

VOTE OF NO CONFIDENCE

College of DuPage

October 14, 2014

The vote of no confidence by the faculty union came as no surprise. It was, however, disappointing given all that we have accomplished these past six years. Why then did it happen?

The answer has its origin in 2009. When I was hired, the faculty union was not happy with the presidential search. An antagonistic relationship existed between union leadership and the McKinnon Board of Trustees. The national search culminated in my appointment, much to the chagrin of the union who saw the search process as flawed.

Within the first year of my tenure, our economy took a serious downturn requiring a close examination of our business model. Revenue was at risk and expenses were not being managed. Change was necessary. The reality is that 70 percent of our expenses are tied to salary and benefits. It is in those two line items where savings would need to be identified. Employment contracts with our four unions were about to expire and offered an opportunity to realign and reconstitute expenses. In examining the existing contracts, the faculty contract was the "richest." The reason was disconcerting but not unusual.

For more than 20 years, the COD Board of Trustees and administration did not historically play an active role in contract negotiations. Negotiations were largely an event where the Board awarded salary increases, benefits and opportunities requested by the union negotiators. It became a one-sided activity characterized not so much by whether the College was willing to give to maintain tranquility, but by how much. What was given in one negotiation was quickly forgotten the next. Each negotiation resulted in giving more. Often, boards and management lose sight of the reality that tough times eventually come to an institution. Good times don't last forever. Giving costly benefits with no real appreciation for the long-term economic impact can be an organization's undoing.

At the same time, other unions and non-union personnel were not being treated as well, perhaps because they were not as vocal or had less effective representation. Inequities arose within unionized groups and between unionized and nonunionized employee groups. I have been steadfast in my belief that all employees, unionized or not, should be treated equally in terms of tier one benefits and salary pool increases. Each of us plays a vital role in the delivery of our programs and services. Impending contract negotiations offered the opportunity to level the playing field and put our College on strong financial footing in a downturn economy while it addressed many existing weaknesses existent throughout the College. I have stated many times we made much about our size; however, we were not the leader among Illinois community colleges we should have been. We were not the benchmark. I described us as an aircraft carrier in dry dock with a rusty hull. That may have offended some who spent their professional career at our College, but it was true.

Contract negotiations with all but the faculty union went reasonably well. When protracted faculty negotiations were completed after eight months, significant contract changes were effected, changes that were ratified by the union membership. Unfortunately, Union leaders have continued to characterize these contract negotiations as management's disrespect for faculty. We know teaching and learning is at the center of what we do every day. We also know

“it takes a village” to deliver our programs and services. Everyone in our organization plays a significant role in our ability to serve our students.

This brings us to today. Sadly, some have been unable to put the past behind us. A college environment is the place in the United States for differing opinions, and we certainly have those. But, at some point, we must be willing to put past issues aside and work toward the best opportunities for the students we serve.

When I first learned of the outcome of the vote I was interested in the underlying reasons and learned that a long list of items formed the basis for the negative vote. As I reviewed the list carefully and thought about each item, it became evident that I was reading a solicited listing of anything, everything that disturbed someone at some time since my arrival. I’ve taken an active and personal role in reviewing and responding to this list as it was communicated to me. I encourage every individual to read it and to consider it in the context of all that we have accomplished together. I will not take space here to chronicle all that we have achieved. If interested, read our annual outcomes documents. For a quick glimpse, see previous issues of CTW.

The list:

Mascot Redesign

In 2009, the COD mascot did not look collegiate. Many believed the representation we were using was more similar to the Warner Bros cartoon, funny and light. The real chaparral is a strong bird, willing to take on any risk when challenged and hold its ground. Our logo needed a makeover. We convened students and hired an outside graphics firm, which crafted a new image of the roadrunner. Students picked the design we ultimately went with, and the football team was delighted by it. To quote from our COD style guide: “College of DuPage has established a winning tradition based on qualities that echo those of its mascot, the Chaparral: courage, swiftness, determination, and pride.” The COD logo since 2009 reflects these qualities.

Conversion to offices

Of the 47 Illinois community colleges noted in the following table, 39 (83 percent) have more (sometimes double) laboratory space than traditional classroom space. Therefore, with respect to total teaching and learning space, classroom and laboratory spaces must be considered together.

COD leads the pack, by a large margin, in both total instructional space and total office space. However, this is not surprising given the size of COD’s student population (over 29,000). The next closest Illinois community college with respect to headcount is Lake County, with approximately 18,000 students. Therefore, to accurately compare office and instructional space among Illinois community colleges we need to look at three factors: the ratio of office space to instructional space; the amount of instructional space to credit headcount; and the amount of office space to credit headcount.

As can be seen in the following table, the ratio of office to instructional space for Illinois community colleges ranges from a high of 0.64:1 to a low of 0.17:1, with a mean of 0.42. As can also be seen in the table, there are 18 Illinois community colleges whose ratio of office to instructional space is higher or the same as COD’s.

College	Classroom Space	Laboratory Space	Total Instructional Space Classroom + Lab	Office Space	Ratio of Office Space to Instructional Space
Chicago: Washington	76,064	29,244	105,308	67,106	0.64 : 1.00
Eastern: Frontier	11,219	2,910	14,129	8,445	0.60 : 1.00
Heartland	41,371	81,597	122,968	72,572	0.59 : 1.00
McHenry	41,943	65,014	106,957	61,049	0.57 : 1.00
Chicago: Malcolm	80,399	72,251	152,650	86,243	0.56 : 1.00
Wood	32,521	40,570	73,091	41,036	0.56 : 1.00
Joliet	78,348	192,574	270,922	148,184	0.55 : 1.00
Lake Land	56,025	101,913	157,938	85,138	0.54 : 1.00
Danville	45,432	57,135	102,567	52,034	0.51 : 1.00
Lewis & Clark	80,950	123,625	204,575	101,333	0.50 : 1.00
Rock Valley	78,229	115,473	193,702	96,158	0.50 : 1.00
Moraine Valley	144,008	165,754	309,762	149,221	0.48 : 1.00
Waubensee	141,643	101,505	243,148	117,814	0.48 : 1.00
Chicago: Truman	91,735	75,305	167,040	76,758	0.46 : 1.00
Highland	25,515	60,181	85,696	39,300	0.46 : 1.00
Elgin	100,154	211,669	311,823	139,164	0.45 : 1.00
Oakton	70,608	109,690	180,298	81,185	0.45 : 1.00
South Suburban	75,496	77,037	152,533	68,721	0.45 : 1.00
DuPage	189,864	312,552	502,416	224,988	0.45 : 1.00
Lake County	109,701	141,021	250,722	107,303	0.43 : 1.00
Lincoln Land	70,662	114,649	185,311	77,111	0.42 : 1.00
Richland	40,758	45,025	85,783	35,812	0.42 : 1.00
Chicago: Daley	84,843	116,303	201,146	81,915	0.41 : 1.00
Chicago: Olive-Harvey	89,040	68,945	157,985	64,677	0.41 : 1.00

Kankakee	62,671	48,742	111,413	45,376	0.41 : 1.00
Illinois Valley	38,081	69,892	107,973	42,873	0.40 : 1.00
Morton	18,963	45,461	64,424	25,867	0.40 : 1.00
Shawnee	32,318	12,648	44,966	17,891	0.40 : 1.00
Southwestern	116,395	140,290	256,685	99,807	0.39 : 1.00
Triton	129,266	199,908	329,174	127,811	0.39 : 1.00
Illinois Central	93,473	221,567	315,040	122,932	0.39 : 1.00
Logan	79,275	126,573	205,848	79,920	0.39 : 1.00
Spoon River	29,789	51,724	81,513	31,494	0.39 : 1.00
Harper	176,454	208,274	384,728	147,411	0.38 : 1.00
Chicago: Kennedy	86,995	98,709	185,704	70,747	0.38 : 1.00
Chicago: Wright	67,746	109,323	177,069	67,033	0.38 : 1.00
Prairie State	65,911	83,983	149,894	55,329	0.37 : 1.00
Kaskaskia	48,867	83,947	132,814	43,562	0.33 : 1.00
Sandburg	47,128	70,124	117,252	37,154	0.32 : 1.00
Parkland	99,059	181,805	280,864	88,137	0.31 : 1.00
Sauk Valley	26,399	63,540	89,939	28,053	0.31 : 1.00
Eastern: Lincoln Trail	14,544	35,322	49,866	15,511	0.31 : 1.00
Eastern: Olney	18,176	44,676	62,852	18,747	0.30 : 1.00
Black Hawk	78,033	137,122	215,155	62,340	0.29 : 1.00
Kishwaukee	49,873	121,889	171,762	48,196	0.28 : 1.00
Rend Lake	54,101	111,413	165,514	39,247	0.24 : 1.00
Eastern: Wabash	22,213	32,922	55,135	9,547	0.17 : 1.00

Conclusions:

- COD is in-line with other Illinois community colleges with respect to the ratio of office to instructional space.

- COD is not overbuilt with respect to instructional or office space as evidenced by being in the bottom quartile of Illinois community colleges with respect to the amount of office and instructional space per student.
- In order to promote student engagement and success, over the past five years COD has not only renovated existing study space, but has also added 6,000 square feet bringing the total to 85,000 square feet.
- According to a 2011 GSA report, the space allocated for Senior Management Team offices at COD is in line with other institutions of higher education.

