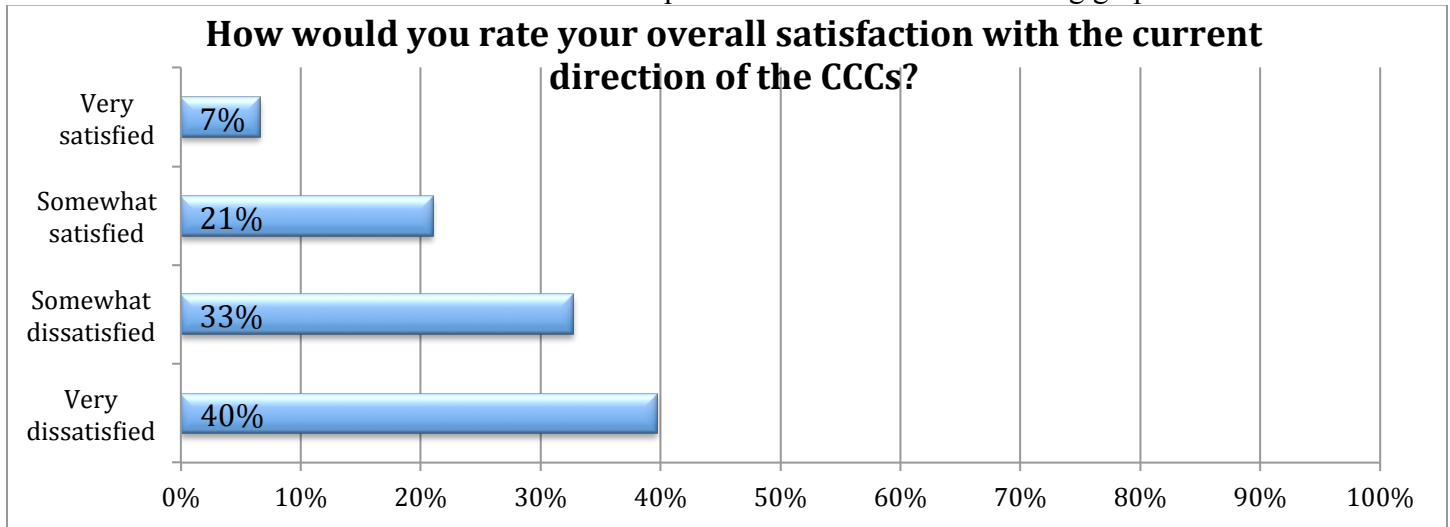


October 2015 FC4 Survey Results for Faculty Satisfaction

District Faculty Council for the City Colleges of Chicago (FC4) conducted a faculty survey in October of 2015. The survey was sent via a weblink to all full and part time faculty at all seven colleges. The survey asked faculty to share their opinions on a number of issues. The following report addresses *only* the following question: “How would you rate your overall satisfaction with the current direction of the CCCs?”

Of the 471 respondents that answered this question, 27.6% of respondents identified as satisfied; 72.4% identified as dissatisfied. The full breakdown of responses is shown in the following graph.

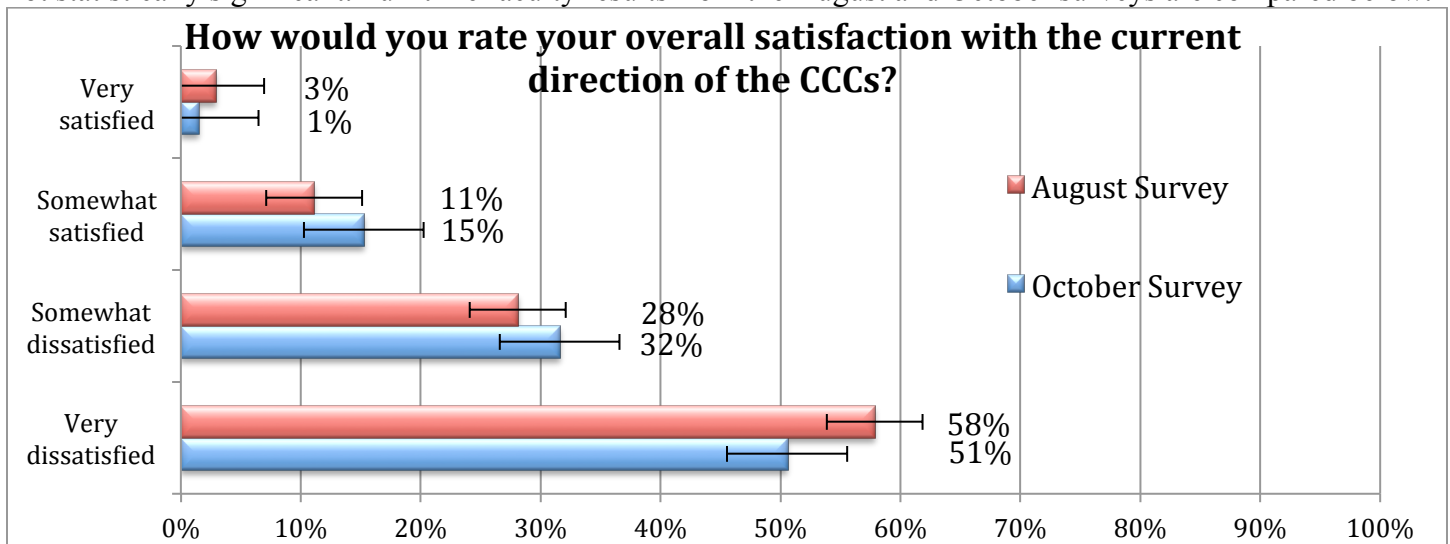


What were the October results specifically for full-time faculty respondents?

For the October survey, 266 of the respondents to the satisfaction question identified themselves as full-time faculty. This allowed us to calculate a confidence level of 95% that the results were representative of full-time faculty opinion. Those who identified themselves as full-time faculty tended to be less satisfied than the total survey respondents. For this population, 17% identified as satisfied and 83% identified as dissatisfied.

How did the October results compare to the August results for full-time faculty?

In order to identify changing trends, FC4 plans to ask the same question regarding faculty satisfaction with the direction of the CCCs on each survey. For full-time faculty, October’s results showed a slight increase (of 3 percentage points) in satisfaction from the August full-time faculty survey results, although this increase was not statistically significant. Full-time faculty results from the August and October surveys are compared below.



Commentary

The below commentary represents 246 of the 280 comments received on the October survey in response to this question. Commentary was included if and only if the respondent indicated that the comment could be shared publicly. In several cases, individuals' names or colleges were removed. These instances are identified in bold. Otherwise, all comments appear in whole and unedited.

How would you rate your overall satisfaction with the current direction of the CCCs?

Very satisfied

1. feel direction is on track with marketplace
2. CCC has the right curriculum for the multiethnic student population of Chicago.
3. I am doing my best, the students are quit happy with the classes.
4. Well organized and supportive
5. I'm new and have no complaints, yet.
6. CCC is proactive regarding the success of its students.

