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**Milestones** of our Glendale College community
Guild News: "ME TOO"

by Isabelle Saber
Guild President

These two words have, for many years, formed the bedrock of our negotiations practice across employee groups on campus. The premise is quite simple: salary augmentations and health benefits agreements reached with one bargaining unit are offered to the other and extended to the non-unionized Management and Confidential (MaC) group as well. This practice--coined “ME TOO” at GCC--seems unusual to outsiders, as it may appear to infringe upon the autonomy of each union. However, many contend that it has been essential in creating a culture of cohesion on campus.

In recent years, this harmony has been disturbed a handful of times. Digging below the surface, one could hypothesize that the majority of disagreements across groups may be traced to differing definitions of “ME TOO.” While the “ME TOO” methodology has served us reasonably well within the framework of gains, it appears to be less adequate in the context of reductions. Classified employee layoffs of a decade ago have left some wounds unhealed, whereas short session cancellations, sharp reductions of pro-rata pay, and the loss of assignments for faculty have been difficult to digest in recent years. Added to the mix of “permanent” employees is the fate of adjunct instructors and unclassified individuals retained on an hourly basis; these two groups enjoy no protection whatsoever, are let go at a whim, and receive little or no benefits from the District.

These losses, devastating on their own merit, have been exacerbated by the perception that one group has suffered the brunt of our fiscal difficulties while other units have been relatively spared. During the last few years, the methodology of choice for cutting cost was to cancel classes; in some ways, the choice was warranted as we carried a very large number of unfunded FTES between 2007 and 2009. In fact, over this two-year period, we had accumulated close to 6,000 unfunded FTES: we were educating a LOT of students without receiving a penny of apportionment for them from the state. However, we are now at a point where we can no longer cut instruction without going into decline and losing funding. Furthermore, additional reductions would put us in violation of the Fifty Percent Law, a rule that requires that a minimum of fifty percent of unrestricted funds be expended in direct instruction.

If course offerings can no longer be reduced, the District has to cut non-instructional programs, reduce salaries, or lay off permanent employees. All three options are currently under review and might be exercised collectively or independently depending on the outcome of the election. As we hold our collective breaths and pray for the passage of Proposition 30, we need to ready ourselves for the worst case scenario and be able to cut several million dollars from our operating
budget. While we engage in this difficult task, our understanding of “ME TOO” will surely be tested again. How do we grapple with permanent layoffs of classified employees and managers, the loss of assignments for adjunct faculty, the elimination of short session courses for all faculty, huge pay cuts for all remaining employees, and arrive at a solution that is equitable to all? I personally do not have a good answer.

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

Five Things We Know For Sure * Speaking of the Senate *
(November 2012)

Speaking of the Senate: Five Things We Know For Sure (About GCC’s future)

By Michael Scott
Academic Senate President

As of this writing, the elections have not taken place, and we don’t know the results for Prop 30. Since the beginning of the Fall semester, there has been a lot of discussion on what to do if Prop 30 fails from an instructional standpoint. These discussions have taken place at Enrollment Management, Academic Affairs, Senate, Mini Cabinet, Campus Executive and at other committee meetings. Not much of the information released so far is positive. Listed below are some of the things that are going to happen, regardless if Prop 30 passes or fails:
1. **We will not go into decline.** The administration has agreed we will not cut more than about 150 classes for Spring semester if Prop 30 fails. GCC will not cut the 500 classes that were presented at the budget presentation to the Board. The good news is we get to offer 150 more classes if Prop 30 passes.

2. **Summer intercession is on life support.** The Board approved budget has no intercessions for 2012-2013. The budget was based on Prop 30 failing. Should Prop 30 pass, we can begin negotiations on offering a summer session.

3. **All instructional programs are being evaluated.** There are multiple reasons why, but they are not being looked at solely to determine if they are to be eliminated. Some programs will be reduced, some suspended for a period of time, and some programs may be enhanced.

At the special Campus Executive meetings held in October, Dr. Riggs has emphasized the need to look at GCC as a whole and determine our core mission. We have a directive from the Chancellor’s office to focus on Basic Skills, CTE, and transfer courses. We can no longer be everything to everyone. Based on our financial situation and the outlook of future funding from the state in the foreseeable future, the discussion has started on the need to downsize as a District. We have already reduced course offering by about 25% from our highest point. Instruction will not be the only area downsized.

