

**Faculty Recommendations and Responses to FAT report on Uncompensated
Instructional Activities
January 8, 2013**

Faculty in the units were requested by their Senator(s) to provide recommendations and other constructive responses that respond to the FAT report on the status of policy and practice related to uncompensated instructional activities. Two colleges provided responses to this request.

Whitaker College of Engineering

Although some of the faculty members in engineering have liked some of the ideas presented in the report as possible ways to compensate faculty for the additional work, they still consider that those ideas will be difficult to implement at FGCU. In engineering, the uncompensated work will be, for now, more related to the independent studies with undergraduate students, since we still do not have the graduate program in place.

Nonetheless, in engineering, time release from courses, or the accumulation of credit time to eventually have one course release seems unrealistic at the present time, considering the shortage of faculty to teach the various courses.

Some faculty still consider that credits for independent studies and other uncompensated work could be used for some form of assistance to faculty members for their professional development, perhaps in the form of travel grants to conferences, seminars, or other professional activities related to either teaching or research.

College of Arts and Sciences

The Senate delegation from CAS provided the FAT report to CAS faculty and then conducted an online information gathering exercise that asked faculty to respond to the following query.

Faculty Affairs Team presented results of their analysis of the issue of uncompensated teaching. There documents are available on the faculty senate website (<http://www.fgcu.edu/FacultySenate/meetings.html>). Faculty Senate discussed and identified three areas of uncompensated teaching: Directed Independent Studies, Undergraduate Research Mentorship, and Graduate Thesis Supervision. These uncompensated teaching efforts are not handled consistently across all units at FGCU. Do you have any specific recommendations for dealing with these issues?

31 faculty members responded; their responses fell into 5 main categories.

Specific suggestions to compensate teaching that is presently uncompensated:

1. Calculate the % of FTE and compensate on a pro-rated basis as a stipend. Current calculations of time may not be accurate (e.g., one directed independent study with one student is not necessarily equal to a one-credit course with many students).
2. Faculty should be given the option of taking on these assignments, rather than it being assumed that they will do so, or that they have the time to do so. We need some form of compensation, even if it is only a small stipend. Faculty carrying an inordinate share of such uncompensated teaching activities should be given the alternative of a course release. These efforts should be, to the extent feasible and possible, rotated through the faculty of each department.
3. I think that we need to listen to the voices of faculty who make very clear that this is a growing problem affecting the quality of education provision as well as faculty morale. Several different models were laid out for how compensation for non-classroom teaching is dealt with at different institutions, and I would like to see the administration set up a joint faculty-administration committee to work out how to implement one of these models at FGCU.

4. I think that we need to provide 0.5 contact hours for each student supported by Directed Independent Studies, Undergraduate Research Mentorship, and Graduate Thesis Supervision.
5. Perhaps a resolution to demand compensation? They are certainly not listening at the bargaining table and have not been for years. If they have a fear, maybe it is being called out in public (but I doubt it). Maybe we should join forces with Student Government to form a joint resolution. Alternatively, we can demand a change to the mission and vision so we are not hypocrites.
6. Put all of these in the next (or a revised) CBA.
7. Some faculty members mentor a large number of students in these activities and this should be recognized either monetarily or in some form of course relief.
8. Stipends for all, no matter how small. It's the principle.
9. The accrual system for Directed Independent Studies (DIS) makes sense, whereby faculty who teach X number of DIS students are granted a reduction in teaching load for a semester.
10. The administration at FGCU should follow the best-practices of other SUS institutions in honoring and compensating one of the lowest-paid faculties in the state. The faculty on this campus is generally and consistently frustrated by the administration's arrogance and lack of action regarding this and a host of similar issues.
11. There needs to be a way to provide an equal weight for things. Meaning, if a person is advising and or for Communication (for instance) mentoring a couple of students for the internship then there needs to be a that this counts for a release of teaching and or some other teaching requirement
12. There should be a compensation for these activities (lighter course load, something like, "1 or 2 credit" credit based on the number of students to the respective faculty in his/her teaching load)
13. There should be a standardized University wide policy for all aspects of uncompensated teaching. The policy should provide either monetary compensation or course release time based on a equitable scale for each category.
14. This is probably redundant, but my recommendation would be to create a university-wide policy (without privileging certain disciplines) with regards to compensation for each of these particular areas. There needs to be an outline for each of these areas regarding how many hours are spent per week/month/semester, and the faculty member should be compensated accordingly, perhaps as an overload. Alternatively, each of these should be a stand-in for one course, or provide an opportunity for a firmly scheduled future course release.
15. We should get credit based on the number of students and number of credits students are registered for. If we cannot get fractions of a credit per semester, then add them up through several semesters until they are equivalent to a 3 or 4 credit course and give us 1 course release once we have accumulated those credits.

Suggests where we might look to find appropriate models of compensation:

1. Consistency across the university is only fair. How do other units compensate their faculty for any/all of these areas? Is there a trade-off, e.g., teaching load reduction, credit for scholarship/service on PDP, etc.? How does administration justify this disparity?
2. create or expand credit banking and award appropriate levels of compensation for these activities as partial-full course equivalents that instructor may redeem at future date tbd...
3. Why don't we look to other universities to see how compensation for this work is provided? No need to reinvent the wheel.

Recognize that compensation must be fairly allocated:

1. Department heads and College administration should agree on guidelines so that whatever policy is decided, it is applied fairly in all departments.
2. I'm not clear as to why internship supervision isn't included in this list if it's listed as a course in the curriculum. All teaching efforts should be compensated, by assigning

- course numbers and allowing those courses to count toward a faculty members' teaching load. That should be the standard practice, and Colleges that need to amend that practice should be required to justify that decision.
3. There needs to be a consistent, university-wide policy, which provides some sort of recognition for these efforts.

Recognize the need to compensate teaching that is presently uncompensated, without offering a specific suggestion:

1. I agree that it's a problem and should be handled consistently. But beyond that, no ideas.
2. no
3. No
4. Not at this time.
5. Not at this time.
6. Yes, individual faculty need to be compensated and recognized for these efforts. If we are doing extra work, than it needs to be acknowledged.

Identifies a distinction between different forms of uncompensated teaching, with the suggestion that some form warrant compensation but not others:

1. Any course such as directed independent studies or internships in which FGCU accepts tuition money from the student should result in compensation to faculty. Undergraduate research mentorship is by choice of each individual faculty and should faculty should not be compensated as FGCU does not collect tuition for these endeavors.
2. If we give contact hours for these type of teaching, how would we track them? Also, I favor finding a way to compensate the undergraduate mentoring before the graduate mentoring. There are more of us working with undergraduates due to a lack of comprehensive graduate programs.
3. It should be evaluated on an individual basis. In some subject areas this should be compensated and in others, maybe not
4. There cannot be a one-size fits all policy regarding this. Different fields of study requires different levels of mentorship (e.g. amount of time spent). In addition, different fields of study also have different costs associated with taking on a student mentee. I think those costs to the faculty (usually in terms of time spent looking for funding) should also be factored in because obviously, research monies do not grow on trees.