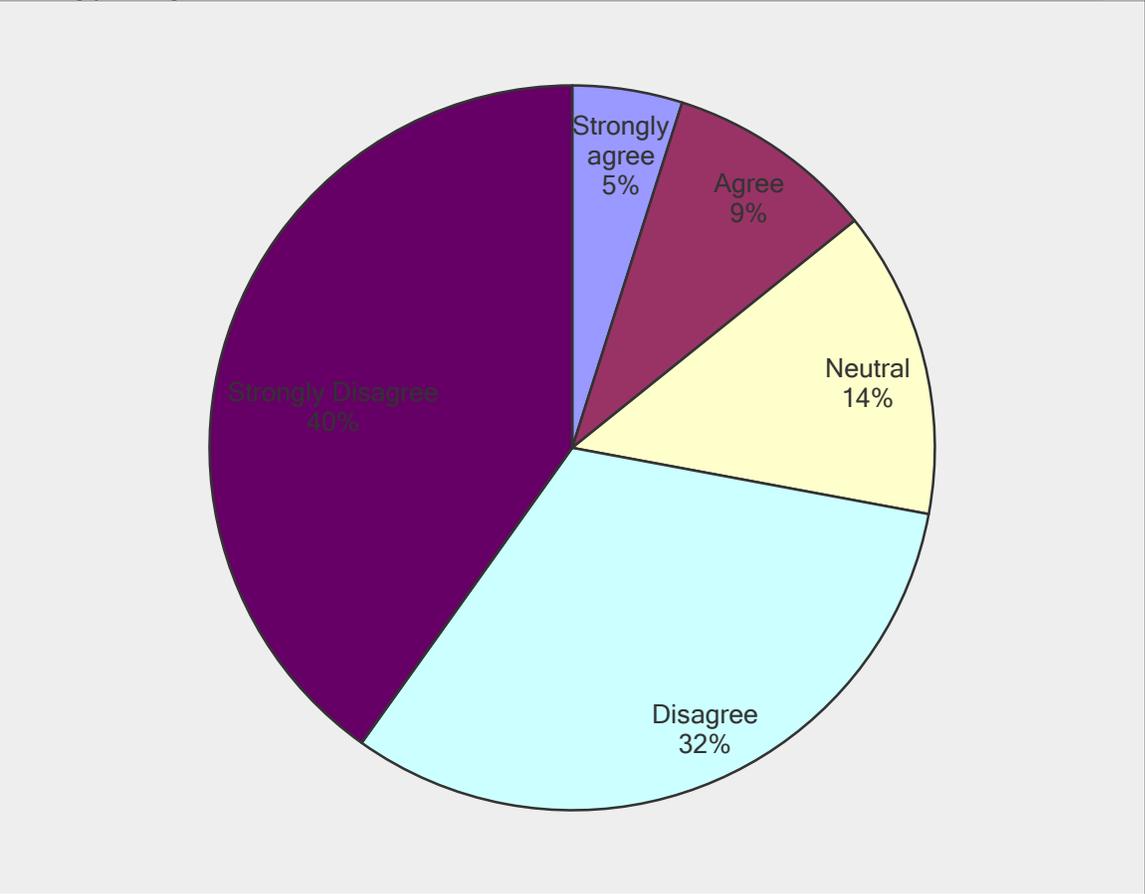


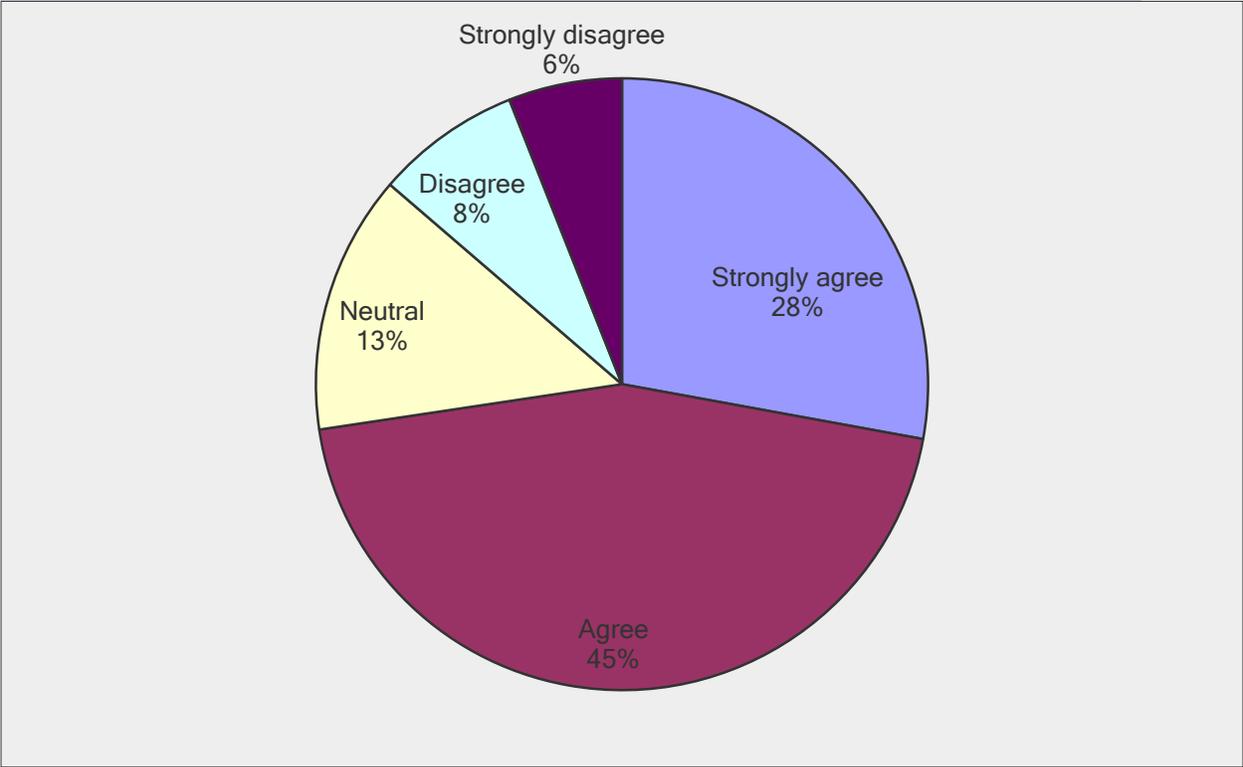
We should not take furloughs since we have no furlough option in our Collective Bargaining Agreement (CBA). If the university cannot make payroll this summer and next fall, the university should close or the university should raise workloads and layoff by seniority to raise additional money.

AnswerOptions	Response Percent
Strongly agree	4.9%
Agree	9.3%
Neutral	13.7%
Disagree	31.9%
Strongly Disagree	40.1%



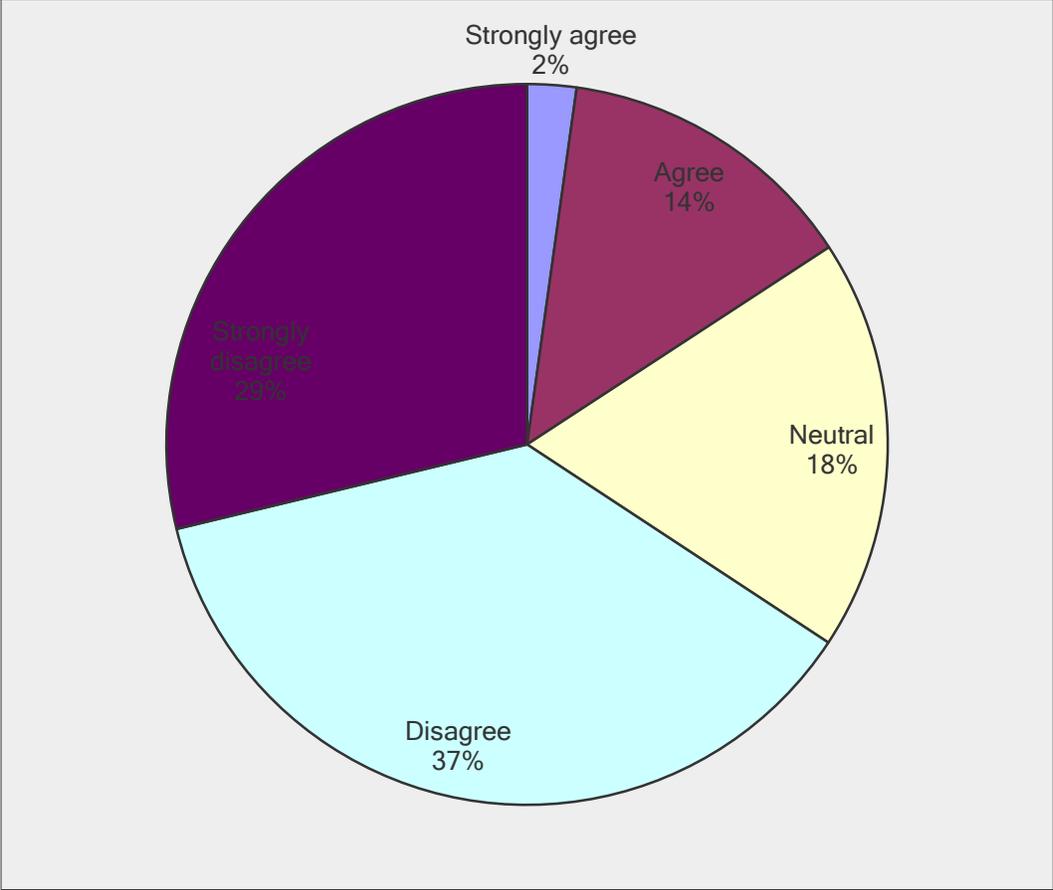
We should negotiate and take furloughs in order to keep other dimensions of the current contract in place—for example, raises added to our base, workload assignments, sabbaticals and educational leaves, excellence awards, etc.

AnswerOptions	Response Percent
Strongly agree	27.9%
Agree	44.8%
Neutral	13.7%
Disagree	7.7%
Strongly disagree	6.0%



All members of UPI should accept the furloughs/salary saving measures exactly as applied to non-negotiated University members. The current University plan includes five Furlough days (no work, no pay) during Spring Break, and three more furlough days during the rest of spring 2017.

