>> MS. KIMLISA DUCHICELA: I think we need to get started. I'm informed that according to my computer it is 1:00. So a few things, we're going to do introductions, and we have got a lot of stuff on our agenda today. I'm going to try and move us through as rapidly as possible.

Why don't we start with Carlo over here for introductions.

Please, please, please, make sure you speak into your mic and that you give your name for our notes taker, because it's really hard for her to transcribe all of this.

(Introductions not transcribed.)

>> MS. KIMLISA DUCHICELA: Awesome.

A few things that we're going to have to change up our agenda a
little bit, but do we have any announcements, any announcements?

Rosa?

>> ROSA MORALES: I forgot to mention the proxy for Patty Figueroa, too.

>> MS. KIMLISA DUCHICELA: Gotcha.

Approval of the February minutes. Do we have a motion to approve?

>> SPEAKER: So moved.

>> MS. KIMLISA DUCHICELA: Any discussion or changes on the minutes? Yes, sir?

>> SPEAKER: I was absent but... (discussion about proxy).

>> MS. KIMLISA DUCHICELA: Right. Any other changes or discussion? Can I have a second?

>> SPEAKER: I'll second.

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

(Ayes.)

>> MS. KIMLISA DUCHICELA: All right.

Agenda modifications. So today we have a lot going on, because we have a lot going on at the college. So what I'm going to do is, first of all, we're going to have the college counsel is going to give us a few brief comments, which I will discuss in a second. We will go to the mandatory orientation presentation. David Bea is coming in to do the budget for us, but he's running between meetings, so when he comes in, assuming nobody is up here talking, he will be
the next person up.

We need to add a 5.5, which is our All Faculty Day, which Julia Fiello will be looking at. The provost's report will move up first in the reports. And we have a lot on the provost's report.

That's about where we're at. So our first person up is Jeff Silvyn, who is our counsel. I actually asked Jeff to come. Several of us, actually many of us, have gotten some e-mails in regard to some litigation that's going on with a faculty member at West Campus, and it's not a senate issue, but of course the climate at the college is a senate issue.

I think it's really important that we understand that this case is in litigation, and some of the things that could or could not happen with regard to those e-mails. So I wanted him to -- and then, of course, you can make your own choice, but I thought you should be informed.

Jeff?

>> MR. JEFF SILVYN: Good afternoon, everyone.

Everyone hear me okay now? I'll try and be heard without swallowing the microphone.

Okay. So Kimlisa was good enough to let me know about the e-mail that was sent from Dr. David Katz to many members of the Faculty Senate, and we talked about it and it's not exactly clear what he's asking Faculty Senate to do, but I thought it might be helpful just to share a little context, the goal of which is you all can make a
better informed decision about what you want to do so you understand
the environment that we're in.

If you have questions, I'm happy to answer them to the extent
that I can. So Dr. David Katz is no longer employed by Pima
Community College. He has filed a lawsuit against the college in
federal district court alleging various types of wrongful conduct by
the college. We haven't fully drafted our answer yet, but we are in
the process of doing that.

Then we will be in a litigation process. So what does that mean?
It means a couple of things. One is anyone can allege anything they
want in a complaint that they file in the courthouse, and we're going
to assert our position in our answer, and there is no fact-checking
process for the complaint that he filed. There is no fact-checking
process on the answer that we are going to file. That's what the
litigation process does.

There is an orderly process. There is a lot of rules in federal
court where information is uncovered, evidence is shared, and
ultimately you get to some kind of conclusion.

So one thing that's important for everyone to understand is both
sides are going to take positions. Whether they are accurate or not,
keep an open mind, that's what the litigation process is for is to
sort all of that out.

A couple of considerations that I want to set as context that I
think are important for all of you, assuming you're going to discuss
this issue, is so we are in a litigation process. What does that mean? One thing it means is so you have to decide, is this an appropriate issue for Faculty Senate to take up? The second is that from the standpoint of a lawyer, whether you’re representing the college or whether you’re representing Dr. Katz, every piece of communication from him, about him, to him, everyone who has interactions with him, those are all pieces of or potentially pieces of evidence, okay? That may or may not get used at some point in the litigation.

It’s just important for everyone to understand that that is where we are and that all that has happened and may happen is potentially evidence that will get used in the case. Everyone at the college who has had some level of involvement with Dr. Katz may get identified as a witness and may get called on to testify.

That's kind of the context we're in, and it's important that everyone understand that going forward. If you want to be skeptical of what I say, that's fine. I know -- I think there are significant members of faculty who are members of NEA, and I think some of you have access to legal consultation. If you have any doubts, go take advantage of that service that's available and you can see what advice you get from that.

>> ODILE WOLF: So those e-mails from David Katz which we have not requested to get or anything, it's kind of annoying because we, you know, it's like I personally feel like I'm trying -- he's trying
to involve us into something that we don't really know anything about.

Is there any way that we can stop him from sending us e-mail to our work e-mail, which is totally inappropriate?

>> MR. JEFF SILVYN: So the e-mail is from a personal e-mail account to college employees at their work e-mail accounts. So what are your options if you don't want to get them? I guess kind of the options -- I'm a little reluctant to have the college put a block on his, which we could do, put a block on his personal e-mail account. If you don't want to get it, my suggestion, I think options that are available are either you could write to him and say, Don't send them to me anymore.

Another option is everyone has settings in their Outlook account, and I assume the same would be true in Google. And you can choose to block particular e-mails or automatically send them to your trash. That's happened in the past. There have been college employees who have gotten e-mails from people they didn't want those e-mails, and there are kind of a range of options they can do. Those are the ones I remember talking about in those situations, and they are applicable here, as well.

>> ODILE WOLF: So even if we do receive those e-mails, it doesn't mean that he's managing to actually put us in a position where we would be witnessing anything? Because we really didn't request those e-mails.
MR. JEFF SILVYN: So here is another issue in litigation.

Either party can identify anyone as a potential witness. You have to disclose what you think their testimony might be about if they were questioned, and then it's up to either side to contact that individual to ask them or try and have them deposed.

So do you all know what a deposition is? Okay. If you don't, it's okay, I'm happy to explain that.

Just because someone sends an e-mail, at least to me, that doesn't make you a very interesting witness. What do you know? You got an e-mail from him. So at least that doesn't make you particularly interesting as a witness, but -- I don't want to say definitively that doesn't mean you never get listed as a witness, because I'm not sure I can make that representation.

Does that answer your question? Okay.

MS. KIMLISA DUCHICELA: Any other questions? Rita?

MS. RITA FLATTLEY: Jeff, I sent both you and Lee Lambert an e-mail, and I know you have been extremely busy recently, but of course another thing that, like many of us get, we sometimes get political e-mails. I'm a University of Arizona alumni, and they usually send me stuff about come to a Wildcats game and come to a tailgate party, but now they are sending me stuff about defending the cuts to higher education.

I had asked, and maybe other people may need clarification on what's right and wrong about how to respond or, you know, can we just
respond only out of our home e-mail, or, are we -- I don't think I'm doing something wrong because I just received it, because, you know, like you're saying, anybody can send you an e-mail.

>> MR. JEFF SILVYN: Sure. So, yes, and you did send me an e-mail. Sorry. I'm a little behind.

So this is a good point. I don't think anyone should worry just because they got an e-mail. I mean, we all get lots of e-mails. Some of which we want and some of which we don't want.

I wouldn't worry about that. But you raise a good question. So what do you do when the topic of the e-mail is political in nature and you're making a decision, what do I do with it?

So I think at least from my perspective the most important thing to keep in mind is when are you acting as a private citizen, when are you acting as a representative of the college? This is a perfect example. You may have very strong personal views one way or the other about the current budget discussions that are going on. Whatever those views are, you're entitled to express them, you have to be careful that you're doing it as a citizen, a private citizen, not on behalf of the college. I mean, the college is pursuing a strategy that is kind of the official, you know, the chancellor's involved in conversations. There is things going on to deal with the budget negotiations that are happening in Phoenix. That's the college's action.

So one way to help make that distinction clear is if you decide
to write to a legislator or whatever, if you do that from your own
e-mail, personal e-mail account, not the college e-mail account, it's
not confusing to the person on the other end in what capacity are you
acting.

So I think to keep it clear what hat you've got on at the time
it's always much safer to do it from your personal e-mail than from
the college e-mail.

>> MS. RITA FLATTLEY:  And your personal computer, which this is,
by the way.

>> MR. JEFF SILVYN:  Certainly.

>> MS. RITA FLATTLEY:  Are you at liberty to share any
information about the college's official position in what's going on
in Phoenix with the state budget?

>> MR. JEFF SILVYN:  So, I mean, as a general matter, the
chancellor, primarily a few others have been involved in
conversations trying to influence the direction of the conversations.
There is the Michael Crow and the public blast. We have been
pursuing a much more quiet, behind-the-scenes approach. It's not
that there is not a lot of activity. The chancellor has been
trekking up and back to Phoenix a lot lately.

Meeting with key legislators, meeting with groups that might have
some influence to see what's possible.

>> MS. KIMLISA DUCHICELA:  Actually, David Bea is going to be
here and he's been involved in a lot of those conversations, so we
can ask him about the Michael Crow approach versus the other approach.

>> MS. RITA FLATTLEY: Thank you.

>> ROSA MORALES: I just would like to comment on what Rita was saying about receiving e-mails that you might not be interested in on a personal matter. UCLA doesn't send me e-mails to my work because I let them know that I prefer to get them as an alumni in my personal e-mail, which that's where I get them.

Now, the other thing I just want to mention that I did request the chancellor to come out with a statement that can be distributed to the students, because I thought, especially for my community organization class, for them to be aware about some of the things that legislators are making decisions they might not be aware of but they might be affected in the future. Just to let you know that he responded saying we are working on it.

Thank you.

>> MR. JEFF SILVYN: Is he coming later today?

>> MS. KIMLISA DUCHICELA: He just came through the door.

>> DUFFY GALDA: It's my fault you were invited today. I had asked senate last time around, you know, what's up, what are we supposed to do. But it kind of started me thinking about other things, because I know I have never seen anything come across my desk at the college like this where someone has sent actual copies of court proceedings or filings not only of his own but of other people.
Clearly they are public documents. Is there a place that the college keeps and has open to the public on litigation that's been filed against the college that we could access? I mean, just out of understanding the past of the college? Or is it something that you would have to delve into the public records for?

>> MR. JEFF SILVYN: There isn't -- there is no open repository of court filings. I mean, you're right. So anything you file in a court is a public -- it's open to public inspection unless there is exceptions to that when there is minors involved or other thing. Some court records are sealed. But for the most part what gets filed in court is open. We don't maintain a web-based or open repository of that.

I mean, I suppose we could, but we're not doing that now.

If someone wants to see any document, you can go to the Pima County Superior Court website and do a search on a case. You can't see everything. They don't make everything -- everything is available if you go down to the courthouse. Not everything is available online, but a lot is.

And then in the federal system, pretty much everything is available online, although you have to create a user account and I think there is a small fee to do that.

>> JOE LABUDA: Are you representing the college in the Katz litigation?

>> MR. JEFF SILVYN: The answer is yes, but...
So the answer is yes, because I represent the college. So to that extent, yes. This matter was tendered to the Risk Retention Pool, and so we have, through that, we also have outside counsel that's doing the bulk of the litigation work. So I'm involved and I do represent the college, but when we go to the court, I'm not the one who is going to be doing most of the work. We have outside counsel doing that.

>> JOE LABUDA: (Off microphone.)

Any idea how much that's going to cost the college?

>> MR. JEFF SILVYN: Generally speaking, on matters like this, the defense is provided by the Risk Trust, so there is not an out-of-pocket cost, if you will, for the college. I mean, what the ultimate cost is I don't know, because there is obviously a cost of time and disruption, and then if the matter gets settled in one way or another, in some situations the college contributes to settlement payment and sometimes it's the Risk Trust or sometimes it's a combination of the two.

>> MR. JOE LABUDA: And how much litigation are we involved in beyond the Katz case?

>> MR. JEFF SILVYN: Currently pending cases, so there is the David Katz case, obviously. There is Terry Bennett who is a former student. There is another former student named Roger Ringer who has filed a lawsuit against the college. Leticia Menchaca, former administrator at the college, has filed a lawsuit. I think that's
MR. JOE LABUDA: Is there still the lawsuit with Former Chancellor Flores?

MR. JEFF SILVYN: No. There has never been a lawsuit with Former Chancellor Flores.

JOE LABUDA: Basically that was just a threat when he...

MR. JEFF SILVYN: Former Chancellor Flores issued a letter demanding that the college retract certain statements. We declined to do so. I have not had any further communication with or on behalf of Roy Flores.

MR. JOE LABUDA: Thanks, Jeff.

MR. JEFF SILVYN: I'm sorry. There is one other case but it's not involving a student or a former employee. The college is also involved in litigation because the college was identified as one source among a lot that contributed some hazardous waste that was disposed of in the Pantano Broadway landfill. And there is a bunch of litigation related to the cleanup of the landfill. We are a party to that, also.

MS. KIMLISA DUCHICELA: Okay. If there is nothing else, we really need to move along.

Thank you. Thank you, Jeff.

Okay. I saw David come in, and I promised that we would take him the moment he walked through the door if possible.

Dr. Bea is going to be giving the report for the chancellor on
the budget.

>> DR. DAVID BEA: Good afternoon. I love following Jeff talking about litigation and so forth, so that's awesome. Then I get to bring in good news coming from the state.

So Lee sends his regrets. He wanted me to come in, and a lot of what he's working on are the same sorts of things I'm working on, what's going on with the budget particularly, what's flying at the state. I will give you a bit of an update on the state issues. It's current as of this afternoon, which is to say that it might be a little bit outdated because things are happening very quickly.

And then talk about sort of the context of where we are as a college and going forward with budget development.

So first of all, in terms of the state budget, the news has not been good this week. Hopefully you all know that. You have seen Lee's communication.

The governor's proposal which came out in January essentially reduced the college's budget, state appropriations for operations and STEM funding by half. So that was a decrease in total of about $3.5 million.

Right now we are getting about $7.1 million from the state. We knew we were going to lose just under $500,000 because of enrollment. So you start with a point, a starting point, which was closer to on the operating side $6 million, and then we had $600,000 on the STEM-based funding.
When they came out with the governor’s budget that reduced both of those in half, so it went from 6 to 3 on the operating side and from 600,000 to 300,000 on the STEM side. Then what happened this week was the legislature came out with the budget bills and the budget bills were worse than that case, which was not a good situation to start with, which zeroed out all the funding to Maricopa, Pima, and Pinal County Community Colleges, Pinal County being Central Arizona.

It was relatively unexpected, although in the grand scheme of things it’s something that timing was unexpected. It’s something that we had been talking about and had been pretty open about expecting that state funding going away in the next few years was definitely foreseen. Like I said, it just is happening faster than we had anticipated and hoped but was totally within expectations in the long term.

What’s going on with that, as you know, there are a lot of implications with the state, with the budget bills, the universities, the K12 districts in particular, a number of business entities have come out in opposition to the cuts, because they affect almost all of them adversely and more severely than anticipated. I was just at the state of the city meeting. I didn't actually see it. I got to eat lunch and then had to come here before it started, but it was mentioned there that the business entities in town were also encouraged to come out in opposition to the budget bills.
Anyway, so where we're at with that is that we are also working behind the scenes to try and minimize the impacts of that. One of the things we are working on is potentially having that delayed, that impact of the reduction from the 50% to the 0, having a delayed impact so that we won't have to experience that this year. We are trying to work collaboratively with the state and have had pretty good recent success with that, and I will get into that in a minute or two.

Nevertheless, it puts a wrinkle on things and puts a sudden, more negative spin on the budget. That said, we have been talking about it. This isn't, like I said, it was not from a long-term perspective something that we didn't anticipate. Just is happening a little bit sooner. One of the things that I want you all to understand is that we are working on something where we are phasing in over the course of the next 18 months what might be more significant budget impacts but that in the short run we are really focusing on minimizing the impacts and the disruptions as much as necessary.

The college has two key priorities. These are the things that we all should be involved with and focused on. First is to do everything we can to turn our enrollment trends around. That is going out and aggressively finding and getting students to come to the college. Then once they are here doing everything we can to retain them.

That's something that -- and you're going to hear more about that
in the coming weeks. This is something that the college, if we can
successfully move our enrollment up, get our enrollment back on the
positive trend, it's going to solve a lot of the problems that we are
worried about. We will get more tuition revenue and other concerns
like expenditure limitation become less of a concern.

Now, which is a good segue into expenditure limitations. Are you
all familiar with expenditure limitation and what we have been
dealing with that? Okay. I see more nodding heads than shaking
heads. I'm going to go on some assumption that you are familiar with
it.

