

REVERSING COURSE IN PENNSYLVANIA HIGHER EDUCATION:



THE TWO TIERS IN FACULTY PAY
AND BENEFITS AND A WAY FORWARD



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Keystone Research Center

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THE KEYSTONE RESEARCH CENTER

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I. Executive Summary

OVER THE LAST GENERATION, the instructional staffing system in U.S. higher education has experienced a significant reduction in the proportion of jobs for full-time tenured and tenure-track faculty members and a dramatic growth in “contingent” instructors—full-time nontenure-track, part-time/adjunct faculty and graduate employees. About 70 percent of the people teaching in U.S. colleges today hold these temporary jobs, which lack tenure or a chance to become tenured. A recent study commissioned by the American Federation of Teachers and conducted by JBL Associates found that contingent faculty members now teach approximately half of all undergraduate public college courses in the United States.

Contingent faculty members comprise an important component of the teaching force. They often bring unique experience and specialized knowledge to the classroom. Contingent faculty members, however, are not compensated proportionately for their contributions, and typically receive low pay and inadequate employment benefits, such as pensions and health insurance.

Nationally, part-time/adjunct faculty members, who make up the majority of the contingent faculty pool, receive an average of \$2,758 per course—only a quarter of what average full-time (tenured and tenure-track) faculty members receive on a per-course basis if their full salaries are divided by the average number of classes they teach. Calculated the same way, full-time faculty members who are not on a tenure track earn, on average, only two-thirds as much as their tenured/tenure-track colleagues.

While the growing reliance on contingent faculty is well established nationally, little detailed information exists on higher education staffing in particular states and individual higher education institutions. To begin addressing the lack of state-level data, this report extends recent research on higher education staffing trends to public institutions in one state—Pennsylvania. The report describes how Pennsylvania’s public colleges and universities employ and compensate full- and part-time/adjunct faculty members and graduate employees to teach undergraduate

courses. It documents Pennsylvania's system-wide reliance on contingent instructors and the disproportionately low salaries associated with part-time instructional employment.

To gather our data, we distributed a survey to Pennsylvania's 14 community colleges, 14 state-funded four-year schools (the State System of Higher Education), and four so-called state-related institutions: Lincoln University, Pennsylvania State University, University of Pittsburgh and Temple University. Eleven of 14 community colleges and the State System of Higher Education as a whole responded to our survey, providing a reliable baseline for these institutions. For the most part, state-related institutions did not respond to our survey. To plug this gap, we extracted from publicly available sources as much information as we could on state-related institutions.

KEY FINDINGS

We find that Pennsylvania relies on contingent faculty almost as much as the nation as a whole. Big gaps, albeit not as large as national gaps, also exist in the pay and benefits between Pennsylvania contingent faculty and those with tenure or on a tenure track.

Contingent faculty members and instructors teach 42 percent of the courses at all public colleges and universities in Pennsylvania, comparable to the national figure of 49 percent. Part-time/adjunct faculty members alone teach one-third of undergraduate courses.

At Pennsylvania community colleges, contingent faculty members teach 56 percent of courses, identical to the national share. Part-time/adjunct faculty members teach 48 percent or more of courses at the 11 Pennsylvania community colleges that reported data.

At state-related institutions, contingent faculty teach a similar share of courses as at community colleges—59 percent counting graduate employees and 55 percent not including graduate employees. At Temple University, when you include graduate employees, contingent faculty teach a stunning 68 percent of undergraduate courses and at Penn State contingent faculty teach 59 percent of courses.

Contingent faculty members earn lower wages per course than full-time tenured and tenure-track faculty members and part-time/adjunct faculty earn particularly low compensation.

At Pennsylvania community colleges, the per-course pay for part-time/adjunct faculty is 43 percent that of full-time tenured/tenure-track faculty. This is somewhat higher than the national figure of 32 percent.

At state-related universities, relative pay per course for part-time/adjunct faculty is only 19 percent of the per-course pay of tenured/tenure-track faculty (if that pay is calculated as the full salaries of tenured/tenure-track faculty divided by the number of classes in a standard teaching load for tenured/tenure-track faculty. Full-time nontenure-track faculty earn only 28 percent as much per course as tenured/tenure-track faculty. Graduate employees make up the best-paid portion of the contingent workforce at state-related institutions.

Contingent faculty pay rates are higher at State System schools, where both part-time/adjunct faculty members and nontenure-track full-timers earn 63 percent as much per course as full-time tenured/tenure-track faculty.

Absolute pay levels per course for part-time/adjunct faculty members are so low at community colleges (\$2,547 per course) that, even if Pennsylvania part-time/adjunct community college faculty members manage to teach a full-time load—by teaching at more than one institution and teaching an overall total of 10 courses per year—they earn an average of only \$25,470 per year. This is below a “self-sufficiency income” for a two-person (one adult and one child) family—i.e., below the income necessary for a family to support itself without public assistance.

Most part-time/adjunct faculty members in Pennsylvania public higher education receive NO health or pension benefits.

Only one community college and the State System of Higher Education reported paying part-time/adjunct faculty members any health benefits at all. Only the State System, two community colleges and Temple reported paying part-time/adjunct faculty any pension benefits. All other community colleges and state-related institutions reported paying part-time/adjunct faculty members no health or pension benefits.

Full-time nontenure-track faculty ordinarily receive health benefits comparable to tenured and tenure-track faculty members. Employer contributions to pensions for full-time nontenure-track faculty range from 50 percent to 90 percent of those provided to tenured and tenure-track faculty.

Universities within the State System of Higher Education do not rely on contingent faculty to the same degree as other Pennsylvania public higher education institutions. Relative to state-related institutions and community colleges, State System schools also offer better pay and benefits to contingent faculty.

The main reason that contingent faculty in Pennsylvania public higher education teach a slightly lower share of courses than nationally is the low reliance (20 percent of courses) on contingent faculty at the State System of Higher Education. This 20 percent breaks down to 8 percent of State System courses being taught by part-time/adjunct faculty members and 12 percent by nontenured full-time faculty.

Contingent faculty at State System schools also enjoy pay and benefits more comparable to tenured and tenure-track faculty than contingent faculty at other public higher education institutions.

- As noted, they earn 63 percent of the per-course salary of tenured and tenure-track faculty, on the high end of the pay scale for contingent faculty.
- Full-time contingent faculty members receive the same health benefits as their tenured and tenure-track peers, and part-time/adjunct faculty receive partial health benefits.
- All contingent faculty members have the opportunity to participate in the State System pension plan, although they do not enjoy the same employer contributions as tenured and tenure-track faculty.

- After five consecutive years teaching full time at a university, nontenure-track faculty members within the State System are placed on the tenure track.

The reliance on and treatment of contingent faculty at State System schools are anomalies in Pennsylvania and across the country. The State System of Higher Education demonstrates that major publicly funded colleges and universities—State System schools deliver 38 percent of all undergraduate courses taught at state-funded higher education institutions—can continue to rely on tenured and tenure-track faculty to teach most courses and achieve decent standards for the pay and benefits of contingent faculty.

Eliminating the two tiers in the pay and benefits of Pennsylvania higher education faculty members requires a long-term plan to shrink the compensation gap between tenured/tenure-track faculty and contingent faculty. It also requires a strategy for expanding the share of courses taught by full-time tenured/tenure track faculty.

The last section of this report considers what it would cost to pay higher education contingent faculty in Pennsylvania equitably and to lift the share of courses taught by tenured and tenure-track faculty to 75 percent. (Equitable compensation for contingent faculty and a requirement that tenured and tenure-track faculty teach 75 percent of undergraduate courses are key provisions of FACE [Faculty and College Excellence] legislation introduced in the Pennsylvania Legislature.)

Depending on assumptions made (about the share of the salary of tenured/tenure-track faculty members that compensates these faculty for institutional obligations other than teaching), we estimate that it would cost between 29 percent and 41 percent of current compensation costs at all institutions. It would cost between 39 percent and 49 percent at community colleges and 46 percent and 67 percent at state-related schools.

In part, the extensive reliance on contingent faculty at community colleges and other public higher education institutions reflects inadequate public investment in higher education in Pennsylvania. For example, Pennsylvania invests only 37 percent as much in community colleges on a per capita basis as the national average.¹

LOOKING AHEAD

Better Data. To build upon the findings in this report, to push for change at the state level, and to help institutions prioritize the changes they need to make to reverse reliance on poorly paid contingent faculty in public higher education, there needs to be more public reporting of the data gathered for this report. It is not sufficient to report head counts. There needs to be systematic public reporting of who teaches what courses, their salaries and their benefits.

¹ The estimate of per capita investment in community colleges by Pennsylvania relative to other states is based on data from the American Association of Community Colleges. For additional discussion of how Pennsylvania's low investment in higher education translates into high tuition at community colleges and State System schools—especially relative to top states—see Stephen Herzenberg and Marianne Bellesorte, *Investing in Pennsylvania Families* (Swarthmore, PA: PathwaysPA, 2007), online at http://www.pathwayspa.org/InvestingPAFamily_Aug_2_2007.pdf. See especially Table 2-1 and pages 15-16.

The passage of the Public School Codes Amendments (Act 61 of 2008), which mandated reporting of data for the state-related universities, was a first step toward systematic reporting on Pennsylvania higher education staffing.² Given some ambiguities in those data revealed by the research for this report, data on state-related institutions should also be made less confusing. (For example, the status of part-time/adjunct professors—are they tenured/tenure-track or not?—needs to be clarified and information provided separately for “professors” who are, and are not, tenured/tenure-track.)

Furthermore, to be accountable to the public that funds and relies on public higher education, all public colleges and universities should be required to report comprehensive information, including per-course pay for each faculty category, teaching loads and the costs of benefits to the institutions. For large departments (e.g., those having more than eight full-time equivalent faculty), data also should be broken out by major department.

Data from each institution should be compiled annually into tables and figures similar to the ones in this report that facilitate comparison across institutions, both within categories (community college vs. community college) and between categories (community colleges vs. state-related institutions). The raw data itself should be available in data sets suitable for additional analysis by independent researchers.

Public investment should not exacerbate economic inequality and should provide a foundation for high-quality education. Beyond a commitment to good data and to transparency, another principle that should be incorporated into Pennsylvania higher education funding is that state policies not increase the number of jobs that fail to support a family, thereby increasing the problem of economic inequality. At the moment, state funding *does* increase economic inequality and increase the number of jobs that pay too poorly to support a family. In fact, inadequate public funding for higher education plus the lack of any wage or benefit standards that apply to all publicly funded higher education teaching positions lead directly to the “two tiers” in higher education compensation that this report documents. As a result of these two tiers, individuals performing the same work, and who often went to the same graduate schools, make half, or a third or a quarter as much as their colleagues.

Public policy should work on both halves of this problem: the cost pressures faced by higher education institutions, especially by community colleges, and the need for some basic wage and benefit standards that lift up the lower tier of higher education teachers. Pennsylvania should develop a long-term plan to increase state funding for higher education and dedicate a portion of increased investment to ensuring fair pay and benefits for contingent faculty. These are not controversial recommendations: The high-level Pennsylvania Advisory Committee on Part-Time Faculty made similar recommendation to state lawmakers in a 2003 report.

In the long run, treating contingent faculty members more fairly should deliver a double benefit—a better quality of life for these instructors and their families as well as an improvement in the quality of higher education in Pennsylvania, helping the state to succeed in a knowledge-based global economy.

² <http://www.pde.state.pa.us/higher/cwp/view.asp?A=6&Q=148550>

II. Introduction and Statement of Purpose

IT IS WELL-KNOWN THAT INSTITUTIONS OF HIGHER EDUCATION throughout the nation increasingly rely on faculty who are not full-time and do not have high levels of job security. Instead of full-time tenured or tenure-track faculty, institutions rely more on part-time/adjunct and fixed-term and renewable contract faculty. At research universities, they also rely on graduate employees. There is always some need for “contingent” faculty with special expertise. But the scale of the increase goes beyond these special needs, with contingent faculty teaching a rising share of students and introductory courses in a broad cross section of disciplines.³

Increasing reliance on contingent faculty does not just have consequences for the economic security of instructors and their families. It also erodes the quality of education for students. Research backs up this simple commonsense point: Faculty who lack offices, office hours, availability to students outside class, and adequate time to propose, plan and prepare courses cannot maintain the same level of teaching quality as if they had tenure-track levels of support and protection.⁴

Additional research shows that relying on large numbers of undersupported, part-time/adjunct faculty increases demands on human resource and personnel departments and reduces the number of faculty who can be asked to do administrative and governance tasks. A final group of studies has looked at the impact of the use of contingent educators on faculty as a whole, documenting the negative impacts of bifurcating the faculty and the erosion of collaboration that raises teaching quality.

Despite widespread awareness of the increasing reliance on contingent faculty and the negative impact this has on the quality of education, much of the evidence of a more contingent higher education workforce is anecdotal, based on aggregate national data, or omits information on pay and benefits. Rarely do available data focus on either individual institutions or across types of institutions in a single state.

³ For documentation of this, see JBL Associates, Inc., *Reversing Course: The Troubled State of Academic Staffing and a Path Forward* (October 2008).

