>> MR. JOE LABUDA: We will start our introductions over on this side.

>> SPEAKER: (Indiscernible.) Community Campus.

>> DR. LEE LAMBERT: Lee Lambert.

>> JERRY MIGLER: Jerry Migler.

>> SPEAKER: Ann Parker from Desert Vista.

>> SPEAKER: (Indiscernible.) West Campus.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: (Indiscernible.)

>> SPEAKER: (Indiscernible.) East Campus, Student development.

>> SPEAKER: Ana Jimenez, East Campus, mathematics.

>> SPEAKER: (Indiscernible.) East Campus, computer science and (indiscernible).
>> SPEAKER: (Indiscernible.) Community Campus, arts and communication.

>> SPEAKER: Erin Eichelberger, Northwest Campus, languages, reading, and the arts.

>> SPEAKER: (Indiscernible.) Northwest Campus, biology and proxy for Denise Meeks.

>> MS. RITA FLATTLEY: Rita Flatley, social and cultural studies, East Campus, and also PCCEA.

>> SPEAKER: Patty Figueroa, world languages, East Campus.

>> MS. KIMLISA SALAZAR DUCHICELA: Kimlisa Salazar Duchicela, history, Downtown Campus.

>> SPEAKER: Jeff Gavadan (phonetic), translation studies, and world languages, Downtown Campus.

>> SPEAKER: Mary Mitchell, East Campus, communication, and chair of the Adjunct Faculty Senate Committee.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: (Indiscernible.) Northwest Campus.

>> SPEAKER: (Indiscernible.) IT services, Northwest Campus.

>> SPEAKER: Duffy Galda, education, Community Campus.

>> SPEAKER: Sterling Benson, art history and humanities, Downtown Campus.

>> SPEAKER: Rosa Morales, West Campus, social services.

>> SPEAKER: (Indiscernible.) History, West Campus.

>> SPEAKER: Randy Randolph, East Campus, EMT.
>> SPEAKER: Carol Christopherson, West Campus, performing arts.

>> SPEAKER: MaryKris Mcilwaine, West Campus, behavioral sciences.

>> SPEAKER: Tommy Salazar, machine tool technology, Downtown Campus.

>> SPEAKER: Roman Carrillo, automotive technology, Downtown Campus.

>> SPEAKER: (Indiscernible.) Downtown Campus, proxy for (indiscernible).

>> SPEAKER: I am Joseph (indiscernible.) Nursing, West Campus.

>> SPEAKER: Melinda Franz, West Campus, counseling.

>> SPEAKER: Rob Modica, East Campus, humanities, art.

>> SPEAKER: Don Roberts, East Campus, business and economics.

>> SPEAKER: Gene Galbo, economics, business, Downtown Campus.

>> SPEAKER: (Indiscernible.) Note taker.

>> SPEAKER: David Kreider, Community Campus, social sciences.

>> SPEAKER: (Indiscernible.) Community Campus, mathematics and business.

>> SPEAKER: Josie Milliken, Downtown Campus, writing, reading, literature.

>> SPEAKER: Don Bock, Northwest Campus, mathematics.

>> SPEAKER: Pat Townsend, West Campus, math.

>> SPEAKER: Lorraine Morales, vice president of instruction, East Campus.
>> SPEAKER: (Indiscernible.) Proxy for (indiscernible).

>> SPEAKER: (Indiscernible.) West Campus, writing and honors.

>> SPEAKER: Ed Doran, Downtown Campus, educational support, faculty counselor.

>> SPEAKER: (Indiscernible.) Downtown Campus, counselor, student success.

>> SPEAKER: Pam Reubenstein, psychology, Northwest Campus.

>> SPEAKER: Teddi Schnurr, Desert Vista, early childhood education.

>> SPEAKER: (Indiscernible.) Life and physical sciences, East Campus.

>> SPEAKER: Susan Pritchett, computer (indiscernible), interior design, Downtown Campus.

>> SPEAKER: Pete O'Brien, (indiscernible).

>> SPEAKER: Sarah (indiscernible).

>> SPEAKER: Sandy Niederriter, Northwest Campus, professions.

>> SPEAKER: (Indiscernible.) Public information.

>> SPEAKER: John Kordich, fitness and sports science, West Campus.

>> SPEAKER: (Indiscernible.) Desert Vista.

>> SPEAKER: Debbie Yoklic (indiscernible).

>> SPEAKER: Leticia Menchaca, provost's office.

>> SPEAKER: (Indiscernible.) East Campus, mathematics

>> MS. JEANNIE ARBOGAST: Jeannie Arbogast, mathematics, Desert
Vista, and proxy for Pollyanna Wikrent.

>> MR. JOE LABUDA: Joe Labuda, West Campus, library faculty.

As I said, we will have an agenda modification because we have
the chancellor here for a visit.

>> DR. LEE LAMBERT: Good afternoon, everybody. I think I had a
chance to go to many of the campuses so far and meet with many of
you. I still haven't made it out to the Northwest Campus and the
Community Campus in terms of just meeting with the faculty. I
believe I have been to all the other campuses at this point.

What I'd like to do this afternoon is kind of talk about a few
pieces that I have observed, because I'm just coming really to the
end of 90 days here at the college, and so I have had a number of
observations both externally and internally to the college, but also
talk about some other important pieces that are happening. I will do
it in the context of the HLC and in the context of where I think
future higher education is going, because a lot of conversations
really wrap around those two things.

Let me start with the HLC. So I recently had a meeting with the
special trustee to San Francisco City College, and many of you may
know who that special trustee is, Bob Agrella. The name is familiar
to many of you because he used to be here at Pima.

Also, I had a chance to talk to one of the interim chancellors of
San Francisco City College, Pam Fisher. Some of you may know that
name or may not know that name. I wanted to share some observations
from that, because I have had some interesting questions posted, why
should we take this seriously from a faculty standpoint, because we
weren't the ones who got us into that mess, right?

It's the board, it's the administration that got us into this
mess. Well, in talking to both Bob and Pam, I would say to you it
doesn't really matter how we got into the mess. We've got to get
ourselves out of the mess, and the only way we are going to do that
is together.

So we cannot focus on how we got ourselves into the mess and who
did that as much as we have to pull together and make some serious
changes that we've got to make if we want to move forward, because
what's different today in accreditation from the past is they will
pull an institution's accreditation. They have already proven that
fact with San Francisco.

San Francisco, unless a lifeline occurs for them between now and
July, they are done. You folks understand the implications for that,
right? You don't get to offer federal financial aid, and if you
can't do that, you're done, because a lot of our students depend on
that resource to be able to come here.

The other thing about it is our credit will not be recognized by
other institutions who are part of that accreditation body. So then
our students won't be able to transfer their credits to other
institutions. That's also going to spell your doom.

So what I want to convey I think at the bottom of this is we've
all got to take it seriously, and we've got to pull together to move forward.

What that means is we've got to make a lot of changes, and we've got to make them sooner than later. Under the old model, it was okay to say we were doing X, Y, and Z. Under the new model, it's not enough to say we are doing X, Y, and Z. We have to show them we are taking it to another level to illustrate continuous improvement and institutional effectiveness. If we aren't able to do that, that's where we get into some interesting dynamics.

Here's what's interesting about this. Now, you can get dinged on a number of items and still be reaccredited. So just because we might say, well, we're not doing this, we're not doing that, that's going to result in, you know, falling off the cliff. Not necessarily.

But there is a line, now that they have identified for Pima, because there are some areas that we must, we don't have a choice, we've got to resolve and reconcile before they come out for the next visit, and part of that we have to submit as part of our self-study, right? Then there are two assumed practices under the monitoring report that we have to take care of.

We don't have a choice on those things. We better show that we have actually done it, whereas some of the other pieces it may be enough to show we are doing X, Y, and Z, and we are moving to close the gap but we may not be there.
So let me just highlight I think some areas I think we've got to pay special attention to. Planning. Under criteria No. 5, it talks a lot about planning. Well, the institution does plan. Having been involved with the college plan, I would suspect that's not going to be sufficient enough going forward.

What I don't think we have been able to show is that the college plan lists in part a strategic plan but it was more of an operational plan. So we've got to be able to show that we are focused strategically as well as operationally and tactically. I think that's where one of our weaknesses is going to lie.

In doing that, we have to show how we use data to improve what we are doing. As an example of that, more specifically, is Program Review. How many of you are actually using Program Review to help improve what you're doing?

I think most of you would say yes, but as a newbie, I come and I look at some programs and I will tell you we have some areas we need to address, okay? We have some programs that probably aren't in the 21st Century. So you probably are going to say that's true.

So what are we going to do about it? So I think that's going to be an area where, when we link planning to Program Review and institutional effectiveness to show continuous improvement, we have to do better. I have heard opinions about Program Review, and I don't think we consistently apply a rigorous process around Program Review. So there's that.
Let me dial this up one more notch for a moment. The board has in its bylaws a requirement that the board shall ensure that all students have access to a high quality education. Why would I point that out? Because it links back to what I was just talking about. So if they are going to ensure all students have access to a high quality education, how do we, as a college, demonstrate as evidence that high quality? It's through our planning efforts and through our Program Review processes, et cetera, that we do that.

So there is that. Let me stop there and let me entertain any questions about this particular point. Questions?

>> MR. JOE LABUDA: Actually, I have a couple of comments, because I think (indiscernible). I think from a faculty sense, basically (indiscernible) probation. I don't think that means that we don't want to do our part for the institution. We just figured that the part that's broken should be fixed, you know, because that does affect us.

We are in a situation worrying about losing accreditation. Well, I think we have to be honest about it. (Indiscernible.) I have been through other situations too. (Indiscernible.) Well, you know, we had a change (indiscernible). I can remember in the library college service review we went through and we were rated highly for it in terms of what we presented and the data we had and how we were going to go forward in the future, and everybody signed off on it on the administrative level and nothing was done about it.
I'm sure there are lots of programs run here that when they are put through their Program Review there is going to be (indiscernible).

(Applause.)

>> MR. JOE LABUDA: If this becomes, if we perceive this as being a process that's not going to go anywhere (indiscernible). Let's talk with the (indiscernible) library. Neither me nor any of the librarians were (indiscernible).

We spent time trying to figure out what was being talked about. So I would think it was the fact that the faculty (indiscernible). A lot of these underlying processes are broken. Again, you know, I think when we have been asked to jump through a hoop, we have jumped through the hoop and it doesn't lead anyplace.

So, you know, I hear what you're trying to say, but I'd say if the faculty is going to approve to go forward, we have to feel the structure behind us allows us to go forward.

>> DR. LEE LAMBERT: Thank you for saying that, Joe, because we have all got to be honest about where we are and figure out why those gaps exist and then do something about it. I think what I have noticed is there's a lot of fragmentation going on here at the college, and the systems that we have in place facilitate that fragmentation, so much so that we operate in our individual silence where we think someone else is taking care of something when in reality no one is taking care of it. I think we all have to own that
I'm not saying this is uniform, because I think there are a lot of pockets of very excellence going on at the college, but overall this fragmentation and the systems that we have are a problem.

So when I look at -- and I will pick on the HR system as an example. When you hear me talk about HR, I'm talking about the HR systems, not necessarily the people of HR. The systems of HR are broken, and they are very confusing. They go back years and years and years. It's not even just this past administration from what I can pick up.

So we've got to repair that system or we are going to continue to have problems in HR, because you put good people in a bad system, they are adapting to that bad system, and then all of a sudden nothing really happens the way they ought to.

Then we start blaming the people when in reality it's the system that's creating the difficulties, right? I'm going to give you an example. I'm not trying to cast aspersions. I just want to illustrate the difference.

I can pick up one of our employee group's handbooks, and it can be maybe as thick as my finger in terms of the width, right? I can go to where I used to work, take a similar employee group, and their collective bargaining agreement is about that part of my finger.

Now, how is it that Pima's is much thicker than a place I came from where you had a different system, okay? I think when we add
more and more, it creates more ambiguity, more confusion, and is actually not facilitating a good system. So we need to rethink that, as an example.

I don’t know the answer, but I do know that we can’t continue on this path.

>> MS. KIMLISA SALAZAR DUCHICELA: I think part of that would be the fact that when you live in a hostile environment you have to institute and codify many, many protections. That would be part of it.

(Applause.)

>> MS. KIMLISA SALAZAR DUCHICELA: And also the fact that we are a slightly larger institution than you came from.

On a similar topic, I have been following your tweets, and by the way, your address doesn’t work on an iPad, just FYI. Just sayin’. I’m wondering about -- you mention 21st Century quite a bit, and I get that. I run a grant here that’s wildly successful, and it’s all about the 21st Century.

I’m wondering how you plan to fund that and give faculty the tools, the training, give the IT folks that are at our campuses, not at (indiscernible) -- nothing against the district folks, but this is where the rubber hits the road.

>> DR. LEE LAMBERT: Sure.

>> MS. KIMLISA SALAZAR DUCHICELA: How are you going to basically support us in bringing our programs up, bringing them into the 21st
Century? Where are you getting the money and the training and things like that?

