



# FACULTY FORUM

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The *Faculty Forum* provides an opportunity for the expression of ideas and issues of concern to Sinclair faculty.

Articles, letters, poetry and comments are welcome. Please submit to the editor.

Editor: James Brooks  
Layout: Publications

## On Quorums and Constitutional Amendments

**Nick Reeder, Faculty Senate Vice President, Engineering & Industrial Technologies**

Two problems threaten the Faculty Assembly’s ability to conduct its business effectively: our chronic failure to attain a quorum at meetings, and the unreasonably high vote required to amend the *Constitution and Bylaws of the Sinclair Community College Faculty Assembly* (see “Appendix,” *Faculty Handbook*). This article will examine these problems, offer solutions, and ask for your help in implementing the solutions.

Sinclair’s Faculty Assembly consists of all tenure-track faculty members (currently some 350 members). The assembly’s constitution and bylaws set forth the most basic rules governing conduct of the assembly’s business. Additional rules are provided by *Robert’s Rules of Order*, which the assembly has adopted as its rule book, or “parliamentary authority.”

Our constitution requires that at least one assembly meeting be held per academic quarter. At these meetings, the assembly conducts its business by way of members introducing, debating, and voting on motions. Between meetings, conduct of the assembly’s business is entrusted to the assembly’s executive board, the Faculty Senate, which has fifteen voting members, including the assembly’s three officers (president, vice president, and secretary).

A “quorum” is the minimum number of members who must attend a meeting for business to be legally transacted. Our constitution sets a quorum for assembly meetings at one-third of the assembly’s membership. If a quorum is not attained at a meeting, very little can be accomplished at that meeting. In particular, no elections can be held, and no motions can be introduced, debated, or voted on.

Our assembly meetings consistently fail to attain quorums. Usually the fall meeting does attain a quorum, but typically the winter and spring meetings do not. This is particularly troubling in the case of the spring meeting, at which elections are held. In spring of 2005, because no quorum was attained, no vice president or secretary was elected. Voting was postponed until the fall meeting, at which I was honored to be elected vice president, and Linda Pastore was elected secretary.

Unfortunately, the newly elected secretary and I had little time to prepare for our responsibilities as assembly officers; furthermore, we were absent from the annual summer retreat held by the senate with the college’s administration. What message did the administration read into the fact that, because of a lack of faculty interest, the assembly was missing two of its three officers?

We must address this persistent failure to attain a quorum. One partial solution, used intermittently in recent years, is to declare that the Spring Assembly meeting extends over several days and to ask assembly members to vote at some time during this multi-day “meeting.” However, in the

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## On Quorums and Constitutional Amendments

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absence of a provision in our constitution that expressly allows voting in this manner, this practice is illegitimate under *Robert's Rules*. (For details, see *Robert's Rules*, 10th edition, pp. 79-80 and pp. 408-409.)

Here are three possible solutions to our quorum problem:

1. Amend our constitution to legitimize voting in the manner just described. This would, however, be only a partial solution: while it may let us attain the numbers needed to validate crucial votes such as election of officers, it would not bring us any closer to achieving a quorum at our regular quarterly meetings. This method of voting is also inefficient, since it requires polling officials to be present for many hours to oversee the voting.
2. Amend our constitution to allow some form of online voting. This solution is similar to the previous one, but is more efficient since it does not require the presence of polling officials.
3. Amend our constitution to reduce the quorum requirement. This solution accords with the advice given in our parliamentary authority: "The quorum should be as large a number of members as can reasonably be depended on to be present at any meeting, except in very bad weather or other exceptionally unfavorable conditions" (*Robert's Rules*, p. 335). Judging by attendance levels at recent assembly meetings, we would need to reduce the quorum requirement from one-third of the assembly's members to, say, one-sixth of its members.

**I propose that we adopt a solution combining #3 and #2: reduce the quorum requirement and**

**also implement online voting for certain types of votes.** I will ask Faculty Senate to consider this proposal and to recommend it to the assembly for approval.

Regrettably, implementing any of these solutions will not be easy because of the unreasonably high vote required to amend the assembly's constitution. Our constitution states that any amendment requires the approval of two-thirds of the assembly's members, with previous notice. ("Previous notice" means that a copy of the proposed amendment must be distributed to all assembly members in advance of a vote on the amendment.)

