



CHAPARRAL

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

PQE Update on the upcoming board elections

by Ramona Barrio-Sotillo, PQE Chair, Guild Public Information Officer

Professors for Quality Education (PQE) is the legally defined Political Action Committee (PAC) of the Glendale College Faculty Guild. PQE was founded by Guild leaders about 15 years ago in order to raise funds and promote the campaigns of Guild-supported candidates for the Board of Trustees. PQE has a non-partisan tradition—that is, no PQE funds are used in partisan races such as state legislature. PQE resources may be used only for local board races, with an occasional special vote taken to use some of the funds for ballot propositions (such as Proposition 92, the Community College Initiative). PQE monies come from voluntary contributions of individuals (including faculty, staff and administrators) as well as Guild funds that are specifically designated for campaign activities.

Here’s the current news from PQE:

PQE has been meeting monthly since September to prepare for the upcoming interviews of the potential board members. The committee consists of members of the Glendale Guild with participation from the CSEA. The committee has identified two days in November for the upcoming interviews, and

those candidates who expressed in interest in running for the office were contacted and given an appointment.

The committee has discussed important themes and questions that will be asked from the faculty and staff perspectives. The goal is that upon completion of the

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Gabbing and Grousing with Gordy

by Gordon Alexandre, Guild President

The Politics of California's Budget Fiasco: Focus on Democracy



The California state budget, which is supposed to be sent to the Governor by June 15 every year and then signed by the Governor, wasn't sent to the Governor this year until September 19 and not signed until September 23. Not only was the budget signed over three months late, but the

agreed-upon budget was awful and mostly likely will get only worse. Literally, before the signatures on the budget bill were dry, the budget was already \$1 billion (5.4%) below assumed revenues and expected to be \$5 billion short for the year. This increases the likelihood of unilateral mid-year cuts, a major cause for concern for all education stakeholders—administrators, faculty, classified, and students.

California got into this mess because this year's budget was balanced through smoke and mirrors. The budget was balanced by \$10 billion worth of cuts, accounting gimmicks like speeding up tax collections and prepayment of fees for LLCs, and borrowing from future lottery receipts. What was missing, of course, were new sources of revenues. According to the

Community College Chancellor's Office, "growth funding provided in the state budget is clearly insufficient to meet the surging demand." The California Federation of Teachers (CFT) pushed hard for "tax the rich" sources of revenues, but failed to convince **any** Republicans that the increase on the wealthiest Californians was a better solution than the billions of dollars' worth of cuts to already underfunded education, social services, and health care. While the budget lets the rich off scott-free, the young, the poor, and the elderly suffer.

The problem in California is not simply a fiscal one, but in many ways a political one. The state is just about ungovernable, due to the constitutional requirement that it

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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). 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), Shant Shahoian, Andra Verstraete 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).

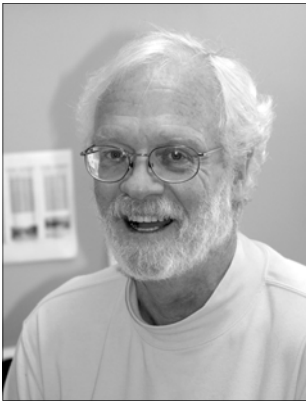
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The views expressed in the articles of the *Chaparral* are solely those of the contributing authors. They do not represent the views of Glendale College or the Guild.

SPEAKING OF THE SENATE...

by John Queen, Academic Senate President



Thus far this fall, the Senate has taken a number of actions with wide applicability for the college. You can follow the decision-making process in the Senate by visiting the Senate web site (www.glendale.edu/Senate) and checking the agendas and the minutes. You can also talk to your division senator or any of the senators to get more details, or contact me at senpres@glendale.edu or by phone at ext. 5394.

Briefly, the Senate took actions to:

Adopt a rubric for assessing the core competencies that serve as the institutional student learning outcomes for the college.

The implementation of student learning outcomes is taking place at three levels: individual courses (with which you no doubt have first-hand experience), the program level (which we are just beginning to wrestle with), and the institutional level. The Senate decided that we would use our existing core competencies (which can be accessed from the Senate web page) as the institutional SLOs. We then decided that the rubric for assessing these SLOs would be an adaptation of Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Your division senator has a more detailed definition of these terms, if you need them.

Recommend the adoption of a new Board policy permitting a faculty intern program

This program would allow divisions to hire adjuncts who have not yet attained the minimum qualifications under certain conditions, which is permitted under state law. The goal here was to allow the recruitment of persons who were within one year of fulfilling the requirements of minimum qualifications. Tenured faculty would mentor such adjuncts and they would be permitted to work for only one

year, until they complete the minimum qualifications. The Senate is presently considering a motion to restrict these hires to disciplines where there is a shortage of qualified faculty or to build a diverse faculty. The motion would also authorize the first vice president of the Senate to oversee the hiring and mentoring of such adjuncts.

Reconvene the Student Equity committee

In 2005, a Student Equity plan was written and a Senate subcommittee was established to monitor and promote equity. The reconvened committee will reexamine the plan and make a recommendation for a mission statement for the committee and evaluate whether a Student Equity coordinator with released time is in order.

