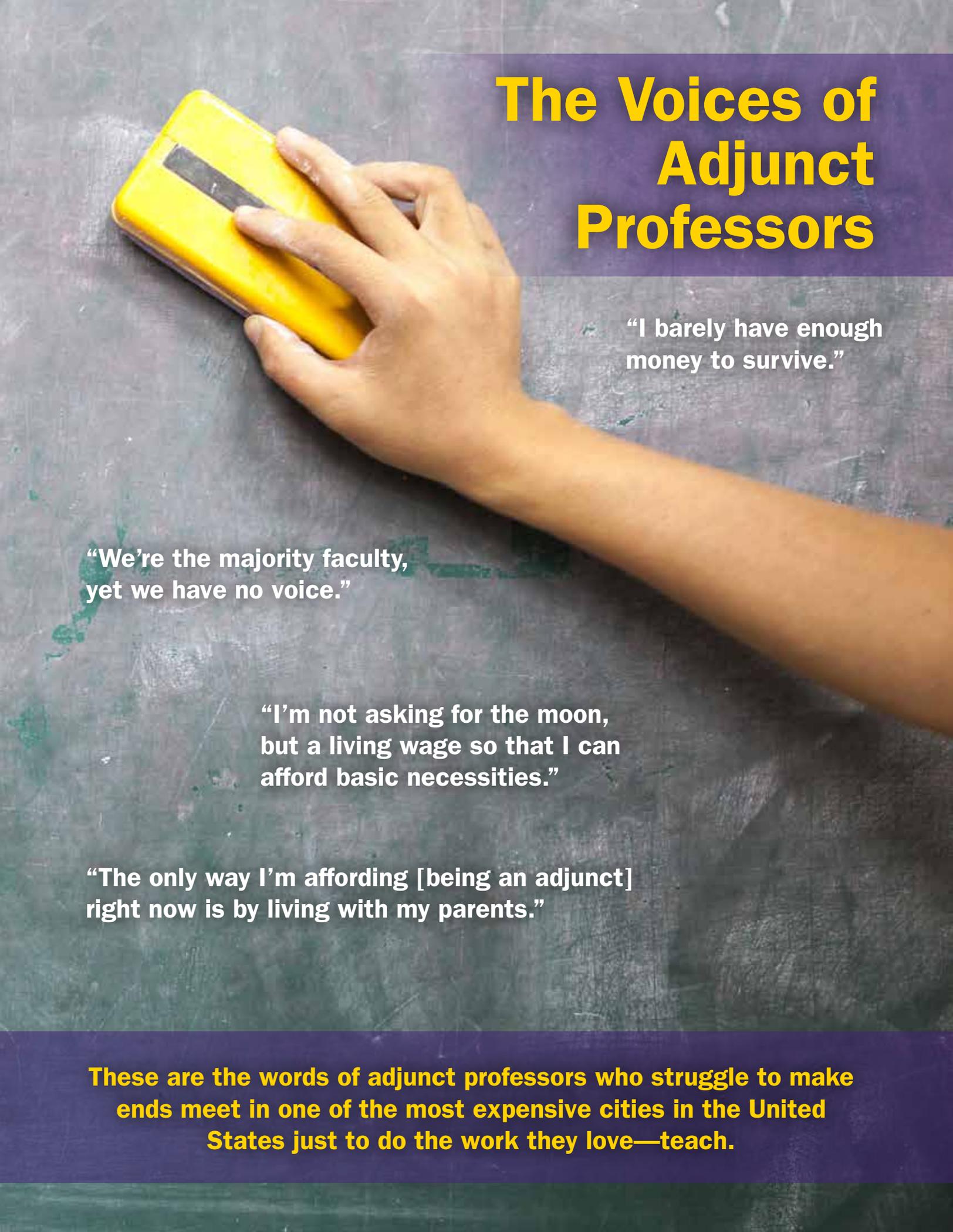


The High Cost of Adjunct Living: St. Louis

A report by:



A hand holding a yellow eraser on a chalkboard. The hand is positioned in the upper left quadrant, with the eraser resting on the dark green chalkboard surface. The background is a dark purple gradient.

The Voices of Adjunct Professors

“I barely have enough money to survive.”

“We’re the majority faculty, yet we have no voice.”

“I’m not asking for the moon, but a living wage so that I can afford basic necessities.”

“The only way I’m affording [being an adjunct] right now is by living with my parents.”

These are the words of adjunct professors who struggle to make ends meet in one of the most expensive cities in the United States just to do the work they love—teach.

Executive Summary

There is a crisis in higher education.

Quickly rising tuition has resulted in record levels of student debt, putting higher education out of reach for more and more working families.

At the same time, universities are shifting resources away from instruction. Today, more than two-thirds of all faculty work on a contingent basis, facing low pay and no benefits or job security. Many do not even have access to basic facilities such as office space, making it increasingly difficult for adjuncts to do their best for their students.

Being a university professor, once the quintessential middle-class job, has become a low-wage one.

St. Louis is no exception.

Private, nonprofit and public colleges and universities in the St. Louis market rely heavily on a contingent academic workforce; in 2011, 80 percent of faculty, or 8,600 employees, were not on the tenure track. All of the faculty at St. Louis's for-profit colleges—close to 1,050 faculty employees—do not have access to the tenure system.

Being a university professor,
once the quintessential
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This shift from a secure, well-compensated academic workforce to a temporary, low-paid workforce impacts the city of St. Louis, surrounding communities, and the area economy where these colleges and universities are located. Through an analysis of cost-of-living measures and a series of interviews, this report will explore the impact casualization of academic labor has on St. Louis professors and the potential impact on the economy and communities they call home. Specifically, the analysis poses the question: How many classes does an adjunct professor have to teach to afford basic cost-of-living measures—housing, healthcare, food, the ability to retire?

