

Commission on Higher Education Quality and Affordability (CHEQA)

Meeting #4

April 1, 2025

The CHEQA task force was legislatively mandated to study and make recommendations on improving quality and affordability of higher education in MA

The task force shall review and evaluate...

- ▶ **State assistance programs and funding**, including, but not limited to, aid for tuition, fees, books, supplies and other **costs of attendance** and make recommendations to ensure the accessibility and affordability of said higher education institutions and how to achieve best outcomes
- ▶ **Student costs and debts** during and after attending said universities
- ▶ **Programs that improve student success**, including, but not limited to, academic support, career counselling, assistance with applying for state and federal benefits and improvements to facilities
- ▶ Improvements needed to **increase the recruitment and retention** of qualified adjunct and full-time faculty and staff
- ▶ **Financial assistance program design** and models to efficiently increase state assistance, improve outcomes and reduce student costs

Commission target study areas

1. Student success

2. State financial aid

3. Faculty recruitment and retention

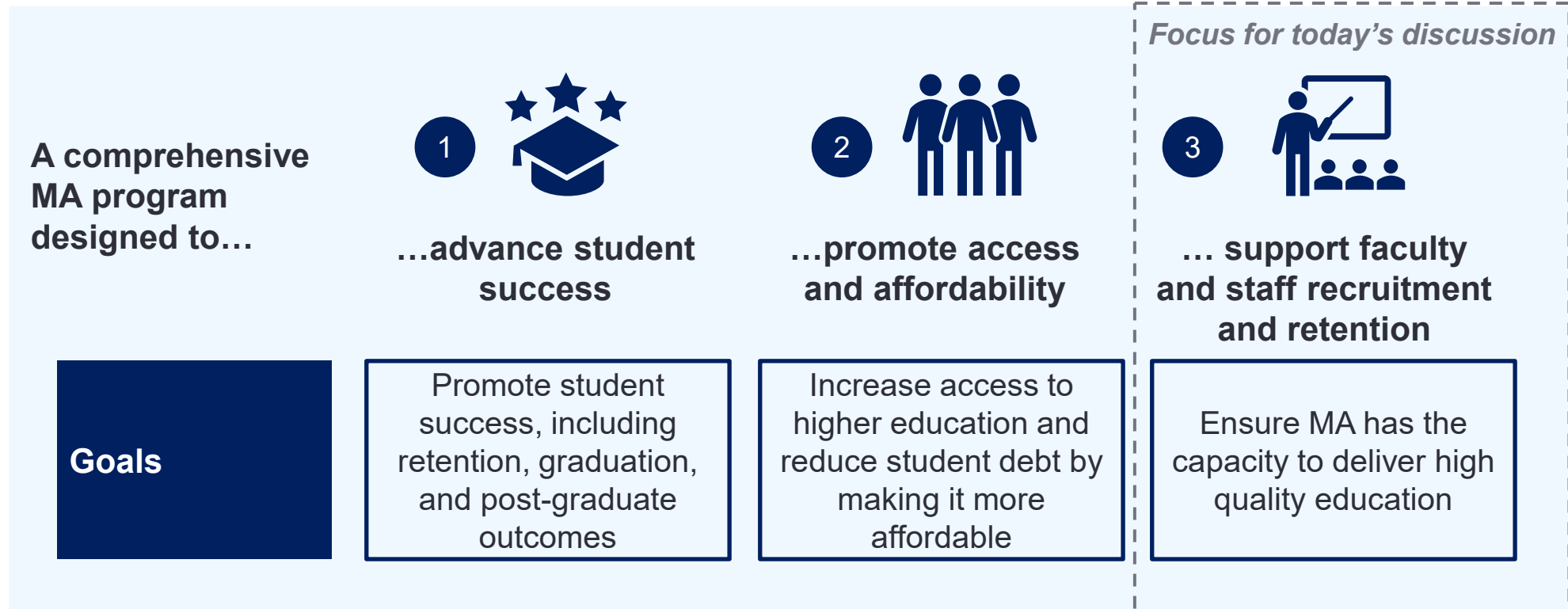


CHEQA has reviewed key content related to student success and state financial aid; today the commission will discuss key program components related to those topic areas

| Key activities | Task force timeline to final report | | | | | | | |
|---|-------------------------------------|-------------------------------------|------|------|---|------|------|------|
| | 2024 | | | | 2025 | | | |
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. |
| Task force study areas | | | | | | | | |
| Student success | | Student success analysis | | | | | | |
| State financial aid | | State financial aid analysis | | | | | | |
| Faculty & staff recruitment & retention | | | | | Faculty recruitment and retention analysis | | | |

 Ongoing research and analysis

To deliver on CHEQA task force goals, the commission will discuss support for faculty and staff recruitment and retention, relating to the last goal



The department of higher education, A&F, and university systems / institutions each play a different role in improving faculty and staff recruitment and retention

Comparison of the role of A&F vs. university systems vs. state department vs. institutions



Monetary: What compensation-related improvements can be made?



Non-monetary: What other levers can be pulled to improve faculty and staff recruitment and retention?



Research: What additional research and data is needed?

Placeholder for A&F

The system / institution negotiates with the union in order to bring in a new agreement in faculty salaries and benefits

Individual systems / institutions **collect their own recruitment and retention data**

DHE could **provide reporting guidelines and help centralize recruitment and retention data** across systems / institutions

Agenda



Executive summary



Faculty and staff recruitment and retention survey results



Faculty mix



Faculty salary analysis



Faculty benefits analysis

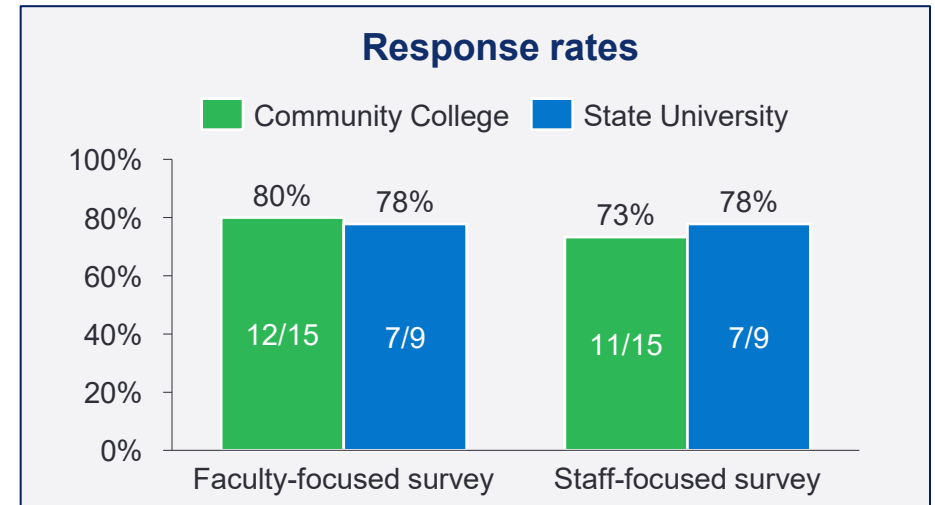


Appendix

Survey of leadership at community colleges and state universities in MA suggests that recruitment is a greater challenge than retention

Executive summary of survey findings

- ▶ Most community colleges (11 to 12 out of 15) and four-year universities (7 out of 13, including 7 out of 9 state universities) responded to surveys; surveys are aggregated and anonymized, but all responses are attributed to a particular segment
- ▶ Recruitment is a more prevalent challenge compared to retention across both faculty (*pg. 13, 17*) and staff (*pg. 22, 26*)
- ▶ Compensation-related factors are the most salient, particularly for specialized areas such as health & medical, computer science, and technology (*pg. 15, 19, 24, 28*)
- ▶ Surveys pointed to non-compensation related solutions such as more flexible work schedules and clearer pathways for career advancement (*pg. 21, 30*)



Recruitment

is a more prevalent challenge compared to retention across faculty and staff, CCs and SUs



Compensation

related disparities are cited as the top reason for challenges in recruitment and retention

Potential non-compensation solutions



Flexible work schedules



Clearer pathways for career advancement



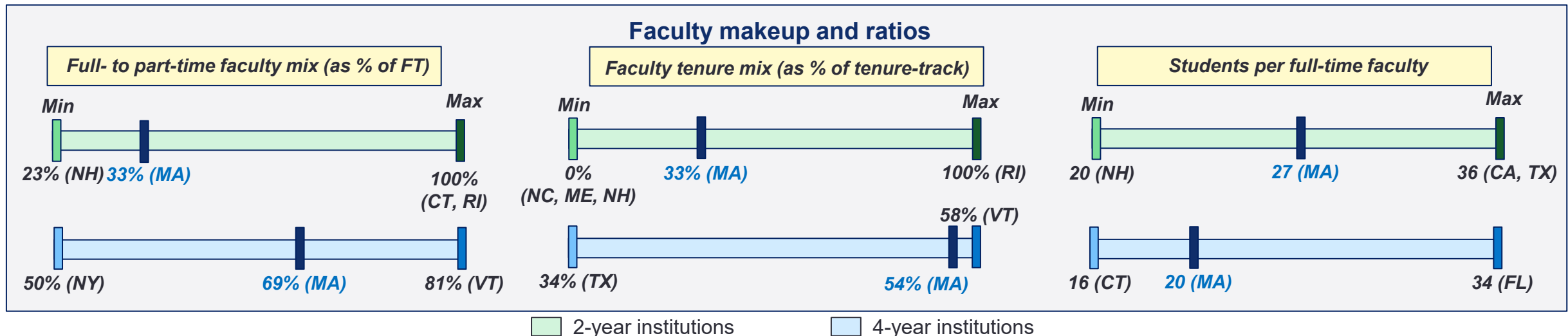
Access to better facilities, tech, resources

Analysis of publicly available data suggests that MA faculty are slightly more often full-time at 4-years and slightly more likely part-time at 2-years than comparison states

Executive summary: Comparison of faculty mix

► Analysis of IPEDs data suggests that:

- Faculty mix at 4-year institutions¹ is slightly more often full-time and tenure-track than comparison states² (pg. 35-39)
- Faculty mix at 2-year institutions is slightly more often part-time and tenure-track (for full-time positions) compared to comparison states (pg. 40-46)
- 2-year student to faculty ratios are in line with the median amongst comparison states (pg. 45, 46)



1. "4-year" institution label is inclusive of both State Universities and UMass campuses

2. Comparison states include geographic competitors CT, ME, NH, RI, VT, and economic competitors CA, FL, NY, NC, TX

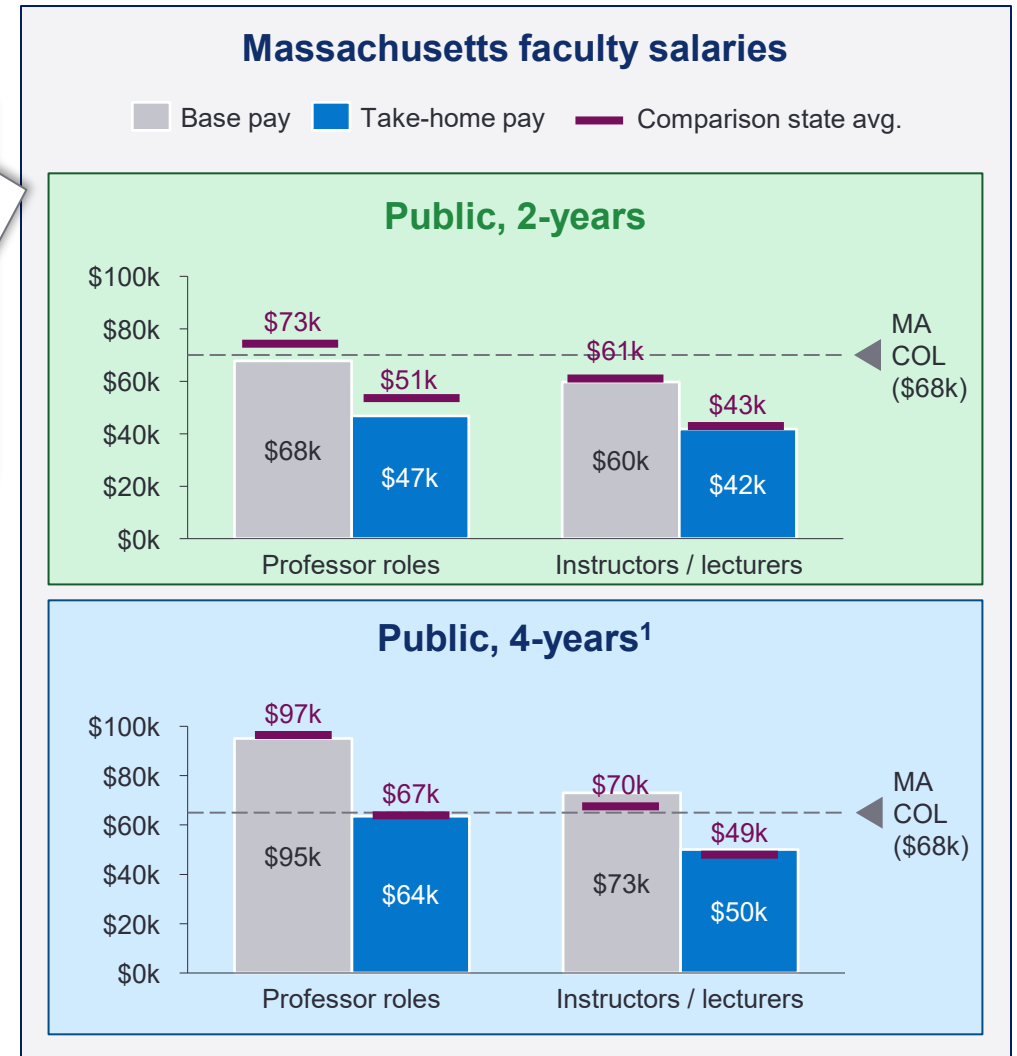
Source: IPEDs

Analysis of publicly available data suggests that MA compensation is about average relative to peer states, considering both base and take-home pay

Executive summary: Faculty salaries

- ▶ Analysis of IPEDs data suggests that:
 - MA compensation is about average, both in base pay and take-home pay compared to comparison states (*pg. 53-54, 56-57, 60-61, 63-64*)
 - However, cost-of-living adjustments suggest that MA lags peers more substantially (*pg. 55, 58, 62, 65*)
- ▶ Substantial limitations of this analysis include:
 - Reliance on publicly available data that is aggregated by rank and institution. Does not allow for differentiation by discipline, years of experience, etc.
 - Cost-of-living estimate for MA is calculated relative to the national average household COL (*pg. 49*); this analysis is not meant to be a rigorous compensation study, which would instead consider the cost of labor in target metropolitan statistical areas (MSAs)
 - Preliminary exploration suggests a rigorous compensation study is required for more precise findings

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



Comparison of benefits (pension, vacation time, childcare) suggest that policies in MA largely align with other states, except for more generous parental leave in public 4-years

Executive summary: benefits

- ▶ Analysis of various **pension plans** across MA and its comparison states suggests that its vesting period and maximum annual pension payout are more generous than economic competitor states, but in line with geographic (New England) competitor states (*pg. 68*)
- ▶ Analysis of **collective bargaining agreements** and other university website resources indicate that:
 - Across public 4-years in MA, vacation and paid time off policy is in line with comparison states (*pg. 69-70*); **paid parental leave / childcare benefits in MA are more generous than other states** (*pg. 69-70*)
 - Across public 2-years in MA, vacation and paid parental leave / childcare benefits in MA are in line with comparison states (*pg. 71-72*)
- ▶ Substantial limitations of this analysis include:
 - Reliance on secondary research, and for some topics there are gaps in publicly available data
 - Preliminary exploration suggests a rigorous compensation study is required for more precise findings

Additional research is needed for a more rigorous compensation study and can focus on compensation benchmarking

Recommendations for future research

► Compensation benchmarking for market pricing analysis:

- Refine peer sets based on an institution-specific set of criteria: engage with institutions and the DHE to develop and identify 2-3 peer groups based on institution or segment (e.g., separate peers for community colleges, state universities, and University of Massachusetts)
- Refine the unit of analysis for cost-of-labor adjustments: Analyze the cost-of-labor, leveraging data from the Economic Research Institute which considers supply-demand dynamics by relevant geographic sub-region such as by zip code or metropolitan statistical areas (MSAs) for MA and comparison states, to isolate more targeted comparisons of faculty and staff compensation across various levels of disciplines
- Leverage leading survey sources for compensation benchmarks: Perform survey evaluation and selection – use market leading survey sources such as AACSB, AAUP, CUPA-HR instead of IPEDs data which is reported in aggregate
- Conduct a current state assessment of the compensation landscape: perform stakeholder interviews with faculty and staff, institution leadership, and the DHE to gather insights on institutional needs and priorities, as well as any non-compensation related activities or benefits to support faculty and staff recruitment and retention

Agenda



Executive summary



Faculty and staff recruitment and retention survey results



Faculty mix



Faculty salary analysis



Faculty benefits analysis



Appendix

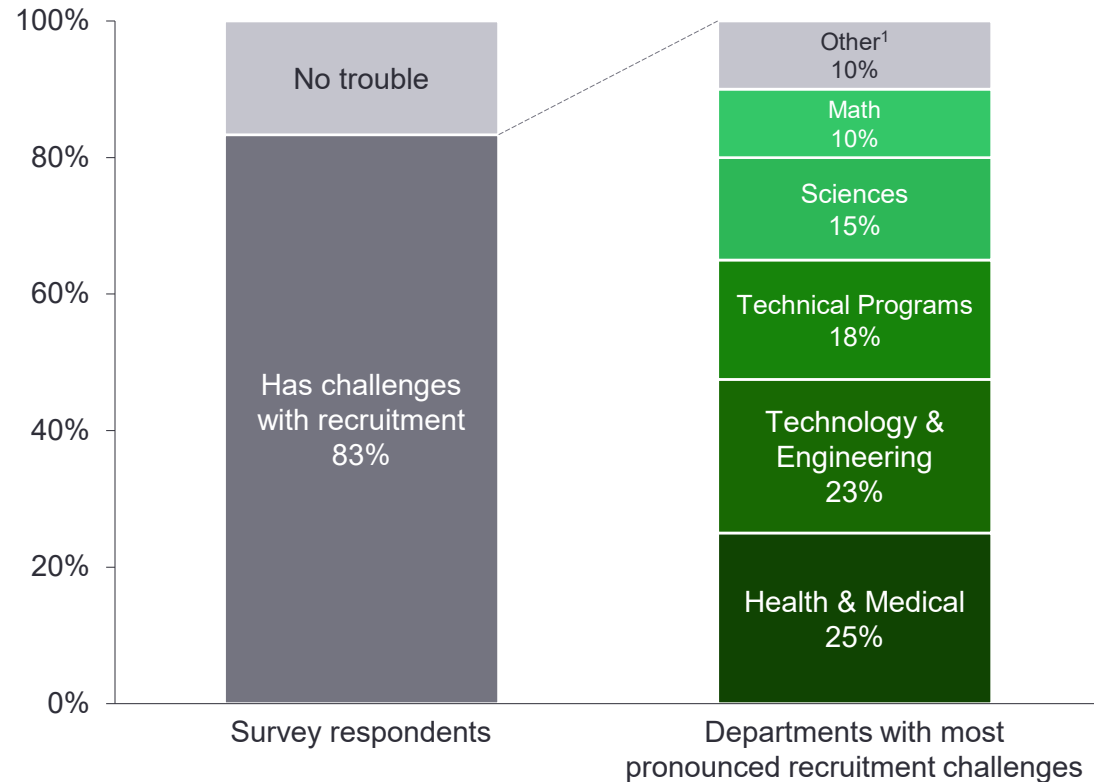


Across community colleges, leadership reported that challenges with the recruitment of faculty are more prevalent compared to challenges with retention

Community college Faculty survey Recruitment & retention questions

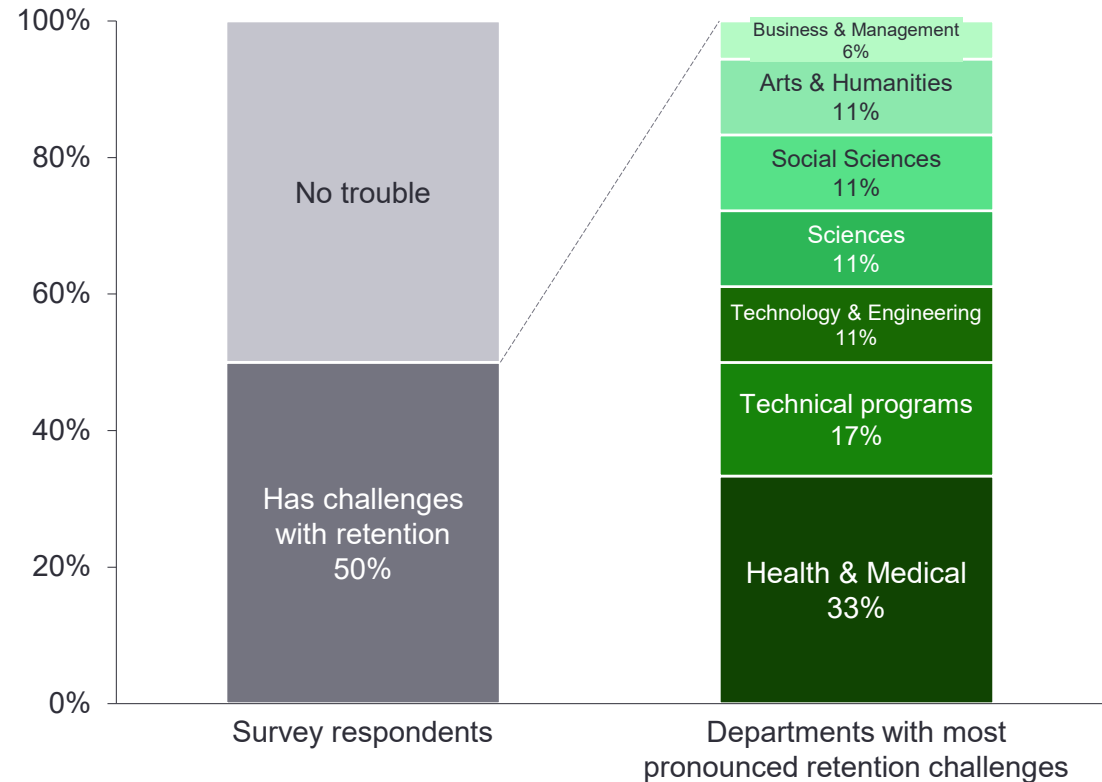
[FACULTY] Departments with most pronounced recruitment challenges

“In which department areas are the challenges with faculty recruitment most pronounced? Please select up to 5.”



[FACULTY] Departments with most pronounced retention challenges

“In which department areas are the challenges with faculty retention most pronounced? Please select up to 5.”



1. Other selected departments include social sciences, education, business & management, and technical programs
Source: Survey regarding faculty (n=12)

Community college leadership report recruitment and retention of health & medical faculty as the department with the most pronounced challenges

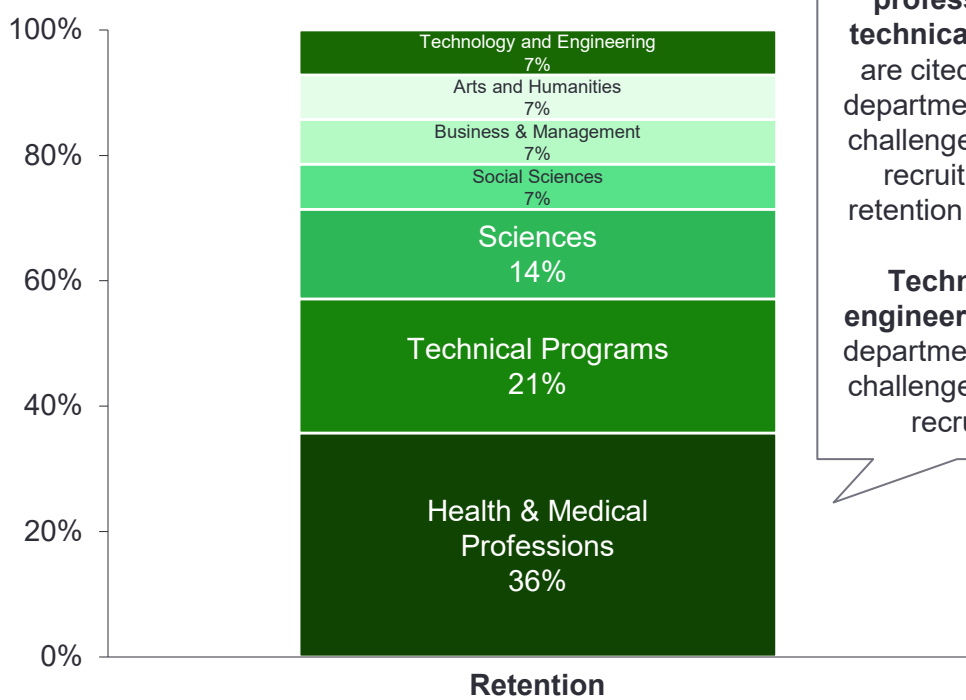
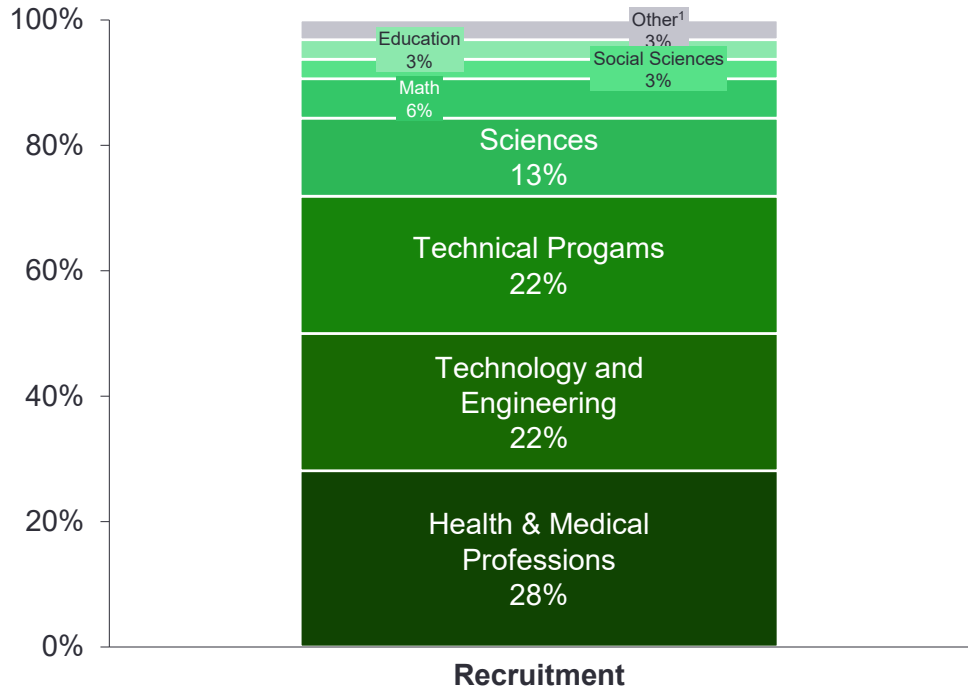
Community college | Faculty survey | Challenge by area

Top department areas with the most pronounced challenges in recruitment / retention

“In which department areas are the challenges with faculty [recruitment / retention] most pronounced? Please select up to 5.”