Adopt the Adjunct Hiring Procedures policy for one-year temporary contracts

The Senate voted to extend the Hiring Procedures for Adjunct Faculty policy (Administrative Regulation 4110.1) to one-year temporary contracts. The Senate also indicated that the emergency provision of the policy (section VI of the regulation) should not be used for these one-year temporary contracts. This will involve the adoption of an amendment of the regulation by the College Executive committee.

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CSEA CONNECTION

by Saodat Aziskhanova, CSEA President



What's the CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION?

Every year in the fall, the Academic Senate, Guild, CSEA President and Governance Office Coordinator, Frankie Strong, conduct a workshop about governance here at the college. Each of us gives presentations about our constituent group. At our workshop in September this year, I was asked by a faculty member what CSEA signifies. I was surprised, but the more I thought about this, the more it made sense to me. I decided that this article would be informational, because I am positive that some of our classified employees do not know what CSEA denotes.

CSEA stands for California School Employees Association. Currently, the organization has a membership of over 230,000 school employees, and it is the largest classified school employees union in the United States.

In 1927, a group of Oakland school custodians, nine men and one woman, met to discuss and secure their retirement benefits. This small group established a framework for our union 81 years ago. At that time, classified employees were known as the non-certificated, non-teaching employees; today we are an essential part of the California public education community.

CSEA representation is unmatched. CSEA field staff can answer their members' questions about the Education Code, classified contracts, or health and retirement benefits. Unlike other unions that contract with outside

legal firms, CSEA has a staff of nine attorneys who are available full-time to counsel members.

The CSEA Board of Directors consists of five officers and 10 area directors, each of whom is elected by CSEA members. All Board members are volunteers who work regular classified jobs. Only the Association President, currently Rob Feckner, is granted full release time from his classified job.

CSEA is a member-run union with 750 local chapters throughout California. In 2001, members voted to become an independently chartered union of the AFL-CIO.



In Unity,
Saodat Aziskhanova

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

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PQE

interviews, each union's representatives will make a recommendation to their respective collective bargaining units for approval of candidates to endorse.

The committee is also

reviewing possible dates for the public forum at Glendale Community College where all candidates will be invited to answer questions. Tentative dates for the forum are being discussed, and an early spring semester date will be selected.

Don't forget that the election for Glendale Community College Board members will be April 7, 2009!

Classified Council Corner

by Henan Joof, Classified Council President



Free Friendship and Networking!

The Classified Council would like you to join us and take advantage of the wonderful networking opportunities that we have to offer. Our membership can boast of cutting across the many areas and levels that the college has. Why not join us and meet a few colleagues whose years of

experience and expertise could become handy in your everyday dealing with students!

Have a technology related question? How to get labels, computer problems—why not call Patricia C. Admissions-related questions? How to get a transcript, what certificates do we offer, etc.—call Jenny M. Need something fixed? Parking problems, Cafeteria issues, van rentals—call Merrilee A. Trying to get more information about the services that Glendale offers? Need insight on how best to navigate the colleges' enrollment and counseling system?—call Henan J. Need to reserve a room for a lecture? Call Faye H. What's happening on campus, you ask? Call Wendy G.

Please save Wednesday, December 3 on your calendar, as you are invited to our annual holiday party. This year's event will be

held at Acapulco Restaurant in Glendale from 6:30-8:30 pm. As usual, there will be a raffle, and Classified Council members receive a special rate for admission. It's not too late to join Classified Council!

Please visit our website:
www.glendale.edu/classifiedcouncil
for more information.

