MR. JOE LABUDA:  Good afternoon, everyone.  We are going to adjust our schedule a little bit so that Chancellor Lambert and Dr. Bumphus can address us and get on to their further meeting down at the district.

Then we will go back and we will do introductions and agenda modifications and all that good stuff.

But, chancellor?

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

So I thought what I'd do is kind of share with you just a few pieces that we are working through right now and then bring Dr. Bumphus up for the balance of the time.

So we are currently under the process of developing the college's budget. So you'll see next week at the board meeting where we will present the budget as well as a couple of proposals around tuition increases.
So we will be seeking tuition increases. The board has asked us to develop a couple of scenarios as it relates to how much of an increase and what the impact that's going to be.

I just came from a meeting with students to talk about those tuition and fee increases. To just give you a general feel, so in the state, Maricopa is looking at about a 5% tuition increase. Some of the other colleges are looking at somewhere from a $2 to maybe a $3 tuition increase.

What the board has asked us to do is put together a $5 scenario and a $3 scenario. That's what we will be putting forward.

So it's part of what we are looking to do with the resources that we bring in, whether it's through tuition and some of the property tax increases, is to make some critical investments.

One of those investments is back into our adjunct faculty. Our goal is to get the adjunct faculty over the next two or three years to a livable wage right here in the Tucson community. So that's going to be the goal.

(Applause.)

>> DR. LEE LAMBERT: I also want to invest in all of you. So we will see how that plays out in terms of what available resources that come back to us as an institution.

Another thing is I have told the folks at District that we are going to start moving resources from District back out to the campuses. We are going to redistribute about $1 million out of
district back out to the campuses.

So I think we can accomplish that without having to lay anybody off at the District Office. But we may start moving services that have been done at the District Office back out to some of the campuses, because why should financial aid be located in the District Office? Why should career services, veterans -- you get the idea.

Those are student services functions. You can still have a district-wide reach but be based out of a campus. So we are looking at redistributing some of that.

Also, we have some pockets of funding that are not being fully utilized. So we can look at bringing that back out to the campuses.

I want you to know we want to start to move that.

Now what also is going to happen is you're going to see some uptick in administrators, as well. Shouldn't be a huge uptick, but we don't have the right emphasis in certain areas of the college. We need to start putting emphasis in certain key areas.

One example of that is we don't have a true point of contact for workforce. As I talk to my colleagues who run district operations, they usually have a point person, like a vice chancellor, for workforce, which we do not have.

That's going to become important as we look over the horizon as we work with our business community to have a better central strategic approach to our workforce efforts.

So you're going to see us probably make an investment that way.
So that's kind of the budget at a very high level. Please come to the board meeting next week if you can so you can see all of the pieces that flow out of that.

I also want you to know we are remaking the image of Pima Community College. I think we are starting to get ourselves back into the national stage. We have been asked to be part of a national aerospace consortium, so that puts our aviation technology program back up into that national spotlight and forefront where it ought to belong.

We have one of the better aviation technology programs in America, but you wouldn't know that because we have not been out there promoting the positive aspects of Pima Community College. We are starting to do that.

Also, we were invited by the U.S. State Department to participate in high-level discussions about relationships between the U.S. and Mexico as part of the Obama's 100 Strong Initiative for the Americas. So now Pima is back at the table as part of -- and why shouldn't Pima be there? We are right on the border with Mexico, and we ought to be part of those discussions that relate to education.

So now we are being part of those dialogues.

Things are moving in the right direction. It's going to take time for us to do that.

I'm just going to stop there. I want to give the rest of the time to Dr. Bumphus, have him come and talk about the direction that
AACC is really leading all of our colleges to move into the 21st
Century and really return and restore the American dream for America
and for our respective communities.

Dr. Bumphus, could you come on up? For a lot of you who don't
know, Dr. Bumphus has served in a variety of roles throughout America
as a president and CEO, and we were very fortunate at AACC, which is
a member-driven organization, to have Dr. Bumphus become our
president and CEO of the American Association of Community Colleges.

Under his leadership, we have now recalibrated our efforts to put
a focus back on student success, put focus back on access and
completion, and, again, restoring the American dream for our nation.

It's only going to go through, at this point, I believe, through
our community colleges. America's future is directly linked to what
we do. So Dr. Bumphus will surely illuminate more on those points.

Please join me in welcoming Dr. Bumphus to Pima Community
College.

(Applause.)

>> DR. WALTER BUMPHUS: Good afternoon, everyone.

It's great to be in Tucson today and actually be back at Pima
Community College. It's been a long time since I was here last. I
have been in Tucson, but I last visited the district when Bob Jensen
was here. Bob is a good friend, and it's great to be here.

Especially my good friend Lee Lambert and Zelema Harris and
others.
I'm not going to give you the speech I will give at 2:00, but I will touch on some of those things. It's really great -- this is what I miss about the college environment. When you're in Washington, D.C. you get a chance to spend a whole lot of time on the Hill. Nothing like being with faculty and staff of a college.

I have to tell you it's great to be in 70 and 80 degree weather. We have had really miserable weather in DC. I never thought I'd say that, but, boy, the snow has just been incredible.

I left the other day and we had eight inches up there when I left DC. So it's great to be here for a lot of good reasons.

Let me follow up on some of the things Lee talked about. That's what makes our job so exciting at AACC right now. How many of you are familiar with the Truman Commission? Happened back in the '40s.

What we are doing right now is really nothing new. We haven't reinvented anything necessarily. But I think what we have done is stood on the shoulders and tried to build off the excellent work that was done with the Truman Commission that was followed by Dale Parnell and the Futures Commission, and most recently by our 21st Century Commission. Any of you read that report? If you haven't, don't worry about it. I'm not going to grade anybody today.

We have a 21st Century Commission report on the future of community colleges.

Should you want to read it, it's available on the AACC website.

When I took over in January of 2011, it was a point in time when
we were receiving as community colleges a lot of criticism about our
graduation rates, our student success rates, and truthfully, a lot of
it was fair criticism. A lot of it was fair criticism.

Could we do better? Absolutely. And one of the first things I
did upon taking the position was did a listing tour where I visited
ten regions of the country. We visited -- it was either 12 or 14
states, depending on how you count California.

If you go to California, you have to do Southern California, you
have to do Northern California. You go to New York state, we have to
do what they call the CUNY System and the SUNY System. You'll
probably be familiar with that.

Dr. Harris, I didn't see you sitting back there. Good to see
you, my friend.

We visited with over 1,300 folks, hearing what they wanted to see
happen in community colleges, what was important to them, what
transformations did they believe would make a difference in community
colleges.

From that, I appointed a 38-member commission in 2011 that
included about 22, 23 presidents and chancellors, eight to ten what I
would call friendly critics of community colleges. Let me say it
another way: Folks who had been really nailing us about our
graduation rates. But I thought we needed to have their perspectives
up under the tent, as well.

And then we had some statewide leaders and others that came
together and put together a very thoughtful, in-depth report.

The report was co-chaired by Jerry Sue Thornton at Cuyahoga Community College at the time; Augie Gallego, retired chancellor of San Diego; and Kay McClennery, who I understand has been out here a few times to visit with you guys.

We had a very talented group of folks who led that commission, and we really wanted to visit and revisit those things that we hold true, hold dear to us.

I have been in this business about 40 years, but the notion of access and opportunity has been in community colleges over 100 years. Some of our districts have gotten away from that a little bit; some of the states had gotten away from it; the funding had gotten bad.

So we looked at what could we do, what could we restate if we were truly going to return the American dream to all.

You probably read a lot about, heard a lot about the fact that depending on where one is born in this country, the zip code they are born into, determines their lot in life. I don't think that's fair. I hope you don't either.

I'm one of ten kids born in Princeton, Kentucky, a small town. Neither parent having graduated from high school.

I know firsthand the importance and the ripple effect that education can make in one's life.

I'm very pleased to say that my wife and I both have our doctorates. We have one daughter that's finished her doctorate, and
another daughter that should finish hers in August of next year.

We are living that dream, but not everybody is. The question became, What role could community colleges play in making that happen?

I'm thrilled to no end to say to you I'm seeing that needle move. That proverbial needle has started to move regarding what we're doing in our community colleges.

I never dreamed -- two things I say here now? Are you all familiar with the Aspen Prize for College Excellence? It's a prize Aspen Institute has started to give over the last two years to community colleges that are excelling in graduating more students, putting students to work for a livable wage, but also eradicating the attainment and achievement gap between various groups of students.

We have had two years of competition, and I never dreamed I'd see something like the Aspen Institute and community college excellence in the same sentence. But we are seeing it today, and it's largely attributable to the great work you guys are doing out here on the ground.

I never thought I'd hear in the State of the Union message from the President of the United States community colleges mentioned as often as six times in one speech. Again, that's because of the good work you guys are doing.

I think what the president and the administration and others in congress have recognized is that if we are really going to really
return America to its rightful place in the world order in regards to our educated adults, it's going to take community colleges helping to make that difference.

And we are doing it now.

Across the country, you look at what's happening in workforce training, and you're so right when you talk about workforce training. But you start to talk about transfer, and it's the community colleges that are making the difference.

I have been very blessed to have been invited to the White House now three times in the last two months. The only downside has been each time I have been over there it's either been raining, snowing, or cold. That doesn't sound like it's bad but when you have to stand outside for 30 minutes to go through security, it becomes a hassle.

But nevertheless, you're honored when you're in the West Wing, honored when you're with the President and the Vice President. I guess it's maybe been close to a month ago we had not only the President but the First Lady there, as well. I think folks really enjoy the First Lady better than anybody else.

It was really a great meeting. But there are two things we talked a lot about, and you need to hear this because you will probably start to hear a whole lot more about it. The whole issue of income inequality, how do we make a difference for that? Because I think you will hear about that in this next election.

And the other one was undermatching. If you're not familiar with
As we go back to our association, go back to our 1,200 community colleges that we represent, how do we continue to move that needle? How do we continue to do what I call address the issue of more mission and fewer resources? More mission, fewer resources.

Because I think it's 44 of the states in the union right now have fewer dollars devoted to higher education than they have had in the past.

So many states are having to deal with how do they continue to ask chancellors like Dr. Lambert and others to do more, and at the same time tell them, We are going to give you fewer dollars. I haven't met a president or chancellor yet that doesn't want to be accountable for the work they are doing, but generally they want to be accountable by the right metrics and making sure that we are being evaluated, just like you would want to make sure your students are being evaluated by the right metrics and evaluated against what you said that they were expected to do.

Our presidents and chancellors are saying the same thing.

We have another initiative called the VFA, Voluntary Framework of Accountability. That's a concept and an initiative borne out of community college leaders wanting to make sure that as we continue to move that needle, we are being evaluated by the right things.

Mostly in the past we have been evaluated with a one evaluation
fits all. Should you be evaluated against all of the criteria that the U of A is evaluated against? I think not. Should you be evaluated? Absolutely.

When I was in Texas, and I don't know if you know it or not, but I was chair of the Department of Education Administration there for five years. I know for a fact to get into the University of Texas at Austin you had to graduate in the top 10% of your class, no matter what high school you graduated from in Texas.

That's pretty high if you think about it. And yet I look at the graduation rates there, and it was somewhere in the 60 or 70% range. Same time, our community colleges are taking any one of the top 100% of their class, and they are being criticized for some of their graduation rates.

