

## UUP Labor-Management Meeting

Oct. 19, 2022 at 1:30 p.m.

Zoom

<https://plattsburgh.zoom.us/j/91934738303>

### 1. Welcome to Allison Heard

Campus equity week announcement

Scheduled a UUP press conference 11/10 11 a.m. alumni conference room; doing regionally across the state. <https://uupinfo.org/communications/releases/221007.php>

### Tabled item from last meeting:

### 2. Policies and processes for converting long-time Adjuncts to Lecturers with no, or with in-house searches.

**Dan Gordon:** Said the UUP Executive Board is in the process of drawing up proposals for lecturers and part-time faculty members regarding being hired for full-time positions without searches. It doesn't seem to be continuing; this saves money and time. We wanted to know why that policy hasn't continued.

**Anne Herzog:** Said she understands, especially with the increasing stress adjuncts are feeling at this time. She said she spoke at length with the academic deans and all do not support this request, saying they view it as one of their key responsibilities to oversee academic excellence of the institution. They want to do searches for those positions in order to fill with the most qualified.

**Dan:** Said this puts part-time faculty who have worked 10, or more, years of dedicated service at risk of losing their jobs.

**Anne:** Said yes, that can happen

**Dan:** Said it seems the evaluative process that lecturers are put through shows they're effective in what they're doing. He said it seems to be a morale-killer, to risk losing their jobs after years, sometimes decades, of dedicated service.

**Anne:** Said she is also aware how hard it is to find adjunctions and other employees in the North Country. This just doesn't sit right with her and the deans.

**Dan:** Brought up adjuncts teaching full-time loads.

**Anne:** Said they're only supposed to be teaching 9 credits, that they identified those who were teaching more and told they'd be able to do so this fall and after that, no more.

**Dan:** Said he was not aware that had happened, but also said we will be drawing up the proposals.

**Anne:** Repeated that this is not something she feels like they can pursue.

### New items:

### 3. Adjuncts who are retired and limits on sections or hours worked

**Michelle:** This came up through couple chairs around adjuncts, hours, etc. clarified no policy limiting retired faculty or adjuncts to sections; however, there are serious concerns once get to 6 credit threshold mess up Medicare, healthcare, how it's billed, also need to be aware there

are civil service and social security laws how much can make. Need to informed retired adjuncts taking too many hours in case it affects healthcare.

**Alex:** question for Sarah and Michelle. Used word retired annuitants. If retired you're retired?

**Michelle:** there is a document on state website spells it out. As long as meet requirements it's doable.

#### 4. Budget update

**Michelle:** for Todd, if you have any information?

**Todd: 4474 headcounts.** Has not been approved yet by SUNY but Sarah feels error-free. Similar to what Alex said; 14.3 million in cash reserves, 12 million Higher Education Emergency Funds from last year. At end of this year, expect 14.3 million to go down to 3 million. Running at an operational deficit. Environment of declining enrollment with no tuition increases, revenue's constraint and going down and increase in operational expenses. Fully support contractual salary increases, which are unfunded. Can't increase tuition, enrollment going down, those increases unsustainable. Change in formula, reasonable increases need to be in the future, funded salary increases need to be in the future, We're doing our fiscal stewardship but it's unsustainable. We're not alone, among other SUNYs, affecting all these other campuses. Cabinet working on coming up with 23-24 budget; trying to find a solution that'll buy us some time. scheduled to have some meetings in near future regarding budget.

**Alex:** expect cabinet, series of meetings for fall, discuss strategies for budget. Also do some smaller group discussions around budget, like senate exec board, plan to be expand different groups in terms of small groups. UUP might be interested in a conversation similar to senate exec. To echo Todd's comment, report spectrum news, buffalo, various SUNY campuses. All 13 comprehensives have structural deficit: declining enrollments, flat tuition, even without anything else going on, additional costs for energy, all going up, additional pressure on the budget. Currently, finished fiscal year positive balance with 3 million.

**Mat:** are you following Josee's model of asking for five years out?

**Todd:** not familiar with IFR account budgetary process. Not planning any major changes to submission; current plan Megan and I will revisit. Concerns Matt?

**Matt:** yes, but conversation we can have together.

**Cori:** broad base requirement to show in the black was SUNY's requirement not our requirement.

**Michelle:** In the past, when having budget issues, trying to make cuts, usually a percentage. Is there any kind of goals out there currently?

**Todd:** goals, Josee decided on 23-24, 4.6 million in budgetary cuts scheduled 23-24; not-yet identified cuts, but in the stability plan.

**Michelle:** certain enrollment assumed?

**Cori:** all these things need to happen: recruit more, bring in more students, set targets for spring and fall, and will be hearing in coming weeks retention;

**Todd:** 5.2 million in cuts but not identified. Will re-calibrate the projections. Plattsburgh Next plan

**Alex:** I hate to repeat the aspects of this, but plan embedded 4,800 students. The 4,800 number realistic where seeing demographic shift and changing mix of students we serve. We saw increases in grad students, transfer, but continued decline first-time from high school. That trend going to continue. Challenge looking at how to attract students not part of that category; look at programming that's going to be appealing, for instance, a master's in social work, but most importantly, the real impact comes from retention. As we drive our retention in to the 80 percent range, it's the retention that drives the enrollment number up. Even at 4,800 students, our budget issues do not evaporate over night. if we hit the expenses equal revenues, the moment there's an increase energy, an unfunded mandate from the system, we drop down again. Heightened advocacy to system or state to elevate resources come to campus, and/or small tuition bump to cover some expenses.

**Todd:** those are the only two things w can control: expenditures and enrollment — stabilize and grow enrollment. Positive side, enrollment health check, first time retention rate did rebound a little, shows stabilization. Campus is going to have to work hard to do that.