“Of the selected department with the most pronounced challenges to [recruitment / retention], please rate each department on a scale of 1-7 (where 1 = “Faces no challenge”, and 7 = “Faces significant challenge”).”

Rated 5, 6, or 7: count of selected departments



Health & medical professions and technical programs are cited as the top departments that face challenges in **faculty** recruitment and retention across CCs

Technology & engineering is also a department that faces challenges in **faculty** recruitment

1. “Other” refers to a text entry option, in which a respondent indicated that HVAC is a department that faces challenges in recruitment
 Source: Survey regarding faculty (n=12)



Compensation disparities and cost of living / housing are identified by leadership as key challenges for community college recruitment and retention of faculty

Community college

Faculty survey

Challenge by type

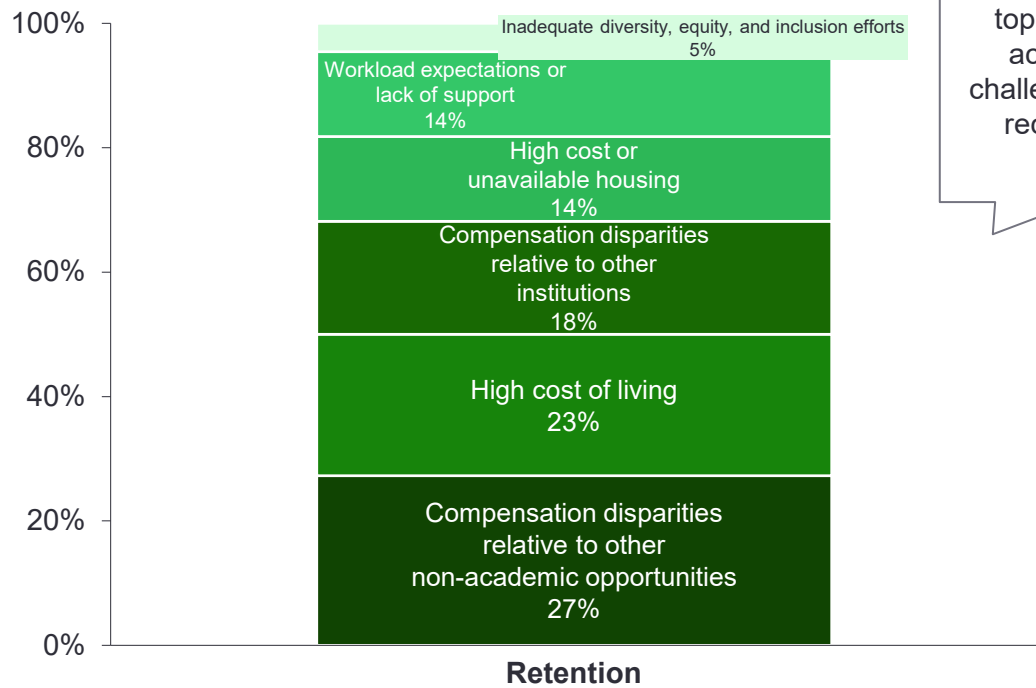
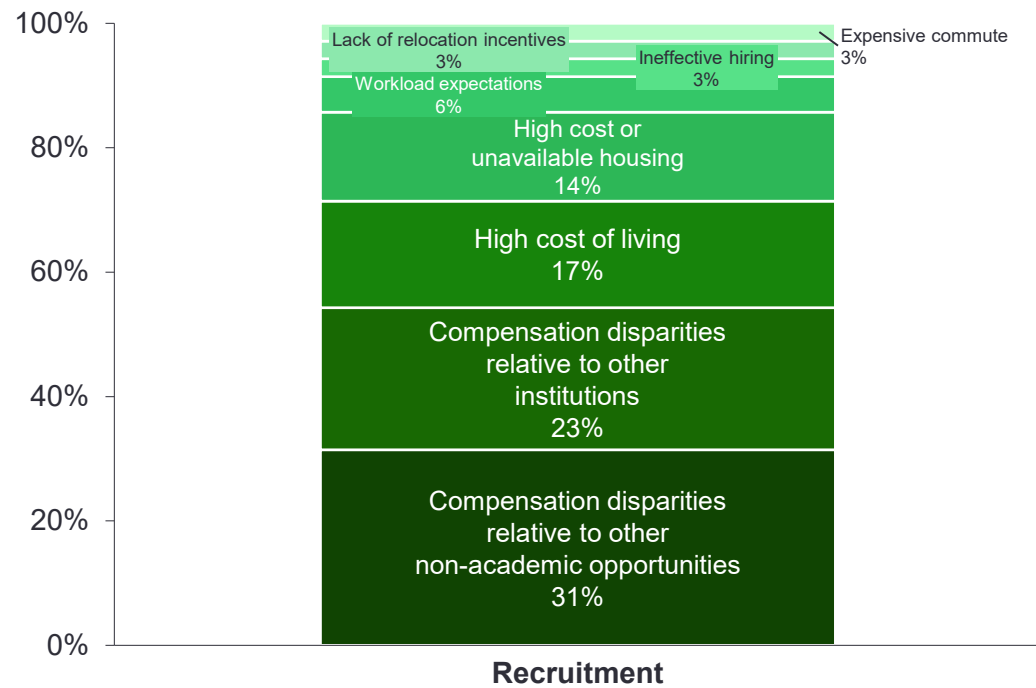
Top reasons for recruitment / retention challenges

“What do your hiring data suggest are the reasons for these faculty [recruitment / retention] challenges? Please select up to 5 from the list below.”

“Of the selected reasons that contribute the most pronounced challenges in faculty [recruitment / retention], please rate each selected reason on a scale of 1-7 (where 1 = “Poses a small challenge”, and 7 = “Poses a significant challenge”).”

Compensation relative to non-academic opportunities / other institutions and high cost of living are the top reasons cited across CCs for challenges in faculty recruitment and retention

Rated 5, 6, or 7: count of selected reasons



Health / medical and other specialized faculty are the hardest to recruit and retain at CCs; compensation disparities with other attractive alternatives is a broad challenge

Community college

Faculty survey

Open response

Key themes from the faculty recruitment and retention survey [OPEN RESPONSE]

Recruitment & retention

Recruitment and retention challenges are concentrated in the health & medical professions and the technology and trade fields, where industry alternatives are particularly attractive

- “ **Health fields and computer science** are the most challenging positions to hire and retain faculty - full-time and adjuncts. We have lost faculty from all disciplines for reasons pertaining to compensation, workload, and the high cost of living, and high cost of housing”
- “ How can I offer a prospective faculty member \$70-80K when they can make \$130K in industry or even at our local voc-tech? The collective bargaining agreements' framework for salaries is **strangling our ability to hire in specialized areas**”
- “ While the lower salaries affect all areas, **technology, trade, and healthcare are more challenging given the pay scale** we can offer in comparison with other institutions and industry”

Key reasons for challenges

Challenges with faculty recruitment and retention, broadly, are attributed to compensation disparities as well as high cost of living

- “ Faculty can **make more money at nearly any K-12 school** than they can at a community college”
- “ We have lost faculty from all disciplines for reasons pertaining to **compensation, workload, high cost of living, and high cost of housing**”

These issues are particularly acute in recruitment and retention of diverse faculty

- “ We struggle to recruit and retain diverse talent due to our **low salaries**. We have **lost individuals to the public [k-12] schools** (that offer higher pay), **other higher ed institutions** that provide more pay and better perks (as well as perceived prestige), **and the private sector**”

Solutions

Improved processes for certain groups (e.g., international) and promotion pathways are generally perceived as promising solutions for faculty recruitment and retention challenges

- “ We are **most successful when we hire from within**, so those adjunct pools become critical. In certain fields like HVAC and IT, we don't have enough adjuncts and/or adjuncts who are looking to transition to a faculty role”
- “ Labor supply factors combined with the College's **willingness to sponsor visa applicants has helped to diversify the faculty** in the last academic year. 3 of the last 5 faculty hires increased the diversity of the faculty, and the college is sponsoring a visa application for 2 of those 3”



Across state universities, leadership report that faculty recruitment is more challenging than retention; the science department is most challenged by recruitment and retention

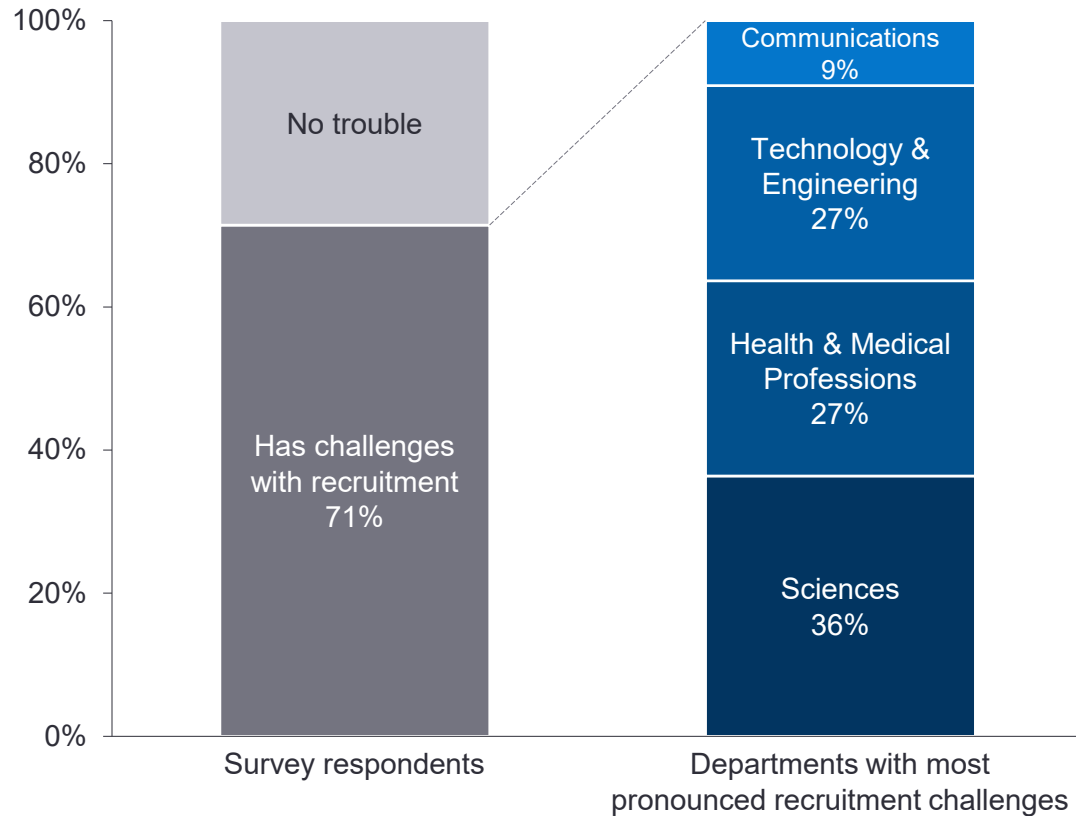
State universities

Faculty survey

Recruitment & retention questions

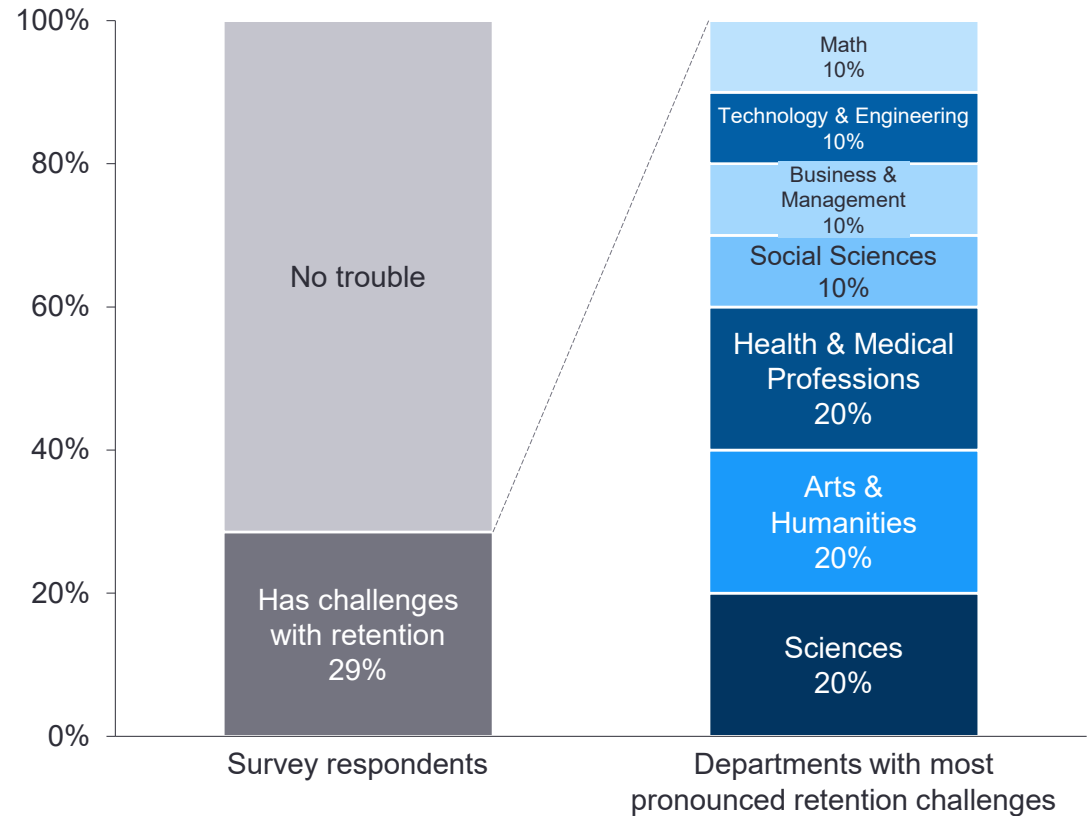
[FACULTY] Departments with most pronounced recruitment challenges

“In which department areas are the challenges with faculty recruitment most pronounced? Please select up to 5.”



[FACULTY] Departments with most pronounced retention challenges

“In which department areas are the challenges with faculty retention most pronounced? Please select up to 5.”



State university leaders report science and health & medical to be the departments facing the most pronounced faculty recruitment and retention challenges

State universities

Faculty survey

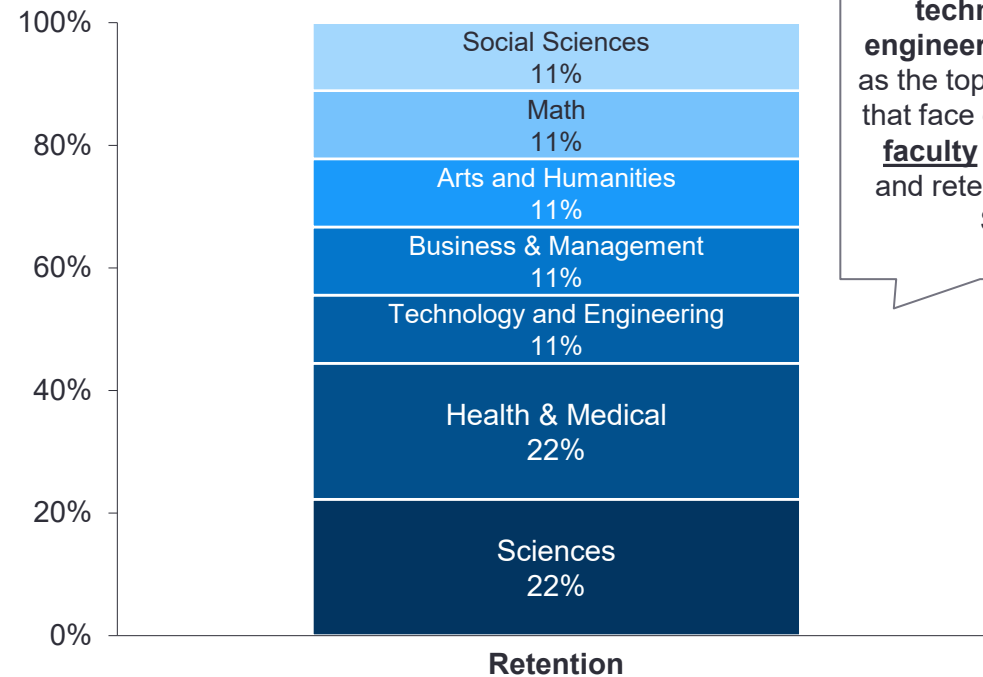
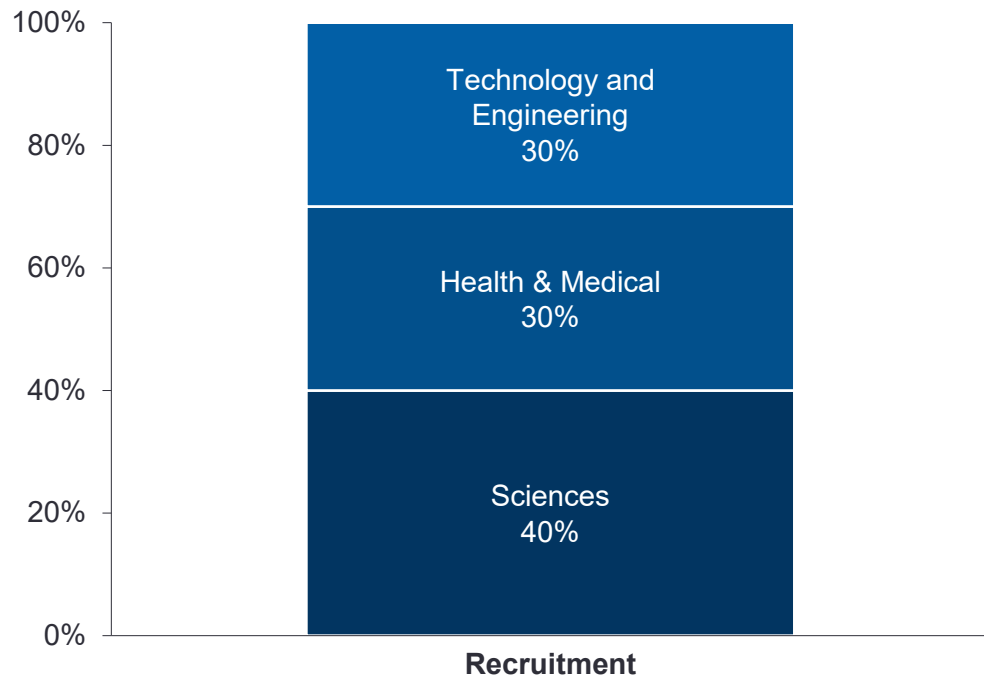
Challenge by area

Top department areas with the most pronounced challenges in recruitment / retention

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Rated 5, 6, or 7: count of selected departments



Sciences, health & medical, and technology & engineering are cited as the top departments that face challenges in **faculty** recruitment and retention across SUs



Compensation disparities, high cost of living, and workload are identified by leadership as key challenges for state university recruitment and retention of faculty

State universities

Faculty survey

Challenge by type

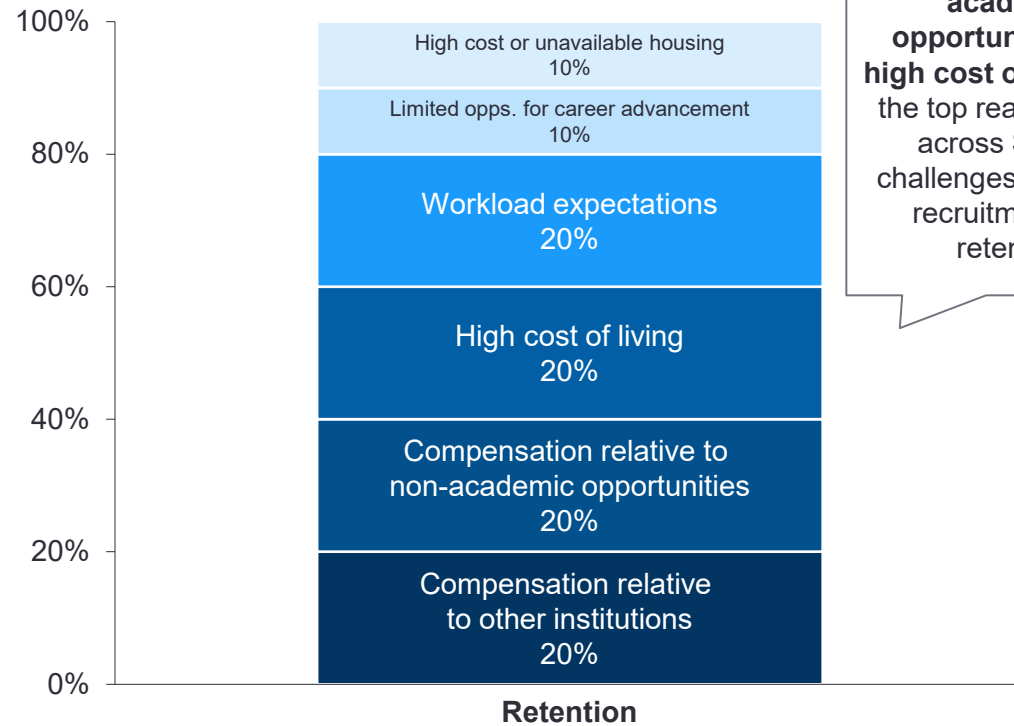
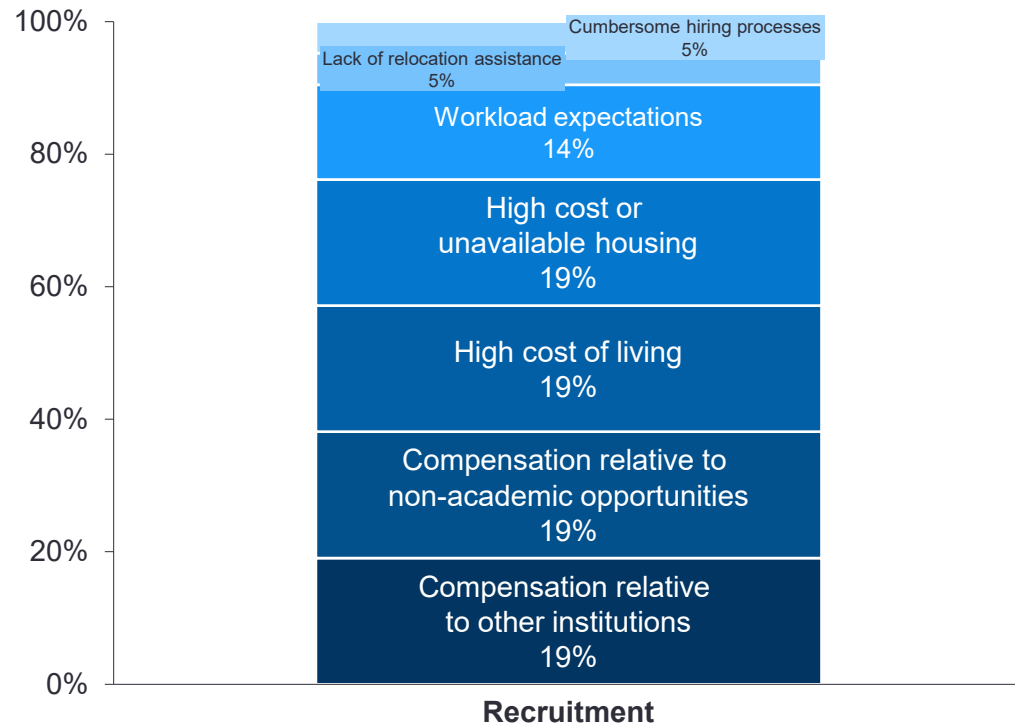
Top reasons for recruitment / retention challenges

“What do your hiring data suggest are the reasons for these faculty [recruitment / retention] challenges?
Please select up to 5 from the list below.”

“Of the selected reasons that contribute the most pronounced challenges in faculty [recruitment / retention], please rate each selected reason on a scale of 1-7 (where 1 = “Poses a small challenge”, and 7 = “Poses a significant challenge”).”

