

# THE SPARK

## HARPER FACULTY ~ UNITY BULLETIN

Number 2      Cook County College Teachers Union ~ American Federation of Teachers Local 1600

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### NEWS FROM THE PRESIDENT

Colleagues, I hope your semester is going well. One goal of the current Senate Exec is to have all faculty participate in the shared governance system and/or other senate activities. We need everyone's efforts to lead Harper forward. Some of the issues Faculty Senate has taken up this semester include: credentials statements, scheduling, payroll, and campus safety. The Senate Exec would like to recognize a few of our members for the exceptional work they have done on our behalf. •Kim Fournier and Sunil Koswatta for their work on the Climate Survey and Full-time to Part-time Faculty ratio •Teresa Chung, Kim Fournier and Collette Marsh for their work on Intellectual Properties •David Braunschweig for his work on the new student information system •David Braunschweig, Paul Guymon, Kathi Nevels and Tryg Thoreson on the Board Liaison Committee •Jennifer Bell, Julie Ellefson, Sue Overland and Trig Thoreson, on the Contractual Promotions Committee. The list could go on and on. Remember, the work you do is important. Best wishes for the rest of the

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### SURVEY DEADLINE IS NOVEMBER 5th

The deadline for the All-Employee survey and Faculty Senate survey is approaching. Go to:

[http://ced.ncsu.edu/niliesurvey/HarperFac\\_2008/](http://ced.ncsu.edu/niliesurvey/HarperFac_2008/)

Take the campus wide, All-Employee survey.

After you have completed the All-Employee survey, you will be forwarded to the full-time Faculty Senate survey.

**HARPER WORKS  
BECAUSE WE WORK  
AFT Local 1600**

Both surveys are only available on-line and are completely confidential. There is not tracking of individual respondents. Your views are important and do have an impact. The results of these surveys will help shape the future of the college.

## **Tips for a Successful Promotion**

*By Judi Zaplatynksy, Institutional Promotion Committee Co-Chair*

### **What To Do Before Applying for Promotion**

Be detailed in your Form 1 because you must be concise in the promotion application.

6 page limit for Early Promotion

9 page limit for Professor

Focus on what you can do to go above and beyond your typical job requirements, follow your passions.

Make sure that your Dean knows your work. Invite them to your classroom.

Grow yourself:

Complete Course Work

Verify Human Resources has your course grades

Attend conferences and workshops

Create online, blended or Fast Track courses

Be part of a Learning Community

Join and participate in Professional Organizations

Get involved at Harper:

Lead and serve in Institution, Division and Department committees

Lead and serve in the Faculty Senate

Lead and serve in special Initiatives

Get involved in the community.

Attend other candidates Interview sessions.

### **Preparing for the Q & A (Assistant & Associate)**

Have someone review your application, preferably a successful candidate or Promotion committee member.

Highlight above and beyond activities in ALL categories, Instructional, Institutional and Community service, and Professional Development.

Highlight what makes you stand out, what you are proud of.

Be specific, concise, clear and accurate.

### **Preparing for the Interview (Professor)**

Have someone review your application, preferably a successful candidate or committee member.

Highlight academic career, tell your story, and sell yourself.

Be creative in your presentation.

Do NOT reiterate what's on the application.

Be aware of time restriction, 30 minutes.

### **FAQ**

**Q:** Where can I find more information about the Promotion process?

**A:** You can find information about the promotion process including the timeline and all forms at, *MyHarper/Divisions/Academic Affairs/Promotion*.

**Q:** Is there a sample I can look at?

**A:** Enlist the aid of a successful Promotion Colleague.

**Q:** What documentation is needed?

**A:** Support material will be requested if needed. You can bring it to the Q & A or the Interview.

**Q:** What are the major timeline dates that I need to be aware of?

**A:** 10/1 is the most important date. Submit the Indication of Eligibility for Promotion.

**Q:** Do I have to use PowerPoint for the Interview?

## **Staying Safe in the Classroom: Lesson 1**

### **How Will *You* Handle a Campus Emergency?**

It's one of those thoughts we'd all prefer banish to the back of our minds....but statistically, encountering a campus emergency is an experience more and more of us are likely to have. Nowadays, we all know campus emergencies run the gamut...from tornados to medical emergencies to fire, from having a behaviorally disruptive student in your classroom, to encountering criminal activity, even violence.

Those of us who deal with emergency situations know that it is far better to have a plan in place and an understanding of how and when to call on campus resources. Basic preparedness can and does save lives and minimizes pain and suffering.

