In Defense of Art Education (again . . .)
by David John Attyah

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Shop Talk with Ramona

by Ramona Barrio-Sotillo, Guild President

A Holiday Request During a Difficult Budgetary Year

As we come to the end of the fall 2010 semester, I would like to be optimistic and say that all is going well for the college and good times are ahead for us. However, that kind of optimism is unrealistic in the economic climate the state of California and the college are experiencing.

Writing an article about the budget has never been a good idea, because the budget picture changes on a weekly, if not daily, basis. However, with so many things happening, I thought it would be worthwhile to look at the state’s financial problems within the context of the budget reality at Glendale College.

Recently, the Legislative Analyst’s Office (LAO), a non-partisan body in Sacramento, sent out its recommendations for the year, which will not be a good one. As stated in the LAO’s 2011-2012 Budget California’s Fiscal Outlook executive summary:

Our forecast of California’s General Fund revenues and expenditures shows that the state must address a budget problem of $25.4 billion between now and the time the Legislature enacts a 2011-12 state budget plan. The budget problem consists of a $6 billion projected deficit for 2010-11 and a $19 billion gap between projected revenues and spending in 2011-12.

This translates to cuts to most if not all the systems of education, to social programs as well as to the community colleges, not only for this year but perhaps for several years to come. One example of how this is affecting our students today at Glendale College can be seen with the recent hike in student fees at the University of California and the California State University system. This not only signals the very real possibility that fee hikes will occur for the California community colleges as well, but it also suggests that fee hikes at the public universities may place the dream of transfer out of reach for many of our students.

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The Academic Senate of the California Community Colleges held its Fall Plenary session this month in Anaheim with representatives from the various senates throughout the state. The Plenary is a semi-annual meeting of academic minds to discuss current issues and policies concerning community colleges. At the close of the Plenary, the delegates from each of the districts vote on resolutions, some of which may be incorporated into Title 5 regulations passed by the California Community College Board of Governors and thus apply to all of the California community colleges. Several members of our Senate Executive Committee and Senate attended the Plenary, and I represented the college as its voting delegate. Listed below you will find a summary of the most interesting issues at the voting session.

### Part-time Issues

There were three resolutions proposed for part-time faculty. The first dealt with resource and support for our adjunct faculty. The concern is that with budget cuts, part-timers are not receiving adequate levels of resources or support. The resolution stated:

Resolved, that the Academic Senate of CCC work with its educational partners to advocate for a level of resources and support for part-timers that can maintain an adequate teaching environment for them and learning environment for our community colleges.—Resolution passed.

The second resolution dealt with integrating part-time faculty into shared governance. At GCC, we work hard at including part-time faculty in governance. On the Senate and Guild executive committees, we are fortunate to have a number of part-timers participating. We try to involve our part-timers on committees and activities. GCC has a need for more part-timers to volunteer for committee work. There is a lot to be done and their efforts would be appreciated. —Resolution passed.

The final resolution was to create a part-time faculty award similar to the one granted full-time faculty at the state level. GCC has such an award, the Exceptional Adjunct Faculty Award, that has been presented to deserving adjuncts for the past five years.—Resolution passed.

### Student Success (SB 1143)

This area of concern was the most popular. It had seven resolutions, three separate breakout sessions, and it generated by far the most debate. The following resolutions passed:

**Resolved that:**

1. The Academic Senate for CCC study the many strategies being recommended for student success by external organizations and research their potential effect on community colleges.…

2. The Academic Senate for CCC work with the Chancellor’s Office and task force to ensure that the basic skills needs of students are addressed as a central part of the work undertaken by the SB 1143 task force.

3. The Academic Senate for CCC adopt the paper *Student Success: The Case for Establishing Prerequisites Through Content Review*.

4. The Academic Senate for CCC include student input and perspectives in the development of student success metrics.

5. The Academic Senate for CCC direct its Executive Committee to develop working definitions of student success based on input from faculty throughout the California Community College system.…

Unfortunately, we did not develop a satisfactory definition of student success. Of the five resolutions that passed, number four above will help significantly towards determining what student success really is. Student opinions on their success should be given a

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Questions, Questions, Questions!

