Oregon Institute of Technology

FACULTY COMPENSATION STUDY

FINAL REPORT

MAY 2017

AS SUBMITTED BY:

MGT CONSULTING GROUP

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OREGON INSTITUTE OF TECHNOLOGY
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The consultant team gratefully acknowledges the generous assistance extended to us by the leadership and staff of Oregon Institute of Technology.

MGT
CONSULTING GROUP

1.0: INTRODUCTION

1.1 BACKGROUND

The Oregon Institute of Technology (Oregon Tech) contracted with MGT of America, Inc. in March 2016 to conduct a Faculty Compensation Study. Oregon Tech desired the development of a model that can be used for calculating annual faculty compensation by discipline and rank.

To accomplish Oregon Tech's goals, MGT's study included:

- Identification of relevant compensation survey sources.
- Development of a comparator methodology in consultation with the Faculty Compensation Team for the selection of peer institutions.
- Data analysis that includes salary and total compensation by discipline and rank for tenure track faculty and non-tenure track faculty.
- Data analysis that includes salary and total compensation for adjunct faculty and online faculty.
- Development of a model that can be used for calculating annual faculty compensation for each identified faculty appointment type.
- Preparation of a final report, which included an executive summary, study and comparator methodology, comparator data, description of the salary comparison model used, and an ongoing administration and maintenance plan.

We appreciate the support and guidance of Oregon Tech's Project Officer, and the Faculty Compensation Team, throughout the study process.

1.2 OVERVIEW OF REMAINING CHAPTERS

This report is comprised of four chapters, including this introduction. The remaining chapters are as follows:

- **Chapter 2.0 – Project Approach and Methodology.** This chapter presents a summary of MGT's methodology for the development of a compensation model for determining total compensation through the collection of salary data from identified data sources from a select group of relevant peer institutions.
- **Chapter 3.0 – Compensation Plan Recommendations.** This chapter provides information on the finding and recommendations for the desired compensation model for faculty and related positons.

Additional materials and information related to this study may be found in the appendices of this report, which include:

- **Appendix A**: Faculty Compensation Survey
- **Appendix B**: List of Selected Peer Institutions (N=50)
- **Appendix C:** CUPA HR Data for Selected Peer Populations

2.0: APPROACH AND METHODOLOGY

2.1 PROJECT OVERVIEW

MGT developed an agreed upon methodological approach to address the specific issues, concerns, and objectives outlined by Oregon Tech. The approach used for this engagement included the following key project activities:

- **PROJECT INITIATION MEETINGS AND FINALIZATION OF WORK PLAN AND DELIVERABLES**
  - The purpose of this task was to establish a mutually agreed upon project work plan, timeline, deliverables, and monitoring procedures to accomplish all project objectives.
- **RESEARCH AND SUBSEQUENT DEVELOPMENT OF A METHODOLOGY TO DEFINE THE APPROPRIATE PEER INSTITUTIONS AGAINST WHICH OREGON TECH'S FACULTY COMPENSATION IS TO BE COMPARED.**
  - The purpose of this task was to create a peer selection methodology through the identification of appropriate reference points for establishing benchmark faculty salaries by rank and discipline.
- **COLLECTION OF NATIONAL AND REGIONAL DATA ON FACULTY COMPENSATION AMONG COMPARABLE/PEER INSTITUTIONS**
  - The purpose of this task was to gather national/regional data on minimum, average, and maximum faculty salaries from comparable institutions of higher education identified through the peer selection methodology established in prior steps.
- **DEVELOPMENT OF INTERNAL DATA COLLECTION METHODOLOGY FOR FACULTY COMPENSATION ANALYSIS**
  - The purpose of this task was to gather and analyze internal faculty compensation data available through Oregon Tech personnel records, and to provide Oregon Tech faculty across all units an opportunity to participate in an assessment of compensation issues and concerns through an on-line survey collection tool.
- **DATA ANALYSIS AND SUMMARY RECOMMENDATIONS**
  - The purpose of this task was to summarize key findings and develop recommendations for market driven changes to Oregon Tech's current pay structure to yield a competitive salary plan to improve employee satisfaction, recruitment, and retention.

- **PREPARE A FINAL REPORT WITH RELEVANT DOCUMENTATION TO FACILITATE ONGOING MAINTENANCE**

The remaining sections of this chapter provide a detailed overview of MGT's approach and methodology for developing recommendations and implementation strategies.

2.2 PROJECT INITIATION

Upon agreement to proceed, MGT's Project Director held a conference call on March 18th, 2016 with Oregon Tech's Project Officer, the Faculty Compensation Team, and the Provost to discuss the study's objectives, timeline, and the strengths and weaknesses of the current system. Discussions also focused on Oregon Tech's salary schedule and needs relative to data analysis. The discussions resulted in a view of Oregon Tech's priorities for compensation review, salary administration, and long-range planning.

At the start of the study, MGT requested a database of Oregon Tech faculty names, positions, class dates, current salaries, and other pertinent information for analysis. This information served as a directory of the positions to be analyzed. The Oregon Tech Project Officer also provided MGT with copies of Oregon Tech's current salary schedule, organizational charts, and other related policies.

MGT maintained frequent contact with Oregon Tech's Project Officer and Faculty Compensation Team members throughout the course of the study to ensure that components of the faculty compensation plan met Oregon Tech's goals and objectives.

2.3 INTERNAL FACULTY COMPENSATION SURVEY

On April 18, 2016, the MGT team distributed an online survey via email invitation to Oregon Tech faculty to collect information about specific issues and concerns faculty had related to compensation. The survey closed on April 29, 2016 with a response rate of 88 percent (94 responses from a survey population of 104).

In addition to basic demographic information, the survey asked faculty to provide:

- Their perceptions relative to being paid competitively;
- How future pay adjustments should be prioritized and distributed; and
- Related concerns.

The results of the survey were presented to the Faculty Compensation Team on May 20th, 2016, and are included in **Appendix A.**

2.4 IDENTIFICATION OF MARKET DATA SOURCES

One of the key components of a salary study is the identification of appropriate and valid market data against which salary and total compensation comparisons can be justifiably made. Several market data sources were analyzed over the course of this study. The primary data sources utilized and discussed in this report are displayed in **Exhibit 2-1.**

It should be noted that the scope of this market study was not to include the Librarians, which would be CUPA survey of Professionals in Higher Education. However, the methodology described in this report should be utilized by Oregon Tech to determine market pay ranges for this group.

EXHIBIT 2-1: SELECTED MARKET DATA SOURCES

MGT OF AMERICA, INC.	**MGT Data Collection** Internal Faculty Compensation Survey Costs of Benefits Survey across Peer Institutions Survey of Adjunct Salary's for Schools in Klamath Falls and Wilsonville areas
IPEDS Integrated Postsecondary Education Data System	**Integrated Postsecondary Education Data System (IPEDS), 2016** These data were used in the development of a peer institution selection model. Data were used to rank prospective peer institutions based on similarity.
cupa-hr	**College and University Professional Association for Human Resources (CUPA-HR), 2016 Salary Reports** CUPA -HR faculty salary survey data were utilized for comparison purposes against selected peers included in the database.

Sources: College and University Professional Association for Human Resources website, 2016, Integrated Postsecondary Education Data System website, 2016, MGT Custom Surveys, 2016.

2.5 DEVELOPMENT OF PEER SELECTION METHODOLOGY

A peer selection methodology relying on an array of survey data available through the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) program was used to rank prospective peer institutions based on similarity. The methodology was drafted by MGT, implemented to select a field of potential peers, and then collaboratively refined with the Faculty Compensation Team before finalization. The methodology was presented to the faculty senate to allow for questions and feedback on the strengths and weaknesses of the model. An overview of the peer selection methodology is summarized below. A list of the institutions utilized for peer comparison is provided in **Appendix B.**

The initial selection criteria and number of possible institutions from which data could be gathered is depicted in **Exhibit 2-2**.

EXHIBIT 2-2. POTENTIAL PEER POPULATION

Ite	Selection	# of Institutions		Date
Sector	Public 4-Year	n=725		2014
CUPA-HR	Full Universe of CUPA-HR 4-Year Faculty Salary Survey Respondents Among Public 4-Year	n=296	(of 725)	2016
Carnegie Class Basic	Bachelor's and Master's Level Institutions (codes 17 through 23)	n=404	(of 725)	2014
CUPA-HR	CUPA-HR 4-Year Faculty Salary Survey Response	n=181	(of 404)	2016

Within this defined universe, specific metrics were identified and percentage weights were assigned to establish relative "best fit" rankings. The model typically awards points in a linear fashion based on proximity to Oregon Tech, generally within a defined tolerance of +/-25% to receive any points – noting that the tolerance varies in cases where Oregon Tech's value is near the extreme of a range or scores of institutions are highly concentrated. The basic categories and specific metrics included within the model are outlined below:

Size (10% of total score): (1) Total Expenditures (excluding Capital Outlays) and (2) Estimated Total FTE Enrollment

- This weight reflects a limited emphasis, with deference given to more program-specific size definitions and resource measures that are typically more relevant to faculty recruitment. (Effectively, we did not want to penalize or ignore engineering faculty salaries at "Institution X," due to that institution operating a particularly large college of education alongside a reasonably comparable engineering program.)

Selectivity (10% of total score): Composite SAT/ACT Midpoint Percentile

- This measures uses SAT score as a default, but ACT score where no SAT is present, as proxy for selectivity.

Resources (15% of total score): (1) Total Expenditures per FTE Student, (2) Total Expenditures Per Degree Awarded, and (3) Endowment per FTE Student

- We used these parameters to identify the level of resources available for institutions to invest in instruction.

Institutional Characteristics (15% of total score): (1) Percent of Degrees/Awards less than Bachelors, (2) Percent of Degrees/Awards greater than Bachelor's, and (3) Instruction Expenditure as percent of Instruction/Research/Public Service

- Identifies institutions that have a higher emphasis on bachelor degree production, with some level of associate degree and certificate production, but limited graduate emphasis.

This also measures similarity to Oregon Tech's emphasis on instruction, as opposed to research or public service.

Program Offerings (50% of total score): (1) Individual Proportions of Total Bachelor's Degree and (2) Absolute Numbers of Bachelor's degrees in Engineering, Engineering Technology, and Health Professions. This also includes another metric (3) to measures Overall Program Composition – the institution's dual emphasis/production of Engineering/Engineering Tech and Health Professions bachelor's degrees.

- Relies on CIP codes to identify institutions producing engineering, engineering tech, and health professions degrees at the bachelor's level. Additional weight was added to those institutions that had a positive correlation across both engineering/engineering tech AND health programs.

Exhibit 2-3 displays these selection metrics and associated weights.

EXHIBIT 2-3. PEER SCORING MODEL

CRITERIA	Specific Variable(s)	OIT Value	Variable		Category	Date	
			Weight	% of Total	Weight	% of Total	
Size	Total Expenditures	$63,469,532	5	5.0%	**10**	**10%**	2014
	Estimated Total FTE Enrollment (2013-14)	2,994	5	5.0%			2014
Selectivity	Composite SAT/ACT* Midpoint Percentile within Public 4-Year Universe	49.7%	10	10.0%	**10**	**10%**	2014-2015
Resources	Total Expend. per FTE	$21,199	5	5.0%	**15**	**15%**	2014
	Total Expend. per Degree/Award (All Levels)	$89,520	5	5.0%			2014
	Endowment per FTE Student	$7,670	5	5.0%			2014
Institutional Focus	% of Degrees/ Awards less than Bachelor's	11.4%	5	5.0%	**15**	**15%**	2013-2014
	% of Degrees/ Awards greater than Bachelor's	0.6%	5	5.0%			2013-2014
	Instruction Expend. as % of Instr/Res/Pub Svc	97.8%	5	5.0%			2013-2014
Bach. Program Offerings	% of Bach. Degrees in CIP 14.	9.8%	5	5.0%	**50**	**50%**	2013-2014
	% of Bach. Degrees in CIP 15. Engineering Technology	19.1%	5	5.0%			2013-2014
	% of Bach. Degrees in CIP 51. Health Professions excl. Nursing (51.16, 51.38, 51.39)	47.8%	10	10.0%			2013-2014
	# of Bach. Degrees in CIP 14.	61	5	5.0%			2013-2014
	# of Bach. Degrees in CIP 15. Engineering Technology	119	5	5.0%			2013-2014
	# of Bach. Degrees in CIP 51. Health Professions excl. Nursing (51.16, 51.38, 51.39)	298	10	10.0%			2013-2014
	Overall Program Composition - high proximity (>0.25) scores on (i) % Engineering or % Engineering Tech AND (ii) % Health Professions**	1.00	10	10.0%			2013-2014
TOTAL SCORE/WEIGHT			**100**	**100.0%**	*100*	*100%*	

2.6 SALARY DATA SOURCE SELECTION

Once a universe of peer institutions had been identified, the next step in the process was the collection and analysis of faculty salary data, with the intent of maximizing coverage of ranks and disciplines, balanced against the desire to maintain institutional compatibility. The two resources that have been utilized in the process are the IPEDS Human Resources Survey and the College and University Professional Association for Human Resources (CUPA-HR) 4-Year Faculty Salary Survey, both of which are viewed as industry-standard utilities for identifying salary benchmarks.