The median pay per course in the Plains—the area of the country where St. Louis is located—was \$2,700 for master's level institutions and \$3,000 for doctoral level institutions at private not-for-profit institutions or up to \$4,000 at public institutions. This means an adjunct teaching 12 courses a year—an extraordinary course load—may have an annual income of \$32,400. Findings include:

- An adjunct professor must teach between eight to thirteen classes a year to afford a home and utilities in St. Louis.
- An adjunct professor would need to teach up to six classes per year to cover the cost of groceries for a family.
- An adjunct professor would need to teach four to seven classes to afford care for chest pain at certain St. Louis hospitals.

The increasingly contingent nature of academic labor is not an accident of history but a deliberate business model that leaves taxpayers holding the bag by depriving faculty of wages, benefits and job security, forcing them to collect food stamps and subsidized healthcare, and forgo saving for retirement. In many ways, the crisis in higher education mirrors the crisis in the broader economy, where jobs are increasingly low wage and part time even while revenues and profits are increasing.

Adjunct faculty are joining unions to raise standards.

According to the Coalition on the Academic Workforce, unionized adjuncts report more job security and have a median pay per course that is 25 percent higher than their nonunion counterparts. This translates to campuses having a consistent and stable workforce—and a more secure workforce puts less of a burden on city and county governments.

Adjuncts in St. Louis have already begun to come together to change the face of higher education in St. Louis. The 8,600 nonunion adjuncts at nonprofit and public colleges and universities in St. Louis can stand with more than 18,000 adjunct faculty that have already unionized with the Service Employees International Union (SEIU) to improve higher education and improve working conditions and benefits for adjuncts in St. Louis.

Transformation of the Academic Workforce: An Overview

In 2012, approximately 1.5 million teachers worked in postsecondary education in the United States.¹ Many of us think of these jobs as being filled by full-time, salaried professors who spend their days on campus educating their students, developing cutting edge research, and increasing the depth of our academic knowledge. The reality is that institutions of higher education are increasingly relying on contingent academic labor: professors that are hired on a class-by-class basis, semester-to-semester with no job security, paid minimal compensation, provided no benefits, and are outside the tenure system. Faculty teaching jobs—once considered a dream middle-class profession—have become one of the many precarious positions created by the new economy.

What does this transformation—the casualization of the academic workforce—mean? For colleges and universities, a well-paid, stable workforce is being replaced with a lower-paid workforce with no job security. For faculty, it means a dramatic decrease in quality of life and their ability to provide for their families in their chosen profession. The average annual pay in 2013 for a tenured professor at a private research university in the United States is \$167,118.² In comparison, the average pay per course reported by adjunct faculty is approximately \$3,000.³ Even if an adjunct teaches eight courses per year—considered a high course load—that person is making just \$24,000 annually with likely no benefits.

The institutions of higher education in the St. Louis metro area rely heavily on a contingent academic workforce. In 2011, approximately 80 percent of full- and part-time employees with faculty status at four-year not-for-profit, and two- and four-year public institutions⁴, or almost 8,600 faculty employees, were not on the tenure track or in the tenure system. In addition, there are close to 1,050 full- and part-time employees with faculty status at for-profit colleges in the St. Louis metro region that do not have access to the tenure system; this represents 100 percent of the faculty at St. Louis's for-profit colleges.⁵

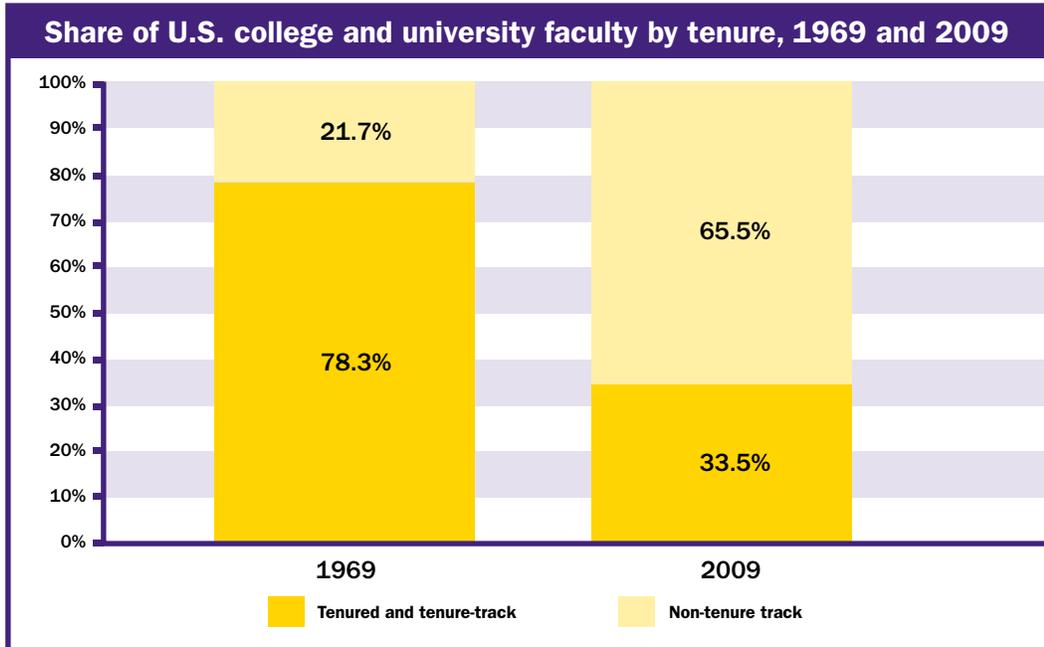
This contingent academic workforce at St. Louis colleges and universities are frequently working on a part-time basis. In 2011, 61 percent of employees with faculty status, or 6,600 employees, are part-time.⁶

All of the adjuncts interviewed for this white paper reported a love of teaching and students, but many expressed concern for their future and their ability to afford to continue with the job. An interviewee said, “This isn’t just about improving our own situation—although I greatly feel that needs to be done—but I feel that this is really undermining higher education.”