The state-wide Academic Senate paper on Program Discontinuance: A Faculty Perspective Revisited lists some steps to avoid when reducing or eliminating programs. They are as follows:

- Taking precipitous action based on a January governor’s budget message, the May Revise, or other local financial forecasts. Frequently colleges find out that the drastic measures they engaged or were about to engage were not necessary. Program discontinuance is more difficult to undo than virtually all other options. If cuts are required, a responsible, thoughtful approach is necessary, especially one that preserves the core mission of the college.
- Going through a program discontinuance process as a well-meaning gesture without really intending to follow through or expect change from the program.
- Using self-study aspects of program review in the program discontinuance process. While institutional data typically used in periodic program review may be necessary, program self-study aspects of program review should not be used to engage program discontinuance.
- Targeting a program solely or primarily on the basis of its size or projected cost savings to yield a certain sought-after amount of money
- Only considering program discontinuance when fiscal emergency looms
- Deciding which programs to reduce or eliminate based on personality

The Senate’s Enhancement/Sunset policy comes up often as a means to reduce programs. This policy was not intended to be used for program reductions. It is to be used only for program evaluations that meet specific criteria. A program discontinuance policy is something that the Senate needs to develop and in the future will take on as a challenge.
4. **Course offerings need to be prioritized.** Enrollment Management has been working on a methodology to prioritize courses. It is in the beginning stages, but it will ramp up shortly. Dr. Ed Karpp has produced a draft enrollment management plan outlining enrollment management principles, curriculum management, and student progress. The curriculum management section of the plan deals with scheduling, enrollment, and course and program development. This is the area that deals with prioritization of courses. In order to facilitate the discussion on prioritization, Dr. Karpp provided data on degrees and certificates, and courses that do not meet any IGETC/CSU breadth requirements/degree or certificate. This data will be used to develop a methodology for determining course priorities.

5. **Instructional reorganization.** There is a draft proposal by Dr. Mary Mirch for a reorganization of instruction. Dr. Riggs has directed all the VPs to look at their respective areas and to develop plans/reorganizations that will accommodate a move to a smaller, more focused mission for GCC. The instructional plan will realign the division reporting structure and give instructional responsibilities to Deans that at this time do not currently have any. The reorganization in its current form is controversial and maybe a little radical. An alternative has already been proposed. The proposed reorganization is only preliminary and will be modified.

Before anything instructional mentioned above is finalized, it will be thoroughly vetted at the Senate and Academic Affairs. All those who wish to have their voices heard will have that opportunity. As we go forward with this effort, our students’ needs must be at the forefront in all these discussions. Changes made primarily for cost savings is a recipe for academic disaster and should be a secondary mission in the process of streamlining the educational process at GCC and providing a clearer and quicker path for students to transfer and/or receive their degrees, certificates, and skill awards.

Visit us on the web: [www.glendale.edu/senate](http://www.glendale.edu/senate)
We have all been hearing a lot about "structural change" recently from the campus administration. While at the time of this writing we do not yet know about the impact of Proposition 30 (as well as 32), there are changes that will happen regardless of the passing of these initiatives on November 6.

Clearly, as shared by Dr. Riggs at the Classified Meeting on October 25, the college cannot simply continue to operate as if nothing has changed. In fact, much has changed. We have shrunk in size, going from being a 4500 section offering institution to 3000 to 3500 sections being offered. Many have shared with me that they believed we should never have grown to that size as an institution. In hindsight, that has cost us a great deal, but regardless, we must move on from here and probably not let that happen again.

We (and I mean that collectively as a college) must not only hope that these structural changes are done properly and fairly, we must also actively engage in them. A new era of accountability is hopefully upon us, and we cannot make decisions simply based on this area or that area of the campus or favoritism toward a particular side. In order to survive and thrive this difficult situation, decisions need to be made to best serve the college and ultimately our students.

In order to achieve these lofty goals, there must be fairness in this process, and we will work diligently to ensure that. However, in order to make sure that the process works, it takes more than a few key employees. There must be engagement of classified at all levels:

Involvement in Governance – This is so important in the day-to-day operation of the college and in the long term. All governance committees are open to everyone.

Involvement in the hiring of New Superintendent/President – As Dr. Riggs had mentioned, we need to be active in the search for the new Superintendent/President and we will set up another meeting so he can discuss what he believes we need.

