



JUSTIN COX / THE TORCH

PHOTOS BY AUGUST FRANK / THE TORCH

Left to right: Medical Office students Christen Suchanek, Jerry Fricot and Taeler Davis work in a lab for their Medical Terminology 1 class. Originally slated for closure, the Medical Office Assistance program has been given a one year extension. Bottom left and bottom right: Auto Collision and Refinishing and Electronics Technology program labs sit empty.

## Two programs cut

### Faculty pushes back

**PENNY SCOTT**  
EDITOR-IN-CHIEF

At the April 8 Board of Education meeting three programs were presented for elimination or suspension and redesign. Auto Collision and Refinishing, Electronics Technology faced potential closure. The Medical Office Assisting program faced temporary suspension.

Given that students are in the midst of preparing to enter the MOA program, and

have invested time and money, suspension plans were subsequently postponed. At the May 13 board meeting the administration proposed closure of the Auto Collision and Refinishing and Electronics Technology programs.

Faculty, students and local employers addressed the board pleading continuance of both programs. After board members, administrators and faculty discussed the matter, the board voted and the programs were cut.

#### Inside: Programs might not be dead

After the board decision, conversations ensued between faculty and the administration regarding the cuts.

Those wanting to have their say as part of a campus-wide discussion have submitted stories to the Torch in the form of commentaries and letters, which begin on pages 4 and 5.

## Oppa Gangnam style

### International students trip the light fantastic

**CHAYNE THOMAS**  
REPORTER

The room was sold out. Every seat was filled and people lined the walls to join in the celebration. Friday, May 15, Lane's International Student Association featured performances, a fashion show and cuisine. International Night was a hit. Lane student Daniel Game said, "It was an excellent event!"

Hosted at the Lane Downtown Campus Center for Meeting and Learning, the event was a blend of culture and style. Everything from modern dance and instrumentals to traditional chanting and poetry were presented by students from more than 15 countries.

Sat Bhajan Kaur, who led the Hula Kahiko performed by APISU, said that the event's purpose was to raise awareness and understanding of cultural differences. "We celebrate together in sharing our common humanity," she said.

Costumes ranged from the simple to elaborate, containing vivid and striking colors from across the spectrum. The fashion show emblazoned the varied and beautiful contemporary and traditional dress see **INTERNATIONAL**, page 12



JUSTIN COX / THE TORCH

International students from "Team Indonesia" perform during the 2015 International Night in the Center for Meeting and Learning Banquet Hall at Lane's Downtown Campus on Friday, May 15.

## Senate splits vote

*ASLCC considers free textbook rentals*

**VERNON SCOTT**  
COPY EDITOR

At the May 20 meeting, student government members debated adopting a program to make textbooks free for some classes. The lion's share of time was devoted to consideration of an Open Educational Resources Committee request for \$3,600 to purchase textbooks for kick-starting a rental program.

Treasurer James Wessgert gave policy and financial analysis handouts for the proposed program to the senate. Wessgert said that the service would allow students to check out textbooks through the Lane library free of charge.

Senator Robert Kirkpatrick questioned whether the service fell under the definition of open educational resources and a discussion on the meaning of 'open' followed. Vice-president Ashley Jackson pointed out that the original meaning in this context implied materials not covered by copyright that did not support a textbook industry that exploits students.

Wessgert responded that this program would reduce the overall amount of money spent on textbooks, reiterating that the objective was to reduce students' costs. His analysis projected an estimated \$20,000 in savings to students.

Other concerns centered around policies regarding non-returned books, the potential of conflicts with the Titan Store and teachers changing to different textbooks, which would render a book inventory obsolete.

The motion to approve the funding failed on a 2-3-0 vote. The four senators present split 2-2 and vice-president Ashley Jackson cast the final no vote.

In other business, Blake McCoy, president of the Lane Aviators Association, requested ASLCC sign-off for \$250 to fund a student field trip to an aviation museum. The Council of Clubs has already approved the request and would provide the funds. After a short discussion, the senate gave its approval 4-0-0.

Oregon Student Alliance Campus Organizer Eli Emigh presented an initial funds request for \$875 to pay for student executive management training for up to 25 students. The subject was tabled for a second reading next week.

Campus Community Director Mariana Paredones, reporting on cultural competency, said the committee was working on a suggestion to incorporate cultural training into the orientation for incoming student government members.

Senator Charles Stewart asked her what the Cultural Competency Committee was doing to address reports of racial discrimination by Public Safety officers. Paredones replied that the committee was primarily concerned with college policy. Discrimination complaints could not be addressed due to busy student schedules and inadequate staffing.

When items for next week's agenda were solicited, Stewart again asked for

see **ASLCC**, page 12



# Rigorous questioning absent

## Board of Education needs new blood

**PENNY SCOTT**  
EDITOR-IN-CHIEF

**I**t wasn't the first time that the Lane Board of Education was presented with opposing opinions at a meeting. I was expecting the May 13 meeting to be long with rigorous questioning and examination by board members, but that's not what happened.

With the college mission, along with people's careers and livelihoods at stake, I did a double-take when board member Rosie Pryor called for a vote so early in the proceedings. Yes, a lot of guests had addressed the board, and there'd been some discussion. I thought things were just getting going, but Pryor apparently had already made up her mind.

I'm not convinced that the college will save what the administration claims, by cutting the Electronic Technology and Auto Collision and Refinishing programs. If the figures did prove to be correct, and that can only be tested if the programs are indeed gone for good, there are other reasons why the board needed to ask more probing questions at the meeting.

For example, it was stated quite plainly that state and national statistical forecasts, which paint a dismal picture for future job candidates in these fields, don't include students who may start their own businesses or local independent businesses that might employ students.

These very business owners stood before the board saying they need Lane graduates, and they spoke of business expansion, not contraction. This is a community college, and its purpose is to serve the community. This means students and

their prospective employers, thus rendering the state and national forecasts irrelevant.

Programs might need to be cut at Lane for financial reasons, but I'm pretty concerned about how these particular programs were chosen. There are too many people calling foul and too many unanswered questions for this decision to have gone through as it did.

Rarely have college boards pressed administrators for answers in the past. However, now it's becoming more common according to John Marcus in an article titled "Once invincible, college boards of trustees are in the spotlight — Some critics say boards aren't doing enough; others say they meddle too much." The article was posted on [hechingerreport.org](http://hechingerreport.org) on April 30, 2015.

Lane board members aren't likely to be accused of meddling. However, they could be accused of not doing enough.

"Populated largely by wealthy alumni and political appointees, college boards of regents and trustees have historically operated largely out of sight. But as tuition escalates, along with questions about what students and their families are getting for their money, boards are finding themselves in an unaccustomed spotlight — or are taking matters into their own hands — just as corporate boards of directors did in the wake of Enron-era scandals," writes Marcus. Things are changing in higher education according to Marcus, and boards need to change too.

Board members are unpaid, and they generously provide a valuable service to the college. I've observed them closely for a year and I'm convinced they care, but they aren't being as challenging as they should. And I think they are somewhat out of touch with the college.

When plans were presented last winter for a warming center at Lane, Pryor who has been a board member since 2011, was shocked at hearing that Lane has homeless students.

Those of us who spend time on campus know only too well about homeless students. What

else don't board members know about their own college?

Board members Pat Albright and Robert Ackerman will retire as of June 30, 2015. Newly elected directors Phil Carrasco and Susie Johnston will replace them. Board members Rosy Pryor and Tony McCown were re-elected to another four year term. The terms of Sharon Stiles, Gary LeClair and Matt Keating run until June 30, 2017.

I'm advocating for the inclusion of new members on the Board of Education at the next available opportunity, which may not be until 2017. We need members who are involved in the college. In fact, Lane is well behind the times in this regard. The mix of board members at Lane isn't right. We need members who have a closer association with the college.

According to a survey conducted in 2010 by the Association of Governing Boards of Universities and Colleges, 70.8 percent of public institutions include students as board members and often more than one. Not all student board members have voting power. However, that is changing.

Five years ago the number of student members with voting rights reached just over 50 percent. "The percentage of student board members granted a vote more than doubled between 1997 and 2010, increasing from 20.5 percent to 50.3 percent," according to the AGB website.

Potential conflicts of interest exist when students serve as board members, the AGB reports. For example, when voting on tuition increases, students are biased.

To remedy the conflict, some colleges appoint recent alumni to the board because they "might be more in touch with student life than their older board colleagues," according to the AGB website.

In keeping with an egalitarian college with inclusive governance, it's about time that students or recent alumni be included as board members at Lane. I strongly make this recommendation.

## THE TORCH

THE INDEPENDENT STUDENT NEWSPAPER OF LANE COMMUNITY COLLEGE



EDITOR-IN-CHIEF  
**PENNY SCOTT**



DESIGN EDITOR  
**ANDRÉ CASEY**

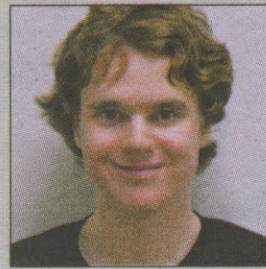
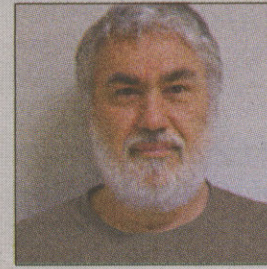


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### CORRECTIONS

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**Programs axed: Board gets an earful (page 3)**  
• At the Board of Education meeting in May 13 Board Chair Pat O'Brian did not vote. According to Robert's Rules

of Order the board chair votes only to break a tie. Siles, LeClair, Pryor and McCown voted in favor. Keating and Ackerman voted against.

