



CHAPARRAL

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

The State Budget Crisis and Us: A personal rant

by Mona Field, Social Sciences Division

I am sure many of you share my frustration with the state budget process. We get a few good years, then major fiscal disasters. This year the state's deficit has risen to a current guesstimate of \$16 billion (no one really knows the exact number). This creates complete unpredictability for our state's many services, including our college (nearest and dearest to most of us), but also including the CSUs, the UCs, the highways, the state parks, etc. (Not to mention our rapidly growing state prison system, now using more dollars per year than the entire higher education system of California!)

The bad news began in January with the governor's initial proposals. At that time, the deficit was around \$14 billion. His 10% across-the-board cutback approach to every state service makes it pretty clear that Glendale College (along with every other public educational institution) cannot function at normal levels. (Unless, of course, employees, whose salaries and benefits make up about 90% of the district budget, would like to volunteer for pay cuts. Any takers? I didn't think so.)

While the governor originally proposed no fee increase for community college students, the legislative analyst (LAO) followed by proposing fees be raised to \$26 per unit. It seems modest, perhaps, but community college history shows that our enrollment declines when fees rise. Then we lose state funds, and the vicious cycle begins.

To add to the misery, property tax revenues are down, and community colleges are heavily dependent on these dollars. As the legislature debates the state's budget, every Californian becomes a victim of the outmoded 2/3 requirement to pass a state budget—in effect, since all the Democrats vote as a bloc, and Republicans initially vote as a “no tax increase” bloc, then every year the budget battle revolves around wheedling, squeezing, and pressuring the Republican caucus until eight of them cave in and vote for the majority party's heavily compromised state budget.

Even Gov Arnold, a Republican, has come out in favor of closing some of the tax loopholes that benefit a few. Closing some of those loopholes can help prevent cuts in education and social

Inside this issue

Roots of Unity by Gordon Alexandre	2
Speaking of the Senate by John Queen	3
CSEA Connection by Saodat Aziskhanova	4
Classified Council Corner by Henan Joof	5
What? More Software? Who Says? by Alice Mecom	6
Letters to the Editor	7
Adjunct Junction by Phyllis Eckler	8
GCC Webmail	11
Milestones	12

services. But even with the governor's advocacy, legislative Republicans have voted to prevent yachts and private airplanes from being properly taxed because of lobbying by the yacht builders!

Is Glendale College an institution which deserves to be held hostage to the absurdity of trying to run the world's 6th largest economy without adequate revenues? Should our students suffer class and service cutbacks because

(Continued on page 10)

Gabbing and Grousing with Gordy

by Gordon Alexandre, Guild President

Proposition 92—Why We Lost and Where We Go From Here



Now that the dust has settled, it is time to figure out why Proposition 92 failed, what lessons are to be learned, and where we go from here. At the outset I want to make it quite clear that the Prop. 92 campaign was a valiant effort to redress years of community college underfunding and, if it had passed, would have been better for our students,

faculty, and the state of California. I also want to congratulate the Guild, and in particular Ramona Barrio-Sotillo, for spearheading the effort here at GCC to get the word out and raise money for the Prop. 92 campaign. We did a terrific job!! We raised about \$45,000, exceeding by \$10,000 the targeted amount suggested by the campaign. We sponsored a very successful rally/media event in mid-January that got the word out and conducted ROBO calling 10 days or so before the February 5 election. Many of us appeared on local television, did radio interviews, and wrote articles in newspapers. I am proud of our effort, and nothing I'm about to say should be viewed as critical of that effort.

And the Bad News:

The fact of the matter is, however, that we lost. We cannot sugarcoat

this, nor mask our defeat behind some kind of silver lining. Some of the reasons for our loss were beyond our control. In January, the governor announced a \$14.5 billion deficit in the state budget over the next 18 months. I think voters got scared that if Prop. 92 passed it would make the deficit worse and, indeed without a cut in other services or a tax increase, it would have. Voters often vote no when they're afraid. I also think that CTA's "betrayal" hurt our campaign in several ways. First, they were the main source of funding for the opposition, raising/spending almost \$2.5 million to defeat Prop. 92. That was unanticipated and damaging. Second, by another teachers' union coming out against Prop. 92, the education unions were split. The split allowed our usual political allies,

(Continued on page 9)

Chaparral

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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 Chamroomrat (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 (Communications, Marketing, and Foundation).

