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Findings Summary for UoP

Management admitted to their many perks and generous benefits, especially before financial downturn of the company forced their staff reduction. What the “enrollment counselor” employee comments show is that even after Department of Education (DOE) regulations took effect in 2011, which prohibited a policy of pay depending on higher recruitment numbers, the emphasis on enrollment numbers continued quite noticeably. Several managerial complaints are noted, stating that they can’t motivate their staff without direct pay incentives for enrollment numbers, so clearly the DOE mandate was adopted in formal policy. Yet, over 25 comments about sales-orientation shows that managers tried to adopt other ways to encourage high enrollment numbers. This may have been acceptable to upper management because middle managers could be scapegoated in the event of further DOE scrutiny. These comments show that the pressure for high enrollments was not isolated to a few middle managers deciding to use high pressure tactics to boost their own team. It was system-wide and handed down by upper management. In the timeline, we see a period when middle managers are still giving covert pay-related signals to ensure enrollments, such as “you’re lucky to have a job.” We see this also in the middle managers giving advice to upper managers not to give “double messages.”

After reading the ground-level enrollment employee comments, admissions managers sounded as if the majority must be intentionally isolating themselves in their privileged positions, pressuring employees to put in long hours while the managers enjoy leisurely work with plenty of time off and a substantial set of perks and benefits. A comment not included in the dataset because it was earlier than the date range is still revealing of the administration’s goals:

but the CEO is still claiming huge growth in years to come, how does the company make up for that? By counting scheduled students as enrollments for their report without ever actually having those students start. There is one problem. Smart investors can look at organizations financial statements and tell if they are losing money. So how does UOP make up the money difference in the accounting department? 2 ways. First, it decreases the pay of its employee workforce and (for years) violated AZ and Federal Overtime law by making overtime mandatory but refusing to pay employees overtime wages. A quick search online will reveal the lawsuit filed by the AZ Dept of Labor last year and the \$10 Million settle UOP had to pay. 10 Million? Sounds like a lot right? Not when you consider the amount it saves over the last 20 years by not paying overtime wages. Somewhere in the 100 million mark. Wonder how they were able to grow so rapidly? (B phoenix, 2005, para. 11-13).

In contrast, in reading the manager’s comments, they appear to see themselves as salespeople who believe in their product and believe that they are helping people gain access to a rewarding degree. They are offering opportunity through online convenience, and by lower admissions standards, they are reaching out to those who are marginalized and otherwise would not have the opportunity for a degree. At their position, many may not have been aware that the level of support for the students they enrolled would be inadequate.

Jul 30, 2014. Former Finance Manager full-time (More than 3 years). Pros: University of Phoenix offers a great product for working adults. The value proposition is truly life changing for people who do not have the flexibility to go to a full time bachelor or graduate program. Offer terrific support for students, great tuition benefits to employees, and work/life balance is good. Cons: Many people in senior leadership have not worked anywhere else, as a result, the ideas for growth are stagnant and lack proper execution. Advice to management: Consider hiring more people with outside experience and place them in leadership positions. Capitalize on diverse experience and experiences.

Some managers praise the organization for being student-focused. The manager quoted above notes “terrific support for students,” which was true for helping students thru the financial aid process, while not so much for academic or technology support. Once enrolled, students are left to sink or swim, as evidenced by an on-time online graduation rate of only 5% (Lewin, 2010). Faculty has high workload and low pay, giving them little incentive or ability to adequately support students.

The enrollment staff may have been initially somewhat unaware of the debt-burden consequences to many students (while the employees have tuition benefits), or they may believe that those who end up disadvantaged by their attempt at an online degree must have caused their difficulties themselves through poor choices. Some managers reported the declines within their organization as due to various management strategies unrelated to the core profit motive that resulted in poor education quality and thus poor reputation. Ironically, the manager commenter quoted above recommends the strategy that ground-level workers criticize, that of hiring managers from offices who don't know the particular challenges of their particular location. Some bemoaned the loss of pay-for performance structure; while others complained that administration reduced the managerial staff (during economic decline, they were unable to maintain an over-staffed middle management). Others appear to recognize the drive for profits as excessive and not a way to promote the students' best interests long-term. It appears that promotion was used as an incentive for employees to meet high enrollment numbers, which probably accounts for the over-staffing of middle-management, which thinned quickly when enrollments dropped.

