

**Faculty Compensation Committee Report
3/25/2016**

Co-Chairs: Arlene Barry, Sara Wilson

Members:

Susan King, HSES, (2018)

Robert Schwaller, History, (2018)

Arlene Barry, Curriculum & Teaching (2017)

Sara Wilson, Mechanical Engineering (2017)

John Keating, Economics (2016)

Jorge Perez, Spanish & Portuguese (2016)

Ex-officio member, Mary Lee Hummer, Vice Provost, Faculty Development

Specific charge #1, Review the KU furlough policies and any implementation plans that may arise in the coming fiscal year. Make report and, if necessary, recommendations to FacEx by 12/1/2015

The furlough policies are available:

<http://policy.ku.edu/chancellor/furlough-authorization-policy>

and

<http://policy.ku.edu/provost/furlough-temp-salary-reduction-policy>

The first policy states that the Chancellor has authorized the Provost (on the Lawrence campus) to implement a furlough when necessary. A furlough can reduce salary or hours for hourly-paid staff, faculty and student employees either temporarily or permanently. It could be mandated for a specific time or be voluntary leaves without pay. The second policy goes into more detail about furloughs. They could be in response to state budget cuts or loss of research funding (for those whose salary is funded by research dollars). For the former, furlough cuts would be weighted towards those with higher base salaries. There is also flexibility on the timing of the furlough leave.

The committee doesn't see anything that they would recommend to change here at this time. Furloughs are generally bad for employee morale and should be a last ditch option. Our understanding is that there is no consideration of furloughs at this time.

Specific charge #2, Continue to work with the office of the Provost to implement an expanded tuition assistance policy. The Office of the Provost responded to this charge in the following manner through Christopher Stoppel:

"About tuition assistance for the faculty and staff dependents, the idea has the support of Diane Goddard (VP for Admin & Finance), but based on the current budget and funding climate, does not have financial support. I believe in the future when the finances are on more stable grounds, this has a good chance of being reviewed and approved. For FY2016 and FY2017, there is little chance of this being approved and funded."

-Specific charge #3, Continue to monitor the intellectual property issues and faculty compensation provided to support the development and offering of online courses. For

information on this request, I was directed to the office of Sara Rosen, Senior Vice Provost for Academic Affairs. A response was received from her office through Aileen Ball:

"By contract with Everspring, the University maintains the intellectual property of all course content and institution materials. This includes all course content, and all materials provided by the institution. Everspring owns the service platform and any templates they created. KU's intellectual property policy applies." That policy states:

For purposes of the University Intellectual Property Policy, the phrase "mediated courseware" means: course materials that (1) enable instructors to rely exclusively or substantially on non-classroom contact hours for instruction, 2) make extensive use of technology, including but not limited to video conferencing, streaming media, and similar technologies and (3) potentially could permit students from other institutions to access courses offered by the University of Kansas upon payment of a specified fee. The phrase "mediated courseware" does not include course material prepared by an instructor that makes use of the Internet for delivery or presentation, unless all of the above criteria are met.

The University shall have limited ownership or control rights for mediated courseware as specified below:

1. **Self-initiated mediated courseware.** When employees develop mediated courseware without specific direction by the University, unless otherwise agreed, the ownership of the courseware shall remain with the employee. Normally, no royalty, rent or other consideration shall be paid to the employee when that mediated courseware is used for instruction at the University and such mediated courseware shall not be used or modified without the consent of the creator(s). The mediated courseware shall not be sold, leased, rented or otherwise used in a manner that competes in a substantial way with the for-credit offering of the University unless that transaction has received the approval of the Provost and Executive Vice Chancellor. Should approval be granted to offer the course outside of the University, the creator shall reimburse the University for substantial use of institutional resources from revenues derived from the transaction offering the course.
2. **Institution-directed mediated courseware.** When the University specifically directs the creation of mediated courseware by assigning one or more employees to develop the mediated courseware and supplies them with materials and time to develop the mediated courseware, the resulting mediated courseware belongs to the University and the University shall have the right to revise it and decide who will utilize the mediated courseware in instruction. The University may specifically agree to share revenues and control rights with the employee.

Additionally, Rosen's office indicated that "At this time all units working with an outside partner are working with Everspring. Currently for online programs, Education and Business are working with Everspring; CLAS and Journalism have created online programs without partnering with a third party."

