### Supervision/Direction/Job Expectations

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<tr>
<th>item</th>
<th>Description</th>
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<td>1.</td>
<td>What resources are available for those who may have difficult relationships with their direct supervisors? -someone to talk to? Information about workplace expectations/rights that an employee can depend on and point to for support, etc?</td>
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<td>2.</td>
<td>Also, new academic staff currently do NOT receive any sort of orientation upon coming to campus. Unlike our tenure-track peers who receive a week long orientation (with stipend) for HR, insurance, technology, etc. Having an orientation ONLY for tenure-track faculty is elitist and sends the message &quot;&quot;tenure-track are valued more&quot;&quot; and only encourages status issues among staff. While my tenured and tenure track peers have never treated me any differently, the University certainly views me as &quot;&quot;other&quot;&quot; or &quot;&quot;less&quot;&quot; than those who are labeled tenured or tenure track.</td>
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<td>3.</td>
<td>We have to do less with less.</td>
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<td>4.</td>
<td>There is a need for strong, bold, visionary leadership that inspires and creates a sense of belonging and pride.</td>
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<td>5.</td>
<td>With fewer resources and staffing to complete the tasks and work needed, staff are becoming stressed, overworked, and burnt out (and some are leaving for other opportunities).</td>
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|6.|Financial issues are being used as an excuse much too frequently, yet no difficult decisions are being made to re-allocate or re-distribute resources."
|7.|Discussion: what is the sequence of teaching and learning for the elementary teaching program?|
|8.|"Provide time for instructors to examine the goals of each course in the progression. What is the goal at the end of the learning sequence?"
|9.|How does each course support the end goal and how is the learning scaffolded throughout the course?|
|10.|How do each of the assessments both provide summative information for mastery, but also provide formative assessment that informs instruction and supports the individual learner's progress?"
|11.|Dissemination of important info/announcements (not Falcon Daily type things, but more like policy changes or things that are specific to Academic Staff) |
|12.|Lack of opportunity for career advancement |
|13.|Limited opportunities for mentoring and staff development|
|14.|Greater flexibility regarding where/when academic staff members work...from home, combination home/campus, and ability to self-schedule time/hours worked.|
|15.|There is some local university policy which states academic staff can only work a given amount of time, based upon state law from July 2, 2013. If retirement of an academic staff member took place prior to that date, why not allow for that someone (who is needed to work more) to fill gaps in program needs?|
- Creating clear cut policies for "Limited" Academic Staff, policies that are standardized across all areas.
- Workload-need to be able to say no to extra work, will staff cuts we can't keep adding work.
- More options for professional development for faculty, both on campus.

| Compensation          | Employee compensation. Our health insurance is going up (again) and yet our pay has not kept up with the cost of living. -So we are essentially taking another pay cut.  
|-----------------------| Replace the crazy new pay schedule for adjunct instructors with something more workable.  
|                       | Why hasn't there been a pay increase in 7 years?  
|                       | Salaries for non-instructional staff.  
|                       | I understand budgets are tight, but I think the administration needs to address salary inequities for the same class of employee.  
|                       | Employee compensation. This is easily the #1 topic that should be discussed. Employees do not even get a cost of living increase. The minuscule raises in past years have not offset the increases from the employee for retirement contribution and health insurance. It also seems that Heath Care benefits keep going down. We now have a $15 co-pay for office visits. -This used to be free. What is covered is also going down or how much is covered is going down so there is an increase of out-of-pocket costs for the same visits as just a few years ago.  
|                       | This nickel & dime cuts have to stop or we need to be compensated. We probably can't stop the state cuts but we can do better with the money we do get. This is a primary reason why so many good employees leave this university.  
|                       | Pay Structure--service beyond 15 years.  
|                       | Given academic staff (adjuncts) are paid so little, discussing the possibility of getting paid more in the future would seem ethical.  
|                       | Low pay.  
|                       | The size of classes that instructional academic staff teach vis a vis the salary. If an IAS is teaching a large class (e.g., 60-100+), which is literally the size of several smaller classes combined, then we should logically receive more money for that class. It is not logical to pay someone the same amount of money to teach a 10-50 student class as one pays someone to teach a class of over 100.  
|                       | Compensation packages -salary, health insurance options, incentives for pursuing advanced degrees not sufficient to be competitive in region.  
|                       | Individual workloads have increased dramatically without compensation or relief as positions have been eliminated/consolidated.  
|                       | I am interested in knowing what happened to the additional lump sum payments that was discussed at opening meetings. Was academic instructional staff included. Thought payment was in November?  
|                       | Cost of Parking Permits.  

| Morale Culture | Morale on campus, esp. within academic staff units  
|----------------| Addressing the hemorrhaging Director/Assistant Director levels, staff leaving, resignations, etc.  
|                | Salary compression and discrepancies between staff of similar/same classifications  
|                | Re-institution  
|                | Overall, very poor morale at the university. Lack of staff making it difficult to complete work and adequately take care of student needs.  
|                | Campus culture and inclusivity measures once Trump becomes president.  
|                | How can we make instructional academic staff feel more integrated into departments and the campus as a whole?  
|                | Lack of value found in Instructional Staff.  
|                | Treatment of IAS.  


