Executive Summary

Paying the Professoriate

A Comparison of Academic Remuneration and Contracts in 28 Countries

Philip Altbach et.al.

Universities are a privileged space for the production and dissemination of knowledge, and university teachers and researchers are key actors in this process. In a globalized world where the knowledge shapes the international economy, it might be expected that the academic profession would be highly appreciated, as well as generously compensated; usually, this is not the case.

This study is an effort to answer the question: How are professors paid? However, it goes beyond a simple comparison of salaries. The survey also covers nonsalary (fringe) benefits, moonlighting (supplementary employment), and academic contracts—three elements that can make an important difference in the university professors' remuneration and quality of life. This study is the first comparative analysis of global faculty salaries, remuneration, and terms of employment.

KEY FINDINGS

The table below illustrates the main findings in terms of highest and lowest salaries in public universities. Canada ranks first—with the top salary at entry-

level, top-level, and overall average. China had the lowest entry-level salary, but Armenia had the lowest top-level salary and lowest overall average. These values are pretax, which can make a difference in favoring countries with low or no income taxes, such as Saudi Arabia.

Table 1 Highest and sowest Salaries in US PPP$

Employment level	Comparative standing	Country	Monthly salary (PPP$)
Entry-level	Highest	Canada	5,733
	Lowest	China	259
Overall average	Highest	Canada	7,196
	Lowest	Armenia	538
Top-level	Highest	Canada	9,485

The list of the 28 countries with the average salaries for entry-level, top-level, and overall average, is presented below on table 2.

Table 2 Entry, average, and top-level salaries, by country

Country	Entry	Average	Top
Armenia	405	538	665
Russia	433	617	910
China	259	720	1,107
Ethiopia	864	1,207	1,580
Kazakhstan	1,037	1,553	2,304
Latvia	1,087	1,785	2,654
Mexico	1,336	1,941	2,730
Czech Republic	1,655	2,495	3,967
Turkey	2,173	2,597	3,898
Colombia	1,965	2,702	4,058
Brazil	1,858	3,179	4,550
Japan	2,897	3,473	4,604
France	1,973	3,484	4,775
Argentina	3,151	3,755	4,385
Malaysia	2,824	4,628	7,864

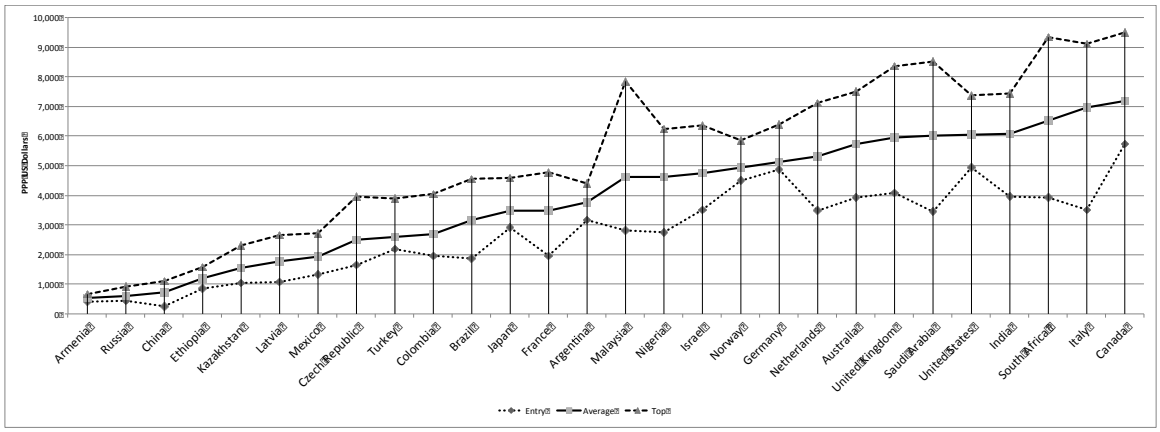
Nigeria	2,758	4,629	6,229
Israel	3,525	4,747	6,377
Norway	4,491	4,940	5,847
Germany	4,885	5,141	6,383
Netherlands	3,472	5,313	7,123
Australia	3,930	5,713	7,499
United Kingdom	4,077	5,943	8,369
Saudi Arabia	3,457	6,002	8,524
United States	4,950	6,054	7,358
India	3,954	6,070	7,433
South Africa	3,927	6,531	9,330
Italy	3,525	6,955	9,118
Canada	5,733	7,196	9,485

Values in US PPP$

There was some disparity in the difference between entry-level and top-level average salaries across countries. The average ratio between entry- and top-level salaries for the 28 countries was 2.06, meaning that the average income for a professor at the top of the salary scale tends to double that of a professor at an entry-level position. China had the largest salary variation, as the ratio between top- and entry-level was 4.3, while Norway had the lowest at 1.3.