**Students upset about discrimination (page 4)**  
• Michelle Martinez spoke about allegations against students of color. She did not speak about Johannis Tadeo.



# What it means to be a boy

## Mime explores silence surrounding gender matters

**PENNY SCOTT**  
EDITOR-IN-CHIEF

Employing a mixture of mime, music, and monologues, Broadway actor and mime Bill Bowers participates in an ongoing investigation of the silence surrounding matters of gender in today's culture. He draws his characters from life and explores how men are socialized into modern culture from boyhood.

Lane's Student Production Association is presenting several opportunities for Lane students and community members to experience his work.

Bowers says that this investigation began shortly after his mother died. While going through her things he discovered a poem titled "What is a boy?" He learned from his sisters that his mother brought the poem home with her when he was born.

He carried the poem with him for years while entertaining questions about what it means to be a boy or a man. He then had a son and this inquiry deepened.

Bowers lives with his husband and two lesbian women. While using colored pencils, his son commented that the pink pencil is the color for girls. Bowers and his family have no contractual agreements regarding what his son will be exposed to. However, they are very conscious about how they are raising him. The boy does not watch television and didn't learn to associate pink with girls at home. Bowers said that gender socialization runs deeper than we realize.

Visual storytelling through mime is a way to reach people emotionally, Bowers said. It's not just about humor. He said that when he's on stage, he remains aware of the audience and that people are following him. If he senses that they aren't, he makes sure he is being clear in what he is conveying.

### Finding Marcel Marceau

Bowers' mother took him to see Marcel Marceau when he was 17 years old. Years later, when he learned that Marceau was touring to celebrate his 80th birthday, Bowers sought him out and became his student. Marceau died one year later.

Audiences, particularly in America, have a limited and even negative perspective on mime, according to Bowers. People fear that they won't understand it or enjoy it, he said. He incorporates other art forms, using some

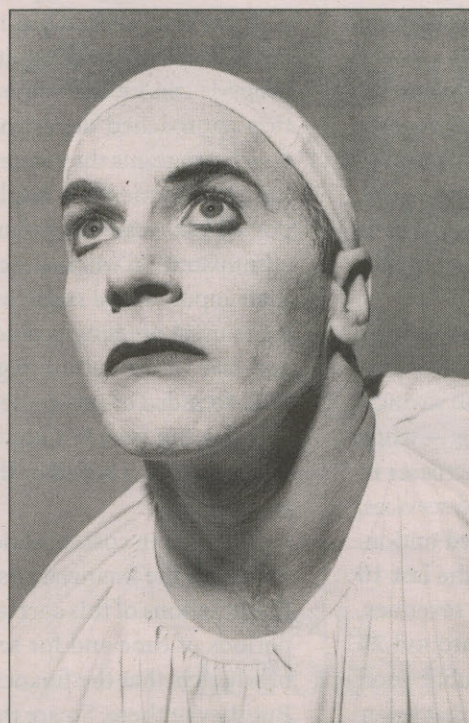


PHOTOS CONTRIBUTED BY BILL BOWERS

Bill Bowers works as a professional mime, he will be coming to LCC from May 27 to May 29 and will be taking part in a Q & A, a workshop and a performance.



In addition to mime, Bowers also uses speech in his show. He finds the audience appreciates the different elements in his performance.



Bowers incorporates a mixture of music, monologue and mime in his performances.

music and speech and finds that audiences appreciate and enjoy the different elements that he brings to the mime art form.

"I try to make my stories very accessible and personable, and through that, universal," he said. People comment that they do understand it and are unexpectedly moved and entertained.

"I've never been busier and I take that as a good sign," he said. "I feel like I'm in the right place doing exactly what I want to do."

Mime isn't just about humor. It can evoke strong emotions in people. "One of the strengths of the mime art form is that it allows the audience to participate in terms of the imaginary world and it invites the audience to feel," he said. "It invites people to participate in the story, and I think that's what opens people up."

Acclaim for Bowers' one-man show:

New York Times: "Fascinating. Affecting. Engaging to the eye and ear."

Dallas Arts Examiner: "Beyond Words" is one of the most poignant, fresh, absorbing, empathic, hilarious, and ingenious pieces I've ever seen. Bowers transforms the stage into a realm of revelation and transfiguring."

New York Post: "He presents a portrait of small-town America filtered through his own experiences that's both moving and funny. Bowers effortlessly brings us to laughter and tears, often at the same time."

### Blue Door Theatre:

Free and open to the public:  
"Movement for the actor" workshop Wednesday, May 27 - 7:00 p.m. to 9:00 p.m. Dress to move.  
Q&A session: Thursday, May 28 from 4:00 p.m. to 5:00 p.m.  
Reserve space: Brian Haimbach: haimbachb@lanecc.edu.

### Ragozzino Performance Hall:

One man show "Beyond Words:" Saturday, May 30 at 7:00 p.m.

Tickets: Students and seniors \$10.00  
General admission \$20.00  
High school students free.  
Purchase: lanecc.edu/tickets or 541-463-5648 or pay at the door.  
SPA is offering a "pay what you can" at the door for anyone who would like to attend.

Information about Bowers and the show can be found at: [www.Bill-Bowers.com](http://www.Bill-Bowers.com)



# Programs might not be dead

*Administration is saying let's move on. Detractors are saying not so fast. Is there really such a need to rush? Join the conversation.*

## Social contract broken

COMMENTARY BY **LEE IMONEN**  
ART AND APPLIED DESIGN FACULTY

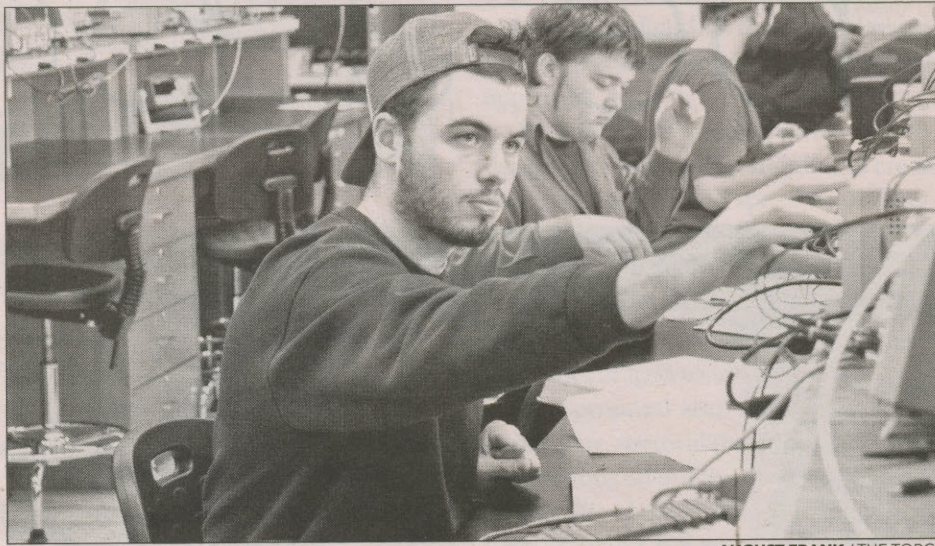
### *Time to change how we do business*

The long-standing habits of top-down management and rubber-stamp boards have proven not only to lead to the college's further programmatic and financial decline, but also the disempowerment and dissolution of many college employees.

Relationships at Lane, and with our broader community, are built on a social contract and a set of core values. Sadly, these values and principles seem rarely apparent in the process for decision-making and governance structures of the college.

The present ill-advised and poorly justified administration recommendations and short-sighted board approval to cut programs, lay off instructors and restructure programs is just the latest evidence of this reality in which we find ourselves.

As programs continue to be shifted from



Junior Electronic Technology major Bryce Huffman works on a lab in his Semi-Conductor Devices 2 class.

credit to non-credit, and now evidently are slated to have their redesign outsourced to private industry, who should be the ones to raise the alarm?

Honestly, we all should. It is the responsibility of all of us to consider and stand up for the long-term best interests of our college. This means faculty, staff, managers, administrators, the board and, most importantly,

students. It is their degrees, certificates, marketability and futures that ultimately hang in the balance over these decisions.

Within the current faculty angst and uproar over the program eliminations is a deep-seated lack of trust in the college's ability to govern effectively and serve the long-term best interests of the college.

see **IMONEN**, page 10

## Cuts: unfounded reasoning and figures

COMMENTARY BY **DALE GREEN**  
MATHEMATICS DIVISION FACULTY

### *Faculty member wants to save programs*

It is difficult for me to write this, given my inclination to "work things out" in amicable ways and to compromise. To that end, I have tried over the years to give President Spilde the benefit of my doubt whenever I could. Recently, I have been having great difficulty doing so.