⁴ For an annotated bibliography of research that supports the claims in this and the next paragraph, see http://www.aftface.org/index.php?option=com_content&task=blogcategory&id=71&Itemid=53.

For instance, Pennsylvania reports full-time and part-time/adjunct faculty head counts by curricular area across all of the community colleges.⁵ But it does not break down the data by individual higher education institution. It also fails to differentiate between tenured and nontenure-track faculty; nor does it offer data on salaries or benefits.

As researchers, policymakers, university administrations and faculty unions attempt to enable institutions of higher education to meet the needs of a changing population and changing economy, we need better basic information on teachers at our academic institutions, their status and their compensation. We also need a clearer picture of the economic status of contingent faculty because of the increase in economic inequality in the economy as a whole. In light of inequality, another goal of public policy in sectors that receive substantial public funds—including publicly subsidized higher education—should be to avoid creating more jobs that do not pay enough to support a family.

Most of the basic information that does exist on the composition of higher education faculty comes from two sources: the U.S. Department of Education's Fall Staff Survey of the Integrated Postsecondary Education Data System (IPEDS) and the National Study of Postsecondary Faculty (NSOPF) survey, previously done every five years. Because of budget cuts, the NSOPF survey will not be available in the future.⁶

Of the studies that draw from the IPEDS data, two most closely approach the questions that concern this report. One is the American Association of University Professors (AAUP) *Contingent Faculty Index 2006*. For the entire universe of institutions covered by the IPEDS data, this index provides institution-by-institution counts of full-time and part-time/adjunct, tenured and nontenured faculty, and graduate employees, as well as the percentage of the total in each category. The AAUP index is broken out by institutions and organized by state; however, it does not include information on the share of courses taught by each group of faculty, or on pay and benefits.

The other important recent research based on IPEDS data is a study of public higher education institutions commissioned by the American Federation of Teachers and conducted by JBL Associates called *Reversing Course: the Troubled State of Academic Staffing and a Path Forward* (2008). This is the first national study using IPEDS and NSOPF data to clearly demonstrate that not only are the majority of faculty now contingent but they also teach nearly half of the classes in higher education. The study shows that 49 percent of undergraduate courses at public college and universities are taught by contingent faculty, and 58 percent of courses at public community colleges are taught by contingent faculty. Contingent faculty teach 30 percent or more of the classes in virtually every major discipline (e.g., business,

⁵ This information is contained in the Community College Annual Report mandated by the Pennsylvania General Assembly with Act 46 of 2005.

⁶ There are a few studies that are not based on these reports. One is the survey of English departments, *Education in the Balance, a Report on the Academic Workforce in English*, conducted by the Modern Language Association and the Association of Departments of English in 1997 and 2007. Another is the report from the Coalition on the Academic Workforce, *Who Is Teaching in U.S. College Classrooms? A Collaborative Study of Undergraduate Faculty*, Fall 1999, sponsored by a number of disciplinary associations mainly in the social sciences and the humanities, which surveyed departments directly, requesting information on workforce patterns and compensation.

education, health science and social sciences) at every type of public higher education institution (two-year; public four-year, such as Pennsylvania's State System; and research universities, such as Pennsylvania's state-related schools.

Part-time/adjunct nontenure-track faculty account for most of the courses taught by contingent faculty.⁷ At public community colleges nationally, these part-time/adjunct faculty members make on average \$2,400 per course, 44 percent of the \$5,405 received by full-time tenured and tenure-track faculty.⁸ Except for a few sample institutional cases, the JBL study does not break down the data by state or by institution.

As a first step toward assembling the baseline information needed in one state, this report uses an original survey to estimate the use of contingent faculty in Pennsylvania, and the pay and benefits of contingent and tenured and tenure-track faculty. We conducted our survey at all higher education institutions in Pennsylvania that receive substantial state subsidies: Pennsylvania's 14 state-owned universities, 14 community colleges and four state-related universities (Lincoln University, Pennsylvania State University, the University of Pittsburgh and Temple University).

For Pennsylvania's state-related universities, some of these data are available through the Department of Education's posting of the Snyder Report mandated by the Public School Code Amendment. There are, however, no publicly available reports of such data for the state's community colleges and state-owned universities. Moreover, the Snyder Report information is often imprecise, making it difficult for researchers to extract consistent data for analysis and comparative purposes.⁹ Our survey provides a template for the questions public colleges and universities need to answer on a regular basis, including how many courses are taught by each category of faculty, pay for each category and benefits.

In addition to collecting basic information on the composition of higher education teaching faculty, the research questions in our survey were designed to make it possible to calculate the cost of paying Pennsylvania contingent faculty pay and benefits comparable to tenured and tenure-track faculty; and reducing the share of courses taught by contingent faculty to 25 percent. More precisely, responses to our survey enable us to estimate the cost of meeting the pay and benefit standards in legislation promoted in Pennsylvania (and other states) by the Faculty and College Excellence (FACE) campaign.

⁷ JBL Associates, Inc., *Reversing Course*, pp. i-ii.

⁸ JBL Associates, 9.

⁹ For example, the Snyder Reports contain information on faculty based on job title (professor, associate professor, assistant professor, instructor, lecturer, etc.) and based on full-time versus part-time status. They do not indicate clearly when faculty members are tenured or tenure-track. In this report, we have treated all full-time professors (full, associate and assistant) as tenured or tenure-track although we know that at Temple, departmental information for the Math, History and English departments indicates that one-third or more of full-time assistant professors are nontenure-track. We have left the part-time professor (full, associate and assistant) category in the Snyder Reports out of the data tables in this report because we cannot determine whether part-time professors are tenured/tenure-track or not. To the extent that certain full-time or part-time job categories contain faculty members with a different status and very different pay levels, that also throws off our estimates of pay levels for contingent versus tenured/tenure-track faculty members.

The FACE legislation in the Pennsylvania House and Senate states:

(1) All part-time/adjunct and other nontenure-track faculty members shall receive pay that is equal, on a pro rata basis, with that of tenured or tenure-track faculty of comparable qualifications doing comparable work.

(2) All part-time/adjunct and other nontenure-track faculty members shall be eligible to participate in the employee retirement plan and all part-time/adjunct faculty members teaching at least 50 percent of the established workload for full-time tenured faculty shall be eligible for the same healthcare benefits as full-time tenured faculty. (Since we do not have data on the share of part-time/adjunct faculty teaching at least 50 percent of the established workload for full-time tenured faculty, we estimate the health benefit cost of this provision as equal to the cost of providing part-time/adjunct faculty members and full-time nontenure-track faculty members with the same employer contribution to health benefits per course as received by full-time tenured/tenure-track faculty.)

(3) At least 75 percent of the undergraduate courses offered within each department on each campus of each public institution of higher education, if the department has at least eight full-time equivalent faculty positions, shall be taught by full-time tenured or tenure-track faculty. (In this report, we do not have departmental data. We estimate the additional cost of this provision—over and above the parity pay and health benefits required by (1) and (2) above—as equal to the cost of providing, for 75 percent of all courses taught, employer pension benefit contributions equal to those provided to tenured/tenure-track faculty members.)

The conclusion of the report recommends that the information collected in our survey become required on an annual basis of all higher education institutions that receive state funds. Given their central importance in teaching today, reporting part-time/adjunct salaries, benefits, and faculty teaching loads is as important as reporting full-time salaries and graduation rates. In light of the link between faculty status and pay and educational quality, these data should also become a part of our assessment of institutional success.

III. Methodology

INSTITUTIONWIDE SURVEY

Survey Description

The primary tool of our study was an institutionwide survey (Appendix I) that contains 42 questions about the 2007-08 academic school year.¹⁰ The survey distributed to the community colleges differed from that distributed to the state-related and state-owned universities, which included questions on graduate employees.

The first set of questions on the survey focuses on the composition of faculty at each institution and the number of courses taught by each type of faculty. Faculty members are broken down into five categories: tenured and tenure-track (full- or part-time), full-time nontenure-track, part-time/adjunct nontenure-track, graduate employees and other.

The next set of questions focuses on salary per course, health benefit and pension costs, and workloads for each category of teaching faculty.

A final set of questions asks about raises for each faculty and instructional staff category for the previous five academic years (from 2003-04 through 2007-08).

Survey Distribution

We first distributed the survey electronically via an online survey tool (Survey Monkey) to one administrator and one faculty member at each institution. In a couple of cases, Keystone Research Center had a pre-existing relationship with the president of the institution and requested a referral from the president to the administrator most suited to completing the survey. When the institution had a faculty union and collective bargaining agreement, we ordinarily sent the survey to the administrator who signed the contract and to the head of the union. In other instances, we contacted administrators in the human resources department. We followed the electronic mailing with phone calls and by mailing hard copies of the survey.

¹⁰ Helpful sources used to construct the survey included the *Pennsylvania Community College Statewide Database Report of October 1998*; the *Instructional Output and Faculty Salary Costs of State-Related and State-Owned Universities Report of the General Assembly of 2007*; Advisory Committee on Part-Time Faculty, *Part-time Faculty at Institutions of Higher Education in the Commonwealth of Pennsylvania*, Joint State Government Commission, October 2003; and Joe Berry and Helena Worthen, *Contingent Faculty in Public Higher Education in Pennsylvania: Focus on Community Colleges*, Keystone Research Center, Spring 1999.

Following the January 2009 implementation of Pennsylvania's new open records law, we also filed open records requests for answers to our survey questions.

Survey Responses (see Appendix II)

Most community colleges responded to our survey, either initially or following the open records requests. Complete information was obtained from the State System of Higher Education through the State System faculty union, which has a right to request information related to collective bargaining. The state-related institutions did not respond to our original survey and are exempt from Pennsylvania's Right-to-Know law. The faculty union at Lincoln University returned a partially completed survey and staff from the Temple Association of University Professionals answered questions in a telephone interview.

Other Data Sets

We verified the results of the surveys or filled in missing data through the use of a number of other data sets. For all institutions, we compared IPEDS data for head counts and salaries for full-time and part-time/adjunct faculty with the results of our survey. For the state-related universities, we relied primarily upon the Snyder Report, based on 2007-08 data submitted by the universities to the Pennsylvania General Assembly; the universities submit data each year, which the Pennsylvania Department of Education posts on its Web site for at least five years. For the community colleges, in addition to our survey we also obtained collective bargaining agreements between the faculty and administrations and conducted interviews with union representatives.

Appendix II summarizes in more detail where the information analyzed in our report comes from for each institution.

IV. Summary of Results

THE SHARE OF COURSES TAUGHT BY CONTINGENT FACULTY

Contingent faculty are defined here as full-time nontenure-track faculty, part-time/adjunct nontenure-track faculty and graduate employees. Since graduate employees teach courses only at state-related institutions, they are not included in the analysis of instructors at other types of institutions.

Table 1 and **Figure 1** provide an overview (excluding graduate employees) of the share of undergraduate courses taught by contingent and tenured/tenure-track faculty across all of Pennsylvania publicly funded higher education. They show that contingent faculty members teach more than half of the courses at both community colleges and state-related institutions. At community colleges, part-time/adjunct faculty members alone teach over half of the courses. At state-related institutions, each of the two categories of contingent faculty members—part-time/adjunct faculty and full-time nontenure-track faculty members—teach more than a quarter of the total number of courses taught. If graduate employees are included (see Table 3 below), tenured and tenure-track faculty members teach a smaller share of courses (fewer than four in 10) at Pennsylvania state-related institutions than at community colleges.

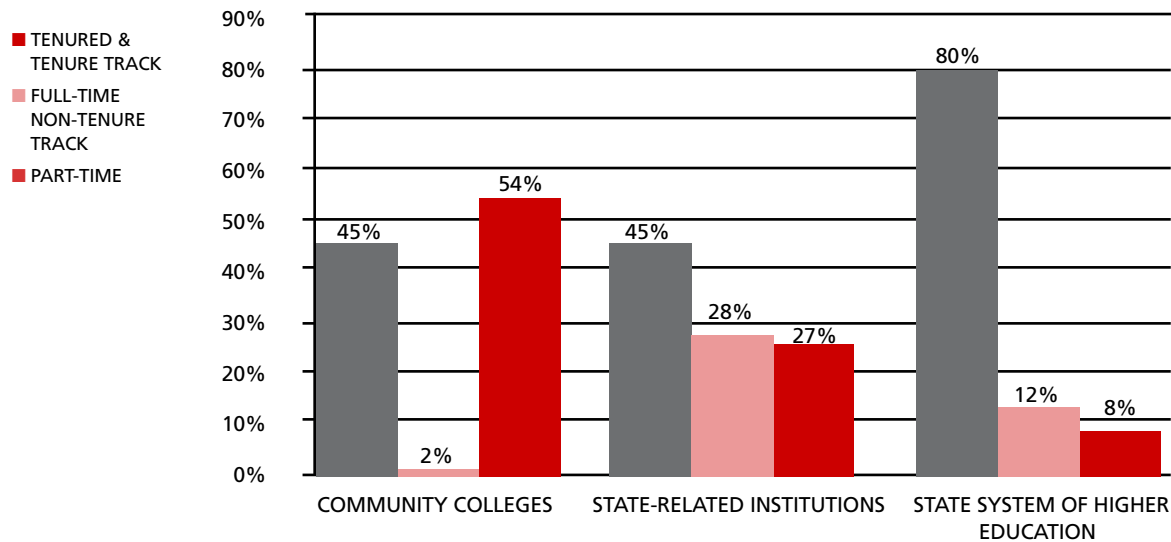
The teaching composition at State System of Higher Education schools is dramatically different from those at community colleges and state-related schools. Within the State System, 80 percent of the 42,592 courses are taught by tenured and tenure-track faculty, with only 8 percent of courses taught by part-time/adjunct faculty members. These 14 schools are all covered by the same, systemwide union contract negotiated by the long-established Association of Pennsylvania State College and University Faculties (APSCUF). The union and union contract help contain the growth of contingent faculty.

