

Southwestern Oregon Community College

Board Clerk: Patty Scott
Campus Contact: Deb Nicholls (541) 888-7400, dnicholls@socc.edu

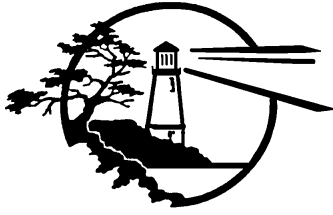
“Southwestern leads and inspires lifelong learning.”

Board of Education

Special Meeting

Monday, April 13, 2009, 5:00 p.m.





Southwestern Oregon Community College



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AGENDA Board of Education Meeting

Monday, April 13, 2009
Tioga Hall, Room 505, 1988 Newmark Ave., Coos Bay, Oregon

Estimated Timelines for SPECIAL AND EXECUTIVE SESSIONS

Action Item

- | | |
|--|--|
| 1. SPECIAL OPEN SESSION
A. Faculty Union Response *
B. aQuire Training Solutions Revision, Exhibit #1 B | 5:00 p.m.
 |
| 2. EXECUTIVE SESSION
<i>Pursuant to ORS 192.660 (2) (d) Labor Negotiations
ORS 192.660 (2) (e) Property
ORS 192.660 (2) (i) Personnel</i> | TBD
 |
| 3. POSSIBLY RECONVENE OPEN SESSION | TBD |

Shaded Exhibit included in meeting materials

* Materials to be distributed at the meeting

Board policy states that requests must be made by contacting the Clerk of the Board at least seven working days prior to the scheduled meeting. Requests for additions by visitors attending a meeting will be allowed by an affirmative vote of the majority of the Board Members. Time allocations will be at the discretion of the Board Chair.

It is the policy of the Board of Education to adjourn the meeting within three hours unless a motion to continue the meeting is made and approved by a majority vote of the members present.

Exhibit # 1 B
Date April 13, 2009
Approved YES___ NO___
Motion # _____

**Southwestern Oregon Community College District
Board of Education**

Prepared by: Valerie Martinez, Vice President of Instruction

ACTION UNDER CONSIDERATION

Suspend authorization to pay aQuire Training Solutions in the amount of \$37,770 approved, March 30, 2009, Exhibit #13C and replace with authorization to pay aQuire Training Solutions in the amount of **\$49,940**.

HISTORY/ DISCUSSION

The former resolution listed an incorrect amount for authorization of payment. The aQuire Training Solutions Invoice #472 for **\$49,940** is the full amount SOCC has been billed to contract for licensure of the online didactic portion of the BNA Program from aQuire Training Solutions.

TIMING

The anticipated start date for this program is Summer 2009.

BUDGET IMPACT

Funds provided to support licensure of this software were awarded through the Office of Community Colleges and Workforce Development (IGRA0162) in the amount of \$76,461 grant as submitted to the Board on March 30, 2009.

RECOMMENDATION

BE IT RESOLVED, that the Board of Education of the Southwestern Oregon Community College District authorizes the total expenditure of **\$49,940** to contract for licensure of the online didactic portion of the BNA Program from aQuire Training Solutions.

The Faculty Federation's response to the suggested reduction in force of faculty at Southwestern for next year.



Tim Dailey
Bernadette Kapocias
Sean Hutcherson
Renee' Menkens
Catherine Hockman
Christina Alexander
Caoimhin Ofearghail
Daniel Brouse



Southwestern Oregon Community College
Federation of Teachers

AFT-Oregon

I am thankful for the opportunity provided by the contract for the faculty federation to present an alternative to administration's suggestion for expense reduction.



In martial arts sparring is an activity done primarily between people who respect one another and are able to help one another learn their strengths and weaknesses. It is in this spirit that that we give this alternative view. Our hope is a stronger college.

This response is intended to inform the Board and the community about where we (“the college”) are and some of our options.



How did we get here? Where are we? What are the landmarks?

