



CHAPARRAL

By and for the Employees of Glendale College - Primary Funding by the Glendale College Guild AFT 2276

SCANDAL AT GCC!

by Roger Bowerman, Accreditation Coordinator

OK, I know it is a cheap trick, but now that I have your attention, you can read about the issues facing Glendale Community College during the next 20 months before the 2010 accreditation team visits our campus. As Accreditation Coordinator, it is my goal to help this campus face the new realities of accreditation, and therefore appreciate that each and every one of us holds the future of this institution in our individual and collective hands.

The changes in accreditation are real. The process itself has been transformed over the last 12 months, and previously accredited Institutions are now being forced to "show cause," or face loss of accreditation—which ultimately means they would have to close their doors. I know this sounds alarmist, but all one needs to do is visit the WASC website www.acswasc.org/ to see the fundamental shift in the accreditation process.

In fact, there are currently several schools on warning. I, for one, do not wish to see GCC added to this list. I trust you share this goal.

The Department of Education

I would first like to dispel any rumors that new accreditation standards are a product of the current administration at GCC. In truth, this shift in accreditation is the culmination of nearly a decade of pressure from the Department of Education to induce greater accountability in the accreditation of educational institutions. While many of us rail—and rightly so—against a corporate approach to educational evaluation, it is precisely this approach to educational oversight that has captured the imagination of legislators at both state and federal levels.

The impact has been increased efforts by the Department of Education to overhaul the existing peer-driven accreditation process and replace it with a federal agency that would threaten the institutional independence of every public college and university in the country. Like lawyers and physicians, college educators currently have a system of self regulation, insuring that it is fellow educators who come and evaluate our institution.

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This historic right, however, has come under attack.

WASC's accreditation

The leadership of the Western Association of Schools and Colleges (WASC) have battled leadership in the Department of Education, as well as powerful federal legislators, in order to maintain the current peer-driven accreditation

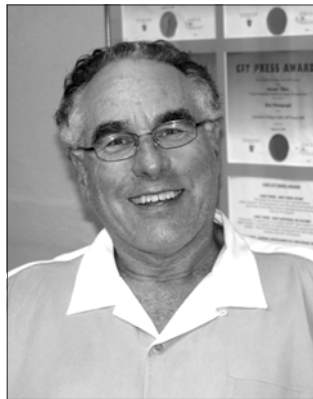
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Gabbing and Grousing with Gordy

by Gordon Alexandre, Guild President

State Budget Woes, GCC, and Tax Increases

The state's budget problems are massive. The budget deficit is expected to be in the neighborhood of \$16 billion over the next several years. The governor has proposed a 10% cut in expenditures across the board, including \$4.8 billion from K-12 and community colleges. Cuts of this kind would cripple public education in California for years to come. The governor's proposed cuts would be equivalent to:



- laying off more than 107,000 teachers;
- reducing per-pupil spending by more than \$800;
- laying off 137,000 bus drivers, janitors, food service workers, and other support staff;
- increasing class size by more than 35%.

All this would occur at a time when California already ranks 46th in the country in K-12 per-pupil

spending and California community colleges rank 45th in the country in per-pupil spending. No doubt, California's budget is large, but it's large because we're the most populated state in the country, not because of massive waste or fraud. California's K-12 public schools educate more than 6.3 million children, and community colleges serve more than 2.5 million adults. **California has a big budget and an inadequate budget at the same time.**

California's budget woes could trickle down and harm GCC. The controller's office has estimated that new revenues for 2008-2009 will be approximately \$791K, while new expenses will be approximately \$1.659M, leaving the District with a projected budget deficit of \$868K. (A word of caution: These are projections, and since we won't know what the actual budget is until after the May Revise and until it's approved by the legislature sometime during or after the summer, we should take all this with a grain of salt.) In view of these potential cuts, my position is no full-time layoffs, fight like "hell" to avoid part-time layoffs, no salary cuts, and no out-of-employee-pocket payments for insurance premiums. The District is left

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Chaparral

Printed 3 or 4 times per semester, the *Chaparral* is published by and for the entire staff of GCC. Primary funding is by the Glendale College Guild, AFT 2276. The newsletter is dedicated to providing timely information on the campus community about any issues that affect our college, higher education, and/or professional lives. Prose, poetry, art work and opinion as well as expository reporting are welcome. The pages of *Chaparral* are open to all faculty, staff, students and administrators. Submissions for publication should be word processed in IBM-compatible Word Perfect, MS Word or ASCII file format. No anonymous submissions will be published. Please e-mail articles to Mona Field (mfield). The deadline for submissions is the first working day of

each month September through May (except December and January). If you have announcements you wish printed or any questions, contact Mona Field at x5473 or e-mail mfield.

