>> MS. KIMLISA DUCHICELA: Okay. Welcome to the last meeting of the academic 2014/2015 year. Yay. I know you guys all have, I suppose, grading to do. I think we do some of that.

Do we have a quorum? We do.

There is a lot of hiring committees today and there is a lot of stuff going on today. I've gotten a lot of letters from people saying, I would be there but I've got this.

My computer says it's 1:05. Pima says it's not quite 1:00.

Let's just get started with introductions.

(Introductions not transcribed.)

>> MS. KIMLISA DUCHICELA: A couple of things today. First of
all, our notes taker person is not here today because she's working
on a big project, so please speak into the microphones and make sure
that you give your names so we can help her out and Mike Rom out. I
think we owe Mike a big round of applause.

(Applause.)

>> MS. KIMLISA DUCHICELA: Taking care of us all year long.

A couple of things. You'll be seeing an e-mail going out about
attendance taking and reminding everybody to do it, because we are
going down to the wire. So things are happening more quickly if we
miss that deadline. Pay attention for that.

I believe that there is, for those of you that are online folks,
there is a forum at Community Campus on Monday for possible
candidates for the vice president of online-something. Distance ed.
That's right. I want to call them online development. It's killing
me. Thank you.

Rosa?

>> ROSA MORALES: I just want to let you know that I will be
passing out two fliers of the two events my students are organizing
this weekend. The first one is for individuals that have been
incarcerated. It's going to be at Armory Park on Saturday from 9:00
to 12:00. The second group is organizing an event on Sunday in a
Boys & Girls Club. It's for foster families. So I will be passing
the fliers.

Thank you.

>> MR. JOE LABUDA: I just want to acknowledge a couple of my
colleagues who are retiring, two long-term and excellent employees.

Dave Stefan. Dave started with the college in 1975. He's the
archaeologist extraordinaire at the West Campus. I remember Dave
really helped us put together the faculty emeritus revision, and he's
a terrific guy.

The other one is Ray Woyack (phonetic), media man extraordinaire
at the West Campus. He's responsible for the media at All College
Day, graduations, about everything else, too. Ray has been with the
college 43 years.

So two exceptional employees, and certainly the campus and the
college will miss them. Thanks.

(Appause.)

>> MS. KIMLISA DUCHICELA: Olga?

>> SPEAKER: Since you're talking about who is retiring, I just
heard this yesterday. Lloyd Sandman (phonetic) who is one of our
Faculty Senate members is also retiring after this semester.

Good luck.
(Applause.)

>> MS. KIMLISA DUCHICELA: I think we are going to have a lot of retirements this year and a lot of really great talent and memory. Moving on...

>> DUFFY GALDA: I have another one. Tonight is the multi-cultural convocation at West Campus beginning at 6:00. If you have never attended, it's probably one of the greatest things here at the college, something that's very exciting and the students love, and afterwards there are all kinds of ethnic foods and it's open to all of their family members. It really is lovely.

>> MS. KIMLISA DUCHICELA: Thank you.

One more announcement, the Faculty Senate president normally does the graduation carry-the-mace thing down the aisle. I will not be doing that. Tal has gallantly volunteered to do that. A lot of support for Tal.

Anything else for the good of the cause? All right.

The April minutes. Can I have a motion to -- are there any modifications to those? Can I have a motion to approve?

>> MS. RITA FLATTLEY: Move.

>> MS. KIMLISA DUCHICELA: Second?

>> SPEAKER: Second.
All those in favor?

(Ayes.)

>> MS. KIMLISA DUCHICELA: Great. Agenda modifications. We are just going to kind of go with this because I have the chancellor coming in probably around 2:00, and I really want us to stay on schedule, so I'm asking for the people that are doing presentations to pay attention to the time. I don't want to cut you off, but I will.

Are there any open forums? Any open forum issues? I think first up is Cal Stanley with Proctor U.

>> SPEAKER: I'm Cal Stanley, East Campus, math faculty, and I have, for the last semester, been working on a small pilot project to allow students to do their testing at home. We use this product called Proctor U. Proctor U is at ProctorU.com.

I put it up there for you. They do their testing at home with a web cam. The service, student needs to be in a quiet room, cannot be in with anybody else cannot be in the room with them. They use a laptop or desktop. Smartphones, iPads, tablets, are not supported at this time.

They have to have a speaker for audio and a microphone and the
web cam.

The cost for this is $17.50 for a one-hour test. $25 for a two-hour test and $33.75 for a three-hour test.

Now, if any of you have taught at a distance and had your students take an exam elsewhere besides Pima College, I know up in Mesa they charge $50 an exam. Some places in California charge $50 an hour for an exam. I have checked with Pima. Pima oftentimes does not allow people from outside to come in and take an exam because they are so busy, and we do have a price structure and it's $10 an exam, which is quite low as compared to others, okay?

This testing center is available to the students for 24 hours, seven days a week. It's really good because we have students who are deployed in Afghanistan or Iraq, and so this is really good for them.

The exam must be scheduled at least 72 hours in advance. They do have a different fee structure if they schedule with less time than that.

Proctor U, then what they do is they verify the student's identity, they have a very good check that they do. It's more than just looking at their driver's license, okay?

Then they check the surroundings with the web cam that they have. They check the desk. They look at your computer screen at the same
time they are looking at you during the exam, but they also look at your computer to make sure there is no other software running. You cannot record the exam. There is no other software open that could give you assistance that's not been authorized by the instructor.

Simultaneously watch the student and the computer screen while the student is taking the exam. At random times they ask to see the room, and they ask to see the desk.

It's gone really well so far. We have not had any problems. I have had some questions come up in our forums for the PimaOnline forums that we are still trying to address. One of the big ones, what happens during a power outage? We have not experienced that, but they have a setup for that. If Proctor U has the power outage, they immediately route them to a different proctor. They have different systems that they have in place. If the student has an outage, they immediately contact the student by phone.

So then they discuss any kind of problems that the student might be able to fix.

They cannot do paper/pencil exams at this time. Right now there is no way for a student to receive the paper exam without receiving a copy that they could distribute. There is also no way for the student to scan or copy the exam back to Proctor U that they would
not have a copy themselves in which they could distribute.

So right now they do not do paper/pencil exams. Now, the reason we have done this is because we have so many distance students, and we only have two people doing the pilot right now. Myself and Robert Wakefield. In the fall we are going to continue the pilot with your permission, and we would like to expand it to all online faculty, anyone, whether full time or adjunct, teaching an online course be allowed to use this. At this point we want to see what the need is, okay? We want to see the demand for this online service will be for the college.

Any questions I can answer?

>> ODILE WOLF: So the question is do you see Pima Community College requiring that type of proctoring for all quizzes and exams that are taken online? Or do you think it's going to be faculty-driven, faculty-dependent?

>> SPEAKER: Currently there is no requirement for anyone to proctor anything, and I don't see anything happening in the future. I did, in one committee, bring it up and ask that question specifically, and I got a big Hell No. I think that will be the standards that faculty will be allowed to determine whether or not an exam needs to be proctored.
>> SPEAKER: The whole process is apparently recorded. Is that recording then available to the college, to the faculty member? Who has it? How long is it archived and so on?

>> SPEAKER: I don't know the answer to your question on how long is it archived, and we do not actually get to see the actual recording. We do get a transcript of some of the things that are said but not the entire aspect of the exam. We do know what's going on during the exam.

It's fairly detailed but not -- it's not 100%, because it's computerized, computerized exam, it's mostly quiet during the exam.

>> SPEAKER: I guess the question was, okay, you verify that the right person, the person enrolled in my class is the one taking the exam. We've got that covered.

You scan around the student's room where that's all covered and there is nothing on their desk and they don't have their cell phone operating. We got that.

But beyond that, is the rest of it simply a fear of God that you put into the student, or what's the enforcement here?

>> SPEAKER: Somebody is watching them the entire time. Okay?

They are being simultaneously...

>> SPEAKER: I did not understand.
With their web cam and simultaneously looking at the computer screen. That's what the proctor is doing.

There is a human watching that person?

That's correct.

They are watching, what, 60 of them or they watch one on one?

I don't have that answer. I have always been --

That's a great question.

It's always been implied as one on one, but I will get an answer for that question. I meet with them on May 7.

This looks like a great step forward to me, but I like to hear the glitches.

Do we have any other questions on this?

So if you have two cams going at the same time, so you have one web cam that is actually watching the student and one web cam that is actually scanning the room. Do the students --

Only one camera. The student is only required to have the camera on their computer.

Okay. So they have a camera on the computer that is watching them, so you don't know what's happening on the other
side.

>> SPEAKER: That's correct. But they do ask for the student to scan the room, okay? They know that no one is in the room at the start of the exam.

>> ODILE WOLF: At the start of the exam. So what happens afterwards? We don't know. It's better than nothing, but --

>> SPEAKER: And again, they do ask, they randomly ask, again, during the exam, a couple different occasions, to scan the room.

>> ODILE WOLF: So I know that I was talking to somebody from Cincinnati University, and they have the (indiscernible) built in the online education, so if you are taking online education classes, automatically there is a fee that is done so that you are going to use Proctor U but the university is actually paying for it based on your fee.

Is this what's going to be considered, or is it the student who is actually going to pay on their own money so if they only took two tests in the entire time because they stopped attending, they only pay for what they take?

>> SPEAKER: At Proctor U, they only pay for the exams that they are taking. They do not pay in advance.

