Pima Community College Faculty Senate
February 6, 2015

>> MS. KIMLISA DUCHICELA: Welcome to February Faculty Senate.

As you know, I'm still learning on the job, so bear with me.

First of all, do we have a quorum? We do.

Let's go ahead and start with introductions.

(Introductions not transcribed.)


So next we need to move on to the approval of the January 2015 minutes. Do I have any modifications?

Can I have a motion to approve if there are no modifications?

(Motion made.)

>> MS. KIMLISA DUCHICELA: Do I have a second?
Second.

All those in favor?

(Ayes.)

The minutes are approved.

Agenda modifications. There will be agenda modifications. Char is running between campuses today, so we will take Char when she arrives because she has a retirement party to get to. (Laughter.)

The chancellor is hopefully going to make it. He has a function in the community, so when he arrives, we will move him into the agenda.

That being said, a couple of other things. Do I have any open-forum items?

Hi, everyone. As I said, I am a science lab supervisor, a nonexempt employee, and it is my job to support faculty, so I feel like I have a fairly good idea what it's like for you all down there in the trenches with the students because I'm right there with you. In any given semester, I can be supporting up to 50 or 60 full-time and part-time faculty.

So I have been talking to Kimlisa and Joe about wanting to come and see how you do things here just to get a better understanding, because I think it's very important that the employee groups
understand each other and our challenges and our perspectives,
et cetera, et cetera.

I was appointed to -- we switched the name. We call it All College Council now. It was the Governance Council. I find it even more important that we understand each other as we move forward with all the changes that we are making and protocols and that we start operating outside of our silos. Part of the beauty of Governance Council, there's this round table, there's faculty, staff, admin, students, adjuncts, temps. It's that kind of area where we can vet things and really get feedback from all perspectives.

That's why I'm here today, just to kind of get a better feeling. What board policy we might be reviewing might be looked upon favorably by staff, maybe not so much by faculty, and it's important we understand why each other have that particular perspective.

So thanks for having me.

>> MS. KIMLISA DUCHICELA: Rita?

>> MS. RITA FLATTLEY: I have a brief open-forum item in regard to the Pathways to Civility training that was given to me by a colleague.

>> MS. KIMLISA DUCHICELA: Okay. We will take that.

Any others that would like to be...
There is a call for an executive session, and due to the nature of this particular call for the executive session, I would like to -- Joe, tell me if I get this right. I would like to temporarily suspend the charter and allow one extra person to be part of that executive session. That would be Julia Fiello, the PCCEA representative.

So if I could have a motion to approve.

>> ODILE WOLF: I motion to approve.

>> MS. KIMLISA DUCHICELA: A second?

>> SPEAKER: Second.

>> MS. KIMLISA DUCHICELA: All those in favor?

(Ayes.)

>> MS. KIMLISA DUCHICELA: Opposed?

(No response.)

>> MS. KIMLISA DUCHICELA: Motion carries. Thank you very much.

We will do that at the end.

Now, we have the Up With People here. It's good to start on an up note. So I'm going to turn the floor over to them.

>> SPEAKER: Good afternoon, everyone. I am Natalia, I am from Mexico, and I'm here representing Up With People. I'm part of the Advanced Team here in Tucson, Arizona. Thank you so much for giving
us the opportunity to be here.

>> SPEAKER: Good afternoon. I am Kelsie. I am a part of the Advanced Team for Up With People, as well. I am from Gig Harbor, Washington.

Just to show hands, who knows about Up With People?

Does somebody want to share your experience or what you know about Up With People?

>> DR. MARTINEZ SANCHEZ: I'm the vice-provost here, and I'm probably speaking out of turn, I apologize.

Several years ago, many hundreds of years ago, my family and I participated in hosting folks who came to this country. We had a student from or an Up With People person from Norway and one from Germany. It was a really cool experience.

So on behalf of them, thank you. That's how I participated.

>> SPEAKER: That is so wonderful. Well, yes, we are coming back to Tucson. So as the Advanced Team, we do have a logistical preparation for the cast, which is the group of participants. They will be here March 2nd through March 9th in Tucson, and we are very excited to be back in Tucson. We are celebrating our 50th anniversary. So we are excited to be here and get the community involved.
We have a short video that we want to show you to kind of get a better glimpse of who we are and what we do.

(Video.)

>> SPEAKER: As you saw in the video, Up With People, it's a nonprofit global information program, and the mission is to bring the world together through music and service. We have five main components of the program, which is host families, world travel, and international participants, community service, global education, and our Up With People show, which is why we are very well known.

So we are going to get a little more in depth in each of these aspects and we are going to relate it to what we are going to be doing here in Tucson in March as well as here in Pima.

We are going to be partnering with you, so we are really, really excited for that.

>> SPEAKER: Like she said, we stay with host families everywhere we go. It's just a great way for that cultural immersion experience for every single one of us to really get to know the culture of where we are at and the people living there and build relationships, and the same for the people living in communities for our participants.

Being a host family is very simple. Just a place to sleep, limited meals providing breakfast and dinner, some dinners, and then
limited transportation.

Our mornings start at 8:00 a.m. and they end between 6:00 and 8:00 p.m. Depends on the day. But a great experience, and it's a lot of fun. We have Sunday as Host Family Day. So the cast members get that entire day off and just get to spend it with their host family. You can take then around the city, go take them to events or introduce them to your family. It's really fun.

The second component is world travel, so we go on a multi-continental tour for six months. For this tour, right now they are in Denver and we are in the United States for five weeks. Next they go to New Mexico for two weeks, and then they come to Tucson. Then they go to California for two weeks and Mexico for five weeks, and then over to Europe for four weeks. We are going to go to Switzerland, Germany, and The Netherlands.

And also our participants, we have 110 this semester from 20 different countries. They are from Brazil, Nepal, South Africa, Germany, Norway, all over the United States. A very diverse group, and they are very, very excited to start and they have a lot of energy.

We do community service everywhere we go, because we wouldn't like to come into a city or a community and just visit and then
leave. We travel with a purpose, making sure that whatever we are
starting in a community, we try to involve local people so they can
keep doing it once Up With People has gone to their next destination.

Here in Tucson, we are going to be working with St. Augustine
High School, San Miguel High School, and some other nonprofits like
Our Family Services. We don’t have everything confirmed yet, but,
yeah, Our Family Services youth on their own and some others as well
as we are a global education program.

So before we talk about what we are going to be doing here in
Pima, I want to share with you what we do as a global education
program. Our participants in the group have workshops every week
about leadership, intercultural communication, and some other things
that are relevant everyone. We believe education, it's the key to
the future and the key for all of us to make this world a better
place in 25 years.

Here in Pima, we are going to be putting together the community
service aspect and the global education. We are going to be working
or staying in Pima for Tuesday and Wednesday, March 3rd and 4th. So
on the 3rd, we are going to be visiting different campuses, doing
workshops with classrooms. We still haven’t defined the schedule, so
if you are interested in having some Up With People participants
coming to your classroom, please come talk to us, please let us know.

You can let Jorgi know. You can send him an e-mail, give him a call,
so we can arrange the schedule and make sure that if you're
interested in having some of our participants there, you get that
opportunity to do it, as well.

Then on Wednesday, March 4th, we are going to be having a big
event here in the Downtown Campus. But all of the campuses are more
than welcome to attend. We are going to be having a culture fair,
which means many of our countries will have a booth, explaining their
culture and talking about their tradition and how everything is in
their country.

Then we are going to have a youth forum here in this room. The
theme is still to be determined. We want to make sure that the theme
that we choose is relevant to the school. But it's going to be like
one of the workshops that we did with our Up With People
participants. However, we are going to have people with Up With
People as well as Pima students.

So we are really, really excited for that. If you want to be
involved, please let us know or let Jorgi know, and we will be more
than happy to have you join this experience.

>> SPEAKER: So we talked about host families and the travel,
international participants, our community service and global education aspect of our organization.

Last, but not least, is our show. So our show is going to be March 6th and March 7th. That's a Friday and Saturday at the Fox Tucson Theater downtown at 7:30 p.m. This is a world musical performance. There is going to be music from all over the world, from the '60s to today, because we are celebrating our 50th anniversary.

There is something in it for everybody in the family. So we invite you all to come and bring your family, your kids, your grandkids, aunts, uncles. It is going to be a wonderful show. It's a two-hour, very high-energy performance. The tickets are up here.

$50 for premium. That's reserved seating and VIP. $30 for adults and seniors. $12 for children and students.

You can buy your tickets online at www.upwithpeople.org/Tucson or at the box office at the Fox Tucson Theater.

Also, so you know, all of our proceeds, actually 100% go to our beneficiary, which is the Up With People's legacy collection at the University of Arizona's libraries. So what that is, that is Up With People's history. It's all of our archives down there. It's an amazing place. We and our other teammate got to go down there last
week, and it's pretty incredible. We invite you all to go and check it out if you have time.

So, yes, please come to our show. Also, we have posters that we just got in, and we would love for you all to take some and share it around the campuses or any other place that you think it's a lot of high traffic, because we would love to invite everybody from the community to come.

There are many ways we would love to get involved with Pima Community College. We are already really excited to be here today and to be here in the next couple of weeks when the cast is here. However, there are other ways we can get involved or you can get involved with us. You can always come volunteer with us. The different projects that we are going to be doing during the cast week are still to be confirmed. However, I will make sure we send them to you so that if you would like to come volunteer with us or your students or anyone, let us know and we will be happy to have you there.

As we mentioned earlier, we always try to get local people involved in the volunteer work to make sure it's not only Up With People coming and leaving but leaving something behind.

Spread the word. We have posters, and it would be really, really
hard for just the three of us to put posters all around town, so if
you can support us with that, really anywhere that you think it's a
good spot to put up a poster and people will see it, then they will
know about the show and hopefully they will come, as well as any
churches or clubs or anything like that, that you could let us know
that if you would like us to go make an announcement about the show
and invite them to all of our activities, that's wonderful, as well.

We have been in the Pima Newsletter last week, so thank you so
much for that. Hopefully we will keep on being there so that we keep
you informed of what we are doing and what else is going to happen.

And last, but not least, come to our show. It's the greatest way
to support us. It's how we get our message of hope and understanding
out there. It's a massive way of just putting it out there. It's
100 people from all around the world on one stage singing for
something that they believe in.

So hopefully you'll all come. It's a wonderful performance. We
are really, really excited to see it for the very first time. It's a
premier here in Tucson. So we hope to see you all there.

Are there any questions that we can answer?

Well, if you have any questions or suggestions, here's our
contact information. Let us know, give us a call or send us an
e-mail. We are always available for whatever you may need. So, yeah, and we were going to leave some posters out here. So when you leave, please feel free to grab some and put them up somewhere.

Thank you so much for giving us the opportunity to be here.

>> MS. KIMLISA DUCHICELA: Thank you so much.

(Applause.)

>> MS. KIMLISA DUCHICELA: I have Jorgi on speed dial now, so if you have any questions, anything you want to do, let me know and I will make sure he gets it or you can go directly to him.

All right. Next up, I invited Odile wolf, and I know Julia is in the audience to back her up, if need be, to answer any questions or concerns that anyone has as much as possible with the -- as you know, we are finishing up the NAs and going into the RNs for these new grades.

So I'm going to open up the floor and let her say a couple of words.

>> ODILE WOLF: So as you know, we have been going live with the NA, and if you have teaching a first five weeks, an eight weeks or a 13 or 16 weeks full-term class, you have been asked to fill out the NA. On the final form, you know, you can pick.

And the RN, which is registered/not attending, is going to go
live on Monday. So that means that your attendance is going to be used and e-mails will be sent to students who have not attended.

If you have not filled out your attendance, you're still going to get on somebody's radar. That will be your administrators and you will have to either -- and we understand that the attendance task force and the administration is totally aware of the fact that there are some problems with the Attendance Tracker, so the assumption from your administrators is not going to be like you were a bad person and you didn't do your work. The first assumption is are you having problems doing your work? So don't get worried about that. But we do need to get going with that.

So if you have any questions, I will try my best to answer them. Do note that I have had three hours of meetings on attendance today, so I'm a bit fried. (Laughter).

>> MS. RITA FLATTLEY: I looked through my class lists, and I couldn't find anybody who was like totally not ever showed up. There wasn't any instructions in the letter about, I don't know, yes, I did look and, no, I don't have anybody that I have not at all seen ever.

>> ODILE WOLF: Yes, and we are very sorry that we didn't do that. The good news is that you're done.