**Michelle:** other questions?

## 5. Retention of students, UUP members' roles, responsibilities, resources, tools, etc....

**Michelle:** Asked if there has been conversations at the admin level about concrete steps, etc., when it comes to retention efforts?

**Anne:** Said she's talking in every meeting with her team. Said service is required of every faculty member, and that includes advising, having conversations, encouragement, writing recommendation letters, whatever it is, that can help with retention. Said they have been focusing on the whole conversation of belonging: how to address this within your own department or community. There are different populations that need more: retention needs of online students and transfer students is big; her team is trying to be more specific about which students we can focus on who we might be able to help strengthen retention.

**Michelle:** Asked if there's been discussion on guidelines?

**Anne:** Said they have not talked about putting out guidelines. Deans and I are talking today. We all know, building strong culture across campus, step up and go the extra mile sending notes out, reaching out, saying "I haven't seen you in class." That kind of thing. Said from her perspective, that's part of being a good teacher.

**Michelle:** Said in our evaluations, we don't have a section that says, What have you done to encourage retention; I went above and beyond in this way. It's part of the pillars. Who's doing oversight on retention.

**Cori:** success consortium taking the lead. Looking at whether that's enough or do we need a separate retention committee? Allison has great ideas on retention; it's happening, but success consortium leading the effort.

**Allison:** Said she has as one of the DEI initiatives as being retention. Said they will be specific, measurable, partners, communicating with a lot of faculty at the moment, and these initiatives will be very concrete in terms of the things we'll be looking at. Some of the things are imbedded

in the work of Travis Gorham, the multicultural success coach, for students not captured by EOP or honors program, looking at specific ways to track students; running campaigns to do outreach to students, letting them know we look forward seeing them when they come back next semester. BIPOC students feel like they might not be missed if don't come back next semester. When feel like they have barriers or other things going on, it's important to have a person to steer them in the right direction. Allison said she met with Sarah Philips for data to use; will be meeting with Cori, who connected her to academic advising; one of the strategies is look at data compiled that shows why students leave. We'll be able to imbed that into the strategy and approach used with students.

**Anne Hansen:** Added that advancement continues to work on securing gifts for retention: there are emergency grant they're looking to grow and scholarships to help students stay in school, including the Mark Kaiser Scholarship and the Michele Carpentier Award; we had a luncheon to highlight funds looking to grow that focus the BIPOC population; raise awareness of those awards to help grow. Since I've been here the focus has been bringing students in; now we're spending energy on retention awards as well.

**Alex:** Said the college is doing this in multiple ways, such as events to bring high school and middle school students to campus. Met with students today. Questions they asked were financial aid, costs to attend. But also how will I be helped — academics support and advising. Prospective students are already looking for retention strategizes. Looking at signature programs, but also these basic questions of how will I be supported, thrive. They're asking as first generation students, What do you have for me? We're getting clues from prospective students what we have to make them successful. Part of that retention discussion is all the things, tangible and intangible, occurring.

**Todd:** One of the other areas, in terms of scholarships, is the shift to need-based. Historically we offered merit-based. After working with a consultant, we came up with offering need-based \$1,500 renewable for up to 4 years. No gpa requirement; just have to stay enrolled.

## 6. Personnel turnover and recruiting challenges

### a. Competitiveness in salaries and ability to telecommute

**Michelle:** Hearing about this in IT and ability to telecommute. Are you seeing the same thing, and do we have ideas and strategies for being more competitive recruiting and retaining.

**Anne:** We work with TJ; we're losing skilled staff members in a critical part of college. We did a data analysis, made adjustments there. We're happy to be able to do in that area. Still tremendous competitiveness regionally and nationally. I know there are issues hiring telecommunicating 100 percent or partial remote

**Sarah:** SUNY's policy on telecommuting is making it increasingly difficult to get decent pools of candidates. We're trying to be as creative as we can. We had a restructure of titles we used in the theater program for central heating system, a 24/7 operation. Started reaching out to cv-tec, campus wide. We're aware of it. some we can impact; others we don't have a lot of options.

**Michelle Trombley:** It's a reminder that passive recruitment strategies are no longer working. We can post or publish but anytime you have an audience with anybody, remind them we're recruiting. Anything can do to forward university is appreciated.

**Sarah:** Added that if a search drags on, we wind up losing decent candidates; we have to see that searches move quickly.

**Dan:** Said the searches he's been involved in move swiftly; they end up getting bogged down further down the process.

**Michelle Toth:** Said we all have to step up our game at every step.

**7. Plans for this round of DSI?**

- a. Even though the contract ended, there will be a final round of DSI due in December. Contract still stipulates .5 goes through compression model. Past practice: the entire amount was used for compression. Wondering plan for final round under this contract.

**Sarah:** .5 merit; .5 compression. Looking at threshold who may or may not be included and will get that out shortly.

**8. Supple Memo Discussion**

**9. Michelle:** Anne, you and I discussion about supple memo.

**Anne:** We do feel responsibility to institute to take steps to be as efficient as can; under the Supple policy, faculty should be teaching 4 classes unless they're engaged in significant research. Across time it's evolved that it's a 9-credit teaching load and not regular review of research, especially post tenure. Deans are reviewing faculty reports. And then we will be planning to adjust workload on a subset of faculty who have not remained active. Will be working on that.

**Dan:** Asked if this means they're looking at scholarship or teaching load of people who are caring, the number of students coming in contact with, labs, etc.

**Anne:** We're just focused on the fact that scholarship is required of faculty. Are talking about people who do significant service that has to be some who part of what we're considering.

Next L/M will be Nov. 16 face to face in Ward 103 at 1:30 p.m.