

Special Meeting/Study Session

Board of Trustees

Coast Community College District

District Board Room

4:00 p.m. Open Session

Wednesday, February 12, 2014

MINUTES*

A Special Meeting/Study Session of the Board of Trustees of the Coast Community College District was held on February 12, 2014 in the Board Room at the District Office.

1.00 Preliminary Matters

1.01 Call to Order

Board President Hornbuckle called the meeting to order at 4:00 p.m.

1.02 Roll Call

Trustees Present: Trustees Hornbuckle, Grant, Prinsky, Moreno and Kelly
Trustees Absent: Trustee Patterson

1.03 Pledge of Allegiance

Trustee Hornbuckle led the Pledge of Allegiance.

1.04 Public Comment

Trustee Hornbuckle suggested that anyone wishing to address the Board wait until after the presentations.

1.05 Study Session: Report and Discussion of Full-Time Faculty Hiring for 2014

Board President Hornbuckle opened the Study Session and Trustee Lorraine Prinsky made the following comments that she requested be included for the record:

"I placed the following item on the Board Log on Jan 15: Report on Full-time Faculty Hiring for 2014. Following that Board meeting, I responded to the Chancellor's email asking for clarification of this request by saying:

"I am asking you to consider the probability that the Board asks you on Feb. 5 to find the resources to fund critically needed full-time faculty positions for Fall 2014...it is apparent to me that a majority of the Board (and perhaps the full Board) will be looking to you to present the Board with such a plan."

This Board understands that full-time faculty hiring complex is a question requiring balancing many factors. We understand:

- *That the District has ongoing expenses that are expected to increase*
- *That ideally ongoing expenses should be paid for by ongoing source of funds*
- *That non-instructional personnel are important to teaching and to our students*
- *We understand the legal mandates such as 50% law, AB1725, 75/25 rule, FON (both frozen and unfrozen); and that these mandates may be in conflict and may be unfunded*
- *That Accreditation requires non-instructive support services that come within the "wrong" side of 50% law, including counselors, librarians*
- *We understand that we are required by law and accreditation standards to follow all the regulations that fall on the "wrong" side of the 50% law*
- *We've studied the tables and understand comparisons with peer districts other data*

As a Governing Board, we are responsible for setting priorities and direction for this District consistent with our budget. I can tell you the outcome I would like to see come from this meeting: I would ask the Chancellor to work with the colleges to identify additional critical full-time faculty hiring needs for Fall 2014 and that the District provide additional allocations for such hiring. This would require that:

- *The District make full-time faculty hiring for 2014 a priority*
- *We are not asking that the entire prioritization list of each college be hired for this year*
- *See full-time hiring as a tool in working towards our Student Success goals: Inspiration*
- *This may mean a shift in our allocation model, allotting more funds to the colleges and less for the District.*
- *It is not the Board's job to tell you where the money will come from but rather to set the priorities, which brings me back to the Board Log item that we are here to address: a Report on Full-Time Faculty Hiring for Fall 2014*

The Board is looking to the Chancellor to present the Board with a plan for Full-time hiring for 2014—hence the Board Log item."

Board President Hornbuckle thanked Trustee Prinsky for her comments.

Chancellor Jones indicated one of the values of GISS was to have the proper mix of personnel to support student success and certainly full-time would rank high within that context. He indicated that full-time faculty were important and the question had been how to fund full time faculty and what the adequate number of full-time faculty is. He added that the Board establishing hiring as a priority would change the District's approach of how to reach that number.

Chancellor Jones and Vice Chancellor of Administrative Services and Finance, Mr. W. Andrew Dunn, led the Board through a PowerPoint presentation. The presentation, which included the Percent of Total Instructional Hours Taught by Full-time Faculty by College, Comparison of Full-time Faculty % and FON compared to the 11 peer districts, showed our numbers to be fairly competitive. Full-time Faculty Trend Data was reviewed for the years 2007-2015, showing the reduction in FON due to stabilization in 2013, also showing that our full-time Faculty Obligation Number remained at approximately 406. It was pointed out that the projection for next year would be the FON at 412 and the subsequent year going up to 417.8.

Mr. Dunn indicated that the number of faculty had come down as we were serving fewer students, but there was a deliberate strategy to reduce the number of full timers to be at or near the required level as a cost containment strategy. He added that all indications were that we would fully recover our stability and grow moderately, and that the Governor's Budget proposal suggested a strong budget year for 2014-15. Other areas reviewed were Simulated FTES Growth Funding and 50% Law Compliance. The Institutional Needs to Support Growth were reviewed, and the hiring that was in progress for 2014-15, with 15 recruitments underway, was discussed.

