SPEAKING OF THE SENATE...

by Mike Scott, Academic Senate President

Who are we?

I apologize up front for the length of this article but I felt it needed to have all the mission statement details so we as a college can have a dialogue on the question: Who are we?

We have heard and read a lot about the mission of the California community colleges. In those discussions, we have been told that the mission is changing, and is now to be broken down into what is primary and what is secondary, and that we are moving back to the original Master Plan from the 1960s. We are being told that the Chancellor’s Office is changing how districts will be funded using a “new” mission for community colleges with funding focused on basic skills, career technical education, and transfer courses. Further, the Chancellor has chosen to make changes to the legislated mission based on reduced state revenues only, not on any data that shows that the programs which have been chosen for elimination (or “no-funding”) actually deserve their fate.

What does all of this mean? To provide the answer, we must start with the Ed Code, then compare it to the mission and vision statements from the Chancellor’s Office.

Community College Mission

Education Code Section 66010 (4) reads as follows (emphasis added):

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

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I have been the Guild Treasurer since September of 2011, and it has been a challenge to say the least. I am sorry to report that with everything that has been going on in the field of education, our union has also been affected. In order to have a strong union we must be able to protect our members to the best of our abilities. The structure of our membership dues has been the same for the last four years. The Guild Executive has tried not to increase the dues during these difficult times, but unfortunately due to numerous factors, including an increase in AFT/CFT fees in 2009, reduction in revenues due to retirees, 4% pay cuts, eliminating/reducing summer and winter intersessions, and the tremendous amount of money that the Guild is spending on legal counsel to protect and defend our members, the Guild reserves have been diminished and the dues cannot be kept at their old level much longer. Currently, the Guild’s dues structure is 1% of our salary capped at $90/month.

The Guild Executive is proposing to remove the cap and have everyone pay 1% of their income. Although this will affect only about 90 of our Guild members, it saddens me that it had to happen on my watch as Guild Treasurer. Clearly this will not solve all our financial problems, but I believe this is a step in the right direction. Hopefully, the tax initiatives will pass in November and we will all be in a better position next year, and maybe we will be able to go back to our current dues structure at that time. You can help by printing your own petition, and gathering signatures from your family, friends, neighbors and co-workers. The rules for these petitions are very strict.

In unity,
Moe Taghdis

Please visit http://protectschoolsandpublicsafety.org/ to get familiar with the rules, print pages of the petition and find out where to mail the completed petitions by April 27, 2012. Thank you.
Can you read? Really read? The Reading Apprenticeship program is one that reminds teachers that students may not be able to really read from the start.

The program is informative in many ways: Not only does it awaken instructors to the reality of their students' current reading skills, but it also gives teachers different, concrete strategies to address many deficiencies and reluctancies, as well as to suit many different learning styles. The program reminds instructors to take it back to basics, to slow things down, and to model for students the thinking behind active, engaged reading.

One aspect that was helpful and insightful was the concept of teachers sharing their experiences with reading. Reading, like any skill, develops and improves with time. Informing students of this fact helps them accept their reading levels and know they will improve with practice and reinforcement. The discovery that their instructors may also have struggled with reading can relieve and even entertain students. The ability to read is a skill we nurture; it’s a skill that is socially privileged, and it’s a skill at the foundation of academic (and therefore future) success. While it is not necessarily fully developed at the time a student reaches community college, it can be honed and improve dramatically in this setting.

The safety of the Reading Apprenticeship classroom is one of the key aspects of the program. RA looks at the academic setting as part of the solution, emphasizing the “personal” and “social” dimensions of reading, within the secure environment provided by the RA community. Two more “dimensions” of the RA classroom are acknowledged and fostered by the program, and all four, “personal,” “social,” “cognitive,” and “knowledge-building,” are bound together by the pervasive Metacognitive Conversation, in which students and teacher maintain a stated awareness of strategies used by apprentice and accomplished reader alike to make meaning from texts. Metacognitive strategies create the opportunity for students to improve their reading, as well as their reading comprehension. This engages students’ thinking about a text on multiple levels. Metacognition also helps students to be aware of the different perspectives from which to see and approach a text: For example, a text assigned in sociology is read with a different approach than a text assigned in English, or one in history. The Metacognitive Conversation emerges after the use of some of the easily adopted, (though initially a little awkward!) RA routines, such as Think Alouds, or Talking to the Text. In these two, the instructor first models the way in which he or she thinks while reading a new text. Each method used by the teacher to make meaning (whether it’s activating prior knowledge, questioning an assertion, or wondering aloud about word choice when reading a poem), becomes apparent to the apprentices. In the words of RA, "the invisible is made visible." The means by which “expert” readers in their field make meaning from complex or discipline-specific texts lose their intimidating mystery, and become an adoptable set of strategies. (Clearly, the knowledge-building dimension of the classroom is necessary to buttress the increasing ability of the student to make expert meaning in a new discipline.)