So the recent news on that is relatively positive. We have been
up to the state a couple of times. I have been up the last two
weeks. Lee's been up more often than I have been. Working with the
senior leadership, the sponsor of the bill, and the college took a
different tact than some of the other community colleges where we
were actually working on some language that would be something that
the sponsor and the Arizona Tax Research Association found acceptable
but that would work for the college, so sort of comprised language.
That was actually received well by those parties.

One of the feedbacks from that conversation was, Well, at least
you came with something. The other colleges just turned around and
threatened to kill the bill. I think that that is sort of setting a
good foundation at the state with some of the leadership up there.

They are not interested in having this fight. They have real
serious issues that they have to try and solve. If they feel like you’re working with them, it seems to be having a positive impact. The status of that bill right now is it actually got changed to have, to take out the actual language, which was that it resets it to the most current year actuals with a midyear reset. They took out midyear reset, because they realized that was not viable. They took that out pretty quickly. The most recent audit would still have created a big problem for the college. They took that language out and put in each year the colleges have to basically go up and agree with the joint legislative budget council or committee, I think it’s committee, what the proper expenditure limit enrollment was going to be.

That’s not something we want to do, either, because basically every year then we go up there and try and pitch for some answer and beg and plead and have lobbyists making pitches on our behalf.

That’s not really an acceptable answer, either. What we proposed was a phase-in of where the enrollment level was based on a peak level that the colleges could hold on to that peak level for a period of years, and then once you got after that, and we pitched a five-year period, that once you exceeded that five-year period, then it would be the peak enrollment during that five-year period so that it would phase in the downward trend but would give us about five years to turn our enrollment around. We felt like that was, I think, probably enough time because there is also a little bit of a delay in
the implementation of this. It would be enough time for us to turn our enrollment around, and if we weren't able to turn our enrollment around, it would be enough time to make the changes we needed at the college.

Again, ATRA responded, they appreciated that we gave some language to them to work sort of a compromise on that, but they weren't on board with it mostly because they were concerned that it would set a precedent for cities and counties. So there are a whole slew of issues related to expenditure limitations that are beyond community colleges. It impacts in some way K12 and cities and counties. Quite honestly community colleges are kind of bit players in the state.

So what we think is going to happen, the bill is looking like it might -- it's kind of, it might be tabled, it might be killed. What we are hopeful is that it will turn into a study session over the summer where we can talk about all of the different issues related to expenditure limitation and have good input. We are sort of hopeful as of today that that might happen. The sponsor of the bill is the chair of appropriations, so it is good that we had some positive discussions with him and that he sort of is seeing us as an entity that's willing to work through problems together.

Okay. The next item, which is somewhat new, is the 1% cap on what often you'd know of it as the homeowner rebate. So this is a provision that typically isn't related that much to community
colleges. We are sort of tertiary players in how this works. There is a constitutional provision that says that homeowners can't pay taxes or can't be charged property taxes in excess of 1% of the fair value of their property, and what has happened over time, and this is something that's been going on for years, is that for the entities for the counties where it has gone over the 1%, the state has picked up the tab. If you look at your property tax statements and you see something like a homeowners rebate line, you don't know exactly what that means, that's the state general fund picking up the share in our county that we go over the 1%.

Now, we're going over the 1%. It's the combination of Pima County, which is about, in terms of a $10, just think of $10 as the number that matters. Pima County is somewhere near $4.30 or something like that. TUSD and most of the other school districts are like at $4.50 of the limit that would be $10. We are at $1.33, and then the city is like 50 cents or something like that.

So in total, we are over $10, and that excess over $10 is covered by the state general fund.

What they have done as part of the budget bills is try to free up the general fund allocation at the state level that's going locally to cover that, and that's mostly to Pima and Pinal, are the two counties that have this issue with Pima being the big one.

The state stands to save somewhere in the neighborhood of 29 million by doing this and trying to push the problem back to the
counties. So how does that impact us? Well, the way that they have set it is that essentially what they are trying to do is push back the amount to the counties, and then the local agencies that are responsible for those tax levies would have to share in that amount that they are in excess of that amount.

The K12s I think are sort of held harmless in this, because that's who ultimately gets the state funding. So what the concern is is that the college might have to come up with something that our prorated share would be about $2 million.

This bill has got all kinds of other issues and problems and challenges with it that cities and counties are going to be opposed to it. But what I wanted to point out is that this is a little bit of evidence or we think it's evidence that working collaboratively with the state is actually paying off, because yesterday there was a provision added to this 1% cap bill that said that it would exclude agencies whose tax rates are below their peer jurisdictions, and we actually fair well on this, and while I'm saying there is some evidence as we provided that exact information to one of the legislators if not more than that last week.

So our tax rate compared to our peer institutions, we are on the very low end of the spectrum, and we think that that was to exclude us from this bill. More to come on that. But that's one of the reasons why we are saying that working collaboratively, talking with some of the key leadership up there, trying to work with compromised
solutions instead of just fighting them on everything seems to be having a positive impact, and Lee wanted to make sure I pass that information on.

That does it with the state information. Questions at the end, or should I sort of run through my stuff and do questions?

Okay. Tuition. We are going to be taking a tuition proposal to the board next week. We had a study session with the board to talk about different scenarios. We are talking about two main proposals. One is an increase to tuition in fees for in-state, and there are going to be three scenarios: $3 increase, $5 increase, and $10 increase. We are also looking to eliminate the graduation fee. One of the things that we are trying to do is identify things that might be impeding student success or things that are in our interests, in the students' interests, so having a fee that they have to pay before they can graduate is not really going to incentivize graduation. So the idea is to eliminate that fee, increase the semester processing fee from $10 to $15 and then absorb the lost revenue from the graduation fee by making that change.

Again, the board was in support of that so far from that study session. They asked us to do the three different scenarios, the 3, 5, and 10, and then we met with the student government leadership the day following to talk about the different scenarios.

The students were totally fine with the processing fee. We talked with them about a couple other scenarios. We talked with them
about the idea of increasing the differential tuition more, which
they were not supportive of with the information that they had. It's
not that they were saying we are opposed to it, but they were
uncomfortable with the idea that not too many of them were
individually familiar with it, and they understood that that burden
would be on a smaller number of students and be a bigger burden and
they were conscientious of that. They actually often think in those
terms.

Similarly, we talked to them about the idea of -- well, let me
stop there. We talked with the board about the idea of decreasing
the out-of-state tuition rate for distance education. That's
something that I think we will be looking at in the future as a way
to generate more distance education enrollment and will eventually
increase our enrollment.

The board indicated some concern that we didn't have marketing
ready to roll to increase revenues and to increase the enrollments
and that our infrastructure -- Mateo is working on the distance ed
initiative, working on the infrastructure for distance education. I
think once we have that in place, we will be better positioned to
make this kind of a change. But the concern at the board level, and
I echoed the concern, was if we reduce that out-of-state rate without
having a way to build up the enrollments that we stood to lose some
revenue. So until we are ready and I think capable of building our
enrollment in that arena, we probably shouldn't decrease that tuition
rate, so we didn’t even talk with the students about that.

But that one I’m saying to you all is probably going to come back in the future. That’s something that’s a likely scenario so that we are competitive out of state and get competitive with our peer up in Phoenix in terms of distance education. Maricopa has a similar rate, and we’d be looking to have a rate that was competitive with them.

Okay. So we are going to be taking the tuition forward. The students were wholly understanding of the $3 increase and the increase in the processing fee. They also were okay with the $5 but expressed concern about going all the way to $10.

All of that conversation happened before the reduction in state aid that just came out this week. So what I think is the most likely scenario is somewhere in the middle, probably on the higher end, probably closer to $5, just in terms of not fully recapturing what we might lose in state aid but trying to recover some of the impacts.

The other thing that, and I mentioned it in terms of the short term, long term, you know, we have been talking about different scenarios and, you know, we are acknowledging that our infrastructure is not aligned with our current enrollment levels. We are doing presentations. We’ve got two next week, one at Downtown on Monday afternoon here and at Desert Vista on Tuesday afternoon. I recommend, if you get a chance, or encourage the folks you represent to go to those meetings, we give the most recent information we have, so we will be talking about what we have learned between today and
Monday and Tuesday.

But one of the things that's happening, and I want to make sure that we are really clear about this, is that when we are having open discussions about the budget, we are talking about the infrastructure that's out of whack with our enrollment and talking about, well, we've got to at some point start being financially responsible. If we can't get our enrollments up, we are going to be talking about real reductions.

The rumors are different from what we are talking about. We are actually talking about a longer-term perspective, trying to minimize the impact so that as I said, the priorities of the college are going to be turning enrollment around next year and then working on follow-up with HLC conclusions.

We know that the HLC is going to come out next year at some point, or we strongly believe that's the case, and that we've got to make sure that we have all those issues, all of our ducks are lined up. If we are all worried about budget reductions and doing all the things to kind of make things challenging or being freaked out so that we are not focused on the things that we need to work on, we're not going to get what we need to do done.

So the idea is in the short term minimize the impacts as much as possible. Longer term, these other things we're going to be having to have honest conversations. What the problem is is that you say, Well, we have to be honest about these conversations, and the next
thing you know I hear rumors that we are going to shut down a campus like next month. That's not what we're talking about. We are talking about, no, we want to have everybody engaged in the budget realities of this college, but we've got to also focus on the short-term and midterm needs.

That said, there is one other point that I want to make, which is that there is going to be a college-wide meeting on March 27 where hopefully what I have said here is going to be totally reinforced. That is really intended to say that the college is in solid financial shape. We've got an immediate issue with the budget that I'm going to say that we are doing everything we can to sort of minimize the impacts of that. We are going to do what we can with property taxes, with a tuition increase, and then cutting some expenses as much as possible but that we also recognize that we need to focus the college's resources to improving our enrollment situation and meeting those needs.

So, you know, that isn't going to be a rollout of these budget cuts that I have in my pocket. I know there has been a rumor about that. This meeting is to talk about where the college is going short term and longer term, getting everybody engaged in dealing with those tuitions that I was talking about, getting our enrollment turned around, providing extra, you know, extraordinary service that once we get students to come in that we are able to retain them and give them a really strong student experience and make them successful in what
they want to do. And then also making sure that we take care of the
issues with the HLC so that we don't have to see them any time in our
future.

I think that does it for -- I think I hit all my notes.

>> MS. KIMLISA DUCHICELA: Do we have any questions? That's kind
of overwhelming.

Yes?

>> SPEAKER: So there have been a lot of discussions about
restructuring, rumors perhaps in part to address this budget issue,
so one thing I heard this week actually was that there might be some
kind of a committee looking at restructuring that perhaps you might
be part of? Is there anything like that?

>> DR. DAVID BEA: There are actually multiple committees looking
at multiple things, as you know. Let me talk more generally about
it, first.

So organizationally we know that there is going to be a different
organizational structure. We are looking at a model that has four
presidents, for example. And then what we are looking to do is sort
of restructure the college throughout in different ways.

There is a group sort of looking at that mostly on the high
level, and that's exec council, subsection of exec council. Then
there is a group that's the budget planning group. That group is
comprised of all sorts of individuals. They come mostly out of the
planning committee. And what they are working on is identifying a
set of criteria. First thing they are looking at is identifying a
set of criteria by which budget priorities, budget decisions should
be made.

They are not going to be making the decisions on the budget.
They are going to be basically saying, well, this is what we
prioritize. And they are going to be things like ensuring that
compliance issues are met, making sure like so that we are meeting
the needs of the HLC, for example. Accreditation would be a
compliance requirement as well as federal and state law, that kind of
thing.

A secondary issue would be, not secondary meaning it's a lower
priority, necessarily, but another priority would be meeting the
college's missions, goals, and strategic plan. So is the college
allocating resources aligned with its mission's strategic plan, that
kind of thing.

That's also coming out of the HLC. The HLC said that we need to
have budgetary processes that are more connected to strategic
planning and the mission of the colleges, so it's trying to get all
of these things interlinked.

Then what will happen is once there is a series of budget
recommendations, that group will also review, okay, how, you know,
how well do these recommendations meet those criteria, you know, so
that we ensure, as a college, that the resources are being connected
to the goals, the needs of the college, and then there are some other
things that that group is working on.

Those criteria should go out pretty soon for -- that group's about ready with their list. Again, it will be more -- you know, we are transitioning as a college to be more open about how these processes happen and making sure that everybody is involved at different stages of it.

Did that answer all of the questions?

>> SPEAKER: Faculty will be involved? (Off microphone.)

>> DR. DAVID BEA: Yes, they are definitely in that group. And then what Lee has committed to, and I'm sure he's said it to this group before, because this is not new news, when talking about the structure of, you know, the four campus presidents, the four president structure, is the intent of that will be rolled out before faculty leave so that you're aware of that before summer starts.

>> SPEAKER: (Off microphone.)

>> DR. DAVID BEA: The logistics and details of that will be coming out. I will be speaking a little ahead of it. It will be in the late afternoon, is my understanding, and I think at West. Wait for the logistics and don't told me on that. That's what I last understood to be the case. It will be coming out very soon on that, though.

>> MS. RITA FLATTLEY: Thank you.

I personally feel some concern, and there has been a discussion among quite a number of faculty that it seems like there has been a
boom in hiring administrators at the District while at the same time you're cutting campus presidents and campus administrative positions.

It was my understanding that when Lee Lambert came here, he often spoke about moving more resources to the campus, so I know I'm not a budget genius like yourself, but I'm confused. What's up?

>> DR. DAVID BEA: A very common thought that I have heard. What you're going to see is that is going to be pretty evident fairly soon. We just talked about there are going to be four presidents, right? That's two. And then you're going to find that there will be some other reductions in administrative positions.

The other thing that I think what you're going to find is that it may not be a total reduction in the total number of administrators. I think what you're going to find is it's going to be a change, eventually it will be a change in type of administrators.

So what I suspect -- I don't know, because this is all still playing out -- is there that will probably be fewer of the higher-level administrators, more of the dean-level administrators, to make sure that we got -- those will be more located at the campuses.

In addition to that, there are a lot of things that are about to move from District out to the campuses, probably over the summer is the time frame. More and more of that will happen. I know it got talked about. It hasn't happened yet. Be patient. It's still totally in the works.

>> MS. KIMLISA DUCHICELA: Other questions before I ask mine? I
The approach that Pima is taking in Phoenix seems a little unilateral. Are we going to still be welcome in the sandbox with our brethren up there? Because if they are trying to kill it and we are saying we want to do this, how are we -- because I'm assuming we might need them down the road. You know what I mean?

>> DR. DAVID BEA: That's an interesting...

>> MS. KIMLISA DUCHICELA: Are we burning any bridges here?

>> DR. DAVID BEA: It is an interesting dynamic. I would say the answer is no, we are not burning bridges. When we are doing the things, even if we are proposing something that they may not be immediately in favor of, we are talking to them behind the scenes. So I'm talking to my counterparts, particularly lately it's been Maricopa and Pinal, trying to work collaboratively, because they are the ones most concerned right now about the state cuts.

So it's working with them. Lee's on the phone routinely with Rufus, Maricopa. We all have slightly different needs and slightly different interests.

So what AC4, the president's group, presidents/chancellors group, they understand individual colleges occasionally have their own needs and that they've got to go off on their own. When we propose the change to expenditure limitation, we are also eventually working to kill, they actually, it's sort of a hierarchy, right, that if the bill goes away, everybody is in favor of it, including us. If the
bill went forward, it was a big problem.

Then they all would have been -- if they felt like the bill was going to go forward if they couldn't kill it, they would have been all on board with our proposal. And we were working with them to make sure that that was the case. So it was sort of a timing thing and where they think that -- you know, where you put your eggs, is that the phrase? At one given time. It's sort of like if your choice is the bill goes away or you compromise, if they think that those are their choices and they can kill the bill, they will kill the bill.

We were concerned that you couldn't kill the bill because -- and because it had such drastic ramifications to the college, we were looking for a compromised solution. But we did work out a compromise that it was in almost all the other colleges' interests, actually. It helped some of them.

My counterparts, I proposed -- we put an early version of it in front of them. They are like, Oh, well, if my choice is the new reset to actuals, actuals originally proposed, or Pima's proposal, they would have taken ours in a heartbeat.

And we are working with them and trying to stay, you know -- yes, because at some point we may need to use them and seem to have a lot of influence. They are good to have in your court.

>> MS. KIMLISA DUCHICELA: Any other questions?

Okay. I think that's it. Thank you for coming, and if there are
more questions that come up, I will just e-mail them to you.

>> DR. DAVID BEA: Of course. And come to the presentations.
Again, Downtown Monday, Desert Vista Tuesday, and we always leave

time for questions there, as well.

