Education has the power to inspire growth and change lives. In nearly 50 years, 500,000 GCC students have graduated with two-year degrees, transferred to a university, completed new career training, or finished occupational certificates.
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Message from the President

Glendale Community College has a long history of academic excellence and a reputation for student success, molded and shaped by 50 years of visionary leadership from those who’ve served before me. The pride I see in the faculty, staff, alumni and students is a testament to their efforts.

It is from this stronghold of excellence that I embrace the challenges teaching the next generation of students will reveal. With agility and clear vision, GCC will implement new ideas and technology to better serve diverse student needs. Innovative learning environments, both online and in person, enhanced student support and more pathways to graduation are our mandates.

GCC will continue to develop strong community partnerships and collaborative, customized workforce-development programs. Today, local and national businesses use GCC’s Chrysler Training Center, Public Safety Sciences and the Arizona Procurement Technical Assistance Center as employee training resources. I believe the community college plays an instrumental role in a region’s economic vitality.

As a tax-supported public institution, we value the trust placed in us by the community, and are vigilant in our transparency, inclusivity and fiscal responsibility. Carefully considered investments in infrastructure, technology and programs will ensure our continued ability to serve a growing West Valley student population.

From public art, cultural events and championship athletics, to cutting-edge biotechnology, fire science and engineering educational programs, I invite you to discover Glendale Community College.

Dr. Irene H. Kovala
President
History

50 Years of Momentum

In 1965, a burgeoning city welcomed the first community college in the West Valley, and the second in the newly formed Maricopa Community College District. Housed in temporary facilities at the Camelback and Maryland extensions of Phoenix College, 1,974 students enrolled in liberal-arts classes at the new Glendale Community College.

By September of 1966, the college had moved to a permanent, 147-acre campus, accentuated with 226 majestic palm trees that lined the central mall. The palm tree, along with the Spanish-influenced architecture of the original campus buildings, are two GCC icons represented in the official college logo.

The Northwest Valley population exploded during the 1980s and 1990s and with it, the need for affordable higher education. In 2000, the GCC North campus opened at 57th Avenue and Happy Valley Road. A 2004 bond election provided capital funds for expansion and renovation to main campus facilities. The most recent additions, the Public Safety Science and Life Sciences buildings, incorporate innovative, hands-on teaching facilities, collaborative environments and LEED-certified design. Additional class locations were added at NAU’s North Valley campus, Valley Vista High School and the Communiversity in Surprise.

Keeping pace with rapid population growth in the West Valley, GCC expanded community business development efforts. The college is proud to be the largest transfer institution in Maricopa, with partnerships that contribute to the economic vitality of Glendale and Maricopa County.

With this driving momentum, Glendale Community College stands at the threshold of its next 50 years. With a focus on sustainability, strategic growth and advancing technology, GCC will continue its commitment to student success, build on a reputation of quality education and strive to inspire excellence in all who attend.
Vision
GCC fosters student success by providing innovative, quality learning experiences for all members of the community.

Mission
Glendale Community College prepares students for further higher education, employment and advancement, and successful participation in a global society.

Values (adopted from MCCCD)
- **Community**: We value all people – our students, our employees, their families and the communities in which they live and work. We value our global community of which we are an integral part.

- **Excellence**: We value excellence and encourage our internal and external communities to strive for their academic, professional and personal best.

- **Honesty and Integrity**: We value academic and personal honesty and integrity as essential to our learning environment.

- **Inclusiveness**: We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important and we depend on each other to accomplish our mission.

- **Innovation**: We value and embrace an innovative and risk-taking approach so that we remain at the forefront of global educational excellence.

- **Learning**: We value lifelong learning opportunities that respond to the needs of our communities and are accessible, affordable, and of the highest quality. We encourage dialogue and the freedom to have an open exchange of ideas for the common good.

- **Responsibility**: We value responsibility and believe that we are each accountable for our personal and professional actions. We are responsible for making our learning experiences significant and meaningful.

- **Stewardship**: We value stewardship and honor the trust placed in us by the community. We are accountable to our communities for the efficient and effective use of resources as we prepare our students for their role as productive world citizens.
**Legend of the Gaucho**

Perhaps it was the campus setting in the West Valley that conjured up images of cowboys in the old Southwest. The cowboy of legend took the name of his South American counterpart. The gaucho of Argentina inspired Glendale Community College’s mascot, the Glendale Gauchos, now the proud name of championship teams and generations of alumni.

Smaller than a cowboy hat, the gaucho sombrero is usually black and is sometimes worn with the brim turned up against windy conditions on the prairies or pampas, as they are known in Argentina. To ward off chill, gauchos typically wear woolen ponchos woven into beautiful patterns that designate their origins.

The baggy pants tucked into the gaucho’s black boots are known as bombacha. A large leather belt (rebuenque) with a silver buckle (centro de rastra) and a red-and-black waistband (facon) complete the outfit. Most gauchos also wear a plain white shirt, sometimes with bandanas or scarves.

Like their American cowboy counterparts, gauchos spend a lot of time on horseback, so they almost always carry a “quirt,” which is a short riding crop (tirador de carpincho) tucked into their belts. The gaucho has a fancy-handled knife (faja) and a set of bolas (boleadoras)—unique three-stranded leather straps with a stone weight at each end. The bola serves the gauchos in the same way the lariat is used by cowboys. They twirl them around their heads to create momentum then release them while aiming at the legs of a running animal. The weights cause the leather straps to wrap around the legs of the animal (usually a cow or an ostrich) so it can be brought down and branded.

After a hard day in the saddle, gauchos relax around the campfire sipping their favorite drink, maté, a green herbal tea that less enthusiastic individuals say tastes like it was made from grass clippings. The way Argentines drink it is unique, however, and so the accessories of the gaucho include a small round bowl (maté) made from a gourd, in which the tea is mixed with hot water and then sipped through a thin metal straw (bombilla) with a strainer on the end to filter out the tea leaves.
Strategic Directions and Goals

This Integrated Strategic Plan is informed by eight factors, helping to formulate the six strategic directions. The six strategic directions are further defined by strategic goals, which guide instruction and student and administrative services across the college.

It is important to note that GCC’s planning efforts are interconnected with the MCCCD Governing Board Outcomes, Core Planning Areas and System Level Strategies.

