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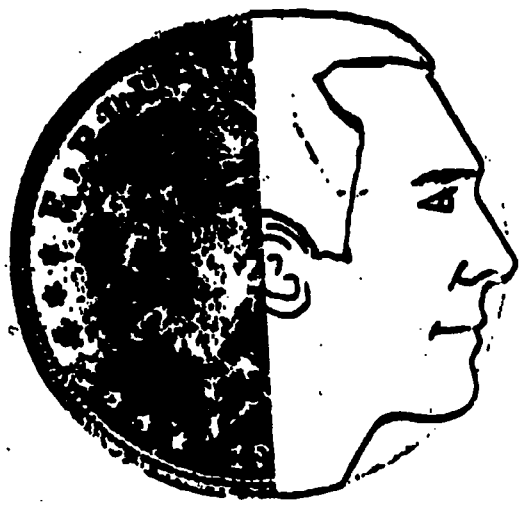
ABSTRACT

Data on faculty incomes, both base and supplemental, are summarized. Sources of supplemental income are described, and income variables are related to characteristics of individual faculty members, their institutions, and their disciplines. The analysis was based upon the 1975 survey of the American Professoriate (Ladd and Lipset, 1975) which included approximately 4,000 responses of faculty from 111 randomly selected institutions. Separate analyses were performed on responses of faculty from doctoral universities and from faculty at all institutions granting a baccalaureate or advanced degree, including the doctorate. Institutional base salary was primarily determined by academic rank, and to a much smaller extent by academic discipline and contract length. The amount and source of supplemental income, on the other hand, depended more on discipline and less on academic rank. Faculty from doctoral universities received higher base and supplemental salaries, particularly higher than those faculty from liberal arts colleges. School quality (in terms of SAT test scores, revenue, and research dollars) was positively related to both base and supplemental incomes, as was school size. The research productivity of each respondent was also positively correlated with base salary, supplemental income, and the likelihood of reporting most sources of supplemental income other than additional teaching. (SW)

TOTAL FACULTY EARNINGS, ACADEMIC PRODUCTIVITY AND DEMOGRAPHIC VARIABLES

by

Herbert W. Marsh



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ABSTRACT

Government officials, the press, consumers of higher education, and academics are increasingly questioning the amount of time and effort that some faculty devote to extra activities that supplement their university base salaries. The purpose of this study was to summarize data on faculty incomes--both base and supplemental, to describe sources of supplemental income, and to relate these income variables to characteristics of the individual faculty, their institutions and their disciplines. The study was based upon the 1975 survey of the American Professoriate (Gadd & Lipset, 1975) which included approximately 4,000 responses of faculty from 111 randomly selected institutions. Separate analyses were performed on responses of faculty from doctoral universities and from faculty at all institutions granting a baccalaureate or advanced degree--including the doctorate.

In 1974-75 the average total personal income of responding faculty was $22,100; $19,400 in basic salary and an additional $2,700 (14% of base) in supplemental income. Approximately 84% of the faculty reported earning some supplemental income, but only 4% supplemented their income by more than 30% of their base salary. Faculty, when asked to report their two largest sources of supplemental income, most frequently mentioned additional teaching (summer teaching-36% and teaching elsewhere-11%), consulting-29%, and "Other Sources" -20%. Some consulting for pay was reported by 52% (including the 29% who indicated it was one of their two largest sources).

Institutional base salary was primarily determined by academic rank, and to a much smaller extent by academic discipline and contract length. The amount and source of supplemental income, on the other hand, depended more on discipline and less on academic rank. Faculty on 11/12 month contracts, over one-third of the sample, earned higher base salaries and somewhat lower amounts of supplemental income--they were less likely to report summer teaching or research salary supplements though they were somewhat more likely to consult and give speeches/lectures for supplemental income.

Faculty from doctoral universities received higher base and supplemental salaries--particularly higher than those faculty from liberal arts colleges. Part of these differences were explicable in terms of academic experience and discipline; faculty at doctoral universities were older, were more likely to be full professors, and were more likely to be in the few disciplines that received substantially higher salaries (e.g., medicine and law). While discipline and rank differences explained much of the salary disparity between doctoral universities and comprehensive institutions, faculty from liberal arts colleges received substantially lower salaries even after controling for these other variables.

School quality (in terms of SAT test scores, revenue, and research dollars) was positively related to both base and supplemental incomes, as was school size. The research productivity--articles and books published, and research support--of each respondent was also positively correlated with base salary, supplemental income, and the likelihood of reporting most sources of supplemental income other than additional teaching.

Each of a variety of indicators of service to one's own school (departmental and university involvement, governance, etc.) was positively related to base salary--though this was largely due to the fact that more senior faculty have more involvement and higher base salaries, but showed little correlation with supplemental income. However, hours spent teaching and relative interest in teaching as opposed to research were negatively correlated with base salary, supplemental income, and most sources of supplemental income except additional teaching.

LIST OF TABLES

TOTAL FACULTY EARNINGS, ACADEMIC PRODUCTIVITY AND DEMOGRAPHIC VARIABLES

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Steady state enrollments and funding in higher education require institutions to emphasize planning, evaluation and management of limited resources. Most importantly, these include the faculty and the resources used to support them. One policy-practice area that has not received much attention but is emerging as potentially troublesome is that of extra income-earning activities (both internal and external to the university) of academic faculty and staff. A basic confusion exists as to how "faculty load" should be defined, thus making it virtually impossible to determine what is overload. So long as it remains unclear how much faculty commitment is due for basic salary, the employing institution may have no valid claim to royalties, property rights, or control over what faculty do during what they assume to be their own time.

There seems to be a confusion between the role of the academic professional with roles of two different types of workers; first, the fee-for-service professio . who does not have a guaranteed salary, tenure, and academic freedom, and second the blue collar worker who is compensated in direct proportion to the number of hours--including overtime--worked. Of course, both of these employment models have many consequences that would be deemed totally unacceptable by most faculty. Perhaps the most unique quality that distinguishes the academic occupation from others is the privilege of self-determination in the use of time for which faculty are guaranteed compensation. Even at institutions with relatively heavy teaching loads, the total number of hours devoted to teaching--including preparation, grading, office hours, etc.--will rarely exceed two-thirds of the total annual hours of either a typical industrial worker or of other professionals. While academics typically reported working 40-to-60-hour work weeks--including their research--this is typical of many other professions as well. This discretionary time afforded to academics, ultimately paid for by society, is made available for research and public service, with the understanding that it will benefit society. A particularly difficult question is the determination of when, if at all, extra-income-earning activities might be considered as part of the regular responsibility of faculty as part of the discretionary time, or when they might detract from other activities that might otherwise be undertaken.

Potential benefits of these extra-income-earning activities--to faculty, students, the university, and society--are many. These include exposing faculty to the practical needs of society and industry, providing society with the university's expertise, bridging the gap between academe and society, and providing financial benefits for both the faculty and the university. However, these same activities require time that may already be compensated as part of regular teaching load, often produce property whose ownership and income may belong to the university, and may result in potential conflicts of interest. Apparent or actual conflict of interest and

questionnable use of salaried time and institutional resources tend to erode public respect for higher education, and may increase its cost.

Many of these concerns are currently being raised by legislative bodies as evidenced by a request of a U. S. Senate Appropriations subcommittee that the National Science Foundation make a study of faculty salaries. In the Spring of 1977 this NSF salary report received the following comment from the subcommittee:

> "...The committee notes that the report limited its consideration to universities' salaries and neglected the fact that university policies are generally structured to allow, if not encourage, the earning of outside income by faculty. For instance, the writting of income-producing books during normal working hours is a customary academic privilege. In contrast to industry, universities allow faculty-inventors to retain large shares of the royalties from the inventions, subject to government regulation that might apply because of Federal sponsorship. Universities generally allow faculty to spend from one-half to one day a week consulting with no loss of academic pay. And some faculty even maintain substantial and continuing outside business responsibilities. Since all these types of activity are customary parts of remuneration provided by academic life, and since the income resulting from them can be substantial in the case of senior scientists, the committee repeats its request that NSF reexamine its salary policies to determine what new guidelines may be needed to offer reasonable assurance: 1)that faculty time being supported is actually being devoted to the grant-supporting activities and not to other income-producing efforts and 2)that the government is not creating inequities between the earned income of academic scientists and its own senior scientists." (Report 95-280, June 21, 1977)

Similarly, a subcommittee of the California Assembley wrote requirements into the budget for the University of California that mandated faculty to make full public disclosure of outside professional activities and that the university develop a policy on consulting to submit to the legislature. These requirements were later voted down, but according to an article in the Chronicle of Higher Education (February 21, 1978, page 1), "no one expects the legislature to drop the issue." It was noted in the same article that more than 40 state legislatures have passed new laws requiring stricter ethical codes and financial-dislosure for themselves. The implication was that if the legislators are willing to pass stricter codes for themselves, there is little reason why they will not do the same for college faculty.

A major factor in seeking supplemental income has to do with the economic status of the American Professoriate. If there are inadequate economic incentives in the academy, this argument contends, faculty will be forced to seek supplemental income--either overload salaries within one's own institution or additional income from an outside employer. This argument rests on the assumption that academic compensation is below that offered outside of the

academy. Data summarized by Bowen(1978) indicatethat faculty salaries outpaced the cost of living by about 55% during the years of 1951-52 to 1969-70, an average of 3.6% per year. However, since that time faculty salaries have not kept pace with inflation, losing a total of 2.3% during the period of 1969-70 to 1976-77 for an average of -0.33. Lee Hansen (1979) has updated this analysis and indicated that the decline in faculty salaries, relative to the cost of living, has actually increased. Bowen(1978) summarizes the situation by stating the academy is presently "experiencing a weak market position owing to the large number of qualified people in the market, a possible decline in enrollments, and the precarious finances of many institutions." These data suggest that faculty experienced substantial growth over a long period of time, but more recently have barely kept pace or actually fallen behind the cost of living.

An alternative approach to this assessment of economic status is to compare faculty earnings with those of other professional occupational groups. A problem in making this comparison is obtaining comparable sources of data that include the total earnings of both college faculty and the other occupational groups. Many presentations of faculty salaries fail to include supplemental income earned by faculty above their base salary. Dillon and Marsh (1979) compared the total personal earnings of 16 professional occupational groups that were reported by the Bureau of the Census. Included in the analysis were all persons in a professional job classification who had six or more years of college and had worked for at least 40 weeks during 1976. Mean earnings for the 16 different occupatonal groups varied from a low of $10,400 for clergy to a high of $36,200 for health practitioners. College faculty, 8th highest of the 16 groups, fell below scientists, university and school administrators, and engineers, but were above social scientists, technicians, and social workers. The mean of faculty earnings, $19,800, was $2,300 below the mean of all respondents. A separate comparison of the earnings of academic and nonacademic scientists revealed that nonacademic earnings were lower by $1,200. These results suggested that the total earnings of academics were comparable to or slightly below those in nonacademic professions.

Bowen(1978), comparing earnings in higher education with those in nonacademic occupations, stressed the importance of nonmonetary benefits. Among others, he listed membership in the academic community, the security of tenure, substantial freedom in use of time, long vacations, subsidized sabbatical leaves, access to college facilities, and tuition remission. Summarizing, he stated that "another indication that faculty remuneration may be not too far out of line is the notable absence of any rush to leave the profession or any shortage of young people who are willing to enter when jobs can be found."

In summary, higher education experienced tremendous growth during the 1950's and 1960's, creating a favorable job market for faculty. Universities and colleges, competing for the relatively scarce faculty,

offered higher salaries, better fringe benefits, improved nonmonetary incentives, lower teaching loads, and faster advancement. The abrupt change in the job market during the last decade produced a large surplus of new doctorates who can not find faculty positions. As a consequence of this poor job market and tighter funding, faculty salaries have not even kept pace with inflation. This situation, a long period of rapid increase in real income followed by a period of stability or real decreases, produced pressure for faculty to seek supplemental incomes. However, at the same time, government bodies and the general public--who ultimately provide most of the support for higher education--have increasingly questioned whether or not these supplemental income activities are pursued at the expense of the traditional missions of academia. Higher education, with good justification, points to all the benefits to society that result from many of these activities and suggests that abuses are rare. However, largely because of the lack of defination of faculty load and the lack of enforceable codes, higher education has little basis for rebutting the claims. The purpose of this study is to describe amount and sources of supplemental income, and to relate these to variables such as research productivity and institutional involvement.

METHODOLOGY

Sampling Procedures

Data were based upon the 1975 Survey of the American Professoriate conducted by Everett Ladd and Seymour Lipset. Details of the sampling procedure, item content, weighting procedures, and comparisons with other national samples are described in a Technical Report (Ladd & Lipset, 1975) that accompanies the data base. Faculty responses were made by faculty from 111 randomly selected institutions. The final sample included only full-time faculty in actual teaching positions. Faculty with ranks below instructor, visiting a campus on leave, and in non-teaching positions were eliminated. The final sample of 7,798 respondents was selected according to a predetermined ratio of faculty in each of the five Carnegie classifications; faculty from doctorate granting institutions were oversampled and those from two-year schools were undersampled.