While generally viewed as the best available resources for faculty salary data, it is important to note that neither of these two resources offer a truly comprehensive perspective on peer salaries due to limitations in their respective scopes of data collection and reporting. Specifically:

- IPEDS offers comprehensive coverage of the universe of postsecondary institutions and visibility up to the individual institutional level, but only offers salary data segregated by faculty rank. No delineations are made between faculty disciplines, a critical driver of salaries.
- Alternately, CUPA-HR offers more comprehensive coverage of data elements, in that it offers salary data by rank and specific discipline, but the universe of responding institutions is more limited, and access to individual or small segments of institutional data is restricted[I]

A presentation of the data findings from these two resources is presented in the sections that follow.

2.6.1 CUPA-HR DATA

As a resource that has the potential to provide the most useful insights into the competitive landscape of faculty salaries (through provision of salaries by rank and discipline), data collection and analysis began with extraction of a series of reports derived from CUPA-HR's 4-Year Faculty Salary Survey data.

The Faculty Compensation Team advised that previous internal research efforts had encountered difficulty identifying a set of institutions within the CUPA-HR respondent universe that would yield sufficient numbers of institutions to provide useful (un-suppressed) data for use in benchmarking, primarily a function of the institutions' unique program offerings. As such, the MGT research team undertook an approach to pursue these data in an iterative manner, first extracting a report of survey data based on the 25 most-similar institutions within the universe of respondents, and successively expanding to larger sets of institutions to determine possible coverage of this data universe, noting that expansion of this universe deteriorates the level of adherence to institutional similarity via the peer selection methodology.

The MGT team pulled three sets of comparison data from CUPA- HR, which respectively show salaries reported by rank and discipline for:

1. The 25 institutions among CUPA-HR respondents determined to be most comparable to Oregon Tech.
2. Expansion of this group to the 50 most similar institutions.
3. Expansion to the full universe of public sector 4-year institutions that responded to the CUPA-HR survey and were included in MGT's IPEDS peer selection analysis (n=296 of 725).

A summary of the data extracted via this process is included as **Appendix C**. In the widest peer selection (n=296), the data offer perspectives on 13 of the 16 specific disciplines for which Oregon Tech reported data, though not all embedded faculty ranks are covered. For narrower peer selections, direct comparisons are available for significantly fewer disciplines.

2.6.2 IPEDS DATA

As noted, the IPEDS program publishes data for all institutions receiving federal support and thus offers an extremely comprehensive array of data – with the stated limitation of no disciplinary distinctions. A summary of data constructed for assorted peer groups is provided below in **Exhibit 2-4**. Peer groups included in these perspectives include the most similar group of 25 institutions; the full group of public four-year institutions (n=725); and assorted sets of CUPA-HR respondents, in alignment with the CUPA-HR data reports described previously. Generally, we see that Oregon Tech salaries are more comparable to the narrowly defined peer groups, with margins expanding considerably as the full universe of institutions is considered.

EXHIBIT 2-4. IPEDS FACULTY SALARY COMPARISONS BY RANK, 2015

Rank	OIT		Top 25 Full Universe				Full Universe 4-Year Public (n=725)			
	Faculty	Average Salary	Inst.	Faculty	Average Salary	*$ +/- OIT*	Inst.	Faculty	Average Salary	*$ +/- OIT*
Full Professor	40	$82,576	25	2,208	$89,844	*$7,267*	661	88,894	$111,022	*$28,446*
Assoc Professor	37	$67,435	25	2,536	$71,620	*$4,186*	663	79,297	$80,014	*$12,579*
Assist Professor	65	$55,283	25	2,406	$60,340	*$5,058*	662	72,826	$68,496	*$13,214*
Instructor	8	$48,807	22	764	$45,970	*($2,837)*	552	23,944	$49,144	*$337*
Lecturer	n/a	n/a	12	1,014	$46,153	*n/a*	382	27,837	$57,272	*n/a*
No Rank	n/a	n/a	11	194	$45,009	*n/a*	238	11,550	$53,773	*n/a*
All Ranks	150	$65,213	120	9,122	$67,511	*$2,298*	3,158	304,348	$80,810	*$15,597*

Rank	OIT		Top 25 CUPA-HR Respondents				Top 50 CUPA-HR Respondents				Top 296 CUPA-HR Respondents			
	Faculty	Average Salary	Inst.	Faculty	Average Salary	*$ +/- OIT*	Inst.	Faculty	Average Salary	*$ +/- OIT*	Inst.	Faculty	Average Salary	*$ +/- OIT*
Full Professor	40	$82,576	25	2,279	$85,786	*$3,210*	50	4,030	$85,714	*$3,137*	296	44,925	$107,175	*$24,599*
Assoc Professor	37	$67,435	25	2,680	$68,061	*$626*	50	4,670	$68,545	*$1,110*	296	44,251	$78,855	*$11,420*
Assist Professor	65	$55,283	25	2,451	$58,127	*$2,845*	50	4,573	$59,044	*$3,762*	296	40,571	$67,714	*$12,431*
Instructor	8	$48,807	23	853	$45,472	*($3,336)*	43	1,723	$45,193	*($3,615)*	252	13,305	$48,227	*($580)*
Lecturer	n/a	n/a	15	1,135	$43,498	*n/a*	27	1,552	$45,407	*n/a*	185	14,222	$49,847	*n/a*
No Rank	n/a	n/a	10	236	$43,078	*n/a*	16	322	$41,224	*n/a*	105	5,054	$49,378	*n/a*
All Ranks Average	150	$65,213	123	9,634	$64,221	*($992)*	236	16,870	$65,036	*($177)*	1,430	162,328	$77,939	*$12,725*

The data collection and analysis conducted to this point in the project yielded some very useful benchmarks for consideration in construction of a revised faculty salary plan. Regardless of sources used, gaps exist that will require a method of estimating or interpolating appropriate thresholds, or some combination of the two. This is common in the creation of salary schedules.

2.7 LONGITUDINAL DATA AVAILABILITY

As described in the Peer Selection discussion in Section 2.4 above, MGT developed a peer institution selection methodology relying on an array of survey data available through Integrated Postsecondary Education Data System (IPEDS). These data were used to rank prospective peer institutions based on similarity. These data were then collaboratively refined by MGT and the Faculty Compensation Team. Peer institutional rankings were aggregated as Top 25, Top 50, and the full universe of public sector 4-year institutions that responded to the CUPA-HR survey and were included in MGT's IPEDS peer selection analysis (N= 296 of 725).

Next, MGT began more fully analyzing the CUPA faculty salary data to determine which peer group (N=25, 50, or 296) would provide the most valid and reliable salary data for use in the Oregon Tech faculty salary increase model. These analyses included data availability by rank and CIP codes (both 2 and 4 digit) both current and longitudinally over a prior 5- year period. The purpose of the longitudinal data review was to ensure that any salary increase model selected would likely provide a continuing source of data for future assessment.

FINDINGS

2.7.1 INSTITUTIONAL PEER GROUP: N=25

When the top 25 peer institutional matches were used to compare CUPA-HR salaries by rank and discipline over a 5-year time line, results were limited. This created major gaps in salary comparison data at both 2 and 4 Digit CIP code levels. **Exhibit 2-5** depicts where these gaps were found.

EXHIBIT 2-5 LONGITUDINAL CIP CODE DATA AVAILABILITY

4 DIGIT CIP CODE GAPS	2 DIGIT CIP CODE GAPS
Major Gaps at N=25	**Major Gaps at N=25**
14.08 Civil	[24.] LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES
15.03 Electrical	[30.] MULTI/INTERDISCIPLINARY STUDIES
15.06 Industrial Production	
15.08 Mechanical Engineering Related	
15.12 Computer	
15.12 Computer Total	
24.01 Liberal Arts & Sci, Gen Studies & Humanities	
27.03 Applied Mathematics	
42.28 Clinical, Counseling and Applied Psychology	
51.06 Dental Support Srvcs & Allied Professions	
51.10 Clinical/Medical Laboratory Science/Research and Allied Professions	
51.15 Mental & Social Health Srvcs & Allied Profs	
51.22 Public Health	

The level of missing data at the 4 digit CIP code level makes it unsuitable for use as a salary increase model. At the 2-digit CIP code level, as expected, there are fewer gaps. However, the problem remains that the model is still missing discipline specific position data for both Liberal Arts and Sciences, General Studies and Humanities, as well as Multi/Interdisciplinary Studies.

2.7.2 INSTITUTIONAL PEER GROUP: N=50

By expanding the institutional CUPA-HR peer group to 50 institutions, there is significantly more coverage of both the 2 and 4-digit CIP code salary levels by rank. **Exhibit 2-6** outlines where the gaps in salary data exist.

EXHIBIT 2-6

4 DIGIT CIP CODE GAPS	2 DIGIT CIP CODE GAPS
Major Gaps at N=50	**Major Gaps at N=50**
15.03 Electrical	[24.] LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES (Associate Professor,Instructor, New Assistant Professor)
15.06 Industrial Production	
15.08 Mechanical Engineering Related	
15.12 Computer	
15.12 Computer Total	
24.01 Liberal Arts & Sci, Gen Studies & Humanities	
27.03 Applied Mathematics	
42.28 Clinical, Counseling and Applied Psychology	
51.06 Dental Support Srvcs & Allied Professions	
51.10 Clinical/Medical Laboratory Science/Research and Allied Professions	
51.15 Mental & Social Health Srvcs & Allied Profs	

By expanding the peer institutional group to 50, we eliminated most of the deficiencies in the 4-digit CIP code reporting. At the 2- digit CIP code level, the remaining data deficiencies are further minimized, with only Associate Professor, Instructor, and New Assistant Professor missing data for the discipline of Liberal Arts and Sciences, General Studies and Humanities (CIP 24).

Exhibit 2-7 and **Exhibit 2-8** below provides a comparison of actual salary data available from the CUPA-HR data base at both the 2- digit and 4-digit CIP level for the group of 50 institutional peers.

Exhibit 2-7

2 Digit CIP Codes for N=50	
2-Digit CIP Code	**Average Salaries**
[09.] COMMUNICATION, JOURNALISM AND RELATED PROGRAMS	$ 60,399.00
[14.] ENGINEERING	$ 86,080.75
[15.] ENGINEERING TECHNOLOGIES AND ENGINEERING RELATED FIELDS	$ 74,518.00
[24.] LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	$ 62,581.50
[27.] MATHEMATICS AND STATISTICS	$ 60,701.40
[30.] MULTI/INTERDISCIPLINARY STUDIES	$ 74,691.67
[42.] PSYCHOLOGY	$ 63,567.25
[51.] HEALTH PROFESSIONS AND RELATED PROGRAMS	$ 69,868.40
[52.] BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	$ 93,434.20

Exhibit 2-8

4 Digit CIP Codes for N=50	
4-Digit CIP Code	**Average Salaries**
09.99 Other	
14.08 Civil	$ 91,344.33
14.10 Electrical, Electronics & Communications	$ 91,078.00
14.19 Mechanical	$ 89,593.33
15.03 Electrical	$ 78,066.00
15.06 Industrial Production	
15.08 Mechanical Engineering Related	
24.01 Liberal Arts & Sci, Gen Studies & Humanities	$ 62,581.50
27.03 Applied Mathematics	
42.28 Clinical, Counseling and Applied Psychology	$ 65,584.67
51.06 Dental Support Srvcs & Allied Professions	
51.08 Allied Health & Med Assisting Srvcs	
51.09 Allied Health Diag, Interv & Treat Profs	$ 62,523.50
51.10 Clinical/Medical Laboratory Science/Research and Allied Professions	
51.15 Mental & Social Health Srvcs & Allied Profs	$ 71,651.00
51.22 Public Health	$ 76,872.67
52.02 Admin, Mgt & Operations	$ 95,366.25

2.7.3 INSTITUTIONAL PEER GROUP: N=296

Relative to the institutional CUPA-HR peer group of 296 institutions, we did not include an Exhibit to depict results as there are no major salary gaps by discipline or rank. However, these data are much more diluted as a comparison group and their use for this purpose was deemed to have limited utility.

