



CHAPARRAL

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

Raise your Hand

by Roger Bowerman, Social Sciences Division



If I had to utter a single statement that summarizes why I love Glendale Community College, it is that the faculty cares. We are dedicated to helping students and innovating in the classroom. We speak continuously with one another about how to be more effective, sharing tips on classroom management and student motivation. We engage in Staff Development activities in the hope of finding a new way to encourage student learning. The level of care is undeniable.

This faculty commitment grew, in no small part, because of our faculty-driven programs. From the 1980s through the 90s, under

former President John Davitt, the faculty were encouraged to come up with innovations and empowered to implement them. And with the recent changes in our administration, we are returning to greater faculty involvement and recognition on this campus.

But such a renaissance is dependent upon you as a faculty member. In order for GCC to renew that nostalgic Camelot era, we must all reassess how we participate in campus life. A faculty-centered campus relies—obviously—upon active faculty who operate at the core of decision making. The key, therefore, is reinvigorating our governance

Inside this issue

Shop Talk with Ramona by Ramona Barrio-Sotillo	2
Speaking of the Senate by John Queen	3
CSEA Connection by Saodat Aziskhanova	4
CLASSIFIED COUNCIL CORNER by Henan Joof	5
Adjunct Junction by Phyllis Eckler	8
Profile: Jane DiLucchio by Marcia Walerstein- Sibony	10
MILESTONES	12

system through new faculty involvement.

“I would like to help,” you might be thinking, “but how do I get involved?” Don’t worry, it is easy. All you have to do is keep your eyes and ears open, and the opportunities will present themselves. I became active on this campus almost on a whim. Before I was even tenured I “raised my hand,” to present a Native American dance as part of the

(Continued on page 7)

Shop Talk with Ramona

by Ramona Barrio-Sotillo, Guild President



GCC Faculty Salaries and the California State Budget

As we come upon the holiday season and the end of the fall semester, I believe this is a good time to reflect on what we as a union have accomplished and what we can anticipate for next year. Although we began the fall semester with some unknown factors, such as block scheduling, summer session, freezes in hiring and salaries, they have been discussed and worked out by the negotiating team and through the governance process. On the bright side, the first few issues will be resolved soon. However, the issue of salary givebacks is yet to be determined.

When considering why the process of negotiations surrounding the issue of salary givebacks has stalled to the point it has, leaving Guild members wondering whether the cut will occur or not, one only needs to look at the reports coming out of Sacramento with regard to the 2009-2010 and 2010-2011 budgets. In a November 12, 2009 e-mail, Erik Skinner, Vice Chancellor for Fiscal Policy for the California Community Colleges, discussed comments made by Governor Schwarzenegger at a November 10 press conference regarding the budget. In his statements, the Governor explains that the administration estimates that the 2009-2010 state budget is on track to end the fiscal year between \$5 and \$7 billion in the red. In addition, the Governor stated that that the budget for 2010-2011

already faces a deficit of approximately \$7 billion, due to one-time solutions that were used to balance the 2009-2010 budget. Examples of one-time monies include:

- Reserves
- Borrowing one-time federal funds
- Expiring tax revenues

Because these will no longer be available for the 2010-2011 budget, we will start off with a shortfall.

So what does this all mean for Glendale College and the Guild negotiations? Without knowing the budget situation for next year, it is difficult to predict and therefore, negotiate on monetary items such as salary for the next

(Continued on page 7)

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 Piper Rooney (piper). If you have announcements you wish printed or any

questions, contact Piper Rooney at x5342 or e-mail piper.

The *Chaparral* Editorial Board is composed of volunteers and is open to any college staff members. The current board includes Piper Rooney (editor-in-chief), Susan Cisco (managing editor), Patricia Chamroonrat (production manager), Andra Verstraete and Phillip Kazanjian. Columnists are Guild President Ramona Barrio-Sotillo (Shop Talk with Ramona), 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 Marcia Walerstein-Sibony (Garfield Gleanings).

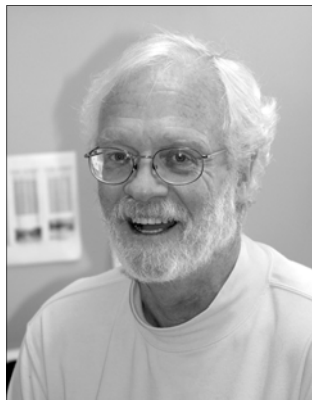
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The views expressed in the articles of the *Chaparral* are solely those of the contributing authors. They do not represent the views of Glendale College or the Guild.

