

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-802-15

**RESOLUTION ON FACULTY INVOLVEMENT IN THE
DEVELOPMENT AND ARTICULATION OF
FACULTY SALARY ADJUSTMENT PLANS**

- 1 WHEREAS, The CSU faculty contract allows the CSU to fund campus-specific ways to address salary inequities
2 according to campus and region specific needs; and
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- 4 WHEREAS, Article 31.12 of the Collective Bargaining Agreement states: "The President shall consult with
5 representatives of the campus CFA chapter in developing the procedures and criteria to be used in
6 determining the distribution of such equity awards;" and
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- 8 WHEREAS, Salary inequities include salary compression, salary inversion, and substandard salaries for the lowest
9 paid junior faculty; and
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- 11 WHEREAS, The President and Provost announced that Cal Poly has implemented the first stage of a four year salary
12 adjustment program to address these salary inequities for faculty; and
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- 14 WHEREAS, The Cal Poly President and Provost have stated that there is no greater problem at Cal Poly than salary
15 inequities; and
16
- 17 WHEREAS, In the interest of shared governance, the Senate Chair has asked the Faculty Affairs Committee to work
18 with the administration and the CFA to provide faculty input in the further articulation and development
19 of Cal Poly's salary adjustment program; and
20
- 21 WHEREAS, The Provost has also requested that the Faculty Affairs Committee assist in further articulation and
22 development of Cal Poly's salary adjustment program beyond the first stage already in place; therefore be
23 it
24
- 25 RESOLVED: That the Academic Senate acknowledge and appreciate the work of the Faculty Affairs Committee in
26 producing the attached *Achieving Salary Equity for Cal Poly Faculty* report, which recommends goals for
27 assessing and articulating salary adjustment plans; and be it further
28
- 29 RESOLVED: That the Academic Senate urge the administration and local CFA leadership to engage in a transparent
30 and cooperative consultative process to produce a comprehensive salary equity plan for Cal Poly faculty
31 to mitigate the negative impact of years of declining faculty real compensation equity related salary
32 issues; and be it further
33
- 34 RESOLVED: That the Academic Senate urge the administration and the CFA to consider the attached report as an
35 example of a thoughtful and well designed plan for salary equity adjustment; and be it further
36
- 37 RESOLVED: That the Academic Senate request periodic reports on the progress of the campus-wide plans for future
38 resolutions to salary equity issues, and budgetary feasibility reports on the implementation of the salary
39 adjustment program.

Proposed by: Faculty Affairs Committee
Date: May 14, 2015
Revised: May 26, 2015

ACHIEVING SALARY EQUITY FOR CAL POLY FACULTY

Report by Faculty Affairs Committee
Presented to Academic Senate 5/19/2015
Revised 5/29/2015
Approved 6/2/2015

This report from the Faculty Affairs Committee to the Academic Senate advises the administration and the local chapter of the CFA concerning goals for the next three stages of the salary adjustment program, especially the second stage to be implemented July, 2015. Ideally, the administration will provide to the Senate and the CFA budgetary feasibility reports on our recommendations for further discussion.

Specifically, we provide advice on implementing two types of equity adjustments for the next rounds of salary adjustments: 1) **Baseline Salary Equity** (i.e. setting minimum salaries for assistant, associate, and full professors), and 2) **General Salary Equity** (i.e. targeting inversion and compression, faculty below CSU averages for rank and department, and full professors with stagnant salaries). We also advise that the next phases of salary adjustment provide meaningful salary increases for lecturers, with emphasis on the 3-year entitled lecturers. However, it is not for us to dictate an appropriate salary structure for lecturers. The wide range of duties and degrees held by lecturers (from bachelor's to M.D. and Ph.D.) suggests that their salary concerns must be addressed through consultation between Academic Personnel, Deans, and lecturer representatives.

These aspirational goals for the administration to use in formulating the next three phases of the salary adjustment program take into consideration all Unit 3 faculty. However, the budgetary realities of adjusting faculty and staff base salaries (and benefits), and achieving a satisfactory level of equity across all ranks, must be quantified so that we can tailor our goals and phase them in over the next three stages of the Salary Adjustment Program.

Two categories of salary equity adjustments for Tenure/Tenure-Track Faculty:

We recommend that the administration and the CFA employ two forms of adjustments to salaries. Baseline salary equity adjustments define an absolute minimum salary for faculty: salaries below the baseline need to be adjusted (at least) to that baseline. General salary equity adjustments apply to compression and inversion adjustments, full professors with flat salaries since promotion, and to faculty whose salaries merit adjustment by being below standards for comparison with other comparable faculty. We describe each of these salary adjustment instruments below and offer recommendations for the use of each. Our recommendations concerning these instruments serve two functions:

1. Framing overall goals for salary equity at Cal Poly
2. Formulating clear means to aim towards achieving these goals

Since the salary adjustment program consists of four stages, one of which is already completed, clear overall goals and clear means for achieving those goals would aid in partitioning the effort to achieve those goals into manageable steps whose purpose can be more easily understood and communicated.

Baseline Salary Equity

Baseline salary equity defines an absolute minimum salary for faculty for each year in rank as a function of three things: the absolute baseline minimum salary of an Assistant Professor, minimum salaries for each year in rank as a compounded percentage of the Assistant Professor minimum, and a minimum step for promotion to a higher rank.

- a) Minimum for Assistant Professors (now set at \$65k/yr),
- b) 1.25% compounded per year at rank (5 yrs. for Assistant, 4 yrs. for Associate),
- c) 7.5% promotion (contract minimum) sets minimum for next rank,
- d) Halt annual steps at SSI max.