2.8 CONCLUSION/RECOMMENDATION

Based upon these, and related Findings, MGT and the Oregon Tech Compensation Steering Committee concluded that using the 2-digit CIP code, coupled with a group of peer institutions numbering 50 within the CUPA-HR data base, provides enough data to allow for the level of specificity desired to determine salary increases by rank and discipline. A complete list of the 50 institutions selected for peer salary comparison purposes is included in **Appendix B.**

2.9 TOTAL COMPENSATION ASSESSMENT

2.9.1 MGT CUSTOM SURVEY

In October of 2016, an email-survey was sent to the 50 institutions previously identified as the recommended Oregon Tech peer group. The institutions were asked to respond to the question: 'For your Faculty pay plan, what percentage of payroll do your benefits costs represent?' A follow- up survey was sent to VPs of Finance & Admin, or the college's equivalent position, asking the same question. This survey was sent to the highest ranked peer from each state within the N=50 group, for a total of 22 additional opportunities for data collection. From this group, we received 4 additional responses, for a total of 8.

FINDINGS

The calculated average cost of benefits for this group of peer survey participants is 34.41%. With limited responses, we cannot be overly reliant on the validity of the data, but the reported percentages all fall within the expected range of reported benefits costs across the survey population.

EXHIBIT 2-9

INSTITUTION	PERCENTAGE OF PAYROLL FOR BENEFITS COSTS	GEOGRAPGIC LOCATION
OREGON INSTITUTE OF TECHNOLOGY	39.29%	
UNIVERSITY OF SOUTH CAROLINA- AIKEN	24.92%	South Carolina
YOUNGSTOWN STATE UNIVERSITY	33.00%	Ohio
CENTRAL CONNECTICUT STATE UNIVERSITY*	54.63%	Connecticut
MARSHALL UNIVERSITY	29.70%	West Virginia
WESTERN OREGON UNIVERSITY	30.00%	Oregon
WESTERN CAROLINA UNIVERSITY	32.00%	North Carolina
KEENE STATE COLLEGE	39.00%	New Hampshire
FLORIDA GULF COAST UNIVERSITY	32.00%	Florida
AVERAGE:	34.41%	

*Please note that for the Central Connecticut University individual's fringe benefits rate is different so this information is based on the faculty currently on the payroll as of pay period ending 10/13/16.

2.9.2 BUREAU OF LABOR STATISTICS – EMPLOYER COSTS FOR EMPLOYEE COMPENSATION (ECEC)

To supplement the custom benefits survey data, MGT utilized data collected through the Bureau of Labor Statistics (BLS), specifically the *Employer Costs for Employee Compensation-June 2016* news release. Employer Costs for Employee Compensation (ECEC), a product of the National Compensation Survey, measures employer costs for wages, salaries, and employee benefits for nonfarm private and state and local government workers. MGT utilized this data source to supplement the small data base we created from data gathered through the custom survey. The ECEC data are an important addition to the discussion of total compensation due to the high volume and geographic diversity of institutions represented within this survey population. Highlighted in yellow is the group most pertinent to Oregon Tech, the occupational group categorized as "junior colleges, colleges and universities".

FINDINGS

As depicted in Exhibit 2-10, the percentage of benefits supplementing wage rates for all Junior Colleges, Colleges, and Universities is calculated at **33%,** which falls within the range of the MGT survey participant data displayed in Exhibit 2-9, but significantly below Oregon Tech's reported benefit of 39.29%. **Exhibit 2-10:** Employer costs per hour worked for employee compensation and costs as a percent of total compensation: State and local government workers, by occupational and industry group, *June 2016, ECEC.*

EXHIBIT 2-10

Series	Total compensation	Wages and salaries	Benefit costs					
			Total	Paid leave	Supplemental pay	Insurance	Retirement and savings	Legally required benefits
	Cost per hour worked							
State and local government workers	$45.14	$28.59	$16.54	$3.24	$0.39	$5.47	$4.80	$2.64
Occupational group								
Management, professional, and related	54.32	35.87	18.45	3.52	0.28	5.95	5.71	2.99
Professional and related	53.26	35.38	17.88	3.14	0.28	5.95	5.67	2.85
Teachers[1]	61.24	42.12	19.13	2.75	0.17	6.41	6.69	3.10
Primary, secondary, and special education school teachers	61.93	41.97	19.96	2.64	0.20	7.07	7.11	2.94
Sales and office	31.60	18.59	13.01	2.74	0.23	5.09	2.99	1.96
Office and administrative support	31.78	18.65	13.13	2.77	0.23	5.15	3.02	1.96
Service	34.79	20.08	14.71	3.01	0.64	4.65	4.19	2.22
Industry group								
Education and health services	47.15	31.09	16.07	2.84	0.25	5.65	4.79	2.55
Educational services	48.39	32.19	16.20	2.71	0.18	5.71	5.06	2.54
Elementary and secondary schools	47.42	31.49	15.93	2.39	0.19	5.85	5.08	2.42
Junior colleges, colleges, and universities	52.24	34.98	17.26	3.96	0.14	5.13	5.03	3.00
Health care and social assistance	39.61	24.34	15.27	3.62	0.64	5.27	3.13	2.60
Hospitals	42.20	26.11	16.09	3.88	0.79	5.60	3.17	2.64
Public administration	43.21	25.48	17.73	3.97	0.61	5.35	5.02	2.78
	Percent of total compensation							
State and local government workers	100.0	63.3	36.7	7.2	0.9	12.1	10.6	5.9
Occupational group								
Management, professional, and related	100.0	66.0	34.0	6.5	0.5	11.0	10.5	5.5
Professional and related	100.0	66.4	33.6	5.9	0.5	11.2	10.6	5.3
Teachers[1]	100.0	68.8	31.2	4.5	0.3	10.5	10.9	5.1
Primary, secondary, and special education school teachers	100.0	67.8	32.2	4.3	0.3	11.4	11.5	4.8
Sales and office	100.0	58.8	41.2	8.7	0.7	16.1	9.5	6.2
Office and administrative support	100.0	58.7	41.3	8.7	0.7	16.2	9.5	6.2
Service	100.0	57.7	42.3	8.7	1.8	13.4	12.0	6.4
Industry group								
Education and health services	100.0	65.9	34.1	6.0	0.5	12.0	10.1	5.4
Educational services	100.0	66.5	33.5	5.6	0.4	11.8	10.4	5.3
Elementary and secondary schools	100.0	66.4	33.6	5.0	0.4	12.3	10.7	5.1
Junior colleges, colleges, and universities	100.0	67.0	33.0	7.6	0.3	9.8	9.6	5.7
Health care and social assistance	100.0	61.4	38.6	9.1	1.6	13.3	7.9	6.6
Hospitals	100.0	61.9	38.1	9.2	1.9	13.3	7.5	6.3
Public administration	100.0	59.0	41.0	9.2	1.4	12.4	11.6	6.4

Source: http://www.bls.gov/news.release/pdf/ecec.pdf

Oregon Tech is encouraged to utilize the CUPA Benefits Survey finding to conduct more detailed research on the mix of benefit packages available to identified peer colleges. At the time of the study, the CUPA Benefits Survey was not available, so MGT relied on a more broadly focused cost/benefit assessment indicator to value Oregon Tech benefit's package.

2.10 ADJUNCT FACULTY SALARY COMPARISONS

The method used for gathering the Adjunct Professor salary data was a combination of direct calls to the selected schools' HR departments as well as email correspondence. These data do not reflect any Adjunct rate discipline differentials that may exist across colleges. The responses to our survey and phone contacts yielded the data depicted in the **Exhibits 2-10A** and **2-10B**. Due to the lack of discipline differential rate data made available to MGT as part of the survey effort, the College is encouraged to further explore adjunct rate differentials by discipline if there is evidence that they are used and consistently applied as part of adopted pay policy for the peer colleges noted.

FINDINGS

Shown below in **Exhibit 2-10A** and **Exhibit 2-10B** are the results of these findings for both the Wilsonville campus, and the Klamath Falls campus.

EXHIBIT 2-10A

ADJUNCT RATES: WILSONVILLE

Institution	Base Rate per Credit Hour
Oregon Institute of Technology	$ 660.00
Chemeketa Community College	$ 563.00
Clackmas Community College	$ 619.00
Mount Hood Community College	$ 656.00
Portland Community College	$ 688.00
Portland State University	$ 858.00

As seen above, the Oregon Tech campus in Wilsonville has the third highest salary rate for adjunct professors. However, Oregon Tech falls $198 per credit hour below that of Portland State University. The range between the lowest paying and the highest paying school for this group is $295.

EXHIBIT 2-10B

ADJUNCT RATES: KLAMATH FALLS	
Institution	**Base Rate per Credit Hour**
Oregon Institute of Technology	$ 600.00
Southern Oregon University	$ 500.00
Klamath Community College	$ 546.00
College of Siskiyous	$ 554.00
Rogue Community College	$ 586.00

Oregon Tech's Klamath Falls campus pays the highest rate per Credit Hour within the selected group. The Klamath Falls group has a range of $100 between highest and lowest.

Due to the scope of this project, it is recommended that Oregon Tech conduct additional research into adjunct pay at both two-year and four-year institutions. Based on the technical disciplines at Oregon Tech, there may be disciplinary differences that could not be uncovered in the limitations of MGT's research.

3.0 COMPENSATION PLAN RECOMMENDATIONS

Presented below are the key recommendations for the creation of a faculty compensation model for Oregon Tech Tenure-track and Non-tenure track Faculty. The recommended Faculty Compensation Model, and related recommendations, were developed to best meet Oregon Tech's desire for a market-driven pay structure that yields a competitive salary plan to improve employee satisfaction, recruitment, and retention.

Over the course of the study, and upon detailed examination of MGT's research findings, the Faculty Compensation Steering Committee agreed upon a methodology for the identification of 50 peer institutions against which faculty compensation will be compared. Further, it was agreed that the data source to be utilized for salary comparison purposes is the CUPA-HR 4-Year Faculty Salary Survey data. These data were analyzed for sufficiency of results at both the 2- digit and 4- digit CIP discipline codes, with the 2- digit CIP code providing the best salary coverage over a multi-year period. The Compensation Models recommended below reflect these deliberations.

Oregon Tech is also encouraged to utilize the CUPA Benefits Survey finding to conduct more detailed research on the mix of benefit packages available to identified peer colleges. At the time of the study, the CUPA Benefits Survey was not available, so MGT relied on a more generalized cost/benefit assessment indicator to value Oregon Tech's benefit package.

3.1 VALUE OF TOTAL COMPENSATION

As discussed in Chapter 2, the calculated average costs for benefits as reported by a subset of survey respondents from the group of 50 peer institutions group is 34.41 percent. This compares to a calculated average Oregon Tech faculty benefit cost of 39.29 percent. With limited responses, we cannot be overly reliant on the validity of the data, but the reported percentages all fall within the expected range of reported benefits costs across the board. To reflect a broader organization base, the BLS Survey, Employer Costs for Employee Compensation – June 2016 was utilized with a resulting benefits comparison cost of 33 percent. As such, when comparing average salary data, Oregon Tech may assume that their total compensation package accounts for an additional value of between 4.88 and 6.29 percent.

When the 4.88 percent differential is applied to the average faculty salary as calculated by Oregon Tech, as of February 2017($68,791), this results in an average added benefit of $3,359.58 per individual. To reflect the total compensation benefits that are being provided, we added $3,359.58 to each faculty member's salary, and then compared it against the newly established minimum of 12.5 percent below the CUPA average. This will then properly incorporate the higher level of benefits being provided by Oregon Tech compared to their peer schools.

In consultation with Oregon Tech, it was determined that placement on Oregon Tech's new salary schedule will reflect the added cost to the employer (Oregon Tech) and the added benefit to the faculty member, of the College's benefit offerings.

3.2 TENURE-EARNING FACULTY PAY PLAN MODEL

The recommended Tenure-earning Faculty Pay Plan, developed in conjunction with the Faculty Compensation Steering Committee, is delineated in **Exhibit 3-1** below. Each Oregon Tech CIP code is displayed by rank using the recommended pay range values. These values are based upon the CUPA average salary as the midpoint, with a range of 12.5 percent below the average as the pay grade minimum and a pay grade maximum at 12.5 percent above the CUPA average.