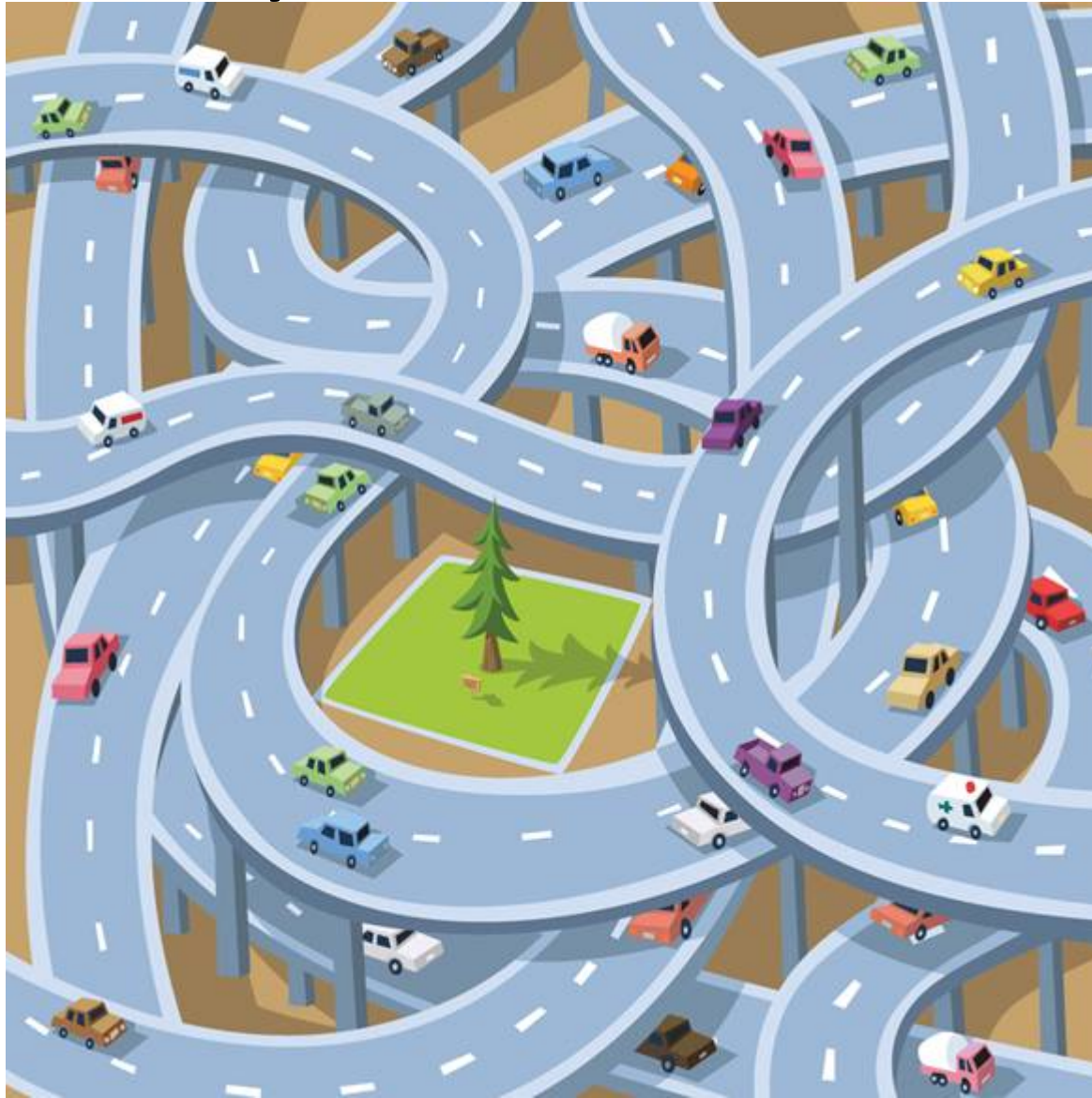


Administration’s suggested reduction in force.



The Federation’s alternate suggestion

The road we place the college on now will determine its future and the future of the community.



This year has already been very difficult.



Southwestern has a new administrative team leading the college.