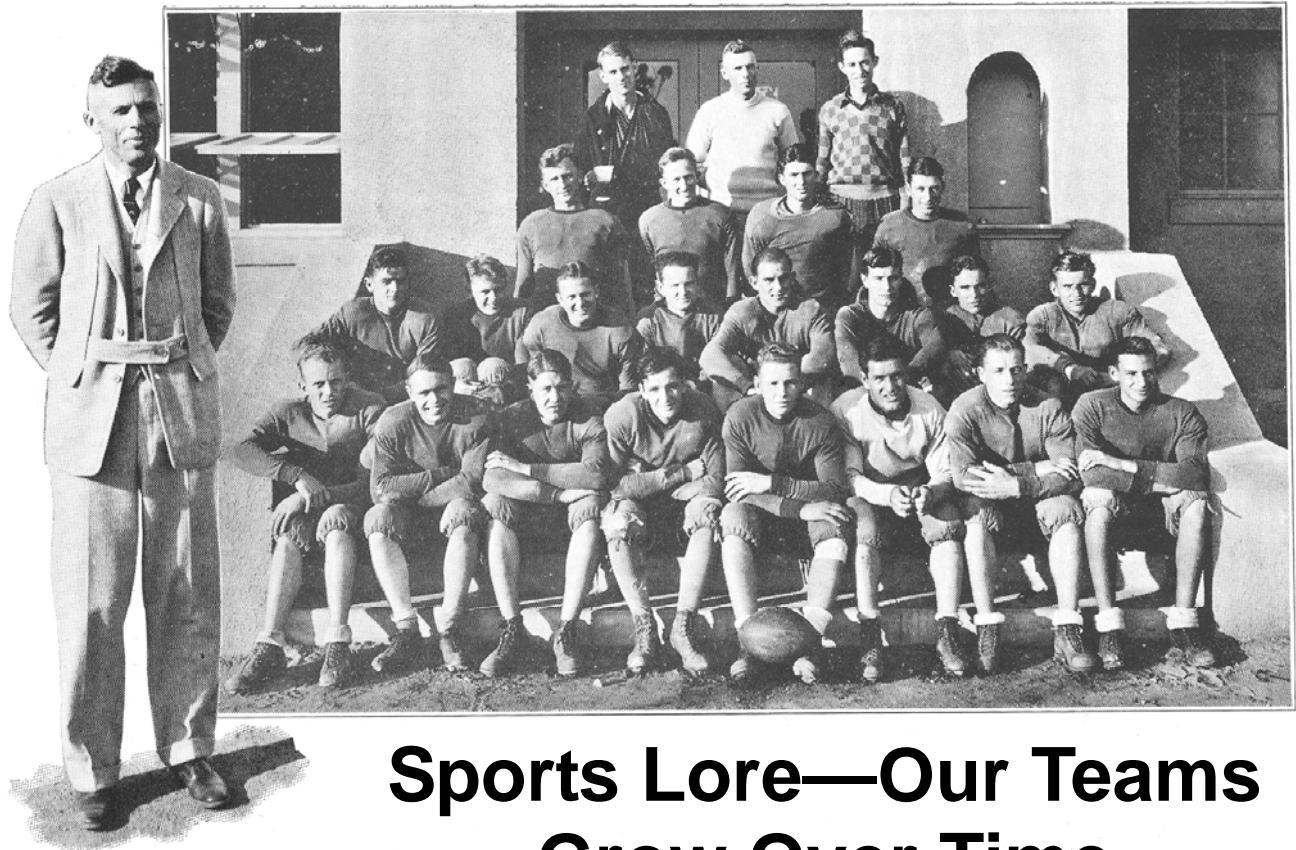
On behalf of the entire Classified Council board, I would like to wish you a marvelous holiday season. 📖

Visit us on the web: www.glendale.edu/classifiedcouncil

Save this date!

Holiday Party

Wednesday, December 3 on your calendar, as you are invited to our annual holiday party. This year's event will be held at Acapulco Restaurant in Glendale from 6:30-8:30 p.m.



Coach Tenison

Sports Lore—Our Teams Grow Over Time

by Alex Leon,
Glendale College Foundation

In 1928, a few intrepid young men set out to play football at Glendale Junior College and in the process, created a standard of excellence that has spanned eight decades.

That team of Buccaneers, as they were called then, was coached by Sam Tenison, who also served as the young school's first athletic director and rang in football at the college with a less than stout 0-3-2 record that first fall on the gridiron.

The fact that they scored just 27 points in five games against the likes of Long Beach, Fullerton, Santa Ana and Pasadena colleges is misleading, because those losses to Long Beach and Pasadena were only by a touchdown, and Glendale tied Fullerton and Santa

Ana. The 53-6 loss to perennial power Compton in the season's final game was the only lopsided score of the bunch.

Because the college shared facilities at the old Glendale Union High School in those days, practice and home game facilities were at a minimum, and the struggle for a home field advantage continued for many, many years.

As the student body grew from a robust 210 students with 17 faculty in 1928 to the thriving institution it is today, more and more students took advantage of those first-year sports offerings of football, track and field, basketball, tennis and swimming. Eighty years later, the college offers 16 intercollegiate sports for men and women, and its transfer rates for student-athletes grows year after year.

That breakthrough first victory for Glendale Junior College

Football came in the 1929 season opener when the "Young Bucs" defeated nearby Caltech 12-0 for the first of four victories they had that season. Tenison would coach the team for 10 years until 1938 and is regarded as the man who set the school's athletic vision for future coaches and athletic administrators like Bill Reinhard, Dave Titchenal, Jim Sartoris and John Cicuto, who have carried the Vaqueros into the 21st century.

Athletic facilities have improved to the point where every sport with the exception of golf, women's softball and baseball is played on campus, with baseball being played across the street at Stengel Field. Most recently, the first home cross country meet in almost 40 years was run at neighboring Verdugo Park. Softball games are played at the nearby Glendale Sports complex,

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ADJUNCT JUNCTION

by Phyllis Eckler, 2nd Vice President, GCC Guild



Can Adjuncts Feel More Secure? Rehire Rights Explained

Despite having been around for several years now, the rehire rights provision of the contract and the evaluation that helps one achieve that right are still a mystery to some. Newer hires may not know on what basis they will be evaluated and what the procedure is.

All new adjunct faculty are supposed to be evaluated in their first or second semester of teaching, but sometimes, when the division chair or designee gets busy, these evaluations slip by unnoticed by both parties. This is not always a good thing for the evaluatee. Two evaluations with an “exceeds standards” rating are initially required to land a part-time instructor on the rehire rights list. Since evaluations are done only every three years (after that first one), it will take a new hire about three to four years even to get that designation.

