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SALARY STRUCTURES IN PUBLIC JUNIOR COLLEGES WHICH DO NOT HAVE THE USUAL ACADEMIC RANKS, 1965-66.

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LENGTH OF SERVICE AND LEVEL OF EDUCATION ATTAINMENT PROVIDED THE BASES FOR COMPARING FACULTY SALARIES IN JUNIOR COLLEGES WHICH DO NOT USE ACADEMIC RANKS WITH THOSE OF 4- AND 5-YEAR INSTITUTIONS. DATA WERE OBTAINED FROM 57 USABLE RESPONSES TO QUESTIONNAIRES SENT TO 150 JUNIOR COLLEGES. SALARY EQUIVALENTS WERE DETERMINED BY THE FORMULAS--(1) INSTRUCTOR'S EQUIVALENT SALARY EQUALS 25 PERCENT OF SALARY OF HOLDER OF A DOCTOR'S DEGREE PLUS 75 PERCENT OF SALARY OF HOLDER OF A MASTER'S DEGREE AND (2) PROFESSOR'S EQUIVALENT SALARY EQUALS 80 PERCENT OF HOLDER OF A DOCTOR'S DEGREE PLUS 20 PERCENT OF SALARY OF HOLDER OF A MASTER'S DEGREE. THE INFORMATION WAS USED TO DETERMINE LENGTH OF SERVICE DIFFERENTIALS AND EDUCATIONAL ATTAINMENT DIFFERENTIALS IN SALARIES. IT WAS CONCLUDED THAT (1) IT IS POSSIBLE TO DEVELOP PROCEDURES BY WHICH JUNIOR COLLEGES WITHOUT RANK CAN BE COMPARED WITH AVERAGE SALARIES BY RANK IN LIBERAL ARTS COLLEGES, (2) IN THE ADVANCED CAREER STAGE, LIBERAL ARTS COLLEGES HAVE AVERAGE SALARY LEVELS ABOUT $1,600 OR $1,700 HIGHER THAN THE EQUIVALENT AVERAGE FOR THE 57 PUBLIC JUNIOR COLLEGES, (3) AVERAGE SALARY DIFFERENTIALS BETWEEN PROFESSORS AND INSTRUCTORS IS GREATER IN THE LIBERAL ARTS COLLEGES THAN IT IS IN JUNIOR COLLEGES, (4) THE HYPOTHESIS THAT JUNIOR COLLEGES GENERALLY PAY MORE THAN LIBERAL ARTS COLLEGES IN THE EARLY STAGES OF A TEACHER'S CAREER IS NOT GENERALLY SUBSTANTIATED, AND (5) JUNIOR COLLEGE SALARY DIFFERENCES ARE RELATIVELY SMALL BETWEEN THOSE HOLDING THE PH.D. AND THOSE HAVING ONLY THE MASTER'S DEGREE. TO EASE INCREASING STAFFING PROBLEMS, IT IS RECOMMENDED THAT JUNIOR COLLEGE SALARIES BE INCREASED AT LEAST AS RAPIDLY AS THOSE OF LIBERAL ARTS COLLEGES. (HW)

SALARY STRUCTURES IN PUBLIC JUNIOR COLLEGES WHICH DO NOT HAVE THE USUAL ACADEMIC RANKS, 1965-66

Committee Z of the American Association of University Professors reports regularly the remuneration of faculty members throughout the United States. For a number of years this committee has received requests for a study of faculty salaries in those junior colleges whose faculty members are not classed in the usual professorial ranks. This note reports the results of a first attempt at such a study. Though its results are rough it does yield a number of interesting conclusions about the structure of salaries at junior colleges compared with that at four and five year institutions. It indicates ways in which the junior colleges are likely to find themselves at a disadvantage in attracting competent personnel and suggests some appropriate remedial measures. Perhaps no less important, the study provides some basic information describing the distribution of salaries by the faculty member's length of service and level of educational attainment. This information can be used as a standard by the individual junior college to determine how its salaries compare with those offered by other institutions.