Based on a historical compensation philosophy that acknowledges internal equity, Oregon Tech brings the lowest range up to the second lowest range, while also bringing the highest range to the second highest. Specifically, this moves CIP 9 into CIP 42, and CIP 52 into CIP 14.

EXHIBIT 3-1

Tenure-earning Faculty Pay Plan

[14] ENGINEERING*			
Rank	**12.5% Below CUPA Average**	**CUPA Average**	**12.5% Above CUPA Average**
Assistant Professor	$ 67,407.38	$ 77,037.00	$ 86,666.63
Associate Professor	$ 74,536.00	$ 85,184.00	$ 95,832.00
Professor	$ 91,816.38	$ 104,933.00	$ 118,049.63

*For compensation purposes, faculty in the CIP code 52 disciplines (Business Management) will use the CIP code 14 range, as noted at the beginning of Section 3-2.

[15] ENGINEERING TECHNOLOGIES AND ENGINEERING RELATED FIELDS			
Rank	**12.5% Below CUPA Average**	**CUPA Average**	**12.5% Above CUPA Average**
Assistant Professor	$ 58,880.50	$ 67,292.00	$ 75,703.50
Associate Professor	$ 67,280.50	$ 76,892.00	$ 86,503.50
Professor	$ 77,244.13	$ 88,279.00	$ 99,313.88

[24] LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES			
Rank	**12.5% Below CUPA Average**	**CUPA Average**	**12.5% Above CUPA Average**
Assistant Professor	$ 43,926.75	$ 50,202.00	$ 56,477.25
Associate Professor*	$ 49,543.81	$ 56,621.50	$ 63,699.19
Professor	$ 55,160.88	$ 63,041.00	$ 70,921.13

*Salary was calculated based on the midpoint of the Assistant professor and the full professor due to lack of CUPA data.

[26] BIOLOGICAL AND BIOMEDICAL SCIENCES			
Rank	**12.5% Below CUPA Average**	**CUPA Average**	**12.5% Above CUPA Average**
Assistant Professor	$ 49,255.50	$ 56,292.00	$ 63,328.50
Associate Professor	$ 57,836.63	$ 66,099.00	$ 74,361.38
Professor	$ 73,336.38	$ 83,813.00	$ 94,289.63

[27] MATHEMATICS AND STATISTICS			
Rank	**12.5% Below CUPA Average**	**CUPA Average**	**12.5% Above CUPA Average**
Assistant Professor	$ 50,141.00	$ 57,304.00	$ 64,467.00
Associate Professor	$ 56,586.25	$ 64,670.00	$ 72,753.75
Professor	$ 71,160.25	$ 81,326.00	$ 91,491.75

[42] PSYCHOLOGY*			
Rank	**12.5% Below CUPA Average**	**CUPA Average**	**12.5% Above CUPA Average**
Assistant Professor	$ 47,949.13	$ 54,799.00	$ 61,648.88
Associate Professor	$ 56,494.38	$ 64,565.00	$ 72,635.63
Professor	$ 70,850.50	$ 80,972.00	$ 91,093.50

*For compensation purposes, faculty in the CIP Code 9 discipline (Communication) will use the CIP code 42 range, as noted at the beginning of Section 3-2.

[51] HEALTH PROFESSIONS AND RELATED PROGRAMS			
Rank	**12.5% Below CUPA Average**	**CUPA Average**	**12.5% Above CUPA Average**
Assistant Professor	$ 55,160.88	$ 63,041.00	$ 70,921.13
Associate Professor	$ 64,254.75	$ 73,434.00	$ 82,613.25
Professor	$ 78,473.50	$ 89,684.00	$ 100,894.50

As a point of reference, Exhibit 3-2 summarizes the reported CUPA -HR average salary by discipline and rank for tenure-earning faculty.

EXHIBIT 3-2

CUPA Average Based on Rank & Discipline			
2 Digit Discipline	Rank		
	Assistant Professor	Associate Professor	Professor
[9] COMMUNICATION, JOURNALISM AND RELATED PROGRAMS*	$ 54,764.00	$ 64,207.00	$ 80,631.00
[14] ENGINEERING	$ 77,037.00	$ 85,184.00	$ 104,933.00
[15] ENGINEERING TECHNOLOGIES AND ENGINEERING RELATED FIELDS	$ 67,292.00	$ 76,892.00	$ 88,279.00
[24] LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	$ 50,202.00	$ 56,621.50	$ 63,041.00
[26] BIOLOGICAL AND BIOMEDICAL SCIENCES	$ 56,292.00	$ 66,099.00	$ 83,813.00
[27] MATHEMATICS AND STATISTICS	$ 57,304.00	$ 64,670.00	$ 81,326.00
[42] PSYCHOLOGY	$ 54,799.00	$ 64,565.00	$ 80,972.00
[51] HEALTH PROFESSIONS AND RELATED PROGRAMS	$ 63,041.00	$ 73,434.00	$ 89,684.00
[52] BUSINESS, MANAGEMENT, MARKETING, & SUPPORT SERVICES*	$ 92,733.00	$ 99,460.00	$ 109,779.00

*For compensation purposes, faculty in the CIP code 9 discipline (Communication) will use the CIP code 42 range, and faculty in the CIP Code 52 disciplines will use CIP code 14 range, as noted at the beginning of Section 3-2.

3.3 INSTRUCTOR PAY PLAN MODEL

As discussed in Chapter 2.0, salary data for the Instructor group, by CIP code, were insufficient in the CUPA survey population. As such, a draft pay plan model for Instructors was derived from the findings and recommendations for the tenure-earning faculty to provide consistency of approach across these earning and faculty groups.

The model provided in **Exhibit 3-3** reflects a calculated average salary of 90 percent of the CUPA salary average of assistant professors in Oregon Tech's CIP codes 15, 24, 26, and 51. To create pay grade ranges, we utilized the same methodology for the creation of range spread for the tenure-earning faculty by calculating 87.5 percent of the derived Instructor average as the pay grade range minimum and 12.5 percent above the derived Instructor average as the new maximum.

EXHIBIT 3-3

CIP Code	OIT New Min	Calculated Average	OIT New Max
[15] ENGINEERING TECHNOLOGIES AND ENGINEERING RELATED FIELDS	$ 52,991.75	$ 60,562.00	$ 68,132.25
[24] LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	$ 39,533.38	$ 45,181.00	$ 50,828.63
[26] BIOLOGICAL AND BIOMEDICAL SCIENCES	$ 44,329.95	$ 50,662.80	$ 56,995.65
[51] HEALTH PROFESSIONS AND RELATED PROGRAMS	$ 49,644.80.	$ 56,737.00	$ 63,829.00

3.4 COST OF LIVING DIFFERENTIALS ACROSS CAMPUS LOCATIONS

Exhibit 3-4 below depicts the different COLA between the two Oregon Tech locations.

EXHIBIT 3-4

COLA Based on US average of 100			
Category	**Wilsonville, Metro Area**	**Klamath Falls, Metro Area**	**COLA % Difference**
Overall	134	97	38%
Grocery	99.2	98.3	1%
Health	112	119	6%
Housing	195	77	153%
Utilities	100	105	5%
Transportation	113	111	2%
Miscellaneous	105	107	2%

*Based on data from Sperling's www.bestplaces.net

Wilsonville and Klamath Falls are within 6% of one another for every category except housing, which has a 153% difference between the two.

As needed to reflect recruitment factors that may arise across campus locations, primarily relating to housing, a separate location differential may be considered. The development of a compensation philosophy should guide the calculation of the cost of this salary additive.

A good source of information to guide this discussion is the Bureau of Labor Statistics (BLS), Consumer Expenditures News Release. The last available such Release covers expenditures for 2015 (https://www.bls.gov/news.release/cesan.nr0.htm). Generally, the data suggest that on an average income of $69,629, an average expenditure on Shelter would be approximately 15.4%. This percentage expenditure could be used to create a basis upon which an area differential pay additive might be calculated to address the housing cost differences between Klamath Falls and Portland.

MGT has presented one option to address the cost of living adjustment, however there is no one method or best practice solution to this problem. It is recommended that Oregon Tech address this issue further.

APPENDIX A:

FACULTY COMPENSATION SURVEY RESULTS

Faculty Compensation Study:

Survey Results

MGT CONSULTING GROUP

3800 Esplanade Way, Suite 210
Tallahassee, Florida 32311

SURVEY RESULTS

METHODOLOGY & RESPONSES

On April 18th, 2016, MGT of America Consulting, LLC. (MGT) distributed an online survey via email invitation to Oregon Institute of Technology (OIT) faculty to collect information about specific issues and concerns faculty had related to compensation. The data collected will be used to assist MGT in the overall evaluation of faculty compensation at OIT.

The survey was closed on April 29th. Of the 104 faculty members who received the survey invitation, 94 submitted survey responses (88 percent completion rate).

In addition to the collection of basic demographic information, the survey requested faculty to provide:

- Their perceptions relative to being paid competitively.
- How future pay adjustments should be prioritized and distributed.
- Related concerns.

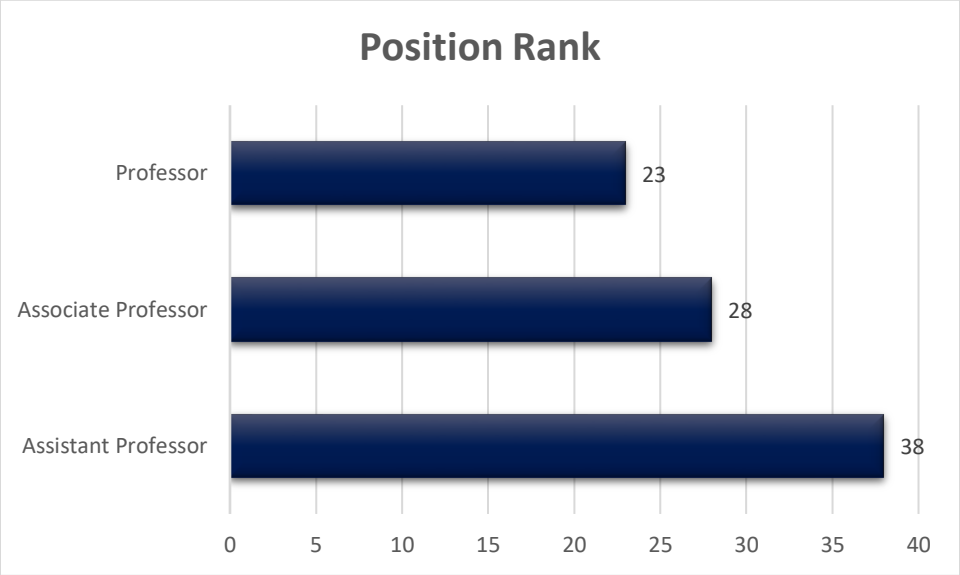
The results from this survey are presented in the remaining sections of this report. Additional comments and concerns submitted by respondents to the survey questions are included in Appendices.

The survey consisted of the following twelve questions:

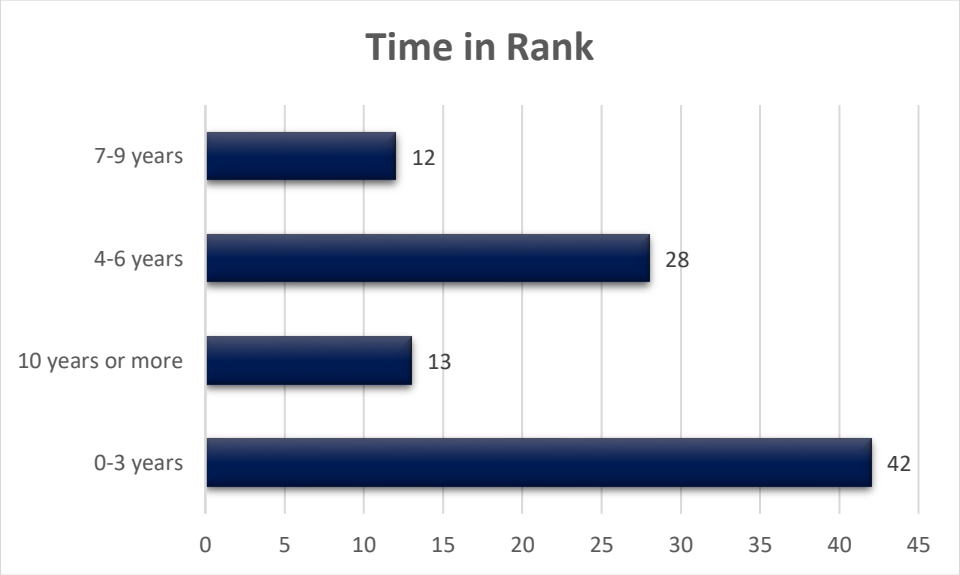
1. Indicate your rank
2. Indicate your time in rank
3. Indicate your tenure status
4. Indicate your time at OIT
5. Indicate your gender
6. Identify your college
    (a) Identify your department within the College of Engineering, Technology, and Management
    (b) Identify your department within the College of Health, Arts, and Sciences
7. I serve OIT as
8. I believe that I am compensated competitively among my peers at OIT based on the time I have been employed in my rank.
9. I believe I am compensated competitively among peers at OIT based on the discipline I teach.
10. I believe I am compensated competitively based on the discipline I teach relative to OIT's peer universities.
11. OIT makes adjustments to base pay, how do you believe the funds should be distributed?
12. If OIT has funds to make adjustments beyond base pay, indicate in priority order the other areas of compensation you believe should be addressed.