What is involved in an evaluation and how should one prepare for it?

The process for the evaluation of classroom adjunct faculty involves four distinct actions: peer evaluation (done by your

department chair or designee), student evaluations, self evaluation and summation. An adjunct faculty member evaluation starts with a notification from the division chair or designee that one is due for an evaluation that semester.

But even before that time, adjunct faculty should be gathering and hanging onto documents that show what they have been doing to increase their professional teaching credentials, conferences they have attended, workshops they have participated in, committees or departmental work they have undertaken. Sometimes it is hard to recall what one did three years previously, so creating a file may help to jog one’s memory.

The optional Self Evaluation form, where all of the above positive information should be documented, is not always provided to the adjunct being evaluated. It is available on the college website under “Academic - Adjunct” at: http://www.glendale.edu/community/employment/pdf/forms/PT_Instructional_Adjunct_Eval_Packet.pdf (you will find it under “form” in the Private Internal Links site).

To take a look at what you need to keep track of, check out the entire packet. There you will find the Self Evaluation form, which is to be completed by the adjunct faculty member as the first step. This is your “brag sheet,” so be sure to let the division chair or evaluator know everything you have been doing as a wonderful teacher. Getting requested census rosters and grade

sheets in on time is becoming an important issue to pay attention to when it comes to evaluations. The self-evaluation is to be forwarded to the division chair within the first four weeks of the college term identified for evaluation.

The division chair or designee will contact the evaluatee to request materials including the syllabus, one exam and any other instructions given to students. The evaluator will use the syllabus to select visiting dates that avoid tests, films or guest speakers. The evaluator may observe at any time without prior notice and may conduct as many classroom observations as deemed necessary to assess the effectiveness of the instructor.

The evaluatee will also be contacted to schedule student evaluations of her/his classes. The Student Evaluation form (there are different ones for different kinds of courses) can be found at this link on the GCC website under “Academic”:

<http://www.glendale.edu/intranet/forms.htm>.

Knowing what is on the Student Evaluation form will help you prepare your students for questions on the sheet that may not apply to your particular discipline. Questions such as, “The announced course objectives and what is taught are the same” may be way over the head of some students, especially now that course objectives are being written in

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INSTITUTIONALIZING ASSESSMENT PRACTICES

by Alice Mecom, SLO Chair

A couple of weeks ago, Kathy McNeese and I drove down to Anaheim for the Strengthening Student Success Conference, where Kathy gave a presentation on using assessments to improve student learning in GCC's Allied Health program. She represented us very well—the audience related with the topic, asked lots of questions, and commended Kathy as the workshop came to a close.

It concerned me to think that Kathy wasn't able to share her work with any of us here at GCC. She had been scheduled to present her "best practices" at our faculty meeting last spring, but she was pulled from the agenda without our knowing about it until the meeting was in progress. Of course, we got an apology, but it was hard not to wonder: Does it mean that we don't value sharing assessments with our own colleagues? Could it be that a faculty meeting is just not the right place for such a presentation? If not, what would be the right venue? I have seen some of our faculty present both locally and nationally, but not here on our own campus. Do tell me: Isn't it strange that we don't give ourselves the opportunity to routinely share with each other our techniques to improve student learning—especially when our goal is to institutionalize assessment as mandated by the accreditation standards?

Yes, this article does relate to SLOs. We should never have called them SLOs in the first place. The administration asks me, "Alice, how many SLOs do we have? What can we do to get people to write their SLOs? We need to get people to turn in more

SLOs." Most faculty react with the same irritability and frustration they feel when they find that they have to insert a quarter in order to use a public restroom. They go through the motions of sending me their SLOs and then check it off their to-do lists.

It can't go on like this. We lack a UNIFIED VISION. An SLO without an assessment cycle is like a question without an answer. It's a cause without a result. And what do we want and need? ANSWERS. RESULTS.

As a college, we are now facing the issue of **sustainability**. Apparently, this is a natural and expected phase in SLOAC implementation, and colleges statewide are bending over backwards to find creative, proactive ways to keep SLOACs sustained. In other words, once we get everyone to write their SLOs and do a few assessments, how do we maintain forward momentum so that our college meets the accreditation expectations as outlined by ACCJC:

- Student learning outcomes and **authentic assessment** are in place for courses, programs and degrees.
- **Results of assessment** are being used for improvement and further alignment of institution-wide practices.
- There is **widespread institutional dialogue about the RESULTS**.
- Decision-making includes dialogue on the **RESULTS of assessment** and is purposefully directed toward improving student learning.

- **Appropriate resources continue to be allocated and fine-tuned.**
- Comprehensive **assessment reports** exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Notice the bolded words above emphasize **assessment, results, institutional dialogue, and appropriate resources**. The question is: Is our institution collectively focused on assessing our SLOs, on finding the answers, on looking for results? And, are appropriate resources being given to this cause? My answer to both questions is NO.

We have done a decent job of whipping people to the point of achieving a 50% completion rate on the course level. But if we use the analogy of comparing SLO writing to planting seeds in a garden, we can realize that until people go out and reap the harvest, they are not going to be very enthusiastic about planting the seeds. Clearly, once the harvest comes in, people will see the benefits and will be motivated to replant for the next season. **It is this viewpoint that other colleges are taking to promote sustainability**. We need to shift gears and change perspective. We must show people the bounty of the harvest. How do we do this?