Requests were made to OIRP in the fall of 2015 for additional information on specifics of hybrid and fully online courses. Gwen Bohling, from OIRP provided data that have been summarized as follows:

Hybrid and Online Courses Taught at KU During Fall, 2015, by Mode, School or College and Academic Rank

1. Total enrollment by Instructional Mode, Fall 2015

The number of KU students served by hybrid and online courses has increased +significantly since 2013.

Mode	Total # of Students		Total # Courses
	2013-2014	Fall 2015	Fall 2015
Hybrid	102	2739	53
Online	246	3849	110

2. Total Enrollment by School or College:

The College of Liberal Arts and Sciences, School of Business and School of Education provide the greatest amount of instruction via online and hybrid modes.

School/College	Hybrid			Online			Total Students
	Student 2013-2014	Student Fall 2015	Courses Fall 2015	Student 2013-2014	Student Fall 2015	Courses (Fall 2015)	Hybrid and Online for Fall 2015
College of Lib. Arts and Sciences	17	1450	11	133	2765	74	4215
School of Architecture	0	0	0	3	20	2	20
School of Business	10	428	6	6	355	4	783
School of Education	18	221	12	49	399	12	620
School of Engineering	1	0	0	1	0	0	0
School of Journalism	12	193	5	6	0	0	193
School of Law	0	0	0	0	0	0	0
School of Music	0	0	0	13	275	8	275
School of Pharmacy	1	0	0	33	25	9	25
School of Social Welfare	43	447	19	2	10	1	457
Total	102	2,739	53	246	3,849	110	6,590

3. Total Enrollment By Rank, Fall 2015

GTA's and Lecturers teach the largest numbers of students using hybrid and online modes.

Academic Rank	Hybrid	Online	Total
Full Professor	222	499	721
Associate	313	491	804
Assistant	48	77	125
Lecturer	616	1714	2330
Specialist	16	44	60
GTA	1499	969	2468
Other	25	55	80

Finally, "Compensation to faculty members for developing and/or teaching online courses, and any other course development activity is managed locally with each school/college dean and/or department chairs." Therefore requests were made to each Dean for information on faculty compensation for hybrid and online course development. Responses were as follow:

Compensation for Faculty for Development of Hybrid and Online Courses Taught at the University of Kansas, as Reported by Deans in 2015-2016

School or College	Hybrid	Online
College of Liberal Arts and Sciences	None	<p>Three models:</p> <ul style="list-style-type: none"> •<i>Most common</i>-One course release for one course developed •Overload payment, typically \$3,500 •Faculty develops course on own with no compensation & no shared intellectual property
School of Architecture	No response	---
School of Business	None	Faculty option for either receipt of \$8,000 or one course release
School of Education	<p>Variable. Support provided for development of hybrid that will end up fully online. May include course release, pay for Technology Camp, assistance from Design Studio, etc.</p>	<ul style="list-style-type: none"> •\$3,500 for 3-credit course •\$7,000-\$15,000 for badge/certificate program, depending on number of courses •\$40,000-\$50,000 for full degree program, depending on number of courses
School of Engineering	No response	---
School of Journalism	Support for both have been dependent on course development funds. These tended to go to early adopters.	Variable. May include summer research dollars, travel to workshops, etc.
School of Law	As per American Bar Ass. & Ass. of American Law School limitations, no hybrid or online courses are conducted for law school credit	
School of Music	No course release or compensation for either.	
School of Pharmacy		<ul style="list-style-type: none"> •Entire curriculum for Pharm. D. is synchronous online, therefore no special compensation •Grad programs like M.S. in Pharm. Chem. use asynchronous online & receive variable compensation via summer salary
School of Social Welfare	No response	---

-Specific charge #4, Continue to work with OIRP to obtain quantitative analysis of faculty salary compression by school and libraries. Report to FacEx by 12/1/2015

Using data from OIRP in available reports, we have the following analysis of faculty salaries:

KU faculty salaries (on average) have risen in the last 15 years with a dip between 2009 and 2011 during the recession (Figure 1). Adjusting for inflation, faculty salaries (on average) have risen \$13,712 (in today's dollars) over the past 15 years. However, comparisons with peer institutions suggest that KU, on average, is not keeping up with the faculty marketplace. From a peak in 2009, faculty salary has decreased relative to other Midwest institutions, our peer institution comparison group, and an AAU 16 member comparison group (Figure 2). All three of these comparisons show that KU salaries are between 89-97% of other universities. In particular, KU faculty salaries are below our aspirational peers in the AAU.