Another benefit of the Think Aloud is that it engages the student actively, while giving the teacher a glimpse of the thoughts and interpretations the student is building about a text’s meaning. This is important for instructors, as well, as they can hear the ideas, concerns, or confusion about a text as they emerge. Some texts are daunting for students, and sometimes instructors may forget this because of their far greater experience in the discipline. It’s surprisingly pleasant as well as beneficial for instructors to remind themselves of their early experience as novice readers, and to appreciate the point their students have reached on the reading continuum.

The Reading Apprentice program can benefit all instructors helping students to improve in the area of reading and comprehension. As instructors, we want to see our students succeed in their academic endeavors; but how can that happen if we do not offer them the tools they will need to succeed? RA invigorates our

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Politics is a peculiar game.

Unfortunately, as employees in the public sector, we are all participants in this game whether we like it or not. Our survival in this next political season depends on the outcome of many political factors. Yes, the tax initiative to help fund higher education is one of the main factors in how well (or terribly) we fare in the next year. However, there are many other initiatives that will also impact our daily lives. As in other states, there are forces that are trying to strip away employee rights even here in “liberal” California through deceptive means. From the “deceptive paycheck campaign” which is making its third run on the ballot, to “pension reform” which will impact everyone who plans to retire in the future, there are obstacles we must overcome together.

Let me be clear that in this election, we are fighting for our livelihood.

Fortunately, as individuals and as a collective, we can do something about all this. In the coming weeks and months, you will hear more about these initiatives and how you can help. The state CSEA will be asking each campus to become involved in a variety of ways, such as phone calling and district walking. As I learn of these opportunities, I will share them and ask for volunteers to help in the cause.

Your participation is not only important, it is vital to our survival. Let’s work together (staff, students, and faculty) to educate our friends, our families, and our community. It is the only way we can survive these troubled times.

― Robert Frost

“Poetry is about the grief. Politics is about the grievance.”

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 Jenny McMahon, Classified Council President

Classified Council wishes to thank Michael Dulay, Deborah Owens, and Jeannette Tashiro for an outstanding presentation on the Child Development Program here at GCC.

Did you know that our very own Child Development Program & Center received national recognition for work with America Reads, AmeriCorps, Child Development Career (CDCWORKS) and CalWORKS? Also, our Center has received 5-Star status for the last seven years, as well as the quality rating of “A” by the Los Angeles County Office of Education. Debra Frohmuth was named Los Angeles County Preschool Teacher of the Year and Jacque Huggins was selected as a Mentor Teacher by the California Early Childhood Mentor Program.

Here are a few of the things we learned at the presentation:

- Continuity of Care is meaningful in other areas
- Relationship-based planning matters
- Emotional Intelligence matters
- Reflective Practice fuels development throughout life

We ended the presentation with the raffle drawing for a $100 gift card to the Acapulco Restaurant. Chrissy Reiner from Administrative Services was the winner! Bon appétit! Thank you all for participating in the raffle, which helped Classified Council to raise $149 toward student scholarships.

Methods of providing this fundamental tool, as critical to anthropology as it is to English, to satisfaction as to success. Reading Apprenticeship reminds us of the continuous pursuit of reading expertise; it reminds us that we can help our students to take the necessary steps to become better readers, by making visible the very steps we take daily to arrive at textual meaning.

Staff Development at GCC provided the opportunity for three instructors to take the online Reading Apprenticeship course last fall, and such opportunities continue to arise (http://ra.3csn.org/ra-professional-development/online-course-reading-apprenticeship-for-community-college-instructors/). We have all been pleased by our classroom exploration of RA’s ideas and easily implemented techniques. Perhaps the most exciting news about RA in this time of economic woe is that studies support its methods as ones that produce measurable improvement in students’ abilities, and that these methods are sustainable—a good investment for your classroom, and a good one for the college.

