MR. JOE LABUDA: We will get going. We do have a quorum. We
are on kind of a tight schedule for a few people, so let's get our
introductions out of the way.

Rita, why don't you start us off.

>> MS. RITA FLATTLEY: Good afternoon. Rita Flattley, East
Campus, social and cultural studies, and also with PCCEA.

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

>> SPEAKER: Matt Bogashuck (phonetic), Community Campus, math.

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

>> SPEAKER: Odile Wolf, East Campus, computer science.

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

>> SPEAKER: Denise Meeks, Northwest Campus, science.

>> SPEAKER: Cheryl Blake, Northwest Campus, biology.

>> SPEAKER: (Indiscernible.)
>> SPEAKER: Kiley Seegers (phonetic), East Campus, mathematics, proxy for Ana Jimenez.

>> ROB MODICA: Rob Modica, East Campus, humanities and art.

>> SPEAKER: John Girard, Downtown Campus, BCT.

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

>> SPEAKER: Tommy Salazar, machine tool technology and welding.

>> SPEAKER: Carol Christopherson, performing arts, West Campus.

>> SPEAKER: Carlo Buscemi, Northwest Campus, HRM.

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

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

>> SPEAKER: Pat Leverentz, Community Campus, arts and communication.

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

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

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

>> DUFFY GALDA: Duffy Galda, Community Campus, education.

>> SPEAKER: Mary Mitchell, East Campus, chair of the adjunct faculty committee.

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

>> SPEAKER: Mark Ziska, interim VC, vice chancellor, human
resources.

>> DR. LEE LAMBERT: Lee Lambert, District Office.

>> DR. BRENDA EVEN: Brenda Even, PCC board.

>> SPEAKER: Joe Dal Pra, visual arts, West Campus.

>> SPEAKER: Jenny Scott, director of curriculum and articulation services, District.

>> SPEAKER: Lisa Jurkowitz, ESL, Downtown Campus, proxy for Cynthia Howe.

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

>> SPEAKER: Sylvia Lee, Pima College board.

>> SPEAKER: Matt Mian (phonetic), Community Campus, adjunct.

>> SPEAKER: Zelema Harris, interim institutional effectiveness.

>> SPEAKER: Maggie Golston, humanities and writing, Desert Vista.

>> SPEAKER: Pollyanna Wikrent, science and fitness, Desert Vista.

>> SPEAKER: Kathy Feuling, life and physical sciences, East Campus.

>> SPEAKER: Perry Higgins, counseling, Downtown.

>> SPEAKER: Alexis Nasser, note taker.

>> SPEAKER: Jennifer Harris, math, Downtown Campus, and I'm a guest.

>> SPEAKER: Diane Porter, math, Downtown Campus. She's my guest.
>> SPEAKER: Michael Tulino, vice president of student development, Northwest Campus.

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

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

>> SPEAKER: Greta Buck-Rodriguez, Northwest Campus, written and oral communications.

>> SPEAKER: Kate O'Brien, West Campus, Allied Health.

>> SPEAKER: Lorraine Morales, East Campus.

>> SPEAKER: Dee Lammers, West Campus, vice president of instruction.

>> SPEAKER: Good afternoon, Leticia Menchaca, provost's office, District Office.

>> SPEAKER: Hello. Dolores Duran-Cerda, senior assistant to the provost. District Office. I think I'm the last one.

>> MS. JEANNIE ARBOGAST: Jeannie Arbogast, mathematics, Desert Vista, and proxy for Teddi Schnurr.

>> MR. JOE LABUDA: Joe Labuda, library faculty, Faculty Senate president, proxy for Mic Denfeld. Do we have any other proxies?

>> SPEAKER: I'm here for Karen Rubenstein, Northwest Campus.

>> MR. JOE LABUDA: Thanks. We are going to change our agenda a little bit to get in the chancellor and Dr. Harris' presentations, because they have to get on the road pretty quickly.

We will have an agenda modification right now. I will come back
to the rest of the issues later.

Chancellor?

>> DR. LEE LAMBERT: Good afternoon, everybody. What I’d like to do is kind of start out at the national level, move through the state level, and then talk about local pieces that are happening.

So as you have heard me talk about the Obama Administration is focused on launching a new rating system, but I don’t know if I ever mentioned why all of this is coming about. So let me just share with you why.

There is a fundamental belief in Washington, D.C. that higher education is broken. And because higher education is broken and higher education isn’t remedying itself that the folks in Washington believe they have to be the ones to do it.

So, you know, of course you have congress and then you have the White House. Well, the White House solution right now is this rating system. Congress, there are a number of bills moving through that we have to pay attention to. The reauthorization of the Higher Education Act is one of those pieces. But these things have profound implications to us for our future viability and sustainability. So we have to be paying attention to them.

Also, we’re going to have Walter Bumphus who is the president of AACC come and talk to us next week about the 21st Century report that AACC has been working on to really move community colleges in a new direction to be more responsive to the changing landscape that is
happening.

So I really encourage all of us to, if you get a chance, go to one of the locations so you can view his presentation. So we will be sending out a notice and streaming his presentation to every campus location that we have. That should be coming out, if not later today, by Monday. So please, if you get a chance, connect with that, because that's really going to start shaping our work going forward, as well. Not only what's happening with the Obama Administration and congress but also what we see coming out of AACC.

The reason why that's also important is remember, at the end of the day, we must attract resources in order to be sustainable. We also have to be able to make sure our students get their needs met so that they can go on to a four-year college or university or into their chosen career path. We need to be paying attention to how our country is trying to also direct us.

At the state level, similar types of work is going on. So a group of us recently went up to Phoenix and participated in the Arizona Postsecondary Education Conference, and they invited a nationally recognized presenter on the topic of disruptive innovations.

How many of you are familiar with disruptive innovations? Some of you are but many of you are not. I think this is something we're going to have to pay attention to, because again, it's another element that is going to impact what we are doing.
In a nutshell, what disruptive innovations are -- and we are going to look to invite Michael Horn or Clay Christensen. This comes out of the Harvard Business School, this work I’m about to describe briefly.

What disruptive innovations does, they look for markets where things, the needs of customers, students, are not being met. They figure out a way to meet those needs, and that usually happens under the radar screen of traditional standing organizations.

And because they come in and start meeting those needs, and they start doing it well, all of a sudden, guess what happens? They start to grab more and more market share away from existing standing organizations. And at some point, because they can do this at a lower cost, and if they can do it at a better quality, at some point they pass up traditional organizations.

So where we have seen this happen, remember, there is a company called Philips RCA. Who overtook them? Sony did. Who is overtaking Sony now? Samsung is, right? GM used to be the big kid on the block. GM is no longer the big kid on the block. Toyota is the big kid on the block. Now who is coming up behind them? Hyundai and Kia. Same things happen in the newspaper world.

What has happened in our world? University of Phoenix and now there is a new generation, Rio Salado, and guess who is coming up behind them? Grand Canyon, WGU. That’s Western Governors University.
So we have to pay attention to what these folks are doing, because they are starting to impact our teaching and learning model. So you'll hear later about the on-learning task force from Kimlisa and how we have to get more sophisticated about what we are doing and continue to hold off these threats. She will talk more about that later, I'm assuming.

But that's important for us to pay attention to that, and I want to bring him in so all of us who is interested in learning some more can get exposed to that thinking. This is based on research that's been done over and over again. The enabling platform impacting our world is the technology, the advanced nature of the technology.

So another important piece we have to pay attention to is the work that's going on in Phoenix around the Arizona Commerce Authority. How many of you are familiar with that organization, Arizona Commerce Authority?

There used to be a commerce department for the State of Arizona. That was done away with. So this nonprofit organization was created. They have the ear and the influence of the governor.

What they are developing or they have developed is what they call a 12-sector strategy. So we have to better understand what that 12-sector strategy is, because over time, what is likely to happen, because remember, the budgets are tight in the State of Arizona, they are likely to start looking at how they align resources to the strategy of the state to develop the talent pipeline for our
respective communities. So that's why this 12-sector strategy is important.

So we are already in conversations with the folks from the ACA. In fact, I have been talking to the board chair about ACA coming in and making a presentation and entering into dialogue with our Board of Governors. That's likely to happen sometime in January, so please pay attention to that. Another important piece of this links into the legislative priorities for the Arizona community colleges and Pima Community College specifically. As we look to move our priorities, we have to be aligned where the State is going to start making its investments. Those investments are going to be in strategic areas.

So recently, Imelda and I had a meeting with one of the governor's staffers to talk about the proposal that the community colleges want to move forward. So we are moving forward about a $50 million ask. That would be spread out across all of the 10 districts, and there is a formula for doing this. But it's in certain pocketed areas that this would occur. One of the areas we have been trying to maneuver around is what we call career pathways. Through the career pathways pieces there are different elements.

Now, the governor's office in that conversation said to us, we're not interested in funding financial aid for students. As you know, the State of Arizona is one of only a few states if maybe the only state now who does not offer financial aid, state aid, for students.
So we were thinking of some type of state aid. Ain't gonna happen, based on that conversation. The thought of how do we get more support for wraparound services for students, not likely to happen.

So the one area that they are interested in as it relates to community colleges is remediation. So if we can develop a strategy around remediation, that is likely to be something they would support. But that strategy has to be aligned with I think where the state's going.

So this whole notion of 12-sector strategy, many of you may be familiar with the concept of IBEST. IBEST is Integrative Basic Education Skills Training contextualized into a work force training program. So we're going to be looking at what we can do in that area and maybe be able to get some support at the state level from a funding perspective.

Now, I think IBEST is something that can actually happen in the academic side of the house, but for now, tying it to these 12-sector strategies is probably going to be one of the most effective ways to move forward. We are also asking for STEM funding. STEM funding was funded last year, but the two largest districts in the state received nothing.

We just have to be mindful of these realities and we are continuing to work with the folks in Phoenix, so you'll see me probably gone a lot as we move into January and February, because
I've got to be up in Phoenix talking to folks to try to attract more resources, even though those resources are drying up.

The State, unfortunately, I can't understand why it's so broke, but it is broke. The question is what are they going to invest what they do have. And he did tell us, the governor is very concerned about child neglect, the child abuse cases, so where you're likely to see resources being funneled is to address those issues. Those are real issues that have to be addressed.

Then you have the universities coming in asking for a lot of dollars as well as the K12, so you can imagine it's going to be a challenging session as we go forward.

Also, on the closer-to-home front, today we posted at the West Campus Grad Nation Summit. This is a national movement to address the high school dropout challenge that we not only face here in Tucson but throughout the country.

I think they said in 2010 over 4,000 students right here in Tucson dropped out of the K12 system. Over 4,000. So you have that on one end. Then on the other end, we have somewhere in the range of about 3,000, maybe up to 6,000 jobs that go unfilled every year in this community. But yet we have unemployment.