TABLE 1. Share of Courses Taught by Contingent and Tenured/Tenure-Track Faculty Members in Pennsylvania's Publicly Funded Higher Education Institutions (percent)

Institutional Category	Tenured and Tenure-Track	Full-Time Nontenure-Track	Part-Time/Adjunct	Total Courses
Community Colleges	45%	2%	54%	36,238
State System of Higher Education	80%	12%	8%	42,592
State-Related Institutions	45%	28%	27%	33,087
All Institutions	58%	13%	28%	111,917

NOTE: NO DATA AVAILABLE FOR DELAWARE COUNTY, READING AREA OR WESTMORELAND COUNTY COMMUNITY COLLEGES.
 NOTE: DATA EXCLUDE GRADUATE EMPLOYEES. SEE TABLE 3 FOR GRADUATE EMPLOYEE SHARES AT STATE-RELATED INSTITUTIONS.
 SOURCES: SEE APPENDIX II.

FIGURE 1. SHARE OF COURSES TAUGHT BY CONTINGENT AND TENURE/TENURE TRACK FACULTY AT PUBLICLY FUNDED PENNSYLVANIA HIGHER EDUCATION INSTITUTIONS, 2007-08 (PERCENT)



SOURCE: TABLE 1.

As a result of the low use of contingent faculty members at State System schools, Pennsylvania publicly funded higher education as a whole relies somewhat less on contingent faculty than publicly funded higher education nationally. JBL Associates found that contingent faculty members teach 49 percent of undergraduate courses nationally, compared with 45 percent in Pennsylvania. (These JBL national figures, like the Pennsylvania 42 percent estimate, exclude courses taught by graduate employees.)

Table 2 presents information on the composition of the teaching workforce at 11 of Pennsylvania’s 14 community colleges. The picture shows a great deal of uniformity, with tenured and tenure-track faculty teaching between 40 percent and 50 percent of courses at each individual community college reporting data.

TABLE 2. Share of Courses Taught by Contingent and Tenured/Tenure-Track Faculty Members in Pennsylvania’s Community Colleges (percent)

Community College	Full-Time Tenured and Tenure-Track	Full-Time Nontenure Track	Part-Time/Adjunct	Total Courses
Bucks CCC	47%	0%	53%	3,374
Butler CC	47%	0%	53%	1,306
CC of Allegheny C	44%	2%	54%	7,920
CC of Beaver C	48%	0%	52%	929
CC of Philadelphia	45%	5%	50%	4,864
Harrisburg Area CC	41%	0%	59%	6,193
Lehigh Carbon CC	40%	0%	60%	2,602
Luzerne CC	44%	8%	48%	2,229
Montgomery CCC	50%	3%	48%	4,000
Northampton CC*	46%	0%	54%	2,152
Penn Highlands CC	46%	0%	54%	669
All Community Colleges	45%	2%	54%	36,238

*NORTHAMPTON’S SURVEY RESPONSE MADE IT IMPOSSIBLE TO DISTINGUISH BETWEEN FULL-TIME NONTENURE-TRACK AND PART-TIME/ADJUNCT FACULTY.
NOTE: NO DATA AVAILABLE FOR DELAWARE COUNTY, READING AREA OR WESTMORELAND COUNTY COMMUNITY COLLEGES.
SOURCE: SEE APPENDIX II.

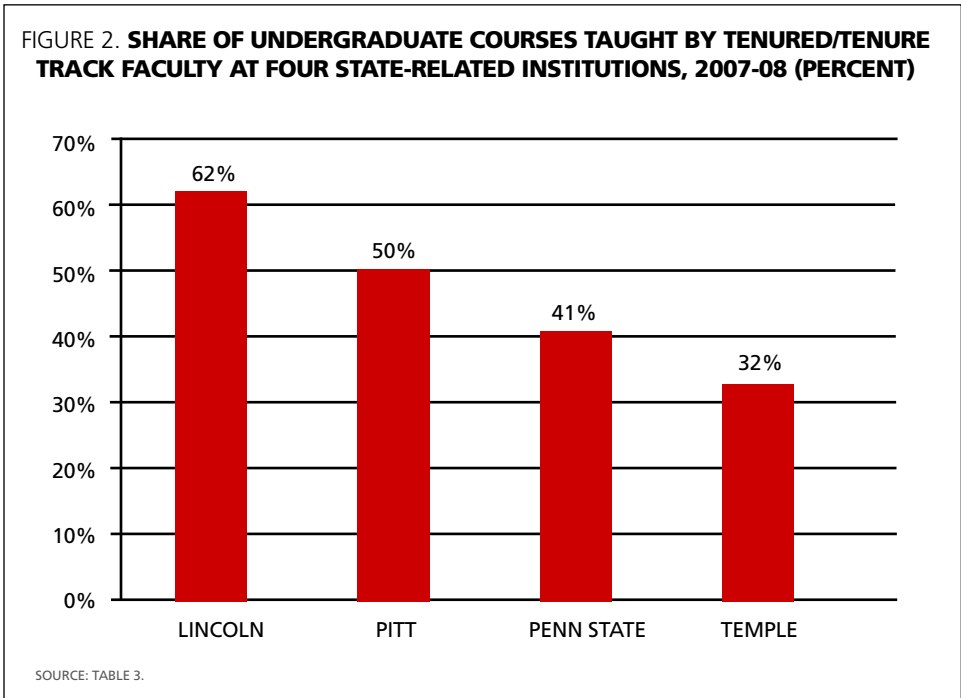


Table 3 shows the variation in the composition of the teaching workforce at the four state-related institutions, this time *including* graduate employees. The table shows that, at Temple University, tenured and tenure-track faculty teach *less than a third* of undergraduate courses. This is both because Temple relies the most heavily on graduate employees, who teach 12 percent of courses, and because Temple relies on each of two groups—part-time/adjunct faculty and nontenure-track full-time faculty—to teach more than a quarter of its courses. Of the three largest institutions, the University of Pittsburgh relies least heavily on contingent faculty, with tenured and tenure-track faculty teaching half of the courses.¹¹

TABLE 3. Share of Courses Taught by Contingent and Tenured/Tenure-Track Faculty Members in Pennsylvania’s State-Related Institutions (percent)				
Institution	Full-Time Tenured and Tenure Track	Full-Time Nontenure Track	Part-Time/Adjunct	Graduate Employees
Lincoln	62%	18%	19%	1%
Pitt	50%	12%	28%	10%
Penn State	41%	31%	22%	7%
Temple	32%	27%	29%	12%
All State-Related Institutions	41%	26%	24%	8%

NOTE: THIS TABLE *INCLUDES* GRADUATE EMPLOYEES BUT, AS ABOVE, EXCLUDES PART-TIME/ADJUNCT PROFESSORS (THE LATTER BECAUSE OF AMBIGUITY REGARDING WHETHER THEY ARE TENURED/TENURE-TRACK OR NOT).
 NOTE: ALL TOTALS ARE THE SUM OF CLASSROOM ASSIGNED CREDIT HOURS (BOTH LOWER AND UPPER DIVISION) AND INDIVIDUAL INSTRUCTION ASSIGNED CREDIT HOURS (BOTH LOWER AND UPPER DIVISION).
 SOURCES: SEE APPENDIX II.

PAY DIFFERENTIALS

Table 4 compares pay per course for tenured/tenure-track faculty members with that of full-time nontenure-track faculty and part-time/adjunct faculty at community colleges, State System schools and state-related institutions. In the table, we estimate pay per course for tenured/tenure-track faculty members as equal to their annual salary divided by a standard annual teaching load for tenured/tenure-track faculty members.

Based on this assumption, part-time/adjunct faculty at community colleges earn less than half per course of what tenured/tenure-track faculty earn. Part-time/adjunct community college faculty members earn only \$2,547 per course (and even this figure may be inflated slightly because higher-wage urban areas reported salary data for community colleges more often than their rural counterparts did).

¹¹ The number of graduate employees could be even greater than these percentages suggest, because some upper-level graduate students are sometimes classified as part-time faculty members when this excludes them from receiving health benefits enjoyed by other graduate employees.

Relative to full-time tenured/tenure-track faculty, both full-time tenure-track and part-time/adjunct faculty members earn the least per course at state-related institutions—only 28 percent as much per course for full-time nontenure-track faculty and 19 percent as much for part-time/adjunct faculty members. At the State System, full-time nontenure-track faculty and part-time/adjunct faculty earn 63 percent of the pay per course of tenured and tenure-track faculty.

Pay differentials shrink if pay per course of tenured/tenure-track faculty members is estimated as only a portion of their annual salary divided by the average number of classes in a standard teaching load. The rationale for using only a portion of the annual salary is that some fraction of the time of tenured/tenure-track faculty members is spent on nonteaching responsibilities that are not part of the responsibility of contingent faculty members. At community colleges, for example, full-time tenured/tenure-track faculty hold office hours to advise students and serve on committees. At research institutions such as the state-related schools (and, increasingly, the State System schools), research and nonteaching administrative responsibilities are a large part of the jobs of tenured and tenure-track faculty.

Table 4. Pay Per Course for Contingent and Tenured/Tenure-Track Faculty Members at Pennsylvania’s Publicly Funded Higher Education Institutions, 2007-08 (dollars)

Institutional Category	Full-Time Tenured/ Tenure Track	Full-Time Nontenure Track		Part-Time/Adjunct Nontenure Track	
	Pay Per Course	Pay Per Course	% of Tenured and Tenure-Track Pay	Pay Per Course	% of Tenured and Tenure-Track Pay
Community Colleges	\$5,881	\$4,637	79%	\$2,547	43%
State System of Higher Education	\$8,897	\$5,595	63%	\$5,595	63%
State-Related Institutions	\$21,179	\$6,031	28%	\$3,924	19%
All Institutions	\$10,955	\$5,825	53%	\$3,264	30%

NOTE: FOR COMMUNITY COLLEGES, STATE-RELATED INSTITUTIONS AND THE OVERALL TOTAL, FIGURES SHOWN ARE WEIGHTED AVERAGES OF THE PAY PER COURSE AT EACH INSTITUTION WITH THE WEIGHTS FOR EACH INSTITUTION EQUAL TO ITS SHARE OF THE TOTAL COURSES TAUGHT BY THE RELEVANT GROUP OF INSTITUTIONS. FOUR OF 11 COMMUNITY COLLEGES THAT COMPLETED OUR SURVEY DID NOT PROVIDE A PAY ESTIMATE FOR FULL-TIME NONTENURE-TRACK FACULTY, AND THREE OF THESE WERE IN LOWER-WAGE RURAL REGIONS. THEREFORE, THE WEIGHTED AVERAGE FOR COMMUNITY COLLEGE PAY FOR FULL-TIME TENURE-TRACK FACULTY MAY BE BIASED UPWARD (BECAUSE IT IS BASED PRIMARILY ON DATA FROM HIGHER-WAGE REGIONS).
SOURCE: SEE APPENDIX II.

A 2009 study by the Joint State Government Commission estimated that teaching duties (instructional time, course preparation and evaluation) make up roughly half of the faculty workload at State System and state-related universities, while nonteaching duties (research, public support, institutional support and student services) make up the other half.¹² For community college faculty, based on limited responses to our survey, teaching duties represent a higher portion of faculty workloads—around 85 percent to 90 percent on average.¹³

Of course, some contingent faculty members also hold office hours, advise students and conduct research, so the portion of tenured/tenure-track salary that is for responsibilities comparable to those of contingent faculty exceeds time spent only on teaching. (At state-related institutions, for example, faculty members who hope to compete for tenure-track positions in the future must conduct and publish research themselves.) Acknowledging this, the gaps in pay between contingent and tenure/tenured track faculty are so large at state-related schools that even if one considered only half of faculty salary as for responsibilities analogous to those assumed by contingent faculty members, part-time/adjunct faculty members would still earn per course only 38 percent of what noncontingent faculty earn, and full-time nontenure-track faculty would earn only 56 percent as much as full-time tenured/tenure-track faculty members.