| Contracts | The way contracts are currently written for most IAS is as fixed term, terminal contracts. Even when there is every intention of us being hired the next year, we are treated as if we will not be hired. This creates problems for a variety of issues; applying for loans is one such issue. HR won’t even check to see what our probability of having a contract next year is. Some IAS have been here through 3 different chancellors, but they are still treated as "temporary."
- Limited budgets that create fear and insecurity that contracts will not be renewed or programs will be cut
- Option for more long-term contracts for adjuncts. Perhaps up to a 5 year commitment for faculty members instructing in courses the meet the needs of majors of particular departments. |
| Staffing/Recruitment | There seems to be LOTS of grey around people with "clinical" positions in terms of retention processes, graduate faculty status, etc. People on this campus who are tenured ONLY know about tenure track guidelines and incorrectly attempt to apply these guidelines to clinical staff. The handbook IS NOT CLEAR ON CLINICAL STAFF. Having language clarified and/or policies clarified or at least departments given the appropriate jurisdiction to make choices would be helpful.
- We continue to "make do" after losing staff. The staff remaining are the best and brightest but I am concerned because the workload is so heavy. How much longer will they continue to stay? If we lose them, how will we be able to replace them?
- More support and resources for hiring authorities, search committees, and search chairs to run professional and equitable processes. Including: writing Position Descriptions, screening tools, affirmative action training, how to publicize positions, how to perform interviews, and how to host candidates. I think how we recruit, review, host, and select applicants/candidates can be as much of a "selling tool" for UWRF as any publication or other advertising medium.
- Are the candidate pools for our positions lower, average or higher than usual? How are we going to make UWRF an attractive place to work?"
- More stability for long-time academic staff
- Please discuss how our campus will not hire from within and we have to go through costly and time consuming searches for staff when we hire the person in our office in the end anyway. |
| Turnover | "Bleeding of experienced academic staff members to other institutions. Loss of institutional memory and the constant reinventing of the wheel. This is a major issue as over a dozen non-teaching academic staff have left since last March.
- Are we doing exit interviews/surveys with everyone leaving campus?
- What are the themes of those leaving campus?
- The more people leave, the less people we have to do the work and then there is the demand to re-hire and re-train people leaving everyone very strained on campus. If the FTE is even granted.
- "UW-River Falls has recently lost a lot of valuable employees. What could the university have done to try to keep these valuable individuals on our campus and what can they do to keep other employees from looking elsewhere for employment?"
- Why is it that when some employees leave, notices are put in the Falcon Daily and receptions are held to send those employees off with well wishes while when other employees leave, the campus community isn't even informed of their departures? |
### Student Services

- Discuss how our campus is proactively facing the mental health issues of our students and how hiring more counseling staff to handle these situations could also impact our students finishing their degrees.
- I believe more needs to be done to help support our students of color and LGBTQ. I also believe that Student Support Services is a hidden gem on campus and needs to have more support and collaboration from staff and faculty across campus. Communication could also be better from the administration on down.
- Extended technology resources in the non-hybrid classroom (e.g., multimedia sources available in D2L).
- Reduce J-TERM by one or two weeks and get done with the semester earlier.
- Student Enrollment / Recruitments. While our numbers are slightly up this year the downward trend in student enrollment is still troubling.

### PROPOSED SOLUTIONS

**Please provide any ideas, you feel comfortable sharing, to help alleviate the concerns noted above.**

- Clearer language in the handbook.
- Proper orientation for any new staff coming to this university, regardless of classification.
- The Chancellor and CBO need to acknowledge that staff members are much more than cogs in a machine.
- When cuts were made, we were told that we would not be able to do as much as we used to do. In fact, we are expected to do more and that is why people are leaving. It's not the easy answer that they will make more money somewhere else. It is sense that we are adrift with no real plan about who we want to be. People will stay and work for less if they are acknowledged and empowered to with a vision and leadership.
- Allow us some at least "part-time" positions. Work study students?
- Find a different way to write contracts that doesn't sound as if we are being fired every spring.
- It's about leadership.
- Increases in pay should not only be based on the previous year review but also total years with the university. Some who has worked at URF for 15 years with good reviews should not be getting the same "bonus" as someone who has worked 1 or 2 years.
- Provide compensatory time for all employees where time can be taken possibly at off-peak times (example: when students aren't on campus) to assist in off-setting the overly busy times where working 40 hours/week isn't feasible with the amount of work required.
- Explore the options to re-allocate or re-distribute resources and look into cutting programs or resources that are no longer viable, necessary or core to the mission. Program prioritization seems a mute point if nothing is done with the data collected in regards to distribution of resources.
- Go back to a two or three pay cycle over 3 months
- Provide time for instructors to examine the goals of each course in the progression. What are the goals at the end of the learning sequence when student teaching is completed? How does each course or block support this end goal and how is the learning scaffolded along the way? What are the assessments leading up to the end goal? How do each of the assessments both provide summative information for mastering, but also provide formative assessment into inform instruction and support the individual learner's progress?
- Just let them know what a tremendous job you are doing for our university!!!!
- Appreciation gesture for those who are sticking this out and carrying the load.
• A raise to help offset cost of living MORE FTE or an acknowledgement that we can't continue to do everything we have been doing when there are not enough people here to do the work"

• I am hopeful things will be better once we have a new director of Diversity/MSS on board to help with programming for students of color and education for the wider population of UWRF.