I. Nature of the Study

The Data. With its 1965-66 compensation questionnaire Committee Z sent out to junior colleges a supplementary request for information about salaries at institutions which do not have the usual academic ranks. The respondent was asked to indicate the typical salary paid at his institution to members of the teaching faculty with various specified years of service (e.g., the first and fifth year of college teaching) and with various specified levels of educational attainment (e.g., the Master's degree

only).[1] The analysis that follows is based upon data received from 57 public junior colleges, all of which reported the typical salary paid to teachers with the Doctor's degree and with the Master's degree only.[1]

Types of Information provided. The study provides two general types of information: (1) It shows how salaries in junior colleges vary with length of service and with educational attainment. (2) It makes possible some comparisons between salaries in junior colleges which do not have the usual academic ranks and in other types of higher educational establishments. In addition, the data can be useful in helping individual junior colleges determine how well or how poorly they are paying in relation to others.

Statistical Procedures Used. Since many readers are not interested in complex statistical procedures, they are not included in the main part of the study. Those who wish to explore the methodological details further, however, will find them described in the Appendix. It is sufficient to say here that the figures shown in Tables 1a through 1d for each quartile--lowest, next lowest, et eetera--represent the arithmetic average for a constant group of institutions. Let us now look at some of the conclusions which can be drawn from these statistics.

II. Length of Service Differentials

Differences between salaries in early and late career. One of the issues of most direct concern to anyone considering a career in a junior college is the rate at which he can expect his income to rise through his

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[1] Strictly speaking, the "Master's degree only" category includes some individuals who have done work beyond the M. A. but in amounts insufficient to qualify them for their institution's next salary bracket.

period of service. He will want to know whether by staying at such an institution he can look forward to increases in income commensurate with those that are customary elsewhere.

We therefore examined figures relating increases in incomes at junior colleges to those at the nation's liberal arts colleges. There is, unfortunately, no direct and obvious way in which this comparison can be made using the information that is currently available. In the liberal arts colleges we can use data on instructors' salaries to represent the earning power of the neophyte faculty member and the full professors' income to represent the level of earnings late in one's career. But what, in the rankless junior college, corresponds to instructor and full professor?

In attempting to make these comparisons it has been necessary to employ conventions that admittedly somewhat arbitrary and assumptions that/only approximately valid at best. Yet there seems little reason to question the approximate orders of magnitude derived from these calculations. The details of the procedures used in arriving at equivalent figures for junior colleges are described in the appendix.[2]

The implications of the figures summarized in the following table are quite clear. They show that the difference between the salaries earned early and late in one's career is much greater, on the average, in liberal

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[2]Our approach uses the average typical junior college salary computations from Tables 1a and 1b for the Master's and Doctor's degrees. Average 1965-66 salaries in liberal arts colleges are taken from William J. Baumol and Peggy Heim, "Economic Status of the Profesion, 1965-66, "AAUP Bulletin, Summer, 1966, Appendix Table 9, p. 153.

arts colleges than it is in the nation's junior colleges, whether we measure this difference in percentage or in absolute dollar terms.

Academic Rank	Equivalent Salary In Junior Colleges	Average Salary in Liberal Arts Colleges	
		Public	Private
Instructors	$ 6,910	$ 6,850	$ 6,860
Professors	10,860	12,550	12,480
Difference:			
Dollars	3,950	5,700	5,620
Percentage (instructor as base)	57%	83%	82%

While a professor at a liberal arts college typically earns over $5,500 a year more than an instructor, the corresponding junior college differential is less than $4,000. And while the liberal arts professor earns over 80 per cent more than in instructor, the equivalent junior college differential is less than 60%. Thus, on the average, a faculty member at a junior college can look forward to much less economic advancement over the course of his career than can his colleague at a four year institution.

