THE EARNINGS OF U.S. AND FOREIGN-BORN HISPANIC FACULTY

Mark Hugo López*

Research Director and
Research Assistant Professor
Center for Information and Research on
Civic Learning and Engagement
School of Public Policy
University of Maryland
College Park, MD 20742-1821
(301) 405-0183;
FAX (301) 314-1900
mhlopez@umd.edu

and

Marie T. Mora*

Associate Professor
Department of Economics and Finance
College of Business Administration
University of Texas—Pan American
Edinburg, TX 78541
(956) 381-2494;
FAX (956) 384-5020
mtmora@utpa.edu

*Direct correspondence to either author. The authors thank Stephen Trejo for helpful comments and suggestions on a previous draft of this paper.

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Abstract

This study uses the 1999 National Study of Post Secondary Faculty (NSOPF) published by the National Center for Education Statistics to empirically determine if U.S.- and foreign-born Hispanic faculty earn a premium or penalty in the academic labor market. When controlling a host of factors related to academic salaries, our findings indicate that U.S.- born Hispanic faculty earn significantly more on average than their non-Hispanic white counterparts, but foreign-born Hispanics earn the same as non-Hispanics. Nevertheless, additional analyses indicate that the earnings premium accrued by U.S.-born Hispanic faculty tends to prevail in the tails of the academic hierarchy: in the full professor ranks and in non-tenure-track positions, the latter containing a disproportionate share of Hispanic faculty.

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I. Introduction and Background

Rapid population growth fueled by relatively high fertility rates and immigration has resulted in Hispanics becoming the largest minority group in the U.S. To illustrate, Hispanics represented 13.7 percent of the U.S. population in July 2003, up from 12.6 percent just three years prior and 9.8 percent a decade earlier (U.S. Census Bureau). This growth is more apparent when focusing on college students: over 493,000 Hispanics between the ages of 18-21 were enrolled in a postsecondary academic institution in 1999, but by 2002, this number had risen to 663,000—a 34 percent increase over a three-year period (U.S. Census Bureau, 2004).[1]

If postsecondary institutions attempt to reflect a diverse student body by hiring ethnically diverse faculty (e.g., Aguirre, 2000; Verdugo, 1995; Orlans, 1992), the growing Hispanic student population suggests that the relative demand for Hispanic faculty has been increasing, presumably enhancing their earnings. At the same time, the relative supply of Hispanic faculty has also been rising. To illustrate, Figure 1 provides the share of Hispanics, Asians, and Blacks among college professors and instructors in the US between 1920 and 2000. In 1920 and 1930, Hispanics were virtually nonexistent among college faculty. However, after 1930, the share of Hispanic faculty increased over time, such that by 2000, they represented over four percent of academics. Asians also gained ground during this time, surpassing Blacks after 1980, to represent over eight percent of faculty in postsecondary institutions, more than twice their representation in the general U.S. population.

(FIGURE 1 ABOUT HERE)

Figure 2 presents additional information on the relative supply of Hispanic faculty by distinguishing between those born in the U.S. versus abroad in 1980, 1990, and 2000. In 1980, U.S.- and foreign-born Hispanics were fairly evenly represented among academics in U.S. postsecondary education institutions. Foreign-born Hispanic faculty had a slight representation

advantage by 1990, but this reversed in favor of U.S.-born Hispanics during the next decade. It therefore appears that the largest increase in the relative supply of Hispanic academics in the 1990s occurred among those born in the U.S.[1] Such recent demographic shifts suggest that the increase in the relative supply of Hispanic Ph.D.s might be offsetting some (or all) of the potential earnings gains induced by a labor demand increase.

(FIGURE 2 ABOUT HERE)

It follows that, without empirical insight, whether Hispanic faculty currently earn a penalty or premium in the academic labor market is ambiguous. While a considerable amount of research explores minority-faculty salaries in the U.S., such studies tend to focus exclusively on African Americans or they construct a composite "minority" variable (e.g., Riggs & Dwyer, 1995; Fairweather, 1995; Ransom & Megdal, 1993; Tuckman, Gapinski & Hagemann, 1977; Gordon, Morton & Braden, 1974). Exceptions exist, of course. Toutkoushian (1999) and Verdugo (1995), for example, discuss how Hispanic faculty are less likely to be tenured and to hold senior academic ranks than non-Hispanic whites. In a related study, Toutkoushian (1998) also finds that Hispanic male faculty at the assistant professor level or above earned significantly less than their non-Hispanic white counterparts in the early 1990s. However, Bradburn, Sikora and Zimbler's (2002) empirical results based on more current data suggest that Hispanics do not earn more or less than non-Hispanic white faculty.

In light of the recent growth of Hispanic population, this study provides insight into the academic earnings of Hispanic faculty in postsecondary institutions by using the latest version (1999) of the National Study of Post Secondary Faculty published by the National Center for Education Statistics. We further contribute to the literature on minorities in academic labor markets by distinguishing between U.S.- and foreign-born Hispanics, given that socioeconomic

[1] These figures are consistent with a recent report by the Woodrow Wilson National Fellowship Foundation (2004) which shows that the number of Ph.D.s awarded to Hispanic U.S.-citizens rose by 143 percent between 1983 and 2003, compared to an 85 percent increase among African Americans.

and demographic factors (including household income and English-language fluency) that affect educational attainment differ by birthplace (see Fry (2003) for a summary of such differences).

Our empirical results indicate that U.S.-born Hispanics earn significantly more than their non-Hispanic white counterparts when controlling for other factors that affect academic salaries, while foreign-born Hispanics earn the same as non-Hispanic faculty. Nevertheless, more detailed analyses reveal that much of the earnings premium accrued by U.S.-born Hispanics exists only in the tails of the academic hierarchy: in non-tenure-track positions, where Hispanics are over-represented, and in full professor ranks.

II. Data and Sample Selection

Our analysis employs data from the National Center for Education Statistics' National Study of Postsecondary Faculty (NSOPF) of 1999. The NSOPF questionnaire was administered in the fall semester of 1998, and surveyed over 18,000 faculty and staff members at U.S. postsecondary education institutions. Unlike larger datasets such as Public Use Microdata Samples from U.S.-decennial censuses, NSOPF contains a wide range of information specifically pertaining to the academic labor market, including data on academic-year salaries, on-the-job characteristics, and the academic credentials of the survey participants. More importantly, the NSOPF also includes detailed information on research productivity and publications, educational attainment, and tenure status.