The *Chaparral* Editorial Board is composed of volunteers and is open to any college staff members. The current board includes Mona Field (editor-in-chief), Susan Cisco (managing editor), Patricia Chamroonrat (production manager), Mike Allen, Andra Verstraete, Michael Moreau and Phillip Kazanjian. Columnists are Guild President Gordon Alexandre (Gabbing and Grousing with Gordy), Academic Senate President John Queen (Speaking of the Senate), CSEA President Saodat Aziskhanova (CSEA Connection), Classified Council President Henan Joof (Classified Council Corner), Guild 2nd

Vice President Phyllis Eckler (Adjunct Junction), and Alex Leon (Foundation).

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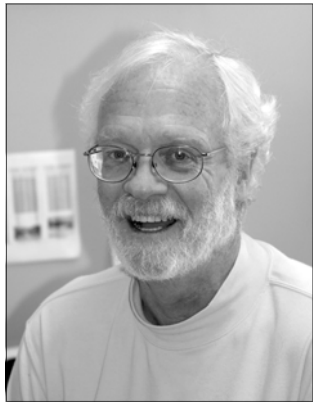
The views expressed in the articles of the *Chaparral* are solely those of the contributing authors. They do not represent the views of Glendale College or the Guild.

SPEAKING OF THE SENATE...

by John Queen, Academic Senate President

Then and Now, part 2: The Board

A couple of issues ago I reflected on how things had changed in the past 10 years since the last time I served as Senate president. I'd like to continue that train of thought and develop my observations about how the Board of Trustees in particular has developed. Only one trustee who was a member of the Board 10 years ago is still serving (Victor King.) But



what I really noticed right away is that meetings are longer. So I decided I would crunch some numbers and compare Board meetings today to those in 1998 to 2000.

The Board of Trustees has both regular and special meetings (and may even have emergency meetings.) The difference between regular and special meetings of the Board boils down to the amount of time the agenda is made public before the meeting

can take place. For a special meeting it is 24 hours; for a regular meeting it is 72 hours. The Board also meets in open and closed session. There is a laundry list of items that are discussed only in closed session, with the most common being labor negotiations and employee evaluations (which I believe is restricted to top-level administrators.) During its open meetings, the Board also hears special presentations. The budget, construction projects, and various campus programs are typical topics of these presentations nowadays.

Below are some relevant numbers from Board meetings from June of 1998 to June of 2000:
Board meeting statistics, 1998-2000

Number of regular meetings per year	Number of special meetings per year	Number of closed sessions per year	Average meeting time in open session ¹	Number of presentations per year
12	3	5 ½	49 minutes	7 ½

Now for the year 2007-2008 there is less than a full year of meetings, so the numbers thus far are:
Actual Board meeting statistics, June 2007-March 2008

Number of regular meetings	Number of special meetings	Number of closed sessions	Average meeting time in open session	Number of presentations
10	5	10	2 hours, 28 minutes	19

If I project what these numbers would look like through the end of the year, the results are:
Projected Board statistics, 2007-2008

Number of regular meetings per year	Number of special meetings per year	Number of closed sessions per year	Number of presentations per year
12	6	11	23

I think the numbers that leap out are the increases in average meeting time in an open session and the number of closed sessions and special presentations. But

what does this mean?

Clearly, our Board is putting in much more time than 10 years ago. While there are some grounds to suggest that their

workload—like ours—has increased with increasing requirements for planning and accountability, I think it is unlikely that

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CSEA CONNECTION

by Saodat Aziskhanova, CSEA President

Need a Vacation?

Last year we agreed at the negotiation table, and later on the agreement was ratified by the Trustees and CSEA members, that any vacation over what is permitted in the contract must be used by all classified employees by June 30, 2009. Both parties agreed that the legal intent and purpose of vacation is to allow employees to have a respite from work for their health and well-being.



