

Grossmont College

VRC

Veterans Resource Center

MT 8:00-7:00pm

WTH 8:00-5:00pm

F 8:00-3:00pm

Bldg. 21-253

Coordinator: Carl Fielden 644-7111

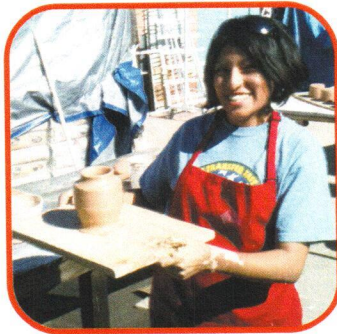
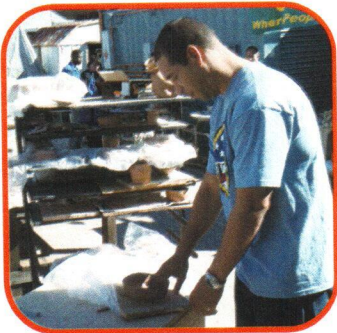
VA Office

644-7165

Certifying Official: Olivia Krausie 644-7178

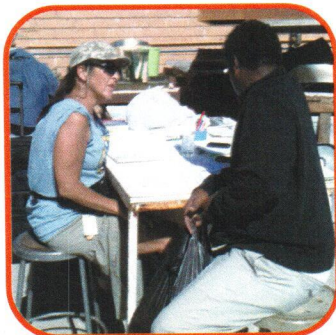


THE VETERAN ART PROJECT



The VAP is a great opportunity for current and former service members to relax and meet new faces. Enjoy a free ceramics class while you await counseling advice from Renee Tuller. Come help support our cause in building 29 A.

Walk-in counseling available from 10:00 A.M.–2:00 P.M. Friday.



The Veteran Art Project

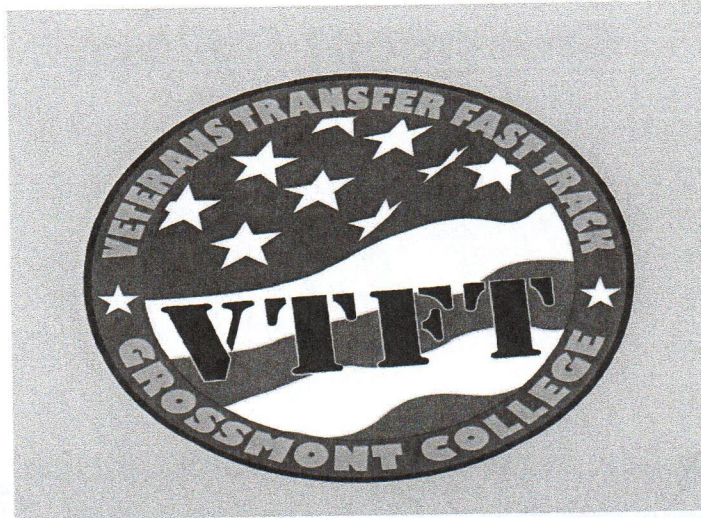
Available to ALL vets

Wheel Pottery; Demo Classes
by Steve Dilley

Walk-in Counseling with Renee Tuller

8800 Grossmont College Drive, Building 29 A • El Cajon, CA 92020-1765





Grossmont College VTFT

Veterans Transfer Fast Track

Transfer on the Fast Track (4-6 semesters depending on your English/Math level and your major prep) to San Diego State University, UCSD or Alliant International University!

If you have the heart, the desire, and are willing to work hard, this is the program for you. The VTFT challenges you to take the action needed to transfer on a fast track with the most current information, individual educational plan, support and follow-up needed to get you to the four year university.