Glendale Community College Strategic Directions

ACCESS
Maximize stakeholder access to MCCCD’s facilities, programs and services.
1.1 Enhance and expand access while keeping the cost of education affordable.
1.2 Enhance and develop educational programs and student services that support changing student demographics and needs of the community.
1.3 Continue development of off-campus programs and services to meet the needs of the diverse student population and community, thereby facilitating successful entry to college, enhancing retention, supporting academic success and helping students reach their academic goals.

DYNAMIC LEARNING ENVIRONMENTS
Promote and support opportunities for students by enhancing learning environments and delivery options, student retention and success strategies, and quality teaching and learning.
2.1 Promote the success of a diverse student population in developmental levels, transfer pathways and workforce programs.
2.2 Develop, enhance and promote learning opportunities for the diverse student population through service learning, internships, volunteerism and other extracurricular activities to meaningfully engage students with their community.
2.3 Actively and continuously use assessment data, including academic achievement and satisfaction with student services, to enhance learning environments and to improve student learning and development.
2.4 Support all faculty in the use of emerging technologies and innovative pedagogical methods in their teaching to revolutionize the learning environment and enhance student achievement.

COLLABORATION
Enhance internal collaboration and increase external partnerships.
3.1 Develop, nurture and expand private-public partnerships to meet community and workforce needs.
3.2 Leverage and maximize resources by partnering with sister colleges and other educational institutions to offer classes/programs that meet transfer and workforce needs.
3.3 Design opportunities for interdisciplinary/interdepartmental partnerships to share expertise, programs and resources to support GCC’s diverse student populations.
3.4 Increase interaction and data sharing with educational institutions, government organizations and employers to track students’ outcomes.

RESOURCES FOR GROWTH
Identify and pursue new and existing revenue sources while promoting cost effectiveness.
4.1 Assess and refine integrated planning strategies for the efficient and innovative use of resources and delivery of quality programs and services.
4.2 Identify alternate and sustainable revenue sources to support student success.
4.3 Implement climate action plan initiatives to achieve higher operating efficiencies and lower costs.

QUALIFIED and DIVERSE WORKFORCE
Recruit, develop and retain a quality, diverse workforce.
5.1 Support a process of hiring, compensation and employee development that is fair, efficient and timely.
5.2 Promote a culture of equal opportunity and accountability and mutual respect.
5.3 Maintain a healthy, safe and secure work environment.

STRONG IDENTITY
Maintain a strong identity that reflects its role in and value to the community.
6.1 Identify, refine and implement strategies to increase retention, engagement and commitment among stakeholders to support student success.
Student Awarded Pair of Scholarships

Biotechnology student Beau Grothendick was one of only 20 students selected from more than 1,800 nominations for the 2013 All-USA Community College Academic Team. He received a $2,500 scholarship. Recipients were featured in a full-page section in the USA TODAY newspaper.

In addition to the All-USA scholarship, he was one of 50 community college students from the U.S., Canada and the Federated States of Micronesia to receive a $2,000 New Century scholarship from Coca-Cola.

Grothendick first set foot on a college campus when he arrived at GCC in his mid-20s. His life after high school kept him busy, working as a full-time chef and volunteering at the Humane Society.

Making a new life for himself presented daunting new challenges. But he knew what he wanted to accomplish. "I wanted to be the person I always dreamed about being; sometimes that takes work," he said.

The two scholarships were a welcome send-off for Beau, who earned an Associate of Applied Science (AAS) degree from GCC and then started classes at ASU West, where he is pursuing a Bachelor of Applied Science (BAS) in cell and molecular biology and a Bachelor of Science (BS) in life sciences.

He looks forward to earning a master's degree in molecular virology and working in research aimed at finding vaccinations and cures for viruses. Somewhere along the path, he may opt to teach at the university or community college level.

"My experience at GCC has given me the discipline and leadership skills I needed to hone and fine-tune my innate abilities," he said.

With family far away, he credits fellow members and the faculty advisors of PTK, the first club he joined at GCC, for providing encouragement and helping him to stay focused.

Winning these scholarships was a pleasant surprise for Grothendick — hoped for, but definitely not expected. "I am grateful and humble; I had never won anything big in my life, so it was a big thing," he said.

Grothendick encourages others to get in "feet first" and try. "Nobody's going to blame you if you fail," he said. "Help is here on campus if you look for it; use the available resources."
Commitment to Community

GCC continuously evaluates the needs of the local workforce through frequent discussions with business and industry, as well as data obtained from numerous data sources, including Department of Labor and Economic Modeling Specialists International. Using this input, GCC has developed, and continues to develop, new credit workforce programs to both meet the needs of employers and train students in high-demand occupations. Feasibility studies and curriculum development occurred in several other areas for potential future programs.

Community is more than our zip code. GCC built its strong foundation and reputation during explosive population growth in the West Valley. Serving an expanding community—and stewarding public trust—has always been the lodestar that guides our decisions and visions.

We know the West Valley. As the economy has changed from one of agriculture to service and high-tech, our academic programs at GCC have evolved to meet new workforce demands. From nursing to fire science safety to biotechnology and STEM programs, GCC takes the pulse of the local economy and matches students to career opportunities.

GCC reaches into West Valley cities and neighborhoods, partners with area municipal governments, local companies and industries and works together to grow opportunities for students of all ages.

Keeping a Thumb on the Pulse

A prime example of GCC’s responsiveness to employers’ changing needs is our support of the health care industry. The explosive growth of jobs in this field led GCC to increase the nursing program’s full-time enrollment by 33 percent, providing the Phoenix area with many more qualified registered nurse graduates.

While GCC’s nursing program grew in response to the demands for a qualified RN workforce, a clear preference began to emerge in the Phoenix metropolitan area for hiring Bachelor of Science in Nursing (BSN) graduates. GCC nursing faculty proposed a novel concept in nursing education: pairing the GCC Associate Applied Science (AAS) curriculum with the RN to BSN curriculum of Northern Arizona University. This concurrent, six-semester program allows students to complete the AAS in nursing while concurrently taking courses toward the BSN, ensuring affordability for students, facilitating degree completion, optimizing institutional strengths, satisfying workforce needs, and anticipating a standard of care for society in general.
Teaching Students to Pay it Forward

The synergy of education and service is alive and well through examples like S.L.I.C.E. (Service. Learn. Inspire. Change. Educate.), offered through the GCC Honors Program. These projects are alternatives to a spring break, and engage students in field-based activities combining research, critical thinking skills, and hands-on learning related to various social issues. In addition to hours of service completed locally, students work with service partners in California during the break in order to be immersed in their volunteer efforts. Educational and personally rewarding programs such as S.L.I.C.E. demonstrate GCC’s value to both students and external organizations.