Be sure to attend our next presentation on learning how to relieve stress, to be presented by Dr. Joseph Maloof. This will take place on Wednesday, April 18 in CS 266 from 12:30 to 1:30 p.m. We could all use a little stress relief.

Reading Apprentice Program

(Continued from page 3)

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(Continued from page 3)
As you probably have heard, the community college budget has hit another bump in the road this 2011-12 academic year. Student fee reimbursements for Board of Governor (BOG) fees waivers were not sent to the colleges. State property tax revenues have come in $179 million below anticipated amounts, leading to a loss of revenue to campuses. That throws Glendale College’s barely balanced budget for this year, some of which was achieved by salary cuts to faculty, staff and full-time faculty who have first right of refusal for intersession courses. These faculty members are taking a cut in their intersession pay for this summer’s teaching and are ineligible to get unemployment benefits if they don’t work.

Fall semester will bring a 5% cut in class offerings (from the previous fall). These will clearly affect adjunct faculty, who are already suffering pay cuts and course elimination. Many of our Adult Ed/ESL teachers have lost positions working for the LAUSD system, and with our district’s cut in hours for substitute teaching, they are certainly experiencing financial hardship. The bias toward offering transfer courses, Career Technical Education classes, and basic skills classes further hurts part-time faculty who do not teach in those areas. It is with a heavy heart that I bring this news to you, but I feel that we need this information.

But why do we constantly have to cut courses desperately needed by our students? The answer is that if there is no money provided from the state budget we have no other choice. The fat has already been eliminated. Budgets for student workers, out-of-district travel, and purchasing were eliminated this spring; hiring has been kept to a minimum since the massive wave of retirements two years ago; salary cuts have been implemented, and despite raises in student tuition fees, there is still not enough money to support the present course offerings and balance the budget.

What can you do? The allocation of money within the state budget is limited by required mandates that require support to education, prisons, and other programs. The leftover discretionary spending leaves many competing interests vying for support. Your voice is important and does have an impact. We urge you to make your voice heard by going to the Faculty Association of California Community Colleges (www.faccc.org) and clicking “click here” under “Point & Click/Online Letter Writing.” Once on (Continued on page 15)
The SanFACC Mentor Program is in its second year. It was developed from a request from the Presidents of SanFACC to address current and future leadership needs. The San Gabriel Foothill Association of Community Colleges is composed of Glendale, Pasadena, Citrus, Chaffey, Mt. SAC and Rio Hondo. The goal of the SanFACC Mentor Program is to identify future community college leaders and pair them with a mentor whose background and expertise correspond to the mentees’ professional development needs, to help them prepare for administrative leadership positions. It is available to all faculty and staff. Selected mentees are paired with mentors from another SanFACC college. If you are interested in applying please return your completed packet to Staff Development by Friday, April 20, 2012.

Ophelia Carrasco, Garfield Campus, CalWORKs, reports on her experience with SanFACC:

The appeal of the SanFACC program to me was the opportunity to explore other career paths within the community college system. The program was an invaluable, enriching, and empowering experience for me at a time when I am at a crossroads in my career. The Mentee program motivated me to consider going back to school to further my education for the purpose of advancing my career within the community college system. I gained more overall knowledge of all student services and the resources available to advance my education and career.

My mentor facilitated me with reference books, resources, and workshops, and she opened up opportunities for me to participate and observe student services meetings, which all helped me to learn more about student service programs. Another invaluable experience I had was the opportunity to conduct information meetings with deans, directors, counselors and supervisors from various Student Services programs, which helped me explore and gain more knowledge, insight and understanding of these programs.

Workshops I attended, such as “Careers in Student Affairs,” “Careers in Counseling at a Community College,” and the “Strengths Finder” Workshop, all equipped me with information to further explore career opportunities within the community college system and helped me identify and gain insight and confidence in my leadership strengths and abilities.

Overall, I feel the SanFACC program was a positive experience, and is most valuable to any participant who goes into the program with the desire and commitment to really explore potential for advancement in the community college system. Also, participants will have a more rewarding experience if they’re willing to initiate contact with their assigned mentor to meet the goals of their SanFACC mentee contract.