This threshold is too high, as *Robert's Rules* tells us: "In prescribing the vote necessary for the adoption of an amendment, the expression 'a vote of two thirds of the members' should never be used in ordinary societies, especially in large organizations" (pp. 563-564).

To address this problem, **I propose that we amend the constitution to specify that amendments to the constitution and bylaws require previous notice and the approval of a majority of the assembly's members.** This threshold would still be considerably higher than the minimum threshold recommended by *Robert's Rules* (p. 573). I will ask Faculty Senate to consider this proposal and to recommend it to the assembly for approval.

Sinclair is in a state of flux. Budgets are being cut, resources are being shifted, mini-terms and B-terms are proliferating, and new campuses are opening. Do you feel that faculty should play a prominent role in making decisions about such changes?

I do, but I fear that we will not have a voice if we cannot attain a quorum at assembly meetings, and I worry that the difficulty in amending our constitution will make us slow to adapt to changing conditions. I urge you to consider the proposals made above, to discuss them with your colleagues and senate representatives, and to support them with your vote at a future assembly meeting.

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## Sputnik Plus Fifty

John Sparks, Mathematics, Liberal Arts & Sciences

In less than two years America will mark the fiftieth anniversary of the world's first artificial satellite, Sputnik I, launched on Friday, October 4, 1957, by the former Soviet Union. I distinctly remember waking up to this news on a bright Saturday morning just 19 days prior to my 10th birthday. Describing my reaction when told by my father when seated at the breakfast table, I would have to say it was one of bewilderment combined with "shock and awe."

As a "Leave-it-to-Beaver" type of kid growing up with the same, my neighborhood cohorts and I thought America was invincible. We "sat on the knees" of those who helped win World War II and thrilled to their stories and all things American. In contrast, we snickered at Japanese-made toys and trinkets passed out at carnivals and school festivals—trophies of war if you will, small harmless tokens offered in homage by a defeated enemy.

Even though we grew up in the shadow of The Bomb and played many rounds of "duck and cover"

during the early years of the Cold War, overall, the fifties were a heady time for us baby boomers, a time of Lassie-like bliss and American prowess—until October 4, 1957.

Sputnik I, 184 pounds of beeping Soviet force, circled the globe once every 96 minutes and, with every revolution, reminded the free world that science, mathematics, and the associated technological dominance will ultimately determine who is free and who is not. Several weeks after the launch, I was standing in my backyard with my father and several neighbors waiting for Sputnik to emerge from the western horizon, above the rapidly-disappearing twilight of a clear November evening. Indeed it did, right on schedule.

Sputnik then looped silently and ominously towards the east, steadily blinking via reflected sunlight as it spun on its own axis. Just as ominous was the mood in that backyard, a mood coming

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from somber and grown men—some of which, as my father, were employees of Wright-Patterson AFB. Their whispers were whispers of concern for America and its future, and their visions were those of nuclear-tipped missiles aimed at the United States with no counter.

Needless to say, one ten-year old was able to catch their sense of vulnerability—as opposed to prior invincibility—that November evening. As quickly as it rose, Sputnik sank from view amongst the rising stars within a minute or two. The world had been permanently changed.

In response, America got busy and placed more emphasis on mathematics and science education. We as a nation met the Sputnik challenge on two critical fronts, technological (in terms of the arms race) and economic. Almost 32 years later on November 9, 1989, the Berlin Wall came tumbling down, signaling the end of the Cold War.

A victorious bliss settled on America; and, in many ways, we remained in that blissful state throughout the dot.com 90's until September 11, 2001, signaling the start of the War on Terror. Unbeknownst to us, a second war on the global economic front had already started. One could date the start of this war as August 2, 1995, the date of the Netscape IPO. Netscape along with untold millions of miles of light-speed communication cables gave instant access to the best of the best from around the world. Need brains? Got brains—in China, in India, wherever.

This means the bright kid in Calcutta has the same chance of landing a choice job with Procter

& Gamble as the bright kid in Cincinnati. And if the kids in Cincinnati aren't that bright—or motivated—guess who wins! When outsourcing was confined to cheap low-tech products on American shelves—clothing, kitchen wares, lawnmowers, etc.—we didn't seem to mind, but to expand the outsourcing concept to include engineering and technical expertise coming from hungry and able minds beyond American shores was another matter.