Involvement in evaluation of administrators – Your honest and constructive input is invaluable in making sure we are running at 100%.

Involvement in elections that impact us (from board to statewide) – As you already probably know, the outcomes of several propositions this year and the board elections next year have an impact on the entire campus.

Involvement in the board meetings.
Things can, do, and will continue to change in the foreseeable future. Without your participation, they will still change, but perhaps to our collective detriment. The time is now. We must ALL do what we can to help navigate through difficult times.

*If you do not change direction, you may end up where you are heading.*

(Lao Tzu)

Visit us on the web: [www.glendale.edu/csea](http://www.glendale.edu/csea)

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**Gratitude * Classified Council Corner * (November 2012)**

**Classified Council Corner: Gratitude**

*by Jenny McMahon*  
*Classified Council President*

Classified Council would like to thank everyone for supporting our fundraisers so far this year. The Nacho Cheese fundraiser was quite satisfying with the help of the GCC Basketball Team, and the Tupperware Fundraiser went very well with the help of Vivian Darakjian from the Library. We will be having our Christmas See’s Candy fundraiser starting in November. These fundraisers support Classified Council Student Scholarships.

I hope you all enjoyed the Guy Fawkes Day/British Halloween lecture by Dr. Wendy Fonarow. She never ceases to amaze us with her knowledge of all things fantastic.

Our annual Holiday Party will be at the Acapulco Restaurant in Glendale on Thursday, December 13. All members will receive their invitation in November.

If you have not joined Classified Council, please do so. For only $7 a year you can help support student scholarships and participate in social and professional activities. The annual fee of $7 goes toward the many activities scheduled through Classified Council, a discounted price for the Holiday Party, free Bingo during Classified Employees’ Week, the Annual Classified Basketball Game, a birthday lottery ticket, and a free lunch at the end-of-year picnic.

Visit us on the web: [www.glendale.edu/classifiedcouncil](http://www.glendale.edu/classifiedcouncil)
Reasons to Vote YES on Proposition 30
(November 2012)

(Political Cartoon Created by David John Attyah)

REASONS to VOTE YES on PROPOSITION 30

free, quality public education is the foundation of all great democracies
if you had a latte today, you can afford to support community college
everyone needs to read more
college students are working their butts off, can't you give them a leg up?
your taxes are lower than Reagan's
yep, like two illegal wars paid for themselves
is public education really dependent on a housing bubble?
you probably can't afford private school, anymore

do you really want Bravo controlling the minds of young people?
you can read this because you went to a public school
get taxed for education, not for militarization
baby boomers enjoyed free college education - now they tell this generation they're broke
it's for the economy, stupid
pretty sure college students didn't bankrupt AIG, Merrill Lynch and Lehman's

you don't want to pay for public college, so you can spend your tax cut at Cheesecake Factory?
because everyone should read Whitman, Kerouac, and Morrison

if you're that rich, you can afford to be generous
do you really want to live in a society of stupid people?

there was a time in america when we were proud to educate people
if you can't support young people trying to better themselves, don't complain about "that generation"
the dow hits 13,500, but you're still whining about money

we are admired globally for our higher education system, not our tax structure
because education is something to be proud of

you likely took classes yourself
and you think young people can't get their priorities straight?

BECAUSE ONLY YOU CAN PUT THE COMMUNITY BACK IN COLLEGE

YES ON 30 NO ON 32 NO ON 38

paid for by a couple of tired community college teachers just trying to help your kids out

Monsenhuisart dia 2012
California Public Employees Pension Reform Act: What does it mean to us who plan to retire soon, and those down the line?

by Marcia Walerstein-Sibony
Garfield Guild Steward

It was late in August when I started getting emails from CFT personnel to contact my congressperson and say I’m against the pension reform legislation AB340. A few days later, August 31st, it was law: The California Public Employees Pension Reform Act of 2013. No discussion in the legislature, no discussion with the participants, although STRS assured me that they had been announcing ongoing negotiations for over a year. Perhaps you are like me and don’t make it a habit of searching STRS ‘s web page to find news when you don’t expect any news.

That’s water under the bridge. The pension reform act passed. Much of it was needed, some parts may be beneficial, and some came as a shock, so here it is. With the recent economic crisis and budget crisis in the state of California, CalSTRS no longer looked to be sustainable. Recent exposes of incredible abuses of the CalPers, or government workers pension, especially by a few people who employed themselves in the little town of Bell, have made the public, aka taxpayers, demand more accountability and less possibility to “spike” a pension the last years to make it cozier for the retirees. It is important to be aware of the changes, whether you are going to retire in a short while or thirty years down the line.