SPEAKING OF THE SENATE...

by John Queen, Academic Senate President



Twice a year, the Academic Senate of the California Community Colleges holds its plenary sessions, where representatives from the senates from around the state meet and discuss current issues in community college policy. The session culminates in a round of voting on resolutions, some of which may be incorporated into Title 5 regulations passed by the California Community College Board of Governors and thus apply to all of the California community colleges. In November, several members of the Glendale Senate Executive committee attended the plenary, and I represented the college as its voting delegate. Below you will find a summary of what I took to be the most interesting debates at the voting session.

Transfer degrees

There were several competing motions about transfer degrees triggered by legislation pending in the state Assembly. (You may recall that Glendale, like numerous other colleges, granted transfer degrees to students who completed

an approved transfer general education program [i.e. IGETC or CSU GE]. At the urging of the state Academic Senate, these degrees were prohibited since they did not have a major—they weren't a degree in a specific discipline or area of study.) AB 440 is proposing that the colleges may again confer a transfer degree for students who complete 60 units of an approved transfer general education program as well as a major or area of emphasis, as long as the colleges do not add additional local requirements.

The debate here was twofold. First, there was opposition to the state legislature imposing what degrees are instead of faculty. Second, there was opposition to the prohibition on local requirements as an abridgement of the local autonomy of college senates.

There were a total of three resolutions on this matter, all hostile to state imposition of a degree, but split over the ban on local requirements. The only one that passed is as follows:

Resolved, The Academic Senate for California Community Colleges oppose any legislation that seeks to alter its curriculum, degree, and certificate requirements and reaffirm its support of local autonomy and faculty primacy over the same.

Minimum Qualifications and Equivalency

Another area of interest is the procedure for establishing equivalence to the minimum qualifications. As you may recall, when you applied for a job here at Glendale College, you indicated whether you possessed the minimum qualifications for the position. If you didn't, then you indicated that you possessed the equivalence to the minimum qualifications. In the event that a candidate asserts equivalence, it must be reviewed by both the Division and the GCC Academic Senate. Such decisions are based on our "Minimum Qualifications, Equivalency Policy, Hiring Procedure" policy (coming soon to <http://www.glendale.edu/index.aspx?page=3652>). For most disciplines, the minimum qualification is a Master's degree in the discipline, but for other disciplines (primarily in the career technical education area) a Bachelor's or an Associate's degree along with work experience in the field fulfills the qualifications.

Last spring, a resolution proposed that there could in fact be no equivalence to an Associate's degree. The argument was, among other things, that if we did not require at least a minimum of an associate's degree from our instructors, it undercuts our belief in our own mission. On the other hand, this could be taken to mean that a student who completes all

(Continued on page 6)



CSEA CONNECTION

by Saodat Aziskhanova, CSEA President

LOOKING FORWARD TO 2010

(except for the budget prognosis)

This is an important year for the classified staff: it is an election year for the CSEA, and newly elected leaders will set the course of our chapter for the next two years. Being a CSEA officer is a great responsibility. The CSEA Executive Board represents your concerns, opinions and, most importantly, votes on vital college issues on your behalf.

Attendance at the Chapter meetings over the past school year has improved. The more classified employees who



participate in shared governance, the better the outcome.

Our focus this year includes assessing our chapter, involving more people in various seminars and workshops offered by the CSEA, planning the time we spend at the negotiation table, and the roles and

responsibilities of the negotiation team.

By the time this article is published, many of you will be familiar with the final report on Technical Assistance by the consultants. No, I am not going to share my opinion about consultants'


observations and findings or their recommendations. Certainly, some ground rules should be agreed upon between all parties for the Board of Trustees meetings. There are some other valuable and not so valuable recommendations that all constituent groups will be looking into.

Negotiations are our main concern, because of the uncertainty of the state budget. Further, it is a successor agreement, so updating the contract is the ultimate goal of the CSEA negotiations team.

In Unity,
Saodat Aziskhanova

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

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.

Contact the editor, Piper Rooney, at x5342 or e-mail piper@glendale.edu

Classified Council Corner

by Henan Joof, Classified Council President




The year has come and gone and we are looking back as the dust settles. I wanted to begin by thanking you all for supporting all of our events. Happy Holidays, dear campus community. On behalf of the entire



Classified Council board, I would like to wish you a marvelous holiday season.