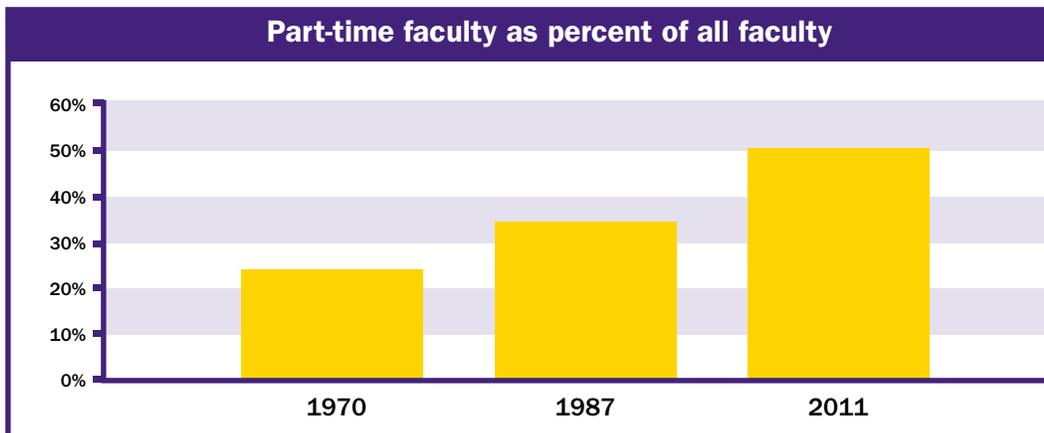
This shift from a secure, well-compensated academic workforce to a temporary, low-paid workforce impacts the city of St. Louis, surrounding communities and the area economy where these colleges and universities are located. This report will explore the impact casualization of academic labor has on St. Louis professors and the potential effects on the economy and communities they call home. Specifically, the analysis poses the question: How many classes does an adjunct professor have to teach to afford basic cost-of-living measures—housing, healthcare, food, the ability to retire?⁷

Transformation of the Academic Workforce: A National View

Tenured, full-time faculty positions are on a steady decline. In 1969, tenured and tenure-track positions made up approximately 78.3 percent of the faculty and nontenure-track positions comprised 21.7 percent. In 2009, tenured and tenure-track faculty had declined to 33.5 percent and 66.5 percent of faculty were ineligible for tenure.⁸



From 1970 to 2003, the numbers of part-time faculty members in the United States increased 422 percent while full-time faculty has only increased 71 percent.⁹ In 2011, part-time faculty represented 50 percent of all teaching faculty at degree-granting institutions, up from 34 percent in 1987 and 22 percent in 1970.¹⁰



Adjunct or contingent faculty positions are often thought to be professionals that have careers outside academia, who teach a class occasionally to offer a specific expertise or experience to students, or because they want to make some extra money. Part-time teaching, however, is not a choice for many part-time faculty members. A National Study of Postsecondary Faculty report showed more than 35 percent of part-time faculty, and half of part-time faculty in the humanities, would have preferred a full-time position at their institutions.¹¹

Transformation of the Academic Workforce: Impact on the Individual

In St. Louis, full-time professors are paid a salary that varies widely across disciplines, but averaged between \$68,912 to \$127,438 in 2010–11.¹² Generally, full-time professors may teach up to five or six courses per year and spend the rest of their time developing research, serving on committees, meeting with students, advising graduate students, and preparing for classes.

Adjunct faculty often try to teach as many courses as possible to make enough money to pay their bills—many teaching six to 15 courses per year with classes at multiple colleges. An adjunct is often paid by the course, and the median pay per course for part-time faculty members in the Plains region—the area of the country where St. Louis is located—is \$2,700 at a master’s level private not-for-profit institution; \$3,000 at a doctoral level public and private not-for-profit institution; \$4,000 at an associates level public institution; and \$3,600 at a master’s level public institution.¹³ In comparison, the average tuition at a four-year not-for-profit institution in Missouri was \$18,616 in 2011–12.¹⁴ Despite the high cost of tuition, an adjunct could teach six courses a year and only earn \$16,200, or 12 courses a year and have an annual income of just \$32,400. As one adjunct explained: “Normally, I have between six and seven courses; this is a particularly light semester [with only five classes]. If I get six classes, which I normally do, I was able to make ends meet. But again there’s no consistency whatsoever from [a college in St. Louis].”

Contingent or adjunct faculty are rarely provided benefits. Even as the Patient Protection and Affordable Care Act of 2009, often referred to as Obamacare, goes into effect, colleges and universities have begun to institute new limits on adjuncts’ hours to avoid their responsibility for providing affordable healthcare to adjunct professors.¹⁵ In St. Louis, the majority of adjuncts interviewed are uninsured, although some are able to access health insurance through a spouse.

“My teaching contracts are for one semester, but the contract can be canceled if there’s not the number of students there, even the day before class, which they did to me this semester.”

Adjuncts have no job security. Generally, their contracts are per semester and they have to reapply for their jobs for the following semester. In addition, classes can be canceled up to the day they are scheduled to begin, and if that happens an adjunct is often not compensated for that class or for the work they have already done to prepare for the class. One adjunct reported: “My teaching contracts are for one semester, but the contract can be canceled if there’s not the number of students there, even the day before class, which they did to me this semester at [a college in St. Louis]. They just told me, we decided not to offer it ... You know I signed a contract committing myself to them, but there’s no commitment on their end.”