Do you serve on a governance committee? Is your committee efficient? Is it effective? Who really makes decisions on your committee? Is it the committee chair, administrator(s), all the members, or those who make the loudest noise? Even if you don’t serve on a committee now, you may want to serve on one in the future.

These are points to consider:

- In the past, CSEA had few people who would serve on governance committees, mostly CSEA Executive Board members. Things have changed over the last few years; many classified employees are involved in shared governance committees. We’ve created forms that committee members can use to report back to the Executive Board; we advertise all openings on committees; classified employees are appointed to committees by the CSEA Executive Board, based on various factors.

- As we all know, productive meetings don’t just happen. They require planning and commitment by the committee chair and committee members. As the CSEA representative, you represent your constituency, you speak for your constituency, and you commit your constituency to a decision made by the committee. If you are not sure about an issue which is an action item, ask to table the voting. You must inform the CSEA Executive Board and if necessary, present the issue for discussion to the union members at the chapter meeting. Some of the issues that you might need to take back may involve negotiable items, for example, use of temporary employees, “out-sourcing,” contracting out of services, shift changes, changes in work schedules, transfer of bargaining unit work to other positions or bargaining units, or increase in duties.

Remember, you are an equal member of the committee; if in doubt, ask questions. ♦

In Unity,
Saodat Aziskhanova

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

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6 - 9pm
Acapulco Restaurant, Glendale
How does this all translate for students and those of us employed at the college? It affects us in several different ways. For example, this winter 2011 saw the closing of registration in a near-record three-day period. Fewer sections meant that students were denied the opportunity to take classes they need to reach their academic goals. Conversely, faculty lost the opportunity to teach and earn an income they may be relying upon. Summer 2011 may face the same situation, as it appears the district is now planning only one session. Once again, both students and faculty will lose.

Along with this comes the reality of trying to negotiate re-openers for the upcoming year at a time when there are no monetary items to negotiate (other than salary givebacks, which we participated in last year. We are still owed 1% from two years ago!). Yet, the Guild is still at the table trying to strengthen rehire rights language for our adjunct faculty, since they are facing the hardest financial lot of our entire faculty. One recent item of discussion concerns adjuncts and the reality of a shrinking pot of money that was meant to help them pay for the cost of their healthcare. The pot of money for adjunct healthcare will be almost depleted by June of 2011. This money comes from a combination of the following sources:

1. Money from the state categorical fund, a minimal amount which is replenished annually

2. Money from the Guild's Blue Shield rebate contribution from about four years ago, which is a fixed amount that will be gone by June 2011

3. Money from the District, which is replenished annually at $85,000 for July to June.

With all of these cuts to all of our pocketbooks and to the students, it is difficult to remain optimistic for the upcoming year. I would like to ask, however, that we try to remember how these cuts affect some more than others. Consequently, I would like to close this article with a request: For those of you who are full-time faculty and have taken overload classes in the past, please consider turning down a class in the future so that a part-timer can have an opportunity to get an assignment as well. I know that some divisions already have a rotation policy that does this, and for that, I thank you. For those divisions that have not, you may want to consider creating a policy that gives an opportunity for a part-timer to get a class as well.

Thank you for considering this request. I wish everybody a happy holiday season and a better new year!
Health Insurance Premiums Increasing for Adjunct Faculty

by Marcia Walerstein-Sibony, Phyllis Eckler, and Harriet Cohen

The GCC health insurance program for adjuncts is in a crisis situation and needs triage immediately.

Would you be able to afford a premium of between close to $1200-1650/month for your family, or $670-$1058 for you and one other? These are the approximate rates that adjunct faculty will be paying per monthly paycheck in 2011.