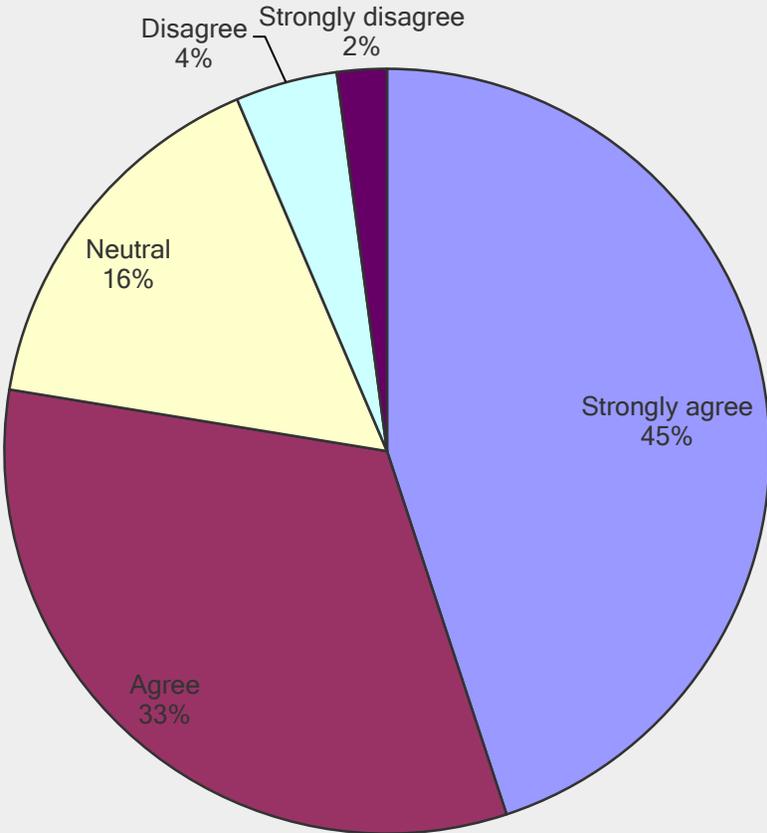
AnswerOptions	Response Percent
Strongly agree	2.2%
Agree	13.6%
Neutral	18.5%
Disagree	37.0%
Strongly disagree	28.8%



What work would you normally be doing over Spring Break? Text answers on pages 12-15

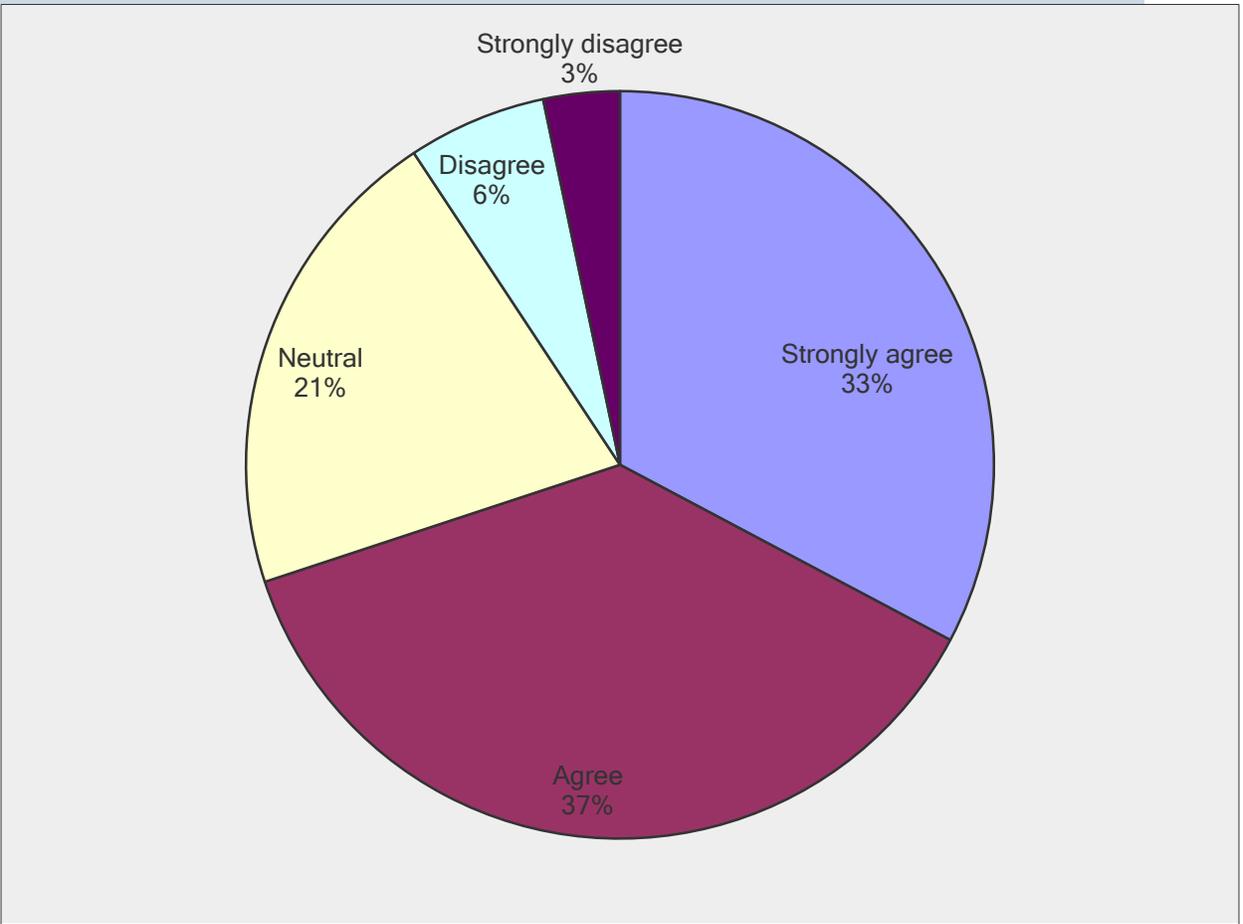
The UPI should bargain a plan with a graduated impact on members; those who earn less money should sacrifice a smaller proportion of total pay.

AnswerOptions	Response Percent
Strongly agree	44.9%
Agree	32.6%
Neutral	16.0%
Disagree	4.3%
Strongly disagree	2.1%



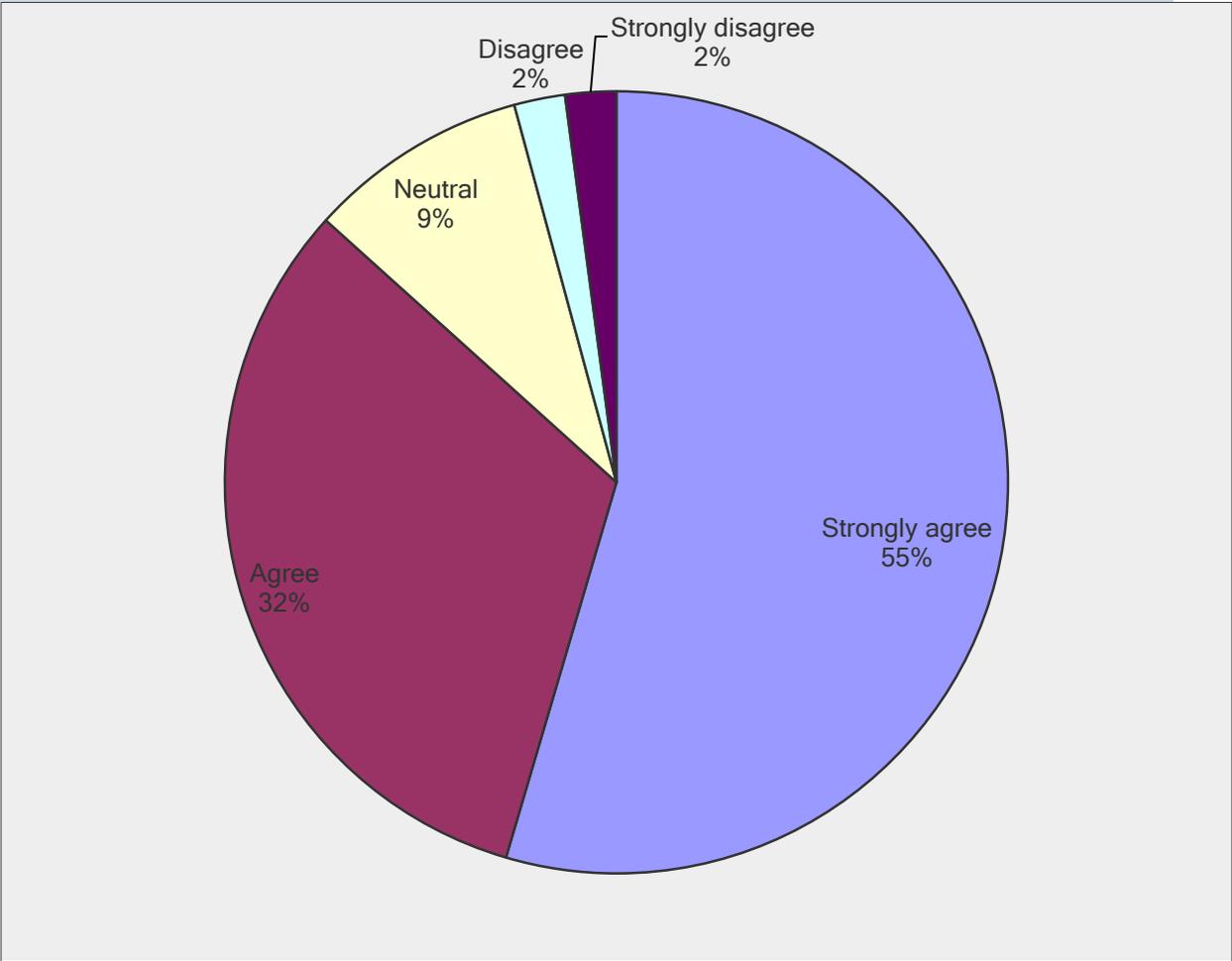
The UPI should bargain a plan that needs to protect those soon to retire, because lowered income disproportionately impacts their retirement income.

AnswerOptions	Response Percent
Strongly agree	32.8%
Agree	37.2%
Neutral	20.8%
Disagree	6.0%
Strongly disagree	3.3%



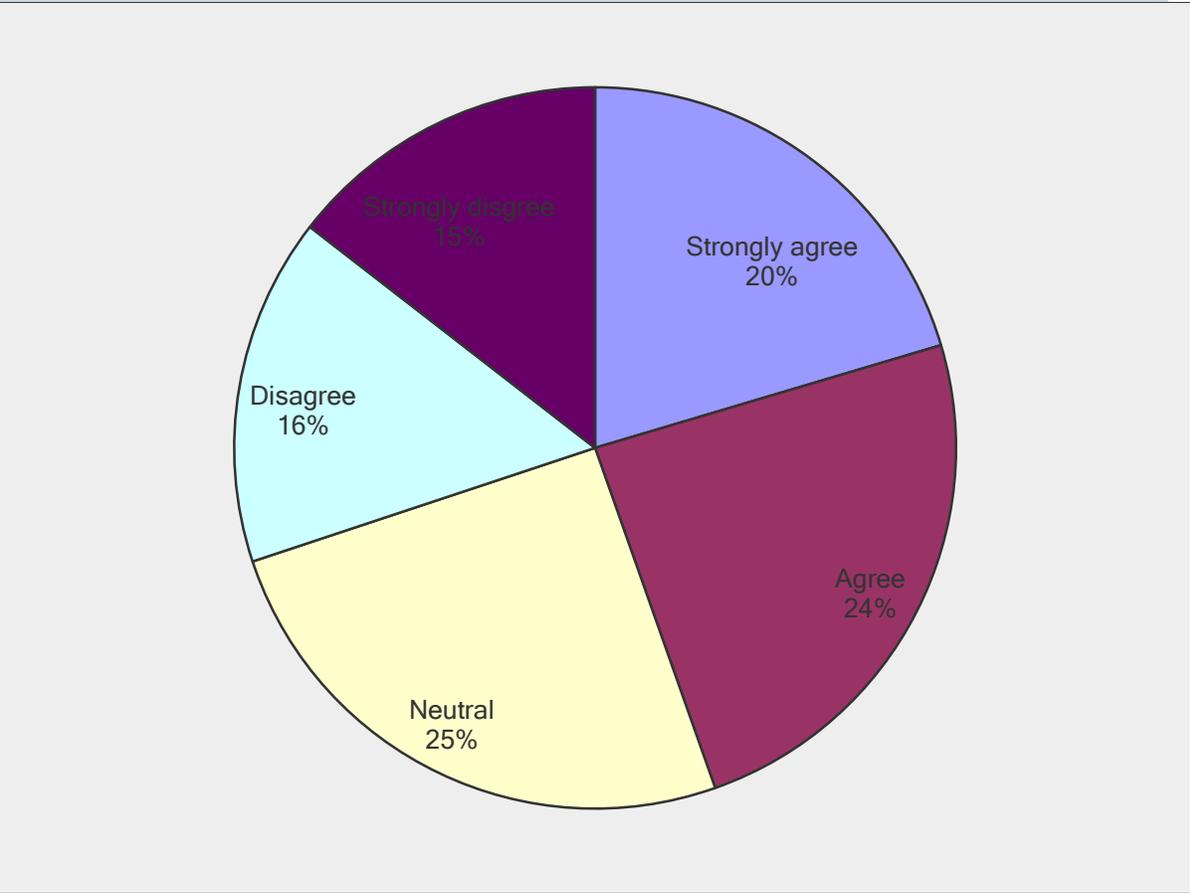
The UPI should bargain a plan with provisions for paying back members who sacrifice pay through furloughs to keep the university open.

