Season's Greetings

from all of us here at Chaparral!
May the 2012 holiday season be a time of health, healing, and community for all.

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by Michael Ritterbrown

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by Julie Gamberg and Hollie Martin

Milestones of our Glendale College community
A funny thing happened at the Master Planning Committee (Team A) meeting on November 16: everyone agreed.

It happened during a discussion of planning themes – concepts around which annual planning might be shaped. The question that came forward was whether we could adopt a single direction that would allow for consensus in our planning.

What followed was an intensely focused and unified discussion about the state of the college, its values, and the direction we need to move. There was a sense of investment and urgency. Most surprising, perhaps, was the feeling that all along we’ve been in agreement about many of our core values. We just haven’t been talking about, or acting on, that agreement.

The initial shift in discussion began with the idea of healing. It was agreed that actions and discourse at the college have become particularly acrimonious over the last few years and have undermined our sense of trust in each other and our ability to work collaboratively. And, at this time, what we need most as a college is to heal. But healing is a result, not an action. We agreed it was imperative to identify what we could do to create an environment in which healing would take place.

So what has caused this damage? Part of it is circumstance: the ongoing fiscal train wreck in which we are passengers. Ultimately though, this circumstance is more a catalyst than the problem itself. It has caused an atmosphere of uncertainty, frustration, and fear. But the real problem is that we have lost our connection to one another, our desire to support and respect each other.

What then is the solution? The recognition of a problem is the beginning; the solution lies in changing our actions, finding ways to create unity rather than division, and growing a culture of support and appreciation. What we need more of is community. A number of suggestions were put forward at the meeting, among them the possibility of sponsoring events such as faculty lunches, campus barbecues, and town halls. There was agreement this could promote community, but that we needed to address directly the central concepts of trust and support to create an atmosphere conducive to healing.

But ultimately the group agreed that it comes down to one thing: us. We need to take direct responsibility for creating connection. We should be speaking to one another across our campuses in the same way we spoke in the Team A meeting: openly, with the intention of creating solutions. We should communicate with our colleagues about our desire for community, about how we all might work to bring the campus together. In the end, this is the heart of the issue: we need to come together. Not just at scheduled events, but in a sustained and sustainable way, within the ecosystem that is the community; we need to talk to each other in our offices,
during and after meetings, in line at the coffee cart, as we pass each other in the halls and on the walkways.

We need to begin discussing our common goals and differences with an eye to strengthening the community and finding lasting solutions. We need to listen respectfully and create an environment where open and productive discussion is encouraged. We need to act on ideas that bring us together and help us serve our students and the college more effectively. We need to give one another permission to try and fail, and we need to support each other’s success.

There’s no reason we can’t do these things. If the Team A meeting is any indication, there’s a strong desire among the members of our community to move beyond the things that separate us. Real community depends on all its members; it happens if we make it happen. The power is in its collective will.

It’s been a long time since I was in a meeting where I heard such universal consensus. The hope we felt was tangible. Some had questions about how we might come together, but none questioned the benefit or the necessity of taking action to make things better.

We won’t solve all our problems in a day. We won’t solve all our problems ever. But that remarkable meeting made it clear the most important thing is for us to move forward together.
An Educational Revolution in the Age of Digital Production:  
A Review of Michael Wesch’s talk  
“The End of Wonder in the Age of “Whatever”

by Sarah McLemore

"It was one of those days when it's a minute away from snowing and there's this electricity in the air, you can almost hear it. And this bag was, like, dancing with me. Like a little kid begging me to play with it. For fifteen minutes. And that's the day I knew there was this entire life behind things, and... this incredibly benevolent force, that wanted me to know there was no reason to be afraid, ever. Video's a poor excuse, I know. But it helps me remember... and I need to remember... Sometimes there's so much beauty in the world I feel like I can't take it, like my heart's going to cave in” (American Beauty).