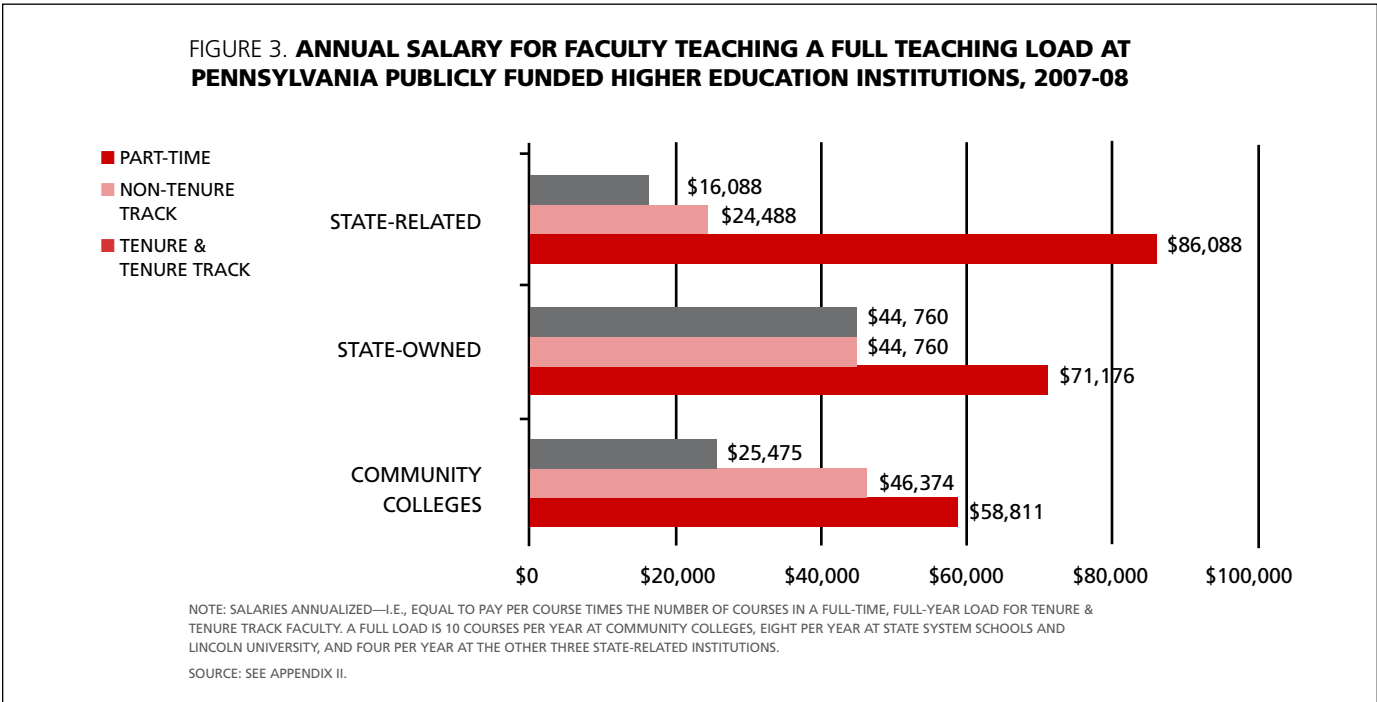
In estimates below of the cost of providing parity pay to contingent faculty, this report uses three alternative assumptions for the portion of tenured and tenure-track pay that must be “matched” to achieve parity—50 percent, 75 percent, and 100 percent.

On an annual basis, pay gaps at any single institution between part-time/adjunct faculty members and full-time tenured/tenure-track faculty members can be even greater than per-course pay gaps. The simple reason: Part-time/adjunct teachers often do not teach as many courses at any one institution as is standard for full-time tenured/tenure-track faculty members. Part-time/adjunct faculty members do sometimes try to piece together a full-time workload (or more) by teaching at multiple institutions. **Figure 3** estimates the annual income contingent faculty can reach by teaching as many courses as a standard full-time load for a tenured/tenure-track faculty member. (We assume that a full-course teaching load is 10 courses per year at community colleges, eight courses per year at the State System and Lincoln University, and four courses per year at the other three state-related schools.)

¹² Table 5 of the following link (<http://jsg.legis.state.pa.us/2009%20instructional%20output.PDF>) presents the data on how faculty members spend their time at state-related and State System schools.

¹³ This is based on responses to our survey question from five community colleges: two (Beaver and Montgomery) said that 90 percent of workload was teaching and 10 percent was other duties; Community College of Philadelphia reported that 85-95 percent was teaching; Northampton Community College reported that 70 percent was teaching; and Community College of Allegheny County reported that 100 percent of the workload for full-time tenured and tenure-track faculty was teaching.

Figure 3 shows that, even if community college part-time/adjunct faculty members teach a full-time teaching load—10 courses per year—they earn only \$25,475 on average. This is below the income necessary to support a two-person family in most parts of Pennsylvania.¹⁴ In part because a standard teaching load is only four courses (except at Lincoln University), the annual salaries achievable teaching a standard load at state-related institutions is even lower—slightly over \$16,000 per year. At State System schools, both full-time nontenure-track faculty members and part-time/adjunct faculty members can earn nearly \$45,000 if they teach a standard course load (eight courses per year).



¹⁴ Economists today use 200 percent of the poverty line as a rough gauge of a “self-sufficiency income,” an income high enough to cover the costs of a bare-bones budget without public assistance. In 2008, 200 percent of the poverty line for a family of two equaled \$28,000. The use of 200 percent of the poverty line as a proxy for a self-sufficiency income accords roughly with county-level estimates of the cost of a minimally adequate family budget based on the actual cost of living in Pennsylvania counties. Slightly more often than not, county level self-sufficiency incomes are above 200 percent of the poverty line. See Diane M. Pearce, *The Self-Sufficiency Standard for Pennsylvania 2008* (Swarthmore, PA: Pathways PA, 2009), online at http://www.pathwayspa.org/Self_Sufficiency_Standard.pdf.

Table 5 shows relative pay for each category of faculty at 11 individual community colleges. With two exceptions, pay per course for part-time/adjunct faculty ranges between 41 percent and 51 percent of pay per course for tenured/tenure-track faculty. One exception is Luzerne County Community College, which reports the lowest part-time/adjunct pay rate per course in dollar terms (\$1,370) and as a share of tenured/tenure-track pay per course (25 percent). The other exception is Community College of Allegheny County, which reports pay per course for part-time/adjunct faculty of only 36 percent of full-time tenured/tenure-track faculty. At the six community colleges that report per-course pay for both full-time tenured/tenure-track faculty and full-time nontenure-track faculty, nontenure-track faculty earn between 62 percent and 83 percent of the pay earned by tenured/tenure-track faculty.

Table 5. Pay Per Course for Contingent and Tenured/Tenure-Track Faculty Members at Pennsylvania's Community Colleges, 2007-08 (dollars)

Institution	Tenured and Tenure Track	Full-Time Nontenure Track		Part-Time/Adjunct Nontenure Track	
		Pay Per Course	% of Tenured and Tenure-Track Pay	Pay Per Course	% of Tenured and Tenure-Track Pay
Bucks CCC	\$5,923			\$2,637	45%
Butler CC	\$5,424			\$2,244	41%
CC of Allegheny C	\$6,107	\$3,800	62%	\$2,175	36%
CC of Beaver C	\$5,200			\$2,400	46%
CC of Philadelphia	\$7,250	\$5,275	73%	\$3,558	49%
Harrisburg Area CC	\$5,793	\$3,833	66%	\$2,932	51%
Lehigh Carbon CC	\$5,383			\$2,100	NA
Luzerne CC	\$5,405	\$4,389	81%	\$1,370	25%
Montgomery CCC	\$5,400	\$4,500	83%	\$2,600	48%
Northampton CC	\$5,366	\$4,050	75%	\$2,505	47%
Penn Highlands CC	\$3,928			\$1,950	50%
All Community Colleges	\$5,881	\$4,637	79%	\$2,547	43%

NOTE: NO DATA AVAILABLE FOR DELAWARE COUNTY, READING AREA, OR WESTMORELAND COUNTY COMMUNITY COLLEGES.
 NOTE: PAY REPORTED IS MEDIAN FOR COMMUNITY COLLEGES. IN COMPUTING THE PAY BY FACULTY CATEGORY AT ALL COMMUNITY COLLEGES, WE WEIGHTED THE MEDIANS OF EACH INSTITUTION BY THE NUMBER OF COURSES TAUGHT AS A SHARE OF TOTAL COURSES TAUGHT AT ALL INSTITUTIONS. FOR FULL-TIME NONTENURE-TRACK FACULTY, THREE OF FOUR INSTITUTIONS ABOVE NOT REPORTING DATA ARE IN LOWER-WAGE, RURAL REGIONS SO THE WEIGHTED AVERAGE FOR COMMUNITY COLLEGE PAY FOR FULL-TIME TENURE-TRACK FACULTY MAY BE HIGHER (BECAUSE IT IS BASED ON DATA PRIMARILY FROM HIGHER-WAGE REGIONS).
 SOURCES: SEE APPENDIX II.

Table 6 shows pay per course for four categories of faculty, including graduate employees, at Pennsylvania’s state-related institutions. Except for Lincoln University, part-time faculty members earn 22 percent or less per course of what tenured/tenure-track faculty earn. Penn State part-time/adjunct faculty members earn only 14 percent as much, just over \$3,000 per course. Again excluding Lincoln, full-time tenure-track faculty earn between a quarter (at Penn State) and just over a third of the pay per course of full-time tenured/tenure-track faculty. According to Snyder Report data, graduate employees earn more than the two other categories of contingent faculty. At Penn State and Temple, they earn over a third of what tenured/tenure-track faculty earn; at Pitt they reportedly earn the same pay per course as tenured/tenure-track faculty. It may be that the pay, on paper, of graduate employees sometimes includes pay that offsets tuition and which may be deducted from paychecks before graduate employees receive them.

Table 6. Pay Per Course for Contingent and Tenured/Tenure-Track Faculty Members at Pennsylvania’s State-Related Institutions, 2007-08 (dollars)

State-Related Institution	Tenured/ Tenure Track	Full-Time Nontenure Track		Part-Time/Adjunct Nontenure Track		Graduate Employees	
	Pay Per Course	Pay Per Course	% of Tenured and Tenure-Track Pay	Pay Per Course	% of Tenured and Tenure- Track Pay	Pay Per Course	% of Tenured and Tenure- Track Pay
Lincoln	\$9,415	\$5,408	57%	\$5,118	54%	See note below*	
Pitt	\$20,288	\$7,067	35%	\$4,378	22%	\$20,120	99%
Penn State	\$21,579	\$5,558	26%	\$3,064	14%	\$7,889	37%
Temple	\$23,690	\$7,114	30%	\$5,216	22%	\$8,229	35%
All State-Related	\$21,179	\$6,031	28%	\$3,924	19%	\$10,809	51%

*NOTE: AS REPORTED IN TABLE 3, GRADUATE EMPLOYEES AT LINCOLN TEACH ONLY 1 PERCENT OF COURSES. SOURCES. SEE APPENDIX II.

BENEFITS

Table 7 shows the health and pension benefits provided to each category of faculty at Pennsylvania’s publicly funded colleges and universities. The table shows that, at almost all institutions, tenured/tenure-track faculty receive family health benefit coverage paid for primarily by the employer and contributions to pension benefits that range from about \$3,000 to \$9,000 (or from about 6.5 percent to 12 percent of salary). Full-time nontenure-track faculty members receive health benefits similar to tenured/tenure-track faculty members and pension benefits roughly half as generous on average.

Table 7. Health and Pension Benefits Per Year

Institution	Health Benefits: Full-Time Tenured/ Tenure Track	Health Benefits: Nontenure Track	Health Benefits: Part-Time/ Adjunct	Pension Benefits: Full-Time Tenured/ Tenure Track	Pension Benefits: Nontenure Track	Pension Benefits: Part-Time/ Adjunct
Bucks CCC	no data	NA	no data	\$4,738	NA	no data
Butler CC	\$16,000	NA	\$0	\$4,339	NA	\$0
CC of Allegheny C	\$21,500	\$21,500	\$0	\$6,107	\$0	\$0
CC of Beaver C	\$21,400	NA	\$0	\$4,160	NA	\$0
CC of Philadelphia	\$19,000	\$19,000	\$3,000	\$4,640	\$3,376	\$890
Harrisburg Area CC	\$10,560	NA	\$0	\$5,793	\$3,833	\$0
Lehigh Carbon CC	\$11,834	NA	\$0	\$4,845	NA	\$0
Luzerne CC	\$23,700	\$23,700	\$0	\$5,405	\$4,389	\$0
Montgomery CCC	\$15,000	\$15,000	\$0	\$5,940	\$4,950	\$377
Northampton CC	\$17,172	\$12,960	\$0	\$4,293	\$0	\$0
Penn Highlands CC	\$15,900	NA	\$0	\$3,142	NA	\$0
All Community Colleges	\$17,156	\$20,095	\$413	\$5,293	\$3,255	\$163
State System of Higher Education	\$9,760	\$9,760	\$934	\$4,730	\$2,974	\$377
Lincoln	\$8,653	\$8,653	\$0	\$6,997	\$4,019	\$0
Penn State	\$6,222	\$6,222	\$0	\$8,019	\$4,130	\$0
Pitt	\$5,598	\$5,598	\$0	\$7,539	\$5,252	\$0
Temple	\$14,630	\$14,630	\$0	\$9,000	\$2,561	\$1,461
All State-Related Institutions	\$8,030	\$8,050	\$0	\$8,030	\$3,884	\$357