Surveys were mailed in March and April of 1975, and follow-ups were sent to nonrespondents in May. A total of 4,081 (52.3%) faculty returned the questionnaires, of which 3,536 were usable. Three variables were then used to weight responses--type of school (Carnegie Classification), academic rank, and academic discipline. The purpose of the weighting procedures was to adjust for the intentional oversampling of research universities and the undersampling of junior colleges, but it also served to adjust for slight underrepresentation of assistant professors and faculty in Business/Professional/Applied disciplines. The actual weights are presented in the Technical Report (Ladd & Lipset, 1975). For purposes of the present study, faculty in Fine Arts were assigned the same weights as faculty in the Social Sciences/Humanities, faculty in Law and Education were assigned the same weights as faculty in Business/Professional/Applied disciplines, and any faculty not otherwise

assigned a weight were given a weight of 1.0. Weights were adjusted so that the total number of cases after weighting was the same as the total number of cases before weighting.

Research Variables

SET I — INCOME RELATED VARIABLES

Several different sets of variables were considered in this study. The primary focus was on income variables and sources of supplemental income. This first set of variables and definitions are as follows:

Basic Institutional Salary (see Table 1, Page 21)
"What is your basic institutional salary, before taxes and deductions, for the current academic year?" Respondents indicated one of ten categories. For all but the two end categories, respondents were assigned an income equal to the midpoint of the indicated category. For the lowest category (below $7,000) a value of $6,000 was assigned and for the highest category (over $35,000) a value of $38,000 was assigned.

Percentage Earned Over Base Salary
"In recent years, roughly how much have you earned over and above your basic salary? Please estimate as a percentage of your basic salary." Respondents were given 7 response categories. Respondents were assigned the midpoint of their indicated category for all but the one open-ended category (50% and over) for which a value of 60% was assigned.

Supplemental Income (see Table 2, Page 22)
The assigned values of the above two variables were multiplied together to determine a approximate dollar value for supplemental income.

Total Personal Income (see Table 3, Page 23)
The sum of Basic Institutional Salary and Supplemental Income

Total Family Income (see Table 4, Page 24)
"What was your total family income, before taxes, in calendar year 1974?" Respondents were given 8 response categories. Respondents were assigned the category midpoint for all but the two open-ended categories; for the lowest category (below $10,000) $8,000 was assigned and for the highest (over $50,000) a value of $60,000 was assigned.

Change in Economic Position (see Table 5, Page 25)
"Has your own economic position as a member of the academic profession improved, worsened or stayed roughly the same over the past five years?" Respondents were given five response categories that varied from "1-worsened significantly" to "5-improved markedly".

Sources of Supplemental Income (see Tables 6-15, Pages 26-35)
Respondents were asked to indicate their first and second largest sources of supplemental income from a list of seven possible sources, an "Other Sources"

category, and a "None" category. For each source, respondents were assigned a "1" if they indicated it as their first or second largest source and a "0" if not. For the "None" category, a "1" was only assigned if it was the only category indicated. If a respondent did not mark any of the response category, not even the "None" category, for either the first or second largest source, the response was counted as missing. The nine sources were: (1) Summer teaching, (2) Teaching elsewhere, (3) Consulting, (4) Private practice, (5) Royalties from publications and patents, (6) Fees for speeches and lectures, (7) Research salaries, (8) "Other" sources, (9) None.

Paid Consulting (see Table 16, Page 36)
"During the past two years, have you served as a paid consultant?"

SET II -- CONTROL VARIABLES.

This small set consisted of key variables that were known (or suspected) to influence faculty salaries. Three of these variables--academic rank, academic discipline, and type of institution--were the stratification variables used by Ladd and Lipset(1975) in their sampling scheme. The fourth variable--academic contract length--was included as a separate variable instead of attempting to apply a standard conversion fraction to equate salaries based upon 9/10 month contracts with those based upon 11/12 months. The purpose of considering this set of variables was threefold; to determine how each was related to income variables in isolation, to determine how the set of four combined to determine income, and to control for their effect when considering the relationship between income and other variables. While many other variables could have been included in this set, most would have overlapped substantially with the ones that were considered (e.g., age and years of service were both highly correlated with academic rank), and would have complicated both the analysis and conceptualization of the findings. The set of four control variables are presented below, as well as the percentage of faculty falling at each level of the Control Variable. The percentages in parentheses were based upon faculty from doctorate granting universities only, while the values not in parentheses were based upon the entire sample of faculty, including those from doctoal universities. These percentages were determined AFTER the weighting was performed. The actual number of responses, both before and after this weighting was done, are presented in Appendix I.

Academic Contract Length
9/10 months--64% (55%), 11/12 months--35% (44%), missing--1% (1%).

Academic Rank
Instructor/lecturer--8% (5%), Assistant Professor--29% (22%), Associate Professor--24% (25%), Full Professor--40% (48%).

Carnegie Classification (school type)
Research/Doctoral granting universities--45%, Comprehensive universities/colleges--43%, Liberal arts colleges--12%.

Academic Discipline (current teaching field)
Social Sciences--15% (14%), Humanities--18% (16%), Fine Arts--6% (5%), Law--1% (2%), Physical Sciences--12% (11%), Biological Sciences--6% (8%), Medicine--3% (6%), Education--12% (8%), Business--5% (3%), Engineering--6% (10%), Nursing/Health education--12% (10%), Agriculture--4% (5%), Missing-3% (2%).

SET III — INCOME CORRELATES

The third set of variables, Income Correlates, consisted of the following subsets of variables:

Institutional Characteristics (see Table 16, Page 36)
School average SAT test scores, Revenue per student, Research Dollars per student, School size, Control--public or private.

Departmental/Institutional Involvement (see Table 17, Page 37)
Department chairman, Head of research institute, School wide administrator, Elected faculty governance member, Member of school wide committee, Involvement in departmental affairs, Involvement in university affaris, Hours teaching

Research Productivity (see Table 18, Page 19)
Books published/edited, Articles published, Publications in last two years, Number of journal subscriptions, Federal agency research support, Any financial research support, Paid consulting, Self-success rating.

Character of Work and Interest (see Table 20, Page 40)
Pure/basic research, Applied research, Policy oriented research, Literary/expressive, Scientific/quantitative approach, Research vs. teaching emphasis, Administrative responsibility

Personal Characteristics
Sex, Age, Born in United States, Minority, Family economic status when in high school, Liberal/conservative, Completed doctorate, If began career again would still be professor

Analysis

All analyses were based upon responses of faculty from doctorate granting universities, comprehensive universites/colleges, and liberal arts colleges; responses of faculty from two-year colleges were not included. The decision not to include two-year institutions was based on the relatively small number of responses (this group was intentionally underrepresented by Ladd and Lipset in their survey sampling) and the inappropriateness of certain key

variables such as rank and discipline. Separate analyses were performed on the entire set of responses and the responses from just the doctorate granting universities.

Responses were initially weighted as described earlier and the income-related variables of interest were selected. Simple descriptive statistics were computed and were described in Table 1.

The second stage of analysis consisted of relating each of the four Control Variables to each of the income variables separately and in combination. The mean value of each income variable was determined for each level of every control variable (e.g., Income was determined for each of the four academic ranks). The proportion of variance determined by the each Control Variable was calculated (e.g., 49% of the variance in Basic Salary could be explained by Academic Rank). The proportion of variance that could be uniquely determined by each Control Variable was also determined (e.g., while 49% of the variance in Basic Salary could be explained by Rank, 13% of this could also be explained in terms of one of the other three control variables and only 36% was uniquely determined by rank). For each mean, two deviation scores were then computed, Unadjusted (Raw) Deviation Score and Adjusted Deviation Score. The Unadjusted Deviation Score was the difference between the mean of a particular group (e.g., Research University Faculty) and the mean of all respondents. The Adjusted Deviation Score was the difference between the actual mean of a particular group and the salary that would be predicted on the basis of the other three Control Variables (e.g., Academic Calendar, Academic Rank, and Discipline). Computation of the variance explained and the deviation scores were accomplished with the Statistical Package for the Social Sciences (Nie, et al., 1975).

In the third stage of the analyses, each of the income variables was correlated with variables in each subset of Income Correlates that were described earlier. In addition to the simple (uncorrected) correlations, each correlation was also corrected for the set of four Control Variables. For example, the simple correlation between Number of Articles Published (a variable in the Productivity subset) and Basic Salary was .58, but the correlation was only .22 after correcting for the four Control Variables. In order to correct for the four control variables, each Income variable was predicted on the basis of the entire set of Control Variables and the difference between the actual and predicted value was determined. This difference--the difference between the actual value and the value expected on the basis of the Control Variables--was then correlated with the Number of Articles Published. Consequently, the corrected correlations were generally somewhat lower.

RESULTS & DISCUSSION

Income Variables

In 1975, the American Professoriate earned a Basic Institutional Salary of about $19,400, and earned another $2,700 in supplemental income for a Total Personal Income of $22,100 (see Table 1). Total Family Income was $26,400. Faculty from doctorate granting institutions reported receiving higher base salaries (by $3,600) and more supplemental income (by $ 900). However, as will be discussed later, much of this difference can be explained in terms of such variables as Discipline, Academic Rank and Contract length; faculty from the highest paid disciplines such as Law and Medicine were almost exclusively at doctorate granting institutions, and these universities had a greater proportion of their faculty at the Full Professor rank and were more likely to hire faculty on 11/12 month contracts.

Most faculty--about 84%--reported some supplemental income; 16% indicated that earnings "over and above basic salary" was 0%--the next category being "under 10%". On an other item, only 11% of those responding to the question about sources of supplemental income indicated "None", but another 5% did not respond to the question at all. In spite of the high percentage of faculty who report some supplemental income, the average amount reported was 14% of the reported base salary, and only 4% of the respondents indicated that they supplemented their base salary by more than 50%. These values, percentage reporting supplemental income, percentage reporting supplementing their income by more than 50%, and the ratio of supplemental income to base salary, were similar when considering only the doctoral university responses.

Sources of supplemental income--faculty were asked to indicate their first and second largest sources--were quite varied (see Table 1). Additional teaching (Summer teaching--39% and Teaching elsewhere--12%) and Consulting (29%) were the most frequently mentioned sources. However, Research salaries, Lecture fees, and Royalties were each cited by 10-15% of the respondents, and 20% indicated "Other" sources besides those alternatives on the survey. Faculty from doctoral universities were more likely to consult (37% vs. 23%), have supplemental research salaries (18% vs. 10%), and report royalties (15% vs. 10%), but were much less likely to do additional teaching (summer teaching--27% vs. 48% and teaching elsewhere--9% vs. 13%).

The percentage indicating each source of supplemental income actually underestimated the frequency with which the activity occurred, since faculty were only asked to indicate their first and second largest sources. For example, respondents were asked, in another section of the survey, to indicate sources of paid consulting. About half indicated that they had done consulting even though only 29% listed it as one of their two largest sources of supplemental income; about 20% apparently had done consutling for pay but had at least two other sources of supplemental income that were larger. There was no basis for determining the TOTAL frequency of occurrence for the other supplemental income activities, which could theoretically range anywhere from the values given to as high as 80% or more.

Faculty were also asked to indicate the change in their economic position over the last five years. Overall, there was indication of improvement; 55% indicated their position had improved (17% markedly and 38% moderately), while 21% indicated no change and 24% felt that it had worsened (18% moderately and 6% markedly). Faculty from doctoral universities felt, somewhat more than other faculty, that their economic position had improved.

Control Variables

Contract Length. Over one-third, 35%, of the faculty indicated that they had 11 or 12 month contracts, the percentage being even higher for faculty at doctorate granting institutions. Faculty on the longer contract did earn higher base salaries. The difference was $4,760, or 27% of the the base salary of faculty on 9/10 month contracts. However, much of the difference could also be explained in terms of other Control Variables--particularly Academic Rank. After controlling for these other variables, the difference between the two groups was only $3,940 or 17% of the base 9/10 month salary. At doctorate granting universities the difference between the average 9/10 or 11/12 month contracts was somewhat larger ($5,590 and $4,070 after correction), and represented a slightly higher percentage of the average 9/10 month contract (29% or 21% after correction).

Faculty on the 11/12 month contract were somewhat less likely to indicate having a source of supplemental income and reported a lower average supplemental income. However, Total Personal Incomes (Basic plus Supplemental) were still $4,450 higher, or $2,460 after correcting for the other Control Variables. These faculty were much less likely to report supplemental income for summer teaching (16% vs. 51%) and research salaries (5% vs. 19%), but were more likely to report consulting (38% vs. 24%) and Speech/lecture fees (19% vs. 10%).

Academic Rank. As expected, Academic rank made a big difference in base salary; the four Control Variables were able to predict 52% of the variance in base salary and 49% could be predicted by Academic Rank alone. Full Professors ($24,860) earned the most, followed by Associate Professors ($18,100), Assistant Professors ($14,730) and Instructor/lecturers ($11,730). Similar patterns were evident for Total Personal and Total Family Incomes--variables largely determined by base salary. Academic rank was somewhat less important than academic discipline in determining amount of supplemental income, but the pattern of differences was similar. Academic rank was much less important than discipline in determining the specific source of supplemental income reported. Full professors were less likely to report additional teaching, were more likely to to consult, and were particularly more likely to have royalties or report speech/lecture fees.

