



CHAPARRAL

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

A Different Kind of Union?

by Mark Maier, Social Science Division

The Glendale College Guild is different from unions I've encountered at other colleges. It is more democratic and has greater participation from its members. To find out why, I met with six other grey-hairs over beers at the Red Lion to talk about the Guild's twenty-four year history.

The bad old days

As the glasses accumulated, I heard stories from the 1970s. After attending GCC ten years earlier, Des Kilkeary came back to teach only to find that *all* of his favorite young instructors were gone, victims of layoffs that periodically decimated the staff. College finances depended on Glendale's low property tax rate, and could be supplemented only by "override" elections that Glendale voters defeated on all but one occasion. Today we still suffer from this legacy in our current low state reimbursement rate based on 1970s local funding levels, a situation that will be remedied partially if equalization comes through in this year's budget.

Before 1982, all important decisions were made "downtown,"

where a combined college and K-12 administration ran the college. The old-timers remembered pre-employment physicals, including the threat of drug tests. Once Steve Marsden was refused a meeting with the personnel director, even though he could see the administrator sitting in her office. "For you, she's not in," explained the secretary. Ron Harlan described going hat in hand for new biology films and being told there was no budget for college-level media. It took a hard-fought campaign in 1980 to pass Proposition X, separating the college from the "unified" K-12 district.

The Guild is born

Then came California's Prop 13, freezing property taxes for households and businesses, prompting even more than the traditional round of layoffs. The entire Evening College was cut, as were about one one-fourth of full-time staff.

About the same time, California state law changed to allow collective bargaining, not the "meet and confer" representation previously permitted. In 1972, a small

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group of faculty had formed Local 2276, affiliated with California Federation of Teachers/American Federation of Teachers. Now they could seek to represent the faculty, although they had competition from the California Teachers

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ROOTS OF UNITY

by Mike Allen, Guild President

The Not-So-Great GASB

Among the many ludicrous notions derived from the proposition that Glendale College should be run like a private business now comes fear and trembling about the post-retirement health benefits we have negotiated here. Whence the hand-wringing?

In the early '90s, the Financial Accounting Standards Board (FASB) adopted stricter requirements in accounting for pensions and post-retirement benefits in the private sector. This was driven by the fact that many companies were using accounting tricks to reduce their retirement reserves, coupled with the very real



possibility that they (witness Enron) might go bankrupt without adequate funds to pay off as promised to their retirees.

Good thing the accountants cracked down on those shenanigans, right? Yes, but now comes the Governmental Accounting Standards Board's new "standard 45," which moves in a similar direction for entities like our college. The new GASB standard requires that we calculate our unfunded liability for retiree health benefits and report it on our financial statements each year. It doesn't require that we do anything about it—just report it. Apparently, the thinking is that we will be embarrassed by the number and voluntarily choose to take action to eliminate it.

Unlike those private companies, however, the risk that we will "go out of business" is negligible. Even if we were to, say, have a major accreditation crisis like the one Compton College is going through, there is no doubt that legislation (as with Compton) would be passed to smooth our transition out of existence. There is also the fact that we have major physical assets that (unlike private companies) we could not leverage to the hilt prior to our demise, and which could be used to fulfill any lingering commitment to retirees. These facts, along with the protections provided to governmental employees under various legal precedents, statutes, and even the state Constitution renders concern about the "unfunded liability" somewhat daft, frankly.

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Chaparral

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

for submissions is the first working day of each month September through May (except December and January). If you have announcements you wish printed or any questions, contact Mona Field at x5473 or e-mail mfield.

The *Chaparral* Editorial Board is composed of volunteers and is open to any college staff members. The current board includes Mona Field (editor-in-chief), Susan Cisco (managing editor), Patricia Chamroonrat (production manager), Mike Allen, Andra Verstraete and Michael Moreau. Columnists are Guild President Mike Allen (Roots of Unity), Academic Senate President Sid Kolpas (Speaking of the Senate), CSEA President Saodat Aziskhanova (CSEA Connection), Classified Council President Kit Crawford

(Classified Council Corner), Guild 2nd Vice President Phyllis Eckler (Adjunct Junction), and Alex Leon (Communications, Marketing, and Foundation).

Disclaimer

The editors reserve the right to edit for length, clarity and/or relevance; to publish editorial commentaries; to omit materials which in their good-faith judgment is believed to be libelous, obscene and/or offensive, or an invasion of privacy. Questions regarding this editorial policy may be directed to the editor-in-chief. 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 Sid Kolpas, Academic Senate President



What Your Senate Accomplished In 2005-2006

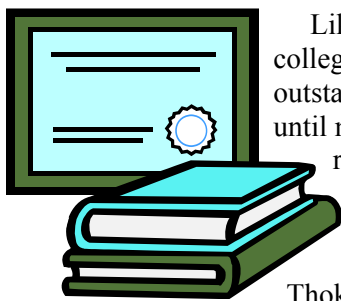
Teamwork is the ability to work together toward a common vision. It is the ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results

—Andrew Carnegie

Your Academic Senate is largely responsible, by law (AB 1725), for establishing policies with regard to academic and professional matters; the Senate brochure you all received on Institute Day delineates the purview of the Senate. Some of our policy-making decisions are shared with Academic Affairs; the Mutual Gains Document lists the shared responsibilities between both bodies. In other instances such as Faculty Service Areas (FSAs), the Academic Senate shares its decisions with the Guild. The 2005-2006 Academic Year was a very productive one for Glendale College's Academic Senate. There follows a summary of what we accomplished with your teamwork.