Sarah McLemore reports on her experience with SanFACC:

I really enjoyed participating in the SanFACC program. What was great about the program was that it was flexible. Other than completing a basic application which asked applicants to clarify some provisional goals, much of what I did was to work individually at my own pace with my mentor. Rather than completing a lot of evaluations or things like that, the program was structured in a way to be more focused on the practice of being mentored rather than the process. I was able to meet my mentor fairly frequently for lunch, coffee, and chats by phone to check in about my current work and to get her perspective on how I might address the types of challenges I was encountering; and we’ve continued to keep in touch via email and by phone.

My mentor also encouraged me to attend meetings at her work and shadow her for a day. The experience of shadowing someone at an alternate community college was really illuminating for me. Sometimes I think we get so focused on how things are done at GCC, we forget that there might be other reasonable ways to approach different projects, plans, and goals.

I’d highly recommend this program to anyone and I’d be happy to share my experiences with anyone who may have questions about it.
An interview with Garfield's Fulbright Scholar, Debbie Robiglio

How and why did you decide to apply for the Fulbright?

"It was an opportunity for me to pull together everything I had learned, from working with children, all the way up to adults. I felt I had some expertise to share because I worked in unique educational programs that used a student's first language; i.e., bilingual, dual language, and our own adult first language support classes and materials. The leaders of Chile, where I'll be working, have mandated that their students show proficiency in English by the time they finish high school. I definitely can lend something to the cause. As for my decision to apply for a Fulbright... it was an opportunity for me to challenge myself, both professionally and personally. I'm always looking to take the next step forward."

What will you be doing? and where? and how long?

"I'll be teaching two undergraduate courses—which I designed—related to ESL pedagogy. Both courses carry an underlying theme and tasks related to reflective teaching. In other words, I'll be teaching pre-service teachers how to engage in self-reflective practices that allow them to self-monitor and improve their practice as they move through their careers. In addition, I'll be conducting an institutional action research project that will be used to improve the university's teacher education institute. I'll be working at UMCE (Universidad Metropolitana de Ciencias de la Educación), which is considered Chile's leading institution of higher education focusing on applied pedagogical and teaching research. UMCE is located in Santiago, Chile and serves over 6,000 students. I'll be there during our spring (their fall) 2013 semester."

What do you hope to bring back to GCC?

"Just because we're an English-speaking country doesn't mean we're the best at teaching ESL. I'll be bringing back Chile's ESL models, sharing that information with fellow faculty while also integrating the best parts of those models in my own instruction. The Fulbright also requires my participation in, and publication of, a research project. I want to share that experience with my colleagues and get them excited about doing the same kind of work. Research is one tool we can use to enhance our reputation as a college of scholarly endeavor."

Thank you, Debbie. Good luck with this exciting endeavor. We look forward to hearing about your experience, and the results of your research."
colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of **remedial instruction** for those in need of it and, in conjunction with the school districts, instruction in **English as a second language**, **adult noncredit instruction**, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(3) **A primary mission** of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

According to the language above (a)(1), academic and vocational instruction plus education/training/services that lead to workforce improvement are the legislated primary missions for community colleges. Secondary mission areas listed above (2) include remedial, ESL and adult noncredit instruction, along with support services. Although the Ed Code breaks instruction down into primary and secondary programs, community colleges have generally not made those distinctions, and treated all as being important functions. This becomes apparent when you read the mission statement below from the Chancellor’s Office.

**Chancellor’s Office Mission:**

“Community colleges provide basic skills education, workforce training and courses to prepare students to transfer to four-year universities. Colleges also provide opportunities for personal enrichment and lifelong learning.”

The Chancellor’s Office mission statement makes no mention of primary or secondary missions and moves basic skills into the forefront. It does list personal enrichment and lifelong learning as areas in which community colleges will offer educational experiences. Apparently ESL (both credit and noncredit) and support services are lumped into basic skills (formerly "remedial instruction"). The education code’s emphasis on primary versus secondary becomes even vaguer when you add the vision statement from the Chancellor’s Office.

**Chancellor’s Office Vision Statement:**

“The vision of the board and chancellor is to build a better future for California by providing exceptional leadership, advocacy and support on behalf of California’s Community Colleges. These efforts will foster access, success and lifelong learning for all students while simultaneously advancing the state's interests in a skilled workforce and an educated citizenry.”