As both an American defense worker and mathematics teacher, I am worried in much the same way that I was worried in 1957. I perceive an emerging threat with the only solution being superior technological prowess as it is *home grown* on our native shores. The opening scenes of the movie "Gladiator" disturbingly come to mind when Rome, with clear technological superiority, easily conquers a multitude of chest beating barbarians lulled into thinking they could overcome this sophisticated enemy with manliness alone.

Math and science teachers, along with defense workers, are engaged in a common battle—that of keeping America the greatest human experiment in democratic government ever created on Planet Earth. One of the keys to preserving our government and associated way of life in a dangerous and unstable world is to insure an able and continuing supply of well-trained young citizens who can: 1) compete with the best of the best from around the world; and, 2) insure that our critical freedom-preserving technologies are also the best of the best. At Wright-Patterson, we focus on number two. At Sinclair, our job is to focus on number one. We are in this struggle together!

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## Primary School Education: The Beginning of American Mediocrity

Mary F. Clifford, English, Liberal Arts & Sciences

I have been teaching English Composition and Business English for Sinclair since 1986. It's been a roller coaster of experiences, from brilliant students, lazy students, stuffy classrooms, muddling through learning how to operate classroom computer equipment, and, most importantly, observing the deterioration of English skills in those who would seek a college degree.

I have a Liberal Arts associate degree from Sinclair, and bachelor and master degrees from Wright State, both in English. Throughout my fairly lengthy tour of educational duty, I've witnessed a gradual but undeniable diminishment of the skills that students should have when they arrive at college. Judging by my own primary parochial school experience, I would estimate that a fairly significant majority of Sinclair's freshmen are prepared for about seventh or eighth grade English class.

Journal articles as well as newspaper articles over the last several years would indicate that this is not unique to Sinclair, but dominates secondary education throughout the country. In recent months there's been no shortage of articles about the inability of America's young adults to carry the mantle of social,

economic and technological dominance in the world.

We are told India, China and other developing nations are outstripping us in science, engineering, math, and more than likely, a wide array of other disciplines. And the dearth of high end jobs in America supports that contention. Our businesses are seeking the educated but cheaper labor force they can find in other countries.

Although I am not an education expert, I think that the American approach to primary education has been, and continues to be, all wrong. It seems to me that at the point when young children, just entering primary school, are like sponges to new knowledge, we should be inundating them with the wealth of information that can only come from having individual instructors who are experts in a given subject area.

For example, someone with a master degree or even Ph.D. in, say, English, should be the instructor for all primary students in a particular school for English; another expert in geography for geography; another for mathematics, and so on. The young children, most of whom are struggling with the idea

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## Primary School Education: The Beginning of American Mediocrity

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of sitting in one chair in one classroom all day, would move from room to room, getting more specialized instruction from someone who has been trained in that field, who is passionate about his or her subject, and who can help students get a broader, better education in a given area, and thus, in all areas.

This is nothing new; it's exactly what happens at the high school and college levels. Why we don't employ the same technique for grade school is a mystery to me. In my opinion, we waste the best learning years of young people's lives by asking one person to teach all subjects to children. One person will never be able to be an expert in five or six subjects, and one person will never have a passion for five or six subjects.

And what we see today in our college students is the result of a hit-or-miss, luck-of-the-draw primary education. Many students tell me, "Oh yes, I had a great English teacher in the fourth grade, but then my sixth grade teacher was terrible!" How could it be otherwise, when one person is required to teach everything?

I imagine many education majors would argue with me, would say that they can inspire students in all subjects and be passionate about all subjects, but my experience with English students indicates to me that it isn't possible, and hasn't been the case. Many of my students are certainly well prepared, but not a majority. I think it is up to the educational community to rethink its approaches to primary education and to spearhead a better structure for those young people who will be required to bear the responsibilities of a complex, murky future.

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## Nine Principles of Good Practice for Assessing Student Learning

Teresa Prosser, DEV, Extended Learning & Human Services, et al\*

There has been much talk of assessment over the years...and it's clear that it's not going away! Students ask for it, faculty use it, the institution relies on it, and accrediting bodies require it. Here at Sinclair, assessment is tied not only to course and program outcomes but also to general education outcomes (those skills that all students hold in common regardless of degree).

