

The **Explosion** of **Administration**

by Henry Morgenstein



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The Explosion of Administration

“Psychologists have done a number of studies proving that most people will ignore obvious facts and conclusions in order to remain steadfast with the group.”

“Friedrich Hayek made the point on numerous occasions that the more a person has been educated, the greater the likelihood he is an idiot.”

From Hormegeddon by Bill Bonner

I almost don't know where to begin the telling of this long tale. My fear is that it is all so familiar, you will stop reading because "it is happening everywhere." It is also so long a tale that can only be told through minute detail – that you will be put off if I try to tell it all.

More than anything else, this is all funny – sometimes outrageously funny. Of course it was not funny at the time, but afterwards I always saw the humor. They were arrogant, contemptuous of me. They knew they held all the cards: deep down they knew I was not a threat. I buzzed and buzzed and buzzed around, and when they finally got annoyed, they'd swat me – and keep on doing exactly what they had been doing before.

I have been an English Instructor at a college in Michigan for two decades. What I am about to tell you may seem obvious once you see it – but no one saw it. And after I saw it and screamed, no one believed me. In part, they were absolutely sure I must be exaggerating: it could not be so blatant. No one could be so obvious.

The (Jr.) College was a good little school when I arrived in the Fall of 1971. There were roughly 2,000 students and a little over 90 full time Faculty. The first year for which I have accurate records – 1974 – there were 95 full time faculty, 18 administrators, 35 support staff, 31 custodial.

ONE: 1974 pocket handout (2 pages)

(Custodial would remain at 31 until, like all good things, the work was "farmed out" – think guns for hire in Iraq. The hiring practices of the grounds-keeping firm were atrocious. Basically, keep them at a minimum wage, fire them before they become full time employees.)

What became an intense fifteen-year-long analysis of the finances of my college began in the fall of 1985. A new Vice-President had just been hired and he was padding his dossier: it would look good to say that one of his first moves was to involve absolutely every member of the faculty in a "Master Plan" charting the future of the college. If I had to serve on a committee, I decided to volunteer for the "Resources and Priorities" Committee.

I was somewhat interested in the finances of the Jr. College I taught at because an odd fact popped into my consciousness a few years earlier. In 1971, when I was hired, there were 90 teachers, 2,000 students. A decade later, 1981, I sensed there were hardly any new faces on the faculty (I was almost the "last-hired-first-to-be-fired") – and yet I knew we were teaching a great many more students – almost 3,000 students.

There is a partial explanation for the preceding. We actually didn't need any more faculty because although the number of students was increasing, the number of classes were not increasing. In 1971, almost 2,000 students carried close to a full load of classes. In 1981, many of the 3,000 students attending the college were part-time students.

TWO: year-by-year classes (2 pages)

I still felt uneasy because, although I saw no new faces among the faculty, I kept seeing new faces on the staff as a whole – and all the new hires were "non-teachers": administrators, secretaries, counsellors.

THREE: "apocryphal" story of hiring 11

I decided to join the "Resources and Priorities" committee because part of its charge was to study how money is allocated at the institution. We were an eager group of eight or so, and the administrators handed us about fifty pages to study. I was fascinated, mesmerized. Look at all these numbers. And they have numbers for last year, and numbers for this year. I can compare!

I did not understand what all these figures meant, and I knew that many pages were missing, but I knew I could at least approach the figures one logical way: compare 1982-3 to 1983-4 to 1984-5 – and this is what I did. I spent many hours of one three-day-long weekend (40 hours?) poring over the figures, seeing trends, coming to realizations.

On Monday morning I burst into the Vice-President's office with a mass of conclusions: these are the trends I see, blah, blah, blah....

I can't, now, remember what I saw, because almost immediately, he stopped me.

"These aren't actual expenditures, Henry."

"They aren't?"

"No, they are proposed budgets. What we think we will spend."

I was crushed, shattered – also puzzled. “Where are the actual year by year expenditures of the college?”

“I don’t know,” he stonewalled, smiled.

I was massively puzzled. They don’t have the actual records? They loaded our committee with “proposed” figures, not real figures?

“Why didn’t you give us the real figures?” I asked.

“We don’t expect you to do a line by line analysis. We gave you a few documents so you would become familiar with the general process, but we expect the committee to look at priorities, not actual expenditures.”

I walked out of there baffled, displeased, depressed. We are just a bunch of dopes setting up “priorities.” We don’t get to see actual year by year expenditures.

I knew committees were useless, stupid, do nothing bodies. I had avoided sitting on a committees for over a dozen years. But this man forced us to sit on “Master Plan” committees – and then he hands us bogus figures – guestimates – guestimates I spent forty hours poring over.

In the midst of writing this article, I found a five-page handout I had written and distributed to the members of the “Resources and Priorities” committee. The handout summarizes, for the committee, the many hours I spent studying the not-real-figures that were handed to us.

FOUR: five page handout (5 pages)

To read it now is to laugh at the man back then. Listen to him rant and rave. He believes that what he says will be listened to. He is outraged that Administration is “gobbling up” one quarter of an eight million dollar budget. You fool. Within a few years administration will gobble up well over fifty per cent of a 15 million dollar budget: Administration, 8 million, Instruction, 7 million. But I get ahead of myself.

A passing comment by a colleague unlocked the mysteries of the budget to me. The yearly Official Audits of our college were available in our library. The college was required to keep these yearly Audits and make them available to the public.

That moment – that scene between the colleague and me – is sealed in my mind’s eye. I can see the spot on our campus where it occurred. I can see me almost running to the library. Sure enough, there they were: the yearly audits for 1981-2, 1982-3, 1983-4. None before 1981. “Where are they?” I asked the librarian. He sent them to the Business Office. They hadn’t gotten around to returning them to the library, he said.

I phoned the Business Office and told them I was coming by to pick up a copy of the yearly audits from 1971 to 1981. They said okay. As the xeroxed copies of the Audits were being handed to me, the head of the Business Office walked in and took them away from the man who was about to hand them to me. Again, I have what some call a “flashbulb” memory of the event: the man on his side of the desk, hand outstretched, the document in his hand; me, on the other side of the desk reaching out, but not quite grasping the proffered document. Out of the corner of my eye I see the head of Business Office striding forcefully towards us, heading for the middle of the desk. He snatched the document mid-air, saying “You can’t have those Henry.”

I was stunned. Over the weekend I described this scene to good friends of mine. They told me these records were public property. Any member of the public has a right to see these records. I should walk in and tell them if they don’t give me these records, I’ll call the cops.

On Monday morning I strode into the new Vice-President’s Office and told him I want the Official Audits of the College for the years 1971 to 1981 (1979-80 “disappeared.” I never was able to find them). He said okay. I said I’m going to the Business Office to get them right now. He said that’s alright. He never gave me a chance to threaten to call the cops.

I went home and indulged in an orgy of number crunching. I don’t own a calculator. I grew up adding rows and rows of figures, and I was always quick and accurate. I was, am, an arithmetic whizz.

FIVE: official audits, heavily marked up by me (4 pages)

Money was being spent on Administration, not on “Instruction.” “They” spent it on furniture for their offices, on Conference and Travel, on “Professional Services” and “Special Projects.” To this day I have never been given a

breakdown of what these two line items are – Professional Services and Special Projects – and in some years they are a lot of bucks. The trend was clear, and clearly documented by our committee.

Mine was a small, and momentary, triumph. I had single-handedly guided our committee so that we were about to arrive at certain “conclusions.” Soon we would come out with a strongly worded report that called for a careful analysis of expenditures in “areas other than Instruction,” with special emphasis on Administration.

While one of my colleagues was writing up our committee’s conclusions I once again went to see the VP to show him all my figures. I set the figures out. I showed how more and more of the pie was being consumed by administrative needs – personnel, supplies, etc... Over and over he kept saying to me that I had no understanding of Administration. I had no expertise with which to judge whether a \$35,000 travel budget was necessary or not.

I could not tell them what they should or should not spend. If I found they were not spending enough on Instruction, I should ask for more money for Instruction – but I should not carp, and complain, and point a finger. I was being divisive, counter-productive.

I kept saying it was not that we needed more – Instruction was well provided for – but that others seemed to be spending so much money in what I perceived was not the right way.

I left his office highly dissatisfied. I felt my colleagues needed to know how badly, how incorrectly, money was being spent at our institution. I penned a two page note which I distributed to all 100 or so full time faculty – a note I thought I’d lost until a helpful colleague gave it to me – full of her marginal comments, which of course were too little and too late. She found the note while cleaning out her office and said something (see scribbled note at top) about how my struggle had “a long history.” This is a colleague who never, not even once, let me know she supported my struggle. Her notes and under-linings were never shown to me. She was silent while I desperately needed to know someone was listening, someone was supportive.

SIX: note

This was the first of what was to become a series of notes from me to them. And like many subsequent notes, this one got me into trouble.

The Vice President wrote me a short note.

SEVEN: the Vice President’s note (3 pages)

This note, like all subsequent notes from them to me, implies that “sufficient explanation by them” would make their point clear. They always think they can explain it. They never accept the fact that I can listen and not accept their explanation. Once they explain enough, they assume I must see that they are right.

Again, as I write this article, I am embroiled in this ever-ongoing controversy. I have fired off a series of notes about the 1990-91 “Proposed Budget” – showing, yet again, the growth in Administrative travel, use of supplies.

EIGHT: 1991 note

Since I have received no support from the Faculty, The Faculty Council, Deans, or Presidents, my notes now go to members of the Board of Trustees of the College.

Once again the powers-that-be accuse me of being divisive (“us” and “them”), and once again they try to explain to me that I do not understand how such monies are spent – and perhaps they do need all this travel money, and perhaps.... It is I who do not understand....

What is most galling to me about such explanations is that they create committees to study these issues – and when a member of the committee tries to address the issue they say he lacks competence and the figures he is basing his conclusions on are incomplete figures, figures he can’t possibly fully understand.

Then stop putting me on committees!

The Vice President was right about one thing: my note to the full faculty did not “produce the positive results” I desired. It produced no results. Perhaps three people complimented me on the note. A few thought I was too radical. Most ignored me and my note.

For the following three years I continued my research, I continued to document the flow of money to administration,

and the piddling sums that were being spent on education. I can give you specific numbers, but numbers are numbing. Basically, the earliest figures show that two million dollars were being spent on education and one million dollars on administration. Fifteen years later five million dollars were being spent on education and five million dollars on administration.

NINE: budget, education and administration

What did they spend money on? Well, there is the obvious. They traveled everywhere, and they traveled in style.

TEN: travel budgets

Several of them spent several thousand dollars a year traveling to conferences. I heard of one case where a dozen of them traveled to Texas for a conference – and believe me, they traveled in style, they stayed at the best hotels. They had credit cards that they used to pay for drinks. I know that to be true because once I was at a conference with one of them. In the evening he took me out for drinks and he paid the bill with his college-issued credit card.

At one point I was furious at the size of the then President's budget. I believe it was \$50,000. This was the one and only time I received an explanation that satisfied me. They were trying to get rid of him. That year they funded his travel hither and yon to interview for yet another job. Finally, in that \$50,000 travel budget year, he got a job elsewhere.

In some years the faculty had as little as \$100 per person to travel to conferences. As you can imagine, we didn't go very far. In most years, most of us never even attended one conference, and the few times we did go anywhere, we went on the cheap, topped up our meagre travel allowance by paying for part of the trip out of our money.

ELEVEN: Instruction travel budget – see last four paragraphs

Most of their increased spending though, was hidden inside the budget. Who knows how it was spent. As you saw, the yearly S & S audits made comparisons easy. Each line item gives you what was spent this year and what was spent last year. So, for instance, in 1988, \$16,489 was spent on Professional Services, and the following year, 1989, \$59,469 was spent on Professional Services.

TWELVE: 1988-89 budget (5 pages)

That's clear – and not clear. It is clear that the amount spent quadrupled – but what the heck are "Professional Services"? I asked, but no one would ever explain to me exactly what services are professional services. What we do know is that the amount spent on "Professional Services" increased enormously, quadrupled to be precise. Other line items are easier to understand, "Conferences and Travel," "Insurance," "Office Supplies," "Advertising and Publicity."

These audits were my rock and salvation. The law required that these audits be compiled every year, and that these audits be made public. Every year I waited breathlessly for the new audits, and every year I was not disappointed: the figures were shocking, and they were there in black and white. I didn't make these figures up. They produced the figures that made their behavior clear to any one who took the time to look. But no one looked, and when I brought the figures to the attention of the faculty as a whole, no one cared. Of the roughly one hundred members of the faculty, maybe three people thanked me for my efforts.

They, the administration, also helped me track exact "Staff Figures" which they published in a little pocket handout they distributed every year.

Of course, after a few years, they wised up: they stopped publishing these figures in the handy-dandy, illustrated, pocket handout. This was distributed to the public at large. It was really pretty. Oh, they continued handing out this expensive little fold out, but it did not contain specific numbers: Faculty? Administrators? Support Staff?

For a few years in a row I fired off notes to the faculty as a whole. "Look at what they are doing," I screamed. No one paid attention. The faculty was scared and silent. They thought I was a madman. The administration soon learned to leave me alone. They realized I was ineffectual and the best approach to me was to simply ignore me.

Once again, I can throw figures and details at you. How their budget for travel increased from \$18,000 to around \$125,000, while during the same period of time the faculty's travel budget increased from \$18,000 to \$20,000. How the budget for advertising increased from zero dollars to almost a quarter of a million dollars – and they paid that quarter of a million to advertise at a time when they told us that there was absolutely no room for any more students: we simply didn't have classroom space.

THIRTEEN: radio column on travel, advertising and classroom space

Year after year they renovated their offices, hired more secretaries, spent more money on duplicating. They grew and grew, and spent more and more – all the while telling us that no more money was available for education. Our salaries, in some years, were frozen. Our class sizes continued to increase. Our travel budget was cut. Our supplies were cut.

A note I wrote around 1995 reveals how our supplies for duplicating were cut drastically – duplicating is as essential for an English department as lab material is for a science department – and it also reveals much else about administration and education.

FOURTEEN: we economise, they proliferate (3 pages)

The story is as old as the hills. We all know that every business soon becomes top heavy with administration while the workers receive an increasingly smaller cut of the pie.

Playing with the figures

Academic years run from September to September. Every year S & S publish two rows of figures: this year's expenditures and last year's expenditures. In December of 1987 the S & S audit had expenditures for 1986-7 and expenditures for 1985-6. The line item that really threw me was the huge figure of a half a million dollars (\$500,360) for Salaries for Educational Administration. I didn't remember such a large amount and when I looked at my old figures – that I had culled from the December 1986 audit – I found one for the very same year, 1985-6 of under \$100,000. How could they say in one audit that in 1985-6 they spent \$100,000 and in the next year's audit the figure for that very same year becomes a half a million. I looked closely and saw that a whole set of figures had been revised.

FIFTEEN: S & S audits – December 1987 and December 1986 (2 pages)

What happened? How could they change their minds? Either we spent \$100,000 or we spent \$500,000. What was the true figure, the true expenditure? As you can imagine, I ran around and asked questions which no one wanted to answer. After much sleuthing I uncovered the answer. The State of Michigan was dissatisfied with the auditing practices of our college. They said that too many Administrative costs were being lumped under Instructional costs. They demanded we change our auditing practices to reflect the true expenditures.