Rated 5, 6, or 7: count of selected reasons

Compensation relative to other institutions / non-academic opportunities and high cost of living are the top reasons cited across SUs for challenges in **faculty** recruitment and retention



Source: Survey regarding faculty (n=7)

Faculty in STEM fields are the hardest to recruit and retain at SUs; however, compensation disparities with other attractive alternatives is a broad challenge

State universities

Faculty survey

Open response

Key themes from the faculty recruitment and retention survey [OPEN RESPONSE]

Recruitment & retention

Recruitment and retention challenges are concentrated in the sciences, technology, and health & medical fields, where industry alternatives are particularly attractive

- “ We've lost several promising **social science, business, and science/health** early career faculty over the last few years despite investing in support through grant (AGEP) and NEBHE efforts”
- “ It is challenging to find **adjuncts** in high-demand fields like **computer science**”
- “ The most challenging efforts to recruit faculty are in the **nursing field**, and trying to hire for diversity is very challenging”

Key reasons for challenges

Challenges with faculty recruitment and retention, broadly, are attributed to compensation disparities as well as high cost of living

- “ The salaries we offer do not allow us to compete effectively. That combined with the **high cost of housing and living** is a continual challenge”
- These issues are particularly acute in recruitment and retention of diverse faculty**
- “ **Non-tenure track positions** are the more challenging to fill and retention is an issue. This is **especially true as we work to diversify our faculty**”
 - “ **Hiring faculty of color is a competitive pursuit.** With larger and more well resourced institutions recruiting for diversity, it is difficult for a rural, small, public institution to be **competitive with salary and research funds**”

Solutions

Beyond higher compensation, improvement of fringe benefits, especially in healthcare, as well as upgrade of facilities seem to be perceived as most promising for addressing those challenges

- “ Although the GIC health benefits program is adequate, it is **not competitive with many private institutions plans**. And the vision/dental program is useless”
- “ There is a significant need to **address deferred maintenance and upgrade facilities**, particularly in **STEM fields**”



Access to better facilities and technologies and enhanced resources are both commonly cited as top solutions to improve faculty recruitment / retention at CCs and SUs

Community college & state universities

Faculty survey

Potential solutions (not compensation)

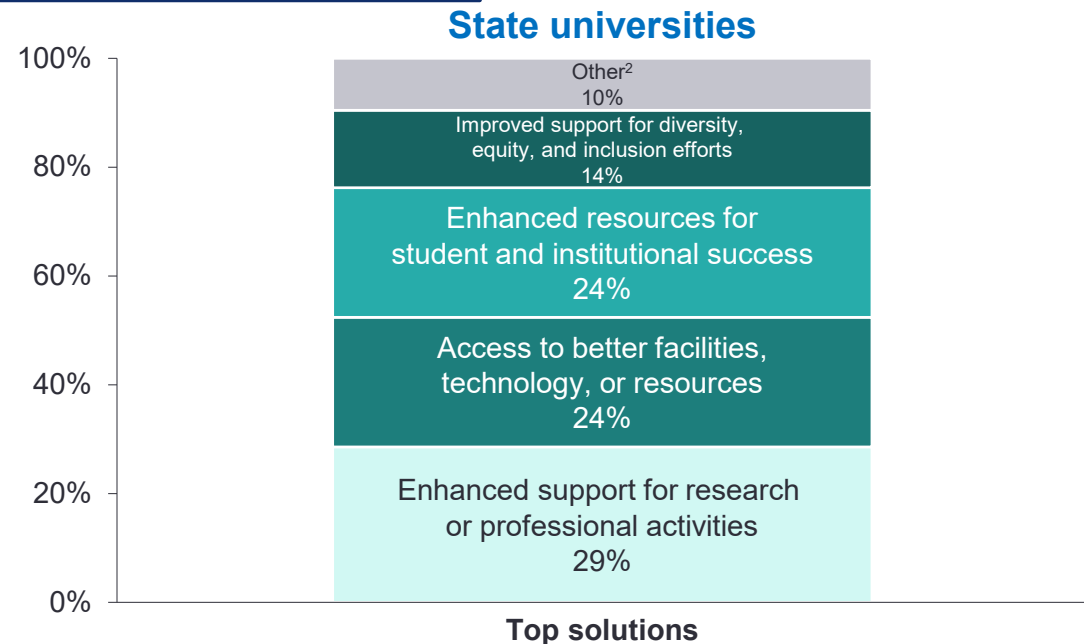
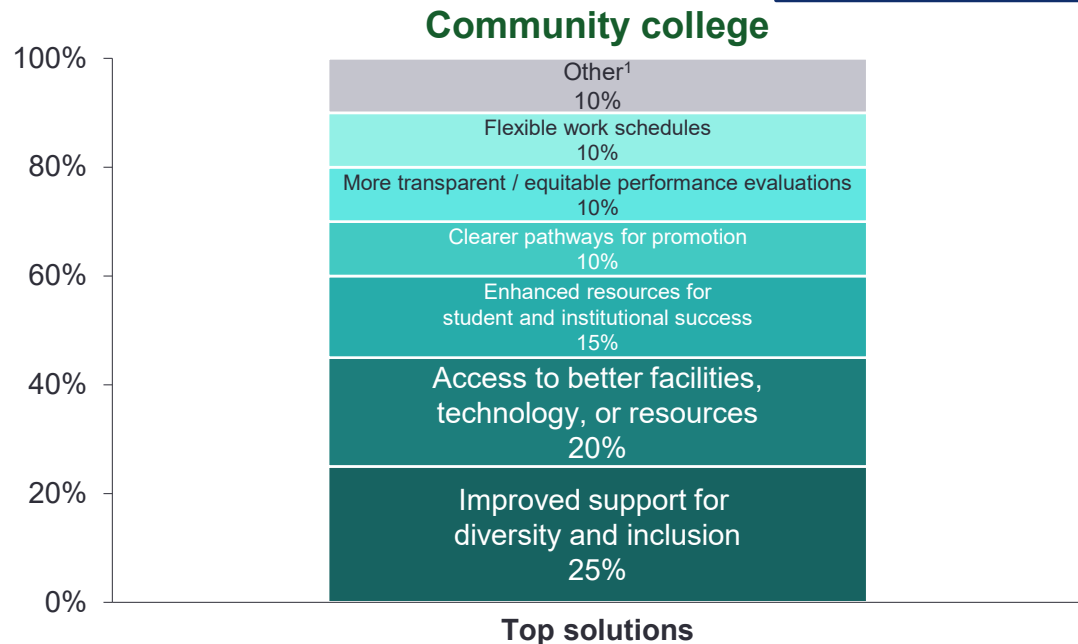
Top solutions to address recruitment or retention challenges



“Beyond higher compensation, are there specific changes to working conditions or contractual obligations that could address recruitment or retention challenges for faculty? Please select up to 5 from the list below.”

“Please rate the selected changes to working conditions or contractual obligations that could address recruitment or retention challenges for faculty on a scale of 1-7 (where 1 = “Provides the least impact of the selected” and 7 = “Provides the most impact of the selected”).”

Rated 5, 6, or 7: count of selected solutions



1. Other solutions include enhanced support for research or professional activities (5%) and increased access to decision-making or governance (5%)

2. Other solutions include expanded leave policies (5%) and reduced workload (5%)

Source: Survey regarding faculty (n=19)

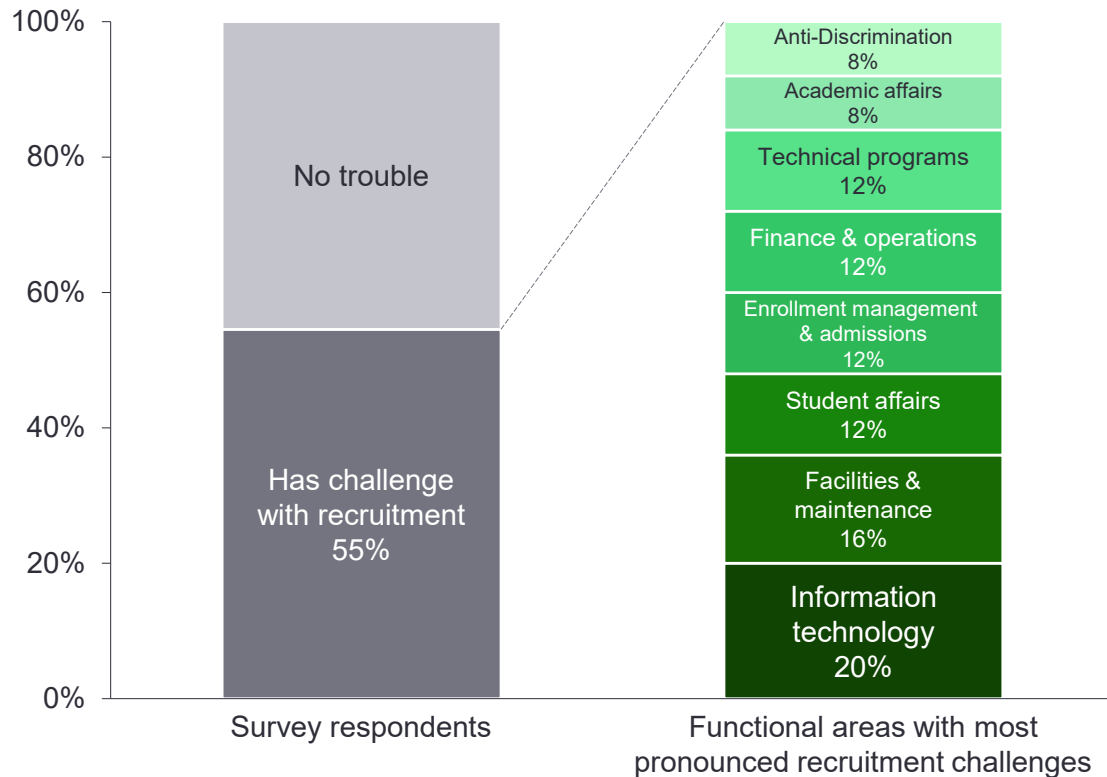


Community college leadership report about equal challenges in staff recruitment and retention; challenges are less common than for faculty retention / recruitment

Community college Staff survey Recruitment & retention questions

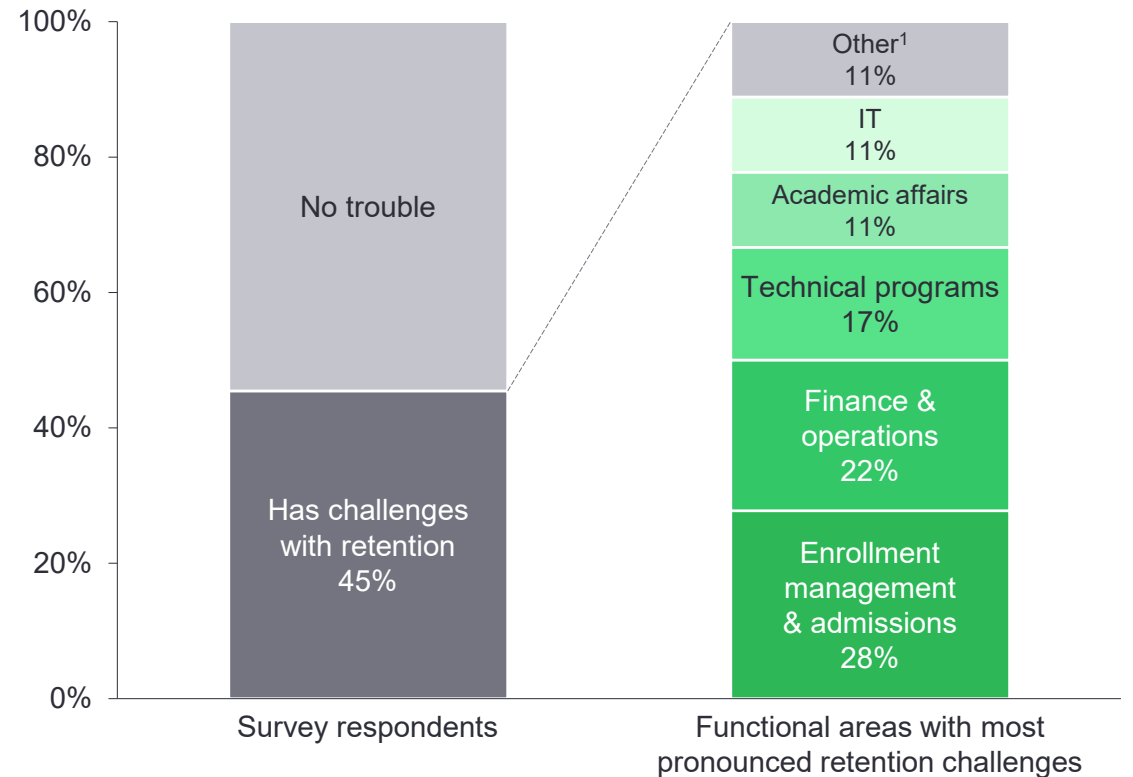
[STAFF] Functional areas with most pronounced recruitment challenges

“In which functional areas are the challenges with staff recruitment most pronounced? Please select up to 5.”



[STAFF] Functional areas with most pronounced retention challenges

“In which functional areas are the challenges with staff retention most pronounced? Please select up to 5.”



1. Other selected functional areas include student affairs and facilities and maintenance
Source: Survey regarding staff (n=11)

CC leadership reports enrollment management, technical programs, and finance as departments with the most pronounced challenges in staff recruitment and retention

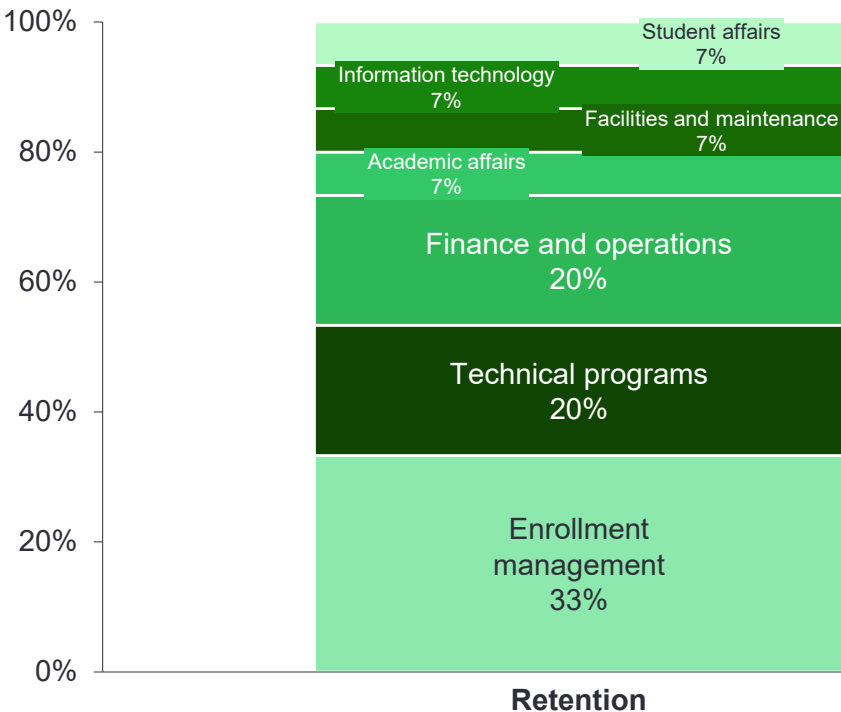
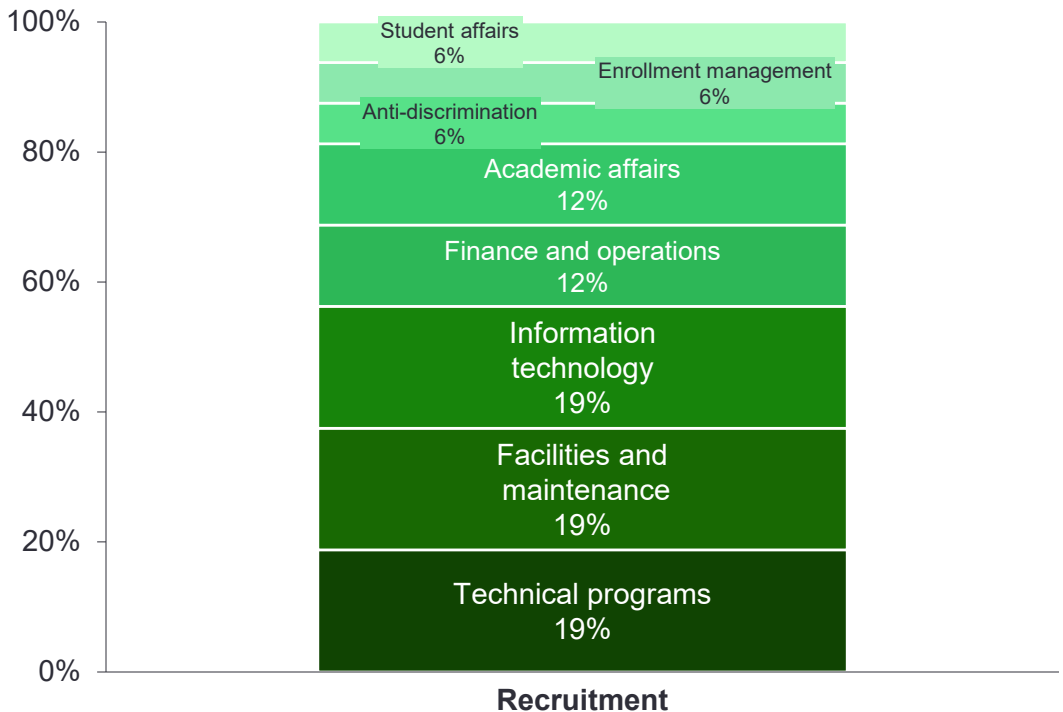
Community college Staff survey Challenge by area

Top functional areas with the most pronounced challenges in recruitment / retention

“In which functional areas are the challenges with staff [recruitment / retention] most pronounced? Please select up to 5.”

“Of the selected functional areas with the most pronounced staff [recruitment / retention] challenges, please rate each area on a scale of 1-7 (where 1 = “Faces no challenge”, and 7 = “Faces significant challenges”).”

Rated 5, 6, or 7: count of selected departments



Technical programs, facilities and maintenance, and IT are cited as the top functional areas facing challenges in staff recruitment across CCs

Enrollment management is cited as the top functional area facing challenges in staff retention

Source: Survey regarding staff (n=11)



Compensation disparities and high cost of living are identified by leadership as key challenges for community college recruitment and retention of staff

Community college

Staff survey

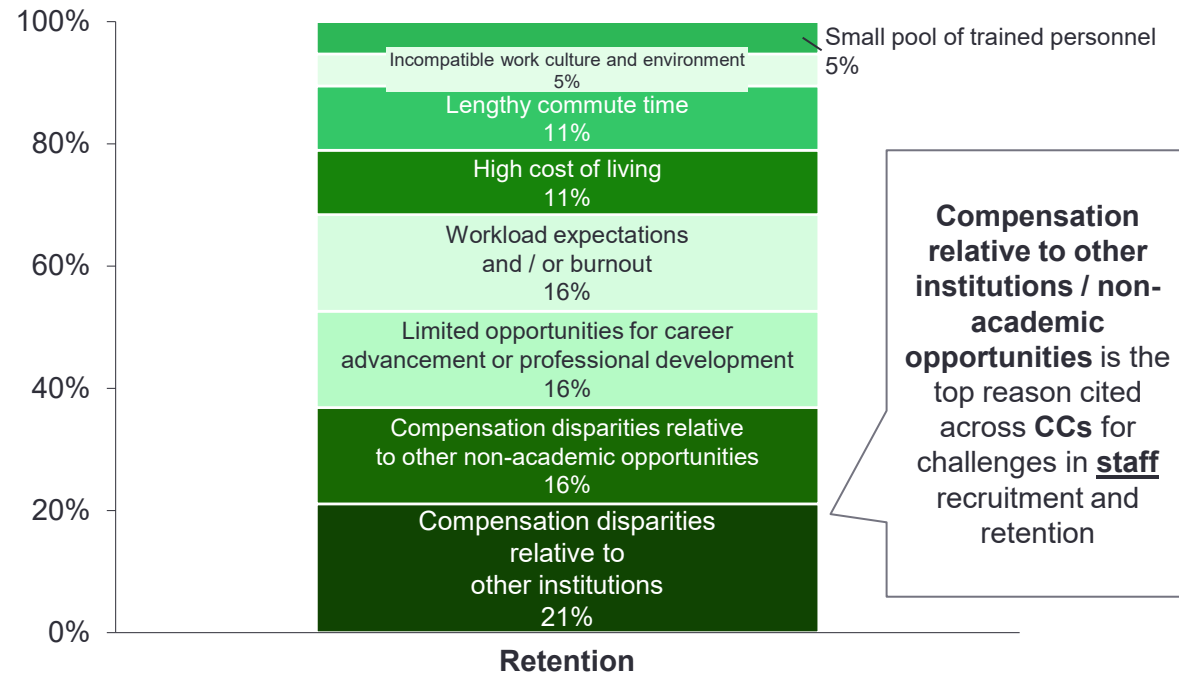
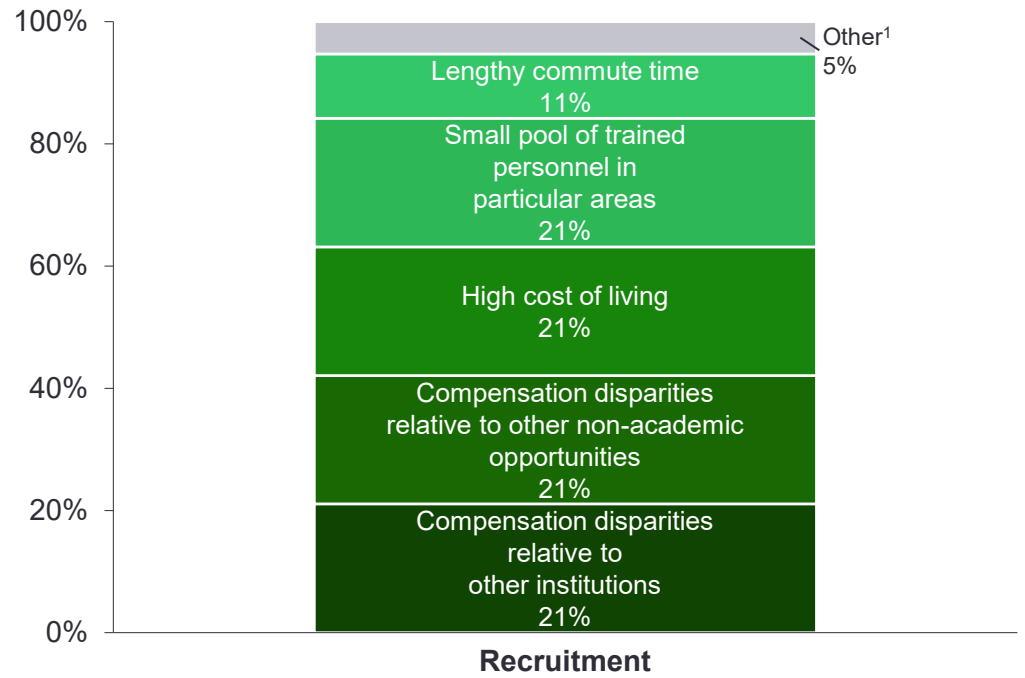
Challenge by type

Top reasons for recruitment / retention challenges

“What do your hiring data suggest are the reasons for these staff [recruitment / retention] challenges? Please select up to 5 from the list below.”

“Of the selected reasons that contribute the most pronounced challenges in staff [recruitment / retention], please rate each selected reason on a scale of 1-7 (where 1 = “Poses a small challenge”, and 7 = “Poses a significant challenge”).”