New spaces without faculty input

Since January of 2009, the College has used an Educational Specifications (Ed Specs) approach to the design, construction and renovation of new buildings. In this approach, the end users (including faculty) have their input on the front end, before the architects do their job. The purpose of this approach is to ensure that faculty and other users of the building get the functionality that they desire. In all cases, faculty members have a prominent role in the development of the Ed Specs.

The committee that researched and defined the educational specifications for the Seaton Computing Center (SCC) remodel included Carolyn England, Annette Kerwin, Joanne Wagner, and Kay Gerken. These four faculty members were from three disciplines that have primary use of the SCC: Computer Information Systems, Computer & Internetworking Technologies, and Office Technology Information.

Similarly, the committee that researched and defined the educational specifications for the Culinary and Hospitality Center (CHC) included Chris Theilman and Mary Beth Leone. These two faculty members were the coordinators of the two academic programs that have primary use of the CHC: Culinary Art and Hotel & Lodging Management (since reclassified as Hospitality Management).

The committee that researched and defined the educational specifications for the McAninch Arts Center (MAC) remodel was the MAC Renovation Project Team, which included Chuck Boone, John Callegari, Connie Canaday Howard, Tony Venezia, Lee Kesselman, and Jeff Curto. These six faculty members represented the disciplines that are housed in the MAC: Art, Graphic Design, Theatre, MPTV, Music and Photography.

The committee that researched and defined the educational specifications for the Homeland Security Educational Center (HEC) included Theo Darden and Daryl Haefner. These two faculty members represented the two academic programs that have primary use of the HEC: Criminal Justice and Fire Science.

The committee that researched and defined the educational specifications for the Library remodel was the Library Working Group for Public and Classroom Technologies (for the Library renovation), and was chaired by Colin Koteles and included Denise Cote, Mary Konkol, Jennifer Kelley, Jason Ertz, Christine Kickels, and Marianne Berger, all Library faculty.

The committee that researched and defined the educational specifications for the Physical Education Center remodel was chaired by Paul Zakowski and included Earl Reed and Gail Tait, both Physical Education faculty.

As demonstrated, there has been strong faculty input in instructional building design and throughout construction. The Ed Specs approach did not apply to the SSC, BIC, HSC, or TEC. Those building projects were already underway prior to 2009.

Reduction in supplies

At first glance, it might appear as though the College has allocated less money to supplies in recent years than prior years. However, this is not the case. Prior to 2009, the budget was built by placing an incremental factor on the budget allocation the prior year—for instance, each line would be increased by 2 percent or some other number. A new budget strategy was introduced which looked at expenditures the prior year and built in an increase or decrease based upon special projects and/or reductions in need. Looking at expenses between FY08 and FY14, it is clear that the budget for college supplies has been over-budgeted by 23-40 percent during that time. With regard to instructional supplies, the budget has always exceeded expenditures, with the expenses running between 5 percent and 30 percent under the budget available.

Each fall, full time faculty members are asked to identify what they need for the following year. These needs are built into the budget request for the following years. Because the buildings are basically new, there has not been a great need to identify equipment, technology or other instructional needs that were covered through the referendum funds that built the buildings. This is fortunate. In addition, state funding for Career Programs in the form of Perkins Dollars and Program Improvement Grants have increased, reducing the College's dependence on institutional dollars for career programs and making more funds available for transfer program needs.

Because the faculty—or the lab assistants who work with them—are primarily in charge of identifying their needs for instructional supplies and equipment, it is surprising that anyone would express concerns about reductions in supplies. The College has adequate funds to support its educational mission.

Supplies include office, instructional, vehicle and maintenance supplies, as well as printing, postage, publications, and books and binding costs.

As shown in the table below, the College did not spend what was budgeted in Supplies in any year since FY2008. That line item has been reduced since FY2010 as it has not been fully utilized in any fiscal year as shown in the % Unused column. The average surplus over this seven-year period is \$3.04 million. Therefore, it is not accurate to say that any reduction in Supplies has impacted any part of the College's operations.

	<u>Actual</u>	<u>Budget</u>	<u>Over/(Under)</u>	<u>% Unused</u>
FY2014	\$7,506,629	\$9,801,336	\$(2,294,707)	23.4%
FY2013	\$7,103,822	\$9,510,833	\$(2,407,011)	25.3%
FY2012	\$7,914,506	\$10,216,643	\$(2,302,137)	22.5%
FY2011	\$7,092,897	\$10,996,688	\$(3,903,791)	35.5%
FY2010	\$6,724,289	\$11,120,770	\$(4,396,481)	39.5%
FY2009	\$7,932,301	\$11,121,048	\$(3,188,747)	28.7%

FY2008	\$8,932,309	\$11,693,964	\$(2,761,655)	23.6%
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Professional development

All employee groups are provided funds for professional development.

- Administrators, Full-Time Faculty, Managerial and Classified staff - \$1850 per employee annually
- Fraternal Order of Police - \$1700 per employee annually
- Operating Engineers - \$600 per employee annually
- CODAA Part-Time Faculty - \$260/per employee up to a total of \$25,000 annually

Below is a snapshot of funds budgeted for professional development and what was actually utilized. As you can see, for the last three years, utilization has been between 43-67 percent of available funds.

	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>
Total Professional Development Benefit Funds Budgeted (does not include conference/meeting expenses paid through departmental budgets)	\$2.1M	\$2.3M	\$2.0M
Professional Development Dollars Spent	1.4M	1.0M	1.2M
Professional Development Utilization	67%	43%	60%

Note: According to the National Community College Benchmark Project for reporting year 2013, COD placed in the 91st percentile in terms of money spent on employee development.

Full-Time Faculty Professional Development Benefits

Expenses eligible for Professional Development funds for full-time faculty have been modified over time to better reflect the intent of faculty professional development. The FY12-15 contract continues to provide each full-time faculty member access to \$1,850 per year Development and Renewal Funds for job related professional development opportunities. There is no longer a cap on the use of funds for professional memberships and associations or professionally related periodical subscriptions. The Development and Renewal Funds can also be used for reimbursement of tuition and fees, conference registrations, COD Business Solutions seminars, other professional growth activities and up to \$600 per year of the \$1,850 can use used for travel related expenses. The requirement that faculty must complete a minimum amount of staff development, the ability to use these funds for the tuition of courses that apply to range changes (including reimbursed courses to qualify for range movement and associated salary increase) was discontinued and the option to aggregate funds over multiple years was discontinued.

However, professional development dollars can be made available from other sources if appropriate.

The FY15-FY17 contract extension also includes additional enhancements to this benefit. Faculty will be able to use up to \$100 of the \$1,850 to purchase professionally related books per year and one reimbursed graduate level course per year related to teaching in their discipline may be used to meet promotion eligibility. Additionally, a fund of \$30,000 per year of unused professional development funds has been established by Academic Affairs to supplement additional professional development requests when eligible faculty have exhausted other professional development reimbursement dollars available.

President's Supplemental Professional Development Fund

In the fall of 2012, the College implemented the President's Supplemental Professional Development Fund. This fund is to be used for the professional development of College employees through courses, workshops, seminars or other activities. This annual amount of \$100,000 is offered to eligible employees who have exhausted other professional development reimbursement dollars available to them per current benefits as well as all other funds that may be available in their division/department (including grants).

Since its inception, less than \$4,000 of these funds has been requested.

Faculty Development Activities

Through the Teaching and Learning Center, the College provides faculty development opportunities through sessions such as off-campus seminars, online or face-to-face workshops, In-Service days, brown bags, webinars, book discussions, information sessions, and Ask an Expert sessions. The topics are determined based on input from faculty through various avenues. The Faculty Professional Development Coordinator solicits topics from faculty through emails, face-to-face conversations, and visits with Faculty Senate and the Instruction Committee. A Faculty Professional Development Committee meets regularly to provide input on strategic planning for faculty development. An In-Service planning committee provides faculty input on the topics and format of the activities during quarterly In-Service Professional Days. Topic examples include adult learning theory, teaching skills, globalizing curriculum, learning communities, critical thinking, diversity, teaching hybrid, the MOOC landscape, and a flipped approach to a learner-centered classroom.

Many times COD Full-Time Faculty members are the facilitators of the session, sharing their expertise from the College's perspective. Other times we have brought in external experts to share their outside perspective. Recent experts include Dr. Ken Bain, author of "What the Best College Teachers Do" and online learning and education technology scholar Ray Schroeder, Associate Vice Chancellor for Online Learning at University of Illinois Springfield.

Honors program

In 2009, our Honors Program was based on providing tuition waivers for students who qualified as Honors Scholars. The Internal Auditor was asked to summarize COD expenditures in this area, and he said that we were averaging more than a million dollars per year on the Honors Program. These expenses included the cost of the Honors Office staff, faculty stipends, and an estimate of the cost of having full-time faculty instructors teach the honors courses to smaller class sizes. The Honors Program Audit showed that only about one-third of the cost of this million dollar program was going directly to fund student tuition.

Seeking to improve this model, a Presidential Commission was established consisting of full-time faculty and administrators in the spring of 2009. This group submitted 15 recommendations to address the Honors Program Audit. Members of this Presidential Commission were Alex Bolyanatz (Honors Program Faculty), Shannon Hernandez (Coordinator, Student Activities and Adviser to Phi Theta Kappa), Mark Holysz (Director of Financial Aid), Jerry Krusinski (Associate Dean, Health and Sciences), Chikako Kumamoto (Interim Honors Coordinator and Honors Program Faculty), and Daniel Lloyd (Associate Dean, Liberal Arts and Honors Committee Chair.) According to the Commission's report, the report "...makes recommendations for change which it believes will enhance the program as it moves into the future. The Honors Committee believes that implementing these recommendations will strengthen the Honors Program and the academic expertise of Honors students and will result in greater financial efficiencies for the College."

