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## **MISSION STATEMENT**

*The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California community colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.*

## **VALUE STATEMENT**

### **LEADERSHIP**

*The Academic Senate champions the leadership role of faculty at their colleges and at the state level and fosters effective faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards. The Senate models effective leadership and promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty.*

### *EMPOWERMENT*

*The Academic Senate empowers faculty through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with administrators, trustees, students, and others, to develop and maintain effective relationships. The Senate believes that collaboration with others and faculty engagement improve professional decisions made locally and at the state level. The Academic Senate works to empower faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity in all of their forms.*

### *VOICE*

*The Academic Senate promotes faculty primacy in academic and professional matters as established in statute and regulation. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Senate values thoughtful discourse and deliberation that incorporates diverse perspectives as a means of reaching reasoned and beneficial results.*

## Welcome to the Fall 2011 Plenary Session

We have an exciting and diverse program for you that focuses on “The Common Good.” I find that this theme resonates on many levels. Community colleges, and public higher education in general, exist for the common good—to ensure that there is a mechanism for making higher education accessible to all. And our colleges, with their diverse missions, embrace many approaches to the common good as they work to meet the needs of their communities. We, as faculty and as individuals, also have to make choices for the common good. We have experienced increasing pressure over the years to function more like a system to better serve students. In some instances, we may make compromises for the common good; in other instances, we’ve found clever ways to not compromise but instead to do a little extra work in the interest of the common good. As we face dwindling resources and increased calls to do better, we need to ask ourselves what choices do we make in the interest of the common good? How do we best use our resources and find ways to minimize college and student behavior that some might find less than effective? What is our agenda for the common good? As you consider and explore the topics we have prepared for you, exchange tales of woe with your colleagues, and review the recommendations of the California Community College Task Force on Student Success, we encourage you to contemplate which notions are—or are not—for the common good.

Michelle Pilati



# Thursday, November 3, 2011

## **7:30 a.m. Registration and Continental Breakfast**

BEL AIRE BALLROOM FOYER

## **8:00 a.m. to 8:25 a.m. New Delegate Orientation**

FAIRBANKS A

*Dan Crump, Facilitator*

Are you a new senate president or delegate? Is this your first time attending an Academic Senate Plenary Session? Would you like to know more about how to navigate the Session breakouts? If so, we encourage you to attend this breakout to learn what to expect in the next few days and how to effectively participate. Participants will be able to ask questions.

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## **8:30 a.m. to 9:45 a.m. FIRST BREAKOUT SESSION**

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FAIRBANKS A

### **Repeatability: Changes and New Possibilities**

*Julie Bruno, Facilitator*

*David Morse*

*Melynie Schiel*

The Title 5 Regulations regarding repeatable courses will be changing, and these changes will impact a number of disciplines in different ways. Join us to hear the reasoning behind the proposed new regulations and to discuss ways that faculty can still achieve the purposes formerly served by repeatability through other curricular methods.

### **Assessment: Faculty Role in the Dialog**

POINT LOMA B (SECOND FLOOR)

*Dianna Chiabotti, Facilitator*

*Buran Haider*

Faculty have the responsibility for the assessment of student learning. Essential for improving teaching and learning is evaluation-driven self-reflection and productive dialog about student attainment of learning outcomes, and resulting plans for improvement. In this breakout we will discuss embedding authentic assessments within our courses, processes for reflecting on the evaluation of student learning, and streamlining the process.

### **Local Senate Budget Challenges**

FAIRBANKS C

*Wheeler North, Facilitator*

*Kevin Bontenbal*

Understanding college and district budgets can be confusing to even the most experienced accounting expert. What is a CCFS-311? P3? General Funds? Reserved Funds? Etc. This breakout will unlock some of the budget mysteries and give local senate leaders the fundamentals they need to be able to participate in planning and budget discussions and processes on their campuses.

## **It's the Course—It's NOT the Students**

FAIRBANKS D

*Lesley Kawaguchi, Facilitator*

*Kim Harrell*

*Allison Moore*

Supplemental instruction is about high-risk courses, not high-risk students. Tutoring and supplemental instruction contribute to student success and retention. However, there are many models and methods associated with these types of programs, but which are the most effective? Help provide guidance to the Academic Senate and local senates on policies that may be implemented in response to Senate Bill 1143.