Workdays and salaries have already been cut for this year



The college has already eliminated employee positions.

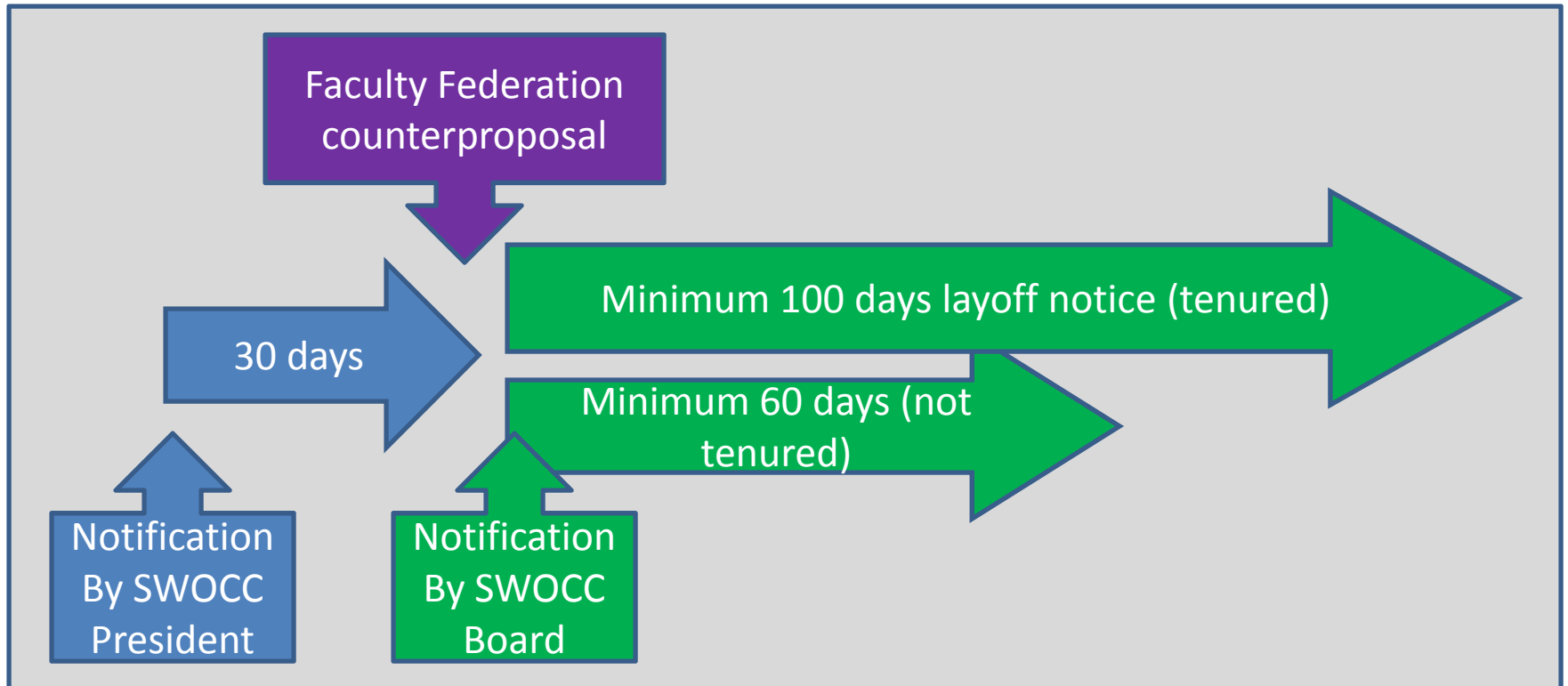




The Reduction-In-Force (RIF) process is defined by the contract (Article 31) between the college and the federation.



It is positions being terminated, not hours or salaries being decreased.





The Reduction-In-Force (RIF) process is in place to ensure that everyone involved has the information they need to make appropriate decisions.



RIF = positions being terminated, not hours or salaries being decreased.



The contract places few limits on whether a proposed RIF can occur but it has specific language regarding process.



The process dictates the sharing of information with the faculty federation and following a timeline for the board to act.