>> DR. LEE LAMBERT: Well, again, the way that the college has been built, it's, I think -- and I have said this to groups I have spoken to at different campuses, it's been what appears to be too top heavy to district. So I want to create a model where we can bring a better balance between the centralization model that's been created to a more decentralized model, because things happen here at the campuses. So that's the first piece.

Part of that is getting district to change its role from compliance to really looking at how we support the campuses. So trying to push more things back down to you. So an example of that would be looking at just the issue of the website. Every campus should have its own website, right?

Then you should be able to develop your own pages consistent with that as campuses, right? So each of you, for your various departments, should be able to create that link to your campus piece.

Then at the district level we become, you know, not the only portal, but the main portal at Pima, because people will come there first, but then it's easy for them to go from there to the campuses. But for people who know the campuses, they don't even have to go through District Office to get to the campuses.

So we have to build better interconnections between the district and the campuses. So that's an example of we are trying to change
the model, if you will, from centralization to decentralization, and then put District Office into more of a coordination role. Not so much to tell you what to do but more to convene and look at issues that affect the entire college. So an example of that, and I have used this before, is the schedule.

So we need to coordinate the schedule across all the campuses and locations, but at the same time, this uniqueness at each campus and location, so we have to figure how we balance that out. So what then that does is start to drive the resource allocation differently. We have to think about how we start to shift the resource allocation.

But this is tied to planning. One of the reasons we struggle, and it goes into the (indiscernible) and the systems issue is the budget is not linked to planning where planning is driving resource allocation.

It should be transparent. I don't think it's been transparent here, either. So that's why, coming back to criteria No. 5, we've got serious issues, because we haven't developed the alignment, if you will. But that alignment also has to tie back to criterion No. 1 in terms of understanding what is the mission of Pima Community College so that we can actually measure fulfillment of the mission.

So all these things have to wrap together. That's why, when you hear me talk about systems and fragmentation, all that, it's a result of that. It's not a question of size of my former institution to here. This is about systems. And regardless of your size, if your
systems aren’t aligned, it doesn’t really matter. So that’s what’s missing is alignment.

But what it requires to get to that alignment, first and foremost, the board needs to be clear about what this institution values, what this institution is going to do moving forward. That starts with the board. Because in the absence of the legislature defining the mission -- my former state legislature defined the mission. It was in statute. Then we could put our own little flavor to it, but it was clear what our mission areas are.

It doesn’t exist here. There are much clearer rules, if you will, that came from the state. Here, there are very little rules that tell us how we do things. So that creates part of the problem, too.

So what it requires is that the board then has to put those systems in place. From what I can tell is that has not happened very well.

So then you get into what you’re talking about. We have to keep putting things in because they weren’t really put in.

So it’s not the fault of anybody in the room. It’s the fault of the system wasn’t designed. So then it requires all of us collectively to figure out how to do it. So it actually requires, I think, that we do a more effective job of benchmarking against other institutions and maybe other states to help us understand what kind of systems we ought to put in place. States that have done a better
job I think will help us tremendously if we start looking to them. And that's going to be a bigger component of this new world than not.

Then we use that to inform what we are going to do. It starts with the board. The board also has to be guided to understand how to do this, and, you know, they are a citizens board. They may or may not know what we do. So they are very dependent on their chancellor and the administration and the faculty and staff to help them think these things through.

So again, I think it's our system that's created a lot of what we are experiencing here.

>> SPEAKER: Ana Jimenez. Thank you for joining us today. I just wanted to say that I liked a lot of the things you said, the idea of campuses having their own website, and I think as an example, and I think really what that is an example of, to me, is being trusted enough to do that.

So I just would love to work in a place where district trusted the campuses enough to allow us that kind of freedom, and so I'm delighted that that's someplace you're going. I think that is a piece that's broken.

The other pieces -- the other pieces that you're noting in the huge, thick policy statement is because of the lack of trust. I think if we can really work on that, other things will fall into place. I just wanted to thank you for that.

>> DR. LEE LAMBERT: You're welcome. And I'm committed to us
working on this. But here is the key, though: The board has to provide the frame for us to allow us to do this work. I'm working with the board right now to start to develop that frame which that work is going to occur.

So they have been looking at different governing models across the country, and what I think is starting to emerge is -- and we were just in a session just the other day, in fact, in Seattle, where they were presented with different models. Then they also looked at models before going to Seattle. This notion -- and it's called policy governance.

And it has different components to it that spell out the board's authority and in this case the chancellor's authority or the chancellor's limitations. Then that starts to frame out what happens as you push it down into the organization.

So it's much clearer about what the framework is like. And, in fact, Yavapai, they have a really good model around us I think in terms of what's -- compared to what's here in the State of Arizona. I think the board is going to look more seriously at their model.

>> ROB MODICA: I agree with your assessment of the HLC report. Dysfunctional board and administration led by fear and intimidation. Fear and intimidation started at the top with Flores and Miles. But there was also administrators who were pretty enthusiastic about that model. And twice I heard you say essentially let bygones be bygones.

I find that disturbing. I don't expect (indiscernible). I sent
you an e-mail two weeks ago suggesting a possibility of how to at
least get a feel for what faculty and staff and administrators think
of the system.

If we are going to have campus-based independence, administrators
that run that better be people that you trust to (indiscernible)
style.

>> DR. LEE LAMBERT:  I'm not saying let bygones be bygones.
That's not the proper interpretation of what I'm saying.

What I'm saying is we can't assign blame to what happened in the
past as far as dealing with HLC.  I was talking about it in the
context of the HLC, we have to pull together to get us off of
probation, okay?

>> ROB MODICA:  I agree with that.

>> DR. LEE LAMBERT:  But if you haven't already figured it out,
sitting on this campus is an example of that, if folks aren't
stepping up to the expectations, well, there will be a change, okay?

This campus has already felt that change.  We're evolving now.

I have already said to all the administrators, and I met with
them earlier this week, that here is my expectations.  I have also
shared that with the cabinet folks.

They all now have a poster -- you may start to see it appearing
on your different campuses -- that clearly lay out what my leadership
expectations are.

So they will be held accountable, okay?  And I'm expecting the
level of professionalism to be higher than what it has been.

>> ROB MODICA: That's what I wanted to hear.

>> DR. LEE LAMBERT: So that's where we are going, without a
doubt. But also, I think we all have to hold ourselves accountable,
too. It's not just them. It's all of us as we move forward, because
we have to also model for our students what good leadership looks
like, because they are not getting good examples from folks in
Washington, D.C., as we all know, right?

They learn it from us. So as we all raise that bar, I think
that's going to benefit all of us, right? That's what you're going
to see as we go forward.

I cannot root all this out overnight. I will tell you, some of
those folks, their behavior was attached directly to the behavior of
the former administration. You know, us human beings we have
incredible ability to adapt, and we adapt to the environment in which
we function in, and some people may -- unfortunately they benefited
from the old style, if you will, in terms of that.

But the model is different now. It's going to be more about
collaboration, about cooperation. But at the same time there are
going to be standards. So you're going to start to feel that.

It's already happening. Think about it this way, and I have said
this to some of you already. To reset the organization I think to a
better path, the break may be more painful than what it took to get
there. Because it is broken.
Let me just tick off some examples what I mean. We have a vacant HR position, we have a vacant Community Campus presidency, we have a vacant Downtown Campus presidency, we have a vacant Northwest Campus presidency, we have a vacant police chief position. There are others. At some point we can't have that many vacancies, okay, and run the institution, either. So there is a reality, is my point.

So what's going to have to happen is we are going to have to move people into those positions on an interim basis sooner than later. We may not follow the normal process to always get there, because we have to get people in place as we try to stabilize the organization by bringing in permanent people.

That's an example of sometimes a break makes you feel worse than how we got there, because we can't create that level of destabilization either, and it's amplified now because of the HLC.

>> DUFFY GALDA: Chancellor Lambert, you have mentioned decentralization and you have just now talked about some interim people again. I'm coming from a perspective of in the past five years having eight direct-line supervisors. My campus president is my sixth, going on my seventh. A concern truly is that we are taking administrators out of positions, plucking them out of positions they haven't even demonstrated or had the ability to build the skills necessary to do that job. They are going up.

Sometimes they are not plucked. Sometimes they choose to go up. The consistency is gone.
I compare this to a football team. I can't imagine a coach coming in and saying, I'm going to build this team, and turning around a few months later and deserting the team.

What I would expect, as a faculty member, is a leader that can prevent the dysfunction that we have had. I think part of our dysfunction at our particular campus is due directly to the fact that we have not had any consistency.

When you don't have consistent expectations, you don't have policy being followed consistently. You have dysfunction.

>> DR. LEE LAMBERT: I totally agree with you. But like I said, to get to that other side, the break may be worse now than what led to it. Because we can't bring in a permanent person unless I just go out and hire permanent people, okay?

So we're kind of in a jam now because of that, A. B, bringing in an interim person, you're going to continue that rough road, if you will, until we get to a permanent person. So there is a reality there.

The other reality for us is we may not be an attractive place for permanent people, so we also have to face that. We may go out for a permanent search, and there may not be highly qualified people who are in the pool because they may not want to come and give up a good gig for an uncertainty about whether we are going to be accredited or not. So these are realities we are going to have to contend with.

Now, from an interim standpoint, what you saw with Community
Campus, we are bringing in somebody from the outside. We are not bringing someone from internal. The names that have been forwarded for this campus are from the outside. I don't know if there is any internal names, but the ones that have been sent to me by ACCT have been from the outside.

So I'm looking to do more of that as we fill some of these interim pieces. There may be some situations where we are going to have to put in someone even from internal, depending on what happens.

But that's not where I want to go, but you're also -- I'm sending a message to -- there are some good administrators here, too, that we may not be providing them an opportunity to the next level of leadership because of this.

There is that reality we've got to deal with, too, as we try to bring some level of stability. But it will be a while before we get the stability. I will just be honest about that, okay?

It's not going to happen in the next year. May happen within two or three years. But I don't think it's going to happen in this next year. We are going to be in for a rough road for a while.

>> SPEAKER: One more question would be is there a plan to help those people that do come internally, to develop those skills necessary for the next position?

>> DR. LEE LAMBERT: If you notice in my goals, I talk about putting in place a leadership development training program. So the answer would be yes. The problem is to put in a good program, you
need to have an HR person who can come in and help lead them.

Then it needs to be mapped against a set of competencies. And the competencies have been developed by ACC, so now we have those competencies over here. Now we have to look at building a training program that links to that, and then you look at the individual and see how they fit into that.

But this stuff isn't going to be built overnight. So if I were to take someone internally, put them into a position, the system isn't there. So I go back to, again, we don't have a good system in place.

By the way, this isn't unique to Pima, okay? I want to make that clear. What we are going through is not unique to Pima, because what's happening on a larger scale is over the next 10 years, 75% of all presidents and chancellors are likely to turn over because they are already at retirement eligibility. Guess what else that reveals?

There are a lot of vice presidents and vice chancellors who also will be going out the door. So this issue is going to keep going on and on and on for a long, long, long time because of the reality of demographics.

So what has happened unfortunately in higher education, we have not created good succession plans. A lot of that -- and this state has probably been better than the state I came from. We had gutted out the middle so that natural progression for someone to move from, say, from a faculty position into a department chair role into a
department chair to maybe an associate dean and then to dean, a lot of organizations have gutted a lot of that out so there isn't a natural succession.

So we have to keep things in perspective, is my point, okay? It's going to be a rough road. Even though I say in the next two years for us, three years, but it's going to continue, because as we train people and the opening comes up, they are going to go to another opportunity. That revolving door unfortunately is going to continue.

>> MS. RITA FLATTLEY: PCCA. And we helped get that employee book fatter and fatter and fatter. We also try to solve problems, actually, and oftentimes when faculty have concerns they bring it to us, they want us to carry it forward so they can stay anonymous. And in the past we have tried to develop very close working relationships with whoever is the head of human resources who is kind of Mr. Nobody right now.

What I would like to ask you to consider is to include all three employee representative groups in your planning for the kind of person you want to hire in that position and possibly throughout the hiring process, because our working relationship with whoever that person will be can solve problems just like that or it can make things blow up. So we want to help you.

>> DR. LEE LAMBERT: I appreciate that. You know, I'm not trying to say because the book is fatter it's a negative, okay? Don't walk
away thinking it's a negative. But when it becomes larger and larger, you have to make sure it's not creating more confusion.

So that's what gets difficult as you add, add, add, maybe not take, take, take away. So there is that.

But also, what I'm starting to pick up about the hiring processes here is that it's not been at a level of engagement with the campuses, okay? So trying to reinstate a system where people can engage will be part of the challenge, okay?

I don't know. In terms of specifically an HR position, as we move to the permanent position that's going to be hired, we are going to put in an interim position and that's coming close to happening that we will start a permanent role, I will ask HR, the new interim person, to make sure we build a process (indiscernible) and also being sensitive to the fact that there are a lot of employees who don't belong to any employee group, either. So we need to keep that balance in mind. You can't have an committee that's so unwieldy, because what will happen is good candidates will say that's a sign of assumption, and they won't necessarily find that attractive, either.