## **Hot Topics in Minimum Qualifications Related to Title 5**

FAIRBANKS B

*Jon Drinnon, Facilitator*

*Michelle Grimes-Hillman*

*Darwin Smith*

Various controversies have arisen recently with regards to who is qualified to teach in a particular discipline on our colleges. Come to this breakout to get informed on recent developments and to get involved in possible solutions.

## **9:45 a.m. to 10:00 a.m. Coffee Break**

BEL AIRE BALLROOM FOYER

**10:00 a.m. to 11:15 a.m. SECOND BREAKOUT SESSION**

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**Essentials for New Leaders: Essentials of the Senate**

POINT LOMA A (SECOND FLOOR)

*Dan Crump, Facilitator*

*Kevin Bontenbal*

New senate leaders need a variety of tools and strategies at their disposal that they can use to stay on top of their many roles and duties. In addition, it is also important to have a clear understanding of the law and regulation that provide the basis for our participation in governance within California's community colleges. This session will cover what you need to know to build a strong foundation in the 10+1 areas of faculty purview and the role of the Academic Senate in college policies and processes.

**Meet Me in the End Zone: Student Athletes and Student Success**

FAIRBANKS B

*Beth Smith, Facilitator*

*Carlyle Carter*

*Lauren Davis Sosenko*

*Kim Harrell*

*Allison Moore*

Did you know that there is already a program on your campus achieving student success? The student success models in the Student Success Task Force recommendations seem to be modeled after successful traditional athletic programs. Local senates may find benefits exceed the costs associated with athletic programs. CalPASS will present data from the Institute for Evidence-Based Change, SMART Tool Companion Report and demonstrate how you can access and use the data to support local senate positions on athletics.

**E-instructional Materials**

## FAIRBANKS A

*Phil Smith, Facilitator**Dolores Davison**Dustin Hanvey**Michelle Pilati*

Title 5 Regulation has long allowed faculty to require textbooks and other learning resources or materials provided they are tangible and have continuing value. How do these legal criteria—developed well before computers existed—apply to new online materials such as e-textbooks and e-learning materials? Come learn about recent discussions and developments, and bring suggestions for moving forward in the future.

**Accreditation Past, Present and... Future?**

## POINT LOMA B (SECOND FLOOR)

*Michelle Grimes-Hillman, Facilitator**Joseph Bielanski**Richard Mahon**Glenn Yoshida*

California community colleges are much older than the agencies that accredit them, but accreditation is here to stay. Must it stay in its current form? Judith Eaton, President, of the Council for Higher Education Accreditation suggested at the Spring 2010 Plenary Session that there are other options. How do the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards and practices compare to those of the Western Association of Schools and Colleges (WASC) senior or other regional accreditors? Where will ACCJC go next in updating the 2002 standards? Whither accreditation for our colleges?

## **Transfer Degrees are IN and Local Associate Degrees are... OUT?**

FAIRBANKS C

*David Morse, Facilitator*

*Stephanie Dumont*

*Carolyn Holcroft*

*Craig Rutan*

As faculty develop SB 1440-mandated Associate Degrees for Transfer we are prompted to consider the future of existing local associate degrees. Which factors are most important when contemplating whether to offer both an AA-T and the original local degree, versus offering only one or the other? In this session we'll look at some of the similarities and differences between the two, and consider how your college could use them to best help students meet their educational goals.

## **For the Common Good: Student Learning**

FAIRBANKS D

*Wheeler North, Facilitator*

*Mark Wade Lieu*

*Lynn Wright*

Student success cannot happen if students are unable to learn, unable to read, unable to write, unable to solve math problems, or they don't have the soft skills necessary to be effective learners. This breakout will update attendees on what is happening in the realm of existing basic skills projects, on the evolving reporting requirements, and the shift towards strategies that have broader impact on student success.

**11:30 a.m. to 11:50 a.m. FIRST GENERAL SESSION**

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BEL AIRE BALLROOM

**Lunch**

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**11:50 a.m. to 1:30 p.m. SECOND GENERAL SESSION**

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BEL AIRE BALLROOM

**For the Common Good – Strategies for Student Success**

**Question and Answer Forum**

This general session will begin with a formal presentation of the draft recommendations of the California Community Colleges Task Force on Student Success led by Chancellor Jack Scott and Vice Chancellor Barry Russell. Following the presentation, a panel of Task Force members will share their reflections on the process and the recommendations, and answer questions from the audience. Attendees will be best served by reading the recommendations prior to the general session.