NOTE: NA MEANS "NOT APPLICABLE" BECAUSE NO NONTENURE-TRACK FACULTY MEMBERS AT THE INSTITUTION. HARRISBURG AREA COMMUNITY COLLEGE REPORTED PENSION BENEFITS FOR NONTENURE-TRACK FACULTY MEMBERS EVEN THOUGH IT DID NOT REPORT ANY COURSES TAUGHT BY THIS CATEGORY.
 NOTE: NO DATA AVAILABLE FOR DELAWARE COUNTY, READING AREA, OR WESTMORELAND COUNTY COMMUNITY COLLEGES.
 NOTE: FOR COMMUNITY COLLEGES AS A GROUP AND STATE-RELATED INSTITUTIONS AS A GROUP, HEALTH AND PENSION BENEFIT COSTS ARE COMPUTED AS A WEIGHTED AVERAGE OF COSTS AT INDIVIDUAL INSTITUTIONS, WITH THE WEIGHTS EQUAL TO THE FTE SHARE OF EACH INSTITUTION OUT OF ALL INSTITUTIONS REPORTING DATA.
 NOTE: FOR STATE SYSTEM OF HIGHER EDUCATION IN FALL 2007, 195 PART-TIME/ADJUNCT FACULTY MEMBERS (THOSE TEACHING 50 PERCENT OR MORE FTES) RECEIVED 50 PERCENT COVERAGE ON THEIR HEALTHCARE PREMIUMS PLUS 5 PERCENT COST SHARE. THE COSTS PER PART-TIMER WERE CALCULATED BY DIVIDING TOTAL COSTS FOR ALL 195 WHO RECEIVED COVERAGE BY THE TOTAL NUMBER OF PART-TIME/ADJUNCT FACULTY AND DOUBLING THAT NUMBER TO REPRESENT THE FULL ACADEMIC YEAR. THOSE SAME EMPLOYEES WERE ELIGIBLE FOR PENSION MATCHES. PENSION COSTS PER PART-TIME/ADJUNCT FACULTY MEMBER WERE ALSO DETERMINED BY DIVIDING THE TOTAL COSTS BY NUMBER OF PART-TIME/ADJUNCT MEMBERS.
 SOURCES: SEE APPENDIX II.

Many part-time/adjunct faculty members receive no health or pension benefits.

Exceptions include:

- the Community College of Philadelphia offers partial health benefits (50 percent of premium costs for part-time/adjunct faculty who have taught fewer than four years and 75 percent for those who have taught four or more years) and a matching contribution to pensions (up to 5 percent of wages) if faculty members have taught for two years;
- Montgomery County Community College offers partial pension benefits; and
- The State System of Higher Education pays 50 percent of the health care premium and offers pension matches for part-time/adjunct faculty who teach a half-time load or more.

One other observation about health benefit costs is worth making: Health benefits cost a lot more at community colleges, even for full-time faculty members. Some of this difference may be a result of reporting differences between our survey of community colleges and the data in the Snyder Report on state-related institutions. To the extent that this cost difference reflects actual differences, and the fact that community colleges pay more for healthcare than state-related and State System schools, it may represent an opportunity: Some of the money for providing health care to part-time/adjunct faculty members could come from cost savings achieved through providing community colleges as a group with access to a less expensive healthcare plan.

V. The Cost of Achieving Pay and Benefit Parity

THIS REPORT HAS NOW ESTABLISHED that a large percentage of higher education courses in Pennsylvania at publicly funded institutions are being taught by faculty members who earn low salaries and have few health or pension benefits. The “second tier” of the instructional workforce in higher education is especially large at community colleges and at the three largest state-related institutions. This section of the report considers what it would cost at publicly funded higher education institutions to raise pay and benefits to parity with the pay and benefits of tenured/tenure-track faculty. Our cost estimates correspond roughly to what it would cost to implement the three provisions of the FACE campaign. (See the discussion on page 10.)

THE COST OF PAY PARITY

Estimating the cost of achieving parity in pay between contingent and tenured and tenure-track faculty members requires making assumptions about what salary per course for part-time/adjunct faculty members would constitute “parity.” The biggest uncertainty in setting parity pay per course relates to the earlier discussion of what fraction of the time of tenured and tenure-track faculty is for responsibilities comparable to those assumed by contingent faculty members.

In **Table 8**, we make three sets of alternative assumptions in order to establish a range of estimates for the cost of raising contingent faculty pay to parity with full-time tenured/tenure-track faculty members. In all three of our scenarios, we assume that full-time nontenure-track faculty have comparable responsibilities to tenured and tenure-track faculty and thus parity pay for full-time nontenure-track faculty equals the full annual salary of tenured and tenure-track faculty divided by the standard course load for tenured and tenure-track faculty members.

The differences in the cost of parity pay across our three scenarios are driven by different assumptions about what constitutes parity pay for part-time/adjunct faculty members.

- In our maximum-cost scenario, we assume that per course parity pay for part-time/adjunct faculty members equals the full salary of tenured and tenure-track faculty divided by a standard full-time course load for full-time tenured/tenure-track faculty members.
- For the intermediate-cost scenario, we assume that one quarter of the salary of tenure and tenure-track faculty at state-related and State System schools pays for nonteaching responsibilities beyond those assumed by part-time/adjunct faculty members. With this assumption, per-course parity pay for part-time/adjunct faculty members at state-related and state schools equals 75 percent of the full salary of tenured and tenure-track faculty divided by a standard full-time course load.
- For our low-cost scenario, we assume that half of the salary of tenured and tenure-track faculty at state-related and State System schools pays for nonteaching responsibilities beyond those assumed by part-time/adjunct faculty members. With this assumption, per-course parity pay for part-time/adjunct faculty members equals 50 percent of the full salary of tenured and tenure-track faculty divided by a standard full-time course load.¹⁵
- In both our second and third scenarios, we assume that 15 percent of the time of full-time tenured and tenure-track faculty at community colleges goes for nonteaching responsibilities beyond those assumed by part-time/adjunct faculty members. Thus, in these two lower-cost scenarios, parity pay for part-time/adjunct faculty members at community colleges equals 85 percent of the full-time tenured/tenure-track salary divided by a standard full-time course load.

¹⁵ An additional assumption: When our low-cost scenario leads to the conclusion that an institution has already achieved pay parity—as with part-time/adjunct faculty members at State System schools (who already earn 63 percent of the pay per course of tenured and tenure-track faculty members)—we assume that the cost of achieving pay parity at that institution under our low-cost scenario is zero.

Table 8. Cost of Achieving Parity Pay

Institution	Maximum Cost of Pay Parity		Intermediate Cost of Pay Parity		Minimum Cost of Pay Parity	
	Dollars	% of Current Salary Cost	Dollars	% of Current Salary Cost	Dollars	% of Current Salary Cost
Bucks CCC	\$5,855,652	41%	\$4,272,434	30%	\$4,272,434	30%
Butler CC	\$2,194,200	45%	\$1,632,816	33%	\$1,632,816	33%
CC of Allegheny C	\$17,145,120	55%	\$13,215,266	42%	\$13,215,266	42%
CC of Beaver C	\$1,341,200	38%	\$967,580	28%	\$967,580	28%
CC of Philadelphia	\$9,436,975	26%	\$6,799,788	19%	\$6,799,788	19%
Harrisburg Area CC	\$10,465,538	41%	\$7,286,919	29%	\$7,286,919	29%
Lehigh Carbon CC	\$5,144,461	58%	\$3,879,187	44%	\$3,879,187	44%
Luzerne CC	\$4,529,504	60%	\$3,653,894	49%	\$3,653,894	49%
Montgomery CCC	\$5,410,000	33%	\$3,871,000	24%	\$3,871,000	24%
Northampton CC	\$3,338,787	41%	\$2,399,469	29%	\$2,399,469	29%
Penn Highlands CC	\$716,036	37%	\$502,746	26%	\$502,746	26%
Total: All Community Colleges	\$65,577,473	42%	\$48,481,097	31%	\$48,481,097	31%
State System of Higher Education	\$28,185,872	8%	\$20,481,070	6%	\$16,747,744	5%
Lincoln	\$1,360,545	20%	\$962,766	14%	\$634,425	9%
Penn State	\$184,901,899	80%	\$160,535,149	70%	\$136,168,400	59%
Pitt	\$42,582,955	50%	\$32,525,387	38%	\$22,467,820	26%
Temple	\$73,834,099	88%	\$61,074,746	73%	\$48,315,393	58%
Total: State-Related Institutions	\$302,679,498	74%	\$255,098,049	63%	\$207,586,038	51%
Total: All Institutions Shown	\$396,442,843	43%	\$324,060,216	35%	\$272,814,879	30%

NOTE: NO DATA AVAILABLE FOR DELAWARE COUNTY, READING AREA OR WESTMORELAND COUNTY COMMUNITY COLLEGES.
 NOTE: *MAXIMUM COST* OF PAY PARITY ESTIMATED BASED ON RAISING PER-COURSE PAY OF ALL CONTINGENT FACULTY MEMBERS TO THE FULL ANNUAL SALARY OF TENURED/TENURE-TRACK FACULTY MEMBERS DIVIDED BY THE STANDARD COURSE LOAD FOR TENURED/TENURE-TRACK FACULTY MEMBERS. *INTERMEDIATE COST* ESTIMATED BASED ON RAISING PER-COURSE PAY OF FULL-TIME NONTENURE-TRACK FACULTY MEMBERS THE SAME LEVEL AS IN HIGH-COST SCENARIO; RAISING THE PER-COURSE PAY OF PART-TIME/ADJUNCT FACULTY MEMBERS AT COMMUNITY COLLEGES TO 85 PERCENT OF THE ANNUAL SALARY OF TENURED/TENURE-TRACK FACULTY MEMBERS DIVIDED BY THE STANDARD COURSE LOAD FOR TENURED/TENURE-TRACK FACULTY MEMBERS; AND RAISING THE PER-COURSE PART OF PART-TIME/ADJUNCT FACULTY MEMBERS AND GRADUATE EMPLOYEES AT STATE SYSTEM SCHOOLS AND STATE-RELATED SCHOOLS TO 75 PERCENT OF THE ANNUAL SALARY OF TENURED/TENURE-TRACK FACULTY MEMBERS DIVIDED BY THE STANDARD COURSE LOAD FOR TENURED/TENURE-TRACK FACULTY MEMBERS. *LOW-COST* OF PAY PARITY ESTIMATED BASED ON SAME ASSUMPTIONS AS FOR INTERMEDIATE COST EXCEPT THE PER-COURSE PAY OF PART-TIME/ADJUNCT FACULTY MEMBERS AND GRADUATE EMPLOYEES AT STATE SYSTEM SCHOOLS AND STATE-RELATED SCHOOLS IS RAISED ONLY TO 50 PERCENT OF THE ANNUAL SALARY OF TENURED/TENURE-TRACK FACULTY MEMBERS DIVIDED BY THE STANDARD COURSE LOAD FOR TENURED/TENURE-TRACK FACULTY MEMBERS.
 SOURCE: SEE APPENDIX II.

Not surprisingly, the range spanned by our estimates of the cost of achieving pay parity is smaller for community colleges. For State System and state-related schools, since the target pay per course varies by a factor two between our alternative scenarios, the cost of achieving parity varies widely.

Table 8 shows our high-end estimate of the cost of achieving pay parity for contingent faculty to equal 43 percent of current salary costs at all higher education institutions and 42 percent of current salary costs at community colleges. Our low-end estimate is 30 percent of current salary costs overall and 31 percent at community colleges. Under both sets of assumptions, the cost of achieving pay parity is highest at state-related institutions and lowest, by far, at the State System of Higher Education.

Temple and Penn State are the two individual higher education institutions at which pay parity would require the greatest increase in salaries—80 percent or more in our high-end estimate and nearly 60 percent higher in our low-cost estimate. Of the community colleges, Luzerne, Allegheny County and Lehigh Carbon are the three institutions at which pay parity even with our low-cost estimate would lead to an increase in total salaries of 40 percent or more.

THE COST OF HEALTH BENEFIT PARITY

Table 9 estimates the cost of extending pro-rata health benefit coverage to all nontenure-track faculty members. Under the “maximum cost” scenario, the table assumes that healthcare cost for both part-time/adjunct faculty members and nontenure-track full-time faculty members rises to the same cost per full-time equivalent (FTE) teacher as currently for full-time tenured/tenure-track faculty members. For example, if three part-time/adjunct faculty members among them teach the equivalent of a full teaching load for a tenured/tenure-track faculty member, then we assume that their healthcare benefit costs equal the health benefit costs of one full-time tenured or tenure-track faculty member. The intermediate-cost scenario assumes that part-time/adjunct faculty at state-related and State System schools receive health benefits per course equal to 75 percent of the annual health benefit cost of tenured and tenure-track members divided by a full course load (four courses per year at Temple, Pitt and Penn State, and eight courses per year at Lincoln and State System schools). The low-cost scenario changes this 75 percent to 50 percent. In both the intermediate and low-cost scenarios, we assume that part-time/adjunct faculty at community colleges receive health benefits per course equal to 85 percent of the annual health benefits received by tenured/tenure-track faculty divided by a full teaching load (10 courses per year).

