for candidates, pressure to pass students regardless of their quality, and deceptive advertising (several faculty contrasted heavy emphasis on student amenities with dilapidated campus structures – for instance, the LSU lazy river was contrasted with the state of its library). Faculty-identified weaknesses in student retention revolved around grading and academic integrity. Many faculty endorsed concerns about an overemphasis on passing/retaining students (for instance, feeling punished if they awarded D, F, or W grades). Faculty suggested that this led to both grade inflation as well as lower standards for the institution (with a "watering down" effect on the meaningfulness of the resultant education). Faculty also voiced concerns about academic integrity, feeling that violations were not adequately addressed or that reporting them was discouraged.

When asked about barriers to recruitment and retention, several trends emerged. Faculty-identified barriers to recruiting included faculty burnout and turnover, weaknesses in the state's reputation in higher education, institutions that are escalating student fees, negative perceptions of higher education in the public and government, and a lack of diversity in both university administration and the faculty. Barriers to student retention included a lack of a campus community (especially in campuses with a high population of commuting students), a lack of student preparedness, incurring debt, and institutions with deficits in student support (academic program support, mentoring opportunities, and personal contact).

Attracting and Retaining Faculty

The survey identified both strengths and weaknesses in faculty recruiting and retention. Faculty identified multiple elements that drew candidates, including the state culture (particularly the food and tourism), research opportunities (primarily in research-oriented institutions), hiring individuals with ties to the state, collegiality, and a perception of a bad job market and relative scarcity of tenured positions nationally. Strengths in faculty retention echoed recruiting, with job scarcity, academic freedom, culture, and spousal hires and local family represented. Additional strengths seemed to be institution or discipline specific, including smaller class sizes and collegiality.

Faculty-identified deficits in recruiting including deceptive hiring practices (advertising salaries higher than what was actually offered or with different benefits), significantly lower salaries relative to the SREB and national averages, limited opportunities for advancement, and pay inequity (both between disciplines as well as between old and new hires). Faculty-identified weaknesses in retention included many viewing jobs in Louisiana as "stepping stones" to positions elsewhere (and subsequent attrition), low morale, and uncompetitive salaries. Faculty also identified mixed administrative support or an absence of meaningful shared governance, but this seems to be institution- and program-dependent.

Faculty identified barriers to recruitment, including noncompetitive salaries, inadequate facilities (or a lack of maintenance), a poor national reputation for higher education, and an overall lack of

diversity in faculty and academic leadership. Barriers to faculty retention included significant concerns about the retirement options available, the lack of raises (including failure to keep up with basic inflation and cost-of-living increases), lack of public support for higher education, lack of diversity in academic leadership and faculty, and an identified tendency to hire from within (which many faculty identified as simply perpetuating and reinforcing existing problems).

State of Higher Education in Louisiana

Two free response questions addressed perceptions of higher education as a whole, specifically identifying the most significant issues facing students and faculty in Louisiana higher education. Many faculty noted challenges like better college preparedness in K-12 education, concerns about students facing escalating debt and the costs of higher education, developing transferrable skill sets, increasing diversity and representation, reduced funding for resources and programs, competition from states with more investment in higher education, and brain drain (loss of both students and faculty to out-of-state institutions). The biggest issues facing faculty in Louisiana involved salary issues (such as raises to meet basic cost-of-living increases or merit-based raises), recruiting quality faculty, improving state support for higher education, and increasing opportunities for minorities (such as education and job training).

Discussion

Meaningful trends emerged from both the qualitative and quantitative data. Trends emerged both across and between participants, as noted in the conditional analyses below. These trends represent significant philosophical challenges and policy opportunities.

General trends in quantitative and qualitative analysis

The general data point to several trends and themes in issues and demographics. While the data collected here is more granular than what was collected in 2017, most of the concerns remained the same. The majority of respondents were non-native to Louisiana who were attracted here by job prospects in public higher education. The vast majority are also pessimistic about the future of higher education and would not encourage others to apply here. The vast majority are invested in state retirement systems and are worried about their ability to meet costs of living and health care, both during periods of active employment and retirement. The vast majority teach courses for professions necessary to meet essential public needs (e.g., job training, health care, primary/secondary education, infrastructure development, working with disadvantaged populations, etc.). The vast majority teach skills and courses needed for professional accreditation (e.g., ABET and other program-certifying organizations). The vast majority are earning below or well below national and SREB averages for their rank and discipline, which is impacting their job satisfaction and serving as a driver for many to find other employment.

Faculty noted that their salaries were able to meet some needs but not others. For instance, more faculty have been able to afford buying a house than have not, but more find that their salaries do not meet the cost of living in their community (so while they may be able to afford a mortgage, other costs can be a challenge). Salaries generally were not adequate to meet health care costs, retirement needs, or allow for professional development opportunities.[4] State reductions in

[4] It is important to note that the ability to attend conferences and engage in development programs are drivers of keeping faculty current in their disciplines and help to improve the reputation of both institutions and higher education in Louisiana in general. The effect of gains and losses in educational reputation is discussed below.

higher education have led to concerns across professional opportunities, including perceptions of job insecurity, difficulty filling vacant positions, concerns about maintaining economic status, ability to remain in the state, and other long-term plans. Faculty raised several concerns about their institutions' administrations, including inadequacies in training and professional development, deficits in covering increases in health care costs, deficits in replacing retiring or departing faculty members, deficits in shared governance, and a lack of effort to make campuses faculty-friendly or to keep them clean and in good working order.

In addition to the above results, the conditional analyses deserve additional exploration. As noted in the results section, no particular differences between categories exceeded two standard deviations from the mean. However, some recurring trends approached significance ($1.5 \leq x < 2.0$ SD), suggesting that additional analysis and surveying is warranted, and that the current data point towards differences in the lived experiences of faculty between disciplines. For instance, it seems likely that individuals responsible for teaching in education disciplines are having different experiences than faculty in engineering, potentially due to significant differences in salary (Table 5). This disparity points to a larger issue of equity between disciplines – the data suggest that individuals on the lower end of the pay scale in their universities (regardless of rank or discipline) face challenges that those at the higher end do not. This can translate into difficulty buying a home in a desired school district, differences in health care access and utilization (producing larger health disparities), differences in retirement planning, increased dependence on multiple salaries, and greater willingness to leave the state for other opportunities. This type of concern points to larger ethical issues (such as distributive justice) in higher education compensation.

Equity

There are legitimate concerns about fairness in compensation, and universities have both philosophical and institution-benefitting reasons for addressing them. Philosophically, while there are differences in skill sets conveyed by technical versus humanistic disciplines, both are essential to generate graduates competitive for jobs and professional training (see below). Additionally, the lower-compensated faculty tend to have greater responsibility in meeting general education requirements (see Figure 4). Grouping math, natural science, and social science together produces approximately equivalent requirements as liberal arts and humanities for most degree types, but these groupings do not always occur. Some universities, for instance, separate social science from natural science (for instance, placing sociology in liberal arts and psychology in health professions). If social science is plastic, then the general education division between liberal arts and sciences is *at most* approaching equivalence if not disproportionately dependent on liberal arts. Some of the highest levels of compensation occur in disciplines with no general education requirement (e.g., engineering, law), meaning that the majority of students will never work with these faculty or departments. Historically, arguments about disproportion in faculty salary have revolved around issues like earning potential in private industry and the cost of obtaining/providing particular degree types. Degree costs (e.g., labs, equipment, etc.) certainly justify additional fees for these types of courses, but it is unclear how that translates into justification for disproportionate or inequitable compensation. Private industry earning potential warrants additional exploration – while certain majors and fields enjoy popular support for higher earning potential, the data is mixed about how justified this conclusion is (Carlson, 2018; Deming, 2019; Grasgreen, 2014; Hershbein & Kearney, 2014; Morrison, 2019; Social Security Administration, 2015). For instance, most studies note that all bachelor-level degrees yield higher lifetime earnings. Only some suggest that fields like business or STEM degrees yield higher lifetime earnings, while others note that engineering and STEM start quickly but are

caught by humanities majors by mid-career. There are variables to consider like cross-application of "soft skills" (normally associated with arts and humanities) yielding more success than technical skills (which may be rendered obsolete as technology advances). Such "soft skills" are not position-dependent and as such, may allow for greater employment flexibility than technical education. In conditions of job scarcity, skill sets that apply broadly allow for greater placement than those with limited application – there are fewer positions matching those technical skills. Similar concerns obtain when we switch focus to graduate degrees working in professional settings – it is unclear how a terminal degree in one discipline necessarily translates into greater earning potential than another (due to similar concerns about position scarcity and cross-application of skill sets). This issue warrants additional exploration.

In terms of self-benefit, institutions of all types experience greater employee satisfaction, retention, and effort when employees feel that conditions are just and equitable (Adams, 1963a; Adams, 1963b; Adams & Freedman, 1976; Al-Zawahreh & Al-Madi, 2012; Berkowitz, Fraser, Treasure, & Cochran, 1987; Carrell & Dittrich, 1978; Ceplenski, 2013; Deconinck & Bachmann, 2007; Dittrich, Couger, & Zawacki, 1985; Lawler, 1968; Pritchard, 1969). Promoting inequitable pay and benefit arrangements drives employees to feel devalued and adjust their levels of output accordingly (for instance, lowering output or stealing from employers). Failing to adjust pay to level of effort drives dissatisfaction and alienation from organizational goals – it is difficult to get philosophical "buy-in" from faculty who do not have faith in the organization or the system. Even efforts to increase compensation may end up furthering inequity – if a faculty member in discipline A earns $100,000/year and a comparably-ranked faculty member in discipline B earns $40,000/year, an across the board 4% increase increases the disparity between their salaries (a $4000 raise versus $1600 raise creates an additional $2400 difference between salaries). As the present data suggest, faculty in lower-paid disciplines are more likely to report job dissatisfaction than those in higher-paid disciplines, driving alienation and attrition in fields necessary for Louisiana (e.g., education and healthcare). Both institutions and the state would be better served by exploring avenues of decreasing pay inequity and increasing job satisfaction if they want to be able to meet their goals.

Workforce Development

Current policy in Louisiana emphasizes workforce preparedness and development. It is entirely reasonable for the state and state systems to be concerned about economic drivers for state prosperity. This emphasis on workforce development, however, has yielded some concerns about curricular preferences. While workforce development and emphasis on technical skills are important in higher education, there are compelling arguments that these philosophies can place graduates in a position of relative risk. Graduates can be stunted or professionally disadvantaged by overemphasis on particular specialized (i.e., non-transferrable) skills. Consequently, there is also a strong argument for education for the sake of education (e.g., intrinsic value, greater lifetime earnings for four-year degrees and higher, correlations with less utilization of medical and legal services, etc.) as well as broader education in the liberal arts and humanities. Several issues fall under this consideration.

<u>Diversity, Inclusion, and Perspective-Taking</u>

First, many universities have increased their program offerings in diversity, in addition to shifting and adjusting their organizations to overcome historical disparities in leadership demographics (for instance, increasing the role of women and minorities in institutional leadership). Dialogue with local communities and national attention to social media crises have

led to increases in demand for diversity training. A lack of diversity has been a historical problem in academia and is especially prevalent in professional scientific and technical fields (National Science Foundation, 2019). The concept of "moral imagination" (being able to approach an issue from another's viewpoint, values, and experiences) is usually not covered in formal education in the sciences – such experiences typically occur through heterogeneous learning environments (such as diverse classrooms) and contact with as well as formal education in these backgrounds and experiences (such as targeted courses in history, art, music, sociology, literature, language, etc.). In short, overemphasis on STEM and workforce development can place graduates at risk of failing to develop the skills needed to work in multicultural environments, potentially decreasing their employment opportunities as well as placing their employers at risk.

Critical thinking and communication

Second, companies and other institutions routinely perform self-evaluations to determine strengths, weaknesses, opportunities, and threats, both in formal SWOT analysis as well as other qualitative and quantitative analyses. Human resource departments routinely identify critical thinking and communication skills as being areas needing improvement (rating their employees as "average" at best), skill sets routinely associated with the liberal arts (via writing and composition, communication classes, philosophical/logical analysis and argumentation, etc.). Google performed two analyses in recent history highlighting the importance of cultivating non-technical skill sets – Project Aristotle and Project Oxygen (Duhigg, 2016; Google, 2014; Harrell & Barbato, 2018; Harrell & Barbato, 2018; Impraise, 2020a; Impraise, 2020b). In identifying the skills that drove innovation, teamwork, and effective management/leadership, technical skills ranked well below the ability to work in groups and other traditional "soft" skills. Failure to emphasize these skills places graduates in weaker positions relative to other programs and states – disinvestment in higher education and the deemphasis of disciplines that historically have been the drivers of critical thinking, communication, and perspective-taking make Louisiana graduates less competitive. This manifests in lost economic opportunities for the state, and local jobs going to mobile workers from other states (especially in industrial or business centers nearer to adjacent states).

Enrollment-based funding

Faculty raised concerns about basing professional development and raises on funding models emphasizing enrollment as a primary revenue source. Stagnant faculty salaries over nearly a decade have significantly reduced actual purchasing power – salaries that fail to account for cost of living increases and increased employee contributions to health care effectively reduce the ability of faculty to afford to live in their communities. The concern has several facets.

Long-term tenability

First, it is easier for many institutions to fail to meet their enrollment goals than to meet them. Institutions may be able to recruit enough students to meet their operating expenses, but if tuition is the primary driver for faculty remuneration, it is significantly harder to meet higher enrollment goals. A simplified scenario is presented in Table 5, showing a sample institution of 10,000 students and the experience of a faculty member earning $50,000/year.[5] If enrollment is the

[5] There are a number of assumptions built into this model. First, it uses a compound interest approach assuming annual inflation of 2% - actual inflation rates vary year-to-year, but many projections assume a 2% average.

primary driver for faculty salaries, the institution would need to see 2% growth per year in order to maintain its current budget. While 2% might be attainable for a particular year, it does not follow that *annual* 2% growth is a reasonable expectation – there are multiple factors impacting a student's ability to enroll (e.g., proximity to a physical university, attitudes toward higher education, willingness to incur potential debt, ability to afford tuition, etc.). As these projections increase, the university will need to grow by approximately 2500 students over 10 years in order to meet basic operating costs (including annual cost-of-living raises, not merit-based raises). If faculty efforts are rewarded (merit-based raises), these projections need to be significantly higher. A university offering 4% raises/year (which might be needed to raise salaries to the SREB average) would effectively need to double in size by 2030. This is not a reasonable expectation – in addition to difficulty attracting this volume of students, there are also questions about the physical infrastructure and capacity (housing, instruction, facilities, internet access, etc.). Additionally, there is a "warm body" problem – projected enrollment in higher education is not expected to meet the 2% annual growth needed to meet cost-of-living increases, let alone merit-based increases. In fact, enrollments are only projected to increase 3% *total* between 2017 and 2028 (Hussar & Bailey, 2020). Related to this, many Louisiana institutions are competing for the same students. There is not sufficient statewide growth in student populations (or even regional growth commensurate with the projected enrollment needs), creating conditions of scarcity. While online education can be a draw for students outside the normal catchment area for a given institution, it also increases the competition for these students between Louisiana schools as well as schools around the nation. If there is no "value add" for a particular institution (e.g., a meaningful difference between a comparable degree at institution A versus institution B), then there is no strong incentive to pick one over the other outside of name recognition or price point. While this encourages institutions to make education affordable for their students, it also reduces the pool of resources necessary to recruit and retain faculty.

The second element of the table looks at the impact on this faculty member's salary if cost-of-living increases are not met. Each year that this salary fails to meet a cost-of-living increase, the effective purchasing power of this faculty member is reduced. After ten years, the $50,000 salary is equivalent to earning $37,800, which creates profound challenges in meeting housing, schooling, and health care requirements. As faculty are often asked to increase their contributions for benefits like health care, this reduction in purchasing power is worsened. This becomes a driver for faculty to seek outside employment (which can create conflicts of commitment) or to seek employment elsewhere that provides better compensation (as observed in the primary response data and discussed below). This extends into retirement – disparities in salaries create disparities in available retirement salary, meaning that a career spent in the liberal arts or education is likely to yield a lower quality of life after retirement than a career in the sciences or engineering. This is another driver of attrition in fields necessary for meeting essential elements of general education and critical thinking, ultimately reducing the state's ability to graduate a competitive workforce and reducing the state's national reputation in both employment and education.

Second, it assumes that there are no increases in state funding above current levels, no increases in tuition or student fees, no new sources of external funding, and no additional costs experienced by the institution. This hypothetical situation is not the actual state of being for institutions in Louisiana – enrollments vary (with some below and some above this average), faculty salaries vary (although most faculty are earning less than the SREB average for their rank and discipline), and institutions actively engage with their alumni and external donors for additional revenues. However, it is believed that all institutions face variations on the points illustrated here, as salaries across the board have failed to meet cost-of-living increases. Finally, $50,000 is not necessarily representative of some faculty members salaries – it is more indicative of new faculty in disciplines like the humanities, social sciences, and education.

Relationship to pay equity

This concern dovetails with the concerns noted above – faculty earning above average salaries are more likely to be able to weather periods of stagnant salaries. Higher-compensated disciplines may not experience the same pressures as lower-compensated disciplines, as evidenced by differences in the conditional data noted above. This impacts several areas in recruiting and retention, especially in disciplines below the SREB salary average.

Academic institutions are facing challenges in recruiting faculty. While some job markets are worse than others (and hence, some disciplines face more competition even for below average salaries), recruitment problems have been identified across disciplines statewide (philosophy, psychology, business, natural sciences, etc.). Some institutions are unable to recruit any of their top candidates (e.g., going with fifth- or sixth-ranked choices, running multiple searchers, leaving positions unfilled, etc.). In addition to the data disclosed in the qualitative responses, individual faculty members have provided specific instances of difficulty recruiting. Programs are unable even to recruit candidates with no other options (for instance, new PhDs are electing to remain at their primary institutions as an adjunct or in other capacities rather than take tenure-track positions in Louisiana higher education). This has direct impacts on student opportunities – the inability to fill positions translates into fewer courses that can be offered, fewer professional development opportunities (for instance, faculty to provide and oversee internship opportunities), and increased class sizes to meet demand (which reduces individual student contact and potentially impacts how material is taught and evaluated). There are diminishing returns on increased class sizes which ultimately reaches a tipping point, yielding sub-par education. It will be difficult to recruit students into programs that are known to be overcrowded and in which students are less likely (or unlikely) to receive individual attention. We cannot expect students to be satisfied with Louisiana higher education if it is not meeting their needs.