You have to kind of be careful about that.

The other thing is building off of that point, I want the campuses to be more engaged in hiring campus leadership. So when we go to a permanent fill here at Downtown, as an example, there should be a committee that's from Downtown that's focused on doing that, okay? I want to make sure we can start to move in that direction.
MS. RITA FLATTLEY: Thank you. And PCCEA actually represents all full-time regular faculty whether they pay as a member or not. We love them all.

>> SPEAKER: But the 60% adjunct faculty are not heard anywhere.

>> DR. LEE LAMBERT: But what it reveals is, again, we have the whole group of employees that aren't connected, and we've got to address that issue, too. That’s why that's in my goals is to look at how we start to build the part-time both on faculty and on staff side into what we are doing here at the college.

Right or wrong, they constitute the lion's share of our effort here in the college so we have to figure out a better way. So that is on the radar screen.

>> ROSA MORALES: First of all, I want to tell you that I really appreciate that you're taking the time to go to the different campuses, not only one time but two times, three times, whatever time is necessary, because as a new person, (indiscernible) have been working now five, six years, I notice there is a lot of fear instilled from people still to talk and discuss issues. People are very afraid.

Some of those meetings become difficult for people to talk, because (indiscernible) so obviously you need to be aware of those things.

The other thing that I want to mention is that there is a lot of training that needs to be done, no question about it, starting with
the administrators. In my case, as a new faculty, I remember a few years back I confronted a situation where, you know, there was an issue with a student, and it was explained to PCCEA that they were actually able to guide the administrator, you know, as to how the process was supposed to be followed.

To me, it was a surprise, because I was a new faculty member, and I noticed, oh, my God, I'm in a very vulnerable position here, because the administrators are not even following the process, what can happen in the future? So in talking with a PCCEA representative, they mentioned, Rosa, this is not unique. Whoa. My God. This is not unique? So it's widespread. So I must tell you that something needs to be done to that level.

The other thing I want to say is that it's also very good that you have an open-door policy for people to talk to you as well as students, because in the past that hasn't happened. It's going to take a while for people to get rid of their fear, and I hope you continue doing it, including coming to this Faculty Senate meeting.

Thank you.

>> DR. LEE LAMBERT: You're welcome.

And so one of the things you'll see in these leadership expectations is that notion of open and honest communication. There is also another piece in there about following policies and procedures fairly consistently and reasonably.

So I have picked up on that some of that does not happen and it
hopefully is not as widespread as you just said, but whether it is or isn't, folks know that's the expectation. So we are going to get there.

Also, you have to know I'm being pulled in so many directions because it isn't just one area. It is almost every area, okay? So I cannot always be here as much as I would like to be able to come, just like I have been going out to all of the campuses as much as I can. There are a lot of community groups out there who aren't connected to the chancellor either and in turn not connected to Pima.

And then we have basically closed ourselves off to the rest of the world. That has not been in the best interest of Pima Community College to have done that.

I'm trying to open us back up, but I can't be everywhere. Why bring this up? This is very key. The provost is the key interface to the Faculty Senate, and I will work with the provost from time to time to be here at Faculty Senate, okay? Because I know I can't always make the meetings, but I will try to be when I can.

But he's the main guy in terms of what happens on the academic side of the house; otherwise we wouldn't need a provost.

>> ROSA MORALES: I must tell you that I have not been able to really work closely with the provost leaders, because since he has been coming here and he has been hired, he has been very busy dealing with all these other issues. So if you are relying on him to actually do that, I think we might have...
>> DR. LEE LAMBERT: No, but you see the problem, right? You see the problem. The wheels came off the bus in a bad way, and it's in so many areas of the college. So as we bring newer people on, the challenge is going to be enormous to get things back on the right track.

Then this is where the size does become a bigger issue, because it just amplifies where you have to be but you can't be all at once. So we will see what we can do to -- but it does disturb me that administrators aren't following the processes, and that is real problematic.

>> ROSA MORALES: PCCEA can help you.

>> DR. LEE LAMBERT: When it comes to representing, in this case, faculty, PCCEA should be there with you. They are there to protect your interests. So that is perfectly appropriate. They should be. What is not okay is if the administrator is not following the process.

>> ROSA MORALES: Believe me, when they are there, they should be protecting the college, like college liability. It's not only (indiscernible). It's about protecting the college.

>> DR. LEE LAMBERT: Yes.

>> GENE GALBO: Something we talked about last month, working together on this and everything, one thing we asked for is faculty representatives on the chancellor's cabinet.

I assume you'd be supportive of that since, with your talk, we
could actually get that?

>> DR. LEE LAMBERT: Well, that’s something I’m willing to consider. I’m not going to say absolutely yes or no. And at this point, you know, I have been focused on so many other pieces that I haven't sat down with the cabinet to have this conversation. I need to have that conversation with them before I make any decisions.

But the other thing I will tell you all is cabinet is way too big. How many of you are business faculty here? How many people should be in a cabinet organization, from an organizational faculty standpoint? Three to five, right?

Three to five. Guess how many report to me? I think it's either 15 or 16. So that is one of my concerns, okay?

As we talk about cabinet, it's already unwieldy, okay? So I have to be careful about that reality, too. So we have to think through those issues, but it is a problem from an organizational effectiveness standpoint.

I have been toying around with some ideas about how we might be able to do things and maybe incorporate more of what you’re saying.

>> SPEAKER: (Indiscernible.) Chancellor, I would like to respectfully disagree with something that you said: We closed ourselves off to the community.

No, sir, we did not. The behavior of certain people at this community college, including our board, were people whose behavior resulted in a very negative for many people's view.
That is not true for the entire community college. Pima Community College has been (indiscernible) forever. To say that out loud I think is not appropriate, because we did not cause this. I don't think there is a person in this room who caused what happened. I think people who know the ins and outs of what happened understand that we are doing our level best and have done our level best to keep our head above the water line with all that flew around because of people's behavior. Those people, for the most part, have not been held accountable.

(Applause.)

>> DR. LEE LAMBERT: When your chancellor or the head of your organization is not connected to the community that it's in service to, that is not a good thing for the organization. That's what's been one of the big problems in terms of our ties to the external community.

Obviously we have great connections into the community. That's in large part due to everyone in this room. But when your head isn't out there, that doesn't speak well for the organization. It's reflected back in terms of the level of support that we are going to receive or not receive, okay?

I'm sorry if I made it sound like it's all of you, because that's not what I intended to say, okay? Otherwise we wouldn't have some of the excellent programs we have going on. But the chancellor has to be out there. And if, in this case, he isn't out there, it doesn't
bode well for the organization.

The board also has to be out there. That becomes important, too, as we move forward. So I recognize that it's not everybody literally, okay?

One last question, and then I do have to leave. I have to go meet with the folks in the police department here shortly.

>> MR. JOE LABUDA: We talked about this the other day, and this is something that will be presented today, HLC self-study committee, this is assumed practices, faculty oversight curriculum. And I'm not critical of the people on this committee. I think what they have done, what they are trying to do within the structure of HLC, but on a timeline on this, okay, (reading from agenda), if we are going to affect the oversight curriculum and we essentially know who we are talking about, faculty and curriculum, I don't understand why we have to have a time frame that far.

We have committees having to do with institutional integrity. What's the debate about? You know, I think we are getting bogged down in bureaucracies, and I think one of the problems (indiscernible) and I think there doesn't seem to be a sense of urgency in getting through this because of we are used to just doing process.

So do you think a way that we are going on this that will meet our deadline in terms of (indiscernible) HLC?

>> DR. LEE LAMBERT: Well, so Jerry's group assures me that the
timelines that we put in place will get us to that finish line. So
that's the first part.

But I think you illustrate another important point, and that is
-- and it's not just Pima, but what I notice is higher ed, we have a
tendency to be more focused on the input side, the process side, and
forget that there is an outcome that has to be achieved.

So when we are under this compressed time frame, if you will, how
do we move through that input side quicker, and so the question is
how many touches need to happen for something to get to an outcome.

I think this is where the clarification becomes important from a
governance standpoint. What is Faculty Senate's role versus other
groups' roles? You're highlighting it under there as a prime example
of that, right? So who is responsible for oversight of curriculum?
Which committee does that reside?

Let's assume for just conversation's sake it's Faculty Senate.
Then it doesn't need to go to all these other groups then if it
resides here in Faculty Senate. And if the answer is no, then why
does it have to go through all these groups?

So if Faculty Senate, assuming that you're the group, proposed a
more streamlined out timeline, I think that Jerry's group would be
willing to consider that, okay? Building off of your point.

>> MR. JOE LABUDA: We have had a structure that should work.
The problem is it didn't work. (Indiscernible.)

So I think we have to kind of go forward and fix it, and I think
if -- I thought the HLC part is all about fixing it. Seems to me that (indiscernible) HLC work and what's going on in the school. I think that's sort of a lot of (indiscernible).

>> DR. LEE LAMBERT: So is there a new oversight policy, if you will?

>> DUFFY GALDA: I'm actually on the subcommittee. What we are actually addressing in the timeline today happens to be the culture that was a subcomponent of the faculty oversight B2C2. Another thing that Rita and I are addressing today is our initiation of engagement with this body as far as asking for you to begin the dialogue in what the word "oversight" consists of, who that entails. And I will be more than willing to give you an example of an issue that actually is coming up in front of curriculum council on Monday, that there is a dispute over faculty oversight of curriculum for three programs that are going through and all of the courses for those programs. It's not that we are -- you know, this timeline is out there, it's that that's when we want these in place.

We have to start creating the policy right now. We are already on line to do an early Meet and Confer this year. That has gone out as a request from human resources. Jeff Sylvan met with us. We need to start pulling our constituents in the faculty and get a feel for what you believe that is.

As an assumed practice, in our policy statement, it doesn't say much more than faculty has oversight of the curriculum. Does that
mean that Sterling, in anthropology, humanities, can have oversight
of my curriculum in education? Does that mean that our curriculum
can be written by someone who is not an employee of the college and
the faculty rubber stamps it, says it's okey-dokey?

I mean, we have to start asking some really tough questions,
questions that are already stirred within our college. So I hate to
put it on the chancellor or even the provost right now, because the
monitoring report and follow-up team is actually divided into people
who are working with the other parts of B2C2, the developmental
education, the faculty oversight curriculum, and the mending of
fences, so to speak, between administration and faculty, okay?

Any more questions?

>> DR. LEE LAMBERT: So thank you all. I do have to run, so it
was good to be here. I look forward to coming in the future, as
well.

Thank you.

(Applause.)

>> MR. JOE LABUDA: Let's get to our normal agenda. We have a
couple of months of minutes to deal with going back to May 2, '13.
Do we have a motion to accept the minutes or additions or

(Motion and second.)

(Ayes.)

>> MR. JOE LABUDA: (Indiscernible.) Any additions or
corrections?

>> SPEAKER: Move to accept.

>> SPEAKER: (Indiscernible.)

>> MR. JOE LABUDA: How do you spell (indiscernible)?

Any other additions or corrections?

Motion to accept?

>> SPEAKER: Move.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: All in favor?

(Ayes.)

>> MR. JOE LABUDA: Any announcements?

>> MS. JEANNIE ARBOGAST: Yes. October is election month, so somewhere about mid-October I will be sending the notices out to the department chairs, and in this particular cycle it is Downtown, East, Desert Vista, (indiscernible), and the various vacancies. We do have the librarian, but because Joe is continuing on as -- well, he is president-elect.

(Appause.)

>> MS. JEANNIE ARBOGAST: He keeps his spot.

So just as you know, just give a heads-up of thinking of and (indiscernible) department chairs to how the election may get the information back to me.

Thanks.
MR. JOE LABUDA: Any other announcements?

MS. RITA FLATTLEY: I would like to invite everyone to come to the Blues Festival on October 20 at Rillito Park all day. If you’re a Pima Community College employee, you need to sing the blues.

(Laughter.)

MR. JOE LABUDA: Anything else? Just a reminder, our November meeting will be at Northwest Campus. We will be starting at 12:00, that meeting. Our December meeting will be up there too, 1:00.

Agenda modifications, open-forum items.

GENE GALBO: If we ever get out of here sometime today, I’d like about one or two minutes in open forum just to tap into your collective knowledge with a question that I didn’t get an answer out of administrators and faculty that maybe somebody knows the answers. Some policy here. Like two minutes.

MR. JOE LABUDA: Any other open forum? Anyone want to request an executive session?

Getting to the business section. 5.1, SPG 1501/AA, Debbie Yoklic.

DEBBIE YOKLIC: Good afternoon.

So I’m here today with SPG 1501/AA section 5.2 only. This is a piece that we are required to do for the HLC. I’m on this specifically grievances against the chancellor, and we are working on a number of areas, cleanup, to get a process so that when a complaint comes in against the chancellor it doesn’t go to the chancellor. Or
if a complaint comes in to the board, the board members have a responsibility to tell the chair to tell the general counsel who then has responsibility to tell everyone else on the board.