Apparently, as a result of above-average tuition and fees combined with less investment in student support services after enrollment, "Eight of the 10 schools whose students had the most total debt in 2014 were for-profit institutions, led by the University of Phoenix with \$36 million" (Puzzanghera, 2015, para. 8).

It seems from employee comments that the organization tried to adapt to the government mandate and shift focus to student needs and retention. To illustrate, there were comments from managers that "they don't really seem to know what to do to help the university to succeed in this new environment. They throw a lot of things out there and hope they stick, but there isn't a lot of follow through or real commitment to initiatives" (Jan 6, 2013). The shift in focus was unsuccessful, perhaps partly because of damaged reputation and a decreasing pool of potential students, as noted by employees. Another possibility was that as the leadership was profit-motivated, they didn't know how to operate on a basis that spoke to anything beside profit-motivation. Even if they had hired new leadership with a long-term perspective for a high-quality education, their audience of middle managers was a profit-oriented one, promoted for their enrollments not for concern to make student experience better. They were looking to get higher up in the pay scale, or just pay their bills, as were the students. It was a sort of pyramid scheme. Comments indicate that by the time the DOE mandates came, the company had already lost any socially motivated employees, who complained that the better quality programs were being cut, because those brought in less profit and thus weren't as valued. One ending quote shows the disrespect of one student toward a school seen as offering not education, but only the appearance needed for a pay raise:

July 14, 2008. ...class itself was a complete joke....This year I need 45 more contact hours for a pay raise (a big one at that). UofPee to the rescue! One more joke of a class and I get my pay raise. By the way, a continuing ed class at a real university (like Harvard if they offer them there) is worth the same 45 hours to our school dept. Unfortunately, I can't go through with it. Not because I have morals--I don't. The UofPee screwed me on billing again, double billing me for this joke of a class, not holding my credit card for 60 days like they said they would and a few other things that made it impossible to keep going. Too bad they are unethical. If they were just a joke I'd take the class. Unfortunately being an unethical joke is over the line even for a scumbag like me. (Disgruntled, 2008).

Background

University of Phoenix started online classes in 1989. It is a publicly traded corporation, but announced in February 2016 a decision to become private rather than corporate (Kieler, 2016). The University of Phoenix spent per student approximately \$880 more in profit than it did on student instruction (ForProfitU, n.d., para. 6).

The dataset from online sources is organized below in categories. See the Methods section for details. Where numerous comments support the same ideas, unique elements are underlined for emphasis. Comments are in chronological order within the category sections.

Higher Expenditure on Marketing

Wikipedia notes that Apollo Group, University of Phoenix's parent company, spends between \$376 million and \$655 million per year on advertising and marketing, which includes the University of Phoenix brand. Employees in departments of enrollment and financial aid (helping students get thru the financial aid process without hassle) received good pay and many benefits during the period of growth. General “pros” mentioned by managers (especially in earlier comments) include the following: “Salaries for most positions are competitive,” “Benefits are good including tuition waiver (undergrad) and assistance (graduate + post-grad),” in Fall 2014 one mentioned “52% discount on your education and \$5250 in fees waived annually. Tuition waived at BA level,” “spousal tuition, upward mobility, “large organization with a lot of potential for movement into other departments,” “professional development opportunities offered for no additional cost,” “great database management tools and continuous trainings for employees interested vertical advancement,” team environment, good people, “helping students,” “nice campus and offices,” “401K and great PTO,” “Amazing amounts of vacation earned” sick time, “time flexibility is great,” healthcare, “beautiful work facilities,” “covered parking, access to gym, discounts on various products.”

Mar 19, 2016. Former Market Manager full-time (More than 8 years)... They pay really well. (Glassdoor.com) [Note. This is to contrast pay and benefits of marketing staff with teaching staff who report low pay.]