Figure 1 below illustrates the salary variation using the same data contained in table 2.

Figure 1 Entry, average, and top-level salaries, by country



Countries sorted by average salary. Values is US PPP$

One of the findings of the study was a great variety in fringe benefits, nonsalary benefits, and allowances. While paid vacations, retirement plans, and health insurance typically include a benefits package in most countries, there are other payments that illustrate the complexities of remuneration comparison. Sometimes fringe benefits are used to enforce public policies—for example, the extra payment that the Indian government provides to faculty who had vasectomies or hysterectomies. Sometimes fringe benefits reflect national traditions—such as, the frozen turkey at Christmas time in Mexico; or they can reflect academic traditions—like the sabbatical period or extended vacation periods. These payments can also be used to make academic jobs more attractive in front of harsh economic realities—such as, the cost of living and dearness allowances in Malaysia and India. Occasionally, allowances include housing, entertainment, and transportation subsidies.

The diversity of requirements to enter, advance, and remain in the academic profession also proved to be complex. The doctoral degree is the

minimum requirement to achieve associate professor status in many counties, while others only require the first university degree—equivalent to a bachelor's degree, in the United States system. In many European countries, the habilitation—a second doctoral thesis—is required to receive associate professor status. There is a trend toward achieving and demanding higher degrees to enter the profession. While the master's degree is perhaps the most commonly held degree among professors, a growing trend exists to have and demand doctoral degrees. On the other hand, in some countries where the habilitation is required, a trend simplifies the process and the requirements.

Generally speaking, the academic profession is perceived as a stable one. Such stability comes from the type of contracts. In countries such as Australia, Canada, the Netherlands, South Africa, and the United States—there is a tenure track (tenure stream) that delineates a predictable and transparent career path, as well as the promise of permanence. In other countries—Argentina, Brazil, Colombia, France, Germany, Italy, Malaysia, Nigeria, Saudi Arabia, and Turkey—professors at public universities are often usually considered civil servants or public employees and hold permanent appointments. However, teachers from private universities in the same country usually do not have tenure and are not protected by civil servant status. There is a smaller group of countries—Czech Republic, United Kingdom, Kazakhstan, Norway, and Russia—in which there is no tenure or civil servant status, and faculty are usually subject to the country's general labor laws.

Similar to previous studies on the academic profession, one finding of this study was that the proportion of full-time tenured professors is shrinking in most countries, in favor of more part-time and fixed-term contracts. The growth of student enrollment worldwide created a need to hire more faculty. However, at the same time, institutions were looking for more flexibility with payroll as well as the agility to adjust the size and expertise of the faculty, as demand changed.

THE METHODOLOGY AND PARAMETERS OF THE STUDY

Experts from 28 countries provide information about academic salary contracts at different ranks and illustrate other elements that help to understand how university teachers are remunerated in each country. One objective was to attempt to determine whether or not academic compensation was sufficient to maintain a middle-class standard of living, locally.

Each country chapter includes a brief overview of the higher education system; a description of academic ranks and the requirements to enter, stay, and climb the academic ladder; a description of the main components of academic salaries; a comparison of the academic salaries versus salaries from different professions, with similar qualifications; an overview of how international competition affects the profession; and a description of the main challenges for both the profession and the country's higher education.

The study includes the following 28 countries from all the continents, representing different levels of development and income and various academic systems: Argentina, Armenia, Australia, Brazil, Canada, China, Colombia, Czech Republic, Ethiopia, France, Germany, India, Israel, Italy, Japan, Kazakhstan, Latvia, Malaysia, Mexico, the Netherlands, Nigeria, Norway, Russia, Saudi Arabia, South Africa, Turkey, United Kingdom, and the United States.

Quantitative information about salaries and compensation packages, a survey to the country authors about fringe benefits, and other relevant elements of the remuneration package were used in the data collection process. For some countries where information of academic salaries is not easily available, the authors conducted interviews, surveys, and document analysis and were able to provide valuable information unavailable from any other sources. The study reports salary information, mainly from public universities. Data from private institutions are included where they were available, but this information proved very difficult to obtain in many countries.

Purchasing Power Parity US Dollars (PPP$) were used to compare salaries beyond a simple conversion of currencies. The use of PPP indexes has demonstrated a useful mechanism to compare salaries across diverse economic realities and variations in the cost of living across the countries in the study.

ADDITIONAL INFORMATION

A Web site with information about the project, the authors, and additional data tables that were not included in the book complements the publication and provides a valuable resource for the study of the academic profession and remuneration in the 28 countries. The Web site can be found at http://acarem.hse.ru/.

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For additional information or interviews, please contact:
Philip G. Altbach. E-mail: Altbach@bc.edu
Iván F. Pacheco. E-mail: ivan.pacheco@bc.edu

In Russia, please contact:
Maria Yudkevich. E-mail: 2yudkevich@gmail.com

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