So...here's lesson 1 of what I hope might grow into an ongoing dialogue between faculty and others so that we can work together as a community to *prevent* campus emergencies.

First: consider taking a few moments to check out your classrooms, and scope out your office workplace. It's a good idea to figure out an evacuation strategy in advance. Locate the closest phones, the exit doors, the AEDs. Remember that it is *always* a good idea to call 9-1-1 *whenever a life-threatening or potentially life-threatening emergency appears underway*. Something you may not know: when you dial 9-1-1, the Harper PD is automatically notified and will likely arrive before or with Palatine Police. Calling 9-1-1 first is recommended.

Second: **PLEASE** read through the orange and black *Emergency Procedures* brochure. Seriously, it isn't as dry as you might think....well, ok, it probably is, but it also could save your life, so kindly take a few minutes and do it anyway. Another recommended (and very interesting) read is the book *The Unthinkable*, by Amanda Ripley. It is worth taking time to read this engaging and helpful book.

Third: have you wondered what your responsibility is to your students during an emergency? A recommended step is to review emergency procedures with your students on the first day of class, and emphasize the importance of following your directives in the event of an emergency. Another step to consider may be including a clause in your course syllabi indicating that students who do not comply with the instructor's emergency response directives will be documented for violating the Student Code of Conduct.

Finally: if you have concerns specific to your area, there are a number of us working on campus safety issues – and I would be happy to serve as a conduit and direct you to the right person, area, or resource to address your concern.

Caryn Levington, x6272  
Professor, Health and Psychological Services  
*With thanks to Jason Ferguson, Judicial Officer, for his valued input!*

## Highlighting Shared Governance

*Editor's note: In addition to tenure law, collective bargaining and the norms that govern our various professions, shared governance is an important avenue for promoting quality education and advancing the interests of full-time faculty. Please consider submitting regular updates of your work in the shared governance committees to **The Spark** so that your colleagues can stay informed. This text (provided by the College Assembly Committee) is intended to help faculty have a better understanding of the shared governance structures in general and the work of the College Assembly Committee in particular. — SN*

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### Purpose of the Assembly Committees

The Harper College Shared Governance Structure includes four branches of institutional committees as well as ad hoc committees and subcommittees.

The Oversight Committee oversees the entire governance system's operation and structure and ensures that the system works smoothly. The membership is comprised of two administrators appointed by the president, two faculty appointed by the Senate president, and one pro-tech staff appointed by the pro-tech president.

The Academic committees consider, review, and recommend to the Deans' Council and Faculty Senate academic policies related to teaching and learning. These committees are Academic Standards, Assessment and Testing, Curriculum, and Instructional Technology.

The Programmatic committees implement the functions of a program and make recommendations to initiate change within the program to the appropriate vice president. These committees are Cultural Arts, Graduation, Honors, International Studies, Learning Communities, Marketing, and Teaching and Learning.

The Assembly committees consider, prepare, review, and recommend to the College President proposals related to the operational functions of the College that are of wide interest and have policy and budgetary implications. The Assembly committees are the Assembly, Diversity, Facilities, Human Resources, Institutional Planning, Technology Planning, Student Life, and Wellness.

The Assembly Committee consists of 16 members including faculty, administration, supervisory/confidential, classified, ICOPS, pro-tech, a student, and an IEA/NEA member. The Assembly represents all employees and students and thus provides a voice for all employee groups as well as student committees. The Assembly and Assembly committees provide a means by which all constituents at Harper College can have input into issues, policies, and procedures with institutional implications.

The Assembly specifically:

\*\*\*\*\* Receives and considers recommendations from the Assembly committees and forwards those to the College President or returns the proposal to the originating committee with recommendations/revisions.

\*\*\*\*\* Receives requests from the College President to study issues.

\*\*\*\*\* Submits issues to the Assembly committees for further deliberation or study.

\*\*\*\*\* Facilitates collaborative efforts between committees and resolves conflicts regarding campus-wide issues as appropriate. (i.e. approval of the strategic plan)

\*\*\*\*\* Establishes open forums for members of the College committees to respond to campus-wide issues.

## FACULTY SENATE UPDATE

*The Faculty Senate would like to make all full-time faculty aware of the following resolution unanimously passed by the Senate.*

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Faculty Senate Resolution, Re: Credentials  
October 23, 2008

The Faculty Senate supports the development of new academic programs. However the Faculty Senate reminds the college administration that all academic programs must honor the faculty credentials statements as agreed upon and reflected in the Faculty Credentials document. Full-time faculty of the college determines the competency of any candidate to meet the minimal requirements to teach in a discipline. Additionally full-time faculty reviews the credentials statements each academic year.