Exceptional Adjunct Faculty Award

Mission: To develop criteria and a mechanism for an annual EAF Award, recognizing the outstanding contributions of GCC adjunct faculty.



Like all California community colleges, we rely heavily on our outstanding adjunct faculty, but until now have never formally recognized them. Last academic year we presented our first Exceptional Adjunct Faculty Award to Claire Thoke of the Garfield Campus.

Claire received a plaque, a framed certificate from the Glendale College Foundation, and \$1000 at a surprise visit to her campus. Moreover, the Academic Senate provided her with a cap and gown for graduation, at which time the Senate and the Glendale College Foundation recognized her. Former Board of Trustees member Phil Kazanjian, now a tenure-track faculty member, financed our first award; in succeeding years, the Foundation will finance the award.

Senate Brochure

Mission: To develop a brochure for the GCC Senate that will be used as part of the orientation packet for new Senators and as information for all Senators and general faculty.

To inform new faculty, and remind continuing faculty of the role of the Academic Senate in academic and professional matters, we created a Senate brochure. The brochure discusses the role of faculty and the role of the Senate. It was distributed at Institute Day. Please contact Frankie Strong, Governance Officer, if you need another copy.

Mutual Gains Document

Mission: To revise the Mutual Gains Document, which establishes the division of AB 1725 responsibilities assigned to the Senate and Academic Affairs. The document, originally approved in 1993, does not reflect the current realities of shared responsibility or governance structure.

- to revise the mutual gains document
- to reflect the negotiated mutual agreements of the Glendale College Academic Senate and the Glendale Academic Affairs Committee
- to delineate areas of responsibility between the Academic Senate and Academic Affairs
- to describe the process by which decisions are made and carried to the Board of Trustees
- to establish the relationship between the Academic Senate and Academic Affairs

On our campus, some of the Senate's responsibilities are shared with Academic Affairs, a standing committee within our governance structure. The Mutual Gains Document describes the authority

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ADJUNCT JUNCTION

by Phyllis Eckler, 2nd Vice President, GCC Guild

Do Faculty, Especially Adjuncts, Have Academic Freedom?

Recently, the Glendale College Guild and the district came to an agreement regarding academic freedom for faculty. With so much political pressure coming from right-wing individuals and organizations to make institutions of higher education less liberal in their research, thinking and teaching, the time seemed ripe for our own campus to come to terms with this issue. In our contract, academic freedom is defined as the following:



- A. A faculty member shall not be subject to an adverse action affecting the faculty member's hiring, promotion, or employment status with the District
- B. For exercising the freedom to examine, explore, or endorse unpopular or controversial ideas either in the classroom teaching or in discussion with students outside the classroom or in academic research or publication.
- C. For selecting or recommending the selection of instructional materials for courses which may contain unpopular or controversial ideas.
- D. For selecting, recommending or making available the books and materials presenting all points of view including materials of interest, information, and enlightenment without regard to class, race, ethnicity, or social, political, or religious views of the author.
- E. For speaking or writing as a citizen, when the faculty member indicates that he/she is not speaking for the District.

But do adjunct faculty have the same rights as full-time tenured faculty? Ostensibly they do. However, because of the tenuous nature of our employment, many of us feel that we cannot freely express our ideas, bring up controversial subjects in our classrooms or sometimes even grade our students appropriately, because of fear of losing our jobs or a possi-

ble chance at a full-time position.

Adjunct faculty are "at-will" employees, meaning that colleges need give no explanation for not rehiring them or for diminishing their assigned teaching load. So part-timers find themselves treading lightly when it comes to possibly upsetting a classroom full of students from various backgrounds. One wrong or politically incorrect remark and an instructor might be out of a job. This can lead to an overly cautious choice in textbooks, lack of open discourse on controversial subjects in class, and the absence of the very important exchange of ideas that higher education is supposed to promote. Tenured professors have felt the wrath of neo-cons, such as David Horowitz, who is promoting the so-called "Academic Bill of Rights" (ABOR). Horowitz's group, Students for Academic Freedom, is asking students on campuses around the country to "out" professors on their campuses who have leftist leanings. But for most full-time faculty there are protections in the very definition of tenure that are not afforded to adjunct faculty.



But do adjunct faculty have the same rights as full-time tenured faculty?

Many pundits in higher education bemoan the fact that there seems to be grade inflation seeping into colleges and universities around the country. It would be interesting to study the relationship between higher grades being dispensed on college campuses and the increased use of contingent temporary faculty in higher education. Harried full-time faculty or administrators who must evaluate increasing numbers of adjunct instructors often defer to student evaluations as the mainstay of their assessment criteria. Is it possible that students who receive higher grades in a course would tend to rate their instructor more favorably? I know of an adjunct faculty member who was coerced into raising a student's grade in order to

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College to Revive Golf with Alumni, Foundation Support

by Alex Leon, Office of Communications, Marketing and Foundation

With help from the Alumni Association and the Foundation, Vaquero golf teams for men and women may soon be a reality. The college fielded a men's golf team until the mid 1980s, when budget cuts caused it to be discontinued. The women's team would be the first in school history for golf. Superintendent/President Dr. Audre Levy gave her support to reinstating the golf program. "I'm very happy that we will be reinstating intercollegiate golf at the college

as a way of providing local student-athletes an opportunity to play competitive golf close to home," she said. "Additionally, I'm pleased that we will have a women's team to complement what is available for the men, so that we increase our offerings for female student-athletes."