Somewhat Satisfied

1. There have been improvements such as restructuring the CRT, the ARC program, and the LAUNCH program. However, I feel there is too much emphasis on choosing majors early since students need to explore a variety of subjects before they become aware of their own strengths, interests and natural curiosity. I feel there is too much emphasis on paying more tuition while short circuiting the decisions to choose a major. Many students plan to transfer to a four year college and need time to explore their options.
2. I am concerned about the increasing lack of support for the humanities.
3. I particularly like that we offer students vocational degrees that help them land good paying jobs and close the skills gap, there needs to be more clarity and transparency in the directions and intentions that administration has for CCC.
4. The notification of important information is not always timely.
5. I am actually both satisfied and unsatisfied. Somewhere between those two. It depend on the issue.
6. I understand that relocating programs to specific schools may increase efficiency, but may be a major inconvenience to students forced to relocate or face unreasonable commutes. Since ccc relies so heavily on its adjuncts instructors, there should be more emphasis on fostering the best environment for us to serve our students' needs.
7. Space allocation is an issue. It seems to me that decisions are being made by people who are unaffected by the changes and without consultation with those who are affected. This is not good for morale, and also probably misses alternatives that might work better.
8. I want to be sure that whole of the faculty are being included in decisions that require shared governance. Some decisions in the past seemed to have circumvented or tangentially approached this inclusion.
9. I have only attended one meeting and I was one of 5 people there, unlike the FC at my previous college OH where there were many. I could not understand why faculty would not attend their own.???? I would have attended more but my schedule did not allow me too.
10. The changes have effected the humanities.the moving of major programs, and nothing to take its place. The push to have students take 15 credits, even given our population, which this will not work.
11. The situation is not the same at all colleges, and the level of support for faculty (and, I'm thinking, also for students) varies. I think the placement procedures result in remedial classes in which the range of needed remediation is extremely wide and that MANY students are not adequately prepared to take responsibility for their own work in college, resulting in unnecessary disruptions in class. Also, because of the lack of commitment to adjuncts from the college, this very low-paying job that

provides many students with their first (and sometimes only) college experience, is one that most of us cannot keep doing without taking on additional jobs. This can negatively affect our ability to support our students in terms of analyzing their academic needs and planning adequately to address them. It shows an extremely low level of caring from CCC toward the students.

12. I am all for improving the quality of programs and I feel that this is a success. I would like a greater variety of high-value programs at all of the campuses. I'm not certain that we are doing a good job at evaluating need at the local campus level and working to meet need. It seems that we are looking at education on a global level with a supply side intent on providing educational programs. I'm not certain that build it and they will come works for all things or at least for education.
13. I think administration's intentions are generally in the best interests of CCC students. However, as a teacher at [college removed], I feel big changes are "sprung" on me with little notice, and I must rush to adjust.
14. My job provides me with what I need. Infrastructure improvements at the college are great. Policy decisions are where I have a problem. Directives are usually given (without notice). District should be asking us as experts (folks who have a life-long history of employment at CCC) what we think about issues and possible consequences. The top down mentality from people who don't know me, don't want to know my opinion, or don't think i can help runs contrary to the spirit of Reinvention which asked me for a semester to go down and use my expertise to improve CCC. Does my knowledge only serve as public relations or does the shelf-life extend to me on my campus as well?
15. I find a few situations that are handled one way in one department and another way in others.
16. For the most part I have always been supportive and adaptable to change, especially positive change. However, I rated this question as I did because I feel that as the college continues to evolve and move forward decisions should in some cases be open for discussion, especially when the entire college community will be effected by the upcoming changes (students and faculty!)
17. It seems that there could be some more transparency in decision making regarding faculty and programs.
18. Even though we are making some good changes in health careers; we still have a long way to go especially with administration.
19. There are changes I agree with (some centralization of processes, at least a discussion of improving graduation rates, and other similar things). But there are also things that worry me such as the consolidation of programs -- especially child development -- onto single campuses thus limiting their reach from some constituents. We should focus on serving the needs of those most in need of an education.
20. They need to add more full time positions. Put their resources in the classroom and stop exploiting the adjunct labor force.
21. Lack of communication between full time and adjunct in our department. The college admin are doing a wonderful job ,we are much more informed than ever , with the exception of how the move to Truman will impact adjunct instructors. What will the process look like?
22. There is a great deal of salary inequity with the adjunct faculty.
23. Lack of focus on general education for those that desire to transfer. Alsop consolidation of programs may be difficult for students that don't live close to that campus
24. It seems that in whatever new direction CCC chooses, money is always the bottom line. For example, [name removed]'s push to allow juniors and seniors to get dual credit by taking certain prerequisite classes, such as English 101 or English 102, does not always take into consideration, the student's skills before signing them up. Although there may be a placement test given, it does not really consider the student's writing skills which are of the utmost importance. I've had quite a few students who fit this category and more than 75% dropped the course because they were ill-equipped for the demands of the class.

Somewhat Dissatisfied

1. Disorganized, rules changing with no reason. No faculty input.
2. I vacillate between somewhat and very dissatisfied. I think that District has done some very good -- very important -- things, but I feel that in many ways the richness of the institution is being eroded in several ways. (1) Faculty morale is so low. It seems like faculty feel so overwhelmed with all that we are forced to do (that we do not feel any connection or attachment to) that we cannot find time to do those things that bring richness to our classes -- e.g., attend lectures and professional development opportunities, meet to discuss pedagogy, plan exciting courses, etc. (2) The consolidation of the programs is moving us in the direction of a monoculture of students and faculty rather than allowing for cross-pollination of ideas from various disciplines. Overall, the focus on narrowly defined success siphons resources (both time and monetary) from other enriching activities, appearing to make the City College less and less of the vibrant cultural center I would hope it would be.
3. I do not agree with the consolidation of programs at the City Colleges. Under served areas of the city are being further marginalized. Residents of under served areas are being relegated to blue collar jobs and it is OBVIOUS that the residents of these areas are predominately black and latino.
4. The pay is very low compared to other institutions of this caliber.
5. Business seems to trump education.
6. The model seems much more like a business model than an institution that values student learning and progress and open access above all else. We seem to be losing the mission of a community college.
7. While the consolidation of professional programs to distinct colleges is, I think, a good idea, the elimination of programs and reduction in course offerings is short sighted. Not only does it not refuse our students the opportunity to explore education possibilities not otherwise available to them, but it reduces our status as an affordable college option. Each of the colleges would essentially become a narrow trade school. This is problematic for numerous reasons, but mainly it will severely damage the effectiveness of the instructions as market demands shift.
8. The current decisions district has made are not in the best interest of our students and are contradictory to the mission of a community college.
9. Space is taking up on our campus. There are new programs developing but no space for them. Programs being taking from campus and non of the programs are being brought to the campus.
10. Lack of communication, lack of transparency, lack of shared governance
11. Do not eliminate Foreign languages.....
12. creating office of this and office of that doing superficial studies and evaluation is not going to help. we need to teach marketable skills to the students. Malcom X has been trying health care but is not up to par with other places yet, i think due to paperwork and politics. we need to lower the cost of books lower than what it is now ,in all form .
13. I am a part time language professor and I see with fear that our position is in extinction.. One of the reasons is because the administration waived the requisite of languages to obtain the Associate Degree, therefore there are a lot less students and are not enough for us, the adjuncts. Also in the full time faculty contract they have the possibility of get a class already assigned to an adjunct, in any of the CCC, to complete their load, if they need to do so. It seems totally and incredible unfair. A full time teacher has a salary that has no comparison with our meager payment per class. In the summer, they take the few classes that are offered, and they also take away a class that by miracle was assigned to one of us. That is, we adjuncts, are totally disrespected and given the worse and the impossible classes, the ones that are almost sure that will not have students and won't be opened. The Union should let everybody know these unfairness. Since I work in the CCC for 10 years, there has been only one full time open position. But the main complain that me and some of my colleagues have is that in a world of cruel competition and globalization, the languages are consider of no value to a student that when graduated will have to confront the real world, in a country where Spanish, Chinese, French, Japanese are spoken everywhere. Do we help to graduate more students of better students?
14. Students are pushed to graduate with an AGS even though they may want an AAS in a particular program. Consolidation of career programs that do not have major space/equipment requirements

(Child Development).