Rated 5, 6, or 7: count of selected reasons



Compensation relative to other institutions / non-academic opportunities is the top reason cited across CCs for challenges in staff recruitment and retention

1. Other reasons include limited remote work opportunities (5%)
 Source: Survey regarding staff (n=11)

High cost of living and lack of salary adjustments for more senior staff are cited as key reasons for recruitment and retention challenges for staff in community colleges

Community college

Staff survey

Open response

Key themes from the staff recruitment and retention survey [OPEN RESPONSE]

Recruitment & retention

Across community colleges, recruitment challenges are most pronounced in positions such as enrollment management, academic advising, and skilled trades

- “ Recruiting for **facilities/trades/police continues to be challenging** due to market availability of experienced/skilled workers and We have been **unable to hire any skilled trades** workers for the past 5 years. Due to union constraints, ability to advance is limited”
- “ For **academic advisors**, the workload is heavy and the compensation relatively low for a person with a master’s degree”
- “ There remains an elusive combination of experience and skill needed for senior **administrator roles**. This includes patience and tolerance for personnel management, which can be quite taxing”

Key reasons for challenges

Community colleges perceive limitations from CBAs that do not allow for salary adjustments

- “ **Union positions** have also posed difficulties in both hiring and retention as the College has **less ability to negotiate new hire salary** offers. Additionally, we... have difficulty with union staff who...have **maxed out on the salary grid** and feel that they now have very limited opportunity for advancement”
- “ Since most of our positions **are covered by collective bargaining, we have very little flexibility** in offering competitive salaries. In general bargaining unit wages have been underfunded for many years”
- “ The tight labor pool issue is exacerbated by **compensation rates in the applicable collective bargaining agreement** and terms associated with bringing new employees into the unit at **salaries exceeding current members**”

Solutions

Non-compensation solutions, such as having greater flexible work arrangements, could potentially be leveraged to offset compensation challenges

- “ We have the most issues retaining mid-level staff and mid-level managers. This is mostly due to compensation reasons, but also to **lack of flexibility in telework opportunities** and job growth”
- “ Yes, we are finding that one of the biggest retention problem is due to [a need for greater] **flexible work options like telework and flexible schedules**”



Across state universities, staff recruitment is a more prevalent challenge than retention; a wide range of functional areas face difficulties with recruitment

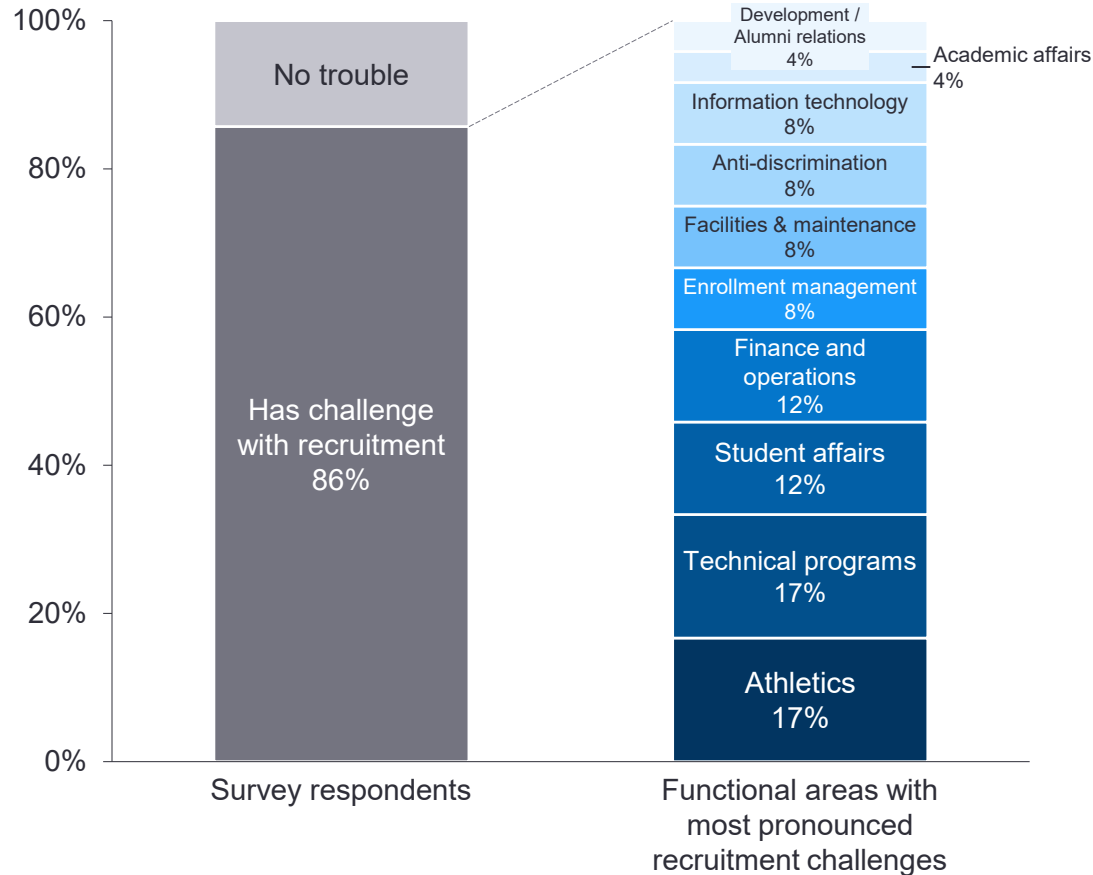
State universities

Staff survey

Recruitment & retention questions

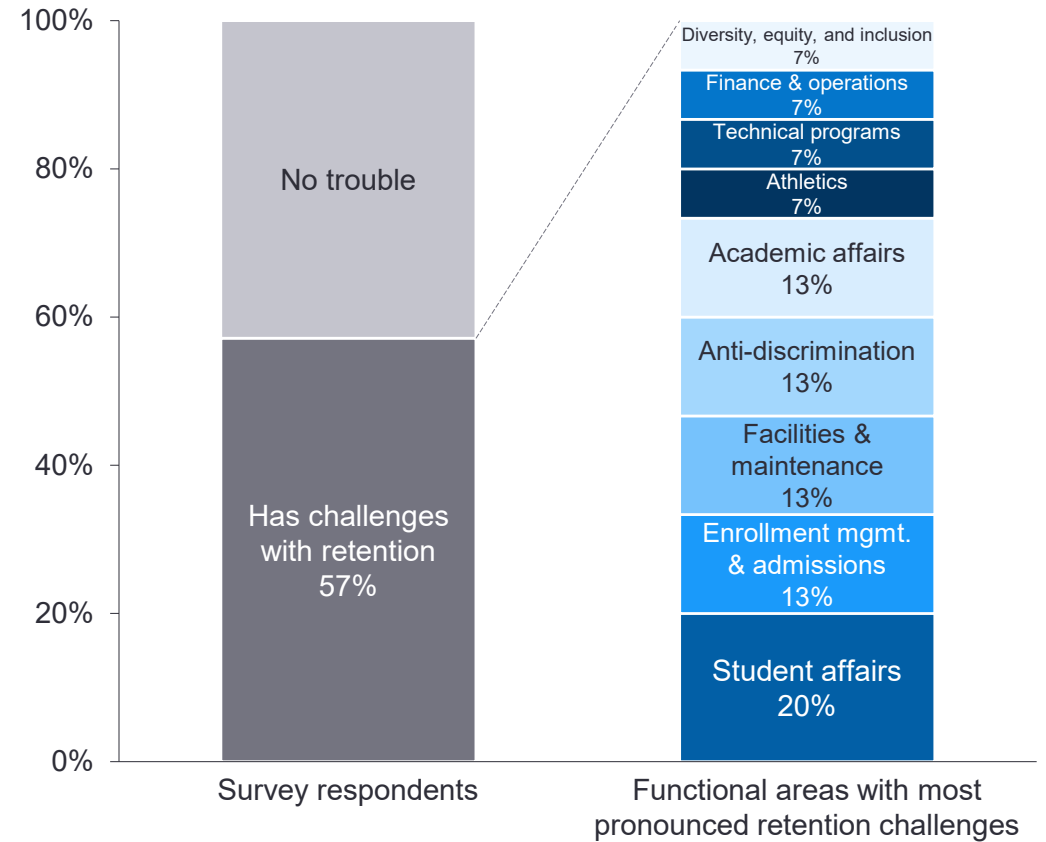
[STAFF] Functional areas with most pronounced recruitment challenges

? "In which functional areas are the challenges with staff recruitment most pronounced? Please select up to 5."



[STAFF] Functional areas with most pronounced retention challenges

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State university leadership report student affairs and athletics to be among the departments with the greatest staff recruitment and retention challenges

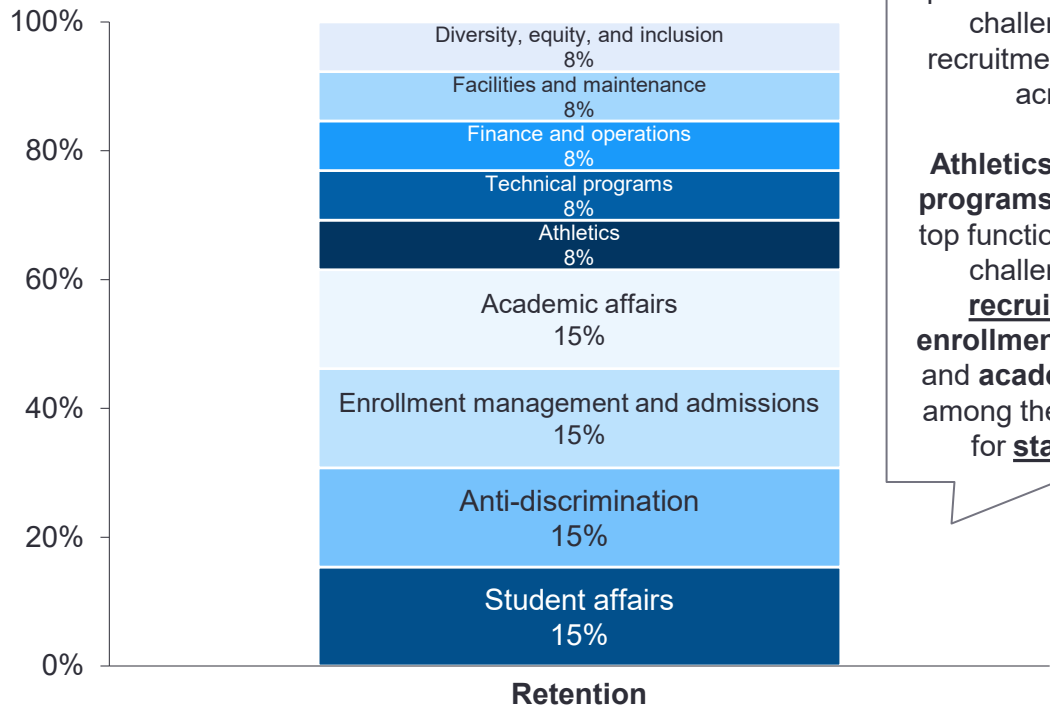
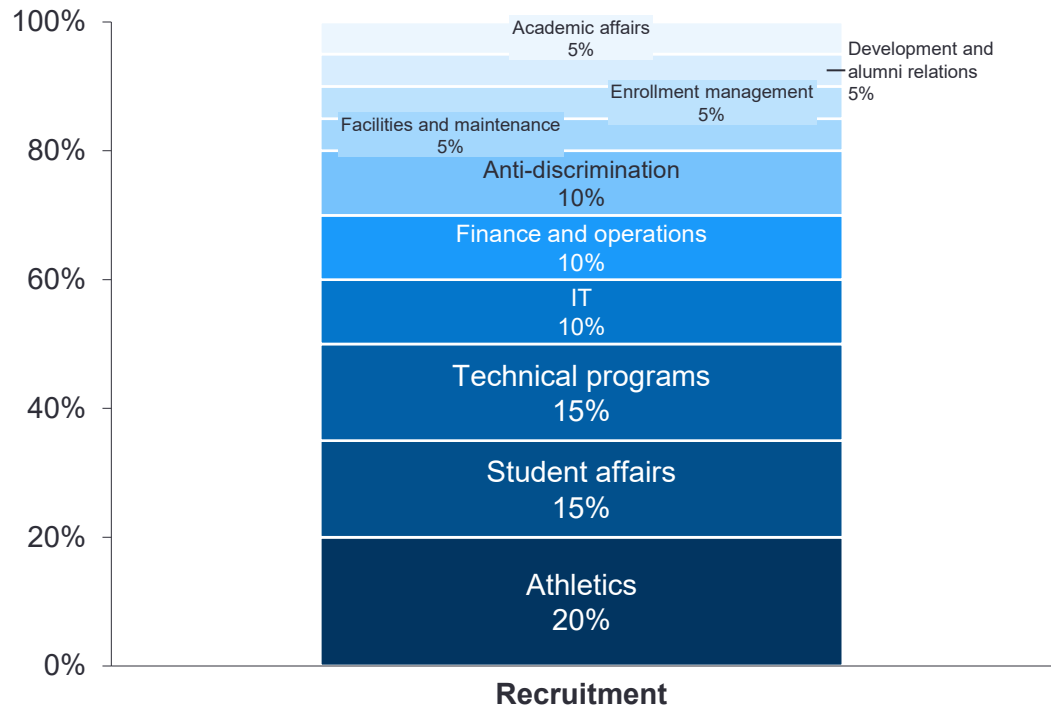
State universities | Staff survey | Challenge by area

Top functional areas with the most pronounced challenges in recruitment / retention

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Rated 5, 6, or 7: count of selected departments



Student affairs is cited as a top functional area that faces challenges in **staff** recruitment and retention across SUs

Athletics and technical programs are cited as the top functional areas facing challenges in **staff** **recruitment**, while **enrollment management**, and **academic affairs** are among the top challenges for **staff retention**



Compensation disparities, high cost of living, and a limited pool of trained personnel are identified by leadership as key challenges for state universities to recruit and retain staff

State universities

Staff survey

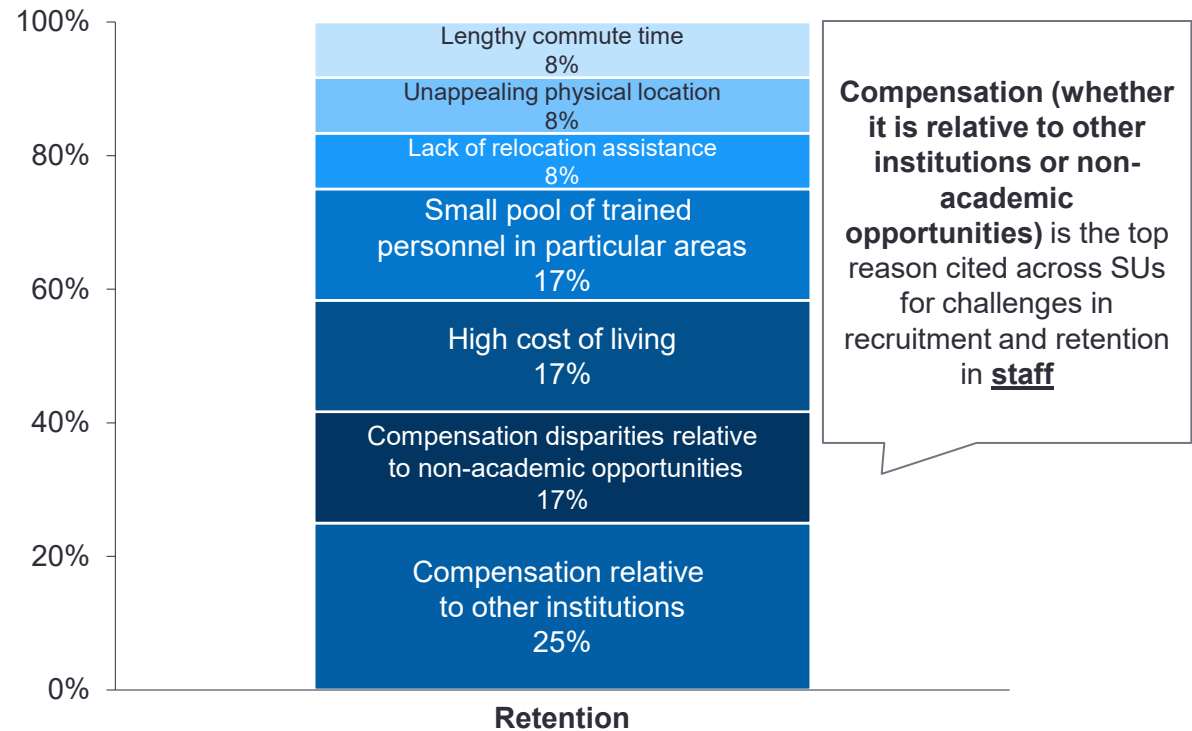
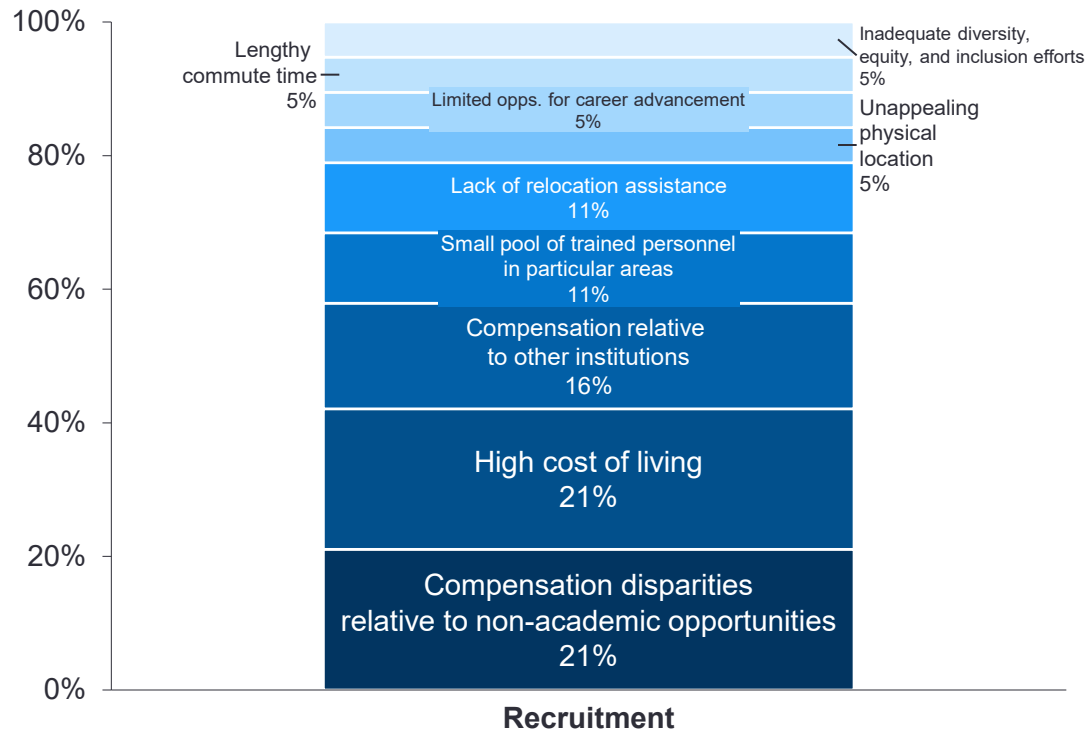
Challenge by type

Top reasons for recruitment / retention challenges

“What do your hiring data suggest are the reasons for these staff [recruitment / retention] challenges? Please select up to 5 from the list below.”

“Of the selected reasons that contribute the most pronounced challenges in staff [recruitment / retention], please rate each selected reason on a scale of 1-7 (where 1 = “Poses a small challenge”, and 7 = “Poses a significant challenge”).”

Rated 5, 6, or 7: count of selected reasons



Compensation (whether it is relative to other institutions or non-academic opportunities) is the top reason cited across SUs for challenges in recruitment and retention in staff

High cost of living and lack of salary adjustments for more senior staff are cited as key reasons for recruitment and retention challenges for staff in state universities

State universities

Staff survey

Open response

Key themes from the staff recruitment and retention survey [OPEN RESPONSE]

Recruitment & retention

Across state universities, recruitment challenges are most pronounced in positions administrative and specialized roles, and especially for mid-level and senior-level roles

- “ High-turnover roles (e.g., administrative and operations) face market-driven challenges, while **specialized positions (e.g., IT, compliance)** struggle with **competitive hiring landscapes**. **Mid-level management** retention remains a concern due to limited advancement opportunities and compensation. Demographically, younger employees seek **career mobility, flexibility and compensation**”
- “ We have been experiencing **turnover** within the first several months of employment for some of our **higher level positions**”

Key reasons for challenges

State universities face limitations from CBAs that do not allow for salary adjustments

- “ Challenges within the specialized trades reflect the **limited wages associated with these positions as determined by collective bargaining agreements** and relative to market rates. More than 90% of benefited employees occupy union positions. **Employee attrition has been significantly reduced from 31% in FY22 to 15% in FY24**”
- “ The **shortage of skilled workers** has impacted staff diversity over the past academic year, particularly in specialized roles where competition for talent is high. While recruitment efforts aim to attract diverse candidates, retention remains a challenge due to **career growth limitations, higher compensation and external market demand**”

Solutions

Since salary and cost of living are large challenges for institutions, improving location flexibility may be a path forward

- “ We live in a **small community** which is not very diverse in educated people qualified for positions. When we **recruit from other areas, the employee has a hard time ‘fitting in’ within this small community** and may terminate employment”
- “ Retention is a challenge given that we have **private institutions nearby** that are able to **compensate at a significantly higher salary**”
- “ Staff members **did not relocate 100% to area** which caused a split allegiance between career and family”



For staff recruitment / retention, clearer promotion pathways and flexible work schedules may benefit both CCs and SUs; affordable housing is also a key solution for SUs

Community college & state universities

Staff survey

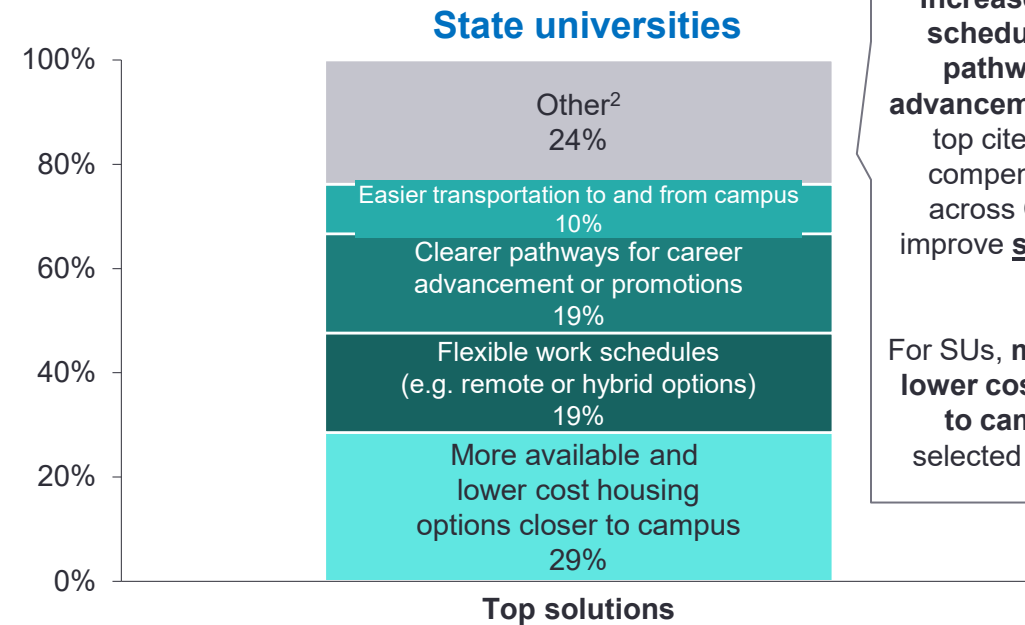
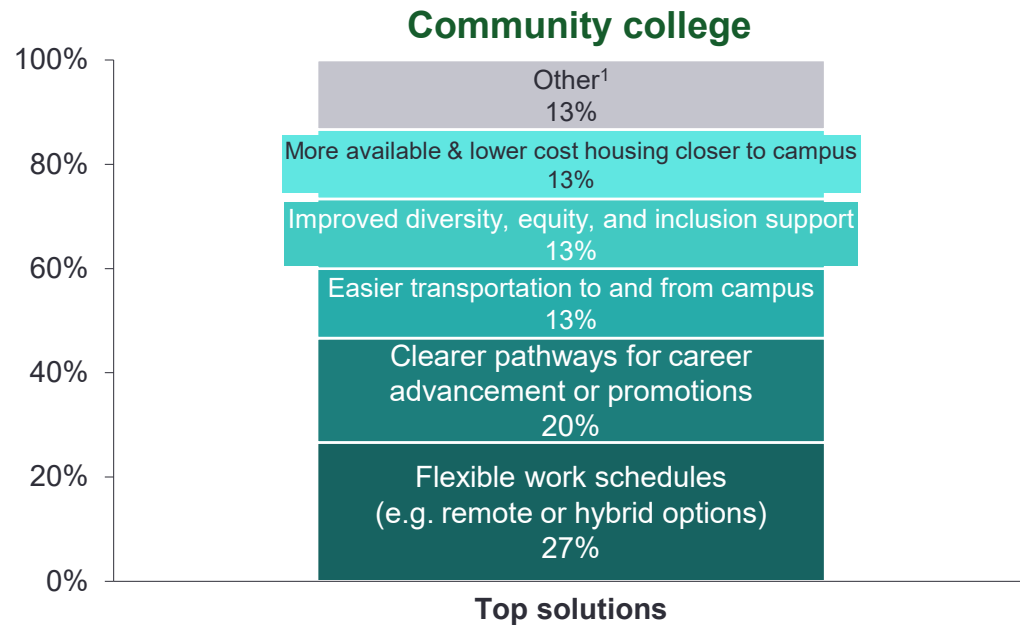
Potential solutions (not compensation)

Top solutions to address recruitment or retention challenges



“Beyond higher compensation, are there specific changes to working conditions or contractual obligations that could address recruitment or retention challenges for staff? Please select up to 5 from the list below.”
 “Please rate the selected changes to working conditions or contractual obligations that could address recruitment or retention challenges for staff on a scale of 1-7 (where 1 = “Provides the least impact of the selected” and 7 = “Provides the most impact of the selected”).”

