Pima Community College Faculty Senate
April 15, 2015

>> MS. KIMLISA DUCHICELA: Welcome to a very different version of Faculty Senate. We have a few things that we need to do as far as housekeeping very quickly at the beginning, and then we are going to be working in independent groups for a little while, and then we will come back. We will report out.

Then we’re done unless there is a request for either open-forum items or if there is a request for executive session.

Let’s get this started so that we can get to the things.

A few housekeeping rules. Make sure you get signed in so Alexis has an accurate account for who is here and for our minutes.

There are iPad carts. There is one in the back and one in the
front. They should all be working. You're welcome, if you need to get online, if you need an iPad, please go ahead and take one, but of course please bring them back.

If you take one -- the carts have numbers on. That's W4 and that one back there is B-something. Please put it back in the right part so Alex doesn't have to resort iPads.

There are a couple of classrooms upstairs that are empty if you feel like it's too loud in here and you need it. I'm just going to make an executive decision that the SLO group needs to go upstairs because there is some extra -- we have some administrators here and people who know SLOs that are here to listen and take your feedback, and answer some questions.

In all cases, Debbie Yoklic will be out here if any of the policy groups have any questions, if any other groups have questions, let me know, I will run around and see if I can find somebody.

I'm really hoping that this works out for us, so please, at the end, if you love this, hated this, whatever, please let one of the officers know.

Can all the officers raise their hands?

Please, please, please let us know. We can proceed from there.

There is paper to write on. Upstairs there are whiteboards.
There are markers over there in a box. They are my personal markers, so please also bring them back.

So let's do this. Do we absolutely have to do introductions today?

>> SPEAKER: No.

>> MS. KIMLISA DUCHICELA: I'm going to trust that you all sign in.

Does anybody have any announcements?

>> MS. RITA FLATTLEY: Next week the Arizona Education Association is doing a preretirement workshop. You should have gotten an e-mail about it. You can just click to come on in. Even if you're not ready like right away, it's a good idea to understand what the process of retirement is and what decisions you have to make. AEA Retired does the sessions and they are very good. It's quite informative.

>> MS. KIMLISA DUCHICELA: Next up, there is a Speaker Series at District on the 7th at 6:00. If you're around and you want to see a really great presentation by one of the faculty, please check that out. It's on AtPimaNews.

Any others? Great.

The minutes. Are there any changes to the minutes? Anybody have
any changes? Can I have a motion to approve the minutes?

>> JOE LABUDA: So moved.

>> ROSA MORALES: Second.

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

(Ayes.)

>> MS. KIMLISA DUCHICELA: Any opposed?

(No response.)

>> MS. KIMLISA DUCHICELA: Awesome. Any open-forum meetings?

Any call for executive session?

Good.

Very quickly, we have Perry Higgins. We have to vote on this today. Do we have a quorum? We do.

Perry? I sent the calendar out to everyone, so you should have it.

>> SPEAKER: Just one typo to tell you about in the calendar that came out to you. On January 11, 2017, All Faculty Day occurs. It says it's a Thursday but it's actually a Wednesday.

That's a change based on feedback from you guys. All Faculty Day starting in 2016 I believe was not going to be on that Friday anymore during that first week.

Other than that, any questions on the calendar?
MS. KIMLISA DUCHICELA: All the regular days have been counted and --

SPEAKER: Yeah, two of us in the committee counted the 169 days of accountability and Scott Collins counted it for PCCEA and he got 169, as well.

MS. KIMLISA DUCHICELA: Any questions for Perry?

Good.

MS. RITA FLATTLEY: Move to approve.

MS. KIMLISA DUCHICELA: Rita moves to approve the academic calendar.

PATTY FIGUEROA: Second.

MS. KIMLISA DUCHICELA: Second from Patty Figueroa.

All those in favor?

(Ayes.)

MS. KIMLISA DUCHICELA: Any opposed?

(No response.)

MS. KIMLISA DUCHICELA: All right. Academic calendar.

I just sent something out to you. It has to do with prerequisites. Mary Ann Martinez Sanchez is going to come up and quickly give you a broad overview. If you have questions, I know you just got it, if you have questions after looking at it, please let
Mary Ann know. If there are enough questions or any concerns, we can look at it in May.

>> DR. MARTINEZ SANCHEZ: Thanks. Good afternoon, everybody.

So the senate and the faculty at Pima have been asking for Banner course prerequisites since long before Banner. I remember those days when I was asking for them, also. We are finally implementing Banner course prerequisites pretty much across the board. We had one discipline who asked that we hold and that's perfectly fine. We are happy to do that.