Table 9. **Cost of Achieving Health Benefit Parity for Contingent Faculty**

Institution	Maximum Cost of Health Benefit Parity		Intermediate Cost of Health Benefit Parity		Minimum Cost of Health Benefit Parity	
	Dollars	% of Current Health Benefit Cost	Dollars	% of Current Health Benefit Cost	Dollars	% of Current Health Benefit Cost
Bucks CCC	no data	no data	no data	no data	no data	no data
Butler CC	\$1,104,000	112%	\$938,400	95%	\$938,400	95%
CC of Allegheny C	\$9,223,500	118%	\$7,839,975	100%	\$7,839,975	100%
CC of Beaver C	\$1,025,060	106%	\$871,301	90%	\$871,301	90%
CC of Philadelphia	\$4,850,000	72%	\$3,986,094	59%	\$3,986,094	59%
Harrisburg Area CC	\$3,862,848	144%	\$3,283,421	123%	\$3,283,421	123%
Lehigh Carbon CC	\$1,854,388	151%	\$1,576,230	129%	\$1,576,230	129%
Luzerne CC	\$2,559,600	94%	\$2,175,660	80%	\$2,175,660	80%
Montgomery CCC	\$2,850,000	90%	\$2,422,500	77%	\$2,422,500	77%
Northampton CC	\$2,262,589	91%	\$1,703,377	68%	\$1,703,377	68%
Penn Highlands CC	\$575,580	118%	\$489,243	100%	\$489,243	100%
All Community Colleges	\$30,167,565	103%	\$25,286,200	87%	\$25,286,200	87%
State System	\$3,821,720	8%	\$2,765,200	6%	\$1,708,680	4%
Lincoln	\$182,795	24%	\$137,096	18%	\$91,397	12%
Penn State	\$7,025,831	31%	\$5,269,373	23%	\$3,512,915	15%
Pitt	\$2,775,209	46%	\$2,081,406	34%	\$1,387,604	23%
Temple	\$6,098,320	34%	\$4,128,391	23%	\$4,128,391	23%
All State-Related	\$16,082,154	34%	\$11,616,266	24%	\$9,120,308	19%
Total: All Institutions	\$50,071,439	40%	\$39,667,666	32%	\$36,115,188	29%

*MAXIMUM COST OF HEALTH BENEFIT PARITY = THE NUMBER OF FTE NONTENURE-TRACK FACULTY MEMBERS * (ANNUAL COST OF HEALTHCARE BENEFITS FOR TENURED/TENURE-TRACK FACULTY MINUS ANNUAL COSTS OF HEALTHCARE BENEFITS FOR FTE NONTENURE-TRACK FACULTY) + THE NUMBER OF FTE PART-TIME/ADJUNCT FACULTY MEMBERS * (ANNUAL COST OF HEALTHCARE BENEFITS FOR TENURED/TENURE-TRACK FACULTY MINUS ANNUAL COSTS OF HEALTHCARE BENEFITS FOR PART-TIME/ADJUNCT FACULTY MEMBERS). INTERMEDIATE COST OF HEALTH BENEFIT PARITY BASED ON PROVIDING PART-TIME/ADJUNCT FACULTY MEMBERS AT STATE-RELATED SCHOOLS AND STATE SYSTEM SCHOOLS WITH 75 PERCENT OF HEALTH BENEFIT FOR TENURED AND TENURE-TRACK FACULTY TEACHING FULL LOAD AND PROVIDING PART-TIME/ADJUNCT FACULTY MEMBERS AT COMMUNITY COLLEGES WITH 85 PERCENT OF HEALTH BENEFIT FOR TENURED/TENURE-TRACK FACULTY. MINIMUM COST OF HEALTH BENEFIT PARITY BASED ON PROVIDING PART-TIME/ADJUNCT FACULTY MEMBERS AT STATE-RELATED SCHOOLS AND STATE SYSTEM SCHOOLS WITH 50 PERCENT OF HEALTH BENEFIT FOR TENURED/TENURE-TRACK FACULTY TEACHING FULL LOAD AND PROVIDING PART-TIME/ADJUNCT FACULTY AT COMMUNITY COLLEGES WITH 85 PERCENT OF HEALTH BENEFIT FOR TENURED/TENURE-TRACK FACULTY. **CURRENT HEALTH BENEFIT COST FOR TENURED/TENURE-TRACK FACULTY ESTIMATED AS PER-YEAR HEALTH BENEFIT COSTS FOR TENURED/TENURE-TRACK FACULTY TIMES THE NUMBER OF TENURED/TENURE-TRACK FTES REQUIRED TO TEACH COURSES TAUGHT BY TENURED/TENURE-TRACK FACULTY MEMBERS (ASSUMING EACH FTE TEACHES A FULL COURSE LOAD). FULL COURSE LOAD FOR A YEAR EQUAL TO 10 COURSES AT COMMUNITY COLLEGES, EIGHT AT STATE SYSTEM OF HIGHER EDUCATION AND LINCOLN UNIVERSITY, AND FOUR COURSES PER YEAR AT PENN STATE, PITT AND TEMPLE.
NOTE: NO DATA AVAILABLE FOR DELAWARE COUNTY, READING AREA OR WESTMORELAND COUNTY COMMUNITY COLLEGES.
SOURCE: SEE APPENDIX II.

Under both the maximum-cost and minimum-cost scenarios, the heavy current reliance at community colleges on part-time/adjunct faculty who receive no health benefits means the cost of extending health benefit parity to all faculty members would be highest at those institutions—increasing healthcare costs by 87 percent (at a minimum) to 103 percent (at a maximum). Among the community colleges, the increase in costs would be greatest at Lehigh Carbon (129 percent to 151 percent) and Harrisburg (123 percent to 144 percent) and lowest at the Community College of Philadelphia (59 percent to 72 percent). Across all institutions, health benefit costs would increase by 29 percent to 40 percent, a range very similar to the increase in costs for faculty salaries.

THE COST OF PENSION BENEFIT PARITY

The FACE legislation in Pennsylvania currently calls for access to employee retirement plans but does not mandate that the employers provide pension matches, which most Pennsylvania colleges and universities offer to all full-time faculty members regardless of tenure status. The FACE legislation also requires that, over time, tenured and tenure-track faculty members must teach at least 75 percent of the institution's courses. This 75 percent standard would increase pension costs because of the employer contributions to pensions received by full-time tenured and tenure-track faculty members. **Table 10** estimates the increase in pension costs associated with an increase in the share of courses taught by tenured/tenure-track faculty members to 75 percent.

Table 10 shows that, relative to current pension contributions, the cost of providing equivalent pensions to faculty who teach 75 percent of an institution’s undergraduate courses would be greatest at community colleges. In dollar terms, the cost would be greater at state-related institutions. That is because, measured in dollars, pensions for tenured/tenure-track faculty are more generous at state-related institutions. (Measured relative to average salaries, the gap in the generosity of pensions is small between state-related institutions and community colleges.)

Table 10. The Cost of Pensions if 75 Percent of FTE Faculty Are Tenured/Tenure-Track

Institution	Cost of Current Pension Benefits	Cost of Pensions with 75% of Faculty Tenured/Tenure Track	Increase in Cost	
			Dollars	% of Current Pension Costs
Bucks CCC	\$754,353	\$1,199,052	\$444,699	59%
Butler CC	\$267,295	\$425,025	\$157,730	59%
CC of Allegheny C	\$2,143,557	\$3,627,558	\$1,484,001	69%
CC of Beaver C	\$187,200	\$289,848	\$102,648	55%
CC of Philadelphia	\$1,645,540	\$2,115,840	\$470,300	29%
Harrisburg Area CC	\$1,468,526	\$2,690,704	\$1,222,178	83%
Lehigh Carbon CC	\$501,458	\$945,502	\$444,044	89%
Luzerne CC	\$603,864	\$903,581	\$299,717	50%
Montgomery CCC	\$1,309,035	\$1,782,000	\$472,965	36%
Northampton CC	\$422,861	\$890,583	\$467,722	111%
Penn Highlands CC	\$96,472	\$157,670	\$61,198	63%
All Community Colleges	\$9,400,159	\$15,027,362	\$5,627,203	60%
State System	\$22,182,022	\$18,884,894	\$0	0%
Lincoln	\$553,603	\$570,267	\$16,664	3%
Pitt	\$23,435,244	\$28,975,935	\$5,540,691	24%
Penn State	\$7,663,495	\$8,908,582	\$1,245,086	16%
Temple	\$7,580,559	\$11,209,894	\$3,629,335	48%
All State-Related	\$39,232,902	\$49,664,677	\$10,431,775	27%
All Institutions	\$70,815,083	\$83,576,933	\$16,058,978	23%

NOTE: NO DATA AVAILABLE FOR DELAWARE COUNTY, READING AREA OR WESTMORELAND COUNTY COMMUNITY COLLEGES.
 NOTE: COST OF MEETING FACE PENSION BENEFIT STANDARD = COST OF PROVIDING ANNUAL PENSION CONTRIBUTIONS PER COURSE FOR 75 PERCENT OF COURSES THAT ARE EQUAL TO THE PENSION CONTRIBUTIONS PER COURSE PROVIDED TO TENURED/TENURE-TRACK FACULTY MEMBERS.
 SOURCE: SEE APPENDIX II.

TOTAL COST OF PAY AND BENEFIT PARITY

Using estimates in Tables 8, 9 and 10, Table 11 projects total costs for each institution of achieving pay and benefit parity.

Table 11. Summary Table: The Cost of Meeting FACE Standards						
Institution	Maximum Cost of Meeting FACE Standards		Intermediate Cost of Meeting FACE Standards		Minimum Cost of Meeting FACE Standards	
	Dollars	As % of Current Compensation			Dollars	As % of Current Compensation
Bucks CCC*	\$6,300,351	45%	\$4,717,133	33%	\$4,717,133	33%
Butler CC	\$3,455,930	56%	\$2,728,946	44%	\$2,728,946	44%
CC of Allegheny C	\$27,852,621	68%	\$22,539,242	55%	\$22,539,242	55%
CC of Beaver C	\$2,468,908	53%	\$1,941,529	42%	\$1,941,529	42%
CC of Philadelphia	\$14,757,275	33%	\$11,256,182	25%	\$11,256,182	25%
Harrisburg Area CC	\$15,550,564	53%	\$11,792,518	40%	\$11,792,518	40%
Lehigh Carbon CC	\$6,998,849	57%	\$5,899,461	48%	\$5,899,461	48%
Luzerne CC	\$7,403,392	38%	\$6,129,271	32%	\$6,129,271	32%
Montgomery CCC	\$8,732,965	42%	\$6,766,465	33%	\$6,766,465	33%
Northampton CC	\$6,069,099	55%	\$4,570,568	41%	\$4,570,568	41%
Penn Highlands CC	\$1,352,814	54%	\$1,053,187	42%	\$1,053,187	42%
All Community Colleges	\$100,942,768	49%	\$79,394,500	39%	\$79,394,500	39%
State System	\$32,007,592	8%	\$23,246,270	6%	\$18,456,424	4%
Lincoln	\$1,560,004	19%	\$1,116,526	14%	\$742,486	9%
Penn State	\$197,468,420	71%	\$171,345,213	62%	\$145,222,005	52%
Pitt	\$46,603,250	47%	\$35,851,880	36%	\$25,100,511	25%
Temple	\$83,561,754	76%	\$68,832,472	63%	\$56,073,119	51%
All State-Related Institutions	\$329,193,427	67%	\$277,146,091	56%	\$227,138,121	46%
All Institutions	\$462,143,787	41%	\$379,786,861	34%	\$324,989,045	29%

*BUCKS CCC NUMBERS INCLUDE ONLY COST OF INCREASING SALARY AND PENSION BENEFITS.
 NOTE: NO DATA AVAILABLE FOR DELAWARE COUNTY, READING AREA OR WESTMORELAND COUNTY COMMUNITY COLLEGES.
 SOURCE: TABLES 8-10.

It would cost relatively little for the State System of Higher Education to reach pay and health benefit parity and to provide full pensions to at least 75 percent of faculty members—only 4 percent to 8 percent of total current salary costs. At community colleges as a whole, it would increase compensation costs 39 percent to 49 percent to meet the same pay and benefit parity standards. At state-related institutions, it would take a 46 percent to 67 percent increase in compensation to meet the same standards.

At three higher education institutions—Community College of Allegheny County, Temple and Penn State—even under the minimum-cost scenario, it would require a more than 50 percent increase in total compensation to achieve pay and benefit parity as defined here.

VI. Discussion and Conclusion

THIS STUDY ASSESSES MONETARY COSTS; it does not measure the educational value of pay and benefit parity or of expanding tenured and tenure-track positions so that holders of these positions teach 75 percent of courses.

Although the total costs of fully achieving the three FACE standards are high, progress toward pay and benefit parity and increasing the number of tenure-track jobs can be achieved gradually. Most essential are a long-term commitment to eliminating the sharp disparities between the two tiers of the teaching workforce in Pennsylvania publicly funded higher education and the establishment of achievable initial benchmarks for making progress toward the long-term goal.

