Faculty Senate Meeting  
May 2, 2014

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>> MR. JOE LABUDA:  Good afternoon.  Let's start the meeting.

For some reason I always miss approving the minutes.  Let's make that item 1.1. Did you have a chance to read the April minutes? Any additions or corrections? Rob?

>> ROB MODICA:  Under attendance, Brooke Hundtoft was here as a guest last time.

>> MR. JOE LABUDA:  Anything else? Okay.

Any announcements?

>> DUFFY GALDA:  I wanted to call your attention to the fact that this happens to be one of the last Senate meetings for one of our esteemed colleagues who has served our college so well in her many, many years.

Denise Meeks has been a fabulous representative and advocate for all of us, and Denise, we are going to so miss you.

(Applause.)

>> SPEAKER:  Thank you, Duff.  But unfortunately, the body is not
in the ground yet. I will be back in July, August, and September, on
a flex contract.

>> MR. JOE LABUDA: Anyone else? I think this is also Rob's last
meeting, too.

>> MR. ROB MODICA: Second time around.

>> MR. JOE LABUDA: Rob and I have been through the wars together
going back a long time. It's always been a pleasure having you here,
Rob, and pick apart everyone's brains and pick apart the people up on
the stand.

Best wishes, Rob.

(Applause.)

>> MR. JOE LABUDA: Since this is the last meeting, I'd like to
thank Mike Rom for the great job he's done here for us all.

(Applause.)

>> MR. JOE LABUDA: Before the meeting, I saw Patty Figueroa, our
VP, and Patty has had a series of mishaps, medical and family issues,
accidents, and so forth, so Patty is going to have to withdraw being
our VP.

Fortunately we are through the spring semester, but be thinking
about it when we get back in August.

Believe me, it's hard for the president to work without that vice
president.

I think I will tell you a few things now. We have begun the
governance council meetings, and Kimlisa and I went to the first one
during the week. In a later meeting today we are going to have a
whole slew of SPGs again. One of the things that came up was how to
deal with SPGs and board policies that come through in the summertime
when we are not here.

You know, we talked a little bit about having people be available to represent us and so forth. My suggestion was that just go ahead and deal with the SPGs and then bring them back to us in the fall. I think that's the only way we're going to get -- everyone will get a good look at them. I think that's probably a better alternative than having somebody be appointed to do it. That's just too much for one or two people.

So if you happen to see those things in the summertime, that's what we are going to do when we get back in August and September. Likely we will be reviewing some of those.

We have an adjunct faculty committee representative to the board and to the governance council, and that's going to be Carlos Besemi (phonetic). Carlos stepped up to be our rep, and a great rep he's going to be.

Just a couple of things I have been involved in, and the governance council is one. I think this is going to be probably a good situation for the Senate at large. I think some issues will come that we'll get heads up. I think there will be some other things that if we have concerns about we can express them between meetings.

I think this is really a work in progress in terms of how it's going to, you know, how it's going to function. But I think it's going to going to be pretty positive. I think that's another avenue to have input and monitor. We will be having another meeting before the end of May on that one.

Agenda modifications, I've got one. I'd like to make that 4.6.
Charlotte Fugett is here to discuss Next Step, and that's something that will I think be of interest to you, too.

Are there any open-forum items?

>> ROB MODICA: I've got one item called unfinished business.

>> MR. JOE LABUDA: Thanks, Rob.

Anyone want an executive session?

Good. Thank you very much.

Let's get right into the business session. Item 4.1, EPSD, Michael Tulino is here with the academic calendar for ’15/’16.

>> SPEAKER: Good afternoon, everyone. Happy Friday.

Thank you for sparing a few minutes out of your busy schedule, Senate. I will attempt to be as brief as I can, but also open it up to any questions that you have.

I'm here to present, on behalf of the academic calendar standing committee, myself and co-chair Perry Higgins. Tara Benson is a member and was able to join us as well today. I'd like to present the draft of the ’15/’16 academic calendar.

For those of you who have seen this presentation before, it's not new, so for give me.

First thing we want to call attention to is the start dates.

That's an important place to begin. U of A in the fall of ’15 starts on August 24th, a Monday; Pima's schedule will begin on Tuesday. Just a note that faculty accountability then is the Wednesday prior to that week.

Spring semester U of A starts on the 13th of January, and we traditionally start after Martin Luther King holiday, which would be -- let's see, July 18 is the holiday, and we would start the Tuesday
after and accountability then would begin on Tuesday the following week. The preceding week, excuse me.

Labor Day and Thanksgiving holiday occur on the same days of the week every year, and Veterans’ Day varies. For ’15/’16, Veteran’s Day will be on a Wednesday, and that will come into play when we start looking at the counts of the class dates. We’ll see that in a second. Rodeo days and spring break occur on the same days or same schedule every year.

Graduation obviously is typically the Thursday and chosen so as not to conflict with other community activities that are occurring at the same time.

We aim for 169 days of accountability per the FPPS. So as we get into academic days of each session, our goal is always to have 15 days of every day of the week for the 16-week sessions. That's not including the finals week. If it's not possible to get 15 of each day, then we try to get a combination of 30 between Monday, Wednesday, Tuesday, Thursday.

It's not always possible. As you'll see in the fall semester of ’15, we actually fall short one Monday. It's just kind of a consequence of when the holidays fall, when we start, and when our semester finishes.

Same is true for the shorter sessions: 14 of each day of the week for the 14-week sessions and on. And, again, we try to set the start and stop dates to get as close as possible. It's kind of a moving target and a bit of a puzzle activity when it comes to faculty accountability days, and also contract days, which are typically 196 or 197 with graduation day.
So call your attention to this is the fall of '15, and again, this is where you'll see that Monday falls one day short. The 16-week sessions listed there does not include the week of finals, but we do get 15 of each other day of the week for the Monday. You'll see how the other days of the week break down for each of the other sessions.

So spring we actually have similar a circumstance on Thursday, but we're actually able to pick up with a Tuesday. So we have 30 combined days for Tuesday-Thursday in the fall -- in the spring of '16. We are short, and that's typical Friday, Saturday, Sunday, based on the rodeo holiday.

Summer we have a similar circumstance, but knowing that summer classes typically last four days of the week at least, then we are looking at being short on a Monday. We pick it up with that Tuesday at least in the first five-week session, and the other sessions line out pretty well except for that, the same Monday phenomenon with the eight-week session, as you'll see.

So I promised to be brief. The only other note I want to add here is based on the approval of the Senate in chancellor's cabinet/ we are building in the add deadline, so we have no longer an add period for the 16 week and the other week, the other sessions. Again, recommended by faculty and approved.

So that phrasing that used to say add period for the 16 week is now add deadline, and each of the sessions show the day before the session begins will be the add deadline for that session for the class that is appear in that session.

A note about this, we do need to still edit because the approval
was given for spring of '15. That's an already approved academic
calendar. We will go back and rework that and send it through the
channels to make sure we edit spring and summer. Again, this is
starting for the fall of '15, so we built that in.

I will turn it over to you if you have any questions.

>> MR. JOE LABUDA: We all good?

Thanks, Mike.

>> SPEAKER: Thank you.

>> MR. JOE LABUDA: Item 4.2. Google Apps for faculty and Gmail.

I wanted to fill you in about the code of conduct since Mary is
not here. This is the note I received from Aubrey Conover. Please
let the faculty know the final draft has been given to the
presidents, and they are meeting on the 6th. Once we have their
approval I will update the material on the web and we should be good
to go.

So that's going forward.

>> SPEAKER: How are you guys doing? Good afternoon, Senate.

You know me, right? Good afternoon, Senate. How you guys doing?

Three things that aren't in the agenda before I turn it over to

Chris.

As you guys know, we had a Microsoft Internet Explorer exploit
this week that caught us way off guard that was a major magnitude
across the world. We received a patch yesterday, and my guys have
been working on testing that patch in a safe environment to make sure
it's okay to deploy.

We will continue testing over the rest of this weekend, and if
everything is okay, we should be looking to push this out to the
campuses on Monday.

Now, I know a lot of you have been using Internet Explorer for a long time, and we had to do an immediate switch to Chrome or some other browsers, Firefox, which unsurfaced some issues in our process which we are working to redefine and get corrected.

I just wanted to give you that update that we are working on it behind the scenes, and hopefully have a correction by Monday.

The mypima portal, the software is due to expire December 2015, and we are trying to get out in front of that expiration date. That's how much lag time we have to work on. We are going to be doing an RFP to replace our portal.

We are looking at new age technologies is what we are looking for in the next portal, something that enhances collaboration and communication for most folks so they can do their jobs in a more non-SILO (phonetic) capacity.

So we are going to be forming a team to do an RFP, and we will be coming to Joe and asking for some names, so we hope to have faculty on that RFP team.

Lastly, I want to thank you guys for the support you have been giving us for the password reset. Passwords, as you know, are big. Could be a potential weak link in our security at our institution.

Three years ago we did tests, and three years ago -- we have automatic way to check, and over 2400 -- I'm sorry, 4600 passwords were cracked in the first 24 hours. That means they were easily cracked by us. That means they could be easily cracked by anybody.

Through education and constant communication and your due diligence, we now reduced that to 86% of those people that used to
get cracked a long time ago, three years ago, are no longer.

So just this last year in our most recent test, we went from 4600 to 639. So I appreciate your support. I'd love to get that number to 0, so I will be coming back next year to encourage you and everyone else in the college to make sure your passwords are a certain length and complexity so we can have a secure system.

Any questions?

>> ROB MODICA: I have a question and a comment. The comment first. I have been here, like a lot of people have, since before Pima had e-mails. I got an e-mail last week from ITsecurity@pima.edu. If that isn't a piece of spam, I don't know what is.

>> SPEAKER: From IT security.

>> ROB MODICA: I have never seen that address before.

>> SPEAKER: Yeah, so what happened this time -- and I'll give you the full disclosure. So typically we are making some process changes. I will try to explain it.

On that day, I was at physical therapy. That came out and I made a decision that we need to get something out right away. All I have is my phone I can't really compose something. I said, Get it out. It's important. The college needs to know about it.

So I told my IT security officer to send something out. He did the best he could using the tools he had, and it was the first time he sent it out from IT security. We are making some changes.