Fitness for Life

For over 25 years, Silver Sneakers has provided fitness opportunities to senior citizens. The program consistently serves over 500 members of the community per semester. During the past five years, the number of major insurance carriers (including AARP, United Healthcare and Health Net) that pay for benefit members to enroll in the Silver Sneakers program has increased from four to 11. As a result, GCC’s Silver Sneakers is meeting both the needs of community members and insurance providers.

Finalist in Climate Leadership Awards

For an unprecedented three years in a row, Glendale Community College has been selected as a finalist in the Second Nature Climate Leadership Awards. Second Nature finalists are asked to produce a short video highlighting the innovation outlined in the nomination. Viewers then vote on the most innovative and ground-breaking institution in each Carnegie Classification.

DaimlerChrysler Donates $10,000 to Automotive Program

GCC received a $10,000 grant in April 2004 from the DaimlerChrysler Corporation in support of its College Apprentice Program (CAP) to train factory-certified technicians. GCC also offers Ford’s Automotive Student Service Educational Training Program (ASSET) and GM’s Automotive Service Educational Program (ASEP), which also provide factory certification. Students in these programs are sponsored by a dealership and alternate paid internship weeks with classroom academic weeks spent at GCC.

Professor Heather Merrill, in concert with professors from the Beijing Teacher’s College, brings multimedia to her Cultural Diversity in Education and Intro to Education courses. This presentation is available to EDU classes within MCCCD, the National Center for Teacher Education, partnering k-12 districts and professional teacher organizations.

Richard Lopez, service director at Lou Grubb Chevrolet Arrowhead, says, “We have enjoyed 13 years of participation in GCC’s ASEP program and have many top-notch technicians to show for it. In fact, one of our service directors at another location is a former GCC ASEP student.”
COMMITMENT TO STUDENT SUCCESS

Honors Program

Following the National Collegiate Honors Council’s “Basic Characteristics of a Fully Developed Honors Program,” the GCC Honors Program provides a supportive, enriched learning environment to meet the educational needs of highly able and exceptionally motivated students. Scholarships are renewable based on continuous enrollment, completion of at least one honors course per semester, and maintenance of a 3.25 cumulative GPA. The program endeavors to promote a sense of scholarship and community among program participants. Beyond coursework, honors students volunteer regularly in event-based community service projects as well as in extended relationships through service learning. This community of scholars has grown tremendously and now benefits from a remodeled building, which houses honors faculty, staff and student learning spaces.

Theatre Students Applauded

Performing Arts faculty David Seitz and his students have received more than 75 Kennedy Center American College Theatre Festival nominations for acting, stage management, design, invitational scene and more just for the last 14 shows.

Students Selected for Artists of Promise Exhibit

Artwork and performances by GCC students are often chosen for the MCCCD Art Competition. Their creations are featured at the Artists of Promise event in the Orpheum Theater in Phoenix. Award winners in Maricopa Community Colleges’ student competitions in visual art, choreography, creative writing, theatre and music go on to compete in a national contest sponsored by the League for Innovation.

ACE Plus Program Wins National Award

The ACE Plus program (“Achieving a College Education”) received a 2005 Exemplary Practice Award from the National Council for Student Development. It is a scholarship-based, college-preparation program designed to expose high school students to a college environment. Most participants are financially-disadvantaged, minority students, and the first in their families to attend college.

- 90-95 percent of ACE Plus students graduate from high school.
- 83 percent of ACE Plus students who graduate from high school go on to attend colleges and universities.
- The overall grade-point average by ACE Plus students is 3.0 for all college course work completed while concurrently enrolled in high school.
Athletic Scholarships Open Doors, Help Basketball Player Aim High

Basketball has been a life-long passion for Taneka, who has been playing ever since she joined a city league when she was seven. She arrived at GCC in 2011 on a basketball scholarship, and liked it right away: the campus, the small size of classes, and especially, teachers who get to know you personally. Taneka’s coaches put her in a leadership role, which forced her to improve.

“I’ve been playing basketball since I was three years old, dribbling around the house,” said Taneka. “My dad gave me a basketball and I was outside all the time, playing with him and the neighborhood boys.”

Taneka Rubin left GCC on a high note; after playing for the Lady Gauchos for two seasons, she went on to Florida A & M – on a basketball scholarship. Eventually, she would like to help injured athletes with rehabilitation, either as a physical therapist or an athletic trainer. After college, Taneka would like to play professional basketball in Europe.

“It would be great to go to Italy and learn from different coaches,” said Taneka, who noted that women’s basketball is highly regarded overseas, though the Women’s National Basketball Association (WNBA) has gotten more popular in the U.S. over the years.

Why Italy? The history, culture, language and the warm, free-spirited people appeal to her. “Oh, and I heard they have good lasagna and pasta,” she added.

Taneka remembers living in Germany when her dad was in the service and she was very young. “People would come up and try to touch my hair, because it’s red,” she said. “I guess it was a novelty – a little Black girl with red hair.”

She concluded they must have seen it as good luck. (Given her recent successes, maybe it was good luck.)

Her family eventually moved to Florida. Going to Florida A & M means Taneka is closer to them. For a long time, she missed playing one-on-one with her father, and now she can do it again. “He’s pretty athletic, and can still beat me in a race,” she said. “He’s not too old yet, so it’s a good competition,” she added. Like the three-year-old girl who first delighted in dribbling a basketball, she’s always ready to play ball.
Forensic Masters

The GCC Forensics team masterfully competes (and wins!) internationally in events including oral interpretation of drama, poetry, and prose; impromptu and extemporaneous speech; and other formats of public speaking.
Healing Through Creative Expression

Healing. Poetry. Two words Andrew R. Jones had never given much thought to before he was deployed to Iraq as a combat Marine. There, he experienced the trauma of war, not easily forgotten. Returning to the U.S., he fought as hard at home as he had fought overseas—though this time, the battles were more emotional than physical.

Now, after years of struggle with painful memories, Jones is on the road to healing. And—surprising everyone, including himself—it was poetry that paved the way.

Seven years in the Marine Corps infantry were followed by a stint in security. Post-traumatic stress disorder (PTSD) followed. Then about two years ago, he enrolled at GCC, intent on using his G.I. education benefits and aiming for a degree in business. Now he’s an English major, on track for transferring to Arizona State University. He hopes to enter the ASU Creative Writing program and eventually to pursue a master’s degree in fine art.