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UPDATE FROM ACCREDITATION COMMISSION:

Dangerous times, warnings, and other scary outcomes for colleges you will recognize

At its **June 4-6, 2008** meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

Placed on Warning on the Basis of a Comprehensive Evaluation

Cerritos College
Mission College
Ohlone College
Palo Verde College
San Joaquin Delta College

Continued on Probation on the Basis of a Comprehensive Evaluation

Lassen College

Placed on Show Cause on the Basis of a Comprehensive Evaluation

TransPacific Hawaii College

Placed on Warning on the Basis of a Progress Report and Visit

Copper Mountain College
Orange Coast College

Continued on Warning on the Basis of a Progress Report and Visit

Mira Costa College

Placed on Probation on the Basis of a Progress Report and Visit

Los Angeles Southwest College

Placed on Warning on the Basis of a Special Report and Visit

Diablo Valley College

At its **January 9-11, 2008** meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

Placed on Warning on the Basis of a Comprehensive Evaluation

Cañada College
College of San Mateo
Imperial Valley College
Marymount College
Sierra College

Placed on Show Cause on the Basis of a Comprehensive Evaluation

Salvation Army Crestmont College

Denied Initial Accreditation on the Basis of a Comprehensive Evaluation

Moreno Valley Campus
Norco Campus

Rejected Report and Placed on Warning on the Basis of a Progress Report and Visit

San Joaquin Valley College

Placed on Warning on the Basis of a Progress Report and Visit

Cuesta College
Shasta College
Solano Community College

Placed on Probation on the Basis of a Progress Report and Visit

Modesto Junior College

Placed on Show Cause on the Basis of a Progress Report and Visit

Northern Marianas College

Continued on Warning on the Basis of a Progress Report and Visit

College of the Marshall Islands
Hawaii Tokai International College
Porterville College
Victor Valley College

Continued on Probation on the Basis of a Progress Report and Visit

College of the Redwoods
Lassen College

Getting Real: Order in the Court (that is, the class)

by Phillip Kazanjian, Business Division

All of us want to make the learning experience enjoyable, memorable and fulfilling for our students. For me, it took the students to create a class that accomplished the above.

This is a story of how one class, Business Administration 120 (Business Law) evolved from a class where students were overwhelmed and fearful of taking the class to where students are “wait listed” and demanding to be enrolled in it.

I taught my first Business Law class in fall 1997. This is a great class designed to introduce students to our American legal system, including civil law, criminal law, contracts, employment relationships, ethics, and legal reasoning.

Students are provided information that will benefit many of them for the rest of their lives, and for a number of students, it will be life changing.

My teaching style in 1997 went by the book: I lectured my class the way I was lectured to in law school. But there was a problem—a big problem. The problem was that this class can be boring for many students unfamiliar with legal concepts and language. Law is about the meaning of terms and many of the words used are complex. For many students, understanding the language of the law is similar to learning a foreign language, for example, learning terms such as “*res ipsa loquitur*,” “*scienter*,” “*obligee*” and “*in pari delicto*.”

Another example of the complexity of legal language is a case

we study in the text, which discusses a twenty page real contract that was rendered invalid because of one word that was used in one sentence in the contract. The word was “may” and the contract failed. If the word “must” had been used in its place, the contract would have been enforceable! Nine out of ten students will tell you it is a struggle to understand and absorb the material and in some situations even stay awake in this class.

I know that a number of you teach classes that are more difficult and complex than this class and understand that teaching a difficult class presents great learning challenges. So what was the solution? For me, it took my students to solve the problem.

I started including an evaluation that students filled out to tell me what they liked and disliked about the class and how they would improve it. Thirty-seven Business Law classes and 1,500-plus students later, a lot has changed from the first class I taught in 1997 to my most recent Business Law class in second summer session 2008.


Students are now “involved,” very involved, in this class. From the first day, I have a student activity called “getting to know you” in which each student talks to the student in the next seat and then tells the class a few interesting things about that student. Next I have students sign up to present a legal case in class that appears in the text. I also provide students with a copy of the Los Angeles County Superior Court Jury Instruction book and have them

write a report about what they learned from that book.

Students also have an extra credit activity where they attend a Superior Court proceeding and write a report about their experience. Some students have written about their own personal court cases. The highlight of the class is the Mock Trial. The trial is based on an actual case, only the names are changed. Students get together in two trial teams and spend their time outside of class preparing for the trial. Then they present an actual trial using the law they have learned. Students not participating on the trial teams are jurors, select a foreperson, and render the decision for the trial.

One major comment about the trial from students is “Why couldn't we do more mock trials?” Other student comments include: “The trial brought to life the concepts we learned in class,” “The trial was like a summary of the whole course,” “My favorite part of the class was the court trial,” “The trial made the class come alive and that it was a very memorable learning experience.”

Thus, you can see that as instructors, we have a choice: We can teach the class by the book. Or we can create a special learning experience for our students that they will never forget.