Please don't forget to submit your membership dues for the 2009/2010 year. The cost is still only \$7, and to make things easier you can submit your membership electronically, by visiting our website at www.glendale.edu/classifiedcouncil.

This year our Halloween Costume and Department competition brought out the scary and creative side of us. The Associated Student judges had a great time making rounds and awarding points to all the well-thought-out disguises. If you missed them, please visit our website for a collage of the pictures.

Our Annual Holiday party will be held on December 11 at Aca-pulco in Glendale, and we hope you can join us for a fun evening with all your GCC colleagues. The cost for members is \$20, and for non-members, \$25. We will also send this information via email and flyers in your mailboxes. Please watch your email for further details. 

The proud winners this year...

For Creepiest Office

First place: **PBX** area

Second place: **Purchasing** area

Best Costume winners

First place: **Heather Glenn**

Second place: **Libby Curiel**

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

but three units of his or her degree at UCLA did not possess the equivalent of an AA degree. Practically speaking, it means that recruitment of faculty in these disciplines will be more difficult, since relatively few of the candidates possess the Associate's degree, let alone the BA. (How many appliance repair workers do you think have an Associate's degree?) Added to these difficulties is the actual process of deciding what amounts to equivalence. Many people think it is equivalent work experience, but in fact the ASCCC (and our) policy is equivalent coursework. Nonetheless, practice varies widely around the state about the interpretation of equivalency, and the resulting resolution (which passed) was as follows:

Whereas, There are significant problems with equivalency across the state;

Whereas, Single course equivalency, eminence, equivalence to coursework and other issues continue to be serious issues;

Resolved, That the Academic Senate for California Community Colleges produce a process of consultation with local senate and discipline organizations leading to guidelines for establishing standards and suitable criteria for equivalencies; and

Resolved, That the Academic Senate for California Community Colleges present proposed guidelines for establishing standards and suitable

criteria for equivalencies including model practices, at a breakout at the Fall 2010 Plenary Session.

Speaking of minimum qualifications, if your discipline is dropped from the college's disciplines list, does this mean you've lost your job? The state senate also took up this issue and came to the following conclusion:

Resolved, That the Academic Senate for California Community Colleges recommends that local senates work with their bargaining representatives to ensure that faculty not be released from employment solely on the basis of a change to the minimum qualifications.

By the way, to the best of my knowledge there is no provision in our bargaining agreement that covers this issue, but I am told that "grandfathering" faculty based on the minimum qualifications when they were hired is our past practice.

50% Law

For the uninitiated, the 50% law is a requirement that community colleges (and K-12) spend 50% of their expenditures on instruction. (The actual formula is quite arcane. For a better understanding, see appendix F at: <http://www.asccc.org/Events/sessions/fall2009/materials.html>) Not included in the numerator (instruction side) of the ratio are classified staff and administrator costs (among other things), but also the salaries of counseling and library faculty (when they are not offering "instruction"). Of course, as any of these faculty

members will tell you, much of what they do is in fact instruction. And this is the nub of the problem: expenditures on counseling and library faculty can be severely pinched by the 50% limit.

Thus the resolutions (which were all authored by the same person to encourage a freewheeling debate on the issue) offered a variety of contradictory options: abolish the law; remove the counseling and library faculty from the denominator of the ratio; move the counseling and library faculty into the numerator and change the ratio to 54%; provide counseling and library faculty with their own apportionment separate from the 50% for instructional faculty; and conduct further study to gather more accurate data about the costs of administration. Only the latter proposal for further study passed, with the rest referred back to the ASCCC Executive for representation in spring, 2010.

Accreditation

Whereas in the spring there were several resolutions about accreditation (e.g., enhancing faculty representation on site teams) and considerable frustration expressed with the Accreditation Commission by the ASCCC president, there was only one resolution that indirectly touched on accreditation but is still noteworthy:

Resolved, That the Academic Senate for California Community Colleges communicate to all California community colleges that a lack of Telecommunications and Technology Infrastructure Program

(Continued on page 7)

(Continued from page 1)
RAISE YOUR HAND

Humanities/Social Science Lecture Series in Kreider Hall. People all of a sudden recognized me, so that led me to think I might “raise my hand” again to get more involved by running for the Academic Senate—after all, I had already attended several Senate meetings on issues of interest. I won an at-large seat and began serving. Once in the Senate, I continued to serve on a variety of task forces and committees. Within the Social Sciences Division I decided to “raise my hand” to serve as the Assistant Chair under newly elected Chair Steve White. After only a few months, when Steve White became the interim Vice President of Instruction, I was asked to take on the

duties of Division Chair. Since that time, over eight years ago, I have continued to serve on various committees, participate in division affairs, and even write articles for the *Chaparral*. I did not set out to become an active member of the campus community, I simply saw needs arise around me and decided that—since I did love this campus—I would step up and volunteer. It is that easy.