Given this study's focus on academic earnings, we limit the sample of analysis to those individuals who report: (1) being faculty members, (2) the number of years in his or her current academic rank, (3) academic-year salary, (4) academic institutional financial support beyond the academic-year salary (summer support for example), and (5) total income (including consulting income). With these restrictions, the sample used here includes 15,588 faculty members at two-year and four-year academic institutions. The importance of retaining junior college faculty in the sample hinges on the fact that many Hispanic students in postsecondary institutions attend community colleges instead of four-year academic institutions (e.g., Santiago and Brown, 2004;

Olivas, 1982). Nevertheless, some of the analyses presented below further restrict the sample on the basis of professorial rank and tenure-track status to determine if earnings differences between U.S.-born Hispanics and other faculty members are sensitive to such characteristics.

Table 1 provides selected descriptive statistics for our sample as well as for the largest ethnic/racial groups, namely U.S.-born Hispanics, foreign-born Hispanics, non-Hispanic whites (henceforth whites), non-Hispanic blacks, and non-Hispanic Asians.[2] The three latter groups include both U.S.- and foreign-born individuals; however, excluding the foreign-born altogether, or excluding the 4.5 percent of the faculty who earned their highest degrees outside of the U.S., does not alter the basic results discussed below.

(TABLE 1 ABOUT HERE)

Academic Job Characteristics. Table 1 indicates that faculty members in the NSOPF earned an average of $41,660 through their nine-month salaries in the 1998-99 academic year, although many accrued additional income because of institutional support, such as summer teaching or summer funding. These other sources of income increased the average faculty member's earnings to over $44,000. Of the major ethnic/racial groups, however, U.S.-born Hispanics earn the least, followed by blacks, regardless of measuring earnings on the basis of the academic year or the full year. Asian faculty, in contrast, earn substantially more than any other racial/ethnic group on average.

A closer examination of Table 1 suggests that some (or all) of these ethnic/racial earnings differences might be explained by differences in academic rank and research productivity. U.S.-born Hispanic and black faculty members are less likely to hold higher professorial ranks and more likely to be employed in lower rank positions (as lecturers, adjunct faculty, visiting professors, or faculty at junior colleges) than their white or Asian counterparts; similar findings have been reported elsewhere (e.g., Toutkoushian, 1999; Verdugo, 1995). Among U.S.-born Hispanics, for example, only 28 percent hold tenure, while over half work in positions below the assistant professor level. In contrast, over a third of non-Hispanic white and Asian faculty are

tenured, and only 38 and 25 percent (respectively) fill lower rank positions. The academic rank and tenure status distributions among foreign-born Hispanics mirror those of the two latter groups; such distinct differences between U.S.- and foreign-born Hispanics provide support for our approach that distinguishes between Hispanics on the basis of birthplace.

Academic Productivity Measures. While examining the rank and tenure status of faculty members provides an overview of the academic status of U.S.-born Hispanic faculty, measures of productivity are perhaps more indicative of long-term promotion prospects and earnings potential. In this respect, U.S.-born Hispanic faculty members have fewer refereed publications and heavier teaching loads than their Asian, white, or foreign-born Hispanic counterparts. For example, U.S.-born Hispanic faculty members published an average of 6.5 articles in referred journals, compared to 12.3 works for the full sample. Also, U.S.-born Hispanics taught 3.3 course sections on average in fall 1998, while white and Asian faculty taught an average of 2.8 sections. These differences coincide with the observation that U.S.-born Hispanics have a greater propensity than other faculty members to work in two-year postsecondary institutions; such institutions tend to emphasize teaching over research productivity. The lower publication rates of Hispanic faculty might also be partly driven by their relatively high share of recent hires.

Demographic Characteristics. Table 1 further shows that 48 percent of the entire sample have a Ph.D. or are working towards one, compared to 45 percent of U.S.-born Hispanics and blacks. 56 percent of foreign-born Hispanics, in contrast, have or are in the process of attaining a Ph.D. In addition, Hispanic faculty members in general tend to be at earlier stages in their academic careers than non-Hispanic whites, with an average time since the highest degree of less than 14 years versus over 17 for white faculty.

Table 1 also provides information on gender and marital status. Consistent with other studies (e.g., Bradburn, Sikora & Zimbler, 2002; Aguirre, 2000; Toutkoushian, 1999; Ehrenberg, 1992), women comprise less than half of postsecondary faculty, regardless of race and ethnicity. U.S.-born Hispanics have a similar representation of women (40 percent) as the entire sample,

while blacks have the highest share of women—nearly 49 percent. Moreover, the majority of faculty are married, and over 20 percent have spouses in higher education. U.S.-born Hispanics and blacks nevertheless are less likely to be married, and among those who are, less likely to have spouses in higher education. This information is important given: (1) the positive effects from family and social capital associated with highly educated spouses (e.g., Benham, 1974), and (2) the potentially lower earnings or professorial ranks that academic couples might be willing to accept to secure employment in the same location (e.g., Perna, 2001; Toutkoushian, 1998).

In sum, Table 1 illustrates that observable differences exist with respect to the academic and demographic characteristics of postsecondary education faculty along the lines of ethnicity, race, and place of birth. To what extent do these differences explain the relatively low average earnings of U.S.-born Hispanic and black faculty? The next section provides empirical insight into this question.

III. Empirical Strategy and Results

Our empirical analysis of the academic earnings of postsecondary faculty begins with estimating a series of standard earnings functions similar to those employed in other studies on faculty salaries.[3] In particular, consider:

(1) $Ln(Academic\ Earnings) = f(Ethnicity/Race, Rank, Research, Other)$,

where *Ln(Academic Earnings)* represents the natural logarithm of the nine-month academic salary. It should be noted that we initially analyzed two additional measures of academic earnings: the full-year salary (nine-month academic salary plus financial institutional support), and total income (including consulting income). The results from estimating Equation (1) using these measures (not shown to conserve space) mirror those discussed below.