What Kimlisa sent out, and I won't try to hold it up because everything will fall out of my hands, but what she sent out is data from PIR so that you can see things like if you were in BIO201IN class, you would see the number of students who took the class, the number of students -- you will see percentages and so on, too -- who passed the class with pass, P (indiscernible). So you will see the number of students who were successful with prerequisites, without prerequisites, the number of students who were unsuccessful with prerequisites, without prerequisites.

So you can take a look at that kind of thing. I'm not going to say anything else about the data, because we don't have time to go over that.
Jenny Conway is working on an FAQ that will be posted and/or will be updated. I'm sorry to tell you I'm not sure which. I did not have a chance to look to see if it's up quite yet or not. There will be FAQs for student services folks and for our students and for all faculty, and please take this back to your discipline areas, your programs and CDACs, however it is you're best divided.

If you have enforced prerequisites right now or if you do not have enforced prerequisites, not only can we get you additional data so that you can continue these discussions, so one of the things that when we have available as a resource is Jeff Thies, who is our new executive director of developmental education, and Jeff is happy to come meet with anybody to take a look at whether your prerequisites are helpful, unhelpful, whether this is the best practice in the particular area, how to get disciplines together so that, for instance, if you're looking at reading and your mild discipline is psychology, you're thinking, what did we do in that reading class that I had as a prerequisite?

Everybody can sit down and talk about it, and if changes are necessary, we will make the changes. So just because you have them or don't have them, enforced or not at this point in time, that doesn't mean that that is necessarily what you need to stay with.
What’s most important is that you have the discussions, and we will make whatever adjustments need to be made should you need to make them.

That’s all I have to say. If you have any questions we will get them directed to the right folks or maybe I can try.

>> SPEAKER: Where is this FAQ going to be posted?

>> DR. MARTINEZ SANCHEZ: It’s a secret. (Laughter.)

That’s as close as I can come, because honestly I’m not quite sure. I apologize, but we can get that out to Kimlisa to send out to everybody, both the FAQ and where it is as it’s updated, but for now it’s a secret so it will have to remain so.

>> SPEAKER: As far as like the prereqs, if it’s not Banner enforced at this time and you want to make adjustments or put it into the system, how soon does that take effect in the system?

>> DR. MARTINEZ SANCHEZ: We’d want to do it at the beginning of a semester so that there is opportunity for the curriculum to be examined, if it’s something that needs to go through the curriculum process. We’d also want to be sure we are not making adjustments that will impact a student negatively. We want to do it at those kind of points in time.

>> SPEAKER: So then you’re anticipating then doing things like
that beginning this fall?

>> DR. MARTINEZ SANCHEZ: Yes. Exactly.

Anything else? Going once, going twice. Thank you.

>> MS. KIMLISA DUCHICELA: I'm going to reiterate for you guys my intent of today, especially to the hot topic. There are administrators who are here but they are here as resources for you to look at best practices and to kind of have a conversation about some of the directions and some of the things that you have heard.

Their job is to take the feedback back, okay? They are here of their own free will, so don't shoot the messengers, and I also want to make it clear that the SLO process is being driven out of the provost's office. However, Dr. David Dori and Nic and Bruce and everyone, they are here today as you have a question about HLC? Then Bruce is here. If you have a question about maybe something that you think you need to talk about? They are here.

But it's meant to be a conversation, feedback loop activity, and then, as we get more information, I'm hoping that this feedback and things will help inform the process, okay? It is what it is, and it is SLO right now.

Everyone else, I think we can probably fit the other four groups in this room, but Josie, if you would be so kind as to give a tour of
the upstairs and see if you can find an empty classroom, I would be ever so grateful. Feel free to grab an iPad on your way.

Everybody think about an hour? We need an hour or hour and a half? Hour? How about if we go an hour --

>> MS. RITA FLATTLEY: Check in in an hour.

>> MS. KIMLISA DUCHICELA: Check in in an hour, and then we will see what we need to do. I would like to be out of here at a timely manner. Not kidding around here, folks.

[Break.]

>> MS. KIMLISA DUCHICELA: Let's start doing -- first of all, how was this for everybody? More or less okay?

Please give feedback.

We are going to do a short report out. There are five groups, and I would like these report outs to be relatively short, please, one of those five-minute things or less.

I'm going to hand it over to the group that told me they were done and ready to report first and also showed me an iPad that poured beer, which I thought was pretty interesting.

If you got an iPad, please don't forget to put it back in the iPad box, please.