But, what exactly is good assessment practice? What follows are the generally accepted principles of good practice in assessing student learning within an educational institution. While the practice and use of assessment are not yet as natural as breathing for many of us, we are making significant steps forward. We make those steps every time we participate in departmental and divisional conversations about student learning, attend any of the assessment/general workshops or institute sessions offered during the year, review and adapt curriculum to meet student or industry needs, or revamp classroom practices/assignments as a way to increase student learning of course content and their ability to transfer skills into the next course.

A periodic review of these principles of good practice is a nice reminder of the road we are traveling to the ultimate assessment institution. For further discussion, information or help in developing/finding assessment activities or tools, please contact your divisional assessment Learning Liaison: Lori Zakel (FPA), Steve Wendel (EGR), Gloria Goldman (ALH), Ned Young (BUS), Linda Pastore (ELHS), and Art Ross (LAS).

### Nine Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values.

2. Assessment is most effective when it reflects an understanding of learning as multi-dimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.

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# Sinclair Beach—With Apologies to Matthew Arnold

Gary Mitchner, English, Liberal Arts & Sciences

Calm is the murmur of the room—  
Ah, Johnson, come to the front of the room:  
Doobie Brothers on habits and vices, boom, boom;  
Hear all the different voices asking us to modify  
Our strategic cousins to fit into the ten-year family:  
What seems a world class benchmark might be  
Merely a blank dashboard as we speed along roads  
Without sidewalks. The signposts read: Warren (rabbits?),  
Angles of Wood (forests instead of trees?)  
And Heights (reaching stars?).  
Expansion is not always spelled growth since  
Remote lexicons spring up on their own and  
Reckless abandon and uncontrolled expansion  
Do not always seem that different.  
Too many echoes in the Department of Oblivion  
Spread out in their redundant persistence:  
Communication, resources, workload, part-time,  
Quality, demand, the death of the issues.

David Sinclair heard voices long ago  
Along the Great Miami where a post-flood  
Dam kept the roaring five rivers under control.  
He knew change junkies on the high dive  
But could not anticipate that a solicitor  
Would be needed for geographic concrete and  
Bulldozers like roaming podiums and non-physical  
Exercises. Ah, faculty, let us see ourselves  
As transmissions of mutability not cogs of stasis.

Shall we take the sands of these running analogies  
Into a different direction: use carpenters to build the benches  
And trust ourselves to be the architects  
Of managing growth instead of reacting to cancerous decline.  
Design teams set free to justify themselves,  
Says the metaphoric leader as the call-and-response  
Becomes hammering, hammering, hammering.

Unfortunate acronyms have always plagued us:  
SLEEP may be the worst because we are so awake  
That's why we hear so many voices and see so many  
Perspectives.

We are here on the plains of change  
Where neither complaints nor concerns,  
Nor excitements nor retirements,  
Nor old metaphors and confusing layers  
Can influence the flow of sand on this summer  
Sinclair Beach as we look across the expanse  
Of these tired comparisons always subject to change.

To avoid beach erosion we focus on the Big D's  
And the Little D's trying to comprehend all these abstractions  
When most are thinking of concrete details (sand for concrete?)  
For architectural integrity. When the time frame of any strategy  
Is measured like an hour glass, glassy-eyed buy-ins  
Establish the necessary relationships that will speed up  
The building process. Let's turn the beach over to development:  
New condos of instruction, malls of finance, skyscrapers  
Of learning, home-o-ramas of families who want to think ahead.

So, educators, let us be true to each other,  
For we are here on a darkling plain of multi-campus  
Barriers and S curves and curve jumps, curb jumps,  
When not everyone will bend nor leap  
Where ignorant pool hustlers clash with blue-shirted  
Cue-holders in the midst of complexities.

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## Rights and the American Creed

Byron C. Hall, Jr., Physics, Liberal Arts & Sciences

*(Author's Note: I wish to thank Professor Rollin Workman of the University of Cincinnati for inspiring this essay.)*

The second paragraph of the Declaration of Independence furnishes what is often referred to as the American creed:

*We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed ...*

### Claims, Obligations, and Rights

A claim is an assertion that one has or ought to have possession of that which is the object of the claim. For example, A's name is on the deed to a parcel of land, so he has a claim to that parcel. B receives a Nobel Prize for a discovery in his

discipline, so he has a claim to respect in his field. A valid claim imposes obligations or duties on others.

