ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Guided Pathways

Faculty Governance

Affirming Our Voice

Part-Time Faculty Institute
January 23-25, 2020
Napa Valley Marriott

Professional Development

Faculty Diversification
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.

VALUES 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.
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1. **Be true to yourself.** We want to create an atmosphere for open, honest exchange.

2. **Commit to learning from each other.** Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

3. **Acknowledge each other’s experiences.** We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.

4. **Trust that others are doing the best they can.** We will try not to ‘freeze people in time’ but leave space for everyone to learn and change through our interactions with one another.

5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.

6. **Speak your discomfort.** If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.

7. **Step Up, Step Back.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

(adapted from the University of Michigan Program on Intergroup Relations, IGR)
“How beautiful are the feet of those who bring good news.”

Higher Education delivers instructional good news. As curricular scholars, it is vital that we affirm our voice and proclaim the good news to our students in our classroom and campus environments. As faculty, we are called to live out our purpose through academic mediums such as promoting equitable instruction, understanding governance and legislation, supporting faculty diversity, and equalizing our professional voice through effective participation and collegial insistence. The goal of this year’s institute will be to share effective and strategic ways that can expand our academic brilliance along with re-establishing our positions as effective scholars and instructional agents of change and innovation. The scheduled breakouts and general sessions will assist each of us in obtaining the necessary tools that are needed to improve our classroom recompense and institutional voice within our colleges.

As representatives of curriculum, each of you serves as an instructional expert while you teach the majority of students within the California Community College system. As a veteran Professor of Choral Music, I have developed a clear view regarding the essential support for the “Advanced Liberal Arts”-the Quadrivium, which includes arithmetic, geometry, music, and astronomy. Since the creation of the University of ancient Taxila, medieval scholars exalted music as a vital component of one receiving a proper education in a civilized world. In this context, music was viewed as a mathematical and
philosophical discipline. From this approach, one can assume an intersectional approach to delivering curriculum. This is one of the foundational principles found in culturally responsive curriculum. In order to deliver culturally responsive curriculum, academics should be trained to become instructional agents of curricular diversity. Culturally responsive professors generally remain effectively up to date regarding instructional methodologies and teaching pedagogies. These skills ensure that we teach our students through the lens of equity, diversity, and inclusion.

As agents of equity, we must present our students with responsive perspectives while validating their heritage and experiences. As agents of diversity, we must teach in such a way that we encourage social civility and human acceptance. As academic instrumentalists, we must stage our students curricular, classroom and campus experiences to symbolize a concert of inclusion, the core of care and love. Often times the voice of part-time professors are subjugated. During my recent reading I came across a profound message. It reads as follows: “I’ve yet to meet a strong person with an easy past; strong people don’t have easy lives; struggle cultivates strength that cannot be developed any other way.” This message employs each of us to embrace our challenges and remain professionally focused, hopeful and grateful for what we do and accomplish. This message of perseverance brings us back to our goal and mission, the delivery of instructional good news. As this Institute promotes an intentionality of distinguished academic dedication, it is my heartfelt honor to welcome each of you to this year’s conference. Finally, along with the members of the Academic Senate for California Community Colleges Part-Time Committee, we thank you for your attendance, responsiveness and most of all your Affirmed Voice!

Silvester Henderson
2019-20 Part-Time Committee Chair
3:00 p.m. Registration Opens  

Grand Ballroom Foyer

4:00 p.m. – 6:00 p.m.

Welcome to the Part-Time Faculty Institute  

Grand Ballroom -Zinfandel/Cabernet

Silvester Henderson, ASCCC At-Large Senate Representative and Part-Time Committee Chair

From Job Announcement to Interview – Overview of Resources, Applications, and the Hiring Process

Beth Au, Director, CCC Registry
Maurice Goodman, President, San Mateo Community College District
Silvester Henderson, ASCCC At-Large Senate Representative and Part-Time Committee Chair
Erik Shearer, Studio Arts Faculty, Napa Valley College
Henry Yong, Chancellor, Yosemite Community College District

Many part-time faculty are hoping to obtain a full-time position, but it can be challenging to understand the faculty hiring process and how it differs from the hiring process for part-time faculty. This session will include perspectives from the Community College Registry, human resources
professionals, and faculty that have experienced the hiring process on both sides.

6:15 p.m. – 7:30 p.m.  
**Curriculum Vitae Review** (by appointment)

Please see registration desk for sign-up sheet and location confirmation. This is an opportunity for attendees to bring their vitae and teaching philosophy to receive feedback directly from community college faculty who regularly participate in the hiring process. Sign-up sheets are available to set your appointment. Appointments are set for 15 minutes.

