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Faculty Senate Chair

Presentation to Marshall University

Board of Governors

December 10, 2013

First...Thank you!

- Doors of communication have been opened between the BOG and the Marshall faculty. THANK YOU for this!
 - Dr. Touma has had lunch with me a couple of times
 - Dr. Touma has had telephone conversations with me several times
 - He has visited Faculty Senate meetings, and recently came to a meeting of the Faculty Senate's Executive Committee—I believe that his visit affected an important vote in a positive way
- This helps us to feel that Dr. Touma cares, and hence that the BOG cares, about the needs of the faculty.

And Thank You, Again.

- As chair of the Faculty Senate, I have been invited to speak to you.
- I hope I don't mess this up, and I hope that you will invite the chair back!

Topics for today...

- Faculty Salaries
- Communication
- Leadership Training and Guidance

Faculty Salaries—1. How we compare

- Identified this fall as the major issue by a survey of the M.U. faculty
- Currently we are between the 10th and 12th percentile in faculty salaries for all ranks (Assistant, Associate, and full Professors) compared to our SREB Category 3 peers
- This means that roughly 90 percent of the faculty at our peer universities are paid more than the average M.U. faculty member in each rank
- The result of this situation is devastating to recruiting and retention of quality faculty, and to the morale of the faculty in general

Faculty Salaries—What to do?

- To bring the average faculty salary in each rank at Marshall to the 50th percentile will take roughly 4.5-5.0 million dollars
- Of course this cannot be rectified overnight
- The Faculty Salary Adjustment Team is recommending to the Budget Work Group that faculty salaries be increased by 1.5 million in each of the next two budget cycles and 1.0 million in each of the two budget cycles after that, for a total of 5.0 million dollars increase spread out over the next 4 budget cycles

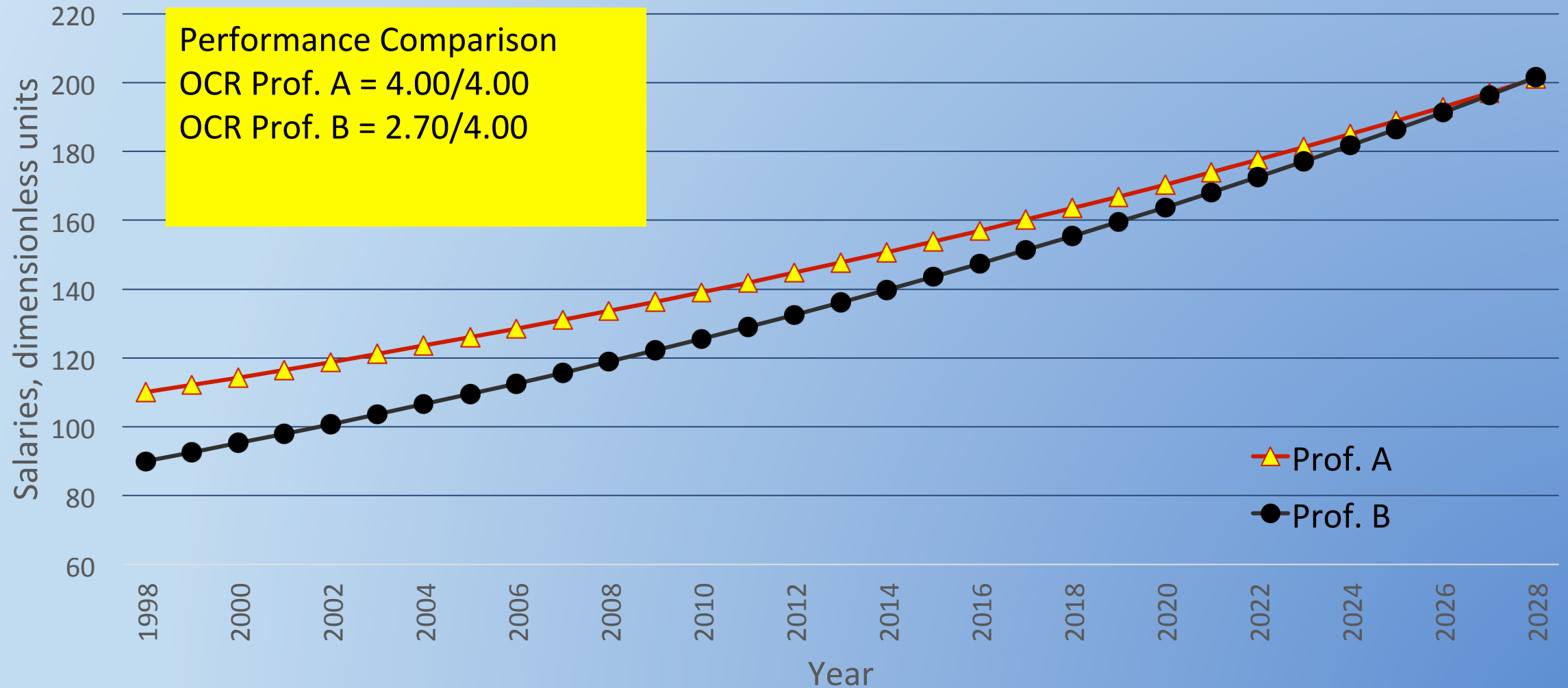
Faculty Salaries—2. Salary raise distributions