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**1:45 p.m. to 3:00 p.m.    THIRD BREAKOUT SESSION**

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*The goal of the recommendations of the California Community Colleges Task Force on Student Success is to “refocus” the colleges, increasing the emphasis on success. In order to further attendees’ understanding of the recommendations, two breakout sessions are dedicated to an in-depth focus on select recommendations. The topics covered in Breakout Session 3 will be repeated in Breakout Session 4. Each breakout will discuss the relevant recommendations, existing positions of the Academic Senate, and proposed resolutions. These interactive sessions will allow for ample discussion of the recommendations and their implementation.*

**Basic Skills**

**FAIRBANKS A**

*Wheeler North, Facilitator*

*Dianna Chiabotti, At Large Representative*

*Mark Wade Lieu, Chancellor’s Office Representative*

*Beth Smith, Vice President*

This breakout will discuss Student Success Task Force recommendations:

- 1.1. Collaborate with K-12 to jointly develop common core standards for college and career readiness.
- 3.4. Require students to begin addressing basic skills deficiencies in their first year.
- 5.1. Support the development of alternatives to traditional basic skills curriculum.
- 5.2. Develop a comprehensive strategy for basic skill education in California.

## **Student Services**

### **FAIRBANKS B**

*Stephanie Dumont, Facilitator*

*Michelle Grimes-Hillman, South Representative*

*Cynthia Rico-Bravo, Student Success Task Force Member*

This breakout will discuss Student Success Task Force recommendations:

- 2.2. Require students to participate in diagnostic assessment, orientation and the development of an educational plan.
- 2.3. Develop and use technology applications to better guide students in educational process.
- 2.4. Require students showing a lack of college readiness to participate in support resources.
- 2.5. Require students to declare a program of study early in their academic careers.
- 3.2. Require students receiving Board of Governors fee waivers to meet various conditions and requirements.
- 3.3 Provide students the opportunity to consider attending full time.
- 8.1. Consolidate select categorical programs.

## **Accountability and Centralization**

### **FAIRBANKS C**

*Phil Smith, Facilitator*

*Dan Crump, North Representative*

*Richard Hansen, Student Success Task Force Member*

*Lesley Kawaguchi, Area C Representative*

This breakout will discuss Student Success Task Force recommendations:

- 7.1. Develop and support a strong community college system office.
- 7.2. Set local student success goals consistent with statewide goals.
- 7.3. Implement a student success score card.
- 7.4. Develop and support a longitudinal record system.

## **Technology**

### **FAIRBANKS D**

*Dolores Davison, Facilitator*

*Manuel Baca, Student Success Task Force Representative*

*Kale Braden, Futures Committee Member*

*Jon Drinnon, Area B Representative*

This breakout will discuss Student Success Task Force recommendations:

- 2.1. Develop and implement common centralized diagnostic assessments.
- 2.3. Develop and use technology applications to better guide students in educational process.

## **Enrollment Management and Professional Development**

### **POINT LOMA A (SECOND FLOOR)**

*Julie Bruno, Facilitator*

*David Morse, Student Success Task Force Member*

*Debbie Klein, Futures Committee Member*

This breakout will discuss Student Success Task Force recommendations:

- 3.1 Adopt system wide enrollment priorities reflecting core mission of the community colleges.
- 3.4 Require students to begin addressing basic skills deficiencies in their first year.
- 4.1. Focus course offerings and schedules on needs of students.
- 6.1. Create a continuum of mandatory professional development opportunities.
- 6.2. Direct professional development resources toward improving basic skills instruction and support services.

## **Resources Issues and Additional Recommendations**

### **POINT LOMA B (SECOND FLOOR)**

*Kevin Bontenbal, Facilitator*

*Jane Patton, Student Success Task Force Member and Academic Senate Past President*

*Michelle Pilati, President*

This breakout will discuss Student Success Task Force recommendations:

- 8.1. Consolidate select categorical programs.
- 8.2 Invest in the new Student Success Initiative.
- 8.3. Promote flexibility and innovation in basic skills through alternative funding mechanism.
- 8.4 Do not implement outcome-based funding at this time.