The question was not why their rates were so low, but why were ours higher? Start to think about the students we were getting.

So it's the same way at most research universities, most universities in general.

Unfortunately, for too long we have been evaluated by our first-time, full-time students, and very few of our students are first-time, full-time students.

In fact, I believe it's something like about 30 to 35% of our students come to us first time, full time out of high school. That doesn't include students now when you're talking about you got any early college, any students taking advanced placement courses,
they’re not included in your success mix.

So we have been working hard, and we think we have changed that we do believe. No longer will IPEDS data only include that kind of group of students, but it’s going to include all the students you take in.

You know, those students who come to you with remedial needs, those students who come to you not just out of high school, but as returning adults who need a refresher course or two.

All of that is a part of our business. When we start to think about access, and I’m so pleased the conversation has changed now from just access to student success, because that is the right conversation.

It’s the right work to be in. It’s the hardest work to be in. I take my hat off to you guys in this room. I’m not just saying it, not pandering to you because you’re Faculty Senate. I have said it a million times: the work our faculty are asked to do in community colleges is the toughest work in America. Because you really are taking students who come to you, in many cases pretty raw. And expected to have outstanding results.

The good news is, you’re doing it. The good news is in many cases you’re doing it.

I’m going to make a few other comments, but then I’d like to answer any questions you may have with regard to where things are right now. I want to talk about some ways we are recommending you do
some of these things when I speak at 2:00 today.

But we have been very fortunate as a part of our 21st Century Commission work to include the perspectives of faculty. Far too often I have been involved in initiatives that didn't include the faculty. How in the world are we going to transform our colleges if we don't have the faculty perspective?

So to that end, we have had a lady but the name of Jennifer Lara. She's at Anne Arundel Community College in Annapolis, Maryland. She's been a part of our initiative from Day 1. I had a chance to hear her speak at the White House, and I have never heard anyone speak more passionately about the difference a faculty member can make in the classroom.

I have had a chance to hear her speak in professional development meetings now, and she actually co-chaired the team that we had looking at faculty engagement and student success. So if you ever need a speaker, I recommend her highly. The good news is we have a faculty perspective on our report that will be coming out in April in Washington, D.C.

We've got a national conference coming up in about a month. I will tell you, I'm bragging about it, but allow to put in my shameless plug. If you have time still on your agenda April 5 through 8, please come and join us. We have Jim Collins who wrote the book Good to Great will be our keynote speaker.

Then our closing speaker is Retired General Colin Powell. We
have some fabulous speakers on the schedule. We are looking forward
to just a wonderful discussion, a rich discussion on the role
community colleges can play and that they are playing in our nation
and how to make a difference.

With that, let me stop. And before we pass the plate and do a
benediction, are there any questions that I can answer for you?
(Laughter.) Because I'm going to give a speech at 2:00.

Yes, sir?

>> ROB MODICA: I think you ought to give your presentation on
(indiscernible).

>> DR. WALTER BUMPHUS: Thank you, sir. I get called on often to
do that. I have had the pleasure of doing a few of those over the
last couple of years. But, you know, at the end of the day, it's
unfortunate or fortunate where it begins and ends. A lot of the
times now I'm speaking in D.C.

One thing I will say about D.C. right now, the Rs and the Ds
don't like each other very much. I don't think I'm giving you
anything new. I'll tell you what they do like: They love their
local community college.

So when I go in to speak to an R or a D or I speak to both, I
don't go in talking about either one of their issues. I go in and
talk about the community college and their service area and what we
need from them to help the college be more successful.

I have to say, and I will knock on wood, I have not had anyone
turn me down on that. You know, we've got a community college in every congressional district in America save for one, and I will tell you I haven't even -- even some of the congressional members who maybe are the most argumentative typically are very positive about their community college. Very, very positive.

So thank you for what you're doing. Makes my job a lot easier.

Thank you, sir.

Any questions or comments that I can answer for you?

>> DR. LEE LAMBERT: Would you say one last thing about the leadership challenge we are facing in the community colleges?

>> DR. WALTER BUMPHUS: Thank you very much. I will speak about that later today, but I think that's probably very important for me to say that now.

We have approximately 1,200 community colleges in the country. Being specific, I believe it's 1,168. Okay?

Last year at our AACC convention in San Francisco, we did what we call a hail and farewell luncheon where we recognize the retiring chancellors and president and the new ones. I had my staff just do a little research, because I knew we would have a lot of searches. It just felt like that.

I said, Can you give me a number in terms of how many turnovers have we had? I said, Go back to April of '12 when we had AACC in Orlando, Florida, and April of '13.

I have to tell you I was a little surprised. 146 presidential
transitions, April '12 to April '13.

I told our board -- by the way, I don't know if you know it or not, but Dr. Lambert, in addition to being a dear friend, is also one of my board members and my bosses. So it's good to be here with him.

Did you tape what he said about me earlier today? I'm going to take that back with me.

But, no, seriously, we are up over 400 from April of '12 to now. Think about that. That's 400 out of a total number of 1,168. That's a lot of turnover. We're not prepared for that. We're not prepared for that at all.

We don't have enough talented people in the pipeline. There are not enough Lee Lamberts or Zelema Harrises out there to fill those jobs. We're having to work hard and fast to try to identify folks with potential.

I'd like to say with that kind of challenge comes opportunity, though. We're going to have to identify a lot of really, really neat people who will grow and develop into some of these jobs, and I think that's why programs such as some of the leadership development programs I know that Zelema has had in the past have been so wonderfully successful.

We are doing a number of those at our association right now. We are having to work on those. We've got one called the Future Leaders Institute that I'm particularly high on that we offer.

I'm getting ready to start a new one that will be advertised
actually today. If you go up on our website, it's called High
Performance Team Training. As opposed to just training an
individual, we're getting ready to start to train teams. Because
what happens, unfortunately, every time you get a really good
president or chancellor and she leaves, everything goes back to zero.

We believe we can train a team of folks. We bring in the
president and her team, should one person leave, you still have a
good core or cadre of folks who can make a difference.

That's what we're going to try to do. In fact, I was on the
phone just a minute ago, minute before I walked into the District
Office, with Crystal Albrecht. Some of you may know her. She was a
president at one of the campuses. She just got a new presidency.
She also just got elected today to our board.

Crystal has been a good friend. So I was congratulating her.
But think about that. I don't think she's listed in the number I
just gave you. But with her leaving Florida Community College At
Jacksonville, that's going to open up another opening. It's like a
ripple effect. You keep hearing about these things, and that's what
that's all about.

Was there a hand over here, sir? Did you raise your hand?

>> MR. JOE LABUDA: No.

>> DR. WALTER BUMPHUS: I'm like an automobile accident. You
move, I will call on you.

>> SPEAKER: Thank you so much for talking to us today. I'm
Steve Mackie, West Campus Biology. I was wondering if you would give me some advice based on your experience. What do you think is the No. 1 most important thing that a community college faculty member can do to increase student success?

(Murmurs.)

>> DR. WALTER BUMPHUS: Lee, why did you bring me here, man? I tell you what, I told him I will take the true/false questions. He can take the tough ones. (Laughter.) Okay?

No, fabulous question. And very truthfully, I get asked something similar to that a lot. I taught myself, and I think the best thing you can do, sir, is genuinely be interested in your students. High expectations for every student, and at the same time lots of great support.

I got an e-mail -- you know, I don't know how many speeches I have given in the last four years, but I have not been to a place where I got an e-mail the night before I spoke talking about coddling students and so forth. I did hear it.

But I wanted you to know that I'm not suggesting we coddle students in any way. I think we ought to have high expectations for them. And there is nothing wrong or worse in my opinion -- you've heard this term before -- the bigotry of low expectations. You don't want to water anything down. You want to continue to have folks earn and learn.

But at the same time, I think we need to create a culture, if you
will, where students feel like they are wanted and that they can be successful and they will be successful if they do the right things.

You know, at one point in time, I think we used to have a notion that students had a right to fail. I totally disagree with that. I think we have a right to set up a culture and an environment for students to be successful.

I think long and hard and talk often about how much we need to think about what we can do at the institution to change the institution as opposed to always talking about changing the student, if you understand what I'm saying.

Oftentimes we think, Well, we need to approach it from a student deficit model instead of what can we do more and better as an institution to have students feel more successful or feel more wanted or cared about.

Your question is very powerful. It tells me a whole lot about you and your commitment to student success. I applaud you, sir, for that and asking me the question.

With that, we've got to go.

Folks, thank you all for all you do.

(Applause.)

>> DR. WALTER BUMPHUS: I want to say one other thing, because I had somebody ask me, Why are you willing to come out to Pima? I want to say this to you: I know how great an institution and district this is and can be. I'm very aware of the challenges you're facing
now.

But it’s my investment in you. I want to see this district return to its rightful place. We need this district to be strong, and I’m convinced you guys will do that. I know with Dr. Lambert and Dr. Harris you’re going to do that. Good luck to you guys, too.

Thank you.

(Applause.)

>> MR. JOE LABUDA: We have a quorum now?

>> SPEAKER: I don’t know. (Indiscernible.)

>> MR. JOE LABUDA: Okay. Let’s pick up with our introductions.

(Introductions not transcribed.)

>> MR. JOE LABUDA: Announcements. Anyone have any announcements?

I’ve got a few. Patty Figueroa isn’t here today because she had to have emergency eye surgery. Be thinking about Patty.

On our behavioral assessment committee selection, that’s going to be Olga Carranza. Olga was a former senator at Desert Vista. She’s a psychologist, and she will be joining that committee. I think she’s a great fit for it.

On the 14th, and I will give you more details as I know them, this is going to be the SPG policy meeting. Debbie, do you know if we have this room?

>> DEBBIE YOKLIC: The big meeting is at the East Campus. Community room at East Campus. But each, every other campus will
have a site where the meeting at the East Campus will be streamed, and then the people at those locations can e-mail questions and comments. But I don't think those specific sites have been identified yet.

>> MR. JOE LABUDA: Alrighty.

Unfortunately, I still don't have anything to send out to you. So I will send it out as quickly as I can, and that's a week from today.

On our disruptive student code of conduct initiative, we did have some comments after the last meeting. Some of them really didn't apply to the portion that we were concerned with, but we had good comments. That will be addressed somewheres down the line, perhaps.

One of the issues that we had was a clarification, and it had to do with returning students to the classroom. I think the question in a lot of people's minds was did a virtual classroom count the same as a physical classroom and so forth.

I think Aubrey Conover put in some language to correct that. Aubrey is going to take that forward. That's well in the pipeline.

The on-time registration committee, OTR, is moving right along. I think they will be able to meet with the chancellor's cabinet in April. I think we had hoped to, you know, push the whole initiative through to go into place in the fall, but I don't think that's going to be possible.

So we are probably looking at spring semester 2015, which, you
know, again, we’ve got some other kind of cleanup to do in terms of getting out the word. That’s not the worst of all worlds. I want to give my thanks to that group, because that’s been a real challenge and they have stuck with it and gone through it very systematically.

I think that's it. Any other comments? I will get this one in, too.

You know, we're still looking for a representative from the adjunct faculty to the Board of Governors and to the governance council. Mary Mitchell will be sending out word again, and we'd like to wrap that up by next meeting because the board is already expecting an adjunct faculty member to participate.

