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Alfred UUP News

Volume 7, Issue 3

January—February 2020

Discretionary Salary Increases

The Alfred Chapter of United University Professions is in receipt of the Campus Compression/Inversion Report Form for 2019 (see page 2, below)

The agreement between the State and UUP specifies using 0.5% of the DSI to address identified compression and inversion. Salary inversion may exist when new employees are hired at salaries higher than experienced employees; compression may exist when salaries of experienced employees fail to maintain distance above salaries of new employees. During negotiations for the 2016-2022 State/UUP Agreement, the parties agreed to develop guidelines and a methodology for a salary equity study to be conducted at each campus. The purpose of such study was to identify compression and inversion for UUP-represented employees.

A State/SUNY/UUP executive-level committee developed guidelines and a methodology to analyze and identify the extent of salary compression and inversion. Individual chapters did not participate in the process, but were kept informed about the ongoing negotiations by statewide UUP, and to some extent by campus HR. The guidelines and methodology have yet to be shared by statewide UUP with the UUP chapters at each SUNY unit whose employees were eligible for compression DSI. The adopted guidelines and methodology had been utilized at Alfred State College, and data analysis was conducted using the guidelines. Much work was done by members of ASC Human Resources and an analyst who is a UUP member.

ASC administration reviewed the results of the analysis, and considered them in making decisions regarding distributing discretionary salary increases following the ne-

gotiated guidelines. At the conclusion of these decisions, the Campus Compression/Inversion Report was made by ASC administration of specific considerations made in the distribution of the 0.5% dedicated to addressing identified compression and inversion. Letters informing the amount of compression and inversion were sent in December to eight-eight ASC employees.

The compression/inversion analyses were done by comparing SUNY data with data available from The College and University Professional Association for Human Resources (CUPA-HR). Information regarding CUPA data can be found on page 3, below.

Contemporaneous with the compression DSI awards, letters were sent out to those who received merit DSI. In consideration of the ongoing discussion with ASC administration about merit and across-the-board DSI, we have abridged the results of a survey from 2016 on the topic of DSI, and the abridgement appears on pages 4-6, below.



**Alfred State College
Campus Compression/Inversion Report Form
December 3, 2019**

The purpose of this form is to inform the campus community, SUNY System Administration, and UUP about the allocation of salary compression/inversion increases pursuant to the guidelines and methodology established through negotiations between the State/SUNY/UUP, including permissible discretion used by the administration to address campus-specific circumstances. Any questions should be addressed to Human Resources.

Year of distribution — 2019

Amount of DSI funds available for compression/inversion (dollar figure of 0.5% of campus salaries) — \$97,650

Amount of compression/inversion salary increases actually distributed (Could be equivalent to 0.5% of campus salaries or more if other DSI funds were added) — \$97,730

Was a minimum threshold used for allocation of compression/inversion increases? I.e., Was there a dollar amount of identified compression/inversion for full-time employees (pro-rated for part-time employees) below which identified compression was not remediated? — Yes, Threshold Amount \$2,500

Was the compression/inversion money distributed proportionately across UUP members who have compression/inversion identified for campus remediation. In other words, did all individuals identified for compression/inversion increases get the same percentage of their compression/inversion remediated? — Yes, Percentage Remediated 15.642731%

From the pool of employees eligible to receive salary increases from the compression/inversion pool, identify any of the following permissible exclusions made by the campus administration:

Excluded

Yes/No

- Visiting academics with less than 4 years of service in title — No
- Part-time academics paid on a bi-weekly or other non-annual salaried basis with less than 2 years of service — Yes
- Part-time professionals paid on a bi-weekly or hourly basis with less than 2 years of service — Yes
- Full-time employees who have received notices of non-renewal — Yes

Data sources used for market salary benchmarks

For Academics:

CUPA 2019 *Faculty in Higher Education Survey* is the standard source using Tenure Track Faculty, New Assistant Professor in each department/discipline (except as otherwise specifically allowed). Identify which CUPA data source was used and any alternative approved data sources, identified in the

SUNY-UUP guidelines for distribution of these salary increases. The source(s) used are as follows:

- 2019 CUPA-HR *Faculty in Higher Education Annual Report, Tenure Track Faculty Salaries*

For Professionals

CUPA 2019 *Professionals in Higher Education Survey* should be used wherever possible. For certain positions the CUPA Staff or Administrators Surveys may contain comparable titles which are more appropriate comparators for benchmarking purposes. In those circumstances these surveys may be used instead.

