

CSU Newsletter

November 2022

Monthly Membership Meeting

Thursday, Nov. 3rd, 4-5pm (1st Thursday of the month) Avogadro's Number, 605 S. Mason Street

Come meet your colleagues and organize for a better CSU. We encourage all tenure-track and non-tenure-track faculty members to attend, regardless of whether you are a member of our national organization. If you are interested in getting involved but cannot attend this meeting, please email us at aupcsu@gmail.com.

Forbes was Wrong: CSU is Not a Good Educational Employer

Recently Forbes ranked CSU as Colorado's "Best Educational Employer," which CSU's publication Source celebrated in a recent article. Forbes was wrong. The article was not the result of an in-depth study of Colorado State University, or the state as a whole. Its data came from Statista, a German based company that deals with vast amounts of marketing and consumer data, some of which is rather loosely gathered. However, we do have some more recent, local data on the subject. In the spring of 2022, the Colorado State University chapter of the American Association of University Professors conducted a survey on faculty working conditions, which it summarized in an 8-page report. The survey results "paint a bleak picture of faculty morale" and it "reveals a high level of discontent among a significant portion of CSU faculty."

Nevertheless, the Source article quotes Interim President Rick Miranda as saying, "We are delighted to be recognized in this way – I know that for many years our focus on improving our employees' overall experience here at CSU has been a top priority." The irony is that Rick Miranda helped lead the salary equity forums in 2017, and since then, CSU faculty salaries have failed to keep up with the cost of living. The base salary for full time instructors is just \$50,000 a year, which is 20% below the national average in an increasingly unaffordable town. Meanwhile, the Poudre School District pays a teacher with a Ph.D. and no experience \$60,000, and it gives annual cost-of-living adjustments. In fact, the AAUP's survey revealed the main complaint of faculty was inadequate and inequitable compensation, and many faculty noted that they work second jobs in addition to teaching full time. Others have chosen to leave. Faculty also noted huge pay disparities between departments, with some faculty earning tens of thousands of dollars less at the same rank and position simply because their department is less valued by the administration. In some cases, the pay disparities exceed \$100,000.

Another major issue revealed from the survey—and not entirely unrelated—was the lack of respect and fairness. It was troubling to see how many women, people of color, and LGBQT faculty complained about unfair treatment. Many of them have already voiced their complaints through the "proper channels" and were simply ignored. The patterns of discriminatory behavior continue and, worse, the administrators and department heads that are implicated in the behavior are still serving today, many rewarded with raises. The CSU administration is aware of these problems. In the Source article, Rick Miranda acknowledges "We certainly have more to do though - it's work that's never 'done' and we'll be focusing this year on a variety of overall compensation and equity issues that include faculty, staff, and graduate assistants." It remains to be seen how the administration will handle these issues, and it's worth noting that the third major complaint from the survey was a lack of accountability and transparency within the administration.

The AAUP recommends a base salary for fulltime instructors of \$70,000, which would match the national average for non-tenuretrack faculty. Raising the base salary and addressing the inequities of wage compression and departmental disparities is a monumental task and will require a serious commitment on the part of the administration. But addressing compensation inequities would also help it achieve its professed commitment to student success. We know the greatest

influence of student success is the educator in the classroom, but when those educators are financially, emotionally, and physically exhausted, it is difficult for them to "give their best." Faculty working conditions equate to student learning conditions, and if CSU's administration truly seeks to nurture student success, it should begin by adequately funding its faculty.

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