

# Committee Report

**CONSENT CALENDAR**

**March 29, 2021**

**HOUSE OF REPRESENTATIVES**

**REPORT OF COMMITTEE**

**The Committee on Labor, Industrial and Rehabilitative Services to which was referred HB 501,**

**AN ACT establishing a minimum pay rate for adjunct faculty of the university system of New Hampshire and community college system of New Hampshire. Having considered the same, report the same with the following resolution: RESOLVED, that it is INEXPEDIENT TO LEGISLATE.**

**Rep. William Infantine**

**FOR THE COMMITTEE**

## COMMITTEE REPORT

Committee:	<b>Labor, Industrial and Rehabilitative Services</b>
Bill Number:	<b>HB 501</b>
Title:	<b>establishing a minimum pay rate for adjunct faculty of the university system of New Hampshire and community college system of New Hampshire.</b>
Date:	<b>March 29, 2021</b>
Consent Calendar:	<b>CONSENT</b>
Recommendation:	<b>INEXPEDIENT TO LEGISLATE</b>

### STATEMENT OF INTENT

The initial intent if this bill was to establish a minimum wage rate for adjunct faculty at the University System of NH and at the Community College System of NH. The adjunct faculty members are represented by a union and the union has been unable to negotiate what they consider to be fair wage terms. The committee did not feel legislation was the proper way for this group to obtain what they were unable to get from collective bargaining. The sponsor of the bill submitted an amendment to the bill requesting that salary information for other members of the university and community college system be provided to the adjunct faculty bargaining unit. The university system already provides this information to the public and, through the hearing process, the community college system agreed to provide the same information. With this, the committee felt that there was no need for legislation.

Vote 20-0.

Rep. William Infantine  
FOR THE COMMITTEE

Original: House Clerk  
Cc: Committee Bill File

## CONSENT CALENDAR

Labor, Industrial and Rehabilitative Services

**HB 501**, establishing a minimum pay rate for adjunct faculty of the university system of New Hampshire and community college system of New Hampshire. **INEXPEDIENT TO LEGISLATE.**

Rep. William Infantine for Labor, Industrial and Rehabilitative Services. The initial intent if this bill was to establish a minimum wage rate for adjunct faculty at the University System of NH and at the Community College System of NH. The adjunct faculty members are represented by a union and the union has been unable to negotiate what they consider to be fair wage terms. The committee did not feel legislation was the proper way for this group to obtain what they were unable to get from collective bargaining. The sponsor of the bill submitted an amendment to the bill requesting that salary information for other members of the university and community college system be provided to the adjunct faculty bargaining unit. The university system already provides this information to the public and, through the hearing process, the community college system agreed to provide the same information. With this, the committee felt that there was no need for legislation. **Vote 20-0.**

Original: House Clerk

Cc: Committee Bill File

# Voting Sheets

HOUSE COMMITTEE ON LABOR, INDUSTRIAL AND REHABILITATIVE SERVICES

EXECUTIVE SESSION on

BILL TITLE: HB 501 Adjunct faculty minimum pay

DATE: 3/25/21

LOB ROOM:

MOTION: (Please check one box)

- OTP
- ITL
- Retain (1<sup>st</sup> year)
- Adoption of Amendment # \_\_\_\_\_
- Interim Study (2nd year) (if offered)

Moved by Rep. Seaworth Seconded by Rep. Turcotte Vote: 20-0

MOTION: (Please check one box)

- OTP
- OTP/A
- ITL
- Retain (1<sup>st</sup> year)
- Adoption of Amendment # \_\_\_\_\_
- Interim Study (2nd year) (if offered)

Moved by Rep. \_\_\_\_\_ Seconded by Rep. \_\_\_\_\_ Vote: \_\_\_\_\_

MOTION: (Please check one box)

- OTP
- OTP/A
- ITL
- Retain (1<sup>st</sup> year)
- Adoption of Amendment # \_\_\_\_\_
- Interim Study (2nd year) (if offered)

Moved by Rep. \_\_\_\_\_ Seconded by Rep. \_\_\_\_\_ Vote: \_\_\_\_\_

MOTION: (Please check one box)

- OTP
- OTP/A
- ITL
- Retain (1<sup>st</sup> year)
- Adoption of Amendment # \_\_\_\_\_
- Interim Study (2nd year) (if offered)

Moved by Rep. \_\_\_\_\_ Seconded by Rep. \_\_\_\_\_ Vote: \_\_\_\_\_

CONSENT CALENDAR:  YES  NO

Minority Report? \_\_\_\_\_ Yes \_\_\_\_\_ No If yes, author, Rep: \_\_\_\_\_ Motion \_\_\_\_\_

Respectfully submitted:  Rep Jonathan Mackie, Clerk



2021 SESSION

Labor, Industrial and Rehabilitative Services

Bill #: 501 Motion: ITL AM #: \_\_\_\_\_ Exec Session Date: 3/25/21

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Infantine, William J. Chairman	20		
Seaworth, Brian Vice Chairman	1		
Avellani, Lino M.	2		
Callum, John M.	3		
Mackie, Jonathan D. Clerk	4		
Nunez, Hershel	5		
Warden, Mark	6		
Turcotte, Leonard P.	7		
Prout, Andrew J.	8		
Boyd, Stephen E.	9		
Hough, Gregg	10		
Sullivan, Brian M.	11		
Soucy, Timothy A.	12		
Baroody, Benjamin C.	13		
Cahill, Michael D.	14		
DiSilvestro, Linda A.	15		
Schmidt, Janice E.	16		
Toomey, Dan	17		
Bouchard, Donald J.	18		
Adjutant, Joshua	19		
<b>TOTAL VOTE:</b>	<b>20</b>	<b>0</b>	

# Public Hearing



**HOUSE COMMITTEE ON LABOR, INDUSTRIAL AND REHABILITATIVE SERVICE**

**PUBLIC HEARING ON**

**BILL TITLE:** HB 501 establishing a minimum pay rate for adjunct faculty of the university system of New Hampshire and community college system of New Hampshire

**DATE:** 2/4/21

**ROOM:** **Time Public Hearing Called to Order: 1:28**

**Time Adjourned: 2:32**

**(members high-lighted in red were absent)**

**Committee Members:** Reps. Infantine, Seaworth, Mackie, Avellani, Callum, Nunez, Warden, Turcotte, **Prout**, Boyd, Hough, Sullivan, Soucy, Baroody, Cahill, DiSilvestro, J. Schmidt, Toomey, Bouchard and Adjutant

**Bill Sponsors:** Rep. Cahill, Rp. Ellison, Rep. Myler

**TESTIMONY**

\*Use asterisk if written testimony and/or amendments are submitted.

\*Sponsor Rep. Cahill introduced the bill. Currently Adjunct professors are paid much less than full-time professors.

Q Rep. Turcotte- Is it my understanding that UNH system and community college system have collective bargaining agreement?

A Yes

Q Would this put into law the rate of pay for adjunct professors?

A Yes.

Q Rep. Hough- Are adjunct professors in the union.

A Yes. But the university system has not been responsive to these issues.

Trisha Tidd testified in favor of the bill. Adjunct professors have the same responsibilities as full-time professors, but are paid substantially less.

Q Rep. Turcotte- Are you a member of the union?

A Yes

Q If you have a union you pay dues to isn't this their responsibility?

A We're looking for a floor of a wage. A minimum.

Q Rep. Callum- Why 25% less and not 25% more.

A That would be fine, but not what we are looking for.

\*Jacob Bennet testified in favor of the bill. Not all of the adjunct professors are eligible for the union. The current adjunct pay is not related to any prevailing wage or other statistics. It is arbitrary.

Q Rep. Nunez- What steps have the members taken with the union to correct this.

A UNH and Granite State College adjunct professors are not represented

Q Rep Seaworth- Are you aware of any other occupations that have a minimum wage in state law?

A Not that I know of.

Q Rep. Toomey- How many hours would a professor put into a 3 credit hour course?

A Impossible to answer.

\* Steve Bargdill testified in favor of the bill. An adjunct professor is getting \$2,500 for a course that a full time professor gets paid \$9,000 for. I can't pay rent on time, my teeth are falling out. I can't fix my car.

Q Rep. Baroody- What steps have the union taken?

A We have tried to negotiate without success.

\*Tom Cronin, Director of Government Relations for the University testified against the bill.

Q Sullivan- What do you think of the previous speaker saying that he was living in poverty on what he was being paid

A That is not something I could speak to.

Susan Huard, chancellor of the community college system, testified against the bill. This is not sustainable as far as the amount of money necessary to pay the amounts it would require. This is a labor negotiation issue that should not be legislated.

Q Rep. Sullivan- Do you find the state of poverty described by the previous witness believable or acceptable.

A It is not typical of our adjunct professors and is not acceptable for any working person.

Q Rep Toomey- What is the pay for a math instructor.

A An average salary for a professor is 40,000 to 100,00

Q What would be typical for a professor with 7 years experience

A With a master's - mid eighties.

Rep. Horrigan testified in favor of the bill, although he said the bill does have flaws.

Not speaking, but submitting testimony in favor of the bill were:

Teresa George

Stephanie George

## HOUSE COMMITTEE ON LABOR, INDUSTRIAL AND REHABILITATIVE SERVICE

### PUBLIC HEARING ON

**BILL TITLE:** HB 501 establishing a minimum pay rate for adjunct faculty of the university system of New Hampshire and community college system of New Hampshire

**DATE:** 3/4/21 (continued from 2/4/21)

**ROOM:** **Time Public Hearing Called to Order: 9:09**

**Time Adjourned: 9:29**

**(members high-lighted in red were absent)**

**Committee Members:** Reps. Infantine, Seaworth, Mackie, Avellani, Callum, Nunez, Warden, Turcotte, Prout, Boyd, Hough, Sullivan, Soucy, Baroody, Cahill, DiSilvestro, J. Schmidt, Toomey, Bouchard and Adjutant

**Bill Sponsors:** Rep. Cahill, Rp. Ellison, Rep. Myler

### TESTIMONY

\*Use asterisk if written testimony and/or amendments are submitted.

Rep Cahill introduced his amendment to HB 501. This amendment enables data collecting of wages paid at Universities and colleges. This eliminates the provision in the bill that requires adjunct faculty to be paid 75% of the full-time faculty pay rate. The bill now proposes data collection on the pay rates of all faculty.

Q Rep Infantine- Is this data for the legislature or the union

A Public and legislature

Tom Cronin, State Agency Staff, testified in opposition to the bill. We already publish the salaries of professors. We do not report part time but we would provide that under a public information request. Just publishing salaries could be misleading as it does not give information such as how many classes are taught or other duties such as research etc. for which they are compensated.

Shannon Read of the community college system stated that when we are asked for wage information we provide W-2 information. A better source of information would be the job description and duties for adjunct faculty and full-time faculty.

Q Rep Infintine asked that since you offered to provide information to us would you verify that would provide the requested information for the next few years.

A Yes

# House Remote Testify

## Labor, Industrial and Rehabilitative Services Committee Testify List for Bill HB501 on 2021-02-04

Support: 51 Oppose: 20 Neutral: 1 Total to Testify: 6

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<u>Name</u>	<u>City, State</u> <u>Email Address</u>	<u>Title</u>	<u>Representing</u>	<u>Position</u>	<u>Testifying</u>	<u>Non-Germane</u>	<u>Signed Up</u>
Huard, Chancellor Susan	sdhuard@ccsnh.edu	A Member of the Public	Community College System of NH	Oppose	Yes (6m)	No	2/4/2021 9:13 AM
Cronin, Tom	thomas.cronin@unh.edu	State Agency Staff	The University System of NH	Oppose	Yes (3m)	No	2/4/2021 12:13 PM
Tidd, Trisha	trishatidd@comcast.net	A Member of the Public	Myself	Support	Yes (3m)	No	1/30/2021 6:14 PM
Schultz, Kris	Kris.schultz@leg.state.nh.us	An Elected Official	State Rep Merrimack 18, Concord Ward 9	Support	Yes (2m)	No	2/3/2021 7:03 PM
Bennett, Jacob	jacob.a.bennett@gmail.com	A Member of the Public	Myself	Support	Yes (0m)	No	1/27/2021 8:07 PM
Bargdill, Steve	stevebargdill@gmail.com	A Member of the Public	Myself	Support	Yes (0m)	No	1/28/2021 6:20 AM
Gillis, Kim	kgillis@live.com	A Member of the Public	Myself	Support	No	No	2/3/2021 7:17 PM
Mott-Smith, Wiltrud	wmottsm@worldpath.net	A Member of the Public	Myself	Support	No	No	2/3/2021 7:19 PM
Spalthoff, Christopher	Cspalthoff@yahoo.com	A Member of the Public	Myself	Oppose	No	No	2/4/2021 5:59 AM
Morgan, Laura	themorgans@tds.net	A Member of the Public	Myself	Neutral	No	No	2/3/2021 9:32 PM
Parisi, Colleen	colleenparisi13@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 10:01 PM
Kinney, Rev. Dr. Gail	gailhrdi@aol.com	A Member of the Public	NH United Church of Christ Economic Justice Team	Support	No	No	2/3/2021 10:52 PM
Rathbun, Eric	ericrathbun@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 11:12 PM
Istel, Claudia	claudia@sover.net	A Member of the Public	Myself	Support	No	No	2/4/2021 11:14 AM
Yokela, Josh	josh.yokela@leg.state.nh.us	An Elected Official	Rockingham 33	Oppose	No	No	2/4/2021 12:14 PM
Piemonte, Tony	tony.piemonte@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	2/4/2021 12:18 PM
Goodman, Taylor	Taylorjordongoodman@Gmail.com	A Member of the Public	Myself	Support	No	No	2/4/2021 12:19 PM
Greene, Bob	bob.greene@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	2/4/2021 12:39 PM
Katusiime, Viola		A Lobbyist	Granite State Organizing Project	Support	No	No	2/4/2021 1:27 PM

	violakat@granitestateorganizing.org							
Gregory-Davis, Rev. John	john@meridenucc.org	A Member of the Public	Myself	Support	No	No	2/4/2021 1:28 PM	
Holt, David	davholt@aol.com	A Member of the Public	Myself	Support	No	No	2/4/2021 1:32 PM	
Kane, Nancy	Nancyekane@gmail.com	A Member of the Public	Myself	Support	No	No	2/4/2021 2:24 PM	
Bargdill, Stephen	stevebargdill@gmail.com	A Member of the Public	Myself	Support	No	No	2/4/2021 4:08 PM	
Pearson, Mark	canonpearson@yahoo.com	An Elected Official	Myself	Oppose	No	No	2/4/2021 5:01 PM	
Blair, David	orionblair@gmail.com	A Member of the Public	Myself	Support	No	No	2/6/2021 4:35 PM	
Findley, Sally	findley.se@gmail.com	A Member of the Public	Myself	Support	No	No	2/9/2021 12:32 PM	
Osborne, Jason	HouseRepOffice@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	2/4/2021 9:19 AM	
Potucek, John	potucek1@comcast.net	An Elected Official	Myself	Oppose	No	No	2/4/2021 9:24 AM	
Aron, Judy	judy.aron@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	2/4/2021 9:38 AM	
Plett, Fred	fred.plett@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	2/4/2021 9:39 AM	
ploszaj, tom	tom.ploszaj@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	2/4/2021 9:41 AM	
Bernardin, Melissa	melissabernardin7@gmail.com	A Member of the Public	Myself	Support	No	No	2/4/2021 9:41 AM	
Weyler, Ken	kweyler@aol.com	An Elected Official	Rock. 13	Oppose	No	No	2/4/2021 9:49 AM	
Lekas, Tony	Rep.Tony.Lekas@gmail.com	An Elected Official	Hillsborough 37	Oppose	No	No	2/4/2021 10:00 AM	
Bruce, Susan	susanb.red@mac.com	A Member of the Public	Myself	Support	No	No	2/4/2021 10:04 AM	
Vose, Michael	michael.vose@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	2/4/2021 10:10 AM	
Torosian, Peter	FlyBirdAir@aol.com	An Elected Official	Rockingham Count District # 14	Oppose	No	No	2/4/2021 10:15 AM	
Johnson, Dawn	Dawn.Johnson@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	2/4/2021 10:42 AM	
Edwards, Rep Jess	jess.edwards@leg.state.nh.us	An Elected Official	Rockingham District 4 (Auburn, Chester, Sandown)	Oppose	No	No	2/4/2021 11:31 AM	
Spillane, James	james@jamespillane.org	An Elected Official	Rockingham 2	Oppose	No	No	2/4/2021 11:39 AM	
Hackmann, Kent	hackmann@uidaho.edu	A Member of the Public	Myself	Support	No	No	2/4/2021 11:43 AM	
Fordey, Nicole	nikkif610@gmail.com	A Member of the Public	Myself	Support	No	No	1/30/2021 9:05 PM	
George, Tess	speakwell@comcast.net	A Member of the Public	Myself	Support	No	No	1/31/2021 3:36 PM	
Ellison, Art	highland242@gmail.com	An Elected Official	Myself	Support	No	No	1/31/2021 7:34 PM	
McWilliams, Rebecca	rebecca.mcwilliams@leg.state.nh.us	An Elected Official	Merrimack 27	Support	No	No	1/31/2021 10:20 PM	

Martin, Annabel	Annabel.martin@dartmouth.edu	A Member of the Public	Myself	Support	No	No	2/1/2021 10:31 AM
Rey Agudo, Roberto	roberto.rey.agudo@dartmouth.edu	A Member of the Public	Myself	Support	No	No	2/1/2021 10:39 AM
Brackett, Glenn	communications@nhafclcio.org	A Lobbyist	the working men & women of the New Hampshire AFL-CIO	Support	No	No	2/1/2021 10:52 AM
Munoz, Sara	sara.munoz@dartmouth.edu	A Member of the Public	Myself	Support	No	No	2/1/2021 11:09 AM
Monetti, Natalia	Natalia.x.monetti@dartmouth.edu	A Member of the Public	Myself	Support	No	No	2/1/2021 11:37 AM
Weiss, Honey	honeynh@comcast.net	A Member of the Public	Myself	Support	No	No	2/1/2021 2:42 PM
Oxenham, Evan	evan.oxenham@gmail.com	A Member of the Public	Myself	Support	No	No	2/1/2021 3:41 PM
Gerrior, Jessica	jessgerrior@gmail.com	A Member of the Public	Myself	Support	No	No	2/1/2021 4:24 PM
Fay, Maura	maurafay@gmail.com	A Member of the Public	Myself	Support	No	No	2/2/2021 9:13 AM
Brown, Andrea	brownannie@aol.com	A Member of the Public	Myself	Support	No	No	2/2/2021 2:50 PM
Ackerman, Ann	atackerman@comcast.net	A Member of the Public	Myself	Support	No	No	2/2/2021 10:15 PM
Hatcher, Phil	phil.hatcher@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 1:16 PM
Fogarty, Maggie	mfogarty@afsc.org	A Lobbyist	American Friends Service Committee - NH	Support	No	No	2/3/2021 8:20 AM
Poole, Catherine	poolec@me.com	A Member of the Public	Myself	Support	No	No	2/3/2021 8:26 AM
Hastings, Leah	leahkh@bu.edu	A Member of the Public	Myself	Support	No	No	2/3/2021 8:58 AM
Babladelis, Ashley	ash.hatch@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 9:07 AM
Cote, Lois	lcote06@outlook.com	A Member of the Public	Myself	Support	No	No	2/3/2021 9:15 AM
Morse, Elizabeth	betsybmorse@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 9:21 AM
Dewey, Karen	pkdewey@comcast.net	A Member of the Public	Myself	Support	No	No	2/3/2021 9:35 AM
Frost, Sherry	sherry.frost@leg.state.nh.us	An Elected Official	Myself	Support	No	No	2/3/2021 10:22 AM
Poulin, Ashley	Ashley.L.Poulin@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 10:56 AM
Bouchard, Donald	donaldjbouchard@gmail.com	An Elected Official	Myself	Support	No	No	2/3/2021 11:44 AM
Cisto, Rachel	rachelcisto@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 12:01 PM
Voelcker, Elsa	elsavoelcker1@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 1:00 PM
Green, Zachary	zachary.zalman@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 1:24 PM
Dahl, Dana	danaldahl@gmail.com	A Member of the Public	Myself	Support	No	No	2/3/2021 1:42 PM

Kershaw, Tom

tomkershaw65@gmail.com

A Member of the Public Myself

Oppose No

No

2/3/2021 2:18 PM



# House Remote Testify

## Labor, Industrial and Rehabilitative Services Committee Testify List for Bill HB501 on 2021-03-04

Support: 15 Oppose: 3 Neutral: 0 Total to Testify: 1

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<u>Name</u>	<u>City, State</u> <u>Email Address</u>	<u>Title</u>	<u>Representing</u>	<u>Position</u>	<u>Testifying</u>	<u>Non-Germane</u>	<u>Signed Up</u>
Cronin, Tom	Durham, NH thomas.cronin@unh.edu	State Agency Staff	The University System of NH	Oppose	Yes (3m)	No	3/3/2021 4:07 PM
Lord, Kit	Northwood, NH kitlord@yahoo.com	A Member of the Public	Myself	Support	No	No	3/3/2021 4:18 PM
Lynch, Chrisinda	Concord, NH cmmelynch@comcast.net	A Member of the Public	Myself	Support	No	No	3/3/2021 8:28 PM
Josephson, Tim	Canaan, NH josephsonth@gmail.com	A Member of the Public	Myself	Support	No	No	3/3/2021 11:34 PM
Moran, Madonna	Manchester, NH madonnamoran@comcast.net	A Member of the Public	Myself	Support	No	No	3/4/2021 8:38 AM
Howard Jr., Raymond	Alton, NH brhowardjr@yahoo.com	An Elected Official	Myself	Oppose	No	No	3/4/2021 8:40 AM
West, Sarah	Concord, NH swest@hdsdems.org	A Member of the Public	New Hampshire High School Democrats	Support	No	No	3/4/2021 5:20 PM
Pearson, Mark	Hampstead, NH canonpearson@yahoo.com	An Elected Official	Myself	Oppose	No	No	2/18/2021 11:47 AM
Kallinich, Kayla	Boston, MA kaylakall47@Gmail.com	A Member of the Public	Myself	Support	No	No	2/25/2021 5:49 PM
Root, Diane	WEST LEBANON, NH droottrrm@aol.com	A Member of the Public	Myself	Support	No	No	2/27/2021 9:05 AM
Parshall, Lucius	Marlborough, NH lucius.parshall@leg.state.nh.us	An Elected Official	Myself	Support	No	No	2/27/2021 3:58 PM
Casino, Joanne	Concord, NH joannecasino@comcast.net	A Member of the Public	Myself	Support	No	No	2/28/2021 10:39 AM
McWilliams, Rebecca	Concord, NH rebecca.mcwilliams@leg.state.nh.us	An Elected Official	Merrimack 27	Support	No	No	2/28/2021 6:17 PM

Long, Julian	ROCHESTER, NH julianleelong@yahoo.com	A Member of the Public	Myself	Support	No	No	3/1/2021 12:04 AM
Foley, Mary Ellen	Manchester, NH mefrsm@comcast.net	A Member of the Public	Myself	Support	No	No	3/1/2021 8:53 AM
Lucas, Janet	Campton, NH janluca1953@gmail.com	A Member of the Public	Myself	Support	No	No	3/1/2021 9:27 AM
Cavanaugh, Marilyn	Auburn, NH wmcavanaugh@comcast.net	A Member of the Public	Myself	Support	No	No	3/1/2021 3:33 PM
Lewis, Elizabeth	Nashua, NH ecop.lewis@gmail.com	A Member of the Public	Myself	Support	No	No	3/3/2021 8:31 AM

# Testimony

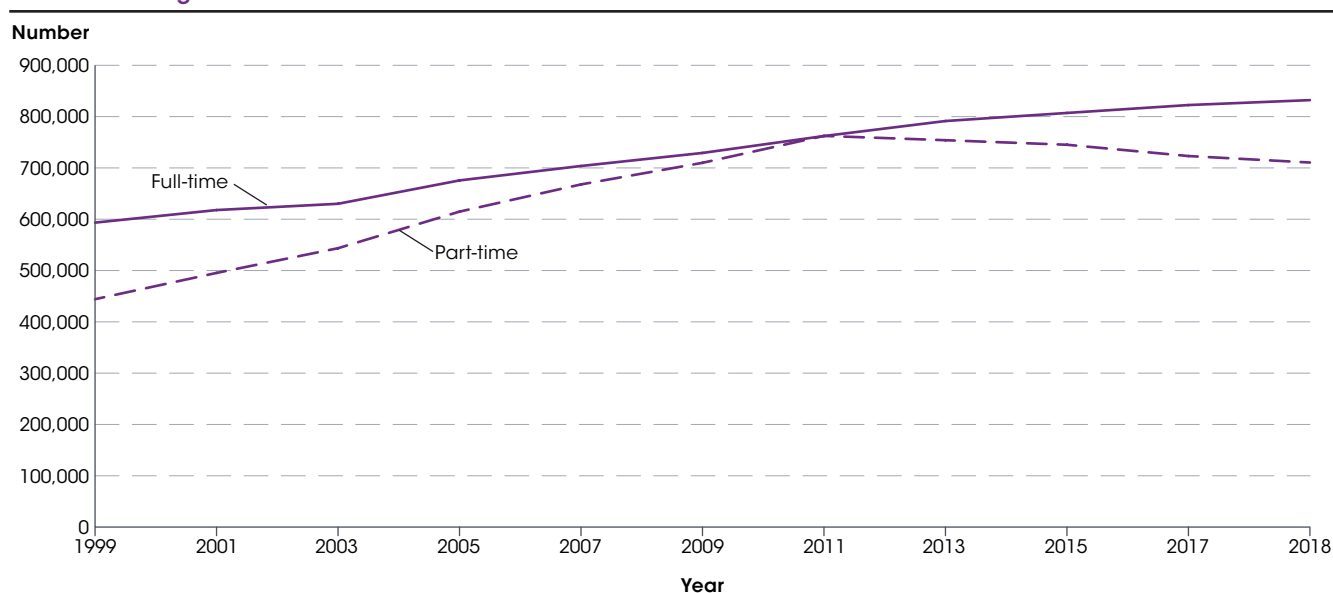
## Characteristics of Postsecondary Faculty

From fall 1999 to fall 2018, the total number of faculty in degree-granting postsecondary institutions increased by 49 percent (from 1.0 to 1.5 million). While the number of full-time faculty increased by 40 percent over this period, the number of part-time faculty increased by 72 percent between 1999 and 2011 and then decreased by 7 percent between 2011 and 2018.

In fall 2018, of the 1.5 million faculty in degree-granting postsecondary institutions, 54 percent were full time and 46 percent were part time. Faculty include professors,

associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors.

**Figure 1. Number of faculty in degree-granting postsecondary institutions, by employment status: Selected years, fall 1999 through fall 2018**



NOTE: Includes faculty members with the title of professor, associate professor, assistant professor, instructor, lecturer, assisting professor, adjunct professor, or interim professor (or the equivalent). Excludes graduate students with titles such as graduate or teaching fellows who assist senior faculty. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Data prior to 2007 exclude institutions with fewer than 15 full-time employees. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Staff Survey" (IPEDS-S:99); IPEDS Winter 2001-02 through Winter 2004-05, Fall Staff survey; IPEDS Winter 2005-06 through Winter 2011-12, Human Resources component, Fall Staff section; and IPEDS Spring 2014 and Spring 2016 through Spring 2019, Human Resources component. See *Digest of Education Statistics 2019*, table 315.10.

From fall 1999 to fall 2018, the total number of faculty in degree-granting postsecondary institutions increased by 49 percent (from 1.0 to 1.5 million). The number of full-time faculty increased by 40 percent (from 593,400 to 832,100) from fall 1999 to fall 2018—an increase of 28 percent from fall 1999 to fall 2011 and 9 percent from fall 2011 to fall 2018. In comparison, the number of part-time faculty increased by 72 percent (from 444,200 to 762,400) between 1999 and 2011 and then decreased by 7 percent (from 762,400 to 710,500) between 2011 and 2018. As a result of the faster increase in the number of part-time faculty during the first part of this time period, the percentage of all faculty who were part time was still higher in 2018 (46 percent) than in 1999 (43 percent).

Also between 1999 and 2018, the percentage of faculty who were female increased from 41 to 50 percent.

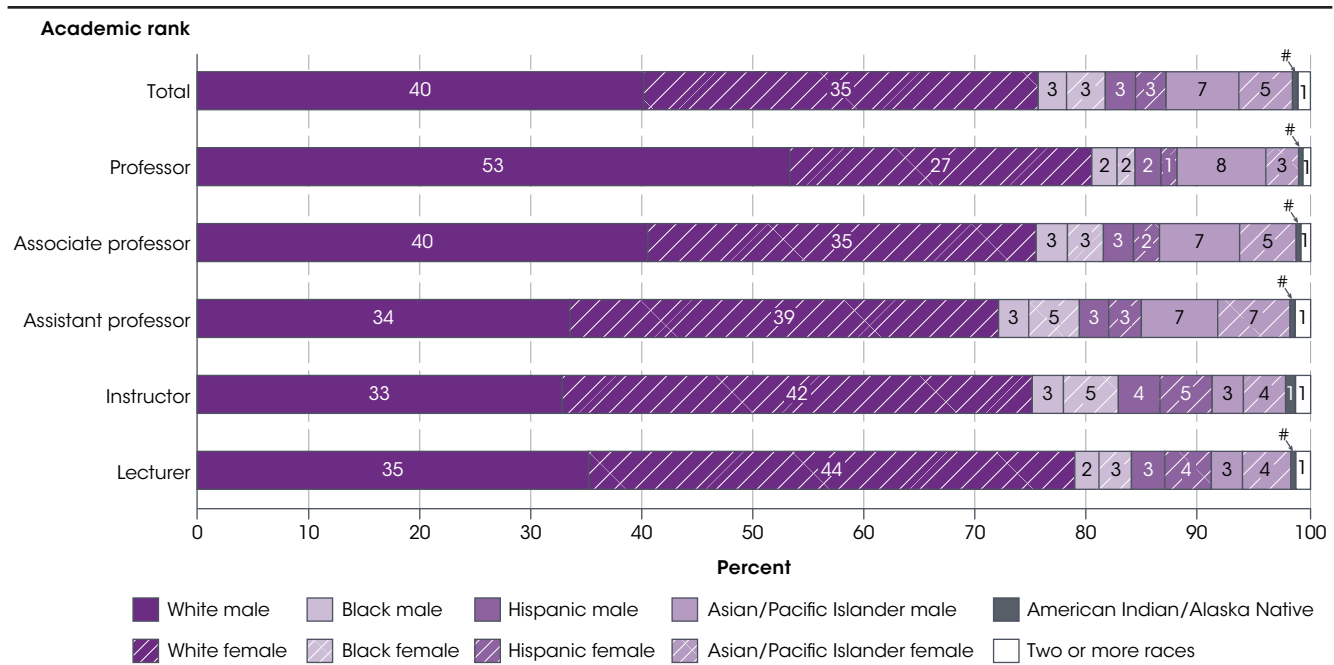
Although the number of faculty in degree-granting public, private nonprofit, and private for-profit postsecondary institutions was higher in 2018 than in 1999, the percentage changes in the number of faculty were much smaller in public institutions and private nonprofit institutions than in private for-profit institutions. The number of faculty in 2018 compared to 1999 was 36 percent higher in public institutions (980,800 vs. 718,600), 70 percent higher in private nonprofit institutions (491,000 vs. 288,700), and 134 percent higher in private for-profit institutions (70,800 vs. 30,300).

Despite the larger change in the number of faculty in private for-profit institutions between 1999 and 2018, only 5 percent of all faculty were employed by private for-profit institutions in 2018, while 64 percent were employed by public institutions and 32 percent were employed by private nonprofit institutions.

The ratio of full-time-equivalent (FTE) students to FTE faculty in degree-granting postsecondary institutions

was 14:1 in fall 2018, a lower ratio than in both fall 1999 (15:1) and fall 2009 (16:1). The FTE student-to-faculty ratio in 2018 was higher in private for-profit institutions (22:1) and public 2-year institutions (18:1) than in public 4-year institutions (14:1) and private nonprofit 4-year institutions (10:1).<sup>1</sup> For more information about how student enrollments have changed over time, see the indicator [Undergraduate Enrollment](#).

**Figure 2. For each academic rank, percentage distribution of full-time faculty in degree-granting postsecondary institutions, by race/ethnicity and sex: Fall 2018**



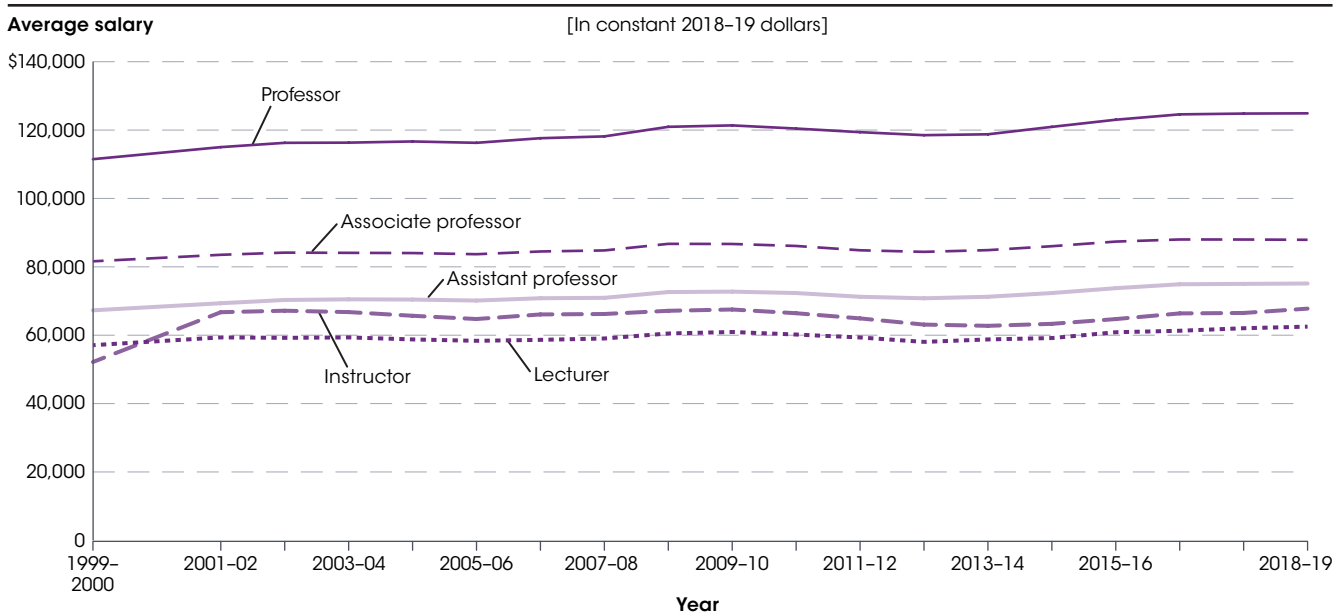
# Rounds to zero.  
NOTE: Sex breakouts excluded for faculty who were American Indian/Alaska Native and of Two or more races because the percentages were 1 percent or less. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Percentages are based on full-time faculty whose race/ethnicity was known. Detail may not sum to 100 percent due to rounding. Although rounded numbers are displayed, the figures are based on unrounded data.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2019, Human Resources component. See *Digest of Education Statistics 2019*, table 315.20.

Of all full-time faculty in degree-granting postsecondary institutions in fall 2018, some 40 percent were White males; 35 percent were White females; 7 percent were Asian/Pacific Islander males; 5 percent were Asian/Pacific Islander females; and 3 percent each were Black males, Black females, Hispanic males, and Hispanic females.<sup>2</sup> Those who were American Indian/Alaska Native and those who were of Two or more races each made up 1 percent or less of full-time faculty.

The racial/ethnic and sex distribution of faculty varied by academic rank at degree-granting postsecondary institutions in fall 2018. For example, among full-time professors, 53 percent were White males, 27 percent were White females, 8 percent were Asian/Pacific Islander

males, and 3 percent were Asian/Pacific Islander females. Black males, Black females, and Hispanic males each accounted for 2 percent of full-time professors. The following groups each made up 1 percent or less of full-time professors: Hispanic females, American Indian/Alaska Native individuals, and individuals of Two or more races. In comparison, among full-time assistant professors, 34 percent were White males, 39 percent were White females, 7 percent each were Asian/Pacific Islander males and Asian/Pacific Islander females, and 5 percent were Black females. Black males, Hispanic males, and Hispanic females each accounted for 3 percent of full-time assistant professors, while American Indian/Alaska Native individuals and individuals of Two or more races each made up 1 percent or less of full-time assistant professors.

**Figure 3. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by academic rank: Selected years, 1999–2000 through 2018–19**



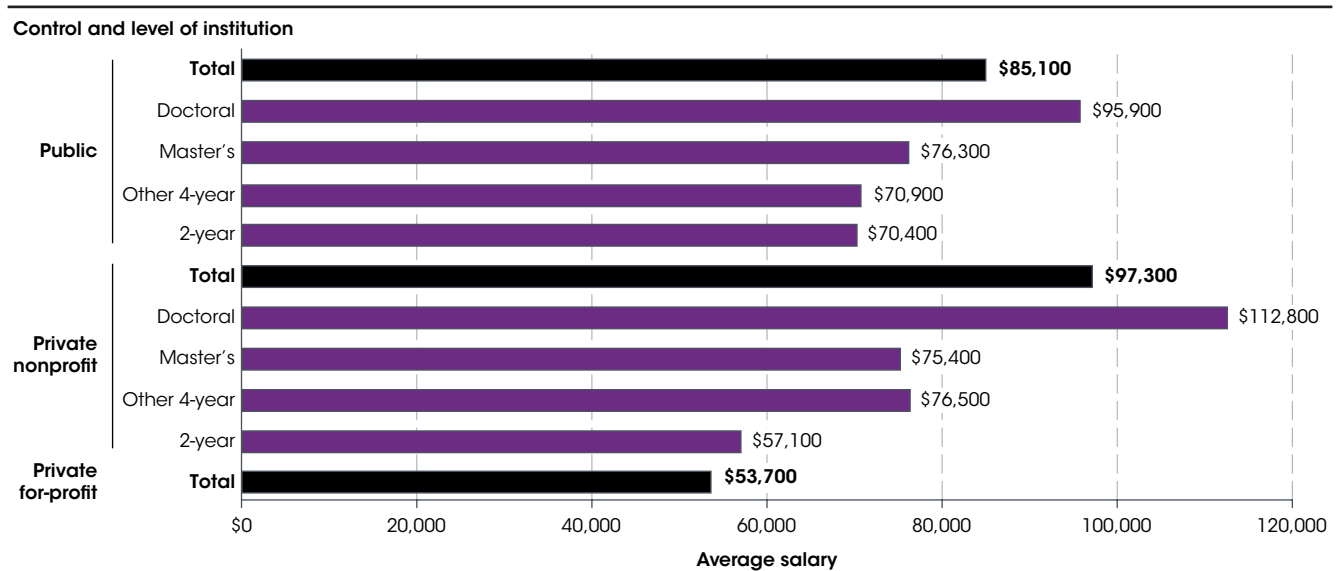
NOTE: Data for academic year 2000–01 are not available. Degree-granting institutions grant associate’s or higher degrees and participate in Title IV federal financial aid programs. Data prior to 2007 exclude institutions with fewer than 15 full-time employees. Data exclude instructional faculty at medical schools. Data include imputations for nonrespondent institutions. Salaries are reported in constant 2018–19 dollars, based on the Consumer Price Index (CPI). Some data have been revised from previously published figures.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), “Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty Survey” (IPEDS-SA:1999–2000); IPEDS Winter 2001–02 through Winter 2004–05, Salaries survey; IPEDS Winter 2005–06 through Winter 2011–12, Human Resources component, Salaries section; and IPEDS Spring 2013 through Spring 2019, Human Resources component. See *Digest of Education Statistics 2019*, table 316.10.

In academic year 2018–19, the average salary for full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions was \$88,700. Average salaries ranged from \$62,500 for lecturers to \$124,700 for professors. The average salary (expressed in constant 2018–19 dollars) for all full-time instructional faculty increased by 4 percent between 1999–2000 and 2009–10 (from \$83,600 to \$87,200) and was 2 percent higher in 2018–19 than in 2009–10 (\$88,700 vs. \$87,200). A similar pattern was observed for faculty at most individual academic ranks. The increase in average salary between 1999–2000 and 2009–10 was 9 percent for professors (from \$111,300 to \$121,200), 6 percent for associate professors (from \$81,600 to \$86,600), 8 percent for assistant professors (from \$67,300 to \$72,700), and 7 percent for lecturers (from \$57,100 to \$61,000). The average salary for most academic ranks showed smaller changes between 2009–10 and 2018–19 than between 1999–2000 and 2009–10. The average salary was 3 percent higher for professors, assistant professors, and lecturers and 1 percent higher for associate professors

in 2018–19 than in 2009–10. The average salary for instructors was 28 percent higher in 2001–02 than in 1999–2000, but there was no measurable change in average salary for instructors from 2001–02 to 2018–19.

Average faculty salaries also varied by sex. The average salary for all full-time instructional faculty in degree-granting postsecondary institutions was higher for males than for females in every academic year from 1999–2000 to 2018–19. In 2018–19, the average salary was \$96,400 for males and \$80,000 for females. In 2018–19, the male-female gap in average salaries ranged from \$3,800 for instructors to \$19,500 for professors. Between 1999–2000 and 2018–19, the male-female salary gap (in constant 2018–19 dollars) increased by 38 percent for professors (from \$14,100 to \$19,500), 8 percent for associate professors (from \$5,800 to \$6,200), 47 percent for assistant professors (from \$4,600 to \$6,700), and 56 percent for instructors (from \$2,400 to \$3,800). In contrast, the gap decreased by 1 percent for lecturers during this time period (from \$5,400 to \$5,300).

**Figure 4. Average salary of full-time instructional faculty on 9-month contracts in degree-granting postsecondary institutions, by control and level of institution: 2018–19**



NOTE: Doctoral institutions include institutions that awarded 20 or more doctor's degrees during the previous academic year. Master's institutions include institutions that awarded 20 or more master's degrees, but less than 20 doctor's degrees, during the previous academic year. Data exclude instructional faculty at medical schools. Degree-granting postsecondary institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Salaries are reported in constant 2018–19 dollars, based on the Consumer Price Index (CPI). SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), IPEDS Spring 2019, Human Resources component. See *Digest of Education Statistics 2019*, table 316.20.

Faculty salaries also varied according to control (i.e., public, private nonprofit, or private for-profit) and level (i.e., 2-year or 4-year) of degree-granting postsecondary institutions. In academic year 2018–19, the average salary (in constant 2018–19 dollars) for full-time instructional faculty in private nonprofit institutions (\$97,300) was higher than the average salaries in public institutions (\$85,100) and in private for-profit institutions (\$53,700). Among the specific types of private nonprofit institutions and public institutions, average salaries for instructional faculty were highest in private nonprofit doctoral institutions (\$112,800) and public doctoral institutions (\$95,900). Average salaries were lowest for instructional faculty in private nonprofit 2-year institutions (\$57,100), public 2-year institutions (\$70,400), and public 4-year institutions other than doctoral and master's degree-granting institutions (\$70,900). Average salaries for instructional faculty were 3 percent higher in 2018–19 than in 1999–2000 in public institutions (\$85,100 vs. \$82,300), 12 percent higher in private nonprofit

institutions (\$97,300 vs. \$87,000), and 21 percent higher in private for-profit institutions (\$53,700 vs. \$44,200).

In academic year 2018–19, approximately 57 percent of degree-granting postsecondary institutions had tenure systems. A tenure system guarantees that, after completing a probationary period, a professor will not be terminated without just cause. The percentage of institutions with tenure systems ranged from 1 percent at private for-profit institutions to 99 percent at public doctoral institutions. Of full-time faculty at institutions with tenure systems, 45 percent had tenure in 2018–19, down from 54 percent in 1999–2000. At public institutions with tenure systems, the percentage of full-time faculty with tenure decreased by 9 percentage points over this period; at private nonprofit institutions, the percentage decreased by 7 percentage points; and at private for-profit institutions, the percentage decreased by 65 percentage points. At institutions with tenure systems, the percentage of full-time instructional faculty with tenure in 2018–19 was higher for males than for females (54 vs. 40 percent).

**Endnotes:**

<sup>1</sup> The ratios are calculated by dividing the number of FTE undergraduate and graduate students by the number of FTE faculty (full-time faculty plus the FTE of part-time faculty, including instructional, research, and public service faculty).

<sup>2</sup> Percentages are based on full-time faculty whose race/ethnicity was known. Race/ethnicity was not collected for nonresident aliens.

**Reference tables:** *Digest of Education Statistics 2019*, tables 314.10, 314.50, 314.60, 315.10, 315.20, 316.10, 316.20, and 316.80

**Related indicators and resources:** [Characteristics of Degree-Granting Postsecondary Institutions](#); [Characteristics of Postsecondary Students](#); [Undergraduate Enrollment](#)

**Glossary:** Constant dollars; Control of institutions; Degree-granting institution; Doctor's degree; Gap; Postsecondary education; Postsecondary institutions (basic classification by level); Private institution; Public school or institution; Racial/ethnic group; Salary



October 2017

# CONTINGENT WORKFORCE

## Size, Characteristics, Compensation, and Work Experiences of Adjunct and Other Non-Tenure-Track Faculty



## Why GAO Did This Study

Contingent faculty play a large role in postsecondary education but may not have the same job protections as tenured or tenure-track faculty. In 2015, GAO reported that contingent workers—those in temporary, contract, or other non-standard employment arrangements—earn less, are less likely to have work-provided benefits, and are more likely to experience job instability than standard workers. GAO was asked to examine issues related to contingent faculty.

This report examines (1) what is known about the makeup and utilization of the postsecondary instructional workforce; (2) the roles different types of faculty fill at selected institutions and the factors administrators consider when determining faculty makeup; (3) what is known about how economic circumstances compare across different faculty types; and (4) what contingent faculty members report as advantages and disadvantages of their work.

GAO analyzed data from nationally representative sources and from public institutions in three states—Georgia, North Dakota, and Ohio. GAO selected these states based primarily on data availability. GAO interviewed administrators from 9 postsecondary institutions in these states and one large for-profit institution. GAO selected institutions based on factors such as institution size and percent of contingent faculty. GAO also conducted 21 discussion groups with contingent faculty.

The Department of Education did not have comments on this report. The National Science Foundation provided technical comments, which we incorporated, as appropriate.

View [GAO-18-49](#). For more information, contact Cindy Brown Barnes at (202) 512-7215 or [brownbarnesc@gao.gov](mailto:brownbarnesc@gao.gov).

## CONTINGENT WORKFORCE





# Size, Characteristics, Compensation, and Work Experiences of Adjunct and Other Non-Tenure-Track Faculty

## What GAO Found

According to 2015 Department of Education data, contingent faculty—those employed outside of the tenure track—made up about 70 percent of postsecondary instructional positions nationwide, though this varied by type of institution. In addition, data from three selected states show that contingent faculty teach about 45 to 54 percent of all courses at 4-year public institutions, and higher proportions at 2-year public institutions. In terms of job stability, some full-time contingent positions with annual or longer contracts may be relatively stable while part-time positions with short-term contracts may be among the least stable, though it is unknown whether faculty in these positions have other employment. In contrast, tenure-track positions are often viewed as having a high degree of job security that is somewhat unique to postsecondary education.

Administrators GAO interviewed at selected postsecondary institutions said full-time contingent faculty generally carry heavy teaching loads, and some also take on additional responsibilities, such as conducting research or advising students. However, administrators stated that part-time contingent faculty generally focus solely on teaching. As shown in the figure below, administrators also described factors they consider in determining their institution's faculty makeup.

### Factors Administrators Cited That May Affect Their Decisions about Faculty Makeup

 Financial	 Institutional	 Faculty needs	 Student needs
<ul style="list-style-type: none"> <li>■ Budget uncertainty</li> <li>■ Compensation costs for different faculty types</li> <li>■ Legal or grant program requirements</li> </ul>	<ul style="list-style-type: none"> <li>■ Enrollment changes</li> <li>■ The supply of qualified candidates</li> <li>■ The need for subject specialists</li> <li>■ Balancing priorities</li> </ul>	<ul style="list-style-type: none"> <li>■ Professional and life circumstances</li> <li>■ Prioritizing the needs of existing full-time faculty</li> <li>■ Faculty preferences and career goals</li> </ul>	<ul style="list-style-type: none"> <li>■ Various learning opportunities from different faculty types</li> <li>■ Contributions of full-time faculty to school community</li> </ul>

Source: GAO analysis of interviews with administrators from selected postsecondary institutions. | GAO-18-49

GAO examined recent data from North Dakota and Ohio public institutions and found that, among faculty who primarily teach—which excludes individuals such as administrators or researchers—part-time and full-time contingent faculty were paid about 75 percent and 40 percent less per course, respectively, compared to full-time tenure-track faculty. This comparison includes earnings for all of their responsibilities, including teaching and any other duties. However, when estimating faculty earnings for teaching duties only, pay disparities decreased to about 60 percent and 10 percent less per course for these contingent faculty, respectively. In addition, state and national data also showed that relatively few part-time contingent faculty received work-provided health or retirement benefits.

In discussion groups with GAO, contingent faculty cited advantages such as the flexibility to balance professional and personal responsibilities, skill development, or working with students, and described disadvantages that included uncertainty due to short-term contracts, untimely contract renewals, and pay—including a lack of compensation for some of their work. Other concerns they cited included limited career advancement opportunities, not having a voice in institutional decision-making, and not having certain types of institutional support.

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### Abbreviations

AAAS	American Academy of Arts and Sciences
AAUP	American Association of University Professors
AIP	American Institute of Physics
APSA	American Political Science Association
ASA	American Sociological Association
ASEC	Annual Social and Economic Supplement
CPS	Current Population Survey
Education	Department of Education
HDS	Humanities Departmental Survey
IPEDS	Integrated Postsecondary Education Data System
DOL	Department of Labor
FERPA	Family Educational Rights and Privacy Act
MLA	Modern Language Association
NCES	National Center for Education Statistics
NCSES	National Center for Science and Engineering Statistics
NDUS	North Dakota University System
NSF	National Science Foundation
ODHE	Ohio Department of Higher Education
PPACA	Patient Protection and Affordable Care Act
SDR	Survey of Doctorate Recipients
SEH	science, engineering, or health
SEIU	Service Employees International Union
STEM	science, technology, engineering, and math
USG	University System of Georgia

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October 19, 2017

The Honorable Robert C. “Bobby” Scott  
Ranking Member  
Committee on Education and the Workforce  
House of Representatives

The Honorable Suzanne Bonamici  
House of Representatives

Contingent faculty—those employed outside of the tenure track, such as full-time non-tenure-track professors and lecturers, part-time instructors and adjuncts, and graduate student instructors—are part of the broader contingent workforce. In 2015, we reported that contingent workers—those in temporary, contract, or other non-standard employment arrangements—earn less, are less likely to have work-provided benefits such as retirement plans or health insurance, and are more likely to experience job instability than standard workers.<sup>1</sup>

In terms of the postsecondary instructional workforce, as a subset of the overall workforce, tenured or tenure-track faculty may be considered standard workers.<sup>2</sup> Tenure affords faculty academic freedom—the ability to express thoughts or ideas without repercussion—and economic security by providing certain job protections, including employment that cannot be terminated except under limited circumstances, such as for adequate cause, financial exigencies of an institution, or closure of an academic program.<sup>3</sup> Unlike other standard employment arrangements

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<sup>1</sup> GAO, *Contingent Workforce: Size, Characteristics, Earnings, and Benefits*, [GAO-15-168R](#) (Washington, D.C.: April 20, 2015). Standard work arrangements are ongoing jobs with a traditional employer-employee relationship.

<sup>2</sup> Tenure-track positions are those that ultimately lead to tenure following a probationary period. Unless otherwise noted, when we use the term “tenure-track” throughout this report, we are referring to both tenured and tenure-track faculty. For clarity and consistency, we use the term “faculty” throughout our work to refer to any postsecondary instructional staff, though institutions may use the term differently and not all instructional staff have faculty status.

<sup>3</sup> American Association of University Professors (AAUP) and Association of American Colleges and Universities, *1940 Statement of Principles on Academic Freedom and Tenure*, accessed October 10, 2017, <https://www.aaup.org/file/1940%20Statement.pdf> and AAUP, *Recommended Institutional Regulations on Academic Freedom and Tenure*, accessed October 10, 2017, <https://www.aaup.org/report/recommended-institutional-regulations-academic-freedom-and-tenure>.

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that may vary in terms of job security, tenured faculty are often viewed as having essentially permanent job security because of the job protections tenure provides. The tenure guarantee is an employment model that is somewhat unique to academia, though other professions, such as K-12 teachers, may have similar arrangements.

For the purposes of this work, we refer to contingent faculty as any full- or part-time, non-tenure-track faculty. In contrast to tenure-track faculty, and much like contingent workers in the overall workforce, contingent faculty generally have contract employment arrangements that expire at the end of a set term—whether it be a semester, a school year, or a multi-year term. In addition, contingent faculty may not have the same job protections as tenured or tenure-track faculty. The employment situations of faculty who fall under the umbrella of “contingent” also may vary considerably. For example, while some contingent faculty may have contracts that are renewable on a continuous basis, others may resemble contingent workers more broadly and be in precarious employment situations with no guarantee for future work.

We were asked to examine issues related to contingent faculty. This report examines (1) what is known about the makeup and utilization of the postsecondary instructional workforce; (2) what roles different types of faculty fill at selected institutions and what factors administrators consider when determining their faculty makeup; (3) what is known about how economic circumstances compare across different faculty types; and (4) what contingent faculty members report as advantages and disadvantages of their work.

To address the first question, we analyzed national and state data to determine faculty makeup and utilization. Our primary source of national data was the Department of Education’s (Education) Integrated Postsecondary Education Data System (IPEDS), which we analyzed in 4-year intervals from 1995 to 2011 and separately for 2015.<sup>4</sup> Additional sources of national data were the Department of Labor’s (DOL) March 2016 Current Population Survey (CPS) Annual Social and Economic

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<sup>4</sup> IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs, as well as other institutions that report data voluntarily. For simplicity, we refer to IPEDS data by the start of the academic year; for example, we refer to IPEDS data from the 2015-16 collection as 2015 IPEDS data. IPEDS data collection covers an academic year, and faculty data are generally reported as of November 1 of the academic year. Education changed IPEDS definitions of instructional faculty in 2012-13 so we analyzed the 2015-16 data separately.

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Supplement (ASEC) and survey data for 2012-13 collected by the American Academy of Arts & Sciences (AAAS).<sup>5</sup> See table 12 in appendix I for a comprehensive list of the data sources we analyzed.<sup>6</sup> We also obtained and analyzed comprehensive faculty and course data for public postsecondary institutions from three states—Georgia, North Dakota, and Ohio.<sup>7</sup> We chose these states primarily based on the availability of these data and also considered the state’s location and the number of institutions in the state to reflect some variation by region and size. For the purposes of this study, we limited our analyses to instructional faculty in order to focus on the population that is most responsible for educating students.<sup>8</sup>

To address the second question, we interviewed administrators at selected institutions in Georgia, North Dakota, and Ohio to obtain information on the roles different types of faculty fill and factors institutions consider in determining their faculty makeup. In each state, we interviewed administrators at one 4-year public institution, one 4-year private institution, and one 2-year public institution.<sup>9</sup> We selected the specific institutions for our interviews based on factors such as the size of the institution, percent of contingent faculty, and whether the institution is located in an urban, suburban, or rural area. In addition, we met with administrators of one large online-based for-profit institution. In total, we interviewed administrators from 10 institutions. The findings from our discussions with administrators are not generalizable.

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<sup>5</sup> We generally refer to these data as CPS data throughout this report. The March 2016 ASEC contains data that refer to calendar year 2015.

<sup>6</sup> Education used to collect information on the backgrounds, responsibilities, workloads, salaries, benefits, attitudes, and future plans of both full- and part-time faculty through the National Study of Postsecondary Faculty; however, there is currently no single, comprehensive federal source of data on postsecondary faculty.

<sup>7</sup> Data from North Dakota and Ohio included 2- and 4-year institutions and data from Georgia included only 4-year institutions. For consistency and clarity, we use the term “course” throughout our work to generally refer to course sections (e.g., two separate sections of Biology 101 are counted as two courses); for more information about this terminology, see appendix I.

<sup>8</sup> The definitions of instructional faculty vary depending on the data set. For example, in IPEDS, instructional faculty are individuals whose primary work responsibility is instruction or for whom it is not possible to differentiate between instruction and other responsibilities. In the state data, instructional faculty are individuals who teach at least one course.

<sup>9</sup> For the purposes of this study, we use the term “private institution” to refer to 2-year and 4-year private, not-for-profit institutions.



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To compare the economic circumstances of different types of faculty—including various earnings analyses, access to retirement and health benefits, and satisfaction with job security and opportunities for advancement—we analyzed nationally representative data from the 2016 CPS ASEC and from the Survey of Doctorate Recipients (SDR) in science, technology, engineering, and math (STEM), health, and social sciences fields for 2013, which is conducted by the National Science Foundation’s (NSF) National Center for Science and Engineering Statistics (NCSES).<sup>10</sup> We also analyzed state data.

To obtain contingent faculty members’ views on the advantages and disadvantages of their work, we conducted discussion groups with different types of contingent faculty, the majority of which (19 out of 21) took place at the same selected institutions where we interviewed administrators. At each institution, we met with full- and part-time contingent faculty and graduate student instructors, where applicable.<sup>11</sup> Administrators at the institutions solicited participants for these interviews on our behalf. We also conducted two additional discussion groups with part-time contingent faculty who work at multiple institutions.<sup>12</sup> We did not systematically review the specific policies these institutions have with respect to contingent faculty. In addition, the views of faculty at institutions in states with greater levels of unionization or with larger metropolitan areas may differ from those in our study. Factors such as larger pools of faculty labor, greater ability to commute between schools, and collective bargaining dynamics could affect work experiences. The findings from our discussions with faculty are not generalizable. We also conducted interviews with the National Center for the Study of Collective Bargaining in Higher Education and the Professions, the American Association of University Professors, and the Service Employees International Union to obtain their views.

For all of the datasets used in our study, we reviewed documentation, interviewed or obtained information from officials responsible for the data, and tested the data for inaccuracies. We determined that these data are

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<sup>10</sup> NCSES documentation states that SDR collects data from individuals with a research doctoral degree in a science, engineering, or health (SEH) field from a U.S. academic institution. We use different terminology that captures the same fields.

<sup>11</sup> At one Georgia institution, part-time contingent faculty were unavailable to meet with us.

<sup>12</sup> We worked with the New Faculty Majority—an advocacy organization for contingent faculty—to identify faculty to participate in these discussion groups.

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sufficiently reliable for the purposes of this report.<sup>13</sup> In addition, we reviewed relevant federal laws and regulations related to all of the objectives of this review. See appendix I for more detailed information about our scope and methodology.

We conducted this performance audit from May 2016 to October 2017 in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

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## Background

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### Characteristics of Postsecondary Institutions

In fall 2015, almost 20 million students were enrolled in over 4,500 2- and 4-year postsecondary institutions, according to IPEDS data.<sup>14</sup>

Postsecondary institutions vary in terms of their funding, the length and type of programs offered, and instructional mission, among other characteristics. Public institutions, which include state universities and community colleges, are traditionally supported by federal, state, and local funds, in addition to revenue from tuition and fees. Private, not-for-profit schools are owned and operated by independent or religious organizations, and their net earnings do not benefit any shareholder or individual. Tuition and fees as well as other revenue sources primarily support these schools. For-profit institutions are privately owned and

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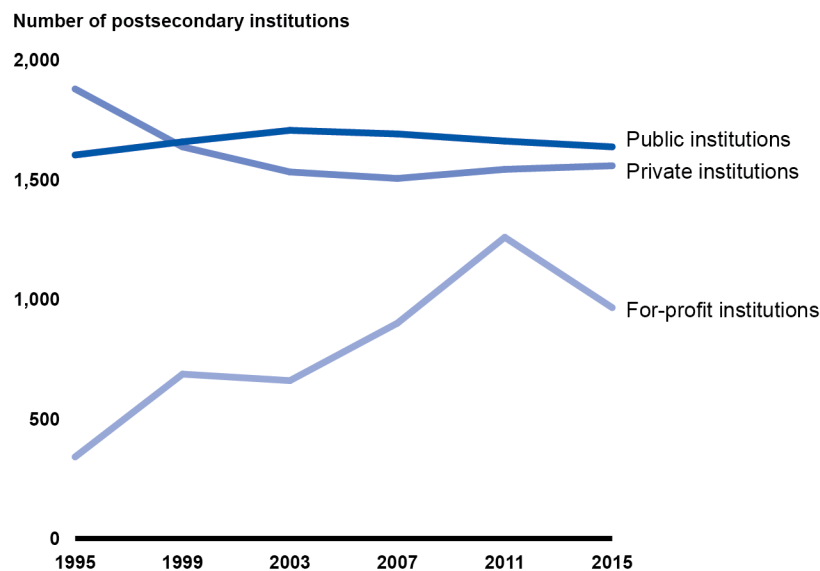
<sup>13</sup> Throughout our report, survey-based estimates are reported with their applicable margins of error. Because each survey's sample is only one of a large number of samples that might have been drawn and each sample could have provided different estimates, we express our confidence in the precision of our particular sample's results as the margin of error (i.e., the half width of the 95 percent confidence interval—for example, +/- 7 percentage points). This is the interval that would contain the actual population value for 95 percent of the samples that could have been drawn.

<sup>14</sup> The number of students is based on enrollment in 2-year and 4-year degree-granting institutions participating in programs under Title IV of the Higher Education Act, as amended. Many other institutions report data to IPEDS, including non-degree-granting and less-than-2-year institutions. In 2015, more than 7,000 institutions reported data to IPEDS.

earnings can benefit shareholders or individuals.<sup>15</sup> Two-year institutions often provide career-oriented programs at the certificate and associate's degree levels. Four-year institutions tend to have a broad range of instructional programs at the undergraduate level leading to bachelor's degrees. Many 4-year institutions also offer master's or doctorate level programs, and some 4-year institutions have a research focus.

The landscape of postsecondary institutions has changed over the past 20 years, particularly with respect to for-profit institutions. The number of public institutions remained relatively constant and the number of private institutions declined slightly; however, the number of for-profit institutions more than tripled between 1995 and 2011 before declining slightly to 2015 levels (see fig. 1).<sup>16</sup>

**Figure 1: Number of Postsecondary Institutions Nationwide, 1995-2015**



Source: GAO analysis of data from the Integrated Postsecondary Education Data System (IPEDS), 1995-2015. | GAO-18-49

<sup>15</sup> Throughout our report, when we refer to public and private institutions, we always include only not-for-profit institutions. For-profit institutions are referred to as a separate group throughout our report.

<sup>16</sup> Changes in numbers of institutions can be due to, for example, new school openings, school closings, consolidation or merging of institutions, changes in whether institutions' branch campuses report independently or as part of their parent institution, or slight changes in the criteria we used for identifying institutions due to changes in how institutional characteristics were reported over time (see appendix I for more information).

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## How National Data Count Faculty

IPEDS and CPS both provide data on postsecondary faculty.

### IPEDS

#### Postsecondary Institution Types Defined

The Integrated Postsecondary Education Data System (IPEDS) categorizes postsecondary institutions based on length of degree offering, control, and nonprofit status. For the purposes of this review, we focused on:

- 4-year public, not-for-profit
- 4-year private, not-for-profit
- 2-year public, not-for-profit
- 2-year private, not-for-profit
- 4-year private, for-profit
- 2-year private, for-profit

We combined similar sectors for various analyses, using the following terminology:

- “4-year institutions” or “2-year institutions” includes public and private, not-for-profit institutions of the specified length
- “for-profit institutions” includes both 2-year and 4-year private, for-profit institutions
- “public institutions” or “private institutions” includes both 2-year and 4-year, not-for-profit institutions of the specified control

Source: GAO analysis of data from IPEDS. | GAO-18-49

IPEDS data can provide information on positions filled by different types of faculty across postsecondary education or by types of institutions (see sidebar for how we categorize institutions using IPEDS data).<sup>17</sup> In terms of faculty types, IPEDS distinguishes between tenure-track and contingent positions and also has data on graduate assistants, though we cannot determine whether these graduate teaching assistants are the instructors of record for courses or are instead providing classroom support (e.g., grading, leading discussions, and lab setup).<sup>18</sup> Because IPEDS counts positions, any faculty who teach at more than one institution are counted multiple times—for each position they fill.<sup>19</sup>

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<sup>17</sup> Counts reported by a single institution represent both individual positions and faculty. However, because faculty can work at more than one school, when institutions are combined, counts represent individual positions and somewhat duplicated faculty. This is similar to counting jobs in the U.S. economy, though some people may hold more than one of those jobs.

<sup>18</sup> IPEDS relies on the Bureau of Labor Statistics’ Standard Occupational Classification to define graduate teaching assistants as those who “assist faculty or other instructional staff in postsecondary institutions by performing teaching or teaching-related duties, such as teaching lower level courses, developing teaching materials, preparing and giving examinations, and grading examinations or papers.” The definition also notes that “Teacher Assistants” are excluded.

<sup>19</sup> The extent to which this occurs is unknown.

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CPS

CPS counts the number of actual workers in a given occupation and, in terms of faculty, provides data on how many individuals are employed as postsecondary teachers in colleges and universities nationwide. CPS does not differentiate faculty by type of institution or by tenure status. For example, CPS cannot identify full-time contingent faculty separately from full-time tenure-track faculty.

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## Contingent Faculty Fill Most Instructional Positions Nationwide and Teach Close to Half or More of All Courses at Public Institutions in Three Selected States

From 1995 to 2011, the Number of Instructional Positions Filled by Contingent Faculty More than Doubled While Those Filled by Full-Time Tenure-track Faculty Increased By 10 Percent

According to IPEDS data, from 1995 to 2011, the percentage of postsecondary instructional positions filled by contingent faculty increased from 57.6 to 71.6 percent.<sup>20</sup> During this period the number of instructional faculty positions at all institutions nationwide grew by over 60 percent—though most of this growth was among positions held by contingent faculty. More specifically, the number of positions held by full-time and part-time non-tenure-track faculty—which we define as contingent—both doubled during this period, while the number of positions held by full-time tenure-track faculty grew by about 10 percent (see table 1). In addition to full- and part-time contingent faculty, some graduate assistants may also teach courses. During the same period, the number of graduate teaching assistant positions grew by 63.8 percent.<sup>21</sup>

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<sup>20</sup> Graduate teaching assistants are not included in position counts. The IPEDS data we used to analyze faculty populations from 1995 to 2011 do not differentiate part-time tenure-track faculty from part-time contingent faculty. For this analysis, we include all part-time faculty in the contingent faculty group because, based on analyses of current faculty populations, the vast majority of part-time faculty are non-tenure-track.

<sup>21</sup> As noted previously, the IPEDS data do not distinguish between graduate assistants who teach classes and those who provide support for other teachers.

**Table 1: Growth in the Number of Instructional Positions by Type at All Institutions Nationwide, 1995-2011**

Year	Number of institutions	Total positions <sup>a</sup>	Individual faculty position types		
			Full-time tenure-track positions <sup>b</sup>	Full-time contingent positions	Part-time positions <sup>c</sup>
1995	3,823	939,175	398,166	158,360	382,649
1999	3,982	1,047,496	401,608	198,182	447,705
2003	3,898	1,186,252	415,460	221,193	549,599
2007	4,096	1,380,656	430,470	278,733	671,453
2011	4,463	1,535,281	436,403	331,313	767,565
<b>Percent change</b>		<b>63.5%</b>	<b>9.6%</b>	<b>109.2%</b>	<b>100.6%</b>

Source: GAO analysis of data from the Integrated Postsecondary Education Data System (IPEDS), 1995-2011. | GAO-18-49

<sup>a</sup>Graduate teaching assistants are not included in the table because the IPEDS data do not distinguish between those who may be instructors of record for courses or those who may instead resemble teaching assistants or classroom support of various kinds (e.g., grading, discussion leading, and lab setup).

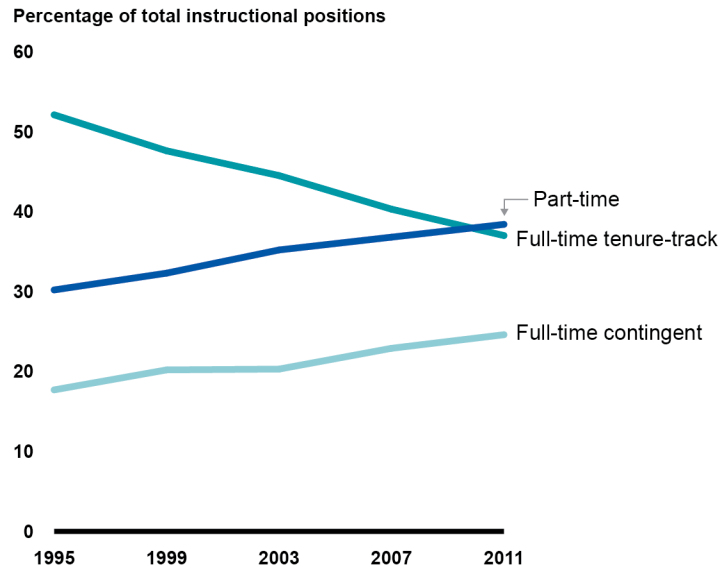
<sup>b</sup>Tenure-track refers to both tenured and tenure-track positions.

<sup>c</sup>The IPEDS data we used to analyze faculty populations from 1995 to 2011 do not differentiate part-time tenure-track faculty from part-time contingent faculty.

Some of the increase in the percentage of contingent faculty positions is due to the growth of the for-profit sector and growth among 2-year institutions, which as a whole rely primarily on contingent faculty. For example, the number of positions nationwide across for-profit institutions in 2011 was almost 9 times as many as in 1995. However, the shift towards contingent faculty positions was clear even among only 4-year public and private institutions (see fig. 2).<sup>22</sup>

<sup>22</sup> We combined similar sectors using the following terminology: “4-year institutions” or “2-year institutions” includes public and private, not-for-profit institutions of the specified length; “for-profit institutions” includes both 2-year and 4-year private, for-profit institutions; and “public institutions” or “private institutions” includes both 2-year and 4-year, not-for-profit institutions of the specified control.

**Figure 2: Growth in the Share of Instructional Positions Filled by Contingent Faculty at 4-Year Institutions Nationwide, 1995-2011**



Source: GAO analysis of data from the Integrated Postsecondary Education Data System (IPEDS), 1995-2011. | GAO-18-49

Note: The IPEDS data we use to analyze faculty populations from 1995 to 2011 do not differentiate part-time tenure-track faculty from part-time contingent faculty.

**Contingent Faculty Fill about 70 Percent of Instructional Positions Nationwide, Though This Varies Greatly by Institution and Many of These Positions Have Some Job Stability**

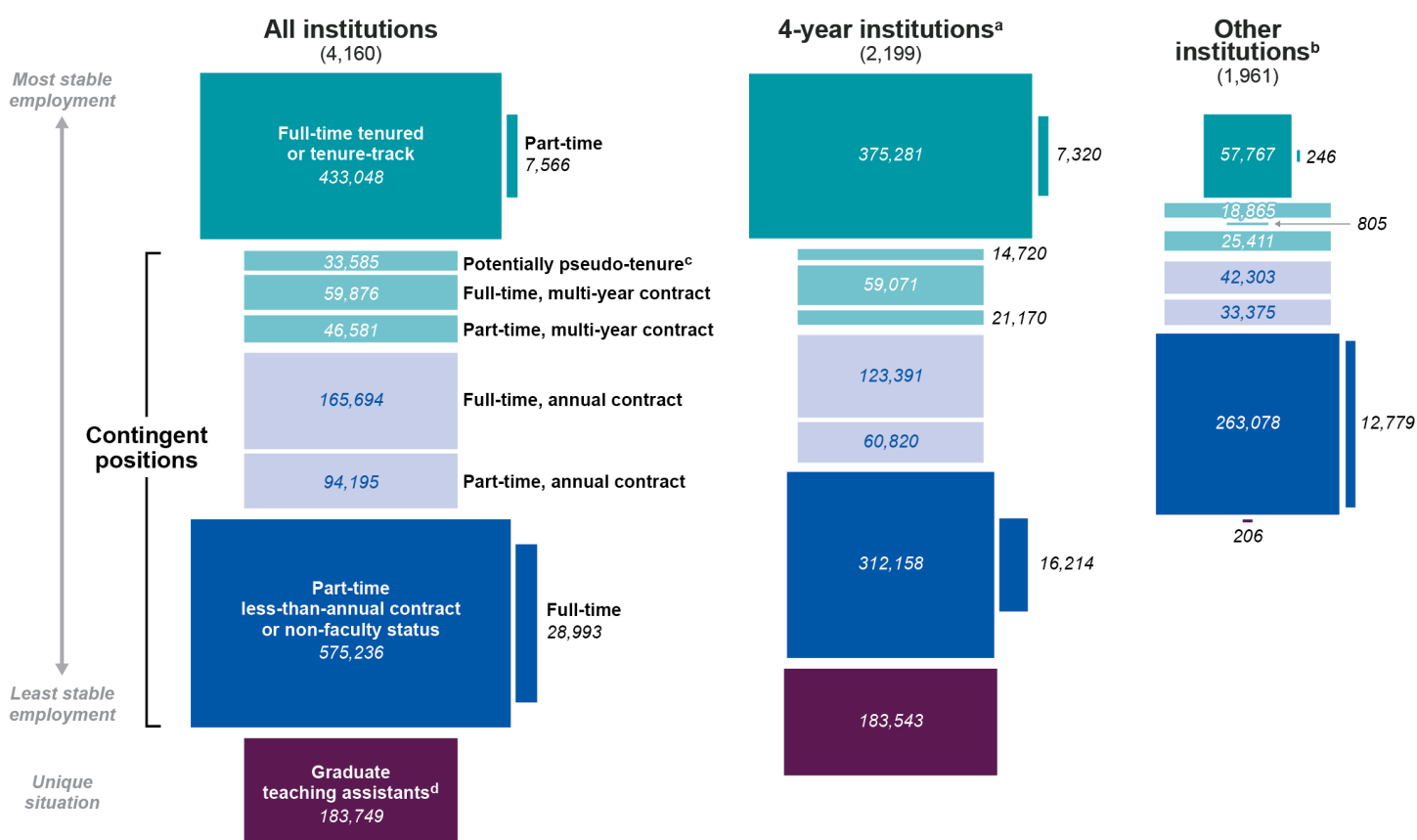
Contingent faculty currently fill most instructional positions nationwide, though these numbers cannot be compared to historical data.<sup>23</sup> According to 2015 IPEDS data, contingent faculty fill 69.5 percent of the 1,444,774 postsecondary instructional positions across all institutions nationwide, including about 61.4 percent of instructional positions at 4-year institutions, 83.5 percent at 2-year institutions, and 99.7 percent at for-profit institutions (see fig. 3).<sup>24</sup> As noted previously, aggregated IPEDS data count faculty who teach at multiple institutions multiple times; therefore, there are likely more contingent faculty positions than there are contingent faculty workers. Although it is unknown how many faculty hold jobs at multiple institutions, this is likely to be more prevalent among

<sup>23</sup> As noted previously, Education changed IPEDS definitions of instructional faculty in 2012-13, so data prior to and after this change are not comparable.