For those of you adjunct faculty members, think about it in terms of participation. There is one Board of Governors meeting a month. I think there will probably be two governance council meetings. Of course, that's going to be the same person going to both.

As far as adjunct faculty members, they will be paid to go to those meetings. So if that’s a factor, figure that in.

Let’s get down to 3.0, approval of the February minutes. Do I have a motion to approve?

>> SPEAKER: I have a correction to make. My last name is spelled incorrectly.

>> MR. JOE LABUDA: Okay.

>> SPEAKER: I also have a correction. I was not here at the last meeting, so mark me as absent, Jeannie Arbogast.
MR. JOE LABUDA: Any other additions or corrections?

Motion to approve with the corrections?

SPEAKER: So moved.

SPEAKER: Second.

MR. JOE LABUDA: All in favor?

(Ayes.)

MR. JOE LABUDA: 4.0, agenda modifications.

5.4, Imelda is going to return to visit us next month, so we will scratch that. I appreciate it, because we had a pretty tight meeting this time.

After 5.5, we will move all these up. We will have one dealing with governance and then it's kind of going to fit in together. So whatever we want to number that, 5.6. Rosa?

ROSA MORALES: Yes, thank you. I am Rosa Morales, social services, West Campus. I would like to include on the open-forum item a discussion on SPG 4201-BB that is related to faculty hiring.

MR. JOE LABUDA: That will be an open-forum item.

Any other open-forum items?

Let's dig right in then. Item 5.1, academic standards.

MS. KIMLISA SALAZAR DUCHICELA: Just a point of order, can we try really hard to give our names and speak with the microphone? Because I watched poor Mike trying to do our film from last time. It's very hard for him, and he's doing this out of the kindness of his heart. So, please, microphones and names, please.
Hello, everyone. My name is Carrie Mitchell, and I'm a counselor at the Desert Vista Campus, and this is Tara Benson, our registrar and director of admission. We are here as representatives from the academic standards committee. If I could put in a little plug, we are looking for committee membership if you notice in Pima News, and we really need more instructional faculty.

Right now we have a total of one, and this is an important committee to have faculty representation. So as you look at what to join in the future, please consider this as a nice option.

So what we're going to look at today are some different student situations, federal compliance and faculty grading options. The reason we are looking at this is we started to do some benchmarking around the W grade, and we have got some different federal compliance issues coming in, and so we want to figure out some different options.

What I'm going to do is tell you about four different situations as quickly as I can, and how Fs and Ws and different types of grades factor into that.

Then at the end we will talk about some options and some suggestions that you can give us.

So there are four different situations, and the logical parts are on the handout I gave you. The first one is the standards of academic progress. Some of you are familiar with this. This is what
deals with students who are on either academic probation, restriction, or academic disqualified.

So the academic probation kicking in at the 20 credits earned, 36 credits attempted, less than a 2.0 GPA, or 67% completion, these students attend the probation workshop. The restriction kicks in with the 40 credits earned or 56 credits attempted.

These are the folks that have to meet with a counselor. In both of these situations holds are put on their account so they can't register for classes.

And then the disqualification comes in when a student is on restriction and they fail to complete the 2.0 or 67%. Students on disqualification are required to sit out for a semester. I wanted to put out one thing with the completion, with the stars right there. The completion is not necessarily considered success.

So a D grade is considered completion, even though we know that the student has to repeat that. When we are looking at the calculation for completion, that's how that fits into that.

In terms of that, looking how Fs factor in versus Ws, you can see how Fs would impact their GPA versus a W would impact their completion rate.

Now, going out for financial aid, so if students ever come to you at the end of the semester and they are begging for, Please give me a W, please give me an F. So this is where some of this factors in.

For students on financial aid, if their GPA, and we are looking
at cumulative here, drops below a 2.0 or the completion rate for any amount of credits, they go into financial aid warning. So even if they took one class in high school doing dual enrollment, they get an F in that class, they come to us their first semester in college, they're already on financial aid warning because that class is being considered into their progress.

Students on financial aid warning are funded for the next semester, but they have to raise up their grade point average and their completion rate at the end or else they go into the appeals status.

The appeals status, again, kicks in there. Students have to bring in lots of documentation as to why they were not successful during that time, and they are only allowed to take classes that are on their degree plan, which is what they have sat down with somebody in the student services center to complete.

The big thing with the financial aid is repeating courses. So students on financial aid, if they pass the class, they have a passing grade, they are allowed to repeat that one more time and still get paid through financial aid.

So if they are trying to repeat a biology course, would be an example, to get into nursing, if they got a C and they are trying to get a higher grade to go into a B or A, financial aid will pay one time for that. After that they will not.

The exception for that is the Math 89 which they can take up to
four times, five.

Another thing about repeating courses is what we consider the return of Title V. So what happens is students completely have withdraws for an entire semester, or depending on when that withdraw date happens for the student, whether we give them the faculty withdraw at 45th day or at the end of the semester, students may have to pay back some of that money.

So if they do a complete withdraw, that's where that really factors in for them. The last thing about financial aid, which is interesting, is the recalculation of the aid. So it's usually the day after the 16-week drop. We do like a snapshot of a student's record and we see what their enrollment is at that period, and that's how they get paid out.

If a student drops a class and they are at nine credits and they are expecting to pick up something towards the end of the semester like an eight-week class, it's whatever their enrollment was on that freeze date that they get paid out for. So they are not able to get paid out again by financial aid.

So that's kind of a consideration where we are looking at course offerings and offering second eight-week classes and expecting students to get into those. They are not going to get more financial aid.

Over to the back side, two other consideration with students that we're working with is transfer students. When they go to transfer to
a university they are doing something called a recalculated transfer GPA. So they are looking at all of their transfer courses and they are averaging the grades of the repeat courses.

So what Pima does, is on their transcript they actually get -- if they received an F in a class and they repeat it for an A, the F becomes excluded from their GPA and then the A is included in their GPA.

But what the university will do is you can see in my example there if they take math four times and get three Fs and an A, that's averaging out to an F for them. So in the case of a transfer student, it's much better for them to get a W grade because it's not going to impact that transfer GPA.

There is also for students to consider the university admissions. So they look at the recalculated GPA. That might be a 2.0, but then they have the college admissions for whatever particular college they are going into. So whether that's the college of nursing or education, et cetera. So GPA is a big thing for transfer students.

The last one are the veteran students. For me, this is the most confusing one. There are a ton of different chapters with a ton of different benefits and ton of different requirements. They are very confusing whether they're Chapter 31 or 33 or post GI.

The big thing is that they should try to be full time for the entire semester. This also plays into our optional course offerings, eight-week and five-week course and coming up with a combination for
our veteran students.

Their big thing is they have to pay back Ws and some of the Fs. So if you think about at the end of the semester you might have a student saying, Please give me an F. You're like, Really? Part of that is if they are a veteran student, if they don't get that, they have to pay back a lot of their living stipend, which is not the best consideration for them.

So here is some of the new policies with Veterans Affairs. A W given in the last week -- so when we would be giving grades -- recalculates their aid back to the beginning of a semester. So they have to pay that back, which is a huge issue.

Here is the one big thing if we're going to talk about compliance, and that's really where this is coming in for the academic standards committee, is looking at our compliance with veterans and with financial aid.

The big thing that's come out of Veterans Affairs for us is not being in compliance with this last date of attendance, which is why this tenth day of attendance thing came up. They have to have this for Veterans Affairs because of the required tracking and sort of giving out the benefits. So that's kind of some of where this is going.

And my last comment on there that the writing is on the wall, this is the way that financial aid is going. When we are looking at how we are going to access grades and provide grades in this
attendance part, that comes in with our federal compliance for both financial aid and for Veterans Affairs.

And if we are not in compliance with this, that's going to impact a lot of our students, and we are probably not going to have jobs because of that.

So academic standards, what we are trying to do is to really look at the big thing is each student is different and each semester for that particular student is different because all of the grading and the GPAs and how that comes into it.

So what we are trying to do with academic standards is figure out other grading options that will help us when we are entering grades at the end of the semester so that we can be in compliance but still sort of have that level of academic integrity with giving out our grades but still be useful to the students.

So if you take a look at some of the other sheets that we -- do you need to jump in?

So one of the things with all the boxes, you can see what we did in the academic standards committee is we looked at some benchmarking results from our peer institutions to really look at what they classify as W grades. So you can see some of the things we looked at in terms of can students initiate Ws? Can faculty initiate Ws? Administrators, et cetera. When is the last date a W can be requested? At some places are Ws calculated into GPAs?

Some of the things on there, the first two institutions you can
see they limit the Ws, the maximum that a student can get in their entire time as an undergraduate student, which is really interesting.

And this grade called a no-show grade. So when we are doing 45th day right now, for example, what do you put down for those students that kind of showed up? That's one of the things we are kind of looking at.

The other two sheets that I will show you, and these are going to go more into in depth, is what we did with academic standards is took some of these different options at different peer institutions that we benchmarked, and we are trying to sort of provide options to get feedback from faculty.

So you can see some of the different grades on there that we have are things related to no-shows and stopped attending with some different explanations and how that would figure in. Some things related to withdraw passing, withdraw failing, looking at an administrative withdraw for students.

So is that an option that students could only withdraw by going and talking to an administrator? We are trying to put as many as we can out there that might be options for us that will still keep us in compliance with federal financial aid and veterans.

So that's kind of the gist of it.

I will attempt to answer questions. Our next step in this, and Dr. Harris doesn't know this, but we have a SurveyMonkey that she will be sending out as part of the academic standards committee. We
just finished it up.

And so we are hoping to get lots of feedback about sort of the pros and cons and what you all think will work for us and for the students.

So I will attempt to entertain questions.

>> ROB MODICA: Could you fill us in on the matrix here where Pima stands?

>> SPEAKER: Oh, on the current withdraw?

Well, students can initiate withdraws up until the withdraw deadline. Faculty can do withdraws when they enter in final grades.

Administrators can -- students can go and petition to have an administrative withdraw. This usually comes with a major circumstance in their life, so they have to approve that.

The last date for our withdraws, I'm sure there is a calculation with this. 70%? 70% of the class, the time frame for the course.

Ws are not included in the GPA for students at Pima. Right now we have no limit, although we are kind of looking to see if this is a trend that’s happening in limiting Ws. We do not currently have a no-show or never-attended grade.

>> ROB MODICA: Thank you.

>> SPEAKER: Carries, I have a question on where you said if a student is taking like a five-week or an eight-week course, the second eight weeks. Would you explain that again, because -- students do not get financial aid, is that what you're saying?
Okay. So what that has to deal with is the financial aid freeze date. Let's say I'm a student, and at the beginning of the semester I'm in 12 credits so I'm full time. So at the beginning of the semester, financial said is like, All right, I'm going to pay you out for full time, but then they drop the class.

So then they are at nine credits. If they don't pick up that next class by that drop deadline for 16-week classes, then financial aid is going to take their picture at nine credits. They are only going to get paid out at nine credits. But if they decide to add a second eight-week class a couple weeks down the road, they can do that, but their financial aid is not going to be recalculated back up to full time.

They are still only going to get paid at that nine credits when they take the snapshot. Sometimes I know when we are looking at enrollment, and as a department chair trying to figure out should I keep this eight-week class or not, I think that's important to understand that financial aid is not going to come in for students and we are not going to get an influx to be able to fill those courses.