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**Friday January 24**

8:00 a.m. **Registration Opens**  
*Grand Ballroom Foyer*

8:00 a.m. – 9:00 a.m. **Breakfast**  
*Grand Ballroom Foyer*
Welcome to the Part-Time Faculty Institute
Silvester Henderson, ASCCC At-Large Senate Representative and Part-Time Committee Chair

“Finding Your Why”
Jessica Cristo, California Community College Success Network (3CSN)
Deborah Harrington, California Community College Success Network (3CSN)
Kelan Koning, California Community College Success Network (3CSN)
Rebecca Moon-Stone, California Community College Success Network (3CSN)

Part-time educators in the California Community College system have many unique demands on their time and energy. Through it all, we can sometimes lose touch with what brought us to this work in the first place—our personal “why.” In this interactive general session, participants will reflect on their personal why and learn ways to use it to better engage with and motivate students in our classrooms, as well as to more effectively collaborate with colleagues. Why statements can be shared on syllabi, job applications, and during job interviews. This session will also provide a brief overview to the California Community College Success Network (3CSN), the practitioner-led leadership role it plays throughout the 114-college system, and the ways it helps educators get more involved on their campuses and within a larger network of community college educators.

10:30 a.m. – 10:45 a.m. Break
Guided Pathways and You: What is Your Role as a Part-Time Faculty Member?

Robin Allyn, Part-Time Faculty, Mira Costa College
Dolores Davison, ASCCC Vice President

Guided Pathways is a student-centered approach that includes a goal of increasing the number of students earning community college credentials, while closing equity gaps. As part-time faculty, we are often left in the dark on many institutional issues. However, Guided Pathways, an institutional redesign, affects all faculty and students perhaps more than anything else. What is your role in your institution’s Guided Pathways initiative? How does it affect your courses? How can you join the college Guided Pathways efforts to redesign or develop new curricular offerings to enhance the learning experience of your own students?

Making Your Syllabi and Other Key Teaching Documents More Inclusive

Cheryl Aschenbach, ASCCC Secretary
Grace Chee, ASCCC Part-Time Committee, West Los Angeles College
Katie Oesau, ASCCC Part-Time Committee, Yuba College

Diversity statements? Listing my pronouns? Is this stuff really that important? Messaging matters. The messages our teaching materials send to students matter. One way to ensure that we are supporting our diverse population of students is to make our teaching, and thus our teaching documents, more inclusive. Come learn a little bit about how to make your syllabus and other key teaching documents more equity minded, inclusive, and accessible for all students.
Developing Proactive Methods to Mentor Minority Students to Enhance Their Learning Experience and Success via Guided Pathways

Jay Parnell, ASCCC Part-Time Committee, San Bernardino College
Carrie Roberson, ASCCC North Representative
Erik Shearer, Studio Arts Faculty, Napa Valley College
Eric Wang, Part-Time Faculty, West Los Angeles College

As a faculty member in higher education, there are numerous responsibilities that you undertake to humanize the educational experience for students. Increasing student success and completion by mentoring is among one of them. In this session, we will discuss alternative approaches to helping students stay on the path through proactive and intrusive faculty mentoring approaches. Come join us for an engaging discussion on the promotion of a faculty mentoring culture through shared best practices and support approaches to help achieve student and faculty connectedness to attain student completion.

Navigating Student Learning Outcomes as a Part-Time Faculty Member

Anna Bruzzese, ASCCC South Representative
Briseida Ramirez, ASCCC Part-Time Committee, Mt. San Antonio College
Andrew Wesley, ASCCC Part-Time Committee, Solano College

How do you align program outcomes and student learning when you teach at more than one college? How do you participate in assessment and program review when you have a life outside of teaching part-time and aren’t paid to do the work? It all goes back to our core: ensuring learning in our classrooms for our diverse population of students. In Guided Pathways frameworks the 4th Pillar or Goal states that the college will:
- Establish program-level learning outcomes aligned with the requirements for success in employment and/or further education;
Apply the results of learning outcomes assessments to improve the effectiveness of instruction across programs; and
- Support you in how you can make key connections for your students via the creation of effective student learning outcomes.

**Curriculum Vitae Review** (by appointment)
**Please see registration desk for sign-up sheet and location confirmation.**
This is an opportunity for attendees to bring their vitae and teaching philosophy to receive feedback directly from community college faculty who regularly participate in the hiring process. Sign-up sheets are available to set your appointment. Appointments are set for 15 minutes.