A failure to meet staffing needs also impacts faculty and the quality of the work they produce. Increasing class sizes to compensate for hiring deficits translates into increased faculty loads (e.g., advising, reduction in professional development opportunities as university-responsibilities increase, reduction in research and experimental time, etc.), reductions in *individual* student contact hours (while there might be a net increase, it would be due to volume rather than spending more time per student), changes to pedagogy (for instance, semester papers that would be opportunities to foster critical thinking skills may give way to multiple choice tests to meet grade submission deadlines), reduced faculty satisfaction (the above perceptions of fair working environments apply – increasing workloads without increasing compensation is a driver of perceptions of both inequity and a lack of fairness). Dissatisfaction (and disaffection) with the institution and/or working environment are drivers of faculty attrition. This is a significant concern – two-thirds of respondents are not optimistic about the future of higher education in Louisiana, nearly half are looking to leave Louisiana higher education, and 1 in 4 are looking to leave their institution or higher education. The highest ranking job satisfaction element for faculty was fair compensation, the highest policy preferences for faculty were raising salaries to the national or SREB average, and faculty would be significantly more willing to remain in Louisiana to teach if their salaries were raised to the national (81%) or SREB average (88%).

Recruiting and retaining faculty is essential to maintain the health and reputation of Louisiana educational programs – if students perceive a better return on their investment elsewhere (e.g., on the national market), there is a real risk of lost opportunities and decreased enrollment, which compounds the issues raised above.

Raising tuition and fees

The hypothetical model presented above assumes that there will not be additional tuition increases or fees assessed. This is not current practice. Many institutions in Louisiana are using tuition and fees as means of increasing revenue. Like enrollment-driven models, this is likely not to be sustainable. The draw for many institutions is low tuition (both in serving newly recruited students or efforts to return students to the classroom (e.g., the CompeteLA program - www.competela.org)). As tuition and fees increase, there is a real risk of pricing students out of higher education (or to a financial equivalence point with out-of-state institutions which might have better reputations) which undermines policies dependent on higher numbers. Simply put, short-term solutions like higher tuition and fees can create long-term deficits, making enrollment-based models untenable. Institutions that must rely on increasing tuition and fees therefore have a vested interest in advocating for increased state funding of higher education.

Limitations

The analysis above notes several limitations. First, the largest single demographic of responders came from the humanities, with some disciplines providing significantly fewer responses. This may not be surprising, however, as for many institutions, humanities and general sciences represent larger programs with more faculty than smaller or more specialized programs. This does mean, however, that some conclusions for less-represented disciplines must be tentative – it is possible that a larger cohort may respond differently. As this is the first year that more granular data is being collected, future studies will need to maintain this granularity and increase the total number of participants to ensure internal/external validity and continuity over time. Second, the study is using faculty salary as a primary driver without modifications – it is likely that spouses' salaries are also impacting responses. Future iterations of the survey will need to increase granularity to account for spousal income and dependents. For instance, it is likely (but not certain) that a two-income household without dependents experiences fewer salary-based impacts than a single parent household (especially if there are additional discipline-based salary differences). In light of the challenges identified by faculty in both the 2017 and current study, it is likely that this increased granularity will both maintain trends identified and shed more light on discipline equity issues.

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Table 1. Survey Questions

1. How would you best describe the institution at which you are currently employed? You may select more than one descriptor.
2. What is the highest degree awarded at your institution?
3. How many years have you worked in higher education in Louisiana?
4. How many total years have you worked in higher education?
5. What is your major area of teaching?
6. How many credit hours are you contracted to teach per semester?
7. How many credit hours are you currently teaching?
8. Are you teaching any courses without compensation? You may enter None or the number of courses and comments.
9. Did you participate in the 2017 Faculty Survey?
10. On the 2017 Faculty Survey, did you indicate that you intended to leave your current job.
11. On the 2017 Faculty Survey, if you indicated you were leaving but stayed in your current job, what was the reason you stayed?
12. What is your current academic rank?
13. What are you considering retirement?
14. Which of the following additional responsibilities are currently part of your position? You may select more than one.
15. If your position involves publication, how many publications do you have in refereed journals?
16. If your position involves bringing in grants or endowed professorships, approximately how much have you been awarded?
17. Please indicate how many, if any, students you have to advise each semester.
18. Do you agree or disagree with the following statement? My advising responsibilities do not interfere with my ability to perform my other duties.
19. Do you have secondary income outside your current academic position (e.g., adjunct instruction at another university, working in another profession, etc.)?
20. If yes, approximately how much does income does this generate?
21. What is your relationship to Louisiana?
22. If you are a non-native, what brought you to Louisiana?
23. Do you have family in Louisiana?
24. Are you invested in the Teacher's Retirement System of Louisiana (TRSL) or the Optional Retirement Program (ORP)?
25. Are the skills and courses you teach necessary elements of an educational program accrediting organization?
26. Are the skills and courses you teach oriented towards professions that meet essential public needs for Louisiana (e.g., job training, health care, primary/secondary education, working with disadvantaged populations, infrastructure development, etc.)?
27. Were you familiar with the SREB faculty salary data (provided at the top of this survey) prior to your participation in this survey?
28. What is your relationship of your salary to the Southern regional average?
29. My salary is commensurate with the national average for faculty of my rank and discipline.
30. How would you best describe your current annual compensation?
31. In order of important with "1" being the most important and "5" being the least important, rank the following elements that impact your job satisfaction.
32. State reductions in higher education funding have led me to explore leaving (or I am leaving)
33. State reductions in higher education funding have led me to believe that my position is no longer secure.
34. If I were to leave, my position would not be filled due to state reductions in higher education funding.
35. I would apply for my current position again.
36. I would encourage others to apply for higher education positions in Louisiana.
37. I would choose to leave higher education in Louisiana if offered a…
38. My current annual salary has allowed me to buy a home.
39. My current annual salary has allowed me to start or expand my family.

40. State reductions in higher education funding have led me to change my retirement plans (e.g., delaying retirement, leaving state retirement funds like TRSL)
41. My current annual salary is adequate to meet my retirement needs.
42. My current annual salary is adequate to meet my health care costs.
43. My current annual salary is adequate to meet my cost of living in my community.
44. My current annual salary has had a positive effect on my ability to attend academic events such as conferences.
45. State reductions in higher education funding has me worried about other areas of my future (e.g., sense of stability, economic status, ability to remain in the state, long term plans).
46. I would be more likely to continue working in higher education in Louisiana if faculty salaries were raised to the SREB average for comparable ranks and disciplines.
47. I would be more likely to continue working in higher education in Louisiana if faculty salaries were raised to the national average for comparable ranks and disciplines.
48. I would be more likely to continue working in higher education in Louisiana if faculty health benefits were fully covered (offsetting increasing premiums).
49. I would be more likely to continue working in higher education in Louisiana if faculty were given more decision-making capacity in setting educational policy.
50. I would be more likely to continue working in higher education in Louisiana if it were given budgetary priority (e.g., higher education being funded before other spending sectors in the event of budget deficits).
51. I am optimistic about the long-term success of higher education in Louisiana.
52. Please indicate the degree to which you disagree/agree with the following statement about the actions and politics of your university's administration. My administration provides resources for professional development.
53. My administration takes steps to make the campus more faculty friendly by providing benefits such as free access to recreational centers.
54. My administration offsets increases in my health care costs.
55. My administration ties advancement, raises, or other faculty benefits to institutional enrollment.
56. My administration attempts to replace retiring or departing faculty members.
57. My administration provides adequate training and professional development.
58. My administration supports shared governance (e.g., seeks faculty input and approval on policy, curricular and program changes).
59. My administration ensures that campus facilities are clean and in good working order.
60. Please rank the following policy options in order from highest priority "1" to lowest priority "6."
61. What do you believe has been the most effective mechanism for your institution to attract new students?
62. What do you believe has been the most effective mechanism for your institution to retain current students?
63. What do you believe has been the biggest barrier to attracting new students?
64. What do you believe has been the biggest barrier to retaining current students?
65. What do you believe to be the most important issue facing students in Louisiana higher education?
66. What do you believe has been the most effective mechanism for your institution to attract new faculty?
67. What do you believe has been the most effective mechanism for your institution to retain current faculty?
68. What do you believe has been the biggest barrier to attracting new faculty?
69. What do you believe has been the biggest barrier to retaining current faculty?
70. What do you believe would be the most important issue facing faculty in Louisiana higher education?
71. What is your overall impression of the state of higher education in Louisiana?
72. Do you have any additional comments you would like to make (policy concerns, institutional challenges, anecdotes, etc.)?

Table 2. Targeted responses by years of experience teaching in Louisiana Higher Education

	Average	0-5 years	6-10 years	11-15 years	16-20 years	21+ years
Question 35	Would apply for position again (SA/A/D/SD n=566/783 (72.3%))					
n		142	88	98	82	156
A/SA	57.24%	58.45%	59.09%	52.04%	63.41%	53.21%
D/SD	42.76%	41.55%	40.91%	47.96%	36.59%	46.79%
Stand. Dev.	4.65%	0.26	0.40	-1.12	1.33	-0.87
p value		0.5919	0.4239	0.0667	0.0413	0.0125
Question 36	Would encourage others to apply in LA Higher Ed (SA/A/D/SD n=557/783 (71.1%))					
n		138	87	97	81	154
A/SA	30.23%	34.06	32.18%	20.62%	37.04%	27.27%
D/SD	69.77%	67.82%	79.38%	62.96%	72.73%	69.77%
Stand. Dev.	6.44%	0.59	0.30	-1.49	1.06	-0.46
p value		0.2543	0.5355	0.0289	0.0773	0.3621
Question 38	Salary allows me to buy a house (SA/A/D/SD n=638/783 (81.4%))					
n		163	96	111	91	177
A/SA	60.53%	60.12%	62.50%	55.86%	64.84%	59.32%
D/SD	39.47%	39.88%	37.50%	44.14%	35.16%	40.68%
Stand. Dev.	3.39%	-0.12	0.58	-1.38	1.27	-0.36
p value		0.8002	0.2636	0.0369	0.0467	0.4695
Question 39	Salary allows me to start/expand my family (SA/A/D/SD n=468 (59.7%))					
n		110	77	80	69	132
A/SA	37.30%	44.55%	37.66%	27.50%	43.48%	33.33%
D/SD	62.70%	55.45%	62.34%	72.50%	56.52%	66.67%
Stand. Dev.	7.12%	1.02	0.05	-1.38	0.87	-0.56
p value		0.0851	0.9154	0.037	0.1243	0.2805
Question 40	Salary caused changes in retirement planning (SA/A/D/SD n=554/783 (70.7%))					
n		137	87	96	80	154
A/SA	71.42%	72.26%	70.11%	67.71%	76.25%	70.78%
D/SD	28.58%	27.74%	29.89%	32.29%	23.75%	29.22%
Stand. Dev.	3.16%	0.27	-0.41	-1.18	1.53	-0.20
p value		0.5842	0.4064	0.0585	0.0268	0.6741
Question 41	Salary meets retirement needs (SA/A/D/SD n=648/783 (82.7%))					
n		166	97	111	93	181
A/SA	15.24%	15.66%	12.37%	11.71%	20.43%	16.02%
D/SD	84.76%	84.34%	87.63%	88.29%	79.57%	83.98%
Stand. Dev.	3.48%	0.12	-0.82	-1.01	1.49	0.22
p value		0.8006	0.1389	0.0859	0.029	0.6426
Question 42	Salary meets health care costs (SA/A/D/SD n=600/783 (76.6%))					
n		150	94	106	85	165
A/SA	45.00%	48.00%	44.68%	38.68%	50.59%	43.03%
D/SD	55.00%	52.00%	55.32%	61.32%	49.41%	56.97%
Stand. Dev.	4.59%	0.65	-0.07	-1.38	1.22	-0.43
p value		0.2177	0.8837	0.0370	0.0528	0.3916
Question 43	Salary meets cost of living needs (SA/A/D/SD n=633/783 (80.8%))					
n		113	56	64	57	105
A/SA	69.17%	63.72%	75.00%	64.06%	75.44%	67.62%
D/SD	30.83%	36.28%	25.00%	35.94%	24.56%	32.38%
Stand. Dev.	5.73%	-0.95	1.02	-0.89	1.09	-0.27
p value		0.1006	0.0852	0.1169	0.0707	0.5779
Question 51	Optimistic about hire education in Louisiana (SA/A/D/SD n=594/783 (75.9%)					
n		150	93	105	84	162
A/SA	17.10%	17.33%	12.90%	12.38%	25.00%	17.90%
D/SD	82.90%	82.67%	87.10%	87.62%	75.00%	82.10%
Stand. Dev.	5.07%	0.05	-0.83	-0.93	1.56	0.16
p value		0.9241	.01376	0.1058	0.0253	0.742

Table 3. Targeted Responses by Discipline

	Average	Bus	Edu	Engin	Health	Human	Prof.	Science	Other
Q. 35	Would apply for position again (SA/A/D/SD n=566/783 (72.3%))								
n		43	51	24	85	157	14	129	84
A/SA	56.31%	72.09%	27.45%	79.17%	49.41%	56.69%	42.86%	59.69%	63.10%
D/SD	43.69%	27.91%	72.55%	20.83%	50.59%	43.31%	57.14%	40.31%	36.90%
StdDev	16.43%	0.96	-1.76	1.39	-0.42	0.02	-0.82	0.21	0.41
p value		0.0299	0.0016	0.0056	0.2736	0.9497	0.0538	0.5789	0.2807
Q. 36	Would encourage others to apply in LA Higher Ed (SA/A/D/SD n=557/783 (71.1%))								
n		42	50	24	82	157	14	127	82
A/SA	29.73%	30.95%	8.00%	54.17%	19.51%	32.48%	21.43%	32.28%	39.02%
D/SD	70.27%	69.05%	92.00%	45.83%	80.49%	67.52%	78.57%	67.72%	60.98%
StdDev	13.86%	0.09	-1.57	1.76	-0.74	0.20	-0.60	0.18	0.67
p value		0.8105	0.003	0.0016	0.0755	0.5922	0.1341	0.6188	0.0998
Q. 38	Salary allows me to buy a house (SA/A/D/SD n=638/783 (81.4%))								
n		53	56	25	98	179	15	143	92
A/SA	59.12%	60.38%	44.64%	80.00%	45.92%	59.78%	46.67%	67.13%	68.48%
D/SD	40.88%	39.62%	55.36%	20.00%	54.08%	40.22%	53.33%	32.87%	31.52%
StdDev	12.70%	0.10	-1.14	1.64	-1.04	0.05	-0.98	0.63	0.74
p value		0.7871	0.0146	0.0023	0.0217	0.8873	0.0276	0.1176	0.0756
Q. 39	Salary allows me to start/expand my family (SA/A/D/SD n=468 (59.7%))								
n		36	34	21	71	123	11	112	76
A/SA	36.66%	41.67%	14.71%	61.90%	25.35%	41.46%	27.27%	37.50%	43.42%
D/SD	63.34%	58.33%	85.29%	38.10%	74.65%	58.54%	72.73%	62.50%	56.58%
StdDev	14.29%	0.35	-1.54	1.77	-0.79	0.34	-0.66	0.06	0.47
p value		0.3544	0.0034	0.0016	0.0602	0.3737	0.1054	0.8727	0.222739
Q. 40	Salary caused changes in retirement planning (SA/A/D/SD n=554/783 (70.7%))								
n		39	49	22	80	144	11	119	78
A/SA	74.17%	84.62%	55.10%	90.91%	56.25%	78.47%	63.64%	82.35%	82.05%
D/SD	25.83%	15.38%	44.90%	9.09%	43.75%	21.53%	36.36%	17.65%	17.95%
StdDev	13.80%	0.76	-1.38	1.21	-1.30	0.31	-0.76	0.59	0.57
p value		0.0694	0.0058	0.011	0.0079	0.4074	0.0678	0.1375	0.1503
Q. 41	Salary meets retirement needs (SA/A/D/SD n=648/783 (82.7%))								
n		53	57	25	98	183	15	146	94
A/SA	17.15%	20.75%	3.51%	36.00%	8.16%	10.38%	13.33%	18.49%	26.60%
D/SD	82.85%	79.25%	96.49%	64.00%	91.84%	89.62%	86.67%	81.51%	73.40%
StdDev	10.60%	0.34	-1.29	1.78	-0.85	-0.64	-0.36	0.13	0.89
p value		0.3688	0.0083	0.0015	0.0475	0.1138	0.3420	0.7312	0.0397
Q. 42	Salary meets health care costs (SA/A/D/SD n=600/783 (76.6%))								
n		46	52	24	94	169	14	133	90
A/SA	45.76%	56.52%	21.15%	66.67%	36.17%	44.97%	42.86%	48.87%	48.89%
D/SD	54.24%	43.48%	78.85%	33.33%	63.83%	55.03%	57.14%	51.13%	51.11%
StdDev	13.52%	0.80	-1.82	1.55	-0.71	-0.06	-0.21	0.23	0.23
p value		0.0581	0.0013	0.0033	0.0848	0.8734	0.5632	0.5361	0.5335
Q. 43	Salary meets cost of living needs (SA/A/D/SD n=633/783 (80.8%))								
n		52	55	25	97	178	14	143	92
A/SA	43.49%	50.00%	64.00%	64.00%	35.05%	42.70%	42.86%	45.45%	47.83%
D/SD	56.51%	50.00%	80.00%	36.00%	64.95%	57.30%	57.14%	54.55%	52.17%
StdDev	12.59%	0.52	-1.87	1.63	-0.67	-0.06	-0.05	0.16	0.34
p value		0.187	0.0012	0.0025	0.0998	0.8642	0.8914	0.6730	0.3620
Q. 51	Optimistic about hire education in Louisiana (SA/A/D/SD n=594/783 (75.9%)								
n		46	52	24	93	169	14	130	88
A/SA	19.17%	23.91%	3.85%	41.67%	8.60%	11.83%	14.29%	20.77%	28.41%
D/SD	80.83%	76.09%	96.15%	58.33%	91.40%	88.17%	85.71%	79.23%	71.59%
StdDev	12.19%	0.39	-1.26	1.85	-0.87	-0.60	-0.40	0.13	0.76
p value		0.3078	0.0093	0.0012	0.0439	0.1323	0.2948	0.7214	0.0692

