

Uncompensated Teaching: Faculty Survey Report
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Context and Process

The Faculty Senate charged the Faculty Affairs Team with the task of exploring the status of uncompensated teaching activities that FGCU faculty engage in, examining related policies here and at other universities, and presenting our findings. Towards that end, the Team created a survey document requesting feedback from all full-time FGCU faculty and team members distributed it among their respective colleagues.

Source Materials

The findings reported here are based primarily on the Faculty Affairs Team's survey of FGCU university faculty (attached). The following colleges are included in our findings: CHP, COE, WCE, and CAS. We did not receive data from COB.

In addition, the Team considered relevant information gathered from three other sources: the feedback provided by Charles Gunnels, CAS Faculty Senate Representative, in response to a survey of conducted by the CAS faculty senate delegation within that college (attached); FGCU's 2010 UFF Workload Survey and Forum Results (attached); data available online from other American universities (embedded below).

In order to evaluate a diverse sampling of policies and models, the Team did not focus exclusively on Florida institutions, as there was insufficient data available for broad comparisons and models. Web links for nation-wide examples are included with each example noted. The CAS Faculty Senate poll and UFF Workload Survey are included as Addenda to this document. However, because these polls may duplicate results already gathered by FAT, we are submitting general results and representative comments in this report rather than specific numerical calculations.

FGCU faculty reported many different kinds of uncompensated teaching activities, so we will address each area separately below.

Independent Studies

Independent Studies provide students with an invaluable opportunity to develop individual projects, pursue specialized goals, and work closely with a faculty member. They are recommended by the Council on Undergraduate Research as one component in improving undergraduate research (for example, see their 2012 study, "Characteristics of Excellence in Undergraduate Research" (http://www.cur.org/assets/1/23/COEUR_final.pdf)).

FGCU does not have a university-wide policy on the number of Independent Studies that may be offered or for faculty compensation. While the need and commitment to offer Independent Study options varies widely across programs and colleges, assignment and compensation should be handled equitably for all faculty members. Some colleges need to address the reasons why their faculty is overloaded with independent studies. For example, problems arise when courses needed for graduation are not offered regularly enough to meet students' needs and faculty feel

obligated to assume this additional responsibility. Some even report having to offer an Independent Study during the summer because students needed the class and summer classes were cut back. Others recognize the importance of independent research for students and see few comparable opportunities for students as class sizes continue to increase. In all cases reported, faculty did not receive compensation, accumulate hours towards a future course release, or earn credit above the 75% teaching load allocation.

First, FGCU College Deans and Chairs, in conversation with faculty, need to address the specific scheduling and resource issues that are generating this problem. It is important to note that students pay full tuition for this instruction. Second, given the value of Independent Research and Study for students and FGCU's stated commitment to quality undergraduate research, FGCU should consider a range of options available for compensating faculty. Some institutions offer a course release after a designated number of approved Independent Studies, while others pay a percentage of a professor's salary or set up a "banking system" as explained below.

The following examples provide models for consideration.

Some institutions set a pay schedule for faculty teaching Independent Studies based on a percentage of the tuition the student pays for the course or on a pay scale.

- State College of Florida (Manatee-Sarasota) set up a specific pay scale depending on the number of level:
<http://www.scf.edu/Administration/HumanResources/JobDescriptionsSalarySchedules/FacultyLowerDivisionCompensation.asp>
- College of Central Florida's 2012-2013 Salary Schedule includes a specific stipend for Independent Study: "Faculty members who direct an Independent Study program for a student will receive a stipend of \$35.00 per semester hour for each such assignment."
http://www.cf.edu/departments/admin/hr/salary_schedule.pdf
- Nebraska State College System: "Faculty teaching correspondence, directed study, and independent study courses will be compensated at the rate of two-thirds (2/3) tuition assessed for each enrolled student."
<http://www.nscs.edu/Contracts/2011-2013%20SCEA%20Agreement%20Complete.pdf>
- University of Iowa "standard compensation is 1/9 of the faculty member's full-time academic year salary for a 3 semester hour course, prorated if the course is more or less than 3 semester hours."
<http://www.continuetolearn.uiowa.edu/facultysupport/instructorcomp/>
- University of Richmond: "The salary will be a percentage (usually 60%) of the per credit hour tuition paid for the course."
<http://spcs.richmond.edu/document/indstudy/guidelines.pdf>

Some public university systems have developed a clear set of guidelines for compensating faculty and clear limits and restrictions for regulating the quantity and quality of these offerings. A pre-approval process coordinated with the faculty member, student, and supervisor can limit offerings in accordance with scheduling, credentialing, research, or other program goals and circumstances.

- CUNY: "For every ten Independent Study courses that a faculty member teaches, three credits of released time will be granted".... "A faculty member may teach a maximum of

two Independent Study courses each fall and spring semester”... “No course that is scheduled to be offered by an academic department may be offered as an Independent Study course during that same semester, unless the course is required for the student to graduate and unless the regularly scheduled course is offered on such days or at such times that the student can under no circumstances attend.”