Pattern of Annual Salary Increases. In recent years the earnings of professors at liberal arts colleges have advanced more rapidly, both in percentage and in absolute terms, than have those of instructors. Indeed, with surprising consistency, the higher the rank, the higher the rate of salary increase.[3] One might then expect that in junior colleges salary increases would also rise with length of service--that at least in absolute terms annual salary increases from the 5th to the 10th year of service would be higher than those from the first to the 5th year of service. However, calculations made from Table 1b indicate that this is not always the

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[3]See Baumol and Heim, op. cit., p. 141.

case. For some of our four groups of junior colleges, salaries for the Master's degree might exhibit one pattern while those for the Doctor's degree behave in an opposite manner. Thus in both the lowest and the highest fourth of our junior colleges, the salaries of Master's degree holders do indeed increase more rapidly in the second five years of their service than they did in the first five. But the reverse is true for the Ph.D.'s who teach in the same institutions. And in the second quarter of the junior colleges the average annual increase is less from the 5th to the 10th year of service than it was from the 1st to 5th year both for holders of the M. A. and of the Ph.D. The degree of variation is relatively small, however, (no more than $13) and might be accounted for by peculiarly behaving salary schedules in several institutions that just happen to make up the sample.

However, one relationship stands out clearly: the average annual increment drops off significantly from the 10th to the 20th year of service. Indeed the annual mean increment for this period is, on the average, only $86 for the holders of the Master's degree in the most poorly paying institutions and only $127 for those with the doctorate among the best-paying colleges. It is in the advanced career period that the most pronounced differences appear between advances in the junior colleges and in the liberal arts colleges. The holder of the doctoral degree at the four year college can look forward to much more generous salary increases in the later period of his career than can his junior college counterpart.

Salary Levels in Early Career. The hypothesis has sometimes been advanced that junior colleges pay better in the early years of one's career than do liberal arts colleges. We can test this hypothesis by calculating once again the average salaries paid at junior colleges to groups of individuals roughly similar in composition to the mix one might expect to

find in the beginning ranks of the faculties of liberal arts colleges. If we use the figure employed earlier as the junior college equivalent to instructor and develop a new junior college equivalent for assistant professor by assuming that the typical assistant professor at a liberal arts institution will be in his sixth or seventh year of service and that about 35 per cent of the individuals holding this rank have their Doctor's degree, then the same methods of calculation that were used before now yield the following figures:

Average Salary for	Liberal Arts Colleges Public	Private	Junior College Equivalent
Instructor	$6,850	$6,860	$6,910
Asst. Prof.	8,430	8,080	8,160 (6th yr)
			8,450 (7th yr)

While these figures do indicate that an individual with a given level of educational attainment will initially earn slightly more at a junior college the difference is by no means consistent and is certainly not substantial--it averages out to less than $100 per year. Thus one cannot conclude that junior college teachers on the whole have any significant edge over their colleagues in public and in private liberal arts colleges in the early years of their career. Only the junior colleges in the highest fourth offer much higher early career levels of remuneration than does an average liberal arts college. However, one might surmise that the upper quartile of liberal arts colleges offers at least as high a salary scale as does the highest fourth of junior colleges.

Lifetime Salary Patterns: Conclusion. Our investigation then suggests that on the average junior colleges offer neither much higher salaries to an individual entering his career nor increases in income

anywhere commensurate with those he would obtain at liberal arts institutions. Certainly in this respect the junior colleges do not seem so far to have made themselves financially attractive to their faculties.

III. Educational Attainment Differentials

Educational Differentials Over Time. As Table 1c indicates and as one would expect, the dollar differential between the salaries of those with the Master's degree only and those with the doctorate increases slightly over time. What seems most significant, however, is the very slow rate of growth. On the average, the differential increases only by about $300 between the first and the 20th year of service. This relationship is quite different from that at liberal arts colleges where those without the doctorate are frequently held to the level of high associate professor or low full professor salaries while their colleagues with the degree usually go on to the much higher earning level of the full professor.

The Life-Time Educational Differential. If we use 20 years as an arbitrary standard "career life-time" and assume that salaries increase by the average annual increment in the 1st to 5th year, 5th to 10th year, and so on, the Doctor's degree, in contrast with the Master's degree, yields on the average only an extra $24,000 of total earnings over the entire period, or about $1200 a year over the twenty years. This is shown in the following table which reports (on the assumption that current salary levels remain unchanged over the entire period) the earnings over a twenty year period of holders of Master's and of Doctor's degrees at junior colleges.