Table 4. SREB Salary Averages by Rank and Discipline with Medians*

Discipline	Professor	Associate Professor	Assistant Professor	New Assistant Professor	Instructor	Average
Agriculture, Agriculture Operations, and Related Sciences	98,460	78,104	69,401	71,652		79,404
Architecture and Related Services	113,541	84,301	70,152	71,000		84,749
Area Ethnic, Cultural, Gender and Group Studies	103,199	76,277	64,891	66,000		77,592
Biological and Biomedical Sciences	90,714	73,967	65,128	68,000	49,206	69,403
Business Management, Marketing, and Related Support Services	124,422	111,555	105,626	115,000	72,408	105,802
Communication, Journalism, and Related Programs	87,660	68,549	59,631	61,750	52,112	65,940
Communications Technologies/Technicians and Support Services	94,357	76,656	63,184			78,066
Computer and Information Sciences and Support Services	118,201	98,997	84,879	90,000	66,305	91,676
Education	91,196	71,217	61,791	62,000	50,000	67,241
Engineering	123,929	98,249	84,590	87,345	76,133	94,049
Engineering Technologies and Engineering Related Fields	100,743	80,827	71,813	73,055		81,610
English Language and Literature/Letters	84,793	66,743	58,549	59,121	46,316	63,104
Family and Consumer Sciences/Human Sciences	93,827	74,575	63,985	63,000	54,288	69,935
Foreign Languages, Literatures, and Linguistics	87,146	67,032	58,326	60,000	53,300	65,161
Health Professions and Related Programs	101,434	82,915	70,540	71,240	60,680	77,362
History	86,094	68,650	57,988	59,904		68,159
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	90,645	70,609	60,910	63,667		71,458
Legal Professions and Studies	130,067	109,372	84,852	102,584		106,719
Liberal Arts and Sciences, General Studies and Humanities	92,005	74,012	62,530	65,000		73,387
Library Science	85,809	70,558	60,518	63,000		69,971
Mathematics and Statistics	90,860	71,922	64,172	65,500	47,486	67,988
Multidisciplinary Studies	106,000	80,623	67,727	73,000		81,838
Natural Resources and Conservation	104,245	80,689	69,013	73,858		81,951
Parks, Recreation, Leisure and Fitness Studies	87,806	72,398	61,495	58,000	56,980	67,336
Personal and Culinary Studies			68,791			68,791
Philosophy and Religious Studies	88,591	69,827	60,077	62,000		70,124
Physical Sciences	93,313	73,187	64,390	66,000	53,717	70,121
Psychology	88,907	72,163	62,157	63,427	58,300	68,991
Public Administration and Social Service Professions	95,660	74,248	64,745	64,000	51,531	70,037
Social Sciences	94,133	73,242	62,838	65,000		73,803
Transportation and Material Services	102,405	78,539	65,144			82,029
Visual and Performing Arts	82,630	65,379	56,844	55,500	50,000	62,071
Median	93,827	74,012	64,281	65,000	53,509	70,791

*Median and averages are calculated to compare across categories and disciplines. This is not meant to reflect statistical significance, merely whether a salary is above (green), equal to (black), or below (red) the median for a particular rank.

Retrieved from the Southern Regional Education Board (https://www.sreb.org/post/median-salaries-full-time-faculty-discipline-and-rank-public-four-year-colleges-and) on October 6, 2020.

Table 5. Enrollment-Based Funding

To Maintain:	Base Salary	CoL	CoL	Cost of Living	No CoL Raise	No CoL Raise	Effective
& Adding:	Cost of Living (CoL)*	2% raise/year	4% raise/year	Adjusted Salary*	Salary Deficit	Effective Salary**	Pay Reduction (%)
Current Enrollment	10000	10000	10000	50000	0	50000	0.00
2019-2020	10200	10400	10600	51000	1000	49000	1.96
2020-2021	10404	10816	11236	52020	2020	47980	3.88
2021-2022	10612	11249	11910	53060	3060	46940	5.77
2022-2023	10824	11699	12625	54122	4122	45878	7.62
2023-2024	11041	12167	13382	55204	5204	44796	9.43
2024-2025	11262	12653	14185	56308	6308	43692	11.20
2025-2026	11487	13159	15036	57434	7434	42566	12.94
2026-2027	11717	13686	15938	58583	8583	41417	14.65
2027-2028	11951	14233	16895	59755	9755	40245	16.32
2028-2029	12190	14802	17908	60950	10950	39050	17.97
2029-2030	12434	15395	18983	62169	12169	37831	19.57

*Base * 1.02/year

** Base – Salary Deficit

Assumptions: No additional tuition increases or fees, no additional university costs, no changes in state funding, no external revenue sources, no additional expenditures beyond the budget

Appendix – Figures

Figure 1. Response Timeline

Figure 2.01

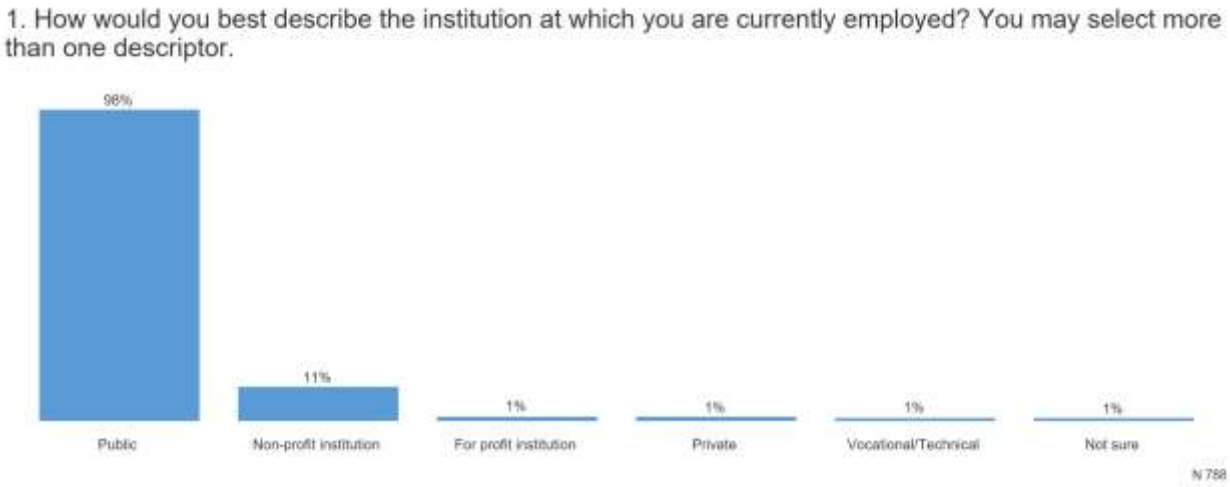


Figure 2.02

2. What is the highest degree awarded at your institution?

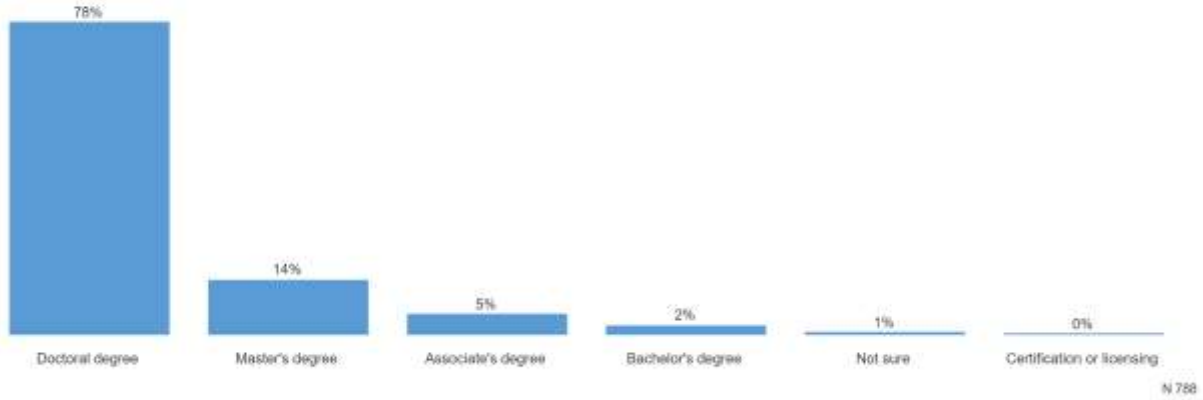


Figure 2.03

3. How many years have you worked in higher education in Louisiana?

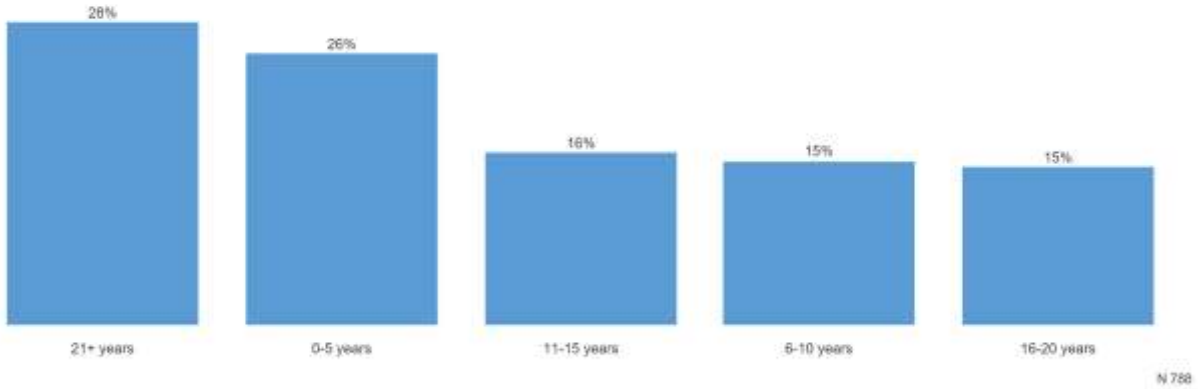


Figure 2.04

4. How many total years have you worked in higher education?

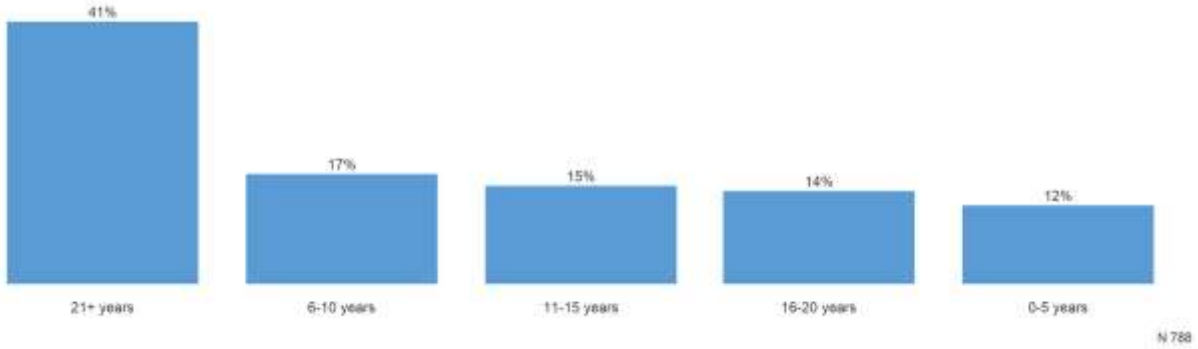


Figure 2.05

5. What is your major area of teaching?

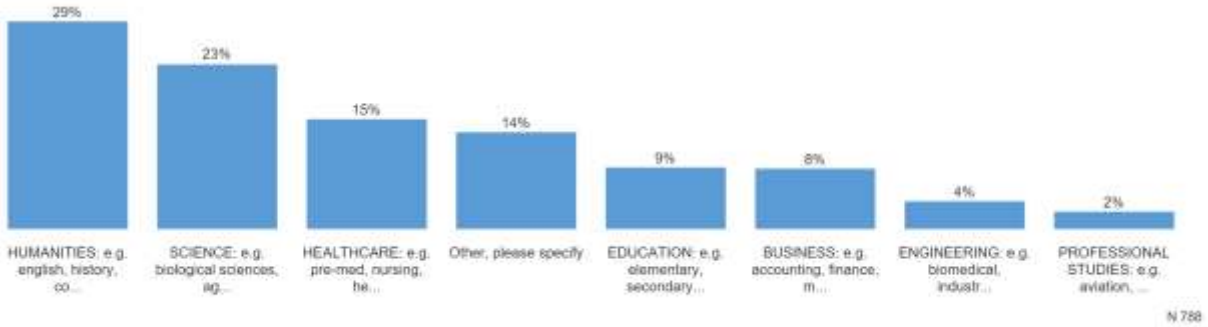


Figure 2.06

6. How many credit hours are you contracted to teach per semester?

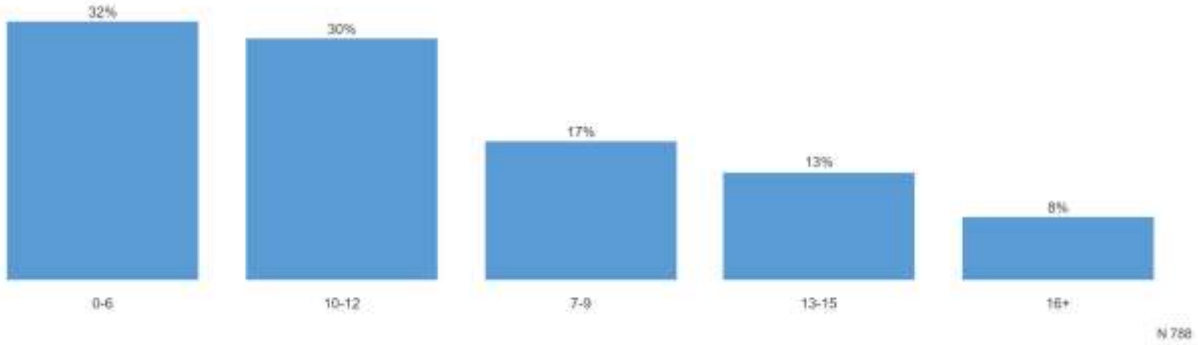


Figure 2.07

7. How many credit hours are you currently teaching?

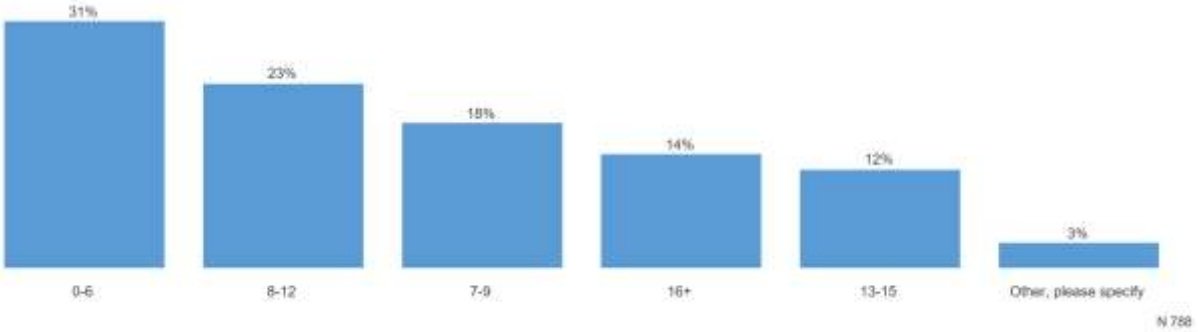


Figure 2.08

9. Did you participate in the 2017 Faculty Survey?

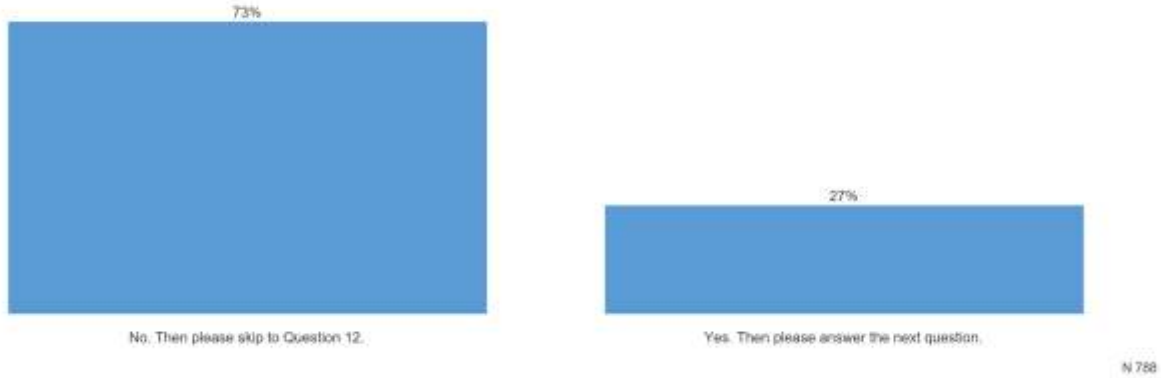


Figure 2.09

10. On the 2017 Faculty Survey, did you indicate that you intended to leave your current job?

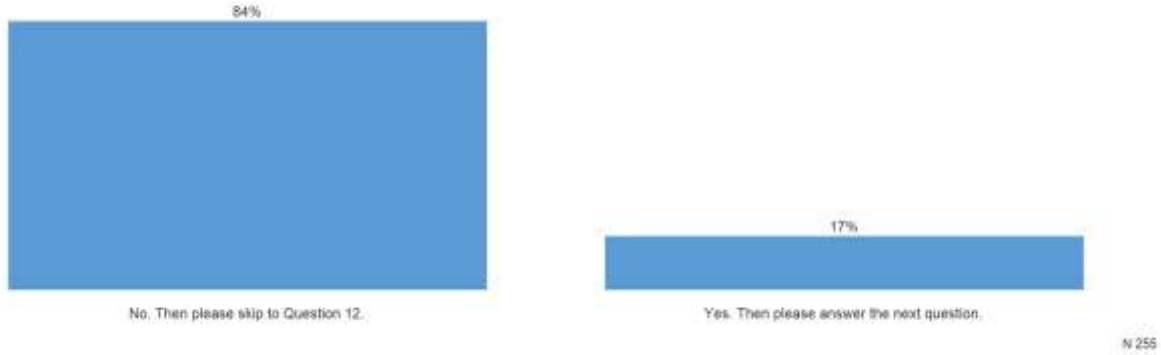


Figure 2.10

11. On the 2017 Faculty Survey, if you indicated you were leaving but stayed in your current job, what was the reason you stayed?