<sup>24</sup> The most recent IPEDS data available are for 2015. Graduate teaching assistant positions are not included in counts or percentages of instructional positions. We include all 4,160 active, Title IV, degree-granting 2-year and 4-year primarily postsecondary institutions that are generally open to the public, have at least 15 full-time equivalent staff, and reported at least 1 instructional staff member or graduate teaching assistant.

faculty filling part-time positions. To illustrate, according to CPS data—which counts individuals—an estimated 31.7 percent (+/- 4.1) of individuals employed as postsecondary teachers in colleges and universities worked part-time in 2015.<sup>25</sup> In contrast, according to IPEDS data, part-time faculty held about 50.0 percent of instructional positions.

**Figure 3: Postsecondary Instructional Positions by Level of Employment Stability Nationwide, 2015**



Source: GAO analysis of 2015 data from the Integrated Postsecondary Education Data System (IPEDS). | GAO-18-49

<sup>a</sup>Public and private (not-for-profit) 4-year institutions are combined.

<sup>25</sup> According to CPS data, nationwide in 2015, an estimated 1,517,660 individuals (+/- 8.6 percent) were employed as postsecondary teachers in colleges and universities. While the overall CPS count of teachers may appear similar to the number of positions identified in IPEDS, the data are not directly comparable. For example, CPS counts individuals from a broader universe of postsecondary institutions, but it does not double-count individual faculty who teach at multiple institutions.



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<sup>b</sup>Other institutions includes 2-year public and private (not-for-profit) institutions and all for-profit institutions (2-year and 4-year), as these institution types have far fewer tenure-track positions than 4-year institutions.

<sup>c</sup>We define positions for full-time, non-tenure-track faculty with multi-year contracts at institutions that do not offer tenure to be “potentially pseudo-tenure” positions. These may represent long-term renewable contracts that can only be terminated for adequate cause, such as gross professional misconduct. An institution may use these contracts instead of a tenure system, though how similar they are to tenured positions depends on specific contract provisions and other factors. Full-time, non-tenure-track faculty with multi-year contracts at institutions that do offer tenure are listed separately in the figure.

<sup>d</sup>IPEDS defines graduate teaching assistants as those who “assist faculty or... [perform] teaching or teaching-related duties, such as teaching lower level courses, developing teaching materials, preparing and giving examinations, and grading examinations or papers.” We consider these positions to be unique situations because the IPEDS data do not provide information about whether the graduate students in these positions are instructors of record or are providing classroom support of various kinds.

Though the majority of instructional faculty positions across institutions are contingent, employment stability among these positions may vary widely. Many of these contingent positions may have some job stability, depending on contract specifics.<sup>26</sup> For example, about a quarter of contingent positions across all institutions have full-time, annual, multi-year, or potentially pseudo-tenure contracts (see fig. 3).<sup>27</sup> Some of these positions may expire at the end of a set term or have no option for renewal—potentially requiring a new application process—while others may be relatively long-term with continuously repeating contracts. For example, officials at one North Dakota institution we visited described their non-tenure-track positions as “tenure light” because full-time faculty receive 1-year contracts for their first 4 years and then, after a successful promotion review, receive continuous 3-year contracts that can be terminated only for adequate cause, such as gross professional misconduct. In contrast to these more stable contingent positions, more than half of the contingent positions across all institutions nationwide are part-time and have less-than-annual contracts or lack faculty status—

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<sup>26</sup> The 2015 IPEDS data cannot distinguish between levels of employment stability beyond contract length, and Education officials told us that there is wide variation across institutions in the level of security provided by different contract lengths. However, the 2016-17 IPEDS data will identify positions with indefinite duration (e.g., continuing or “at will”) separately from positions with fixed lengths (e.g., multi-year, annual, less-than-annual).

<sup>27</sup> We define positions for full-time, non-tenure-track faculty with multi-year contracts at institutions that do not offer tenure to be “potentially pseudo-tenure” positions. These may represent long-term renewable contracts that an institution uses instead of a tenure system, though how similar they are to tenured positions depends on specific contract provisions and other factors that may vary by institution. About 40 percent of these pseudo-tenure positions are at 4-year private institutions.

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which we define as being among the least stable (see fig. 3).<sup>28</sup> For some of the faculty filling these positions, this employment may be their sole source of income. Similar to contingent workers in the broader labor force, as we reported previously, these faculty may face volatility and uncertainty in their economic circumstances.<sup>29</sup> Other faculty in these positions may have employment or sources of income outside of teaching. For example, some part-time instructors are employed full-time in their fields and teach on the side as subject-matter experts or to stay connected with their local university community.

**Examples of Part-Time Faculty Situations from Faculty Discussion Groups at Selected Institutions**

- Two part-time faculty members at an institution in Ohio said they had jobs outside of teaching and said they teach on the side because they love it, rather than relying on it for subsistence.
- One part-time faculty member at an institution in Georgia said that she was retired, but teaches courses to keep a foot in the education world while also enjoying free time in retirement.
- One younger part-time faculty member at an institution in North Dakota stated that she teaches on a semester-to-semester contract and that this was her primary employment.

Source: GAO analysis of part-time faculty discussion groups in Georgia, North Dakota, and Ohio. | GAO-18-49

While it is unknown how many faculty rely on their instructional positions as their primary employment, nationally representative data from the Current Population Survey (CPS) and Survey of Doctorate Recipients (SDR) provide some limited information that suggests many part-time

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<sup>28</sup> Slightly more than a quarter of all part-time and full-time faculty in the least stable employment group are those who lack faculty status. At a 2014 IPEDS Technical Review Panel, panelists noted that there is some confusion about the “without faculty status” designation and that institutions may have different policies and practices related to who they include in this category (e.g., some faculty may have tenure status or employment contracts of specified lengths). Despite this potential inconsistency across institutions, we placed these faculty in the least stable employment group because their lack of faculty status implies some level of uncertainty to their employment arrangement. Although some of these faculty may have stable employment arrangements, the vast majority are part-time and thus being tenured is unlikely. IPEDS Technical Review Panel 44, “Report and Suggestions from IPEDS Technical Review Panel 44: Improvements to the Human Resources Survey for Degree-Granting Institutions” (2014).

<sup>29</sup> [GAO-15-168R](#).

faculty prefer working part-time.<sup>30</sup> The CPS data show that an estimated 46.2 percent (+/- 6.3) of part-time faculty reported wanting to work part-time, while only 10.0 percent (+/- 5.1) reported working part-time because they could only find a part-time job or because of seasonal or temporary fluctuations in the availability of employment.<sup>31</sup> Similarly, SDR data on doctorate-holding instructional faculty in STEM (science, technology, engineering, and math), health, and social sciences fields show that most part-time contingent faculty report wanting to work part-time, though among those who reported wanting a full-time job, most reported not being able to find one (see table 2).

**Table 2: Estimated Percentage of Part-Time Contingent Faculty in STEM, Health, and Social Sciences Fields Seeking Full-Time Work and Reasons for Working Part-Time, 2013**

	Want to work full-time	Do not want to work full-time
Percent of all part-time, contingent faculty	30.0 (+/- 4.4)	70.0 (+/- 4.4)
Reason(s) for working part-time <sup>a</sup>		
Did not need/want to work full-time	N/A	70.7 (+/- 5.0)
Full-time job not available	85.6 (+/- 5.4)	23.0 (+/- 4.5)
Family responsibilities	13.0 (+/- 6.1)	25.7 (+/- 4.4)
Student, illness, hold another job, or other	42.7 (+/- 8.4)	64.0 (+/- 5.2)

Source: GAO analysis of data from the Survey of Doctorate Recipients (SDR), 2013. | GAO-18-49

Notes: The SDR data we analyzed include doctorate-holding faculty in science, technology, engineering, and math (STEM), health, and social sciences fields whose primary or secondary work activity on their principal job was teaching. Responses refer to the primary job held in February 2013. Margins of error at the 95 percent confidence level are shown in parentheses. Proportions may not add up to 100 percent due to rounding.

<sup>a</sup>Percentages associated with reasons for working part-time are among those respondents who reported either wanting or not wanting to work full-time. Respondents could select multiple reasons for working part-time, so percentages do not add up to 100.

<sup>30</sup> IPEDS data do not provide information about the individual faculty who fill positions. Scholars have previously used survey data from the 2004 National Study of Postsecondary Faculty to examine the extent to which faculty may have employment outside academia, and other related issues. For one such study, see Martin J. Finkelstein, Valerie Martin Conley, and Jack H. Schuster, *The Faculty Factor: Reassessing the American Academy in a Turbulent Era* (Baltimore, MD: Johns Hopkins University Press, 2016), 111-126.

<sup>31</sup> The remaining part-time faculty responded that they worked part-time for “other” reasons. The CPS data are different from IPEDS in that the population of faculty in the CPS covers a broader universe of postsecondary education (e.g., beyond just degree-granting schools).

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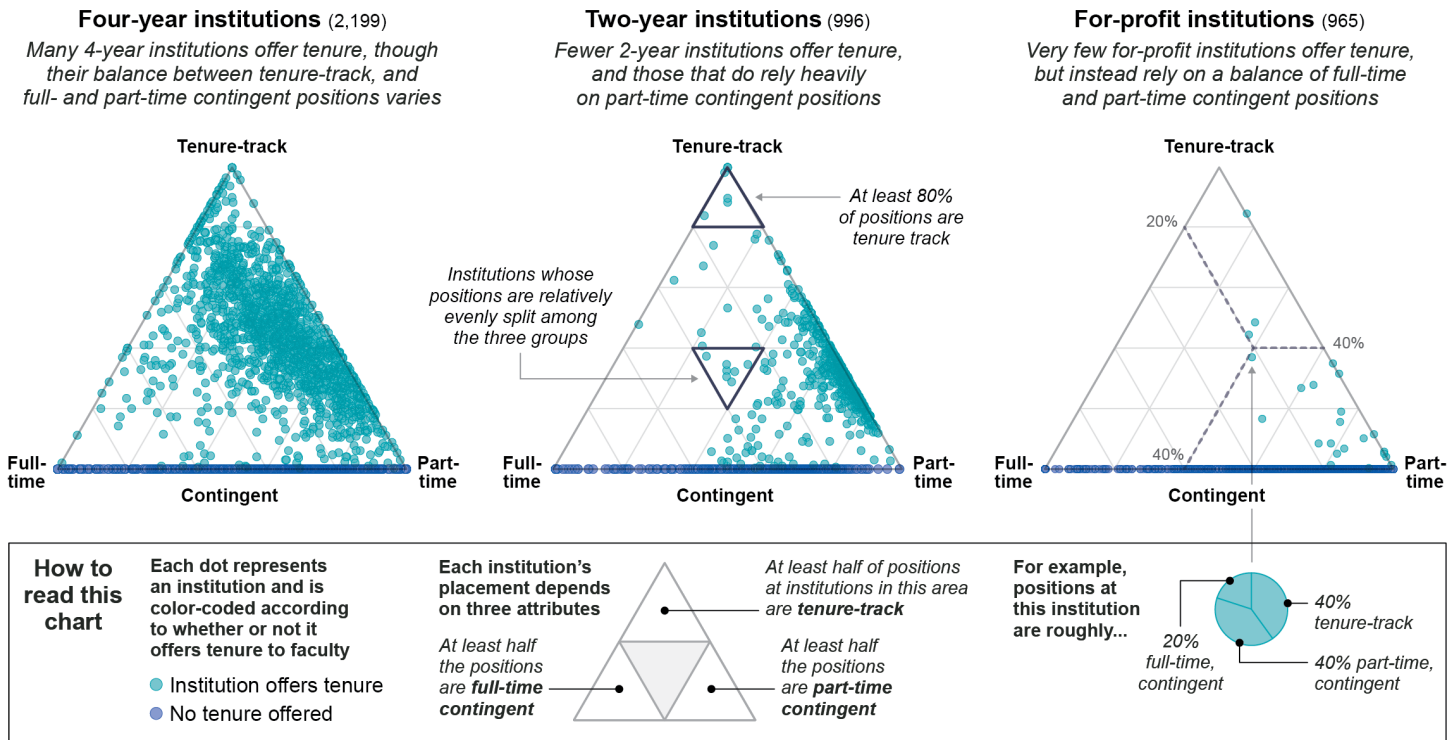
According to IPEDS data, different types of postsecondary institutions rely more heavily on different segments of the instructional workforce. As shown in figure 4, many 4-year institutions employ tenure-track, full-time contingent, and part-time contingent positions—though the balance varies.<sup>32</sup> Far fewer 2-year institutions and very few for-profit institutions have tenure-track positions. Part-time and short-term positions are substantially more prevalent at these institutions. For example, part-time contingent positions make up 67.9 percent and 80.5 percent of instructional positions at 2-year and for-profit institutions, respectively, as compared to 39.8 percent at 4-year institutions.<sup>33</sup>

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<sup>32</sup> For example, 4-year private institutions have a lower concentration of tenure-track positions (30.9 percent of instructional positions) and rely more heavily on part-time contingent positions (47.1 percent) than their public counterparts (44.7 percent and 34.2 percent, respectively).

<sup>33</sup> Part-time positions with less-than-annual contracts make up 45.6 percent and 31.2 percent of instructional positions at 2-year and for-profit institutions, respectively, as compared to 22.8 percent at 4-year institutions.

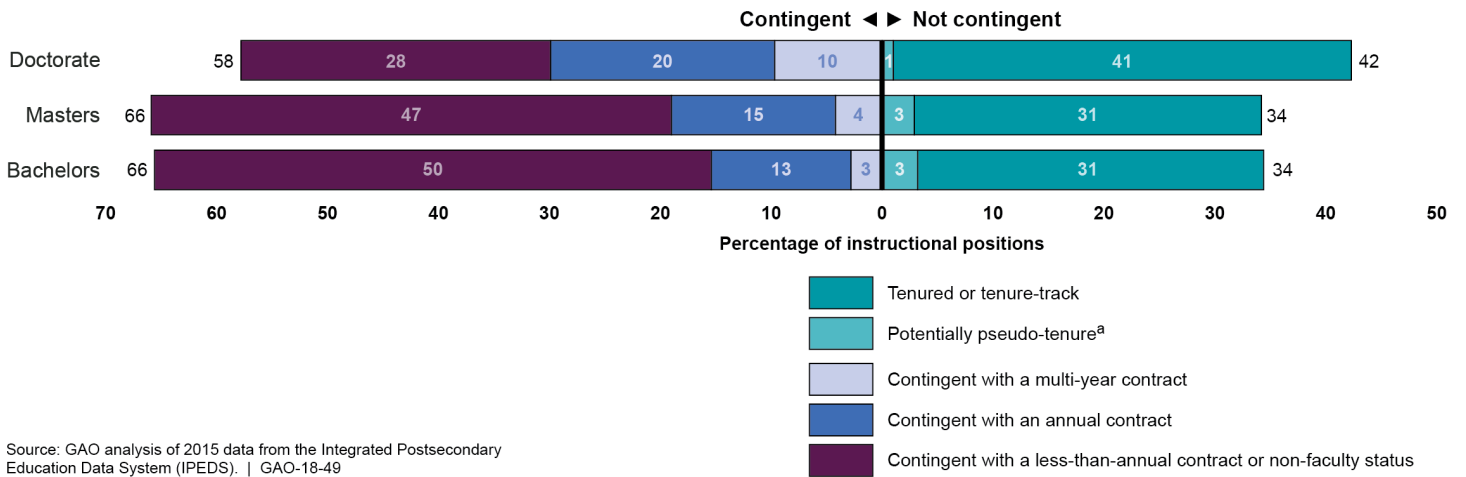
**Figure 4: Distribution of Institutions Based on Their Balance of Instructional Position Types Nationwide, 2015**



Source: GAO analysis of 2015 data from the Integrated Postsecondary Education Data System (IPEDS). Plot: Nicholas Hamilton (2017). ggtern: An Extension to 'ggplot2', for the Creation of Ternary Diagrams. R package version 2.2.2. <https://CRAN.R-project.org/package=ggtern>. | GAO-18-49

Beyond institution type, reliance on different types of faculty positions also varies by institutional characteristics, such as size and highest degree offered. For example, across 4-year institutions with more than 10,000 students, 43.1 percent of positions are tenure-track, as compared to 30.6 percent across institutions with fewer than 5,000 students. Similarly, a higher percentage of instructional positions are tenure-track across 4-year institutions that offer doctorate degrees, compared to those institutions that do not offer doctorate degrees (see fig. 5).

**Figure 5: Percent of Instructional Positions at 4-Year Institutions by Highest Degree Offered Nationwide, 2015**



Source: GAO analysis of 2015 data from the Integrated Postsecondary Education Data System (IPEDS). | GAO-18-49

<sup>a</sup>We define positions for full-time, non-tenure-track faculty with multi-year contracts at institutions that do not offer tenure to be “potentially pseudo-tenure” positions. These may represent long-term renewable contracts that can only be terminated for adequate cause, such as gross professional misconduct. An institution may use these contracts instead of a tenure system, though how similar they are to tenured positions depends on specific contract provisions and other factors. Full-time, non-tenure-track faculty with multi-year contracts at institutions that do offer tenure are included elsewhere in the figure.

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## At 4-Year Public Institutions in Three Selected States, Contingent Faculty Teach Close to Half or More of All Courses and Credit Hours

Contingent faculty fill more than half of instructional positions at 2- or 4-year public institutions in the three selected states (see fig. 6). Two-year public institutions in North Dakota and Ohio were especially reliant on contingent faculty, where they fill about 72 and 84 percent of instructional positions, respectively (see sidebar for our definition of instructional faculty in the state data, as compared to our other data analyses).<sup>34</sup>

### Varying Definitions of Instructional Faculty

How we define instructional faculty varies by data source, based on available information.

Integrated Postsecondary Education Data System (IPEDS, 2015): individuals whose responsibilities are primarily instructional or whose instructional responsibilities cannot be differentiated from other duties—excludes graduate teaching assistants (who may or may not be teachers of record)

State public postsecondary institution data: individuals who teach at least one course—includes instructional graduate assistants (who are identified in the state data as teachers of record)

Survey of Doctorate Recipients (SDR): individuals whose primary or secondary work activity on their principal job is teaching

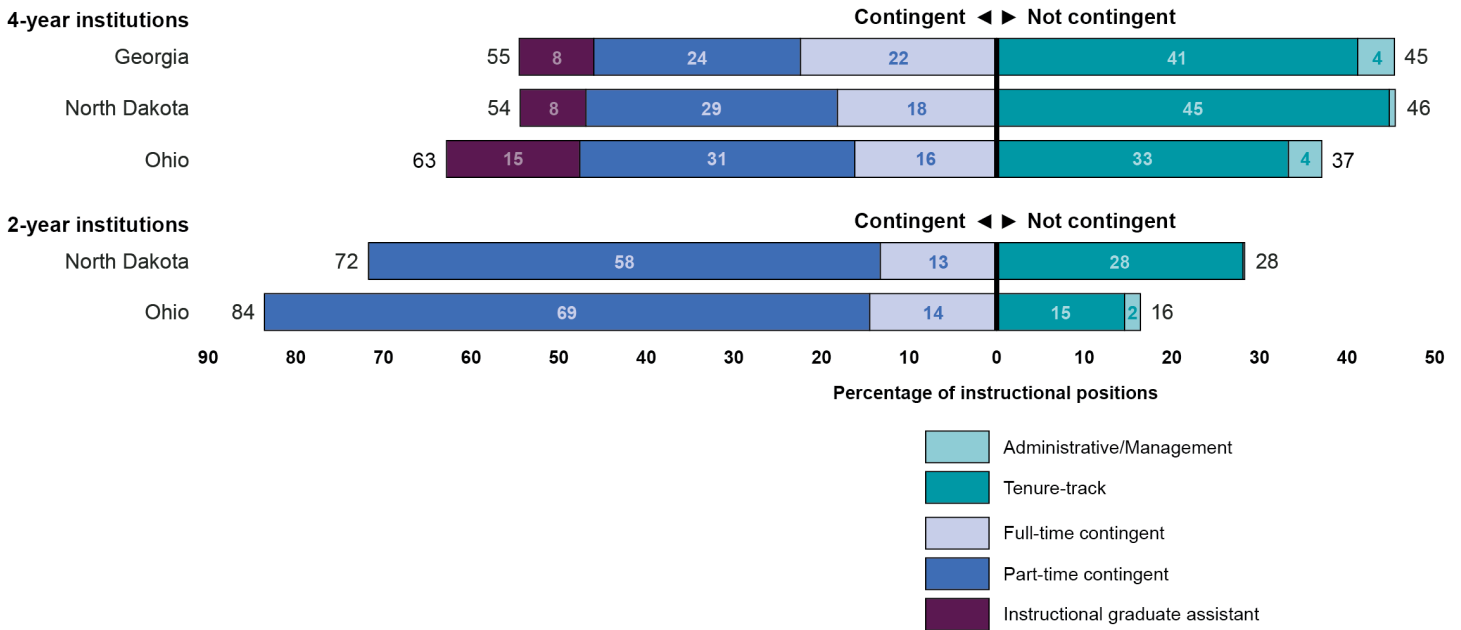
Current Population Survey (CPS): individuals who hold the occupation of postsecondary teacher and who are employed in the colleges and universities industry

Source: GAO analysis of IPEDS, CPS, SDR, and Georgia, North Dakota, and Ohio postsecondary data systems. | GAO-18-49

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<sup>34</sup> In each of our states, other types of staff, such as administrators, coaches, research faculty, and postdocs fill about 2-10 percent of positions, depending on institution type and state. In addition, instructional graduate assistants—who are the instructors of record—fill about 8 to 15 percent of positions at 4-year institutions in the three states. The timeframes of the state data we analyzed are fall 2015 through summer 2016 for Georgia and North Dakota, and summer 2014 through spring 2015 for Ohio. Based on a comparison to institutions identified in our IPEDS analysis universe, the data included all 4-year public institutions (non-tribal) in all three states. The North Dakota data included all non-tribal 2-year public institutions, the Ohio data included most public 2-year institutions, and the Georgia data did not include 2-year institutions. For more information, see appendix I.

**Figure 6: Percent of Instructional Positions by Type at Public Institutions in Georgia, North Dakota, and Ohio**



Source: GAO analysis of data from Georgia, North Dakota, and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: The timeframes of the state data we analyzed are fall 2015 through summer 2016 for Georgia and North Dakota, and summer 2014 through spring 2015 for Ohio. Proportions may not add up to 100 percent due to rounding. Georgia data did not include 2-year institutions.

While contingent faculty fill more than half of instructional positions at 2- or 4-year public institutions in the three selected states, the percentage of courses and credit hours they teach varies across institutions. In general, the percent of courses taught by contingent faculty is lower than the proportion of positions they fill (see table 3).<sup>35</sup> For example, across 4-year public institutions in all three states, contingent faculty teach about 45 to 54 percent of all courses, whereas they fill 55 to 63 percent of positions.<sup>36</sup>

<sup>35</sup> Due to rounding, there may be slight differences between figure 6 and table 3 in the total percent of instructional positions filled by contingent faculty.

<sup>36</sup> In our analyses of utilization, we counted unique course sections taught by a given faculty member (e.g., two separate sections of Biology 101 are counted as two courses). We only counted courses for which there was a faculty member of record listed. We made a number of decisions about how to count courses consistently across institutions and states. For example, we excluded independent studies, internships, thesis research, and dissertation guidance, among others. We also accounted for cross-listed courses, multiple lab sections, and faculty outliers to more accurately capture faculty workloads. For more information, see appendix I.



However, accounting for the number of students enrolled in courses and for variation in course credits (e.g., 1-credit labs or 3-credit lecture courses) provides a slightly different picture. At 4-year institutions, the student credit hours measure is greater than the courses taught measure for contingent faculty because they teach relatively more courses with higher enrollment or that offer more credits, as compared to tenure-track faculty. The reverse is true at 2-year schools, based on our analysis of North Dakota and Ohio data.

**Table 3: Contingent Faculty Share of Instructional Positions and Utilization at Public Institutions in Selected States**

Contingent faculty	Percent of instructional positions	Percent of courses taught	Percent of student credit hours taught
<b>4-year institutions</b>			
Georgia	54.5%	44.5%	56.8%
North Dakota	54.5%	44.7%	49.5%
Ohio	62.8%	53.7%	60.4%
<b>2-year institutions</b>			
Georgia	N/A	N/A	N/A
North Dakota	71.7%	53.9%	47.0%
Ohio	83.6%	72.1%	68.5%

Source: GAO analysis of data from Georgia, North Dakota, and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: Contingent faculty in the table include full-time and part-time contingent, as well as instructional graduate assistants. We counted unique course sections (e.g., two separate sections of Biology 101 are counted as two courses) and only included those for which there was a faculty member of record listed. We made a number of decisions about how to count courses consistently across institutions and states. For example, we excluded independent studies, internships, thesis research, and dissertation guidance, among others. The timeframes of the state data we analyzed are fall 2015 through summer 2016 for Georgia and North Dakota, and summer 2014 through spring 2015 for Ohio. Georgia's data did not include 2-year institutions.

We also found that across 4-year institutions in the three states, utilization of contingent faculty types (e.g., full-time, part-time, and instructional graduate assistants) differs. For example, as shown in table 3, contingent faculty in Georgia teach 44.5 percent of all courses across 4-year institutions, though most of this instruction is by full-time contingent faculty who teach 27.2 percent of all courses. Part-time contingent faculty in Georgia teach 13.5 percent, and instructional graduate assistants teach 3.8 percent. This balance of contingent faculty utilization varies across the three states, with full-time contingent faculty teaching a greater proportion of all courses in Georgia and North Dakota and part-time contingent faculty teaching a slightly greater proportion in Ohio. See table 16 in appendix I for more information on the number of courses taught by

different types of faculty within each state. This variation is not a result of greater concentrations of certain faculty types in each state. For instance, while part-time contingent faculty fill similar proportions of positions in North Dakota and Ohio (see fig. 6 above), they teach 17.3 percent of all courses in North Dakota and 24.4 percent in Ohio.<sup>37</sup>

In all three states, 4-year institutions utilize contingent faculty more in lower level courses. At the undergraduate level, contingent faculty teach most courses identified as developmental (e.g., below the freshman level), though these only make up about 1 to 2 percent of all courses.<sup>38</sup> Among undergraduate courses in the traditional 4-year track, contingent faculty as a group teach higher percentages of lower level courses (e.g., freshman and sophomore levels) than upper level courses (e.g., junior and senior levels), though this differs somewhat by faculty type (see table 4). For example, in contrast to the utilization of contingent faculty as a whole, across North Dakota and Ohio 4-year institutions, full-time contingent faculty taught roughly equal proportions of lower level and upper level undergraduate courses. In addition, at the graduate level, contingent faculty as a group teach only about 26 to 32 percent of courses across 4-year public institutions in all three states.

**Table 4: Percent of Undergraduate Lower and Upper Level Courses Taught by Faculty Type at 4-Year Public Institutions in Selected States**

	Administrators /management	Tenure-track	Full-time contingent	Part-time contingent	Instructional graduate assistants	Total contingent <sup>a</sup>
<b>Georgia</b>						
Undergraduate lower courses	2.0%	42.2%	32.8%	17.3%	5.6%	<b>55.7%</b>
Undergraduate upper courses	2.3%	60.7%	24.5%	9.6%	2.9%	<b>37.0%</b>
Difference	+0.3	+18.5	-8.3	-7.8	-2.7	<b>-18.8</b>
<b>North Dakota</b>						
Undergraduate lower courses	0.3%	45.8%	24.5%	22.7%	6.7%	<b>53.9%</b>
Undergraduate upper courses	0.2%	59.9%	24.8%	12.9%	2.1%	<b>39.8%</b>
Difference	-0.0	+14.1	+0.3	-9.8	-4.6	<b>-14.1</b>

<sup>37</sup> Instructional graduate assistants also fill a greater proportion of positions and teach a higher percentage of all courses across Ohio public institutions, as compared to Georgia and North Dakota.

<sup>38</sup> Contingent faculty taught 59.1 percent, 69.1 percent, and 92.6 percent of developmental courses at 4-year public institutions in Georgia, North Dakota, and Ohio, respectively.

	Administrators /management	Tenure-track	Full-time contingent	Part-time contingent	Instructional graduate assistants	Total contingent <sup>a</sup>
<b>Ohio</b>						
Undergraduate lower courses	2.1%	24.1%	24.3%	36.1%	13.5%	<b>73.8%</b>
Undergraduate upper courses	2.0%	44.7%	24.2%	22.3%	6.8%	<b>53.3%</b>
Difference	-0.1	+20.6	-0.1	-13.8	-6.6	<b>-20.5</b>

Source: GAO analysis of data from Georgia, North Dakota, and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: Undergraduate lower level courses generally represent freshman and sophomore levels and upper level courses generally represent junior and senior levels. The timeframes of the state data we analyzed are fall 2015 through summer 2016 for North Dakota, and summer 2014 through spring 2015 for Ohio. Percentages may be added by course type across unshaded columns, though totals may not add up to 100 percent due to rounding. Percentage point differences between undergraduate lower and upper courses taught by faculty type may not equate to total difference shown because of rounding.

<sup>a</sup>Total contingent includes full- and part-time contingent faculty and instructional graduate assistants.

Our analysis of data from the three states, as well as from a nationally representative survey of humanities departments at 4-year institutions suggests that utilization—both in terms of instructional positions filled and courses taught by contingent faculty—varies by discipline.<sup>39</sup> For example, across 4-year public institutions in Ohio, contingent faculty fill 56.2 percent of positions in natural sciences and mathematics while they teach 47.7 percent of courses in these disciplines. In the arts and humanities, contingent faculty fill 69.6 percent of positions but teach 57.8 percent of courses in these disciplines. When comparing across the five largest disciplines across all three states, education fields rely the most heavily on part-time contingent positions and health fields rely the most heavily on full-time contingent positions, both in terms of percentages of positions filled and courses taught.<sup>40</sup> Our analysis of nationally representative data on 4-year institutions collected in 2012-13 for a study sponsored by the American Academy of Arts & Sciences (AAAS) similarly shows that reliance on contingent faculty varies by subject area. For example, classical studies departments had a lower estimated percentage of part-time, contingent faculty (14 percent, +/- 6) than departments of

<sup>39</sup> National data sources such as IPEDS and CPS do not differentiate faculty positions by discipline.

<sup>40</sup> The largest disciplines in the state data are arts and humanities, natural science and mathematics, social and behavioral sciences, health, and education.

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communication, English, and languages and literatures other than English (28-33 percent, +/- 8).<sup>41</sup>

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Women Fill More Contingent Faculty Positions than Men Nationwide, and in Selected States Lower Proportions of Faculty in Contingent Positions Have Graduate or Doctoral Degrees

We examined several different demographic characteristics of contingent faculty including gender, race, educational attainment, and age.<sup>42</sup>

Gender

According to 2015 IPEDS data, instructional positions nationwide are divided roughly evenly between the sexes, but women fill fewer tenure-track positions and more contingent positions than men do. As shown in figure 7, across all institutions, women hold a substantially lower proportion of full-time tenured positions (38.4 percent) than men do, though women fill 48.9 percent of full-time positions that are on a tenure track but not yet tenured, and that are generally more recent hires. Across all institutions, women also hold a slightly greater proportion of contingent positions (about 53 percent). This imbalance in representation, in part,

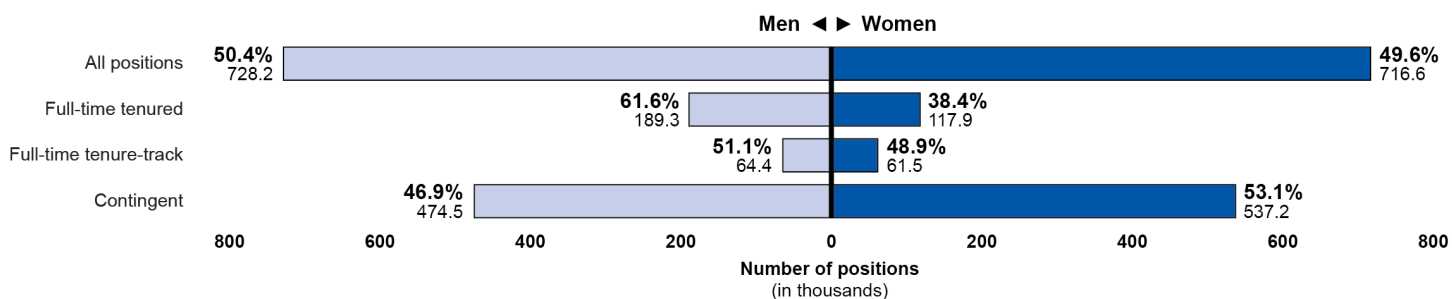
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<sup>41</sup> We calculated margins of error around these estimates at the 95 percent confidence level; see appendix I for more information. Susan White, Raymond Chu, and Roman Czujko, *The 2012-13 Survey of Humanities Departments at Four-Year Institutions: Full Technical Report* (College Park, MD: Statistical Research Center, American Institute of Physics, 2014; sponsored by the American Academy of Arts & Sciences). We identified several other discipline-specific academic associations that have collected or are currently collecting data on faculty makeup in their departments, including contingent faculty. However, we did not compare the results of other department surveys to the AAAS survey because the response rates in other surveys were too low to be considered generalizable or because any observable differences in faculty composition could be attributed to differences in survey methodology or timeframe covered. For more information, see appendix I.

<sup>42</sup> The IPEDS data we used to analyze faculty populations by gender and race do not differentiate part-time tenure-track faculty from part-time contingent faculty. For these analyses, we included all part-time faculty in the contingent faculty group because, based on analyses of current faculty populations, the vast majority of part-time faculty are non-tenure-track.

reflects the higher concentration of women at 2-year and for-profit institutions, where they fill 54.3 and 55.9 percent of positions, respectively. These institutions generally rely more heavily on contingent faculty positions than do 4-year institutions.

**Figure 7: Percent of Instructional Positions Held by Men and Women Nationwide, 2015**



Source: GAO analysis of 2015 data from the Integrated Postsecondary Education Data System (IPEDS). | GAO-18-49

Notes: The IPEDS data we used to analyze faculty populations by gender do not differentiate part-time tenure-track faculty from part-time contingent faculty. For this analysis, we included all part-time faculty in the contingent faculty group because, based on analyses of current faculty populations, the vast majority of part-time faculty are non-tenure-track.

## Race/Ethnicity

White (non-Hispanic) faculty fill almost three-quarters of instructional positions across all institutions nationwide.<sup>43</sup> This racial/ethnic representation is relatively consistent across full-time tenure-track, full-time contingent, and part-time positions. Though filling 27.6 percent of positions across all institutions, racial and ethnic minorities have slightly greater representation at institutions in large cities (33.2 percent) and at for-profit institutions (38.4 percent).

## Educational Attainment

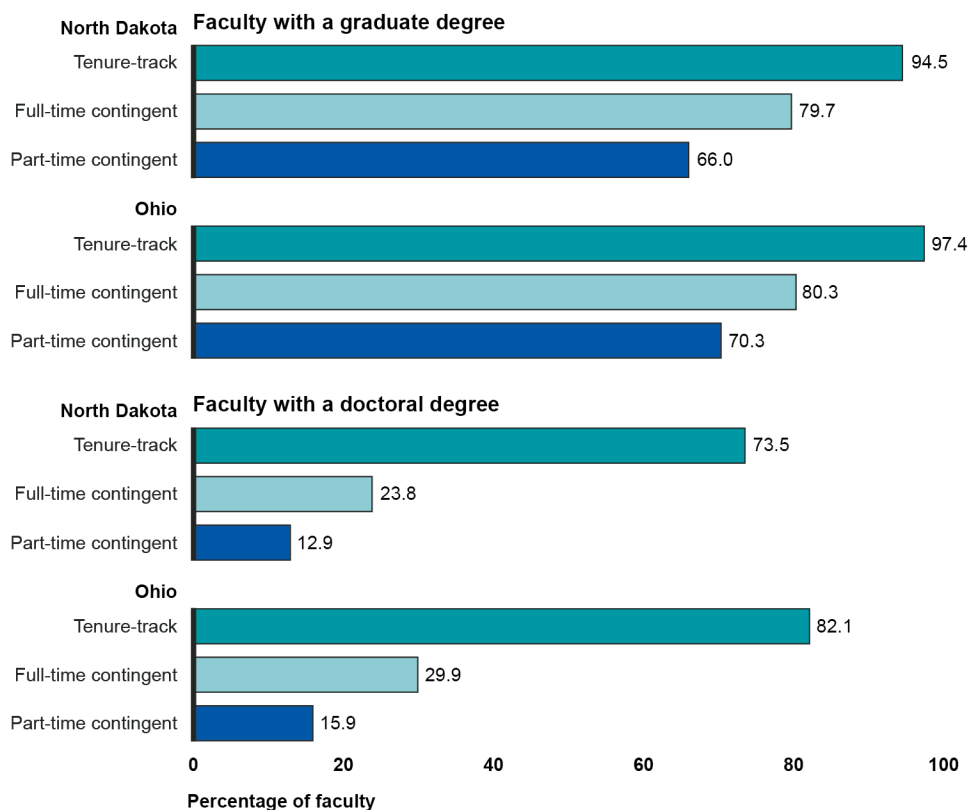
Our analysis of state data suggests that across 4-year public institutions in North Dakota and Ohio, lower proportions of individuals in contingent positions have a graduate or doctoral degree (see fig. 8).<sup>44</sup> While the differences between tenure-track and contingent faculty are substantial, possible explanations include variation in degree requirements by

<sup>43</sup> For more detailed information on the racial and ethnic distribution of faculty positions by institution type, nationwide, according to 2015 IPEDS data, see appendix II.

<sup>44</sup> The Ohio and North Dakota data did not indicate whether the highest degrees held by faculty are terminal. Georgia's data included information on whether a faculty member's degree is terminal, but not what the degree is; however, this information is unknown for almost a quarter of the analysis population, so we did not report this information.

discipline or individual circumstances, such as having professional experience in the field.<sup>45</sup>

**Figure 8: Highest Degree Earned by Faculty Type at 4-Year Public Institutions in Ohio and North Dakota**



Source: GAO analysis of data from North Dakota and Ohio public postsecondary institution data systems. | GAO-18-49

Note: Tenure-track includes both full-time and part-time tenure track faculty. The timeframes of the state data we analyzed are fall 2015 through summer 2016 for North Dakota, and summer 2014 through spring 2015 for Ohio.

Age

Across public institutions in all three selected states, and excluding positions held by instructional graduate students, most positions held by

<sup>45</sup> Differences in highest degree held between tenure-track and contingent faculty are generally smaller at 2-year institutions, though overall percentages of all faculty groups holding graduate or doctoral degrees are also smaller. For example, while 82.1 percent of tenure-track faculty at 4-year public institutions in Ohio have doctoral degrees, 25.0 percent at 2-year institutions have doctoral degrees.

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the youngest faculty are contingent, and the most common positions held by the oldest faculty are part-time contingent. More specifically, most positions held by individuals under age 40 are contingent—60.2 percent in Georgia, 66.9 percent in North Dakota, and 74.5 percent in Ohio (excluding instructional graduate assistants).<sup>46</sup> This suggests that newer graduates may be more likely to be hired into contingent rather than tenure-track positions. In addition, the most common positions held by faculty ages 70 and older are part-time contingent positions—51.0 percent in Georgia, 45.5 percent in North Dakota, and 59.4 percent in Ohio (excluding instructional graduate assistants). This suggests that a segment of the part-time contingent workforce may consist of retirees or workers who are approaching retirement.

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## Administrators Said Contingent Faculty Have a Range of Responsibilities, and They Consider Multiple Needs When Determining Faculty Makeup

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### Full-Time Contingent Faculty at Institutions We Visited May Have a Variety of Responsibilities, but Part-Time Contingent Faculty Generally Focus on Teaching

According to administrators we interviewed, institutions utilize full-time contingent faculty for different purposes, which may involve responsibilities beyond teaching. Administrators said full-time contingent faculty are hired primarily to teach and generally have larger course loads than tenure-track faculty who may teach fewer courses per semester due to significant research responsibilities.<sup>47</sup> However, they also noted that—similar to tenure-track faculty—many full-time contingent faculty carry out additional responsibilities. For example, some full-time contingent faculty may perform service, conduct research, advise students, serve as

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<sup>46</sup> We excluded positions held by instructional graduate assistants because they are still in school and are thus generally younger.

<sup>47</sup> Tenure-track faculty generally have responsibilities in the areas of teaching, research, and service to their institution.

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department chairs, or manage student recruitment efforts for their programs. Many other full-time contingent faculty serve as instructors or lecturers whose sole responsibility is to teach. For example, administrators from one institution explained that they employ professional instructors who teach four courses per semester and have no service or research responsibilities. In addition, some full-time contingent faculty are hired because they have certain professional qualifications or experience. For example, one institution we visited employed academic professionals who may teach one or two courses per year while carrying out administrative, marketing, mentoring, or other duties.

While full-time contingent faculty may have a variety of responsibilities, administrators stated that part-time contingent faculty generally focus on teaching, though they also may fulfill different purposes. In some cases, part-time contingent faculty serve as expert practitioners who teach specific subject matter. For example, administrators from one institution said that they hire part-time contingent faculty to teach instrumental music courses because teaching each instrument requires specialized expertise, and there may not be enough students learning any single instrument to warrant a full-time position. In other cases, part-time contingent faculty teach general education courses, such as Introduction to English Composition, which most students are required to take. In addition, while some part-time contingent faculty may have full-time jobs outside of academia, others may be working toward long-term careers as tenure-track professors, according to administrators. Administrators from some institutions also told us that they hire part-time contingent faculty help to manage lab courses (e.g., setting up laboratory equipment, assisting students) or to serve as mentors to students in specific programs (e.g., theological studies).

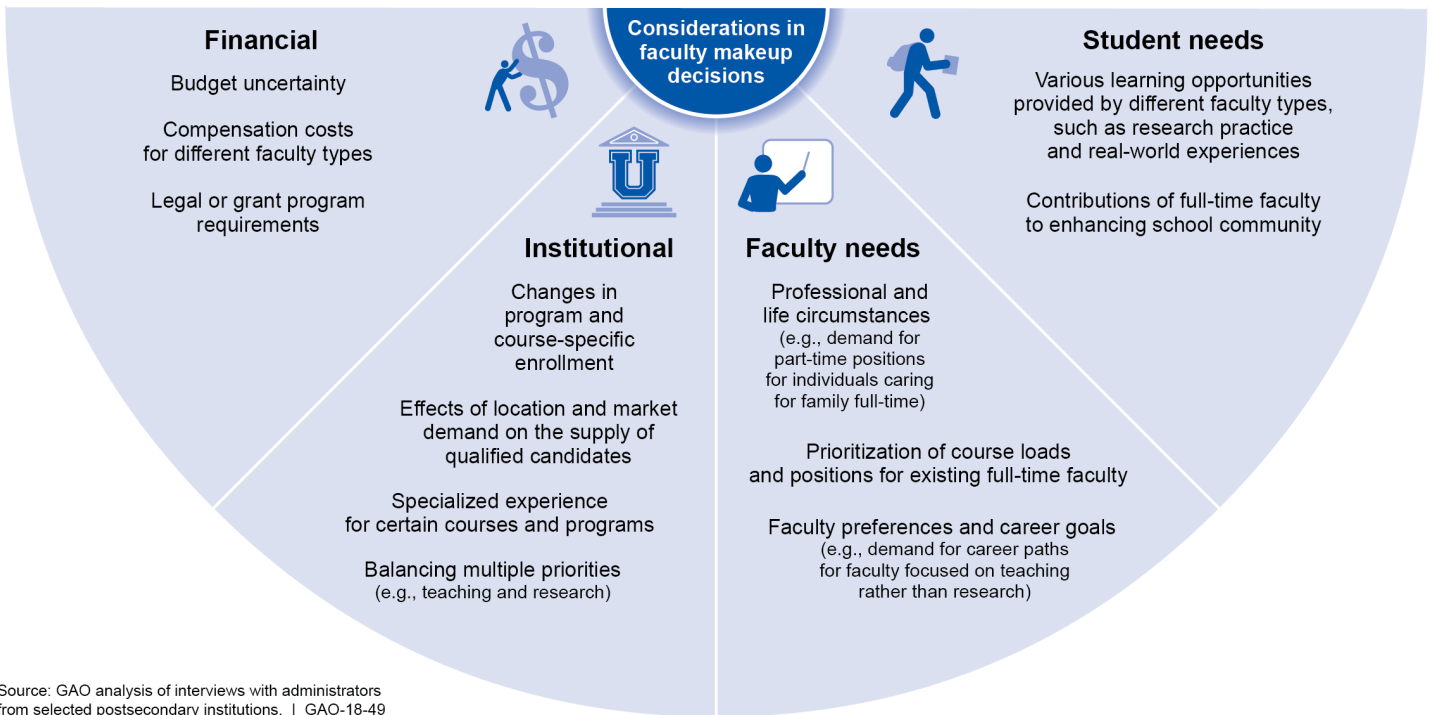
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### Administrators Consider Financial, Institutional, Faculty, and Student Needs When Determining Faculty Makeup

University and college administrators we interviewed identified a number of financial and institutional considerations as well as faculty and student needs that affect their decisions regarding faculty makeup (see fig. 9).



**Figure 9: Factors Administrators Cited That May Affect Their Decisions about Faculty Makeup at Selected Postsecondary Institutions**



Source: GAO analysis of interviews with administrators from selected postsecondary institutions. | GAO-18-49

## Financial Considerations

Administrators stated that utilizing contingent faculty allows for flexibility in managing various financial considerations, including the following:

- **Budget uncertainty:** Administrators from several public institutions explained that utilizing contingent faculty helps them manage uncertainty regarding the level of public funding they may receive. Administrators have the option not to renew contracts of contingent faculty if they experience a decrease in their funding, whereas institutions commit to retain tenure-track faculty until they retire. In addition, administrators from several public institutions noted that, as a result of decreased state funding, they have become more reliant on tuition to meet their budget needs. They told us that hiring contingent faculty to focus on teaching rather than research allows the institution to offer more classes and serve additional students, which in turn, generates more tuition revenue.

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- Compensation costs: Administrators stated that, in general, they cannot employ tenure-track faculty for all courses because they can be more expensive to employ than contingent faculty. In addition to the long-term commitment associated with tenure, other costs may include spending to support research conducted by tenure-track faculty (e.g., investment in specialized labs or equipment).
  - Legal or grant program requirements: Some administrators said that legal or grant program requirements affect their decisions regarding the utilization of contingent faculty. For example, administrators from several institutions told us that they had reduced teaching loads for part-time faculty because the Patient Protection and Affordable Care Act (PPACA) requires certain employers to provide health insurance for employees working 30 hours or more per week.<sup>48</sup> Administrators from another institution stated that they utilized in-house faculty and hired additional contingent faculty to staff a federal grant program aimed at providing training for inmates at correctional facilities because—after receiving notification that they had been awarded the grant—they had approximately 2 months to staff 160 course sections.<sup>49</sup> In addition, since they did not know whether the grant would be renewed, they did not know whether they would be able to retain those faculty at the end of the program.

## Institutional Considerations

Administrators said that utilizing contingent faculty also allows flexibility to meet different institutional needs. Examples of institutional considerations cited by administrators include the following:

- Enrollment: By utilizing contingent faculty, institutions have more flexibility to meet course demand if there is a surge in enrollment or to downsize if there is a drop in enrollment, according to administrators. For example, administrators from one 2-year institution noted that enrollment generally increases when the economy is weak and

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<sup>48</sup> PPACA provides that large employers—those with 50 or more employees—who fail to offer their full-time employees (and their dependents) health care coverage that meets certain requirements under the Act are subject to a tax penalty. A full-time employee under the Act is one who works on average at least 30 hours per week. 26 U.S.C. § 4980H.

<sup>49</sup> The federal grant to which administrators referred was Education's Second Chance Pell Pilot program to allow incarcerated individuals to receive Federal Pell Grants to pursue postsecondary education through selected institutions partnering with correctional facilities. The program is intended to help incarcerated individuals become better prepared for employment and, in turn, to reduce re-incarceration rates.

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decreases when the economy is strong. These administrators also said that their enrollment fluctuates greatly with changes in the economy and that, in their experience, prospective students are more likely to choose 4-year institutions rather than 2-year institutions when the economy is strong. In addition, when offering a course, administrators said part-time faculty may teach that course during a trial period while administrators decide whether to offer the course long term.

- **Location and market demand:** Some administrators stated that they offer contingent faculty positions in response to market conditions. For example, administrators from institutions located in small towns or rural areas said they rely on local professionals to teach certain courses on a part-time basis, in part, because of challenges finding qualified faculty and having fewer students enrolled at remote sites. Some administrators also said contingent faculty positions offer certain advantages that help them recruit high quality instructors. For example, administrators from one university noted that their institution offers stable, full-time employment to recent graduates looking to gain experience before applying for tenure-track positions at other institutions.
- **Specialized experience:** Contingent faculty may bring professional expertise to certain courses. For example, administrators from several institutions stated that their programs for health professionals rely on contingent faculty working in their field to teach clinical courses so that students may gain experience at an established medical practice. Administrators said that hiring practitioners from local industry as part-time instructors is an effective way to support specialized courses that have a limited number of sections. Administrators from one institution also noted that practitioners may have the qualifications needed to meet accreditation requirements for certain programs and departments (e.g., professional and technical programs).
- **Balancing priorities:** Administrators said that utilizing a combination of tenure-track and contingent faculty helps their institutions fulfill both teaching and research missions and accommodate the hiring needs of different programs and departments. For example, administrators from one institution noted that the additional revenue from increased course offerings—staffed by part-time contingent faculty—allows them to invest more money in research programs for tenure-track faculty. Administrators from two institutions explained that hiring part-time contingent faculty in a given department allows them to reallocate resources as needed, for example, to hire full-time contingent or tenure-track positions in another department. In addition, while

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## Faculty Needs

contingent faculty may help fulfill accreditation requirements for certain programs, administrators from several institutions also stated that their accrediting bodies require a balance of contingent and tenure-track faculty, or alternatively, full-time and part-time contingent faculty. For example, administrators from one 4-year institution told us that part-time faculty may teach no more than 25 percent of student credit hours within their business school.

As part of faculty utilization decisions, administrators said that they consider the personal and professional needs of faculty. Examples of faculty needs cited by administrators include the following:

- **Flexibility:** Administrators told us that they offer part-time positions, in part, because many qualified candidates want to work part-time for professional, family, or other reasons.<sup>50</sup> For example, administrators at one institution said that part-time contingent faculty positions allow expert-practitioners to continue working full-time in their field while pursuing an interest in teaching. Alternatively, for those teaching as full-time contingent faculty, in some cases, their position may offer a more predictable schedule or other benefits compared to their professional field.<sup>51</sup>
- **Course loads:** Administrators at some institutions said they prioritize the professional needs of existing full-time faculty before hiring part-time faculty by ensuring that full-time faculty have enough courses to meet their required teaching loads.
- **Career paths:** Some institutions have established mechanisms to support long-term career paths for full-time contingent faculty. For example, administrators from one institution stated that full-time contingent faculty may qualify for multi-year contracts that can be terminated only for adequate cause, such as gross professional misconduct. Administrators from several institutions said that they offer the full set of professorial ranks (i.e., Assistant Professor, Associate Professor, and Professor) to some full-time contingent faculty positions in order to provide opportunities for advancement.

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<sup>50</sup> The results of our analyses of CPS and SDR data earlier in this report also suggest that many part-time faculty prefer to work part-time.

<sup>51</sup> We provide information on contingent faculty members' views on their working conditions later in this report.

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## Student Needs

Administrators stated that having a combination of tenure-track and contingent faculty—or full-time and part-time contingent faculty at institutions without tenure—is necessary to meet different student needs. Examples of student needs cited by administrators include the following:

- **Learning opportunities:** Administrators stated that different types of faculty may offer different opportunities to students. For example, administrators told us that tenure-track faculty may provide research and academic networking opportunities whereas contingent faculty may not have the same opportunities to develop professional networks or conduct research in their field.<sup>52</sup> Some administrators also said that the academic freedom associated with tenure or having faculty who conduct research in their field may be beneficial to students. Nonetheless, administrators from several institutions emphasized that contingent faculty were equally qualified to teach and that their positions allowed them to focus on teaching. Administrators also noted that contingent faculty may bring professional expertise and real-world experiences to the classroom. In addition to courses that require specialized experience, administrators from one institution said they also value the outside experience that contingent faculty bring to general education courses. As an example, they stated that part-time contingent faculty with experience from other jobs or professions may be able to relate to the real-world needs of their students because the majority of students will seek employment outside of academia.
- **Community:** Administrators said that, regardless of tenure status, they depend on having full-time faculty to help create a sense of community. They discussed informal ways that faculty support their campus community. For example, some administrators noted that full-time faculty contribute by mentoring students and participating in activities on campus. In contrast, part-time faculty are not able to spend as much time on campus because they often have other jobs or commitments, according to administrators.

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<sup>52</sup> Our analysis of 2013 SDR data also suggests that a larger proportion of tenure-track faculty may participate in broader academic community events compared to contingent faculty. Among a sample of instructional, doctorate-holding faculty in STEM, health, and social sciences fields, a larger proportion of full-time tenure-track faculty, 81.7 percent (+/- 1.1), had attended professional association meetings or conferences during the previous 12 months, compared 64.8 percent (+/- 3.0) of full-time contingent faculty and 37.7 percent (+/- 4.5) of part-time contingent faculty.

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## Absent National Information on Pay Rates, Contingent Faculty in Two Selected States Are Paid Less per Course, and Relatively Few Part-Time Faculty Receive Health or Retirement Benefits

Data from Two States Show Contingent Faculty Are Paid Less per Course, Though Disparities Shrink If Pay for Research and Service Is Excluded

National data on contingent faculty pay rates are not available, but data from two states show that contingent faculty are paid less per course. IPEDS data cannot be used to determine faculty pay rates because salary data are not collected for part-time faculty nor are they collected at the individual faculty level, and CPS data do not differentiate between full-time tenure-track and full-time contingent faculty.<sup>53</sup> Given the limitations of national data, we used data from two states to compare annual earnings across different types of faculty. The differences in median annual earnings shown in table 5 provide some insight into the generally lower overall compensation of contingent faculty, though these data are not generalizable. Further, particularly for part-time faculty who may be paid on a piecemeal or per-course basis, this measure does not provide information about whether compensation differences are due to lower pay rates or less work performed (e.g., courses taught or hours worked).<sup>54</sup>

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<sup>53</sup> IPEDS salary data include institutions' total annual salary outlays for full-time faculty, by gender and rank, as well as weighted average monthly salaries. According to CPS data, in 2015, part-time faculty nationwide had estimated median annual earnings of \$14,911, which, as expected, were lower than the \$60,809 for full-time faculty. At the 95 percent confidence level, the estimated earnings are within +/- 5.3 percent of the actual amount for full-time faculty and within +/- 9.5 percent of the actual amount for part-time faculty.

<sup>54</sup> For example, a part-time faculty member who earned \$15,000 in a year may have taught one course or several; the associated pay rate would vary widely depending on how many courses, and as a result might compare favorably or unfavorably to other faculty.

Thus, we use the state data to calculate and examine comparable pay rates per course for all faculty types. Private organizations have attempted to collect data specifically on pay-per-course rates for part-time faculty, though efforts have been limited.<sup>55</sup>

**Table 5: Median Annual Earnings of Instructional Faculty at Public Institutions in Selected States**

	Full-time tenure-track	Full-time contingent	Part-time contingent	Instructional graduate assistants
<b>4-year institutions</b>				
North Dakota	\$88,410	\$59,819	\$7,650	\$14,649
Ohio	\$85,782	\$48,750	\$8,235	\$13,500
<b>2-year institutions</b>				
North Dakota	\$65,517	\$51,789	\$4,155	
Ohio	\$82,988	\$57,179	\$8,187	

Source: GAO analysis of data from North Dakota and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: The earnings data for North Dakota and Ohio covered academic years 2015-16 and 2014-15, respectively.

<sup>55</sup> We identified efforts by the American Association of University Professors (AAUP), the College and University Professional Association for Human Resources (CUPA-HR), the Coalition on the Academic Workforce (CAW), and the Chronicle of Higher Education (integrating data from the Adjunct Project with individually self-reported pay rates), though these efforts generally relied on opt-in survey methodologies or self-reported information, which could result in potential for bias. Thus, we do not analyze or report these data.

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### Interpreting Total Pay per Course and Instructional Pay per Course

Our regression analyses examined both total and instructional pay per course. These two measures represent different perspectives on faculty compensation and the most appropriate comparison of pay-per-course rates may lie somewhere between these alternatives.

**Total Pay per Course:** These regression models may overestimate pay differences because they do not account for differences in work responsibilities among different types of faculty. Some faculty may be compensated for other responsibilities besides instruction, such as research and administrative duties or other service to the institution. Total pay does not account for such differences and treats all faculty as performing similar functions.

**Instructional Pay per Course:** These regression models may underestimate pay differences because, in reality, instructional work responsibilities may be more similar across faculty types than their official roles might suggest. To isolate pay for equivalent work, these models adjust earnings to an amount that approximates compensation for instructional activities. However, a full-time contingent lecturer who has a teaching-only role might actually spend 25 percent of her time serving on committees or conducting research, similar to other faculty with official research and service responsibilities.

**Our Results in Context:** Our results do not suggest whether observed pay differences between faculty groups are appropriate or not. For instance, institutions may pay some faculty more than others because of the prestige their research brings to the institution. While our models account for pay differences that stem from variation in work activities, they do not account for certain other factors institutions may consider in setting faculty compensation, such as faculty quality or prestige.

Source: GAO analysis. | GAO-18-49

On a per-course basis, we found that contingent faculty at public institutions in two states are paid less per course taught, on average, than full-time tenure-track faculty, though the extent of differences varies depending on contingent faculty group and pay measure.<sup>56</sup> We conducted regression analyses of total pay per course and instructional pay per course, which provide two different perspectives on faculty compensation (see sidebar for explanations of these approaches and see appendix I for details on our methods). These analyses controlled for other factors that may affect earnings, such as employing institution, discipline, highest degree earned, and demographics.<sup>57</sup> As shown in table 6, in terms of total pay per course, we found the following:

- Part-time contingent faculty in both states are paid about 75 percent less per course regardless of whether the population includes all faculty or is limited to “primarily teaching” faculty. The primarily teaching group excludes faculty who primarily hold other roles unrelated to instruction (e.g., administrators and research faculty).<sup>58</sup>
- Full-time contingent faculty are paid about 35 percent less per course in North Dakota and about 40 percent less per course in Ohio, among primarily teaching faculty—differences are larger in Ohio if all faculty are included.

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<sup>56</sup> The North Dakota and Ohio data allowed us to link faculty members’ pay with the number of courses they taught to calculate pay-per-course rates for different types of faculty for a given academic year. We did not run these analyses with the Georgia data because the Georgia earnings data and course data covered different time periods. Consistent with our methods used elsewhere, the total number of courses excluded atypical courses (e.g., independent studies, internships, thesis research, among others) and accounted for cross-listed courses, multiple lab sections, and faculty outliers. The North Dakota and Ohio data included a small number of faculty (1.1 and 0.5 percent of observations, respectively) with especially large workloads (greater than 15 courses taught over the year) and also some faculty who had especially small or large pay-per-course values when compared to the overall distribution. To preserve the integrity of the data, we did not exclude these observations from the analyses. However, we tested our models with and without these observations and found substantively similar results. For more information, see appendix I.

<sup>57</sup> The North Dakota data also allowed us to control for whether faculty received grant funding. Various independent variables capture and control for many different characteristics across different types of faculty and institutions, yet unobservable factors that may cause earnings differences may exist; thus, regression results do not prove causality.

<sup>58</sup> We also ran our regression models on a more refined population that only included primarily teaching faculty at 4-year institutions; see appendix I for these analyses.



- Instructional graduate assistants earn more per course than part-time faculty (though still less than full-time tenure-track faculty).<sup>59</sup> However, compensation for these groups is fundamentally different because instructional graduate assistants generally receive a stipend, similar to an annual salary, rather than being paid by the course like many part-time faculty. In addition, graduate assistantships may be awarded for academic merit or recruitment, and could also be considered as compensation for a graduate assistant's work as a student.

**Table 6: Contingent Faculty Total Pay per Course as a Percentage of Full-Time Tenure-track Faculty at North Dakota and Ohio Public Institutions**

Contingent faculty earnings as a percentage of full-time tenure-track	North Dakota	Ohio	North Dakota	Ohio
	All Faculty	All Faculty	Primarily Teaching	Primarily Teaching
<b>Faculty observations</b>	3,485	30,656	3,404	28,811
<b>Total pay per course<sup>a</sup></b>				
Full-time contingent	0.682	0.516	0.649	0.597
Part-time contingent	0.250	0.230	0.245	0.223
Instructional graduate assistants	0.376	0.443	0.361	0.428

Source: GAO analysis of data from North Dakota and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: Unless otherwise noted, regression coefficients are statistically significant at least at the level of p-value < 0.05. Our models controlled for factors that affect earnings, such as employing institution, academic discipline, highest degree, demographics, and whether faculty members received grant funding (North Dakota data only), taught a course during the summer term, or filled other roles at the institution (e.g., deans, administrators, or coaches). Various independent variables capture and control for many different characteristics across different types of faculty and institutions, yet unobservable factors that may cause earnings differences may exist; thus, regression results do not prove causality. Part-time tenure-track faculty are not shown due to their small proportion of the overall population. The primarily teaching population excludes faculty who are listed as primarily holding other roles unrelated to instruction, such as administrators and management, coaches (North Dakota data only), postdocs (North Dakota data only), and research faculty. This shrinks the analysis population by about 2 percent in North Dakota and about 6 percent in Ohio. The state data we analyzed included 2-year and 4-year public institutions, and the timeframes of data are fall 2015 through summer 2016 for North Dakota, and summer 2014 through spring 2015 for Ohio.

<sup>a</sup>Total pay per course does not account for differences in work responsibilities among different types of faculty. While some faculty may be compensated for their other responsibilities besides instruction, such as research, total pay per course does not account for this and treats all faculty as performing similar functions.

Disparities in instructional pay per course—which measures pay for equivalent work (see sidebar above)—are smaller for all contingent

<sup>59</sup> In the state data, these instructional graduate students are listed as the teachers of record.

faculty groups than those for total pay per course.<sup>60</sup> As shown in table 7, we found the following:

- Part-time contingent faculty in both states are paid about 60 percent less per course regardless of whether the population includes all faculty or is limited to primarily teaching faculty.
- Among primarily teaching faculty in both states, full-time contingent faculty are paid about 10 percent less per course than full-time tenure-track faculty.
- As with total pay, the instructional pay disparity for full-time contingent faculty in Ohio is larger if all faculty are included. However, when all faculty are included in North Dakota, the pay difference between full-time contingent and full-time tenure-track faculty is not significant at the 95 percent confidence level.<sup>61</sup>

**Table 7: Contingent Faculty Instructional Pay per Course as a Percentage of Full-Time Tenure-track Faculty at North Dakota and Ohio Public Institutions**

Contingent faculty earnings as a percentage of full-time tenure-track	North Dakota	Ohio	North Dakota	Ohio
	All Faculty	All Faculty	Primarily Teaching	Primarily Teaching
<b>Faculty observations</b>	3,485	30,656	3,404	28,811
<b>Instructional pay per course<sup>a</sup></b>				
Full-time contingent	0.924 <sup>b</sup>	0.753	0.875	0.891
Part-time contingent	0.412	0.378	0.402	0.367
Instructional graduate assistants	0.621	0.751	0.597	0.726

Source: GAO analysis of data from North Dakota and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: Unless otherwise noted, regression coefficients are statistically significant at least at the level of p-value < 0.05. Our models controlled for factors that affect earnings, such as employing institution, academic discipline, highest degree, demographics, and whether faculty members received grant

<sup>60</sup> To estimate instructional pay, we prorated total earnings of faculty at 4-year institutions in North Dakota and Ohio by a percentage amount relevant to an individual's job type and rank based on empirical data from several Georgia 4-year institutions; we only prorated earnings of administrators at 2-year institutions. The changes in pay disparities occur because most of our prorating of earnings to account for non-instructional activities applies to the full-time tenure-track group, who are most likely to have other work responsibilities. Some prorating occurs in the full- and part-time contingent groups, most noticeably for faculty who have a job type that indicates significant administrative and management roles and for those with a rank of full professor. No prorating occurs for instructional graduate assistants.

<sup>61</sup> This difference has a p-value of 0.062. Thus, we could state with 90 percent confidence—rather than 95 percent—that these full-time contingent faculty in North Dakota are paid less per course than full-time tenure-track faculty.

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funding (North Dakota data only), taught a course during the summer term, or filled other roles at the institution (e.g., deans, administrators, or coaches). Various independent variables capture and control for many different characteristics across different types of faculty and institutions, yet unobservable factors that may cause earnings differences may exist; thus, regression results do not prove causality. Part-time tenure-track faculty are not shown due to their small proportion of the overall population. The primarily teaching population excludes faculty who are listed as primarily holding other roles unrelated to instruction, such as administrators and management, coaches (North Dakota data only), postdocs (North Dakota data only), and research faculty. This shrinks the analysis population by about 2 percent in North Dakota and about 6 percent in Ohio. The state data we analyzed included 2-year and 4-year public institutions, and the timeframes of data are fall 2015 through summer 2016 for North Dakota, and summer 2014 through spring 2015 for Ohio.

<sup>a</sup>Instructional pay per course isolates earnings for equivalent work by adjusting faculty earnings to an amount that approximates their compensation for instructional activities. However, in reality, instructional work responsibilities may be more similar across faculty types than their official roles and this pay adjustment might suggest.

<sup>b</sup>This regression coefficient is not statistically significant at the level of  $p$ -value  $< 0.05$ . With a  $p$ -value of 0.062, this coefficient is significant at a lower threshold of  $p < 0.1$ .

Consistent with our other findings, when we analyzed national data from the 2013 Survey of Doctorate Recipients (SDR), we also found that contingent faculty in sciences fields earned less annually than full-time tenure-track faculty. Full-time contingent faculty earned 22 percent less than full-time tenure-track faculty, on average, and part-time contingent faculty earned 70 percent less, among instructional, doctorate-holding faculty in STEM, health, and social sciences fields.<sup>62</sup> Unlike our analyses of state data, the SDR analysis cannot account for differences in the number of courses taught, and thus the results represent the combined effects of lower pay rates and smaller workloads, to the extent either exists.

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<sup>62</sup> Our regression coefficients were statistically significant at least at the level of  $p$ -value  $< 0.05$ . These data cover a much narrower population than IPEDS or CPS data. We controlled for factors that affect earnings, such as demographics, number of weeks worked, discipline, and institution type. For more information on the SDR regression methodology, see appendix I.

## Relatively Few Part-Time Contingent Faculty Receive Health or Retirement Benefits from Their Employment

Data from North Dakota and Georgia, as well as national data covering different populations, suggest that relatively few part-time contingent faculty receive health or retirement benefits from their employment though full-time contingent faculty may.<sup>63</sup> Although not generalizable, data from North Dakota and Georgia include data on actual benefits provided to faculty by institutions, as opposed to self-reported rates of coverage found in national survey data.<sup>64</sup> Relatively few part-time contingent faculty and instructional graduate assistants in the North Dakota and Georgia data receive retirement, health, and life insurance benefits from their employment. For example, in Georgia and North Dakota, about 98 percent or more of individuals in full-time tenure-track and full-time contingent positions receive work-provided retirement benefits, compared to 19.4 and 9.3 percent, respectively, of those in part-time contingent positions (see table 8). An even smaller percentage of instructional graduate assistants in both states receive any of these benefits from their employment; however, instructional graduate assistants are students, so the terms of their employment may be different than traditional full-time and part-time employees.

**Table 8: Percent of Faculty Positions Providing Retirement, Health Insurance, or Life Insurance Benefits at Public Institutions in Georgia and North Dakota**

	Full-time tenure-track	Full-time contingent	Part-time contingent	Instructional graduate assistants
<b>Georgia (percent receiving benefit)</b>				
Retirement benefits	99.1%	97.9%	19.4%	0.9%
Health insurance	89.3%	78.8%	7.1%	0.8%
Life insurance	91.4%	91.5%	9.3%	0.7%
<b>North Dakota (percent receiving benefit)</b>				
Retirement benefits	99.5%	98.4%	9.3%	2.6%
Health insurance	92.3%	88.0%	9.1%	3.0%
Life insurance	99.8%	99.5%	9.7%	2.6%

Source: GAO analysis of data from Georgia and North Dakota public postsecondary institution data systems. | GAO-18-49

<sup>63</sup> We reported previously that contingent workers are less likely to have work-provided benefits, such as retirement plans and health insurance. Part-time contingent faculty are similar to the contingent workforce as a whole in this way, while full-time contingent faculty are generally in a different situation. See [GAO-15-168R](#).

<sup>64</sup> The Ohio data track benefits in terms of institution expenditures by faculty and thus are not comparable.

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Notes: Georgia's data do not include 2-year institutions. North Dakota's data include 4-year and 2-year public institutions. The timeframes of the state data we analyzed are fall 2015 through summer 2016 for Georgia and North Dakota, and summer 2014 through spring 2015 for Ohio.

## National Data on Retirement Benefits

Similarly, our analysis of SDR and CPS data show that relatively few part-time contingent faculty nationwide receive retirement benefits from their employment. According to the 2013 SDR data, among instructional, doctorate-holding faculty in STEM, health, and social sciences fields, an estimated 48.4 percent (+/- 4.2) of part-time contingent faculty report having access to “a retirement plan to which [their] employer contributed,” compared to the vast majority of full-time tenure-track and full-time contingent faculty.<sup>65</sup> According to CPS data covering employment in 2015, an estimated 16.6 percent (+/- 6.1) of part-time faculty report participating in a work-provided retirement plan, as compared to 60.8 percent (+/- 4.7) of full-time faculty.<sup>66</sup>

## National Data on Health Insurance Benefits

While comparing health insurance coverage is complicated because workers may be covered by other family members' plans, in both the SDR and CPS data, smaller proportions of part-time faculty had health insurance through their own employment. According to the 2013 SDR data, only 39.4 percent (+/- 4.6) of part-time contingent faculty had access to “health insurance that was at least partially paid by [their] employer” compared to almost all full-time tenure-track and full-time contingent faculty.<sup>67</sup> Similarly, in the CPS data, much smaller percentages of part-time faculty than full-time faculty report having health insurance through their own employment (see table 9).

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<sup>65</sup> An estimated 98.4 percent (+/- 0.4) of full-time tenure-track faculty and 88.7 percent (+/- 1.9) of full-time contingent faculty reported having access to a retirement plan.

<sup>66</sup> Full-time faculty in the CPS data include both tenure-track and contingent faculty—though this grouping is not as big a limitation in examining benefits as it is in other analyses, such as earnings, because access to benefits may be based simply on hours worked.

<sup>67</sup> An estimated 99.2 percent (+/- 0.3) of full-time tenure-track faculty and 93.2 percent (+/- 1.9) of full-time contingent faculty reported having access to health insurance coverage.