15. It seems that things are geared more to what will look good in the mayoral race rather than what would do the students good.
16. There is clearly a shift from providing quality education to making money. The need for a Community College is to serve the Community and its constituents. I don't see that as the current direction of City Colleges of Chicago.
17. The faculties are not consulted when big decisions are taken, decisions which are influencing their jobs.
18. I'm frustrated with the misinformation and cover-ups disseminated by the District Office. I worry if my position is secure or if at any moment my program will be cancelled because it lacks "economic value".
19. direction changes frequently. short-changes students
20. Adjunct pay is just ridiculous. Teaching three-four classes and still at the poverty level????? Just ridiculous and shameful.
21. Not enough appreciation of the humanities.
22. Although I understand the need for students having a degree of "economic value", I also think as a whole, college is about a broad education, particularly a community college. I think the mission should be multi-pronged. Allow students the opportunity to increase their skill level, increase their knowledge base, and encourage them to move forward in academic study if this is the path that they have chosen.
23. The current direction seems less accommodating to the local student who's just trying to learn something at their local school.
24. I am dissatisfied with the City Colleges' leadership at the District and local level. Decisions are made by non-educators without forethought, planning, or consultation with faculty. In the case of the new registration deadline, for instance, this lack of forethought caused disruptions to students, faculty, and staff that interfered with the quality of instruction. This is only one example. District has a pattern of taking away something that works, and we spend the next 2-3 years arguing why it was effective before we are grudgingly allowed to resume.
25. I think the administration, in line with the corporate model it's adopted, undermines the mission of the city colleges.
26. Not pleased with the C2C direction.
27. high cost of tuition, high cost of books, LOW PAY
28. District leadership often pushes to implement significant changes and/or new ideas without appropriate faculty input, without providing transparent justifications (e.g. data), and in unnecessarily hurried timelines. When projects are rushed and poorly thought through, inevitably, the quality of the product will suffer. It's not rocket science. It's common sense.
29. My classes keep getting canceled because of low enrollment. The student advisor's are not encouraging students to take music and humanities classes. As a senior adjunct faculty member I am not being offered classes to teach while other instructors are teaching (2, 3 and sometimes 4 classes). It seems as though the administration is cutting classes and this not only hurts teachers trying to make a living but also our students trying to earn an education.
30. don't agree in specializing disciplines at each of the colleges
31. Too much top-down mandate.
32. There is a lack of transparency and regard for the Faculty and Students, especially at times when major decisions are made.
33. I worry that we are moving away from a community college and into 7 vocational schools that do not support the opportunity for students to move onto four-year universities.
34. The reason for my dissatisfaction is primarily my students. Students have loudly voiced their concerns that if they had wanted to go to Truman for their Child Development Courses, they would have enrolled there. Some of their reasons were: too far from home, uncertainty in the community, relationships already formed with faculty, as well as no forum for their input before this change.

35. Adjunct are not paid fairly. And this has been going on too long.
36. I have over 30 years in the system, and CCC's current direction seems to be the weakest to date
37. In my view we are headed toward an educational business model that does not foster academic, social, and personal growth
38. Adjuncts deserve more respect
39. I feel that the 'community' part of community college is being forgotten.
40. Insufficient attention to maintain quality of instruction and allowing sub par students pass courses in the name of student retention
41. It's not "student friendly;" it's becoming to beurocratic
42. every semester there are less students in the classes
43. Like the focus on advising. While I can see that giving students a "path" to graduation is helpful, the pathways lack choice and were not developed with enough faculty involvement. Also, do not like the feeling that faculty are being shut out of decision making.
44. Consolidation of classes does not serve local communities and instead requires students to travel across the city. Also, the push towards forcing students into fewer class choices is detrimental to the liberal arts mission (that CCC claims to uphold). Students should be encouraged to take classes they might not ordinarily consider, even if is not directly related to their program. Most students only have fuzzy ideas of what careers are available anyway.
45. Lack of shared governance
46. The change in focus seems to be eliminating general studies and forcing students to either travel unnecessarily to get classes or choose classes they don't want to take. Like in CPS the arts are continually being reduced or eliminated. Many of the students I see cannot think critically until after my music class.
47. Although there is a noticeable improvement in communication on certain issues, my sense is that much of it is perfunctory and that -- in the end -- the damage has already been done in terms of diminishing and eliminating certain programs in our Colleges. The trend to centralize programs at the expense of serving our communities and local constituencies is wrong-headed and ignores the very definition of a Community College. Perhaps one of the worst decisions to be made -- and the first in a long series of bad decisions -- was to drop the World Languages requirement for CCC students. While primary and secondary schools are at the forefront of change in offering a variety of second languages for their students, CCC has adopted a retrograde policy of not encouraging studies in this area. By no longer building language study into the basic requirements into the AA degrees -- and by creating "pathways" that allow students to "walk their way around" the possibility of exploring this important area of study -- CCC is only demonstrating how out of touch its policy makers are with the world we live in today.
48. Do not think clustering is a good idea.
49. I think CCC's goal of helping students stay on track in their studies and progress toward a credential of economic value makes a lot of sense, for both the students and the institution. However, I fear that in trying to be more efficient, accessibility of CCC's programs and courses is being lost, especially in communities where access to education is desperately needed. One example of this is seen in the consolidation of certain programs at particular campuses. To be more specific, this is seen at Olive-Harvey, where the nursing program was removed several years ago and the Child Development program is slated to be moved in another year. Both of these programs typically tend to draw more women than men. In its place, we will have the TDL programs, which tend to draw more men. While I think we should offer the TDL programs, we should also continue to offer other programs (such as nursing and child development) which members of our local community have expressed a need and desire for. The elimination of these programs from OHC is a disservice to the women in our surrounding neighborhoods. OHC might once have been their lifeline to breaking out of poverty and empowering themselves with education and a solid career. For many women in this part of the city, that option is now gone. One might respond and say that they could just travel to another campus to enroll in the program of their choice. However, that is often not possible, as many of these women are

caregivers and need to have the ability to remain near home while in school. The need to make a long commute to school could severely hinder the chances of success of many students at a critical time in their lives, when they are just returning to the classroom after a long absence or embarking on post-secondary education for the first time. I am also troubled by the fact that science courses normally considered to be part of a liberal arts and science program are being slated to be consolidated at one campus (Truman College). It does not make sense to me that something as general as science should be concentrated in one part of the city. If we are trying to strengthen the United States' position in the STEM disciplines and have a population of people equipped to keep this country at the forefront in terms of technological innovation and scientific research, consolidating STEM courses at one campus is not a good strategy. We should be making it easier, not more difficult, for students to enroll in science courses. Moreover, if we are trying to help underrepresented groups enter and excel in STEM careers, limiting their access to science courses is not going to achieve this goal.

50. Poor equipment, lack of communication.

51. Our enrollment is low and I don't see sufficient recruitment efforts to change this fact. Since Reinvention, our enrollment has suffered.

52. It seems like the emphasis is on specific fields leaving less lucrative jobs out. We no longer serve our community. A student who lives near Daley and wants to major in computer science needs to go to Wright.

53. with constant change and uncertainty, the atmosphere around school is increasingly stressful. the camaraderie among staff and faculty is diminishing and the students are confused and lost. This is not a good place to be.

54. I don't believe that the administration has an accurate understanding of the educational process as it applies to the students as well as the instructors and adjuncts associated with our program.

55. No shared governance. Decisions are made without input from staff and students

56. Everything seems up in the air and hard fast decisions have not been communicated especially regarding consolidation the nursing programs.

57. I feel that the recent changes to the cost of credit hours at CCC betrays our mission statement.

58. Changes that are going to affect students who live far away from another campus because of the lack of class availability in their community.