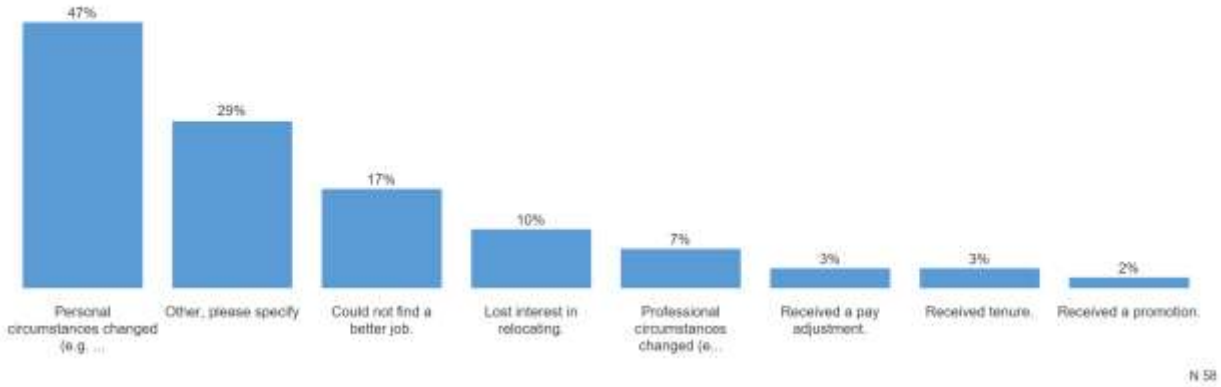


Figure 2.11

12. What is your current academic rank?

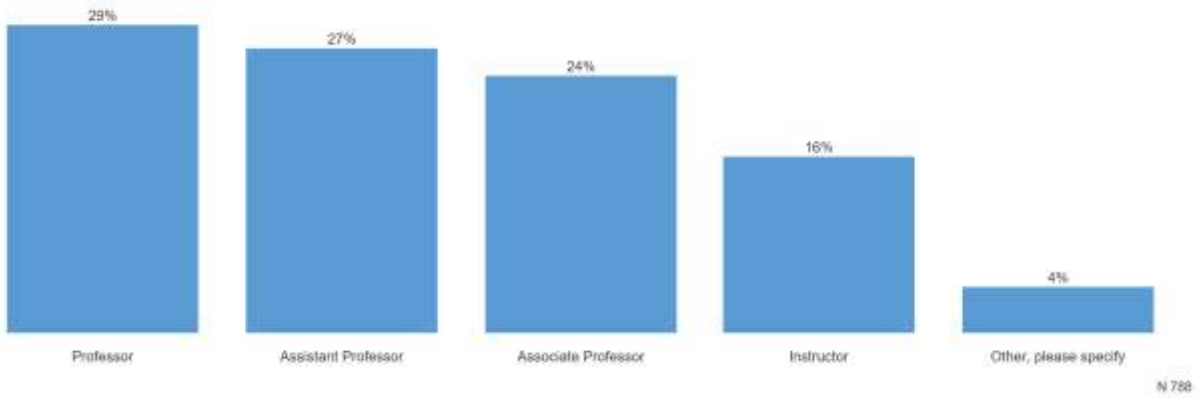


Figure 2.12

13. When are you considering retirement?

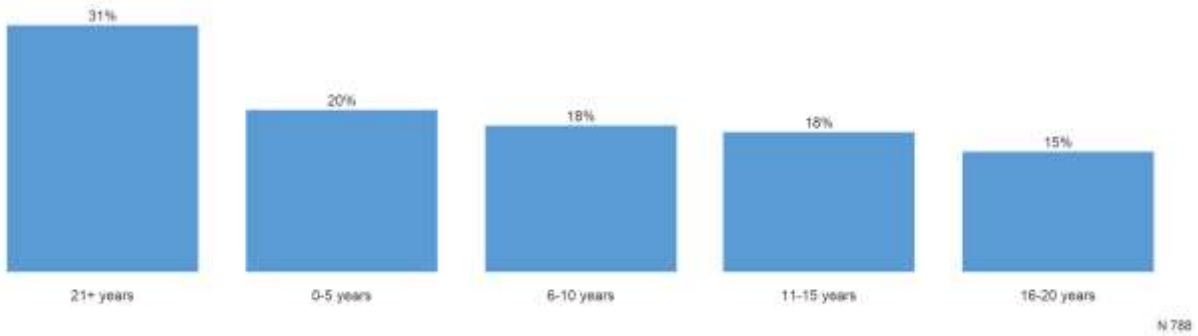


Figure 2.13

14. Which of the following additional responsibilities are currently part of your position? You may select more than one.

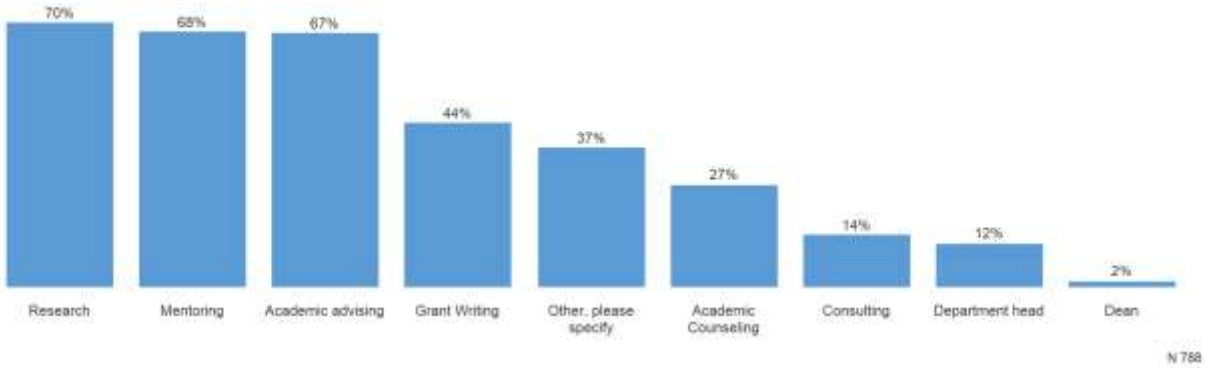


Figure 2.14

15. If your position involves publication, how many publications do you have in refereed journals?

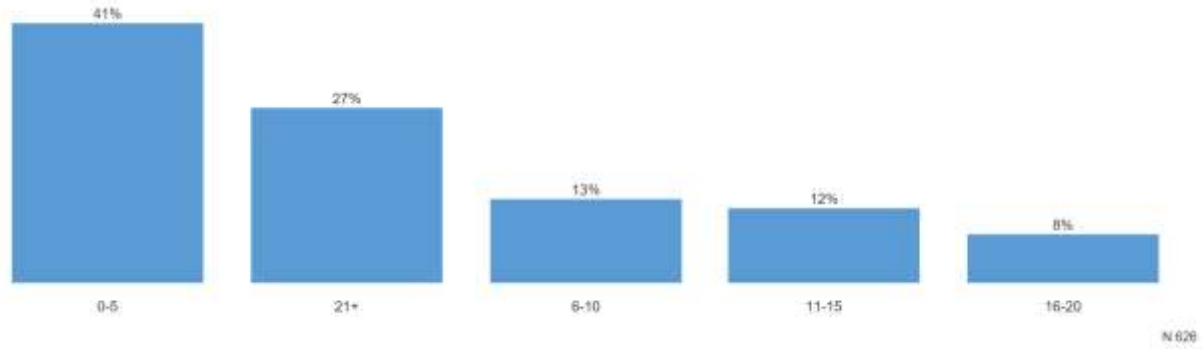


Figure 2.15

16. If your position involves bringing in grants or endowed professorships, approximately how much have you been awarded?

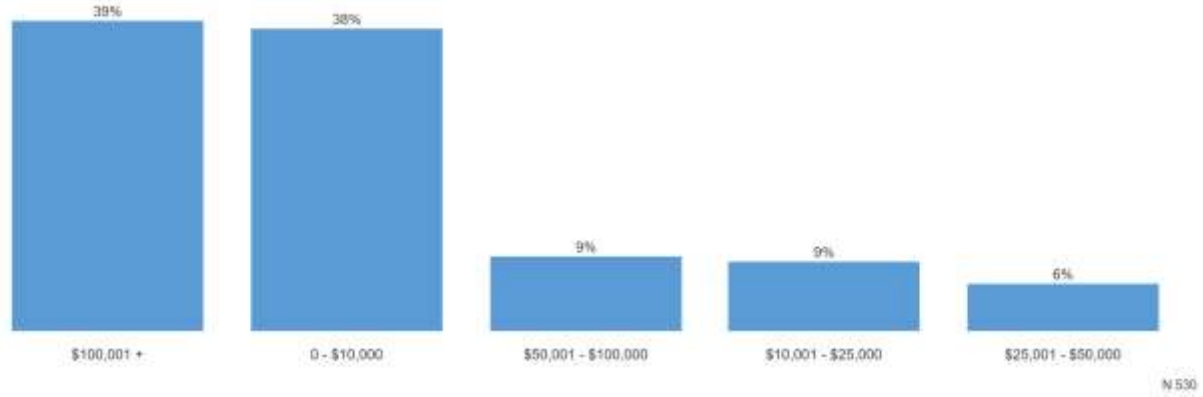


Figure 2.16

17. Please indicate how many, if any, students you have to advise each semester?

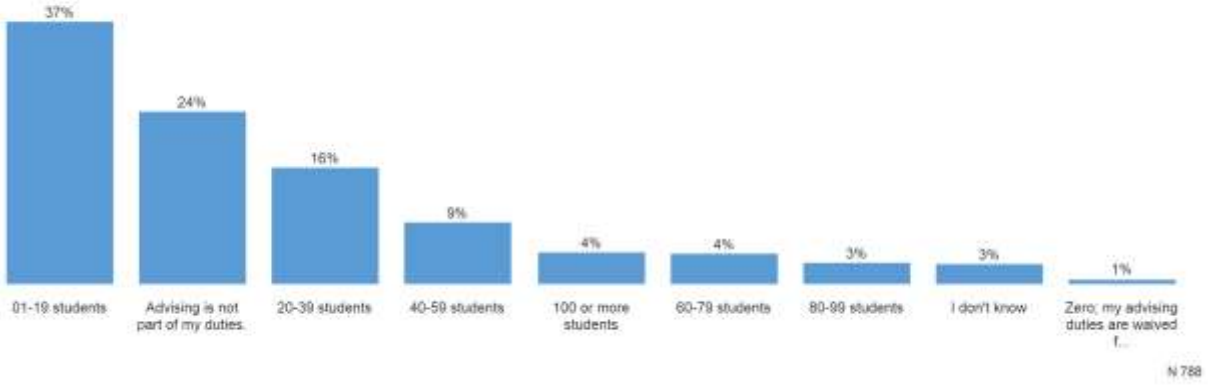


Figure 2.17

18. Do you agree or disagree with the following statement? My advising responsibilities do not interfere with my ability to perform my other duties.

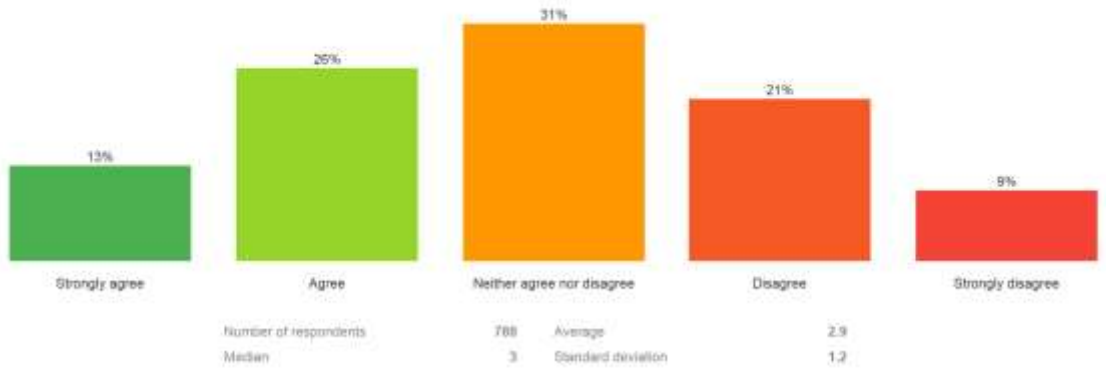


Figure 2.18

19. Do you have secondary income outside your current academic position (e.g., adjunct instruction at another university, working in another profession, etc.)?

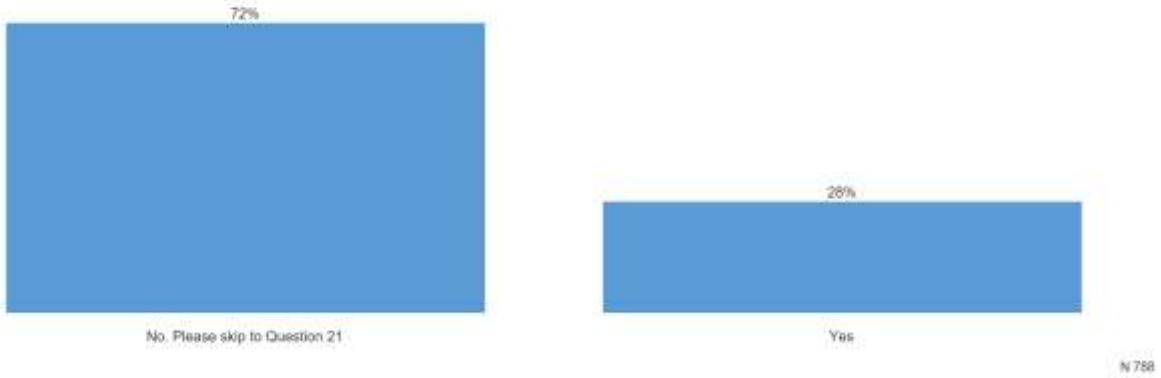


Figure 2.19

20. If yes, approximately how much income does this generate?

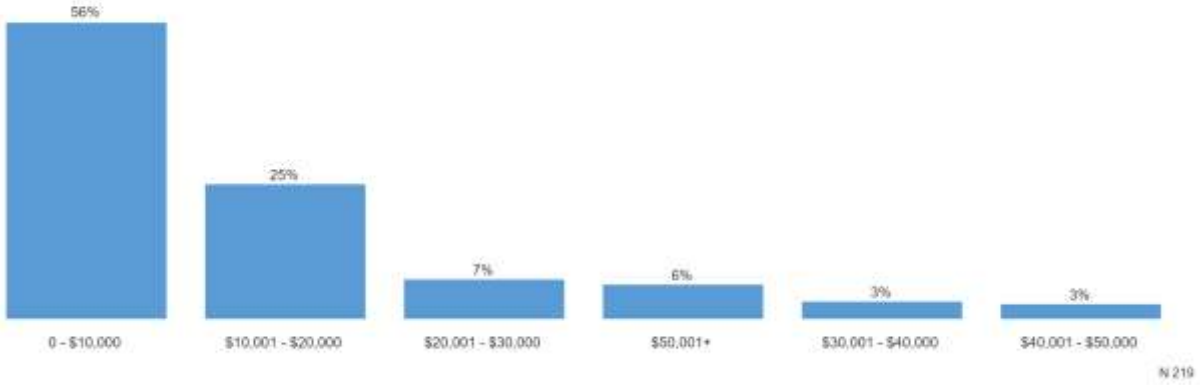


Figure 2.20

21. What is your relationship to Louisiana?

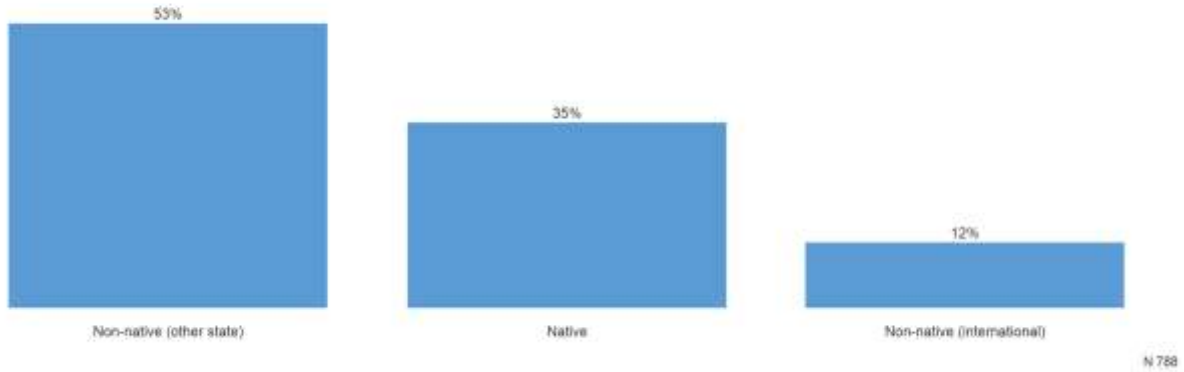


Figure 2.21

22. If you are a non-native, what brought you to Louisiana?

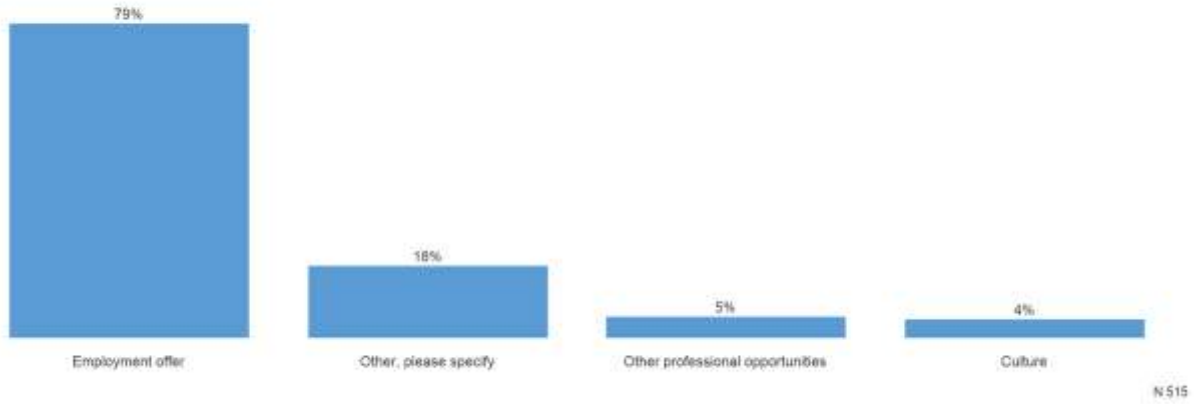


Figure 2.22

23. Do you have family in Louisiana?

Figure 2.23

24. Are you invested in the Teacher's Retirement System of Louisiana (TRSL) or the Optional Retirement Program (ORP)?

Figure 2.24

25. Are the skills and courses you teach necessary elements of an educational program accrediting organization?

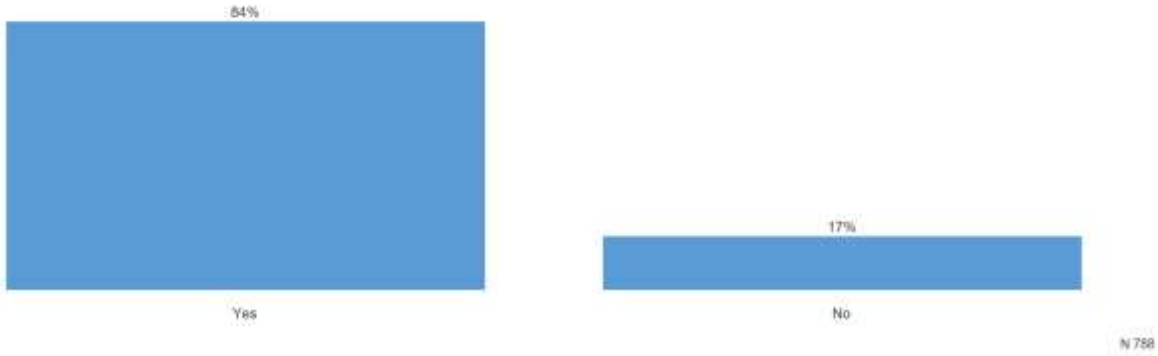


Figure 2.25

26. Are the skills and courses you teach oriented towards professions that meet essential public needs for Louisiana (e.g., job training, health care, primary/secondary education, working with disadvantaged populations, infrastructure development, etc.)?