Michael Wesch’s powerful talk, “The End of Wonder in the Age of Whatever,” given on Thursday, November 15th in the GCC auditorium to a full house of faculty, staff, and administrators, took his audience on a tour through his approach to digital ethnography. Wesch is chair of the Anthropology Program at Kansas State University. In his teaching and research, he uses new media including hypertext fiction, Youtube videos, wikis, and other genres to probe at the myriad problems facing the American educational system. Wesch’s primary thesis seems to be that the structures in place in our overcrowded, underpersonalized, and overregimented schools lack forces which could productively impact students’ success. To undertake an educational revolution, he argues, we need to harness the power of new media to effect change in education. His talk focused on three systemic problems and solutions:

1. The lack of authenticity in teacher/student relationships and the correlative need for instructors and students to engage empathically (possibly through the use of new media such as wikis, blogs, or jointly-crafted videos).
2. The lack of personal interaction between students and students and instructors and suggestions for how different types of learning communities might be created to formulate missed connections between these groups.
3. The lack of wonder in schools and ways in which different teaching modalities such as project-based learning may create experiences of wonder and critical thinking leading to increased student engagement.

While I’m guessing this was not his goal, throughout Wesch’s talk which included a viewing of some of his digital ethnographies (available here: http://mediatedcultures.net/), I found my mind wandering (wondering?) a lot to the 1999 Sam Mendes film American Beauty.

In the film, character Ricky Fitts is a social misfit, aspiring film maker, and keen observer of those around him. In one of the most powerful scenes in the film, Fitts recalls the sublime experience of watching a plastic bag dancing in a winter’s day. As he narrates, the audience watches Fitts’ film of the bag as it floats around a nondescript sidewalk. The video is shaky and
amateurish. The object and setting of the film are less than impressive. Yet by the end of minute-long scene, the viewer, like Fitts, recognizes the awesomeness of the bag’s journey. Fast forward 250 years or so from Immanuel Kant’s conception of the sublime and the beautiful, or 200 years or so from Percy Bysshe Percy Shelley’s terror and awe at Mount Blanc, and this is what we’re left with: the bag is the Sublime 2.0. It’s beauty and wonder in the age of digital production.

So what’s the connection between Wesch and Fitts? Why consider a plastic bag alongside a Carnegie award-winning professor of anthropology?

Well first, I think that if Fitts was Wesch’s student, he would have given him an A+ for his film of the bag and put it up on his Mediated Cultures blog. But second and more importantly, the clearest charge I took from Wesch was to find examples of wonder, beauty, and the sublime in our distinctly digital and often depersonalized era. By uncovering these examples, he believes that our students will think critically and grow as scholars and empathic individuals. Fitts is a student who, if you’ll recall from the film, can’t find a place for himself within a pressurized, depersonalized, and highly conformist educational system. Yet he’s also the most thoughtful and engaged character in the film. At GCC, all our classes have Fittses in them on the margins, scraping by, and trying to find their place. Wesch’s talk reminded me of our paramount obligation to draw them in and help them to succeed.

It’d be easy to end this article on a high note and in the paragraph above, but as I go out to apply Wesch’s inspirational charge (and as I suddenly and ineluctably feel drawn to leave my reusable grocery bags at home and come back from Von’s loaded up with food in flowing white plastic bags…) I can’t help but consider some of the questions that I’m left with.

1. **Do we have any data to help guide us towards effective changes?** Wesch’s talk was inspirational and his examples powerful. But as we all know that the plural of anecdote is not data. It’s not totally clear how changes to teaching and learning of the sort he described may actually impact student success. While Wesch would probably not approve, I feel the need to quote that most draconian schoolmaster, Thomas Gradgrind, from Dickens’ Hard Times, and state for the record that “what I want is facts.”

2. Wesch’s talk did not address how the types of wonder-inspiring teaching scenarios he examined could be scaled up. **Does he have any systematized examples to share?** A pocket of innovation can be powerful, but it may be more tactical than strategic and, possibly, less effective overall. One of the best things about the Gateway and GAUSS Title V grants at GCC is that they are creating systems rather than pockets of innovation. I’d like to hear more about these types of projects.

3. **Is there really such a thing as an authentic self?** Wesch is focused on concepts of authenticity and identity. But in this most postmodern world, I think the idea of an authentic self has more or less been unseated and moved beyond. Besides, I’m not sure that my students, personally, would want to see my authentic self (if one does exist) when I teach a 7:15 class. It’s just not a pretty sight.