Part-time professors get little support for research, scholarship or any professional development. In 2003, part-time faculty reported spending 90 percent of their time on teaching, 6.6 percent on administrative and other duties, and 3.4 percent on research.¹⁶ The growth of the academic contingent workforce with limited time or support for research or creative work has long-term negative consequences for scholarship and the public benefit. It also negatively impacts the adjunct’s professional development as it limits or prevents the possibility of professional advancement. As one adjunct explained: “It would be nice if I was consulted and treated as a professional, but when you are in these adjunct positions you’re not getting certain types of professional experiences—between driving around to different places, teaching five courses, keeping up with the grading, I don’t have time to publish, for example—and so you’re not developing. Then when there is a full-time position available, as few and far between as those are, you don’t have the additional skills

needed for the job. It limits us. I don't ever get a chance to teach an upper-level course, I teach the same class semester to semester. It just locks us into a very dead-end cycle."

Meanwhile, the shrinking availability of tenure-track positions means newly minted Ph.D.s are finding it increasingly difficult to find full-time work and are more willing to teach as adjuncts at low rates with no security, resources or benefits. As one interviewee stated, "I'm not asking for the moon, but a living wage so that I can afford basic necessities, maybe take a vacation once in a while."

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Transformation of the Academic Workforce: Where do we go from here?

As many as 86,000 St. Louis residents may be struggling to make ends meet—more than a quarter of St. Louis's population.¹⁷ Adjuncts in the St. Louis area have decided it is time to come together to build a marketwide movement to improve compensation, benefits, job security, access to the tools and materials to do their work well, support for research and scholarship, meaningful access to academic freedom, and inclusion in the academic life and governance of their institutions. As one adjunct said: "We're the majority faculty, yet we have no voice. We're exploited as cheap labor because these institutions have turned into businesses. I'm taking a stand."

As many as 86,000 St. Louis residents may be struggling to make ends meet—more than a quarter of St. Louis's population.

of unionized part-time faculty report they have some kind of job security, and 18 percent are even paid for course cancellation. In comparison, only 4 percent of nonunionized part-time faculty report having any job security, with only 10 percent reporting they receive compensation when a course is canceled.¹⁸ Unionized adjuncts also report improved working conditions, such as increased access, support from their institution and opportunities to participate in governance.¹⁹

Nationally, the Service Employees International Union (SEIU) represents 18,000 adjunct faculty, 74,000 nonfaculty higher education employees and 80,000 early childhood educators. SEIU adjunct faculty are organized in colleges throughout the country, from the Congress of Connecticut Community Colleges to the California State University system. And we are growing with campaigns in Washington, D.C., Boston, Seattle and Los Angeles. In addition, the 2.1 million SEIU members and their children have a huge stake in the quality and accessibility of education—and have a unique perspective on the challenges facing colleges and universities, and an understanding that educational success depends on more than just the classroom.

In the District of Columbia, SEIU Local 500 represents more than two-thirds of the adjuncts in the adjunct labor market, and has won improvements in compensation and benefits for their adjunct members.

Contractually guaranteed benefits include increased job security, such as enhanced procedures for assignment and reappointment, and standards for discipline and dismissal. SEIU Local 500 has also negotiated better compensation packages, including pay increases that resulted in one department at George Washington University receiving up to a 32 percent increase.²⁰

California Faculty Association (CFA) represents tenure-track and nontenure-track faculty at the California State University system and is affiliated with SEIU, the American Association of University Professors (AAUP) and the National Education Association. CFA's contract—often considered the “gold standard” of adjunct contracts—includes increased job security, such as renewable, three-year contracts reserved for incumbents, and access to health insurance and retirement.²¹

Methodology

The adjunct cost-of-living index in this report assumes an adjunct is compensated at a rate of \$2,700 per course or \$4,000 per course. According to AAUP's Annual Report on the Economic Status of the Profession, 2012–13, the median pay per course for part-time faculty members in fall 2010 in the Plains was \$2,700 at a master's level private not-for-profit institution; \$3,000 at a doctoral level public and private not-for-profit institution; \$4,000 at an associate level public institution; and \$3,600 at a master's level public institution.²² The four-year nonprofit colleges examined in this report include bachelor's level, master's level and doctoral level institutions—and so the actual rate of pay a St. Louis adjunct is earning may be lower or higher depending on the school and the subject matter of the course. Although this report does not focus on the working conditions of adjunct professors at for-profit colleges in St. Louis, it is important to note that 100 percent of the close to 1,050 faculty members that work at for-profit colleges in the St. Louis area are all adjuncts working under similar conditions as those profiled in this report.²³

Interviews with adjuncts living and working in the St. Louis area were done in March 2014. Adjuncts with teaching experience at seven different nonprofit and public colleges and universities in the St. Louis area were interviewed. All of the colleges represented are among the 16 colleges and universities in the St. Louis Core Based Statistical Area with a minimum estimated 2012 fall enrollment of 1,000 students or more.²⁴

In this report, full- and part-time faculty that are not in the tenure track or in the tenure system will be referred to as contingent or adjunct faculty.

Academic Work and the St. Louis Economy

This analysis will compare certain cost-of-living measures in St. Louis with the compensation paid to adjuncts in the St. Louis market. As one adjunct explains: “I’m not a teacher for the money. I love teaching and I love helping students. But these institutions are exploiting me as a cheap labor source. I’m not going to live in fear that I’m going to lose my job. With a job like this, I have nothing left to lose.”

Although many adjuncts express a love for their profession, they also are concerned about the sustainability of the profession with its current conditions. “I like working with the students, a lot of them are great kids. You work for the people that want to get ahead and make something of their lives. It’s very fulfilling. It’s amazing when you look at the final exams you’ve given these kids and see how much they’ve learned in a semester from you.”

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Academic Work and the Cost of Housing

How many classes must an adjunct professor teach to afford an apartment in St. Louis?