Figure 2.26

27. Were you familiar with the SREB faculty salary data (provided at the top of this survey) prior to your participation in this survey?

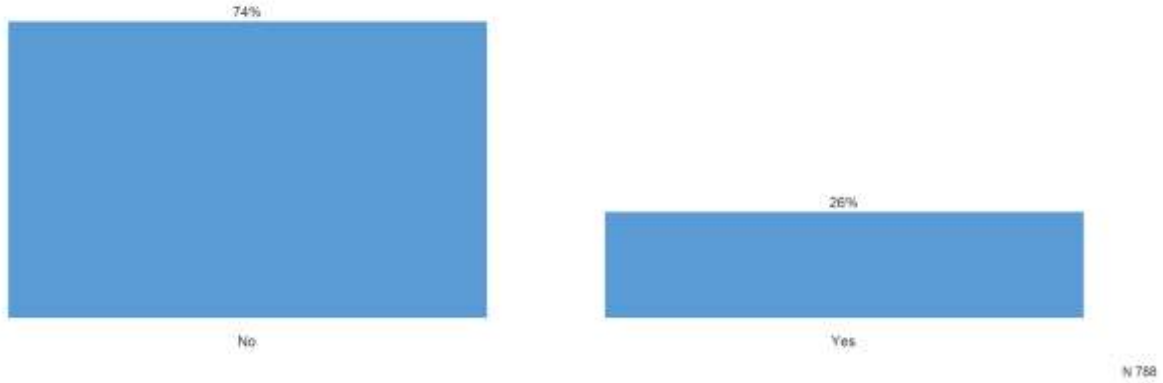


Figure 2.27

28. What is the relationship of your salary to the Southern regional average?

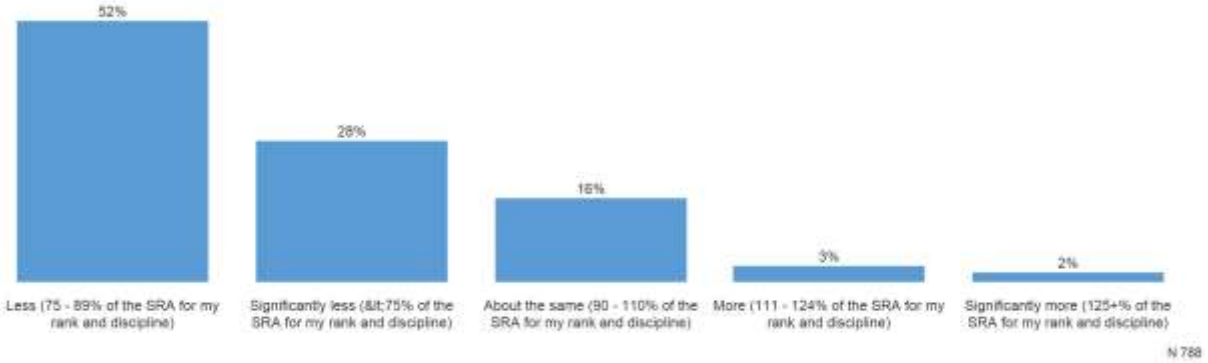


Figure 2.28

29. My salary is commensurate with the national average for faculty of my rank and discipline.

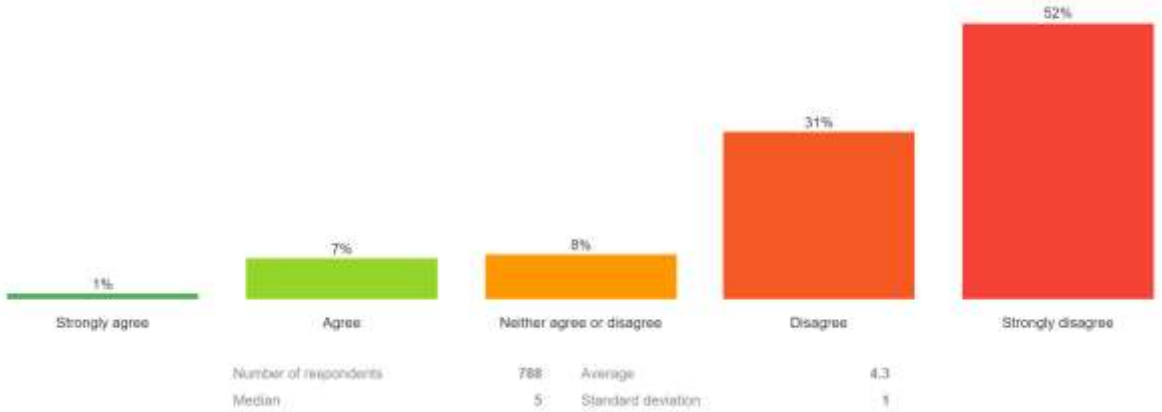
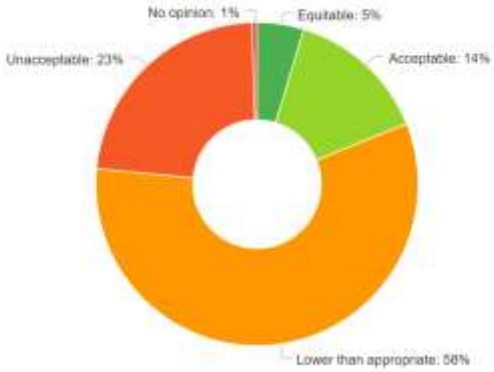


Figure 2.29

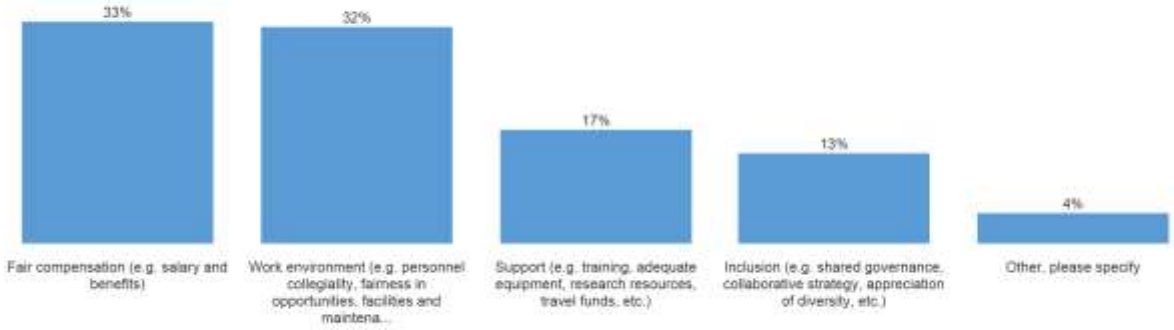
30. How would you best describe your current annual compensation?



N 788

Figure 2.30

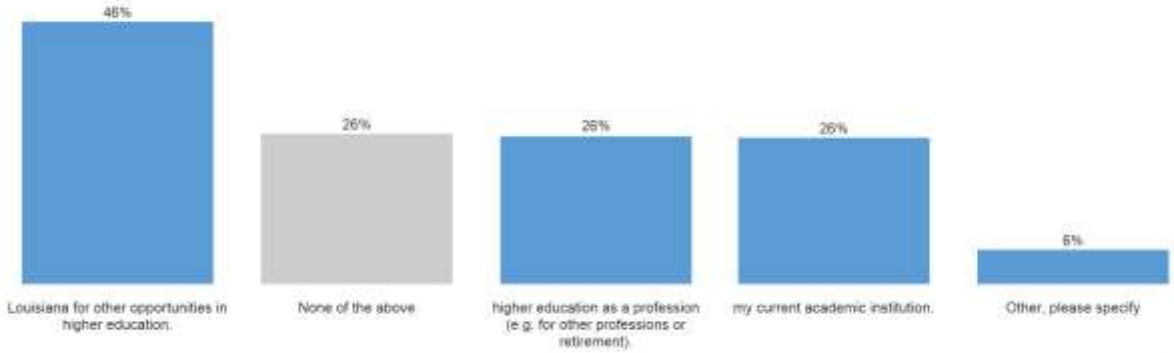
31. In order of importance with "1" being the most important and "5" being the least important, rank the following elements that impact your job satisfaction.



Number of respondents	788	Average	0
Median		Standard deviation	0

Figure 2.31

32. State reductions in higher education funding have led me to explore leaving (or I am leaving)...



N 788

Figure 2.32

33. State reductions in higher education funding have led me to believe that my position is no longer secure.

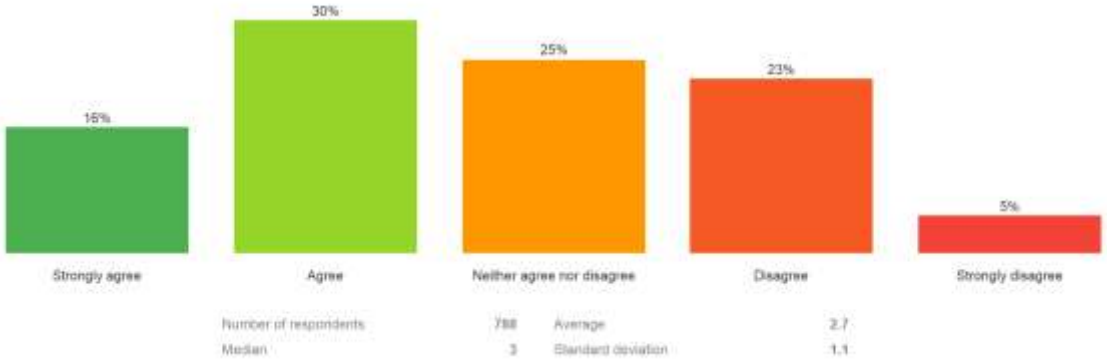


Figure 2.33

34. If I were to leave, my position would not be filled due to state reductions in higher education funding.

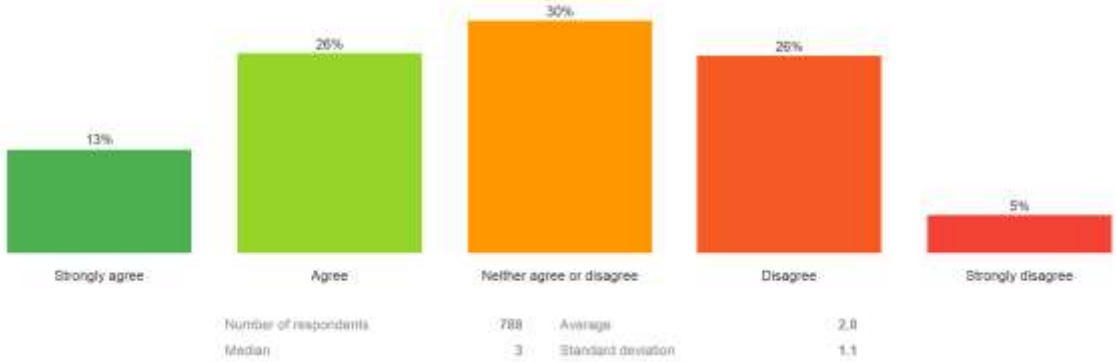


Figure 2.34

35. I would apply for my current position again.

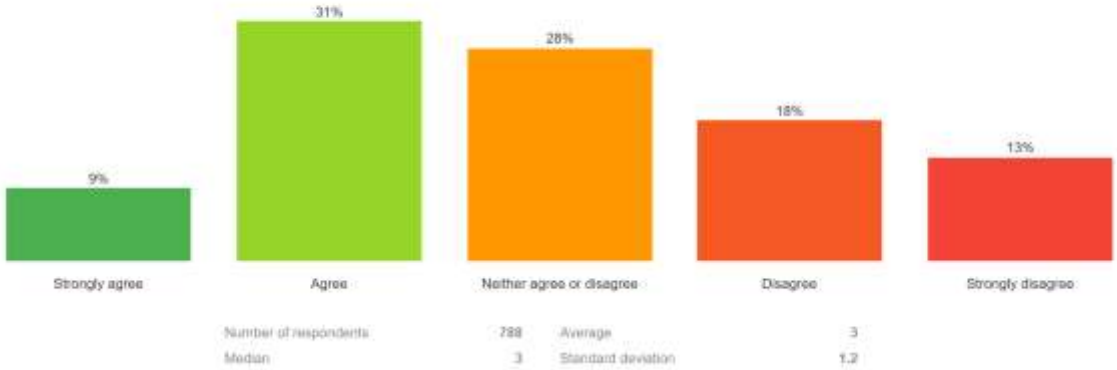


Figure 2.35

36. I would encourage others to apply for higher education positions in Louisiana.

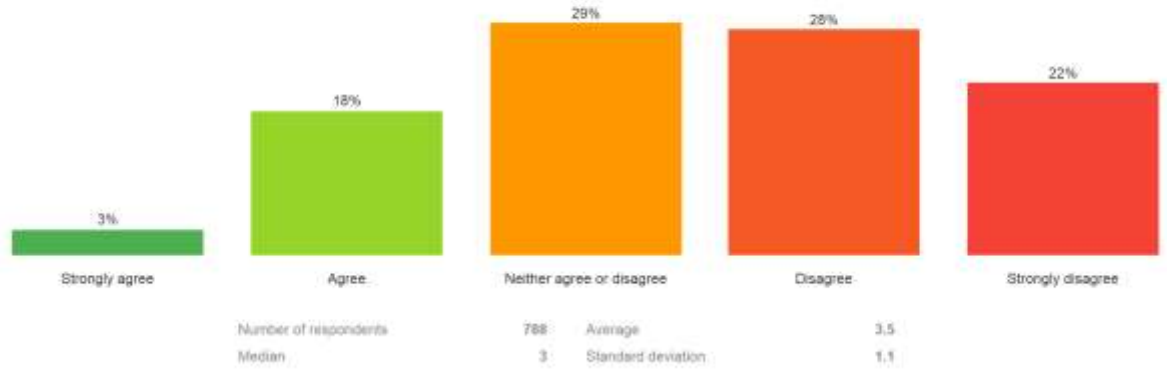


Figure 2.36

37. I would choose to leave higher education in Louisiana if offered a ...

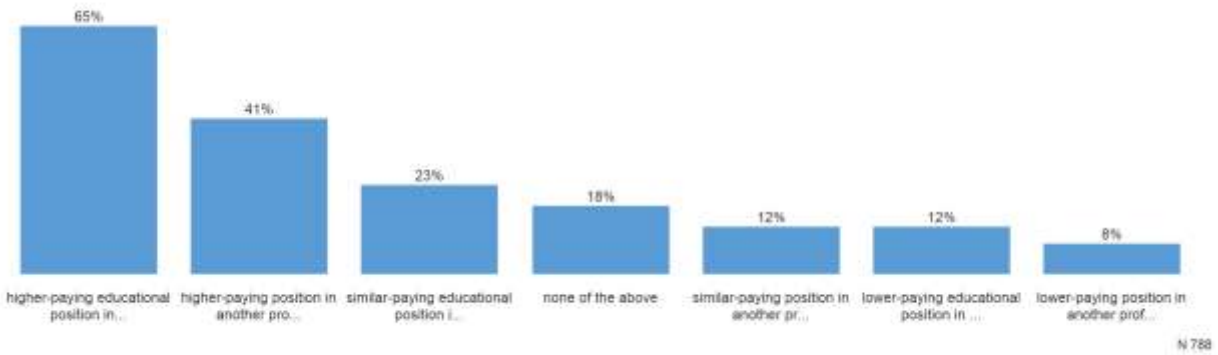


Figure 2.37

38. My current annual salary has allowed me to buy a home.

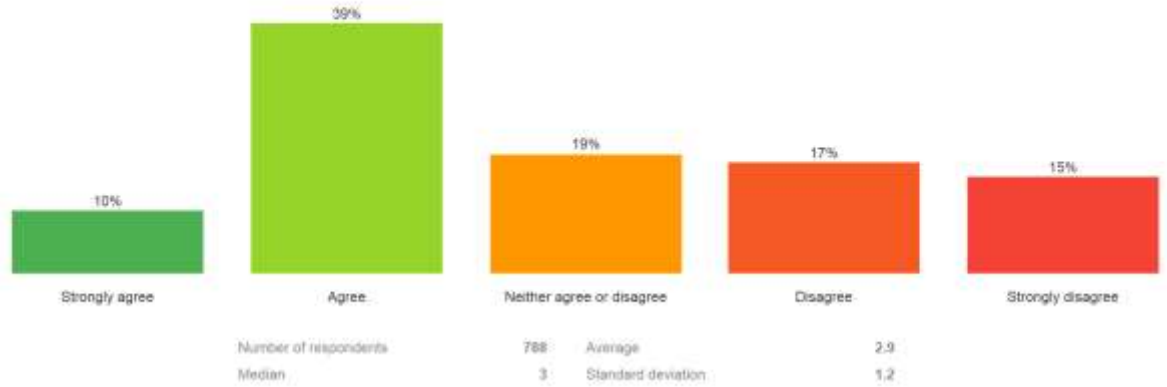


Figure 2.38

39. My current annual salary has allowed me to start or expand my family.

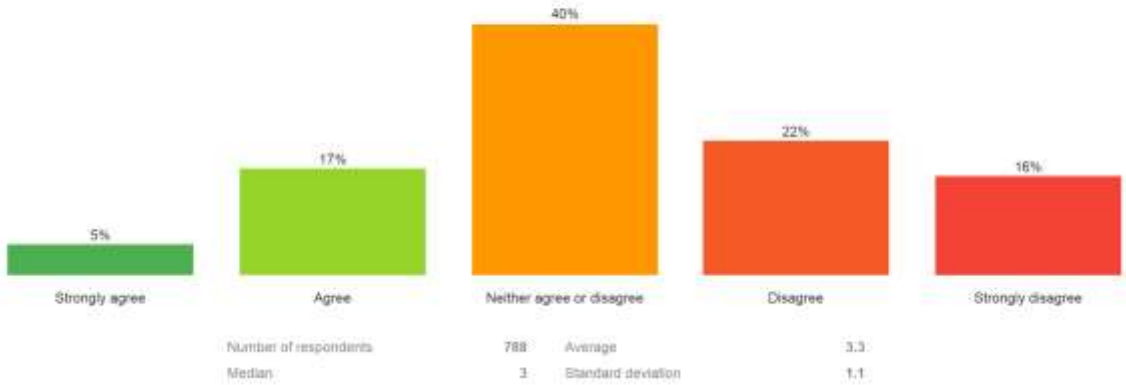


Figure 2.39

40. State reductions in higher education funding have led me to change my retirement plans (e.g. delaying retirement, leaving state retirement funds like TRSL).