Dr. Lori Adrian, Mr. Wes Bryan, and Dr. Dennis Harkins presented overviews of the Full-time Faculty Hiring Plans for 2014-15 at Coastline, Golden West and Orange Coast Colleges and responded to Trustees' questions.

Board President Hornbuckle opened up the Study Session, and Academic Senate Presidents, Dr. Pedro Gutierrez, Mr. Gregg Carr and Ms. Denise Cabanel-Bleuer, addressed the Board.

The meeting was opened up for Public Comment and the following people addressed the Board regarding Full-time Faculty Hiring:

Ms. Diane Colvin and Ms. Maria Lerma (regarding ESL Hiring); Dr. Eduardo Arismendi-Pardi who requested his remarks be added to the record (see Appendix page 7); Ms. Marilyn Kennedy who requested her remarks be added to the record (see Appendix page 8); Mr. Dean Mancina (CFE Report, see Appendix page 9); Mr. Bob Fey; Ms. Theresa Lavarini and Ms. Phylisia Hassapis.

Board President Hornbuckle thanked everyone for sharing their opinions and indicated that the Board appreciated hearing their comments and feedback.

Trustee Grant asked that his comments be included for the record:

"For the record, I am a former part-time faculty member as well as a full-time faculty member at Orange Coast College.

One of the great mistakes that was made many years ago by a well-meaning accreditation team, was to move the District Administration building off the OCC campus to a more neutral spot. And on first blush, that would seem to be a logical thing to do so as to no prejudice the other two campuses. But in reality, it disadvantaged GWC, CCC and OCC because the District administration was then totally removed from the remarkable and unique operations a collegial campus life. It was a big mistake.

I say that because, let me remind everyone, the District office of the Chancellor and his vice chancellors exist to support the Colleges, not vice versa. To be clear, shall I repeat that?

I, as much as anyone, have supported the foundation of a strong, visionary district leadership. But if we do not have that, then the Board of Trustees must move us forward when we deal with significant issues, of which this is one. And the Board, as we do that, must be as thoughtful, as sensible and as understanding as we can be of present and future demands on district resources. We do bear a major fiduciary responsibility.

But I think, now, there is a general absence of understanding by the chancellor to clearly appreciate the value of full-time faculty, administration and staff: their loyalty, their dedication to their campus role, campus morale, their long time service and commitment to their campuses — and that the campuses have a genuine need that can only be filled by full-time faculty. That's what they are telling us. And I think we need — as best we can — to meet those needs now. If you need a translation: that simply means that we need to meet the needs of our students.

To that end, recognizing that we cannot make motions at this study session, at a subsequent meeting, I will move that the chancellor and the District budget office be directed to utilize by whatever sensible means necessary — without touching the colleges existing funds — to supply the necessary funds immediately to add an additional 4-5 full-time faculty at Orange Coast, 2-3 at Golden West and 1-2 at Coastline."

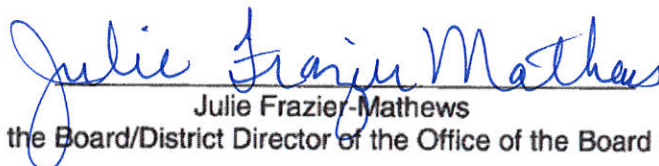
The Trustees commented on budget priorities and indicated their interest and support of funding additional faculty members at each campus. Board President Hornbuckle indicated that, if this item was not able to be added to the agenda for next week's meeting, it would definitely be on the March 5th agenda. She added that the Board would welcome hearing from anyone regarding this topic and asked that they contact the Board Secretary who would share their comments with all Board Members.

1.06 Adjournment

On a motion by Trustee Grant, seconded by Trustee Moreno, the Board voted to adjourn the meeting at 6:21 p.m.

Motion carried with the following vote:

Ayes:	Trustees Hornbuckle, Grant, Prinsky, Moreno and Kelly
None	None
Absent:	Trustee Patterson
Abstain:	None


Julie Frazier Mathews
Secretary of the Board/District Director of the Office of the Board of Trustees

**The Student Trustee of the Coast Community College District is provided with an advisory vote to the Board of Trustees, per Board Policy 2015. As such, the Student Trustee's votes recorded within these minutes are advisory only in nature and are not counted in the final outcome of each action taken by the Board. Additionally, per Board Policy 2015, the Student Trustee does not participate in Closed Session meetings of the Board, therefore, votes reported from Closed Session will not include a reference to the Student Trustee.*