About a year ago, President Obama touted a new national health care insurance program to guarantee health insurance for all individuals. It looked like a big help, although hardly the perfect program. While some major changes have already begun, the open insurance pools, available to those with pre-existing conditions, will not start until January 2014. Meanwhile there are 60 or so adjunct faculty members who are in the GCC Blue Shield plans. While this is a boon for those unable to find self-insurance elsewhere, it is getting less and less affordable by the minute. This is because of a huge increase in rates—the PPO plan at 15.4%, the HMO +5 at 11.49% and the HMO+40 plan, designed to have a low monthly payment (and higher co-pay), at 34.66%!

The other major problem is that part of the funding used to subsidize adjunct premiums is running out. This money came from a large Blue Shield rebate a few years back, which the Guild membership graciously turned over to assist adjunct faculty health care costs. That fixed pot of money will be completely depleted by June of 2011. This was approximately half of the monies contributed by the District and the Guild.

A quick background

Health insurance for adjunct faculty has not had such a long history at GCC. For years, very few adjunct faculty throughout the state were given health insurance benefits or even the right to participate in their college’s group medical plans. However, in 2002, the California legislature came through and supported half of the cost of health insurance coverage for those part-timers teaching more than a 40% load, through a categorical line item in the state budget. This made it somewhat reasonable and affordable for a single person or a family to participate in their district’s health insurance plans. However, the categorical amount in the state was never enough to keep pace with the rise in health care premium costs, and this funding has diminished over the years as well. Glendale College decided it could no longer afford to backfill these missing state funds and altered the subsidy to allow for a maximum annual $3,000 contribution toward premium coverage. This still allowed individual members to have a reasonable cost, but it increased the amount on two-party and family coverage by as much as 40%.

Today the state money provides only 6% of the subsidy that adjunct faculty receive to subsidize their health premiums. Through contract negotiations several years ago, the District committed to providing $85,000 annually, and the additional money coming from the large rebate from Blue Shield a few years back supplied the rest. With the depletion of the Blue Shield rebate money, adjunct faculty will be seeing very high premiums in the future. As one member calculated, about one half of her paycheck goes for medical insurance premiums. In addition, she pays for a child on a separate policy which is a little cheaper than the family policy. A family policy would cost this individual two-thirds of her salary, and that’s a 12/hour per week paycheck, not a six or nine hour load, as many at GCC receive.

Is there any point in having health insurance if it is available but not affordable? Remember, these are adjuncts. Those who are in the plan are probably there because they have no alternative, not because it’s a good deal.

This year there are also Blue Shield rebate funds available. Of course, money is very tight throughout the college, and there is much that could be done with these funds. Nevertheless, it is the right thing to divert some of this money to subsidize health insurance for those unable to find it in the open market, at least until the end of 2013 (when the federal plan should start). That kind of help would still only maintain the insurance at its current extremely high cost.

But that’s what insurance is about, isn’t it? Insurance is for the...

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At Garfield, the end of semester will come in a whirlwind. The ESL department has instituted a new, more thorough set of exit tests, which somehow have to be graded in one day; students have to hope to register online; and of course, the final “cultural events” have to be created. Before that tornado, however, will come the shining moment—the Completion Ceremony of the Business Department, and another of the English as a Second Language Department in the Continuing Education Division, on December 8. The program will be held at the Chevy Chase Baptist Church, located on the corner of Chevy Chase and Garfield, where many ESL classes continue to take place while the new building is under construction.

Students who have successfully completed one of the various programs will receive an official Certificate of Completion approved by the Chancellors’ Office of the California Community Colleges. As this goes to print, it is not known exactly how many will get a certificate, but at least twenty will receive it from the Business Department, in the following fields: Account Clerk I, General Office Clerk, Medical Office Clerk I and Introduction to Hospitality and Tourism. To receive these certificates, the student must pass eight or nine courses.

In the ESL Department, certificates certified by the State of California are given at various levels: beginning ESL, intermediate, and advanced level. The advanced level certificate requires completion of Level 5, plus an Advanced Conversation and Computer Basics class, preparing the student for a variety of noncredit business courses, the GED program, citizenship courses and possible matriculation to credit classes.