- The current university policy on faculty raise distributions is seriously broken, and has been for about 10 years
 - Supposedly, the policy is a 51% merit and 49% equity policy
 - Reality, the policy is actually anti-merit
 - The policy does not reward merit and it rewards lack of merit—hard to believe?
 - The situation is illustrated in the following slides

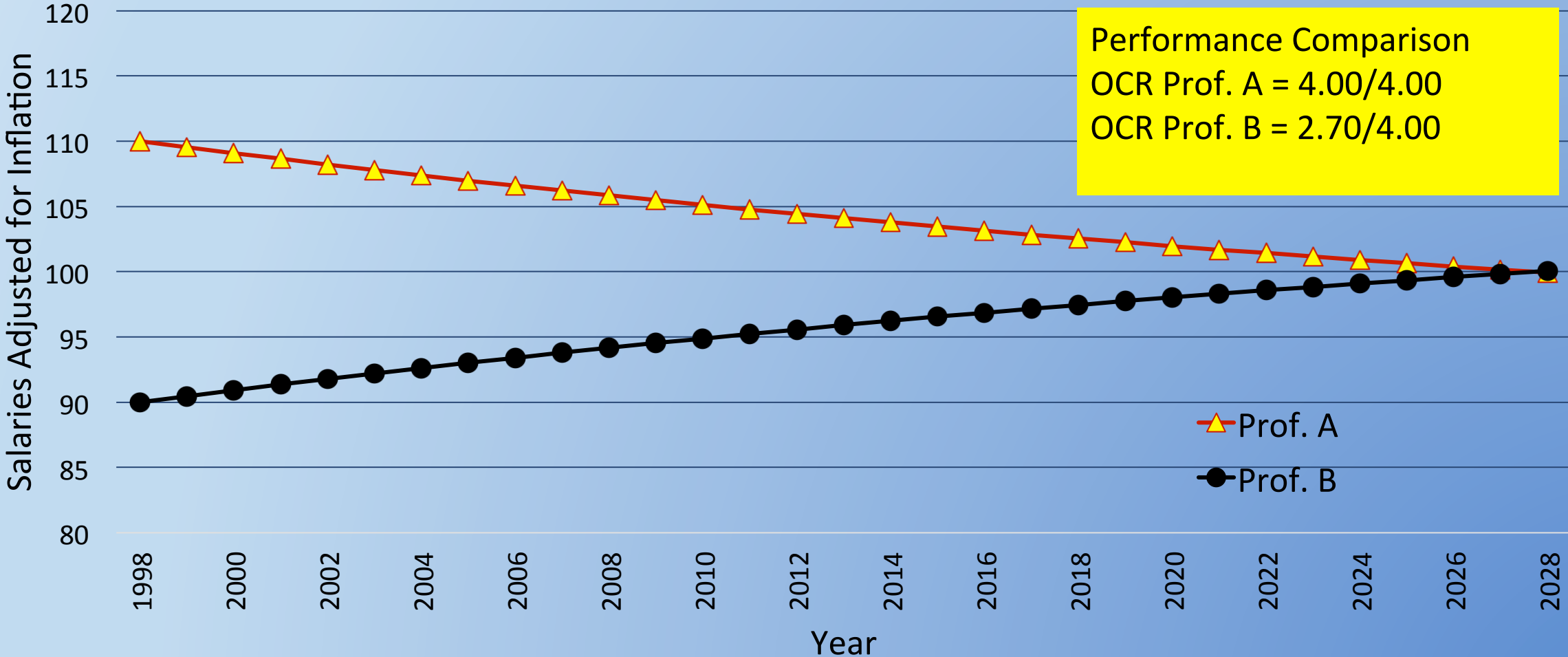
1st simulation: Two hypothetical professors