So we are going to give the CIR, information security officer, access to use Pima All so it'll look like it comes from a legitimate address. These are lessons learned.
Hopefully things like this won't happen when Mack is in physical therapy so he can send it our directly, right? Lesson learned. I apologize to you. I erred on the side of saying, Let's get this information out as quickly as possible.

And it's really good, because we have educated you for a long time that if it doesn't come from a legit address it could be spam. So that's a good thing.

Sorry about that, Rob.

>> ROB MODICA: The other piece of e-mail I got was VC of IT. It was from somebody named Matt, so that was okay.

Okay, the other thing is April we had Matt Weber here from IT, and talking about e-mail for faculty that retire et cetera. Matt told us that there is 130,000 accounts for students in the system and 8,000 for faculty and staff.

I don't expect you to know the numbers off the top of your head, but if that's accurate, is there a capacity in the system to add another, say, 300 for faculty that retire?

>> SPEAKER: You bet.

>> ROB MODICA: The other thing is he said that students keep their address for three years; faculty for only one.

I asked last time about, well, maybe we ought to talk to the University, because they have it where you can have e-mail for basically life.

>> SPEAKER: Chris can help me out. He's responsible for that area. I will address the one year/three year thing. If you're a student with Pima Community College and you leave today, your address, e-mail, will be retained for three years. On three years
and a day, you're done.

But if you come back within that three years we start the three year clock again.

Faculty, you're done teaching. You're off contract, not coming back. A year transpires. You're done.

>> ROB MODICA: Where does that directive come from?

>> SPEAKER: That directive was in place when I got here. We're working to get this documented. This is what I learned. There were conversations between HR, information technology, about what we can do to try to find a sweet spot for what we should retain and what we shouldn't.

I think that should be conversation we should resurrect to find the sweet spot for that.

>> ROB MODICA: Because we were talking about what happens at the U of A, and the response from the administration was that the U of A has a different institutional philosophy. Not legal, not technical, an institutional philosophy about who should have e-mail for how long.

If that's all it is, we have somebody sitting right over there who can change an institutional philosophy today and solve this problem.

>> SPEAKER: Well, I will say there is probably more to the conversation that I'm not privy to just yet, but I can say from a technology standpoint there are still some additional details or quirks. But your original question based on the capacity, yes, we could.

A lot of the reasons why we choose the one year/three year,
because when we say we will retain students, it's just not e-mails.

It's everything that has to do with students. That's data, and that
data fills up our transactional database when everybody into Banner.

We could keep it larger, but the larger it is, that means the
deeper the search the slower it's going to be. We found a sweet spot
to bring it back to three. That's enough time for a student to
decide if they want to stick with us or come back. Because

One of the things we didn't want to do with students is cut you
off in a year and you come back in a year and two months and we have
to put you back in.

>> ROB MODICA: I understand.

>> SPEAKER: That's why that decision was made, Rob. Answer your
question?

>> ROB MODICA: Within reason. (Laughter).

>> SPEAKER: I think that wasn't for me. I think that was more
for the boss.

All right, if there are no questions -- go ahead, Bob.

>> SPEAKER: You mentioned that Pima portal is going to expire in
December.

>> SPEAKER: 2015.

>> SPEAKER: Does that mean that the interface, mypima interface,
will be much different than the students interface?

>> SPEAKER: I hope so. I mean, honestly, we have the product
that we have and the mantra, the direction I gave. It was from
feedback from people like you. I walked around, and people didn't
like MyPima. We've come to a point where it's a great opportunity.
The life cycle is going to end, and it's not an opportunity maybe for
them to support it, so we are like, Hey, let's look out there at the landscape and see what else is out there.

We have already done our preliminary research and found really cool different types of portals, which gives you some social media tool, some of the things that you can find in a commercial setting right now. I'd like to see that.

I'd love to have collaborative tools where folks could actually informally make their own groups. If you're in this group and this group and formally connect, do your whatever chats, community of practices, so you can have that kind of cross communication amongst the institution.

I hope the look and feel is different, yes. And also, another good piece of that is it should be able to be accessible in a form factor where it's difficult to look at mypima through your phone or other devices. So I'm trying to bring that up to speed as well. So whatever we choose can actually work in that form factor, as well.

>> MARYKRIS MCILWAINE: I appreciate how far in advance you all are planning ahead to get ahead of the December 2015 deadline with the planned expiration of the mypima system, which, despite its limitations, has a lot of basic functionality.

I just want to put in a plug for basic functionality, such as being able to post files, like static files, to the course home page or whatever the analog is on the new system.

I mean, social media, okay, fine for some people who want to spend their time doing that and their energy learning and relearning and re-relearning.

>> SPEAKER: I wonder how MaryKris feels about that (laughter).
MARYKRIS MCILWAINE: I want to put in a plug for basic functionality and scholarly processes, sharing exam review sheets, and these types of things.

I sometimes get the impression that certain people at Pima -- I'm not saying you -- but certain people at Pima may, like a crow, see something shiny and go running after something that's shimmery and glimmery because, Ooooh, it's social media. That's so sexy. At the expense of basic functionality --

SPEAKER: We call it the Dory syndrome. You know who Dory is? She was one wanted something bright -- finding Nemo. Bad joke if you don't understand the context. I'm sorry.

One of the things I didn't say, we talked about the new. We want to make sure there is functionality that is current and works for us and has to be in the new system. You sound like you're lobbying to be one of the members of the RFP team.

MARYKRIS MCILWAINE: Well, but, yeah --

SPEAKER: It will be in there.

MARYKRIS MCILWAINE: Basic functionality.

SPEAKER: That's a great point.

MARYKRIS MCILWAINE: Thank you very much.

SPEAKER: You're welcome. Speaking of basic functionality, one of the problems that we have in the computer science department is that students submit files by e-mail, and those e-mails get discarded because they have attachments that are considered normally to be unsafe, except that since that's what we use like access of files will get discarded.

Other files that are discarded are java files and things like
that, which we do teach.

Would it be possible to make sure that -- I mean, if things get discarded that at least there is a way to tell them at that it's discarded? Because normally it gets kind of -- the e-mail doesn't bounce. It just goes into empty space. We don't know about it; they don't know about it. Three weeks later they say, You didn't grade my assignment. Well, we never received it.

And so I have that, and I have also an adjunct who is having students submit access files and they all bounced.

>> SPEAKER: I have just told Chris to make a note of that and take a look at that. We will come back in the future and let you know the answer.

>> SPEAKER: I teach online hybrid, so I'm in D2L. I wonder if the committee would consider separating the portal from the course management system. Because all those issues you guys just brought up, if your course was in D2L, those issues wouldn't be there.

So that's just an idea I would support is switching everything in the courses over to D2L.

>> SPEAKER: So one of the things, like I said earlier, that's great, and we wrote it down, is we are going to be putting that RFP committee team together. I would definitely encourage that we need to have faculty representation, and I am hoping that faculty representation will consider their colleagues and take all their input to bring and inform that group.

That's the best way I think to make that happen.

Good? I think Rob...

>> ROB MODICA: One comment about e-mail for people who have
retired. I, like many people in this community, have gotten e-mails from veteran services asking for the last date of attendance. One of them I got was for fall of 2011.

If I retired in May of -- sorry, in May of 2011 if I had basically gone, there is no way to get that information. You can't even contact me. They don't have my -- I mean, there is a financial reason for the college to have access to your e-mail afterwards.

>> SPEAKER: Good point, Rob.

>> ROSA MORALES: The question that I have for you, and I have asked before, is that when is the faculty going to go to the Gmail?

>> SPEAKER: He's coming to brief you about that right now.

>> SPEAKER: It is a great lead-in. If there are no other questions, I'll leave.

>> SPEAKER: We are working on two different projects right now, and I know there is some confusion on exactly what they are, what the scope is. I wanted to clarify what we're working on and get your guys' opinion on it.

Yeah, so the two projects we are working on is Google Apps. Google Apps is docs, PowerPoint version in Google, Excel, spreadsheet program, not e-mail.

So all of the Google applications, like YouTube and all that, is one project. E-mail is a separate project. We're working on both. I'm going to address them separately, and I will explain why.

Basically, Google Apps, as everybody knows, we went with students on Google what, 2009? Since that time, faculty that have wanted to collaborate with students have had to create their own personal Google accounts if they wanted to do that.
Obviously that's not optimal, so we've got a group together right now evaluating the Google Apps, which apps need to be on and stuff, and getting that implemented.

Rumors that have been going around is we are getting rid of Word and Excel, off the desktops. Absolutely not true. We are not touching the Office products at all. The Google Apps are just another tool to use. Sometimes you want to use the Google Apps; sometimes you want to use Office. Depends on what you want to do.

So Google Apps has been used at the college for the last nine months or so. A lot of the HLC committees have been using it.

West Campus has been piloting video advising through Google Hangouts, and they said that's been fairly successful. So it has been used in pockets. We have been testing it for quite a while, so I think it will be successful.

We have not presented it to cabinet yet, but I'm pretty sure they are aware of it. What we are looking at for a timeline. I think that goes back to your question. The technical end of it is fairly simple. We are looking at turning it on as early as August for all faculty and staff. The end of this summer.

Once again, we haven't run it by cabinet yet. This is an FYI for you guys since I know you won't be back till August. We have been working for the Office of Professional Development for online videos and training available.

Once everybody comes back, we are also looking at having campus visits, kind of like in-office hours to demo, talk about how you can use it in the classroom, things like that.

I also have a handout, kind of just an overview of what I have
been talking about. Who is on the committee. In case you're
wondering, there is faculty, OPD, various staff members on it.

But at the back, it also has links to resources, training if you
want to take a look at what Google Apps is now. Once again, it's a
tool you can use; not required to.

It's just an extra add-on.

That's Google Apps. That's, we are working on coming very soon
integrated with mypima single sign-on, whole nine yards.

Any questions on that before I go to Gmail?

>> ROSA MORALES: Are we going to have that available when we do
the new faculty orientation for adjuncts?

>> SPEAKER: We were definitely talking about -- I think that's
in -- that's like the week before you come back, two weeks before you
come back, right?

We were talking about trying to get a little session or overview
there. I will follow up on that. I'm not sure if that's scheduled

>> ROSA MORALES: It will be extremely important if you were able
to schedule that. Thank you.

>> SPEAKER: I will make a note to follow up on that.

Any other questions on Google Apps specifically?