>> MS. RITA FLATTLEY: Okay. I didn't know whether I was done or
it just looked like I didn't do it.

>> ODILE WOLF: You did do your job and you're done. Julia?

>> SPEAKER: I will address it when I give my report.

>> ODILE WOLF: So there will be some more attendance, just in case you were missing out.

>> MARYKRIS MCILWAINE: So you mentioned that the RN input window will go live on Monday?

>> ODILE WOLF: No, it's not -- RN is not an input thing. It's one of those things where you have filled out your Attendance Tracker, and then based on the Attendance Tracker, there will be a report of all the students that haven't been attending for the last 10 days.

And then they will get a letter from the administration that says, hey, we've noticed that you haven't done anything. Are you still attending and blah, blah, blah.

And we have been crafting those letters for what feels like ever, and they are going to go live.

>> MARYKRIS MCILWAINE: So you'll --

>> ODILE WOLF: You continue on doing your Attendance Tracker, and then what we are saying is that things are going to happen.

>> MARYKRIS MCILWAINE: Heads are going to roll?
ODILE WOLF: It's going to roll.

MARYKIRIS MCILWAINE: We don't have to do --

ODILE WOLF: Nothing new. You just keep on doing your attendance once a week and life is good.

SPEAKER: So we don't input the final grade as a never attend until the end of semester?

ODILE WOLF: No. Your never attended, which is NA, is supposed to happen within three days of the drop date of your class.

SPEAKER: What about those registered but not continued?

ODILE WOLF: The registered but not attending, which is the RN, which is something that's going to be automated, which will happen from your attendance tracking. So you just need to fill out your attendance tracking and then things are going to start rolling.

SPEAKER: Can you talk a little bit about students that are not gradable? What I was told by another faculty that approached me yesterday is that she was expected to have a last attendance date when the student never showed up to the class, but in order for her to be able to put NA, she had to have a last day of attendance, although the student had never shown up to...

ODILE WOLF: If the student has never attended, they are never attended. So you don't -- you just, from what I understand when you
put the NA, and that's what my experience has been because I did drop one student, you put your NA and you don't get asked for an attendance.

What will happen, though, is that they will be expecting some congruence between your NA grade and what happened on the Attendance Tracker, and I did have that issue when I had one false alert.

So you don't put in last attendance date because they really never showed up.

>> SPEAKER: In this case, the students -- it said not gradable.

>> ODILE WOLF: Not gradable means that they have already dropped themselves.

>> SPEAKER: Right. But what happened was the student was dropped by the system and the student had registered every day. The time -- I mean, it was a very specific issue.

>> ODILE WOLF: Yes. In that case, I would say maybe it's time to call the registrar and try to have that particular issue -- because it's not a regular occurrence, so we don't have solutions for just everything.

>> SPEAKER: And the faculty was asked to enter a last day of attendance.

>> ODILE WOLF: Yeah, well, if they never attended, then there is
no last day of attendance.

>> SPEAKER: But that's what the registrar told her.

>> ODILE WOLF: Well, then call on Tara, and start to, you know, probable-solve.

Yes?

>> ROSA MORALES: One of the things that I think we need to realize is that on the instructions that were sent about RN, it says that after 10 days. So what happened is that some of the part-time faculty were saying if I'm meeting with the students only once a week, that means for me is three classes.

>> ODILE WOLF: Well, if you only meet once a week, then if they miss one class, they are going to fall in that 10-day thing. That's their problem and that happens, and we have talked extensively about it. That's what we said. You know, you have a class that meets once a week, you don't attend once, you're going to get a letter and an e-mail and phone call and all that junk every time.

>> ROSA MORALES: Okay. Secondly, answering the question about setting up the date, it was my experience when I did it yesterday that the student will come in one day and then they never show up.

So I actually noticed that right on the section of that date, that date that the student register and the date, the only date that
the student attended was listed there.

So I didn't have to worry about, you know, having that date at all, because he was already listed there.

>> ODILE WOLF: If you are in an in-person class and that student at any point in time during the ten Thursdays or before the drop date puts their butt in that seat, unless you have specific instruction in your syllabus that are like saying, okay, well, I expect you to do X, Y, Z, they were here, they attended, that's it. You don't have an NA. Even if they never show up ever again in your class, they will fall into the RN status but they are not NA. NA really means nobody ever showed up.

Anybody else? Something in the back? I do not know all your names.

>> SPEAKER: A question about the RN timeline. Is the ten-day window in real time?

>> ODILE WOLF: I can't hear you. You need to speak louder.

>> SPEAKER: The RN ten-day thing, Monday is going to look at the previous 10 days or is there some time lag?

>> ODILE WOLF: It is 10 calendar days.

>> SPEAKER: From what?

>> ODILE WOLF: From the last time that they attended.
So if your class meets Monday/Wednesday, and they are here on Monday and they are not here on Wednesday, we have counted from Tuesday, Wednesday, Thursday, blah, blah, blah. So that's ten calendar days. It's not ten days that are within the system. It really depends on your classes.

>> SPEAKER: Yeah. That's going to create -- every week for every student in a particular class is going to get flagged even though they are attending.

>> ODILE WOLF: If your class is meeting in person and you are not meeting every ten days, then you need to have another activity that they have to do in between, if it is a hybrid or if it is an online class.

>> SPEAKER: I'm thinking of math 89 for which there is a gazillion sections. The timeline of reporting attendance does not happen until after a week is over on the weekend. I worked it up this morning. Every week there is going to be 11 days from attendance to reporting for the next attendance.

>> ODILE WOLF: I'm not sure I understand how you can have 11 days between attendance and reporting, because you can report -- if it is an online class, you can report at any point in time. If it is an in-person class or if you have a meeting sometime during that
week, you can report attendance right after the meeting.

>> SPEAKER: Right. But for this week, for example, I don't get any information on attendance until Saturday.

>> ODILE WOLF: I am not sure how you cannot get any attendance information. If you have made an activity that is within a seven-day period, then you have your attendance within a seven-days period.

I’m not understanding.

>> MS. KIMLISA DUCHICELA: I think that math 89 is a particular species.

>> SPEAKER: Thousands of people.

>> MS. KIMLISA DUCHICELA: Yeah, why don’t you network with Julia and Odile and make sure that we have those covered.

>> ODILE WOLF: Yes, we want to have it covered, but I’m not sure I understand the problem.

>> MS. KIMLISA DUCHICELA: Unless you know math 89, you probably don't understand what they are doing. It's a different beast.

>> MARYKRIS MCILWAINE: I have a really easy question, and I'm showing you that I am writing it down. You know how we have experienced recurrences of a circulation of personnel, changing of positions, people throughout the college? Is it in fact Tara Benson who we contact?
>> ODILE WOLF: Tara Benson is still there and she's still doing, and she's still at the attendance task force with us every week.

>> MARYKRIS MCILWAINE: Okay. For some reason I thought it was...

>> ODILE WOLF: We are going to be setting up a LISTSERV for the attendance task force so it will be distributed, but for now, it is Tara Benson who is the point person.

>> MARYKRIS MCILWAINE: Okay. Thank you very much.

>> ODILE WOLF: Anybody else?

>> SPEAKER: Here's the scenario. So a hybrid class only has attendance once a week. If the instructor doesn't -- if they delay, they don't put in their attendance, and even three days, that's 10 days, it's really easy, but in the instructions there is really no indication that says faculty -- you know, this is the, you know, enter your attendance within 24 hours of your class or...

>> ODILE WOLF: You have to enter your attendance once a week, and if you set up your -- you know, I teach online, I do not teach hybrid this term. I am setting my attendance so that it's, you know, between Sunday morning and Saturday night, and then on Monday I set it up. I fill it out, and I fill it out for Sunday and that's it.

>> SPEAKER: Right. I just want to know the practice, but in the
instructions and the recommendations, it would helpful to have a
guideline to tell faculty to set that up, to say, you know, it's
recommended that you enter your attendance within 48 hours of your
class or within 48 hours of that period so that it doesn't go over 10
days, because it's actually easy for that to happen.

>> ODILE WOLF: Okay. We will add that to the notes. Anything else?

(No response.)


>> MS. KIMLISA DUCHICELA: Next up. The last time that we met
there was some conversation about new senator training and a
mentoring program, so I'm going to pass this to Bardo.

>> SPEAKER: Well, Bardo Padilla, Downtown Campus, foreign
languages. I'm a newly appointed senator from last semester, and
when I first started being a senator, I was in the back of the room
and I didn't know what I was doing, and I still am learning
(laughter). I was just appointed a senator and just come to the
meetings I was told.

So I came to the meetings, but I didn't know what was going on.
I was too shy to ask, you know, what am I supposed to do? Do I vote?
Do I not vote? Does it count? What do we do as a body, Faculty
Rosa Morales brought a point saying we need an orientation, we need something to let new senators know what they are supposed to be doing or what does Faculty Senate do for the new people, the new appointed senators?

So we just want to -- I asked Rosa if she would be able to head something like this, a project or I don't know if we call it a task force or what we call it, but something, a training or an orientation for new senators, and also for senators who have been here before, like sort of a mentorship program or something where we will learn what is it we will do as Faculty Senate, and that will also be a way of engaging senators who have been senators for a long time, new senators, and, you know, providing more feedback and more information on what we do as a body.

So, Rosa, thank you, and I don't know if you want to add anything else to it. Anybody else who wants to join the program?

>> ROSA MORALES: Yes. I'm glad that now we are getting to that point. I'm glad that actually Joe and Bardo decided that they would like to join on these efforts.

One of the first things that I'm going to do, and I'm interested in working on developing a list of items and send to everybody in the
Faculty Senate, items like what are some of the things that you think that the new senator training should have? Like the Roberts Laws of Engagement, maybe something related to deadlines. That’s why I have been talking to (indiscernible) to see how exactly she wants to handle that part of business. Maybe discussing about the protocol and the type of documents that we develop.

So I’m going to send a survey. But in addition to the survey, I also want to see if anybody would like to address each of these items, you know, who would like to discuss deadlines, who would discuss to do this. So that will be part of the training.

And then also is it a good idea to have one-hour training before the senate meeting, so that way some people can come in a little bit early and get that briefing.

The second thing that probably it will be good, Bardo, you probably take it over, was to get a sense from some of the senators who would like to be a mentor, you know. I have been mentor for a couple of people. Other people have been mentoring me on how to do certain things.

So on the same survey, we can ask that, and then out of that you develop a pool and we can assign people, okay? Thank you.
want to send some suggestions or join the group, please contact Bardo and Rosa.

Next up we have the board policies, Debbie Yoklic. The floor is yours.

>> DEBBIE YOKLIC: Well, thank you, Madame Chair. Hello, nice to be here again.

So you received three board policies and three SPGs, and of the board policies, the only one of them -- two of them were pulled and we are going to regroup and have task force to see, to work on those two, 4001 and 4201, which means that all of 4001.01, .02, .03, .04 still exist. The only one of the board policies that are new, new changes, is 1401, which is governance. And at the request of Governance Council, the name is being changed to All College Council.

So that will be posted -- you have that. It looks like there is a lot of changes, but the change is all identical. Every place is a change -- all it's doing is changing it from Governance Council to All College Council. Governance Council felt that was a clear name and gave a better idea to the community, the college community, what it is that we are doing.

There also are 18 board policies that were posted on January 21st. They came to Faculty Senate in December. They were posted for
four days and pulled. I mentioned these at the January meeting, so they are up for comment through the 12th.

So be sure just to take a look at that on the policy page, and if you have any comments, questions, suggestions on any of those 18, please send them in. There is a link on the page to send it to, if you can't find it, you can always send it to me.

Then I pass it on to -- I make sure I have a record and I pass it on to the office that has responsibility for that.

Before I have Jon Howe come up to talk with you about the DSR SPGs, I want to let you know where we are in the revising of the structure of policy. We have been working on this about 14 months, and we have about 10 that aren't moving forward yet. There is one more that we know. We got a late change, but it's fairly significant, so we are going to send it through the process again.

That will go to the board in March. Other than those, we are pretty much done. I think we are going to end up, when all is said and done, with about 66 board policies instead of I think 81.

We are currently working on renumbering all the board policies. So all the board policies have a responsible unit. Some of the units are the same. Some of the units have changed. For instance, facilities used to be part of finance and administration. It's now
its own, so it is now facilities. There also are no people. There shouldn't be people. If there are, that will get changed in the next phase.

The provost is not responsible; the provost's office is responsible. So because sometimes we have things like the assistant vice chancellor for student development was responsible. Well, maybe it was changed within the provost's office. Maybe the responsible person was now the assistant vice chancellor for PIR. That doesn't make any sense to be so specific.