Mike Haney has made plenty of great golf shots in his career. The former Glendale College standout was inducted into the college's athletic hall of fame in March for his outstanding athletic achievement and for his commitment to his sport and community. But apart from knocking in great chip shots from the rough and long putts for birdies, Haney's greatest shot in golf may be his work in helping to reinstate intercollegiate golf at the college. He made that plea at his induction ceremony at the hall of fame event this past spring and has spearheaded a campaign, sponsored by the Foundation, to raise funds and awareness. "Glendale College needs to reinstate intercollegiate golf. We have many high schools in this area that produce outstanding golfers that haven't been able to compete at the intercollegiate level locally," said Haney, who played golf at GCC in 1970 and 1971 and was later an All-American at USC. "In the past, GCC has had many outstanding golfers, and we want to offer new generations the opportunity to grow as student-athletes. Please join me and others in helping us reach our goals to

reinstate men's golf and start a women's intercollegiate golf team."

Reinstating the men's golf team and starting a competitive women's team would not only increase the number of intercollegiate sports at the college to 16, but would also show how far strong community support and networking can go toward creating a successful fundraising and marketing campaign.



Men and women interested in playing on the golf teams and individuals interested in coaching should contact men's athletic director Jim Sartoris at 818-240-1000 x5371 or email him at sartoris@glendale.edu. Anyone interested in making a donation to the Vaquero Golf Club should call the Foundation at ext. 5199. 📖

Classified Council Corner

by Kit Crawford, Classified Council President

Greetings and welcome back!

Thank you to everyone who turned out to support this year's Classified Institute Day.

This occasion presented a wonderful opportunity to meet Dr. Audre Levy and our new classified employees.



As with any successful event, there are many people who worked behind the scenes, planning and coordinating. So special thanks and gratitude must go to the Classified Council Board, especially Merrilee Ahaus and Vivian Darakjian, and to Saodat Aziskhanova, Abe Barakat, Sandra Dale, Nidal Kobaissi and Pam Rosas of CSEA. Thank you also to the hard working folks in Facilities and Theater Arts, and to Nancy Jordan and her talented team of chefs and servers from Culinary Arts. Staff Development and the Foundation also co-sponsored Institute Day, and I would like to express much gratitude to them for their continuing support.

It is that time again to submit your 06/07 membership dues. A membership application form will be placed in your mailbox presently, and I invite

all Classified and Management staff to join. There are many benefits in joining the Council, but my favorite one is fundraising for scholarships, and then getting to hand out those scholarships to deserving students at the

end of the spring semester. In the last few years, the Council has run many fundraising events on campus, and we have been able to give over \$1300 annually in student worker scholarships. I invite all new classified employees to join and become active members. Next June, there will be elections for the 07/09 Classified Council Board, and I hope that more people will become enthusiastic and proactive about campus life. Please consider joining one of the Classified Council Committees, and if nominated, the main Classified Council Board.

Our Annual Holiday party in December offers a wonderful opportunity to get together with old friends and new colleagues. It is a night of fun and festivity and it is also extremely popular with many of our retired colleagues. Please watch your mailbox for further details.

I would like to congratulate Saodat Aziskhanova on her

new appointment as CSEA President and offer her my support. During the last few years, Classified Council and CSEA have worked closely together. Although the Council and CSEA are entirely separate entities, I have been very pleased that the relationship has been most cordial. I would also like to thank CSEA Past President Nidal Kobaissi for all his hard work and dedication to the GCC classified staff. The office of CSEA president is one which cannot be taken lightly, and Nidal performed his duties conscientiously and without complaint.

Please continue to watch your email for news of forthcoming meetings and activities on campus. Hope everyone has a wonderful fall semester. 📖

Our Annual Holiday party in December

offers a wonderful opportunity to get together with old friends and new colleagues.

Please watch your mailbox for further details.

CSEA CONNECTION

by Saodat Aziskhanova, CSEA President



I would like to welcome all classified staff to a new academic year! It is a year of transition as we welcomed a new President/Superintendent, Dr. Audre Levy, to our college community in July, and over 50 people including faculty and staff retired this past June. All of those positions have not been filled yet, but we do have new additions to the classified staff, and I would like to welcome them.

I also want to congratulate Nidal Kobaissi on his promotion

to police captain, a management position with the campus police, and thank him for his leadership as CSEA Chapter President for the past 2 1/2 years.

In August, Merrilee Ahaus, Joni Switzer and I were among 2,000 people who attended the 80th Annual CSEA Conference in Sacramento. Participating in the democratic process, attending educational workshops and forums, listening to candidates who run for the state office and are endorsed by CSEA, is an experience I will never forget.