So mail. Mail is a little bit bigger beast. Because what mail
would involve is switching all faculty, all staff, from Exchange. So
getting rid of the Outlook tools that everybody uses, calendaring for
rooms, all of that, into Google. So it's an entirely different
interface. A huge training requirement there.

Obviously that's not a decision that IT is going to make, so
we’re putting together a committee -- it’s at the very early stages, though -- to do a pilot. At the end of that pilot we are going to make a recommendation to the cabinet, and obviously we will come back here, as well.

So far it looks like that pilot group is going to be about 30 to 50 people at Downtown and Desert Vista Campuses. They are working on identifying those people now. One of the reasons to limit the scope of it, because I know a lot of people have said, Oh, I want to be on the pilot. During the pilot phase we will be running two calendaring systems that don’t talk to each other really well. We are expecting those pilot users will have some pain points during the testing because they won’t be able to see the details on other people’s calendars, things like that, like they would like to.

If everybody is on Exchange we’re fine; if everybody is all on Google, we’re fine. It’s that in-between phase.

We want to keep the groups a little bit smaller isolated so people sharing calendars are all part of the same organization. It will make that less painful for them.

It will also allow us to provide the IT resources to answer their questions timely, get them the help they need, since it is such a big change.

One of the other things we will be testing is the ability to use the Outlook Client that you use now with Google. So there are pros and cons to that, but we are working on identifying all of the issues we might encounter there.

>> SPEAKER: Is part of your testing also going to be with people who have home Gmail accounts? Because Google tends to be very
permeable, and I know that suddenly you have things coming from home that show up in your work e-mail and stuff like that.

>> SPEAKER: And now that Google has allowed multiple log-ins, it gets confusing sometimes if you have two or three Google accounts, switching between them.

>> SPEAKER: And calendars that get confused, and then you have you're -- so are you going to have that --

>> SPEAKER: Yes, that is definitely part of it. And that 30 to 50 we are planning on spanning from administrators to faculty to adjunct to -- we're trying to get every range of both job position, job responsibility, as well as skill set.

So we don't want just the techy people, but we don't want -- you know, we're going to get the full range of people testing the application.

So the other thing I didn't mention is timeline on that. As soon as we get the group we are ready to go. So we've got the technical imitation already there. We're hoping to get that group in the next couple of weeks so we can start their initial training and get them going. Then there will probably be a three- to four-month pilot, so we are hoping in September to have a report back.

It may not be in time, depending when this group meets, for September, but that's what we are shooting for.

Any other questions on Gmail?

>> MR. JOE LABUDA: Thanks.

Item 4.3, PCC web accessibility...

>> SPEAKER: Good afternoon. I'm Kate Schmidt, I'm the acting dean of online development, and I am here with.
SPEAKER: Jon Howe, director of disabled student resources.

I noticed on some e-mails that went around this week there was concern that sometimes there isn't follow-up, so we've asked -- you will actually see me twice today -- but I've asked Susanna to take notes if there are questions or concerns so we can make sure we are following up with them.

I have not been in front of this group for about three years. I think I came to talk about how we were going to transition from Blackboard Vista to D2L. As a point of follow-up, that project is complete. We are now in D2L (laughter.)

Let's see. Jon and a faculty member, Robert Wakefield, sort of independently had gone to conferences and come back with some information that had come from a college in Utah that had a FIPSE grant to help schools develop web accessibility initiatives and policies.

They had actually laid out a self-study process that schools could go through, and even though we were up to our eyeballs in self-study at that time, it seems this is an issue that's been nagging at us for a while. We have lots of people that are very committed to making sure the instructional materials are accessible, but we haven't in a global way provided resources or support.

I know every semester faculty have to sign off if they are teaching in the online environment. We're not going to make our courses, inaccessible, but I'm not sure we have done a good job helping people understand what that means or how to improve.

I feel like we have had a culture of kind of fear rather than a culture of let's support and raise everybody to continuously improve
It resonated with me that we would move forward with this initiative. Jon and I wrote a proposal to Dan Write, who was the dean at the time, and the provost, Dr. Migler, that we follow through with this goal self-study.

Do you want to talk little bit about accessibility issues, or are you all familiar with those issues? Why don't you give us a brief --

>> SPEAKER: Okay. Well, because web content has really become a primary tool for the delivery of college services, information instruction, it's become increasingly important that we, as a college, establish a college-wide process to ensure the content is accessible for individuals with disabilities and in compliance with ADA and 504.

There have been definitely individual pockets and groups of people who are working very diligently to try to address these issues. There has been some excellent examples of what people have done, but there really hasn't been a college-wide effort to sort of spread out this information and train people as to how to make it happen.

DSR and the Center For Online Learning partnered together and brought in collaboration with other departments here at the college and undertook this self-study to see where we are as a college as far as accessibility goes and where we can improve.

What we have found, we reviewed a number of colleges which have had OCR complaints and settlements, and the outline that we have found through our self-study really aligns pretty well with the settlements and what colleges have been asked to undertake after
those events.

>> SPEAKER: So the goal of self-study outlined who needed to be members of this committee for it to be most effective, and so we had finance involved, we had purchasing involved, we had a faculty representative. That was Robert Wakefield. He's the one that brought this to our attention.

Certainly Louise in web services, because this is -- there is the instructional piece of this, but there is also the public website piece of this.

So we met over the fall and came up with our recommendations that we presented to the provost, and that was end of February we did that.

So I think we will share those recommendations with you and see if you have any comments or feedback. Looks like this project will be landing in Jon's area, in DSR, to move forward.

>> SPEAKER: And we are really here to ask for your help, because we definitely want this project to be successful. It hasn't fully formed in the way it's going to be implemented at all, and so we really want to develop a dialogue as to what will be the most helpful in making this a successful initiative.

The first recommendation was to communicate the college's commitment to accessibility.

>> SPEAKER: We want to make we allocated personnel and resources to coordinate and support web accessibility across the college and in all departments. I have the example of a faculty member at East Campus who was creating her own video for her course to enhance it and engage students and wanted to figure out who could help her
create closed captioning or a transcript for it. We didn't really have anybody identified in a global way that could support that faculty effort.

So this is allocated as resources for these kind of efforts to move forward.

>> SPEAKER: The next recommendation would be really define the level of accessibility to which web based content should adhere, whether developed by the college or purchased from other vendors. We want to really establish what does accessibility mean? What does it mean for something to be accessible? How can I check? How do I even know?

So we want to get that information out and established.

>> SPEAKER: Once that's been established, we want to make sure we communicate the roles and responsibilities with regard to maintaining accessible web-based content.

>> SPEAKER: And then, of course, establish ongoing professional development programs so all appropriate college employees can understand and continually develop their ability to meet these objectives as far as accessibility goes.

>> SPEAKER: And then finally, part of this will be an evaluation process with feedback going back to DSR and tweaking it as we go along.

>> SPEAKER: Because as we all know, you turn around and the technology is different. We always have to be looking at the next thing. How are we going to bring the next best thing into the college and ensure that it's accessible and usable and an engaging experience for the widest range of students to sort of support
success in the full range of students that we have?

>> SPEAKER: Our next steps, Jon and I are putting together an
action plan based on these initiatives and developing a budget.
Looks like likely the first phase will be developing professional
development opportunities to make sure we are able to support people
and knowing what it is they can do to make their courses or personal
their websites accessible.

That's pretty much it. Are there any feedback or questions for
us?

>> SPEAKER: Great. Thanks.

>> MR. JOE LABUDA: Thanks, Kate and Jon. We have the
presentation of the SPGs. I'm not sure who was going to present
what.

>> DR. DOLORES DURAN-CERDA: Hello, everybody. Okay. So we are
here from the provost's office. The team that's been working on SPGs
and I will do a mini introduction, and then I will let my colleagues
continue with the presentation.

So first of all, thank you so much for your feedback. I know
this has been a tedious and arduous experience with all the SPGs.
There are more forthcoming, but these are the key ones, the ones we
are going to be looking at today, and those are admissions,
registration, placement, and program review.

I'd like to refresh your memories, your minds, about how we got
here. So back on June 25th, 2013, there was a Board of Governors
meeting. At that meeting, as part of the agenda, there was an
affirmation of board policy 3501 on admissions and registration and
direction to administration to revise implementing procedures,
including SPG-3501/AA. So that happened back then.

Then also the monitoring report that was submitted last summer had the recommendation to separate the SPG-3501/AA into three separate ones. So one dedicated to admissions, another one to registration, another one to placement. Before they were all lumped together and it was just too confusing, and so this way it was better. We dedicated it to all the processes there.

So basically everything that we have done as part of this review and SPG registration process was authorized by the Board of Governors. It's honoring the college's existing processes, and it was also recommended by HLC.

So with that, I will pass it on to my colleagues.

>> SPEAKER: Good afternoon. I'd like to reiterate some of what Dolores said. Thank you, especially to Denise, for always getting us on track with our wording. Generally speaking, I do want to let you know we will be incorporating the vast majority of what you recommended. There are a couple of things I will address here and a few things we need to look into.

I hope you all had an opportunity to look through them. I don't want to go through every page, but generally speaking, admissions, what used to be admissions and registration is now just admissions. We wanted to focus on reiterating that we accept all students.

So instead of talking about -- we wanted the first statement to say that we basically will accept anybody. Anybody who wants to learn is welcome at Pima.

And then we want to break it down into the different classifications, because classification is what we do behind the
scenes, but everyone is a student at Pima. That's also why you'll
see we have also added in admissions for noncredit students. That
has never been in the SPG before, but a Pima student is a Pima
student regardless of how and where they are taking classes.

So we have included that as well. A couple of things I did want
to address that Denise brought up. Some of the things that are in
here are Arizona Revised Statute language. Some of it we don't mind
tweaking. We don't think it's an issue. They did not capitalize
Scholastic Aptitude Test. They didn't put in the SAT. We don't have
a problem doing that.

One of the ones we might have an issue with...

Let me look at my notes here.

It's an IA6E, completion of a college placement test designated
by the community college district that indicates a student is at the
appropriate college level for the course.

As we were working on this SPG, honestly we were confused by that
statement as well. It does come directly out of the Arizona Revised
Statute.

We are a little concerned if we change the wording, honestly,
because we are not quite sure what it means. I don't know what the
wording should be. It is our legislators that wrote this, but
because it comes directly from the ARS.