May 18, 2016. Current Senior International Enrollment Advisor full-time (More than 10 years). Pay is great, and benefits are good. (Glassdoor.com)

Sales-orientation

May 21, 2010. Current Employee - Senior Enrollment Advisor more than 5 yrs. Pros: Positive work environment, plenty of support from co-workers on up. All most all upper management started as enrollment advisor, therefore they have a tremendous understanding of my position plus I think it benefits our students in the type of service they receive. (Glassdoor.com)

Dec 20, 2010. Current Senior Enrollment Advisor. Cons: Sales position, don't care about employees (Glassdoor.com)

Mar 1, 2011. Former Senior Enrollment Advisor. The DOE was starting to crack down on methods of enrollment. ...Starting to get hit with layoffs and government sanctions for enrollment and use of Financial Aid.

Jul 12, 2012. Current Senior Enrollment full-time 6 years.

Pros: The company went thru a plethora of changes within the last 2 years....this was an incredible place to work, with sense of camaraderie, as well as opportunities to move up and to other parts of Apollo group.

Cons: ...incentive and promotional matrix was taken away, and replaced with now 3 different programs which have had good points, but ended up leaving growth stagnant. (Glassdoor.com)

Aug 17, 2012. Former Senior Enrollment Advisor full-time (More than 5 years). Pros: all the support in the right team. I was a top producer that doubled my salary (until the pay changed due to DOE) in 4 years I was making \$62,200 made Senior and loved it! If you are motivated, love a challenge, and team work- this is the place for you. (Glassdoor.com)

Feb 27, 2013. Current Enrollment Manager full-time (More than 5 years). Advice to management: ...Keep investing in and taking care of enrollment folks...they, after all, drive the business. (Glassdoor.com)

Oct 10, 2013. Former Enrollment Manager full-time (More than 5 years). Advice to management: Take away pay-for-performance pay structure. (Glassdoor.com)

Dec 31, 2013. Current Enrollment Manager full-time (More than 5 years). Advice to management: Make your decisions based on numbers. Closing profitable campuses and keeping non-profitable ones open makes no sense. (Glassdoor.com)

Jan 29, 2014. Former Finance Counselor full-time (More than 3 years). Cons: There is a lot of emphasis on sales, regarding of the position in which you get hired. Even a finance counselor is expected to recruit new students and boost the bottom line. Advice to management: Let people focus on their area of expertise. not everyone is comfortable being salespeople. (Glassdoor.com)

Feb 13, 2014. Current Manager full-time (More than a year). Pros: Nice people, regular hours, nice office. Cons: Too much emphasis on the bottom line. Use way too many contractors and never hire them. Advice to management: stop taking advantage of people. (Glassdoor.com)

Apr 21, 2014. Former Operations Manager full-time (More than 8 years). Cons: ...when I left, they had a policy to not give Exceeds Expectations on performance reviews except in extreme circumstances, so--no raises. ... Advice to management: It is possible the company is doing the right thing by closing campuses and pairing down, because it is pretty obvious their rapid expansion has hurt the university. I would like to see more focus on academics and not so much on the "business" of academics. (Glassdoor.com)

Jun 5, 2014. Former Enrollment full-time (More than 3 years). Cons: Company reputation, Senior leadership doesn't necessarily practice what they preach. Advice to management: Shift the philosophy to align actions with what is in the best interest of the students and employees instead of what is best for the bottom line. Ultimately, doing what is best for the students and employees will improve the bottom line in an ethical manner and avoid the controversy that has been chasing Apollo Group & University of Phoenix for decades. (Glassdoor.com)

Aug 18, 2014. Current Senior Enrollment Advisor full-time (More than 3 years). Cons: The University struggles to put their employees over the stockholder interest. There is no work life balance...As an enrollment advisor, you do a lot of cold calling and sometimes you feel like you work at a call center. The pay is not comparable to the job and degree requirements. (Glassdoor.com)

Sep 2, 2014. Former Senior Enrollment full-time (More than 3 years). Cons: Strong sales environment despite behavior based performance management. ...The organization makes all decisions with profitability as the primary motivator. (Glassdoor.com)