These recommendations identified opportunities to improve program efficiencies and make recommendations for improvement. In July 2009, the final report was distributed to the College Community. Thirteen of the 15 recommendations were accepted as submitted and two recommendations were modified for implementation. The Commission Report was implemented for the 2009-2010 academic year and one of the most significant changes was to replace Honors Scholars tuition waivers with two new scholarship programs: the Presidential Scholars (traditional student) and the Academic Scholars (adult student) Awards.

How successful was this initiative? The numbers tell the story. In the four years from 2005-2009, COD awarded roughly \$340,000 per year to our students in the form of tuition waivers for the Honors program. This last year (2013-14), we awarded \$974,400 directly to students in the form of tuition waivers, close to three times what we were doing under the old model. In terms of the caliber of students we are now attracting, in 2010 we had 321 students who came to us direct from high school with a high school GPA of 3.75 or higher. This year, that number is 535, a 67 percent increase in academically enriched students. This is a major success story for the College.

Technology in library

The College of DuPage Library currently has better and more technology than it had prior to its renovation. Particularly enhanced is the technology in group study rooms and meeting rooms. The Library faculty was very involved in developing the educational specifications for the Library, through either the Library Instruction Committee and/or the Library Technology Committee, including details such as the number of laptops, number of seats, and projection units for the library classrooms. The Library renovation increased the number of classrooms, group rooms, and computers. The wireless network capacity increased and additional tables and seating was located near electrical outlets. A comparison of resources before and after the renovation follows:

	Before	After
Computer Classrooms	3	5
Computer classroom total capacity	89	152
Technology-enhanced group study rooms	0	14
Individual computer stations lower level	110	110
Individual computer stations upper level	3	5
Media Lab computers	0	6

During the renovations, some items that had been originally identified were missed, including a digital media center and the public address system. It is not clear why or how these were missed, but the PA system has since been added back into the space and the equipment for the digital media center is currently ordered.

Variable tuition

It is common practice for colleges and universities to charge a differential tuition rate based on the student's discipline. For example, at the University of Illinois Urbana-Champaign, students enrolled in the science and engineering programs paid roughly \$5,000 more in tuition for the 2013–2014 academic year than did students in non-technical majors, such as English. One justification for variable tuition is that some disciplines are inherently more expensive to offer than others. A recent study shows that our five most expensive programs are, in order, Dental Hygiene, Horticulture, Photography, Nursing and Art. Variable tuition is a way for students to proportionally pay for the cost of their education.

In addition to the justification of passing on some of the cost of the most expensive programs to the students who take those programs, a second justification is the benefit the students receive from those programs. It makes sense that the students who stand to benefit from the major (Engineering, Nursing, Dental Hygiene, etc.) pay a higher tuition rate, since they will reap higher salaries based on their major. In March of 2009, the Board approved variable tuition for Dental Hygiene and Nursing. At the time, the Associate Degree Nursing program and the Dental Hygiene program were the most expensive programs for the College to operate. Both of these programs were, and still are, in high demand. The benefits for graduates of these two-year AAS degree programs are very good, with high demand in the workforce and high starting wages. Variable tuition applies only to the technical program courses; regular tuition rates apply to the general education courses that make up the remainder of a student's program.

Currently, even with variable tuition rates in effect, the Dental Hygiene program has a net cost to the College of over \$600,000. Variable tuition reduces the cost of the program to the College by approximately \$150,000. The net cost of the Nursing program is almost \$200,000. Without variable tuition, the cost of this program would be just shy of \$1 million.

While variable tuition has reduced COD subsidies of various programs, it hasn't in any way compromised enrollment.

Sculptures/Waterfall

In 2009, there were sculptures on this campus that were rusting and damaged or had otherwise outlived their lifespan. They have since been replaced. College of DuPage is committed to the arts. This is why we spent \$36 million renovating the McAninch Arts Center, including the addition of the Cleve Carney Art Gallery. The College also took an empty hillside and added a beautiful waterfall feature accented with a bronze sculpture. It is now one of our students' favorite places to sit, study, have conversation and otherwise spend time on campus. This is part of a concerted effort by the College to create "outside rooms" so that students remain on campus for longer periods of time.

Inappropriate comments in national media

I recently conducted a 30-minute interview with the online publication Inside Higher Education. I believed I was briefly going off the record and used a colloquial expression with a word of profanity to try to place some added emphasis on a point I was making. I did not believe I was being quoted. The majority of good reporters wouldn't have. Should the word have been used? No. Should he have printed it, no.

Hiring Practices/Harper People

COD hiring practices are designed to find the most qualified, competent candidates to fill open positions. The process provides opportunities for consideration for both internal and external candidates. Positions are posted and Faculty and Administrative recruiting is accomplished via search committees.

There is apparently criticism that the College hired a small number of people who previously worked at Harper College. Of the 46 administrators at the college, five have worked at Harper College. They all competed for their positions here and are seasoned, credentialed and accomplished in their functional areas of expertise as follows:

Earl Dowling, Vice President, Student Affairs joined COD February 2011. Prior to joining COD, Mr. Dowling had over 35 years of higher education experience and earned his Master of Arts degree in Student Personnel from Eastern Kentucky University and his Bachelors of Arts degree from Miami University.

Catherine Brod, Vice President for Development / Executive Director of the COD Foundation joined COD in March 2012. Prior to joining COD, Ms. Brod had approximately 30 years of fundraising and communications experience. She has a Bachelor and Master of Art degrees in Communications from Eastern Illinois University and is finishing a doctoral degree in community college leadership from National Louis University.

Vickie Gukenberger, Associate Dean, Nursing and Health Sciences joined COD in September 2009. Prior to joining COD, Dr. Gukenberger had approximately 20 years of experience in higher education administration and received her Ph.D. from the University of Wisconsin-Madison, Masters in Nursing from Marquette University and her BSN from the University of Wisconsin – Eau Claire.

Mia Igyarto, Director, Labor & Employee Relations joined COD in September 2010. Prior to joining COD, Ms. Igyarto had approximately 25 years of experience in Human Resources and received her MBA from Northwestern University, Kellogg School of Management and BS from Northern Illinois University.

Jim Ma, Director, Facilities Operations joined COD in May 2011. Prior to joining COD, Mr. Ma had over 30 years of experience in engineering and facilities management and received his Masters in Mechanical Engineering from Auburn University and his BS in Mechanical Engineering from Chung-Yuan University in Taiwan.

Administrators with no community college experience

As with all employees, we hire the people with the best skill sets regardless of previous industry. It is ideal, however, for any organization to hire people with different backgrounds, as they enrich an organization's processes. Bringing in best practices from other industries to optimize

performance is encouraged. No COD department suffers for a lack of community college experience.

Doubling of upper management

The number of upper management positions (Vice Presidents) has increased since 2009 as a result of the adoption of a new management operating model. A senior management team structure that encompasses positions which are broader in scope and responsibility was created, thereby requiring more seasoned, experienced leaders operating at the Vice President level. This increase in scope and breadth of responsibility paired with increased accountability and strategic planning requires more advanced or higher-level leadership. Based on the accomplishments and outcomes achieved to date, this model has proved effective.

The number of administrators has remained basically the same or gone down. In January 2007, there were 51 administrators. There were 47 administrators in January of 2009. The number of administrators has fluctuated moderately since 2009, reaching a high of 49 and a low of 43 at various times in the past six years. There are currently 46 administrators.

This is about titles, not adding a lot of people. We've realigned, retitled and repositioned. Every president has his or her own way of organizing management. COD's next president will do the same thing.

Turnover of lower level Administrators

As with all institutions, COD has experienced turnover within the administration. Retirements, individuals pursuing other academic/ employment interests, returns to full-time Faculty positions, and non-renewal of (annual) appointments have all contributed to the shift in personnel found in the current Administrator positions. Additionally, expectations for administrators have changed over the last few years with increased emphasis placed on accountability and continuous improvement. Both have contributed significantly to the successful institution we are today. Since 2009, seven administrators had their employment terminated.

Overpaid VPs

A representative of an outside watchdog group stood up at the July 17th Board meeting and insisted that the College's Senior Management Team had "gamed the system for personal gain." This issue has been addressed in great detail. Please click on this [previous CTW](#) for a complete response. It is important to note that one should consider the duties and responsibilities of a member of the SMT. Compensation is in part determined by a span of control and breadth and depth of experience.

Shared Governance concept

The College has been a strong proponent of shared governance and firmly believes it must function under a formal structure which allows all employee groups the opportunity to participate in formulating recommendations to the President. At College of DuPage in 2009, there was not a real shared governance in place. Instead there was an amalgamation of committees meeting often but not accomplishing very much. Further, the existing Leadership Council was not broad or deep enough in terms of employee group representation. A Presidential Commission was

created charged with developing a comprehensive shared governance system. The Commission included two faculty members, Glenn Hansen and then Faculty Senate President Nancy Stanko. They spent the better part of a year creating a shared governance model. It proved to be an overly cumbersome model and, after two years, it became apparent to everyone it wasn't working. The SGC then simplified the model. In the five years that we've had it, the President's Office has only received one or two recommendations from SGC.