AnswerOptions	Response Percent
Strongly agree	54.5%
Agree	32.1%
Neutral	9.1%
Disagree	2.1%
Strongly disagree	2.1%



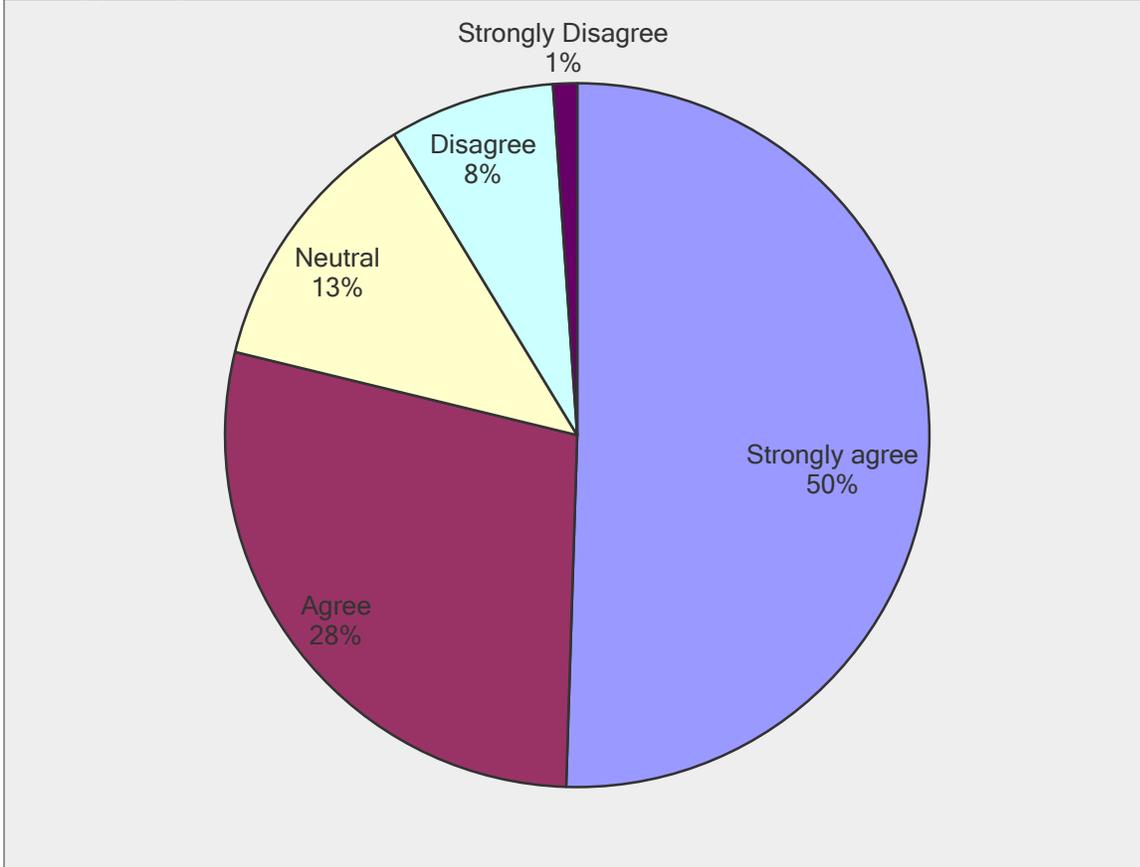
I am willing to strike against the university to achieve a better outcome with regard to furloughs.

AnswerOptions	Response Percent
Strongly agree	20.4%
Agree	24.2%
Neutral	25.3%
Disagree	15.6%
Strongly disagree	14.5%



The higher education funding crisis in Illinois has affected my ability to serve students and perform my assigned work for the university.

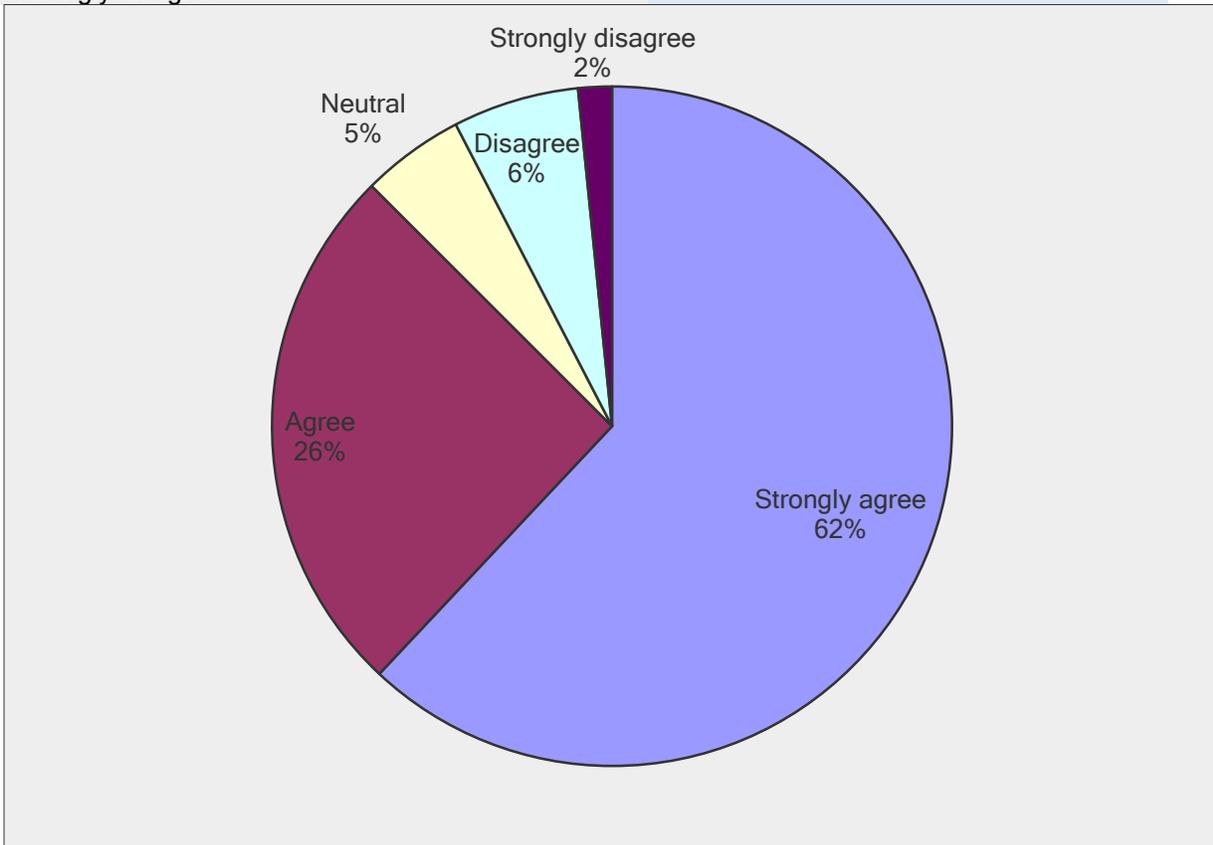
AnswerOptions	Response Percent
Strongly agree	50.5%
Agree	28.3%
Neutral	12.5%
Disagree	7.6%
Strongly Disagree	1.1%



How has the higher education funding crisis in Illinois affected my ability to serve students and perform my assigned work for the university? Answers are on pages 16-21

**If we take furloughs, some must be on teaching days so students and their families recognize how the budget crisis affects instruction.**

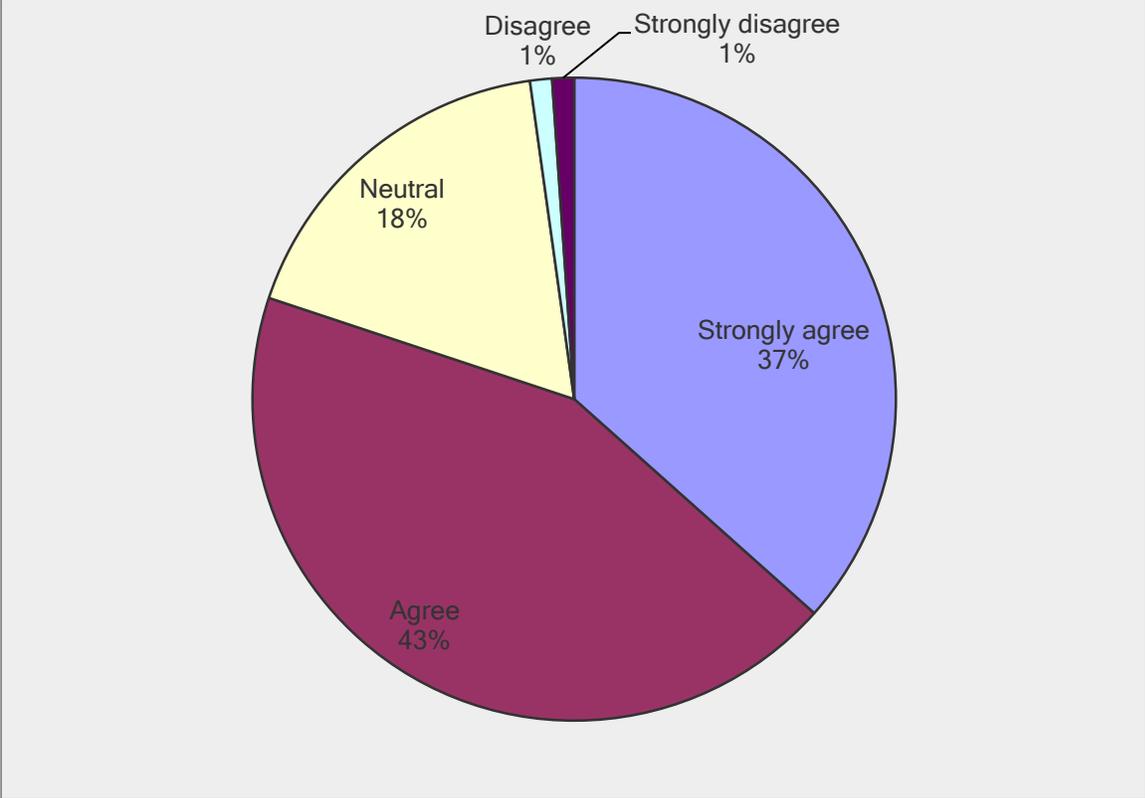
AnswerOptions	Response Percent
Strongly agree	62.0%
Agree	25.5%
Neutral	4.9%
Disagree	6.0%
Strongly disagree	1.6%



In what ways will the imposition of furloughs over Spring Break affect your work and well-being at NEIU? For example: do you have a child who attends the Childcare Center? Were you participating in a Spring Break activity that has been canceled? Will your students not have access to equipment needed for class projects? Etc? Answers on pages 22-26