If CUPA data were not available for particular departments or functional areas, alternative data sources for those departments/functional areas as noted in the SUNY-UUP guidelines for distribution of these salary increases were used.

Such alternative data sources used for Professionals, and the departments/functional areas for which they were used are as follows: — None

Information Regarding the Use of CUPA-HR Reports

The College and University Professional Association for Human Resources Faculty in Higher Education Survey and the Professionals in Higher Education Survey contain proprietary information. The data from the CUPA surveys cannot be disseminated by Alfred State College, the State University of New York, statewide United University Professions, or the Alfred Chapter of UUP.

Below is an excerpt from the CUPA-HR Data Use Agreement:

All survey results are copyrighted by the College and University Professional Association for Human Resources (CUPA-HR). No data contained in a survey report or obtained through DataOnDemand (DOD) may be reproduced in any form for any purpose without the written consent of CUPA-HR. Report findings and conclusions may be appropriately cited/referenced in other reporting if there is proper acknowledgment of the source and the referenced material does not involve reproduction of data tables or graphics.

DOD can be purchased only by higher education institutions. Due to the sensitive and confidential nature of the data we collect, we reserve the right to confirm an individual's authorization to purchase DOD with his or her HR department, and to confirm with HR that each user listed on the order is authorized to view employee data. Individuals outside of the HR department seeking access will need written approval from the head of HR — these include faculty, unions, other administrators, etc. CUPA-HR accepts no responsibility for any employee who misrepresents his or her authorization.

Annual survey reports contain comprehensive tables of aggregated data and may be purchased by anyone. However, all points of this agreement apply to the use of this tabular data.

Anyone interested in the CUPA data on which the DSI analyses were based can obtain them from CUPA at the following rate schedule:

If Your Institution Did Not Participate in the Survey ... \$425
If Your Institution Participated in the Survey and
Is Not a CUPA-HR Member ... \$285
Is a CUPA-HR Member ... \$170 (<https://www.cupahr.org/surveys/results/pricing-and-ordering/>)

As a consequence of the CUPA-HR Data Use Agreement, anyone interested in knowing what possible comparisons could be made between SUNY faculty ranks and/or years of employment or SUNY professional titles and/or salary grades would be advised to obtain authorization and purchase DataOnDemand from CUPA-HR. The overviews of the two relevant surveys are freely available, however:

<https://www.cupahr.org/wp-content/uploads/surveys/Results/2019-Professionals-Report-Overview.pdf>
https://www.cupahr.org/wp-content/uploads/surveys/Results/2019_Faculty_Annual_Report_Overview.pdf

Alfred State College Human Resources conformed to the rules negotiated by the State University of New York and United University Professions in regards to the data used and how that data was analyzed. As a result, without access to the methodology mandated by SUNY/UUP and without access to the data used as benchmarks and comparisons it is impossible to assess the accuracy of the compression/inversion analyses. This obviously is not the fault of the local analysis, but rather of the negotiation of a series of contractual provisions that do not seem well thought out either by the Governor's Office of Employee Relations or by United University Professions.

Compression/inversion analyses will take place annually over the next three years, i.e. the length of the UUP contract, and future results may change depending on changes in variables over the three-year period.

Be advised, if anyone should have any specific issues or concerns regarding the analysis completed at Alfred State College, please contact Human Resources.