The key language regarding the Reduction-In-Force (RIF) process has **NOT** been followed. Yet...

31.2 Application:

A. In the event that the Employer determines a reduction in force to be necessary, the President shall develop an overall plan of reduction which best protects the instructional capacity and flexibility required to maintain the highest quality of education possible for district students. This plan shall contain: (a) **a justification for reduction in force**; (b) **an identification of all employees affected**; and (c) **all intended reassignments of faculty members' duties.**

31.3 Meeting With the Federation: **The President shall present his/her overall plan for reduction in force to the Federation and shall have his/her initial meeting with Federation representatives to discuss the plan thirty (30) calendar days prior to submitting it to the Board of Education.**



The Federation notified the President of this.

March 20, 2009

To: Patty Scott, Interim President of Southwestern Oregon Community College

From: Tim Dailey, President SWOCC Federation Local 3190

RE: Notification Reduction In Force

On February 24th you notified the campus community of a proposed reduction in force. We are concerned that the general-announce email and staff meeting in the PAC on Feb 24th do not meet the 30 day notification requirement as stated in the contract. **Until the process set forth in article 31.2 and 31.3 has been followed we assume that the 30 day timeline has not begun.**

As you are aware we have been requesting data and have been working diligently to prepare an alternative proposal; however we have found this process difficult as we do not have the formal reduction in force plan that “protects the instructional capacity and flexibility required to maintain the highest quality of education possible for district students” as described in Article 31.2A.

The Faculty Federation Executive Board is ready to work cooperatively towards a solution to our financial crisis. I look forward to your response.

Tim



The Federation disagrees with Administration about where we “are” in this process.

- Administration replied with a letter and stated that the letter served as notification.
- Rather than formally argue, the Federation continued to work on our response to the suggested Reduction In Force.



Administration's justification for cutting SEVEN (7) faculty positions is a simplistic approach at fairness.

“Administration's position is that all employees should be treated the same and have the same reduction level.”

An email from the Interim VP of Administrative Services Feb. 24th

Is this approach really best for the college?

“Third, we must prioritize. I am determined not to do what we did in 2003, when we made across the board cuts to our budget and “let everyone share equally in the pain.” That may be the path of least resistance, but the best path to economic recovery requires a tougher climb.”

Excerpt from Ted Kulongoski's The Governor's Budget 2009-11 opening letter released Feb 20th 2009 and titled “The Governor's Message: A Budget for Progress in Challenging Times”:

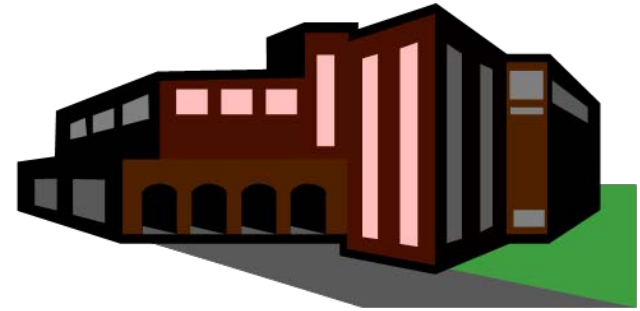


There are standards that guide us in making decisions about how to have a functional college.



College

Costs money
Substantial coursework
Accredited



Diploma Mill

Costs money
Little coursework
NOT accredited



High Value

Low Value





Job responsibilities of the different contract types for faculty at Southwestern.

	<i>Part Time</i>	<i>Adjunct</i>	<i>Visiting</i>	<i>Tenured</i>
Instruct classes	X	X	X	X
Professional Development		X	X	X
Office Hours		X	X	X
Faculty senate committees			X	X
Hiring committees			X	X
Advising			X	X
Course/Program Development			x	X
Leadership				X



The college's proposed balancing of the budget includes eliminating the following positions for \$300,000 to \$350,000 proposed savings :

Instructor of Human Services → Reassigned? Closing of Human Services program

Instructor of Theater Arts → elimination of Theater Arts

Librarian → reduction from 2 faculty librarian's to 1

Instructor of English/Journalism → elimination of journalism (and school paper?)