Carnegie Classification--School Type. There were large differences in the average base salaries reported by faculty from different types of institutions; doctorate granting--$21,570, comprehensive--$18,020, and liberal arts--$15,900 (see Table 1). However, much of this difference--particularly the difference between doctorate granting and comprehensive schools--could be explained in terms of other Control Variables. Several of the highest paid disciplines--medicine, law, agriculture, and engineering--had disproportionately more faculty at doctoral universities. Faculty at doctoral universities tended to be older, were more likely to be full professors and were more likely to have 11/12 month contracts. When salaries at doctoral and comprehensive schools were compared separately at each rank, the differences were much smaller than the overall difference; but the doctoral universities had more full professors (49% vs. 32%) and fewer assistant professors (21% vs. 35%). Faculty from liberal arts colleges, even after correcting for the other Control Variables, received substantially lower salaries.

Faculty from the three types of institutions reported, in approximately equal numbers, earning some supplemental income. While there were differences in the amount of supplemental income reported, many of these differences could be explained in terms of academic rank and academic discipline. There were differences, however, in the sources of supplemental income. Faculty from doctorate granting institutions were more likely to report consulting and research salary, but were less likely to teach in the summer. Faculty from comprehensive schools were much more likely to do additional teaching, but were less likely to report either consulting or research salaries. Faculty from liberal arts colleges were more likely to report research salaries, but were less likely to report either summer teaching or consulting.

Academic (Teaching) Discipline. Faculty from different disciplines did vary in terms of both base salary and supplemental income. However, discipline was more important in explaining sources and amount of supplemental income than base salary. Discipline uniquely accounted for little of the predictable variance in base salary (4% of 62%), but much more in supplemental income (9% of 18%). Most of the discipline differences in base salary could be explained in terms of the other Control Variables, and the particularly high salaries of faculty in medicine and law. On the other hand, discipline was the best predictor of supplemental income--the dollar value, the likelihood of having any at all, and the particular source. Discipline was the best predictor of consulting, research salary, private practice, and, to a lesser extent, speeches/lectures and teaching elsewhere.

Social science faculty did not differ from the rest of the sample in terms of academic rank or type of employing institution, but were somewhat less likely to have 11/12 month contracts (24% vs. 36%--36% being the percentage for all non-social science faculty). The social science faculty were

the most representative of the entire sample of faculty, and did not differ appreciably in terms of base salary, amount of supplemental income, or the likelihood of reporting some source of supplemental income. These faculty were somewhat more likely to report supplemental research salaries (21% vs. 12%) and less likely to indicate "other" (e.g., other than the alternatives that were listed) sources (13% vs. 22%).

Humanities faculty were somewhat more likely to be employed at liberal arts colleges (21% vs. 10%) and less likely to have a 11/12 month contract (25% vs. 37%). These faculty reported lower base salaries (by $1,910), though almost half of this difference would be expected on the basis of being more likely to teach at liberal arts colleges and less likely to be on a 11/12 month contracts. They also had less supplemental income (by $ 970), and had a greater likelihood of reporting no source of supplemental income (16% vs. 10%). The humanities faculty were less likely to consult (11% vs. 33%) or have supplemental research salary (9% vs. 14%), but were more likely to do summer teaching (47% vs. 37%) and have royalties (18% vs. 11%).

Fine arts faculty were more likely to be instructors/lecturers (17% vs. 7%) and less likely to be full professors (30% vs. 40%). They had lower base salaries (by $3,500 or $2,000 after correcting for Control Variables) and less supplemental income (by $ 840). The fine arts faculty were less likely to consult (10% vs. 31%) or have supplemental research salaries, but were more likely to do summer teaching (52% vs. 38%), private practice (17% vs. 6%), and report "other" sources of supplemental income (35% vs. 19%).

Law faculty are more likely to have appointments at doctorate granting universities (74% vs. 45%) and be full professors (89% vs. 39%), but were somewhat less likely to be on 11/12 month contracts (20% vs. 35%). They, along with medical faculty, had the highest base and supplemental incomes, and virtually all reported some source of supplemental income. They were more likely to consult (55% vs. 29%) and have private practice (25% vs. 7%).

Medical faculty were much more likely to have 11/12 month contracts (98% vs. 33%) and have appointments at doctorate granting universities (98% vs. 44%). They had much higher base and supplemental incomes. As a consequence of their 11/12 month contracts, they were less likely to report additional teaching (summer teaching--1% vs. 40% and teaching elsewhere--2% vs. 12%) or supplemental research salaries (3% vs. 14%). They were, however, more likely to have private practices (35% vs. 6%) and supplemental income from speeches/lectures (32% vs. 12%).

Faculty in the physical sciences were more likely to be full professors (48% vs. 39%), but were less likely to be on 11/12 month contracts (21% vs. 37%). They did not differ in terms of base salary, supplemental income, or the likelihood of reporting no source of supplemental income. They were more likely to have supplemental research salary (28% vs. 12%), but did not differ from other faculty in the likelihood of reporting other sources of supplemental income.

Faculty in the biological sciences were more likely to be full professors (58% vs. 39%), more likely to have a 11/12 month contract (48% vs. 34%), and more likely to be at a doctorate granting university(59% vs. 45%). While their average base salary was somewhat higher, this difference disappeared when it was corrected for the other Control Variables. These faculty were more likely to report supplemental research salaries(26% vs. 13%), but were less likely to do additional teaching(summer teaching--28% vs.39% and teaching elsewhere--6% vs. 12%).

Education faculty were more likely to have 11/12 month contracts (43% vs. 34%), more likely to work for comprehensive institutions (67% vs. 39%), and more likely to be assistant professors 38% vs. 27%) rather than having a higher academic rank. These faculty did not differ from other faculty in base salary or supplemental salary, but were less likely to report no source of supplemental income (7% vs. 12%). These faculty were more likely to do additional teaching (summer teaching--51% vs. 37% and teaching elsewhere--22% vs. 10%), and consulting (41% vs. 28%), but were less likely to report supplemental research salary (4% vs. 15%).

Business faculty were more likely to have a 9/10 month contract (92% vs. 64%), more likely to be assistant professors (47% vs. 28%) than have a higher academic rank, and were more likely to work at comprehensive institutions (73% vs. 41%) rather than at doctoral universities or liberal arts colleges. Business faculty reported lower base salaries, but not lower than would be expected on the basis of the four control variables. They reported much more supplemental income ($4,700 vs. $2,580) and were less likely to indicate having no source of supplemental income. Business faculty were more likely to do additional teaching (summer teaching--56% vs. 38% and teaching elsewhere--21% vs. 11%) and more likely to do consulting (37% vs. 29%)--particularly if they were from doctoral universities (57% vs. 35%).

Engineering faculty were more likely to be full professors (62% vs. 38%), and were more likely to have appointments at doctoral universities (77% vs. 43%). Engineering faculty reported higher base salaries (higher by $3,340), but much of this could be explained in terms of other Control Variables. These faculty earned substantially higher amounts of supplemental income ($4,390 vs. $2,580), and were less likely to have no reported sources of supplemental income. Engineering faculty were more likely to consult (59% vs. 27%) and have supplemental research salary (34% vs. 12%), but were less likely to do additional teaching (summer teaching--15% vs. 40% and teaching elsewhere--6% vs. 12%) or give speeches/lectures (5% vs. 13%).

Agriculture faculty were much more likely to have 11/12 month contracts (88% vs. 33%), to be full professors (69% vs. 39%), and to have appointments at doctoral universities (94% vs. 44%). These faculty earned substantially higher base salaries, but actually less than would be expected on the basis of the other Control Variables. These faculty--probably as a consequence of their full year contracts--rarely reported doing additional teaching or having supplemental research salary, but were much more likely to

do consulting (52% vs. 29%) and report "Other" sources of supplemental income (42% vs. 19%).

The last category of academic discipline defined by Ladd and Lipset (1978), Nursing/Health education, really was comprised of quite a few different disciplines including nursing, physical education, health education, other health fields, and home economics. These faculty were somewhat more likely to have 11/12 month contracts (43% vs. 34%), were more likely to be instructor/lecturers (16% vs.6%) and assistant professors (37% vs. 27%) rather than full professors. The nursing/health education faculty were somewhat more likely to have appointments at comprehensive schools, and less likely to be at liberal arts colleges and doctoral universities. While their salaries were somewhat lower than other faculty, much of this difference could be explained in terms of academic rank. These faculty had less supplemental income, and were less likely to report supplemental research salaries (3% vs. 15%), do consulting (21% vs. 30%) or have royalties (7% vs. 13%).

INCOME CORRELATES

Income Correlates consist of five subsets of variables described in the methods sction. Each of these variables was correlated with each of the Income Variables before and after controlling for the four Control Variables. These results are presented in Tables 16 - 20, and are summarized briefly below.

INSTITUTIONAL CHARACTERISTICS (see Table 16). The first three of these variables, school average SAT test scores, revenue dollars per student, and research dollars per student, all show a consistent relationship with the income variables. Each was positively related to base and supplemental incomes, and negatively related to the likelihood of doing additional teaching for supplemental income. Lower, but still positive relationships were observed between each of the three and consulting, royalties and research salaries. Correcting for the four Control Variables generally reduced the magnitude of each of the observed relationships, but the pattern of results was the same. School size was positively correlated with base salary, supplemental income, and consulting. Private institutions, compared to public institutions, had slightly lower base incomes, but did not differ in other respects.

When the same relationships were examined for just the faculty from doctorate granting universities, the pattern of correlations was similar. The doctoral universities were less variable in terms of each of the measures, perhaps explaining the somewhat lower correlations. For this group, there were no substantial correlations between school size and control--public or private--and any of the income variables.

DEPARTMENTAL/INSTITUTIONAL INVOLVEMENT (see Table 17). Each of this set of variables, with the exception of hours spent teaching, measured an asspect of service to the school. Each of them was positively related to base salary and virtually uncorrelated with either amount or source of supplemental

income. However, when the correlations were corrected for the set of four Control Variables, even the positive relationships with base salary all but vanished, suggesting that both involvement and base salary are positively related to academic rank.

The correlations with number of hours teaching, however, showed a quite different pattern of relationships. Faculty who spent more time teaching had lower base salaries, had less supplemental income, and were generally less likely to report any of the sources of income except additional teaching.

Essentially the same conclusions held when responses from just the faculty from doctoral universities are considered. The positive relationships between involvement and base salary were somewhat higher, even after correcting for the set of four Control Variables. The negative correlations--except for the likelihood of doing additional teaching--were somewhat less substantial, but were still in the same direction.

PRODUCTIVITY/STANDING IN THE PROFESSION(see Table 18). Each of these variables measured an aspect of research productivity, and each was positively correlated with base salary, amount and likelihood of supplemental income, and each of the sources of supplemental income except additional teaching. The size of the correlations was lower after correcting for the set of four Control Variables, but the pattern remained the same.

Each of the research productivity measures was higher when the sample was limited to faculty from doctorate granting universities. The pattern of correlations, before correction, was remarkably similar to that which occurred with the entire set of faculty. However, the correction for the set of Control Variables lowered the correlations more than had been the case for the entire faculty.

CHARACTER OF WORK/INTEREST(see Table 19). Faculty were asked, using dichotomous (yes-no) variables whether their recent work was pure/basic, applied, policy oriented, and literary/expressive. None of these variables, particularly after correcting for the control variables, showed any substantial correlation with either basic or supplemental income, although those indicating that their work was applied were somewhat more likely to do consulting. Faculty who said that their approach within their field was more scientific/quantitative--as opposed to soft/humanistic--reported somewhat higher base salaries, were more likely to have supplemental research salary, and were less likely to do extra teaching, but most of these relationships also disappeared when corrected for the Control Variables. Respondents who indicated that their primary interest was in teaching rather than research received lower base salaries, did less consulting, and reported less research salary, but were more likely to do extra teaching for supplemental income. Respondents who indicated that their principal activity was administration received higher base salaries, but differed little in terms of amount or source of supplemental income.

Faculty from doctorate granting institutions were more likely to see their approach as scientific/quantitative, were more likely to see their dprincipal interest as research, were somewhat more likely to be administrators, and were somewhat more likely to do literary/expressive work. However, the

correlations between each of these variables and the income variables were generally similar to the entire sample for these faculty as well.

PERSONAL CHARACTERISTICS (see Table 20). None of the income variables showed any substantial relationship to faculty minority status, their economic status when in high school, political leanings (i.e. conservative-liberal), their likelihood of pursuing the same career if they had the decison to make again, and whether or not they were born in the United States. Being male, being older, and having completed a doctorate were each correlated with higher base salaries--differences that could be largely accounted for in terms of such Control Variables as academic rank and discipline. Age is closely related to academic rank, so it was little surprise that controlling for academic rank greately reduces the relationship between age and base income. Older faculty were less likely to report supplemental research salaries, and this correlation was virtually independent of the Control Variables. The finding that much, but not all, of the male-female difference in salaries could be explained in terms of the Control Variables--particularly academic rank--had little relevance to activists who claim that women are less likely to get faculty jobs or are less likely to be promoted. Perhaps more noteworthy was the fact that overall only 19%--and 13% at doctorate granting universities--of the respondents were women.

Faculty at doctoral universities, compared to the sample as a whole, were more likely to be male, were slightly older, and were more likely to have completed their doctorate. Being older, male and having completed a doctorate were correlated with higher salaries, but these differences could be substantially reduced by correcting for the Control Variables. Interestingly enough, older faculty were less likely to report supplemental research salary at doctoral universities just as for the entire set.