Now it is your turn. The campus is at a turning point, where new faculty members are replacing old. While the new energy is exciting and promising, I often worry that the “old days” will be forgotten. We cannot afford to forget the personalized, faculty-driven campus that was GCC for

so many years. The obstacles to rejuvenating this attitude are clear—several years under an unpopular President followed by the current budget problems—yet the need has never been greater. I am calling on the faculty of GCC, both new and old, to find a way to pitch in and make a difference. Sponsor a student organization. Serve on a governance committee. Read and make comments on the accreditation document. Write an article for the *Chaparral*. The opportunities are there, waiting for you.

Raise your hand. 📖

(Continued from page 2)
Shop Talk with Ramona

academic year. The district is hesitant to commit to any amount for salaries for fear they may have to return and ask for a larger giveback, and the Guild does not want to commit to a percentage of salary giveback without knowing what the budget situation will be.

So where does this leave us now with regard to this important issue? As Erik Skinner states in his last e-mail, we will have to hang in there and wait until the Governor's budget proposal for next year comes out in January. Until then, we (the Guild) are left negotiating the thirty items that are still on the table as reopeners. We hope that when we deal with

the issue of potential salary givebacks, more will be known about the state budget.

With that said, I would like to wish everyone a very good holiday season and hopefully a better New Year for us all. 📖

(Continued from page 6)
SPEAKING OF THE SENATE...

(TTIP) funding should not be considered an acceptable reason for failure to adequately fund periodical databases and/or other electronic information resources in our college libraries.

This resolution was approved by the plenary.

These were just a few of the resolutions debated. Overall there were 45 different motions and some 25 amendments to those motions. As you can see, some of them deal with fundamentally important issues that we struggle with here at Glendale as well. So when you see me send along the link to the proposed resolutions before a plenary, take a look at resolutions of interest

and let your Senator or members of the Senate Executive know of your concerns. 📖

ADJUNCT JUNCTION

by Phyllis Eckler, GCC Guild 2nd Vice President

UNEMPLOYMENT BENEFITS FOR ADJUNCT FACULTY



If you will not be working (or working at a much reduced level) after this semester, you have a right to apply for unemployment insurance benefits. The state budget crisis has resulted in colleges cutting class sections this winter. Part-time faculty who lose some or all of their assignments may be eligible to collect unemployment benefits. You can apply online at www.edd.ca.gov or by phone at (800) 300-5616.

Adjuncts are considered “temporary” employees who work without long-term contracts and are therefore not guaranteed continued employment. If you were not offered an assignment or if your workload is reduced, you can file for unemployment benefits. The Employment Development Department (EDD) will determine whether you qualify.

Claims may be filed with the EDD on or right after the last day

of the semester (including final exam week). This is also the last day of the week that you are considered by the district to have “worked.” This fall that date is Wednesday, December 16. Do not delay filing, as you cannot recapture benefit payments for weeks not worked if you don’t file immediately. Yes, you may have a paycheck coming from Glendale College sometime later, but when the semester ends you are unemployed! Since the district must report your unemployment to the EDD they will use December 16 for clarity’s sake, so your application must corroborate the above date, even if your last exam was earlier in the week. You will be asked why you are no longer working and the correct response is: “My contract ended.”

You will be asked for the amount you were paid for your last week of work. All EDD info at GCC is responded to by Jean Antanaitis. She takes the entire semester’s pay and divides it by 15.5 weeks to tell EDD what our weekly payrate is. You may calculate your weekly pay by multiplying your monthly paycheck by five (for the five monthly payments per semester) and dividing the total pay for the semester by 15.5 (weeks).

You also need to keep in mind that there is a week layover in receiving that first unemployment check. When you call, have ready

The Rehire Rights List

The Rehire Rights list contains the names of those who have a priority right to a single assignment within their division from semester to semester. To obtain this distinction one must have a certain longevity as an adjunct employee within the district and a positive evaluation on record. If you believe you have attained a place on this list, please contact your division chair to check the list for your name. Sometimes changes, errors or omissions do happen with this list, so your diligence in checking from time will assure your right to be rehired. An e-mail confirmation from your division chair will help you keep track of your standing.

your social security number, and the name, address, and phone number of the college. Be aware that some of the questions that are asked are meant to trick you into saying that you will be back again teaching in the spring, or they will ask if this is a break period. You have to let the EDD know that you have been laid off because your contract ended and just keep repeating the phrase “I have no reasonable assurance of work with this employer in the future.”