So what we did was -- and the people who worked on this specifically are Jeff Sylvan, general counsel, and (indiscernible), and I, and we took this to the general complaints and grievances oversight group that's working on the complaints and grievances piece.

So we took the -- if you turn in the thing that I sent you to page 7, you'll see that there is red marked out. That was the original language. Then we split it up into three sections: Complaints against the chancellor, complaints against an executive administrator, complaints against the EEO officer or the Title IX coordinator.

The material about the chancellor is quite different than it was before. The other two are very similar to the way they were before.

In addition, we added a sentence in the beginning of 5, section 5 -- this is on page 6 -- which says that when you make a complaint, you know, to the best of your knowledge it's a valid complaint. And it isn't just against the chancellor, although that was a request that we had, so rather than putting it in (indiscernible) we put it in the beginning to indicate, all right, just to have it recorded there.

So this is going up for 21 days this afternoon for public
comment. I have already had one senator that did a very careful reading of the SPG from start to finish and sent me a lot of changes about punctuation and language. You know, it's like where do we draw the line? Where we have drawn the line is we are going to do 5.2 and that's all we are going to do right now.

The people who own this or who are responsible for this, which is EEO and the vice chancellor for HR, are looking at the entire thing that was recommended by the HLC, but this piece was required. So they're going to be looking at it. So if you send any of those right now, I'm just going to pass them on.

Because, yes, we should put in -- take out extraneous commas and put in periods where they belong, but we have to draw the line someplace. We are just going to do 5.2 and that's all for this round so that we get this done so this piece is in place.

Does anybody have any questions or comments?

>> ROB MODICA: I can see your focus is one point. I recall that we have, I believe it was Terry Flores who used to be the EEO officer, came to the Faculty Senate more than once and explained exactly what sexual harassment had to be. And one of the things she explained over and over was it had to be an ongoing, repeated, whatever the definitions were, the slurs, the jokes, the whatever.

Reading of this, I don't see ongoing or repeated or continuing anywhere in this. You might want to take a really close look at that.
>> DEBBIE YOKLIC: I will pass that on, because again, that's a more general comment

>> ROB MODICA: But that's the core of this --

>> DEBBIE YOKLIC: I understand that. This is procedural, what happens when a complaint comes in against the chancellor, what do we do.

>> ROB MODICA: I understand that too, but the first part of this defines sexual and harassment. Really needs to be (indiscernible).

>> DEBBIE YOKLIC: As I say, I will pass that on. The focus right now has to be procedural.

>> MARYKRIS MCILWAINE: I am looking at 5.1, and maybe I just overlooked some sort of a key that tells what abbreviations stand for, but I'm trying to puzzle my way through this first sentence where it says if the person alleged to have violated 1501 -- oh, I answered my own question and I'm very embarrassed. Thank you for your time.

>> DEBBIE YOKLIC: The only bad question is the one you didn't ask, right?

>> MS. KIMLISA SALAZAR DUCHICELA: I think my question, it may be a moot point, is what the chancellor had to say but it came immediately to mind when I was reading this. We have the college attorney in here for a lot of things, and he's also the one you report to if there is an HR issue, but he is HR.

>> DEBBIE YOKLIC: That's very temporary.
MS. KIMLISA SALAZAR DUCHICELA: So that is going to be changing?

DEBBIE YOKLIC: Very temporary.

MS. KIMLISA SALAZAR DUCHICELA: And that would preclude the college attorney from being head of HR in the future, my understanding?

DEBBIE YOKLIC: We never thought that it would last this long. It was supposed to be very short term, three months. That was a whole lot longer than was expected, but there was some interim -- we are getting close, as I understand.

Any other questions or comments?

 SPEAKER: I was looking at your 5.2, and I like what I see about who is reporting to whom and everything. I see absolutely no mention of protection for repercussion to the victim, and I'm wondering if it's not the place, because one of the things in a fear-based culture is that anybody who is complaining about anything, especially in that harassment, is going to be put down and not protected.

So I'd like to see something that is a reference to...

DEBBIE YOKLIC: That should apply throughout the entire document, yes. I will pass that on.

Anything else?

MS. KIMLISA SALAZAR DUCHICELA: (Indiscernible.)

DEBBIE YOKLIC: He reports to the chancellor. Both those
positions, vice chancellor for HR and the general counsel, report to the chancellor. But if you look at the legal SPG, in instances where -- and also the auditor SPG. In instances where there is something about the chancellor that comes into either one of those offices, they go directly to the board chair.

Any others? Okay. I will have another report next month.

Thank you.

>> MR. JOE LABUDA: Item 5.2, Social Media.

>> SPEAKER: Hello. I am Paul Schwalbach.

I think when C.J. and Keith McIntosh were here in January, they talked about Social Media as a concept, and I guess the first thing I wanted to say is that for the college now it's a reality.

There is our Facebook page. We have had it since August. We also have a Twitter page and a YouTube page. I think the future is -- obviously the college is in a period of transition and the future is a little more interesting than the present.

Let me reiterate what C.J. and Mack said still holds true. Social Media, when used by faculty (indiscernible). That was true then. It's true now. True in the future.

As I said, we do have a Facebook page. It's been up since August. We have 448 followers strong. Go. (Laughter.)

To put that in perspective, our peer institutions have between 1,000 and 5,000. We have been up for two months. Most of them have been up for four or five years.
As you know, C.J. talked to us being behind the curve in Social Media when he was here in January. I would say that 90% of community colleges had Facebook pages before we did. We were the only community college in the state not to have any sort of Social Media presence. I’d say that until we put up other Facebook and Twitter and YouTube we were the largest community college in the United States not to have a Social Media presence. Now we do.

I’m sure many of you are familiar with what Facebook looks like. It’s a template, one-size-fits-all theme. We have pictures, we have video, we have text. Social Media policy specifically talks about the audience for Social Media and for public information, students. The information is events, deadlines, career opportunities, tips for (indiscernible). There is a workshop going on on one of the campuses, if you’re interested in transfer, (indiscernible) Northwest Campus, things that students would be interested in, things you can use, things that affect their daily lives.

In that regard, it’s not the electronic equivalent as At Pima News. There’s no information about professional development or some faculty meeting or some (indiscernible). It’s just try to concentrate on what we think that we need or public information area thinks that students need.

One of the things we do get good comments on, just reminding students about deadlines and telling them, you know, for example, tell them next Friday that you can see the online schedule of
classes, things that are very much related to their getting through (indiscernible).

We have had a Twitter feed. I won't show you, because it's not super exciting, although our website address, Twitter address, twitter.com/pimatweets. Follow us. 39 followers strong. We have been up for about 10 weeks.

The same type of information that's on Facebook is on Twitter. It's obviously constrained by a 140-character limit that governs Twitter. We are aiming for students, what students would be, if there is an interesting story about student e-mails, that's posted.

We also have a YouTube page that concentrates on high-quality video that already exists. Advertisements that we run, television station, continuing education, arts, athletics, HR program, it's things that, you know, tell the story.

That's where we are on that. It's a time of transition, obviously, as the chancellor talked about.

He mentioned that in the future it looks like each campus is going to get its own website, and I am assuming (indiscernible) it's own Facebook presence, I assume.

One of the more exciting things we are doing is regarding Twitter. Later this month we will roll out some training. It's a two-part training. First part is it's for (indiscernible) it's how it looks. This is actually the easy part. The second part is if you want to tweet from Pima (indiscernible).
I think that's where it's going to be a good time to have the
collection of conversation that people with public information have been talking
about themselves.

Something like this (indiscernible). Best practices
(indiscernible). That's 10 posts a week. You need factual
information that's accurate and timely. I'm going to scroll down
just for a second.

The reason I scroll down (indiscernible) there is a lot of
pictures. The trend of Social Media, as far as I can tell, more
visual, photographs of people, photographs of things. What that
means, match the right photograph to match the right text and match
the right link.

The college has a strong policy regarding what type of pictures
of students they can put up. We can't put up copyrighted images.
All this goes into what's work. You have to do it every day. If an
employee comes, I want to do a Twitter feed or do a Facebook page, I
think the purpose of the Twitter is to say, all right, you need to
talk to your supervisor so that the process can be regularized so
that when -- it shouldn't be a labor of love. Let's put it that way.

That means everyone should talk it through, talk about what's
your audience, students, what benefit to students would be and
benefit to the audience would be, and is there enough information to
feed the beast, feed the Facebook page every day or feed the Twitter
feed every day.
That comes down to a situation of backups, because the person who is very gung-ho about I want to do this Twitter feed from the college, I want to do this, it shouldn't be a labor of love, because if that person goes on vacation for two weeks, the Facebook page or Twitter feed shouldn't stop. Needs to be someone who is tweeting for the college or whatever department so that it keeps it going.

The other thing regarding any sort of Social Media is who's going to speak for the college. Let me give you an example of Student Life. Each campus has a Student Life coordinator. Student Life at each campus is very different, different events, different times, different number of events. So it makes sense for Social Media presence for each Student Life unit at each campus.

There may be some other units at the college where it makes no sense for them to speak with one voice, and I think that is a question that that -- I think the college, anyone wants to do Social Media, speaking for the college as an institution should have.

Should there be a library Twitter feed or library Facebook page for each library, or should all the libraries come together and have one identity, and then who speaks for it, who does the actual work?

That's where we are right now. Just to recap, we have Facebook, it's Pima CCCD. We have Twitter, Twitter.com/pimatweets.

(Indiscernible.)

The information up there is pretty good for students. It's things that, you know, we are not trying to sell them anything and we
are just trying to get them some information.

It will help with their college experience. Twitter, Facebook, all Social Media, they are just conduits of information. They are not sufficient to make any great groundbreaking change in the college, but I think they are necessary to show that we are interested, we are interested in the people who like to communicate through Social Media, and we are keeping up with the times even though we are several years behind (laughter).

All the information about Pima Social Media policy is on the Internet. It's under public information. As I said, I think these are good resources for students.

I will entertain any question that you might have.

>> ROB MODICA: I understand that you send out quite frequent Pima in the News alert.

>> SPEAKER: PCC Alert.

>> ROB MODICA: Doesn’t go to everybody. I have seen it. Administrators get it, some --

>> SPEAKER: Are you talking about the (indiscernible) report?

>> ROB MODICA: Yeah. Why doesn’t that go to (indiscernible)?

>> SPEAKER: It's on our website.

>> ROB MODICA: Why doesn't that go to Pima (indiscernible)? I mean, it goes to certain people. Why doesn't it go to Pima (indiscernible)?

>> SPEAKER: It could. We will bring it up. It is, however, on
the website if you go to pima.edu, go to the newsroom, there is a (indiscernible). And about five minutes after we send it via e-mail we send it.

>> ROB MODICA: Once again, if you have to go looking for information, it's not as convenient as having that information --

>> SPEAKER: I agree. I will bring it forward, and if people think it's a good idea to push it, we will push it every day.

>> ROB MODICA: Thank you.

>> ROSA MORALES: Thank you for bringing this information regarding Social Media. In my community organization class a couple years ago the students studied creating Facebook pages to assist them in the fundraising efforts for their community units. Without asking me permission or anything like that, right, they just came up with it.

The following year I decided that it was important for me, as an instructor, to set up Facebook for the class to include all the YouTube videos that if students were creating were creating for the community event.

When they do the community event, one of the things they do is they run (indiscernible) press releases, and they invite the media as well as elected officials. I have been told that I couldn't talk to the media because I'm not talking on behalf of the college, but the students could.

So every single event where the media comes in and they have come
out on the TV and everything, the students are very good practicing
their public speaking skills and stating what they have done.

My question is that this year, all of a sudden in one of my
community organization classes, a student created a Twitter account
for that class. And actually the chancellor is one of the fans now.
We discussed in the class, and I recall about alcoholic beverage
licenses in downtown and it was Twittered. Well, the reporter from
the Arizona Daily Star now is also a friend of that group.

Obviously it's happening. I really would like to have something
in writing that I can share with the students to ensure what is the
policy of what they should know when they establish these accounts on
behalf of the class. When I worked with (indiscernible) Community
College, I remember getting trained on how to talk to the media, also
receiving, in fact, I have actually copies where it tells me if
someone asks you to come and speak on behalf of the college, make
sure you ask these questions, be aware of this and this and this. It
was extremely helpful.

When I started working here, all of a sudden I learned you cannot
talk to the media, whatever (indiscernible), but I will certainly be
very much interested in getting a little bit more guidance so I can
provide it to the students, because whether I like it or not, they
are representing the college and people are joining them.

Up till now, my Facebook page has been used wisely. I have never
had any problem with any of that statements students giving writing
on, so I foresee that additional information will be very helpful for
the future to prevent any problems that might happen.

>> SPEAKER: Sounds like a multi-part question. Let me start
with the good thing, which is you're monitoring the Facebook page
because that illustrates one of the aspects of Social Media you put
out information, then people talk back to you, and you need to be
responsive and open and honest and pleasant and answer the questions.
So it's good you're monitoring because the information is coming from
all over.