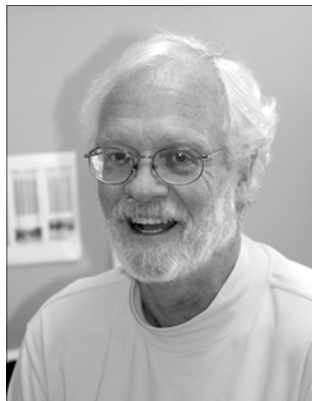
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SPEAKING OF THE SENATE...

by John Queen, Academic Senate President



The pace of action by the Academic Senate

picked up dramatically in the latter part of the fall. Decisions affecting faculty from hiring to firing and from their syllabi to their relationship to the Board of Trustees have either been acted upon or will

be shortly. A summary of the main decisions and proposals follows below.

The **adjunct hiring policy** which the Senate and the Academic Affairs committee agreed to in the spring of 2007 was also approved by Campus Executive and became Administrative Regulation 4110.1. (Board policies and administrative regulations may be found online at www.glendale.edu/policies®ulations/index.htm) This new policy regularizes the selection process of adjunct faculty primarily by means of Adjunct Faculty Hiring committees at the division or unit level. The structure of the hiring committees, the screening of applications, the interviewing and selection process, and emergency hiring are all addressed.

Also incorporated into the current Administrative Regulation 6141.7, which covers the course overview or syllabus that faculty are required to hand out to all students, are two new statements which faculty must include on their syllabi. The first is the **syllabus disability statement**. Syllabi must now include the following statement: *"All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities."* The intent here is to place the responsibility for such arrangements with students, rather than faculty.

The second addition is the specification of the **student learning outcome(s)** for the course. The accreditation standards require the college to maintain a record of the SLOs for all courses. This left us with two choices: put them on the official course outline or on the individual overview/syllabus. The Senate opted for the latter, since the whole idea behind student learning outcomes is to experiment with them

and adjust them after analysis. Such changes are more easily accomplished on the syllabus than on the official course outline (changes for the latter have to go through the Curriculum and Instruction committee.) It was also hoped that by putting them on the syllabus, the notion that SLOs should be firmly in the hands of faculty actually teaching the course would be reinforced.

Both the syllabus disability statement and the student learning outcomes specified for the course should be on faculty syllabi by the summer term of 2008.

Other recent actions or considerations include:

- A contribution was made to the scholarship fund established in the memory of Sally Black, professor of nursing and a senator.
- The Mutual Gains document was revised with regard to accreditation. The Mutual Gains document is an agreement between the Senate and the Academic Affairs committee about the division of labor between the two groups in academic and professional areas. The amendment, agreed to by Academic Affairs, assigns primary responsibility for overseeing accreditation to the Senate.
- The Senate continues to give input to the many new or revised Board policies that the Board of Trustees has been considering. Before the policies go to the Board they are first examined at meetings of the Campus Executive committee. They then appear on the Board's agenda, which may be found at www.glendale.edu/boardoftrustees/meetingschedule.htm
- A possible revision of the timeline for the tenure process is being explored.
- The Senate will be discussing possible changes to this year's commencement exercises, including the presentation and timing of the awards to faculty.
- The Senate voted to re-establish the College Services Hiring Allocation Committee, which prioritizes faculty hiring in Student Services.
- A joint committee with Academic Affairs was established to explore an enhanced role for the Senate in the curriculum process.

(Continued on page 12)



by Saodat Aziskhanova, CSEA President

CSEA Update

Spring semester is in full swing and more students on campus are merrier. But with the governor's proposed budget for next year, things are not looking good, and our hopes for the future with the passage of Proposition 92 were not met.