Total Twenty-Year Earnings, All Junior Colleges, 1965-66 Levels

Period of Service	With Master's Degree	With Doctor's Degree
1st through 5th year	$ 24,630	$ 40,030
6th through 10th year	41,680	47,320
11th through 20th year	93,730	106,395
	$170,040	$193,745

We conclude that the dividend earned by a Ph.D. at a junior college is not high. In comparison with liberal arts colleges the average annual marginal payment to the holder of a Ph.D. becomes even less substantial if instead of a 20-year span our calculations of lifetime income had utilized a more realistic period of 30 or 35 years.

Inter-College Educational Differentials. As Tables 1a, 1c, and 1d show, the better-paying junior colleges (highest fourth) offer significantly higher differential payments to the holder of a Doctor's degree both in percentage and dollar terms than do the lowest-paying colleges (lowest fourth). In the 20th year of service the teacher with the Doctor's degree in the lowest-paying colleges receives about $800 (or 9 per cent) more than his colleague with the Master's degree only. In the highest-paying junior colleges, the difference is about $1600 or 14 per cent. Unless a junior college relies primarily upon retirees from other institutions it can hardly expect to attract and retain many persons with doctorates if its salary structure is similar to that of the lowest two fourths of the junior colleges in our sample.

IV. Conclusions and Recommendations.

Several conclusions follow from the material presented above.

1. As a matter of research method, the analysis has shown that it is possible to develop procedures which permit junior college salaries to be compared with average salaries by rank in the liberal arts colleges. This

is an issue more significant than it may at first appear. For a number of years the AAUP Committee on the Economic Status of the Profession (Committee Z) has been receiving requests for such comparisons but it was by no means obvious that data for the two types of institutions could effectively be related. Essentially the method employed here involves the calculation of junior college equivalents based upon assumed Master's-Doctor's degree mixes and average length of service. While far from ideal, the procedure probably yields fairly reasonable approximations and indicates the orders of magnitude involved.

2. Turning to substantive matters, the data show that in the advanced career stage, represented here by the mean salary of full professors, liberal arts colleges have average salary levels about $1600 or $1700 higher than the equivalent average for the 57 public junior colleges included in this study. On the other hand, faculty members in the highest-paying fourth of the junior colleges in our sample fare better than those in the less well-paying public and private liberal arts colleges.

3. The average salary differential, both in percentage and in dollar terms, between professors and instructors is much greater in the liberal arts colleges than it is in the junior colleges. This is true primarily because salaries in the junior colleges simply do not climb high enough. Annual increments often cease by the 15th or 16th year of service, if not sooner, or else come in very small amounts thereafter.

4. In early stages of the faculty member's career, represented here by the ranks of instructor and assistant professor, salaries in the 57 public junior colleges are, on the average, about equal to those in public and private independent liberal arts colleges. The hypothesis that junior

colleges overall pay more than liberal arts colleges in the early stages of a teacher's career is not borne out by the figures.

5. Salary differences between those holding the Ph.D. and those having only the Master's degree are not great in the junior colleges, averaging less than $1,100 in the first year of service and less than $1,400 in the 20th year of service for the 57 junior colleges combined. Although the average educational salary differentials in the first few years of service may be similar in junior and in liberal arts colleges, they diverge significantly in the advanced stages of the teacher's career.

Undoubtedly at least three forces will intensify staffing problems for the junior colleges in the next few years and appropriate measures will have to be taken if the colleges are not to be swamped by them. First, rapidly expanding enrollments will necessitate larger and larger teaching staffs. Second, since explosion of knowledge is likely to continue, at least in the near future--higher and higher levels of teacher training will be required to insure competent performance. Third, junior colleges will face increased competition from four and five-year colleges because their improved salary structures will enhance the attractiveness of positions at these institutions. If junior colleges are not to be mere extensions of the high school and, if, among other functions they are to prepare their students adequately for transfer to senior colleges and universities, several obvious courses of action will have to be given serious consideration by the junior colleges.