So where is the disconnect, right? You've got jobs, you've got people. Where is the disconnect? What companies like Raytheon and others are telling us is we are not preparing the students with the skills that they need.
So we need to be thinking about how do we better align with that so we can make sure that we are providing opportunities for students to go into the opportunities that do exist in the community. The dropout piece is one of the elements of that, because that's part of the talent pipeline, so trying to reengage. So we are playing a role in helping this community to reengage our students who drop out of the system. I just want you to know we are actively engaged with the K12 system, United Way, and other community groups to be able to do that. I was very pleased to be able to host this national summit that's been happening across the country here at the West Campus.

As you may or may not be aware, students have expressed a number of concerns, and they recently shared that with our Board of Governors. One element of that has to do with advising. They are very concerned about the level of advising, the appropriate nature of that advising they are receiving.

So we really need to take a closer look at how we can strengthen our advising system. There is a program review going on right now, is my understanding, looking at student services. So one of the elements of that is to start taking a look at those student concerns, but the other thing I want this group to do -- because there appears to be a disconnect happening, because I met with the group of employees here at this campus recently, and they told me that their voices are not being heard by that group.

So I have let the provost know. I have let Zelema know that we
have to connect better with what that group’s work is to the employees who are performing and delivering the services every day.

And the other thing is also hearing from the students, so that group also needs to connect with the students to better understand what those concerns are so that when whatever solutions are developed they are developed in collaboration with the folks who do the work and the folks being most impacted by the work. So we are moving down that path now. I just want you to be aware of that.

You're going to hear later from Mary about what we have been doing with part time, not only in terms of part-time faculty pieces, but also I think you're going to talk about some of the student conduct code work, as well, that you have been working on.

I have told Mary that if she needs me to intervene at any stage, she can ask me to intervene, because this is very important work. We want to make sure we create a safe and secure environment to the degree that we can do that. You can never completely head off something, but at least we can be better prepared and we have better systems in place to address concerns, and I have let Mary know that I'm committed to doing that.

I think a fine example of that was what happened recently here at the East Campus. That situation was responded to so quickly that we didn't have to put out a notice out to everybody, because it got foiled quickly. We don't know what the motivation of that individual was. Fortunately, the cafeteria worker who saw that gun immediately
contacted our folks in safety and security. They immediately responded, and he was arrested. We never had to get to full activation or notification, because it was foiled quickly.

In the best of worlds, we are able to do that all the time. In the worst of worlds, you never get to that point of identifying it quick enough. But we want to continue to build on it. Another observation I want to share with you, this campus has put in more time and effort in safety and security of any campus I have ever worked at. I want us not to lose that broader context. The other thing I don't want us to lose is I worked at a campus where they had a shooting, and they did not go to the level of engagement that this campus has done since that type of incident happened.

So I want us not to lose sight, okay, of the effort that's being made. I'm not saying that it's perfect and that we can continue to do more, but let's not lose perspective, either.

I believe the safety and security assessment report will be coming out in the near future as well, so that's going to come out -- I know there has been work on assessing threats and so forth, and I know Michael has been involved with that. We need to better understand it, communicate it, strengthen and improve it, but work is being done on that front.

And the last thing I wanted to share with all of you -- yes?

>> SPEAKER: You mentioned the investigation. (Indiscernible.)

>> DR. LEE LAMBERT: Yes. So we are going to review what
happened recently out at Desert Vista. Because we have this firm that we have contracted with to do our safety assessment, we have asked them to come in and look at the Desert Vista situation. I'm sorry, Northwest. I don't know why I keep saying Desert Vista other than I was just there yesterday.

So we're going to look at what worked, what didn't work, and how we can improve what's going on. I think the key is always thinking about how do we get better and looking at a problem and never shying away from it to get better, but do it in a constructive way.

Really the key is we are all in it together, okay? That's the message I really want all of you to walk away with. We are all in it together. This is not a faculty issue, a staff issue, administrator issue or student. It's all of our issues. It's all of our issues. We have to work together to figure out a way that we can be responsive together. Then I think as long as we do that and keep committing to that, we are going to do a lot better than what we have in the past.

Two last points. So we are also implementing a performance management system for administrators, and Mark can talk about this later if you want him to, what that means.

As you know, when I first started here, I said that we are going to put in place a system of accountability. We are now moving to put that system in place. Ultimately, we are all accountable. Ultimately, we are all accountable. But administrators have to lead.
Administrators will lead by showing that we are accountable.

I actually missed one other thing. So two things. As you all know, I have been going around to every campus, to many locations, meeting with faculty. As a result of those meetings, I kept hearing some reoccurring themes.

So I went to the vice presidents of instruction, and I said to them, please talk to your faculty and come up with five items that we could work to improve teaching and learning at Pima Community College. So they have completed that work. We will be releasing the results of that, and then, as part of that, I’m asking them to now start working with all of you to start to bring that into reality, and so you will be hearing more about this as we go forward.

So, for example, instructional technology I believe is one of the items. Am I right, Dee? And then another item is adjunct faculty. And we have already been working on those elements, so you’ll learn about the others, as well.

The last piece, for those of you here at the Downtown Campus, you will be getting a new interim president, as you all know, Gwen Joseph. I think you will find a different style, very warm, welcoming, very knowledgeable, experienced individual who will come in here and start leading the Downtown Campus.

When you get a chance, I believe she will start on the 16th of December, and please welcome her, give her a warm welcome to Tucson when she arrives.
So with that, I will stop and open up. Time for questions?

Questions?

>> ROB MODICA: Chancellor, I have something that came up a while ago. I was wanting to bring this item to your attention, and then I have a comment afterwards. In the October meeting, Paul Schwalbach came to us to talk about Social Media, et cetera. A couple weeks before that I found out there is something released every day called a Daily Media Report that only goes to a very small, select group of people in the college.

So I asked Paul if you could just do Pima All. That takes two key strokes, Pima All. October 29, no response. So I e-mailed him and I copied C.J. Karamargin, and I asked him, what's your progress?

C.J. wrote back that he's talking about and thinking about and trying to get an e-mail system up to get it out to people.

Does this have to be approved at your level? I mean, it's public information. We pay people to do it. Why couldn't that have been done the day after we asked for it?

>> DR. LEE LAMBERT: You'd have to ask him specifically that question, but I'm telling my administrators that you don't have to keep coming to me for everything.

>> ROB MODICA: But this doesn't get done. That should have been done two days later. Pima All. Done.

>> DR. LEE LAMBERT: I know there are other things we have been working on to make it easier to get information out.
>> ROB MODICA: This is a simple one.

>> DR. LEE LAMBERT: Well, we'll make sure that we take --

>> ROB MODICA: Three months?

>> DR. LEE LAMBERT: Shouldn't take that long if it's that easy

of a fix, right.

>> ROB MODICA: It is.

The other thing is a comment to you. This is my 41st year of
teaching at Pima. The last 20 years I have been on Faculty Senate.
In all those years, we have never had a chancellor who shows such an
apparent lack of interest in coming to Faculty Senate and learning
firsthand how Faculty Senate operates and how faculty deal with
issues.

According to my notes, outside of today, the longest you have
been at Faculty Senate was 17 minutes when you introduced Mark Ziska
and Zelema Harris.

I would hope that you would find some time in January to
rearrange your schedule to give us a couple of hours once a month to
come here and be with Faculty Senate for its entirety on a regular
basis.

Thank you.

>> DR. LEE LAMBERT: I appreciate your observations, and I will
do my best to reach out. That's also the reason why I have been
going out to all the campuses, talking to faculty, talking to staff.

The other thing you have to keep in mind is we had disconnected
ourselves from so many things, not only internally but externally.

It is bad. Okay?

So I will give you an example. The K12 superintendents are so grateful now that Pima Community College is even talking to them. That's how bad things are.

So I'm trying to get us back connected to all the key elements that are important to this institution being successful. So I can't be everywhere. I'm trying to do my best, okay? Trying to do my best. But also, that's why I have a team, okay? They have to play their parts, as well. I have only missed one meeting so far, and I'm going to continue to work on improving that.

But as we go into the legislative session, it may become a challenge. So I just want to be up front about that, too.

>> ROB MODICA: I just think there is no substitute for a firsthand impression of what happens.

>> DR. LEE LAMBERT: I hear you.

>> SPEAKER: Chancellor, I just want to make sure I understood some of your earliest remarks when you were saying that Washington believes that higher education is broken, the State is starting the disruptive innovators.

It seemed to me that -- I thought I heard that the subtext under all of this is an increasing trend towards privatization, online education, vocational training. Am I correct in hearing that from you?
DR. LEE LAMBERT: Well, I wouldn't go as far as to say privatization, okay? But what I would say is if you look at the disruptive side of things, those players are starting to make headway on what we do because we haven't been paying attention to the larger picture.

In other words, how do we serve more students through access, how do we make education affordable? And because of those two, just those two elements, you have these other folks figuring out a way to do that. As an example, WGU, online provider for I think 6,000 a year. You can take unlimited courses. So what they are finding is people being able to complete their baccalaureate degrees in less time than it takes to go to a traditional institution.

University of Phoenix, obviously their cost model is too high, but now WGU has come in with a lower cost model. Now, they are not a private organization, but what they are doing is not only are they eligible for financial aid, they are also now asking states to allow their students to have access to state aid.

So these are threats we can't ignore, because, you know, they are going to be taking part of our pie, but they are seeing it as access and affordability.

SPEAKER: Thank you. Those specifics are very helpful.

MARYKIRS MCILWAINE: One of the things that you mentioned in your remarks was our student code of conduct, and given that it seems that the current student code of conduct does not appear to be
working to the best interests of full-time faculty, adjunct faculty, staff, administrators nor students, and given that time is of the essence, would you be willing to ensure the instantiation of a revised student code of conduct by fall of 2014?

>> DR. LEE LAMBERT: I'd be willing to have a revised one long before that. So the question is who has to be at the table to make that happen? I know Mary has been working on some drafts, and I think you have been working with some folks, as well, right? Hopefully we will have something in place before fall.

I really would like -- but remember, you can have a policy, is only as good as people's willingness to follow it. That's an important piece to not lose sight of. I think the other piece is we have to train folks to know how to act quickly, decisively when we have issues that trigger the student conduct code.

Then the code has to have the flexibility for us to be able to do that. I believe some of those elements are already there, but they just need to be tightened up a little bit, be clearer, and then we have to be more decisive in how we respond.

So I know, for example, that incident that happened months ago that was recently brought to the forefront, and I believe one of the issues was how long it took to respond to the situation, I know in my past life that would have been dealt with almost immediately. And we didn't have to have a rewrite of a policy to do that.

So part of it is, you know, your ability to spot the issue and
then have the tools to address it immediately, have the infrastructure to act on it appropriately, so it's a holistic approach that may go beyond just a policy rewrite, is why I share all that with you.