I would like to update the campus community on upcoming events. The invaluable contributions of classified school employees have been honored in California each year since 1986. The third week in May is the Classified Employee Week, and we will celebrate the week with the traditional barbecue and other social events, sponsored by the CSEA and the Classified Council. More information will be coming your way.

Thanks to Staff Development for approving the Classified Retreat 2008, which will take place at the Steve Breuer Conference Center in Malibu on April 14-15. The two-day retreat will be during spring break, so many classified employees can attend. Our speakers are Dr. Dawn Lindsay, Lynn McMurrey, Valicia Dantzler, and Matthew Gentile, our labor representative, who will educate us on our contract.

On May 22 there will be the Retiree/ Recognition Luncheon, where employees will be honored for years of service to the college.

As you know, the John Davitt Award will be given to a classified employee and a manager for their outstanding work. Employees usually are nominated by their coworkers and student workers. The committee is trying to improve the nomination form and procedures for selecting deserving employees. I would like to take this opportunity to ask administrators, managers, faculty and students to nominate classified employees who work in your areas. There is a website under 'construction' by Alen Andriassian, where you will find a nomination form and the names of the previous years' honorees. Lee Ryan Miller, in his article "Tales from the Crypt: Surviving Academic Politics" says, "Often politics in an educational institution re-

volves around a series of battles between instructors and administrators. In this environment, it is easy to overlook the 'third estate'—the classified staff. Their power lies in their invisibility and their indispensability. They usually

keep quiet and stay out of the political wars. And they usually know where all the bodies are buried." (CPFA News, Volume 9/Number 1, Fall 2007). Jokes aside, please nominate a classified employee and/or a manager for the John Davitt Award. 📖

In Unity,
Saodat Aziskhanova

Classified Retreat 2008, will take place at the Steve Breuer Conference Center in Malibu on April 14-15.

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

Classified Council Corner

by Henan Joof, Classified Council President



What we've been doing...

Classified Council would like to thank everyone who supported our fundraiser events throughout the 2006-2007 academic year. From See's chocolate to Tupperware, we would like to remind you that we appreciate you for taking an interest in helping our committee of volunteers in successfully attaining each fundraising goal.

Our monthly open meetings also have been successful! Classified Council is careful in selecting lecture topics; we try to keep the subject matter interesting and informative. Fortunately, GCC does not lack talent or expertise in this department. Having already heard from Mary Mirch, we plan on bringing you a few more speakers as the year unfolds.

Even though it may seem like ages ago, I would like to thank everyone who made our Holiday Party a success. The Glendale College family truly came out and pretty much every department was represented. This year we have the Classified Employee week coming up and we are working on making the

program one that you will benefit from.

Classified Council will begin fundraising for our 2008 Student Worker Scholarship. Please look to support our See's Candies Spring fundraiser. 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.

What we're going to do...

Student Worker Scholarship

Thanks to successful fundraisers, as well as generous donors, Classified Council will be awarding at least \$1000 in scholarship funds. Our scholarship committee will be evaluating applications and selecting the winners. The recipients will be recognized and awarded at our end-of-the-year picnic on June 9.

Classified Employee Week

Classified Employee Week is May 18-24. Classified Council will be coordinating activities through the week, and CSEA will be hosting a BBQ event. A flyer will be distributed for this celebration.

End-of-the-Year Picnic

Keep your eyes open for the invitations to this coveted event. Ready, set, GO!!! Yet another semester has begun here at Glendale and it goes without saying that all of you have been instrumental in

attracting and retaining the growing number of students we see on campus. 📖

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What? More Software? Who Says?

An update from our SLO expert Alice Mecom

October 2007, San Jose, California, Friday afternoon—the last session of the last day of the Student Learning Success Conference, the annual gathering of SLO Coordinators from across the state. Everyone was there with luggage by the door. It was the session entitled “Documenting Student Learning Outcomes Evidence,” and it was packed.

After three days of workshops and discussions on core competency assessments, linking outcomes to planning to budget, turning dialogue into action, and so on, everyone still had the same question: Where do we store all of these student learning outcomes and assessment cycles data that we are generating?