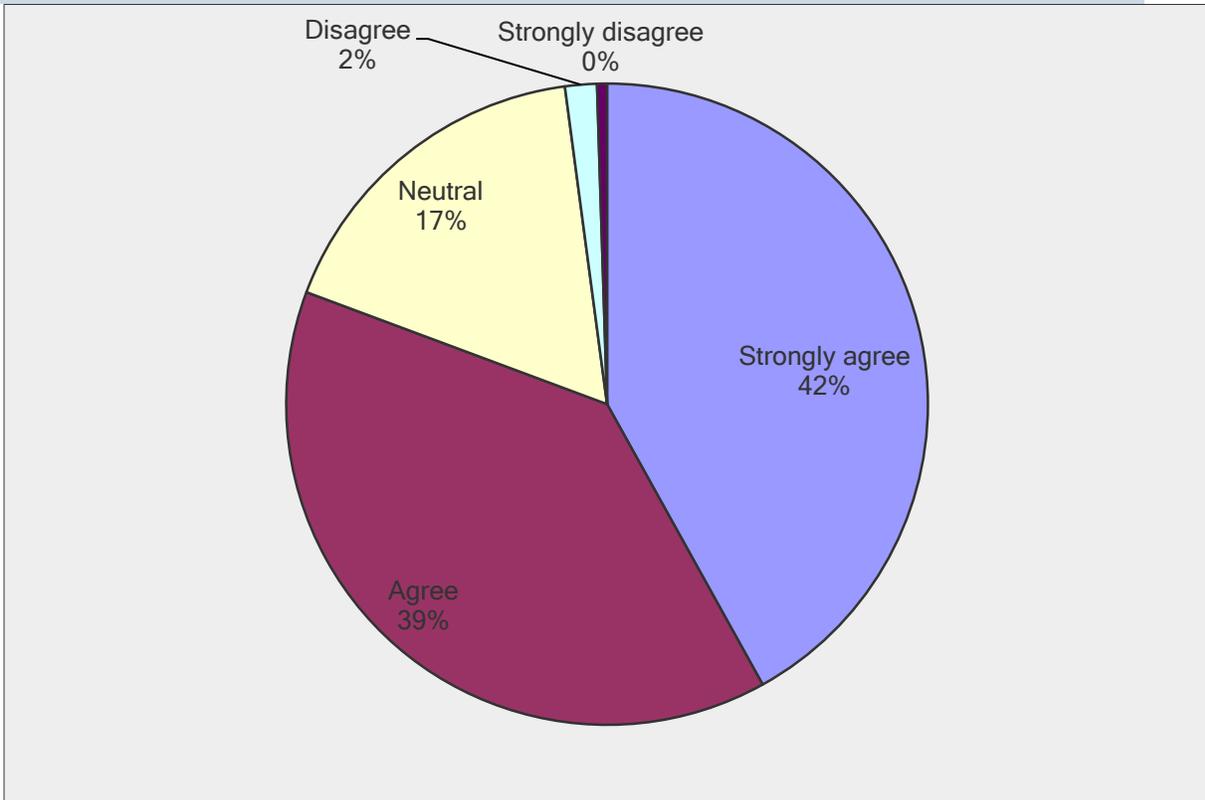
I am willing to engage in some form of future mobilizing events organized by UPI 4100 to demonstrate in Springfield and support on-campus events.

AnswerOptions	Response Percent
Strongly agree	36.6%
Agree	43.5%
Neutral	17.7%
Disagree	1.1%
Strongly disagree	1.1%



I am at this time willing to engage in some form of direct action that is broadly supported beyond NEIU/UPI 4100 and in effect strikes against Governor Rauner and the State.

AnswerOptions	Response Percent
Strongly agree	41.9%
Agree	38.7%
Neutral	17.2%
Disagree	1.6%
Strongly disagree	0.5%



Any other comments, questions, ideas? Answers on pages 27-31

## What work would you normally be doing over Spring Break?

- grading, class prep, research
- I work during Spring Break. I would be meeting with students to discuss course selection for the summer and/or fall semesters. Over Spring Break is a great time to call students to remind them to register since they are not attending their classes. Students have advising holds that need to be lifted in order to register and usually call and come to the office to have their holds lifted to register at that time. Students also get referred to the Accounts Receivable Office to have accounts receivable holds lifted so they can register. If the University is closed during Spring Break many students that were planning to come to the office to register or to discuss course selection and have the advising holds lifted will not be able to register and will most likely not register until the end of the Spring term because they tend to focus on completing class assignments and studying for exams when classes are in session. I believe if the University is closed during Spring Break it will cause enrollment numbers to be down.  
I would also be calling and email students to remind them to meet with tutors and about the last day to withdraw from classes.
- plan classes and grade papers
- Answering emails, sometimes meeting with students, planning, reading graduate thesis
- Grade like crazy, which I will probably still have to do and prep classes for after break.
- Searching for, and compiling materials for teaching my classes, grading students work to catch up, and planning for the second half of the semester, based on feedback from the first half of the semester teaching.
- Grading and preparing lessons for the remainder of the Spring semester
- Research work
- Grading/correcting/evaluating student progress [exams, assignments, etc]; planning class activities; preparing exams; record-keeping; Club advisor outing with students; email and D2L updates; etc.
- I'm fine with this as a minimum - otherwise it depends on what the options are
- Grading, student teaching seminar, meeting with faculty
- Scoring essays
- Grading papers, and preparing for student presentations, and planning for end of spring activities
- Catching up on grading papers and exams (e.g., for WIP classes), adjusting plans for the final 5 weeks of class, communicating with students about individual issues via email -- advising and course help.
- I would be in touch with students, grading papers, updating teaching materials, etc
- grading papers, exams
- Catching up on grading, project planning, making sure the remainder of the semester is all in order. Planning for upcoming search committee work and planning.
- grading midterms, grading comprehensive exams, grant work at 8 hours/week, planning for upcoming interview committee, planning class
- Grading papers prepping senior projects site visits if necessary especially if students are there
- I would be taking a break and possibly two days of work to catch up with my work load.
- Grading term papers and preparing lectures
- Faculty does not hold classes over Spring break and so, this plan is not "no work, no pay". This is merely a pay cut while doing the same amount of work. This is unacceptable. "No work, no pay" would require furloughs during instruction.
- I would suggest taking furlough days separately on multiple days out of Spring Break to let students feel the issue.
- I work in the advising center and students still come in to register during spring break
- class preparation and grading
- Grading, lesson plans preparation, research, graduate advising
- Class prep, grading, etc.
- A lot of works for catching-up: writing/revising for research, grading, class prep for the remaining semester
- Assist patrons in the library, committee work, catch up on projects

- Grading, course prep, and research
- Working! Grading! :-(
- Grading the first of two major papers.
- The same work I do every day.
- Writing a God-awful 100-page Program Assessment Report for IBHE. Though I look forward to NOT doing this over Spring break, I'll just have to do it later. It's frustrating that we, as faculty, can't really cut our workload.
- Working - Research, coming to campus to meet with graduate students, preparing lecture notes, grading,...
- Preparation/writing new lectures (for a new course this term). Grading.
- grading assignments, course preparation, preparing for Summer teaching, working on research
- Grading 40 papers, answering emails, writing 2 letters of recommendation, coordinating things for our CW Minor (for which there is no dept. position), grading about 20 poems, prepping for future courses
- Grading papers. Writing. Adjusting my syllabi for this semester and planning for summer term. Visiting schools and supervising field students. Engaging with the professional organization in which I am an officer.
- I had planned to continue working on my current research project and to grade three sets of papers.
- Grading, committee work, and lesson planning.
- Currently on sabbatical
- grading and planning
- I stay in touch with my student teachers via phone and email, as well as plan for seminar. I also make supervisory visits since they are in their schools even though the university is on spring break.
- writing, grading, etc.
- Catching up on grading, course planning, research/writing.
- Grade research papers.
- Committee paperwork; research and writing
- Usually, I catch up on work.
- grading; organizing; lab preparation and lab/class planning; updating course web resources
- Record cleanup projects.
- Write the research paper. If we have these days during the spring break, at least students will not be affected, but our message will not be strong.
- Grading papers, research and writing, catching up on email, memos, etc.
- My own personal art studio work.
- Grading, Course prep, and Research
- Preparing for summer and fall classes
- Research activities, writing, etc.
- It's a busy time for academic advisors. The imposition of furloughs makes it harder for students to get advising appointments--this during a time of profound underenrollment.
- Grading and Classroom course preparation.
- Inventorying and accessioning materials; assisting archival researchers; curating materials for a future digital collection; working on finding aids.
- Grading and lesson planning.
- Administrative. Preparing up to date annual information for program.
- Grading of project based assignments for 90+ students and class preparation for following week. Would also monitor and return emails....
- Advise students who schedule to meet with me during that time. Non-admitted students contact us highly at this time as well.
- Grading and lesson planning, presenting research at a national conference
- Librarians do not get a spring break, so would be doing our regular work during that time.
- Catching-up on grading. Advising students.
- Preparing examinations, reading journal and reviewing books. Keeping current on the literature.
- None
- Grading, Student teaching supervision.
- Grading papers and doing prep.

- In the Library we keep normal hours and do all of our usual work during Spring Break.
- Research; grading; curricular development
- grading, class preparation for the week after spring break, and research (writing proposals, papers)
- Grading, planning of classes, grading, research, administrative tasks (I'm a coordinator).
- Grading, planning, email
- Class prep, grading, follow-up contacts with students, end-of-term and summer term planning.
- I do not work in campus in Spring Break.
- Grading, lecture preparation, assessment
- "Would" be doing? I'll be grading and prepping, working on summer courses, and working on a writing project due at the end of March. Spring Break is a GIANT time for work for me, since I have time. But now: no library and no childcare means I'm scrambling like crazy to figure out how to make it work. Here's the thing: I LIKE my work!
- Research, Grading, preparing lectures/coursework for the last half of the semester
- Writing for publication, Transcribing data for current research project, Answering student emails. Some grading
- I work my regular schedule, with normal duties, during Spring Break.
- I come in to work and work on files and clean area.
- None
- I will do my grading over Spring Break, furloughs or not. Spring Break is a break for students, it has never been anything but a work week for faculty.
- lots of grading, some lecture prep
- Grading, reading graduate theses, reading student papers, general catch-up work
- I either take a vacation or stay home and work
- advising, but students wouldn't be here anyway, so working on other projects
- grading papers and exams
- Grading, research, prepping for exams
- Advising, registration, grading, updating student files
- Take less furloughs during the Spring Break, and shift them to after the Brake period during the regular semester week
- Usually I am preparing for summer (if teaching) and fall classes as well as continuing work on my publications.
- Laboratory management
- Grading papers and exams. Writing master course templates.
- I don't think we should take furloughs period. I use spring break to catch up on grading, research and prepare for the latter half of the semester (scheduling guest speakers, ect). This year I would also be making final preparations for our April 1st COE 1-day conference fro students.
- Catching up on grading and getting organized for the remainder of the semester.
- Grading student assignments, data analysis, writing publications, writing grants, preparing course materials for the remainder of the semester.
- prepare my IDPC materials, design a multi-week lab activity, grade three different exams, update lecture materials for remainder of the semester. I build my syllabi with the expectation of being able to get caught up and do a lot of planning/prep over spring break.
- During spring break I plan to grade assignments and plan for upcoming classes. I also have a research lab on campus and will need to be in to maintain animals and complete experiments in progress. In this sense the furloughs add to my workload because of the difficulties accessing buildings when the University is closed.
- Grading applying for grants, and a Fulbright
- Working in the office
- Research, catching up on grading, prepping summer classes.
- Getting my summer classes ready and attending an accreditation conference
- Research and teaching (grading and planning the reminder of the semester to ensure that students are successful)