ULP (Unfair Labor Practice)

CODFA filed two Unfair Labor Practice (ULP) charges against the College in 2009. One was related to the revision of the Board Policy and was not attributable to the current administration; the revision process was undertaken before I came to COD. However, the current administration was the driving force behind resolution of the ULP. While the ULP was without merit, and the College was prepared to defend its process, the College agreed to participate in the Illinois Educational Labor Relations Board (IELRB) mediation process, and reached a joint resolution of the ULP. The joint statement of resolution completely contradicts CODFA's recent allegation and states: "COD and CODFA showed significant commitment to working together in the spirit of compromise and respect to come to an acceptable solution for both parties, saving considerable time and further costs."

The second ULP alleged that the College interfered with their members' exercise of their union rights, discriminated against its members when they engaged in protected union activity and failed to provide the union with information necessary to represent its members. There was never any evidence provided that showed that the College discriminated against CODFA members due to protected union activities. In addition, the College fully satisfied its obligations to provide CODFA with information relevant to its representation of members. The ULPs were ultimately withdrawn based on a compromised resolution as follows:

- We agreed to recommend to the Board that 12 policies be modified (with specific modifications in body of resolution) and that a Preamble be added.
- We agreed to make every effort to provide stakeholders an opportunity for input prior to the Board's first reading of any proposed new or amended policy.
- We agreed to discuss any policy and procedure raised by CODFA.
- The College will not require CODFA or its representatives to address their concerns directly to the President, or to refrain from presenting their concerns to the Board.
- The College and CODFA will treat each other with respect and professionalism.

Since the ULPs were withdrawn now almost five years ago, no issues of Board policy have surfaced from the Faculty Senate. CODFA has not filed any subsequent ULPs.

CPR (Critical Program Review)

Some have expressed a concern that the College developed the Critical Program Review process as a way to punish or possibly eliminate faculty. The academic program review process was redesigned in 2006 to more accurately reflect our participation in the Academic Quality Improvement Program (AQIP). This program, through which we receive our institutional accreditation by the Higher Learning Commission (HLC), requires us to apply the principles of continuous quality improvement in our work processes.

In the spirit of continuous improvement, the Critical Program Review (CPR) process was developed during the Fall 2010 semester by the senior Academic Affairs administrative team. The model was finalized for implementation in February 2011. Critical Program Review is an

objective, methodical, and outcomes-oriented approach to identifying those academic degree or certificate programs experiencing serious problems with enrollments, student retention and program completion, and other issues related to program sustainability over time. In addition to Critical Program Review, the College is required by the Illinois Community College Board to have all credit programs undergo Academic Program Review on a five-year cycle. However, we know that a lot can change in five years due to the economy, changing needs of employers, increased competition for recruiting college students, and the unpredictable financial support for community colleges by the State of Illinois. With all that the College invests in academic programs through human resources, instructional supplies and equipment, curriculum development, facilities, etc., we want our programs to succeed, and a sufficient level of student participation to justify their ongoing existence is crucial. There comes a time that underperforming programs must be objectively analyzed for their future viability, and it is our administrative responsibility to do so in light of the resources entrusted to us by area taxpayers.

A program on CPR has one of three possible outcomes: 1) the academic program may show significant signs of improvement and thereby be removed from CPR; 2) the program may show some positive trends, however the metrics are still not to the level that would warrant removing it from CPR so the process continues for one more year; and 3) the program metrics show no signs of improvement and all indications lead to the recommendation that we discontinue the program. The only time so far that we have implemented CPR is for three programs in 2011-12, when we placed three programs on CPR: Real Estate, Journalism and Graphic Arts Technology. The results of CPR were that Real Estate was moved to the Continuing Education division, Journalism was changed to Mass Communication and some outdated newspaper courses were dropped, and Graphic Arts Technology was eliminated.

ReSET without faculty input

As you will see there was a great deal of faculty input in the ReSET process. There were 23 members who served on the ReSET Presidential Commission.

NAME	CONSTITUENCY GROUP
Earl Dowling	Administrator
Glenda Gallisath	Administrator
Tom Cameron	Administrator
Chuck Currier	Administrator
Michael Duggan	Faculty
Jessica Dyrek	Part-Time Faculty
Jonita Ellis	Classified
Tia Greenfield	Faculty
Scott Heck	Classified
Debra Jeffay	Classified
Peter Kanetis	Faculty
Denis Kruckenberg	Faculty
Anthony Lenard	Faculty
Carolyn Margrave	Part-Time Faculty
Susan Martin	Administrator
Bridget McFarland	Classified
Nathania Montes	Faculty
Laura Ortiz	Administrator
Janet Pagan-Klehr	Classified

David Rogers	Faculty
Jane Smith	Administrator
Chuck Steele	Classified
David Virgilio	Classified

The implementation phase of ReSET transitioned into Enhanced Student Experience Implementation Plan (ESEIP), and Faculty representation was present on seven of the ESEIP Support Teams. A Call on Committees was placed, and on Jan. 31, 2012, Nancy Stanko provided a list of pre-selected faculty to serve on of the support teams. In all, a total of 27 full and part-time faculty members were involved in either ReSET or ESEIP planning, development, or implementation.

Objective 1 – Strategy 3:

Helen Feng (Faculty Director, Honors Program)

Objective 4 – Strategy 7:

Tony Lenard (HSC – Math)

Objective 4 – Strategy 8:

Eric Thompson (HSC – Criminal Justice)

Shannon Toler (BTEC – Accounting)

Jason Snart (LART – English)

Objective 4 – Strategy 10:

Sheryl Mylan (LART – English)

Jim Bradley (HSC – Math)

Objective 5 – Strategy 5:

Cheryl Baunbach-Caplan (Counseling & Advising)

Jessica Dyrek (Counseling & Advising)

Joyce Fletcher (Counseling & Advising)

Carol Giegerich (Counseling & Advising)

Dana Thompson (Counseling & Advising)

Objective 6 – Strategy 1:

Judy Burgholzer (BTEC – Horticulture)

John Paris (LART – History)

Maureen Waller (HSC – Nursing)

Objective 7 – Strategy 1:

Brian Blevins (LART - Graphic Design)

Dan Krakora (HSC – Fire Science)

Shelli Thacker (HSC - Radiology)

Moving backward in Diversity

Diversity and inclusion is vital to the success of our students, employees, and community. The College firmly believes that fostering a community of diversity, inclusiveness, and respect among students and staff members enables us to grow through the creativity, talents, and perspectives contributed by people of disparate backgrounds and experiences. To support our

commitment to diversity, the College continues to evaluate our existing strategies affecting diversity and develop and implement goals and programs that further promote a diverse environment. Since 2009, we have made progress toward achieving a diverse student body and workforce as follows:

2009: Established the requirement that all search committee members are required to complete diversity training prior to the commencement of the hiring process. Additionally, we established a Presidential Study Commission to increase Hispanic student enrollment and held an annual Information Night for district high school students with disabilities. Furthermore, we created a veterans self-identifier process to assist in the admissions process.

2010: Two new recruiting/sourcing mechanisms were implemented with Career Builder: “Diversity Cross Posting” automatically posted open positions to diverse websites (such as WorkplaceDiversity.com) and “Diversity Post N Attract” which sent pop up messages about our positions to users on Diversity websites. We piloted two forms of Diversity Training classes that were rolled out to search committee members to enhance our diversity training initiative. Training consisted of an outside consultant facilitating a large diversity class on campus called “Seeking Cultural Competence in Hiring” and another class consisted of HR and Faculty facilitators.

2011/2012: We enhanced our minority recruiting initiatives by attending three Diversity Job Fairs and hosted a Diversity Employment Job Fair at the college to draw diversity candidates with an emphasis on open full-time faculty positions. In addition, we signed a one-year agreement with Diverse Education to specifically target diverse talent pools in Education. The COD Police scheduled a diversity and racial profiling training session for all full-time staff, and we held a college wide workshop on orientation and gender identity.

Additionally, the Presidential Impact Team (PIT) on Ethnic Diversity held a very productive “Listen and Learn Session.” The responses to the questions asked during the session empowered us to further target our student recruitment and retention planning, including the development and implementation of the Latino Outreach Center. The Latino Outreach Center takes part in several recruitment programs to promote the College to Latinos. The Center co-hosts a seminar in Spanish called *Paying for College*; a scholarship workshop for Latino high school students; and an ACT Math Prep program for Latinos. The Center maintains a presence at Student and Parent Information Night, college fairs, and participates in the African-American and Latino Parent Summit, an event that typically draws 500 people. One of the more popular events is Latino Student Visit Day, a day to recruit Latino high school juniors and seniors. This event draws over 300 high school students to the campus.

Finally, the College developed a Student Recruitment and Outreach plan targeting parents of Middle School students with an emphasis on the underserved populations of the district. The goal was to educate low-income and minority parents of actual college costs and affordability. Based on the outreach programs developed, we made great strides in attracting Latino students to campus and as a result, we have produced impressive results, such as a 6 percent increase in Latino enrollment, three times the goal we had initially set.

2012/2013: We enhanced our minority recruitment efforts by participating in two veteran focused job fairs: (1) Hiring Our Heroes Veterans Job Fair; and (2) Romeoville Annual Veterans Job Fair. In addition, we attended the NAACP (National Association for the Advancement of Colored People) job fair. Diversity training was revamped and became available on-line for improved accessibility.

2013/2014: Our efforts continue to focus on attracting minority applicants in Higher Ed. We now have targeted job postings in multiple minority publications such as; (1) AsiansInHigherEd.com; (2) DiverseEducation.com; (3) Diversityinc.com; (4) JBHE.com (Journal of Blacks in Higher Ed); and (5) LatinosInHigherEd.