I was at the Tuesday, May 5 Budget and Finance Sub-Committee open forum, hoping for a well-reasoned response from President Spilde's Administration to the LCCEA Faculty Union budget analysis. It [the analysis] supports keeping the Electronic Technician Program and the Auto Collision and Repair Program and not putting the Medical Office Assistant

see **GREEN**, page 7

## State disinvestment the issue

COMMENTARY BY **MARY SPILDE**  
LCC PRESIDENT

### *Lane must live within its means*

First, I want to express my appreciation to all the students who have shared their concerns and suggestions throughout this year's difficult budget development process. Student success is key to our discussion. Second, if there is just one lesson to take away, it's that Lane must live within the fiscal realities created by a decade of state disinvestment in community colleges if we are to move forward with quality programs to serve current and future students.

Lane has to close a \$4.7 million funding deficit for 2015/16. This is on top of the \$12.6 million deficit that we closed for 2014/15. Even under current legislative proposals, Lane has less state funding per student than in the 1999-2001 biennium (more proof behind the embarrassing fact that Oregon ranks 46th in the nation in higher education funding).

During the decade of state funding decline, we balanced our budgets using multiple efficiencies such as cutting back on materials and supplies, dipping into savings, holding vacant positions open, and much more — while preserving full-time jobs, providing modest increases in compensation, and retaining vital programs and services.

As students know only too well, we also raised tuition. In fact, tuition has increased 47 percent over the last 10 years and now provides 44 percent of Lane's revenues. Before the disinvestment, tuition hovered at around 20 percent. The shift from funding education as a public good that benefits everyone to a private commodity that fewer can afford is fundamentally opposed to the community college mission.

see **SPILDE**, page 7

## College reaches crossroads

COMMENTARY BY **PENNY SCOTT**  
EDITOR-IN-CHIEF

### *Program cuts provide the way*

Opinions are quite divergent regarding the recent decision to cut programs at Lane.

The administration and Board of Education support the decision, while most others oppose it. And as communications have become heated between faculty and administration this past week, it has become apparent that something else is going on.

It has been alleged that the survey used to make this decision about the programs was lightweight and not properly conducted. Some believe that the administration approached department deans and asked them which programs they were willing to sacrifice and that the rest was merely a display. The Faculty Council reported last week that members fear a trend where the administration will make curriculum changes without their input. These suspicions aren't isolated. The college's most pressing problem right now is the distrust and fear in the culture regarding the administration. Well-founded or not, these perceptions are widespread and driving people's actions. It doesn't matter how much money is saved in this current cycle if this isn't addressed.

The hidden costs of serious cultural dysfunction far outweigh the financial costs of these three programs. Dysfunctions of this sort tend to persist over extended periods of time and for several reasons, not the least of which is that the financial costs can't be measured. But they're there. So are the emotional costs.

It's quite possible that long-held unresolved conflicts are coming to the surface, I will assume for good pur-

see **SCOTT**, page 8

## Let the people decide

COMMENTARY BY **JIM SALT**  
FACULTY ASSOCIATION PRESIDENT

### *Put program closures to a campus-wide vote*

*Editor's note: It has been edited for length and clarity.*

The following is a condensed version of a Faculty Association response sent May 18, 2015 to President Spilde's email and to faculty. The letter refutes claims that the administration had been responsive to the association's analysis of the projected economic impact of the administration's proposal to close the programs.

President Spilde,

A number of faculty members have: 1) already noted the impropriety of your and Chair Albright's interference in Faculty Bargaining Unit communications between members, 2) rejected the administration's and board claims about the impacts of your plan to close college programs, 3) criticized the administration's unprofessional and anti-academic handling of the matter, 4) rejected the competing explanations offered by the board and the administration for limiting attendance at the board meeting and refusing to move the meeting to a location meeting everyone's needs, 5) confirmed our report regarding your reaction to the board vote to lay off faculty and close programs (a reaction documented by the Torch: <http://www.lccorch.com/article/programs-axed-board-gets-an-earful>), and 6) in general expressed their increasing recognition that our college is being badly mismanaged by your administration.

And here we are again with the administration misrepresenting its response to the association's analysis of the economic impact of the proposed program closures, exaggerating the significance of the differences between

see **SALT**, page 6



## Program elimination process flawed

COMMENTARY BY **ADRIENNE MITCHELL**  
ACADEMIC LEARNING SKILLS FACULTY

### *A possible solution*

The Board of Education voted 4-2 to eliminate the Auto Body/Paint and Electronics programs, the deleterious effects of which will ripple through the college and community, based, in large part, on the numbers provided by the administration, without having thoroughly considered the LCCEA analysis of the economic impact of the cuts or the Budget and Finance Subcommittee's budget balancing proposal.

Even though Mary Spilde has publicly made claims to the contrary, administrators have not provided any substantive critique of the LCCEA analysis – an analysis that demonstrates that the college will lose money next year by eliminating the programs.

see **MITCHELL**, page 11

## Tomorrow is another day

COMMENTARY BY **PAT ALBRIGHT**  
LCC BOARD CHAIR

### *School not broken*

Process is important. When it comes to process, I'm kind of a stickler. I believe in dedication to protocol and understand the burdens of public service. I have always felt service is an obligation and an honor. Process should be businesslike. People should feel comfortable. Processes should be timely and effective.

Order and process are what keep us on track, keep us focused. One of our best models here is Bob Ackerman. He knows process. He is willing to challenge and understands his place in the process. He knows it can be a useful tool to get things done. And he knows how it can be an appropriate anchor to slow the process when it's moving too fast.

I have the ultimate respect for Bob. And for any number of reasons, I have great respect for my colleague **ALBRIGHT**, page 6

## Savings proposed years ago

COMMENTARY BY **DOUG WEISS**  
ADVANCED TECHNOLOGY DEPARTMENT FACULTY

### *Faculty ignored*

I know the Electronic Technology program is expensive and I know enrollment has been falling. That is why, over the last two years, I asked my dean on over three occasions if he wanted us to start efficiency measures. The requests were ignored.

Just to be clear, ET has been through several budget crises in the past where we survived by using proven cost-cutting techniques. But when we were told that we were being cut, of the four managers I talked to about increasing efficiency, no one would listen. On the basis of a report written by Andrea Newton, a now retired LCC administrator, our instructors were not keeping up with industry and there were not any jobs for our graduates. We were told that our program simply was not worth saving.

The report was supposed to be based on four interviews but according to Newton, it was actually three. Two that were interviewed, John Zemek and Jon Eeds have hired LCC ET graduates and gave us letters of support to present to the board. The third interviewee was Eric Scofield of Scofield Electric. He doesn't hire electronic technicians like John and Jon.

He hires electricians which we also train (that is why Eric was on our now defunct advisory committee). But Andrea wasn't interviewing about electricians, she was interviewing about electronic technicians. Eric does not employ electronic technicians. So why did Andrea choose Eric to interview?

She was given the name by my dean. That's the same dean who ignored my requests for turning on program efficiencies. By the way, Eric was one of the interviewees who spoke in anger at the April board meeting. He didn't like that his words were used against ET.

What many people don't realize is that ET is tied to several programs on campus. Apprenticeship, Renewable Energy, CIT and Drafting all use ET classes which will continue to be taught. There were 17 classes in the ET program and nine of them will still be offered after the program ends.

Is it ironic that the majority of the ET classes will still be taught only without ET students? Possibly, but still the administration and board have closed a program for the cost of the eight classes that will no longer be taught. It would have been even less than that were we allowed to turn on our efficiencies.



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Medical Assistant students Christen Suchanek (left) draws blood from Taeler Davis (right) in their Medical Terminology class.

## Perceptions alter reality

COMMENTARY BY **KRISTINA HOLTON**  
MATHEMATICS FACULTY

### *A different look at the situation*

Perception is reality. We base our opinions, beliefs and judgments on how we see a situation unfold and this view is parameterized by the lens through which we choose to view.

We have a choice in this subjectivity. Namely we can choose to see the actions of others as earnest and sincere or we can choose them to be malicious and spiteful. Either way, it is important to understand that we have the choice.

In response to recollections, presented by Jim Salt, of how the proceedings of the board meeting went, I'd like to offer the following: I believe that what Jim explained is how he, and perhaps others who attended the meeting, perceived the events. Thus, it is their reality. But I too attended the board meeting and I observed things differently. As such, I want to express my reality.

I saw a room full of people who carry great concern about the students of Lane Community College. I heard testimony from students, faculty and community members regarding their advocacy for the importance of all programs at Lane, including the Auto Body & Paint and Electronics Technology programs.

I witnessed many expressions of concern and sorrow from the audience, administration and board as people used great courage to speak in front of a crowded room, which likely included many unknown faces and opened their hearts and souls.

see **HOLTON**, page 8

### **Editor's note:**

*In order to give the above commentaries and letters equal treatment, bolding, italics and underlining included by the writers have been removed. In addition, the stories are not presented in any particular order. They have been arranged according to design and space criteria.*

## Speak now

COMMENTARY BY **STEVE MCQUIDDY, ADRIENNE MITCHELL, ELAINE PRAY AND SUSAN REDDOOR**  
ACADEMIC LEARNING SKILLS/TUTORING DEPARTMENT FACULTY INSTRUCTORS

### *So this will not happen to you*

We have witnessed much in the last week regarding the use of power here at Lane. Like others, we feel that we can no longer remain silent. We offer here another example of how President Spilde and her administration have used their power within this institution's systems. Readers can decide if they find such use acceptable or not.