Jun 24, 2015. Current Senior Enrollment Advisor full-time (More than 8 years). Cons: ...a call center work environment and hours, management wants "human, personal" calls with potential clients done in "robotic, mindless" fashion... (Glassdoor.com)

Jul 7, 2015. Former Executive Enrollment Representative/Manager. (More than 10 years). Recognized monthly in awards events in performing above expectations....Schedule is based on tenure and performance, making it difficult for newer employees to get a preferred schedule. No potential to get raises based on performance (Glassdoor.com)

[Note. The above quote shows adherence to government mandate to not link pay with enrollment numbers. It also indicates alternative efforts used to boost enrollments, which also included in general “stress,” “micromanages,” “displays failing for all to see,” “uneven promotions and pay differentials between male and female employees,” “one-on-one coaching.”]

Jul 13, 2015. Current Enrollment Manager full-time (More than 8 years). ...Advice to Management: Be honest and stop sending mixed messages about enrollment goals. (Glassdoor.com)

Jul 30, 2015. Former Enrollment Manager. Advice to management: Go back to caring about your student and helping them be successful. Care about your employees and culture. Oh, and maybe stop being a publicly traded company so you stop worrying about how shareholders will react to your business decisions and focus on your students!!! (Glassdoor.com)

Sep 23, 2015. Former Senior Enrollment full-time (More than 5 years). Pros: Great training, good entry level sales techniques, breaks down barriers to continue your career in other fields...I worked with very ethical advisors who tried their best to always do right by their students and the school. Cons: ...This is a sales job, not college admissions. If you don't think that you can be on the phone for 8 hours a day and make outbound calls to strangers, this probably isn't for you. Advice to management: Don't lay 900 people off then come out with a slogan "Let's get to work." (Glassdoor.com)

Aug 19, 2015. Current Enrollment Manager full-time (More than 5 years). Cons: Unrealistic expectations for enrollment reps based on their geographic area. (Glassdoor.com)

Aug 22, 2015. Current Enrollment Manager (More than 5 years). Cons: government restrictions, downsizing, re-organizing, limits... (Glassdoor.com)

Nov 12, 2015. Current Manager of Enrollment (More than a year). Cons: Sometimes the upper executive level does not clearly define the path we are on and/or their goals do not seem to match up to those goals at the enrollment level. (Glassdoor.com)

Feb 20, 2016. Former Department Manager. with such a heavy focus on growth, student support/success did not always appear to be the main focus (Glassdoor.com)

Mar 5, 2016. Former Enrollment Manager. It seems like middle management is more concerned on new enrollment than employee well being. (Glassdoor.com)

Mar 19, 2016. Former Market Manager full-time (More than 8 years)...The sales aspect is constantly being "remanaged" and most of the time the newer managers act like they are selling cars - not helping students. (Glassdoor.com)

Jun 7, 2016. Former Senior Enrollment full-time (More than 5 years). Cons: ...not quality students, more like telemarketing sales. Advice to management: Stick to the basics... Education. (Glassdoor.com)

Predatory Lending (disregard readiness)

Several quotes indicated low admissions standards. This would be acceptable if appropriate supports were in place to make up for the lack of readiness. Aggressive recruitment paired with easy loans and low admissions standards and low student support is the recipe for predatory lending. The following quote is an indication of new university administration's recognition of the need to assess student readiness.

Mar 17, 2016. Former Enrollment Manager full-time (More than 5 years)...Apollo group just sold off the school The new campaign... 3 week trial and placement tests put in place to increase retention. (Glassdoor.com)

One past enrollment advisor, who reports working at UoP three years, reported names of several senior managers who promoted predatory lending. This is past the year cutoff used for the glassdoor employee comments, but it adds unique information. This past employee defended the organization in several respects, but divulged unethical financial practices including the following: “Yes, advisors are trained to lie and manipulate. I did this training myself they call it the AMOPS process. It is a technique used to manipulate leads into buying a product. Yes, advisors are paid off of the number of enrollments. It's called the Matrix; they changed it in 2004 to look more in line with requirements of the DOE. This led to a record number of pay decreases across the board, a record turn over rate for employees, and a mass exodus of their top advisors” (B phoenix, 2005, para. 18).

