



Pierce College Academic Senate

December 9, 2013 2:15-3:45 pm
College Services Conference Room

Minutes

Item Number	Item	Item Type
Members Present	Adajian, B., Ahrens, D., Bass, W., Belden, A., Benne, B., Chartrand, F., Cheung, E., Drelen, T., Ersig, C., Fields, D., Goodman, I., Herbst, C., McKeever, J., Meyer, M., Oborn, G., Ogar, G., Perret, J., Pillado, M., Schamus, D., Sheldon, C., Valdes, L., Wood, Youhanna, A.	
Guests	Greg Gilbertson and Phyllis Schneider	
1	The meeting was called to order at 2:25.	Action
2	The agenda was adopted with the addition of the Curriculum Committee report (under New Business: Item 6b).	Action
3	Approval of Minutes – 12/2/13 The approval of the minutes was deferred until the second draft is completed.	Action
4	There was no public commentary.	Information
5	Old Business	
	<p>NMF13-4: Pierce College Strategic Plan</p> <ul style="list-style-type: none"> There was a motion and second to approve the Strategic Master Plan (See Appendix 5.1: Revised Strategic Plan Draft). Discussion ensued. There was discussion about the prioritization (or lack thereof) of the objectives, e.g., the Senator from Planetary Sciences wondered if the Transfer Model Curriculum (TMC) requirement is more or less importance than other objectives in A.1. <ul style="list-style-type: none"> Strategic Plan Task Force Chair, Lyn Clark, presented some of the history of the development of, and changes to, the current draft (the documented presented at today's meeting), e.g., responsible parties changed to one of the four divisions. Relevant committees will be responsible for input. (There was concern expressed about faculty still having a voice in implementing the plan, even though academic committees are not now directly responsible.) There was further discussion about all plans being "living" documents that can be revised. The Senator from Psychology acknowledged the work of the Strategic Plan Task Force, and asked how some of the statistics were developed and decided. <ul style="list-style-type: none"> The Task Force Chair explained how previous and District benchmarks were consulted. A central goal was to avoid setting unrealistic benchmarks. The Senator from Chemistry pointed out that, since the document is a college, and not ACCJC document, and since the phrase "authentic assessment" is contentious, the Senate should discuss whether or not to include it. <ul style="list-style-type: none"> The Task Force Chair pointed out that although the document isn't mandated by the ACCJC, the commission does look closely at our planning documents — and the college has a recommendation about integrated planning, which involves the institution's planning documents. The Faculty Accreditation Coordinator also pointed out that one of the District's goals seems to be a pathway toward authentic assessment. The At Large Senator from CSIT pointed out that, given the sort of college Pierce is, it's likely quality assessment is already going on, but that it hasn't been documented. The Faculty Accreditation Coordinator argued that the risk of fighting the ACCJC on this issue is not worth the reward. He also pointed out that issues with the commission are being fought in other venues. The Senate President queried the 30% completion within three years objective (A.3.a). One implication is, for example, that creating co-horts is thereby encouraged. 	Action