59. Not satisfied with the categorizing of the colleges. In other words, MX is now the Health Sciences Colleges. HWC is the Business Admin college. We will lose students if they have to travel across the city back and forth to get to their core classes. If a student is a Business Admin major and has to go to Wright to take Excel CIS123, they won't do it. Another thing I'm not satisfied with and have discussed it aloud is the inability of HWC especially to schedule classes so that they are one class-one time a week. Vs. one class-two times a week (M/W, T/Th). It's expensive transporting to/from class whether it's public transit or by car. One class one time a week, 3 hours would help and also help retain students. 32 classes vs. 16 classes. You will retain the student better.

60. Individualizing the campuses is not beneficial to the communities

61. I do not like the idea of different college campuses being assigned specific academic areas. I also feel that the administration constantly puts its own financial desires above what is best for the students. Adjunct faculty continue to be treated poorly with lack of benefits, no job security, and non-sustainable wages.

62. Decisions being made w/o adequate faculty input and oversight. Feels like "outside agencies," federal agencies / organizations, and corporations are driving change for their agendas/benefit.

63. I am on my 6TH boss in only 3 years. This is chaos!

64. Inflated graduation rates. Quality of education declining. Professors pressured to pass students.

65. I believe the fixation on Reinvention is creating Group Think and blinds the administration to some of the real needs of our students, staff and faculty. Clearly the concept of Shared Governance has been abandoned by the administration, with potentially disastrous results, such as the consolidation of the Child Development programs at Truman - a decision made without faculty or student input.

66. Lack of developmental English courses is producing students who have difficulties writing. They are

unprepared to take 200 level courses that require writing assignments. Adjunct pay, job stability and benefits are not being fairly addressed. District is failing to realize that the employment conditions of adjuncts is directly related to the quality of education.

67. Raising tuition for students and moving programs around is not the way to encourage more students to complete college. Unwillingness to negotiate a fair contract with the part-time faculty union.

68. Making business that are totally unrelated to City Colleges such as the shuttle bus - so what role does the CTA play? Are we in the teaching business or in the transportation business?

69. CCC is running like a business corporation instead of an institution of higher education. As an employee, I feel like a factory-line worker with very little autonomy to impact students lives. As an educator, I am almost ashamed to continue working here because I am part of an organization that is pushing out students that do not meet District standards when the very reason I chose to work at a community college was to provide this group of students access to higher ed.

70. Decisions being made by the administration require too much "scrambling" by faculty to either mitigate bad policy and educational strategy decisions or to change practices to conform to decisions imposed. This erodes faculty's ability to provide students with the opportunities they deserve.

71. Poor pay, however more support at Wright than Washington Current direction erred: Cutting down on staff No Switchboard, impersonal, AND impossible to get to speak to human Cutting down on Student Counselors --- these students are needy---need all the help. Raising the price of ONE course to "encourage" students to register FT, therefore losing a considerable number of students. Many students have families and FT jobs. Can only attend ONE COURSE at a time. Pusillanimous Board, spending money on rubbish, instead of Students and an PT Faculty "Forgetting" our mission to educate poor, urban children Making Professionals take an Ethics Test. Risible. Should be taken by Management, who are collecting their salaries. Cynical, uninvolved Management in general. No Childcare on most campuses, for students and staff.

72. There have been some improvements over the last few years overall, but the core mission of the CCC has been subverted in favor of the transformation of the institution into an appendix of "corporations." The transformation of CCC in the direction of facilitating the commodification of education is regrettable. The lack of --or deficient- shared governance mechanisms & its institutionalization makes matters much worse.

73. When will the advisors have the right back to teach again?

74. District Office and Chancellors set their private or political agendas above improving the lot of students and adjunct faculty.

75. I don't feel the colleges are serving our student population. The day-to-day decisions of the administration reflect a lack of empathy for and understanding of our students' lives. Tuition and scheduling changes happen at the last possible moment, damaging all of the stakeholders simultaneously. The shutting down of child care centers exacerbates the state's monumental disregard for the city's working class parents. In addition, the way that adjunct faculty and academic support staff (tutors) are treated is frankly downright brutish. In addition to being laughed at by the administration in terms of contract negotiations, our daily work is stymied by administration policies which show an almost willfully blind ignorance of the work that we do. Names and locations of academic support departments are changed on a whim and at ill-advised times. We are forced to provide "services" that no one wants. And the metrics for determining the "success" of academic support departments are logically indefensible. The current leadership seems to push for action, but only to be "seen" as doing something, not to actually put into place well-thought out, intentional, and informed plans. I admit that I do not know the pressures of top administration officials... but I know well the pressures that our students face every day. I stand by our students.

76. The administration seems to be pushing out low income students, which is directly contrary to our stated mission.

77. I'm somewhat concerned with the condensing of the developmental writing courses into a one semester system. Learning to write well takes time and practice. When we are given students who have difficulties writing sentences that make sense because CPS has failed to teach them to do so in

12 years of schooling, and then are expected to turn them into writers who are prepared to write collegiate level essays at the 101 level in one semester, this does not reflect well on the ability of the administration to understand educational process. This is not a factory with an assembly line. If they have an issue with how long it takes to get these students writing at an appropriate level, then they need to address the issue with CPS, the source of the problem instead of the college instructors who are currently teaching them what they should have learned during their 12 years in public school.

78. Consolidation of programs and Reinvention is blatant discrimination to certain demographics of students. They are steering away from the mission of community colleges and offering less opportunities and resources to students across the city in their neighborhoods. These corporate folks operating out of district office appear to be slowly dismantling the City Colleges of Chicago at the expense of saving money and boosting their own salaries

79. lacks organized leadership

80. no fair contract for adjunct faculty

Very Dissatisfied

1. I am not in agreement with the centralization of programs to certain campuses and removing them from others. I believe it is important to offer as many programs as possible to the local communities surrounding the campus sites. I am also ambivalent/uncomfortable with the huge investment the City Colleges of Chicago has made in the creation of the GPS Pathways. The GPS Pathways is a marketing tool. The City Colleges had in their catalogs “pathways--degree plans” for students to follow for decades. All that has been done with the GPS Pathways is attach a logo and layout the existing pathways in a more organized fashion--no substantive modifications were made. What could have been happening in the past is that some perhaps weren’t emphasizing the “Degree Plan” as they should have to the students. Also, some of the GPS plans are impossible to complete as not all classes can be offered every semester and very often classes are canceled due to misinformation--due to the poor marketing to promote them. It appears to me that the City Colleges of Chicago is spending an enormous amount of resources on window dressing and not enough time on substance. An Associate Degree in Liberal Arts or Science with room for an emphasis on the discipline which interests the student is more practical. The dozens and dozens of GPS Pathways is redundant and difficult for students to follow.

2. The consolidations, the tuition increase and the top-down authoritative approach is weakening our mission as a comprehensive community college that serves our community.

3. no autonomy. too much happening with Reinvention without faculty input. Poor decisions (8 week mini-sessions, registration, etc.)

4. Are we in the business of education or are we in the education business?

5. Program closures without faculty or staff or community input; horrific policies that prevent students from being able to select classes in an open and free manner; and, now, reports of fraudulent graduation records, among other concerns...This is just a snapshot.

6. no faculty involvement, poor management, lack of concern for students, heavy on upper management who seem not to be educators.

7. The tuitions are going up and the service to the students are going down. More than 60% of the faculty are part time and they barely make a living by teaching. This directly affect the education that our kids are receiving.

8. It seems that the focus has shifted away from the students and placed in other areas that are not as important.

9. Lack of transparency, too much focus on punitive retention and success rate and not on quality of classroom instruction, professional development.