I'm giving this to Rita. Passing the talking stick.
>> MS. RITA FLATTLEY: Our group had discussing the Faculty Senate charter, and we asked for some expertise from Debbie Yoklic on how the senate relates to board policy and All College Council. We kind of rewrote a couple of sections and I drafted it. It will get wordsmithed a little bit better.

In the section on officers, letter F was representatives to the Board of Governors, so we changed that to representatives to the Board of Governors and the All College Council. So senate has three reps to the All College Council, two full time, one adjunct, and these will be elected annually in January.

The senate has two reps to the Board of Governors, one full time, one adjunct. One of those full-time regular people will also be the full-time person on the All College Council. Both of the seats for the board rep seats will have an elected alternate representative in case the key person cannot attend.

That's that change.

All good?

Next one was on III, responsibilities as senators, and it's about the issue we have discussed about proxies.

It already says that senators are expected to attend and to have a proxy for those meetings which they are not able to attend.
So here is the new part. Only current senators can hold proxies.

A senator can hold only one proxy. The proxy is only assigned for one senate meeting.

The senator holds the full rights of the person for whom they hold the proxy and will sign in for their proxy. That's for nonforum business.

We had one other issue that we didn't feel comfortable deciding just in the small group, but it's a key issue. We have had some concerns in regard to the percentage of absenteeism, making sure we have a quorum, and there are some senate seats that have been vacant actually for a long time.

So here is kind of a start on it. If a senate seat has been vacant for one year, the vice president can contact the department chair and ask if they'd consent to one idea combined with the related department or open their seat up to be a campus at large seat for that campus with the goal to have broad participation, faculty voices. If a seat is empty, that's not much voice.

A suggestion to update the website with the new officers.

That's it. Was that two minutes?

>> MS. KIMLISA DUCHICELA: That was all right.

(Appause.)
MS. KIMLISA DUCHICELA: Who's speaking for your group?

Pollyanna?

>> SPEAKER: I have to follow the list.

We have a few requests, so we were working on leadership, but we had kind of a difficult time. We talked a lot. (Indiscernible.)

>> MS. RITA FLATTLEY: Talk right into the mic.

>> SPEAKER: Let's just -- (indiscernible).

We had some final requests. The big thing was creating a standing committee which we would like to put in a charter actually, and this is a Faculty Senate standing committee as opposed to a college-wide standing committee. So it was maybe we, as faculty senators, can have control a little bit to talk about training new senators and maybe establishing some sort of way to make sure that you know what it means to be a faculty leader.

So that was our first goal. Then we thought about trying to pull in, similar to our faculty mentoring program, but we have a senator mentoring program, so many people coming can have a buddy to talk to about what it means to be a senator.

Then we also worked on the website, but we not only, not really like just a page updated but having a website where actually putting documents on so that we can refer people to say, Okay, these are the
list of documents we looked at for this meeting and just to help them inform the rest of our constituents, because I know that's hard for me to keep everybody informed who I'm supposed to be representing.

This led to our discussion of officers, and we thought that it would be good to give some reassigned time to each of the officers. So right now Faculty Senate gets three hours. There are some institutions that have (indiscernible). We thought specifically for Board of Governors, and if the secretary were to pull in this part of the job of updating the website, they would need some reassigned time, too.

>> ROSA MORALES: In order to make sense about this request, I want to make sure you guys understand that we discussed mainly the fact that our topic was leadership. There is two levels for leadership that we thought were important. One internally, we know we have to set up some training for the new people coming in, but in the other thing was besides that we also need leadership within the institution. You know, for the most part those of us that are here we focus on instruction, but also, in many instances, we know that we have to represent faculty at different levels such as senate, PCCEA, committees and some cases (indiscernible) representation. We know that a lot of the faculty don't have the ability to do that, and they
might need additional training to efficiently represent faculty in those committees.

That is one of the things that we discussed that the senators, these are the least that we can contribute by creating training for them. But not only the senators, like I said, it's also in general, if somebody is requested to be participating in a committee, we can know which faculty have interest (indiscernible) participating.

Thank you.

>> MS. KIMLISA DUCHICELA: I would also like to say, and I brought it up to this group, because I would like the (indiscernible) have more of a role in onboarding of new faculty in general, that faculty learning academy. That would be a good thing.

SLO group, who wants to...

>> SPEAKER: (Indiscernible.) There is a lot of information talking more about what the process is going to be. There is still a lot of infrastructure is not set up in regards to this new way of reporting. We did ask a couple of questions of what concerns there were with student learning outcomes.