CONCLUSIONS

During the decades of the 1950s and 1960s faculty salaries grew at a much faster pace than the cost of living. This was largely a function of the tremendous growth in higher education and the relative shortage of new doctorates to fill academic positions. More recently, there has been little or no growth in higher education and a large surplus of new doctorates who are unable to find faculty positions. Predictably, faculty salaries during this period have shown no real growth and may even have lost ground to the cost of living. Furthermore, the likelihood of declining enrollments, even tighter budgets, and perhaps changes in mandatory retirement laws all indicate that this situation will probably continue. Understandably, there is good reason why faculty, whose salary increases are not even keeping pace with inflation and are far below those experienced in the 1960s, may look for sources of supplemental income.

However, at the same time that there are increased pressures for faculty to seek sources of supplemental income, the general public and government agencies are requiring accountability and asking if these activities are detracting from the other duties of the faculty. Higher education has countered with a variety of rebuttals such as:

1) the supplemental incomes help compensate faculty for the traditionally low salaries available in academia

2) faculty do not spend excessive time at these supplemental activites

3) these activities generally complement rather than detract from faculty responsibilities such as teaching and research

4) society will benefit from these activities

5) abuses of this privilege (right) are rare

6) attempts to regulate these activities will cause unwarranted infringement on academic freedom

Results discussed in this paper relate to many of these contentions. Total faculty earnings, as opposed to 9 month base incomes, may be slightly less than might be expected in other job sectors--particularly in occupations that are in high demand--but there is no indication that they are grossly out of line. This conclusion is justified by studies reviewed in this paper, but the strongest argument is the present job market. Few faculty are leaving academia for more lucrative jobs, and there are literally hundreds of well qualified applicants for every new tenure track position. If the total remuneration offered for pursuing a faculty career were grossly inadequate, then this situation would not prevail.

Results presented in this paper show that while the practice of earning supplemental income is very widespread, the actual amount of supplemental income is not large. The average dollar amount is less than $3,000 and represents a supplement of only about 15% of the average base salary. Furthermore, very few faculty, only about 4%, supplement their incomes by more than 50% of their base salary. These findings seems to justify the claim that faculty supplemental income activities are not excessive.

One of the most important claims is that the supplemental income activities do not interfere with the other activities that are normally expected of faculty—service to one's institution, research productivity, and teaching. Correlations presented in Tables 16 - 20 bear directly on this question. A wide range of indicators of service each show low positive or zero correlations with amount of supplemental income and the likelihood of doing consulting. Those earning supplemental income are no less active in institutional/departmental affairs. Similarly, each of a variety of research productivity measures show low to moderate positive correlations with the amount of supplemental income and the likelihood of each source other than additional teaching. Those who earn more supplemental income and consult apparently do more research. However, faculty who earned more supplemental income did spend less time actually teaching. Furthermore, the likelihood of each of the sources of supplemental income--other than additional teaching--tended to be negatively correlated with hours teaching as well. Similarly, those who earned more supplemental income were more likely to state that their primary interest was in research rather than teaching. These

findings at least suggest that the pursuit of supplemental income may detract from the time spent teaching, but are also indicative of a reward stucture in higher education that does not value teaching. Indeed, the income variable that was most negatively correlated with hours spent teaching was not supplemenati income, but base salary. This apparent lack of regard for the value of teaching in the reward structure of higher education, particularly from the perspective of the general public who view teaching as the primary obligation of faculty, may be more damning than the possibility of excess supplemental income activities. In summary, these findings give little indication that the pursuit of supplemental income detracts from university obligations, and suggest the possibility that at least research may be facilitated by it.

There is no doubt that society can and does benefit from the public service activites, the research, and the teaching done by faculty. However, the very issues being addressed may serve to undermine the value of faculty service to society. As society grows more complex there is an increased need for high quality scientific expertise on controversial issues. It is particularly important that this expertise be credible to the competing vested interest groups involved in the particular issue. Historically the university and its faculty have been viewed as the most objective source of such expertise. However, as full-time university faculty become more involved in externally funded supplemental income activities, their credibility is being questioned. The value of faculty expertise, perhaps the most important form of public service, will be undermined whether justifiable or not.

The last two contentions, the rarity of abuse and the danger of unwarranted infringement to academic freedom, are outside the scope of this study, but their recognition is important. There are at least some examples of flagrant abuses of the privilege that faculty have in determining how they spend their time. Even if these are rare and isolated occurrences, they play an important role in undermining public confidence in higher education. Current policy practice governing faculty conduct is generally so vague as to be meaningless, completely unenforced, and often not even known to the faculty who are expected to abide by it. Clearly, any overly rigid set of standards will invite violation. However, the development of clear policy statements and provision for at least minimal enforcement will provide a great service to higher education. It will force faculty to face these issutes, clarify what constitues unaccepatable behavior, and help restore public confidence in the academy. Failure to make at least reasonable progress towards this goal will invite the intrusion of outside agencies and this will constitute a serious threat to academic freedom.

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SUMMARY TABLE

Income Variables and Sources of Supplemental Income: Descriptive Statistics

VARIABLE	DOCTORATE GRANTING SCHOOLS ONLY				ALL DOCT/COMP/LIB ARTS SCHOOLS			
	MEAN	Percent Missing Values	% Variance Explained by Control Variables	Control Variable Explaining Most Variance	MEAN	Percent Missing Values	% Variance Explained by Control Variables	Control Variable Explaining Most Variance
Basic Institutional Income	$ 21,600	1%	62%	ACAD RANK	$ 19,400	1%	62%	ACAD RANK
Supplemental Income	$ 3,200	2%	20%	DISCIPLINE & ACAD RANK	$ 2,700	2%	18%	DISCIPLINE & ACAD RANK
Total Personal Income (Basic + Supplemental)	$ 24,800	2%	56%	ACAD RANK	$ 22,100	2%	57%	ACAD RANK
Total Family Income	$ 28,700	1%	37%	ACAD RANK	$ 25,400	2%	32%	ACAD RANK
Change in Economic Status (1-Worsened..5-Improved)	3.51	1%	3%	DISCIPLINE	3.42	1%	3%	DISCIPLINE
% Indicating any Consulting in last two years	55%	1%	12%	DISCIPLINE	49%	1%	3%	DISCIPLINE
Percentage Indicating Each of Following As First or Second Largest Source of Supplemental Income:								
Summer Teaching	27%	5%	24%	CONTRACT PERIOD	39%	5%	19%	CONTRACT PERIOD
Teaching Elsewhere	10%	5%	4%	DISCIPLINE	12%	5%	4%	DISCIPLINE
Consulting	37%	5%	17%	DISCIPLINE	29%	5%	16%	DISCIPLINE
Private Practice	7%	5%	11%	DISCIPLINE	7%	5%	7%	DISCIPLINE
Royalties	15%	5%	9%	DISCIPLINE	12%	5%	7%	DISCIPLINE
Lecture/Speech Fees	15%	5%	7%	DISCIPLINE	13%	5%	5%	ACAD RANK & DISCIPLINE
Research Salaries	18%	5%	21%	DISCIPLINE & CONTR PERD	14%	5%	14%	DISCIPLINE
"Other" Sources	20%	5%	5%	DISCIPLINE	20%	5%	4%	DISCIPLINE
No Supplemental Income	11%	5%	9%	ACAD RANK	11%	5%	5%	DISCIPLINE

NOTE: Mean is based on all non-missing cases, but this value will vary depending upon the analysis being considered. For example, 1% of the cases were missing the Basic Institutional Income, but when this variable was broken down by the four Control Variables additional cases that had missing values for one or more of the control variables were also excluded.

1— Respondents were to select one source as "largest" (or indicate None) and a second source as "second largest", but 5% left the item blank and were counted as missing. In fact it is likely that many of these "missing" responses realy had no source of supplemental income and left the item blank instead of indicating "None".

TABLE ONE
BASIC INSTITUTIONAL SALARY BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	$19,130	- 2,440	- 1,780	$17,740	- 1,640	- 1,100
11/12 months	$24,720	+ 3,150	+ 2,290	$22,500	+ 3,120	+ 2,080
% Variance Explained	14.4%	(5.4%)		10.9%	(4.1%)	
ACADEMIC RANK						
Instructor/Lecturer	$11,570	-10,000	- 9,440	$11,730	- 7,650	- 7,090
Assistant Professor	$15,520	- 6,050	- 5,580	$14,730	- 4,650	- 4,170
Associate Professor	$19,320	- 2,250	- 2,260	$18,100	- 1,280	- 1,220
Full Professor	$26,340	+ 4,770	+ 4,520	$24,860	+ 5,480	+ 5,000
% Variance Explained	46.2%	(36.3%)		49.0%	(36.2%)	
TEACHING DISCIPLINE						
Social Sciences	$21,190	- 380	+ 630	$19,190	- 190	+ 400
Humanities	$17,570	- 4,000	- 1,480	$17,470	- 1,910	- 1,070
Fine Arts	$16,360	- 5,210	- 2,020	$15,880	- 3,500	- 2,000
Law	$28,980	+ 7,410	+ 5,070	$29,400	+10,020	+ 5,790
Physical Sciences	$21,690	+ 120	+ 70	$20,250	+ 880	+ 540
Biological Sciences	$23,370	+ 1,800	- 150	$21,550	+ 2,170	- 40
Medicine	$29,800	+ 8,230	+ 6,280	$29,360	+ 9,980	+ 6,560
Education	$20,220	- 1,350	- 1,310	$18,780	- 600	- 220
Business	$21,100	- 470	+ 1,040	$17,460	- 1,920	+ 340
Engineering	$23,640	+ 2,070	+ 280	$22,720	+ 3,340	+ 860
Nursing/Health Educat	$20,870	- 700	+ 70	$17,680	- 1,700	- 350
Agriculture	$24,260	+ 2,690	- 1,760	$23,570	+ 4,190	- 820
% VARIANCE EXPLAINED	18.5%	(6.5%)		15.2%	(4.2%)	
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - - -			$21,570	+ 2,190	+ 720
Comprehensive	- - - - - - - - - - - - - - - -			$18,020	- 1,360	- 80
Liberal Arts	- - - - - - - - - - - - - - - -			$15,900	- 3,480	- 2,370
% VARIANCE EXPLAINED	- - - - - - - -			9.6%	(1.8%)	
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	$21,570			$19,380		
% Variance Explained By All Control Variables Combined	51.9%			62.2%		
% Missing Cases	4.0%			4.7%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE TWO
TOTAL SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	$ 3,560	+ 360	+ 570	$ 2,820	+ 120	+ 240
11/12 months	$ 2,800	- 460	- 730	$ 2,480	- 220	- 450
% Variance Explained	1.2%	(2.1%)		0.3%	(0.8%)	
ACADEMIC RANK						
Instructor/Lecturer	$ 1,300	- 1,900	- 1,790	$ 1,280	- 1,420	- 1,240
Assistant Professor	$ 1,860	- 1,340	- 1,280	$ 1,950	- 750	- 770
Associate Professor	$ 2,460	- 740	- 790	$ 2,270	- 430	- 390
Full Professor	$ 4,350	+ 1,150	+ 1,140	$ 3,750	+ 1,050	+ 1,010
% Variance Explained	9.6%	(8.2%)		7.3%	(6.1%)	
TEACHING DISCIPLINE						
Social Sciences	$ 3,640	+ 440	+ 320	$ 2,920	+ 220	+ 210
Humanities	$ 1,900	- 1,300	- 1,280	$ 1,730	- 970	- 910
Fine Arts	$ 2,110	- 1,090	- 710	$ 1,860	- 840	- 580
Law	$ 5,210	+ 2,010	+ 870	$ 3,080	+ 3,800	+ 2,660
Physical Sciences	$ 3,380	+ 180	- 200	$ 2,820	+ 120	- 110
Biological Sciences	$ 2,250	- 680	- 520	$ 2,430	- 270	- 570
Medicine	$ 5,610	+ 2,410	+ 3,220	$ 5,620	+ 2,920	+ 2,910
Education	$ 3,280	+ 80	+ 180	$ 2,630	- 70	+ 190
Business	$ 5,890	+ 2,690	+ 2,410	$ 4,700	+ 2,000	+ 2,300
Engineering	$ 4,910	+ 1,710	+ 1,080	$ 4,390	+ 1,690	+ 1,050
Nursing/Health Educat	$ 2,170	- 1,030	- 400	$ 1,880	- 820	- 430
Agriculture	$ 2,180	- 1,020	- 990	$ 2,649	- 510	- 970
% VARIANCE EXPLAINED	10.2%	(8.8%)		9.6%	(8.0%)	
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - -			$ 3,210	+ 510	+ 340
Comprehensive	- - - - - - - - - - - - - - -			$ 2,400	- 300	- 220
Liberal Arts	- - - - - - - - - - - - - - -			$ 1,860	- 840	- 500
% VARIANCE EXPLAINED	- - - - - -			2.3%	(0.8%)	
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	$ 3,200			$ 2,700		
% Variance Explained By All Control Variables Combined	20.2%			17.5%		
% Missing Cases	4.6%			5.1%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE THREE