10. The business model does not work in academia. Having leadership with academic experience, knowledge of pedagogy/andragogy, and grounding in the major disciplines of Liberal Arts, Sciences, Math, and Social Sciences must be essential to any educational institution.

11. After reading about the recent HWC crackdown in keeping four day teaching schedules and then

the mass email from [name removed] about the successfully won grievance at Olive Harvey, I'm frustrated that our local admin would not use that grievance as a chance to make our scheduling more flexible rather than less. Or, if this is coming from on high, I'm frustrated at this pointless rule. The four-day teaching week rule is regressive and anti-family, doing nothing except making it less flexible for faculty members to balance their schedules. We already have to take tons of work home such as grading. Allowing a lower number of teaching days per week is not something that allows faculty to be lazy, rather it is good, progressive policy. And it wouldn't cost the college anything. And it allows more full-time faculty to take Friday and Saturday classes rather than sticking to Monday through Thursday, which is better for students. We need a balanced full-time presence throughout the week. Ironically this four-day teaching rule makes that worse. I have such a high respect for our local admin. But this one is really hard for me to swallow, and just further lowers my institutional morale with all the other negative stuff going on.

12. I don't see the direction as being student centered. It appears as if we are moving towards a business driven enterprise.
13. Terrible policy decisions, poor and deceptive management practices. Dodgy data...Big pay raises for the inner circle - while students get restricted choices, degrees, programs closed and a catalog full of fantasy degrees. Deception or incompetence - take your choice?
14. RUMORS ABOUND AND IT'S VERY UNSETTLING. ACCURATE INFORMATION SHOULD BE AVAILABLE
15. The City Colleges continues to: - consolidate key programs and deny access to southside communities - hire, compensate, and promote district and campus administrators at rates wildly disproportionate to student needs - exacerbate socioeconomic inequality by recruiting students into low-paying occupations (C2C) - refuse reasonable wages for adjunct instructors - operate without regard for transparency, shared governance, or mutual accountability
16. I will summarize it by stating that those making decision no nothing about community colleges public education mission, and are looking at our institutions as factories.
17. I am worried that policies at CCC are discriminating against those who need the most protection. Shrinking enrollment is not only a by-product of recent changes but seemingly a goal of the District Office. They seem intent on dismantling CCC. I worry for our future.
18. Consolidating departments, raising tuition fee for part-time students, handing out degrees to improve graduation rate, treating students as customers and faculty as employees(replaceable). Awful.
19. The C2C or college to careers program has taken the heart of education and spun it into short term jobs that ignore the whole person and provide very little long term skills for our students in life. Thus classes such as the liberal arts are ignored or dismissed as irrelevant when they are the substance of a proper well rounded educated citizen.
20. The department is being disbanded. What I teach will be moved to KENNEDY KING. I've heard from students and they are not happy with the transition. Moving a specific concentration of study in one are will isolate many students and faculty who could bring so much to CCC! CCC is the hub. It brings students from the West, North and South! I have a student that lives in ITASCA and still prefers to study at HWC.
21. The Business Model Does Not Work with Academia.
22. Decisions currently being made regarding registration, tuition, and consolidation all threaten the continued participation and success of huge sections of students! The changes go against our mission and defy the philosophy of "community" as I understood it when I first came to work for CCC.
23. It's all about the bottom line. The students are not the focus or even a remote part of the mission. I am certain that the financial incentives are making a corrupt administration even worse and putting their financial desires above all of our students' needs.
24. The students are not getting the quality that they signed up for from a significant tuition increase for the part-timers to programs being eliminated or moved. Students are not the primary focus of

the district-business/money is.

25. Poor leadership, favoritism, unethical actions, no respect for the academic folks
26. The current administration is taking the "community" out of community college. Instead, the administration seeks to stratify the student population and make it difficult to earn a degree while attending only one campus.
27. College is for education, not Vocational training.
28. The CCCs has not done a good job of incorporating all stakeholders in the decision-making processes that have, and will impact the quality of the educational experiences offered to students. The lack of communication, and transparency is disheartening, and undermines shared governance. While the morale of faculty and staff is impacted by such practices, students are also becoming more aware, and are negatively affected. Some students have already decided to discontinue their education, or are very dissatisfied with their CCC experience and are questioning whether or not to remain a CCC student.
29. I think the changes to student tuition rates was a huge disservice to our students.
30. Developmental ed will be eliminated thus making it much more difficult for our English language learning students to reach their academic goals. Tuition for our international students is being raised far too much. foreign language is no longer a requirement for completion of the AA degree which will force our transfer students to take a foreign language at the institution they transfer to (at a higher cost). The institution also relies far too heavily on adjunct instructors (simply as a cost-saving maneuver).
31. Well... In addition to everything I wrote before, now, apparently, we're awarding "posthumous degrees" and degrees to people who already have degrees. --See Chicago Crain Article
32. It's a really shitty place to work.
33. Instead of moving forward & having the students best interest CCC are producing & promoting structure outside of the colleges. Students are lacking leadership, healthy education, professional help & clear direction within our colleges. All focus from higher authority are on making the inside & outside of the structure look beautiful while our students continue to be left behind from society, morals & values from the cultural they are being raised in.
34. I continue to be dismayed at the direction of Reinvention and the leadership of the district.
35. The implementation of a large number of major initiatives with little to no input from faculty at the planning stage shows a profound disregard for the value of faculty input when faculty are often the people that end up carrying the weight of implementing these plans. The introduction of Pathways, the move to Akademos, and the C2C consolidations are strong examples of this disregard, and the embarrassingly sloppy implementation of these initiatives and changes is evidence of how important it is to include faculty in the planning phases of these types of initiatives, even when faculty opinions are inconvenient to the upper management at District. Yes, faculty can slow things down with a lot of deliberation and drama, but bringing faculty into the deliberation process earlier prevents an embarrassing mess that faculty are going to have to come in and clean up anyway, as they have had to in the aforementioned examples. The lack of appreciation for faculty input is a failure on the part of the upper-level district management to understand the organization that they are leading.
36. There is waste, corruption, nepotism and political patronage, and fraud occurring at the District Office.
37. The campaign to move different specializations to different campuses does not serve the best interests of the students. Local education is preferred at the community college level. Also there seems to be an overemphasis on enrollment and graduation rates rather than serving the needs of our students. Also the selling of a degree from CCC as a ticket to employment is overstated. A lot of our students have no better options when they're done at CCC.
38. Tuition hike defeats the purpose of being a Community College accessible to most! Very concerning!
39. It is not community friendly. There is little transparency with faculty as well as no shared

governance.