Reference: Faculty Credentials Document

## REFERENDUM INFORMATION

As a Harper faculty member, you may be getting questions about the College's bond referendum which is on the November ballot in the 23 communities that make up Harper's district. The referendum asks voters for authority to borrow \$153.6 million to repair and renovate our campus. Please feel free to share the following information:

- \* Passing the referendum will not increase Harper's tax rate;
- \* Harper has been aggressively paying down bonds used to build Avanté. The new bonds would simply replace them;
- \* The bulk of the money would go towards repairing and renovating Harper's older buildings;
- \* The question is at the end of the ballot (after all the judges.)

More information including FAQ's, the Campus Master Plan and the PATH Report can be found by clicking the green referendum section on the home page of Harper's Web site [www.harpercollege.edu](http://www.harpercollege.edu)  
If you have any questions or concerns, please contact Tom Dowd

*I consider it important, indeed urgently necessary, for intellectual workers to get together, both to protect their own economic status and also, generally speaking, to secure their influence in the political field.....An organization of intellectual workers can have the greatest significance for society as a whole by influencing public opinion through publicity and education. Indeed it is its proper task to defend academic freedom, without which a healthy development of democracy is impossible.*

— Albert Einstein, on becoming a charter member of Princeton University's Academic Union in 1938

## Labor History

By David Richmond

Some of you may already know this, but my son's middle name is Darrow. My wife and I named him after the attorney Clarence Darrow, best remembered as the defense attorney in the "Scopes Monkey Trial" who fought for the right of teachers to teach evolution (academic freedom). But if you looked at Darrow's entire career, you would see that he spent his professional life fighting for working men and women. He was pro-labor, pro-education, pro-equality, and pro-civil rights. His legacy is something that teachers should know and celebrate.

Darrow once said, "With all their faults, trade unions have done more for humanity than any other organization of men that ever existed. They have done more for decency, for honesty, for education, for the betterment of the race, for the developing of character in man, than any other association of men." In the next couple of editions of The Spark, I would like to make his case. If we look at the history of organized labor in the United States, we will see that labor unions have profoundly shaped the world we live in.

When most people think of the work unions have done, they first think of the workplace. While unions have had an enormous impact on working conditions, organized labor has also worked on behalf of some of the most important political issues in this nation's history.

It was organized workers in Philadelphia who first called for the United States to declare its independence from England and working associations (the pre-cursor to modern day unions) helped find volunteers to fight for the country. In the nineteenth century, workingmen's associations throughout the country supported abolitionists in their fight to end slavery. Many early unions actively recruited soldiers from their own ranks to fight for the North during the Civil War.

Organized labor has worked to extend voting rights to the poor, African-Americans, and women. Workers have lobbied for increased government accountability and transparency while condemning government corruption. For example, they have worked to gain the secret ballot and the Freedom of Information Act and often opposed machine politics. Labor unions have consistently fought to improve and protect civil rights, especially the right to free speech. They have defended the rights of citizens to speak out against wars (WWI and Vietnam) and social/legal practices (segregation, red baiting, jury selection procedures). They have fought for truth in advertising and consumer protection laws.

Labor unions have historically defended public education as a basic human right. They have lobbied to extend the availability of public education to more students, to raise the mandatory schooling age, to improve school funding, and for tenure laws. During the Communist hysterias of the 1920s and the 1950s, many labor unions openly argued for academic freedom in the classroom.

Of course, labor unions are not perfect and their history is also filled with mistakes, misdeeds, and villains, just like any other institution. But there are already entire corporate industries that exist in our culture that try to ignore, minimize, or denigrate the contributions of unions. And of course organized labor was not alone in advocating for these issues. But in the modern era, no place exists to mobilize large numbers of people in support of a cause that is as effective as the workplace. And without the concerted effort of thousands, sometimes millions, many of these changes might not have occurred. Organized labor has been one of the greatest forces of progressive change in the modern world and remains one of the best options for progressive change in the future.

Each year, as we unofficially wave goodbye to summer on Labor Day weekend (Labor Day and the weekend brought to you by labor unions), try to remember that it is not just a well-earned day off from work. We are also celebrating the ability of workers to organize and effect meaningful change in society.