>> MS. KIMLISA DUCHICELA: All right. Next up we have had a
request on the mandatory orientation. So if that group is ready to
go. I think we need the screens. Hang on.

>> SPEAKER: I think we are just going to get our slide
presentation put up first.

Good afternoon, everybody. My name is Bob Cunningham. I'm ed
support faculty counselor here at Downtown. I'm noticing that a
small army of my colleagues are here in the back of the room, as
well. So if any of you are in need of career counseling after
Faculty Senate, we can probably accommodate you.

So first off, I would just like to say thank you to Kimlisa and
Faculty Senate for allowing Perry and I a little slice of time today
to update you all regarding mandatory new student orientation.

There were many people involved in making this initiative move
forward. We have offered new student orientation on an optional
basis previously. This past semester was the first semester that we
brought it back full steam, and so Perry and I are going to talk to
you a little bit about that today. But for the folks that served on
that committee, if you wouldn't mind just briefly standing up, we
didn't do a slide with your names, just to show if you were involved
in that process, because it was a huge undertaking.

Thank you.

(Applause.)

>> SPEAKER: So I want to just go back, and first off, our commitment is we are going to try to do this in 10 minutes. We will do the best that we can.

I want to go back a couple of years to May of 2013. A colleague of ours, Suzanne Desjardin, presented to Faculty Senate on a number of issues, but one of those issues was basically advocating to bring mandatory new student orientation back into the fold here at Pima. One of the things that she talked about was a publication that the American Association of Community Colleges put out called Reclaiming the American Dream. Some of you may remember that publication.

One of the statements in that publication that stood out for Suzanne was that students don't do optional. So I'm happy to report we don't do optional anymore, either. We are now doing mandatory new student orientation, and I want to say thank you to Faculty Senate, to administration, to staff, to everyone that helped move this forward.

We feel very positive about this with the STU CDAC that we are moving in a good direction, so we want to tell you about that today.

Now, with regards to mandatory, one of the things that we just wanted to touch on today was that we didn't want students to be left with the thought that, okay, great. We have to do all this stuff for
financial aid. You're telling me I have to change my residency. I have to take all these reading, writing, and math assessments, and now you're giving me one more thing that I have to do.

So one of the things that we were really committed to as a CDAC is we wanted to make sure that we were looking under all of the rocks to ensure that if students came to new student orientation, regardless of what their frame of mind was, that they left that orientation feeling like I got value from this, I got benefit from this.

Then as counselors, we're always interested in making that human connection so that our students -- and I think that this speaks to retention -- that students feel like they have a home base to go to if they feel like their needs are not being met within the college, that they will have a connection with the counselor that they might have met during new student orientation where they can go and have those needs met.

So far, this past semester we felt like the feedback we got from students was overwhelmingly positive. With taking that in mind, we also recognize that this is continuous improvement. So we are going to be approaching it every semester that way. We are open to feedback about how we can improve in moving forward.

For now, Perry and I are going to play a little bit of doing the PowerPoint shuffle, and we are going to be switching back and forth a little bit, and I will pass the baton to him. He's going to tell you
a little bit about what new student orientation is.

>> SPEAKER: So we thought we'd start out to let you know what new student orientation is. It's a group activity. In the past semester we set a time limit of a minimum of two hours. Half of that would be content that we deliver to them and half of it would be spent letting them get to know the schedule of classes, selecting which classes they wanted to register for, and actually registering them so when they left the new student orientation they would actually be registered for their classes if they wanted to.

So during the peak time, which is right before fall and right before spring, at least this time it was right before spring, so in January it was not uncommon to find three new student orientations available on any given day throughout the city.

By the way, I wanted to mention that we are going to expand it to three hours starting with the next cycle of new student orientations. I just found that out from the coordinators.

If you've seen the content form being passed around, you'll see that there is quite a lot. There is three pages' worth, and it's a lot to get through in two hours. We found ourselves constantly running late, as you probably all are fairly familiar with with your own classes. We just felt like we needed the extra time.

They have to have their assessments done before they show up to new student orientation. At some campuses, it's actually the folks in the assessment center that help the students through the process
of signing up for their new student orientation. At Downtown Campus, the assessment center folks send them over to counseling, and we help them sign up for new student orientation.

They can sign up without any help if they want to do that through their MyPima page. The interface, I find it a little bit hard to read, a little bit hard to figure out how to navigate. So I think most of the staff, if not all of them, are perfectly happy to help a student walk through that process if they want to without having to require them to do it on their own if they don't want to.

Bob will take the next slide.

>> SPEAKER: So this is a sample of the learning objectives we have for new student orientations. I'm just going to pick a few of them. Notice the first one with the attendance policy. Obviously with the convergence of our recent attendance issues that we have dealt with this past semester, we felt like not only is that an opportunity for us to include in new student orientation, but we had an obligation to do that.

We made sure that's something we addressed with students, that they understand if they are not attending their classes what sort of impact that might have with possibly their financial aid, with their academic standing.

I think any counselor can tell you in this room, when we sit down and have a one-on-one with the student, a lot of times they don't -- if they are in academic trouble, a lot of times they are missing a
lot of this information, because previously they may not have gone to a new student orientation.

Suzanne talked about this also back in May of 2013. She described it as scaffolding, that students have a scaffolding in place to help them be successful. Our hope is by providing this information for them on a mandatory basis that we will be providing that support for them.

So we also cover what is good academic standing. If students need to be completing at least 67% of their caseload and maintaining at least a 2.0, how that also ties in with their financial aid. If they are not doing that and we -- we don't spend a lot of time on financial aid. There is a reason there is a two-hour financial aid orientation.

Financial aid really can end up being a rabbit hole. If you end up taking questions in a new student orientation, it can end up you spend the whole orientation on financial aid. So we try not to go too much into that area because it's also not within our scope.

We talk quite a bit about time management, as well. Again, I think if you asked, if you polled any of the counselors, one of the main things that we see with students is they just don't have the skills.

I know from doing orientations myself, if I ask students what do you use to manage your time -- I will say, anything from your cell phone to a paper schedule to whatever. The last few orientations I
did I had maybe one or two students out of 20 to 25 that would raise their hand and say, Yeah, I'm using something.

For college, that's just not going to get it done. That's one of the things. We have some packets that are circulating around. I don't think we have one for everyone, but we did bring some extras. If you're interested in seeing what we hand out in those new student orientations, we have some samples of that.

We actually have a sample of the time management sheet that we give the students to use and explain to them how to use that. We also convey to them the Pima formula for studying. For every credit hour, make sure you're budgeting at least two hours outside of class at a minimum, possibly even more, depending on the content. Maybe for a more difficult class up to three to four hours per credit hour.

So we try to have that very real straight-up conversation with them about how to be successful. But mind you, again, we have a short period of time to do that. So we are giving them a lot of information.

I think the last thing I would touch on on this slide is we go over the schedule of classes with them in detail about what is the course registration number, how do you use your MyPima account, the different modalities, late-start classes, looking up an instructor if they need to e-mail you. We cover all of that stuff so they have that information.

That's a nice dovetail that's towards the end of the orientation.
That usually is our dovetail into the second half of the orientation where we actually help students select their classes and then register for classes.

>> SPEAKER: One of the things we ask students -- when they come to a new student orientation they fill out a form, and we ask them, Would you like to be contacted later on this semester to sit down one on one with somebody and fill out your educational plan for all of your future semesters at Pima?

Out of about 200-plus students at Downtown Campus, about 60% of them said yes, they would like to be contacted.

Those appointments are in process right now. That's about 130 students who last semester would not have -- it would not have occurred to them -- probably most of them -- to do that one-on-one meeting.

So I hope, as David Bea was talking about, the retention side of things, we hope that this kind of activity is really going to help increase the number of people who keep coming back.

>> SPEAKER: This is the first of the three pages of our course content form, similar to credit classes. We created a content form with all of our objectives and an outline, which is being passed around. I hope that if you have one copy, you can pass it around and make sure everybody sees it.

It will definitely indicate that there is a lot of things on there. We have to start from the very basics for students who have
no idea what college is like. We have to talk about what is a credit
and what is a semester and go from there.

The history of the implementation, we did not have mandatory
orientation. We had it before that, but a consultant was brought in
around 2008, and they recommended that new student orientation not be
mandatory.

I think most of the counselors were not in agreement with that
recommendation, but that recommendation went forward at the time.
Now we are back to new student orientation. We did some benchmarking
at the time that we brought it back. Out of our nine peer
institutions, eight have mandatory new student orientation in some
form. The developmental education committee recommended it, as well
as this body and the STU CDAC.

The SPG now reflects it. We phased in stages of implementation
in the sense that in fall, even though the SPG by that time said new
student orientation was mandatory, there was no student hold. So it
was basically up to the staff in the student services centers to say
that your next step is to do a new student orientation, and it is
mandatory, but there was no hold on a student account that stopped
them from registering.

So then starting for this spring semester, that hold began to
appear. We have some statistics to let you know about how many of
those happened.

Basically a hold would happen only if a student identified
themselves in their application as being completely new to college. Otherwise they would not get the hold.

So these are some statistics from our past semester. So enrollment for 2015 started in November of 2014. We had approximately 3500 folks that were new applications for Pima that self-identified as new to college. There were 87 orientations held college-wide. There were slightly more than 1,000 students that participated in those orientations; approximately 16% of those were completed online.

We wanted to just -- we didn't want to go through the entire new student orientation. We wanted to just provide a sample of what that looked like. This is a slide from the instructor-led orientation we do. Here at Downtown Campus we use the LB 153. If you haven't been in that room it's a fabulous room because you can write on the walls. That's my favorite thing about it. For this slide, for example, I know when I have seen Perry do this slide, and myself, we tend to use the walls quite a bit.

We explain to students what's a direct employment degree, what's a certificate, what's a transfer degree, what's general education, what if they are undecided. Can they take classes that would fit in either one.

We try to have that conversation with them, and, again, create that connection with them, so that if they don't have it figured out yet that they don't have to hit the panic button, but we are here to
help them figure it out.

This is a sample of the slide presentation that we do or that's been created for the online orientation. Obviously some new students to college are outside of the local area, so that's not possible for them to come and attend a face-to-face orientation. But personally, I like to encourage students to do the face-to-face. I think that when you can make that personal connection, give that student some encouragement, make them enthusiastic, excited about coming to college, then that's not quite something that you can do, as well, I don't think, on the online orientation.

But we recognize the need to have it available for students who may have trouble finding an orientation in the schedule that will fit their schedule, and so that they need to do it this way.

So here is an example of some of the things we discuss with students that aren't familiar with our semesters. Yeah.

As far as next steps moving forward, as I mentioned earlier, we are viewing this as continuous improvement. We are open to feedback on what you think may or may not be working. We would also like to extend an invitation to all faculty to participate -- to attend a new student orientation and to participate if you want to.

I think what we would ask is maybe contact the counseling coordinator at your campus to give them a heads-up that you'd like to participate in some way, shape, or form. We are open to what that might look like. I think that would just enrich the process for the
student.

So that invitation is there. One thing that we are also working on is for the online orientation -- maybe you talked about this -- currently the online orientation hold, it's removed in a manual sense. What we are working on is having that automated, so that if students do complete the orientation online, the hold will be expired automatically.

I mentioned the last one, so...

So our last slide shows the contact information for all the coordinating counselors. Please pass this on to the other full-time faculty that you represent, that if they would like to get involved with orientations to contact those folks. I'll tell you my own personal experience. When I started in 1995 at the Desert Vista Campus, there were only five returning faculty, because there was very small, and six of us newbies that year. Margie was one of the returning faculty.

The newbies were told by the dean of instruction there, For your 27 hours of advising, you are going to go down to the advising station and you are going to help students answer their questions about what to enroll for. Here is a printed catalog, and you can use the catalog to help answer their questions. If you can't answer those questions, then you can ask a staff member.

So it was sort of dive right in. Completely out of my comfort zone. I can tell you it was one of the most rewarding experiences
that I had during my first year as a math faculty, and I think that
it eventually led to my becoming a counselor.

So not that I want all of you to become counselors, but I think
that you’d find it really rewarding if you tried.

>> ODILE WOLF: I notice that you have an online orientation but
you don’t have a part of the orientation online, it’s about online
education. Would you consider adding to that to your orientation, a
part about what does it mean to be an online student?

>> SPEAKER: Yeah, certainly. Tracy, do you want to go into more
detail on that?

>> SPEAKER: Actually, as I understand it, there is a separate
work group developing an orientation to what it is to be an online
student.

Anybody from Community Campus know more about that? Stay tuned.

>> MS. KIMLISA DUCHICELA: Rosa?

>> ROSA MORALES: Actually, I have lots of questions. First of
all, I want to thank you for coming and agreeing to present to the
Faculty Senate. The social services department has been considering
starting a new student orientation for the past couple of years based
on the fact that we felt that our students needed a little bit more
close advising.

So I became interested in the fact that the college was doing the
mandatory orientation.

One of the things that I wanted to ask you and recommend you to
expand your committee composition to include some faculty, potentially some student services individuals. Because I was quite surprised, and I continue being surprised, about the fact that I learned that all the individuals that have been working on the new student orientation has been counselors.

Not that I don't think counselors, you know, understand and have, you know, value on their opinions, but I do believe that having a diverse group probably will be providing additional information.

When you were going over the agenda in the outline, I thought as a faculty and as a department chair, some of those things probably were not going to be my priority. I was probably going to focus on other things because of my experience with the students.

So it's something that I would like, you know, to think that potentially you might consider.

The other thing is that one of the things that I found is that a lot of my students that were returning, adult students, are students that are, you know, I guess participating with DSR. They are nontechnological knowledgeable student. All those had a lot of problems in dealing with this type of information.

When I went and talked to some of the student services individuals because I want to get feedback from them, one of the things that I learned from them was that they were not involved and they were not, you know, necessarily very pleased with how it happened.
They mentioned to me something. They said, We think the new student orientation is transactional based. You come here, you're going to do this and this and this. But I do like the fact that you invite the students to set up an appointment to get additional counseling, because that's extremely important.

They told me, and I do believe, that the student orientation should be the first step to establish a relationship. It's not only about enrolling the students. It's also about, you know, assisting them with assistance, with completion, so we can build a relationship.

So I hope that in the future you consider those aspects. And if you decide to open your committee, I would be very much interested in being part of the committee. I did academic advising at a past community college for many years. I'm very much aware about, you know, some of the issues that you guys are facing. But I do want to contribute my, you know, faculty experience in the past.

Thank you.

>> SPEAKER: Thank you very much for the work that your committee has done. I can see that this has a lot of potential for some positive impact.

I have two quick questions: First of all, you mentioned that when students come in and take assessments that there is an opportunity for the staff members to let the students know about signing up for the orientation.
Once it goes into a mandatory transition, mandatory status where all new students have to take it, what other means of communication are we going to get the word out to students? Obviously when there is change, getting the news out to people that there is a change sometimes is a little challenging, to say the least.

So what other avenues will we be communicating this change to students, or is it a haphazardly put a hold on their account right before the semester begins?

>> SPEAKER: Yeah, sometimes it is just they discover a hold and they want to find out what the hold is.

Under the home page of MyPima and the future students tab, there is like a five- or six-step sequence how to become a Pima student. Apply is No. 1, and it goes down the list. New student orientation is on that list, and it does mention that it's mandatory there.

If they actually come into the center, of course, and talk to someone one to one, they will find out that way.

>> SPEAKER: Great. Thank you.

And my second question is: You mentioned about obviously there is going to be a lot of student orientation meetings. Then it's really nice that they are going to have follow-up for educational plans with the counselors individually.

Do we have enough staffing in the student service to handle this? This sounds like a big increase in workload.

>> SPEAKER: Yeah, we did discuss whether we could handle that or
not. 132 appointments will probably be about two months' worth of appointments for us, but we decided we could handle it this semester.

As we go forward in fall, obviously there is more new students in fall. We will have to reassess, maybe ask and see if the advisors can do some of that with us, as well.

But I think we are committed to try and do that one-on-one meeting with every student who requests it.

>> DUFFY GALDA: Perhaps there should be some type of electronic link between the application to attend Pima and maybe directly sending students straight to a signup place for the orientation.

>> SPEAKER: Well, there is. There is. And they have to assess first. Actually, one of the subcomponents of this project that the workgroup took on was revising all of the written communications that students receive. We did that in such a way that the admissions and registration process would be consistent, would appear consistently to students no matter where they accessed it in terms of time or place.

So students receive two letters from us after they do the application online. So they receive an online letter of acceptance, and that was rewritten to include the mandatory new student orientation. Then they receive a paper letter that goes to their address, their snailmail address, which also was rewritten to include that process.

I don't know if you can open our website to show under future
students, apply -- oh, I didn't see you behind. Bob is a better door
than a window.