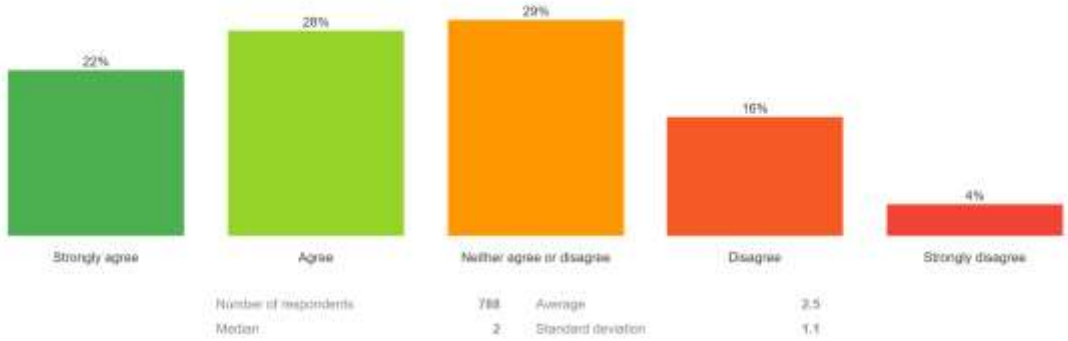


Figure 2.40

41. My current annual salary is adequate to meet my retirement needs.

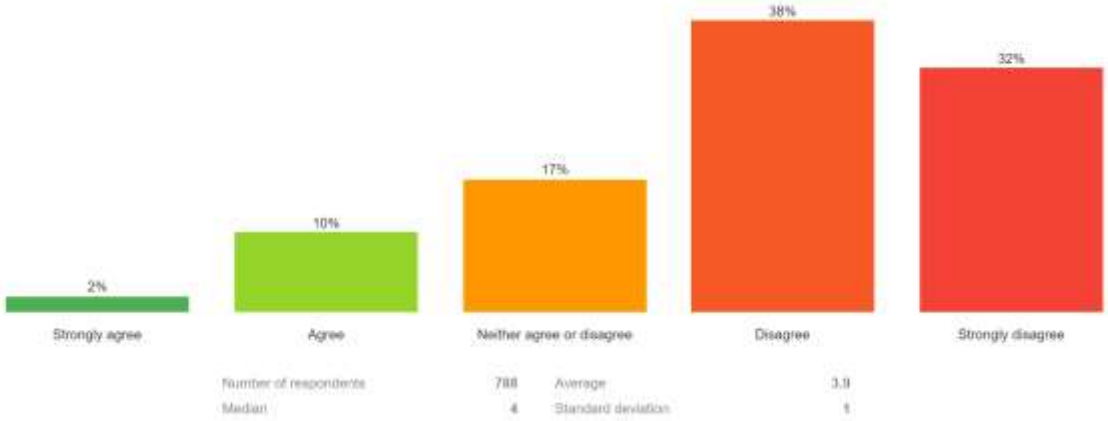
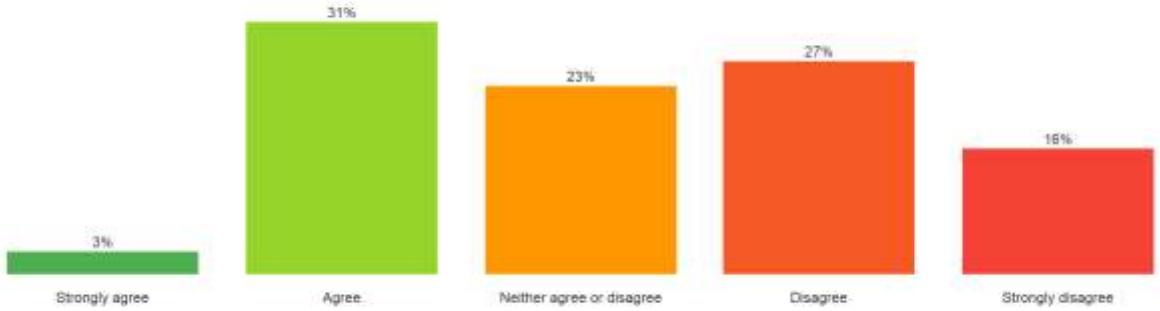


Figure 2.41

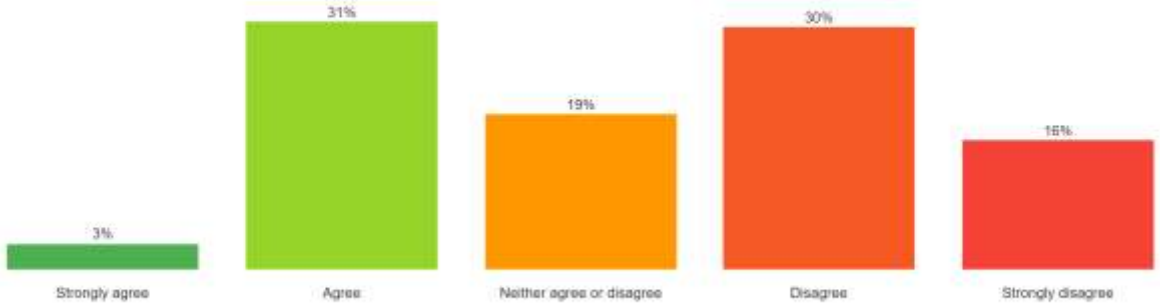
42. My current annual salary is adequate to meet my health care costs.



Number of respondents	788	Average	3.2
Median	3	Standard deviation	1.1

Figure 2.42

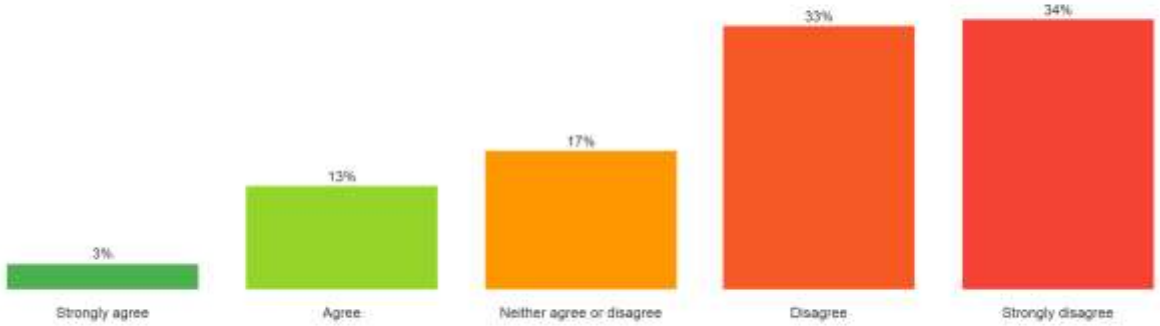
43. My current annual salary is adequate to meet my cost of living in my community.



Number of respondents	788	Average	3.3
Median	3	Standard deviation	1.2

Figure 2.43

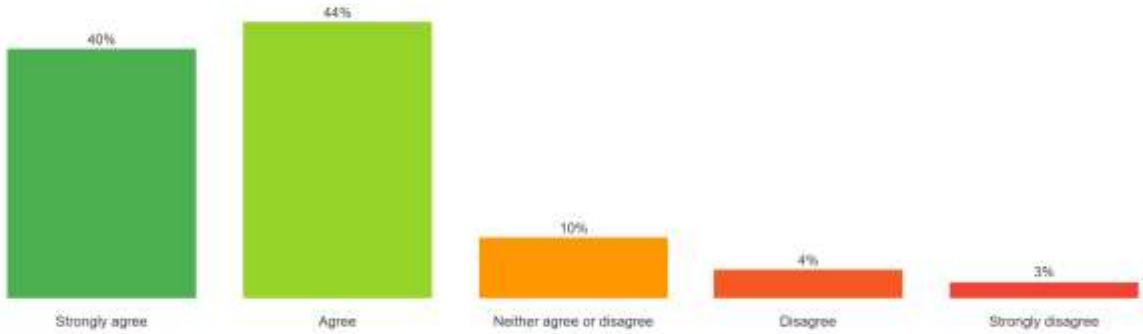
44. My current annual salary has had a positive effect on my ability to attend academic events such as conferences.



Number of respondents	788	Average	3.8
Median	4	Standard deviation	1.1

Figure 2.44

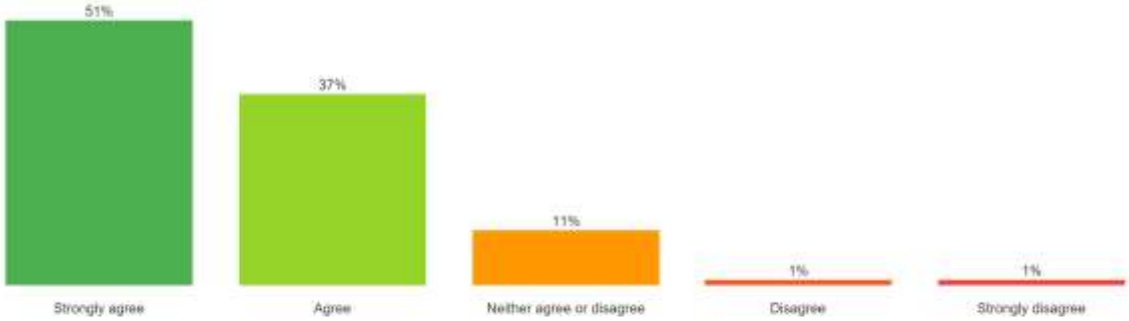
45. State reductions in higher education funding has me worried about other areas of my future (e.g. sense of stability, economic status, ability to remain in the state, long-term plans).



Number of respondents	788	Average	1.9
Median	2	Standard deviation	0.9

Figure 2.45

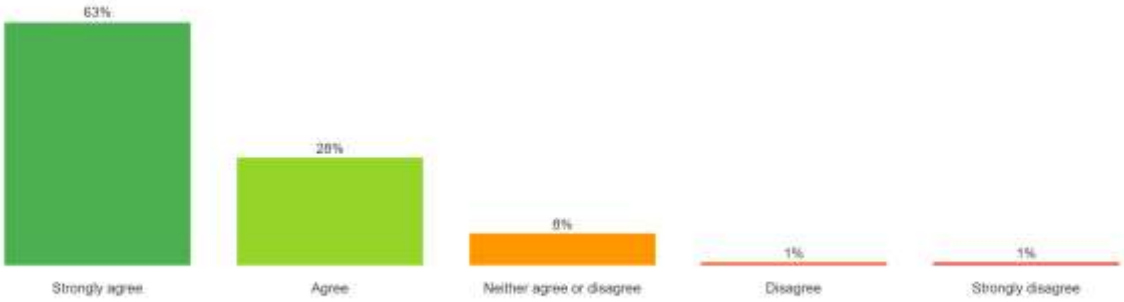
46. I would be more likely to continue working in higher education in Louisiana if faculty salaries were raised to the SREB average for comparable ranks and disciplines.



Number of respondents	788	Average	1.6
Median	1	Standard deviation	0.8

Figure 2.46

47. I would be more likely to continue working in higher education in Louisiana if faculty salaries were raised to the national average for comparable ranks and disciplines.



Number of respondents	788	Average	1.5
Median	1	Standard deviation	0.7

Figure 2.47

48. I would be more likely to continue working in higher education in Louisiana if faculty health benefits were fully covered (offsetting increasing premiums).

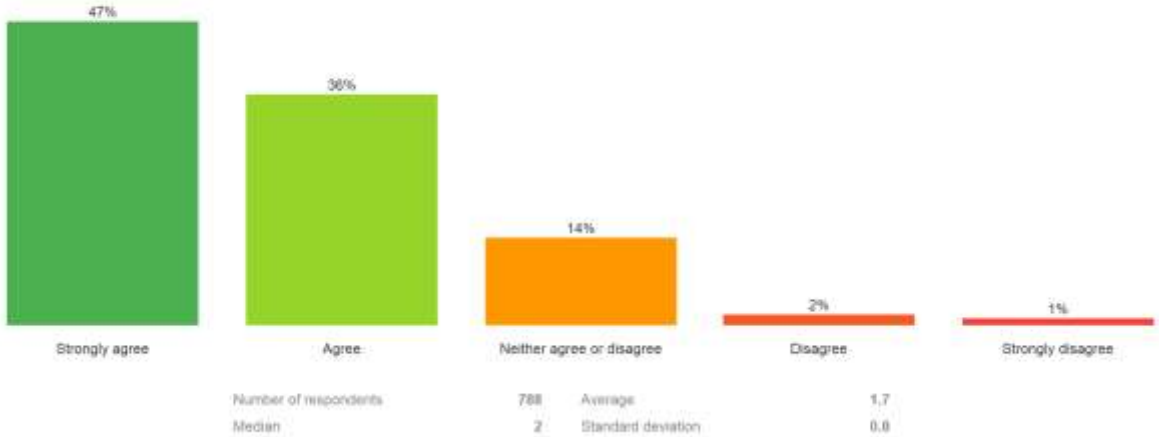


Figure 2.48

49. I would be more likely to continue working in higher education in Louisiana if faculty were give more decision-making capacity in setting educational policy.

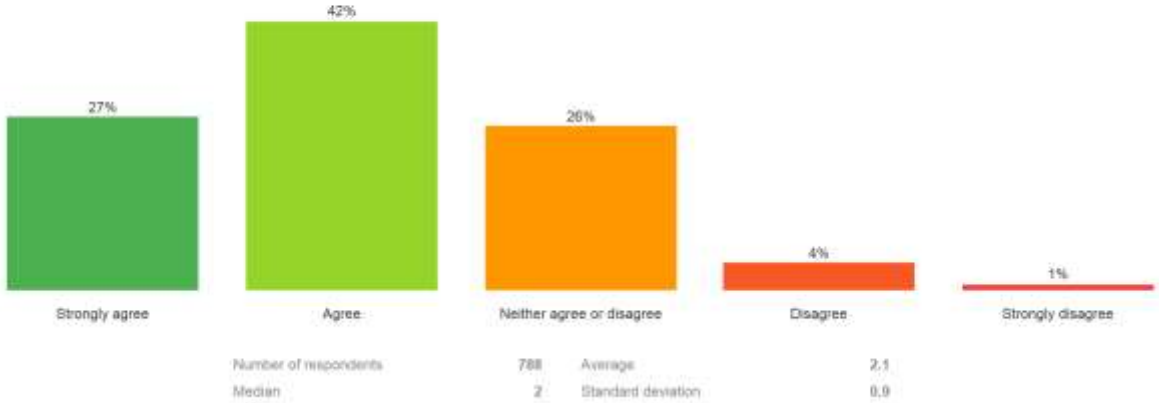


Figure 2.49

50. I would be more likely to continue working in higher education in Louisiana if it were given budgetary priority (e.g. higher education being funded before other spending sectors in the event of budget deficits).