TOTAL PERSONAL INCOME (Basic plus Supplemental) BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	$22,700	- 2,100	- 1,200	$20,560	- 1,540	- 850
11/12 months	$27,490	+ 2,690	+ 1,540	$25,010	+ 2,910	+ 1,610
% Variance Explained		6.3%	(1.5%)		6.3%	(1.6%)
ACADEMIC RANK						
Instructor/Lecturer	$12,860	-11,940	-11,300	$13,010	- 9,090	- 8,380
Assistant Professor	$17,370	- 7,430	- 6,900	$21,558	- 5,420	- 4,970
Associate Professor	$21,830	- 2,970	- 3,010	$20,390	- 1,710	- 1,610
Full Professor	$30,720	+ 5,920	+ 5,650	$28,670	+ 6,570	+ 6,060
% Variance Explained		43.6%	(34.6%)		43.6%	(33.5%)
TEACHING DISCIPLINE						
Social Sciences	$24,830	+ 30	+ 980	$22,130	+ 30	+ 580
Humanities	$19,460	- 5,340	- 2,770	$19,200	- 2,900	- 2,000
Fine Arts	$18,600	- 6,200	- 2,560	$17,790	- 4,310	- 2,540
Law	$34,190	+ 9,390	+ 5,920	$35,890	+13,790	+ 8,390
Physical Sciences	$25,130	+ 330	- 110	$23,100	+ 1,000	+ 410
Biological Sciences	$25,950	+ 1,150	- 700	$23,980	+ 1,880	- 640
Medicine	$35,590	+10,790	+ 9,640	$35,600	+13,500	+10,110
Education	$23,540	- 1,260	- 1,170	$21,420	- 680	- 70
Business	$26,990	+ 2,190	+ 3,430	$22,160	+ 60	+ 2,600
Engineering	$28,520	+ 3,720	+ 1,270	$27,080	+ 4,980	+ 1,840
Nursing/Health Educat	$23,050	- 1,750	- 340	$19,610	- 2,490	- 720
Agriculture	$26,450	+ 1,650	- 2,760	$25,760	+ 3,660	- 1,790
% VARIANCE EXPLAINED		19.4%	(9.6%)		16.8%	(6.9%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - -			$24,800	+ 2,700	+ 1,020
Comprehensive	- - - - - - - - - - - - - -			$20,450	- 1,650	- 250
Liberal Arts	- - - - - - - - - - - - - -			$17,760	- 4,340	- 2,880
% VARIANCE EXPLAINED	- - - - - - - -				9.0%	(1.9%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	$24,800			$22,100		
% Variance Explained By All Control Variables Combined	56.1%			57.3%		
% Missing Cases	4.6%			5.1%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TOTAL FAMILY INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	$26,890	- 1,770	- 690	$25,010	- 1,410	- 710
11/12 months	$30,960	+ 2,300	+ 890	$29,110	+ 2,690	+ 1,350
% Variance Explained		2.6%	(0.3%)		2.9%	(0.6%)
ACADEMIC RANK						
Instructor/Lecturer	$18,330	-10,330	-10,000	$19,610	- 6,810	- 6,250
Assistant Professor	$20,640	- 8,020	- 7,750	$20,270	- 6,150	- 6,040
Associate Professor	$26,000	- 2,660	- 2,930	$25,130	- 1,290	- 1,130
Full Professor	$34,350	+ 5,870	+ 5,860	$32,780	+ 6,360	+ 6,080
% Variance Explained		25.0%	(21.8%)		22.1%	(18.3%)
TEACHING DISCIPLINE						
Social Sciences	$29,650	+ 990	+ 1,780	$26,920	+ 500	+ 1,080
Humanities	$23,040	- 5,620	- 3,290	$22,780	- 3,640	- 2,760
Fine Arts	$21,380	- 7,280	- 4,030	$21,230	- 5,190	- 3,700
Law	$38,490	+ 9,830	+ 5,920	$41,190	+14,770	+ 9,400
Physical Sciences	$28,050	- 610	- 1,260	$26,820	+ 400	- 230
Biological Sciences	$28,930	+ 270	- 1,170	$27,370	+ 950	- 1,440
Medicine	$42,890	+14,230	+13,640	$42,600	+16,180	+13,120
Education	$28,610	- 50	+ 140	$27,750	+ 1,330	+ 1,940
Business	$33,350	+ 4,690	+ 5,590	$27,990	+ 1,570	+ 4,080
Engineering	$31,250	+ 2,590	- 40	$30,180	+ 3,760	+ 690
Nursing/Health Educat	$28,070	- 590	+ 1,090	$24,070	- 2,350	- 650
Agriculture	$27,780	- 880	- 4,840	$27,280	+ 860	- 4,300
% VARIANCE EXPLAINED		14.4%	(11.0%)		10.9%	(7.1%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - -			$28,660	+ 2,240	+ 770
Comprehensive	- - - - - - - - - - - - - - -			$25,340	- 1,080	+ 20
Liberal Arts	- - - - - - - - - - - - - - -			$21,770	- 4,650	- 2,930
% VARIANCE EXPLAINED	- - - - - - - -				4.0%	(0.9%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	$28,660			$26,420		
% Variance Explained By All Control Variables Combined	37.2%			32.2%		
% Missing Cases	4.7%			5.7%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE FIVE

CHANGE IN ECONOMIC STATUS(1-Worsened..3-Same..5-Improved) BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	3.43	- .08	- .10	3.33	- .08	- .06
11/12 months	3.61	+ .10	+ .12	3.55	+ .14	+ .12
% Variance Explained	0.6%	(0.7%)		0.4%	(0.5%)	
ACADEMIC RANK						
Instructor/Lecturer	3.53	+ .02	- .05	3.39	- .02	- .08
Assistant Professor	3.54	+ .03	- .01	3.36	- .05	- .05
Associate Professor	3.51	- .00	- .01	3.40	- .01	- .01
Full Professor	3.49	- .02	+ .01	3.46	+ .05	+ .06
% Variance Explained	0.1%	(0.0%)		0.2%	(0.2%)	
TEACHING DISCIPLINE						
Social Sciences	3.66	+ .15	+ .19	3.50	+ .09	+ .12
Humanities	3.53	+ .02	+ .08	3.41	+ .00	+ .03
Fine Arts	3.67	+ .16	+ .20	3.61	+ .20	+ .23
Law	3.71	+ .20	+ .24	3.53	+ .12	+ .04
Physical Sciences	3.28	- .23	- .19	3.15	- .26	- .25
Biological Sciences	3.55	+ .04	- .03	3.40	- .01	- .08
Medicine	3.68	+ .17	+ .04	3.67	+ .26	+ .03
Education	3.73	+ .22	+ .21	3.38	- .03	+ .00
Business	3.39	- .12	- .06	3.24	- .17	- .07
Engineering	3.16	- .35	- .33	3.17	- .24	- .32
Nursing/Health Educat	3.62	+ .11	+ .07	3.63	+ .22	+ .24
Agriculture	3.36	- .15	- .27	3.36	- .05	- .28
% VARIANCE EXPLAINED	2.6%	(2.6%)		2.0%	(2.1%)	
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - - -			3.51	+ .10	+ .10
Comprehensive	- - - - - - - - - - - - - - - -			3.32	- .09	- .10
Liberal Arts	- - - - - - - - - - - - - - - -			3.33	- .08	- .06
% VARIANCE EXPLAINED	- - - - - - - -			0.6%	(0.6%)	
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	3.51			3.41		
% Variance Explained By All Control Variables Combined	3.3%			3.40%		
% Missing Cases	4.6%			5.30%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE SIX
PERCENTAGE INDICATING THAT SUMMER TEACHING WAS FIRST OR SECOND LARGEST SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	43%	+ 16%	+ 14%	51%	+ 12%	+ 10%
11/12 months	6%	- 21%	- 19%	16%	- 23%	- 20%
% Variance Explained	17.6%	(9.9%)		10.9%	(7.3%)	
ACADEMIC RANK						
Instructor/Lecturer	20%	- 7%	- 13%	36%	- 3%	- 8%
Assistant Professor	37%	+ 10%	+ 4%	49%	+ 10%	+ 4%
Associate Professor	34%	+ 7%	+ 6%	43%	+ 4%	+ 4%
Full Professor	20%	- 7%	- 3%	31%	- 8%	- 3%
% Variance Explained	2.9%	(1.2%)		2.6%	(0.7%)	
TEACHING DISCIPLINE						
Social Sciences	32%	+ 5%	- 1%	41%	+ 2%	- 1%
Humanities	45%	+ 18%	+ 8%	47%	+ 8%	+ 6%
Fine Arts	47%	+ 20%	+ 16%	53%	+ 14%	+ 13%
Law	28%	+ 1%	- 5%	32%	- 7%	- 8%
Physical Sciences	35%	+ 8%	+ 2%	38%	- 1%	- 4%
Biological Sciences	15%	- 12%	- 2%	29%	- 10%	- 3%
Medicine	1%	- 26%	- 7%	1%	- 38%	- 12%
Education	43%	+ 16%	+ 17%	51%	+ 12%	+ 10%
Business	38%	+ 11%	+ 1%	57%	+ 18%	+ 7%
Engineering	10%	- 17%	- 20%	15%	- 24%	- 22%
Nursing/Health Educat	16%	- 11%	- 4%	34%	- 5%	- 4%
Agriculture	3%	- 24%	- 6%	4%	- 35%	- 12%
% VARIANCE EXPLAINED	12.3%	(4.5%)		7.8%	(2.9%)	
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - -			28%	- 11%	- 6%
Comprehensive	- - - - - - - - - - - - - - -			53%	+ 14%	+ 9%
Liberal Arts	- - - - - - - - - - - - - - -			34%	- 5%	- 10%
% VARIANCE EXPLAINED	- - - - - - - -			6.3%	(2.4%)	
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	27.0%			39.0%		
% Variance Explained By All Control Variables Combined	23.5%			19.2%		
% Missing Cases	8.0%			8.8%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE SEVEN

PERCENTAGE INDICATING THAT TEACHING ELSEWHERE WAS FIRST OR SECOND LARGEST SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
CONTROL VARIABLES	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	10%	- 0%	- 2%	12%	+ 0%	- 0%
11/12 months	10%	+ 0%	+ 2%	11%	- 1%	+ 0%
% Variance Explained		0.0%	(0.4%)		0.1%	(0.0%)
ACADEMIC RANK						
Instructor/Lecturer	12%	+ 2%	+ 1%	12%	- 0%	- 2%
Assistant Professor	15%	+ 5%	+ 4%	17%	+ 5%	+ 4%
Associate Professor	12%	+ 2%	+ 1%	14%	+ 2%	+ 2%
Full Professor	7%	- 3%	- 2%	8%	- 4%	- 3%
% Variance Explained		1.2%	(0.7%)		1.4%	(0.9%)
TEACHING DISCIPLINE						
Social Sciences	9%	- 1%	- 1%	11%	- 1%	- 1%
Humanities	14%	+ 4%	+ 5%	13%	+ 1%	+ 0%
Fine Arts	16%	+ 6%	+ 6%	10%	- 2%	- 2%
Law	6%	- 4%	- 1%	4%	- 8%	- 5%
Physical Sciences	6%	- 4%	- 3%	8%	- 4%	- 3%
Biological Sciences	5%	- 5%	- 6%	6%	- 6%	- 4%
Medicine	3%	- 7%	- 10%	2%	- 10%	- 9%
Education	20%	+ 10%	+ 9%	22%	+ 10%	+ 9%
Business	22%	+ 12%	+ 13%	21%	+ 9%	+ 7%
Engineering	8%	- 2%	- 1%	6%	- 6%	- 4%
Nursing/Health Educat	11%	+ 1%	- 0%	14%	+ 2%	+ 1%
Agriculture	5%	- 5%	- 6%	5%	- 7%	- 4%
% VARIANCE EXPLAINED		3.2%	(2.9%)		2.6%	(1.7%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - -			10%	- 2%	- 1%
Comprehensive	- - - - - - - - - - - - - - -			15%	+ 3%	+ 1%
Liberal Arts	- - - - - - - - - - - - - - -			11%	- 1%	- 1%
% VARIANCE EXPLAINED	- - - - - - - -				0.6%	(0.1%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN		10.0%			12.0%	
% Variance Explained By All Control Variables Combined		4.1%			3.5%	
% Missing Cases		9.0%			8.8%	

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE EIGHT
PERCENTAGE INDICATING THAT CONSULTING WAS FIRST OR SECOND LARGEST SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	32%	- 5%	- 4%	24%	- 5%	- 3%
11/12 months	44%	+ 7%	+ 6%	38%	+ 9%	+ 6%
% Variance Explained		1.4%	(0.7%)		2.0%	(0.9%)
ACADEMIC RANK						
Instructor/Lecturer	11%	- 26%	- 18%	10%	- 19%	- 14%
Assistant Professor	24%	- 13%	- 7%	21%	- 8%	- 6%
Associate Professor	33%	- 4%	- 4%	27%	- 2%	- 1%
Full Professor	47%	+ 10%	+ 7%	39%	+ 10%	+ 7%
% Variance Explained		5.3%	(2.0%)		4.4%	(2.1%)
TEACHING DISCIPLINE						
Social Sciences	39%	+ 2%	+ 4%	34%	+ 5%	+ 6%
Humanities	11%	- 26%	- 22%	10%	- 19%	- 17%
Fine Arts	15%	- 22%	- 16%	10%	- 19%	- 16%
Law	52%	+ 15%	+ 13%	54%	+ 25%	+ 18%
Physical Sciences	31%	- 6%	- 6%	25%	- 4%	- 4%
Biological Sciences	28%	- 9%	- 13%	25%	- 4%	- 9%
Medicine	36%	- 1%	- 6%	35%	+ 7%	- 5%
Education	24%	+ 13%	+ 13%	41%	+ 12%	+ 13%
Business	67%	+ 30%	+ 34%	37%	+ 8%	+ 14%
Engineering	71%	+ 34%	+ 32%	68%	+ 39%	+ 34%
Nursing/Health Educat	32%	- 5%	- 5%	20%	- 9%	- 7%
Agriculture	54%	+ 17%	+ 8%	52%	+ 23%	+ 10%
% VARIANCE EXPLAINED		14.4%	(11.1%)		12.3%	(9.1%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - -			37%	+ 8%	+ 4%
Comprehensive	- - - - - - - - - - - - - - -			24%	- 5%	- 3%
Liberal Arts	- - - - - - - - - - - - - - -			16%	- 13%	- 5%
% VARIANCE EXPLAINED	- - - - - - - -				2.9%	(0.7%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	37.0%			29.0%		
% Variance Explained By All Control Variables Combined	17.3%			16.3%		
% Missing Cases	8.0%			8.8%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE NINE