Two, I don't know what went on in the old regime, I'm not sure I
want to know, I'm very well aware of that, and talk to the media.
Just a general rule if you want to, just do it. Don't ask
permission. Keep us in the loop if you have a question.

Regarding the best practices for students who are doing Social
Media, we can provide those to you. You know, they are very common
sense. I can send you a list. Terms of use on the Web page sort of,
on the Facebook page, it sort of explains things.

You know, it's common sense stuff like don't steal copyrighted
information. Don't try to sell anybody anything. If it's a student
club, there is no public information oversight, but this is sort of a
gray area. It's kind of instructional, kind of not, kind of, you
know, run a little by you but really not.

>> ROSA MORALES: You know, the student club is registered with
Student Life, which is, you know, kind of a formal group. The class
isn't.

>> SPEAKER: Right. You know, I think it probably would be a good idea then maybe if we, as a college, shared some best practices, and I think it may be on the website. If it's not, we will get it up there. Just best practices for students using Social Media in unofficial and semiofficial ways for obvious reasons that come up in the news every day, people misuse it.

We will put up some best practices. It's good you're monitoring your class's stuff.

>> ROSA MORALES: (Indiscernible.) The ones the students create obviously (indiscernible) I would like to --

>> SPEAKER: It sounds like what you're creating is for instruction or has a strong instructional component, in which case we can offer some advice. I'm sure there are people on each campus, the campus you're at that know way more about Social Media as a instructional tool.

I can, you know, get with you later offline and just talk about what would be good common-sense stuff.

>> PATTY FIGUEROA: I think that I'm going to shorten what Rosa just said. I would like to see protocol. When I first started at the campus, to be perfectly honest, I'm still afraid to use any of the media or anything that has to do online, because my first experience was that a couple of the administrators were terminated because of something that went on that never found out had something
to do with online.

That might not even be the case, but you know how everything gets through the grapevine, so I would like to see protocol, what can we do, what can we not do online.

>> SPEAKER: When you say "we," you mean you as an individual Pima employee?

>> PATTY FIGUEROA: Employee, staff, faculty, everybody, students.

>> SPEAKER: You're talking about Social Media not used by the institution but this is Patty Figueroa on Patty Figueroa's Facebook or Twitter account?

>> PATTY FIGUEROA: No, on everybody's. What can we put? In other words, establish guidelines and establish protocol. What can we use? What can we not use? I want to keep my job, in other words.

>> SPEAKER: But this is for instructional purposes?

>> PATTY FIGUEROA: For instructional purposes or any kind of purpose. Questions, answers, what can we say, what can we not say? We don't want to go there.

>> SPEAKER: So I can hear you're trying to separate out personal versus professional, and I think what would be very helpful would be, for example, a guideline recommendation that says you should have two accounts. You should have a personal account, and then you should have your Pima account or something like that, because I think that that would make it a little easier. Then just say that when you're
using your personal account, you're speaking as an individual, as an individual citizen; whereas when you use your professional account, you are speaking as an employee of the college, and these are the guidelines you need to follow.

>> SPEAKER: I get that. That's a really good idea. We can develop that sort of, maybe come up with an FAQ and see what's the difference between me as a person Facebooking away and me as a member of Pima Community College Facebooking away?

>> PATTY FIGUEROA: And that's what I'm trying to say. In other words, I want to keep my job. What can we talk about, what can we post? If I am going to take a trip someplace and I want to invite students and it's all done legally through the college, can I do that?

>> SPEAKER: Okay. Perfect. I don't know the answer to that question.

>> CAROL CHRISTOPHERSON: I don't see anything about the performing arts schedule that Pima Community College has on there. Is it on there posted?

>> SPEAKER: Performing arts schedule is on the website. We have Facebooked about Trumpet of the Swan.

>> CAROL CHRISTOPHERSON: So that's going to be on a continuous rotating basis, then?

>> SPEAKER: Well, there are two things. One, the PCC overarching Facebook page will hit all the major events for CFA. I
would not be surprised if, in the near future, there are resources the CFA will have its own Facebook page and its own Twitter. Then they can reach their audience who they know far better than I.

>> CAROL CHRISTOPHERSON: Okay. I will agree with that, but I think it is a big part of the college's face. So if it's just its own website, I like the idea of it going to the students and going to everybody who wants to...

>> SPEAKER: Oh, yeah. I can scroll up and down. It's there.

>> CAROL CHRISTOPHERSON: So it's there. Okay.

>> SPEAKER: No, when the (indiscernible) project goes live I think later this year, I think that will be a big thing because that's such a powerful topic.

>> SPEAKER: With a Facebook page, you mentioned (indiscernible). Have they considered reaching out to the community and getting information what's ongoing with the college, the HLC (indiscernible), involving them image-wise?

>> SPEAKER: You're talking about using our Facebook page as an outreach to the community?

I think that's something we can bring forward. You know, our original charge was make this about students. As far as the HLC is concerned, you know, any major event that's occurred on the HLC timeline, you know, us getting, you know, submitting the monitoring report, the monitoring report approved, I think Dr. Migler in the next month is going to have campus forums, all that information is on
this page just because, you know, we hit the high points.

Then the one thing we always do is for more information go to Pima addresses probation web page on the website. One of the things this page does is drive people to the website because that's where the basic fundamental information is.

Earlier I think last month we did a Facebook post, just listed here are all the web addresses for counseling, admissions, financial aid, just so that people know that on our web page, on the website we have all this information. So they kind of -- they work a little bit hand in hand.

>> SPEAKER: I think it's a very good tool to reach out to the community to really let them know we have a Facebook page to get information out about enrolling and what's going on (indiscernible).

>> SPEAKER: Yeah, and the thing is it's one tool in an entire toolbox. We will send out the press release saying the time to register is now. The schedule of the classes is up. You know, we'll send out press releases regarding the good news as it dribbles in, you know, regarding our getting off probation.

Like I said, in the end, like I was saying, the end result is the quality of the information. Facebook, Twitter, Social Media, it's just a conduit. If we don't have any information to give people, that's the problem.

>> MR. JOE LABUDA: Thanks, Paul.

(Applause.)
MR. JOE LABUDA: Dr. Migler has to run, and we will lose him if we stay on schedule. Let's have the provost's report.

DR. JERRY MIGLER: Thanks, everyone. I did want to just zero in on a few things regarding the Higher Learning Commission work that's being done. Hopefully you read the update that was sent out last week, HLC update No. 16.

Presented our latest progress. I wanted to zero in on a couple of things. Starting next month I'm going to be making the rounds on a monthly basis with the exception perhaps of December and January to all of the campuses, and so look for that schedule. It will be posted. I think it just got finalized. October 10, I will be at Downtown Campus and at Northwest. On the 24th of this month I will be at Desert Vista and West Campus. October 30 at Community Campus and October 31st at East Campus. You don't have to write those down. There will be a notice coming out.

Please spread the word so that if your colleagues are interested in learning more in learning more, I know there are questions, we have questions regarding the HLC process.

One of the things that I think I should share with you is the way that the process works, and at the risk of repeating what I talked about at the opening day, it's based on collecting evidence to begin with, and that's what the committees have spent a lot of time doing. Those of you involved in those committees know the rationale, but the rationale is very important, because there is a tendency to want to
jump to the answer right away.

So it's been critical that we do a deliberative process of stepping back. We've asked each of the committees, look at your criteria, look at your requirements, and then collect your evidence, because the HLC self-study process is evidence-based. I have to tell you the folks working on the HLC self-study are tired of the word "evidence."

But essentially it's been important that we do that so now that we move into phase No. 2, which is analysis and evaluation, we can start drawing conclusions that make sense, that are reasoned conclusions, and we have gathered a lot of information, we have looked at policies, we have looked at minutes, we have looked at the website, we have collected in some cases surveys, all those types of things.

The analysis and evaluation phase that is underway as we speak is looking at what kinds of actions will we need to take. You're going to see more involvement happening at a college-wide level as we get serious about making and drawing those conclusions.

Probably the most important thing that I want you to be aware of is that the HLC committees are not going to be drawing on policy. They are not going to be drafting new processes and procedures. Instead, as let's say criterion 5, chancellor referenced planning, it's not going to be up to the committee working on criterion 5 to say, wow, we have big issues regarding planning, and we need to get
started on doing that. What their charge is you need to look to the appropriate departments, areas, groups know that this is an issue that needs to be addressed.

So the folks that would normally work on those types of things are still going to do it, but the urging and the prompting to get that work done is likely going to come from the committee and say, we have looked at this based on the evidence. We have a hole that needs to be filled. We have a policy that needs to be addressed. And then to take it to the appropriate groups.

One that we know of from assumed practices, we need to have a definition of credit. We don't have a definition of a credit, believe it or not. We have some operating principles that are very consistent with what other colleges are doing, but we have never defined it.

So we will take that back to the curriculum committee as a place to start and ask them -- what I'm saying is it's not the charge of that group that found that we don't have a credit policy to address it. They need to let the appropriate groups know.

So that's the logic as we move forward. So policies will be -- policy concerns, policy holes, whatever you want to call it, they will be referred to the appropriate person. You're going to start seeing that happening. Some of it I think is starting to happen with the steering committee, which I need to get to in a little bit, is meeting right now, and they are starting to address and they are
moving those things up. So you are going to be seeing that happening.

My guess is some of the other committees that you serve on will begin to get requests for things -- "things" is a loose word -- that need to be addressed coming from the HLC committees. That's an important distinction I want to be very clear about. The HLC committees are not writing policy. They are not doing those types of things. They will be referring that to the appropriate groups.

>> ANA JIMENEZ: I just wanted to clarify, when you say "committees," do you also just mean in general any of the teams that were formed and so if, for example, common policy needs to be looked at that they wouldn't be actually be changing common policies themselves, but they would be referring to a task force?

>> DR. JERRY MIGLER: They should be referring to the groups that would appropriately work on them.

If there is something, please let us know because that's the approach we want, because actually the groups don't have time to be drafting policy. They are not the experts. It really needs to work through the normal process. That normal process may need to be accelerated, but it still needs to go to -- if it's a Meet and Confer type of issue, it needs to go to Meet and Confer.

>> ANA JIMENEZ: And common policy would be like a task force or committee that would have representative groups from all the different employee groups?
>> DR. JERRY MIGLER: That would seem appropriate.

>> ANA JIMENEZ: Thank you.

>> DR. JERRY MIGLER: I could go on at length about HLC.

(Laughter.)

I do want to address another related area, and that is developmental education. Developmental education group met for the first time last week. It was a large group of about 50 people, and that group is going to be meeting again next week. Membership is going to be condensed.

I'm anticipating a committee of perhaps 30 to 35 people because -- we have a lot of folks that were interested. I don't know that everybody wants to be a committee member. I would assume if all 50 people want to be committee members we would find a way to make it work, but it would be a challenge to keep that group moving forward.

So one of the tasks at the next meeting will be to solidify membership, but the dev ed redesign group is meeting, moving forward. The charge that they have is essentially to take a look at everything that we do in developmental education from top to bottom. Our credit-based courses, support services, even assessments, we have folks from Sunnyside and TUSD that are there looking for additional student membership. It's a very holistic group. Those of you that were there I think have a sense of the various perspectives that we are bringing together.

Ultimately what we want to design is, based on best practice and
the latest research, what is an appropriate developmental education strategy for Pima Community College. There is a little bit of irony, because I think to some degree there is a sense that when we do this we are going to be generating more developmental education, and ideally, if we are successful, we should reduce the amount of students needing developmental education.

It's an interesting way to look at that, and one of the strategies is to start looking much more closely with our high schools so that even when they come to assess that we can do some assessments earlier, they can address areas where we need remediation so when they come to us we don't have to provide that.

If we are successful, we might reduce the amount of business we need. It seems a little bit strange to think about it that way, but that could be one of our goals. Nevertheless, we are looking at it, wanting to base it on best practices and latest research. I will tell you the folks that are there are very interested and are excited about the work that we are ready to undertake because of the excitement of people that are there. I think it's going to be a very good process, and we are committed to implement what comes out of this group.

One last thing I was going to share with you. Thank you again for your support of the Speaker Series. We kicked off the fall series with the culinary arts from Desert Vista, really an interesting topic, and they talked about -- I don't know if I'll get
the words exactly right (indiscernible) Chinese grocery store, and
one of the takeaways, I had no idea there were 120 Chinese grocery
stores in the 1940s here in Tucson and only about 35,000 people. It
was an interesting presentation.

Thank you for your support of the Speaker Series. It does a lot
to reinforce the community how much talent there is here, and it's
talent you folks provide. I'm so happy that our office is able to
cosponsor that with you. I know you might have some questions before
I need to run. I will answer any questions that you might have.

>> RITA FLATTLEY: If you come to East Campus on Halloween you
have to wear a costume.

>> DR. JERRY MIGLER: As long as I get to pick the costume.

>> SPEAKER: Have you followed the weather up north?

>> DR. JERRY MIGLER: I have.

>> SPEAKER: Big blizzard.

>> DR. JERRY MIGLER: Thanks, everyone.

(Applause.)

>> MR. JOE LABUDA: Adjunct faculty.