DSI/DSA Distribution Survey

In the November-December 2016 issue of this newsletter we reported the results of a survey on the distribution of discretionary salary increases (DSI), or discretionary salary awards (DSA). At the time, the State of New York had negotiated for discretionary awards, and not discretionary increases. For those unfamiliar with the two, the difference between DSI and DSA is that DSI is added onto base pay (and thus was a permanent raise), and DSA was not.

Because of the current distribution of DSI in both merit awards and compression awards, we repeat some of the findings and comments from the 2016 survey. Many of the comments from the first report had to do with DSA and are not relevant to ongoing discretionary disbursement. Below is an abridgement of the results of the 2016 survey.

Demographics

There was a total of 121 respondents in the following categories:

Faculty = 54%, Professionals = 46%

Length of service at Alfred State College:

- New 3%
- 1-5 years 26%
- 6-10 years 18%
- 11-20 years 33%
- 21+ years 20%

Responses to Q1 were 57% in favor of across-the-board awards, and 40% in favor of merit raises (see chart, next page).

DSA/DSI General Comments

- If our union would/could negotiate contractual raises that exceed the inflation rate of 3%-4% then DSI awards would not be such an issue. Do away with DSI completely and just get us a REAL RAISE!
- Cannot say it enough...DSA across the board is a slap in the face to those who go above and beyond. Also, DSI is the only way in which our last tier (lowest pay scale) SUNY Tech School, can be compensated legitimately. We can't compete with other schools to keep skilled faculty and administrators. We're losing excellent faculty and administrators to entry level positions at other campuses...because the salary there is higher.

- Inequity should also be considered.

Comments on Across the Board DSI

- While I think Merit is a good idea, some of us have bosses that do not appreciate the amount of work we do.
- Our negotiated raises from our last few contracts have literally been less than the inflation rates, resulting in no real gains to members, in terms of disposable income.
- I don't think DSI should be a tool for supervisors to reward their favorites. It should be awarded across the board so that all contributions are recognized. We are all asked to go above and beyond our assigned duties.
- Unless you do it across the board there will always be problems with it.
- Is so minimal should be across the board!!!
- Awarding DSA based on merit is a great deal of work for all involved resulting in a very small amount of money for the awardees. It is a waste of faculty, staff, and administration time and resources.

Comments on Merit DSI

- The discretionary salary needs to be based on merit, otherwise it is not discretionary in nature.
- It is not fair for those that do a lot of additional work to receive the same DSA as those who barely complete the minimum requirements.
- This is the only way to award employees who go the extra mile and put in extra time and effort.
- I have the strong opinion that many people go above and beyond and many do not. I was extremely upset last year when across the boards were distributed.
- Across the board increases remove all monetary incentives to do anything other than the minimum required.
- Selective DSA disbursement encourages employees to go the extra mile. I know that it helps motivate me. No one gets into this field for the money, but a bonus certainly helps.