He credits writing for releasing his stress and easing his mind. His family relationships improved as his writing talents blossomed. Along with healing came artistic validation. Quite a leap for a guy who didn’t start writing until two years ago.

At first, the writing was just for himself. Then other veterans started reading his work and found it therapeutic. "I'm happy I can be a voice for them and speak on their behalf," said Jones. He encourages other vets to explore expression through creative writing, photography and other arts as avenues to their own inner peace.

Jones recalled something a professor said in class: "Good writers will always have a usable past; it's all about being able to take life's difficult struggles and turn them into a piece of poetry."

By using painful experiences as fodder for expression, seeking counseling and setting himself on a new academic trajectory, Jones has found comfort, harnessed his energy for good and renewed his spirit.

"I didn't see this as a future at all," he said. "It's amazing how life takes you."

The Gap
Andrew R. Jones

I will no longer ride this wagon
This wagon of bitterness
Hatred
Contempt
This wagon of, “You don’t rate”
“You don’t know”
“You haven’t been there”
Pulling a chain increasing the gap
“Us” and “Them”
Warriors and Civilians
I will no longer ride this wagon

I have exited in motion
Tucked and rolled
Busted and bruised

I stand tall, brush the dirt
Fresh blood dripping
I stand tall and step
Fresh tears falling

Won’t follow what I don’t believe
Won’t follow those who cannot see
I will lead in a new direction
I will lead to Victory in my mission

Standing at the edge of the gap
in the distance they scream
They cry
They pray
Wanting to help, not knowing a way
Questions unanswered until now
How will they know if we don’t tell?
It’s up to us to show them our Hell

With love in my heart
I grasp my rope of faith
Cast it to the other side
I call out for The Lord’s strength:

Allow this rope to travel the divide
To be received with Your blessing
On the other side
Bring us together, Warrior and Civilians
For no matter the title, we are all Your children

One of Jones’ recent poems, written to resonate with civilians and veterans alike:

The Gap
Andrew R. Jones

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This wagon of bitterness
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Contempt
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On the other side
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For no matter the title, we are all Your children
Commitment to Quality Instruction

Teaching Teachers

Our Center for Teaching, Learning and Engagement (CTLE) is the cornerstone of campus learning and professional development for all GCC employees. It serves as a place to share ideas, explore new approaches, inspire innovation and excellence, and interact with peers around issues of professional development and the scholarship of teaching and learning. Formal training classes, casual idea-sharing and networking, best-practices discussions, one-on-one assistance and open lab sessions create an open and successful place to thrive. The CTLE held ongoing conversations to cultivate dialogue and ideas to improve teaching and learning. The staff offered 223 workshops in which 1,973 people participated, an increase of 37 workshops and 1,107 participants from the 2011-2012 academic year.

Boosting Instruction Boosts Success

Supplemental Instruction (SI) is an out-of-class, group study session designed to help students make sense of challenging classroom material. SI sessions are facilitated by SI Leaders, students who have already completed the course and received an “A” letter grade. The program employed 25 leaders, representing a total of six different academic departments and available to 2,199 students. Data from the program shows a higher number of passing students, more transferable grades, a reduced number of withdrawals and measurably higher course grades than students who do not participate in the program.

GCC Named Top Fulbright School

In a letter from Dr. Allan E. Goodman, president and CEO of the Institute of International Education, GCC was honored to be among the most notable Fulbright Scholarship colleges. Top-producing institutions in all Carnegie Classifications were highlighted in the Oct. 24, 2011 issue of The Chronicle of Higher Education.

“I would also like to acknowledge the excellent work of your Fulbright Scholar Program campus representative, Kenneth Bus, for his strong contributions to the program’s success at Glendale Community College,” wrote Dr. Goodman.
Acclaim for Innovative Learning

Dr. René Díaz-Lefebvre, psychology faculty at Glendale Community College, is fast becoming internationally known for his groundbreaking work applying the cognitive psychology theory of Multiple Intelligences (MI) to the development of innovative ways to help college students learn. This approach to learning focuses on students “learning how to learn” by expressing themselves and cooperating with others in creative ways that supplement traditional reading, writing, and speaking. The program, “Multiple Intelligences/Learning for Understanding” (MI/LfU), has received a great deal of national attention.

Faculty Honored by Victoria Foundation

From his early days recruiting and tutoring adults, many from areas of extreme poverty, Dr. Carlos Nuñez-Noriega has been a strong teacher, advocate and role model for Latinos to achieve in higher education and technical fields. Today he holds the Dr. Alfredo G. de los Santos, Jr. Outstanding Latino Faculty in Higher Education Award and still actively recruits students for technical careers and for scholarships, including more than 50 Latino students who have received $35,000 in support from the Sun City Engineers Club and Hispanic-Serving Institution scholarships.

Dr. Pam Joraanstad Named Educator of the Year

At the organization’s annual conference at GCC, Arizona Communication Association named Dr. Joraanstad “Educator of the Year.” She is an assistant chair in the Communication and World Languages Department and treasurer of the ACA.

US Patent Awarded to Professor’s Invention

Major universities are not the only places where cutting-edge research and inventions are born. Professor of Technology and Electronics, Ui Luu (pronounced “Wee Loo”) is the inventor of a medical instrument that will improve millions of people’s lives. It received a U.S. government patent on July 1, 2003. Diabetics and others with blood-sugar disorders no longer need to painfully prick their fingers to get blood for a sugar-level test. Ui Luu’s instrument is placed on the arm and computes blood sugar levels non-invasively. Luu was hired as a research and design consultant by a medical company that owns the patent. His name, however, is on it as the inventor. He worked more than three years on the development of this product.

Avila Named USDA Fellow

Laura Avila, who teaches nutrition in the Technology and Consumer Sciences department at Glendale Community College, is among 11 individuals to be named a fellow of the 2013 class of the U.S. Department of Agriculture (USDA) E. Kika De La Garza Fellowship Program.

The fellows, all of whom serve in Hispanic-serving institutions, were selected on the basis of the compatibility of their interests with USDA mission areas, as well as the value their experiences will add to the educational capacity at their respective institutions.

Avila spent two and a half weeks in Washington, D.C., working on her fellowship project. The project centers on building collaborative relationships between GCC and the USDA.

