

**Faculty Senate Survey regarding
Uncompensated Teaching, Exam Schedule, and Student Resources Recommendation
21 September 2012
College of Arts and Sciences**

We received responses from 57 faculty members. Faculty responses varied with some individuals providing thoughts about each question with others limited their response to some of the questions.

Uncompensated Teaching

During an average week, how many hours do you engage in uncompensated teaching, e.g. mentoring undergraduate students, chairing or serving on graduate committees, teaching independent studies, facilitating honor's contract, etc.?

We received 55 responses. On average, faculty reported 4.7 hours a week of uncompensated teaching (median 3). However, responses were highly variable. Faculty reported anywhere between 0 hours of uncompensated teaching to as many as 15 – 20 hours of extra work a week.

Use the space below if you have any additional thoughts pertaining to uncompensated teaching.

We received 31 responses. Responses were also highly variable. Responses below are divided into categories to help navigate faculty insights. Please realize that some people comments fit into multiple categories.

1) Experiencing problems associated with uncompensated teaching.

- a) I do an enormous amount of uncompensated teaching, and it infuriates me. Last academic year, for example, I chaired 6 MA thesis committees, served on three additional committees, and taught five independent studies, in addition to more informal mentoring work with undergraduate and graduate students (including organizing student sessions at two on-campus conferences, and sending four additional students to conferences in other parts of the state). This year I am on sabbatical and receiving half pay, yet I am still chairing a thesis committee simply because there was no-one else in my program who would take the student on, and so my choice was either to tell her all the work she had completed to this point counted for nothing and that she needed to move to the non-thesis track, or continue to work with her myself in a year that is supposed to be purely for research. Mentoring thesis students, honors students and undergraduate research is critically important work, yet it leaves me feeling infuriated and bitter because it takes so much time, and my annual report will look exactly the same as my colleagues who avoid all of this (exceeding expectations in teaching is tied purely to what happens in the regularly assigned course load, which I think actually is perfectly appropriate, but means there is no real credit for this extra work). It especially upsets me that the response of the administration whenever this

issue is raised is always and repeatedly "just say no" - tell students you don't have the time to do this kind of work with them. Many of my colleagues do just that. But what does that mean in practice? It means that the burden of work that is absolutely ESSENTIAL to the institution and to student development falls on a smaller and smaller number of people who are aware of their responsibilities beyond their official contract to teach 9 credit hours per semester. And also, what does the leadership think will happen to graduate programs in particular if everyone says "no". In degree programs in which thesis work is an important component, thesis committee advising is essential to graduate student success. It is incredibly time consuming - a one hour meeting every week over at least two semesters to get the research project moving forward, time reading over draft segments as they come in, and then at least 15 hours near the end to read over the final drafts - often more than double this if lots of reworking is necessary. Masters students in history end up creating 100-150 page essays - translated to a typical undergraduate survey course where a typical writing assignment is 4-5 pages, this is like reviewing a full class of essays, yet this is all done unpaid, even though students are paying for credits in the normal way.

- b) Advising, mentoring, and helping students is fine, it is the lack of equity among compensation to individuals in departments that is bad. For instance some teach 150-180 students, but colleagues are awarded overload pay when they teach the same number of class credits at 87 or 90, or even THE SAME COURSES. Also, some faculty receive help with grading, yet they say that their assignments and assessments do not require a subject expert to look at them. Then why assign the work at all? Just use ANGEL for such things. Nor are most facet of soft money here at FGCU. We have few resources and when some become available, people do not have a chance to compete for them, the processes lack transparency for who is being compensated and who is not and for exactly what roles are perceived as teaching and what is "extra." Quality, transparency, equity, competition, and meritocracy should be guiding principles for additional compensation regarding teaching duties.
- c) During some semesters, I will devote as many as 10 hours per week for uncompensated teaching. The university makes very good money off of the independent studies I lead, and they involve intensive work in research and writing, especially for graduate-level independent studies and theses. For faculty who have 75% teaching contracts, which I have, this additional workload is a genuine additional burden. That there is no compensation for this work creates an unhealthy work environment.
- d) I am tired of being required to teach the exact number of hours of classes during the semester, without ever taking into account the extra hours spent on mentoring students research (including summers without any salary). Students register for independent research or senior research and they pay tuition for these credit hours, but faculty are not ever compensated for this. If we say that this institution supports and encourages undergraduate research we should actually do it. Unfortunately FGCU is not a well known institution. A degree from FGCU is not that valuable and for many of our