The *Ethnicity/Race* vector includes binary variables for U.S.-born Hispanics, foreign-born Hispanics, blacks, Asians, and Native Americans, with non-Hispanic whites representing the base group. The coefficients on these variables should indicate how ethnicity and race relate to earnings beyond what can be explained by differences in observable characteristics.[4] The vector

of *Rank* contains binary variables for the professorial rank (full professor (base), associate professor, assistant professor, and lower), while the *Research* vector includes continuous measures of productivity, such as the number of refereed publications, non-refereed publications, reviewed works, books, exhibits, and patents. Finally, the vector of *Other* accounts for a host of additional demographic and job characteristics (gender, tenure status, nativity, marital status, having a spouse in higher education, the highest degree earned, working toward a Ph.D., years since highest degree and its square, whether the Ph.D. was granted outside of the U.S., grant award status, being a dean or department chair, other professional roles, full-time employment, years and years squared at current rank, outside work characteristics, recently hired faculty, area of highest degree, and teaching load).

Empirical Results for the Full Sample. Table 2 contains the results from estimating alternative versions of Equation (1) that build into the full model. Model I represents the simplest model; it merely controls for ethnicity/race. In this model, U.S.-born Hispanics appear to earn 10 percent less than their white counterparts, reflecting the salary differences observed above in Table 1; however, this difference is not statistically significant at conventional levels. In contrast, Asian faculty members earn a statistically significant premium of 33.5 percent over their non-Hispanic white faculty counterparts.

(TABLE 2 ABOUT HERE)

Model II includes a set of additional controls for professorial rank. As expected, the lower the faculty member's rank, the lower the earnings. Interestingly, when controlling for rank alone, U.S.-born Hispanics earn about 18 percent *more* than their white counterparts, and the difference is statistically significant at the one-percent level. Furthermore, while Asian faculty members continue to earn more—nearly 16 percent more—in Model II than their white counterparts, this difference declined by more than half compared to Model I.

Of course, academic salaries are often not only a function of rank, but also depend on research productivity. Model III contains an additional set of controls for research productivity.

Including the number of published works as a control does not diminish the measured difference between U.S.-born Hispanic faculty and white faculty members, although it explains the Asian/white earnings gap. Moreover, Model III illustrates that refereed journal articles represent a primary means for postsecondary faculty to enhance their salaries, with each article increasing earnings by 0.7 percent. Non-refereed publications, however, do not enhance academic year salaries. These findings are expected given that many institutions award merit pay based on refereed journal articles, and given that such publications increase the faculty member's competitiveness in academic labor markets.

Model IV, the full model, incorporates a set of academic job characteristics, tenure status, subject area, and teaching load characteristic variables to Model III. The inclusion of these factors does not wash out the observed earnings premium that U.S.-born Hispanic faculty accrue over their otherwise similar peers, although it declines to 13 percent.[5] This finding stands in contrast to other studies showing that Hispanic faculty earn less (e.g., Toutkoushian, 1998) or the same (e.g., Barbezat, 2004; Bradbury, Sikoru & Zimbler, 2002) as non-Hispanic whites. Perhaps the inclusion of faculty in positions below the assistant professor level explains this discrepancy; more will be discussed on academic rank below.

Table 2 also shows that the coefficient on refereed journal articles falls (but remains statistically significant) when including other factors such as tenure and job characteristics. This finding suggests that part of the return to publishing in refereed journals is receiving tenure (and the higher earnings therein) or a reduced teaching load. Publishing non-refereed articles relates to lower academic earnings, *ceteris paribus*.

Overall, the findings in Table 2 show that when controlling for academic rank as well as productivity and employment characteristics, U.S.-born Hispanic faculty earn significantly more (around 13 percent more in the full model) than their peers. These findings also indicate that other ethnic/racial groups, including foreign-born Hispanics, do not earn more or less on average than their non-Hispanic whites counterparts. The lack of statistical significance for black faculty

in particular is interesting, given that they appear similar to U.S.-born Hispanics with respect to observable characteristics (recall Table 1).

One explanation for the earnings premium among U.S.-born Hispanics is that the relative demand for such faculty has been increasing in recent years, perhaps to meet the rising numbers of Hispanic college students. Unfortunately, geographical indicators in the NSOPF 1999 dataset are limited to broad Census regions, such that we cannot specifically address how the growth in the Hispanic student population in the county or state influences the academic earnings of Hispanic faculty. In lieu of this approach, we considered an alternative version of Model IV that includes the representation of Hispanic students at the institution. However, the inclusion of this factor does not alter the general results reported in Table 2, although the magnitude of the coefficient on the U.S.-born Hispanic faculty indicator declines to 0.095 (standard error = 0.048). In subsequent analyses we do not include this measure of the diversity of the student body since it does not directly capture the recent *growth* of the Hispanic student population in the institution.[6]

Differences between Hispanic and Non-Hispanic Faculty by Faculty Subgroup. While Table 2 illustrates that U.S.-born Hispanic faculty earn significantly more than other faculty on average, it might be the case that this difference varies with respect to specific academic characteristics. Put another way, do U.S.-born Hispanic faculty experience this earnings premium in a particular academic pocket? Recall from Table 1 that the underlying academic job characteristics of U.S.-born Hispanics and blacks are skewed away from the full professor level toward lower professorial ranks and non-tenure-track positions—positions often excluded in earlier studies on faculty salaries. The results in Table 3 further explore the influence of these characteristics through the estimation of the full version of Equation (1) when partitioning the sample into specific subgroups defined by academic rank and tenure-track status.

(TABLE 3 ABOUT HERE)

Table 3 shows that U.S.-born Hispanic faculty members accrue significantly higher earnings (over 16 percent more) than their non-Hispanic white peers in full professor, lower-rank

and non-tenure track positions when controlling for observable characteristics. We also find that among those who have been recently hired, U.S.-born Hispanic faculty earn a 30 percent premium over their white peers. At the same time, when focusing exclusively on faculty in tenured and tenure-track positions, as well as non-recent hires, Hispanic professors do not earn significantly more or less on average than their colleagues. While the latter findings are consistent with some of the extant literature, the fact that striking differences exist with respect to position and rank underscores the need to include non-tenure track and junior-college faculty in studies on academic labor markets. Perhaps these findings reflect the practice of four-year colleges and universities disproportionately hiring Hispanic faculty in non-tenure-track positions, while the increase in the relative demand for Hispanic faculty has been particularly strong in two-year postsecondary institutions.