40. The movement of programs making it difficult for students and community members to pursue those programs is a disservice. I am saddened by the changes and afraid the changes will negatively impact the communities we serve.
41. I am very dissatisfied with: 1) the consolidation of programs without input from stakeholders; **[name and identifiable context removed]** approved by the Board and an increase in the hiring of District Administrators while at the same time raising tuition of students; inflating graduation rates using reverse credit transfer; **[name and college removed]** gave a State of the College Address (SOCA) on **[identifiable date removed]**, and purposely did not have time for Q&A, and said he didn't want to discuss consolidation of programs. He filled up time praising many things happening at **[college removed]**. There was also supposed to be a time for Discussion with him right after the SOCA, but he also cancelled that. These are just SOME issues.
42. Many of their actions seems to have been done without the foresight of our students. Many of their actions seem to be harmful to our students instead of the best interests of our students.
43. As an adjunct, having the administration choose the book that I must use makes my job significantly more difficult. I have been teaching the same courses for five years, I have my lesson plans and materials, and these plans and materials work. Because of pressure from Akademos, the CCC administration now dictates that the book I must use for my course must be the same book that is used by the full time faculty at that particular college. This policy dictates how I must teach my classes, and turns the CCC into a pawn of Akademos.
44. I was among the first proud graduates of Olive- Harvey in 1972. It has become an elite top down process that ruins choice and individual needs from the student body while focusing on a public school model of increase data per graduation rates. We are a network of community college not a high school district. Not to mention this model ruined CPS too. I know. I worked there too. It is a flow of top down options that negate teacher and student expertise and insights. A monarchy at best.
45. Unfair tuition increases Load work and faculty being asked to preform administration tasks Pigeon holing students into 'declared programs' before they experience the 'liberal nature of learning' bloated DO and HWC Administration not counting all the community of students that the City Colleges have served, and only focusing on fresh out of CPS.. Excessive use of surveillance, invasion of privacy, data mining for profit by using inaccurate stats
46. To date, I have not seen the positive impact of Reinvention - only the negative
47. There seems to be no regard for faculty and their mental well being at CCC. The morale is low and there are no incentives to work here, only to say that one has a job and nothing else. The pride of working for CCC has diminished over the years and it does not seem to be getting any better. The faculty and the students should be the number one priority in an institution of higher learning, not its administration. The district is too top heavy and not enough resources have been allocated to the institutions in need to help students to complete their programs. We still have employees/staff who talk to students as though they are NOT adults. Everyone deserves respect. Without the students, there is no school; without the teachers, there is no teaching and learning.
48. Seems there is a focus on numbers of graduation rather than education. Examples: Raising tuition for those only taking one class. Also shifting departments such as the Child Develop Department to one location. People will no longer be able to take classes in their own neighborhoods. Seems like people making these decisions don't take public transportation and are not factoring the time/cost it takes to have this clean package of neatly designed programs at all different location. The idea of community ed is that it is the community! Chicago is huge and with poor transportation. And, it is just crazy that CCC is spending money on buses to transport people around the city. It is just shameful. The city already has a transportation department and CCC should not be in the business of transporting students. There is no justification for spending education dollars on transportation. Another example of -- most likely -- someone making money on some sweet deal that Chicago people don't need. CCC does not appear to be focusing on

improving quality of education for the people of Chicago though they sure put a glossy spin on it. Very disturbing.

49. Students are underserved, faculty and adjunct faculty underpaid while the administration continues to reap the benefits.

50. I feel Wright College is being stripped of many of its great programs. The movement to having certain locations have specific programs goes against the very nature of community college. A student on the Northwest Side of Chicago should not have to travel downtown or to the west side to get a specific degree such as nursing, radiology etc.

51. The current state of the Colleges is very disheartening. Adjunct faculty are paid very poorly and it's very difficult to build a career at CCC. Tuition is going up, making it harder and harder for working students who can't take a full course load to further their educations. And CCC keeps changing, moving programs around and out of the communities where students live. Now, most students will have to commute even farther to get to their classes. Meanwhile, the Chancellor of City Colleges just got a \$35,000 bonus. These schools are going in the wrong direction and not benefitting the students or the part-time faculty.

52. Important decisions that impact us and the students are being made without input. Without our students we have no reason to exist. Many students have expressed frustration with decisions that impact their future.

53. ccc doesn't care about student's welfare, only graduation numbers.

54. CCC continues to devalue adjunct faculty.

55. It seems the colleges are being transitioned into vocational institutions rather than liberal arts institutions.

56. CCC decision making concerning tuition hikes, 'consolidating' programs, developmental courses and placement, eliminating advising for new students, forcing students into pathways, etc. disadvantage students who are already the most disadvantaged. Those making these decisions do so only to manipulate and boost numbers. However, these decisions are in direct conflict with the mission of any community college, which is to provide education and opportunity for students who may not otherwise have access, not to further disenfranchise them, as will be the effect of recent and future CCC decision-making.

57. Unfortunately, the teachers are put last in all the changes.

58. CCC has become a horrible place, for both students and faculty. The closing of programs is just one example.

59. Students future options are being limited through the narrowed pathways. Likewise, considering the average college student today will hold 18 different jobs in their lifetimes, we are underpreparing them for the future job markets by stressing job skills rather than adaptability and life skills. There is also a lack of concern for the reality of who are students are and the challenges they face: neither students nor faculty nor staff members are widgets and cannot be expected to perform at the same levels or respond in the same ways in the face of constant threat and upheaval which characterizes the CCC atmosphere in the past few years

60. From what I can tell, the honorable notables downtown are using a corporate model for education, construing success and accountability in inappropriate ways. It is also not to their credit that they have raised tuition for all but full-time students, continue to pay poverty wages to adjuncts, while paying themselves quite nicely, thank you.

61. I feel like many decisions are being made without consent, at the least minute and seemingly arbitrarily. Only after decisions are made is there explanation, but only when pressed. The town halls are an empty gesture. Until I see real change come from those meetings, I'll continue to believe that.

62. Enriching upper administration at the expense of those who give instruction. Grotesquely underpaying adjuncts (who deliver most of the instruction) is rolling the cost of a bloated administration onto adjuncts, their families, and the holders of adjuncts' student loans--and CCC's students, both monetarily and in terms of less time and attention from instructors. Most or all

adjunct teaching is NOT a matter of walking into the classroom unprepared and walking out afterward with nothing to do but show up next time!!!

63. Administration is turning an educational institution into a business. As a result administration seems to want to make a profit (in \$) not in more educated students.

64. We seem to become Industrial Colleges...we took the COMMUNITY OUT OF IT!!! SO the name should be City Industrial Colleges!

65. privatization of city colleges and a dumping ground for politically connected individuals. Aka **[name removed]**

66. Low enrollment, centralization of programs, six figure salaries of district administrators no feedback from faculty staff and students

67. This is no longer the academic institution that is supposed to be. So, instead of moving more towards improving academic process in terms of teaching and learning, "the executive branch" turned our beloved CCC into a corporate circus without any regards to the important core values institution of the community college where the academically as well as the financially disadvantaged are being educated.

68. I am extremely concerned about the consolidation of programs and the type of education CCC claims to provide its students, at least (in this case) in terms of access to programming. I am also concerned about how this will affect my job and the jobs of adjuncts.

69. I don't feel we are being fully told what is happening with consolidation plans. This creates an extremely high level of uncertainty which then leads to distrust by faculty concerned about the future of their respective disciplines.

70. There is a lack of communication between district office and the front facing constituents of the colleges, faculty and students. The consolidations are furthering social injustice when it comes to available educational opportunities for the most underserved populations in the city.

71. The direction in which CCC is going is not a favorable. The direction has little or no input from the faculty.

72. There is no regard for faculty input and the focus and resources are all put into the C2C programs while the credit programs keep being eliminated, rearranged, or decreased.

73. I'm not sure what the direction is and why.

74. I feel the emphasis has shifted so that it is all about graduation and not about the integrity of education. The push for mini-term classes and the lack of any standards that are evenly applied allow for easy classes where students who are functionally illiterate can pass a "college" course.

75. There is a totalitarian tone. The decisions made are terrible, and are hurting our students. Instead of being a public servant (which is what I intended to do) I find myself in a corporate atmosphere - and I suspect it is a really BAD corporation. Right now, CCC is removing opportunities from vulnerable neighborhoods. We are losing the mission of the colleges. On the ground level, everything is getting worse and more bureaucratic.

76. the same, although I'm not sure I mentioned the significant lack of communication, which is vital!