But, yes, I think we can get the policy done a lot quicker.

>> MARYKRIS MCILWAINE: Thank you.

>> SPEAKER: Given the fact that a lot of us are concerned with the fact that you are not able to stay longer to listen to some of the concerns that are being addressed in this body, one of the things that I have been thinking about it, that one of the negotiations that can be placed might be if you contact the chair of the Faculty Senate and discuss the agenda, and then if you're able to stay at least for one item that the Faculty Senate considers very important, like in my case will be that, you know, the issue of the student conduct, will be at this point, given your limitations of time, something that can be negotiated.

Because we really wanted to hear about your report, but we also would like you to be aware of what's going on. I hate having to go to you for a lot of things, but at this level, unfortunately the reason why people are going to you is because things are not happening.

I really would like, when you come in, if you have a staff member with you, even though I don't like the entourage at all, but I would like to have staff members so they can take notes of some of the
concerns that are given to you so you can really, you know, make sure that are so, because otherwise we are still going in circles and things are not happening.

>> DR. LEE LAMBERT: I appreciate your suggestion. Just so you all know, I do meet with the faculty leadership separate from this meeting, and we do talk about concerns. So some of the concerns are being addressed. Some take longer to address than others. For example, we have finally, by having an HR person, we can put in place a performance management system. I can't do that without having, you know, the staff to be able to allow for that to happen.

So I have been trying to make sure I get to learn about the concerns. That's also why I have been going out and meeting with faculty in general to hear, and that's why the VPs were asked to look at identifying issues that we can address.

So we are working on a lot of items, but I appreciate your suggestion. So I'm trying to do the best I can with all the multiplicity of challenges, believe me. And the thing, as you remember at the beginning of the year, and those of you also went to the HLC presentation, we shared with you that the analogy of the plane, trying to remodel the plane while you're flying it. That really is true for Pima. There are so many things that are off the rails. So we're trying to get them all back in place.

Thank you for that.

>> MR. JOE LABUDA: Thank you, Chancellor.
We're going to get off the agenda for a bit and we're going to
move to item 5.1, strategy planning, with Dr. Harris and Mark Ziska.

>> DR. ZELEMA HARRIS: Hello, everyone.

Well, good evening, or actually... (laughter.) I couldn't quite
remember what time of day it is. I do have a flight that leaves at
4:00, so because of that, you don't have to worry about me being here
long.

But let me first give you a little background information. I
came here in part to help the chancellor with some of his strategic
initiatives. One of the areas in which I have been assigned to
explain, when I came, I recognized after reading all of the HLC
materials, that I did not believe that we were in compliance with
criterion 5, which calls for an integrative and systematic planning
process.

But we have the annual plan of the chancellor. It is a plan with
the chancellor and the board. There are others helping to implement,
but it is not a college-wide plan. In addition, some of the goals
that he has are strategic in nature and can be focused into a
strategic plan.

So criterion 5 talks about resources, planning, and institutional
effectiveness, all of which is integrated into a plan. You have to
have resources to plan, and you have to plan the resources that you
have or find other resources to support your plan.

Institutional effectiveness speaks to continuous quality
improvement. Whatever we decide to do as an institution, we are going to have to continually monitor and evaluate and make changes.

I can continue to talk until this comes on. Under criterion 5, you have actually four areas that we are looking at. The one I'm really interested in -- okay. Anytime you see future, make note of that. 5.A, institution's resource base supports current educational program and its plans for maintaining and strengthening their quality in the future. Most of what we are working on, however, is in 5.C, which says the institution engages in systematic and integrated planning.

One of the things about the plan that we are proposing, it will link all of the other plans that are dangling out there, all of the processes including student learning outcomes, all of those will be included in our overall strategic plan.

No. 3 is very important. That's why I mentioned the fact that a strategic plan does include our community. They are our stakeholders. So the planning process must encompass both internal and external groups.

We also have to anticipate the plan must understand what's going on in the society at large. It needs to understand our sources of revenue. We have an enrollment management, fast-action task force, but we don't have an enrollment management plan, which is essential for an overall integrated systematic plan. Because that is the core. A large part of our revenue comes from our enrollment.
The issue is when we talk about enrollment management, we tend to think about enrollment growth. There are institutions that have decided -- for example, in my own community, the university decided it would lower the goal for freshmen, heighten the goal for juniors because of the large number of community college students, highly qualified, who were coming to the university.

So enrollment management is an area that includes all aspects of the college from the minute a student enters the campus until he or she exits with a degree or has completed their goals.

So we will be looking at enrollment management as a piece of the strategic plan. Other areas that we ought to anticipate are factors such as technology, demographic shift, and globalization.

This is where the, including the performance comes in, institutional effectiveness. No. 2, institution learns from all of the group doing the planning process and we apply that to improve our processes and different component parts of our plan.

Now, that is the basis for embarking on an integrated and systematic plan. We are required to do it, but more importantly, we need a plan so that we can address our future.

Mark Ziska has a model that I'm very interested in utilizing for the college. This is his business. This is what he does. Before he comes up, let me share one other piece of information. The information that we will use will use various data sources or rather information sources. First of all, we're going to use the
information that has bubbled up from the committees for HLC. You have done an incredible job of uncovering areas in which the college has to approve.

All of that will be looked at and integrated into what I refer to as strategic directions. That is one source of information.

Another is there is an external document called The Tucson Plan. The community spent a lot of time studying the area and really looking at the direction in which the city and county wants to go in the future. I think it's important that we utilize that as a resource.

The Hispanic Chamber of Commerce, the CEO, made a presentation to the cabinet. They have done planning, and their document can also be utilized. The plan that you will hear, community college plan, Dr. Walter Bumphus will talk on the 10th of December, that can also be utilized.

We will bring in someone to help us to aggregate all of these information sources and disaggregate as we need them. What I believe will occur is about 15 to 20 strategic directions will bubble up from all of this information that I talked about which will result in the use of a planning committee which will be made up of approximately 200 -- 150, 200 people, half of the community and half internally.

Now, don't picture people coming together trying to figure out what we're going to do. We're going to provide guidelines. All of the information that we have gathered that will be massaged, and we
look at maybe what will come out of that will be 15 to 20 strategic
directions, this group, which we will probably call a conference,
they will come together and work and look at that material at tables
with a facilitator from the college, and from that group we will
learn the four, five, or maybe more areas that we consider important
for the future of this college.

For example, we already know that we need to do more in the area
of career and technical education. Maybe one of the strategic
directions will be the college needs to respond more quickly to the
emerging work force needs. So all of the work that we are doing
there, the goals that the chancellor has and others will fall under
that as a goal under that strategic direction.

The campuses will align their plans with the overarching plan.
They will decide, based on their needs of their community and their
resources, their student population, how they will align their goals
with the overarching goals of the college.

That's it in a nutshell, and it's far more complex but very
exciting. Our timeline is to have the conference in February with
the plan in place before HLC comes, and many of the items we will
already have begun working on them. But not only will this three- to
five-year plan satisfy HLC, but it will also take us into the future,
and it will answer the question what do we want our future to look
like? And everyone will play a role in that.

With that, I will ask Mark to come up and give a planning process
that we will utilize.

>> SPEAKER: I'm going to use this microphone if I could.

I'm going to pass out some slides. Well, first of all, I'm going
to move forward. So you see a model on the screen. This model is
not necessarily a model that you are not, or that you have not seen
in the past. It's similar to the models that you have used in the
past.

This is a model that I have used in my strategic planning career.
When I left Raytheon, retired after 24 years, one of the skills I
brought with me was strategic planning. So I left and started a
company focused specifically on strategic planning.

I have done strategic planning with organizations as small as
Literacy Connects here in Tucson to as large as University of
Arizona.

You'll see this card at the University of Arizona with red and
blue colors on it reflecting the colors of the University of Arizona
with an Arizona logo. They have adopted this model. I started
working with the college of medicine on their strategic plan from
their work with pharmacy, nursing, engineering, the honors college,
and I have done work with adult education here at Pima, all with this
same model.

So what we have done is we have turned this model into more Pima
colors, and we are using it as the basis for the work that we're
going to be doing.
Zelema has described the concept of a strategic plan at the highest level. In my experience, most strategic plans end up either collecting dust on a bookshelf or run through a shredder because nobody wants to be held accountable to that document.

With this model, we can be held accountable, and as the chancellor said, we have already started to link accountability and performance in a performance management model.

So you see the model is pretty simple. You'll see this model at many organizations, many businesses. You start with your vision, mission, values. Our values have been distributed to us, and those are the visions that the chancellor has identified as the leadership expectations.

We built those leadership expectations into the administrator performance assessment, and by the way, that leadership performance assessment includes everybody to the level of dean and advanced program managers. So it’s not just what we might have referred to as administrators in the past. This is an extended leadership team.

There are multi-year goals, strategies on how you're going to accomplish those goals, and tactics which are actionable. If you look on the back of this card, you'll see that there are definitions that are available. One of the reasons that we do that is because, again, one more Harvard Business School study, turning great strategy into great performance, identifies that there are seven rules to successful execution of performance plans related to strategic plans.
No. 1, keep it simple. Continually challenge assumptions. Here is the key. Speak the same language. This card allows us to have easy reference so that we're all speaking the same language.

Many of us refer to goals as objectives, tactics, to strategies. This just sets it out so that we have a reference in one place so that we can speak the same language. The other ones are self-explanatory, but I think key to this is continually to monitor our performance.

Having said that, one of the things that Zelema said about me the other day was that we have a two-fer, and that is that you hired me as the vice chancellor of HR, but I bring a strategic planning background, so Zelema said, I'm only going to pay you once for those two jobs. (Laughter.)

With that, I will take any questions you might have. If there are none, I will turn it back to you, Joe.

>> MS. RITA FLATTLEY: For the last several years, Pima Community College Education Association has actually been sending out an evaluation of administrators to the faculty and compiling results and giving it back to the administrators because the college has not done any evaluation of administrators.

When Chancellor Lambert came, he did sort of a group survey about the whole cabinet. For many faculty, we felt it was very difficult to evaluate a whole group of people as one body.

So my question to you, since you’re interested in this, is is the
college going to evaluate administrators individually, or do we have
to keep doing it?

>> SPEAKER: Well, it's a good question, and what it leads to is
it leads to a concept of 360s. You may have heard of those reviews,
reviews from above, reviews from your lateral, and reviews from your
customers. In this case, faculty would be either lateral or
customers; in some cases, both.

So the answer is I would sure love to be able to implement
something like that. I know the chancellor has talked to me about
360s. 360s take a little bit of time to put the infrastructure in
place to do it correctly and to be able to provide honest feedback
that's not linked and tied back to any individual. Worse thing about
a 360 is you can figure out who said what. We want to eliminate
that.