By the time this message goes to print, I anticipate that our negotiations with the District will be in full swing. A new negotiating team has met for the orientation meeting, and I am proud to say that for the first time in our chapter history we have a representative from the Garfield Campus, Joni Switzer. Indeed, it is a year

of many changes; we also have a new labor representative, Matthew Gentile, who will be our legal advisor in negotiations.

I also would like to remind CSEA members to apply for CSEA Chapter 76 scholarship if you are working toward your educational goals and check the CSEA website for the scholarships available for union members and their dependents.

It is important, as members of CSEA, to know your rights and benefits. One of the CSEA Executive Board's goals for this year is to assign classified employees to the governance committees, so we will have full representation in the decision making process. 📖

In Unity,
Saodat Aziskhanova
President, Chapter 76, CSEA

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ROOTS OF UNITY

Instead, it makes eminent sense to continue what we and most other community colleges have always done, which is to pay retiree benefits "as you go" (i.e., as they occur each year) without committing millions of dollars beyond that to some reserve fund. We have had long experience with this system and it has worked well. Moreover, trying to build a complete reserve fund would take decades, by which time California may even have a universal health

care system rendering our post-retirement benefits moot!

The district must also be aware that any change to our current system would have to be a subject of negotiations between it, the Guild, and CSEA. Not only is this germane to our existing bargaining agreement provisions concerning retiree health benefits, but it is also the case that dollars committed to tilting against this windmill would not be available for other items we seek at the negotiating table (nor would they be available for

anything else, instead being transferred to an irrevocable trust).

Nevertheless, you will be hearing various administrators at the college making scary noises about GASB, and stating that all kinds of things must be done to address this "problem" they've suddenly discovered. Laugh at them. 📖

Deirdre Collins 1963 – 2006



Deirdre and her husband, Sterrett Collins at the Lorelei.

Deirdre Collins was born April 13, 1963 in Independence, Missouri, the daughter of James Mark Purcell and Carolann Bingham Purcell. While still young, she moved to Peoria, Illinois. She attended Washington University in St. Louis and was graduated cum laude from Bradley University in Peoria. She taught mathematics at Mt. Carmel High School and at Francis Parker High School, both in Chicago, before attending graduate school. She earned master's degrees in Mathematics and in Mathematics Education from the University of Illinois at Chicago. She taught at Wright College, Kennedy-King College, Oakton Community College, Roosevelt University, and DePaul University, all in the Chicago area.

While in graduate school, Dierdre met her future husband, Sterrett Collins. On July 25, 1998 she married Sterrett in Galesburg, Illinois, and they moved to California. For three years she taught at Victor Valley Community College and served as Mathematics department chair. She was hired as a full-time member of the Math Division here at GCC in the Fall of 2001.

During her short five years at GCC, Deirdre was very involved both locally and at the state-wide level. She was deeply committed to the success of all students, even pursuing extensive formal education in the area of learning disabilities. She was an active participant in the Math Division's annual retreat, co-coordinated the Mathematics Collaborative with local high schools, co-coordinated the AMATYC Math League student competitions, was a member of the Calculus Curriculum group and served as Co-Chair. Her campus involvement included serving on the Academic Senate, the Writing Across the Curriculum Task Force, the Program Review Committee and the Assessment Committee. On the State level, Deirdre served as a member of the Board of Governors of FACCC, both as governor-at-large and as treasurer.

Deirdre was an active member of Pasadena Presbyterian Church. She was also a member of the Glendale Quilt Guild, in whose annual show, several of her quilts had been shown. She was also a member of the Royal Scottish Country Dance Society both in Illinois and in California.

She is survived by her husband, Sterrett Collins of Glendale; her mother, Carolann Purcell of Peoria, Illinois; her brother, Bruce Purcell of Peoria, Illinois, and other family and friends.

A student scholarship in Deirdre's name has been set up at the request of her family. Contributions may be sent to the Glendale College Foundation.

—Reprinted from the *Los Angeles Times*

Remembering Deirdre Collins

by the Mathematics Division



“...one day this summer ... we were packing up Deirdre’s office. ... As a few of us were sifting through the prodigious volume of materials that Deirdre had produced from her professional work and research, Andy Young, a good friend and colleague of Deirdre’s whose office was in the same cell block, looked in and said, “I’d like to help, but I am overcome by sadness.” What was left unsaid by Andy was the reality that Deirdre was gone, the emptiness of that. On the other hand, had Deirdre heard Andy’s comment she likely would have made one of those playful wry remarks she was so given to, “Oh, Andy was just trying to get out of a little honest

work,” even though in this case she would know of course he was not.

Deirdre was incredibly committed to her students. She had developed a program that she used in most of her classes that involved an extensive testing and retesting week after week of the same concepts until some level of class mastery, I think it was 80 percent of the class, would get the problem right. None of us would think to put that kind of time into a class. **Carol Paxton** noted that among the many loves in her life, she loved her work, “specifically, finding ever more effective ways to help her students succeed.” Her

friend and chair of her tenure review committee, **Lynn Pomeroy**, said, “Deirdre’s Tenure Review Committee thought that Deirdre was two or three persons in one, because of all of the professional activities in which she was involved.”

Deirdre was very interested in learning disabilities.