<http://inside.jjay.cuny.edu/compendium/assets/PDFs/US.003%20-%20Compensation%20for%20Independent%20Study%20Courses.pdf>

Many universities and colleges across the nation have established specific student contact or credit hours required in order to earn a course reduction:

- FIU Collective Bargaining: (c) Extra Compensation Appointments. “Extra compensation is defined as compensation for any duties (including work activities previously designated as overload) in excess of a full appointment (1.0 FTE). Available extra compensation appointments within the University shall be offered equitably and as appropriate to qualified employees in sufficient time to allow voluntary acceptance or rejection and are subject to the applicable provisions of the Salary Article in the BOT-UFF Agreement, except that during the summer term only, duties and responsibilities assigned by the University to an employee for non-credit generating activities that do not exceed the available established FTE for the position may be compensated through OPS, not Salary.”
- Penn State: “Directing 18 student credit hours of internships and/or independent studies is the equivalent to a one-credit reduction.... When a faculty member has directed 54 student credit hours of internships and/or independent studies, the faculty member is entitled to a 3-credit reduction in their teaching workload.”
<http://www.altoona.psu.edu/academic/compensation.php>
- CNU in Richmond, Virginia: Faculty Senate recommended the following in 2011: “a faculty member who accrues 45 credit hours of internship supervision or independent studies will be eligible for a 3-credit course reduction.”
<http://www.cnu.edu/facsen/current/3.18.11/InternIndStud.pdf>
- Fairfield University in Connecticut recommended a “banking system” whereby a faculty member who accrues a number of Independent Studies equaling the institution’s average seminar class size (at Fairfield that’s 15 units) is eligible for one 3-credit course reduction.
<http://www.faculty.fairfield.edu/cas/ASCC/REPORTS/CompensationIndepStudies/PsychologyTeachingEquityProposal.pdf>
- St. Ambrose in Iowa uses a mix of these options. For example, 2 Directed Study Units = 1 credit hour faculty work load (up to 2 credit hours per year); when a faculty member accumulates 3 credit hours, s/he can receive one course reassignment or monetary compensation (\$690 per one credit hour).
<http://www.sau.edu/Documents/Areas/College-of-Arts-and-Sciences/DIRECTED-STUDY-COMPENSATION-POLICY.pdf>

Dissertations and Masters Theses

This is clearly more of an issue in some colleges than others, as we have yet to offer graduate degrees in all programs. However, this issue will increasingly impact faculty across the university. Developing a policy now will avoid more widespread inequities later.

For example, in the COE the development of an Ed.D poses new challenges; CAS already has several graduate programs and is coping with increasing demands. One faculty reported overseeing as many as 5 thesis students in one semester equaling at least 40 hours of additional uncompensated work per term. Faculty reported an average of 2-3 hours per week, per student, with some putting in as much as 75 hours per semester and even 15 during summer when they were not receiving even a base salary. The examples provided above can serve as the basis for a university-wide policy in this area.

In addition, a study conducted this year by the University of West Florida found the following examples of university-wide policies/practices:

- a. One course load reduction for 5 completed dissertations
 - b. One course release for 9 completed thesis or 3 completed dissertations (or a combination thereof). Can bank for up to 2 years and request payment in lieu of course release.
 - c. One course release in any given semester for supervision of 3 thesis students or 1.5 PhD students (or a combination thereof).
 - d. One course release for every 15 thesis hours (program typically requires 6 thesis hours). Hours can be banked but policy cannot always be implemented. (See https://nautical.uwf.edu/files/org/GRADUATE/Thesis_Dissertation_Compensation.pdf)
- FIU's CBA includes this wording: "Faculty members, who are PhD dissertation Chairpersons, receive one course release after 2 chaired dissertations are completed."

Internships

This is another area that varies widely depending on the field, as some FGCU programs require internships while in others in optional and even rare. Here again other institutions have generated specific guidelines as noted above. At the very least, FGCU should develop an equitable way to handle internships as some programs have coordinators who help manage these while others leave it entirely to the individual faculty. This places an additional administrative burden on faculty that is most problematic in fields where internships are critical. Again, faculty overwhelmingly reported considerable hours of uncompensated labor in this area. In some fields, Internship opportunities are critical for student success and career preparation. These should be allocated the resources needed to support and encourage faculty who undertake this additional responsibility.

Concluding Remarks

1. Many faculty surveyed expressed gratitude at the team's effort to conduct the research and collect the findings in this report, as they felt that they were being asked to carry an increasingly heavy workload due to Independent Studies, internships, and graduate theses. Others serve as directors of certificate programs, conduct extensive field work with students, or oversee accreditation without compensation. Several expressed concern over faculty morale as a result; others noted that Independent Studies are sometimes the only option for students and thus must be offered despite the additional burden that these place on many faculty members.
2. We found no coherent implementation of overloads, contact hour credits or policies among the different programs and colleges at FGCU.

3. Some faculty expressed frustration over the lack of any substantive action in response to previous surveys of this kind. For example, one noted 2010 UFF Workload Survey Report.
4. Several faculty members remarked that they have had to reduce their mentoring activities in Independent Studies, internships, and theses because of the lack of any acknowledgement, credit, or compensation despite the accompanying increase in class sizes and committee service. This can affect FGCU's ability to achieve critical goals in a range of areas, including student and faculty retention efforts, STEM research, undergraduate collaborative research and learning, student career and graduate school preparation, and graduate program development.
5. Many faculty members acknowledge the tremendous educational value that independent research, internships, and graduate theses represent for students. But without equitable compensation, the burden will only increase for a smaller number of faculty willing or able to assume these additional duties.