Better Data. To build upon the findings in this report, to push for change at the state level and to help institutions prioritize the changes they make toward reversing reliance on poorly paid contingent faculty in public higher education, there needs to be more public reporting of the data gathered for this report. It is not sufficient to report head counts. There needs to be systematic public reporting of the number of courses taught by each faculty category as well as the salaries and benefits of these faculty members.

In Pennsylvania, the Public School Codes Amendments (Act 61 of 2008) mandate annual reporting by the state-related universities. These requirements should be extended to all publicly funded colleges and universities. To be accountable to the public that funds and relies on public higher education, all public colleges and universities should be required to report comprehensive information, including per-course pay for each faculty category, teaching loads and the costs of benefits to the institutions. For large departments (e.g., with more than eight full-time equivalent faculty), data should also be broken out by major department. A revision of these state reporting mandates should also eliminate ambiguities that make interpretation of the currently mandated reports on state-related institutions more difficult. For example, the reports need to separate reporting on part-time/adjunct faculty with tenure or on a tenure track from part-time/adjunct faculty who do not have tenure and are not on a tenure track.

Data from each institution should be compiled annually into tables and figures similar to the ones in this report that facilitate comparison across institutions, both within categories (community college vs. community college) and between categories

(community colleges vs. state-related institutions). The raw data should also be available in data sets suitable for additional analysis by independent researchers.

A Pay Equity Fund for Community Colleges and State-Related Institutions. While high-quality data are helpful, this report already provides a solid baseline that underscores the heavy reliance on contingent faculty at community colleges and state-related institutions and the stunning compensation gaps between contingent faculty and tenured/tenure-track faculty.

Together with better data, Pennsylvania should develop a long-term plan to increase its investment in higher education, and to dedicate a portion of increased investment to ensuring fair pay and benefits for contingent faculty.

The State System of Higher Education provides a model for community colleges and for state-related institutions. The SSHE collective bargaining agreement prohibits any of its universities from having more than 25 percent of FTE faculty in full- or part-time/adjunct temporary positions and it places full-time temporary faculty who have been at the university for five years on a tenure track. As a consequence, the State System has a low share of courses taught by contingent faculty and a much higher degree of pay parity than comparable four-year state university systems in the rest of the country.¹⁶

The broad recommendations of this report are not controversial. In a 2003 report, the Pennsylvania Advisory Committee on Part-Time Faculty, its members consisting of higher education executives, students, associations, unions and experts, made similar recommendations in a report focusing on community colleges.¹⁷ The committee recommended:

- fair salaries, benefits and working conditions for part-time faculty members;
- access to existing health insurance and retirement benefits for part-time faculty members; and
- adequate state funds to assist community colleges in implementing these recommendations.¹⁸

Now that we have the facts on the extreme degree of inequity within the teaching ranks at publicly funded higher education in Pennsylvania, the time has come to begin reducing this inequity.

¹⁶ Whereas per-course pay rates in the State System are \$8,897, \$5,595 and \$5,595 for full-time tenured/ tenure track, full-time nontenure-track and part-time/adjunct nontenure-track faculty, respectively. The numbers for public comprehensive schools across the country are \$10,731, \$7,299 and \$2,645 (JBL Associates, 9). The Pennsylvania State System of Higher Education/ APSCUF contract is available on the APSCUF Web site: <http://www.apscuf.com>. The Community College of Philadelphia also has language in its contract to increase the percentage of courses taught by tenured and tenure-track faculty as well as providing partial health benefits for part-time/adjunct nontenure-track faculty. (The CCP contract is online at http://www.aft2026.org/ftcontr_06-11.pdf.)

¹⁷ Advisory Committee on Part-Time Faculty, *PartTime Faculty at Institutions of Higher Education in the Commonwealth of Pennsylvania*, Joint State Government Commission, October 2003, pp. 17-19.

¹⁸ The Advisory Committee also recommended amending the Public School Code to require community colleges to submit annual data, in the same manner as state-related institutions (p. 18). 0

Appendix I

KEYSTONE RESEARCH CENTER SURVEY: COMMUNITY COLLEGES

(Definitions provided with the survey are at the end of this section.)

Keystone PA Higher Education Survey

Screen 1 of 8—Welcome

1. Your answers to the survey will be kept confidential.

** Please fill in your name and institution at a minimum to verify that you are the individual completing the survey.

Name: ** _____

Institution and/or campus: ** _____

Position(s) and title(s): _____

Mailing address 1: _____

Mailing address 2: _____

City: _____

State: _____

ZIP: _____

Phone: _____

Cellular: _____

E-mail: _____

Screen 2 of 8—Faculty and Instructional Staff Data

The following questions apply to faculty and instructional staff teaching for-credit classes in the 2007-08 academic year. (All “instructors of record,” whether classified as faculty or not.)

2. What is the total number of faculty and instructional staff teaching at your institution for the semesters listed below (include compressed semesters and short courses):

Fall 2007 _____

Spring 2008 _____

3. What is the number of faculty and instructional staff teaching in Fall 2007 for the following categories?

Tenured and tenure-track (full- or part-time): _____

Full-time nontenure track: _____

Part-time nontenure track: _____

Other (instructors of record who do not fall into the above categories such as academic professionals, nonfaculty researchers, etc.): _____

4. What is the number of faculty and instructional staff teaching in Spring 2008 for the following categories?

Tenured and tenure-track (full- or part-time): _____

Full-time nontenure track: _____

Part-time nontenure track: _____

Other (instructors of record who do not fall into the above categories such as academic professionals, nonfaculty researchers, etc.): _____

Screen 3 of 8—Faculty, Instructional Staff and Class Data

5. What percentage of tenure-track or tenured faculty is part-time?

6. Of the total part-time nontenure-track faculty, what percentage was previously in full-time tenure-track or tenured positions at your institution?

7. In the institution as a whole, what is the total number of classes taught to undergraduates in the semesters/quarters listed below (include compressed semester and short courses):

Fall 2007 _____

Spring 2008 _____

8. How many of these classes are taught by faculty and instructional staff in each of the following categories for Fall 2007:

Tenured and tenure-track (full- or part-time): _____

Full-time nontenure track: _____

Part-time nontenure track: _____

Other (instructors of record who do not fall into the above categories such as academic professionals, nonfaculty researchers, etc.): _____

9. How many of these classes are taught by faculty and instructional staff in each of the following categories for Spring 2008:

Tenured and tenure-track (full- or part-time): _____

Full-time nontenure track: _____

Part-time nontenure track: _____

Other (instructors of record who do not fall into the above categories such as academic professionals, non-faculty researchers, etc.): _____

10. Of the total number of classes taught in one semester, how many were taught by full-time tenure-track or tenured faculty as overloads or extra service? _____

Screen 4 of 8—Tenured & Tenure-track

11. What is the median annual base salary for tenured or tenure-track faculty (fulltime) (excluding extra duty, overloads or summer school)?

12. What is the median annual base salary for new full-time tenure-track faculty hires in 2007-08? _____

13. What percent of new full-time tenure-track faculty hires in 2007-08 were previously employed within your institution as?

Full-time nontenure-track faculty: _____

Part-time nontenure-track faculty: _____

14. What is the median cost per year of the employer portion of the healthcare benefit package (including dental, vision, life insurance, etc.) for full-time tenured and tenure-track faculty? _____

15. What percentage of base salary for tenured and tenure-track faculty is contributed by the employer into a pension fund? _____

16. What is the standard full-time tenured faculty teaching workload expressed in credits per year? _____

17. This teaching load represents what percentage of a full-time faculty workload? (For example, teaching is 70 percent when committee and departmental work are 30 percent.) _____

Screen 5 of 8—Full-time Nontenure Track

18. What is the median annual salary for full-time nontenure-track faculty?

19. What is the median cost per year of the employer portion of the healthcare benefit package (including dental, vision, life insurance, etc.) for full-time nontenure-track faculty? _____

20. What percentage of base salary for full-time nontenure-track faculty is contributed by the employer into a pension fund? _____

21. What is the standard full-time nontenured faculty teaching workload expressed in credits per year? _____

22. This teaching load represents what percentage of a full-time nontenure-track faculty workload?

(For example, teaching is 90 percent of full-time faculty workload when other assignments are 10 percent.) _____

Screen 6 of 8—Part-Time Nontenure Track

23. What is the median pay per 3-credit class for part-time nontenure-track faculty? _____

24. What duties besides actual classroom teaching are required of part-time nontenure-track faculty for this pay rate?

Please enter the average number of hours per week that are required per class for these duties.

Office hours _____

Department meetings _____

Committee work _____

Research _____

Other _____

25. Does the employer pay anything toward part-time faculty health, vision, dental and life insurance?

_____ No—if you check No, go to question 30

_____ Yes—if you check Yes, go to question 28

26. If the employer pays for these benefits, how many people does the employer pay benefits for? _____

27. What is the median cost of these benefits per individual employee per year for part-time faculty who work the entire academic year? _____

28. What percentage of pay of part-time faculty is paid by the employer into a pension fund? _____

Screen 7 of 8—Pay Raises

29. What has been the general percent pay raise for each category of faculty for 2007-08?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Other instructional staff _____

30. What has been the general percent pay raise for each category of faculty for 2006-07?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Other instructional staff _____

31. What has been the general percent pay raise for each category of faculty for 2005-06?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Other instructional staff _____

32. What has been the general percent pay raise for each category of faculty for 2004-05?

Tenured and tenure-track (full or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Other instructional staff _____

33. What has been the general percent pay raise for each category of faculty for 2003-04?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Other instructional staff _____

Screen 8 of 8—References & Comments

34. If there are others at your institution who could provide additional or more precise information, please provide us with their names and e-mail addresses below:

Name & E-mail: _____

Name & E-mail: _____

Name & E-mail: _____

35. For the second stage of this study, we will be looking at selected departments (divisions, programs, effective hiring units, etc.). Please suggest departments and possible contacts that best show the variety of employment at your institution.

36. We would appreciate your comments and feedback on the survey process and the nature of questions that we posed.

Thank you for completing the survey.

Keystone Research Survey: State-related and State-owned Universities

(Definitions provided at the end of the section.)

1. Your answers to the survey will be kept confidential.

** Please fill in your name and institution at a minimum to verify that you are the individual completing the survey.

Name:** _____

Institution and/or campus:** _____

Position(s) and title(s): _____

Mailing address 1: _____

Mailing address 2: _____

City: _____

State: _____

ZIP: _____

Phone: _____

Cellular: _____

E-mail: _____

Faculty and Instructional Staff Data

The following questions apply to faculty and instructional staff teaching classes to undergraduates, whether degree credit or not, in the 2007-08 academic year as instructor of record.

2. What is the total number of faculty and instructional staff teaching at your institution for the semesters/quarters listed below:

Fall 2007 _____

Spring 2008 _____

3. What is the number of faculty and instructional staff teaching in Fall 2007 for the following categories:

Tenured and tenure-track (full- or part-time): _____

Full-time nontenure track: _____

Part-time nontenure track: _____

Graduate employees: _____

Other (instructors of record who do not fall into the above categories such as academic professionals, nonfaculty researchers, etc.): _____

4. What is the number of faculty and instructional staff teaching in Spring 2008 for the following categories?

Tenured and tenure-track (full- or part-time): _____

Full-time nontenure track: _____

Part-time nontenure track: _____

Graduate employees: _____

Other (instructors of record who do not fall into the above categories such as academic professionals, nonfaculty researchers, etc.): _____

Faculty, Instructional Staff and Class Data

5. What percentage of tenure-track or tenured faculty is part-time?

6. Of the total part-time nontenure-track faculty, what percentage was previously in full-time tenure-track or tenured positions at your institution?

7. In the institution as a whole, what is the total number of classes taught to undergraduates in the semesters/quarters listed below (include compressed semester and short courses):

Fall 2007 _____

Spring 2008 _____

8. How many of these classes are taught by faculty and instructional staff in each of the following categories for Fall 2007:

Tenured and tenure-track (full- or part-time): _____

Full-time nontenure track: _____

Part-time nontenure track: _____

Graduate employees: _____

Other (instructors of record who do not fall into the above categories such as academic professionals, nonfaculty researchers, etc.): _____

9. How many of these classes are taught by faculty and instructional staff in each of the following categories for Spring 2008:

Tenured and tenure-track (full- or part-time): _____

Full-time nontenure track: _____

Part-time nontenure track: _____

Graduate employees: _____

Other (instructors of record who do not fall into the above categories such as academic professionals, nonfaculty researchers, etc.): _____

10. Of the total number of classes taught in one semester, how many were taught by full-time tenure-track or tenured faculty as overloads or extra service? _____

Tenured & Tenure-track

11. What is the median annual base salary for tenured or tenure-track faculty (full-time) (excluding extra duty, overloads or summer school)?