Ethnic-Specific Findings and Wage Decomposition Results. The results thus far indicate that U.S.-born Hispanic faculty in postsecondary institutions earn more on average than their counterparts when controlling for other observable characteristics, but these higher earnings do not occur in the assistant and associate professor ranks. Of course, one potential problem with estimating earnings functions like Equation (1) is the structural assumption that other characteristics similarly affect earnings across ethnic/racial groups. Perhaps the true relationship between earnings and the academic and demographic factors consistently differs on the basis of ethnicity and race. For insight, we next estimate Equation (1) separately for each ethnic/racial group; the results from this exercise are presented in Table 4.

(TABLE 4 ABOUT HERE)

With the exception of non-Hispanic whites, the findings in Table 4 show that the academic salaries of full professors are generally similar to those accrued by assistant and associate professors, *ceteris paribus.* In contrast, Table 4 indicates that higher academic rank relates to higher earnings among non-Hispanic whites, suggesting that minority faculty members experience more pay compression with respect to rank than non-Hispanic whites. Consistent with

this suggestion is the observation that foreign-born Hispanic associate professors seem to earn *more* than their full professor counterparts (though the difference is not statistically significant).

Despite the absence of earnings gains from promotions to associate and full professorial ranks among minority faculty, ethnic/racial differences exist with respect to the returns to productivity, specifically in publishing refereed journal articles and books. The returns to publishing in refereed journals are twice as large for Hispanic faculty—both foreign-born and U.S.-born—as those accrued by non-Hispanic whites and blacks. Moreover, published books enhance the salaries of U.S.- and foreign-born Hispanics, although they do not significantly affect the earnings of non-Hispanic academics.

These findings conceivably explain part of the Hispanic earnings premium observed in Table 2 above, particularly among the full professors, as seen in Table 3. Perhaps the higher productivity returns reflect the outcomes of bidding wars by research-oriented institutions for the "top" Hispanic academics. Evidence is anecdotal, but the authors are aware of cases in which universities have openly discussed their willingness to hire prominent minority faculty to fill senior-level positions.[7] Because of the small supply of extremely prolific Hispanic faculty, such hiring practices might be pushing up their productivity returns relative to non-Hispanic whites. Under this scenario, however, we would expect to observe a similar pattern among black faculty (also limited in supply), but Table 4 indicates that they accrue the same productivity rewards as non-Hispanic whites. Moreover, this scenario does not explain the relatively high earnings of U.S.-born Hispanics in non-tenure-track positions, positions often characterized by lower research expectations.

Regardless, Table 4 reveals that observable characteristics differently affect the academic earnings between minority and non-Hispanic white faculty. As such, we now consider the issue of wage decomposition, the importance of which is discussed by Johnston and DiNardo (1997) and Oaxaca (1973). Wage decomposition methods represent alternative analytical techniques to determine what the academic earnings of U.S.-born Hispanic (and other minority)

faculty would be if they face the same earnings structure as non-Hispanic whites (e.g., see Toutkoushian, 1998; Barbezat, 1987). To illustrate, the full model version of Equation (1) for non-Hispanic whites can be expressed as:

(2) $Ln(Academic\ Earnings)_W = f_W(Rank_W, Research_W, Other_W)$,

where the subscript "W" reflects the characteristics of non-Hispanic whites. The coefficients obtained from estimating Equation (2) can be applied to minorities to predict their academic salaries had they experienced the same earnings determinants as non-Hispanic whites. The difference between the actual average earnings of a particular ethnic group E [$Ln(Academic\ Earnings)^E$] and its average predicted earnings based on the non-Hispanic white earnings structure [$Ln(Academic\ Earnings)^E|_W$] measures an alternative value of the earnings premium or penalty obtained by group E *vis-à-vis* non-Hispanic whites:

(3) $Ln(Academic\ Earnings)^E|_W \ - \ Ln(Academic\ Earnings)^E|_W$.

Table 5 contains the wage decomposition results from Equation (3) for U.S.-born Hispanics, foreign-born Hispanics, non-Hispanic blacks, and non-Hispanic Asians. We first estimate Equation (3) using the full sample, and then for the faculty subgroups defined by academic rank and tenure-track status.

(TABLE 5 ABOUT HERE)

Note that in the full sample results, U.S.-born Hispanics continue to accrue a significant earnings premium of over 8 percent. While this premium is smaller than the 13 percent premium observed in Table 2, it is not trivial, such that underlying structural wage differences between U.S.-born Hispanics and non-Hispanic whites do not fully explain why U.S.-born Hispanics earn significantly more than their otherwise similar peers. Nevertheless, similar to the results in Table 3, this premium does not occur at the assistant or associate professor levels, indicating that only U.S.-born Hispanic faculty at both ends of the academic hierarchy (i.e., full professors and lecturers/adjuncts/visiting professors) earn significantly more on average than their counterparts.

These findings may reflect the existence of two distinct academic labor markets—prolific scholars/academics, where U.S.-born Hispanics are underrepresented, and the non-tenure-tracks/visiting professors, where they tend to be overrepresented. While the relative demand for U.S.-born Hispanic professors has presumably increased in all academic levels in recent years, this increase seems to be strong enough in non-tenure-track positions to more than offset the increase in their relative labor supply. Similarly, in full professor positions, rising demand and the still-low relative supply of senior-level U.S.-born Hispanic scholars has also enhanced their wages. In assistant and associate professor positions, however, the increase in the relative supply of Hispanic faculty might be washing out the wage effects from the higher relative demand.

Concluding Remarks

Our empirical findings based on 1999 NSOPF data indicate that U.S.-born Hispanic faculty earn significantly more than other faculty in postsecondary institutions, *ceteris paribus*. However, when partitioning the sample according to rank and tenure status, the analyses show that this earnings premium tends to exist only in the tails of the academe structure, i.e., at the full professor level and in positions below the assistant professor level. The under-representation of U.S.-born Hispanics in full professor ranks reflects their low relative labor supply (despite the presumed increase in the demand for prolific Hispanic scholars in recent years), while the over-representation of U.S.-born Hispanics in non-tenure-track positions suggests a particularly strong relative demand for such faculty at these levels.

The findings presented in this study raise at least two questions worthy of future research. First, to what extent do schools engage in policies to support minority faculty (perhaps through additional institutional support or teaching load reductions) in the transition from non-tenure-track to tenure-track positions? Existing evidence is scant, but on the surface such transitions themselves appear uncommon (e.g., Menges & Exum, 1983).