There are, according to STRS, 11 major changes. Most of these are for people just coming into the STRS program, but two cover everyone and will take place January 1, 2013, so those who are planning on retiring soon must be aware that certain changes can only be made until the end of this year, December 31, 2012. I am quoting from a CalSTRS Fact Sheet, which I received in a kit, but these changes can be found under CalSTRS.com.

They are:

A. “11. Prohibit the purchase of nonqualified service, or airtime for requests submitted on or after January 1, 2013. Presently current members may purchase up to five years of nonqualified service, as allowed by the IRS and pay the entire cost based on the actuarial assumptions.” This will be for current active and new members.
While buying service time was a possibly a good deal for younger members, if they had the funds to buy it, it was so expensive for older members that for many it did not pay to invest in it. At the workshop I attended through LACCD, a STRS advisor said that to buy one year of air time for someone close to retirement would cost about 25% of their annual salary. One could see that it would take years to recoup the investment, and it may not be worth it at all. For a younger member the investment is much less, so it could be more profitable. If you are interested in it, you’ll only have until the end of this year to do it.

B. “7. Limit Post-Retirement Employment. Extends the $0 earnings limit to all members during the first 180 days of retirement. Extends a very limited earnings limit exemption until June 30, 2014, and includes additional restrictions based on the receipt of retirement incentives.”

This means that as of January 1, the individual is expected not to earn anything outside of the pension in a public position for 180 days (not working days, but actual days, including summer or vacations). While at first I found this a real shock for someone in my position of planning retirement in the near future, upon further inquiry, it does not seem so bad. It does not say that you cannot work during those 180 days; rather, if you do work in the public sector during that time, you will not get your pension for that period, although you are officially retired and on pension. If your other job in the private sector, that is not affected at all.

Also, the current earning limit has great increased. It will now be $40,011, an increase of about $9,000 over last year. This is based on 50% of the median final compensation for recently retired members.

For example, let’s say you retire next June. You are supposed to wait 180 days, but instead you go back to teach in the fall, because, guess what, you need the money. You can teach in the fall, but you will not get your pension during the time you earn a salary for 180 days. After that you may continue to teach and get the pension, but not earning more than $40,011 during that year from salaries from the public sector. Anything after that will be reduced from your pension, dollar for dollar, as it has been in the past.

Adjuncts want to know—are we going to lose our rehire rights if we do not work during those 180 days? Do our chairs have the right to dismiss us if we don’t show up during that period? The answer is no. As I am writing this, wording is being discussed to insure that anyone who does not work those 180 days cannot lose their place on the rehire rights list.

Thus, not “working” for 180 days is not such a loss as it looked like at the beginning, especially for the many who planned to continue to work part-time some more years. You may continue to work; you just can’t get both public sector salary and pension for 180 days. On the other hand, the amount you may earn annually has increased substantially and may offset that initial loss.
It is vital, however, that you understand this change, and that also our department chairs are fully aware of this change, and absence from work during that period is not a reason to lose the former status concerning rehire rights.

If you cannot live with that, then it might be worth it to quickly retire before December 31, 2012. Then you will get your pension as you continue to teach for those first 180 days. Of course you lose some money by retiring earlier, and if you are receiving social security and have not worked for close to thirty years, you will have major reductions in your social security from that date on. The $40,011 earnings/year will be in effect, but then it’s much higher than last year.

C. The major changes for the new employees include a higher percentage of contribution, a later age of retirement to receive maximum benefits, the calculation based on the highest three years for everyone now, rather than just one for full-timers, places a cap on compensation used to calculate a defined benefit, and several other other factors.

In October, at the request of adjuncts, Phyllis Eckler arranged a workshop on retirement for adjuncts. Although most of her workshop focused on what rules already existed, and how for some who also are getting social security benefits it may not be worth getting into STRS at all, she did cover what seemed to be the impact of these change in rules. She emphasized that this is not only a subject for those close to retirement, but for those who need to plan out the long haul towards retirement, too. Her power point presentation can be located on the Guild/adjunct issues section of the GCC website: “Which retirement plan is right for you?” Although this is not a recent change, all those who will be receiving social security should thoroughly study the loss in social security payments you and your spouse/other get whether you’re alive or dead. This is due to a powerful law the U.S. government defines as “windfall” (see socialsecurity.gov, specifically http://www.ssa.gov/pubs/10045.html, about “windfall”, and for survivors, the Government Pension Offset.)