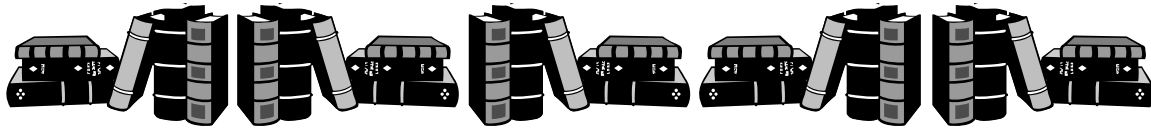
Ellen Oppenberg, one of our campus LD specialists who worked closely with Deirdre, wrote, “Deirdre’s drive, ambition and concern for each and every one of her students’ progress is what I admired most about her. On any given day during the semester, Deirdre would bound down to my office in her signature long dress and sandals, wanting to brainstorm with me on how she could help a student having difficulty in one of her math classes. Often, she would use her lunch hour or in between class time to do this.

“Other times when we had more time on our hands, Deirdre and I would discuss her many projects and interests in detail. I loved our conversations because Deirdre was so brilliant. Her love for her work and life was infectious. She never wanted to stop learning, teaching and doing everything she could to improve the outcomes for the students that were lucky enough to be in her math class.”

Kathy Holmes was perhaps the person Deirdre was closest to on campus. Kathy wrote:

“Deirdre gave her heart and soul to everything she did. I was

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YOUR BEST FRIEND ON CAMPUS: WHAT CAN THE GCC LIBRARY DO FOR YOU?

by Susie Chin and Billy Pashaie, adjunct librarians, GCC Library

If you were playing a game of poker, wouldn't you like to have a professional card player by your side to assist you and give you helpful advice on strategy? Poker is a game that combines skill, luck, and persistence, three of the same elements that make up research. Experienced researchers use their skills to find quality materials, they sometimes count on luck in the serendipitous location of information, and they don't give up easily. These days, instructors are finding that an overabundance of easily accessible information on the Web has greatly diminished the quality of "research" conducted by students who seem to depend more on luck than skill. Fortunately, as anyone who uses the Glendale College Library knows, librarians are available to help with research strategies that go light years beyond "luck."

The GCC Library's goal is to provide a supportive atmosphere and outstanding public service to students,

faculty and staff. Despite the availability of numerous places on the Internet where people might get information, the GCC Library, a *campus* resource, not just a *student* resource, can fulfill information needs beyond what the Internet can offer. While students have access to a variety of resources and services at the library, faculty and staff have access to the same offerings and then some.

As a GCC community member, you can access all of the library's online resources—from the online catalog to subscription databases such as *LexisNexis Academic* or the new *Science Resource Center*—from your office or home computer. Are you interested in flex credit, or just want to learn more techniques on how to look for specific newspaper or journal articles through one of our databases? Attend a one-hour-long library workshop. Are you looking for a book or an article that the GCC Library does not own? The GCC Library can

usually get it for you free through an interlibrary loan.

Did you know that the GCC Library has recently acquired many new fiction and non-fiction items that might be of interest, not only to students, but to staff and faculty as well? Have you been placed on a mile-long waitlist for the latest bestseller at your local public library? Check out our New Books Collection; we just might have what you are looking for. Want to read the latest novel by Walter Moseley? We've got it. *Fortunate Son* is waiting to be picked up from the New Books shelf. What about Jared Diamond's latest book, *Collapse: How Societies Choose to Fail or Succeed*? We have that, too. Looking for the latest edition of *Consumer Reports*? It's shelved with the current periodicals on the first floor of the library. Maybe it's the *Kelley Blue Book* you want. Ask for it at the Circulation Desk. Did you know that the library is the official archives for Glendale College

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ADJUNCT JUNCTION

avoid having that student write a letter to the college administration, criticizing the instructor. Such a letter would probably have led to an investigation by the administration and would have been placed in the faculty member's personnel file to be accessed for future hiring decisions.

Our parent union, the American Federation of Teachers (AFT), is fighting the attacks on academic freedom. At the July 2006 convention, AFT passed a resolution opposing Horowitz' ABOR, which requires that all faculty members teach with "no political bias." Instead, AFT supports the free exchange of ideas on campuses around the country. This resolution will give our union lobbyists the mandate to fight the passage of legislation stemming from ABOR in state legis-

latures. If such legislation were to pass, instructors could be sued for teaching controversial ideas in their classes, with no clear definition of what constituted an incorrect political viewpoint. Meanwhile, adjunct teachers still have no protection in the classroom because complaints from students can easily result in their dismissal, with no explanation required from administrators. This is an unfair practice that our union must still address through stronger rehire rights and seniority protections.