Median rent for a two-bedroom apartment in St. Louis is \$850 per month.²⁵ As the federal Office of Affordable Housing Preservation notes, households spending more than 30 percent of income for housing are “considered cost-burdened and may have difficulty affording necessities such as food, clothing, transportation and medical care.”²⁶ Additionally, renters in St. Louis spend a median of \$147 per month on utilities.²⁷

- An adjunct professor must teach between 9 and 13 classes a year to afford rent and utilities in St. Louis.²⁸

Many adjuncts are burdened by their rental costs. As one adjunct said: “By the time I pay off my other bills, my rent is due in the middle of the month and I don’t have enough to pay. So I have to wait until the end of the month, so I can get caught up on the rent—and you know there’s a service charge. And I end up having to pay \$140 or \$150 more in rent simply because I can’t make the rent payment on time.”

Adjuncts also report living off of their savings: “The only way I’m affording it right now is by living with my parents. If I was out on my own, it would be really, really tough. If it weren’t for the savings and living with them, it would be very difficult.”

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The lack of job security results in adjuncts living with the constant stress that their income could be taken away. One adjunct said: “As much as I work, I still have no job security. I have no contract. I don’t know if I will be employed next semester. I’m at the mercy of what these institutions want me to do. I know in my heart that I’m a good teacher and I’ve got evaluations to back me up. I should be retained as a teacher.”

How many classes must an adjunct teach to afford a house in St. Louis?

Median home sale price in St. Louis is \$148,400,²⁹ which results in monthly housing payments of \$775.³⁰ Owners’ median utilities costs are \$2,867 per year.³¹

- An adjunct professor must teach between 8 and 13 classes a year to afford a home, including utilities, in St. Louis.³²

Affordable housing was often cited as a struggle by the adjuncts interviewed for this project. Some of the adjuncts have to live with family members or roommates so they can continue to teach. “I live with my mother and I’m 46 years old—I don’t even have money to have my own apartment. The only way I’m able to adjunct is because I live with her. I still have trouble putting gas in the car; there would be no way I would be able to survive if I couldn’t live with my mother.”

Many adjuncts need to have a home office or rent studio space because they are not provided space at the college or university. This is an additional, but necessary, expense that many incur to grade papers, prepare lectures or develop materials for the classes they are teaching. The lack of office space at the institution can cause extreme challenges to adjuncts. As one interviewee explained: “I don’t have an office or a key to the office. In fact, if I want to get in early I have to get the key from the janitor.”

“I know in my heart that I’m a good teacher and I’ve got evaluations to back me up. I should be retained as a teacher.”

Academic Work and the Cost of Groceries

How many classes does an adjunct professor have to teach to afford groceries?

- An adjunct professor would need to teach from one to two classes per year just to cover the cost of groceries for one person in St. Louis.
- An adjunct professor would need to teach up to six classes per year to cover the cost of groceries for a family in St. Louis.³³

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Academic Work and the Cost of Day Care

How many classes does an adjunct professor have to teach to afford day care for one child?

- An adjunct professor would need to teach two to three classes a year just to cover the average cost of full-time infant care at a child care center in Missouri.
- An adjunct professor would need to teach one and a half to two classes a year just to cover the average cost of full-time care for a four-year-old at a child care center in Missouri.
- An adjunct professor would need to teach one to one and a half classes a year just to cover the cost of before and after-school care for a school age child at a child care center in Missouri.³⁴

Adjuncts take on other jobs to try to make ends meet. One adjunct discussed what it takes to make ends meet after having two classes cancelled this semester: “I find work wherever I can. There’s a place that has factory and warehouse jobs on a day-to-day basis, boxing up merchandise in a warehouse and that sort of thing. If they have some work for you, fine; if not, that’s it. I work at a kitchen at an elderly facility—washing dishes, cleaning floors, that sort of thing for minimum wage.”

Academic Work and the Cost of Transportation

How many classes does an adjunct professor have to teach to afford to get around the city of St. Louis?

- An adjunct professor would need to teach one and a half to two classes to cover the cost of automobile expenses, gasoline and a monthly subway pass.³⁵

Many of the adjuncts interviewed reported that a car is necessary to travel long distances between campuses to teach classes. “It’s a lot of driving, [one college] is 30 miles and the other one is 50 miles from my home.”

The long commutes between schools result in an additional layer of stress to the lives of St. Louis adjuncts. As one adjunct reports, “Given the number of students I teach and the amount of travel time between institutions, I feel I cannot offer the quality of courses I would like to offer.”

The expense of owning a car also weighs on many of the adjuncts. “I have a car that I have a high car payment on ... I wish I could get rid of it.”

Academic Work and the Cost of Health and Medical Care

How many classes must an adjunct teach to afford certain medical care?³⁶

- An adjunct professor would need to teach four to seven classes to afford care for chest pain at certain St. Louis hospitals.³⁷
- An adjunct professor would need to teach fourteen to twenty classes to pay for a major joint replacement.³⁸
- An adjunct professor would need to teach four to six classes to pay for a gastrointestinal disorder.³⁹

An adjunct reported: “I think it’s very unfair, unjust and just plain ridiculous to let academia start following a business model like the one that Wal-Mart has. Hiring people part time and not paying benefits, I don’t think academia should be like this.”

How many classes does an adjunct have to teach to afford health insurance?

- If the adjunct professor does not qualify for subsidized care, the lowest price health insurance premium would require an adjunct professor to teach up to one class to cover the cost of single coverage and two classes per year to cover the cost of family coverage. These low premiums often come with high deductibles—often \$2,000 per year for individuals and \$4,000 for families—before the insurance plan will cover certain services, including some prescription drugs, emergency room visits and hospital stays.⁴⁰

Repeatedly, interviewees point to health insurance as one of their biggest concerns. One adjunct said: “I have none ... I can’t afford it. I’ll put it this way; even if they want to give me a great deal on health insurance, I can’t afford to make the payment given what I make right now.”

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Academic Work and the Cost of Student Debt

How many classes must an adjunct teach to pay back student loan debt?