ENVISION EXECUTE EXCEL

Benefit to You:

- ✦ Personalized fast track educational plan. A goal date for transfer based on your educational plan, past transcripts and unit load
- ✦ Priority Registration at Grossmont College
- ✦ Coun 120 College and Career Success Class designed for Veterans
- ✦ Semester by semester follow-up of class schedule and support services available.
- ✦ Ongoing follow-up and updates regarding SDSU, UCSD and Alliant International University policies and admission requirements
- ✦ Transition support with financial aid, scholarship search, application process and other transfer workshops and access to the VRC Veterans Resource Center
- ✦ Work together and network with other Veterans on campus through SVO Student Veteran Organization, VAP Veterans Art Project
- ✦ Campus visitations from four year universities

For more information: VTFTVAP@gmail.com or call
VTFT Coordinator/Counselor Renee Tuller 619-644-7227, renee.tuller@gcccd.edu

Civility and Mutual Respect

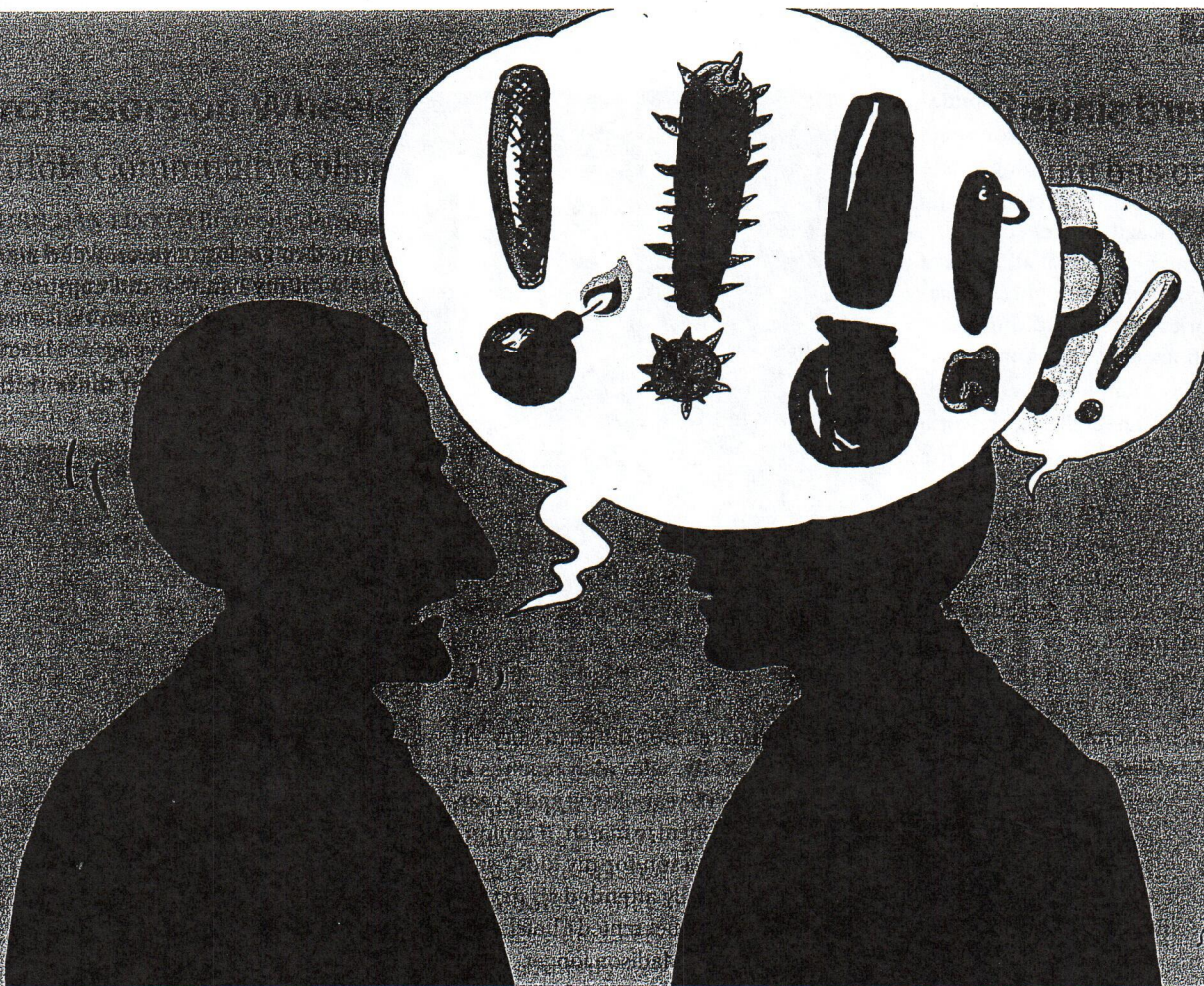
Lots of focus on bullying in the workplace—magazine articles