• I believe SSS can be a collaborative part of many entities to help with retention and support of these more at risk and vulnerable students we work with day in and day out.

• I am not sure how to fix communication, but it is interesting that I hear rumors from others that become fact and we seem to be the last to hear of important information that affect us.

• Raises to at least get close to actual wages outside of the UW-System.

• Again, I understand this is a difficult situation given our circumstances. However, to retain quality employees on all levels I think this issue needs to be looked at. And it goes beyond and artificially assigned one-time bonus to employees based on a subjective review procedure.

• Could the cost of what faculty pay for parking permits relate to our salary? For example: I teach at a college in Minneapolis and since I am adjunct, teaching just 1 course, I only pay $50 a semester for a parking permit. Those who are full-time/tenured pay $200 a semester since they make more money. Our parking permit rate relates to the amount of credits we teach. Paying over $300 at RF (which has increased every year since I've been here) when our salary doesn't increase is a huge burden.

• Why can't there be more stability for those of us who have been teaching here for X amount of years? Other institutions offer permanent adjunct positions for academic staff that have been their employees for 4 or 5+ years. For example: I teach 3-4 courses every semester at UWRF. My classes are cut every year and then always given back to me once enrollment hits. This roller coaster of losing courses and getting them back has caused serious emotional issues for me in the past several years and many other academic staff within our university. We aren't asking for a tenure-track job, we just want a contract that says we will always have a full load. This is a SERIOUS issue. Over 70% of our faculty are academic staff and not tenure-track. Where does all the money of tuition go? More TRANSPARENCY is needed. Or maybe some compensation for my therapy and massage bills that have been the result of losing my job every semester ;)

• To fix this problem, and yes it is a big problem merit raises need to be permanent.

• The $400, $500, $600 bonuses were a joke a last year. If these were permanent raises then they would be worth something. Otherwise don't waste the paperwork. The $500 bonus for ""Exceeding Expectations"" turned into $280 take-home pay. That is not worth the hundreds of extra hours some employees put in to get this tiny bonus.

• Budgets cuts probably won't stop so let's do better with the money we do get. Stop the small programs that benefit a handful of students, stop the major and minor programs that have limited enrollments. When I mean stop I mean suspend. Suspension like was done for the Food Science program.

• Recruitment. Stop wasting money recruiting overseas. Yes, I understand this looks good on paper for UWRF to be ""international"". We also get ""out-of-state"" tuition from these entities. However, as we saw with the Brazillian program it looked good for 1 year or 2 then the funding falls through and the students are gone. Instead focus on in-state recruitment. Don't just recruit for now or next year, recruit for the future. Recruit families, large families, siblings, cousins, aunts, uncles, moms, and dads. Show what UWRF could do for the WHOLE family.
- It seems we are really proud of our "First Generation" students but what about our enrollments from family trees?
- Focus in the people that will stay in the state and add to the economy of Wisconsin: Agriculture and Education. Do some research on who is likely to stay in Wisconsin after they graduate? Or go somewhere else and come back to Wisconsin.
- If we are AS, then we are AS for all intents and purposes; if we are not AS, then we need to know that and need some other governing body to be on our side.
- I feel the budget cuts have divided the campus, departments and staff. Most departments and offices tend to have a toxic climate. HR is a mess!!
- There needs to be a standard way to notify the campus community when full-time employees are hired and/or leave the university. I think that putting a notice in the Falcon Daily is a good way to communicate this information.
- I think there needs to be a stronger and more visible presence of support for students of diverse backgrounds. River Falls is a relatively homogeneous rural city that went to Trump in the election. What is the administration doing to ensure that our multicultural and multilingual students feel welcomed and safe both on campus and in the city? Now is the time to step up the game to make sure those students stay with us and feel supported.
- Cutting taxes in the state and sacrificing higher education is path to destruction. We need to bolster higher education, research and entrepreneurship. That takes money and state money comes from taxes.
- Provide overtime pay to IAS when a single class is very large (e.g., 60+ students), or allow juniors/seniors to be teaching assistants (basically graders) by taking an independent study with the IAS who teach large classes.
- UWRF policy for numbers of hours worked doesn't sync with what the university could have, and needs.

**ADDITIONAL COMMENTS**

- Thank you to the ASC for pulling this meeting together.
- Overall I believe that UWRF is a great place to work and I do what I can to support students and staff alike to make this a destination university.
- With all the cuts that our university has gone through and changes we have seen, we need to invest in our academic staff for the stability and RETENTION of our students. Good teachers = strong programs. If our students are our priority, we need to make our faculty a priority. RECRUITMENT and RETENTION starts with good teachers ;)
- "UWRF is a great place to work, the community is awesome, and it is great place to raise a family.
- Let's find ways to keep the people that want to be here."
- Thank you.