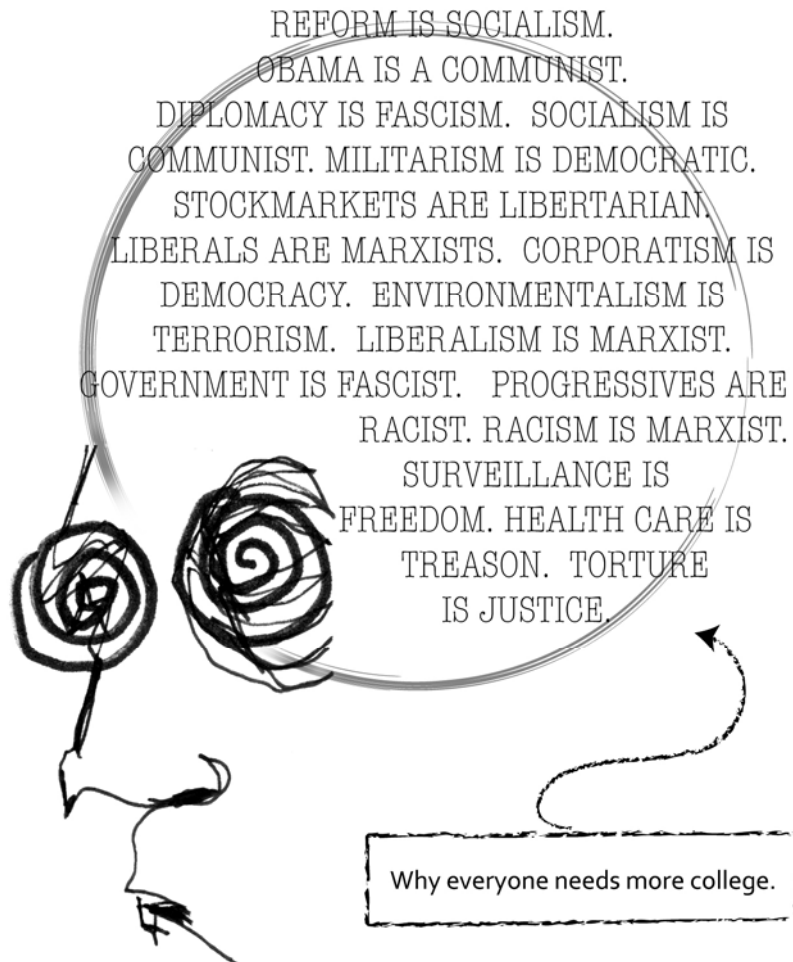
(Continued on page 9)

(Continued from page 8)
ADJUNCT JUNCTION

Sometimes EDD personnel are not aware that, unlike K-12 teachers, community college teachers, who have little or no other employment, are entitled to unemployment at the end of a semester. Even if one's name is in the schedule to teach in a future semester, possible class cancellations mean that adjunct

faculty have "no reasonable assurance" of future employment. There will be a question on the form asking if you are a teacher. When responding, be sure to cite the Cervisi decision, which applies directly to "at will" adjunct faculty (help can be found at http://www.faccc.org/part_time/unemployment/edd_cervisi.HTM)

You will also be asked if you are union member. This is for unions that pay their members during times of hiatus or help them get jobs. This does not apply to community college part-timers, so you should answer that questions with a "no," since in fact you are not technically a member of the Guild when you are not working at GCC. 📖



Cartoon by David Attyah

GARFIELD Gleanings

Profile: Jane DiLucchio

by Marcia Walerstein-Sibony, Garfield Guild Steward



What is continuing education in Glendale, and whom does it serve? Is it the student who never finished high school and wants a second chance? Is it the immigrant who first has to learn basic English and then gain employment skills while still strengthening her English? Is it the unemployed engineer, production assistant, or hotel worker, whose job has been cut in this economic recession? Is it a mommy and daddy who never in their wildest dreams thought they'd be in class to learn about bringing up baby, or the kind that scours the Internet for the latest child development updates? At Glendale College's Continuing Education program at Garfield, it's all of these things.