The panel at this session was composed of representatives from three community colleges who were using various software systems to house their SLOACs. The solution that many colleges are turning to, either as a first resort or as a last, is a software system. One of the most attractive software solutions that is piquing interest statewide is eLumen.

eLumen was created in 2003 by academic administrators from the University of Minnesota. eLumen’s mission is to assist organizations to specify and improve actual learning outcomes, in order to:

- create learning outcomes that meet the needs of organizations by developing their ability to support the personal, professional, and

intellectual development of individuals, and

- enable organizations to improve their capacity to make learning outcomes visible.

There are other software programs that campuses are using; TracDat, CurricUNET, and Scantron’s Parscore are some. What makes eLumen unique is that it goes beyond storing the SLOs; it facilitates and stores the assessment cycles—and it is affordable. Some colleges that have adopted eLumen include the San Bernardino Community College District, Coast Community College District, Taft College, Las Positas Community College, Los Angeles City College, and Pasadena City College.

To understand why GCC is considering the purchase of eLumen, one has to see the “big picture” of what we need to do in order to comply with the SLOAC accreditation mandate, and that is to show assessment cycles on an institutional level.

What we’ve done so far as a campus is to have all disciplines and services develop their SLOs and assessment cycles at the course and service level (aka “the bottom level”). Ed Karpp and I have been collecting these outcomes and assessment loops for several semesters. When writers submit their SLOs, they are also asked to align (aka “map”) each outcome to the corresponding core competencies (aka “the institutional SLOs”). These first steps that we have chosen to take were

wise—we engaged in campus-wide dialogue among the largest population. And, we have set ourselves up to accomplish the next phase of implementation (which is immense enough to make anyone cower).

We still need to:

- write and assess SLOs for all degrees and certificates
- assess the core competencies map all of our course and service outcomes to the degree and certificate outcomes

eLumen can accomplish these tasks for us based on all of the course and service-level work that we have already done by using rubrics. Each program on campus would create a rubric to measure the outcomes for its degrees and/or certificates. The courses within the program can measure student success using the program-level rubric, thus creating a program assessment. The same is true for the core competencies. Our college would create seven rubrics for our seven core competencies. So, if your course outcome is aligned with, for example, the critical thinking competency, you can measure your student’s work with the critical thinking rubric. If all courses and services aligned with this competency are measured in this way, we get an idea of how well across campus our students achieve critical thinking. Because eLumen aggregates data by course and service, not by section, it is impossible to pinpoint any results to a specific instructor or staff

(Continued on page 11)



Letters to the Editor

The new issue of the *Chaparral* contains an article [“GCC Trapped in Health Care Crisis: How Cost Increases Affect All of Us,” November 2007] on how healthcare costs can be contained by the patient while we continue to wait for the national single payer health insurance that is the only real solution to the national healthcare crisis. I agree both of those points. However, it

was disturbing to read the “boxed” statement at the beginning of the article stating that although GCC “employees” do not pay anything toward their district health insurance, “employees” should still care about the issues raised. On behalf of at least non-credit part-timers, I think it is necessary to point out that we are indeed “employees” of the district and we do pay a 50% contribution to our limited choice health insurance through payroll deduction. As a group, I’m sure that most of us are pleased that our union fought for those benefits and our employer agreed, but we see how

far we have to go when the word “employee” does not necessarily include us.

Cheryl Johnson
Adjunct, Non-Credit ESL

You are right. We were referring only to fulltime employees and did not acknowledge the difficult situation of our part-timers, who pay out of pocket. Thanks for pointing this out. For more on this subject, see **Adjunct Junction** on page 8 of this issue.
—Ed.

While I agree with the article's [“GCC Trapped in Health Care Crisis,” November 2007] emphasis on doing what we can to stay healthy and thus keep insurance costs down, and I likewise agree with Cheryl [Johnson] that there should have been a more accurate description of what benefits are made available to various types of employees at the college, I also think there is another perspective to add.

There are significant “market failures” in the healthcare arena. It's difficult to compare the quality of healthcare providers before you agree to use them and, given the technical and probabilistic nature of treatment outcomes, it is often hard to do so even after receiving care. The notion that we can bargain shop for providers of emergency care is obviously ridiculous. The fact that primary-care providers must usually be local limits the ability of rural dwellers to act as empowered consumers. And the list goes on...