These programs serve the needs of those seeking job skills, whether switching careers, seeking a first-time job, or seeking the first job in America. They serve all of the community and are especially important in this economy.

Although large, the ceremony is very personal. It’s an important milestone for the students—a mark on which they can set their sights, concrete results they can measure. Family and friends and faculty come en masse to share the joy, and often the spirit is infectious. “If he or she can do it, why can’t I?” is the thought, which often brings in new students for the next semester.

Never underestimate the feeling of self-satisfaction of having mastered skills in a foreign language. I went through that while being a resident abroad. It’s very frightening to be thrust into a new culture, but exhilarating to emerge feeling prepared to continue and to contribute (and to earn money!). On the ESL certificate brochures it says, “Show it to your family...show it to the INS when you apply to become a citizen...show it to the interviewer when you are looking for a job.” These certificates are not for wrapping fish, but for stepping into the American work force and American society. Give these students a big hand!

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great deal of weight. We have the tendency to define student success as a grade of C or better, the awarding of a degree or certificate, and new jobs or promotions. That is not necessarily what students think. Before we determine how to measure student success, it behooves us to seek their input on the subject.

Regardless of how we define and measure student success, we need to develop the definition and the proper assessment before the legislators do it for us!

**SB 1440 Transfer Degrees**

Another popular topic that will continue for the foreseeable future was SB 1440. There were six resolutions, of which five passed. Multiple breakout sessions also took place to vet transfer degrees. They all dealt with the process of creating the degrees and the involvement of the Course Identification Numbering System (C-ID).

To date, six transfer model curricula (TMC) have been developed in the disciplines of Sociology, Communication Studies, Psychology, Geology, Math and Criminal Justice. In the spring, an additional five to six TMCs will be developed. If you would like to review and comment on the TMCs already developed, go to http://www.c-id.net. It is important that we make our voice heard; otherwise we will have to live with what is developed by the various TMC task force teams. We still have the option of creating our own transfer degrees, but they are not guaranteed fast-track approval by the Chancellor’s Office. All existing GCC degrees are still valid and do not need to be changed. They simply will not be granted favored status at the CSU level.

One last resolution of note that was passed dealt with distance learning coordinators. The Academic Senate for CCC urged local senates to work with their college administrators in developing policies, procedures and methods to provide adequate support for distance learning coordinators to ensure academic integrity and compliance with all relevant regulations and external mandates. These are some of the areas that the new senate task force on distance education will review. □

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**SPEAKING OF THE SENATE...**

(Continued from page 3)
FACULTY/ALUMNI dance performance 2010

December 10, 11, & 12 / Auditorium / Admission free / Don’t miss it!
In Defense of Art Education

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dexterity, quality control, material processes, and workshop health and safety. (This is historically true: think WPA, circa 1940.)

Here’s another point for the capitalists: the creative economy is strong and partially inelastic to recession. In Los Angeles County, for example, creative industries are the second-largest business sector, just behind tourism and hospitality, generating over $110 billion and 300,000 jobs. Don’t believe it? Check out Otis College of Art and Design’s yearly Report on the Creative Economy.

Finally, on a serious note for progressives: cutting arts education compromises social mobility for the large numbers of students who will find work in this creative economy. When verbal and scientific competencies are valorized, and arts curricula are under-funded, young people who excel in creative competencies suffer.

Argument 2 (for media critics): Visual literacy is a necessary social skill, because we live in a digitally-accelerated visual culture. It’s no secret that we relate to the contemporary world visually. Any freeze-frame of CNN requires viewers to parse bar graphs, stock charts, and images of people, historical events, and cultures crammed into one screen (organized spatially, not linearly). It’s a fact of digital life that we encounter juxtaposed images snipped from cultural and historical contexts, interspersed with text quoted and requoted. Your browser window demands visual literacy; smart citizens need to be smart visual and verbal critics.