Junior college salaries may have to rise at least as rapidly as those in liberal arts colleges. In the course of this process it may be highly desirable to increase disproportionately the average salary offered to the

teacher with a long period of service. This does not mean that such increases should be automatic; it may be much more desirable to base them on merit. If the quality of the faculty is to improve, differentials offered to individuals with higher levels of educational attainment may have to be increased substantially. And one should not forget the very low salaries offered in a number of junior colleges--the average salary levels of $9,000 a year and less paid in the lower half of our junior colleges to teachers with the Master's degree after twenty years of service.

Probably there is no such thing as an ideal salary structure. But it seems clear enough that the present arrangement of junior college salaries offers room for improvement not only as a matter of justice to the faculty member but in terms of the effectiveness with which the junior colleges can play their increasingly important role.

APPENDIX: STATISTICAL PROCEDURES

The Sample. Questionnaires were sent out to approximately 150 junior colleges with AAUP chapters or to those with relatively large enrollments. Statistics were received from too few private and church-related junior colleges to make analysis feasible. Many of the 150 junior colleges have academic rank, and their statistics were, therefore, not appropriate for this particular survey. The 57 public junior colleges submitting usable data were drawn from 14 states--Arizona, California, Colorado, Florida, Idaho, Illinois, Kentucky, Michigan, Missouri, New Jersey, Texas, Washington, Wisconsin, and Wyoming--but only three states--Michigan, Washington, and California--accounted for as many as 5 institutions each. Slightly more than 40 per cent of the 57 colleges were located in California. Since most, if not all, of the community colleges in New York are utilizing academic ranks, their salary schedules are not included in this survey.

Comparisons among Junior Colleges. It seemed desirable in this study not only to describe the state of affairs at junior colleges as a whole but also to break down the sample into sub-groups by varying level of faculty remuneration. Unfortunately this is not as simple as it may appear, since the institution which provides particularly high salaries to holders of the Master's degree in their first year of teaching may not do nearly as well, relatively speaking, in compensating their Ph.D.'s and Ed.D.'s with ten years of teaching experience. Thus the top salary group in terms of payments to first year M. A.'s might be composed of a different set of institutions than the one which paid the highest salaries to 10th year Ph.D.'s. To retain a breakdown into sub-samples of constant composition it was decided, somewhat arbibrarily, to divide the sample into fourths--

the highest paying, next highest paying, and so on. The criterion used in defining these four classes was the average salary paid at each institution to faculty with the Doctor's degree during their first year of service. The figures for these sub-groups are ordinary arithmetic averages for all institutions in the sub-group. This rough breakdown will, it is hoped, offer individual colleges some standard of comparison and thus enable them to judge their own performance in relation to that of other institutions. For all institutions combined and for each of the four sub-groups arithmetic average salaries were calculated according to level of educational attainment and length of teaching experience. The results are described in Tables 1a through 1d. In addition, for the entire sample the overall distribution of salaries by years of service and educational attainment was described in terms of some standard statistical measures such as the lower decile (the salary level exceeded by 90 per cent of the sample), the median (the salary level exceeded by 50 per cent of the sample) and the upper decile (the salary level which was matched or exceeded by only 10 per cent of the sample). These figures appear in Tables 2 and 3.

Comparisons with Liberal Arts Colleges. Junior college salaries equivalent to the average salary for instructors and professors in liberal arts colleges were obtained using the following procedures.

Since junior colleges frequently provide no annual increments beyond the 15th and 16th year of service, or, if increments are given, they come in small amounts after relatively long periods (say every five years), we may equate roughly the average salary of professors in public and private independent liberal arts colleges with the salary received in the 20th year of service in the public junior colleges. In the liberal arts colleges

at any given time the "average" instructor may be expected to be in his second or third year of service. Therefore, one average annual increment was added to the average junior college salary figure corresponding to the first year of service for both the Master's and the Doctor's degree.