So the answer to your question is: I know that the chancellor
has 360 on his horizon. If it's on his horizon, it will end up on
mine. Okay?

All right. Well, thank you very much. I always like to be here.

>> MR. JOE LABUDA: Thanks, Mark.

Let's get back on track on the real agenda here.

Item 2.0, approval of the November 2013 minutes. Any additions
or corrections?

>> MS. JEANNIE ARBOGAST: Yes. In the 3.0 and announcements that
Duff Galda was doing, it said I volunteered to be on this team, and I
believe that was Rita Flattley that volunteered to do that.

>> SPEAKER: Would you like to volunteer anyway? I tried.

(Laughter.)

>> ROB MODICA: There is a spelling error on item No. 3, curriculum council. Council is spelled wrong.

>> MR. JOE LABUDA: Any other corrections or additions? If not, do I have a motion to approve?

(Motion.)

>> MR. JOE LABUDA: Second?

(Second.)

>> MR. JOE LABUDA: All in favor?

(Ayes.)

>> MR. JOE LABUDA: All right. We're ready to roll.

3.0. Announcements.

Good.

Agenda modification. We have had some already. I'd like to request an executive session, a short one, after the meeting. Do we have any open-forum items?


>> SPEAKER: So today I'm bringing three recommendations for changes to board policies. We have been reviewing SPGs and Regs as part of the HLC self-study, been looking at all the curriculum-related SPGs and Regs and realized we need to go up to the
top and look at the board policies and see how those might affect the
Regs and SPGs. We found three board policies that are directly
related to curriculum. That's BP 3105, 3106, 3107.

Since they are all related to curriculum, and we found that with
some of the Regs and SPGs, because we had three related to
curriculum, one of them primarily focused on courses, one focused on
degrees and certificates, then in the Regs and SPGs there was a lot
of repeats we would have, the SPGs and Regs directly related to the
appropriate board policy.

So in looking at the board policies, we thought it would make a
lot of sense to combine them all into one regulation. So we are
recommending that we take the information out of 3106 and 3107 and
move it into 3105. There were a couple of small pieces we thought
would not make sense as a board policy, because policies are supposed
to be general institutional goals, not the minutiae you find in some
of the Regs and SPGs. So we are basically recommending that we take
3106, which is called curriculum development, which is actually
really curriculum approval, not development; 3107, which was degrees
and certificates, talking about the types of degrees and certificates
that is offered by Pima, and include that in a general board policy
called curriculum. So the board policy would now talk about degrees
and certificates and also mention who would approve those curricula.

It is pretty nonsubstantive changes, we believe. We are trying
to clean up the language, put everything together. Like I said, we
took one piece out that talked specifically about the number of credits that a degree or a certificate would offer.

We also added the CTD certificates and a couple of other noncredit curricula that was not already included in the board policies as they stood. So we were trying to make it more encompassing of all the curricula that Pima Community College offers.

We thought this was going to be going to the board next week. We were going to -- we requested that it only have two board readings so that we could get the board policies done in time to then also make the changes to the Regs and the SPGs. Apparently it is not going to the board in December. We are hoping that it will go to the board in January. We are still going to request only two readings of that. It will get the 21-day public comment, and if you’d like us to bring it back here, we will certainly do that, as well.

Does anybody have any questions or concerns about the changes to the policies? Denise?

>> SPEAKER: I may be jumping the gun here a bit. Are you going to say anything about SPG-3501/AA?

>> SPEAKER: We will look at all the SPGs and Regs, yes. You can feel free to send me an e-mail or we could chat. No problem.

>> SPEAKER: Great. I will send it to you.

>> SPEAKER: Anything else?

Would you like us to bring this back to you in January on All College Day or in February, or... I mean, I know that's the standard
progress. We are trying to streamline it a little bit, but we'd be happy to bring it back if you'd like.

>> MR. JOE LABUDA: Do we need to do that? What do you think?

>> SPEAKER: It looks -- I was looking at them and reading it, and they look like there is not much to it, and I personally am okay if we only have one reading.

>> MR. JOE LABUDA: What's the pleasure of the group? Are we good with it?

>> SPEAKER: Great. Thank you very much.

>> MR. JOE LABUDA: Thanks, Jenny.

SPG-3501/AA, Dolores Duran-Cerda.

>> DR. DOLORES DURAN-CERDA: The semester is almost over. Woohoo. Do you have a lot of grading? Yes. Yes. I know. I know. I miss it a lot. I'm with you. I'm with you. I support you.

Okay. So here we are again with SPG-3501/AA, and last time, Dr. Migler presented it to you again with further comments that people had made from Senate. Thank you for all of you who did some comments such as Denise Meeks, and we worked very closely with the ESL CDAC to make further clarifications of things.

I understood that Faculty Senate wanted to look it over one more time before we post it on the website for 21 days for public comment and then hopefully be done with it until a new reiteration of it, because through HLC, the group is thinking of working on three
different SPGs. Because this one is so full, packed, and can be confusing, it would be best to have three separate ones, one for registration, one for admissions, and one for enrollment.

So that's the eventual goal, but this is for now, okay? We had some comments also from community groups, and they wanted to know what the status was of it, because on the website it doesn't really show what the status is. So we put on the website now, if you look it up on the web, it says under review, so everybody knows it's still under review. Hopefully after today and after the 21 days it won't be under review anymore.

So just to highlight some things, you have a copy, I believe Joe sent it to you. As we know, the stuff in asterisks, that was the main part. We're going to remove that. Then there were some grammatical issues and clarification issues. Like I said, we did work closely with the ESL CDAC, back and forth, back and forth, e-mails. We also worked with the international students office. If you look at page 5, it's section 4, international student admissions process, section A-2, where it says, a copy of the students' most recent TOEFL score report showing a score of 500 paper-based test, 173 computer-based test or 61 Internet-based test or better. This requirement may be waived by the international students services office. It had ended there.

But the ESL CDAC felt, well, you know, we need some criteria. It can't be a random decision, and people need to know what that
criteria is. So then we added, thanks to the ESL CDAC, the criteria that's stated there.

Those are some of the clarifications that were added since the last time you saw it. Also, you know, going with the digital era on page 6, instead of a photocopy of the 194 card, we are just putting a copy.

So little things like that. There was a comment also, if we look at page 4, where it says, in accordance, at the top, section B, it had first said the title was alien in-state student status. The college did not use that word. It's the actual formal title of the ARS. So what we did was inverted it and put the ARS 15-1803 so you know that's the actual title, and then they are the ones that gave the title of the alien. We didn't. Because we prefer not to use that word, right, just for clarification.

So little things like that. Any questions about this?

>> SPEAKER: Page 4, the section B, third paragraph. In accordance with the illegal immigration reform, et cetera, it says a person who was not a citizen or legal resident of the United States. Shouldn't that be the present tense, is?

>> DR. DOLORES DURAN-CERDA: You know, I have to look. It may be a direct quote, but I will verify that. That's a good point.

>> SPEAKER: I had a similar question on page 3 under III, second paragraph, second sentence, however, except that a person and whose domicile is in this state -- somebody's sense of grammar has fallen
apart. I think we need to say, however, a person whose domicile is in this state is entitled to, just to clean that up a little bit.

And then in the following paragraph, RG 3501/A requires --

>> DR. DOLORES DURAN-CERDA: Hold on just a second. I'm writing this down. One moment please.

>> SPEAKER: Just delete the except that.

>> DR. DOLORES DURAN-CERDA: Okay. What was the next one?

>> SPEAKER: Following paragraph, RG 3501/A requires students who, should be, who pay in-state tuition. We have a plural subject. We need a plural verb.

>> DR. DOLORES DURAN-CERDA: Requires students to pay --

>> SPEAKER: Who pay.

>> DR. DOLORES DURAN-CERDA: I think that's what it says. Page 3?

>> SPEAKER: I'm sorry. My poor old eyes are fading.

>> DR. DOLORES DURAN-CERDA: That's okay. Any other comments?

Denise?

>> SPEAKER: Dolores, I have a whole list of grammatical corrections that need to be made so I can send them to you. The other question was a question raised by one of my colleagues at the last meeting, and that was about section 5-A, No. 4, about home-schooled students. I just know the section, No. 4, concerned home-schooled students. Home-schooled students are exempt from this subsection, and what I was wondering is whether or not that was
verified. Because I know I'm looking at Title 15 of the Arizona Revised Statutes. I'm not saying that it's not there, but I can't find anything here that would exempt the students from this requirement.

So do we have something from the Arizona Revised Statutes that we can put in there to reference that?

>> DR. DOLORES DURAN-CERDA: We can definitely look into that, yes.

>> SPEAKER: Have we confirmed that's still the case? Debbie was going to check that and get back to us.

>> DR. DOLORES DURAN-CERDA: Oh, I don't know. I have not heard, but I will verify and talk to her. Let me write this down before we go on to the next one; otherwise I will forget.

>> SPEAKER: In section 4-A, international students admission process, in No. 4, there is so much changes that I'm not sure I agree with. The properly translated into English, I think it should be officially translated into English, because you need an official translator to do the translation.

>> DR. DOLORES DURAN-CERDA: I'm looking at our ESL representative and she agrees.

>> SPEAKER: (Indiscernible.)

>> DR. DOLORES DURAN-CERDA: Officially, you said?

>> SPEAKER: Yes. If you go to the consulate, it gives you a certain list of people that you can go and see to have that done.
And then a second thing is that for the same point, are you talking about the high school equivalence there official secondary school records and transcripts. Not all countries are going to actually give you scores. What they do is they usually give you -- they can give you just a diploma.

So I think that we should include something that talks about, you know, a certificate or diploma or something like that, because I know, for example -- I'm French. The diploma is all that matters. The scores, they give you one copy and then you're out of luck.

>> DR. DOLORES DURAN-CERDA: Okay. Lisa, did you want to comment?

>> SPEAKER: I wholeheartedly agree with your comments. Thank you for your comments. I will work with Cynthia Howe back in our CDAC to rectify those issues. Yes, absolutely from properly to officially, yes. And regarding the different kinds of diplomas, certificates, et cetera, yes.

>> DR. DOLORES DURAN-CERDA: Where was that, diploma?

>> SPEAKER: It's still in the same part. 4. International student. A. Then No. 4.

>> DR. DOLORES DURAN-CERDA: No. 4. Okay. Thank you. Any other suggestions, comments?

Okay. I was going to say, would you feel comfortable -- would you rather that we come back and present it again? Or do you feel comfortable that we look into this, post it for the 21 days, and you
can post more additional comments when it's posted for 21 days? But you decide. If you'd rather me to come back with the changes or to make the changes and then post it for additional comments, whatever you guys like.

>>> MR. JOE LABUDA: What do we want to do?