So we have the categories, Board of Governors, chancellor, provost, finance administration, et cetera. There are nine categories. So the way the numbers are going to work is that, for instance, board policy 1101, prime policy, the policy on policies, 1 is the Board of Governors. So it will be 1.01. 1-point is Board of Governors, 2-point is chancellor, 3-point is provost, 4-point is finance administration and so on.

Then the next two digits are the numbers of the board policy, and that order, I came up with a proposal and sent it out to the responsible unit, and it won't necessarily go in order, 1, 2, 3, 4, 5, because it might go 01, 02, 05, 06, 07, 10. Trying to group them. The numbering system has to be really different. This will start
-- we are probably going to be able to do this in March. So there
will be information sent out to people, but this is all new. I don't
know the new numbers yet.

So if you go to look for a board policy 3501, admissions, you go
to look for 3501, and it will send you over to 3.-whatever it is so
you can see it, and that crosswalk will stay up there.

The next level is that we have Regs and SPGs, and we are going to
a two-tier system. Regs and SPGs are now going to be called
administrative procedures, AP. I have meetings set up with the
provost's area, with M&S, and a third meeting, sort of everybody
else, depending on whom the units identified as people to work on
this, to talk to them about how do you transition from Regs and SPGs
to administrative procedures and telling them what the numbering
system -- we have 18 months to finish that, according to a brand new
board policy that was just approved last night, which is called a
transition policy. Board policy 1103, I think?

But it says here is what's going to happen in this transition.
There is going to be, for a while -- we all have to learn this new
system, but it should be more logical, and there are board policies
with numbers that belong to -- the responsible unit is the provost
that don't begin with 3. Why? I don't know why. It's just the way
it is.

So we are going to start, since we have 40 years of layers, we are going to start from scratch, and then maybe it will be another 40 years and they will have to redo it again. But I won't be here in 40 years.

So that's happening. I'm working with Paul Schwalbach to have a marketing plan to get information out to everybody. Many of you may not be interested, but, you know, at some point many of you will need to find a board policy or find an administrative procedure, and how are you going to do that? So we are trying to do it so that we can all follow this transition.

Okay. Does anybody have any questions about that or 1401? Yes?

>> MS. RITA FLATTLEY: You mentioned that there would be a task force to review the two board policies that were pulled, 4001 and 4201. Are you putting out a call for participation, or who are you inviting?

>> DEBBIE YOKLIC: I don't know yet. I have a meeting next week with Jeff Silvyn to talk about how are we going to do this, and then of course we will involve the new vice chancellor for HR and we will come up with a plan.

>> MS. RITA FLATTLEY: I hope that would be logical that that
would include the leadership of all of the employee groups.

>> DEBBIE YOKLIC: Well, personally, that's what I'm thinking, but it's not up to me alone. But, yes, there -- you know, how big should the task force be? Should it be 25 people or 10? That will kind of determine -- certainly a leader, hopefully the president of each unit, should be involved. But I don't think one faculty member is enough, for instance.

But we haven't had that discussion yet, but I have a meeting with him next week to start the discussion about how are we going to do this?

The 4001 that was pulled, which really didn't have anything significant in it other than it said that there should be a revision presented to the board in November, that's a good timeline. Maybe we will keep to that. We don't know yet. We will have to have a charter, you know, what is the task for the task force, what's the timeline. It's gonna take a considerable amount of time to do that, several months.

>> MS. RITA FLATTLEY: As information comes, you know, comes forward, I hope that you keep us informed. I'm sure Kimlisa would get us information, because as you well know, those are, you know, for faculty, the heart of what we do. Thank you.
>> DEBBIE YOKLIC: You're welcome. Thank you for reminding me.

>> MARYKRIS MCILWAINE: Thank you. So I'm embarrassed to ask this because it's going to show muddleheadedness or memory problems that's --

>> DEBBIE YOKLIC: You know what they say in math is the only stupid question is the one you don't ask.

>> MARYKRIS MCILWAINE: Well, I'm going to ask this really smart question, then. This is also about board policy 4201.

As I'm looking at this sheet I'm seeing verbiage that includes the term "handbook," and I do remember a discussion here at senate and over e-mail about how we found ourselves very concerned about the use of the term "handbook" since only policy is grievable. Wasn't there some like pulling of a poorly or questionably phrased policy, but is this now back and it has come back to life?

>> DEBBIE YOKLIC: That policy has been pulled. It's been pulled.

As to whether if the name were to change from policy with a small "p" to handbook, whether anything would be grievable, I spoke with Lori Cox who was the chair of the complaints and grievances oversight team, and she said as long as the name were changed in all the applicable documents, the grievance procedure would still exist
exactly the way it is.

So I understand that was a concern, but in fact that wouldn't happen. We would make sure it wouldn't happen.

>> MARYKRIS MCILWAINE: That it would continue to have contents that were perceived as grievable?

>> DEBBIE YOKLIC: Absolutely.

>> MARYKRIS MCILWAINE: This may already have been answered, I apologize if it was answered, but can I ask what the impetus was for changing the longstanding and highly familiar terminology of, say, faculty personnel policy?

>> DEBBIE YOKLIC: Do you want an answer even if it might be moot?

>> MARYKRIS MCILWAINE: Sure. Yes, I do.

>> DEBBIE YOKLIC: The word "policy" is not -- "handbook" is actually used by -- there is an attorney group that works on policy, a policy -- I mean, employee law, and they use "handbook." The state uses "handbook." The chancellor said Wednesday when Baker Tilly, and I know Charlotte will speak about Baker Tilly, in the study session with the board, he talked about how board policy follows -- how board policy gets approved follows board policy 1101. What are currently called employee policy doesn't follow that process. So do we want to
use the same word?

It has to have -- the FPPS or common policy does have to have board approval, but the process is very different from board policy 1101. Now, it may be in the next revision that the word "policy" is kept, but it isn't the only term for these kinds of documents that exist out there, and there are many places that use "handbook."

So it may or -- I don't know what will happen. That was the thinking. It was the board member whom Jeff Silvyn and I were working with that really wanted that. The rest of the board were, seemed to be okay with it. Governance Council approved it to go forward, but now there is a change and we pulled back and we will reassess, and I don't know what will happen at the next step

>> MARYKRIS MCILWAINE: This makes a lot of sense. Thank you. I'm satisfied for the time being until I get crabby again. Thank you very much. I'm happy to understand this.

>> ODILE WOLF: Hi. I have a question. So a lot of policies were pulled in December. Then they got put back. One of the policies that created a lot of havoc is the one about the libraries that were going to be destroyed. We had an agreement that they were not going to be removed. Now we don't know anymore what is there, what is not there. There was like pulling, pushing, changing.
It gets very, very confusing, and it would be nice if we only had policies that were actually stable before they actually got there and that they were -- you know, if they are pulled, then they presented again fully by the people who actually made the change.

>> DEBBIE YOKLIC: The reason that was pulled wholesale was because of that one, and there was also one that had been posted incorrectly. The incorrect version was posted, was published -- posted. I was out of the country. I don't know what would have happened if I had been in the country, but the chancellor said, Okay, we need to just stop this process. The ones that were reposted, there were no comments in the four days at all.

The one on library services, the library directors, we had a meeting and the library directors have now set forward new language. That board policy has not been sent forward yet. It came too late, and it currently was sent to the provost because that's the unit responsible. So that one --

>> ODILE WOLF: And I would like it to be a note that if there is somebody who is proposing a policy then that person is here to answer the questions.

>> DEBBIE YOKLIC: I will make a note of that. I can't promise that, but certainly that is an idea.
Joe? You wanted to say something?

>> JOE LABUDA: Debbie, you weren't here, but the library policy was taken off the table because the librarians objected to it and the senate objected to it. I thought really we had an agreement talking with the chancellor about that, and then librarians were blindsided a couple of days later on the 11th of December removing the board policy again and incorporating language into the student success SPG.

So, you know, that's not quite how that played out. I have a question. In light of the fact that when Jeff came to the December meeting, after our discussion to pull those and promptly the next week confronted us with essentially a violation of our goodwill, why does Jeff get to determine how these are going to be...

>> DEBBIE YOKLIC: I don't know. I'm not understanding what --

>> JOE LABUDA: Is Jeff going to determine the process by how we evaluate and form board policies?

>> DEBBIE YOKLIC: No. Not alone, no.

The one you referred to, the student success board policy, that's also on hold awaiting the -- what I assume would be sending forward the library services, the library services, I think that's what it's called, board policy. So those two will, once it's been reviewed, once the suggestion by the directors have been reviewed, and there
were no changes submitted to student success by the library
directors, at least I didn't get one yet, then that would start the
process again. So those two are amongst those 10 that are, that
haven't gone forward again.

So the only ones that went forward were the ones that there were
no comments about. In the four days there was no comments at Faculty
Senate. As with many of the changes with board policy, most of the
changes are fairly logical and nobody really has much to say about
them. So those are the ones that are reposted.

Now, I have received some significant comments about some of
them, and that's a good thing.

I'm not sure that I addressed your question, but...

>> JOE LABUDA: I didn't have a question. I had a clarification
about how that came about in December, because I think one of the
issues with the senate as a whole was how board policies are
presented to us, what our input is, who's responsible when they bring
them, because a tendency has been for someone to come and say, well,
that's not my board policy.

So I think the senate had an issue long-standing about how board
policies are followed, and I thought that's essentially what we were
trying to get to a point through the All College Council about how we
actually form policies.

>> DEBBIE YOKLIC: Well, one of the things that will be looked at
-- you know, I talked about the revision process, and SPG 1101 has to
be looked at, and therefore board policy 1101 probably has to be
looked at, as well. Board policy 1101 is -- there is nothing about
All College Council in there because that was new, so we don't have
that in there, so we will be looking at those two to see what process
makes sense and how to be inclusive without being too slow. So those
will be looked at and those will have, I hope, appropriate inclusive
vetting.

>> MS. KIMLISA DUCHICELA: I think we have reached the consensus
that there is issues with how we feel about board policies and how
the system -- and I do know that if, correct me if I'm wrong, and
there are two others in here from -- what are we called now?

>> DEBBIE YOKLIC: You're still Governance Council until this one
gets approved.

>> MS. KIMLISA DUCHICELA: The Governance Council, I believe
that's on our agenda for Monday, so we will have another report back
to the senate on that particular procedure in March, I would believe.
Correct? Don? Joe?

Any -- I have somebody else in here? Carlo.
>> DEBBIE YOKLIC: Sure.

>> MS. KIMLISA DUCHICELA: I would like to take a little agenda modification, because I know Char has running to do. If we could take a break from this and have Char come up to talk to us so we can send her off to retirement, if that's okay.

>> DEBBIE YOKLIC: That's fine. Thank you.

>> MS. CHAR FUGETT: Good afternoon, everyone. Heyyy.

I'm here to do the HR report. I told Madame President via e-mail, I said I had staff council this morning and had the privilege of presenting to staff council. I had a foundation luncheon, was going to zoom back to present to this august group, and then my lovely East Campus faculty is holding a festivity to celebrate my departure this afternoon at 3:30, so could I become on my last day a prima donna and say put me on when I get here, please. She said that she would allow me that luxury.

I'm here to give the human resource report, I think is on the agenda. And probably key on everyone's mind is the finding and recommendations of the study that was conducted by Baker Tilly and was released on Wednesday and was covered in the study session by the Board of Governors on Wednesday afternoon. Some of you were in attendance at that same meeting.
Please know I am not an authority on the Baker Tilly study. I probably have had the luxury of reading it a few more times than you, so what I have done is gone through and culled out what I think are some of the significant pieces of it. It is a 64-page report that has a lot of information in it.

It is significant. It does suggest some things that I would argue could be transformative in the way we do our business, certainly a sea change, s-e-a, in how we do our business, and I think will be the start of many conversations to come.

I always remark when I am presenting the work of a group the college has engaged that it's much like building a house. I don't know if any of you have built a house, but you have architectural renditions of what your house is going to look like. I don't know if anyone has absolutely built a house according to architectural renditions. You move doors, take windows out, you do carpet instead of tile, you decide what you can pay for, timing, those kinds of things.

So please keep in mind this is a set of recommendations by a consultant that was engaged by the college to come in with an independent lens based on concerns that were expressed by the Higher Learning Commission that we lacked integrity in some of our
processes, including those in human resources.