students the research experience we provide is the only way of increasing their chances of getting into graduate or professional schools after graduation.

- e) I find it exploitative that not only are we not compensated for this work in some way, but that we can't even report it on our annual FARs as part of our duties. I'm happy to participate and support this initiative in whatever way is helpful.
- f) I supervise TAs, do Directed Studies, and supervise Honors contract. The only one of these that I am compensated in any way for is the work for Honors.
- g) I teach directed study and there should be some form of compensation. If not through salary, maybe an additional course release or funds to purchase lab materials needed to engage students in the research process.
- h) I wonder if uncompensated teaching activities would be an issue if all of us were paid a decent salary. My salary is not even close to competitive with other universities' instructor salaries within my discipline.
- i) If the students are paying for research credits then the faculty should be compensated monetarily or it should be reflected in their teaching load.
- j) It is the position of UFF that faculty should not work for free. Time spent doing this sort of work is time taken away from other career enhancing activities. This uncompensated work is incredibly important to the development of students, and ought to be evidence for exceeding expectations in teaching evaluations.
- k) Supervising graduate students in thesis-based graduate programs requires a substantial time commitment on the part of the thesis advisor. The student's commitment is recognized through the successful completion of graduate thesis credits, yet the thesis advisor's effort goes largely overlooked as even graduate thesis credits are not assigned to the individual thesis advisor. These efforts are therefore completely uncredited to the faculty member serving as the thesis advisor and serve as a disincentive to taking on such responsibilities in the first place. We need to figure out an equitable, responsible, and accountable ways to recognize these important teaching efforts part of a graduate faculty member's normal assignment rather than being in addition to it.
- l) There is a disconnect between what those in the Instructor Corps are "required" to do and what we actually do. Many of us sit on multiple committees, advise RSOs and mentor students in ways that are "uncompensated." We do it out of our commitment to our students, and, while we are often told [contractually] we "don't have to" ... we know we would not truly be serving (or promoted) if we were not so enthusiastically involved. The idea of refusing to participate in crucial activities such as these has been circulated as a way of showing what we DO; none of us wants to withhold or deny students just to drive this point home. So, we serve in the shadows. We our do research and contribute

to scholarship that reflects well in the university ... on our own time. We recognize that we have little hope of recognition or remuneration in the current climate. Some of us would go so far as to say we tolerate oppression. And yet, we recognize and know which of our leaders fight for us. Thank you.

m) There should be no such thing.

2) Do not feel that uncompensated teaching is a legitimate concern.

- a) Mentoring has historically been a part of any academic's life. Teaching load is entirely different. One should be grateful for engagement with graduate students and advanced honor's students, or decline to work with them.
- b) I don't think uncompensated teaching is burdensome. My chairs have always told me it is up to my discretion whether or not to take it on, case by case. I consider it a privilege to serve on M.A. thesis committees, and it also becomes another entry on my CV. The average time I indicated above is over the long term, it varies to a greater or lesser amount from one semester to the next.
- c) Isn't this work an understood part of this job?
- d) It comes with the territory. Aren't we here for the students?

3) Reduced student engagement because of a lack of compensation.