COD participated in the Annual Diversity Employment Day Career Fair for the City of Chicago and plan on attending the NAACP job fair in November. Diversity training is now available to all hiring managers and supervisors and HR encourages search committees to include more minorities in its interview pools and ensures ongoing monitoring of qualified applicant and interview pools for minority composition.

The College's effort to help young African American men and women understand the importance of higher education, resulted in the creation of a new Center for Student Diversity & Inclusion, led by a new administrator and supported by an advisory committee to focus on: (1) enrollment growth among African American students; (2) increase the number of high achieving African American students; and (3) an increase in the first year persistence rate among African American students.

In summer 2014, a new program was extended to Latino students that offered a free two-credit summer class to prepare those attending COD in the fall. This class teaches note-taking strategies, listening skills, time management skills, test-taking preparation, and how to deal with test anxiety. To attend, a student must have at least a 2.3 GPA but not higher than a 3.0; be recommended by a guidance counselor; and the student's parents or guardian must meet with the Latino Outreach Center coordinator.

Additionally, we held the first Black Student Leadership Conference in February. The inaugural event attracted over 315 African American student leaders selected and recommended by their respective District 502 high school counselors. Due to its resounding success, the event will once again be repeated in February 2015.

Finally, the College continues to foster an excellent relationship with Glenbard Township High Schools District 87. This fall, we hosted Dr. Jeffrey Feucht, Assistant Superintendent for Educational Services and the Glenbard Minority Achievement Council. Representatives of the Latino Outreach Center, the Center for Diversity & Inclusion and the Glenbard Minority Achievement Council met and exchanged ideas how the College and the District might partner to help first generation Latino and African American students experience post-secondary education and gain useful insights into the "college experience".

In summary, over the past three years, minority student enrollment by credit has shown an increase in four ethnicities: Asian, Black, Hispanic and Pacific Islander. Additionally, based on the National Community College Benchmarking Project (NCCPB) in '14, we have a significantly higher underrepresented student population than peer institutions.

Progress is also being made to achieve a diverse workforce. We have developed and implemented strategies to assist the college in recruiting, attracting, and retaining students and staff from diverse backgrounds to promote diversity. The College will continue to evaluate the effectiveness of these programs and make recommendations to further our commitment to diversity.

Finally, of the four years (2004, 2007, 2010 and 2014) that the Noel-Levitz Student Satisfaction Inventory survey was administered, the 1,382 students who took the 2014 survey rated the College's responsiveness to diverse populations, and in particular the institution's commitment to underrepresented populations, at its highest level ever.

Curriculum Development and Eliminating Programs

Successful colleges and universities frequently examine the program mix in the curriculum to determine if the programs offered to students are aligned with the College's mission and relevant to the targeted student group. Since community colleges offer the first two years of an undergraduate education and programs that lead directly to the workforce, our mission is quite clear. Over time, we have relied on advisory committee insights and enrollment/retention factors to help determine which career programs are no longer viable career preparation pathways for students not intending to pursue additional education. As transfer institutions, we watch curricular changes in the receiving four year institutions to ensure that we are helping students prepare for their next academic challenges.

Since College of DuPage opened, we have consistently evaluated and refined our program and course offerings. In all we have added more than 60 programs of study. Sometimes, programs are used as the basis for new areas of study or career preparation. Other times, programs are eliminated due to lack of interest or employment opportunities. Examples of programs that have been closed include Supermarket Management, Transportation, Recreational Leadership, Plastics Technology, Environmental Health, Aviation, Home Economics, and Graphic Arts Technology.

New programs are developed as interests and careers change. Many of our current health programs (homeland security, specialized culinary programs, etc.) are fields that did not exist when College of DuPage was founded or did not require degrees or certificates for employment. Other programs will never be developed because they don't fit our district needs (but they are evident in other Illinois community college curricula) such as coal mining technology; forestry, fish and wildlife management; dairy science; or swine specialist.

In the past five years, we have added more than 60 degree and certificate programs in order to meet local workforce needs and/or provide opportunities for students to enter emerging career markets.

Reduction in FT Faculty

It is true that the number of full-time faculty positions has decreased from 329 positions in 2009 to the current 305 positions. The determination of the number of Full-Time Faculty is a management prerogative that is determined based on adequate discipline coverage and budgetary needs. The academic divisions believe the current number of Full-Time Faculty is appropriate. Considering that the amount of reassigned (non-instructional) time that faculty receive has been significantly reduced since 2009, and English Composition faculty now have to teach five classes for full load instead of the previous four, and three faculty positions were lost when the Graphic Arts Technology program was eliminated, the net effect is that the amount of instruction provided by the 305 full-time faculty today is not much different than the amount of instruction provided by the 329 full-time faculty in 2009. Please note that half of new full-time faculty for the 2014-15 academic year came from adjunct faculty ranks (14 out of 29), indicating that we have a plethora of quality adjunct faculty. A mixture of adjunct and full-time faculty is

seen as an effective means to contend with increased enrollment and ensure academic excellence in the classroom. The ratio is different for many disciplines and is often dependent on the availability of qualified adjunct faculty.

Hiring at lowest step

The process for determining initial full-time faculty salary placements is determined by the criteria set forth in Board Procedure 15-320. Per Board Procedure, initial salary placement of full-time faculty will not be less than step three or more than step five of the pay scale. This same language exists back to at least 2000 (the last four contracts).

In early 2013, this process was reviewed and, while still consistent with the criteria set forth in Board Procedure 15-320, it now goes through a multi-level review and approval through Academic Affairs Administration including final review by the Vice President of Academic Affairs.

Education standards defined for each salary range as defined in the Full-Time Faculty Collective Bargaining Contract have remained consistent since the 1980s. Additionally, should a full-time faculty member not agree with their initial salary placement, they are provided an opportunity to present additional evidence of credentials and experience in support of higher placement.

Rebranding without input

The rebranding of the institution was an 18-month, highly inclusive process involving all constituencies of the College. There were many points at which the faculty was asked to participate in the branding process. In February of 2013, Director of Marketing and Creative Services Laurie Jorgensen sent a formal request to the CODFA Committee on Committees for full-time faculty volunteers to serve on the Brand Advisory Committee. Also in February several internal focus group meetings were scheduled for faculty, staff and students. Invitations were sent campus wide for anyone who wanted to participate in the focus groups. Please note that no faculty members attended the focus groups.

On March 1, 2013 Laurie received a response from Jane Murtaugh that four faculty members had volunteered to serve on the Brand Advisory Group: Tom Robertson, Tom Carter, Dick Kalus and Dana Thompson. These faculty members were invited to all of the Brand Advisory Group meetings. The majority of the meetings were scheduled around faculty schedules and held on Friday afternoons. Not all meetings were able to be scheduled on Fridays, but the majority were. A summary of documents shared at all of the meetings and meeting notes were distributed to all Advisory Group members, including faculty after the meetings. Input was requested at the meetings and afterward.

All faculty, full-time and adjunct, were asked via email to participate in a survey regarding the brand. They had almost two months to respond to the survey, and 395 responded, an 18 percent response rate.

Some of the specific points in the project where input was requested from the Brand Advisory Group were:

- A review of the qualitative research
- A review of the survey instruments to be sent out to all audiences for the quantitative research

- A review of the quantitative research
- A review of the initial messaging strategy (changes were made based on faculty input to the messaging)
- A review of the first round of creative proposed (several changes were made to the creative based on input from the faculty on the advisory team)
- The final presentation of the brand messaging and creative
- Planning and participation in the Brand Launch in February 2014.

Finally, Laurie had several one-on-one conversations with faculty members of the advisory group. These conversations also helped to shape the direction of the brand.

Kent State Memorial

We had a small stand of trees on the corner of Lambert and Fawell that were part of a Kent State memorial. They were unhealthy silverleaf maples, one of which had died. They had been damaged over the years, were diseased and, when examined by horticulturists and an arborist, were judged to not have a good prognosis going forward. The decision was made to remove the unhealthy trees, replacing them with four beautiful oak trees and an enhanced marker, thus creating a new memorial. Further we paid \$30,000 for an artist to create a sculpture out of the original trees. Remnants from the silverleaf maple trees were ground into sawdust and made available to anyone who wanted a remembrance. To our knowledge, no one took any of the sawdust. A major critic of the decision to replace the monument was a faculty member, who never showed up at either the dedication of the art work or the rededication of the new memorial.

Buffalo Theatre Ensemble

Beginning in Fall 2013, Dr. Daniel Lloyd, Dean of Liberal Arts, and Dr. Jean Kartje, Vice President of Academic Affairs, met on an ongoing basis with Professors of Theater, Connie Canaday Howard and Amelia Barrett, to develop strategies to strengthen the financial position of BTE and to articulate a stronger link between BTE and the academic theater program. While BTE provided students an opportunity to experience professional theater on campus, there were very few opportunities for students to be directly engaged, either as actors or as stage crew, in BTE productions. Facing a projected shortfall of \$80,000 and following an unsuccessful donor pledge drive which netted only 24 percent of its stated goal, BTE Artistic Directors Canaday Howard and Barrett recommended cancellation of the remainder of the 2013/14 BTE season in order to focus on the development of a new model for BTE which would provide more opportunities for student engagement and would be financially sustainable over time.