Rated 5, 6, or 7: count of selected solutions



Increased flexible work schedules and clearer pathways for career advancement are among the top cited potential non-compensation solutions across CCs and SUs to improve **staff** recruitment or retention

For SUs, **more available and lower cost housing closer to campus** is the top selected potential solution

1. Other solutions include enhanced resources for student / institution success (7%) and more transparent / equitable performance evaluations (6%)
 2. Other solutions include improved diversity, equity, and inclusion support (5%), enhanced resources for student / institutional success (5%), more transparent / equitable performance evaluations (5%), access to better facility / technology / resources (5%), and expanded leave policies (5%)
 Source: Survey regarding staff (n=7)

Agenda



Executive summary



Faculty and staff recruitment and retention survey results



Faculty mix



Faculty salary analysis



Faculty benefits analysis



Appendix



We source our states of interest from an economic competitiveness study from the MA Taxpayers Foundation (2024), using geographic and economic competitors

Proposed comparison states for analysis from the Competitiveness Index Report¹, 2024

▶ **Geographic competitors:** Other New England states outside of Massachusetts:

- Connecticut
- Maine
- New Hampshire
- Rhode Island
- Vermont

▶ **Economic competitors:** Non-New England states with the biggest MA job outflows:

- California
- Florida
- New York
- North Carolina
- Texas

“Instructional staff” as reported to IPEDs by institutions of higher education are a group composed of faculty and non-faculty members, with further distinctions in tenure status

Public 4-year

Faculty and staff mix terminology definitions

▶ **Instructional staff**

- Can include faculty and non-faculty, part- and full-time
- Vary in their daily responsibilities, including those who are responsible for primarily instruction or those who perform other duties such as research or public service

▶ **Faculty**

- Makes up part of the instructional staff pool, can include full and part-time, tenure, tenure-track and non-tenure track
- There are full-time instructional staff without faculty status, however this comprises a very small part of the total full-time instructional staff population (most if not all are faculty)

▶ **Tenure and tenure-track positions**

- Can include both full and part-time faculty positions; in our analyses, we’ve included tenure-track positions in the tenure category

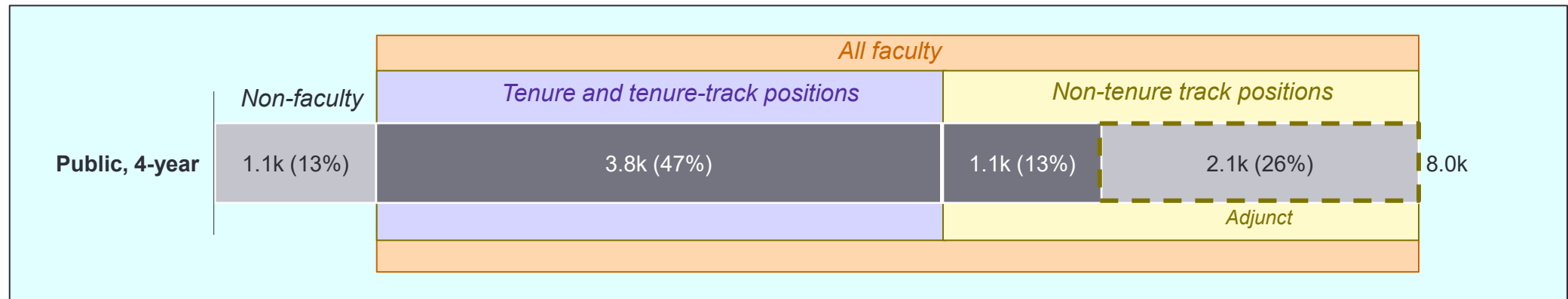
▶ **Non-tenure track positions**

- Otherwise known as “contingent” faculty, which include both full and part-time faculty; part of this comprise of adjuncts, but not all

▶ **Adjunct**

- Part-time non-tenure track faculty

Illustrative breakdown of instructional staff in MA public, 4-years, FY2024



■ Full-time ■ Part-time

Full-time faculty at MA public 4-years are more likely to be professors than lecturers; the tenured to non-tenured ratio is among the highest of comparison states

Public 4-year¹

Summary table for faculty mix, FY2024

| Metric | Faculty mix | | | | |
|---|--|---|---|--|---|
| | Full- and part-time instructional staff mix (pg. 35) | Full- and part-time faculty mix (pg. 36) | Full- and part-time tenure-track to non-tenure track mix (pg. 37) | Full-time professor to instructor / lecturer mix (pg. 38-39) | FTE enrollment-to-faculty ratio ² (pg. 38-39) |
| MA relative to comparison states | ▶ About average | ▶ Slightly higher composition of full-time | ▶ Slightly higher composition of tenure-track | ▶ Higher composition of professors | ▶ About average |
| MA figure | <i>60% full-time staff vs 40% part-time</i> | <i>69% full-time faculty vs 31% part-time</i> | <i>54% tenure-track vs 46% non-tenure-track</i> | <i>83% professor vs 17% instructor / lecturer</i> | <i>20:1</i> |
| Commentary | MA's full-time to part-time instructional staff ratio is about average relative to comparison states | While the mix of full- and part-time faculty differs broadly state-by-state, MA has slightly higher % full-time relative to comparison states | MA's composition of tenure to non-tenure track faculty is on the higher end relative to comparison states | MA has more professors relative to instructor / lecturers than other states | MA's enrollment-to-faculty ratio is about average relative to comparison states |
| | ▶ <i>Maximum:</i> – 74% full-time in NC ▶ <i>Minimum:</i> – 49% full-time in NY | ▶ <i>Maximum:</i> – 81% full-time in VT ▶ <i>Minimum:</i> – 50% full-time in NY | ▶ <i>Maximum:</i> – 58% tenure-track in VT ▶ <i>Minimum:</i> – 34% tenure-track % in TX | ▶ <i>Maximum:</i> – 96% professor in CT ▶ <i>Minimum:</i> – 75% professor in TX | ▶ <i>Maximum:</i> – 34:1 in FL ▶ <i>Minimum:</i> – 16:1 in CT |

1. "4-year" institution label is inclusive of both State Universities and UMass campuses

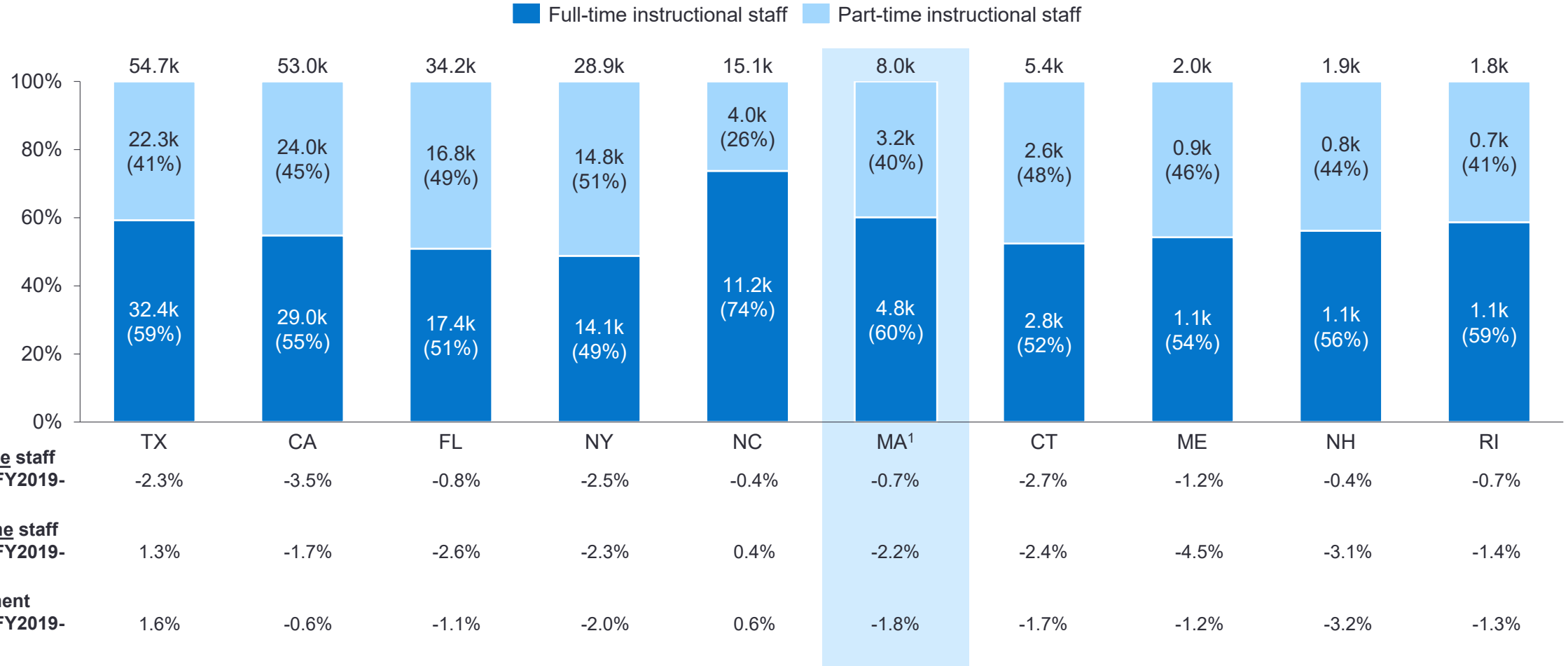
2. Calculated by taking the FTE undergrad and graduate enrollment divided by total full-time instructional staff, of all ranks

Source: IPEDS

The mix of full- and part-time instructional staff at public 4-year institutions is about 50/50 amongst comparison states; MA skews more toward full-time staff (broadly defined)

Public 4-year²

Full- and part-time instructional staff mix, FY2024



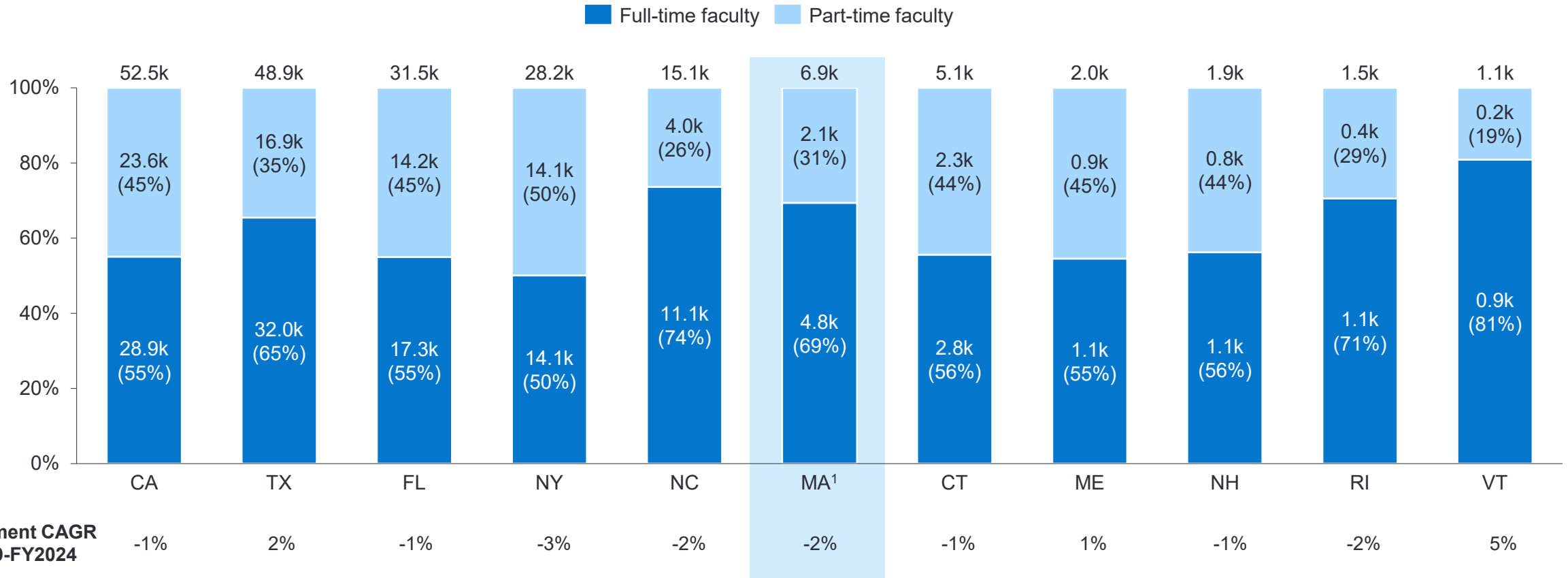
1. Excludes faculty and enrollment figures from UMass Chan Medical School
 2. "4-year" institution label is inclusive of both State Universities and UMass campuses
 Source: IPEDS



The mix of full- and part-time faculty at public 4-year institutions differs broadly amongst comparison states; MA mix is ~70% full-time

Public 4-year²

Full- and part-time faculty mix, FY2024



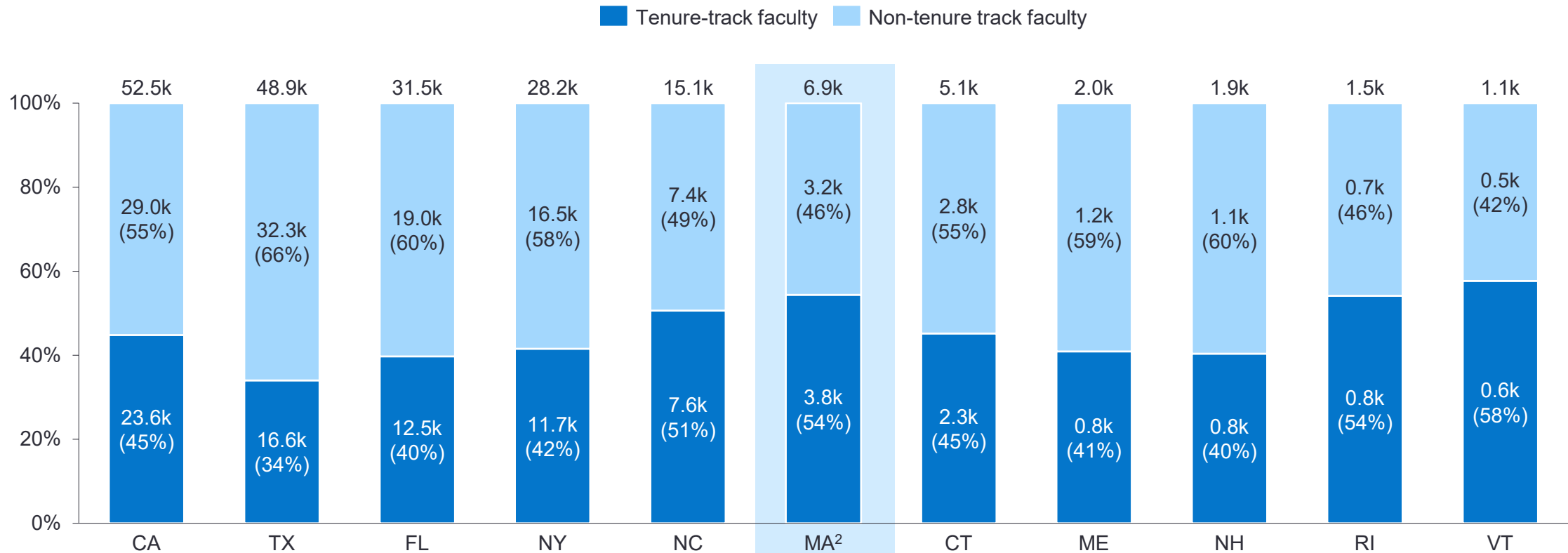
1. Excludes faculty and enrollment figures from UMass Chan Medical School
 2. "4-year" institution label is inclusive of both State Universities and UMass campuses
 Source: IPEDS



Public 4-year institutions in MA have a greater share of tenure-track than non-tenure track faculty

Public 4-year¹

Full- and part-time tenure-track to non-tenure track faculty mix for public 4-year institutions³, by state, FY2024



% Adjunct (part-time non-tenure track)

CA 44% TX 34% FL 44% NY 44% NC 26% MA² 30% CT 44% ME 45% NH 42% RI 29% VT 18%

1. "4-year" institution label is inclusive of both State Universities and UMass campuses
 2. Excludes faculty and enrollment figures from UMass Chan Medical School
 3. "Tenure" is inclusive of faculty on the tenure-track and those with tenure status
 Source: IPEDS

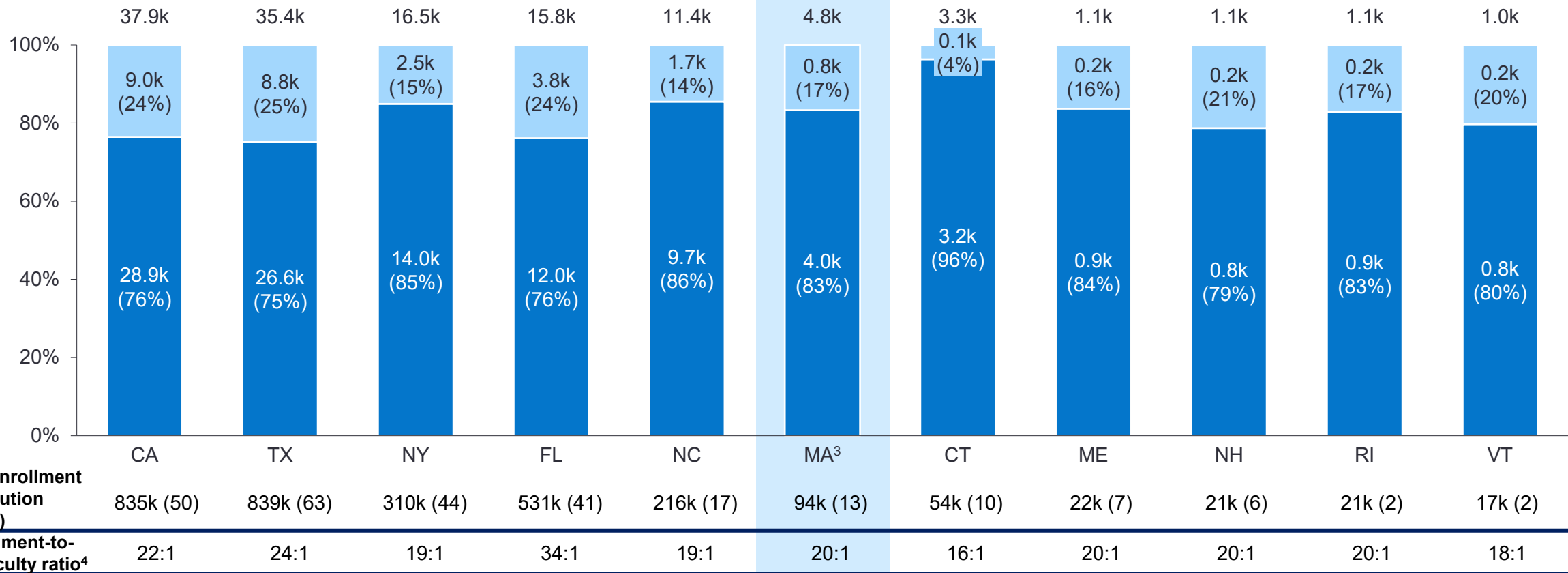


The mix of full-time professor roles at public 4-year institutions in MA is similar to the mix in other comparison states

Public 4-year¹

Full-time faculty mix by rank for public 4-year institutions, by state², FY2024

■ Total professor roles ■ Total instructors and lecturers



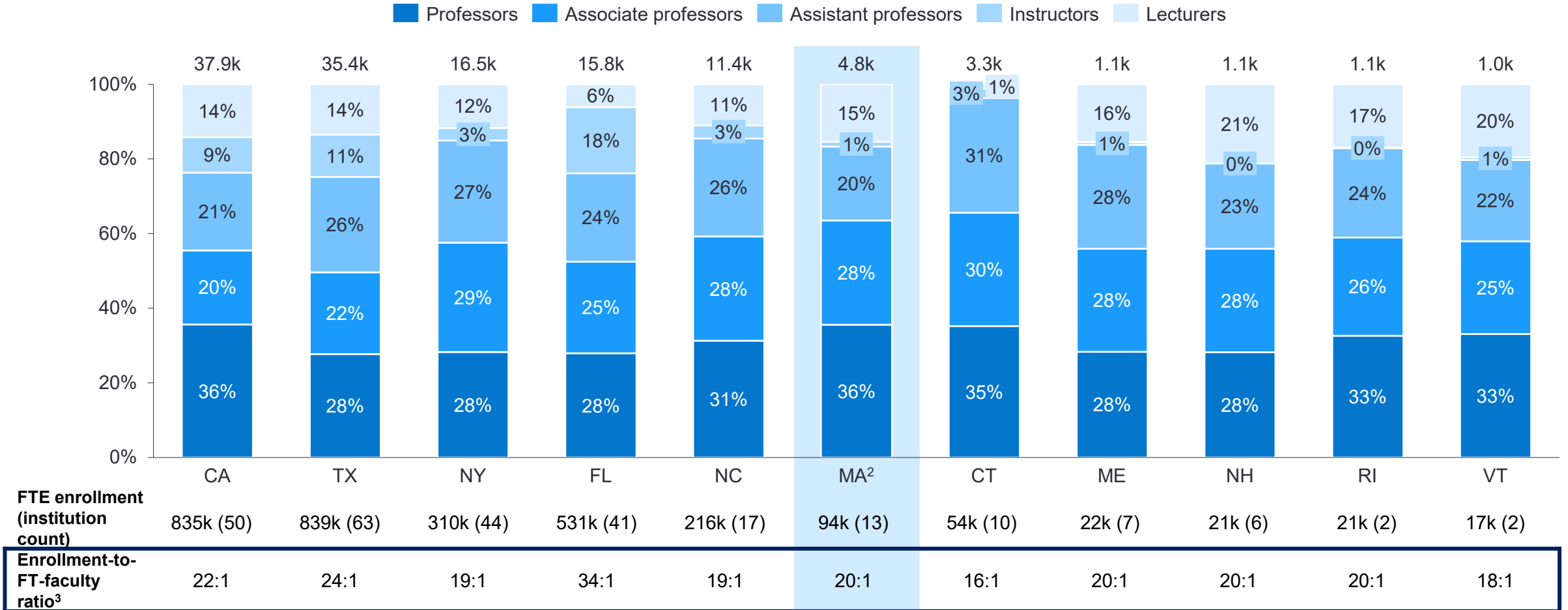
1. "4-year" institution label is inclusive of both State Universities and UMass campuses
 2. "Professor roles" include professors, associate professors, and assistant professors
 3. Excludes faculty and enrollment figures from UMass Chan Medical School
 Source: IPEDS

4. Calculated by taking the FTE undergrad and graduate enrollment divided by total full-time instructional staff, of all ranks

The split of full-time professor roles at public 4-year institutions in MA is roughly equivalent between the different ranks compared to other comparison states

Public 4-year¹

Full-time faculty mix by rank for public 4-year institutions, by state, FY2024



1. "4-year" institution label is inclusive of both State Universities and UMass campuses

2. Excludes faculty and enrollment figures from UMass Chan Medical School

3. Calculated by taking the FTE undergrad and graduate enrollment divided by total full-time instructional staff, of all ranks

Source: IPEDS

“Instructional staff” as reported to IPEDs by institutions of higher education are a group composed of faculty and non-faculty members, with further distinctions in tenure status

Public 2-year

Faculty and staff mix terminology definitions

▶ **Instructional staff**

- Can include faculty and non-faculty, part- and full-time
- Vary in their daily responsibilities, including those who are responsible for primarily instruction or those who perform other duties such as research or public service

▶ **Faculty**

- Makes up part of the instructional staff pool, can include full and part-time, tenure, tenure-track and non-tenure track
- There are full-time instructional staff without faculty status, however this comprises a very small part of the total full-time instructional staff population (most if not all are faculty)

▶ **Tenure and tenure-track positions**

- Can include both full and part-time faculty positions; in our analyses, we’ve included tenure-track positions in the tenure category

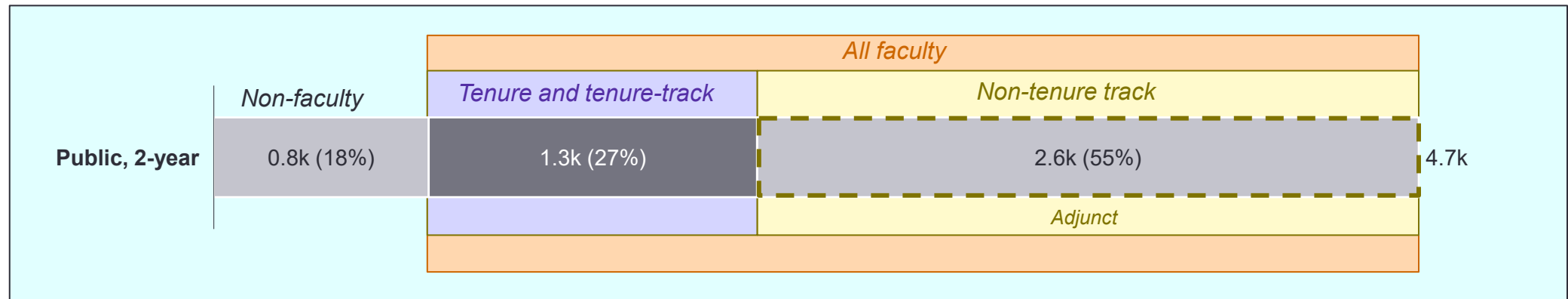
▶ **Non-tenure track positions**

- Otherwise known as “contingent” faculty, which include both full and part-time faculty; part of this comprise of adjuncts, but not all

▶ **Adjunct**

- Part-time non-tenure track faculty

Illustrative breakdown of instructional staff in MA public, 2-years, FY2024



■ Full-time ■ Part-time

Full-time faculty at MA public 2-years are much more likely to be professors than lecturers compared to comparison states; all full-time faculty are on the tenure-track

Public 2-year

Summary table for faculty mix, FY2024

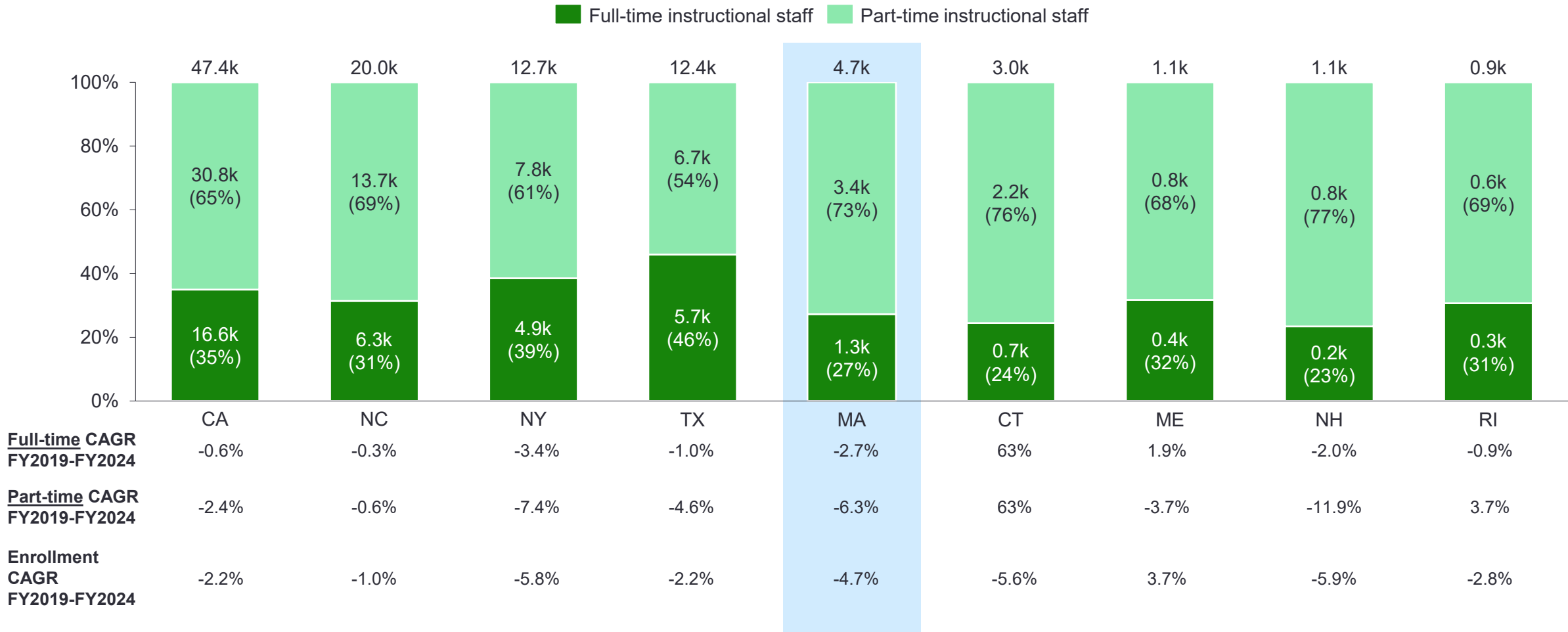
| Metric | Faculty mix | | | | |
|---|--|--|--|--|--|
| | Full- and part-time instructional staff mix (pg. 42) | Full- and part-time faculty mix (pg. 43) | Full- and part-time tenure-track to non-tenure track mix (pg. 44) | Full-time professor to instructor / lecturer mix (pg. 45-46) | FTE enrollment-to-faculty ratio ¹ (pg. 45-46) |
| MA relative to comparison states | ▶ Slightly lower composition of full-time | ▶ Slightly lower composition of full-time | ▶ About average | ▶ Higher composition of professors | ▶ About average |
| MA figure | <i>27% full-time staff vs 73% part-time</i> | <i>33% full-time faculty vs 67% part-time</i> | <i>33% tenure-track vs 67% non-tenure-track</i> | <i>96% professor vs 4% instructor / lecturer</i> | <i>27:1</i> |
| Commentary | MA's full-time to part-time instructional staff ratio is slightly lower than the average of comparison states | While the mix of full- and part-time faculty fluctuates state-by-state, MA has slightly lower % full-time relative to comparison states | While the tenure to non-tenure mix fluctuates heavily state-by-state, MA's ratio is average compared to comparison states | MA has a higher composition of professors relative to instructors / lecturers than comparison states, of whom have higher salaries | MA's FTE enrollment-to-faculty ratios is average compared to comparison states |
| | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> - 46% full-time in TX ▶ <i>Minimum:</i> <ul style="list-style-type: none"> - 23% full-time in RI | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> - 100% full-time in CT and RI ▶ <i>Minimum:</i> <ul style="list-style-type: none"> - 23% full-time in NH | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> - 100% tenure-track in RI ▶ <i>Minimum:</i> <ul style="list-style-type: none"> - 100% non-tenure track in NC, ME, and NH | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> - 99% professor in RI and NH ▶ <i>Minimum:</i> <ul style="list-style-type: none"> - 3% professor in CA | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> - 36:1 in CA ▶ <i>Minimum:</i> <ul style="list-style-type: none"> - 20:1 in NH |