Simulation of the effects of the current M.U. Salary Policy on faculty salaries over time	
Assumptions:	
1. Use the CPI as the measure of inflation for the past 15 years	2.36%
2. Assume that Merit/Equity split is 51%/49% for the entire faculty eligible for raises	
• Merit money is 51% of available money and is distributed based on headcount only	51%
• Equity money is 49% of available money and is distributed proportional to pay, and distance from the target value for that professor	49%
3. Assume Professor A has averaged a performance OCR score of 4.00/4.00 for the past 15 years, has a 1998 salary of 110 , and he works in the same department & profession as Professor B	4.00
4. Assume Professor B has averaged a performance OCR score of 2.70/4.00 for the past 15 years, has a 1998 salary of 90 , and he works in the same department & profession as Professor A	2.70
5. Available money for salary increases is average CPI, as a percentage of all faculty salaries	2.36%
6. Beginning "target" value is 100 for the salary average of all the full professors in this department, but the target increases with inflation (based on CPI)	100

1st simulation: Two hypothetical professors, salaries in dimensionless units



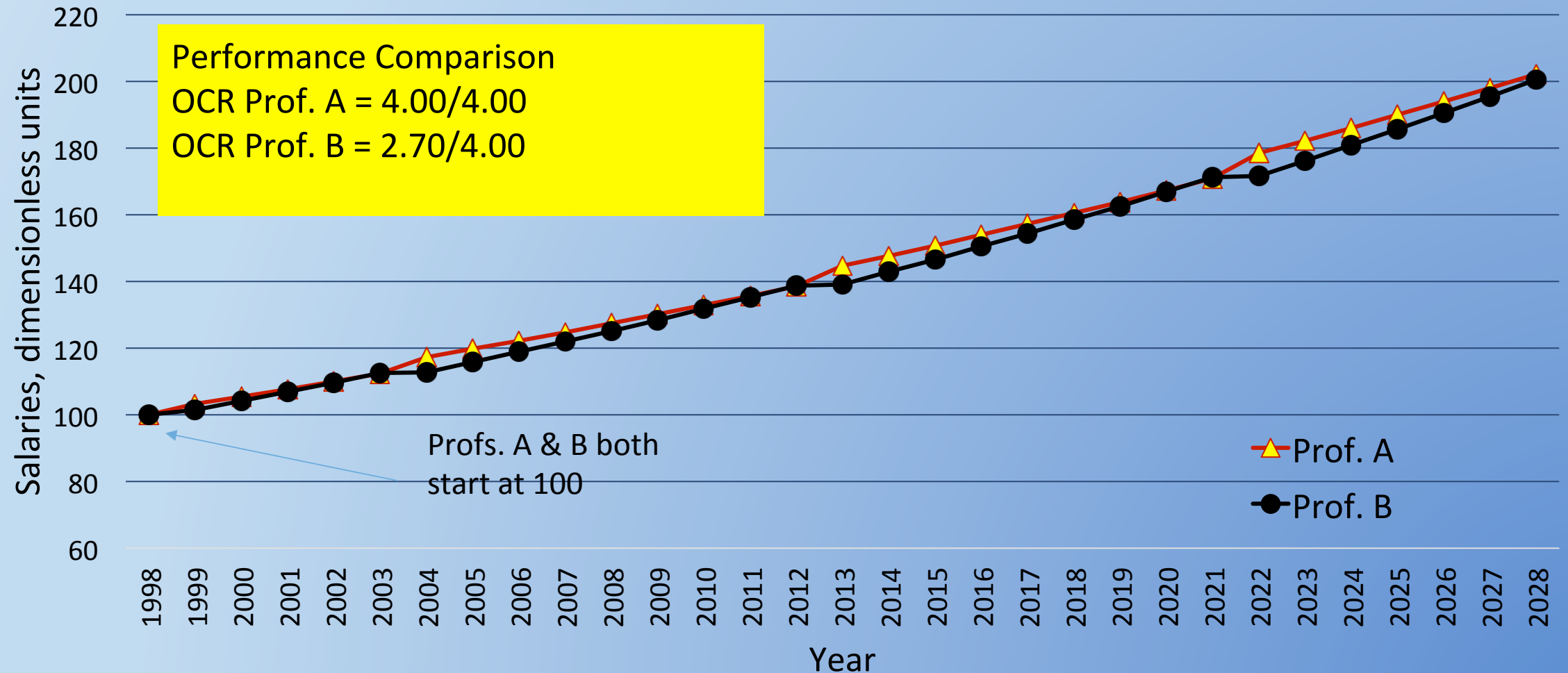
1st simulation: Two hypothetical professors; Salaries adjusted for inflation, dimensionless