Dr. Kimberly Smith spoke about “The basics of climate change” to the sold-out science and sci-fi crowd at the legendary ComiCon, in the Valley in May 2011. A record number of attendees, many dressed as their favorite comic and sci-fi heroes, waited in lines more than an hour to get into the Phoenix Convention Center for the three-day celebration of comics, science fiction, anime, and science.

Dr. Jennifer Lane was named an NCHC Fellow by the National Collegiate Honors Council Board of Directors, acting on the recommendation of the Assessment and Evaluation Committee. The NCHC committee stated that Lane’s selection was based on her regional and state honors organization leadership; scholarly activities relating to honors education; recognition for outstanding honors teaching; assistance provided to other honors programs/colleges; and demonstrated record of sustained commitment to honors education.
Commitment to Athletic Scholars

Since winning our first NJCAA title in track in 1967, staff, students and alumni feel Gaucho pride deep in their hearts. The Gauchos have been Valley of the Sun Bowl football champions more than 18 times. Our coaching staff includes 16 ACCAC Coach of the Year awards as well as four coaches in the NJCAA Hall of Fame.

Whether an athlete or a fan, we have a sports niche in one of GCC’s 15 organized teams. The Gaucho athletics teams compete in the Arizona Community College Athletic Conference and the National Junior College Athletic Association.

Marks of Distinction

1967 NJCAA Track and Field Champions (first NJCAA title won at GCC)
1968 NJCAA Baseball National Champions
1988 NJCAA Football Champions
1996 Women’s basketball team competed in NJCAA Division II Championship
1991 NJCAA Baseball Champions
2000 NJCAA Football Champions
2005 Gaucho Football team is the only NJCAA football team with an undefeated season, and is inducted into the NJCAA Hall of Fame.

The GCC Football team has won the Valley of the Sun Bowl 19 times, most recently in 2012.

Arizona Community College Association Coach of the Year awards: Ralph Neighbors, Men’s Track and Field, 2012; Dan Littlefield, Soccer, 2011; Randy Espinoza, Women’s Cross Country, 2010; Omid Aziminejad, Women’s Soccer, 2009; Omid Aziminejad, Women’s Soccer, 2009; Dave Grant, Baseball, 2002; Joe Kersting, Football, 11 awards.

Phillippi Sparks (student) and coaches Joe Kersting (football), Dave Grant (baseball), Herb Boetto (baseball) and Pete Pisciotta (athletic director) have been inducted into the NCJAA Hall of Fame.

Volleyball coach Lisa Stuck is in the ASU Athletics Hall of Fame.
Commitment to Veterans

GCC has always welcomed veterans and their dependents. The post-9/11 GI Bill expanded veteran access to higher education, and GCC’s veteran student population surged in response. As a result of donor cultivation and resourceful relationships, GCC was able to open the District’s first Veteran Services Center at the main campus in 2010. The building presently supports 1,268 veteran students, and the College expects this population to continue to increase by 5 percent annually. Unique in Maricopa, the Veteran Services Building – with rooms to meet with advisors and faculty, social space, and technology to connect with non-local family members or colleagues – is one way for the College to say, “Thank you for your service.”

It is because of these valiant efforts that GCC is one of the two certified veteran-supportive campuses by the Arizona Department of Veterans’ Services. The college has been designated a Military Friendly School by G.I. Jobs, a magazine for military personnel transitioning into civilian life. The 2012 Military Friendly Schools list honors the top 20 percent of colleges, universities and trade schools that are doing the most to embrace America’s military service members and veterans as students. These schools make the grade by offering scholarships and discounts, veteran clubs, full-time staff, military credit and other services to those who served.

Many members of GCC’s staff and community – including Glendale’s own Mayor Weirs – feel so passionately about veterans’ educational access they have begun a scholarship program and fundraising specifically dedicated to those who have served.

Riparian Habitat

Biology faculty, with biologists from the Arizona Game & Fish Department and the U.S. Fish and Wildlife Service, established a breeding population of Longfin dace (Agosia chrysogaster) and Chiricahua leopard frogs (Rana chiricahuensis) in the greenhouse pond. Longfin dace live in desert streams throughout Arizona. In our pond, they effectively keep the mosquito larvae population under control.

Leopard frogs are disappearing across the US and especially in Arizona. While the reasons for their demise are still being studied, biologists have identified introduced predators, disease, drought and loss of habitat as major causes. The Chiricahua leopard frogs now living in our greenhouse were displaced from their native habitat as a consequence of recent forest fires. The GCC pond provides a refuge for this threatened population of frogs.
Commitment to Learning

With a keen focus on institutional effectiveness, GCC routinely reviews various metrics of student success. These include course-level success rates, fall-to-fall retention, six-year graduation rates and rate of degree/certificate awarding. For instance, GCC’s course level success rates have matched the district’s overall rates of 68 percent and 69 percent annually, in 2011 and 2012, respectively. GCC’s retention rate has exceeded that of the district by as much as 5 percent in the last four years. In terms of the six-year graduation rate, GCC has outpaced the district for cohort years 2004-2007 by 3 percent to 7 percent. As a culmination of students’ efforts, the institution also reviews the rate of degree/certificate awarding. For 2009-2013, GCC awarded 3,934 degrees or certificates, making up to 12 percent of the entire district’s successful graduates.

Enrollment in traditional classes at Communiversity @ Surprise grew from 619 in 2011-12 to 854 in 2012-13, an increase of 38 percent. In the upcoming year, GCC will add science labs to broaden AGEC offerings, increase the number of 200-level courses and add a Communication in the Workplace Certificate program.

Transfer Partnerships

GCC and its sister institutions have special transfer partnerships with more than 40 institutions.

An example of commitment to creating opportunities for students to successfully transfer to universities is GCC’s early involvement in the Arizona State University (ASU)/Maricopa Alliance. When it was established in the fall of 2005, ASU President Michael Crow said, “This alliance is another example of how we can partner with the community colleges to break down the barriers to successful completion of degree programs.” Established to assist students with seamless transfer from community college to the university and to reinforce a “culture of transfer” on the community college campuses, the Alliance started with three pioneering programs, including the GCC Honors Program.

Further successes of the Alliance led to the announcement in January 2009 that it was expanding the partnership to more students and identifying new goals, including doubling the number of MCCCD students transferring to ASU in five years and doubling the percentage of MCCCD students transferring with an associate degree. To meet these goals, the Alliance established the “Maricopa to ASU Pathways Program” (MAPP). This program boosts GCC’s ability to meet the needs of students who intend to start their higher learning at the community college and finish their four-year degree at ASU. Students who enroll in this program follow a prescribed program of study at the community college. Upon successful completion, students receive multiple benefits at ASU, including guaranteed admission and limits on tuition increases. The Alliance in general, and the MAPP program in particular, clearly demonstrate responsiveness to the student population as well as to the partner university through the design, implementation and evolution of the program.