12. What is the median annual salary for new full-time tenure-track faculty hires in 2007-08? _____

13. What percent of new full-time tenure-track faculty hires in 2007-08 were previously employed within your institution as:

Full-time nontenure-track faculty: _____

Part-time nontenure-track faculty: _____

14. What is the median cost per year of the employer portion of the healthcare benefit package (including dental, vision, life insurance, etc.) for full-time tenured and tenure-track faculty? _____

15. What percentage of base salary for tenured and tenure-track faculty is contributed by the employer into a pension fund? _____

16. What is the standard full-time tenured faculty teaching workload expressed in credits per year? _____

17. This teaching load represents what percentage of a full-time faculty workload? (For example, teaching is 50 percent of full-time faculty workload when research, committee and departmental work and other service are 50 percent.)

Full-Time Nontenure Track

18. What is the median annual salary for full-time nontenure-track faculty?

19. What is the median cost per year of the employer portion of the healthcare benefit package (including dental, vision, life insurance, etc.) for full-time nontenure-track faculty? _____

20. What percentage of base salary for full-time nontenure-track faculty is contributed by the employer into a pension fund? _____

21. What is the standard full-time nontenured faculty teaching workload expressed in credits per year? _____

22. This teaching load represents what percentage of a full-time nontenure-track faculty workload? (For example, teaching is 90 percent of full-time faculty workload when other assignments are 10 percent.) _____

Part-time Nontenure Track

23. What is the median pay per 3 credit class for part-time nontenure-track faculty? _____

24. What duties besides actual classroom teaching are required of part-time nontenure-track faculty for this pay rate?

Please enter the average number of hours per week that are required per class for these duties.

Office hours _____

Department meetings _____

Committee work _____

Research _____

Other _____

25. Does the employer pay anything toward part-time faculty health, vision, dental and life insurance?

_____ No—If you check No, go to question 28.

_____ Yes—If you check Yes, go to question 26.

26. If the employer pays for these benefits for part-time faculty, how many people does the employer pay benefits for? _____

27. What is the median cost of these benefits per individual employee per year for part-time faculty who work the entire academic year? _____

28. What percentage of pay of part-time faculty is paid by the employer into a pension fund? _____

Graduate Employees (as Instructors of Record)

29. What is the median pay per 3-credit class for graduate employees? _____

30. What duties besides actual classroom teaching are required of graduate employees for this pay rate?

Please enter the average number of hours per week that are required per class for these duties.

Office hours _____

Department meetings _____

Committee work _____

Research _____

Other _____

31. Does the employer pay anything toward graduate employee health, vision, dental and life insurance?

_____ No—If you check No, go to question 34

_____ Yes—If you check Yes, go to question 32

32. If the employer pays for these benefits for graduate employees, how many people does the employer pay benefits for? _____

33. What is the median employer cost per year of these benefits for individual graduate employees? _____

34. What percentage of pay of graduate employees is paid by employer into a pension fund? _____

Pay Raises

35. What has been the general percent pay raise for each category of faculty for 2007-08?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Graduate employees _____

Other instructional staff _____

36. What has been the general percent pay raise for each category of faculty for 2006-07?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Graduate employees _____

Other instructional staff _____

37. What has been the general percent pay raise for each category of faculty for 2005-06?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Graduate employees _____

Other instructional staff _____

38. What has been the general percent pay raise for each category of faculty for 2004-05?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Graduate employees _____

Other instructional staff _____

39. What has been the general percent pay raise for each category of faculty for 2003-04?

Tenured and tenure-track (full- or part-time) _____

Full-time nontenure track _____

Part-time nontenure track _____

Graduate employees _____

Other instructional staff _____

References & Comments

40. If there are others at your institution who could provide additional or more precise information, please provide us with their names and e-mail addresses below:

Name & E-mail: _____

Name & E-mail: _____

Name & E-mail: _____

41. For the second stage of this study, we will be looking at selected departments (divisions, programs, effective hiring units, etc.).

Please suggest departments and possible contacts that best show the variety of employment in your institution.

2. We would appreciate your comments and feedback on the survey process and the nature of questions that we posed.

Thank you for completing the survey.

DEFINITIONS:

What is “a campus”?

It is the place from which institutional educational services are delivered. Today they can be local, remote and/or virtual relative to the main institutional site.

What is “a class”?

A class is a stand-alone group taught by an instructor who is the “instructor of record” of the class. English 101, for example, might have a dozen classes scheduled at different times.

What is “a course”?

A course is defined by content, not by instructor. A single course may have many classes. A course will have a course number in the catalog.

What is “faculty and instructional staff”?

Faculty and instructional staff include all full-time and part-time tenure-track, full-time nontenure track, part-time nontenure track, postdoctoral fellows, graduate employees and others who function as “instructors of record.”

What is a “graduate employee”?

A graduate student who is also employed at the same institution to teach as the instructor of record for a particular class.

What is “an institution”?

Postsecondary educational institutions that offer associate degrees, baccalaureate degrees, master’s degrees, Ph.D. degrees or equivalents. Institutions may have several campuses.

What is “a section”?

A section is a subgroup of a class, usually a large class. The class may be conducted by one instructor and the subgroups are sections that are conducted by other instructors, who may not be instructors of record.

What is “teaching”?

Teaching is taking on the full instructional responsibilities as “instructor of record” for a class, including preparing, presenting and evaluating.

What is an “undergraduate course”?

An undergraduate course is taught mainly to students who are matriculated in an undergraduate degree program, whether this class carries degree credit or not. (Examples of non-credit classes would be pre-English 101, pre-Math 1, and ESL below college level.)

Appendix II

DATA SOURCE BY INSTITUTION

Institution	Source of Data
PASSHE	Data provided by Julie Melnichak, director of public policy research at APSCUF (Association of Pennsylvania State College and University Faculties) in the form of a completed electronic survey and Bob Eyer, APSCUF's director of policy and research.
Community Colleges	
Community College of Allegheny County	<ul style="list-style-type: none"> Part-time pay provided by open records officer Nancilee Burzachechi in response to an open records request. All other data provided by faculty member John Dziak (assistant professor biology/president AFT Local 2067) in the form of a completed electronic survey.
Community College of Beaver County	<ul style="list-style-type: none"> Salary and pension benefit information provided by Daniel Klaus (psychology professor) in the form of a completed electronic survey. Data on number of classes taught by each category of faculty, salaries and FTEs provided by vice president for community development and relations Nancy Dickson in response to an open records request. Data on health benefit costs provided by Marc Kornfeld of the Pennsylvania State Education Association.
Bucks County	<ul style="list-style-type: none"> Part-time pay and mean full-time pay provided by Kathy Fedorko, open records officer, in response to an open records request. Numbers on departments with greater than eight FTEs provided by Kathy Fedorko.
Butler County Community College	<ul style="list-style-type: none"> Data on number of classes taught by each category of faculty provided by Jim Hrabosky in response to an open records request. Data on salaries pulled from IPEDS data.
Community College of Philadelphia	<ul style="list-style-type: none"> Data on FTEs provided by Right-to-Know officer Jill Garfinkle-Weitz. All other data provided by John Braxton (co-president, Faculty and Staff Federation of CCP) in the form of a completed electronic survey. Part-time faculty at CCP who have earned four seniority units (i.e., who have worked two years) are eligible to receive a contribution of 5 percent of wages paid by the college if the PT employee also contributes 5 percent. We assume that this averages out an employer contribution equal to 2.5 percent of wages across all part-timers. Note: while a standard course load for Philadelphia Area Community College faculty is eight courses per year, our estimates assume that it is 10 courses per year for consistency with all other community colleges. If we used the eight-course annual load to compute the per-course pay of tenured/tenure-track faculty, then the relative pay of contingent faculty at Philadelphia Area Community Colleges would fall by 20 percent. Our statewide estimates of the relative pay of contingent faculty would also fall several percentage points.
Harrisburg Area Community College	<ul style="list-style-type: none"> All data provided by Patricia McDermott, coordinator, compensation, in the format of the survey.
Lehigh Carbon Community College	<ul style="list-style-type: none"> With one important exception, all responses provided by Donna Williams, director of human Resources, and confirmed by Rachel Plaska, president of the LCCC Faculty Association. The exception: Williams' survey reported that Lehigh Carbon has no tenured/tenure-track faculty and a high proportion of full-time nontenure-track faculty members. According to Ned Schillow of the LCCC Faculty Association, however, the figures reported for full-time nontenure-track faculty members should have been reported as tenured and tenure-track. Based on Schillow's response, we moved the LCCC figures reported by Williams for courses taught and salary for full-time nontenure-track faculty to the tenured/tenure-track faculty category.
Luzerne Community College	<ul style="list-style-type: none"> Data on number of classes taught, part-time pay and departments with greater than eight FTEs prepared by Libby Yeager in response to an open records request. Benefit information comes from Marc Kornfeld. Full-time pay pulled from IPEDS data.
Montgomery County Community College	<ul style="list-style-type: none"> Median nontenure-track salary, information on health benefit assistance pool for part-time faculty, and pension costs for nontenure-track faculty provided by Rhoda McFadden, president of the Montgomery County Community College Faculty Federation. All other information provided by the federation's contract committee member Mark Amdahl.

Northampton Community College	<ul style="list-style-type: none"> All data provided by Michael McGovern, vice-president of academic affairs, in the form of the online survey. The survey response suggested that full-time tenure track faculty members and part-time faculty members are not clearly distinguished in Northampton CC data. We chose to record ambiguous figures (for courses taught and for salary) that could have gone in either column in the part-time column. This way of treating the information made the Northampton Community College data much more consistent with other community colleges.
Pennsylvania Highlands Community College	<ul style="list-style-type: none"> Data on number of classes taught and salaries provided by David Volpe, vice president for student services and institutional advancement at Penn Highlands, in response to an open records request. Health benefit and pension data provided by Marc Kornfeld.
Reading Area Community College	<ul style="list-style-type: none"> No response to repeated requests to the administrators and faculty.
Westmoreland County Community College	<ul style="list-style-type: none"> All data provided by Michael Hricik, union president. The administration refused to respond to an open records request on the grounds that the data are not already compiled.
State Related	
Penn State University	<ul style="list-style-type: none"> Data extracted primarily from the Snyder Report data posted on the Pennsylvania Department of Education Web site Health benefit numbers represent the average of employee and family healthcare costs to the employer as defined on page 5 in the Snyder Report Overview of Benefits. (Health benefits information also available on the PSU Web page at http://www.ohr.psu.edu/Benefits/OverviewOfBenefits.pdf); Pension costs estimated as 9.29 percent of salary (the mandated employer contribution to the optional defined contribution plan managed by TIAA-CREF). In computing pension costs for nontenure-track faculty members, we assume that eight courses per year is a full load. We could find no evidence in the Snyder Report that part-time/adjunct faculty members receive a pension and we therefore assumed they do not.
University of Pittsburgh	<ul style="list-style-type: none"> Data pulled primarily from the Snyder Report as posted on the Pennsylvania Department of Higher Education Web site: (http://www.pdehighered.state.pa.us/higher/lib/higher/pittsburgh.pdf). Pension costs for full-time faculty estimated as 9.29 percent of salary (the mandated employer contribution to the optional defined-contribution plan managed by TIAA-CREF). In computing pension costs for nontenure-track faculty members, we assume that eight courses per year is a full load. We could find no evidence in the Snyder Report that part-time/adjunct faculty members receive a pension and we therefore assumed they do not.
Lincoln University	<ul style="list-style-type: none"> Health benefit and standard workloads provided by LUC-AAUP contract administrator Willie Williams. Health benefit data verified using Lincoln University Financial Report Volume 2 as posted on the Pennsylvania Department of Higher Education Web site. Pension costs for full-time faculty estimated as 9.29 percent of salary (the mandated employer contribution to the optional defined-contribution plan managed by TIAA-CREF). In computing pension costs for nontenure-track faculty members, we assume that eight courses per year is a full load. Part-time/adjunct faculty members assumed to receive no pension. All other data pulled from Lincoln University Snyder Report on the Pennsylvania Department of Higher Education Web site. In computing pension contributions for part-time and nontenure-track faculty members, we also assume that eight courses per year is a full load.
Temple University	<ul style="list-style-type: none"> Data pulled primarily from Snyder Report on Pennsylvania Department of Higher Education Web site; faculty head counts checked against data from the Temple Association of University Professionals. Healthcare: on a per-course basis, if "regular adjunct" faculty teach as much as full-time tenured/tenure-track faculty they receive a 50 percent subsidy for single healthcare coverage (see http://www.temple.edu/hr/faculty/adjuncts/index.htm). We assume in the text that, for all part-time/adjunct faculty, this averages out to one-fifth of the cost of health benefits for tenured/tenure-track faculty. Pensions: As per the 2008-12 Temple collective bargaining agreement with the Temple Association of University Professionals, tenured and tenure-track faculty receive 8.5 percent employer contributions to pensions below the Social Security maximum salary and 13 percent for income above the Social Security maximum. We assume that about 90 percent of tenured/tenure-track salary are below the Social Security maximum and thus that the average contribution for pensions for tenured/tenure-track faculty rounds to 9 percent. Nontenure-track faculty receive pension contributions, starting in their second year of employment, up to a 4.5 percent employer contribution, matching their own employee contribution. We assume that this averages to 4.5 percent employer contributions for full-time nontenure-track faculty and 3.5 percent for part-time faculty. In computing pension contributions, we also assume that eight courses per year are a full load for part-time/adjunct and nontenure-track faculty members.