There are many factors to consider, and each one of us has our own individual background and needs for retirement. The bottom line is that everyone should sign up on line at CalSTRS.com to track their own retirement. You can also make an appointment at the new CalSTRS office:

505 North Brand Blvd., Suite 200
Glendale, CA 91203
800-228-5453

At this time of the year appointments are not easy to get, but plan ahead and do it. Surely you’ll return several times before this is straight. There are people who will answer small, specific questions on a walk-in basis, but they won’t help you make a complete retirement plan without an appointment in person or an appointment on phone.
At LACCD they recommend that you start to think about your retirement 6 months before you plan to do it, and have most of your paperwork done 3 months before. If you are a freeway flyer and adjunct elsewhere, you must transfer all your sick leave days to one District, and record that before your retire. It was recommended that you see which college gives you the most credit for sick leave and transfer it all to that account.

Know what are the most recent changes, evaluate them for your own situation, and make an educated choice.

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**Garfield Events**

A register to vote and voter education rally was held October 17 in the courtyard. While many of the students are not yet citizens in the ESL department, some in the business/ed section were unregistered citizens, or people who moved recently and had to reregister. While Garfield did not have a rapper and breakdancers at its rally, the information was translated into Spanish, Armenian, Farsi, and Arabic by staff for the students in their steps forward to becoming citizens and participating in democracy. Representatives of ASGCC came down, including President Arman Marukyan, who spoke both in English and Armenian. The design of the new Mariposa building and courtyard proved very beneficial for structuring such an event.

Congratulations! The Student Success Center honored 15 GED graduates and 2 Adult High School graduates at its October graduation. ESL Students also work towards certificates, and there will be a ceremony November 19 to honor those who have achieved the various levels and requirements to get this State-sponsored certificate. These demonstrate their progression through "momentum points" that lead them towards higher level academic achievements. The certificates and GED tests are "intermediate measures" along their pathway, fulfilling the goals stated in SSTF.

Visit us on the web: [www.glendale.edu](http://www.glendale.edu)
The spring semester is well underway, you are feverishly working to serve student needs, and you feel you have a handle on the situation. You may be grading mid-terms, counseling students about course requirements, helping find materials for an upcoming research paper, or staffing a window answering questions about the upcoming summer session.

Then you get the email. It comes every year, but it is still a surprise. “From the Office of Staff Development; it is time to submit your Flex packet.” You scramble to get your materials together, searching for those verification forms you KNOW are somewhere in your desk. You begin counting hours while filling out your forms and contacting your supervisor to get verification of activities. You secretly resent the demand on your time. You have better things to do. Sound familiar?

You need to understand that the Flex time you are being asked to verify is time you have received salary. The need for ongoing training to improve your skills is an essential part of your life here at Glendale Community College. Professional Development – coordinated through the Staff Development office – provides the means for you to stay current in your field, aware of the world we live in, and generate interest in new ideas that can keep you engaged and effective. The unfortunate part, however, is that you are required to report and verify these Professional Development activities. Few of us resent the activities themselves; it is the time required to complete the materials that we resent.

STEPS TO MAKE THE PROCESS EASIER

But with a little planning and understanding, you can avoid the scenario described above.

The first step in streamlining the process is **keeping your materials in order**. It seems obvious, and some of you already do this. But for many the rush of daily work gets in the way of keeping our information organized. All you need is a file folder labeled “flex obligation,” to place your materials. If you have any questions about what qualifies for Flex, the Flex Manual is available online (faculty and staff – Staff Development – Staff Development Forms).

**Organize your submission.** One of the biggest problems facing the Flex committee members is aligning the activities listed on the form with the accompanying verification. This can lead to delays with verification, potential misunderstandings on the part of the reviewer, and spending more of your time answering those questions and even resubmitting materials for the Flex committee. The easy solution: simply present your verification in the same order as the activities are listed on the Flex form.

There is another reason to organize your submissions. The Flex submission form cannot be saved, so you should have all of your materials organized before your start. It is very frustrating...
to begin filling out the verification form and find that you need to locate materials – and end up losing all of the information because some other task interferes with completing the form.

