

Summer Salary Context University of Oklahoma Research Council

The following context is provided in support of a discussion by the University of Oklahoma's Norman Campus Research Council regarding summer salary and providing funds through the Research Council to support this research need as a budget item.

From the Faculty Handbook about Faculty Responsibilities:

Above all else, the University exists for learning and scholarship of a breadth and depth that result in excellence in all of the University's major missions: teaching, research and creative/scholarly activity, and professional and University service and public outreach. Each academic unit has an obligation to contribute to each of the missions of the University. Faculty members play a central role in the realization of these missions and fulfill the obligations of the academic unit by contributing their unique expertise and competence. Decisions regarding tenure, promotions, and salary increases are based upon an assessment of the faculty member's performance and contributions to the total mission of the University.

Departments define tenure and promotion and evaluation guidelines and looking across a sample of 30 departments, no departments require teaching, research, or service beyond the 9-month contract. If we assume that no 9-month contracted faculty member is required to work during 3 summer months, then if they provide effort/work during those months, they could be compensated. The content that follows provides a comparison of summer effort across 3 common faculty activities: teaching, research, and service.

Example Faculty Member:

100% of his/her time (note: for this example, we assume a 40 hour work week on a 9-month contract) =
40% is dedicated to teaching
40% is dedicated to research
20% is dedicated to service

All of these activities are compensated by the faculty member's salary during the 9-month contract.

For example, if the faculty member receives \$80,000 per year in annual salary, then that salary can be thought of in a few ways:

1/9th (or one month) of the salary is \$8,889
40% of that salary is \$32,000
20% of that salary is \$16,000

In a 40 hour work week, with the percentage of time split as given above,

- 16 hours per week are spent teaching (e.g., 2 courses, 3 hours per week per course in the classroom, some amount of time in office hours, class preparation, grading, etc.)
- 16 hours per week are spent conducting research/working on scholarship and creative activity (e.g., there is great variety here but most faculty work on more than one project at a time; students are often engaged in the research and require supervision; data collection; writing publications; meeting with collaborators; traveling to promote research/creative activity; giving performances; writing proposals; time for thinking; time for being creative; communicating research to various audiences, including the public, etc.)
- 8 hours per week are spent on service (e.g., serving on committees within the department and/or university; professional society involvement; supporting students; being an ambassador for the University; attending talks and visits from colleagues outside of your area, etc.)

Examples of effort over and above expectations for annual compensation for a 9-month contract

If a faculty member becomes the chair of a department/director of a school or program, additional compensation is received (e.g., 2/9th salary per year additional stipend for assuming administrative duties). If a faculty member becomes the director of undergraduate advising in his/her department, additional compensation is received. Both of these are examples of service over and above what is expected by the 20% effort for service included in the annual salary.

If a faculty member takes on additional teaching, additional compensation is received (e.g., \$5,000 per semester). If a faculty member teaches in the summer, additional compensation is received (unless some other negotiation has occurred). Both of these are examples of teaching responsibilities over and above what is expected by the 40% effort included in the annual salary.

If a faculty member is able to handle 2-4 projects as part of his/her 40% research effort (for example; time is often a limitation) and will be adding additional projects (which have real, tangible, and concrete activities: executing new ideas, new funding, new students, new supervisory requirements, new obligations for completing work on time and on budget, etc.), then one can justifiably argue for additional compensation. One example would be to buy out of teaching (course release) to enable more time to complete the new research projects. This compensation goes to the department to enable an adjunct or some other adjustment to be made for the loss of that course (the money does not go into the pocket of the faculty member, which is different from the teaching and service examples above).

Another example would be using time in the summer (instead of buying out of courses to find more time in the 40 hour work week in the 9-month academic year) to complete the new research projects. These new research projects are over and above what is expected by the 40% effort included in the annual salary. In addition, the summer months are uncompensated by the annual salary for a 9-month contract. Therefore, to complete new projects during a time when a faculty member is uncompensated by the University, compensation could be justified (just like teaching in the summer).

From the faculty handbook regarding individuals on 12-month appointments and teaching:
Extra compensation from the University clearly is inappropriate for administrators and staff members with full-time appointments. An adjustment in FTE appointment may be made to account for time spent teaching. On a case-by-case basis, exceptions may be approved if the course is taught in the evenings or on weekends. Requests for exceptions should be forwarded through the departmental chair and college dean to the Office of the Senior Vice President and Provost.

Possible arguments regarding summer compensation for teaching, service, research:

	Teaching	Service	Research
Benefits to students	Teaching in the summer provides courses to students (who are paying for them) who might not be able to take them during the AY	Services available to students when they need them (e.g., advising)	Research performed in the summer can allow students to participate when they may have greater availability in their schedules
Benefits to the University	Being able to provide courses in the summer allows access for students and provides additional revenue to the University	Providing service in the summer (departmental service, exceptional service) benefits the recipients of that service and keeps the university running day to day	Research doesn't necessarily only happen during the academic year – some research has to occur over the summer (e.g., field work; extended analyses; longitudinal studies, etc.)
Benefits to the individual	Teaching over the summer provides additional income, professional development, and teaching experience (not an exhaustive list of benefits)	Providing service has many benefits, but professionally can help with networking, learning from others, increasing social and relational skills, etc. (not an exhaustive list)	Conducting research, discovery and creating new knowledge – all contribute to the broader knowledge base; professional and career advancement; prestige and recognition, etc. (not an exhaustive list)

Fairness – accessibility/ limitations to receiving compensation	Do all departments allow all faculty to choose whether or not they teach in the summer? Are there enough courses offered in the summer to enable all faculty who want to teach to teach?	There are usually far more service opportunities than there are faculty to provide service but sometimes desired positions/ committees are not available. How is fairness determined here? Very few service activities are compensated (at least at the local level)	Research projects are often defined by the individual and individuals have significant input on determining what is feasible. Not all research areas can receive funds from external sources but OU’s Research Council levels the playing field and opens accessibility to summer compensation for all feasible research/scholarship
Faculty do this activity anyway (see the statement from the faculty handbook on page 1 of this document)	Faculty are required to teach during the academic year but not required to teach over the summer. How many faculty volunteer (no compensation) to teach over the summer?	Faculty are required to perform some service and are usually not compensated during the academic year. Not many service opportunities are compensated (see above).	Faculty are required to produce some scholarship according to promotion and tenure/evaluation guidelines. This scholarship production is compensated during the 9-month contract but if it needs to be produced during the 3 summer months, why shouldn’t it be compensated?
Compensation as commitment	If a faculty member volunteers to teach, is it really a priority?	If a faculty member volunteers to do service, is it really a priority?	If a faculty member volunteers to do research, is it really a priority?
Use of State funds	Students pay tuition and fees to take classes in the summer and these funds pay the salary of the instructor. State funds pay for the facilities, utilities, and other resources.	To keep the institution running day to day, some faculty need to continue to serve the institution during the summer. The institution sometimes supports this through compensation.	Continuity of research/scholarship production is sometimes necessary during the summer and when it is, compensation can be justified.
Disciplinary cultures	Disciplines differ in terms of what an acceptable teaching load is, what are acceptable service requirements and needs and what is acceptable for supporting research (e.g., provision of space, equipment, supplies, materials, personnel, etc.). Supporting research needs broadly enables sharing of effective practices across disciplines, which could positively impact cultures.		