SIXTEEN: note to faculty

Of course I wrote another ineffectual note that I distributed to the faculty as a whole. Of course the note was universally ignored. My little triumph was no triumph at all. They continued to do whatever they wanted to do. I continued to waste my time studying figures.

The next big breakthrough occurred when I noticed a new and very disturbing trend.

Halfway through the Academic year 1986-7 we acquired a new President, a high flier from downstate. How he became our President is another very interesting story which I can tell you if you want, but the details are sketchy. I will never know the whole truth, but there he was, and he was a big spender.

At first, this seemed good. Whatever the faculty wanted, it got. This seemed wonderful. Ask and you shall receive. I was appointed the head of an Internationalizing the Curriculum committee, and funds flowed my way. At one point the new President tried to bribe me. He and his cronies were taking an all-expenses-paid trip to Japan. I complained that the trip was unnecessary and ridiculously costly. He offered to take me along to Japan. I declined. Naturally, everybody was happy that this big spender was now our President. The faculty was happy, the administrators were happy, the secretaries were happy. These were the good times.

But I was a little suspicious of all this largesse and it all came to a head when we set out to buy yet another campus for our college. We already had three separate campuses in our small town. There was the huge and underdeveloped main campus: tons of acreage was available there to build on – and this was prime real estate property. And we had two other

campuses. Since part of our college is a maritime academy, we had a small “technical” campus on the water, about a mile away from the main campus. It housed the Maritime Academy and the Automotive Technology School.

We also had a flight school, so we had a third and very small facility at the local airport. (Small aside: we had a police academy, a nursing school, a maritime academy and a flight school. I claimed we were at the only school which, if it wanted to, could attack Chicago by land, by sea and by air)

Our master plan (the one that began the whole process of my involvement in all this) clearly called for consolidation: Automotive and Maritime Academy classes were to be moved to the main campus, but all that was in the future and meanwhile this President wanted to exacerbate the current split-campus situation by creating a fourth campus.

A beautiful piece of property, with some lovely buildings overlooking a lake, was up for sale. A local company was swallowed by a large corporation, and that corporation wanted to sell the local offices. For a variety of reasons (tax reasons of course), the corporation would benefit greatly if they could sell their property to an educational institution.

The property was beautiful, the price was ridiculously cheap (to us), but did we need yet a fourth campus when the avowed intent of our institution was to consolidate? This campus was even further away from the main campus than the Maritime Academy. If we bought this, campus students would end up driving to classes miles away. The local newspaper published a long piece I wrote wherein I pointed out the stupidity of having classes at four different locations. “Education” would resemble car rallies as students rushed to their cars and tried to make it on time to their classes at a campus miles away.

SEVENTEEN: the local newspaper column (2 pages)

This “superfluous” campus soon became a sort-of-school of its own. It housed many colleges: extension programs to grant our town’s students a four year degree, without ever leaving the town .

A true college education requires that you leave your home town. I speak from experience. I went to Columbia College – a twenty minute morning walk from my father’s apartment. Key words? My father’s apartment. My mind ingested information, good information, great information, but my body did not take me to a true college experience. I never made a single friend in my 600 student class, 60 of which came from my high school: Bronx High School of Science. I walked to school every morning with two high school classmates. They are the only people from that 600 person class I keep track of, via the internet.

I didn’t go to college. My classes might just as well have come over the web – that’s how much contact I had with my classmates.

I will spare you the details of my ineffectual fight to stop our new President from purchasing a campus we clearly did not need. In brief, the administration manufactured figures to support their position – they lied.

They said that in ten years our enrollment would jump from nearly four thousand students to ten thousand students – a prediction that inevitably did not come true. They said that most community colleges in Michigan had more than one campus. I went to my office, sat down and phoned all twenty-nine Junior Colleges in Michigan, and found out that – unless you included in the concept of “multiple campuses” the fact that a few of them used classrooms at a local high school to teach one or two classes a year – our administration lied to us.

Much later, I found out that the President asked several department chairs if they approved of the purchase of a new campus. After the first four department chairs said no, he stopped asking and just went ahead and purchased the campus anyway.

The big break through in my fight against profligate spending occurred when I suddenly saw just how much money this new President was spending.

In the midst of my once-a-year orgy of number crunching I suddenly noticed the bottom line: the total spending – and it seemed to me that there had been a huge increase in the overall budget. I created a chart that showed the year by year increase in our budget – and I was flabbergasted. For about a dozen years, the increase per annum in our budget was around a half a million dollars each year (between 400,000 and 800,000). Suddenly, in 1986-87 (the first half year of the

new President), the yearly increase in the budget was over a million. The following year (1987-8), the budget increased by two million – and I knew that the budget increase in the year I was looking at (1988-9) was, once again, going to be in the 2 million range.

Then I heard the rumors. Other people were whispering that this new President was going to spend us into bankruptcy. When he arrived, we had a budget surplus of over a million. Now we had a budget deficit of several million, and the budget deficit was growing at an alarming rate. I listened to the rumors, and I finally found an ally who was secretly feeding me figures and urging me to dig deeper. No matter what I found, she told me I hadn't found all there was to find. I must continue and I must dig deeper: there was more to be found, she kept telling me.

She was my “deep throat.” For those of you who don't know, during the administration of President Nixon, a newspaper reporter, Bob Woodward of the Washington Post, uncovered the Watergate Scandal that led to President Nixon's resignation. Woodward met periodically with a shadowy figure (code-named Deep Throat) who kept feeding him information – telling him where to look, urging him to keep looking. (The identity of Deep Throat remained secret for almost 30 years. The man allowed his identity to be revealed a scant few months before he died of cancer). My “Deep Throat,” one of the secretaries of the President of my college, kept telling me where to look and what to look for – and of course she swore me to secrecy. She knew she would lose her job if her identity was ever revealed.

Whenever I got discouraged she fed me another bit of murky information that led me down yet another avenue. She never told me flat out what to look for – she kept giving me hints, and she kept telling me I had not yet found all there was to find

EIGHTEEN: the joke is on us (2 pages)

I compiled my figures and guess what: I sent a three page screed to the 100 full time members of faculty.

NINETEEN: three pages followed by fourth “apology” page (4 pages)

Once again, the faculty said nothing to me, but the administration went ballistic. I was hauled in to the new Vice President's office (yes, there was yet another new Vice President, a hand-picked buddy of the new President), and he yelled at me for almost an hour. I say almost an hour because the ten minutes of the hour he was not there to yell, he was replaced by the new President who took his place and yelled at me.

Their basic point? My figures were wrong. I made them up. I was lying and using bogus figures. I kept pointing out that these were official figures taken from official college audits – figures available to anyone. That didn't stop them. They accused me of lying and they were furious that I didn't come to them with the figures but distributed the figures to the full faculty. They were furious, but unrepentant. I was a liar and they were not about to change anything.

I knew I could not stop and I knew that if I wanted to save my college I had to go over their heads. Going over their heads meant one of two things: showing my figures to the public at large that paid for our institution (I mailed my findings, in the form of a column, to the local newspaper and downstate newspapers. They refused to publish), or contacting the Board of Trustees – a group elected to oversee the running of our college.

TWENTY: four page column sent to local newspapers (4 pages)

For a long time I had been feeding my figures to a former faculty member who had been elected to the board of trustees, but he was a timid man who refused to take action. He accepted my figures and did nothing. So I telephoned the Chairperson of the board of trustees. I told him I had to come see him privately, in his home. I had a set of figures I had to show him. He was reluctant but he finally agreed to see me. I saw him for perhaps less than half an hour, but that is really all the time I needed to set out my figures. There was little he could do then. He had to go away and check the figures I showed him. He was non-committal, said very little. He did not even thank me. He accepted it all silently, grudgingly.

As it happened all this occurred barely a month before the academic year ended, and that summer I went abroad to Europe. When I returned we had a new President. In my opinion the wrong President (the Vice-President who yelled at me for an hour, the hand-picked buddy of the departing President) was chosen to be the new President, but at least the big-spender was gone – and no one knew why the man suddenly resigned and was replaced. No one was ever given an explanation for the changing of the guard.

Many years later I finally managed to ask the Chairman of the board of trustees if my figures were instrumental in toppling the old President and why I wasn't given credit. The chairman was non-committal, refused to give me sole credit

for the change, but he did say it would not have looked good to say that a faculty person went behind the President's back, contacted a member of the Board of Trustees and toppled the sitting President.

So now we have a new president, and the whole cycle begins again.

The new President saw we were indeed spending ourselves into bankruptcy and instituted cost cutting measures. In December of his first year as president I went to see him to discuss these. The minute I got into his office he closed the door and in a roundabout way he apologized. He told me the situation he found was even worse than I had set forth last year. He could not have imagined his old boss was spending us into bankruptcy. Once he took over, he saw I had been right and it was even worse than what I had found.

My thoughts? Why are you apologizing to me behind closed doors? Why don't you tell everyone I was right? But that is, finally, a petty detail. I wanted credit for my work – but that was not what was most important. At least the internal bleeding was stopped and my institution was saved from bankruptcy. I asked him to please show me what he was doing.

He was most kind and cooperative. He showed me where he was making cuts in spending – in faculty salaries and travel, in duplicating and in many other departments. This looked good and proper, but when I asked to see what was happening in administration, what I thought I saw disturbed me.

All this was happening too quickly for me to be sure. He'd show me a page with rows and rows of figures – very similar to the ones in the yearly audits – but the figures went by too quickly for me to be sure of what I was seeing. I thought I saw that no cuts were being made in administration. If anything, I thought I saw slight increases in administrative spending.

I left his office disturbed. I accepted his apology, but I needed more time to study the figures. A few days later I asked for a second meeting so I could study the figures better. He agreed to another meeting but he asked that others be present at that meeting.

I won't go into great detail about this twenty minutes or so meeting. Suffice it to say that he switched figures on me. When I asked to see the pages he showed me last time he said he couldn't remember what pages he had shown me. When I asked to see some specific figures that I did remember, he showed me a page with totally different figures. Where I remembered half a million, he showed me a line item that showed less than 100,000. I was frustrated and powerless. The book of figures was in his hand – and he never allowed me to hold the book. He turned to whatever figures he wanted to turn to.

I left his office furious. I don't ever remember being so angry in my life. The English department lounge – a lounge we all congregate in – had a whole bunch of sheets tacked on to a bulletin board – sheets tacked up by me detailing the waste in administration. I stormed into that lounge, tore down every sheet I had put up. I screamed, raved and ranted, and then I did something conscientious me had never-ever done before. I got into my car, drove downstate, cut my classes for the rest of the week. I phoned in sick because I was sick. I thought I would never again waste my time fighting what I sensed was a useless fight that drove me round the bend bonkers.

Of course I later calmed down and of course I continued my fight, a fight that almost cost me my job.

Shortly after my meeting with the new President I wrote a three page note calling the new President a liar who treated full time faculty like children.

TWENTY ONE: three page note distributed to 25 friends (3 pages)

I did not distribute this note to the "whole faculty" but to twenty five or so of my friends on the faculty. The administration got wind of my note (of course I wanted them to) and demanded a copy. I said this was private note to my friends – not something for the public at large. They pressured my supposed friends until one of them handed my note over to them. As you can imagine, the President went ballistic.

Unbeknownst to me, this note appeared the weekend before our new President was to be given his "annual assessment" by the Board of Trustees. He saw my note as an attempt to undermine him, perhaps to get him fired.

He turned to his allies, his minions, who were serving on the Faculty Council. Over the weekend he phoned them, demanded they call me on the carpet. His supposed remit to them? Find out the truth of these accusations made against him. If I was right, he would resign; if I was wrong, I should be forced to resign.

I was called to appear before the Faculty Council. I wasn't scared. First of all, the Faculty Council is there to fight for the Faculty not to do the President's bidding. Second, I knew I was right, my facts were right. Yes, I called him a liar – but not in public. This was a note written to my friends. He extracted the note from a supposed friend of mine, but this was private communication. In private I can say whatever I want to say.

Several of my friends were afraid for me. They told me not to attend this meeting. They said the President had no right to turn to the Faculty Council – a council created to protect the Faculty – to do his dirty work for him. If he wanted to fire me, he should try to fire me.

Since I insisted on going – I had done nothing wrong – they decided to come along with me to this meeting – and they saved my skin.

I had no idea how antagonistic the Faculty Council was going to be. They began to grill me in earnest. I saw that I was deep danger: most of them seemed very willing to do what the President bid them do. They were ready to see me fired.

But every time they asked me a question, I was not allowed to answer. Instead, my friends interceded and said that: the Council had no right to ask me these questions; if the President wanted to ask me this question, he should do so; the Faculty Council's job was to protect me, help me, not do what the President bid them to do; they were the Faculty Council, not the President's Council.

The meeting was not a short one. They kept throwing questions at me, undeterred by my six friends, my cabal of protectors. They wanted my hide – but they didn't get it. I was saved, but barely. I sent every one of my friends a note of thanks – and flowers and chocolates. I knew how close I had come to being fired. If not for them, I would have had to answer questions – and I sensed my answers would not have satisfied these inquisitors.

I continued to fight for many more years – but never again with quite the same fervor – or hope. They continued to spend more and more money on administration and less and less money on education. They became increasingly sophisticated at hiding their machinations and I became more and more frustrated until I eventually stopped fighting.

TWENTY TWO: the first two years of the presidency

I wangled my way on to a committee they created to try to mollify me – the Budget Review Committee. At first the President wouldn't let me serve on this committee, but somehow I got on it.

The problem with the Budget Review Committee was that we received the budget only days before the budget was to be presented to, and passed by, the Board of Trustees. In other words, they did not give us anywhere near enough time to look at the rows upon rows of figures. Of course I was furious. Of course I tried to stop the Board of Trustees from passing the budget until our committee had more time to study the budget.

TWENTY THREE: the new president's second year

I think it was the year I penned the above note (1990?) that I decided to attend the Board of Trustees meeting to ask them to postpone passing the proposed budget – to wait until the Budget Review Committee had more time to study the figures. Somehow the local newspaper got wind of my plan and they sent a reporter to the meeting. The atmosphere was electric.

The newspaper man sat next to me at an oblong table. Several faculty members came along to see what would happen. Before the meeting even started a member of the Board of Trustees who absolutely hated me turned upon me, belittled me, accused me of calling in the local press to cause trouble. I told him it was not I who had called in the press, and that I was only doing my job as a member of a committee entitled "The Budget Review Committee." He, and several other members of the Board of Trustees were furious.

I do not remember exactly what happened, but basically I promised not to make trouble this year – in exchange for a promise that the following year they would give the "Budget Review Committee" the proposed budget well in advance of the time the budget would be presented to the Board of Trustees. Unsurprisingly they did not keep their promise.

When we left this tempestuous meeting a young member of the Math department told me he was shocked by the way they treated me, belittled me, ganged up on me. I was so used to their behavior towards me that I almost didn't see what he was talking about. They always ganged up on me. They always attacked me – and no, the reporter did not write a story for the local newspaper. There was nothing for him to say, to write about.

There are a few more incidents worth sharing and I will sketch them out for you below.

Around the same time (1990) they fired the business manager and hired a new man who promptly changed all the accounting practices. Some people joked that his job description was “create new figures that Henry can't analyze or compare to any other year” and he did just that. In his first year he changed all the line items so there was no way I could compare any expenditure that year to any expenditure the year before – and he then called me in, personally, to ask if I had any questions about the budget.

