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Salaries for Summer Teaching and Timing of Summer Contracts

Georgia Southern University

Senate Executive Committee

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Salaries for Summer Teaching and Timing of Summer Contracts

Submitted by: Senate Executive Committee

10/11/2013

Discussion:

The SEC would like to initiate a discussion amongst GSU faculty and administrators about how rates of summer remuneration are determined. The SEC would also like to initiate a discussion amongst faculty and administrators about when faculty receive contracts for summer teaching.

Rationale:

Until 2008 the Faculty Handbook stated that faculty would be remunerated at the rate of 3% of the previous Spring's annualized salary per semester credit hour. Since then, the faculty handbook has stated that faculty "may be" paid at that rate. This change has resulted in diverse rates of remuneration across departments and colleges. The SEC believes this process could be made clearer and more equitable.

Similarly, the issue of contracts for summer teaching has had a chequered history. Years ago there was sometimes no contact while more recently contracts have arrived after summer term has begun and sometimes after summer term has ended. In the hope of normalizing the distribution of contracts, the SEC believes the current system warrants discussion at the Faculty Senate.

Response:

Minutes: 10/16/2013: **Discussion Item: Summer Pay and Summer Contracts**

Robert Costomiris (CLASS) Senate Moderator and Chair, Senate Executive Committee:
The SEC would also like to initiate a discussion amongst faculty and administrators about when faculty receives contracts and how rates of summer remuneration are determined for summer teaching.

In 1997 faculty were paid 10% for each three credit hour course taught in the summer. In 2008, Provost Bleicken changed the language in the Faculty Handbook without faculty input to read that faculty may be paid at the rate of 3% per credit hour.

An RFI from Jennie Dilworth last year identified that some colleges indeed linked pay to the enrollment in courses and that certain colleges established thresholds classes must meet in order for a faculty member to receive 9%.

Janice Steirn (CLASS): I think that faculty should have a choice of when a summer class is going to be cancelled and would faculty be willing to teach at sliding rate given class size.

Rob Pirro (CLASS): To what extent a chair has the discretion to cancel a summer class. Do we want a one-size-fits-all for the whole university? Do we want colleges to decide? Or do we want departments to have flexibility as well?

Janice Steirn (CLASS): I think that thresholds for classes making should be different for freshmen and upperclassmen classes.

James Woods (CLASS): What about students who failed in the spring and they might want to take the course in the summer, but courses are cancelled.

Mark Welford (COSM): We do have to remember the state's not going to subsidize us throughout the summer. We have to make money to cover our costs.

Bob Cook (CEIT): First, on the 5% budget reduction, if we, for example, had offered more scholarships or work study or incentives for 50 people to come to the University, we potentially would have paid for the costs of a lot more by avoiding the 5% cut. So I think the same thing applies to summer school. If our money from the state is going to be determined by RPG and we have upper level classes with potentially low enrollment that are going to accelerate people graduating then that's a factor that should be considered independent of just drawing lines. What is the success of online summer classes?

Mark Welford (COSM): I've taught an online summer course for three years in a row and it always maxes out at a hundred students.

Pat Humphrey (COSM): I also teach an online course in the summer and it's not full at 100%, but it is full at roughly 35 and yes there are people begging, pleading to get in there.

June Joyner (CLASS): I wonder if the new advisors would help us better plan classes for summer because we sometimes offer too many and that's part of the problem.

Tony Barilla (COBA): If we look at this at college level, I understand that that if my introductory class fills up this allows some of my other colleagues who are teaching upper division classes to teach these even though they weren't full.

Janice Steirn (CLASS): Whatever, the target that has to be reached. I think there should be separate target numbers for graduate and undergraduate classes.

Jean Bartels (Provost): One of the problems in summer is that some faculty who are higher paid 3% means more than does for someone who is paid less. In other words, using 3% per credit hour of your salary as the base has always struck me as being inequitable. Other models that are available include flat rates. It gives you an opportunity to be more equitable to faculty who are perhaps lesser salaried.

Robert Costomiris (CLASS) Senate Moderator and Chair, Senate Executive Committee: What about a model that aggregates everything over the course of the summer.

Jean Bartels (Provost): One of the problems we have is that summer is actually divided so half of summer falls in FY 14 and half of it will fall in FY 15. That would also mean that you don't get paid until after summer is completely finished?

Robert Costomiris (CLASS) Senate Moderator and Chair, Senate Executive Committee: Maybe we should look at the overall numbers in each department.

Debbie Allen (CHHS): I think faculty want to know what they are going to make before they agree to teach a summer session.

Li Li (CHHS): My understanding is first and foremost summer school is to provide students flexibility to take the classes over the summer. Yet faculty also need to supplement their income. But my sense is right now is that summer class are a revenue generating machine. But if we are to try to provide flexibility and at the same time compensate faculty income, we could split larger sessions into mini sessions, providing students with the flexibility.

Rob Yarbrough (COSM): For the last three years of faculty have been receiving summer contracts later and later in fact faculty didn't receive contracts at all this summer. So in future, we can anticipate not getting summer contracts?

Jean Bartels (Provost): There apparently was some miscommunication with Deans not understanding that they needed to download contracts off of ADP. Receiving summer contracts early means summer course cancellation deadlines have to be set much earlier. So if you want summer cancellation deadlines to coincide with drop/add deadlines contracts will be sent out after the courses begin.

Rob Yarbrough (COSM): So was the university allowing time for those classes to fill?

Jean Bartels (Provost): That was the case for this last year where we were desperately trying to increase the student enrollment in summer so we did push back the decisions on whether the classes were going to go or not.

Jean Bartels (Provost): Another issue that factors into summer contracts is that faculty teaching in particular areas are paid much more than others -- this affects the ability to pay all people who want to teach summer school. We could have even more courses if we had a flat rate structure.

Linda Mullen (COBA): Any discussion of summer contracts should also include a discussion of compensation for Study Abroad teaching.

Helen Bland (JPHCOPH): Any discussion of summer contracts should include discussion of drop/add and withdraw dates. Withdraw deadlines should be brought forward so contracts can be offered earlier in each summer session. Adjusting the 3% to 2% to 2/12% or whatever based on enrollment during the course is a slippery slope and might make faculty think twice about teaching summer school.

Robert Costomiris (CLASS) Senate Moderator and Chair, Senate Executive Committee: How many people received a salary reduction teaching in the summer because courses did not make a minimum threshold? And how much did this cost the institution or save the institution in terms of an overall dollar amount?

Janice Steirn (CLASS): I do think we need contracts since our services should be contracted for.

Kent Murray (CLASS): What's our next step? Where do we go? Create a committee or what's the next aspect of this?

Robert Costomiris (CLASS) Senate Moderator and Chair, Senate Executive Committee:
To sum up:

Variability of class size and pay seems to be an issue

Equitability seems to be an issue

Availability of the classes in the summer in terms of how it affects RPG seems to be a big issue

The use of the summer money in the GSU budget in general is a little bit unclear

Date of contracts and certainty that faculty have about what they are being paid is still a big issue

Devon Jensen (COE): In the College of Education we have many sections that are completely filled by TAP students and so that has an impact on revenue that is generated by that particular program or the college in that they're not getting the revenue through tuition, they're getting in through enrollment, which is a much different revenue stream and so sometimes that can place a burden on particular programs to run courses that are that are heavily loaded with tuition assistance program students.

Devon Jensen (COE): For example Instructional Technology, Educational Leadership, both of the P-12s, and the Higher Education stream.

Robert Costomiris (CLASS) Senate Moderator and Chair, Senate Executive Committee:
Move and Approved to end discussion.