I was asked to provide sort of administrative oversight for this
simply because I was also the administrative liaison for the
probation sanctions group and had some sense about where this would
go from the self-study, and then I was asked to share a role in human
resources as vice chancellor until that position should be recruited.

I really shouldn't be standing here before you now. I should
have left a long time ago, but timing is what it is. Actually, I'm
kind of glad that I'm the one that's here to present this to you,
because I did live it for quite a bit.

So let's just kind of bottom-line what the recommendations are.

As much work as I think folks have realized the human resource
department has gone forward with over the past few months, and some
of that is noted in the report in inclusion and outreach, redesigning
websites to provide resources, the relationship between human
resources as a department and the college is fragile, at best, and
there is still a lack of trust. That is so noted in the report.

Making that more problematic is that the department has a
disjointed structure which is essentially siloed and doesn't allow us
to be a true business partner to answer your questions
comprehensively. You have to seek out who you feel might have the
best information, and that was so noted in the report.

Interestingly, following the discussion on policy development, the consultants noted that the way the college develops its policies and procedures can lead to disjointed, contradictory, inconsistent policies among employee groups, among processes that leads to interpretation difficulties, and that's probably an understatement.

There were 19 primary findings and recommendations and what I would call seven broad categories, and that is that there needs to be the establishment of collaborative leadership among human resources and campus and program-based initiatives. There needs to be a shared responsibility model between human resources and the programs and campuses it serves instead of just a top-down or sideways approach.

We need to have clearly defined roles in the decision-making process. They spent a fair amount of time on that. Some of you may remember a time where those who actually had responsibility for the work were the ones that made the decisions. A while back that was changed so that vice chancellors and presidents virtually had to make every decision, and the report notes that when you take the decision away from the point in which the authority is actually going to occur, that can lead to inconsistent and sometimes even inappropriate decisions being made. So realign those decision-making roles and
There must be an alignment of human resources to campus and program needs, and implied in that is that HR must know what those campus and needs are.

There is always a compliance part of human resources. You don't want us to get away from that. We should never get away from that as an institution. But we also need to have a responsive approach, so our policies and procedures have to be both compliant and responsive but noting that those things are not mutually exclusive.

Even though we have done an exceptional amount of this over the last few months, the report indicates that our college-wide training is still insufficient to meet the needs of our institution as we move forward, and they ask for additional focus on that.

And then they suggested that we develop a comprehensive change model within human resources so that when we do some of this heavy lifting that's appropriate for our institution, that will be decided in the future, that we don't find ourselves six or seven years down the road kind of coming full circle where we are stuck again and then have to do this huge amount of work.

As far as their methodology, they conducted a survey of Pima Community College employees. Over a thousand responses were
received. I don't know what our highest rate of response is but I've
got to think that ranks among them. They conducted over 28 focus
groups. They made themselves available in the evenings at District
Office when they were on-site and had two open forums I believe at
Desert Vista and Downtown Campus. They reviewed our policies and
procedures interdepartmental as well as college-wide. If you will
please remember, this was not just a review of the human resource
department. The human resource department was not just cited in the
HLC report. It was the processes and procedures that are human
resource related that were said to lack integrity, so they had to do
a comprehensive analysis of those college-wide policies and
procedures. They scrutinized the HLC reports and all of our
responses to those reports.

They developed a current state of where we are at this point in
time. Three major themes emerged. The college as a whole is not
doing a very efficient or effective job of managing all of its human
talent and capital, and we need to address those concerns.

That our processes, especially in the area of human resource are
convoluted and inconsistent and contradictory, and that the human
resource department itself is not structured appropriately to be an
effective business partner for you and is still way too siloed. So
we don't function as a business partner, we don't utilize a shared approach, we do not use data, and this is a college-wide concern, in driving our initiatives. HLC had also noted that.

Human resources tends to operate on a very tactical, sometimes transactional basis, but is certainly not strategic in doing work force analysis, succession planning, those kinds of things. Last, but certainly not least, the exceptionally high turnover in the lead position in human resources is problematic at best. When you don't know from day to day who your leader is going to be and what their direction may be, it's very hard for staff even doing the best jobs that they can to feel comfortable that they are moving in the right direction. In the last 18 months, we have had five seats in the same seat, not at the same time, but that would have gotten crowded, but we have had five individuals serving in the chief human resource position over the last 18 months.

Within the structure itself they did recommend and they looked at centralization versus decentralization, and they do recommend that the human resource functionality remains centralized, because we are one college, with one set of, you know, with a compensation procedure, grievance procedure, those kinds of things.

However, they noted over and over again in the report that human
resources has become detached from the individuals and the campuses and programs that it should serve and that we need to address that by having a much greater presence on the campuses and in working with our partners.

So to that end, they have recommended a restructuring of human resources, the department itself, and an elimination of two directors. We have six now. They are recommending only four. That would be OED, some know it as professional development, affirmative action, those two are relatively unchanged, two new directors with some blended responsibilities, a director of human resource services and a director of strategy and planning.

They are saying that the folks who now serve in various functional positions that are very siloed like recruitment, classification and compensation, employee relations, become human resource generalists, that those individuals be offered as partners to the campuses so that if East Campus has a question, they will have two individuals who are generalists, and they can approach either of those two folks and there will always be a backup, that within those 11 generalists there will be specialty areas, four classification compensation, four talent management, four benefits, four leads, and if your partners at East Campus don't have the skill set or the
expertise that is needed to answer your question, they know on their
team who to go to so you don't have to go searching around. They
will search and get the answer for you and then deliver it back.

That's the kind of model they have recommended.

They think that -- they are recommending that there be an
alignment of those who do the employee processing. We have two of
those individuals in human resources. The rest of them are in the
employee service center. Sometimes you don't know who to go to and
you get conflicting answers when you go to one or the other. They
are recommending that those two positions be moved into the employee
service center, which is one of the highest rated areas of the
survey.

They recommend we add a compliance position in the area of
affirmative action for reasons to provide oversight and again
consistency, and they are also recommending that those individuals
who do contracts and certifications out of the provost's office,
there are four individuals, be moved under the jurisdiction of the
human resource department so that they can be developed and have
expanded responsibilities in the area of adjunct faculty and
full-time faculty recruitment, so you will have some experts in that
regard.
But wait. That's not all. They made some significant recommendations on policies and procedures, and I know you're particularly interested in those. They recommend that OED or professional development work on a succession plan for key leadership positions and hard-to-fill positions so that when those voids do occur there is someone ready to step up, that we have a mechanism to fill that void.

They are recommending that we revamp our performance management programs to one that uses best practices to develop and motivate employees and to recognize top performers and one that is more fluid and consistent throughout the college, four or five sets that we have right now. They are recommending that we conduct a market analysis of our salaries and review and update our class specifications and system that we use to classify jobs.

They are recommending that we replace the current step system and instead go to a market-based salary range with an entry range that is not necessarily on the first step. Progression through the system would then be based on some form of merit or combination of step and merit as we go through these discussions.

Quite frankly, the faculty already have a hiring range. But you're the only ones that do so.
They support mandatory training for supervisors and those who have supervisory roles. They also are recommending that there be required training of all employees on matters related to institutional compliance.

They are suggesting that we revisit the Meet and Confer process and clarify our roles and expectations of all those involved including the Board of Governors.

They are recommending that we develop an institution college-wide risk management program, and they are also recommending that we conduct a comprehensive work force analysis regarding staffing and competencies within those staff. They do quite a bit with the human resource piece of that against which we will assess competencies of our current staff, and then when we go out and recruit, we will recruit against the competencies or the ones that we suggest they should have, but they are recommending that for all of our jobs those competencies be developed for training as well as for recruitment so that we get the highest qualified person that matches those competencies when vacancies occur.

So a lot to take in. Some of you who were at the meeting know that I asked what next, how do we go about eating this very big elephant, especially in light with other things that are going on at
the college. This is one initiative.

There is the enrollment management initiative. There is the educational master plan initiative. As I depart in a little over two-and-a-half hours, my concern, because I am concerned, I mean, I love you guys, and I'm not saying that because I'm going to have a beer at 5:01. I love you guys.

My concern is for the well-being of all the faculty and staff that are here at this college. I have worked with you for almost 17 years now. Some more than others.

We need to have a coordinated rollout of these major initiatives so that unintended consequences do not occur when one goes out ahead of the other and then it has, oh, gosh, we didn't think about that and how would that affect the educational master plan and vice versa.

So we need to do a much better job in coordinating these huge initiatives that face the college, not to mention those that are going to be presented, our finances and our budget, as well as a revamping of administrative structures.

So that's what I've got for you, and I'll be happy to take any questions. But please remember, set of recommendations, I think they were very inclusive in their approach, my opinion, you may disagree with that, but I think they really tried to be inclusive of all
viewpoints, and in doing so they have set up, as they said, some
topics for discussion, some conversation starters, that I think we
need to be very careful about how do we go about doing it, to Rita's
point, how do we go about doing this.

But my understanding is, at least I know from the board meeting,
that there was discussion in regards to the policies that were
pulled, in regards to Meet and Confer, that a group be put together,
because Meet and Confer was one of the things that was cited. Let's
revisit, let's clarify roles, let's take a look and see if this is
how things should be operated.

I think policy, I heard today, is going to be the same, I just
came in for this meeting. So how do we do that? We need to be
inclusive of viewpoints. Like I said, we may decide not to put the
door there or the window there, or you know what? We are not going
to add that room at this point in time. But they revealed what I
suspected. We are broken in some places in these procedures, we are
damaged in others, and we need to take some concerted time and effort
to repair them and move forward and be innovative.

So I will be happy to take questions.

>> ROSA MORALES: Actually, I read the whole report, and two
things stand out to me. The issue of the class salary qualifications
-- no, actually the class salary. They mention it at (indiscernible)

Community College as an example and set up how they actually set up
their three different, I guess, salaries that you can offer anybody
based on experience as they come in. I thought that was very good.

The other thing, they mention several of the things that a couple
of meetings that I attended, you know, were presented, one being, one
of the most important was to provide training to supervisors,
especially if they are the ones directing the evaluation of other
staff. That, to me, was extremely important.

I thank you for all the work that you have done for Pima. We are
going to miss you.

>> MS. CHAR FUGETT: Thank you. I'm going to miss everyone, too.

(Applause.)

>> MS. CHAR FUGETT: Just so you know, a lot of that was in
support of the work that human resources is working towards and a
leadership academy, we are already in the throes of that, including
one for both the administrative and academic sides of the house, as
well as required supervision of the 21st Century. That should roll
out this spring.

>> MS. KIMLISA DUCHICELA: Any others? Any other questions?

It's a lot to digest, and you guys just got it.
MS. CHAR FUGETT: It's huge.

MS. RITA FLATTLEY: I have a question. I wouldn't blame you if you don't know the answer to this, but a lot of times, just like when we were talking about the policy process, it's not the fact of changing something. It's how it's done and who's included, and you very well know that.

So of course, you know, the performance management part of it, there has been some kind of e-mails flying around the PCCEA group with some concerns about that, because it can be done really badly, so how we build that, you know, so that it is reasonable, fair, and doesn't lead to a whole slew of more lawsuits, that would be good.

MS. CHAR FUGETT: How do you do it so that it doesn't contribute towards favoritism or -- yeah. It's a whole host of issues that have to be considered when you do something like that. Sometimes it's not one or the other. It's a blended approach. You know, for instance, progression through the salary system, you know, maybe it's merit-based, maybe it's a combination of lifts and some merits, maybe it's some team -- I mean, there is a host of things out there that the college can take a look at.

So I think what they heard were some concerns at least by a significant number of folks that maybe the Step Plan isn't working
quite as others would like for it to be, and I think again we need to slice and dice that data as we go forward.

Your new vice chancellor for human resources will be starting on February the 9th. He got the report the same day you did, so only because it was posted on the website because he wasn't an employee yet.

So, you know, he brings a wealth of information and with a shared responsibility approach at the University of Tennessee Knoxville. So I think he might also want to take a look at that and see -- you know, if I told you I agreed with everything on the report I'd be a liar, but I think they hit a lot of stuff right in that we need to address it. We need to look at it.

But you've right. You're heard me say it so many times: It's more the how than the what sometimes. Yeah.

>> MS. RITA FLATTLEY: Thank you.

>> MS. KIMLISA DUCHICELA: Anybody else before we send Char away?

Well, in that case, I have, and it's very small, but to thank you. I think we owe you a huge round of --

>> MS. CHAR FUGETT: I'm going to be able to go walking.

>> MS. KIMLISA DUCHICELA: At the bottom of that bag is a Whole Foods thing, so you can get something to fill up that bottle. Maybe
a really good wine.