But we underestimate visual aptitudes. Certainly, we expect students to understand language, but also to be able to compose it. We expect them to understand math, and be able to apply it effectively. But we neither expect them to understand vision (via dwindling offerings in media culture or art history), nor require them to construct images (through drawing, photography or design).

Of course, advertisers, large corporations and political campaigns spend millions of dollars using pictures for persuasion. The more insidious ones (for example BP, Philip Morris, or Vogue) hope the viewer is blissfully ignorant about how images reframe meaning. That’s why photographs of coffins from Iraq, factory farms, and unre-touched photos of supermodels are banned. Which leads to my question: When was the last time you spent wondering how pictures are made? Enter art education: the most efficient way to understand them is to try to fabricate them.

Argument 3 (for workplace developers): Artists manage processes and competencies better than most people. The common misconception is that artists and art educators primarily see art as a free-form play of personal expression. Rather, contemporary artists see creativity as a powerful and disciplined means of examining the world.

Rigorous art making requires key competencies: powerful observational skills (Drawing), technical mastery of material processes (Ceramics), knowledge of historical and cultural symbolisms (Art History), management of chemical processes (Metals), management of multiple physical or chemical processes (Sculpture, Printmaking), understanding of psychological or social processes (Film), the ability to combine image and text (Graphic Design). Perhaps most important, in art education you are required publicly to defend and to accept criticism of your work. This is the hard reality of the artistic life. Drawing apples is easy. Making meaningful expressive artworks and then accepting group criticism of your vision: this is the work of art education.

The competencies inherent in the study of art pertain to any field that requires the visual organization of information. This is why science and art have so much in common, as both deal with visualizing structures and processes. So important are these skills that, for example, Harvard Medical School requires its students to take Life Drawing—as a method of learning to discern powerfully the human body.

Argument 4 (for critical theorists): Artists have a point of view, and that scares institutions that don’t want people to have a point of view. This is what makes liberal education so scary: it produces informed, opinionated citizens. To this end, this is the core of artistic expression: artists use images to express emotions, pose ethical questions, to make political statements.

I bristle when politicians argue that our students need more “hard skills.” It’s not that I have something against math, science and language. (Historically artists have had great relationships with scientists and philosophers. In olden times, they called it the Renaissance.) It’s that folks arguing for basic skills are also arguing for test-based evaluation. In this model, (mostly working-class) students would be evaluated almost exclusively through testing. After years teaching at private schools, I noticed that this is never asked of elite students. There, critical analysis, written and verbal argumentation, and unique self-expression are prized.

Because, after all, when was the last time you really expressed yourself on a test? Or for that matter, when was the last time you saw a test as an articulation of your personal vision, sense of ethics or...
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In Defense of Art Education

political view, and then framed it and put it on your wall? What test is a call to action?

This all leads to a case example: the new mural unveiled at GCC by artist and GCC student Manny Bracamonte.

Entitled **Color Palette of Our Ancestors**, the mural spans the wall of the lower cafeteria and is painted in acrylic and spray paint on panel. Bracamonte’s artistic vision is driven by the intersection of diverse cultural influences, drawing on themes from history, urban life, graffiti and ancient Mayan culture. What is important about Bracamonte’s mural is not just that it is beautifully painted (against the stereotype that art education is aesthetic play). Certainly, the mural has personal meaning, but not in the weak sense of get-up-in-the-morning-paint-how-I-feel. What makes the mural a work of art is that it is painted meaningfully—intelligently and rigorously—as a statement of aesthetic power and moral vision, and as a call to action.

According to Bracamonte: “From the [center] streams blue rays of energy, the energy of our every-day struggles. I spray painted the background connecting graffiti art—modern day glyphs—to ancient hieroglyphs. In the center, rising out of [a] book, is the hieroglyph ‘Our Ancestors as a Fruit-bearing Tree.’ I have turned the blank book to the viewer—inviting you to write your own history and destiny.”