What about if they just start at the beginning of the semester where they take two sets of eight-week classes? Do they get the money up front? Do they have to wait? Do they not get money head of time?

So they started at the beginning of the semester as
full time but they were taking first eight-week and second eight-week
classes?

>> SPEAKER: (Indiscernible.)

>> SPEAKER: So the big thing is if they have that full time at
the beginning, yes, they will get paid out at full time, but it's
somewhat prorated depending on their amount of time actually in
class.

So like they are going to get paid out -- if it they had six
credits during the first eight weeks and six credits during the
second eight weeks, then they would get part of their money at the
beginning, and then as the other classes were getting ready to start
they'd get part of their money towards the end.

As long as they had that full-time enrollment at the beginning of
the semester.

>> SPEAKER: Okay. Thank you.

>> SPEAKER: Any other questions? Excellent.

So expect the SurveyMonkey. And if you can take some time and
really talk to your colleagues about this, this would really help us.
Think about the academic standards committee, please. Thank you.

>> MR. JOE LABUDA: Item 5.2, prereq committee. Jeannie
Arbogast.

>> MS. JEANNIE ARBOGAST: It's so odd to be in this role right
now not being vice president anymore.

All right. Where we are. It's a little bit of a report and an
update, but also a request of information from you. We're almost

done benchmarking. There is about two or three more schools to look

at of, you know, what do the other schools have for their reading,

writing, math, ESL requirements, their placement scores, things like

that. That's almost completed.

The next step that comes in is it's not -- and we have talked on

the committee about the literature research and what's been going on,

and we have different opinions about, yeah, it's real valuable, but

our students here at Pima are what I -- you know, I think they are

not the same as the students in Upstate New York or some of these

fancy schools that are doing this.

So in order to help us make the decision on top of the

benchmarking is what do we know right now about our students at Pima

Community College? If they take history 101 and they have a

particular reading and writing level, were they successful or not?

We don't have that information. Ideally we would like that for

every single course at the Pimas. It can happen. That is an

unbelievable amount of statistical gathering by PIR, and right now

their resources are allocated to the self-study.

So I have been granted a research that will allow us to

investigate maybe 10 or 15 base courses that we can use as models

for, all right, you know, if I model what happens in history 101, can

you use that as -- you know, is it equivalent to sociology or

political science? Use that as a baseline.
It's a limited resource. I would love to go back five years. I think I can go back about two years. So it's a small dataset, but give you a little bit more guidance of, What do our students do? What's going on?

I asked the committee, Hey, can we come up with 15, 20 courses and choose? We started this individually, and it was a monstrous, horrible task. I'm a math person. I have no idea what's going on in communications or history or the social sciences and what would be a base course, or in, you know, the welding and HVAC and those types of things.

So my next plan was to go as high up as I could. I send an e-mail out to all the CDAC co-chairs. I sent out notices to 20 co-chairs for information about can you help us get this list? Because it's really hard.

The disappointing part was that I heard from three of them. So, you know, I'm kind of stuck between a rock and a hard place. I need guidance to go in and do that. So I heard from Odile in computers; I heard from (phonetic) in social and behavioral sciences, and Suzanne Annette (phonetic) in student success. That is what I got in a two-week time period was from three people. Yeah, I got five classes. That's not going to tell you a whole lot of information.

So my next step is to come here to the senators, the people who are vocal, the people who I listen to for five years tell us about the struggles with student success and that students are unprepared.
So I am at this point asking all of you in your individual disciplines, talk about it. Send me a list of courses that you think would be helpful. Math, we're out of it. Reading, writing, ESL, we are on a whole different path because we have those things in place right now.

But for the rest of you, help me gather statistics to help you get the information you need to make the decisions. In addition, if you know that your CDAC has had this conversation and you say, We don't want anything to happen; we're happy with the status quo; please tell me and I will quit nagging you.

But, you know, help me get you the information to make the right conclusions so that you can ensure the student success in your classes.

That's my appeal to you. I need this information quickly, because this window of having this door open to gather statistics may close up on me.

So, you know, I'm asking for your assistance to let me know what's going on. Do you have any questions, things that I --

>> SPEAKER: Could you give us a statement of what exactly that it is that you want us to tell you?

>> MS. JEANNIE ARBOGAST: What course you'd like me to do. What we want to do is for the history 101 or for any course that we are given, we will be able to go in and look up a student when they entered your course in that particular semester and tell you what was
their reading level when they came in, what's their writing, what's their math, what's their ESL level, and did they pass the course.

If there are other questions you would like us to ask, we haven't set up a list yet that we need to give, but those are the things that I'm looking at. So we can do it by course per semester, by course over a two-year time period, we can collect, you know, some reasonable statistics.

So I'm looking at does art history -- all right, right now as it stands, art history isn't necessarily a great example, but sociology I believe is good.

ESL student beginning can enter sociology class. There are no prerequisites. What kind of student success rate is for that.

So this is what we are trying to do. Right now there are no prerequisites, no prereq as a requirement or recommendation in those classes.

And so when I work with students in new student orientation and they are looking for classes to fill up, and they go, Well, yeah, I need full time, and, Oh, look, I want to take sociology, they're there and they are in writing 70, reading 70, or whatever.

So that's what we are trying to do, is get you information to help you make choices. In your area, it may not be applicable. You and I have talked about that a couple of times.

Does that help?

>> SPEAKER: Sort of.
>> MS. JEANNIE ARBOGAST: Okay. What can I do?

>> SPEAKER: Give me a sentence that I could send as an inquiry to my fellow CDACians that they could use to...

>> MS. JEANNIE ARBOGAST: What I would be happy to do is to send an e-mail out to all the senators, the same one that I sent to the CDAC chairs and solicit information and go, you know, I've gotten a little bit of feedback and, you know, what else can we do? Because I have only heard from three disciplines.

I will do that, Carol. Anything else I can answer for people? Lovely. Thanks.

>> MR. JOE LABUDA: Thanks, Jeannie. Come back and see us again.

(Laughter.)

>> MR. JOE LABUDA: I know Dr. Harris has a plane to catch, so we're going to change our agenda so we can get her report in.

Dr. Harris?

>> DR. ZELEMA HARRIS: I'll be brief. I thank you all for giving up your time so generously to hear Dr. Bumphus. I'm very glad he came to at least talk about where the national movement is headed for community colleges.

I just want to briefly touch on HLC. I think we're doing great.

We're going out to (indiscernible) now. The project management team bringing you up to date on HLC activities.

Daily there are changes on our website. So you can go on to the Pima website, you can click on to faculty and staff, and then you can
go to @PimaNews. I checked it out because I wasn't sure it worked.

Took me a little while to figure out where it was.

But our activities are updated daily or as often as we make changes. We will be taping our visit to the East Campus on March 13th, and that will be available on our HLC website.

So if you missed any of the workshops that we have conducted on the campuses, you'll be able to see it after March 13 on our website.

Strategic planning. On March 25 and 26 our internal planning committee, made up of 66 individuals appointed by Chancellor Lambert; it also includes seven members from the community, as well as four students. A lot of faculty, staff, administrators, all employee groups are represented.

And at those two days we will craft the strategic plan. Much of the information will come from the Futures Conference where we had over 200 people. It was split about half and half, half internal, half external.

But we were very strategic in that we did not put all of the Pima people. We sort of rationed them at each of the 21 tables. We had some Pima tables so that we would not dominate the conversation of the community folk.

We wanted to make sure we heard from them. Those comments are being summarized now. There were pages and pages and PRRs putting those together as we speak.

So once the overarching strategic plan is developed, then each
campus and its strategic planning committee will figure out how to respond to those strategic directions.

You will develop your own strategic plan. Every unit of the college will be aligned with the overarching plan. And remember, the data, the information sources are plentiful. We use the AACC's 21st Century report, all of the local reports from the Hispanic Chamber of Commerce to the Tucson Report.

We use every piece of data that was available from our internal HLC fast-action teams as to whether the gaps and what is important for us as a college to focus on. So we hope that plan will reflect all the contributions that you and others have made.

Now, I have heard from some of you about SLOs, and I think it came about as a result of some comments I made here. So I have heard from some of you who agreed with me that we really don't have a broad, comprehensive assessment plan.

A proposal has already gone forward to the acting -- I mean to me. David Perkus has been sitting on a proposal since he got here I think in 2010 proposing a comprehensive assessment plan, faculty-led, faculty-driven, with support from PIR.

So we will be reviewing that plan and hopefully get it out to you all to take a look at if you're interested, and then we will implement a program where every faculty member hopefully will be involved.

There are some good things going on. Right now program level
outcomes are being collected at the various campuses. Our general education committee is developing outcomes for gen ed. We are also expanding the role of SLOs and curriculum development and program review.

Enrollment management. Let me say that that group has done a tremendous job of looking inwardly at us. We are looking at all of the data surrounding completion and retention, and the conversations are really dynamic. We are all concerned about the college, but we're using data to inform decisions.

The wonderful thing about the work that has already been done, we will be ready for the consultant who hopefully will be hired around April.

We are going to review the proposals. It's scheduled for review on March 21st, so we will have somebody working with us. We have done a lot of the legwork so the cost should be much less, and I want to applaud that committee that's really led by Deborah Yoklic. I think she's involved in everything involving HLC and the board.

You will have an opportunity to see where we are with enrollment management plan, which will be a part of the strategic plan so that we don't have all these plans dangling around. They will all be folded into our overall strategic plan.

Developmental education redesign. We just issued an RFP. The group felt that they were now ready for someone to come in and move them beyond where they are. They worked with the McClennays, Drs.
Byron and Kay. After that meeting they talked and felt that it was very important to have someone to come in and build on what they have already done, the work they have done.

So we expect that developmental redesign. Hopefully their recommendations will come to me around, you know, sometime in May.

The RFP closes on March 19.

That ends my update, and I'm certainly available to answer questions, any questions, that you might have.

>> MS. RITA FLATTLEY: I attended a board study session earlier this week. David Bea was showing some projected budget expenses. One of the things I was interested in is that he talked about reinstating four faculty positions that are what they call frozen, that are like on the books but haven't been filled, filling four of those for developmental education.

But he did not give any details about like which of the developmental areas those faculty FDEs would be in, what location. Do you have any of those details?

>> DR. ZELEMA HARRIS: No. I think those will have to be decided. We had to get information in to David so that he would be able to present to the board. We focused on a lot of student success areas, advisors, and as you know, the majority, the overwhelming majority, what, 85 or so percent of our dev ed courses are taught by
adjuncts.

The interesting thing about Pima is that our standards for adjuncts are lower than for our academic level work. We only require the baccalaureate? That's what I have been told. Dev ed.

>> MS. RITA FLATTLEY: I know in mathematics there is a two-tiered thing. It's not just for adjuncts. Why don't our math faculty answer this, right? There is a lower level or higher level of credentials you need to teach the highest levels of math.

Is that right?

>> SPEAKER: Yeah, that's correct. So there are developmental faculty standards and academic faculty standards. The former require only baccalaureate and the other a Master's degree.

>> DR. ZELEMA HARRIS: I know. That's what I said, that we require less of our developmental faculty than we do our regular academic level faculty.

>> SPEAKER: Correct. But I think -- so there are also -- you know, in order to be an adjunct faculty member, that doesn't mean that we -- that they are necessarily baccalaureate.