>> MS. CHAR FUGETT: Thank you. Thank you. I know I've got to
get you back on agenda, but I do want to say, and some of you know, I
have worked with Joe Labuda in a former Faculty Senate presidency.
Two of the folks that kept me here, some of you will remember their
names, Barbara Anderson and Barbara Amenta (phonetic) who happened to
be the two Barbaras -- thank goodness. I was a new employee. I
could remember the name Barbara. And they were president of Faculty
Senate and PCCEA. They would call me sometimes daily to make sure I
was okay.

It was that kind of support that got me through my first few
years that continued. You have always been a group that I know that
I can go to, a group that I can use as a sounding board, and I hope
the feeling was mutual.

You do remarkable work for this college and for our students. I
consider myself so privileged to have shared over 16 years with you.

So thank you all very much.

(Applause.)

>> MS. KIMLISA DUCHICELA: Okay. I think we need to get back on
to the chancellor. I think I saw the chancellor come in.

Chancellor Lambert, would you like to give your report? I know
you're also on a schedule.

>> DR. LEE LAMBERT: Good afternoon, everybody. First of all, I want to say thank you to all of you, because we have done a tremendous amount of work in a short period of time. That takes a lot of extra effort, and I want you to know I recognize that and that it's not easy that we have had to go, in many cases, above and beyond.

As you heard what Char just reported, it's going to require some of the same still going forward, but what I'm about to share with you is going to ask us that we have to reach in even deeper as we go forward.

So let me start with the state situation. As you all know, we have been asked to take a 50% reduction to our state aid, which is a little over $3 million. What you don't know is that buried in the governor's budget is this thing called 1% cap, and what I'm still trying to learn is what does that really mean? Chuckle Huckleberry has communicated to us at Pima that means that Pima is going to take an additional $2 million cut on top of the $3 million-plus cut if the governor's budget goes forward as it's laid out.

There is a lot of work behind the scenes to try to ameliorate that, but we have to face a reality that the state is looking to
shift more of the burden to its political subdivisions, and as a result of being a political subdivision, we are going to share some of that burden. We are not sharing the lion's share of the burden.

So in other words, Pima County, on the 1% cap, owes about $20-plus million to its homeowners, and the state has been picking up that price tag, if you will, and a lot of us are homeowners in the room unbeknownst to us that the state was picking up some of that burden.

The state, sounds like they don't want to pick up the burden anymore. So guess who has to pick up the burden? Political subdivisions.

So I want you to be aware that the threat from Phoenix is very real and it just got a little bit worse. That's not to mention the expenditure limitation piece. I don't see that going away. If it goes forward as the way it is laid out, we are looking at a $25 million reduction maybe as early as this fall. 25 million plus 3 million plus 2 million. Add up the numbers. This room is not going to look the same as it looks right now.

So what can we do?

Two numbers to keep in mind: 18 months and 6 months. I just gave you the kind of the six-month sense of things. We are not standing still on the budget side. We are working very hard through our lobbyist to try to redirect some of these impacts. I have met
with some key legislators yesterday in Phoenix to lay out our perspective.

Many of them also showed up today to our foundation luncheon, and I think we are winning some support. That's the good news. The bad news is there are a lot more members up in Phoenix than just the ones we have here in Tucson.

18 months. I have a question for all of you. How many of you have read the hearings panel report from the HLC? How many of you have read that in this room? Everybody needs to read that report. The sooner, the better. So those of you who have read it, what does it tell us? I will share a little bit of what it says, because we have 18 months, folks, to make some serious changes at the college. I will just read some pieces from the report.

In order to be removed from notice, the hearing committee recommends a focus visit no later than October 31, 2016. That's where I get the 18-month number from. Must be able to demonstrate that the recently implemented policies, plans, functions, and structures, meet HLC accreditation standards. These activities must, key word, "must" demonstrate that they have been effective and are likely to remain so in the long term.

Then they go on to recommend what things that we must take care
of by the time they come out here in October. This is assuming that
the full board accepts their recommendation. Let me just share some
of those pieces.

Evidence of a process for reviewing syllabi to ensure that all of
them, all of them, have proper and specific learning goals. That's
you, folks. We depend on you folks to get this done. Establishment
of a process to coordinate and ensure consistency in the review of
dual learning courses and dual learning faculty training.

That's all of you in this room. Progress to date of the
developmental ed redesign committee, including evidence of its
effectiveness and outcomes resulting from it. In other words, we
need to move to action stage. Evidence of the effectiveness of the
assessment process for making changes to teaching and learning based
on learning outcomes, including documentation of the completion of
assessment cycles in all programs, all programs, and of the changes
made to improve learning and teaching.

I could go on. I think you get the point, right? We only have
18 months to get this done. We can't do it without you. You are the
key group to deliver this.

We don't actually have 18 months, because in order to show that
evidence, we've got to move that cycle beginning the fall of this
upcoming year. That means all these pieces have to be in place before we go into the fall so we can then gather the evidence. And we will have at least two cycles, I hope, of evidence to share with them and then show how we use that evidence to improve what we are doing in support of our students.

You're the key folks to this, and I'm just asking that we've got to step up in a way we have never stepped up before. 65% on the student learning outcomes is not going to cut it anymore. All. You get the idea, right?

I need you. We need you. Our students need you. The community needs you. It's all of us.

I know it's been hard, and it seems like we just get one thing piled on after another. I get that. But in their mind, and the caring group that was there, they told us you had years, okay? We had years to take care of this. So it's not like this is new news. At least to some people at the college. I don't know how much it wasn't shared with everybody here, but it doesn't matter at this point.

I'm sorry for that. And as you notice since I have been here, we have been sharing a lot more with everybody and trying to be more transparent and more inclusive. I'm just so sorry that things like
this were not shared in the past, because now we are out of time.

So we’ve got to get past whatever differences we have with one another. We’ve got to stop looking back in the rear-view mirror. We have to look forward.

Our students need us. Our community needs us. We need each other. Because to get off notice, here’s what they don’t say: You can go from notice back to probation. Worse yet, you can go to show cause. How many colleges in the HLC are on show cause? One. How many colleges are on probation in the HLC? Five. How many colleges in the HLC are on notice? Five. We will move from that category of probation to that other category called notice. There are well over a thousand colleges and universities in the HLC. Pima is an outlier. We are an outlier.

We need to not be an outlier. I want us -- I think all of you would agree -- to be the leader, to be one of those premier institutions in the HLC region. There is no reason that we can't be. We have 18 months on this piece and it's actually less. By the way, the HR systems piece that Char just talked about is part of those things, so we better show evidence that we have done some of those things that we were recommended to us by Baker Tilly or we better have a good explanation why we didn't do it. So for us to not look
at them seriously and do it very soon would be to our detriment, I believe.

So I think you all get the idea of the gravity of what's in front of us. But I believe we have proven that the last year plus that we can do it, and we will do it. We will not be like the Seahawks and not get across that goal line, okay? (Laughter.)

So I will stop there. I will be glad to entertain a few questions.


>> DR. LEE LAMBERT: Here's the one question everybody should be asking, not that there aren't others to be asked, the question to be asking now is not what Pima can do for me, not what the chancellor can do for me, not what the board can do for me, not what my campus president can do for me. What can I do for Pima? It's what John Kennedy said to all of us many, many decades ago, right? Not ask what your country can do for you, ask what you can do for your country. That's where we are now, folks.

I want to work with each and every one of you. But we are going to have to move quicker so we are going to have to continue planning so we can start to move things. It may be things will be in a 30-
60-day cycle now to get done to move forward so that we get it all in place before all of you leave in May.

So that's why that time frame -- we don't have the summer to do some of these things because many of you are gone and I don't want surprises. But if not done, then we will have to do it, and then you will get a surprise. I don't think we need to go there. There is no reason for it.

So with that, we have a bright future ahead of us. I want you to know that. We have a bright future ahead of us. This community believes in Pima again. Some of us just came from the foundation luncheon. They feel good about where we are going. They want to support us and they are behind us.

As long as we keep moving the way we are going, we are going to get there, but now all of us have to step in. So we are going to do it, okay? Enjoy your weekends and thank you for your time.

(Applause.)

>> MS. KIMLISA DUCHICELA: Jon? DSR, great.

>> JON HOWE: Good afternoon. We've put three SPGs for DSR for you to review. Two of them are revisions and one is brand new. Revisions are really just to bring us up to meet trends, legislation, and litigation surrounding serving students with disabilities in
college environment, so the first is just how we determine if a
student is eligible for services through the DSR. It's just a
process and the documentation how that's determined. It's that SPG.

The other one relates to how we handle service animals, students
and individuals who need service animals here at the college. And
the last one is a community advisory group for DSR. That's a new
SPG. What that looks to do is create a community advisory group for
DSR made up mostly of individuals in the various advocacy groups in
the community for people with disabilities so that we can ensure we
have good connection with the community but also be aware of trends
in the community and make sure that we are supporting individuals
with disabilities who have an interest in continuing higher education
here at Pima.

Any questions about those? Okay. Thank you.

>> MS. KIMLISA DUCHICELA: The next thing is the position of
president-elect. President-elect will be the next president of
Faculty Senate, though is there -- and I am, you know -- we do still
need to work on the charter. I don't know what the president-elect
will look like by the time we finish that, and I didn't want to load
that on to today's agenda because today's agenda -- I have this
commitment to your Friday afternoons.
So is there anybody who would like to put forward a name for president-elect?

>> SPEAKER: Kimlisa, before we start, can I say something?

>> MS. KIMLISA DUCHICELA: Sure.

>> SPEAKER: I talked to you guys last year and I’m going to become the new broken record and take some of the places of some of our colleagues that have retired, but there is something that really, really concerns me, and as some of you know, I was part of the writing team for the response to the HLC with their initial concerns. One of the initial concerns of the HLC was the complacency of faculty.

As Dolores Duran-Cerda and I wrote the part on faculty and faculty participation and faculty roles and responsibilities here at the college, it became disturbingly clear that for whatever reason faculty had stepped back and had not been as diligent as they had at one time been.

When you think of complacency, it’s something that is quite disturbing when you think of a faculty, because for me, one of the things I aspired to when I came to the college was being a part of this active, proactive group of people. When I first joined the senate a number of years ago, I remember the first elections I sat
through. Those elections maybe lasted three minutes. I remember there was a slate of people put out. There was no one running in opposition. And within two or three minutes, without any kind of reflective, meaningful dialogue, we had new officers for the year. I have watched year after year now as we don't have anyone running for our offices.

Last week I stepped up and I ran for an office, and it wasn't because I didn't think Maize would be fabulous, but I had promised myself that no matter what office came up first I was going to volunteer for it.

I saw the exact thing happen again, the same thing. We threw a name or two names out. There was no discussion. All in favor, and we had our new slate of representatives. Being a senator means something. We are the stewards of the curriculum of this college. We are supposed to be here because we care, not because no one else in our departments wanted to step forward.

Being here implies that you care enough, that you participate actively, and you take a role, a true role of leadership. I have never once heard people get up and say why they wanted to run for an office. That's never been an invitation. I have never been in an organization where we ran people for an office and they didn't give
some type of an orientation to who they were or what you could expect from them.

I remember that first time when the election was less than two or three minutes, and I was very concerned. I thought, well, maybe as a new senator I was missing something. Maybe this was already a done decision. Maybe it was discussed in the last meeting.

After the years have gone by, I realize, no. I think sometimes our presidents have to go and personally ask people to run for an office. I think that, you know, they are holding their breath hoping that actually somebody will run.

I am begging you guys to really start to think about what it means to become complacent versus what it means to demonstrate a commitment. I'm really concerned that our college, at least the faculty portion of it, is not stepping up and not proving this idea of complacency that the HLC identified as being wrong about us.

I certainly hope that my second impression -- my first impression was it was already a done deal. My second impression was that everybody was breathing a collective sigh of relief because someone else's name went forward and they didn't have to do it. Please don't let that be what it is.

I'm asking every one of you to think about what leadership in
this organization means, what it means to be a faculty member and a
strong faculty member, one that is ethical and caring and invested
into the future of this college.

I appreciate you listening to me, but I really hope that you
think about running for these offices, you guys. Thank you.

>> MS. KIMLISA DUCHICELA: Okay. The position of
president-elect. If there is no one who wishes to step forward for
that, then I think that I will spend the next three weeks, between
now and the next meeting, four weeks, however many weeks it is,
talking to people to explain what this position is all about.