Community colleges have done a good job of following the vision given to us. We have taught the masses, advanced the skilled workforce, and educated the citizenry to the best of our abilities, doing so with the meager funds provided. They asked us to foster access, success, and lifelong learning **for all students**, and we gave it to them. The Chancellor’s office has now made the decision to limit the vision even further. The secondary mission is limited primarily to parent education and lifelong learning.

At the beginning of March, we held a community forum to discuss issues that are important to the district and community. We had the largest attendance ever for this event. The community participants were predominantly from the parent education program. Their message was strong and clear: “Please don’t eliminate the program.” Following the community forum, a video presentation was shown that eloquently presented testimonials from parents enrolled in the program. Parent education is a wonderful program that instructs parents beyond the do’s and don’ts of being a parent. Many of the courses now have an anger management component in them to help parents deal with tense situations that arise in life and that should not be taken out on children. The importance of parent education can be seen in the many articles written in the newspapers and on the Internet each week regarding child abuse and the heinous atrocities.
What’s a college to do when it turns 85?
by Lisa Brooks, Glendale College Foundation Executive Director

Throw a party, of course. But not just any party. An elegant on-campus gala affair that will raise money for the college, and not just from the “usual suspects” either. We are throwing a wide net to capture any businesses that partner with the college, or would like to, as well as all our past, generous donors, the many thousands of alumni who attended GCC, and anyone in the surrounding community who cares about the future of community colleges—as well as Glendale, in particular!

The theme: Stars Among Us speaks as much to our stellar faculty, staff, students, board members and alumni, as it does to our state-of-the-art planetarium. And you couldn’t ask for brighter stars—those who have helped make this college great: Dr. Davitt and Gael Davitt are the Honorary Chairs. We are putting our Honorary Committee together now.

Philanthropists of Distinction Award will go to Bhupesh and Kumud Parikh. You can clearly see the results of their generosity in our Health Sciences building and our amazing nursing department. Our hope is that they will inspire other philanthropists to come forward. What a difference $1m can make on this campus! Outstanding Alumnus Award will be presented to Professor Sevada Chamras. He is a shining example of someone who got his start as a student at Glendale Community College. The Community Lifetime Achievement Award will go to Ruth Charles, who has been a long-time supporter of our college. Over 50 years ago, Ruth Charles and her husband Dick opened a music store in Glendale called Charles Music. They enjoyed a long life together as music makers and teachers and retailers of musical products. Today, Ruth remains active in the community as a philanthropist and mentor to so many.

Our plan is to hand over all the undesignated money we raise to the college for an 85th Anniversary STUDENT SUCCESS FUND where donors can invest in our students and help keep us Number One in Student Achievement*. This fund will help in the following ways:

- Instructional computer labs
- Essential instructional equipment, e.g. skeletons for anatomy, science lab equipment, etc.
- Upgrades to facilities such as music, dance, and athletics
- Student Book & Library Fund
- Instructional offerings

The cost for a seat at our formal dinner event is $250, though we have a special college rate of $125 for employees. We understand that even this is a stretch for some. A small number of free seats will be reserved; details about eligibility will be communicated to the campus closer to the event.

Please keep in mind that there will be other events celebrating our 85th Anniversary that will be low cost or free. The primary goal of this event on Saturday night, October 20 is to raise funds for our college through corporate sponsorships ranging from $3,000 all the way up to $100,000. It is also a way to showcase the best of our campus to the outside community. Happy birthday GCC!

For more information, call Glendale College Foundation at (818) 551-5199.

*According to the statewide ARCC (Accountability Reporting for the Community Colleges) data for 2011, GCC had the highest student progress and achievement rate among the 14 community colleges in our geographic region.
Dear colleagues:

As you all know, students nowadays are facing a very difficult, and worsening, financial situation. On the one hand, state support for higher education has been declining, which has led to huge raises in tuition fees almost everywhere. So we see students graduating with increasing amounts of debt. On the other hand, they are facing an ever-tightening job market: the economy is down and will take quite a while to recover, and lots of good jobs have gone abroad never to come back. That will make their access to economic security all the more difficult and will put them at the mercy of a financial sector that has become increasingly greedy and predatory.