4. **Does Wesch have examples of the types of innovative learning he finds most fruitful taking place at community colleges?** The pressures we face to accord with standards from the Chancellor’s Office, for articulation, and other forces have a strong impact on
what we do and how we do it. It would have been gratifying and useful to see some of these types of examples addressed in his talk.

Despite my lingering questions, I enjoyed Wesch’s talk quite a bit and look forward to investigating the topics he’s raised through future conversations on campus and through the forums that the GAUSS and Gateway grants are able to provide us with.

For those who missed Wesch’s talk, it will be archived on the GCC Title V campus website: http://campusguides.glendale.edu/content.php?pid=378681&sid=3250233

Let’s make it the Best of Times for our Students * Garfield Gleanings * (December 2012)

Let’s Make it the Best of Times for Our Students

by Rosemarie Shamieh

I’m reminded of Dickens’ famous opening sentence: “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness…”

A former professor at Harvard University, Stephen Goldsmith, has dubbed today’s times as the “new normal” where “the current fiscal crisis isn’t a passing phase; it’s a new, enduring reality that must be confronted.” If you were at the recent Guild meeting, you heard several of our own esteemed colleagues express the very same sentiment.

Living in this “new” normal we are being asked to examine: What are we good at? (our Mission); What do people want from us? (our Market); How do we bring these together in a way that is true to our mission and generates resources? (our Margin).

This article isn’t about to answer these questions; I’m writing to remind our campus community of why we entered the teaching profession—because of the young and the old that find their way into our classrooms--our students!

Please allow me to introduce you to a few of our continuing education students:

- Meet Maher: Formerly employed as an engine assembler, Maher had never finished high school because at the age of 15 he needed to enter the workforce where he remained until he was laid off at age 41. Someone told him if he wanted to improve his chances of finding employment, Maher should enroll in noncredit GED classes at GCC. Traveling every day from his home in Van Nuys wasn’t easy, but he did just that, “And it was so worth it,” Maher said, “I walked away with more than just a diploma; I found hope--and my self-esteem.”
• And Sasha. A stay-at-home mom for over 20 years, Sasha has been taking computer and keyboarding classes at GCC since the start of the semester. It’s because of these classes, the dedicated faculty, and incredibly encouraging atmosphere that she is confident she has the knowledge and skills needed to reenter the workforce.

• And then there’s Nardeh. Within weeks of his arrival to the States from Iran, Narbeh was enrolled in noncredit ESL classes at GCC. The campus atmosphere and encouraging environment inspired him to take additional classes—classes he otherwise would never have considered taking. He took math and accounting, and just the taste of the technology offered him at Garfield has him wanting to pursue credit classes. His ultimate goal? To earn a US college degree in technology.

• Finally, let me introduce you to Hagop, who says, “Just because you’re in your 60s doesn’t mean you can't surf the web like a pro.” He has taken both an Internet class and a second workshop on the topic at GCCs Garfield campus and is now teaching his granddaughter how to locate online tutorials for her math class.

These are but a few of the many hundreds of personal journeys that make up the fabric of our student population at Garfield.

In the words of Art Buchwald, “Whether it’s the best of times or the worst of times, it’s the only time we’ve got.” While defining the “new” normal at the intersection of mission, market, and margin, let’s remember to make it the best of times for ALL of our students (credit and noncredit), and by extension, ourselves.
I met Alex Hamond, a senior technician at GCC’s San Gabriel lab, via the GCC intranet when he fixed a host of pesky computer problems for me. It turns out that Alex attained his GED through us and then went on to earn his AA at the main campus and his B.A. at Cal Poly Pomona “I think of the Garfield Center,” Alex said, “the Student Success Center in particular, as the first step … the cornerstone in the process of one’s educational planning and career building. As an adult returning student, or as a high school dropout, it is the place where you can find the lost ‘blueprint’ of your future.”