This person will take over after me, and I assure you there will
be an "after me," okay? So my daughter is getting ready to graduate
in a couple of years, and it's me time.

So do I have anyone who is interested in president-elect?

(No response.)

>> MS. KIMLISA DUCHICELA: Okay. In that case, if it's okay with
the group, I would like to table that, but we absolutely have to have
one, and so I will be talking to people and looking -- we can also go
back and look at the charter with regard to that position.

Is everybody okay with that? I don't know that I need a motion.

Yes, Maize?
>> SPEAKER: Are we allowed to nominate?

>> MS. KIMLISA DUCHICELA: Yes, of course you are allowed to nominate. You should probably, before you nominate someone, make sure it's okay with them.

>> SPEAKER: I nominate Sal (phonetic) from East Campus.

>> MS. KIMLISA DUCHICELA: I couldn't hear you.

>> SPEAKER: I nominate Sal.

>> MS. KIMLISA DUCHICELA: Sal, do you accept this nomination?

>> SPEAKER: I will accept it if Duff agrees to be my mentor.

>> SPEAKER: You got it.

>> SPEAKER: I accept.

>> MS. KIMLISA DUCHICELA: I believe all those -- I think we need a second.

>> SPEAKER: Second.

>> MS. KIMLISA DUCHICELA: All those in favor?

(Ayes.)


Welcome.

(Appause.)

>> MS. KIMLISA DUCHICELA: If you could find a couple of seconds after the meeting to -- great. Wonderful. I feel so much better.
All right. Next up on our agenda is the provost's report, which I thought would be Mary Ann, but I see the provost and I also see Dolores, so... you're all here. I also saw Lorraine come in, and I saw Sylvia come in, and anybody else who came in, welcome.

>> PROVOST HOLMES: Hello, everyone. Happy Friday.

I have a few brief updates for you. One related to the HLC. So I'm not going to repeat any of the information that Chancellor Lambert offered, although I do want us to know that the next step in the process is that there will be an HLC board meeting, meeting of the Board of Trustees, that's going to take place February 26 and 27.

At this meeting there will not be a representative from the college present. It is their board meeting. However, they will give us the final results of their actions within one week but no later than 30 days.

The report that Chancellor Lambert spoke of is available online, so I do hope you get a chance to review that.

Also in the lines of accreditation, we do have a new AVC for accreditation. His name is Bruce Moses. He will start on March 2.

So we are looking forward to his leadership in working with all of us on the campuses and through the district to help continue with the success and momentum that we have with accreditation, also to help us
with program level accreditations and any training and facilitating
that we need to make sure that we keep the ship moving in the right
direction. So we are very pleased that he will be starting on March
2.

Also on March 2 we will welcome Jeff Thies as executive director
of developmental education. That's another plan that's in progress,
as you are aware.

On February 1st through the 3rd, we had a team of five to attend
a developmental education redesign summit in Washington, D.C.

We had to apply to be a part of that, and we were selected.
There were a few schools selected to be a part of that, so we are
glad that Pima Community College got to participate in that. Those
who attended, Sean Helman, Michelle Anderson, Regina Suth
(indiscernible), Dolores attended, and Mary Ann Martinez Sanchez
attended. They were our representatives for the developmental
education redesign.

I understand they have some homework assignments from that
project that they are working on in implementing and incorporating
into our own developmental education redesign. We are very proud of
that team that went.

The on-time registration. So we realize with on-time
registration that started in January we had some bumps. I want to say thank you to all of the faculty and staff who worked patiently with the students and long lines of students, persevered through codes that sometimes were not understood. We realized we needed more training. So that was one of the items of feedback that we got from the process. We needed more training, more implementation. So we really do appreciate all of the efforts that everybody put forward to make that work.

For the most part, it was successful, but we do know that there were some hiccups that we really need to work on right away. I know Carrie and her team or working on getting more information and training sessions not only for faculty but for staff. Thank you to everybody who helped with that.

The preliminary results of how that impacted enrollment, we really didn’t see a significant impact in enrollment, although those that are preliminary results. PIR is still looking at all that to determine where we are with that, and also, with the late start classes, the 14-week classes, we realize that students should be still able to enroll with that, the registrar, others are working on that and getting that in Banner. That was another thing of feedback that we received.
But we also are looking at making sure that we have an array of 14-week classes available for students who may want to get a late start than the regular session. So all of those things we have, we are looking at them, and we are trying to make the process better for you.

There are two task forces, the temporary employee task force and the adjunct faculty task force who have presented very detailed recommendations. I just want you to know that everybody in the cabinet and staff and faculty are really looking at those. They did a really good job of identifying some key areas.

As we went through the reports line by line, with the temporary employees, a lot of those fell all around the college. However, the adjunct faculty task force, much of that report are areas that we oversee through the provost's office, so we started to dissect that report. We have assigned different team members to be the lead on those. They are going to get with different groups of adjunct faculty to find out how we can implement those. We are working on a timeline of working with you to implement many of those things are in the adjunct task force.

A few of those that may be HR related or policy related, of course, we will have to work with our new vice chancellor Dan when he
gets here to help with those pieces, but some of those were really just things that we can really do just by collaboration and working through the provost's office and our staff and working with the adjunct faculty.

So more to come on that, but just know that those things are being resolved for you.

>> MS. KIMLISA DUCHICELA: Any questions for the provost? Cathy?

>> SPEAKER: I'd just like to know you were talking about Bruce Moses who is responsible for certification. What about David Myer? Is he still also part of that process?

>> PROVOST HOLMES: Bruce Moses will be the AVC for accreditation. David Myer is still with us. He works in the assessment office. He will be working closely with you with the SLO. Those of you who read the report know that SLO is a big concern of the HLC, but also, we have a new office of assessment. There is a director of assessment that will be joining us pretty soon. I don't know who that is. I think the recruitment for director of assessment is in the early stages.

But all of those pieces have to work together. You can't have SLO without assessment. You can't have any of that and not have it impact accreditation. So all of those things work together.
But, yes, David has been working with the faculty one on one, and he will continue to do so.

>> SPEAKER: Okay, thank you.

>> MS. KIM LISA DUCHICELA: Odile?

>> ODILE WOLF: We also have changed the way we disburse financial aid this year in this term, and I have had about three or four students who don’t live in town. They ended up not being able to have money to buy their books until the first disbursement which happened four weeks after the start, I think, something like that.

I know that for the students that are inside of our, inside of Pima, they go and they have a voucher that works for the books. Is there some kind of process that can be looked at for students that are not inside of our county and so cannot go to the bookstore? Because this is -- the advantage of online registration is that we can start right away. We don’t have students that come like a week later and say, well, I still have my book, but on the other hand, we have that bump that hasn’t been looked at. I don’t know that -- we need someone to find a fair way to deal with students that are not in our county, especially if we start moving to international and stuff like that.

>> PROVOST HOLMES: I agree. I don’t know if it’s the first time
that it's been brought to the staff's attention, but I just attended
a luncheon today, I sat next to a student who asked me that same
thing, because he had been impacted. I wrote down the student's name
and ID number, because it was the first I had heard of it. So when
you know about things like that, you know, bring it to our attention.

I don't know if it has been brought to the attention of the
staff. I can tell you it was the first that I heard of it just this
afternoon. Now I'm hearing of it the second time in the same day, so
I know that that is a major thing that we need to look at.

But if you do know some things that students are experiencing,
you know, let your people, whoever is working on the campus know, but
sometimes it's good just to communicate it in different venues, as
well. Because the more people that know about it, the more we can
get on working on that problem.

Just the fact that I'm hearing it twice on the same day really
says a lot about that one.

>> ROSA MORALES: I just want to make you aware that U of A has
been dealing with this issue for the past couple of years. One of
the disadvantage of giving the students the voucher or the check
after is they are not able to go out and look for that least
expensive used textbook. They end up having to go to the bookstore,
either at U of A or in our case at community college and get whatever
back is there because they have the voucher.

So this system implemented last year by U of A and now we have it
has really been affecting the student. One of the ways we can
facilitate it is the process for the social service students, we
developed a list of 22 sites that actually, one of those sites, they
can compare prices with each other. The other one is we do have a
500 list of students, current students and past students in our group
where they communicate with each other and they lend each other the
books. We also have set up a couple of copies on the library, so
initially whether buying the book, at least they have some options.

>> PROVOST HOLMES: Thank you. And that's the kind of feedback
that we need, because I know sometimes people rely on the staff or
others at District to resolve their problems, but if you have the
solution, so share it. Any time you can share it, it's very helpful.

>> MS. KIMLISA DUCHICELA: Anyone else? I actually have one. I
feel silly talking on a microphone next to you.

The ontime registration, there was a comment made at the board
meeting that we had lost some students and some issues and bumps with
Banner. I think we would really like to make sure that that is
indeed fixed.
But the other thing is I think it's important for us to know some of the numbers and statistics for enrollment and in particular if there is a way to capture how many students missed OTR and flowed into the 14-week schedule, so if we can have a look at some statistics, maybe in March with Nic or in April to get a really good idea of what our enrollments are doing and how our students are reacting to OTR.

>> PROVOST HOLMES: Okay. I will talk to Nic about that. I don't know if they are captured exactly how many, the number, because we know that maybe students couldn't register for a number of reasons. It may be a prerequisite check. It may be a late registration start.

So I will have to check with her to see how detailed they capture that information, because it seems like a lot of that would have to be captured on the campus level, you know, because that's where the students, the intake occurs.

But I don't know that it hasn't. But I will ask. We will certainly ask.

>> MS. KIMLISA DUCHICELA: Yeah, because I'm thinking -- one of the things that was brought up was they go into register online, they are unable to, so do we capture the fact that they tried to register
and then were rejected?

>> PROVOST HOLMES: Yeah. I will find the answer to that.

>> MS. KIMLISA DUCHICELA: And also with the prerequisite check, I think we should make sure all of Banner is working with that, too.

I don't want, especially when we are looking at enrollments so closely and the budget and everything, I would hate for a technical glitch to remove one person from the system.

>> PROVOST HOLMES: Right. And I know that we are aware that for those late-start classes, 14-week and second eight (phonetic) weeks that the students weren't able to register and we need to fix that.

We will have that fixed in just a few weeks, well before the next registration period.

>> MS. KIMLISA DUCHICELA: Okay. Any other questions?

>> PROVOST HOLMES: Have a good weekend, everyone.

>> MS. KIMLISA DUCHICELA: All right. Julia.

>> JULIA FIELLO: Hi. How are ya? Nice positive energy today, huh? Little bit of a challenging day.

I have a lot of items to talk with you about, many of them have been mentioned already, so I will try to focus on just the new pieces, but I know that our provost has to leave shortly, and I
wanted to just actually jump forward to make a point about the attendance task force, please, that I think gets buried every so often and I think always is worth saying.

I wanted to publicly thank a special group of people on that task force who have made this possible. I know often we don't know who's doing what behind the scenes, but really, we could not have gotten as far as we have gotten. I know it's still very complicated, but we are meeting every Friday, working hours behind the scenes to manage what seems like a pretty simple process. As you all know, it's actually quite complicated.

So I first wanted to acknowledge Dr. Mary Ann Martinez Sanchez and Dr. Dolores Duran-Cerda. Since they have joined our team, things have gotten much more smoothly. Things are moving forward. Information is getting out. That's huge.

Ted Rausch is a VPI in the group, and he's been trying to get the VPIs to understand what's going on. They are learning well, we are learning, and they bring concerns back to us. That's been huge.

Jenny Conway who was acting registrar and Tara Benson have both done amazing behind-the-scenes work.

Between every one of these meetings, there are many, many drafts, and they are the people who get back to me first, this is how it
works, this is what we can do, this is what we can't do.

I did want to take that opportunity to maybe say something a little bit different than what Odile said. There is a group of us. If you have Attendance Tracker questions, if you could include me on those, as well, and then there is a subgroup that I will make sure it all gets to. Jenny and Tara are key people because they have been in it for the whole time. We have a brand new registrar, and she's getting on as quickly as she can, but of course she's learning from -- she's having to play catchup.

I would really like to thank Odile for doing a ton of behind-the-scenes work on online implementation that we are still working on. Kimlisa has done that same thing. Kimlisa was also hugely instrumental in getting the two board policies that gave us the NA and the RN out there.

I just want to remind you that it was creating those two status changes that got us out of some of the hot water that we were in, and you just received a note this past week saying that we had addressed those two findings successfully. If Kimlisa hadn't helped get those board policies forward, that would not have happened either.