The College has been allowing vacation to accumulate beyond the maximum allowable and the contract language restricting excess vacation. This was agreed to by both parties in 1996. If vacation

requests for use of that time are denied, the employee can be paid for that time! Apart from that, any vacation that is credited on July 1 of each year which puts an employee over the limit must be used within six months of being earned.

All vacation hours that were earned by employees prior to July 1, 1996, remain fully vested unless used by the employee and are exempt from the “use it by June 30, 2009” provisions. Please have your managers/supervisors in your area refer to the Collective Bargaining Agreement. Fill out a written request for a vacation and get your manager to sign a form approving or denying your vacation. Don’t let your earned vacation be wasted.

In Unity,
Saodat Aziskhanova

Visit us on the web!
www.glendale.edu/csea

What happens when 150,000 people book a vacation together?
+ You get some amazing discounts.



A Union of Professionals
AFT +
Member Benefits

buy where it counts!
www.aftplus.org



AFT has an expense reimbursement and/or endorsement arrangement for marketing this program. For more information, please contact AFT Financial Services at 800/238-1133, ext. 4493; send an e-mail to disclosureinfo@aft.org; or visit www.aftplus.org/disclosure.

Classified Council Corner

by Henan Joof, Classified Council President

How time flies by so quickly! Classified Council would like to thank you for your continuous support and participation!

Classified Council will continue fundraising for our 2008 Student Worker Scholarship. The Classified Council Student Worker Scholarship is awarded to a qualified "student who assists a classified staff member." We may have one or more recipients, depending on our fundraising outcome. Scholarship applications and information will be available to you soon. We will present our scholarship recipients at our end-of-the-year picnic in May.



Recognition/Retirement Luncheon

Save the date! The Employee Retirement/Recognition Luncheon will be held on Thursday, May 22, 2008 at 11:45 - 1:30 p.m. in the J. Walter Smith Student Center (SC212). This special event, organized by a committee headed by Christine Reiner of the Foundation, honors retirees and recognizes continuing employees of the college for their years of excellent work! Also, this is when the winners of the John Davitt Award are announced! Please try to attend this event to congratulate and show support to your colleagues. Please contact the Foundation for event details.

Classified Employee Week

Classified Employee Week is slated for May 18-24. The activities to commemorate this week will be coordinated by your Classified organizations and include the traditional BBQ and basketball tournament. I am sure the CSEA will be putting out more information on OUR event.

Please visit our website at
www.glendale.edu/classifiedcouncil
for information about Classified Council and upcoming activities!



Happy Birthday Dear Colleagues

Merrilee Ahaus- Purchasing
Ani Keshishian - President's Office
Aida Avanosian - Student Activities
Mary Bjoin - Human Resources
Marilyn Mayne – Instructional Services
Olga Tovar – Student Outreach Services
Barbara Jordan - Foundation
Ethel Consignado - Allied Health

such requirements account for the more than fivefold increase in the average meeting time. It is rather a choice by the present Board to require more information and deliberate longer. I think the Board may also be characterized as an activist Board, in contrast to the more laissez-faire Boards of the past. The \$64 question, however, is: is this a good thing or a bad thing?

Well, for sure, it's a new thing and as a new thing it is taking us into unexplored territory where the borders are unclear. The central issue is how this new Board orientation affects policymaking at the college. According to the Community College League of California (representing largely Trustees and CEOs from around the state) in its publication *Trustee Handbook*², the proper role of the Board is described as follows:

- "...to define the end result of what the colleges efforts should be."
- "...[not] to do the work of the institution, but [to ensure] that it is done."
- "...to make good policy...defined as broad statements that define general direction and acceptable practice."
- "...to concentrate...on broad values and the big picture."

Thus there has to be a division of labor between the Board on the one hand and the students, faculty, staff and administration on the other. Negatively, this is often expressed as the Board should not "micromanage." But, according to CCLC, the Board should not even "manage."³

So how can we tell when the Board has crossed over from setting broad policy to management? I think the answer is that there is no sure guide here, and we all have to call them as we see them and try to sort it out. I have both publicly and privately raised some questions about this "border" problem and was told by a Trustee that the Senate (and, by implication, ASGCC, administrators, CSEA and the Guild) need to educate the Board in these matters. That seems the right approach to me. In this period of thoroughgoing transition, we all need to educate each other. There are bound to be some toes stepped on, but hopefully we can all become a little smoother in the dance. The object is overwhelmingly important: to preserve the spirit and tradition of shared governance at Glendale College. 📖

¹ For 1998-2000, two meetings include closed sessions since the minutes did not indicate when open session ended.