The revised BTE models that were proposed and discussed did not address the expectation of financial sustainability and fuller integration of BTE productions with College Theater productions. After several months of careful review and deliberation, a decision was made not to bring back BTE. Instead, the Director of the McAninch Arts Center was charged with the development of a new approach to theater which would provide audiences with high quality theater experiences, while offering students more opportunities to engage with professional actors and directors, both on- and off-stage. At the same time, the new model would expand donor outreach activities and community engagement as a means of ensuring financial viability into the future and provide audiences as broader spectrum of theater offerings. During the summer, Professors Canaday Howard and Barrett have worked with MAC staff to develop workshops tied to scheduled theater productions by visiting theater companies. In October, the

cast of *A Steady Rain* will conduct master classes for students enrolled in Theater classes this term and will also conduct some weekend workshops for other students and community members. During the Acting Company's performance of *Macbeth*, actors will work with students on various aspects of performance specifically related to Shakespeare

Parking

Below is the table of faculty/staff parking spaces on the main campus. The number of faculty/staff spaces in College Lot #2 decreased in FY2014 with the re-opening of that lot and the removal of the construction trailers in August 2014. However, based on several complaints from faculty members about trying to find spaces in College Lot # 2 at the start of the semester, we took an additional 37 spaces of general parking in that lot and added it to the faculty/staff spaces.

<u>Lot</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>
Fawell A	9	9	9
Fawell D	100	100	100
HEC/TEC	89	60	55
College 2	189	234	182
College 4	83	83	83
Total	470	486	429

At least once a year the College reviews the utilization of the overall parking on campus and makes adjustments as necessary to accommodate the needs of our faculty, students and staff.

Parking spaces are always available on campus, although they may not be where everyone wants them. Any suggestion for improving any aspect of our parking can be submitted through our Shared Governance Council.

Fund balance

The Board approved a goal of having an unrestricted fund balance in the General, Working Cash and Auxiliary Funds of no less than 50 percent of Total Operating Revenues. The table below summarizes the College's Operating fund balance from FY2009 through FY2014. As you can see, the Operating fund balance has increased from \$67.1 million, or 44.5 percent of operating revenues in FY2009 to \$177.1 million or 96.1 percent of operating revenues at the end of FY2014.

	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Operating Fund Balance	\$ 67,126,734	\$ 74,102,337	\$ 101,433,490	\$ 118,198,005	\$ 143,146,190	\$ 177,113,125
Operating Fund Balance as a % of Operating Revenues	44.5%	48.2%	61.8%	72.6%	80.8%	96.1%

However, the College Board of Trustees has restricted a portion of the fund balance for the following purposes:

\$33,000,000	for construction of a new Teaching & Learning Center.
\$17,000,000	for the potential of SURS payments becoming the responsibility of the College.
\$16,000,000	for the maintenance of the investments made in the College's physical assets.
\$14,000,000	for addressing the College's retiree healthcare responsibilities.
\$ 6,250,000	for paying the 25% match requirement of funds provided by the Capital Development Board.
<u>\$ 5,000,000</u>	for the College's IT Strategic Plan.
\$91,250,000	Total Restricted Fund Balance

After adjusting the College's Operating fund balance for the restrictions authorized by the Board of Trustees, the unrestricted Operating fund balance at the end of FY2014 is \$85.9 million or 46.6% of operating revenues as shown below:

	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Operating Fund Balance, Net of Restrictions	\$ 51,687,807	\$ 74,102,337	\$ 101,433,490	\$ 98,198,005	\$ 97,146,190	\$ 85,863,125
Operating Fund Balance, Net of Restrictions as a % of Operating Revenues	34.3%	48.2%	61.8%	60.3%	54.8%	46.6%

Based on information filed with the Illinois Community College Board (ICCB), as of June 30, 2013, College of DuPage ranked 14th out of 39 community college districts with a total fund balance as a percentage of revenues of 81.9 percent. The highest was Oakton Community College at 140.7 percent, and the low was Heartland Community College with 26.7 percent.

A strong fund balance provides the College resources to manage during economic downturns and provides the flexibility to handle unanticipated expenditures due to legislative action or natural disasters. Having a strong fund balance is also an important consideration in maintaining the College's Aaa/AAA ratings with Moody's and Standard & Poor's, respectively.

Having a strong fund balance provides the College resources to finance additional labs and classrooms when no referendum authority is available to issue additional bonds. Due to the College's exceptional financial position, we have been able to do three additional things this year that we would not have been able to do otherwise: 1) spend \$1.1 million on instructional equipment that wasn't budgeted, 2) spend more than \$1 million on equipment for the Automated Manufacturing Program that was not budgeted, and 3) have the capability of building a \$30 million teaching and learning center without going to referendum.

Landscaping

The industry standard for landscaping as part of the total construction/renovation budget is an average of 3.5 to 5 percent. When considering, for example, the renovations of the McAninch Art Center, PE Center, Seaton Computing Center, as well as construction of the Campus Maintenance Center, total landscaping costs amounted to \$2,682,188 on total construction/renovation costs of \$76,752,871, or 3.49 percent of these projects.

In terms of the Faculty Senate President’s assertion that the College spent and then squandered millions of dollars taking out the bio-swales, the total amount spent in parking lot construction between 2006 and 2008, was \$14,121,559. Of that amount, \$213,161, or 1.51 percent was spent on installing the bio-swales.

The previous landscaping and bio-swales were well-intended but looked unkempt, and people visiting campus would ask why we did not take better care of our facilities. The bio-swales were between three feet and four feet deep and frequently contained water that had not yet percolated into the ground. There were safety concerns over the possibility that someone might fall into one of the bio-swales. The concerns were heightened when the bio-swales contained stored water. The bio-swales were frequently very wet and as a result often contained trash, mosquitoes and emitted an odor and were unsightly.

How we look absolutely matters to those who visit the campus when deciding where to go to college. We have not been reluctant to buy trees or pave parking lots or replace and remodel our worn-out facilities. The impact of good landscaping speaks for itself. Feedback from students and visitors leaves no doubt our campus beautification has played a role in our successful enrollment numbers during a time when other institutions are again seeing declines. In our 2013 scientific community survey, greater than 90 percent said the grounds were clean and attractive.

Waterleaf numbers

The Waterleaf continues to make progress in improving the overall financial results of its operations. Since its opening on Oct. 3, 2011, revenues have increased almost 49 percent, while expenses have grown only 20 percent during this same timeframe. Performance was hurt due to construction on campus, particularly with the 18-month renovation of the MAC. Now that the MAC is re-opened and the Lakeside Pavilion has been a success in bringing new people onto campus, Waterleaf should be well positioned to further improve its operating results.

	<u>FY2014</u>	<u>FY2013</u>	<u>FY2012*</u>
Revenues	\$ 798,761	\$ 660,539	\$ 536,661
Expenses	\$ 1,335,608	\$ 1,218,383	\$ 1,112,664
Net Profit/(Loss)	\$ (536,847)	\$ (557,844)	\$ (576,003)

* FY2012 results have only 9 months of operating activity.

This past year, Waterleaf brought 16,000 guests to College of DuPage. It is a strong marketing tool, and we have raised hundreds of thousands of dollars by way of the restaurant. It is an important beacon demonstrating the quality and service we provide, both for our students and the region.

HSTI Availability

The Homeland Security Education Center houses several different but related programs, including the College of DuPage criminal justice and fire safety programs, the Suburban Law Enforcement Agency (SLEA) which trains new police officers, short term homeland security programs, and College of DuPage Campus Police. Given the many active programs sharing space designed to provide scenario-based learning, there are sometimes conflicts which arise as sound travels or a room is needed for two or more programs or classes.

The College's priority for this space has always been College of DuPage criminal justice and fire science students, SLEA (also enrolled students) and others. While they may at times step on each other's toes, the various programs have worked together to maintain the priority once a conflict is evident. The new Homeland Security Technical Institute will provide additional simulation space, classroom space, and meeting space which will serve all of the programs well. To reiterate, the priority has always been students first, professionals second and the public at large (such as those attending our concealed/carry course) third.

Community Farm

The Community Farm was developed through the interest of several faculty members and has maintained a presence on the Glen Ellyn Campus for many years with varying levels of support by the College administration. Most recently, the Farm has been used as a service learning site for several courses in various disciplines, or for service learning requirements accompanying a scholarship award.

There have been several concerns regarding the role of the Community Farm at College of DuPage, which have been shared with the volunteers who managed the farm on several occasions. The concerns include:

- The Farm does not have a connection with any academic program, and therefore no pathway for budget, staffing, marketing, or academic credit delivery.
- The Farm is managed by volunteers, with no plan for succession. The volunteers are not credentialed to teach any courses related to urban farming, organic farming, or other topics related to raised bed gardening.
- The volunteers have no accountability with regard to the Farm. There were no plans for development of the site, no connection to other plans for land use at the College, and no responsibility should the volunteers decide not to maintain the site.

Despite these factors, the administration worked with the Farm supporters to determine a site for the Farm that would be adjacent to others with a community of interest. Each idea was rejected. After moving the Community Farm twice, it was determined that the Farm did not have an academic home at the College, and it was decided that the Farm would no longer be on the Glen Ellyn Campus.

The announcement that the Community Farm no longer had a plot was read by leadership at the Forest Preserve District of DuPage County, and a proposal was made that a mutually beneficial agreement could be developed in a partnership between the College and the Forest Preserve District, both governmental bodies. The Forest Preserve District agreed to provide land for the Community Farm. Since that time, faculty and administration have worked hard to identify property that is suitable, develop a proposal for use of the land, and identify an academic home in the Horticulture Department. A new full-time faculty member with a background in agriculture will be developing appropriate coursework to accompany the site as the semester progresses. Interested faculty members are working with the Associate Dean to

identify first steps in establishing the new Farm as well as the budget needed and a timeline for development.