**Table 9: Estimated Percentages of Health Insurance Coverage for Full-Time and Part-Time Faculty**

	<b>Full-Time Faculty</b>	<b>Part-Time Faculty</b>
Covered by any private insurance plan <sup>a</sup>	94.1% (+/- 2.8)	85.9% (+/- 5.3)
Covered by private insurance in own name	81.4% (+/- 4.0)	55.4% (+/- 7.4)
Worker has work-provided health insurance plan <sup>b</sup>	77.7% (+/- 4.4)	35.3% (+/- 7.7)

Source: GAO analysis of data from the 2016 Annual Social and Economic Supplement to the Current Population Survey. | GAO-18-49

Note: Estimates for part-time faculty are statistically different from full-time faculty at the 95 percent confidence level. Proportions shown in the table do not add to 100 percent as each represents a different population of workers. Margins of error at the 95 percent confidence level are shown in parentheses.

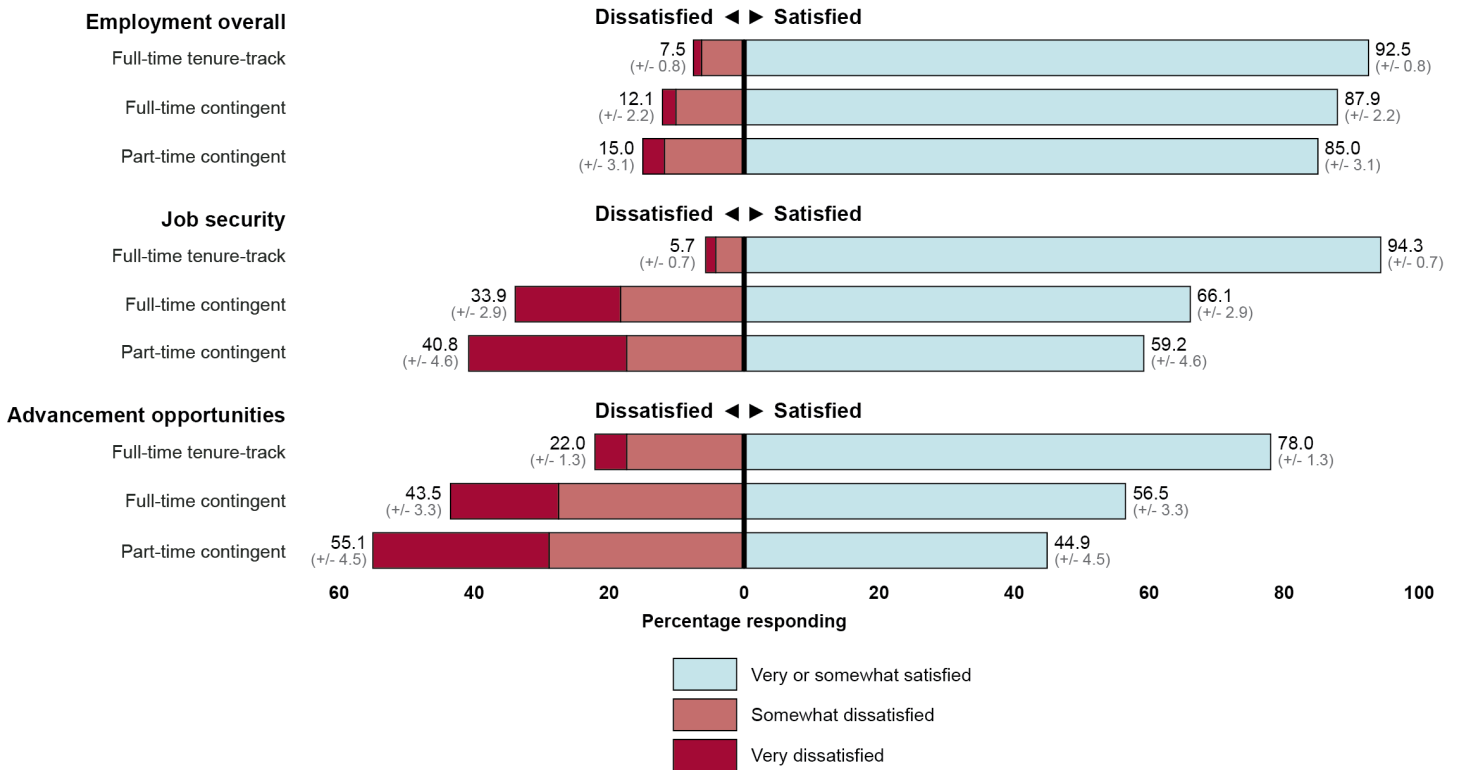
<sup>a</sup>Private insurance includes work-provided and other health plans, such as those purchased directly from insurers.

<sup>b</sup>Participation in a work-provided plan does not indicate whether full-time and part-time faculty have access to work-provided health insurance because a worker could be offered a work-provided plan but choose not to participate (e.g., if the worker is covered under a spouse's plan).

### Data from a 2013 Sample of Faculty with Doctorates Show That Contingent Faculty Were Less Satisfied with Certain Aspects of their Economic Circumstances

In addition to the lower pay and access to benefits experienced by some contingent faculty, among a national sample of instructional, doctorate-holding faculty in STEM, health, and social sciences fields, contingent faculty were less satisfied with their job security and career prospects. Based on our analysis of 2013 SDR data, the vast majority of all instructional faculty, including contingent faculty, stated that they are very or somewhat satisfied with their employment overall. However, compared to full-time tenure-track faculty, more contingent faculty reported some level of dissatisfaction (see fig. 10). While most faculty reported satisfaction with their employment, at least a third of both full- and part-time contingent faculty stated that they are dissatisfied with their job security and opportunities for career advancement. For example, an estimated 55.1 percent (+/- 4.5) of part-time contingent faculty reported some level of dissatisfaction with opportunities for advancement (see fig. 10), and the proportion who said they were very dissatisfied—26.1 percent (+/- 3.8)—is around 5 times greater than for full-time tenure-track faculty.

**Figure 10: Estimated Levels of Satisfaction with Employment, Job Security, and Opportunities for Career Advancement Reported by Faculty in STEM, Health, and Social Sciences Fields, 2013**



Source: GAO analysis of data from the 2013 Survey of Doctorate Recipients (SDR). | GAO-18-49

Notes: The SDR data we analyzed include doctorate-holding faculty in science, technology, engineering, and math (STEM), health, and social sciences fields whose primary or secondary work activity on their principal job was teaching. Responses refer to the primary job held in February 2013. Margins of error at the 95 percent confidence level are shown in parentheses. Proportions may not add up to 100 percent due to rounding.

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## While Contingent Faculty at Selected Institutions Said Their Work Offers Certain Advantages, They Expressed Concerns about Contracts, Wages, and Institutional Support

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### Contingent Faculty Identified Certain Advantages of Their Work

Contingent faculty at selected institutions said their work offers certain advantages, including those allowing them to balance professional and personal responsibilities, develop skills, or work with students.<sup>68</sup> Part-time contingent faculty in some discussion groups said they choose to work part-time because it gives them needed flexibility to balance teaching with working full-time or to meet family needs, such as childcare or caring for sick parents. As stated previously, our analysis of nationally representative 2013 SDR data showed that, among a sample of instructional faculty with doctorate degrees in STEM, health, and social sciences fields, many faculty preferred to work part-time for reasons including family responsibilities or holding another job. In terms of developing skills, one instructional graduate assistant told us that having teaching experience gives her an advantage in the job market.<sup>69</sup> In addition, in both full- and part-time discussion groups, some contingent faculty told us they primarily want to teach, and their roles allow them to do that rather than having to conduct research or take on other responsibilities. In some discussion groups, contingent faculty said they

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<sup>68</sup> The advantages and disadvantages contingent faculty described in our discussion groups varied according to their individual circumstances. For example, full-time faculty just starting their careers may have been more interested in opportunities for career advancement or institutional involvement compared to faculty who were retired or work in other industries and teach part-time.

<sup>69</sup> For consistency, we use the term instructional graduate assistant because the example pertains to a graduate assistant who teaches a course, similar to our analyses of the state data.



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are committed to teaching because they find it rewarding to interact with students.<sup>70</sup>

**Insight from a Full-Time Contingent Faculty Member about Connecting with Students**

“I have yet to meet a contingent faculty member that does not say that student contact is extremely important to them...We're excellent teachers. We're interested in teaching. We are interested in being with students.”

Source: GAO analysis of discussion group transcripts. | GAO-18-49

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**Contingent Faculty Expressed Concerns about Short-term Contracts, Untimely Contract Renewals, and Compensation**

**Contract-Related Concerns**

Contingent faculty in some of our discussion groups expressed concerns about contractual issues. In particular, they cited concerns regarding contract length, untimely contract renewals, or insufficient notice about their class schedules. Full- and part-time contingent faculty said short-term contracts—annual or semester-to-semester contracts—produce anxiety about job stability because of uncertainty about whether contracts will be renewed.<sup>71</sup> Part-time faculty who teach at multiple institutions additionally said that short-term contracts hinder their ability to form lasting relationships with institutions or students.<sup>72</sup> In some discussion groups, full- and part-time contingent faculty said untimely contract renewals can make it difficult to find another position if a contract is not renewed. For example, a full-time contingent faculty member said she received notification in August that her contract was not being renewed for the fall semester, at which point she could not find another position elsewhere for that semester. Part-time contingent faculty told us that

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<sup>70</sup> As noted previously, our analysis of 2013 SDR data also showed that contingent faculty generally reported being satisfied with their employment overall.

<sup>71</sup> As previously discussed in this report, our analysis of the 2013 SDR data showed that, among a sample of doctorate holding faculty in STEM, health, and social sciences fields, over a third of both full- and part-time contingent faculty were dissatisfied with their job security.

<sup>72</sup> At the institutions we visited in Georgia, North Dakota, and Ohio, the majority of part-time faculty who submitted responses to our questionnaire worked at one institution.

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notices about the status of their class schedules are also sometimes untimely. One full-time contingent faculty member said that, when he worked part-time, he sometimes did not know, until the first night of class, that a course he was scheduled to teach had been given to a full-time faculty member instead. While some contingent faculty expressed concerns about contract lengths and renewals, some contingent faculty said they do not have concerns in this area. Faculty members in some part-time discussion groups told us teaching is not their primary source of income or they are retired, so they are not concerned about job security and contract renewals.

**Insight from a Full-Time Contingent Faculty Member**

“The lack of long term job security/stability that results from short term contracts is my biggest concern. I find it insulting when comments like “great work, we’re committed to you” are coupled with actions like one year contracts when I have been in this position for 15 years. It does not make me feel valued.”

Source: GAO analysis of discussion group transcripts. | GAO-18-49

**Compensation-Related Concerns**

Contingent faculty we spoke with identified insufficient compensation as a disadvantage of their employment (see table 10). Full-time and part-time contingent faculty in some discussion groups said they must supplement their teaching income to cover their living expenses. For example, one full-time contingent faculty member said he does consulting work, bookkeeping, and product reviews to increase his income because his teaching salary is not adequate. In addition, some part-time faculty said they teach at several institutions to make ends meet financially and some instructional graduate assistants also said they take on extra work to cover living expenses. Union officials at the national level said their members have expressed similar concerns. Specifically, Service Employees International Union (SEIU) officials told us some contingent faculty members qualify for public assistance due to the low level of compensation they receive.

**Insight from Part-Time Contingent Faculty Member Teaching at Multiple Institutions**

“Society at large, I think, associates the college professor with a rather well paid and stable career. And I think most of us who worked in this field know that is anything but the case.”

Source: GAO analysis of discussion group transcripts. | GAO-18-49

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**Table 10: Contingent Faculty Concerns about Insufficient Compensation**

Contingent faculty type	Examples of concerns about insufficient wages
Full-time	<ul style="list-style-type: none"><li>• Wages less than living expenses</li><li>• Not compensated for extra responsibilities, such as administrative or advising duties</li><li>• Not commensurate with their qualifications</li><li>• No pay raises</li></ul>
Part-time	<ul style="list-style-type: none"><li>• Wages less than living expenses</li><li>• Paid for teaching but not for full extent of other responsibilities, such as planning or advising</li><li>• Teach heavy course loads at multiple institutions to make ends meet</li></ul>
Instructional graduate assistants	<ul style="list-style-type: none"><li>• Wages less than living expenses</li><li>• Teach in excess of what they are contracted to do</li><li>• Take on extra work to make ends meet</li></ul>

Source: GAO analysis of discussion group transcripts. | GAO-18-49

Some contingent faculty in both full- and part-time discussion groups said they are not paid for all of their job requirements or are undercompensated given their qualifications. Full- and part-time contingent faculty and graduate student instructors said they are required to assume extra responsibilities at no additional pay. For example, a faculty member in a full-time discussion group told us she was given additional duties of advising 15 students and attending meetings, neither of which was included in her contract. Both full- and part-time faculty in some discussion groups said their pay is not commensurate with their academic credentials.<sup>73</sup> One full-time faculty member told us an administrator with a doctorate who works in the local school district near her institution is paid double her salary. Similarly, a part-time faculty member told us her salary is less than \$20 an hour, a rate she considers as too low for a professional with a doctorate.<sup>74</sup>

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<sup>73</sup> As discussed previously, institutions may consider a range of factors beyond credentials in determining faculty compensation, such as work responsibilities, faculty quality, or prestige.

<sup>74</sup> The degree requirements for different types of faculty vary. For example, at one institution we visited, tenure-track professors must have a terminal degree—the highest degree attainable for their discipline. In contrast, certain contingent faculty positions at the institution do not require a terminal degree, and the appointment is based on the experience and academic background of the individual.

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## Some Contingent Faculty at Selected Institutions Said They Have Limited Career Advancement or Institutional Involvement Opportunities and Lack Certain Types of Professional Support

### Limited Career Advancement Opportunities

Contingent faculty in some discussion groups said they would like to move into a tenure-track or full-time position, but face barriers doing so, and union officials expressed similar views.<sup>75</sup> For example, one full-time contingent faculty member told us teaching 6 to 10 classes per year does not allow her time to conduct the research needed to be competitive for a tenure-track position. In some discussion groups, both full- and part-time faculty said that they perceive that their colleagues sometimes view them as less capable because they are not tenure-track faculty. As a result, these faculty may not be considered for tenure-track positions when they become available. A part-time contingent faculty member who teaches at multiple institutions noted that availability of full-time positions may be limited because many institutions hire only part-time faculty. Union officials from the American Association of University Professors (AAUP) and SEIU also cited the decline in the availability of tenure-track positions as a barrier regarding career advancement for contingent faculty.

#### **Insight from a Part-Time Contingent Faculty Member Who Teaches at Multiple Institutions**

“It wasn’t that long ago that once you went to work for a college as an adjunct and you were there a certain number of years, there was a real expectation that you would be offered a full-time position or at least you would move to an annual contract so you only had to worry once a year. That’s disappearing. More and more colleges are moving away from that. Also, a lot of colleges are moving away from full-time positions.”

Source: GAO analysis of discussion group transcripts. | GAO-18-49

### Limited Institutional Involvement

Contingent faculty in some discussion groups expressed concerns that they do not have a voice in institutional decision-making because they cannot serve on some department or university-level committees or vote

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<sup>75</sup> As previously discussed in this report, our analysis of 2013 SDR data showed that, among a sample of doctorate holding faculty in STEM, health, and social sciences fields, 43.5 percent of full-time contingent faculty and 55.1 percent of part-time contingent faculty were dissatisfied with their opportunities for career advancement.

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on particular issues. They explained that sometimes a school's policy prohibits their service or relevant policy is not clearly articulated. For example, a full-time contingent faculty member told us that contingent faculty members at her institution cannot participate on governance committees, which she said leaves administrators free to ignore the concerns of contingent faculty.

**Insight from a Full-Time Contingent Faculty Member**

"We have no voice. We have no say. We have no governance. We don't have any of that. And yet, we all—every one of us around here earned the same degree, worked the same amount. So there is huge inequality between choosing to focus on research primarily, and therefore, getting this basic job guarantee until [you] die and choosing to focus on teaching, [but] not having that [job guarantee], even though in many other ways we are equivalent."

Source: GAO analysis of discussion group transcripts. | GAO-18-49

Contingent faculty in some discussion groups also told us they are reluctant to voice their views because they do not have job protections. For example, a full-time contingent faculty member in one discussion group told us she would feel more comfortable speaking up if she had a continuing contract rather than her current annual contract. An official from the National Center for the Study of Collective Bargaining in Higher Education and the Professions said that an issue for contingent faculty broadly is whether they are protected by due process. He said it can be unclear for contingent faculty whether they can be terminated without due process consideration when, for example, a student complains about the content of a faculty member's lecture.<sup>76</sup>

Despite concerns about opportunities for institutional involvement, contingent faculty told us they preferred to use informal mechanisms to raise issues with the administration and had mixed views about the value of unions. Several full- and part-time faculty members said they are comfortable approaching their department chairperson or even university administrators to ask questions or express concerns. In terms of unions, some faculty in both full-time and part-time discussion groups said they

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<sup>76</sup> AAUP and the Association of American Colleges and Universities have issued a statement on academic due process, including procedural standards presented as a guide to be used in faculty dismissal proceedings. The procedural requirements actually used may vary by institution and jurisdiction. American Association of University Professors (AAUP) and Association of American Colleges and Universities, Statement on Procedural Standards in Faculty Dismissal Proceedings, accessed October 10, 2017, <https://www.aaup.org/report/statement-procedural-standards-faculty-dismissal-proceedings>.

were opposed to unions based on prior experiences or not wanting to pay dues. In contrast, some faculty said they thought a union could be beneficial by helping with certain issues, such as compensation and working conditions. Union officials told us there has been greater interest in recent years from contingent faculty—including graduate assistants—in learning about faculty unionization or in organizing into unions. However, one union official noted that it can be challenging for part-time faculty to form a union because they may move from one institution to another.

## Institutional Support

### Examples of Academic Associations' Efforts to Focus on Contingent Worker Issues

The American Political Science Association (APSA): Convened a committee in 2016 on the status of contingent faculty in the profession to expand ways to support contingent faculty members. The committee sponsored a roundtable at the APSA Annual Meeting in August 2017 to examine a range of topics related to contingent faculty, including promotion paths, fairness within the profession, and the role of unionization.

The American Sociological Association (ASA): Formed a task force on contingent faculty in November 2015 to examine the implications of the recent growth of contingent employment among sociologists. The task force's interim report, issued in August 2017, includes recommendations to ASA and universities, for improving contingent faculty working conditions.

The Modern Language Association: (MLA) Convened a committee that will work through June 2019 to examine issues that affect contingent faculty, including salary and benefits, workplace issues and conditions of employment, demographics, participation in departmental and institutional governance, academic freedom, and professional development. The committee plans to identify effective policies and practices related to contingent faculty.

The American Institute of Physics (AIP): Conducted a survey of individual faculty in 2016 that included questions on school climate and culture. As of February 2017, AIP was in the early stages of analyzing the survey response rates and results.

Source: GAO analysis of interviews and correspondence with academic associations and reviews of documentation from task forces. | GAO-18-49

Contingent faculty in some discussion groups also described a lack of institutional support in areas that can affect faculty teaching duties, such as access to information systems or office space. For example, a part-time faculty member told us her access to institutional email and the online grading system was terminated too soon because her contract ended a few days before she gave final examinations. Part-time faculty and faculty teaching at multiple institutions also raised concerns that they sometimes lack appropriate office space to ensure student privacy. Union officials we spoke with also said contingent faculty nationwide commonly cite these areas of limited institutional support as concerns. Some discipline-specific academic associations have also begun to focus on issues related to contingent faculty (see sidebar).

### Insight from a Part-Time Contingent Faculty Member Who Teaches at Multiple Institutions

"The office space problem is a big problem. Either one doesn't have any office space or it's a jointly shared office space, a very large space with lots of people in it. It is very difficult to have kind of close conversations with students. I think it brings up some Family Educational Rights and Privacy Act (FERPA) problems, anonymity problems as well."

Source: GAO analysis of discussion group transcripts. | GAO-18-49

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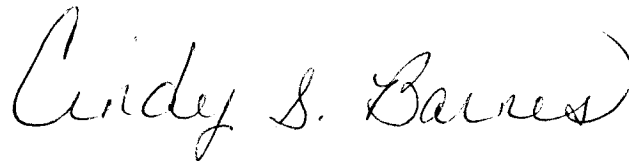
## Agency Comments, Third Party Views, and Our Evaluation

We provided a draft of this report to Education, NSF, and experts on contingent faculty issues or the data used in this report for their review and comment. Education did not have any comments. NSF and expert reviewers provided technical comments, which we incorporated, as appropriate.

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As agreed with your offices, unless you publicly announce the contents of this report earlier, we plan no further distribution until 30 days from the report date. At that time, we will send copies to the appropriate congressional committees, to the Secretary of Education and the Director of the National Science Foundation, and to other interested parties. In addition, the report will be available at no charge on the GAO website at <http://www.gao.gov>.

If you or your staff have any questions about this report, please contact me at (202) 512-7215 or [brownbarnesc@gao.gov](mailto:brownbarnesc@gao.gov). Contact points for our Offices of Congressional Relations and Public Affairs may be found on the last page of this report. GAO staff who made key contributions to this report are listed in appendix III.



Cindy Brown Barnes  
Director, Education, Workforce,  
and Income Security Issues

# Appendix I: Objectives, Scope, and Methodology

The objectives of this review were to determine (1) what is known about the makeup and utilization of the postsecondary instructional workforce; (2) the roles different types of faculty fill at selected institutions and the factors administrators consider when determining their faculty makeup; (3) what is known about how economic circumstances compare across different faculty types; and (4) what contingent faculty members report as advantages and disadvantages of their work.

To address objectives 2 and 4, we interviewed administrators and contingent faculty members during site visits at selected institutions in three states—Georgia, North Dakota, and Ohio. In each state, we visited one 4-year public institution, one 4-year private (non-profit) institution, and one 2-year public institution (see table 11). We selected institutions in these states, in part, to provide context for our analysis of faculty and course data that we obtained from their postsecondary data systems (see Section 1 of this appendix for more information). In addition to data availability, we considered size and geographic location as part of our state selection process. When selecting institutions within each state, we considered factors such as the size of the instructional faculty workforce, the percentage of contingent faculty, and whether the institution is located in an urban, suburban, or rural area.

**Table 11: Postsecondary Institution Site Visits, January — March 2017**

Institution type	Georgia	North Dakota	Ohio
4-year public	University of Georgia	North Dakota State University	The Ohio State University
4-year private, not-for-profit	Mercer University	University of Jamestown	Ashland University
2-year public	Chattahoochee Technical College	Lake Region State College	Central Ohio Technical College

Source: GAO. | GAO-18-49

In our interviews with administrators—chief academic officers, vice presidents, or deans, among others—we asked about the roles different types of instructional faculty fill and the factors administrators consider when determining their institution’s faculty makeup. In addition to administrators at the institutions above, we also interviewed administrators from one large online-based for-profit institution, which we selected primarily based on size of the institution. In total, we interviewed administrators from 10 institutions. The findings from these interviews are not generalizable.



At each institution, we held discussion groups with full-time and part-time contingent faculty and graduate student instructors, where applicable.<sup>1</sup> University administrators solicited participants for the discussion groups on our behalf. During these discussion groups, we asked contingent faculty broad, open-ended questions about the advantages and disadvantages of their work and about their working conditions. Participants were invited to complete a written questionnaire to provide demographic information about themselves. Among the 109 contingent faculty members who completed our questionnaire, the average age of full- and part-time contingent faculty we met with was 53. Graduate student instructors were younger, with an average age of 30. Contingent faculty we interviewed came from a range of disciplines, including English, music, engineering, and the health professions. The vast majority of full- and part-time contingent faculty indicated that they held a master's or doctorate degree. At the institutions we visited in Georgia, North Dakota, and Ohio, the majority of part-time faculty worked at one institution. To ensure we collected a broad range of perspectives, we conducted two additional discussion groups with contingent faculty who taught at multiple institutions.<sup>2</sup> In total, we conducted 21 discussion groups with contingent faculty.

Finally, we conducted additional interviews to obtain background and context for our work. We met with individuals knowledgeable about issues related to postsecondary faculty and unions representing postsecondary faculty, including the American Association of University Professors and the Service Employees International Union. For all questions, we also reviewed relevant federal laws and regulations.

The remainder of this appendix provides detailed information about the data and quantitative analysis methods we used in our review, as follows:

- Section 1: Key data sources
- Section 2: Quantitative analysis methods used to address the makeup, utilization, and economic circumstances of postsecondary instructional faculty (objectives 1 and 3)

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<sup>1</sup> We were not able to coordinate a meeting with part-time contingent faculty from one institution we visited as a result of scheduling challenges. We conducted discussion groups with graduate assistants at each 4-year public institution.

<sup>2</sup> These two discussion groups were coordinated by the New Faculty Majority—a national advocacy group for contingent faculty—based on our input.

- Section 3: Pay-per-course regression analysis methods (objective 3)
- Section 4: Annual earnings regression analysis methods (objective 3)

## Section 1: Data Sources

To address our objectives, we used data from multiple sources (see table 12).

Table 12: Data Sources Used in GAO Analyses

Data file	Organization responsible	Type of information in file used in analyses	Population examined	Timeframe covered by data
<b>Current Population Survey (CPS) Annual Social and Economic Supplement (ASEC)</b>	Department of Labor's Bureau of Labor Statistics; Census Bureau	Population counts, worker characteristics, annual earnings, and benefits by employment status	Individuals who hold the occupation of postsecondary teacher and who are employed in the colleges and universities industry	Calendar year 2015 <sup>a</sup>
<b>Survey of Doctorate Recipients (SDR)</b>	National Science Foundation's National Center for Science and Engineering Statistics (NCSES)	Annual earnings, benefits, and job satisfaction by faculty type	Individuals with doctorate degrees in STEM, health, or social sciences fields and whose primary or secondary work activity on their principal job is teaching <sup>b</sup>	2013 (employment as of Feb. 1, 2013)
<b>Integrated Postsecondary Education Data System (IPEDS)<sup>c</sup></b>	Department of Education			
Employees by Assigned Position file		Population counts by type of faculty position, contract length, and institution	Individuals whose responsibilities are primarily instructional or whose instructional responsibilities cannot be differentiated from other duties	2015 (employment as of Nov. 1, 2015)
Fall Staff file		Population counts by type of faculty position and institution	Individuals with instruction or research or public service responsibilities	1995, 1999, 2003, 2007, 2011 (employment as of Nov. 1 of each year)
		Population counts by type of faculty position, gender, race, contract length, and institution	Individuals whose responsibilities are primarily instructional or whose instructional responsibilities cannot be differentiated from other duties	2015 (employment as of Nov. 1, 2015)

**Appendix I: Objectives, Scope, and Methodology**

<b>Data file</b>	<b>Organization responsible</b>	<b>Type of information in file used in analyses</b>	<b>Population examined</b>	<b>Timeframe covered by data</b>
Institutional Characteristics and Flags files		Characteristics of postsecondary institutions (e.g., degree-granting status, size, etc.)	Active, Title IV, degree-granting 2-year and 4-year primarily postsecondary institutions that are generally open to the public, have at least 15 full-time equivalent staff, and reported at least 1 instructional staff member or graduate teaching assistant <sup>d</sup>	1995, 1999, 2003, 2007, 2011, 2015
<b>12-Month Enrollment file</b>		Student enrollment by level of student and institution	Undergraduate, graduate, and professional student enrollment by institution	2014-2015 (July 1, 2014-June 30, 2015)
<b>Georgia postsecondary institution administrative data<sup>e</sup></b>	University System of Georgia	Characteristics of faculty, including position type, demographics, earnings, and benefits, and information about courses taught by faculty	Individuals who teach at least one course over the academic year at 4-year public institutions (the data include all 29 of the Georgia 4-year public institutions identified in our IPEDS universe) <sup>f</sup>	2015-16 academic year (fall term 2015, spring term 2016, summer term 2016)
<b>North Dakota postsecondary institution administrative data</b>	North Dakota University System	Characteristics of faculty, including position type, demographics, earnings, and benefits, and information about courses taught by faculty	Individuals who teach at least one course over the academic year at 4-year and 2-year public institutions (the data include all 11 of the North Dakota non-tribal public institutions identified in our IPEDS universe—7 4-year institutions and 4 2-year institutions) <sup>g</sup>	2015-16 academic year (fall term 2015, spring term 2016, summer term 2016)
<b>Ohio postsecondary institution administrative data</b>	Ohio Department of Higher Education	Characteristics of faculty, including position type, demographics, and earnings, and information about courses taught by faculty	Individuals who teach at least one course over the academic year at 4-year and 2-year public institutions (the data include all 34 of the Ohio 4-year public institutions identified in our IPEDS universe, and 21 of the 25 2-year public institutions) <sup>h</sup>	2014-15 academic year (summer term 2014, fall term 2014, spring term 2015)
<b>Humanities Departmental Survey (HDS)</b>	American Association of Arts and Sciences	Population counts by faculty type and discipline	Faculty in humanities departments at 4-year institutions <sup>i</sup>	2012-13 academic year (employment as of fall term 2012)

Source: GAO analysis of various data sources. | GAO-18-49

<sup>a</sup>We analyzed data from the 2016 ASEC, which provides information about employment during the prior year (i.e., calendar year 2015).

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<sup>b</sup>NCSSES documentation states that SDR collects data from individuals with a research doctoral degree in a science, engineering, or health (SEH) field from a U.S. academic institution. We use different terminology that captures the same fields.

<sup>c</sup>For simplicity, we refer to IPEDS data by the start of the academic year; for example, we refer to IPEDS data from the 2015-16 collection as 2015 IPEDS data.

<sup>d</sup>The 1995 and 1999 data do not have all of the same variables as in later years. To approximate our definition in the 1995 data, we identified institutions that offered at least an associate's degree or higher and that were active institutions eligible for financial aid (to approximate Title IV institutions). For the 1999 data, we used different variables that also identified institutions that fit our definition.

<sup>e</sup>We counted institutions in the state datasets by their unique IPEDS institution code, some of which may represent branch campuses of parent institutions. Thus, other counts of state postsecondary institutions may not match depending on how those counts treat branch campuses.

<sup>f</sup>Georgia's data extract included data from one 2-year institution that had recently consolidated with a 4-year institution. We excluded this 2-year institution from our data since Georgia did not provide data on any other 2-year institutions.

<sup>g</sup>NDUS did not provide data on three tribal public institutions that were in our IPEDS universe.

<sup>h</sup>Of the 4 missing 2-year institutions, 3 were not included in our data extract because of inconsistencies in how they report data to Ohio that prevented their faculty being matched to their course data and 1 was not included for reasons of timing. In addition, one 4-year institution included in our data extract did not report faculty position numbers to IPEDS in 2015.

<sup>i</sup>Includes both departments and programs that award degrees in humanities disciplines; not every degree-granting unit is a department.

To gain an understanding of and provide context for the relevant faculty data that we analyzed, we interviewed officials from federal, state, and non-governmental agencies who collect and maintain the respective datasets, including the Department of Education (Education), Labor, National Science Foundation, North Dakota University System (NDUS), Ohio Department of Higher Education (ODHE), University System of Georgia (USG), and American Academy of Arts & Sciences (AAAS).

The Integrated Postsecondary Education Data System (IPEDS) and the state administrative data represent the entire populations they cover, and while the Current Population Survey (CPS), the Survey of Doctorate Recipients (SDR), and the Humanities Departmental Survey (HDS) are sample survey data, when weighted, they also represent the populations they cover. Because the sample surveys followed a probability procedure based on random selections, each respective sample is only one of a large number of samples that might have been drawn. Since each sample could have provided different estimates, we express our confidence in the precision of our particular sample's results as the margin of error (i.e. the half width of the 95 percent confidence interval—for example, +/- 7 percentage points). This is the interval that would contain the actual population value for 95 percent of the samples that could have been drawn. Throughout our analyses, for estimates from survey data we reported the applicable margins of error. In some cases, the confidence intervals around our estimates were asymmetrical; however, we

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presented the maximum half-width for simplicity and for a consistent and conservative representation of the sampling error associated with our estimates. Our analyses of CPS and SDR survey data are weighted analyses using sample design information, replicate weights, and survey analysis software to get the proper sample survey estimates and margins of error. Additional details about the datasets follow.

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**Integrated Postsecondary Education Data System (IPEDS)**

IPEDS is a system of interrelated surveys conducted annually by Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs, as well as other institutions that report data voluntarily.<sup>3</sup> In 2015, more than 7,500 institutions reported data to IPEDS. IPEDS collects data in the following 12 areas: institutional characteristics; completions; 12-month enrollment; fall enrollment; graduation rates; 200% graduation rates; student financial aid; outcome measures; admissions; human resources; finance; and academic libraries. As of the 2005 IPEDS data collection, information on faculty and staff are collected as part of the human resources survey component, and include information on faculty demographics and types of positions, among other things. We used IPEDS data from 1995, 1999, 2003, 2007, 2011, and 2015.<sup>4</sup> We utilized IPEDS as our primary data source because we are able to identify a universe of postsecondary institutions and also because the data allow us to distinguish between tenure-track and contingent positions.

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**Current Population Survey (CPS) Annual Social and Economic Supplement (ASEC)**

The CPS is sponsored jointly by the Census Bureau and the Department of Labor's Bureau of Labor Statistics. It is the source of official government statistics on employment and unemployment in the United States. The basic monthly survey is used to collect information on employment, such as employment status, occupation, and industry, as

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<sup>3</sup> Since 1993, completion of the IPEDS survey has been mandatory for all postsecondary institutions that participate in or are eligible to participate in any federal student financial assistance program authorized by Title IV of the Higher Education Act, as amended. For institutions not eligible to participate in Title IV programs, participation in IPEDS is voluntary.

<sup>4</sup> Faculty data reported by institutions is generally as of November 1 of the academic year. For simplicity, we refer to IPEDS data by the start of the academic year; for example, we refer to IPEDS data from the 2015-16 collection as 2015 IPEDS data.

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well as demographic information, among other things. The survey is based on a sample of the civilian, non-institutionalized population of the United States. Using a multistage stratified sample design, about 54,000 households are interviewed monthly based on area of residence to represent the country as a whole and individual states; the total sample also includes additional households that are not interviewed for various reasons, such as not being reachable. In addition to these interviewed and non-interviewed households from the basic CPS monthly sample, the ASEC includes additional households; the total sample size for the 2016 ASEC was almost 100,000 households. The ASEC provides supplemental data on work experience, income components, such as earnings from employment, and noncash benefits, such as health insurance coverage, among other things. Data on employment and income refer to the preceding calendar year, although demographic data refer to the time of the survey. This report used data from the March 2016 ASEC, which refers to employment and income during calendar year 2015.

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## Survey of Doctorate Recipients (SDR)

SDR is a biennial survey conducted by the National Science Foundation's (NSF) National Center for Science and Engineering Statistics (NCSES) that provides demographic and career history information about individuals with a research doctoral degree in a science, technology, engineering, and math (STEM), health, or social sciences field from a U.S. academic institution.<sup>5</sup> The survey follows a large sample of individuals throughout their careers from the year they received their doctoral degree until age 75, plus a sample of new doctoral recipients added in each cycle. The survey includes questions regarding occupation (including discipline area for postsecondary faculty), earnings, job satisfaction, faculty tenure status, and faculty rank, among other topics. While some data from the survey are released publicly, other data are restricted from public use—including data on tenure and rank—in order to protect the anonymity of survey respondents. This report used data from the 2013 SDR, which refers to employment in February 2013. We

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<sup>5</sup> NCSES documentation states that SDR collects data from individuals with a research doctoral degree in a science, engineering, or health (SEH) field. We use different terminology that captures the same fields.

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obtained the publicly available data and a few additional restricted-use variables that NCSES recoded for our use.<sup>6</sup>

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**Faculty and Course Data Received from Selected States**

The data from Georgia, North Dakota, and Ohio contained variables on faculty characteristics, earnings and benefits, and courses taught. We developed data requests through discussions with officials in each state.

**Georgia Postsecondary Institution Administrative Data (USG data)**

The data from USG covered all 4-year public institutions in Georgia identified in our IPEDS universe and included course and enrollment data from an academic database merged with faculty and earnings data from USG's Human Resources Data Mart.<sup>7</sup> The Georgia data also included information on the percentage of individual faculty members' roles comprised of instruction, research, and other responsibilities. The course and enrollment data covered academic year 2015-16—courses taught during fall term 2015, spring term 2016, and summer term 2016. Most faculty data are from fall 2015. For some faculty who were not in the fall 2015 data file because they started teaching in spring 2016, for instance, USG matched fall 2016 faculty data to the course data. Earnings data covered calendar year 2015 and included earnings year-to-date through November.

**North Dakota Postsecondary Institution Administrative Data (NDUS data)**

The data from NDUS officials covered all non-tribal 4-year and 2-year public institutions in North Dakota identified in our IPEDS universe and included course and enrollment data, as well as faculty and earnings data. All of the data covered academic year 2015-16—courses taught and earnings during fall term 2015, spring term 2016, and summer term 2016. The data included common unique identifiers that allowed us to merge extracts we received according to faculty ID and institution. The data were downloaded by NDUS officials from a centralized data system into which the North Dakota institutions report their data directly.

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<sup>6</sup> We received access to recoded variables that provided information about faculty rank, tenure status, and institution type. NCSES aggregated these variables into broader categories to protect the anonymity of survey respondents. For example, for faculty rank, individuals who self-identified as an assistant professor, associate professor, or professor were recoded as "professoriate."

<sup>7</sup> The USG is a separate system from the Technical College System of Georgia, which oversees technical institutions. The data extract we received included data from one 2-year public institution that had recently consolidated with a 4-year public institution. USG officials confirmed that the data for this institution corresponded to when it operated as a 2-year institution. As a result, we did not include this data in our study because analyzing one institution would not be representative of all public 2-year institutions across the state.

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Ohio Postsecondary Institution Administrative Data (ODHE data)

The data from ODHE covered all 4-year public institutions and most 2-year institutions in Ohio identified in our IPEDS universe and included: (1) course and enrollment data, (2) faculty data, and (3) faculty earnings data.<sup>8</sup> All of the data were from ODHE’s Higher Education Information (HEI) system, a comprehensive relational database that includes student enrollment, course, financial aid, personnel, finance, and other data submitted by Ohio’s colleges and universities.<sup>9</sup> The course and enrollment data covered academic year 2014-15—courses taught during summer term 2014, fall term 2014, and spring term 2015. Faculty and earnings data covered fiscal year 2015 (i.e., July 2014 through June 2015).<sup>10</sup>

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Humanities Departmental Survey (HDS)

The HDS is a collaborative effort to collect and analyze information from humanities departments across a number of academic fields. The HDS is sponsored by AAAS, and national humanities organizations and disciplinary associations, such as the Modern Language Association and the American Historical Association, helped develop the HDS. The survey collects a variety of information for each humanities field, including data on the number and types of faculty and students taught by faculty type. The survey has been administered twice, covering academic years 2007-08 and 2012-13. In both instances, the Statistical Research Center of the American Institute of Physics administered the surveys to a nationally representative stratified sample of humanities departments in four-year colleges and universities that existed in 2007-08 and was updated for

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<sup>8</sup> The missing 2-year institutions were not included in our data extract because of inconsistencies in how they report data to Ohio that prevented their faculty being matched to their course data or for reasons of timing.

<sup>9</sup> Data came from the “Enrollment,” “Faculty-Staff,” and “Financial” data areas. Two components in the “Faculty-Staff” data area—the all employee and faculty demographics files—included some similar demographics variables. In accordance with guidance received from ODHE, we generally relied on the variables from the faculty demographics file because they are more closely monitored.

<sup>10</sup> According to an ODHE official, earnings data for faculty teaching a summer course could show up in the fiscal year 2014 or 2015 data, depending on whether the faculty member was paid before or after July 1, 2014. The earnings data we received was for fiscal year 2015. Thus, the earnings for summer courses may be misaligned slightly for some faculty. We chose to analyze summer 2014 courses with fiscal year 2015 data; according to the ODHE official, this was most appropriate because summer 2014 represents the start of the academic year 2014-15.



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new disciplines in 2012-13.<sup>11</sup> The 2012-13 survey included 2,127 departments in its sample across 13 humanities fields, and its overall response rate was 71 percent.<sup>12</sup> Information about faculty referred to employment levels as of fall 2012.

We identified several other discipline-specific academic associations that have collected or are currently collecting data on faculty makeup in their departments, including contingent faculty. However, we did not compare the results of other department surveys to the HDS because the response rates in other surveys were too low to be considered generalizable or because any observable differences in faculty composition could be attributed to differences in survey methodology or timeframe covered.<sup>13</sup>

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## Data Reliability

For each of the datasets described above, we conducted a data reliability assessment of variables included in our analyses. We reviewed technical documentation and related publications and websites with information about the data. We spoke with the appropriate officials at each agency or organization to review our plans for analyses, as well as to resolve any questions about the data and any known limitations. We also conducted electronic testing, as applicable, to check for logical consistency, missing data, and consistency with data reported in technical documentation. We

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<sup>11</sup> AAAS sampled departments or programs within each field separately, stratified by three levels of Carnegie classification: research intensive, comprehensive, and primarily undergraduate. The same set of departments that were sampled in 2007-2008 were invited to participate in 2012-13, plus an additional sample from departments in communication, folklore, musicology, classical studies and philosophy departments.

<sup>12</sup> Departments surveyed include art history, MLA combined English / languages & literatures other than English, English, languages & literatures other than English (i.e., foreign languages), religion, communication, folklore, history, musicology, history of science, classical studies, linguistics, and philosophy.

<sup>13</sup> The Modern Language Association surveyed departments of English and other modern languages in 2015 about faculty numbers as of the fall term of 2014 (response rate: 16 percent). According to officials, the American Institute of Physics conducts a survey in even-numbered years of all degree-granting physics and astronomy departments on faculty rank and employment status (response rate: over 90 percent). Officials from the American Political Science Association said their departmental survey is conducted annually, but 2014-2015 was the first year they asked about faculty makeup, including adjunct, contingent, part-time, and full-time faculty, as well as tenure status and rank (response rate: 26 percent). An official from the American Sociological Association said the organization has conducted a department-level survey of faculty every five years beginning in 2002, which includes data on contingent faculty; but also stated that there were issues in how they defined the term "contingent faculty" which may have impacted the quality of the results.

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determined that the variables we used from the data we reviewed were sufficiently reliable for the purposes of this report.

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## Section 2: Quantitative Analyses of the Makeup, Utilization, and Economic Circumstances of the Postsecondary Instructional Workforce

This section discusses the quantitative analysis methods (not including regression analyses) we used to address the makeup, utilization, and economic circumstances of the postsecondary instructional workforce. We used federal data from CPS, IPEDS, and SDR, state data from Georgia, North Dakota, and Ohio, and non-governmental data from HDS for these analyses.

In each of the analyses that follow, our population of analysis was postsecondary instructional faculty. However, our definition of instructional faculty varied depending on the data source, as different sources provide different information regarding instructional responsibilities. For example, IPEDS indicates whether an individual's responsibilities are primarily instructional whereas the state data indicates whether an individual teaches a course. For each set of analyses, we explain what definition of instructional faculty we used. Within our population of instructional faculty, we defined as contingent faculty any full-time or part-time faculty who do not have tenure or are not on the tenure track.

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## IPEDS Analyses of Historical and Current Makeup

To analyze whether and how the size of the contingent faculty workforce has changed over time, we used IPEDS data to identify instructional staff nationwide by type of institution in 1995, 1999, 2003, 2007, 2011, and 2015, which is the most recently available year of data. The five historical snapshots used data from the fall staff surveys to examine counts of faculty and any trends in postsecondary education during the period 1995-2011. The 2015 snapshot used data from the "employees by assigned position" survey to examine current counts of faculty by position type and used data from the fall staff survey to examine counts of faculty by gender and race. We could not compare the historical and current snapshots of faculty counts due to a significant change in 2012-13 to how IPEDS defines instructional staff. Prior to this change, instructional staff included those "whose primary responsibility is instruction, research, and/or public service" combined in a single category. After the change, instructional staff included only those whose responsibilities are primarily instructional or those "for whom it is not possible to differentiate between instruction or teaching, research, and public service because each of these functions is an integral component of his/her regular assignment."

As a result, data on instructional faculty collected since 2012 is not comparable to data collected prior to 2012.

For each of these years of faculty data, we merged information from the IPEDS institutional characteristics file and focused our analyses on a universe of institutions that fit as close as possible to the following definition:

- Active, Title IV, degree-granting 2-year and 4-year primarily postsecondary institutions that are generally open to the public, have at least 15 full-time equivalent staff, and reported at least 1 instructional staff member or graduate teaching assistant.<sup>14</sup>

The number of postsecondary institutions can change from year to year due to new schools opening or existing schools closing or consolidating with other schools, as well as due to changes in how schools elect to report data to IPEDS.<sup>15</sup>

Not all of the same variables were available in the 1999 and 1995 IPEDS institutional characteristics files. As a result, for the 1999 data, we used different variables that also identified institutions that fit this definition. For the 1995 data, we approximated this definition by identifying institutions that offered at least an associate's degree or higher and that were active institutions eligible for student financial aid (to approximate Title IV institutions).

For the historical snapshots, we identified counts of faculty by institution type (i.e., control: public, private, for-profit; and level: 2-year, 4-year). We categorized faculty according to the following position types:

- full-time tenure-track (both tenured and non-tenured but on a tenure track);
- full-time contingent;
- part-time; and

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<sup>14</sup> We did not exclude institutions outside of the U.S. (e.g., Puerto Rico or outlying areas) or tribal colleges, provided they met the other criteria for inclusion in our universe.

<sup>15</sup> Institutions can choose to report as a single campus or have their campuses report individually, and this can change over time.

- graduate teaching assistant.<sup>16</sup>

The historical IPEDS data (from the fall staff surveys) do not break out part-time tenure-track from part-time contingent.

For the 2015 snapshot, we identified counts of faculty by institution type, as well as by other institutional characteristics, such as size and the highest degree offered by the institution.<sup>17</sup> We categorized faculty according to the following position types:<sup>18</sup>

- full-time tenure-track (both tenured and non-tenured but on a tenure track);
- part-time tenure-track (both tenured and non-tenured but on a tenure track);
- full-time contingent;
- part-time contingent; and
- graduate teaching assistant.

We also identified contingent faculty positions by their contract types:

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<sup>16</sup> IPEDS relies on the Bureau of Labor Statistics' Standard Occupational Classification to define graduate teaching assistants as those who "assist faculty or other instructional staff in postsecondary institutions by performing teaching or teaching-related duties, such as teaching lower level courses, developing teaching materials, preparing and giving examinations, and grading examinations or papers." The definition also notes that "Teacher Assistants" are excluded. We consider these positions to be unique situations because the IPEDS data do not provide information about whether the graduate students in these positions are instructors of record or are providing classroom support of various kinds. As a result, we do not include graduate teaching assistant in our overall counts of instructional faculty positions.

<sup>17</sup> We also analyzed faculty position counts by other characteristics that did not emerge as critical to our findings. For example, we examined faculty position counts by institutions' student enrollment balance—graduate versus undergraduate—using IPEDS 12-month enrollment data.

<sup>18</sup> While the 2015 IPEDS employees by assigned position data file identifies medical school faculty separately from other, we did not exclude medical school faculty from our analyses because the IPEDS data do not allow us to exclude other kinds of specialized graduate program faculty, such as law school faculty. In addition, while the 2015 IPEDS employees by assigned position data file identifies faculty by narrower groups, such as those who are "primarily instructional," as well as those within the primarily instructional group who teach for-credit or not-for-credit courses, examining these narrower groups was beyond the scope of our work.

- multi-year contract;<sup>19</sup>
- annual contract;
- less-than-annual contract; and
- non-faculty status.

We used the 2015 IPEDS fall staff survey data to identify faculty by gender and race/ethnicity group. For full-time faculty, we were able to examine the full spectrum of tenure-track versus contingent with various contracts. However, because these data were from the 2015 IPEDS fall staff survey, the data do not break out part-time tenure-track from part-time contingent. The IPEDS race/ethnicity categories we analyzed were:

- Asian
- Black or African American
- Hispanic or Latino
- Nonresident alien
- Other or unknown (includes the IPEDS race/ethnicity categories: American Indian or Alaska Native; Native Hawaiian or other Pacific Islander; two or more races; and race/ethnicity unknown)<sup>20</sup>
- White (non-Hispanic)

Aggregated IPEDS data represent the universe of postsecondary instructional faculty positions, rather than a mutually exclusive count of unique instructional faculty members. IPEDS data are reported at the institution level, and so for any given institution the counts they report represent both the number of faculty at the institution and the number of positions they fill. However, because faculty who teach at more than one institution are counted and reported by each institution, when faculty counts are aggregated across multiple institutions, these faculty are

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<sup>19</sup> For full-time non-tenure-track faculty positions with multi-year contracts, we distinguish between whether these positions are at an institution that offers tenure or not. At institutions that do not offer tenure, we use the term “potentially pseudo-tenure” to describe these positions because they may represent long-term renewable contracts that the institution uses instead of a tenure system. While in some cases these positions may closely approximate tenured positions, depending on specific contract provisions and other factors, at other institutions, they may not.

<sup>20</sup> We combine these groups into a single category for ease of analysis and interpretation of results, and because these groups comprise a small proportion of all instructional positions.

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counted multiple times—for each position they fill. As a result, aggregated counts based on IPEDS data represent the universe of unique instructional faculty positions, rather than the universe of unique faculty workers.

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### CPS Analyses of Current Faculty Makeup and Economic Circumstances

We used CPS data from the March 2016 ASEC to estimate the numbers of workers employed as postsecondary teachers in colleges and universities nationwide during calendar year 2015. We categorized as postsecondary instructional faculty any worker whose employment was in both the “postsecondary teachers” occupation (census code 2200) and the “colleges and universities, including junior colleges” industry (Census code 7870).<sup>21</sup> We also determined whether a worker was employed full-time (35 hours or more) or part-time (less than 35 hours) using another variable in the ASEC.

Among other differences with IPEDS data (see discussion of IPEDS above), CPS data capture the number of workers rather than the number of positions in postsecondary education and counts each worker once even if they work at multiple institutions. In addition, because CPS represents the entire labor force, the data include workers at postsecondary institutions that we may have excluded from our IPEDS analyses (e.g., non-degree-granting institutions).<sup>22</sup> We utilized CPS data to provide context for the total number of postsecondary teachers and to estimate the proportions of the instructional workforce represented by full-time and part-time faculty. However, analysis of CPS data was not a primary component of our report because the data cannot differentiate workers by institution or by tenure status. As a result, the estimated population of full-time faculty includes both tenure-track and contingent faculty. Because CPS identifies workers as opposed to positions (which might yield a lower count than the IPEDS data) and includes workers at postsecondary institutions that we excluded from our IPEDS analyses (which might yield a higher count than the IPEDS data), the count of workers in the CPS data and the count of positions in the IPEDS data are not directly comparable.

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<sup>21</sup> We identified workers according to the occupation and industry associated with the longest job they held during the prior year (i.e., calendar year 2015).

<sup>22</sup> Because the CPS data do not identify faculty by institution, we could not narrow the population to match our IPEDS analysis population.

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We also examined the reasons part-time faculty reported they worked part-time. We focused our analysis on 3 groups of part-time faculty: (1) those who reported wanting to work part-time; (2) those who reported they could only find a part-time job; and (3) those who reported seasonal or temporary fluctuations in the availability of employment (i.e., “slack work”)—we combined the latter two groups because they are both related to economic circumstances.

To analyze the economic circumstances of contingent faculty, we used CPS data to estimate the median earnings of full-time and part-time faculty, as well as their receipt of work-provided retirement and health benefits. Our analysis of median earnings used ASEC data on the self-reported amount earned from a worker’s employer before deductions. In examining benefits, we used the term “work-provided” rather than “employer-sponsored” because the ASEC survey questions ask about benefits offered by a worker’s employer or union. For our analysis of access to work-provided retirement plans, we counted a worker as having a work-provided retirement plan if they responded “yes” to both of the following questions from the ASEC: (1) “Other than Social Security, did the employer or union that [worker] worked for [last year] have a pension or other type of retirement plan for any of the employees?” and (2) “Was [worker] included in that plan?” We also estimated the percentages of full-time and part-time faculty who were covered by any private health insurance plan; were covered by private health insurance in their own name; or had a work-provided health insurance plan. Those individuals without insurance could have received insurance coverage through a family member or other means.

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SDR Analyses of Compensation and Employment Experiences

To compare—at the national level—the compensation and employment experiences of contingent faculty and tenure-track faculty, we used 2013 SDR data to identify different faculty types and examined the extent to which there were differences in earnings, benefits, and job satisfaction. SDR data only include doctorate holders in STEM, health, and social sciences fields, and thus our estimates cannot be generalized to non-doctorate holders or to fields outside of STEM, health, and social

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sciences fields. For that reason, we did not present faculty population size estimates using SDR data.<sup>23</sup>

We created our analysis population of instructional faculty based on responses to questions regarding work activities and institution type. Using these variables, we classified as instructional faculty any respondents who said that their “primary or secondary work activity is teaching,” and whose institution type was a 2-year college; 4-year college or university; medical school; or university-affiliated research institute.<sup>24</sup> This resulted in an analysis population of 7,232 instructional faculty respondents; however, our analyses are weighted analyses that generalize to the population.

Within our analysis population, we identified faculty types based on tenure status (i.e., tenured/on the tenure track or not on the tenure track) and whether respondents said they worked 36 hours or more per week or less than that (i.e., full-time versus part-time).<sup>25</sup> We categorized graduate assistants separately, though we chose not to present estimated percentages for graduate assistants.<sup>26</sup> Given that SDR is a survey of doctorate holders, it may be that graduate assistants in the SDR data are—for example—working toward another doctoral degree or have remained at their degree-granting institution in a postdoctoral position. In either case, we believe the working arrangements and economic circumstances of these individuals may be unique from those of most other graduate assistants.<sup>27</sup> Without more detailed information, the data

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<sup>23</sup> Our analyses of other data sources suggest that population and utilization vary by discipline and many contingent faculty in public institutions in North Dakota and Ohio do not have doctorates.

<sup>24</sup> To identify instructional responsibilities, we also examined two variables: (1) ACTTCH indicates whether the respondent reported that teaching is their primary or secondary work activity, and (2) WATEA includes respondents who said that teaching makes up 10 percent or more of their work activity. We opted to use ACTTCH instead of WATEA because it is more consistent with the definition of instructional faculty in our analysis of IPEDS data.

<sup>25</sup> The publicly available variable for hours worked per week has four categories, including 36-40 hours and greater than 40.

<sup>26</sup> We created a flag for graduate assistants using the teaching/reaching/other assistant position variable and excluding respondents who also said that they were tenured, on the tenure track, or held an administrator position.



do not allow us to determine the exact nature of graduate assistant positions in the SDR data or explain how they compare to other types of positions. We also chose not to present estimated percentages for part-time tenure-track faculty given that they represented a small proportion of our analysis population.

To analyze the economic circumstances of contingent faculty, we used SDR data to calculate median annual earnings by faculty type, as well as data on the availability of work-provided benefits. We calculated median earnings using data on basic annual salary from the respondent's principal job. We analyzed data on the following types of benefits: health insurance, pension or retirement plans, profit-sharing plans, and paid vacation/sick/personal days.<sup>28</sup> Respondents were asked whether each type of benefit was available to them regardless of whether they chose to take the benefits.

To analyze the employment experiences of contingent faculty, we used SDR data on job satisfaction, reasons for working part-time, and attendance of professional meetings. To examine job satisfaction, we used data on satisfaction with overall employment, job security, opportunities for advancement, salary, and benefits, from which we estimated the percentage of faculty who were satisfied, somewhat dissatisfied, or very dissatisfied by faculty type.

Our analysis of part-time work first included whether a respondent who reported working part-time said they wanted to work full-time.<sup>29</sup> Secondly, among those who wanted—and who did not want—to work full-time, we calculated the percentage who said they worked part-time (1) for family reasons, (2) because a full-time job was not available, (3) because they did not need/want full-time work, and (4) because they were a student, had an illness, or held another job. Respondents could indicate more than one reason for working part-time. We also analyzed a variable on

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<sup>27</sup> For example, we estimated that the median annual earnings for graduate assistants in the SDR data, \$63,641 (+/- 11.0 percent), are nearly as much as for full-time contingent faculty, \$64,544 (+/- 1.7 percent). These results differ from our analyses of state data, in which estimated earnings for graduate assistants were much lower.

<sup>28</sup> The survey questions did not address the level of benefits or number of days of paid leave, for example.

<sup>29</sup> We classified as part-time those individuals who reported working 35 hours per week or fewer, in part, based on the four categories in the publicly available data (e.g., 21–35 hours per week).

attendance of professional meetings to calculate the percentage of faculty, by faculty type, who reported attending professional association meetings or conferences during the past 12 months.

The SDR data included other variables that identify a respondent's academic position, such as research faculty, administrators, adjuncts, and others. We analyzed these variables to determine whether to use them to categorize faculty, but found that they were not the most appropriate for our purposes. However, we observed that these variables may have implications on the economic circumstances of different types of faculty and so used them as control variables in two of our regression models on annual earnings.<sup>30</sup> For example, we analyzed earnings of instructional faculty who said they were "adjunct" faculty or administrators.<sup>31</sup> Among full-time and part-time contingent faculty, estimated median annual earnings decreased when we included only faculty who said that they were adjunct faculty (see table 13).<sup>32</sup> However, the data do not allow us to explain how or whether the positions for faculty who identified as adjuncts are different compared to the positions of those who did not identify as adjuncts, and, based on our team's interviews with administrators, different institutions and individuals apply different meanings to the term "adjunct." As may be expected, among full-time tenure-track and full-time contingent faculty, estimated median annual earnings increased when we limited the population to only those faculty who said they were administrators (see table 13).

**Table 13: Estimated Median Annual Earnings in STEM, Health, and Social Sciences Fields by Faculty Type, 2013**

	Full-time tenure-track	Full-time contingent	Part-time contingent
All faculty	\$84,446 (+/- 0.8 percent)	\$64,544 (+/- 1.7 percent)	\$20,586 (+/- 22.4 percent)
Adjunct faculty	N/A	\$44,852 (+/- 20.4 percent)	\$14,617 (+/- 4.9 percent)
Administrator faculty	\$89,923 (+/- 4.2 percent)	\$77,532 (+/- 13.2 percent)	—

Source: GAO analysis of 2013 SDR data. Responses refer to employment in February 2013. | GAO-18-49

<sup>30</sup> For more information, see discussion of SDR regressions later in this appendix.

<sup>31</sup> We created a flag for adjunct faculty using the adjunct position variable and excluding respondents who also said that they were tenured, on the tenure track, or held an administrator position.

<sup>32</sup> We observed similar differences with respect to benefits, with smaller estimated proportions of adjunct faculty reporting that they have benefits, compared to their respective contingent faculty group overall (e.g., full-time contingent adjunct faculty compared to full-time contingent faculty overall).

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Notes: Relative margins of error at the 95 percent confidence level are shown in parentheses. N/A indicates not applicable based on our coding of the adjunct faculty variable, which excludes tenure-track faculty. Dashes indicate a suppressed estimate due to a low number of observations.

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## State Data Analyses of Makeup and Utilization

We used consistent methods to analyze data from Georgia, North Dakota, and Ohio on faculty workforce makeup and utilization, though we analyzed the data from each state separately. In addition, while each state dataset was structured slightly differently, used different variable names, and contained some unique elements or ways of capturing information about faculty or courses, we restructured and compiled the information to provide consistency across the states.

In the state data, we identified instructional faculty as any individual who taught a course during the given academic year. This definition includes a variety of staff (e.g., deans, administrators, coaches, research faculty, and postdocs) who fill about 2-10 percent of positions, depending on institution type and state. In addition, instructional graduate assistants—who are listed in the state data as instructors of record—fill about 8 to 15 percent of positions at 4-year institutions in the three states.

Each state's data were ultimately structured as a set of unique faculty-institution pair observations—where faculty were listed once, by their employing institution.<sup>33</sup> Each faculty-institution pair observation had variables describing the faculty member's and institution's characteristics, as well as counts of courses, students, and student credit hours taught by the faculty member at that institution (including by academic term and by course characteristics).

## Faculty Data Compilation and Restructuring

For all three state datasets, we coded and grouped certain faculty characteristics variables, including academic rank, age group, race/ethnicity, sex, and tenure status, to ensure consistency across states.<sup>34</sup> For example, in coding tenure status, we consistently

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<sup>33</sup> Faculty members could be listed in the dataset more than once if they taught at multiple institutions.

<sup>34</sup> Due to the relatively small representation of racial and ethnic minority groups in the state data, we combined Black/African American and Latino/Hispanic faculty in one group, and "other" may include American Indian, Native Hawaiian, Pacific Islander, multi-racial, no race identified, or unknown, depending on the state. Some faculty in the Georgia data did not have information on tenure status. For these observations, we used job categories provided in the data to assign a tenure status. We coded full professors as tenure-track and other categories, such as part-time, temporary, and visiting faculty as non-tenure-track.

categorized faculty as “non-tenure-track” if they were identified in the source data as not in a tenure-track position, as having been denied tenure, as being in some other status, or as being in a position for which tenure was not applicable. Some faculty characteristics variables were structured differently in each of the three states and thus required unique methods of recoding, though we applied consistent approaches and logic in each case (see table 14).

**Table 14: Recoding of Selected Data Elements in the Georgia, North Dakota, and Ohio Datasets**

Data Element and Purpose	Georgia	North Dakota	Ohio
<p>Work status To identify graduate assistants, part-time, and full-time faculty</p>	<p>We identified graduate assistants by a job category code. We identified part-time faculty using three variables, beginning with the most precise/detailed: by a job category code indicating an individual as “part-time” or “adjunct”, then by a pay group code indicating an individual as “part-time”, then by a code indicating an individual as not full-time. We identified full-time faculty by the code indicating that status.</p>	<p>We identified graduate assistants by a job family code. We identified faculty as part-time if they were in a job family called “part-time instructional” or if their standard work schedule was less than 35 hours per week. We identified any remaining faculty as full-time if their standard work schedule was greater than or equal to 35 hours per week.</p>	<p>We identified faculty as graduate assistants, part-time, or full-time by an appointment code variable that indicated an individual’s work status.</p>
<p>Earnings To identify annual earnings of faculty</p>	<p>Because earnings information was provided as earnings year-to-date (covering Jan.-Nov., inclusive), we inflated these earnings values by additional pay period amounts to produce an earnings value for the entire calendar year.<sup>a</sup></p>	<p>Data included total earnings over the course of the academic year and broken out by term (fall, spring, summer).</p>	<p>Data included unrestricted and restricted amounts paid during the fiscal year to an individual by institution and funding unit. We aggregated these amounts paid to identify total earnings an individual received from a single institution during the fiscal year (i.e., combined unrestricted and restricted amounts and combined amounts if multiple funding units within a single institution paid the individual).</p>
<p>Benefits To identify faculty receipt of various benefits provided by institution (e.g., retirement plan, health or life insurance, etc.)</p>	<p>Benefits information was provided as the plan an individual was enrolled in, so we coded individuals as having a given benefit if they had a plan listed, as opposed to a “no” or blank data indicated.</p>	<p>Benefits information was provided as the value of benefits an individual received by type (health, life, retirement), so we coded individuals as having a given benefit if they had a value listed in any term of the academic year.</p>	<p>Unique structure – data only include the monetary value of all benefits provided to an individual and are not a meaningful measure of whether an individual received various types of benefits.</p>

**Appendix I: Objectives, Scope, and Methodology**

<b>Data Element and Purpose</b>	<b>Georgia</b>	<b>North Dakota</b>	<b>Ohio</b>
<p>Job category To identify faculty by job category (e.g., teaching faculty, graduate assistants, administration or management, etc.)</p>	<p>We categorized faculty according to a job category code included in the dataset.</p> <p>Codes indicated various types of graduate assistants, postdocs, coaches, and administration/management personnel.</p> <p>We identified “primarily teaching” faculty according to traditional faculty titles (e.g., professor and lecturer) and where the code did not indicate that the individual was “research faculty.”</p> <p>We categorized all others as “research/other” faculty.</p>	<p>We categorized faculty according to a job family code included in the dataset.</p> <p>Codes indicated various types of graduate assistants, postdocs, coaches, and administration/management personnel.</p> <p>We identified “primarily teaching” faculty according to traditional faculty titles (e.g., professor and lecturer) and where the code did not indicate that the individual was “research faculty.”</p> <p>We categorized all others as “research/other” faculty.</p>	<p>We categorized faculty according to a work category code included in the dataset.</p> <p>Codes indicated various types of graduate assistants.</p> <p>We identified administration/management personnel with a code that indicated “management occupations.”</p> <p>We identified “primarily teaching” faculty according to codes that indicated they were “primarily instruction” or “instruction combined with research and/or public service” or “other teaching and instructional support.”</p> <p>We categorized all others as “research/other” faculty.</p>
<p>Highest degree To identify the highest educational degree held by faculty</p>	<p>Unique structure – data only include whether an individual’s educational degree is terminal or not</p>	<p>The data include a variable with the highest education level attained by the individual.</p> <p>We identified an individual’s highest educational degree as a doctorate if they were listed as having a doctorate or post-doctorate and we included additional individuals as having a graduate degree if they were listed as having a professional or master’s degree.</p>	<p>The data include a variable with the highest degree attained by the individual.</p> <p>We identified an individual’s highest educational degree as a doctorate if they were listed as having a doctorate and we included additional individuals as having a graduate degree if they were listed as having a professional or master’s degree.</p>

Source: GAO analysis of data from Georgia, North Dakota, and Ohio public postsecondary institution data systems. | GAO-18-49

<sup>3</sup>Georgia’s data also included information about earnings in the prior pay period. If an individual had positive earnings in the prior pay period, we assumed they would have similar earnings through the one remaining month of the calendar year. Thus, we increased their earning year-to-date amount by a multiple of their prior pay period amount, depending on whether they were paid monthly or biweekly. The result approximated their total annual earnings for the calendar year. If an individual had no positive earnings in the prior pay period, we did not increase their earnings year-to-date amount because we assumed they were not currently employed and would not be so during the one remaining month of the calendar year.

We also identified each individual’s academic discipline based on information provided in each state’s data about their department. Faculty members’ departments in the Georgia and Ohio data are identified by

their standardized Classification of Instructional Programs (CIP) code.<sup>35</sup> The North Dakota data did not include the CIP code for faculty members' departments and department names in the North Dakota data were not consistent across institutions. Thus, we coded North Dakota departments by matching them manually to corresponding CIP codes.

After manually assigning CIP codes to faculty in the North Dakota data, we identified the highest level 2-digit CIP code for each faculty member in all three state datasets.<sup>36</sup> However, because the 2-digit CIP code identifies over 40 fields of study, we grouped these by academic discipline for our analyses. To group departments, we used a crosswalk provided by Ohio that listed CIP codes according to 12 possible disciplines they were most closely associated with.<sup>37</sup> Although the Department of Education's CIP coding system does not include a commonly accepted list of disciplines, we determined that Ohio's convention was reasonable and we applied the coding consistently across all three states to identify the academic discipline of each individual.

The North Dakota data included multiple observations for some faculty members within a single institution and term. This occurred for a variety of reasons, such as a faculty member holding two positions at the same institution (e.g., both a coach and an instructor, or half time as an

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<sup>35</sup> The Department of Education's National Center for Education Statistics catalogs a Classification of Instructional Programs (CIP) that, according to NCES, "provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program[s]." These CIP codes catalog academic programs at various levels of detail (from 2-digit specificity to 6-digit specificity). For example, the 2-digit code for "social sciences" is 45, and within that, there are 14 4-digit codes, such as "political science and government" (45.10), within which are additional 6-digit codes, such as "political economy" (45.1004).

<sup>36</sup> Some faculty in the Georgia data had a department name listed, but were missing CIP codes or had CIP codes that indicated their department was unknown. These department names were also listed for other faculty for whom the CIP code was not missing. Thus, we identified the most prevalent 2-digit CIP code for each department name, provided at least 25 percent of the observations with that department name had the same CIP code, and we assigned that CIP code where an individual was missing that information. For the many faculty in the Ohio data who had an unknown department (i.e., CIP code), we assigned a department based on the most prevalent course subject they taught, provided at least 25 percent of their courses taught observations were in that same subject (course subjects were also identified by CIP codes).

<sup>37</sup> For example, the CIP code for "biological and biomedical sciences" was identified as being in the "natural science & mathematics" discipline.

instructional graduate assistant and half time as a research graduate assistant). To compile a consistently structured dataset of unique faculty-institution pair observations, we implemented the following sequential process to select and eliminate duplicate faculty observations. We confirmed with North Dakota officials that our approach and methods were appropriate.

- For faculty with multiple observations, we dropped any observations where (1) no earnings were listed in any term or earnings were only listed for the summer term but the faculty member taught no courses at the given institution in the summer; or (2) the work responsibilities associated with the faculty observation were not directly related to teaching (e.g., graduate assistant research or grading, management, administration, research, or coaching) and a different observation for that faculty member at the same institution had teaching duties listed. We dropped these duplicate observations because there was a more appropriate observation to be used for the given faculty member at the given institution with earnings information and an associated instructional position.
- For the remaining faculty with multiple observations, we sequentially kept one observation as the primary faculty position based on hierarchical logic we developed. For example, we dropped any additional observations with an employee status other than “active” or a position identified as “temporary.” As appropriate, we either aggregated hours worked and earnings across the multiple observations before dropping the duplicate observations or we took the hours worked and earnings values from the observation identified as primary.

## Course Data Compilation and Restructuring

Course data from all three states included each unique course section taught over the academic year by institution, term, and faculty instructor. We analyzed course sections for which there was an instructor identified and enough information about that faculty member to categorize them by faculty type (e.g., full-time tenure-track versus part-time contingent,

etc.).<sup>38</sup> For all three states, we aggregated these data by course type and other information to the level of the unique faculty-institution pair. For example, a single faculty member at a single institution may have taught 10 course sections, all at the undergraduate level and spread across the year—4 in fall term, 4 in spring term, and 2 in summer term. Courses are listed in the state data at both the course number level (e.g., Biology 101) and the course section level (e.g., Biology 101, Sections A, B, and C). Our analyses generally examined unique course sections by faculty member (e.g., two separate sections of Biology 101 are considered as two courses), as that is a more accurate depiction of faculty workload. Thus, for consistency and clarity throughout our report, we use the term “courses” to refer to our analyses of course sections. In a few special circumstances, we counted courses at the course number level instead of the course section level to minimize potential bias in our work (see additional information below).

The course data included information about courses that we systematically coded and grouped to ensure consistency across the three states. For example, each state identified the academic level of each course. The Georgia and North Dakota data identified courses along a spectrum—generally developmental, freshman, sophomore, junior, senior, or graduate.<sup>39</sup> The Ohio data had a different classification series:

- Developmental: All courses which are below college level

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<sup>38</sup> We identified 136,427 unique course sections in Georgia, 28,570 in North Dakota, and 155,094 in Ohio, after accounting for course sections that were cross-listed, lab sections that may have been inconsistently listed, and course sections that were listed multiple times due to multiple faculty sharing responsibility for the course section (for more information about these, see details later in this section). Of the universe of unique course sections in each state, a certain number of course section observations were missing necessary data and thus were excluded from our analyses: 5.8 percent of course sections in Georgia, 12.2 percent in North Dakota, and about 0 percent in Ohio (19 course sections). For example, a course section may not have had an instructor identified or we may not have had sufficient information about the instructor who was listed to categorize her by faculty type (e.g., the instructor’s tenure status and full-time or part-time work status were both missing). Some of these course sections that were excluded due to missing information would not have ultimately been within our primary scope of analysis (e.g., atypical courses, such as independent studies, internships, thesis research, among others; for more information about these, see details later in this section).

<sup>39</sup> In the Georgia data, courses below the freshman level were identified as “learning support” and in the North Dakota data, a yes/no variable indicated whether a course was “developmental.”



- General Studies: All courses which are general, introductory, or core courses
- Technical: Only those courses which are part of an associate degree program of technical education and are within the technical portion of a curriculum
- Baccalaureate: All courses which are specialized within a discipline for the baccalaureate degree
- Master's / Doctoral / Professional – All graduate courses of various types

To categorize undergraduate course levels consistently across the states, we identified courses as (1) undergraduate lower if they were at the freshman, sophomore, general, or technical levels; or (2) undergraduate upper if they were at the junior, senior, or baccalaureate levels. Developmental and graduate courses were identified consistently in each state's data.

We made a number of decisions about how to categorize and count courses consistently across institutions and states. For example, we dropped cancelled courses or courses with no student enrollment. We also excluded from our primary analyses courses that would likely be student-led or student-initiated and thus could be considered atypical courses. We excluded these courses to minimize the potential bias of inflating the percentage of courses taught and deflating the earnings per course of one faculty type relative to another. After reviewing course types and titles, as well as associated student enrollment numbers and credit hours, we identified courses that met this definition and categorized them as atypical. Among the courses we identified as student-led or student-initiated were:

- Art or musical exhibitions, performances, or recitals
- Continuing enrollment
- Independent studies
- Independent, supervised, dissertation, or thesis research
- Internships, fieldwork, practicums, cooperative experiences
- Transfer credits
- Tutorials
- Tutoring
- Varsity athletics

These atypical courses made up close to a quarter of all courses across 4-year institutions in the three states and less than 10 percent of courses at 2-year institutions. As expected, and due to many being independent or single-student enrollment courses, they generally represented much smaller proportions of student credit hours across all institutions. Across 4-year public institutions in all 3 states, tenure-track faculty taught close to 75 percent or more of these courses.