² www.ccleague.org/files/public/TrustHdbk08.pdf, pp. 25-26.

³ The following lines can be found in the 2007 edition of the *Handbook*: "...[Clark] Kerr and [Miriam] Gade found that public community college boards, particularly those with elected trustees, tended to operate in a managerial, fragmented mode. Rather than focusing on policy and performance, these boards tried to manage or administer the organization and had member who went their own self-chosen way." The issue then is not 'micromanagement' but 'management.'



Golden Handshake May Help you Retire Soon!

The GCC District and the two unions are working on details for a retirement incentive option. The incentive involves a dollar amount to be given from the district to supplement your STRS or PERS pension. This incentive involves a number of details still being negotiated. For further information, please contact Ron Nakasone.

Watch for e-mails announcing campus workshops from STRS, PERS and PARS about how this incentive could impact you. It is also important to get an individual retirement analysis from your retirement agency (STRS or PERS). For further info from your system, go to calstrs.com or calpers.ca.gov

If you are 55 or older and have 5 years of service at GCC, you are eligible to consider this program. This incentive **may** be a great option for your retirement.

Hall of Fame highlights great athletic tradition

by Alex Leon, Foundation

They laughed and they cried, but mostly the inductees at the seventh annual Glendale College Athletic Hall of Fame said over and over how much it meant for them to be part of the banquet and ceremony on Saturday, March 8.

Robert Thomas, an inductee in the outstanding athlete category, couldn't believe that he was the skinny runner in the pictures, or that he ran all those great times and set all those records, including

except that she had a much harder time expressing herself. Overcome with emotion, she thanked her family and coaches and had to be helped through her acceptance speech by women's athletic director Terry Coblentz.

It was a big night for track and field. Three of athletes honored, Thomas, Lorimer and Bill Renison, ran track. Outstanding Coach honoree Tom McMurray coached track and field for 28 years, until

ever made was to attend Glendale Junior College, and that it helped him earn a football scholarship to USC.

McMurray is still a fixture at GCC home track meets since his retirement and said it was an honor not only to compete at Glendale College in 1963 and 1964, but then to coach cross country teams that won four state titles in 1976, 1980, 1995 and 1998. He also helped coach 13 individual state track champions.



winning the world junior cross country championship in 1975. "It just seems a little surreal to be standing here looking back over 30 years and not really realizing what I accomplished," he said. "I was really part of some great teams at Glendale College and really benefited from great coaches, and I'm humbled to be honored."

Outstanding athlete honoree Kim Lorimer felt the same way,

his retirement in 2005. The 1959 men's track team won the first state championship in school history.

Besides running track, Renison was also an All-American football player at Glendale in 1961-62 and is regarded as one of the best ever to suit up for the Vaqueros. His induction was a reunion for many of his family and friends. He said that one of the best decisions he

But the most poignant part of the evening came when three members of the 1959 state championship team and the widow of a fourth came together for the first time in almost 50 years. Bob Jackson, Gene Zubrinski, Frank Kallem and Harriet Trousdale, the widow of high jumper Art Trousdale, reveled in the accomplishment of being part of the first state championship team in school history and were all visibly humbled at being brought back together after almost half a century to be honored. 📖

ADJUNCT JUNCTION

by Phyllis Eckler, Guild 2nd Vice President

Adjunct Faculty Affected by State Budget Cutbacks

As news spreads of the cutbacks in the state budget for education spending, one hears a lot about "pink slips" for teachers in kindergarten through high school (K-12). What seems to be missing from the news media reports are the many adjunct community college faculty who will be affected by the 10% across-the-board cutbacks ordered mid-year through this academic cycle and the low budget for education in 2008-2009. While K-12 districts will cut full-time teaching staff by delivering March 15th notices (the date by which they must let contract faculty know that they may not be given a teaching position in September), community colleges have the luxury of preserving their

full-time faculty by cutting part-time positions, sometimes at the last minute.