The value for (a) has already been determined in the first stage of the salary adjustment program ("SAP1"); we simply preserve this number for the purpose of explaining the further aspects of baseline salary equity. The value of (a) could change due to future GSI as a result of contract negotiations, or from decisions at Cal Poly that a higher minimum salary is appropriate for newly hired Assistant Professors.

The values of percentage annual and rank promotion steps used in (b) and (c) together approximate the percentage step from the Assistant Professor minimum to the Associate Professor minimum on the current Unit 3 salary schedule (approximately 14.5%). The annual step percentage is nothing more than a rate that when compounded for the nominal number of years in rank would use the contract minimum for promotions (7.5%) to define the minimum for the next rank. Repeat that process and a minimum step to Full Professor would likewise be calculated.

Using Baseline Salary Equity as a guide, we have a recommendation for structuring SAP2: use compounded annual steps and the contract minimum promotion rate from the new minimum Assistant Professor salary of \$65,000 to calculate new minimum salaries for Associate and Full Professors, and the annual steps from the three rank baselines. Then, adjust salaries that fall below their annual step up to their annual step. Doing so would achieve Baseline Salary Equity for those faculty whose salaries are below the baselines. We ask for a budgetary feasibility report on the implementation of this recommendation.

Baseline Salary Equity requires that faculty salaries may not fall below their annual step at rank. Implementing adjustments from this instrument would arrest compression and inversion at the bottom end of the salary scale, and do so according to a clear rubric. Salary inequities above the baseline require alternate means of relief, and that is what is covered in the next section.

General Salary Equity

- Adjust salaries for compression/inversion inequities at the department level, based on rank
- Adjust salaries for long-serving Full Professors who typically have had a flat salary since promotion.
 - Account for time in rank in adjustments
 - May use 5 year periods used for PT review for current and future step increases
- Adjust salaries that are below averages for peer CSU departments, or peer departments at other institutions

Compression/inversion salary equity adjustments should continue. The adjustments should be on a department basis, based on rank. Academic Personnel and the deans should identify cases with all faculty considered as potential candidates.

Long serving Full Professors who have not had raises since promotion should be considered for equity salary adjustments in the next stages of SAP. Priority should be based on time served at that rank. These initial salary adjustments should be coordinated with a long term recommendation to use 5 year periods as occasions for salary adjustments.

Salaries that are below averages for peer CSU departments should also be adjusted. Salaries should also be competitive with peer departments at other institutions. Such comparisons should take into consideration the stature of Cal Poly's programs and the pools of students with which they compete. Deans, department heads and Academic Personnel should work to identify peer departments competitive salaries.

Second phase of the salary adjustment program should implement both baseline and general equity adjustments

- Neither the baseline nor general salary equity provisions get a substantially smaller allotment than the other.
- Emphasis should be given to groups whose salary inequities were not addressed with the first round.

Our desideratum for the completion of the salary adjustment program is to treat baseline and general equity adjustments as comparably compelling concerns. At the same time, since the salary adjustment programs shall be implemented in four phases, one of which is already complete, we think that a shift in emphasis for the second phase is appropriate towards those groups/individuals that were not targeted on the first phase.

Once the groups to be targeted, the individuals in them deserving adjustment, and the target level of adjustment for each individual are identified the task remains as to how to apportion the available funds among the above identified individuals.

We did not reach a consensus in this regard. Rather, we identified two alternative ways to proceed. One alternative is to first divide the available funds into three separate sub-funds, one for each type of claim (baseline, general equity adjustments, lecturer adjustments—see below), and then apportion the amount in each sub-fund among all the identified individuals from that group in proportion to their target level of adjustment. Were there to be a ‘surplus amount’ in any of those sub-funds after meeting the targets for the individuals in those groups, the surplus amount would be added to the funds available to the other groups. This method has the advantage that it recognizes that all three groups of claims deserve, in principle, substantial consideration in the apportionment process.

A second alternative is simply to divide the available funds among all the identified individuals from all groups in proportion to their target level of adjustment, up to the meeting of all individual targets. This method has the advantage that it is conceptually simpler, and that it treats all claims to the available funds on equal footing, regardless of the source of the claim.

Equity for Lecturers

Lecturers need meaningful inclusion in the subsequent implementations of SAP, both with respect to baseline and general equity adjustments to lecturer salaries.

We recommend that the focus initially be on inequities for the 3 year entitled lecturers, and it seems to make good sense to phase equity adjustments in at the time of contract renewal. This spreads the budgetary burden of addressing these inequities across the remaining three implementations of SAP.

Baseline Salary Equity for 3 Year Entitled Lecturers

- Minimum for each range,
- Progression within range based on time in range,
- 5% range elevation (contract minimum).

General Salary Equity for 3 Year Entitled Lecturers

- Adjust salaries for compression/inversion inequities at the department level, based on range,
- Adjust salaries for long-serving lecturers,
 - Account for time in rank in adjustments,
 - May use contract renewal periods for current and future step increases,

- Adjust salaries that are below averages for peer CSU departments, or peer departments at other institutions.

Deans and Academic Personnel need to work together to find solutions specific to the diverse body of lecturers in each college. We strongly recommend that Deans and the office of Academic Personnel determine how to exhaust other alternatives for addressing salary inequities to increase total available funds for equity adjustments. We request that, based on this consultative work, the office of Academic Personnel formulate a budgetary report for the cost of implementing appropriate equity adjustments that identifies which inequities could be addressed by means outside of SAP, and which would be better addressed within the scope of SAP.

FAC Members:

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