Another one of our success stories is my student Juan. Juan is an ex-con, well-known to the Glendale Police Force, as he told me—now for what he does for them, as opposed to before for, well, what they always had to do to him. Juan told me that the day he earned his GED was the happiest day of his life, happier than the day he got out of prison.

We celebrate another ex-con student, Mark. Mark worked with me for English and Sevan Ourfalian for math. He looked like a cherub, but he’d been a gang-banger and incarcerated since he was twelve years old. He’d found his way out of that life and was studying the ministry. When he passed the GED, Mark’s church sent him on to another state to study theology. Before he left, he spoke to students about the dangers of gang life at several of Sevan’s high school classes, and at several GED graduations.

The Student Success Center is where we prepare students for their future wherever they happen to be now in their academic life.

(Stay tuned next month for more success stories from the Student Success Center, as well as the conclusion of Leah Podgorski’s essay.)

Leigh Podgorski is also a writer. Her books include: The Women Debrowska, Ouray’s Peak, and the Stone Quest series: Desert Chimera, Gallows Ascending, and due out this summer: Neuri Shape-shifter. Leigh’s books are available on Amazon, Kindle, and Lulu.com. More information about Leigh and her work can be found @ www.violethillsproductions.com, including her documentary We Are Still Here, the story of Katherine Siva Saubel and the Cahuilla Indians of Southern California.
The passage of Proposition 30 last month brought some much-needed relief to our campus. Thankfully, we are now able to ward off dismissals of classified staff, select administrators, and adjunct faculty. More importantly, we can abandon the idea of eliminating several hundred sections from our course offerings, a decision the would have been essentially imposed upon us by the state through a reduction of our workload.

In laymen's terms, "workload" determines the maximum number of funded, full-time equivalent students (FTES) for which each community college is eligible. The FTES generated beyond this preset workload and a modest growth cap (also calculated by the Chancellor's Office) receive no funding from the state. In other words, the marginal cost of educating additional students would have to be borne entirely by the District. As much as we would like to, we do not have the luxury of expanding our offerings beyond our workload/growth ceiling; we simply cannot afford to do so with no state funding to offset the cost of each additional class.

Many individuals were instrumental in educating our constituents and bringing an impressive victory to the California Community College system: the coalition between CFT and the Governor proved to be a successful partnership at the state level. Closer to home, we reaped the benefits of the Board of Trustees, the administration, faculty, classified staff, and students working in concert toward a common goal. Together, we were able to pass one of the most progressive tax measures in California's history.

Are we out of the woods? The answer is NO. Proposition 30 has temporarily stopped the hemorrhaging of K-14; however, it does not bring an influx of additional funds into the system. Locally, we have managed to stave off additional mid-year cuts to our budget and to maintain our workload; however, we continue to operate at a deficit that should be addressed in both the short and long terms. We still need to heal the wounds caused by multiple years of underfunding and reductions to community colleges.

During the weeks preceding the November election, administrative, classified, faculty, and student leadership held a series of meetings to determine areas in which additional savings could be realized. This group, with the participation of many stakeholders, generated a list with the understanding that some of the proposals would be explored and subsequently implemented regardless of the passage or failure of the tax proposition. The Guild continues to pursue these proposals in order to realign the District's expenditure with the new fiscal reality of education in the state. We simply cannot continue to balance our annual budget by expecting salary reductions from employees of the college.

We still have a challenging period ahead of us, albeit one that is less daunting than the restrictions Proposition 30 would have brought to K-14. By working together, we may reach fiscal viability once again while working toward a more permanent solution to education funding in California.

Visit us on the web: www.glendale.edu/guild
Speaking of the Senate: Motions Summary

By Michael Scott
Academic Senate President

The Senate has been busy this semester. The following motions were the most important of those that were discussed. They covered areas primarily important to our students.

- **Motion 2012-TBD** The Senate requests $20,000 from the Glendale College Student Success fund for the purpose of restoring the Senate PFE funding program.

When the PFE program started, the annual funding was over $50,000 annually. It dwindled from there down to $35,000, then $23,000, in 2010 it was further reduced to $3,000 where it is today. The Senate is hoping to receive these student success funds so we can fund such projects as WAC, RAC, EAC, UN Model program and some of the other programs we were able to fund in the past.