So there is an admissions and registration checklist that was
done to include the entire process from when students start the
application to when they actually enroll, register, and attend for
classes.

Actually Perry, go up. Just want to show you apply. On the
navigation bar on the left is the third item apply. Under that,
admissions and registration checklist. Yeah.

So those are the steps.

And we have written -- we have printed materials that the
outreach folks take and distribute.

>> MS. KIMLISA DUCHICELA: Okay. If there is no other questions,
in the interest of time, I would like to ask that maybe in the fall,
once you guys have assessed this a little bit more, if we could get
some statistics on how it's working, that would be awesome.

Thank you so much for coming.

All right.

Next up Chris needs to remind us about the Gmail.

>> SPEAKER: I will make this extremely quick.

First reminder, faculty will be able to sign up for Gmail from
what date you want to migrate, so whatever works best for you. We do
encourage you if you work in groups and share calendars, try and
coordinate with those people and schedule yourselves the same date.
It was available for signup as of Monday. We have already got about 50 people signed up. It is a first come, first serve, so it’s open from now until -- we will be migrating people through the end of May. It is limited to 25 people a day.

So if you want to migrate over spring break or sometime before the last day of classes, I would recommend doing it quickly.

You can do that if you log into MyPima. Go to the At Work tab and you see a faculty signup page right there.

>> DAVID KREIDER: Does everything shift over then out of...

>> SPEAKER: Good question. So on the day you select to be migrated, the first thing we do is back up your existing e-mail for you just for a precaution. We do back up your e-mail. We start migrating it.

Depending how much mail you have, it could take 10 minutes. We have seen it take 36 hours. How much mail do you have? Most of the ones we have migrated so far have been IT staff, which gets large, large, large volumes of mail.

We will start it the night before, so when you come in the morning of the day you selected, you will see e-mail in there. Throughout the day, your older e-mail will start populating.

So you can use it the morning of that day

>> DAVID KREIDER: When you say we can select the date, does it mean we can select tomorrow or the day after or select May the 5th?

>> SPEAKER: If you were to log in right now, you can choose
-- can't choose March 16 because it's already full, but you can go Tuesday on out. At seven days in advance, pick your day. That's the day we migrate you.

You will get an e-mail a week before reminding you, the day before reminding you. The morning of, if you log into a college computer, you will get a pop-up reminding you that you were migrated.

>> DAVID KREIDER: And if students or others still send to the old Outlook address?

>> SPEAKER: So your e-mail address will not change. It will be transparent on syllabuses, business cards, students, whatever. There won't be a difference. Your mail gets migrated. Your contacts get migrated.

If you've archived your mail, that does not get migrated, but you can still use Outlook to open those archives. Some people do it; some people don't.

We will have a help in the future on how you can do that yourself, or your local IT can help you.

>> DAVID KREIDER: So what does our e-address look like? Has it changed at all?

>> SPEAKER: Username@pima.edu or whatever you have now as your e-mail address.

>> DAVID KREIDER: Thank you.

>> MS. KIMLISA DUCHICELA: Question over here.

>> SPEAKER: One other person and I have the same issue. May be
isolated to us. When we went on the site, we went directly to our
Google Drive that we have through the college, although we do not
have an e-mail address. What do we do?

>> SPEAKER: So when you click the -- which link?

>> SPEAKER: The new link on the at work page.

>> SPEAKER: Okay. So on the at work page, there is a place on
the right-hand side for signup, and that shouldn't take you to Google
Drive at all. If it does, we will need to talk to IT or shoot me an
e-mail and we'll...

>> SPEAKER: I will do that. Thank you.

>> SPEAKER: It should open up a page with a little calendar and
you just select the date is what it should be. So if you get
something odd like that, let us know. We will figure that out.

On that same channel on MyPima that has a signup, there are
training videos. One is about an hour and ten minutes long on mail;
the other one is about 45 minutes on calendar.

Highly encouraged. Really good videos. They are going to be
captioned probably next week, so we are expecting those pretty soon.

There will be in-person training at each campus coming in
shortly. Keep up with Pima News on when that will be scheduled.

Those in-person trainings model the videos. So if you watch the
videos first, the in-training will be a lot of repeat, but you will
have that personal contact for questions.

It's not actually, especially if you've used Gmail before. If
you’ve use Outlook before, it is a different way of doing it. If
you’re a heavy calendar user, sharing calendars, doing all that, it's
different. If you go in and check your e-mail and hit reply, yeah,
it's exactly the same.

>> SPEAKER: Is there any interface connection with Android
devices for other Google accounts that are existing on those devices?

>> SPEAKER: Yeah, you can use -- if you have a personal Google
account, you can have a Pima Google account, as well. I have an
iPhone, and I can switch back and forth.

>> SPEAKER: Right, but how does that connect if you're already
in that device in another Google account.

>> SPEAKER: You have your personal Google account already set up
on your device. You go in your device and there are instructions on
the web on how to do it. IT can help with you that.

Basically hit add new account, and you have two completely
different accounts on the same device.

>> MS. KIMLISA DUCHICELA: Any other questions before I move us
along?

Okay. Thank you so much, Chris.

I am going to move my faculty emeritus a little bit and ask for
Debbie Yoklic to come up.

And then I’m probably going to, if Julie is okay with it, run
through the provost’s report, since I've got like an entire room of
provost report here.
>> DEBBIE YOKLIC: Good afternoon. Maybe I can be even quicker
than Chris.

Okay. So there are four board policies that are going to the
board for the first reading. Usually we try to bring to senate after
that, but due to the timing you're getting it beforehand. Policies
will not be posted until after the board meeting, which is Wednesday.

So there is 3604, library services; 3103, student attendance and
participation; 3105, curriculum. You just got that change yesterday.
Is that right? Okay, yesterday. Hopefully that addresses the
concerns that people expressed.

And then 1101, prime policy, went this morning to staff council.
It's going on Monday to Governance Council, and then Monday afternoon
to study session.

For that one in particular, if you want to say, Oh, this is
wonderful, that's very nice. But in particular, if you have anything
you would really like to be considered, you can either let myself or
Kimlisa Duchicela know, because we were on the group that worked on
the revision along with the board chair, the attorney, and Don Harp
from staff council.

Are there any things about those four policies that you would
like to discuss or ask or let me know at this time?


>> MS. RITA FLATTLEY: I am not sure if I had -- if this is the
most recent 3105, so...
>> DEBBIE YOKLIC: What's in blue? How many things in blue?

>> MS. RITA FLATTLEY: I didn't print it out in color.

>> DEBBIE YOKLIC: Oh. How many things underlined? One little paragraph?

>> MS. RITA FLATTLEY: Three.

>> DEBBIE YOKLIC: That's the old version.

>> MS. RITA FLATTLEY: Does that mean you have taken out this thing about flexible fee structure and hiring practices?

>> DEBBIE YOKLIC: Yes, ma'am. So the solution was that in 3105 curriculum, the only thing that's added that was put -- that was added was something that should have been in it, the last rendition just a month ago.

3116, educational contract training and services, and 3201, occupational program external advisory committees are not being deleted. Therefore the information from those two policies are no longer included in 3105.

>> MS. RITA FLATTLEY: Somebody just handed me one of the blue outlines, and it still has this sentence that says, The development of flexible fee structures and hiring practices will support education, training, and services.

>> DEBBIE YOKLIC: No, that's not correct. That's taken out.

That's gone

>> MS. KIMLISA DUCHICELA: I sent it yesterday afternoon.

>> DEBBIE YOKLIC: It's very recent.
>> MS. RITA FLATTLEY: Okay. So this is the old one too. It becomes very complicated for us to get stuff barely before meetings and then a revision and a revision. It's very problematic to try to keep up with what's what, despite good efforts.

>> DEBBIE YOKLIC: I hear you. There is nothing I could have done in this case. It's not always -- it's rarely me. I'm just the messenger.

Yes?

>> JOE LABUDA: Debbie, I just want to thank you for working on the library directors on the library board policy.

>> DEBBIE YOKLIC: There is a number of misunderstanding about that, lack of communication. I also appreciate that the library directors were open to suggestions that Jeff and I made.

So it was a good process overall. Hopeful that that will go forward. Anybody else?

>> MS. KIMLISA DUCHICELA: Anything else?

>> DEBBIE YOKLIC: I have one more thing.

I know that Kimlisa has referred to this, but this is the first -- we are ending the first stage of the policy review. There is still a few lingering, but mostly we are done. The next stage, we have started this, and mostly it's the units, responsible units that are doing this. Which means the chancellor's office and the board have a group, also.

We have until June of '16 to take all of the Regs and the SPGs
and convert them to administrative procedures. Some will be just change the number, but there will be a significant number that will come to you.

A suggestion might be for senate to form a smaller group or groups to look at these so that the only things that you need to discuss in this larger group are the ones that you have concerns about.

Otherwise, it’s going to take a great deal of your time, and I don't want to do that. There is lots of other things that senate needs to spend time on.

I know Kim is working on that, but I encourage you to really step up for that.

>> MS. KIMLISA DUCHICELA: Okay, yes, that is true. We had talked about that a little bit and possibly the possibility of teaming up with staff council, bring a few from staff council, a few from senate, to look at these things in a more global area.

Jason and I can talk about that, and I will be sending out an e-mail requesting for anyone who would like to look at these, because there is going to be a lot of them. A lot, lot, lot, lot.

Then, you know, we can catch any big red flags. Of course the full senate would have to look at them, too

>> DEBBIE YOKLIC: They will always be posted. They will be sent to you and posted for a comment period, but do I need to -- do you want me to mention all 125 of them or however many there are going to
end up being? All right. Thank you.

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

Next I am going to move down, because I’ve got a whole bunch of people at the back waiting for the chancellor’s report. So I’m going to go ahead and see, Erica, how would you like to proceed?

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

Wow. I’m not convinced. Happy Friday.

All right.

So I have a few things for you this afternoon, and we also have some presentations for you, so I’m going to try to move through these without delay.

First order of business, we have been announcing the arrival of two new employees, and I would like to take this opportunity to have some introductions for Jeff Thies. Come on up, Jeff. Executive director of developmental education.

And then we will have Bruce Moses, AVC of accreditation to also give some words of welcome for you.

>> SPEAKER: I’ll be brief. I know the only thing worse than keeping you from lunch is keeping you from your weekend. I have been a mathematics instructor for about 20 years. Started at a junior high, working my way up through community college.

During that time, I have taken on some leadership roles. Most recently became the dean of academic studies four years at Lee College in Baytown, Texas. I have migrated back to Arizona, which I
am extremely enthused about.

Things are bigger in Texas maybe, but definitely not better. The whole family is glad to be coming back. Just a brief message on developmental ed. Redesign recommendations. Obviously if you've looked at the strategic directions of the college, 2.1 is my primary goal at this point, and that's to make sure the redesign recommendations are implemented.

Keep in mind, that includes much more than just coursework. The developmental process begins, as we saw earlier, with new student orientation, that on-boarding, that entry for students.

Goes through their progression through the developmental needs, having multiple pathways, design for their needs. Working with adult education, working with workforce development, working with ESL to make sure our students are headed in the direction. That's going to help them improve their lives and the lives of their families.

So at this time, if you have any quick questions, I can answer them for you. But I do recommend you contact me over the next couple of weeks. I'm trying to visit every campus. Do some informal conversations with as many people as I can.

We can have a little more in-depth conversation, but if there is anything you're interested in knowing right now, I'd be happy to see if I can answer those questions

>> SPEAKER: (Off microphone.)

>> SPEAKER: That's a good question, because it was brought up
earlier. I am one of those new administrators, but I'm currently at
the District Office. I will be housed at a campus, which campus has
not been determined as of yet. I hope to have that -- I hope to be
moved on to a campus before summer starts.

Back to your question. I have learned a lot of things at
orientation. This is day 5. 4999 will get you to the provost's
office and they can get you to me. Don't have a card yet. I do have
an extension, and being a numbers guy I should know it, but I don't

>> ROSA MORALES: I'm going to be contacting you because I have
some ideas and some interest on learning about what you have done in
Texas. I was in Texas myself, so it's good to have you here.

Welcome.

>> SPEAKER: Thank you. I appreciate it. I look forward to the
conversation. Bruce?

>> SPEAKER: Good afternoon, Pima College. I'm Bruce Moses. I
have been working in higher education for 22 years. I spent my first
17 years at Eastern Michigan University. The next three years at
Northwest Arkansas Community College.

Then I was just north of here in terms of a college for a year, a
little over a year. Then I went on to Northwestern University and
Kennedy King College in Chicago.

I guess everyone knows that accreditation is a big part of our
strategic planning process over the next year to two years and
beyond.
One of the things I'm hoping to do is build some great relationships with you folks here in the room, faculty.

Criteria 3 and 4 is the core of what we do. Teaching and learning and evaluation and assessment. Those areas are the areas that we are going to have some focus on as we move forward. We are going to build some new processes and systems around those, and we are going to tweak and improve on some processes.

I look forward to working with you all. My area is a service provider. I have a dotted line to everybody in this organization.

So as Jeff said before, you can reach us at 4999. I'm in the provost's office, but I will be out and about wearing out shoes over the next 18 months.

Whatever you need to do, if you need me to come speak to a group, individually, whatever it takes, just contact me. Thank you.

>> ROSA MORALES: Welcome.

>> PROVOST HOLMES: Did everybody get the phone number? Thank you, Michael. You got me off the hook. I'm no longer the correspondence secretary.

That's a good segue into the HLC update, which we are still waiting on the final decision. As we mentioned last month, they do have up to 30 days, so we are still waiting for that final decision. In the meanwhile, work is going on. I know that Kimlisa and Julia and chairs and others have been diving right into working on criterion 3 and 4.
We will keep working as the units start to evolve into their unit plans. And also realizing we have to keep focused on all of the new policies and procedures that we put into place that went into our HLC report. We really have to make sure that we are working on carrying out what we prescribed in that report.

Because we do have a lot of new policies and procedures, and we are going to be assessed on how well we carry those out. We don't want to lose sight of that.

Good news. This afternoon I was in attendance at the State of the City address, and our honorable mayor gave an address of the activities and progress in Tucson. At that particular meeting, Pima Community College received a special award. It's the Tucson Chamber Legacy Award. I think it's a really good thing for the college to be proud of, and it's going to be displayed in the chancellor's office.

It's a good way to make sure that we are steadfast in being out in the community, continuing to make partnerships, nurturing those existing partnerships.

This afternoon a group of us will be attending the Tucson Urban League event tonight. We have to stay out in the community and continue to bridge where we have gaps in the community.

I know all of you may know of some other things that are coming about, and when you do, it's a good idea to let our public relations department know so that we can get the word out of all the good work that we are doing to connect to the community. That's a really
important part of achieving our mission.

The Arizona Academic Team scholarships. Each year the college selects students who demonstrate outstanding academic achievement and leadership of the all-Arizona Academic Team scholarship.

The program provides full tuition for two students from each campus. A few weeks ago we were in Mesa to attend the event. We had 12 representatives, two from each college. So we had more representatives than most of the schools. We are very proud of that.

Our students represent us well. The report, along with their pictures, is available. So if you see these students, please take a moment to congratulate them and let them know how happy we are about their achievements.

Then also take a moment to pat yourself on the back, because you helped the students to achieve their academic success and their outstanding scholarship. Without you, that would not happen. So we want to continue to encourage our students along these pathways.

The marketing department is releasing very soon a new marketing plan for the college. It's a good opportunity for us, because this is our opportunity to identify programs, courses, and services that we would like to highlight internally and externally in the community.

So some of them may be visiting you in focus groups. If not, you may just submit an idea to say, I think we should market along these lines. All of that input is encouraged, and it will be appreciated.
We are looking to really turn upside down our current status of marketing and really be out there publicly, to be out there in different venues to have our name out there often, but also to re-emphasize to students and the community at large the status of our accreditation, that we have programs of value, and that the community college is still the best choice for education.

One thing that I'm going to be working on with the vice presidents and presidents is our messaging, and some examples are when we have major events, we want to work on getting a message that's consistent and that's timely, so that campuses are getting the same information and that they get it as much as we can at the same time. So maybe West won't get information four days before East, and, you know, different things such as that.

So we know important initiatives. We want to try to collaborate more, and I think we can do that to get you all the information that you need, but also get it to you when you need it and in a timely manner.

The same for student services. So any kind of major initiatives we're going to try to work together to get a consistent message across.

We have three other topics, and I'll ask the presenters to come forward in this order. First, on-time registration. We have a presentation from Nic Richmond. This was a request. At the last senate meeting you requested data for on-time registration, so we
have that for you today.

Update on the program review process. Carol Hutchinson will do that. That will be followed by an update on the district-wide scheduling summit. The presenters will be Ted Roush and Mary Beth Ginter.

