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### **Faculty compensation models literature review summaries:**

1) **Summary of study by Green, Alejandro & Brown:** *The Retention of Experienced Faculty in Online Distance Education Programs: Understanding Factors that Impact their Involvement*  
<http://www.irrodl.org/index.php/irrodl/article/viewArticle/683/1279>

The object of the study was to determine the factors that affect faculty decisions about their involvement in teaching DE courses. Four groups were studied: (1) tenured, (2) tenure-track, (3) full-time non-tenured/fixed term, and (4) part-time/adjunct. One major issue of program success is faculty turnover, particularly among part-time, adjunct faculty. Faculty turnover is costly, because it often involves course adaptation and redevelopment, faculty training, and increased staff support, all of which can impact the reputation of the institution's DE program.

This study provides a detailed summary of prior studies focusing on factors that influence faculty to teach online distance education courses.

#### Results:

Detailed results and findings for each of the four groups studied are presented. When all groups are considered as a whole, the following factors were listed:

- Motivating factors:
  - flexible working conditions (82.22%), opportunity to use technology (71.11%), opportunity to share knowledge with others (70.37%), intellectual challenge (67.41%), career development/advancement (58.52%), and opportunity to gain teaching experience (54.81%)
- Discouraging factors:
  - time commitment (54.07%), insufficient compensation (48.89%), workload (48.15%), lack of institutional support (43.70%)
- Encouraging factors:
  - continuous training provided by the university (73.33%), fair financial compensation in comparison to workload (72.59%), increased institutional support (71.85%), opportunity to assist with course/program development (71.85%), and mentoring from veteran distance education instructors (51.85%).

A list of detailed implications and recommendations for future direction was also included.

2) **Summary of Inside Higher Ed news article 12/21/10, *Spare the Rod, Pay the Prof***

[http://www.insidehighered.com/news/2010/12/21/university\\_of\\_kentucky\\_rewards\\_professors\\_for\\_teaching\\_online](http://www.insidehighered.com/news/2010/12/21/university_of_kentucky_rewards_professors_for_teaching_online)

Only for courses developed for last summer's program, the University of Kentucky tried a new model to encourage professors to create online courses. Rather than mandating from on high, the university offered to share tuition revenues with colleges and departments. Colleges got to keep 50-60 percent of what the university made in tuition revenue from the online students enrolled in the summer programs.

In the College of Arts and Sciences, professors, who are not generally given bonuses for developing new courses, were offered \$5,000 to adapt a course to online. Officials there say it is working. Biology, Kentucky's leading major, put the most courses online last summer, but the anthropology, sociology, philosophy, geography, and modern and classical languages departments all took the opportunity to create online courses, 20 altogether from these departments, and each department netted about \$20,000. They will be able to use that additional cash on travel, speakers, and department events. They are planning more than 40 courses next summer.

Kentucky currently is limiting the revenue-sharing program to summer courses (which enroll mostly traditional students who are already enrolled at the university), though it is "cautiously" looking to bring it into the fall and spring semesters. The goal of the online push is to give Kentucky students extra opportunities to complete crucial courses they might have failed or skipped during the fall or spring; hence the university is especially encouraging faculty to adapt "bottleneck" courses — i.e., courses students need to pass to advance along a degree path.

**3) Summary of Distance-Educator.com's 2004 interview with CEO of UMassOnline**  
<http://www.umassonline.net/news/65.html>

The interview indicates UMass pays their faculty extra for teaching online courses. UMassOnline has been on a growth path, both in terms of revenue and enrollments. For the academic year just concluded, our online course enrollments grew by 32% and our revenue from these courses by 39%. I attribute (growth) largely to two factors: great teamwork and bringing the right products to the marketplace.

UMassOnline offered to reimburse each campus 20% of their continuing education director's salary in recognition of their contributions to the entire online learning enterprise. In addition, UMassOnline pays additional compensation to many of our faculty who teach online courses.