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REMARKS ON THE IMPORTANCE OF HIRING FULL-TIME FACULTY

Dr. Eduardo Jesus Arismendi-Pardi

Dear President Hornbuckle:

I wish to begin my remarks by quoting a visionary leader, the Chancellor of the Maricopa Community College District in Arizona, Dr. Rufus Glasper, who sees the value of full-time faculty in terms of quality education and student success. He recently stated that "we determined that for us to achieve our completion goals in 2020 and beyond, we need to make a commitment to increase full-time faculty." Dr. Glasper further stated that full-time faculty take on numerous advisory roles in sponsoring student clubs, academic advisement, curriculum development and evaluation, and office hours. Full-time faculty are on campus every day and they have a positive impact on the overall success of students.

I would like to point out from my perspective why we should not minimize the importance of full-time faculty in terms of our dedication and commitment to student success. Full-time faculty, unlike part-time faculty, are integral parts of two very important components of a premiere educational experience in terms of academic success and service to our community. These two components are Instructional Activities and Professional Activities. Under instructional activities full-time faculty are actively involved in curriculum development, periodic syllabus reviews, joint teaching with colleagues, interdisciplinary participation, involvement in the development and evaluation of honors curriculum, general education, and organization of extracurricular activities for students. Under professional activities full-time faculty are actively involved in participation in educational associations, discipline associations and organizations created for the propagation of innovative instructional strategies, community college associations, service as department chairs, and institutional committee service. Assembly Bill 1725 delineates and clearly explains how these components are essential in achieving the mission of the community college because quality instruction cannot be achieved without sufficient members of the full-time faculty.

Finally, full-time faculty are the backbone of the campus, creating a climate indispensable to attracting and retaining students. Part-time faculty do a good job and I am not here to minimize their supplementary role. However, the ontological reality of the colleges in our District concerning part-time faculty is that many or the majority of them come and go. This reality limits or makes it difficult and at times impossible to fully participate in campus life and activities. Increasing part-time faculty in lieu of hiring full-time faculty is at high cost to quality education and is in the short-term interest of doing more with less funds. This is a form of exploitation of the academic workforce which perhaps makes fiscal sense, but in no way is at all consistent with maintaining and improving academic quality and ensuring student success. Any movement that facilitates using part-time faculty over hiring additional full-time faculty is a movement in the wrong educational direction.

Public Statement to the Board of Trustees on Full-Time Hiring
By Marilyn Kennedy, Orange Coast College, English Professor

"Inspiration. Innovation. Graduation."

Those are the words that grace the Coast Colleges' district logo. Words that appear to symbolize powerful and deeply held values.

"Inspiration.": Coast Colleges have, over time, *earned* their long-held reputations.

"Innovation.": We attract the very best transfer students and the most academically competitive ones. How do I know this? I know this by teaching here, being aware of our reputation, but I also know this personally having taught at other local community colleges. Our As are the highest As--our students the most academically competitive--and when a student transfers from our District, that student carries a gold premier education to his or her four-year university.

"Graduation.": We inspire and innovate students to learn deeply, then transfer and graduate from four-year colleges, many going on to become doctors, architects, social workers--the gold of our state and nation. Orange Coast College has had the highest, or near the highest, in transfer rates in California Community Colleges for a long time. Our colleges also offer the highest quality career and vocational certificates for those ready to move into the work world of health care, hotel management, culinary arts, and a list too long to detail here.

How have we *inspired, innovated, and graduated* the best and the brightest in California community colleges? One answer--our full-time teachers. A college is first and foremost, students and teachers--for a college is in name only without strongly committed teachers and students.

We have inspired, innovated, and graduated with our gold of rings: our dedicated and highly educated full-time faculty who take immense pride in their work, contribute the use of their own personal time to their students, and reach in their own pockets for school supplies and tools to ensure their students' deepest and most profound educations and successes. These full-time faculty have the academic and economic freedoms to dedicate fully and solely to their colleges and students. These full-time faculty work tirelessly on college committees and curriculum and classes, participate fully in shared governance, and keep current in their fields--often being leaders at county or state levels.

However, this gold ring will lose luster as the full-time faculty diminish in numbers, revealing a counterfeit and cheaply-held together educational core beneath, one unable to dedicate fully and wholly to the colleges, lacking in academic and economic freedoms, held together with intangible promises.

We will not be able to wear our reputational gold ring forever--as that gold wears away with the dwindling of our full-time faculty.

Will we be able to *inspire*? Will we be able to *innovate*?