We felt it was important to put it in verbatim because we're not
-- there have been issues with admissions at Pima in the past, and
that was one of the reasons that we got put on probation, because of
things that we did. And so changing potentially the meaning of what
the ARS says we have concerns with, and Denise --
>> SPEAKER: If we don't know what it means, how do we expect our students to know what it means?

>> SPEAKER: That is an excellent question. I can tell you that for the most part, all of the community colleges in the state have the same wording. That doesn't necessarily make it right. I'm just not sure at this point how we can make it better so we don't necessarily get dinged by outside individuals to say, Hey, you're not following the letter of the law.

>> SPEAKER: Can we ask for a legal opinion on clarifying the language so that we would still be following the law and make it so our students or potential students could understand what it means?

As I said, I have navigated five different college degrees, and some of this didn't make any sense to me.

>> SPEAKER: Switching a little bit, we are in the AA, right? In section B -- I think it's -- classification is international, so big C and then big B --

>> SPEAKER: Yeah, we will correct those.

>>SPEAKER: I did an international application twice, so when you are outside of the U.S., you go to the U.S. Embassy and they give you a list of accredited translators, and then you have to have an official translation.

I have a problem with the must be properly translated. I think it should be must be officially translated.

For example, here in Tucson, if I want something to be translated from French to English, like when I applied for becoming a faculty here, I had to go to the U of A, and the U of A has a stamp that goes on and you say you are an official translator.
I don't know that they have to be part of the NACES as much as they have to be official.

>> SPEAKER: One of the other things I wanted to address was some of the international student services, some of the items under international student services.

That one we will need to take back. I'm not sure why we are limiting it to NACES, but currently we are limiting to transcripts that have been evaluated by NACES.

>> SPEAKER: Just so that you know, that's not the case in any University that I have applied to or community college that I applied to. It's an expensive process. If we can have it done cheaper for the students, I think it's a good idea. It's official, you know. They do have to have an official translator stamp.

So I think it should be an off.

>> SPEAKER: We will take that back to the international student office and see what they say. Denise also had some questions about the student being covered by health insurance. We will fix the wording to enrolling as opposed to accessing. In terms of a completed affidavit of support along with a bank statement or bank certification, apparently that is a Department of Homeland Security requirement, not a Pima requirement.

Pima determines what the amount is that they have to have, but according to our international student office it is a DHS requirement.

>> SPEAKER: Did they specifically use the word bank or financial institution?

>> SPEAKER: When we called and asked, I think I heard the word
bank. I know for sure that they don't use other types of like stocks and bonds and those kinds of things. We will go back and check and see if financial institution can be used.

>> SPEAKER: I'm sorry, I'm back.

In section C, still in the international thing, section CC2, a $25 nonrefundable out-of-country application fee, blah, blah, blah, international postal money order or certified check made out to Pima Community College.

You're going to have a problem with a certified check, because U.S. banks and international banks don't talk to each other.

So, for example, I can go to a French bank and say, Hey, I want a check for $25 in a certified check. They say, No problem. I'll take it. We'll take care of it.

It arrives in the U.S. and the U.S. bank chokes on it. So I think you need to be more specific and talk about a U.S. -- you know, a certified U.S. issued bank check or something like that so that you don't have that problem.

>> SPEAKER: Okay. We will take that back to international, as well.

Other questions, issues, comments?

Okay. Let's move on to registration process for credit courses.

SPG 3501 is currently listed as AC, but it should be AB. So we will make that correction when it gets posted.

As Dolores mentioned, this was in line with the monitoring report to have a separate SPG for registration. One thing I didn't mention about the admissions reg -- I'm sorry, the admissions SPG and the registration SPG. As you will notice, there is a lot of detail for
international students, and there is not a lot of detail for most everything else.

The reason for that is because we need to have an official policy-type place where this is found for the State Department and for other areas.

Our goal over the next year, because, again, all of these will be coming backing to you within a year, we will likely have an international student SPG at that time so we won't have a little section for everybody else and a huge section for international. They will have their own SPG.

This is pretty much how we do things at Pima. Again, on this one there is also a lot of detail about under age 16, students under age 16. We also go into the residency requirements.

>> SPEAKER: Again, with international students, in the F-1 visa, you might add another point, which is that when you have -- when you get through customs with an F-1 visa, which I have done many times, if your visa is expiring within six months you will get rejected.

So we will have to talk about, you know, having it renewed. And it's not like it's -- you know, so you arrive and it's September and your visa is expiring in January. They say, I'm sorry, that's not enough time.

>> SPEAKER: I will bring that back to them, as well.

One thing that I wanted to address was one of Denise's questions. When we were talking about the maximum number of credits that a student can take, she asked how do -- because we don't require that students share information about where they might be taking other courses, how are we going to do that?
This is going to be part of the advising process. We can't require the students share that information with us, but it is a conversation we should have with them. If they are taking 18 credits with us and 18 credits with the U of A and doing an online thing with someone else and working full time, obviously that's an issue. So we should be having those conversations with our students.

Any other questions about this?

>> MS. KIMLISA DUCHICELA: The registration of students under age 16, B, section under 3 where it talks about SAT, ACT, it might, considering AIMS is going and PARCC is in and some of them are taking PARCC, maybe some verbiage -- I don't know how to say or whatever the new current, flashy thing that we are doing is in the state -- so that we don't have to constantly have to go back and change it?

>> SPEAKER: Okay. Thank you.

Anything else on this one? Okay.

>> ROSA MORALES: I just want to mention that for the past couple of years a couple of international students have come to the West Campus to take social services classes. They were not able to transfer to ASU because locally they were not accepted. It was kind of unfortunate, and because of that, I started some conversations with them to see how they were going to be dealing with that in the future.

Out of the two, one of the students has to go to Phoenix and complete her education, you know, driving two times a week up there.

But that's a concern for the social services program, because all our students transferred to ASU locally but they are not allowed to get international students.
So you might want to find out if the schools where your students are transferring are actually going to be able to accept it. Thank you.

>> SPEAKER: Thank you.

SPG 3509/AA, I think -- wait, no, never mind. I thought it may have been a different number, but it actually was 3509/AA.

This looks different I think from when you saw it last time.

After recommendations from the dev ed committee, from the student services review, from the provost, and also looking at a lot of best practices from reports such as the 21st Century report and Achieving the Dream and in the best interests of our students, we would like to move forward not just limiting placement to placement tests.

There are lots of other measures out there. Potentially high school transcripts, potentially the SAT scores, those types of things. There may be other things, as well. There are things that look at other measures, not just academic, but study skills and those kinds of things.

So based on all those recommendations, we are moving towards not restricting placement to just placement tests.

Again, we are going to be incorporating the recommendations from Denise, the vast majority of those. We need to look into a couple of things.

Anybody have any questions -- what we need -- I do need to let you know that when we start moving into this, we’re going to need to get everybody’s help. Obviously right now it’s pretty simple: students take the test, we put that information in Banner. If there is a prerequisite in Banner like for the math and the writing, Banner
If we start bringing in other measures, we're going to need a process for that. So we will working with the CDACs to try to figure out what that is going to be, working with all the campuses, with student services.

So this can't be implemented tomorrow, but we will be working on this over the next, I'm not sure how long, six months, a year, to try to figure out exactly how this will be implemented.

Questions?

Okay. I'm now going to turn it over to Carol to talk about program and services review.

>> SPEAKER: Good afternoon, faculty. I get to do program review. I only know a little bit about it (laughter).

What was required from the HLC monitoring report is that the program review SPG be looked at and revised to reflect current happenings at the college.

>> SPEAKER: Many things have changed in the process from what was currently in there.

The other thing that I was instructed to do is blend the reg for program review and the SPG into one document. So we are recommending that we delete the regulation for the SPG, 3501A -- D. A? No, it's D.

And then just go with this version of the program review SPG.

So there are a couple of things, and Denise, I want to again thank you for your input. I have to research a couple of areas, but most of that will be fixed in this SPG.

One of the things that I think is of interest to the faculty is
that we will be looking at certificates and degrees. In the past, we have been looking at just a discipline when we get accountability, but I'm working with PIR so at that we can get better information on certificates and degrees.

The other thing is that as the occupational faculty know now, we are on like a three- or four-year review, and the academic transfer faculty are on a five-year review. Our recommendation in this is to have a five-year review, create a revised chart so that everybody knows that every five years they are going to be reviewed in this.

I think that's it, except that, as I said, it's pretty much a rewrite totally to reflect what processes we are currently doing with program review.

So I'm going to open it up to questions.

MaryKris?

>> MARYKRIS MCILWAINE: So you just mentioned switching to a five-year cycle instead of a four-year cycle for --

>> SPEAKER: Three or four. The occupational programs were on three or four, and the academic were -- it's very confusing for everybody

>> MARYKRIS MCILWAINE: Yeah, I love the sound of this, everybody going to a five-year cycle, because that's a larger number and that would be a longer amount of time between program review.

As much as you are wonderful to work with, and I love working with you, but does this mean that the next time --

>> SPEAKER: You were already in a five-year cycle

>> MARYKRIS MCILWAINE: Oh, really? It seemed like three (laughter).
>> SPEAKER: Dam it. I know. It seemed short.

>> MARYKRIS MCILWAINE: Okay, so just to clarify, the people who
did the program review in the -- what was that, 2013/2014 cycle?

>> SPEAKER: Yeah.

MARYKRIS MCILWAYNE: Will our next one be 2015? I mean -- what
am I saying? 2018? Three plus five is eight.

>> SPEAKER: Yes. And we will be looking at things a little bit
differently then. We will be looking at certificates and degrees,
mostly degrees that are offered by the transfer program.

So it will look a little different in the review.

We have time to do that, but it will be five years from 2013.

Yeah, '18.

Are you going to be retired by then (laughter)?

>> MARYKRIS MCILWAINE: Thank you. No comment.

>> SPEAKER: Okay. One other thing. If I can get some
feedback -- and then I will get to you last -- if I can get some
feedback, one of the comments that Denise had was that define general
education.

I'm asking the group. That's a nice...

>> SPEAKER: That wasn't my question.

>> SPEAKER: Oh, okay. Please.

>> SPEAKER: On the first page it was general education 1,
general education courses, general education curriculum. It was sort
of like the end of the sentence was missing.