	<ul style="list-style-type: none"> ○ The Task Force Chair said the number came from the District. • There was some discussion about A.3.c and A.3.d, specifically about whether or not it implies an increase in the number of math courses offered (at the expense of allotments to other disciplines). • There was discussion about the language in A.4 (“equitable” and “eligible”). • There was a question about the plan to increase online offerings. (A subsequent discussion centered around increasing successful completion). The Senator from Distance Education explained the national trend toward increasing online offerings as one reason to have this goal at Pierce. • The question was called. A voice vote was called. There were no objections or abstentions. The Strategic Plan was approved. 	
6	New Business	
6a	Creation of General Catalog-Faculty Section task force <ul style="list-style-type: none"> • The Senate President proposed a task force for Spring 2014 to focus on the faculty listings at the back of the college catalog and determine, e.g., how far back to list emeriti, and whether or not to include an in memoriam. 	Information
6b	Update of non-credit viability study <ul style="list-style-type: none"> • The Senate President reported that the first meeting is December 17. 	Information
6c	Curriculum and Outcomes <ul style="list-style-type: none"> • The Curriculum Chair reported on the COC and CC meetings (reciprocal attendance), where the groups individually agreed to have the SLO coordinator be part of the ECD addenda approval process, beginning Spring 2014. The semester will serve as a trial period to determine its effectiveness. • The Curriculum Committee met and approved several courses and COR edits. • The Curriculum Committee discussed and endorsed the Strategic Plan draft. 	
7	Future agenda items and Spring meetings <ul style="list-style-type: none"> • See APPENDIX 7.1: Proposed Senate Meeting Dates for Spring 2014 • The Second Vice President pointed out that March 31 is Cesar Chavez Day, not Martin Luther King, Jr. Day. 	Information
8	Announcements <ul style="list-style-type: none"> • The Senate President asked members to complete a Pierce College Trivia game intended to reinforce knowledge or educate members. 	Information
9	The meeting was adjourned at 3:40	

Appendix 5: Revised Strategic Plan Draft

Pierce College Strategic Master Plan Draft

November 27, 2013, Corrected Draft

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party for Measure
A. Engaging the Completion Agenda District Goals <u>Access and Preparation for Success</u> (Improve equitable access; help students attain important early educational momentum points.) <u>Teaching and Learning for Success</u> (Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.)	1. Increase student completion of degrees, certificates, and college transfer requirements	1a. Increase student completion of associate degrees and Certificates of Achievement	1a. Increase student awards by 2% annually	1a. Institutional Effectiveness Office (IE Office)
		1b. Increase the number of students who complete transfer requirements for the state universities and University of California	1b. Increase students completing transfer requirements by 2% annually	1b. Institutional Effectiveness Office (IE Office)
		1c. Increase the number of Transfer Model Curricula (TMCs) in disciplines offered by the college by 2015	1c. Increase by 8 TMCs in disciplines already offered on campus	1c. Curriculum Committee
		1d. Approve Transfer Model Curriculum in areas of emphasis by 2016	1d. Increase by 2 TMCs in areas of emphasis	1d. Curriculum Committee
		1e. Develop and implement a completion marketing campaign to focus on the importance of obtaining a degree, a certificate, or transfer preparation	1e. Publish an approved plan and budget by Fall 2014	1e. President's Office
	2. Increase the number of entering students who complete the matriculation process during the first semester	2a. Increase the number of new students completing assessment	2a. Increase new students completing assessment by 5% annually	2a. Institutional Effectiveness Office (IE Office)
		2b. Increase the number of new students completing orientation	2b. Increase new students completing orientation by 5% annually	2b. Counseling
		2c. Increase the number of new students completing an educational plan	2c. Increase new students completing an educational plan by 5% annually	2c. Counseling
		2d. Increase the percent of new students who persist to the end of their first year and successfully complete 15 units.	2d. Increase new students completing 15 units during their first year by	2d. Institutional Effectiveness

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party for Measure
	3. Increase the long-term persistence rate of students	3a. Increase the percentage of students who complete 30 units in three years	2% annually	Office (IE Office)
		3b. Increase the percentage of students who complete 60 units in three years	3a. Increase students who complete 30 units in three years by 2% annually	3a. IE Office by way of the District IE Office
		3c. Increase the percentage of students who complete English 101 and Math 125 within three years	3b. Increase students who complete 60 units in three years by 2% annually	3b. IE Office by way of the District IE Office
		3d. Increase the percentage of students who complete English 101 and Math 125 within six years	3c. Increase students who complete English 101 and Math 125 in three years by 2% annually	3c. IE Office by way of the District IE Office
	4. Ensure equitable access to education	4 Increase the percentage of eligible students receiving financial aid	3d. Increase students who complete English 101 and Math 125 in six years by 2% annually	3d. IE Office by way of the District IE Office
			4 Increase eligible students receiving financial aid by 2% annually	4 IE Office by way of the District IE Office