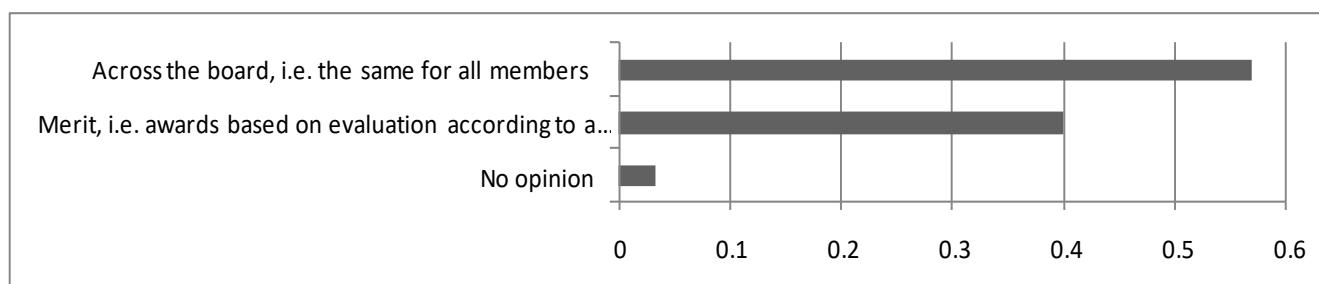
- It is concerning that the awards are not larger for those who put forth the effort. When everyone receives the same award, there is no incentive to work hard. There are too many faculty who do not even spend five hours a day on campus.
- DSI is the only way to be recognized for the extra effort employees put forth in doing things committee work, university service, or process improvement. I think it is important to recognize the individuals that do participate in these tasks to encourage them to continue to do so.
- Don't support across the board dead weights.
- Candidates should be awarded from a committee with unbiased views
- I suggest a third option - DSI Day. A rubric is used to create a pool of top performers. Then, on DSI Day, all UUP members join for a pizza party where 5 names are drawn from that pool who each split a fifth of the remaining money. Big prizes and everyone gets a party.
- Everyone should get and across the board raise... no nominations necessary.
- I would not want supervisors to nominate as they are not always aware of all the things that candidates do.
- Candidates should nominate themselves. Supervisors may not be aware of everything a faculty member is doing.
- Some faculty work a lot less than others (course preparation, serving on committees, attend department and school meetings, etc.) and therefore salary awards should be based on work and participation. Candidates should nominate themselves for DSA because many supervisors, chairs, and deans do not know what their faculty are doing nor the amount of work they do.
- The union should work towards real salary increases. DSI is a distraction from the real issue.
- There should also be a reassessment of salary compared to those offered to new hires. Many of the faculty were hired at a lower starting salary doing the same job as the new hires. These yearly increases do not make-up for the difference in salary.

Comments on Nominations for Merit DSI

Another question concerning DSA/DSI was that of how nominations should be made. The question was, "Those receiving DSA/DSI have nominated themselves for the award. Should candidates continue to nominate themselves, or should they be nominated by others, such as supervisors?"

- The administration should do the work. They have documents that we fill out each year for our activities, and they now have the pie. Department Chairs have enough to do already without having this as yet another "duty as assigned."
- Funds are spread too thin. They should be given out to fewer and at an amount that would be a true recognition of a job well done.
- I have given up on future promotions/increases based on the fact that I have to beg to get something the institution should acknowledge based on the level of work done, and duties performed. Not based on who writes the best request...

Q1: Should DSI/DSA be awarded across the board, or be merit based?



The opinions expressed in this newsletter are those of the authors and/or the Alfred Chapter, and may not be those of United University Professions

NY25: A VISION FOR SUNY AND NEW YORK



Frederick E. Kowal
UUP President

Aspiration Matched by Realism

In May 1961, President John F. Kennedy announced plans that sounded audacious to most, unrealistic to some, and simply impossible to a few. Those plans committed the United States to landing a human being on the moon and returning them to the earth. From the start, the plan was pushed by Kennedy as aspirational. In fact, in a historic address at Rice University

after his initial announcement of the plans to a joint session of Congress, Kennedy called on the nation to embrace the plans "not because they are easy, but because they are hard."

This past July, the world commemorated the successful completion of Kennedy's aspirational promise. Despite the immense challenges of engineering, astrophysics, safety and budgetary costs, the United States was able to achieve what Kennedy challenged the nation to do years earlier. For our society to deal with the massive threats our nation and world face today – from the climate emergency to the deterioration of all aspects of our nation's infrastructure – we must become daring, aspirational and ambitious again. And we must challenge each other to think and act in these ways.

Today, New York is fortunate to have the largest and still the best public higher education system in the world. The combined intellectual resources of SUNY and CUNY are immense and impressive. But what is lacking is a mission for these systems. Focusing on SUNY, we hear that the role of SUNY campuses is to be economic engines for the communities where they are located. Other voices call on SUNY to be a place where individuals are trained for the jobs of "tomorrow." Some also call for SUNY to be the place where citizenship values, like tolerance, activism, and civic engagement are ingrained in the young adults of our state.