Government Reprobation on Finances

Mar 1, 2011. Former Senior Enrollment Advisor. The DOE was starting to crack down on methods of enrollment. (Glassdoor.com)

A “2003 lawsuit filed by two former university recruiters alleged that the university improperly obtained hundreds of millions of dollars in financial aid by paying its admission counselors based on the number of students they enrolled, a violation of the Higher Education Act. The university's parent company settled by paying the government \$67.5 million, plus \$11 million in legal fees, without admitting any wrongdoing”. Later, in 2010, University of Phoenix “came under government scrutiny after its ...engaging in deceptive enrollment practices and fraudulent solicitation of FAFSA funds.... In 2016, stockholders of Apollo Education Group filed a class-action lawsuit against the corporation” (Wikipedia, sec. Lawsuits & investigations).

“A former Phoenix employee is accusing the company of submitting false student aid information in order to receive federal funding it was not entitled to (para. 1)... the suit alleges that the company pressured employees — who until recently received free tuition to the school — to enroll in classes to inflate graduation and job placement statistics and to help the institution meet the “90/10 Rule....The 90/10 Rule stipulates that a college must receive at least 10% of its revenue from a source other than the federal government” (Kieler, 2016, para. 4, 5).

See February 8, 2016. *White House cracks down on for-profit colleges.*
<http://money.cnn.com/2016/02/08/pf/college/university-of-phoenix-online-sold/>

Above-average Tuition & Fees Total Cost

An EdD will cost (depending on transferrable credits) approximately \$50,220 in tuition and \$3660 in fees, for a total of \$53,880. See <http://www.phoenix.edu/programs/degree-programs/education/doctoral/edd.html>

Long & Costly Dissertation Process

Interestingly, it is unlikely the university could call the following reviewer a less qualified student, because the student also taught for UoP:

Yvonne of San Ramon, CA on May 11, 2016. My experiences at the university as a professor and as a student have both been horrible. The university accepts students who cannot be successful, takes their money because this is only a business and not an institution of higher learning and pressures professors to pass students who cannot do the work. I quit teaching for that reason. As a student, the university did everything possible to make

my experience horrible and to keep me taking class after class to complete a dissertation proposal. When I complained about the external reviewer, they assigned a new one who complained about everything approved by the previous reviewer. See <https://www.consumeraffairs.com/education/phoenix.html>

August 24, 2015. Education doctorate graduate. Great University with a very rigorous Doctoral program. The University prepares its Doctoral Students to face any academic and research challenge. This University has helped me achieve my career goals in academics. The dissertation process is a bit long but makes sure that standards are met. (Grad Reports)

Lawsuits Regarding Financial Issues

In October 2010, the University of Phoenix lost a \$10 million lawsuit with the Oregon Attorney General for poor financial practices. The lawsuit charged that University of Phoenix misled investors, and failed to follow federal student loan protocol, which in some cases led to improperly canceled student loans.

“As of May 2015, the university’s parent company, Apollo Education Group Inc. was the subject of at least two investigations by state attorneys general. In July 2015, the FTC announced that it had issued Apollo a ‘Civil Investigative Demand,’ and would be looking into the use of potential deceptive advertising, sale or marketing of Apollo’s services to students” (Government Accountability Office, n.d., sec. University of Phoenix).

Low Perception of Student Support

The following are comments from students who perceive a “sink-or-swim” attitude by faculty and staff:

Jul 12, 2012. Current Senior Enrollment full-time 6 years. There are broken promises ... Advice to management: You forgot your most important asset...your employees that form the relationship with the student and keep them working toward their goal. (Glassdoor.com)

Feb 17, 2013. Current Senior Enrollment Advisor full-time (More than 5 years)
Advice to management: Change is Constant...Communication can be horrible when things role out and different parts of the organization are always on different pages. (Glassdoor.com)

Feb 8, 2014. Former Senior Enrollment Advisor full-time (More than 5 years)
Advice to management: ...Practice what you preach in terms of focusing on the best interest of the student. (Glassdoor.com)