We also accounted for cross-listed courses and multiple lab sections to more accurately capture faculty workloads. Some courses in the Georgia and North Dakota data were cross-listed in multiple departments with different course acronyms for each department. For example, the course “Intro Robotics Research” taught by a single faculty member at one institution was listed three times under different department acronyms, with several students enrolled under each listing. Course sections listed multiple times due to being cross-listed would artificially inflate counts of courses taught, as these cross-listings actually represent only one course section. To avoid inappropriately counting them as separate courses, we counted cross-listed courses by using their course numbers (and also their course name in North Dakota) without the course acronyms attached. Thus, when we aggregated counts of courses by faculty-institution pair, term, and course type, these cross-listed courses were counted as one course and numbers of students and student credit hours were aggregated in association with the course. Due to inconsistencies in how lab sections were organized in the data, we aggregated labs by their course number (within a faculty-institution pair and term). For example, some lab sections were listed as 4-credit courses that appeared to have the lecture and lab components combined in a single listing, while others had a 3-credit lecture course listed and multiple sections of a 1-credit lab. To be as consistent across states as possible and to minimize the potential bias of inflating the percentage of courses taught and deflating the earnings per course of one faculty type relative to another, we combined lab sections into a single course count. To do so, we identified the lab sections within a particular course number, instructor, institution, and term and then flagged the first lab section for counting. Thus, similar to the cross-listed courses, when we aggregated counts of courses by faculty-institution pair, term, and course type, these lab sections were counted as one course and enrollment numbers aggregated in association with the course.

For outlier faculty who taught especially large numbers of course sections, we counted their courses taught at the course number level (e.g., Biology 101) instead of the course section level (e.g., section 1 of

Biology 101). After compiling the data and producing preliminary counts of course sections taught, some faculty in all three states emerged as outliers—teaching large numbers of course sections in a given term, in some cases, more than 50, for example. Though the data do not provide exact reasons for the large numbers of course sections taught, these outliers may have a number of possible explanations that could vary by state and institution.<sup>40</sup> Among other effects, these outlier observations could artificially inflate the percentage of courses taught and deflate the earnings per course of one faculty type relative to another. To mitigate these effects, we counted courses taught for these outlier faculty at the course number level—where they are clearly distinct—instead of the course section level—where it is less clear why there are multiple sections. For example, Biology 101 is clearly a different course than Biology 201 or Chemistry 101 (regardless of section number), whereas section A of Biology 101 could actually be combined with section B and they are just listed separately for other reasons. We did not set a maximum number of courses that an individual could teach (i.e., individual faculty could still be listed as teaching large numbers of courses if they were associated with large counts at the course number level). We counted course numbers for outlier faculty because their large numbers of course sections listed suggested the possibility of a data anomaly; for all others (non-outlier faculty), we counted course sections. We set our outlier threshold as 15 course sections taught over the academic year based on an examination of the range of course sections taught by faculty in the three states' data and conversations with administrators during our site visits. According to preliminary counts of course sections taught after excluding atypical courses, more than 95 percent of faculty in each state taught 15 course sections or fewer over the entire academic year.<sup>41</sup> In addition, during our site visits, the largest number of course sections taught per term that administrators identified was 6, which could reasonably result in 15 course sections over the year (6 in fall term, 6 in spring term, and 3 in summer term—half the amount due to the condensed format).

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<sup>40</sup> For example, potentially multiple sections are listed for what is actually a single large lecture course due to separate discussion groups led by teaching assistants, or potentially multiple sections of a course are all listed under a department chairperson even though they are taught by different faculty.

<sup>41</sup> These counts and percentages do not incorporate the outlier process and thus are not comparable to final results presented in the report.

Analysis of Faculty Makeup and Utilization

To analyze faculty makeup and utilization by institution, we merged information about institutional characteristics from IPEDS onto our state datasets. We analyzed faculty makeup, including counts and percentages of faculty positions by type of position and faculty characteristics (e.g., age, education, and academic discipline), by the following faculty categories (based, in part, on faculty tenure and work statuses):

- Administrators/management
- Full-time tenure-track
- Part-time tenure-track
- Full-time contingent
- Part-time contingent
- Instructional graduate assistants

We sometimes analyzed full-time and part-time contingent faculty and instructional graduate assistants combined as “contingent faculty” and full-time and part-time tenure-track combined as “tenure-track faculty.” Unlike our analyses of IPEDS data, we included instructional graduate assistants in our combined contingent faculty group because they were listed as teachers of record for courses in the state data. We analyzed administrators/management as a separate group because these individuals represent a non-traditional class of faculty. For example, administrators may not have tenure-track status due to their management roles, but are in positions that may not be appropriate to be considered “contingent” (e.g., a dean might not be a tenure-track faculty member, but neither are they a contingent faculty member). We analyzed educational attainment of faculty by calculating the percentage of faculty with graduate or doctoral degrees by faculty type and institution type in in North Dakota and Ohio. Table 15 shows the total number of instructional faculty positions by institution type in each state, as well as selected faculty demographics.

**Table 15: Instructional Faculty Positions and Selected Demographics of Instructional Faculty at Public Institutions in Georgia, North Dakota, and Ohio**

	Georgia	North Dakota	Ohio
<b>Total instructional positions</b>	<b>19,901</b>	<b>3,608</b>	<b>34,461</b>
<b>Instructional positions at 4-year institutions</b>	<b>19,901</b>	<b>3,060</b>	<b>26,385</b>
Administrators/management	838	22	1,012
Full-time tenure-track	8,102	1,339	8,540

**Appendix I: Objectives, Scope, and Methodology**

	<b>Georgia</b>	<b>North Dakota</b>	<b>Ohio</b>
Part-time tenure-track	106	32	256
Full-time contingent	4,461	558	4,286
Part-time contingent	4,706	879	8,282
Instructional graduate assistants	1,688	230	4,009
<b>Instructional positions at 2-year institutions</b>	<b>N/A</b>	<b>548</b>	<b>8,076</b>
Administrators/management	N/A	1	148
Full-time tenure-track	N/A	146	1,134
Part-time tenure-track	N/A	8	46
Full-time contingent	N/A	73	1,170
Part-time contingent	N/A	320	5,578
<b>Instructional faculty demographics</b>			
<b>Sex</b>			
Men	10,361	1,867	17,037
Women	9,539	1,739	17,424
Not indicated	1	2	0
<b>Race/Ethnicity<sup>a</sup></b>			
Asian	1,895	253	1,656
Black/African American or Hispanic/Latino	2,791	97	2,561
Other	726	144	3,448
White (non-Hispanic)	14,489	3,114	26,796
<b>Age</b>			
Under 30	1,584	304	4,260
30-39	4,715	910	7,233
40-49	5,110	930	7,746
50-59	4,461	789	8,036
60-69	3,382	576	6,069
70 and over	649	99	1,117

Source: GAO analysis of data from Georgia, North Dakota, and Ohio public postsecondary institution data systems. | GAO-18-49

Note: The timeframes of the state data we analyze are fall 2015 through summer 2016 for Georgia and North Dakota, and summer 2014 through spring 2015 for Ohio. Georgia's data did not include 2-year institutions.

<sup>a</sup>Due to the relatively small representation of racial and ethnic minority groups in the state data, we combined Black/African American and Latino/Hispanic faculty in one group, and "other" may include American Indian, Native Hawaiian, Pacific Islander, multi-racial, no race identified, or unknown, depending on the state.

We analyzed faculty utilization by aggregating counts of courses, students, and student credit hours taught by each faculty category above,

and by term and type of course, and by calculating percentages taught out of the entire population and certain subgroups. As a first step in this process, we aggregated counts of courses, students, and student credit hours for each faculty-institution pair by term and type of course. As a result, each faculty-institution pair had count variables that listed, for example, how many courses and students they taught in fall term at the undergraduate upper level. The Georgia and Ohio data listed courses multiple times if multiple faculty share the instructional responsibility. To ensure course sections were not double-counted, we counted them in fractional terms based on how many instructors were listed; for example, if a course section was listed twice—with two faculty members having equal responsibility for the course—we counted each faculty member as teaching half of that course. We also used this fractional count to pro-rate or assign responsibility for students and student credit hours.<sup>42</sup> We calculated this fractional count slightly differently for the Georgia and the Ohio data:

- Georgia: The Georgia data provided a teaching responsibility percentage for each faculty member associated with a course section. For example, a course section that was listed 3 times (for 3 different faculty with responsibility) might be split evenly  $1/3$ - $1/3$ - $1/3$  or might be split as 50-30-20 percent responsibility to each of the three faculty members. Thus, we used this individually provided fractional value.
- Ohio: The Ohio data did not provide a teaching responsibility percentage for each faculty member associated with a course section. Thus, we assigned equal responsibility (as the simplest assumption) to all staff listed for a course.

After aggregating counts to the faculty-institution pair level, we further aggregated counts to the faculty category and institution type level. Our analyses focused on counts and percentages of courses and student

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<sup>42</sup> For counts at the course number level, as opposed to the course section level, we used a slightly different process to ensure that when course counts are aggregated, each faculty member would have a count of one for each of the unique courses at the course number level that they taught.

credit hours by these faculty categories.<sup>43</sup> Table 16 shows the total number of courses taught by institution and faculty types in each state.

**Table 16: Courses Taught by Faculty Type at Public Institutions in Georgia, North Dakota, and Ohio**

Courses taught by faculty type	Georgia	North Dakota	Ohio
<b>Courses taught at 4-year institutions</b>	<b>97,960</b>	<b>15,654</b>	<b>83,425</b>
Administrators /management	2,334	80	2,204
Full-time tenure-track	51,803	8,480	35,715
Part-time tenure-track	183	99	707
Full-time contingent	26,641	3,668	18,591
Part-time contingent	13,260	2,707	20,343
Instructional graduate assistants	3,739	620	5,865
<b>Courses taught at 2-year institutions</b>	<b>N/A</b>	<b>3,171</b>	<b>33,105</b>
Administrators /management	N/A	1	396
Full-time tenure-track	N/A	1,420	8,672
Part-time tenure-track	N/A	41	176
Full-time contingent	N/A	487	7,483
Part-time contingent	N/A	1,222	16,378

Source: GAO analysis of data from Georgia, North Dakota, and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: The timeframes of the state data we analyzed are fall 2015 through summer 2016 for Georgia and North Dakota, and summer 2014 through spring 2015 for Ohio. We counted unique course sections (e.g., 2 separate sections of Biology 101 are counted as 2 courses) and only included those for which there was a faculty member of record listed. We made a number of decisions about how to count courses consistently across institutions and states. For example, we excluded independent studies, internships, thesis research, and dissertation guidance, among others. Georgia's data did not include 2-year institutions.

We also analyzed economic circumstances by examining median annual earnings and receipt of work-provided retirement, health insurance, and life insurance benefits by faculty type. We calculated an annual earnings amount for each faculty member and then analyzed median earnings by

<sup>43</sup> Our analyses produced counts at the course number level, the course section level, and at the course section level corrected for outlier faculty. Throughout our report, we generally focus on the outlier-corrected course section level analyses. We also generally do not focus on counts and percentages of students taught for simplicity of interpreting results—focusing on courses and student credit hours provides sufficient alternatives for considering utilization.

faculty type.<sup>44</sup> For benefits, we identified whether individual faculty received a given benefit during the year, and then calculated the percentage of each faculty type receiving those benefits. We were unable to analyze benefits in this way for faculty in Ohio. See table 14 above for additional details about our earnings and benefits calculations by state.

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## HDS Analyses of Faculty Makeup

To estimate population percentages by faculty type and discipline in humanities departments at 4-year institutions, we used HDS data that were published in a technical report sponsored by AAAS.<sup>45</sup> Our population of instructional faculty included faculty in humanities departments at 4-year institutions.<sup>46</sup> The sample was stratified by discipline and degree level of courses taught (i.e., bachelor's, master's, and doctoral degree courses). We were unable to access the data with the sample design information (i.e. sampling weights and stratification identifiers) necessary to calculate margins of errors that took into account the sample design features. To allow us to estimate margins of error for the estimates presented in the report, AAAS provided information on the number of respondents associated with each response category since the survey had unit and item nonresponse.<sup>47</sup> We incorporated this information into a simple random sampling formula, which we adjusted for the design effect due to unequal weighting that resulted from stratification within

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<sup>44</sup> The earnings data for Georgia covered calendar year 2015 or 2016 and the earnings data for North Dakota and Ohio covered academic years 2015-16 and 2014-15, respectively.

<sup>45</sup> Susan White, Raymond Chu, and Roman Czujko, *The 2012-13 Survey of Humanities Departments at Four-Year Institutions: Full Technical Report* (College Park, MD: Statistical Research Center, American Institute of Physics, 2014; sponsored by the American Academy of Arts & Sciences).

<sup>46</sup> Our analysis population included both departments and programs that award degrees in humanities disciplines; not every degree-granting unit is a department. Results from this survey would not necessarily generalize to departments established after 2007-08 in some fields, including art history, English, language and literatures other than English, history, history of science, linguistics, MLA combined, and religion, because departments established in those fields after 2007-08 were not included in the frame from which the 2012-13 sample of departments was selected.

<sup>47</sup> We received this information from officials at the American Institute of Physics, which is the organization AAAS contracted to administer the survey and analyze the results.



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departments (e.g., differences in the extent to which departments may offer bachelor's, master's, and doctoral degree courses).<sup>48</sup>

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## Section 3: Pay per Course Regression Analysis (State Data)

This section discusses the regression analysis methods we used to analyze and compare pay-per-course rates across different types of faculty at public institutions in North Dakota and Ohio. We used data from the three states to conduct multivariate regression analyses that examined rates of compensation across faculty types. Data from North Dakota and Ohio allowed us to link faculty members' pay over the course of an academic year with the number of courses they taught to calculate pay-per-course rates that are comparable across faculty types. Data from Georgia did not allow us to do this because the earnings data from Georgia is for a calendar year that did not align with the course data for the academic year. However, we used Georgia's data to develop assumptions about faculty work activities (see below for more details). The state data we used to analyze pay-per-course rates covered courses taught and earnings from fall 2015 through summer 2016 for North Dakota, and summer 2014 through spring 2015 for Ohio.

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## Analysis Population

The faculty populations included in our regression analyses of the North Dakota and Ohio data begin with the same population of instructional faculty analyzed elsewhere in our work—any individual who teaches a course at a 4-year or 2-year public institution in the state. However, due to some faculty observations missing information for independent variables, as well as the specifications of some of our models that focused on subgroups within the data, the number of faculty observations in our regression analyses differed slightly from those in our other analyses. In assessing the association between faculty type (e.g., contingent faculty) and pay per course, we focused on three primary populations: (1) all faculty; (2) primarily teaching faculty; and (3) primarily teaching faculty at 4-year institutions. The primarily teaching faculty group excludes faculty who primarily hold other roles unrelated to instruction (e.g., administrators and research faculty). We also examined a

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<sup>48</sup> Population and sample sizes for the sampling strata are available in the AAAS documentation for 2007-2008 and 2012-2013 reports. The same set of departments that were sampled in 2007-2008 were invited to participate in 2012-13, plus an additional sample from departments in communications, folklore, musicology, classical studies, and philosophy.

population limited to 4-year institutions because their pay and faculty utilization structures may differ substantively from 2-year institutions.

- North Dakota: Compared to the 3,608 faculty observations with complete faculty and course identification data across North Dakota public institutions that we analyze for workforce makeup and utilization, the number of observations included in our regression analysis population is reduced to 3,486 due to our dropping of cases where total earnings was less than one dollar or missing, or where the number of in-scope courses taught was zero (more information below under discussion of dependent variables).<sup>49</sup> After introducing the full range of independent variables in our complete model with all faculty at all institutions, our population is reduced to 3,485 due to one faculty member being omitted due to missing data. When we limit the population to primarily teaching faculty at all institutions, there are 3,404 observations, and when we only include 4-year institutions, there are 2,876 observations.<sup>50</sup>
- Ohio: Compared to the 34,461 faculty observations with complete faculty and course identification data across Ohio public institutions that we analyze for workforce makeup and utilization, the number of observations included in our regression analysis population is reduced to 30,672 due to our dropping of cases where total earnings was less than one dollar or missing, or where the number of in-scope courses taught was zero (more information below under discussion of dependent variables).<sup>51</sup> After introducing the full range of independent variables in our complete model with all faculty at all institutions, our population is reduced to 30,656 due to 16 faculty members missing data for covariates. When we limit the population to primarily teaching faculty at all institutions, there are 28,811 observations, and when we only include 4-year institutions, there are 21,482 observations.<sup>52</sup>

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<sup>49</sup> Some faculty in the North Dakota data taught only courses that we identified as atypical, and thus they were not analyzed as in-scope in the regression analyses.

<sup>50</sup> The unadjusted model has 3,486 observations and differs from the complete model with all faculty due to some faculty having missing data about their demographics or other characteristics used as independent variables.

<sup>51</sup> Some faculty in the Ohio data taught only courses that we identified as atypical, and thus they were not analyzed as in-scope in the regression analyses.

<sup>52</sup> The unadjusted model has 30,672 observations and differs from the complete model with all faculty due to some faculty having missing data about their demographics or other characteristics used as independent variables.

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## Approximating Instructional Pay from Georgia Data on Faculty Work Activities

As explained earlier in the report, we examined instructional pay per course as a way to isolate the earnings for comparable work across faculty types—for example, those who only teach (salaried or paid by the course) versus those who have other responsibilities beyond teaching. Institutions do not generally structure compensation by types of work activities, though some faculty have work responsibility expectations associated with their positions; for example, a full time tenure-track assistant professor may have work responsibility expectations of 60 percent instructional, 30 percent research, and 10 percent other service to the institution. If this faculty member earns \$80,000 per year and teaches 8 courses over the course of the year, her total pay per course, which ignores time spent on research and other activities, would be  $\$80,000/8 = \$10,000$  per course. However, prorating the earnings to those for instructional work activities only, the instructional pay per course would be  $(\$80,000 \times 0.6)/8 = \$6,000$ . We assessed each regression model based on the outcomes of total pay per course and instructional pay per course, where earnings were prorated for instructional time.

Because information about faculty work activity was unavailable in the North Dakota and Ohio data, but was available in the Georgia data, we used empirical data that we received on four of the Georgia 4-year public institutions to identify work activity percentages by faculty type.<sup>53</sup> We then assigned those percentages to similar faculty in North Dakota and Ohio. We identified the median instructional work activity percentages for the faculty in Georgia's 4-year public institutions within profiles based on a combination of faculty characteristics including faculty category (e.g., full-time tenure-track, full-time non-tenure-track, part-time non-tenure-track, etc.), job category (e.g. administration/management, teaching faculty, research/other faculty, etc.), and when applicable, rank (e.g. full professor, assistant professor, instructor/lecturer, etc.). We then applied the median instructional work activity percentage from the Georgia data by these profile groups to faculty at 4-year institutions in the North Dakota and Ohio data with the same profile. For faculty in the job categories of administrators/management staff, instructional graduate assistants, coaches, and postdocs, the median instructional work activity percentage in those groups overall was sufficiently explanatory. For the remaining two job category groups of instructional faculty and research/other faculty,

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<sup>53</sup> These four institutions broke out instructional, research, and other responsibilities in detail, while other 4-year institutions combined these various responsibilities under "instructional" responsibilities.

we used median work activity percentages by faculty category (e.g., full-time tenure-track) and rank (e.g., full professor). If a faculty member did not have a rank identified in the data, we used the median work activity percentage for the faculty category overall (see table 17). Because the data on work responsibilities pertained to public 4-year institutions in the Georgia data, we did not prorate faculty at 2-year institutions accordingly. Because 2-year institutions generally do not have a research mission, we coded all faculty at 2-year institutions as 100 percent instructional, except for administrators/management staff. We prorated administrators/management staff according to the same method as at 4-year institutions due to their likely having substantial non-teaching responsibilities.

**Table 17: Instructional Activity Percentage of Faculty Group Profiles Based on Georgia Data and Other Assumptions, and Number of Faculty in North Dakota and Ohio Analysis Populations in Each Profile Group**

Faculty profile group	Instructional activity percentage (i.e., prorate amount) based on Georgia data and other assumptions (see notes)	North Dakota faculty population in each group	Ohio faculty population in each group
<b>Total Faculty</b>		<b>3,486</b>	<b>30,672</b>
<b>Faculty at 2-year institutions</b>		<b>531</b>	<b>7,698</b>
Administrators/management <sup>a</sup>	5%	1	122
All other faculty at 2-year institutions <sup>b</sup>	100%	530	7,576
<b>Faculty at 4-year institutions</b>		<b>2,955</b>	<b>22,974</b>
Administrators/management	5%	20	531
Graduate assistants, postdocs, coaches <sup>c</sup>	100%	269	2,947
<b>Instructional and other faculty (with rank)</b>			
<b>Full-time tenure-track</b>			
Full professor	40%	378	2,872
Associate professor	50%	515	3,289
Assistant professor	60%	387	1,920
Instructor/lecturer	60%	15	38
<b>Full-time contingent</b>			
Full professor	20%	5	93
Associate professor	40%	41	225
Assistant professor	65%	146	658
Instructor/lecturer	100%	138	1,954
<b>Part-time tenure-track</b>			
Full professor	30%	11	97
Associate professor	40%	11	71
Assistant professor	100%	5	23

**Appendix I: Objectives, Scope, and Methodology**

<b>Faculty profile group</b>	<b>Instructional activity percentage (i.e., prorate amount) based on Georgia data and other assumptions (see notes)</b>	<b>North Dakota faculty population in each group</b>	<b>Ohio faculty population in each group</b>
Instructor/lecturer	100%	0	12
<b>Part-time contingent</b>			
Full professor	68%	5	63
Associate professor	100%	13	57
Assistant professor	100%	25	387
Instructor/lecturer	100%	122	3,832
<b>Instructional and other faculty (without rank)</b>			
Full-time tenure-track	51%	1	6
Full-time non-tenure-track	80%	160	724
Part-time tenure-track	30%	0	24
Part-time non-tenure-track	100%	688	3,151

Source: GAO analysis of data from Georgia, North Dakota, and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: The timeframes of the state data we analyze are fall 2015 through summer 2016 for Georgia and North Dakota, and summer 2014 through spring 2015 for Ohio. Because the Georgia data on work responsibilities pertained to public 4-year institutions, we based any earnings proration for faculty at 2-year institutions on our own set of assumptions.

<sup>a</sup>We prorated administrators/management staff according to the same method as for those at 4-year institutions due to their likely having substantial non-teaching responsibilities

<sup>b</sup>Because 2-year institutions generally do not have a research mission, we coded all non-administrator/management faculty at 2-year institutions as 100 percent instructional.

<sup>c</sup>Postdocs and coaches are only present in the North Dakota analysis population.

Faculty earnings in the North Dakota and Ohio data were multiplied by the relevant median instructional work activity percentage in order to adjust pay to reflect instructional work activity, resulting in an “instructional pay” amount. The majority of adjustments—prorating of earnings to account for non-instructional activities—were applied to faculty in the full-time tenure-track group, who were most likely to have other work responsibilities. Some adjustment to earnings also occurred in the full- and part-time contingent groups, as well as for faculty who had a job type that indicated substantial administrative and management roles. No prorating occurred for instructional graduate assistants.

**Dependent Variables**

We conducted regressions using the following dependent variables:

- a) Log (total pay per course) – In our analysis of the North Dakota and Ohio data, we used the natural logarithm of the total pay per course, which is defined as the total annual earnings (i.e., total pay) divided by the total courses taught within that year.

b) Log (instructional pay per course) – In our analysis of the North Dakota and Ohio data, we also used the natural logarithm of the instructional pay per course, which is defined as total annual earnings adjusted to reflect instructional work activity (i.e., instructional pay) divided by the total courses taught within that year.

We excluded cases from our analysis if they were missing values for either total annual earnings or total courses taught within that same year because these variables were the primary components of pay per course. We dropped cases where total earnings were less than one dollar or missing (19 observations in North Dakota and 2,869 observations in Ohio) or the number of courses taught was zero (103 observations in North Dakota and 920 observations in Ohio) since division by zero is undefined, and our population is intended to reflect any individual who actually teaches a course at 4-year and 2-year public institutions in the state.<sup>54</sup> We then divided pay (total or instructional) by the number of courses taught to obtain the pay-per-course value. We use the log of total and instructional pay per course for the dependent variables in a linear model reflecting both the assumption that the underlying distribution is closer to the log normal than normal, and also to present results in terms of percentage changes in pay per course.

In the Ohio data, because we use fractional counts for courses when multiple faculty are listed as having responsibility for the course, 3,453 faculty in the analysis population teach less than 1 course. For those faculty, we round all course counts that are less than 1 up to 1 to avoid dividing faculty earnings by a fractional course count (between 0 and 1), which would result in an inaccurate and substantially large pay-per-course value.<sup>55</sup>

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<sup>54</sup> Consistent with the methods used in our analyses of workforce makeup and utilization, the number of courses taught by faculty excluded atypical courses (e.g., independent studies, internships, thesis research, among others) and accounted for cross-listed courses, multiple lab sections, and faculty outliers (for more information, see prior section on state data methodology). As a result, any faculty in our population who taught only atypical courses have a total course count of 0. These faculty were dropped from our regression population as essentially out of scope.

<sup>55</sup> For example, without this adjustment, a faculty member who earned \$1,000 and taught half of a course during the year (due to shared responsibility for their course) would have a total pay-per-course value of \$2,000 (i.e.,  $\$1,000 / 0.5$ ), which is unreasonable given the person only earned \$1,000.

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## Independent Variables

The primary independent variable of interest in our analysis was faculty type. We categorized faculty into five types: full-time tenure-track, full-time contingent, part-time tenure-track, part-time contingent, and graduate assistant. Our main interest was comparing contingent faculty and graduate assistants to full-time tenure-track faculty. We controlled for the part-time tenure-track group, but due to the small size of this population (at most, 35 faculty in North Dakota and 274 faculty in Ohio), we did not substantively examine these estimates. All regression models set the base group for faculty type as full-time tenure-track.

We included in our regression models additional independent variables as controls for faculty and institution characteristics. Faculty characteristics include sex, race, age, age squared (to account for the potential non-linear relationship between earnings and age), highest degree earned, and academic discipline. Other faculty characteristics we controlled for in our models included whether a faculty member had grant funds (North Dakota only), whether a faculty member taught summer courses, and indicators identifying non-traditional faculty roles, such as administrators/management or coaches.<sup>56</sup> We also included fixed effects for institutions to control for differences between institutions, especially in terms of pay due to factors such as size, sector, and research/graduate component, among other things.<sup>57</sup>

We also examined rank of faculty (e.g. associate professor, assistant professor, instructor/lecturer, etc.), but excluded it from our complete models due to collinearity with the faculty type variable.<sup>58</sup>

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## Regression Model Detailed Results

Tables 18 and 19 (below) shows the coefficients and standard errors from each of our final pay-per-course regression models, as well as for the

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<sup>56</sup> Summer courses may be structured or compensated differently than courses in other terms, due to their condensed formats or other factors.

<sup>57</sup> Various independent variables capture and control for many different characteristics across different types of faculty and institutions, yet unobservable factors that may cause earnings differences may exist; thus, regression results do not prove causality.

<sup>58</sup> For example, in our analyses of faculty workforce makeup, over 95 percent of part-time contingent faculty in both the North Dakota and Ohio data had a rank of N/A/other or instructor/lecturer, and practically all graduate assistants had a rank of N/A/other. In addition, around 90 percent and 85 percent of faculty in North Dakota and Ohio, respectively, who had ranks of full professor or associate professor were in full-time tenure-track positions.

unadjusted model that included only the primary independent variable of interest (total pay-per-course results at the top and instructional pay-per-course results below). For our categorical variables, estimated coefficients are relative to the excluded (reference) category. For example, since the reference category for our main independent variable, faculty type, was full-time tenure-track, the estimated coefficients for other categories of this variable are always relative to this excluded reference category, holding all other variables in the model constant. Thus, in model 2 for North Dakota, the coefficient for full-time contingent faculty is 0.682. This can be interpreted as full-time contingent faculty pay per course is 0.682 that of full-time tenure-track faculty (i.e., full-time contingent faculty are paid 68.2 percent what full-time tenure-track are, per course), holding all other variables in the model constant. Because the dependent variables in the earnings models are the natural logarithms of earnings, subtracting one from the presented coefficients on categorical variables can be interpreted as the percentage change in the dependent variable associated with a change in the categorical variable, relative to the reference category, holding all other variables constant. In this same example, full-time contingent faculty are paid an estimated 31.8 percent less than full-time tenure-track faculty, because  $0.682 - 1 = -0.318$ , or 31.8 percent less.

**Table 18: North Dakota and Ohio Multivariate Regression Results on Contingent Faculty Total Pay per Course as a Percentage of Full-Time Tenure-track Faculty Total Pay per Course**

	North Dakota				Ohio			
	Model 1a	Model 2a	Model 3a	Model 4a	Model 1a	Model 2a	Model 3a	Model 4a
	Unadjusted model	All faculty	Primarily teaching faculty	Primarily teaching faculty at 4-year institutions	Unadjusted model	All faculty	Primarily teaching faculty	Primarily teaching faculty at 4-year institutions
<b>Full-time tenure-track</b>	(base)	(base)	(base)	(base)	(base)	(base)	(base)	(base)
<b>Full-time contingent</b>	0.706 (0.032)	0.682 (0.028)	0.649 (0.027)	0.603 (0.025)	0.453 (0.006)	0.516 (0.007)	0.597 (0.008)	0.574 (0.009)
<b>Part-time tenure-track</b>	0.550 (0.089)	0.617 (0.079)	0.618 (0.079)	0.758 (0.100)	0.419 (0.021)	0.443 (0.020)	0.442 (0.018)	0.476 (0.021)



**Appendix I: Objectives, Scope, and Methodology**

	North Dakota				Ohio			
	Model 1a	Model 2a	Model 3a	Model 4a	Model 1a	Model 2a	Model 3a	Model 4a
	Unadjusted model	All faculty	Primarily teaching faculty	Primarily teaching faculty at 4-year institutions	Unadjusted model	All faculty	Primarily teaching faculty	Primarily teaching faculty at 4-year institutions
<b>Part-time contingent</b>	0.149 (0.006)	0.250 (0.010)	0.245 (0.009)	0.270 (0.011)	0.164 (0.002)	0.230 (0.003)	0.223 (0.003)	0.214 (0.003)
<b>Instructional graduate assistant</b>	0.331 (0.022)	0.376 (0.026)	0.361 (0.025)	0.377 (0.025)	0.398 (0.007)	0.443 (0.010)	0.428 (0.009)	0.424 (0.009)
<b>Men</b>		(base)	(base)	(base)		(base)	(base)	(base)
<b>Women</b>		0.975 (0.027)	0.978 (0.027)	0.967 (0.026)		1.002 (0.009)	1.001 (0.008)	1.003 (0.009)
<b>White (non-Hispanic)</b>		(base)	(base)	(base)		(base)	(base)	(base)
<b>Asian</b>		1.023 (0.055)	1.026 (0.055)	0.999 (0.050)		1.048 (0.021)	1.072 (0.020)	1.054 (0.020)
<b>Black/African American or Hispanic/Latino</b>		0.982 (0.076)	0.986 (0.077)	0.954 (0.073)		0.929 (0.015)	0.954 (0.015)	0.947 (0.016)
<b>Other race/ethnicity</b>		1.052 (0.073)	1.023 (0.072)	0.981 (0.069)		1.036 (0.015)	1.026 (0.014)	1.022 (0.015)
<b>Age</b>		1.013 (0.008)	1.011 (0.008)	1.020 (0.008)		1.005 (0.003)	1.002 (0.002)	0.998 (0.003)
<b>Age squared</b>		1.000 (0.000)	1.000 (0.000)	1.000 (0.000)		1.000 (0.000)	1.000 (0.000)	1.000 (0.000)
<b>Doctoral degree</b>		(base)	(base)	(base)		(base)	(base)	(base)
<b>Professional degree</b>		1.094 (0.075)	1.114 (0.077)	1.106 (0.071)		1.015 (0.029)	1.025 (0.028)	1.070 (0.031)
<b>Master's degree</b>		0.834 (0.032)	0.843 (0.032)	0.866 (0.033)		0.842 (0.010)	0.862 (0.010)	0.859 (0.011)
<b>Bachelor's degree</b>		0.808 (0.040)	0.834 (0.042)	0.791 (0.041)		0.805 (0.013)	0.850 (0.013)	0.840 (0.016)
<b>Associate's degree</b>		1.147 (0.118)	1.197 (0.122)	1.268 (0.185)		0.792 (0.025)	0.816 (0.024)	0.864 (0.052)

**Appendix I: Objectives, Scope, and Methodology**

	North Dakota				Ohio			
	Model 1a	Model 2a	Model 3a	Model 4a	Model 1a	Model 2a	Model 3a	Model 4a
	Unadjusted model	All faculty	Primarily teaching faculty	Primarily teaching faculty at 4-year institutions	Unadjusted model	All faculty	Primarily teaching faculty	Primarily teaching faculty at 4-year institutions
<b>Other degree</b>		0.640 (0.070)	0.704 (0.079)	0.718 (0.079)		0.789 (0.014)	0.843 (0.015)	0.849 (0.017)
<b>Degree type not indicated</b>		0.860 (0.066)	0.877 (0.067)	0.853 (0.064)				
<b>Discipline area:</b>								
<b>Services</b>		(base)	(base)	(base)		(base)	(base)	(base)
<b>Arts and humanities</b>		0.951 (0.065)	0.956 (0.065)	0.991 (0.064)		1.104 (0.025)	1.067 (0.023)	1.196 (0.032)
<b>Business</b>		1.318 (0.109)	1.319 (0.108)	1.409 (0.112)		1.486 (0.039)	1.433 (0.036)	1.860 (0.057)
<b>Education</b>		0.890 (0.064)	0.901 (0.064)	0.934 (0.065)		1.068 (0.029)	1.078 (0.028)	1.243 (0.038)
<b>Engineering</b>		1.047 (0.085)	1.065 (0.086)	1.119 (0.086)		1.427 (0.038)	1.367 (0.035)	1.631 (0.051)
<b>Health</b>		2.283 (0.174)	2.293 (0.173)	2.443 (0.180)		2.088 (0.051)	1.967 (0.046)	2.152 (0.064)
<b>Law</b>		1.634 (0.261)	1.506 (0.245)	1.550 (0.232)		1.694 (0.082)	1.633 (0.075)	2.183 (0.117)
<b>Natural sciences and mathematics</b>		1.363 (0.094)	1.352 (0.092)	1.567 (0.103)		1.516 (0.036)	1.442 (0.033)	1.703 (0.048)
<b>Social and behavioral sciences</b>		1.279 (0.091)	1.291 (0.091)	1.402 (0.095)		1.234 (0.030)	1.189 (0.028)	1.376 (0.039)
<b>Trades and repair technicians</b>		1.183 (0.114)	1.117 (0.108)	1.028 (0.105)		1.117 (0.065)	1.080 (0.061)	1.257 (0.157)
<b>Unknown</b>		1.446 (0.135)	1.396 (0.132)	1.519 (0.163)		1.222 (0.066)	1.246 (0.065)	1.407 (0.081)
<b>Grant funding (base: no)</b>		1.471 (0.054)	1.442 (0.054)	1.368 (0.049)				
<b>Summer semester (base: no)</b>		0.759 (0.022)	0.771 (0.022)	0.760 (0.022)		0.850 (0.008)	0.834 (0.007)	0.809 (0.008)

**Appendix I: Objectives, Scope, and Methodology**

	North Dakota				Ohio			
	Model 1a	Model 2a	Model 3a	Model 4a	Model 1a	Model 2a	Model 3a	Model 4a
	Unadjusted model	All faculty	Primarily teaching faculty	Primarily teaching faculty at 4-year institutions	Unadjusted model	All faculty	Primarily teaching faculty	Primarily teaching faculty at 4-year institutions
<b>Administrator (base: no)</b>		2.992 (0.500)				0.733 (0.021)		
<b>Coach (base: no)</b>		2.142 (0.329)						
<b>Institution fixed effects</b>		(see notes)	(see notes)	(see notes)		(see notes)	(see notes)	(see notes)
<b>Unweighted observations</b>	3,486	3,485	3,404	2,876	30,672	30,656	28,811	21,482
<b>R2</b>	0.445	0.662	0.662	0.662	0.468	0.597	0.644	0.629
<b>F statistic</b>	697.03	168.26	173.40	166.24	6,743.16	553.23	640.86	604.70

Source: GAO analysis of data from North Dakota and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: The primarily teaching population excludes faculty who are listed as primarily holding other roles unrelated to instruction, such as administrators and management, coaches (North Dakota data only), postdocs (North Dakota data only), and research faculty. This shrinks the analysis population by about 2 percent in North Dakota and about 6 percent in Ohio. The state data we analyzed included 2-year and 4-year public institutions, and the timeframes of the data are fall 2015 through summer 2016 for North Dakota, and summer 2014 through spring 2015 for Ohio. Standard errors are presented in parentheses below the regression coefficients. The coefficients and standard errors are presented on the exponential scale. For categorical variables, estimated coefficients are expressed as a proportion of the excluded (base) category. We include fixed effects to capture unobserved differences between individual institutions (individual institutions and associated coefficients not listed in table).

**Table 19: North Dakota and Ohio Multivariate Regression Results on Contingent Faculty Instructional Pay per Course as a Percentage of Full-Time Tenure-track Faculty Instructional Pay per Course**

	North Dakota				Ohio			
	Model 1b	Model 2b	Model 3b	Model 4b	Model 1b	Model 2b	Model 3b	Model 4b
	Unadjusted model	All faculty	Primarily teaching	Primarily teaching at 4-year institutions	Unadjusted model	All faculty	Primarily teaching	Primarily teaching at 4-year institutions
<b>Full-time tenure-track</b>	(base)	(base)	(base)	(base)	(base)	(base)	(base)	(base)

**Appendix I: Objectives, Scope, and Methodology**

	North Dakota				Ohio			
	Model 1b	Model 2b	Model 3b	Model 4b	Model 1b	Model 2b	Model 3b	Model 4b
	Unadjusted model	All faculty	Primarily teaching	Primarily teaching at 4-year institutions	Unadjusted model	All faculty	Primarily teaching	Primarily teaching at 4-year institutions
<b>Full-time contingent</b>	1.018 (0.045)	0.924 (0.039)	0.875 (0.038)	0.859 (0.036)	0.623 (0.010)	0.753 (0.011)	0.891 (0.012)	0.912 (0.014)
<b>Part-time tenure-track</b>	0.539 (0.084)	0.581 (0.076)	0.581 (0.075)	0.660 (0.087)	0.379 (0.021)	0.388 (0.017)	0.388 (0.016)	0.404 (0.018)
<b>Part-time contingent</b>	0.283 (0.010)	0.412 (0.016)	0.402 (0.016)	0.508 (0.020)	0.321 (0.004)	0.378 (0.005)	0.367 (0.004)	0.415 (0.006)
<b>Instructional graduate assistant</b>	0.632 (0.041)	0.621 (0.044)	0.597 (0.042)	0.661 (0.043)	0.793 (0.015)	0.751 (0.016)	0.726 (0.015)	0.771 (0.017)
<b>Men</b>		(base)	(base)	(base)		(base)	(base)	(base)
<b>Women</b>		0.996 (0.028)	1.000 (0.028)	0.990 (0.027)		1.018 (0.009)	1.018 (0.008)	1.020 (0.010)
<b>White (non-Hispanic)</b>		(base)	(base)	(base)		(base)	(base)	(base)
<b>Asian</b>		1.045 (0.057)	1.056 (0.057)	1.043 (0.052)		1.020 (0.020)	1.048 (0.019)	1.052 (0.020)
<b>Black/African American or Hispanic/Latino</b>		1.009 (0.080)	1.018 (0.081)	0.995 (0.076)		0.928 (0.015)	0.957 (0.015)	0.955 (0.017)
<b>Other race/ethnicity</b>		1.056 (0.075)	1.030 (0.073)	0.979 (0.068)		1.060 (0.016)	1.049 (0.014)	1.041 (0.015)
<b>Age</b>		1.009 (0.008)	1.007 (0.008)	1.015 (0.008)		1.003 (0.003)	1.000 (0.002)	0.995 (0.003)
<b>Age squared</b>		1.000 (0.000)	1.000 (0.000)	1.000 (0.000)		1.000 (0.000)	1.000 (0.000)	1.000 (0.000)
<b>Doctoral degree</b>		(base)	(base)	(base)		(base)	(base)	(base)
<b>Professional degree</b>		1.148 (0.080)	1.175 (0.082)	1.127 (0.073)		1.034 (0.029)	1.049 (0.028)	1.048 (0.031)
<b>Master's degree</b>		0.971 (0.038)	0.987 (0.039)	0.966 (0.036)		0.946 (0.012)	0.973 (0.011)	0.924 (0.012)

**Appendix I: Objectives, Scope, and Methodology**

	North Dakota				Ohio			
	Model 1b	Model 2b	Model 3b	Model 4b	Model 1b	Model 2b	Model 3b	Model 4b
	Unadjusted model	All faculty	Primarily teaching	Primarily teaching at 4-year institutions	Unadjusted model	All faculty	Primarily teaching	Primarily teaching at 4-year institutions
<b>Bachelor's degree</b>		0.949 (0.048)	0.984 (0.050)	0.874 (0.045)		0.892 (0.015)	0.946 (0.015)	0.890 (0.017)
<b>Associate's degree</b>		1.413 (0.148)	1.478 (0.154)	1.465 (0.213)		0.842 (0.026)	0.870 (0.026)	0.924 (0.055)
<b>Other degree</b>		0.734 (0.081)	0.811 (0.092)	0.767 (0.085)		0.860 (0.016)	0.931 (0.016)	0.892 (0.017)
<b>Degree not indicated</b>		0.973 (0.076)	0.998 (0.078)	0.905 (0.068)				
<b>Discipline area:</b>								
<b>Services</b>		(base)	(base)	(base)		(base)	(base)	(base)
<b>Arts and humanities</b>		0.939 (0.065)	0.943 (0.065)	0.989 (0.064)		1.106 (0.025)	1.062 (0.023)	1.191 (0.032)
<b>Business</b>		1.312 (0.110)	1.310 (0.109)	1.400 (0.111)		1.503 (0.039)	1.444 (0.036)	1.880 (0.057)
<b>Education</b>		0.894 (0.066)	0.903 (0.066)	0.935 (0.065)		1.099 (0.030)	1.109 (0.029)	1.264 (0.038)
<b>Engineering</b>		1.066 (0.088)	1.081 (0.088)	1.136 (0.087)		1.426 (0.038)	1.357 (0.035)	1.609 (0.050)
<b>Health</b>		2.148 (0.167)	2.158 (0.166)	2.277 (0.168)		2.093 (0.052)	1.952 (0.046)	2.107 (0.062)
<b>Law</b>		1.696 (0.276)	1.571 (0.260)	1.614 (0.241)		1.626 (0.079)	1.536 (0.071)	2.044 (0.109)
<b>Natural sciences and mathematics</b>		1.348 (0.094)	1.330 (0.092)	1.567 (0.103)		1.514 (0.036)	1.432 (0.032)	1.681 (0.047)
<b>Social and behavioral sciences</b>		1.255 (0.091)	1.264 (0.091)	1.377 (0.093)		1.248 (0.031)	1.197 (0.028)	1.380 (0.039)
<b>Trades and repair technicians</b>		1.257 (0.123)	1.191 (0.117)	1.047 (0.107)		1.134 (0.067)	1.079 (0.061)	1.316 (0.164)
<b>Unknown</b>		1.469 (0.139)	1.410 (0.135)	1.451 (0.155)		1.223 (0.067)	1.242 (0.065)	1.380 (0.079)

**Appendix I: Objectives, Scope, and Methodology**

	North Dakota				Ohio			
	Model 1b	Model 2b	Model 3b	Model 4b	Model 1b	Model 2b	Model 3b	Model 4b
	Unadjusted model	All faculty	Primarily teaching	Primarily teaching at 4-year institutions	Unadjusted model	All faculty	Primarily teaching	Primarily teaching at 4-year institutions
<b>Grant funding (base: no)</b>		1.448 (0.054)	1.420 (0.054)	1.365 (0.049)				
<b>Summer semester (base: no)</b>		0.761 (0.022)	0.775 (0.023)	0.765 (0.022)		0.853 (0.008)	0.834 (0.007)	0.809 (0.008)
<b>Administrator (base: no)</b>		0.232 (0.039)				0.0503 (0.001)		
<b>Coach (base: no)</b>		2.480 (0.388)						
<b>Institution fixed effects</b>		(see notes)	(see notes)	(see notes)		(see notes)	(see notes)	(see notes)
<b>Unweighted observations</b>	3,486	3,485	3,404	2,876	30,672	30,656	28,811	21,482
<b>R2</b>	0.291	0.523	0.518	0.523	0.235	0.515	0.489	0.448
<b>F statistic</b>	357.69	94.34	95.00	91.68	2,358.71	395.69	339.81	289.26

Source: GAO analysis of data from North Dakota and Ohio public postsecondary institution data systems. | GAO-18-49

Notes: Instructional pay per course estimates faculty earnings for only their teaching duties (e.g., excluding estimated effective pay for research and service). The primarily teaching population excludes faculty who are listed as primarily holding other roles unrelated to instruction, such as administrators and management, coaches (North Dakota data only), postdocs (North Dakota data only), and research faculty. This shrinks the analysis population by about 2 percent in North Dakota and about 6 percent in Ohio. The state data we analyzed included 2-year and 4-year public institutions, and the timeframes of the data are fall 2015 through summer 2016 for North Dakota, and summer 2014 through spring 2015 for Ohio. Standard errors are presented in parentheses below the regression coefficients. The coefficients and standard errors are presented on the exponential scale. For categorical variables, estimated coefficients are expressed as a proportion of the excluded (base) category. We include fixed effects to capture unobserved differences between individual institutions (individual institutions and associated coefficients not listed in table).

**Additional Analyses and Sensitivity Tests**

The North Dakota and Ohio data used in the regression analyses include a small number of faculty (1.1 and 0.5 percent of observations, respectively) who are listed as teacher of record for more than 15 courses over the year, which may represent unusually high workloads or data anomalies. In addition, some faculty have small or large pay-per-course

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values when compared to the overall distribution. To preserve the integrity of the data, we did not exclude these observations from the analyses. However, we tested our models with and without these observations to assess the effect on our substantive regression results. In order to assess the effect of faculty with a large workload, we conducted regression models 3 and 4 (in tables 18 and 19 above) limited to faculty who taught 15 or fewer courses over the year. In order to assess the effect of faculty with the outermost values of the dependent variable pay per course, we conducted the same regression models limited to faculty whose pay per course was within the middle 98 percent of pay-per-course values (i.e., we trimmed the bottom and top 1 percent of observations). In both of these sensitivity analyses, we found substantively similar results.

We also ran our regression models on a more refined population that only included primarily teaching faculty at 4-year institutions (faculty at 4-year institutions represent most of our analysis population). As shown in table 18 above, in terms of total pay per course, full-time contingent faculty in North Dakota and Ohio are paid about 40 and 43 percent less per course, respectively, than full-time tenure-track faculty—compared to 35 and 40 percent less per course, respectively, when both 4-year and 2-year institutions are included. This slightly larger pay-per-course disparity as compared to the population overall may be, in part, because pay and utilization of full-time faculty vary somewhat by institution type (e.g., at 4-year institutions, pay is generally higher but less flat, and some full-time tenure-track faculty teach fewer courses due to their more extensive research responsibilities).

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## Section 4: Annual Earnings Regression Analysis (SDR Data)

This section discusses the regression analysis methods we used to analyze and compare annual earnings among different types of faculty using national 2013 SDR data on doctorate-holding faculty in the STEM, health, and social sciences fields.

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### Dependent Variable

We conducted regressions using the following dependent variable: Log (annual salary)—the natural logarithm of annual salary, defined as the basic annual salary from the respondent's principal job.<sup>59</sup>

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<sup>59</sup> The publicly available variable for salary is a categorical variable with values rounded to the nearest thousand dollars.

## Independent Variables

The primary independent variable of interest in our analysis was faculty type. We categorized faculty into five types: full-time tenure-track, full-time contingent, part-time tenure-track, part-time contingent, and graduate assistant. Our main interest was comparing contingent faculty to full-time tenure-track faculty. Though we controlled for the part-time tenure-track and graduate assistant groups, we did not substantively examine these estimates.<sup>60</sup> All regression models set the reference group for faculty type as full-time tenure-track.

We included in our regression models additional independent variables as controls for faculty and institution characteristics. Faculty characteristics included sex, race, age, age squared, number of weeks worked per year, and academic discipline.<sup>61</sup> Other faculty characteristics we controlled for included the year of highest degree earned—which we used as proxy for general experience—and whether a respondent indicated that they were an administrator. We also included institution type (e.g., 4-year college or university, 2-year college or university). After introducing the full range of independent variables in our complete model, our analysis sample was reduced from 7,232 faculty respondents to 7,226 due to 6 faculty respondents being omitted due to missing data.

We examined faculty rank (e.g. professoriate, instructor/lecturer) and academic position variables for “adjunct” faculty and postdocs, but we excluded these variables from our complete model, as we determined

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<sup>60</sup> As explained in Section 2 of this appendix, we do not present information on graduate assistants given that those in the SDR data already have doctorates and, as a result, may have different positions or economic circumstances compared to most graduate assistants. In addition, both graduate assistants and part-time tenure-track faculty represented small proportions of our analysis population.

<sup>61</sup> We recoded the weeks worked variable into three categories to approximate one-semester, two-semester, and full-year instructors. The occupation variable (N2OCPRPB) included academic discipline for those respondents who said their occupation is in postsecondary education, which was the case for the majority of individuals within our analysis population. We recoded the occupation variable by aggregating 27 occupations into 6 broader categories: (1) Postsecondary education: Natural science and mathematics, (2) Postsecondary education: Social and behavioral sciences, (3) Postsecondary education: Engineering, (4) Health-related occupations, (5) Upper level management, and (6) Other non-postsecondary occupations. We recoded the variable both to better align with the discipline variable used in Section 3 of this appendix and to better capture potential differences between postsecondary education occupations and non-postsecondary occupations.



they did not have meaningful information for the purpose of our analyses.<sup>62</sup>

**Regression Model  
Detailed Results**

In our complete model, full-time and part-time contingent faculty earned 22 percent less and 70 percent less, respectively, than full-time tenure-track faculty annually (see table 20).<sup>63</sup> Across our preliminary models (not shown below) and complete model, the coefficients related to our main independent variable remained relatively constant, ranging from 0.76 to 0.86 for full-time contingent faculty and 0.26 to 0.43 for part-time contingent faculty, expressed as proportion of full-time tenure-track faculty earnings.

**Table 20: Multivariate Regression Results on Annual Earnings of Contingent Faculty among Doctorate-Holding Faculty in STEM, Health, and Social Sciences Fields, 2013**

	Complete model regression coefficients
<b>Full-time tenure-track</b>	(base)
<b>Part-time tenure-track</b>	0.86 (0.02)
<b>Full-time contingent</b>	0.78 (0.01)
<b>Part-time contingent</b>	0.30 (0.01)

<sup>62</sup> In data we received from NCSES, individuals who responded that they were an Assistant Professor, Associate Professor, or Professor were recoded as “professoriate.”

<sup>63</sup> For categorical variables, estimated coefficients are always relative to the excluded reference (base) category. For example, since the reference category for our main independent variable, faculty type, is full-time tenure-track, the estimated coefficients for other categories of this variable are always relative to this excluded reference category, holding all other variables in the model constant. Thus, since the coefficient for full-time contingent faculty is 0.78, this can be interpreted as full-time contingent faculty earning 78 percent of what full-time tenure-track earn annually, holding all other variables in the model constant. Because the dependent variables are the natural logarithms of earnings, subtracting 1 from the presented coefficients on categorical variables can be interpreted as the percentage change in the dependent variable associated with a change in the categorical variable, relative to the reference category, holding all other variables constant. Thus, we can interpret full-time contingent faculty as earning 22 percent less than full-time tenure-track faculty annually, holding all other variables in the model constant.

Appendix I: Objectives, Scope, and Methodology

	Complete model regression coefficients
<b>Instructional graduate assistant<sup>a</sup></b>	0.72 (0.03)
<b>Age</b>	1.02 (0.01)
<b>Age squared</b>	1.00 (0.00)
<b>Men</b>	(base)
<b>Women</b>	0.92 (0.01)
<b>White (non-Hispanic)</b>	(base)
<b>Asian (non-Hispanic)</b>	1.04 (0.01)
<b>Other minority</b>	0.98 (0.02)
<b>Worked about one semester<sup>b</sup></b>	(base)
<b>Worked about two semesters</b>	2.36 (0.25)
<b>Worked about full-year</b>	2.57 (0.27)
<b>Administrator (base: no)</b>	1.04 (0.02)
<b>Year highest degree earned: 2011 or later</b>	(base)
2006-2010	1.08 (0.04)
2001-2005	1.16 (0.05)
1996-2000	1.27 (0.05)

**Appendix I: Objectives, Scope, and Methodology**

	<b>Complete model regression coefficients</b>
1991-1995	1.38 (0.06)
1986-1990	1.48 (0.07)
1981-1985	1.58 (0.07)
1976-1980	1.65 (0.08)
1971-1975	1.69 (0.10)
1966-1970	1.72 (0.14)
1965 or earlier	2.13 (0.23)
<b>4-year college or university</b>	(base)
<b>2-year college of university</b>	0.85 (0.03)
<b>Medical school or other university-affiliated research institute</b>	1.18 (0.02)
<b>Unweighted sample</b>	7,226
<b>R<sup>2</sup></b>	0.5288
<b>F statistic</b>	190.56

Source: GAO analysis of data from the Survey of Doctorate Recipients (SDR), 2013. | GAO-18-49

Notes: Responses refer to employment in February 2013. The coefficients and standard errors are presented on the exponential scale. For categorical variables, estimated coefficients are expressed as a proportion of the excluded (base) category. Standard errors are presented in parentheses below the regression coefficients. Full-time includes those who worked at least 36 hours per week.

<sup>a</sup>Given that SDR is a survey of doctorate holders, it may be that graduate assistants in the SDR data are—for example—working toward another doctoral degree or have remained at their degree-granting institution in a postdoctoral position. In either case, we believe the working arrangements and economic circumstances of these individuals may be unique from those of most other graduate assistants. We created a flag for graduate assistants using the teaching/research/other assistant position variable and excluding respondents who also said that they were tenured, on the tenure-track, or held an administrator position.

<sup>b</sup>Number of semesters worked is approximated based on the reported number of weeks worked.

# Appendix II: IPEDS Data on the Racial and Ethnic Distribution of Faculty Positions Nationwide, 2015

**Table 21: Percent of Positions Held by Faculty of Various Racial or Ethnic Identities Nationwide, 2015**

	All institutions	4-year institutions <sup>a</sup>	2-year institutions <sup>a</sup>	For-profit institutions <sup>a</sup>
<b>Total instructional positions<sup>b</sup></b>	1,444,774	990,145	349,004	105,625
Asian	6.5%	7.7%	3.9%	4.1%
Black or African American	7.0%	5.6%	8.3%	15.5%
Hispanic or Latino	5.7%	5.4%	5.8%	8.4%
Nonresident alien	2.0%	2.6%	0.7%	0.1%
Other or unknown <sup>c</sup>	6.3%	6.1%	5.8%	10.2%
White (non-Hispanic)	72.4%	72.5%	75.4%	61.6%
<b>Full-time tenure-track positions<sup>d</sup></b>	433,048	375,281	57,434	333
Asian	10.0%	10.6%	5.6%	1.8%
Black or African American	5.1%	4.9%	6.4%	6.0%
Hispanic or Latino	5.3%	4.9%	8.2%	47.7%
Nonresident alien	3.0%	3.3%	0.8%	0.0%
Other or unknown <sup>c</sup>	3.6%	3.5%	4.5%	3.3%
White (non-Hispanic)	73.0%	72.8%	74.5%	41.1%
<b>Full-time contingent positions</b>	288,148	213,396	54,514	20,238
Asian	7.2%	8.6%	2.5%	4.3%
Black or African American	6.5%	5.4%	9.0%	11.6%
Hispanic or Latino	5.3%	5.2%	4.2%	9.9%
Nonresident alien	3.0%	3.9%	0.5%	0.4%
Other or unknown <sup>c</sup>	4.6%	4.7%	3.6%	7.2%
White (non-Hispanic)	73.3%	72.1%	80.3%	66.6%
<b>Part-time positions<sup>e</sup></b>	723,579	401,468	237,056	85,055
Asian	4.3%	4.5%	3.9%	4.1%
Black or African American	8.3%	6.3%	8.7%	16.5%
Hispanic or Latino	6.2%	6.1%	5.6%	7.9%
Nonresident alien	1.0%	1.3%	0.7%	0.1%
Other or unknown <sup>c</sup>	8.6%	9.3%	6.6%	11.0%
White (non-Hispanic)	71.7%	72.4%	74.5%	60.5%
<b>Graduate teaching assistants</b>	183,749	183,543	4	202
Asian	5.8%	5.8%	0.0%	7.4%
Black or African American	3.5%	3.5%	0.0%	8.4%
Hispanic or Latino	5.5%	5.5%	50.0%	9.4%
Nonresident alien	27.8%	27.8%	0.0%	7.4%
Other or unknown <sup>c</sup>	8.4%	8.4%	0.0%	5.0%
White (non-Hispanic)	49.0%	48.9%	50.0%	62.4%

Source: GAO analysis of 2015 data from the Integrated Postsecondary Education Data System (IPEDS). | GAO-18-49

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**Appendix II: IPEDS Data on the Racial and  
Ethnic Distribution of Faculty Positions  
Nationwide, 2015**

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<sup>a</sup>4-year and 2-year institutions include both public and private not-for-profit institutions. For-profit institutions include both 4-year and 2-year for-profit institutions.

<sup>b</sup>Total instructional positions does not include graduate teaching assistants because the IPEDS data do not distinguish between those who may be instructors of record for courses or those who may instead resemble teaching assistants or classroom support of various kinds (e.g., grading, discussion leading, and lab setup). Numbers for total instructional positions are calculated from the employees by assigned position data file and all other numbers are calculated from the fall staff data file.

<sup>c</sup>Other or unknown includes the IPEDS race/ethnicity categories: American Indian or Alaska Native; Native Hawaiian or other Pacific Islander; two or more races; and race/ethnicity unknown. We combine these groups into a single category for ease of analysis and interpretation of results, and because these groups comprise a small proportion of all instructional positions.

<sup>d</sup>Tenure-track refers to both tenured and tenure-track positions.

<sup>e</sup>The IPEDS data we used to analyze faculty populations by race do not differentiate part-time tenure-track faculty from part-time contingent faculty. Based on analyses of current faculty populations, the vast majority of part-time faculty are non-tenure-track.

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# Appendix III: GAO Contact and Staff Acknowledgments

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## GAO Contact

Cindy Brown Barnes, (202) 512-7215, [brownbarnesc@gao.gov](mailto:brownbarnesc@gao.gov)

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## Staff Acknowledgments

In addition to the contact named above, Nagla'a El-Hodiri (Assistant Director), Nisha R. Hazra (Analyst-in-charge), Sandra Baxter, Justin Gordinas, Michael Kniss, and Alexandra Squitieri made key contributions to this report. Also contributing significantly to this report were Melinda Cordero, Grant Mallie, Jean McSween, Moon Parks, and Sonya Vartivarian. Key support was provided by James Ashley, James Bennett, Grace Cho, Jessica Orr, James Rebbe, Almeta Spencer, and Elaine Vaurio.

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# **THE JUST-IN-TIME PROFESSOR**

## **A Staff Report Summarizing eForum Responses on the Working Conditions of Contingent Faculty in Higher Education**

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**House Committee on Education and the Workforce**

**Democratic Staff**

January 2014





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## Introduction

The post-secondary academic workforce has undergone a remarkable change over the last several decades. The tenure-track college professor with a stable salary, firmly grounded in the middle or upper-middle class, is becoming rare. Taking her place is the contingent faculty: non-tenure-track teachers, such as part-time adjuncts or graduate instructors, with no job security from one semester to the next, working at a piece rate with few or no benefits across multiple workplaces, and far too often struggling to make ends meet. In 1970, adjuncts made up 20 percent of all higher education faculty. Today, they represent half.<sup>1</sup>

Increasing the number of Americans who obtain a college degree or other post-secondary credentials is a key to growing and strengthening the middle class and ensuring the country's global competitiveness. Yet the expanding use of contingent faculty to achieve this goal presents a paradox. These instructors are highly educated workers who overwhelmingly have post-graduate degrees. They perform work critical to our national efforts to lift the next generation's economic prospects. In 2009, CNN Money ranked college professor as the third best job in America, citing increasing job growth prospects.<sup>2</sup> The Bureau of Labor Statistics predicts post-secondary teachers as having faster than average employment growth over the next decade.<sup>3</sup> Having played by the rules and obtained employment in a highly skilled, in-demand field, these workers should be living middle-class lives. But, as will be seen in this report, many often live on the edge of poverty.

More than one million people are now working as contingent faculty and instructors at U.S. institutions of higher education, providing a cheap labor source even while students' tuition has skyrocketed. Traditionally, adjuncts were experienced professionals who were still working in or recently retired from their industry outside of academia, with time on their hands to teach a class or two at the university or community college. Adjunct work supplemented their income; teaching was not their main job. Such adjuncts still exist. But national trends indicate that schools are increasingly relying on adjuncts and other contingent faculty members, rather than full-time, tenure-track professors, to do the bulk of the work of educating students. Today, being a part-time adjunct at several schools is the way many instructors cobble together full-time employment in higher education.

In November 2013, the House Committee on Education and the Workforce Democrats launched an eForum to invite contingent faculty and instructors around the country to comment via email on their working conditions, how those conditions affect their ability to earn a living and have a successful career, and how those conditions may affect students and their attainment of educational goals.

Over the course of six weeks, the eForum received 845 responses. Participants hailed from 41 of 50 states. Some have been working as contingent faculty for more than thirty years, while others have just begun, with only one semester under their belt. They are employed by private and public two- and four-year institutions.

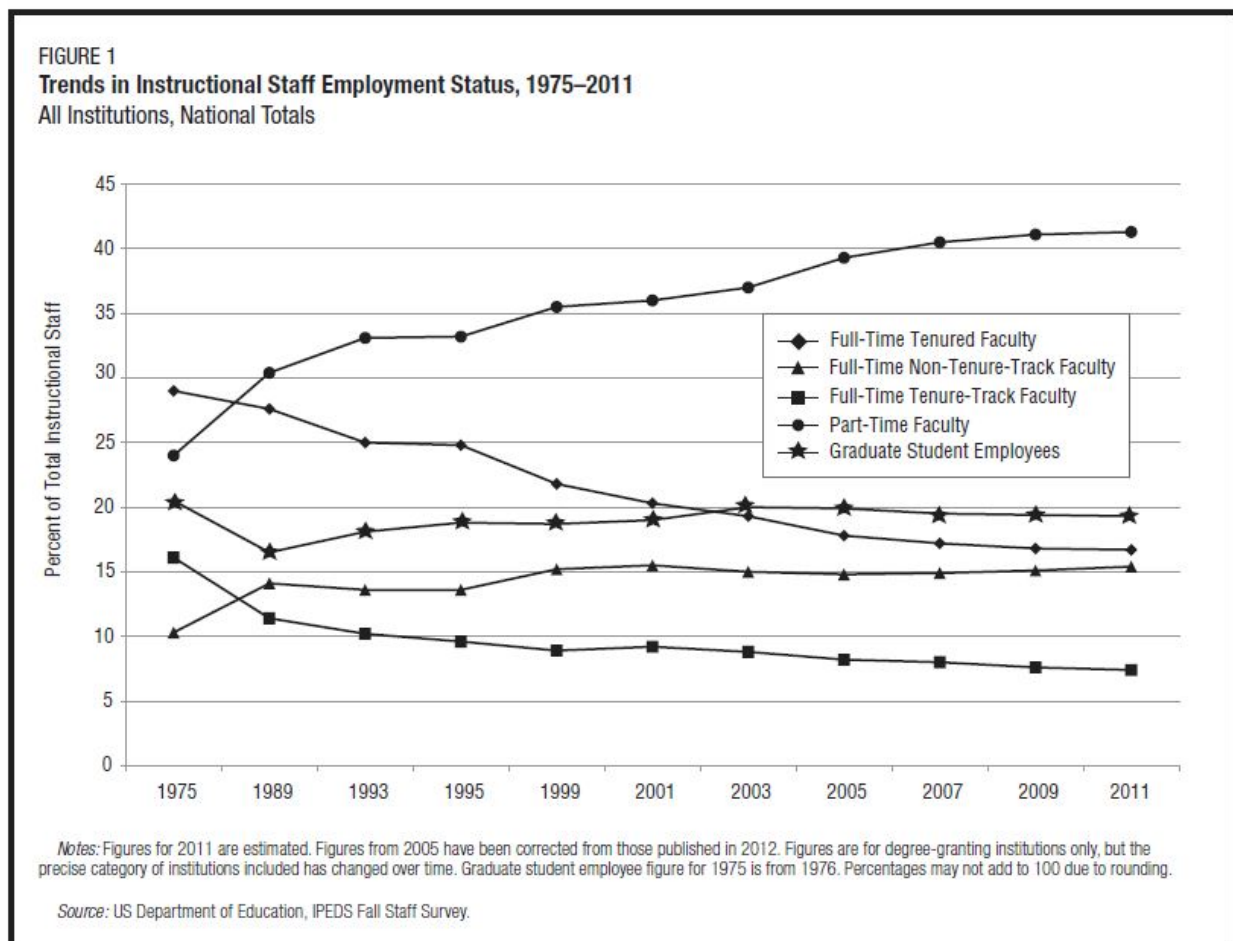
This report summarizes the responses, providing a snapshot of life as contingent faculty. Because many of these workers fear retaliation for speaking out about working conditions, respondents' names and institutions have been omitted from this report.

The eForum responses were consistent with news reports and other research that indicate contingent faculty earn low salaries with few or no benefits, are forced to carry on harried schedules to make ends meet, have no clear path for career growth, and enjoy little to no job security. The contingent faculty trend appears to mirror trends in the general labor market toward a flexible, "just-in-time" workforce, with lower compensation and unpredictable schedules for what were once considered middle-class jobs. The trend should be of concern to policymakers both because of what it means for the living standards and work lives of those individuals we expect to educate the next generation of scientists, entrepreneurs, and other highly skilled workers, and what it may mean for the quality of higher education itself.

## A growing, visible trend that dims many workers' prospects for stable, full-time employment

Data show that there has been an increase in the hiring of contingent professors in all institution types. In 1969, the number of professors working part time was just 18.5 percent.<sup>4</sup> The number of part-time faculty has grown by more than 300 percent from 1975 to 2011.<sup>5</sup> According to U.S. Department of Education data, the number of contingent faculty (these include part-time or adjunct faculty members, full-time non-tenure-track faculty members or graduate student assistants) in degree granting two- and four-year institutions of higher education is more than 1.3 million people, or 75.5 percent of the instruction workforce.<sup>6</sup> Researchers have found the trends in pay, benefits, and working conditions for adjunct faculty members to be consistent across institution type.

The following chart from a recent report from the American Association of University Professors (AAUP) illustrates the shift away from tenured or tenure-track faculty toward part-time and other contingent faculty.<sup>7</sup>



Many eForum respondents noted that the trend toward using more contingent faculty is very visible and dimming their prospects for career growth.

*At [my school] 82% of faculty are "part-time" and the trend is only getting worse.*

---

*There are really no opportunities for advancement because there [are] very few full-time opportunities available, most likely because the schools are using more and more adjunct instructors instead of adding the higher-paid full-time positions (with or without tenure).*

---

*My hope is that once I receive the degree I will get a full-time position, but I realize that this may not happen as universities continue to cut faculty positions and pay and move to using more adjunct instructors.*

Nevertheless, many respondents clearly hold out hope that they will secure a rare tenure-track, or at least full-time, position. As others have reported on why adjuncts remain in the profession despite poor working conditions, a recurring theme throughout the responses was the instructors' dedication to their students.<sup>8</sup> Adjunct faculty are often not adjunct in the purest form of the word, meaning they are not hoping to teach in a purely temporary or auxiliary capacity with their institution. Teaching is often their core passion and career goal. "I believe in what I'm doing," "I love my students," and "we love teaching and helping our students succeed," were common refrains from respondents.

## Low pay at a piece rate

Generally, adjunct work is piece work. These contingent faculty usually are paid a piece rate, a fixed amount of compensation for each unit produced, regardless of how much time it takes to produce. In this case, the unit of production is a college course.

The Coalition on the Academic Workforce (CAW) estimates that the median pay for a standard three-credit course is \$2,700.<sup>9</sup> Adjunct faculty income therefore depends on the sheer number of courses they teach each year.<sup>10</sup>

*I am not reimbursed for any amount of prep time, grading, office hours, website building, or other duties that require me to interact with students on a daily basis.*

---

*Adjuncts are compensated per course at a fraction of the payment full-time professors receive for the same courses. We are not paid for our hours preparing class, grading, and providing office hours.*

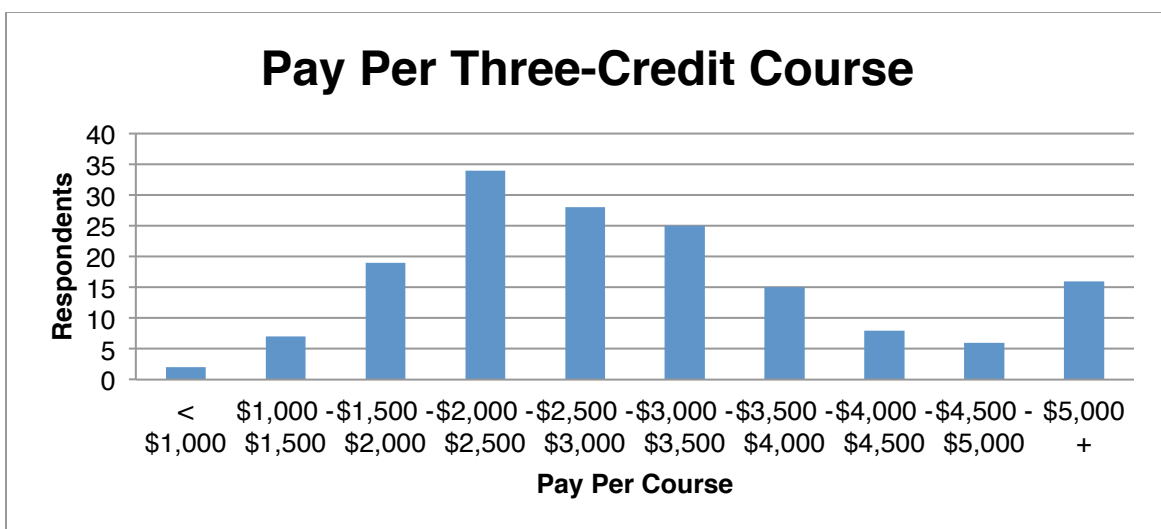
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*There is no way to earn a living as an adjunct faculty member. \$1,200 a term, with four terms a year, is \$4,800 taxed...*

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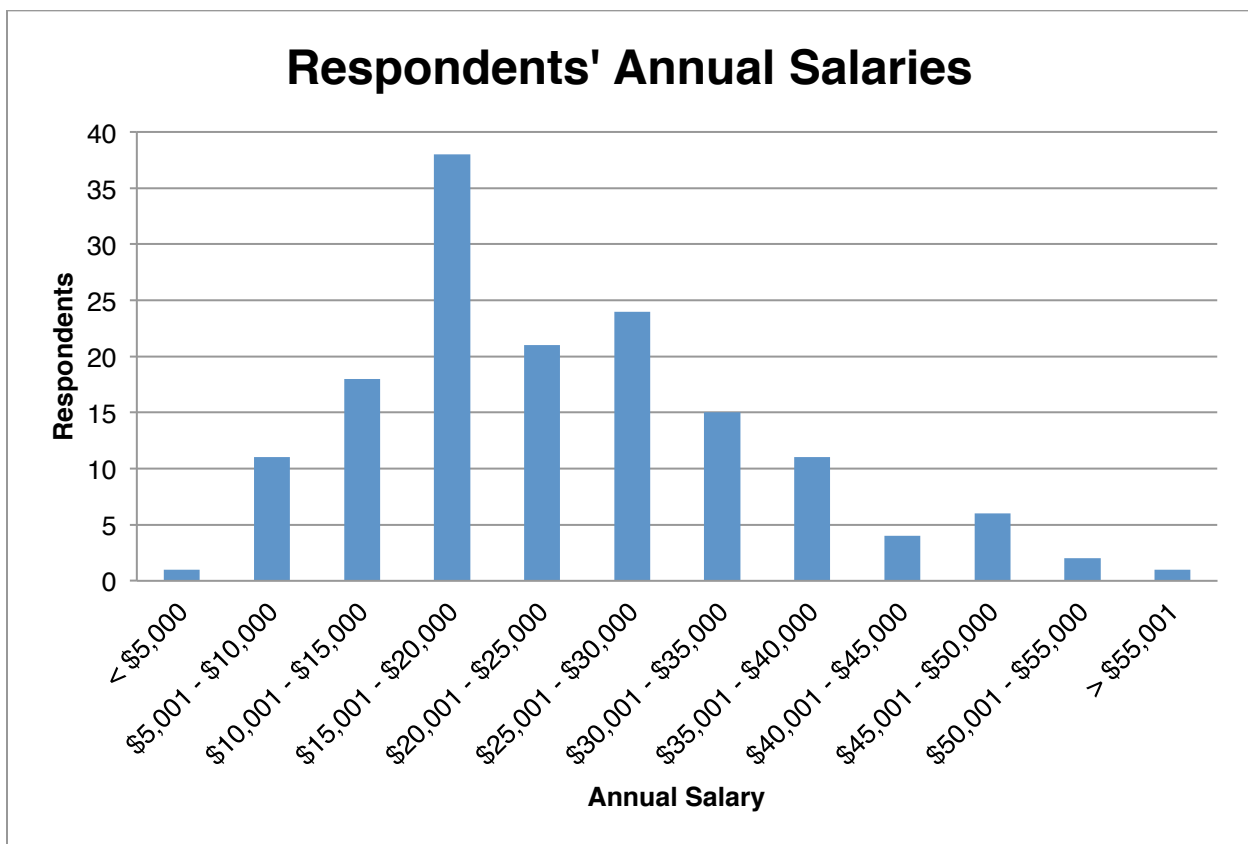
*My university pays 2100 per class which means even if I work at 100%, 10 classes per academic year, I would only make 21,000.*

One-hundred and sixty respondents supplied information on how much they are paid per course. The reported rates are displayed in the following chart.