But, none of these missions or purposes is sufficient for the times we are living through. With NY25, United University Professions (UUP) is calling for SUNY become the lead institution in transforming New York into a sustainable, just and human society – including its political economy. The proposals we make will accomplish this role through SUNY's ability to marshal the dynamic and diverse strengths of our state.

Like President Kennedy's pledge to land on the moon at a time when the infrastructure and the science was not capable of accomplishing the goal, NY25 calls on SUNY to aspire to a set of goals to reach by 2025 which will be seen as audacious, unrealistic and impossible.

For UUP, however, the danger of not being ambitious and aspirational is much more threatening to our society. It would mean surrendering to limited vision, to a loss of faith in our society to reach for and accomplish great things for future generations. It would doom those future generations to a much more dangerous world to live in.

But in establishing these goals, we are also grounded in the reality of what we face in our economy and our society. As such, we call on SUNY to lead the way in taking on the salient issues of today:

- **The Education Crisis:** As costs continue to rise for students in higher education, and its value is challenged, the purposes of the institutions must be focused on the social imperatives of our day to create society-wide support for the institutions.
- **The Climate Crisis:** With the evidence growing that climate change has turned into a true global emergency, no institution – and certainly no academic institution – can sit on the sidelines or limit its role. These institutions must take the lead in analyzing and addressing the crisis.
- **The Health Care Crisis:** With growing health care deserts in New York State and a worsening shortage of providers, it is imperative that the education and training of the next generation of healthcare professionals be a central priority for the state. Also, the expansion of the Peoples' Hospitals – SUNY's Academic Medical Centers at Brooklyn, Stony Brook, and Syracuse – is imperative.
- **The Citizenship Crisis:** With our nation politically divided more so than at any time since the Civil War, and with those under 30 professing a lack of support for democracy, it is imperative that institutions of higher education take on the role of creating active, engaged citizens with the necessary critical thinking skills to ensure the survival of our republic.

All of these challenges can be met if the institutions that our members serve – SUNY in all of its university centers, comprehensive colleges, technical colleges, specialized colleges and academic medical centers – work towards a vision that will bring about the necessary changes in our state and nation.

The time is short. The need is dire for institutions that have been created to serve the state and its people step up to act in ways that promote a future that is just, sustainable and humane. SUNY must take on this mission. UUP stands ready to work with any and all to make the mission succeed.

We do so in the spirit of President Kennedy's call at Rice in 1961: Not because it is easy, but because it is hard.



NY 25 is a proposal for an aggressive, macro-level financial policy package, which is keyed to achieving measurable goals by 2025. These goals will keep SUNY **accessible**, promote the **health of all New Yorkers**, create a **sustainable future for SUNY**, increase **faculty diversity**, and establish **long-term, reliable resources for public higher education**. Our students deserve a system that is looking to the future, and we are willing to fight and work for it. Our proposal includes:



Keep SUNY Accessible:

- **Reduce student share of SUNY costs from 64% of direct state support to 25% by 2025.** Students come to SUNY because they know they can receive a high-quality, affordable education that will open doors to new opportunities. However, a continued shift of costs from the state to students has placed an additional financial burden on our students and reduced access to the high-quality education every New Yorker deserves. If we continue to reach into the pockets of our students instead of investing public dollars into higher education, we will not be setting our students up for success, but for years of student loan payments.
- **Provide access every two years to one free, SUNY-faculty-led course for all residents of New York State over the age of 16.** Access to education is a cornerstone of American democracy. New York should lead the way in expanding this access to learners in all stages of life through online, bricks-and-mortar, and hybrid classes, when space is available. This program would bring high-quality SUNY education to every household in New York, encourage lifelong learning, and strengthen ties between SUNY campuses and the communities they are located in.
- **Aggressively expand SUNY's Educational Opportunity Program (EOP) by doubling the number of students, staff and funding by 2025.** EOP provides access and support to students who would not have otherwise been offered admission to SUNY. EOP has a proven record of success with more than 70,000 graduates, many of whom still live and work in New York. Restoring EOP funding can no longer be the answer. Funding must be systematically increased to expand programs and increase access to more students.