12:00 p.m. – 12:30 p.m. **LUNCH Grand Ballroom**

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**GENERAL SESSION II**

12:30 p.m. – 2:00 p.m. **Grand Ballroom**

**Welcome from ASCCC**
Dolores Davison, ASCCC Vice President

**Affirming our Voice: The Dilemma** (Interactive Dialogue)
Silvester Henderson, ASCCC At-Large Senate Representative and Part-Time Committee Chair
ASCCC Part-Time Committee
Moderator: Dolores Davison, ASCCC Vice President

2:00 p.m. – 2:15 p.m. **Break**
Creating Opportunities for Collaboration  
*Katie Oesau, ASCCC Part-Time Committee, Yuba College*
*Briseida Ramirez, ASCCC Part-Time Committee, Mt. San Antonio College*
*Carrie Roberson, ASCCC North Representative*

How can we create an environment where full-time faculty and part-time faculty build bridges? Finding common ground to create equitable conditions for both sides is easier than we think. Let us work on finding commonalities between both sides and using them to solidify our negotiations.

Legislation and Part-Time Faculty – What Has Happened, What is Coming, and What Can We Do?  
*Dolores Davison, ASCCC Vice President*
*John Govsky, California Federation of Teachers, Cabrillo College*

Last year saw a flurry of legislation around community colleges, much of which may impact part-time faculty. In addition, new bills have been introduced that also may change the roles of part-time faculty. From the potential of maternity leave, to discussions of an increase in the amount of load a part-time can teach, to how reemployment is dealt with at institutions, it is vitally important that part-time faculty are aware of what is coming through the legislature and how it may impact their lives. Join us for this interactive session on legislation past, present, and future.
It’s All a Game: Mastering the Ins and Outs of Academia Beyond the Classroom

Diamond Mountain

Cheryl Aschenbach, ASCCC Secretary
Jay Parnell, ASCCC Part-Time Committee, San Bernardino College
Andrew Wesley, ASCCC Part-Time Committee, Solano College

“First you have to learn the rules of the game, and then you have to play better than anyone else.” – Albert Einstein.

In an idealistic world, we as teachers could focus 100% of our time and energy on our courses and students. But the reality is that teaching is just one ever-decreasing component of obtaining and maintaining a faculty position at an institution. Having to navigate this labyrinthine world for part-time faculty is often challenging at the best of times. What is this game we have chosen to (perhaps unwittingly) play? Why must we play? What are the rules to stay in, let alone “win”? How does this game change depend on who you are as an individual (race, gender, sexual orientation etc.)? We will explore the challenges facing part-time faculty beyond the classroom, discuss our own experiences at our various institutions, and hopefully provide some solutions to our challenges and concerns.

10+1 Governance and Union Issues: Similarities and Differences

Atlas Peak

Anna Bruzzese, ASCCC South Representative
Grace Chee, ASCCC Part-Time Committee, West Los Angeles College
Doug Dildine, Part-Time Faculty Advocate, Diablo Valley College

Title 5 Regulations grant academic senates the right to be the primary voice in college decision-making with regard to academic and professional matters, while unions address wages and working conditions. This session will examine the purview of academic senates compared to that of unions as well as the areas that overlap. Come and learn how these two important bodies work for faculty.
THIRD BREAKOUT SESSION

3:45 p.m. – 5:00 p.m. Strand: Affirming Our Voice

The Role of Part-Time Faculty in Campus Extra-Curricular Activities  
Cheryl Aschenbach, ASCCC Secretary  
Lisa Bell, Part-Time Faculty, Evergreen Valley College  
Grace Chee, ASCCC Part-Time Committee, West Los Angeles College  

Are there advantages for part-time faculty in getting involved in extra-curricular activities, such as club advising, heritage month celebrations, study abroad, and other student activities? How can part-time faculty find ways to affirm our voice, by helping strengthen students of color, women, and LGBTQ communities and their voice? How can we balance paid work versus volunteer and still enhance student experiences?

The Passive Majority: A Qualitative Inquiry of Part-Time Community College Faculty  
Andrew Wesley, ASCCC Part-Time Committee, Solano College  
Peter “Tony” Zitko, Part-Time Faculty, Solano College  

Part-time college faculty play a vital role in educating students. This presentation includes a discussion of data and findings from a phenomenological study of part-time community college faculty in Northern California. This qualitative study revealed four primary themes which are identified as motivation, positive attributes, negative attributes, and desired policy changes. Findings indicated part-time faculty are motivated by a passion for teaching and helping students achieve academic objectives.
However, motivating factors are circumscribed by a variety of negative attributes which marginalize part-time faculty. In addition, part-time faculty are a heterogeneous population by which career objectives play a significant role in their perceptions as contingent employees.