He knew I could not ask any questions. I had no points of comparison. He was smiling, smug, supremely happy. He kept saying that if I had any questions I should feel free to come and ask him questions. I was tired. I didn't.

The next year he called me in again, all smiles and smugness. Did I have any questions this year? Again, the whole budget was so confusing (unlike the lovely line-by-line year-after-year similarity of the S & S audit) that I could not ask any intelligent questions. He had me befuddled, and he loved it. By then I was so tired of the fight that I hardly cared. No one backed me and I was approaching retirement. I refused to twist myself into knots when clearly I was the only person who cared.

In 1992-3 I spent the academic year abroad, as a Fulbright Exchange teacher in Southampton England. On my return I attended the annual pre-teaching meeting where we are talked at by various motivational speakers – among them the President of our College. I am hard of hearing. At all such boring meetings I have learned to bring along a book, turn off my hearing aids, and enjoy my day by reading. As the President spoke people kept looking at me and finally people began poking me. They told me he was talking about me. I turned on my hearing aids.

He was making a proposal. He knew I loved to play tennis and he had recently taken up tennis. He proposed a tennis match between us – a match that could be viewed by the faculty as a whole. Every member of the faculty knew we hated each other. Why was he doing this? What was the catch? The catch was that only people who contributed to the annual Charity Fund-raiser could come to view the tennis match. That year we raised more money than any year before or since.

But he went on talking and he revealed more, too much more. He went on to explain that he was having nightmares about this tennis match. In one nightmare he suffered a heart attack and I was bending over him ready to administer mouth to mouth resuscitation. He looked up weakly and said “I'd rather you didn't Henry.” The man hated me so much he'd rather die than have me touch him. I sat there aghast. Don't you know what you are revealing? Aren't you embarrassed? Clearly he was not.

But he was a bit embarrassed. The months dragged on and he would not set a definite date for the match. Everybody kept asking me: when is the match, Henry? We want to come and watch the match. Finally, late in the fall, with little fanfare, he set a date on what turned out to be a dull, gray, windy day – and he told almost no-one. Maybe a half dozen people got wind of it and showed up. I am a good tennis player. I slaughtered him, not that it gave me any pleasure.

We had one more bitter encounter. I decided to take a year long sabbatical split into two years. My college allowed me to do that. I was allowed to take a half year off at half pay and the following year I could take the second half of the year off at half pay. The first half year was okay, but when I applied for the second half of my sabbatical, he denied my request. As his note said, the college would be better off with my full time services: request for second half of sabbatical denied.

He did not know then, and I did not know until many years later, that he did me a life-long favor – and I am not exaggerating: life long. Exactly five years later I retired – and part of the reason I retired exactly five years later is that at Michigan colleges, retirement pay is computed as an average of the last five years of your pay. Because he denied the second half of my sabbatical, a lump sum of \$13,000 was added to my pay that academic year. The rule is that you may take a six month sabbatical at full pay or a full year's sabbatical at half pay. During the six months of the first half of my sabbatical I had received only half of my pay – so they owed me, in one lump sum, one quarter of my full time pay – \$13,000. I paid off \$4,000 worth of debt, banked a lump sum of \$9,000 – and suddenly, the computation for my retirement pay went way up, it went up by something like \$1,000 a year every year for the rest of my life!

The man did me a huge favor – and added to that he gave me an image I will never-ever forget. During the meeting we had wherein he denied the second half of my sabbatical he sat across the table from me. He leaned forward and the hatred that poured out of his eyes when he denied my sabbatical was something I had seen only once before in my life (predictably enough from the eyes of the previous President – the big spender). I hadn't known anyone could hate that much. I was startled, not scared. In fact, I was oddly flattered. My God, I didn't know I had been that effective. I couldn't hate that much, and I couldn't imagine staring at someone with that kind of intensity.

To this day he doesn't know he did me a favor – and I don't care enough about him to dig him up and needle him. He and I are no longer involved with that institution. I've moved on. Has he?

Is the situation any better now? Of course not. Several years ago I received an email from a member of the science department who admired my fight – though she herself never backed me. She said the administration is still at it and if I was still interested she could supply me with figures. She wanted me to resume my fight. Although I refused then, in a small sense writing this book is resuming the fight.

Perhaps this next, and final story, will illustrate clearly that even when people know what is happening, nothing is done.

Around 1990, many years into my fight with the administration, someone told me I must travel downstate and look at the figures of such and such college downstate where exactly the same thing was happening. They told me that the scandal down there was well known, well documented, and nothing was being done. As in the case of my college, the documents published by the college itself revealed their own scandalous behavior.

My faulty memory recalls large and very general numbers. They began with around 1,200 faculty and around 700 “others.” Within less than a decade the numbers flip-flopped: now they employed around 800 faculty and 1,200 “others.” In the early years, in their annually published guide to their college, they had a pie chart that vividly showed the distribution of Faculty and “others.” After six or so years they stopped printing the pie chart – it was too embarrassing to see who was getting the biggest slice of the pie.

So I do not expect anything to be done as a result of this book – but I do hope people will enjoy the read.

Cost to Administer

Created by Diane Emling

Given the focus on NMC's "Cost to Educate" down to the Discipline and Department levels, it seems that we should be as closely scrutinizing our "Cost to Administer". There are, of course, several different ways that this could be calculated. I am less interested in department-level costs than I am the aggregate pattern. Following are a few ways to think about "Cost to Administer" based on data sources that are especially rigorous and objective.

My **first** method seems above reproach, because it uses the "official" report that each college is required to provide to the state Department of Education using some standard definitions of activities (IPEDS). I have taken those that the Department of Education lists as our peers. I have taken the total cost reported for each of them, and subtracted what each has reported for the cost category of "instruction". So, what is left is the non-instructional cost. Here are the results.*

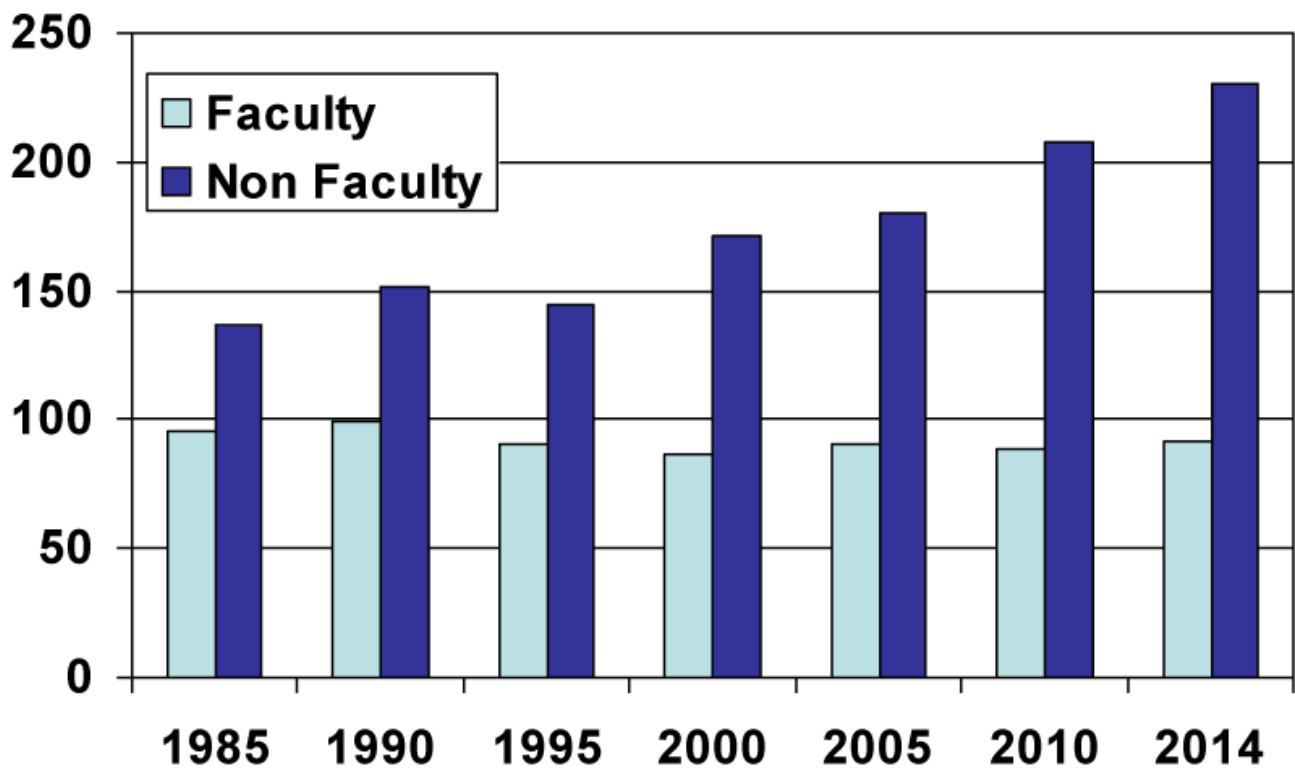
GROUP 2	Instruction	Total	Admin Only (Total minus Instruction)
JACKSON	19712450	39087726	\$19,375,276
KELLOGG	18957875	36568516	\$17,610,641
LAKE MICHIGAN	10695851	25954385	\$15,258,534
MONROE	12450740	26022555	\$13,571,815
MUSKEGON	15958907	31233258	\$15,274,351
NORTHWESTERN	17078840	38793956	\$21,715,116
ST. CLAIR	12476539	27400681	\$14,924,142

You will see that there are three who manage to spend more on instruction than we do; and we are by far the highest in non-instructional spending.

A **second** way to think about "Cost to Administer" is to use NMC Audit Report data. It would be hard to find more objective information than from audit reports. NMC audits report total operating expense and total instructional expense. As above, subtracting instruction from the total yields administrative/overhead expense. The total administrative expense, divided by credit hours, gives the administrative cost per credit hour.

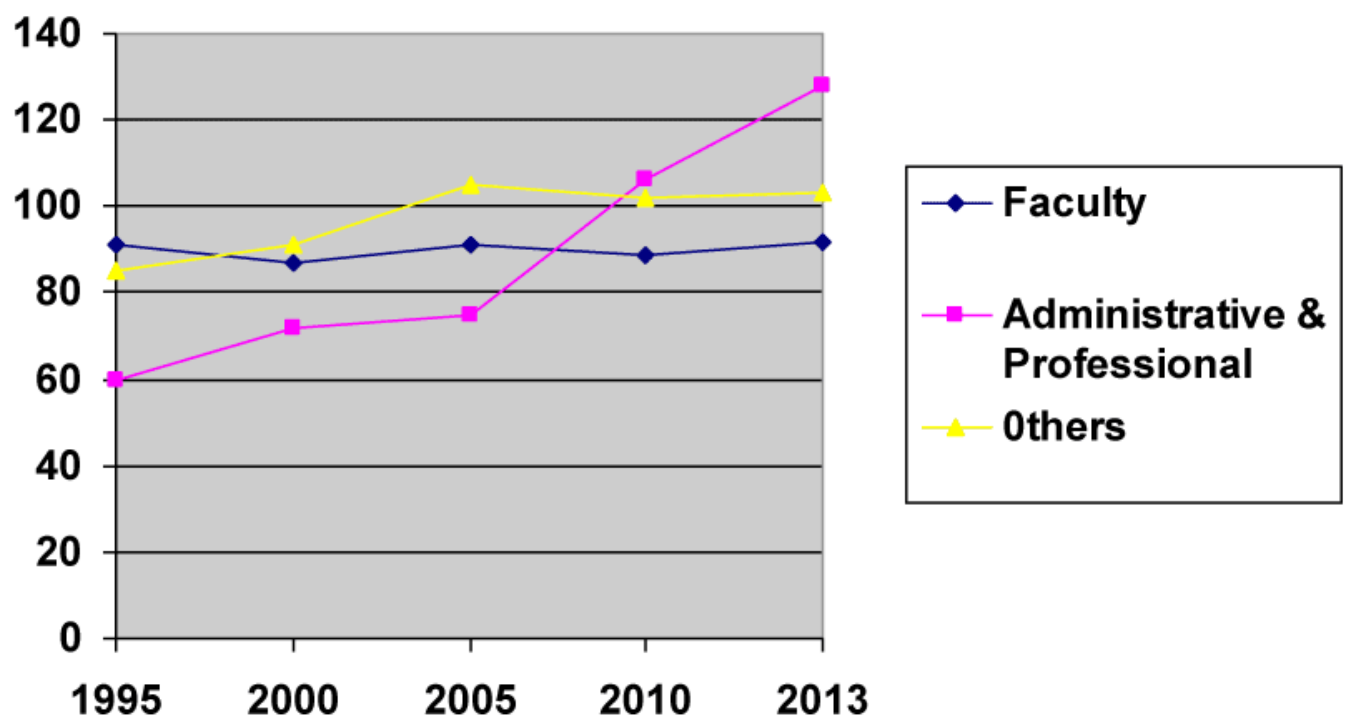
	2010	2011	2012	2013	2014
Total Operating Expense	47,664,128	53,763,000	55,477,898	54,669,628	57,755,000
Total Instructional Expense	15,537,292	16,823,339	16,995,357	17,149,555	18,417,757
Total Administrative Expense	32,126,836	36,939,661	38,482,541	37,520,073	39,337,243
Credit Hours (Fall & Spring)	117,820	109,866	101,422	97,672	92,761
Administrative Expense Per Credit hour	\$272.68	\$336.22	\$379.43	\$384.14	\$424.07

A **third** way to think about "Cost to Administer" is to look at the annual head count data provided by NMC's Human Resources Department. The following graph shows the changing composition of NMC employees. Clearly, if NMC exceeds its preferred target for the percent of the budget to be spent on personnel, it is not faculty positions creating the concern.