Second, despite their higher earnings in such positions, why are U.S.-born Hispanics disproportionately represented in non-tenure track positions and in ranks below the assistant

professor level, while foreign-born Hispanics are not? Admittedly, this tendency could simply reflect employment choices made by U.S.-born Hispanics in response to more intense recruiting efforts by two-year colleges, which have witnessed a large surge in Hispanic postsecondary enrollment in recent years. However, Hispanic student enrollments have also been increasing at four-year academic institutions; in fact, since 1999 the numbers of 18-21 year-old Hispanics enrolled in four-year colleges and universities have been increasing *more* rapidly than those in two-year academic institutions (U.S. Census Bureau, 2004). These demographic changes raise the possibility that four-year institutions are temporarily hiring U.S.-born Hispanics via non-tenure-track positions to fill the short-term gaps associated with the unexpected growth in the Hispanic student body.

This possibility is, in fact, consistent with Orlans' (1992) observation that: "The lower ranks of assistant professors, instructors, and short-term, temporary, and part-time faculty, who can be readily hired—even after [student] registration—and fired as the student body fluctuates, doubtless reflect the student population more closely than the tenured professoriat" (p. 152). If the latter scenario dominates the former, the long-term earnings *potential* of Hispanic faculty could be ill-measured by the earnings results discussed above. Indeed, such positions often carry heavier teaching loads and lower research expectations than tenure-track employment, potentially flattening the temporal earnings profile of U.S.-born Hispanic faculty.

NOTES

1. The disproportionate growth of Hispanics among college students is encouraging, given that Hispanics are underrepresented in college educated populations in the U.S. Fry (2004: 1), for example, notes that the gap in bachelors degree completion rates between Hispanics and non-Hispanic whites is "...even wider than the substantial differences in high school completion and constitutes the greatest disparity between the nation's largest minority group and the white majority."

2. While a detailed breakdown of the academic characteristics of Native American faculty is also of interest, there are only 112 in the full NSOPF sample—a sample size too small to reliably provide such a detailed analysis. We do not, however, exclude this population altogether from the sample. As datasets with larger samples of Native American faculty in postsecondary institutions become available, future research should analyze their academic outcomes.

3. For example, see Barbezat (2004); Toutkoushian (1998); Brown and Woodbury (1998); Fairweather (1995); Ferber and Kordick (1978); Hoffman (1976); Gordon, Morton and Braden (1974); and Johnson and Stafford (1974).

4. Given the semi-logarithmic construction of Equation (1) and the binary nature of the ethnicity/ race variables, more precise earnings differences can be obtained through $exp[\beta^* - 0.5\ var(\beta^*)]-1$, where β^* is the estimated coefficient on the ethnicity/race variable and $var(\beta^*)$, the variance (Kennedy 1981). In this paper, for simplicity we discuss the coefficients themselves as estimates of the earnings differences between non-Hispanic whites and other faculty members.

5. Interestingly, when partitioning the sample by gender, the full model results indicate that the U.S.-born Hispanic earnings premium pertains specifically to men, with the coefficient (*t*-statistic) on the U.S.-born Hispanic variable equal to 0.160 (3.18). Among women, however, U.S.-born Hispanics do not earn more or less than non-Hispanic whites

when controlling for other characteristics [U.S.-born Hispanic coefficient (*t*-statistic) = 0.083 (0.98)]. While the issue of how gender specifically relates to racial/ethnic earnings differentials in academic labor markets goes beyond the scope of this paper, it remains a topic that warrants future investigation.

6. Coefficients on controls for the size of the Hispanic student population indicate that faculty at those institutions where Hispanics represent over 5 percent of the student body earn approximately 5 to 9 percent more than their counterparts. These results are available from the authors on request.

7. For example, the Dean of the Faculty at Brown University (1998) notes: "There are a number of advantages for hiring tenured minority faculty whose academic and research areas are already clearly identified… In addition, hiring minority faculty with experience and a *proven academic record* will insure the presence of individuals who can shoulder the many formal and informal "extra" responsibilities minority faculty often take on, without jeopardizing a tenure decision or the foundation of an academic career…" [emphasis added].

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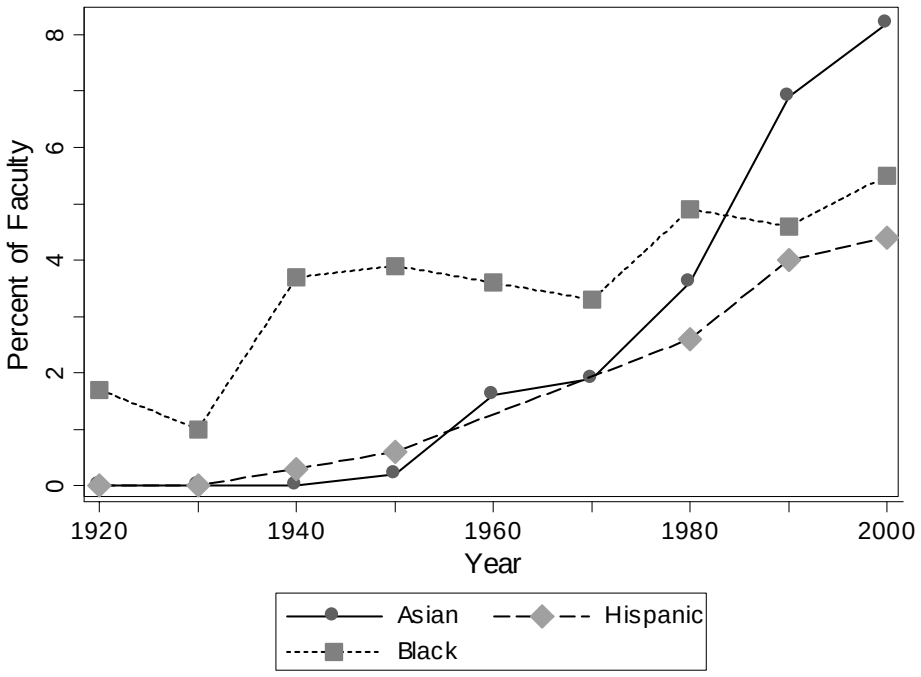

Figure 1: Representation of Specific Minority Groups among College Professors and Instructors in the U.S.: 1920 - 2000

Source: Authors' tabulations using the Integrated Public Use Microdata Series (IPUMS) provided by Ruggles and Sobek (2005). The sample contains individuals between the ages of 21 and 79. Before 1960, Hispanics are identified on the basis of Spanish surname; the percent of Hispanic faculty in 1960 and 1970 is not reported here because the Spanish-surname information is only provided for individuals in five states for those years.