Since fall 2010 AFT has offered “Bullying In Academia” workshops in the SDCCD and GCCCD—and from those workshops we learned the following:

- No one is immune from bullying, which mainly takes the form of incivility (aggressive, manipulative, isolating and/or intimidating behavior).
- Bullying behavior affects everyone in the workplace—witnesses experience negative physical and emotional reactions also
- Most bullying targets often blame themselves and feel like there is little recourse available to them
 - *I tried to ignore her—I tried talking--I’ve tried talking to others--nothing works*
 - *Sometimes I challenged or just shrugged it off*
 - *Suck it up—she’s the Supervisor’s best buddy*
 - *Resisting and responding takes an incredible amount of time & energy better used to help students*

AFT Guild, Local 1931 has provided both the SDCCD and GCCCD with a proposed district policy entitled: **Civility and Mutual Respect**. The academic senates at San Diego City, Mesa and Miramar and Continuing Education have endorsed the proposal. GCCCD has chosen to frame an Institutional Code of Ethics (BP 3050) and Civility (BP 3060) based on the Community Colleges League of California.

The AFT urges the academic senates at Cuyamaca and Grossmont to support the more comprehensive and explicit policy suggested by the Civility and Mutual Respect draft and recommend the District Administration adopt the faculty initiated proposal.



Confronting CAMPUS BULLIES

How bullying shows up in the halls of academe, and what we can do about it

BY VIRGINIA MYERS

WE ALL KNOW the playground bully: that big, cartoonish oaf towering over a scrawny schoolmate before he delivers a gut punch and knocks the lunch money from his little victim's pockets.

What ever happened to this menace?

According to some, he's moved down the hall—the hall of academe.

Once thought to be bastions of collegiality and high-mindedness, college campuses turn out to be no more immune to bullying than your average workplace, or your average grade school. It may not be called “bullying” here—more likely, the term will be “incivility”—but the aggressive, manipulative, intimidating behavior, when it escalates, can create the same sort of misery.

This is not your father's bully

Workplace bullying looks quite different from the schoolyard variety. It is typically nonvio-

lent (how likely is it that one professor or student adviser will deck another?). But it can be devious and pervasive, a collection of incidents that seem inconsequential when taken individually but are devastating when they build up over time.

Take, for instance, the deliberate snub. Your colleagues are tackling a departmental dilemma: how to cope with a budgetary shortfall, perhaps. You offer what you think is a well-constructed contribution to the discussion, and the woman running the meeting rolls her eyes and scoffs. “Thanks for that lovely little idea,” she says, her voice dripping with sarcasm. “Anyone else?”

You want to slink under the table.

Then, in the hallway, this same woman turns her back to you as she plans to grab coffee with other faculty and staff. You are excluded. Later in the week, you note that you've been assigned a parking space all the way across campus, and you discover your meetings and classes are scheduled in the least popular time slots.

Any one of these incidents might be surmountable, but when added together, they could be the mark of a bully at work. Other

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strategies to overcome bullying in higher ed.

That's because those who encounter bullying know it can be debilitating: Coming to work becomes a chore, and victims begin to withdraw from campus activities, skipping meetings and refusing committee work. Some struggle with depression or anxiety, or become physically ill; others leave jobs they otherwise love. In severe cases, victims have been driven to suicide. One of the most publicized of these cases, the death of Kevin Morrissey, an editor at the *Virginia Quarterly Review* at the University of Virginia, has been linked to workplace harassment.

Bully breeding ground

College campuses often have anti-bullying campaigns for their students, protecting them from discrimination due to gender preference, race or ethnicity. Most of us recognize that these programs are essential in keeping our students safe from tragic incidents like the suicide at Rutgers last year, prompted by a cyberbully who posted footage of his roommate having a sexual encounter in the dorm room.

It's fairly easy to document college administrators who bully their faculty and staff—that's why we have unions, to protect the workers' right to a respected voice regarding working conditions.

But it's also important to address bullying among the faculty and staff.

The decentralized nature of a college campus, with small departments and laboratories, creates an environment where bullies can flourish, says C.K. Gunsalus, special counsel and adjunct professor in law and medicine at the University of Illinois at Urbana-Champaign, and an expert on business ethics and professionalism in academia. She's even labeled specific academic bullies: "Memo bullies" send destructive messages to



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—JOEL NEUMAN, management professor, SUNY-New Paltz

entire mailing lists, and "insult bullies" use destructive verbal aggression.