1. Calculated by taking the FTE undergrad and graduate enrollment divided by total full-time instructional staff, of all ranks
Source: IPEDS

Approximately three-quarters of total *instructional staff* in public, 2-years in MA are part-time, similar to the mix in other comparison states

Public 2-year

Full- and part-time instructional staff mix¹, FY2024



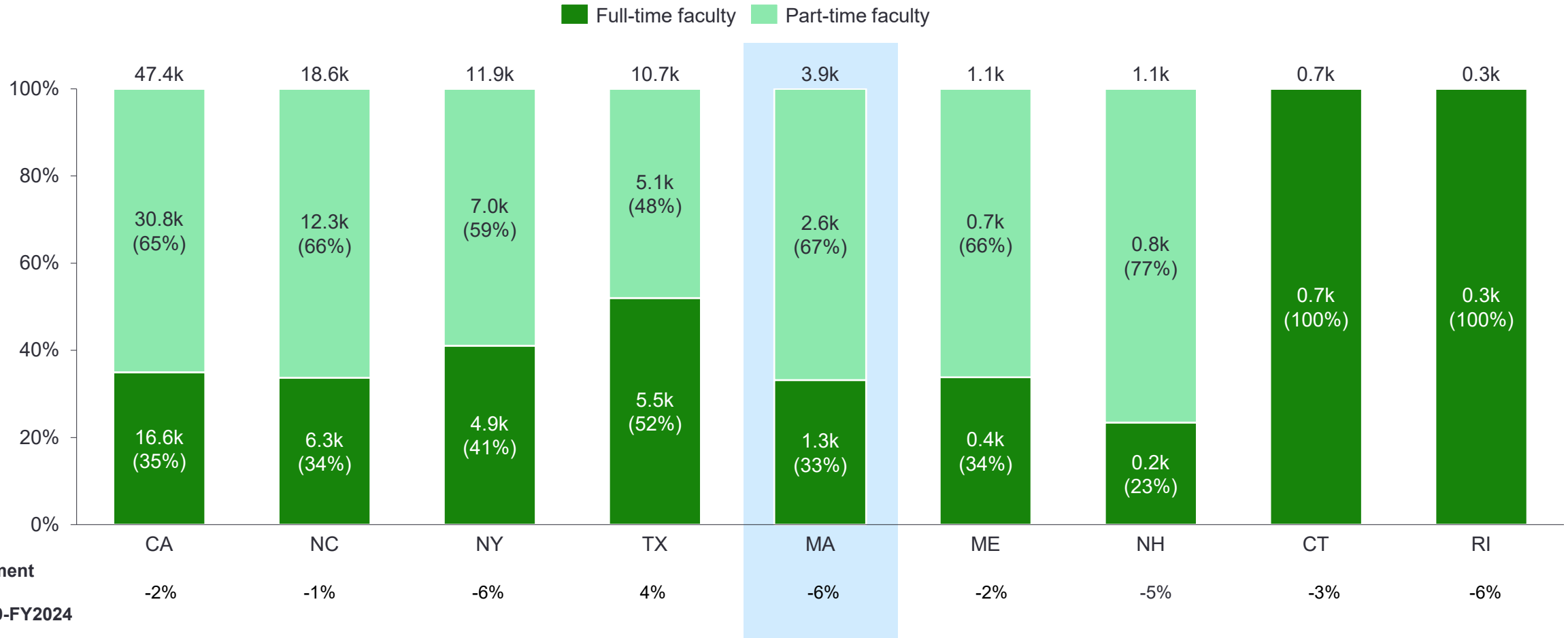
1. VT, FL excluded due to missing data
Source: IPEDS



Roughly two-thirds of all *faculty* in public 2-years in MA are part-time, similar to most comparison states (with the exception of CT and RI)

Public 2-year

Full- and part-time faculty mix¹, FY2024



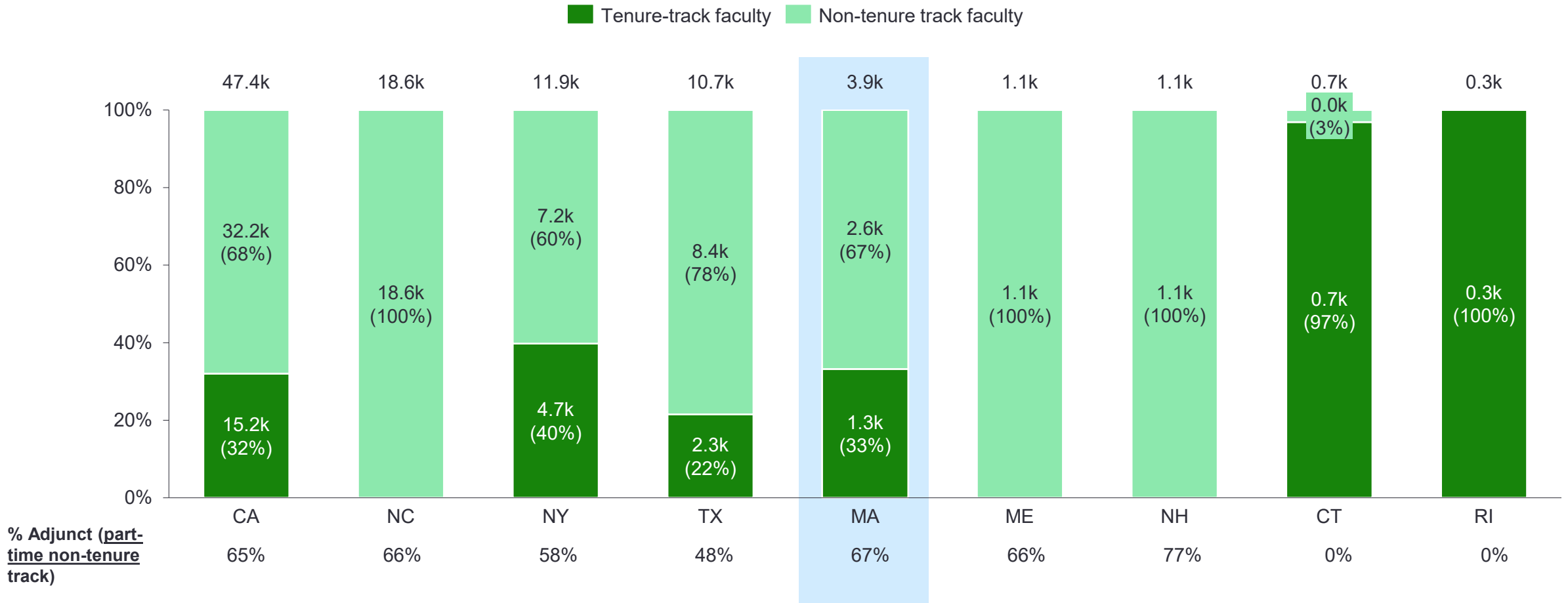
1. VT, FL excluded due to missing data
Source: IPEDS



Roughly two-thirds of all *faculty* in public 2-years in MA are non-tenure track; tenure mix ranges from 100% in RI to 0% in NC, with MA in line with CA, NY, and TX

Public 2-year

Full- and part-time tenure-track to non-tenure track faculty mix for public 2-year institutions, by state¹, FY2024



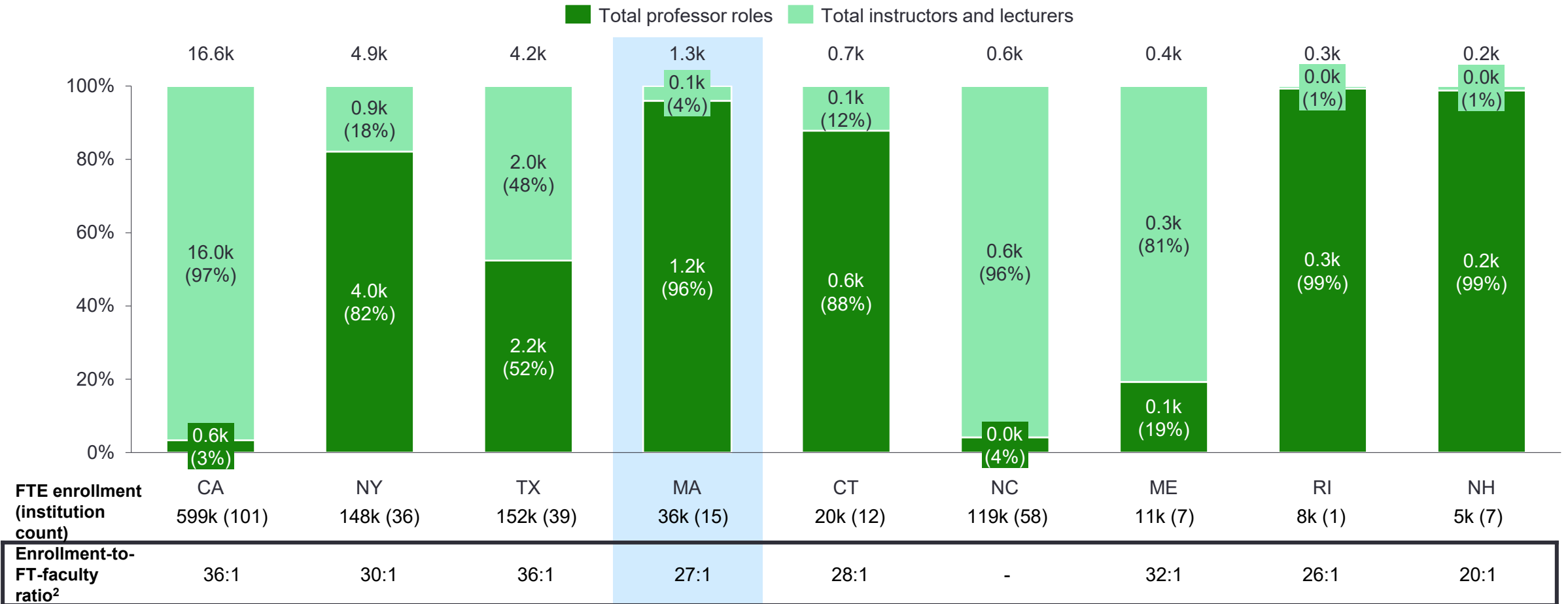
1. VT, FL excluded due to missing data
Source: IPEDS



Almost all full-time faculty in MA public 2-year institutions are professors (assistant, associate, or full); MA's student to faculty ratio is in line with states like CT and RI

Public 2-year

Full-time faculty¹ mix by rank for public 2-year institutions, by state³, FY2024



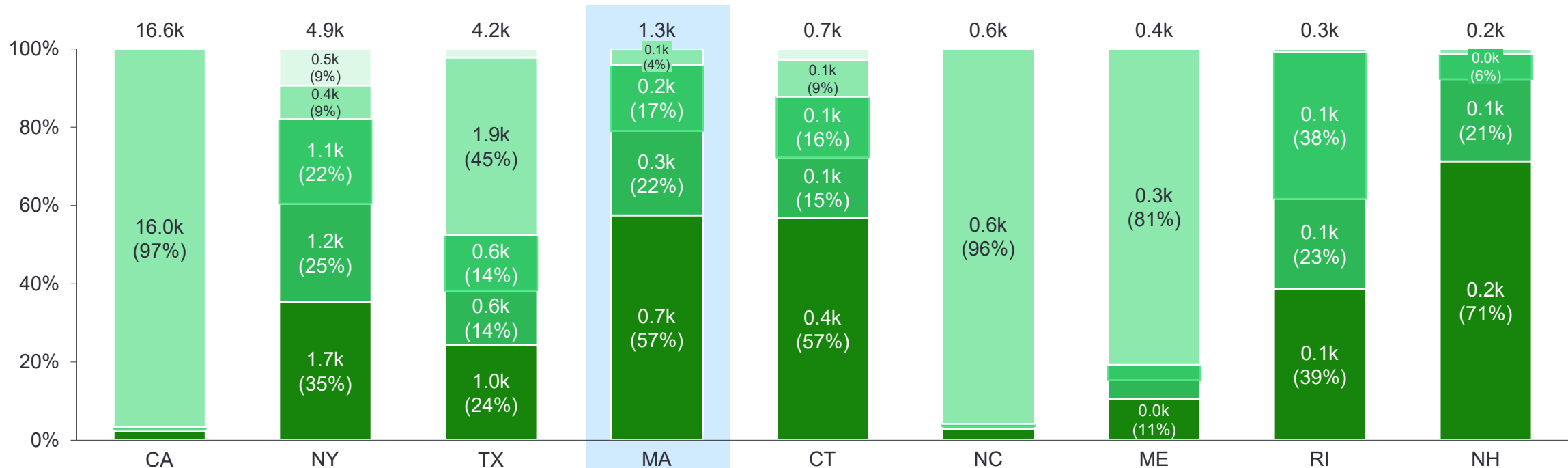
1. "Professor roles" include professors, associate professors, and assistant professors
 2. Calculated by taking the FTE undergrad and graduate enrollment divided by total full-time instructional staff, of all ranks
 3. VT, FL excluded due to missing data; NC enrollment-to-faculty ratio excluded due to near large unranked faculty mix
 Source: IPEDS

The mix of full-time faculty roles at public 2-years in MA constitutes largely full professor roles, in line with states like CT and NH

Public 2-year

Full-time faculty mix by rank for public 2-year institutions, by state², FY2024

Professors Associate professors Assistant professors Instructors Lecturers



FTE enrollment (institution count)

| | | | | | | | | |
|------------|-----------|-----------|----------|----------|-----------|---------|--------|--------|
| CA | NY | TX | MA | CT | NC | ME | RI | NH |
| 599k (101) | 148k (36) | 152k (39) | 36k (15) | 20k (12) | 119k (58) | 11k (7) | 8k (1) | 5k (7) |

Enrollment-to-FT-faculty ratio¹

| | | | | | | | | |
|------|------|------|------|------|---|------|------|------|
| 36:1 | 30:1 | 36:1 | 27:1 | 28:1 | - | 32:1 | 26:1 | 20:1 |
|------|------|------|------|------|---|------|------|------|

1. Calculated by taking the FTE undergrad and graduate enrollment divided by the total full-time instructional staff, of all ranks

2. VT, FL excluded due to missing data; NC enrollment-to-faculty ratio excluded due to near large unranked faculty mix

Agenda



Executive summary



Faculty and staff recruitment and retention survey results



Faculty mix



Faculty salary analysis



Faculty benefits analysis



Appendix

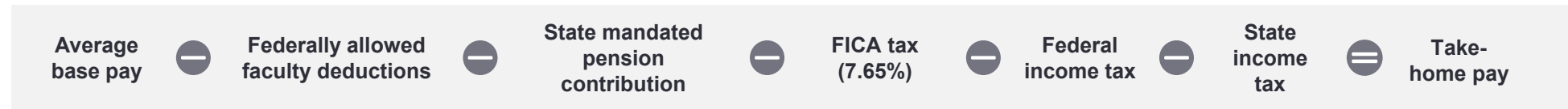


Methodology for the faculty recruitment and retention study first generates an apples-to-apples “take home” salary across states then evaluates benefits

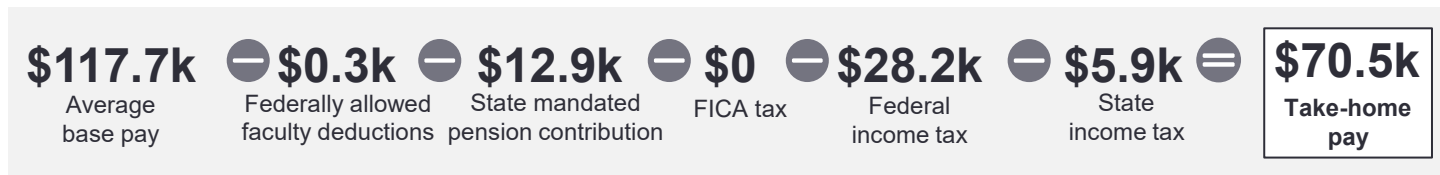


Calculation of faculty take-home pay

- ▶ IPEDs provides **average base salaries** equated to 9 months of **full-time instructional staff** of different ranks: Professor, Associate Professors, Assistant Professors, Instructors, and Lecturers. Latest data is as of FY2024.
- ▶ We arrive at the estimate of **take-home pay**¹ by calculating:



Illustrative take-home pay for a professor employed at a 4-year institution in MA



1. Local taxes are excluded from this analysis; we assume single-filer status and do not take into account other deductions such as having a larger family

Source: Average base salaries (IPEDS), federal income tax and FICA tax contributions (IRS), required pension contribution per state and state income tax (various state websites)



The World Population Review's Cost of Living Index (COLI) is a measure to compare salaries across states with different cost contexts



Calculation of faculty take-home pay, with cost-of-living adjustment

- ▶ **The Cost of Living Index (COLI)** compiles metrics from **6 categories** (housing, utilities, grocery items, transportation, health care, and miscellaneous goods and services) into a single value for each state
- ▶ The COLI is relative to the **national average household COL**, which is ~\$61k for 12 months (~\$46k for 9 months)

| States | | Cost of Living Index, 2024 |
|------------------------|----|--|
| Geographic competitors | MA | 148.4 (48.4% <i>above</i> average COL) |
| | CT | 113.1 |
| | ME | 111.5 |
| | NH | 115 |
| | RI | 110.5 |
| | VT | 114.9 |
| Economic competitors | CA | 134.5 |
| | FL | 102.3 |
| | NY | 125.1 |
| | NC | 96.1 |
| | TX | 93 (7% <i>below</i> average COL) |

The index represents the COL in terms of percentage points:

- ▶ MA's index of 148.4 represents a COL that is 48.4% *higher* than the average
- ▶ TX's index of 93 represents a COL that is 7% *lower* than the average

To arrive at a state's cost-of-living expense, we multiply the national average COL by the state's COLI

*Illustrative example:
9-month COL for MA*

$$\begin{array}{ccc}
 \$46k & \times & 148.4\% & = & \$68k \\
 \text{9-month} & & \text{MA's cost-of-} & & \text{9-month} \\
 \text{national} & & \text{living index} & & \text{COL expense} \\
 \text{average COL} & & & & \text{in MA}
 \end{array}$$



Our analysis on faculty take-home salaries is not a rigorous compensation study. Such a study would require extensive data collection and analysis



Limitations of this analysis

- ▶ This analysis is **not meant to be a rigorous compensation study**. Such a study would consider market medians, discipline, years of experience, and assess the cost of labor in target metropolitan statistical areas (MSAs)
- ▶ Instead, this analysis uses publicly available data from IPEDS, the Integrated Postsecondary Education Data System, across all public 4-year and 2-year institutions. This source aggregates institution reported data for **average 9-month base salary by rank (e.g., assistant professor) and by institution for FY2024**
- ▶ Average base salary has **limitations** because it **aggregates across discipline** and **years of experience**, both of which have an impact on compensation that we cannot disentangle with the current data

Differences in take-home pay are largely dependent on base pay, state tax rates, mandatory pension contribution rates, and SS/FICA contribution requirements

Tax rates and contributions by state, 2024

| State | | State income tax | Pension contribution | Social Security (FICA) tax | Aggregate retirement benefit |
|--------------------------------------|----|--|--|--|--|
| <i>MA and selected nearby states</i> | | <i>Income taxes vary by state; NH, FL, and TX do not levy a state income tax</i> | <i>States individually mandate faculty pension contributions</i> | <i>FICA tax funds Social Security and Medicare; employer contribution is 7.65%</i> | <i>Combines pension and FICA contributions to represent total retirement benefit</i> |
| Geographic competitors | MA | 5% | 11% | ⊗ | 11% |
| | CT | 2% – 6% | 7% | ⊗ | 7% |
| | ME | 5.8% – 7.15% | 7.65% | ⊗ | 7.65% |
| | NH | – | 7% | ✓ | 14.65% |
| | RI | 3.75% – 5.99% | 3.75% | ⊗ | 3.75% |
| | VT | 3.35% – 7.6% | 6% | ✓ | 13.65% |
| Economic competitors | CA | 1 – 9.3% | 10.25% | ⊗ | 10.25% |
| | FL | – | 3% | ✓ | 10.65% |
| | NY | 4% - 6% | 5.75% | ✓ | 13.4% |
| | NC | 4.5% | 6% | ✓ | 13.65% |
| | TX | – | 7.7% | ⊗ | 7.70% |

All retirement benefits are netted out of base salary

Faculty base and take-home pay for public 4-year institutions in Massachusetts for professor and instructor / lecturer roles fall within the ranges for comparison states

Public 4-year

Summary table for faculty salary analysis, FY2024

| Metric | Faculty salary | | |
|----------------------------------|---|--|--|
| | Average base salary (all professor and instructor / lecturer ranks) (pg. 53, 56) | Average take-home salary (all professor and instructor / lecturer ranks) (pg. 54, 57) | Average 9 month state cost-of-living (pg. 55, 58) |
| MA relative to comparison states | ▶ About average | ▶ About average | ▶ Highest amongst comparison states |
| MA figure | \$95k (professor) \$73k (instructor / lecturer) | \$64k (professor) \$50k (instructor / lecturer) | \$68k (9 month) |
| Commentary | MA base pay for professors and instructors / lecturers fall within the middle of other comparison states | MA take-home pay for professors and instructors / lecturers fall within the middle of other comparison states | Estimated MA 9 month cost-of-living is the highest amongst comparison states, making calculated take-home salaries for professors and instructor / lecturers not sufficient to pay for expenses |
| | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> - Professor: \$122k in CA - Instructor: \$91k in CA ▶ <i>Minimum:</i> <ul style="list-style-type: none"> - Professor: \$82k in FL - Instructor: \$59k in FL | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> - Professor: \$79k in CA - Instructor: \$61k in CA ▶ <i>Minimum:</i> <ul style="list-style-type: none"> - Professor: \$56k in VT - Instructor: \$42k in NY | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> - \$68k in MA ▶ <i>Minimum:</i> <ul style="list-style-type: none"> - \$43k in TX |

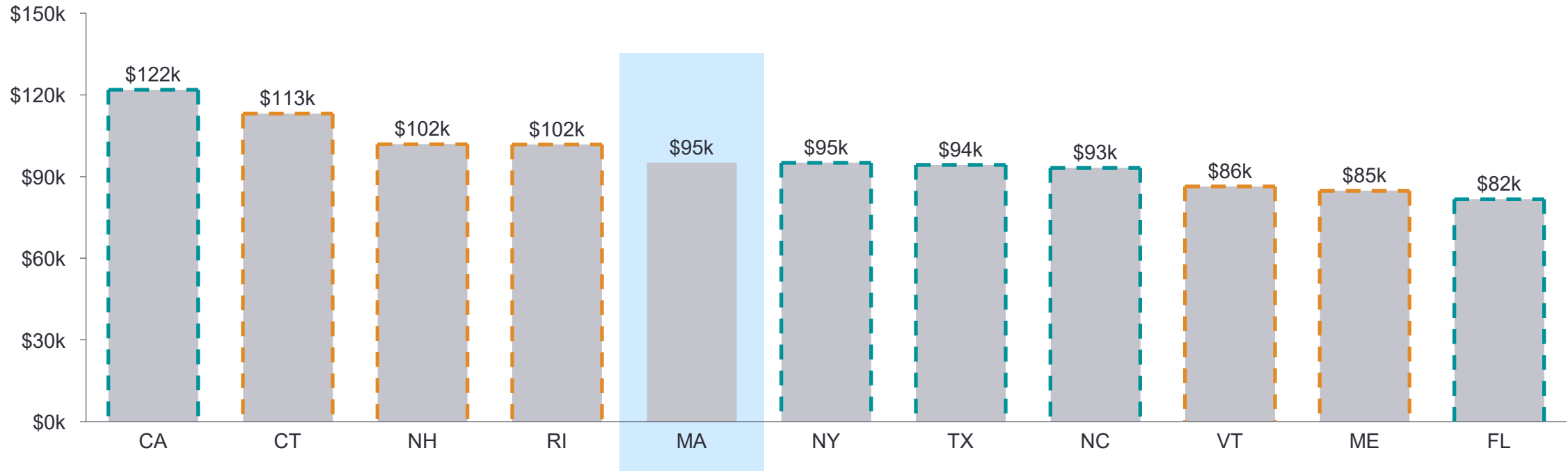
Base salaries for professors at 4-year institutions in MA is about average of comparison states; on average, CA provides the highest base salary, while FL provides the lowest

Public 4-year

Average base salaries at public 4-year institutions, FY2024

Professors, Associate Professors, and Assistant Professors

Base (9 mon) Economic competitor Geographic competitor





Take-home pay for professors at public 4-year institutions in MA is about average of comparison states