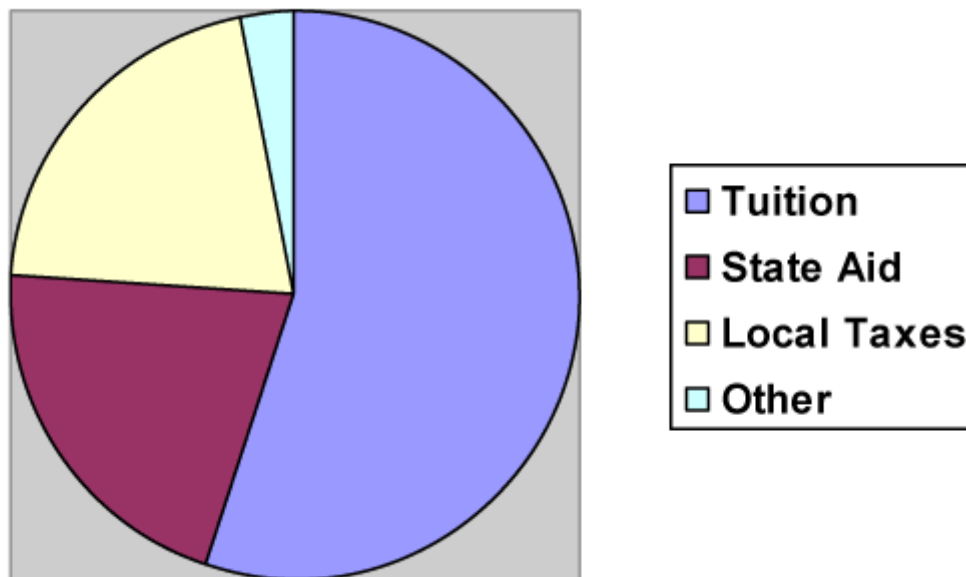
Another way to visually depict this trend is :

Changes in NMC Staffing Patterns



Finally, one might look at aggregate budget data, to see the various shares of revenue being devoted to education, compared to everything else. Looking at the 2013-14 year, This is what I see:

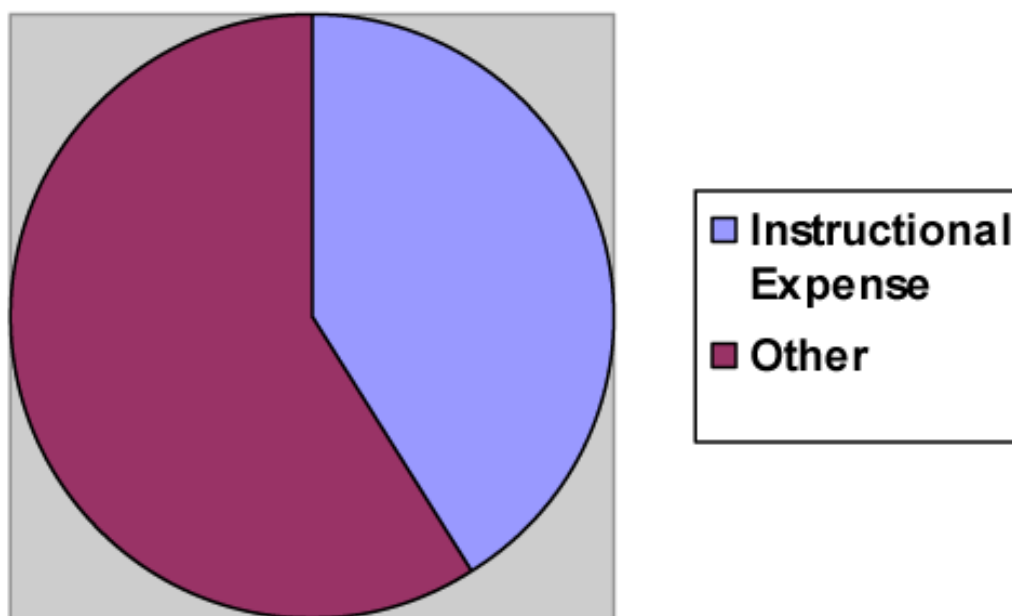
Revenue Sources (Especially Tuition)



Student tuition is the only revenue source that NMC has control over. As overhead and administrative expenses go up, tuition must go up, “course efficiency” must be maximized, and salaries and benefits must be reduced. When tuition goes up, and course efficiency leads to the elimination of courses students want or need, or students are informed that courses they are already enrolled in are canceled (at a time when no courses are left available), we lose enrolled credit hours, and create another angry and frustrated student. Every frustrated student results in a multiplier of ill will in the community, as each student’s network hears the story. Enrollment declines further. We can’t pass a millage.

It needs to be remembered that 100% of NMC’s revenue comes from that which happens between faculty and students. We would not qualify for state aid, or be allowed to collect local property taxes if we were not a public educational institution. Question: How much of that revenue goes to instructional expenses?

“Cost to Educate” – Educational Expenses



Please note that the amount spent on instruction is significantly smaller than the amount tuition alone among the sources of revenue. We are raising student tuition every year in order to allow administrative expenses to rise further.

The reason for NMC's "structural" budget problem is clear: revenue sources other than tuition are flat, while the major increase in Administrative, Managerial and Professional staff have escalated NMC's personnel expenses. These positions are not inexpensive in their individual and cumulative budget impact. Due to the cost of this increase, NMC solves the projected deficit: Tuition goes up, class schedules are compressed, and class "maximums" are ignored in order to offer fewer sections and reduce adjunct expenses..

It has been said that the target for the share of NMC's budget directed to personnel should not exceed 68%. It currently stands at about 70%. Thus we have taken a pay cut of 20% of our institutional health insurance budget, and another in the deferral of step and cost of living increases for 6 months, and possibly longer, All employees pay the price for this significant increase in the cost of administration.

In closing, I would like to reiterate that the micromanagement of faculty and instructional units is quite ironic, given where the obvious problems reside. As I said at the beginning, I am not making judgments about the staffing or expenses of any individual administrative unit (unlike the monitoring of "cost to educate"). Obviously, there is always a case to be made for each specific position, taken in isolation. In aggregate, however, even our current level of non-instructional employees is unsustainable, and there is no sign that it will not continue to grow.

Diane Emling

March 7, 2015

NMC In Brief

Student Enrollment (Fall 1981)

Academic	3,432
Community Service	2,102
Total	5,534

Total Budget (1981-82) — \$7,475,447

NMC Personnel

	<u>1974</u>		<u>1990</u>
Faculty	95	106	99
Administrators	18	38	80
Support Staff	35	49	48
Maintenance/Custodial	31	31	31
	<u>179</u>	<u>224</u>	<u>256</u>

NMC In Brief

Student Enrollment (Fall 1984)

Academic	3,223
Community Service	2,000
Total	5,223

NMC Personnel

Faculty	98
Administrators	49
Support Staff	52
Maintenance/Custodial	34

Population of District (Grand Traverse County) — 55,971

Population of Service Area (Benzie, Antrim, Kalkaska, Leelanau, Wexford Counties) — 75,837

Accredited by North Central Association of Colleges and Secondary Schools

Facilities

Main Campus — 94 acres

14 buildings, 6 lighted tennis courts, athletic field

Technical Center Campus — 8 acres

4 buildings

Aviation Center Campus — 1.4 acres

Observatory — 5 acres

Programs Of Study

Northwestern Michigan College, Michigan's first community college, offers:

- A liberal arts transfer curriculum
- 22 health, business and technical programs
- Customized education and training programs for business/industry
- Non-credit continuing education courses and workshops

The college awards two-year associate degrees or one-year certificates of achievement when students complete their programs of study.

Listed below is a sampling of NMC's liberal arts and health/business/technical programs.

Liberal Arts/Transfer	Health/Business/Technical
Art	Automotive Service
Biology	Career Pilot
Business Administration	Commercial Art
Computer Science	Digital Electronics
Dentistry	Food Service
Education	Medical Assistant
Engineering	Maritime Academy
Mathematics	Office Administration
Physics	Nursing (LPN and RN)
Social Work	Solar Technology
Veterinary Medicine	Welding

Students 71-72 → 78 (2)

	Fall	Winter	Spring	Summer
71-72	1875 (25,746)	1734 (23,523)	1547 (20,846)	536 (1,122)
72-73	1936 (24,274)	1807 (23,087)	1628 (20,112)	660 (4737)
73-74				
73-74	2060 (25,879)	1981 (25,001)	1754 (21,571)	704 (4,622)
74-75	2259 (26,781)	2188 (25,560)	2081 (23,957)	887 (5856)
75-76	2575 (30,688)	2447 (28,721)	2168 (25,397)	753 (5,923)
76-77	2605 (30,063)	2377 (28,209)	2191 (24,512)	779 (5507)
77-78	2628 (30,780)	2389 (27,085)	2123 (23,710)	800 (5722)
78-79	2719 (30,897)	2535 (27,936)	2242 (24,468)	830 (5810)
79-80	2971 (32,835)	3064	2866	1198 (8377)
80-81	3382 (36853)	3464 (34466)	2866 (30075)	1161 (8128)
81-82	3432 (36697)	3093 (34112)	3027 (31782)	1169 (8706)
82-83	3448 (36644)	3282 (35508)	3041 (31283)	1151 (8057)
83-84	3396 (34933)	3102 (32928)	2814 (28197)	908 (6514)
84-85	3223 (32794)	2905 (29515)	2575 (25213)	

ACTUAL NUMBER OF CREDIT HOURS (NOT STUDENTS)

	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>	<u>SUMMER</u>
1971-72	25,746	23,523	20,896	4,122
1972-73	24,279	23,083	20,112	4737
1973-74	25,879	25,001	21,571	4,622
1974-75	26,784	25,560	23,957	5,856
1975-76	30,688	28,721	25,397	5,923
1976-77	30,063	28,209	24,512	5,507
1977-78	30,380	27,085	23,710	5,722
1978-79	30,897	27,936	24,468	5,810
1979-80	32,835			
1980-81	36,853	34,466	30,075	8,128
1981-82	36,697	34,142	31,782	8,706
1982-83	36,644	35,508	31,283	8,057
1983-84	34,933	32,928	28,197	6,514
1984-85	32,794	29,515	25,213	
1985-86	30,000?			

Since 1971-72 there has been a steady increase in the number of students attending NMC (from about 2,000 to about 3,000), but there has really not been a significant increase in the number of classes we teach.

AND YET OUR BUDGET HAS INCREASED FROM UNDER

THREE MILLION TO OVER NINE MILLION DOLLARS.

We've triple our budget and have not even doubled the number of classes we teach. Of course we must allow for some inflation, and our Instructional budget has risen around 120%.

We must look for budget that exist now that did not exist before (Supply, Computer, Development), and we must look for those budgets that have grown around three hundred per cent (Business, Administration).

THREE – “apocryphal” story of hiring 11

In the middle ‘70s, when a freeze in hiring was announced absolutely no new teachers would be hired because no more students were expected next year I heard they were thinking about hiring eleven administrators.

The story sounded so outrageous that when I told it, and I seldom did tell it, I made clear to my listeners that I did not really believe the number eleven, but that I did believe that when no more teachers were to be hired, some administrators were going to be hired.

Many years later a colleague corroborated my story. They actually did consider filling eleven administrative positions, but ended up filling only three. Consider eleven? Unbelievable. In a year when no more teachers could be hired because no more students would enrol, three more administrators were added to the budget. Unbelievable.

03 – Back to book

DISCREPANCIES BETWEEN DOLLAR FIGURES ON DIFFERENT CHARTS

At our first committee meeting we discussed the sheets of figures we were handed: some of us feared that the numbers were not real numbers. How can we be sure that "cost-per-student"--a comparative chart between Jr. Colleges in Michigan--is correct? Where did the student count come from? How can we be sure that the numbers, about expenditures, for instance, are correct numbers.

Answer: We cannot be sure.

Let me give you just one example of one figure that appears three different ways in three different places. And the three numbers are "actual" figures--not "proposed" figures.

Expenditures for 1983-84

In an 84-85 memo, it say we spent	\$8, 630,605
On a spread sheet compiled last year	\$8, 618,891
The figure given to the State	\$8, 844,619

The preceding is a small discrepancy, 200,000 or so, but there are many other discrepancies, and some are huge.

On a sheet entitled "NMC Instructional Summary Proposed 84-85 Budget," it says that the actual 83-84 budget for "Retirement & FICA" was \$545,176.

Two pages later in our handout (NMC Educational & General Program 83-84 Proposed Budget), it says that the budget for 83-84, for "Retirement & FICA" is \$75,596,

That's a discrepancy of around a half a million dollars.

On my long spread sheet, it says that "Advertising & Supplies" were \$43,173 in 1983-84. According to "NMC Propsed 85-86 Budget" in 1984-85 (a year after we spent \$43,000) Administrative Material & supplies were \$240,153. That's a 600 per cent increase, in one year.

Of course, the above figures might have been computed differently. After all, one says "Administrative Supplies", and the other says "Administrative Material & Supplies."

But let me give you a few more examples.

The 1985-86 Budget says Advertising & Publicity in 84-85, was \$110,467.

My long spread sheet says that in 1983-84, a year earlier than the above figures, we spent \$152,281. Did we really cut the budget by \$40,000?

My long spread sheet says that instructional salaries cost our institution \$3,987,086--in 1983-84.

But the sheet entitled "NMC Proposed 84-85 Budget, Instructional Summary" says Salaries, Contracted Faculty= \$2,526,074.

That's a discrepancy of about a million and a half dollars.

I'm sure they added to the figure of \$2,526,074, "Salaries of Division & Department Heads" (\$171,366), and "Overload & Part Time Salaries" (\$434,792). But we are still around a million short. Which of the other lines did they add to come up with the figure of \$3,987,086?

I think they at least added "Retirement & FICA" (\$545,176)--but that's exactly the figure that is listed elsewhere as \$75,000.

Let's look at a few puzzling figures in "85-86 Instructional Summary"

In 1984-85, we spent \$27,906 on Instructional Sabbaticals. They say they proposed, for this year, a Sabbatical sum of \$79,055. They tripled our Sabbatical Budget? I didn't know that? We, as a faculty, weren't told that suddenly three times as much money is available for Sabbaticals.

Nor did I know that they upped our "Conference & Travel" budget from \$30,871 to \$48,605. The English department was not told that more money was available for travel this year. Yet the line item on the budget says we have one-and-a-half times more money for travel this year.

In fact, they played the same game last year. The proposed Travel budget for Instructors in 1984-85 was \$48,083. We actually spent \$30,871. Is that a game they play every year?

What do all these figures mean?

In all the proposed figures for 1985-86--in "Instructional Summary," and the next page, "Administrative & General Institutional Summary," there are no lines for either Library or Duplicating.

How are we to make sense of these figures?

4
CONCLUSIONS ABOUT FIGURES--WHAT THEY DO TELL US ?

I think we know that we have around fifty administrators on the payroll, and the support staff numbers around 45. Let me cite some figures which we know are inexact, but ~~they~~^{which} are revealing.

Cost of Support staff for Administration. The year of 1984-85. \$408,603

Cost of Support staff for the 100 member Faculty. The year of 1984-85. \$154,624

Administrators: Travel budget--1984-85: \$69,895

Faculty: Travel budget--1984-85: \$30,871

One half as much money for twice the number of people.

I suggest we ignore any search for "exact" figures, and focus on the very big and clear message the figures give us.

The administration has grown outrageously large. They gobble up a tremendous amount of the eight million dollar budget of the entire college. If you add together the Administrative salaries (one million), cost of their support staff (\$408,000), and their Retirement & FICA (\$295,329), and Conference & Travel (\$69,895), and Telephone (\$94,254--the faculty spent 800 dollars that year)--If you add all those together, you suddenly realize that at the least (there are some costs not detailed here), at the least the administration has come to gobble up two million plus of an eight million budget. They use one quarter of the entire budget of the institution.

To fully understand my anger at the preceding figures, you must realize that only four years ago, all of the above--every single one of the administrative items--was much, much, smaller.

According to my long Spread Sheet, from 1981 to 1984, the Administrative travel budget grew 252 per cent. The Business office grew 92 per cent--or, from 157,000 to 300,000. And Publicity grew 143 per cent; and the President's budget grew by 41 per cent--or, from \$243,000 to \$344,000. And in 1981 there were around 37 administrators, and in 1984 there are at least 47 administrators.

The trend continues. They have proposed a \$16,000^{increase} in their phone budget, a \$19,000 increase in "Special College Relations," and an \$11,000 increase in the travel budget.

And again, I don't fully believe these figures. The page we took the above figures from says \$999,401 for Administrative salaries. My spread sheet says \$1,123,000 (that's more than a 10% difference), and if you add FICA, which they did for Faculty, the figure is \$1,294,730, or, \$1,418,329.

DISCREPANCIES BETWEEN "MANPOWER" FIGURES

Mike Ourkerk sent out a memorandum on NMC Manpower, dated September 1985. In it he say we have 102 Faculty, 44 Support people, 25 1/2 Custodial & Maintenance, 37 Administrators.