>> ODILE WOLF: Yes, but depending who's paying.
>> SPEAKER: We currently have nothing in place that will allow, where Pima College pays for a student to go to another college to take a proctored exam. We have nothing in place for that. We are going to continue with that model at this point over the next semester. That's why we want to see what the demand is. If the demand is large, there was a motion that we discuss doing what you suggested, which was having a fee in which that would be in place. That's only a discussion, a thought. Right now we are just going to open it up to the entire online faculty to see what the demand is, and then we will go from there.

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

This is something that's going to be discussed and discussed and discussed. What we need from us today is a thumbs up or thumbs down on whether to let this pilot move forward with all faculty. I think it's a fabulous idea, but -- yes? David Kreider?

>> SPEAKER: I move that the Faculty Senate allow this to go forward.

>> SPEAKER: Second.

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

(Ayes.)
>> MS. KIMLISA DUCHICELA: Any opposed, abstain?

(No response.)

>> SPEAKER: Thank you.

>> MS. KIMLISA DUCHICELA: Great. Looking forward to it. Next up, my computer just went blank, of course.

Who is doing the faculty credentialing? Erica, faculty credentialing.

>> PROVOST HOLMES: Good afternoon, everybody. Happy Friday.

So I wanted to talk to you a little bit about some of the things we are looking at with our faculty and credentialing process and how we sort of thought we needed to teach classes, and also to look at the impact that it has on the number of limited certifications that we have and some updates that we are looking to make.

We will be coming around to all of the campuses starting next week to speak with different disciplines, give them individual information, and to help them with more information that we won't be able to go over every single detail and step today, but all next week we will be on the campuses working with you and working through the CDACs and the different administrators that may be involved in faculty certification.

But basically at the time our current certification process we
certify for an entire discipline. We don't really pull out individual classes and certify a person for an individual class. That has led us to have a number of limited exemptions. Many of them are for people who are really qualified to teach a particular class that they are teaching. The department chair has gone through, they have determined that this person and the CDACs have determined that this person is eligible to teach a certain class, but because of our processes, we put them in a limited status rather than into a fully certified status.

So we are looking at the flexibility of being able to do that so that people won't be showing as limited when they are really qualified to teach that course.

Also, we are looking at updating our SPG overall to reflect the current practices in higher education, and some of the practices that we see acceptable to us through the HLC, for example, if we have a person who's well-known and famous and renowned to teach in a certain area, oftentimes that person also winds up on the limited exemption list when they are really certified through their background and their experiences and other things that they can bring to the classroom environment.

So we are taking a look at all of that. Faculty certification
staff are working with and through the CDACs to talk about some of these things. We have already gotten back some recommendations from some of the different departments such as administration of justice. We are just looking to go through all of those and to determine the best practices for us moving forward.

Much of this work does not impact-time certification at all. We don't have any that I'm aware of full-time faculty on a limited exemption, so it doesn't really impact full-time certifications, but we do need to look at how we certify and what our practices are.

If we do have an individual who is on a limited certification, we also need a plan as to how to bring that person to the full certification status and to look at that two-year period, which is currently already written in our guidelines, the two-year period, but what's missing is the action steps and what that person should be doing within that two years to become fully certified.

So we want to look at that and give all of our faculty the best opportunity to have longevity in the field but to also come up to the qualifications standards that are set forth by the college.

>> ODILE WOLF: Would you also include in your plan something that has to do with dual enrollment? One of the problems that we have with high schools is that they want, for example, in computer
science, we need them to be able, when they teach AP and computer
science, we need them to be certified as Pima to be able to teach
CAS129 and just CAS129 in order to just have the dual enrollment.

That particular process currently is almost -- it just doesn't
work, and so if we could have a special, you know, dual enrollment
certification or something like that that would be easier to do, it
would actually help us greatly to be able to increase the dual
enrollment capabilities.

>> PROVOST HOLMES: That's a perfect example. So basically dual
enrollment, they fall under the same guidelines as other adjunct
faculty, because they are indeed adjunct faculty. But fixing the
process overall will cover that example that you just explained where
that person is indeed qualified to teach that one class. They don't
have to be qualified across the entire discipline, but they are
certified to teach what you have specified that they will teach.

Working and fixing that process will cover dual enrollment. I
think our dual enrollment partners will be much happier with the
process. I think from talking to chairs and CDACs you all will be
much happier with the process, and we can really show that our
faculty are indeed qualified to teach what they are assigned to teach
rather than having this exhaustive list of limited exemptions for
people who really are qualified to do what they are assigned to.

Other questions?

>> SPEAKER: So currently we have academic developmental and occupational categories, right, for certifying faculty. So are we looking at changing those and maybe looking at certifying people just for certain courses?

>> PROVOST HOLMES: So the classifications per se won't change too much, because there is a difference between qualifications for a transfer course and qualifications for an occupational course.

And we do have those differences already in our policies and guidelines, but since we are certifying for the entire discipline, it kind of makes it difficult for other people to come in when they have, you know, if they have expertise in one area of history but they really are not qualified to teach across the board. IT is another example. People may have the skills in the one area but not, you know, across the discipline.

So there is a difference there, but what we haven't really been doing is looking at other qualifications, other things that people may bring to the classroom from the -- things that are verifiable that we can actually justify a case that faculty being qualified. So that's the piece that we kind of, we are overlooking, we don't use
that very often, and then again when you look at the list of the
people on the limited, I can tell you that most of those people are
qualified.

>> SPEAKER: (Off microphone.)

What’s the time scale for the changes?

>> PROVOST HOLMES: We are coming around to all of the campuses
next week. We also have some individual meetings scheduled, so we
want to have an implementation date of July 1, so that's why we want
to get around to all of the different departments that we haven't yet
seen to get that faculty input before faculty leave for the summer.

But with an implementation date of July 1.

>> SPEAKER: Barbara Fox.

If you're an instructor who has the degree to certify in a
particular discipline of the larger discipline but you have done a
fair amount of work that would apply to another subdiscipline, could
you get a limited exemption, you know, to teach in that field, as
well, certain courses? Is that covered under all this?

>> PROVOST HOLMES: We look at limited on a case by case, but
certainly when you look at a limited, the person should have
something that's close to what the standard is. So it may be we are
looking for 18 graduate hours in the field and they have 15, so they
are only shy of 3. You can justify that that person, you know, has the competencies to teach that class.

But if you’re looking at it just being a totally different field and it’s not anywhere close to what the standards are, then we really have to, you know, take a close look at that and to see what we have in the pool to teach that class.

So we are not just giving out limiteds just for the sake of it. They really have to show the competencies before they even get in front of our students. And we know that in many cases those people do have the competencies, but they may just be missing a portion of what’s on the qualification standards and we will work with them to get that, you know, they are showing good faith, they are working towards that. Those are the situations that we are looking at for limited.

>> SPEAKER: That sounds like a thoughtful process. Thank you.

>> SPEAKER: Is there a process for examining or changing the degree requirements for certification? Would a CDAC be able to vote and recommend a change, or is there a process?

>> PROVOST HOLMES: We can use this process that we are looking at to make recommendations and changes to some of the qualifications as we have them written. We have already gotten some of them in from
are different departments.

If you have some recommendations, you should definitely send those forward, because this is the time period where we are looking at all of that so that when we write our new procedures that everything is inclusive of what we are going to do July 1 moving forward.

>> SPEAKER: Thank you. Should we make those notes to you, send those recommendations to you?

>> PROVOST HOLMES: You would make those to me and copy faculty certification staff. We would very much appreciate that. Those are some of the conversations that we want to have on the campuses all next week, as well.

>> SPEAKER: Thank you.

>> PROVOST HOLMES: The schedule has been sent out, so we would appreciate your presence at those sessions to carry on these conversations, and so they are coupled with the student learning outcome session. We have an hour or 45 minutes designated to credentialing and two hours designated to student learning outcomes. I want to say thank you to all of those who came to the sessions last month on student learning outcomes. It was really a great time, a lot of collaboration with staff and administrators, and so we
appreciate that. We took all the questions back that we gathered
from those sessions, and one of the recommendations was that we come
out every month. So we will do that, and so the schedule for May has
been sent out. So we hope to see you again in the sessions on all of
the campuses.

>> MS. KIMLISA DUCHICELA: All right. Any other questions?

Right on time. Thank you.

Next up, Dolores, I know I saw you back there. The syllabus
template. There has been much in the e-mail.

>> DR. DOLORES DURAN-CERDA: Hi, everybody. How are you doing?

Doing well? Good.

I'm wearing black. I'm not sad. It's just that tonight is the
multicultural convocation, and I am going to be one of the readers,
so this is my reading outfit for the names of students.

You have been waiting for this, the syllabus template. I'm going
to be showing you two documents. One is a sample syllabus template,
and the other one is the supplemental optional document where you can
cut and paste items from that list onto the syllabus template if you
wish.

So Dr. Holmes will be helping me with this. I'd like to give you
kind of a background information. I know some of you have already
heard it or are familiar with it, but some people are new here and are guests and I think they should know how this all started.

So even before HLC found out that we didn't have consistency with the syllabi, the deans group, and this was spearheaded by Yvonne Sandovar (phonetic), and she collected, compiled all the different syllabus templates from the various campuses, and they were all different. They stressed different importances. So what she did is put them all together into one document which became huge.

In the process of working on that, the deans group saw it, the VPIs saw it. Then the site visit in September with HLC happened, and then the report came out where they found that our syllabi were not consistent, specifically with student learning outcomes. So we had the wrong name called performance objectives, as we all know, and so we are changing it now to student learning outcomes. After that took place, we really needed to take a look at the syllabi and looking at consistency and making common language. Bruce, can you chime in if you like about accreditation purposes, what this entails, and Dr. Holmes also suggested that the first part of the syllabus should be common with everybody. All modalities, different, like, 16-week, 8-week, doesn't matter, full-time, adjunct faculty.