This kind of artistic practice requires not only painterly skill, but also a sense of history and culture, an awareness of political and ethical influence, the synthesis of symbolic order, and a drive to social participation. Bracamonte accomplishes this as a beneficiary of liberal, critical education—one that is engaged and augmented by his experience, situation and wisdom.

And what society wouldn’t be proud to invest in that?

David John Attyah is a Los Angeles-based contemporary visual artist and Assistant Professor of Studio Art at Glendale Community College.

Manny Bracamonte presents his mural, **Color Palette of Our Ancestors**.
MILESTONES

Andrineh Dilanchian (Admissions and Records) has graduated from Woodbury University and earned her master's degree in Organizational Leadership. Congratulations!

Wendy Fonarow PhD and Associate Professor of Anthropology at Glendale College has been invited to speak at Cambridge University in January. She will be speaking to the theory group at Peterhouse, the oldest college still in existence at Cambridge. Additionally, she will be giving invited talks at the University of Hertfordshire, Goldsmiths College in London and the University of Milan.

Peter Green's piano student Varand Adamian won first place in the California Association of Professional Music Teachers (CAPMT) piano competition held in Pasadena on November 6. He will advance to the state finals to represent Glendale College at the college division in February. Elene Kartvelishvili, also a student of Peter's, was chosen as an alternate.

Lee Miller Parks, DSPS Adapted Physical Education Specialist, was recently elected Secretary of the California Association for Post-secondary Education and Disability (CAPEd). This association addresses the needs and issues of students with disabilities at the community college and four-year institution level.

Daniel Miller Parks, son of Lee Miller Parks, will receive his BS in December from Case Western Reserve University in Cleveland, Ohio. Daniel's degree is in Theoretical and Particle Physics with a minor in Math.

Jane Stockly (adjunct instructor, Noncredit Continuing Education & Business Division) has just published a new book, Better Baby Sleep: A Handbook for Parents. The book offers parents fully researched information on the dynamics of infant sleep, along with practical advice on how to encourage babies, including breast-fed babies, to learn to sleep through the night. Jane teaches parent education classes and is a Glendale College alumna.

Deborah Thomas, Adjunct instructor of Art History, curated and participated as an artist in an exhibition in October called "Day of the Dead Planet" at Avenue 50 Studio gallery in Los Angeles. It ran from October 9 through November 7. Fourteen artists exhibited work that spoke to concerns for the environment in the language of the Día de los Muertos celebration. Deborah will co-chair a panel called "Multiplicities in Dialogue: From Political Caucus to Engaged Community" at the 2012 College Art Association Annual Conference.

Thank You

The Patrons Club of Glendale College wants to thank all of you for supporting our fundraiser on November 5. I hope you all enjoyed our terrific models this year, male and female. Weren't they great! With all the support we have received this year, we will be able to give more in grants-in-aid and scholarships this coming year. You are all invited to attend the Scholarship Award Luncheon to be held on May 19, 2011 in the J. Walter Smith Campus Center. This is where you can meet the great Glendale College students who receive these awards. Thanks again from all of us.

Judy Gorham, President, and Marianne Jennings, Fundraiser Chairman

Applying for Unemployment Benefits

If you will not be working (or working at a much reduced level) after this fall semester, you have a right to apply for unemployment insurance benefits. An article detailing how to do that can be found on the Glendale College Guild website www.glendale.edu/guild under the Adjunct Faculty tab.

Better Baby Sleep

A Handbook for Parents

By Jane Stockly, M.S.
Illustrated by Ellen Samy

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ADJUNCT JUNCTION

guy who gets into an accident or falls ill through no fault of his own, and has coverage in an emergency. In the last two years, adjuncts have found that their premiums have risen astronomically through no fault of their own. We ask the support of all to see that they are given a little more financial help to manage what has become a financial burden, not just an expense. The point of Obama’s health care overhaul was to provide an “inalienable right” in “the pursuit of happiness”—decent and affordable health coverage. We need to bring that concept to our campus now.

www.glendale.edu/chaparral

Chaparral/December 2010