Last month the Faculty received a stapled set of sheets with the names & addresses of the people who work at NMC. After each name there is a letter, in parenthesis: A=Administration; C=Custodial, M=Maintenance; F=Faculty; S=Support. I counted and came up with; 101 Faculty; 46 Support; 34 Maintenance & Custodial; 47 Administrators. (Seven names have no letter after them)

That is ten more administrators and Nine more Maint. & Cust.

Last year (and for a few years before that) we made up small, foldable, plastic handouts that "advertise" our college. The figures given on this little foldout are: 98 Faculty; 49 Adminstrators; 45 support; 31 maintenance.

On the sheet I handed out to you-- a sheet that was written, figured out by, Carole Marlatt, the figures are: 101 Faculty; 47 Administrators;

See attached long sheet with new,
and more shocking figures:

A = 52

F = 90

CONCLUSIONS: WHAT WE SHOULD DO

We should get angry at the fact that none of the numbers are exactly alike, but I do not think we should ask them to please explain the numbers, or, to give us some more numbers.

The search for exact figures will only make us lose our way in a fog of figures.

We don't need exact figures. The over-all trend is too clear: tons of money is being spent on Administration, and they plan to spend more.

"Resources and Priorities"--that's the title of our committee.

I think our committee should focus on the fact that ^{too much of} our "Resources"--one quarter of our total 8 million dollar budget--
are ~~is~~ being spent on Administrating the college.

We need to cut down the amount of resources (money) that we spend on Administrative Travel, Administrative Publicity....

This business--our College--is not spending its money correctly. More money should be spent on Hiring & Training Faculty (there were 98 full time Faculty in 1973; there are 101 now), and less money should be spent on Hiring & Training Administrators (there were 21 Administrators in 1973; there are 48 now).

NORTHWESTERN MICHIGAN COLLEGE
GENERAL FUND
STATEMENT OF EXPENDITURES BY DEPARTMENT (Continued)
YEAR ENDED JUNE 30, 1979
with comparative figures for 1978

	1979	1978
Sub-totals (forward)	\$ 3,420,892	\$ 2,973,716
<u>Library</u>		
Salaries	\$ 139,001	\$ 126,803
Retirement and payroll taxes	17,899	16,394
Maintenance and replacement - equipment	2,462	2,203
Office supplies	1,479	969
Audio-visual aids	26,948	19,042
Bindings	1,024	1,098
Periodicals	12,004	11,050
Books	12,580	12,226
Membership dues and subscriptions	211	209
Conference and travel	191	302
Miscellaneous	-	39
Capital outlay - additions	11,461	18,830
	\$ 225,260	\$ 209,165
<u>Student Personnel Services</u>		
Salaries - Dean and assistants	\$ 32,846	\$ 30,885
Salaries - Counseling and guidance	67,655	66,186
Salaries - Admissions	13,089	12,401
Salaries - Student activities	8,155	14,810
Salaries - Financial aid	22,286	20,240
Salaries - Clerical	70,944	66,048
Salaries - Student assistants	8,234	11,236
Retirement and payroll taxes	34,066	32,626
Forms and data processing	-	430
Office supplies	5,373	5,847
Membership dues and subscriptions	904	731
Conference and travel	5,813	4,377
Sports club	-	9
Miscellaneous	224	880
Capital outlay - additions	1,927	1,565
	\$ 271,516	\$ 268,271
<u>Registrar's Office</u>		
Salaries - Registrar and assistants	\$ 13,242	\$ 11,917
Salaries - Clerical	24,021	24,856
Salaries - Student assistants	-	263
Retirement and payroll taxes	6,054	3,587
Forms and data processing	1,317	15,145
Office supplies	197	241
Rental of equipment	1,158	2,160
Membership dues and subscriptions	200	200
Conference and travel	70	366
Capital outlay - additions	1,060	292
	\$ 46,002	\$ 59,027
Sub-totals (forward)	\$ 3,963,670	\$ 3,510,179

INSTITUTIONAL ADMINISTRATION

	<u>1973-4</u>	<u>1983-4</u>	<u>GROWTH</u>
SALARIES	181,123	547,778	300%
OTHER	<u>57,000</u>	<u>500,553</u>	900%
TOTAL	238,123	1,050,331	400%

COST OF INSTRUCTION + SUPPORT

SALARIES	1,815,521	4,360,896	140%
OTHER	<u>328,399</u>	<u>803,096</u>	150%
TOTAL	2,143,920	5,163,992	140%

DEFINITION OF "OTHER"--OTHER THAN SALARIES

Instruction--Duplicating, Films, Books, Travel....

Administration--Postage, Duplicating, Advertising, travel....

I consider "OTHER" to be "discretionary funds"--that which does not have to be used to pay a person

Discretionary funds for administration grew over 900%

Discretionary funds for faculty grew around 150%

INSTRUCTIONAL COSTS USED TO CONSTITUTE 67% of TOTAL BUDGET
(2,143,920 out of 3,176,827)

INSTRUCTIONAL COSTS NOW CONSTITUTE 54% of TOTAL BUDGET
(5,163,992 out of 8,618,891)

INSTITUTIONAL ADMINISTRATION USED TO BE 7% of TOTAL BUDGET
(238,123 out of 3,176,827)

INSTITUTIONAL ADMINISTRATION NOW CONSTITUTES 12% of TOTAL BUDGET
(1,050,331 out of 8,618,891)

NORTHWESTERN MICHIGAN COLLEGE
ANALYSES OF GENERAL FUND EXPENDITURES
(Continued)

	Year ended June 30, 1984	1983
	\$	\$
STUDENT SERVICES:		
Salaries, payroll taxes and retirement	492 004	457 395
Conferences and travel	16 586	14 521
Supplies	13 669	9 355
Capital outlay	11 205	3 761
Professional services	8 148	1 760
Sabbaticals	-	6 458
Miscellaneous	2 182	1 385
TOTAL STUDENT SERVICES	543 794	494 635
INSTITUTIONAL ADMINISTRATION:		
Administration:		
Advertising and publicity	143 537	95 992
Salaries, payroll taxes and retirement	104 610	95 295
Special projects	29 262	13 157
Professional services	28 148	51 086
Conferences and travel	18 530	19 450
Memberships, dues and subscriptions	11 943	12 581
Board of Trustees	6 864	7 329
Supplies	4 546	2 362
Capital outlay	-	5 000
Miscellaneous	232	665
Total administration	344 672	302 917
Business office:		
Salaries, payroll taxes and retirement	221 561	202 328
Data processing	44 643	42 138
Capital outlay	13 089	3 686
Supplies	11 725	11 181
Conferences and travel	6 689	6 105
Bad debts	3 973	1 449
* Maintenance and replacement	880	93
Miscellaneous	1 358	932
Total business office	303 918	267 912

1984
 Salaries 221,561 - Business
 Administration 104,610 - Admin. Inst.
~~492,004 - Student Serv.~~
 74,955
 107,152
 40,900
 548,798

1983
 94,484
 39,690
 65,141
 99,213
 19,663
 126,807
 80,885
 11,919
 588,785

1977
 81,004 - Bus
 90,062 - Ad
 181,123
 -24-
 1.9 million

UNSTABLE COSTS

(In almost all cases these costs were stable until 78-79)

	SS	ADMIN.	ADVERT*	BUS. OFFICE
73-74	212,279	137,054	19,667	101,069
74-75	240,225	133,089	26,357	117,368
75-76	208,561	172,310	31,555	181,658
76-77	278,769	189,606	39,369	276,006
77-78	268,271	146,818	28,254	138,088
78-79	271,516	190,076	48,544	130,694
79-80				
80-81	401,224	243,070	62,522	157,942
81-82	442,272	277,380	88,849	254,375
82-83	494,635	302,917	102,000	267,912
83-84	543,794	344,672	152,000	303,918

SS= STUDENT SERVICES

ADMIN.= ADMINISTRATION--Specifically, the President's Office.

Advert*== ADVERTISING IS PART OF THE ADMINISTRATION BUDGET

BUS. OFFICE= The BUSINESS OFFICE

Written in Notebook
3/30/85 - 4/29/85

TO: The Faculty Council

FROM: Henry Morgenstein

Henry - lest you think you waste pocket book you entered in the budget has a long history!
Mark

Before 1980-81, all the division heads, and all other involved parties, gathered to gether to create the budget for Northwestern Michigan College. Since Dr. Miller took over as President, everybody submits their budget requests to the administration--but it is the administration alone that makes the final decision about the allocations of money. This procedure has had a disastrous impact upon the budget of our college. But before we look at the budget, we need to look at some other informative figures.

In the past three years (1980-81 to 1983-84), ten more administrators have been hired. 1980-81: 41 1/2 administrators; 1983-84: 51 1/2 administrators. The figure 51 1/2 does not include the amount of time that the nine division heads spend as administrators. An enormous imbalance has been created at our institution. Twelve years ago there were roughly 21 administrators and 94 faculty. Currently there are 51 1/2 administrators and 101 faculty.

To see what impact this explosion of administrators has had on our institution, we must study the budget of our college. All the figures I am going to cite come from the budget breakdown of the last three years. Our Finance committee created this spread sheet of expenses.

In 1980-81, 41 1/2 administrators used up as much in travel money as all 98 1/6 faculty members combined. Administrative travel: \$18,210; Faculty travel: \$18,815. But what if you hire ten more administrators? 1983-84 figures: Administrative travel: \$64,152; Faculty travel: \$31,340. Half the number of people used up more than twice the amount of travel money. Or, every administrator had an average of \$1,250 per year to go to conferences; every faculty member had an average of \$315 to go to conferences.

A+ travel



NORTHWESTERN
MICHIGAN COLLEGE

Office of the Vice President for Instructional Services

TO:

Henry Morganstein

DATE:

11/26

Henry, it's too bad (in any measure) that you chose not to accept my offer to explain or interpret the budget figures you referred to in your memo to faculty. Through innuendo, you've implied that the budget process and procedures are sound. I disagree. However, that is of little importance. What is important is that we have confidence in each other as professionals. As you well know, things are not always as they appear – including budget figures.

There are ways to improve the lines of communication regarding

Your response please ☐

issues such as the budget; ~~it~~
in fact, the Governance Council
is working on such a procedure
at this moment.

While I do not deny or discount
your right to express your opinion
on this or any other issue you
choose, I urge you to do so
in the best interest of the
College. I'm not convinced
that your note will produce the
positive results you desire.

Hopefully, the procedure being
developed by the Governance
Council will.

Desk

Office of Vice President for Instructional Services

To: Henry Morgenstein

Date: 11/26

Henry, it’s too bad (in my view) that you chose not to accept my offer to explain or interpret the budget figures you referred to in your memo to faculty. Through innuendo, you’ve implied that the budget process and product are amiss. I disagree. However, that is of little importance. What is important is that we have confidence in each other as professionals. As you well know, things are not always as they appear including budget figures.

There are ways to improve the lines of communication regarding issues such as the budget; in fact, the Governance council is working on such a procedure at this moment.

While I do not deny or discount your right to express your opinion in this or any other issue you choose, I urge you to do so in the best interest of the College. I’m not convinced that your note will produce the positive result you desire.

Hopefully, the procedure being developed by the Governance Council will.

07 – Back to book

TO: The Faculty Council, The Board of Trustees, The Members of
the Budget Review Committee.
FROM: Henry Morgenstein

This administration at NMC pays lip service, and only lip service, to the motto: Our highest priority is Instruction.

For the second year in a row, and for only the second year in the entire thirty eight year history of NMC, the absolute dollar amount allocated to Instruction has gone down.

Last year (1989-90) the Total Instructional Budget was \$6,998,742, down from \$7,430,231 (figures from Seidman Audit). To compare last year to this year, we must look at the second two sets of bars (Liberal Studies, Occupational Studies) on the bar graph on the back of this page. Once again, and for the second year in a row, 1989-90 to 1990-91, the absolute dollar amount allocated to Instruction has gone down.

For next academic year, 1991-92, the proposed allocation is higher, but in a document distributed at the beginning of this academic year, the proposed Liberal Studies Budget for 1990-91 (\$2,383,755) was higher than the Actual 1989-90 budget (\$2,367,938). What we know for sure is that for the past two years deep cuts have taken place in the amount of money allocated to Instruction.

And once again, what disturbs me most is that at a time when we are cutting Instructional funds, we are NOT cutting funds to run the rest of this college.

Currently I do not have enough data available to me to tell you exactly how much each of the following four divisions have gone up--Student Services, Institutional Administration, Business Office and College Relations. I consider the data the Budget Review Committee received "incomplete." It does not include certain expenditures we have categorized as "restricted"--but the State of Michigan demands that these "restricted" expenditures be included in the Official Audits of the college.

For example, the Seidman Audit says that "Institutional Administration," in 1989-90, paid \$308,625 in Salaries, payroll taxes and retirement. The only figures available to the committee show that Institutional Administration, in 1990-91, will pay \$141,972 in salaries. Obviously, no comparison can be made between these two documents.

One example I can document is that these four--SS, IA, BO, CR--spent, for Conference and Travel, in 1989-90, \$29,644 (Actual), in 1990-91, \$51,875 (Projected), in 1991-92, \$62,550 (Proposed).

Next year, when the official Seidman Audit is released, I will stand before you and once again document the shameful rise in the budgets of all parts of this institution, save the Instructional part of this institution.

A comparison 1973-4 to 1986-7

	<u>1973-74</u>	<u>1986-7</u>
Instructional Budget	1,919,849	5,120,383

Budget of Rest of College	1,156,978	5,193,185
---------------------------	-----------	-----------

(x)

The Budget of the Rest of the college
Has more than Quadrupled (4x)!

The Instructional Budget is $2\frac{1}{2}$ times larger.

Or Instructional Budget has gone from
60% of Total Budget to 49%

Conference and Travel						
	73-4	75-6	79-80	81-2	85-6	86-7
Faculty	15,982	19,822	20,710	26,902	20,101	25,449
All "Other"	13,289	12,709	18,239	29,283	98,306	100,304

Address to be delivered, Monday Jan 24 to Board of Trustees

I stood before you six months ago and detailed the cuts that took place in Instruction--from 7.4 million down to 6.9 million, and I pointed out that expenditures in Students Services went up, in General administration went up, and in the Business office went up. That is past history.

This year's budget is past history too. I do not have the official Seidman Audit--and I do not feel fully competent to read the budget handed to the Budget Review Committee. I think I see Instruction was once again cut, and I do see a definite figure that shows that the line item--Conference and Travel for Liberal Studies was cut. I think I see no cuts, once again, in the budgets for Student Services, General administration and the Business Office. But once again, that's past history.

I stand before you to discuss the future. I believe you are men and women of good will. I have never for a moment doubted that you mean to do what is best for this college. I think passing this proposed budget is not best for this college.

You can say to Dr. Quinn that 90% of this budget is a good budget, a worthy budget. It is well done. But perhaps some tinkering can be done, some changes can be made. For instance, the \$62,000 travel budget for SS, GA, BO, CR.

Last year, in January, the faculty was told that the travel budget had been cut. There were 0.0 dollars left. For nine months, if we wanted to go to a conference, we had to foot the entire bill. My friend Sharon Dean had been promised Faculty Development money to attend a Shakespeare class in England. After she had put down a deposit, she was told all Faculty Development money had been cut out of the budget.

