Compensation as a Strategic Imperative

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Overview

- Compensation Baseline
- Another Alternative
- Ratio of Tenure, Tenure-Track Faculty
- Rise of Adjuncts
- Implications of Fairness
## Compensation Baseline

<table>
<thead>
<tr>
<th>Department Model</th>
<th>Faculty Compensation Model</th>
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<td>Rubric</td>
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<td>Push</td>
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<tr>
<td>50% - 50%</td>
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Department Compensation Models

- Department push model
  - 100% residuals (profits) to the Dean’s Office
  - Mandate from the Dean
  - No department compensation
  - For the good of the college
Department Compensation Models

- Residual Split Model (50% - 50%)
  - Residuals are split 50% - 50% between Dean’s Office and the home department
  - Considerately more palatable
  - Departments began asking why Dean’s Office was getting anything at all!
    - Lack of appreciation for supporting administration and college strategic initiatives
Department Compensation Models

- Pull model
  - 100% residual to the departments
  - Imposed minor 10% fee for support of college strategic initiatives
  - Created a department source of revenue above general funds
  - Created a true “pull” effect; as departments became accustomed to residuals
Faculty Compensation Models

- Rubric – weighted criteria
  - Years of applicable experience
  - Rank
  - Scholarship
  - Teaching
  - Etc...

- Created fairness... but,
  - sand throwing over which scholarly items, degrees, make of cars... were worth more than others...
Faculty Compensation Models

- Fixed Rate
  - No more quibbling over subtleties
  - Average of all compensation paid based on monthly rate by rank
  - But,
    - More senior in rank felt slighted
    - Less senior approved and viewed others as non-deserving
Faculty Compensation Models

- ProSTAR handed over the compensation of faculty to the faculty member’s home department
- Compensation became department specific
- A contract between the department head and the participating faculty member
By This Time

<table>
<thead>
<tr>
<th>Department Model</th>
<th>Rubric</th>
<th>Fixed</th>
<th>Department Determined</th>
<th>College-Wide Model</th>
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<td>Next Model ?</td>
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We were here

All is well?
Alternative Model(s)

- There are no standard models for compensating instructors for teaching in CPD programs.
  - Even within institutions models vary.
- Models vary according to program mode (credit, non-credit, regular faculty, hired instructors, etc.) and institutional culture.

Input from University of Florida, Iowa State University, Purdue University
Alternative Model(s)

- Flat fees and/or revenue sharing.
  - $ to instructor but not department
  - $ to department but not instructor
  - $ to department and instructor
- Compensation as instructor salary.
- Compensation as incentive funds.
Some Trends are Emerging

- Incentives are necessary for online teaching.
- Institutions provide (cash) incentives for online course creation.
  - Incentives vary from $1.5k to $9k per course
- On-going payments/incentives for in-load online teaching are difficult to defend.
- Overload payments should be consistent with institutional policy.
Ratio of Tenure, Tenure-Track Faculty

Tenure, Tenure-Track Faculty Represent 67% of Total Full-Time Instructors
Utilization of Adjunct Faculty

- 3% of U.S. population holds (non-professional) Doctorate degrees (9,450,000)
- 2.5% of doctorate degree holders are unemployed (236,250)
- Focus on cost containment and availability make extensive use of part-time adjunct faculty

Implications of Fairness

- Inconsistent pay practices
- Lack of benefits
- Lack of job security
- Resurgence of unionization
  - Down this path before - Lessons from industrialization period in U.S. history
Increase in Full-Time Non-TT Employment