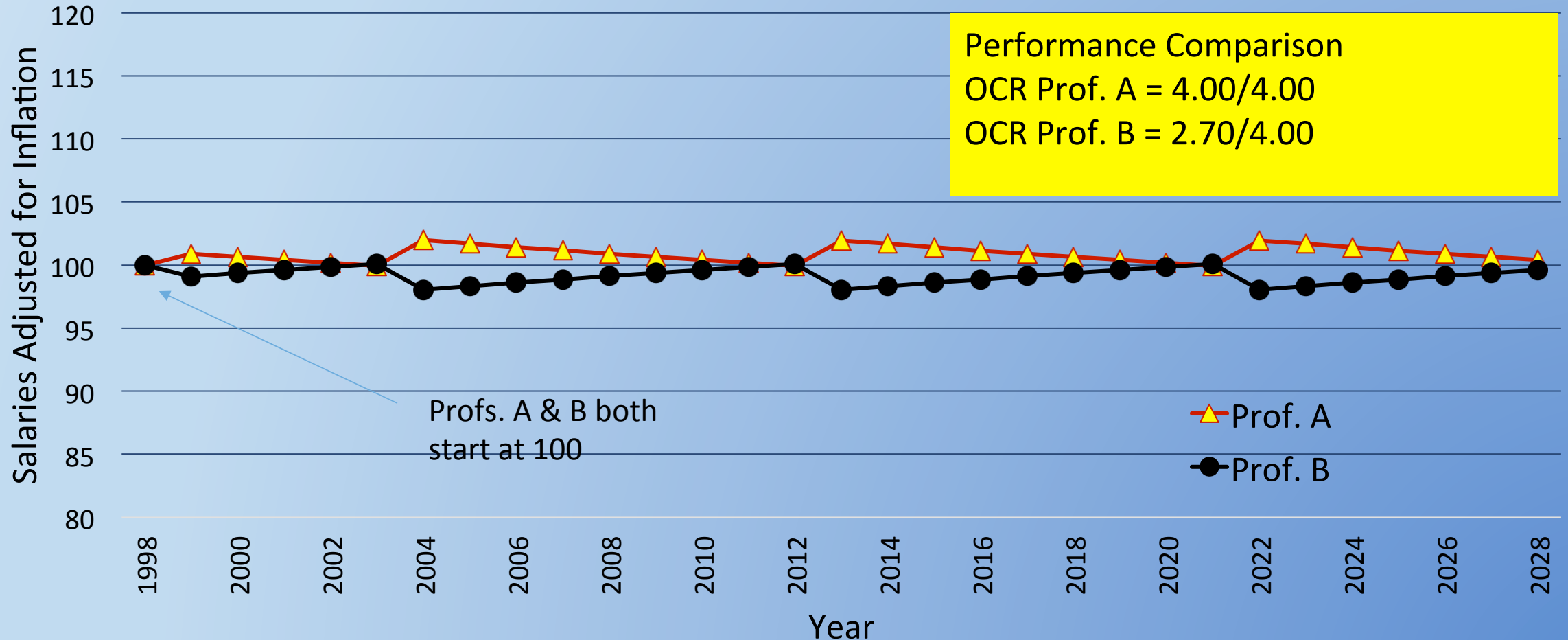
2nd simulation: Two hypothetical professors

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2nd simulation: Two hypothetical professors salaries, dimensionless