In 2009, Academic Learning Skills, where we teach developmental-level credit courses in writing, reading, math and study skills, proposed a redesign of its three-course writing sequence based on research and best practices. The proposal sailed through the curriculum approval committee with unanimous praise, including a suggestion that it might be used as a model for other departments.

When the proposal reached executive administration, we were told by our dean that then-Vice President Sonya Christian gave a verbal approval. Before the official form was signed, however, we were told that executive administration would not approve it after all.

No specific explanation was given, although it was vaguely suggested that our class sizes were too small.

We reiterated how the proposal had been unanimously approved by the official committee, and that research and best practices made

see **TUTORING DEPT**, page 10



# Programs might not be dead

SALT: Let the people decide

*continued from page 4*

our respective analyses on the aspects of the economic impact of the program closures that the administration does analyze, and ignoring the gaping holes in your analysis that we have been pointing out for a month now.

As previously noted, the administration exaggerates the expense savings next year, counts only a portion of the income these programs produce, and assumes, with no evidence or argument, that you'll magically get nearly all of the lost revenue back by expecting students that would have come to LCC for these programs would come anyhow, despite a student survey showing only nine percent of students currently in the program said they would have come here if their program had not been at Lane.

Claiming that the administration had "made clear its view that the association's analysis of the economic impact was flawed and that the admin's method is a long-standing construct and methodology," is not the same thing as actually demonstrating that including all revenues (as we do) is the "flawed" approach, or documenting the assumptions in your numbers. Simply claiming "that's not how you traditionally have done it" does not constitute an actual argument for your method or evidence of "flaws" in ours.

This is a key reason that faculty and others are so disappointed in the administration and board. It's not just that you are closing programs and cutting jobs, nor even that you're doing so based upon skewed data and grossly unreasonable assumptions; it's that we have pointed out the limitations in your data and provided evidence of the unreasonableness of your assumptions and you have simply ignored these, making superficial claims about "methodological differences," saying things like "that's not how we do it" and "that would be hard," while continuing to ignore the revenues from all of the courses students in these programs provide, and avoiding the entire topic of your "88 percent recovery assumption" like the plague.

Ignoring such data and criticisms is a conscious decision, and an inexcusable one, crossing the line into malfeasance and bordering on mendacity. The fact is that we don't know any administrators who actually believe the "88 percent assumption" and yet the administration continues to provide data based upon it to the Board of Education.

That simply isn't honest work, and is just the latest episode in a long history of the administration making decisions and then defending them in ways that no academic institution should ever do: ignoring evidence, appealing to your qualifications rather than the merit of your data, making up "talking points" for board meetings to try to convince board members to support your proposal and treating the decision like a competition to be won and celebrated rather than a crucial decision



JUSTIN COX / THE TORCH

A row of cars for the Automotive Collision and Refinishing program. The cars will soon go unused due to the Board of Education's decision to eliminate the program.

for the college that needs to rely upon accurate empirical data and open and honest discussions.

However, if you truly believe the association's conclusion is wrong, if you really believe that your numbers are more accurate than ours, if your email to the faculty on Sunday was really to try to get to the truth of the matter and to have a genuine public conversation about it and not simply an exercise in damage control, then we propose that we hold an open public meeting where administration representatives and association members, along

We propose that you table the board's vote to close the programs and let that decision be determined by a college-wide vote

on whether your plan is going to save the college money, as you claim, or if the administration's refusal to count all of the revenue and to assume, without evidence or argument, that we'll somehow still hold onto the revenues the programs generate are fatal flaws in your plan.

The association had previously proposed to put this question of the economic impact of the program closures to a neutral arbitrator and had committed to support her/his findings, but your administration refused to agree. Okay, so let's put it to the members of the administration, faculty, classified staff and LCC student body who have to live with the results of this decision: One person. One vote. You make your case, we'll make ours. The association will support the outcome of that vote; will the administration?

## ALBRIGHT: Tomorrow is another day

*continued from page 5*

leagues and our administrators who have never been anything but considerate and cooperative toward me.

But, like the proverbial frog in the boiling pot, our staff, faculty and administrators have been confronted with exceptional challenges. All things considered, they have performed admirably. They serve LCC well. Based on what I saw at the board table, or in other venues, LCC has also been blessed with competent and articulate student leadership.

And what about our chief executive? Without hesitation she warrants our support and praise. She continues to demonstrate that she has the knowledge, the skills and the will to lead LCC and provides the kind of persona that benefits the college in its community. In practical and social ways, she rises to the top in her field. She stands out among her peers.

I am concerned for our associations and for the good will of those involved. To the others let's not unfairly speak to them. Let's talk in a professional tone befitting our station in our community. I am concerned for the fate of labor unions and associations across the nation. It is important that they are effective in protecting the rights of their members.

Resource is an issue. Our financial situation is not like Lost Lake's newest phenomenon, the lava hole that drains it dry. LCC has plugged the holes that drained our budget long ago. Instead, we now conserve and ration. We have plugged the holes and survived together for less. We are now just

trying to mitigate the effects of this persistent funding drought.

To weather that, we must all work together. We need to put away cynicism and distrust so that our collective effort powers the college forward.

LCC has navigated one of the worst recessions in our history. Its budgetary needs have been exacerbated by reduced resources, fluctuating enrollment, procedural obstacles and other factors that stand in the way of collective progress.

And tomorrow is another day. We must move forward.

Processes are in place to allow legitimate consideration to resolve disagreements. However, participants need to understand how to deal with disagreement and to accept the results when decisions are made by the properly selected representatives according to accepted processes. We need to resolve our issues and avoid litigation. Arbitrations are costly and unnecessarily drain our budget.

The costs of arbitration should be avoided, at all costs.

We can avoid that by collaborating honestly, openly and respectfully in a timely fashion. We can all agree to appropriate timelines, and use them as guides and marshals to keep us apace of the times to meet the needs of our community.

Lane has faced some serious challenges recently that have resulted in budget reductions which have now resulted in some limited program and staff reductions. But, LCC is not broken.

It continues to be the best local vehicle for advancing into higher education. Its latest accreditation report verifies the ability of LCC to maintain quality in a sea of challenge. Eight years of clean audits verify its financial condition.

Continued community support keeps LCC buoyed to prove a beacon for success.

### Editor's note:

*In order to give the above commentaries and letters equal treatment, bolding, italics and underlining included by the writers have been removed. In addition, the stories are not presented in any particular order. They have been arranged according to design and space criteria.*



## SPILDE: State disinvestment the issue

*continued from page 4*

The board directed us to not raise tuition any further this year. Since many of our cost-cutting remedies were no longer available, that meant looking at program reductions. We evaluated programs using multiple board-approved criteria vetted over years of budgeting. Many factors were carefully considered such as enrollment trends, enrollment capacity, cost per student, retention rates, availability of jobs, and job placement rates.

We also sought Employment Department data on job trends. The department has a time-proven, rigorous process for labor market projections that fall within one to two percent accuracy. That's hard to beat. Finally, we sought feedback from focused employer interviews to further confirm or disconfirm our findings.

In the end, we identified two programs for elimination – Auto Body and Electronics. Unfortunately, their enrollment has declined significantly more than other programs. Their completion rates are lower and labor market projections are weak. When we ask students to pay almost \$100 a credit and potentially go into debt, we need to consider whether they will be able to find a family wage job at the end.

Finally, we decided to initiate rede-

sign of a third program, Medical Office Assisting, to better reflect its changing workplace. We will enroll those students already in the pipeline this fall and spend the year ahead working with employers and faculty to upgrade the program.

Even after reductions, students will still have more than 40 professional and technical associate degree programs to choose from plus additional certificate options within those programs. Lane has added many programs over the years to meet community needs and an evolving labor market. In the last six years, for example, we added associate degrees in Management, Exercise and Movement Science, Sustainability Coordinator, Watershed Science Technician, and Energy Manage Building Controls Technician; not to mention additional certificates. Enrollment in our professional and technical programs has remained relatively static over the last 20 years.

It is sad that when tough decisions have to be made because of the long term disinvestment in higher education, people sometimes turn against one another instead of

*"It is sad that when tough decisions have to be made ... people sometimes turn against one another instead of standing together."*

– Mary Spilde  
LCC President

standing together to overcome a common challenge. Budget development is a year-long process at Lane and there have been many opportunities for involvement. It has been a regular board item since September. E-mails have been sent to update faculty and staff throughout the year. All-staff forums have been held and well attended.

Following the April board meeting, when we had to present a balanced budget proposal in keeping with the budget calendar, the board asked that we compare the administration's and the faculty union's data. We did that through both formal and informal meetings.

Our budget team, a group of highly experienced people committed to students, worked earnestly using information from the college database that showed actual numbers—not just assumptions. I have confidence in our calculations and believe them to reflect true costs and revenues according to the methods that we have used and published over many years.

Absolutely no one at Lane wants to cut the budget. Behind every line item on a spreadsheet there are dedicated employees and committed students working hard to transform their lives.

Nonetheless, Lane is required by law to

adopt a balanced budget every year. After weighing administration's data, including the number of completions and labor market need, and the union's numbers, and hearing many hours of testimony, the board moved forward at its May meeting and voted to eliminate the programs after we have offered continuing students the opportunity to complete their programs.