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party For Measure
B. Demonstrating Accountability District Goal <u>Organizational Effectiveness</u> (Improve organizational effectiveness through data-informed planning and decision-making, process assessment, and professional development.)	1. Improve financial reporting process for more accurate budgetary forecasting, allowing for fiscal stability.	1a. Conduct comprehensive quarterly budget reviews to enforce budget variance accountability.	1a. Quarterly summary report variance analysis of all programs not to exceed 5% threshold from prior year reports without justification.	1a. Administrative Services, budget team, and Budget Committee
		1b. Enforce deadlines to prevent overruns and time-consuming accounting adjustments and reconciliations.	1b. Using shared governance committees (SGC) and owner departments, reduce late submittals by 10%	1b. Administrative Services with backing by SGC and department managers
		1c. Share and discuss material budget changes through senior staff and budget committee for appropriate disclosure	1c. All discussions recorded in meeting notes; actions tracked by PCC transparency documents	1c. Administrative Services with support from Senior Staff and Budget Committee
		1d. Assess all unrestricted and restricted funding. Determine best uses of funding including specially funded program (SFP) sources that can absorb indirect costs. Same of enterprises.	1d. Budget Committee reviews budget matrix requirement summary each month	1d. Administrative Services
	2. Improve operational efficiencies and processes along with internal cash controls.	2a. Review Administrative Services processes and mitigate potential errors or fraud by focusing on internal controls and associated procedures.	2a. Track training of academic schools and admin departments in operational manuals, including Business Office, Foundation, Bookstore manuals	2a. Administrative Services
		2b. Reduce operational problems and increase productivity of staff at peak cycles of semester without diminishing quality of services, emphasizing standardization of processes whenever possible to	2b. Track training classes for all departments on operational manuals, including Business Office, Foundation, Bookstore manuals	2b. Administrative Services Academic Affairs Student Services
		2c. Implement changes as a result of IAD audits in Grants, Trusts, Cash Management, and Foundation.	2c. Track training classes for	2c. Administrative

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	<hr/> 3. Improve campus-wide health, safety, and security through enhanced risk-management practices	2d. Create specific Web site links to disseminate mass forms, permit and contract information, enterprise purchases, etc.	all departments on operational manuals, including Business Office, Foundation, Bookstore manuals 2d. Track Web development and training schedules on a weekly basis	Services 2d. Administrative Services and Information Technology
		<hr/> 3a. Refine the emergency response plan to respond to 1) major and minor events that include fire drills and multiday Emergency Operations Center (EOC), 2) Assault or Active Shooter instigated on campus or from threat arriving on campus, and 3) Community Emergency Response Team (CERT) training for quick triage physical response plan—includes annual Los Angeles Fire Department (LAFD) training.	<hr/> 3a. Track training logs and maintain a repository of manuals and brochures that have been issued	<hr/> 3a. Administrative Services
		3b. Enhance the college's emergency communications system. This includes emergency phones on the campus.	3b. Maintain a tracking log of multiplatform communications to students and staff	3b. Administrative Services
		3c. Enhance Emergency Notification System (ENS) and create pre-scripted templates.	3c. Track the use of templates usage	3c. Administrative Services
	<hr/> 4. Improve facilities oversight of both bond related and college state-funded alterations and improvements.	3d. Establish process for managing and monitoring claims against the college. Simplify instructions for proper use of the forms to escalate issues and reduce financial impact.	3d. Provide tracking logs, which can be accessed easily, for all claims	3d. Administrative Services/ Sheriff's Department
		3e. Evaluate and improve lighting on the campus in all areas regularly used by staff and students.	3e. Track quarterly exception reports showing site lighting discrepancies	3e. Administrative Services/ Plant Facilities
		<hr/> 4a. Develop stronger project management		