So we took what Yvonne had started, and we kind of went through
it and said, okay, what is it the students need to know in the

syllabus? Not what faculty need to know but what students need to

know.

So we looked through it, and it was, like I said, the deans
group, VPIs, some department chairs. Then we had last month the

Faculty Senate working session, which was incredibly helpful, we went

through the whole thing, crossed out things, brought things back in,

and so had a very thorough look-through. Thank you for input for

that.

Then we took it back to the provost’s team, and we went through

it and again, looking, what is it the students need to know versus

what is it faculty need to know.

So Kimlisa reviewed one of the last drafts that we had and put in

some, inserted some very important items too that needed to be

included.

So let’s take a look. Dr. Holmes is going to help me. So like I

said, the first few pages are going to be consistent. Everybody is

going to be looking -- it’s going to look like this campus center.

You can choose which is your campus. So if it’s Community Campus,
you just click there and it’s right there, Downtown, et cetera.

The room number, that’s where you click in, RV 124, something
like that, you can put it in there. The CRN, type in your CRN. You can see things that are already in place, like the course number, accounting 100, course title, practical accounting procedures, and the course description.

One of the things Kimlisa thought of is, well, how about I want to customize my course description, I want to elaborate. I teach it a little slightly different than others or put more of a focus on something else. So we added the additional description and you can add your customized description of your course description.

What's already inputted there is from the course outline, so we have somebody working on that as we speak right now, and she's going through it very diligently.

Then the next part we have the course prerequisites, course co-requisites. If you have none, that's it. If it's something, the person inputting the data, she will put that in there for you.

Required textbooks, that's where you type in the textbook that you are requiring for the course. Sometimes I know when I had my syllabus I put links or websites for languages or dictionaries, not translators, other course materials, you can put it there. Then you see the block on the right side. I remember Odile in our session said that we want them to get the right edition of the textbook, so
if you put a picture of it, then they will choose the seventh edition
versus the sixth edition to make sure that everything is consistent.

So there is a place to put it in.

Then there is the link that everybody is going to have for
MyPima, and then you can click in your information, your name, your
office location, office hours, instructor phone, instructor e-mail,
and if you need -- if a student needs technical support if they were
on the weekend and they need to, they are having problems with D2L or
something, there is technical support phone.

Supervisor phone in case they have questions. Then on the right
side, the starting date of the course, because sometimes in the class
schedule it will say like, I don't know, August 26, and the class
really starts on the 27th. The semester starts one thing -- anyway.
If you have a website, you can put it there. Class meeting days,
there is a little calendar and choose the days, the time, student
withdrawal deadline so everybody is clear on deadline. Then final
exam or final activity date so they can't say, when is the final?
Look on the first page. It's right there. You can see welcome. You
can either leave it that way as welcome or if you want to add a
customized thing, you can type in a little blurb there, too.

As you can see on every page on the bottom it has the Pima
website and the syllabus, a guide for the course, and is subject to change at the direction of the instructor with notice to the students. Every single page at the bottom, that was one of Kimlisa's wonderful ideas.

Then we have the student learning outcomes that were the performance objectives so the person putting all this information for you she's putting in that part, and there was a question, okay, on the 30th we had to submit any revisions to SLOs, and on Monday, this coming Monday, the CCC, curriculum committee is meeting, and they will be approving them. If they change, what do we do? Don't worry about it. We will get the list of the courses where there were changes to the student learning outcomes and we will revise them on to the template for you.

Academic integrity which includes a statement of plagiarism. And if you want to add anything else about your own -- I don't know if I can say consequences but your own, if you want to add more to academic integrity or plagiarism, there is a -- classroom expectations. That's probably a better way of saying it.

Student official withdrawal from class. This was all taken from what we looked at last month with you in the session for the syllabus template. Links there. Statements on financial aid. Veterans
benefit and other benefits.

Active participation and academic activities by students. Again, this was taken from the original documents. All there set for you.

The ADA statement. General campus conduct. It was called college conduct but we changed it to campus, because it's specific to each campus.

And then here, this is cool, the student resources, the learning centers, it has the phone number for the particular campus. So you choose your campus. The library, the same thing, campus, and their phone number, the testing centers. You just change the computer comments. Pretty cool, huh?

Course grade determination, next three categories, course policies and procedures and course schedule, that's where you can cut and paste things and put whatever you want. There is no space limitation. So you put as much as you want.

Odile?

>> ODILE WOLF: A couple of questions. Question 1, is it accessible?

>> DR. DOLORES DURAN-CERDA: It's a Word document. It's a work in progress --

>> ODILE WOLF: I mean accessible in terms of ADA.
ODILE WOLF: Second question, in the activity, academic activity, when it came to online classes, we could remove some of the options so that we didn't have to check everything. We could tell them, okay, well, what I'm going to check for your thing is that you have one discussion item every week or something like that.

Is this also modifiable or it's not?

DR. DOLORES DURAN-CERDA: That part isn't but there is a section on additional information where you can include that.

ODILE WOLF: Isn't it going to be confusing to the student?

DR. DOLORES DURAN-CERDA: Like I said, it's a work in progress. We are going to pilot in the summer and take everybody's input. Can you e-mail me directly and then we will take that into consideration. And there is, on the supplemental document -- we are not quite done yet. How about if we finish and then do the questions? Your question may be answered as we go.

So course policies and procedures, again, there is no limit to the space. You can put whatever you would like. What you usually put in your syllabi.

The course schedule, the same thing, like your calendar of assignments. I know mine was really, really detailed and page
numbers and everything. You can do that.

Let's keep on scrolling down. Additional information, like what we were talking about with what Odile's question. And then if we scroll down even further, keep going. Oh, no, that's not the one.

So this is the syllabus template. Now I'd like to show you the other document that's the supplemental information. So some of you, when we did the working session last month here at Faculty Senate, you wanted to put this back in, and we thought that's a good idea but I actually talked to Jeff Silvyn, and he said that's not a requirement to put in the syllabus, but if you want to put it in, you can cut and paste it into the text boxes at the end of your syllabus template. These are all you can cut and paste and use them if you wish. Other policies, electronic usage policy, late work policy, field trips.

There is also, if we scroll down, scroll down, health and safety lab regulations, if you want to put something about that you can. Here comes information for online work, for online students. This I took from Kimlisa's document that she gave me.

You can cut and paste it if you're teaching an online class. Also information for hybrid students. If we scroll down, online behavior. And then scroll even further down.
This, I personally use this. This is like the contract between the student and the faculty member. So the top part is one that was, that's generally used, and then if you see where it says and/or, one of you had submitted this to me more specific to -- you can put your name and so it's more specific to the course.

Somebody else had sent me a longer one. That, I think, if you like to cut and paste it, you can. So that's the supplemental part.

So now questions. Carol?

>> SPEAKER: Carol Christopherson. One of my colleagues asked me to bring this to your attention today. They have a concern in this particular area about the standardized syllabus idea that they think it's great from their point of view, but it might be incomprehensible by dev ed and low-level ESL reading and writing students. They asked me to suggest that someone allow that dev ed reading and writing ESL to develop their own standardized version, a form which will be acceptable to the college and still comprehensible to their students.

It was mentioned quite strongly this is a student success issue because if the student cannot comprehend the syllabus material then they won't be able to comply.

>> DR. DOLORES DURAN-CERDA: I actually had a conversation with a faculty member specifically about ESL, and I can see their point. So
for now what I told them is go ahead and use this, and then attach a
different informational piece that's more suitable. Then, like I
said, it's a work in progress so we may have to do more versions or
different versions of the syllabus for next semester and do one
that's more simplified in language.

>> SPEAKER: So in other words it's already to add on to this?

>> DR. DOLORES DURAN-CERDA: Oh, yeah, definitely.

>> SPEAKER: Any specific discipline can add on as much of their
other information as they choose

>> DR. DOLORES DURAN-CERDA: The main thing is the first few
pages because when HLC comes back and takes a look they will see the
consistency in every single class. Everybody has the pertinent
information. The other stuff, you use your creativity, you can put
pictures, graphs, simplified language for people, second language
learners, so it allows space for creativity and innovation.

>> SPEAKER: I do have a question (indiscernible). I know we
want to standardize across the campus, but for the students, what I
really care is the information about grading and homework assignment.
So she was wondering if we can have a link that Pima Community
College website or D2L website have those information, and then what
she actually provide to student is only for the grading and
assignment detail.

>> DR. DOLORES DURAN-CERDA: I'm not quite sure I understand.

>> SPEAKER: So she was wondering if we can --

>> DR. DOLORES DURAN-CERDA: She'd like a link embedded here?

>> SPEAKER: Yeah.

>> DR. DOLORES DURAN-CERDA: She can.

>> MS. KIMLISA DUCHICELA: Correct me if I'm wrong, but I think what you're talking about is remember I talked about it when we met, having like a table of contents at the top of the syllabus, so when the students come back, and they can click on it and it will take them directly in the syllabus, so if they click on assignments, they can click on it, and it will take them to the page where the assignments are. Like a table of contents, right? So that's -- if they just want to see that. Is that what you're talking about?

>> SPEAKER: It's really close, but I don't think it's exactly what she means. We have pretty long syllabus. This is (indiscernible) in the syllabus and then later on we have assignment details and grading details. She was wondering if we can separate those information and just provide the grading information and the (indiscernible) to students. Put a link on top of whatever information she provided, that embed those standardized syllabus
information there.

>> PROVOST HOLMES: So the college has the obligation to provide certain information to the students, and so we must be providing -- everything you see in the standardized first part of the syllabus is information that we must provide to the students.

