

## **Explanatory Notes for Fall 2005 Salary Comparison Chart**

This chart was constructed by Chris Storer, founding Chair and former Legislative Analyst for CPFA, based on data provided by the districts to the Chancellor's office ([www.cccco.edu](http://www.cccco.edu)). Where numbers are missing in the salary columns, that district failed to report the data to the Chancellor's office.

The full-time equivalent (FTE) annualized salaries for part-time faculty are extrapolated from the hourly rate at the standard rate utilized by the Chancellor's office, 525 hours per year. This number is based on a standard full-time load of 15 classroom hours per week. Loads may vary for less pre-intensive classes like physical education, or more pre-intensive classes like English composition.

Office hour pay in some districts may result in part-time faculty in those districts being able to earn slightly more than the annualized FTE rates given in columns 7 and 8. To further complicate this factor, some districts include office hour pay in their stated parity goal and some do not.

There may also be some variation from actual annualized FTE if the given district is on a compressed schedule.

One reason the stated parity goals (column 13) tend to be higher than the actual parity percentage based on the actual average hourly rates extrapolated to FTE salaries (column 14) is that part-time faculty do not advance through the step and column schedules to the same extent that full-time faculty do. Many if not most districts have more limited steps and columns for part-time faculty. However, true parity would place part-time faculty on the same salary schedule as full-time faculty as full-time faculty, with the same number of steps and columns and the same opportunities for advancement based on actual teaching experience in all districts, not just each district individually. This has only happened in a few districts.

Another reason for the disparity between stated parity goals and actual parity is the high rate of part-time faculty attrition.

For these reasons, it is likely that it would take less state money to achieve parity than a strict multiplier of the 42% actual statewide parity average would reflect. However, as true part-time faculty parity to full-time salary increases, to the extent that it does increase, attrition would no doubt decline.

Districts and union representatives are encouraged to comment on the significance of these numbers. Eventually, the chart and commentary will be posted on the CPFA website. [www.cpfa.org](http://www.cpfa.org).

-- *Sandra Baringer*