Instructor of Transitional Education → Reassigned? Status of grants?

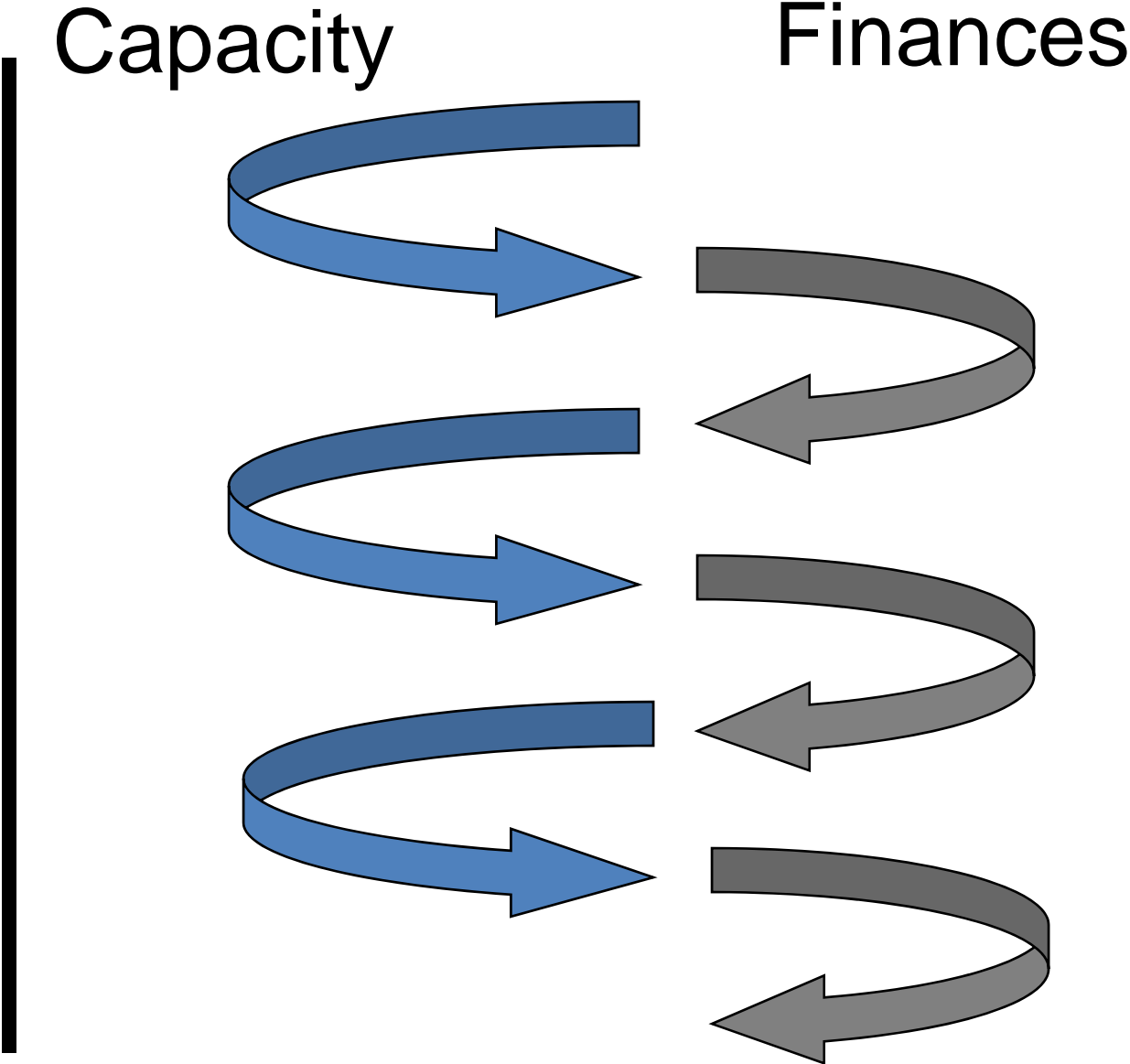
Instructor of Biology → reduction from 2.5 full time biology faculty to 1.5

Instructor of Computer Science → elimination of electronics coursework

decimation

"removal of a tenth"

Decreasing our capacity too much WILL result in a downward spiral



Standard 2 provides guidance about the Educational Program and its Effectiveness.