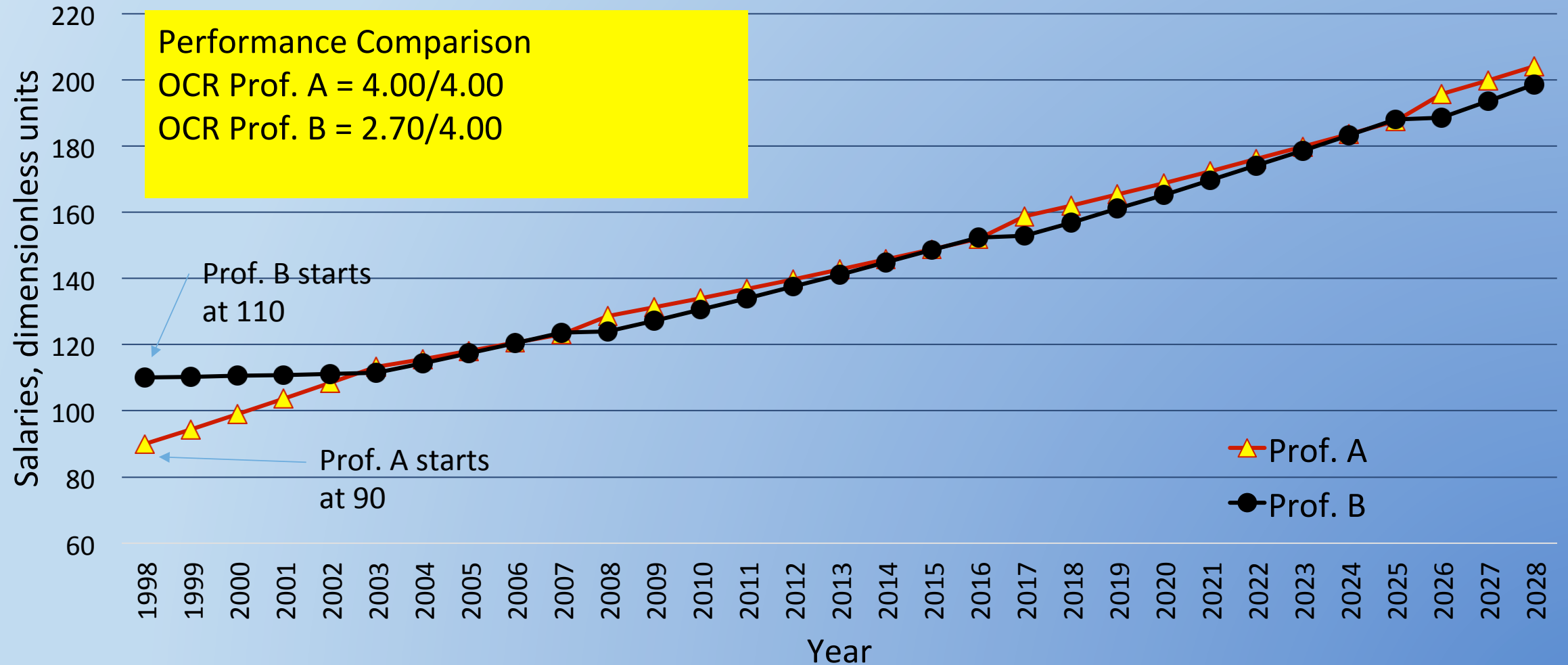
2nd simulation: Two hypothetical professors; Salaries adjusted for inflation, dimensionless



