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# The salary study's impact on current job searches

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## Senate Executive Committee Request for Information

### The salary study's impact on current job searches

Submitted by: Finbarr Curtis  
2/13/2019

#### Question(s):

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What steps are being taken to ensure that the timing of the salary study will not affect current tenure-track job searches?

#### Rationale:

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It appears that the salary study will be completed by the end of February, at which point we will develop a plan for implementation for the next fiscal year. At the same time, a number of searches for tenure-track faculty are being held up while we are waiting on word from the salary study. I wonder if the completion date of the salary study is simply too late for a plan of action to be developed for the following fiscal year without harming our ability to complete searches in the spring (ie., right now). Issues of salary compression and inversion are important matters that will require analysis and additional resources over time in order to rectify faculty pay inequities. Considering that the adjunct crisis is the biggest personnel crisis facing higher education, however, it seems unethical to consider the possibility of cancelling tenure-track job searches so that tenured faculty can receive raises. Is it possible that we need to move the implementation of the plan of action to the following fiscal year, or at least to take tenure-track job searches off the table and begin to implement the plan of action next year with whatever resources are available?

#### Response:

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2/22/2019: The SEC approves this to move to the floor. This will be forwarded to the VPAA for response and clarification.

3/7/2019: Minutes

RFI – Salary Study Impact on Faculty Hiring (agenda page 12) Carl Reiber (Provost) noted that the salary study will not affect current tenure track searches. Some of the 10% will be redirected will address salary study. Each of the units, colleges, and deans have engaged faculty and staff to come up with a plan to identify how to direct the 10% reduction. That plan should have done as much as possible to limit the impact of reductions on students. Each dean should have factored this into their recommendations to him. He wanted the least impact on existing faculty and staff. Vacant positions would have the least impact on existing faculty. They then factored in how vacant line would impact students. If the impact were low, they looked at those lines. He did not want to look at individuals currently sitting in a line. Ongoing searches with minimal impact were put on hold or cancelled.

Reiber then entertained the following questions:

Question: Jared Sexton (CAH) re-posed his earlier question on student success as it relates to budget. He thanked the president and provost for their work on this issue. Sexton noted that faculty are feeling demoralized, and the inherent message is that faculty impact on student success is lost in the message. He would like to hear what terms such as “student success” actually mean to the university.

Answer: Reiber responded that we must have a sustainable budget, so we don't end up in a downward spiral. We must look at student enrollment. We have less money, and we have to realign the budget to account for fewer student credit hours and head count. Thus, we may have to ask faculty to add a few students to classes. We can't afford to have fifteen students per class for English composition. We can't afford to have that many faculty. Larger class sizes may go against best practices, but these paradigms are often not in accordance with the fiscal reality. We are only asking that faculty accommodate a few more students, not a significant number. It isn't ideal, but short term we will have to do this. The broader meaning of student success is that we need to see what students need to advance and graduate. We inadvertently get in their way through policies and practices. We have to examine everything we are doing to be sure we are allowing students to advance. This is not lowering the bar, but answering fundamental questions. We can't be gatekeepers, but learning facilitators. We need to provide wrap-around services to help students over the bar, but this is not the same as lowering the bar. This is what student success means.

Dustin Anderson (CAH) added that an embedded question may have been about the role faculty play. He stated that we don't have time to adequately discuss this now. He proposed that we add this on our agenda for our next meeting as a Discussion Item in regards of the comprehensive curricular review. The SEC will revisit this issue.

Question: Jim Harris (CEC) stated that our college enrollment has been going up, yet we are asked to take same 10% cut. Why aren't the cuts targeted at programs in decline?

Answer: Reiber responded that budget cuts have not been equal across all colleges. Growing colleges took less of a cut. It was not equal. But the process is complicated by service programs that drop for reasons beyond their control.