>> SPEAKER: Okay. I understand what you're saying. We will go
back and look at that.

Okay. Last?
>> SPEAKER: I have gone through many of these program reviews since my program is occupational. We do this every three years. We put a lot of work into doing program review, but nothing ever happens as a result of program review.

So is anybody at the District Office looking at this? What is the purpose of program review? Why are we doing it? What should it accomplish? Because in the last 15 years that I have been here, really nothing much has ever happened out of program review.

>> SPEAKER: Thank you. That was a very good question, one that -- for the groups that I have been out, that's a question that we have pondered over for years. Most of you that have been in a couple of the recent reviews know that one of the things that I'm doing to try to strengthen this is involving the deans who are your first level of people to work with in moving with program review.

But some of the statements in here are also supporting one of the things that we want to do is use our action plans, have them reviewed annually by administrators and CDACs to look at the status of where you're at in your review, report back to your dean, your CDAC co-chair dean, and then go up to the VPI.

They would get a report. My office would get a report. This is going to strengthen it.

Also, all of the campuses now are doing strategic plans within the campuses, and we want -- and the language in here might not be strong enough, but what we want is for them to use the action plans that have been approved as part of the strategies for moving forward when they are developing what they are doing with their strategic plans and planning annually their budgets and what's going on with
the programs.

I'm not sure that answers all of your question, but I think -- I feel very confident that we're using -- we're going to be using the action plans much more in the future than we have in the past. In the past, I agree, and I have been as frustrated with the faculty, as I know many are, with that the action plans are written and then seem to put in a drawer.

They are going to be used in planning in the future, and I will help to enforce that as much as I can.

Any other questions?

All right.

>> SPEAKER: Thank you.

>> MR. JOE LABUDA: We do have a board policy coming forward.

Debbie Yoklic. It didn't get sent out, and that's my fault. I blew that.

Sorry not to get you on the agenda, Debbie.

>> DEBBIE YOKLIC: Good afternoon, and welcome to the end of the semester.

Okay, board policy 1102 used to be called interim policies. We're not going to have interim policies anymore. It's unnecessary.

But what we do need is something that tells us what happens when we have -- particularly in this period of time when we are going through all the policies. So policies get changed, and other policies can't be changed for a variety of reasons. So now you have two policies. Which one is the correct one?

And in this case, what this policy says is the correct one is the one with the most recent revision date.
For instance, we create a new policy, 1103. There were six board policies that will eventually be deleted. Three have already been deleted, but the other three each have one sentence that needs to go someplace else, or one of them has regs and SPGs associated with it so I have to change the numbering of the regs and the SPGs.

So at the moment we have two things. In order to get us through this transition period, this board policy spells that out. That's all it does. It's already posted, and it will stay up through the middle of next week. This is a procedural policy that helps us get where we need to go.

Any questions or comments?

Excellent. I'll see you next year.

>> MR. JOE LABUDA: Thanks, and sorry again for missing you.

>> DEBBIE YOKLIC: No problem.

>> MR. JOE LABUDA: Item 4.5. Kimlisa.

>> MS. KIMLISA DUCHICELA: And Kate Schmidt and several others.

Hang on.

The computer reset, so...

>> SPEAKER: One thing I could do, probably many of you know that this is a task force that was convened in the fall by a charge by Chancellor Lambert, and it was a group of 16 or 17 of us. I know many of them are in the room today, so I want to make sure we recognize them, although I can't read the names off this printout.

Can you guys stand if you were on this task force and maybe introduce yourselves?

Mike? Can we start with you?

(Introductions off microphone and not transcribed.)
SPEAKER: I think many people recognize that there is a need for us to figure out what we are doing with distance education at this institution and improve the experience for students.

What this task force was asked to look at was what do we do with distance ed in the future? Is it something we need to centralize at a particular campus?

I think people know that in the early years the efforts around distance education were centralized at Community Campus. We had the Center For Learning Technology that was focused on looking at these new technologies, figuring out how the college could use these new technologies in education.

We developed a master core systems where courses were created with staff from the Center For Learning Technology and typically an adjunct faculty member, because there weren't full-time faculty members at Community Campus at that time.

And then we saw those enrollments start to grow, and there became tensions between other campuses and Community Campus. There was a ruling that distance education could be online could be offered at any campus, so it was rolled out to all of the campuses with really no overarching plan for how this is impacting students or how the support for faculty teaching online would be delivered.

Are we there?

MS. KIMLISA DUCHICELA: We're hoping. Technology. What are you gonna do? I’m used to using my iPad for this.

Well, this isn't boding well, is it?

So when we went with this task force, we found some significant issues at Pima with distance education. They were listed up here,
but I will point out some of the really biggies. First of all, the college focused as far as resources on master only production, not innovation. We have also only six instructional designers to serve all of the faculty, full time and adjunct, so just do the math on that one. Four at Community Campus, one here at Downtown, and one at Northwest. The one at Northwest is actually grant funded.

We also found there is no dedicated online librarian. There are a lot of librarians that understand online, but they also have a lot of things going on in their world. So there is not one just for online. There is no dedicated faculty training. There is no quality control over the content.

Once the master goes out, we don't know if it's ADA, we don't know if it's copyright. We don't really actually know anything once that happens.

There is no clear expectations for instructors. When you teach face-to-face, they kind of expect you to show up to your classroom, but online we have nothing that says when you have to be online, how much you have to be online, nothing like that.

The sad truth is that in the online environment we have lots and lots of real examples of this. If I don't show up to my classroom one day, maybe the students won't do anything. Two days, they will walk down the hall. It takes up to eight weeks for a student to go, Um, we have no instructor in this class. Eight weeks in a 16-week class is a really long time. If it's an eight-week class, it's over.

We also have no scheduling consistency. We have no way to evaluate or monitor instructors. We have no consistency in our class design. As you can see, there is a lot of no. And we have no
dedicated student services.

Again, we have great student services, but there is nobody
dedicated to distance education.

>> SPEAKER: One of the big issues for me is that we're not -- we
have lost sight of what the students experience here. We know you
can complete an AJEC A or an AJEC B here in the community college in
the fully online environment, but a student wouldn't know that except
for looking at the course schedule semester after semester.

So there is no way a student, except in very few programs, could
plan -- you know, make a graduation plan taking distance education.
So we haven't regarded distance ed as a modality in its totality.

Despite that, we are seeing great growth in the distance
education classes even when we are seeing overall enrollment drop.
So the time is right for us to get this organized and make some
decisions moving forward

>> MS. KIMLISA DUCHICELA: We also see growth in hybrid. I would
argue that hybrid is one of the hardest modalities to teach. When
it's online, everything is online. You know it's online.

When it's face-to-face, everything is face-to-face. You know
it's face-to-face.

But in hybrid you have to make really good decisions about what
is meaningful at face-to-face and what is meaningful online, and how
do you bring them all together.

And we have absolutely no support, training, or otherwise, except
for the instructional designers. Those poor six people that are able
to support us in training for hybrid, except for when we have grants.

We have had some training through grants, but those grants are only
at two campuses. Last time I counted, there were six of us, so that is an issue.

And as you can see there, hybrids continue to increase.

>> SPEAKER: So the HLC also has expectations on how we are organizing, how we are supporting the students in the online modality.

So they actually changed a little bit of their expectations on us submitting change requests, but they still have expectations that we need to meet that we cannot right now prove that we are in compliance with those.

>> MS. KIMLISA DUCHICELA: The task force. The chancellor is here in support of us. This is his task force.

The task force worked long and hard. We met for a while every single week. Some of us more than every -- Odile and I set in the children's corner in Bookmans working on this on a Sunday morning.

But the Blueprint that we were asked to do was about basically -- in a nutshell, it was about positioning Pima for the future, creating the necessary elements to meet the HLC standards, and to focus on quality and meaningful experiences for the students.

So it's always about the students. Right now, I'm not sure that we are -- actually, I'm pretty sure we are not -- meeting as well as we could the student experience for distance education students.

Benchmark. Benchmarking, we did a lot of benchmarking. You can see the institutions we benchmarked up there. We asked them solid questions. Kim did a lot of additional research so we made sure we had our benchmarks right.

We tried to pick institutions that were not only similar to us
but maybe different than us, so that if they were doing something
great and we were missing it, we could pick that up, too.

The recommendations.

>> SPEAKER: So our overarching recommendation is we centralize
all of our online offerings into one virtual campus under a dedicated
administration in order to improve distance education.

We want to develop and implement quality standards and
expectations for distance education, which includes a cyclical review
process. We need to develop and implement a tiers training program
for distance education faculty.

We need to develop new positions that ensure quality and
innovation in distance education and educational technology, and then
we need to utilize the synergies of that campus to promote innovation
and quality college-wide to all campuses.

Additionally, we will need to utilize the structure to promote
quality program development which is going to be useful for local
relationships, but also national and international relationships and
increase and manage our online offerings.

>> MS. KIMLISA DUCHICELA: So we're talking about one campus, one
digital virtual campus, and I know you guys are all thinking, those
of you that have been here long enough, this is not the model we had
before.

Let me just put it there. Odile, is this the same model we had
before? No. Okay. At all.

This is completely different. It is synergistic, and it
increases a lot of functions. It is a hybrid campus in that, yes, it
does online, but it also does outreach and training and many other
things in service to all faculty. In service to all faculty.

The teaching and learning part. What we conceived of was the creation of a system of training, which I will talk about in a second, a system of oversight for all of these classes, a peer innovation group to make sure that the training and that things that we are doing are relevant, are real and meaningful for faculty, so that we can reach our students better.

Better methods of course design, support for all modalities, online chair positions with supervisory capabilities, and to restructure the content resources of the CLT to better align.

The oversight part. This is about developing clear expectations. What is it I'm supposed to do teaching online? You know, I know you're supposed to have so many hours, and face-to-face you go to class at certain times.

What am I supposed to do for online? Do I need to check in every 24 hours? 12 hours? 48 hours? Do I need to be on on weekends? Not on weekends? These are all questions that have yet to be answered.

We also want to develop and launch a mechanism for evaluating faculty online. Right now we send the evaluations to the students' home. We get maybe a 3% return rate. 3%. So that's not meaningful evaluation.