It is time for us all to move forward.

The state is certainly moving forward. The May revenue forecast predicts more revenue, but thanks to Oregon's "kicker" law, millions will go back to taxpayers. Community colleges have a chance at additional funding but we can't take it for granted. We need to work hard to assure an additional allocation. The deferred maintenance funding we have been fighting for is apparently off the table.

I want to thank our students for their amazing advocacy work in Salem throughout the year. I also want students to know I wrote our governor and the Lane legislative delegation asking them to start work on reforming the kicker law. It is a very heavy lift but it seems ridiculous that the state will credit each taxpayer an average \$100 when there are so many critical public needs, not the least of which is adequate funding for community colleges.

Let's look ahead. There are only 20-some days to graduation and we are focused on helping students successfully complete the term and the year. Then it will be time to regroup and keep fighting for the right to an education.

## DALE: Cuts reasoning and figures unfounded

*continued from page 4*

Program on hold.

I was very disappointed. The reasoning of her budget team was: "We-do-this-every-day. It's-what-we-do. We're-good-at-it. We've-always-done-it-this-way. Believe-us."

When President Spilde rose to speak, her response to the LCCEA budget analysis was not only disrespectful and negligent — it was incompetent. She quickly dismissed the LCCEA figures as worthless and shortly after that left the room.

She did not return. President Spilde demonstrated quite clearly that she does not have the ability nor the competence to look at a viewpoint other than her own and to examine it carefully. She acted as if she has the right and power to act however she chooses without regard to reasonable alternatives.

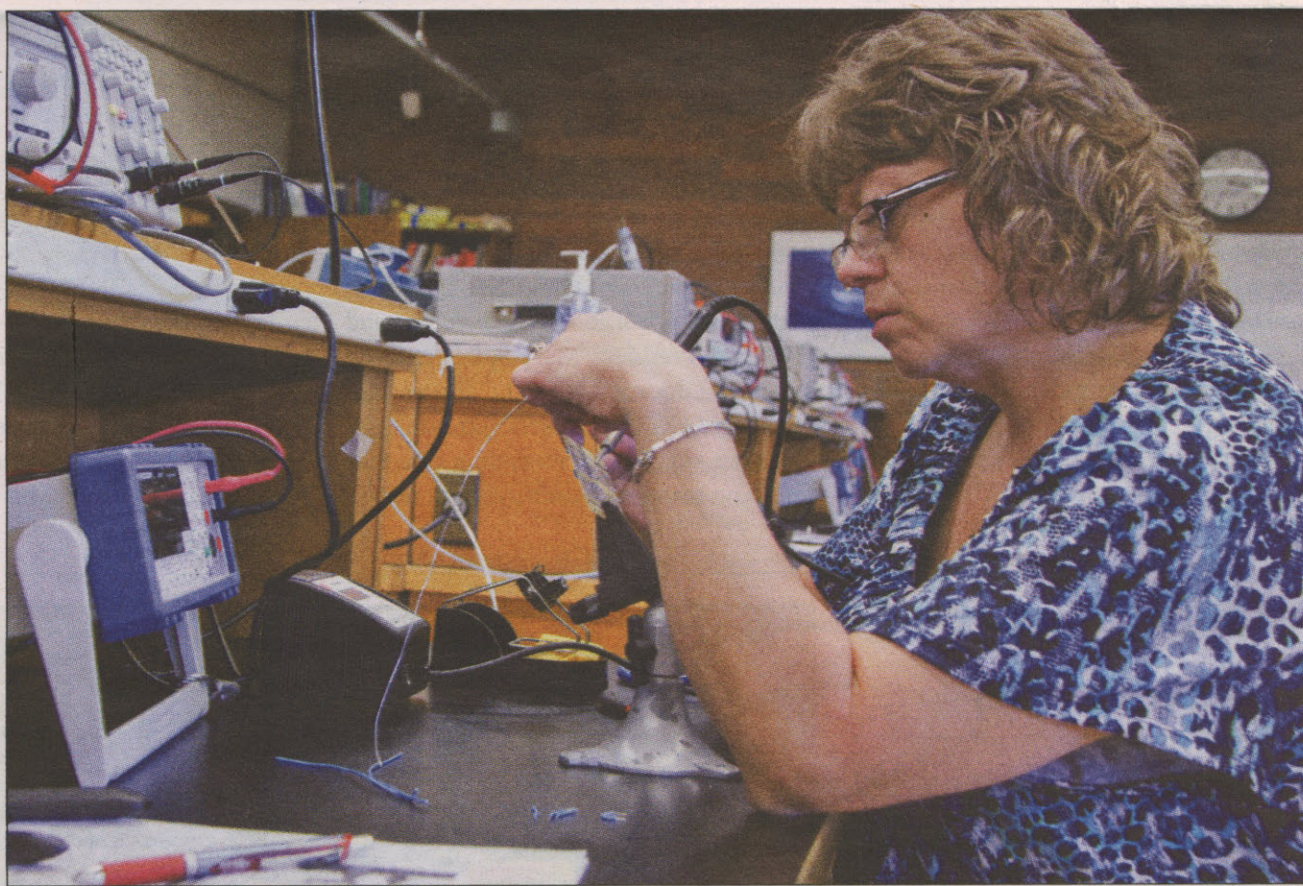
When Mary Spilde became president, many of us hoped that the college would move in the direction of increased shared governance. Instead, rigid top down management behind a façade of shared governance has become the norm.

In the words of one colleague: "While I am proud of the work of the support staff and faculty who serve the needs of students, I am increasingly ashamed of the administration of the college."

What brought me to the point of publicly sharing my opinions is the process by which the administration decided to eliminate the Electronic Technician program. The faculty in that program have been working hard to determine what steps can be taken proactively to save their program.

Instead of working with these faculty to figure out what might be done to save the program, the President Spilde administration has met them with resistance and has ignored them. In addition, her administration conducted interviews with three businesses — supposedly to evaluate the effectiveness of the program.

One of these businesses does not even hire electronic technicians and the other two businesses were misrepresented. Given how the process for eliminating the Electronic



AUGUST FRANK / THE TORCH

Tina Erickson solders a circuit board in the Electronics Lab in Building 15.

Technician program was conducted, how can we be asked to believe that the Auto Body and Collision Repair program and Medical Office Assistant Program were treated any differently?

The budget analysis presented by the LCCEA faculty union representatives presents convincing evidence that there are good reasons for maintaining and keeping the Auto Body and Collision Repair and Electronic Technician programs and for redesigning the Medical Office Assistant program with the involvement of the current faculty for that program without putting that program on hold. There are economic benefits not accounted for in President Spilde's analysis.

I can no longer remain silent. There is little to indicate

that President Spilde and her administration have any desire to work together with the rest of our campus community and to utilize the resources that would be available by doing so.

It is as if the administration building has become a bunker — marginalizing the rest of our campus, almost to the point of complete exclusion.

I am now willing to publicly declare my vote of "No Confidence" in President Spilde and her administration of this college.

It is imperative we do all we can to save the Electronic Technician Program and the Auto Body and Collision Repair Program and to keep the Medical Office Assistant Program functioning with its current faculty in place.



# Programs might not be dead

SCOTT: College reaches crossroads

*continued from page 4*

pose. What I believe is behind the conflict is that people have been afraid: of speaking up, of losing their jobs, or of retaliation. But they are starting to speak up now.

Being a strong supporter of open communication, I have brought this ongoing conversation into the Torch and encourage anyone to join in. This isn't over by a long shot from what I can tell.

Rather than just sharing my views about the programs, I'd like to bring the deeper problem I'm seeing into the mix. We've got some people calling the administration out right now, and there are others who tell me off the record that they fear saying anything against the administration.

Others, mostly faculty, who have job security through seniority, say they've learned that it doesn't pay to speak up at Lane. I've been hearing this for months regarding all manner of subjects, and it saddens me that fear informs the decisions of so many people in the LCC culture.

Every experience I've had with college administrators, without exception, has been cooperative, friendly and very pleasant. The information they've shared with me about the college has either been positive, or administrators have indicated dedication to open communication and fixing what needs to be fixed.

In contrast, some faculty and students say that the administration presents a public image that purports to be inclusive in its governance, but isn't.

What accounts for this disparity between what administrators and other stakeholders are saying?

I'm reminded of a Ted Talk titled "The danger of a single story." The speaker,

Chimamanda Adichie, warns that when we hear only a single story about a person or a country we risk a critical misunderstanding. This is true, I think, of all things.

The single story that we have heard from the administration is that they are accountable, transparent, receptive and responsive. The single story that some faculty members tell about the administration is that they are duplicitous, political and agenda-

driven. It's apparent that these two stories can only yield winners and losers, not collaboration. It's my sincere desire that a creative way forward will be found, not just about the three programs in the center of the current drama, but about how the Lane community operates going forward. Whatever causes contributed to so

much upset, one thing's for sure, something at Lane needs to change.

Stakeholders need actual power, not just an invitation to give input.

The Electronic Technology, Medical Office Assisting and Auto Repair and Refinishing programs hold center stage right now. The situation is critical, and there's a lot at stake. I propose that they be used to effect the beginning of an equitable governance system at Lane.

The leader sets the example. The leader must win back the trust of the community, even if it means reversing a decision.