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		oversight of pre- and post-construction	4a. Track requests for proposals (RFP) and project plan schedules	4a. Monthly CPM reviews
		4b. Review projects and liaisons' skills to ensure that building user groups (BUGS) are involved and have department representation	4b. Provide checklist for liaisons and track the change orders	4b. CPM monthly meetings
		4c. Participate in the commissioning process to determine quality assurance (QA) and thoroughness of punch-list inspections	4c. Track and post punch lists with Project Manager and discuss at construction project meetings (CPM)	4c. Director of Facilities, Information Technology Director, Vice President of Administrative Services (VPAS), and inspections with Project Manager (PM)
	5. Increase self-audit to ensure compliance with program requirements	4d. Develop a priority listing showing the annual deferred maintenance facilities funding plan and the source of matching monies from the current operating budget	4d. Post and track approved listing in the Annual Report; include costs within the annual budget	4d. Director of Facilities, Facilities Advisory Committee, VPAS
	6. Develop and implement professional development programs for faculty and staff	5a. Develop a master calendar for self-audit reports	5a. Produce an annual report on how Student Services will reduce compliance exceptions	5a. Financial Aid Student Services
		5b. Decrease financial aid default rates by creating a Default Prevention Task Force based on federal model	5b. Maintain student loan cohort default rate under 30%	5b. Financial Aid and Default Prevention Task Force
	7. Continue to meet FTES base and attempt to grow the college's student FTES enrollment to 2006 levels and then 5% per year	6a. Develop a professional development plan for staff and faculty	6a. Plan and budget developed by Fall 2014	6a. College Planning Committee
		6b. Create a master calendar of professional development conferences and training sessions	6b. Master calendar developed by Spring 2015	6b. Human Resources and Professional Development
		7a. Continue to analyze enrollment trends and effective scheduling models	7a. Information on	

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party For Measure
		7b. Ensure access to essential courses	enrollments and various scheduling models	Committee
		7c. Maintain/increase efficiency	7b. Increase completion rates of certificates, degrees, and transfer requirements by 2% annually	7a. IE Office to provide enrollment data; SAC and EMC to provide scheduling models
		7d. Increase the number and the type of evening sessions offered (currently 24% below Fall 2008)	7c. Measure class size to maintain or increase efficiency	7b. Graduation Office
		7e. Restore an active college marketing campaign to attract students who may have been lost	7d. Compile statistics on ratio and enrollment trends	7c. Institutional Effectiveness Office (IE Office)
			7e. Increase enrollments to FTES base with 2% overage	7d. Institutional Effectiveness Office (IE Office)
				7e. IE Office by way of the District Attendance Office

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party for Measure
C. Cultivating Partnerships District Goal <u>Resources and collaboration</u> (Increase and diversify sources of revenue in order to achieve and maintain fiscal stability and to support District initiatives. Enhance and maintain mutually beneficial external partnerships with business, labor, and industry and other community and civic organizations in the greater Los Angeles area)	1. Develop and enhance revenues generated through grants, entrepreneurial ventures, and community partnerships.	1a. Expand educational partnerships that bring community events and community members to the campus for educational, cultural, social, and recreational activities. 1b. Create an enterprise task force that will consider ways to expand revenue-generating opportunities within future and existing operations including bookstore, facilities rentals, and food services. 1c. Develop a self-funding grants program that will increase college revenue.	1a. Track partnerships and permits issued to increase revenue by 2% 1b. Track ideas that lead to increases in revenue; increase revenues to the college by 5% 1c. Track and increase the college grants program to increase college revenue 10% annually	1a. Academic Affairs Administrative Services Enterprise 1b. Administrative Services/ Enterprise 1c. President's Office
	2. Expand productive sustainable community alliances	2a. Create a database of financial and equipment needs that can be shared with potential donors. 2b. Pursue financial, material, and collaborative resources through enterprise activities and fundraising to create a sustainable stable source of income.	2a. Track and increase donations and or revenues by 5% over the prior year 2b. Track and increase donations and or revenues by 5% over the prior year	2a. Foundation 2b. Foundation
	3. Foster partnerships with business and industry	3a. Increase advisory committee participation of local business and industry 3b. Increase number of employers to participate in job fairs 3c. Develop internship programs with business and industry partners to foster community relations	3a. Increase advisory committee participation to optimum on committees low in number 3b. Increase potential employers participation in job fairs by 10% annually 3c. Successful initiation of internship programs	3a. Career and Technical Education Committee (CATE Committee) 3b. CATE and Career Center 3c. Pierce Jobs and CATE