Of the one hundred and fifty-two respondents who provided their estimated annual teaching salary, the average was \$24,926. The median was \$22,041. In contrast, the median pay for a full-time faculty member is \$47,500.<sup>11</sup> In order to garner comparable wages, an adjunct would have to teach nearly seventeen courses per year. To put this in perspective, researchers consider a full course load for an academic year to be eight courses.<sup>12</sup>

Respondents reported annual salaries that ranged from \$5,000 to \$55,000. A large number of respondents reported making between \$15,000 and \$20,000 per year, at or mostly below the federal poverty line for a family of three (\$19,530) or well below the poverty line for a family of four (\$23,550). For many, a career in higher education has meant relying on help from family members and the government to make ends meet. Indeed, many respondents explained that, without a spouse's income, they would not be able to continue teaching.



One respondent, who works for a for-profit online university, broke down his remuneration from students' tuition:

*Considering that students pay \$565 per course, and that there are approximately 20 students per class, adjuncts are paid approximately 4% of what the university takes in even though we execute the core requirements of the university. As an open enrollment university with 86% Title IV students, dedicated adjuncts must provide extensive, time-consuming feedback frequently up to 20 hours per week, which averages a wage of less than \$10 per hour.*

*When there were a bounty of courses I was able to earn \$30,000 yearly by accepting every course offered and working nightly and weekends, but as a result of declining enrollment my current salary is approx. \$7,000 per year... Unable to pay back \$110,000 in original student loan debt and with the deferred interest inexorably increasing to the point where I may never be able to repay the loan, I am slowly entering the ranks of a deadbeat defaulter in spite of a doctorate...*

Respondents explained that their low salaries left them unable to assist their own family in paying for higher education.

*Teaching two courses per semester—assuming my upcoming Spring classes won't be cancelled or reassigned—I'll earn \$8,000 this year. That is not a typo. This is well below the federal poverty level for an individual. I now qualify for Medicaid under the Affordable Care act in my state ... and I have already applied for coverage.*

*Growing up in a poor neighborhood ... I believed earning several college degrees would be my path out of poverty—but that is no longer the case.*

*Even though I'm a first-generation college graduate, and I teach at an institution of higher learning, I can't afford to help pay tuition for family members who are currently enrolled toward degree programs: college tuition costs more than I earn in a semester.*

Other respondents described an existence on the edge of poverty.

*Despite all the work I do, I earn very little. Typical compensation is approximately \$2300-2500 per class. In 2012, as a result of working at three institutions, my income was approximately \$25,000. My husband and I live, like so many other American families, from paycheck to paycheck, praying that our only working car will not break down, that I will not get sick and be unable to work, and that we will be able to make our house payments.*



A part-time teacher recounted how he and his partner fell over the edge, while carrying an “adjuncting load” of five classes spread over two schools:

*During this, we lost our home. We could no longer afford to make the payments on my poverty wages and my domestic partner's wages from her job. We moved in with a friend and now had to commute an hour each way and a half hour between schools. I was driving three hours a day and teaching five days a week switching colleges during the day. I had no office space, so I often carried all of my work with me. Piles and piles of manilla [sic] folders in the back of my failing car. A car I couldn't afford to take care of but was basically working out of. It is a run down Nissan that cost \$60 a tank to fill and I was filling it two to three times a week, paying for childcare for my son who made it out of the hospital in good health and paying for my child support for two boys. I was now making \$3000 a class and able to make \$15000 for that semester.*

A Persian Gulf veteran who worked his way through college and graduate school, earning a Ph.D. to become a contingent professor who has garnered teaching and writing awards relayed:

*I love what I do. I work incredible hours (my shortest work week is probably 50+ hours), and always through the weekends. I am lucky enough to have health insurance (which is over 1/10th of my total income), yet I probably make a tad over what someone on full benefits unemployment makes. I'll tell you straight--I make 28000 before taxes...My homelife [sic] is a disaster--I never buy anything new, and often my bills are paid late or not at all. Think about what YOU could buy with less than 2000 a month--it's not much, let me tell you, and we haven't even begun to discuss the nature of student loans...*

Adjuncts and other part-time instructors have turned to public assistance programs such as food stamps and Medicaid.

*Because I was also the sole support of my two children (both of whom are gifted and honors students, I am proud to report), I relied on Medicaid to pay for the medical bills of my daughter. And, during the time I taught at the community college, I earned so little that I sold my plasma on Tuesdays and Thursdays to pay for her daycare costs. Seriously, my plasma paid for her daycare because I taught English as adjunct faculty.*

---

*My salary is abysmal. I have been forced to rely on food stamps and other welfare programs.*

---

*If I do not find a full time position within a year of completing my PhD, I will be leaving the profession unable to use the degree to which I've devoted over a decade of my life (from 1st degree until now). But with two small children, living with food stamps in my mother-in-law's house, I just can't continue to subject my family to this. It is beyond embarrassing.*

---

*While teaching ... I found myself making so little money that I had to apply for food stamps and Medicaid to support myself, my wife, and our two young children (about ages 3 and 6 at the time).*

Respondents' stories squared with an increasing number of press reports about the low pay of adjunct faculty.

*Since fall of 2010, when the 52-year-old started adjuncting, Cerasoli has had to rely on the kindness of friends to survive because her pay is so meager. Over the past six months she's had to move four times. Her annual salary for teaching five courses per semester is around \$22,000 before taxes. Because she has no health insurance, she goes to a specialty clinic in Manhattan, where she has racked up thousands of dollars in medical bills.<sup>13</sup>*

---

*The death of a long-time, part-time professor in Pittsburgh is gathering the attention of instructors nationwide. The trend of relying on part-time faculty has been in the works for decades, and Margaret Mary Vojtko's story is seen by some as a tragic byproduct...After 25 years of teaching French at Duquesne, the university had not renewed her contract. As a part-time professor, she had been earning about \$10,000 a year, and had no health insurance....Vojtko died Sept. 1 after a heart attack at the age of 83, destitute and nearly homeless.<sup>14</sup>*

As one respondent put it: "I can tell you first hand the high cost of a college education is not due to adjunct compensation."

But these low incomes do pose taxpayer costs. According to analysis by the Congressional Research Service, a family of three in California relying solely on the median adjunct salary would qualify for, among other things, Medicaid, an earned income tax credit, a child tax credit, and food stamps, costing taxpayers \$13,645 per year.

## Long hours and harried commutes from one job to another

Many eForum respondents described daunting workloads. Because they are paid based on courses taught, making ends meet requires a complicated juggling of multiple courses, often at multiple schools, sometimes with additional non-academic jobs squeezed in between.

The typical course load for adjunct faculty is difficult to ascertain from the eForum responses. Respondents stated that they rarely have a typical set of courses assigned to them per semester, as they work on a semester-to-semester contract and the course loads can change unpredictably. In fact, having such unstable course loads was a commonly reported cause for financial stress. Respondents reported teaching anywhere from one to ten courses per semester.

*Many semesters I have taught 2 or 3 courses, some semesters 5 courses.*

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*I teach 4 classes, which is 12 credit hours. That takes me about 30 hours per week for about 45 weeks of the year.*

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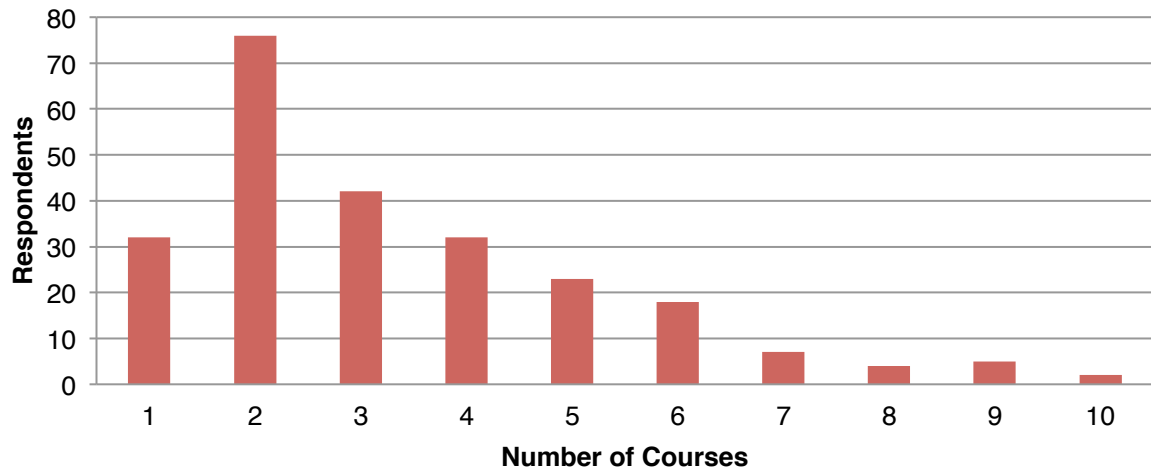
*I hold my obligatory "office hours" in a bustling copy room, while teaching everything from intro courses to senior theses, teaching seven or eight courses a semester.*

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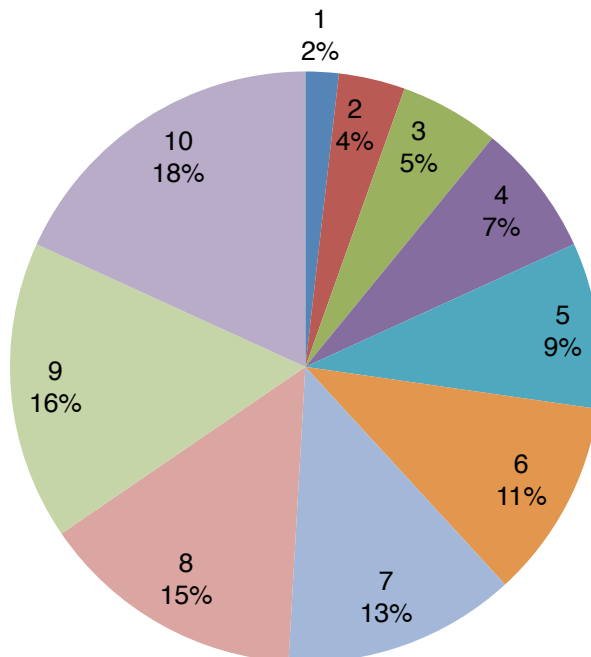
*I have worked for several online schools to put together enough money to make ends meet, and I don't feel like this is an effective way to teach my students.*

The charts below show the distribution of the number of courses taught per semester by those respondents who provided such information.

## Number of Three-Credit Courses Taught Per Semester



## Number of Classes Taught Per Semester



Many respondents wanted to be clear how much time was spent working on each class outside of actual lecture time.

*People often labor under the misapprehension that adjuncts only work during their class hours. In fact, adjuncts work many more hours than those in the class. Because I teach developmental reading, I give gradable homework in almost every class. That means I am grading papers as many as five hours a day depending on the assignment. I am also preparing lessons on a regular basis. I am constantly looking for connections to the readings to which students can respond. I don't have an office; much to my husband's chagrin, I am usually surrounded by stacks of papers. Although there are copy machines available on campus, I have no access to secretarial help and so must not only write but also duplicate the worksheets I give my students. Without an office, I must find other time and space to meet with students.*

One respondent explained that he taught five courses in one year at a public college then his course load inexplicably fell to just one for the next semester. With \$2,500 per online course and over thirty students, he explained how that rate squared with the hours of work required:

*As this is a lot of students I decided to figure out my hourly wage. Considering that I must have the class ready 2 weeks prior to start of class and that work begins actually 4 weeks earlier. So assume 2 hours per day for the 2 weeks of prep for 28 hours of effort. I have to respond to student questions for the next two weeks usually this is light another 3 hours. Once class starts it is between 3-5 hours a night for responding to students and grading work. If we go low at 3 hours for 8 weeks is another 168 hours of work. Add the earlier and ... we are at 199 hours. This comes to an hourly salary of approximately \$12.56.*

At such a piece rate, as adjuncts attempt to compile enough courses to earn a more decent living, their hours of work can spiral out of control. One respondent explained:

*Once I had proven myself as an instructor, in fall of 2012, I was given 4 classes to teach at the major university and 2 classes at the community college. In order to maximize my productivity I slept in smaller 3 or 4 hour shifts Monday through Sunday, I did a break from working for 3 days over the Thanksgiving holiday. Then last winter I taught 5 classes at university and 2 classes at the community college. I didn't sleep in shifts that semester, but I did work 12 hour days Sunday through Thursday and took a small break on Friday and Saturday only working 4-6 hours on those days.*

Others told similar stories.

*I teach in three community colleges ... My income is adequate, but to earn it, I must drive sometimes 4 hours a day, working at three colleges (three email addresses, three sets of deadlines, three sets of keys, three copy codes, three policies and procedures, three bookstores, three course assignment protocols), and spend nearly every waking hour grading, preparing, driving, or teaching.*

This respondent went on to explain that she had incurred \$90,000 in student loan debt acquiring her graduate education. After more than ten years of working as an adjunct and making loan payments, her debt still stands at \$87,000.

As noted in the responses above contingent faculty often work at multiple schools piecing together different courses in order to make a living. Of the two hundred and seventeen respondents who gave information about the number of schools where they taught, the term “freeway flyer” was an accurate descriptor for 89 percent of the respondents. 48 percent taught at two institutions, 27 percent taught at three institutions, and 13 percent taught at four or more institutions.

*I am 77 years old, hold a doctorate in Education (Learning and Instruction), and am a practicing artist, and currently teach at 2 different colleges...*

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*I am an adjunct instructor at 3 different school districts...*

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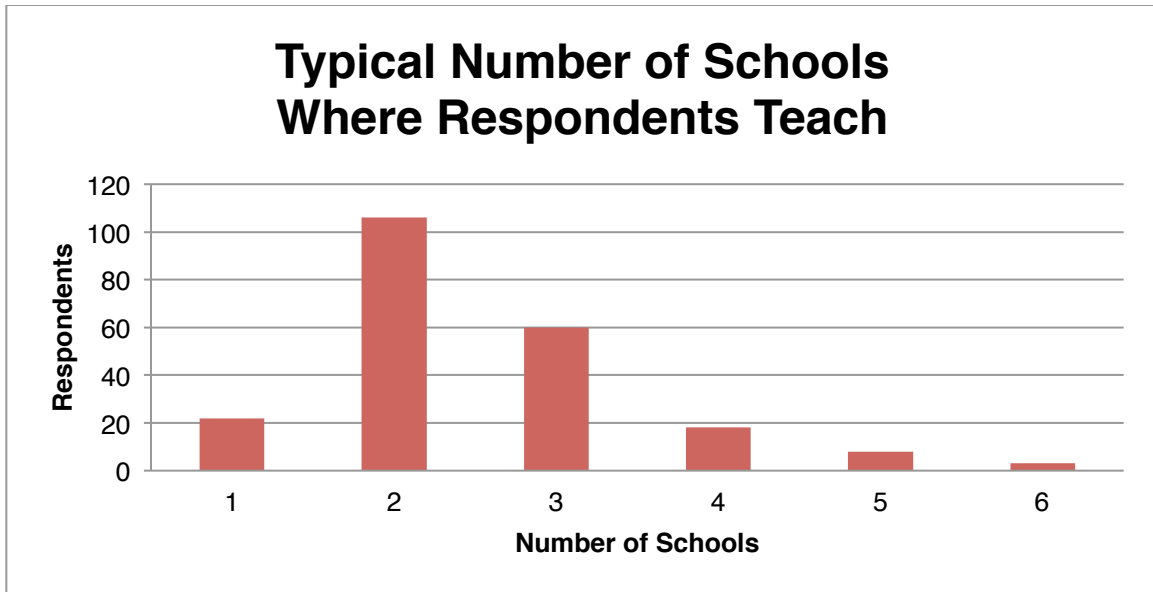
*I am now working at 4 different colleges...*

---

*Typically I work at 4 or 5 different institutions in any given semester and teach between 7 and 9 classes per term...*

---

*For several years, I was a "freeway flyer," teaching at two colleges to make ends meet.*



Respondents who taught at multiple institutions recounted tales of commuting one-hundred or more miles in order to teach. The transit between classes was a time-consuming task.

*The commuting was expensive and time-consuming; during one period, I drove nearly 100 miles a day around a triangle from my home to two jobs and back again.*

---

*As an adjunct, traveling over 100 miles one way, arriving shortly before classes...*

---

*My commute at the highest point was 900 miles per week; at the lowest it was only 550 miles per week.*

---

*I put almost 500 miles on my car per week traveling from home to the various campuses. Those are uncompensated miles.*

---

*Most part-timers work at several jobs, then. For me, this means driving a reasonable 12 miles to my first and second jobs. I then drive 42 miles south of those campuses to my third teaching job, and then, for my fourth teaching job, 77 miles north, thus paying the equivalent of two hours of my labor for gas and parking every week.*

Contingent faculty also take other jobs outside of academia to make ends meet.

*During the Fall of 2013 I taught [a course at my school for three days a week] while working 40 hours night shift at Walmart to make ends meet. My take home remuneration for [the] course was \$796 per month for the duration of the semester. I literally was paying the college to teach the course!*

---

*Juggling these three jobs, I teach my first class at 7am and finish my last class at 10pm (an hour and a quarter away from my home). I teach six days a week. I do not rest on the seventh day: I grade papers and plan lessons (unpaid). I also work three non-teaching part-time jobs.*

---

*To make ends meet, besides teaching at the community college, I also deliver pizzas. I feel that I lose the respect of my students when they see me delivering pizzas!*

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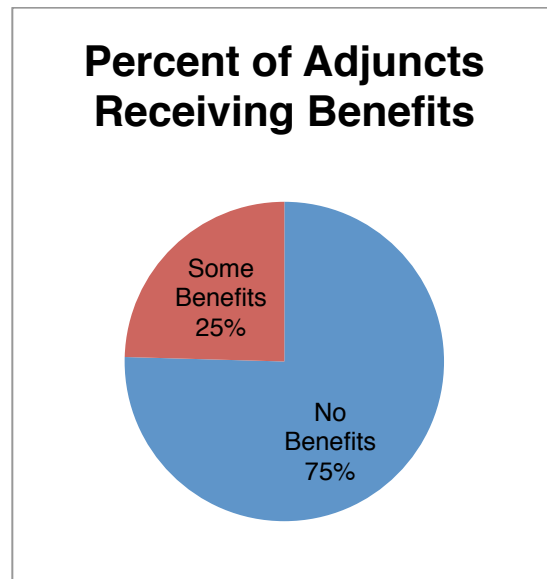
*I cannot earn a living working in higher education, regardless of my credentials and over 20 years of teaching experience. I generally have to hold down 4 or 5 part-time jobs plus picking up extra work whenever possible to earn enough for gas, food, and my share of household expenses.*



## Access to employer-provided benefits, like health care and retirement, is rare

Adjunct faculty rarely receive benefits from their institutions. According to a survey conducted by CAW in 2010 (“CAW survey”), only 22.6 percent of respondents said they had access to health benefits through their academic employer.<sup>15</sup>

Many eForum respondents (391) commented on whether or not they received any health care or retirement benefits. Of these, 75 percent said that either their employer did not offer benefits to part-time faculty or that they were otherwise ineligible for their employer’s benefits package.



Many adjuncts explained that their benefit eligibility is based on the number of courses they teach. If an adjunct was unable to obtain a certain number of courses, they were ineligible for employer-provided benefits, if any were offered at all. In addition, those without benefits felt as though they were not being recognized for the number of hours needed to prep, grade, and meet with students; their employers were only accounting for the amount of time actually spent in class to determine benefit eligibility.

*"Benefits" are really out of reach at my pay scale. The health care plan that I could buy into costs more than my take-home pay on even a good year (and far more than I earn on a bad year). I don't earn enough to save for retirement (every month is a struggle to just pay the basic bills). My "retirement" plan is to work until they bury me.*

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*The problem is that, because we work less than the required hours for benefits at a single location, we don't qualify for health insurance benefits. You see, in order to qualify for health coverage, we must work 15 hours or more at one location. Regardless of whether the total hours at my 3 school districts add up to more than 15 total hours, I will not qualify for health benefits.*

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*As far as benefits go, we have a sham "retirement" plan...it is a contribution to OBRA where there is NO employer match ... We also have NO health insurance help.*

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*I have been told that I may be offered another [course for the spring semester]... I have also been informed that the plans are on hold until the University-level administrators work through the details. Frankly, I suspect the delay is due to them making absolutely sure that no one will become eligible for health insurance benefits as a consequence.*

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*The university bases my pay on the number of days of the week I am required to be on-campus ... I get zero benefits, but I am "permitted" to join the health insurance plan, as long as I pay 100% of the premium.*

As most eForum responses predated January 1, 2014, the majority of comments were received prior to the availability of health care through the new state or federal health insurance marketplaces created by the Affordable Care Act (ACA). Under the ACA, individuals and families earning below 400 percent of the federal poverty line can now purchase coverage through these new marketplaces and receive premium tax credits and cost-sharing subsidies to help reduce their health care costs. As *The Wall Street Journal* has reported, “[m]ost adjuncts who don't receive coverage through their employer will be eligible for subsidized insurance starting in 2014 through new exchanges set up by the federal health-care law.”<sup>16</sup> Several respondents took note of this changing circumstance.

*Two and a half years ago I let my health insurance go. I needed to choose between paying rent, maintaining a commuter car and health insurance. Under the Affordable Care Act, I now qualify for a \$398 subsidy and I have signed up through coveredca.com.*

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*My wife and I are currently uninsured, and are very grateful finally to be able to get insurance through the Affordable Care Act.*

Though many respondents were optimistic about signing up for affordable coverage using the new health exchanges, others were outraged by the way their employers were reacting to the law. Under the ACA, large employers must provide affordable health care coverage to their full-time employees (defined as those working 30 or more hours per week) or otherwise pay a penalty.

*The college used the excuse of the ACA cap on part-time hours, but the cap is at 75% of full-time, or 30 hours. But their cap was set at 22 hours, on the excuse that this was 75% of full-time teaching loads, pretending that the office hours and committee work full-time faculty are supposed to also work, did not count.*

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*I was supposed to teach three courses this fall, but the university cancelled one of my courses in August, the week before the semester started. The reason was to avoid having to give me any benefits, including health care, due to the Affordable Care Act.*

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*Part-time lecturers at my university do not have the option of employer provided health insurance, and the university plans to reduce workload opportunities even further for individual part-time lecturers in the year to come in order to avoid negative consequences (to the university) of the Affordable Care Act. Because of this, most of my colleagues and I work multiple jobs.*

It would appear that, at some institutions, the ACA employer responsibility requirements are providing an excuse for administrations to continue manipulating adjuncts' hours, as they often had pre-ACA to avoid paying benefits under other employer benefit plans. One respondent described a similar dynamic involving pension benefits when a state law changed:

*Right away I loved teaching; what I lacked in experience I made up for in excitement and research. I barely slept, working until all hours to perfect lessons. And even though we were eating leaner and travelling less, my husband was patient and supportive, noting how much more fulfilled I seemed with my work. When my first year of teaching wrapped up, I was no less excited, I was sleeping more, and I was getting stellar student feedback. Then the rules changed again. The administration, in response to a Texas Retirement System benefits mandate, decided to limit adjunct hours, cutting between 1/3 and 1/2 of the adjunct workload and thereby cutting about 1/3 of adjunct pay. And for the first time my adoration wavered.*

In her 2013 testimony before the House Committee on Education and the Workforce, Maria Maisto, president of the New Faculty Majority and an advocate for adjuncts, explained:

*Some people would have us believe that the ACA is giving these colleges and universities no choice but to enact these policies. I am here to correct that misperception. It is not the ACA, but rather these colleges' interpretation of and response to the law that is hurting adjuncts and their students. Colleges have lots of choices and unfortunately for their students, too many have chosen not to support or invest in faculty.<sup>17</sup>*

One respondent recounted how his union helped his school make a different choice in how it responded to the new law:

*This summer, I can only assume in a preemptive move in advance of the Affordable Care Act, the administration attempted to reduce my hours, and those of my colleagues teaching similar loads, by 20%. Our union, the AAUP, was able to step in and hold off this threatened 20% reduction in our earnings - this time.*

An oft-cited reason for the increased use of contingent faculty over the last several decades has been institutions' desire to avoid paying benefits, particularly given the skyrocketing cost of health care. Since the inception of the ACA, however, health care costs have begun to stabilize. As the ACA bends the cost curve in health care, at least one pressure to use contingent instructors instead of full-time faculty may abate.

Other benefits questions are raised by contingent faculty's status. One respondent relayed:

*We do not have paid vacation, sick or personal days. If I am sick, I cannot cancel class without potential reprisal from the administration... Retirement benefits for me take quadruple the time to accrue as they do for a full-time professor. Unemployment compensation is denied us.*

Another explained that she was limited to teaching four classes per year at one school, occasionally working at other colleges, earning less than \$10,000 annually. For her, maternity leave is out of the question:

*I am currently pregnant with my first child... I will receive NO time off for the birth or recovery. It is necessary I continue until the end of the semester in May in order to get paid, something I drastically need. The only recourse I have is to revert to an online classroom for some time and do work while in the hospital and upon my return home.*

To address many of the concerns related to benefits raised by respondents to the eForum, which largely stem from contingent faculty's part-time status, Congress should extend a number of critical workplace protections to part-time workers. H.R. 675, the *Part-Time Workers Bill of Rights Act*, sponsored by Representative Jan Schakowsky (D-IL), addresses coverage issues for part-time workers in a number of federal labor laws. The bill does three things: First, it would extend the ACA's employer responsibility requirement to include part-time workers. Large employers that are required to offer health care to full-time employees or pay a penalty would also have to offer health care to part-time workers or pay a pro rata penalty. Second, the bill extends job-protected family and medical leave to part-time workers under the FMLA and, finally, it would require part-time workers to be treated like full-time workers for purposes of participating in their employers' pension plan.

## Job instability and unpredictable course loads

To be an adjunct faculty member is to have almost no job stability. Many are hired on a semester-by-semester contract, with their assignments “the last to be confirmed and the first to be changed at the last moment.”<sup>18</sup> Of the 264 respondents who commented on their job stability, an overwhelming 95 percent felt that they had no job stability and did not know whether they would be teaching courses from one semester to the next.

Some respondents explained that they are not notified as to whether or not they will be teaching a class until the day before the semester began. Others said they may receive a few weeks of notice. More than 100 respondents said that, whatever notice they received for the coming semester’s course assignments, it never provided sufficient time to adequately prepare for the course. One adjunct wrote into the forum on December 7, at which point he still had not received communication from his university confirming whether or not he would be teaching the following month.

*No insurance, no unemployment insurance, [no] assurance that I will have a job next semester...It's December 7th. I still don't know if they will have classes for me at the beginning of January.*

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*On August 28th 2012 two days into the fall semester of my 4th year at [my institution] my college fired me, although they said they were rearranging my classes.*

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*Job stability: None. As adjuncts, we never know if we will be rehired from semester to semester. The process for hire or rehire has no transparency. Classes for adjuncts are assigned or cancelled less than a week before the semester begins, every semester.*

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*In all cases I was not told I would not be working for them the next quarter. I simply had to wait and see, and in all cases I was not offered another class.*

The uncertainty and short notice can prevent adjuncts from making alternative financial plans when class assignments fail to materialize.

*I taught four course[s] in the fall, but was not told until the day before spring semester started that I wouldn't have any classes for the spring. I was unemployed with no notice.*

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*I am an excellent and well-credentialed teacher in good standing in the department, but I was told that next quarter instead of the twenty credits I thought I was going to teach, I will only get ten -- a \$6,000 pay cut.*

Professors prepare extensively for their courses, but adjuncts are not paid for this preparation time. So a month or more of thoughtful course preparation can be obliterated a week before the first class, if an adjunct's expected work assignment does not materialize or is suddenly dropped. This lack of notification can spiral adjunct faculty members into financial chaos.

Moreover, some states' interpretations of federal law complicates adjuncts' ability to obtain unemployment insurance benefits between semesters. Federal law prohibits benefits for individuals with a "reasonable assurance" of continued employment, and some schools claim that the assignment letter the adjunct receives, indicating an intention—but certainly not a guarantee—to rehire the adjunct for the next term, constitutes such "reasonable assurance," in order to avoid an unemployment payout.<sup>19</sup>

## Problems with career advancement and professional support

Many contingent faculty take part-time employment because it is the only job available in their desired field, hoping it will be a temporary detour on the way to full-time status. This detour, more often than not, becomes permanent. The 2010 CAW survey found that more than 80 percent of part-time faculty had taught for three or more years.<sup>20</sup> Despite the desire to teach full-time, many professors find it difficult to move into a full-time position.

*... It is very common for an experienced adjunct to be passed over for a position and it is given to a brand new graduate.*

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*It is impossible for adjuncts to earn a decent living and impossible to have any career advancement. We are shut out of regular teaching jobs and are shut out of full time employment by our own schools...*

Adjuncts face systemic obstacles to career growth. Because they teach so many classes to piece together a living, they have little time to research and publish. Universities may pay for graduate students and tenured faculty to attend academic conferences, but adjuncts usually must travel to these events, where faculty recruiting often occurs, on their own dime.<sup>21</sup> Despite these hurdles, some respondents reported that, on top of the hours they spend teaching, they published, attended conferences, and pursued professional development—all with an eye to one day landing a coveted full-time job.

Part-time faculty may experience wide-ranging gaps in the support they need to perform their teaching jobs well. They may lack administrative staff support, copies of required textbooks, access to students' email addresses for communicating with their classes, access to professional development courses provided to other faculty, or opportunities to participate in departmental meetings with their colleagues.<sup>22</sup> Respondents expressed frustration with a sense that they were excluded from the broader faculty community: "Although I've been at my present Very Decent University job for the past 15 years, a tenured professor asked me, 'So, you're teaching for US this semester?' Why am I not part of this 'us' after so much dedicated teaching, year after year?"

The majority of eForum respondents addressing professional support in their comments stated that they did not receive sufficient support from their schools.

*...opportunities for growth and advancement, job stability, and administrative and professional support - they are all structured in a framework that sees contingent faculty not as faculty more like contractors and performing unimportant labor....*

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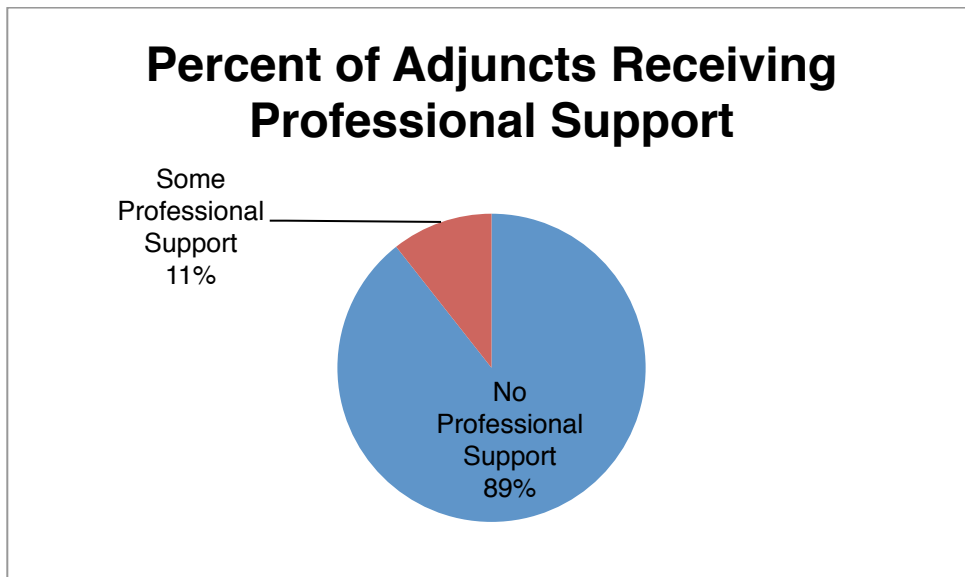
*My institution does not offer many of the same professional support benefits to adjuncts that it offers to tenure-line faculty. The university does not support my research...*

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*I am still relatively new to and excited about the experience of teaching. The lack of support I receive from the university is wearing me down though. I can sense in myself the inclination to “go through the motions” of my job.*

Other respondents, albeit a minority, relayed a different experience.

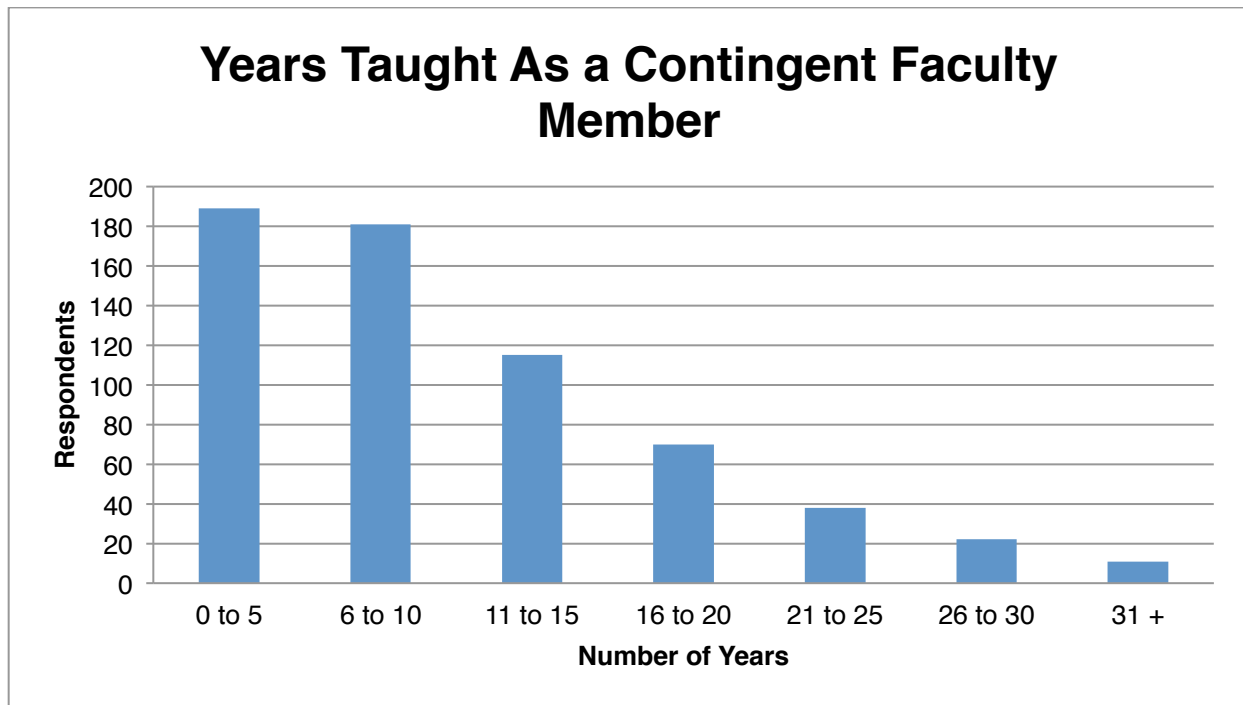
*Administrative and professional support on our department level are very good and I feel that the Chairperson and other full-time staff within the Music Department respect us and are aware of the important role we as adjuncts fill (all instrumental instructors are adjuncts).*



## Adjuncts are highly skilled

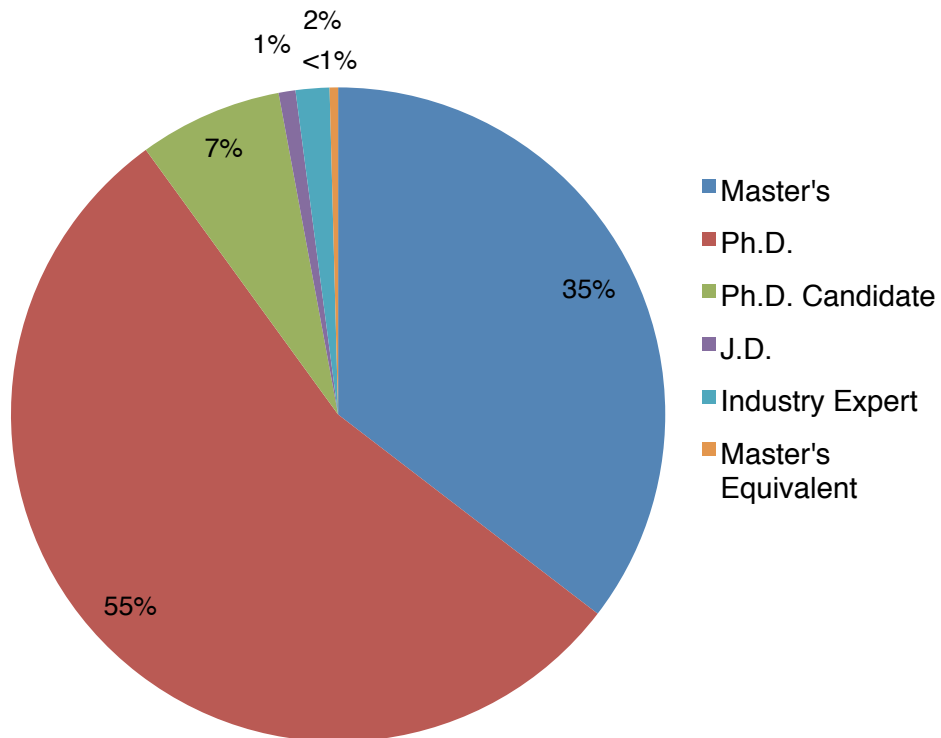
The eForum found that, despite their low pay and lack of benefits, contingent faculty possess impressive educational backgrounds, often with many years of teaching and industry experience.

Some two hundred and sixty-six respondents discussed the number of years they had worked as a part-time professor. The responses ranged from one semester to thirty-five years. The average was ten years as a part-time worker; the median was four years. Many also taught in other capacities or were otherwise active players in their field for additional years.



Of the respondents who provided their educational background, the vast majority held a Master's degree or higher; more than 50 percent held Ph.D.s, and 30 percent held a Master's. Many have been published or have completed post doctorate studies. Of those who did not hold a degree, two percent held substantial industry experience or a terminal degree equivalent, which they noted as an indispensable tool when conveying real-world experience to their students.

## Highest Educational Degree Obtained



In short, adjuncts and other contingent faculty likely make up the most highly educated and experienced workers on food stamps and other public assistance in the country.

## The impact on teaching

These trends are not without consequence. Because many eForum respondents are juggling several courses and jobs, many expressed that they do not spend adequate time on class preparation and office hours. These faculty members worry that students are negatively impacted because they are unable to access professors who, for example, may have to sprint out of the office to drive an hour or longer to teach their next class. 98 percent of adjuncts who commented on the impact of their working conditions on their students felt that they were missing opportunities to better serve their students because of the demands on their schedule.

*These conditions make it impossible to dedicate my full attention to the success of my students because I spend almost as much time driving from institution and looking for jobs elsewhere as I do prepping lectures grading assignments, developing curriculum, etc.*

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*Since I need to teach so many classes and have to work a third job right now, I cannot put in as much time with my students as I would like to.*

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*Students get their work back more slowly and I cannot hold office hours (I only actually have an office in one of the 4 colleges) and prep is sometimes rushed ...I am an outstanding teacher and care about the quality of education that my students receive, although the sheer volume of the workload makes it hard.*

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*I am limited in the amount of time I can spend at my office, having office hours, and otherwise serving my institution and my career, since I am not paid enough to afford child care beyond the hours that I spend teaching.*

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*When you pay an adjunct only for the contact hours they spend in the classroom, it doesn't give adjuncts a lot of motivation to spend extra time outside of class working on projects for students or scheduling extra time to help those who come to class unprepared to study or write at college level. I have heard some adjuncts say, "I'm not going to put in all this extra time, because they don't think we're worth paying us other than our time in class." Many of us put in the time anyway, because we love teaching and helping our students succeed, but the system certainly doesn't reward it.*

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*I enjoy working with students and I have found that the students at this community college are some of the most motivated and determined students I have ever met. I want to be able to help them succeed. However, I feel that my position as a part-time faculty instructor severely hinders helping these students to the best of my ability. I do not have an office to meet with students in, and I am only paid for half an hour a week of office hours. For a thirty student class I will need to spend some of my own time helping all the students that need extra time. I am only in my early twenties and would like to be able to make teaching my life's work. But under these conditions, I do not think I will be able to last much longer. How can I pay off the student debt I accumulated as an undergraduate when I am only scheduled for less than twenty hours a week? When I am only granted one class? How can I save up money for emergency expenses? Our students are in desperate need of good teachers, and the labor conditions are forcing highly qualified teachers to search for other professions that offer a living wage or benefits.*

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*I caution my students about choosing education as a career path. I would not wish their lives to turn out like mine has.*

While the eForum asked only contingent faculty for comment, these views are shared by some students. The student newspaper at Castleton State College, for example, featured a piece this past December, asking, "Are there too many adjuncts?" Noting that 134 of 231 instructors at the school were part-time, it read:

*...[A]djuncts are much more difficult to get in touch with because many of them have other jobs and not many office hours. Their suggestion is to email them questions about the class, but they are often slow to respond. As far as actually teaching during class, sometimes they forget they are talking to students trying to learn, not their co-workers, and they move too fast through lessons. They are very knowledgeable about their subjects, but often times, they're not the best at explaining it to students...*

*Students should be learning valuable information that a future employer will expect them to know, but many students said they don't feel they're getting that. They don't feel they are getting the information they're paying all this money for and they don't feel prepared to go into a job setting where they will be expected to know this material.*

*We feel that full-time professors, who are much more invested, should be teaching these courses.<sup>23</sup>*

More than a handful of studies over the last 10 years examining outcomes for students taught by contingent faculty have found "some consistent and disturbing trends." According to these studies, students who took more courses with non-tenure-track faculty experienced lower graduation rates, lower grade point averages, and fewer transfers from two-year to four-year colleges, compared to other students.<sup>24</sup>

A 2013 study of introductory courses at Northwestern University, however, found that students learned as much, if not more, from non-tenure-track professors than from tenure-track professors. Importantly, non-tenure-track professors at Northwestern enjoy better pay and support than the average adjunct at other schools. At Northwestern, “lecturers have long-term relationships with the University, and the vast majority are full-time instructors with their own career ladders” at the school.<sup>25</sup>

As some have pointed out, “[i]t’s not that some of these adjuncts aren’t great teachers. Many do not have the support that the tenure-track faculty have, in terms of offices, teaching assistants and time. Their teaching loads are higher, and they have less time to focus on students.”<sup>26</sup> In short, adjuncts and other part-time faculty likely must work harder to deliver the same quality education as their full-time or tenured peers: “Adjuncts and graduate students often deliver excellent instruction, but that is in spite of their working conditions.”<sup>27</sup>

One respondent raised the issue of gender equity, noting that “you will probably find a majority of adjuncts to be bright, highly educated women.” She went on:

*Students are receiving an excellent education from instructors who are highly educated, committed to education, experienced and world wise, but who are not models or examples of success in higher education, especially older women. Female students suffer when some of the best women teachers are an underclass in higher ed.*

## Engaging in self-help

Recent press accounts show that a growing number of contingent faculty have turned to organizing with labor unions like the American Federation of Teachers (AFT), the Service Employees International Union (SEIU), the American Association of University Professors (AAUP), the United Steelworkers (USWA), and the United Auto Workers (UAW) to improve their lot in the academy.<sup>28</sup> The 2010 CAW survey found that unionized adjuncts earned 25 percent more per course than non-unionized adjuncts, and eForum respondents said that adjuncts who are union members have more job stability and better access to benefits.

*I am fortunate because I have a faculty union. I am paid much more than most adjunct faculty, and I have the same benefits as tenured faculty--medical, dental, vision, retirement.*

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*One adjunct asked if she [the administrator] would give preference in hiring to adjuncts. She replied, "not only will I not give preference to adjuncts, I want people who have been out in the world doing things not teaching." This was the impetus for us to form a union. We realized the futures for which we had prepared would be denied to us unless we worked together to change our situation.*

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*For now, due primarily to our faculty union, I make a decent salary, have full health benefits, and am looking forward to retiring with a modest pension.*

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*I work at [school] which is a better place than most for adjuncts thanks to a union contract that gives us access to health insurance and a minimal number of paid sick days.*

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*Our administration tried this year to change the contract for part-timers, asking us to directly contribute to full-timers retirement health benefits (which we do not get), take away our benefits and eliminate seniority so they can reduce our course loads to avoid paying health insurance under the Affordable Care Act. Luckily, the union stood by us and those changes were not made.*

Unionization has not been universally welcomed by institutions of higher education. While Georgetown University has cited the Catholic Church's social justice teachings in recognizing its adjunct union, Duquesne University—also a Catholic school—has argued that it is religiously exempt from recognizing its adjunct union and has refused to bargain with these professors.<sup>29</sup> At Northeastern University, the administration has hired the anti-union firm Jackson Lewis to fight its part-time, non-tenured faculty organizing campaign. The school employs 1,400 such academic workers.<sup>30</sup>



## Conclusion

By no means comprehensive or scientific, the eForum provided an alarming snapshot of life for contingent faculty. While the occupation of “college professor” still retains a reputation as a middle-class job, the reality is that a growing number of people working in this profession fill positions not intended to provide the stability, pay, or benefits necessary for a family’s long-term economic security. Whether some adjunct professors piece together a living from their teaching job or only use it to supplement a more stable primary career elsewhere, many contingent faculty might be best classified as working poor.<sup>31</sup> As one respondent put it: “[T]he bulk of instructors at the college level fulfilling this goal [of educating students] are compensated less than their peers despite equal expertise, are given no benefits despite obvious need, and are continually stripped of their voice and dignity by a situation where they must overwork themselves or find a new career.” Their story is another example of the shrinking middle class and another data point in the widening gap between rich and poor. Policy solutions for part-time workers more generally, such as the Part-Time Workers’ Bill of Rights, would help address some of the economic security issues these faculty face.

While these individuals worry about their own futures and how to provide for their families, they are equally distressed by what they believe is a shortchanging of students who pay ever-increasing tuitions to attend their courses. The link between student outcomes and contingent faculty working conditions—not just the adjuncts’ schedules and compensation but the respect and professional support they receive from their schools—deserves serious scrutiny from the Committee and other policymakers around the country, as well as from institutions of higher education themselves.

Researchers have pointed to various causes of the increased reliance on contingent faculty. Some argue that reduced state funding for higher education has pushed schools to both raise tuition and cut costs, particularly labor costs. Others argue that institutions have actually deprioritized spending on academics in favor of other categories of spending. Indeed, the proportion of colleges’ total expenditures attributable to teacher salaries declined five percent from 1987 to 2005.<sup>32</sup> In today’s lean era, schools have often chosen to balance their budgets on the backs of adjuncts. Outsized administrator salaries, marketing operations, and campus frills recently have received significant attention. Increased budget transparency for institutions of higher education would be a critical step in understanding the nature and necessity of this now-pervasive labor practice and whether and how it may be changed.

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- <sup>26</sup> Alan Finder, "Decline of the Tenure Track Raises Concerns," New York Times, November 20, 2007. *Available at:* [http://www.nytimes.com/2007/11/20/education/20adjunct.html?\\_r=2&oref=slogin&](http://www.nytimes.com/2007/11/20/education/20adjunct.html?_r=2&oref=slogin&).
- <sup>27</sup> Richard Moser, "Overuse and Abuse of Adjunct Faculty Members Threaten Core Academic Values," The Chronicle of Higher Education, January 13, 2014. *Available at:* <http://chronicle.com/article/OveruseAbuse-of-Adjuncts/143951/>
- <sup>28</sup> Hananel, *supra* note 10

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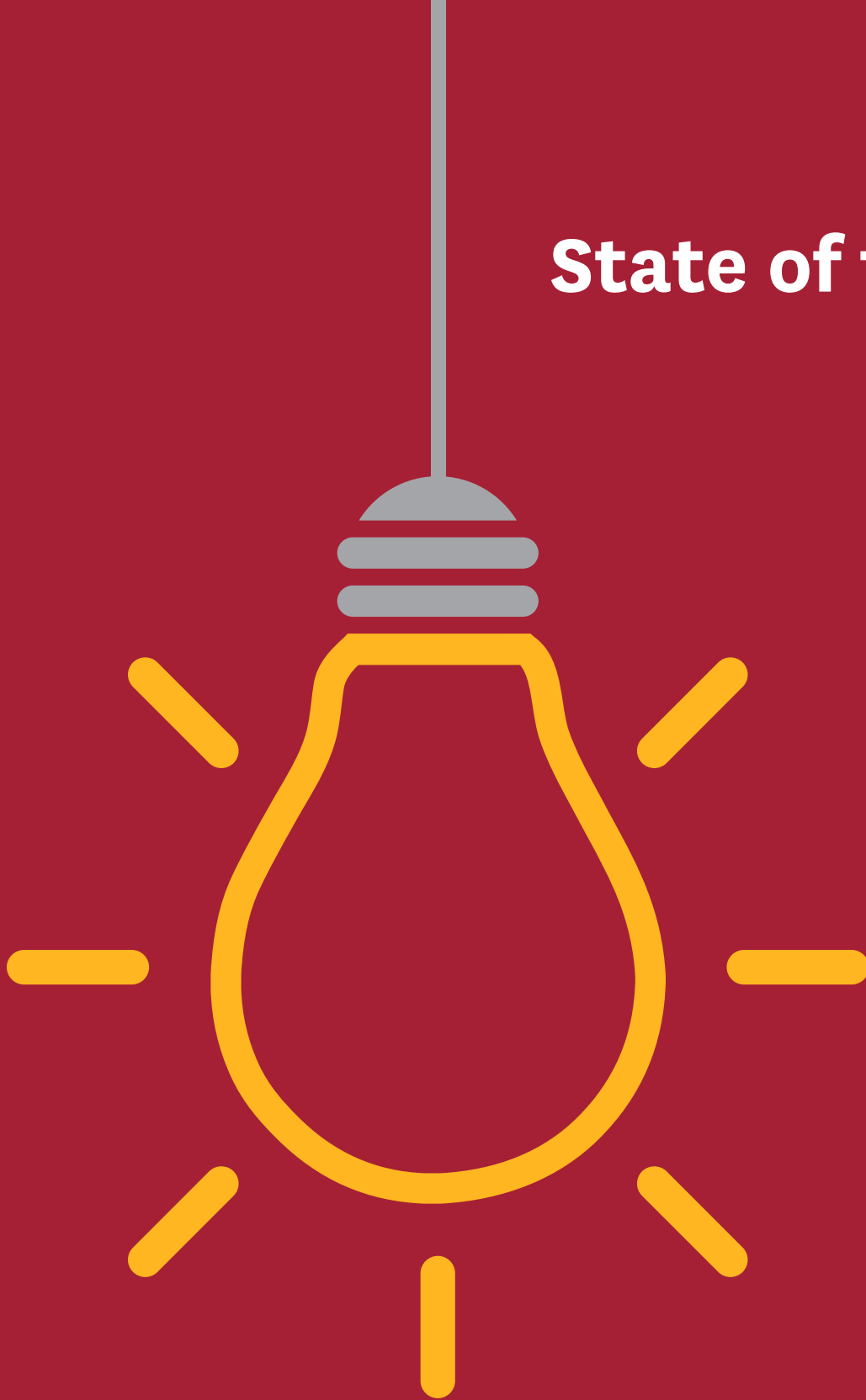
<sup>29</sup> Daniel Kovalik, "Death of an Adjunct," Pittsburgh Post-Gazette, September 18, 2013. *Available at:* <http://www.post-gazette.com/Op-Ed/2013/09/18/Death-of-an-adjunct/stories/201309180224>.

<sup>30</sup> Tamar Lewin, "More College Adjuncts See Strength in Union Numbers," N.Y. TIMES, December 3, 2013. *Available at:* <http://www.nytimes.com/2013/12/04/us/more-college-adjuncts-see-strength-in-union-numbers.html>.

<sup>31</sup> Gary Rhoades, "Adjunct Professors are the New Working Poor," CNN, September 25, 2013. *Available at* [http://www.cnn.com/2013/09/24/opinion/rhoades-adjunct-faculty/?hpt=hp\\_bn7](http://www.cnn.com/2013/09/24/opinion/rhoades-adjunct-faculty/?hpt=hp_bn7).

<sup>32</sup> Jane V. Wellman, Donna M. Desrochers, and Colleen M. Lenihan, "The Growing Imbalance: Recent Trends in U.S. Postsecondary Education Finance," Delta Cost Project, 2008.

# State of the Faculty



*By Daniel Scott, Jude Paul Matias Dizon and Adrianna Kezar*

A resource created by The Delphi Project on the Changing Faculty and Student Success  
[pullias.usc.edu/delphi](http://pullias.usc.edu/delphi)

## Project Team



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Recommended citation for this report: Scott, D., Dizon, J.P.M., & Kezar, A. (2019). State of the Faculty: 2018 Report. Los Angeles, CA: University of Southern California Pullias Center for Higher Education.



# Introduction

We are at a critical juncture in higher education, with the faculty profession in great flux. At such a moment, it is important to examine relevant trends to develop better policies and practices that help drive collective action which improves the professional landscape for faculty. This report builds on work of the **Delphi Project on the Changing Faculty and Student Success**, initiated in 2012, that has documented changes in the academic profession and its implications for higher education. While the Delphi Project has aimed to address specific issues—for example, by conducting and disseminating research on how faculty working conditions shape their ability to perform as teachers—this report takes a look at how broader trends and issues affecting faculty are reshaping the profession.

In this report, the authors explore the issues and trends that have affected faculty in the United States over the past year. Our goal in developing this annual report is to provide a snapshot from varied sources about the state of the profession. We hope to complement important sources of data like the **National Education Association (NEA) Almanac of Higher Education** and the American Association of University Professors' **(AAUP) Annual Report on the Economic Status of the Profession** that present regular data about the academic profession. With our State of the Faculty Report, we bring in a wider set of sources and explore issues that have not been reviewed together to provide a unique insight into the faculty profession.

Our sources include both quantitative and qualitative data. For quantitative data, we also draw from the AAUP's Annual Report, the **National Center for Education Statistics' Integrated Postsecondary Education Data System**, the annual **Higher Education Research Institute's (HERI) Faculty Survey**, the faculty surveys conducted by the **Collaborative on Academic Careers in Higher Education (COACHE)**, the work of the **TIAA Institute**, and the **National Center for the Study of Collective Bargaining in Higher Education and the Professions**. For our qualitative research, we additionally draw on sources such as NEA's journal *Thought and Action* and on more mainstream literature such as articles and op-eds from *The Chronicle of Higher Education* and *Inside Higher Ed* which regularly profile faculty and address faculty issues (The *NEA Almanac* and research literature by individual scholars provide both forms of data). While our data focuses primarily on 2018, we include a few key sources from late 2017 and early 2019.

In recent years, we have seen a decline in data available to understand faculty. The National Center for Education Statistics, for one, ended its National Survey of Postsecondary Faculty with its 2003-2004 publication. This comprehensive survey explored faculty backgrounds, workloads, employment history, fields of instruction, job satisfaction and attitudes, and career plans, among other demographic, behavioral and attitudinal information. No data source has since replaced this key survey, so the data we have at present are incomplete. The Integrated Postsecondary Education Data System continues to collect data about numbers of faculty, type, institutional type, salary, fringe benefits, rank, gender, tenure status and length of contract. The HERI Faculty Survey is still published annually but does not have a representative sample by institution or faculty contract type. In 2017, the Government Accountability Office (GAO) published a report on adjunct and non-tenure-track faculty, the first study of its kind. But there are no plans to update or continue to collect data on adjunct faculty. We lack ongoing, representative data about the experience of faculty that can meaningfully shape policy and practice. Institutions are left to their own data collection and do not have national norms or information to compare and make sense of their data outside a few areas such as salary. One of the main takeaways from collecting data on the academic profession is that while several data sources exist, the lack of comprehensive national data to draw from is problematic and represents an ongoing deficit that will continue to hinder policymaking in higher education into the future.

# A Profession in Peril and Resistance

Looking across the data and literature about the academic profession, there are two competing trends. On the one hand, there is a rapid and intensive disintegration of the profession and attacks on academics from right wing conservative groups and conservative legislatures. Yet on the other hand, there is growing momentum among faculty to fight these trends in ways we have not seen in the past few decades—through organizing and unionization. Faculty are engaging in more collective action than in past decades. Similar to the recent strikes among K-12 teachers in Kentucky, and the historic strike in Los Angeles among teachers, educators in higher education are recognizing the need to resist current trends that are working to dismantle the profession.

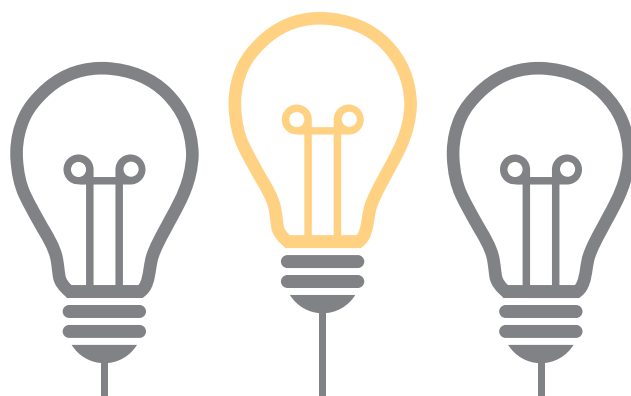
## The Profession in Peril

Many reports and studies throughout the year suggest a profession in peril with poor job prospects, attacks by conservative groups, surveillance and punitive evaluation systems, and efforts to dismantle tenure, academic freedom, shared governance and autonomy. Not surprisingly, there are also efforts to blunt unionization— faculty’s only outlet to fight back against these various attacks on the profession. These various forces at multiple levels leave faculty feeling lost, giving rise to a wide panoply of stories about a weakening profession and confusion over the definition of an academic career these days.

### Concerns Over the Future Job Market

Doctoral students graduating in 2018 faced a poor job market in higher education, with most opportunities being contingent roles. In looking back over hiring trends, the recent GAO report analyzing data from 2007 to 2011 identified that part-time faculty hiring far outpaced the growth of full-time faculty, with institutions adding nearly nine times as many contingent positions compared to tenure-track ones (GAO, 2017). While this study examined older data, sources suggest these same trends have continued in recent years with various stories from disciplinary societies noting declines in job postings for tenure-track positions (Ellis, 2018).

The poor job market has been a focus of research, professional dialogue and policymaking. Articles that describe frustrated graduate students trying to navigate an increasingly less standard and more challenging job market have proliferated. One professor who is part of hiring processes described how different hiring is today from in the past: “Today, there are fewer tenure-track jobs available, they appear in a scattershot way over the course of the entire year, and they are advertised and filled in a manner that is poorly understood and has few agreed-upon norms” (Kramnick, 2018).



The cumulative effect of the poor job market is finally impacting the choices of students. In past decades, poor job markets had not resulted in shifts in student aspirations. The current prolonged poor job market is different. A recent study by Etmanski (2019) demonstrates that PhD students attending US institutions have shifted their career aspirations in recent years. The study uses the U.S. National Research Council's 2006 Assessment of Research Doctoral Programs to examine aspirations for academic careers. While there was a general decline in aspirations, women and students in engineering as well as the physical and mathematical sciences were most likely to have shifted their career aspirations away from academia.

In the sciences, graduate students in STEM in particular have alternative options and are pursuing those, which may become a brain drain on higher education in the coming years. Other careers in the social sciences such as history have also been pushing for alternative career paths, hoping this will continue to stimulate a desire for doctoral degrees in these areas as the job market within higher education continues to decline.

## **A recent study by Etmanski (2019) demonstrates that PhD students attending US institutions have shifted their career aspirations in recent years.**

### **A Chilly Climate: Surveillance and Attacks on Individual Faculty and Graduate Students**

Faculty are increasingly being surveilled in the classroom and out (Dougherty, Rhoades, & Smith, 2018). Part of the surveillance involves political activists who, in the hyper-charged ideological arena that is American public discourse on education, harassed faculty members through 2018, typically via websites and social media (Greyson, Cooke, Gibson, & Julien, 2018). Professor Watchlist, a website that lists professors accused of discriminating against conservative students, and Campus Reform, a conservative website focused on higher education, are two organizations providing a foundation for this trend (Fucci & Catalano, 2019; Greyson et al., 2018). In one incident, a graduate student was suspended from teaching at University of Nebraska-Lincoln for protesting Turning Point USA, the organization behind Professor Watchlist. She was filmed protesting the organization while representatives were tabling at the campus to recruit students. The video was then posted widely online by remote supporters of Turning Point USA who called for her suspension (Committee A on Academic Freedom and Tenure, 2018). The University of Nebraska-Lincoln then suspended the student without a hearing or any other type of procedure. As a result of this action, which threatens academic freedom, the AAUP has added the University of Nebraska-Lincoln to their censure list (Committee A on Academic Freedom and Tenure, 2018).

In a similar vein, An NEA Almanac chapter reported on the increasing oversight and surveillance of faculty by administrators and government officials through policies aimed to increase student success (Dougherty et al., 2018). The authors point to how the overriding emphasis on student completion as a measure of productivity threatens educational quality and impinge on the academic freedom of faculty to ensure certain quality standards. Faculty are being pressured to not grade as hard and to make courses easier so that more students complete classes. The authors call for more dialogue about how to balance student success with faculty autonomy and academic freedom.



### **Problematic Accountability Policies**

Evaluation policies for faculty have become more controversial. Increasingly, faculty are subjected to evaluation by external parties with a punitive rather than developmental focus. Growing government policies and regulations around accountability and productivity are “important and legitimate, but can also compromise or even violate academic freedom and the role of professional peers in evaluation (as well as in curriculum decision making and governance)” (Dougherty et al., 2018, pg. 34). Student evaluations also continue to be used to evaluate faculty performance, despite their invalidity as measures of faculty effectiveness (Anderson, 2018; Lawrence, 2018). The issues around evaluation suggest that the overriding emphasis on student completion as measures of productivity can threaten educational quality and the academic freedom of faculty.

### **Attacks on Tenure, Academic Freedom and Shared Governance**

Continuous news stories throughout the year described attacks on tenure, including at University of Wisconsin and at University of Tennessee (Williams, 2018); on academic freedom at the University of Nebraska Lincoln (Tiede, 2018); and on faculty autonomy through legislative policies aimed at measuring faculty work and simplifying evaluation processes. Wisconsin’s governor’s questioning of the need for tenure was one very visible example of legislators increasingly targeting

**The higher education enterprise faces attacks from political opponents who wish to reduce the emphasis on open exploration, discovery and knowledge that has been a key dimension of American higher education.**

tenure and academic freedom. Attacks on tenure have also come in the form of post-tenure review processes that subtly chip away at the permanence of tenure (Williams, 2018). Attacks on academic freedom have come in the form of firing or disciplining faculty and instructors for political speech outside the classroom, such as was the case at University of Nebraska-Lincoln, which recently suspended a graduate student for protesting Turning Point USA on campus (Tiede, 2018), or for discussions in the classroom that can be construed as political. The higher education enterprise faces attacks from political opponents who wish to reduce the emphasis on open exploration, discovery and knowledge that has been a key dimension of American higher education (Levy, 2018). Many faculty news stories also described declines in shared governance, with the growing population of adjuncts excluded from governance as well as tenure-track faculty feeling excluded from university decision-making. All of these efforts thwart faculty autonomy by taking away their ability to speak freely and without retaliation, facilitate classroom learning experiences in accordance with their scholarship

and expertise, have input on their working conditions and feel secure in their jobs.

The last few sections point to issues that should be addressed through new campus policies (e.g. requiring students to gain instructor permission before recording a class), new contract language as part of collective bargaining related to classroom recording, protections of academic freedom in course development, and content or in speech on campus (Dougherty et al., 2018).

### Challenges to Unionization

The political environment has made unionization challenging, with appointments of anti-labor individuals to the National Labor Relations Board (NLRB) by the Trump administration. With the newly-added conservative appointees John Ring and Peter Robb, the NLRB soon stands to reconsider a 2014 case from the University of Southern California that had originally disidentified adjunct faculty at private institutions as managerial staff, rendering them eligible to unionize. Under the new NLRB, adjunct faculty at private institutions may again lose the legal protections to unionize and will instead have to pursue unionization by other means (Flaherty, 2019).

### A Profession in Resistance

Many trends suggest that the academic profession is under attack. At the same time, these trends have inspired a growing resistance, which can be seen in increased unionization efforts, as well as organizing among faculty who are unable to unionize and are reopening AAUP chapters or galvanizing in other ways. Several years of organizing are starting to come to fruition and show results. Some tangible outcomes include rising salaries and benefits, with particularly strong outcomes for adjuncts. Through unionization, adjuncts who suffered under poor working conditions have made substantial gains. Shared governance is on the rise among full-time contingent faculty as well.

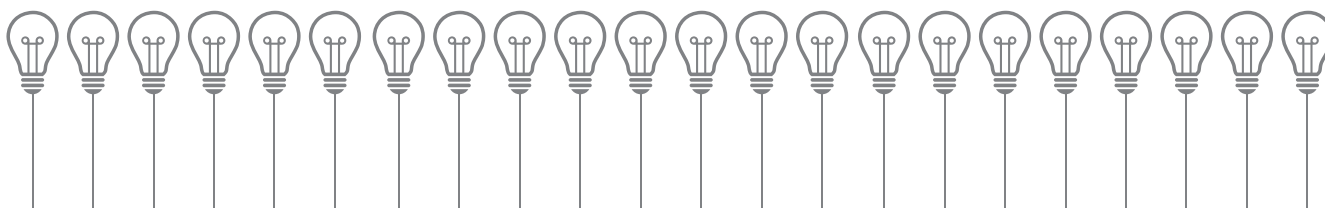
### Collective Action

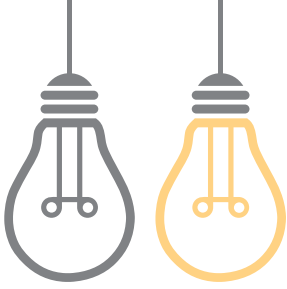
New chapters of the AAUP are forming and older ones reviving, including those at Oregon State University, Rutgers and Plymouth State, to name a few (Johnson, 2018). In fact, faculty note the rising attacks on academic freedom, tenure and autonomy (noted in the last section) as motivating their organizing efforts. *The Chronicle of Higher Education* profiled many chapters of the AAUP that are being revived at Dartmouth, Syracuse and University of North Carolina, Chapel Hill—all at campuses that had become apathetic to organizing and are now seeing that without activism, the rights they had enjoyed as a profession for so long eroded.

Unionized Faculty are pushing back and gaining wins on key issues where administrators and policymakers are trying to take away their power and autonomy. For example, the Indiana AAUP helped overturn Purdue University Global from requiring faculty members to sign nondisclosure agreements as a condition of employment (Blumenstyk, 2018). AAUP noted this as a fight against corporate control and practices moving into higher education (Owens, 2018). While still battling in the courts, AAUP is also launching a campaign to protect faculty’s academic freedom as presidents and university leaders sanction faculty who they feel are making controversial statements. AAUP filed an Amicus brief in the McAdams case, one of several cases where faculty members’ due process and academic freedom are under attack.

### Rising Salaries and Benefits

The results of recent and current organizing efforts are coming to fruition. For example, according to The Annual Report on the Economic Status of the Profession (AAUP, 2018), salaries increased 3% in 2018 over the previous academic year or by 1.1% adjusted for inflation. While this is still a terribly low number, since the recession faculty salaries have taken a large hit and remained relatively flat such that even this paltry increase is at present noteworthy.

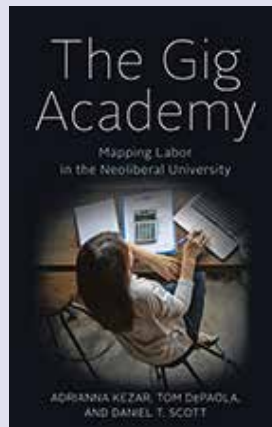




Additionally, benefits are recovering from lows during the recession (Conley & Trice, 2018). Given the severity of decline during the recession, many faculty have pushed for changes to pensions. For example, several states are requiring stress testing for their pension funds which mandates regular analysis of plans so that problems such as significant declines in the pension are made public earlier. Many state systems and individual campus are trying to move away from defined benefits, but most courts are upholding that states/institutions must continue to uphold previous agreements that entitle faculty to their benefits (Conley & Trice, 2018). Also, several lawsuits have been filed against universities for making beneficiaries pay excessive fees and for not providing pension options (Conley & Trice, 2018). There is a pushback against these attacks by administrators and policymakers on benefits.

Resource strapped institutions are often unable to provide pensions and health care benefits to contingent faculty. Studies are demonstrating that other benefits can be offered that improve adjunct faculty motivation including the following: recognizing seniority, instituting meaningful evaluations, improving communications, expanding professional development, managing teaching assignments and providing academic amenities such as library cards and access to technology resources (Page, 2017).

**The Gig Academy: Mapping Labor in the Neoliberal University (2019)** *Adrianna Kezar, Tom DePaola, Daniel Scott*



Over the past two decades, higher education employment has undergone a radical transformation with faculty becoming contingent, staff being outsourced, and postdocs and graduate students becoming a larger share of the workforce. This is a resource for faculty, university staff and administrators to rethink the state of working relations on their own campuses. *John Hopkins U Press*

**Increasing Involvement in Shared Governance for Full-Time Non-Tenure-Track Faculty**

News stories also reflected that non-tenure-track faculty leaders are making strides to improve their involvement in governance (Owens, 2018). Jones, Hutchens, Hulbert, Lewis, and Brown's (2017) study was one of the first national snapshots of non-tenure-track faculty involvement in governance and showed that 85% of full-time non-tenure-track faculty are included in governance, much higher than in the past. However, adjuncts remain underrepresented, with only 11% being included in governance.

**Adjunct Victories**

Adjunct faculty are also seeing the benefits of unionization with over 60 campuses having organized under SEIU (Edwards & Tolley, 2018). In their recent study of adjunct bargaining agreements, Edwards and Tolley demonstrate that unionized adjuncts received higher salaries, increased job security, and better health benefits than non-unionized campuses. They also negotiated some compensation for canceled classes and increased access to professional development, office space, and supplies for teaching. However, Edwards and Tolley note that true pay parity, adjunct equity in shared governance and reduced (or eliminated) reliance on contingent labor are three essential-but-elusive goals that would benefit the entirety of the professoriate by making contingency a less attractive option for employers.

# Mythbusters

Many studies challenge myths about faculty. These studies come at an important time where politically conservative groups are trying to demonize the faculty profession. The general public finds itself increasingly isolated from the faculty profession and these mythbusting studies are a needed antidote.

The *first myth is that faculty are a largely privileged group with adequate compensation and tenure*, which lends itself to demonizing faculty as wealthy, undeservingly powerful and aloof actors who do not care about students and who are responsible for the rising cost of education. The reality facing the majority of faculty working off the tenure track counters this stereotype (AAUP, 2018). Data shows that in fact the majority of instructional faculty are undercompensated and have limited job security. The reality facing the majority of faculty working off the tenure track counters this stereotype (AAUP, 2018).

The second myth is that *faculty are politically active, identify as extremely liberal and abuse the power of their positions to indoctrinate students*, which supports the demonization of faculty as exploiters of their power. However, the truth of the matter is that faculty are no more liberal or more politically active than other Americans with similar education levels (Abrams, 2018).

The third myth is that *unions do not make much of a difference for faculty working conditions*. A recent study found that that unionized faculty in four-year institutions make \$7,000 more a year; in two-year institutions, they earn an additional \$18,000 (NEA, 2018). While only faculty salaries were examined, this suggests unions do have a positive impact on faculty salaries. Additionally, Edwards & Tolley's (2018) study demonstrates that unionized adjuncts received higher salaries, increased job security and health benefits than adjuncts on non-unionized campuses.