Focus on the quality and delivering of meaningful educational experience and having models and checklists so that faculty understand, you know, what should I have in a class? If I'm developing a hybrid class, what are the good things, the best practices for doing this? And then to also have people available to help you with that.
The training. We talked about training, and there is training for the fully online environment. We talked about tier training, which is basic training. I'm teaching from a master. I'm teaching a course. I don't want to do a bunch of stuff. I just want to teach the course.

That is basic -- you just need basic training for that. I want to do a big hybrid. I want to do a whole bunch of different things in it. I want to develop my own online class.

That would be your middle tier.

If you are a course evaluator, an online chair, a course coordinator, peer review, then the higher end training is pertinent to you.

If you're none of those things and you still want to get the training, great. Then that would be available to you. We want to build on what we have. We do have some training, some things in the can already that we can roll out.

The peer innovators. We talked about peer innovators and we talked about faculty at each campus whose job it was to work with other faculty at other campuses to develop training and perhaps All Faculty Day actually being about faculty and having training experiences there.

It would be faculty to faculty in concert with the people that we need. So if we needed perhaps IT to be there to help us with things, we could network with IT. Of course the instructional designers would be part of this to help design this training.

But right now there is really no professional development for us at this college, and so this is all about that, and of course
networking with OPD.

It would be available to all campuses. We wouldn't have to say, Sorry, this is a grant; you can't come. One of the things we talked to the chancellor about was developing some incentives to help get you there. I don't know if it would be monetary or not. I can always vote for that.

David? In the back. David slumps down. Don't talk to me, Kim.

But if you need to do -- you know, any time we do professional development at the college, there should be some incentives for that. For me, it's different for different people.

It would be available to all modalities, all faculty, faculty driven. We talked about showcases and making sure that it was real world. Hands on real world, you know, so that you walk away with something solid at the end of it.

The other thing that we desperately need that we don't have is review of the courses right now that come out of the can. The CLT develops the master, the master rolls out, and that's kind of it.

These courses are always changing, always going places, always doing things, and so we would like to develop a team that evaluates these courses. The courses would go on a cyclical review to make sure that they are compliant, that they serve the student experience, and that these classes stay fresh, that we're not teaching the same class over and over again and pretty soon everybody knows everything that there is.

We want CDAC involvement. We want CDACs to name a course coordinator. We don't want courses going online that are part of our curriculum that are not okay with the CDACs. Okay? We want the
CDACs involved. So when the CDACs name a course coordinator, I guess then you get to live with them.

So the course coordinator's job will be to be part of this. Everybody that's teaching that course will come together with the course coordinator and the chair and talk about what's working and not working. They will work with instructional designers to make it right.

The course coordinator will be able to tell us which is the textbook that's being used and make sure everybody knows what textbook is being used.

The course coordinators will be on -- we have to work with policy with this, because this is going to be a huge job.

And these are to be not punitive, by any stretch of the imagination. If you want your class reviewed, it's a Quality Matters type -- we belong to Quality Matters, and that's what we were looking at is a version of Quality Matters.

If you want your course looked at, then you can go to the group and say, Hey, can you look at my class? Make sure that I think it's doing what I think it's doing. Fresh eyes are always good in here.

Once they go to the review process, they go through the review process and then they go into the cycle and reviewing, and these would be the fully online classes and hybrid classes.

But, again, never punitive, faculty to faculty.

The next is the Center For Learning Technology, which really needs a new name. Needs to be something like the Center For Teaching and Learning Excellence or something along those lines. This is going to be the hub of innovation. This is where we pull together
the crews.

So I am developing a class in history and I say, I want my team. I want to work -- I want to do these things, so this instructional designer, I'd like, you know, Teresa Stanley, who is a librarian on board; I need to work with some IT people because this class is going to be a hybrid and I want to do some gaming. So I need to check with Kevin to make sure we have computers to do that.

If I'm doing all of these things that I'm doing, I need a team. So it's all about the team. You're not out there anymore by yourself.

We would have liaisons going into this entity so that everything that's going -- all the cool stuff that's going on out there can be communicated to everybody else. It's all about innovation, and it makes us flexible and nimble so that if there is an opportunity out there, say somebody wants us to put together something down in Mexico for medical Spanish, then we can pull that together.

We can talk to Bardo. We can pull things together and do these types of things even outside of the general things that we normally do.

I keep saying work with all faculty and all modalities. It's really important, because right now you're out there on your own if you're on a hybrid. Hybrids are hard, and you're out there on your own face-to-face if you want to do something new. And the Masters, even when the Masters are done you're kind of out there on your own. Six people do not serve all of us. 1200 courses. Six people, 1200 courses. There you go.

>> SPEAKER: So one part of this design is that we have the
appropriate supports in place for students working in the distance education modality. It turns out we actually have a lot of these pieces. They are just not centralized or advertised well for students, because we already have an admissions process that students can complete online. We already have assessments.

We do have to work a little bit on figuring the distance assessments, but there are many colleges that have that figured out. So it would not be difficult for us to move into that. Registration is already in an online modality.

Advising, we've got, as I understand it, some distance education advising already. There is a chat that happens once a week, but these are things that we could pull in and then enhance.

We do currently have a contract with the distance ed tutor, and that's something that we will be looking at to see if there are additional needs for that.

Librarians do have a great presence online, but they haven't been coordinating with D2L or distance ed courses. All those pieces are in place. This is one area where we actually felt like we were meeting a lot of the HLC requirements. We just need to coordinate them and show that we've got them.

So before anything else happened, we have already presented this to chancellor's cabinet, but they were very clear we needed to come to you and hear your feedback and your concerns. That's why we have Suzanna here, to record them so we can address them.

Beyond that, Kimlisa and I have been charged with putting together an operations team and a plan. This group is really a conceptual group figuring out the big ideas of how this could work.
But we didn't have anybody from finance on this group, and we know that there are constraints, budgetary constraints that need to be considered. So we have to have operations people to help us develop an operations plan with the idea that potentially this could be phased in sometime starting in 2015.

We do have to write something up for the HLC, but once this plan is in place, that really serves as evidence for the HLC that we are moving towards compliance.

>> MS. KIMLISA DUCHICELA: I want to add to that. I want to make it clear. This was a broad-stroke group. Now it's the nuts and bolts time. Now it's time to get lots and lots of different voices so that we can make sure that we're not missing anything.

So the task force was small and nimble. Between us, Kate and I have been on 10 different -- we counted up. It was like 10 different task forces and ad hoc committees and online learning whatevers that went nowhere.

So when the chancellor gave us this opportunity, we wanted to make sure we came back with something really solid, but also nimble enough that when it goes forward, you know, that student services and ESF and all of those groups can take part in giving us feedback so that we know that voices are being heard.

We wanted to make sure that we actually -- after 10 tries, we wanted to make sure that the 11th time was the charm.

That's it. I'm sure there are many questions. Odile? Do you want to join us up here just in case? I'm going to start with Rob.

>> ROB MODICA: As a well-known Luddite and a person who is highly skeptical of the value of online, as you know, I'm really glad
to see two things: No. 1, looks like the focus is on faculty driven and CDAC approval. The humanity CDAC years ago came up unanimously and said we don't want online courses in humanities.

But because online courses were driven by profit motive, in other words, more enrollment, more courses, more profit, VPIs at various campuses basically ignored what we said and we have online humanities, even though the faculty are dead set against it. That's a really positive thing. Having the CDACs involved is a good thing.

Let's hope it goes through

>>> MS. KIMLISA DUCHICELA: I hope I can convert you eventually.
(Laughter).

>>> SPEAKER: I just have a quick question. Can you go back to the previous slide?

>>> MS. KIMLISA DUCHICELA: I'm going to try.

>>> SPEAKER: I just had a question about what the generic restrictions on courses meant.

>>> MS. KIMLISA DUCHICELA: Which line?

Registration. Do you want to take that one, Kate?

>>> SPEAKER: I have no idea...

>>> MS. KIMLISA DUCHICELA: Suzanna, which one was that?

>>> SPEAKER: (Off microphone.)

>>> MS. KIMLISA DUCHICELA: And if you were to agree with them, you know, at a distance, there should be a mechanism for you to do that without having them to come in.

But the restriction -- we're not getting rid of restrictions.

We're just -- yeah. MaryKris?

>>> MARYKRIS MCILWAINE: This is a very easy question. You say a
lot in your PowerPoint, and you have touched on many issues that I
know have been important to my constituents.

Would you be willing to post this entire PowerPoint presentation
to some specific spot on the IntraNet and have Joe or somebody send
out an e-mail telling us where we can point our constituents to
review this for themselves?

>> SPEAKER: So yesterday we had the Master's scheduling meeting,
and there was a similar request that was coming from the CDAC
co-chair. For now, until it's approved as is, it's not the right
time to post it. Once it is actually approved and we are going
forward, I do think that it should be posted in a public place.

I also think that, you know, there are some groups, like the
department chair task force, who needs to have a presentation. I
think it should be appropriate, yes.

>> MARYKRIS MCILWAINE: Would you possibly consider maybe
digitally stamping each page with that word that says draft across
the...

>> SPEAKER: (Off microphone.)

>> MARYKRIS MCILWAINE: Because this is -- there is so much here
and it's so valuable. I would like to have access to it for my
constituents.

>> MR. JOE LABUDA: It will be on the video

>> MS. KIMLISA DUCHICELA: We'll put draft on it and provide a
copy as long as everyone understands, because I haven't had a chance
to go to staff council yet either, and I really feel like we -- we
wanted to make sure we hit faculty, and then next month I'm going to
ask for permission to present at staff council, too. We're on the
schedule. Yeah, there we are.

>> SPEAKER: A couple of things. I love the idea of all of the supervising, training, and all of that kind of stuff. I wish we could have it for our face-to-face classes, too.

>> MS. KIMLISA DUCHICELA: No, this should be face-to-face, too. Maybe I didn't make that clear enough. When we do these trainings, I mean, if we're talking about engaging students and doing a training on that, it should be for face-to-face classes. There should be something for when we hit students -- not hit them with something -- but whenever we are interacting. Whatever modality we are talking about.

>> SPEAKER: Same with the review. It just seems like we're holding -- to me, from what I saw, it seemed like it was the online distance learning classes are going to be held at a higher standard, because be honest, we have face-to-faces that are very outdated, that are very boring, the piece of paper pulled out of the file cabinets.

You know, and it seems to be having a higher expectation for our online than for our face-to-face students.