Let us not be misled by the annual, hollow cries that predictably declare there is "*no money for hiring*" even when an accounting trend analysis of the numbers at the state levels reveal a much different story--let us keep a vibrant, strong educational teaching environment.

FULL TIME FACULTY - A CFE REPORT

Full-Time Faculty - A CFE Report

February 2014

Terms for Clarification

“Replacement”

When a FT Faculty member leaves and we hire another FT Faculty position in the District for the next year (total number of FT Faculty stays the same)

“Additional”

When we attempt to grow the FT Faculty ranks by hiring FT Faculty numbers above and beyond those who leave in the same year (total number of FT Faculty increases)

How many FT Faculty have left the District each year?
 How many have we hired each year?

Year	# Left	# Hired	Net Change
2007	13	12	-1
2008	14	39	+25
2009	17	13	-4
2010*	45	1	-44
2011	13	4	-9
2012*	35	32	-3
2013	11	10	-1

Total Net Change = -37

* - retire incentive year

Jonathan Kaplan, California Budget Project

“At minimum, if Prop 30 expires in 2019 without an extension, community college funding levels are likely to at least mirror what they were in 2007.”

Therefore, at minimum, we should aim for the number of FT Faculty we had in 2007, as we knew then we could fund that many.... and that is 37 more FT Faculty than we have today. And if we could fund that many FT Faculty positions in 2007 (and 2019), with the security of Prop 30 funding, we should be able to budget that number today.

Myth: When a FT Faculty Member leaves, there are no savings when a **Replacement** FT Faculty member is hired.

In 2012-13, 11 FT Faculty left and we hired 10 FT Faculty.

Precise Calculation

Had they not left, TOTAL cost to the District in 2013-14 = \$ 1,343,413
compared to

The actual TOTAL costs incurred in 2013-14 on the 11 who left = \$ 73,900
(retiree benefits)
+ TOTAL Cost of the 10 replacement FT Faculty in 2013-14 = \$ 1,002,246

Savings in 2013-14 = \$ 267,267

\$267,267 would fund nearly 5 additional FT Faculty positions.

Precise Calculation of the Net Cost of Hiring **Additional** Faculty

When we plan to hire **Additional** faculty, the cost is often calculated *imprecisely* as

- Average Starting Salary
- + Health Benefits
- + Fringe Benefits

Precise Calculation

- Average Starting Salary
- + Health Benefits
- + Fringe Benefits
- Cost of the PT Faculty Member currently teaching those 30 LHE

This reduces the imprecisely stated cost by \$ 45,900 per position,
making the net annual cost to hire 1 **Additional** faculty **\$ 54,750**

Myth: When we hire a FT Faculty member, we also continue to employ the PT Faculty member who has been teaching those 10 classes.

GWC Class Schedule

Fall 2012

Economics

Econ 170
Econ 170
Econ 170
Econ 175
Econ 175
Econ 110
Econ 120

Sections
Taught by PT
Econ Faculty =
7 Total

GWC Class Schedule

Fall 2013

Economics

(FT Economics Faculty
Member hired)

