

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
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students. From the April 8

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)

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

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

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