77. I am disturbed by the tuition hikes that punish part-time students and encourage full-time students to overload their schedules. Aren't the City Colleges supposed to be accessible to all, including those who are working full-time? Most of my students work, many full-time, many more than one job. How are these students supposed to get their foot in the door? Is this a way for CCC to boost its graduation rate by rushing students through? Let students work at their own pace without paying extra (for **[name and identifiable context removed]**).

78. Proliferation of highly paid administrative positions at high salaries but limited attention to trench-level instructional needs: smartboard not operative until 4th class of semester; office computer printer connection undone in summer -- no warning, no notice, no memo, no announcement at orientation -- not fixed until 5th class of semester. Tables in classroom not checked prior to start of class -- several wobbly, one dangerously so. NO NEED TO HIRE MCKINSEY TO ADDRESS THOSE ISSUES. College had to redirect its advertising b/c they found out AFTER THE FACT AND MUCH EXPENSE that the public does not identify with CCC but with

neighborhood COMMUNITY college. Why didn't the PR firm do its homework? More WASTED money! Adjuncts entering fourth year without a raise, without a contract BUT with more demands on time and energy.

79. I think it's even worse than ever! The consolidation of programs is going to kill our colleges. We are no longer serving our students.
80. The vocational bend to reinvention, the shifting of programs, have been done with little thought and/or data to justify the changes. The districts vocational data is based on information that was a ten year prediction and by the time they move programs, the ten years will be over. So they are making these changes based on problematic assumptions. There is no educational understanding at district, nor is there a desire to prompt transfer. In essence reinvention is attacking the core mission of community colleges.
81. Too much influence by the mayor.
82. The essential function of a community college system, providing an affordable education to low-income and mid-life students, is being abandoned, as programs are closed at many colleges and consolidated at a few. And, instead of investing in teaching, the most essential aspect of the educational process, CCC relies primarily on low-wage part-time faculty, while increasing administrators and their salaries.
83. The changes have multiplied over the last six months, so that our College, Kennedy-King, will be losing 5 or 6 academic programs critical to our students and community development. This 60 year old establishment as a college provided education to Gwendolyn Brooks, Haki Madhubuti, and thousands of others who have made monumental contributions to their communities, city and state. Now so many of our students cannot even get all of their textbooks.
84. Not enough is being done to support student learning and instruction. Many resources go to new buildings (still important, but not the only important thing) or unnecessary items (the VoIP phone system).
85. The people in central office are acting as dictators and not consulting with faculty members (or acting as they are but with the intentions of not listening). It seems as if they are not doing what is best for the student.
86. Adjunct do not get paid fairly at all, and it has been this way for years, and this needs to change asap. We are tired of complaining and nothing happens. I fully support a massive work halt until we get just pay for our work.
87. I feel as if communication between the colleges and district office has continued to get worse. The Chancellor is using rhetoric that shows a true disconnect from the ideals of shared governance.
88. The chancellor is an unqualified political hack and educational opportunities for low income Chicago residents are imperiled because she wants to waste money on everything except students and teachers.
89. Very low pay
90. The student focus is good, but faculty support is very poor.
91. The district needs to publicly say why they increased tuition for international students, which is that they don't tend to graduate. Thus, they are not good for numbers.
92. Hostile workplace without support from administration that makes care and love for student learning even more difficult
93. I believe that CCC is cheating Chicago Taxpayers out of \$400 M per year. Furthermore, it is nothing more than a conduit for national organizations that desire to increase graduation rates and reduce costs. In the process, the colleges are losing their COMMUNITY college function. And money could be saved, not by cutting out marginal students, but by cutting out the District Office (completely).
94. This was a community college. now and in fall of 2016 will not be.
95. ARC is doing our students a disservice, the adjunct contract offer is ridiculously low in relation to the service we provide (especially since the students just had an increase forced upon them at the last minute), and the overall environment around the school (Wright) seems to be deteriorating.

96. It seems as if decisions are being made without faculty input and all higher paying programs are being moved to the north and northwest sides of the city. Talk about a tale of two cities.
97. The reinvention concept of each campus being specialized will fail. No one at one end of the city is going to attend a campus at the other end of the city just to have access to the distant campus's program. My program at Wright is being moved to Dawson, and my students have UNANIMOUSLY have indicated they will not go to Dawson.
98. I believe District Office has good intentions. But how they are going about making decisions with little input from the communities affected (neighborhoods, students, and faculty/staff) and the emphasis on "Key Stakeholders" is worrisome. There does not seem to be a plan in place as much still seems to be "TBD". I think there has to be a better and more comprehensive plan in place that would need to be communicated.
99. Community colleges are supposed to serve their community. Different programs are being moved out of the communities these are supposed to serve.
100. There is no educational approach any longer, but decisions made from top District Office administrators totally disconnected with higher education. There is no respect for faculty, staff, students, and local administrators when deciding to close or open programs/courses among the seven colleges. The worst aspect is the lack of understanding of the city, its population needs, and the purpose of city colleges to their communities. Chicago is a huge city to be taken as a one homogenous community.
101. The consolidation of academic programs, which was decided without adequate involvement from the stakeholders, is the most salient reason of my dissatisfaction. A more recent, additional reason is the administration's "opaque" proceedings on placement testing across the colleges. Wright College is piloting -- PILOTING a form of placement testing, yet I have heard that this will be rolled out at all the other colleges on a semester-by-semester basis. Even if this is just hearsay, I tend to believe it because faculty are not often included in discussions about policies and procedures that directly affect us and the students we teach.
102. Deprofessionalization of the workforce; corporatization of higher ed; "reinvention" as a ploy to convert public higher ed into "vocational ed" to fill nonexistent future jobs; students = data points, not people; bloated administration with bloated salaries, then bloated excuses about budget shortfalls; non-educators making decisions about how best to educate; cronyism from the mayor on down; disrespecting faculty and the century-old tradition of shared governance; arrogance and misguided decisions; short-term thinking; shallow thinking; blatant violations of the CCC mission; disregard for urban c.c. education as a matter of public trust; cowtowing to corporate vendors while faculty expertise goes to waste. The latest gaggle of pro-business educrats has unleashed the plague upon us -- having to deal daily with the symptoms while trying to teach and maintain a positive attitude with students about their success and potential future achievements. CCC is a sham. The public needs to know. We need to send the message loud and clear. And so on.
103. They refuse to acknowledge our valuable work in terms of financial benefit and other benefits. We value our students and occupation yet we are living on poverty wages with advanced degrees . Where is the equity?
104. total lack of communication when things change. for example, this morning two of the entrances to the college had been arbitrarily closed with NO advance notice and thereby requiring that I walk an extra half mile (about 20 minutes) to get into the building.
105. Reinvent is a sham. Lies, damned lies, and statistics. It is not my experience (nor the experience of my colleagues) that performance improved one bit. If anything, it seems to be spiraling down.
106. CCC has been "corporatized" to act as a job training center rather than a center of education & learning. Many of the academic recommendations from Reinvention were ignored and only those recommendations which were deemed as being "financially successful" for the students were implemented.
107. Splitting up of campuses into specific subject areas is bad for the students in so many ways, it's hard to list them all.