Jun 5, 2014. Former Enrollment full-time (More than 3 years). Cons: Company reputation, senior leadership doesn't necessarily practice what they preach. Advice to management: Shift the philosophy to align actions with what is in the best interest of the students and employees instead of what is best for the bottom line. Ultimately, doing what is best for the students and employees will improve the bottom line in an ethical manner and avoid the controversy that has been chasing Apollo Group & University of Phoenix for decades. (Glassdoor.com)

Jul 10, 2014. Former Senior Military Enrollment Advisor full-time (More than a year)
Advice to management: Take care of the employees and don't focus so much on the numbers. (Glassdoor.com)

Jul 30, 2015. Former Enrollment Manager...Not the same company...Go back to caring about your student and helping them be successful. Care about your employees and culture. Oh, and maybe stop being a publicly traded company so you stop worrying about how shareholders will react to your business decisions and focus on your students!!! (Glassdoor.com)

Aug 11, 2015. Former Senior Enrollment full-time (More than 3 years)

Cons: Conflicting priorities between earning profit and student success resulted in massive employment layoffs and workforce uneasiness. (Glassdoor.com)

Feb 20, 2016. Former Department Manager ...with such a heavy focus on growth, student support/success did not always appear to be the main focus... (Glassdoor.com)

March 15, 2016. Student in Educational Leadership. Horrible college to attend online. The enrollment is consistently low causing them to cancel classes on a regular basis. Their attendance policy sucks because they expect you to post stupid responses to posts 2 days a week. Such a waste of time. Stay away from the University of Phoenix. (Grad Reports)

Apr 12, 2016. Former Senior Enrollment (More than 5 years). Cons: ...By far the greediest and most reactive company I've ever worked for; not to mention they are completely oblivious to the thousands of lives they negatively impact each and every day. They do not care about their employees or their students. (Glassdoor.com)

Low Graduation Rate (student retention)

For students who entered a bachelor's degree program in 2006, only 13% graduated by 2012 and nearly 83% had dropped out (ForProfitU, 2016, para. 1).

“66% withdrawal rate among students in associate degree programs” (Government Accountability Office, n.d., sec. University of Phoenix).

Low Academic Rigor & Utility of the Degree

There was only one comment by a former employee about reputation of a degree that the commenter actually held, and one by a manager recommending higher admissions standards. Faculty members bore the burden of dealing with poorly-qualified students, and they let it be known.

Feb 22, 2014. Current Senior Enrollment Advisor full-time (More than 5 years). Cons: ...Lack of admissions standards allow many people abusing the financial aid system into the mix. Advice to management: ...Set admissions standards for programs that will allow a better caliber of student to come into programs. (Glassdoor.com)

May 10, 2014. Former Adjunct Faculty (Online) part-time (More than 5 years). Cons: ...the University will reprimand you for low student retention if one grades papers at University-level standards. (Glassdoor.com)

Jun 5, 2015. Former Online Adjunct Faculty (More than 8 years). Cons: Often, many of the students were under-prepared and lacked the ability to write a grammatically correct, coherent five-paragraph essay. It made it very difficult to teach course content because I was spending more time deciphering poorly written papers. Also, I had to re-write and clarify poorly written curriculum, discussion questions, etc. that we were required to use by the curriculum developers. Advice to management: Do not allow under-prepared students to take classes that require them to write coherent, organized, and documented research essays. (Glassdoor.com)

May 12, 2016. Current Contractor - Online Faculty (More than 5 years). Cons: ...The students are not at all prepared to take courses (when you ask them to actually work, they often complain and still submit sub-par

work). The University is only interested in procedures and they are not at all interested in a faculty member designing a pedagogically valuable experience for the student. (Glassdoor.com)

High Faculty & Student-support-staff Workload

May 8, 2014. Current Online Faculty part-time (More than 8 years). Pros: The human resources department does all that it can to resolve problems for faculty members. Cons: Providing feedback to students can also take about 10-15 hours per week. (Glassdoor.com)

Low Faculty & Student-support-staff Pay

Management seemed to take a stance that flexibility of work timing and hours for online faculty should make up for no benefits and no certainty of how often and how many courses they would be assigned. Faculty members also commented on low pay and glitches in the online platform. For those working as online faculty as a side job or having a spouse's health coverage, the job may have been ideal or at least adequate; however, there are many with doctoral degrees who piece together a living thru adjunct and online work, without any benefits. Some expressed that they would like to teach full time. Reportedly there was some type of retention program for senior faculty. According to a citation noted in Wikipedia, adjuncts make approximately \$1000 to \$2000 per course.