DEMOGRAPHICS

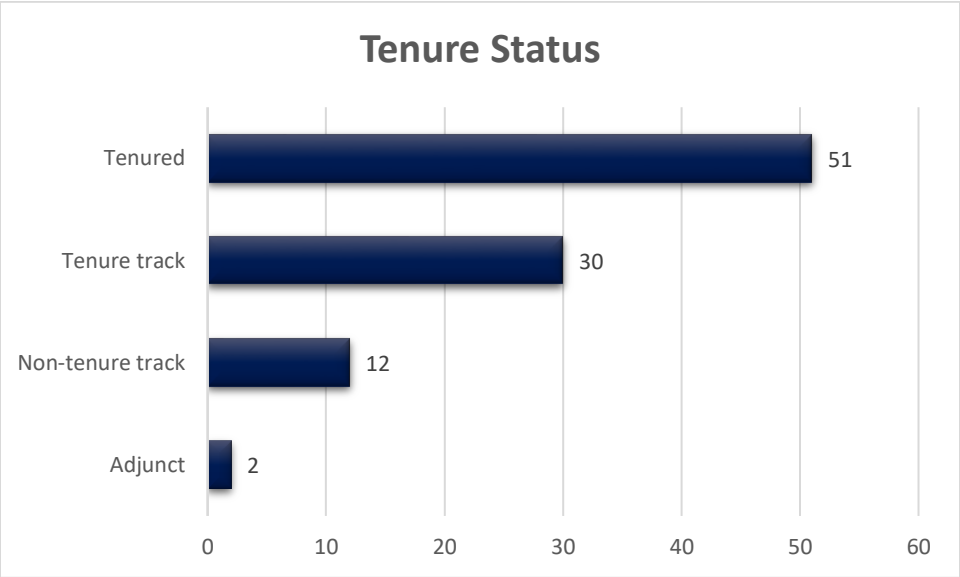
Indicate your rank



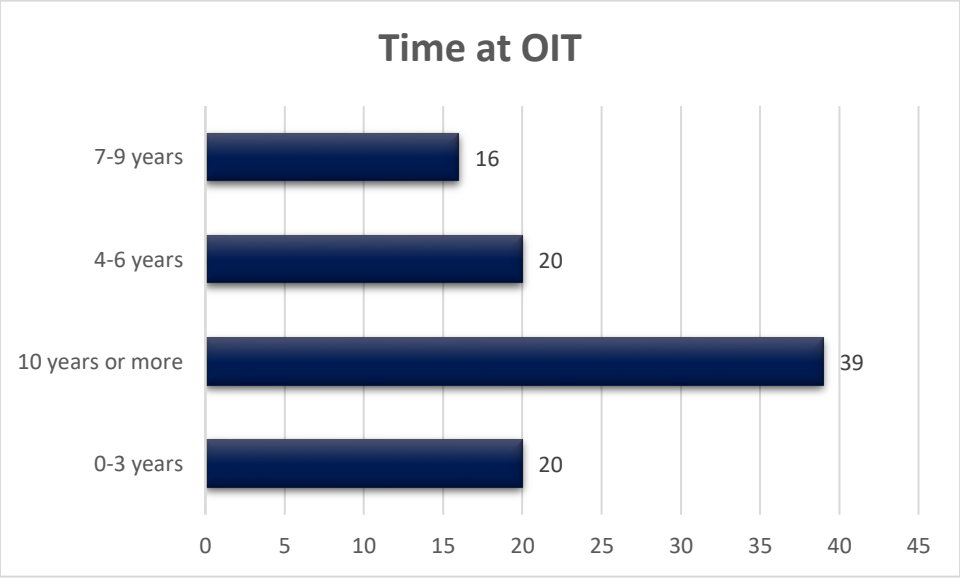
Indicate your time in rank



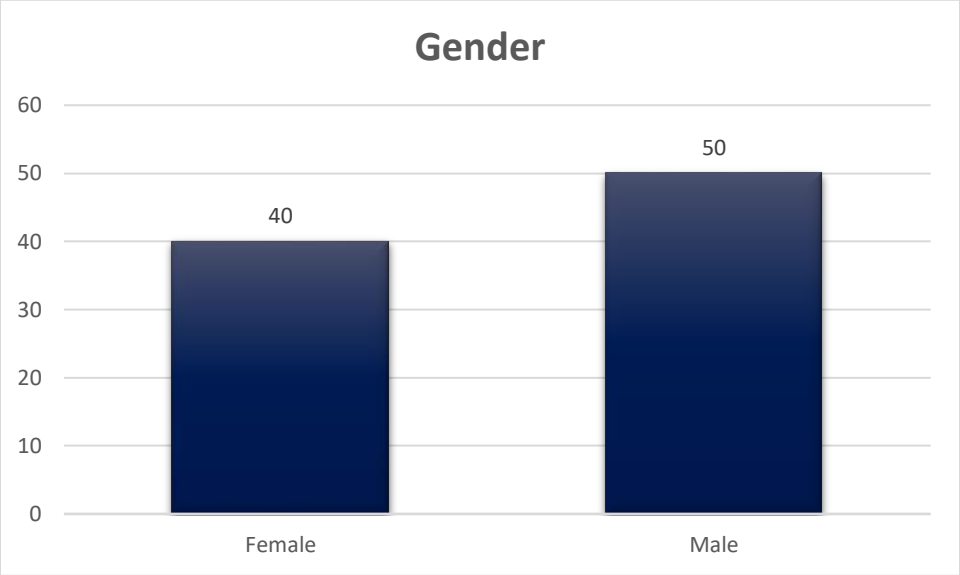
Indicate your tenure status



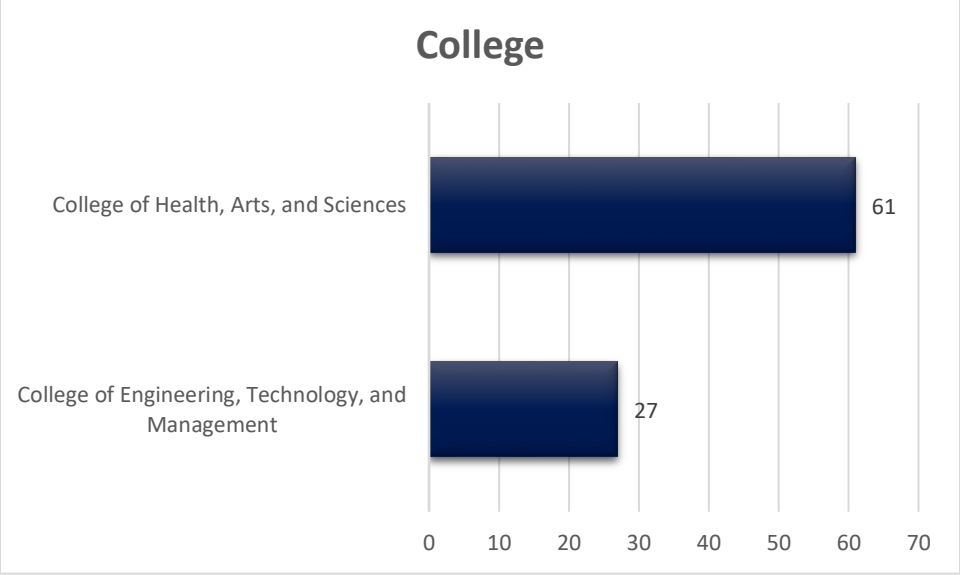
Indicate your time at OIT



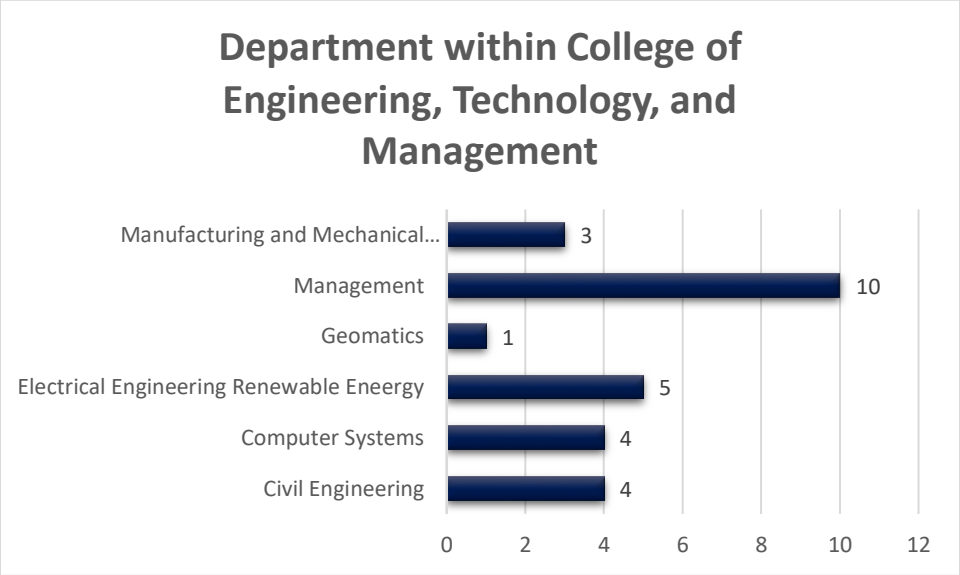
Indicate your gender



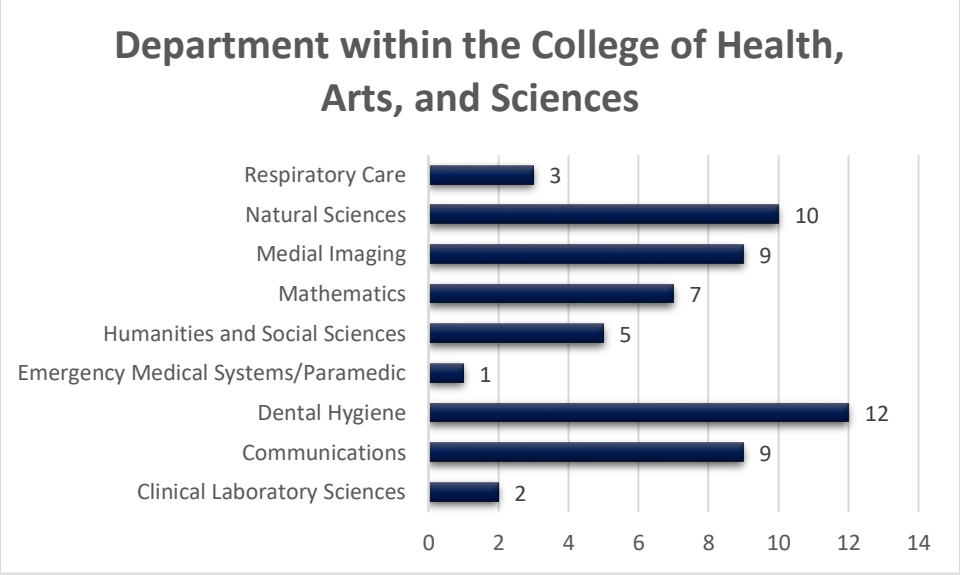
Indicate your College



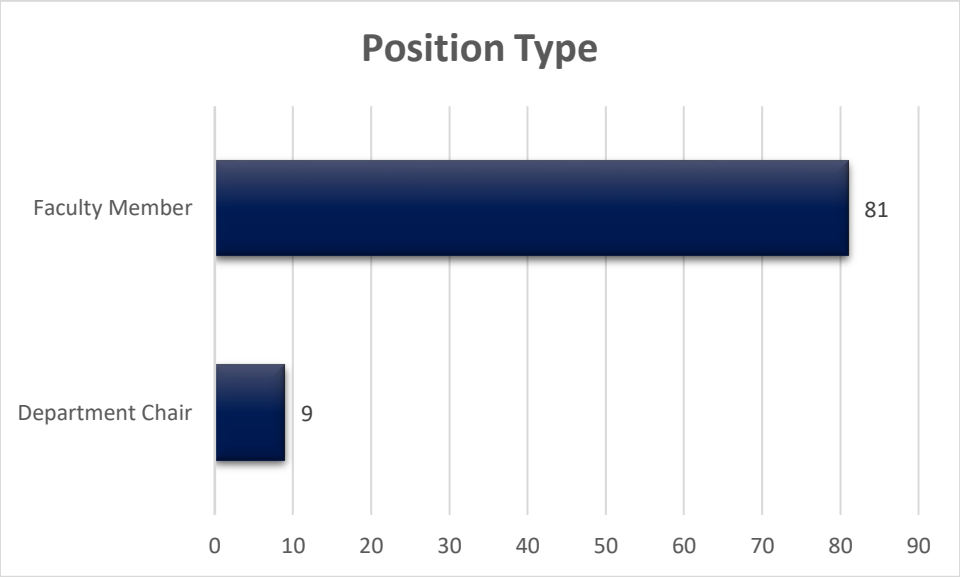
Identify your Department within the College of Engineering, Technology, and Management