This is why many colleges across the nation are making an effort to educate their students about the financial realities they are face, and to give them some tools to deal with the situation. That is what some of us have decided to do here: we have organized a “Financial Survival Week” for the beginning of May. It consists of presentations and workshops in the early afternoons; they are mostly directed at students, but everyone is welcome, and we have added some specifically for faculty and staff. You will find the schedule below.

We need your help to get the students to attend. They need more financial savvy, as you all know. So please send them to as many of these presentations and workshops as possible: encourage them, push them, give them extra credit if possible, but get them there: you might save their careers and their lives. Thank you.

Jean Lecuyer for the Financial Survival Week committee

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<td><strong>Financial Survival Week 2012</strong></td>
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committed against children around the country. The United States currently ranks at or very near the top in child abuse. Despite this, Sacramento somehow feels that parent education is not worthy of funding. On a personal note, my wife and children went through the program and found it a very informative and worthwhile experience.

As a result of budget cuts, the parent education program will be reduced from a high of 33 classes to just 13 this fall. Those numbers do not take into account the 10 classes the program has lost for summer session. It should be noted that eight of the 13 remaining classes will be taught by a full-timer, leaving only five classes for adjuncts, many of whom will be laid off. The Lifelong Learning program will be reduced even more.

In response to the projected cuts, the question has been asked by many on campus: Shouldn’t these program reductions, along with any other course or program reductions, go through the process outlined in the Senate’s sunset/enhancement policy? The answer is yes and no. For a program to be subject to the policy, it needs to meet the following criteria:

A. Low or declining enrollment:
   - A decline of 30% or more in census enrollment throughout the program over a two-year period (winter and summer sessions excluded).
   - Consistently low enrollments of 50% below the maximum fill rate capacity over a two-year period.
   - A new program that never reached the 50% fill rate.

B. Decreasing demand for service:
   - A decrease in the number of students pursuing that particular educational goal, based on actual enrollment “behavior” rather than student declaration.
   - Declining market/industry demand or community needs.
   - Advisory Committee recommendation.
   - Unavailability of the transfer major.

C. Clear Obsolescence:
   - No longer central to the college mission and educational master plan.
   - No longer in line with current technology.
   - Decline in importance of service to related disciplines.

D. Other Factors
   - Poor rate for student achievement of program goals (i.e., completion rate, numbers of degrees and certificates).
   - Programs without a full-time faculty member.
   - Impending retirement of all full-time faculty in the program.

Parent Education does not meet the requirements of the sunset/enhancement policy (low or declining enrollment, decreased demand, clear obsolescence or the other factors), and this policy should not be used in discussions on what to do with that program. Lifelong Learning, on the other hand, is subject to the policy due to the retirement of the last full-time faculty member in the program. The decision on whether to move forward with the sunset/enhancement policy is up to the administration.

The sunset/enhancement policy was not intended to be used for reductions based on revenue shortfalls. The reductions that are coming in the fall will be based on the decisions made by the Enrollment Management committee, subject to review by both the Senate and Academic Affairs. One path that will not be used in determining if a course or program is reduced is whether or not the courses/programs are profitable. The KH module suggests that courses be separated into three categories: primary, secondary and tertiary based on profitability. That is an issue best left for all the for-profit organizations out there draining the financial future of their students.

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Who are we?

(Continued on page 13)
Who Are We?

GCC Mission Statement:

“Glendale Community College welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles. As an institution of higher education, we are committed to student learning and success. Using personal interaction, dynamic and rigorous instruction, and innovative technologies, we foster the development of critical thinking and lifelong learning. We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. Our commitment is to prepare students for their many evolving roles in and responsibilities to our community, our state, and our society.”

Basically, the GCC mission statement is telling the community that we will teach the young and the old and anyone who can prove they live somewhere in the Milky Way galaxy. This is why we need to revamp the mission statement and answer the question: Who are we? The GCC mission statement is the broadest statement of all those quoted in this article. True to our mission, GCC has tried hard to be everything to everyone. We have given the community and our students what they asked for, even though it hurt us financially as a college and individually in our paychecks. The economy has now made it difficult, if not impossible, to continue doing this. In light of this fact, we must now decide who we are.

In doing that, GCC needs to decide on what it wants to be, both in good and bad times, so that we don’t keep reinventing ourselves every economic cycle. By revising the mission statement and making it clearer, we can answer the following questions.

