

Adjunct Task Force Report

DRAFT

April 9, 2018

Task Force Members

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Committee Task Charge: *What is the best use of adjunct teaching across UAF and how do we balance adjunct vs. full time faculty to optimize resource use and the student experience?*

Summary: The committee believes that the use of adjunct faculty is a cost-effective means at delivering curriculum across the University of Alaska Fairbanks. Adjunct faculty bring in expertise that is often not duplicated by full-time faculty allowing degrees and programs to be offered that otherwise would be too costly. The use of adjunct faculty allows significantly more courses to be offered which reduces time to graduation and increase retention. Any elimination of courses from reduction in adjunct faculty would need to be examined in the light of how difficult it is for students to sequence their courses in an efficient manner. Adjunct faculty often work in the fields that they are teaching allowing them to bring in real-world vocational experience to the classes. The use of adjunct faculty, in new programs such as was the case with the School of Management Homeland Security and Emergency Management program, is necessary for these programs to get off the ground until they can attract enough students to become self-sustaining. Many adjunct faculty are also local which strengthens the connection between the University and the Fairbanks community. The committee believes that there is limited opportunity for cost savings by the elimination of adjunct faculty. Indeed, units such as the Community and Technical College, the Rural Campuses, the School of Management, the School of Education and the College of Liberal Arts would have a very difficult time offering its programs without extensive adjunct faculty use.

Any potential savings from the elimination of adjunct faculty would have to be accompanied by substantial changes to the university such as having larger class sizes, increasing teaching workloads, eliminating programs, reducing specialized courses for degree requirements, moving more courses from in-class to online, restructuring the general education requirements (GER) to significantly fewer courses with larger sections.

It is difficult to see significant savings here as elimination of adjunct faculty saves far less than elimination of full-time faculty. In fact, as budgets have been reduced, it is adjunct faculty that have replaced more expensive faculty and allowed programs to continue.

A brief analysis of adjunct faculty deployment data is presented (page 3) along with case studies from the School of Management (page 5), the Community and Technical College Applied Business Program (page 8) and the College of Rural and Community Development Child Development and Family Studies (page 9).

Adjunct Faculty Deployment Data: A number of units use a large number of adjunct faculty to fulfill their mission. Some of the heaviest uses are in units such as the Community and Technical College (CTC), the Rural Campuses, the School of Management (SOM), the School of Education (SOE) and the College of Liberal Arts (CLA). These units use adjunct faculty to both deliver general education required courses and to deliver their specific degrees.

The total use of adjunct faculty across the UA system is quite extensive. For example, in Fall 2018 there were 339 adjunct faculty whom taught 6,663 students and 18,703 credit hours (see Table 1).

Table 1. Adjunct Faculty Distribution by UAF Units (Fall 2018).

Campus	# Adjunct Faculty	Total Students	Total Credit Hours	Average # Students per Adjunct
CTC	120	1,988	5,048	16.6
eCampus ¹	102	2,747	7,810	26.9
Fairbanks	82	1,594	4,920	19.4
Rural	35	334	925	9.5
Total	339	6,663	18,703	19.7

1. eCampus covers the distance courses taught by any unit (they are coded to eCampus instead of the program that they are taught from). Data Set: Adjunct_Distribution_News from PAIR on Dec 13, 2018 by Adam Watson.

In general, the average number of students per adjunct faculty is approximately 20 students with distance courses averaging approximately 27 students per adjunct faculty member and in-class course averaging nearly 18 per adjunct faculty member.

Within the UAF Fairbanks campus, the data when broken out by programs, and combining in-class with distance, is shown in Table 2.

Table 2. Adjunct Faculty Distribution by UAF Fairbanks campus (in-class and distance) (Fall 2018) .