>> DR. ZELEMA HARRIS: Oh, no, not adjuncts. I'm talking about those that teach developmental education courses.

>> SPEAKER: Okay.

>> DR. ZELEMA HARRIS: It's my understanding, and I have checked this with the folk who certifies, unless I misunderstood, that we require, for our faculty who teach developmental adjuncts, only a
baccalaureate degree.

Now, there might be many who have the Master's degree, but the baccalaureate is required.

That's a little unusual, because with this population you want your best teachers teaching them. So I think this move to at least, Rita, have full-time developmental faculty is so that someone can coordinate and do professional development for our faculty who are coming in, teaching, many of them for the first time, and not having had any professional development or knowledge about our students.

So we want to make sure that we do a better job of professional development and making sure the full-time people we bring in are qualified as developmental education faculty, hopefully content specific, because our students who -- all of the dev ed, the majority of them, are enrolled in English, we call writing, and math.

So we need content-area specialists teaching in those areas and coordinating all of our dev ed faculty. So that's where the idea is. It hasn't been fleshed out. We're going to need some help in deciding where they're going to go. But we needed to get it in the budget.

Any other questions?

>> SPEAKER: I just had a point of information for the Faculty Senate.

The point of information is just that ESL is considered part of the dev ed, and as far as the ESL faculty, all of those faculty have
Master's degree training in English as a second language. So as far as that group goes, there is a Master's level training

>> DR. ZELEMA HARRIS: I'm aware of that, and I apologize for not making that exception.

It's not always considered a part of developmental ed as it is here.

>> SPEAKER: One thing that you said I'm just interested in getting clarification on is do you think that the new plan, strategic plan, and that when the SLO process is incorporated into that that it will be similar to what we have been doing for the last three years?

>> DR. ZELEMA HARRIS: No.

>> SPEAKER: Do you think that will be completely revised?

>> DR. ZELEMA HARRIS: I think it will be completely revised.

But one of the things we have to be careful about is we had the assessment plan approved by HLC in January 2013, our current model.

We're going to have to use language like enhancing what we already have. Because we have to make a transition from what we have to where we really need to go, otherwise I think it might confuse the team coming in.

But the thing I'm most concerned about is if an HLC team comes in and you have experts in assessment, I don't think they would approve our current plan. So we want to make sure not only is it good for our faculty and students to have a comprehensive student assessment
plan, but I think for the HLC as well.

So I see it being revamped, but we are going to have to take what we have and design some transition if no more in language than, you know, really restructuring the entire process.

So it’s sort of a sensitive area. But we will do our best to uphold what has already been approved and move to a true assessment program.

>> SPEAKER: Thank you.

>> DR. ZELEMA HARRIS: Thank you very much. I appreciate you calling on me earlier.

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

Let’s go down to -- sure, go for it. Come on, Debbie.

>> DEBBIE YOKLIC: This is the highlight of my month, so thank you for having me.

Good afternoon. All right. So a little bit of this and a little bit of that. I’d like to echo what Carrie Mitchell said, but not just for academic standards. All the vacancies for standing committees are posted, and you can apply, volunteer, I should say, volunteer to be on a standing committee through the 21st of March. This is the opportunity to do that.

Probably the easiest way to get to it is to go to @PimaNews, and then there is a link there. That will get you right to the page, and then you can click on the form and submit that.

So next week there are lots of Regs and SPGs coming primarily out
of the provost's office. We received eight of them very late yesterday afternoon but they weren't in the right form, so they all had to be re -- we had to do the administrative piece.

The administrative support person came to me this morning and said, These cannot go out until you have proofed them. I have had five minutes to look at print. I have them printed up, take them home, and hopefully they'll all be okay and we can get them out to you and then posted as soon as I get a chance to look at them.

I already do know of two errors, and I have sent that back to the provost's office. There should be five more. I think so. Something like that.

We're kind of as much in the dark as you are because they come from the provost's office. We don't necessarily know what they are. And all of those are coming out of various red zone or things that needed to be done for the HLC so we can move forward.

Now, the reason that they have to be done quickly is many of them, the work that comes behind them depends on these Regs and SPGs being approved so that then the groups can continue with the next step.

But your input is crucial to all of this. And as Joe mentioned, there is a special meeting next Friday with staff council and Faculty Senate. I only need to go over whichever ones -- we don't need to go over anything that nobody has a comment about.

But I have looked very briefly at the ones I was sent this
morning, and there are some that are really -- you'll want to weigh
in on.

All right. So where are we in the ones that I have anything to
do with? He emeritus SPG, the comment period did close. The only
comment was the comment that you made last month at Faculty Senate
about e-mail, and that is the chancellor said he wanted to talk about
more.

So I don't have a decision on that piece yet.

Board policy, I will leave that to the end.

So what I have sent you is board policy 1101, prime policy,
sometime called policy on policy.

There really are no substantive changes to this policy. What we
have tried to do is to streamline the process, the outline of the
process, and make things more general.

According to our own definitions, a board policy establishes one
or more general institutional goals and/or stipulates the stance that
the Board of Governors directs the institution to maintain in pursuit
of approved institutional goals.

So board policies should be the framework and the theory behind
what follows. So in the original version or the version we were
working with on SPG, it said, Okay, the person who wants to make the
change or wants to propose, then they have to go to the attorney, and
then they go here and then it goes there and back to the chancellor
and maybe it goes back to the attorney. You know, it's like it's so
convoluted.

All right. We need input from the attorney, from chancellor's cabinet, from the governance bodies, from the students. And make sure you get that.

You know, do you take it to the attorney six times or do you take it to the attorney once? Well, it depends. It depends on the policy.

So to have a specific step by step, which is not going to work every time, is not what a board policy should do.

So that was the theory behind what is happening with this board policy.

I also should point out that the expedited process includes chancellor's cabinet, and they have agreed that they will get things only electronically. Then if they have comments or they want to discuss, then we will bring it back to them at the chancellor's cabinet. That occurs at the middle of the comment period, so they don't have the opportunity to make any changes beforehand. Only in the comment period, just like everybody else.

So that's just for right now. When we're finished getting all this stuff cleared out because of the HLC, we will go back to the regular process, which is we have more time.

Now, those of you who have looked at the board book probably have noticed that we have another board policy that I didn't bring to you yet. That's a new board policy called board policy 1103.
I'm not going to remember the new name. The old name -- original name was roles and responsibilities of the chancellor, but it has -- that's changed.

Why didn't I bring it to you? Because at the meeting with the -- the meeting this week, the board member who has been working on all of this said, Well, you know, this section, we're not really sure about this section. So we are going to bring it to the board, and then at the meeting you'll find out which version the board is going to approve.

I'm like, Okay. So trying to honor what you said last time, then how can you make comments on things that you don't know if they're the right form? So I didn't send it to anybody.

After the board meeting on Wednesday night we have another meeting to make sure that I get all the language correct, and we will send it out then. So I didn't send it to you so you wouldn't be looking at something that might not be the correct version.

Okay. So I know you haven't had a great deal of time to look at board policy 1101, prime policy, but do you have any comments at this time? You could bring it up next week. You can always submit comments to the chancellor or the comment e-mail that's posted with the board policies that are posted.

1401, which is governance. The version that you -- that I brought to you with that one phrase that had gotten undeleted was the version that went -- was the version that was posted. We received
one comment from the e-mail, and one person came to me with some individual comments.

Those were brought to the board at the Monday meeting. Some of them were accepted and some of them were not.

And now we have something new that we just started this week, which is after the comment period has closed and after the comments, however they are received, after the comments -- the determination has been made by whoever is the unit responsible for that particular policy or SPG, that's being posted on the same page where the draft policies are posted.

That will stay up for 21 days. So you can look at what was the comment and what was the resolution for that comment. So the only one that's up there so far is board policy 1401. The emeritus SPG is not there yet because there is no resolution because the issue about lifetime e-mail for emeritus faculty, emeriti? I don't even know if it's singular or plural, but people who get emeritus status has not been resolved, so that cannot be posted yet.

As we go forward and the comments come in I will post those weekly. So you can see the comments, but of course there will be no resolution until all the comments come in. That is a change, and thanks to Odile's HLC group for suggesting that.

So we have implemented that, and hopefully that will do some -- what we are trying to do is make sure that everybody knows what the comments were and what the disposition of those comments were.
Now, 1401 currently is on the board book with three small changed about four small -- I don't know, a few changes, but very small, to the version that you saw. It's with the board book, and the board should be voting on it, hopefully accept it, next Wednesday.

The governance policy is again supposed to be, you know, this framework. Here's the philosophy: there is a group -- well, there are two groups that have been working on how do we flesh this out?

So one of the groups is what I have called a steering committee, and Joe has been on that. I mentioned that last time.

We're getting pretty close, I think. But this is a good segue to the next item. So before we bring Odile up, because she's going to talk more about what the governance model will look like, and that's going to inform some of the work that the steering committee is going to do.

The idea is that we come up with sort of a framework for an SPG, when the governance council starts to meet, which should be the end of March, beginning of April, assuming the board policy is approved. They will then take a look at what the steering committee, all of whom except for two will be, or three, will be -- are on the governance council.

So they get to then have input in that, and that will go through the regular process.

So before I turn this over to Odile who will talk more about governance -- yes, Rob?
ROB MODICA: The discussion in Faculty Senate about permanent e-mail did not apply just to faculty emeriti. It was permanent e-mail for any retired faculty who requested or could opt in.

>> DEBBIE YOKLIC: Okay. Okay. I will send that forward. You know, there is still a discussion going on.

>> ROB MODICA: I don't think we should complete the two of them to make it only one small group of people who are faculty emeritus.

>> DEBBIE YOKLIC: Well, the SPG does apply only to faculty emeriti. Suppose we start with that for the first part of the discussion with the chancellor, that we start with e-mail, lifetime e-mail for emeritus faculty.

The other piece of it -- I don't know that there is an SPG or anything that says anything about it. Lifetime e-mail for emeritus faculty was specifically requested by the group that worked on that SPG, and it's what came out in Senate last month.

We will have to think...

>> ROB MODICA: But the issue also is lifetime e-mail for faculty, and there was supposed to be some technical reason why it couldn't include all retired -- so I suggested in my e-mail to you opt in and opt out would be -- we are not talking huge numbers, but like chancellor said in his little blurb about Jared -- I forgot her name.

>> DEBBIE YOKLIC: The accounting faculty from Downtown.

>> ROB MODICA: Right. That many of her students kept track of
her after and contacted her. That goes with a lot of us.

>> DEBBIE YOKLIC: I will bring that forward, but the original discussion was in the context of faculty emeritus.

>> ROB MODICA: The original discussion was here. Dave Stephan suggested they have permanent e-mail, so there are two different discussions.

>> DEBBIE YOKLIC: Right. I understand that.

>> ROB MODICA: The chancellor wants to talk more about which? Talk to us about them?

>> DEBBIE YOKLIC: I don't know how to answer that. It's on my agenda for my next one-on-one with him.

>> ROB MODICA: It might relate to faculty might be interested in hearing his opinions about lifetime e-mail for all retired faculty.

>> DEBBIE YOKLIC: Okay. Thank you.

Yes, ma'am?

>> MS. KIMLISA SALAZAR DUCHICELA: I notice the new layout for the draft policies on the thing, and I think it's fabulous that it's up there. I just think the part where it says closed for comment, that the instructions below may be a little -- I understand it because I know there are 21 days, yada, yada.