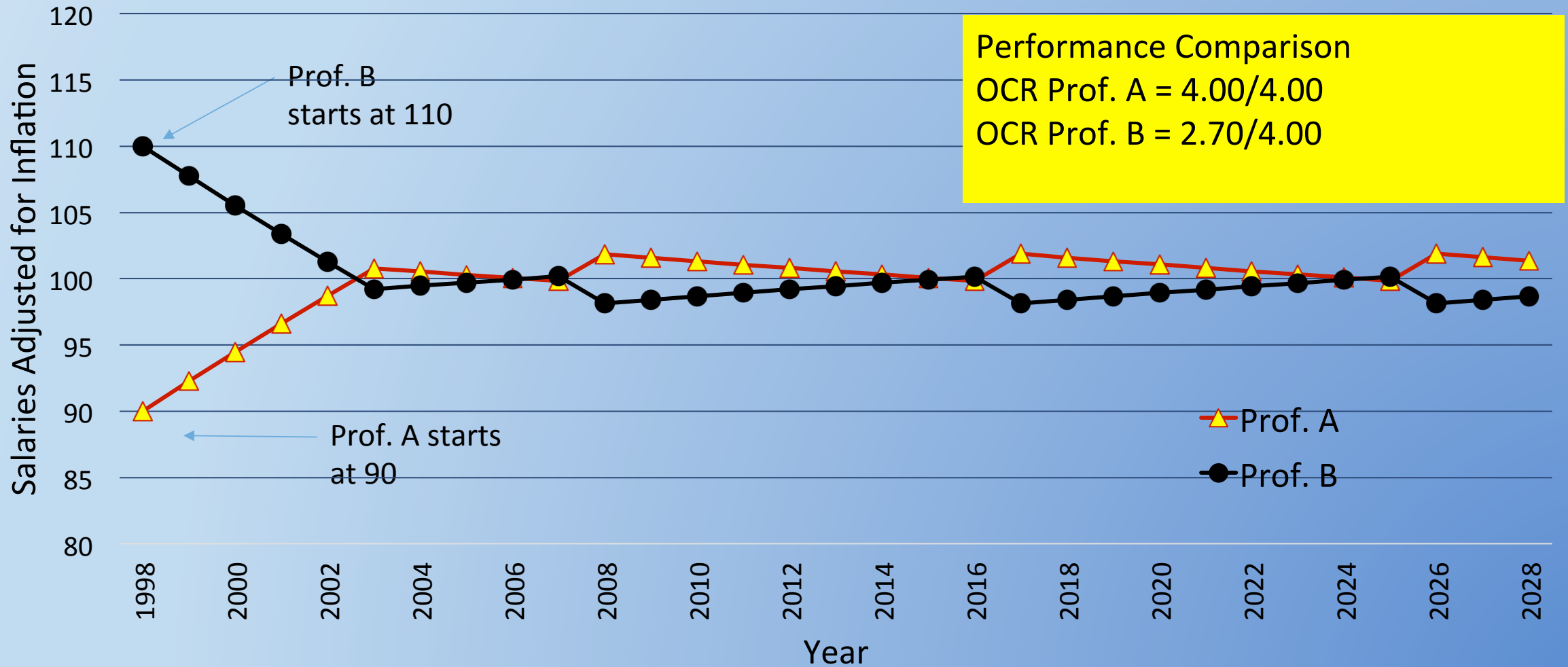
3rd simulation: Two hypothetical professors

Simulation of the effects of the current M.U. Salary Policy on faculty salaries over time	
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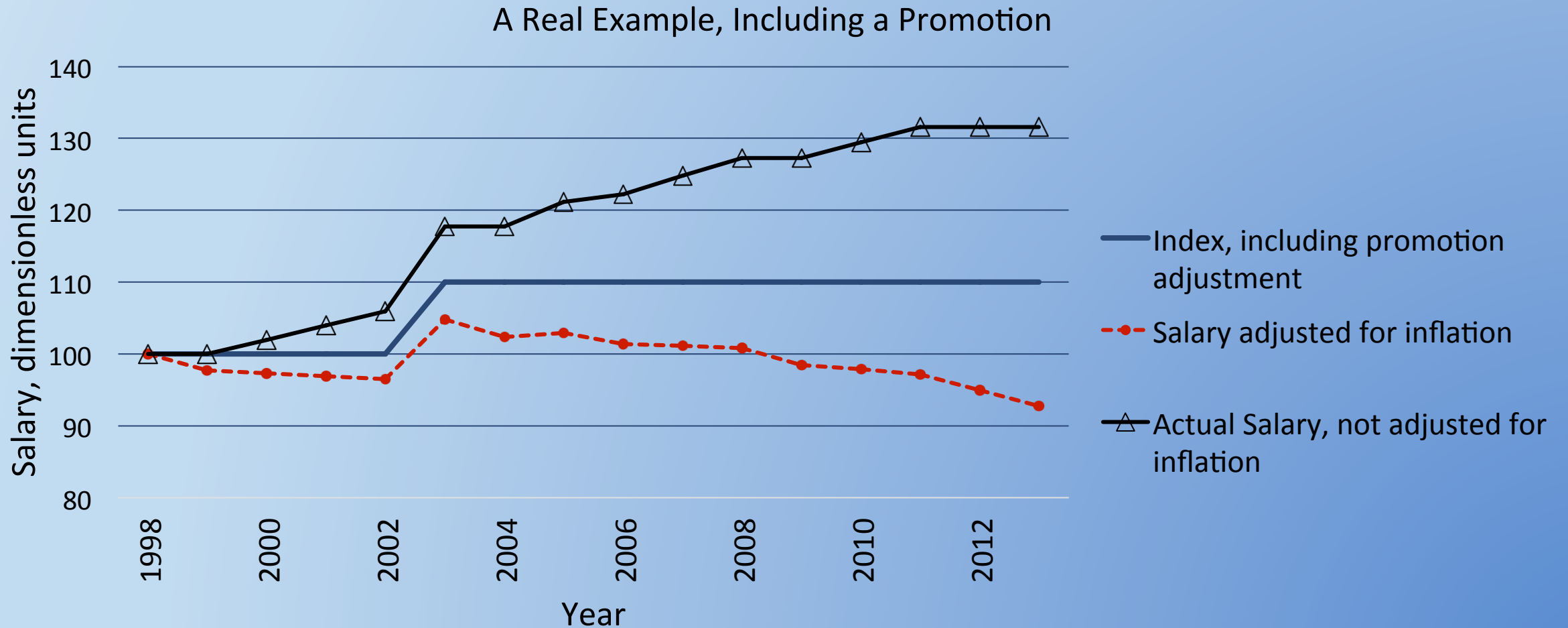
3rd simulation: Two hypothetical professors salaries, dimensionless