>>> DR. DOLORES DURAN-CERDA: I know community people are waiting to see this.

>>> MS. KIMLISA SALAZAR DUCHICELA: I would say post it if Lisa is comfortable... (indiscernible).

>>> DR. DOLORES DURAN-CERDA: Denise is going to send me the grammatical stuff.

>>> SPEAKER: We will make those changes as soon as possible.

>>> MR. JOE LABUDA: We're good? All right. Thanks, Dolores.

>>> DR. DOLORES DURAN-CERDA: Thank you.

>>> MR. JOE LABUDA: We are going to change the agenda again because we have some people who need to take off. Board of Governors report. Kimlisa and Patty.

>>> MS. KIMLISA SALAZAR DUCHICELA: I want to thank Joe for adjusting the schedule for me. My daughter's 15th birthday today. I tried to get the cake this morning and it just didn't work out. I have to roll. I'm more afraid of her than I am of you all.

(Laughter.)

The Board of Governors report. There are several. I am going to go through them. There has been a Board of Governors meeting and
there has been working sessions that have taken place, so I'm just
going to go right through this.

First of all, at the official Board of Governors meeting that
took place on November 13th, we had the awards ceremony for all the
employees, students, and community members, which was a very good
ceremony, really great awards. Jesse Flores, who is a PCC student,
thanked the board for his academic success. There was a group of
DACA students, The Dreamers, that were there. They spoke to the
board and thanked them for allowing -- for going the way of Maricopa
and giving them in-state tuition.

Ana Jimenez spoke to the board about the roles of the employee
group representatives. According to the bylaws, the reps should be
serving in an advisory manner, which was not the case and is not the
case. Hopefully we’re getting there. I know that a lot of good
people are working behind the scenes to try and iron this all out.

We did bring forward -- we read our report, and we did bring
forward our one concern. Both the concern this time happened to come
from both the staff and the faculty that dealt with the request for
transparency, the request that the reps be notified in a timely
manner about these study sessions, and that the materials from the
study sessions be available for us to do it.

I made a comment myself. I compared it to my deconstructionist
professor from back in San Diego State that left me completely
confused. The last meeting, we did get advanced notice, and we did
get the materials for which I was very grateful and thanked the board.

But there has been ongoing comments about the representation to the board, how we feel that representation should look, since, you know, we’re representing ourselves here, and I know that Joe is working with Dr. Even, the chair, so rather than to make too much commentary on that, I'm going to allow that process to go forward.

We did have the updates on the HLC process. There was a presentation on the Plus 50 program about the students that come to school that are 50 and over, and of course the financial report.

There was information action items that were moved and passed. Among them was the Board of Governors' priorities for the college that they recommended that the board adopt the priorities which constituted a set of values about the intended impact, outcomes, and results of the college. Those are all online. They are online, are they not? And Chairperson Even adjourned the meeting.

We also had two working sessions that dealt with the bylaws. The Board of Governors is revising its bylaws. I know Dr. Even is going to be after me, and she can discuss that process. We have been attending that meeting. We hope that we will be able to, the staff and faculty and students will be able to give feedback on those bylaws before they are voted on.

There was also information on, of course, HLC matters. Am I missing anything? Am I missing anything?
>> SPEAKER: We would like to have one concern to take to the Board of Governors meeting next week. Now, next week there is a meeting on the 12th. This would be after this whole meeting. If you have one major concern that you would like to discuss.

Now, I believe Joe and Mary, you are going to be bringing a concern, too. But this is the concern from the faculty representatives that we would like to take to the board. So please let us know to see what we can come up with.

And I do apologize, because I have to leave early, but I will be in contact with Joe.

>> ROB MODICA: Could you possibly post those bylaws to the Faculty Senate LISTSERV or give us a link? Thank you, Dr. Even.

>> MS. KIMLISA SALAZAR DUCHICELA: So Dr. Even -- will you get those to Joe to send out or are they online? You will?

And I think that pretty much wraps up the Board of Governors -- Mary?

>> MARY MITCHELL: I would like for, and maybe I just didn't hear it, but I would like for your report to include that I did address the Board of Governors with regard to considering adjunct faculty for a pay raise in the coming budget year.

>> MS. KIMLISA SALAZAR DUCHICELA: That is true. Yes. Any others?

>> DUFFY GALDA: I would like to suggest that one of our concerns going forward would be the reduction of the number of representatives
to the Board of Governors from this body. I am extremely concerned with cutting that down to one. I understand that the board might want to be more inclusive, but this feels as if it's excluding participation in a way that we have always enjoyed and has allowed us as a group to have excellent representation and communication with those board members.

So that's my suggestion. Thank you.

>> MARY MITCHELL: I would like to suggest that adjunct faculty have a representation which we do not have at this time with the Board of Governors. So I would like to make that addition, as well.

>> DUFFY GALDA: And tagging on to Mary Mitchell, I would like to see that as someone appointed not by the board but through the voice of the adjunct faculty.

>> MS. KIMLISA SALAZAR DUCHICELA: I personally would like to see that appointment go through Faculty Senate, because there are adjunct faculty -- Faculty Senate represents all faculty. I think that as the only elected faculty body that represents all faculty that those positions should be part of Faculty Senate.

Now, how that works out would be up to Faculty Senate and it's a discussion that I think would be better served possibly in executive up front and then outwardly, personally.

Anything else?

>> SPEAKER: I concur with Kimlisa. I think this should be brought up in an executive session, too.
MS. KIMLISA SALAZAR DUCHICELA: As you know, there is -- God, we have such a long name. The distance education and educational technology task force, which actually comes to DEETT, which we have decided not to use, I would like to do a presentation from that group not at this meeting, because the task force has met three times. I believe that the task force is working very, very well, but we are still in a visioning stage.

We are benchmarking, and I think that it would be better served for us to come together and give you a more solid look at the direction that we're going. I will say that it is a very, very complicated situation.

How many people in here teach online and hybrids? How many department chairs do I have in the room? Everybody in this room will be impacted by this, but I would like to, once we get to January, have possibly some focus groups with those of you that are more online and also with department chairs, because when you look at distance education at this college, it is all over the place.

We have courses that are offered at every single campus. We have scheduling issues. We have courses that are programs, courses that are independent, courses that are masters, courses that are not masters, and in the midst of that we have textbooks that differ and go from different chairs to different bookstores.

We have scheduling issues. We have staffing issues. Educational technology piece impacts every single person that walks into a
classroom. It is a huge, huge, huge thing. So in order to give you
a better purview, better overview of it and not waste your time, I
would prefer to wait for the task force to get to a much more solid
space and then bring it back to you. There are people on Faculty
Senate that are on this task force.

I'm sorry. I'm losing my voice. I have no idea why.

But if that is okay with you, I'd like it to try and do that
possibly in February, because I know we will probably be very busy in
January.

Is that good? Okay. If I don't see the rest of you, Happy
Holidays. Good luck with the end of the semester. I'm off to get a
cake.

>> MR. JOE LABUDA: Thanks, Kimlisa.

Item 5.4, faculty emeritus, back in the business section. This
is winding through, and I'm optimistic that we will bring something
back probably not until the February meeting. I think we've got
about 85 or 95% of it hashed out. If you remember, this was Dave
Stephan's baby. He's an archaeologist at the West Campus, and he's
been great in terms of staying on top of this.

Like Rob, Dave has been with Pima for about 40 years or so. So,
Dave, this is something kind of near and dear to him. That will be
in the future, but it seems to be going well.

>> ROB MODICA: Could you try to tie in the idea of continuing
with the e-mail access with the emeritus discussions?
MR. JOE LABUDA: Yeah. I will do that. Rob is mentioning maintaining e-mail addresses after retirement.

Item 5.5.

MS. JEANNIE ARBOGAST: So the elections for the new group that's coming in, it's been pretty good. We have only got a couple of vacancies now, and that's actually quite remarkable. This is my third time running that election. But for all of you that see people on your campuses that are not here, please encourage those senators who are currently serving or have been re-elected to come to Senate meetings to be a participant, or if they are choosing not to, let me know and we will see if we can get a replacement.

So that phase is done. Woohoo. The next phase comes in January where we need to elect officers. We will need a president-elect. We elect a vice president, a member of the Board of Governors, and the secretary. So please think about coming in and participating at this level. It's a whole different world of how you're looking at it, and you learn about the decision-making process. It's really, you know, a much more active role as to what's going on.

So please, please, please think about it. If you would like to nominate yourself and you know for some reason you can't be at the January meeting, please let Joe or I know so we can make sure that your name is put forward. But the formal nominations come at the January meeting.

MR. JOE LABUDA: Thanks, Jeannie. I have decided I will throw
my hat back in the ring again for next time around.

(Applause.)

>> MR. JOE LABUDA: Okay. Going back to reports, Dr. Even, are you still here? Okay. Item 6.2, Dr. Brenda Even, the Board of Governors chair.

>> DR. BRENDA EVEN: Well, I am here basically to say thank you for all you have done this semester, the many things you have done for HLC, and for all the other committees and a variety of things, and certainly, above all, taking care of our students.

I wanted to be sure to be able to say thank you on behalf of the board, because we are very appreciative of all the efforts you are making.

I'm also more than willing to answer questions, and I will tell you that, yes, we have worked on the priorities, the board has. We have also worked on bylaws, and we have a draft of possibly a way in which we might involve a governance council plus taking a look at all that we have available on the campuses right now. We are also looking at the policies, because they are going to be regrouped and et cetera. It's an awful thing to have to flip through 400 pages, and you have maybe that much in the board policies.

So we are working on doing that. We are hoping to have another meeting, and I thought that would be important to let you know -- I wish we had the time. We are waiting to see when our outside person from ACCT would be here or at least Skyped in. You're all welcome to
be at this meeting, which is going to be on the 13th of this month.
I can't give you the time because I don't know it. So we will put
that up as quickly as possible. Hopefully by Monday. But I thought
with a heads-up at least you'd know it was on Friday.

And I think one of the things that I want to say, having been to
a variety of conference settings and working with a number of you on
various things, I want to say that the most important thing Pima can
do, because we do need to move forward rapidly, and I think that's
got to be a together approach.

I think what Lee was trying to tell you is that some things are
getting ahead of us, and we certainly don't want to find ourselves
with, you know, a completely declining enrollment. I don't think
it's as bad as we may have pictured it to begin with, but I think the
fact that there are so many other groups who are wanting to get
involved in terms of figuring out how to do this piece of what we do,
and we do a whole series of things, so I think that's one of the
things we need your help on, and we want to have you involved with
this as we address these challenges.

It's got to be all of us. It can't -- we can't just stand out
there. We can't, you can't, no one can. We need to have everyone be
responsible and to be committed to moving forward so that we don't
miss out on what's happening outside our own world. I just want to
thank you for giving your enthusiasm and your support.