I don't believe for one second that Lane will go under simply for maintaining these two programs for one more year. It is my understanding that there's an emergency fund to see the college through a crisis such as this. As a sign of good faith, I recommend that Lane President Mary Spilde and the Board of Education table the vote as suggested by LCCEA President Jim Salt.

I then suggest the formation of a task force comprised of administrators, faculty

*it saddens me that fear informs the decisions of so many people in the LCC culture.*

—Penny Scott  
Torch Editor-in-Chief



AUGUST FRANK / THE TORCH

Medical Office Assistant student Joslyn Moser works on a lab in here Medical Terminology class.

and students, who will investigate all three programs currently on the chopping block, along with others. They can then present their findings to the entire college, along with a number of concrete options for helping alleviate the financial strain the college is facing.

Should there be a new and robust and representative governance system, the entire college will have the opportunity to vote on the new proposals.

Tabling the vote would not mean a win for Salt, nor a loss for Spilde, this is about something bigger. This is about having a college where people no longer feel defeated, but arrive on campus invigorated knowing they can make a difference.

Lane Community College is a public institution. As such, it is owned by all of us. Its future is at stake as are the careers and futures of its faculty, staff and students. It would be sad indeed if fear or indifference set the course for Lane going forward.

There will only be two more editions of the Torch this year, next week and the week after. Join the conversation if you care about your college.

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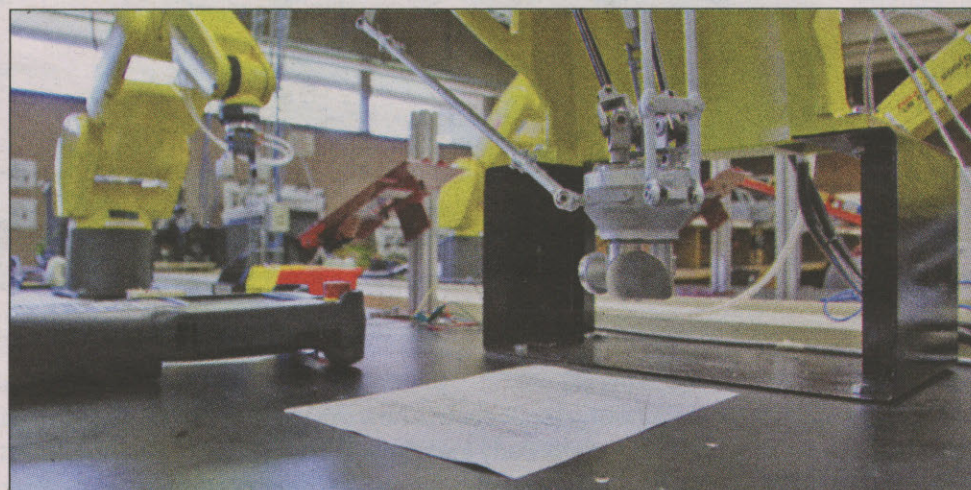
## HOLTON: Perceptions alter reality

*continued from page 5*

I saw distress on the faces and in the body language of the board and administration as they continued their discussion regarding the decision at hand. The decision to cut a program is one that I imagine is tremendously painful to make because the ramifications are that people get hurt.

I have great empathy for the faculty and students in these programs because I once lost my job due to budget reductions. It hurt — there is no better way to explain it.

Never once did I perceive that anyone was taking delight in the proceedings at hand, or that anyone involved was uncaring. Board members even strongly voiced their angst and torment about the situation. What I did perceive is that given the current projected budget deficit and the proposals that were presented, the board had to make



AUGUST FRANK / THE TORCH

Like the blank piece of paper in front of it, this piece of machinery in the Electronics lab in Building 15 will sit unused due to the decision to cut the Electronics Technology program.

a difficult decision.

I choose to believe that the administration and board of Lane Community College have the best interests of Lane students in mind. I have to, or else I wouldn't want to come to work every day to assist these

students as they expand their knowledge base and strive towards meeting their future goals. What would be the point, if truly student interests would be better served elsewhere?

I choose to believe that collectively we

can find creative solutions for reducing the deficit as well as lobby the state for support that would allow higher education to not only function adequately, but to thrive. These processes will undoubtedly take time, energy and concerted effort by many but I encourage everyone to participate and contribute in whatever capacity they can.

Some label me as naive while others criticize my lesser experience, yet I will continue choosing to see things this way because I believe it's the right thing to do. No one knows with 100 percent certainty whether removing programs will result in a savings or loss.

No one knows whether new and creative ideas will be a benefit or detriment to Lane's future. Only time will tell. In the meantime, I encourage everyone to analyze the lens through which you choose to view the world — acknowledge your own perception and seek to understand the perception of others.



# Crossword Puzzle

ACROSS

1 Congress (abbr.)

5 Warp yarn

8 Post

12 Winglike

13 Inlet

14 Icelandic tale

15 Dodecanese island

16 Noun-forming (suf.)

17 Conduct

18 Slow: music

20 Caulk lightly

22 Thing (Lat.)

23 Yangtze tributary

24 Dog

28 Brit. trout

32 Red horse

33 Detective

35 Malt liquor

36 White poplar

39 Yet (2 words)

42 Dadaist

44 Atl. Coast Conference

(abbr.)

45 Inconsiderable

48 Of the nostrils

52 Oriental nursemaid

53 Eur. Economic Community (abbr.)

55 Sleeping

56 Calcium oxide

57 Civil War commander

58 SW US cotton

59 Volcano crater

60 Approves (contr.)

61 Cheese

DOWN

1 House (Sp.)

2 Foul-smelling

3 Hottentot

4 Fetish

5 It. poet

6 More!

7 Group

ANSWER TO PREVIOUS PUZZLE

H	I	E	C	R	C	O	V	O			
P	U	N	A	H	E	R	R	I	D		
E	F	F	U	S	I	V	E	S	T	E	N
U	F	O	O	C	E	A	N	E	R	A	
L	O	A	T	O	L	L					
P	A	E	A	N	D	E	V	E	L	O	P
A	N	A	T	F	A	D	A	U	B	E	
H	E	S	H	V	A	N	O	S	S	E	T
T	E	A	T	R	H	E					
S	S	W	S	E	D	A	N	W	H	O	
C	A	I	N	F	I	N	E	S	O	A	P
I	G	N	I	U	L	E	H	O	P	E	
A	D	E	L	I	E	E	L	I			

8 Yellow

9 Arabian Sea gulf

10 Killer of Castor

11 Load

19 Comparative (suf.)

21 Laughter sounds

24 Camel hair cloth

25 Capture

26 Stain

27 Mesh

29 Women in the Air Force (abbr.)

30 Guido's note (2 words)

31 Grandfather of Saul

34 Lots

37 Foam

38 Transgress

40 Fiddler crab genus

41 Tight spot

43 Pelvis (pref.)

45 Tree

46 Bowfin

47 Buddhist monk

49 In the same place (Lat.)

50 Eelworm

51 Dutch cheese

54 Mouse-spotter's cry

1	2	3	4	5	6	7	8	9	10	11	
12				13			14				
15				16			17				
18				19		20	21				
		22				23					
24	25	26				27	28		29	30	31
32				33		34			35		
36			37	38		39		40	41		
		42		43		44					
45	46	47				48		49	50	51	
52				53	54			55			
56				57				58			
59				60				61			

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# Sudoku

Fill in the grid so that every row, column and 3x3 box contains the numbers 1 through 9  
*note: there is only one valid solution to each puzzle*

				7				
1			5					
		7						6
7		6			4			2
4	5		9				7	
	8			1			6	
						1		
5		8		6		4		
	9	2						

Answer to Sudoku

1	9	5	3	4	7	2	8	6
8	4	6	5	2	9	1	7	3
3	2	7	6	1	8	5	9	4
2	5	3	4	7	1	8	6	9
7	1	4	9	8	6	3	5	2
6	8	9	2	3	5	4	1	7
4	7	1	8	9	3	6	2	5
5	3	8	7	6	2	9	4	1
9	6	2	1	5	4	7	3	8

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# ENIGMA™

CRYPTOGRAM

Enigma cryptograms are created from quotations and proverbs from around the world. Each letter stands for another letter. *Hint: "N" = "L"*

"TY ETU OYKUVYC CIMVYYL TUSQC X  
OXJ VU CVSOJ FXJ DYGUFY XC EICY  
XV CIMVJ XC TY VTUSRTV TIFCYNB  
XV VEYLVJ" – FXQJ EINCUL NIVVNY

PREVIOUS SOLUTION: "People will buy anything that's one to a customer."  
— Lewis Sinclair

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*Be sure to follow us to be notified of new editions*







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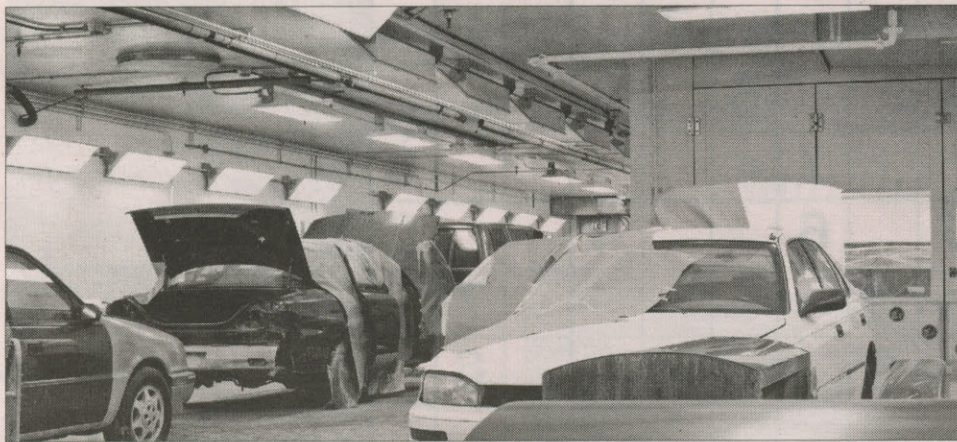
News Writers  
Sports Writers  
Sales Executives  
Photojournalists  
Graphic Artists

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**the TORCH**  
in print and digital media

**CONTACT**  
Editor-in-Chief Penny Scott  
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Center Building Room 008



# Programs might not be dead



JUSTIN COX / THE TORCH

The Auto Collision and Refinishing lab in Building 12 will no longer contain students working on dents, scratches and the re-painting of cars due to the program being eliminated.