- I would be working my normal hours at the library. This year, I'm working two full days at the library and attending a national library conference in Baltimore the other three days.
- Grading exams and papers, creating the master course templates that are required by HLC, preparing exams and lectures for future classes.
- Grading papers, preparing classes for the next week, reading textbooks for the fall semester, making book orders for fall classes.
- grading papers, communicating with students, planning future assignments, doing committee work, constructing my on line course
- Well, my children would still be in the NEIU Child Care Center.
- Going out of town since this is a BREAK!
- Research and grading
- Research, writing/revising/submitted a paper for publication, preparing a keynote address, updating grades, preparing assignments for the end of the term, preparing fall conference paper submissions, grading, lesson plans, preparing for summer classes, editing a forthcoming publication.
- Course planning, research, grading
- Grading; designing lectures and exams for a new class; master course templates; data analysis; writing; fieldwork site visits; communion and guidance for student interns
- Research, service activities.
- I prepare my classes during spring break and am preparing 2 journal articles during the break.
- Research and teaching
- Research, grading, class prep
- Mostly research and writing. Some grading and class prep. Thesis reviewing and communicating with graduate students about to defend.
- Not Teaching! However, I would normally be catching up on research and service projects as well as planning for future classes.
- Instructors are not paid for non-contact time with students. I'm working my several other jobs that I do to make a living because I'm an instructor.
- Hours of course preps, service, and research.
- Conducting active lab research projects with 10 students. Work on a draft of a research article. Grade exams and assignments
- Planning, preparation and grading. Also organizing civil disobedience.
- Preparing future courses, grading, preparing presentations and manuscripts for various research projects.
- Furlough or not, I'll be grading work over break. This is not a 9-5 job.
- Committee work to meet the catalog deadline and grading student work, some of which is overdue for a while.
- Relaxing and de-stressing for four days then class preparation for the next week
- Support students on assignments, advise current and prospective students in the HRD program, prepare syllabus and D2L for summer semester
- Grading homework making tests for remaining of semester
- Feedback to students on their projects. Grading of their projects. Planning for the rest of the semester. Working on academic writing for publication.
- Grading, prepping, writing
- Spring Break is generally a full work-week for me, but I don't work nights and weekends. Grading, curricular work and prep 2-3 days, 2 days on my own research.
- freelance work
- I had planned to catch up on curriculum work--write up two course proposals, grade a set of papers that are second drafts in a WIP course, and do my own research.

## How has the higher education funding crisis in Illinois affected my ability to serve students and perform my assigned work for the university?

- increasing class sizes; colleagues who have left the university; reduced student enrollment and students who have left due to crisis; reduced or non-existent support for travel and research; endless need to advocate for higher ed takes time and energy from teaching and research
- Until the university closes, I will still continue to offer the same high quality service as always. We work for so little pay anyway as instructors, nobody is here to get rich.
- Causing depression
- As a teaching professional I am always learning new ways of teaching and enriching my pedagogical content knowledge for the purpose of meeting the needs of my students. Preparation for teaching is just as important as the teaching itself. Furloughs interfere with the actual time to invest in effective preparation to teach in ways that students gain the knowledge, skills and dispositions intended. It is unthinkable that high quality education is not a top priority given the likely long term negative ripple effect of poorly educated workforce. I guess the State leadership has decided that high quality education is too expensive, and they are now willing to try ignorance! By the time they conclude their experiment, I am afraid it will be too late to recover.
- Even though I am on leave I have met with students periodically and the anxiety is high both about the state of the university and their own ability to pay. Hard climate.
- Well, I am spending a lot of time looking for employment in other states instead of devoting it to research and teaching (grading, preparation for class). In those cases where I could not in good conscience allow my search for other teaching to prevent me from completing grading, for example, I have lost valuable sleep! I don't teach so well on 4 hours.
- This situation will not provide the university a healthy teaching and learning environment.
- Time diverted from lessons to assuaging student fears and anxiety. Loss of productivity due to attending meetings and discussions of the state of the university, furloughs, and other issues connected to lack of funding.
- -Class cancellations negatively impact students, time to degree, and overall instruction; morale  
-Students want to go elsewhere  
-Planning ahead is difficult for students and faculty both  
-Lack of resources (office, computer, tech, etc.) It is embarrassing.
- The inability to access D2L throughout Spring break because of this imposed furloughs makes it extremely difficult to plan for summer and spring. Teaching professionals are supposed to write papers and submit them to journals during breaks, such as the midterm break. Making it impossible for us to do our work during this spring break will ultimately affect our teaching and productivity negatively.
- The uncertainty has affected everyone emotionally. I have had to spend time explaining the situation to students, taking up class time that could be spent on other content. Planning co-curricular events (e.g., guest speakers) has been very fraught because of not knowing whether we will actually be open for the event. Not having money to offer guest speakers decent honoraria for their contributions is embarrassing and not right. Not having the budgetary resources to purchase curricular materials such as documentary films is getting very old.
- All sectors of the state have been forced to sacrifice the quality and thoroughness of education as we cannot get things for courses we might have wished.
- Our students are discouraged by what is going on.
- Depth and breadth of assigned work and with furloughs that work gets compromised. We are not supposed to work, but can we really (in good conscience for ourselves) NOT work. It violates all my professional ethics and values.
- Depth and breadth of class assignments, involving students in research and creative activities, meeting with students for tutoring and advising.
- This crisis is a great blow to morale, which has already been low due to course cancellations and faculty being sorely undervalued by the administration.

- My morale is low. I am now worried about if I will be let go which effects my ability to do my work effectively. Also, our resources have been cut.
- This affects moral. We are being paid less, but still expected to perform the same amount of work - and considering that I work all the time, this makes me question whether Illinois is the state that I want to live and work in.
- Students are very worried and this impacts their ability to be "in the moment" for class as well as adequately plan for the future (i.e., sign up for classes from semester-to-semester)
- I am doing the same work for less pay ... period. That is all.
- Rescheduling normal work hours and student advising for furloughs, and being part of this kind of survey are clear evidence that the crisis wastes and distracts valuable resources.
- Shortened library hours, less reference/research help, more work due to colleagues finding jobs elsewhere
- Like others, I lost salary last year. I have to dedicate class time now to discuss with students the crisis and its impacts on them, faculty and staff, etc. The psychological impact is also huge: the amount of stress this has created on me makes me not be as effective as a teacher.
- Students are working more and are less focused on coursework. Makes it difficult for me to perform/educate to highest standards.
- The cuts to support staff have had a huge impact on what I'm able to accomplish. As a program coordinator, I spend so much time doing secretarial work (e.g., typing in course authorization codes for students, scanning and copying) and so much time on recruitment that I have less time to plan courses, stay current in my field, and do original research.
- Lack of resources for the college and department trickle down to me as well. Projects, equipment purchases, all delayed.
- Being accessible to students and being productive on research. Also in general it is a moral issue.
- Having forced furlough days last spring meant cancelation of classes, and if we do have 8 days of furlough this spring (as suggested by this survey), that would surely also mean cancelation of some classes and perhaps even cutting an assignment, instructional material, etc.
- I do think so--but it's all in the realm of the psycho-social, not (yet!) in the realm of delivering information to students
- I have taken on extra assignments here so that my overload might help make up for furlough deductions and even out my expected salary. As a result, I'm spread ridiculously thin. My stress level is very high and I have had trouble sleeping.
- Students could not contact me and get information they needed to do their work. It delayed turn around of key assignments and required I combine some assignments that would not fit into the new schedule. Most importantly it made me cut short (by 3 weeks!) what was supposed to be a semester long course research project because the students could not access their specimens in the BBH Greenhouse over the break. Giving students authentic inquiry based laboratory experiences is key to learning and the furloughs have had a major impact on that.
- Forced days off keeps me out of contact with student teachers in the field, should need or emergencies arise.
- furlough days reduce time for both teaching and research; extra meetings, planning regarding the crisis take time away from primary duties.
- Budget restrictions affect instructional material  
Furloughs interfere with instruction and research  
Morale has been destroyed
- I have had to take other jobs for financial need; this limits the time and energy I can put into this job. Frankly, this has become "a job" and not as much of "a joy".
- No funding available for the necessary resources to support student research. No funding available for professional development. Loss of colleagues to funded institutions.
- I always try to do my best. Maybe I am not happy with the situation, but that does not affect my work with students.
- I spend too much time organizing and meeting about the budget and cuts. I am distracted from my "real" job and constantly anxious about the future. I wonder every week whether I should be focusing on my regular work, on organizing and fighting for funding, or on looking for a new job.

- Time that should be spent on instruction is being used to answer questions from students who are nervous about the situation.
- Low morale all over campus impacts everyone. Less time, same amount of work.
- Last year, my students lost instructional time during furlough periods. This was a necessary evil; however, that makes learning the material more difficult for many students.
- It's almost too big a question. There is less time to advise students, and less time for long-term projects and planning. We have no budget and have to ask for every piece of paper, every order of pens, every toner cartridge that we need. Our students are demoralized, frightened about what is being done to the State and the nation, and angry. They have a hard time getting business done with the university because Enrollment Services has shortened hours and staff (and because they are shockingly mis-managed by an administrator who simply siphons resources upwards into her own salary. Why is she not accountable for such underenrollment? Why do the President and Provost accept her so-called enrollment initiatives as anything more than theater?).
- Severe concern over student enrollment.
- Students who value my work will have fewer course options where I teach; I will be down to 50% next year. Am STRONGLY considering retirement.
- The instability makes it difficult for students to be certain about continuing at Northeastern - a student last week asked if she should declare an NEIU-specific minor because she fears that the university will close and she will not be able to complete it. I also need the time over Spring Break to catch up on grading papers; otherwise, I am going to be forced to be less thorough in my assessments.
- Less students are coming to NEIU fearful that the University will not have classes or continue classes, once admitted.
- I work a second job in addition to my main job at the university--since the budget crisis began directly affecting us, I've steadily increased my hours at the second job to guarantee my family more stable income as that from NEIU has become unreliable. This means fewer hours devoted to my NEIU students, feedback on assignments that is more rushed and skimpy, and less time planning lectures and activities, working in new material and approaches, etc.
- Down 5 positions, I have to cover aspects not in my area of expertise  
Reduced funding means reduced resources for faculty and students
- Less support staff means more work for me. Not replacing faculty means more courses and larger class sizes that I have to teach.
- I have had to take furlough days last year, which meant that I had to delete content. It is impacting my willingness to do extra work, and it has severely impacted my moral and feelings toward the state. Our Republican governor ran on a platform that included reducing bureaucratic overlays and reducing administrator salaries to help us. He has done nothing. Similarly, the Democrats have systematically looted our pensions to avoid having to do other service cutbacks. How can we help but to be disheartened when we are treated as nothing but unfeeling pawns.
- I now must take a part-time job. My car and house note payments are behind as well as other financial obligations.
- My focus has had to shift to securing part-time work elsewhere to shore up my income.
- We are stretched so thin covering the duties of people who have left the university due to the crisis. We're attempting to do the same work -- with few exceptions -- despite the losses, especially in department and university service.
- I will not be able to travel to a major conference to present original research this year. I have had to budget more of my time towards service activities that have funding as a goal.
- It's a big distraction, and a large hindrance to my motivation. In addition, the spending freeze has impacted the ability of my department to plan for the future, and to provide junior faculty with critical professional development and research opportunities. The topic has taken up time in my courses (time well spent), at the expense of normal course material.
- I have to have another job, which limits the time and attention I am able to give to teaching.