What can adjunct faculty do to hang onto the courses and the load that they have been teaching in the past? Let students know that they need to enroll early for classes. When classes do not have the requisite 15 members in the week or two before the semester starts, that class may be cut. Stay in touch with your students by e-mail and encourage them to let their friends know about your wonderful course. Put up flyers around the campus promoting your courses and let counselors know about your classes as well as the kind of students who would benefit from it. Use electronic bulletin boards



such as Craigslist to promote your course and real bulletin boards at libraries and community centers.

Network with adjuncts in other districts to find out about extra classes in case you get bumped from one of your classes by a full-timer. Many full-time contract faculty may be returning to the classroom after years of released time doing other assignments. The district is trying to save money by returning these full-time faculty members to their regular teaching load. This will in turn bump adjuncts who have taken their place in the classroom. There are several upcoming opportunities to get informed and network with other adjuncts in the LA area. The LA Faculty Guild's Retirement and Health Benefits Conference is coming up on April 25 at the Manhattan Beach Marriott. More information on this event can be found at www.aft1521.org. The California Part-time Faculty Association (CPFA) will be holding its annual plenary on May 3 at Santa Monica College. Go to www.cdfa.org and look under CALENDAR for more information and to register. The International Conference on Contingent Academic Labor

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Upcoming Opportunities

April 25

The LA Faculty Guild's Retirement and Health Benefits Conference
Manhattan Beach Marriott
More information on this event can be found at www.aft1521.org.

May 3

The California Part-time Faculty Association (CPFA) Plenary
Santa Monica College
Go to www.cdfa.org and look under CALENDAR for more information and to register.

Summer 2008

International Conference on Contingent Academic Labor COCAL VIII
San Diego
For more information and to register, go to www.cocal-ca.org/confhome.htm.

CHEATING! WHAT CAN WE DO?

by Phil Kazanjian, Business Division (with legal research by Mona Field)

It upsets instructors when students cheat on assignments or exams.

The reactions from instructors range from denial to aggressive measures to reduce cheating. The question is—are those measures effective? And are they legal?

A recent ruling from the legal counsel at the state chancellor's office, which has authority over all California community colleges, states that faculty may **not** fail a student in a course because of one incident of cheating. According to the legal opinion, "unless and until the Board of Governors changes its policies on grading, it is not permissible to give a student either a failing grade or an incomplete because a student has cheated on a particular assignment. Moreover, whether a student has actually cheated is a factual question which

is best resolved through an adjudicatory process according students a reasonable measure of due process. Absent such safeguards, faculty would simply be imposing punishment on student conduct they believe is improper without any reliable process for confirming that this belief is accurate." (December 19, 2007, letter from Executive Vice Chancellor and General Counsel Steve Bruckman).

Some faculty groups are not happy with this decision. There may be further discussion at the BOG with faculty lobbying for the right to use this ultimate tool against cheating.

Phil's ideas:

During my past ten years of teaching at GCC, I have come up with a number of methods in dealing with cheating, some more successful than others.

My current approach is to let students know, in no uncertain

terms, on the first day of class that cheating will not be tolerated. And if I catch them, it is not personal, I am just doing my job and they will pay the price.

My two most successful methods have been establishing the "witness protection" program to encourage honest students to report dishonest students and crafting exams in a manner to catch students cheating on the exam. In one class of 40-plus students, I caught 14 students cheating and penalized them.

Over the years, I have observed three categories of cheaters: ones who don't take education seriously and are gaming the system, another group that is focused on getting an A at any cost, and the third type, who are taking the class but have no clue about the subject matter and are just trying to get a passing grade.

With cheating in the news on a daily basis, ranging from

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The right answer

Gurustu



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www.gurustu.com

The right answer is the one you're left with.

process. But WASC (like all other regional educational associations) is, itself, accredited. Last year was WASC's turn to come under scrutiny.

In its final evaluation, WASC was found to fall below standards in one crucial area: the issuance of the infamous "two year letters." In the mid 1990s, Congress responded to a crucial shortcoming in the college accreditation process and instituted a procedure to force compliance. While WASC thought it was conforming to this important piece of legislation, during its last accreditation it was found to be out of compliance. As a result, WASC has abandoned its previous policy and adopted a much more aggressive stance.