>> MARY MITCHELL: Hello, everyone. Can everyone hear me all
right? I am representing the Adjunct Faculty Senate Committee today.
I'm going to be talking to you about some work we have been doing for
the last several months, and that is work on the adjudication process
for what we call disruptive student behavior.

We call it by many names. I'm going to call it bullying, because
that's actually what it's amounting to.

I have personally, over the last three years, interviewed 50 or actually over 50 people, faculty, adjunct faculty, administrators, security people, students, and the story I'm going to tell you is not a pretty one. I'm also going to tell you it's a story you don't know, because I didn't know before I started the interviews.

We have teachers who have been called bitches in class with the F word attached appropriately. And I don't mean one or two. It seems to be becoming the in thing to do.

We have other teachers, both male and female, who have been harassed, who have been stalked, who have had phone calls at all hours of the night. This is not pretty behavior.

We are not alone. Our committee has done a tremendous amount of research. On a recent survey of 6,000 colleges and universities, disruptive student issues is No. 1 or No. 2. We are not talking about something that's small. It's like the invisible elephant that is sitting in our classroom and it is growing. And we have to do something about it.

One of the first things our committee has learned is that we need to involve students who have witnessed the disruptive behavior. We need to involve them in the process of adjudication.

In a class where you have one or two disruptive people you have 28 or 29 wonderful students whose rights are being violated. We are spending, and look at your code of conduct with the adjudication
process, the rights of the offending student are paramount. We dot the Is and we cross the Ts.

What are we doing for the wonderful 28, 29 students who are being affected by this disruptive behavior? Anxiety level in classrooms has gone through the roof because not only of what's happening here but of what's happening nationally. I have on the desk over there No Right to Remain Silent. It is a book that talks about the Virginia Tech massacre, and I found many parallels in that book for what we are doing here.

So we are asking for students -- and it's easy to do this. All you have to do is a survey of the students in the classroom. They are paying for a safe classroom environment, and when that environment is disrupted, they have a right to be able to voice their opinions.

The second thing we are asking for is the faculty or adjunct faculty in the class to be involved in and kept informed of the entire process, the entire adjudication process.

The way it stands now, the professor makes a report, and then it's taken away. It's given to other people.

All too often I was told in the interviews that I conducted that disruptive student is returned to the classroom without the professor even being notified. That is irresponsible and it is unacceptable. We have to keep our faculty involved, and I'm going to use faculty, and when I use that word, I mean adjunct faculty and full-time
faculty, because it's a bit cumbersome to continue to say that.

Under no circumstances should the disruptive student ever be returned to the classroom without full permission of the teaching professor, instructor, whatever you want to call them. That is so key.

Now, we are missing something big time. There is no appeals process for faculty. If a student is returned to your classroom and you don't agree with it, it's just, Sorry about that.

That again has to be changed. That is absolutely unacceptable. As faculty, we are out there on the firing line every time we walk in that classroom. We need to be kept in the process. We need to be informed of what's going on.

The fifth thing that we have is the syllabus needs to be -- it needs to be enforced for what it is. It is a legal contract between faculty and student, and it's not being enforced as such. It needs to be uniformly on every campus.

Now, No. 6, as all of you mow, we have recommended that the entire process is cumbersome, it is lengthy, and quite often the time to get the student through the process the semester has ended.

So I'm asking you for your endorsement of our first five issues. We don't have, and I know our provost is going to be working with No. 6, so we don't have that under our purview, but I'm asking as chair of the committee for your endorsement of the resolution that was sent out by our president, and then if we can ask you for a second thing.
I'm going to ask you to grant authority to our senate president and
the chair of the adjunct faculty committee to work with Dr. Migler to
get these oversight situations worked into our adjudication process
for the student code of conduct issues.

So, Mr. President, would you call for the resolution, please?

>> MR. JOE LABUDA: Before we do that, is there any comments or
discussion before we go on?

>> SPEAKER: I have a couple of questions. Thank you for taking
this on. I think you have done a great job with your committee on
this.

The first section talks about the disruptive student and
involving the other students in the classroom in that process of
evaluating what was going on. I think that is a really good idea,
because I think the other students might shed light in ways that
maybe wouldn't be seen otherwise.

My question is: You mentioned the other students possibly
filling out a survey or something of that sort. In what we do
envisioning that process happening, because I know we have
confidentiality matters and privacy matters with our students and the
disruptive student, how are they going to respond in the survey or
maybe in a format where the privacy rights of the disruptive student
are protected?

>> MARY MITCHELL: The way I had handled this once, I was
actually mooned in class by a 29-year-old male. I went from class
straight over to security, and I said to security, What do I do?

They said, Well, we can't help you much. It's after the fact.

Now, I don't know how I can anticipate a mooning. I have been teaching for a very long time. So what I did in this situation, I just distributed a sheet of paper. At the top of the sheet of paper, it said -- and no one signed it, it was anonymous -- just describe below the events as you saw them happen in Speech 102 on Thursday, and I gave the date. That's all.

Many of the students signed them. I did not ask for them to. But what that does, the way our system currently is working or not working is the assumption is made that the errant student is not going to go in and say, Oh, yes, I mooned Mrs. Mitchell. No. They are going to say, She has it in for me, and the cause of this and what have you.

So when you have the narrative of the other students who are paying to be in that class and we have a psychological contract with them as instructors that we will provide a safe environment, they feel vindicated that they're able to assist in the process.

Does that answer your question?

>> SPEAKER: Yes, it does.

>> MARY MITCHELL: Thank you.

>> SPEAKER: I have a second question. In the second section where faculty would remain involved in the entire process, first of all, I find that disturbing that's not currently the process.
However, is there any background information on why they have not at this point been a part of the practice that needs to be considered?

I guess I’m just a little confused as to why that has not happened up to this point.

>> MARY MITCHELL: Well, I have studied the student code of conduct. It says that they will seek in the process information from interested people. That can include students.

I want it to be a part of the process, all right, that this will occur as a part of the review process, if you will, all right?

Okay? Joe is helping me with the questions because I don’t always hear exactly what you’re saying.

>> SPEAKER: So just a couple of comments. I think it's important for our faculty senate and for all of us to be aware and you, as well, thank you, first of all, for doing this work. A couple of things. I think that one of the things that faculty are lacking and something that was asked for from PCCEA several years ago is a guide on what to do with student code of conduct violations.

I just want people to know that it's not that PCCEA ignored those requests. We felt very strongly that kind of guide needs to come from the college. We have been asking for that guide since the requests began three years ago, and we have asked all five provosts. We have yet to receive that document.

So I regret that you weren't sure what to do when that student violated the code of conduct, because I wish you had had that guide.
To be honest, I don't even know what to do, because the process has changed.

The second thing I want to know is that the complaints process for students was revised over the summer, and there was no faculty input into that. So the point that I wanted to make about that is I feel like the question regarding why weren't faculty in the loop, I just feel like there is this symptomatic marginalizing of faculty, not valuing our input or perspective, not valuing our requests, and so I thank you for bringing this forward.

I'm hopeful that this climate will change. I'm delighted to know that there is some faculty input going into that. I absolutely feel students need to be at the table, both adjunct and full-time faculty, staff, as well, because we are a community and we absolutely need to make sure that everyone is represented. So thank you.

>> MARY MITCHELL: Thank you so much. I'm so glad you brought that up, because I want to tell you something else I learned in all my interviews. Approximately 75% of disruptive student violations are never reported. What happens? The faculty member does not believe they will be supported. Whether this is true or not true, I'm not evaluating. I'm telling you what I heard. They do not believe they will be supported.

So they either do one of two things: They either try handle the situation themselves or they leave. I can't tell you how many people we are losing. When I interviewed them, they said, I can't handle
disruptive students anymore. I can’t handle it. There is no checks
and balances that they felt were in place.

That's why we are doing what we are doing and asking what we are
asking.

>> SPEAKER: Yes, I have joined the student complaint committee
as a first-year faculty member and we did meet and we will meet again
next week. I feel heard very much so in that group. I mean, I guess
the proof is in the pudding, but I felt very much heard.

But just to lend a different perspective, I was not interviewed,
I didn't know that you were gathering this information, but speaking
for myself, I would be a little wary of an involved process that
automatically kicked in, because I think that there's a kind of a,
for lack of a better word, a sacred space that is the classroom, and
I wouldn't want, if that student was disruptive and I filed a report
about this student, and whatever, he dropped the class, she, you
know, whatever, I would not want an administrator coming in and
taking up a class, which is very valuable to me, classroom time, to
survey every student.

I think on a case-by-case basis that would be necessary, but I
would not want us to pass a resolution that made that an automatic
kick-in, because I really feel like pedagogy has to come first.

>> MARY MITCHELL: Let me respond to you, if I may. I didn't ask
for administrators to come in and survey every student. What we have
asked for is that students who witnessed the disruptive behavior be
made a part of the process. I made the survey because that's what I
did in my own class, all right? I don't know what the ultimate
outcome of this will be.

But thank you for your input.

>> SPEAKER: By no means am I saying that this is not a valuable
report. I'm just saying it's absolutely valuable, and I understand
that this is a problem nationwide in secondary and postsecondary ed,
but I think that what we do need to be careful of, especially this
year when we are revamping all this policy, is creating or codifying
a policy that's one size fits all when one size doesn't.

>> MARY MITCHELL: You have a good point. Thank you.

>> ROB MODICA: Thank you for your work on this. The one thing
that really helps I found is having a syllabus which really defines
behavior. My syllabus does. Then I have students sign my
(indiscernible).

On the back of it it says I have read and understand the
syllabus, and I agree to follow the terms of the syllabus. I have
never personally had a problem with that, with a disruptive student,
but I know other people who have had a syllabus said basically the
same thing. And the administrators have said (indiscernible).

If the administration will back up and be clear that our syllabi
are legal documents, within reason -- you can't put something
outrageous in them -- but if you put the general stuff, if they were
made (indiscernible) back of the syllabi, that would go a long way in
curing a lot of problems.

>> MARY MITCHELL: Thank you.

>> MR. JOE LABUDA: I just want to point out a number of
(indiscernible).

>> MARY MITCHELL: Thank you so much.

>> MR. JOE LABUDA: (Indiscernible.) Fairly short notice. They
came to listen to our discussions, so I really appreciate the fact
that they have come down.

>> ROSA MORALES: Thank you for all the work you have done. I
just want to mention that maybe (indiscernible) can help us define
the issue of confidentiality when it comes to disruptive students. I
have dealt with him on several occasions, and he had stated things
that were very valuable.

Can you please do that to us?

>> MARY MITCHELL: There are multiple lists of what constitutes
disruptions. What I did in my presentation, I gave you some extreme
eramples: texting, eating sleeping, snoring, to body odor. I have
lists from other colleges where this is truly outlined in here.

>> SPEAKER: A couple of things. First thing I would say is we
are wide open to adjusting things. We by no means are saying what we
have (indiscernible).

Couple different things (indiscernible). Confidentiality is an
issue, but (indiscernible). Safety, security, other things
(indiscernible). For example, let's say we know a student has been
misbehaving in class. We are concerned about safety. We tell (indiscernible).

Because there are some legal issues, the rights of the community, rights of the students, rights of the faculty, as well as the rights of the student who is accused of whatever behavior, when you mention having students write their recollections of the events, one of the things that comes into play when you're discussing this is once those students are brought forward, their recollections, most courts have found the student being accused has the opportunity to not cross-examine but to have that back and forth and have that discussion so that they can hear both sides of that case.

There are a lot of different things that play into accounts. (Indiscernible.) Make sure we have worked with the issues. (Indiscernible.)

If you do the contract in your syllabi, are you as Faculty Senate going to come up with a statement to be on all faculty syllabi? If one faculty member says you're disruptive in my class twice, you're gone. Another faculty has something different. Is there going to be a uniform thing?

I think there is a lot of good questions that are out there (indiscernible).

>>> MARY MITCHELL: That's a very good point, and Dr. Migler was saying training is going to be so vitally incorporated.

>>> SPEAKER: It is huge. We have so many faculty that join us
every year and returning who have never had basic classroom
management training for their own good or training on how to proceed
if there is an issue in the classroom or (indiscernible). I think it
would be outstanding to have some peer-to-peer training,
(indiscernible) so you know what happens once something is filed and
what can be filed, I think it's also an excellent idea. Definitely
for you faculty but us and for anyone (indiscernible).

>> GENE GALBO: I keep hearing people saying a syllabus is a
legal contract. A syllabus is not a legal contract.
(Indiscernible.) A syllabus is not a contract, especially when you
put in lines like this syllabus is subject to change without
(indiscernible). It is not a contract. So please stop thinking of
it that way.

It's an agreement, a list of things, but when you start saying
this is a legal contract, you start saying it's something that's
legally enforceable. You are going down a wrong path. Please. It's
just a syllabus. It's not a contract.

>> MARY MITCHELL: Well, there are two opinions about that. One
is the one you just described, and legal counsel -- legal counsel
that works only with schools has told me that it is enforceable. So
I'm not the ultimate -- I'm not the ultimate word on this, but I have
had both interpretations given. I have sought legal counsel on this.