- Furlough days affect my available time to do teaching related work, more broadly the uncertainty about potential closure and/or class cancellations affects my ability to engage in planning for future classes and ability to assure students about upcoming terms of study.
- Where should I begin? Stability goes hand in hand with continuity. No childcare over Spring Break means much less work on projects and, yes, grading and prep.
- In addition to lost hours performing research, teaching, and service. The budget crisis has been a giant distraction that has affected all aspects of family life and work life.
- I am unable to give clinical supervision over the Spring Break. This is an ethical and legal concern for me! I am unable to respond to emails and phone calls, which means that I am delayed giving reference checks/recommendations for students interviewing for internships or jobs.  
Work piles up on furlough days, which means I spend the next two days more behind than I already am.
- lost colleagues, so I am spending too much time on search and screens, workload is affected, etc.  
\* high stress and anxiety levels
- I work directly with students and this has affected their decision to stay at NEIU.
- In part, I feel obligated to attend meetings about the state of the university (etc) to be an informed faculty member. This often means being unavailable for advising session, working with my research assistants etc.
- I had to cancel my participation in an academic conference. My participation was linked to a publication in an edited volume, which I will also miss. Besides lost productivity, there is a general sense of gloom and low morale.
- We all seem to be doing the work that is required of us, simply because it is what we do. Morale is at an all-time low and it affects my willingness to take on extra duties or student-related tasks.
- time missed in class - high levels of stress affect my ability to perform at my best levels!
- Anxiety in students has distracted them from learning, having to present UPI material and discuss operations has taken away time from course material
- Spring break furloughs will affect Summer and Fall registration for our program. Students will not be able to meet with an advisor to select classes, nor will they be able to register for classes.
- The biggest is the psychological destruction. Will I be able to pay my mortgage? etc.
- I am losing sleep, I am much less sharp in the classroom. I am presenting at a conference and due to the crisis NEIU did not give me travel money, so that's \$1000 I'm going to have to find somewhere in my own budget--I had already bought the plane ticket when I received the news. Simply put, dealing with the funding issue is like taking on an extra class in addition to my FT workload, but with none of the joys of working with students and all of the time loss AND no remuneration. .
- I don't have enough time to complete all my tasks. I am distracted from my work by worries about paying my bills. It is hard for me to feel fully committed to my job when I don't feel valued by the University or the State.
- No travel or equipment funds directly affect ability to do job. Morale and the feeling of not being appreciated cause job fatigue and sap teaching energy. Reluctant to take in extra committee work.
- The uncertainty of the future makes it much harder to focus on the work at hand, to say nothing of the horrible example being set by our governor and state legislators.
- Canceling classes in the past has meant that students have missed valuable instruction time. I teach foundational courses for our major and to make sure that students have had exposure to all course content, I've had to create alternate assignments to get around furlough days. This created more work for me and frustrated students who would have rather been in class.
- If the State does not understand how not being paid for work might affect one's work, I can't help them understand.
- The crisis communicates to students that their futures and educations don't matter, when they watch their family members scrambling. Also, I can't exactly pursue excellence in my job when I spend my spare time in union meetings and demonstrations (spring 2016), which of course have drastically increased in importance. This crisis represents stolen time as well as funds held hostage.
- I feel like I have to choose between helping students or meeting with admin to deal with the current budget crisis.

- Last year I had to cancel classes and assignments due to furloughs. I will probably have to do that this year too. Students are very concerned because I can't tell them which future assignments may be cancelled, which means they don't know how their final grade will be calculated.
- Morale is so low my colleagues don't even say hello any more. The students are depressed by the overall sad state of our department. We haven't had a meeting that includes instructors all year. We have become a department that does not include instructors in any decisions and yet we are 3/4 of the department.
- Loss of salary last year and potentially this year has hurt my attitude as far as doing extra.
- No technology funds - impacts research.
- In a class presentation last week a student asked why she should begin an academic program because "we aren't going to be open anyway, right?"  
I'm exhausted and demoralized. Finding the energy and passion to teach, especially to a group of scared and pessimistic students (and rightfully so).  
If something happens to a student intern and/or a child served in the community while I'm unavailable for an entire week, this will be on the university; if not legally than morally. I understand furloughs are financially necessary, but to make broad sweeping decisions without considering student and faculty needs is irresponsible and in bad faith.
- It has concerned me about the future prospect of my job.
- When the women's resource center director felt pressured to leave due to budget cuts and then was never replaced due to the same budget crisis, I lost a longtime collaborator for campus events to raise a awareness about violence against women, and I lost a key point person who I could direct students to who had themselves been victims of rape or domestic violence. Likewise, I lost a longtime campus educational awareness collaborator when the lgbtqa center director also left, in part due to budget cuts. I felt the need to cut a research study short in anticipation of either the need for a faculty strike or school closure. The general fear that there could be massive layoffs or school closure has led many of my colleagues and friends to leave the university, has led many students to fear that they will have to soon start over somewhere else and hope they find financial aid, and has led to my own fear that my employment status is tenuous and undervalued by the state of Illinois.
- It's nearly impossible to recruit students. There are fewer faculty members so more work distributed to those who have stayed. Reductions in budgets have impacted my research agenda. Classes are cut earlier, giving our students fewer options and perhaps leading to extended time to graduate, although I haven't kept track of the data on this. Even before this state administration, our budgets had been stripped. Now, there's nothing left to cut. It's impacted the morale of all of us who decided to stick it out and stay here. I am extremely thankful we have representation in the form of a union.
- Most of all, it has affected morale and productivity. Aside from that, it has caused me to restrict the amount of time that I spend outside of class with students (on top of normal office hours).
- For the first time in my first year, I feel as if the university doesn't care for me. Because of this, it's tough to motivate to perform basic work duties. Spring break furloughs affect students because I can't prepare for classes after spring break. Less prep time means lower quality class time.
- I have planned out my semester work load and these changes impact the curriculum/material that I intend to teach my students in their courses
- Funding has eliminated my courses.
- Delay is grading. Stress throughout the class and tension over the fate of the school - discussions that consume class time. I will be behind schedule preparing future classes by "not working" over spring break.
- It's impossible to plan for a future when you don't know if there will be a future.
- The funding crisis creates anxiety across the board and puts demands on our time, so it is hard to give student work all the attention it deserves.
- Support students on assignments, advise current and prospective students in the HRD program, prepare syllabus and D2L for summer semester
- I'd have to say only slightly because I am still doing all of my work that I need to do anyway. However, we did need to cancel a class last semester and I am attending meetings on this when I could be doing work.

- It is emotionally exhausting to have our fate hang in the balance yet again. I dreaded going into this semester. The crisis in higher ed funding served as a "teachable moment"/ activating last year, but this year feels just demoralizing for faculty and students. A candidate search feels particularly absurd.
- With dwindling resources and poor morale, I am no longer convinced we can provide a solid educational opportunity at an affordable cost. We're using broken equipment and can't upgrade software. We don't have replacement lightbulbs! It's getting obscene.
- The return to crisis every spring means we can't do the work of creating and fostering the university's mission. We are losing faculty, staff and students. I spend time talking students into staying here and I shouldn't have to do that.
- I am currently trying to find a job elsewhere because of the failure of the state.

**In what ways will the imposition of furloughs over Spring Break affect your work and well-being at NEIU? For example: do you have a child who attends the Childcare Center? Were you participating in a Spring Break activity that has been canceled? Will your students not have access to equipment needed for class projects? Etc?**

- I will have to cancel appointments that students made to meet with me over Spring Break. It will decrease registration numbers for the summer and fall semesters because my office will not be open to serve students. It will cause more of a workload for me when the University reopens(emails, phone calls, etc) . I prefer to have the option to choose when to take furlough days. For example, I have requested some vacation time that is coming up soon and would prefer to take furlough days during that time than having to miss more days of work due to the imposition of furloughs over NEIU's Spring Break. If I am required to take furloughs during NEIU's Spring Break I will be missing more days of work and will not be available for my students and it will also cause more of a workload for me when I return to work. I would rather take a furlough day on a day when I cannot come to work than have to miss more work days due to furloughs. I also have some doctor appointments coming up and would prefer to take a furlough day when I have to miss work for a doc appt than take a furlough day on a day that I would have been able to work. I believe everyone should be given the opportunity to choose what days they want to take as furloughs. It will affect my well-being at Neiu because it will give me anxiety and stress due to the numerous emails and phone calls I will have to return and it will increase the number of walk-ins once the University reopens since the school will be closed for a week. My workload will increase and it causes anxiety and stress. Students will not be able to register if they have advising holds because they need to be lifted by an academic advisor which will result in low numbers of students registered for the upcoming terms during that week(many student wait until Spring Break to register and now they will not be able to because their holds will not be lifted by an academic advisor or by Accounts Receivable. Students will not be able to meet with tutors and use the library to catch up on homework and study for exams which my result in more students dropping their spring 2017 courses by March 31st. If students disable their Neiuport accounts (many students disable their accounts and forget their login and passwords) they will not be able to call HelpDesk to log into Neiuport to access D2L, registration, etc.
- All student lab workers are being fired!
- I cannot communicate with my students who are in the middle of their research projects. I have been guiding them every step of the way from the beginning of the semester but during data collection in the spring break, they cannot even contact me - they are on their own. There will definitely be a gap in learning and at the conclusion of their projects they will have learned less effectively (even though they paid full tuition fee)..
- I've given my students assignments that require them to use the facilities in the Art building. If they are denied access, they will fall behind and jeopardize the instructional goals of the course.
- My students will not have access to the equipment needed for their class projects.
- -We need to give our students every option to help them succeed. Closing services only gives them excuses to fail: "But the computer labs were closed. I couldn't see the tutor. The Library was closed." etc.
- -Students need to also recognize that this is a State-wide issue. Perhaps this will get them to be less apathetic and more politically active.
- Students will not have access to learning resources, including me.
- I have two children who attend childcare centers and a wife who is a full time student. How am I expected to pay my mortgage and other bills when we are forced to take a pay cut?
- Important time as submission for edTPA approaches for our student teachers
- It will not affect my work, although I do understand its impact on others and empathize with their situation.
- I feel strongly that Spring Break is the wrong time to take the majority of the furlough days because it minimizes the impact on students, when we actually need to make the impact visible to reflect the actual harm being done to our institution.

- Spring break is a time I use to catch students up with work, advise, and do scholarship that enhances class content; Needed resources are being sent through email rather than posted to ensure that students can get to those materials-not the best way to do this
- This actually does nothing. Students were not remotely affected the last time we did furloughs.
- I feel I cannot get my work done if I am technically not an employee on those days and should not do work. Students suffer and that hurts me.
- lack of access to the labs and other equipment
- Not sure but students may not have access to computers to complete senior capstone
- They will not effect me.
- The entire week of furloughs, if imposed, should be carried out when the university is typically open and classes are in session!
- My students just received grant money and had to schedule a crammed-in meeting to do their orientation in a lab because they would not have access to labs. In addition, students for one section need access to computers, but will not have access to this over the break.
- My students will not have access to the library and its hard copy materials. Many also rely (and pay for!) on computers and printing services on campus.
- Students are well aware of this, so let's drive them away by reducing instruction? We are in an enrollment death spiral as it is, with near 100% class enrollments in Fall.
- The library at CCICS will be closed--no access to books, research help, public PCs, printing/copying
- While I respect students and I am happy that they will not be affected, I am puzzled about not showing respect for my work, my time off, my psychological well-being and sanity.
- Students will not have library access to work on final projects. Many would have used spring break to work on projects and final papers as their schedules during instruction time are very full as they work more to pay tuition due to less available state grants.
- Mostly my students won't have access to me when they're working on very challenging research papers. I'm worried about their stress levels!
- no effect
- My students will not be able to meet with tutors (to catch up on writing issues, make up missed points, get control over major issues). I am not able to catch up on (much needed) exercise (I have a membership at CR and use the pool once to twice a week, more during non-teaching times). Of course, if I do not grade and prep (as I always do), this will mean less organized instruction and feedback the week following break.
- My field students will not have a direct contact person during the furloughs. I will not be able to assess student work as thoroughly as planned, unless I give up sleep entirely.
- Some students in the past made use of tutoring in the LSC over break
- Students will not have access to the greenhouse and lab space where they are running research projects and class experiments.
- See above responses.
- Since spring break happens in the final third of the semester, many of my students use the break to push forward on end-of-semester research projects/papers/etc. I would normally make myself available by email over break to support those students, but this time I will be totally off-line.
- Committee paperwork will be impossible to complete  
Research and writing project will be put on hold  
Students will not be able to access facilities, library, tutors, Writing Center
- Have students on an off-campus alternative spring break; will be unable to follow-up with them, be in touch with them, ensure their well-being.
- I feel stuck because I have grading and email and projects that are due, and I really cannot ignore this work over spring break. At the same time, I don't want to do it for free, and I feel like the admin and state knows that we will keep producing no matter what they do, and they are happy to keep taking pay and other things away (well, the state is happy to).