This all leads to a health care system with inadequate accountability from the market. Some of

the “missing” accountability could be provided by the government or by associations of medical professionals, but in this country at least, not enough has been forthcoming. This lack of accountability allows the healthcare system to get away with a number of crimes that jack up our premiums unnecessarily. For example, the cost of remediating medical errors is often very high (presuming the error hasn't led to death, that is). Trying to weed out providers with high error rates through our legal system is inefficient and costly for all involved.

For another example, the Dartmouth Atlas Project (www.dartmouthatlas.org) has tracked healthcare spending in various regions of the U.S. and discovered that there is unwarranted variation in the practice of medicine and the use of medical resources. In particular, care known to be effective is significantly less common in some regions than in others, care that should be driven by patient preferences is instead driven by prevailing practice in the region, and regions with an abundance of

capital-intensive medical resources overuse them in a bid to defray costs (apparently).

The authors of the original *Chaparral* article divide factors that can lower health insurance premia into ones we can control and ones we can't. Perhaps they would consider the insufficient accountability for providers to be one of those factors we can't control. But I believe we have some ability to affect it as well.

Of course we can lobby the government to crack down on the system, or even take it over as Cheryl alludes to. But we can also try to remedy some of the market failures. A group called the California Health Care Coalition has been trying to do just that. They are working for, and in some cases have already got, more data on health care outcomes from providers (e.g., hospitals). Working with Blue Shield, they have identified some providers in their network that are “high performance”—that is, meeting higher quality standards than the minimum to get into the network but at the same time doing so at a cost that is at

(Continued on page 10)

ADJUNCT JUNCTION

by Phyllis Eckler, Guild 2nd Vice President

Affording Health Insurance that Works for All

How can GCC's part-timers who need health coverage retain it? The Guild is grappling with this issue.

Background:

After years of intense political lobbying in Sacramento, community college part-time faculty won a small sum in the state budget dedicated to part-time health care. At GCC, the state's contribution has been matched by college dollars (negotiated by the Guild for this purpose). And, unlike fulltime faculty, classified staff or administrators, part-timers who use the health care coverage must pay part of the premium every month.


As state funds decrease, and the cost of insurance rises, the individual part-time dollar contribution has risen. In order to stanch the

spiraling expenses for part-timers, who are already the lowest compensated faculty, the Guild is now seeking a new type of coverage which would cost less.

Specifically, the Guild is asking the district to offer a lower cost Blue Shield program. This new alternative plan offers lower premiums and has features that are better than a catastrophic hospitalization-only program but requires a higher deductible contribution from the enrollee. The district contribution will be capped at an annual amount of \$3,000 regardless of the type of enrollment chosen—single, couple or family. In exchange for this lowering of



the total district contribution, the Guild will be asking the district to open all the plans that are now offered to full-time faculty to part-timers. These include Kaiser, Blue Shield PPO, the Blue Shield HMO as well as the new low-cost Blue Shield basic coverage.

Of course, like all health coverage issues, this process occurs through negotiations between the Guild and the district. As the process proceeds, you will be kept informed. Part-timers who want further details may contact me. 

Going for the GOLD...

Los Angeles College Faculty Guild and FACCC present the 7th annual

Health Benefits & Retirement Conference

Come learn from the experts about your retirement options. Both fulltime and part-time faculty issues will be addressed.

Friday, April 25, 2008

Manhattan Beach Marriott

1400 Parkview Avenue, Manhattan Beach, CA 90266

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Register online at www.aft1521.org by April 21.

Democrats and progressives, either to remain neutral or join the opposition. No big names helped us carry the ball.