To standardize for educational attainment, it was assumed that in public and private independent liberal arts colleges 80% of the full professors have their doctorate while only 25 per cent of liberal arts college instructors hold a Ph.D. The 25% figure is undoubtedly high but it helps to compensate for members of junior college faculties who, while not holding Ph.D.'s, have gone far enough in their post-graduate work to qualify for salaries higher than those corresponding to "Master's degree only." When one considers the low salary scales prevailing in some liberal arts colleges, and hence the relatively low educational attainment probably characteristic in these institutions, and the fact that doctorates are relatively rare in a number of fields, such as physical education, music, art, drama, and business education, the 80% figure is probably also high but it, too, may help to compensate for another offsetting oversimplification--the fact that in their 20th year of service most academics in liberal arts colleges, even those without a Ph.D., would have gone somewhat beyond the Master's degree.

The summary calculations for the junior college salary equivalents that follow from the preceding assumptions are now described.

Instructor equivalent salary = 25% of salary of holder of a Doctor's degree ($ 7,720*) plus
75% of salary of holder of a Master's degree ($ 6,640*)
= a Weighted Average Salary of $ 6,910

*1st year of service plus one annual increment

Professor's equivalent salary = 80% of salary of holder of a Doctor's degree ($11,130) plus
20% of salary of holder of a Master's degree ($9,760)
= a Weighted Average Salary of $10,860

If similar comparisons are made for the uppermost quarter of junior colleges, the dollar and percentage differentials between the instructors and professors' equivalent salaries are also smaller than the corresponding differentials in liberal arts colleges. Although the professorial-equivalent falls only about $300 short of the average in liberal arts colleges, starting salaries in these junior colleges are quite high. The teacher in even the better-paying junior colleges remains at a disadvantage however, since he cannot look forward to sizable annual increments in the very advanced period of his career.

Table 1a

Arithmetic Mean Salaries of Junior College Teachers with Master's and with Doctor's Degrees for All Institutions Combined and for the Lowest, Highest, and Intermediate Fourths, 1965-66*

Year of Service	All Colleges		Lowest Fourth		Second Fourth		Third Fourth		Highest Fourth	
	Master's Degree [1]	Doctor's Degree [1]	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree
1st	$ 6,360	$ 7,430	$ 5,740	$ 6,330	$ 5,870	$ 7,000	$ 6,630	$ 7,790	$ 7,190	$ 8,580
5th	7,490	8,600	6,710	7,360	6,930	8,120	7,790	8,990	8,510	9,920
10th	8,900	10,040	7,940	8,600	8,190	9,490	9,290	10,510	10,190	11,570
20th	9,760	11,130	8,800	9,610	9,030	10,450	9,960	11,610	11,260	12,840

* In order to minimize incorrect impressions caused by more or less unique educational and service differentials in individual institutions it was not feasible to use the typical median, quartile, and decile values; instead arithmetic mean salaries were calculated for the highest, lowest, and intermediate fourths of the reported salaries and for all salaries combined. (Means were rounded to the nearest $10). To show the more common educational-attainment and service differentials it was desirable to use constant samples. The first year-of-service and the Doctor's degree were used in determining sample composition. For example, the "Lowest Fourth" always refers to those colleges which had the lowest salaries for the Doctor's degree in the first year of service; the figures for the Master's degree, first year of service, would also include the same colleges.

1 The Master's degree group includes holders of various types of Master's degrees, none of whom have completed enough additional graduate work to qualify for the next higher salary bracket. The Doctor's degree class includes holders of various Doctor's degrees or an accepted equivalent.