- I will not update grades on D2L over spring break. Grading I would have otherwise done at that time will have to wait. If the student teachers I am supervising need something, they will have to contact the college point person instead of me.
- Access to equipment for research will be made more complicated. It requires several keys for students and a process that is time consuming.
- The PE building will be closed, so that my exercise regime, and thus my health, will be seriously impacted.
- Students will not have access to graded materials during furlough to move forward with class projects.
- It just means that as a librarian who usually works full time during spring break, that I will lose a week's worth of work at a very busy time in the library spending cycle. I will likely have to work extra time once back to meet deadlines.
- Do not take furlough days on Monday because of the two holidays.  
I will be attending a conference over Spring Break.
- By placing those over spring break, no one will recognize the work done behind the scenes. Though I often go away over break, I bring my work with me. In effect, we are being asked to sacrifice pay without reducing contact hours. It reinforces the message that teachers only work when they are in direct contact with students. It's a myth that is already hard to fight.
- Student Teachers not being able to have access to the university for resources. Personal time for college visits for daughter being canceled.
- To be honest, restructuring my classes this late in the semester to accommodate losing instructional days would render the classes pretty much useless, with no clear aim or payoff. Sure, I could cobble together some point totals, but they would all be classes in chaos.
- Many students rely on the Library space as a place to study over the break. If something happens with the network and access to online resources, it will not be fixed until afterwards. At least two or three of these troubleshooting requests come in each week.
- I have a child who attends the Childcare Center. Since she will not be able to attend, we will have to take care of her at home. This will reduce the amount of time I have to work on research, grading and curricular development.
- Students will not have access to me or to library staff over the break to get assistance in working on an assignment that will be due the last week of March.
- Furloughs in spring break do not affect more than the regular teaching days.
- See above for answers to these questions (yes to all). Missing a day of classes doesn't really affect students. What do they have to do? Not come to class. Profs have to then revise the course so that it fits into less days of instruction, which means working harder and faster in less time. This is NOT a good fix. How about this: on furlough days, students are responsible for the material, which will be on the exam. They have a syllabus and the course materials and have to take responsibility for the loss of instruction themselves. Is this hard on students? Yes. But I don't see how we will get them to take notice without something that takes away what they take for granted. It's like showing them what "a day without a professor (or advisor, or the library)," really means.
- My research involves the use of live animals, zebrafish. Over the break, we must take care of our animals by feeding and providing fresh water.
- I am unable to provide clinical supervision, which is part of my ethical and legal responsibilities as faculty teaching clinical courses. I am caught in a double-bind. On furlough, legally, I can give no clinical advice/supervision to my students. BUT, ethically and legally as a licensed supervisor and clinical faculty member, I am required to do so, furlough or not. What do I tell the judge in a worst-case scenario if there is a client issue with one of my interns and I don't respond? Can you imagine the headline? And, more importantly to me, IT PUTS MY CLINICAL LICENSES AND THUS MY ENTIRE CAREER IN SERIOUS JEOPARDY. Caps on purpose.
- Our students will not be able to request books and articles through Interlibrary Loan, which will seriously hamper research.  
\* Many deadlines have been moved  
\* I work on the student research symposium and library research award, and I worry about losing a whole week so close to the symposium event
- It will not affect my work at all.

- There is a big financial impact on me. I am single and my income is the ONLY income for my household.
- I think all furlough days should affect as many people (including students) as possible. Spring break is the worst possible time for furlough days because if no one knows about our sacrifice no one will care.
- I have several grad students who need access to the library. I strongly feel that if students are not affected by this, they will not notice-or care about-the pain inflicted on University personnel. If the University had not funded MAP grants, we would have had fewer students, but classes for the rest would not have been impacted. The "greater good"?
- I will still have to come to campus over break to maintain a research project. I cannot let my research cells die-it affects my research as the research of my McNair and MARC scholar students
- My students have presentations due less than 2 weeks after Spring Break. I had advised them to visit the library during this time, but since the announcement of furloughs they will have to visit UIC, DePaul, etc.
- I will not have time to clean and organize the laboratory classrooms when they are not in use.
- There will be a long delay in getting feedback on submitted work since I will not be grading assignments over break.
- The stress is certainly not good for my health - both mental and physical. It can be a distraction in the classroom as students are uncertain about the immediate future in terms of their classes and, more importantly, their education.
- My students will not be able to use University services like tutoring and the writing center which are vital to their success in my courses.
- It doesn't affect my own teaching or needs. I just oppose the principle of not being able to control the timing of furloughs.
- I have an animal lab that needs care daily. I also have students working on research that needed the time over the break to collect data in the lab while they are not in class.
- As mentioned, I have to attend a conference that I'm presenting at. Also, students that I work with often view spring break as a crucial time to catch up on projects, and with the library closed, they will not have a structured environment in which to do that.
- All the work I do over spring break (grading exams, papers, etc.) is work that I'm going to have to do anyway, so I'll be doing it all without pay. I'm hoping to be able to continue to answer emails and keep up my D2L sites.
- I have THREE children in the Child Care Center.
- Students won't be able to access computer labs for statistics software they need.
- See above concerning student interns. One day here and there where I can put someone not on furlough as a point of contact is the responsible thing to do.
- I have a child who attends the childcare center.  
I am planning research projects for over spring break.
- I won't be able to work on collaborated research projects, which is important for tenure promotion. Also, I don't be able to address any questions from students.
- I have several ongoing research studies at critical junctures. I can just stop working on them at this stage. Which means I'm being coerced into working for no pay.
- Mostly my thesis students unable to get guidance over the break. Defenses are usually the week after break or the first week of April. All students need access to library, printing, and computer software that we have in our lab.
- We should close down the university for an entire week and a half of classes, not over spring break!  
Over spring break I was assuming that students would not have access to art studio but apparently student access has been arranged and I have concerns over health and safety with the HVAC systems shut down and no one around to monitor students (office manager will not be working).  
I will not be leaving out any equipment for student use during the break. Also, I planned to spend a day or two working on cleaning and organizing the studio, but will have to take away class time to make students clean now.
- I am on a field class. Do I need to go? If the university says I can't work, does it value those students? I know the state is to blame, but the university needs to up it's ante. Progressive furloughs or none.
- My research students will be impacted as they work in the lab when they have free time, especially over break

- It reduces opportunity for students and faculty across the board to meet, to work, and to support one another through our personal and professional goals.
- Students had a project due before break that I was planning to respond to during the break, so that they could move to the next stage of the project. It will be hard to fully respond the day we return from break in such a way that they will be ready to use the response for the next step of the project and that connection is crucial to their work.
- It has caused unwanted additional stress for the students and me which leads to less motivational energy.
- My students will not be able to communicate with me for support and feedback on their projects. My current advisees will not be able to communicate with me to receive advice or be authorized for classes they opt to take. Potential students will not be able to communicate with me with their questions about the HRD program in particular and NEIU in general.
- If we cancel one class most students would be thrilled, so that is meaningless. If more classes were cancelled and their graduation was delayed, now that would make an impact. However, since I think our goal should be to get payback, that means we need to keep working or else they will pay us back for work we did not do.
- My students won't be able to rent and return production equipment; Spring Break is generally our busiest filming period. I have no idea how they will be able to create quality final projects.
- It does not allow me to invest in Chicago/Illinois by purchasing a condo or setting down roots in Illinois. The failure in Springfield is hurting me and the city I want to live in.

## Any other comments, questions, ideas?

- regarding furloughs, I think there is danger in not accepting them at all. A short strike of a day or two might work, however.
- If we have to take furloughs negotiate to give everyone the the opportunity to choose the days they want to take as furlough days. For example, a date that I prefer to take as a furlough day may not work for a colleague. For example, I prefer to take a furlough day on a day I have a scheduled doc appointment so I don't have to miss another day of work to take a furlough day.  
How did the University find funds to recently purchase an early alert system called Starfish?  
No ideas, just thanks.
- Thank you!
- I don't think a general strike will win us any praise with the public. We need public schools k-12 to close so parents have to deal with their children for this budget to resolve. And I mean close, not strike which may be viewed as petty by the general public. Public already thinks we're liberal elites.
- Thank you for undergoing this systematic way to find out what UPI members think about this situation.
- I am a little out of the loop. There are so many messages in circulation so hard to know what is really going on.
- Work together.
- Our actions need to be big enough to catch Springfield's attention. They should be something that extends our plight beyond our campus and includes more than just our constituents. We also need our students to get angry and to fight back. Maybe we need to flood our representatives with phone calls and postcards? Maybe get Gutierrez to advocate for us as well?
- -Questions #4-5 above [not fair questions! separate issues involved]  
-Concerned about admin bloat; let them sacrifice and make admin cuts;  
-What is a "contract"? Why would "other dimensions" be involved at this point?  
-Teaching and Learning should always be #1: The Classroom  
-Thank you for this survey and best of luck to our negotiating team! :-)
- We must stand strong together to weather this storm.
- I am a part of the One Illinois consortium and so have gone out to demonstrate for both education and state service. I do not consider myself to be "acting against the state" but am attempting to make the state a more desirable place for us all to be (Hence, my neutral response to #15)
- Must do something that makes a statement against Rauner---not our administration!!
- post-Spring break furlough days should be co-ordinated. We all take them on the same day and engage in some large collective action. Maybe one day can be an NEIU day in front of the State of Illinois building. This would help build toward April 27.
- Our furloughs do nothing to hurt Rauner or legislators, it only helps NEIU administration with budget. We need to find ways to make it "hurt" Springfield like it is hurting us and students. I say they are all suspended until further notice and a budget deal is made. NOT on the backs of working folks like all of us. Money talks. ALL state unions need to work as one giant collective and march on Springfield!!
- Unite with other state universities.. We can't suffer in silence or alone. Think about the impact and momentum of the women's march and reaction to the immigration ban. We need to mirror these. Stronger together!
- If we strike I will be working somewhere my family can not afford to have me out of work. There should have been money gradually taken out, all may want to help but 20% is a lot all at once there should have been a better contingency plan. We can't say it wasn't expected as there was no budget. So what now. This is unfair on all levels.
- I really hope we can avoid lay offs. The university has hired a lot of new passionate innovative employees and it is a shame they will have to be laid off first.
- None of the above options address the current structural issues of the university - why are the instructors - who first and foremost serve the students - being the ones that are affected with furloughs when there is no

concept of a "day off" in teaching? Other positions should be eliminated if this is a university that puts its students first. In addition, the first option should address and state the university declaring financial exigency.

- We are losing / have lost the publicity wars. We need to find a means to have republicans or downstate (rural) people identify with our cause; otherwise, we are perceived as over-privileged inner city whiners.
- The Union should be including questions about fundraising in conversations with the administration. It's crazy that this Transforming Lives thing Dr. Helldobler emailed about today is the University's first major fundraising campaign. All of their solutions to this problem are focusing on cuts--salaries, positions--they need to put more energy into raising funds.

In addition, it's time for conversations to begin about the University not continuing to fund MAP grants for students. I know that's a terrible thought, but the fact is that this University can't afford it. And, they aren't even letting students know they're doing it, so they aren't getting any public good will out of the multi-million dollar action. Or, they could save money by only funding some of them...for students with GPAs over 2.5, for example.