May 29, 2012. Current Contractor - Online Faculty. "Courses are more difficult to come by, but if you like to work independently a great job" (Glassdoor.com)

Feb 27, 2013. Current Contractor - Online (More than 5 years) in Critical and Creative Thinking.
Pros: Ability to work online from anywhere. Opportunity to learn new methods and techniques in education
Opportunity to engage with faculty from all over the US, and the world
Cons: Pay is very low, considering the time commitment. There is no guarantee of a teaching contract. You never know when you will be asked to teach, which can make planning and juggling commitments difficult. Advice to management: Raise amount per class payments to better meet the time commitment involved in teaching. (Glassdoor.com)

Oct 13, 2013. Current Contractor (More than 5 years). Cons: Employment (teaching) is not steady.
Advice to management: Communicate more clearly with faculty regarding policy changes. (Glassdoor.com)

May 10, 2014. Former Adjunct Faculty (Online) part-time (More than 5 years). Cons: LOW Pay. Approx \$1100 per 5-week class is the standard with ONE class per 2 months....Faculty review includes a "practitioner's knowledge review" that is subjective according to your assigned reviewers limited knowledge. Advice to management: Practitioners knowledge on DQ's is ridiculous. Not even a LEGIT regionally accredited institution has such ridiculous faculty guidelines and the LOW PAY is not even worth it. Faculty at most institutions hire an assistant to grade students' papers and pay much more than UoP does. (Glassdoor.com)

May 11, 2014. Current Contractor - Adjunct Faculty (Online) (More than 5 years). Cons: Increases in compensation occur with longevity, but are minuscule. (Glassdoor.com)

Oct 15, 2015. Current Online Faculty. Pros: ...the curriculum is well developed which makes it easier to facilitate the classes. Cons: are there are no opportunities for professional advancement in the online environment. There is no option to teach full-time for UOP online. (Glassdoor.com)

High Faculty & Student-support-staff Turnover

Nov 29, 2012. Former Senior Enrollment Advisor full-time (More than 5 years). Cons: The numerous layoffs within the past 3 years. The constant change in focus between enrollment and retention. (Glassdoor.com) [Note. Layoffs may have been less a result of turnover and more a result of downsizing due to lower enrollments.]

Inadequate IT & Other Resources

Aug 19, 2013. Current Online part-time (More than 8 years). Pros: Training and upgrading faculty skills; commitment to student success; the latest in online technology; excellent faculty and student resources; salary based on years of service, good standing and educational level, and frequent faculty assessment for self-improvement. Cons: Learning platform has frequent changes and courses are revised. This causes course preparation to be outdated quickly while faculty is scrambling to meet new course requirements; sometimes technological issues are not totally worked out before going "live." It can be difficult to determine who one's immediate supervisor is, there are so many staff members reviewing you. Information is often rapid fire. (Glassdoor.com)

Oct 2, 2013. Current Contractor - Online Faculty (More than 10 years). ...Cons: Class offerings are dwindling as students are dropping out. The new classroom platform still has many bugs that should have been fixed prior to roll out. Communication / transparency between management and faculty is non-existent. (Glassdoor.com)

Administrative Bloat (lower workload)

May 4, 2012. Organization is top heavy -- promotes directors into positions that did not exist for higher pay brackets directly after a layoff. (Glassdoor.com)

Nov 21, 2015. ... wasting money with all the mid-level management.... was top-heavy. (Glassdoor.com)

Top Administrative Salaries & Benefits

\$1.8 million cash and stock compensation for president & \$6,750,000 (\$6.75 million) for 2009 Apollo (owned U of P) co-CEO Charles Edelstein (see <http://www.bloomberg.com/news/articles/2010-11-10/executives-collect-2-billion-running-for-profit-colleges-on-taxpayer-dime>)

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