## IMONEN: Social contract broken

*continued from page 4*

For many of us faculty, classified, managers and students, this statement rings true.

Where are the necessary checks and balances in a system, which give final say to those who created it? The college's vast expertise is reduced to an "input only" capacity. No wonder so many employees at the college feel so marginalized in their work.

How are faculty and classified employees expected to engage in the work of the college when their opinions and experience are so often minimized or overlooked altogether? How is it ethical to chastise them for not doing so, when it is clear that it often amounts to so little?

Recently much has been made by the administration about the newly developed Program Review Process. A process which was developed jointly by faculty, staff and administrators and which looks to provide real and necessary input from all stakeholders in assessing and determining the work of their programs.

It seems disingenuous to at once applaud the collaborative nature and importance of the review process while eliminating programs rather than reviewing them using the newly developed criteria. How are faculty to trust that their programs won't fall under that same faulty and undefined set of measures?

I agree that the college is broken, a sentiment expressed by union leadership and held by many across the campus in all variety of positions.

What are we going to do about it?

I challenge the college to heed the recommendations set out by the recent NWCCU Accreditation process:

"In order to ensure the quality and relevancy of its program and service offerings, it is recommended that Lane Community College administration, faculty, and staff continue to engage in establishing and implementing comprehensive program and service review processes that are informed by data and connect to its planning and institutional effectiveness processes

(Standard 2.C, 4.A)."

These programs: Electronics, Auto Body and Paint and Medical Office Assistant, deserve the same considerations being offered the rest of the college through the newly agreed upon Program Review Process.

I further challenge the college to adhere to and go beyond the NWCCU accreditation recommendations concerning college governance and shared decision-making processes. Create a truly inclusive and collaborative system for college governance.

"In order to ensure a widely understood and effective system of governance that supports mission fulfillment it is recommended that Lane Community College review and clearly define the authority, roles, responsibilities and communication

methods associated with its adopted decision-making structure (Standard 2.A)."

I challenge the Board of Education to think critically, ask questions and seek answers at a deeper level. Don't wait for the better options to be handed to you. Seek

them out, do your homework and help to create the necessary solutions to the problems we face collectively. Drive to Salem and lobby.

The board position is more than saying yes, and fulfilling your philanthropic obligations. Some of you know this and others seem to have missed that memo.

Lastly, I challenge faculty and staff to re-engage in the work of the college. Fill the myriad of vacant committee positions and appointments. Make your voices heard and your opinions valued. Do not take "no" for an answer.

Stand up for your programs and those around you that need your support. Don't stay below the radar and try and ride it out.

Active engagement and participation is the only sure way to influence change.

The college is broken, and the collective engagement of the community is what will be needed to fix it.

*No wonder so many employees at the college feel so marginalized in their work.*

— Lee Imonen  
Art and Applied Design Faculty

## TUTORING DEPT: Speak now

*continued from page 5*

clear that increased class size was not good for writing students. But administration was obdurate: without significant cost reductions defined by their calculations, our curriculum proposal would not be approved.

We came back in 2011 with a new redesign that reduced the number of credit hours students would spend in developmental courses and created college-level co-requisites based on best practices. This time, we checked with Sonya Christian and then-Executive Dean Don McNair, who both encouraged us to "go for it."

This proposal also sailed through the curriculum approval committee, with congratulations on our innovative manner of addressing the economic challenges we were all facing. But again it stopped at the executive level, this time with a more direct comment that reducing credits was not enough and that class size was an issue that needed to be addressed "across campus."

So we developed a third proposal with the already approved curricular changes. This time, we included increased class sizes while proposing a reasonable workload for faculty in accordance with contractual provisions.

We showed how this would save the college money — more than a quarter million dollars per year. We presented it to upper-level administrators. Then we waited.

We waited almost a year. We asked for feedback. No response. Again, again and again.

Meanwhile, Adrienne Mitchell took our proposal as a savings measure to College Council's Budget and Finance Subcommittee. The LCCEA and LCCEF readily adopted the proposal as a means to save money and after careful evaluation of all the figures, the ASLCC and Management Steering Council representatives did the same.

For a time, all representatives on that committee except for the administration recognized that the college would save approximately \$250,000 per year by allowing ALS to move forward with its curricular redesign, which would also serve students' needs better. However, the Management Steering Council suddenly rescinded its support, and the proposal did not move forward. We never learned why.

Finally, in spring 2013, Mary Spilde and Don McNair attended a meeting in our department. Mary explained that the savings were not there, that our proposal "didn't pencil out" and that Don was "the numbers guy," so we should trust that what they said was true. Since we did not understand how in-

creasing class sizes dramatically, in some cases by 40 percent, would not result in significant savings, even with a modest change in workload calculations, we asked to meet with Don to

better understand how our calculations could possibly be wrong.

When Adrienne met with Don McNair, he explained that our calculations were not incorrect — our curriculum redesign proposal, coupled with class-size increases and a different formula for calculating workload consistent with the contract, would indeed save the college money as we had projected. But a quarter million dollars was not enough. They wanted more.

Meanwhile, we had lost three of our eight full-time faculty to retirement, with no replacements, even though the number of sections we offered nearly doubled due to demand. We repeatedly brought this up at every level to no avail. At one point, President Spilde told us point-blank that any proposal that incorporated full-time vacancies being filled in our department would be denied.

We conceded that we had been painted into a corner. We had a thrice-approved curriculum proposal aimed at helping some of the most marginalized populations at Lane, but it was frozen until we met the administration's financial demands. We had lost, but we couldn't let our students lose even more.

We asked the LCCEA to represent us in negotiations with the administration; the result was a Memorandum of Agreement codifying increased maximum class sizes for all our courses, and also ensuring approval of our writing sequence redesign, all of which save the college several hundred thousand dollars each year. Interestingly, we also were awarded curriculum development funds for this after we had been told for years that no funds were available.

Today, our department has lost half of its full-time faculty positions, with no replacements, even though our enrollment is still higher than it was when we had eight full-time faculty. We have been moved from a highly visible location in the Center Building to a hallway on the edge of Building 11, and we have lost our dedicated classrooms and computer lab.

In fairness to President Spilde and her administration, we cannot say that our empty full-time positions and other losses were specifically due to our resistance to class size increases. But we also cannot ignore the fact that our pedagogically and fiscally sound proposals for redesign of our writing sequence were blocked by administration for five years — until we agreed to significantly increase class sizes.

How much more money could have been saved during those five years? How much more successful could our students have been? How many more did not even get the opportunity during those five years to reach college-level coursework more quickly?

We can no longer pretend that things will be okay if we just remain patient and work with what we are given. Things are not okay, and the manner in which we got here is unacceptable. The college is, indeed, "broken."

We still welcome an open dialogue with all members of administration, a respectful exchange grounded in collaborative problem solving and creative thinking. But we must first frankly acknowledge where we are and how we got here. Only then can we get where we want to be.

### Editor's note:

*In order to give the above commentaries and letters equal treatment, bolding, italics and underlining included by the writers have been removed. In addition, the stories are not presented in any particular order. They have been arranged according to design and space criteria.*



## MITCHELL: Program elimination process flawed

*continued from page 5*

LCCEA and administrators met on April 24 with the objective of comparing both sets of analyses, but that objective was not met. There was lengthy discussion about the administration's numbers, but the LCCEA had not yet completed any analysis of the required program courses not included in the administration's analysis because we were still making requests for the data, including lists of all courses students have taken, data which the college never provided.

It was at this meeting that the administrators acknowledged (and repeated often since) that the estimate that 75-88 percent of the students impacted would come to Lane even if their program were not offered was simply an assumption; they also acknowledged that the percentage was more likely somewhere between their 75/88 percent assumption and the nine percent LCCEA estimate based on an actual student survey even though they stated shortly thereafter, "we stand by our numbers."

In addition, administrators then acknowledged that only some of the required courses in the affected programs were included in their projection that the

programs' elimination would produce a savings. At that time, administrators further explained that they wouldn't know how to do an analysis of all required program courses and that it would be "too hard." No one suggested that such an analysis, if it were undertaken, would be flawed.