This year, early in the year, I made plans to attend a Conference in Boston. It would be the first conference I attended in two years. Soon, others in my department found out about this wonderful conference. Many wanted to attend with me. How could we say No? That would be the only conference they had attended in years. So the chairman of our department went looking for cheap flights--to save the college money. Each of us ended up costing the college somewhere between four and five hundred dollars.

But the trip to Boston took all day. We left NMC by van early in the morning to catch a mid day flight in Grand Rapids and arrived in Boston at 9 p.m. In order to get the cheap fare, we had to stay overnight Saturday night, a night after the conference. The college would not pay for that night--and I ended up sleeping at the airport on mettalic chairs. Check in time was 6 a.m. Why should I pay forty dollars--we were crowded three to a room--for five hours sleep.

You see what we do to save money. Please ask others to travel less, and to find cheaper ways to get there and back. Ask Dr. Quinn to make minor revisions in this proposed 1991-92 budget. I see our advertising budget is going to go up next year. Under College Relations, it says we spent \$49,015 this academic year, and plan to spend \$4,000 next academic year.

NORTHWESTERN MICHIGAN COLLEGE
ANALYSES OF GENERAL FUND EXPENDITURES

	Year ended June 30, 1989	1988
	\$	\$
INSTRUCTION:		
Salaries, payroll taxes and retirement	5 484 735	4 826 696
Fringe benefits allocated to instruction	589 028	502 475
Capital outlay	577 149	253 544
Supplies	199 308	186 351
Maintenance	182 132	168 546
Professional services	88 405	27 909
Fuel	72 651	71 860
Insurance	68 575	76 627
Rent	47 815	60 291
Sabbaticals	41 902	24 610
Conferences and travel	40 349	37 511
Computer center costs allocated to instruction	17 789	200
Miscellaneous	20 393	18 402
TOTAL INSTRUCTION	7 430 231	6 255 022
INSTRUCTIONAL SUPPORT:		
Educational administration:		
Salaries, payroll taxes and retirement	828 067	648 053
Fringe benefits allocated to educational administration	89 388	65 468
Professional services	59 469	16 489
Capital outlay	47 566	21 895
Office supplies	43 673	33 523
Conferences and travel	30 838	26 357
Advertising and publicity	27 875	4 926
Insurance	27 400	26 940
Computer center costs allocated to educational administration	26 928	10 945
Sabbaticals	20 832	-
Commencement and honors	6 508	6 088
Maintenance	707	3 155
Recruiting	-	11 328
Miscellaneous	3 908	2 319
Total educational administration	1 213 159	877 486
Library:		
Salaries, payroll taxes and retirement	202 433	205 408
Books and periodicals	54 507	47 995
Fringe benefits allocated to library	21 938	21 367
Supplies	12 142	3 247
Maintenance and replacement	1 726	932
Conferences and travel	577	620
Computer center costs allocated to library	190	14 075
Capital outlay	-	2 070
Miscellaneous	63	90
Total library	293 576	295 804

See accompanying independent auditors' report on supplemental material.

Down!

NORTHWESTERN MICHIGAN COLLEGE
ANALYSES OF GENERAL FUND EXPENDITURES
(Continued)

	Year ended June 30,	
	1989	1988
	\$	\$
INSTRUCTIONAL SUPPORT (Continued):		
Audio-visual and duplicating:		
Salaries, payroll taxes and retirement	222 405	172 088
Capital outlay	103 525	32 767
Supplies	75 034	54 670
Rent	65 021	60 977
Maintenance and replacement	36 392	30 465
Fringe benefits allocated to audio-visual and duplicating	24 492	18 267
Miscellaneous	4 419	2 969
Total audio-visual and duplicating	531 288	372 203
Museum:		
Salaries, payroll taxes and retirement	16 321	-
Fringe benefits allocated to museum	1 755	-
Total museum	18 076	-
TOTAL INSTRUCTIONAL SUPPORT	2 056 099	1 545 493
STUDENT SERVICES:		
Salaries, payroll taxes and retirement	777 563	665 403
Advertising and publicity	282 179	245 625
Fringe benefits allocated to student services	83 806	68 943
Computer center costs allocated to student services	79 130	58 766
Supplies	32 396	18 250
Conferences and travel	28 346	23 945
Capital outlay	25 695	15 400
Professional services	16 961	30 708
Commencement	3 773	5 810
Miscellaneous	4 735	4 778
TOTAL STUDENT SERVICES	1 334 584	1 137 628
INSTITUTIONAL ADMINISTRATION:		
Administration:		
Salaries, payroll taxes and retirement	322 109	253 997
Special projects	77 820	48 542
Professional services	70 205	76 912
Fringe benefits allocated to administration	34 471	26 154
Memberships, dues and subscriptions	19 186	18 119
Computer center costs allocated to administration	18 982	-
Conferences and travel	18 228	21 780
Capital outlay	15 672	1 931
Supplies	9 900	4 020
Board of Trustees	-	13 003
Miscellaneous	1 550	512
Total administration	588 123	464 970

See accompanying independent auditors' report on supplemental material.

NORTHWESTERN MICHIGAN COLLEGE
ANALYSES OF GENERAL FUND EXPENDITURES
(Continued)

	Year ended June 30, 1989	1988
	\$	\$
PHYSICAL PLANT OPERATIONS:		
Operation of plant:		
Salaries, payroll taxes and retirement	457 051	457 096
Utilities	228 563	255 429
Insurance	156 048	118 968
Telephone	124 840	133 278
Fuel	65 352	125 273
Supplies	58 000	30 784
Security services	52 269	46 185
Fringe benefits allocated to operation of plant	49 339	47 648
Snow removal	24 563	20 039
Maintenance	8 704	34 589
Capital outlay	3 990	17 388
Conferences and travel	1 231	1 183
Computer center costs allocated to operation of plant	895	866
Professional services	-	625
Miscellaneous	143	180
Total operation of plant	1 230 988	1 289 531
Maintenance of plant:		
Maintenance:		
Buildings	360 864	257 523
Special projects	-	47 379
Vehicles	26 259	25 217
Salaries, payroll taxes and retirement	207 254	202 786
Supplies	53 942	51 983
Capital outlay	31 554	35 200
Fringe benefits allocated to maintenance of plant	22 597	21 063
Equipment replacement	14 675	12 067
Professional services	10 391	11 531
Conferences and travel	1 203	2 552
Computer center costs allocated to maintenance of plant	54	67
Miscellaneous	988	1 311
Total maintenance of plant	729 781	668 679
TOTAL PHYSICAL PLANT OPERATIONS	1 960 769	1 958 210

Down

See accompanying independent auditors' report on supplemental material.

NORTHWESTERN MICHIGAN COLLEGE
ANALYSES OF GENERAL FUND EXPENDITURES
(Continued)

	Year ended June 30, 1989	1988
	\$	\$
PHYSICAL PLANT OPERATIONS:		
Operation of plant:		
Salaries, payroll taxes and retirement	457 051	457 096
Utilities	228 563	255 429
Insurance	156 048	118 968
Telephone	124 840	133 278
Fuel	65 352	125 273
Supplies	58 000	30 784
Security services	52 269	46 185
Fringe benefits allocated to operation of plant	49 339	47 648
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Conferences and travel	1 231	1 183
Computer center costs allocated to operation of plant	895	866
Professional services	-	625
Miscellaneous	143	180
Total operation of plant	<u>1 230 988</u>	<u>1 289 531</u>
Maintenance of plant:		
Maintenance:		
Buildings	360 864	257 523
Special projects	-	47 379
Vehicles	26 259	25 217
Salaries, payroll taxes and retirement	207 254	202 786
Supplies	53 942	51 983
Capital outlay	31 554	35 200
Fringe benefits allocated to maintenance of plant	22 597	21 063
Equipment replacement	14 675	12 067
Professional services	10 391	11 531
Conferences and travel	1 203	2 552
Computer center costs allocated to maintenance of plant	54	67
Miscellaneous	988	1 311
Total maintenance of plant	<u>729 781</u>	<u>668 679</u>
TOTAL PHYSICAL PLANT OPERATIONS	<u>1 960 769</u>	<u>1 958 210</u>

Down!

See accompanying independent auditors' report on supplemental material.

NORTHWESTERN MICHIGAN COLLEGE
ANALYSES OF GENERAL FUND EXPENDITURES
(Continued)

	Year ended 1989	June 30, 1988
	\$	\$
INDEPENDENT OPERATIONS:		
Eskimo art:		
Cost of sales	2 905	5 847
Capital outlay	2 020	6 953
	<u>4 925</u>	<u>12 800</u>
Oleson Continuing Education Center:		
Salaries, payroll taxes and retirement	21 397	9 426
Maintenance of equipment	5 133	844
Supplies	3 506	1 135
Capital outlay	2 585	959
	<u>32 621</u>	<u>12 364</u>
TOTAL INDEPENDENT OPERATIONS	<u>37 546</u>	<u>25 164</u>
TOTAL GENERAL FUND EXPENDITURES	<u>14 435 183</u>	<u>12 334 619</u>

See accompanying independent auditors' report on supplemental material.

One of
my radio
column

Thur 11/17/88

Here goes another wacky column on figures--another one of those: you-heard-it-over-this-station, but it goes by you so fast, you didn't hear it.

For those of you who don't know what the heck I'm talking about, I aired a radio talk last time where I said that I can say outrageous things over the radio, cause no one is listening.

Here are some more outrageous things--some more weird but true statistics.

I'll try to keep this simple, but statistics over the radio should whizz in one ear, out the other--and I hope they do.

Hey, I don't want to be held accountable for all this.

All of you know about travel money to go to conferences to upgrade your skills, to keep abreast of what is going on in your discipline. Well, in 1971 Northwestern Michigan College had \$12,000 for travel money for the 100 or so faculty, and about the same sum for the rest of the people employed by the college: staff & administration & people like that.

As I said last time, our faculty has not increased in size, but our budget in travel has increased a little, a very little: from \$12,000 to \$20,000.

But the rest of the staff at the college has grown from 60 people to 160 people: their budget has gone from about \$10,000 to well over 100,000 dollars. Let me repeat: well over 100,000 dollars to go traveling to conferences. I think it was around 125,000 dollars last academic year.

I'm so glad that none of you is paying close attention to all this, because it is an unbelievable scandal, and it has been going on for years. I complained when their travel budget was 60,000 dollars. I complained when the travel budget went to \$90,000. It is now \$125,000.

How about the advertising budget? The advertising budget was 0.0 dollars in 1971. I don't think there was a budget for advertising Northwestern Michigan College until around 1980. I vaguely remember seeing a budget for \$20,000 and then some years later, \$40,000. I began complaining when I saw it hit \$60,000, and then when it went over \$100,000.

Advertising. Why the heck are we even advertising? We don't have enough classroom space, and we don't have enough teachers. Students are pouring in at an unprecedented rate--one could almost say, an unwanted rate.

And we spend somewhere between \$150,000 to 200,000 trying to entice more of them to come here?

Well, this is dreadful. No one is paying attention to what I say; no one is paying close attention to the finances at the college. Next week I'm going to talk about kites & kangaroos. I can't be such a rebel on the radio every week. Word might get out about the odd things I'm saying. People might start tuning in, and then I couldn't say these weird things over the radio.

To all you listeners, who I've decided to call the very silent, very small minority, so long, from Henry.

For an English teacher is chemicals for a biology teacher, field trip money for biology teachers.

1995(?)

This is meant to be funny. I've given up screaming, complaining, fighting. I've fought valiantly, lost every single battle. I'm three years from retirement. I've decided to laugh. To paraphrase a horrible sexist remark, since it's happening to you, you might as well relax and enjoy it.

Recently our Communications Division was asked to economize. We fifteen full time faculty, plus various and sundries others, were spending too much. We were told that next year would be, yet again, a zero budget-growth year. No, times are not bad at my institution; in fact these are banner years -- we are saving bunches of money-- but we are being asked to economize because we expect times to be bad real soon--or so they predict year after year. About nine tenths of this budget year has gone by and the Communications Division -- oh you wicked people -- has already gone over budget. In one case (duplicating) we are \$585.34 cents over budget. In another case (telephone bill) we are \$604.86 over budget.

Give me a break. The budget of this institution hovers right around 18 million dollars--and we are worrying the Communications Division may be six hundred dollars over budget? And it is really much much worse than that.

The amount budgeted for duplicating was \$7,410. This duplicating budget is for the entire Communications division: fifteen full time teachers, a dozen part-time teachers, the Division office, the Reading Lab and the Modern Language Lab. There are nineteen line items. If we round that up to 20, and raise the cost of duplicating to \$10,000, we come out with \$500 per instructor per school year. *

Since I see somewhere around 160 students during a school year that's \$3.00 per student.

You want me to economize? You want me to bring it down to \$2.00 a student? You want me to do that when I know that the average yearly travel budget for administrators at my college is \$1,000 per year-- twice my total budget for duplicating for all my students in all my classes?

Our telephone budget was \$450 for the whole year, or about twelve cents per line item (26 line items) per school day. We are \$604.86 over budget. We dared to spend twenty five cents per day--and you don't want to hear what administrators' monthly phone bills are. They do nothing but talk to others in other cities & states. We are supposed to limit our talking to the people who sit in front of us.

This is so funny it can't be satirized. Long ago I began compiling budget figures and I now have figures that go back twenty five years. I began fighting in earnest ten years ago. In 1974 ninety

[illegible]

five full time teachers were aided in their efforts to educate 2,000 students by sixty "others" -- no more than twenty of whom were administrators, and many administrators were also teachers: their job description included teaching one or more classes every term.

In 1996 eighty five full time teachers are trying to educate 4000 students while surrounded by over 200 "others," none of whom teach a single class, and many of whom have nothing better to do than figure out how to reduce faculty numbers and faculty budgets. ~~Meanwhile~~, the number of people working here who clearly do not teach here, increases every single year. They have never, ever, in the entire history of this college seen their absolute numbers decrease. When they realize their growth is beginning to look obscene, they bifurcate: administrators become administrators and "para-professionals." Then they further subdivide their ranks into "Administrators" and "fill-in-the-blank."

Are you laughing yet? Well here is the latest news from the killing fields. Full time faculty who function as Division Directors are having their release time reduced by 50% and their tasks are being given to a new layer of "administrators"--two with full release time from teaching, two with 3/4 release time. ~~These new positions will further reduce the number of full time faculty because these positions will be filled by people already on our faculty. This will also increase the number of people who work here but who do not teach here.~~ *Explains*

And the beauty of the plan for "them" is that it costs nothing: the loss of class teaching that occurs because these people (two full release, two 3/4 release) are relieved of teaching duties--is compensated for by the 50% reduction in release time for Division Directors. [As a result of this reduction in release time, Division Directors will not have the time to represent their divisions, will not have time to do the scheduling, or the budgeting, because they will now have to teach. Their duties (budgeting, scheduling) will now be done by teachers--who neve-again-will-be-teachers, except, in two cases, occassionally: one class a semester. And you know that within a year or two that irksome one class load will disappear.]

You want more humor? This controversial re-structuring move is being pushed through willy nilly, this up-coming week, the week before summer vacation when no faculty will be around because the newly hired (first-full year) Vice president has just been told she will be evaluated on two criteria: restructuring, and cross-curriculum innovations.

She has decided, as of next Wednesday, to restructure--and this is against the will of all eight division directors.

How she met criteria number two is even funnier. This has got to make you laugh.