**3:15 p.m. to 4:30 p.m.    FOURTH BREAKOUT SESSION (Repeat)**

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**Basic Skills**, Fairbanks A

**Student Services**, Fairbanks B

**Accountability and Centralization**, Fairbanks C

**Technology**, Fairbanks D

**Enrollment Management and Professional Development**,  
Point Loma A (Second Floor)

**Resources Issues and Additional Recommendations**,  
Point Loma B (Second Floor)

**4:45 p.m. to 6:00 p.m. Resolution Writing**

FAIRBANKS A

**4:45 p.m. to 5:45 p.m. Caucus Meetings**

FAIRBANKS C, FAIRBANKS D, POINT LOMA A (SECOND FLOOR), POINT LOMA B (SECOND FLOOR)

This time is reserved for caucus meetings or for those interested in forming a caucus. In Spring 2010, the delegates adopted changes to the Bylaws to establish caucuses in order to provide a forum in which faculty may address academic and professional concerns vital to the interest of the faculty forming the caucus. The caucus meeting schedule will be posted at the registration table. If you would like to request a meeting room, please visit the registration table. Caucus meetings will be held in the rooms listed above.

*Note: These rooms are available on a first come first serve basis.*

**6:00 p.m. Resolutions Due**

LA JOLLA

**6:30 p.m. to 8:30 p.m. President's Reception & Entertainment**

GARDEN TERRACE

*Featuring Mira and the Coasters*

*Sponsored by the San Diego Community College District and the Grossmont-Cuyamaca Community College District.*

*Mira and the Coasters*

*Mira and the Coasters were formed in 2008 by MiraCosta College faculty and administrators who apparently thought they could sing. Through some small miracle, they soon began entertaining audiences with their parodies of community college issues at statewide conferences and events.*

*Mira and the Coasters are available for bookings at weddings, bar mitzvahs, Quinceañeras, dog shows, gourd festivals, traffic school - basically any venue who will take them.*

*Today's "entertainment" is being brought to you by Kimberly Coutts, Linda Kurokawa, and Pam Deegan. They think they are really funny; we hope you think so too!*

# Friday, November 4, 2011

**7:30 a.m. Registration and Continental Breakfast**

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**8:30 a.m. to 9:45 a.m. FIFTH BREAKOUT SESSION**

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## **Minimum Qualifications**

FAIRBANKS C

*Jon Drinnon, Facilitator*

*Cheryl Aschenbach*

*Dave DeGroot*

Make sure your college's future is secure by staying on top of the minimum qualifications or equivalency your faculty need to teach in California's community colleges. This perennial breakout provides the necessary regulatory and procedural information for colleges to hire fully qualified faculty in all disciplines.

## **Program Darwinism: The Evolution of Programs**

FAIRBANKS D

*Lesley Kawaguchi, Facilitator*

*Kevin Bontenbal*

*Don Gauthier*

*Angelina Stuart*

Got pre\$\$ure? Got program discontinuance policy? You are not alone. Did you know that Title 5 Regulations require such a policy? Find out the results of last spring's survey and some of the policies that exist across the state. Learn about best practices, triggers, and the essential elements of a robust policy.

## **18 Units in the Major: Too Many or Too Few?**

FAIRBANKS A

*Beth Smith, Facilitator*

*Janice Johnson*

*Miles Vega*

This session will explore the history of 18 units in the major for an associate degree and begin a conversation about the components of the degree. With general education, the major and electives, is there an optimal balance of the units for these components of the degree? The values of an institution are reflected in its choices and structure of general education and major requirements, and the number of units in each component represents a quantitative measure of what a college feels is important. Join us to discuss the proportions of courses in general education, the major and electives that constitute the associate degree.

## **The Role of SLOs in the Curriculum**

POINT LOMA A (SECOND FLOOR)

*Dianna Chiabotti, Facilitator*

*Adrienne Foster*

It is often said that student learning outcomes (SLOs) play a critical role in our curriculum. Or do they? If so, how? What is their actual role, what is their mandated role, and how are/might they be used? Now that all courses have SLOs and faculty are engaged in assessment, it is important to reflect on the continuing role of SLOs. Do they need to be revised? What processes are we using to guide their revision? In this breakout, we will explore these questions and more.