I also want to say what questions might you have if I can answer?
If I can, I will. If I can't, I will tell you.

>> SPEAKER: Regarding recruitment, one of the things that I have been stating over and over in multiple settings, and I’m not sure if it is being heard, is that based on the statistics in Tucson, right now on K-12, the demographics show that for the most part, 70% of the students are Hispanic. So when I have discussed about what is the connections that we have with the schools, I'm very happy to know that the chancellor is more actively engaged on doing that. But it seems to me that the approach we are having to recruit students continues being very limited on our vision.

    I have stated over and over that no one has ever even thought of going to the PTA meetings. The reason why I'm saying that is because as a (indiscernible) individual gone to college, as an individual who was the first one to go to college, I know for a fact that parents have an enormous amount of influence on the students’ decisions. For some reasons our approach has always been targeting to go to the high schools and counselors and deal with the administrators at that level, but nothing or very limited is done to actually address the fact that the parents are an important component of that decision-making.

    I'm just letting you know, because I guess I keep talking to different levels and hopefully somebody will take into consideration that. Thank you.

>> DR. BRENDA EVEN: I like the idea. It may be something that
we can get ourselves involved in, because as you know, not only are
we a majority minority in terms of our students, but also I think
what we're finding is that the age spread is very different in our
community. It is getting much older.

So I think there are a whole series of things that come and
impact on that. I will make sure that we, and maybe it's the board
members who go and talk or take somebody, an advisor with us, but I
think that's a good suggestion.

The board itself is thinking about having a K through 16 advisory
committee. So we will address that. It may not be tomorrow, but
-- tomorrow is Saturday, isn't it? (Laughter.)

>> DR. DOLORES DURAN-CERDA: If I can add a little something to
that. It's so funny, because we were just talking about that this
morning at the HLC, what we call team management, work group meeting.

>> DR. BRENDA EVEN: You see how efficient they are?

>> DR. DOLORES DURAN-CERDA: Leticia and I were saying we need to
communicate to the families, because with our student population --
first of all, we are an his institution, and it's not really promoted
or seen on the website, so we need to promote that, for one thing,
and secondly, perhaps bilingual publications and take them to the
community centers all around Tucson.

And then also the importance of families and making decisions,
especially for first-generation students, for all students, but
specifically our Hispanic, Latino students.
So we talked to C.J. about that, and so I think we're going to follow through with that and hopefully see more outreach in that aspect.

>> DR. BRENDA EVEN: Thank you both for what you're doing there. That's fine. We will also take a look at what you think maybe we as a board could do.

>> SPEAKER: From talking to some of my Hispanic teachers when I was in teaching some early childhood education classes in the community college, they were saying also that the Hispanic community by and large is very receptive to radio more than they are receptive to the written word or to the web, so having considering doing things that are doing on the radio.

On another but related subject, a lot of those students who are gifted in K-12 drop out, and they drop -- they don't drop out because they are not capable. They drop out because they are not challenged and they are not addressed.

If we could find a way to keep, to interest them in having, you know, classes that are for that particular community, it would be good. As far as I know, Arizona has been not addressing those subjects at all, because it's extra money they don't think we need to spend.

>> DR. BRENDA EVEN: Thank you. I think we have one comment particularly with regard to the radio.

>> DR. DOLORES DURAN-CERDA: The radio, that was another thing we
talked about this morning, all the Spanish-speaking stations that we
could talk about probation, because families want to know their kids
can go to Pima College, that even though we are on probation, things
are still working and can be transferred to the four-year
institutions.

That's another thing we are working on. We are on the same
wavelength.

>> SPEAKER: I just wanted to add to that. We did also stress to
C.J. that it's very important that we let parents know,
Spanish-speaking parents, that we have some type of translation about
the progress that we're making with probation, because we get many
calls, I get many calls with Spanish-speaking parents that say, you
know, I want my child to go to school but you're on probation. What
does all this mean?

We don't have anything in Spanish translated so they are able to
understand that we are still accredited, that our credits still
transfer, that nothing has changed in that regard.

>> DR. BRENDA EVEN: We could go ahead and translate and make
sure we get that out. Is that what you're saying?

>> SPEAKER: So that communication, that language, it's really
important that we do that.

>> DR. BRENDA EVEN: The idea, the other idea you mentioned with
regard to trying to figure out how we might be able to challenge
these students I think is a good one for us to look at, as well.
That may also be done through our K-16 advisory committee so that we get in there and work with the superintendents and whoever so that we can make sure that we can do something jointly that might be able to address that.

We probably won’t get that completely initiated until the first of the year, but I certainly have been talking with people in several different districts.

>> SPEAKER: Another question. The other one is related to that, but it’s regarding translation equipment. In other cities where I have worked, usually the community colleges have with them translation equipment that the community can use.

I have been asking around if we have one, and it seems that we don’t. When we have events in the community where we need translation equipment, we contact the unified school districts and they lend it to us. But I’m surprised that we, as an institution, that we do not even have the portable translation equipment that could be used for community meetings for those individuals that might need a translation.

I think we are going to be addressing the Hispanic community in the near future. One of the things we need to do is invest in buying that equipment to have it available internally. Thank you.

>> DR. BRENDA EVEN: Thank you.

Anything else that I can answer?

>> SPEAKER: I would like to request that when faculty and staff
and community members in general go to the board that we get either a printout of the documents that are talked about or we actually get an overhead projection so we actually know what's being talked about.

I went to the last study meeting, which was about shared governance, and half of the session was totally lost on me as people were just referring to things that I couldn't even look at.

>> DR. BRENDA EVEN: Well, I think on that particular issue, the board itself had not seen the whole thing, and we needed to get information back from them and we did not want you to think that was any kind of a final anything. So I understand what you're saying, and we will try to do that differently, but there are times when it has been -- we didn't even know ourselves when we were going to be able to meet. So sometimes that's why you didn't get any more notice.

We were supposed to have had -- the last several meetings should have been to Pima All, as well, so we are trying to get that inserted. It's just got a glitch, and as a result -- I appreciate what you're saying, and we will do our very best to see if we can't get something either up or that we can hand you even if it is handwritten. Okay?

>> ROB MODICA: While you and I have had a couple of differences of opinions, I want to really express my appreciation for you coming to Faculty Senate, staying for a while, finding out what's going on.

>> DR. BRENDA EVEN: Thank you very much. Anything else?
>> DUFFY GALDA: It goes back to the work sessions the Board of Governors has been holding. Yes, you guys have included us in something that we have never been included in, and we do appreciate that. Something that I mentioned to Kimlisa a little bit earlier when she was presenting was my concern over the reduction of the representatives to the Board of Governors from Faculty Senate. It has, up until this time, been two representatives that are ex officio of the board. I'm very concerned at something I heard mentioned at one of those work sessions saying that there would only be one going forward.

Could you explain to us why that decision was made?

>> DR. BRENDA EVEN: I think why we are looking at that and looking at the representation is because we want more than what we have had, and we also want more groups to be involved. As a result, we are looking at one administrator, one faculty member, one student, one staff, and -- who have I omitted? Adjunct faculty. Thank you, Mary.

Then we thought we would do an at-large. We are trying to get some other data on that. That's what we wanted to do, and we want those individuals, and that is also in the bylaws which I will make sure we get out to you again with the final approach as well as the priorities again and as well as the model, the draft model, just to be sure everybody's got it and we will get that out to Pima All.

That is the reason -- we thought this would make, so that we'd
have all of the groups, because many of the groups we found were not as -- how many do you have, for example, in the faculty? You're all representing the entire faculty. And I'm not talking adjunct. I'm just talking faculty, full time. 400?

So they are all represented, is that not right, by somebody who is here? Okay. We are also wanting to know the numbers in the other groups, as well. We also want to be sure that we will take a look at the model and just can see how you would plug that in. But we would like to have a governance council, and we would want these individuals very definitely to be on that governance council, but there are many, many roles and pieces that are still to be defined and that we will have everyone involved in.

We just need to have some ideas out there so that you can grapple with them as well as the fact that we are.

Anything else?

>> DUFFY GALDA: Thank you. Just one additional comment. In listing the group members that will be represented, I just wanted to remind the board that AFSCME and ACES are two different groups of staff, and you may want to continue having representation from...

>> DR. BRENDA EVEN: I think from those, from our -- what do you want to call that? Our Meet and Confer groups, we are looking at what is our best way to work with that, and certainly we will be asking.

Anything else?
Thank you so much for letting me come, and I have really enjoyed staying because I kind of see what happens and I know what you do and kind of how you approach it, so that helps and I appreciate the suggestions. Thank you.

>> ROB MODICA: You might pass the word. (Laughter.)

>> DR. BRENDA EVEN: Well, he may have a little more to do than I.

>> MR. JOE LABUDA: Thanks, Dr. Even.

Since we haven’t changed the agenda or so in five minutes, we will get in Rita before she has to leave. PCCEA.

>> MS. RITA FLATTLEY: Thank you, Joe. Duffy is going to join me for this report. You may already know that our highly esteemed president, Ana Jimenez, has had to step down from the presidency for personal reasons because her father is very, very gravely ill. Yeah, it's really hard.

We want to assure you, because we feel deeply responsible to all faculty, that we are tracking on things. Duffy Galda, I asked her to come up with me, is the acting president at this time because she was already the vice-president.

Do you have anything to say?

>> DUFFY GALDA: I did want to comment in that I have no intention of assuming that permanently. We will be holding an emergency election. We meet immediately after this meeting today in executive session for PCCEA to make sure that we have everyone on
board for understanding the responsibilities that Ana has carried
immense responsibilities that many people don't ever recognize that
she's done.

As the president, she represents all faculty and she represents
all faculty when it comes to our working conditions and our personnel
policy statement. She does a lot that frankly goes underneath the
radar, and we will be divvying up those responsibilities. We
anticipate having a new president to take over for PCCEA and -- not
to replace Ana, you can never replace her, but to carry on her duties
by the week of accountability.

So we are certainly hoping that all of you who are members of
PCCEA do participate in that vote. Thank you so much.

>> MS. RITA FLATTLEY: So we are on top of -- we are as on top of
it as we can be to continue the responsibilities of PCCEA. We have
recently met with Mark Ziska who you met earlier and discussed about
some ideas that he has about the way Meet and Confer and the way
collegial negotiations and discussions go forward.

He has a model called interest-based consensus that he is
interested in helping us learn about, not just PCCEA but all of the
employee representative groups, and we will be doing some training
before school starts and provided by the U of A's Eller Center.

We are going to work with him. I'm always interested in learning
and learning a consensus-based model for discussion.

>> SPEAKER: Would you please include criterion 5.B for the HLC
to that meeting? That would be Max Atwell and I, because we are doing shared governance, and that would be directly impacting us.