**Building Professional Confidence or ‘How it Took Me Years to Take Control of My Course’**

Diamond Mountain

Robin Allyn, Part-Time Faculty, Mira Costa College
Katie Oesau, ASCCC Part-Time Committee, Yuba College
LaTonya Parker, ASCCC Area D Representative
Briseida Ramirez, ASCCC Part-Time Committee, Mt. San Antonio College

Have you ever felt forced or obligated to teach the same way as your full-time colleague? Ever been given books or assignments to use, but you’d rather do it your own way? Or, have you ever felt less qualified because of your part-time status? Come hear and share stories of building professional confidence as a part-timer, learn tips and tricks for remembering your voice, and talk about how we can confidently take control of our work.

**Affirming Our Collective Voices: Empowerment through Integrated Reading and Writing in the Classroom. (3CSN)**

Atlas Peak

Kelan Koning, California Community College Success Network (3CSN)
Joan Jarrett, California Community College Success Network (3CSN)

Navigating a campus, with its unique culture and style, can be a difficult feat for many part-time faculty. Oftentimes, we can feel lost, unheard, or even shut-down. In this session, we will discuss techniques we can utilize that provide us the motivation and confidence we need to speak-up and feel connected to the department and the institutions we serve. When we invest in our own learning as practitioners, we reinvigorate what makes us great, and in turn, we feel empowered to be engaged both in and outside the classroom. Utilizing the practices and theories from ‘integrating
reading and writing,’ we discover unique opportunities to elevate our voice, provide meaningful instruction to our students, and finally see ourselves as an important player on our campus. Once we utilize our voice, we can inspire and encourage our students to do the same.

5:30 p.m. – 6:30 p.m. **Reception and Networking**  
*Napa Ballroom*  
Please come join us for this Lunar New Year themed networking reception. Enjoy themed passed appetizers including vegetarian spring rolls and traditional steamed shrimp dumplings while mingling with new colleagues.

7:45 a.m. – 8:45 a.m. **Breakfast**  
*Grand Ballroom Foyer*  

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**FOURTH BREAKOUT SESSION**

8:45 a.m. – 10:00 a.m. **Strand: Faculty Diversification**
How Do We Measure Diversity to Better Represent Actual Faculty Diversification?  

Jay Parnell, ASCCC Part-Time Committee, San Bernardino College  
LaTonya Parker, ASCCC Area D Representative  
Jennifer Taylor-Mendoza, Vice President of Instruction, Skyline College

Why does faculty diversification measures matter? The diversification of California community colleges faculty has been a long-standing subject of priority and debate. Despite diversity being on the equity agenda in higher education for numerous years the needle for advancing faculty diversification has not moved much. This session will introduce new ways to measure faculty diversification. Discussion will include determining if diversification is an effective practice to bring about effective programs and services.

The Diversity Conundrum: Diversity and Minimum Qualifications  

Lisa Bell, Part-Time Faculty, Evergreen Valley College  
Silvester Henderson, ASCCC At-Large Senate Representative  
Katie Oesau, ASCCC Part-Time Committee, Yuba College

The Academic Senate for California Community Colleges has a long history of promoting diversity throughout the California Community College system. But what does this mean? What exactly is meant by diversity in general? An internet search defines diversity hiring as “hiring based on merit with special care taken to ensure procedures are free from biases related to a candidate’s age, race, gender, religion, sexual orientation, and other personal characteristics that are unrelated to their job performance.” This description, unfortunately, is rather oxymoronic illustrating a new(ish) conundrum. Institutions rigorously create, vet, and implement minimum qualifications in order to ensure that the “best” candidate is hired based on merit. As hiring processes are rarely if ever “blind”, how can we address merit while addressing diversity? Please join this interactive session and discuss these matters and historic struggles.
Segregation of People with Disabilities

Briseida Ramirez, ASCCC Part-Time Committee, Mt. San Antonio College
Carrie Roberson, ASCCC North Representative
Susan Stroebel, Part-Time Faculty, Mt. San Antonio College

Equity and inclusivity are big terms across our campus. However, does equity and inclusivity include people with disabilities? Are you creating an environment that welcomes differently abled or Neuro-diverse students? What are the benefits for students with ASD/DD receiving a college experience? Please offer your support and knowledge regarding offering support for our disabled students.