The fourth myth is that *faculty on part-time appointments at community colleges prefer these appointments*. Yet a recent study showed that over 50% of the part-time faculty sampled wanted a full-time position (Ott & Dippold, 2018). The fact of faculty preference for full-time work deeply contradicts popular myths about part-time faculty.

A final myth is that *adjunct faculty largely obtain fulfillment in other jobs so they need no connection to the campus*. But a recent study found that adjunct faculty report their faculty identity as their key identity and thrive on and strive for collegiality and professional treatment within campuses (Ott & Dippold, 2018).

We can make better policy when we challenge myths and stereotypes about faculty—especially about adjunct faculty. Data shows the five myths outlined above to be largely inaccurate. Thus, we need a new understanding of the demographics of faculty as a collective group, as well as a clear understanding of non-tenure-track faculty preferences in conjunction with a reconfiguration of employment options to better match their needs.

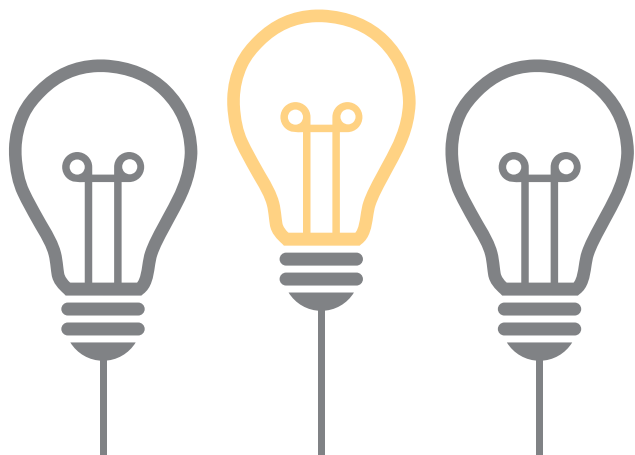
**A recent study showed that over 50% of the part-time faculty sampled wanted a full-time position.**

## Trends for Women and Faculty of Color

We highlight specific trends for women and people of color because their experiences are often unique; both news stories and various sources of data disaggregated by race and gender highlighted differences for these groups. Women and people of color continue to be underrepresented nationally among the professoriate. Current data show that among all academic ranks, women and people of color comprise 44% and 24% of faculty, respectively. Representation further fluctuates depending on rank. Fifty-five percent of full professors are white men, followed by white women at 27%. Approximately 10% of full professors are Asian/Pacific Islander women, African Americans, Latino/a, and Native American combined. White women are most represented at the lecturer rank (44%) and faculty of color altogether are more prevalent at the assistant professor level (27%) (Department of Education, 2018). Underrepresentation in the faculty coincides with findings from current studies which demonstrate differences in salary, job satisfaction and work climate.

- Women continue to earn less than male faculty, with the largest disparities at public and private doctoral universities. Women earn 79% and 81% of men's salaries, respectively (Arntz, 2018).
- The gender wage gap persists despite increases in women's average salaries from 2015 to 2017.
- Research indicates differences in work satisfaction by gender and race. In one study, women faculty are less satisfied with their department compared to men. Women faculty at private institutions reported more satisfaction compared to their peers at public institutions (Webber & Rogers, 2018).
- In the same study, Asian/Asian American faculty were less satisfied with their departments compared to their white peers (Webber & Rogers, 2018).
- Satisfaction contributes to work-life balance. One national study found African American women faculty reported less work-life balance compared to African American men. In contrast, Latina faculty reported higher work-life balance compared to Latino faculty (Denson, Szélenyi, & Bresonis, 2018).
- Faculty of color feel the need to work harder than their colleagues to be perceived as a legitimate scholar at rates higher than white faculty. Faculty of color also cite discrimination as a source of stress (Stolzenberg et al., 2019).
- One case study reported women and faculty of color at one institution experience isolation due to being one of a few in their departments, which contributes to being excluded and given marginal consideration in decision-making processes (O'Meara, Templeton, & Nyunt, 2018).

In addition to measurable indicators, such as salary, more work can build upon these findings to assess the state of job satisfaction, work-life balance and treatment from colleagues from the experiences of women and faculty of color. Studies from the past have suggested concerns over work-life balance and treatment from colleagues. In fact, many news stories this year suggest that sexual harassment is a significant problem in higher education and that more research is needed to help understand this problem.



**Faculty of color cite discrimination as a source of stress.**

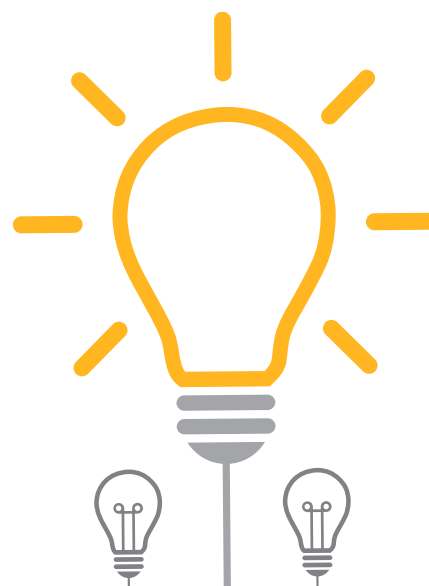
## Spotlight on Sexual Violence

Sexual assault and violence that has been part of the culture of higher education, particularly in male-dominated fields, has come under scrutiny in recent years. Certain fields like economics, philosophy and physics are wrestling with charges that there are systemic issues for these fields that affect faculty at institutions across the country. We saw developments in several sexual violence and assault cases against faculty emerge and move forward in 2018 (Gluckman, 2018; Hur & Sequeira, 2018), and the Dartmouth chapter of the AAUP has formed working groups of faculty to address the sexual assault issues on their campus (Johnson, 2018). In Texas, AAUP investigated St. Edward's University and found that a dean had

**[Sexual assault] occurs in the context of problematic changes in Title IX regulations and processes, which have heightened the burden of proof for survivors and loosened the requirement that institutions address issues of sexual violence in a timely and appropriate fashion.**

wrongly fired a faculty member because she reported having been sexually harassed by an associate dean (Scholtz, 2018). Sexual assault and violence continues to be a key rallying point for faculty seeking to organize to build collective power in the form of unions so they can bring about more appropriate responses to issues of sexual assault (Murray, 2018).

While many of the accusers are women, LGBTQ+ communities are also raising concerns about inappropriate sexual advances, which make campuses hostile work environments (Walta, 2018). This all occurs in the context of problematic changes in Title IX regulations and processes, which have heightened the burden of proof for survivors and loosened the requirement that institutions address issues of sexual violence in a timely and appropriate fashion (Stenger, 2018). A group of women's advocacy organizations sued against these regulations, saw their suit dismissed (Egelko, 2018), and filed a second, amended suit (Grogg, 2018). We await the results of the amended suit, which will have implications for faculty working conditions and experiences.



# Trends in Teaching and Learning Practices

Many stories highlighted changes in teaching and learning practices this last year. This signals that faculty, policymakers and the media are all paying more attention to this area. Enhancing undergraduate teaching is one avenue to ensure college completion and advance equitable student outcomes. Pedagogical innovations are taking root and becoming more widespread; faculty are moving away from traditional lecturing. Findings from the Faculty Survey of Student Engagement show a decrease from 2007 in lecture-based teaching among STEM faculty as small group activities increased in the same period (Fassett & BrckaLorenz, 2018). Cooperative learning and group projects are rising practices among faculty across all disciplines (Eagan et al., 2014). Another pedagogical innovation is the teaching for transformative experience in science model (TTES), a method which helps students to apply what they learn to their everyday lives. In one experimental study, TTE increased learning and student interest in the material. Students who received this pedagogy also reported transferring their learning to other courses (Heddy et al., 2017). This increase in pedagogical innovation is fueled by increasing numbers of studies showing a connection between these new strategies and improved student outcomes. For example, Loes et

**Findings from the Faculty Survey of Student Engagement show a decrease from 2007 in lecture-based teaching among STEM faculty as small group activities increased in the same period.**

al. (2017) found a positive association between collaborative learning approaches and student persistence, regardless of race, gender, and pre-college academic ability. Professional development is key to effective teaching, and research shows faculty who engage in the scholarship for teaching and learning make improvements in their own classrooms (Burns, 2017).

In addition to pedagogy, faculty trends also show a commitment to diversity and inclusion. According to the latest faculty survey by the Higher Education Research Institute (2019), 44% of faculty believe part of their role is to enhance students' knowledge and appreciation for other racial/ethnic groups. Over 50% teach students tolerance and respect for different beliefs. Faculty have also reported an increase in teaching students to recognize the biases in their own thinking. These indicate attention to cultivating inclusive classrooms, which is critically important in disciplines such as the STEM fields, which have yet to achieve racial and gender equity.

News media and research report positive steps institutions are taking to enhance teaching among adjuncts and tenured faculty. Professional development for adjunct instructors is a growing practice. Drawing from the Higher Education Research Institute and *The Chronicle*, innovative recommendations and trends in teaching include:

- Creating professional development opportunities for adjunct instructors, such as learning communities.
- Developing alternatives to final essays. Examples include producing a video, creating a game, or for those more traditional, an annotated bibliography.
- Incorporating adaptive learning into course design. The Association of Public & Land-Grant Universities recently released a free online guide on this topic for faculty (Association of Public and Land-Grant Universities, 2018).

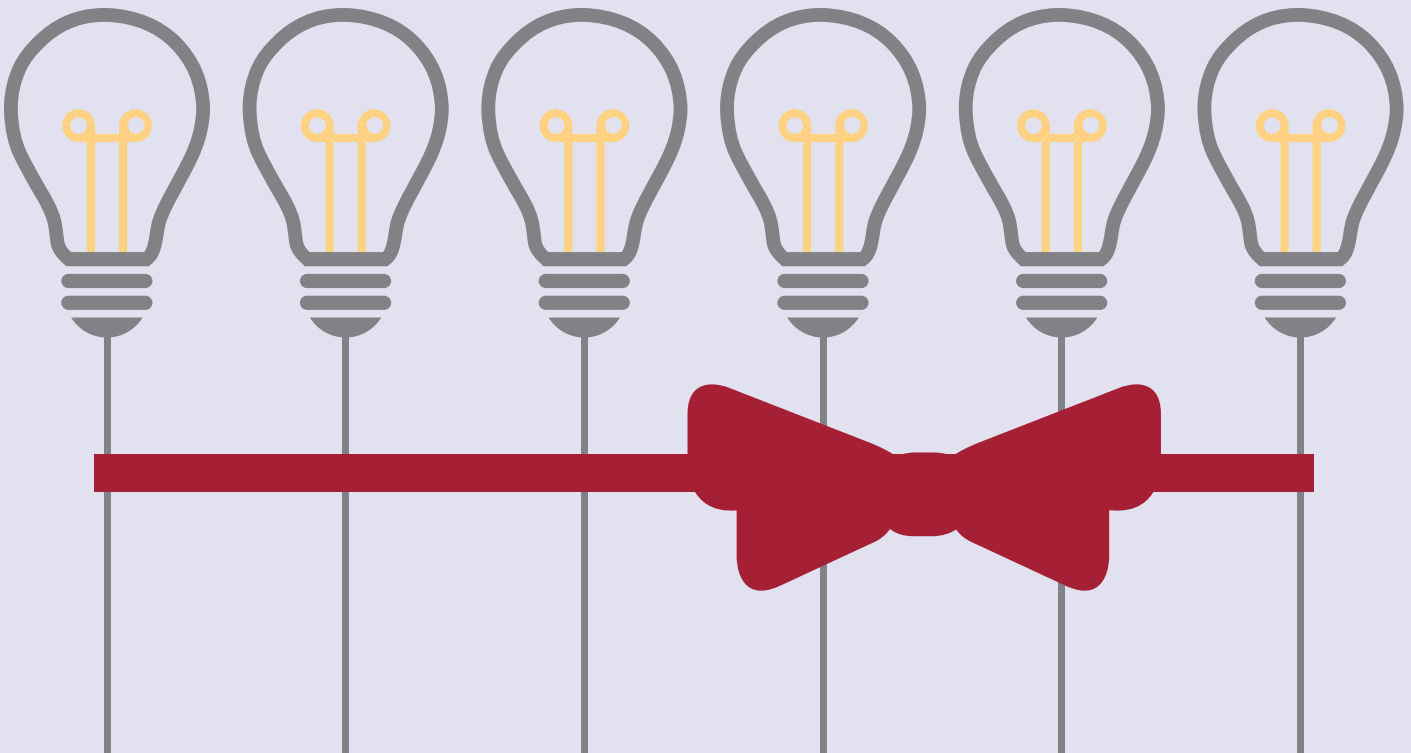
## Assessment and Teaching Improvement: Examining a Key Issue

We highlight one study which addresses a key question that has been debated widely in the academic profession for decades: Assessment of student learning. This study, conducted by a former Pullias Center research assistant, helps shed light on whether and how assessment can improve teaching and learning.

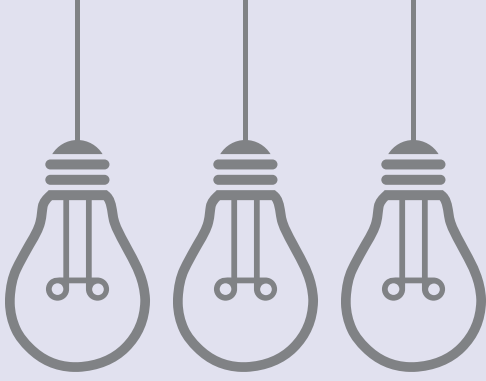
### By Elizabeth Holcombe

As trends in undergraduate teaching have shifted towards an emphasis on more active and engaging pedagogical styles, faculty have also been asked to more accurately and closely measure what students are learning in their courses and programs. An increasing emphasis on assessment of student learning from stakeholders both inside and outside higher education has put additional demands on faculty time and has often asked faculty to perform assessment with very little training or support (Banta, 2007; Carey & Gregory, 2003; Ewell, 2008; Peterson & Einarson, 2001). As a result, faculty have remained largely skeptical about assessment and its ability to provide information of value about student learning or faculty teaching (Hutchings, 2010).

Assessment is conducted for both accountability purposes—proving that students have learned and that faculty are effective instructors—and for improvement purposes—gauging what students know and using those results to help improve teaching and learning (Ewell, 2008). Underlying these improvement purposes is an assumption that assessment of student learning will lead to instructional improvement through improved faculty understanding of student learning or a shift in faculty focus from teaching to learning (Barr & Tagg, 2000; Hutchings, 2010). While faculty and institutional leaders find the most value in the idea of using assessment to improve their practice (Jankowski, Timmer, Kinzie, & Kuh, 2018), there is actually very little empirical evidence of assessment’s efficacy for improving teaching and learning.







One recent study in the research university context (Holcombe, 2018) indicates that there is potential for assessment to improve teaching and learning in several ways. At the institutional level, assessment can foster cultural changes (differences in language, norms, and values), changes to institutional policies and structures related to teaching and learning, and changes to curriculum. Assessment can lead to a shared understanding of teaching and education as a collective, institutional endeavor rather than solely the province of individual faculty in individual classes, which can result in changing curriculum to be more integrated and holistic rather than fragmented into disciplinary silos. In departments, assessment can shape changes to curriculum as well as changes to teaching approaches or strategies. Among individual faculty, assessment can also provide members with feedback on student misconceptions or misunderstandings, provoke reflection on how to change aspects of their teaching to facilitate greater understanding, and facilitate a shift to a more outcomes-oriented approach to teaching, with increased attention to course goals, organization and alignment.

However, multiple supports must be in place at institutions and in departments in order to reap these benefits. These supports include institutional policies and structures that support assessment and its link to teaching; adequate support and training for assessment among the faculty; faculty champions and faculty buy-in around assessment as an activity to shape teaching improvement; and both symbolic and actual support from campus leaders. Without these supports, assessment is unlikely to improve teaching or positively affect the faculty role. In fact, Holcombe's (2018) study found that at schools without such supports in place, assessment was a compliance-oriented exercise performed mainly for accreditation requirements and did little to change teaching and learning. In these situations, assessment becomes merely another burdensome ask of faculty, both those on the tenure track who have taken on increasing responsibilities as their numbers have dwindled and those non-tenure-track faculty who are asked to perform increasing amounts of uncompensated work.

As attention to student outcomes and the quality of higher education is likely to only increase in the coming years, stakeholders should reflect carefully on how assessment can be used not only to measure student learning but also to improve teaching. Paying attention to the conditions that foster assessment's ability to improve teaching and offering ample support to faculty who are asked to perform assessment work can help institutions reap the benefits of assessment and avoid its potentially negative implications for faculty work.

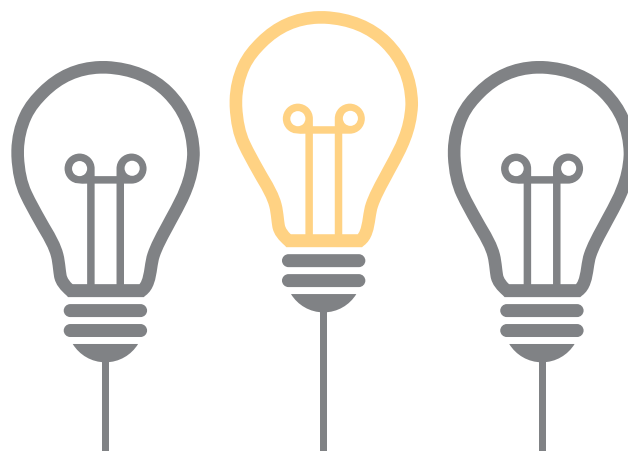
# Supports for Non-Tenure Track Faculty: Delphi Award Winners

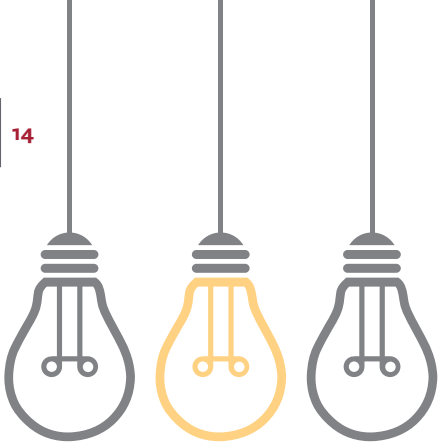
As faculty employment has increasingly moved to being off the tenure track, many national and regional efforts have emerged to support faculty. In 2018, we at the Delphi Project launched the Delphi Award, an annual award to recognize the exceptional efforts of different types of groups to support non-tenure-track faculty on their campuses and in their communities. The first two winners of the Delphi Award were Harper College, a two-year college in Palatine, Ill., and California State University, Dominguez Hills (CSUDH), a four-year regional university, both of whom made innovative and substantive changes to support non-tenure-track faculty on their campuses (Scott, Kezar, & Bates, 2019; Scott, Kezar, Celly, & Robinson, 2019).

Harper College began reflecting on non-tenure-track faculty professional development in 2014, establishing the Center for Adjunct Faculty Engagement and a process for adjunct faculty evaluations to support their instructional development (Scott, Kezar, & Bates, 2019). Faculty feedback indicated that the observation options available to faculty felt transactional and were not helpful, so the college worked with the adjunct faculty union to establish an updated evaluation and professional development system that offers a greater variety of more helpful options, including goal-based self evaluation and reverse peer observation. Since implementing the new professional development and evaluation system, Harper College has seen a large proportion of non-tenure-track faculty take up the new professional development and evaluation options, and the college has received positive feedback about the changes.

California State University, Dominguez Hills (CSUDH) initiated a task force in 2017 to examine the working conditions of non-tenure-track faculty and propose recommended actions to address them (Scott, Kezar, Celly, & Robinson, 2019). As a result of this process and in collaboration with the faculty union, CSUDH increased compensation for non-tenure-track faculty, fixed a hole in its bargaining agreement so that counseling faculty (a sub-type of non-tenure-track faculty) became eligible for sabbaticals, provided non-tenure-track faculty with research awards and grants, actively encouraged the hiring and promotion of non-tenure-track faculty into more permanent positions (including tenure-track positions), included non-tenure-track faculty in governance and made them eligible for awards. These compensatory improvements and cultural changes have led to improved working conditions and a more professionalized social status for non-tenure-track faculty at CSUDH.

Harper College and CSUDH both initiated changes that were grounded in values and principles that centered faculty contributions as key to the success of each institution. By prioritizing the experiences, working conditions, and social status of non-tenure-track faculty on their campuses, Harper College and CSUDH were able to initiate transformative changes that better aligned with their missions as institutions focused on rigorous and innovative scholarship, teaching and learning.





## Conclusion

The profession is experiencing both hills and valleys. There were areas where we saw improvements through unionization, increased attention on pedagogy and attention to correcting problems like sexual harassment. And there were significant challenges as well. On top of ongoing efforts to dismantle the profession came added attacks from conservative groups, efforts to monitor faculty, dwindling job market and constraints on unionization. It is certainly a time for all who care about the academic profession to be aware of trends and mobilize in ways that support the future of faculty work.

Given an unchanging political climate, the challenges will likely persist in the next few years. Thus, those who care about the academic profession will need to be armed with data provided in this report to counter the trends to dismantle the profession. The data about faculty's efforts to improve teaching and support students, even as their roles are compromised, is an important story to be communicated. The success of unions also needs to be highlighted and used to strengthen collective bargaining efforts. As a profession, faculty need to continue to address challenges that have long existed, such as sexual harassment and the unequal treatment of woman and faculty of color. Being vigilant to transform the profession is important even as the profession is threatened. The integrity of the profession will help garner support for its recovery in the long run. In the post-truth environment, we must still let data and information guide us to combat the current political winds for the long-term health of the academy.



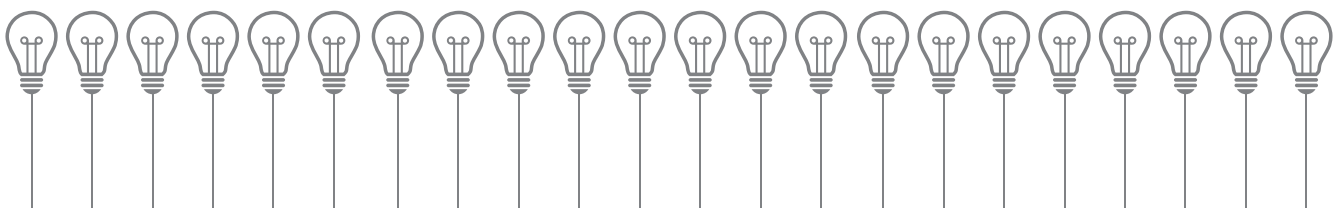
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# Key Resources from the Delphi Project



## **The Imperative for Change: Fostering Understanding of the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices (2014)**

This publication aims to facilitate a conversation about changing faculty trends that begins with a shared appreciation of the potential risks of inaction or inattention to these problems.



## **Non-Tenure-Track Faculty on our Campus: Supplemental Focus Guide for Centers for Teaching and Learning (2013)**

This guide is designed for use by centers for teaching and learning to explore how services and programming could be made more readily available and accessible to non-tenure-track faculty, a segment of the faculty that has become a majority nationwide and on many campuses.



## **Non-Tenure-Track Faculty on our Campus: A Guide for Campus Task Forces to Better Understand Faculty Working Conditions and the Necessity of Change (2012)**

This guide is designed for use by task forces, committees, or groups who would like to examine non-tenure-track faculty practices and issues at the campus level. Its question sections, discussion questions, and concluding questions guide practitioners through the process of examining non-tenure-track faculty issues on campus and help them to better understand challenges associated with current practices and begin to build the rationale for change.

These and more resources can be found at  
[pullias.usc.edu/delphi/resources/](http://pullias.usc.edu/delphi/resources/)



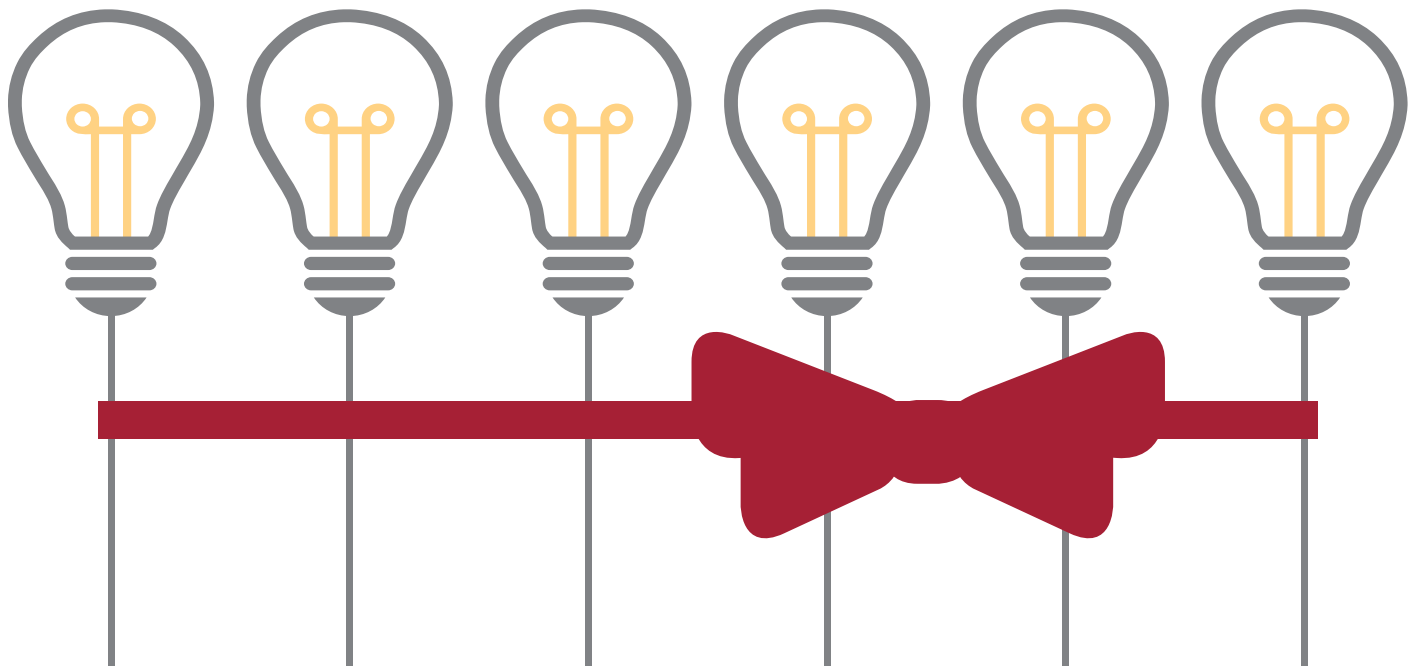


# The Delphi Project on the Changing Faculty and Student Success

The Delphi Project is dedicated to enhancing awareness about the changing faculty trends, using research and data to better support faculty off the tenure track and to help create new faculty models to support higher education institutions in the future.

An initiative of the Pullias Center for Higher Education at the University of Southern California, the Delphi Project works in partnership with the Association of American College and Universities (AAC&U), the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. The Delphi Project has received generous funding from The Spencer Foundation, The Teagle Foundation, The Carnegie Corporation of New York and TIAA-CREF Research Institute.

For more information on the Delphi Project on Changing Faculty and Student Success at [www.thechangingfaculty.org](http://www.thechangingfaculty.org) or at [pullias.usc.edu/delphi](http://pullias.usc.edu/delphi).





## About the Pullias Center for Higher Education

One of the world's leading research centers on higher education, the Pullias Center of Higher Education at the USC Rossier School of Education advances innovative, scalable solutions to improve college outcomes for underserved students and to enhance the performance of postsecondary institutions.

The mission of the Pullias Center is to bring a multidisciplinary perspective to complex social, political, and economic issues in higher education. The Center is currently engaged in research projects to improve access and outcomes for low-income, first generation students, improve the performance of postsecondary institutions, assess the role of contingent faculty, understand how colleges can undergo reform in order to increase their effectiveness, analyze emerging organizational forms such as for-profit institutions, and assess the educational trajectories of community college students.

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ACCT 600	4	\$	2,350	\$	588	
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ACCT 603	4	\$	2,350	\$	588	
ACCT 810	3	\$	2,300	\$	767	
APST 515	4	\$	2,600	\$	650	
ARTS 501	4	\$	2,350	\$	588	
ARTS 501	4	\$	2,350	\$	588	
ARTS 501	4	\$	2,050	\$	513	
ARTS 501	4	\$	2,350	\$	588	
ARTS 503	4	\$	2,200	\$	550	
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ARTS 515	4	\$	2,200	\$	550	
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ARTS 526	4	\$	3,100	\$	775	
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BEHS 650	4	\$	2,200	\$	550	
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BEHS 650	4	\$	2,500	\$	625	
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COMM 514	4	\$	2,600	\$	650	
COMM 516	2	\$	1,250	\$	625	
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COMM 540	4	\$	2,600	\$	650	

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CRIM 603	4	\$	2,350	\$	588
CRIM 606	4	\$	2,250	\$	563
CRIM 606	4	\$	2,250	\$	563
CRIM 607	4	\$	2,350	\$	588
CRIM 607	4	\$	2,350	\$	588
CRIM 650	4	\$	2,250	\$	563
CRIT 501	4	\$	2,600	\$	650
CRIT 501	4	\$	2,550	\$	638
CRIT 501	4	\$	2,600	\$	650
CRIT 501	4	\$	2,500	\$	625
CRIT 501	4	\$	2,600	\$	650
CRIT 501	4	\$	2,400	\$	600
CRIT 501	4	\$	2,500	\$	625
CRIT 501	4	\$	3,100	\$	775
CRIT 501	4	\$	2,550	\$	638

CRIT 501	4	\$	2,500	\$	625
CRIT 501	4	\$	2,500	\$	625
CRIT 501	4	\$	2,550	\$	638
CRIT 501	4	\$	2,600	\$	650
CRIT 501	4	\$	2,400	\$	600
CRIT 501	4	\$	2,400	\$	600
CRIT 501	4	\$	2,600	\$	650
CRIT 501	4	\$	2,550	\$	638
CRIT 501	4	\$	2,600	\$	650
CRIT 501	4	\$	2,500	\$	625
CRIT 502	4	\$	2,150	\$	538
CRIT 502	4	\$	2,200	\$	550
CRIT 502	4	\$	2,100	\$	525
CRIT 502	4	\$	2,200	\$	550
CRIT 502	4	\$	2,800	\$	700
CRIT 502	4	\$	2,450	\$	613
CRIT 502	4	\$	2,650	\$	663
CRIT 502	4	\$	3,050	\$	763
CRIT 502	4	\$	2,200	\$	550
CRIT 502	4	\$	3,050	\$	763
CRIT 502	4	\$	2,150	\$	538
CRIT 502	4	\$	2,450	\$	613
CRIT 502	4	\$	2,900	\$	725
CRIT 502	4	\$	2,550	\$	638
CRIT 502	4	\$	3,050	\$	763
CRIT 502	4	\$	2,100	\$	525
CRIT 502	4	\$	2,200	\$	550
CRIT 502	4	\$	3,050	\$	763
CRIT 502	4	\$	2,450	\$	613
CRIT 502	4	\$	2,800	\$	700
CRIT 502	4	\$	3,050	\$	763
CRIT 502	4	\$	3,050	\$	763
CRIT 502	4	\$	2,100	\$	525
CRIT 502	4	\$	2,250	\$	563
CRIT 502	4	\$	2,150	\$	538
CRIT 502	4	\$	2,200	\$	550
CRIT 502	4	\$	2,700	\$	675
CRIT 502	4	\$	2,450	\$	613
CRIT 502	4	\$	2,100	\$	525
CRIT 502	4	\$	2,100	\$	525
CRIT 502	4	\$	3,050	\$	763
ECO 512	4	\$	2,400	\$	600
ECO 512	4	\$	2,400	\$	600
ECO 512	4	\$	2,500	\$	625
ECO 512	4	\$	2,400	\$	600
ECO 512	4	\$	2,100	\$	525
ECO 512	4	\$	2,400	\$	600
ECO 512	4	\$	2,400	\$	600
ECO 512	4	\$	2,400	\$	600

ECO 600	4	\$	2,400	\$	600
ECO 600	4	\$	2,400	\$	600
EDU 510	4	\$	2,600	\$	650
EDU 510	4	\$	2,600	\$	650
EDU 510	4	\$	2,600	\$	650
EDU 544	4	\$	2,600	\$	650
EDU 544	4	\$	2,600	\$	650
EDU 550	4	\$	2,600	\$	650
EDU 550	4	\$	2,600	\$	650
EDU 550	4	\$	2,600	\$	650
EDU 550	4	\$	2,600	\$	650
EDU 553	4	\$	2,600	\$	650
EDU 555	4	\$	2,600	\$	650
EDU 556	4	\$	2,600	\$	650
EDU 556	4	\$	2,600	\$	650
EDU 556	4	\$	2,600	\$	650
EDU 556	4	\$	2,600	\$	650
EDU 600	4	\$	2,600	\$	650
EDU 602	4	\$	2,600	\$	650
EDU 602	4	\$	2,600	\$	650
EDU 602	4	\$	2,600	\$	650
EDU 602	4	\$	2,600	\$	650
EDU 605	4	\$	2,600	\$	650
EDU 605	4	\$	2,600	\$	650
EDU 606	4	\$	2,600	\$	650
EDU 606	4	\$	2,600	\$	650
EDU 606	4	\$	2,600	\$	650
EDU 610	6	\$	3,800	\$	633
EDU 611	4	\$	2,600	\$	650
EDU 617	4	\$	2,600	\$	650
EDU 617	4	\$	2,600	\$	650
EDU 617	4	\$	2,600	\$	650
EDU 621	4	\$	2,600	\$	650
EDU 621	4	\$	2,600	\$	650
EDU 621	4	\$	2,600	\$	650
EDU 621	4	\$	2,600	\$	650
EDU 622	1	\$	550	\$	550
EDU 622	1	\$	500	\$	500
EDU 622	1	\$	400	\$	400
EDU 624	4	\$	2,600	\$	650
EDU 700	1	\$	400	\$	400
EDU 700	1	\$	550	\$	550
EDU 700	1	\$	1,950	\$	1,950
EDU 700	1	\$	700	\$	700
EDU 700	1	\$	350	\$	350
EDU 700	1	\$	1,100	\$	1,100
EDU 700	1	\$	1,600	\$	1,600
EDU 701	4	\$	2,600	\$	650
EDU 701	4	\$	2,600	\$	650

EDU 701	4	\$	2,600	\$	650
EDU 703	4	\$	2,600	\$	650
EDU 703	4	\$	2,600	\$	650
EDU 703	4	\$	2,600	\$	650
EDU 705	4	\$	2,600	\$	650
EDU 705	4	\$	2,600	\$	650
EDU 705	4	\$	2,600	\$	650
EDU 705	4	\$	2,600	\$	650
EDU 706	2	\$	1,250	\$	625
EDU 706	2	\$	1,250	\$	625
EDU 706	2	\$	1,250	\$	625
EDU 707	4	\$	2,600	\$	650
EDU 707	4	\$	2,600	\$	650
EDU 707	4	\$	2,600	\$	650
EDU 710	6	\$	3,800	\$	633
EDU 710	6	\$	3,800	\$	633
EDU 717	4	\$	2,600	\$	650
EDU 717	4	\$	2,600	\$	650
EDU 717	4	\$	2,600	\$	650
EDU 721	4	\$	2,600	\$	650
EDU 721	4	\$	2,600	\$	650
EDU 721	4	\$	2,600	\$	650
EDU 721	4	\$	2,600	\$	650
EDU 732	4	\$	2,700	\$	675
EDU 803	3	\$	2,600	\$	867
EDU 804	3	\$	2,600	\$	867
EDU 807A	3	\$	2,600	\$	867
EDU 807B	3	\$	2,600	\$	867
ENG 500	4	\$	2,550	\$	638
ENG 500	4	\$	2,250	\$	563
ENG 500	4	\$	2,050	\$	513
ENG 500	4	\$	2,400	\$	600
ENG 500	4	\$	2,550	\$	638
ENG 500	4	\$	2,400	\$	600
ENG 500	4	\$	2,550	\$	638
ENG 500	4	\$	2,250	\$	563
ENG 500	4	\$	2,450	\$	613
ENG 500	4	\$	3,100	\$	775
ENG 500	4	\$	2,400	\$	600
ENG 500	4	\$	3,000	\$	750
ENG 500	4	\$	2,650	\$	663
ENG 500	4	\$	2,300	\$	575
ENG 500	4	\$	2,250	\$	563
ENG 500	4	\$	2,550	\$	638
ENG 504	4	\$	2,450	\$	613
ENG 508	4	\$	2,450	\$	613
ENG 508	4	\$	2,500	\$	625
ENG 508	4	\$	2,600	\$	650
ENG 508	4	\$	2,600	\$	650

ENG 508	4	\$	2,600	\$	650
ENG 510	4	\$	2,550	\$	638
ENG 510	4	\$	2,650	\$	663
ENG 512	4	\$	2,450	\$	613
ENG 513	4	\$	2,450	\$	613
ENG 555	4	\$	2,600	\$	650
ENG 600	4	\$	2,550	\$	638
ENG 601	4	\$	2,050	\$	513
ENG 601	4	\$	2,050	\$	513
ENG 601	4	\$	2,050	\$	513
ENG 602	2	\$	1,325	\$	663
ENG 602	2	\$	1,325	\$	663
ENG 604	4	\$	2,550	\$	638
ENG 620	4	\$	2,450	\$	613
ENG 625	4	\$	2,450	\$	613
ENG 633	4	\$	3,100	\$	775
ENG 640	4	\$	2,450	\$	613
HIS 502	4	\$	2,300	\$	575
HIS 502	4	\$	2,300	\$	575
HIS 502	4	\$	2,150	\$	538
HIS 502	4	\$	2,150	\$	538
HIS 502	4	\$	2,150	\$	538
HIS 510	4	\$	2,150	\$	538
HIS 510	4	\$	2,550	\$	638
HIS 511	4	\$	2,600	\$	650
HIS 511	4	\$	2,550	\$	638
HIS 511	4	\$	2,750	\$	688
HIS 512	4	\$	2,250	\$	563
HIS 512	4	\$	2,550	\$	638
HIS 513	4	\$	2,250	\$	563
HIS 513	4	\$	2,550	\$	638
HIS 544	4	\$	2,600	\$	650
HIS 602	4	\$	2,750	\$	688
HIS 602	4	\$	2,300	\$	575
HIS 611	4	\$	2,550	\$	638
HIS 611	4	\$	2,250	\$	563
HIS 618	4	\$	2,250	\$	563
HIS 618	4	\$	2,550	\$	638
HIS 618	4	\$	2,550	\$	638
HIS 627	4	\$	2,200	\$	550
HIS 627	4	\$	2,150	\$	538
HIS 627	4	\$	2,550	\$	638
HLTC 550	4	\$	2,350	\$	588
HLTC 550	4	\$	2,350	\$	588
HLTC 550	4	\$	2,350	\$	588
HLTC 550	4	\$	3,050	\$	763
HLTC 550	4	\$	3,050	\$	763
HLTC 612	4	\$	2,150	\$	538
HLTC 612	4	\$	2,150	\$	538

HLTC 612	4	\$	2,150	\$	538
HLTC 627	4	\$	2,400	\$	600
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 629	4	\$	2,250	\$	563
HLTC 637	4	\$	2,150	\$	538
HLTC 638	4	\$	2,200	\$	550
HLTC 638	4	\$	2,200	\$	550
HLTC 800	3	\$	2,200	\$	733
HLTC 802	3	\$	3,050	\$	1,017
HLTC 802	3	\$	3,050	\$	1,017
HUMN 502	4	\$	2,600	\$	650
HUMN 502	4	\$	2,600	\$	650
HUMN 502	4	\$	2,600	\$	650
HUMN 502	4	\$	2,600	\$	650
HUMN 502	4	\$	2,600	\$	650
HUMN 502	4	\$	3,100	\$	775
HUMN 504	4	\$	2,500	\$	625
HUMN 504	4	\$	2,300	\$	575
HUMN 504	4	\$	2,300	\$	575
HUMN 505	4	\$	2,400	\$	600
HUMN 505	4	\$	2,300	\$	575
HUMN 505	4	\$	2,300	\$	575
HUMN 560	4	\$	2,250	\$	563
HUMN 560	4	\$	2,250	\$	563
HUMN 560	4	\$	2,250	\$	563
HUMN 560	4	\$	2,250	\$	563
HUMN 560	4	\$	2,550	\$	638
HUMN 625	4	\$	2,650	\$	663
IDIS 501	4	\$	2,550	\$	638
IDIS 501	4	\$	2,550	\$	638
IDIS 501	4	\$	2,200	\$	550
IDIS 501	4	\$	2,200	\$	550
IDIS 501	4	\$	2,200	\$	550
IDIS 501	4	\$	2,200	\$	550
IDIS 501	4	\$	2,550	\$	638
IDIS 502	2	\$	1,100	\$	550
IDIS 502	2	\$	1,100	\$	550
IDIS 502	2	\$	1,100	\$	550
INST 605	4	\$	2,600	\$	650
INST 605	4	\$	2,600	\$	650
INST 607	4	\$	2,600	\$	650
INST 610	4	\$	2,600	\$	650
LD 820	3	\$	2,350	\$	783



LD 821	3	\$	2,350	\$	783
LD 821	3	\$	2,350	\$	783
LD 822	3	\$	2,500	\$	833
LD 822	3	\$	2,500	\$	833
LD 822	3	\$	2,250	\$	750
LD 823	3	\$	2,200	\$	733
LD 823	3	\$	2,500	\$	833
LD 830	3	\$	2,350	\$	783
LD 831	3	\$	2,350	\$	783
MATH 502	4	\$	2,450	\$	613
MATH 502	4	\$	2,750	\$	688
MATH 502	4	\$	3,350	\$	838
MATH 502	4	\$	2,750	\$	688
MATH 502	4	\$	3,050	\$	763
MATH 502	4	\$	2,750	\$	688
MATH 502	4	\$	2,450	\$	613
MATH 502	4	\$	2,750	\$	688
MATH 502	4	\$	2,300	\$	575
MATH 502	4	\$	2,950	\$	738
MATH 504	4	\$	2,350	\$	588
MATH 504	4	\$	2,250	\$	563
MATH 504	4	\$	2,450	\$	613
MATH 504	4	\$	2,250	\$	563
MATH 504	4	\$	2,150	\$	538
MATH 504	4	\$	2,450	\$	613
MATH 504	4	\$	2,450	\$	613
MATH 504	4	\$	2,500	\$	625
MATH 504	4	\$	2,500	\$	625
MATH 504	4	\$	2,250	\$	563
MATH 504	4	\$	2,150	\$	538
MATH 504	4	\$	2,450	\$	613
MATH 504	4	\$	2,500	\$	625
MATH 504	4	\$	2,450	\$	613
MATH 504	4	\$	2,500	\$	625
MATH 510	4	\$	2,750	\$	688
MATH 600	4	\$	2,600	\$	650
MATH 602	4	\$	2,600	\$	650
MGMT 500	4	\$	2,150	\$	538
MGMT 500	4	\$	2,300	\$	575
MGMT 500	4	\$	2,250	\$	563
MGMT 500	4	\$	2,300	\$	575
MGMT 500	4	\$	2,150	\$	538
MGMT 500	4	\$	2,250	\$	563
MGMT 500	4	\$	2,500	\$	625
MGMT 500	4	\$	2,300	\$	575
MGMT 500	4	\$	2,250	\$	563
MGMT 500	4	\$	2,150	\$	538
MGMT 500	4	\$	2,350	\$	588
MGMT 502	2	\$	1,300	\$	650

MGMT 502	2	\$	1,300	\$	650
MGMT 502	2	\$	1,300	\$	650
MGMT 502	2	\$	1,300	\$	650
MGMT 510	4	\$	2,000	\$	500
MGMT 511	4	\$	2,300	\$	575
MGMT 511	4	\$	2,150	\$	538
MGMT 511	4	\$	2,600	\$	650
MGMT 511	4	\$	2,150	\$	538
MGMT 511	4	\$	2,150	\$	538
MGMT 511	4	\$	2,150	\$	538
MGMT 511	4	\$	2,300	\$	575
MGMT 511	4	\$	2,150	\$	538
MGMT 511	4	\$	2,150	\$	538
MGMT 511	4	\$	2,000	\$	500
MGMT 514	4	\$	2,600	\$	650
MGMT 514	4	\$	2,350	\$	588
MGMT 514	4	\$	2,100	\$	525
MGMT 514	4	\$	2,150	\$	538
MGMT 514	4	\$	3,400	\$	850
MGMT 514	4	\$	2,150	\$	538
MGMT 514	4	\$	2,350	\$	588
MGMT 514	4	\$	2,600	\$	650
MGMT 518	4	\$	2,300	\$	575
MGMT 518	4	\$	2,200	\$	550
MGMT 518	4	\$	2,200	\$	550
MGMT 555	4	\$	2,150	\$	538
MGMT 555	4	\$	2,350	\$	588
MGMT 566	4	\$	2,750	\$	688
MGMT 566	4	\$	2,350	\$	588
MGMT 566	4	\$	2,550	\$	638
MGMT 566	4	\$	2,500	\$	625
MGMT 566	4	\$	3,050	\$	763
MGMT 566	4	\$	2,250	\$	563
MGMT 566	4	\$	2,100	\$	525
MGMT 566	4	\$	2,450	\$	613
MGMT 566	4	\$	2,350	\$	588
MGMT 566	4	\$	2,750	\$	688
MGMT 566	4	\$	2,450	\$	613
MGMT 566	4	\$	2,450	\$	613
MGMT 566	4	\$	2,200	\$	550
MGMT 566	4	\$	2,100	\$	525
MGMT 566	4	\$	2,450	\$	613
MGMT 601	4	\$	2,350	\$	588
MGMT 601	4	\$	2,450	\$	613
MGMT 602	4	\$	2,450	\$	613
MGMT 602	4	\$	2,450	\$	613
MGMT 602	4	\$	2,350	\$	588
MGMT 602	4	\$	2,550	\$	638
MGMT 602	4	\$	2,450	\$	613

MGMT 606	4	\$	2,300	\$	575
MGMT 606	4	\$	2,300	\$	575
MGMT 607	4	\$	2,150	\$	538
MGMT 607	4	\$	2,150	\$	538
MGMT 608	4	\$	2,550	\$	638
MGMT 608	4	\$	2,250	\$	563
MGMT 608	4	\$	2,250	\$	563
MGMT 608	4	\$	2,550	\$	638
MGMT 608	4	\$	2,550	\$	638
MGMT 611	4	\$	2,150	\$	538
MGMT 611	4	\$	2,150	\$	538
MGMT 612	4	\$	2,150	\$	538
MGMT 612	4	\$	2,150	\$	538
MGMT 613	4	\$	2,200	\$	550
MGMT 613	4	\$	2,150	\$	538
MGMT 613	4	\$	2,300	\$	575
MGMT 613	4	\$	2,300	\$	575
MGMT 613	4	\$	2,300	\$	575
MGMT 613	4	\$	2,350	\$	588
MGMT 613	4	\$	2,300	\$	575
MGMT 613	4	\$	2,150	\$	538
MGMT 614	4	\$	2,350	\$	588
MGMT 615	4	\$	2,150	\$	538
MGMT 619	4	\$	2,400	\$	600
MGMT 620	4	\$	2,200	\$	550
MGMT 620	4	\$	2,200	\$	550
MGMT 620	4	\$	2,450	\$	613
MGMT 620	4	\$	2,200	\$	550
MGMT 621	4	\$	2,350	\$	588
MGMT 621	4	\$	2,500	\$	625
MGMT 621	4	\$	2,250	\$	563
MGMT 621	4	\$	2,350	\$	588
MGMT 621	4	\$	2,350	\$	588
MGMT 621	4	\$	2,400	\$	600
MGMT 622	4	\$	2,550	\$	638
MGMT 623	4	\$	2,550	\$	638
MGMT 624	4	\$	2,250	\$	563
MGMT 624	4	\$	2,250	\$	563
MGMT 625	4	\$	2,400	\$	600
MGMT 625	4	\$	2,400	\$	600
MGMT 625	4	\$	2,400	\$	600
MGMT 625	4	\$	2,500	\$	625
MGMT 625	4	\$	2,500	\$	625
MGMT 625	4	\$	2,400	\$	600
MGMT 625	4	\$	2,400	\$	600
MGMT 625	4	\$	2,400	\$	600
MGMT 625	4	\$	2,400	\$	600
MGMT 626	4	\$	2,400	\$	600
MGMT 626	4	\$	2,400	\$	600
MGMT 627	4	\$	2,400	\$	600

MGMT 629	4	\$	2,250	\$	563
MGMT 637	4	\$	2,250	\$	563
MGMT 650	4	\$	2,700	\$	675
MGMT 650	4	\$	2,700	\$	675
MGMT 650	4	\$	2,700	\$	675
MGMT 650	4	\$	2,700	\$	675
MGMT 650	4	\$	2,500	\$	625
MGMT 650	4	\$	2,700	\$	675
MGMT 650	4	\$	2,700	\$	675
MGMT 660	4	\$	2,450	\$	613
MGMT 660	4	\$	2,450	\$	613
MKTG 617	4	\$	2,050	\$	513
NUR 600	2	\$	1,500	\$	750
NUR 600	2	\$	1,500	\$	750
NUR 602	4	\$	3,050	\$	763
NUR 602	4	\$	3,050	\$	763
NUR 602	4	\$	3,050	\$	763
NUR 602	4	\$	3,050	\$	763
NUR 603	4	\$	3,000	\$	750
NUR 603	4	\$	3,000	\$	750
NUR 603	4	\$	3,000	\$	750
NUR 604	4	\$	3,050	\$	763
NUR 604	4	\$	3,050	\$	763
NUR 604	4	\$	3,050	\$	763
NUR 606	4	\$	3,100	\$	775
NUR 606	4	\$	3,100	\$	775
NUR 606	4	\$	3,100	\$	775
NUR 606	4	\$	3,100	\$	775
NUR 607	4	\$	3,100	\$	775
NUR 607	4	\$	3,100	\$	775
NUR 607	4	\$	3,100	\$	775
NUR 608	4	\$	3,100	\$	775
NUR 608	4	\$	3,100	\$	775
NUR 650	6	\$	4,500	\$	750
PM 800	3	\$	2,250	\$	750
PM 800	3	\$	2,350	\$	783
PM 801	3	\$	2,500	\$	833
PM 801	3	\$	2,350	\$	783
PM 802	3	\$	2,350	\$	783
PM 802	3	\$	2,350	\$	783
PM 803	3	\$	2,350	\$	783
PM 804	3	\$	2,500	\$	833
PM 804	3	\$	2,500	\$	833
PM 804	3	\$	2,550	\$	850
PM 804	3	\$	2,550	\$	850
PM 804	3	\$	2,550	\$	850
PM 805	3	\$	2,400	\$	800
PM 806	3	\$	2,350	\$	783
PM 806	3	\$	2,400	\$	800

PM 808	3	\$	2,350	\$	783
PM 810	3	\$	2,350	\$	783
PM 810	3	\$	2,350	\$	783
PM 810	3	\$	2,250	\$	750
PM 810	3	\$	2,350	\$	783
POL 550	4	\$	2,350	\$	588
POL 550	4	\$	2,350	\$	588
POL 550	4	\$	2,350	\$	588
POL 554	4	\$	2,350	\$	588
POL 600	4	\$	2,300	\$	575
POL 600	4	\$	2,250	\$	563
PSY 501	4	\$	2,350	\$	588
PSY 501	4	\$	2,150	\$	538
PSY 501	4	\$	2,000	\$	500
PSY 501	4	\$	2,350	\$	588
PSY 501	4	\$	2,350	\$	588
PSY 502	4	\$	3,100	\$	775
PSY 508	4	\$	2,600	\$	650
PSY 508	4	\$	2,600	\$	650
PSY 508	4	\$	2,600	\$	650
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PSY 508	4	\$	2,600	\$	650
PSY 508	4	\$	2,600	\$	650
PSY 509	4	\$	2,150	\$	538
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PSY 509	4	\$	2,400	\$	600
PSY 509	4	\$	2,350	\$	588
PSY 509	4	\$	2,250	\$	563
PSY 509	4	\$	2,200	\$	550
PSY 509	4	\$	2,150	\$	538
PSY 509	4	\$	2,350	\$	588
PSY 509	4	\$	2,250	\$	563
PSY 509	4	\$	2,350	\$	588
PSY 509	4	\$	2,200	\$	550
PSY 509	4	\$	2,150	\$	538
PSY 509	4	\$	2,350	\$	588
PSY 509	4	\$	2,350	\$	588
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PSY 603	4	\$	2,450	\$	613

PSY 603	4	\$	2,350	\$	588
PSY 604	4	\$	2,350	\$	588
PSY 604	4	\$	2,350	\$	588
PSY 609	4	\$	2,550	\$	638
PSY 609	4	\$	2,550	\$	638
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PSY 616	4	\$	2,050	\$	513
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PSY 616	4	\$	2,150	\$	538
PSY 616	4	\$	2,250	\$	563
PSY 616	4	\$	2,150	\$	538
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PSY 617	4	\$	2,150	\$	538
PSY 617	4	\$	2,200	\$	550
PSY 617	4	\$	2,350	\$	588
SCI 502	4	\$	2,400	\$	600
SCI 502	4	\$	2,500	\$	625
SCI 502	4	\$	2,300	\$	575
SCI 505	4	\$	2,500	\$	625
SCI 505	4	\$	2,500	\$	625
SCI 505	4	\$	2,500	\$	625
SCI 505	4	\$	2,500	\$	625
SCI 506	4	\$	2,250	\$	563
SCI 508	4	\$	3,050	\$	763
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SCI 518	4	\$	2,050	\$	513
SCI 518	4	\$	2,250	\$	563
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SCI 528	4	\$	2,250	\$	563
SCI 539	4	\$	2,200	\$	550
SCI 541	4	\$	2,250	\$	563
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SCI 544	4	\$	2,500	\$	625
SCI 644	4	\$	2,500	\$	625
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SOC 607	4	\$	2,150	\$	538
SOSC 602	4	\$	2,550	\$	638
SOSC 604	4	\$	3,100	\$	775
SOSC 604	4	\$	2,650	\$	663

SOSC 604	4	\$	2,450	\$	613
SOSC 605	4	\$	2,150	\$	538
SOSC 605	4	\$	2,650	\$	663
SOSC 605	4	\$	2,650	\$	663
SOSC 637	4	\$	2,200	\$	550
SOSC 637	4	\$	2,350	\$	588

**GSC AY18-19 Adjunct Wage Data by Course**

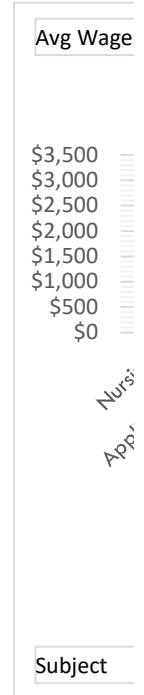
<b>Row Labels</b>	<b>Average of Credit Hours</b>	<b>Average of Wages</b>
<b>Business, Management, &amp; Finance</b>	<b>3.77</b>	<b>\$ 2,335</b>
Accounting	3.83	\$ 2,275
Economics	4.00	\$ 2,380
Leadership	3.00	\$ 2,370
Management	3.93	\$ 2,323
Marketing	4.00	\$ 2,050
Project Management	3.00	\$ 2,398
<b>Communications &amp; Media</b>	<b>3.71</b>	<b>\$ 2,361</b>
Communication	3.71	\$ 2,361
<b>Education</b>	<b>3.57</b>	<b>\$ 2,369</b>
Education	3.55	\$ 2,357
Instructional	4.00	\$ 2,600
<b>Human Services &amp; Public Safety</b>	<b>3.96</b>	<b>\$ 2,500</b>
Behavioral Sciences	4.00	\$ 2,343
Criminal Justice	4.00	\$ 2,312
Health Care & Human Services	3.87	\$ 2,385
Nursing	3.91	\$ 2,989
Psychology	4.00	\$ 2,416
<b>Interdisciplinary</b>	<b>3.45</b>	<b>\$ 2,032</b>
Applied Studies	4.00	\$ 2,600
Interdisciplinary Studies	3.40	\$ 1,975
<b>Liberal Arts</b>	<b>3.98</b>	<b>\$ 2,453</b>
Arts & Culture	4.00	\$ 2,321
Critical Thinking	4.00	\$ 2,527
English	3.89	\$ 2,420
History	4.00	\$ 2,398
Humanities	4.00	\$ 2,467
Mathematics	4.00	\$ 2,541
Political Science	4.00	\$ 2,325
Science	4.00	\$ 2,367
Social Science	4.00	\$ 2,528
Sociology	4.00	\$ 2,422
<b>Technology</b>	<b>4.00</b>	<b>\$ 2,358</b>
Computers/Information Technology	4.00	\$ 2,358
<b>Grand Total</b>	<b>3.85</b>	<b>\$ 2,406</b>



Average of \$ / CH	
\$	628
\$	601
\$	595
\$	790
\$	592
\$	513
\$	799
\$	640
\$	640
\$	680
\$	682
\$	650
\$	634
\$	586
\$	578
\$	626
\$	764
\$	604
\$	583
\$	650
\$	576
\$	616
\$	580
\$	632
\$	622
\$	600
\$	617
\$	635
\$	581
\$	592
\$	632
\$	606
\$	589
\$	589
\$	631

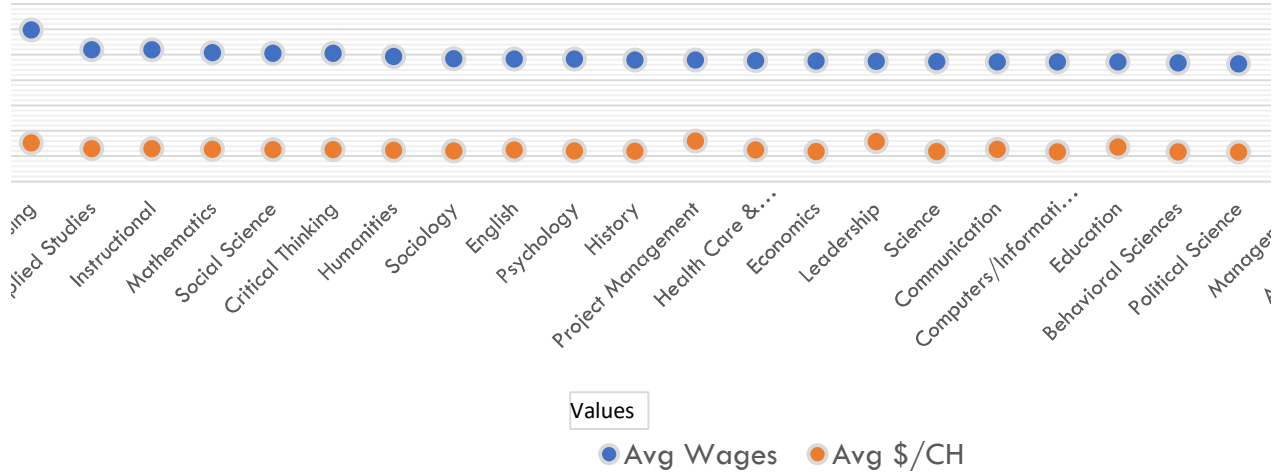
**GSC AY18-19 Adjunct Wage Data by Subject**

<b>Row Labels</b>	<b>Avg Wages</b>	<b>Avg # Credit Hours</b>	<b>Avg \$/CH</b>
Nursing	\$2,989	3.91	\$764
Applied Studies	\$2,600	4.00	\$650
Instructional	\$2,600	4.00	\$650
Mathematics	\$2,541	4.00	\$635
Social Science	\$2,528	4.00	\$632
Critical Thinking	\$2,527	4.00	\$632
Humanities	\$2,467	4.00	\$617
Sociology	\$2,422	4.00	\$606
English	\$2,420	3.89	\$622
Psychology	\$2,416	4.00	\$604
History	\$2,398	4.00	\$600
Project Management	\$2,398	3.00	\$799
Health Care & Human Services	\$2,385	3.87	\$626
Economics	\$2,380	4.00	\$595
Leadership	\$2,370	3.00	\$790
Science	\$2,367	4.00	\$592
Communication	\$2,361	3.71	\$640
Computers/Information Technology	\$2,358	4.00	\$589
Education	\$2,357	3.55	\$682
Behavioral Sciences	\$2,343	4.00	\$586
Political Science	\$2,325	4.00	\$581
Management	\$2,323	3.93	\$592
Arts & Culture	\$2,321	4.00	\$580
Criminal Justice	\$2,312	4.00	\$578
Accounting	\$2,275	3.83	\$601
Marketing	\$2,050	4.00	\$513
Interdisciplinary Studies	\$1,975	3.40	\$576
<b>Grand Total</b>	<b>\$2,406</b>	<b>3.85</b>	<b>\$631</b>



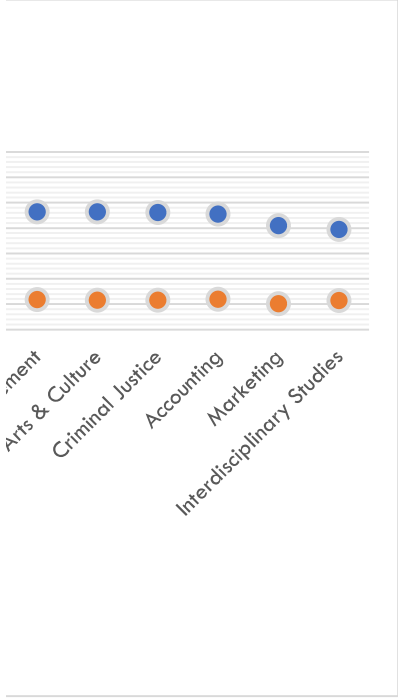
is Avg # Credit Hours Avg \$/CH

### GSC AY18-19 Adjunct Wage Data by Subject



Values

● Avg Wages ● Avg \$/CH



Institution	Subject	Wages	Credits
KSC	Art & Design	\$ 13,722	8.00
KSC	Art & Design	\$ 11,359	8.00
KSC	Art & Design	\$ 19,236	12.00
KSC	Art & Design	\$ 24,013	14.00
KSC	Art & Design	\$ 13,722	8.00
KSC	Art & Design	\$ 13,722	8.00
KSC	Biology	\$ 12,849	8.00
KSC	Chemistry	\$ 14,146	11.00
KSC	Chemistry	\$ 6,004	4.00
KSC	Communication & Philosophy	\$ 6,424	4.00
KSC	Communication & Philosophy	\$ 12,849	8.00
KSC	Communication & Philosophy	\$ 6,412	4.00
KSC	Communication & Philosophy	\$ 19,236	12.00
KSC	Computer Science	\$ 19,236	12.00
KSC	Computer Science	\$ 12,824	8.00
KSC	Computer Science	\$ 12,824	8.00
KSC	Education	\$ 12,824	8.00
KSC	Education	\$ 5,308	4.00
KSC	Education	\$ 4,244	4.00
KSC	English	\$ 12,008	8.00
KSC	English	\$ 9,082	8.00
KSC	English	\$ 20,583	12.00
KSC	English	\$ 6,004	4.00
KSC	English	\$ 13,722	8.00
KSC	English	\$ 4,492	8.00
KSC	English	\$ 1,603	1.00
KSC	English	\$ 12,824	8.00
KSC	English	\$ 6,424	4.00
KSC	Environmental Studies	\$ 22,005	15.00
KSC	Environmental Studies	\$ 11,415	8.00
KSC	Film	\$ 12,824	8.00
KSC	Film	\$ 12,824	8.00
KSC	Film	\$ 20,583	12.00
KSC	Geography, Outdoor Recreation, & Planning	\$ 6,412	4.00
KSC	Geology	\$ 12,849	8.00
KSC	History	\$ 6,861	4.00
KSC	History	\$ 13,722	8.00
KSC	History	\$ 20,583	12.00
KSC	Journalism, Multimedia, & Public Relations	\$ 3,206	2.00
KSC	Journalism, Multimedia, & Public Relations	\$ 6,412	4.00
KSC	Journalism, Multimedia, & Public Relations	\$ 6,412	4.00
KSC	Management	\$ 18,012	12.00
KSC	Mathematics	\$ 12,008	8.00
KSC	Mathematics	\$ 19,236	12.00
KSC	Modern Languages & Cultures	\$ 12,008	8.00
KSC	Modern Languages & Cultures	\$ 12,008	8.00
KSC	Modern Languages & Cultures	\$ 5,308	4.00
KSC	Music	\$ 624	0.48

KSC	Music	\$	16,061	10.00
KSC	Music	\$	1,501	1.00
KSC	Music	\$	4,680	3.04
KSC	Music	\$	1,248	0.80
KSC	Music	\$	3,361	2.24
KSC	Music	\$	14,199	10.00
KSC	Music	\$	18,012	12.00
KSC	Music	\$	2,654	2.00
KSC	Music	\$	3,157	2.24
KSC	Music	\$	2,496	1.60
KSC	Music	\$	19,236	12.00
KSC	Music	\$	1,603	1.00
KSC	Music	\$	3,744	2.40
KSC	Music	\$	19,236	12.00
KSC	Music	\$	624	0.48
KSC	Music	\$	12,824	10.00
KSC	Music	\$	1,560	0.96
KSC	Music	\$	6,004	4.00
KSC	Music	\$	1,327	1.28
KSC	Music	\$	1,248	0.80
KSC	Music	\$	2,840	2.00
KSC	Music	\$	11,359	8.00
KSC	Music	\$	1,603	1.00
KSC	Music	\$	9,360	6.08
KSC	Music	\$	14,199	10.00
KSC	Physics	\$	19,236	12.00
KSC	Physics	\$	5,308	4.00
KSC	Physics	\$	6,004	4.00
KSC	Physics	\$	14,146	11.00
KSC	Psychology	\$	12,008	8.00
KSC	Psychology	\$	19,236	12.00
KSC	Public Health	\$	6,004	4.00
KSC	Public Health	\$	12,008	8.00
KSC	Public Health	\$	8,488	8.00
KSC	Safety & Occupational Health Applied Sciences	\$	5,308	4.00
KSC	Safety & Occupational Health Applied Sciences	\$	6,861	4.00
KSC	Safety & Occupational Health Applied Sciences	\$	18,012	12.00
KSC	Sciences, Sustainability, & Health	\$	12,008	8.00
KSC	Sociology, Anthropology, & Criminal Justice	\$	6,424	4.00
KSC	Sociology, Anthropology, & Criminal Justice	\$	12,008	8.00
KSC	Sociology, Anthropology, & Criminal Justice	\$	5,308	4.00
KSC	Spanish	\$	12,824	8.00
KSC	Sustainable Product Design & Architecture	\$	6,004	4.00
KSC	Sustainable Product Design & Architecture	\$	5,308	4.00
KSC	Sustainable Product Design & Architecture	\$	12,000	8.00
KSC	Sustainable Product Design & Architecture	\$	5,308	4.00
KSC	Sustainable Product Design & Architecture	\$	6,412	4.00
KSC	Theatre & Dance	\$	12,824	8.00
KSC	Theatre & Dance	\$	3,206	2.00

KSC	Theatre & Dance	\$	6,424	4.00
KSC	Women's & Gender Studies	\$	6,004	4.00
KSC	Women's & Gender Studies	\$	6,004	4.00
KSC	Women's & Gender Studies	\$	6,861	4.00
KSC	Not Reported	\$	5,308	4.00
KSC	Not Reported	\$	1,587	1.00
KSC	Not Reported	\$	6,412	4.00
KSC	Not Reported	\$	12,824	8.00
KSC	Not Reported	\$	4,244	4.00
KSC	Not Reported	\$	6,412	4.00
KSC	Not Reported	\$	12,824	8.00
KSC	Not Reported	\$	9,289	7.00
KSC	Not Reported	\$	5,308	4.00
KSC	Not Reported	\$	19,236	12.00
KSC	Not Reported	\$	6,424	4.00
KSC	Not Reported	\$	12,500	8.00
KSC	Not Reported	\$	3,375	2.00
KSC	Not Reported	\$	250	2.00
KSC	Not Reported	\$	3,942	3.00
KSC	Not Reported	\$	4,503	3.00
KSC	Not Reported	\$	4,244	4.00
KSC	Not Reported	\$	4,818	3.00
KSC	Not Reported	\$	5,680	4.00
KSC	Not Reported	\$	5,680	4.00
KSC	Not Reported	\$	11,359	8.00
KSC	Not Reported	\$	12,008	8.00
KSC	Not Reported	\$	5,308	4.00
KSC	Not Reported	\$	10,616	8.00
KSC	Not Reported	\$	6,004	4.00
KSC	Not Reported	\$	4,244	4.00
KSC	Not Reported	\$	12,008	8.00
KSC	Not Reported	\$	5,308	4.00
KSC	Not Reported	\$	12,008	8.00
KSC	Not Reported	\$	7,073	6.00
KSC	Not Reported	\$	13,623	12.00
KSC	Not Reported	\$	5,708	4.00
KSC	Not Reported	\$	5,680	4.00
KSC	Not Reported	\$	3,666	2.40
KSC	Not Reported	\$	5,308	4.00
KSC	Not Reported	\$	1,603	1.00

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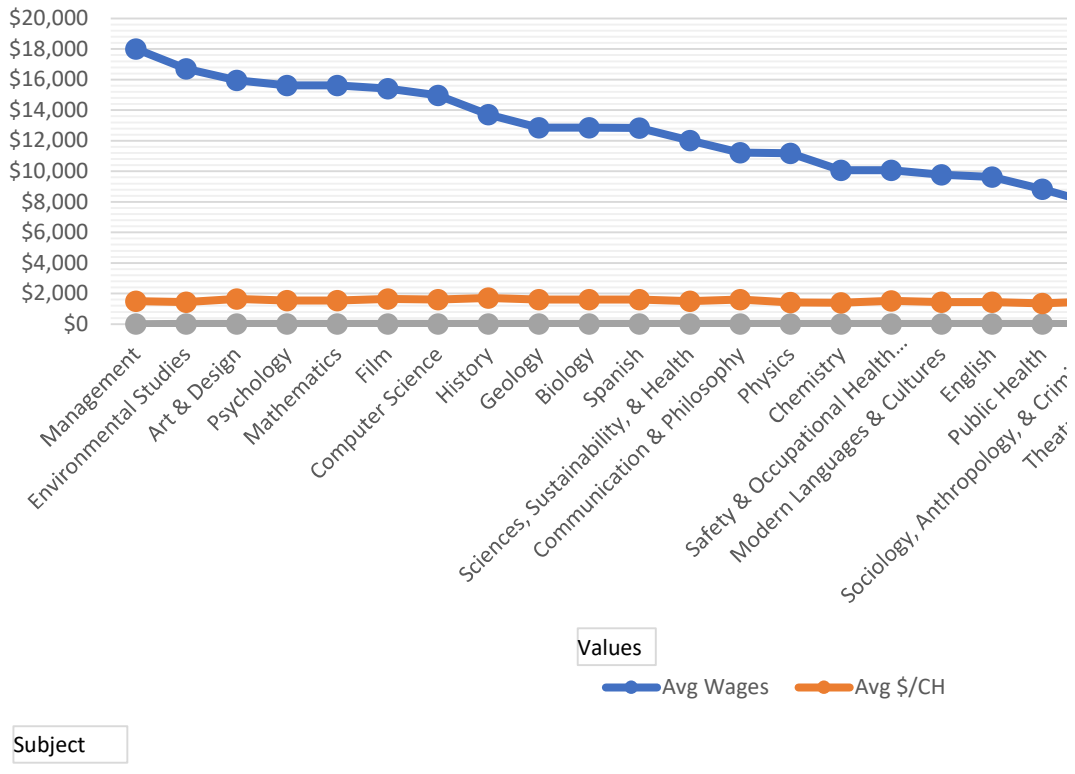
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**KSC AY18-19 Adjunct Wage Data by Subject**

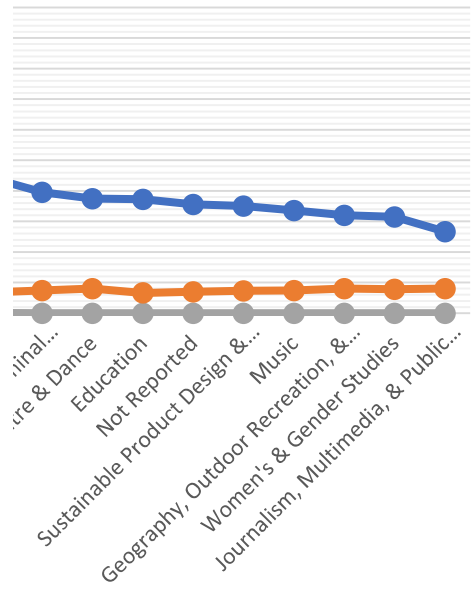
<b>Academic Subject Area</b>	<b>Avg Wages</b>	<b>Avg # Credit Hours</b>	<b>Avg \$/CH</b>
Management	\$18,012	12.00	\$1,501
Environmental Studies	\$16,710	11.50	\$1,447
Art & Design	\$15,962	9.67	\$1,647
Psychology	\$15,622	10.00	\$1,552
Mathematics	\$15,622	10.00	\$1,552
Film	\$15,410	9.33	\$1,640
Computer Science	\$14,961	9.33	\$1,603
History	\$13,722	8.00	\$1,715
Geology	\$12,849	8.00	\$1,606
Biology	\$12,849	8.00	\$1,606
Spanish	\$12,824	8.00	\$1,603
Sciences, Sustainability, & Health	\$12,008	8.00	\$1,501
Communication & Philosophy	\$11,230	7.00	\$1,605
Physics	\$11,173	7.75	\$1,429
Chemistry	\$10,075	7.50	\$1,393
Safety & Occupational Health Applied Sciences	\$10,060	6.67	\$1,514
Modern Languages & Cultures	\$9,775	6.67	\$1,443
English	\$9,638	6.78	\$1,438
Public Health	\$8,833	6.67	\$1,354
Sociology, Anthropology, & Criminal Justice	\$7,913	5.33	\$1,478
Theatre & Dance	\$7,485	4.67	\$1,604
Education	\$7,459	5.33	\$1,330
Not Reported	\$7,122	5.07	\$1,390
Sustainable Product Design & Architecture	\$7,006	4.80	\$1,452
Music	\$6,722	4.52	\$1,473
Geography, Outdoor Recreation, & Planning	\$6,412	4.00	\$1,603
Women's & Gender Studies	\$6,290	4.00	\$1,572
Journalism, Multimedia, & Public Relations	\$5,343	3.33	\$1,603
<b>Grand Total</b>	<b>\$9,132</b>	<b>6.10</b>	<b>\$1,478</b>