## **Institutional Effectiveness (IE) as a Process: How Can the IE Process Work FOR Faculty?**

FAIRBANKS B

*Michelle Grimes-Hillman, Facilitator*

*Roberta Eisel*

*Richard Mahon*

*Katie Townsend-Merino*

The Accrediting Commission for Community and Junior Colleges (ACCJC), in its Rubric for Evaluating Institutional Effectiveness, focuses our collective attention on three CYCLES: program review, integrated planning, and student learning outcomes. Each of these is conceptualized as an iterative process and, as such, is never completed, but each constantly remains in varying stages of cyclical development that should be directly tied to resource allocation. Come review and discuss how many colleges have integrated their planning and budgeting processes to support the central work of our institutions—teaching and learning! Learn how to use the institutional effectiveness process to support YOUR work recruiting faculty volunteers for shared governance work.

## **Recruiting Faculty to Participate in College Governance**

POINT LOMA B (SECOND FLOOR)

*Phil Smith, Facilitator*

*Brad Byrom*

*Phillip Maynard*

“With great power there is great responsibility,” and for faculty, our responsibility is to participate and contribute to the successful governance of the college for the benefit of students. But how do you get them to do it? This session will provide strategies for increasing faculty participation at

the local level. When faculty become interested in local senate and college service, then they might even be interested in service at the state level too. For the common good, learn how to motivate colleagues to join committees and become effective members and leaders.

**9:45 a.m. to 10:00 a.m. Coffee Break**

BEL AIRE BALLROOM FOYER

**10:00 a.m. to 12:00 p.m. Area Meetings**

**Area A**

FAIRBANKS A

*Julie Bruno, Area A Representative*

**Area B**

FAIRBANKS B

*Jon Drinnon, Area B Representative*

**Area C**

FAIRBANKS C

*Lesley Kawaguchi, Area C Representative*

**Area D**

FAIRBANKS D

*Stephanie Dumont, Area D Representative*

**12:15 p.m. to 2:15 p.m. THIRD GENERAL SESSION**

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BEL AIRE BALLROOM

**Lunch**

**State of the Senate**

**Resolution Presentation**

**For the Common Good: Serving Our Veterans**

*Harold Martin, Social Science & Counseling, Pasadena City College*

*Jane Mathis, Counseling, Santa Ana College*

How do we best serve those who have served us? Who are our returning veterans—how many of them do we interact with each day and what unique qualities do they possess and issues do they present? What are colleges doing to serve this special population and what can you do? Don't miss this lively discussion, featuring our presenters and a panel of veterans.

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**2:30 p.m. to 3:45 p.m. SIXTH BREAKOUT SESSION**

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**Legislation: Keeping us Informed for the Common Good**

FAIRBANKS C

*Dan Crump, Facilitator*

*Michelle Pilati*

Well, the Legislature is in recess right now. But there is still plenty happening in Sacramento. We are completing the first year of a two-year session. Some of the bills passed by the Legislature were signed by the Governor and some were vetoed (his deadline was October 9). And there are still bills that will carry

over to the 2012 part of this legislative session. In addition, there are federal laws and regulations being proposed that affect higher education. Join us to be more informed on these bills—passed, present and future.

### **Senate-Union Relations: Get a Pre-Nup!**

FAIRBANKS A

*Beth Smith, Facilitator*

*Don Gauthier*

*Angelina Stuart*

Senates and collective bargaining units can collaborate to protect faculty and resolve professional challenges. Ideally, there should be a balance between the two organizations. When the relationship goes bad, the results can be ugly for all parts of the faculty experience. To support senate and union relations, some scenarios have been developed to help distinguish their unique roles. Help us to perfect these scenarios with true and frightening tales of conflict or storybook tales of cooperation.

### **Counseling and Advising Students in the 21st Century**

POINT LOMA A (SECOND FLOOR)

*Stephanie Dumont, Facilitator*

*Michelle Grimes-Hillman*

*Janice Johnson*

*Miles Vega*

How can the Academic Senate more fully support counseling and student services faculty who are under great pressure to “do more with less” as they assist students. How do senate and instructional faculty play a role in effective counseling and advising? Join us for this interactive session and bring your

innovations, effective counseling and advising techniques to share. For example are group counseling, online counseling, and/or the use of faculty or classified advisers (paraprofessionals) effective practices for the common good? How are you meeting the needs of specialized populations, often with growing needs, such as veterans, athletes, refugees, immigrant populations, and more?