But for people who might be looking at this that are not part of the college, the way that it's worded may be a little confusing to them and they may get frustrated trying to comment and say -- it's a little weird, the verbiage. You might want to take a look at it
>> DEBBIE YOKLIC: I'm open to suggestions

>> MS. KIMLISA SALAZAR DUCHICELA: Well, maybe perhaps the comments received will be reviewed or have been reviewed and are posted, but it says comments received are reviewed, which kind of -- if you were going through --

>> DEBBIE YOKLIC: Are to be reviewed, perhaps?

>> MS. KIMLISA SALAZAR DUCHICELA: Yeah. So that they understand that we're past comments. Emeritus is up here, but the comments aren't up yet.

>> DEBBIE YOKLIC: Right, because there is no resolution yet. That's still in discussion, so there is no -- nothing to put yet.

>> MS. KIMLISA SALAZAR DUCHICELA: So perhaps something to say that it's being resolved or...

>> DEBBIE YOKLIC: I'll try, Kimlisa. Really I'm about 24 hours ahead of everything I was supposed to do. It's due tomorrow.

>> MS. KIMLISA SALAZAR DUCHICELA: Really what I'm trying to say is just for the outside public that might be looking at it it's a really confusing. I like it, though.

>> DEBBIE YOKLIC: In the future, going forward, a phrase I hate but I just used it, as the comments come in, they will get posted. So then it will be easy to move that to the bottom when it closes, even if they haven't -- we don't know what the resolution is.

The first time it was, you know, it's the first time, so sometimes perhaps a little slower than I would like to get all the
details.

Yes, I will take a look at the verbiage again.

>> MS. KIMLISA SALAZAR DUCHICELA: I love that you're doing it.

Don't get me wrong.

>> DEBBIE YOKLIC: Thanks to Odile for assisting.

>> MS. KIMLISA SALAZAR DUCHICELA: It might be little confusing to people who just bounce in.

>> DEBBIE YOKLIC: Anything else? Anybody else? I will be seeing more of you.

Thank you.

>> MR. JOE LABUDA: Thanks, Debbie.

>> SPEAKER: Hi. So my name is Odile Wolf. I am a senator. I'm also 5.B committee member, and this is my other committee member, Max.

So 5.B is about shared governance, which is a hot topic. One of the problems we had with the 5.B is that we had to tell the HLC whether or not we were following a governance model, but we had no model, which made it hard to write anything about it.

So as you know, we have had a whole lot of information that was passed about that council, that I was having a hard time wrapping my head around what does that council do and how does it fit in with what we were doing before?

So today, and I'm sorry, you're getting a page with three different flow charts. This was finished at 12:30, so it's a little
bit rough. Just bear with us.

So today we had our HLC meeting, and we had Dr. Harris and we also had Sheila Ortego. They were both part of the steering committee for the governance council. So we started asking them questions, and then we pulled in Debbie Yoklic.

We tried to figure out what does it do? And this is not complete. This is just a draft. It just is a visual of how it's going to work.

So the first page is about -- it's called governance council flow chart draft, and the draft should be in capital letters.

So there is an issue. Imagine that there is an issue that comes up in one of the constituency.

So you have the staff, faculty, students or administrators, and they bring that issue to the governance council. The governance council then discusses it and comes up with one or more recommendations.

It is a council that will work as consensus. So if they cannot have a consensus they will have more than one possibility, which they are then giving to the chancellor.

The chancellor will decide which one he wants to use, and then there will be a recommendation that is brought forward.

Based on that, either the council recommends one particular thing or doesn't. If they don't, they have the choice to table it or not table it. If it they don't table it, they can go to reality check
back to their constituents and say, Okay, well, that issue that we were talking about, it's not tabled right now but we need more information. We need to know why it is so important.

If it is tabled, then we are back to not having an issue, right?

If it is recommended by the board, and that includes the chancellor, then the chancellor has three different possibilities. He can go to the board with a proposal, he can take action directly if it doesn't concern the board, or he can take no action because he doesn't think there is anything necessary to be done.

For me, that was a big thing, because I really didn't know how that council was going to operate and how it was going to work.

Now, the issues that we're talking about on this page have nothing to do with Meet and Confer, and they have nothing to do with policies. I'm still trying to wrap my head around the policy and how is that going to interact with what we do and what the board does.

So then the second one that we have is the chancellor to council flow chart draft. So now instead of having an issue that is coming from the constituents, it comes from the chancellor. The chancellor is coming up with an idea and he's bringing it to the council. The council then brings it to their constituents and comes back to it, and then we are back to the previous page.

So that's allowing, you know, ideas to move forward and back on both sides.

So now the last piece had to do with the board, because the
council is also reporting to the board. So the council is meeting and comes up with -- has a discussion about something or another.

Then there is a report that is made, and the report is made by Debbie, if I understand right, and Debbie is going to do two things: she's going to write on the web page, write comments and write what has happened at that council.

And that will be visible for everybody, community members and faculty members and everybody else.

And she also makes a report to the board. Then the board has the choice to actually come to the council, you know, give something put to the council or not.

So this is pretty succinct, but I thought it would be a good thing to bring it to everybody, because if you're like me, the council is a little bit foggy. So do you have any comments or things that you want to ask? Knowing that I may not have any answers.

Rob?

>> ROB MODICA: Do you have any indication of how the council reaches a decision? You said by consensus. Is it by vote?

>> SPEAKER: From what I understand, it is -- they have talked about votes, but they have not decided on that.

What I was looking at is more like not within the council but how the council is interacting with all the other groups.

So I don't know about that

>> ROB MODICA: Because if there is not an equal -- if there is
not a representation on the recommendation by all groups, if only
certain people or certain groups push forward recommendations, the
council certainly isn't what it seems to be.

If it's shared governance, you would think that the council would
vote on a recommendation...

>> SPEAKER: And that's why I think there is one or more
recommendations. If there is not one single recommendation that the
council has, then there is a multiple choices and opportunities, and
then that is decided, I think, by the chancellor. Though Debbie may
have a different opinion.

>> DEBBIE YOKLIC: What we talked about is that if there is
consensus, which means everybody buys in, if there is not consensus,
then what goes forward to the chancellor, who will at least initially
chair this group -- so there is two possibilities. Seven people want
this and five people want that, and so then what goes forward to the
chancellor is here are two recommendations.

We couldn't come to a consensus. Here are the pros and cons of
A, pros and cons of B. We couldn't come to a decision. We couldn't
come to a consensus.

>> ROB MODICA: How many people do you expect on the council?

>> DEBBIE YOKLIC: There's twelve: three faculty, three staff,
three students, three administrators.

>> ROB MODICA: Thank you.

>> SPEAKER: On this flow chart that we are looking at, council
to board, I'm confused here. The council you say is going to be chaired by the chancellor?

>> SPEAKER: Yes.

>> SPEAKER: So the chancellor, together with the council, write the report?

>> SPEAKER: No. The report is minutes.

>> SPEAKER: The report are the minutes.

>> SPEAKER: They are the minutes, and that's the thing that I think that the board is delegating Debbie to be their minute person, ex officio.

>> SPEAKER: And so this seems like it's just going around here, and then at what point the report goes to -- Debbie puts it on the website, and the minutes go to the board and it goes back to the council over and over. At what point...

>> SPEAKER: No, no, no. For each meeting of the council there will be a report that will be written. That report will go in two different areas. The first one will be the web for everybody to read, the second one is the board.

Then the board, it's a dotted line because it may or may not happen, will give feedback or will give some information to the council or will act upon what they get.

>> SPEAKER: And if the board disapproves, now what happens? Can the chancellor...

>> SPEAKER: This is not about making decisions. This is just
how the information flows.

>>& SPEAKER: Just the information flow.

So there is no decision-making at this --

>>& SPEAKER: Not on that page.

>>& SPEAKER: Okay. Thank you

>&> MR. JOE LABUDA: If I could pitch in.

>>& SPEAKER: This is not about making decisions. This is just

how the information flows.

>>& SPEAKER: Just the information flows. So there is no
decision-making?

>>& SPEAKER: Not on that page.

>>& SPEAKER: Thank you

>>& MR. JOE LABUDA: If I could pitch in. The council will

consist of two full-time faculty senators, which in this case will be

Kimlisa and myself and also our adjunct faculty senator.

It's not going to take the place of the Senate. I think in terms

of the decision-making, I don't know really if we are going to be

making a lot of decisions necessarily per se. It's going to be

issues that come to the front, and that way to kind of address it.

It really is a work in progress, don't you think? We'll have to

kind of play with what's going to happen I think mainly because the

board had kind of a very general idea of what it wanted to do and not

a very specific...

This has been kind of feeling your way as you go along. That's
why it kind of looks like a shadow group. It's not really. At least from our point of view it's meant to represent this group. We don't want it to take the place of this group. It's just another avenue to bring up issues.

I say a lot of times it's not going to be decision-making so much as early warning. We want to make sure people get information right away kind of thing. In six months or so, I'm not quite sure what we will do with it. Things will come up that we don't even anticipate.

>> MS. RITA FLATTLEY: I just want to say thank you very much.

Now with your beautiful clear-thinking spreadsheets I have an understanding what this council can do, and I had no clue before.

Thank you very much.

>> SPEAKER: Thank you.

>> DEBBIE YOKLIC: The reason I think Odile is still trying to figure out the policy piece is because we had a discussion, the group that's trying to figure out the details had a discussion about what is the role of the governance council in policy approval or discussion or input, whatever.

Finally, what we decided or what we are recommending is that anybody can -- anybody on the council, and therefore, you know, anybody, because each person on the council represents a constituency, anybody can request -- can pull a policy, a board policy, SPG, from the regular process and stop the process and bring it to council for them to deliberate about it rather than saying
everything goes to council, when does it go to council? Does it go at the development stage? Does it go before it comes to staff council and Faculty Senate?

Because we couldn’t figure out what made sense, and we didn't want to slow down the process by saying it has to go to staff council twice, which was one of the options.

That seemed to make the whole process of approval take longer. We don’t want to do that. But if there is a reason, if any of the members want to bring any policy at any point in the development or approval to staff, to governance council, they request that it be put on the agenda.

So that's sort of a little wishy washy. I get that. But it does say we don't really know when would be appropriate, and we can't possibly anticipate. But we know that governance council should be able to deliberate on any policy of any level; therefore, any member could say, Let's bring this to council and it will be put on the agenda.

So it's a little gray because we are trying to make it here's the possibilities and give flexibility to everybody.

Thanks.

>> MR. JOE LABUDA: Thanks a lot.

Okay. Online ed. Kimlisa?

>> MS. KIMLISA SALAZAR DUCHICELA: Okay. I wanted to give a very brief report on the ePima Task Force, which is the online learning
and educational -- it's distance education, educational technology
task force, which comes to DEETTS or something horrible, so we're
calling it the ePima Task Force at the moment.

We started meeting last semester, and we were given 90 days to
give recommendations on distance education and educational technology
to the chancellor on the direction that Pima might possibly be going.

A lot of this had to do with the fact that HLC is coming, and we
are completely and utterly out of compliance for distance education.

Part of being within -- for HLC, for where we are at distance
education, there are certain things that have to be in place, certain
services that need to be provided to students, certain issues
regarding quality.