Number of Grievances

A review of the CODFA grievances since 2006 reveals that, while there have been an average of approximately eight grievances per year (including eight in both 2006 and 2007), the number has been as high as 13 in a couple of years. It is not surprising that, with the ratification of the current contract, there was an increase in grievances as both the Faculty and the Administration worked through different perspectives to interpret the new language. Additionally, the Administration has focused on strict interpretation and consistent implementation of the contract provisions across all divisions.

Of note, the final disposition of over 75 percent of the grievances filed since 2008 was a denial of contract violation or a withdrawal of the grievance by CODFA. When asked by the Administration why CODFA filed these grievances (particularly those that did not appear to have contractual merit as they were ultimately withdrawn or denied), CODFA has repeatedly responded that they believe the grievance process is a way to have more conversations, regardless of whether the contract language had been violated. This position is not consistent with the definition of a grievance – which is a violation of the contract.

The College takes grievances very seriously and works diligently to honor and follow the provision in all labor contracts. Grievances, by their nature can become adversarial, and it is much preferable to have discussion and collaboration to address differences of perspective and interpretation. This approach has worked well with all other employee groups as evidenced by COD's recent excellent results for the nationally normed and independently administered PACE survey and relationships built with all other employee groups.

Glen Ellyn

The issue of Glen Ellyn's interference with the College's campus construction existed for decades before the current administration. It was simply the unfortunate duty of the current administration to put an end to the 20 years of squabbling, which, with the unanimous support of the College's Board of Trustees, it did. In February of 2012 (more than two and a half years ago), the College and the Village reached an agreement after a mediation session in which all regulatory control and authority over College campus construction would be transferred from the Village to DuPage County while the College remained incorporated into the Village of Glen Ellyn. The agreement, signed by Village President Mark Pfefferman and President Breuder, went to the Village and COD Boards for ratification and to DuPage County for review and acceptance. Please note that the College of DuPage Board of Trustees unanimously supported changing the relationship with the Village, both under COD Board Chair Kathy Wessel and later under Board Chair David Carlin. The College spent approximately \$377,000 on legal fees but has easily recouped those funds by not having to pay unreasonable fees to the Village going forward.

College of DuPage never "de-annexed" from the Village, as has been claimed recently by the Faculty Senate President. Per the agreement, the College still pays applicable Village taxes. The Village continues to serve the College with water and sewer at incorporated rates during the term of the agreement of five years. At the end of five years and every five years thereafter, the parties have the options to renew the agreement, remain with the Village, subject to Village

jurisdiction, or proceed with de-annexation. The agreement will be automatically renewed after 20 years for five-year terms, unless previously terminated.

Since this agreement was signed, we have had a very amicable relationship with the Village. Please note again that our Board of Trustees unanimously supported and gave us direction through this process.

Toxic Environment

Despite faculty union claims of a toxic environment at College of DuPage, this is not a correct description of the feelings of the majority of College of DuPage employees or students. Overall, the campus climate, as measured in 2014 by a nationally normed employee satisfaction survey administered by an outside agency, is excellent. COD employee satisfaction, measured by the Personal Assessment of the College Environment (PACE) survey, shows tremendous gains over the past five years, with scores for a “healthy campus climate” now tying our all-time high recorded in 1999. Further, in 2014 the survey question “The extent to which I am proud to work at College of DuPage” was in the top five (out of 56) highest rated questions, as opposed to 2010 when it did not make the top 10.

In 2014, the Noel-Levitz Student Satisfaction Inventory Survey, with respect to three summary questions, “met your expectations,” “overall satisfaction” and “would you enroll here again,” COD has the best ratings since 2007. Of students surveyed, 86 percent indicated cost and 69 percent indicated academic reputation were the most influential factors for why they chose COD. Finally, 83 percent of students indicated COD was their first or second choice for higher education.

Like many of our other metrics, the results of the Noel-Levitz survey are quite impressive and reflect the excellent work being done by everyone at the College. For example, Academic Services, Admissions and Financial Aid Effectiveness, Campus Climate, Concern for the Individual, Responsiveness to Diverse Populations, and Student Centeredness are at all-time highs. Service Excellence is tied with the all-time high, and (Campus Support Services, Instructional Effectiveness and Registration Effectiveness are only off the all-time high by 0.01 to 0.02. Although COD students gave high marks almost across the board, there are two areas where they indicated improvement could take place, and they are parking and academic advising, both repeats from 2010.

Other strong indicators of a positive environment:

- Students are choosing to attend COD in droves. Between 2008 and 2014, when other community college districts have suffered enrollment declines, COD added 3808 students or a 14.8 percent, pushing College of DuPage to nearly 30,000 students.
- This past year our Resource Development Office, comprised of grants and the COD Foundation, raised or earned a record \$11.2 million dollars and increased the total number of donors for the Foundation by more than 225 percent. The Foundation has also seen a 130 percent increase in overall employee giving between 8/27/2013 – 8/27/2014. Donors do not consistently give in record numbers to an unhappy environment.

- COD has also seen tremendous employee and student participation in its new COD Cares program. The program has signed up approximately 800 students and employees to be “COD Heroes” who volunteer in the community through specific College service projects.
- The 2014 Homecoming celebration, the College’s first in roughly 40 years, has been a terrific success, with large numbers of students and employees volunteering and celebrating throughout the week leading up to the Sept. 27 football game against the Georgia Military College Bulldogs

I know what is in my heart and my motivation. I know my commitment to COD. I never sidestep difficult situations, and I recognize that rapid and substantial change is difficult for many people. I embrace our core values and am committed to excellence. I offer to work with all who also want to better our College. We are good and we will get even better. From dissention and adversity come wisdom, strength and growth. I have been and will continue to be receptive to building a coalition of equals among all employee groups that ensures we continue to achieve our Vision: *“College of DuPage will be the primary college district residents choose for high quality education.”*

Appendix

February 23, 2015

- 1. He directed a massive expenditure of tax dollars on building and refurbishing that failed to address the College's most pressing need in fulfilling its mission: sufficient instructional space.**

Not true. The predominant focus of all new and renovated facilities is teaching and learning. They were developed by faculty and staff. New programs, changes in technology, and enrollment growth have contributed to additional needs for instructional space. The Teaching and Learning Center, which the Faculty Senate rejected, was designed to meet those additional needs.

- 2. He authorized and supervised the planting of expensive, adult non-native trees at the cost of at least \$8,000 a tree.**

Again, not true. Trees are selected for planting on campus with respect to durability, availability, arboricultural diversity (reduces spread of disease), hardiness zone, non-toxicity and low maintenance. Trees selected are those which will thrive in this geographic hardiness zone. Larger, more mature trees are selected due to their physical durability, wind resistance/stability and ability to receive a two-year warranty (industry standard is one year). We are aware of only two trees on campus that cost in the approximate range of \$6,500 to slightly under \$8,000. One is located near Health and Science Center and the other is at Technical Education Center. It is incorrect that the trees on campus cost at least \$8,000 a tree. Trees commonly used on campus range in cost from \$800 to \$1,700 depending on species. Additionally, trees are paid for out of Capital funds; not operating funds. To insinuate that these funds could have been used for operations would be incorrect.

- 3. Without faculty input and without regard for campus needs, he commissioned a 29-foot waterfall sculpture from John Medwedeff for a total cost of \$500,000.**

This observation epitomizes the standing the Senate believes it holds at the College. The sculpture speaks for itself and is a fine replacement to much of what existed on campus for many years.

- 4. He built and furnished a boutique hotel that competes with comparable local hotels with below market prices. The hotel serves no educational purpose.**

The hotel was designed by faculty as a learning lab for the Hospitality Program. It absolutely serves an educational purpose. It was requested by faculty in the hospitality program. The hotel, with six rooms to rent, does not represent significant competition with large hotels in the area. The hotel operates seven

days a week, 24 hours a day, and charges an average of \$130 per night, while the corporate hotels charge \$150 to \$170 during weeknights, and lower during weekends in order to attract business. The hotel has a mostly part-time staff and rotates eight student interns through the property each semester, including summer. The students spend eight weeks at the front desk and eight weeks with housekeeping, performing all of the tasks required for those positions. The Inn is a teaching laboratory no different than that found in automotive and automated manufacturing, and much less costly.

- 5. Under his direction, the Berg Instructional Center [BIC] architect announced to an internal visioning committee made up of faculty and administrators, that money is to be redirected from the BIC plan and be re appropriated into Culinary and Hospitality buildings. As a result, the BIC building, which contains the largest percentage of classroom and faculty office spaces on campus, had to change its plans for classroom, faculty, and departmental renovations, because money was siphoned off to pay for massive changes to the Culinary and Hospitality buildings, including the building of Waterleaf restaurant and the Boutique Hotel. (April 2009)**

The BIC-SRC Renovation Project as of February 17, 2006, which was initiated years before I came to College of DuPage, indicates that the goals for the renovation included (i) consistent building efficiency factor of between 635-65 percent; (ii) increase classroom and student space and plan for future development; (iii) balance expected budget with project scope; (iv) increase the efficiency of department operations and (v) consolidate general building space such as classrooms and labs and faculty offices and conference rooms. The completed project does not appear to have deviated from the initial goals. Please also note that Academic Affairs was involved in the development and ongoing monitoring of the BIC renovation project. The Faculty Senate is incorrect is stating that funds were re-directed or transferred from the BIC project to the CHC. The source of funds for the CHC included bond proceeds, program contingencies, savings from the HSC project and savings from RPL#3. Funds did not come from the BIC project.