I think to, an advantage of having a template is that students will see consistency across campuses and classes. If they want to know where the grading details are, they know, go to page 4.

We don't encourage them to skip the information on pages 1, 2, 3, but I think, too, with consistency, they will know where to look for information across the college in the template.

But we are required to provide them with certain information.

>> SPEAKER: All right. Thanks.

>> PROVOST HOLMES: Thank you.

>> MS. RITA FLATTLEY: My understanding what the HLC asked for was for there to be a central repository for syllabi, which I assume means computer space at the District. We have always had a campus one.

They actually never said they all had to look the same. I think what students want to see in a syllabus is they want a quick way to know, what is this class about, what is this teacher about? And what
do they want from me? They need to know what they have to do to succeed in the class. You know, not get mired down in pages and pages of legalese that they may or may not understand.

>> PROVOST HOLMES: That's a good observation. We are creating a repository, district-wide, where we will store all of the syllabi so that they will be available not only for HLC purposes but for internal college use, as well.

So it is a good point. We understand sometimes that students may not want to read through all of that information, but we also understand that we have the obligation to make that information available to them in the syllabus.

So this is a good way of carrying that out, and I think that the groups that worked on this did an outstanding job with coming up with something that's flexible enough to help us to be in compliance but also flexible enough in that it's a Word format where faculty can also be creative and add the different components to any class that they need to.

So it really gets a well-rounded way of us to get the information that we must get to students but also to have input from the faculty about how they present the class to students through the syllabus.

>> MS. RITA FLATTLEY: I believe by policy we have to tell them
our attendance policy, and I have terrible eyesight. I may have
missed it, but I didn’t see the faculty attendance policy in there.

>> DR. DOLORES DURAN-CERDA: It's in there. Erica is going to
show you.

>> DR. DOLORES DURAN-CERDA: This is active participation.

>> MS. RITA FLATTLEY: That's attendance?

>> PROVOST HOLMES: You can put that in the additional
information.

>> MS. RITA FLATTLEY: That should just say attendance, because,
like, people know what the word attendance means. It has to be
understandable to students. Like I have been here for 30 years, and
I didn't understand that meant attendance, Erica. I could be in the
slow...

>> DR. DOLORES DURAN-CERDA: I think when it was developed, it
was given to us that way.

>> ODILE WOLF: Could we have just one little box there where
they could put our attendance policy right behind it? So they don't
have to switch around?

Because if they pay attention at page 2 and then they lose
interest by page 5, we are going to have a problem.

>> DR. DOLORES DURAN-CERDA: We can add a text box like we did
with the course description. Okay. We will do that.

Then we have questions, one in the back.

>> SPEAKER: I have a number of questions, so I might come back.

Matte Bogashaw (phonetic) last time I remember this being discussed in senate as a sort of a resource tool that would have a list of all the required things that are in the syllabus and you could kind of copy and paste from it into your syllabus.

So with these more recent communications and as we are discussing it today, it seems that it’s more of we are supposed to copy and paste our information into this template, and use exactly this format, this font, use Microsoft Word, and so is that correct?

>> DR. DOLORES DURAN-CERDA: That’s correct. It’s for compliance purposes. I mean, it’s going -- there are going to be several changes, and that’s why Bruce is here. He’s let us know if things not even dealing with the syllabus but other things we really need to work on, and this is one of them. This is what’s seen across the country in various colleges and universities.

So I know it’s different. I know I used to use different font or different colored paper and highlighting different things, but it’s something that we need to do.

>> SPEAKER: Is it something that all accredited colleges now are
supposed to have a standard template?

>> PROVOST HOLMES: We are not saying all accredited colleges have a template, but we are saying that the direction of Pima is that we had some groups to work together on this, and we are moving consistently to using the template.

In the summer, the templates are going to be made available, so faculty have the option to use it in the summer.

We hope that many faculty will use it in the summer to continue to provide feedback.

In the fall, all faculty will be using the template. Adjunct and full-time faculty will be using the template in the fall.

But we hope that people will use it in the summer, also, to continue to provide feedback about the template.

>> MS. KIMLISA DUCHICELA: Three more questions. I saw the chancellor come.

>> SPEAKER: Patty Schnur. Two questions. Dolores, we talked about this in the work group last month. For online courses, for the required sections of the syllabus that must be in there, is your office going to direct the instructional designers to automatically take care of that, or does our department contact our designated instructional design and ask them to put that in? Who is responsible
for doing that? I just want to make sure it gets done.

>> DR. DOLORES DURAN-CERDA: This is a question that Cal Stanley posed I think on e-mail. We answered that. For now it's going to be uploaded on to it, and later it will be converted into HTML.

>> MS. KIMLISA DUCHICELA: I hope not. I hope that's not the case.

>> PROVOST HOLMES: For right now we have one version of the template. We are taking the information from different groups who want to see different versions such as online and developmental.

But for now we only have one version of the template that's college-wide. So we understand that there is difference in flexibility and being user friendly. We work to make one format that's really user friendly that meets the needs. That can be used by all different groups.

So in the future we will have to develop, look at developing different versions of it, but for the fall, we have one version that everybody will be using.

>> SPEAKER: My second question is on the student learning outcomes, our department is accredited, and we are required for our accreditation standards to have them aligned next to the outcomes in our syllabus so we can show which outcomes are connected to which
standards that we’re credited under.

So is that an area where we have flexibility to go in and add that, or is that a fixed area?

>> PROVOST HOLMES: Is it written that way now on your course outline?

>> SPEAKER: Yes.

>> PROVOST HOLMES: If it’s written that way on your course outline, it would appear exactly like that on the syllabus.

>> SPEAKER: Thank you.

>> SPEAKER: Tal Sutton, East Campus. A question from one of my colleagues. In terms of the SLOs, again, since these are -- they were kind of quickly made. There’s going to be -- there is ongoing conversation of potentially needing to edit them, and so in terms of this thing being frozen and uploaded from whatever you described, the course description, whatever, how are we going to go about enabling a CDAC to sort of adjust SLOs as we sort of come up and refine them more and more?

>> PROVOST HOLMES: That’s a good question. SLOs should be static and should be consistent across all the different section and is across all of the campuses. If you made changes to SLOs it comes through the curriculum office, correct? Right. So you’re sending it
through the curriculum office, so there is no change that you're

going to make that we are not going to pick up on the curriculum and

update the template for you.

>> SPEAKER: Margarita Yungo, West Campus. Can we go back to the

slide that shows the student responsibilities?

>> PROVOST HOLMES: When you speak of --

>> SPEAKER: All those bulleted items that you have. General.

That one. General campus conduct.

Would it be possible for those working on this version to have,

for example, where we, the faculty, could insert perhaps a website or

an addendum that we might have, for example, if you should need

clarification on any one of these bulleted items, you may -- and then

referring to your campus. Referring to the campus dean of student

development, for example.

Because most of our students don't know they are there and what

ey they do and whatever. But if they need more clarification on that

general campus conduct, can we then go ahead and add more aids,

referrals, to students? Or is that -- or can we put that somewhere

else as an addendum to the template?

>> PROVOST HOLMES: You can put it in additional information.

You can put whatever information you find appropriate there.
>> SPEAKER: So there would be room? Or would you prefer that on another box in another section?

>> PROVOST HOLMES: It will be in -- now, additional information, those pages are unlimited, but we hope that best practice is we will not end up with 10, 15-page document.

So some things we tell students in other ways, like the student handbook and student orientation. So the syllabus is a guide for the class. We know that there is other things across the college and across the district that students need to know. Students, public information, rights to know. All of those things are available for students in other places, so we don't have to try to get every single thing into the syllabus. It's not really feasible or possible to do that.

But we do have a catalog and a student handbook and other documents that help students with different information.

>> SPEAKER: Thank you.

>> ROSA MORALES: My question is kind of related to that. Today I passed out information about the two events my students are doing in the community. Is it possible to add something about the fact that what is the general students' conduct that is expected when it's off campus and they are representing the college? It would be very
beneficial.

>> PROVOST HOLMES: That would be in additional information. So if you're doing a field trip or things such as that, you will put that there for the student.

>> ROSA MORALES: Okay. Thank you.

>> SPEAKER: David Kreider. Could you scroll back to the academic requirements up toward the top, please, wherever the textbook and that business is.

Now, what do we do with regard to optional and additional material that a faculty member may wish to include? Or are we being told that we teach this absolutely no more or no less?

>> DR. DOLORES DURAN-CERDA: Other course materials. Right here.

>> PROVOST HOLMES: So there is a space here for other course materials if you have some for the course. Also, right above that where it says additional description, you can put in there any additional information about the course.

Yes, those things are there.

>> SPEAKER: Okay. I have to take a look at it, I guess.

>> MS. KIMLISA DUCHICELA: Last one, Matte.

>> SPEAKER: Just one quick observation. I didn't see a drop date. There was withdrawal but not a drop date.
The other point I wanted to make with regard to SLOs. There is?

Okay.

With regard to SLOs, some disciplines are changing them and they
will be different from performance objectives, correct? So I think
it would be still appropriate for the performance objectives that are
more detailed to be on the syllabi, especially for transfer courses
where students maybe have to show the syllabus to the institution
where they are transferring. If you just have three general student
learning outcomes on there, that might not be enough information both
for the students and for other people who might be using the
syllabus.

>> PROVOST HOLMES: Yes, you can put those in the additional
information or the course schedule.

>> SPEAKER: Separate place, kind of?

>> PROVOST HOLMES: Yes. What you speak of is particular to a
small subset of courses. It's not really something that you're going
to see in every course.