Avg Wages Avg # Credit Hours Avg \$/CH

### KSC AY18-19 Adjunct Wage Data by



## Subject



Institution	Cluster/Dept	Wages	Credit Hours
PSU	Arts & Technologies	\$ 12,150	8.10
PSU	Arts & Technologies	\$ 11,925	9.00
PSU	Arts & Technologies	\$ 5,300	4.00
PSU	Arts & Technologies	\$ 4,500	3.00
PSU	Arts & Technologies	\$ 3,975	3.00
PSU	Arts & Technologies	\$ 18,900	12.60
PSU	Arts & Technologies	\$ 11,130	8.40
PSU	Arts & Technologies	\$ 3,150	2.10
PSU	Arts & Technologies	\$ 3,975	3.00
PSU	Arts & Technologies	\$ 9,275	7.00
PSU	Arts & Technologies	\$ 3,192	2.13
PSU	Arts & Technologies	\$ 16,200	10.80
PSU	Arts & Technologies	\$ 15,900	12.00
PSU	Arts & Technologies	\$ 6,375	4.25
PSU	Arts & Technologies	\$ 10,375	7.83
PSU	Arts & Technologies	\$ 5,187	3.46
PSU	Arts & Technologies	\$ 2,188	1.46
PSU	Arts & Technologies	\$ 8,100	5.40
PSU	Arts & Technologies	\$ 3,975	3.00
PSU	Arts & Technologies	\$ 13,350	8.90
PSU	Arts & Technologies	\$ 21,425	16.17
PSU	Arts & Technologies	\$ 12,150	8.10
PSU	Arts & Technologies	\$ 15,900	12.00
PSU	Arts & Technologies	\$ 8,100	5.40
PSU	Arts & Technologies	\$ 3,375	2.25
PSU	Arts & Technologies	\$ 6,000	4.53
PSU	Arts & Technologies	\$ 8,100	5.40
PSU	Arts & Technologies	\$ 7,950	6.00
PSU	Arts & Technologies	\$ 4,050	2.70
PSU	Arts & Technologies	\$ 15,238	11.50
PSU	Arts & Technologies	\$ 12,150	8.10
PSU	Arts & Technologies	\$ 11,925	9.00
PSU	Arts & Technologies	\$ 9,275	7.00
PSU	Arts & Technologies	\$ 4,050	2.70
PSU	Arts & Technologies	\$ 3,975	3.00
PSU	Arts & Technologies	\$ 12,150	8.10
PSU	Arts & Technologies	\$ 11,925	9.00
PSU	Arts & Technologies	\$ 4,050	2.70
PSU	Arts & Technologies	\$ 14,150	9.43
PSU	Arts & Technologies	\$ 17,337	13.08
PSU	Arts & Technologies	\$ 16,200	10.80
PSU	Arts & Technologies	\$ 15,900	12.00
PSU	Arts & Technologies	\$ 11,475	7.65
PSU	Arts & Technologies	\$ 9,938	7.50
PSU	Arts & Technologies	\$ 16,200	10.80
PSU	Arts & Technologies	\$ 11,130	8.40
PSU	Arts & Technologies	\$ 20,250	13.50

PSU	Arts & Technologies	\$ 21,200	16.00
PSU	Arts & Technologies	\$ 12,150	8.10
PSU	Arts & Technologies	\$ 11,925	9.00
PSU	Arts & Technologies	\$ 16,200	10.80
PSU	Arts & Technologies	\$ 13,250	10.00
PSU	Arts & Technologies	\$ 5,400	3.60
PSU	Arts & Technologies	\$ 5,300	4.00
PSU	Arts & Technologies	\$ 5,990	3.99
PSU	Arts & Technologies	\$ 10,587	7.99
PSU	Arts & Technologies	\$ 10,800	7.20
PSU	Arts & Technologies	\$ 10,600	8.00
PSU	Arts & Technologies	\$ 8,100	5.40
PSU	Arts & Technologies	\$ 12,323	9.30
PSU	Arts & Technologies	\$ 12,150	8.10
PSU	Arts & Technologies	\$ 11,925	9.00
PSU	Arts & Technologies	\$ 10,800	7.20
PSU	Arts & Technologies	\$ 15,900	12.00
PSU	Arts & Technologies	\$ 16,200	10.80
PSU	Arts & Technologies	\$ 15,900	12.00
PSU	Arts & Technologies	\$ 12,150	8.10
PSU	Arts & Technologies	\$ 11,925	9.00
PSU	Arts & Technologies	\$ 15,291	10.19
PSU	Arts & Technologies	\$ 13,032	9.84
PSU	Education, Democracy & Social Change	\$ 4,050	2.70
PSU	Education, Democracy & Social Change	\$ 15,600	10.40
PSU	Education, Democracy & Social Change	\$ 10,600	8.00
PSU	Education, Democracy & Social Change	\$ 7,950	6.00
PSU	Education, Democracy & Social Change	\$ 4,050	2.70
PSU	Education, Democracy & Social Change	\$ 7,950	6.00
PSU	Education, Democracy & Social Change	\$ 4,050	2.70
PSU	Education, Democracy & Social Change	\$ 16,200	10.80
PSU	Education, Democracy & Social Change	\$ 15,925	12.02
PSU	Education, Democracy & Social Change	\$ 10,800	7.20
PSU	Education, Democracy & Social Change	\$ 15,900	12.00
PSU	Education, Democracy & Social Change	\$ 3,975	3.00
PSU	Education, Democracy & Social Change	\$ 8,100	5.40
PSU	Education, Democracy & Social Change	\$ 7,950	6.00
PSU	Education, Democracy & Social Change	\$ 10,800	7.20
PSU	Education, Democracy & Social Change	\$ 15,900	12.00
PSU	Education, Democracy & Social Change	\$ 4,050	2.70
PSU	Education, Democracy & Social Change	\$ 10,800	7.20
PSU	Education, Democracy & Social Change	\$ 15,900	12.00
PSU	Education, Democracy & Social Change	\$ 12,150	8.10
PSU	Education, Democracy & Social Change	\$ 11,925	9.00
PSU	Education, Democracy & Social Change	\$ 12,150	8.10
PSU	Education, Democracy & Social Change	\$ 3,975	3.00
PSU	Education, Democracy & Social Change	\$ 10,800	7.20
PSU	Education, Democracy & Social Change	\$ 10,600	8.00
PSU	Education, Democracy & Social Change	\$ 10,600	8.00

PSU	Education, Democracy & Social Change	\$ 4,050	2.70
PSU	Education, Democracy & Social Change	\$ 7,950	6.00
PSU	Education, Democracy & Social Change	\$ 1,800	1.20
PSU	Education, Democracy & Social Change	\$ 3,975	3.00
PSU	Exploration & Discovery	\$ 9,450	6.30
PSU	Exploration & Discovery	\$ 9,275	7.00
PSU	Exploration & Discovery	\$ 8,100	5.40
PSU	Exploration & Discovery	\$ 7,950	6.00
PSU	Exploration & Discovery	\$ 10,600	7.07
PSU	Exploration & Discovery	\$ 15,925	12.02
PSU	Exploration & Discovery	\$ 10,800	7.20
PSU	Exploration & Discovery	\$ 5,300	4.00
PSU	Exploration & Discovery	\$ 10,800	7.20
PSU	Exploration & Discovery	\$ 10,600	8.00
PSU	Exploration & Discovery	\$ 6,625	5.00
PSU	Exploration & Discovery	\$ 6,050	4.03
PSU	Exploration & Discovery	\$ 9,950	7.51
PSU	Exploration & Discovery	\$ 12,150	8.10
PSU	Exploration & Discovery	\$ 11,925	9.00
PSU	Exploration & Discovery	\$ 4,050	2.70
PSU	Exploration & Discovery	\$ 3,975	3.00
PSU	Exploration & Discovery	\$ 12,150	8.10
PSU	Exploration & Discovery	\$ 13,250	10.00
PSU	Exploration & Discovery	\$ 12,150	8.10
PSU	Exploration & Discovery	\$ 11,925	9.00
PSU	Exploration & Discovery	\$ 10,350	6.90
PSU	Exploration & Discovery	\$ 15,900	12.00
PSU	Exploration & Discovery	\$ 12,150	8.10
PSU	Exploration & Discovery	\$ 13,250	10.00
PSU	Exploration & Discovery	\$ 12,150	8.10
PSU	Exploration & Discovery	\$ 11,925	9.00
PSU	Exploration & Discovery	\$ 7,950	6.00
PSU	Exploration & Discovery	\$ 8,100	5.40
PSU	Exploration & Discovery	\$ 7,950	6.00
PSU	Health & Human Enrichment	\$ 4,050	2.70
PSU	Health & Human Enrichment	\$ 1,350	0.90
PSU	Health & Human Enrichment	\$ 2,700	2.04
PSU	Health & Human Enrichment	\$ 1,325	1.00
PSU	Health & Human Enrichment	\$ 12,150	8.10
PSU	Health & Human Enrichment	\$ 11,925	9.00
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 5,300	4.00
PSU	Health & Human Enrichment	\$ 8,100	5.40
PSU	Health & Human Enrichment	\$ 7,950	6.00
PSU	Health & Human Enrichment	\$ 1,350	0.90
PSU	Health & Human Enrichment	\$ 1,325	1.00
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 4,050	2.70
PSU	Health & Human Enrichment	\$ 3,975	3.00



PSU	Health & Human Enrichment	\$ 13,500	9.00
PSU	Health & Human Enrichment	\$ 7,950	6.00
PSU	Health & Human Enrichment	\$ 2,925	1.95
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 8,100	5.40
PSU	Health & Human Enrichment	\$ 8,100	5.40
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 810	0.54
PSU	Health & Human Enrichment	\$ 398	0.30
PSU	Health & Human Enrichment	\$ 2,700	1.80
PSU	Health & Human Enrichment	\$ 2,650	2.00
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 4,050	2.70
PSU	Health & Human Enrichment	\$ 7,950	6.00
PSU	Health & Human Enrichment	\$ 7,425	4.95
PSU	Health & Human Enrichment	\$ 7,288	5.50
PSU	Health & Human Enrichment	\$ 4,050	2.70
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 4,050	2.70
PSU	Health & Human Enrichment	\$ 1,350	0.90
PSU	Health & Human Enrichment	\$ 3,600	2.40
PSU	Health & Human Enrichment	\$ 11,925	9.00
PSU	Health & Human Enrichment	\$ 4,050	2.70
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 5,400	3.60
PSU	Health & Human Enrichment	\$ 5,300	4.00
PSU	Health & Human Enrichment	\$ 1,325	1.00
PSU	Health & Human Enrichment	\$ 3,150	2.38
PSU	Health & Human Enrichment	\$ 5,400	3.60
PSU	Health & Human Enrichment	\$ 7,950	6.00
PSU	Health & Human Enrichment	\$ 2,700	1.80
PSU	Health & Human Enrichment	\$ 3,975	3.00
PSU	Health & Human Enrichment	\$ 2,700	1.80
PSU	Health & Human Enrichment	\$ 2,650	2.00
PSU	Innovation & Entrepreneurship	\$ 9,900	6.60
PSU	Innovation & Entrepreneurship	\$ 15,900	12.00
PSU	Innovation & Entrepreneurship	\$ 4,050	2.70
PSU	Innovation & Entrepreneurship	\$ 7,950	6.00
PSU	Innovation & Entrepreneurship	\$ 4,050	2.70
PSU	Innovation & Entrepreneurship	\$ 3,975	3.00
PSU	Innovation & Entrepreneurship	\$ 16,200	10.80
PSU	Innovation & Entrepreneurship	\$ 15,900	12.00
PSU	Innovation & Entrepreneurship	\$ 16,200	10.80
PSU	Innovation & Entrepreneurship	\$ 17,900	13.51
PSU	Innovation & Entrepreneurship	\$ 4,050	2.70
PSU	Innovation & Entrepreneurship	\$ 8,100	5.40
PSU	Innovation & Entrepreneurship	\$ 7,950	6.00
PSU	Innovation & Entrepreneurship	\$ 12,150	8.10





\$ / CH	Notes
\$ 1,500.00	
\$ 1,325.00	
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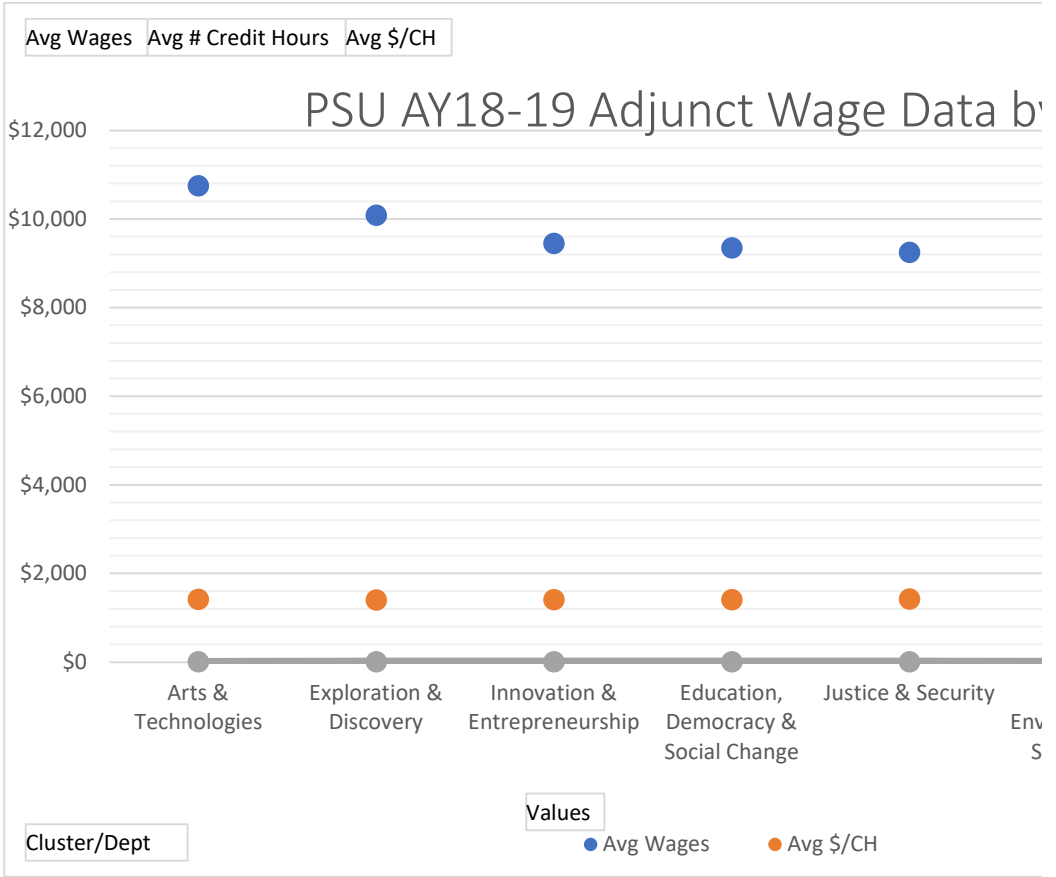




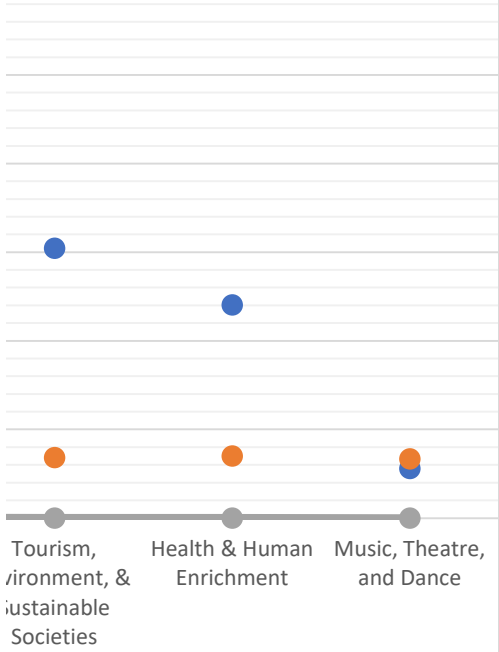


**PSU AY18-19 Adjunct Wage Data by Subject**

<b>Academic Subject Area</b>	<b>Avg Wages</b>	<b>Avg # Credit Hours</b>	<b>Avg \$/CH</b>
Arts & Technologies	\$10,751	7.66	\$1,415
Exploration & Discovery	\$10,091	7.21	\$1,407
Innovation & Entrepreneurship	\$9,452	6.74	\$1,413
Education, Democracy & Social Change	\$9,351	6.68	\$1,413
Justice & Security	\$9,253	6.60	\$1,422
Tourism, Environment, & Sustainable Societies	\$6,092	4.52	\$1,369
Health & Human Enrichment	\$4,815	3.44	\$1,406
Music, Theatre, and Dance	\$1,125	0.84	\$1,338
<b>Grand Total</b>	<b>\$8,664</b>	<b>6.19</b>	<b>\$1,408</b>



## by Subject





UNH	Economics & Ma	Management
UNH	Economics & Ma	Marketing
UNH	Economics & Ma	Marketing
UNH	Economics & Ma	Marketing
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UNH	Economics & Ma	Marketing
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UNH	Economics & Ma	Marketing
UNH	Economics & Ma	Marketing
UNH	Economics & Ma	Marketing
UNH	Economics & Ma	Marketing
UNH	Economics & Ma	Marketing
UNH	Engineering & Physical S	Chemistry
UNH	Engineering & Physical S	Computer Science
UNH	Engineering & Physical S	Computer Science
UNH	Engineering & Physical S	Computer Science
UNH	Engineering & Physical S	Computer Science
UNH	Engineering & Physical S	Computer Science
UNH	Engineering & Physical S	Dean's Office
UNH	Engineering & Physical S	Earth Sciences
UNH	Engineering & Physical S	Earth Sciences
UNH	Engineering & Physical S	Earth Sciences
UNH	Engineering & Physical S	Earth Sciences
UNH	Engineering & Physical S	Earth Sciences
UNH	Engineering & Physical S	Electrical & Computer Eng.
UNH	Engineering & Physical S	Electrical & Computer Eng.
UNH	Engineering & Physical S	Electrical & Computer Eng.
UNH	Engineering & Physical S	Mathematics & Statistics
UNH	Engineering & Physical S	Mathematics & Statistics
UNH	Engineering & Physical S	Mathematics & Statistics
UNH	Engineering & Physical S	Physics
UNH	Engineering & Physical S	Physics
UNH	Engineering & Physical S	Physics
UNH	Engineering & Physical S	Physics
UNH	Engineering & Physical S	Physics
UNH	Engineering & Physical S	Physics
UNH	Health & Human Serv	Comm. Sciences & Disorders
UNH	Health & Human Serv	Health Mgmt. & Policy
UNH	Health & Human Serv	Health Mgmt. & Policy
UNH	Health & Human Serv	Health Mgmt. & Policy
UNH	Health & Human Serv	Human Dev & Family Studies
UNH	Health & Human Serv	Human Dev & Family Studies
UNH	Health & Human Serv	Human Dev & Family Studies
UNH	Health & Human Serv	Human Dev & Family Studies









UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
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UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Psychology
UNH	Liberal Arts	Spanish
UNH	Liberal Arts	Spanish
UNH	Liberal Arts	Theatre & Dance
UNH	Liberal Arts	Theatre & Dance
UNH	Liberal Arts	Women's Studies
UNH	Liberal Arts	Women's Studies
UNH	Liberal Arts	Women's Studies
UNH	Liberal Arts	Women's Studies
UNH	Liberal Arts	Women's Studies
UNH	Liberal Arts	Women's Studies
UNH	Sciences & Agricu	Agricultural Mechanization
UNH	Sciences & Agricu	Animal Sciences
UNH	Sciences & Agricu	Animal Sciences
UNH	Sciences & Agricu	Applied Animal Science
UNH	Sciences & Agricu	Applied Animal Science
UNH	Sciences & Agricu	Civil Technology
UNH	Sciences & Agricu	Civil Technology
UNH	Sciences & Agricu	Civil Technology
UNH	Sciences & Agricu	Forest Technology
UNH	Sciences & Agricu	Genetics
UNH	Sciences & Agricu	Horticultural Technology
UNH	Sciences & Agricu	Horticultural Technology
UNH	Sciences & Agricu	Horticultural Technology
UNH	Sciences & Agricu	Horticultural Technology
UNH	Sciences & Agricu	Marine, Estuarine & Freshwater Bio
UNH	Sciences & Agricu	Nutrition
UNH	Sciences & Agricu	Nutrition
UNH	Sciences & Agricu	Nutrition
UNH	Sciences & Agricu	Nutrition
UNH	Sciences & Agricu	Nutrition
UNH	Sciences & Agricu	Nutrition
UNH	Sciences & Agricu	Nutrition
UNH	an Satellite Cam	American Sign Language



UNH	an Satellite Cam	Computer Technology
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UNH	an Satellite Cam	Computer Technology
UNH	an Satellite Cam	Computer Technology
UNH	an Satellite Cam	Cybersecurity Policy Risk Mgmt.
UNH	an Satellite Cam	Earth Sciences
UNH	an Satellite Cam	Earth Sciences
UNH	an Satellite Cam	Earth Sciences
UNH	an Satellite Cam	Earth Sciences
UNH	an Satellite Cam	Economics
UNH	an Satellite Cam	Economics
UNH	an Satellite Cam	Engineering Technology
UNH	an Satellite Cam	Engineering Technology
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UNH	an Satellite Cam	Engineering Technology
UNH	an Satellite Cam	English
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UNH	an Satellite Cam	English
UNH	an Satellite Cam	English
UNH	an Satellite Cam	English
UNH	an Satellite Cam	English
UNH	an Satellite Cam	French
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UNH	an Satellite Cam	Genetics
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UNH	an Satellite Cam	Geography
UNH	an Satellite Cam	History
UNH	an Satellite Cam	History





Course Level	Credit Ho	Wages	\$ / CH	Notes
500	4	\$ 6,000	\$ 1,500.02	
500	4	\$ 6,000	\$ 1,500.02	
500	4	\$ 6,000	\$ 1,500.02	
500	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,600	\$ 1,650.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 4,500	\$ 1,125.00	
700	4	\$ 4,500	\$ 1,125.00	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
500	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,500	\$ 1,625.00	
400	4	\$ 6,000	\$ 1,500.02	
400	4	\$ 6,000	\$ 1,500.02	
400	4	\$ 3,000	\$ 750.00	
400	4	\$ 3,000	\$ 750.00	
400	4	\$ 3,000	\$ 750.00	
400	4	\$ 3,001	\$ 750.25	
400	4	\$ 3,002	\$ 750.50	
400	4	\$ 3,000	\$ 750.00	
400	4	\$ 2,750	\$ 687.50	co-taught
700	4	\$ 2,750	\$ 687.50	co-taught
700	4	\$ 6,000	\$ 1,500.02	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 4,500	\$ 1,125.02	CUT w note: these are n
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
600	4	\$ 6,000	\$ 1,500.02	
600	4	\$ 6,000	\$ 1,500.02	
600	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,500	\$ 1,625.00	
700	4	\$ 3,000	\$ 750.00	

700	4	\$ 3,000	\$ 750.00	
500	4	\$ 2,750	\$ 687.50	
500	4	\$ 2,750	\$ 687.50	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 5,500	\$ 1,375.00	
500	4	\$ 5,500	\$ 1,375.00	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 6,000	\$ 1,500.02	
700	4	\$ 5,500	\$ 1,375.00	
400	4	\$ 7,810	\$ 1,952.50	
500	4	\$ 13,500	\$ 3,375.01	
500	4	\$ 13,500	\$ 3,375.01	
600	4	\$ 8,500	\$ 2,125.00	
600	4	\$ 8,000	\$ 2,000.01	
600	4	\$ 8,000	\$ 2,000.01	
500	4	\$ 6,170	\$ 1,542.52	
400	4	\$ 7,810	\$ 1,952.50	
400	4	\$ 7,810	\$ 1,952.50	
400	4	\$ 10,000	\$ 2,500.00	
400	4	\$ 10,000	\$ 2,500.00	
400	4	\$ 7,810	\$ 1,952.50	
500	4	\$ 15,000	\$ 3,750.00	
500	4	\$ 15,000	\$ 3,750.01	
500	4	\$ 10,000	\$ 2,500.02	
500	4	\$ 8,000	\$ 2,000.02	co-taught
700	4	\$ 8,000	\$ 2,000.00	
800	4	\$ 8,000	\$ 2,000.01	co-taught
400	4	\$ 7,000	\$ 1,750.00	
400	4	\$ 7,000	\$ 1,750.00	
400	4	\$ 7,000	\$ 1,750.00	
400	4	\$ 7,000	\$ 1,750.00	
400	4	\$ 12,928	\$ 3,232.02	
400	4	\$ 6,170	\$ 1,542.50	
400	4	\$ 5,000	\$ 1,250.01	
600	4	\$ 4,000	\$ 1,000.01	
700	4	\$ 5,740	\$ 1,435.01	
600	4	\$ 4,000	\$ 1,000.01	
400	4	\$ 6,000	\$ 1,500.02	
500	4	\$ 6,000	\$ 1,500.02	
500	4	\$ 6,000	\$ 1,500.02	
500	4	\$ 6,000	\$ 1,500.02	



500	4	\$ 6,000	\$ 1,500.00	
500	4	\$ 6,000	\$ 1,500.01	
500	4	\$ 6,000	\$ 1,500.01	
500	4	\$ 6,000	\$ 1,500.02	
600	4	\$ 6,000	\$ 1,500.02	
800	4	\$ 6,000	\$ 1,500.02	dual enroll undergrad & c
800	4	\$ 6,000	\$ 1,500.02	dual enroll undergrad & c
800	4	\$ 6,000	\$ 1,500.00	dual enroll undergrad & c
800	4	\$ 6,000	\$ 1,500.02	
800	4	\$ 6,000	\$ 1,500.02	dual enroll undergrad & c
800	4	\$ 6,000	\$ 1,500.02	dual enroll undergrad & c
800	4	\$ 6,000	\$ 1,500.02	dual enroll undergrad & c
400	4	\$ 5,500	\$ 1,375.00	
500	4	\$ 5,900	\$ 1,475.01	
500	4	\$ 5,900	\$ 1,475.01	
500	4	\$ 5,900	\$ 1,475.01	
500	4	\$ 5,900	\$ 1,475.00	
500	4	\$ 6,250	\$ 1,562.51	
500	4	\$ 5,500	\$ 1,375.00	
600	4	\$ 5,400	\$ 1,350.01	
600	4	\$ 5,750	\$ 1,437.52	
600	4	\$ 3,500	\$ 875.01	
500	4	\$ 5,500	\$ 1,375.00	
500	4	\$ 5,500	\$ 1,375.00	
500	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.01	
700	4	\$ 7,200	\$ 1,800.00	
700	4	\$ 7,200	\$ 1,800.00	
700	4	\$ 5,500	\$ 1,375.00	
800	4	\$ 5,500	\$ 1,375.00	
500	4	\$ 5,300	\$ 1,325.00	
500	4	\$ 5,300	\$ 1,325.00	
800	4	\$ 2,200	\$ 550.02	dual enroll undergrad & c
800	4	\$ 5,300	\$ 1,325.00	
600	4	\$ 6,200	\$ 1,550.00	
400	4	\$ 5,500	\$ 1,375.00	
500	4	\$ 5,500	\$ 1,375.00	
700	4	\$ 5,500	\$ 1,375.00	
700	4	\$ 5,500	\$ 1,375.00	dual enroll undergrad & c
700	4	\$ 5,500	\$ 1,375.00	
800	4	\$ 5,500	\$ 1,375.00	dual enroll undergrad & c
800	4	\$ 5,500	\$ 1,375.00	dual enroll undergrad & c
800	4	\$ 5,500	\$ 1,375.00	dual enroll undergrad & c
900	4	\$ 6,500	\$ 1,625.02	
900	4	\$ 5,500	\$ 1,375.00	
900	4	\$ 5,500	\$ 1,375.00	

900	4	\$ 647	\$ 161.77	
900	4	\$ 5,500	\$ 1,375.00	
900	4	\$ 4,853	\$ 1,213.24	
900	4	\$ 6,500	\$ 1,625.02	
900	4	\$ 647	\$ 161.77	
900	4	\$ 5,500	\$ 1,375.01	
900	4	\$ 5,500	\$ 1,375.02	
900	4	\$ 4,853	\$ 1,213.24	
500	4	\$ 5,000	\$ 1,250.01	late start coverage
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	portional
400	4	\$ 5,000	\$ 1,250.01	portional
500	4	\$ 5,000	\$ 1,250.01	late start coverage
500	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.01	co-taught
500	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.00	online
500	4	\$ 5,000	\$ 1,250.01	online
700	4	\$ 2,500	\$ 625.01	co-taught
700	4	\$ 2,500	\$ 625.01	
600	4	\$ 5,000	\$ 1,250.01	
700	4	\$ 5,000	\$ 1,250.01	
700	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 2,500	\$ 625.01	
500	4	\$ 2,500	\$ 625.01	
500	4	\$ 2,500	\$ 625.01	
500	4	\$ 2,500	\$ 625.01	co-taught
500	4	\$ 5,000	\$ 1,250.01	portional
800	4	\$ 2,500	\$ 625.01	
800	4	\$ 2,500	\$ 625.01	
800	4	\$ 5,000	\$ 1,250.01	late start coverage
800	4	\$ 5,000	\$ 1,250.01	independent study
800	4	\$ 5,000	\$ 1,250.01	
800	4	\$ 5,000	\$ 1,250.01	late start coverage
800	4	\$ 5,000	\$ 1,250.01	
800	4	\$ 5,000	\$ 1,250.01	late start coverage
800	4	\$ 2,500	\$ 625.00	
800	4	\$ 2,500	\$ 625.00	
800	4	\$ 5,000	\$ 1,250.01	
900	4	\$ 5,000	\$ 1,250.01	
900	4	\$ 5,000	\$ 1,250.01	
900	4	\$ 5,000	\$ 1,250.00	
900	4	\$ 5,000	\$ 1,250.01	
900	4	\$ 5,000	\$ 1,250.01	

800	4	\$ 5,000	\$ 1,250.01	co-taught
800	4	\$ 5,000	\$ 1,250.01	co-taught
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.00	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
800	4	\$ 5,000	\$ 1,250.01	dual enroll undergrad & c
400	4	\$ 5,000	\$ 1,250.00	
400	4	\$ 5,000	\$ 1,250.00	
400	4	\$ 3,950	\$ 987.51	independent study
400	4	\$ 3,950	\$ 987.51	
400	4	\$ 2,100	\$ 525.00	
400	4	\$ 2,100	\$ 525.00	
400	4	\$ 2,100	\$ 525.00	
400	4	\$ 3,950	\$ 987.51	portional
500	4	\$ 4,710	\$ 1,177.52	
500	4	\$ 4,710	\$ 1,177.51	
600	4	\$ 5,000	\$ 1,250.01	co-taught
600	4	\$ 5,000	\$ 1,250.01	
600	4	\$ 5,000	\$ 1,250.01	
700	4	\$ 5,000	\$ 1,250.01	
700	4	\$ 5,000	\$ 1,250.01	
800	4	\$ 5,000	\$ 1,250.00	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 600	\$ 150.01	co-taught
500	4	\$ 600	\$ 150.01	
400	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 7,500	\$ 1,875.00	
400	4	\$ 7,500	\$ 1,875.00	
500	4	\$ 2,500	\$ 625.00	
500	4	\$ 2,500	\$ 625.00	
500	4	\$ 1,675	\$ 418.75	
500	4	\$ 1,675	\$ 418.75	
700	4	\$ 1,360	\$ 340.01	late start coverage
900	4	\$ 3,350	\$ 837.51	co-taught

400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.01	
500	4	\$ 5,000	\$ 1,250.01	
900	4	\$ 1,065	\$ 266.25	
900	4	\$ 2,650	\$ 662.50	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	
400	4	\$ 5,000	\$ 1,250.01	co-taught
400	4	\$ 2,000	\$ 500.00	
500	4	\$ 5,000	\$ 1,250.00	
500	4	\$ 5,000	\$ 1,250.01	late start coverage
400	4	\$ 4,404	\$ 1,101.02	
700	4	\$ 4,855	\$ 1,213.75	dual enroll undergrad & c
800	4	\$ 4,855	\$ 1,213.75	dual enroll undergrad & c
400	4	\$ 4,404	\$ 1,101.02	
500	4	\$ 4,404	\$ 1,101.02	
500	4	\$ 4,404	\$ 1,101.02	
500	4	\$ 4,404	\$ 1,101.02	
500	4	\$ 4,404	\$ 1,101.01	
500	4	\$ 4,404	\$ 1,101.02	
800	4	\$ 6,000	\$ 1,500.00	dual enroll undergrad & c
500	4	\$ 4,816	\$ 1,204.02	
500	4	\$ 4,816	\$ 1,204.02	
500	4	\$ 4,816	\$ 1,204.02	
500	4	\$ 4,816	\$ 1,204.02	
500	4	\$ 6,060	\$ 1,515.02	
400	4	\$ 6,060	\$ 1,515.02	
400	4	\$ 6,060	\$ 1,515.02	
400	4	\$ 6,060	\$ 1,515.02	
900	4	\$ 6,060	\$ 1,515.02	
900	4	\$ 6,060	\$ 1,515.02	
900	4	\$ 6,060	\$ 1,515.02	
900	4	\$ 6,060	\$ 1,515.02	
400	4	\$ 3,600	\$ 900.00	

400	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,600	\$ 900.00	
400	4	\$ 2,700	\$ 675.00	
400	4	\$ 2,700	\$ 675.00	
400	4	\$ 2,700	\$ 675.00	
400	4	\$ 2,700	\$ 675.00	
400	4	\$ 4,700	\$ 1,175.00	
400	4	\$ 3,000	\$ 750.00	
700	4	\$ 3,400	\$ 850.00	
400	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,300	\$ 825.00	
500	4	\$ 3,300	\$ 825.00	
600	4	\$ 3,000	\$ 750.00	
700	4	\$ 2,700	\$ 675.00	
400	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,600	\$ 900.00	
500	4	\$ 3,600	\$ 900.00	
500	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,300	\$ 825.00	
400	4	\$ 2,700	\$ 675.00	
400	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,700	\$ 925.00	
600	4	\$ 3,700	\$ 925.00	
600	4	\$ 3,600	\$ 900.00	
600	4	\$ 3,600	\$ 900.00	
600	4	\$ 3,300	\$ 825.00	
600	4	\$ 3,700	\$ 925.00	
700	4	\$ 3,700	\$ 925.00	
700	4	\$ 3,700	\$ 925.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,000	\$ 750.00	
500	4	\$ 3,200	\$ 800.00	
400	4	\$ 4,000	\$ 1,000.00	
400	4	\$ 3,500	\$ 875.00	
400	4	\$ 3,500	\$ 875.00	
400	4	\$ 3,500	\$ 875.00	
400	4	\$ 4,000	\$ 1,000.00	
400	4	\$ 4,000	\$ 1,000.00	

400	4	\$ 3,600	\$ 900.00	
500	4	\$ 3,600	\$ 900.00	
500	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,500	\$ 875.00	
500	4	\$ 4,000	\$ 1,000.00	
500	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,800	\$ 950.00	
700	4	\$ 2,000	\$ 500.00	
700	4	\$ 5,000	\$ 1,250.00	
700	4	\$ 4,200	\$ 1,050.00	
700	4	\$ 4,400	\$ 1,100.00	
700	4	\$ 4,000	\$ 1,000.00	
700	4	\$ 4,000	\$ 1,000.00	
700	4	\$ 5,000	\$ 1,250.00	
800	4	\$ 4,500	\$ 1,125.00	
400	4	\$ 4,200	\$ 1,050.00	
400	4	\$ 4,200	\$ 1,050.00	
400	4	\$ 4,200	\$ 1,050.00	
400	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,600	\$ 900.00	
600	4	\$ 4,800	\$ 1,200.00	
600	4	\$ 4,500	\$ 1,125.00	
700	4	\$ 5,300	\$ 1,325.00	
700	4	\$ 4,000	\$ 1,000.00	
700	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,100	\$ 775.00	
400	4	\$ 2,700	\$ 675.00	
500	4	\$ 3,500	\$ 875.00	
500	4	\$ 3,500	\$ 875.00	
600	4	\$ 3,500	\$ 875.00	
600	4	\$ 3,500	\$ 875.00	
700	4	\$ 2,700	\$ 675.00	
800	4		\$ -	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
700	4	\$ 6,300	\$ 1,575.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 2,800	\$ 700.00	
400	4	\$ 3,800	\$ 950.00	

500	4	\$ 9,710	\$ 2,427.50	
500	4	\$ 2,500	\$ 625.00	
500	4	\$ 2,800	\$ 700.00	
600	4	\$ 9,710	\$ 2,427.50	
600	4	\$ 2,800	\$ 700.00	
600	4	\$ 2,500	\$ 625.00	
700	4	\$ 9,710	\$ 2,427.50	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,200	\$ 800.00	
400	4	\$ 3,200	\$ 800.00	
500	4	\$ 3,200	\$ 800.00	
400	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,400	\$ 850.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 9,710	\$ 2,427.50	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 8,090	\$ 2,022.50	
400	4	\$ 8,090	\$ 2,022.50	
400	4	\$ 3,600	\$ 900.00	
700	4	\$ 3,600	\$ 900.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 4,700	\$ 1,175.00	
400	4	\$ 4,700	\$ 1,175.00	
400	4	\$ 4,700	\$ 1,175.00	
400	4	\$ 4,700	\$ 1,175.00	
400	4	\$ 4,700	\$ 1,175.00	
400	4	\$ 3,500	\$ 875.00	
400	4	\$ 3,500	\$ 875.00	
400	4	\$ 4,200	\$ 1,050.00	
400	4	\$ 4,200	\$ 1,050.00	
400	4	\$ 4,200	\$ 1,050.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,500	\$ 875.00	
400	4	\$ 3,400	\$ 850.00	
400	4	\$ 3,400	\$ 850.00	
400	4	\$ 3,400	\$ 850.00	
400	4	\$ 3,400	\$ 850.00	
500	4	\$ 3,500	\$ 875.00	
700	4	\$ 4,000	\$ 1,000.00	

400	4	\$ 3,000	\$ 750.00	
400	4	\$ 3,200	\$ 800.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,800	\$ 950.00	
500	4	\$ 3,800	\$ 950.00	
400	4	\$ 3,600	\$ 900.00	







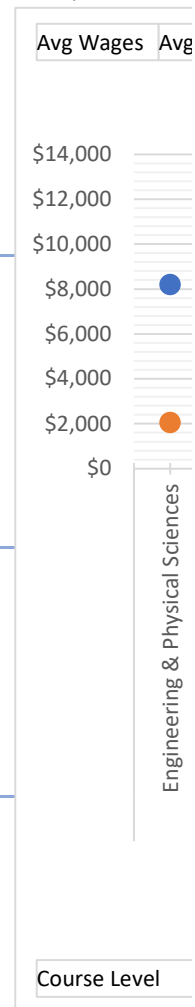




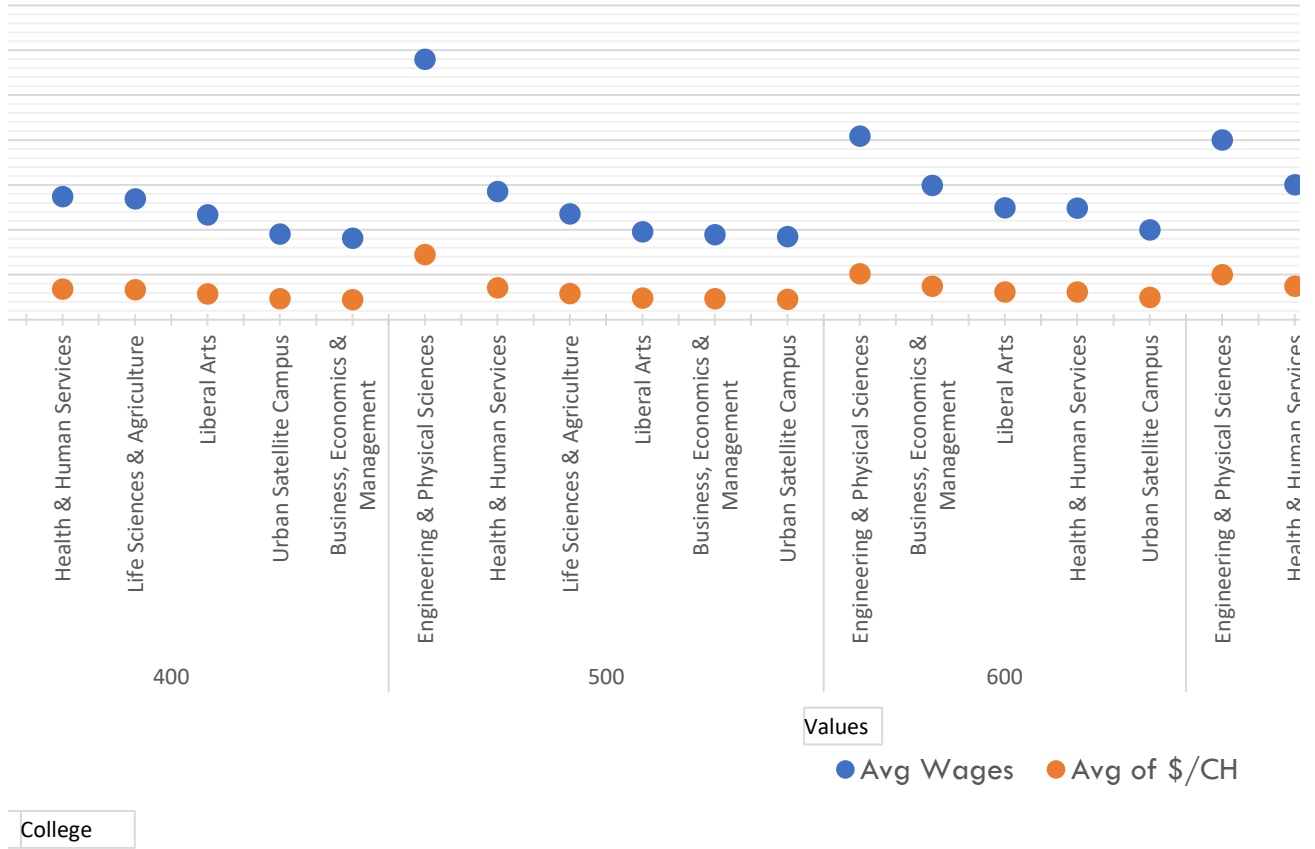




Row Labels	Avg Wages	Avg of \$/CH
<b>400</b>	<b>\$4,458</b>	<b>\$1,114</b>
Engineering & Physical Sciences	\$8,195	\$2,049
Health & Human Services	\$5,500	
Life Sciences & Agriculture	\$5,398	
Liberal Arts	\$4,682	
Urban Satellite Campus	\$3,830	
Business, Economics & Management	\$3,639	
<b>500</b>	<b>\$4,657</b>	
Engineering & Physical Sciences	\$11,596	
Health & Human Services	\$5,723	
Life Sciences & Agriculture	\$4,734	
Liberal Arts	\$3,930	
Business, Economics & Management	\$3,808	
Urban Satellite Campus	\$3,711	
<b>600</b>	<b>\$4,985</b>	
Engineering & Physical Sciences	\$8,167	
Business, Economics & Management	\$6,000	
Liberal Arts	\$5,000	
Health & Human Services	\$4,979	
Urban Satellite Campus	\$4,016	
<b>700</b>	<b>\$4,974</b>	
Engineering & Physical Sciences	\$8,000	
Health & Human Services	\$6,020	
Business, Economics & Management	\$5,493	
Life Sciences & Agriculture	\$4,855	
Urban Satellite Campus	\$4,279	
Liberal Arts	\$3,766	\$941
<b>800</b>	<b>\$4,997</b>	<b>\$1,222</b>
Engineering & Physical Sciences	\$8,000	\$2,000
Health & Human Services	\$5,500	\$1,375
Life Sciences & Agriculture	\$5,428	\$1,357
Liberal Arts	\$4,643	\$1,161
Urban Satellite Campus	\$4,500	\$563
<b>900</b>	<b>\$4,687</b>	<b>\$1,172</b>
Life Sciences & Agriculture	\$6,060	\$1,515
Health & Human Services	\$4,682	\$1,170
Liberal Arts	\$4,008	\$1,002
<b>Grand Total</b>	<b>\$4,692</b>	<b>\$1,170</b>

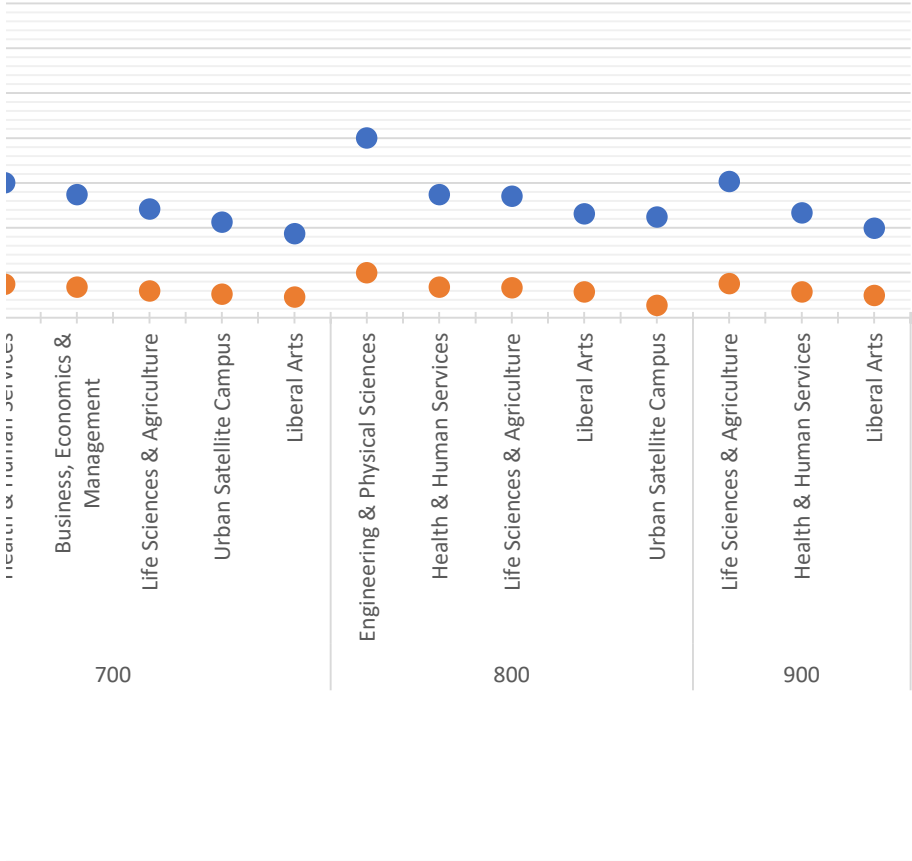


### UNH AY18-19, Adjunct Wages Per 4-Credit Hour Course by Course Level & C



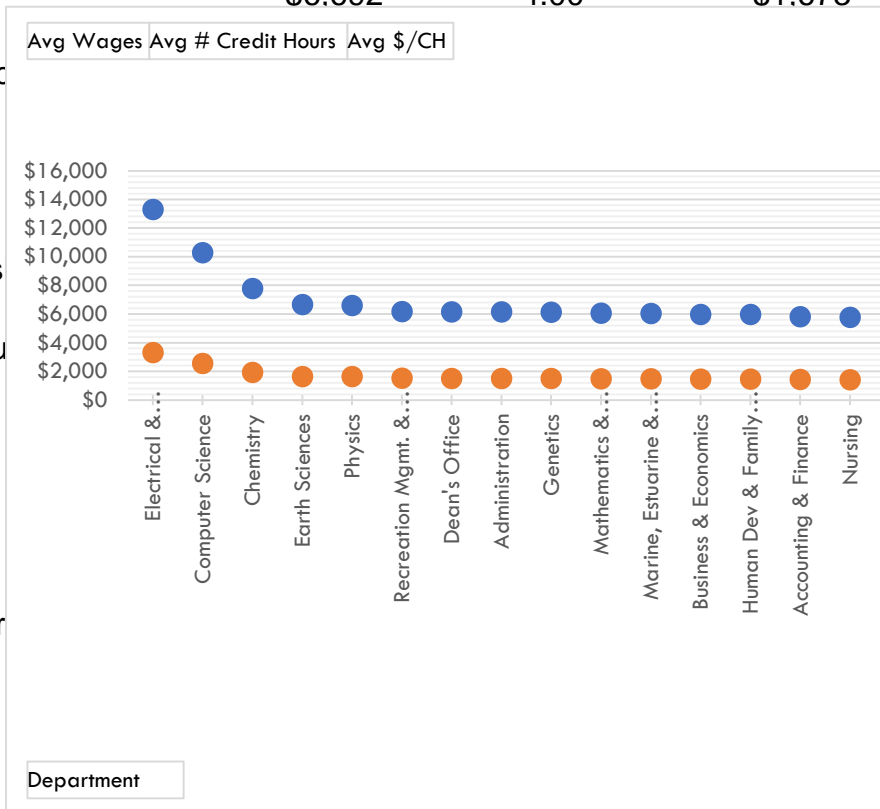


College



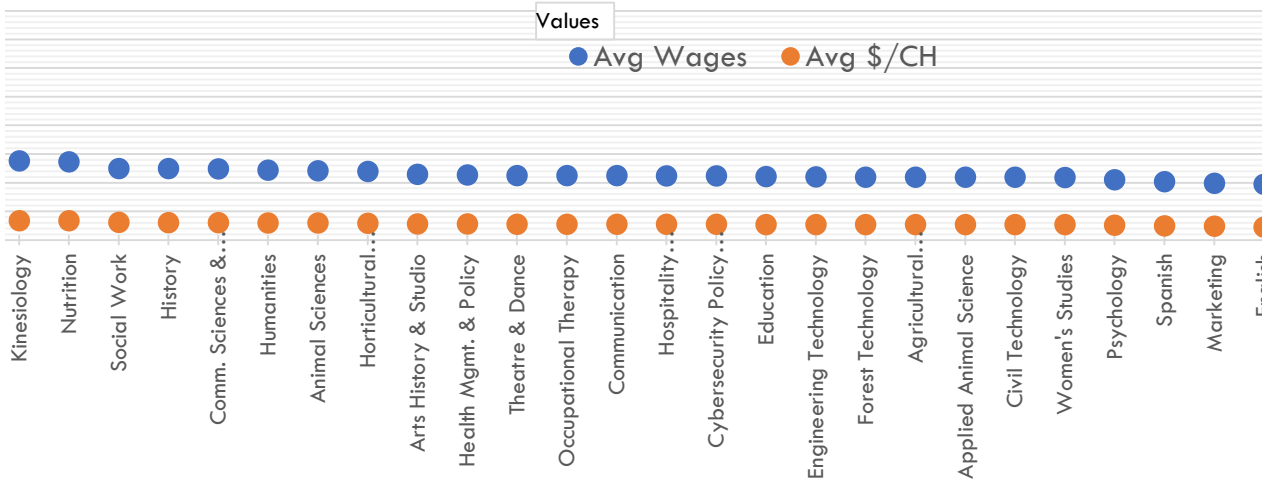
### UNH AY18-19 Adjunct Wage Data by Subject

Academic Subject Area	Avg Wages	Avg # Credit Hours	Avg \$/CH
Electrical & Computer Eng.	\$13,333	4.00	\$3,333
Computer Science	\$10,300	4.00	\$2,575
Chemistry	\$7,810	4.00	\$1,953
Earth Sciences	\$6,692	4.00	\$1,673
Physics			
Recreation Mgmt. & Polic			
Dean's Office			
Administration			
Genetics			
Mathematics & Statistics			
Marine, Estuarine & Fres			
Business & Economics			
Human Dev & Family Stu			
Accounting & Finance			
Nursing			
Kinesiology			
Nutrition			
Social Work			
History			
Comm. Sciences & Disor			
Humanities			
Animal Sciences			
Horticultural Technology			
Arts History & Studio			
Health Mgmt. & Policy	\$4,580	4.00	\$1,145
Theatre & Dance	\$4,533	4.00	\$1,133
Occupational Therapy	\$4,525	4.00	\$1,131
Communication	\$4,520	4.00	\$1,130
Hospitality Management	\$4,500	4.00	\$1,125
Cybersecurity Policy Risk Mgmt.	\$4,500	4.00	\$1,125
Education	\$4,459	4.00	\$1,115
Engineering Technology	\$4,440	4.00	\$1,110
Forest Technology	\$4,404	4.00	\$1,101
Agricultural Mechanization	\$4,404	4.00	\$1,101
Applied Animal Science	\$4,404	4.00	\$1,101
Civil Technology	\$4,404	4.00	\$1,101
Women's Studies	\$4,400	4.00	\$1,100
Psychology	\$4,241	4.00	\$1,060
Spanish	\$4,100	4.00	\$1,025
Marketing	\$4,000	4.00	\$1,000
English	\$3,916	4.00	\$938
Management	\$3,893	4.00	\$973
Computer Technology	\$3,852	4.00	\$963
Italian	\$3,800	4.00	\$950
Geography	\$3,800	4.00	\$950
Political Science	\$3,800	4.00	\$950
French	\$3,800	4.00	\$950



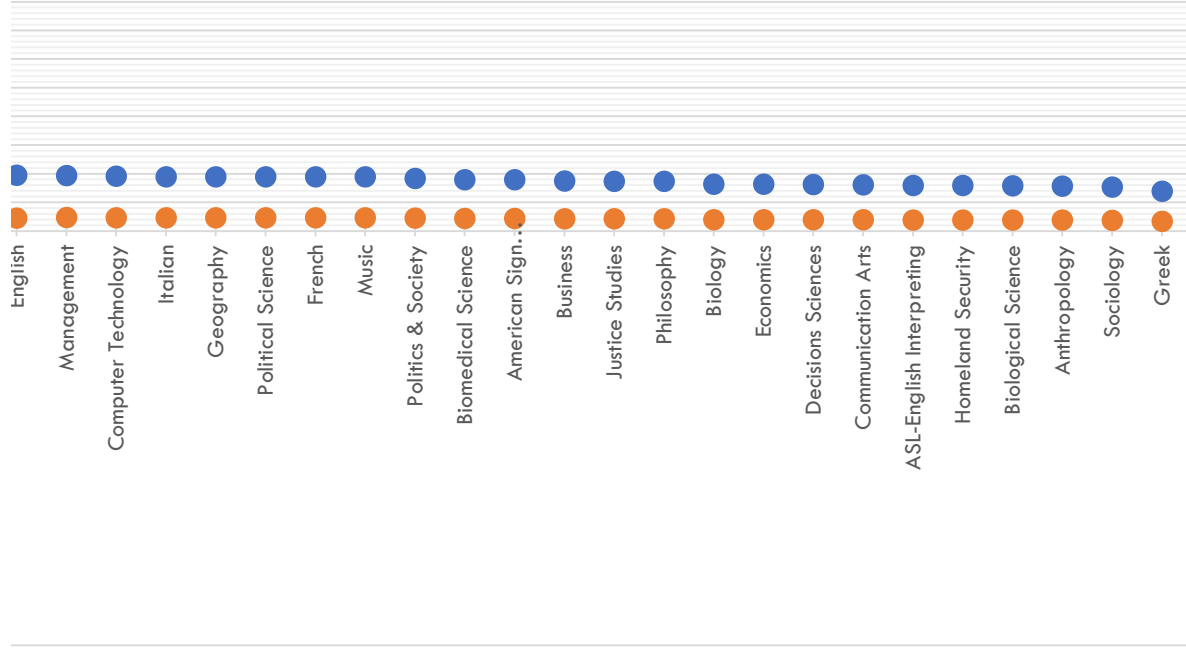
Music	\$3,800	4.00	\$950
Politics & Society	\$3,700	4.00	\$925
Biomedical Science	\$3,600	4.00	\$900
American Sign Language	\$3,600	4.00	\$900
Business	\$3,517	4.00	\$879
Justice Studies	\$3,508	4.00	\$877
Philosophy	\$3,500	4.00	\$875
Biology	\$3,300	4.00	\$825
Economics	\$3,300	4.00	\$825
Decisions Sciences	\$3,278	4.00	\$820
Communication Arts	\$3,257	4.00	\$814
ASL-English Interpreting	\$3,200	4.00	\$800
Homeland Security	\$3,200	4.00	\$800
Biological Science	\$3,180	4.00	\$795
Anthropology	\$3,160	4.00	\$790
Sociology	\$3,100	4.00	\$775
Greek	\$2,800	4.00	\$700
<b>Grand Total</b>	<b>\$4,692</b>	<b>4.00</b>	<b>\$1,170</b>

# UNH AY18-19, Adjunct Wages Per 4-Credit Hour Course

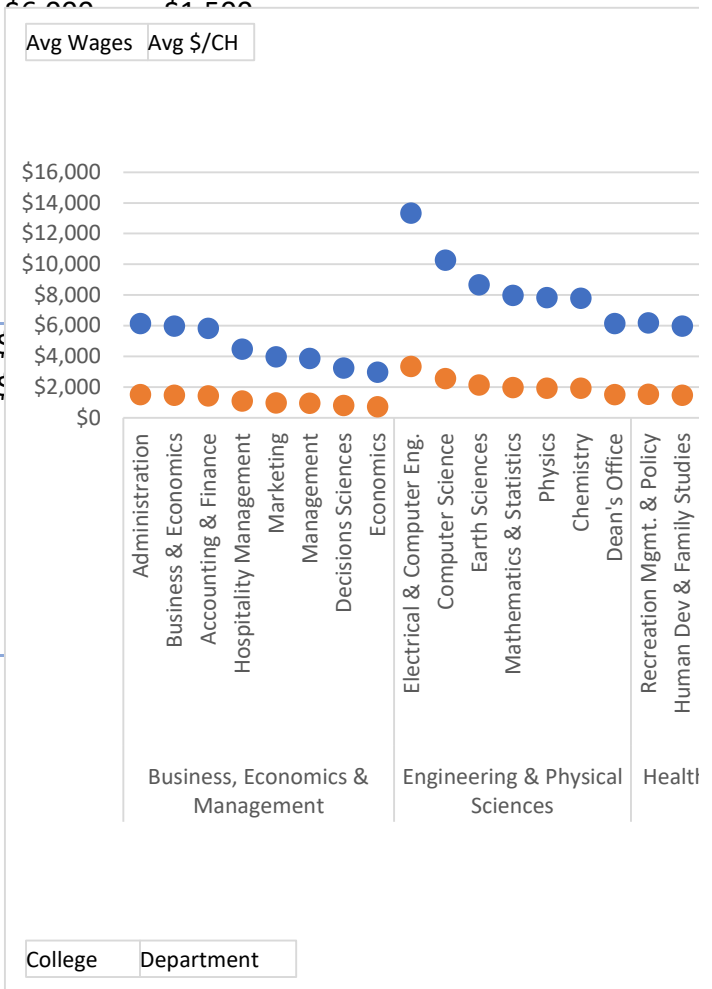




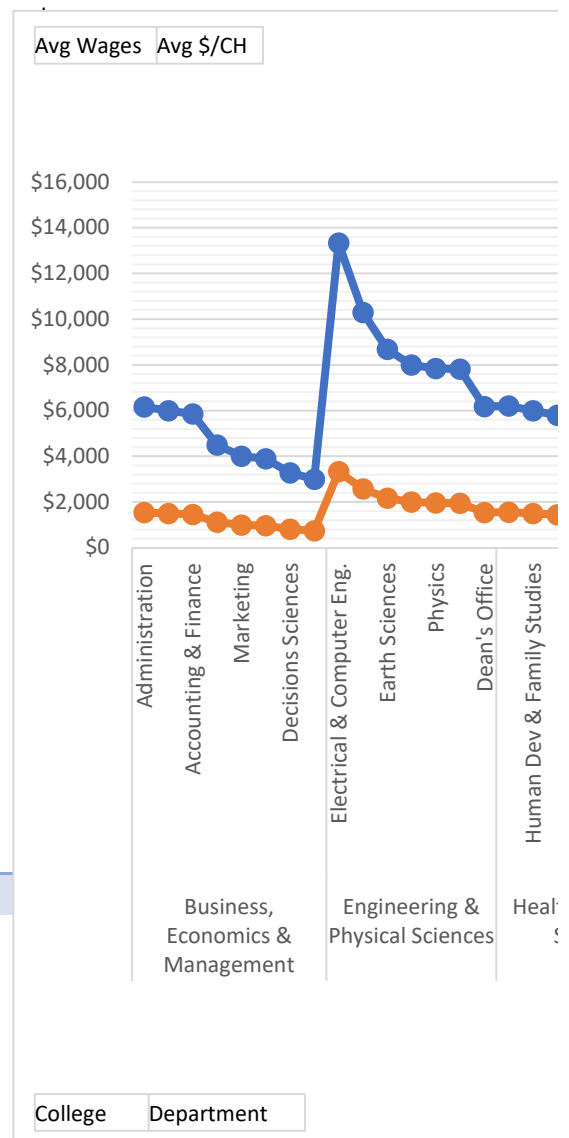
# se by Subject



Row Labels	Avg Wages	Avg \$/CH
<b>Business, Economics &amp; Management</b>	<b>\$4,510</b>	<b>\$1,128</b>
Administration	\$6,167	\$1,542
Business & Economics	\$6,000	\$1,500
Accounting & Finance	\$6,000	\$1,500
Hospitality Management	\$4,500	\$1,125
Marketing	\$4,000	\$1,000
Management	\$4,000	\$1,000
Decisions Sciences	\$3,500	\$875
Economics	\$3,000	\$750
<b>Engineering &amp; Physical Sciences</b>		
Electrical & Computer Eng.	\$13,500	\$3,375
Computer Science	\$10,000	\$2,500
Earth Sciences	\$8,500	\$2,125
Mathematics & Statistics	\$8,000	\$2,000
Physics	\$7,500	\$1,875
Chemistry	\$7,500	\$1,875
Dean's Office	\$6,000	\$1,500
Recreation Mgmt. & Policy	\$6,000	\$1,500
Human Dev & Family Studies	\$6,000	\$1,500
<b>Health &amp; Human Services</b>		
Recreation Mgmt. & Policy	\$6,000	\$1,500
Human Dev & Family Studies	\$6,000	\$1,500
Nursing	\$6,000	\$1,500
Kinesiology	\$6,000	\$1,500
Social Work	\$6,000	\$1,500
Comm. Sciences & Disorders	\$6,000	\$1,500
Health Mgmt. & Policy	\$6,000	\$1,500
Occupational Therapy	\$6,000	\$1,500
<b>Liberal Arts</b>	<b>\$4,370</b>	<b>\$1,092</b>
Communication	\$5,000	\$1,250
Spanish	\$5,000	\$1,250
Anthropology	\$5,000	\$1,250
Theatre & Dance	\$5,000	\$1,250
Humanities	\$5,000	\$1,250
Arts History & Studio	\$4,615	\$1,154
Psychology	\$4,551	\$1,138
Education	\$4,459	\$1,115
Women's Studies	\$4,400	\$1,100
English	\$4,223	\$1,056
Justice Studies	\$3,508	\$877
Greek	\$2,800	\$700
<b>Life Sciences &amp; Agriculture</b>	<b>\$5,195</b>	<b>\$1,299</b>
Marine, Estuarine & Freshwater Bio	\$6,060	\$1,515
Nutrition	\$6,060	\$1,515
Genetics	\$6,000	\$1,500
Animal Sciences	\$4,855	\$1,214
Horticultural Technology	\$4,816	\$1,204

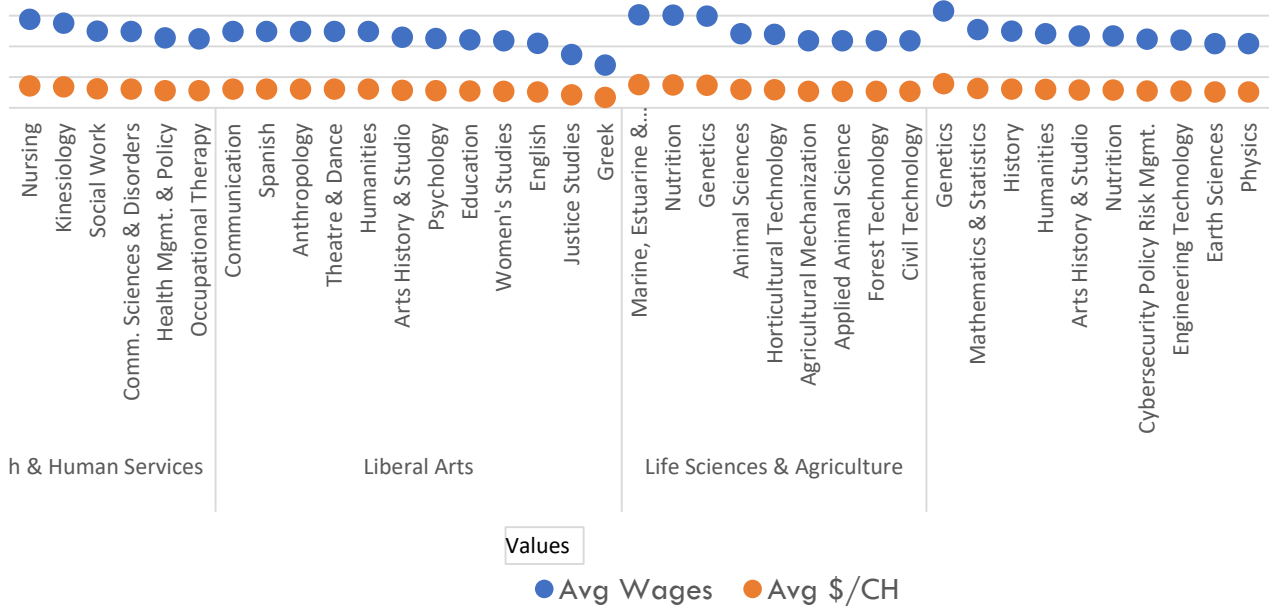


Agricultural Mechanization	\$4,404	\$1,101
Applied Animal Science	\$4,404	\$1,101
Forest Technology	\$4,404	\$1,101
Civil Technology	\$4,404	\$1,101
<b>Urban Satellite Campus</b>	<b>\$3,886</b>	<b>\$965</b>
Genetics	\$6,300	\$1,575
Mathematics & Statistics	\$5,130	\$1,283
History	\$5,013	\$1,253
Humanities	\$4,862	\$1,216
Arts History & Studio	\$4,700	\$1,175
Nutrition	\$4,700	\$1,175
Cybersecurity Policy Risk Mgmt.	\$4,500	\$1,125
Engineering Technology	\$4,440	\$1,110
Earth Sciences	\$4,200	\$1,050
Physics	\$4,200	\$1,050
Computer Technology	\$3,852	\$963
Music	\$3,800	\$950
Communication	\$3,800	\$950
Spanish	\$3,800	
Political Science	\$3,800	
Italian	\$3,800	
Geography	\$3,800	
French	\$3,800	
Politics & Society	\$3,700	
American Sign Language	\$3,600	
Biomedical Science	\$3,600	
Economics	\$3,600	
Theatre & Dance	\$3,600	
Psychology	\$3,517	
Business	\$3,517	
Philosophy	\$3,500	
Biology	\$3,300	
Communication Arts	\$3,257	
English	\$3,214	
Homeland Security	\$3,200	
ASL-English Interpreting	\$3,200	
Biological Science	\$3,180	
Sociology	\$3,100	
Anthropology	\$2,700	
<b>Grand Total</b>	<b>\$4,692</b>	

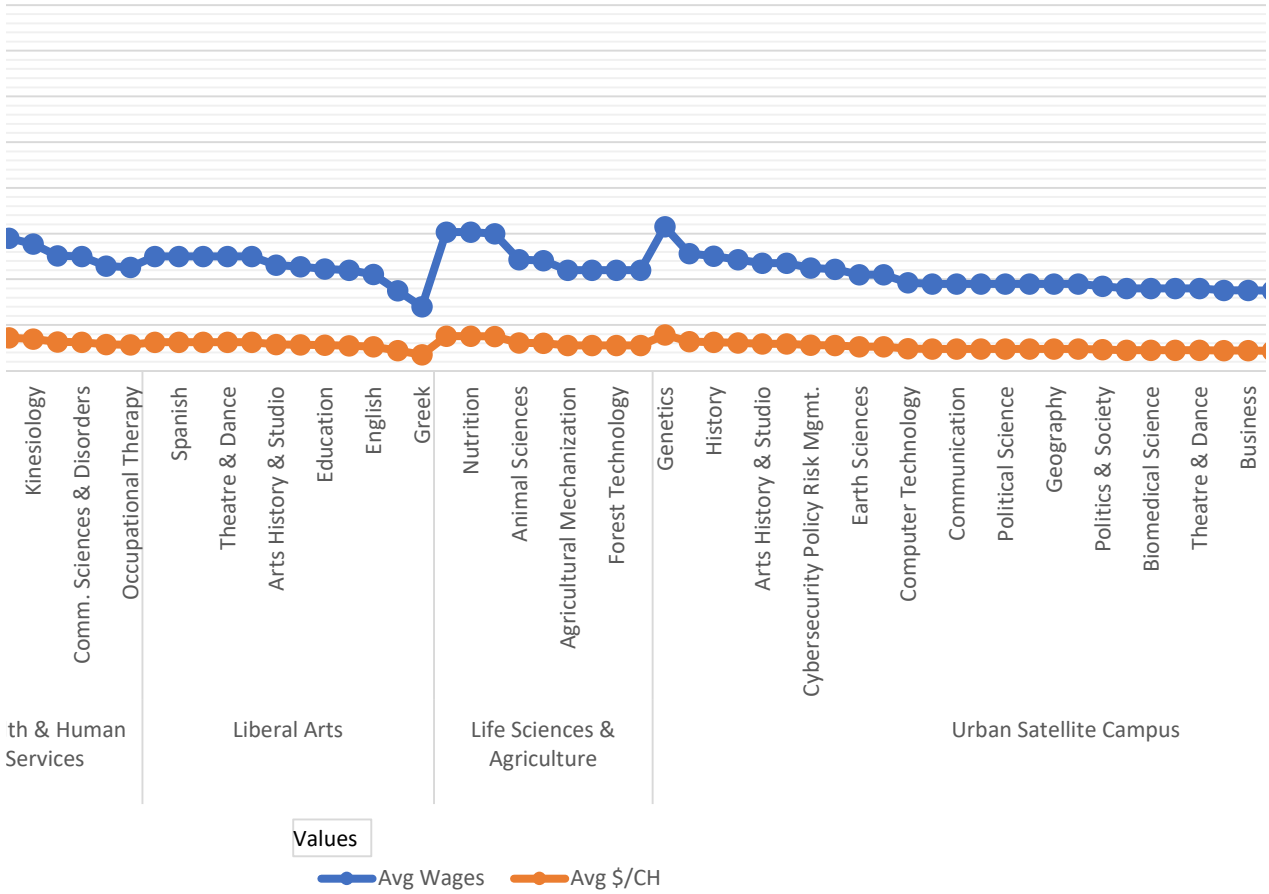




# UNH AY18-19, Adjunct Wages Per 4-Credit Course by College & S



# Chart Title



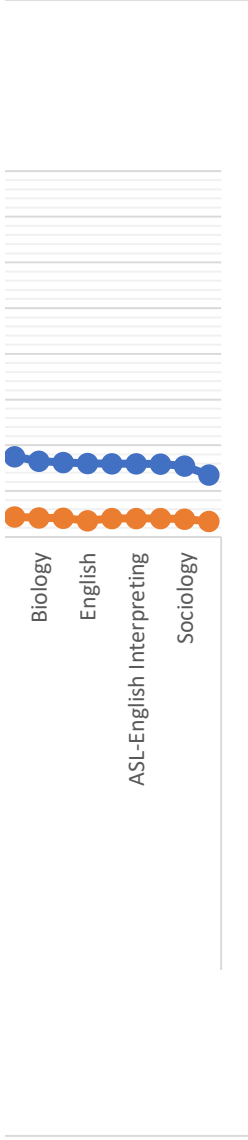
Values

● Avg Wages ● Avg \$/CH

# Subject

- Computer Technology
- Music
- Communication
- Spanish
- Political Science
- Italian
- Geography
- French
- Politics & Society
- American Sign Language
- Biomedical Science
- Economics
- Theatre & Dance
- Psychology
- Business
- Philosophy
- Biology
- Communication Arts
- English
- Homeland Security
- ASL-English Interpreting
- Biological Science
- Sociology
- Anthropology

Urban Satellite Campus



**HB 501: Data showing the increased use of adjunct faculty.**

Below and attached please find the information requested by Rep. Ellison. The attached spreadsheets show the number of credits taught, while the tables below reflect numbers of instructors.