Promote the Health of All New Yorkers:

- **Create a Medical Educational Opportunity Program (MEOP) with a target of 100 new students at the four SUNY medical schools in the next academic year.** Studies show that by 2032, there could be a physician shortage of up to 121,000 doctors nationwide. MEOP will draw students from underrepresented and under-resourced communities. With proper support, at an initial cost of \$5 million, more diverse cohorts of medical students will complete their medical education and practice primary care medicine in those same communities.
- **Reduce the total cost of SUNY medical school tuition to \$25,000 by 2025.** This will allow SUNY to remain competitive in the medical school market. Some medical schools, including New York University's Grossman School of Medicine, now offer all enrolled students full-tuition scholarships, so **students can focus on what's important—patient care. New York retains less than 45 percent of physicians who complete their graduate medical education here**, partially due to the high cost-of-living. We're training the next generation of health care professionals, and reducing the cost of earning a medical degree at SUNY's academic medical centers will allow graduates to stay in New York without the burden of large amounts of student debt. These new professionals become even more essential as older generations prepare for retirement. **Nearly 35 percent of active physicians in New York are over the age of 60.** We must ensure New York has a healthy future by keeping our SUNY medical schools affordable.
- **Create partnerships between SUNY's three teaching hospitals and 25 ambulatory care facilities across the state by 2025.** These partnerships will enhance student learning, increase access to high-quality medical care, and connect SUNY hospitals with the communities they serve.

Create a Sustainable Future for SUNY:

- **Show the way to the carbon-free future by achieving a carbon-neutral SUNY by 2025.** To make this possible, **\$25 million per year** will be directed to retrofitting SUNY buildings. This funding would be targeted at implementing broad renewable energy options for campuses. A **cap and trade system** will allow campuses who reach carbon-neutrality to trade their excess carbon credits to other campuses for a funding bonus.
- **Establish a pilot program of microgrids and battery storage at five campuses next year.** Through the creation of energy microgrids and a partnership with “Green Machine” technology, SUNY campuses and the communities they are located in can **create and store clean energy**. New Yorkers living near SUNY campuses would have the opportunity to take part in such energy microgrids and help maximize the capture of solar energy, wind turbine generated electricity, and other renewable energy options. Energy generated would then be stored on SUNY campuses. In addition, SUNY maintenance and construction machines should be retrofitted to be run by clean energy batteries. When successful, the pilot program can be expanded to all SUNY campuses by 2025. **This partnership between community and campus will result in savings for taxpayers in addition to millions of dollars that can be redirected to educational programming.**
- **Make SUNY College of Environmental Science and Forestry (SUNY ESF) the lead institution nationally for dealing with our climate crisis.** SUNY ESF will expand and strengthen their Sustainable Energy programs to be dedicated to studying and solving our climate crisis. ESF should also include climate change mitigation research and education programs in their mission.
- **Direct \$5 million for a grant program to expand existing certificate, associate, and baccalaureate sustainability programs across SUNY.** Funding should increase \$5 million per year with a goal of \$25 million by 2025. This program will provide an education targeted to train and retrain professionals in green energy and sustainability jobs across New York.

Increase Faculty Diversity:

- **Ensure that at least 25% of faculty and staff positions in SUNY are filled by individuals who are African American, Native American and Latinx by 2025.** The SUNY PRODiG (“Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth”) program launched last year begins this important work, but we can do more. **Less than 9 percent of SUNY faculty are racially or ethnically diverse while over 28 percent of SUNY students are diverse (as of Fall 2018).**

Establish Long-Term, Reliable Resources for Public Higher Education:

1. SUNY Endowment

- Establish a SUNY endowment to support the above programs with **a goal of \$25 billion in the endowment by 2025** with a public to private match requirement, with the private share never exceeding 25%.