Identify your department within the College of Health, Arts, and Sciences



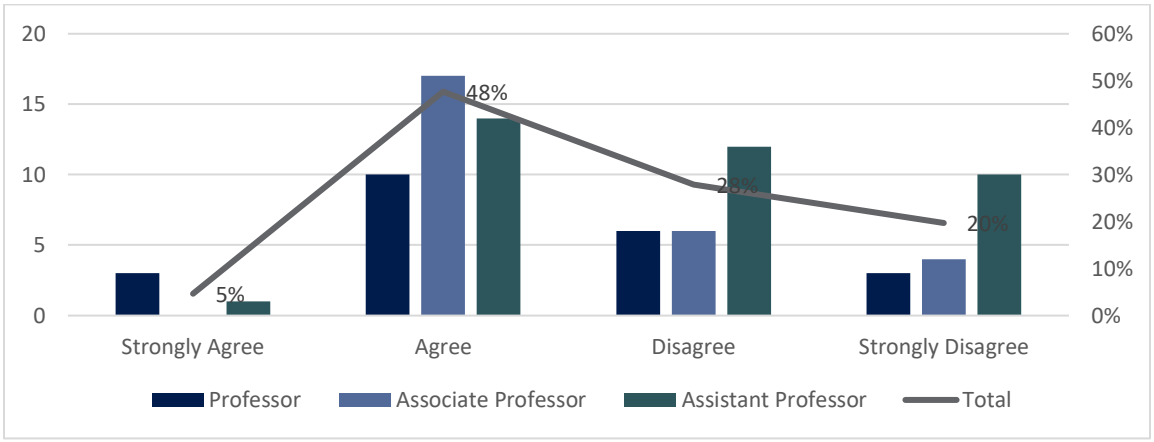
I serve OIT as

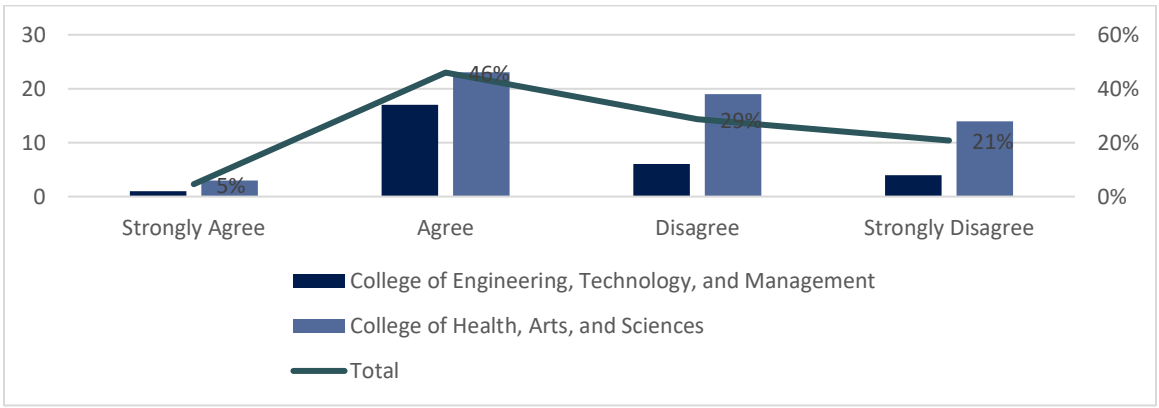


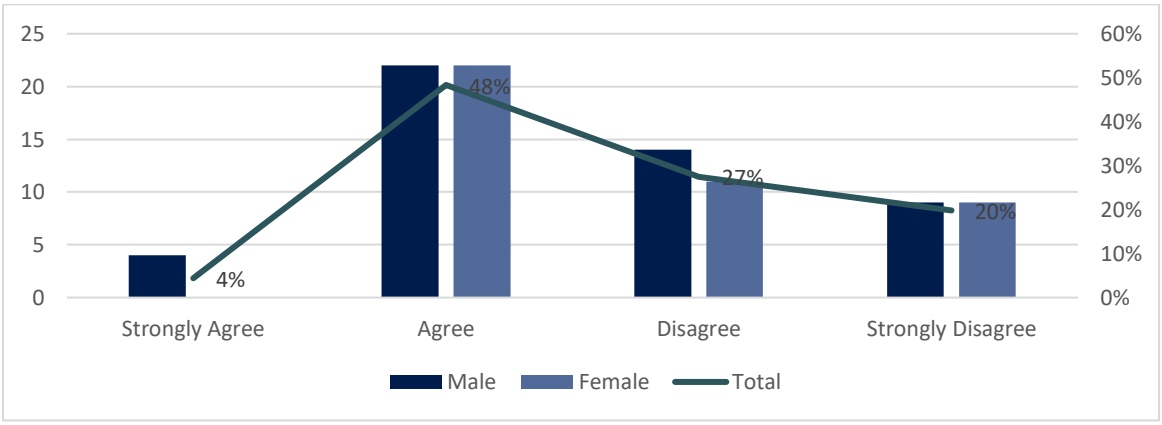
The following series of remaining questions have been analyzed by rank, college, and gender.

Cross Tabulation Question 9

"I believe that I am compensated competitively among my peers" based on rank, college and gender." (Comments in **Appendix A**)







Question 9 - Analyses & Conclusions

"I believe that I am compensated competitively among my peers" based on rank, college and gender."

❖ **By Rank**

- Professor
  - Fifty-nine percent agree
  - Forty-one percent disagree
- Associate Professor
  - Sixty-three percent agree
  - Thirty-seven percent disagree
- Assistant Professor
  - Forty-one percent agree
  - Fifty-Nine percent disagree

❖ **By College**

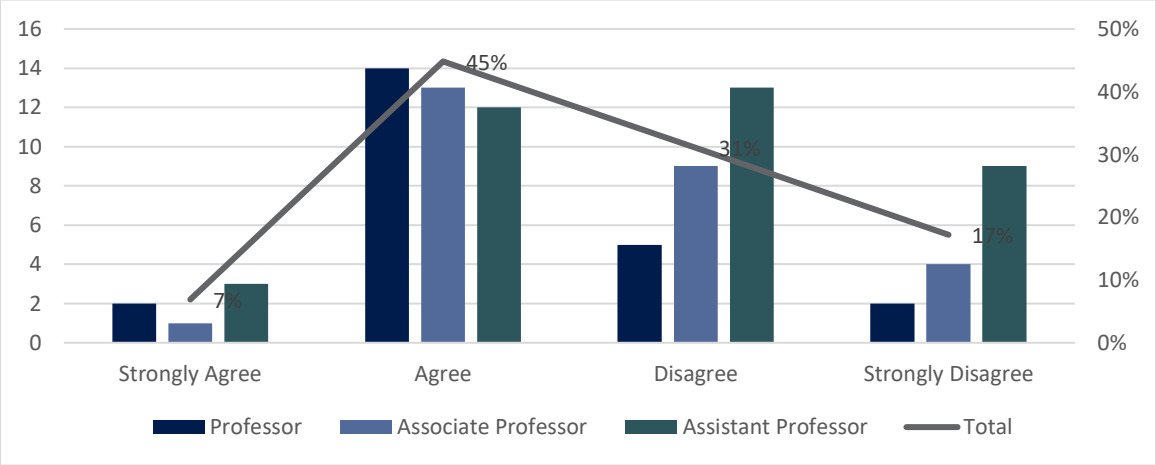
- Sixty-four percent of respondents from the College of Engineering, Technology, and Management agree they are being compensated competitively while 36percent feel they are not being compensated competitively
- Forty-four percent of respondents from the College of Health, Arts, and Sciences agree they are being compensated competitively while 56 percent feel they are not being compensated competitively

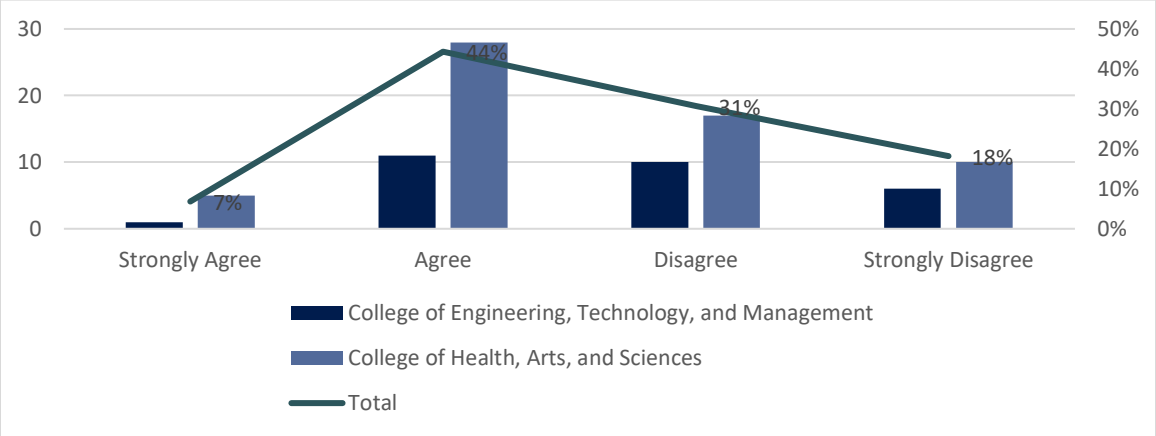
❖ **By Gender**

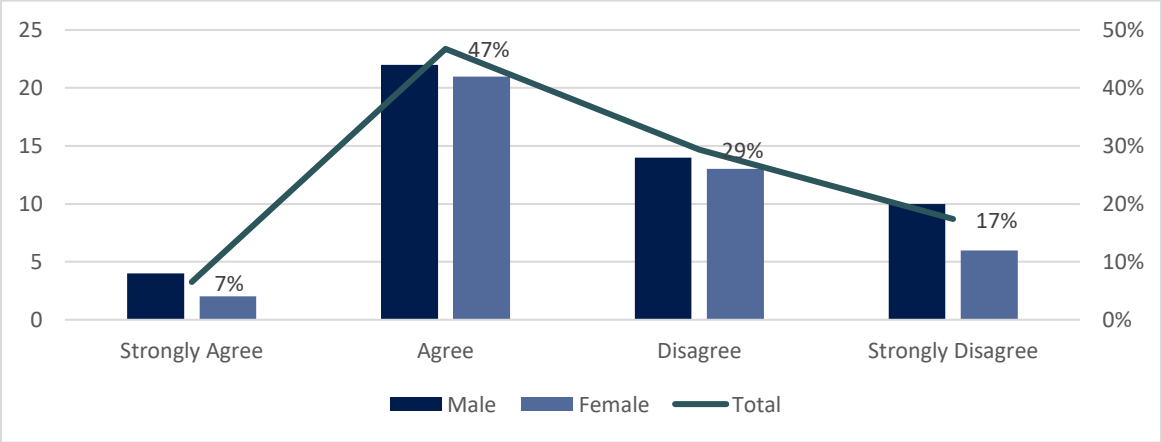
- Four percent of males and no female respondents strongly agree they are being compensated competitively compared to their peers.
- Ten percent of males and ten percent of female respondents strongly disagree that they are being compensated competitively compared to their peers.