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party for Measure

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D. Ensuring Student Success District Goal <u>Teaching and Learning for Success</u> (Strengthen effective teaching and learning by providing a learner-centered educational environment; help students attain their goals of certificate and degree completion, transfer, and job training and career placement; increase equity in the achievement of these outcomes.)	1. Address the basic skills needs of underprepared students in developmental and introductory courses	1a. Gather student input about the challenges faced in introductory courses and use this information to inform the development of strategies and solutions. 1b. Increase the number of new students successfully completing at least one English class and one math class during their first year 1c. Increase the number of new students who successfully complete their developmental sequence within two years (English 20, 21, 28) (Math 105, 110, 115)	1a. Student surveys and/or focus groups to gather data on challenges students face in introductory courses 1b. Increase completion of at least one English and one math class in the first year by 2% annually with the existing hourly allocation 1c. Increase new students completing developmental sequence within two years by 2% annually with the existing hourly allocation	1a. Academic Affairs Student Success 1b. IE Office 1c. IE Office
	2. Enhance customer service interfaces considering timely responses and quality of experience.	2a. Provide external customer service training, e.g., Employer Assistance Program (EAP), followed by specific internal training sessions. 2b. Assess internal processes and further align to actual services rendered and governing policies and procedures. 2c. Streamline desk procedures to enhance efficiency and customer satisfaction using surveys and statistical analysis. 2d. Develop and simplify Web-based self-service features. 2e. Procure and /or implement advanced software. Provide application training to improve staff productivity; for example,	2a. Create and track customer service training logs 2b. Review and track by department the policies and procedures 2c. Track and review the surveys issued by departments 2d. Track the increase in number of Web-based forms used on the Internet 2e. Track the training that is	2a. Administrative Services Academic Affairs Student Services 2b. Administrative Services Academic Affairs Student Services 2c. Administrative Services Academic Affairs Student Services 2d. Administrative Services Academic Affairs Student Services 2e. Administrative Services Academic Affairs Student Services Shared

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party for Measure
	<p>3. Maintain a robust and reliable information technology infrastructure with current computing equipment for the entire college population</p> <hr/> <p>4. Support faculty and staff by maximizing the effective use of technology, enabling academic innovation in instructional delivery.</p> <hr/> <p>5. Provide a learner-centered environment</p>	<p>new cashier system, Emergency Notification System (ENS), and future Student Information System (SIS) modules.</p> <p>2f. Assess student overall satisfaction with the college programs and services</p> <hr/> <p>3a. Establish a wireless network on the campus in areas which are used regularly by faculty, staff and students.</p> <p>3b. Ensure that existing infrastructure, systems, equipment, and software are maintained to accomplish daily operations in all functional areas of the college.</p> <p>3c. Provide comprehensive training programs for faculty and staff for smart classrooms and conference rooms.</p> <p>3d. Improve customer service responsiveness and satisfaction rates for faculty, and staff using the College Maintenance Management System (CMMS).</p> <p>3e. Standardize audio visual equipment in all classrooms to provide uniform experience and training.</p> <hr/> <p>4a. Develop plans to improve course effectiveness by fully integrating innovative tools and delivery methods</p>	<p>conducted to improve staff productivity</p> <p>2f. Increase satisfaction with college programs and services by 2% as measured by student surveys</p> <hr/> <p>3a. Establish specifications and track performance of wireless network using surveys</p> <p>3b. Track the maintenance logs on the network along with maintaining a site failure log</p> <p>3c. Track the smart classroom training by creating a log showing dates and training accomplished</p> <p>3d. Create a bench mark for this year and measure the changes for each following year</p> <p>3e. Track the number of dissimilar platforms</p> <hr/> <p>4a. Complete the Technology Plan Survey students and faculty to determine if</p>	<p>governance committees</p> <p>2f. Student Services</p> <hr/> <p>3a. Senior Staff Technology Committee</p> <p>3b. Administrative Services Information Technology</p> <p>3c. Academic Affairs Professional Development for Smart Classrooms</p> <p>3d. Administrative Services</p> <p>3e. Educational Technology Committee Technology Committee</p> <hr/> <p>4a. Technology Committee Educational Technology Committee Academic Affairs</p>