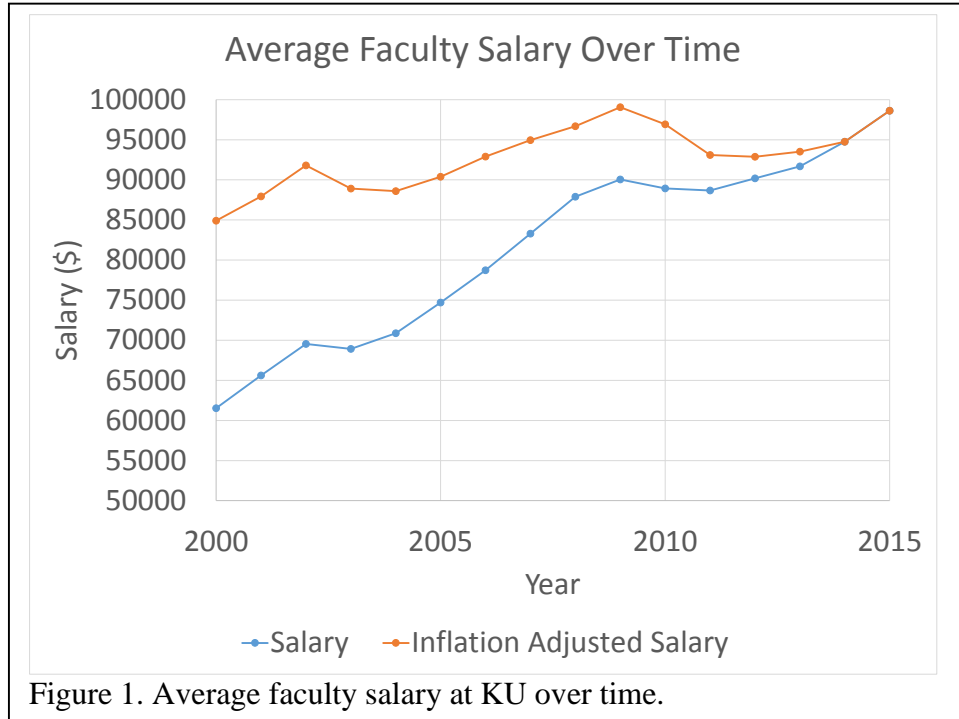


Figure 1. Average faculty salary at KU over time.

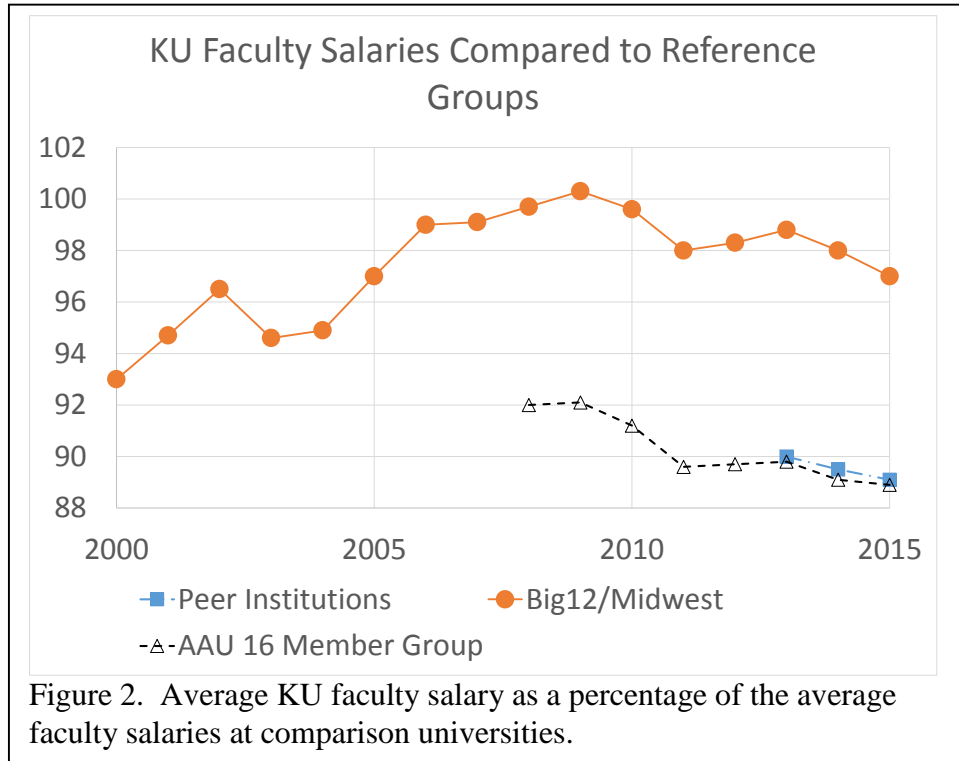


Figure 2. Average KU faculty salary as a percentage of the average faculty salaries at comparison universities.