Of course, to do this takes a lot of extra effort and time, for which we are not financially compensated. However, we are compensated with great memories, experiences, student appreciation and a sense of accomplishment that we will have forever. 

International Business: Will GCC Upturn the Downturn?

by russ Norman, Business Division

Last June

I spent five fun days at Michigan State University in Lansing, attending their Advanced International Business Institute. The presentations were informative, exciting, challenging (and somewhat sobering from the standpoint of where we are "not," so far as a curriculum in international business is concerned).


Several dozen community colleges have well-established course and certificate programs in place, some of which entail faculty and student activities with overseas businesses and/or universities, along with study trips to numerous countries (hosts already include, for example, China, Brazil, and England). Most of the programs involve a variety of divisions on campus. To help us revive our program, we have been offered support for our initial efforts

(a mentor and coach) from MSU until December this year.

The Business Division Chair, Linda Serra, and I (along with Brett Miketta on occasion), have met with our administrators and have been offered full support in our efforts to restore an international business program at GCC. With the number of international businesses in Glendale and surrounding areas, the proximity to Los Angeles Harbor and its large trade volume, and our increased relationship with local universities, the potential for improving our enrollment and enhancing GCC's already fine reputation cannot be overstated.

Our initial need is a dedicated committee, working to assemble all the necessary ingredients for a successful program. We hope for the program to be multi-divisional, with as many participants as there are divisions with concomitant

interests. the premise is that the more divisions that are represented on the committee, the more comprehensive will be the program offerings. The first meeting of the GCC International Business Task Force has met and formulated initial plans for the renewed program. Some of these plans include the offering of appropriate courses, along with the potential for our students attaining one of two different international business certificates.

Thus, this appeal: If you feel this prospect of renewing a program at GCC, multi-divisional in nature and focused on world trade and international business, has interest for you and your division, please call Seda Melikyan at ext. 5484. 

If we could lower your gas prices we would.

+ Check out some ways we've lowered the cost of your commute.



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buy where it counts!
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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.

Send the Strengthening Division Chairs task force report to the Division Chairs committee for implementation

Last academic year, a Senate task force recommended that steps be taken to strengthen division chairs. The report suggested that new chairs be mentored before they assume their duties and, as a corollary, recommended that the election of chairs take place six months before they begin their terms. The task force also recommended the division chair manual be revised and updated. A provision for division chair evaluation was rendered moot by changes in the Guild contract.

Recommend positions on Board policies

The Administration has asked for Senate input on several Board policies. The Senate's viewpoint now goes to Campus Executive and eventually to the Board for its final decision. Among the Senate's responses to these policies are the following:

- A revision of the policy on Freedom of Speech (BP 5410) to include language protecting the academic freedom of faculty and the right of students to study controversial issues.
- A rejection of a new Board policy on Nursing Programs that recommended a new method for selecting nursing students. The Nursing Division believes that its present method is superior to the proposed one (which was derived from a new state law, AB 1559.)

Remind divisions about equivalency decisions

The Senate passed a motion reminding hiring committees that whenever they make a decision about a job applicant's claim for an **equivalency** to the minimum qualifications, such decisions must be referred to the first vice president of the Senate. Equivalency decisions typically are made when applicants do not have the specified Master's or Bachelor's degree (or work experience) required to teach in the discipline but claim they have the equivalent to that degree or experience. Please note: if the

applicant claims to have the minimum qualifications, and the materials in the application corroborate this, these applications do not have to be forwarded to the Senate. It is just the equivalency decisions that need to be checked.

Create a task force on a Middle College High School program

The college is considering a partnership with Glendale Unified, where a cohort of Glendale high school students will simultaneously pursue their Associate degree while they are in high school. The task force will look at the 15 other California community colleges that have this program and make recommendations about which program, if any, the college should adopt.

Amend the by-laws of the Senate to specify that when division or at-large senators are replaced in the middle of their terms, their replacements will finish out those terms instead of beginning new terms.

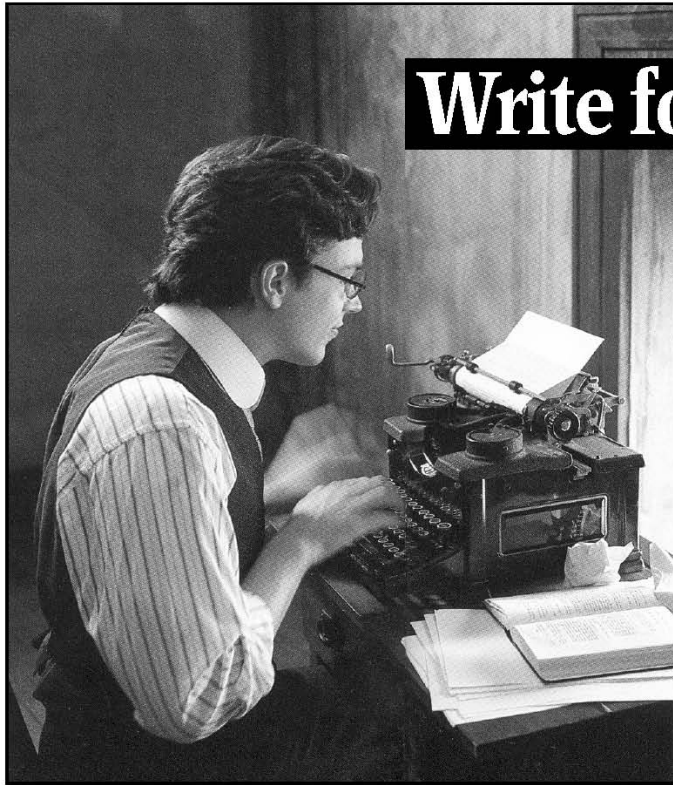
Make a contribution to Larry Serot's retirement party.