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party for Measure
	that promotes active learning and student engagement	4b. Increase online class offerings.	plans have been integrated into the curriculum	4b. Academic Affairs Distance Education (DE) coordinator
		5a. Review and revise Student Learning Outcomes (SLOs) and assessment mechanisms.	4b. Increase distance education offerings 5% annually	5a. Curriculum Committee SLO coordinator
		5b. Ensure active learning and applied knowledge and skills are examined through authentic assessment.	5a. Random inspection of ECD and assessment database	5b. Outcomes Committee Academic Senate
	6. Increase student awareness and use of student support services and programs	5c. Create a professional development focus that emphasizes student active learning and engagement.	5b. Inspection of assessment reports annually	5c. College Planning Committee (CPC) and Professional Development Committee
		5d. Create programs that promote student and faculty contact outside the classroom.	5c. Inspect professional development plan to ensure sufficient focus	5d. Student Success ASO
		6a. Increase the number of financial aid applications for eligible students.	5d. Survey students about student-faculty interactions	6a. Financial Aid Student Services
		6b. Increase student awareness of Health Center services.	6a. Student surveys to measure awareness of financial aid	6b. Health Center
		6c. Increase student awareness of Counseling Office services.	6b. Survey students about Health Center	6c. Counseling Office
		6d. Increase student awareness of Child Development Center services for eligible students.	6c. Survey students about Counseling Office	6d. Child Development Center
		6e. Increase student awareness of Assessment Center services.	6d. Survey Students about Child Development Center	6e. Assessment Center
				6f. Student Services Financial Aid

Overarching Goals—CAPS	Operational College Goals	Objectives	Measure	Responsible Party for Measure
	7. Increase student participation in Associated Student Organization (ASO) activities and shared-governance committees	<p>6f. Increase student awareness and enhance the veterans' program to include the resources needed, including partners and resources outside the college.</p> <p>6g. Increase student awareness of the services offered to foster youth.</p> <p>6h. Increase eligible student participation in Extended Opportunity Programs and Services (EOPS).</p> <p>6i. Expand International Students Program.</p> <p>6j. Increase student awareness of the services offered by Special Services.</p> <p>7a. Develop a master calendar of statewide conferences/trainings.</p> <p>7b. Increase student participation in the Associated Student Organization (ASO).</p>	<p>6e. Survey students about Assessment Center services</p> <p>6f. Surveys to measure student awareness Enhance program</p> <p>6g Surveys to measure student awareness</p> <p>6h. Increase participation in EOPS by 2%</p> <p>6i. Increase number of international students by 25%</p> <p>6j. Surveys to measure student awareness</p> <p>7a. Increase student participation in statewide conferences and trainings by 5%</p> <p>7b. Increase student participation in ASO activities by 10%</p>	<p>6g. Financial Aid</p> <p>6h. EOPS Office</p> <p>6i. International Students Office</p> <p>6j. Special Services Office</p> <p>7a. Associated Student Organization</p> <p>7b. Associated Student Organization</p>