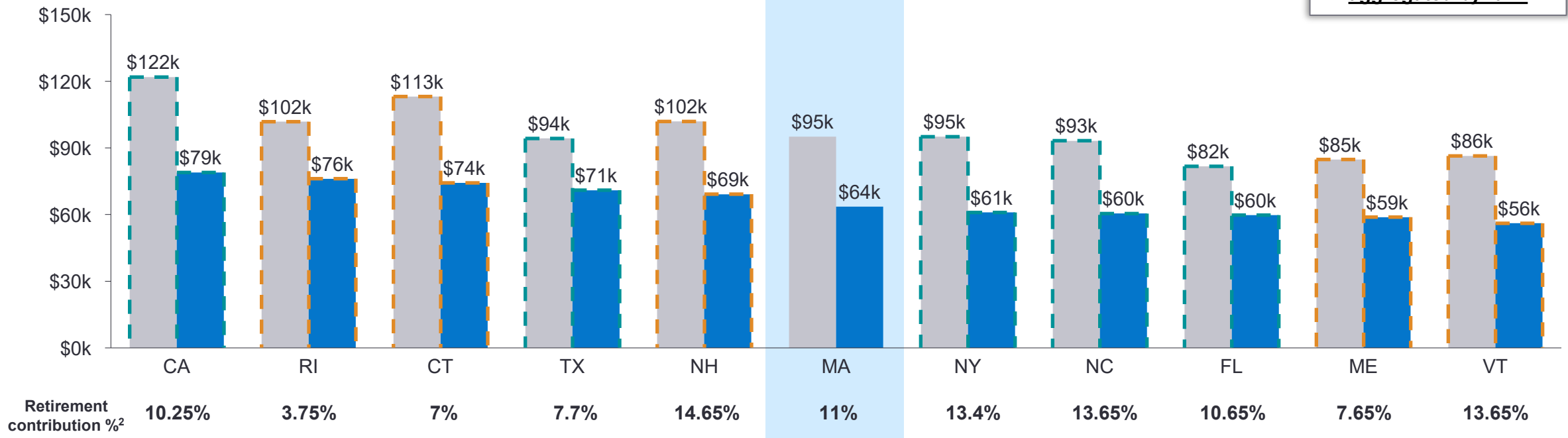
Public 4-year

Average base and take-home salaries at public 4-year institutions, FY2024¹

Professors, Associate Professors, and Assistant Professors

Base (9 mon) Take-home (9 mon) Economic competitor Geographic competitor

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



1. Salary data collected Spring 2024, FY2024 tax rates applied to calculate take-home pay
 2. Sum of annual pension contribution and levied FICA tax
 Source: IPEDS, IRS, federal and state documentation



Take-home pay for professors in public, 4-year institutions in all comparison states is sufficient to cover their state's average COL; this not the case in MA

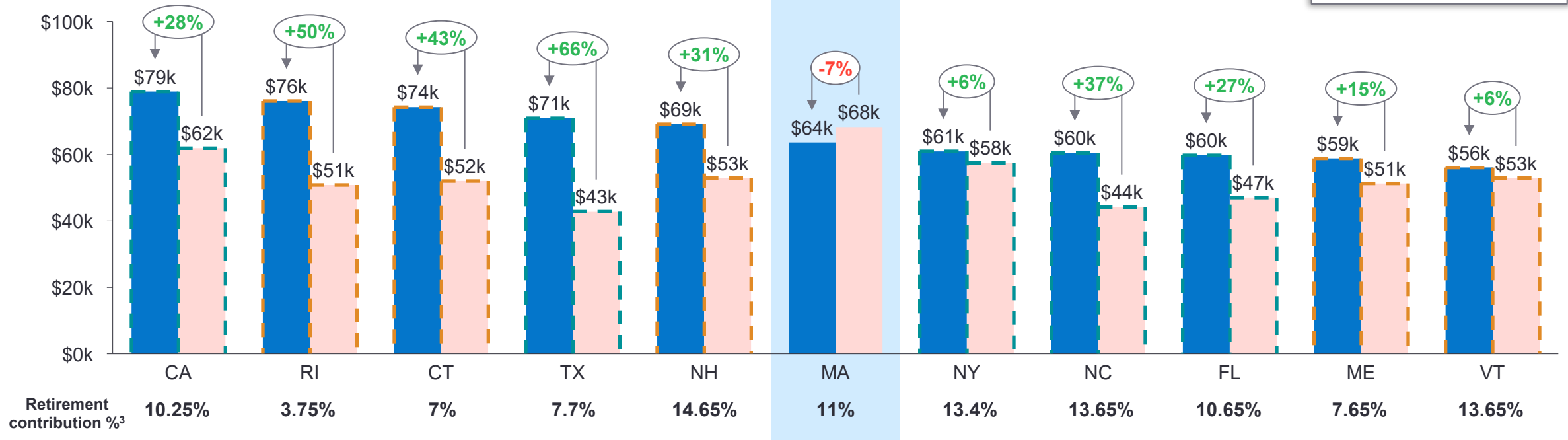
Public 4-year

Average take-home salaries and state cost-of living at public, 4-year institutions, FY2024^{1,2}

Professors, Associate Professors, and Assistant Professors

Take-home (9 mon) State COL (9 mon) Economic competitor Geographic competitor

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



1. Salary data collected Spring 2024, FY2024 tax rates applied to calculate take-home pay
 2. Cost of living (COL) by state calculated using World Population Review COL index and take-home pay analysis
 3. Sum of annual pension contribution and levied FICA tax
 Source: IPEDS, IRS, World Population Review, federal and state documentation

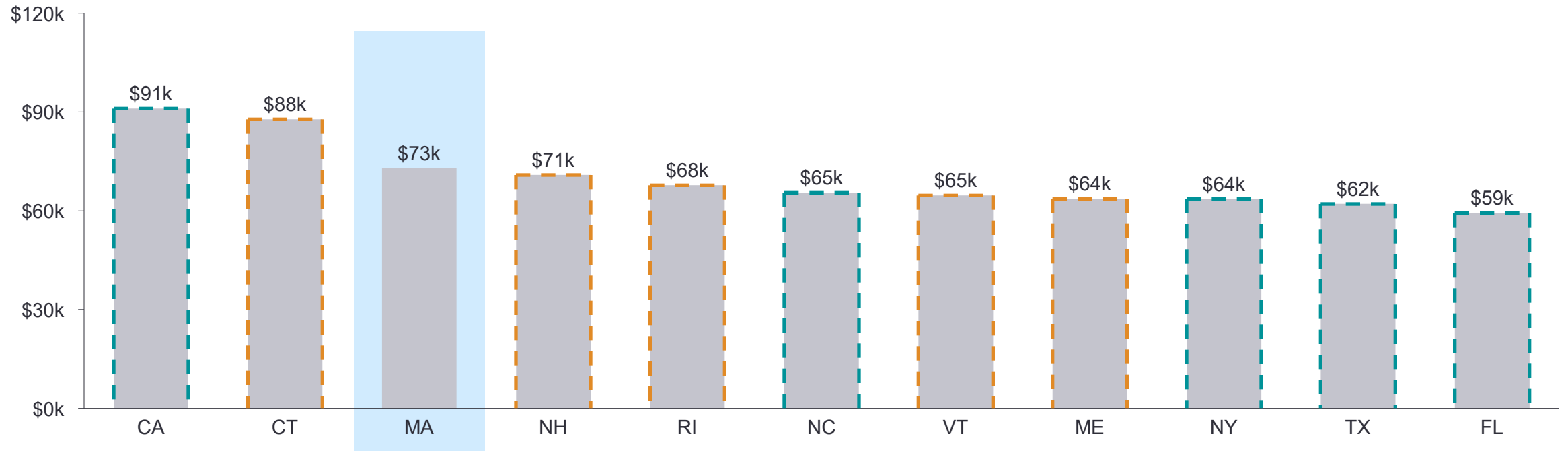
Average base salaries for instructor and lecturer roles at public 4-year institutions in MA are higher than most comparison states, except CA and CT

Public 4-year

Average base salaries at public 4-year institutions, FY2024

Instructors and Lecturers

Base (9 mon) Economic competitor Geographic competitor





Take-home pay for instructors and lecturers at public 4-year institutions in MA falls in the middle of average take-home pay in comparison states

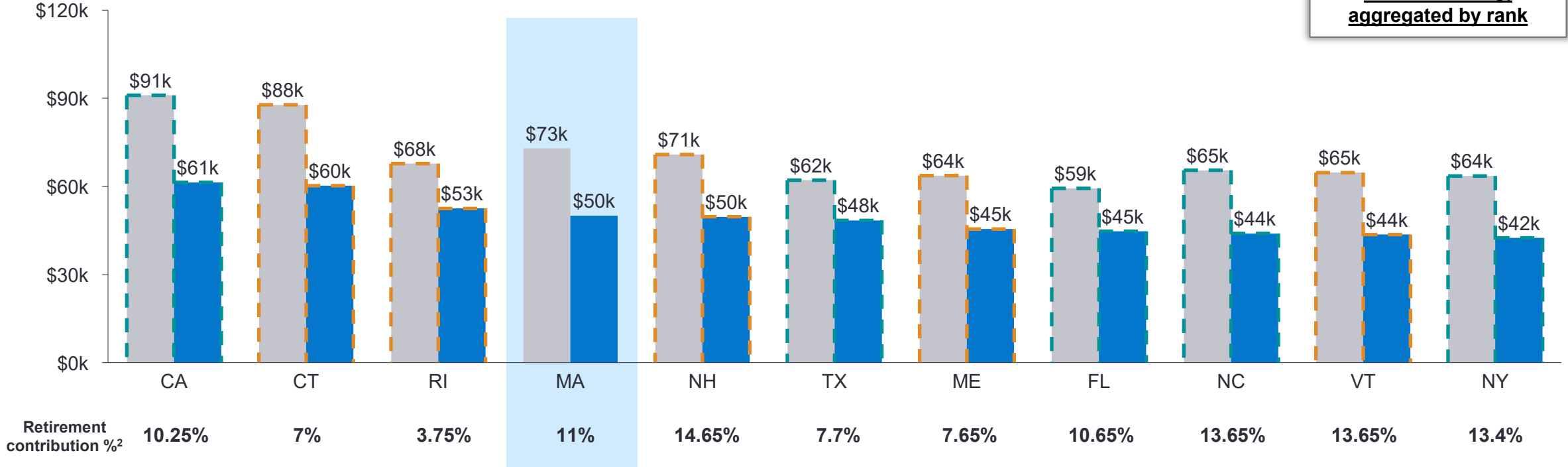
Public 4-year

Average base and take-home salaries at public 4-year institutions, FY2024¹

Instructors and Lecturers

Base (9 mon) Take-home (9 mon) Economic competitor Geographic competitor

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



1. Salary data collected Spring 2024, FY2024 tax rates applied to calculate take-home pay
 2. Sum of annual pension contribution and levied FICA tax
 Source: IPEDS, IRS, federal and state documentation



CA, CT, and RI have the highest take-home pay amongst instructors and lecturers; take-home pay for MA and NY is similarly not sufficient to cover the state's COL (by ~26-27%)

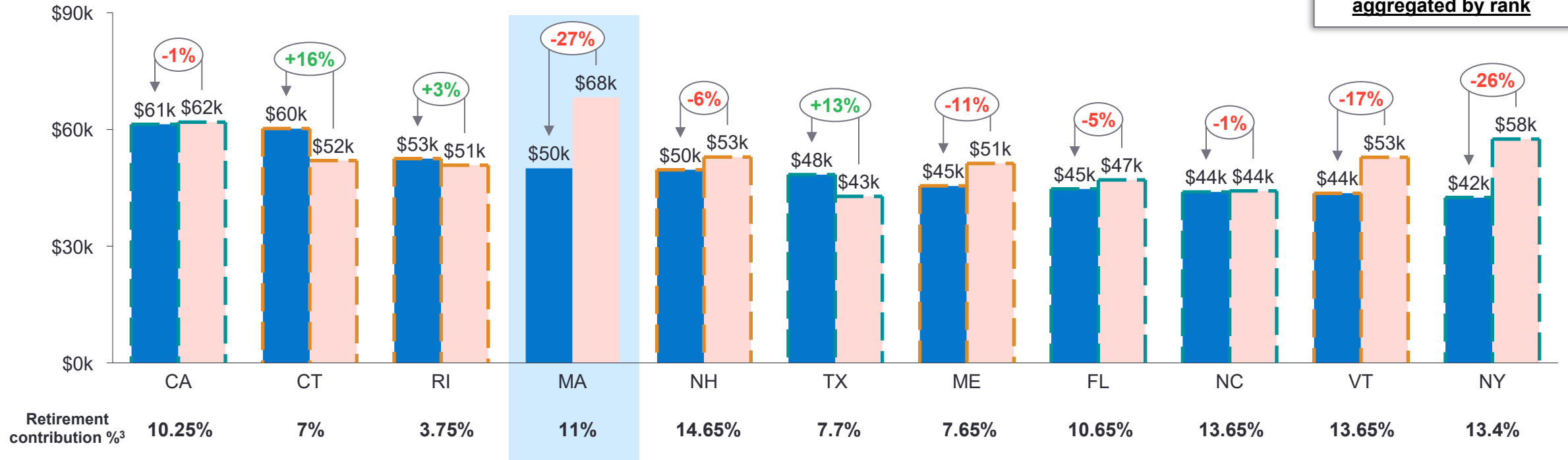
Public 4-year

Average take-home salaries and state cost-of-living at public, 4-year institutions, FY2024^{1,2}

Instructors and Lecturers

Take-home (9 mon) State COL (9 mon) Economic competitor Geographic competitor

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



1. Salary data collected Spring 2024, FY2024 tax rates applied to calculate take-home pay
 2. Cost of living (COL) by state calculated using World Population Review COL index and take-home pay analysis
 3. Sum of annual pension contribution and levied FICA tax
 Source: IPEDS, IRS, World Population Review, federal and state documentation

Faculty base and take-home pay for public 2-year institutions in Massachusetts for professor and instructor / lecturer roles fall within the ranges for comparison states

Public 2-year

Summary table for faculty salary analysis, FY2024

| Metric | Faculty salary | | |
|--|--|--|--|
| | Average base salary (all professor and instructor / lecturer ranks) (pg. 60, 63) | Average take-home salary (all professor and instructor / lecturer ranks) (pg. 61, 64) | Average 9 month state cost-of-living (pg. 62, 65) |
| MA public, 2-year relative to comparison states | ▶ About average | ▶ About average | ▶ Highest amongst comparison states |
| MA public, 2-year | \$68k (professor) \$60k (instructor / lecturer) | \$47k (professor) \$42k (instructor / lecturer) | \$68k (9 month) |
| Commentary | MA base pay for professors and instructor / lecturers fall within the middle of other comparison states | MA take-home pay for professors and instructor / lecturers fall within the middle of other comparison states | Estimated MA 9 month cost-of-living is the highest amongst comparison states, making calculated take-home salaries for professors and instructor / lecturers not sufficient to pay for expenses |
| | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> – Professor: \$105k in CA – Instructor: \$106k in CA ▶ <i>Minimum:</i> <ul style="list-style-type: none"> – Professor: \$58k in NC – Instructor: \$41k in RI | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> – Professor: \$69k in CA – Instructor: \$70k in CA ▶ <i>Minimum:</i> <ul style="list-style-type: none"> – Professor: \$40k in NC – Instructor: \$33K in RI | <ul style="list-style-type: none"> ▶ <i>Maximum:</i> <ul style="list-style-type: none"> – \$68k in MA ▶ <i>Minimum:</i> <ul style="list-style-type: none"> – \$43k in TX |

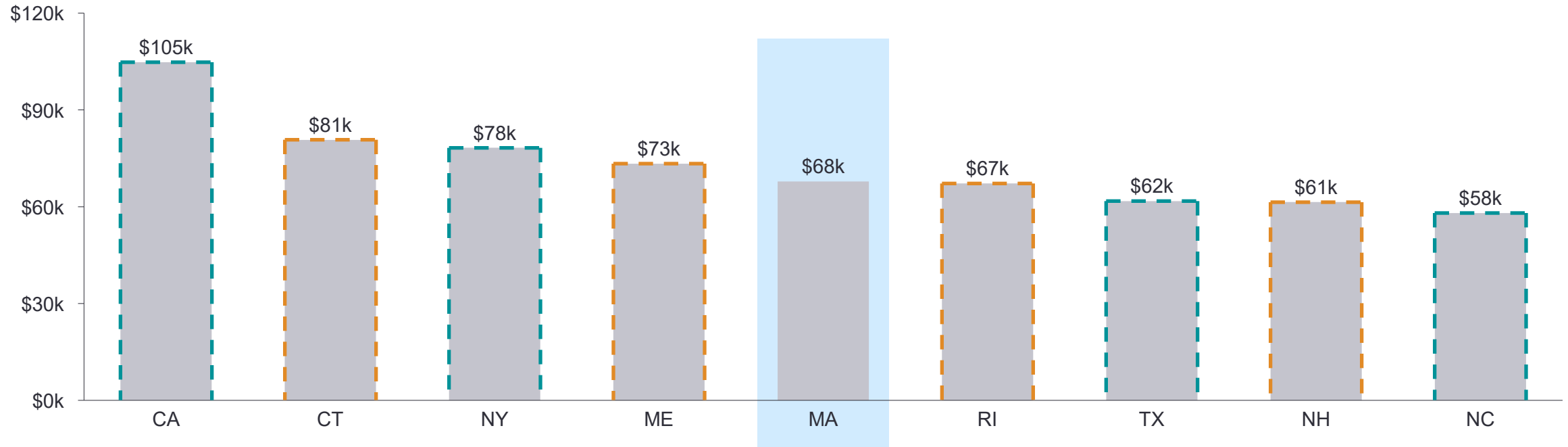
Base salaries for professors, associate professors, and assistant professors at public 2-year institutions in MA are about average of other comparison states

Public 2-year

Average base salaries at public 2-year institutions¹, FY2024

Professors, Associate Professors, and Assistant Professors

Base (9 mon) Economic competitor Geographic competitor



1. VT, FL excluded from comparison set due to missing data
Source: IPEDS



Take-home pay for professors, associate professors, and assistant professors at public 2-year institutions in MA lags most comparison states

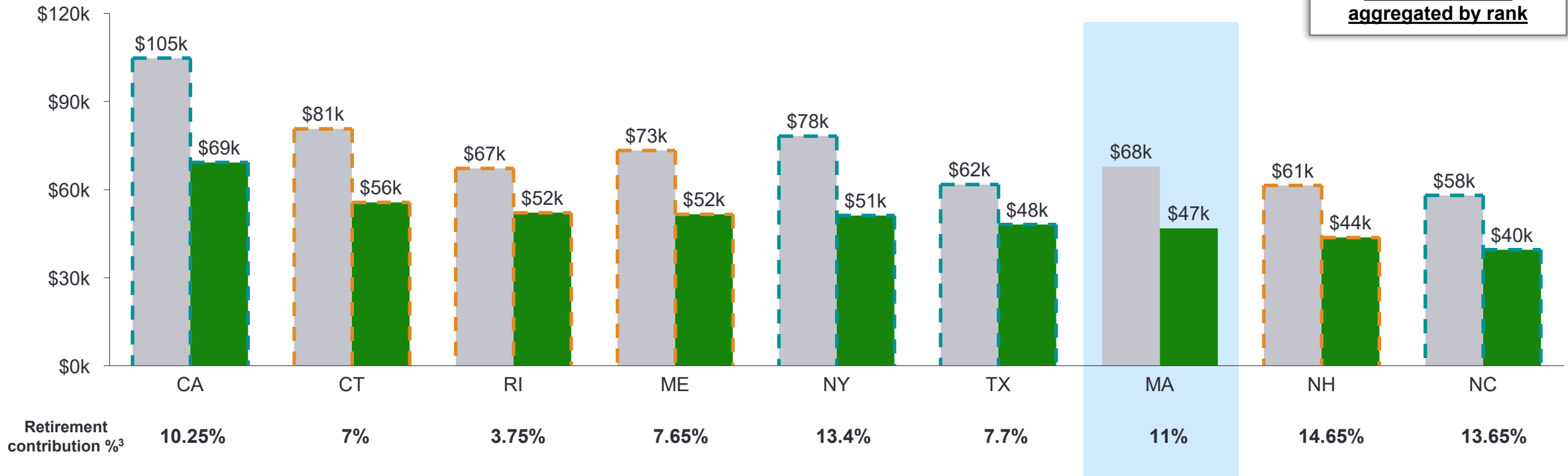
Public 2-year

Average base and take-home salaries at public 2-year institutions¹, FY2024²

Professors, Associate Professors, and Assistant Professors

Base (9 mon) Take-home (9 mon) Economic competitor Geographic competitor

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



1. VT, FL excluded from comparison set due to missing data

2. Salary data collected Spring 2024, FY2024 tax rates applied to calculate take-home pay

3. Sum of annual pension contribution and levied FICA tax

Source: IPEDS, IRS, federal and state documentation



Take-home pay for professors at public, 2-year institutions is insufficient to cover state average COL in MA, NY, NH, NC; MA experiences the largest gap in coverage

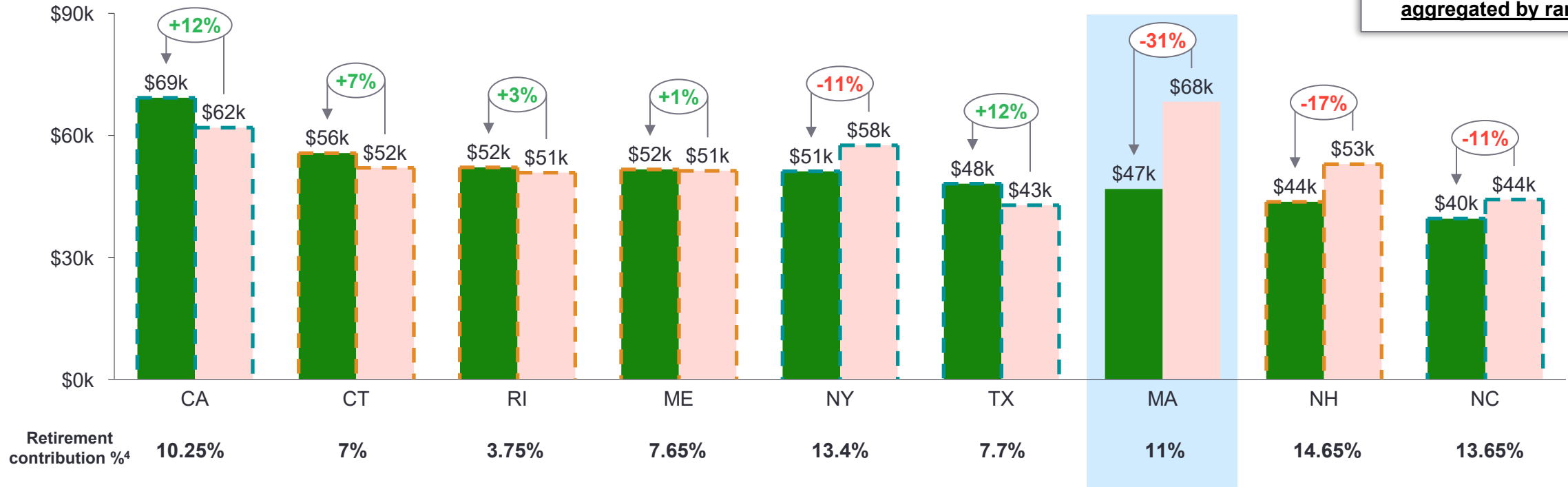
Public 2-year

Average take-home salaries and state cost-of living at public, 2-year institutions, FY2024^{1,2,3}

Professors, Associate Professors, and Assistant Professors

Take-home (9 mon) State COL (9 mon) Economic competitor Geographic competitor

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



1. Salary data collected Spring 2024, FY2024 tax rates applied to calculate take-home pay
 2. Cost of living (COL) by state calculated using World Population Review COL index and take-home pay analysis
 3. VT, FL excluded from comparison set due to missing data
 Source: IPEDS, IRS, World Population Review, federal and state documentation

4. Sum of annual pension contribution and levied FICA tax

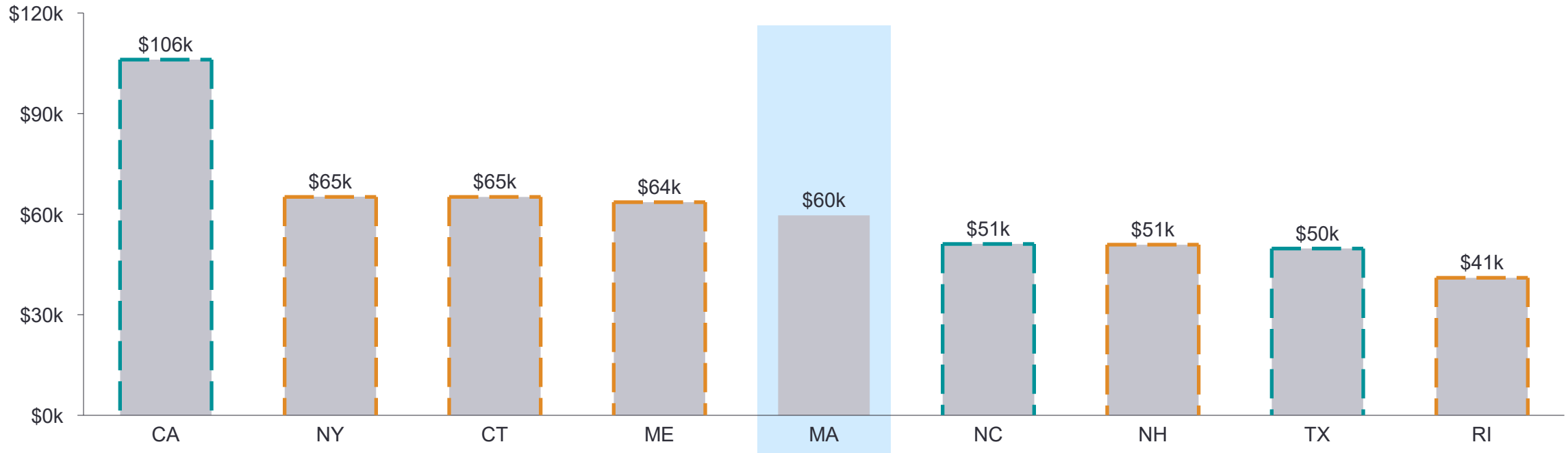
Average base salaries for instructors and lecturers at public 2-year institutions in MA are about average of comparison states