Question 10

"I believe I am compensated competitively among peers at OIT based on the discipline I teach." (Comments in **Appendix B**)







Question 10 - Analyses and Conclusions

"I believe I am compensated competitively among peers at OIT based on the discipline I teach."

❖ Rank

- Professor
  - Seventy percent agree
  - Thirty percent disagree
- Associate Professor
  - Fifty-two percent agree
  - Forty-eight percent disagree
- Assistant Professor
  - Forty-one percent agree
  - Fifty-nine percent disagree

❖ College

- Forty-three percent of respondents from the College of Engineering, Technology, and Management agree that they are being compensated competitively and 57 percent feel they are not being compensated competitively

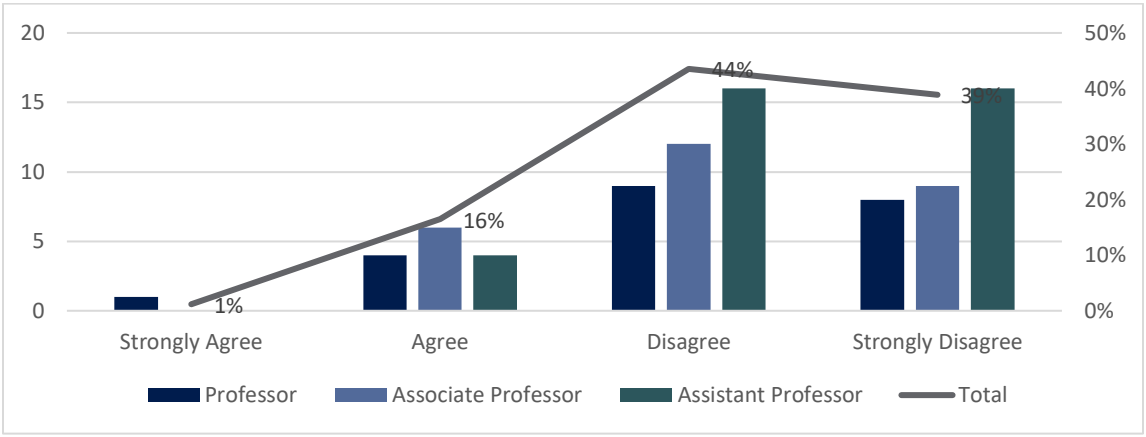
  Fifty-five percent of respondents from the College of Health, Arts, and Sciences agree that they are being compensated competitively and 45 percent feel they are not being compensated competitively

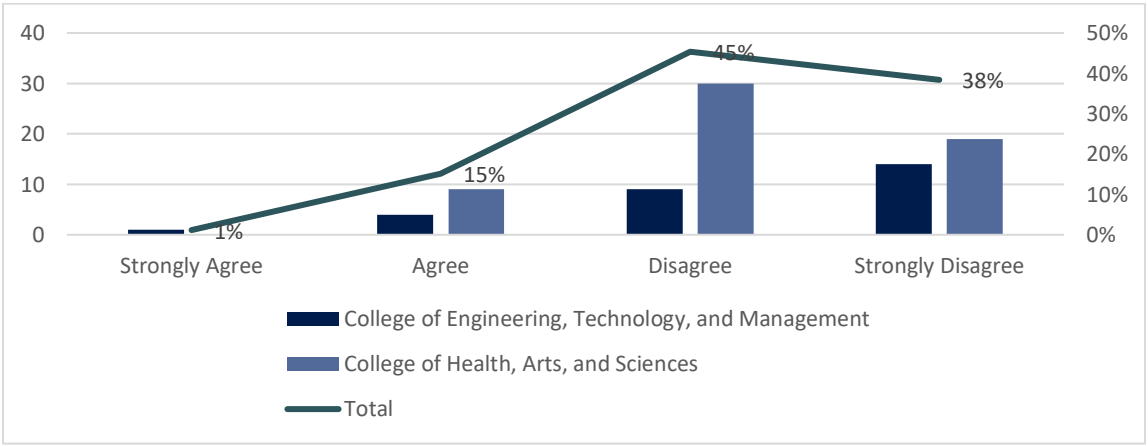
❖ Gender

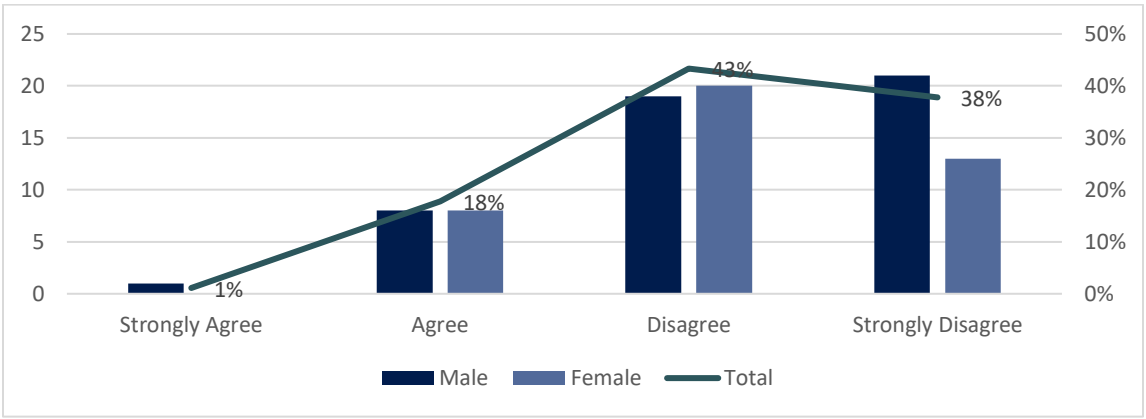
- Four percent of males and two percent of female respondents strongly agree they are being compensated competitively compared to their peers.
- Ten percent of males and six percent of female respondents strongly disagree they are being compensated competitively based on their discipline.

Cross Tabulation Question 11

"I believe I am compensated competitively based on the discipline I teach relative to OIT's peers" (Comments in **Appendix C**)







Question 11 - Analyses & Conclusions

"I believe I am compensated competitively based on the discipline I teach relative to OIT's peers"

❖ **Rank**

- Professor
  - Twenty-three percent agree
  - Seventy-seven percent disagree
- Associate Professor
  - Twenty-two percent agree
  - Seventy-eight percent disagree
- Assistant Professor
  - Eleven percent agree
  - Eighty-nine percent disagree

❖ **College**

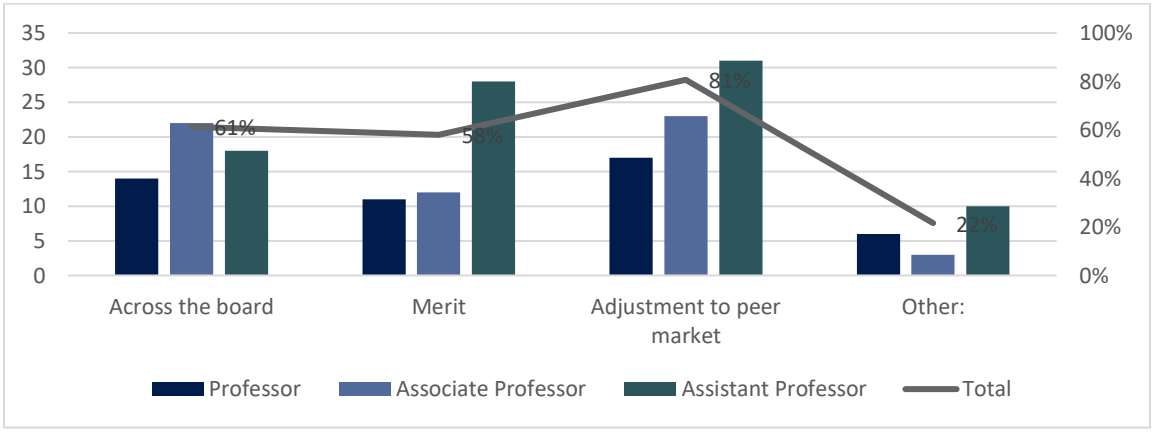
- Eighteen percent of respondents from the College of Engineering, Technology, and Management agree that they are being compensated competitively and 82 percent feel they are not being compensated competitively
- Sixteen percent of respondents from the College of Health, Arts, and Sciences agree that they are being compensated competitively and 84 percent feel they are not being compensated competitively

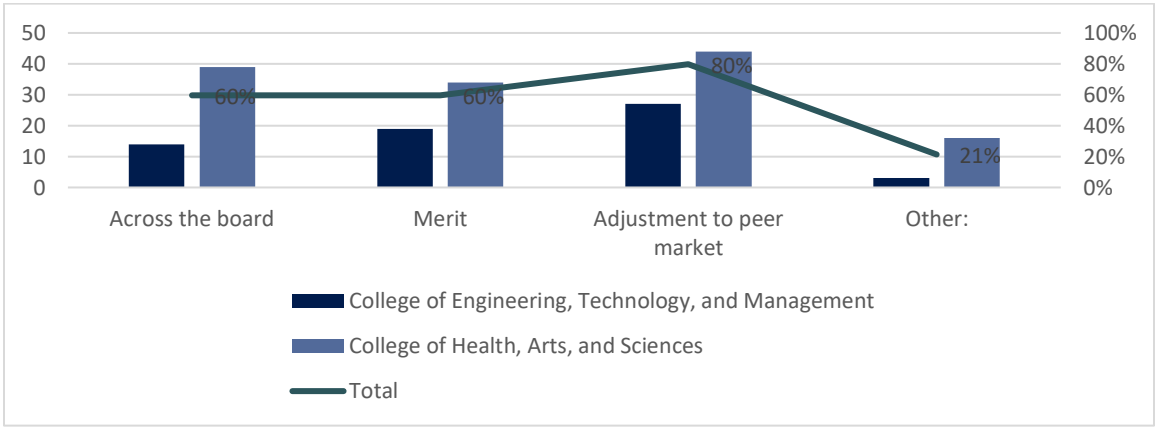
❖ **Gender**

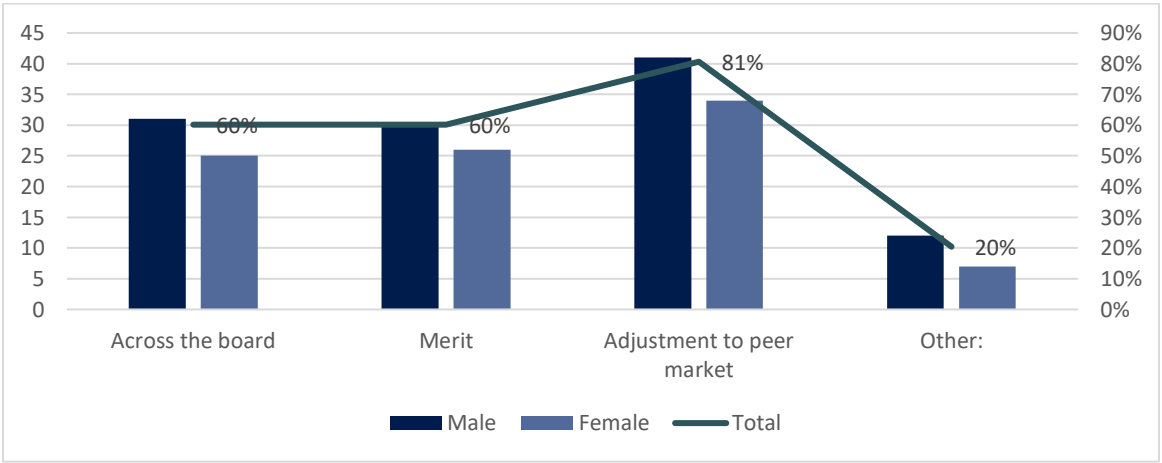
- Nine percent of males and nine percent of female respondents agree they are being compensated competitively compared to OIT's peers.
- Twenty-one percent of males and twenty-two percent of female respondents disagree they are being compensated competitively compared to OIT's peers.
- Twenty-three percent of males and fifteen percent of female respondents strongly disagree they are being compensated competitively with OIT's peers.