One other announcement. We had a very good morning with the department chairs. The audio from the department chair meetings that occurred this morning are posted on the Internet. Okay? So if you weren't able to attend, please get the audio.

Nic?

>> DR. RICHMOND: Thank you, Dr. Holmes. Good afternoon, everybody.

Thank you for letting me be here today to share with you some of the data related to on-time registration. There are a couple of different things I'm going to show you, and I have a number of charts to go through.

Firstly, what we are looking at here, we are looking at unduplicated head count as a function of the days before or after the start of class. So to set you up, the zero on the bottom here corresponds to January the 20th --

>> SPEAKER: Could I ask you to turn the lights down just a little bit so we can see it a little better?

>> DR. RICHMOND: I have no idea how to do that. Maybe Debbie will save me.
Better?

Okay. Good. So the zero on the bottom here corresponds to January the 20th, the start of traditional classes this semester, and then we look four days before that and four days after that.

For this opening chart we are looking at spring 2011 through spring 2015 and the daily snapshot that we take of the unduplicated head count on each of those days. Now, as we all know, we have had an enrollment decline that's been going on for several years, and we see that in these data.

So spring 2011 is at the top, and then '12, '13, '14, '15, is down here at the bottom. So a head count around about the start of classes was about 22,000 students.

Now, there isn't much you can see on this trend. You will notice there is a slight increase in the gradient, in the change of the unduplicated head count in these three semesters, which we don't see so much in the current spring semester.

And you also notice the difference between these two lines is smaller here than it is over here after we got past the first day of classes.

But to look at this in a different way, let's take a look at the percent change day to day for the same semesters. This is a little bit busier of a plot. But, again, this time we have the percent change from the previous day to the current day. Again, zero here corresponds to the first day of classes on the 20th of January.
You'll see that for three of the semesters we have a big peak in the change in the unduplicated head count, about 5%. This corresponds to spring 2012, '13, and '14. We look at the current semester. We saw a 3% increase on that day.

So it was quite a bit lower than we have seen in the three previous semesters. And for some reason spring 2011 looks a little bit anomalous to all these. I'm not too sure what was going on that semester, but the trends were a little different then. But certainly for the four most recent semesters, for the current one we had a 3% increase, and for the previous ones we had a 5% increase.

Then once we get past the first day of classes things are kind of a little all over the place, but they are a little more consistent across the different semesters.

But we had a couple where we had a decrease in enrollment on the second day.

Now, one of the things of course that you all put into place, this on-time registration, was the addition of more late-start classes. So for those students who were not ready and registered for classes on, say, the first or second day of classes, they had alternatives that they could register for the 14-week sessions. That's reflected here.

The chart shows the five spring semesters along the bottom, counter sections along one side, and the blue bar corresponds to the number of 14-week late-start classes.
And this semester we had a little over 300 of those; whereas in previous semesters it's been closer to 150.

So the analysis I showed you on the previous slides we did on about the fifth or sixth day of the classes. We repeated that a little bit later in the semester so we could look at the enrollment change through to the 14th day of the class.

When I say class, I should say the semester. So this would pick up any enrollment that had happened in any of our classes.

So this first chart shows you the full timelines. So from four days before the start of classes through the start of class where we had that 5% increase for some semesters, and then going through to 14 days after the start of the traditional semester. This is the day when the 14-week sessions would begin.

We look in more detail of the period from 8 days to 14 days after the start of traditional classes. This is when we would expect to see some of the enrollment going on for the 14-week sections. Now, notice the scale that we have on the Y axis. The scale is very different from before. So we are looking between a 1% increase and a 1% decrease in enrollment. Not the 5% that we were looking at before.

If we look at spring, which is in this orange color, it's the one that goes through here, you notice on the 13th day, so the day before the start of the 14-week sections, we had an increase in enrollment on that day which we didn't in the previous semesters.
Likely the students who were getting registered for those classes, because they need to know before those sections begin. Where we see an increase is about .3%, so it's really a quite small change.

Then we get to the first day of classes, the range is from about .3 down to minus a tiny little bit in terms of enrollment for the semesters. The current semester is kind of in the middle of those, so maybe slightly lower.

So that's currently what we see when we look at the on-time registration numbers. To get a full picture of this, of course we need to look at the end of the semester. We have the eight-week classes, the second eight-week ones that haven't started. We have the five-week classes that we also need to look at.

Of course one of the driving factors behind this is that we know students are more successful if they register for that their class and are there from the first day of class. We also need to look at student success during this semester to see how that may have been impacted by this change in process.

But this is the preliminary information that we have. I was here early on today to share the same information with staff council. They had a couple of questions about the data, but one of the things that really stood out from a couple of them were comments where they had had contacts, students who had reached out to them, said, Well, we contacted faculty members to be able to get into some of these
classes when we miss the class. We didn't hear back from the faculty member.

They had a concern that maybe we were losing some students because they weren't hearing back from the faculty for how to get into the classes. I wanted to make sure I mentioned that so you heard their feedback, as well.

And with that, if you have any questions, I would be happy to try and answer them.

>> MS. KIMLISA DUCHICELA: Any questions?

Do you think that by the end of this semester you'll have some kind of direction for department chairs in general about, you know, the numbers of 14-weekers that we need to do or if we should not concentrate so much?

It was hard to tell if we should concentrate so much on 14-weekers and just say, We've got second a eight weeks and how soon do you think that would be available, knowing that we won't get back for first Faculty Senate until after it's too late? Do you know what I mean?

>> DR. RICHMOND: Yeah, there is some information we'll be able to look at. Later this semester, for example, we'll be able to tell you what number of students registered for the different 14-week sections. Which 14-week sections got canceled. We can also look at what classes -- are there particular classes that stand out where the students registering for them seem to be later or they were trying to
get into class, say, day 4, day 5, and we didn't have 14-week sections.

It might be useful if you can offer a section of fill in the blank.

We can also have a look at the second eight-week classes to see what the enrollment looks like. So we will be able to give you some ideas, kind of some pointers of what we are seeing in the information that may be able to help you, and hopefully we'll have preliminary information during April; would have something more definite when you come back after the summer.

>> MS. MARYKRIS MCILWAINE: So I want to compliment you on the colors you chose for the different lines representing the different semesters on all of the plots and graphics that you have used.

One of the things that I hope you might consider doing for maybe future drafts of the presentation, though, in your first slide you had the bright blue color assigned to spring 2015, but that didn't remain consistent across the slides.

So, for instance, on this one that we were just looking at, suddenly then spring 2015 was represented in the orange. For those of us who are very aged and have bad eyesight, I had trained myself. I was like, Okay, I'm looking every time for the bright blue, and then you very graciously were using words to tell us what we were seeing, which is a great presentation technique.

That's the only way I knew that the colors had switched
DR. RICHMOND: Yes, and there is actually a sorry saga about this, because the first charts made out work on excel on a windows machine. The other ones I was doing, because it was time sensitive at 4:00 in the morning on my mac at home, and I don't have excel on my mac so I was using numbers.

Numbers, apparently likes using big circles for things. When you take that and you try and put it into excel on your office machine, it either won't let you, it does something really weird, or it keeps corrupting your PowerPoint presentation.

So I agree completely, and I would normally be consistent throughout. Hopefully next time I will be

MARYKRIS MCILWAINE: Thank you. I see now it wasn't just, Hey, I'll just switch it up. I can understand that your mistake was purchasing an any apple products, but I will try to forgive you and love you anyway going forward.

DR. RICHMOND: Actually spent a lot of quality time yesterday going, Why? Why would it do that? It annoys us when we can't make our chart do what we want it to do.

MS. KIMLISA DUCHICELA: Will we get any data as far as how successful -- will we be able to look and see if students did better with this on-time registration, and will we know if we lost any students that just tried to register and just never came back?

DR. RICHMOND: Some of that may be tricky. Whether we can see students who attempt to register a class and can't, I don't know how
that's reflected in the tables. We can look into it and find out.

We can certainly provide you comparison information looking at the success of students as a function of when they registered for the class, be it those students who were there by the start of the class or maybe those who were added later. We can break things out in that way.

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

>> ROSA MORALES: I have a question. I just want to thank you and Carol Hutchinson. We met with her yesterday, and she was giving us very good data about our progress with social services. I was able to learn that for the past three semesters our enrollment has been steady at 545 students, so I was very pleased as a department chair to see that.

It will be good every semester the department chairs receive that type of information so we can make sure of our progress. Thank you.

>> DR. RICHMOND: Absolutely. So the group knows, we are working on a new kind of report that will give you much more access to enrollment trend information. So you will be able to see five-year trend and drill down by campus and subject area and program.

>> SPEAKER: Being there on the first day of classes is an indicator of your success for that semester. It looked like there was kind of a, because of the on-time registration, fairly significant uptick in 14-week registration. So the students that would normally have started late now start on time. I'm wondering,
was there a big enough uptick that we could statistically tell
whether or not letting a student that misses the first week of class
sign into a 16-week class is actually a detriment and we should have
them, say, oh, maybe you should go sign up for this 14-week? I'm
just wondering if there is going to be enough data here to support
that.

>> DR. RICHMOND: Hopefully so. Without checking the numbers, I
can't tell you for definite. To give you an idea of the number of
students we're looking at, when I show you the first chart where we
have the 3% increase on January the 20th for this semester, that
corresponds to about 1,196 enrollments. So that's a fairly
substantial number.

Now, were those students registering on the first day of class
for a 16-week semester section or for a 14-week? I don't know.

And we'd need to check that before I could really answer your
question. But we will take that into account as we are looking at
the data.

>> SPEAKER: I know you told us this morning that we would have
more access to the information and the data and we'd have more
interaction with your office. Rosa is saying that social service,
they had received some information about what was going on with their
group of students.

If a department such as psychology, which is where I'm a part of,
if we were to ask for that information to kind of see what the trends
are, we could receive that information from you?

>> DR. RICHMOND: Yes.

>> SPEAKER: Great. Thank you.

>> SPEAKER: (Off microphone.)

>> DR. RICHMOND: Yes, there is. There is a dashboard that we have available. It's going to be posted to the PIR website soon. It's actually available through the institutional response document apparently, because it's one of the pieces of evidence we provide to HLC. If we get that, we could e-mail that to you for distribution.

That particular report gives you five-year trend based on the student-selected program that they identified themselves in, and you can see by campus, reason for attending, and program code and look at specific information by campus, longitudinal trends for five years, breakouts by race, ethnicity, and gender.

Other reports that will be released soon in the same kind of format include a moment by subject code, retention, persistence, completion, and transfer for those areas for which it's relevant.

We can also use the same approach for other kinds of data, as well. That's our starting point primarily because it linked very strongly with what we currently use for program review. It also starts to give you more information about what's going on in your programs, which in the past is not something that we have done. We want to start doing that.

But if all those reports are released, if you see anything,
(Gasping) We really wish we had that. Let us know. If it's feasible, we will add it.

>> SPEAKER: So you mentioned that the staff this morning, or when you met with them, mentioned that part of the problem perhaps students contacting faculty and faculty not getting back to them. I also heard that from some students when they went to register and it was past the registration deadline that they weren't giving options by the staff.

So are there any data being collected on where might be the problem, whether the factor the staff? Just in an effort to rectify -- prevent them from not registering altogether

>> DR. RICHMOND: For some of it it's difficult to get to, though I agree completely. It's something we need to understand whether a process can be shored up a little bit.

Some of that we really need direct student input on kind of what worked, what issues they had, where the challenges were with the changes in the process.

We could try and look into that through holding some focus groups. We could also survey students who registered for classes this semester and ask them.

>> SPEAKER: Yeah, I think students who registered and then dropped or perhaps were registered for the fall semester and then dropped in the winter. (Indiscernible.)

We do a survey and ask them what -- now, granted, I'm sure a lot
of them are not going to participate in the survey, but at least the ones that do, maybe it will be informative.

>> DR. RICHMOND: Good idea.

>> MS. KIMLISA DUCHICELA: Okay. Thank you.

>> SPEAKER: Good afternoon. I'm Carol Hutchinson from District Office program services, and one of my jobs is program review.

So to segue with all the information that we have heard just previously, program review is going through a transition this year.

We’re looking at a lot of new data. Some of that are terms that you have been hearing already.

I’m also working with program planning and institutional research to get this data out to you more.

So when we go through program review, we try to look at data across all of the disciplines in a uniform manner so that we are comparing apples to apples.

So most of the data that we are looking at in program review is 45th day data.

There are now this year six key areas that we are going to start focusing on with program review, and we are looking at five of them this year. They are enrollment, which you have heard of from numerous people. We have a dashboard that provides that information.

We have persistence. So persistence, the way the college defines it is when a student, for example, takes a culinary class in the fall, they are persisting and still taking some sort of class in the
spring, so they are still with us in the spring.

Now, this is new data to the programs, so we are looking at them taking any classes, and we are also looking at their persistence staying within that discipline.

So there are two numbers that faculty are looking at. There is also retention. So that's the third one. Retention has to do with a student taking a culinary course in the fall and still being with the college taking coursework in the following fall.

So that number is a little bit lower district-wide. We have district-wide numbers for these, but this is new to the programs to see it by discipline.

We are getting elementary information and baseline data this year when people are going through review.

The fourth thing is graduation. So there is two things when we think of graduation, because we have both our occupational programs with certificates and degrees, but we also have those transfer programs. We have a new report that shows transfer information. We are still working on it with PIR to get it a little bit better refined.

When I took it out to the programs we found some issues in trying to interpret the data, so we are looking at graduation transfer rates.

The fifth thing that we are looking at is student learning outcomes. I'm sure that's not new news to anybody. It is one of the
things that we have consistently been talking about in our monitoring reports.

So in program review this year we are trying to concentrate on the program-level SLOs. So everybody has course-level SLOs, but we also should be having program-level SLOs. And for the occupational programs, those are now posted on the Internet site for their degree or certificate, so you can find those up there.

And I'm going to continue to work with the planning and institutional research so that we can get more data on the student learning outcomes.

The sixth item that we, as a college, have had a problem gathering is job placement. That's going to be a key thing. There are numerous federal initiatives that are asking the college to report job placement.

So that will become a key thing in the future. This year we don't have any information for that, or very little.

Other things that we are looking at this year is we did create a report for student intent, but until we get some better advising and counseling, as you know, our student intent data is kind of out there. We've got not really good data as far as which students are actually in a program of study and looking to complete a degree or certificate.

So as a college, we're going to be working stronger for that.

Another new report -- and many of these are being driven by the HLC
and our strategies there -- is a faculty report that gives us, by
discipline, the faculty, their credentials, and some of the courses
that they have taught.

Now, that report also I'm working with the contracts office
because there was some flaws in it. So we are trying to get it
better so that when I bring information out to you it's more
accurate.

But as a college, we are required to report on our website all of
the faculty and their credentials.

So those are some of the new reports that are coming through.
I'm working with PIR so that we can kind of get those combined. I
have spent over three to six hours with the programs in review. I
appreciate the faculty's time going over all the new data, and we're
going to see if we can combine some of that and get it into a more
concise figure.

The other thing is is that the process for review. We are
getting to the point right now that April will be where we are
looking at the action plans, and we are going to ask for signatures
from administrators this year.

That's the other new thing. And that's a real snapshot. If you
have any questions, join a program review work group. (Laughter.)

No, if you have any questions, I'd be glad to answer them.

>> MS. KIMLISA DUCHICELA: Okay. Well, if any questions come in,
I will e-mail them your way.
Alrighty.

Thank you. I think Ted is up next. I think I owe Ted a Starbucks.

Good afternoon, everybody. I hope everybody is enjoying their Faculty Senate meeting.

I have been invited here today along with my colleague, Mary Beth Ginter, to talk a little bit about the scheduling summit that we held on February 12.

Surprisingly, some of the words about that got out and there were misunderstandings. That's a rare thing at Pima. (Laughter.)

Probably the first thing I should tell you about, the scheduling summit is part of the schedule development process. There is a chart done of that, and it gives phase times for development of the schedule.

The last couple of steps are steps that say vice presidents of instruction will come together and review the college-wide schedule and make adjustments.

So that's part of a process that we do every year. What we changed this year was that when we came together for that process, we included the academic deans, as well, to give us a richer picture of how things were looking.

So why were we doing -- putting together a richer picture? I think everyone that's been up here talking today has basically given you those reasons.
We have some declining enrollment. You may have heard of that.

We have some budget challenges. Someone else talked about that. And from that, we get the idea that we need to make the best use of our resources.

So when we look at the schedule, we pulled down the enrollment data from successive semesters. Because our process for pulling down data is kind of antiquated, it is quite cumbersome to do so. You have to pull up different reports from different areas. You have to pull them out of Banner and load them in East Campuses cell.