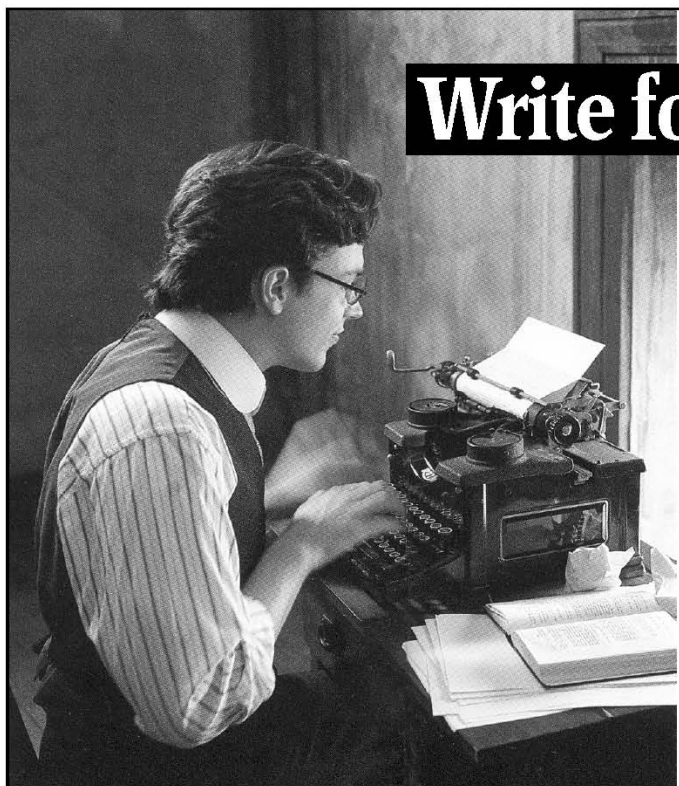
For more information and support regarding academic freedom and your rights go to www.freeexchangeoncampus.org.
📖

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LIBRARY

history? We have old year-books, and historical issues of *El Vaquero* and the *Eclipse*.

These are just a few of the services the GCC Library offers. For more information on other resources and services, visit us at the library.

The GCC Library promotes personal, intellectual, and creative development for all library users at Glendale College, faculty and staff included. Our biggest reward is when a library user comes back to tell us they think the GCC Library is their ace in the hole. 📖



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

shared by the Senate and Academic Affairs. If you want to read the now up-to-date document, it is on our Senate's web site at <http://www.glendale.edu/senate/>.

Core Competencies

Mission:

- to identify the core competencies (reading, writing, critical thinking, quantitative reasoning, oral communications, information competency and study skills), and define each of them
- to identify ways to enhance student acquisition of the core competencies within different divisions/programs
- to identify ways to measure success in teaching the core competencies at the division/program level
- to identify ways to measure success in teaching the core competencies at the institutional level

Core competencies are institution-wide student learning outcomes. It is hoped that to varying degrees every division, every program, and every course helps our students to acquire these competencies. If you want to refer to the core competencies at GCC, they are posted on the Senate web site. The task force will now work on ways to enhance student acquisition of the competencies, and ways to measure success at both the division/program level and institutional level in achieving those competencies.

College Transition

Mission Statement: Since GCC is faced with a major change in administration in the next few years, this task force will investigate strategies to make our transition to a new administration smoother. Some strategies the task force might consider include:

- planned meetings with the new administrators to introduce them to our governance structure
- planned meetings with the new administrators to introduce our Senate, Guild and CSEA leaders and the roles of those organizations
- social events to welcome the new administrators

With a new Superintendent/President, and more

administrative changes in the near future, the Senate felt it was important to institute a Transition Task Force. The Transition Task Force met over the summer to help facilitate Dr. Levy's move to our campus. The issues with which the task force dealt included: events for the fall that will allow faculty and staff to meet Dr. Levy; a document/CDROM with a list of areas of interest and corresponding faculty/staff whose expertise Dr. Levy can call upon; a web site/monthly newsletter with which faculty and staff can communicate with Dr. Levy; and a document listing GCC Traditions/Global Issues.

Distance/Hybrid Learning

Mission: To develop standards for the creation and evaluation of distance learning classes and hybrid classes.

The Senate and Academic Affairs developed the criteria for establishing and evaluating distance learning classes and hybrid classes. The document can be found at http://www.glendale.edu/online/facultycenter/distance_education_overview.htm.

Many of the criteria mirror those established by the statewide Academic Senate. We now have definitive guidelines for establishing and evaluating distance courses and hybrid courses.

Instructional Adjunct Hiring

Mission: To finalize changes to the full-time language and review policy for part-time faculty.

Paralleling full-time hiring procedures, the Instructional Adjunct Hiring Task Force sought to establish a procedure, based on state-mandated criteria, for hiring adjunct faculty. It still has not passed the scrutiny of Division Chairs and Academic Affairs, and is currently being reviewed by a sub-committee of Academic Affairs before it comes back to the Senate this academic year.

Faculty Sensitivity to Cultural Diversity/Methods to Recruit and Retain Culturally Diverse Faculty

Mission: To review the curricula now offered under the Cultural Diversity requirement and to assess whether GCC is providing courses that adequately prepare students to live and function in a culturally diverse world and to recommend revisions. To develop and provide information and motivation to our faculty to promote the

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understanding, acceptance, and celebration of the cultural diversity specific to our educational setting:

- **to identify methods to attract and recruit faculty for new positions from a culturally diverse pool of applicants**
- **to identify ways of retaining new faculty, especially those from ethnic minorities**

The last accreditation report admonished our college for not having a faculty that represents the ethnic diversity of our student body. Therefore, the Senate thought it was appropriate to establish a task force that would investigate ways of **recruiting** and **retaining** a culturally diverse faculty. Additionally, the task force will seek ways to promote faculty sensitivity to our cultural diversity. The task force will continue to meet this academic year.

Student Learning Outcomes

Mission: To seek new ways to improve student learning. The assessment of SLOs redirects institutional and individual attention away from the planned curriculum and toward the learned curriculum and resulting outcomes. This should be faculty driven and assessment methods and content should emerge from the faculty.