Fundamental Errors

We cannot simply, however, blame budget woes and CTA for our rather embarrassing loss. It is always easier to blame others for our own failures, but rarely are external factors the fundamental reason for defeat. We must examine how we contributed to our own failure; only by doing so can lessons be learned and true growth occur. I believe the proposition itself was fatally flawed. I thought so at the time, and its defeat only convinces me more of that truth. Prop. 92 tried to do too much, and the crux of the proposition was confusing to voters. The focus of the proposition should have been on stabilizing and increasing funding for community colleges, instead of lowering tuition from \$20 to \$15 a unit. But the funding issue was difficult to explain, and the lowering of tuition when tuition in the state is already—relatively speaking—low, appeared to be disingenuous. On top of this, the campaign decided to say none of this would increase your taxes, when talking about tax increases would have been the honest thing to say. In my opinion, the campaign should have emphasized maintaining tuition at \$20 a unit, allowing increases up to the increase in the cost of living. It should have bothered to explain why the community colleges needed an independent funding stream like the CSUs and the UCs. And to increase community college funding, some taxes will need to be increased. I think voters thought the tuition issue was "bait" and tangential to the real issue, which they really never

understood, and they couldn't figure out where the money was coming from.

Can a union be too democratic?

We also need to raise some critical questions about the CFT-run campaign. We barely met our own funding goal of \$3 million. The opposition spent about as much. We didn't have enough money for a saturation media campaign. Some CFT locals more than met fundraising expectations--ours, LA, Los Rios, San Francisco, to name a few. However, over half the CFT locals in the state did nothing or next to nothing. Our union had too much of a laissez-faire attitude toward locals that did not get on board with the campaign. CFT should have tied meeting certain fundraising goals to a continuation of formula-funding (for those locals that have formula-funding), for example. The CFT expects locals with formula-funding to attend the Leadership Conference. Why not tie similar expectations to meeting fundraising goals for Prop. 92? Wasn't getting Prop. 92 passed more important than attending the Leadership Conference? I know we are a very democratic union, it's one reason I am so proud to be a member and president of a local in this union, but with so much at stake, I think we were ultra-democratic and it hurt our effort.

Finding Funds—revenues to consider

The funding problem remains for community colleges, despite the failure of Prop. 92. We still don't have enough dollars to do our jobs; California's community colleges still rank 45th in the country in per-pupil spending; we still don't have an independent revenue stream; and the governor's solution of "cut, cut, and more

cuts" simply doesn't cut it. While conservatives and those who don't work in the education trenches may think the problem lies in waste and fraud, we know the real problem lies in not having enough money to do our jobs. Like it or not, we must face the harsh reality that we have a revenue shortage, not an overspending problem. We need to increase taxes--but on whom and what kind? Let me identify where I think we should begin to look for more revenues:

1. Reinstating the Vehicle License Fee to the level it was before it was reduced in 1998. This would bring an immediate \$6 billion new dollars into the state coffers;
2. An additional \$1 billion would be brought into the state budget by introducing a Severance Tax on oil that emerges from the ground. Many states already have this;
3. Corporate taxes would be \$7.3 billion higher had corporations paid the same taxes on profits in 2005 as they did in 1981.

Even Prop. 13?!!

The phase-out of the federal estate tax will cost California over \$1 billion in 2008-'09. In addition, the future of the state demands that we revisit Proposition 13, passed by the voters of California in 1979. That was a completely different time and place than now. I know this suggestion is more controversial than the suggestions just made, but the fiscal problems of California today can be directly traced back to 1979 and the passage of Prop. 13. Here's the problem: It is simply wrong to have two houses, right next door to one another, each appraised at a similar value, with one homeowner paying \$1500 a year in property taxes and the other paying \$6000 a

(Continued on page 10)

(Continued from page 1)
The State Budget Crisis and Us

virtually all Republican legislators ferociously oppose any “revenue enhancements,” i.e. tax increases? (I know some of us are Republicans, and if you are, you must convince your party leaders that California needs revenues, not just cuts.)

If any of the current proposals actually are finalized (and Sacramento experts predict a very late, perhaps September, final budget this year), GCC could go into a serious cutback mode, including class cuts (and thus layoffs for part-time faculty), possible classified layoffs, and the downward spiral we have seen before in terms of morale, enrollment and college resources.

REMINDER: DON'T SHOOT THE MESSENGER!