Since we are looking at all of those types of things, of course
training and access to funds and how do we look at this all fell into
the purview of this.

I have to thank the committee. The committee members met a lot.
We met every single week. We met from basically 2:30 to 5:00 every
single week. We did work over Christmas, the holiday break, and we
did several other things with regard -- benchmarking.

I think that this particular committee worked very well together.
Odile was in it. We were sitting at Bookman's at the children's
table on a Sunday working on this. Probably appalling to the other
parents that were there trying to read Sesame Street books.

While I cannot give you the full details of this because I think
it would be premature because we forwarded certain recommendations to
the chancellor, we have a meeting with the chancellor next week. I
have a meeting on top of a meeting on top of a meeting on top of a
meeting. It's with the chancellor, with Dr. Harris, and with the
campus presidents.

I don't know -- so I don't want to have anybody go up into arms
and then have everything change.

But I do want to give you a heads-up on a few of the
recommendations that we looked at. First of all, ePima Task Force
looked at many different institutions, and these are some of the
recommendations which are also going to the online standing committee
today.

To centralize all online offerings into one virtual campus under
a dedicated administration in order to improve distance education.

To develop and implement quality standards and expectations for
distance education which includes a cyclical review process.

To develop and implement a tier training program for distance
education faculty.

To develop new positions that ensure quality and innovation in
distance education and educational technology.

To use the synergies developed in this new campus to promote
innovation and quality across the college.

To use this structure to promote quality program develop, develop
useful relationships locally, internationally, as well as increase
and manage enrollments.

Those were the main six. A large portion of this has to deal with offering the types of training that have been available at two campuses because of Title V funds and Title III funds to faculty district wide.

There is a lot of peer to peer in here. It is a sweeping change in many ways. I don't know what he's going to do with it, but I wanted to give you a chance to know what those recommendations were. And I will, at the next meeting, once we have met with the presidents, give more information such as it is instead of giving something and then having it change and then having to regroup.

Are there any questions? Complete silence.

You know, guys, I know we are all completely and totally wiped, and I want to thank each and every one of you guys for coming to Senate. I know we are all so tired. I look around this room and I just see meeting exhaustion.

(Laughter.)

>> MS. KIMLISA SALAZAR DUCHICELA: I know Rita and (indiscernible) and I have been running from meeting to meeting.

Is there anything else? You want me to fly right into the next --

>> MR. JOE LABUDA: Go ahead.

>> MS. KIMLISA SALAZAR DUCHICELA: Since I'm up here, and not to steal any of Rita's thunder because I know she's up here too, there
was a Board of Governors meeting that was held -- it was a special session. It was held on -- it was Monday, right? Of this week, from 4:00 to 7:00, give or take a few minutes.

They went over the different board policies, board policy 1401, which is governance. I suggest that if you're very interested in this that you go to the pima.edu website. Hit About Pima at the very top in the left-hand side up at the top. Click on policies and drafts, and that will take you to those to look at them.

They are posted online, right? They discussed the membership yet again of certain spots to be filled, temporary employees, adjunct faculty, how that's going to happen, how that's going to look. They talked about term limits for these positions, and there was some discussion about the president position, that one of those administrative people will be a president.

I think that landed -- I know that Scott Stewart thought that maybe it should be the Community Campus president. But I believe that they kind of settled on rotation. They talked about the prime policy, the one that Debbie was just up here talking about, which will be reviewed not every year but about every three years.

That policy is online -- soon. It will be online soon. It's not a huge thing. They talked about the chancellor evaluation, which has to do with delegated responsibilities and evaluation, which is the one that she just said they are going to have to revisit.

It's based very closely on a format from a form from ACCT.
I'm assuming that that will be -- that blue and white form that you gave with the little clicks, does that not come from the ACCT, or no?

>> DEBBIE YOKLIC: You have two things going on. You have 1103, the new board policy about chancellor roles, and then you have the form-

>> MS. KIMLISA SALAZAR DUCHICELA: The form, which is evaluation

>> DEBBIE YOKLIC: Yes. And that is not going to be posted, because ACCT won't give us permission to post it. As far as I understand.

>> MS. KIMLISA SALAZAR DUCHICELA: Why would we use -- okay. That makes it very secretive in many ways. So once we make it our own, will it be posted?

>> DEBBIE YOKLIC: I wish I had an answer

>> MS. KIMLISA SALAZAR DUCHICELA: I will ask that question in my three allotted minutes. Okay. Which is another thing I have to tell you.

Then it went into budget and tuition presentation by Dr. Bea. You're going to go over that, right? I'm going to leave that to Rita. It's dollars and cents, Meet and Confer. She's the PCCEA spokesman, and I feel that that should fall into her purview.

But the money is starting to be discussed, and I know that he already, somebody in here already mentioned, a movement on the adjunct hourly load rate from 735 to 800, which will be an 8.8%
increase. Money, money, money, money.

There was a very long conversation about -- which somebody also addressed; I don't remember who it was -- about tuition increases. I think it was Lee. Between $3. I have heard it so many times. $3 and $5.

There was a push to possibly move us up to possibly a $10 increase. I think that was pretty much nixed. I think what they are looking at is trying to keep us within the standard of what our other institutions, such as Maricopa, are doing.

Yet again, we have been left out of the funding model by the State. The chancellor is trying to address that with the legislature.

The other thing that came up that I think falls under what I reported on at the beginning of this is the chancellor -- and it was completely put out of context by the Arizona Daily Star, by the way. He did not say that students were complaining and that we were subpar.

What he did say was that we needed to work on our educational technology and that students were complaining somewhat about our classroom technology, not about what we were doing in the classroom. I want that clear. That was completely misquoted.

But he did bring up the fact that, you know, we are -- some of our classrooms are woefully behind the curve, that we have some serious maintenance issues that need to be taken care of.
We have some deferred maintenance to the tune of about $7 million that we are looking at. That was all part of this conversation about tuition, and so that was part -- that's something that's yet to be determined.

The Board of Governors is going to do a bit of a traveling road show when they do these working group meetings. They are going to be having them in different places. I think the next one is going to be at West Campus. They are going to tour some of the classrooms, the good, the bad, and the ugly, and see what it is we are doing. I'm hoping they will possibly come to Downtown Campus, too.

Some of the board members didn't want any increase. Some of them wanted $10 increases. They settled between 3 and 5, which would probably still put us a little bit low compared to other institutions but higher than we were. Coconino is at the bottom. We are toward the bottom. Maricopa is in the middle.

And then it adjourned, and we have another Board of Governors meeting next Wednesday. Woo Hoo. Now, the other thing I got was an e-mail that says there has been a decision made by our new Board of Governors chairperson, David Longoria, who, along with Lee Lambert -- that says that all of the employee representatives, faculty, staff, will only have three minutes to make our comments, reports, including our any concerns we have. We have three minutes to do that with them.

I would like to point out that the public has five minutes.
So I guess what we will do is do a five-minute public comment and then do our three minutes.

When they come to visit us, I would say they've got three minutes here.

Sorry. That's a little mean for me.

But there it is. I wanted to make you aware of that. I forwarded it on to some of the other groups, but that's what we were told. And I'm not sure why that was, but there it is.

Any questions, comments, rebuttal, heavily caffeinated drinks you'd like to give to me?

All right. Thank you. Enjoy your weekend and have a beautiful spring break.

>> MR. JOE LABUDA: Thanks, Kimlisa.

>> MS. RITA FLATTLEY: Yes. So it's March and it's not just about the basketball brackets. It's about completing your Step Plan.

Yes.

So in some drawer you probably have the step progression plan you filed in September, and in March you march over to your administrators's office and turn it in. Right? Yes. I had to get that off my chest.

PCCEA is very busy. We have been having fun meetings, including Sunday afternoon meetings because we all have different teaching schedules. We have all been involved in this interest-based collaboration model, which, (indiscernible) is on it, (indiscernible)
is on it, Kimlisa is on it. So we have a lot of excellent faculty representation.

It has three subgroups working right now. An interesting thing, you know, there are pros and cons. Any time you have a huge group it feels like you're running through molasses trying to get stuff done.

However, a cool thing about it is that it's taking a bigger picture of what can be worked on. It's not just Meet and Confer, it's not just like what's in the FPPS between our beautiful turquoise covers. It's anything.

So Rosa and Denise Meeks made some recent comments about the faculty hiring SPG. Okay, the funny thing is when I left and ate my lunch in the car and kept eating it when I got here, they are working on that literally right now, like as I left.

There is a committee working on hiring. They have already gone through what we have been calling faculty administrative appointments. I think they are going to change it to like acting appointments, because it sounds like you're hiring an administrator but you're not.

Anyway, so they have gone through that and sent it around for comments. They are right now working on both the SPG that Rosa brought out and the way that faculty hiring is addressed in the faculty personnel policy statement.

Going through both of those documents and anything else relevant, starting from when a position is identified through like who brings
forward information, what all the steps are. God, and then I had to leave. I grabbed the sandwich and left.

Basically, it has been being worked on in detail by a large, inclusive group that includes Mark Ziska, who is the current head of human resources, several excellent faculty members, including Nan Schmidt (phonetic) and Julia Fiello, our current PCCEA president, staff, as well, both ACES and AFSCME staff.

So there already is a large, inclusive group going over both acting and the permanent regular faculty hiring line by line rewriting, redoing, just really excellent work.

So all we can do for the right now hiring session which we are already in the middle of a lot of people are doing faculty interviews right now -- you can only follow the policy you already have. I have no idea how to follow imaginary policy.

We have to go with what we have right now because we have to hire the spring for fall faculty. However, I want to assure you there really is some excellent work being done by an inclusive group to go every detail of hiring.

And as soon as we get some put-together draft that's not got questions and like XXX place holders and starts having dates and offices and processes, we will absolutely bring it to Senate, because I know -- well, I know how I feel. I feel like my colleagues are just really an important part of my worklife.

The full-time faculty are the strength of this college. It is so
important to hire the best. I just can't think of anything more important.

I really thank you for bringing forward your concern.

>> SPEAKER: Thank you for your work on this interest-based collaboration, mega Meet and Confer, all kinds of big components group. Thank you for giving us more information about the parties involved.

I'm glad to know Julia and Nan are on that. I know that I can trust them if they are going line by line and thinking about how to rewrite the current policy, for example, on faculty hiring which I have been told I must speak up about today at Senate.

Here I am. I have a question.

So obviously we can't follow a policy that is currently in formation, but what should we do if we have identified severe, severe deficits that the current policy that is in effect is not at all being followed? What should we do?

>> MS. RITA FLATTLEY: You mean implementation, not the policy as it's written but how it is applied and implemented?

That can come through PCCEA. Because if policy is not being followed, it may be a complaint and it may be a grievance. May be just, oops, people, did you realize...

Sometimes a cozy, fireside chat can set these things right. You know what I mean? But, yeah, I don't know the specifics you have in mind, but it may be a PCCEA issue.
Since Julia and Nan are working on this, why don't you send it to Julia. She is the president. JFiello. Do you know how to spell that? I'm not on that subgroup, that's why I'd rather it go to her.

There will be -- oh, hi.

>> ROSA MORALES: Rosa Morales, West Campus. Thank you very much for giving us this information. I'm concerned because I am a member of PCCEA and I was never informed that actually this was happening.