The best thing I can say is if you have very specific questions about your area that you e-mail Nic and cc Kimlisa about what your specific concerns are. Open to either (indiscernible) or gearing it
to another place.

We did have -- Josie had a beautiful summary of what a lot of this process that they were talking about is to try to look at kind of looking at the long run that right now we are submitting all of this material individually on a database that then, in a couple of years when we all go through program review, we could pull this material up and that will help make decisions as to changes we are going to make in our courses.

Also, if you have a program, it helps to make decisions as to what you are doing in your program. And then even at an institutional level, that information from the writing can be taken to see maybe things for admission needs to be altered or that kind of material.

So it is right now a lot of small steps working towards something that is going to affect all levels and of course a program and at the institution level.

Any other things?

>> SPEAKER: I just want to re-emphasize that the administration is aware that we have been doing the things they have been asking us to do, but we have been doing them from last 15 years, 20 years in assessment, and right now our goal as a college is to have the
uniform submission framework for the data that continue to be accessible for our accreditors and for program review.

So we are not (indiscernible). I think we came to the consensus they are not asking us to do anything new, just we have to cooperate on getting that process ready. We are not going to get it right the first couple of years. We won't be assessing individual courses or programs that actually will be assessing the process (indiscernible).

Once we have that process set, then we can start working on program assessments and courses (indiscernible).

>> SPEAKER: That will focus on trying to get this new system, because this is where it's been lacking. We have been assessing, we have been submitting, but being able to look at it from the outside and to be able to present it to others who are accrediting us or in other situations, we don't have a system.

My interpretation, that's not on our shoulders. That is something that the administration understands they need to put together, and they need us to be able to submit the information, and they are trying to work, to figure out what is going to be most useful and beneficial and not just busy work for us so that they feel they were committed to trying to make this a process that is useful and not time consuming.
>> MS. KIMLISA DUCHICELA: Anybody else?

>> ODILE WOLF: I'm reporting about the syllabus review.

So we were given a template, and we went and reviewed it line by line to try to see what makes sense for all modalities and makes sense for all the faculty.

So the goal is to have a framework that has parts that are required that are all the same spot for everybody, and then places that you have that are optional and that you can change.

So we came up with a whole bunch of recommendations, and Dolores is going to bring it to the provost's office and then she's going to e-mail us the changes, and then we are going to review them and send back the information.

But we actually reviewed the entire syllabus, and it's seven pages long. We are going to try to have the two first pages, things that are totally standard and not changed, except for the fact that your courses can be different.

>> MS. KIMLISA DUCHICELA: Okay. Last, but not least, we are going to talk -- did anybody have any questions for the syllabus group? I see a hand over there. MaryKris?

>> MARYKRIS MCILWAINE: (Off microphone.)

>> MS. RITA FLATTLEY: Use the mic.
MARYKRIS MCILWAINE: I have several questions.

So just to clarify, you said you went through it line by line, and the goal is to have a number of standardized elements in a predictable, orderly, uniform order such as the statement on the mandatory reporting being in compliance with state laws of Arizona, et cetera, et cetera, and you said that Dolores Duran-Cerda is going to take it to the chancellor's office, but then -- provost's office, and then we senators --

SPEAKER: Then send it back to the group.

ODILE WOLF: We will send it back to the group, the group that was sitting around that table so that we can look at the things. Some of the pieces that we felt were missing had been removed on purpose, and so there will be some discussion that will happen there.

So that's why there is going to be several steps in the process, but the idea is to have it within the small group first, and then I don't know how it's going to be reviewed by the faculty as the full thing.

What we have asked around the table is to have it ready for summer so we can actually use the summer classes as a pilot.

MARYKRIS MCILWAINE: I did have a follow-up question. Thank you for clarifying that group, the small group.
So just as a general principle, are we, faculty, going to be allowed to add all kinds of things to the template -- I'm aware we aren't going to be able to subtract from it.

>> ODILE WOLF: So there were parts that are required and that we will ask to have be put as is, and, I mean, as you know, we are all having the one where the ADA, the one for the DSR has changed (indiscernible). Then things that are, that will be changeable, for example, the academic participation, there are things they tell you exactly what you can change and what you cannot. We have been toying with having some fillable form. We are not sure that's going to work, because we want to be able to add tables and we don't know if that's going to work.

So we are definitely trying to make it as easy on the faculty and the department chair as we can.

>> DR. DOLORES DURAN-CERDA: Just to clarify, so the first couple of pages will be the standardized thing that you'll see, the first page.