The seriousness of the obligations or duties depends upon the nature of the claim. (Limitations to liberty—e.g., obligations—are very serious indeed. I prefer to define obligations in terms of claims because I want an answer to the question: in virtue of what does an obligation arise? And the answer is, in virtue of a claim. The strength of the obligation is proportional to the strength of the claim.)

A right is a claim that is so fundamental and so important that it deserves protection through government enforcement, if necessary. Thus, all rights are claims, but all claims are not rights. How does a claim become a right? What criteria make a claim so fundamental and so important that it deserves protection through government enforcement, if necessary? The American creed gives the answer: **a claim imposed by nature.**

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## Rights and the American Creed

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Jefferson, writing for the founding fathers, accepted the Natural Rights theory. The rights among which are life, liberty, and the pursuit of happiness are called Natural Rights. Both the literal text of the Declaration and its historical context make it clear that Natural Rights (claims imposed by nature) and only such claims should be secured by governments.

Thus, in the spirit of the American creed, it is reasonable to classify only claims imposed by nature (Natural Rights) as rights, while classifying other claims simply as claims, not rights. A claim is not as strong as a right, and one's obligation under a claim is not as strong as one's obligation under a right. A government that enforces claims is usurping its power.

In Jefferson's time, such usurpation often took the form of enforcing a social doctrine that held that the citizen's first duty was to serve the monarch; starting with Roosevelt's New Deal, it has taken the form of enforcing a social doctrine that the citizen's first duty is to look to the welfare of those in low economic conditions. The uniquely American contribution to political philosophy is that one is free to choose what his first duty (or calling) is.

## The Naturalistic Basis for Natural Rights

Adapt or perish! That is the first rule of nature for species inferred from the great body of paleontological evidence. Over the earth's history, many species have appeared, thrived for a period, but disappeared when they could not adapt fast enough to changing environmental conditions.

The human species adapts through the insights of rare, often eccentric, individuals (these insights have come in many areas; for example, the sciences, the humanities, lives of courage and/or service to others). It is imperative for the lives and liberty of these rare individuals to be protected if the human species is to survive. However, who may be an insightful individual at a particular time cannot be predetermined, and all humans carry the potential. Hence, for the human species to survive, the lives and liberty of all humans must be protected. It is in this way that nature imposes the rights to life and liberty on humans. These rights are unalienable in the sense that they have become a property of the species.

It is my contention that if Jefferson were writing the Declaration today, he would rephrase the beginning of the second paragraph like this: "We hold these Truths to be self-evident, that all Humans may be presumed to share a basic equality, that they are endowed by Nature with certain unalienable Rights..." (See Hall, Byron C., Jr., "The Presumption of Basic Human Equality," in *Lincoln Review*, Vol. 10, No. 4, Fall-Winter 1991-1992).

## Ranking Rights

What should be done when the rights of one human being conflict with those of another in a particular

situation, and both are innocent? Are all rights equal in importance? Or can they be ranked in order of importance? (For proofs, consult Hall, Byron C., Jr., "Ranking the Rights of Life, Liberty, and Property," in *Lincoln Review*, Vol. 11, No. 2, Fall-Winter 1993-1994.)

## Ranking the Rights of Life, Liberty, and Property

For the sake of clarity, let me define what the rights of life, liberty, and property entail: No private human being or official of the state may deprive an innocent human being of his or her life, liberty, or property deliberately and intentionally (in depriving of life, I include killing, injuring, and physically endangering). This is a "negative" statement related to the "positive" principle that innocent human beings should be left to go about their lives without interference from other human beings.

In the seventeenth century, John Locke ascribed to human beings natural rights, the most important of which are the rights to life, liberty, and property. I have shown that the right to life ought to be given priority over the right to liberty or to property, when those rights conflict. In addition, I have demonstrated that liberty and property rights are so intertwined that no priority can be found between them; when those rights conflict for two innocent human beings, the dispute should be settled by the application of just laws that are subject to review.

Finally, while the Natural Rights of an individual are unalienable, they are not without limits. These limits are usually self-imposed, but sometimes it is necessary for them to be imposed by government.