Appendix 7.1: Proposed Senate Meeting Dates for Spring 2014

Academic Senate
Spring 2014 schedule
2/10/14 – 6/9/14

2/10/14 – Senate Monday 2:15-3:45pm

2/14/14 – 2/17/14 – President's Birthdays

2/21/14 – Senate Exec 1-2pm

2/24/14 – Senate Exec 1-2pm

2/24/14 – Senate Monday 2:15-3:45pm

3/3/14 – Senate Exec 1-2pm

3/10/14 – Senate Exec 1-2pm

3/10/14 – Senate Monday 2:15-3:45pm

3/17/14 – Senate Exec 1-2pm

3/24/14 – Senate Exec 1-2pm

3/24/14 – Senate Monday 2:15-3:45pm

3/31/14 – Martin Luther King Holiday

4/7/14 – 4/13/14 – Spring Break

4/14/14 – Senate exec 1-2pm

4/14/14 – Senate Monday 2:15-3:45pm

4/21/14 – Senate Exec 1-2pm

4/28/14 – Senate Exec 1-2pm

4/28/14 – Senate Monday 2:15-3:45pm

5/5/14 – Senate Exec 1-2pm

5/5/14 – Senate Monday 2:15-3:45pm

5/12/14 – Senate Exec 1-2pm

5/19/14 – Senate Exec 1-2pm

5/19/14 – Senate Monday 2:15-3:45pm

5/26/13 – Memorial Day

5/27/13 – Non Instructional Day

Graduation Day – 6/11/14

Senate Officers:

President:	Kathy Oborn	Secretary:	Mia Wood
Vice President, Academic Policy:	Izzy Goodman	Treasurer:	Joe Perret
Vice President, Curriculum	Margarita Pillado	Past President	Izzy Goodman
Accreditation Chair (Advisory)	Greg Gilbertson	Professional Development (Advisory)	Cassie Cain

Academic Senate Members

Abels, Beth	Senator At Large	Kelly, Diane	Physical Education
Ahrens, Dick	Business Administration	Kiekel, Crystal	Center for Academic Success
Adajian, Blanca	DAS Rep	Kocs, Constance	Art
Bass, Wendy	Academic Affairs Senator	La Chance, Jody	Agriculture
Beavers, Jamie	Life Sciences	Martinez, Bob	Chair, Student Success Committee
Belden, Angel	Psychology	McKeever, James	Philosophy & Sociology
Benne, Beth	Student Services Senator	Meyer, Michelle	Adjunct Faculty Rep
Binsley, Jill	CAOT	Oborn, Kathy	President
Chartrand, Frank	History	Ogar, George	Chemistry
Cheung, Beth	Industrial Technology	Perret, Joe	Treasurer
Cleveland, Monique	Outcomes Coordinator	Pillado, Margarita	Vice President, Curriculum
Cooperman, Mike	Chair, Ed Tech Committee	Roberts, Amy	Adjunct Faculty Rep
Drelen, Traci	Child Development	Schamus, David	Senator at Large
Ersig-Marcus, Christine	Speech	Sheldon, Charles	English
Favre, Jeff	Media Arts	Tiu, Connie	Nursing
Fields, Dale	Physics & Planetary Science	Tortell, Cathryn	Music
Gabrielli, Anthony	Poli Sci/Econ/CJ	Valdes, Lauren	Library
Gibson, Denise	Theater & Dance	Veiga, Jacob	Math
Gilbertson, Greg	Accreditation Chair	Youhanna, Adrian	Anthropology & Geography
Gillis, Cara	Chair, Ethics Committee	Zimring-Towne, Joanna	Counseling
Goodman, Izzy	Past President		
Grogan, Bob	Computer Science		
Herbst, Cindy	Modern Languages		
Holland, Kathy	Adjunct Faculty Rep		