It's like your name, your office, your office hours. This is what it looks like. And all the required information, course description, the SLOs, et cetera, course materials, textbooks, et cetera.
Then, after that's done, then you can do whatever you want, graphs, charts, pictures, however you are doing your syllabi currently, it's just the first couple of pages that it's reflexive that we have been standardized. And it's easier for department chairs to review them, for adjunct faculty, it's easier when the HLC people come and look at these, it's much easier. It's all standardized, and then the rest, like I said, you can use your creative juices to put whatever you want.

>> SPEAKER: Question. So the template you're going to be establishing, are you going to have one for traditional offering, one for hybrid or online course? Because the objectives will be completely different for each one.

>> DR. DOLORES DURAN-CERDA: That was discussed around this table that we should have three different versions, one for person to person, and another one for hybrid, and another one for completely online courses.

We will be talking to the online folks to make sure that their stuff, because I know they have stuff currently we can incorporate into this. So that's what we are going to hopefully achieve, three different versions.

>> SPEAKER: Excuse me, follow-up. I know that Northwest has
their own template that they have been using. What about other campuses? Do they have theirs, as well? Are we all going to be using the same one across campuses?

>> DR. DOLORES DURAN-CERDA: It's supposed to be one -- what happened is the deans before the HLC visit occurred in September, the acting dean at West Campus compiled all the different templates from the various campuses. She used all of those to create one, and then had the deans and the VPIs and some department chairs and faculty review it and tweak it and then this is what we have.

I think there is some comment that you want to say?

>> DR. MARTINEZ SANCHEZ: I may have misunderstood, but in terms of -- if you're talking about course objectives which are being renamed student learning outcomes, those will not be different by modality. So I just wanted to be clear on that. I may have misunderstood the question to begin with.

>> DR. DOLORES DURAN-CERDA: Student learning outcomes will remain the same. They used to be called performance objectives, but now we are changing that to call them student learning outcomes, which is what they are. Didn't have the right language.

>> MS. KIMLISA DUCHICELA: Last, but not least, the policy folks. Sterling?
>> SPEAKER: We spent most of our time wordsmithing the three documents that were sent along to this (indiscernible). Development revision process, board policies, administration procedures, the prime policy, and development of board policies (indiscernible).

We went over this a la Denise Meeks capitalizing and putting commas in there and doing some serious revision in one item. So somebody, one of us will type all of this up and send it back to the administration for consideration.

The key thing that we decided we should ask for -- tell me your name. This was Chris's idea that the period for consideration and public comment should be 31 days instead of 21. This was especially to avoid summer surprises. So we don't know how far this is going to fly, but we are going to ask for it, anyway.

Kimlisa told us that she wants to compile a database of senate or faculty interest in the various topics that we have to discuss so that when something comes up that needs to be investigated and discussed, talked about, she will know who to call on.

I just wrote this down, because we haven't done any work on it this afternoon. This is what she wants, one of the things she wants to do.

The other thing Kimlisa suggested was creating a committee within
the Faculty Senate to revise, rewrite, and present these policies to

the senate.

Is that more or less what you wanted to do?

>> MS. KIMLISA DUCHICELA: Yeah, to review it and make

suggestions and let us know kind of like we had that one time where

we had kind of a summary of what was going on and changes, and that

way, instead of all of us going over every single line of these, be

able to kind of get a general idea of it so we know what we really

need to focus on, because I think we are all busy.

So what we need to absolutely focus on, what we really need to

get involved in, and also, if I get a request saying we are putting

together a policy on X, Y, Z, can you find two faculty that are

willing to do that, then I know who knows what X, Y, Z are, so I can

find faculty quickly.

Okay. He's done.

That was kind of what I'm thinking about. If you're interested

in being part of that, please let me know so we can look into

possibly doing that.

That being said, I think everybody has reported out. I think we

all have a lot to think on. If you have notes and things, please

provide them to me and Alexis is going to type them up. That way we
can provide them to the administrators and different groups that need your feedback.

I hope that today has been fruitful for you and it has felt like you have gotten some things done, gotten some new knowledge, provided some input.

It is now like 30 seconds before 3:00. There is no open forum and there is no executive session.

Can I please have a motion for us to adjourn?

>> MS. RITA FLATTLEY: So moved.

>> MS. KIMLISA DUCHICELA: Can I have a second?

>> ODILE WOLF: Second.

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

(Ayes.)

>> MS. KIMLISA DUCHICELA: I'll see you in May.

(Adjournment.)

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