PERCENTAGE INDICATING THAT PRIVATE PRACTICE WAS FIRST OR SECOND LARGEST SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
CONTROL VARIABLES	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	5%	- 2%	- 1%	6%	- 1%	- 0%
11/12 months	9%	+ 2%	+ 1%	8%	+ 1%	+ 0%
% Variance Explained	0.5%	(0.1%)		0.1%	(0.0%)	
ACADEMIC RANK						
Instructor/Lecturer	13%	+ 6%	+ 3%	16%	+ 9%	+ 7%
Assistant Professor	8%	+ 1%	+ 1%	7%	- 0%	- 1%
Associate Professor	7%	- 0%	- 0%	6%	- 1%	- 1%
Full Professor	6%	- 1%	- 0%	6%	- 1%	- 0%
% Variance Explained	0.4%	(0.1%)		1.0%	(0.7%)	
TEACHING DISCIPLINE						
Social Sciences	5%	- 2%	- 2%	8%	+ 1%	+ 1%
Humanities	5%	- 2%	- 1%	3%	- 4%	- 4%
Fine Arts	20%	+ 13%	+ 13%	17%	+ 10%	+ 9%
Law	27%	+ 20%	+ 21%	25%	+ 18%	+ 19%
Physical Sciences	1%	- 6%	- 6%	2%	- 5%	- 5%
Biological Sciences	1%	- 6%	- 7%	1%	- 6%	- 5%
Medicine	34%	+ 27%	+ 26%	34%	+ 27%	+ 28%
Education	2%	- 5%	- 5%	2%	- 5%	- 5%
Business	6%	- 1%	- 0%	13%	+ 6%	+ 5%
Engineering	6%	- 1%	- 0%	7%	- 0%	+ 1%
Nursing/Health Educat	9%	+ 2%	+ 1%	11%	+ 4%	+ 3%
Agriculture	2%	- 5%	- 6%	5%	- 2%	- 1%
% VARIANCE EXPLAINED	10.2%	(9.7%)		5.3%	(5.9%)	
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - - -			7%	- 0%	- 1%
Comprehensive	- - - - - - - - - - - - - - - -			8%	+ 1%	+ 1%
Liberal Arts	- - - - - - - - - - - - - - - -			4%	- 3%	- 2%
% VARIANCE EXPLAINED	- - - - - - - -			0.3%	(0.2%)	
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	7.0%			7.0%		
% Variance Explained By All Control Variables Combined	10.6%			7.3%		
% Missing Cases	3.0%			8.8%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE TEN
PERCENTAGE INDICATING THAT ROYALTIES WAS FIRST OR SECOND LARGEST SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	17%	+ 2%	+ 1%	12%	+ 0%	+ 0%
11/12 months	12%	- 3%	- 1%	11%	- 1%	- 1%
% Variance Explained		0.5%	(0.1%)		0.0%	(0.0%)
ACADEMIC RANK						
Instructor/Lecturer	5%	- 9%	- 10%	6%	- 6%	- 5%
Assistant Professor	4%	- 11%	- 14%	4%	- 8%	- 8%
Associate Professor	10%	- 5%	- 5%	10%	- 2%	- 3%
Full Professor	23%	+ 8%	+ 9%	20%	+ 8%	+ 8%
% Variance Explained		5.3%	(6.3%)		4.8%	(4.3%)
TEACHING DISCIPLINE						
Social Sciences	22%	+ 7%	+ 8%	16%	+ 4%	+ 5%
Humanities	20%	+ 5%	+ 8%	17%	+ 5%	+ 6%
Fine Arts	15%	- 0%	+ 4%	10%	- 2%	+ 0%
Law	25%	+ 10%	+ 3%	24%	+ 12%	+ 3%
Physical Sciences	19%	+ 4%	+ 2%	15%	+ 3%	+ 2%
Biological Sciences	15%	+ 0%	- 0%	12%	+ 0%	- 3%
Medicine	5%	- 10%	- 9%	5%	- 7%	- 11%
Education	15%	- 0%	+ 0%	7%	- 5%	- 2%
Business	12%	- 3%	- 3%	6%	- 6%	- 2%
Engineering	9%	- 6%	- 10%	8%	- 4%	- 9%
Nursing/Health Educat	6%	- 9%	- 5%	7%	- 5%	- 2%
Agriculture	9%	- 6%	- 10%	9%	- 3%	- 10%
% VARIANCE EXPLAINED		2.6%	(2.9%)		0.1%	(1.9%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - - -			15%	+ 3%	+ 3%
Comprehensive	- - - - - - - - - - - - - - - -			8%	- 4%	- 3%
Liberal Arts	- - - - - - - - - - - - - - - -			13%	+ 1%	- 1%
% VARIANCE EXPLAINED	- - - - - - - -				1.0%	(0.5%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN		15.0%			12.0%	
% Variance Explained By All Control Variables Combined		8.9%			7.2%	
% Missing Cases		8.0%			8.8%	

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE ELEVEN
PERCENTAGE INDICATING THAT SPEECH/LECTURE FEES WERE FIRST OR SECOND LARGEST SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
CONTROL VARIABLES	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	10%	- 5%	- 4%	10%	- 3%	- 2%
11/12 months	22%	+ 7%	+ 6%	19%	+ 6%	+ 5%
% Variance Explained		2.9%	(1.3%)		1.7%	(0.9%)
ACADEMIC RANK						
Instructor/Lecturer	5%	- 10%	- 11%	4%	- 9%	- 10%
Assistant Professor	10%	- 5%	- 6%	7%	- 6%	- 6%
Associate Professor	16%	+ 1%	+ 0%	15%	+ 2%	+ 1%
Full Professor	18%	+ 3%	+ 4%	18%	+ 5%	+ 5%
% Variance Explained		1.0%	(1.7%)		2.6%	(2.3%)
TEACHING DISCIPLINE						
Social Sciences	14%	- 1%	+ 1%	14%	+ 1%	+ 2%
Humanities	12%	- 3%	+ 1%	15%	+ 2%	+ 3%
Fine Arts	20%	+ 5%	+ 10%	17%	+ 4%	+ 6%
Law	8%	- 7%	- 7%	7%	- 6%	- 10%
Physical Sciences	9%	- 6%	- 5%	9%	- 4%	- 5%
Biological Sciences	19%	+ 4%	+ 0%	16%	+ 3%	- 1%
Medicine	33%	+ 18%	+ 13%	34%	+ 21%	+ 14%
Education	17%	+ 2%	+ 2%	11%	- 2%	- 1%
Business	11%	- 4%	- 1%	10%	- 3%	+ 1%
Engineering	4%	- 11%	- 12%	5%	- 8%	- 11%
Nursing/Health Educat	24%	+ 9%	+ 9%	13%	+ 0%	+ 2%
Agriculture	14%	- 1%	- 8%	14%	+ 1%	- 8%
% VARIANCE EXPLAINED		3.6%	(3.3%)		2.0%	(1.9%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - - -			16%	+ 3%	+ 1%
Comprehensive	- - - - - - - - - - - - - - - -			9%	- 4%	- 2%
Liberal Arts	- - - - - - - - - - - - - - - -			16%	+ 3%	+ 3%
% VARIANCE EXPLAINED	- - - - - - - -				0.8%	(0.3%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN		15.0%			13.0%	
% Variance Explained By All Control Variables Combined		6.7%			6.0%	
% Missing Cases		8.0%			8.8%	

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE TWELVE
PERCENTAGE INDICATING THAT RESEARCH SALARY WAS FIRST OR SECOND LARGEST SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY			ALL DOCT/COMP/LIB ART SCHOOLS		
	MEAN	Unadjusted Deviation	Adjusted Deviation	MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	29%	+ 11%	+ 11%	19%	+ 5%	+ 4%
11/12 months	3%	- 15%	- 15%	5%	- 9%	- 8%
% Variance Explained		11.6%	(8.1%)		3.2%	(2.5%)
ACADEMIC RANK						
Instructor/Lecturer	5%	- 13%	- 7%	6%	- 8%	- 2%
Assistant Professor	18%	+ 0%	+ 0%	13%	- 1%	+ 0%
Associate Professor	18%	- 0%	+ 0%	15%	+ 1%	+ 0%
Full Professor	17%	+ 1%	+ 0%	16%	+ 2%	+ 0%
% Variance Explained		0.6%	(0.2%)		0.6%	(0.0%)
TEACHING DISCIPLINE						
Social Sciences	31%	+ 13%	+ 8%	22%	+ 8%	+ 6%
Humanities	11%	- 7%	- 14%	9%	- 5%	- 6%
Fine Arts	6%	- 12%	- 14%	4%	- 10%	- 11%
Law	21%	+ 3%	- 4%	16%	+ 2%	- 2%
Physical Sciences	0%	+ 18%	+ 13%	28%	+ 14%	+ 12%
Biological Sciences	18%	- 0%	+ 7%	26%	+ 12%	+ 12%
Medicine	4%	- 14%	+ 0%	4%	- 10%	- 6%
Education	5%	- 13%	- 12%	4%	- 10%	- 6%
Business	14%	- 4%	- 11%	9%	- 5%	- 4%
Engineering	40%	+ 22%	+ 19%	34%	+ 20%	+ 17%
Nursing/Health Educat	3%	- 15%	- 9%	3%	- 11%	- 9%
Agriculture	2%	- 16%	- 3%	2%	- 12%	- 9%
% VARIANCE EXPLAINED		13.0%	(8.9%)		9.6%	(6.5%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - -			18%	+ 4%	+ 4%
Comprehensive	- - - - - - - - - - - - - - -			8%	- 6%	- 6%
Liberal Arts	- - - - - - - - - - - - - - -			20%	+ 6%	+ 4%
% VARIANCE EXPLAINED	- - - - - - - -				2.6%	(1.7%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	18.0%			14.0%		
% Variance Explained By All Control Variables Combined	21.1%			13.5%		
% Missing Cases	8.0%			8.8%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE THIRTEEN