This task force was also charged with writing our institution's core competencies, which were passed by the Senate last academic year. The task force will continue to work on implementing SLOs on our campus, and educating faculty about SLOs. Last year, faculty could earn flex credit for taking an on-line SLO workshop. Lisa Brewster, an expert on SLOs, also gave an SLO workshop on our campus. We have an SLO website at <http://www.glendale.edu/program/SLO/index.htm> as well as SLO E-Newsletters. More activities are forthcoming.

Mentoring Adjunct Faculty

Mission: A joint task force with Division Chairs that explores the existing adjunct faculty mentoring programs (in Math and ESL) on our campus and on other campuses for mentoring adjunct faculty. The task force will report back to the Senate with a model or models that could be used by our divisions to provide valuable mentoring support for our adjunct faculty.

This committee established valuable suggestions

for mentoring adjunct faculty. Suggestions included choosing a peer mentor amongst full-time faculty, providing a list of division policies and college-wide policies, and providing sample exams and syllabi. The task force's report will be made public in the fall, and will then be posted on the Senate's web site.

Flex

Mission: The mission of this task force is to investigate the simplification of the flex verification process. In particular, the reviewing information on the legal reporting requirements of the college's flex plan to the Chancellor's Office, information on the verification process as conducted at other community colleges both for full-time and part-time faculty, and the various alternatives which are available to the college for its flex verification process.

The Flex Committee continues to investigate ways by which we can streamline our flex process. They will continue to meet this academic year, and will explore how flex is administered at other community college campuses.

Student Evaluations

Mission: To clarify information about student evaluations of faculty in the contract.

This joint Senate/Guild task force tried to clarify contract language about who can read student evaluations of faculty, and where the original evaluations and copies of them can be stored.

Waiting In the Wings

The following task forces will be formed as others are completed.

Increased Faculty Participation in Shared governance

Mission: To find ways to increase faculty participation in shared governance.

This committee will investigate ways to increase participation in shared governance amongst all faculty members. Please see my article in the April 2006 *Chaparral* on "Where Have All The Volunteers Gone?" It can be found at <http://www.glendale.edu/chaparral/apr06/senate.htm>.

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A DIFFERENT KIND OF UNION?

Association (CTA), a group popular with older faculty, and today representing Glendale unified employees as well as many community college faculty throughout California.

“Why did the Guild win the election?” I asked, handily it turned out, with the “no representative” choice edging out the CTA. Foremost, the old-timers credit a grassroots campaign in which volunteers called all potential members. The Guild pointed to its willingness to represent all employees laid off in the Prop 13 fiasco, whereas the CTA would represent only union members. The Guild wanted to include chairs in the bargaining unit; the CTA wanted chairs in the administrative unit. Finally, the Guild promised not to ask for an agency shop as would CTA, a decision that was reversed two decades later when faculty voted to require everyone to pay dues for services received from the union.

Everyone had a horror story to tell when the chronology reached the short but tumultuous Rex Craig administration from 1982 to 1985. The Guild president had to make a special request to speak at each Board meeting, although according to Pete Witt, the secretary sympathized with our plight and agreed to put the Guild on each agenda. Negotiations were so unproductive that when a mediator was called in, he gave up, declaring there was no possibility of agreement. The only upside was that by riding roughshod over the Guild, Craig succeeded in uniting the faculty. Of course, during the Davitt administration, things changed. The college abandoned its professional hired gun negotiators from the upscale O’Melveney and Myers law firm, opting instead for in-house negotiators still used today.

Why is the Guild different?

I still wanted to know why the Guild has such a high participation rate, with more members at each meeting than any other district I

know, and generally more respect from the faculty as “our” organization. One answer appears to be de facto term limits in which the union presidency turned over *seventeen* times since 1972, so that we never had union officers for life as on other campuses. Union presidents all returned to the classroom, and never could become aloof from rank and file concerns. Campus leaders today bemoan the difficulty in getting more people to run for office. It turns out that it always took arm-twisting to convince the new union president to run, although early Guild presidents Ray Glienna, Pete Witt and Ron Harlan reminded me that they did so with minimal released time, no secretarial help and not even email!

Others around the table pointed to the “college hour” as an important factor in allowing everyone to get together. The meetings always were social, sometimes continued at someone’s house to make big decisions such as the list of

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The Community Advantage

Faculty Orientation.

Mission: To work with Staff Development and Human Resources to develop a comprehensive support plan for faculty orientation.

This task force will investigate ways to better familiarize new faculty with the Glendale College culture.

Your Suggestions

Do you have any goals you think your Senate ought to explore? Have your division Senator bring forward your ideas, or contact Sid Kolpas directly at senpres@glendale.edu. The goals should be within the purview of the Senate.

I would like to thank Monette Tiernan for much of the information contained in this article. 📖

negotiating openers. New members were recruited by an active committee that sought out new hires and explained the importance of the union, much as part-time representatives do today. Even when there were contentious issues such as the lab ratio for science courses or the pay differential for counselors, these never split the union as a functioning organization. The reason seems to be respect we have for one another plus a structure that encourages debate and contested elections. In other words, we practice democracy.