Examining these data by rank, we found that the different faculty ranks have, for the most part tracked in parallel with full professors rising slightly faster than assistant and associate professors (Figure 3). These patterns are also observed when the salaries are adjusted for inflation (Figure 4). These data suggest that, in aggregate, faculty compression is not much of an issue, although associate professors have been growing at a slightly lower rate than the other ranks in the last 5 years. Further work is needed to examine this data within schools and/or disciplines. These data also do not include salaries within the libraries.

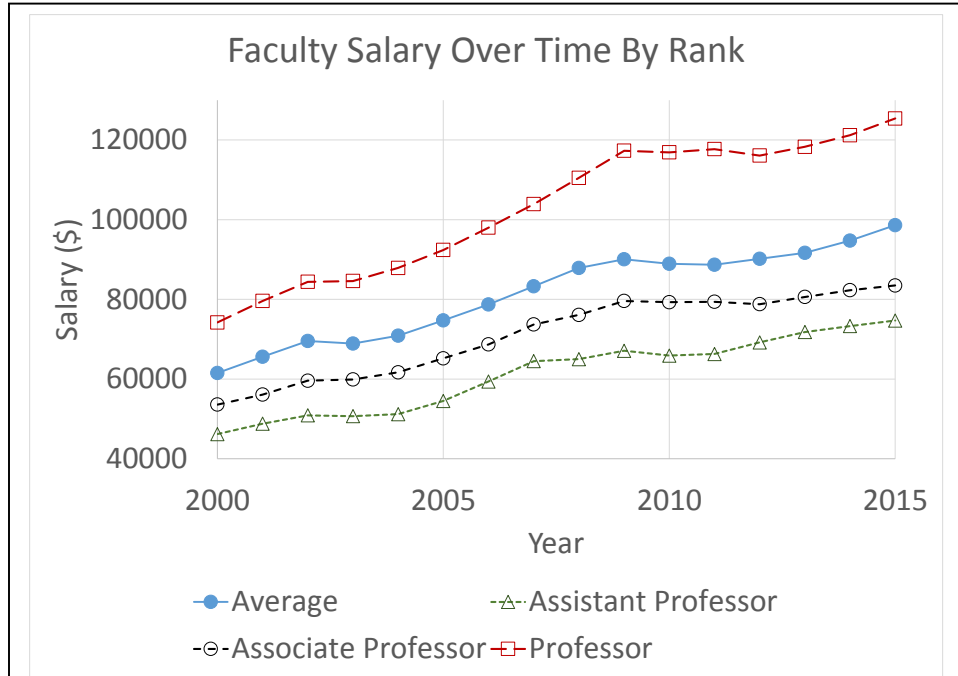


Figure 3. Average faculty salary by faculty rank.