- Do we offer programs only in the areas of basic skills, CTE and transfer courses?
- Do we want to focus primarily on certificates, degrees and transfer?
- Which courses are primary, secondary, or tertiary to our mission?
- Where do noncredit and community service courses fit in the discussion?
Bart Edelman, Professor of English, author of six volumes of poetry, has several readings scheduled for the months of April and May. He will read from his new book, *The Geographer’s Wife* (Red Hen Press, 2012) and selected earlier works. Bart’s local engagements include:

Saturday, April 28—7 p.m.  
Fremont Art Gallery  
812 Fremont Avenue,  
South Pasadena

Sunday, April 29—2 p.m.  
Glendale Public Library  
222 Harvard Street,  
Glendale

Saturday, May 5—4 p.m.  
Vroman’s Bookstore  
695 East Colorado Boulevard,  
Pasadena
the page that has all the legislative bills, the “click here” requirement will allow you to put in your name and address so that the program can locate your local legislator and also fill your name and address into a pre-written letter. Then you can choose to send e-mails to the next committee to hear the bill, your legislator, or the governor about the 2011-12 budget backfill, AB852 Part-time Reemployment Rights, or other bills you see there. Point and click makes the whole process really easy.

You can also help gather signatures for the new merged tax initiative brokered between the governor and CFT. If this initiative passes it will present a new source of tax revenue to support educational funding in the state. The petitions need 1 million signatures by the end of April to make it onto the November ballot. With this time crunch in place our Guild needs all the help it can get in gathering signatures. If you are interested in circulating petitions, please call the Guild office at extension 5395 or e-mail isaber@glendale.edu.

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**ADJUNCT JUNCTION**

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**Who are we?**

- What type of student do we want i.e., only those who show through assessments they will be successful?
- Do we join with others and have common assessments, or go our own way?
- What services do we provide?
- How do we prioritize student registration? Do we simply follow the recommendations of the SSTF?

There are many more questions that need to be answered before we determine exactly who we are. The discussion must happen now or we will continue to drift about wherever the next wind takes us.

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**Student Success Task Force Update**

Michelle L. Pilati, the State Academic Senate President, sent out an update on some of the issues concerning the SSTF. Her letter includes:

1) There have been a number of instances where over-zealous administrations are making arbitrary and unannounced changes in student "priority" for registration. Until this issue has been thoroughly vetted, she recommends that any changes be delayed. It is important for faculty, as well as students, to be a part of the decision-making process.

2) A reminder that the SSTF recommendations do not mandate full-time student status. They only state that students should be provided with the necessary information on, and support in, what the benefits are of being a full-time student.

3) “The Chancellor's Office has not created a wide array of ‘work groups’ to implement the SSTF recommendations. A group focused on enrollment priorities has met twice and the ARCC Advisory Committee is being reconstituted to work on the ‘score card.’ The ASCCC Executive Committee has formed a subcommittee to discuss issues related to the ‘score card’ and to inform the faculty members on this committee.”

4) “Clarification that educational objectives that are less than a certificate, degree, or transfer are ‘acceptable’ goals. The SSTF was clear that there was no interest in closing our doors to a student who needs a course or two for career or educational advancement, or who simply needs to learn English.”

The Senate passed Motion 2011-36 to form a task-force to respond to the student success taskforce recommendations. Those listed above, and the many others, will be properly vetted. Work has already begun on the requirement that students have an education plan. Counseling has developed a well thought-out education plan form for students to fill out with the face-to-face help from our counselors that can be revised and updated by students if they decide to change majors. GCC has not stood still waiting for someone to give us the go ahead, but we do not plan on rushing the process either.

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MILESTONES

It's a Girl! Jeanette Farr-Harkins and Warren Harkins are the proud parents of Olivia Hattie-Peyton Harkins, born on March 10, weighing 8 lbs. 1 oz. and measuring 20 inches long.

Sharyn Obsatz and her husband, Michael, just had an amazing baby boy, David Morris Gordon-Obsatz, on March 23.

Tuyetdong Phan-Yamada’s article, “Exploring Polar Curves with GeoGebra,” has been accepted to be published in Mathematics Teacher, a journal of the National Council of Teachers of Mathematics (NCTM) in December 2012.

Richard Seltzer flew to New York for the weekend of April 1 to celebrate his mother's 90th birthday at two different parties. Many Happy Returns!

Do you have any milestones to share with us? Send them to: piper@glendale.edu