Table 1b

Length of Service Differentials in Junior Colleges

Difference in Average Salary Between First and Fifth, Fifth and Tenth, Tenth and Twentieth, and First and Twentieth Year of Service for Junior College Teachers with Master's Degree Only and with Doctor's Degree for a Constant Sample of Colleges, 1965-66*

Year of Service Interval	All Colleges		Lowest Fourth		Second Fourth		Third Fourth		Highest Fourth	
	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree
1st to 5th	$1,130	$1,170	$ 970	$1,030	$1,060	$1,120	$1,160	$1,200	$1,320	$1,340
5th to 10th	1,410	1,440	1,230	1,240	1,260	1,370	1,500	1,520	1,680	1,650
10th to 20th	860	1,090	860	1,010	840	960	670	1,100	1,070	1,270
1st to 20th	3,400	3,700	3,060	3,280	3,160	3,450	3,330	3,820	4,070	4,260

* See Table 1a for explanatory note, including constant sample composition.

Interpretation of data: From the first to the fifth year of service the average salary increase for those holding the Doctor's degree amounted to $1,170 for all institutions combined; for the highest one-fourth of the reported salaries, the increase was $1,340.

Table 1c

Educational-Attainment Differentials in Dollars for Junior Colleges

Average Salary Difference in Specified Year of Service for Junior College Teachers with Master's Degree Only and with Doctor's Degree for a Constant Sample of Colleges, 1965-66*

Difference Between Master's Degree and Doctor's Degree

Year of Service	All Colleges	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
1st	$ 1,070	$ 590	$ 1,130	$ 1,160	$ 1,390
5th	1,110	650	1,190	1,200	1,410
10th	1,140	660	1,300	1,220	1,380
20th	1,370	810	1,420	1,650	1,580

* See Table 1a for explanatory note, including constant sample composition.

Interpretation of data: For "All Colleges" the average salary for teachers with Master's Degree only, fifth year of service is $1,110 less than the average salary of teachers with the Doctor's Degree with the same number of years of service.

Table 2

Typical Academic-Year Salaries Reported in 57 Public Junior Colleges for Teachers with the Master's Degree Only and with the Doctor's Degree, by Year of Service, 1965-66*
(The Median and the Lowest and Highest Decile and Quartile Salaries Reported by the 57 Junior Colleges)

Year of Service	Lowest Decile		Lowest Quartile		Median		Highest Quartile		Highest Decile	
	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree	Master's Degree	Doctor's Degree
1st	$ 5,520	$6,260	$ 5,800	$ 6,700	$ 6,150	$ 7,500	$ 6,890	$ 8,010	$ 7,200	$ 8,700
5th	6,260	7,200	6,840	7,830	7,380	8,490	8,360	9,500	8,550	10,010
10th	7,250	8,100	7,820	9,080	9,030	9,940	10,080	11,360	10,450	11,830
20th	8,040	9,230	8,620	9,940	9,720	10,890	10,750	12,470	11,650	12,800

*Note: The rank order of institutions may change from one level of educational attainment to another and from one year of service to another. For example, the institutions which place in the highest salary decile with the Doctor's degree, 1st year of service, may not place in the top decile with the Master's degree, 1st year of service. The Master's Degree group includes holders of Master's Degrees only plus those with the Master's who have completed too few additional units to qualify for the next higher salary bracket.

Interpretation of data: The lowest-paying ten per cent of the junior colleges reported salaries under $6,260, while the highest-paying ten per cent reported salaries of $8,700 or higher for teachers with the Doctor's Degree.

Table 1d

Educational-Attainment Differentials in Percentages for Junior Colleges

Salary Differential in Specified Year of Service Between Junior College Teachers with Master's Degree Only and Those with Doctor's Degree for a Constant Sample of Colleges, 1965-66*

Difference Between Master's Degree and Doctor's Degree

Year of Service	All Colleges	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
1st	16.8%	10.3%	19.3%	17.5%	19.3%
5th	14.8	9.7	17.2	15.4	16.6
10th	12.8	8.3	15.9	13.1	13.5
20th	14.0	9.2	15.7	16.6	14.0

* See Table 1a for explanatory note, including constant sample composition.

Interpretation of data: The average differential for the Doctor's Degree is expressed as a percentage of the average salary reported for the Master's Degree Only. For example, in the first year of service the average reported salary for the Doctor's Degree exceeds the average salary for the Master's Degree Only by 16.8% in all institutions combined.