>> GENE GALBO: In order for it to be enforced and a legal
contract are two different things. It's an agreement.
MR. JOE LABUDA: Anybody else?

MS. KIMLISA SALAZAR DUCHICELA: I would like to ask a question of the people in the room, because I luckily have not had very many of these issues, never been mooned, but how often do these issues end up being an ADA issue?

And the reason I ask this is because maybe not ADA, maybe that’s not the right word for it, but some type of, say, Asperger’s or some type of thing that may not have been diagnosed that manifests itself in the classroom?

Is DSR brought into these conversations very often at all?

>> SPEAKER: You know, it always depends (indiscernible) depends on the issue. (Indiscernible.)

You’re right. There are several times where it kind of crosses over, and if usually the faculty member is aware that the student is registered for DSR for some kind of accommodation and they have let us know. If it’s something that we suspect might cross over, we always check with DSR, we are given access (indiscernible).

DSR has I believe a district-wide database so you can communicate a little better, and we are going to be working with them to improve that communication.

But the reality is that more often than not, even if a student is registered for DSR, the issues that we are facing would not be protected. Let’s say a student, there isn’t a coverage for something that disrupts the classroom, student is coming in late, speaking out
in the classroom, some of those things, there is no reasonable accommodation that would stop (indiscernible). If they are violating that environment somehow, it's not going to be covered.

>> ROB MODICA: There is the conundrum right there. DSR knows the student might potentially be disruptive. (Indiscernible).

Huge issues on that. That's something that (indiscernible).

>> SPEAKER: I'd like to respond to that.

>> SPEAKER: Your mic is not on.

>> SPEAKER: DSR is also controlled by HIPAA laws and HERPA laws, and what they are to disclose to faculty is the type of instructional accommodation that they need, so they don't automatically -- we cannot legally automatically tell you the specific nature of the student's disability, only in context with (indiscernible) accommodation. Because persons with disability, their rights must be protected, as well.

If we do have students with psychiatric disabilities, the majority of them perform and do very, very, very well. (Indiscernible) that's when a person such as myself or Aubrey will try to begin that 360 analysis of how else that student might be connected to the institution.

But I just want to say that a 360 analysis is a very helpful tool in helping us to adjudicate the situation for a best resolution for everyone, faculty member, the classroom, and the student.

>> MARY MITCHELL: Thank you.
MR. JOE LABUDA: This is what we are going to do. I will read the resolution, and we will vote to accept it as a discussion item.

Aye/nay. Discuss the resolution.

The resolution, what it does, it supports the aims of the report from the adjunct faculty committee. It doesn't endorse any particular point of action in that. So it is endorsing the general premise that we have a disruptive student problem and we want to go forward on that. We are not endorsing any particular point.

The resolution reads as follows: Whereas Pima Community College is committed to student success... (reading). (Indiscernible.)

Presented to the Faculty Senate on October the 4, 2013. Do I have a motion to put this on the floor?

>> ROB MODICA: So moved.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: Discussion about the resolution?

All in favor of the resolution as written?

(Ayes.)

>> MR. JOE LABUDA: Opposed?

Our second point to senate to authorize (indiscernible) provost's office and the appropriate (indiscernible). Take this issue further in terms of (indiscernible).

Do I have a motion to accept that?

(Motion and second.)
MR. JOE LABUDA: Any discussion? All in favor?

(Ayes.)

MR. JOE LABUDA: Opposed?

(No response.)

MARY MITCHELL: Thank you.

(Applause.)

MARY MITCHELL: We will stay on this until we get it, and we will keep you updated as we go along. Thank you so much.

MR. JOE LABUDA: Thank you, Mary.

Business item 5.4. HLC assumed practices.

SPEAKER: Hello. Good afternoon. Thank you for giving me, Duffy, and our subcommittee some time. What an interesting forum this is, and I thought it would be neat to be a teacher until I heard that last discussion. (Laughter.)

All joking aside, I want to thank you again. (Indiscernible.)

She's a support specialist and senior assistant to the provost's office. She regrets not being here and (indiscernible) program manager at West Campus for student services. She also cannot be here.

I wanted to tell you a little about the committee that I'm on, Duffy is on, a lot of you in this room are on. We are part of the current monitoring follow-up report following the follow-up team otherwise known as (indiscernible).

Self-study committee assigned to (indiscernible). The
subcommittee that I am on is addressing the broken
collegial/noncollegial trust relationships that exist between
administrators and faculty. So what we would like to do is to
incorporate anything we do to address anybody (indiscernible) as far
as students or staff, too.

With that, I will let Duffy let you know exactly what’s going on.

>> DUFFY GALDA: I'm sure you are (indiscernible). We did send
the document and the timeline to you with regards to specifically the
area of improved relations between, as it states in the monitoring
report, faculty and administration, but quite honestly, I think
that’s an oversight. I think that should have been faculty, staff,
and administration.

I have a little anecdote to start us off with. (Indiscernible.)

Terry Forrester and I were hired full time the same year, and two
weeks into my tenure as a faculty member at the college I was ready
to quit. A student had gone to complain to my dean, Suzanne Miles,
to complain about me to Suzanne Miles, saying that I was not allowing
her and her friends to have their little coffee klatch in my
classroom.

I taught ESL. They used to meet exclusively to visit and rush to
the back of the classroom, and I told them they couldn't do that, and
immediately they complained against me. I was in tears walking
across campus thinking I'm going to be fired, I'm going to be fired.
I came out of a second grade classroom environment. (Indiscernible.)
Terry stopped me, and when I told him what happened, he said, Duffy, just remember one thing -- and I think it's a very appropriate thing to remember today -- administrators come and go. Faculty and staff are forever. Terry was right, you know. I have seen that administrators come and go. (Indiscernible.)

If we are going to take advantage of this opportunity to reaffirm that institutions of higher education are collaborative, collegial, that we, as professionals, in service to our students should be part of the fiber of decision-making and shared governance at this college, we have to take the lead.

I'm looking around this table, and I'm thinking of how many of you I have worked with since I started 17 years ago, and I'm a punk. Some of you have been here for over 30. I'm looking back there at (indiscernible). She's looking at me thinking I don't even remember when you came.

There have been people who have outlasted regimes, leadership, administrators, and they have, they have come and they have gone. It's time to take back the Pima that we were hired to. It's time to say, it doesn't matter what your title is, your position is, whether you make 344 grand a year or you make 17 grand a year.

We are all human beings working here together. We all deserve the right to be able to come to work and expect a respectful collegial workplace. It's going to start with us. It's easy to become complacent when we work with great people, and we do. If we
look around this room, what we see are colleagues that work so hard and our staff and the administrators that we do respect.

It's a good place. But it's only a good place as long as we make sure that it maintains that level of collegiality. I speak from my own experience coming from a situation and a program that is so dysfunctional the faculty members don't even speak to one another. It's borne out of having no leadership in the time my new colleagues were hired. They were never initiated into a Pima College that I was where you speak respectfully to each other. We agreed that everyone will disagree because we come from disparate places with experiential backgrounds and educational backgrounds that bring us to a lot of perspectives, and those shared perspectives don't always jibe.

So Roxanne and I are here today to advocate for your help to help involve you in the discussion of how we are going to strengthen our relationships, strengthen our image and reputation within the community and with our students, strengthen leadership in ways that don't depend on a job title, and strengthen our credibility as people in higher education in this town.

It's a really good opportunity for us to address our college culture, and many of our colleagues started that way. Roxanne and I were just talking about that blueprint and what has become of it. I'd like her to share her observations.

>> SPEAKER: Actually, our subcommittee did meet with the (indiscernible) and developed a document they will call the college
culture working group, and they worked very hard in surveying a lot of people, looking at what needed to happen to help fill that nurturing, trusting relationship again that were about, say, 14 action items.

Unfortunately that has been put on hold, but what we do, we have the authority basically to work with everybody to try to develop this trust between faculty, staff, and administrators, everybody.

So we want to continue on using that document, at least incorporating some pieces. Some pieces the opportunity is gone because the time frame is gone. We want to use that as like a guiding light to us in order to come up with other ideas and what can help build the trust and the collegial relationships back again, like the family it used to be, and also, that would help us gain our reputation back in the community as being a place where (indiscernible). People not want to work here because they don't know if they have a job the next two years or so, and we at least (indiscernible).

That's the document that we are going to try to (indiscernible), as Jerry was mentioning, evidence. And that's me being here, speaking to you, and also as evidence to attempt to rebuild what we have.

Hopefully you will see some things that will come from that document as a call to action, and that's what I'm here for basically is to encourage your participation fully and not become complacent on
any of the endeavors that this committee, that we try to do. There is only three of us, so we are fighting (indiscernible) doing focus groups, one-on-ones. We welcome any suggestions you might have, too, and I believe (indiscernible) if you need her. I think it's on the bottom of the timeline. It is on the bottom of the timeline.

>> DUFFY GALDA: You know, I wish I had thought about it. I should have probably just done a slide. When I was working with Dolores Duran-Cerda on the monitoring report, we realized that there were several areas that really addressed faculty. This is one of the smaller areas.

It was kind of a thing we put in because we feel the dysfunction in the other two really were the result of a lack of true communication and willingness to incorporate multiple perspectives into what we were doing at the college as far as the two big areas, curriculum and dev ed.

So in Roxanne's sub group, what they are working on, once again, is just trying to establish norms again, norms of professionalism. I guess that's what it keeps coming back to, because we have seen the degeneration.

We also will be coming forth to the senate hopefully next meeting, but we will be getting back to all faculty, we will be asking all faculty to respond to what their perspectives of faculty oversight of the curriculum happens to be. We have already launched dev ed big time and have seen a tremendous amount of response to
Here's a kicker for you guys, okay? Something for you to think about. When I came to the college, I always understood that it was this body that had the true curricular oversight. We're the people that spoke to the curricular side of what we do at the college.

In going through the evidence and interviewing people for the part of the report that Dolores and I wrote, it's become clear that that isn't (indiscernible). I say that to you and in thinking about not only what happened with the noncredit, by passing us with noncredit, but to think about how we stand if we understand something is not as it should be, how we are to respond to the situation and then how to hold accountable those people who are in charge of curriculum that are over us, vice presidents of instruction and our vice chancellor.

I guess that's Mary Ann is. Isn't she the vice chancellor? Vice provost. The next person up to provost. How do we hold those accountable listening to us so we do have oversight of the curriculum? Part of what we are doing in dev ed is integrating into our colleagues that have never been considered faculty here that do instruction, those folks in Adult Education, those people that are delivering curriculum every day at the college and are not covered by the protections that we are. How do we make sure that they have oversight of the curriculum they are asked to develop and they are asked to deliver?
Even in our policy statement, where it discusses what rights we have as far as academic freedom goes, what academic freedom do we have in regards to our curriculum versus oversight by other groups that tend to have evaluative responsibilities?

These are big questions. We need your help. We can't do this without you. Working as your chief spokesperson (indiscernible) they have asked for us to have an altered Meet and Confer process. We need feedback as quickly as we can get it. I’m going to ask Joe and the senators here to consider putting together a group that actually addresses this issue on behalf of the senate.

It's a tough issue. We represent all of the (indiscernible).

It's impossible for one, two, three faculty members to have any idea of what kind of oversight we need for your individual disciplines.

We have asked you for your help, we have asked you to participate in the interviews, we ask you to organize and go back to the people you are representing and get a feel for how we want this to be and the policy that will guide us for the next at least -- you know it's going to be at least 10 years with this policy (indiscernible).

In closing, I thank you very much, and we appreciate any contact with this.

>> ROB MODICA: It's a complex issue. One of the major components is the CCC. I sat on that for 19 years, and we really need, if not the only committee in the college where faculty and administrators have equal votes. If we get committed people on that
committee, turn up who know what they are doing, you can have influence over (indiscernible).

We had an administrator for one of the campuses who decided they wanted to have Chem 80 as a take-home course. You would do your chemistry at home over the kitchen sink. And the administration was pushing that. When it came up for a vote, faculty argued against that and we outvoted it.

There was a new program coming in called Asian Pacific Studies. The faculty said we don't need it. We voted against it, and Suzanne Miles overturned it. (Indiscernible.) CCC can make a big difference as one component of a faculty oversight. So if empty slots there, I would suggest getting on it, a lot of (indiscernible).

>> DUFFY GALDA: And I agree. That was the first committee I was ever appointed to at the college, and I (indiscernible).

>> ROB MODICA: Were you on while I was on there?

>> DUFFY GALDA: Yes, about 17 years ago. We both looked much younger.

>> ROB MODICA: And felt it. (Laughter.)

>> MS. RITA FLATTLEY: As you know, since you have worked with us on Meet and Confer, we made an effort to put some language into the faculty personnel policy statement regarding faculty oversight on curriculum and scheduling and class sizes and some other matters.

We were told, oh, no, that belongs in this other document called the CDAC Guidelines. We looked it up. At that time they were only
nine years old and written by someone who no longer worked at the college for years.