2. Public Medical Higher Education Fund

- Direct a portion of the taxes collected from the sale of marijuana to SUNY’s three public teaching hospitals for the Public Medical Higher Education Fund.

3. SUNY Foundation Tax

- Tax SUNY’s campus foundations to ensure that they are fulfilling their purpose of supporting SUNY campuses rather than depleting their limited resources.

For more information on these proposals, visit UUPinfo.org/NY25.



OVERVIEW

The American Dream is upward mobility—all children, regardless of background, having a chance at economic success. As each generation enters the workforce, young people are unable to earn more than their parents—and the trend isn't reversing.

Compared to their parents, students today increasingly cannot afford college, are burdened with debt, work at jobs with few if any benefits, and have no long-term security.

Financial aid such as the Tuition Assistance Program (TAP) is one step toward reversing the trend. But the TAP gap and the underfunding of SUNY threaten students' access to education and their ability to graduate. Fully funding SUNY ensures that the state's future workforce, taxpayers and citizens can contribute to the productivity, quality of life, and overall health of New York state.



MIND THE TAP GAP:

Underfunding SUNY and the Fading American Dream

Fast Facts:

1

The TAP gap—the difference between SUNY tuition and what TAP covers—is a loss of more than \$70 million every year that SUNY's 29 state-operated campuses must absorb while providing a quality education.

2

More than 40 percent of students receiving TAP attend SUNY. More than one-third of students at SUNY's state-operated campuses receive TAP (plus the tuition gap/credit that SUNY campuses forego).

3

In 1974, SUNY received \$4,129 on average per student in revenue (combined tuition and state appropriations); in today's dollars, that's more than \$21,000. This is roughly \$7,000 less in revenue on average per student than the current combined tuition and state appropriations that SUNY campuses receive.

4

SUNY's 2018-2019 tuition was \$6,870; the maximum TAP was \$5,165—covering only 75 percent of SUNY undergraduate tuition. The TAP gap (tuition loss to SUNY) was \$1,705 per student receiving the maximum TAP award.

5

The TAP gap is equivalent to annual salaries for 800 to 1,000 new full-time faculty. These additional hires could increase advising, counseling, tutoring and course offerings to help students graduate—and graduate on time.

Underfunding SUNY is extremely short-sighted. But taxpayers will ultimately pay a bigger tax bill in the form of higher public assistance and health care costs. Employers have increasingly relied on higher education institutions to train and develop an ever-changing workforce. Now more than ever, fully funding SUNY is necessary to ensure that New York's future workforce receives a solid education.

TRANSPARENCY



A LOOK INSIDE SUNY FOUNDATIONS

OVERVIEW

Many SUNY campuses contract with private, nonprofit foundations to receive and manage grants and donations in support of programs, real estate development, and other activities designed to further the missions of the SUNY campuses.

While state funding for campuses has declined for years, the foundations are thriving. SUNY's 31 campus-related foundations—part of a growing network of 80-plus SUNY-affiliated private nonprofits—have more than \$2.3 billion in net assets and spend hundreds of millions each year. And not all foundations are equal: 10 campuses control the vast majority of all net assets, and two campuses control nearly half.

SUNY stakeholders, donors and New York state taxpayers have a right to know how this money is being used. Because these foundations are technically private, nonprofit agencies, they are not required to abide by the same regulations, protocol and transparency standards of state agencies. That's troubling.

It's time we get a *real* look at how SUNY campus foundations spend our money.