>> MS. RITA FLATTLEY: Do you mean the whole committee or the committee co-chairs?

>> SPEAKER: We are just two in that subcommittee.

>> MS. RITA FLATTLEY: Yeah, actually one of the questions we asked Mark today was can we add a few more people on this training, and he said that we could. Let me get with you on campus next week and I will get the names from you. He already said he was open on that.

We also talked to Mark about the importance to us of board policy 4001 that empowers the employee representative groups to speak directly to the Board of Governors for employees, and of course the importance of the faculty personnel policy statement and all the decades of painstaking work that has gone into all of those words, all of those punctuation marks, and everything, and he is understanding that I think better now after having some discussion with us and is open to working with us collegially.

The last thing I want to point out is that, yes, Virginia, there is an All Faculty Day. Apparently there were some rumors that it just has gone by the wayside in some mysterious way. I have been assured that is not the case. I have communicated with Char Fugett who is currently a double president, and she assures me it's certainly going to happen at Downtown and East Campus. I know West
Campus is already scheduled. Community is, too?

So, see, there will be an All Faculty Day. We will most certainly have lunch, my best subject, and a brief presentation which Joe's going to help us with. Do you have anything to say?

I know he will. I have faith in him.

So, yes, there will be All Faculty Day. One of the things I had tossed out an idea, and I will just toss it out and you might hate it, is to have the campus meetings at West Campus like just if you want to have your campus meeting at West Campus so you don't have to drive back and forth across town. I know that's not a nightmare going from Downtown to West, but going from East Campus to West Campus is really a pain.

Do you think that idea sucks or do you like it?

Okay. I will carry that suggestion forward. Any questions?

>> SPEAKER: I was informed by one of the secretaries that on the website for PCCEA the first date of accountability stated was the 13th, and then according to her records it's supposed to be the 14th.

>> MS. RITA FLATTLEY: We need to make a correction on the website? We will let Reinhart know. He's our web master. Good eyes.

Anything else? Thank you so very much. I'm sorry to run off.

We have a PCCEA executive meeting right now because we are developing our ballot for nominations, developing our plans to carry into the future. Thank you so much for giving us the time.
Thanks, Joe.

>> MR. JOE LABUDA: Thanks, Rita, Duff.

6.5, adjunct faculty committee. Mary Mitchell.

>> MARY MITCHELL: Hello, everyone. I'm Mary Mitchell, chair of the adjunct faculty committee. With your permission, Mr. President, I'm going to join the adjunct faculty report with the disruptive student report.

On October 4th this wonderful Senate body unanimously endorsed the recommendations of the adjunct faculty committee to streamline and to empower faculty in the disruptive student adjudication process. I promised to keep you updated. I promised to keep you informed. That's exactly what I'm going to do today.

I have met with Dr. Lambert three times since October, and I have been very candid with him regarding the depth of the issue of disruptive student behavior.

As our president so aptly pointed out, disruptive behavior is really not a sufficient term. It's not a sufficient term to describe what we're dealing with.

I want you to know that Dr. Lambert is very supportive. When I first reported to him, he said, I not only want this done, I want it fast-tracked.

What we have done and what we have doing, we have reduced it to basically three things. Someone asked me the other day, when will you be satisfied? When can we do enough to satisfy you? I said, we
won't be satisfied until faculty and adjunct faculty are included in every step of the adjudication process. We won't be satisfied until the students who are disrupted in the classroom have input into what occurred and what needs to happen.

We won't be satisfied until we have an appeals process for all faculty. We are one of the few colleges of our size in the United States that does not have an appeals process for adjunct faculty and full-time faculty.

So I took it upon myself to take this student code of conduct, and what I did is I red-lined in, and there is a lot of red ink on this, the things that we would like to see happen.

Dr. Lambert arranged for Joe -- and I tell you your president is wonderful. He has been at every meeting with me, and he is representing full-time faculty, and I represent adjunct faculty, and we are exceedingly vocal, particularly I am. Joe is much more -- let us say he brings synthesis more than I do.

But I have created -- is it a great document? Heavens, no. It's beginning the dialogue, because what was happening, we were going to meetings and we were talking, and we were talking, and nothing was happening. I am a woman of action. I want it done.

So we have created this document, and we have gotten a little pushback regarding the appeals process, but we are pursuing it, and Joe can tell you, and we are now having -- Dr. Migler asked us to meet with two gentlemen whose name I have, Ted Rausch who is a VPI at
Desert Vista and Aubrey Conover, I believe, who is a something or the other at West Campus.

And they now have taken this and are going to come back and meet with us on the 11th and bring us something. So I don't know exactly what that is going to look like, but we will bring it to you. You are going to be, as our senators, involved in every step of this process.

And I want to thank MaryKris, as well. MaryKris and I met on this issue almost three years ago. We have been working on it, not together, but separately and together since then. So I want to thank everyone who is helping us, and I want to tell you we are going to get something happening here or I'm going to die trying.

I want all of you to know I do have a severe hearing issue, and I have tried implants and it is not working all that well. So if you have questions, I will come to you and I will answer them, or if I can't answer them Joe will help.

What questions do you have?

>> SPEAKER: What kind of pushback are you receiving?

>> MARY MITCHELL: Well, I was initially told everything is fine. Everything is not fine. It's like, you know, Rome is burning and we're fiddling or whatever it was Nero did. No, we have issues that are huge.

I have interviewed over 50 people in the last three years on Pima campuses that have had huge issues with disruptive or horribly
disruptive life-threatening situations.

>> SPEAKER: So you didn't receive any pushback until you started working on the document. As long as you were in the talking stage, everything was smiley-smiley?

>> MARY MITCHELL: That's a good question. I'm going to see what comes out of the December 11 meeting, and I will bring it to you in January. We're going to work on -- you know when you are a hammer, you see everything as a nail. I teach communications, so I see everything as all of us communicating together. So you're going to be involved, believe me.

>> SPEAKER: Mike just passed me a phone message from Kimlisa who is evidently between the cake and the house asking me to summarize some of the remarks made by Francisca James Hernandez. Can I take a couple of minutes to do that?

Francisca is a sociologist and anthropologist, and she said that the issue touches her closely, the disruptive students. I have used the word -- I think the treatment amounts to bullying, in fact.

>> MARY MITCHELL: That's what I call it.

>> SPEAKER: I have used that word in one of my communications in this string of messages. Francisca wants to see a survey of faculty on the issue as it would provide some important evidence as to the nature and extent of the problem in addition to police reports, et cetera.

I'm summarizing this rather briefly.
Staff, administrators, and students too should be included as it is not a problem of faculty alone. Faculty, staff, admin trained and survey method and preferably research on violence or social dynamics need to be involved in designing the instrument, okay?

These victims and perpetrators of violence are not random but have sociodemographic patterns as the research bears out. It is likely that women faculty and especially women of color faculty, as well as young or petite female faculty and male faculty perceived to be gay or effeminate experience violence and threats of it in the classroom more than, for example, normatively straight white male faculty.

Anecdotally I have found normatively straight white males more incredulous of feelings and experiences of violence and threats of it expressed by women, people of color, and gay males, given the vast difference in social location and experience, as this e-mail string illustrates. What is reality for the one is hyperbole and rhetoric to the other.

A survey must capture the sociodemographic variables, et cetera.

>> MR. JOE LABUDA: I think we get the gist.

Let me say something first. I have a slightly different take on this than Mary. One of the things I found is that we do have common ground on a lot of different issues. You know, this is a work in progress, but we do have people we can work with. With this issue and some other ones, I think we have to be careful about setting up a
dichotomy between us and them.

I think we find out where we can't agree, but I think we go as far as possible with what we do agree. You know, Lambert's met with us, Migler has met with us a number of times, Aubrey and Ted have been good. One of the things is there is going to be a certain amount of defensiveness on both sides. What you have to do is get past that. I'm optimistic, and I will stay optimistic until we hit some kind of dead end.

You know, if we have a problem, we go forward, keep on pushing, but I think with this issue and a number of ones we have, you know, we have waited too long not to make progress. And let's face it. These are the administrators we have to deal with. There is a lot of good ones that have taken it on the chin like we have over the years. Let's not get too jaded about this process, because at the end of the day, it's what we want to accomplish, and I don't think we really care how we get there.

So, you know, at this point, like I say, Lambert is there, the board is there. We might not all agree, but I think we keep on pushing forward. As far as like the other elements, the staff, whatever, they are going to be brought in too. Faculty is going to look after themselves naturally, but they are going to be brought in too. At this point, I don't think we want to get involved in some big survey or anything like that, I think we have identified the issue, mainly because I don't want anything to slow down at this
point.

You know, when this security consultant is coming in, that's all related to the same issue. We have a lot going on, without a doubt, but I think it is much better news than you might assume.

>> MARY MITCHELL: I want to add on to what Joe just said in case I was in any way misunderstood. Administration is working with us, and we are making progress. When you look at my research, which indicated that 75% of all disruptive behavior is not reported, from their chair they are telling us what they see, but it's our responsibility to tell them what we see from our chairs, as well.

And, yes, we are working together and, yes, I hope to bring you something wonderful in January. So I want also to mention the Board of Governors has asked Joe and I to make a report at the December meeting, and they are very aware and very supportive.

So as Joe just mentioned, we have a lot of support with the Senate body, with our Board of Governors, with our chancellor, Dr. Migler has been wonderful, Colorado's gain is certainly our loss. I'm so sorry to see him leave. He has been every good adjective I could use in regard to helping us with this issue.

So again, thank you for all your support. I think all working together we're going to make something really positive happen. In the meantime, I hope all of you have a Happy Holiday.

Thank you.

>> SPEAKER: Just firstly, just to be clear, there may not have
been dissents to your report but there were abstentions. I am one of the people that abstained. I wanted to wait and see what specific documents or proposals were actually coming out of your original report, which was largely just informational.

I haven't seen that, and I am slightly concerned that there is a huge information gap. I don't like that a report went to people before this body saw it, especially since we're looking at the nitty-gritty of drafts of other things.

And I also, just to be clear, want it on the record that I don't believe that this body is fully representative of the sentiments about these issues that the faculty have. Every single fellow faculty member with whom I have spoken felt very strongly that they felt safe on the campus, that they had the fewest complaints, the fewest incidents here at Pima than they did at all kinds of other institutions and universities.

That's not kind of coming through. And that's a disconnect that I'm not comfortable with. If this body is no longer representative of the sentiments of the faculty, then more information needs to be sent to the faculty en masse and/or at least every member of this board. I'm not comfortable being a lone dissenter, but I'm not a lone dissenter. A lot of people have come to me and thanked me for my comments and thanked me for trying to move this back a little bit.

It's gotten real histrionic, and I'm not even sure that it anymore adheres to what currently goes on and what's from seven years
ago and what's from three years ago. I'm deeply concerned by that, and I would like us to be accurate and careful and deliberate about any documents that we move up into anybody else's hands, the board's, the administration's. Thanks.