Connect2NAU offers automatic admission to Northern Arizona University while attending GCC, with the ability to finish a bachelor’s degree online, in Flagstaff, AZ, or locally in the Phoenix area. The University of Arizona Transfer Partnership Agreement allows students to transfer academic credits to the UofA program of their choice.

Exercise is Medicine: More Pushups, Less Pasta

Between May 2012 and January 2013, Brandon Bratset reduced his weight from 262 pounds to 188, and trimmed his waist from 44 inches to 36. Bratset achieved this success by exercising at GCC North Fitness Center for 60-90 minutes for five or six days a week. His workout routines included cardiovascular exercise nearly every day and strength training a couple of times a week.

He also adjusted his food intake by eating less sugary foods and drinking more water. Bratset started his personal fitness quest last May, when he graduated from high school. “I wanted to feel better, to make a big change in my life, and to achieve a big personal goal,” he said.

Bratset took a methodical approach on his quest for better health. He traced calories consumed with the help of a smart-phone app (“Fitness Pal”); substituted sugar-free options where possible (for instance, sugar-free, rather than regular popsicles, and a non-sugar sweetener in beverages); chose whole-wheat pasta instead of white-flour pasta; incorporated regular exercise into his schedule on most days; and tried to burn off what he would eat throughout the day.

Dr. Kovala’s Exercise is Medicine® proclamation stated that a healthier populace means cost savings, greater participation in the workforce and other benefits to society at large. Bratset understands those benefits: He’s feeling better, he’s looking better, and he’s moving better. When he takes to the bowling alley (another hobby), watch out!
Renovations

The renovations to High Tech 1 have widespread implications for student success. In addition to creating a modern learning environment that draws students in, GCC has improved accessibility to computers by providing PCs and Macs, printers and a centralized help-station. With a staff-supported computer hub, two classrooms were renovated to support photography, digital cinema and graphic design programs. In early 2014, the Technology 1 building grand re-opening was met with equal success as it houses state-of-the-art engineering equipment, the family and childhood studies center and CAD. Fall 2014 will see the beginning renovations of the Technology 3 automotive area, keeping the program at peak performance and reputation.

WESTMARC’s Annual Best of the West Awards competition is a way to recognize outstanding contributions to the image, lifestyle and economic development of the West Valley – the portion of Maricopa County west of Interstate 17. Since 2001, GCC has earned 11 awards, including architectural innovation, for the Life Sciences and Public Safety Sciences buildings.
The GCC Guitar Ensemble group won the 2014 Guitar Foundation of America (GFA) Ensemble Showcase Competition, in the category of University: Large Ensemble (five or more players).

“This is absolutely the pinnacle of classical guitar in North America,” said Chuck Hulihan, instructor in the GCC Performing Arts department and the group’s director. “To put it bluntly, we won the college/university guitar ensemble top spot; we’re it!”

The GCC musicians went on to perform as featured artists at the 2014 GFA Convention in Los Angeles, hosted by California State University Fullerton. The convention attracts artists and students from around the world and features concerts from the best of the best in international performing artists. Now among those “best of the best” artists are eight students from GCC.
Shirley Vail Honors Family Dreams with Endowments

Glendale resident Shirley Vail honored family dreams by establishing three endowments at Glendale Community College totaling $30,000. One $10,000 endowment is in memory of her mother, the second is for her aunt while the third is in Vail’s name. “I want women to have the opportunities that my mother, aunt and I didn’t,” says Vail. “Although I always wanted to be a surgical nurse, I became a teacher because teaching was my mother’s dream; but, as a single parent, she could not pursue it.”

Couple Funding Scholarship to Benefit Vietnamese Students

Dr. Dat Tran and his wife, Antoria Doan, have funded the scholarship that will award $4,000 to benefit up to four deserving Vietnamese students who have earned a minimum of 12 credit hours at GCC and have maintained a grade-point average of at least 3.0. Doan, a GCC alumna, said the scholarships are being awarded as a result of the couple’s desire to “give back to the community” and to help support others.

“We want the students to share our vision in helping others, being role models and, most importantly, achieving higher education to better our community and our country,” Doan said.

Outstanding Alumna Gloria Boels Keeps On Giving

An example of a GCC graduate giving back is Gloria Boels. This former student returned to teach in the business department for 16 years. In honor of her late husband Victor, she has established a $40,000 scholarship endowment in addition to a six-figure planned bequest. Although retired, she continues to help out on campus whenever possible. To date, she has logged more than 400 volunteer hours at GCC!

Commitment to Giving and Stewardship

At GCC, philanthropic giving is a manifestation of understanding the mission of the institution and the willingness to support students. The facts are that education costs have soared, and students need financial help with tuition, books, and living expenses. At GCC, increased giving to scholarships is perhaps the most significant achievement since the last accreditation visit. In 2001-2002, the College publicized $46,570 to award; in 2010-2011 the amount had grown to $2,792,900 – all from increases in private donations and District funding. During that same period, the number of scholarships has grown as employees, former employees, community members and alumni understand the mission of the institution and demonstrate their willingness to support that mission through their generosity.

Since 1965, more than half a million students have achieved their academic dreams — graduating, transferring, and moving on to earn advanced degrees — because of their success at Glendale Community College. It happened due to dedication, theirs and yours.

Private and community support has helped GCC build innovative learning environments, install cutting-edge technology and hire distinguished faculty. Your financial contributions directly impact students.

<table>
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<th>Financial Aid for 2013</th>
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The Maricopa Colleges, through the Maricopa Community Colleges Foundation, are embarking on a bold new plan for the future, one in which quality education and innovative workforce development have a meaningful impact on our economy, our community and our quality of life. Thus begins the support campaign, “Educating Our Community. Ensuring Our Future.” GCC has chosen to focus on these four areas:

**Build Scholarships and Programs**
GCC is committed to identifying alternate and sustainable funding opportunities to enhance academic excellence and student success. More support is needed to provide assistance for programs and students as they pursue their dreams of higher education. Achieving a College Education (ACE) is scholarship program to help high school students earn college credit. Successful ACE students can earn up to 24 college credits, learn skills, and develop opportunities for growth. ACE Plus has helped more than 2,500 high school students change their lives forever.