108. In no particular order, I vehemently abhor: 1) the new tuition structure that seeks to disenfranchise the most at-risk students to take classes at their own pace and with equal footing to those who are more traditional 2) the continued promotion and/or hiring of six-figure, executive-level administrators who have little or no educational background, including the chancellor 3) the tack of using a business model for an educational institution; the CCC institution is not here for profit or to create data for administrators to put on their CVs 4) the consolidation of programs to silos, which reinforces the bleak and unjust segregation of Chicago and forces particular groups of students to have access to limited and at times stereotypical job opportunities 5) the push that CCC's main focus is to get students jobs; only part of CCC is occupational training; the rest is to educate the community and make them better global citizens 6) the reality that governance is not shared 7) the cover ups in gross problems in security where the violent aggressors are protected while the victims are disrespected and left unprotected 8) nothing is being done to keep our colleges safe amid the growing violent trends on college campuses nationwide On another note, I'm very disappointed that these surveys are not, in fact, anonymous. I do hope the data collected is "scrubbed" of IP addresses before any of this information is given to anyone other than **[FC4 leadership]**.
109. I think the consolidations will hurt the community. I also think that we are a service to our students and should not be a service to just the students most likely to complete, but to all students.
110. The consolidation efforts don't necessary meet the needs and desire of our students. They also fail include faculty input.
111. Administrators who are primarily former business people not academics are making decisions and policies that do not benefit students, but rather make good sound bites for political campaigns. Graduation rates may have gone up but standards have been lowered. Faculty have are taken seriously, and there is a complete disregard for faculty input, in the decision making process. The current board is composed of political friends and donors to the mayors campaign. Typical Chicago politics in action.
112. District Office decisions are incompetent and contradict the CCC mission
113. The consolidation plans are ill-thought (even in the Mayor and Chancellor's words - they don't have time to think about when quick action is required) and are going to hurt our students. I also believe this odd campaign the Chancellor (and her administration) that faculty have been failing for years is destroying moral.
114. Adjuncts are woefully underpaid. The administration is building fancy new buildings, and hiring more high-paid administrators. Yet the professionals who do 65% - 70% of the teaching are paid worse that fast-food workers. The administration is turning a community-based community-benefit college into a corporate business, with "education" the window dressing that allows it to collect state monies to line administrators pockets.
115. 1. The lack of freedom for students to select classes, rather, they are placed in a pathway that limits their selections. 2. The enforced tuition that penalizes our part time students, when we know that many of our students must work. Aren't we setting them up for failure when forcing them to be full time due to tuition increase. 3. Th Increase in tuition for students coming from outside this country. Why is our tuition hiher than most surrounding colleges. Is't this a form of discrimination?
116. Our students should be encouraged to pursue paths that interest them on an individual level, not be told which paths to follow in CS9 or which campus is closer to them.
117. When are we going to move towards a vote of no confidence? **[multiple names and identifiable context removed]** Now is the time to act.
118. Poor Leadership and no value on education and students. We are treating education like a business.
119. We are not honoring our complete mission. We are not including all part of the college in decision making--- Colleges are expected to maintain individual accreditation without any control.

Presidents have no more control than Deans at most colleges/universities. We, as a group, have become apathetic and disengaged. We are not valued- but rather after thoughts of decisions that we are expected to implement poor thought out efforts.

120. The focus seems more about vocational training and job preparation than academics. There is a strong disconnect between the mission of the college and District Office initiatives (e.g. Starz Program). Programs are being moved or eliminated with faculty input.
121. training for particular job fields does not necessarily engender creativity and critical thinking at a higher level as does the study of the liberal arts
122. Reinvention seems to be destroying many great things about the City Colleges. The policies will likely result in a better completion rate but Reinvention benefits these few completers - not the community. I come to CCC to be a part of giving back to the community. I feel as if the entire mission of CCC has changed to something I do not believe in anymore.
123. The direction does not support the vision of supporting "community" needs. Are we no longer a community college?
124. The consolidation and lack of faculty input/participation in that is extremely worrisome, in particular in terms of how it will impact our students
125. Disenfranchising underserved communities; eliminating diversity of programs at each city college; making changes to tuition, registration, and programs without involving students and faculty in the decision-making process; ignoring our mission in favor of corporate sponsorships.
126. I have no confidence in the District Office to make decisions that impact student learning in a positive direction. Every decision they have made regarding my department in recent years has been about contracts and cost savings with no input from faculty or any understanding of how their decisions will affect our day to day operations. The result has been that students are inconvenienced, department members are burdened, and morale is very low. Furthermore, their single-minded focus on improving graduation rates has led them to fraudulent practices. About a decade ago, my partner attended a City College to get some basics out of the way before she transferred to a four-year. Last year, she received a letter for her to contact them about her "certificates." They had gone into her transcripts, connected some dots, and told her that she now retroactively had earned a certificate. A certificate she had never pursued and which did not exist when she was a student there. That seems more than a little suspect. I wonder how many of their statistics come from manipulation like that AND NOT from improved pedagogy, improved practice, or improved student support.
127. I have heard that classes are being moved to other schools. I've not been told any specifics so when students ask me a question I'm unable to answer. Poor communication and very poor customer service to our students.
128. Lack of concern for the students and communities of Chicago. Focus is on IPEDS and completion numbers. CCC is losing what our students need most - easy access to programs that will provide them an education for improving their lives.
129. Consolidation is a huge issue, and NOT just child development. What about the nursing department and how they were all moved to Malcolm X? That was just as unfair, yet it seems as if Faculty Council didn't make as big of a deal about that; I guess it wasn't as important as the child development consolidation was. What will be done about the impending low student enrollment issue? It's not going away. The fewer students that we have, the more classes that will be canceled. Why haven't we done a vote of no confidence against the chancellor? It's clear that she doesn't care about faculty, yet, for some reason, she still has a job. I'm not understanding why we, as faculty, haven't used our "voice" to make it clear that we want her gone.
130. Power over not power with. Selective and misleading and incorrect data.
131. It feels like district has agendas that are kept "secret" from faculty, and we are frequently being surprised with changes that affect our students, our teaching, and the flow of what just makes sense. We often work extremely hard to try and meet their demands while upholding our values and integrity, and then a year or so later, we're asked to change again before we've even had a

chance to fully adjust to the new policy etc. With business people running the district, who are going to be there for a few years before moving on, we are constantly at the whim of people's changes who have no investment, experience, or true passion for education. We need educators in roles of administration at district.

132. I feel that district office does not want input from faculty or students

133. While I am dissatisfied by CCC, I am very positive about the work FC4 is doing. Keep up the great work.

No response to satisfaction Likert question

1. I did not choose any answer in #2. I wish to remain neutral. I am relatively new (just finishing my 2nd year of teaching). I rely heavily on information coming from the FC4 and CCC. I do not yet understand things but feels and sees that a "storm" is brewing. I came to Truman primarily to teach and share what I mathematically know. I am very happy, very contended and very comfortable with the diversity of the college. Because of this, I have fully committed and work conscientiously to do service to our community. These are my thoughts and my definitions. And my only wish is to preserve them. I am unable to understand where we are headed. Whether the change the CCC is taking is for the preservation of the community as it was or to redefine/"reinvent" so to speak the (or should I say a new) community. I humbly believe that only a "true" collective intellects of this college community will be able to stir this ship (our community) out of that storm and in the right direction. I place my trust and fate with FC4.
2. Changes being made are supposed to be of benefit to the student, but it appears the opposite is happening. In addition, the treatment of adjuncts (more so for those without other income, myself excluded) with the contract negotiations has been abysmal.
3. The focus has moved away from education. We are politically driven.

How can I learn more or offer feedback?

If you are interested in learning more about the data from either survey or offering feedback, please contact Jeni Meresman at jmeresman@ccc.edu. The FC4 Data Team wants to model transparency and ensure that these surveys to be as useful as possible, so please ask us questions and offer feedback! We are happy to discuss the results with you in more detail and may be able to offer additional reports upon the request of the Faculty Council president. (Please note that protecting the anonymity of our survey respondents is always our first priority, so we may not be able to share data for small data sets.)

How can I get involved?

The FC4 Data Team needs YOUR help! Please volunteer to assist with survey design and data analysis by contacting Jeni Meresman (jmeresman@ccc.edu).