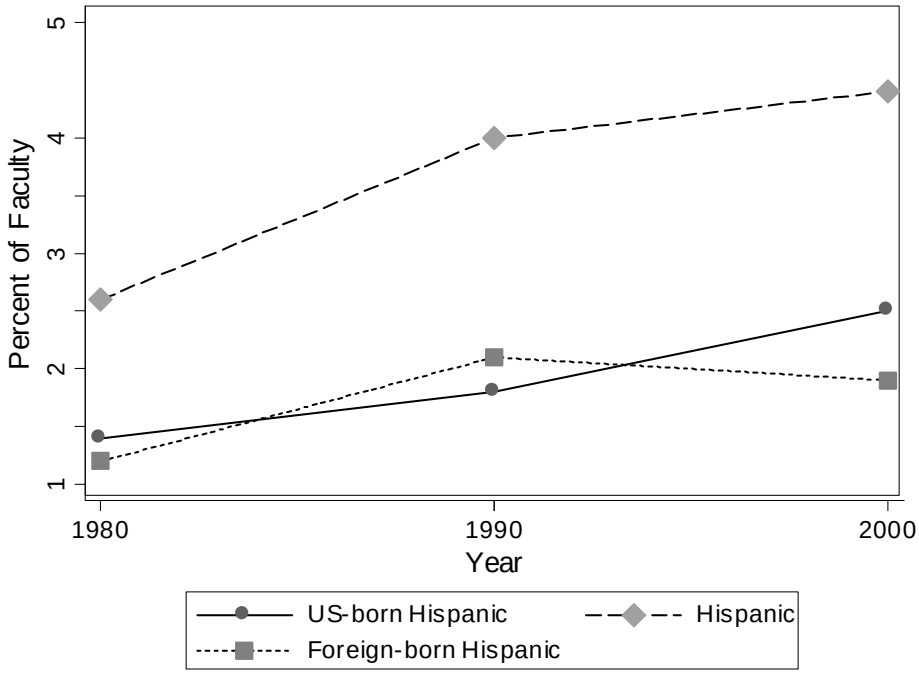

Figure 2: Representation of US- and Foreign-Born Hispanics among College Professors and Instructors in the U.S.: 1980 - 2000

Source: Authors' tabulations using the Integrated Public Use Microdata Series (IPUMS) provided by Ruggles and Sobek (2005). The sample contains individuals between the ages of 21 and 79.

Table 1 — Selected Academic and Demographic Characteristics of Postsecondary Faculty

Characteristic	Full Sample	Hispanic Groups		Non-Hispanic Groups		
		U.S.-Born	Foreign-Born	White	Black	Asian
Income						
Academic year (nine-month) salary	41,660 (35,573)	36,192 (30,617)	42,034 (36,432)	41,546 (36,001)	37,112 (28,546)	50,501 (35,578)
Academic salary plus institutional support	44,424 (37,862)	38,275 (32,458)	44,591 (38,262)	44,296 (38,320)	39,367 (29,692)	54,343 (38,346)
Total income	95,862 (68,103)	88,537 (57,003)	94,945 (70,953)	95,806 (68.982)	85,145 (53,154)	110,676 (69,027)
Professorial Rank						
Professor	0.233	0.161	0.200	0.244	0.129	0.205
Associate	0.172	0.097	0.176	0.172	0.179	0.198
Assistant	0.170	0.136	0.202	0.160	0.234	0.279
Lower rank	0.382	0.566	0.365	0.384	0.412	0.250
Years in rank	6.99 (6.865)	5.562 (5.502)	5.706 (5.628)	7.201 (6.989)	6.180 (6.073)	5.613 (6.152)
Tenure Status						
Tenured	0.351	0.282	0.359	0.357	0.300	0.355
Tenure track	0.121	0.142	0.145	0.111	0.165	0.211
Not on tenure track	0.416	0.437	0.424	0.416	0.444	0.355
No tenure track system	0.113	0.139	0.073	0.116	0.092	0.079
Number of Publications and Other Work						
Refereed	12.285 (28.133)	6.516 (16.262)	14.149 (25.730)	12.407 (28.603)	5.102 (14.293)	18.973 (32.079)
Non-refereed	7.052 (20.960)	6.568 (21.861)	6.689 (16.969)	7.298 (21.477)	4.582 (15.253)	5.389 (15.690)
Reviews	3.384 (9.566)	2.504 (7.880)	3.720 (8.762)	3.564 (9.950)	1.581 (4.730)	2.565 (7.191)
Books	2.452 (7.872)	3.284 (9.412)	2.149 (6.104)	2.453 (7.815)	2.407 (8.586)	2.231 (7.806)
Exhibits	36.679 (94.302)	30.262 (75.641)	26.773 (51.269)	38.025 (97.611)	27.168 (76.113)	26.341 (57.654)
Patents	0.355 (1.648)	0.186 (1.114)	0.202 (0.949)	0.363 (1.675)	0.209 (1.227)	0.485 (1.887)
Teaching Load in Fall 1998						
# Graduate committees	1.268 (2.967)	0.861 (2.372)	1.042 (2.623)	1.290 (3.013)	0.920 (2.559)	1.516 (2.929)
# of course sections	2.823 (2.913)	3.282 (3.053)	2.884 (2.927)	2.774 (2.829)	3.341 (3.310)	2.831 (3.509)
# of courses	1.075 (3.076)	1.457 (2.919)	1.214 (2.575)	1.086 (3.067)	1.423 (2.855)	0.364 (3.480)