So -- but you do have the flexibility of putting that in there.

Again, thank you to everybody, all the faculty, and
administrators who came together to get this done. We really
appreciate the work and efforts that went into this and the many
versions that we had. And there are a lot of different ways to tweak it and wordsmith it. I think we have a product that we can be really proud of and that will help our students and help us to move forward.

>> MS. KIMLISA DUCHICELA: Perhaps next week we could talk about the online one. I'm a little concerned about that.

>> PROVOST HOLMES: Okay.

>> MS. KIMLISA DUCHICELA: There you are, Lee.

Thank you so much. Lee?

>> PROVOST HOLMES: Thank you.

>> MS. KIMLISA DUCHICELA: Chancellor is in the house. So come on up.

>> DR. LEE LAMBERT: Good afternoon, everybody.

First of all, I just wanted to thank all of you for coming together to work on this. This is so essential to our future as a college, and it really helps us to show our colleagues across our regional accreditation of states that we are being responsive to the needs of our students. Thank you for that.

Also, I have had the pleasure of visiting East Campus not too long ago to also sit briefly in with the group who is working on SLOs, so I was pleased to see the collaborative efforts that are going on there, and as I learned that's going on all over the
District. Thank you again for coming together to address the challenges that we have in front of us that our colleagues have asked us to step up and do.

So thank you for that. We are going to be able to show them evidence of what we are already doing. That’s the key. It’s the evidence part that we are going to be able to show them that we are doing these things. So thank you.

What I’d like to do is talk a little bit about what's going on nationally, statewide, locally, and then here at the college.

Recently I and a few others in this room were at the American Association of Community Colleges conference. One of the sessions I attended really was focused on the challenges that our community colleges across the country are facing, and they are enormous, enormous challenges in front of all of us. We cannot afford not to be paying attention to what's going on across the country. I will give you some examples.

In Washington, D.C., the HELP Committee, Health, Education, Labor, and Pension Committee, chaired by Senator Alexander, they are looking and seriously talking about decoupling financial aid from accreditation. That is a significant change to our world should that happen. Let me just kind of illustrate the point there.
There are a number of educational entities who are not accredited. But what if those entities now, through a decoupling, would be able to access, for their students, federal financial aid? That would be highly disruptive to what we do. I will give you another example to illustrate that point.

I haven't researched this group more recently, but StraighterLine, they are a subscription model. For $99 a month you can consume as much off their curriculum as you can get done. So can you imagine that if StraighterLine can offer federal financial aid at $99 unlimited what that's going to do to us?

Right? You get the idea.

We've got to be responsive to that part of the reality equation, because a change is a'coming. Just don't know how quickly they are coming. I think a change in the White House would be enough to send it over to the edge. We need to be mindful of that. So we have to be paying attention to that reality. It's not the end of the world. It just means we have to be more adaptable, more flexible, and more responsive to the reality.

Closer to home, as you all know, ASU just made a big announcement that in partnership with edX, a student can do one full year's of MOOCs and then bring those over to ASU and be credited. Of course,
they have to make payment for that. That's another big disrupter
that is underway. We can't afford not to be paying attention to that
level of change that's happening around the country.

Now, ASU is pushing the forefront of a lot of changes in higher
education. But they are not the only ones. I just want you to be
aware of that. We can't just be internally so consumed that we are
not paying attention to what's happening outside of the college.

Let me talk a little bit about what's happening in Phoenix. As
you know, we have been zeroed out on the budget, but there are some
other things that are probably more challenging for us should they
actually occur. I mentioned this in the past. There's the
constitutional fees related to expenditure limitation. The tax group
ATRA would really like to see a change to how we calculate our
enrollments. We currently do them on a projection basis, not on an
actual basis.

They would like community colleges to use an actual basis for the
calculation of our enrollments. Do you know what that would do to us
if that actually occurred? It would redefine how this college looks
very quickly.

Now, the good news is we have forestalled that for one more year.
A study committee has been put together to look into the expenditure
limitation law. I will be one of the members of that study committee. This is a joint legislative study committee. So we will be looking for -- I hope they are open to creative ways to think differently about expenditure limitations as it applies to the community colleges.

Now, there are some interesting dynamics around what is statutorily workable versus what is constitutional. We can't change the constitutional component of it, but we can certainly work on the statutory side of the equation.

What the challenge will be is how do we interpret these things? What is this? What is that? This law goes back to 1980. That's also part of the issue. This is a relic. This is based on an old 20th Century model, not in keeping with the realities of our world today. I'm hoping we will get some redefinition. But it will mean a change, whatever happens. I'm pushing for greater transparency and clarity in how we calculate enrollments.

Right now the college has just come up with a number. That's not going to get it done any longer. The number has to be based on some reality, and for us, that doesn't bode well.

Another important piece related to this. Property tax. This is bench against property tax, but there is another element embedded
in the property tax component. I don't know if all of you are aware of, as property tax owners, the taxing jurisdictions are not supposed to exceed a total sum of more than 1% per taxpayer. So our piece is at 2% and the school districts have so much and all of that.

Pima County has exceeded that 1%. So the taxing jurisdictions in Pima County, we owe back the taxpayers in Pima County. So then what is our portion of that give-back to the taxpayers?

Fortunately for us, because of the relationships we have built over this past session, they put in an exclusion for taxing jurisdictions who are at or below their limit as it compares to their peers. So for Pima, we are talking about community colleges. Hoping that's the interpretation, that they will look at only community colleges. If they do that, our number should be zero for this year for going into this new year.

Pinal County, however, which is another county that's over. They are not so fortunate. They are over the 2%. We are around 1.5. So remember I mentioned 2%. They are above 2%. They are going to have to take an additional cut to their budgets. Fortunately, we have dodged that bullet for now. But it's not going to go away. So we have got to be minding how much we tax the taxpayers locally so that we continue to stay within the average of our peers.
That's going to be challenging, because it's going to affect perhaps going forward truth-in-taxation and how far the board can go. We have to be careful. If we go to a point and all of a sudden it puts us above a line nobody else is at, we are going to have to give some back to the taxpayers. Just be mindful of that.

What does all this really mean? Comes back to what I was saying on March 27. We are going to have to reduce our budgets by $2.5 million on a permanent go-forward basis each of the next four years at a minimum, at a minimum. That's before we look at our enrollment side of the equation. That's a $10 million reduction to the college's operating budget.

Now, fortunately for us, we are in a good financial position going into the reality that we face right now. But if we don't freeze positions, and sometimes those freezes may have to be permanent. As more people leave and vacate positions, we have to re-examine, do we need those positions? Yes, we need them, but we are going to have to do without them. Or can we collapse and combine positions so that we don't have to impact people who are already here directly?

Now, I recognize that you can't always do that in a straight line. But we have to be more mindful. Then we have to be careful of
adding things in through agreements or otherwise that add to our expenditures. We have to be very careful. There are things I would love to do, but we may not be able to do because they add to the expense side. If we can't generate an offset of revenue, that we may not be able to do that. That's going to change some of the things that you see playing out right now.

But because we are out in front of it, we are in a better position than if we were sitting like the state was. Remember, the state had to make at least a billion-dollar cut because it was spending money it didn't have, which exacerbated our situation that we have.

Fortunately Pima is not in that situation. We are not spending more than what we have. But we can't continue to spend and add to the expense side of the equation, otherwise we will be there. At the same time that we are doing that, we've got to look at things that will benefit us in more returns on our investments. So that's why online is important. We know that online education, regardless of how we feel about it, is where a lot of students are starting to experience their educational pursuits.

So strengthening that side of the college, making it more strategic, creating better, clearer pathways for our students, will
allow us to be more competitive going forward. But an online college operates different than a face-to-face college. That's why you have seen that we have moved to a more central model for it. Who teaches in it is a different issue, but how it's managed, the kinds of standards and all that is what I'm talking about.

Thanks to Kimlisa and others, we are able to start moving in that direction and others in this room, and a group of administrators have been part of that, as well. But we have to do this for our future.

Also, we know that international education is another big opportunity for this institution. We have been passed by by a lot of institutions. You know, ASU not too long ago was probably around 3,000 international students. Guess what number they are at now? Close to 10,000. They are becoming one of the largest in the country.

By the way, they are becoming one of the largest online colleges in the country. So we know this is another area that we can grow because why? Pima used to be one of those colleges. But I'm not okay with looking at it from a dollar standpoint. This is about learning. We need to leverage the fact that we can attract the world here and create powerful engagement opportunities between and among our students, because our students locally need to understand what it
means to function in a global context. Many of them cannot afford to
go study abroad. What's the next best thing? Bring the world here,
build a learning environment for them so they understand what it
means to be operating and functioning in a global context because
it's more likely than not that's the world they are going to be
moving in. I know that's the world they are moving in. It's moving
in that direction very fast. We know we can get a good return on
that investment. That's why that investment is happening.

You have to start to build that infrastructure. Yes, Lee, why
don't we invest over here? We know over here is not going to get
that same kind of return as quickly as over here will like online,
like international.

Also, we've got to do better by our business community. If we
don't invest in the work force side of the equation of this college
and our business community walks away from Pima, we won't survive.

And I have to be frank about this. A lot of these employers tell
me, Pima has not been responsive. But that's changing now. That's
the good news. It is changing. But we can't afford not to make
investments in that side of the college, either.

That's why we hired a work force vice president, so there is a
clear point of contact for our business community on how to tie into
Pima and then start to think about how do we work those needs as we go forward? I know here, especially Downtown Campus, it impacts downtown a lot because of the kinds of programs we have. We have been responsive here. But we've got to continue to build off of that. That's why that investment -- hopefully we can get them to start investing in us.