Departments /Programs	# Adjunct Faculty	Total Students	Average # Students per Adjunct
CEM	7	194	27.7
CLA	62	1,399	22.6
CNSM	12	420	35.0
SOE	20	216	10.8
SOM	29	778	26.8
Total	130	3,007	23.1

For the main campus, the use is heaviest among CLA, SOM and SOE. CNSM uses adjunct faculty primarily in the math and stat GER sections. CFOS and SNRAS do not use adjunct faculty. Overall, the average number of students taught in the adjunct sections is around 20

students. From the April 8th Board of Regents meeting the following salary data was presented (Table 3):

Table 3. UAF Twelve-month data for Employee Headcount, Base Salary and Benefits (\$)

	Headcount	Salary and Benefits	Ave. Salary and Benefits/Headcount
Tenured	254	32,888,502	\$129,482
Tenured-Track	85	8,513,487	\$100,159
Tenure Ineligible	208	17,902,210	\$86,086
Adjuncts	594	6,395,095	\$10,766
Totals	1141	65,699,294	

In total there were 594 adjunct faculty making \$6,395,095 (average of \$10,766 per faculty) and 547 full-time faculty making \$59,304,199 or an average salary of \$108,417. It is not possible to compare the exact cost per course (adjunct faculty vs. full-time faculty) without knowing how many courses the adjunct and full-time faculty taught and without knowing how much instructional budget is going to the full-time faculty for teaching.

A back of the envelope calculation is that the 594 adjunct faculty, if the average salary per course was around \$5,000 (likely high) then these faculty were averaging approximately 2.15 course per year. That would be a total of 1,277 courses. That is an awful lot of courses to eliminate to save \$6 million. Even to save \$1 million you would have to eliminate over 200 sections of courses taught by adjunct faculty. If you take the entire amount of the \$59,304,199 paid for the full-time faculty for the same number of courses that would be equivalent to \$46,440 per course. Now that number is very high because only a portion of regular faculty salaries are for teaching and there are full-time research faculty. But it is clear that the use of adjunct faculty is very cost-effective.

A simpler approach is to recognize that for every adjunct course that is reduced, by increasing teaching loads, increasing class sizes, and so forth, the savings is approximately \$5,000 for each adjunct course reduced assuming a full-time faculty member can offer the same expertise if they replace the adjunct faculty. More detail comes from the three case studies starting on page 5.

Additional Data Needed for More Complete Study:

- Number of courses taught by adjuncts and full-time faculty
 - Lower-division
 - Upper-division
 - Gers
 - Graduate
- Average students in course sections broken out as above
- Instructional Salary and Benefits for full-time tripartite faculty
- Workload assigned to teaching for tri-partite faculty

APPENDIX

Case Study: School of Management)

AY2018

The use of a sizeable number of adjunct faculty is critical for the University of Alaska (UAF) School of Management (SOM) to offer its undergraduate and graduate programs. The use of adjunct faculty is cost effective and allows SOM to offer courses in specialty areas that its small number of faculty (for a business school) cannot cover.

Revenue and Costs: The School of Management brings in more tuition from the courses that the adjunct faculty teach than the salary paid to the adjunct faculty; therefore, no Unrestricted General Funds (UGF) are being used to pay adjunct faculty. Additionally, none of the adjunct faculty have offices in SOM. The only expense for an adjunct is salary.

The base pay that SOM uses for adjunct faculty is \$4,500 for a 3-credit course (or \$1,500 per credit hour). SOM increases the pay for high enrollment courses. For every student over the base number (see below) we increase the salary by \$260.

100-200 level courses – base pay used for the first 30 students

300-400 level courses – base pay used for the first 25 students

600 level courses – base pay used for the first 20 students

So, for example, if a 200-level course has 33 students by the drop date, we increase the total salary by \$780 ($\260×3). This is done by submitting a contract addendum and prorating the higher amount through the remainder of the semester.

The adjunct revenues, costs, and net revenues are shown below for AY18 (Summer 2017, Fall 2017 and Spring 2018). The tuition shown is for all of UAF (not just what is recovered by SOM). Student fees including eCampus fees, other than the tuition surcharge for SOM, are not calculated in. Calculating the fees would increase the net revenue (see Table 1).

Table 1. Revenues and Costs of SOM adjunct faculty for AY 18 for all of UAF.

Semester	Total Tuition	Total Expenses	Net Revenue
Summer	\$ 348,133	\$ 95,091	\$ 253,042
Fall	\$ 662,122	\$175,898	\$ 486,224
Spring	\$ 787,691	\$215,530	\$ 527,161
Total	\$1,797,946	\$486,519	\$1,311,427

UAF nets **\$1,311,427** from SOM's usages of adjunct faculty, not including fees.