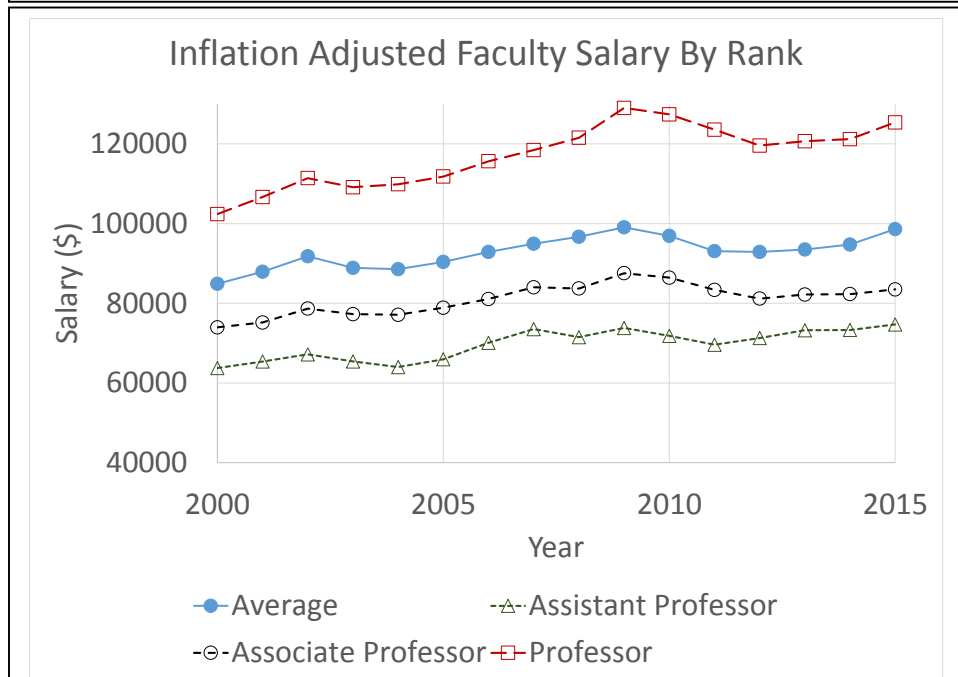
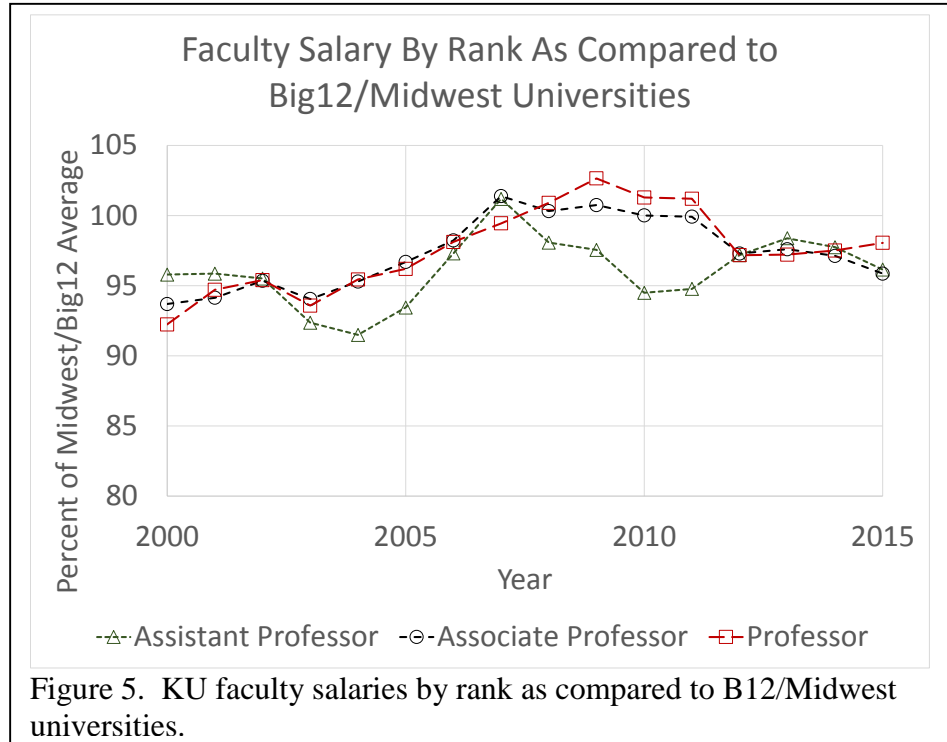


Figure 4. Average faculty salary by faculty rank when adjusted for inflation.

For the various faculty levels we can also make comparisons with other universities. Examining other universities with in the Midwest (which was formally B12 universities in OIRP's classification), KU faculty salaries at all levels reached parity with these institutions in 2007. Since that time there has been a relative decline, first in assistant professors and then in the other ranks, reflecting a slight loss in competitiveness in faculty salaries at KU. Again, these data are aggregated and do not reflect differences between schools and disciplines or salaries for those within the libraries.



Issues of equality in race, ethnicity and gender are also important considerations that are not examined in this data. To examine differences within these categories, it will be important to have school/discipline breakdowns in order to assess confounding variables. One can look at overall numbers of faculty by gender, race, and ethnicity and compare those values to state census data (Table 1). From this table it is clear that several groups are underrepresented relative to their populations, particularly at the full professor level.

Numbers of faculty (in percent of the whole) for race/ethnic/gender groups

	Lecturers	Assistant	Associate	Full	State of Kansas
Women	56.3	44.3	40.4	24.7	50.2
American Indian/ Alaskan Native	0.2	0.8	1.2	0.5	1.2
Asian	5.0	13.5	11.7	8.2	2.8
Black	2.4	3.8	4.3	2.9	6.3
Hispanic	3.5	4.6	3.8	2.9	11.4
White	85.7	61.2	75.8	85.5	86.8
2+ races	1.7	2.5	2.6	0.0	2.8
Non resident alien	1.5	13.5	0.5	0.0	

State numbers pulled from Census data