## Ranking Rights in the American Creed

It is not too much of a stretch to claim that the arguments I have made for the right to "property" can also be made for the right to "pursue happiness."

John Locke may have inspired the American creed, but Thomas Jefferson made an important revision: replacing the right to "property" with the right to "the pursuit of happiness." While Locke held that the desires for life and happiness are equally important in human nature, he maintained that the two main means to happiness are liberty and property, so he combined the end of life with the means of liberty and property.

We know from personal observation that, beyond the level of subsistence, the value of property for human happiness is quite specific to the individual: some are obsessed with the accumulation of property, others take a vow of poverty, while most humans have a desire for property that lies between the two extremes. It could be argued that the two natural rights are those to life and liberty, and that the rights to property and to pursue happiness are included in the right to liberty.

Jefferson, however, had observed France where social doctrine held that the citizen's first duty was to serve the king; after that he could pursue his own happiness, if there was time. The same doctrine was

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held in other monarchies, as well. Jefferson may have had in mind that, since, by the American creed, all men are created equal and endowed with certain unalienable rights, he needed to emphasize the sharp break America was making with that doctrine.

## Rights, Government, and the United States of America

As stated above, the function of government is to protect Natural Rights. With the observation that individual selfishness, anonymous group behavior, and sociopathic behavior endanger natural rights, government can protect those rights by setting conventions (e.g., traffic laws, units of measurement and currency), enforcing valid contracts and

testamentary documents, neutralizing those who violate the natural rights of innocent citizens, limiting and balancing the powers of government to protect the natural rights of citizens, and protecting its citizens from hostile actions of others outside its borders.

By means of the *Constitution*, our founding fathers established the United States of America as a republic (representative democracy) with division of powers and checks and balances. While the *Declaration* defines the American creed, the *Constitution* establishes an administrative system designed to protect its citizens under that creed.

**It is not enough to ask a candidate for public office if he or she supports the *Constitution*, even with its *Bill of Rights*. We need to ask the candidate if he or she supports the American creed as expressed in the second paragraph of the *Declaration*.**

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## Tips from the Help Desk Resource Team

Cheryl Stewart, Policy and Procedure Specialist, ITS; Kent Zimmerman, Communication Arts, Fine & Performing Arts

It is finally springtime. The sky is blue, the sun is shining, birds are chirping, and the grass needs mowing. Oh, that mower. You promised yourself to sharpen the blade, change the spark plug and engine oil, but you did not get it done.

You may have the same feeling when you get the dreaded warning message on your office P.C. when you are informed that your mailbox is too full to accept any more incoming mail. You meant to clean it out, but never got around to it.

The Help Desk Resource Team, a group dedicated to making the lives of faculty more efficient, has developed a list of suggestions on how to use Outlook mailbox space more effectively and avoid receiving that dreaded warning message. The team hopes you find the following information helpful. (As the faculty representative on this team, I will be glad to convey questions/concerns on the behalf of any faculty: e-mail me or call (937) 512-2967.)

Here is how to manage your Outlook mailbox space: most aspects of the Outlook system (your calendar, mail messages and attachments, personal address books, notes, etc.) are stored on the college server. Fifty (50) megabytes of server space has been allocated to each Outlook user. Management of this 50 MB space through the deletion of messages from the Inbox, Deleted Items, Sent Items folders and the use of local mail folders or archiving for long-term mail storage will be critical.

The servers will be monitoring the size of each user's mailbox. Once your mailbox reaches 45MB in size, you will receive a warning message. When this message is received, it will be necessary to either delete unneeded messages or move them off the server. If you do not reduce the size of your mailbox and it reaches 49MB, a warning message will be sent, and you will no longer be able to send mail.

Once your mailbox reaches 50MB, you will no longer be able to send or receive mail until you delete unneeded messages or off-load messages to your P.C.

If a message is not needed, delete it. If it must be kept, decide if it is needed in your Outlook mailbox or if the message could be moved out of your mailbox. To permanently delete all messages from the Deleted Items folder, you should:

1. Click on the Deleted Items folder in the Folder List;
2. Select "Tools" from the menu; and
3. Select Empty "Deleted Items" Folder.