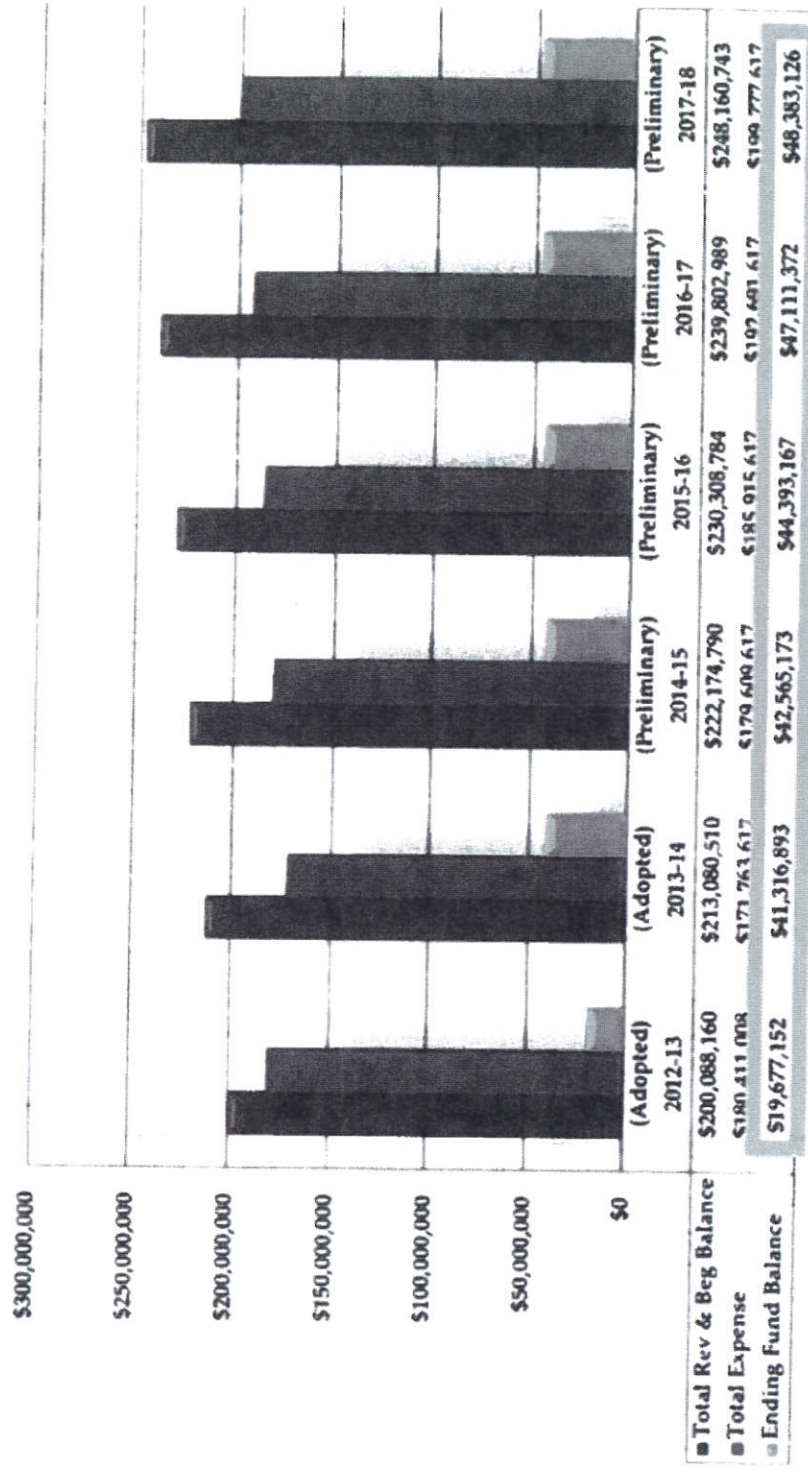
Econ 170
Econ 170
Econ 170
Econ 175
Econ 175
Econ 110
Econ 120

5 Sections
Taught by FT
Faculty, 2 taught
by Part-Time
Econ Faculty =
7 Total

Hiring FT Faculty and Funding the Reserves

Coast's current reserve is budgeted at 20% (\$37.7 million).
 The District's plan is to continue to grow the reserve.
 It's up to the Board to balance these two interests.

MULTI-YEAR PROJECTIONS



Inspiration. Innovation. Graduation

UBAC, August 25, 2013, CCCD Administrative Services

The Myth of “one-time dollars.”

It is a disingenuous assertion that when dollars from the state’s recurring annual allocation to the District are put into the reserve that they become one-time dollars.

How to Fund 18 Additional Positions

Reducing our reserve from 20% to 19.5%
(and continuing to fund the reserve at 19.5%)
would free up 1 million ongoing dollars, which would
fund 18.26 **Additional** FT Faculty positions.

Conclusions

1. Since this District's inception, it has committed to hiring FT Faculty positions with no assurance of stable funding for the ensuing 30 years...and the District has not only remained fiscally stable but increased our reserves to record levels.
2. PT Faculty can and will continue to be used by the District to both help balance the budget and to generate enough FTES to meet our annual target...and capture growth/restoration dollars if the Board chooses to pursue that. This is not an either/or situation as characterized.
3. The commitment of the hiring of FT Faculty is not only a long-term commitment to the department, but also a long-term commitment to the college, our students, and our community.
4. Costs of hiring **Replacement** and **Additional** FT Faculty have been exaggerated due to imprecise calculations. Precise calculations will help the Board make better informed decisions.

Conclusions

5. It's likely that a minimum of 11 faculty will leave each year for the next several years.
6. In addition to the funds already budgeted for FT Faculty hires for Fall 2014, there are salary savings from last year that can fund nearly 5 **Additional** FT Faculty positions.
7. Dollars from the state's annual allocation, whether in the reserve or not, could be allocated to fund **Additional** FT Faculty positions. Allocating 1 million ongoing dollars would fund 18.26 **Additional** FT Faculty positions, while only reducing the reserve from 20% to 19.5%.

The calculation details included in this report are available upon request from the Coast Federation of Educators.