- **Motion 2012-15** The Senate recommends that course grades of a C- from another higher educational institution be accepted as a passing grade at GCC.

It has been the policy at GCC that grades of C- earned at other institutions are considered non-passing. If the course is a pre-requisite for one of our courses, the student must repeat the class at GCC. GCC does not award plus/minus grades and a C- would be recorded as a C. The Senate felt that this was disadvantageous to students transferring to GCC, so the Senate has recommended that a grade of C- be recognized as passing.

- **Motion 2012-16** The Senate documents the adoption of the correlation of minimum qualifications for noncredit disciplines that have corresponding credit disciplines at GCC.

The state minimum qualifications for noncredit courses and those of GCC differ. Our requirements are higher for most of the disciplines. GCC requires the same minimum qualifications for both noncredit and credit courses, but it currently does not formerly appear in our minimum qualification handbook. This motion will correct the omission.

- **Motion 2012-21** The Senate selects the final exam schedule option featuring 20 minutes of passing time and a first-exam start-time of 6:30AM, and stipulates that the administration shall ensure that all class start times are accounted for in the schedule.

The Senate was presented with three options for changing the final exam schedule. Currently, there are conflicts among the blocks scheduled so that some students have two finals at the same time, and a student having to take finals on days the class does not meet. The 6:30AM proposal was the most acceptable choice to the Senators. The Senate will consider one more alternative that was not considered: whether we should just keep the same final exam schedule and adjust it for irregularities.
• **Motion 2012-14** The Senate approves changes to AR 4240 (Academic Renewal Without Course Repetition).

AR 4240 before amendment allowed students to eliminate up to 24 units of course work over two consecutive semesters from the calculation of their GPA at GCC. This policy was developed to help those students who had legitimate reasons for earning non-passing grades in the past for reasons such as health problems, change of major (for example, if a student was a chemistry major and could not handle the math requirements so she changed to another, less math-oriented major), military deployment, or any other reason deemed appropriate for renewal.

The problem with the old AR 4240 is that it eliminated all coursework in the two semesters. That meant if a student took four three-unit courses in a semester, and earned an A in two and F’s in the other two, all courses were eliminated and the two A courses would have to be repeated. The revised AR 4240 allows students to eliminate 24 units of non-passing grades without having to eliminate any passing grades. Under both scenarios, the courses and their grades will still appear on the students’ transcripts but will not be counted in GPA calculations.

• **Motion 2012-19** The Senate approves the amended 2012 Instructional Plan.

The Instructional plan has now been formally adopted. It was approved by the Senate, Academic Affairs, and Campus Executive. It is a living document that will be reviewed each year and go through program review.

• **Motion 2012-TBD** The Senate approves the new PLO and SLO assessment form.

The SLO and PLO forms have now gone through the governance process. Everyone should have received a copy of them from their division chair for use this Fall semester. It is important that we do our SLO/PLO assessments this semester so that we can be in compliance with accreditation. Kudos goes out once again to Yvette Ybarra and David Yamamoto for their work in getting these up and running in a very limited time-frame.

• **Amended Motion 2012-12** MSF The Senate deletes ESL 133 and 141 as graduation requirements under Section 10(d) (2) (Communication and Analytical Thinking) graduation requirements.

This motion was included, even though it did not pass, to inform the faculty that the Senate has assigned the C&I committee the responsibility of vetting graduation changes before the Senate receives them. C&I is now a subcommittee of the Senate, therefore it makes sense that the changes to graduation requirements be reviewed at C&I first, after which they are submitted to the Senate for approval.

Finally, with the passage of Prop 30, GCC was able to avoid most of the very ugliest of solutions to our budget deficit. But the passage also brought another blessing. The efforts to pass the proposition helped bring us back together as a community. We may not be all the way back, but we have made progress. The walls that went up in prior years, as we battled the economic woes
we faced, have started to come down. We are, for the most part, more civil, respectful, and collegial. The constituencies on campus are working better together, and we are getting back to the “me too” attitudes of the past rather than “this is mine” of the past few years.