PERCENTAGE INDICATING THAT AN "OTHER SOURCE" (not one of listed sources) WAS FIRST OR SECOND LARGEST SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY: MEAN	Unadjusted Deviation	Adjusted Deviation	ALL DOCT/COMP/LIB ART SCHOOLS: MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	16%	- 4%	- 2%	18%	- 2%	- 1%
11/12 months	25%	+ 5%	+ 3%	24%	+ 4%	+ 2%
% Variance Explained		1.2%	(0.3%)		0.4%	(0.2%)
ACADEMIC RANK						
Instructor/Lecturer	37%	+ 17%	+ 16%	31%	+ 11%	+ 10%
Assistant Professor	17%	- 3%	- 2%	21%	+ 1%	+ 2%
Associate Professor	18%	- 2%	- 1%	18%	- 2%	- 2%
Full Professor	21%	+ 1%	- 0%	19%	- 1%	- 2%
% Variance Explained		1.0%	(0.8%)		0.8%	(0.6%)
TEACHING DISCIPLINE						
Social Sciences	13%	- 7%	- 6%	12%	- 8%	- 7%
Humanities	19%	- 1%	+ 1%	20%	+ 0%	+ 0%
Fine Arts	30%	+ 10%	+ 9%	35%	+ 15%	+ 13%
Law	8%	- 12%	- 11%	11%	- 9%	- 6%
Physical Sciences	18%	- 2%	- 1%	17%	- 3%	- 2%
Biological Sciences	27%	+ 7%	+ 6%	21%	+ 1%	+ 2%
Medicine	22%	+ 2%	- 1%	21%	+ 1%	+ 1%
Education	14%	- 6%	- 6%	18%	- 2%	- 3%
Business	5%	- 15%	- 14%	17%	- 3%	- 3%
Engineering	15%	- 5%	- 4%	18%	- 2%	+ 0%
Nursing/Health Educat	21%	+ 1%	- 1%	22%	+ 2%	+ 0%
Agriculture	40%	+ 20%	+ 18%	43%	+ 23%	+ 28%
% VARIANCE EXPLAINED		4.0%	(2.8%)		2.9%	(2.5%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - - -			20%	- 0%	- 1%
Comprehensive	- - - - - - - - - - - - - - - -			19%	- 1%	+ 0%
Liberal Arts	- - - - - - - - - - - - - - - -			24%	+ 4%	+ 5%
% VARIANCE EXPLAINED	- - - - - - - -				0.1%	(0.2%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	20.0%			20.0%		
% Variance Explained By All Control Variables Combined	5.1%			3.8%		
% Missing Cases	3.0%			8.8%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE FOURTEEN
PERCENTAGE INDICATING NO SOURCE OF SUPPLEMENTAL INCOME BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY: MEAN	Unadjusted Deviation	Adjusted Deviation	ALL DOCT/COMP/LIB ART SCHOOLS: MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	7%	- 4%	- 5%	9%	- 2%	- 3%
11/12 months	17%	+ 6%	+ 6%	16%	+ 5%	+ 5%
% Variance Explained		2.9%	(2.4%)		1.2%	(1.3%)
ACADEMIC RANK						
Instructor/Lecturer	24%	+ 13%	+ 14%	18%	+ 7%	+ 7%
Assistant Professor	18%	+ 7%	+ 7%	13%	+ 2%	+ 3%
Associate Professor	13%	+ 2%	+ 2%	13%	+ 2%	+ 1%
Full Professor	5%	- 5%	- 5%	7%	- 4%	- 4%
% Variance Explained		3.2%	(3.4%)		1.0%	(1.3%)
TEACHING DISCIPLINE						
Social Sciences	6%	- 5%	- 4%	7%	- 4%	- 3%
Humanities	15%	+ 4%	+ 5%	16%	+ 5%	+ 5%
Fine Arts	6%	- 5%	- 7%	8%	- 3%	- 4%
Law	0%	- 11%	- 3%	0%	- 11%	- 6%
Physical Sciences	10%	- 1%	+ 2%	13%	+ 2%	+ 4%
Biological Sciences	18%	+ 7%	+ 5%	14%	+ 3%	+ 3%
Medicine	11%	+ 0%	- 6%	11%	- 0%	- 4%
Education	7%	- 4%	- 5%	7%	- 4%	- 5%
Business	6%	- 5%	- 2%	4%	- 7%	- 7%
Engineering	4%	- 7%	- 3%	4%	- 7%	- 5%
Nursing/Health Educat	19%	+ 8%	+ 4%	17%	+ 6%	+ 4%
Agriculture	17%	+ 6%	+ 4%	16%	+ 5%	+ 3%
% VARIANCE EXPLAINED		3.2%	(2.1%)		2.3%	(2.0%)
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - - -			11%	- 0%	- 0%
Comprehensive	- - - - - - - - - - - - - - - -			11%	- 0%	- 0%
Liberal Arts	- - - - - - - - - - - - - - - -			14%	+ 3%	+ 2%
% VARIANCE EXPLAINED	- - - - - - - -				0.2%	(0.1%)
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	11.0%			11.0%		
% Variance Explained By All Control Variables Combined	3.6%			4.8%		
% Missing Cases	8.0%			8.8%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

TABLE FIFTEEN

PERCENTAGE INDICATING THAT THEY HAD SERVED AS A PAID CONSULTANT (whether or not it was 1st or 2nd largest source of supplemental income) BROKEN DOWN BY FOUR CONTROL VARIABLES

CONTROL VARIABLES	DOCTORAL UNIVERSITIES ONLY: MEAN	Unadjusted Deviation	Adjusted Deviation	ALL DOCT/COMP/LIB ART SCHOOLS: MEAN	Unadjusted Deviation	Adjusted Deviation
ACADEMIC CALENDAR						
9/10 months	53%	- 02%	- 01%	47%	- 02%	- 01%
11/12 months	57%	+ 02%	+ 02%	54%	+ 05%	+ 02%
% Variance Explained	0.2%	(0.1%)		0.5%	(0.1%)	
ACADEMIC RANK						
Instructor/Lecturer	29%	- 26%	- 24%	30%	- 19%	- 16%
Assistant Professor	41%	- 14%	- 12%	41%	- 08%	- 08%
Associate Professor	53%	- 02%	- 02%	49%	+ 00%	+ 01%
Full Professor	55%	+ 10%	+ 09%	58%	+ 09%	+ 08%
% Variance Explained	4.8%	(3.5%)		3.2%	(2.3%)	
TEACHING DISCIPLINE						
Social Sciences	62%	+ 07%	+ 09%	56%	+ 07%	+ 08%
Humanities	34%	- 21%	- 18%	29%	- 20%	- 18%
Fine Arts	48%	- 07%	- 00%	40%	- 09%	- 06%
Law	66%	+ 11%	+ 05%	70%	+ 21%	+ 12%
Physical Sciences	47%	- 08%	- 09%	42%	- 07%	- 09%
Biological Sciences	41%	- 14%	- 16%	44%	- 05%	- 09%
Medicine	54%	- 01%	- 02%	54%	+ 05%	- 03%
Education	77%	+ 22%	+ 22%	68%	+ 19%	+ 21%
Business	73%	+ 18%	+ 20%	57%	+ 08%	+ 14%
Engineering	78%	+ 23%	+ 19%	76%	+ 29%	+ 22%
Nursing/Health Educat	54%	- 01%	+ 02%	41%	- 08%	- 04%
Agriculture	57%	+ 02%	- 04%	57%	+ 08%	- 03%
% VARIANCE EXPLAINED	8.4%	(6.9%)		8.4%	(7.1%)	
CARNEGIE CODE-SCHOOL TYPE	(only one category included)					
Doctorate Granting	- - - - - - - - - - - - - - -			56%	+ 07%	+ 05%
Comprehensive	- - - - - - - - - - - - - - -			46%	- 03%	- 04%
Liberal Arts	- - - - - - - - - - - - - - -			35%	- 14%	- 07%
% VARIANCE EXPLAINED	- - - - - - - -			2.0%	(0.8%)	
ACROSS ALL 4 CONTROL VARIABLES						
GRAND MEAN	55%			49%		
% Variance Explained By All Control Variables Combined	11.9%			11.9%		
% Missing Cases	4.3%			5.5%		

NOTE: The UNADJUSTED DEVIATION is the difference between the group mean and the GRAND MEAN. The ADJUSTED DEVIATION is the difference between the group mean and the mean that would have been predicted on the basis of the other control variables.

NOTE: % VARIANCE EXPLAINED (eta squared) refers to the proportion of the total variance that can be explained by a given control variable. The value in parentheses refers to the proportion of variance that can be uniquely explained by the given control variable (i.e., variance that cannot also be explained by one of the other control variables).

Table SIXTEEN
Correlations Between Income Related Variables (Original Raw Scores and Adjusted Deviation Scores--in parentheses) and INSTITUTIONAL CHARACTERISTICS

	DOCTORAL GRANTING INSTITUTIONS ONLY								DOCTORAL/COMPREHENSIVE/LIBERAL ARTS COMBINED							
		%age indicating Supp Income was:								%age indicating Supp Income was:						
	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Resch Salry	NONE	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Resch Salry	NONE
School Average S. A. T. Test scores (1--Less Than 900....9--Over 1300)	6.43	+15 (+15)	+13 (+11)	-16 (-16)	+02 (+02)	+09 (+09)	+13 (+11)	+01 (+02)	5.86	+23 (+16)	+12 (+10)	-20 (-16)	+07 (+05)	+15 (+12)	+16 (+14)	+02 (+01)
Revenue Per Student (1--Less Than $25....9--Over $1000)	7.18	+18 (+15)	+15 (+11)	-15 (-14)	+03 (+02)	+11 (+09)	+19 (+16)	-03 (-02)	6.00	+34 (+26)	+19 (+16)	-25 (-17)	+14 (+09)	+17 (+14)	+19 (+17)	+00 (+01)
Research Dollars Per Student (1--Under $25....9--Over $1500)	5.62	+20 (+13)	+15 (+13)	-22 (-17)	+07 (+02)	+11 (+09)	+17 (+17)	-03 (-01)	4.48	+35 (+22)	+20 (+15)	-26 (-14)	+17 (+09)	+14 (+11)	+17 (+16)	+00 (-01)
School Size (1--Under 500....9--Over 30,000)	7.36	+09 (+09)	-03 (-04)	-05 (-04)	+02 (+00)	+02 (+01)	-07 (-04)	+03 (+04)	6.24	+34 (+25)	+15 (+08)	-08 (-01)	+16 (+08)	+09 (+07)	+01 (+02)	-03 (-02)
Control--Public or Private (1--Public, 2--Private)	1.12	+01 (+03)	+17 (+14)	-06 (-09)	+02 (+02)	+07 (+07)	+13 (+07)	-03 (-02)	1.19	-14 (-17)	+02 (+04)	-05 (-09)	-06 (-02)	+00 (-00)	+10 (+07)	+02 (+02)

NOTE: Correlation coefficients, presented without decimal points, are based upon sample sizes of 1851 (Doctoral Only) and 3133 (Combined Data) cases before weighting. While correlations as low as .05 are statistically significant, correlations of less than r=.20 are of little practical significance.

NOTE: Adjusted Deviation Scores (Adjusted Score Correlations are in parentheses) are the difference between the raw score and the raw score that would be predicted on the basis of four Control Variables: Academic Calendar, Academic Rank, Academic Discipline, and Carnegie School Type.

Table SEVENTEEN
Correlations Between Income Related Variables (Original Raw Scores and Adjusted Deviation Scores--in parentheses) and DEPARTMENT/INSTITUTIONAL INVOLVEMENT

	DOCTORATE GRANTING INSTITUTIONS ONLY								DOCTORAL/COMPREHENSIVE/LIBERAL ARTS COMBINED							
		%age indicating Supp Income was:								%age indicating Supp Income was:						
	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Reach Salry	NONE	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Reach Salry	NONE
CHAIRMAN/HEAD OF DEPT IN LAST FIVE YEARS (1-NO, 2-YES)	1.24	+34 (+19)	+09 (+01)	-01 (+05)	+09 (+03)	+04 (-04)	-06 (-02)	-05 (-03)	1.24	+25 (+06)	+06 (+00)	-04 (-01)	-06 (+01)	+04 (-03)	-03 (-02)	+02 (-01)
HEAD OF RESEARCH INSTITUTE IN LAST FIVE YEARS (1-NO, 2-YES)	1.05	+17 (+09)	+13 (+09)	-05 (-03)	+10 (+05)	+02 (-02)	+05 (+09)	-07 (-04)	1.04	+17 (+10)	+12 (+08)	-06 (-03)	+09 (+05)	+03 (+01)	-09 (+09)	+05 (-03)
SCHOOL WIDE ADMINISTRATOR IN LAST FIVE YEARS (1-NO, 2-YES)	1.08	+23 (+15)	+01 (+00)	-05 (+01)	+10 (+04)	-02 (-06)	-09 (-00)	-01 (-02)	1.10	+23 (+14)	+04 (+02)	-09 (-04)	+07 (+01)	+02 (-02)	-07 (-03)	+03 (+03)
ELECTED MEMBER OF FACULTY GOVERNANCE BODY IN LAST FIVE YRS (1-NO, 2-YES)	1.33	+23 (+11)	+10 (+04)	+05 (+07)	+09 (+05)	+05 (-02)	-03 (-01)	-06 (-03)	1.36	+19 (+08)	+08 (+02)	+04 (+05)	+08 (+05)	+04 (-01)	-01 (-01)	+06 (-04)
MEMBER OF SCHOOL WIDE COMMITTEE IN LAST FIVE YRS (1-NO, 2-YES)	1.68	+24 (+08)	+03 (-00)	+04 (+06)	+10 (+04)	+06 (-02)	-03 (-03)	-10 (-07)	1.73	+17 (+03)	+06 (-01)	+06 (+07)	+07 (+03)	+06 (+01)	-00 (-01)	-05 (-03)
RECENT INVOLVEMENT IN DEPT AFFAIRS (1-NOT AT ALL....4-HEAVILY)	3.39	+16 (+10)	+01 (-02)	+11 (+12)	+05 (+02)	+02 (-02)	-03 (-03)	-07 (-04)	3.45	+13 (+04)	+04 (+01)	+06 (+07)	+06 (+04)	+02 (-02)	-03 (-02)	-06 (-06)
RECENT INVOLVEMENT IN UNIV AFFAIRS (1-NOT AT ALL...4-HEAVILY)	2.48	+32 (+16)	+11 (+04)	+05 (+09)	+14 (+08)	+09 (-00)	-05 (-03)	-11 (-07)	2.53	+22 (+07)	+06 (+01)	+02 (+05)	+09 (+05)	+09 (-01)	-01 (-05)	-06 (-02)
HOURS PER WEEK ACTUALLY TEACHING (1-None..5-9/10 HRS..9-21 HRS OR MORE)	3.53	-31 (-12)	-03 (-05)	+25 (+11)	-15 (-04)	-10 (-07)	-07 (-11)	-03 (-01)	4.43	-40 (-18)	-14 (-09)	+30 (+17)	-16 (-07)	-14 (-08)	-11 (-11)	-04 (-02)

NOTE: Correlation coefficients, presented without decimal points, are based upon sample sizes of 1851 (Doctoral Only) and 3133 (Combined Data) cases before weighting. While correlations as low as .05 are statistically significant, correlations of less than r= .20 are of little practical significance.

NOTE: Adjusted Deviation Scores (Adjusted Score Correlations are in parentheses) are the difference between the raw score and the raw score that would be predicted on the basis of four Control Variables: Academic Calendar, Academic Rank, Academic Discipline, and Carnegie School Type.