- 6. Under his leadership, academic deans have been instructed to hire as low as possible on the salary matrix rather than focus on quality.**

This is entirely false. I have never given any direction to the deans regarding hiring faculty except for the case when the incoming faculty did not have a baccalaureate degree and I added the provision that they would acquire the degree within the first three years of their employment.

- 7. He raised tuition to support the now depleted educational fund while blaming faculty salaries for financial problems and the depletion of the educational fund. At no time did he mention publically the diversion of money from the educational fund to support the new Waterleaf restaurant and boutique hotel, nor was there any mention of the underspent academic budgets to build up the reserve fund. At**

the July 2014 board meeting, he reduced tuition after claiming the need to raise it just three months before. (2009 - 2014)

This is factually an incorrect statement. Under my leadership, the Education Fund Balance has grown from \$27.0 million in FY2008 to \$134.4 million in FY2014. The Education Fund has **increased**, not been depleted. There has also been no diversion of money to support the Waterleaf Restaurant or the Inn at Water's Edge. All programs have been funded at the requested amounts since my arrival on campus in 2009. The College's finances are very strong while still paying our employees above market salary increases (see below) and providing all of the resources requested to provide a high quality educational experience to our students. It is clear that the Faculty Senate either does not understand the College's finances or is purposely misrepresenting the facts to undermine our stewardship of finances.

Education Fund Balance

FY2008	\$27,038,510
FY2009	\$33,871,392
FY2010	\$40,391,585
FY2011	\$64,524,574
FY2012	\$79,038,321
FY2013	\$102,270,012
FY2014	\$134,447,550

Contracts negotiated under my tenure have provided annual salary increases of totaling 19.7%.

	% Increase
Year 1-FY2012	2.85%
Year 2-FY2013	3.15%
Year 3-FY2014	3.55%
Year 4-FY2015	4.15%
Year 5-FY2016	3.00%
Year 6-FY2017	3.00%
	<u>19.70%</u>

In terms of July 2014 Board meeting, please read the Board write up for FY2015 tuition:

“Despite these challenges, Dr. Breuder believes that reducing tuition at this time is a manageable risk for the Board’s consideration. Should economic conditions impacting the College deteriorate in the future so as to elevate the risk to an unacceptable level, tuition could be adjusted upward to help generate needed revenue. The elected Board of Trustees and the President have a fiduciary responsibility to the taxpayers to keep COD in a strong financial position so it can achieve its published vision: College of DuPage will be the primary college district residents choose for high quality education.”

It is my stated preference is to have small annual increases in tuition each year. However, at the August 2014 board meeting it was stated that there would be no tuition increase for FY2016.

The Board recommendation for the February 2015 meeting stated:

Although we believe it prudent to increase tuition and fees by \$4.00 per credit hour to address the above issues, the Administration is proposing to keep tuition and fee rates at the current level \$104.15 and \$35.85 for a combined total of \$140.00 per credit hour for FY2016.

- 8. He has maintained a strict focus on building, while delegating many of the internal responsibilities to a newly created Executive Vice-President. Little attention has been paid to the academic institution itself or the costs for long-term upkeep and maintenance of new spaces and buildings.**

Really. Adding 70 programs of study in 6 years? Facilitating more than 2 dozen program accreditations? Spending millions on state of the art equipment? Spending millions on professional development? Building over \$500 million in new facilities to deliver instruction?

Regarding the Faculty Senate’s statement about upkeep and maintenance of new spaces and buildings, this is, again, incorrect. The Administration recommended, and the Board approved, creation of a \$16 million reserve of the fund balance to address the ongoing/long-term maintenance of the College’s facilities.

- 9. He restructured the office of public relations and renamed it the COD News Bureau. The Bureau’s purpose is to propagate his political perspective and opinion on internal issues through weekly newsletters, management of the college’s website, and strategically placed articles in local newspapers. The student newspaper, the Courier, is now a branch of this office, with the same**

oversight and with a restriction on their rights to print freely. In short, he has created a “Ministry of Propaganda,” which he alone oversees.

Simply more nonsense. But we do tell our story better today than ever before. Remember one of the 5 P's: Promotion. With increased enrollment comes increased revenue which allows the Board to support recommended salary increases for all employee. Not a complicated formula if one is open to reason. The Student Newspaper, the Courier, remains under Student Life, where it has been for several years. It is an award winning student publication with complete autonomy to write what it wants, just as it always has. To be clear, only the students decide what is written in the Courier. The COD News Bureau was not created by me and existed long before my arrival. It comprises the four-person media relations team reporting to the Vice President for Marketing and Communications.

- 10. According to negotiators for the Board, he became unreachable for a period of five hours on the last day of contract negotiations with faculty on May 25-26, 2012. This necessitated both the negotiation teams, including the College's externally hired lawyer, staying at the college until 2:00 AM to complete and sign the new contract. The agreement nearly fell apart because of his disappearance and his micromanagement of the board negotiation team.**

I had no idea the Senate monitored me 24 and 7. Truth be known, the Senate leadership was directly responsible for drawn out negotiations that resulted in a contract settlement that they recommended to the membership. Best to place the blame where it rightfully belongs: the faculty leadership.

- 11. He has created a disproportionate salary system for upper administrators and given bonuses to upper level administrators out of education funds. Vice presidents recently hired by him, including Development and Grants, Public Information, and the CFO, earn nearly twice the average salary reported for those positions by the ICCB, as does the vice president of Data Processing. The Chief Academic Officer has the highest reported salary for that position in the state community college system. (Fiscal Year 2014 Salary Report for the Illinois Public Community Colleges)**

Perhaps it is time we once again publish faculty salaries, including the top 10 members from the faculty and the administration. This will prove to be enlightening and generate negative sentiment from the Faculty Senate.

- 12. He told a Faculty Senate vice president that he was going to marginalize the vice president. An Unfair Labor Practice against him was filed resulting in with an agreement that required him to treat faculty leadership with respect.**

A person's unprofessional behavior at times requires an appropriate course of action. Important to note that even after that person demonstrated poor professional behavior I supported a sabbatical leave for that individual.

13. Under his leadership, College of DuPage has made no significant commitment to developing our online infrastructure or training online instructors. Instead, budgets for online development have shrunk. There are still no budgets for online curriculum development, which will cover the costs of embedded technology in courses, now a standard practice in higher education when a college commits to online education development.

Not true. The College has spent hundreds of thousands of dollars to pay faculty to convert their courses to an online format. For the first time in the history of the College, we now have an associate dean and staff who are designated for the purpose of developing the online infrastructure. As an outcome of our attention to online course delivery, we have raised the student success rate by 5.4 percent between 2010 and 2013. We are providing incentive to faculty enroll in certified programs for online instruction and development.

14. He reduced all academic budgets while improperly directing operational savings into the Balance Fund: \$180,000,000.

As shown in the chart below, actual instructional spending has been less than the amount budgeted in each fiscal year except for FY2009 when actual instructional spending exceeded budget by \$2 million. Budgets have been funded at the level of spending requested in each year since my arrival at College of DuPage. We are not aware of any instance in which an academic department did not get the resources needed to fulfill their teaching mission. In fact, there are several examples of additional spending on educational equipment when a demonstrated need occurred. The Faculty Senate is well aware that we provided Manufacturing Technology an additional \$1 million in equipment when a need arose during Fiscal Year 2013. Recall, too, that during this time, the campus was completely renovated, and some instructional resources for classrooms were budgeted in the construction budgets. The net result was that the faculty has state-of-the-art teaching and learning facilities and all the resources needed to enhance student learning. To suggest otherwise is just not supported by the facts.

EDUCATION FUND INSTRUCTION EXPENSES

	ACTUAL	BUDGET
FY2008	68,748,828	72,010,192
FY2009	74,540,219	72,465,303
FY2010	71,187,671	76,231,269
FY2011	68,457,861	71,946,421

FY2012	70,262,946	74,105,765
FY2013	71,722,905	76,461,150
FY2014	70,968,094	76,680,152

15. He directed the deans to deny faculty access to negotiated faculty development funds, leaves and sabbaticals, and travel reimbursements for professional conferences in order to underspend their budgets.

This is not true. It is a fact that in the last contract negotiations for fulltime faculty, the number of one-semester leaves and sabbaticals was reduced, but this was a result of negotiations, not a directive from me. The only directive I have made regarding faculty leaves is that the leave be of demonstrable value to the College.

The list will continue to grow. The motivation is obvious. Factual accuracy has never been important to the Senate leadership. It does not support their irresponsible and unfounded accusations. This additional list is nothing more than piling on. Continue to throw everything possible even if it has no merit. Continue to discredit the administration at all cost. The “bury the enemy” mentality will not have the effect the Senate leadership hopes.

Our accomplishments speak for themselves. No amount of unfounded criticism or bullying from a cadre of angry faculty who believe they are the epicenter of the college who will never appreciate this great institution will jeopardize our future. We have built a strong root structure that can withstand hurtful people. Our branches will sway and one or two will be lost, but the tree itself survives. We are the flagship community college in the state which others look to for innovation, change and excellence. I believe there are many faculty who share this view and hope one day they have the courage to stand tall and speak out. I know many will not. Not because they fear the administration. They fear their faculty colleagues’ reprisal. This is not how I would choose to live and work.