### **Curriculum Committee Decision-Making: Tough Love for the Common Good**

FAIRBANKS B

*Julie Bruno, Facilitator*

*David Morse*

*Melynie Schiel*

When was the last time you heard the word “no” during a curriculum committee meeting? Curriculum committees have always functioned in a gatekeeping role, and yet we often hesitate to tell our colleagues that the curriculum they proposed doesn’t warrant inclusion in a general education category or that their course should not be designated as repeatable. Curriculum committee members must step up and be willing and able to say “no” to a colleague when the “no” is warranted. In this breakout, we will define the evaluative role of the curriculum committee, identify the role of the senate in supporting the process, and explore strategies to stand strong when necessary and still keep friends.

### **Simulation: Reducing Class Sections**

POINT LOMA B (SECOND FLOOR)

*Dianna Chiabotti, Facilitator*

*Phil Smith*

It’s an unwelcome task, but many academic senates are finding themselves involved in the difficult task of reducing class sections. Which class sections should we keep and which can we let go? What is a responsible way for senates

to consider class sections reductions during a prolonged budget contraction? Come join us for a series of simulations that illustrate different aspects and approaches to reducing class offerings.

### **Hot Topics in Distance Education**

FAIRBANKS D

*Dolores Davison, Facilitator*

*Dustin Hanvey*

*Danielle Martino*

Is your campus offering more and more sections in distance education, including hybrid classes? Do you have concerns about pedagogy, quality, contact, and other issues in these courses? Have the recent reports on online retention, success rates, and other issues facing our students raised concerns on your campus? This breakout will discuss some of the most significant topics currently facing distance education courses and the faculty that teach them.

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### **4:00 p.m. to 5:00 p.m.    FOURTH GENERAL SESSION**

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BEL AIRE BALLROOM

### **Hot Topics and Resolutions Roundtable Discussions**

Sometimes at Plenary Session there is just not enough time to discuss the issues with others. You may want to discuss some hot topics in the state or in your district, or you might want to understand some resolutions better and appreciate what the various arguments might be before you cast your votes tomorrow. These short, small group discussions will allow you to hear different perspectives and ask those burning questions. Members of the Executive Committee will facilitate the discussions.

*(Reminder: the time for writing and amending resolutions is past! This is a time for discussion!)*

**4:00 p.m. Resolutions and Amendments Due**

LA JOLLA

**5:00 p.m. to 6:00 p.m. Foundation Reception**

SHUTTERS

If you have donated to the Academic Senate Foundation over the past year, please join the Foundation Directors reception on Friday evening. Anyone sporting an Academic Senate Foundation badge holder, as evidence of your on-going support for the work of the Academic Senate, is welcome. If you have donated to the Foundation, don't forget to bring your badge holder to the plenary session!

**5:15 p.m. to 6:00 p.m. Resolution Amendment Discussion**

FAIRBANKS A

Anyone who authors or amends a resolution after 4:00 p.m. on the first day of Session or offers an urgent resolution (or his or her designee) is expected to attend this 30-minute meeting to mitigate unintended conflicts or confusion that might otherwise result during Saturday's resolutions debate. The meeting will also be attended by Area Representatives, members of the Resolutions Committee, and any Executive Committee members who would like to attend.

**6:15 p.m. to 6:45 p.m. Executive Committee Meeting**

PRESIDENT'S SUITE

The purpose of this meeting is to entertain any "urgent" resolutions. See Resolution Procedures included in the Session Packet.

# Saturday, November 5, 2011

**7:30 a.m. to 8:00 a.m. Breakfast**

BEL AIRE BALLROOM FOYER

**7:45 a.m. to 8:00 a.m. Final Delegate Sign In**

BEL AIRE BALLROOM FOYER

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**8:20 a.m. to 11:45 a.m. FIFTH GENERAL SESSION**

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FAIRBANKS BALLROOM

**Announcements**

**Resolution Voting Begins**

**12:00 p.m. to 12:45 p.m. Lunch Buffet**

BEL AIRE BALLROOM

**Secretary's Report**

*David Morse, Secretary*

**Treasurer's Report**

*Wheeler North, Treasurer*

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**1:00 p.m. to 3:30 p.m. FIFTH GENERAL SESSION (Continues)**