It's quite an involved process. There aren't any magic charts that have nice colors on them, blue or otherwise, that will help you see those things.

Anyway, so the VPIs and deans got together and had a really great meeting to look at friends from one semester to another and to see where there were opportunities to improve.

What does improvement mean? It means looking at classes. Let's pick on sociology. Let's say you have 16 sociology classes in the district. You're comparing sociology 101, and you see 15 of them that have 26 or 27 or 28 people enrolled, and you have one that has 12.

I hope it would not come as a big surprise to a lot of you that we would consider that for saying, if there were space in other classes, that this one little guy out there is probably a place where we could be more efficient.
Likewise, across the district at every discipline, we look at that the same way. We look for those classes that -- what about if there are a number of classes and their normal seating capacity is at 25 and they are all enrolled at 18.

A lot of you would say, well, 18 is a good class. Well, if they are all enrolled at 18, we might be able to pull one or two out of there and get them closer to their seating capacity. That saves us money for adjunct faculty or allows us to use full-time faculty in a better way more effectively.

Our overall FTSE rate for the college is 21.1. That's the goal all the campuses are funded against. But when we make decisions, when you're at your campus and you talk about what's break even and what's not, the general break even point is about 18 or 19 for standard classes.

When you get off into the labs and when you get off into nursing and aviation, things like that, the numbers are different. But if you're running a standard three-credit class and it has less than 18, you're losing money on it.

And we are not in a position right now where we think it's the best idea to lose money, because the translation for that is cutting in other places. You've already heard -- some of you heard from the chancellor and other folks, David Bea, who tell you 80% of our costs are in personnel.

So we kind of like to be as efficient as possible to be able to
keep as many people around and still serve our students in the best possible way.

So that's the biggest, broadest brush of the process. I think some other people -- there are some other things out there. Like, for instance, in Meet and Confer right now, one of our tasks is to rise the retrenchment process just to make sure that since it has been looked at in, what did we agree, Julia, 10 or 15 years since the last time we looked at it? We thought it might be a good idea since we were facing harder times that we looked at that and make sure the process was up to date.

There is no connection between Meet and Confer looking at retrenchment process and making sure it's a proper process and canceling classes.

No one is canceling anybody's classes so that they won't have a job anymore. That's not what anybody wants. But some people have come to that conclusion. Please don't make that.

There's also conversations to the effect that in the college overall, as we go forward, is how are we going to determine the programs are effective? In other words, are you spending a tremendous amount of money for three students in a program? That's not even something we talked about at the scheduling summit, but it is something on the horizon.

Again, when you have limited resources, you have to make the best possible use of them.
So are there some questions for either me or for Mary Beth?

>> MS. KIMLISA DUCHICELA: While Duff gets the mic, is this going to be a guaranteed schedule? Does this have anything to do with guaranteed schedule, which is also a rumor?

>> SPEAKER: Thank you for the setup. So one of our longer-term goals given to us by the chancellor is being a more student-friendly college, to have schedules that don't have classes canceled in them.

Now, that is not our motto that we use now. We offer a lot more classes than we actually end up running, and that's because we are trying to hit those efficiency levels and make sure we have enough money to keep the lights on.

What we'd like to get to -- and we may run some tests on this in the fall in certain disciplines; I don't know that any campus in particular has something like that -- but we want to start testing some models. We will at Desert Vista. We will have a couple cohorts that will offer standard degrees then and guarantee them and see where that goes.

So we will be the canaries in the mine to see how that could work. But lots of colleges do this, so there is no reason why we can't find a way to do that. If we do it smartly, then we are better serving students because no one gets signed up for classes that they get yanked out from underneath them later on.

But scheduling summit, perhaps someone picked up on some certain words that we are moving towards a guaranteed schedule. Really very
little of what we are doing in this next fall schedule is going to be guaranteed schedule.

I think we are just adjusting our thinking and looking at the numbers and figuring out how we will do that. We do know that in general that would be fewer classes offered and more classes added closer to the start as the others fill up.

But we realize also that's problematic because you can't actually add a class the day before school starts and expect to find a prepared adjunct or full-time faculty to run in and teach the class.

So we are aware of that. Some of us, not our first rodeo, so we figured that out. But we are trying to figure out what will be the model, how will we best serve students, how will we respect the academic mission so that that all happens well.

Question coming?

>> SPEAKER: I just want to add a couple things here. I think Ted has been giving the meat -- if you think of a sandwich -- the meat that's going on with the scheduling. I want to give you a couple pieces of bread on either side. One is just a bit of the history of this.

When Jerry Migler was here, he came into the dean meeting and he said, I think scheduling is not really 100% effective here, and charged that group to really tear apart and look at how we did scheduling.

It was a lot of work and a lot of valuable findings about areas
that we can attend to and fix. We're not letting that go. We have that in a kind of report, draft report, and recently Provost Holmes asked for that just so we can look at directions, positive directions that we can go in in terms of the scheduling.

Now, the other piece of bread then is just like the future. I kind of regret now that we call this a summit maybe, because I think everybody would start thinking this is this big, formal thing.

We just figured until we change all, improve all the areas, that it made some sense for the folks who work with you on scheduling to sit and look at these together, like a working meeting.

We think it was so positive for two main reasons: One, we found, as Ted was speaking about, some of the things that came up were like, You're kidding. We have two of the same classes at the same time?

Let's fix that. It's just some oversights. And the other outcome that we felt was really helpful was the tone. That we were able to have what used to be very difficult conversations and say, Hey, let's look at this. What makes sense for our college and for our students and have face-to-face conversations and keep the promises regarding the changes.

So that's like the beginning and the future, and then we will go back to the meat.

>> SPEAKER: The only thing I would add finally is that of course seeing that process through, closing the loop -- to use an SLOish word, you know, just to work that in now -- is that that's expected,
that we come back and we visit with our department chairs and leads and faculty in those areas to talk about what those plans are.

It's not as if we stop there. I hope the scheduling process is the same at every campus as it is at mine. We work hand in glove with our faculty and most all the changes come from them.

I might come back and say we really think we ought to lose this class, and then we have a discussion on whether or not we are going to do that. I expect that should be the process around the college.

>> DUFFY GALDA: Prior to the big to-do with HLC, one of the problems that we had discussed was the tendency to schedule online classes and that not coming out of faculty.

During the HLC monitoring report writing, we actually revisited that again in looking at modality of delivery as being faculty oversight area. I continue to believe personally that it should be part of faculty oversight.

I was wondering if at your summit you actually discussed the scheduling of online classes and how that is affecting face-to-face classes in areas where faculty think that perhaps that's not the wisest modality of delivery.

>> SPEAKER: Let me make this a two-part answer. The first part is, no, we did not discuss that at the scheduling summit. But I'm sure Kimlisa can talk about what they are talking about in the online task force.
MS. KIMLISA DUCHICELA: Yeah. We are trying to -- and I can't
(Off microphone.)

We are trying to do this in a very deliberate way where we only
schedule a certain number of classes, see how they feel
(indiscernible), and then adding classes.

The other thing that (indiscernible). A class should not go
online just because -- it should go online at the discretion of the
CDAC. That's how I feel about it.

So if the CDAC says, yes, this class should be online and operate
this way, then that's what we are going to try and do with, you know,
online.

Now, that being said, you know, if we say we've got a program
that's, you know, completable online, then we ought to make it
completable online. But before we put that program out there, we
really have to check with the faculty.

So we are piloting it in a couple of CDACs. Math, social
sciences, writing and lit are piloting in fall to see if -- a large
part of that pilot is to see how the schedule works and to make sure
that we are working across district so we are not stepping on people.

And also holding, you know, other people harmless.
(Indiscernible) RAM model. Has to do with so many different things.

But we are working on it. We are trying very hard to make sure
we don't step on the campuses.

>> DUFFY GALDA: One of the reasons I asked the question is
because I continually hear from students that they have never been asked about the modality of delivery they prefer.

You know, I have never heard of the college in a whole scale manner asking students when they register, when they apply for the college, what their preferred modality is.

I have never heard of the college actually contacting the community in, you know, random surveys to find out how potential students will prefer to have their delivery of modality served.

So I would hope in a holistic manner, as we are looking at scheduling, that we would also consider those questions.

Just as an aside, you started out saying there were misunderstandings with the summit. You know, maybe you might consider opening things like this up for observation like they do the board meetings in a large room where interested department chairs would be able to get firsthand or lead faculty or even other interested faculty would be able to hear what's going on firsthand to eliminate that type of miscommunication.

It's just a suggestion.

>> SPEAKER: I understand. And I don't necessarily object to that. It's just you don't want to -- it's difficult enough to deal with a group of 10 or 12. In fact, we got about halfway or a third of the way we wanted to during our meeting. So as long as people are there as observers and not trying to be part of the group, that would make us move even slower on that.
I'm kind of open to those things. There's no secrets.

>> SPEAKER: I want to thank Dee Lammers, because she said, you know, before we get all these changes going, let's just get together and talk about this. So that's why I said summit. You know, it's just kind of a working meeting. I think you're absolutely right.

What anybody in this room can do is stop and see who are my colleagues in terms of discipline and scheduling and go ahead and do that and just go ahead and have that same kind of meeting prior and stay in touch with us and stay in touch with VPIs and deans. Then it is very collaborative.

>> MS. KIMLISA DUCHICELA: Mark?

>> SPEAKER: I was going to say... (Off microphone.)

>> SPEAKER: Certainly the deans group, in their proposal, recommend as one of their options centralized scheduling. We have an education master plan that's also being developed, and they also recommend the same thing.

So I would guess what I would tell you now is we are staying with the process we have now and see how these things all fall out and whether we want to go to a centralized scheduling model.

Certainly there are multiple ways the college is looking at how it will go forward. Discussion, just department chair task force. Pollyanna, if you want to jump up here, you come right on ahead.

But one of the things is talking about having a -- I'm oversimplifying this -- but having a department head or department
chair that's scheduling, let's say, biology across the entire college and they are responsible for all of that.

So that would change the viewpoint. That would be kind of a sectioned out centralized scheduling. Same thing with writing. Same thing across the board.

That's one of the options that's being talked about. Don't know yet whether that's what we are going to settle on, but that's on the department chair task force, along with guidance from the chancellor is working on.

>> MS. KIMLISA DUCHICELA: Any other questions before I make a suggestion? I would suggest that for the next summit if you could perhaps even contact senate, we could see if we could find a representative to just give it a little more -- because there are some groups that do it really well. They do the scheduling really well, like math.

>> SPEAKER: And we recognize that.

>> MS. KIMLISA DUCHICELA: You all are just too organized, math people.

So something like that, I think, and it would avoid -- and also, if there is going to be an announcement about such things that perhaps it could come from one announcement to all campuses as the provost was talking about. I think that would avoid a lot of the concerns.

>> SPEAKER: We are also in favor of that.

Is that your report? Okay. Julia?

Before anybody rolls, we need to take a vote. So could you do the -- yes, really quickly.

>> JULIA FIELLO: There are handouts if you didn't grab them already. As Kimlisa just noted, one of my tasks today is to ask you to vote on something, which is why I am in the business section.

Then I have to talk to you about things like money and jobs, so I hope that's worth staying for at the end of a Friday. Perhaps that's interesting enough.

So our All Faculty Day survey is posted on PCCEA.com. If you would like to see all of the data, they are there along with all of the comments. Not edited, just as present.

The one thing I need from you today is a vote on when we hold All Faculty Day next January and in the future. The reason we need it now is the academic calendar for next year is in flux, and we are going to have to, I think, go to the board if we want to change -- get permission to do that, since the board approves the calendar.

The majority of faculty did not prefer Friday as the day for All Faculty Day. I think the large part this year that was tied to so much information coming that they would have preferred to have before adjuncts' meetings and such.

Our executive board has talked about the other options. There
was no overwhelming consensus for an alternative, but our exec group is suggesting the second day of accountability, which would be Wednesday. That way you come back, get your feet wet.

We don't want to do it Thursday. Those are typically the adjunct nights, so we don't want to have two things in one day. So Wednesdays seem to be the only other choice.

That is our recommendation. If you have a different one, then we will of course back and forth that. But if you're comfortable with that, I would prefer a vote from senate letting me know one way or another.

>> MS. KIMLISA DUCHICELA: Is everybody comfortable with Wednesday instead of Friday? Because it has been thoroughly surveyed.

>> MS. RITA FLATTLEY: You need a motion?

>> MS. KIMLISA DUCHICELA: I need a motion. Give me a motion.

>> MS. RITA FLATTLEY: I move to hold All Faculty Day on Wednesday of 2016. Right?

>> SPEAKER: I second.

>> MS. KIMLISA DUCHICELA: Any discussion?

(No response.)

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

(Ayes.)

>> MS. KIMLISA DUCHICELA: Awesome. Beautiful. Now we are back in the report section.
JULIA FIELLO: Okay. Now I'm just giving you information.

The overwhelming majority preferred the one campus model, so that's what we will definitely move forward with. I will come back to you at some later date, and we will talk about topics and order and all of that stuff. We do not need to worry about that today.

But again, I encourage you to take a look at PCCEA.com if you want to see all the pros and cons and issues to mull that over.

The next thing I wanted to do is let you know something that's happening with Step Progression. I think this is one of those things where there are rumors flying and different stories in different places. Here is PCCEA's perspective on this.

Our current policy is quite clear, and on the handout I have cited you the appropriate language that we are to complete Step Plans this year and submit them by the last Friday in March. Any changes to that would require a change to existing policy.

So that is to have your step approved. That does not mean, as you know, that you will get one. The board has the authority to either grant faculty steps who have approved plans or not. And they have been absolutely clear that we are not getting steps and lifts this year. I know you all know why, right?

So completing the plan is currently our responsibility unless the board chooses to change existing policy. As of this point, we have received no direction that they intend to actively change policy. There have been no votes at board meetings or anything, and I assume
that's what that will require.

What they bring forward next year in steps is a different question. I am going to encourage you all to continue to follow through until and unless there is a formal board action. We have shared that perspective with the management team, trying to say, you can't just sort of say don't do a plan. You have policy in place that says do it. You have to actively change that.

Anybody have any questions about that?

The board has also indicated that it's not comfortable with steps being held in abeyance. It perceives that there is a financial liability. That's not our perspective. They still have the authority to grant or not grant. I did give you a little bit of data there for a perspective. We have gone multiple years without steps, and then those who had approved plans, once we got the step, you moved your one step.

So what will happen with that in the future, I do not know, but that's our advice for everybody this year, and I will be sending that out to all faculty.

The next thing I wanted to talk to you a little bit about, is we have been invited by the chair of the board to talk with them on Monday about two things, board policy 1101, which is one of the ones that Debbie spoke about earlier. I wanted to let you know that PCCEA is very much in support of having affected constituents more involved in the policy drafting phase. We have had that conversation. So I'm
very pleased to see that a lot of really good work was put into that prime policy to try and improve that. Really appreciate all the work that you all have done on that.

We will just provide that feedback to the board. The major issue that we are being asked to talk with the board about is the Baker Tilly report, which we are still wading through all the details and creating a handout for the board. That will be up on PCCEA.com by Monday if you wish to look, and these are open study sessions so you're welcome to observe.

But here, in short, is what we're going to say. This is the big picture. We think that many of the recommendations from Baker Tilly are good recommendations that we would support. Some we don't really have a position on, they don't really affect the work that we do, and then there is a key one that we of course have major concerns about. Baker Tilly cited that in short Meet and Confer looked too much like collective bargaining. And they were very concerned about that. They were also concerned about some of the things that maybe didn't occur in the past.

So I wanted to just give you a little outline. Some of the concerns we think that Baker Tilly elucidated were based on last year's different transitional type of Meet and Confer. We are moving into this interspace negotiation model. We didn't have guidelines for the first time in all of my memory. So one of the things they said is there are no guidelines for Meet and Confer.
Well, that was a one-year thing. We hope that that was just misinformation or misunderstanding. So we will try and clarify that.

We think there may be some current concerns that were tied to groups not faculty where there are pieces of other groups that maybe they just lump all of us together and it's working for us but maybe not for, say, AFSCME. I don't know. But that's a possibility that we will raise.

We definitely think that there is a major confusion from this organization regarding what it means to be a right-to-work state. Being a right-to-work state does not say you cannot be a collective bargaining state. That's a different issue.

You can negotiate contracts, and we do in Arizona right now, some people use a more collective bargaining model. Some use Meet and Confer model. Maricopa uses something that looks very much like ours, and it's a very collaborative decision-making process.

Nothing in being a right-to-work state mandates that. Right-to-work state language speaks specifically to whether you have to be a union member, et cetera, et cetera. So I think somehow those got lumped inappropriately, and we will be bringing the board, the statute, and explaining that position, and then also bringing them some data that show that we are not in fact out of line with standard practice in Arizona. So that's in short what we intend to say.

