

Report: Records regularly checked

Continued from page 1

What does this report mean to the ASG?

The biggest controversy surrounding this statement revolves around ASG and its '\$49,369' over-expenditure.

I started my research at the heart of the matter—within the ASG office. After speaking with Bryan Fuentez, ASG administrative assistant and last year's vice-president, I

soon learned that he, along with a number of others who had heard of the findings in the report, were just as confused as I was. Fuentez and I then proceeded to speak with Peter Angstadt, dean of college services and the

person in charge of all accounts at the college.

In a candid interview on Thursday afternoon with Angstadt, the two year member of the college explained the process, and shared his feelings and frustrations on the issue at hand.

"Norm (Berney, ASG advisor) called me and said, 'Did you hear the college did some kind of audit on our accounts?' and I said, 'No.' So I went over and looked at it and somebody had copied pages of the report and turned them into (the ASG and the Print) and showed in one area a negative balance of \$56,000.

"Well, in that area, as in a number of areas, we do run negative balances. What we do is set up budget accounts—funds accounts—and then as the year progresses, money comes in. Whether it be through fundraising, whether it be through student fees. Because at the beginning of the year when we set up these funds, on July 1, obviously we're not collecting tuition, we're not collecting fees, we're not collecting a lot of things. So we do show negative fund balances. If you look through [this report], it shows negative fund balances in probably a hundred or so accounts.

"What happens then, is Mark Brown, the CPA goes through all of

this, produces this report, and in this report, he uses generally accepted accounting principles, follows all the accounting standards—very high-level stuff. If he sees anything in here that's a problem, he let's us know about it. And ... the student activities account is not listed as a problem nor do we think it's a problem."

"When this whole thing came up ... and I think it all came up as a result of that

whole thing with the ASG president and everybody's involvement with that and I think it's one of those things where some people are saying 'I'm mad and I'm going to see what I can do to you now.' I think that's

kind of sad now that that's happening.

"When I first heard that somebody was making accusations about the ASG's budget and saying that 'We're going to check out your records,' Norm called me and told me that. I said, 'Norm, nobody has to check out your records because we check out your records on a regular basis. I run reports on a regular basis. I look at all of this information online about every other day so if

a n y b o d y gets out of control or gets out of hand, they get a visit from me. Some people have gotten visits from me and I just work with them and say 'What's going on here?' But student activities has never been out of line—never been a problem.

'Where's the problem?'

"I think people here don't understand, and it's really kind of tragic, the fact that you end a fiscal year on

June 30 and then if you do have a negative balance then you're either going to transfer fees or you're waiting for fees or you're waiting for tuition to start coming in so you can go ahead and balance out that account. That's done everywhere, by everybody, by every university and college so where's the problem?"

"I know that (ASG) with all of its student and club accounts, you have no idea what those clubs are going to be making in terms of fundraising but you do know those clubs put in budgets. What we do is lump all of those accounts under one heading of ASG. Let's say that you have 15 clubs that each have a negative balance of \$1000. Well, then there's a \$15,000 negative balance right there.

"To me, this seems kind of pointless because if there were anything improper going on, the auditor would have been on it like that. He would have been in my office, writing me a letter saying that you've got real problems, and he would have said that to the Board (last Wednesday night)."

Fuentez attempts to put it into simpler terms:

"If people are concerned that we're spending \$49,000," said Fuentez, "we get budgeted for a general student government fund I think around \$13,000 dollars. There's no way we're spending \$49,000."

What is the law?

"Local budget law says that you have to make those transfers by the end of the year," continues Angstadt. "If you don't make those transfers then it is violation of the local budget law. And again, that happens. It's a law that was passed five or six years ago and it really doesn't

work all that well. In many cases, operations such as ours that are responsible to government standards, we can't get the money in by June 30. It's one of those things where people say, 'Yeah, that's the way things go.' What we could do though, is we could take money out of our cash flow or some other account and transfer it in just to make it whole but we just don't do it."

"The important thing to remember is that they're not doing anything illegal and I think that's what, whoever these people are, need to understand that think that there's some sort of criminal activity going on," concluded Angstadt.

What has been learned?

Is this a resolved situation? I don't think so. Are there questions that still remain? I'm sure there are.

The simplest of questions echoes throughout this issue: every university and college practices accounting this way. Okay, but does that make it right? If so, then why does the law apply to schools? If not, then why isn't the attorney general knocking down the door of Peter Angstadt's office?

Epstein: Keyser discusses college policy

Continued from page 1

Dr. John Keyser, college president, made some general remarks when the Print asked him, "What is school policy on teachers keeping their personal biases out of the classroom?"

"I think it is difficult for faculty members to do that," he commented. "Many want to be upfront with the students about their biases, and announce what their biases are.....I think Don

(Epstein) has done that in the past....."

"The college needs to provide a safe environment for disagreement, a safe environment for different ideas," Keyser added. "None of us will agree with all those ideas, but we need to provide the opportunity for discussion and review and the testing of different ideas."

See opinion page two for excerpts of the interviews with Epstein and Alexander

I think (the controversy) all came about as a result of that whole thing with the ASG president ...

Peter Angstadt
Dean of College Services

Clackamas principles

The following statements, published by the college, may pertain to the above story.

The 1999-2000 School Catalog:

• *Our Credentials* (p.2): "Clackamas Community College's Affirmative Action Policy ensures that the college does not discriminate on the basis of race, color, religion, sex, marital status, age, physical or mental disability, and family relations in any area, curriculum activity, or operation of the college."

• *Purpose, Mission and Code of Ethics* (p 185):

"Our PURPOSE is creating lifetime opportunities for success through responsive education.

Our MISSION/PHILOSOPHY is to serve the people of the college district with high quality education and training opportunities that are accessible to all students, adaptable to changing

needs, and accountable to the community we serve."

Our CODE OF ETHICS calls all of us to perform our jobs in a way that fosters personal growth and academic excellence, recognizes the inherent goodness of all people, models personal and academic integrity, respects diversity, and shows concern for the needs and feelings of others.

The student handbook:

• *Student Rights, Freedom & Responsibilities* (p 78), the Preamble includes:

"Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn is dependent upon appropriate opportunities and conditions in the classroom, on the campus, in the lab and the larger community."

Academic Freedom

The following is an excerpt from the faculty contract and describes academic freedom.

A. Academic freedom is essential to these purposes and is applied to teaching and other College-related activities. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the instructor in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

1. Instructors are entitled to freedom in the classroom in discussing the subject, but they should be careful not to introduce into their teaching controversial matters which have no relation to their subjects.

2. Instructors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties and in concern with existing College policies on publications and printing.

3. Instructors are citizens, members of a learned profession, and members of the educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligation. As persons of learning and as educational members, they should remember that the public may judge their profession and the Institution by their utterances.

4. As members of the Institution, instructors seek above all to be effective teachers. Although they observe the stated regulations of the Institution, they maintain their right to criticize and seek revisions.

5. As members of the community, instructors have the rights and obligations of any citizens. They determine the amount and character of the civic and community involvement outside the Institution with due regard to their responsibilities within it. As citizens engaged in a profession that depends upon freedom for its health and integrity, instructors have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

Personal Freedom

B. Instructors shall be entitled to full rights of citizenship. Exercising of such rights as well as race, religion, color, age, national origin, disability, sex, sexual orientation, or union affiliation shall not be grounds for discipline or discrimination.

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