These are dire possibilities and no one will want to read them.

Personally, I'm just sick of it. Every year that our state's economy slows, tax collections drop (80% of the state's budget is based on personal income and sales taxes). Then we hear “cut” and “more cuts” from Sacramento. Fundamental changes in our budget process and our revenue system are required to make California a world-class state.

Are we going to continue our movement to become “Califissippi”? Are we going to let California move down in its already abysmal ranking in terms of funding for public education? (We are currently about 43rd in the nation, just a little above Mississippi

in how much of our collective wealth we commit to public education.)

For specific revenue sources that our union, the California Federation of Teachers, proposes as ways to prevent the further deterioration of public education, please see Gordon's Guild column or go to www.cft.org/councils/ec/news/budget_crisis.html

Will Governor Arnold become the statesman that his Republican predecessors, governors Ronald Reagan and Pete Wilson, became when faced with similar budget crises? Will he have the guts and the political muscle to arm-twist his Republican colleagues in the legislature to close the loopholes, raise appropriate taxes, and keep California strong?

Stay tuned—or rather, keep reading. This is the kind of news that **won't** be on your television.

Words of Wisdom from Guild Budget Rep Steve Marsden:

My general budget advice this time of year is "Don't Panic," because updated numbers and the political process usually dramatically alter the governor's first pass at a state budget. Having said that, the recent LAO's projected budget deficit of \$16 billion should get everyone's attention. Everyone interested in how the current budget proposals could impact GCC should attend the next Serot/Nakasone briefing. 📖

(Continued from page 7)
Letters to the Editor

least 10% below average. They have also created a model contract for management of prescription drug benefits with high standards for quality, data transparency, and cost.

So, in addition to doing what we can to improve our health as individuals, we should also think of what we can do by banding together as consumers as long as the current meshugenh system continues as is. 📖

Mike Allen, Mathematics Division

(Continued from page 9)
Proposition 92

year in property taxes, because the former has simply lived in the house a lot longer. Those living in their homes longer should pay higher property taxes, and those who purchased their homes more recently should pay less. There should, however, be an overall net increase in property taxes collected. Exceptions, of course, should be made for seniors and those on fixed incomes and so on, but I think you get the point.

I welcome comments from those who may disagree or agree with either my analysis or suggestions for tax increases. But this is the way I see it. I hope we can build a progressive movement in California to push these things forward and eventually have enough resources to fund all education adequately without penalizing students. 📖

GCC WebMail



GCC has a web-based interface for employees to check their e-mail. This is especially handy if you are off campus and need to check and/or respond to your e-mail. Any computer that is connected to the Internet can be used.

Simply type the following address into your web browser:
<http://webmail.glendale.edu>

To log in, enter your GCC username. For example, if your e-mail address is jdoh@glendale.edu then your username is `jdoh`

Enter your e-mail password and click "Login".

Be sure to click the "Sign Out" button when you finish using Webmail.

Glendale Community College Webmail

Please login with your GCC username

(without @glendale.edu)

GCC username:

Password:

Login

If you would like to change your e-mail password, sign on to Webmail and click on "Change password" link under "Options".


"Vacation Message" (e-mail auto-reply) is also available under Webmail "Options".

*(Continued from page 6)
What? More Software? Who Says?*

member. Discussions are taking place in the Senate to initiate rubric design and to work through all of the questions that are surfacing. Whether we use eLumen or not, we still have to design these assessment tools.

David Shupe, Ph.D., one of the founders of eLumen, came to our campus in October 2007 to present to about 45 GCC attendees. Afterwards, we conducted a survey of those who attended. Eight-seven percent of faculty felt that using eLumen to do our campus-wide and program-level assessments would be better than trying to do so ourselves. The complete survey results can be found online at www.glendale.edu/program/slo, but here are some comments:

- "I worry that any template is limiting, but weighed against the monumental task of creating documenting and managing SLOs, I think it's probably a worthwhile trade."
- "I appreciate the fact that the program was home grown for faculty and that it protects academic freedom."