**Over-submission** is yet another easily avoided problem. If you owe 30 hours of Flex (the requirement for a full time employee), you do not need to supply 80 hours of Flex verification. It is not only a waste of your time, but of the Flex committee as well. You may want to report a few more hours that required in case the Flex committee rejects some of your claims, but excessive over verification is simply unnecessary.

You can also complete your Flex forms before the call comes out from the Staff Development Office. If you know you will need to verify 30 hours, and you have it completed in fall, why not submit your Flex form during the Winter break? You have more free time, it will not interfere with your regular spring workload, and the Flex committee will thank you since it allows them to spread their workload out through the Semester. The Form is available all year round on the Staff Development Website. Why not take a look right now, see what you need for this year, and begin organizing right away? **Beat the rush; submit early.**

These are but a few suggestions that can make the Flex process less painful for everyone involved. If there are any questions, please contact me, Roger Bowerman, in the Staff Development Office (extension 5135). I look forward to helping you make the process as painless as possible.

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**Innovations Expo 2012**
(November 2012)

**Innovations Expo 2012: So Cool, So Distinguished, and He's Coming to GCC!**

*by Pat Hironymous*

Michael Wesch will be the keynote speaker for Innovations Expo 2012, a two-day event sponsored by the Title V Gateway and GAUSS grants. Who is this guy you have been hearing so much about?

His first short video, "**The Machine is Us/ing Us**" was released on YouTube on January 31, 2007. It was an instant hit and has now been viewed more than 12 million times.

He followed up with "**A Vision of Students Today**," a short video he created with 200 Kansas State students to explore the state of higher education today. The video became number one on the Web in October 2007 and now has over 4 million views.

He has won several major awards, including a Wired magazine Rave Award, the John Culkin Award for Outstanding Praxis in Media Ecology, and he was recently named an
Emerging Explorer by National Geographic. The New York Times calls his work simply "a phenomenon."

He has received several teaching awards, including the 2008 CASE/Carnegie U.S. Professor of the Year for Doctoral and Research Universities. He also holds the Kansas State University Coffman Chair for Distinguished Teaching Scholars.

He will be here, with us, speaking at GCC on Thursday, November 15, from 12:20 to 1:20 p.m., in the auditorium, to cap off the events for Innovations Expo 2012, sponsored by the Title V Gateway and GAUSS grants.

All faculty and staff are invited to this exciting event. An hour of FLEX/CPGU and a box lunch will be available after the talk. Reserve a seat now, before they are all gone!

To make your reservation for the Michael Wesch talk, contact Pat Hironymous at TitleVGateway@glendale.edu.

**About 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 our 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 emailed to Julie Gamberg. If you have announcements you wish printed or any questions, contact Julie at jgamberg@glendale.edu.

The Chaparral Editorial Board is composed of volunteers and is open to any college staff members. The current board includes Julie Gamberg (editor-in-chief) and Hollie Martin (production editor). Columnists are Guild President Isabelle Saber (Guild News), Academic Senate President Mike Scott (Speaking of the Senate), CSEA President Hoover Zariani (CSEA Connection), Classified Council President Jenny McMahon (Classified Council Corner), Guild 2nd Vice President Phyllis Eckler (Adjunct Junction), and Marcia Walerstein-Sibony (Garfield Gleanings).

**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.*
MILESTONES
of our Glendale College Community

Monika Deukmejian, daughter of Adjunct N/C ESL Instructor Karen Deukmejian, was elected Sophomore Homecoming Princess for Verdugo Hills High School. In addition, she was also recognized for Academic Excellence by CAPS, LAUSD, and the City of Los Angeles. (And 16 years ago, Monika's birth was announced in the Milestones.)

Andrea-Marie Stark (Theater) flew back to Chicago a few weekends ago to reunite with the original cast of Wrens (a play about seven women serving in the Women's Royal Naval Service). During its opening season (1996), the cast won three Jeff Awards (the Joseph Jefferson Equity Awards are Chicago's Tony awards) for Best Ensemble, Best Supporting Actress, and Best New Work (Wrens). This put the then brand new company of Rivendell "on the map" in Chicago Theatre, and the cast members went on to have solid theatre careers. Andea-Marie was overjoyed to be reunited with the other cast members and experience the play once again.

We want your Milestones!
Do you have any milestones to share with us?
Send them to: jgamberg@glendale.edu