A safeguard against scandal

- Transparency acts as defense against scandal by preventing inappropriate donor influence over campus decision-making. Without more transparency, it is impossible to determine what strings donors may attach to their gifts.
- There is heavy overlap between campus and foundation governance, with leaders often receiving one six-figure salary from the foundation, and another from the campus.
- One foundation reported revenue of \$9.6 million, but expenses of only \$2.8 million, with no clear indication of how the savings would be used.
- Several foundations contract with out-of-state firms, including one that hired a Virginia branding service for \$1.4 million. If they were public entities, these out-of-state contracts would be denied or heavily regulated.

There's more



Fast Facts: The need for TRANSPARENCY

Failure has been an option for far too long

- A scathing 2018 report from the Office of the State Comptroller found that SUNY and campus foundations had failed to meet accountability standards:

- A full third of campus foundations were operating without required contracts, all while continuing to manage billions of dollars in donations and resources on behalf of campuses.

- SUNY administrators do not consistently obtain or review the necessary documents to assess financial risk of the foundations' operations.

- There are clear incidents of unjustified compensation, questionable expenses, and conflicts of interest.

- Foundations have failed to follow important financial control and reporting policies.

- Review of the necessary documents to assess financial risk has been inconsistent.

- More than half of the 30 foundations have not been audited by SUNY in at least 10 years. This summer, the Office of the State Comptroller regained audit authority over SUNY contracts after years of opaque operations and isolated scandals. That's an important first step, but legislation is needed to ensure permanent transparency.

While the OSC in late-September released an updated audit noting SUNY has made progress in addressing these problems, there are no mechanisms in place for ongoing monitoring and enforcement. More transparency would be a great step forward.

- The lack of transparency runs counter to the guidelines established by the National Committee for Institutionally Related Foundations, which states that foundations "are not a vehicle for shielding information from the public."

Taking advantage of their SUNY status

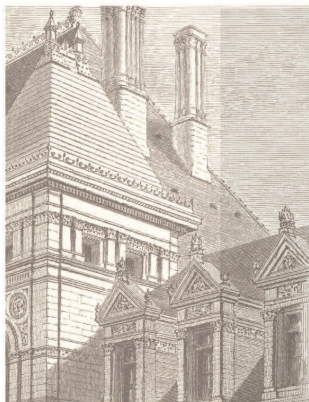
- Foundations use the blurred lines of SUNY affiliation to their advantage.

On one hand, the foundations use their status as private nonprofits to mobilize resources more quickly than campus offices and invest in higher risk, higher reward investments. This may be warranted, but it also helps them avoid regulation and transparency requirements applicable to state entities.

On the other hand, foundations make full use of their SUNY affiliation.

- Most taxpayers don't realize the foundations are private nonprofits and give money believing they are donating directly to the campus.

- Campuses cover much of the foundations' overhead costs—without compensation. The foundations use campus space for offices and events, receive campus IT and system support.



Make transparency permanent

UUP contends that the SUNY campus foundations and their auxiliary businesses should not be allowed to hide behind the shell of a private entity, and should be subject to the state Freedom of Information Law.

We urge the Legislature to pass Assembly bill A04367 and Senate bill S06275 to require SUNY campus foundations and their subsidiaries to submit annual reports and to post them publicly on the SUNY website.

Chapter Officers			
Joseph Petrick	Chapter President		587-4311
Elaine Burns	Chapter Assistant		587-4186
William Schultze	VP for Professionals		
Linda Panter	VP for Academics		
Karen Young	Wellsville Campus VP		
James Buell	Treasurer		
Mark D'Arcy	Secretary & Delegate		
Jennifer Guthrie	Membership Development Officer	-	
Vav Vavrek	Affirmative Action Chair	-	
Alexandra Hoffman	Officer for Contingents	-	
Gary Moore	Officer for Retirees		
Earl Packard	Delegate	-	
Ray Gleason	Delegate	-	
Zac Barbis	Delegate	-	
Brent Barnes	Delegate		
Jamie Guilian	Labor Relations Specialist		

Visit the Alfred Chapter of UUP on the web at <http://uuphost.org/alfred/>

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