Centralize. Does that mean that all online courses, distances courses, on each individual campuses will no longer be held on those campuses? Because I think that's a big loss. I would not be teaching hybrid if I didn't have everybody around me saying, You got to do it. You got do it. You don't know how great this is. You don't know how great this is

>> MS. KIMLISA DUCHICELA: The way that we envision this is affiliated faculty. What that means is that the ePima campus will have affiliated faculty, and that's for all online, with the
exception of the a few programs, like early childhood that's kind of a grant thing that kind of lives at DV.

That would probably remain with them, although it would still have to go through the reviews. But affiliated means that if you want to teach an online class as a full-time faculty, then what happens is you put your name forward and you get scheduled, and you would be teaching part of your load for ePima.

That's going to take some work as far as the funding model and our professional -- our faculty personnel policy, the FPDS. And the logistics of it will all have to be worked out.

But the chancellor has said that this is something that he can do. And our funding model is so antiquated, anyway, for the campuses. This would take that onus off of us to, you know, FTSE, FTSE, FTSE. It will be quality, students, instruction.

>> SPEAKER: So I hear that as we're going to have ePima, and what is it mortar, brick and mortar Pima, and there will be two separate -- not separate campuses, but separate colleges in a way as how I'm hearing it.

>> MS. KIMLISA DUCHICELA: It's a campus.

>> SPEAKER: I think of like sign language. Sign language is at several different campuses. It's not just one. There is math at several different campuses. The only things we have at one campus are occupational.

So that just concerns me that it's all at one location

>> MS. KIMLISA DUCHICELA: It would be scheduled.

>> SPEAKER: I like the overseeing, but we don't schedule all of our math classes all -- I mean, we hope to.
KIMLISA DUCHICELA: The math people get together and try to --

SPEAKER: We try to get together and try to set a master schedule, but it's still up to each individual campus.

MS. KIMLISA DUCHICELA: The chairs of -- say the chairs of ePima would be working with the other chairs to make sure we're not stepping all over you all and you all aren't stepping all over us.

So I think one of the big problems with online right now is we have so overscheduled and we're hurting other people, and that's not a good thing. So we should get it to a point where it's quality. The cool thing about online and this is, yes, it's a campus, but it serves and includes potentially every single person in this room.

So while it doesn't own the online, it schedules and facilitates and makes sure that it's fresh. But those peer innovators and peer review teams, they will be all over the college. Two at every campus.

SPEAKER: I highly encourage you to get this out so faculty can see it. I can only share so much. It's such detailed information.

As wonderful as the committee was to have such a breadth of things, there are still pockets of people who did not participate who have maybe interesting ideas or opinions. I think it's something that definitely that needs to go out to the faculty.

SPEAKER: (Off microphone.)

SPEAKER: I was concerned that it was removing itself from each individual campus, and that it was becoming an entity in and of itself. Then we would have the brick and mortar that was separate.
Also that being kind of centralized, limiting people who might want
to be interested in trying hybrid or trying online --

>> MS. KIMLISA DUCHICELA: Hybrids stay at the campuses. Just to
be clear. I didn't say that. It's just the fully online that would
be scheduled through this.

>> SPEAKER: Yeah. Just concerned that the influence of what
other instructors are doing online and things like that -- granted,
you say they are not going to be housed at the ePima. They may still
be in their office.

But if they have so many online, there will be less and less and
less possibly even on their home campus to be able to encourage
others it to try this.

>> SPEAKER: Right. I think that that collaboration and that
sharing model still... (Off microphone.)

>> SPEAKER: I have been teaching -- and this is just a comment.
I think this is a really great and important project, and I'm really
glad the task force has gotten to it and done it.

I had the opportunity in my previous institution, University of
Wisconsin, to learn Quality Matters and to work with D2L for many
years, and they have a very well-developed distance learning office.
They're a great model for you guys to look at of how they do that.

All the courses, they just do everything there what you're
suggesting we do here, so I completely support it and applaud it.
It's really exciting to think about how well it could be coordinated
here, because I do agree that our students need support, specifically
support in this area.

I just want to say -- you know, I guess my other questions were
already asked and answered. Thank you.

>> SPEAKER: How will we hear about the next step? You were talking about the committee and starting to look at forming other teams that will actually start taking on the nuts and bolts of the details.

If we have an interest in participating of some aspect of one of those teams, how will we hear about getting involved in that?

>> SPEAKER: I think it's an excellent question. We have a meeting set up on May 15th towards building a plan to make a plan, and that would include a communication plan. I would guess that we may use our typical channels, like @pimanews or... (Off microphone.)

You should e-mail us if you want updates.

>> MS. KIMLISA DUCHICELA: I heard volunteer. I swear I heard volunteer. You could always send it to myself or to Joe. I'll start bringing updates.

>> ROSA MORALES: Have you considered including along the line input from students regarding this process?

>> MS. KIMLISA DUCHICELA: Yes. We haven't surveyed because this was a big, huge overstroke thing, but I'm sure that -- in fact, I always talk to my students so I kind of know how they feel. But talking to students will definitely be part of this. Absolutely. I don't think we could do it without them.

Anyone else? Any others?

>> SPEAKER: Just want to say that we don't have to invent the wheel, reinvent the wheel, that there are so many tools and practices and best practices out there that it's great. We have a lot of support already.
MS. KIMLISA DUCHICELA: We actually have one up the street. Mesa Community College has a really great faculty resource center. They do a good job; and Wisconsin. There are some really great ones out there.

Any others? Okay.

MR. JOE LABUDA: Thanks, group.

Agenda item 4.6. Char Fugett.

SPEAKER: Good afternoon, everyone. Do you need a stretch break? (Laughter). Stretch just a little bit? Thanks for having me here. I’m hoping I won’t take too much time since I have added to your agenda.

Next steps on what? Next steps on regarding institutional climate and how we will address some issues that were revealed by a survey that was conducted and the results released in late April.

Some of you are very familiar with the chancellor’s goals. One of those goals was to conduct an institutional climate survey or employment satisfaction survey. I will probably use those terms interchangeably.

That was done. The chancellor has also asked that we dig deeper into the items and issues that were revealed by that climate survey. He has assigned two members of his cabinet to sort of shepherd this process. I am one of those.

The other one is Vice Chancellor Bill Ward. Those of you who have looked at the results of the survey I hope share my opinion that given the issues that came forward, the next steps absolutely should not be administratively driven in how we begin to dig deeper and come up with suggestions and resolutions to improving our climate.
In that regard, I made a request of Joe Labuda and Chris Hauser, who are presidents of Faculty Senate and staff council respectively, to meet. We did so this past Wednesday over lunch, and we kind of just had a frank discussion on really how do we go about eating this elephant?

Obviously administrators need to be involved in the process. We may be part of the problem in some instances, and we need to be part of the resolution, absolutely.

We're employees, too. We need to have some involvement in that. But it really needs to be driven by others, other employees, at least in gathering the data so that folks feel comfortable in speaking their minds, feel comfortable in what steps we take.

So what we resolved is that we would create, in effect, a very small steering group, fast-action team to work diligently over the next month to establish a direction and some activities for next steps to improve institutional climate.

Some of you know that the chancellor also had a goal that we would establish something called an institutional climate committee. This is not the institutional climate committee. Those of you who have worked with me before have heard me say quite a bit it's often not what we do but how we do it that influences the outcome, and that the how we do it could make it really good and much better than we ever thought. Or if we don't do it correctly, it can make a bad situation even worse.

So we are looking at -- this steering group is looking at how we go about doing this. What is the structure that we will engage in?

The composition of the group would include the presidents of the
Faculty Senate and staff council governance groups. Joe has already agreed to do this.

It would include me and Bill as the chancellor's designees; Zelema Harris as ex officio. It would include an exempt employee staff council representative and a nonexempt staff council representative elected by staff council. That was done yesterday.

We want to include an adjunct faculty member and a temporary employee, and we hopefully will draw these from the same groups who are working on the issues of adjunct faculty and temporary employees because we think there will be some crossover in that regard.

So what I'm here to ask you to do is to volunteer. This group would like to have a faculty senator who is a faculty instructor. We would also like to have a representative on this group who is an ed support counselor. Joe is representing a dual responsibility as a librarian.

There are a couple of obligations if you'd like to volunteer for such an assignment. No. 1, you need to be able to meet from 8:00 to 10:00 over the course of the next four Fridays beginning next week.

I wish there was a better time. It's never a good time. This is probably a really bad time. But it's one of those things where I heard you talk at the beginning of the session today about the fact that work goes on. We all wish that we could coordinate this with instructional faculty in traditional academic years, but sometimes these things go on beyond that.

We will be paying faculty who choose to do this, and if they are off contract we will be paying the time. The kinds of things we would be looking at is how do we go about getting the next layer of
information? For instance, we were talking about focus groups. Something as simple as focus groups.

Well, do you do focus groups that are birds of a feather so all faculty are together or all nonexempt staff are together or exempt or all administrators are together? Do you mix them up? Do you use some of both? Faculty with their historically busy calendars may not be able to access focus groups, so how do we get faculty who can't attend a focus group to perhaps provide information on many surveys for targeted questions.

Where do we hold the forums? Hold them at the campuses? Will people feel comfortable coming to a campus that they work at and addressing -- I know you're laughing at me Duffy, and you and I both know that can happen.

It's those kind of things. Also creating a charge for recommendation to governance groups and to the chancellor on what the institutional climate committee will do, what the composition might be, how it might operate for when you return in the next year.

That will be part of this work. Actually, I think it's going to be a lot of fun but a lot of conversation. The community center for dialogue will be facilitating these discussions, and then once our work is done, this steering group will be dissolved as the fast-action teams for some of the other issues will be dissolved, and we will go forward with the institutional climate.

This group is not to address issues. This group is not to come up with issues. The steering group is really to create a structure to gather information in a way that all employees will feel comfortable in responding if they so choose to do that.
Does that make sense?

So I will turn it over to your president. Again, what we would like is either a volunteer or an election for an instructional faculty member and an ed support faculty member, preferably from Senate, because you are the governance group.

>> MR. JOE LABUDA: Do we have anybody here that wants to...

okay.

>> SPEAKER: I think we have a volunteer.

>> SPEAKER: Mace.

>> MR. JOE LABUDA: Mace, thank you.