Kimlisa had an opportunity to visit my former institution. She saw what the power of business investment can do for a college. So we need to continue to build that.

Now, with that said, that means if you're doing that, you can't put money in other places. We are trying to balance these things out. That's why we will go through an educational master plan work. We have to figure out where else to make strategic investments and greater efficiencies all while we have to realize that our enrollments are down significantly. We cannot continue to operate six campuses the way we have been operating them. That's why we are reorganizing, at least in the first stage, how we pare those campuses from an administrative leadership perspective.

I know many of you have inputted into that process that we sent out seeking input. We got input around a four-campus model, a three-campus model, and combinations amongst those two types of
models. Just from a numbers standpoint, the three-college model seemed to have the most favorable response.

You know, you don't just go by numbers, because if you always did that, then that doesn't always get -- you have to add that plus what's the strategic aspects. The plan is that we will make an announcement on this front sometime I hope by this time next week. That's how quickly I want to get to at least settling the present configuration piece. You will see some reorg in that model. We have been looking at reorg'g District Office, so there will be some changes at the District and as we go forward. That's going to affect the next tier down in terms of VPs and deans. We have way too many acting positions. I may have to use my authority as chancellor to probably lift some of those acting pieces, because I know I don't want us to go into the HLC visit where we still show a lot of acting and interim pieces in play, especially if those people are doing a good job. So we may have to do that as we go forward.

And remember, for administrators, administrators are quite well aware of this, they are on a one-year contract. So acting/interim is relative. They are on a one-year contract. You all have already seen that I will pull folks if it's necessary.

But I think the team you're seeing is a much more competent team,
a team focused on our North Star, student success, community engagement, diversity, and we are going to continue to do that. I'm also investing in leadership development. Some of you have gone to some leadership institutes. I want to invest in developing our faculty, our staff, to assume higher levels of leadership here at the institution in formal sets in terms of positions. We have launched a 21st Century supervision program so people better understand what is the role of a supervisor. We will do other pieces related to that, and we are starting to get names -- we have leadership institutes in Pima County, as well, start getting people plugged into those development opportunities in the community.

I'm committed to investing in your professional development, all the while we have got to also balance the realities that we are in a period of austerity. I will stop there and be glad to take any questions.

>> SPEAKER: Andy Sodak (phonetic) Community Campus. It's not really a question so much but just a comment. I'm at Community Campus and I'm right between our acting dean of online, Kate Schmidt, and our VP of work force, Ian. They are both exceptional administrators, very responsive to my ideas and very supportive.

I just wanted to take this opportunity to tell you that and to
tell everyone else that they are exceptional additions to our campus.

>> DR. LEE LAMBERT: Thank you. I appreciate that.

(Applause.)

>> ROSA MORALES: I want to tell you on the contrary that at the West Campus, we are in great need of some change of leadership there. We have been talking to you for some time about it. I'm very happy about the changes that have occurred in some of the other campuses, and I will use -- obviously the changes have created a different culture. We need a change of culture at the West Campus, so I hope that you take that into consideration. It's greatly needed.

>> DR. LEE LAMBERT: Thank you, Rosa. You know, as the administrators know, I'm holding them to expectations. We are setting goals now for the administrators, and they will be evaluated on fulfilling that.

Just like with any other employee, I hope to see people improve and grow, and if that doesn't happen, then we will have to have a different conversation.

>> SPEAKER: Thank you, Chancellor, for your words and informing us of what's going on government-wise, which does concern me because it seems to me that many people in the government don't understand where community colleges came from and the purpose that they are to
serve is not only for the military folks to be able to readjust back

into the nation and get good jobs but also for minority, low-income,

first-generation college students.

It seems like we are doing away or at least there seems to be

some movement of trying to move away from much of that need to have a

community college to serve our students, because if that's cut away,

if financial aid is cut away, as you said, we are done. They are not

going to be able to come. It seems that the rich will be able to get

what they want as far as education goes and attend anywhere they want

to go.

So my question to you has to do with whether or not you're aware

of any kind of advocacy groups, anybody out there that is speaking on

our behalf, whether at the state or national level, to be able to

talk about the need for these community colleges and what can be done

to make sure that this information is also put forward, as well.

>> DR. LEE LAMBERT: Let me answer it this way, because that's a

great question. This is why your chancellor can't be an internal

chancellor, okay? I know in the past that may have been the case

more recently, but your chancellor has to be out there advocating for

the community colleges, not only here in the State of Arizona but

across the country, and that's what you're starting to see me do more
of. That means I'm going to be away.

It's so important that I lend my voice to the national voice of the collective that we keep advocating for the importance of community college education, that we are the democracy's colleges. Without community colleges, there is no democracy, but we have to drive that point home constantly. It's easily forgotten.

This administration has probably been the most supportive of community colleges than any administration prior. I just worry what that will look like into the future. We have to step up the advocacy. I rotate off the AACC board as of June 30. I will not be on the board any longer, but it doesn't mean I'm not connected and will continuing that advocacy work.

Also, we are pushing it here in Arizona to work with the legislature. This last session, part of our goal was to start building relationships across the aisle. Pima had not built relationships with the majority party in the state of Arizona. We must build those relationships with the majority party in the state of Arizona. That's what we are doing. We have hired a lobbyist who has helped us to start to develop and cultivate those relationships. I think that's why you saw what I mentioned earlier, that language put in that really helped us out. It was actually put in for Pima,
because we started working to strengthen those relationships.

So instead of a $7 million reduction, we would have been looking at a $9 million reduction but for that being put in. So we will continue to strengthen that. I'm being asked to be on the study committee of the legislature. I have to spend more time in Phoenix, more time getting to know both sides of the aisle. I have been working with the governor's staffers to start to talk to them about what I think are much-needed changes in the education funding formula.

So I have been asked to join an important event that's occurring next week in Phoenix. The governor is pulling together a bunch of folks throughout the state to talk about the future of Arizona. I have been asked to join that. I will be going up to Phoenix on Thursday to make that happen.

So we are starting to engage. I can't be everywhere. That means that I can't always be here. But you shouldn't want me here. You should want me out there cultivating these relationships so that we can get greater advocacy from our partners as well as people wanting to invest back into community colleges.

The governor said today at the luncheon that he's looking to reinvest. So I want to take him up on that. We need to work with
him on that. But it will be different than what it has been. So
don't think the reinvestment is going to come back the way it was.

It's going to come back differently. Then we need to work with our
local groups around the common strategy to advocate for a common
outcome. That's why it's so important for us to align with the City
of Tucson, with Pima County, surrounding cities, with the TRiO
organization, with our business community on a common goal of where
we are going so that then we can show we are part of that, and then
we can go make the pitch for why you have to resource us so we can
play our part in that.

That's where we are going and that's what I have been working so
tirelessly on so we can get the resources here for all of you to do
what you do. Thank you for that question.

>> SPEAKER: You mentioned the 1.5%. You said we are going to be
excused.

>> DR. LEE LAMBERT: That's what it's looking like right now, we
will be excluded.

>> SPEAKER: My question is when will we find out if that is
indeed the interpretation?

My second question: What's going to happen next year? How do we
ensure that we don't hit the 1.5 or even get to the 2?
DR. LEE LAMBERT: If Dave was here he could probably answer your question directly. It may have already been settled.

So why I hesitate is because there was a conversation about some taxing districts suing the state over this law. If that happens, I don't know where it puts it relative to us.

But I know that things are to go into effect July 1, all right? But I think we are in a good position right now. But I think the problem is the future of it, because if we go up to our limit and nobody else goes up to their limit, it brings the level down across the 10 districts, right? At some point we go from 1.5 and we start to push above, because everybody is holding the line. That's what becomes delicate.

So we have to figure out how we work together. That's why it's going to be important that we are careful about going to the board and asking them to constantly go to the maximum on our levy lid. Because if we keep going to our maximum and that pushes us above, then we will be faced with this other hook.

So it's not going to happen, you know, in the first year, hopefully not in the second year. But we are going to have to monitor that. But what that means is that that revenue we are used to getting may not come. That's why that plan for over the next four...
years, 2.5, but the other part of that plan is we have to get our enrollments up, because if we don't get our enrollments back up, that 2.5 becomes worse because it's predicated on us getting our enrollments up.

I have set an aggressive goal of 1,000 FTEs every year for the next four years. But that's not going to happen if we don't make some internal changes. We've got to make internal changes for us to turn that enrollment picture around. I will give you some examples to be concrete.

So we know that if you're a student currently with Pima and you apply to be a student, we automatically default you as an out-of-state student. What that means is you have to come in, stand in line, and prove to us you're an in-state student. Why? Why have we done that to our students? But we have done that to our students. That's changing now. That's one example of the kind of changes — we shouldn't make students stand in line just to prove they are in-state. Vast majority of our students are in-state. We should flip it around. You ask the question, and it's an honor system, they have to come and we take it on their face value. But if we discover you're out of state, guess what? You're in a world of hurt for a lot of different reasons. One, you misled the college because we have asked you,
But we should deal with the people who aren't in compliance instead of changing the whole system for just those folks who aren't in compliance.

That's an example of what I mean about having to be a little more student friendly and more student centered. I think that will help us.

We are also -- Erica's team went out to look at all the students who have been at Pima. We have found that 7,000 students have come to Pima and have left short of completing their degree with us. So we are going to do some phonathons. I believe you will do it right here, Erica? When is the first one going to occur?

>> PROVOST HOLMES: May 30 and June 13.