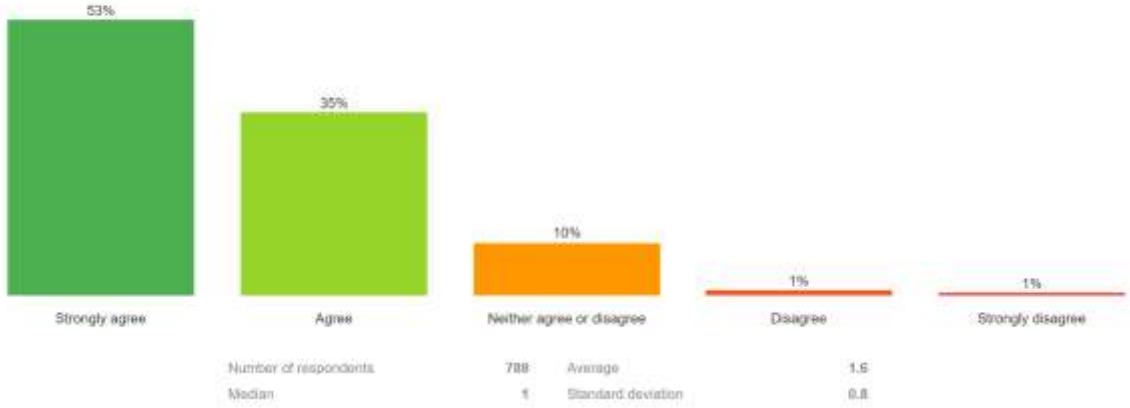


Figure 2.50

51. I am optimistic about the long-term success of higher education in Louisiana

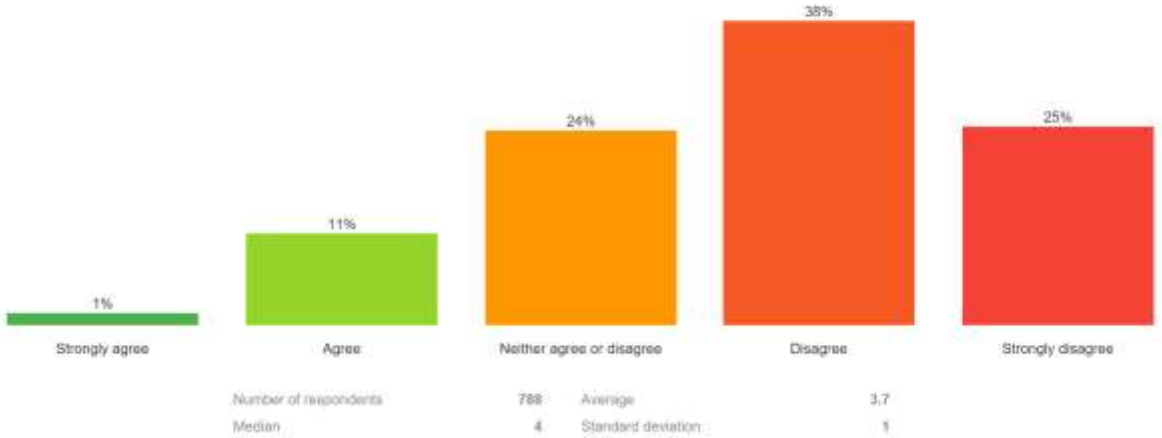


Figure 2.51

52. Please indicate the degree to which you disagree/agree with the following statement about the actions and policies of your university's administration. My administration provides resources for professional development.

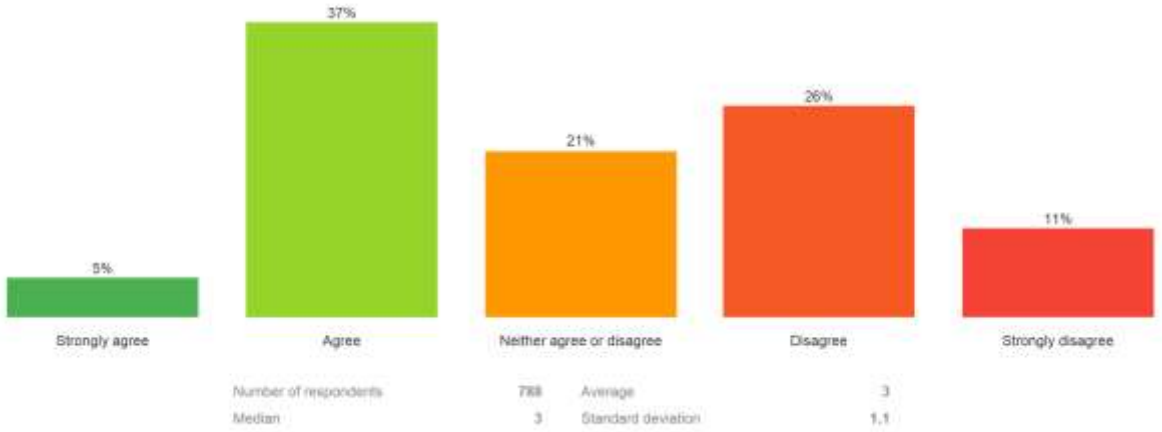


Figure 2.52

53. My administration takes steps to make the campus more faculty friendly by providing benefits such as free access to recreational centers.

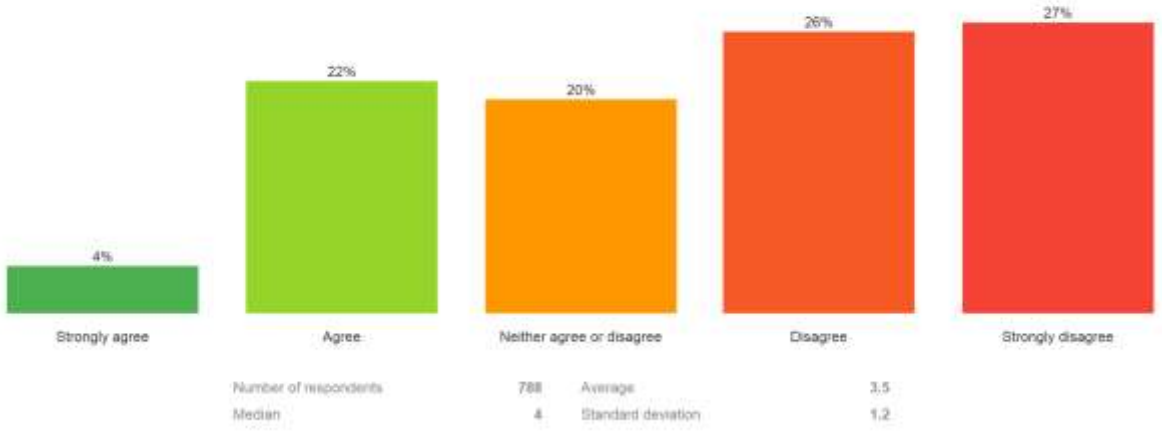


Figure 2.53

54. My administration offsets increases in my health care costs.

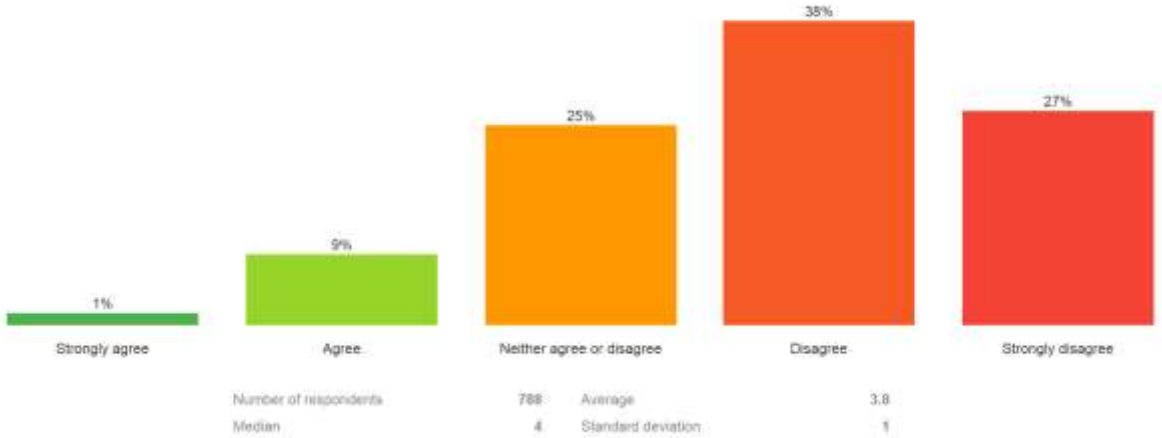


Figure 2.54

55. My administration ties advancement, raises, or other faculty benefits to institutional enrollment.

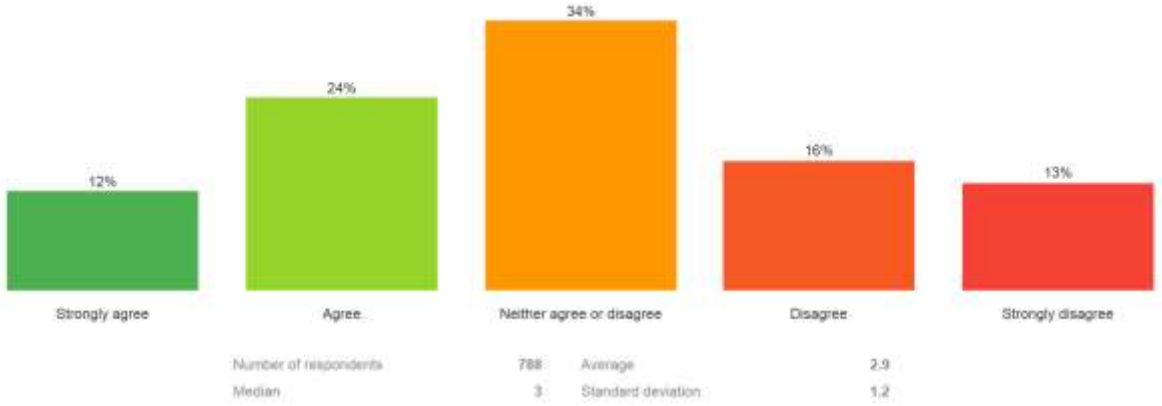


Figure 2.55

56. My administration attempts to replace retiring or departing faculty members.

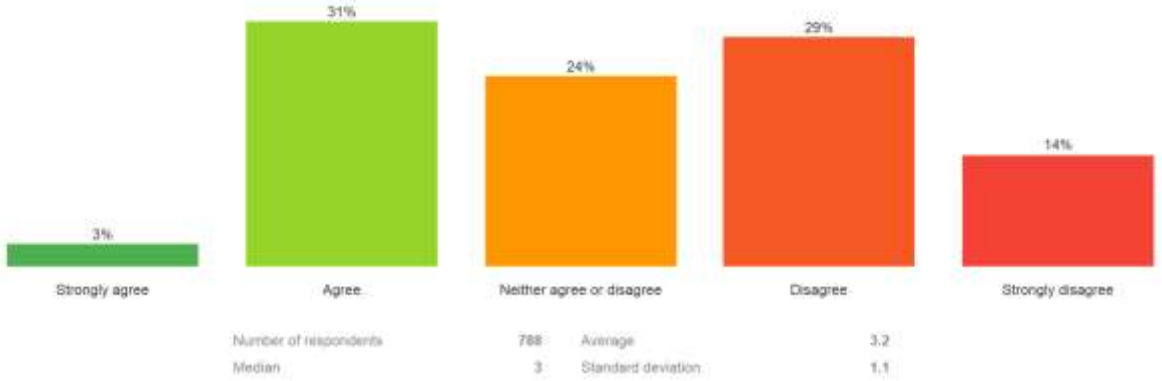
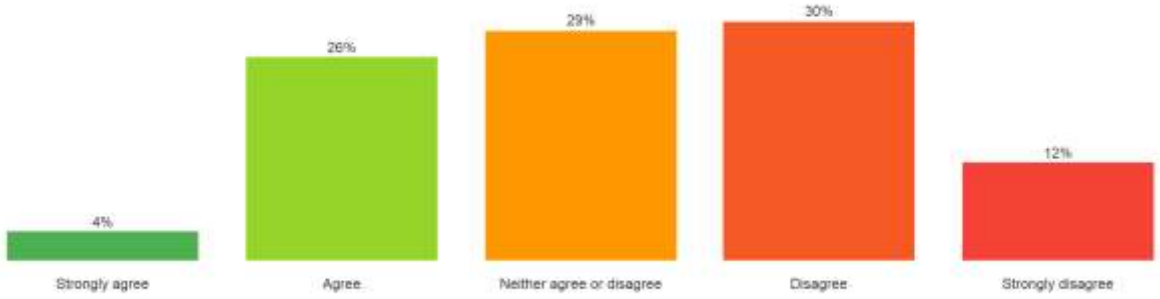


Figure 2.56

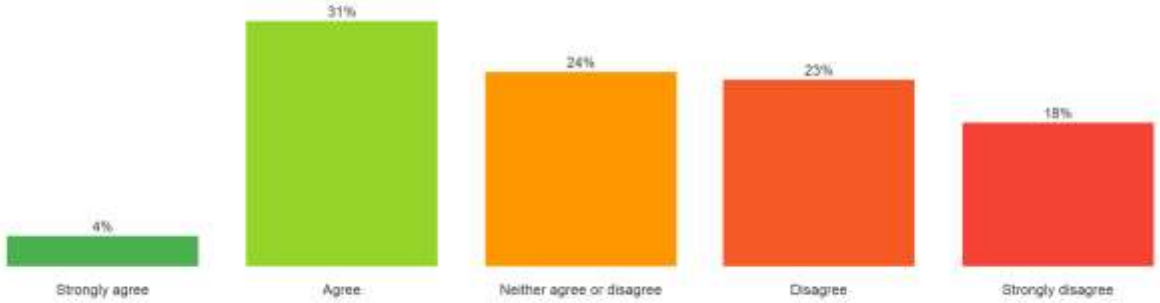
57. My administration provides adequate training and professional development.



Number of respondents	788	Average	3.2
Median	3	Standard deviation	1.1

Figure 2.57

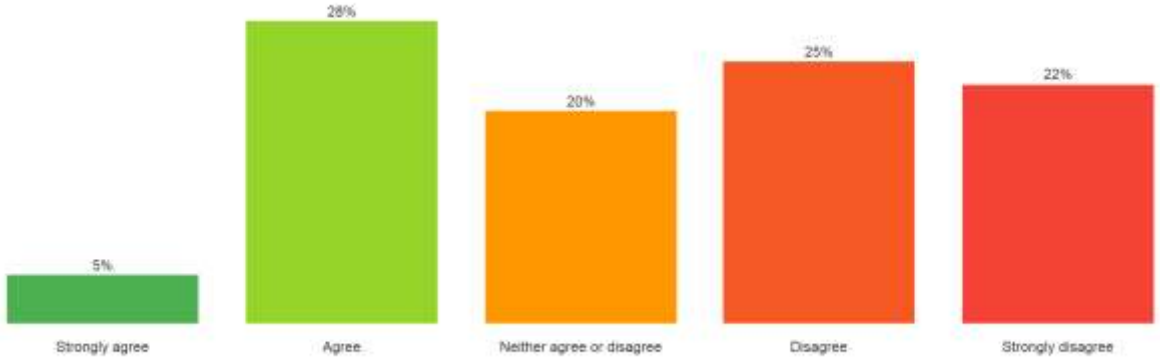
58. My administration supports shared governance (e.g. seeks faculty input and approval on policy, curricular and program changes).