UMassOnline has a very small, but tremendously dedicated, core of five individuals who work very effectively with one another and their campus counterparts. I think that there is broad recognition across the University that this team brings a great deal of "value-add" to the table. They have competencies and areas of focus such as the marketing of e-learning programs, academic and faculty dimensions of e-learning, and supporting the related technology infrastructure that no single UMass campus could afford to duplicate.

The second growth factor involves being attuned to and aligned with the marketplace. UMassOnline has made central investment decisions in developing high quality online programs that address the demands and needs of online learners. There first has to be a well-defined market that matches with an area of academic strength on one or more of our campuses.

On the future of distance education: Over the next five years, it would not surprise me at all to see the term "distance education" fade or morph into "distributed education" or perhaps simply "education." As the technologies that support distance education mature and become more widely embraced, the focus on the tools and the geographic distance at which they are utilized is likely to decrease. Our fascination with the web as an exciting new medium for learning and collaboration will most likely give way to seeing it as a common utility that people make use of routinely. I suspect that a steadily increasing share of the continuous learning requirements of mid-career professionals will take place at a distance, but the novelty of this will have subsided and acceptance of it will be broad.

#### **4) Summary of Missouri State's FAQs about teaching online (dealing with compensation incentives)**

[http://msas.missouristate.edu/33848.htm#Can I receive financial support for developing a distance education course](http://msas.missouristate.edu/33848.htm#Can_I_receive_financial_support_for_developing_a_distance_education_course)

**Can I earn more by teaching at a distance?** Yes. How much more you can earn depends on which distance education format you use. For example, if you are teaching a course online you receive \$55.00 per student enrolled in the course. If you teach a course with 25 students you will receive a gross supplemental payment of \$1,375.00.

**Can I receive financial support for developing a distance education course?** Yes. For example, if you are developing a course to be taught completely online you will receive release time for in load development OR a gross payment of \$2400.00.00 during the fall or spring if you are developing the course on an overload basis. If you develop during the summer, you receive the \$2400.00 directly because there is no overload paid during the summer.

**What is in it for my department?** There are also incentives to encourage departments to support participation in online instruction. First, during the fall or spring semesters when you teach a course online, your department is paid \$2400.00 if you are teaching it as part of your regular load. If you are teaching the course out-of-load, the \$2400.00.00 is paid to you as supplemental income. If you teach your online course in-load, your department can bank the \$2400.00. The money cannot be paid back to you as income but it can be used to support educational travel, computer equipment, office supplies, research, graduate assistants etc. Some departments choose to set the funds aside for use by the online faculty member who taught online. Other departments set them aside for use by all faculty within the department. Many online faculty are teaching their courses in-load in an effort to help generate revenue for their departments.

5) **Summary of AAUP's Sample Policy and Contract language (dealing with compensation incentives)**

<http://www.aaup.org/AAUP/issues/DE/sampleDE.htm>

AAUP's Sample Policy and Contract language outlines the following areas:

- General Definitions
- Academic Freedom
- Working Conditions
- Workload; including Compensation, Appointment & Evaluation
  - **Compensation.** Courses taught via distance education may be included as part of the faculty member's regular load, or may constitute an overload, or a combination of both. Faculty members teaching a course utilizing distance education technology for the first time shall be provided course load reductions to properly prepare the course. This reduction should be provided prior to the offering of the course, and may be supplemented with an additional reduction during the first term the course is taught. Acceptance of these reductions constitutes agreement to teach two additional sections of the course over the next three terms. However, if after the course has been taught for the first time the administration or the department deems (for academic, financial, or other reasons) that it is not viable/practicable to teach it again using the distance education format, the faculty member shall be relieved of this obligation.
- Technical Support
- Intellectual Property
- Miscellaneous
  - **Tuition & Fees.** Appropriate tuition and fees should be charged for a distance-education course to assure that a department or college is not losing money. The tuition and fees charged for a distance-education course shall be set by the administration taking into consideration the added cost of this teaching format. No department or college shall incur any additional financial expenses for offering a course via the distance-education format.