In sum, I'd rather do furloughs than see anyone laid off, but I'd also rather see the administration get a lot more creative about funding.

- I support the furlough this time (this semester), but I would advise against supporting them in the near future, if our state is still laying stagnant on funding to our university.
- I checked neutral for furlough days on instructional days because, frankly, students don't mind missing a class or a cut in assignments! They seem kind of happy about it! And the few who do mind seem to be mad at us, at NEIU, not Rauner.
- While the "President" of this U. blithely dismisses the value of the Bryn Mawr properties to be "only \$7M", he is not counting the COSTS associated with it Our staff and engineers are maintaining it (including plowing the 7-11 lot). Who's paying the Property Taxes? And the place is loaded with Code violations and infestations. These will suck more \$\$ out of the coffers. And those CANNOT be deferred, lest the property risk being condemned. Yet, down the road, gee, it could fetch us \$5M/year. (!?) The ADMIN is delusional, and should mortgage out/rent out/sell facility immediately. IMMEDIATELY. Did I say NOW?! Oh, and did I mention Daniel Lopez's office remodel that cost \$35K? just sayin'....These lulus need to DISPLAY real fiscal SACRIFICE before we agree to anything that hurts ANY working member (the people who do the REAL work on this campus) of the NEIU community.
- As an instructor at less than 50%, I'm confused as to how this is going to ultimately affect my pay. The last time furloughs were enforced we didn't take them. It's also upsetting that now everyone is up in arms, but my pay was already cut at the beginning of this semester by \$70 a check (by turning my class into a "independant tutored study") and nobody was upset about that. That's over \$700 for this semester.
- Would it be possible to sue that state?
- If possible, I'd like those most in peril (financially, professionally, etc.--like adjuncts and instructors) to have a greater say in our next steps. It's one thing for tenured professors (especially those with another form of family income or insurance) to urge direct action (and I am in support of that), but I don't want to act against the wishes of those who might have the most to lose by negative impact from such direct action.
- I utterly trust the union (will support its decisions), and I can figure out how to go without pay; my only fear is rel'd to health insurance (and not for myself, just for my child). I will NEVER cross a picket line.
- It continues to be a priority to me that any strike be against the state, not the university. Statewide mobilization is key, within and outside of higher ed. I wish I knew the answers!
- Why wouldn't the union negotiate the option of using all furlough days in ways that free us from as much work as possible as a way to reduce and minimize our losses -- why limit the ways we can use furloughs if doing so means we must work more for no pay than we otherwise would have to do?
- I am on sabbatical, so I am supportive, but not as involved as I might be during a regular semester.
- Thank you UPI leadership for all that you do on behalf of the membership. Union YES!
- Thanks for all of the work that all of you do!
- I do NOT see how a strike would serve us.

Trying to obtain a "guaranteed pay-back" for furloughs seems an impossibility, when the university has no guarantee for a state allocation. In this regard, I don't see that it would have the desired result, and I do believe that it would hurt our institution.

I had been of the mind that we should close the university (short term); but I now think that would play right into Rauner's hands. I think he WANTS us to close - and then he happily wipes his hands of us.

A "strike against the state" or other action should focus on "Find the money: stop refusing to implement revenue solutions, and stop letting the richest in our state take the rest of us to the cleaners." Our messaging needs a shift, so that the legislators and people of the state can stop blaming this on "greedy teachers." The state is not "broke," but instead our government has willfully refused to collect revenue that (1) is available, (2) reasonably should be part of the state coffers, and (3) is desperately needed in order to pay the bills.

I know that last year's approach of some "non-furlough pay sacrifice days", with the possibility of some pay-back, did not yield the desired end result (i.e., no pay-back), but is there another way to frame this option? Like - send a bill to Rauner for the back pay? I don't know.

The dismissal, by our President, of the idea of selling off the eminent domain property set a bad tone for the audience. That \$7 million dollars could go a long way toward making us whole again – even if temporary. And a set of numbers that I didn't catch in that meeting was the amount of money saved by sacrifices by the admin. Trim "a few" positions (as was mentioned in some questions), more sacrifice days for admin, etc. would go a long way toward some good will to others who have to sacrifice so much.

I (and many others) will be in bad shape with another pay cut, after not really recovering yet from the last one. I've been here 16 years, and have loved it here. But I'm weary: from working multiple jobs and from trying to hold it together. I'm hurting – a lot – financially, and I just don't know how much longer I can stay here myself.

- NEIU must be a part of a broad coalition of public universities and other schools against Governor Rauner.
- Suggestions for the upper admin: fire Janice Herring-Hendon and promote the Registrar into her role in Interim fashion. Eliminate the Communications director positions in the office of the President and Provost. Look critically at all "Assistant to the" and "Assistant/Associate VP of" non-instructional positions (current). Fire administrators before letting a single student worker go.
- I'm as mad as hell, and I'm not gonna take this anymore.
- Not sure what you mean by direct action...."strike against the state.....or governor? This impacts my answer to 15.
- We need front yard signs and posters. I have a "Higher Education creates Jobs" in my front yard. People in Illinois are uninformed and need to be made aware of the crisis in the state.
- I want the union to recognize that it is not just Rauner. The Democratic House helped to get us into this financial mess too. They set the stage for his draconian approach.
- If furlough days reduce my pay, I'd rather they were spread during the summer, when income from summer classes here and elsewhere is adding on to my base pay. This is, of course, contingent on the summer class not being cancelled.
- I believe that we need to take strong positions both with the state (Rauner) and our administration. W/r/t Rauner, I believe the best route is to organize in collaboration with other groups (4/27, 5/1, support CTU if they strike, etc). W/r/t our administration, I strongly believe that we should try to induce the administration to make cuts w/in the administrative structure and to abandon the plan to build dorms in North Park. I would strike for either or both of those things.
- Furloughs seem to be necessary, but I think that our furlough days should include teaching days. If we aren't being paid to teach, we shouldn't teach.
- Personally, I think direct action that would result in a complete and total shutdown of the university during teaching days would make a strong statement. Although I hate to say this, another form of direct action that I would support would be an immediate call for the Board of Trustees to raise tuition in order to provide the funds to keep the university operating at a level comparable with the quality of education that we have been able to provide with state funding. Also, if we want to send a message to the administration (as opposed to Springfield), teaching professionals and instructors could decide to halt all work on committees (curricular committees, etc.). This would likely require a review of by laws to see what is possible and what isn't. With the HLC visit coming up and the big push to get Master Course Templates done, this is one place we could make statement, but I am concerned about what impact this would have on the university as a whole. For instance, all of the Master Course Templates need to go through FCAA for approval. If FCAA didn't meet for the rest of the semester (which is possible based on the by laws), then those Master Course Templates would not get approved. Just an idea.

- Any kind of action is needed against Governor Rauner.
- I hope we keep in mind that we should not hurt the university in whatever we do right now. Let's keep our focus on the state. Rauner, of course, is the main target, but the IL Dem party needs to feel pressure too. They were cutting higher ed before and I don't want to see them allowed to get back to that.
- Please keep in mind that junior faculty needs protection if there are repercussions from "in effect strikes." I know there are limits to this, but please keep us in mind.
- I am more interested in striking against the state than the administration, but I will take any action recommended by the Union.
- We have few options at this moment. Appealing to the conscience of lawmakers seems to have had little or no effect. In the short term we should keep up the pressure and hope for a miracle. In the long run we need to ensure that lawmakers can no longer hold public employees hostage over their politically created "crises". We should push for a system in which, in the absence of an approved state budget, the past years budget / level of appropriations is in place for the current year. This is common sense and common practice in most states.
- See my previous comment about direct protest against Rauner. Also, where is Diana Rauner in all of this? His most famous Democratic supporter has gone silent-is there a way to engage her?
- To add to #4 and #6, I strongly disagree with the emphasis being only on our membership - I think the progressive furloughs should absolutely apply to ADMIN as well with the ones making the most taking the larger cuts as well - AND I think ADMIN should take the cuts BEFORE faculty does so.
- A lot of staff don't understand the meaning of a strike; we were told that we would lose our health insurance and could possibly be fired so many in my office are opposed to a strike. More FAQs on what a strike would mean would be helpful.
- None
- Questions 3&4 were very difficult for me as there was more than one question - #3 yes to no furloughs but No to the last part. Q #4 No to furloughs but yes to all the good stuff...
- We need to make sure we get all UPI campuses and as many students as possible to Springfield on April 27. In February, we had hundreds--good, but not enough to move the legislature/governor. This time, we will need thousands, and if we can get the privates to show up for MAP like they did last spring, so much the better.
- I did not answer question 1 because I was not at the meeting Thursday (I was at the student meeting) and I would like to know more about the context of those conversations.
- My main concern is that if we choose to take action, that we do not do so out of frustration or spite that may only hurt ourselves and our students. Any actions that we take must be able to achieve the desired outcomes. Otherwise they are merely self-destructive.  
If we hold the NEIU administration "hostage" because we want support from Springfield, the NEIU admin. can't give us what we want and Springfield may be perfectly happy with us closing down our own University.
- The target must be Springfield, and not just the GOP and the Tea Party. Our entire state govt since 1970 is to blame. They need to pay for kicking us down the road for decades. All of them.
- Rauner is not the sole problem. He has spent little of the money and made few of the commitments over the past decades that cause Illinois debt near junk bond status.
- Closing the university, exigency or strike is better than furloughs. Furloughs are exactly what Rauner wants - its a way he can reduce the pay of unionized workers without negotiations. We know from last year that furloughs have NO effect on what Rauner and the legislature do.
- This questionnaire is designed in a way that leads the participant to lean toward more "negotiation."
- To consider those who both partners are at NEIU and are being furloughed twice.
- I think there are potentially steep costs for having students and their families bear too much impact of the furlough. Last year when we were on furlough and some classes were cancelled, some students in my class were concerned whether they can get their degree, some even mentioned that they plan to take classes else where. Given that it is quite competitive to attract students in the first place, I am really concerned about the chilling effect from large negative impact on students. After all, students are here to get a degree for a future career and this is the most they are concern about. I like option 8, which gives some chance for being reimbursed for the lost salary. Thank you so much for all the work you've done to protect employees of this university! It is a challenging time period, but we will get through it together.

- My only remaining question is, if we fight for a guaranteed payback of furlough salary, will the university be forced to furlough us twice as long next year to make up for the fact that they didn't get a net gain from these furloughs due to a guaranteed payback? It seems as though the premise of striking for guaranteed payback of salary is that somehow magically in one year the university will be flush with cash and able to pay us back, but will only do so with the pressure from a strike this year. Is that an accurate premise though? It seems if anything that it's more likely the university is in worse economic shape next year than this year. In other words, is striking for furlough payback hurting the solvency of the university? And are we doing it primarily thinking we should get paid full salaries even if it speeds up the closure of the university? I may be okay with that, I'm not sure, but that's not been it seems part of the conversation last meeting regarding striking for guaranteed furlough payback.
- Thank you all for what you do.
- I am willing to engage in some sort of direct action as long as it does not risk my job or ability to gain tenure.
- Nothing polite now, no .
- Status quo breeds status quo. Fight the system with more than complacency. Hurt them where it counts - in their money.
- Our President needs to behave like every other university president in the nation and actively work to raise funds and build our endowment/reserves, to counter such financial insecurity in the future.
- Can we find an off campus site to have phone in or letter writing session to the governor and reps or senators. I think if we have a designated time or place, people will write those letters they have been meaning to write or make those calls.
- If it is going furlough it must. R during final weeks so impact student which bring best result for public awareness of the problem
- Thank you for your hard work on this!
- Thanks for negotiating this mess. I love this place and this is heartbreaking.