The high value academics place on intellectual prowess makes people especially vulnerable to verbal barbs, as well. "I hear words and comments here ... that I never heard in the business world," Allan Gilmour, president of Wayne State University and a former Ford Motor Company executive, told faculty and staff at the beginning of the school year. "Harsh, disrespectful, rude comments about others and their thoughts, opinions and decisions." While he admits that it's only a small portion of the community that practices these incivilities, he says he finds the degree of discourtesy "appalling" and urges staff to adopt a more collegial culture.

But collegiality means different things to different people, says Keashly: "Collegiality can be interpreted as, 'You don't tell me what to do, and I don't tell you what to do.'" When one of the most important ways to combat bullying is bystander engagement, and bystanders are reluctant to challenge their colleagues on aggressive behavior for fear of being accused of curbing someone else's freedom of speech, the destructive environment remains.

It doesn't help that victims and bystanders often rely on peer review for advancement: To confront the bully, even if he or she is a

colleague, might mean destroying any hope of promotion.

Banishing the bully culture

Despite the reluctance to call a bully on his or her behavior, Keashly says, peer pressure is the best way to stop it. But first, the behavior must be identified.

Neuman recommends starting out by determining whether the problem behavior is properly identified as bullying: Is it consistent? Are you being singled out? Do others agree that the behavior is unacceptable? If so, start documenting the experience. Consider the impact, both work-related and emotional, the bullying has on you. Then consider your options: Do you want an apology? A public admission of wrongdoing? What is a reasonable expectation?

Finally, think about what actions you can take: Should you confront the bully? Maybe the person doesn't realize the behavior is offensive. Should you go to your supervisor or human relations office? This might work if you're sure the behavior is deliberate, though it could be complicated depending on the political alliances in your office. Other situations

might call for healthcare intervention for anxiety or depression, or even for leaving the organization.

Institutionally, the school administration must take a stand that incivility will not be tolerated, and it should demonstrate that in its own ranks. Clear policies and procedures, and an unequivocal showing of campus commitment, are important as well.

Unions can play a major role in preventing bullying on both an individual and institutional level. "They're incredible employee advocates. They're always holding management accountable," says Keashly, who, until she became a department head a little more than a year ago, was a long-standing member of the Wayne State local.

"Unions and the administration must work together in each institution to identify important values, define acceptable behavior, and institute policies and practices that reinforce the positive—not just punish the negative," says Neuman. "Unions must continue their initiatives to create and maintain respectful work environments, sensitize people to the problems, and facilitate conversations among all stakeholders." As a participant in many joint management-labor programs, Neuman says, "I believe that working together, we can make a difference."



Harriet Knevals: "Nothing will change until the bullies are made accountable. No one has the right to harass another human being just because 'they' feel like doing so. We need to stop blaming the victim."

www.facebook.com/AFTunion

3-5-12

DRAFT PROJECTION- NOT FINAL CENSUS NUMBERS – DRAFT PROJECTION
Grossmont College FTES and FTEF Reduction Scenarios for Fiscal Year 2012-13

BEST CASE SCENARIO

2012-13 Estimated FTES Reductions If Taxes Pass

Description	Districtwide	Grossmont	Cuyamaca
Projected 2011-12 District FTES as of 3-12-12	17,757	12,469	5,288
2012-13 FTES Goal	16,801	11,650	5,151
Number of FTES over 2012-13 FTES Goal	956	819	137
Sections to reduce (based on 3.96 FTES/section)	241	207	35
FTEF to reduce based on Fall 2011 FTES/FTEF Ratios		49.89	

WORST CASE SCENARIO (TARGET SET BY DSP&BC)

2012-13 Estimated FTES Reductions If Taxes Don't Pass

Description	Districtwide	Grossmont	Cuyamaca
Projected 2011-12 District FTES as of 3/12/12	17,757	12,469	5,288
2012-13 FTES Goal	15,867	11,002	4,865
Number of FTES over 2012-13 FTES Goal	1,890	1,467	423
Sections to reduce (based on 3.96 FTES/section)	477	370	107
FTEF to reduce based on Fall 2011 FTES/FTEF Ratios		89.33	