Let's say you realize you made a mistake and want the deleted item back. Recovering Deleted Messages can be recovered within two weeks after deletion. Simply follow these steps:

1. Click on the Deleted Items folder;
2. Select "Tools" from the menu;
3. Select "Recover Deleted Items;"
4. Select the messages you want to recover by holding down the Control key as you select;
5. Click on the envelope icon at the top; and
6. Restored messages will appear in the "Deleted Items" folder.

To manage your mailbox space effectively, you should review and follow the procedures found in the following articles about archiving, mailbox space management and personal folders on the Intranet at: [http://our.sinclair.edu/sites/its/itswebsite/it\\_policies/procedures/otlk/ottips2003/pdffiles/MailboxSpace.pdf](http://our.sinclair.edu/sites/its/itswebsite/it_policies/procedures/otlk/ottips2003/pdffiles/MailboxSpace.pdf)

# Faculty Publications: Tim Waggoner, Stories Galore and More

*(Editor's Note: As a way to recognize Sinclair faculty authors, I will publicize information about books, articles, and poems in print or forthcoming. Please send details to Jim Brooks, DEV, Building 6, Room 6340, or e-mail to james.brooks2535@sinclair.edu)*

Tim Waggoner, associate professor of English and director of Sinclair's Writer's Workshop, has taught full time at Sinclair since 1999. His publishing history is rich and varied, including many articles on the craft and art of writing and teaching, such as "Creative Writing and the Community College" in *AWP Job List* (Sept. 2002), "The Art of Feedback" in *Writer's Journal* (Dec. 2002), "The Anthology Game" in *Writer's Digest* (Oct. 2003), and "The Work-for-Hire Novelist" in *Writer's Digest* and *Writing Popular Fiction* (2006), among a host of others.

Of his non-fiction work, he admits, "While writing such articles is satisfying, I much prefer writing fiction. It's more challenging, more creative, and just more fun than nonfiction. When I write fiction, I feel that I'm completely engaged creatively, that my entire self is involved in the process. Writing nonfiction is so much easier—it only takes a fraction of the time, energy, and creative focus that fiction does—that it can be a nice break sometimes, but writing fiction is my passion."

Given the number of stories and novels he has written, "passion" is an understatement. Among his fiction efforts, Tim has published dozens of short stories, primarily horror, fantasy, and science fiction,

along with a collection of short stories, *All Too Surreal* (Prime Books, 2002), three novellas/novellees, and fifteen novels, five of which are forthcoming: *Godfire: Heart's Wound* and *Godfire: The Orchard of Dreams* (Five Star/Thorndike Books, 2006); *Blade of the Flame: Thieves of Blood* (Wizards of the Coast, 2006); and *Pandora Drive* (2006) and *Darkness Wakes* (2007), both from Leisure Books.

Tim started young as a creative writer, as he explains: "I've been making up stories my entire life. As a child, I'd construct elaborate plots for the adventures of the toys I played with. In junior high, I began writing and drawing comic books starring my friends and I as super heroes. Eventually, I got frustrated with how long it took me to tell stories with pictures, so I decided to switch to using just words. One of the key moments, though, came in high school when I read an interview with Stephen King in the black-and-white comic magazine *Dracula Lives*. In the article, King spoke about his writing process and the business of publishing, and it was the first time I realized that people could actually choose writing as a career."

Sinclair is fortunate that Tim has chosen a dual career, that of teacher and writer. He concludes: "I've always found the process of teaching to be fascinating. And once I started teaching, I discovered that I learn just as much about writing from helping others as I do from actually writing myself....I can't imagine my life without both writing and teaching."

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## Notes from the Editor: Denial, Reflection, Retrenchment—What Do You Think?

The following excerpts are from Peter O'Connor's *Facing the Fifties: from Denial to Reflection* (Allen & Unwin, 2000):

*In the current age we are witnessing many changes in the workplace, not the least of which is technological change....In my own professional practice over the past decade, I have been very conscious of a marked increase in stress generated from work, in particular among people working in organizations. Person after person will talk with despair of physical and psychological overload, the sheer sense of always being under pressure, never having enough time, and being buried under paper (a metaphor that has a certain chilling truth about it). They also invariably express distress concerning under-staffing and the refusal of organizations to replace employees who have left. Corporatization and its sinister twin, marketing, have captured the individual and are holding the soul to ransom.*

*The problem has been exacerbated by technological change so that our capacity to generate information has far outstripped our ability to process it....Organizational culture, through individual contracts and*