Table 1 — *Continued.*

Characteristic	Full Sample	Hispanic Groups		Non-Hispanic Groups		
		U.S.-Born	Foreign-Born	White	Black	Asian
Institution Type, Fall 1998						
University	0.587	0.482	0.629	0.588	0.501	0.691
College	0.043	0.014	0.025	0.042	0.096	0.020
Liberal Arts College	0.028	0.017	0.021	0.029	0.015	0.026
2-Year College	0.253	0.438	0.270	0.251	0.320	0.146
Other	0.089	0.050	0.055	0.091	0.069	0.117
Highest Degree						
Ph.D.	0.431	0.355	0.481	0.426	0.363	0.610
Working toward Ph.D.	0.050	0.095	0.074	0.048	0.076	0.023
Years since degree	16.864 (10.754)	13.678 (9.331)	13.319 (9.636)	17.321 (10.838)	14.818 (9.936)	13.965 (10.004)
Recent hire (within last five years)	0.173	0.270	0.257	0.165	0.205	0.210
Subject Area of Highest Degree						
Social Sciences	0.101	0.101	0.081	0.102	0.133	0.069
Humanities	0.230	0.311	0.333	0.235	0.187	0.148
Physical Sciences	0.212	0.176	0.242	0.205	0.156	0.394
Professional Area	0.400	0.374	0.301	0.401	0.466	0.346
Other	0.040	0.034	0.008	0.041	0.049	0.020
Other Demographics						
Female	0.404	0.413	0.384	0.401	0.490	0.383
Born in U.S.	0.867	1.000	-----	0.922	0.842	0.207
Married	0.736	0.666	0.710	0.745	0.580	0.774
Spouse in higher ed.	0.207	0.182	0.249	0.210	0.113	0.265
Sample Size	15,588	534	372	12,357	1,164	1,052

Source: Authors' tabulations from the 1999 National Study of Postsecondary Faculty (NSOPF). All results are weighted, with standard deviations in parentheses for the continuous variables. See text for sample restrictions. Note that sample sizes displayed above to not sum to 15,588 since 109 observations in the full sample are Native Americans. Descriptive statistics for Native Americans are available upon request from the authors.

Table 2 — The Determinants of Academic Earnings: OLS Full Sample Results
[Dependent Variable: Ln(Academic Year Salary)]

Variable	Model I	Model II	Model III	Full Model
U.S.-born Hispanic	-0.102	0.179	0.200	0.130
	(1.30)	(2.88)**	(3.24)**	(2.75)**
Foreign-born Hispanic	0.087	0.068	0.052	0.034
	(0.78)	(0.86)	(0.67)	(0.40)
Black	-0.037	0.031	0.068	0.008
	(0.65)	(0.71)	(1.59)	(0.27)
Asian	0.335	0.156	0.117	0.009
	(4.18)**	(2.38)*	(1.80)	(0.22)
Native American	-0.056	0.069	0.064	0.171
	(0.43)	(0.67)	(0.64)	(1.86)
Professorial Rank				
Associate	-----	-0.073	0.037	-0.067
		(2.43)*	(1.23)	(2.93)**
Assistant	-----	-0.300	-0.139	-0.108
		(8.37)**	(3.72)**	(2.87)**
Lower Rank	-----	-1.618	-1.423	-0.392
		(49.41)**	(40.87)**	(9.37)**
Number of Published Works				
Referred	-----	-----	0.007	0.004
			(16.67)**	(11.73)**
Non-Refereed	-----	-----	-0.001	-0.001
			(0.88)	(2.69)**
Reviewed Works	-----	-----	0.002	0.001
			(2.21)*	(0.68)
Books	-----	-----	0.000	0.000
			(0.04)	(0.22)
Exhibits	-----	-----	0.000	0.000
			(0.76)	(1.36)
Patents	-----	-----	-0.005	-0.005
			(0.83)	(1.31)
Other Controls				
Personal	-----	-----	-----	Included
Job Characteristics	-----	-----	-----	Included
Tenure	-----	-----	-----	Included
Outside Work	-----	-----	-----	Included
Area of Highest Degree	-----	-----	-----	Included
Teaching Load	-----	-----	-----	Included
Sample size	15,588	15,588	15,588	15,588
R-squared	0.00	0.37	0.40	0.69

**, * Statistically significant at the 1% and 5% levels.

Notes: The parentheses contain robust t-statistics. Other controls include personal characteristics (gender, nativity, marital status, having a spouse in higher education, highest degree, years since highest degree and its square, currently working on a Ph.D., and whether or not the highest degree was awarded outside of the U.S.), academic job characteristics (grant status, dean or department chair, other professional roles, full-time vs. part-time work, years, years squared at current rank, recently hired, and university/college type), tenure characteristics (tenure track, not on tenure track, or no tenure system at institution), outside work characteristics (consulting outside of institution, other employment in 1998, and number of positions outside of institution), area of highest degree (social sciences, humanities, physical sciences, professional area, or other), and teaching load (number of graduate committees and the numbers of sections and courses taught in Fall 1998).

Table 3 — Coefficients on the Hispanic and the Other Ethnic/Racial Variables from Estimating the Full Model of Equation (1) for Specific Faculty Sub-Groups [Dependent Variable: Ln(Academic Year Salary)]

Faculty Sub-Group	U.S.-Born Hispanic	Foreign-Born Hispanic	Black	Asian	Native American	Sample Size
Professorial Rank						
Full	0.163	0.045	0.019	0.074	-0.078	3,770
	(2.24)*	(0.35)	(0.27)	(1.48)	(0.38)	
Associate	0.047	0.051	0.029	0.023	0.099	3,070
	(0.56)	(0.66)	(0.81)	(0.44)	(0.98)	
Assistant	-0.009	0.077	0.001	-0.057	0.287	3,120
	(0.12)	(0.73)	(0.02)	(0.61)	(1.12)	
Lower rank	0.167	0.057	0.025	-0.060	0.116	4,910
	(2.19)*	(0.30)	(0.45)	(0.74)	(1.06)	
Tenure Status						
Tenured	0.062	-0.128	0.011	0.029	-0.000	6,308
	(1.56)	(1.53)	(0.56)	(1.04)	(0.00)	
Tenure-track	-0.079	0.099	-0.004	0.070	-0.055	2,416
	(1.09)	(1.32)	(0.11)	(2.06)*	(0.96)	
Non-tenure-Track	0.168	0.125	-0.009	-0.035	0.348	6,864
	(2.29)*	(0.86)	(0.19)	(0.42)	(2.40)*	
Recent Hires (within past five years)						
Recently Hired	0.304	0.096	0.027	0.076	0.133	2,674
	(2.85)**	(0.46)	(0.42)	(1.04)	(1.44)	
Not recently Hired	0.076	0.016	0.013	-0.006	0.179	12,914
	(1.68)	(0.20)	(0.42)	(0.12)	(1.64)	

**, * Statistically significant at the 1% and 5% levels.

Notes: The parentheses contain robust t-statistics. These coefficients were obtained from estimating the full model of Equation (1) for each faculty sub-group. For a complete list of the variables in the full model, see the note at the bottom of Table 2. The full sets of the regression results are available from the authors.