Scott Collins is our great Title IV expert. We are hopeful we will shortly have the time to go back and revisit the decision and
make sure we are all comfortable with moving to being an attendance-taking institution. Scott is our key person, and we do hope to continue to talk about that fundamental principle when we get all the nuts and bolts squared away.

I just wanted to make sure I took some time to say that. I know Mary Ann has to leave shortly. I wanted to make sure I got that out before she left. If we could give those folks a round of applause, I would appreciate it.

(Applause.)

>> MS. KIMLISA DUCHICELA: I think we need to applaud you, too, Julia.

>> JULIA FIELLO: It's been a great group. Thank you.

(Applause.)

>> JULIA FIELLO: Again, I wanted to remind you, really stress, I know it's a ton of extra work for all of us. It's difficult to implement in some classes; a piece of cake in others. For some people it's five minutes. For some people it's two hours.

So please, for those of your colleagues who are still struggling with some of the how-do-I-do-it-in-this-issue, please just, if you could understand, you know, that there is, there are different things that affect all of us.
We have accomplished the board policy revisions. We have started the implementation. We thought we had thought through all of the potential issues, and of course the second that my e-mails go out saying here is the FAQ, somebody says, well, what about this? We are doing our best to keep those living documents. We will just have to keep informing you as a new question comes up and a new solution is arrived at. So this will just take a while to influence smoothly. I wanted to remind you of that.

We are in process right now of revisiting our delivery methodologies. I wanted to remind you why that's so important. We cannot tell you how to take attendance in a delivery if we haven't clearly defined what that delivery looks like.

So we surveyed, as you know, the whole faculty. We had a great response rate. We are working on recommendations. We are hopeful that those recommendations can go in in the fall. That may be premature, but those will be going to the provost's office after next week's meeting, so she will have a chance to take a look at that. I wanted to let you know about that.

We are hopeful that we will be able to do a better job aligning the catalog and the schedule and those delivery methods, but again, those are things that are very much in progress.
We are working on questions to ask the company that gives us Attendance Tracker. That company is called Ellucian. There are a variety of requests people have made. Can you make it do this, can you make it do that, and many of those were saying, no, not right now. But we are compiling a list, and we will be bringing those forward to Ellucian. If they can successfully solve some of our challenges, then that's one thing. If they can't, we will be even more active in looking for an alternative tool, but please remember, that tool has to talk to both the feds and to Banner, and that does limit some of the options we have for that.

So those are some key things there. Couple other things going on. There are some new reports that your administrative teams are just going to start running. Our IT expert, Alex, has done an amazing job at getting script written and new reports written. The reports that the VPIs and deans are getting now are not particularly useful, so they often suggest that something's happening that's not quite exactly how it's happening right now, so they are going to get a new report starting Monday.

As mentioned earlier, they will start contacting you and saying, we hope in a very positive, helpful way, I see that you haven't entered any grades, and you said -- or tracked attendance, excuse me,
but you felt you had, what's the disconnect? Is there something, is there a button you're not hitting, is there something you don't understand? The full-time faculty are probably much more on top of this, but imagine the challenges for adjuncts, of course.

So they are going to be trying to work those through and will be contacting very, very aggressively over the next few days, and as noted earlier, the script that looks for RN will start running Monday night. So students will start getting letters. Please just be prepared that some of those letters are likely to be in error, and you need to just reassure them that moving to RN status doesn't change anything, they are not dropped from the class. Please help them know it's an easy thing to fix. It's a data management thing. Come back to class if you're not coming, take care of those sorts of things, but please just be aware that there are going to be challenges with students, and the last thing we want to do is concern students inappropriately. So your care for them is going to be a very important part of the implementation.

We are creating a new e-mail, and that should be live I hope next week. Mary Ann, do you think that's reasonable?

>> DR. MARTINEZ SANCHEZ: I'm not sure. It will depend upon
whether or not they need to test again, but it should be within a week to two weeks, I would think.

>> JULIA FIELLO: So we will let you all know that this will be a single e-mail something like attendancehelp@pima.edu and a core group of us will see all of those e-mails, and then we will be able to respond. And depending on whether or not it's a financial aid question or an Attendance Tracker question or online question, you get a different response for a different individual. We hope to have that out for you shortly.

There is a new IntraNet web page being developed that will have all of these FAQs and background resources so that we don't have to keep flooding your e-mail. You can just go right there with your specific question. That's in the development phase, so I would hope that by summer anyway that's all up and running to help us for the future on that. I think that's all I had to say about Attendance Tracker. I will stop there for just a second.

Anyone have any questions about that? Or RN or NA that Odile did a great job answering earlier? Anything more on that?

>> MARYKRIS MCILWAINE: Hopefully I haven't exceeded my quota of questions for the day.

So the RN detection protocols are about to become active, certain
students will be detected as RN, they are going to be, through automated processes, receive a letter, they are going to become alarmed, and you just said that you can reassure the students that there is no need to be alarmed.

Do they just need to respond to the e-mail they get and say, yes, yes, I am still wishing to continue pursuing my studies here at Pima, so don't drop me? Is that the simple solution?

>> JULIA FIELLO: Remember, RN doesn't drop anybody. You will get the e-mail the same time the student gets the e-mail. So if you believe that that's a student who received an e-mail in error, it would not be a bad thing to reach out to that student and say don't worry about it, it's just a data error and I'm on it. But if it's a student who really isn't attending, then the answer is come back to class please. That's the message. And when you come back to class, you will no longer be not attending. So the RN will go away, and they will get a nice it-went-away e-mail, too.

So remember you send them out but they get both e-mails. That would be something I would encourage you to do.

>> ROSA MORALES: Thank you very much for all the answers that I have gotten with my adjunct faculty asking me.

One thing that I notice that is missing on the directions is to
establish in the beginning what system the person is supposed to go
through. For example, for attendance tracking, we do have a system,
but for the NA, people have to go through the other system to get
through.

So there is that portion that will be very good to put it on the
top, because it will help the adjuncts to know what is that system
that I'm supposed to do?

>> JULIA FIELLO: The question is in the NA FAQs. But I think
what you're saying is to make sure those FAQs go out earlier so that
they can see that, because that information is there exactly how you
do an NA. Maybe I'm not understanding the question or the
recommendation.

>> ROSA MORALES: On the top of the additions to the information
on NA, it tells you exactly how you're supposed to be doing it, but
it doesn't tell you what is the system that you're supposed to go
through.

I think on the second one, there is some pictures there, but it
only shows about the NA in -- I mean, it doesn't show exactly. Only
attendance tracking but not the NA.

>> JULIA FIELLO: You would like pictures?

>> ROSA MORALES: Well, not for me. I'm asking the question my
adjuncts are.

>> JULIA FIELLO: I can add pictures. I can add screen shots into the NA. I have verbal directions, but I can add screen shots.

>> SPEAKER: Olga, Desert Vista Campus. I also ran into the same ATM last night with an adjunct. I think snapshots of where they are supposed to go will be really helpful.

I know I ran into the same thing, because I thought I had done it on Tracker, and then I realized, oh, I didn't do. So I have to go back to where the grading is and do it there. And I didn't know, since none of my students, I didn't need to drop any of the students given what we were supposed to do yesterday. They were all okay, so I didn't know, do I submit, do I leave it alone?

>> JULIA FIELLO: I believe Odile answered that question. If you have none that don't attend, then do you nothing and you go, whew. One last thing. But I will absolutely add screen shots. We will keep sending out these directions, and again, they are intended to be living documents.

If you would just e-mail me questions, recommendations, needs, problems you're bumping into, please make sure I'm on that e-mail chain and I will either try to fix it myself or find the right person to fix it.
I don't want to take up too much more of your time then, but please, on that topic, shoot me e-mails with questions, concerns, comments.

>> MS. KIMLISA DUCHICELA: Any more questions?

>> JULIA FIELLO: So starting back at the top of the list, just wanted to let you know that your All Faculty Day survey will come out next week. We didn't want to flood your inbox. I know you have been surveyed out, but I need to know how you felt about the All Faculty Day design. That will be coming next week.

I have a request to make next week and I don't know the protocol, so tell me. You had given me some feedback last senate meeting in January about when the day might happen and the design of the day, et cetera.

I wanted to make sure I also got feedback from PCCEA exec and then from the faculty at large, but the academic calendar is also getting set very, very soon, so I'm wondering if I have a proposal or two, can I send them to Kimlisa and ask the senate to vote online on that as opposed to waiting for the next meeting. That's my question.

So maybe you'll have to...

>> MS. KIMLISA DUCHICELA: I don't think we have ever voted online.
Joe, have we ever voted online? Perhaps we could attempt to at least put the topic out there and then have everybody chime in. And then I will put out, this is kind of what I got, and then you'll have a chance to chime in one more time, and then if you don't chime in, then you didn't chime in and we will assume that you're good with everything.


>> JULIA FIELLO: Excellent.

Meet and Confer. You have already heard some information from the board, and luckily Dr. Sylvia Lee, our new chairperson of the board is here, so if I misspeak about anything she can jump right in and tell me about it.

You heard the very challenging financial outlook story. I had missed one of the three items that I just heard about for the first time a minute ago, this 1% county cap, but you know it's a very difficult financial year for us. We did in fact get some direction from the board on Meet and Confer, and we all just need to know what that is. In short, we were told that we have to live within the salary line for faculty that we currently have. So we have to consider that in any negotiations and requests.

We would have to figure out if we, for example, were looking for
extra something here, we would have to figure out how to take it from somewhere else. That is probably not a surprise to you based on what you just heard Chancellor Lambert say.

One of the suggestions from the board in solving that is that we do not ask to have our salary schedule lifted and we do not ask for steps. Those are the two obviously most costly issues. Though we do exhibit salary savings every year, as senior faculty retire out and less experienced faculty come in, that salary savings is not likely to be sufficient to do a lift or a step.

So we will certainly keep you apprised, but that is sort of the fiscal outlook. And again, that should not be surprising based on what you just heard.

There was some question about the direction for a step and the fact that we currently have steps in abeyance, so if you continue to do your Step Plan, our current policy says that if you do a Step Plan and a step is not authorized for faculty by the board, then your step is held in abeyance. There was some question on the board regarding whether or not that's exactly what they were hopeful for, but I think we resolved those at the session.

So we actually still have a pending question to the board about whether we should actually continue to do our step plans. As soon as
I know an answer to that, I will let you know, but that is still a pending question.

We did not get any other direction on things to cut, so, for example, in the past one of the things that we lost was our professional sabbatical option for professional development was put on hold for a while. We received no direction to do that sort of thing. The prime direction that I heard was that the money for salaries, that total cannot increase.

So that's sort of that scenario. I just wanted to let you know about that.

At our first Meet and Confer meeting, we started our Meet and Confer process. We have completed our guidelines, and I did want to remind all of you that anyone is welcome to come speak at Meet and Confer. We have an open comment period at the beginning of Meet and Confer, as we do in board meetings, and so if it's an issue related to the faculty Meet and Confer process, you are encouraged to come and tell us what you'd like to tell us.

The meeting's schedule will shortly be posted. I have a hyperlink there. Very soon it be up on PCCEA.com, as well. The proposal itself will be e-mailed to you all in approximately a week by our chief spokesperson Nan Schmidt, and then she will be the one
to do Meet and Confer updates other than the ones I give you here.

The management proposal, not surprisingly, is very much focused on addressing the kinds of HLC issues that our chancellor spoke about a little while ago, so we are absolutely going to be required in addition to the things that PCCEA wants to work on to make sure we have language in there about syllabus requirements and the sorts of things that HLC cited.

So their proposal is very much just focused on those kinds of issues that stem from the report. Thus far we have received nothing else other than those from the management team.

Of course, you can imagine we are quite concerned about the Baker Tilly report ramifications regarding Meet and Confer and merit pay implementation. We have no idea what those things are going to look like. We absolutely expect that if we are going to be asked to revise things that we will be given some recommendations for what they look like.

A prime question on my mind is how do you define a best practice for something like merit pay when it is very atypical in higher education to do it at all, and how would we actually know it was best?

So we are just now digesting that report. I have nothing
substantive to tell you about that other than it was certainly quite
concerning when we read those recommendations.

Does anyone have any questions about Meet and Confer? Okay.

Payroll dates, just a reminder, please, if you are an
instructional faculty member on 26 pays, Leslie Wang sent you an
e-mail. If you didn't get one, I would encourage you to contact her
directly. If you're on 26 pays, remember, to avoid missing a pay
date in August of next year, you need to ask for your summer pay to
be spread over seven. If you do not do that, your summer pay will be
spread over six, and you will miss a paycheck.