As we celebrate the holiday season, it is hoped that we will let bygones be bygones and come back in the new year with a resolve to repair our remaining issues and bring back the community spirit we used to enjoy. Happy Holidays to all!

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

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**CSEA Connection: Healing Takes Courage**

*By Hoover Zariani*

*CSEA President*

There has recently been quite a bit of conversation focusing on the issue of “healing” on this campus. This conversation started at a Team A Meeting, which is the committee that deals with the college’s master planning (amongst other things).
This issue was raised as a result of conference attendance by several members of the committee (mainly Michael Ritterbrown) on how another community college actually picked a theme for their school year and infused that theme in everything they did for the year.

The information was extremely interesting and got most committee members thinking. If GCC were to pursue such an idea of an annual theme, the theme of “healing” resonated with many participants.

Over the last several years and continuing to today, there have been various causes of friction amongst different campus constituencies: staff, faculty, the board, the community, and every combination thereof. Regardless of the reasons for this friction, it is something that has separated us as a community of people involved in helping students achieve. It is this friction and hurt that needs healing.

Healing is very important. It makes us whole again, it restores our true and genuine self, and it gives us confidence that we can survive. However, healing doesn’t simply just...happen! Certain conditions and a certain environment must exist to allow healing to take place.

A wound cannot heal if the conditions that created it still exist. We must find a commonplace of trust amongst all constituents so that we are not pitted against each other and we deal with each other fairly. We cannot give to one group while taking from another. Our resources are limited, and we must figure out how to share them in a balanced way.

A wound does not heal itself. It takes a caring hand to make sure the wound is properly medicated and is on its way to healing. The wound needs changing and constant attention by a caretaker. Our leaders need to be the caretakers of this campus and help us in this healing process.

A wound cannot be forced to heal. It takes time. We must recognize that even though we are all working hard to try to heal these wounds, it will take a lot of time and energy. This means that we all work on it together in order to get there.

I realize a lot of this may sound idealistic and unrealistic, but it is not. I don’t think anyone is against healing. I really believe there is a path to healing, but it must be deliberate and intentional. I hope we will all work together to get there. I have invested 22 years in GCC, and I know many of us have. I don’t think we want our investment to fail. I anxiously await to see what each of us put forth to accomplish this goal.

*Healing takes courage and we all have courage, even if we have to dig a little to find it.*

(Tori Amos)

Visit us on the web: [www.glendale.edu/csea](http://www.glendale.edu/csea)
Recently there have been several open Campus Executive and all-campus meetings regarding the administration’s plans to streamline the district budget and shrink (what Interim President Dr. Riggs describes as) an ongoing “structural deficit” in our district’s financial circumstances.

The President is promoting plans to merge certain instructional areas (such as credit and non-credit ESL), eliminate stand-alone courses or programs (those that do not lead to either a certificate, a major, or a transfer), reduce duplication in student services, and to begin to think of reducing Glendale College to a 3500 section institution from the 4200 course offerings it once boasted. This would entail eliminating some Basic Skills classes, compressing and accelerating certain Language Arts coursework, and eliminating non-essential services that do not meet the new streamlined mission of the college to produce AA graduates, certificate completion, and transfer-ready students.

Adjunct faculty believed that with the passage of Proposition 30 the college would be back on sound footing. However, the many years of educational cuts have taken a toll. Increases for step and column in the salaries of long-tenured contract faculty, the rising cost of health care premiums, and the on-going increases in the licensing fees that the district pays for certain services/technology have whittled away at our finances over the past few years. President Riggs feels that without shrinking the college, these financial commitments will not be met in the future.

The other change that the administration is asking for is a cut in the pay for full-time contract faculty who teach during an intersession. By equalizing the pay of full-time faculty during an intersession with that of part-time faculty during a semester, the district feels that it will have more flexibility to move class scheduling around from regular semesters to intersessions and vice versa. Where the savings from this pay cut goes is now being considered at the negotiating table by the guild and the district.

You can find discussion of these proposed changes under “Documents & Info” on the GCC Private Internal Links page (look for Special Campus Executive Meetings October 2012).