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FAIRBANKS BALLROOM

# Session Credits

## Executive Committee Officers

President: Michelle Pilati, Rio Hondo College

Vice President: Beth Smith, Grossmont College

Secretary: David Morse, Long Beach City College

Treasurer: Wheeler North, San Diego Miramar College

## Representatives

Area A: Julie Bruno, Sierra College

Area B: Jon Drinnon, Merritt College

Area C: Lesley Kawaguchi, Santa Monica College

Area D: Stephanie Dumont, Golden West College

North Rep: Dolores Davison, Foothill College

North Rep: Dan Crump, American River College

South Rep: Kevin Bontenbal, Cuesta College

South Rep: Michelle Grimes-Hillman, Mt. San Antonio College

Rep At Large: Dianna Chiabotti, Napa Valley College

Rep At Large: Phil Smith, American River College

## Parliamentarian

David Mezzera

## Academic Senate Office

Julie Adams, Executive Director

Katrina Salazar, Chief Financial Officer

Rita Sabler, Creative Director

Tacia Bates, Office Manager

Tonya Davis, Executive Assistant

Holly Deme, Program Specialist

Jen Gross, Senior Event Coordinator

Kyoko Hatano, Administrative Assistant

Edward Serafica, Staff Accountant

Lashonda Shannon, Administrative Assistant

# Session Presenters

Cheryl Aschenbach, English, Lassen College

Manuel Baca, Student Success Task Force Representative and Board of Governors Member

Joseph Bielanski, Articulation Officer, Berkeley City College

Kale Braden, Theater, Cosumnes River College

Brad Byrom, MiraCosta College

Carlyle Carter, Executive Director, California Community College Athletics Association

Lauren Davis Sosenko, Associate Director of Foundation Relations and Project Development, Institute for Evidence-Based Change

Dave DeGroot, Articulation Officer, Allan Hancock College

Roberta Eisel, Language Arts, Citrus College

Adrienne Foster, DSPS, West Los Angeles College

Don Gauthier, Geography, Los Angeles Valley College

Buran Haider, Biology, San Diego Miramar College

Richard Hansen, Student Success Task Force Member, Foothill College

Dustin Harvey, English, Pasadena City College

Kim Harrell, Kinesiology, Folsom Lake College

Carolyn Holcroft, Biology, Foothill College

Janice Johnson, Grossmont College

Debbie Klein, Anthropology, Gavilan College

Mark Wade Lieu, Basic Skills, Chancellor's Office

Richard Mahon, Humanities, Riverside City College

Harold Martin, Social Science & Counseling, Pasadena City College

Danielle Martino, Astronomy, Rancho Santiago College  
Jane Mathis, Counseling, Santa Ana College  
Phillip Maynard, Communications, Mt. San Antonio College  
Allison Moore, Accounting, Los Angeles Southwest College  
Jane Patton, Past President, Academic Senate (Mission College)  
Cynthia Rico-Bravo, Student Success Task Force Member, San Diego Mesa College  
Barry Russell, Vice Chancellor, Chancellor's Office  
Craig Rutan, Curriculum Chair, Santiago Canyon College  
Melynie Schiel, Business, Copper Mountain College  
Jack Scott, Chancellor, Chancellor's Office  
Darwin Smith, Philosophy, Compton Community Educational Center  
Angelina Stuart, Spanish/ESL, Southwestern College  
Katie Townsend-Merino, Psychology, Palomar College  
Miles Vega, Counseling, Porterville College  
Lynn Wright, Project Director, California Community Colleges' Success Network (3CSN)  
Glenn Yoshida, Biology, Los Angeles Southwest College





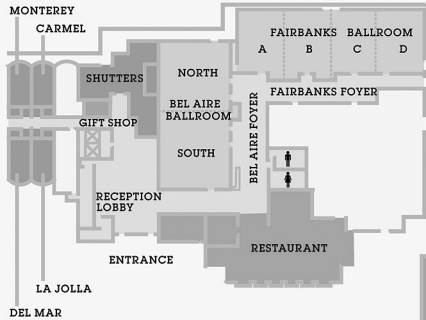












## Bay Tower: Lobby Level

## Bay Tower: Upper Level