Table EIGHTEEN
Correlations Between Income Related Variables (Original Raw Scores and Adjusted Deviation Scores) and
PRODUCTIVITY/STANDING IN PROFESSION

	DOCTORATE GRANTING INSTITUTIONS ONLY								DOCTORAL/COMPREHENSIVE/LIBERAL ARTS COMBINED							
				Sage indicating Supp Income was:								Sage indicating Supp Income was:				
	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Reach Salry	NONE	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Reach Salry	NONE
BOOKS/MONOGRAPHS PUBLISHED/EDITED (1-NONE, 2- 1 OR 2, 3- 3 OR 4, 4- 5+)	1.91	+31 (+11)	+32 (+22)	-04 (-04)	+08 (+03)	+35 (+23)	+00 (+01)	-16 (-08)	1.78	+36 (+18)	+31 (+24)	+08 (-05)	+12 (+07)	+38 (+30)	+03 (+04)	-15 (-11)
RESIDUAL BOOKS PUBLISH(CORRECTED FOR AGE/YRS SERVICE/YRS SINCE DEGREE)	0.00	+14 (+07)	+26 (+23)	+01 (-04)	+05 (+04)	+30 (+22)	+05 (+07)	-13 (-08)	0.00	+19 (+14)	+26 (+23)	-03 (-04)	+10 (+08)	+35 (+30)	+06 (+05)	-15 (-13)
ARTICLES PUBLISHED IN ACADEMIC JOUR (1-NONE,2-1 OR 2...5-11 TO 20,6-20+)	4.10	+55 (+18)	+31 (+13)	-20 (-06)	+23 (+08)	+20 (+10)	+19 (+13)	-17 (-09)	3.30	+58 (+23)	+32 (+17)	-21 (-05)	+26 (+13)	+24 (+13)	+21 (+12)	-18 (-11)
RESIDUAL ARTICLES(ABOVE CORRECTED FOR AGE/YRS SERVICE/YRS SINCE DEGREE)	0.00	+43 (+13)	+26 (+12)	-18 (-07)	+23 (+12)	+16 (+08)	+20 (+15)	-15 (-09)	0.00	+53 (+22)	+26 (+14)	-18 (-04)	+25 (+13)	+22 (+12)	+22 (+14)	-18 (-11)
PUBLICATIONS IN LAST TWO YEARS (1-NONE,2-1 OR 2...4-5 TO 10,5-10+)	2.57	+27 (+09)	+24 (+15)	-15 (-08)	+16 (+09)	+15 (+11)	+24 (+21)	-15 (-11)	2.14	+32 (+17)	+27 (+20)	-18 (-05)	+21 (+15)	+19 (+15)	+25 (+20)	-18 (-14)
NUMBER JOURNAL SUBSCRIPTIONS (1-NONE,2-1 OR 2...5-11 TO 20,6-20+)	3.18	+25 (+09)	+15 (+05)	-05 (-01)	+14 (+03)	+09 (+05)	+05 (+04)	-11 (-06)	3.07	+25 (+11)	+15 (+07)	-05 (-02)	+16 (+08)	+08 (+05)	+06 (+06)	-10 (-07)
FEDERAL AGENCY RESEARCH SUPPORT IN LAST 12 MONTHS (1-NO, 2-YES)	1.39	+28 (+09)	+18 (+12)	-26 (-13)	+23 (+12)	+02 (+03)	+31 (+30)	-05 (-04)	1.23	+27 (+10)	+19 (+12)	-23 (-11)	+21 (+11)	+03 (-01)	+38 (+33)	-08 (-07)
ANY FINANCIAL RESEARCH SUPPORT IN LAST 12 MONTHS (1-NO, 2-YES)	1.67	+20 (+06)	+12 (+06)	-15 (-06)	+17 (+08)	+04 (+01)	+28 (+26)	-06 (-03)	1.50	+22 (+09)	+13 (+08)	-13 (-05)	+19 (+12)	+09 (+06)	+33 (+27)	-10 (-09)
DONE PAID CONSULTING IN LAST TWO YEARS (1-NO, 2-YES)	1.55	+23 (+11)	+29 (+20)	-06 (-01)	+56 (+48)	+02 (-01)	+11 (+10)	-32 (-27)	1.48	+22 (+11)	+28 (+20)	-01 (+02)	+56 (+47)	+01 (+01)	+09 (+08)	-27 (-23)
SELF-SUCCESS RELATIVE TO ACADEMIC OF SIMILAR AGE/QUALIF(1-V UNSUC..4-V SUC)	3.25	+23 (+14)	+23 (+20)	-08 (-05)	+12 (+10)	+13 (+09)	+04 (+08)	-11 (-09)	3.21	+20 (+13)	+19 (+17)	-06 (-03)	+10 (+07)	+10 (+09)	+04 (+06)	-10 (-10)

NOTE: Correlation coefficients, presented without decimal points, are based upon sample sizes of 1851 (Doctoral Only) and 3133 (Combined Data) cases before weighting. While correlations as low as .05 are statistically significant, correlations of less than r= .20 are of little practical significance.

NOTE: Adjusted Deviation Scores (Adjusted Score Correlations are in parentheses) are the difference between the raw score and the raw score that would be predicted on the basis of four Control Variables: Academic Calendar, Academic Rank, Academic Discipline, and Carnegie School Type.

Table NINETEEN

Correlations Between Income Related Variables (Original Raw Scores and Adjusted Deviation Scores--in parentheses) and CHARACTER OF WORK AND INTEREST

	DOCTORAL GRANTING INSTITUTIONS ONLY								DOCTORAL/COMPREHENSIVE/LIBERAL ARTS COMBINED							
				%age indicating Supp Income was:								%age indicating Supp Income was:				
	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Reasch Salry	NONE	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Reasch Salry	NONE
YOUR RECENT WORK IS PURE/BASIC RESEARCH (1-NO, 2-YES)	1.43	-07 (-02)	+00 (-00)	+01 (-05)	-15 (-07)	+08 (+05)	+20 (+10)	+03 (+06)	1.42	-03 (+00)	-03 (-02)	-03 (-03)	-12 (-06)	+09 (+07)	+18 (+09)	-03 (-02)
YOUR RECENT WORK IS APPLIED RESEARCH (1-NO, 2-YES)	1.67	+12 (+01)	+12 (+10)	-11 (-00)	+26 (+15)	-11 (-07)	-04 (+01)	-08 (-06)	1.65	+04 (-03)	+13 (+09)	-02 (+03)	+22 (+13)	-11 (-08)	-03 (+01)	-07 (-05)
YOUR RECENT WORK IS POLICY ORIENTED RESEARCH (1-NO, 2-YES)	1.24	+07 (+05)	+06 (+02)	-00 (-02)	+13 (+07)	-00 (-03)	+02 (+03)	-02 (-00)	1.25	+06 (+04)	+06 (+00)	+01 (-02)	+12 (+05)	+00 (-00)	+02 (+04)	-02 (+02)
YOUR RECENT WORK IS LITERARY/ EXPRESSIVE (1-NO, 2-YES)	1.17	-16 (+02)	-07 (+02)	+14 (+01)	-15 (-01)	+10 (-08)	-10 (-04)	+00 (-01)	1.23	-12 (+01)	-07 (+02)	+10 (+03)	-13 (-01)	+09 (-08)	-13 (-06)	-02 (-05)
WITHIN YOUR FIELD IS YOUR APPROACH: (1-SCIENTIFIC/QUANT..7-SOFT/HUMANISTIC)	3.38	-21 (-04)	-11 (-03)	+20 (+07)	-11 (-00)	-01 (-02)	-25 (-14)	+02 (-00)	3.76	-19 (-04)	-12 (-03)	+15 (+04)	-13 (-04)	-01 (+01)	-28 (-12)	-00 (-01)
PRIMARY INTEREST TEACHING/RESEARCH (1-MOSTLY RESEARCH..4-MOSTLY TEACHING)	2.61	-17 (-11)	-07 (-04)	+19 (+14)	-08 (-04)	-10 (-07)	-27 (-23)	+00 (-01)	2.88	-23 (-15)	-12 (-09)	+18 (+11)	-16 (-11)	-13 (-11)	-26 (-21)	+03 (+03)
YOUR PRINCIPAL ACTIVITY IS ADMINISTRATION (1-NO, 2-YES)	1.14	+30 (+18)	+02 (+01)	-08 (+02)	+11 (+03)	-02 (-05)	-11 (+00)	-01 (-05)	1.11	+33 (+18)	+06 (+03)	-13 (-05)	+13 (+05)	+01 (-04)	-07 (-01)	+00 (-02)

NOTE: Correlation coefficients, presented without decimal points, are based upon sample sizes of 1851 (Doctoral Only) and 3133 (Combined Data) cases before weighting. While correlations as low as .05 are statistically significant, correlations of less than r= .20 are of little practical significance.

NOTE: Adjusted Deviation Scores (Adjusted Score Correlations are in parentheses) are the difference between the raw score and the raw score that would be predicted on the basis of four Control Variables: Academic Calendar, Academic Rank, Academic Discipline, and Carnegie School Type.

Table TWENTY
Correlations Between Income Related Variables (Original Raw Scores and Adjusted Deviation Scores--in parentheses) and PERSONAL CHARACTERISTICS

	DOCTORAL GRANTING INSTITUTIONS ONLY								DOCTORAL/COMPREHENSIVE/LIBERAL ARTS COMBINED							
		%age indicating Supp Income was:								%age indicating Supp Income was:						
	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Reach Salry	NONE	MEAN	Basic Inst Income	Supp Income	Extra Teach	Con-sult	Royal-ties	Reach Salry	NONE
SEX: (1-FEMALE, 2-MALE)	1.87	+25 (+10)	+18 (+09)	-01 (+04)	+10 (+01)	+07 (+01)	+10 (+04)	-12 (-07)	1.81	+27 (+12)	+21 (+13)	-01 (+04)	+12 (+04)	+07 (+02)	+10 (+04)	-11 (-08)
AGE (ACTUAL AGE)	44.45	+47 (+09)	+17 (+01)	-10 (+00)	+06 (-08)	+16 (+03)	-17 (-15)	-06 (+02)	43.75	+47 (+11)	+17 (+02)	-09 (-00)	+05 (-07)	+13 (-01)	-13 (-13)	-03 (+03)
BORN IN THE UNITED STATES (1-NO, 2-YES)	1.88	-06 (-05)	-02 (+01)	+03 (+02)	-01 (-03)	-02 (-02)	-08 (-07)	+01 (-01)	1.90	-05 (-05)	-01 (+01)	+02 (+01)	-02 (-03)	-02 (-01)	-04 (-03)	-01 (-01)
MINORITY--AT LEAST ONE PARENT BLACK MEXICAN-AM OR LATINO (1-NO, 2-YES)	1.01	-04 (+05)	-03 (+01)	-00 (-03)	+01 (+04)	-02 (-00)	-03 (-02)	-00 (-01)	1.02	-03 (+02)	-04 (-02)	+00 (-01)	+03 (+04)	-03 (-01)	-04 (-04)	+05 (+04)
FAMILY ECONOMIC STATUS WHEN IN HIGH SCHOOL (1-Poor..3-AVG..5-WEALTHY)	2.77	-09 (+02)	-00 (-00)	+01 (+03)	-06 (+02)	+00 (-03)	+08 (-05)	+02 (-02)	2.77	-09 (+03)	+02 (-04)	+00 (+02)	-02 (-01)	-01 (-01)	+06 (-06)	+00 (+01)
LIBERALISM/CONSERVATISM SCALE[1] (-16--LIBERAL...+16--CONSERVATIVE)	-1.29	+16 (-00)	+12 (+11)	-11 (+04)	+10 (-01)	-11 (-07)	-13 (-08)	-00 (-05)	-1.42	+07 (-02)	+11 (+07)	-05 (+01)	+06 (-01)	-09 (-06)	-09 (-06)	-04 (-04)
HAVE COMPLETED DOCTORATE (1-NO, 2-YES)	1.83	+23 (+09)	+10 (+01)	+01 (+03)	+11 (+06)	+09 (+02)	+13 (+06)	-09 (-04)	1.75	+32 (+10)	+07 (-00)	+02 (+07)	+18 (+07)	+13 (+04)	+15 (+09)	-08 (-05)
IF BEGAN CAREER AGAIN WOULD STILL PROFESSOR (1-DEFIN NO...2-DEFIN YES)	3.38	+18 (+10)	+08 (+03)	-03 (-02)	+05 (+03)	+10 (+05)	+05 (+07)	+06 (-02)	3.38	+13 (+03)	+05 (+01)	+01 (+03)	+01 (-01)	+10 (+05)	+09 (+08)	+06 (-04)

NOTE: Correlation coefficients, presented without decimal points, are based upon sample sizes of 1851 (Doctoral Only) and 3133 (Combined Data) cases before weighting. While correlations as low as .05 are statistically significant, correlations of less than r= .20 are of little practical significance.

NOTE: Adjusted Deviation Scores (Adjusted Score Correlations are in parentheses) are the difference between the raw score and the raw score that would be predicted on the basis of four Control Variables: Academic Calendar, Academic Rank, Academic Discipline, and Carnegie School Type.

1-- LIBERALISM/CONSERVATISM SCALE is a composite variable designed by Ladd and Lipset (1975) that is based upon eight items that measure preferences for past Presidential candidates (McGovern and Goldwater) and attitudes on selected issues (e.g. distribution of wealth, economic regulation, school integration, capital punishment, and welfare spending).