And we are very hopeful that our Meet and Confer process will continue as is. We think it's a very effective collaborative
problem-solving method, and we believe that we spend a lot of time solving college problems, not just faculty issues. We hope we work together to fix issues, and I can give you lots of examples from last year after this if you're curious.

Any questions about that?

Okay. The next thing I wanted to let you know, and this I'm sure many of you have heard some things about our role with the budget and what we have been told in Meet and Confer tied to the budget. I wanted to start off by letting you know that we have gotten much, much more active with AEA's lobbyist. In the past we had used AEA's legal services extensively.

This year we have used our lobbying services, and that has been hugely helpful. We have talked about the chancellor who has talked with the college's lobbyist. They are in communication. We are trying to make some connections with legislators. We are understanding much more from our own perspective how these bills are moving forward, the expenditure limitation bill, as well as Governor Ducey's budget.

So I will tell you that I'm very uncomfortable with what I'm allowed to say in this forum, because it has political ramifications, but we do have PCCEA.com, which is outside of the college's aegis, so I would encourage you, we are putting some information there about who to contact and what we think is going on.

That is, of course, going to change. The governor's budget is
going to the house and senate floor today, one at 10:30, one was
supposed to go at 11:30. I do not have the outcome, but things are
happening moment by moment on that. We will just try to keep you
updated there and definitely encourage you to contact appropriate
legislators. A group that AEA has been very successful working with,
they are a bunch of what I’m going to call, for lack of a better
word, pro-education Republicans in the legislature that are holding
firm, and I hope this is okay to say -- if it's not, somebody’s going
to come slap me really soon -- but the general sense from AEA is that
there is strong enough support for education and all the other things
that were cut in this latest budget deal yesterday that it is not
likely to pass as is either the house or the senate.

So our sense is that the worst-case scenario is not likely to
occur, but of course one never knows once they take the votes.

But I thought I would share that with you, for those of you who
are feeling a lot of concern. We are very hopeful that neither that
nor expenditure limitations will actually get through the senate in
particular.

Any questions about that part?

>> MARYKRIS MCILWAINE: I'm so sorry that this question is on the
previous part. I had a momentary lapse of attention as I tried to
take notes on previous things that you had said.

So this goes back to the Baker Tilly report. One of the points
that I thought might be on your sheet here is not on it. You don't
seem to say anything one way or the other about the Baker Tilly suggestion that it would somehow be a good idea to nudge the way we compensate faculty based on a market-based model.

Who are these people and what are they thinking? Where in the world do they get an idea that this is somehow a good idea? I'm sorry. It's offensive.

>> JULIA FIELLO: Baker Tilly, in my read, and as I told you I'm still plowing through it very carefully, doesn't isolate out faculty. I believe what they are really talking about for much of that is market-based for staff. You consider IT staff as a classic example, and that's one that's cited in the report. It's very hard for a college to get good IT people when the market is so competitive.

I believe that's where they are looking, not at the faculty ranks, but we have lots and lots of data from IPEDS that we can collect whenever we want to look at faculty salaries, and we know what our state salaries are and stuff.

So I didn't focus on that. I will keep that in the back of my mind as I prepare the document this weekend and see, if I see anything that looks faculty-specific.

>> MARYKRIS MCILWAINE: Thank you.

>> JULIA FIELLO: But I think more of the staff employee leaders will be more concerned about that aspect.

>> MARYKRIS MCILWAINE: Okay. I'll call off the dogs.

>> JULIA FIELLO: We'll see. Anything else there? Rita?
Another thing that I think there have been some concerns about from the Baker Tilly report was I think it does relate to faculty, the idea of so-called performance management and merit pay. You know, if you think we've got lawsuits now, I'll tell you...

JULIA FIELLO: I absolutely agree with that.

MS. RITA FLATTLEY: I'm actually (indiscernible) like everybody else. I feel like I'm left out of a trend (smiling).

JULIA FIELLO: I know. There are so many good lawsuits (smiling).

We have been absolutely clear in multiple arenas about how we feel about merit pay or performance evaluation-based pay until and unless we see a system that we think is truly objective and fair and easy to implement consistently and no ability to have capricious responses, so we talk about that routinely. I guess I didn't stress that because that's an automatic message we give them a lot.

I wrote down both of these two things, and I will keep my eyes on those two. I was more focused on the Meet and Confer concern.

So the last thing I wanted to talk to you about that has substance is that, as Ted mentioned, in our last Meet and Confer session, which was February 20, the management team came in telling us that we needed to look at a series of potential cuts to the faculty line, and I'm going to use that broadly. It's not just salary and positions and workload and sabbaticals. But there was
just sort of a list of things, and I can tell you that the team was quite startled and concerned.

We have met with the chancellor, and I have now sort of reframed that and I'm really comfortable with the frame. The frame is that if our budget scenarios force the college to look at significant cuts, then Meet and Confer is a very good place for faculty to be part of deciding what we would cut in what order and under what circumstance.

So it is far better for us to be part of that decision than it is to be just told, We're taking away sabbatical. That's the kind of thing that's happened in the past. We walk in there and they say, Well, you're not going to have this this year. We know step and lift, but other things that might be on the table, we want to be part of that conversation.

The other conversation we want to be part of is looking at the retrenchment policy, which I would encourage you all to look at. It's article 11. It talks about what happens, and it does use the word "layoffs." So let's say we got to the horrible worst case and we would absolutely require financial exigency for this, where we were looking at just wholesale layoffs, how do you do those? What are the rules?

So when we're not in that crisis mode, we are looking at the rules so that the rules are in place should we ever get to that crisis mode.

What we heard was we are sort of there. What we hear now is that
we are sort of planning scenarios in case we ever get there. That's obviously a lot more comfortable to be part of that solution. So I do appreciate that.

So our plan, as a team, we are looking at retrenchment. We are revising it. We have a wonderful financial exigency document from AAUP that we found that spells out how they work. Our policy is actually not very clear about what that looks like, but AAUP has a great model that we may lift from. We want to separate out very different scenarios. What happens when you reduce programs because maybe you don't have enrollment in that program anymore. That's a very different situation than enrollment decline college-wide or a true exigency case which is really the college could shut down.

Those are very different solutions. We are trying to break those apart and figure out what we think might be acceptable, and then once we have that, we will bring that to the faculty at large and get feedback obviously on something of this magnitude. This is not the kind of thing we make decisions about ourselves.

So I will give you kind of an example that you might think about is the kind of thing that we thought, well, this is something we could consider. You know that there are large reserves of unspent campus enrichment funds. That's not your personal fund but the stuff that rolls forward.

If, for example, the college could not afford to give us professional development funds this year, perhaps we tap into that
bank so that individual faculty also have access to funds but the
campus fund total drops a bit. Perhaps we use some of that to fund
some professional development for adjunct faculty. Right now there
are lots of mandatory trainings that are talked about in things like
Baker Tilly but no funding for that.

Those are the kinds of things that might be win-win, and those
would be the sorts of things we look at. Yes, there is not as much
of a pot there but then individual faculty would all still be hurt
less.

So I wanted to give you that as -- that's just an example. We
haven't talked about that with management at all. It's just the kind
of way that we are thinking. I wanted you to have a sense of how we
hope to approach that problem.

Any questions about that?

>> MS. KIMLISA DUCHICELA: Is there any call to increase our
workload or our class load?

>> JULIA FIELLO: Everything was put on the table as
possibilities. Certainly there were things that PCCEA would not
support. We would not support increasing workload, and we have lots
of reasons for that.

We would not support layoffs without exigencies. We would always
support retrenching faculty, moving faculty where they are needed,
retraining faculty before we would ever suggest laying off faculty,
but there are a lot of other things that we would support.
So basically what we were given was a list of possible things we might talk about and what we did not get was here are the things we are going to do. It wasn't presented that way. It was intended to be presented as here are some things you could talk through and decide what is tolerable and what isn't, and I can tell you that our team has discussed, and that is not a tolerable option for a lot of reasons. And we can walk through it.

So again, our point is that we would make some recommendations, and we will bring them to the faculty. We don't know what management will be directed to talk with us about, but that's kind of how we're approaching this. That was just the last meeting. We haven't met since. So we will see. Okay?

I just want to remind you that the proposals and schedule of meetings, et cetera, are up at PCCEA.com. Take a look at that, please. I also want to remind you always that there is a five-minute open public comment. So anyone is welcome to come to Meet and Confer and talk with us.

We have a PCCEA open house planned for the exact date that David Bea just said was going to be a college-wide meeting. That was March 27 in the afternoon, so we will have to perhaps change that, but I would like you to still keep that time slot open for something, either our something or the college's something.

And then finally, I just wanted to let you know that PCCEA leadership and sometimes senate and PCCEA are meeting with the
chancellor monthly, meeting with Provost Holmes monthly. Kimlisa and I just did that a couple of days ago, and also meeting with our new vice chancellor of human resources, Dan Berryman. So we feel like we are having the conversations we are needing to and getting a lot of things worked out behind the scenes where we can.

Any questions? Thank you so much for your time particularly at this time of the afternoon.

>> MS. KIMLISA DUCHICELA: We will be getting on your calendar, too, Bruce. He's back there. We will be getting on your calendar, too.

Let's see. This is so overwhelming. So very quickly, faculty emeritus, I sent out the list to everyone. That is the list that was put forward to me. There has been an added name since you got that, which was Laura Valdivia, which is languages, which Duff sent to me. I am waiting until the 13th to get in as many nominations as possible, and then I will send the list out to you guys. We have to have the list to Debbie on April 1st.

Is that correct? Whether it's a weekend or not. Okay. I think it's a Wednesday, though.

Carol?

>> SPEAKER: Did you get the one for Liz Bailey? Yesterday afternoon.

>> MS. KIMLISA DUCHICELA: I may have missed that one.

Okay. So then look for, I know right after spring break or if
you’re like inclined to look at your e-mail over spring break, look in there, and you should see the list of all of the emeritus that have been nominated forward. Then I will probably ask for any feedback that you might wish to give. I don't think it's appropriate to have a long discussion on this group of people that I think have given a lot to the college.

Our next Faculty Senate meeting is after this, so next year when we're a little more -- next fall, we will do this again in fall, so anyone who doesn't get in on April 1st, we can put forward it's in the fall of -- I can't remember when it is. It's sometime in the fall. November. Yeah. But I will make sure that we get through this group.

If you have an absolute strong feeling about one of these candidates, please let me know.

>> DUFFY GALDA: For clarification, someone asked me if the emeriti faculty have to be still living.

>> MS. KIMLISA DUCHICELA: It is not defined in the SPG that they have to still be living. It's not in there. So if we feel that we want to put them forward for the purpose of, you know, honoring their -- a posthumous type of deal, I don't see why not.

>> SPEAKER: Isn't one of the criteria they have to be on the ASRS, Arizona State Retirement System?

>> MS. KIMLISA DUCHICELA: They have to have retired into that, but they don't have to still be on it. It is November 1st. Okay.
Yeah. And I’m getting the five criteria for each one, and HR is helping me with dates.

I think I’ve got a couple of people that are not going to quite make 20 years. They are going to make 19. And I don’t believe that the adjunct part of that is in -- that was something I needed to go back and look at, so they could have been a faculty here as an adjunct and then become full time. So full time. So there is a couple of people that are going to have a problem with that section.

But of course, you know, if we feel very strongly about it, we can go back -- this is an AP, not a BP, so we can go back and re-examine that. So if they don’t go forward this time because of that, perhaps we can work to adjust that language a little bit and work on that. I think that there is a couple of people that are going to fall in that area.

All right. In the interest of brevity, because I know we are all very tired, if you don’t have anything to report, please just tell me. I’m going to assume Carlo doesn’t have anything to report because I don’t see him.

Maize, do you have anything for the board?

>> SPEAKER: So since our last meeting there hasn’t been a board meeting, but they did have a study session. Duffy was gracious enough to go to the study session and take notes for me. The two points that were presented at the study session was the budget and also the program report, which was summarized by Erica, by the
provost's office.

The one thing that I wanted to mention is I will be soliciting from the Faculty Senate, so I will send an e-mail and solicit, I guess, statements or messages that you wish for me to convey to the board.

So I was thinking instead of just summarizing what happened at the meeting, we got a report from this person and this person and that person, that I’m going to try to make it more inclusive. So the report is due by the end of the day on Monday. So I'll send an e-mail shortly after this meeting, and I look forward to getting your feedback.

>> MS. KIMLISA DUCHICELA: Joe? Governance Council?

>> JOE LABUDA: Just got a couple of things, and they have to do with a structural nature of the Governance Council. Board Policy 1401 established the Governance Council and SPG standard practice guideline 1401/AA kind of flushes it out. There is a couple of problems with it from the senate point of view.

One is the membership. According to the board policy, in terms of the faculty membership, there is an adjunct faculty member who is also the senate's adjunct faculty representative to the board would be the person who also represents the senate at the Governance Council meeting. Likewise, our board rep would also serve as one of the representatives to the Governance Council.

The senate point of view is essentially that that should be a
senate option. If we want the same person to represent us at both
the Governance Council and the board, fine. If not, we should be
able to have two different people.

I think you can see kind of the problems that come in. It's a
large obligation to be a board rep. That person might not be able to
handle both tasks. Carlo left. Carlo has been able to handle it,
but this is a lot to ask of an adjunct faculty member.

We'd like to leave that as a senate option. Basically what we
are asking for is two representatives from the regular faculty and
one representative from the adjunct Faculty Senate.

Also, there is a term limit situation that's built into it, too.
The terms are one year, which is fine, but you are term limited out
after two years.

Now, again, going back to the setup now, one of the
representatives being also the representative to the governing board,
well, we have had a number of instances where our representative to
the governing board served multiple years.

>> MS. KIMLISA DUCHICELA: Done.

>> JOE LABUDA: Kimlisa served a long time. Jack Murdis, when he
was here, served a long time. That's an advantage to us, I believe,
if we have that kind of a person. Under the current setup, in
effect, that would term limit out our board rep, too.

So I think the term limits were set up, and that was kind of a
big issue with Brenda Even at the time when we set this up, as well
as some of these other things, and I think we can function in a
good way. I think as a practical matter there are only a certain
number of people that are going to participate. And I know it's kind
of a moving group, but if you have somebody who is really good at
representing us in a particular arena, whether it's the Governance
Council or the board, you should let them run with it. If we are
unhappy with them, we can vote them out after a year.

I think there was another one in here that the senate took issue
with it. It had to do with if someone missed 25% of the meetings,
then they were excused from the council. There is no mechanism to do
that. Also, we have a problem. For one thing, you don't know the
number of meetings in a given year. At what point do you get to 75% or 25% absences?

Some of these things are -- these are structural issues. Being
that the council is fairly new, I think it's important for the senate
to kind of assert itself at this point. We are going to want a
structure that we can live with going down the road.

Our next meeting is this coming Monday. I will take this
forward, and I will leave it right there unless you have some
questions.

Duff?

>> DUFFY GALDA: I know this is a small crowd to be addressing
this in front of, but when you say that the senate feels, are you
talking about all of us or just the senate representatives?
>> JOE LABUDA: Well, the senate representatives to the council and the leadership.

>> DUFFY GALDA: The reason I'm asking is because this is a representative group, and I think it's only fair that this be discussed in front of the full group before anything goes on and be represented at the meeting as, you know, the full senate behind any perspective, because until we discuss this perspective with the full senate and perhaps even call for a vote, I don't think it's appropriate for us to be represented in that manner.

>> MR. JOE LABUDA: Duff, the senate put in people to represent us at the Governance Council. We took forward a position, because this is of a timely nature. Doesn't mean we wouldn't come back to the full senate and present that as an issue. But on this particular issue, I don't see the downside to the senate in terms of going forward with this position.

If we want to keep essentially the same situation we have now, we can go do it. If we don't want to, it gives us an option to have multiple members. In terms of the term limits, likewise.

So, you know, we are willing to come back with this as an issue, but if you have a specific part that you don't like, I think that would be helpful.

>> DUFFY GALDA: It's not a question of me having a part in mind. (Off microphone.)

>> MS. KIMLISA DUCHICELA: We could put it out in an e-mail. We
could put it out to everyone in the e-mail, but I think the thing to understand about this Governance Council is this is not -- this is not the job of sitting up there and reading a report to the Board of Governors. This is where -- it's becoming kind of this thing where you start hearing -- I'm starting to hear the term, Well, it went to the Governance Council. Well, it went to the Governance Council.

So this council is becoming, getting to the point that it is becoming a body that actually legislates in many ways for the college. It's a body that makes serious decisions about the college. So to my way of thinking, that is that the senate should put on the Governance Council the person that is best positioned in the college to represent the faculty on making major decisions about the college.