Two Year Letters

It was apparent in the 1990s that the existing accreditation system did not force institutions to respond to shortcomings in their standards before another accreditation visit six years later. This meant that students could be graduating from institutions that had not met basic standards of education for that student's entire undergraduate education. Congress and the Department of Education found this unacceptable.

Their answer was the Two Year Letter.

Envisioned as a means of forcing compliance upon colleges that had failed to address shortcomings during accreditation, the Two Year Letter has come to symbolize a fundamental shift in the power of accrediting agencies. No longer can colleges ignore suggestions for six years. No longer can educational institutions wait for three to four years before reading their accreditation recommendations and deciding to make changes. Now, any shortcoming will be accompanied by a letter stating how quickly that shortcoming must be addressed before the accredited institution will be subject to sanctions.

Past GCC Accreditation

What is even more troubling in this process is the current retroactive interpretation of the Two Year Letter utilized by WASC. If an institution has been cited in a previous accreditation visit, then the institution must address that shortcoming by the next visit—it does not have the luxury of a Two Year Letter. In essence, WASC considers the previous problem an unsent Two Year Letter that must be addressed before the six years between visits.

This means that GCC must have addressed all warnings from the 2002 accreditation report before we undergo our accreditation visit in spring of 2010. If we have any ongoing faults, we will immediately be placed under sanctions by WASC.

Linkage

Our single most important shortcoming—one where GCC was found lacking in both 1996 and 2002—is linkage. Educational institutions must develop an educational plan that is based on evidence of student success, and then use the findings of that plan to guide budgeting decisions. This goal is rational, considering that colleges exist to educate our students.

Despite the good work we do educating students at GCC, we have traditionally budgeted without concrete linkage to student success. We have instituted Program Review that is based upon student success information, and has recently been modified to incorporate insights from Student Learning Outcome assessments. We have worked to develop Educational Master Plans that are used to help inform budget priorities. But we have yet to formulate a realistic method of utilizing Program Review and the Educational Master Plan to shape final budget decisions, or to inform reactions to budget problems as they arise.

We could have a scandal

So, the original title of this article could end up a prophesy. If GCC can not address the problem of linkage over the next year, there could be serious consequences in the spring of 2010. That is why it is essential that we all participate in campus-wide efforts to address issues relating to our budget. Input at the departmental and divisional level is central. Attendance and participation in budget town halls is another means of affecting our future. And, finally, when the call comes to participate in the accreditation self-study, you can directly help GCC and avoid a scandal. 📖

(Continued from page 2)
State Budget Woes, GCC, and Tax Increases

with few choices in balancing its budget; this is why the District is offering a retirement incentive for 2008. It saves the District money and, if enough faculty, classified employees, and managers take the incentive, the District can avoid drastic cuts. Since the level of participation in the incentive is not yet known and probably won't be until after the fall semester begins, the District is putting in motion plans to cut low enrollment classes, reduce and/or eliminate released time and stipends, and be more careful with the hourly account. I cannot fault them for doing this, but these cuts are not the answer to GCC's budget difficulties.

We can't just cut our way out

The answer lies at the state level and it lies in increasing taxes, not in massive cuts to public education or vital social services. The amount of revenues needed cannot be raised by simply closing tax loopholes, though that certainly should be done. The reality is that taxes in the state are too low. The issue should not be whether we need to increase taxes, but on whom and how much. Bottom line, we need more revenues and any tax increase must be fair.

Taxes—not a dirty word

In my last *Chaparral* column I highlighted several tax increases worthy of consideration. In this column I would like to focus on just two, the first not previously discussed and the second more clarification on an idea already mentioned. Wealthy Californians are not taxed enough. Prior to the Deukmejian tax cuts of the 1980s, couples in the top tax bracket were taxed at a rate of 11%. If that same percentage were reinstated today on couples earning over \$500,000 a year, \$2.5 billion of additional revenues would be brought back into state's coffers. That truly would be a much more progressive tax policy than the 9% rate the wealthiest couples are taxed at today. In addition, looming over this fiscal crisis is the storm-cloud of Proposition 13, passed by voters in 1979. The passage of Proposition 13 substantially reduced property tax revenues by locking property taxes into a fixed 1% of the assessed value at the time of purchase. Those who have lived in the same home for a long time pay relatively low property taxes, while newer homeowners pay high property taxes. This is both unfair and doesn't give the state enough revenue to do its job. We must revisit and alter Proposition 13. Maybe the place to start is to

re-assess non-residential (commercial) property. Estimates suggest this would bring in an additional \$3 billion a year. Property purchased to "flip" and rental property could also be re-assessed. Next, residential property could be re-assessed, let's say, every 10 years, taking into account the increased value of the home. Higher property taxes means the home is worth more and the homeowner makes out well upon the home's sale. For those nervous about this, a "cap" could be imposed and, of course, exceptions should be made for seniors and for those on fixed incomes.