If that's important, please remember to follow up. The deadline
for that is February 13 so that's looming. That's just a reminder
there for you, and I will of course send a message out to all
faculty, but I wanted to remind you all of that as well.

The last item I have here also was discussed in some depth
earlier, the issue of board policy reviews. We did have concerns
over 4001. We thought some of the changes there were substantive and
certainly 4201 was, and I listed myriad reasons why PCCEA would be
concerned with the name change. Debbie gave you background for why
it might be a reasonable solution, but there are lots of different
issues, and I'm very pleased to hear that a task force will be formed
and that employee group leadership will be part of that task force to take a look at changes.

However, PCCEA remains concerned about board policy review in general, and Joe Labuda has invited me to join what's still the Governance Council briefly on Monday to make some suggestions about board policy review process.

Right now the suggestions I have would cause a shift in the prime policy, the policy that governs all policies, so that would have to happen first. And I have spoken with Dr. Lee about some of those things, as well. That's kind of how we are going to approach this through the Governance Council, looking more broadly, not just at the two policies that concern PCCEA specifically, but policy review in general.

And that is my report and I welcome any other questions, here or by e-mail. Thank you for your time, as always.

>> MS. KIMLISA DUCHICELA: Okay. Maize, do you want to -- I put "possible reports," because, you know, sometimes there is nothing to report. But I think that last board meeting there is definitely something to report. I encourage you to watch it online.

>> SPEAKER: I will just say a few things about the last board meeting. Good afternoon. And then a lot of it was actually shared,
so the main thing that came out of the board meeting, the budget was discussed. The board provided guidelines for the Meet and Confer which centered around the fiscal management and conformity with the accreditation criteria and the student success.

So the report that was presented related to enrollment estimated that there has been a drop of 30% since 2011 enrollment. One thing the chancellor talked about was how do we increase the enrollment? One thing he mentioned which resonated with me, and I will tell you why in a second, was retention. He said it's easier to keep students that you already have than to recruit students. Now, whether you agree with this philosophy or not...

I recently had a conversation with a former student of mine who told me that -- and this is not a student that shops for easy A classes. She wants to learn. She said that she had an instructor that let them out early, as early as an hour before class ended. I remember when I was taking classes, if an instructor just showed a video or just let us out early and students were happy, I was upset, because I was taking student loans and I wanted to learn. The student said, I'm hiring a babysitter so I can come to class so class can be canceled or let out early.

So I wanted to bring this up, because I have been mentoring some
adjuncts, and I'm learning more and more that that seems to happen quite a bit unfortunately. I'm not a micromanager. We can't tell a faculty how to run their classes. There is autonomy, but there are certain guidelines that we all have to follow.

So that's why the chancellor's point resonated with me, and I wanted to share this with you to take it back to your department and remind everyone, remind ourselves, that, you know, that when the class is scheduled for two hours, we have to meet with the student for two hours.

That's all I have for the report. The budget was presented. Like I said, it's all online. I encourage you to look at it. So I wanted to -- do I have time to say something else?

I just wanted to say something. So Duffy made a good point regarding the election, and so I just want to give you a little bit about myself and why I wanted to run for this position.

So I was hired two years ago. During the interview, Char asked me, or the committee asked me if I had any questions. It was at the end of my interview. And I said, I am not interested in coming and assuming a 9:00 to 5:00 job. I want to make changes. I don't believe if something is not broken then we are all good. I believe how can we make it better. And I said to -- I asked Char how
flexible is the system to taking recommendations and making things better?

So that's my philosophy. I had just gotten hired, and when the HLC put us on probation, one of my students came to me and she was having almost a panic attack. Are all of my courses going to go to waste? Can I still go here? She was asking me things related to policy. I had no answers.

And I realized at that moment that I can't just be a teacher that goes to the class and teaches. I have to also, to be effective, I'm passionate about the students so I have to learn about the college.

So I wanted to run for this position primarily for this reason, to learn about how the college works so I can make changes and be more effective.

And the reason I nominated Sal (phonetic), because our offices are next to each other. Well, they were next to each other, and every day his office is filled with students. I was jealous. I'm like, why can't students -- I told students, if they come to me with a question I would give them one point extra credit. And still, he was still having more students.

I would have dreams about how can I encourage students to come, because it was friendly competition with him.
So, you know, a semester later I’m talking to a student and she said, I had the best math teacher. She talked about him and how committed he is to the students. That’s primarily why I nominated him.

Thank you for your time.

(Appause.)

>> SPEAKER: Any questions?

>> MS. KIMLISA DUCHICELA: Any questions?

>> SPEAKER: I do have a question. It has more to do with the e-mail that we got, all of the senators, from David Kreider. David Katz.

I know that there is a work session before the Board of Governors meeting and that there were several lawsuits that came forward.

Did you attend that meeting beforehand?

>> MS. KIMLISA DUCHICELA: I’m going to take that one. It was an executive session, so that was closed to the public, and I think it was an executive session because they are all -- because there are lawsuits and dealing with HR things that are private, it’s not open to the public.

>> SPEAKER: Were we supposed to do anything with that?

>> MS. KIMLISA DUCHICELA: Okay. The e-mail that came out, and I
feel like the conversation about the Katz e-mail probably should have been sent, given to the chancellor because he’s the one that’s been dealing with it, but, you know, David Katz can certainly send out what he wants. As far as I know, he’s still a faculty, but the person that has dealt with that, most of that happened before I became president would be Joe. Not that I’m tossing this to Joe, but I really feel like, you know, David sent that to us so we could be aware of a situation that has been very frustrating. Because it’s an HR issue, I’m not comfortable discussing it, certainly.

So if you have concerns, I would direct them, direct from that e-mail or any of those things, I would direct them directly to the chancellor.

>> SPEAKER: Is it appropriate to do that at senate next time?

>> MS. KIMLISA DUCHICELA: I don’t see why not.

>> ODILE WOLF: One thing to keep in mind, though, is that we are being recorded and that it is public record, and that the newspaper or whatever can do whatever they want with whatever you say.

So you can ask whatever questions. You may not get answers that are complete just because then things could get out of hand on the other side.

So it may be something that you keep out of senate and to instead
have a conversation with the chancellor or whoever face-to-face or in
person or by e-mail or whatever.

>> MS. KIMLISA DUCHICELA: Right. And the chancellor is aware
that we are aware. He's also aware that we are aware of the
lawsuits.

So I don't think -- you know, I think it's certainly an option to
either e-mail him or ask him, and then he will have to be aware of
his surroundings.

Just something to add, the thing that Maize just said about why
she wanted to serve, she told me all that before I nominated her.

Bardo said something very similar to me. So I just want you to know
that they are both very committed. They came to me beforehand, so
it's not like I just nominated them out of order.

All right. Okay. Joe, do you have a Governance Council?

>> MR. JOE LABUDA: Hi, everybody. I will try to make this brief
because I know we want to go into executive session, and I'm going to
cover a few things about the Governance Council that have lingered
from last year. One thing, it's kind of an organization in search of
a mission. In the course of this a survey went out in the fall
asking faculty and, you know, other people in the college, do you
know about the Governance Council, what we do and so forth. Most
people didn't. This makes sense. We really are just getting this
off the ground. This was something that was a result of HLC. I
think the Board of Governors wanted to have another forum for input.
I think it's a good idea to have the council, you know, Don Harp is
here, Carlo is a member, Kim.

We have got members from staff council, temporary employees,
administrators, faculty, and so on. We are feeling our way, but
having said that, if you have an issue you'd like to forward to the
Governance Council, you can do it online or contact one of the
members and we will take it forward.

Some of the things we have been dealing with, Debbie in
particular has been checking the standing committees to see if they
are still valid, if the membership is appropriate, if they are
comfortable with their mission.

So I think that's a good project that's ongoing. One of the
things that came up, this was Kimlisa's issue, was about departmental
web pages, and we have had this kind of discussion for a long time
about departments promoting their programs and not nearly having the
ability to do it.

Last week Kimlisa and I spoke with Louise Gilgoff, and this isn’t going to be something that comes about really quick, but it’s going to be something that moves along the way. It’s a positive that came out of that environment.

Don brought forward the issue that the smoking relations aren’t adhered to on the campuses. Debbie was going to take that back to the campus presidents and there was going to be more publicity involved in that as an issue.

Of course, the name change, discussing that, that’s pretty minor. One of the things that’s come up that’s an issue for us for the last several months had been the board policies, and I want to read you part of the minutes from the January meeting. Under board policies, Debbie and Jeff led the discussion about board policies with a board policy update handout provided. Debbie let the council know that all board policies are currently hold. The chancellor put them on hold back in December in order for the Governance Council to weigh in on board policy.

So this is what we have been talking about in terms of input, in
terms of formation, you know, verbiage and things of that nature.

So as I say, we are, you know, starting to get some momentum on it. As time goes on, you know, it will be more active.

Now, this isn't something that takes the place of senate or the place of staff council. What it is is a good forum for different groups that don't normally sit down at the same table together to be able to discuss some various issues.

That's my report. Any questions?

Great. Thanks.

>> MS. KIMLISA DUCHICELA: I don't know why I forgot you before, Carlo. You're completely unforgettable. Do you have a report?

>> SPEAKER: No.

>> MS. KIMLISA DUCHICELA: No report?

>> SPEAKER: No. It's time for a glass of wine.

>> MS. KIMLISA DUCHICELA: Yes, it is.

Faculty Senate president's report. Couple of things. Joe mentioned the website. Another thing that came up earlier is about the mandatory student orientation. I have procured some people to come and talk to us about how that's going, what kind of attendance they are getting, and everything orientation-wise.

They will be doing a presentation at our March meeting. So if
anybody has any, you know, direct questions that they would like addressed by that presentation, please send them to me. Then I will make sure that they get to the right people.

Some people have been having some gripes about the food service. That is going to the Governance Council, so we will let Governance Council take a look at that. Web sites are moving forward.

Bardo is going to be helping me with that, because I'm about committed out, folks.

The other thing is that staff council has been attending our meetings. So I'm probably next time going to be or soliciting over e-mail if there is a senator who would like to be attending the staff council meetings, because there is a lot of synergies between us, and I think it's really important that we support them and that also they support us as we move into this very intense 18 months that we are going into. I'd like to float the possibility of having a staff council representative to attend their meetings so that, hey, there is security in numbers, folks.

They meet right before ours, and they meet in this room. Debbie, what time do they meet, do you know?

>> DEBBIE YOKLIC: 8:00 to 10:30.

>> MS. KIMLISA DUCHICELA: 8:30 to 10:30. If there is a
possibility for you to do that, please, and you’re interested, please let me know.

Again, if there is anything about Up With People or any of those things that you have interest in, please send it to me, I will get them to the right place.

I think the rest of it I will save for later on. We do have an open forum. Rita, Pathways to Civility.

>> MS. RITA FLATTLEY: I will make this brief, because due to the late hour I was sent a letter by a colleague that wanted me to bring up some concerns about the expectation to attend sessions about Pathways to Civility.

I will forward the whole letter to Kimlisa so she can send it out if she chooses to. There are some links about antibullying training and stuff this faculty member looked up.

Briefly, their concerns are that some people have felt that it's insulting to professionals to work at the college to think that we don't know how to communicate civilly.

Other faculty members have said we are already doing it, substantial amount of extra work recently, you know, attending a training that's not useful is an imposition of our time.

Let me forward the whole letter to Kimlisa, and I don't want to
read the whole thing right now. It's a very well-written letter about concern about respect for our professionalism and for our time.

>> SPEAKER: As part of getting that e-mail and wondering if "expected" was a euphemism for "required," I did ask my administrator to clarify that, and she forwarded it to somebody else who then forwarded the response to me which I can send to you if you want.

Basically the short answer is if you're a direct report, administrator says you have to do it, then you have to do it, but that e-mail is not that. So as of now -- that's not to devalue the tone of that e-mail, and I understand that concern, you know, but just in case anyone didn't want to go. There you go.

>> MS. KIMLISA DUCHICELA: Unless there is anything else pressing, can I please have a motion to adjourn into executive session?

>> SPEAKER: Motion.

>> MS. KIMLISA DUCHICELA: Second?

>> SPEAKER: Second.

>> MS. KIMLISA DUCHICELA: So moved. Can we have a vote? All those in favor?

(Ayes.)

>> MS. KIMLISA DUCHICELA: Thank you so much. If we could have
our guests with the exception of Julia Fiello go forward and enjoy
your weekend.

(Adjournment.)

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