>> DR. LEE LAMBERT: So we will look for volunteers to come in and call those 7,000 students and try and encourage them to come back and complete their education with us. That's another important strategy.

I can't just say a thousand FTEs and we don't do things that help us to actually get those students. So 7,000 students. Dual enrollment. We know dual enrollment is low-hanging fruit for us. If we can reengineer our dual enrollment efforts and the task force has
completed its work, their recommendations will be coming forward, we will adjust those. If we can increase our dual enrollment efforts, that's also going to get our enrollments up.

We are working on our dev ed pieces. I think we will bring back students who gave up on Pima because we gave up on them. So these are things that I think will help us with our enrollment

>> ROSA MORALES: What about calling all those students that started the process, were registering, and then they never completed? That's an example of an area I have been extremely interested in following up, because there is many of them. So we need to focus on those, too.

>> DR. LEE LAMBERT: Yes. Erica, have you been looking at that area, as well?

>> PROVOST HOLMES: Yes.

>> DR. LEE LAMBERT: Here is another important thing that's going to happen. I will tell you this now before we announce it next week. I'm moving enrollment management under student services under Carrie Mitchell. We are going to put a greater focus on enrollment management.

I can't tell you right now how many people actually, how many leads we have been able to generate out of our marketing efforts, and
out of those marketing efforts, I can't tell you how many apps have we gotten from those marketing efforts. And I can't tell you out of apps how many registrations have we gotten out of that. That's unacceptable. We are moving it under Carrie Mitchell. We're going to have these important metrics in place and then bring that data forward so that we can now tell where we need to intervene, where we can turn it around.

If you look at our financial aid applications, as an example, we have a lot of students who express an interest in Pima. We are not converting enough of them to become Pima students. In an enrollment management strategy, one strategy is if you see all these people who express an interest in Pima, we should be contacting them. And then, if we are even good at what we do compared to the universities, we should be able to get them an award letter that says, welcome to Pima Community College, this is how much aid will be available to you. We need to beat the U of A at that. Because when those students see their welcome to Pima letter and it says this is how much financial aid you will have, hopefully they will decide to come to Pima instead of going somewhere else.

We have to get more sophisticated. It's not Pima's fault. Community colleges aren't used to doing this. I worked at a
four-year institution. We had to do this, because we were competing not only statewide but nationally for enrollments. So we were more intentional about enrollment management. Community colleges, we have our own defined territories, so we didn't build sophisticated enrollment management models. We are moving into that direction now. Your point is well made and you're going to see changes along those lines.

>> ROSA MORALES: In those two events we are having PCC people that are recruiting --

>> DR. LEE LAMBERT: Excellent.

>> SPEAKER: Chancellor, Bodel Romero, you invited him when you went out to the West Campus, and I took a glance at his model. I think before he retires, maybe we should take a look at it. He has all those years. In his and other folks at the West Campus has been really dreary, student services, because of that one-stop shopping model is not working very well.

So I think that he's got some really good ideas for you.

>> DR. LEE LAMBERT: The thing is it may not be that the model doesn't work. It may be the way Pima is doing the model that's not working.

So we need to take a closer look at the model, and it may not be
consistent across the district, either. But what we haven't done a
very good job of is to get a handle on why we are losing all these
students.

We have to get more sophisticated about trying to understand that
piece, but I do know from conversations I have had with colleagues,
for example, Rio Salado gets a good chunk of our students from Tucson
that go up there. Why? We have some of our K12 partners who tell
folks, don't go to Pima. Go up to Phoenix for your education.

Those are the kinds of things that, as we repair that, that
should start to help us. The other side of reality is there is a lot
more competition. Grand Canyon is very aggressive in this market.
Southern New Hampshire is entering this market. U of A is launching
their online college. ASU. It's getting fiercer and fiercer every
day. We need to be able to change our internal processes to be more
flexible, more responsive. We have to move curriculum quicker and
adapt it quicker. We can't take two years to turn things over
anymore. We may have to do it in three to six months so that we can
be responsive.

That's what we need all of you say how do we streamline these
things? And the Faculty Senate is key to that in terms of your
leadership.
Thank you.

>> MS. KIMLISA DUCHICELA: All right. One thing. If Doug Ducey asks you to invest in ice cream. Run. (Laughter.)

>> DR. LEE LAMBERT: Fortunately, because I have a dairy allergy, I rarely consume ice cream.

>> MS. KIMLISA DUCHICELA: I would put the cost at the bottom of that thing. If you go to U of A, this is what it will cost you. If you come to Pima, this is what it will cost you.

>> DR. LEE LAMBERT: What's scary, I am glad you brought it up, ASU, you said U of A, but the whole MOOC thing, one of the thing that's interesting, they are going to charge to convert those credits over. The question mark is, is this opening up a whole new revenue stream for them for four years where they would charge our students to transfer their credits over to the University? That's what's scary if that happens. Because a lot of our students, all of a sudden we have just increased their cost of education, and that's a question mark out there.

I hope ASU is not looking to do that or other universities aren't looking to do that. Let's be mindful of it. Thank you.

>> MS. KIMLISA DUCHICELA: Thank you.

(Applause.)
Records and information management. Did everybody get a chance to look at this? There were quite a few questions, and I sent out a response, along with the FERPA cheat sheet. Did everybody get that?

You look like my students, staring at me blankly. Any questions for Debbie on this?

>> DEBBIE YOKLIC: Okay. So you know that we are required by the state to have a records management, comprehensive records management program. There was a task force that I led a couple of years ago to try to figure out, quite a number of people, try to figure out how to make this happen.

We hired a records manager, I don’t know, maybe eight months ago. He's really done a very good job of trying to put together a program. It's just beginning. He's starting with the District Office. He hasn't even gone out to the campuses.

I'm not the expert in this, and he couldn't be here today. So I can record your questions and send them to him. It would be probably better if you were willing to send it to him or you could send it to me. His name is Kurt Myers. Then it's not my interpretation of what my question is, but if you would like to ask, I can write them down. I don't know that I can be very helpful, because this is not my area
of expertise, but he couldn't be here so I'm here in his place.

Now, this one is not posted yet because we just brought it this morning to staff council and then to Faculty Senate, but we will get it up next week so it will be posted for comment.

>> MS. KIMLISA DUCHICELA: Anybody? Because I know -- one of the things that I think we should probably think about as a senate is sponsoring a FERPA training. I feel like FERPA is an ever-changing thing, and especially in this electronic world that it would be conducive to possibly look at a FERPA training for this so that we understand what records we are managing as faculty.

>> DEBBIE YOKLIC: That's a really good idea.

>> MS. KIMLISA DUCHICELA: I would forward that, and -- Rita?

>> MS. RITA FLATTLEY: I don't have a background in it, either. It was confusing to me about -- and I forwarded this to Kimlisa -- how much this actually has to do with an individual faculty member. Like is it student grades? Like after I post grades, I know they go into Banner and then to the District, and to me, like District is responsible for, like, you know, people can't hack into the District-wide system.

But what about what I keep on my office computer of like points, like how many points you have during the semester? Is that
considered an official record?

>> DEBBIE YOKLIC: It is.

>> MS. RITA FLATTLEY: I don't have the remotest freakin' clue about how to make sure that's secure except locking my door when I leave the room.

>> DEBBIE YOKLIC: That's what the training will be about when we get there. We are not there yet, but yes, everything that we create as part of our work is a record. It's an official record.

It's pretty mind boggling. I went to a training sort of as one of the guinea pigs, and it's pretty mind boggling because I have drawers of stuff that I should not have. (Laughter.)

>> MS. RITA FLATTLEY: Let's get out more shredders.

>> MS. KIMLISA DUCHICELA: Every e-mail, everything, all records.

>> MS. RITA FLATTLEY: I'm burning down my office when I retire. (Laughter.)

>> MS. KIMLISA DUCHICELA: Bonfire time.

Any others? MaryKris?

>> MARYKRS MCILWAINE: This is a records and recordkeeping question, and I hope you'll know the answer, but if you don't, totally understand.

As I read through this administrative procedure, I was thinking
about my own recordkeeping habits, much like Rita was, and you know how we have begun using Attendance Tracker software? There used to be this rule that we were supposed to hold on to -- we, as faculty, were supposed to hold on to attendance records as well as grades records for three years.

>> DEBBIE YOKLIC: You know, I don't think there was a rule, MaryKris, because I tried to find out when I was still faculty because I had a drawer full of stuff, and there was no answer.

We need a year because students have a year to make a grade complaint, but beyond that, and I just decided, well, the IRS is seven years, so anything over seven years gets thrown away, but that's not a very -- that's not a very official answer.

So you're right. We don't have answers to a lot of this.

>> MARYKRIS MCILWAINE: I'm big on complying with the college's rules, and I have literally those Bankers Boxes of these, and I have a scanner, a really great scanner, and I have been digitizing those. But who can we ask or how can we come to a consensus about how long we are supposed to -- just tell me what to do.

>> JULIA FIELLO: I will send you the link. Your responsibility is to keep records for one year only. It's very clear. I can absolutely show you what it says there. I do think in this
conversation that we should (indiscernible) five years.

>> MS. KIMLISA DUCHICELA: As she said, she's going to send us a

--

>> DR. LEE LAMBERT: In one of my prior lives I had to deal with
records retention. So records retention, some of it comes from the
state. So whatever our general rules are, like this one, may be in
violation of the state rule. So we need to be very careful about
that.

Also, the federal government has its own rules that fold into all
of this stuff. So the safest bet is if you create a record, an
e-mail, as an example of a record, grading is an example of a record,
if you receive records, I would retain that and work with Kurt on how
long you have to keep it, because that's the thing that Pima has not
been mindful about.