>> MR. JOE LABUDA: The report that came out of the adjunct faculty committee was circulated, so everybody had a copy of that. Whether you agreed with it or not, whatever, but everybody got to see that.

I'm glad people feel safe, but there are a lot of people that don't feel safe, too. I'm not discounting anybody who feels they are in a good environment. That's great. But we have enough issues that we have people at great distress that we need to take care of this.

I think there is another part of the equation. We can have all the best policy in the world. If it's not in force, it's no good. So we are trying to work through a situation where people feel comfortable working through the process and also get a whole lot more contact. If people never have any contact with the VP of student development, they're not going to be very anxious about going to see that person.

We have a burden on us too as a faculty that we have to move in that direction to repair some things that have been broken. So all things considered, I'm optimistic about it. I agree with you. I don't -- like I say, we need to take care of real problems, not fantasy problems. But we have had some real severe, real problems,
too. Like I say, I think we're working through it. Are we ever happy about the speed? No, probably not, but I think this is encouraging.

Like I say, the other part of the equation has to do with not even security issues, disruptive students. It's reworking the relationships between faculty and administration, and I think that's what we have to keep the eye on the ball on. We have a lot of issues we need cooperation on and we keep pushing forward. So stay aggressive, keep focused, but I think much better news than six months ago.

Anything else? Perry, you want to do on-time registration?

>> SPEAKER: Perry Higgins, Downtown Campus. I'm co-chairing with the on-time registration group. We met this morning. Joe Labuda, Carol Christopherson, MaryKris Mcilwaine, Aubrey Conover, Suzanne (indiscernible).

Basically where we are at is we have compiled the results of the survey, and we are going to put that together and present that to you perhaps January, perhaps February. We’ve got an action plan of things we will be doing between now and our next meeting which is the day before the next Senate meeting on January 17, and it's not a lot of time to get actions done, because basically there is one week left of class, one final exam week, and then three days when you return starting on January 14. So there is not a lot of time there to change anything between now and our next Senate meeting.
We will do several things. We are talking about how to reach out to the community and to the students, present this information to student government, present this information to other community organizations just to make sure that they've got a heads-up that this may be coming down the road.

I can do a quick synopsis of the survey results. Basically the margin was about 4 to 1, faculty and staff in favor of shortening the add period, so basically 80% in favor, 20% not in favor of changing the add period.

Anything else? We talked to Mesa Community College. The whole Maricopa system went to on-time registration this semester. So I talked to the director of advising up there and asked her all about how it was implemented, not to go into a lot of details about that. Basically they had a staggered add period that the enrollment for every class would close the night before the first day of class. So there was not one single add period day.

They had it set up -- they use PeopleSoft instead of Banner as their software, and they were able to program that to stagger the period, depending on which day it met. They said they did not have any adverse feedback from the community. They had a lot more add forms being used, but faculty were using add forms to admit students in the class after the first day.

What else? They had a drop of enrollment this fall of about 3 to 4%. Some of that they attribute to changes in financial aid
regulations and the improving job market, so they can't say it's all
due to this new policy. That was certainly a lot lower drop than our
drop.

I think that's probably enough for now. Thank you.

>> MR. JOE LABUDA: Thanks, Perry.

I was hoping that Jerry Migler would make it, but he had a trip
up in Phoenix, and he was going to try to get back, but I think he
got hung up there.

Faculty Senate president report.

>> DR. DOLORES DURAN-CERDA: He apologizes. He did want to be
here and say good-bye. He has really enjoyed working with the
faculty, and I know you have enjoyed working with him. I certainly
have enjoyed working with him. I'm going to miss him a lot. When he
gave us the news, I cried. I hope I don't start crying now.

So just a couple of updates on things that he wanted me to share
with you. On November 15 we had our HLC fall review and recognition
day to thank all of you that have participated in the HLC committees
and all your work. If you're not on a committee, I know you have
contributed in some way for our efforts in getting off probation.

Dr. Migler gave a presentation, overview, and it was very nice
because the chancellor also gave some welcoming remarks, and then
Dr. Migler passed the baton to Dr. Harris. So she will be making
sure that we are going to be getting off of probation, and I believe
the new interim provost will also have some HLC experience. I don't
know who it is, but they are trying to get somebody with the HLC experience, too. Plus the new acting interim president at Community Campus, Dr. Sheila Ortego, also has HLC experience.

Dr. Migler has set us on a path and a course, and we need to follow it. We will be okay. So that was one thing.

Then also I can give you an update about the dev ed redesign committee. It's going very well. We have a steering committee now comprised mostly of faculty members. (Indiscernible), math; Duff Galda, teacher ed; Eric Morrison in reading; Nancy Hamado (phonetic), ESL; Carla Boyd from one of the learning centers; Geneva Escobedo, I think the assistant to president of West Campus and also is certified in dev ed; Regina Suit, dean of Adult Education; and then Dr. Lorraine Morales who is here today.

That's the steering committee. The group itself is about 30 people. But the steering committee is working with the provost's office in getting the redesign done. And some updates on that, this Monday we will be having a conference call with Drs. Kay and Byron McClenney. Do you remember them? Actually, Kay McClenney came in the summer and gave a workshop on student success and also worked with the board.

So they are going to be having a conference call with the steering committee preparing for a full day workshop they are going to have for the large committee on how we can get timelines and get the plan ready for hopefully by May on how this redesign is going to
work.

We're going to be asking other consultants like Peter Nolling (phonetic) who was coordinator of the dev ed national summit conference which took place earlier this year. The last thing is on December 11 -- Dr. Migler's last day is December 13, but on December 11, there is going to be a little farewell gathering at the provost's office, so if you have time to stop by between 2:00 and 4:00 on December 11 to pay your respects, to say good-bye to Dr. Migler, that would be nice. We appreciate it.

That's it. Any questions?

>> MR. JOE LABUDA: Any questions? Thanks, Dolores.

Since we have such a small group left, why don't we scratch the executive session and I will tell you what I want to tell you. A few things. I appreciate Northwest housing us in our sojourn last month, but I'm glad to be back home at Downtown Campus. And thanks, Mike Rom, for taking care of us.

I have been asked to be on the interim provost's search committee. That will be a pretty quick turnaround, so I think we will probably give sort of our opinions on the documentation work, and I think on the 17th of December there will be forums and interviews. So a quick turnaround, because the intention is to get an interim provost going right away.

As far as the January meeting goes, I'm not quite sure where we are going to be, if we do end up at West Campus probably in that
crummy room that we have every time, but at any rate, I will let you
know as that plays out.

Before this meeting I met with the chancellor and Mykle Zoback
and April Remy from student government about what has been called the
contributory governance council. Because of HLC's situations and the
desire to have more feedback and so forth, this particular group has
been talked about, and we were working out some of the details, and
this will go on for a while.

Now, this could end up being a fairly good situation for Faculty
Senate and staff council and the students. There is talk about
having a much bigger group. I think we will have a smaller group, in
which case our voices will be more concentrated. So I think this is
something to be worked out pretty well. It might be something like
our board rep is also the rep to that body, too. This is all work in
progress.

You know, we've gotten some stuff done this year. We have a lot
more to do. I appreciate people bringing passion to every issue that
we have. But I think we have to keep our heads up in terms of what
our goals are and make our goals more important than how we are going
to get there.

At some point we have to begin trusting some administrators and
work out situations. Again, when we go to the new year, there is
going to be a lot of opportunities for people to be involved. Some
of you come to meetings and don't participate much in committees. I
appreciate that, too. I appreciate your input. Everybody -- you know, I have been in different cycles in my life at Pima where I have participated a lot and I didn't participate much in others.

So every time you come, that's a very helpful situation. Now, what I have been trying to get across to the board and to the chancellor and so forth is we have elected groups. When we talk about input, the input and the voice should come through the Faculty Senate, come from the staff council, should come from student government. I don't want us to be all disjointed with people freelancing and coming and going.

Everybody has the right to speak their mind anyplace they want to, but in terms of getting things done it's much easier if it comes through us and we work out the details among ourselves in terms of how we feel about a topic and go forward. I think that served us very well, and like I say, even though progress is kind of slow, don't be discouraged. We have moved a lot of things down the road.

I'm not going to be happy until I see the execution of them, but in terms of where we are going, yeah, it's pretty good compared to what we have been looking at in the past. I don't think we should let anybody off the mat. We should keep on pushing, but again, be optimistic. You know, we have a lot of things we can accomplish.

Anyway, that's my thing. Any questions?

>> SPEAKER: When you're talking about the governance council, are you talking about making decisions about how the governance model
is going to work, or are you talking about the governance council
that the board was talking about in the study session where they are
already trying to establish a structure?

>> MR. JOE LABUDA: Well, I was talking about the one on that
chart that was passed out called the contributory governance council,
and that's the one on that...

>> SPEAKER: That's the one I scanned for Rita. So that's the
one that the board was talking about.

Are you going to be in a table to talk about the governance
model, or is that not part of the project?

>> MR. JOE LABUDA: I missed the first part.

>> SPEAKER: Are we going to be -- are you going to be at a table
talking with the board about the governance model or not?

>> MR. JOE LABUDA: Well, actually, this morning, Dr. Even was by
phone on that meeting, and we were talking with the chancellor,
Faculty Senate, staff council, student government, so, yeah, we have
had access directly. You know, the study sessions have come up.
They have been altered a little bit. We get input. Normally in the
past we didn't have any input at a study session. That's a new
event. I think it's a real positive one, because we can comment
right on the spot.

Yeah, this is a work in progress. But it's -- yeah, I have been
around here for a long time. This is a different scenario than we
have looked at. Okay. Proof is in the pudding. We have to see how
this plays out. But in terms of an opportunity, grab it. Like I say, this is what we have available to us, and let's face it, this HLC thing isn't all bad in terms of this moment in time for us. There is a lot of things that need to be done that affect faculty. We can assert ourselves and go forward. So keep that in mind.

Any other questions?

>> SPEAKER: Dr. Even?

>> DR. BRENDA EVEN: I just want to -- we are having the holiday party on the 11th, and the board meeting is also on the 11th following -- it will be right after that, so I just wanted -- maybe you could kind of join us. We'd certainly like you to. We look forward -- if we don't see you, may I say Happy Holidays, and thank you for having me come.

>> MR. JOE LABUDA: Thank you.

I want to thank everyone for a great year. It was pretty exciting at times. I think we held together very well as a group. I'm proud to be part of the Senate. Thanks for all your support during the year.

Do I have a motion to adjourn?

>> SPEAKER: Move to adjourn.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: All in favor?

(Ayes.)
>> MR. JOE LABUDA: See you in January.

(Adjournment.)

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