

**Customer Call Sheet
OPERATIONS**

Student: Employee **Date:** 10/23/09
(Last Name) (First Name)
ID #: _____

Locations: CORP UTI-Phoenix UTI-Houston UTI-Glendale Heights
 UTI-Ranch UTI-Exton UTI-Sacramento NTI-NC
 UTI-Boston MMI-Phoenix MMI-Orlando

Initial Complaint Forwarded to Campus ^{Tom Riggs} **Date:** 10/23/09
 Response Received from Campus **Date:** 1
 File Closed **Date:** 11/5/09

CC: Tom Riggs

09/04/09

10/23/09 mailbox

To whom it may concern,

As employee's of UTI, we are aware of the company's philosophies, visions (changing the world on life at a time) and mission statement (people, purpose, profit). This letter is to inform the company about several issues at the UTI Glendale Heights, Illinois campus that will call into question, the leadership ability of our current campus president, Mr. [Redacted by HELP Comm]

Keeping in mind that UTI is a "for profit" educational institution, it in no way excuses the manner in which Mr. [Redacted by HE] has changed *our* mission statement to "profit, profit, profit" and exercises his position and will to arrive at his end game. Examples of this highly irregular behavior and shift from *written* company policy are evident to any employee at the campus that is directly involved with student issues ranging from education to student relations. Mr. [Redacted by HE]s management style is reminiscent of former President Nixon in the respect that he feels "it's not illegal if you're the President!". When his rationale to a decision is questioned or a clarification to one of his *demands* is requested, it is met with "I don't think you heard what I just said!" and the clarification is projected back with an "It's my way or the highway" attitude.

The instability of Mr. [Redacted by HE]s management style has been witnessed publicly by everyone on the education staff on at least three occasions. He will start by stating his intended message (i.e. I had to let '*employee name*' go today) then become overly emotional and lose his composure (literally cries) and then returns to his threatening posture, finishing his message with the "And don't think I won't do it again!" statement.

I am not, as many of us are not nor should we be expected to be, accustomed to being threatened with our jobs, publicly or privately, as a method of motivation. These types of displays are not viewed by the employees as compassion, but as instability and weakness on his part. As a result, he enjoys very little respect from the education staff.

Another example of Mr. [Redacted by HE]s variance in written policy is immediately apparent when student professionalism and student disciplinary issues are addressed. Instructors and education management staff alike have been given the verbal directive to keep the student in class at *any cost*. This is done at the expense of the students who chose to come here for the *right* reasons and at the expense of the employees' who (and rightfully so) expect a healthy, non-hostile work environment.

As a result, student professionalism is at an all time low. It has become common place for a student facing disciplinary action for such offenses as sexual harassment, threatening behavior and cheating, etc., to get up from his/her seat and state, "I'm going to see [Redacted by HE]" and leave the class. The end result is the student being placed back into the class to continue their unethical or unhealthy behavior. The only ramification that the "problem student" experiences, is a professionalism infraction, which means nothing to that student as it doesn't affect their GPA. Once the student reaches the 70% professionalism score limit, no additional infractions are issued as they will be removed anyway. If the student was already at the 70% limit, the student sees no ramification for their poor choices and is allowed to return and continue *poisoning* the rest of the class.

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The message this sends is disheartening to the other students and the instructor. The end result is a rapid deterioration of the overall quality, dynamic and safety of the class. Although current *written* policy provides education staff to address such situations, Mr. [Redacted by HE]'s personal policies (which he will not commit to paper) do not allow for this.

On occasions when a situation comes to a head, the concern is either dismissed with "There's no previous documentation." which is *rarely* the case or the *employee* is reprimanded. When the documentation *is* presented to Mr. [Redacted by HE] he tends to act surprised and states that he wasn't aware of it at the time. I honestly do not believe that he would know *where* to find or *what* to do with this do with this documentation if it were sitting in front of him on his desk.

As of late, new written policies have been initiated to assist students in becoming successful or to "level the playing field" for students who face certain barriers that could otherwise prevent them from becoming successful. These initiatives are **GREAT** given the policies and procedures are adhered to. These policies however, have morphed away from their original intention almost immediately after they were put into place. Examples of these are "Make-up Hours" and the "One Test Re-take" policy.

At the request or *suggestion* of Mr. [Redacted by HE], we have all been witness to "Make-up Hours" and "One Test Re-takes" being administered as late as *two courses after* a student has failed the course. Make-up hours are repeatedly given to the *same* students (without verifiable documentation) course after course.

These policies are currently not being initiated in the spirit or with the intention that they were originally developed. It is difficult at best, for the students for which these policies *were* designed (they are held to the standards and have to jump through hoops) to take advantage of them. They are currently being used as a "tool" to keep the flow of money coming in from students with behavioral and discipline issues. These are the types of concerns that should have and *would have* been addressed had Mr. [Redacted by HE] not thrown the Student Success Guide out the window in order to make the "Quick Buck".

What Mr. [Redacted by HE] is currently doing is *cooking the books!* He has devalued the UTI education, reputation and brand in order to pump up student count numbers and profit. It is unfortunate that he has chosen to do so by compromising the educational experience of the student as well as the work environment of the employee in return for short term profit. It seems at the Glendale Heights campus, we no longer graduate students with a quality education and the tools needed to make them successful in the automotive field. We have been reduced to merely "*selling*" diplomas for \$30,000.00.

This letter is not a rant but rather an attempt to allow the corporation a glimpse into a *small* portion of what the employees of UTI Glendale Heights face when they come to work every day. This letter is not the opinion of one employee but rather, the current reality of many of our employees. This is a situation that requires immediate attention.

If you chose to investigate these allegations, specific instances and documentation can be supplied. Although if questioned, many would chose to steer clear of these issues as a matter of self preservation. There are however, a great many employees that if asked, will verify the aforementioned issues as well as supply supporting documentation.

Thank you for your time and attention to this matter.

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Redacted by HELP Committee

From: Tom Riggs
Sent: Friday, October 23, 2009 9:49 AM
To: Redacted by HELP Committee
Subject: Letter on Redacted Glendale Heights

Redacted by HELP Committ

Got a letter with some serious allegations regarding Redacted's leadership at Glendale Heights. Can we discuss this letter and how we are progressing on the Norwood letter?

Tom Riggs
Senior Vice President,
Campus Operations
Universal Technical Institute, Inc.

Redacted by HELP Committee