>> MS. RITA FLATTLEY: Actually, I have talked about the interest-base collaboration stuff -- standing right here.

>> ROSA MORALES: Yeah, about this specific...

>> MS. RITA FLATTLEY: You can't really send it out before you have a draft, that's why.

>> ROSA MORALES: I understand. But I just want to let you know there was some (indiscernible). Today it's not necessarily based on something that has been happening now, but I believe here at the Faculty Senate before we discuss something about the anthropology department who had an issue when they were hiring somebody that was going to be working on that, but they were not allowed to actually include or input on defining the description of the job description; therefore, it was very difficult for them to make the selection because to begin with they didn't do it.

So it isn't happening, but unfortunately it has not been addressed before.

>> MS. RITA FLATTLEY: Are you talking about a faculty hire or a
staff hire?

>> ROSA MORALES: Faculty hire.

>> MS. RITA FLATTLEY: If you have specifics, I'd rather you send it to Julia Fiello.

>> ROSA MORALES: No, I understand. I just want to let you know the reason for putting in here is because I have been hearing on different occasions that there's some important thing that we need to address, to review...

>> MS. RITA FLATTLEY: One of the kind of principles that's under discussion is almost a mantra, is more local control of what positions the campus needs, what specific skill sets the campus needs to fill a certain position.

So absolutely that's like an overarching principle that they are looking at really in depth. Because these are faculty members too. We have had the frustrations, too.

So, yeah, the local control piece is really primo. And Bardo is going to help me out here.

>> SPEAKER: Yeah, I guess we are fortunate that we have at least four faculty members on Faculty Senate and also PCCEA within this group.

So if you have any concerns and maybe Rita is busy, then maybe you can come and talk to me and express those concerns, because we want to take advantage of that situation.

But we are working with the faculty hiring with interest-based
negotiations, and we are still working on that language. That's going to be proposed.

So once that's set up, then we will bring it to Faculty Senate and you can have, you know, input in it.

But I'm also aware of the fact that these things are still happening, that faculty are not being asked to input information.

So hopefully this will be taken care of when we, you know, address that in the SPG, proposed SPG or the faculty hiring that comes up.

Meanwhile, you can also take it to your campus, because I know that, for example, at Downtown Campus we just got an e-mail from our president saying whatever HR issues that you're dealing with or have dealt with. So that's an opportunity to talk about those specifics so that way we can trigger and we can kind of solve or keep it in our minds to make those changes and specifically talk about those issues that are of concern.

>> MS. RITA FLATTLEY: There is some impetus behind this work because some of the practices in human resources are in that red zone, deep scarlet.

So doing nothing is not an option. So we got to. How does that sound?

One last thing is we have been asked as part of the interest-based collaboration process to as like policy suggestions, whatever draft wording comes up, to send it out to our constituents,
which in my case is y'all.

So the first one will come out and it's like two sentences about work attire. I know. Who cares? I'm sorry. But anyway, like I personally don't care. Nobody in here is naked, so it's fine.

But anyway, some other employee groups wanted to have something in, you know, what's called the gray book or common policy about work attire. It's two sentences long. It will have two radio buttons, yes or no, and a very, very short comment field.

Because I don't want to read like War and Peace here. I'm not really that into it.

Anyway, you should see that today or Monday. However, there will be more interesting -- like it's not a big whoop to me like I say, but there will be more interesting things. One of the ways we can get feedback quickly is to put anything that we have out into a SurveyMonkey, shoot it out, get the results, tabulate it, so PCCEA, ACES, and AFSCME will send this little blurb out to each of our representative groups, get the stuff back and say the vote is yes/no, whatever, you know, summarize comments.

So that will be coming atcha.

Anything else? You want to stay in this room hours and hours longer? No? Alrighty, then.

>> MR. JOE LABUDA: Thanks, Rita.

Okay, senate president report.

A few things. Don't forget about the SPG meeting next Friday.
It's going to be, sounds like, East Campus, 9:00 to 12:00. If not, I will give you other information during the course of the week.

There are a few of us on the Senate that are on the provost selection committee, and we are kind of working our way through that.

Also, next Friday some of us from the Senate and PCCEA will be meeting with Dr. Harris, and Dr. Harris wanted to kind of pick our brains in terms of, oh, issues we see lingering that we need to address that maybe we haven't been addressed so far.

So that's something that I think we are all looking forward to.

One of our senators, Carin Rubenstein, gave a nice presentation at the speaker forum last Tuesday on how to get published. That was a very interesting one.

My last thing, I just want to thank Mike Rom for doing such a good job for us again.

(Applause.)

>> MR. JOE LABUDA: We have one open-forum item, and it's SPG 4201/BB. By the way, this isn't one of those that's going to be considered next week. Just so you know.

Rosa?

>> ROSA MORALES: Thank you, those of you that are staying. I just want to let you know that SPG 4201 is one of those, I guess, documents that it will be very, very important for all of us to keep it close to us.

I was never acquainted to this until I was asked to be part of
the search committee to go through this process, and this is the time
when I became acquainted and I realized that obviously there is
issues and needed some review.

I want to thank Denise Meeks for taking it upon herself to
provide some input and to let you know that personally she wasn't
able to be here, but she asked me to convey the message that she
still will be willing to put her time and energy on reviewing any SPG
that you might have that you would like to get her input.

She will be interested in doing that. And then more than
anything else, I know there is a couple of people here that want to
talk about some of the things that they have confronted with this SPG
4201/BB implementation.

MaryKris, you want to say something about it?

>> SPEAKER: Thank you, Rosa. I'm not going to talk for long. I
just want to add some concreteness to questions that I posed to Rita.
I'm basically on assignment from some people who are my honorary
constituents. Fellow sociologists have asked me to speak up at
Senate about the way that the current policy 4201 is not being
followed.

So just to be really concrete about this, there is all these
sentences on this document that talk about the routing of various
documents and who is supposed to share position announcements when,
and it seems like almost none of these are being followed.

So there is -- we are in the hiring cycle right now, and there is
supposedly actions afoot to get a full-time sociologist hired for Downtown Campus. But sociology faculty have not been asked to contribute to the job description and other things like this.

And the whole announcements about a possibility for lateral transfer? We never heard one word of that. Not even on the cute sheet that comes out on All College Day, for example, where, you see, oh, I could change campuses or something like that.

So, I mean, if I were to take this point by point, and I won't, but I have a colleague who wrote me a long e-mail where she annotated SPG 4201/BB. It's kind of in all caps because she's really angry and she's yelling and she's saying, We never heard a word of this. This also wasn't followed. The campus president never did anything of the sort. It's just like line by line by line by line.

I don't think sociology is alone from my conversations with other colleagues. Anthropology has struggled to have their voices heard in the hiring process, and a number of other disciplines have also struggled to have their voices heard as faculty members about the hiring about their future colleagues, which makes a big difference for our quality of life perhaps more than even the types of relationships we have with other people.

So I'm just kind of sounding the alarm about the importance of us keeping an eye on this and continuing to speak up.

So Denise Meeks has written a really smart e-mail that critiques, for example, the use of dates in here. These eventually will fall on
weekends. These need to be converted to like second Tuesday of the month of October. So Denise, super smart e-mail.

And Rosa's work and the work of PCCEA, I think working together we can move toward improving and overhauling this or at least enforcing the law that we currently have. We are not even following the procedure that we currently have, so it's just really important.

Thank you.

>> MS. RITA FLATTLEY: Yeah, implementation and following current policy is a different thing than rewriting the whole darn thing we are in the middle of. I had not heard about the sociology faculty one.

I can look into it and also bring it to Mark Ziska, the head of HR, because it doesn't -- yeah, if that's right, then that wasn't followed.

I did have a psychology position at the East Campus, and I can tell you at East Campus this was followed quite appropriately.

I got a copy of the job announcement to add in. I got some sample interview questions and added and morphed those as I thought was appropriate.

Basically, everything in this was followed at East Campus. I'm very, very sad that's not a universal experience.

>> SPEAKER: (Indiscernible.) I'm the full-timer in sociology here at the Downtown Campus. I am the one person who, you know, got very confused as I looked at the SPG 4201 document and how the
process was not followed.

In print you have a process, but in how to it was not followed. It failed to convey the information. During All College Day to our CDAC in sociology, we're supposed to have some input so we can get together, talk about the current status of our field, and also plan for the future, in what areas are we going to be looking into perhaps, you know, creating different venues for teaching other classes than the ones that we have, what are going to be the needs, you know, for the population, et cetera, in terms of sociology subdisciplines.

I came across a position that was already defined that talked about areas that we were hiring, you know, and coming from my campus, when I was never notified. I never had, you know, an opportunity, you know, to state any information because I'm one first to get in touch with my colleagues and get their advice together as a CDAC.

So, again, when I find this document, I did not know who wrote the document, first of all. And under which circumstances, you know, what type of research was done, you know, to account for the need of a sociologist with interest in these particular subfields.

Also, when I looked at the different numeral issues of the process, almost everyone would have been biased by the fact we were never connected as sociologists at the CDAC for input.

Campus president it states in numeral 2 share the draft faculty position announcements with appropriate campus faculty and deans. It
is so vague to have appropriate campus faculty. Who decides who appropriate campus faculty are going to be? Does that exclude or is it mutually inclusive of faculty in the position that is being advertised?

I don't know. You know, when I was being asked who did, you know, the announcement, I couldn't answer. I don't know. I don't know who did it. To this point I still am trying to find out.

So I'm really very, very happy that the process has also been scrutinized. But, you know, the conveying of making sure that people are involved, particularly faculty, you know, in the creation of a position that is erected at faculty, that is crucial.

We have voices, and we are not being taken into consideration.

So that's my concern. And not only, you know, for me, but for all of us here. Because I am also in the advisory committee of, you know, hiring a sociologist. I was told, You have to follow the process. But the process is faulty by definition, you know, on how this did not happen.

But you have to follow the process. So then in all conscience, you know, I was put in a very horrible situation of being told you have to choose someone. Right? But this is not working.

So, again, I understand when you say, Well, this is what we have. It's a process. This is what we are supposed to follow. We don't have anything else right now.

I can understand this. But this may place all of us who are
participating and trying, you know, to take advantage of what a right situation we are living right now at Pima, because we can really make changes for the benefit of all the community.

So, again, I just wanted to bring this to your attention, because even for the internal advisory committee working, it posts issues that were very much centered on ethics

>> MR. JOE LABUDA: Thank you.

You know, this is an open-forum item, so we can’t do any business on it. Would the group like to bring this back as a business item for the April meeting?

All right.

>> MS. KIMLISA SALAZAR DUCHICELA: I completely sympathize with what’s happening. I know this has been craziness, but when this comes back, I would like to formally request that we be very careful because poor Bridget Murphy, our VPI, got left over there alone for a long time. I know all of this stuff was coming forward. We didn’t have a president. We didn’t -- I mean, it’s been chaos at Downtown Campus.

So I’d like us to, when we bring this back, to be careful with her. She’s had a hard year. Because I know that she was part of this.

>> MR. JOE LABUDA: Any more comments about that?

That being the case, do I have a motion to adjourn?

>> RITA FLATTLEY: Oh, yeah.
> MR. JOE LABUDA: Second?

(Second.)

(Ayes.)

> MR. JOE LABUDA: All opposed?

No. Thanks a lot.

See you next month.

(Adjournment.)

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