A lesson for me today is not to forget that the Guild is *our* organization. It derives its strength from rotating leadership, regular midday college hour, well-attended meetings, and the willingness to listen to all faculty groups. These are valuable traditions we inherited from the hard work of the oldsters I met. Salut! 📖

constantly amazed by her boundless energy, creativity, curiosity, and determination. During the time I worked with Deirdre, I don't remember a single time she thought something was too difficult or too much work to do. She would doggedly pursue every avenue to bring an idea to fruition.

"We had a standing appointment on Monday and Wednesday afternoons to work on the Math Collaborative, our project with the local high schools. I looked forward to the time we spent putting our heads together to find ways to support the goal of helping students become better prepared in high school to succeed in college level mathematics. We spent so much time in each other's office that people would remark, "You're always together!" or even "You two are so cute together." That last remark would set us into laughter almost to the point of tears. "Cute" indeed.

"Deirdre had the ability to make friends easily. Once when Deirdre was fairly new to the project, she went to a meeting without me. The next thing I knew, the two of us were invited to tea by a group of women teachers. We have enjoyed the camaraderie of these women and the experience of going to tea on a number of occasions since then. The annual fall tea for the collaborative was inspired by these experiences.

"I have the highest esteem for my colleague and I will always cherish our friendship. Last April in the emergency room, Deirdre entrusted her belongings with me to give to her husband, Sterrett. For lack of better words at the time to express my care and concern, I said, "I'll be thinking of you, Deirdre." I have been and I will be . . ."

One last personal anecdote: As I sat by Deirdre's hospital bed on that first day waiting for Sterrett to arrive from El Segundo, I was reading a book while Deirdre was sleeping. She woke up and asked me what I was reading. I said it was a mythological story about a devil who had spent several eons observing the poor misguided but sometimes well meaning manifestations of the biped earthling. Deirdre said, "That sounds interesting. Can you get me my purse?" And she proceeded to write down the title and author. She was having a heart attack—but that wasn't stopping her from seeking knowledge. This is truly what I would call a life-long learner.

—Excerpts from Eulogy given by Peter Stathis

MILESTONES

Steve Bie and his partner, Raquel Segal, adopted a baby girl who was born on August 30, 2006. Gabriella Rose Bie is their first child. She's healthy, happy, and relatively quiet so far.

Ken Gray's new play, *Something's Missing*, was performed for the first time here at GCC last spring. The *Glendale News Press* review called it "a lyrical, stunning new play about the tragedy of child abduction, as seen through the eyes of three devastated victims and one sociopathic perpetrator.... This production... is headed for the Edinburgh Fringe Festival in Scotland this summer.... It would be hard to imagine a finer play being sent to represent the college experience in the United States." *Something's Missing* was well received at the Fringe: "This intense drama offers a heartbreaking vision of the long-term effects of abuse. Glendale College should be proud of this impressive production which teams excellent acting with a clever use of stage space to create a piece of drama that is gut-wrenching, frightening and moving in equal measures....this is extremely powerful stuff." (*ThreeWeeks eDaily*, Aug. 24, 2006). Congratulations to Ken, and to the Theatre Arts Department!

Dr. Ernest "Bud" Horton, professor emeritus of philosophy, has written a paper entitled "The Philosophical Reflections of John Wesley, the Father of Methodism." Read it at www.glendale.edu/philosophy/johnwesleysphil.htm.

Allison Kolpas, daughter of Laurie and **Sid Kolpas**, was advanced to Ph.D. candidacy in applied mathematics at UCSB in June. Allison is working on an NSF-funded grant to study mathematically fish schooling and migration. Jamie Kolpas, Sid and Laurie's younger daughter, earned a BFA in dance, cum laude, at UCSB last June. She has since joined the Regina Klendowski Dance Company in Torrance. Meanwhile, Laurie Kolpas was selected as Encino Chamber of Commerce Teacher-of-the-Year, and was also recognized by the City of Los Angeles for exemplary teaching. Laurie is Math Department Chair at Reseda High School, where 100 percent of her Calculus BC students, and 95 percent of her Calculus AB students passed the AP Calculus exam.

Daniel Miller Parks, son of **Lee Miller Parks**, graduated summa cum laude from Ribet College Preparatory School and is now attending Case Western Reserve University in Ohio on a trustees scholarship for math and physics.

Hazel Ramos, former GCC student and ASGCC president, Student Outreach Coordinator (1999-2003) and adjunct history instructor (2004-2006), has landed a full-time, tenure track history instructor position at East Los Angeles Community College. She will be missed by both students and colleagues, and, at the same time, we wish her continued good fortune in her new position.

John Song, professor of Korean and pastor of the New Wine Church in Rancho Cucamonga, was chosen by channel 18 (LA 18) as the role model for the Asian American community for the month of May. Each month, the station selects a different role model and highlights that person's contributions to the community.

Adjunct English instructor **Lyndane Yang's** fiction was featured in the 10th anniversary season of The New Short Fiction Series by Blonde and Brunette Productions. A guest repertory performed four of her stories at the Beverly Hills Public Library auditorium on September 8.

Dr. Leon Waszak, adjunct assistant professor of history, gave a presentation at the Oxford Round Table at Oxford University in England this summer. His paper was entitled "National Interests vs Globalization: Differing Historical Perspectives Since the 18th Century." 📖