Much of its success is the

result of hard work and devotion by Jane DiLucchio, former chair of Continuing Education Business and Life Skills. Because of her many years of success and dedication to the program, building strong community ties along the way, Jane received the William F. Parker Exceptional Service Award at last spring's commencement.

This was entirely a surprise to her. But to those who have worked with her, it shouldn't have been. Starting with just



a few supplies in the back of a trailer, Jane built a program to help students pass the G.E.D. and improve their basic skills. As a teacher, she has a special relationship to her students, building their confidence until they realize,

indeed they can and do "get it."

From this start, she developed additional programs, honed her grant-writing skills and expanded the center to include the departments of Continuing Education Business and Life Skills, Parent Education, Developmental Skills Lab, Home Arts, and Life-Long Learning, geared for seniors. She got the Board of Trustees' approval to offer our own high school diploma for returning adults. In the Noncredit Business program, she developed several courses that offer an approved vocational certificate upon completion of the program.

When asked what direction she would like to see the programs take, Jane said she hopes that more collaboration and smoother transitions between the programs can be developed, so that students can move easily between ESL or Developmental Skills and the vocational certificated programs.

Another challenge is the way to document and assess student achievement. Acknowledging the uniqueness of every student's path or

(Continued on page 11)

(Continued from page 10)

quest, she pondered what we actually mean by progress for these students, and how we assess it. A program may not begin or end with the semester; it is the student's own mastery which determines completion. She believes that we cannot know how long this mastery may take, or even in what way the student will be able to demonstrate knowledge, so we must be open and flexible as to how we assess a student or a program.

The graduation ceremony is really important for these students, in Jane's opinion. It means a lot to them and their families when they are awarded that certificate,

which they know stands for knowledge. Friends and siblings often realize that if "they can do it, perhaps I can, too."

Jane is active beyond the local level. She has been a board member of the Association of Continuing and Community Education (ACCE), where she shared ideas and experience with others in similar positions throughout the state.

When she wasn't overwhelmed with teaching and committee duties, she...wrote a detective novel! *Relationships Can Be Murder*, published by New Victoria Press, got rave reviews. Another book is at a publisher, and works in progress are on the computer.

Presently Jane has left all her administrative duties and returned full-time to teaching the math and science classes at Garfield. She said she missed all the contact with the wonderful staff in the various departments, but is happy to be relieved of some of the headaches.

Jane's years of devotion and accomplishment, and being the recipient of the William F. Parker Exceptional Service Award, has drawn much deserved attention to the Garfield Campus and its Continuing Education Business and Life Skills department. 📖



Ribbon cutting at the new Garfield Parent Support Center

MILESTONES

Alan Frazier's daughter, Air Force Lieutenant Erin Frazier, was selected to serve as an associate professor at the United States Air Force Academy. Erin is scheduled to report to the Academy in January 2012, when she will begin teaching English (creative writing). Erin is a 2006 graduate of the United States Air Force Academy and has served in Iraq.

Sid Kolpas reports a personal milestone: "Martin Gardner is one of the greatest living recreational mathematicians; for many years he was editor of the mathematics column in *Scientific American*. He is the author of dozens of mathematics books, and an honored member of the Mathematics Association of America. Now in his 90s, he has published yet another book: *Sphere Packing*, Lewis Carroll,

and *Reversi* (Cambridge University Press, 2009). In that book, he quotes me! I am also in the index! What an honor to be quoted by a mathematician I've admired my entire professional life."

Dr. Allison Kolpas, daughter of **Sid Kolpas**, has had a research article accepted for publication in the *Journal of Mathematical Biology*. Her co-author is Dr. Roger Nesbit, Professor and Vice Chair, Department of Theoretical Ecology, UCSB. Allison is currently teaching in the Mathematics Department of the University of Delaware. In the spring, she'll teach her first graduate level mathematics course, Numerical Analysis.



The Patrons Club of Glendale College thanks the Board of Trustees, college administrators, faculty, staff and retirees for their generous donations and attendance at our "Up, Up 'n Away" fashion show fundraiser on November 6. It was a great day and wouldn't have been possible without all your support. Please save the date of May 20, 2010, for the Scholarship Awards Luncheon, to be held on campus. You can come and meet the students who will receive our scholarships at the end of this college year.

Judy Gorham, President



Stoneware Vase by Titia Estes

Glendale Community College Holiday Ceramics Sale

Saturday, December 5
1-5 p.m.

stoneware, porcelain, raku, majolica and more!

Campus Center Conference Room SC-212

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