Six months ago we faculty "voted away" a part of our pay. We felt our yearly "cash-bonus" plan was a bogus plan: the wrong people were being rewarded for the wrong reasons. We felt this pool of cash, which was part of our pay, would better serve all of us as "profesional development" funds: to travel to conferences, take classes.

The Vice President designated all the money we forfeited as seed money for her cross curriculum innovations program. After all, this could be said to be a kind of "Professional Development."

I intend to lie back and enjoy. Over the many years of fighting I've convinced almost everyone of the correctness of my case, but my reward for years & years of hard & dangerous work (more than once I've almost been fired) is almost always the same. You're right, people finally say to me, but the same thing is happening everywhere else, they say to me.

Obviously they've decided to ignore it. Well-I've decided to enjoy it. I'm gathering stories. How outrageous can they get? Let me tell you, pretty outrageous. These people are nothing if not inventive. They'll find ever new and fascinating ways to spend the money generated by their hated cash cow: the helpless, hapless, hopeless and ever-dwindling-in-size full time faculty.

One college I heard about finally got it right. They have one full time faculty member, and ninety nine part timers. I didn't dare ask how many administrators they had. It wouldn't have mattered. By the time I finished asking the question, the answer would have been false. These people procreate. They populate every place with people just like themselves. Rabbits have much to learn from administrators.

⑤ - Released December 1986

NORTHWESTERN MICHIGAN COLLEGE

ANALYSES OF GENERAL FUND EXPENDITURES

(A)
Year ended June 30,
1985-1986 1984-1985

	\$	\$
INSTRUCTION:		
Salaries, payroll taxes and retirement	4 176 097	4 124 621
Supplies	167 994	118 538
Capital outlay	113 809	213 957
Maintenance	85 326	90 725
Fuel	56 346	52 795
Sabbaticals	54 121	31 399
Rent	51 488	52 090
Insurance	48 912	33 116
Conferences and travel	39 056	25 486
Professional services	13 278	9 696
Miscellaneous	15 318	17 235
TOTAL INSTRUCTION	4 821 745	4 769 658
INSTRUCTIONAL SUPPORT:		
Educational administration:		
Salaries, payroll taxes and retirement	96 293	92 219
Conferences and travel	4 125	3 564
Capital outlay	2 021	1 435
Commencement	379	2 918
Miscellaneous	98	125
Total educational administration	102 916	100 261
Library:		
Salaries, payroll taxes and retirement	288 209	275 722
Books, periodicals, and audio-visual aids	36 931	35 141
Supplies	25 918	47 071
Rent	14 754	12 534
Capital outlay	14 277	10 892
Maintenance and replacement	5 174	2 726
Conferences and travel	532	248
Miscellaneous	677	240
Total library	386 472	384 574
Duplicating:		
Salaries, payroll taxes and retirement	38 267	41 793
Rent	34 793	40 099
Supplies	24 714	28 655
Maintenance and replacement	24 678	15 793
Total duplicating	122 452	126 340
TOTAL INSTRUCTIONAL SUPPORT	611 840	611 175

See accompanying auditors' report on supplemental material.

⑥ Released Dec 1987

NORTHWESTERN MICHIGAN COLLEGE

ANALYSES OF GENERAL FUND EXPENDITURES

	Year ended June 30,	
	1986-1987	1985-1986
	\$	\$
INSTRUCTION:		
Salaries, payroll taxes and retirement	4 029 722	3 773 980
Fringe benefits allocated to instruction	407 233	280 006
Capital outlay	175 174	103 039
Supplies	123 150	152 516
Maintenance	120 048	79 839
Insurance	71 873	36 068
Rent	53 815	51 488
Fuel	48 370	56 346
Sabbaticals	40 254	54 121
Conferences and travel	25 449	20 101
Computer center costs allocated to instruction	6 918	6 939
Professional services	6 172	11 610
Miscellaneous	12 205	5 509
TOTAL INSTRUCTION	5 120 383	4 631 562
INSTRUCTIONAL SUPPORT:		
Educational administration:		
Salaries, payroll taxes and retirement	519 202	? 500 360
Fringe benefits allocated to educational administration	52 475	37 124
Office supplies	25 563	19 680
Insurance	23 604	12 844
Conferences and travel	23 000	23 081
Computer center costs allocated to educational administration	8 974	9 565
Commencement	4 277	379
Advertising and publicity	4 224	3 663
Maintenance	3 381	3 537
Capital outlay	433	12 791
Miscellaneous	2 755	2 537
Total educational administration	667 888	625 561
Library:		
Salaries, payroll taxes and retirement	167 859	? 173 498
Books and periodicals	40 502	34 759
Fringe benefits allocated to library	16 965	12 982
Supplies	6 066	4 878
Capital outlay	4 240	874
Maintenance and replacement	1 973	892
Conferences and travel	878	450
Computer center costs allocated to library	61	183
Miscellaneous	199	295
Total library	238 743	228 811

See accompanying auditors' report on supplemental material.

To the Faculty:

As all of you know, or perhaps you don't, I've been studying the finances of our college. For years I've said that we spend too much money on Administration, not enough on Instruction.

For years I've also tried to rouse all of you to back me--to complain about the growing travel and conference budget for "them" (all other sections of the college but Instruction), and the highly stable conference and travel budget for us.

Here are some more figures for you to think about. Since 1973-4, we have added roughly 80 people to our staff: six instructors, 74 others. Or faculty used to be (73-4) 87/162. In 1986-87, we were 93/242. I have heard that this year we have already added five others, which is par for the course: in every single year of the past 14 years we have added 5 "others."

The Instructional budget has grown from 2 million (73-4), to 5 million (86-7). The budget for all else at the college has grown from 1 million (73-4), to 5 million (86-7). We used to gobble up 60% of the budget; last year the Instructional budget was less than 50% of the total budget (5.1 million out 10.3 million).

We must stop this kind of appropriation of funds. We keep being told that class size must grow because there are no funds to hire new teachers. That is simply wrong.

The Final Word? The State of Michigan refused to accept our audits, from Seidman & Seidman, for the academic year 1985-1986. The state sent the audits back and ordered Seidman & Seidman--and NMC--to recompute the figures.

The State of Michigan said that too many administrative costs were being lumped into Instructional costs.

You don't believe me? See the two sheets I've attached. The first is what we sent to the State of Michigan in December of 1986. The second page is what we sent them in December of 1987. To remind you again--all the changes were made in Academic year 1985-1986. So, for instance, whereas NMC initially claimed that Educational Administration only cost the college \$96,000, the revised figure shows that over \$500,000 was spent on Educational Administration in 1985-86, and nearly 700,000 was spent in 1986-87.

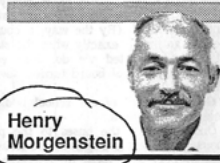
With another campus, let's call it 'car college'

A university. A college campus. Halls of Ivy. The quad.

We all have images of great universities, great places of learning. I've been to a few of the most beautiful campuses in the world. They are unforgettable: Oxford, England; Harvard, Boston; Berea, Kentucky.

What is most memorable about such places is how one can walk through them, go from building to building, class to class. They are human in scale and their campuses are full of green grass and trees. These are beautiful places where a student can manage to move from class to class at a leisurely pace.

It is a pleasure to walk around such campuses. Part of one's education at such a place is the walk around campus, the life on campus. Minds must meet, greet, pass and re-pass. People must become familiar to each other. Students and teachers get to know each other's walk, gestures, clothing, habits. A person's theories lie in his life-style as much as, or more than, in what he says.



Henry Morgenstein

At Northwestern Michigan College, cars will pass and honk at each other. Now that we've bought "The Sara Lee Campus," which is over three miles away from the main campus, ours will be a commuter college in the true sense of the word. Students won't study between classes, they'll drive between classes. We'll get to know each other's cars.

Will a student be able to enroll at our college without a car? Yes, but some classes will be out of reach — unless he wants to take BATA.

I cannot scream loudly enough. I am on the edge of hysteria. Is this the way to run a college? Is this an academic decision? Is this done with the student's best interests in mind? The faculty's best interests in mind?

I can see that this deal was made for the short-run benefits — a great savings in cost now. However, I cannot believe that in the long run we will save money. This will cost us, year after year after year. It will cost students; it will cost faculty; it will cost in maintenance and in duplication of facilities.

Much of my education at Columbia College took place in the lunchroom. I kid you not. I met my peers there. It was there we discussed teachers, theories, books. If I wanted to be in their company, I had better read the books they were reading.

Where will people at the Sara Lee location eat lunch? Will we have two lunchrooms? Will students who have classes primarily at the Sara Lee site go out to eat lunch?

This was exactly the problem NMC students faced with the current two-campus configuration: the tech center and the main

campus. Students and teachers complained about the situation. For years the goal was to bring the tech campus back into the college as a whole. Now we bought a third campus — one a full two miles farther away. I'm sure we'll sell the current tech center for big bucks; it's on the bay property.

But the goal was to integrate the campus. Buying a third campus assures our split college will stay split.

And what a strange college campus we bought! Once again, it's not something you can walk around in. It is an odd-shaped piece of property that, even once you are on it, you've got a half-mile to go to get to what will be the classroom buildings. Or, you need a car to get from the entrance to the campus to the buildings way far away on the Boardman bay.

Am I screaming too late? Well no one asked me before, and no one asked most of the people for whom all this is being done: the teachers and the students.

What we have bought is a great big park-

ing lot for cars. What we now have is two campuses for cars. Why don't we just call this Car College; just register your car and we'll know you've registered for classes.

Your first class is Composition 101. Your class is from 9 to 9:50 in the science building on the main campus. Please get there early or you'll have to park on the other end of the campus. Your second class is Introduction to Business from 10:30 to 11:30, and it meets on the campus on Boardman Lake. Please do not dawdle between classes. It will take you a full half hour to get to your car on the main campus, drive to the other campus, park your car and walk to class. At noon you have Math 101 in the science building. At 2 to 3 p.m., Humanities in the fine arts building.

Good luck, and keep your car tuned. Don't forget the antifreeze, and always allow plenty of time for parking on both campuses.

Is this a college education or a road rally? Henry Morgenstein is a local columnist.

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A university. A college campus. Halls of Ivy. The quad.

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Good luck, and keep your car tuned. Don't forget the antifreeze, and always allow plenty of time for parking on both campuses.

Is this a college education or a road rally?

17 – Back to book

Written 3/26/89
=

12/15/95

The Joke is on Us--from Henry

Sometimes the truth is so bizarre that if you told the truth, no one would believe you. No one would believe all of us have been that blind, that stupid, that unaware.

This college has been studying itself for ten years now. Committee after committee after committee: Visions 21; Self-study; Academic Master Plan; Divisional Plans; Missions and Goals, Goals and missions.

You'd think with all these committees, and all these studies, somebody would see something. Nope. Everybody was looking so far into the future, they couldn't see the present.

No one studied the finances of the college: How, Where, Why, money was spent by Whom for What. No one studied who hired whom for how much money.

It's almost as if no one studied anything. What were we all studying that we couldn't, in a span of ten years, see anything that was happening right in front of our eyes?

In 1979 there were 100 Faculty, 40 Administrators, 45 Support Staff, 25 Maintenance/Custodial.

In 1989 there are 100 Faculty, 61 Administrators, 17 Para-professionals, 55 Support Staff, 35 Maintenance/Custodial.

What were we studying? How to increase Maintenance/Custodial, Support and Administration? What to name the 17 people we hired who were clearly not teachers?

Need I say this is no longer funny? What will we do? All I keep hearing is, good luck in your fight Henry. Do you people not work here? Do you not care?

I gave up hope - so I never
distributed the above. For an update
on the above: TURN THE
PAGE

	1974-5	1984-5	1994-5 *
Faculty	(1/2 83)	99	(1/3 94)
Custodians	28 ^{figures for} (1974-86)	35	36
OTHER	59	95	129
	<hr/> 170	<hr/> 219	<hr/> <hr/> 260
Progress – <u>As Usual</u>			

* 1994-5 figures taken from Faculty Staff Directory

1

OFFICIAL COLLEGE BUDGETS		AMOUNT OF INCREASE
1973-74	\$3,176, 827	
1974-75	3,573,913	397,086
1975-76	4,134,517	560,604
1976-77	4,584,952	450,435
1977-78	5,474,915	889,963
1978-79	6,125,315	650,400
1979-80		
1980-81	6,627,873	
1981-82	7,138,643	510,770
1982-83	7,762,734	624,091
1983-84	8,618,891	856,157
1984-85	8,904,311	285,420
1985-86	9,264,785	360,474
1986-87	10,313,568	1,048,783
1987-88	12,334,619	2,021,051

AMOUNT OF INCREASE

IT TOOK FIVE YEARS TO GET	
FROM 3 MILLION TO 6 MILLION	3 MILLION
IT TOOK SEVEN YEARS TO GET	
FROM 6 MILLION TO 9 MILLION	3 MILLION
IT TOOK TWO YEARS TO GET	
FROM 9 MILLION TO 12 MILLION	3 MILLION

OR

INSTRUCTIONAL COSTS

COST OF ALL ELSE
(ADMIN, BUS OFF, MAINT...)

73-74	2 MILLION	1 MILLION
87-88	6 MILLION	6 MILLION

INSTRUCTORS

ALL OTHER PERSONNEL

73-74	100	60
87-88	100	170

TRAVEL TO CONFERENCES

INSTRUCTORS

ALL OTHER PERSONNEL

73-74	\$16,000	\$13,294
87-88	37,511	97,020

ADVERTISING AND PUBLICITY

73-74	\$19,667
86-87	\$143,537
87-88	\$256,929

OFFICIAL COLLEGE BUDGET--AVAILABLE IN COLLEGE LIBRARY

	1973-74	1987-88
Educational Administration	\$114,815	\$877,486
Library	119,256	295,804
Audio Visual		372,203
Student Services	212,279	1,137,628
Administration	137,054	464,970
Business Office	101,069	707,705
Operation of Plant	312,673	1,289,531
Maintenance of Plant	145,713	668,679
General Institutional	114,155	
Eskimo Art & Oleson		25,164
Development Office		193,785
Computer Services		46,642
	<hr/>	<hr/>
	\$1,256,984	\$6,079,597
<hr/>		
INSTRUCTIONAL COSTS	\$1,919,849	\$6,255,022
(Salaries, Sabbaticals, Fringe benefits, Fuel,Rent...)		

Released to full-faculty one week after three previous pages

THESE FIGURES--AND THE THREE PREVIOUS PAGES OF FIGURES--ARE ALL FROM HENRY MORGENSTEIN. I APOLOGIZE DEEPLY FOR NOT HAVING SIGNED MY NAME TO THE PREVIOUS FIGURES. ONE SET OF FIGURES WAS WRONG: CORRECTION: 1973 Instructors--87

1988 Instructors--105

THE BASIC REASON FOR PUBLICIZING THESE FIGURES IS TO

- 1) Increase our faculty by forty in next four years
- 2) Freeze all hiring other than faculty

SOME MORE STATISTICS AND BUDGET FIGURES

	<u>1975</u>	<u>1988</u>
Educational Administration	\$120,000	\$900,000
Institutional Administration	105,000	500,000
Library	140,000	300,000

OFFICIAL DATA RELEASED BY THE COLLEGE IN ITS COLLEGE BOOKLETS

NMC PERSONNEL 1984

Faculty	98
Administrators	49
Support Staff	52
Maintenance/Custodial	34

NMC PERSONNEL 1988

Faculty	116
Administration	61
Support Staff	55
Paraprofessional	17
Maintenance/Custodial	35

OR SINCE 1984 WE HAVE ADDED

ADMIN/SUPPORT/PARAPROF	32 PEOPLE
FACULTY	18 PEOPLE

(Included in the 116 Faculty are all Instructors on a full year contract--which includes more than a half dozen who on 50% and 25% contract; several full time division heads are also in this count, as are Frank Snyder and Marv Studinger and their replacements, and Dave Terrell, who is on Sabbatical.)