In summary, California's fiscal problems are **structural** in nature and cannot be solved through cuts in spending or closing loopholes. Just as band-aids are not able to cure cancer, cuts and closing loopholes cannot solve the state's budget woes. If my solutions seem radical, they are because the magnitude of the problem requires dramatic solutions. 📖

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ADJUNCT JUNCTION

COCAL VIII will take place this summer in San Diego. This is an opportunity to find out what kind of strides are being made nationally and in several neighboring countries (such as Canada and Mexico) to improve working conditions for adjunct faculty. To find out more information and to

register, go to www.cocal-ca.org/confhome.htm.

The Glendale College Guild can often cover your costs for attending these workshops. If you are interested in any of the above events, please e-mail Gordon Alexandre at: godona@glendale.edu to request conference funds to attend. Events

like these raise awareness of the plight of contingent adjunct faculty, and attending one or more will help you become a more knowledgeable advocate in our Guild. 📖

MILESTONES

Alan Frazier, associate professor of Aviation & Transportation, reports that his daughter, Erin Frazier, is marrying Nathan Boone in Richmond, VA on May 24. Both are United States Air Force Officers stationed in Florida (Eglin AFB and Hurlburt AFB) and both are scheduled to be deployed to Iraq in October. We wish them a safe journey.

Kathy Holland, adjunct professor of Political Science, was a featured expert on Assembly Bill 591 (the 67% law) in the recent California Teacher. See page 14 of the March/April issue. (Please note

that the "mother" of the legislation is our own **Phyllis Eckler**, adjunct professor of Dance.)

Sid Kolpas' daughter, Jamie Kolpas, will marry Brian Wignall, a Ph.D. candidate in Probability and Statistics at UCSB, on April 13.

Christopher Reed, son of **Jan Young**, Developmental Skills Lab, Garfield Campus, has been accepted at Stanford University on a baseball scholarship. Rated as one of the top 20 senior LHP nationwide, Chris also maintains a 4.2 GPA at Cleveland's Humanity

Magnet in Reseda. His sister, Lindsey Reed, a sophomore at Wellesley College, has been selected to participate in the Luce Foundation's Summer Internship Program in Asia. Lindsey will be working on species conservation for the World Wildlife Fund in Beijing, China. Hayley Reed, Lindsey's twin sister and a sophomore at Bryn Mawr College, will continue working this summer as a research assistant on a joint grant between Bryn Mawr and the University of Pittsburg on identifying autism in young children. All three children took courses at GCC. 📖

Faculty and Staff

Please remember that this is our first ever nighttime graduation ceremony.

Save the date, Friday June 6.

Faculty will march as usual. Exact starting time for faculty arrival TBA.

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CHEATING! WHAT CAN WE DO?

politicians to journalists, I went on the Internet to research "cheating" for this article and found some interesting information about modern methods of cheating.

The Internet is a great resource to assist students in their cheating and plagiarism endeavors. There are sites offering to write, for a price, term papers according to the specifications the students provide. Technology has become the cheaters' best friend, allowing them to text message each other and photograph exams with their cell phones.

In academia, cheating scandals are nationwide. In recent years cheating scandals have been uncovered at the military academies, Harvard, Princeton, Stanford and Yale, to name a few.

I have also learned of a cheating culture in the professions of law, medicine, education, journalism, accounting, business, and scientific research. Further, there is a substantial amount of tax evasion, workplace theft, insurance fraud, and cheating in sports that takes place in our society.

There also stories of misrepresentation on resumes, including

individuals in high positions in the business and academic worlds.

What can we do? Create a culture of honesty and integrity and insist on it from ourselves, each other and our students. Inform our students of our standards and enforce them in a fair, consistent way.

Will we succeed in eradicating cheating? What do you think? 📖