Public 2-year

Average base salaries at public 2-year institutions¹, FY2024

Instructors and Lecturers²

Base (9 mon) Economic competitor Geographic competitor



1. VT, FL excluded from comparison set due to missing data

2. Only CT, NY, TX include both "Instructor" and "Lecturer" data; remaining states only include base salary date for the "Instructor" title

Source: IPEDS



Take-home pay for instructors and lecturers at public 2-year institutions in MA is about average of take-home pay in comparison states

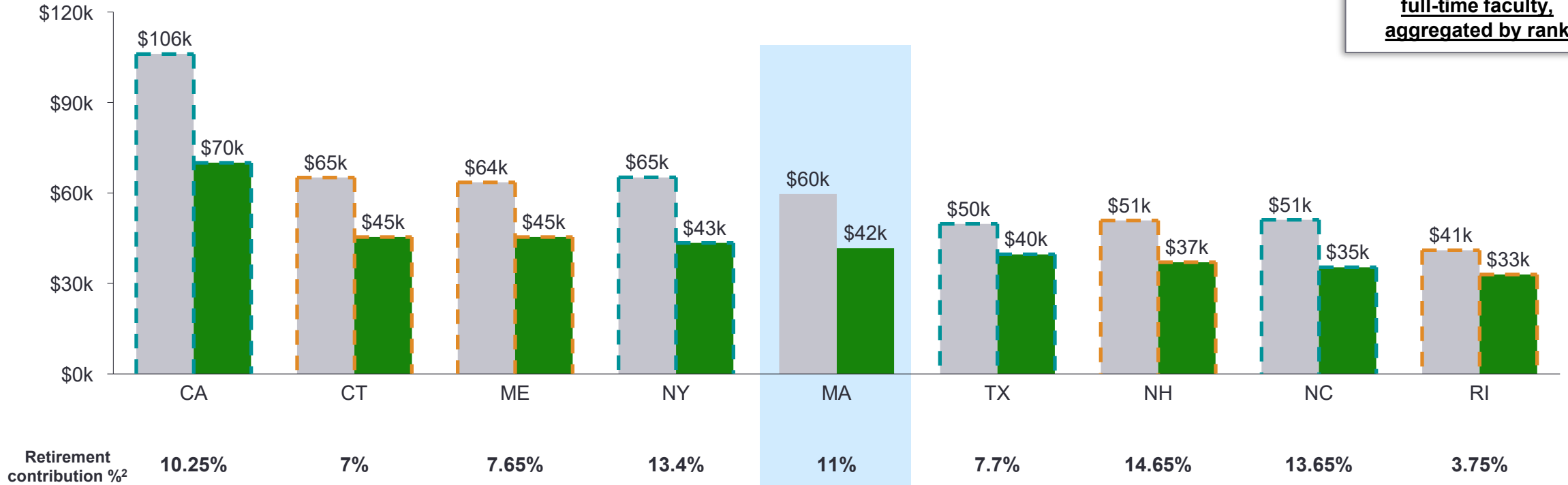
Public 2-year

Average base and take-home salaries at public 2-year institutions¹, FY2024

Instructors and Lecturers²

Base (9 mon) Take-home (9 mon) Economic competitor Geographic competitor

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



1. VT, FL excluded from comparison set due to missing data

2. Only CT, NY, TX include both "Instructor" and "Lecturer" data; remaining states only include base salary data for the "Instructor" title

Source: IPEDS, IRS, federal and state documentation



Take-home pay for MA and most comparison states is not sufficient to cover the state's COL; CA is the only selected state where salary for instructor/lecturer roles covers COL

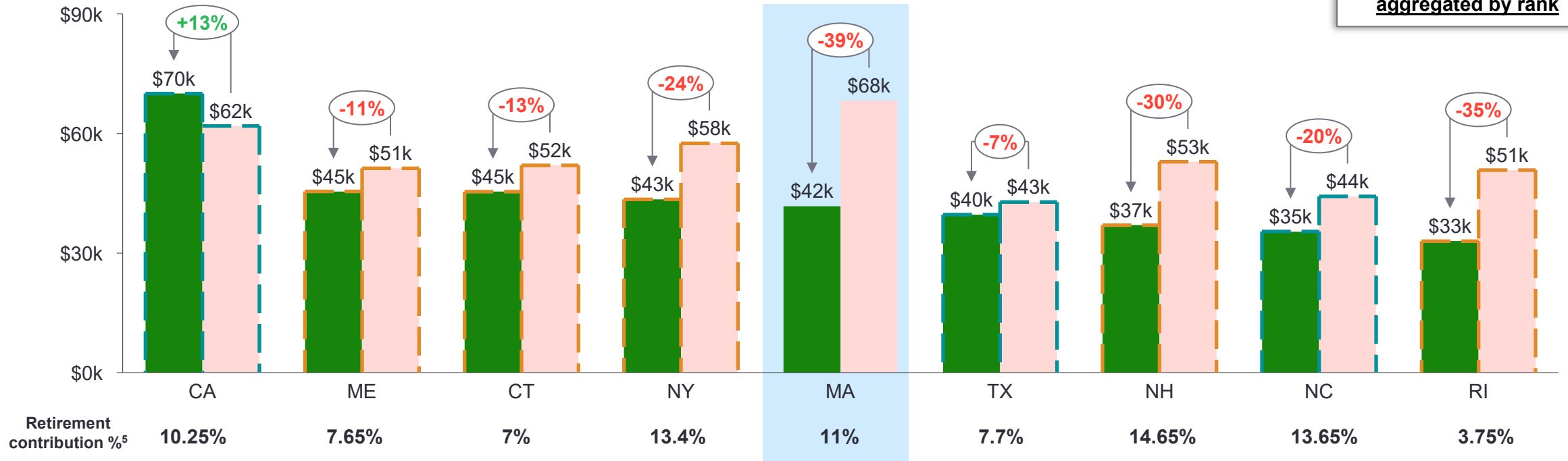
Public 2-year

Average take-home salaries and state cost-of-living at public, 2-year institutions, FY2024^{1,2,3,4}

Instructors and Lecturers

Take-home (9 mon) State COL (9 mon) Economic competitor Geographic competitor

Figures represent the 9-month average salaries of **full-time faculty, aggregated by rank**



1. Salary data collected Spring 2024, FY2024 tax rates applied to calculate take-home pay

2. Cost of living (COL) by state calculated using World Population Review COL index and take-home pay analysis

3. Only CT, NY, TX include both "Instructor" and "Lecturer" data; remaining states only include base salary data for the "Instructor" title

Source: IPEDS, IRS, World Population Review, federal and state documentation

4. VT, FL excluded from comparison set due to missing data

5. Sum of annual pension contribution and levied FICA tax

Agenda



Executive summary



Faculty and staff recruitment and retention survey results



Faculty mix



Faculty salary analysis



Faculty benefits analysis



Appendix

Methodology for the faculty and staff recruitment and retention study first generates an apples-to-apples “take home” salary across states by rank, then evaluates benefits



Summary of employee benefits

- ▶ Faculty in public institutions across Massachusetts and its comparison states participate in different **pension plans**. Details from these plans are collected from various state websites. This analysis does not investigate the Optional Retirement Plans that affect MA and its comparison states
- ▶ **Information on additional benefits** has been gathered from **collective bargaining agreements** (CBAs) available across MA, CT, ME, NH, RI, VT, CA, FL, and NY¹. For details, please see the Appendix (pg. 74)
- ▶ CBAs include information on benefits such as:
 - Vacation benefits
 - Childcare / parental benefits
 - Flexible work schedules and modality structures (flexible work arrangement policies – remote work or compressed workweeks)

Community College agreement mandates 5-5 teaching load, while that of State Universities mandates 4-4

1. State laws in NC and TX prohibit public employees from entering CBAs; information on these states are found via additional secondary research from institution websites
Source: State websites, CBAs (university websites)

Massachusetts has the highest mandated contribution toward pension at 11% of salary

Comparison of pension plans for select states, 2024

| State | Pension plan(s) | Employee contribution | Vesting period | COLA | Max pension cap | |
|-------------------------------|---|--|---|---|--|--------------------------------|
| <i>MA and selected states</i> | <i>Defined benefit plan based on a formula that considers factors such as salary history and years of service</i> | <i>% of salary contribution mandated by the state</i> | <i># years employee must work in profession before they can access benefits</i> | <i>Cost-of-living adjustments, which increase pension benefits over time to account for inflation</i> | <i>Highest annual pension benefit a retiree can receive under the plan; usually % of final average salary (FAS) which is capped at \$345k in 2024 by the IRS</i> | |
| Geographic competitors | MA | Massachusetts State Employees' Retirement System (MSERS) | 11% | 10 years | 3% on first \$13k | Progressive, up to \$221k |
| | CT | Teacher's Retirement System (TRS) | 7% | 10 years | 2.5-6% | Progressive, up to \$259k |
| | ME | Maine Public Employees Retirement System (MainePERS) | 7.65% | 5 years | 3% on first \$20k | Progressive, up to the IRS cap |
| | NH | New Hampshire Retirement System (NHRS) | 7% | 10 years | Ad-hoc (last one was 2020, 1.5% on first \$50k) | Progressive, up to \$120k |
| | RI | Employees' Retirement System of Rhode Island (ERSRI) | 3.75% | 10 years | ~3% on first \$30k | Progressive, up to \$259k |
| | VT | Vermont State Employees' Retirement System (VSERS) | 6% | 5 years | 1.5-3% on first \$15k | Progressive, up to \$207k |
| Economic competitors | CA | California Public Employees' Retirement System (CalPERS) | 10.25% | 5 years | 2-6% | Progressive, up to \$151k |
| | FL | Florida Retirement System (FRS) | 3% | 6 - 8 years | 3% if retired before 2011; Ad-hoc | Progressive, up to the IRS cap |
| | NY | New York State Teachers' Retirement System (NYSTRS) | 5.75% | 5 years | 1.8% | Progressive, up to the IRS cap |
| | NC | North Carolina Teachers' and State Employees' Retirement System (NC TSERS) | 6% | 5 years | Ad-hoc | Progressive, up to the IRS cap |
| | TX | Teacher Retirement System of Texas (TRS) | 7.7% | 5 years | Ad-hoc | Progressive, up to the IRS cap |

Select employee benefits for comparison states

Public 4-year

Key employee benefits for public, 4-year university systems in geographic competitor states

| State | Comparison institution | Vacation policy | Childcare / parental benefits | Flexible work and modality structures | | |
|-------|--|--|---|---------------------------------------|---------------------|-----|
| | | | | Work from home | Compressed workweek | |
| MA | University of Massachusetts and State Universities | <ul style="list-style-type: none"> ▶ Full-time PTO: 10 days – 30 days depending on institution and years of service ▶ Max accrual policy: 50 days – 64 days depending on institution | <ul style="list-style-type: none"> ▶ Paid leave: 12 weeks – 15 weeks depending on institution ▶ Other childcare assistance: \$150k annual fund for partial reimbursement of childcare / elder care expenses (<i>Amherst</i>); Dependent Care Assistance Program¹ (<i>other institutions</i>) | UMass | ✓ | N/A |
| | | | | SUs | N/A | |
| CT | Connecticut State Colleges and University System (UConn) | <ul style="list-style-type: none"> ▶ Full-time PTO: 22 days ▶ Max accrual policy: 60 days | <ul style="list-style-type: none"> ▶ Paid leave: 6-8 weeks paid leave for childbearing parent, 5 days for spouse / other parent ▶ Other childcare assistance: \$100k fund for partial reimbursement of childcare costs | | ✓ | ✓ |
| ME | University of Maine | <ul style="list-style-type: none"> ▶ Full-time PTO: 20-24 days depending on years of service ▶ Max accrual policy: 40 days | <ul style="list-style-type: none"> ▶ Paid leave: None; Unpaid leave: 12 weeks (can be paid if disability/vacation leave is applied) ▶ Other childcare assistance: N/A | | ✓ | N/A |
| NH | University of New Hampshire | <ul style="list-style-type: none"> ▶ Full-time PTO: 18-24 days depending on years of service ▶ Max accrual policy: 45 days | <ul style="list-style-type: none"> ▶ Paid leave: 6 weeks, may be supplemented with other time off by up to 3 weeks ▶ Other childcare assistance: N/A | | ✓ | ✓ |
| RI | University of Rhode Island | <ul style="list-style-type: none"> ▶ Full-time PTO: 22 days ▶ Max accrual policy: 44 days | <ul style="list-style-type: none"> ▶ Paid leave: 6 weeks ▶ Other childcare assistance: N/A | | ✓ | ✓ |
| VT | University of Vermont | <ul style="list-style-type: none"> ▶ Full-time PTO: 20-30 days depending on years of service ▶ Max accrual policy: 2x annual vacation day allocation | <ul style="list-style-type: none"> ▶ Paid leave: 8 weeks ▶ Other childcare assistance: N/A | | ✓ | ✓ |

1. Allows employee to reduce taxable income by setting aside up to \$5k per year of pre-tax income to pay for childcare, elder care, or other dependent care

Select employee benefits for comparison states

Public 4-year

Key employee benefits for public, 4-year university systems in economic competitor states

| State | Comparison institution | Vacation policy | Childcare / parental benefits | Flexible work and modality structures | |
|-------|---|--|---|---------------------------------------|---------------------|
| | | | | Work from home | Compressed workweek |
| CA | University of California (UC) System | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 15-24 days depending on years of service ▶ <u>Max accrual policy</u>: 30-48 days depending on years of service | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 22-36 days (~4-7 weeks) for 66% of full-time employees; otherwise up to 12 weeks of unpaid leave ▶ <u>Other childcare assistance</u>: up to \$5k for adoption | ✓ | ✓ |
| FL | University of Florida | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 22 days ▶ <u>Max accrual policy</u>: 60 days | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 8 weeks for birth, adoption, or legal guardianship; 6 months of unpaid leave ▶ <u>Other childcare assistance</u>: N/A | ✓ | ✓ |
| NC | University of North Carolina at Chapel Hill | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 14-26 days depending on years of service ▶ <u>Max accrual policy</u>: can carry over 30 days into next year, otherwise will convert to sick leave | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 8 weeks for birth parent; 4 weeks for non-birth / adoption ▶ <u>Other childcare assistance</u>: Provides childcare subsidies for eligible employees, but details N/A | ✓ | ✓ |
| NY | State Universities of New York (SUNY) | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 15-21 days depending on years of service ▶ <u>Max accrual policy</u>: 40 days | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 6 weeks for parental or family leave ▶ <u>Other childcare assistance</u>: provides worksite childcare centers to employees at discount; state also provides a fund based on income | ✓ | ✓ |
| TX | University of Texas (UT) at Austin | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 12-31 days depending on years of service ▶ <u>Max accrual policy</u>: can carry over 10-66 days depending on years of service | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 6-8 weeks for parental leave; otherwise up to 12 weeks of unpaid leave ▶ <u>Other childcare assistance</u>: provides a service to connect with resources/referrals | ✓ | ✓ |

Select employee benefits for comparison states

Public 2-year

Key employee benefits for public, 2-year university systems in geographic competitor states

| State | Comparison institution | Vacation policy | Childcare / parental benefits | Flexible work and modality structures | |
|-------|---|---|--|---------------------------------------|---------------------|
| | | | | Work from home | Compressed workweek |
| MA | Massachusetts Community College Council | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 20-30 days ▶ <u>Max accrual policy</u>: 50 days | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 10 days paid, up to 8 weeks paid if accrued leave is available; up to 12 months unpaid after using all sick/vacation leave ▶ <u>Childcare assistance fund</u>¹: None | ✓ | ✓ |
| CT | Congress of Connecticut Community Colleges | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 18-22 days ▶ <u>Max accrual policy</u>: 120 days | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: None ▶ <u>Unpaid leave</u>: Up to 2 years ▶ <u>Childcare assistance fund</u>¹: None | ✓ | ✓ |
| ME | Maine Community College System | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 12-27 days ▶ <u>Max accrual policy</u>: 30-40 days | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: None ▶ <u>Unpaid leave</u>: Any, must submit request to return 2 weeks prior to expected date ▶ <u>Childcare assistance fund</u>¹: Lump payment of \$1,000 for families with AGI <\$38,000 | N/A | N/A |
| NH | Community College System of New Hampshire | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 12-24 days ▶ <u>Max accrual policy</u>: 50 days | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: None, sick leave to be used for maternity leave ▶ <u>Childcare assistance fund</u>¹: None | ✓ | ✓ |
| RI | Community College of Rhode Island Faculty Association | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 22 days ▶ <u>Max accrual policy</u>: 44 days | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 6 weeks ▶ <u>Unpaid leave</u>: Up to 1 year ▶ <u>Childcare assistance fund</u>¹: None | N/A | N/A |
| VT | Vermont State College System | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: N/A ▶ <u>Max accrual policy</u>: N/A | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: None ▶ <u>Unpaid leave</u>: Up to one semester but must use sick days for paid ▶ <u>Childcare assistance fund</u>¹: None | N/A | N/A |

Select employee benefits for comparison states

Public 2-year

Key employee benefits for public, 2-year university systems in economic competitor states

| State | Comparison institution | Vacation policy | Childcare / parental benefits | Flexible work and modality structures | |
|-------|----------------------------------|---|---|---------------------------------------|---------------------|
| | | | | Work from home | Compressed workweek |
| CA | Mt. San Antonio College | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: N/A; up to 12 days (sick leave) ▶ <u>Max accrual policy</u>: N/A | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 30 days; up to 12 weeks unpaid after using sick days ▶ <u>Other childcare assistance</u>: faculty can take up to 40 hours of leave every year for school-related activities for child under care | Work from home | Compressed workweek |
| | | | | ✓ | N/A |
| FL | Miami Dade College | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: N/A; up to 11 days (sick leave) ▶ <u>Max accrual policy</u>: N/A | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: None; up to 12 weeks of unpaid leave once sick leave is exhausted ▶ <u>Other childcare assistance</u>: N/A | Work from home | Compressed workweek |
| | | | | ✓ | N/A |
| NC | Wake Technical Community College | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 14-26 days depending on years of service ▶ <u>Max accrual policy</u>: N/A | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: Available, days not publicly disclosed ▶ <u>Unpaid leave</u>: Up to 12 weeks ▶ <u>Other childcare assistance</u>: N/A | Work from home | Compressed workweek |
| | | | | N/A | N/A |
| NY | Nassau Community College | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 36 days ▶ <u>Max accrual policy</u>: 100 days | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: None; up to 1 year unpaid leave ▶ <u>Other childcare assistance</u>: N/A | Work from home | Compressed workweek |
| | | | | ✓ | N/A |
| TX | Dallas College | <ul style="list-style-type: none"> ▶ <u>Full-time PTO</u>: 12 days for staff, 24 days for administrators, additional 18 holidays ▶ <u>Max accrual policy</u>: N/A | <ul style="list-style-type: none"> ▶ <u>Paid leave</u>: 4 weeks for birth, adoption, or fostering ▶ <u>Other childcare assistance</u>: N/A | Work from home | Compressed workweek |
| | | | | N/A | N/A |

Agenda



Executive summary



Faculty and staff recruitment and retention survey results



Faculty mix



Faculty salary analysis



Faculty benefits analysis



Appendix

The number of Collective Bargaining Agreements affecting faculty vary by state; while some CBAs cover entire states or systems, others cover individual institutions

Count of CBAs affecting full-time faculty by state

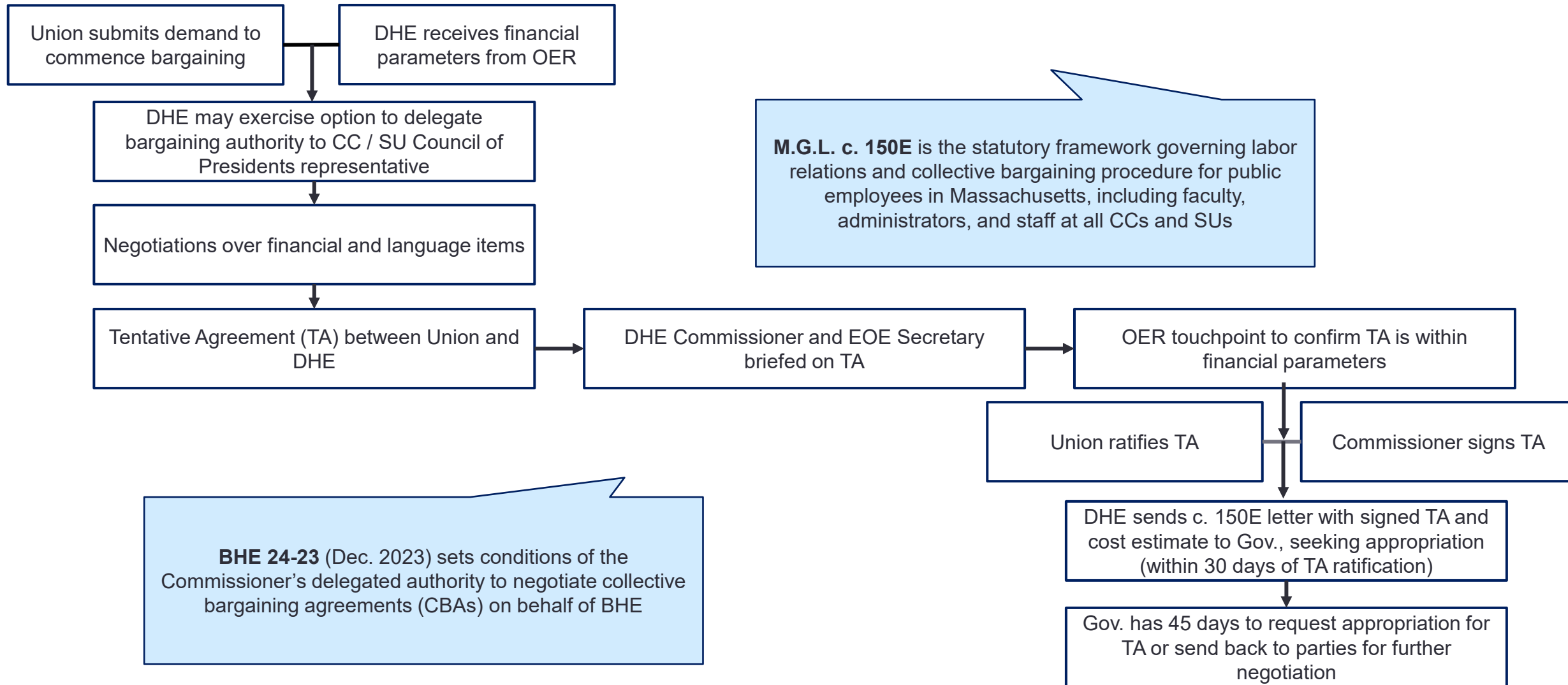
| | States | Number of CBAs affecting faculty | | Notes |
|------------------------|--------|----------------------------------|-----------------|--|
| | | Public, 4-years | Public, 2-years | |
| Geographic competitors | MA | ~4 | ~1 | ~3 CBAs affect University of Massachusetts institutions; other CBAs affect community colleges / state universities statewide |
| | CT | ~3 | ~1 | State university CBAs include ~1 affecting the CT State University System, ~1 affecting UConn, and ~1 affecting Charter Oak |
| | ME | ~2 | ~1 | State university CBAs include ~1 affecting the University of Maine System and ~1 affecting the Maine Maritime Academy |
| | NH | ~3 | ~1 | State university CBA include ~1 affecting the University of NH system, ~1 affecting Keene State College, and ~1 affecting Plymouth State |
| | RI | ~2 | ~1 | State university CBAs include ~1 affecting the University of RI and ~1 affecting Rhode Island College |
| | VT | ~2 | ~1 | State university CBAs include ~1 affecting the University of VT and ~1 affecting the VT State College System |
| Economic competitors | CA | ~2 | ~78 | Community college CBAs are numerous and typically affect individual community colleges / districts |
| | FL | ~32 | ~4 | State university CBAs are numerous and typically affect individual state universities / systems |
| | NY | ~4 | ~18 | Main CBAs include ~2 affecting SUNY community colleges / state unis and ~2 affecting CUNY community colleges / state unis statewide |
| | NC | N/A | N/A | State law prohibits employees from entering CBAs |
| | TX | N/A | N/A | State law prohibits employees from entering CBAs |

BHE is the Employer of Record for Six CBAs

| Community Colleges | State Universities |
|---|--|
| <ul style="list-style-type: none"> ▶ MCCC (MA Community College Council) <ul style="list-style-type: none"> – ~3,530 employees <ul style="list-style-type: none"> • FT and PT faculty and professional staff (e.g., counselors, lab techs) | <ul style="list-style-type: none"> ▶ MSCA (MA State Colleges Association) <ul style="list-style-type: none"> – ~2,430 employees <ul style="list-style-type: none"> • FT and PT faculty and librarians ▶ MSCA DCGE (Division of Graduate and Continuing Education) <ul style="list-style-type: none"> – ~1,980 employees <ul style="list-style-type: none"> • Adjunct faculty, evening programs ▶ APA (Association of Professional Administrators) <ul style="list-style-type: none"> – ~1,670 employees <ul style="list-style-type: none"> • Registrars, directors, athletics |
| Cross-segmental: Applies to all 15 CCs and all 9 SUs | |
| <ul style="list-style-type: none"> ▶ AFSCME Local 1067 (American Federation of State, County, and Municipal Employees) <ul style="list-style-type: none"> – ~2,850 members <ul style="list-style-type: none"> • Office and administrative personnel (e.g., administrative assistants, clerks, bookkeepers) • Maintenance, groundskeepers, tradespeople • Campus police | |

The department of higher education, A&F, and university systems / institutions each play a different role in improving faculty and staff recruitment and retention

MCL c. 150E CBA Negotiation Process – CCs and SUs



Thank you!