Number of respondents	788	Average	3.2
Median	3	Standard deviation	1.2

Figure 2.58

59. My administration ensures that campus facilities are clean and in good working order.



Number of respondents	788	Average	3.3
Median	3	Standard deviation	1.2

Figure 2.59

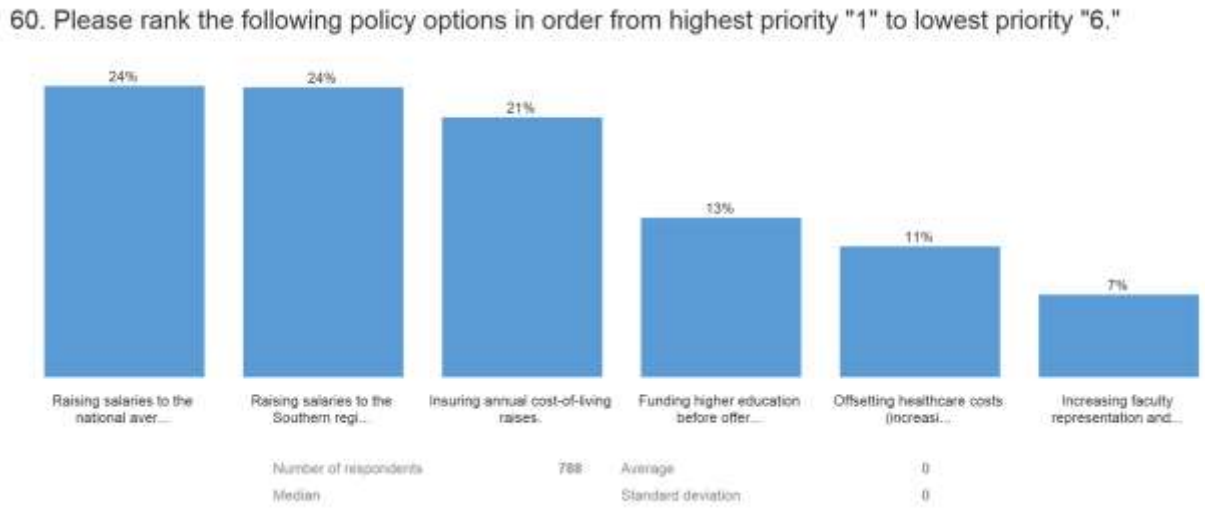


Figure 3.01 - Conditional Analyses

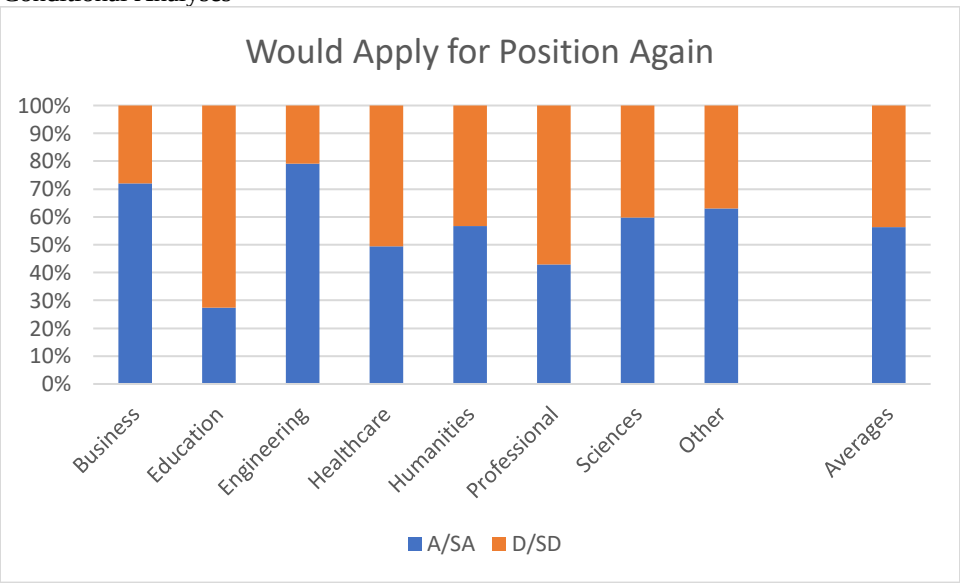


Figure 3.02 - Conditional Analyses

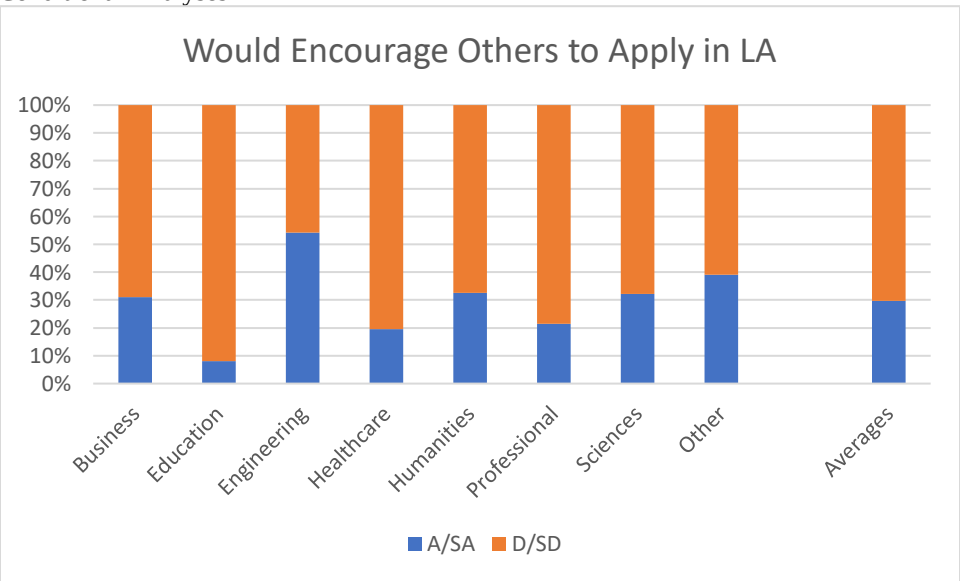


Figure 3.03 - Conditional Analyses

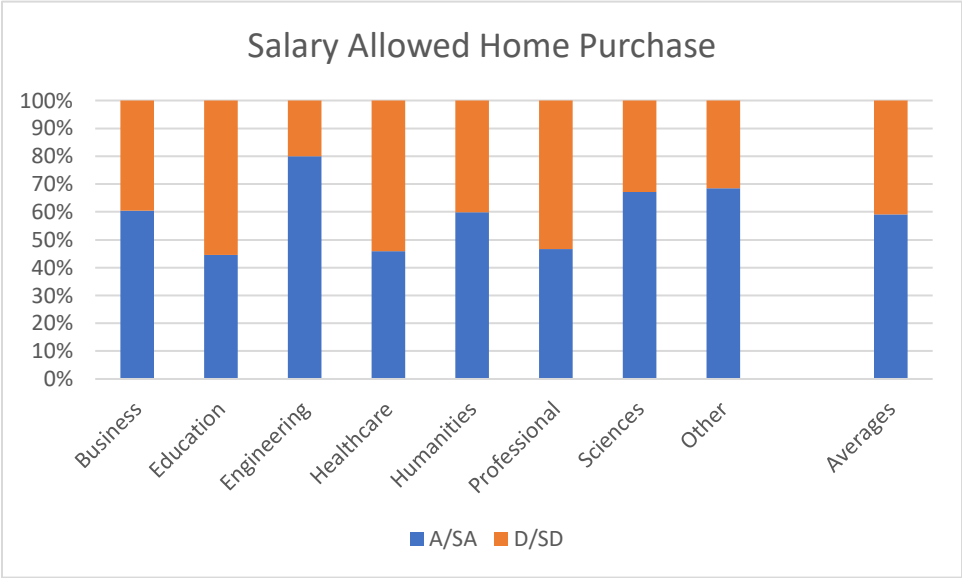


Figure 3.04 - Conditional Analyses

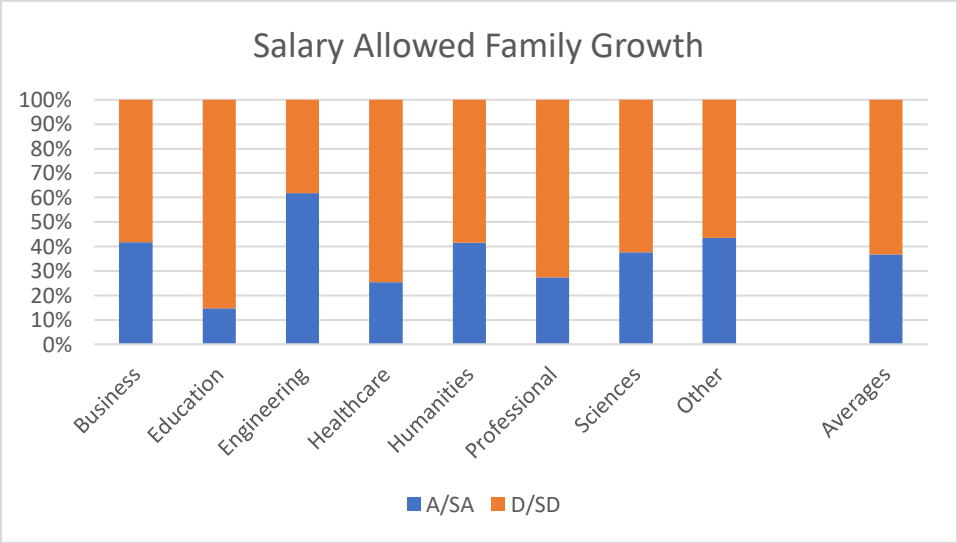


Figure 3.05 - Conditional Analyses

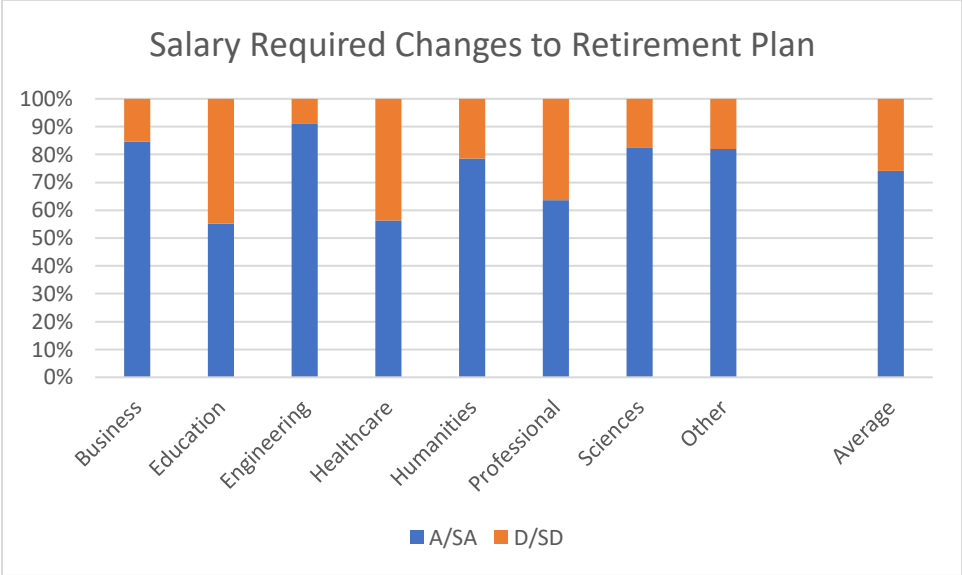


Figure 3.06 – Conditional Analyses

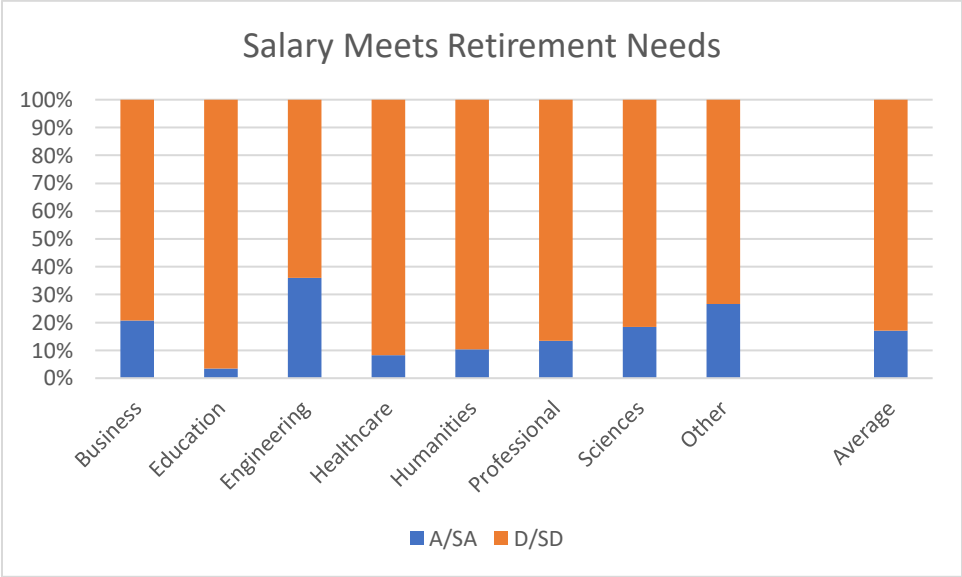


Figure 3.07 – Conditional Analyses

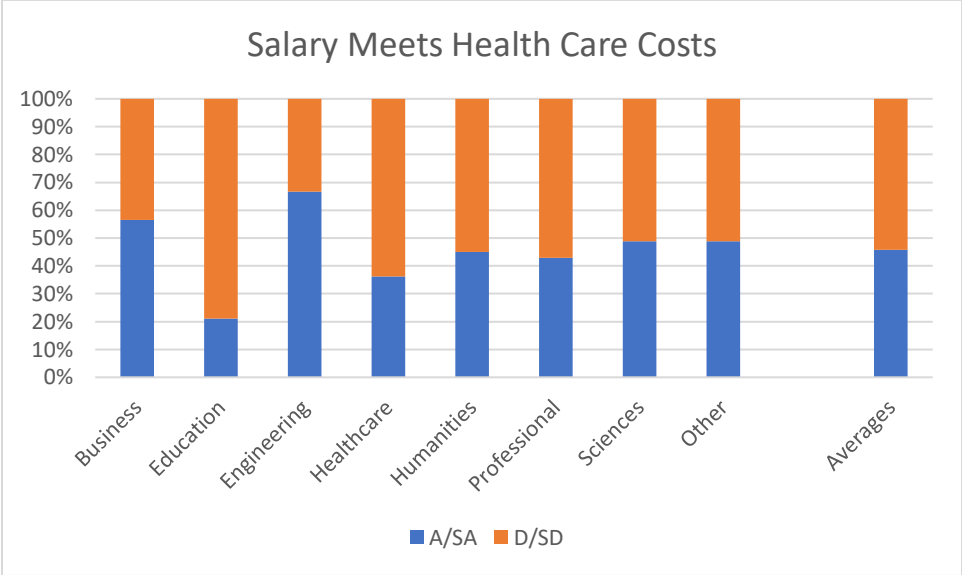


Figure 3.08 – Conditional Analyses

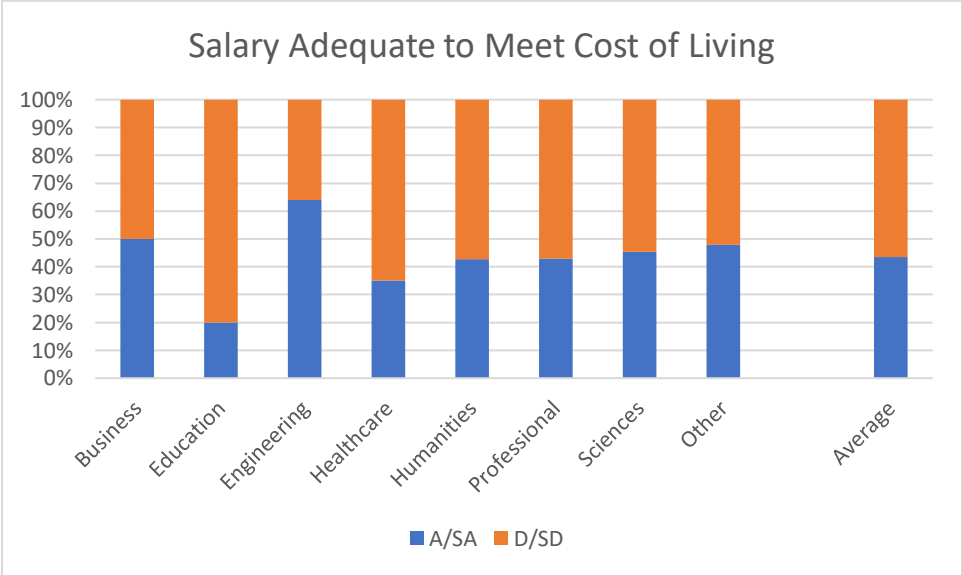


Figure 3.09 – Conditional Analyses

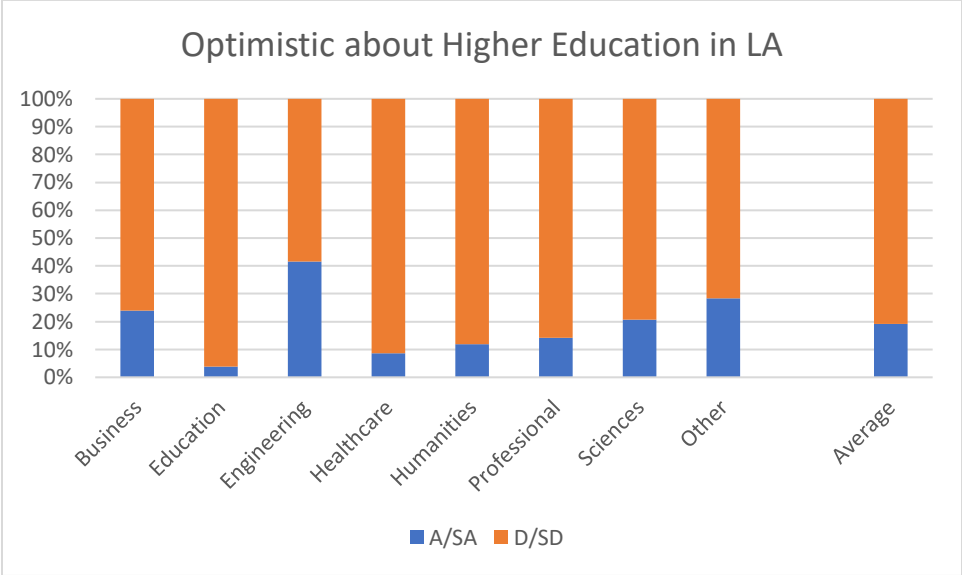
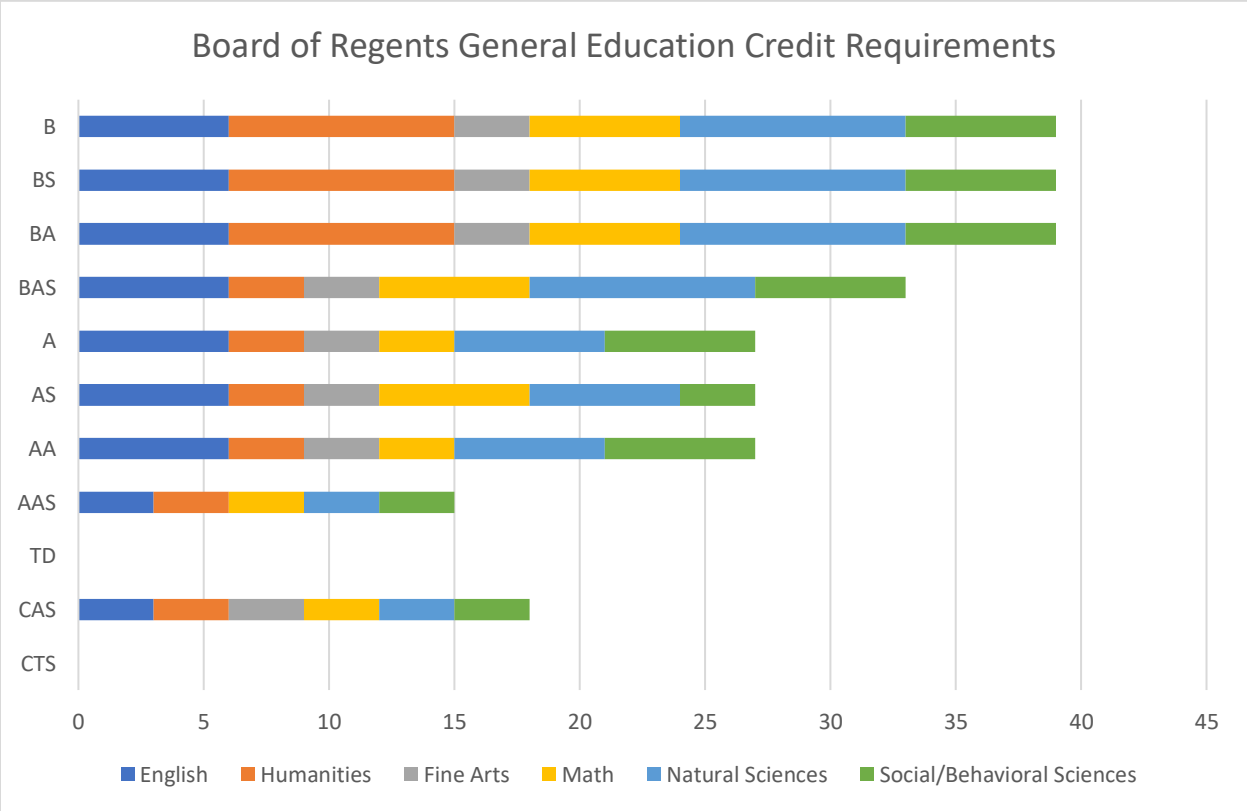


Figure 4 – Board of Regents General Education Requirements



A: Associate Degree (non-designated)
AS: Associate of Science
AA: Associate of Arts
AAS: Associate of Applied Science

B: Bachlor Degree (non-designated)
BS: Bachelor of Science
BA: Bachelor of Arts
BAS: Bachelor of Applied Science

CAS: Certificate of Applied Sciences
CTS: Certificate of Technical Studies
TD: Technical Diploma

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