Workloads: SOM adjunct faculty cannot be eliminated by increasing the workloads of SOM faculty or reducing the number of sections that it teaches. SOM faculty are already teaching a very large number of classes (see Table 2) for AY18.

Table 2. Average Number of Courses (3-credit equivalent) Taught by Adjunct faculty in AY18.

Program	Tenure/Tenure Track	Instructors
Accounting	5.0	7.8
Business Admin	6.4	8.0
Economics	5.0	n/a
HSEM	7.0	6.3
TOTAL	5.9	7.4

The SOM faculty have heavy teaching workloads with the tenure-tenure track faculty averaging nearly 6 courses a year and the instructors 7.5. Very few of these courses are different sections of the same subject and many faculty teach courses in simultaneously online and in-class formats (such courses are listed as two different sections but only count as one course on the workloads).

Number of Adjunct faculty: SOM uses a large number of adjunct faculty and could not offer its programs without them. The number of adjunct faculty and students are shown below for AY18.

Table 3. Average Number of Courses (3-credit equivalent) Taught by Adjunct faculty in AY18.

Program	Courses	Number of Students	Avg in Each Course
Accounting	3	34	11.3
Business Admin	31	925	29.8
Economics	3	88	29.3
HSEM	24	420	17.5
TOTAL	61	1,467	24.0

In total, in AY18 there were 61 SOM courses taught by adjunct faculty serving nearly 15 hundred students.

Adjunct Expertise: Many of the courses taught by adjunct faculty are in expertise areas that the SOM faculty do not have. Most of the adjunct faculty are currently working in their field providing real work expertise.

In Summary: The use of adjunct faculty by the UAF School of Management:

- Substantially lowers the cost per student credit hour and provides a positive net revenue
- Allows SOM to offer specialized classes that, being a small faculty, SOM cannot cover with its full-time faculty
- Gives SOM needed flexibility to offer courses that fit student schedules decreasing time to graduation and increasing retention
- Allows SOM to start new programs with the use of adjunct faculty until they grow large enough to hire faculty (for example, the HSEM program started with 1 faculty, adjunct faculty, and 5 students. It now has 5 faculty, adjunct faculty, and 220 students.)
- Is supported by our accrediting body, AACSB International

Revenue and Cost Adjunct Data from CTC ABUS

AY2018

For the expenses, as we make more tuition than salary, there is no UGF being used to pay adjunct faculty. Additionally, none of our adjunct faculty have offices at CTC. The only expense is salary, benefits, and student services.

Here is the general formula for ABUS adjunct pay:

The average pay for an adjunct is \$3982.50, not including 4% for benefits. When course enrollment is below 10 students a negotiated rate of pay occurs. The negotiation rate is \$150 per credit hour, per student, i.e. an adjunct with 8 students would be compensated at a rate of \$3600; however, they would bring in \$5,088 dollars in tuition dollars.

A pay increase is triggered when adjunct faculty exceed 30.

31 – 40 instructor would receive an additional pay increase averaging \$1327.50

41 – 50 instructor would receive an additional pay increase averaging \$2655.00

This rate is calculated on the last day to add/drop courses

The adjunct revenues, costs and net revenues are as follows for AY19 (summer 18 through spring 19). The tuition is for all of UAF (not what is recovered by ABUS). Student fees, including eCampus fees, are not calculated in. Calculating the fees would increase the net revenue.

Table 1. Revenues and Costs of ABUS adjunct faculty for AY 19 for all of UAF.

Semester	Total Tuition	Total Expenses	Net Revenue
Summer	\$ 107,484	\$ 59,737	\$ 47,747
Fall	\$ 250,584	\$108,856	\$ 141,728
Spring	\$ 255,036	\$104,860	\$ 150,176
Total	\$ 613,104	\$273,453	\$ 339,651

UAF nets **\$339,651** from ABUS adjunct faculty not including fees.