Upcoming items awaiting action include:

- Recommending the maximum number of hours a student should be in the classroom per day (covering lecture, lab, and training). The object of this motion is in particular a shortened program such as study abroad. This is proving to be a complex calculation, so stay tuned to see if we can figure it out.
- Create Engineering and Interdisciplinary Studies disciplines.
- Propose an amendment to the new Web policy protecting the academic freedom of faculty.

If you have questions about these policies or want to understand the terms of debate that led to their adoption, talk to your division senator or any of the

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Write for the Chaparral!

Do you have ideas for stories? What campus issues would you like to read about in the *Chaparral*?

Write an article on a topic of interest to the college community. Faculty flex credit and classified professional growth units are available for published articles.

To launch your *Chaparral* career, contact the editor, Mona Field, at x5473 or e-mail mfield@glendale.edu

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 INSTITUTIONALIZING ASSESSMENT
 PRACTICES

1. We must **recognize and reward the assessment work** that is being done on campus.
2. We must **share with each other the benefits** of performing assessment cycles.
3. We must **provide examples to each other** so that people develop interest, get over their fears (or anger), and become motivated to join the assessment efforts.

If we provide these opportunities to people, they will be more inclined to participate in student assessments, and they will have a reason behind writing their student learning outcomes.

How do we accomplish the above? What are other colleges doing?

We need to provide reserved

time to our faculty and staff—Institute Day, "Assessment Fridays," Afternoons of Best Practices. Other colleges have instituted these activities. We rely on Staff Development to provide time for this, which is helpful, but there is little sense of institutional support here. When does the college plan to have dialogue and make action plans in terms of the institutional assessment cycles? Remember when we all had to align our courses to the seven core competencies? Are we ever going to talk about that?

Other colleges have teams of SLO leaders, stipends for participants, and web designers for their SLO websites. I know that we are in a budget crisis, so how are these people doing it? Is it because they see SLOAC implementation as arduous, complex, multi-faceted, and long-term? Are they more focused on the **results** of student learning outcomes?

I hope that together we can

refocus our efforts to better address the critical SLOAC issues that exist on our campus. Our issues are not our fault, and they are definitely not unique to us. All colleges face the same challenges (resistance, sustainability, tracking, compliance, etc.) but we seem to be weak in terms of allocations of time and people. I know that I cannot ask for the impossible, but I do ask for acknowledgement and support (in any way, shape, or form) from our institution for those people who are providing the college data on their students' learning—data that the college **will have to rely upon** in order to meet the planning and budgeting mandates so that we can remain an accredited institution. 📖


(Continued from page 2)
Gabbing and Grousing with Gordy

takes a 2/3 vote to pass a budget. This requirement subverts democracy. Anyone who has taken an introductory civics course knows that in a democracy the "majority rules and the minority has rights." The 2/3 requirement, however, stands this fundamental principle on its head and allows for the "tyranny of the minority." This situation is undemocratic, unconscionable, and unacceptable. California is one of only two states that require a 2/3 majority to pass a budget.

Recent budget negotiations

demonstrate this point. The Democratic majority in the legislature yielded and yielded and yielded, while the Republican minority "just said no" to any reasonable tax increases. The longer the process took, the more pressure was placed on the majority to cave in to the minority's demands, until finally the majority just gave up in order to get a budget passed. Truly, if the state were governed democratically, it would have been the minority yielding to the majority, but with the 2/3 requirement, the opposite occurred.

There can be no progress toward fiscal reform until there is

first political reform. The 2/3 requirement must be eliminated and replaced by a simple majority. The sooner this happens the better for all Californians. Already, the CFT and its allies are moving forward on a ballot proposition for next year which would, if passed, eliminate the 2/3 requirement. Our local should be very involved in this campaign the way we were involved on the Prop. 92 campaign last fall. The fiscal health of the state and education's future demand no less. 

(Continued from page 7)
ADJUNCT JUNCTION


SLO-ese. So you may need to remind students of what you had on your course syllabus and how it relates to what they are doing in class.

The final step in the evaluation process is the completion by the division chair of a Summary Evaluation with commendations and recommendations which includes an overall rating of "exceeds standards," "meets standards," "needs to improve" or "unsatisfactory performance." Only an "exceeds standards" designation allows an adjunct faculty member to be placed on the "rehire rights list" (which provides certainty of having one class, if available, in future semesters). This final evaluation is shared with the evaluatee and must be submitted to the faculty member not later than 15 working days after the end of the semester. The evaluatee has the right to submit written comments regarding this evaluation for his/her file.