*'downsizing,' has created an environment which is dominated by profound uncertainty....Undoubtedly we need a measure of uncertainty to stimulate us to perform and learn, but there is clearly a limit to the amount we can bear before we are crippled by it. Low job security has the effect of pitting employee against employee, so that being in large organizations appears to have more in common with life in the jungle than with some form of work in a civilized society. Uncertainty evokes aggression and territoriality, which are jungle behaviors.*

My first reaction as I read these paragraphs and thought about my years at Sinclair was doubt, if not outright denial. Am I really more stressed now than I was five or ten years ago; twenty years ago? Is the Sinclair culture less harmonious, less friendly, more pressured and competitive because of information overload, among other stressors (budget, enrollment, expansion initiatives, etc.). I want to say, "No." I want to see Sinclair as the exception, as it is often touted.

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## Notes from the Editor: Denial, Reflection, Retrenchment—What Do You Think?

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However, as I began to think about how several of my colleagues have begun to express concern about the direction Sinclair is moving, I moved from denial to reflection, as O'Connor recommends. I now wonder whether a majority of Sinclair faculty—and staff and administration, too, for that matter—would find themselves agreeing or disagreeing with O'Connor's assessment as it applies to organizations, in general, and to Sinclair, in particular.

What do you think? Accurate assessment? Melodramatic hyperbole? Something else altogether?

And speaking of something else altogether, Faculty Senate has recently formed a Retrenchment Committee which will be looking at drafting a retrenchment policy for Sinclair faculty. Years ago, as I understand it, a Faculty Senate subcommittee produced a lengthy draft of a retrenchment policy. However, the policy was never officially approved.

I am speculating that the reason had to do, at least in part, with “denial,” with both faculty and administration feeling that there was not a critical need for such a policy. Of course, the counter-argument is that the best time to create such a policy is during a time of calm and prosperity when it is not needed so that there is not the pressure of trying to create a policy at a stressful time when retrenchment is imminent.

Another reason could have been that other issues surfaced to divert attention from the retrenchment effort. Later, in the mid-nineties when I became involved with Faculty Senate, a few faculty got together and talked with Provost Sifferlen about revisiting the retrenchment issue. I can recall his being concerned that making retrenchment a priority would create uneasiness among the faculty and among Sinclair stakeholders. As the levy approached, he felt that the timing was not ideal for focusing on retrenchment.

Furthermore, he pointed out that the retrenchment policy that had been drafted was just too complex and would not have much chance of being approved at the board level. Nevertheless, he did agree to talk with us further once we had created a more stream-lined version of the original document.

We did that, and we had a couple of informal conversations with him about our revision, but once again, the issue did not have enough traction and fell by the wayside as other items, such as mutual gains, faculty performance review revision, and closure, among others, moved to the forefront.

Now, moving from denial to reflection on this topic, I believe Senate is correct in making the attempt to follow through and create a faculty retrenchment policy, one that both faculty and administration agree is clear, fair, and reasonable. It goes without saying that I, along with my Senate colleagues, fervently hope that this is one policy that, once we have it established, we are never called upon to implement.

And what do you think about that?

### Call for Articles

The purpose of this publication is to provide an open forum for the expression of ideas and issues of direct concern to Sinclair faculty. Such a content will allow for more in-depth presentation and analysis of topics than is normally provided for in other Sinclair publications. Submission of relevant material is encouraged from all Sinclair faculty in the hope that this invitation will provide a sense of ownership for contributors and a sense of family for readers. Finally, this publication is being created to help provide a nexus—or connection—within a large faculty separated by space and function. It is our tool for communicating significant issues.

### Manuscript Guidelines

1. Longer articles with “balanced” coverage should be 2,500 words maximum.
2. Shorter articles with an individual's point of view should be 1,000 words maximum.
3. Documentation should be internal; following either the new *MLA Handbook* or the *APA* style with a “works cited” list if necessary. No footnotes, end notes, or bibliography necessary.
4. Responses in the form of letters to the editor will be accepted.
5. No articles or letters which are anonymous will be accepted for publication.
6. Avoid jargon, sexist language, or other offensive language.
7. The editorial board may edit copy for content as well as space and format.
8. Please submit all articles in *Microsoft Word*; include hard copy.

### SEND SUBMISSIONS TO:

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