The average cumulative student loan debt for individuals with a master’s degree is \$40,208, and \$58,967 for individuals with a doctorate.⁴¹

- An adjunct professor would need to teach two to three classes per year just to cover student loan payments.⁴²

Many adjuncts live with large student debt bills. The burden of high educational debt, which cannot be discharged through bankruptcy and can follow an individual for life, hinders meaningful savings and the ability to make major purchases such as a home.

Many adjuncts reported a feeling of helplessness when faced with the enormity of their student loan burden. As one adjunct explained: “I do have student loans ... want to hear the amount? \$300,000... There’s no way I’ll ever pay them off before I die, especially at this rate because I have not been able to maintain the payments and the interest has been accruing over the years.”

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Academic Work and the Cost of Entertainment

Adjuncts interviewed for this project talked about not being able to afford to participate in some of the fun things in life—going to restaurants or on vacations—because they could not afford the expense. When asked if they go out to dinner or to the movies, most of the St. Louis adjuncts interviewed just laughed and said no.

Academic Work and the Cost of Retirement

Although some of the public and nonprofit colleges and universities allow adjuncts to enroll in their retirement savings plans, rarely, if ever, do colleges offer a matching contribution. Most adjuncts cannot afford to participate in any retirement savings plan. One adjunct professor said: “I’m having to take out of my savings to make ends meet, money that I planned on having for retirement. When you get paid once a month and those payments are minimal, it doesn’t go very far.”

When interviewees were asked how they are preparing for retirement, most said they are not, including one who said: “I’m not saving for retirement, I am actually working against my retirement. I’m spending my retirement money as we speak.”

Another adjunct reported: “I don’t have enough money to put into a 401(k); I barely have enough money to survive. I’m doing what I’m doing because I’m good at teaching and because I have faith that if we fight hard enough, one day we will have a contract; we will have a retirement plan.”



Academic Work and the St. Louis Economy

What does this low rate of pay mean to an adjunct living and working in St. Louis and how do adjuncts make ends meet? Through our interviews, we found that adjuncts in St. Louis are often uninsured and may be receiving services through Missouri's social welfare programs.

A low-paid academic workforce may need other social welfare programs to subsist. For example, to qualify for Missouri's Supplemental Nutrition Assistance Program (SNAP), an individual can earn no more than \$14,588 per year and must have less than \$2,001 in the bank. An adjunct can teach four classes per year and still qualify for the SNAP program.⁴³ Adjuncts living in St. Louis may qualify for Section 8 rent vouchers if they are in a family of four earning less than \$34,750 a year. An adjunct earning \$3,000 per class could teach up to 11 classes and qualify for a family of four.⁴⁴

The impact of high student debt loads may further complicate adjuncts' lives and limit their spending power and their ability to save. Adjuncts may have to delay or forgo home ownership and will struggle when facing retirement. When asked the question: "How are you preparing for retirement?" many of the adjuncts interviewed laughed out loud in response. As one stated, "Now is the time we should be saving and we're just not able to do it."

**"Now is the time we should be saving
and we're just not able to do it."**

Conclusion

The current situation at institutions of higher education is not sustainable for the adjuncts that represent 80 percent of all teaching faculty at public colleges and universities and four-year private nonprofit colleges and universities—and 100 percent of all teaching faculty at for-profit colleges—in the St. Louis metro area. As one interviewee summarized: “Last year, I made \$22,000. Benefits are nonexistent. Input is nonexistent. No question about it—this is a full-time job and the pay is less than a dishwasher at a restaurant.”

Unionization has made demonstrated improvements to the working conditions of adjuncts. According to the Coalition on the Academic Workforce, unionized adjuncts report more job security and have a median pay per course that is 25 percent higher than their nonunion counterparts.⁴⁵

While this report has focused on adjuncts struggling to survive on adjunct wages, there are those who do not. At Georgetown University, adjuncts earn approximately \$5,000 per course—a very different financial situation from the adjuncts profiled in this report. Georgetown adjuncts voted overwhelmingly to join SEIU Local 500 in May 2013. While unionization has the potential to improve compensation and benefits, it also provides an avenue to improve job security, ensure a voice in administration, protect academic freedom and provide a community for an atomized workforce. As an adjunct in St. Louis explained: “I feel really isolated and alienated. I don’t feel valued. There are some really small things that full-time faculty do that shouldn’t bother me but it does. For example, when it’s a full-time faculty member’s birthday they pass around a card for everyone to sign. But they don’t do birthday cards for the adjuncts, it’s like we don’t exist.”

Adjuncts in St. Louis have begun to come together with Adjunct Action, a project of SEIU, to change the face of higher education in St. Louis. This work must continue and grow so that approximately 13,000 nonunion adjuncts at nonprofit colleges and universities in St. Louis can stand with more than 18,000 adjunct faculty that have already unionized with SEIU to improve higher education and improve working conditions and benefits for adjuncts in St. Louis.