Table 4 — The Determinants of Academic Earnings for Each Ethnic/Racial Group: OLS Full Model Results
[Dependent Variable: Ln(Academic Year Salary)]

Variable	U.S. born Hispanic	Foreign Born Hispanic	White, Non-Hispanic	Black, Non-Hispanic	Asian, Non-Hispanic
Professorial Rank					
Associate	-0.010	0.226	-0.074	-0.018	-0.098
	(0.11)	(1.85)	(2.93)**	(0.24)	(1.33)
Assistant	-0.178	-0.052	-0.114	-0.061	-0.134
	(1.45)	(0.29)	(2.84)**	(0.63)	(1.06)
Lower Rank	-0.344	-0.410	-0.409	-0.148	-0.282
	(2.84)**	(2.46)*	(8.77)**	(1.19)	(2.68)**
Number of Published Works					
Referred	0.008	0.008	0.004	0.004	0.002
	(3.77)**	(3.68)**	(10.69)**	(2.59)**	(2.06)*
Non-Refereed	-0.001	0.002	-0.002	-0.002	-0.000
	(1.15)	(1.00)	(2.75)**	(1.83)	(0.22)
Reviewed Works	-0.004	-0.009	0.001	0.002	0.004
	(1.30)	(2.87)**	(0.81)	(0.46)	(1.21)
Books	0.013	0.022	-0.000	0.002	-0.002
	(2.49)*	(2.45)*	(0.32)	(1.39)	(1.28)
Exhibits	0.000	0.000	0.000	-0.000	0.001
	(0.13)	(0.51)	(1.37)	(0.19)	(1.38)
Patents	-0.039	-0.016	-0.006	0.025	0.016
	(1.40)	(0.51)	(1.43)	(1.10)	(1.84)
Other Controls					
Personal	Included	Included	Included	Included	Included
Job Characteristics	Included	Included	Included	Included	Included
Tenure	Included	Included	Included	Included	Included
Outside Work	Included	Included	Included	Included	Included
Area of Highest Degree	Included	Included	Included	Included	Included
Teaching Load	Included	Included	Included	Included	Included
Sample size	534	372	12,357	1,164	1,052
R-squared	0.73	0.74	0.70	0.72	0.74

**, * Statistically significant at the 1% and 5% levels.
Notes: The parentheses contain robust t-statistics. Other controls include personal characteristics (gender, nativity, marital status, having a spouse in higher education, highest degree, years since highest degree and its square, currently working on a Ph.D., and whether or not the highest degree was awarded outside of the U.S.), academic job characteristics (grant status, dean or department chair, other professional roles, full-time vs. part-time work, years, years squared at current rank, recently hired, and university/college type), tenure characteristics (tenure track, not on tenure track, or no tenure system at institution), outside work characteristics (consulting outside of institution, other employment in 1998, and number of positions outside of institution), area of highest degree (social sciences, humanities, physical sciences, professional area, or other), and teaching load (number of graduate committees and the numbers of sections and courses taught in Fall 1998).

Table 5 — Wage Decomposition Results: Actual and Adjusted Average Earnings for the Full Sample and for Specific Faculty Sub-Groups

Variable	U.S.-Born Hispanic	Foreign-Born Hispanic	Black	Asian
Full Sample				
Actual *ln*(academic earnings)	10.203	10.407	10.287	10.640
Adjusted *ln*(academic earnings)	10.120	10.381	10.293	10.627
Difference (Actual–Adjusted)	**0.083*** **	**0.026**	**-0.005**	**0.013**
Full Professors				
Actual *ln*(academic earnings)	10.971	10.974	10.887	11.098
Adjusted *ln*(academic earnings)	10.855	10.949	10.891	11.071
Difference (Actual–Adjusted)	**0.115***	**0.025**	**-0.004**	**0.027**
Associate Professors				
Actual *ln*(academic earnings)	10.782	10.846	10.816	10.910
Adjusted *ln*(academic earnings)	10.737	10.851	10.787	10.900
Difference (Actual–Adjusted)	**0.045**	**0.005**	**0.028**	**0.009**
Assistant Professors				
Actual *ln*(academic earnings)	10.686	10.704	10.616	10.828
Adjusted *ln*(academic earnings)	10.650	10.724	10.611	10.833
Difference (Actual–Adjusted)	**0.035**	**-0.020**	**0.004**	**0.005**
Lower Rank Faculty				
Actual *ln*(academic earnings)	9.582	9.534	9.499	9.614
Adjusted *ln*(academic earnings)	9.496	9.476	9.494	9.631
Difference (Actual–Adjusted)	**0.086***	**0.058**	**0.005**	**-0.017**
Tenured				
Actual *ln*(academic earnings)	10.898	10.914	10.866	11.076
Adjusted *ln*(academic earnings)	10.873	10.965	10.874	11.067
Difference (Actual–Adjusted)	**0.025**	**-0.051**	**-0.008**	**0.008**
Tenure Track				
Actual *ln*(academic earnings)	10.580	10.786	10.670	10.854
Adjusted *ln*(academic earnings)	10.612	10.759	10.673	10.819
Difference (Actual–Adjusted)	**-0.032**	**0.026**	**-0.003**	**0.035***
Non-Tenure-Track				
Actual *ln*(academic earnings)	9.598	9.813	9.728	9.997
Adjusted *ln*(academic earnings)	9.457	9.733	9.726	9.980
Difference (Actual–Adjusted)	**0.141*** **	**0.080**	**-0.001**	**0.018**

***, **, * Statistically significant at the 1%, 5%, and 10% levels.
Notes: The average adjusted academic salaries were obtained by applying the coefficients obtained from estimating Equation (2) for non-Hispanic whites) in each tenure-status category to the different ethnic/racial groups. The full sample results for non-Hispanic whites are in Table 3; the remaining results can be obtained from the authors. See text for more information.