All these possible changes will obviously have a strong impact on adjunct faculty. For more information on the changes proposed and for a voice in these decisions, please read all the guild negotiation updates, let the guild know your opinion, participate in surveys, and vote for contract changes when you receive a ballot (only adjunct faculty who are guild members may vote. A no-cost membership form is available on the Guild website [www.glendale.edu/guild](http://www.glendale.edu/guild)). Your future employment and financial health may depend on your getting involved.
The Rehire Rights List for 2012-13 has been released to the Guild and to Division Chairs. Each adjunct faculty member who is on the list should have received an e-mail notification of that status. To be placed on the list, a part-timer needs to have received one “exceeds standards” evaluation and to have worked in the district for ten semester/interessions. To see the full requirements please go to page 44 of the Contract (found in PDF form at http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=1186). If you believe that you are on this list and do not receive a notification of that status at your GCC e-mail address by December 3, 2012, please contact Human Resources or your Division Chair to check on your status by the deadline of January 13th 2013.

Applying for Unemployment Benefits

Adjunct faculty who are not employed or working less during winter may apply for unemployment benefits. The date to apply is the last date of final exams at GCC (unless still employed elsewhere). For more information on applying for unemployment benefits, please see the publications under “Adjunct Faculty” on the Guild website www.glendale.edu/guild

(For any comments or questions, Phyllis Eckler can be reached at peckler@glendale.edu or at extension 1122.)

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

A Thank You * Classified Council Corner *
(December 2012)

Classified Council Corner: A Thank You
by Jenny McMahon
Classified Council President

Classified Council would like to thank everyone for supporting our fundraisers so far this year. The Holiday See’s Candy fundraiser is off to a terrific start and we will be selling See’s Holiday boxes the week of December 10th in the Administration Building on the first floor by the Information Booth. Please stop by and see what we have to offer or just to say hello. These fundraisers support Classified Council Student Scholarships.

Our annual Holiday Party will be at the Acapulco Restaurant in Glendale on Thursday, December 13. Everyone is welcome to come and have a jolly good time. This is the perfect opportunity to visit with friends and win fun raffle prizes! You can go to our website and download the invitation at: http://www.glendale.edu/classifiedcouncil/pdf/holiday2012.pdf

If you are a member, it is only $20 for the Holiday party. If you are not a member, it is $25. So, if you have not joined Classified Council, now is the time. 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.

Classified employees have done a splendid job this past year in so many ways. This past month, we were able to visit several different departments on campus to see how students, faculty, and classified staff work together. The Innovations Expo 2012 which presented the Title V Gateway and GAUSS projects was a truly eye-opening experience. What a fabulous illustration of how well we can all work together for the benefit of our students. Many Classified employees were involved in making this week of presentations possible, and I thank them.

On behalf of Classified Council, we wish you all a Happy Holiday and a Happy New Year. We look forward to a new beginning for Glendale Community College in 2013.

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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 Walenstein-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.
Sacramento Scoop: Prop 30 Passes!

By Andra Verstraete

We have much to celebrate with the passage of Proposition 30. Community Colleges avoid $545 million in cuts, and students at GCC will not see their spring courses slashed. We can all breathe a collective sigh of relief. The measure won with 54% of voters in favor and 46% opposed. The initiative means that community colleges will receive $159.9 million in deferral buy down (money that is owed to us) and an additional $50 million in what is referred to as “growth” but is really restoration/access.

It is important to remember that passage of Proposition 30 does not fix the underfunding of education, but it does provide a band aid for community colleges faced with years of cuts. The tax increases are temporary, and while Prop 30 does guarantee that money will be put in an Education Protection Fund, there are specific ways in which it can be allocated and spent. It will be interesting to see what the Governor will do when he rolls out his January budget. Governor Brown has indicated that he wants to buy down debt by reversing the deferral, but community college leaders would like to see funding put into access, COLA, and categorical programs. The Governor introduces the budget for the next fiscal year on January 10, 2013.

Democrats have captured a supermajority in both houses of the legislature.