End Notes

- 1 “Occupational Employment Statistics Data: May 2012, National Occupational Employment and Wage Estimates United States: Postsecondary Teachers,” Bureau of Labor Statistics, accessed Oct. 3, 2013, <http://www.bls.gov/oes/tables.htm>.
- 2 Tamar Lewin, “Gap Widens for Faculty at Colleges, Report Finds,” *New York Times*, April 8, 2013, accessed Oct. 3, 2013, http://www.nytimes.com/2013/04/08/education/gap-in-university-faculty-pay-continues-to-grow-report-finds.html?_r=2&.
- 3 Audrey Williams June and Jonah Newman, “Adjunct project reveals wide range in pay,” *Chronicle of Higher Education*, Jan. 4, 2013, accessed Oct. 3, 2013, <http://chronicle.com/article/Adjunct-Project-Shows-Wide/136439/>.
- 4 Hereinafter, colleges and universities in the St. Louis area specifically refer to all four-year, not-for-profit; two-year, public; four-year and above public Title IV-eligible colleges and universities in the St. Louis, MO-IL Core Based Statistical Area (CBSA).
- 5 “Final release data, 2011,” Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics (NCES), Institute of Education Sciences (IES), U.S. Department of Education, accessed Mar. 17, 2014, <http://nces.ed.gov/ipeds/datacenter/Default.aspx>. Data pulled for all full- and part-time employees with faculty status. Analysis includes data provided by all private, for-profit colleges and universities in the St. Louis, MO-IL CBSA.
- 6 “Final release data, 2011 and 2001,” IPEDS, NCES, U.S. Department of Education, accessed Mar. 17, 2014, <http://nces.ed.gov/ipeds/datacenter/Default.aspx>. Analysis includes data provided by Title IV-participating, private, not-for-profit, four-year and above; two-year, public; and four-year and above public institutions in the St. Louis, MO-IL CBSA.
- 7 A cost-of-living index is a theoretical measurement that examines the amount a consumer needs to spend on goods and services to reach a certain standard of living over a specific amount of time or for a specific location.
- 8 “The Changing Faculty and Student Success: National Trends for Faculty Composition Over Time,” University of Southern California, Rossier, Pullias Center for Higher Education, accessed Oct. 3, 2013, http://www.uscrossier.org/pullias/wp-content/uploads/2012/05/Delphi-NTTF_National-Trends-for-Faculty-Composition_WebPDF.pdf.
- 9 Ibid.
- 10 “U.S. Department of Education Digest of Education Statistics, 2012,” Table 290, NCES, IES, U.S. Department of Education, accessed July 24, 2013, http://nces.ed.gov/programs/digest/d12/tables/dt12_290.asp.
- 11 “Part-Time Instructional Faculty and Staff: Who They Are, What They Do, and What They Think,” supplemental tables for fall 2003, Table 19, National Study of Postsecondary Faculty, NCES, IES, U.S. Department of Education, accessed Sept. 30, 2013, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002163>.
- 12 “U.S. Department of Education Digest of Education Statistics, 2011,” Table 275, NCES, IES, U.S. Department of Education, accessed July 24, 2013, http://nces.ed.gov/programs/digest/d11/tables/dt11_275.asp. Missouri average in 2010-11 for full-time professors on nine-month contracts in four-year degree granting institutions at public and not-for-profit master’s and doctoral institutions.
- 13 John Curtis and Saranna Thornton, “Here’s the News: The Annual Report on the Economic Status of the Profession, 2012-2013,” Table B, American Association of University Professors, accessed Oct. 3, 2013, <http://www.aaup.org/file/2012-13Economic-Status-Report.pdf>.
- 14 Author analysis on file. “Fall 2011, Institutional Characteristics component and Spring 2012, Student Financial Aid component,” IPEDS, NCES, IES, U.S. Department of Education, accessed Sept. 23, 2013, <http://collegecost.ed.gov/catc/#>.
- 15 Carl Straumsheim, “Tackling the Cap,” *Inside Higher Education*, April 24, 2013, accessed Oct. 3, 2013, <http://www.insidehighered.com/news/2013/04/24/more-institutions-cap-adjuncts-hours-anticipation-federal-guidelines>.
- 16 “Part-Time Instructional Faculty and Staff,” supplemental tables for fall 2003, Table 28.
- 17 “St. Louis (city), Missouri Quick Facts,” United States Census Bureau, accessed March 17, 2014, <http://quickfacts.census.gov/qfd/states/29/2965000.html>. The total number is derived by calculating 27 percent of the 2012 population estimate (318,172).
- 18 “A Portrait of Part-Time Faculty Members,” Tables 25, 39, Coalition on the Academic Workforce, June 2012, accessed Oct. 3, 2013, http://www.academicworkforce.org/CAW_portrait_2012.pdf.
- 19 Colleen Flaherty, “Union raises for adjuncts,” *Inside Higher Education*, July 26, 2013, accessed Oct. 3, 2013, <http://www.insidehighered.com/news/2013/07/26/adjunct-union-contracts-ensure-real-gains-including-better-pay>.
- 20 Ibid.
- 21 Ibid.
- 22 Curtis and Thornton, “Here’s the News,” *supra* note 13.
- 23 “Integrated Postsecondary Education Data System,” *supra* note 5.
- 24 “Final release data, 2012,” IPEDS, NCES, IES, U.S. Department of Education, accessed Mar. 17, 2014, <http://nces.ed.gov/ipeds/datacenter/Default.aspx>. Analysis includes estimated Fall 2012 enrollment provided by Title IV-participating, private, not-for-profit four-year and above institutions; two-year, public; and four-year and above public institutions in the St. Louis, MO-IL CBSA.