**Support Sustainable Energy Activities**
The Maricopa Community Colleges have committed to reducing our carbon footprint over the next several years. With assistance, GCC will continue to develop and expand programs and other sustainable activities, including recycling, video conferencing and renewable energy projects. Funding will include spendable resources for salaries, operations and renewable energy.

**Support Students with Disabilities**
GCC is committed to providing a fully-integrated and accessible campus environment for students with disabilities. Over the past four years, GCC has experienced a 51 percent increase in its disabled-student population. Support is needed for services that increase students’ independence, advocacy skills and successful degree/certificate completion.

**Endow Faculty and Staff Academic Innovation**
GCC is creating an endowed fund to support individual and group program initiatives within the Center for Teaching, Learning & Engagement. Such enhancements will provide networking opportunities for employees to build a sense of community and collaboration; provide technology and workshops to enhance skills in teaching and learning; and encourage classroom research into new instructional strategies, methods and innovations. Funding will include spendable resources for mini-grants, operations and special projects.

Development Highlights
In 2012 and 2013, GCC completed two very successful annual giving campaigns. “Let’s Hit One Out of the Park” raised $62,000 with 39 percent employee participation and the Olympic-themed “Keeping the Torch Lit” raised $74,000 and garnered 750 gifts from students, alumni, employees and community members.

For the 2012-2013 academic year, GCC reported an 8.9 percent increase in endowments and a 7.2 percent increase in total scholarship and program funds over the previous year. This represents a total of $1.6 million in managed funds through the Maricopa Community Colleges Foundation, a 501(c)3 which receives gifts on behalf of all the Maricopa colleges.

Spectacular Planned Gift for GCC From Drs. Doris and Michael Sarullo
GCC alumni and Valley philanthropists Drs. Doris and Michael Sarullo made a substantial planned gift to Glendale Community College in 2003, earmarked for student scholarships. The scholarships go to students who are “scholastically strong but financially challenged.” The Sarullos, Michael now deceased, are strong supporters of education and have a sincere interest in seeing students succeed, particularly those who have drive and initiative but lack financial resources. “We had a very positive experience at GCC in the Administration of Justice Department under Duke Schafer, as well as in Computer Technology. We have long admired the community college system and its focus on providing quality education. And so it gives us great pleasure to give back to the college and perhaps encourage other alumni to make a gift,” say the Sarullos.

More recently, Doris Sarullo donated her private southwestern art collection to the college, including a famous Remington. Some of the pieces are on display in the newly renovated Performing Arts Center’s gallery.
Donors of Significance

Drs. Doris and Michael Sarullo are strong supporters of education and have a sincere interest in seeing students succeed, particularly those who have drive and initiative but lack financial resources. On March 5, 2014, a life-long dream for the Sarullos was accomplished by naming the DoMi art gallery in the newly remodeled Performing Arts Center. The Sarullos have made several substantial gifts to GCC which are the largest alumni gifts in the history of the College. They received the Distinguished Philanthropist Award for Excellence at the 2006 Awards for Excellence.

The outstanding contribution of service that Mrs. Gloria Boels has made to Glendale Community College is extraordinary. Not many individuals can make claim to being an alumnus, faculty member, donor and volunteer.

In 2004, Gloria established an endowment in honor of her late husband, Victor Boels, whose encouragement and support was the driving force behind her return to school at the age of forty. The Victor L. Boels Memorial Scholarship is awarded to students majoring in business. In 2010, Gloria expanded the endowment to include nursing scholars as homage to caregivers who were such a big support to her and Victor. The scholarship endowment generates ten scholarships annually and continues to grow through Gloria’s contributions.

Gloria also volunteers at GCC. To date, she has logged over 500 hours of volunteer time! GCC was proud to recognize Gloria with the Distinguished Service Award of Excellence in 2006.

Phil Randolph became GCC Interim President in 2002 and was the fifth president of the College. He was very popular during his years at Glendale and his engagement with donors and the College continues today. In addition, the housing development at the corner of Olive and 59th Avenue, called Randolph Ranch, is named after the Randolph family, which owned land in the area and is well known in the West Valley.

There are three named scholarships at GCC that bear the “Randolph” name; the Martin Randolph Memorial Scholarship which is for students in the Nursing program and is named in honor of Phil Randolph’s father, who passed away in 2007; the Marcy Randolph Memorial Scholarship, in honor of Phil and Lynda’s daughter, who passed away in 2009; and finally, the Dr. Phillip D. Randolph Endowed Scholarship, established by the employees of GCC upon Phil’s retirement and awarded to GCC student veterans. Two of the three named scholarships are endowments; they will remain in perpetuity, helping students for generations to come.

Phil and Lynda Randolph have been honored on the GCC donor wall of recognition as distinguished leaders and are founding members of the Legacy Gifts, which recognizes those who have made planned gifts to the Maricopa County Community College District.

The Counseling and Career Services Center was dedicated in memory of Dr. Joe Griego, a long-time GCC counselor and teacher who spent 32 years at the college and was one of the most beloved and effective student advocates. To Dr. Griego, counseling students meant much more than simply seeing them by appointment in his office; he was an exceptional mentor, assisting and encouraging students in their career goals as well as counseling them in other areas of their lives. Dr. Griego touched the lives of literally thousands of GCC students during his long career. The Griego family made a substantial contribution to the college in the naming of the Dr. Joe Griego Counseling and Career Services Center.
Aiming High, After Years Away from School

Convincing your kids you must finish homework before you play with them? A tough sell, especially with four active little ones clamoring for attention.

Yet for the past three years, that’s exactly what Debbie Healey has done. “I want my kids to see you have to do your work before you can play,” she said.

Her reward for holding fast to her “work first, play later” rule? A 4.0 GPA and the prestigious Helios scholarship, with a paid summer internship in biomedical research at the prestigious TGen research facility in Phoenix.

Her success was a long time in coming. When Healey was a child, her father was a mechanic and her mother, a highly functioning quadriplegic. Healey, passionately interested in math, science and biology, had always planned to go to college.

But it wasn’t that simple. Soon after she graduated high school, Healey’s mother was diagnosed with leukemia. She died when Healey was only 19. The loss hit the family hard. Soon after, Healey had a son and had to get a job. For nine years, she worked as a grocery store cashier, shelving college plans indefinitely.