Question 12

"As OIT makes adjustments to base pay, how do you believe the funds should be distributed?" (Comments in **Appendix D**)







Question 12 - Analyses & Conclusions

"As OIT makes adjustments to base pay, how do you believe the funds should be distributed?" (Not Additive)

❖ **Rank**

- Professor
  - Nineteen percent would adjust pay to peer market, thirteen percent based on merit, sixteen percent across the board
- Associate Professor
  - Twenty-six percent would adjust pay to peer market, fourteen percent based on merit, twenty-five percent across the board
- Assistant Professor
  - Thirty-five percent would adjust pay to peer market, thirty-two percent based on merit, twenty percent across the board

❖ **College of Health, Arts, and Sciences**

- Forty-nine percent would adjust pay to peer market
- Forty-four percent would adjust pay across the board
- Thirty-eight percent would adjust pay based on merit

❖ **College of Engineering, Technology, and Management**

- Thirty percent would adjust pay to peer market
- Sixteen percent would adjust pay across the board
- Twenty-one percent would adjust pay based on merit

❖ **Male**

- Forty-four percent would adjust pay to peer market
- Thirty-two percent would adjust pay based on merit
- Thirty-three percent would adjust pay across the board

❖ **Female**

- Thirty-seven percent would adjust pay to peer market
- Twenty-eight percent would adjust pay based on merit
- Twenty-seven percent would adjust pay across the board

A:

QUESTION 9: "I believe that I am being compensated competitively among my peers based on rank, college, gender"

I am in an administrative position outside of my department so these questions don't fit my situation very well.
A male faculty member hired a year after me with the same amount of experience (Ph.D. And 1 year postdoc) was hired at over $1000/year starting salary above me. I brought this to my dept. heads attention and now I make the same as the male faculty, even though I have one more year experience at oit.
I teach because I believe in the value of the program for the development of the future workforce. I am also an adjunct for colleges outside of Oregon where I earn more than twice the pay offered at OIT.
Very large difference between Klamath Falls and Wilsonville salaries. The difference was reported to be 10%. This appears not to be true.
I don't think seniority or 'time in rank' is a good indication of a faculty members contribution to the success of the institute
Despite my PhD, publications, leadership of professional organizations, and service to the university, I have colleagues who earn more than me despot the lack of any of those factors. Because of the pedagogy require in my field to effectively teach skills, I also have colleagues who make tens of thousands more out of load than I do for the same effort or less
This is hard to estimate as salaries are fairly opaque. With a PhD and many years of research experience, my starting salary was far below comparative universities and positions. Furthermore, it seems that faculty in the medical oriented programs are making far more than other programs in the NS dept.
Only because my department chair went to bat for me when someone else made the same rank at a later year and received a significantly higher raise.
Compared to assistant rank at OIT, I am compensated well
dental hygiene educators at other local institutions make $15-$40,000 more annually.
I am in a STEM field that supports applied mathematics for engineering and I do not even make close to my engineering peers.
Among OIT peers, but not among peers at other institutions
Although I serve as a faculty not a Department Chair I complete large additional duties as a program director of a program that holds accredited.
To the extent that I am correctly interpreting the odd wording, I'm assuming I should agree. However, I have no idea what my peers get paid.
Only a fool believes everyone comes from the same mold and is destined to the same remuneration as others.
Natural Sciences is the largest department at OIT and has faculty on three campuses
While I am likely compensated competitively compared to my peers (associate professors) at OIT, I am not compensated competitively with my peers at similar teaching-focused institutions. There is compression of salaries in my department as floors have been developed over the years and used to hire new assistant professors, but not adjust salaries of associate or full professors. Market adjustments have not been sufficient to address this problem.
OIT compensation is at 87% of its comparator list of universities.
If I were in another department--and especially, if I were an ETM)--I would be paid more, even with a less advanced degree.

B:

"I believe I am compensated competitively among peers at OIT based on the discipline I teach."

Same inequality with Wilsonville staff.
I believe that my peers are underpaid, so stating that "I am compensated competitively among peers" is not all that relevant
Engineering is compensated well below private sector whereas other disciplines are paid comparatively to what they could get in private sector.
I'll choose "disagree" to even things out, because I have no idea. I don't know what others are paid.
I teach a variety of discipline; Human Anatomy and Physiology, Chemistry [on campus/online] and Clinical Laboratory Science
The engineering and management departments are compensated with the highest dollar amounts at the university. However, compared to others teaching in my discipline at other universities, I make comparatively little. So, while my compensation among peers at OIT may appear reasonable, it is not consistent with the market or peer institutions.
87% is not close to our peer group, and while there is a myth that living in Klamath Falls is inexpensive, it is a 109% of national average.
My discipline and my degree are significantly undervalued by OIT, as evidenced by how much more ETM faculty make even though engineering students cannot be professionally successful without strong written and oral communication skills. This is just one example.

C:

"I believe I am compensated competitively based on the discipline I teach relative to OIT's peers"

When we have faculty that leave for significantly more money it's hard to say that OIT is competitive
OIT is on the low end of the spectrum. Similar universities in the country start at >60K for a 9-month appointment.
Prior to the start of MGT's process, my discipline floor should have been raised based on comparative data.
We do not have a peer university that has an Applied Mathematics Department
This one I know. I'm about $22,000 below EE and ECE associate professors at other institutions.
I know of a peer university where I would have been making 30% more than I do at OIT.
As Oregon Tech has grown from an associates, to a baccalaureate, to a masters granting institution, the salaries have lagged, rather than lead the development. A forward-looking institution might offer competitive salaries to attract and retain talented faculty to support its development. Rather, Oregon Tech has consistently offered some of the lowest salaries for engineering disciplines, even targeting less than the mean for salary floors, and counting on other qualities of the school to attract and retain faculty. I regularly have faculty at other institutions question if we have unsuccessful searches because of our compensation and we often lose top candidates in the early stages of our searches because of the low compensation.
Please see my prior comments.
My understanding is that I/we (Natural Sciences faculty) are compensated at roughly 80% (83% is the figure I have heard) relative to our comparator institutions. I don't think this is "competitive compensation" (which I would say would be, perhaps, 95% or above, including above 100%)
While my discipline is undervalued and underpaid at many universities, OIT pays particularly poorly--I believe full-time faculty at our local community college (without PhDs) are even paid more than I am (with a PhD and tenure-track position).

D:

"As OIT makes adjustments to base pay, how do you believe the funds should be distributed?"

compression adjustments at junior level
While I understand that other disciplines have professionals that on average get paid more in their fields, it feels unfair to expect the same overall work and get paid significantly (ten thousand, for example) less than peers of equal time and rank here at OIT (regardless of discipline). At larger institutions, salaries are influenced by department expectations to bring money in through grant funding; we don't have that here.
While we all deserve more for the important work we do as faculty, there is also the concern of decreasing the pay disparity for those that are in the lower pay brackets. But merit should also be considered, such as educational qualifications (PhD vs Masters) and productivity (publications, grants, program development, outreach and partnerships).
Compression within departments
performance
case load/contact hours
Some peer market, some to erase compression, some across the board. Merit, for those who are actively engaged in the field through publishing and research, should also be a consideration.
Peer market, but need to ID the correct peer market
based on the amount of hours needed to get work done. Other departments don't have as much lab and clinic time so we have heavy contact hours.
Health side needs to be adjusted first
Some consideration of cost of living in the location that the person resides in is also reasonable.
My first choice is across the board; there are too many faculty in other departments who get paid far too little.
Time in rank
Pedigree & Merit
COLA
Presuming we started at floor, then by rank, degree held, and annual evaluation of performance. People with master's degrees--regardless of field--shouldn't be getting paid more than people with PhDs (unless the PhDs are not legitimate, I.e., from for-profit schools)

E:

Bringing online teaching in load
Merit
specialty courses (CFD)
All of the options should be addressed equally
Graduate level course pay
Developing partnerships with other institutions and agencies in the community, regions, state, country, and internationally as well as traditional academic markers of publishing and attaining grants
Online teaching compensation
ACP
COLA based on campus location
equivalent pay as compared to other teaching institutions in the same field of study
Distance Ed
Locality differential for faculty not in KFalls
Program outcomes. If the program graduates perform well on licensing exams compensation should be higher. If the attrition rate for the program is low compensation should be higher. If job placement is high compensation should be higher. If faculty have a calloused attitude regarding student achievement and fails them without means of remediation after they have attained a high debt load then the faculty have very little accountability and should receive less pay. Quality metrics that include student retention should be considered.
adjunct pay
ACP
Club advising, grant development
Equalizing and expanding professional development funds across departments, with a transparent allotment of money for each faculty member that rolls over so that faculty can save up for bigger opportunities rather than spending the money 'because it's there'

APPENDIX B:

N=50 PEER SCHOOLS RESULTS

Appendix B

N=50 Peer Schools

Institution	CUPA_Rank
Western Carolina University	1
Indiana University-Purdue University-Fort Wayne	2
University of Southern Indiana	3
Central Connecticut State University	4
Keene State College	5
Morehead State University	6
Boise State University	7
Armstrong State University	8
Western Kentucky University	9
The University of Texas at Tyler	10
University of Central Arkansas	11
Murray State University	12
Shepherd University	13
Southeast Missouri State University	14
University of Montevallo	15
Texas State University	16
University of Maine at Farmington	17
SUNY College at Brockport	18
Western Oregon University	19
Arkansas Tech University	20
Columbus State University	21
Minnesota State University Moorhead	22
Worcester State University	23
Northern Kentucky University	24
McNeese State University	25
Southern Utah University	26
University of Wisconsin-Stout	27
University of Massachusetts-Dartmouth	28
Winona State University	29
Florida Gulf Coast University	30
Minot State University	31
Fort Lewis College	32
Southwestern Oklahoma State University	33
University of Louisiana at Monroe	34
Arkansas State University-Main Campus	35
West Texas A & M University	36
Winthrop University	37
Youngstown State University	38
Adams State University	39
University of South Carolina-Aiken	40
Clayton State University	41
Francis Marion University	42
Texas A & M International University	43
Missouri Western State University	44
Nicholls State University	45
Metropolitan State University of Denver	46
Marshall University	47
Lander University	48
University of Michigan-Dearborn	49
Purdue University-Calumet Campus	50

APPENDIX C:

2-DIGIT CIP CODE SALARY'S BY PEER GROUP AND RANK

Appendix C

2 Digit CIP Code Salary's by Peer Group & Rank

CIP	N=25	N=50	N=296
[09.] COMMUNICATION, JOURNALISM AND RELATED PROGRAMS	**43732.5**	**60399**	**66186**
Professor		80631	93314
Assistant Professor	55788	54764	59124
Associate Professor	65194	64207	71032
Instructor		50476	48679
New Assistant Professor	53948	51917	58781
[14.] ENGINEERING	**52333.2**	**68864.6**	**91787.4**
Professor	101845	104933	129819
Assistant Professor	75699	77037	83856
Associate Professor	84122	85184	96796
Instructor			64668
New Assistant Professor		77169	83798
[15.] ENGINEERING TECHNOLOGIES AND ENGINEERING RELATED FIELDS	**48274**	**59614.4**	**73148.8**
Professor	94802	88612	96570
Assistant Professor	68168	67292	69099
Associate Professor	78400	76892	78250
Instructor			52747
New Assistant Professor		65276	69078
[24.] LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES		**25032.6**	**57249**
Assistant Professor		50202	60541
Associate Professor			72558
Instructor			
New Assistant Professor			60348
Professor		74961	92798
[27.] MATHEMATICS AND STATISTICS	**41207.6**	**60701.4**	**70315.2**
Professor	84265	81326	95654
Assistant Professor	57890	57304	65728
Associate Professor	63883	64670	73424
Instructor		45831	48789
New Assistant Professor		54376	67981
[30.] MULTI/INTERDISCIPLINARY STUDIES	**41983**	**44815**	**64297.6**
Assistant Professor	57054	58769	65609
Associate Professor	64764	70501	81596
Instructor			
New Assistant Professor			62319
Professor	88097	94805	111964
[42.] PSYCHOLOGY	**51706.8**	**50853.8**	**69102.6**
Professor	82509	80972	96191
Assistant Professor	55277	54799	61869
Associate Professor	66204	64565	72295
Instructor			52688
New Assistant Professor	54544	53933	62470
[51.] HEALTH PROFESSIONS AND RELATED PROGRAMS	**71632.6**	**69868.4**	**80303.2**
Professor	91552	89684	110450
Assistant Professor	63322	63041	70769
Associate Professor	73161	73434	84307
Instructor	64536	58534	64080
New Assistant Professor	65592	64649	71910
[52.] BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	**79837.2**	**93434.2**	**109269**
Professor	111248	109779	131712
Assistant Professor	94545	92733	109161
Associate Professor	98149	99460	113219
Instructor		69222	76446
New Assistant Professor	95244	95977	115807