I have sat for Board of Governors for seven years, and I can tell you, unequivocally, and I have been on the Governance Council, that these are two very, very, very different jobs. Right now, this is so poorly written, because this was a big push by Brenda getting out the door, right now everyone on Governance Council, this body that's supposed to be, you know, advising the chancellor and doing all of these types of things and, you know, looking at policy and deciding on policy and if it should do this or if it should do that, right now everybody rolls off the same time, right now. So the term limits are definitely a problem.

I think that tying a group that's reporting to the chancellor, which is what the Governance Council does, it advises the chancellor,
is not the same as being a person who is reporting what happened in
the faculty group to the Board of Governors.

So I agree, yes, the rest of the group should look at it, but I
am definitely in favor of changing this policy so that the senate
decides who represents the senate on Governance Council.

Because remember --

>> DUFFY GALDA: We voted for a person.

>> MS. KIMLISA DUCHICELA: We voted for a person.

>> DUFFY GALDA: We knew when we voted for her she was going to
be (off microphone).

>> MS. KIMLISA DUCHICELA: And I was trying to get that changed
at the time. But the person -- and nothing against Maize at all, and
she may be the person we want.

>> DUFFY GALDA: I don't recall ever being (off microphone).

>> MS. KIMLISA DUCHICELA: We have discussed it a couple of times
in here. Joe has brought it up in here. We have talked about how --

>> DUFFY GALDA: Bringing it up versus making a decision that
everyone has a voice in it actually votes on it, and I think that's
of concern to me.

>> ROSA MORALES: There are a couple of people here that want to
be participating in the discussion, if that's possible.

>> SPEAKER: I was just going to say I think all of the items
that you have mentioned, Joe, add only to the flexibility for our
benefit. Since this vote is due -- you have to report by Monday the
decision, any changes?

>> JOE LABUDA: Our next meeting is Monday and it's going to be
discussed at that meeting.

>> SPEAKER: I would recommend that the senators that are here,
those are the people left for whatever reason, faculty senators, we
have to make this decision pretty much now.

>> MS. KIMLISA DUCHICELA: I don't think we can do it without a
quorum, but I think we can definitely give Joe a direction.

>> SPEAKER: Yeah. Since he's our representative, then it's up
to him to make the final say.

>> MS. KIMLISA DUCHICELA: Maize is here, too. She's also a
representative.

>> SPEAKER: Actually, right now you have two representatives.
And just to give you a background, I didn't know about -- so when I
ran for the rep for the Board of Governors, okay, when I ran for the
rep for the Board of Governors or for, yeah, I did not know about
that piece of the policy. It was later that was brought up to my
attention, and right now I do feel that the senate should discuss it,
but I also -- I agree with Duffy that I think we need to have more
senators to know what the situation is before we could say, Yes, we,
as a whole, are going to change it or not change it, because there
are some elements that I, myself, I'm confused about.

>> ROSA MORALES: Can I say something?

I want to support the concerns about the fact that we need to do
better. I think that's an issue that I have brought up to this 
group, that we need to do better on ensuring that these type of 
decisions are made inclusively, which means when the majority of the 
individuals are here.

I'm very much interested in expanding the ability of some of the 
new members for them to become members, I mean active leaders. 
Hopefully, (indiscernible) and I will be working on developing a type 
of leadership. I know one of the issues is that a lot of people 
don't want to step in and take those responsibilities.

But part of it is because there needs to be some kind of 
educational part of it. Unfortunately our leaders in the past have 
been so busy dealing with the responsibilities of leading that the 
other responsibility of training others to take over have not been, 
you know, have not -- has not been implemented. But I don't believe 
we need to recycle the same leaders all the time. We need to expand 
that. And only through establishing some democracy policies along 
the line we will do this.

We discussed for the past couple of years that very often, you 
know -- there was nomination committee when we have All College Day, 
decisions were made about who was going to be president, who was 
going to -- we shouldn't be doing those things like this. It's not 
very good.

Term limits. One year might not be long enough for somebody to 
be able to be conducting themselves, you know, with knowledge. But I
believe we can state that they can be there for one year and then be re-elected, and then after that, then somebody else should be there.

We cannot have somebody there for more than two years, because we need to give the opportunity for somebody else to step in.

>> MR. JOE LABUDA: Okay. You know, we could have another time if you want to have a philosophical discussion about term limits. I think the senate should determine that. I don't think it should be part of the SPG. As it is, the suggestions that have been made would only expand our options, not contract our options.

>> MS. KIMLISA DUCHICELA: I think that, you know, if it's the will of the senate that, you know, for whoever ends up on that position, I think the point is that we had a position in our charter, and the board changed it on us. We didn't change it. We didn't say, We want our Board of Governors representative to also represent us on this big Governance Council, which is the deep end of the pool. I mean, you really need to know HLC, you need to know policy, the mechanics of the college. It's not a light group, okay?

So the board did that to us, and I think what Joe is saying is you're going to have a Governance Council, you need us to be represented on it, we need to pick who our representative is for all these positions in which we are representing ourself to the college.

So whoever the person is on Governance Council should be who the senate, as a whole, feels should be on taking care of this very important position. The board changed it on us. We didn't change it
on the board. We didn't do it, and we fought it -- Joe fought it.

Brenda wasn't having it.

Now we've got a new board, and so we have the opportunity to maybe open that dialogue again about this really important position.

I'm sorry this came at the end of the thing. We're in a very serious time at this college, and things just -- you know, we have to give all this information and it's overwhelming. It's almost like we need to meet twice a month.

It's not that I'm -- neither of us is saying we don't want leaders and we don't want people stepping forward. What we are saying is whoever steps forward, whoever is in this position, depending on the nature of the position, we should pick the person that's the best person for that position and then support them in it.

>> DUFFY GALDA: And I have to give a response to that in that I'm rather confused, because we do choose who represents us. We elect the person here in senate. It doesn't matter what the SPG says about who's sitting there. We still have full control over who represents us.

When I was running for Maize, I very well felt that what she was going to be doing. That's what my understanding was. She was going to represent us to the board. She was going to be on the Governance Council.

So what I see coming back here is not necessarily us deciding who represents us. It's more of a question of, in my perspective, that
there is a question about Maize representing us. I have to come right back to it.

>> MS. KIMLISA DUCHICELA: No, that’s not it. If Maize fills both those positions, then that’s fine. What I’m saying is it should be two positions. It should be two positions. And so if it is the will of the senate that Maize is our Board of Governors rep and our representative to the Governance Council, so be it.

>> DUFFY GALDA: But why didn’t we have this concern when you were the Board of Governors rep and the --

>> MS. KIMLISA DUCHICELA: It was imposed upon me. I was sitting as the Board of Governors representative, and if you remember, I was sitting as the Board of Governors representative when this thing changed, and I automatically got put on that council.

>> DUFFY GALDA: It seems a little late for the discussion when you think that that happened last year.

>> JOE LABUDA: You know, I don’t get your position at all. This isn’t some kind of attack on Maize. And as it turns out, it would be a one-year term. If she ran again, that would be the second term. She’d be term limited out. Couldn’t run for a year. There would have to be a space in between.

I was senate president this last go-around for two-and-a-half years. I think we had some people in terms of senate leadership that were good people to have in place during that turmoil. If we were kind of forced into a box, say, at that particular time, Kimlisa
would have been off as our board rep.

I just think if we want to swap people out every year, we should. We may very well get into situations where we figure we need some continuity. We're going to go that way, too. So all this does is expand our options. It doesn't limit them at all. It's not an attack on any particular individual. It's setting something into place we can live with years gone out.

Now, things are pretty good in terms of our relationship with the administration. But say we go back to a situation like we had a few years ago, we may very well want that same person time after time, because believe me, you can't just throw somebody into that situation, get them used to it. In terms of these term limits, by the time they get used to the whole setup of the Governance Council, they'd be out. Likewise as our board rep, they'd be out.

Like I say, it gives us the option to do it. One year, as many as years as we want. I think that should be a senate prerogative.

>> DUFFY GALDA: (Off microphone.)

I think that's a factor that we haven't considered.

>> MS. KIMLISA DUCHICELA: (Off microphone.)

There is so much going on that there are people that want to be on senate, you know, and then there are people that are here because nobody else wants to be here. I would imagine that... (Off microphone.)

That's a different adaptation.
MS. RITA FLATTLEY: I'd like to maybe try to draw some of this together in the interest of time before I fall over dead because I have such a bad cold.

Actually, I support Joe's work, because actually, I realize this is conversation that has to go on and that this will come back to the full senate. It may be a good idea to put it like kind of at the top of the chute for next time if it's something that needs to be voted on.

The last time I was senate president, it ran for three years, and every year I groveled to try to get somebody else to do it. It's not like I was trying to hog the whole nine yards. It took me forever to beg somebody else to pick it up.

It's not like all these positions have 20 people that want to do it. It's more likely that you have to arm-twist to get somebody to step up.

I really appreciate what Joe's trying to do to increase flexibility, maybe overlap terms so everybody doesn't term out at once, which is kind of crazy. You know, it seems to me like a structure that needs more thought into it, it's a new thing, it's a process. I really appreciate what Joe is trying to do.

>> ROSA MORALES: Can I say something related to that?

Rita, this is talking about the process. The process has been the issue for the past couple of years. Because we have no process. We come to the meetings, and then we said -- I remember exactly how
Kimlisa was nominated. Joe, as president, said, I nominate Kimlisa. And at that time we discussed that it was not very appropriate to do that, that we should have a nomination committee and beforehand then ask for nominations.

We are discussing about process. This issue I don't think started yesterday. Probably this issue has been discussed, you know, by a group of people before.

Why is it that it was not sent an e-mail to everybody, you know, stating during this Faculty Senate this is one issue that is going to be discussed. Give people notice and information so they can make decisions. We are not getting the benefit of that.

I know everybody is very busy, but as leaders, I think we need to start thinking of doing that and being a little bit more inclusive instead of just proceeding and moving on. Process is important.

>> SPEAKER: In talking about the problem, following up with Rosa and Duffy, I'm hearing that this is such an important position, just as the Faculty Senate has a person in training and there is a senior position and someone who is in training, sounds like it's not allowing for that, that there needs to be...

>> MS. KIMLISA DUCHICELA: We really need to redo our charter and we really need to do these things, but, you know, I'm happy when we get a quorum.

>> SPEAKER: I would say, too, just to underline what other people have said, Duffy originally said, Well, is that the senate's
position? I think that's the thing is that we didn't have a process for determining that was the senate's position.

That would be the thing that would make a difference. If that's what we have to do, as a deliberative body, our principal work should be making decisions. If anything, that should go to the front of the line of the agenda, and then we can listen to everybody's report ad infinitum.

But if we have to make decisions as a deliberative body, that has to be agenda item No. 1 and we can't presume that there doesn't need to be a decision made, especially if we are speaking on behalf of the senate.

>> DUFFY GALDA: (Off microphone.) Personally I think it's really important that we have... (Off microphone.)

>> MS. KIMLISA DUCHICELA: (Off microphone.) And we had it last year. I was president-elect, I was the Board of Governors representative, and I was the Governance Council representative. So that's three.

So what I'm saying is this is an important job. I think we should think about it very strongly. Joe's got that meeting on Monday. It will come back to the senate in April. I will put it at the top of the agenda. But in the meantime, you know, we need to think about -- I think we all agree on it's an important job, and I think we all agree that it's --

>> ROSA MORALES: (Off microphone.)
SPEAKER: I'm a little confused, and I have sat through all of this the last half hour. So it would make sense to me, rather than wait for the minutes, if this could go out, as Rosa was saying, on an e-mail real clearly what is it that we need to decide? And how can we go about doing that? So that way we can give you feedback and you know what to take with you, which would make sense to me.

Because definitely these are very important positions. We are at a very important point in transitions that are happening with the college, and we should really have our hands in it. However, I don't think that anybody should be out there by themselves, because they don't have all the knowledge base behind them.

So it does make sense to have two, one with the knowledge base and the other one that's in process, rather than -- I don't even think a year is enough for anybody to learn something and then have to step off or even take a second year.

It doesn't make sense to me. But if this could be kind of written clearly in an e-mail so that way we know what we are trying to decide here for you.

DEBBIE YOKLIC: (Off microphone.)

Two separate places. Board policy says... (Off microphone.)

Look at those documents to inform yourself, and then information... (Off microphone.)

SPEAKER: What's confusing for me, people are not using the mics. I am hearing impaired, and so it helps if somebody would
please -- because I can't hear some of what the dialogue has been.

So that's been my frustration and confusion.

>> DEBBIE YOKLIC: Do you want me to repeat what I just said?

It's just giving you information. It's not for me to have an opinion
about this. I'm just telling you that the two documents that you
should read, one is the board policy which sets out the -- it sets
out what the composition is but not how they are selected, and then
there is the SPG which sets out some of the details, and that
includes the term limits which I think everybody agrees needs to be
looked at again.

>> SPEAKER: 1401, right?

>> DEBBIE YOKLIC: Board policy 1401 and SPG 1401/AA. And if the
e-mail could have a link to those, that would be helpful so people,
to respond to all those comments that you didn't understand. Well,
of course, yeah.

So those are the two documents that would be relevant. Okay.

>> SPEAKER: I felt if we are at a quorum this would be the
moment I would ask for a motion essentially to have the idea of a
committee to talk about something, but we don't have a quorum. So
can I just sort of suggest that maybe people who are interested in
talking about the notion of a Governance Council elect or revisiting
the charter or revisiting the structure of things that maybe we have
a meeting an hour before the next Faculty Senate meeting or some
other time. It sounds like we need a holistic conversation, not like
appointed, like let's talk about this little thing other here and this little thing over here.

>> MS. KIMLISA DUCHICELA: We can do that. We can't do a motion in the nonbusiness section, but we can certainly do that. But in the interest of time --

>> SPEAKER: I just have one more thing to say.

I second that. I think it is a good idea. My concern -- and I'm going to be very honest. I got up and I volunteered for this position because I kept hearing not enough people are working, not enough people are volunteering.

So I am not married to the title, I'm not married to the position, I don't care. I was doing work before I got the title, and I will do work if I don't have a title.

What I am concerned with is it's disheartening, because there seems to be some agenda, and I don't know whose agenda it is, but I seem to -- I feel humiliated because I was giving part of the policy that I need to go to this meeting but not to the other meeting, and then I got contacted by several people, Why aren't you at the meeting?

So now I say, Okay, I can make the meeting. And here is a situation where we are saying we don't want the board policy to read as X, Y, Z.

Now, I have thick skin. I'm not going to say I'm not going to help out and I'm not going to quit. Somebody else could be very
discouraged walk away from the senate, from committees, from the college all together.

So I feel that we are not being transparent, and it hurts people. I don't have to sit there and listen to my name being bounced around when my intention when I got up and I said I want to help out was pure.

So, yes, we should talk about this instead of just saying, Okay, Joe's going to the meeting on Monday and Joe is going to say this is the what the senate -- when 10% of the senate is here.

>> SPEAKER: That's one of the reasons I originally became involved in the senate, because looking at it from the outside, it did not seem like a particularly representative body to me. I think that's one of the things that has to change. I think we manifestations of that here, too.

Kimlisa, if you're saying this is part of our discussion of the charter, let's move that to the front and center.

>> MS. KIMLISA DUCHICELA: Okay. I can do that. I'm all for it.

>> SPEAKER: First off, what my purpose was in my agenda is I don't want you in a boat without rowers. That's what I want to have for you so that you don't say, I'm not going to do this anymore, because a lot of people probably have done that and stepped away, and we have lost some good leadership.

So that is not my intent. And I don't think I'm hearing that from here. It really is not you, although it feels like it and I
don't want you to feel that way. I just want to make sure you've got
some people behind you that can also support you and help you in this
process as you're getting through this.

So that's what I want for you. I'm behind you all the way. I
voted for you, so I'm behind you. I want you to do well, so that's
important.

>> MS. KIMLISA DUCHICELA: Okay. So next meeting, not so many
people reports. We will do the charter. The charter is online. So
you can take a look at it, and we can look at taking care of the
charter situation.

And then what else? Do I have anything else for the good of the
people?

I was asked to -- yes?

>> JULIA FIELLO: I just need to know whether you do or do not
want PCCEA report. I'm happy to do or not do as you wish.

>> MS. KIMLISA DUCHICELA: I'll let you know.

I was asked to let you know that Downtown Campus, if you are
around Downtown Campus, they'd like you to stop into the tech corner
in the learning commons and check out the -- they have got a student
tech corner going on there. So that is going to on.

Now, I think that's about it. There are so few of us left.

Thank you for staying this long.

I swear I'm going to get these down to much shorter.

Anything else?
Yes, please.

(Off microphone.)

(Adjournment.)
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