- 25 “St. Louis Home Prices and Home Values: Median Rent List Price,” Zillow, accessed Mar. 6, 2014, <http://www.zillow.com/local-info>.
- 26 “Affordable Housing,” U.S. Department of Housing and Urban Development, accessed Oct. 3, 2013, http://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning/affordablehousing/.
- 27 Author analysis on file. 2010-2012 American Community Survey (ACS) data, updated February 2014, last accessed Mar. 5, 2014.
- 28 Annual cost for an \$850 per month apartment is \$10,200, which means an individual would need an annual income of \$34,000 to avoid being housing cost-burdened. To these housing costs, we add \$1,764 per year in renters’ costs for basic utilities. *See also* Curtis and Thornton, “Here’s the News,” *supra* note 13. Class estimates have been rounded.
- 29 “St. Louis Home Prices and Home Values: Median Sale Price,” Zillow, accessed Feb. 5, 2014, <http://www.zillow.com/local-info/>.
- 30 Assumes the following: (1) 20 percent down payment of \$29,680; (2) an interest rate of 4.1 percent, which is the 30-year fixed mortgage rate for the week ending Nov. 1, 2013, (“Selected Interest Rates (Daily) - H.15,” Board of Governors of the Federal Reserve System, <http://www.federalreserve.gov/releases/h15/data.htm>); (3) annual premium of \$1,102 for home owners insurance (author analysis showing St. Louis homeowners pay an average of 0.74246 percent of the home’s value for insurance premiums, based on 2009–2011 American Community Survey data); and (4) \$1,313 in property taxes (author analysis showing property taxes average 0.88531 percent of home values in St. Louis, based on 2009–2011 American Community Survey data).
- 31 The median annual homeowner’s cost for basic utilities—electricity, gas, heating, water—in St. Louis is \$2,867 (in 2013 dollars). Author analysis on file, based on 2009–2011 American Community Survey data.
- 32 \$775 per month is \$9,299 annually, which means an individual would need an annual income of \$30,998 to be paying no more than 30 percent of income for housing. *See also* Curtis and Thornton, “Here’s the News,” *supra* note 13. Class estimates have been rounded.
- 33 “Official USDA Food Plans: Cost of Food at Home at Four Levels: U.S. Average, January 2012.” U.S. Department of Agriculture, accessed July 9, 2013, <http://www.cnpp.usda.gov/Publications/FoodPlans/2013/CostofFoodMay2013.pdf> Estimates are based on the following: for individuals, moderate to liberal food plan for male and female between the ages of 19 and 70; for families, moderate to liberal food plan for all families. *See also* Curtis and Thornton, “Here’s the News,” *supra* note 13. Class estimates have been rounded.
- 34 “Parents and the High Cost of Childcare, 2013 Report,” Childcare Aware of America, accessed Mar. 17, 2014, http://usa.childcareaware.org/sites/default/files/cost_of_care_2013_103113_0.pdf Average annual cost for full-time infant care at a child care center in Missouri is \$8,320; \$5,772 for a 4-year-old; and \$3,654 for a school-age child. *See also* Curtis and Thornton, “Here’s the News,” *supra* note 13. Class estimates have been rounded.
- 35 Based on a \$72 monthly pass to ride the subway and bus (<http://www.metrostlouis.org/FaresPasses/FareChart.aspx>) and estimates using the Massachusetts Department of Transportation’s Commuting Calculator (<http://www.commute.com/commuters/calculator>). Assumes the following: (1) a roundtrip commute of 14 miles (the metro St. Louis average, based on 2009 National Household Transportation Survey, <http://nhts.ornl.gov/tables09/ae/work/Job29572.html>); (2) a fuel-efficiency rating of 25 miles per gallon; (3) \$3.579 per gallon of gasoline (the “regular” rate as of March 31, 2014, based on the U.S. Energy Information Administration, <http://research.stlouisfed.org/fred2/series/GASREGW>); (4) \$0.054 per mile for maintenance and tires (calculator default value); (5) \$16.75 per day for insurance, financing and depreciation (calculator default value); and (6) \$50 in monthly parking costs. *See also* Curtis and Thornton, “Here’s the News,” *supra* note 13. Class estimates have been rounded.
- 36 Assumes no insurance.
- 37 “Medicare Provider Charge Data: Inpatient,” Centers for Medicare and Medicaid Services, FY 2011, accessed March 19, 2014, <http://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/Medicare-Provider-Charge-Data/Inpatient.html>. Average covered charges at Mercy Hospital–St. Louis for chest pains is \$17,485. *See also* Curtis and Thornton, “Here’s the News,” *supra* note 13. Class estimates have been rounded.
- 38 *Ibid.* Average covered charges at Des Peres Hospital for major joint replacement or reattachment of lower extremity without major complicating condition is \$54,274.
- 39 *Ibid.* Average covered charges at Barnes Jewish Hospital for esophagitis, gastrointestinal and miscellaneous digestive disorders without major complicating conditions is \$16,156.
- 40 Premium estimates obtained Nov. 1, 2013, using <https://www.healthcare.gov/> for individuals and families. Used the lowest price bronze level plan for sample family to obtain estimates. The lowest premium provided was \$146.85 per month for individual and \$496 per month for family. *See also* Curtis and Thornton, “Here’s the News,” *supra* note 13. Class estimates have been rounded.
- 41 “Student Loans,” Finaid, accessed Oct. 3, 2013, <http://www.finaid.org/loans/>.
- 42 Assumes a 6.8 percent interest rate and a standard, 120-month repayment for direct Stafford loans (<http://www.direct.ed.gov/RepayCalc/dlentry1.html>). *See also* Curtis and Thornton, “Here’s the News,” *supra* note 13. Class estimates have been rounded.
- 43 “Missouri Supplemental Nutrition Assistance Program (SNAP),” accessed Mar. 19, 2014, <http://www.benefits.gov/benefits/benefit-details/1292>. Assumes one course is compensated at \$3,000.
- 44 “Section 8 Basic Program Requirements,” St. Louis Housing Authority, accessed Mar. 19, 2014, <http://www.slha.org/for-residents/section-8/>. Assumes one course is compensated at \$3,000.
- 45 “Portrait of Part-Time Faculty Members,” *supra* note 18.



Notes



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Adjunct Action is a campaign that unites adjunct professors at campuses across the country to address the crisis in higher education and the troubling trend toward a marginalized teaching faculty that endangers our profession. By coming together in Adjunct Action, we have the power to create change by building a marketwide movement to raise standards for faculty and students alike.

Adjunct Action is a project of the Service Employees International Union (SEIU), the nation's largest and fastest-growing union and home to more than 18,000 adjunct faculty who have won improvements in pay, job security, evaluation processes, and access to retirement benefits. We are currently active in Boston, Los Angeles, the District of Columbia/Maryland, New York, Seattle, San Francisco Bay Area, Minneapolis, St. Louis and are excited to work with interested adjuncts in any market across the country.