Tokenism: Are You the Elephant in the Room?

Anna Bruzzese, ASCCC South Representative
Andrew Wesley, ASCCC Part-Time Committee, Solano College

Tokenism: the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce. Whether by design or by default, tokenism has in many ways shaped the faculty of every academic institution. Often, we would like to believe that tokenism exists for others but not ourselves until we take a slight step back and address the reality of our situations. Whether you are the single divergent (female, person of color, sexually diverse, disabled, etc.) person in the room informs much of your experiences at your institution. This can lead to being overloaded with responsibilities, to feelings of isolation and resentment. How have our experiences as the “token” shaped our professional (and personal) lives? How can our colleagues and administration support us? How will institutions’ efforts in creating more diverse faculty help those who have suffered from tokenism? Ultimately, how can faculty avoid the often-times inadvertent tokenism created in various groups and committees? Please come join this large open dialogue concerning our own experiences as being the “token.”
10:00 a.m. – 10:15 a.m. **Break**

**GENERAL SESSION III**

10:15 a.m. – 11:30 a.m.  
*Grand Ballroom*

**Don’t Let Your Hurt Hinder Your Professional Aspirations – “Keep Applying”**

Silvester Henderson, ASCCC At Large Senate Representative and Part-Time Committee Chair  
LaTonya Parker, ASCCC Area D Representative  
Jennifer Taylor–Mendoza, Vice President of Instruction, Skyline College

Obtaining credible employment in the California Community College System can be arduous, painful and at times emotionally disappointing. During this session, our panelists will share their professional trajectories, challenges, and employment triumphs. The goal of this session is to share some effective strategies that could assist one in remaining professionally resilient, inspired, and definitively focused.

**Closing Remarks/Institute Closes**
PRESENTERS

Robin Allyn, Part-Time Faculty, Mira Costa College
Beth Au, Director, CCC Registry
Lisa Bell, Part-Time Faculty, Evergreen Valley College
Jessica Cristo, California Community College Success Network (3CSN)
Doug Dildine, Part-Time Faculty Advocate, Diablo Valley College
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Susan Stroebel, Part-Time Faculty, Mt. San Antonio College
Jennifer Taylor-Mendoza, Vice President of Instruction, Skyline College
Peter “Tony” Zitko, Part-Time Faculty, Solano College
Eric Wang, Part-Time Faculty, West Los Angeles College
Henry Yong, Chancellor, Yosemite Community College District

ACADEMIC SENATE PART-TIME COMMITTEE

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Anna Bruzzese, Los Angeles Pierce College
Grace Chee, West Los Angeles College
Katie Oesau, Yuba College
Jay Parnell, San Bernardino College
Briseida Ramirez, Mt. San Antonio College
Andrew Wesley, Solano College
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CONSULTANT

Educational Consultant: Pam Walker
USEFUL INFORMATION

BADGE IDENTIFICATION
Name badges must be worn during the conference, as they are your ticket for entrance to conference sessions and social events. So that you can readily recognize conference attendees, Executive Committee members will have purple ribbons, Committee members will have blue ribbons and Presenters will have yellow ribbons.

SPECIAL DIETS
All meals for the 2020 Part-Time Faculty Institute will be served buffet style and will be labeled for dietary restrictions. All nuts, cheeses and dressings will be served “on the side”. We have included vegetarian and gluten free options. If you are Vegan or require a special diet, please notify the registration desk staff. Please follow these instructions to secure your special meal. Your badge will be labeled with a BLUE sticker. Please alert the banquet staff of the type of meal you have and show him/her your sticker. Notify Senate staff at the registration desk if you do not have a special meal sticker and require one.

PARKING
Self-parking in complimentary at the Napa Valley Marriott.

WIFI
Attendees will be able to Internet access at the Napa Valley Marriott allowing access for text, email and web browsing services. This is shared basic WIFI, so please be mindful of downloading high bandwidth content that might restrict access for other users. Please see the registration desk for wi-fi network and passcode.

DESTINATION AMENITIES
All attendees will receive the following hotel amenities: Bottled Water (2), Napa Valley Coffee Roasting Company (2), Enhanced Internet Access, Daily Spa Access from 8:30am-12:00pm (Locker Room, Steam Room & Jacuzzi), Culinary Garden Tour with Sparkling Wine (4:00 p.m.)

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