There is a record retention schedule. I don't know what it is.
Sometimes what it requires is you take those documents and put it
somewhere and then it gets stored. In other words, you may not have
to keep it more than a year, but the college may have to keep it a
lot longer than that so we can harmonize these things.

And then there are some records that you -- remember, if you
create an e-mail, you can't turn around and delete it if you sent it.
Once you have sent it, that's an official record, and if someone made
a request for it and you should have had it, it could come back to
haunt you.

I have seen lawsuits where people have lost because they were
supposed to have kept records that they destroyed or misplaced. So
be mindful about what you write and be mindful about what you
receive, because that's the world -- this was always the world. Pima
has ignored it. And I don't know the exact schedules for everything,
but that's why we are doing this. I think the training is a great
idea. It's not just FERPA. It's a whole body of records stuff that
all intersect and then Clery comes into play and some other laws come
into play. It's complex. Hopefully he can make it as simplified as
possible in a very convoluted world.

>> DEBBIE YOKLIC: We are also working on coming up with a
compliance program.

>> DR. LEE LAMBERT: Don't start shredding stuff. If you start
shredding stuff, you're putting yourself in a vulnerable position.
Don't do that, please.

Just figure out where -- maybe it's just boxing it up and turning
it over to somebody, and that's probably the better way to do it
instead of starting shredding, because that's not a good idea.
>> ROSA MORALES: Social services, one of the problems we face, Chancellor, and everybody, is office space. When people have been moving from office to office, we all have asked those questions.

So in some cases, faculty has taken some of those files home because in your small offices, there is not enough space.

So that's something to consider. Thank you.

>> DEBBIE YOKLIC: I think it would be a really good idea when you have specific questions about should I keep this or should I keep that, how long should I keep it, send it to Kurt, and even if he doesn't have an answer right now, he will start to build this inventory of the things he needs to figure out.

What are your specific concerns, send them to him, and he'll build that. He'll use that in building his answers.

>> MARYKRIS MCILWAINE: I know you're going to know the answer to this. What is Kurt's name like first and last, and what is his extension? What is his e-mail? Can you give us his contact information on the public record right now so that I can write it on my paper?

>> DEBBIE YOKLIC: K-u-r-t, M-y-e-r-s, and kmyers@pima.edu, and his extension is 4726.

>> MARYKRIS MCILWAINE: Thank you.
>> MS. KIMLISA DUCHICELA: All right. Any other questions for the good of the order?

All right.

>> DEBBIE YOKLIC: I hope you all have a great summer.

>> MS. KIMLISA DUCHICELA: The provost went during the business section. Does the Board of Governors rep, adjunct faculty rep, or PCCEA have anything? Maize?

>> SPEAKER: At the last Board of Governors meeting, Nan Schmidt and Scott Collins presented, gave a presentation during the public forum, public comments. They were in response to in the prior meeting, prior Board of Governors meeting, a student or the student representative voiced some concerns about faculty and about faculty valuation.

The concern on the faculty's part was that it was looked at as a blank statement. So I urge you to look at that meeting from April 8. I think Nan and Scott both gave a really nice presentation.

And then some of you heard earlier about board policy 4001 which deals with the Meet and Confer, and Julia Fiello, who is here, raised three concerns to that, to the board, and they had to deal with the timeline, they had to deal with the selection process of who the members of the team are going to be.
And also, one very important thing is she urged the board to start by looking at what's our agenda? What are we looking for?

So my recommendation -- I am here to ask you to look at that board policy and look at the video from April 8 and voice your concern right to the board members or to PCCEA or to us if you have a problem with the way that board policy is being carried out.

It deals with, like I said, deals with the Meet and Confer, something that is really important to all of us. One more thing. I'm going to be sending an e-mail soliciting comments for my next report, and I did last time and I want to thank Rita for writing me and telling me, she asked me to convey a message to the board. Thank you.

Any questions? Thanks.

>> MS. KIMLISA DUCHICELA: I'm getting this time thing down, aren't I? A couple of announcements. First of all, we have a big event coming next Friday. It is SLO for D2L. It is a training for using the competency tools in D2L. I have over 80 people signed up, and then I had to cut it off.

If a few of you guys are interested in helping with that event, there is going to be some food coming in. We have to get faculty -- not all faculty know this campus, so we need to get them from point A
to point B when they go into the hands-on sections. It would be nice
if we had a senator or two in each of the rooms, because this is a
senate-sponsored event. If you’re interested in doing that, please
let me know.

As a lot of you heard in the last meeting but coming up there are
going to be some things in the summer that we need to be looking at.
I strongly urge you to volunteer for some of the things that are
going to be -- there are going to be some task force and different
things on a variety of levels this summer. If you can pilot that new
template, please do so. That's the only way we can refine it is if
you use it and go, this does not work, this does work, I need it to
be blue, whatever it is that you need, please, please do that.

All College Day is coming -- All College Day. I'm going to be
sending out some e-mails about All College Day. All College Day, the
provost and I have been talking about possibly doing a professional
development section for all of the faculty in the afternoon where,
instead of having senate, senators go into these groups and work with
the faculty on a variety of different levels. Because really All
College Day when we have senate we are more like, hey, we're back.
We have these things that we need to do. I agree we need to do them,
but maybe this is a time for us to get to know our constituents a
little bit better.

So we have been talking about that. From what I understand about All College Day, we are going to have the morning section, going to have the awards ceremonies, I believe. There is going to be some speakers coming in. Are we at three, Lee? At least two speakers coming in for that.

We do need to find absolutely time for CDAC meetings. CDAC meetings have to take place. Possibly the faculty can -- I'm going to talk to Erica about possibly finding out a way to feed y'all while you do CDAC meetings. That's on our agenda.

Some other things coming up, I know a lot of you guys were at the all faculty meeting before this. Some disappointments, some positives. Senate is here to work with faculty. Our role is different than PCCEA's, and I think I want to assure everyone in here that I understand the dividing line. But we are the two largest faculty organizations.

It's very important that we work together and that, you know, it's one thing to have our -- it's one thing when we are in private. It's another when we are in public. We need to be a united front and need to represent Pima well.

Last, but not least, how did last senate work for y'all? Can I
just get a thumbs up for the people that liked the last senate
meeting where we worked in groups that were here? MaryKris, kind of,
maybe, sort of? Come on.

I'd like to do that again next semester. Sometimes we need to do
this, because we have stuff we have to do and we have to vote on.

But I would like to keep working on the charter. I would like to
keep working on promoting us. I'd like to keep working on leadership
and make ourselves available for real feedback as we go forward.

Now, unless there is somebody who has a pressing issue, I want to
say it's been a pleasure working with you guys this semester. This
is my first term. My first and last term, Tal. You never know, you
know. I want to wish you guys the very best summer, but I also want
to say, please, please, unless you're on a kayak someplace doing
something terribly wonderful, check your e-mails once in a while,
because things are going to happen this summer.

The college is going to be making some tough decisions this
summer, and we need to make sure that faculty have an input into it.

We do have some positions that are coming up. I'm hoping faculty
will have a part of that. There is a new position. Chancellor, it's
the chief of staff?

>> DR. LEE LAMBERT: (Off microphone.)
MS. KIMLISA DUCHICELA: I'm hoping you will have faculty representatives on that search committee?

DR. LEE LAMBERT: (Off microphone.)

MS. KIMLISA DUCHICELA: I'm also hoping that before you use chancellor power to make somebody not an acting that you'll check in with the campuses and see how we feel about that?

DR. LEE LAMBERT: (Off microphone.)

I don't want to just convert somebody if it's too much of a problem, too. I'm also aware we've got to... (Off microphone.)

MS. KIMLISA DUCHICELA: And I am going to be working on a website. You saw that I added blue to the agenda. I'm moving along, guys. That was like a whole big deal.

I will be working on a website. It's going to be on a Gmail right now because we don't have space on our PCC website. But I'm sure once they get the website situation squared away, Luis will be glad to work with us to get it on there.

SPEAKER: I want to say this year's commencement speaker is a clinical research coordinator student, so yay for that.

MS. KIMLISA DUCHICELA: Yay.

(Applause.)

DUFFY GALDA: Debbie Yoklic asked us to put our names forward
if we are interested in serving on the review task force for the governance. How is senate going to determine who represents the non-PCCEA members?

>> MS. KIMLISA DUCHICELA: Once those names come forward, and they haven't come forward, then I will put together a decision on how that will be decided and I will put it out to everyone.

>> DUFFY GALDA: I don't understand that. You're going to make a decision on how it's going to be decided?

>> MS. KIMLISA DUCHICELA: I said I would put together a group and look at the group, I'm going to come up with some ideas on how to put those names forward, and then a decision will be made and I will make sure that it's blessed by senate.

>> DUFFY GALDA: Thank you for the clarification.

>> MS. KIMLISA DUCHICELA: Anything else? Yes? Anthony?

>> SPEAKER: Who do we talk to about the summer faculty evaluation committee task force?

>> MS. KIMLISA DUCHICELA: 4001? Performance? To Julia. Talk to Julia. There are so many of them, I can no longer keep track. I need like a cheat sheet for all of these different things.

If any other committee opportunities come up, I will definitely put it out to you guys.
So everybody, you know, if some other really cool committee comes up or not so cool committee comes up, I will let you know, all right?

Have a great summer. Can I have a -- unless someone has somebody else to say?

Motion to adjourn has been put forward through Patty. Second?

>> SPEAKER: Second.

>> MS. KIMLISA DUCHICELA: Second from Anthony and Rosa.

Please have a good summer. And good luck with all the grading and finals.

(Adjournment.)

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