3rd simulation: Two hypothetical professors; Salaries adjusted for inflation, dimensionless



So, the above was very idealized. How about a real example! (Units are dimensionless)



Summary of needed actions on faculty salaries and salary raise distributions:

1. Faculty salaries on the average in all ranks are perilously low—it will take a concerted effort to fix this problem. The Faculty Salary Adjustment Team recommends 1.5, 1.5, 1.0, and 1.0 million dollar increases in faculty salaries in the next 4 budget cycles respectively, in addition to whatever the state gives for this purpose (perhaps nothing?)
2. The university policy for salary raise distributions is broken
 - The policy is anti-merit
 - The policy needs to be fixed
 - The Faculty Salary Adjustment Team is coming up with a recommendation

Next Topic: Communication

- Communication between the university community, the administration, and the BOG has been improving since the vote of no confidence last spring.
- President Kopp is making a sincere effort. Much needs to be done as there is an atmosphere of low trust and low morale, especially when it comes to whether there is a commitment to fix the low salaries.
- President Kopp is meeting with individual colleges each semester—this is good. Some faculty AND deans are hesitant to ask difficult questions; others are not hesitant.
- Communication between the BOG and the university community is also starting to change—this is important. There is a perception of isolation.

Perhaps a better understanding of the word “Communication” would change things

- To understand the word, look at its roots (we stole it from the French)

Communication

comme = Like, As

un = One

ication = The process of becoming

Therefore:

Communication = The process of becoming like one!

So, when we realize what is “Communication”

- We realize that we have to care enough about each other to
 - Care enough about each other that we want to “Communicate”!
 - Truly try to understand before being understood, and then be understood
 - Approach interactions with the desire and commitment to do our part to work to becoming one.
 - NOTE: Being one doesn’t mean being the same. We can be unified without losing our uniqueness. In fact, truly working to become like one requires us to value our differences and use those differences to create a strongly synergistic union!

Next Topic: Leadership training

We badly need for supervisors and managers from the top to the bottom of the Marshall University organization to get some good leadership training. Of course everyone thinks that means “Everyone else but me.” But it really is most/all of these leaders. My observation is that chairs and deans really don’t know how to handle difficult personnel decisions regarding performance. Sometimes administrative decisions, even at the top, are made in ways that make us wonder if anyone has had any management training! This is just a suggestion and needs some thought about what to do.

—Remember “Communication”!

Other general topics to consider

- Aging facilities needing repair
- Insufficient operating budgets and maintenance personnel and teaching/lab/grading assistants
- Other

See the handouts which contain feedback from some faculty members who recently wrote to me when they learned I would be speaking to you.

Thanks!