- a) I have curtailed some of these uncompensated mentorship activities recently, simply because I do not have time to do everything. Because we do not have limitless time, we will have to come up with a system to release faculty from other responsibilities (most likely teaching or service) to allow them to serve as more engaged and effective mentors.
- b) I have reduced the number of students I work with for Senior and Independent research each semester as this is an uncompensated activity. Unfortunately, the students are the ones who ultimately suffer when faculty cut back on this. Other institutions have policies to provide compensation either as an overload credit or course release (based on a cumulative number of hours over time).
- c) I've had to cut back and have turned many students away due to lack of time and resources.
- d) This varies greatly by semester. Compared to past semesters, I have cut back significantly on supervising Internships and Independent Studies, specifically because I am not allowed to count these hours as teaching load.

4) Feel there are additional forms of uncompensated teaching.

- a) Also, if there is course development money it is never allocated on a meritocracy.
- b) Any future compensation for these activities, e.g. increase pay or load reduction, should be extended to Instructors that perform them as well.

5) Suggested solutions:

- a) I understand that paying for such classes simply isn't an option in this budget. But there must be other ways that this could be done - graduated credit towards a course release for example. Even recognition from the administration that this is a problem, and that they feel bad about it, instead of their current denial and insistence that everything is fine, would be a real bonus. I would like to see a systematic study conducted of what happens at other universities in the SUS, our aspiring peers, etc., so we can get a better measure of what kinds of strategies need to be introduced.
- b) favor course releases as appropriate compensation for faculty that mentor students in the above mentioned ways.
- c) I passed the following onto Patrick Green when he was spearheading this conversation in 2009 (!!). After making some inquiries about how other colleges/universities deal with independent studies, the consensus seems to be some kind of monetary compensation or accumulation of hours towards a course release, but far more generously than your initial draft proposal (\$75 per student; 45 hours for course release). The responses below come from a variety of institutions, and collectively illustrate more appropriate remuneration, especially in the cases of Master's theses and summer supervision of students. I suggest making a distinction between supervision of Master's theses and undergraduate independent studies, and we would need both since most of our programs are strictly undergraduate. I also suggest an increase in the remuneration proposed, and a decrease in the number of hours one would need for a course release (perhaps faculty could choose between these options). I like the idea of accumulating "research funds" as an additional option, perhaps especially for those who supervise graduate students. I hope these suggestions and examples are useful.
- d) If the administration won't compensate faculty for uncompensated teaching then we **MUST HAVE** the right to list it as service. As of now, I am not allowed to do so which is outrageous. I also thought that we might use uncompensated teaching as a qualifier for faculty who are seeking funding (PDF). (i.e., those who teach are not compensated for teaching should be considered more for funding) In any case, we need to document uncomp. teaching and find a way to appreciate those who do so.

- e) There might be some more creative ways besides direct \$\$ to compensate faculty for teaching. Here are some ideas: Lighter teaching load every 3 semesters based on the number of research student hrs. / independent study hrs. you have every semester. More travel funds to faculty that engage in undergraduate research/independent studies. More supply funds to faculty that engage in UG research/independent studies.
- f) We should set up a bank of teaching UG research credits and independent study. So for every 8 (or 6) credits of UG research we would get 1 credit of course release.

6) Additional Observations:

- a) My work in this area varies greatly by term; this term is lighter (probably only three hours per week), AND the students I am supervising in internship/ practicum are participating in research-related activities that are my research activities. Other terms I am helping graduate students with the data analysis for their research - which does not actually benefit my research agenda. Although these are all unpaid teaching related activities, I believe that it is more essential to compensate faculty for supervising theses, etc. where students are doing research for their personal research agenda and the faculty mentor is heavily supporting that effort.
- b) Question: Several activities which may fall into the category of "uncompensated teaching" are included as service components on my PDP. As a new faculty member, I assumed that this was normal practice. To what extent is this appropriate/inappropriate, and how do I find out?
- c) The amount of time I am engaged in uncompensated teaching ranges from week to week, but has been as high as 20 hours per week. I also spend many hours during the summer, spring break, and winter break on such tasks.
- d) Though I did put a zero above, I taught special topics graduate course to 1 student last summer (uncompensated; basically independent study), and I mentored 2 graduate students last spring.