The LCCEA completed this analysis of net revenue (after subtracting costs) for required program courses that had not been included in administration projections and presented it for the first time at the College Council Budget and Finance Subcommittee forum on May 5.

Mary Spilde's statement, "by the time of the College Council budget forum we had analyzed the methods used and did not believe they were an accurate representation of the true costs and revenues," is misleading; the LCCEA had not shared our method for calculating such net revenue nor the actual data prior to the forum. Furthermore, immediately following the forum, one administrator stated that there was nothing wrong with the LCCEA numbers. They simply differ in scope from those of the administration.

*At that time, administrators further explained that they wouldn't know how to do an analysis of all required program courses and that it would be "too hard."*

— Adrienne Mitchell  
Academic Learning Skills Faculty

On May 6, Budget and Finance Subcommittee members briefly discussed the LCCEA analysis as well as the Banner data Barb Delansky provided, which proved inconclusive, and the actual fee receipts Jennifer Steele provided, which the LCCEA immediately agreed to incorporate into its calculations.

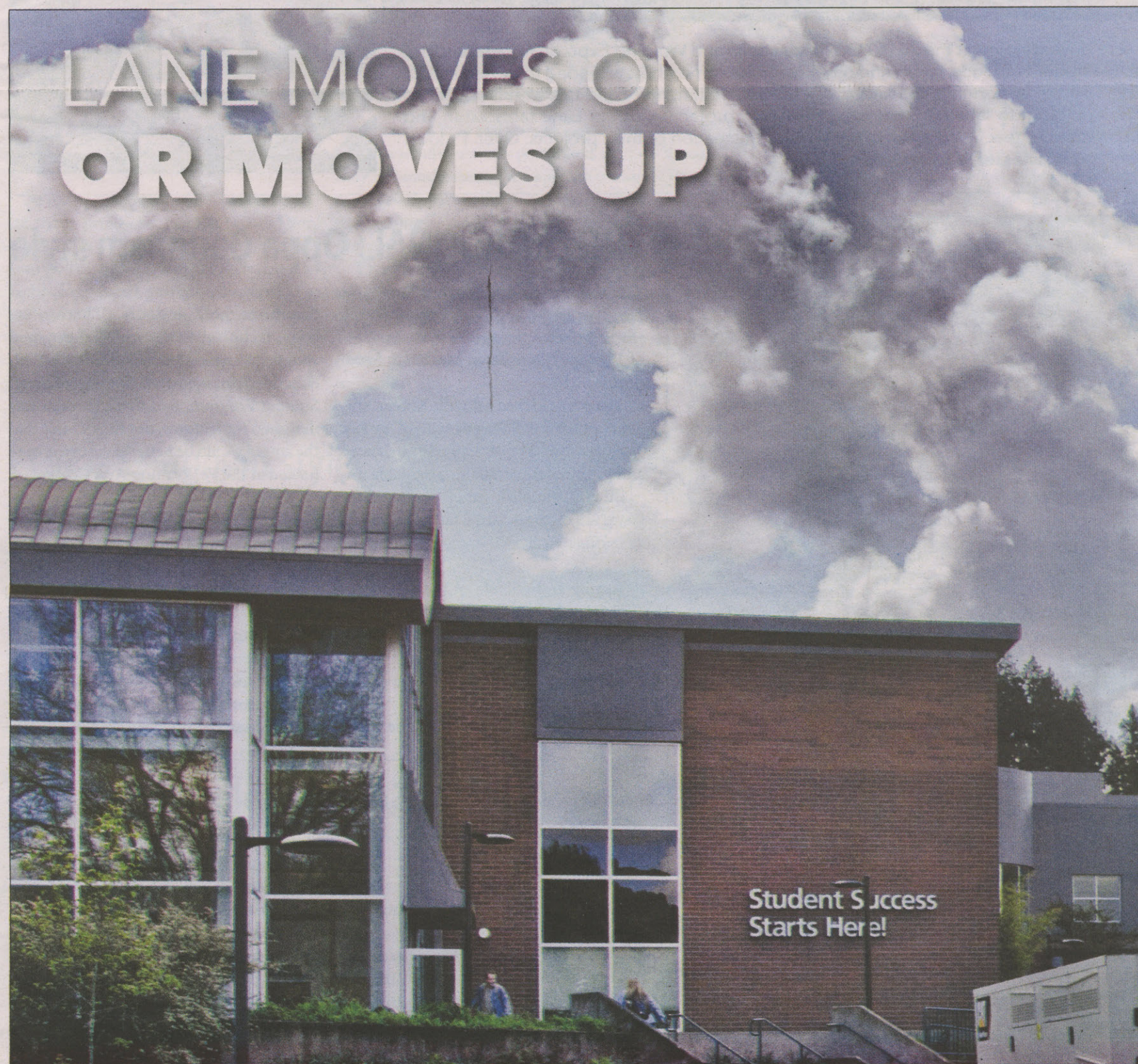
Unlike the meetings about program cuts, the subcommittee work has been largely substantive, collaborative and inclusive of all stakeholders. Jennifer Steele has demonstrated the utmost professionalism and collaboration in the subcommittee processes in terms of the provision of information to help guide our work.

Brian Kelly has been extraordinarily competent in his inclusion of new, more accurate methods for projecting costs this year. Student representatives have dedicated countless hours to preparing proposals. Committee members have complimented Jim Salt for his work developing and operationalizing a framework that incorporates all relevant budget factors and balancing options, a framework which all members of the committee support.

This collaborative effort by all groups — students, administration, budget office support staff, LCCEA and LCCEA representatives alike — did lead to a budget-balancing proposal for next year that obviates program cuts without raising tuition (in the final column of file at: [https://lccea.files.wordpress.com/2015/05/fbs\\_master\\_051215.pdf](https://lccea.files.wordpress.com/2015/05/fbs_master_051215.pdf)) supported by all representatives of the ASLCC, LCCEF and LCCEA — a proposal that is nearly identical to that of the administration (noted in the penultimate column of the same file), the only difference of significance being the \$195,100 the administration projects to save from program closures.

What is at stake in this flawed, unilateral process is not only the impact on next year's budget, but the comprehensive mission of the community college, the vital career technical programs that will be lost if eliminated, the future students who will be harmed, the jobs that our community will lose, the integrity of administration and board processes and some semblance of a recovery from the college's current "broken" state.

With all that at stake, why not commit, as called for by Jim Salt, to a genuine discussion of the issues including a substantive focus on the differing analyses of the economic impact of the cuts, and the full consideration of the Budget and Finance Subcommittee's proposal, at a public meeting followed by a vote?



Building 1 provides entry points for new students through counseling, financial aid, clubs and organizations and more.





## EXPO SPARKS INTEREST

PHOTOS BY AUGUST FRANK / THE TORCH

Mikel Stone practices wire drive welding at the 2015 LCC Fabrications and Welding Expo on May 15 and 16. Lane students, prospective students, friends, family and other community members attended the event at LCC main campus. Attendees had the opportunity to learn about the profession, meet and talk with fabrications and welding companies and learn to fabricate and weld their own projects. Current Lane fabrication and welding students were on hand to teach and assist people with the creation of their projects. Over 11 local manufacturers, suppliers and businesses were represented.



AUGUST FRANK / THE TORCH

## Spring Bash helps relief effort

On Wednesday, May 20, the Asian & Pacific Islander Student Union held the "Spring Bash" at the Center for Meeting and Learning. Attendees were entertained by music and dance. Kumm Iwalani (pictured above) of "Sweet Aloha" provided the music. Dance was performed by "Island Arts" with other members of the APISU dance team. All proceeds went to "Action Against Hunger" to support relief efforts in Nepal.

## INTERNATIONAL: Oppa Gangnam style

*continued from page 1*

of 13 countries — from Mexico to Saudi Arabia.

The event kicked off with Korean students dancing to "Gangnam Style" by Psy. Most of the audience clapped and danced along. The energy remained palpable until the end. People lined up afterward for plates full of satays, sushi, tacos and a wide sampling of other foods from around the globe.

Family and friends of Lane students also attended. "I was surprised to see so many countries and cultures represented," said UO student Shawn Ohki. "I was impressed by the diverse group of people."

This was the first time that the event

has been held indoors. There were some technical issues with lighting and sound that needed to be addressed. Beth Schenderlein, who runs the International Student Program, said that the room was designed for lectures, not music, and that the sound would be better if the event were hosted at the Performing Arts Center.

The turnout was much higher than expected. "We were only expecting 150 people, but there were almost 300 people at the event last night," Arunima Bhattacharjee student worker for International Programs and former Torch reporter, said.

"Everyone put a lot of effort in making this event a success, some of them have been practicing for months," Bhattacharjee said. Proceeds from the event went towards the International Student Emergency Fund.

## ASLCC: Senate splits vote

*continued from page 1*

a committee to address discrimination on campus.

Christian Mello, gender and sexuality diversity advocate, reported that he and Multicultural Programs Coordinator Manuel Mejia gave a successful workshop

at the recent Oregon Student Equal Rights Alliance symposium. The subject was 'intersectionality,' which he loosely defined as the intersection of common interests among groups with diverse concerns and agendas.

In their reports, several senators and staff indicated that they are currently working on the transition to next year's student government.