2.A.1: “The institution demonstrates its commitment to high standards of teaching and learning by providing sufficient human, physical, and financial resources to support its educational programs and to facilitate student achievement of program objectives whenever and however they are offered.”



Standard 3 provides guidance about Students.



3.D.10. “A systematic program of academic and other educational program advisement is provided. Advisors help students make appropriate decisions concerning academic choices and career paths...”

Standard 4 provides guidance about Faculty.

4.A. “The selection, development, and retention of a competent faculty is of paramount importance to the institution. The faculty’s central responsibility is for educational programs and their quality. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution’s mission and goals.”



4.A.3. “Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty, allowing sufficient time and support for professional growth and renewal.”

Later in [Standard 4](#) it provides guidance about [Faculty and their role on committees.](#)



A required exhibit for documenting our compliance with Standard Four includes an exhibit on “faculty committees and membership.”

Standard 5 provides guidance about Library and Information Resources.



5.D.1. “The institution employs a sufficient number of library and information resources staff to provide assistance to users of the library and to students at other learning resources sites.”



Alternatives to **cutting 7 faculty positions, closing 1 program, eliminating the school newspaper, and closing 3 disciplines.**

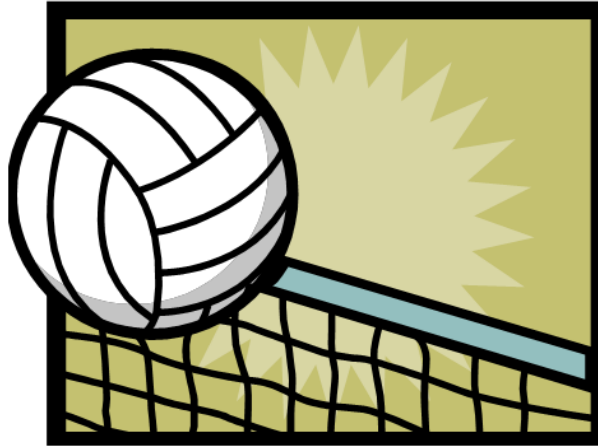
<p>Eliminate two sports teams, but keep the faculty teaching classes. Keep same number of student athletes by giving existing numbers of tuition waivers and extra positions on remaining 10 teams. (Extra recruiting work, low to no impact on housing and FTE)</p>	<p>\$75,000 savings</p>
<p>Eliminate non-essential initiatives in Information Technology Services (for instance, ConnectEd, a messaging service, and delaying the upgrade to Windows Vista)</p>	<p>\$25,000 savings</p>
<p>Reduce the number of classes taught by part-time teachers. This may result in the college having greater demand than we have supply, but we will be maintaining our quality (per accreditation standards and our own College Mission).</p>	<p>\$55,000 savings</p>
<p>Increase distance education by 5% next year. Southwestern has extra capacity for distance education. Our students <u>and students at other colleges</u> will take more of our classes if we offer them.</p>	<p>\$45,000 earned</p>
<p>Readjust salaries that have significantly increased over the last three years for select individuals (for instance, one salary went up 39%). Review of positions and roll back the salary increases to the levels gained by the average of MASSC.</p>	<p>\$10,000 savings</p>
<p>Close campus for five days between mid-August and mid-September (except for the financial aid and first stop areas and their direct supervisors)</p>	<p>\$100,000</p>
<p style="text-align: right;">Total Savings:</p>	<p>\$310,000</p>



Administration has already worked on developing a plan for future cuts.

Many of those ideas do not damage instructional capacity the way that this proposed Reduction In Force does.

Why are they not proposing to implement them now?



We can't submit a counterproposal until the President complies with Article 31.2 of our negotiated agreement.