Please note that this data was provided to the SEA (the bargaining representative of CCSNH adjunct faculty) on October 7, 2020 in response to an information request related to ongoing collective bargaining.

1. Below please find a breakdown of the number of adjunct faculty employed by each CCSNH college for fiscal year 2015 to fiscal year 2020. The CCSNH fiscal year is July 1 – June 30.

<b>College</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Great Bay CC	69	113	131	168	172	195
Lakes Region CC	40	64	69	88	90	88
Manchester CC	111	157	200	225	204	241
Nashua CC	85	120	143	155	158	196
NHTI, Concord's CC	155	217	268	286	280	292
River Valley CC	36	54	81	111	89	100
White Mountains CC	43	75	107	121	122	158
<b>Total Number of Adjunct Faculty</b>	<b>539</b>	<b>800</b>	<b>999</b>	<b>1154</b>	<b>1115</b>	<b>1270</b>

2. Below please find a breakdown of the number of full-time faculty employed by each CCSNH college for fiscal year 2015 to fiscal year 2020.

<b>College</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
Great Bay CC	41	36	34	35	33	34
Lakes Region CC	35	26	27	26	26	23
Manchester CC	53	51	48	50	49	51
Nashua CC	35	32	31	32	31	33
NHTI, Concord's CC	104	94	92	90	89	90
River Valley CC	30	30	26	22	23	26
White Mountains CC	25	18	20	22	23	24
<b>Total Number of Full-time Faculty</b>	<b>323</b>	<b>287</b>	<b>278</b>	<b>277</b>	<b>274</b>	<b>281</b>

**Shannon Reid**  
Executive Director of Government Affairs and Communications  
Community College System of NH

The Maximum that an adjunct can earn is \$836 per credit or \$2508 for a 3 credit course. This amounts to \$20,064 per year which is the poverty level for a family of 3.

Full timers earned between \$2,354 and over \$3,300 per credit.

75% of \$2,354 is \$1765

HB 501 would increase the highest paid adjunct from \$836 to \$1765 or effectively more than double the rate.

The amount of compensation for all adjuncts in the system was approximately \$14,500,000 (2019). So the assumption would be that this would double the amount to approximately \$29,000,000

However, adjuncts only teach when there are courses to teach. Full timers are paid a salary regardless. So, adjuncts are a cost saver. The question becomes how much should CCSNH be able to save on the backs of the adjuncts.



## **House Labor, Industrial and Rehabilitative Services Committee**

February 4, 2021

HB 501

Testimony of Tom Cronin, Director of Government Relations  
University System of New Hampshire (USNH)

Adjunct faculty play a key role in allowing USNH institutions to balance fluctuations in course enrollment, help to ensure students can meet degree requirements, and create time for full-time faculty to balance teaching, research, scholarship and other service. Many adjunct faculty members also bring incredible professional and industry experience to their part-time teaching roles which benefits their students tremendously. Adjunct faculty are critical to the USNH teaching workforce.

A large segment of adjunct faculty within the University System are represented by unions. State law (RSA 273-A) includes wages as a mandatory subject of bargaining. As you know, these are subjects over which the parties must bargain if a proposal is made. For unionized adjunct faculty, therefore, it is inappropriate to establish an arbitrary wage floor as proposed by HB 501.

For non-unionized adjunct faculty, a more suitable wage comparison would be adjunct faculty teaching similar courses at peer institutions. The adjunct faculty pay rate can vary considerably between disciplines because adjunct faculty often teach highly technical and specialized subject matter. The per-credit rate is driven by market factors including demand and professional experience in the field.

Further, we are concerned that as drafted HB 501 would be incredibly difficult to administer. There is no single "credit hour" wage paid to full-time faculty, who often have many other components to their faculty role besides teaching. In the case of both full-time faculty and adjunct faculty, individuals teaching in different disciplines and with differing experiences and qualifications are compensated according to those qualifications. Moreover, full-time faculty salaries also take into account other contributions made to the university, including research and scholarship. As part-time

employees, the contributions of adjunct faculty are vital but unquestionably different from the expectations of full-time faculty.

Finally, the University System and our institutions work diligently to provide a first-class educational experience to our students while controlling costs. If we are forced to arbitrarily increase the rate of adjunct pay, outside of the bargaining process, without regard to the rates paid at peer institutions, and without consideration for courses taught or years of experience, then there is no question that this will have a long-term impact on the cost to educate our students.

For these reasons we respectfully request this committee recommend HB 501 inexpedient to legislate.



**Archived:** Friday, February 5, 2021 12:07:49 PM  
**From:** [Shannon Reid](#)  
**Sent:** Thursday, February 4, 2021 8:11:09 PM  
**To:** ~House Labor, Industrial and Rehabilitative Services  
**Subject:** CCSNH letter on HB501  
**Importance:** Normal  
**Attachments:**  
Testimony CCSNH HB501 Feb 4 2021.pdf ;

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Good Evening.

Please see attached written testimony that summarizes CCSNH's position on House Bill 501, establishing a minimum pay rate for adjunct faculty of the university system of New Hampshire and community college system of New Hampshire.

Thank you, and please feel free to contact Chancellor Susan Huard ( [sdhuard@ccsnh.edu](mailto:sdhuard@ccsnh.edu) ) if you have any additional questions.

Regards,

**Shannon Reid**  
Executive Director of Government Affairs and Communications  
Community College System of NH

**[See Us Through Video!](#)**



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STATE OF NEW HAMPSHIRE  
Public Employee Labor Relations Board

Community College System of New Hampshire

And

State Employees' Association of New Hampshire,  
Service Employees International Union, Local 1984

Case No. E-0076-7  
Adjunct Faculty  
FACTFINDERS REPORT  
Sarah Kerr Garraty, Arbitrator/Factfinder

**I. BACKGROUND**

The Community College System of New Hampshire (CCSNH), and the State Employees Association of New Hampshire (SEA), are parties to an October 25, 2017 -December 31, 2018 collective bargaining agreement. The parties commenced negotiations for a successor to that agreement in November, 2018 and reached an impasse on February 22, 2019. They thereafter participated in a mediation effort on May 31, 2019 with the assistance of Mediator Gary Altman. That effort was also unsuccessful and so, pursuant to RSA-273-A:12, the New Hampshire Public Employee Labor Relations Board appointed the undersigned Factfinder to make and report findings of fact and recommendations concerning the outstanding unresolved collective bargaining agreement. At a hearing that took place on September 24, 2019, the parties presented evidence concerning five outstanding issues: Compensation, Appointment and Assignment, Workload, Miscellaneous Working Conditions, and Duration. The parties thereafter submitted post-hearing briefs on November 22, 2019.

The New Hampshire Community College System consists of seven individually accredited colleges located at various locations throughout the state. These are centrally funded and are overseen by a single Board of Trustees. Those colleges are located in Berlin, Claremont, Concord, Laconia, Manchester, Nashua and Portsmouth. There are three certified collective bargaining units within the CCSNH: a full-time faculty unit, a full and part-time staff unit, and the adjunct faculty unit at issue in this case.

The Adjunct Faculty bargaining unit is made up of approximately 750 professors. The Agreement at issue in this case will be the third for this bargaining unit. Mirroring national trends, the percentage of courses within the system that are taught by adjuncts has steadily risen. In FY 2015 there were 539 adjunct professors in the system and in FY 2019 that number had risen to 1,115.<sup>1</sup>

## **II ISSUES AND RECOMMENDATIONS**

### **ARTICLE 8 APPOINTMENTS AND ASSIGNMENTS**

#### **CCSNH PROPOSAL – NEW SECTION A**

- A. Course offerings and schedules are established by each college. Each semester after teaching schedules for full-time faculty are developed, the college shall determine those courses within an academic department for availability to adjunct faculty. The college reserves the right to adjust course offerings and schedules based on academic, fiscal, program, enrollment and organizational needs.

#### **CCSNH PROPOSAL – ARTICLE 8, SECTION F**

- F. Based on the college’s tentative course schedule, college management shall consider the following factors in making course assignments to adjunct faculty. Nothing herein shall be construed or interpreted as a guarantee that any covered adjunct faculty will be

---

<sup>1</sup> The disconnect between the number of adjunct faculty and the number of adjunct faculty in the bargaining unit is explained by the fact that faculty do not qualify for bargaining unit status until they have taught a defined number of courses.

assigned or appointed to any specific number of course(s). The college reserves the right to appoint those adjunct faculty who it deems best match the qualifications and requirements of the position and the needs of the academic program. Decisions based on this Article are at the college's sole discretion and are not subject to the grievance and arbitration process.

1. The adjunct faculty member's education and experience.
2. The adjunct faculty member's demonstrated teaching effectiveness and successful performance.
3. The distribution of course assignments within the academic department to assure versatility and diversity among the department's adjunct faculty.
4. The number of times the adjunct faculty member has taught the course at the college.
5. The adjunct faculty member's availability to instruct the course as scheduled by the college.

#### **SEA PROPOSAL - ARTICLE 8 APPOINTMENTS AND ASSIGNMENTS**

***E. Covered adjunct faculty will receive good faith consideration for appointment in their discipline, if it is offered by the college and the college intends for the course to be taught by an adjunct faculty. In the event that two adjuncts seek the same placement the appointment will be offered to the most senior adjunct up to the credit limitation offered in this contract. Seniority is defined as years employed as an adjunct by the system. Senior adjuncts will have bumping rights over less senior adjuncts.***

**SEA POSITION:** The SEA seeks to enhance employment security for its members based on seniority for extra work before access to that work is offered to full-time faculty on an overload basis. In addition, the SEA proposal assures that if two adjuncts seek the same placement, the appointment would be offered to the senior adjunct over a less senior adjunct until the senior adjunct has reached his or her credit limitation. This language also introduces bumping rights in seniority order.

The SEA points out that under its proposed language senior management would retain the right to assign a given course to a full-time faculty member or to an adjunct faculty member. The proposed seniority rights would adhere only between adjunct faculty members. The SEA

stresses the fact that the CCSNH has doubled the number of adjuncts in the last four years despite the fact that in the same timeframe credit activity has decreased by 12%. There are not enough classes to permit adjuncts to make a living. This has an additional repercussion when adjunct faculty are not offered sufficient classes to permit them to maintain their status as adjuncts.

**CCSNH POSITION:** The CCSNH proposal for new language at Article 8, Section A makes explicit the current practices at CCSNH colleges. It describes how courses are first offered to full-time faculty with required full-time workloads. Remaining courses are made available to adjunct faculty, taking into account the needs of the college.

The CCSNH stresses the need to read its proposal for new language Section A in conjunction with its proposal for new language in Section F. Section F stands in direct contradiction to the SEA's proposed changes for allocating course offerings among adjunct faculty members by seniority. Section F makes explicit the College's inherent right to assess their academic needs in making appointments by taking into account the adjunct faculty member's experience, history of teaching the particular course, effectiveness as a teacher, versatility and diversity among faculty members, and faculty scheduling availability.

The CCSNH has also proposed barring review of its decisions regarding course assignments through the grievance and arbitration process. These decisions are often made in the weeks immediately preceding the start of the semester and should not be delayed by battles before outside arbitrators charged with inappropriately substituting their judgments for that of academic administrators. In short, the proposals permit predictability while maintaining protections against arbitrary results through an unfair labor practice charge.

CCSNH suggests that SEA's proposal is overreaching and at odds with the history of how adjunct faculty course assignments have been made for many years. Under this proposal, senior adjuncts could decide what courses they are qualified to teach and fill a workload up to 12 credits. Essentially, it would be the faculty who would decide who is teaching what courses and not the College. This process of assignment and bumping would lengthen and confound the process of making course assignments at the beginning of each semester. The Factfinder should recommend the proposed CCSNH change instead.

### **DISCUSSION AND RECOMMENDATION – ARTICLE 8**

I do not recommend any of the proposed changes to Article 8. Turning first to the SEA proposal to replace the current Article 8 (F) with a system of seniority preference among adjuncts, this proposal represents a fundamental change, transforming a complex system in which assignments have been made based on programmatic instructional needs, credentials and qualifications, teaching experience, satisfactory performance of the adjunct, and the like, to system based on seniority. While seniority is a bedrock value within organized workplaces, applying such a system to the complex web of academic and operational judgments that must be made each semester in a community college setting is a fundamental change not appropriately determined by a factfinder.

In the current Article 8, the parties have negotiated a detailed system aimed at matching hundreds of courses to hundreds of adjunct faculty members. I agree with the CCSNH that the SEA's proposal would undermine its discretion to identify the most qualified available adjunct for each particular course. Instead, that effort would be replaced this with a system in which a more

senior faculty member with limited or no experience teaching a particular course would be prioritized over less senior faculty member with extensive experience in that subject area.

The CCSNH proposed new Section 8 (F) would benefit adjuncts in that it makes explicit the factors that would be considered. In particular, it prioritizes experience, including the number of times the adjunct faculty member has taught the course at the college, that would seem to weigh in favor of a more experienced (and in all likelihood a more senior) adjunct faculty. But the Union has rejected that proposal, perhaps due to the language that emphasizes both that decisions under the new language would remain within the college's sole discretion and not subject to the grievance and arbitration process.

It would appear that the CCSNH proposals are largely brought forward as a counterweight to the SEA's proposal for seniority-based course allocation among adjunct faculty. The factors that that CCSNH proposals list as appropriate managerial judgments amount to wording changes that emphasize rights already held and exercised. The current language is sufficient.

## **ARTICLE 9 – WORKLOAD**

### **SEA PROPOSALS**

It is understood that the covered adjunct reports to the Academic Department Chairperson or his/her designee at the college.

- A. The workload of the covered adjunct includes the following: **only instructional activities which are those activities focused on teaching and learning responsibilities. These would include instructional preparation, teaching, grading, assisting students, and maintaining limited accessibility to students**

#### **Examples of said duties include**

1. Effective teaching of the assigned course(s), **to include *maintaining current* knowledge of subject matter provided by CCSNH through compensation and**

*education, preparing lessons and instructional materials, and well organizing and presenting* ~~ation~~ of course materials, *conducting student assessments, adhering to students' reasonable accommodation plans as documented, being punctual for scheduled classes, and maintaining class schedules.*

2. Adherence to the course curriculum as established by the College
  3. Adherence to all CCSNH, college, and academic department regulations, policies, procedures, and guidelines., **The college recognizes that to remain current in these matters the college will afford each adjunct one day (8 hours) of compensation per semester for review of said materials to assure updated knowledge. This may include - submitting course outlines/syllabus in an electronic format to the Academic Department Chair or his/her designee by the end of the first week of classes; maintaining class attendance records and submitting attendance report; utilizing the college's Learning Management System (LMS) to post course syllabus, class announcements, and student assignments and grades; and maintaining a CCSNH provided email account for the purpose of conducting all college-related business (personal and other non-CCSNH email accounts cannot be utilized to transact college or CCSNH business).**
  4. Availability to students enrolled in the course for consultation before or after class, or by appointment.
  5. Attendance at college or department meetings, as required. A reasonable attempt shall be made to attend such meetings, however, when such meetings cannot be attended the adjunct faculty members shall take the necessary steps to obtain the information/material covered during the meeting. **The parties acknowledge that this time is compensable.**
  6. Ongoing consultation with the college academic department as may be appropriate
  7. Submission of final grades by the deadline published in the college's academic calendar
- B. CCSNH adjunct faculty instruction is institution specific. That is, each CCSNH college retains and assigns its own faculty to meet its own instructional needs. The number of assigned credit hours per term/semester and terms/semesters a covered adjunct faculty member teaches is recorded and acknowledge by each CCSNH college and reported to the CCSNH Human Resources Office.
- C. Adjunct faculty shall be allowed to teach as many as twelve (12) credit hours per semester. However, it is understood that adjunct faculty are part-time faculty, teach a variable number of credits in an academic year and serve in a non-benefitted instructional



position. If future interpretations of the Affordable Care Act (ACA) by federal governmental agencies and/or the courts conclude that an adjunct faculty workload could be deemed “full-time” for benefit purposes under the legislation, the CCSNH will meet and confer with the Association concerning how it intends to comply with the requirements of the ACA and the regulations promulgated thereunder. The CCSNH reserves the right to determine whether it is in compliance with the requirements of the ACA and the Association reserves its right to challenge whether the CCSNH is in compliance with the requirements of the ACA. **If the ACA is repealed or found invalid, in whole or in part, the parties agree to reopen the 12-credit hour per semester limitation for discussion at the request of either party.**

- D. A credit hour is the equivalent to one 50-minute session (contact hour) of classroom instruction per week for a semester of fifteen/sixteen weeks. The number of direct course meetings per term/semester may be adjusted proportionately to reflect modified academic calendars and formats of study.
- E. Semester credit hours are established by CCSNH and granted for various types of instruction as follows:
  - 1. Lecture, discussion, or seminar: one contact hour per week constitutes one credit hour.
  - 2. Laboratory: 2-3 contact hours per week constitutes one credit hour.
  - 3. Studio: 2-3 contact hours per week constitutes one credit hour.
  - 4. Practicum/Fieldwork/Internship/Coop: Variable number of contact hours per week as determined by the college constitutes a one credit hour.

A clinical contact hour is a measure that represents an hour (60 minutes) of scheduled instruction and supervision in a clinical setting.

### **CCSNH PROPOSALS**

- B. The workload of the covered adjunct includes the following:
  - 1. Effective teaching of assigned course(s) to include **possessing current** knowledge of the subject matter, preparing lessons and instructional materials, organizing and presenting course materials, conducting student assessments, adhering to students’ reasonable accommodation plans as documented, being punctual for scheduled classes, and maintaining class schedules.
  - 2. Adhering to the course curriculum as established by the college to include implementing common course syllabi, text(s), teaching materials and other necessary

course information as provided by the Academic Department Chair or his/her designee.

3. Adherence to all college, and academic department regulations, policies, procedures, and guidelines, to include submitting course outlines/syllabus in an electronic format to the Academic Department Chair or his/her designee by the end of the first week of classes; maintaining class attendance records and submitting attendance report; utilizing the college's Learning Management System (LMS) to post course syllabus, class announcements, and student assignments and grades; and maintaining a CCSNH provided email account for the purpose of conducting all college-related business (personal and other non-CCSNH email accounts cannot be utilized to transact college of CCSNH business).
  4. Availability to students enrolled in the course for consultation before and after class by appointment or through email. The adjunct faculty's contact information (phone number and CCSNH email address) shall be documented on the class syllabus. Student inquiries shall be responded to in a timely manner preferably within seventy-two (72) hours of receipt of the student's request.
  - ...
  5. Omitted
  6. Submission of final grades by the deadline published by the college's academic calendar **in accordance with college policies and procedures.**
  7. Ongoing **communication and** consultation with the college academic department **chair of his/her designee, for the purpose of engaging in the course assessment process and maintaining current knowledge of matters relevant to the academic department or instructional area. This shall include regularly checking college emails for important and time-sensitive information and announcements.**
  8. Compliance with state Federal and CCSNH and college rules, regulations, and policies.
- C. CCSNH adjunct faculty instruction is institution specific. That is, each CCSNH college retains and assigns its own faculty to meet its own instructional needs. The number of assigned credit hours per term/semester and terms/semesters a covered adjunct faculty member teaches is recorded and acknowledge by each CCSNH college and reported to the CCSNH Human Resources Office.
- D. Adjunct faculty shall be allowed to teach as many as twelve (12) credit hours per semester. However, it is understood that adjunct faculty are part-time faculty, teach a variable number of credits in an academic year and serve in a non-benefitted instructional position. If future interpretations of the Affordable Care Act (ACA) by federal governmental agencies and/or the courts conclude that an adjunct faculty workload could be deemed "full-time" for benefit purposes under the legislation, the

CCSNH will meet and confer with the Association concerning how it intends to comply with the requirements of the ACA and the regulations promulgated thereunder. The CCSNH reserves the right to determine whether it is in compliance with the requirements of the ACA and the Association reserves its right to challenge whether the CCSNH is in compliance with the requirements of the ACA.

- E. A credit hour is the equivalent to one 50-minute session (contact hour) of classroom instruction per week for a semester of fifteen/sixteen weeks. The number of direct course meetings per term/semester may be adjusted proportionately to reflect modified academic calendars and formats of study.
- F. Semester credit hours are established by CCSNH and granted for various types of instruction as follows:
  - 1. Lecture, discussion, or seminar: one contact hour per week constitutes one credit hour.
  - 2. Laboratory: 2-3 contact hours per week constitutes one credit hour.
  - 3. Studio: 2-3 contact hours per week constitutes one credit hour.
  - 4. Practicum/Fieldwork/Internship/Coop: Variable number of contact hours per week a determined by the college constitutes one credit hour.
- G. A clinical contact hour is a measure that represents an hour (60 minutes) of scheduled instruction and supervision in a clinical setting.

**SEA POSITION:** The SEA insists that the CCSNH is attempting to increase the workload of its Adjunct Faculty without offering any commensurate pay. The parties agree that the per-course rate includes duties associated with the activity of teaching: preparation, instruction, student advising and, to a limited extent, department meetings. Adjuncts perform duties outside of these even if they are not required under the “subtle but ominous continued threat” that if they decline participation, they will not be re-appointed.

The CCSNH has made it clear that it does not want full-time adjuncts. This is enforced through the 12-credit limit. But the work tangential to teaching is substantial. The SEA therefore seeks eight hours' pay per semester for these associated tasks.

Because the 12-credit hour limit permits the CCSNH to make no contributions to employee health insurance pursuant to the ACA, the employer has refused to budge with regard to this issue. It is for this reason that the SEA has also requested reopener language in order to reconsider the 12-credit limitation should the ACA be amended or repealed such that the 12-credit limitation would no longer be justified.

**CCSNH POSITION:** The CCSNH largely seeks to maintain the current contract language with regard to Article 9. It seeks to replace potentially confusing language in the introductory paragraph of Section B and substitute one word in Section B (1). The introductory paragraph is replaced by a specific list of the types of activities (contained in subsections 1-8) rather than attempting to summarize above what is listed below.

The CCSNH's one-word change to Section B (1) replaces "maintaining knowledge of the subject matter ..." with "***possessing current*** knowledge of the subject matter ... "

In contrast, the SEA seeks a modification to Article 9 which would require additional compensation for work specified in the current agreement as included in the per-credit pay rate, including remaining current in their field, submitting a syllabus, remaining familiar with policies, familiarity and use of the LMS system, reviewing college email. The SEA also seeks additional pay when adjunct faculty members report that they spent more than two hours responding to student inquiries. In light of the significant financial constraints being experienced by the Colleges, the factfinder should reject the SEA's proposals.

In Section B (6), the CCSNH has proposed that attending college and departmental meetings become voluntary. The SEA rejects this proposed relief from that obligation in favor of requiring separate pay for attending such meetings. For the same reasons, the Factfinder should reject the SEA's proposal to add four hours of additional pay per semester for communicating with their Department Chair.

Turning finally to the Union's proposal for a reopener should the ACA be modified. There is no current expectation that the ACA will be so modified, and if a change in Federal or State Law directly impacts terms and conditions of employment, a bargaining obligation may attach without the proposed reopener.

### **RECOMMENDATION AND DISCUSSION**

I do not recommend any of the proposed changes to Article 9 – WORKLOAD

The parties clearly sparred at length about the particular responsibilities that can be expected of part-time adjunct faculty and whether they should be paid more than the per-credit rate for some of the responsibilities that fall at or near the edges of the basic obligation to know the course content, prepare for and teach their assigned curriculum during regular class hours, keep attendance, grade students, and assist and maintain appropriate contact with students outside of class hours.

It goes without saying that the dramatic difference between the per-credit pay rate for full-time faculty and the per-credit pay rate for adjunct faculty would render their responsibilities to the colleges very different. Members of the first group is fully engaged in their College community. And the College has made a commitment to their ongoing employment. Members

of the second group are hired to teach particular classes at particular times and to fulfil functions directly related to those classes.

These lines challenged by the evolving trend away from full-time faculty and toward adjunct faculty as the dominant teachers of community college courses. The percentage of courses now taught by adjunct faculty is so high in relation to the percentage taught by full-time faculty that students can easily end up with a course load taught entirely by adjuncts. And while it is no doubt best for the students if these adjuncts are as committed to their learning as are members of the full-time faculty, such an aspiration may not be achievable. Adjuncts are only on campus to teach particular classes at particular times. They often have other jobs in other places. They never know how many courses they will be assigned during the next semester, yet their bills don't titrate along with their pay. It is unsurprising that the Colleges would need more from its adjunct faculty members than they can reasonably be asked to contribute.

In what it terms as an effort to improve on a perceived ambiguity in Section B1 the CCSNH has replaced the single sentence workload descriptions in Section B 1-8 with much more detailed descriptions including responsibilities to respond to student inquiries within a set number of hours, a specific schedule for uploading course outlines and syllabi, and the like. The SEA's proposal reflects agreement to many of these specifics – but at a price that the CCSNH is unwilling to pay.

I hesitate to recommend further piecemeal expenditures and have instead attempted to recommend pay increases that will bring about incremental improvement while remaining within the CCSNH's highly constrained budget. In the same vein, I hesitate to recommend specific

workload descriptions that only the parties are really positioned to weigh. I recommend further discussion of this issue in the future.

Two proposals do warrant separate discussion. The first is the CCSNH's proposal to entirely eliminate requirement that adjunct faculty members participate in college or department meetings, and the SEA's proposal to permit that requirement in exchange for additional pay. I believe that the best approach is the one recommended in the context of Section 14 C, below. There may be instances in which a College or academic department might opt to request that adjunct faculty members attend a particular meeting, and if that occurs, faculty members who agree to attend should be paid for that participation. This carries no obligation to ask and no obligation to agree, but it does provide a fair mechanism for arranging meetings that are deemed sufficiently important to warrant the expenditure of funds to compensate faculty for participating.

The second issue that requires more discussion is the SEA's request for reopener language requiring bargaining should relevant changes to the ACA result in changes to the status of adjunct faculty members as part-time employees. The current agreement provides for a "meet and confer" discussion should the ACA be amended in a manner that would result in the adjunct faculty workload being deemed "full-timers," with an understanding that the CCSNH reserves the right to determine whether it is in compliance with any changes and the SEA's right to challenge that compliance. But given the fact that I have also recommended a three-year contract and the fact that the ACA may not be standing on solid ground for the next three years, I recommend the SEA's proposal for a reopener agreement to be triggered by relevant changes in the ACA during the contract term.

## Recommendations – Article 9

The provisions of Article 9 – Workload, should remain unchanged with the following exceptions:

In Section B 5: The College or academic department may, but are not required, to invite adjunct faculty to participate in college or departmental meetings and activities. Adjunct faculty may, but are not required, to participate in college or department meetings or activities. If the College or academic department invites an Adjunct faculty member to participate in a college or departmental meeting or activity and the faculty member opts to do so, the faculty shall be entitled to any additional compensation as a result of participating in these types of meetings and activities at the contractual rate.

In Section D: Add a final sentence: If the ACA is repealed or found invalid, in whole or in part, in a manner that might impact th the 12-credit hour per semester limitation, either party may request mid-term bargaining over the impact of that change.

## ARTICLE 14 MISCELLANEOUS WORKING CONDITIONS

### SEA PROPOSALS

- A. Job announcements for full-time covered position vacancies shall be posted at each College and on the CCSNH website for a period of seven (7) calendar days **prior to posting externally.**
- B. An adjunct faculty shall be considered an internal candidate for a vacant full-time faculty position within the college of his/her adjunct faculty appointment, provided that the adjunct faculty **is a member of the bargaining unit.** It is expressly understood by both parties that CCSNH retains the right to determine the general requirements for all positions and to appoint those candidates who best match the qualifications and job requirements of such positions.
- C. The College or academic department may, but are not required, to invite adjunct faculty to participate in college or departmental meetings and activities. Adjunct faculty may, but are not required, to participate in college or department meetings or activities. An Adjunct faculty shall (not) be entitled to any additional compensation as a result of participating in these types of meetings and activities, unless provided for in this Agreement.

**SEA POSITION:** Although the parties are largely in agreement concerning Article 14, Miscellaneous Working conditions, the SEA proposes certain changes. First, in paragraph A, SEA would add the words “prior to posting externally” in order to provide an actual benefit; the



requirement to post for seven days generally conveys no particular benefit to adjunct applicants. A requirement to post internally first would allow adjuncts an actual advantage.

Next, in paragraph B, the SEA suggests that the language providing that an adjunct faculty shall be considered an internal candidate for a vacant full-time faculty position within the college of his/her adjunct faculty appointment should apply to all members of the Adjunct Faculty unit. The CCSNH proposal would limit internal candidate status to adjunct faculty members who are currently teaching or who taught in the previous semester if the posting occurs after the end of the semester. The SEA insists that the benefit of internal candidate status should apply to any bargaining unit member who applies for a full-time faculty position. The SEA also opposes a final sentence providing that “The non-selection for a full-time faculty position shall not be subject to the grievance and arbitration process.” The SEA argues that the language that denies adjunct faculty the right to grieve non-selections runs contrary to RSA 273-A:4, which provides that every Agreement subject to that chapter “shall contain workable grievance procedures.”

Finally, in paragraph C., the College would specify that if the College or an academic department opts to invite adjunct faculty to participate in college or departmental meetings the adjuncts may, but are not required to, participate. However whereas the SEA would require that adjunct be entitled to additional compensation as a result of such participation, the CCSNH proposes adding the word “not,” so that the line would read: “An adjunct faculty member shall not be entitled to any additional compensation as a result in participating in these types of meetings and activities, unless provided for in this Agreement.”

The CCSNH seeks to avoid its liability for payment of wages by deeming any time worked to attend department meetings or activities to be voluntary. This provision would bypass the

requirement to pay for time worked under State and Federal law. The Fact-Finder should recommend the SEA's suggested language requiring payment for participation of meetings and activities except to the extent that this is prohibited by the CBA.

### CCSNH PROPOSAL

- A. Job announcements for full-time covered position vacancies shall be posted at each College and on the CCSNH website for a period of seven (7) calendar days.
- B. An adjunct faculty shall be considered an internal candidate for a vacant full-time faculty position within the college of his/her adjunct faculty appointment, **provided that the adjunct faculty is currently teaching or taught during the previous semester if the posting occurs after the end of the semester.** It is expressly understood by both parties that CCSNH retains the right to determine the general requirements for all positions and to appoint those candidates who best match the qualifications and job requirements of such positions. **The non-selection for a full-time faculty position shall not be subject to the grievance and arbitration process.**

The CCSNH suggests that the only issue before the Factfinder concerning Article 14 is the scope of language requiring certain rights to adjunct faculty seeking who apply for full-time faculty positions. The CCSNH asserts that this consideration has been long sought and consistently rebuffed in earlier rounds of bargaining. The CCSNH has finally conceded by agreeing that adjuncts can be considered as internal candidates for available slots. Seeking even more, the SEA proposes that this consideration should apply to all bargaining unit members, and that they should have a seven-day window in which to apply prior to outside candidates, whereas CCSNH includes only adjuncts who have taught in current or previous semesters and does not offer a staggered application process. The SEA's proposal would provide internal status to candidates who have not taught for four semesters; this would be unduly burdensome, as would a staggered application schedule. Finally, the CCSNH insists that consideration just agreed to for the first time should not be subject to the grievance and arbitration provisions of the agreement

because the colleges must retain the right to select the best candidate for open positions. Moreover, the selection of candidates for full-time faculty is outside the scope of this Agreement, which covers only adjunct faculty.

#### **DISCUSSION AND RECOMMENDATION – Article 14**

With regard to Article 14, paragraph A, the SEA's proposed change is not recommended. This proposed Agreement grants Adjunct faculty internal candidate status for the first time. This is a highly beneficial concession. The CCSNH proposal contemplates a seven-day posting with all candidates, internal and external applying under one schedule. This is a sufficient and easily administered system.

With regard to Article 14 Section B, the SEA's proposal to provide internal candidate status to all bargaining unit members, rather than just those who are currently teaching is recommended. The CCSNH proposal allocates an important benefit to the happenstance of whether a given bargaining unit member happens to have been assigned to teach at least one course. If internal candidate status is to be afforded, it should be afforded to all bargaining unit members.

I do not recommend the CCSNH's proposal to exempt non-selections of adjunct faculty from the grievance and arbitration procedures set forth in the Agreement. Currently adjunct faculty bargaining unit members are free to apply for full-time faculty positions but are not treated as internal candidates. There is no current language that bars that adjunct from grieving a non-selection. Indeed, the Adjunct Faculty Agreement contains standard grievance and arbitration language that defines a grievance as "any dispute or difference concerning the interpretation, application, or alleged violation of this Agreement. If a non-selection can be

viewed as a violation of Adjunct Faculty Agreement, then it should be subject to the grievance and arbitration procedure.

With regard to Article 14, Section C, I recommend the following language:

The College or academic department may, but are not required, to invite adjunct faculty to participate in college or departmental meetings and activities. Adjunct faculty may, but are not required, to participate in college or department meetings or activities. If the College or academic department invites an Adjunct faculty member to participate in a college or departmental meeting or activity and the faculty member opts to do so, the faculty shall be entitled to any additional compensation as a result of participating in these types of meetings and activities at the contractual rate.

Given the large and growing percentage of courses within CCSNH that are being taught by adjunct faculty it is highly likely that at times, the administration or their departments would choose to invite them to attend college or departmental meetings or activities. Yet they are paid at a per credit rate that reflects an assumption that they are not obligated to take part in any aspect of college life beyond teaching the courses they are assigned to teach and engaging in other duties incidental to teaching those courses. The recommended language leaves the invitation to take part in the hands of the administration or department and creates no obligation on the part of adjunct faculty member to take part. But if the administration invites adjunct faculty to take part, and they agree to do so, they should be paid for that participation at the contractual rate.

## **ARTICLE 16 – COMPENSATION**

### **ANNUAL INCREASES**

The CCSNH proposal is for across the board increases for the three levels of adjunct faculty (Adjunct Instructor, Adjunct Lecturer, and Adjunct Senior Lecturer), over the term of a three-year Agreement, as follows:

- Starting Fall 2019     3% increase to the per credit rate
- Starting Fall 2020     2.5% increase to the per credit rate
- Starting Fall 2020     2.5% increase to the per credit rate

The SEA proposal is not framed in the form of percentage increase, but as per credit-hour dollar-amount increases spanning the Spring of 2019 through the Spring of 2020 (one and one-half year Agreement). This rate applied to all covered adjunct faculty except clinical faculty.

Spring 2019	\$800	per credit hour	(Adjunct Instructor)
	\$875	per credit hour	(Adjunct Lecturer)
	\$900	per credit hour	(Adjunct Senior Lecturer)
Fall 2019	\$950	per credit hour	(Adjunct Instructor)
	\$1000	per credit hour	(Adjunct Lecturer)
	\$1100	per credit hour	(Adjunct Senior Lecturer)
Spring 2020	\$1000	per credit hour	(Adjunct Instructor)
	\$1100	per credit hour	(Adjunct Lecturer)
	\$1200	per credit hour	(Adjunct Senior Lecturer)

The SEA further proposed that the hourly rate per clinical contact hour (60 minutes) would be as follows:

Clinical Adjunct Level 1	\$46.05
Clinical Adjunct Level 2	\$52.40
Clinical Adjunct Level 3	\$57.17

Positions of the Parties - Compensation – Annual Increases

**CCSNH POSITION:** Chancellor Ross Gittell explained that the mission of CCSNH is to provide affordable and accessible education to its students. That goal has been strained in recent years

by fiscal and financial trends, including reduced enrollment. <sup>2</sup> To make matters worse, state funding for the New Hampshire Community College System is the lowest in the country. This has forced per-credit tuitions up by about 91% between 2001 and 2012, resulting in a highest-in-the-nation status. In response, state funding has been increasingly tied to a commitment not to raise tuition. And because adjunct salaries make up about 17% of the CCSNH annual budget, even modest increases in compensation can have a significant effect on the financial stability of the Colleges.

The CCSNH relies on the chart below which reflects wage increases since 2013 for each of its three bargaining units. This reveals that increases for the adjunct faculty unit have already exceeded those of the other two bargaining units overall.

<b>Effective Date</b>	<b>Full-time Faculty</b>	<b>FT/PT Staff</b>	<b>Adjunct Faculty</b>
<b>FY 13</b>	0%	0%	0%
<b>FY 14</b>	5%	3%	6.5%
<b>FY 15</b>	5%	3%	2%
<b>FY 16</b>	\$500 to base	\$500 to base	3%
<b>FY 17</b>	0%	2.5%	3.0%
<b>FY 18</b>	3%	\$.75/hr. increase	4%
<b>FY 19</b>	4%	3%	3% (\$25 per cr.)

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<sup>2</sup> Student tuition makes up about 54% of CCSNH’s budget, and student enrollment has been in decline in recent years due to a combination of a strong economy with low unemployment and an overall reduction in the number of graduating high school students. Gittell explained that student enrollment is counter-cyclical; when there are more jobs available, fewer students choose to sign up for college courses. The total number of credits has declined by 15.6%

CCSNH points out that per credit hour compensation for its adjunct faculty ranges from \$679 per credit for Instructors to \$ 836 per credit for its Senior Lecturers. Adjunct faculty teaching courses with a lab or studio component receive an additional 67% credit for each lab or studio hour.

CCSNH is the only community college entity in New Hampshire, but compensation for adjunct faculty in the New Hampshire State College system and the University of New Hampshire are paid comparable wages, especially when their higher tuitions and higher minimum credentialing requirements for its adjunct faculty are taken into account.

The CCSNH points out that the SEA's compensation proposal is outrageous; it calls for between 21% and 42% increases within a timeframe of only year and a half. This would cost out at approximately \$5 million addition to CCSNH's already stretched budget. The CCSNH insists that the 3%, 2.5% and 2.5% increases over a three-year term that it has proposed is well within the norm. After all, the consumer price index for the Northeast is a modest 1.4%

**SEA POSITION:** The SEA suggests that this bargaining unit faces a situation that plagues adjunct faculty throughout the country. Once considered supplemental staff, they are now the primary workforce at CCSNH. Only about a quarter of the faculty are full time professors; in 2019 there were 1,115 adjuncts and only 274 full-time faculty members.<sup>3</sup> The SEA characterizes adjunct faculty as being among "America's working poor," representing "education's underclass."

The SEA points out that its proposal for wage adjustments per credit is significantly more moderate than was its proposal in the last round of negotiations, partly in reaction for Factfinder

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<sup>3</sup> In the Fall of 2018 adjuncts taught 6,320 courses and full-time faculty taught 2,986 courses.

Ryan's suggestion for a gradual approach to pay equity concerns. In contrast, the CCSNH has proposed increases that perpetuate the historic practice of treating adjuncts like second-class citizens by framing its wage offer in percentage terms. When low wages are adjusted on a percentage basis, they remain low.

The SEA points out that adjuncts at maximum step are currently paid \$836 per credit or \$2,508 per course, which translates to \$20,064 per year, a total that places them under the National poverty line for a family of three.<sup>4</sup> In contrast, full time faculty make as much as \$3,300 per credit - and can make as much as \$79,392 per year. Full time faculty as a whole average \$60,792 per year. Were this factfinder to grant the Union's wage proposal, adjuncts would still make about a half of what full-time faculty receive – up from the current one third.<sup>5</sup>

Comparisons to colleagues in the state system also reveal disparate wages. An adjunct at Plymouth State makes \$1,400 per credit. At Keene State, adjuncts are paid \$1,603 per credit. An adjunct at UNH- Durham makes \$1,953.00 per credit. Adjuncts in the community college make about 51% of their New Hampshire colleagues.

The SEA challenges the CCSNH argument that it could not afford to pay adjuncts more than incremental wage increases. After all, adjuncts are cost savers rather than cost drivers. The CCSNH suggests that there is no ability to fund fair increases through increases in tuition, but tuition has been artificially frozen since 2012. State funding has risen in recent years to a point

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<sup>4</sup> Adjuncts are limited to four, 3-credit courses or three, 4-credit courses per year.

<sup>5</sup> These comparisons do not take into account fringe benefits including health and dental insurance benefits, Life insurance, retirement, and longevity payments.



where the system's net position in 2018 had increased by \$6 million. The employer has demonstrated an unwillingness to pay – not an inability to do so.

### **DISCUSSION AND RECOMMENDATION – ANNUAL INCREASES**

The Union has indeed identified and aptly described a national trend in which community colleges have been particularly cash-strapped and therefore have become increasingly dependent on adjunct faculty, as opposed to full-time faculty, to cover the instructional needs of their students. Adjunct faculty members are traditionally paid at lower rates than are full-time faculty, and they tend to be part-timers and therefore do not qualify for the costly fringe benefits. They enjoy varying degrees of job security but generally offer the institutions for which they work added flexibility to titrate the volume and nature of the courses they teach. As a result, adjuncts often work other jobs and even other adjunct jobs at several different colleges in order to patch together sufficient income.

The evidence in this case suggests that the CCSNH is even more severely challenged than its contemporary institutions in other states. State support is the lowest in the nation, and the other major source of funding – student tuition – is viewed as “tapped out,” since community college students in New Hampshire already pay the highest per-course tuition in the nation in an unsuccessful effort at augmenting paltry state support.

Thus, the Union is right in asserting that adjunct faculty at CCSNH are underpaid relative to full-time faculty and in relation to adjunct faculty in the better-funded New Hampshire state colleges and at the University of New Hampshire campuses. And the Employer is also right; this is a systemic problem that defies easy solutions.

A factfinder has no magic bullet. Indeed, as Factfinder Ryan aptly noted in his Report concerning the round of bargaining immediately preceding this one.

As an element of the collective-bargaining process, factfinding seeks to replicate the compromise that the parties could or should have reached, had they been able to. It is thus inherently conservative. The factfinder's objective is not perfect fairness and equity ... It is to consider objective factors such as terms and condition of employment for comparable employees with similar employers, changes in the cost of living, the employer's ability to pay ... Ordinarily, modifications will be incremental, no radical. Novel, complex, or highly controversial proposals are generally avoided because, as an outside neutral third party, the factfinder is not in a good position to identify and weigh the unique sticking points and appropriate trade-offs for such proposals...

The Union's proposed move away from a model based on percentage increases to a model based on maximum dollars per course credit is not inherently unworkable. After all, dollar changes can be easily translated into percentages, but the percentages that would result from the Union's proposal are indeed astronomical, amounting to a jump from a maximum per-credit of \$836 to a maximum per-credit of \$1,200, in a one-and-a-half-year span. In percentage terms, these are increases ranging from about 20% to 40%. The Employer's current offer is 8% over a three-year term.

The Union acknowledges that the point of this proposed new model is to bring about abrupt increases that would bring CCSNH adjunct faculty pay into line with both internal and external comparable systems. Indeed, the Union's proposal to raise the maximum per credit salary to \$1,200 per credit is not out of sync with comparable colleges. This is just under what adjuncts make at Plymouth State (\$1,350) and still well below the maximum at Keene State (\$1,603), and UNH (\$1,953). It would be comparable to the current Vermont Community Colleges top rate (\$1,211); and slightly below that of the Massachusetts Community Colleges (\$1,334); It would be well below the Connecticut Community Colleges (\$1,754). Only the Maine Community

Colleges (\$717) stand in approximate parity with the current CCSNH rate. Turning to internal comparisons, full-time faculty at CCSNH are paid \$2,354 to 3,308.00 per credit.

Like the external comparisons, the internal figures demonstrate that CCSNH adjunct faculty are being paid substantially less than are adjunct faculty at state colleges in New Hampshire or at UNH. This disparity is justified in part by the fact that full-time faculty are expected to perform other duties including scholarship and community service. Moreover, while all of the public colleges and university campuses in New Hampshire draw from the same state budget, these institutions are quite different in other ways.

Community Colleges uniquely provide educational access to lower-income students, who may realize their post-secondary goals due to relatively affordable tuition and local campuses throughout the state. In contrast, state colleges and UNH attract students better positioned to afford higher tuitions and able to travel not just within New Hampshire, but also from other states. Thus, they do not face the same “double trouble” of lowest in the nation state funding and highest in the nation student tuition. And while the community college systems in other New England states are more comparable in that they educate the same student demographic, with the exception of Maine, they are much better funded by the states in which they are located.

Unfortunately, these characteristics unique to community colleges, including pay disparity, also explains why not just in New Hampshire, the percentage of courses being taught by adjuncts is eclipsing those taught by full-time faculty. The systems are being starved of sufficient funding to hire and retain full-time faculty, and just as the SEA asserts, the availability of a large cadre of available part-time adjuncts is essentially propping up these underfunded systems by providing the qualified instructors to cover needed courses.

I conclude that the comparisons outlined above do justify significant pay increases for CCSNH adjunct faculty, but a recommendation in the hemisphere of SEA's proposal would face certain legislative rejection. The State's ability to pay, without unpalatable tuition increases or changes in New Hampshire's funding sources, is just not there. That said, the levels of internal and external disparity do warrant increases well above those offered by the CCSNH.

The recommendations outlined below may appear to the CCSNH as a "rich," and indeed, if agreed to and funded this will be the highest three-year deal for this bargaining unit since 2014. But the pay disparities between CCSNH adjunct faculty and adjunct faculty at both other New Hampshire public colleges and Universities and within other community college systems in New England state warrant increases higher than this. It is only the compelling evidence that the CCSNH lacks resources to do better that has discouraged this factfinder from recommending even more.

I necessarily address the issue of contract duration in conjunction with the issue of wages. The Union's proposed expiration date of June 30, 2020 would force the parties back to the bargaining table immediately. The Union advocates a short duration in order to permit another "bite at the apple" in a short order. Unfortunately, I see no reason to suspect that the economic climate will bring about a sweeter bite in six-months' time. Accordingly, I adopt the CCSNH's proposal for a three-year agreement, but with increases totaling 11.5%. Although I have adopted the CCSNH time frame, which affords no pay increase for the period between January 1, 2019 and the Fall of 2019, a 4% increase will more fairly compensate for the gap brought about by protracted bargaining.

## RECOMMENDATIONS – ANNUAL INCREASES and DURATION

Year One – Starting Fall 2019	4.0%
Year Two – Starting Fall 2020	3.5%
Year Three – Starting Fall 2021	4.0%

### SEA PROPOSALS: Article 16 (E) and (F) PAY FOR CANCELLED AND UNDER-ENROLLED COURSES

The SEA has proposed the following language changes to Article 16, Section E:

16 (E) In the event a CCSNH college elects to run a course that is by its definition under enrolled, the College may offer the adjunct faculty **at no reduction in salary** ~~member reduced compensation~~ to teach that course, which the adjunct may accept or decline.

The SEA has proposed the following language changes to Article 15, Section F:

15 (F) The parties agree that if a course for which a covered adjunct faculty member is scheduled to teach is cancelled within five (5) days of the start of the class, the adjunct faculty member shall receive a cancellation payment of fifteen percent (15%) of his/her payment for the course. In the event the course is cancelled after the first class, the covered payment equal to **the full amount** ~~twenty percent (20%)~~ of his/her payment for the course.

**SEA POSITION:** The SEA advocates for full pay for under enrolled classes. The current language of Article 16 (E) permits the CCSNH to run an under-enrolled course and then negotiate directly with the assigned teacher for a rate less than that called for in the CBA. There are two fundamental flaws with this approach. First it bypasses the exclusive bargaining representative and can be viewed as “direct dealing with bargaining unit members.” The second flaw is that disparity in bargaining power between the CCSNH and an individual adjunct faculty member is substantial. The adjunct should not be placed in the position of being asked to work under the contractual “working rate” out of fear of being disfavored regarding future appointments.

The SEA also argues that Article 16 (F) should be modified so that instead of being paid 20% of the contractual rate when a course is cancelled after the first class, the adjunct scheduled to teach that course should be paid in full. <sup>6</sup>

#### **RECOMMENDATION – Article 16, Section E and F**

The SEA's proposed changes to Article 16E are recommended. The decision to run or cancel an under enrolled course remains within the employer's discretion. But if an adjunct has been assigned to teach a course and CCSNH opts to run it, then the adjunct should be paid in full and at the contractual rate. I agree that direct negotiations with unionized employees to reduce the contractual pay rates is problematic.

The SEA's proposed changes to Article 16F are not recommended. The current language, providing 20% pay when a course is cancelled after the first class, is not unreasonable. One would image that many such cancellations would occur when one class session has revealed an under enrollment that persuades the administration to cancel the course. The adjunct faculty member has committed the time but is not required to teach. A partial payment of 20% is sufficient to address that inconvenience.

#### **Article 16 – COMPENSATION – Section G and H**

**The SEA proposed the following language change to Article 16, Section G:**

**Section G** Where CCSNH or a college requires covered adjunct faculty to attend any trainings or professional activities, ~~or perform any function, including but not limited to training, public service, tutoring or attendance of meetings, beyond lecturing in a classroom,~~ adjunct faculty shall be compensated at the rate of \$40.00 per hour rounded to the next highest half (1/2 hour).

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<sup>6</sup> The CCSNH opposes this proposal

**The CCSNH has proposed the following language change to Article 16, Section H:**

**Section H** A tutor appointment is a separate and distinct appointment that shall not conflict in any manner with an adjunct faculty appointment and assigned workload or compromise or conflict with the assigned duties and standards of work of a tutor, which includes but is not limited to being available to all students seeking assistance in the designated subject areas. Tutor appointments shall be made on a semester by semester basis, with no assurance, promise, or intent for reappointment. The compensation rate for an adjunct faculty appointed as a tutor shall be ~~compensated at \$20.00~~ \$18.00 per hour. An adjunct who currently holds a tutor appointment and is paid as hourly rate that is above the compensation rate provided herein shall continue to be paid at the higher rate.

**SEA POSITION:** Whereas the SEA seeks to maintain the status quo of a \$40 rate for work outside of the lecturer's appointment, the CCSNH seeks to reduce tutoring rates from \$20 to \$18. The employer is legally required to compensate employees for activities that are controlled or required primarily to benefit the employer or its business. This includes tutoring. The SEA asserts that the CCSNH's position runs counter to a recent decision of the Supreme Court of New Hampshire, which held that the CCSNH had a duty to bargain with regard to pay for tutors whether or not this is regarded as "bargaining unit work." Thus, the language of Article 16, Section G needs to be revised in keeping with the Court's determination. *Appeal of State Employees 'Association/ SEIU Local 1984*, 185 A. 3d 192 (N.H. 2018). The SEA reasons that as more and more courses are taught by part-time adjunct faculty, more and more responsibility for work outside the lecture hall falls upon them. Extra duties require extra compensation.

**CCSNH POSITION:** The CCSNH opposes the changes proposed by the SEA in Article 16 G. CCSNH has historically not considered separate appointments to work as tutors in the education centers at the various colleges to be "bargaining unit work" and thus, it had not negotiated a pay rate for this work with the SEA. Although the NH Supreme Court determined that this work would be

considered “bargaining unit work that brought about a duty to bargain regarding pay rates. In keeping with that ruling, the CCSNH has proposed an \$18 per hour pay rate while “grandfathering” the existing tutors. The SEA has countered that offer with a proposal that doubles the pay that most tutors have been paid. The CCSNH asserts that this would lead to a perverse outcome, since the Centers would be unlikely to select Adjunct faculty to work as tutors at that unaffordable rate.

#### **DISCUSSION AND RECOMMENDATIONS – ARTICLE 16 Sections G and H**

The SEA proposal to amend section 16G is not recommended. There is insufficient evidence that the colleges have required that adjunct faculty provide unpaid service outside of trainings and professional activities. When such participation does occur, they are paid the agreed-to \$40.00 per hour. The SEA’s proposal to add tutoring to the list of professional activities warranting \$40.00 per hour pay would double the current pay for tutoring.

The CCSNH proposal to add language in Article 16 G, governing pay for tutors in keeping with the decision of the New Hampshire Supreme Court is recommended, but at a rate of \$20 per hour rather than \$18.00, and with current tutors earning more than that amount grandfathered as provided for in the proposed language.

#### **ARTICLE 24 – DURATION**

The SEA suggests that the duration of the CBA at issue in this case be for one year, expiring on June 30, 2020. The CCSNH seeks to extend the Agreement for an additional two years, until June 30, 2022. The SEA wishes to have another “bite at the apple” in order to continue to address the disparity in pay and benefits both internally and externally. The CCSNH suggests that



predecessor Agreement expired a year ago. If this Agreement expires approximately six months following issuance of this Report, the parties will be back at the bargaining table immediately.

A rectangular box containing a handwritten signature in black ink. The signature is written in a cursive style and reads "Sarah Kerr Garraty".

Sarah Kerr Garraty, Esq.  
Factfinder  
December 30, 2019

## SUMMARY OF FACTFINDER'S RECOMMENDATIONS

**BACKGROUND** **Pages 1 - 2**

**ARTICLE 8 - APPOINTMENTS AND ASSIGNMENTS** **Pages 2-6**

**Recommendation: Current Language**

**ARTICLE 9 – WORKLOAD** **Pages 6-15**

**Recommendations: Current language with the following exceptions:**

The provisions of Article 9 – Workload, should remain unchanged with the following exceptions:

In Section B 5: The College or academic department may, but are not required, to invite adjunct faculty to participate in college or departmental meetings and activities. Adjunct faculty may, but are not required, to participate in college or department meetings or activities. If the College or academic department invites an Adjunct faculty member to participate in a college or departmental meeting or activity and the faculty member opts to do so, the faculty shall be entitled to any additional compensation as a result of participating in these types of meetings and activities at the contractual rate.

In Section D: Add a final sentence: If the ACA is repealed or found invalid, in whole or in part, the parties agree to reopen the 12-credit hour per semester limitation for discussion at the request of either party.

**ARTICLE 14 – MISCELLANEOUS** **Pages 15-19**

With regard to Article 14 Section B, the SEA's proposal to provide internal candidate status to all bargaining unit members responding to postings for full-time faculty positions, rather than just those who are currently teaching or have most recently taught, is recommended.

In the same section, the CCSNH proposal to bar non-selection decisions for full-time faculty positions from the grievance and arbitration process is not recommended.

**With regard to Article 14, Section C, I recommend the following language:**

**The College or academic department may, but are not required, to invite adjunct faculty to participate in college or departmental meetings and activities. Adjunct faculty may, but are not required, to participate in college or department meetings or activities. If the College or academic department invites an Adjunct faculty member to participate in a college or departmental meeting or activity and the faculty member opts to do so, the faculty shall be**

entitled to any additional compensation as a result of participating in these types of meetings and activities at the contractual rate.

**ARTICLE 16 – COMPENSATION**

**Annual Increases**

**Pages 19-27**

Year One – Starting Fall 2019	4.0%
Year Two – Starting Fall 2020	3.5%
Year Three – Starting Fall 2021	4.0%

**Article 16, Section E and F**

**Pages 27-28**

The SEA’s proposed changes to Article 16E are recommended.

The SEA’s proposed changes to Article 16F are not recommended.

**ARTICLE 16 Sections G and H**

**Page 30**

The SEA proposal to amend section 16G is not recommended

The SEA proposal to amend Section H is recommended at a rate for tutors of \$20 per hour.

**ARTICLE 24 – DURATION**

**Page 31**

**Recommendation: Three-year Agreement**

**Archived:** Wednesday, July 21, 2021 9:56:50 AM  
**From:** Michael Cahill  
**Sent:** Thursday, February 11, 2021 7:47:39 AM  
**To:** ~House Labor, Industrial and Rehabilitative Services  
**Subject:** Fw: HB 501 Adjunct faculty  
**Importance:** Normal

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Colleagues,

You have received an amendment that would replace the previous language requiring payment 75% of the full-time faculty wage be paid to adjunct faculty for classroom instruction. HB 501 as amended would require annual reporting of all faculty wages. Please read the email below in which Mr. Cronin indicates that UNH does this voluntarily but omits the adjuncts. I think they could be added using the amounts they've earned teaching whatever number of classes they had during the year. This would be greater transparency, and some (an admittedly small portion) is state funded with the larger paid through tuition and students may care where their money is being spent.

*Regards,*

*Michael Cahill  
State Representative  
Labor, Industrial and Rehabilitative Services  
Rockingham 17  
Newfields, Newmarket*

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**From:** Cronin, Thomas <Thomas.Cronin@unh.edu>  
**Sent:** Tuesday, February 9, 2021 8:47 AM  
**To:** Michael Cahill <Michael.Cahill@leg.state.nh.us>  
**Subject:** Re: HB 501 Adjunct faculty

Rep. Cahill –

Thank you for reaching out. Each year USNH publishes a full list of status (benefitted) faculty and staff salaries based on our employees rosters at the end of the fiscal year (June 30). It is a snapshot of data based on individuals employed by USNH on that date. While there is no requirement to publish this data on our website, we are following the lead of the state which publishes similar data annually. You can find the most recent USNH list here:

<https://www.usnh.edu/sites/default/files/hr/resources/compensation/pdf/usnh-salary-book-2020.pdf>

The USNH salary book does not include part-time, non-benefitted staff. Part-time adjunct faculty are paid on a per-credit basis and not on an annual salary basis. There are many, many part-time employees across the University System, including the vast majority of our students who hold part-time jobs. Publishing that list at a moment in time, as we do with the status employees, would be both cumbersome and not particularly useful given the high degree of turnover in the population.

I hope this helps to answer your question.

Tom

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**From:** Michael Cahill <Michael.Cahill@leg.state.nh.us>  
**Date:** Monday, February 8, 2021 at 3:05 PM

**To:** "Cronin, Thomas" <Thomas.Cronin@unh.edu>

**Subject:** HB 501 Adjunct faculty

**Caution - External Email**

Mr. Cronin,

I understand that salaries for full time faculty are reported/published but this is not the case for adjuncts who provide instruction. Would you please reply with some information as to the level of detail and who receives the report? Why is it that the adjuncts are omitted?

*Regards,*

*Michael Cahill*

*State Representative*

*Labor, Industrial and Rehabilitative Services*

*Rockingham 17*

*Newfields, Newmarket*

**Archived:** Monday, May 17, 2021 2:38:18 PM  
**From:** Jean  
**Sent:** Saturday, May 15, 2021 7:02:27 PM  
**To:** ~House Labor, Industrial and Rehabilitative Services  
**Subject:** HB501  
**Importance:** Normal

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Dear Committee Members:

I'm writing to urge you to support the passage of HB501, which establishes a minimum pay rate for adjunct faculty at NH colleges and universities. Low pay for adjunct faculty is simply the "outsourcing" strategy borrowed from the corporate world as a cost-saving measure. I'm familiar with this, since my husband was part of that world for 25 years, and we saw the erosion of pay and near-elimination of benefits for hourly employees and administrative staff as a result. No one is against cost-saving measures, but there are many ways to achieve this, from energy-efficient buildings to reasonable salaries for administrators. Those who instruct the next generation deserve to be shown respect in all ways, including a guaranteed minimum pay.

Thank you for your time.

Sincerely,

Jean Lewandowski  
Ward 5, Nashua  
Sent from [Mail](#) for Windows 10

**Archived:** Thursday, April 15, 2021 2:42:28 PM  
**From:** [Sherry Frost](#)  
**Sent:** Thursday, February 4, 2021 2:12:30 PM  
**To:** ~House Labor, Industrial and Rehabilitative Services  
**Subject:** HB501  
**Importance:** Normal

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Dear Members of the Committee:

I thought that this would be a useful bit of information to orient you to the realities of life as an adjunct. Mr. Bargdill's testimony was spot-on; his experiences echo my own working as an adjunct in the community and university system.

Sincerely,

Sherry Frost

<https://www.npr.org/2013/09/22/224946206/adjunct-professor-dies-destitute-then-sparks-debate>



## The Sad Death Of An Adjunct Professor Sparks A Labor Debate : NPR - NPR.org

The Sad Death Of An Adjunct Professor Sparks A Labor Debate After 25 years of teaching French for Duquesne University in Pittsburgh, 83-year-old Margaret Mary Vojtko was let go. She died shortly ...

[www.npr.org](http://www.npr.org)

**Archived:** Thursday, April 15, 2021 2:42:28 PM  
**From:** [Jacob A. Bennett](#)  
**Sent:** Thursday, February 4, 2021 3:07:23 PM  
**To:** [~House Labor, Industrial and Rehabilitative Services](#)  
**Subject:** Follow-up to testimony provided on HB501  
**Importance:** Normal

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To the Members of the NH House Labor, Industrial, and Rehabilitative Services Committee:

I was hoping to offer follow-up after the testimony provided by the USNH Gov't Relations administrator and the acting Chancellor of CCSNH, but the chair moved to close without recognizing my attempt to offer follow-up. I appreciate the committee hearing my earlier testimony, and hope this message can find its way into the record for the hearing as I believe it helps dispel several mistaken claims made by the representatives of USNH and CCSNH.

1. That wages are a mandatory subject of bargaining does not preclude legislation establishing minimum wages, no matter how many times the claim is repeated.
2. That wages for adjuncts cannot be compared to the wages of full-time faculty is not entirely true; adjuncts are paid to teach and not for service or for research. Full-time non-tenure-track faculty are paid to teach with some expectation or requirement for advising or service duties, which is why I recommend amending language to set adjunct wages as a proportion of the wages for non-tenure-track faculty with teaching intensive appointments.
3. The Government Relations administrator said that wages for adjunct faculty ought to be determined through analysis with market comparators or national data; this is a good idea, but this has not been the practice and is virtually impossible to do considering the utter lack of national data to begin such analysis.
4. The acting Chancellor suggested that the best comparison for adjunct wages are the overload courses offered to full-time faculty, but those are typically considered stipends and not wages in the true sense, and make a poor comparison.
5. The acting Chancellor also suggested that an adjunct teaching year-round (fall, spring, summer terms) is likely to earn more than a full-time faculty member, but failed to note that summer offerings are typically offered to full-time faculty. This is common practice in higher education, even when not set as policy or required by CBA.
6. The acting Chancellor suggested that many adjuncts teach as moonlighters or in retirement to subsidize their golden years, but the fact of the matter is that most adjuncts consider teaching their full-time vocation - the only thing keeping them from working full-time at one college or university is administrative fiat and the overreliance on workforce flexibility, which takes form in higher education in high ratios of part-time to full-time faculty.
7. The USNH and CCSNH representatives are not arguing that HB501 is impractical when they say they could not effectuate it in their complicated systems; rather, they are explaining to the Committee that the systems of employment that have been created for adjunct faculty are so decentralized as to be beyond the reach of anyone's review or critique, and the poverty-level wages paid to adjuncts so central to their operations that to unsettle the cornerstone of this particular house of cards would topple the whole thing.
8. The USNH and CCSNH representatives are not arguing against increasing adjunct wages when they say that doing so would cripple their institutions or even kill them; they are making the case for significant increases in state appropriations in a state that has run its "public" systems of higher education without funding even 50% of overall costs since at least



1980 when the State Higher Education Executive Officers Association began tracking financing of public higher education.

I hope you take the time to consider, at the very least, passing into law language that requires regular and standardized reporting of ALL faculty and staff wages, if only to provide the kind of accountability and responsibility for the state's public systems of higher education that is suitable to the legislature as author of the enabling statutes of the systems themselves.

Respectfully submitted,

Jacob A. Bennett, Ph.D., Adjunct Faculty of Higher Education Policy, UNH

**Archived:** Thursday, April 15, 2021 2:42:28 PM  
**From:** Jean  
**Sent:** Monday, February 15, 2021 10:09:00 AM  
**To:** ~House Labor, Industrial and Rehabilitative Services  
**Subject:** HB563, HB107, HB501  
**Importance:** Normal

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Dear Representatives:

I am asking you to support the above bills to support a living wage of \$22.50 an hour, a minimum wage for adjunct faculty at colleges and universities, and a commission to study the relationship between minimum wage rates and the rate of public assistance among low-wage workers.

We know now who our most essential workers are, and these are the very people who work in public and private service for wages that don't come close to paying for food, clothing, shelter, and health care. Failing to ensure them a living wage is not just an insult; it is tantamount to taxpayers subsidizing employers' failure to prioritize their workers, since it is up to us to make up the difference with social services.

It is a false narrative that raising wages kills jobs. In fact, when more people have more disposable income, economic activity increases, creating both more demand and room for innovation and creation. Please support these bills for workers and for the economy as a whole.

Sincerely,

Jean Lewandowski  
Nashua, Ward 5

Sent from [Mail](#) for Windows 10

**Archived:** Thursday, April 15, 2021 2:42:28 PM  
**From:** Sarah West  
**Sent:** Thursday, March 4, 2021 5:21:47 PM  
**To:** ~House Labor, Industrial and Rehabilitative Services  
**Subject:** Written Testimony in Support of HB 501  
**Importance:** Normal

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Written Testimony in Support of HB 501:

To the members of the committee,

My name is Sarah West and I'm a student at Concord High School who is testifying on behalf of the New Hampshire High School Democrats in support of HB501.

I support HB 501 because it highlights an important issue and inequality that exists within our tertiary education systems. The community college system relies on the hard work of its staff, which is why adjunct professors deserve to be adequately compensated for their work — especially when they are teaching in the middle of a public health crisis.

As someone whose mom is a part-time adjunct professor at NHTI, establishing a minimum pay rate for adjuncts would mean the world for my family and other families across the state who need a living wage to be able to continue teaching.

I ask that New Hampshire representatives vote for this bill to celebrate and acknowledge the hard work of adjunct professors and provide them with fair compensation.

--

**Sarah West**  
E: [swest@hsdems.org](mailto:swest@hsdems.org)  
T: 603.856.3694  
She/Her/Hers

**Archived:** Thursday, April 15, 2021 2:42:28 PM

**From:** Jacob A. Bennett

**Sent:** Thursday, February 4, 2021 10:19:59 AM

**To:** ~House Labor, Industrial and Rehabilitative Services

**Subject:** Written testimony and supporting documents for HB501 hearing

**Importance:** Normal

**Attachments:**

Jacob A. Bennett, Testimony on HB501, NH House Labor, 4 Feb 2021.pdf  
NH Adjunct Faculty Wage Table 2018-2019.xlsx  
SU Adjunct Faculty Wage Table 2018-2019.xlsx  
USC Adjunct Faculty Wage Table 2018-2019.xlsx  
CES Condition of Education, §2.7 on postsecondary faculty (2020).pdf  
USC Pullias Center, State of the Faculty (2019).pdf  
US House Education, THE JUST-IN-TIME PROFESSOR A Staff Report Summarizing eForum Responses on the Working Conditions of Contingent Faculty in Higher Education (2014).pdf  
US GAO, CONTINGENT WORKFORCE Size, Characteristics, Compensation, and Work Experiences of Adjunct and Other Non-Tenure-Track Faculty (2017).pdf

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To the Members of the NH House Labor, Industrial, and Rehabilitative Services Committee:

Please find attached the following documents in support of my testimony on HB501:

- my written testimony (2pgs);
- data spreadsheets/tables on adjunct wages at Granite State College, Keene State College, Plymouth State University, and the University of New Hampshire;
- reports from the US Government Office of Accountability, the National Center for Educational Statistics (especially §2.7 on postsecondary faculty), the US House Committee on Education and the Workforce, and the USC Rossier School of Education's Pullias Center for Higher Education.

Respectfully submitted,  
Jacob A. Bennett

Testimony on HB501, NH House Labor, Industrial, and Rehabilitative Services Committee  
4 February 2021

Thank you to the Committee for hearing this testimony. My name is Jacob Bennett and I represent myself today. In documentation submitted to the Committee prior to this hearing, I provided research I conducted into adjunct wages and determinations across the University System of New Hampshire, and I also submitted reports produced by the US Government Office of Accountability, the National Center for Educational Statistics (especially §2.7 on postsecondary faculty), the US House Committee on Education and the Workforce, and the USC Rossier School of Education's Pullias Center for Higher Education. I provide these documents to bolster my testimony on HB501, which I support. For the sake of full disclosure I would like to note that I am currently employed as an adjunct in the Education Department at UNH and conducted the research described below while funded to pursue my doctorate in the same department. At the time I initiated the research into wages and determinations, I was also serving as a non-voting graduate student representative to the University System of New Hampshire Board of Trustees.

For my research I obtained adjunct wage data from academic year 2018-19 for faculty at Granite State College, Keene State College, Plymouth State University, and University of New Hampshire. The data I received from the four institutions is not uniform but I created tables that provide comparable snapshots in regard to average wages paid to faculty determined by the institutions to be adjunct or "part-time." At an institution offering 4-credit-hour courses, for example, "part-time" is typically defined as no more than 8 credit-hours per term/semester, or .50 full-time equivalency ("FTE").

The tables I provided do not, of course, reflect discussions about the data, which included inquiry through offices of provosts and human resources at each of the four institutions, as well as with staff in the offices of General Counsel and Human Resources at the University System of New Hampshire. Nor do they indicate the lack of resources at some component institutions devoted to the professional development of adjunct faculty. At UNH, for instance, there are plentiful examples of faculty development programs described in materials posted to the pages of the Office of the Provost and to the Office of Engagement and Faculty Development, but few devoted or even available to adjunct faculty. Development of these faculty is largely left to departments, themselves fighting for resources in a low-appropriations and therefore cost-saving and revenue-seeking environment.

It is unclear whether the data from Plymouth State and Keene State include faculty covered by collective bargaining agreements in place for adjuncts at those institutions. At Keene the CBA stipulates that "the adjunct faculty member becomes a member of the bargaining unit when he or she starts his or her fifth semester of teaching service with the College" (Art. I). Adjuncts at Plymouth, called "Teaching Lecturers," are covered by CBA when "they have taught at least five (5) semesters in the last five (5) years, or [...] have currently begun their fifth semester of teaching and have taught four (4) semesters in the last five years" (Art. I). Adjuncts at UNH and Granite State are not covered by any CBA. In any case I do not believe adjunct pay is tied to this internally-available data.

In the end, my findings lead to a conclusion that the wage determinations for adjunct faculty outside CBA coverage are arbitrary and detached from any form of internal or external data such as an industry or market standard or prevailing wages for full-time faculty in teaching intensive appointments. To be fair to the institutions, the reason for the absence of external data comparison is frankly quite simple: there are no reliable or standardized data to which an institution may turn when determining adjunct faculty wages. The Integrated Postsecondary Education Data Systems, housed under the National Center for Education Sciences, does not require reporting of adjunct wage data in the way that it requires reporting of wage data for full-time faculty on and off the tenure track. This is beyond the remit of the NH General Court, because the statutes and policies that guide and require IPEDS reporting are functions and

Testimony on HB501, NH House Labor, Industrial, and Rehabilitative Services Committee  
4 February 2021

responsibilities of the US Senate, House, and Department of Education. However, it is within the remit of the NH General Court, I believe, to require regular and standardized reporting of wage data from the institutions within the public higher education systems, including USNH and CCSNH. Regarding USNH, there is language requiring the Public Higher Education Study Committee to report annually on “financing of public higher education” and “[a]ny other areas which will act as a guide to the legislature and trustees in formulating policies for the future” (RSA 187-A:28-c (e-f)). Regarding CCSNH, there is language requiring annual reporting and review of system programs and costs, as well as “any other information detailed in the written report” (RSA 188-F:11.III).

Turning to the language of HB501, I urge the following amendments (additions in red):

1. Amend proposed language in 187-A:45 so that it reads as follows: "Adjunct Faculty Salary. Adjunct faculty employed **with teaching-intensive appointments** at any institution within the university system shall be paid not less than 75 percent of the **average** salary received by full-time faculty **with teaching-intensive appointments**, as calculated on a per credit hour basis.
2. Amend proposed language in 188-F:70 so that it reads as follows: "Adjunct Faculty Salary. Adjunct faculty employed **with teaching-intensive appointments** at any institution within the community college system shall be paid not less than 75 percent of the **average** salary received by full-time faculty **with teaching-intensive appointments**, as calculated on a per credit hour basis."

Separate from the establishment of minimum salary requirements, and so perhaps necessitating a separate bill on “university and community college systems faculty wage reporting for purposes of public accountability”), I urge the following amendments:

1. Amend RSA 187-A:28-c, or other existing statute(s), to require regular and standardized reporting of all faculty and staff wages across USNH institutions.
2. Amend RSA 188-F:11, or other existing statute(s) to require regular and standardized reporting of all faculty and staff wages across CCSNH institutions.

Respectfully submitted,  
Jacob A. Bennett, M.F.A., Ph.D.

Bill as  
Introduced

HB 501 - AS INTRODUCED

2021 SESSION

21-0785

04/10

HOUSE BILL **501**

AN ACT establishing a minimum pay rate for adjunct faculty of the university system of New Hampshire and community college system of New Hampshire.

SPONSORS: Rep. Cahill, Rock. 17; Rep. Ellison, Merr. 27; Rep. Myler, Merr. 10

COMMITTEE: Labor, Industrial and Rehabilitative Services

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ANALYSIS

This bill establishes a minimum pay rate for adjunct faculty of the university system of New Hampshire and community college system of New Hampshire.

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Explanation: Matter added to current law appears in ***bold italics***.  
Matter removed from current law appears ~~[in brackets and struckthrough.]~~  
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.