She finally resumed her long-stalled education at GCC. Despite the time that had passed, prerequisite classes reignited her high-school passion for biological science. She picked up where she had left off and pursued her interest in science, completing an Associate in Applied Science in Biotechnology at GCC, then transferring to the Cellular and Molecular Biology program at ASU West.

She’s leaning toward a career in molecular cell biology and microbiology, possibly a role in cancer research. Remembering the loss of her mother, Healey said, “Working on cures that could give people the chance to spend more time with their loved ones would be one of the most rewarding experiences I could imagine.”

Though the journey has been challenging, Healey believes hard work pays off and you won’t always be handed things. “When you have to pay for school yourself, you respect it more and you want to do well,” she said.

It’s a lesson she wants her children to learn. And she encourages other young women to stick to their goals, even if it takes time. “Eventually you get there, and it’s worth it,” she said.
Performing Arts Center

The original ribbon-cutting ceremony for the new Performing Arts Center (PAC) was November 13, 1977. Now, 37 years later, GCC unveiled a new PAC in January 2014. Prior to having the original theatre in 1977, performances were held in a temporary theatre in the T-1 building. The first play in the Performing Arts Center was The Barretts of Wimpole Street, a romantic comedy. Ticket prices in 1977 were $1 for students, faculty, and staff and $3 for general admission. Today all music concerts and dance concerts are free, and, if possible, plays are free. When there is a charge, it is $5 for students, faculty, staff, alumni and seniors with ID and $8 general admission.

The DoMi (DOE-MY) gallery is named after GCC alumni and Valley philanthropists, Drs. Doris and Michael Sarullo and includes several pieces of art from their private collection. Doris came to GCC as an adult learner and earned an Associate in Applied Science in Administration of Justice. She was also a Phi Theta Kappa honors student maintaining a 3.9 GPA. Both Doris and Michael had a very positive experience at GCC in the Administration of Justice Department under Duke Schafer, as well as in Computer Technology. It was always the Sarullos’ dream to see an art gallery at GCC.

Robinson Room

The Robinson Room, which opened in late February in the CTLE, was first dedicated in 1989 as a state-of-the-art classroom, outfitted with equipment that was high-tech for the times.

The occasion was also an opportunity to honor the family of Jeffrey Robinson, for whom the room originally was named. As a “living” classroom, the room is designed to grow, mature and embrace the future, which is exactly what the Robinson family wanted when they first committed to sponsor the project in the 1980s.

Now, thanks to an extensive three-year renovation, it has a brand-new life, with advanced technology to meet today’s teaching requirements, to accommodate a range of learning styles – and most importantly, to enhance learning.

Just one example of its many high-tech tools is lecture-capture software that allows the instructor to give a presentation and record it for students to watch on their own schedules, freeing up classroom time for student engagement.

The Robinson Room is a now a versatile, dynamic “living” classroom, designed to grow, mature and embrace not only today’s technology, but technology of the coming decades.

Sustainability

Sustainability represents the awareness that our choices, actions and practices affect the well-being of the next generation. It underscores a commitment to global stewardship of resources. As a member of the American College and University Presidents’ Climate Commitment, GCC joined the Maricopa Community College District in leading efforts to create sustainable practices and programs in higher-education institutions. In 2011, President Irene Kovala, on behalf of the GCC community, signed the American College and University Presidents’ Climate Commitment, pledging GCC to carbon neutrality by 2025.

The list of our green efforts at the main campus and at North is impressive: xeriscape, locally-sourced building materials, environmentally-friendly chemicals and cleaners, a fleet of hybrid vehicles and electric vehicle charging stations, sensors to reduce energy and resource usage, LEED-designed buildings, e-cycling events, co-mingled recycling bins and a paper-reduction pledge. GCC has won awards for many of these efforts.

The GCC Green Efforts Committee and the Sustainability Board are two groups on campus who lead our activities to incorporate practical, sustainable ideas in the administration and teachings of the college.
The Carlos Núñez Challenge

In 2005, during GCC’s 40th Anniversary, Dr. Carlos Núñez, then Chair of Technology and Consumer Sciences, made an offer the college couldn’t refuse. In his quest to complete the Tempe Triathlon, he offered to match every dollar pledged by GCC faculty and staff, up to $10,000. In just four short weeks, $21,000 was raised to support student scholarships.

Núñez said, “I started doing triathlons three or four years ago, when Laura Avila in my department bet me I could not complete a triathlon. At that time I barely knew how to swim, and on the first day of training, I was not able to complete even one lap in the swimming pool at GCC.”

However, Avila ultimately lost the bet and Núñez went on to finish the triathlon.

Why the scholarship?

When Núñez was growing up in Mexico, his parents had a hard time making ends meet. His family lived with his grandparents and other extended family members. In spite of the challenges Núñez grew up in a loving environment and worked hard to make his parents proud. All of his siblings earned doctorates (in economics, engineering, anthropology and a Juris Doctorate). “We named this scholarship in honor of my parents for giving us the opportunities we experienced in our lives,” said Núñez.

What Now?

Almost fifteen years later, Carlos is making a difference once again. This time, he climbed Pico de Orizaba, the highest mountain in Mexico and the third highest mountain in North America.

For Núñez, this journey was more than just raising money for student scholarships and more than a testament to his three-year battle with cancer. It’s about never giving up, no matter what the challenge might be, no matter how uncertain you are about the future.

Gaucho Biotechnology Researchers Present at National Science Colloquium

On Saturday, February 23, 2014, GCC Biotechnology students Erica Soboslay and Esther Juárez presented their original research at the Community College Undergraduate Research Initiative (CCURI) Spring 2014 Colloquium.

Although the event is designed to be primarily a conceptual poster exhibition, the students also were invited to make an oral presentation of their project, entitled “Molecular Cloning and Characterization of LEA Genes from Deinococci.” The audience included student and faculty scientists from colleges throughout the country.

The semi-annual, rotating-venue Colloquium gives community college students from across America the opportunity to present their research to a forum of both peers and educators via the poster presentations.

The two GCC participants did not have to travel far to showcase GCC to the nation—the recent CCURI function was held at the Mesa Community College campus. Faculty advisors Dr. James Tuohy and Dr. Robert Ziembas attended the event in support of their students and to discuss their research findings with other scientists.
The Maricopa County Community College District is an EEO/AA institution and an equal-opportunity employer of protected veterans and individuals with disabilities.

Glendale Community College is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). For more information see www.ncahlc.org.