

## College of Pharmacy Faculty Compensation and Revenue Plan

Online and hybrid programs are self-supporting in nature. The financial modeling process aids in determining the feasibility of creating a program, along with other items such as market research to determine what the market needs and how much they will pay for it. The model includes program revenues and program expenses, which may include any and/or all of the following: faculty compensation, course production/instructional designer costs, student support costs and marketing costs. University fees (10% of gross revenue) are also included as an expense along with the Purdue University Online fee (10% of gross revenue) and the College fee (5% of gross revenue). The College will retain all net revenue (gross revenue less all expenses and fees) to fund strategic initiatives and as a part of the budget request process that the departments coordinate annually, inclusive of additional faculty compensation for course development based upon its recurring net revenue.

Faculty are key in creating, developing, and maintaining online programs and should be compensated for their role. As noted above, faculty compensation is built into each program's budget/financial model – the parameters of which are outlined below as the suggested guideline.

First, it may be helpful to define the various course options to be created by faculty that determine the faculty compensation. Purdue University Online instructional design support is available to assist faculty with creation of a course and provide alternatives for ways to present the content, inclusive of a variety of technology options.

The funds for developing online/hybrid courses will need to be supported by the program and not by the College or the Department.

- ***New course development, for credit or non-credit\****, is defined as the design and build of all units utilizing the current learning management system, Brightspace. New course development may include, but is not limited to the following:
  - Developing learning objectives and strategies
  - Creating and grading assessments
  - Creating rubrics
  - Developing instructional framing
  - Developing discussion boards
  - Creating videos
  - Developing the course syllabus
  
- ***Redesign of a course*** is defined as a course that already exists in a face-to-face or online format. Faculty will make updates and changes to the existing curriculum, which alleviates the need for faculty to start from scratch to build the course. Redesign of a course may include, but is not limited to the following:
  - Revising series
  - Updating textbooks and reading materials
  - Developing additional instructional creatives
  - Fixing broken links

***\*Non-credit courses*** can be any length from just a few hours of engagement to the same length of engagement as a credit course. Typically, a certificate is associated with these

courses. Depending on the length and the effort by faculty, the final compensation for development may vary from each non-credit course.

Following is an overview of the financial model for faculty who create/redesign online programming.

1. Faculty/Staff Compensation Model. The College of Pharmacy seeks to incentivize faculty to develop and teach online courses.
  - Participation in online development and instruction should be defined as either “in-load” (i.e., part of regular teaching assignments), “out of load” (which are governed by the University Overload Compensation Policy), or summer instruction.
  - Out-of-load or summer compensation can take the form of either “salary days” or university discretionary accounts – subject to College/University policy.
  - The compensation model will be calculated based on daily compensation rates of the faculty member’s current salary.
  - All values below are based on using credit hours for a semester-based academic calendar.
  - i. For course development/creation:
    - a. 7 days/credit hour for graduate or professional program courses.
    - b. 5 days/credit hour for other online courses.
    - c. The College will consider additional compensation to a faculty member who developed a course based on recurring net revenue from the course as agreed upon by the Dean and Dept Head, not to exceed 5% of net revenue. Approval is at the discretion of the Dean.

ii. For course instruction and/or refresh: Undergraduate or non-credit courses (per credit hour)

Student Enrollment	Compensation
10-35	\$1200
35-45	\$1400
45+	\$1600

Graduate or Professional Program courses (per credit hour)

Student Enrollment	Compensation
10-35	\$1500
35-45	\$1750
45+	\$2000

Utilizing the information and tables above that define the parameters for course development, as well as course instruction and/or refresh, below is an EXAMPLE of a faculty compensation model:

- If a faculty member earning an AY salary of \$90,000 creates a 3 credit 800-level course and teaches it one time to an enrollment of 40 students, the faculty member would receive:
  - Course creation - Daily compensation rate =  $(90,000 \times 0.02778)$  [weekly rate as percent of AY salary]/5 workdays per week = \$500.04 daily pay rate x 21 (7 days x 3 credit hours) = \$10,500.84

- Course instruction - \$1750/credit hour x 3 credits = \$5,250
  - Total: \$10,500.84 + \$5,250 = \$15,750.84
- In the case of for credit courses with enrollment less than 10 students, compensation will be pre-negotiated with the faculty member using the Online Course Development Agreement and/or the course will be cancelled.

Any faculty member interested in creating an online course, for credit or non-credit, can contact our Purdue University Online Administrative Lead, Marlene Heeg, mheeg@purdue.edu.

## PUO Team Roles and Responsibilities

### **CoP Administrative Lead: (Marlene Heeg, Senior Managing Director, Online and Hybrid Programs)**

The CoP Administrative lead serves as the initial point of contact for the college for all professional, continuing, online educational activities. This position maintains academic relationship management with deans, department heads, and faculty. This position works closely with the CoP Faculty Lead to grow sustainable, quality online programs and to develop an infrastructure to support online and hybrid programming.

### **Student Services Team - Advisor**

This position supports student needs, including advising and on-boarding for assigned programs by interfacing with students on a day-to-day basis.

**Senior Program Specialist** This position supports programmatic needs for assigned programs by interfacing with faculty program coordinators. This position is responsible for day-to-day programmatic logistics, reporting, and managing the program in an administrative, behind the scenes role. (LDT and C&I masters programs)

### **Online Operations and Project Specialist**

PUO operations and project specialists play the behind-the-scenes role to support the student experience through learner aid in the registration process as well as support throughout the course.

### **Instructional Designer**

The Instructional Designer (ID) offers guidance in the creation of authentic and compelling learning experiences for students, identifies opportunities to effectively leverage technology to highlight the most critical course content, reviews and edits course content both from an instructional and student perspective. The instructional designer will help oversee the agreed upon schedule for course development and interact closely with faculty to make sure learning objectives are met.