In 1984 I sent this column to the Record Eagle and to Detroit Free Press. They would not publish.

I first compiled these figures in, I think, 1983 Or 1984. It was during the Administration of Dr. Miller, but before the arrival of Dr. Saunders, the Vice President who replaced Pete Rush.

I know I compiled these figures before the arrival of Dr. Saunders, because Dr. Saunders reprimanded me when, in frustration, I distributed the figures to all the members of the faculty. The first time I copied the figures I brought them to the attention of the Faculty Council only, and asked them to bring them to the attention of the Board of Trustees. They did show the figures to the Board, but they were tentative in their presentation, and the Board did nothing.

So I've notified the Faculty Council, the full faculty, the Board of Trustees and Vice President Saunders. I've asked many people, more than once, to please pay attention.

Last year, once again, I brought the figures to the Faculty Council. I asked them to talk to our new President. They did.

This year I brought the figures to the attention of the 100 full time faculty members, Dr. Runkel, Dr. Quinn and two board of Trustees members. So far, no reaction, except anger at me.

Am I, perhaps, justified in presenting all the figures to you? Have I gone through proper channels long enough?

Here is one set of figures, and all the figures are taken from the official yearly audits of our college--available in the Business Office and the College library. In 1973-74, what was then labeled "Instructional Costs" constituted 2 million dollars out of a 3 million dollar budget. One million dollars went for

all other college costs: Maintenance of Plant; Instructional Administration, Educational Administration...and several other departments.

The cost of the preceding departments has gone from 1 million to 6 million (1987-88 Budget), while the cost of Instruction has also gone to 6 million. One budget has sextupled, one budget has tripled.

To better understand the above budget we must turn to what is "inside" these budgets. In 1973 there were about 90 Instructors; all others--maintenance, administration, secretarial--added up to around 60 people. If we turn to 1987-88, we find around 100 Instructors and around 170 of those Administrators, para-professionals, secretaries and maintenance people.

Further figures. "Travel Budget" for all Instructors 1973: \$16,000; 1987: \$25,000. Travel budget for all other than Instructional Departments 1973: \$13,000; 1987: \$100,000.

I've given you figures for only a couple of years. Obviously the trend occurred over many years. I screamed when "their" travel budget was \$56,000. I screamed again at \$65,000, and at \$77,000 and \$97,000.

I could go on and on with figures. Our advertising budget used to be around \$30,000. Two years ago it went up to \$125,000. Last year we spent over \$250,000 on advertising. This year we have already spent well over \$300,000 on advertising. Two years ago we had a budget surplus of 1 million dollars. We went \$600,000 over budget last year. We spent the

remainder of our surplus this year, and we will go at least three million dollars in debt when we purchase the Sara Lee property.

If this appears in print, my colleagues at the college will be furious at me. How dare you turn the community against us? How dare you air dirty laundry in public? We depend heavily on the public's good will. If they perceive us as wasteful, they'll never vote for our millage request.

Are they right? Why am I doing this?

Am I not a taxpayer who is seeing his money spent badly year after year? These dollars will never be retrieved. But more to the point, I feel "my" college is being wrecked. We had almost 100 faculty for 2,000 to 3,000 students. We were considered one of the best Jr. Colleges in the country. Some called us the Harvard of Jr. Colleges. I get goose bumps when I think of how often this was said of us--and we deserved that reputation. Ours was a full time faculty devoted to teaching, proud of the college we taught at.

But we are slipping badly. Tons of part time teachers (some of whom are very good, but none of whom are totally devoted to our school) wander in and out of our halls. A school is only as good as its faculty--not as good as its administrators or secretaries. The people at the coal face are teachers: they are the one students will or will not learn from.

Why do I turn to you? You vote for the Board of Trustees. Their priority has not been the maintenance of an excellent, well paid, revered, faculty. I will not single any of them out,

nor will I blame any one of them.

I do blame past presidents whose priorities were not "increase" faculty, but "increase" anything but faculty. To go back to the figures on hiring, a jump from 60 to 170 in 15 years means that over seven people, every single year, were hired: seven people, not one of whom was a teacher.

You voters must send a message to the Board and to the President: Hire more full time faculty. Put a freeze on all hiring of anything other than faculty--and I've made this statement to the powers that be more than ten different times in the past six years.

Ours is still a stunningly good college that has not yet lost its reputation--but trends should be reversed before they go too far. I do believe I've waited long enough, spoken to enough people, before I decided to go public.

It takes awhile to see a pattern.

Whom has Quinn treated with dignity and respect? Who is treated by him as an equal?

He has reduced a grown woman to tears--and that is just the most recent incident I heard of. She came out of his office and was unable to say hello to a colleague. She phoned later and apologized: she did not want to let him see her crying.

Another woman I know, an employee here, was defending a long time friend of hers to him. He lost his patience. He sat her down like a child and lectured her. She will never forgive him for treating her like a little kid.

He treats us all like little kids. He knows what's best. We are to trust him.

I could go on with examples: someone was speaking to several faculty members about certain problems in an area where he works, but he is not in charge. He saw waste, mismanagement. Quinn stopped him and asked why he was creating problems by stirring up the faculty.

Quinn was not interested in the problem; he was interested in keeping a lid on the problem.

Another faculty member is petite, young looking. She left his office feeling as if she'd just been lectured to, by daddy.

He does not consult with us on decisions. He tells us and then fields the reactions. He takes us singly, squashes us singly.

Who among you has been treated with respect? Which of you has he listened to?

He does not consult. He dictates.

This is budget crunch time. Cut class offerings. Increase class size. Cut all travel funds for faculty.

Meanwhile, immediate plans are being made to move Mike Owerkerk (another man being told what to do) to the main campus (Big bucks to remodel offices). The people who are there are being moved elsewhere (more big bucks). Part of this move involves remodeling the radio station into offices, and moving the radio station (which was moved less than year ago) to the Library.

Where are the funds, for this totally unessential series of moves, going to come from? Why is there no thought to delaying any of these expenditures?

Are we children? Have we no backbone?

I've been here almost twenty years. In all that time not one President ever contemplated increasing the size of my classes. Not one President told us to hire fewer teachers so that we will end up offering fewer classes.

Past Presidents may have done much that was wrong, but none dared interfere, so boldly, so high-handedly, in academic affairs. Or, if they did (my memory may be faulty), they did so after much, much, consultation with us.

This man treats us like children. This man was never, in his entire career, a college administrator. All his years of experience are as a high school administrator. He is treating us as high school administrators treat their hired help.

I included no personal examples on my previous page. It will take at least a page to detail some of my examples.

He deceived me twice. The most recent time concerned the budget figures.

Before I obtained the Seidman and Seidman audit figures for this past academic year, I came to see him.

I did not come to accuse. I trusted him. I said I was sure he was making cuts in administration as well as Instruction. I knew he cut travel for administrators (and indeed, he showed me figures that he had done just that), and I knew he cut the advertising budget (and again, he showed me figures that revealed he had).

While I was looking at these very clear figures--he was open, above board, he showed me a list of expenditures for Instruction, Institutional Administration, Student services, etc., etc--the "total expenditure" figure in each category bothered me. Total Instructional costs had gone down, but several other departments seemed to have remained the same, or gone up. To be truthful, I can't be sure which departments.

After I analyzed the Seidman and Seidman audit I was deeply disturbed. I asked for a second meeting, and Ernie East would come along with me. I wanted to see the figures I had seen before. I had some questions, but I could not question what I was not sure I remembered correctly. Could I see those figures again?

He hauled out a totally different set of figures. I stopped him immediately. "These are not the set of figures you showed me before," I said. He said innocently, "They aren't? I thought these were they."

We are talking of a ten day interval. He knew what figures I wanted. He showed me such different figures--where I had \$87,000, he had \$16,000. Where one total was supposed to be 5 million, he showed me a total figure in the hundreds of thousands. "This is a more detailed breakdown," he explained.

He showed me such different figures that I could not make sense of any of them--and he could not remember what other figures I was talking about.

And, he refused to explain, or seemed not to know how to explain, expenditures of \$577,000 (Capital Outlay, Instructional), and \$87,000 (Professional Services, Instructional).

I will tell you of the first time I accused him, in writing, of deceiving me.

I was director of the Internationalizing Task Force last year. I suddenly found myself involved in a Davos in Switzerland summer program. I was puzzled. Why were involved in this? It came so suddenly, so unexplainedly. I kept asking Quinn why we were involved. He said he was not sure how all this came about, but it looked like a good thing for us.

After some costly advertising--newspaper ads, brochures printed--we had four students enrolled. I was told that the class was a go, and in part this was made possible by the fact that Larry Buys would get to use the ticket Eastern Michigan University had promised to give to an administrator.

I immediately rushed a note to Quinn accusing him of

deceiving me (the note involved two other instances of "deception. I will not explain those). I had repeatedly asked him what's in it for us, he had repeatedly told me he had no idea why we became involved.

He called me in. We had an impassioned exchange. He made clear to me that he had known nothing about this "promised" ticket. This was something that materialized at the last moment. Yes, there had been some joking banter about the subject: "Hey, maybe we'll give you guys a free ticket," but nothing had been promised by anyone to anyone. I believed him. I apologized. I said I was sorry I unjustly accused him.

The next day I mentioned this to Frank Kuhlman. He said he vividly remembered Quinn telling the Division Directors that as part of the Davos Switzerland deal, Eastern Michigan had promised a free ticket, to Davos, to an administrator. After all, they should see the campus they were going to administrate.

There are several other examples of his, shall I say "bending the truth." There is a limit to your patience, but there are more examples.

I have not told you of the time he yelled at me for a whole hour. Runkel came in and yelled for five minutes of that hour. Quinn said all my figures, distributed to the faculty, taken out the official Seidman & Seidman Audit, were wrong. He had been here six months, I had been here eighteen years. He told me that my figures, some dating back ten years, were wrong. He could explain nothing, but all my figures were wrong.

In December of this year, the first time I went to see him. He got up, closed the door, came back, sat down and apologized. He told me that many of my figures, about Runkel's overspending, were right. In fact, he is instituting these budget cuts to undo the damage done. He admitted he did not know enough, last year, to realize that my figures were right.

TO: The Board of Trustees & Budget Review Committee
FROM: Henry Morgenstein

I cannot stop writing you notes because I am afraid you will pass this proposed budget. Every time I look at the proposed 1991-2 budget, I grow angrier and angrier.

I pointed out that something called "Professional Services"--under General Administration--has been budgeted at \$110,000, up from \$94,700 this year. It was \$87,256 last year. Since Dr. Quinn, the budget cutter, has become President, that line item has gone from \$70,000 (Seidman, 1988-9) to \$110,000 (Proposed, 1991-2). That's a \$40,000 jump in three years.

If we combine the line item called "Supplies" that appears in all four of these divisions--Student Services, General Administration, Business Office, College Relations--we find that since Dr. Quinn took over, the cost of supplies has almost doubled. When Dr. Quinn took over, those supply budgets totaled \$52,577 (Seidman, 1988-9). Within three years, that budget has grown to \$94,385 (Proposed, 1991-2).

That's a \$40,000 growth in Professional Services, and a \$40,000 growth in the use of supplies. I already pointed out that those four divisions--SS, GA, BO, CR--have seen their travel budget MORE THAN DOUBLE in just two years. Last year their travel budget was \$29,000 (Seidman 1989-90). This year they consumed \$52,000. Next year their proposed budget is \$62,500. (See P.S. at bottom of page)

While their supply budget grew by \$40,000, supplies for Instruction were cut by \$35,000. In the Proposed 1991-2 budget, supplies for Occupational Studies have been, once again, cut.

While their travel budget grew by over \$30,000, the travel budget for Instructional Administration and Instruction was cut by over \$30,000. In the 1988-9 Seidman Audit, the combined travel budget of Instructional Administration and Instruction was \$71,187. The Proposed budget for next year contains under \$40,000 for travel--and, you once again CUT THE BUDGET FOR CONFERENCE AND TRAVEL FOR LIBERAL STUDIES. Liberal Studies: 1990-1: \$18,537; 1991-2: \$17,275. Occupational Studies: 1990-1: \$18,045; 1991-2: \$20,575. Combined for 1991-2: \$37,850.

I weep at the thought that you might, this Monday, approve this unbelievably bad budget.

P.S. This fall, the first time I met our new Dean, Diane Emling, I pointed out to her that something like \$50,000 was budgeted for Conference and Travel for those Divisions. She told me she argued vehemently, but they kept insisting that to keep abreast of their field they must attend these conferences. She told them they would have administrators well versed in techniques of the 21st century, and a faculty still teaching in the 19th century. I couldn't stop them. She couldn't stop them. You must stop them.

1990

To the Board of Trustess

I have enclosed a brief set of figures. My reason for bringing these figures to your attention is simple: I believe we should stop hiring any personnel--ANY--save full time Instructors.

The figures detail an unbelievable pattern. We had almost a hundred teachers when I was hired here almost twenty years ago (1971), and we have almost the same number now. Meanwhile, our student population has more than doubled, and personnel, at this college, that are in two classifications "Administrative" (which has subdivided itself into "professional and para-professional), and Secretary/Support staff (Most of whom are "quasi-administrators"--they are secretaries to administrators), have seen their numbers grow from 53 to almost 130.

I have brought my case to Dr. Quinn, but he compares our number of full time faculty to the number of full time faculty at other Jr. Colleges in Michigan. To do that, is to ignore the entire history of NMC, a history that prides itself in being better than other Jr. Colleges.

Dr. Quinn also subdivides "other-than-faculty" into "restricted" and "unrestricted" funds. A smoke screen. These people are employed by NMC, and they do not teach in classrooms.

One such restricted fund, the bookstore, used to earn money for the college. Partly because of personnel costs, it now barely breaks even.

It is your fiscal duty to severely limit the hiring of all full time personnel that do not fit under the category we all fully understand the function of: "Instructors." It is unconscionable that many people think "teaching" can be done by part time people, but other duties at our college necessitate the hiring of full time people. Why don't we hire part timers to do secretarial work, administrative work, "para-professional" work.

Dr. Quinn expects two faculty members to retire in the next few years. He does not intend to replace them with full time new hires. Meanwhile, in this academic year alone, a dozen positions need to be "filled" (re-hires) in categories labeled Administrative, or professional, or para-professional, or Secretary/Support, and no one questions whether we should eliminate these positions and re-assign this work, or perhaps have this work done by part-timers.

Look again at my figures. In 1973 this college employed 95 full time faculty (I have a 1973 college catalogue you may look at to verify my figures). It is now almost twenty years later, and we employ 97 full time faculty.

I would be happy to discuss this, and several related questions (the budget of this college reflects this explosion in "other-than-faculty-personnel"), with any of you privately, or with the board as a whole.

Respectfully,

Henry Morgenstein