There was a committee formed that had good representation, cross-disciplines, faculty curriculum, staff, administrators. We put together a draft. Last year All College Day every CDAC got that draft, made comments, had input. Since that time I have seen no progress.

I had to argue last spring to get even the draft finally posted on the Internet. By that time the old one was 10 years old. I did sing Happy Birthday to it. Then we got the new one up, but it had not had the other input from All Faculty Day and other stuff put back into it, and it's still right now (indiscernible).

All curriculum goes through the CDACs. Having that saved draft, it's making me crazy. I see it as an HLC violation.

>> MS. KIMLISA SALAZAR DUCHICELA: I think that Chem 80 class, I think the danger we need to keep in mind is that we should have oversight DSR curriculum but we need to keep a close handle on modality. Because they use the term modality to go around and say, Well, it is the same curriculum, but modality and curriculum. I think it's really important that we get a handle on that.

The "modality" word has been used to thwart, subvert, and get around us, and I think we need to get a handle on curriculum and modality.

>> DUFFY GALDA: I couldn't agree more. Every one of you has
mentioned modality. It's not in policy right now. We have input into modality, but you and I both know that there are classes that I have been expected to teach that are static classes. I'm not allowed to change a question in those classes. They are penned clones, which means I have no ability in my discipline, which prepares preservice teachers for the classroom, to model being able to monitor and adapt what's going on in that online class.

I brought to the senate two years ago my concerns that I was told that all our education classes, even the Associate of Arts and (indiscernible) education would be completely online the following year. (Indiscernible) came over immediately, I heard that stated again, but that never went through (indiscernible).

To my knowledge, we have not yet polled our students, surveyed our students, asked them in any way other than with their feet whether or not they want to be taught the online modalities.

I keep hearing from my students, I have to take it online because I can't get it any other way. It's not offered any other way.

I think as that body that is supposed to be the stewards of our curriculum, we need to be stepping up right now and saying, We're going to own modality, as well.

>> SPEAKER: Yep.

(Appause.)

>> DUFFY GALDA: If we don't have any more questions, we are going to invite you to contact any of the committee members. I'm not
on this particular subcommittee. I'm on the oversight of the subcommittee. That's how we all work. We are all watching each other's backs, so to speak.

Thank you for your time.

>> SPEAKER: Thank you very much.

>> MR. JOE LABUDA: Reports. PCCEA.

>> MS. RITA FLATTLEY: To just get started, as a yoga teacher, PCCEA rep, don't you just want to do some shoulder rolls?

Okay. According to the (indiscernible) by November 15 the teams for the Meet and Confer process for both management and faculty should be up and posted by my great leader here Duffy Galda (indiscernible) in a couple of different forums. We have not yet heard about who is on the other side of the table. We're starting to wonder.

Duffy did have some input into who we wanted. We are waiting to hear back on that.

During the month of October, the faculty survey is currently under development. PCCEA does that every fall, so we can gain input from all of you on what you want to see updated. Keep an eye on that. Please take a few minutes to give us your info. The deadline to fill it out will be in November. It will all be announced.

I would like you to know that you may not... why don't you read this.

>> DUFFY GALDA: Started recall efforts. As you might recall,
the recall about (indiscernible). They had a candidate subcommittee formed and a recall subcommittee formed, and if you're at all interested in updates, if you're at all interested in participating in those efforts, Ana asks you contact her at president@pccea.org. But please do not contact her on your work e-mail. Trust issues...

  >> MS. RITA FLATTLEY: It's actually also a legal matter. When we do political action, we do so as individuals, as humans, as citizens, so it's appropriate to use your home computer and your home e-mail.

  >> DUFFY GALDA: President@pccea.org.

I kind of already branched into this. As far as what's going on with curriculum right now, at the curriculum council meeting Monday, as I stated, there will be some curriculum that's going forward that there is some debate about the level of faculty oversight of the curriculum.

If you're on that committee, the curriculum council, I would hope that you think very carefully about the decisions that we make over the curriculum. Because what's coming forth is something that was not developed by the actual faculty members that will be delivering it. Let me put it that way.

HLC's assumed practices, they are so assumed that they don't really go into detail. The same thing, it's what's going on with our policy right now. Oversight can be interpreted in many, many ways. Anything you can do to articulate (indiscernible) would really be
appreciated.

Please feel free to contact me. I have reassigned time this semester, which I am working on the types of proposals that we will be bringing forth to Meet and Confer. The Board of Governors team leader, Jeff Sylvan, when he contacted employee representative groups, asked that each of the groups deal only with HLC concerns this year when it comes to Meet and Confer. Of course, we said, you know, (indiscernible) salary, please, and of course that's something that is an issue.

We have put that out to PCCEA for input. We want to do what's right by our faculty colleagues. But we also know that we will have to start Meet and Confer early this year. I encourage any of you to come to those Meet and Confer meetings. There is open comment before each meeting in which anyone who shows up can comment. You can contact me or any of the team members. You can contact Ana, and we will tell you what's going to be discussed at each of those meetings. Feel free to ask us to see the resolutions we are putting forth as far as policy wording.

It's an open process. It's meant to be your representative voice for working conditions, a candid version (indiscernible) Community Campus. My cell phone number, because quite frankly that's the best way to get ahold of me, if you contact me, my number is 609-1877. Please place it only on good bathroom walls. (Laugh.)

Thank you, Rita.
MR. JOE LABUDA: (Indiscernible.)

MS. KIMLISA SALAZAR DUCHICELA: The Board of Governors met on the 18th of September, and the majority of that meeting, quite frankly, was content having to do with the HLC. So that's what the provost talked about.

In addition, I suggest very strongly that you go to the Pima website and pull up the document that I pulled up there, which is under our chancellor, and it's the chancellor's goal for 2013/2014, in which he discussed several things including Adult Education and future learners, enrollment, collegial things. You can see his timeline.

I'm not going to go over that ad nauseam, because you can all go over it yourself and form your own opinions about it. I suggest you ask him about it when you get the chance.

The other thing that happened in that meeting was extremely excruciatingly long on the financial records. I did ask Dr. Bea if he could please provide -- helpfully for the Board of Governors he came up with a color coding chart thingy, but when they gave out the copies they were black and white. I don't know what any of this means.

So he said he would be getting those for us so that we can understand what was going on with the budget, but I get the feeling from what he said that everything is a expected. Things are a little bit slow right now, but he expects things to start picking up as
property taxes come in, because only the really good people have already turned in their property taxes. Everyone else is going to wait for the very last minute. That was about it.

And then I do know that I got the online committee report, and I will throw that in here real fast. It did meet. We are working to make sure that we are in compliance with everything with regard to the HLC, of course, but on another note I know that a lot of you guys know my thoughts on online. I did call up the chancellor, because he said, I invite you to tell me about your opinions.

So I made an appointment. I'm going to be talking to him on Thursday about online, the situation with online, scheduling online, the craziness that goes on with online, the fact that the (indiscernible) classes, whole nine yards, I'm just going to lay it out for him. In lieu of that, I have been talking to people that should be talked to about it, people in IT on the campuses, people in the libraries, people -- I have been talking to everybody that I can get my hands on, and so I'm going to bring all of that to him and hopefully give a report on that when I meet with the next time and also report to you. But hopefully considering (indiscernible) I suggest you look at his Twitter feed, folks, because it tells you a lot. He's all talking MOOCs and all kinds of stuff. Again, modality, modality, modality. We need to be on top of that.

Anybody have any questions?

>> MS. JEANNIE ARBOGAST: I just want to give a three-sentence
report about the prerequisite committee just so you know we are still working. We have been working on benchmarking and comparing how we are doing and what are all the other community colleges in Arizona doing, the other benchmarking schools that the HLC has done. So we are trying to get our history. We are at that point along the way.

I'm meeting with the provost, and I continue to work with Jenny Scott, who is the director of curriculum and articulation services, to try and get a good understanding of the processes and how we can accomplish this. They are on our side. They just want to help us out. I just need it well defined before I come back to the senate hopefully in November with this is what we need to do and here is where we are.

In the meantime, all of you that are remaining here, please please, please continue to talk with your CDACs and encourage the people who had to leave. The more we have in place by the time they give me the go-ahead, they give me that information, the more questions that are answered in advance, the better position we will be in to get this in place as soon as possible.

>> MR. JOE LABUDA: Thank you. Online registration. MaryKris.

>> MARYKRIS MCILWAINE: I'm going to be very, very, very brief.

I was wanting to talk to you all about how we need leadership on on-time registration committee. I'm stepping down from being the leader of this particular work group, and Perry Higgins has very graciously volunteered to step up to the plate and be a co-chair, but
while I had thought that Perry Higgins was advising and counseling, 
even though I thought he was advisor/counselor/senator at large, he's 
not. So technically we need somebody who is a senator probably to 
step forth.

I see that a couple of people who are senators who are on the 
committee have since left us. I was going to lean on them.

But anybody within the sound of my voice who is a faculty senator 
would be lauded and admired and we would all be very grateful to you 
if you wanted to step into a co-chair position on this work 
committee.

It has met, and it has had some really productive meetings and a 
very collegial, respectful, fun-loving group of many diverse people 
from staff and administrators, and you get to see Jerry Migler if you 
work on this group. He's been instrumental and resourceful in 
helping us move forward.

While I'm standing here and we are talking about this, is there 
anybody who would like to be a hero and say that they would like to 
step into a co-chairship relationship with Perry and the rest of us? 
I'm remaining on the committee. Just not willing to lead it anymore. 
I will give my microphone for somebody.

>> CAROL CHRISTOPHERSON: Carol Christopherson, West Campus. I 
was wondering if we could do a three-way split. Because I simply 
can't take on that leadership role because of her teaching load. She 
can't because of her teaching load. Perry has generously
volunteered. But could we possibly with senate's permission do a three-way -- can we get a permission slip?

>> MR. JOE LABUDA: Sure.

>> MARYKRIS MCILWAINE: As you know, I'm not big on propriety and protocol. You have picked up on that probably. So if you say that can happen, all I know is I can't lead it, but if you say that it's okay for multiple people to put their hands on the wheel and steer this elephant, then that would be great.

>> SPEAKER: When does it meet?

>> MARYKRIS MCILWAINE: That's such a lovely question you asked, when does it meet. That's been one of the primary struggles, because the only time we successfully met with what I call the omnibus group, faculty members, admin and staff, the only time we could find to meet was actually after the semester ended, because getting -- I'm serious. It was literally after the semester ended, and it was 4:00 p.m. on a Friday, because you cannot get 16 different employees of Pima Community College in the same room at the same time for even a one-hour block of time much less a two-hour block of time.

I don't know when it meets. (Indiscernible) of Jerry Migler's, office has made valiant efforts to solicit from people, What is your teaching schedule, or what are your hours of availability, and dog help her, I don't know what she's going to come up with, so I can't even tell you when it meets.

But it's great when it does. (Laughter.)
>> MR. JOE LABUDA: What we are saying is Carol will be a tri-chair.

>> SPEAKER: We are saying that, that's great.

>> MR. JOE LABUDA: Looking for somebody else to fill in.

Okay. All right.

Faculty Senate has a report. Last time we had a question about e-mail for retirees. The way I phrased it to IT was is it technically possible? Because I expected to hear that we won't do that. I asked is it technically possible? He said, yes, it's technically possible. We will take that part from there.

The faculty emeritus situation (indiscernible). I'm hoping we can bring something to the floor by the next meeting. I would have thought this would have been kind of a no-brainer, win-win situation, but it seems to be much slower than we thought.

Duffy, I appreciate your work on that committee. In my own clumsy way, I was trying to make a point. In a way, while we are going through this process, we still have things that are coming to us (indiscernible) disconnected by the fact if we think this is a good idea, why are we still launching more and more things that don't involve us. Thanks a lot for your work.

Gene?

>> GENE GALBO: Can anybody answer the following questions: Has faculty rank ever been discussed or considered or thought about? And why don't we have (indiscernible) professors? We have, you know,
presidents and vice presidents of instruction. Why don't we just
have administrators, you know, and instructors? Why don't we have
ranking (indiscernible)?

>> MS. RITA FLATTLEY: When Hockabee was chancellor, he actually
was pushing for faculty ranking. It was widely discussed at that
time, which I realize is a long time ago now, and actually, most
faculty did not want it.

A few people did. It wasn't like, you know, a consensus, but
most faculty did not want it to be separated out that way. They felt
like part of the strength of our employee group is that, you know,
it's all for one and one for all.

So it was actually voted down by the faculty, Gene. I mean, that
was years ago, so maybe they feel differently now.

>> GENE GALBO: For me (indiscernible). Why can't we get a real
professor? I just submitted a paper for publication.

(Indiscernible.) That editor sees that.

>> MS. RITA FLATTLEY: Just make it up.

>> GENE GALBO: No, I won't do that.

>> ROB MODICA: Gene, one of the problems with the ranking
discussed when that came up, as soon as you rank people
(indiscernible). That was a real problem.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: As soon as you do that (indiscernible).

>> MR. JOE LABUDA: Are we at the end already? Motion to
adjourn?

We're out of here.

(Adjournment.)

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