Benefits of Adjunct faculty for ABUS:

- Allows us to hire “practioners” that give a real-world perspective
- Connects students to business and local leaders
- Fosters community relations
- Gives us a lot of flexibility to offer course that fit student schedules

APPENDIX

Case Study: CRCD Rural Campus Child Development and Family Studies BA AY2018

The Child Development and Family Studies BA (CDFS) is a small program offered out of the Rural College (CRCD). With only one full-time faculty and no direct administrative staff, it is imperative that the program use a substantial amount of adjunct faculty to successfully offer the program course offerings to students. The use of adjunct faculty is cost effective and allows CDFS to provide a full selection of course offerings that its sole faculty cannot facilitate.

Revenue and Costs: The Child Development and Family Studies BA brings in more tuition from the courses that the adjunct faculty teach than the salary paid to the adjunct faculty; therefore, as found with other programs, there are no Unrestricted General Funds (UGF) are being used to pay adjunct faculty. All of the adjunct faculty have full-time employment outside of the University, so there are not overhead expenses beyond the salaries.

The base pay that CDFS uses for adjunct faculty is \$4,500 for a 3-credit course (or \$1,500 per credit hour). CDFS has it in the budget plan to increase the pay for high enrollment courses. For every student over the base number (see below) we increase the salary by \$260.

100-200 level courses – base pay used for the first 30 students
300-400 level courses – base pay used for the first 25 students

So, for example, if a 200-level course has 33 students by the drop date, we increase the total salary by \$780 ($\260×3). This is done by submitting a contract addendum and prorating the higher amount through the remainder of the semester.

The adjunct revenues, costs, and net revenues are shown below for AY18 (Summer 2017, Fall 2017 and Spring 2018). The tuition shown is for UR1 ECE course sections delivered out of CRCD. Student fees, are not calculated in. Calculating the fees would increase the net revenue (see Table 1).

Table 1. Revenues and Costs of CDFS adjunct faculty for AY 18 for all UR1 Course Sections.

Semester	Total Tuition	Total Expenses	Net Revenue
Summer	\$ 23,832	\$ 13,500	\$ 10,332
Fall	\$ 36,600	\$ 13,500	\$ 13,100
Spring	\$ 38,804	\$ 18,000	\$ 20,804
Total	\$ 99,236	\$ 45,000	\$ 44,236

UAF nets **\$44,236** from CDFS's usages of adjunct faculty, not including fees.

Workloads: CDFS adjunct faculty cannot be eliminated by increasing the workloads of CDFS faculty or reducing the number of sections that it teaches. CDFS faculty are already teaching a very large number of classes (see Table 2) for AY18.

Table 2. Average Number of Courses (3-credit equivalent) Taught by Adjunct faculty in AY18.

Program	Tenure/Tenure Track	Instructors
CDFS	1.0	0

The CDFS faculty already has heavy teaching workloads with the tenure-tenure track faculty averaging nearly 10-12 courses annually. None these courses are different sections of the same subject. The Clinical Practice/Practicum are offered at the same time as two different sections and only counts as one course on the workload.

Number of Adjunct faculty: CDFS does use a substantial number of adjunct faculty and could not offer a fair selection of program courses each semester without them. The number of adjunct faculty and students are shown below for AY18.

Table 3. Average Number of Courses (3-credit equivalent) Taught by Adjunct faculty in AY18.

Program	Courses	Number of Students	Avg in Each Course
CDFS	10	152	15.2

In total, in AY18 there were 10 CDFS courses taught by adjunct faculty serving 152 students.

Adjunct Expertise: All of the CDFS Adjunct faculty have educational backgrounds in early childhood education or development. Some of the adjunct faculty have experiences in areas of the field that the full-time faculty do not have. All of the adjunct faculty are currently working in their field providing real work expertise.

In Summary: The use of adjunct faculty by the UAF Child Development and Family Studies BA program:

- Substantially lowers the cost per student credit hour and provides a positive net revenue
- Allows CDFS to offer specialized classes (such as special needs in group care) that, being a small faculty, CDFS cannot cover with its full-time faculty
- Gives CDFS needed flexibility to offer courses that fit student schedules decreasing time to graduation and increasing retention