Democrats have officially secured a supermajority in the state legislature, something they haven’t done since 1883! California saw a single party supermajority under Republicans in 1933. Democrats can now raise taxes, recommend changes to the state Constitution, override vetoes, and change parliamentary rules without any Republican votes. Speaker of the Assembly
John Pérez and Senate Pro-Tem Darryl Steinberg have indicated that they will be cautious with their new power. Although Democrats have 29 of the 40 Senate seats and 55 of the 80 Assembly seats, this could be short-lived. Results of the November election coupled with upcoming local elections in the spring will result in a number of members moving from the state legislature to congress or other elected positions such as city council. When this happens, their current position will need to be filled, most likely with a special election. Democrats may have a relatively short time to figure out how best to use their unilateral power.

Friday, November 30, 2012 marked the official adjournment of the 2011-12 legislative session. On Monday, December 3, the incoming legislative class of 2013 convened for its one day, constitutionally required organizational session, where dozens of newly elected and re-elected legislators were sworn in. It is also the first day of the 2013-14 legislative session when bills can be introduced. According to the Sacramento Bee, “nearly half the Assembly's seats – 38 of 80 – will be filled by freshmen. The modern high, 39, was recorded in 1934. Term limits for the incoming class will be 12 years in either house, not a maximum of six in the Assembly and eight in the Senate,” thanks to Proposition 28, passed by the voters in June, 2012.

Here’s the breakdown of members in both houses:

Assembly

- 55 Democrats, 25 Republicans
- 59 men, 21 women
- 5 openly GLBT
- 7 African-Americans, 8 Asian-Americans, 16 Latinos
- 38 freshmen, who can serve until 2024

Senate

- 29 Democrats, 10 Republicans, 1 Vacancy (2 more vacancies expected in January)
- 28 men, 11 women
- 1 African-American, 3 Asian-Americans, 8 Latinos
- 3 openly GLBT
- 1 freshman who can serve until 2024
**Question of the Month: December 2012**

The act of water meeting sand has always signified peace, safety, and healing for me. Even in the midst of chaotic waves and pummeled sand, I (Hollie) never feel as calm as I do when looking at the ocean...

A few years ago I went up to San Francisco to visit some friends, and they took me to see the [Sutro Baths remains](#). I was overcome with the sense of peace and tranquility the spot had to offer, and to this day, this photo stands out in my collection as one of my favorites. This specific ruin extends over the turbulent waves, acting as a support to anyone who wishes to remain free from the furious current below.

In considering this month's theme of healing, community, connectivity, relationship, family, and trust, I am now looking at this photo as a metaphor of what Glendale Community College can be for our students and for our co-workers. What we do within our sphere of influence--whether we are meeting with a student during our office hours or organizing a campus-wide gathering for the entire community--should work toward creating a place of safety, peace, and trust for all involved.

I try to create healing environments in my classrooms; I'm curious to hear how you provide a bridge over the turbulent waters of life (family problems, monetary struggles, sickness, heartache, anger, frustration, and depression, just to name a few waves).

*How do you help to create a place of healing, community, connectivity, relationship, family, and trust within your classroom/office/primary workspace, whether on the main campus or at the Garfield extension? What have you seen as a result of your efforts? If you have never considered this concept within your work environment, what do you wish to achieve or accomplish in these areas?*
Milestones
(December 2012)

Milestones
of our Glendale College Community

Kristene McClure, adjunct instructor of Credit ESL, successfully defended the first 3 chapters of her dissertation during Summer 2012 and will present her research in progress in an individual paper session at the 2013 conference of the American Association for Applied Linguistics.

Carolyn Payne (President) and The Patrons Club of GCC/Foundation would like to thank everyone for their donations, gifts, and participation in attending our annual Fashion Show/Luncheon and Fundraiser, which was held on November 2, at the Castaway Restaurant. The event was a total success and we will be able to help students to continue their education from the funds through scholarships next year. The food was delicious, the models were outstanding, the parking and service were seamless. The Patrons Club is sincerely grateful and thanks you all from the bottom of our hearts. (Please check out some photos of the evening, courtesy of Aida Avanousian: http://dellbby.wix.com/fashionshow)

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

Chaparral News

We wish you and your family the happiest of times this holiday season.