- "WE NEED ALL THE HELP WE CAN GET! The Accrediting Commission is setting the bar higher every year, we have no time to attempt 'trial and error methods.' If we want to be student-focused, this system will not only help us do the job, but additionally assist faculty, counselors and other service providers to help more students learn effectively, improve our instructional methods and better serve students."
- "From what I saw at the eLumen presentation, this looks like what we need to be able to integrate all the work we have been doing on SLOs with the rest of the curriculum and make it possible to complete the SLOAC cycle campus wide. Let's not try to 'reinvent the wheel,' we'll just end up spinning ours!"—Lynn McMurrey 

MILESTONES

Dr. Trudi Abram recently delivered a paper at the annual College Art Association conference in Dallas. The paper, "A Fast Food Education?" dealt with problems in retaining rigor in the millennium generation. She'll deliver a paper at next year's conference which will address constructing rigorous distance learning courses at the college level, and will spearhead an action to increase the voice of community colleges within the College Art Association.

Mike Allen and his wife, Min-Jung Song, are the proud parents of a baby girl, Maya Elizabeth Allen, born on November 7, 2007. Maya weighed in at 8 lbs. 9 oz. and measured 21.5 inches in length. She has been enthusiastically welcomed by her brother, Max.

Ann Cassidy (classified DSP&S) announces that her son, Patrick, a former GCC student, wed Ashley Alvey on November 3, 2007. Both Patrick and Ashley are students at Weber State University in Utah.


Gayla Chisholm reports that GCC faculty and staff raised \$925 for the 2007 firestorm victims through donations to the American Red Cross.

Dr. Peter Green and two internationally known colleagues, Vieri Bottazzini and Bruce Bonnell, have recorded a CD, "Souvenirs," which will be released this spring on Centaur Records. The CD contains music for horn, flute and piano. To celebrate its upcoming release, Bonnell, Bottazzini and Green performed a concert at Central Michigan University in February, featuring works from the CD and solo repertoire. Peter has posted sample audio clips online on his web page: www.glendale.edu/~pgreen

Dr. Susan Hoehn is this year's recipient of the California Association of Postsecondary Education and Disability (CAPED) Vice President of CIGs award for her "leadership and dedication to CAPED and to the betterment of the profession."

Sid Kolpas and **Tom Ferguson** had an article entitled "Rapid Prototyped Teaching Models for Volumes of Revolution and Volumes by Cross-Section in Freshman Calculus" published in *Mathematics and Computer Education* (October 2007). They also gave a poster talk at the joint National Math Association Conference in San Diego (January 2008).

Lynn McMurrey recently made a trip to India, where he studied Indian classical and traditional dance and choreographed for "Bollywood."

Kathy Seifert's 11-year-old grandson, Tyler Seifert, ran his first L.A. Marathon in March, finishing in a little over six hours. Kathy says that the "incredibly awesome" Tyler is also the great-nephew of Kathy's sister, **Joni Switzer**, who works for GCC in Continuing Education at the Garfield Campus. 

(Continued from page 3)
SPEAKING OF THE SENATE...

- The Senate endorsed changes to the Flex procedure. You can find the revised Flex Manual at www.glendale.edu/staff-development/

In the near future, the Senate will be considering the following:

- Approving the proposed chairs of the four Accreditation Standards committees.
- Defining the Senate's relationship with the Board of Trustees in a new Board policy. This policy will probably also define the relationship of the Guild,

CSEA, ASGCC, and the administration to the Board as well.

- Reconvening the Core Competencies task force to define institutional student learning outcomes.
- A motion urging the district not to cancel a class with at least 10 students until the class meets in the first week.
- Considering a report on Environmentalism across the Curriculum.
- Taking up the Division Chair Strengthening task force report once again, which includes a

proposal to create an evaluation instrument for Division Chairs.

There is bound to be something on this list that gladdens your heart or makes your blood boil. Hopefully that will move you to some kind of action, whether it be bending the ear of your senator or running for the Senate itself. Spring semester will see elections for division and at-large senators. The quality of representation in the Senate is crucial for our college, so give serious thought about who best will represent the faculty. And that might even be you. 