In the event of an unsatisfactory evaluation, the adjunct faculty member may request an additional

evaluation. For this reevaluation, at least two evaluators will be selected, including the division chair, associate dean, or designee, and a tenured peer faculty member selected by the Academic Senate. No faculty member may act as a reevaluator if he/she wrote the original evaluation, unless requested by the evaluatee. All new evaluation data collected will be forwarded to the appropriate vice president, who reviews all the evaluation forms and written reports, and will provide a final written decision. Possible further action can include reevaluation the following semester or possible loss of future employment. The appropriate vice president will also determine whether the unsatisfactory evaluation is to be placed in the faculty member's personnel file.

In these tough budget times, having a spot on the "rehire rights list" can provide some measure of comfort and assurance. The Guild is in the process of getting an up-to-date list. Once it is complete, adjuncts will be informed so that they can check its validity, probably online. The list had been

allowed to lapse in the HR office due to recent staff changes there, so getting a true picture of where we stand will be helpful, and we are working diligently to see that those entitled to a class in the future get it, and those newer faculty who already have one "exceeds standards" evaluation will know that their next evaluation could be the one that gets them on the list. 

Retirement Sentiments

by Debi Wootton, Assistant Director, Garfield Campus

After 21.5 years with GCC,

I am taking advantage of early retirement effective 12/30/08. These years have certainly been the best working years of my career.

I have many memories of seeing student success in our training programs (ETP, JTPA/WIA and CalWORKs). Our continuing education programs enriched, challenged, and forever changed the lives of low-income and displaced workers through these many years. This gives me great satisfaction and professional fulfillment.

In particular, I would like to commend

my administrator, Karen Holden-Ferkich, for her leadership style. I grew so much under her supervision. Karen encourages critical thinking, creativity and independence. I matured greatly as my responsibilities increased, simply due to the wide parameter given me to achieve success in the programs and division in which I worked. I cannot express my appreciation and happiness better but wanted it known that my retirement is tinged with sadness, in the respect that I am leaving a wonderful work environment, great co-workers, and terrific supervision that allowed me to flourish.

“SO LONG AND THANKS FOR ALL THE FISH!”

by Lynn McMurrey, Dance Department Chair

Those were the last words of the dolphins as they abandoned the earth before it was demolished to make way for a hyperspace bypass (*Hitchhiker's Guide to the Galaxy* series written by Douglas Adams). I have those feelings as I leave my full-time job in the Dance Department, which has been my home and passion for over twenty-five years.

In leaving, I want to urge you all to remember the things that have made GCC a wonderful place to work. Any member of our college community may have a say in almost any decision made at this institution. I would hate to see that change! Our governance system has been a model in the nation for shared decision making. I would hate to see **that** change! Our

college has always been known for having a wide-ranging curriculum, with classes from basic skills to “Lobster Newburg,” where students could have their educational needs met, no matter what their goals. We have embodied the principle of lifelong learning. I would really hate to see that change!!

With the increasing pressures for the community college system to become basic skills and transfer institutions, we must be ever vigilant that what makes us unique is not allowed to be subverted by “new brooms” that come here from institutions where these core values didn’t work.

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MILESTONES

In October, **Joy Cook** received the esteemed Professional Recognition award from the California Association for Postsecondary Education and Disability (CAPED). The award reads: "In appreciation of your contribution to the postsecondary education of adults with disabilities in California and the advancement of professional competence."

Dinh Luu, retiring this December from Counseling, shares the good news that her marine son Richard Do is back safely from his second tour in Iraq, and will now begin studies at Art Center. Dinh's youngest son,

Edward Do, studied here at GCC for two years and made it to UCSB this fall. Dinh writes, "Thank you for teaching him well; he finds classes there 'manageable.'" And congratulations to Dinh on her retirement!

Daniel Parks, son of **Lee Miller Parks**, has been chosen to be the newest DJ of classical music on WRUW, 91.1, in Cleveland, Ohio. Daniel is a junior math/physics major at Case Western Reserve University. He plays violin in the Case orchestra and is a classical organist. 📖

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Sports Lore—Our Teams Grow Over Time
and golf practices and one conference home match take place at nearby courses.

The latest and greatest upgrade was the opening of Sartoris Field in 2005 to replace the overused main athletic field and provide a place where men and women's soccer and track and field meets and football games could finally be played on campus.

For the football team and its local home-and-road-game odyssey that lasted over 75

years, the lights illuminating the field with the mountains in the background signaled a new era of promise for the Vaqueros and the student-athletes who wear the uniform of the cardinal and gold.

Sam Tenison and the Buccaneers would have been very proud, indeed. 📖

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SPEAKING OF THE SENATE...

senators to get more details, or contact me at senpres@glendale.edu or by phone at ext. 5394. Better yet, if you've never seen the Senate at work, drop in on our meetings at Los Robles 105 on the

1st and 3rd Thursdays of the month from 1:15 to 3:00 p.m.. It's not quite like watching the production of sausages, but it can be an eye-opening experience as we consider the place of various policies within the context of our mission of teaching and learning. 📖