>> SPEAKER: I am already on a committee that will conflict with the meeting times. I'd be happy to do it, but I don't know if I can commit to the time...

>> SPEAKER: Fridays from 8:00 to 10:00? You have another meeting? Darn it.

>> SPEAKER: I could reach out to the ed support faculty if that will suffice.

>> SPEAKER: I'd love to have you do it, but we have set the time and we have the facilitators. If it's okay then with the Senate, what I would do is work with Bob to reach out.

Is that okay?

>> MR. JOE LABUDA: That would be great.

>> SPEAKER: Joe mentioned this, and I think it's a wonderful idea, is that we know we continue to have employees who feel a level of discomfort in coming forward publicly to express concerns. I wish that weren't the case; I hope it won't be in the future.

And that our ed support faculty colleagues, given their
That's why, Bob, we wanted ed support. I think that was a wonderful suggestion that Joe made.

So, again, exciting work. You will be hearing updates. We hope that we will conclude this by the end of May so that we will have a structured set in place. But I did want you to know we are moving forward on addressing those issues with institutional climate that were surfaced with the employee satisfaction survey.

Any other questions? It's always delightful to be with all of you, and if I don't see you before, maybe I will see you at graduation. But if not, have a wonderful summer.

Bob, I will get with you.

>> MR. JOE LABUDA: Thanks, Char.

Reports. Item 5.1.

Chancellor Lambert?

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

So like I always like to do, I start out at the national level, state level, and come down to the local level.

As many of you are probably aware, the Obama Administration is picking back up its regulations around gainful employment. This has the potential to have huge implications for every community college in the country, and what I want us to do is get out in front of it.

I don't want to have happen to us with veterans. That may happen to our programs that offer certifications, so we need to understand what we are doing currently and how that would align with the direction that's moving forward.
Originally I had Dr. Bia -- and I will make a comment about that a little later -- looking into this, but I'm now splitting that up with a couple of other individuals so we can get a better handle on what that means for us.

Initial review will be that we're probably going to have to strengthen some of our offerings so that we remain in compliance. I don't want to find out the other side of the implication coin for not having done that.

At the state level, good news. Our efforts in Phoenix did pay off in some ways. We did get put back in the budget for STEM funding, although the funding level is modest. But the bigger piece of this is that we are back into the funding formula.

Maricopa and Pima were left out the year prior, and fortunately we are back in this year. Hopefully, as time marches on and the state starts to realize it needs to make investments back into higher education that we are now in that formula as that proceeds, so that's good news in terms of our efforts.

David Bea stepped out, but I want to mention this next piece because it's important because it ties back to the work of the virtual college and the ePima piece, and that is I want us to be able to set a goal for the college as a whole in terms of FTE.

If we are meeting that FTE goal, no campus should be penalized because it's not meeting a goal that's set for the campus. Hopefully that will, over time, start to decrease this intercompetition we have with one another, which is really counterproductive.

We are here all for the same purpose. We need to look at how do we move together. I think some of the systems we have built have
caused us to work against each other really at the end of the day to the disadvantage of our students.

So I'm hoping that the eCampus effort really starts to move us in that direction where we are not starting to undercut and penalize one another.

Also, as you know, yesterday was a sad day for us at Pima Community College. A very well-respected educator of ours unfortunately engaged in some conduct that was not appropriate for any of us in this room, but certainly not appropriate for someone holding a high-level position at the institution.

To the person's credit, realized the significance of that and decided to move on in a different direction in the best interest of himself and of the college.

But it was a sad day, and it was hard to visit with the Desert Vista folks yesterday to make that announcement. But at the same time, we are moving in a positive direction at the college, and we want to keep that forward momentum. He realizes that that's important to the vitality of the institution as a whole.

Also, as you all are aware, we are in the throes of some important searches, namely the provost and three campus presidents, now four campus presidents. So let me talk a little bit about those pieces. You recently heard an announcement from me related to the campus presidencies. I want to share some components that I shared with the committee so that you're aware of kind of why we are where we are at.

It's really less of a reflection of the candidate pool but more about some higher level components that are important I think as we
go forward.

So I asked the committee, What type of leader are we really looking for? And I used the simple terms. Okay? I will explain what I mean here shortly -- are we looking for a why person or are we looking for a how person? A why person being the transformational leader, provides vision, or are we looking for somebody who's good at putting in place systems, putting in place processes, policies and procedures, et cetera?

And then I kind of painted and provided some concrete way of thinking about those two components. So Steve Jobs and Bill Gates are examples of why people. Steve Wozniak and Paul Allen are examples of how people. They are both important. It's not about one over the other. We need both.

Now, in an ideal candidate they bring the blend of why and how, but looking at your respective campus, as representatives of your campus, how would you look at that? Guess what the response was almost overwhelmingly? Every campus wants a why, a visionary, a transformational leader.

I asked in this current pool that you're looking at and based on the interviews, did you see that from the eight people that we interviewed?

Well, really, consensus really pointed to just a small group of that eight. Then, as a result of that, making a long story short, I said, What if we went back to the pool and took another look at the semifinalist group as well as -- there was about 60 individuals who were pared down to that 24, 25 group.

Let's go back and look at that, as well as we had some additional
applications that came in after the review deadline. They are going back to look at that.

Here is the challenge: You can't tell that looking on the paper. Looking at someone's résumé, their letter of interest, et cetera, isn't going to reveal whether they are a why person. Might tell you if they are a how person, but those things really are very superficial in terms of being able to dig deeper.

Then when you meet folks, that starts to give you an idea. Right? But still doesn't give you a complete picture. Then you go on and you do background checks, and that starts to give you some more information to start to understand somebody.

But you really won't know till they are actually working. The proof is in the pudding.

So we know with any hire there is always a level of risk no matter what we do.

So instead of trying to say, We're going to put one, two, three, these are going to be the individuals, let's move forward, let's go back and take a look at the pool. There is still time for us to do that. We still have three weeks more or less before the end of the semester. So I asked the group to go back and take a look at the pool.

So that's where we're at. It's not that we don't have viable individuals presently.

Also, another important interest is diversity. I wanted to make sure that we had a diverse candidate pool. We fell short on that when it came to the finalist pools for both the provost as well as the presidencies. But especially in the presidency pool wanted to
make sure that diversity does not get overlooked.

Also, and this is something I think we are seeing not only here at Pima but nationally, the experience levels of individuals are not the same as they have been in years past.

So we're going to have to grapple with the reality that we're not going to get the same experience levels. So what we are really looking for is talent. How do we assess talent is not easy. But we need to be able to figure out who we think are those talented individuals that can lead our institutions and work with everybody.

I'm trying to model what it looks like to be a more effective administrator. We all have to model what it looks to be effective educators for our students and for our community.

So let me stop there and take any questions you might have.

>> ROB MODICA: You asked for questions, I will give you questions. Two follow-up items. Last time we asked about the amount of money we are spending on consultant fees, and you said you didn't quite know but David Bea did. If he's here, could we get a follow-up on that?

>> DR. LEE LAMBERT: David is still out of the room.

>> ROB MODICA: Second is minor but tells me something. The whole issue of the daily media report. That was brought up months ago. All you had to do was make a little switch from individuals that were getting it to Pima All. It's not been done. The reason given was now you can access it on the Pima News.

What does it take to get something as simple as that done?

>> DR. LEE LAMBERT: I'm going to follow up on that. Debbie, will you note that with me so I can have a conversation with C.J. why
that hasn't been adjusted.

Thank you.

>> ROB MODICA: And if David can give us an update --

>> DR. LEE LAMBERT: He probably won't be able to give you detail on the consultant piece.

>> ROB MODICA: It could go out in an e-mail.

Thank you.

>> SPEAKER: Hi, you all. I just wanted to follow up about Desert Vista and just let you all know that we're fine. (Laughter).

We had a fabulous campus level strategic planning meeting yesterday, and we're really aware of sort of bringing back some Desert Vista spirit that's unique about Desert Vista.

Just on behalf of my fellow faculty, thanks for your concern, but we're awesome at Desert Vista.

>> DR. LEE LAMBERT: Desert Vista is awesome, yes.

(Appause.)

>> DR. LEE LAMBERT: Let me just build off of that. So I have asked a small group of folks at Desert Vista to look at whether we should include Desert Vista in the current search pool. We had over 200 applicants who applied, and then look to make either a permanent appointment as we move into next year, or do we make an acting appointment as we move into next year.

So they will come back with some suggestions about how to move with that process. But I did point out to the Desert Vista folks that the same process to hire an acting person is the same process that we'd be using pretty much to hire the permanent person, and that there are -- if people were concerned whether internal people had an
opportunity, well, we have a number of internal people who are already in the pool.

So why would we go with an acting when the same people who probably would apply are already in the pool for the permanent? The issue really is the bleedover into summer. But in order to put an active person in we are going to be bleeding into the summer as well, and I don't want to do that without having people input into who the individual is going to be to lead Desert Vista. So we'll see what they recommend coming forward.

Now, as you can imagine, it goes to your point, Rob, there is an expense to running these processes. If we already have a candidate pool and we have expended resources on a consultant and we don't use that pool for this search and we start back up in the fall, we're going to have to go back over, spend some more money, and we may or may not get a better pool than what we currently have.

So those are all kinds of things we have to weigh out as we go forward. Now, with that said, if the consensus of the current group is, You know what? We're still not feeling like we have our why person or the combination of our why/how person, we may have to fail the search for a campus.

I don't think that's going to happen for all campuses, but we may have to do it for a campus depending on how that plays out.

But I'm trying to be mindful of people's time, especially the resources, and I think more importantly the stability that many of you have voiced about leadership and getting that in place. I think that's going to be critical as we move into the site visit in September and then the hearing that will occur in December so that we
can really truly show that we have turned the corner and we are moving in the positive direction that we are moving in.

So thank you for that.

>> ROSA MORALES:  I just want to congratulate the Desert Vista Campus.  I had the opportunity last week of calling several campuses, asking them about their strategic planning committees, and it was the only one that actually responded that have included students, the student participation in their meetings.  So I really applaud that, and I hope all campuses start looking into it, too.

Thank you.

>> MS. KIMLISA DUCHICELA:  With the Desert Vista going to be looking for either an acting or president, are you going to put fresh eyes on the committee that are looking at the pool?

>> DR. LEE LAMBERT:  Part of what this group is going to do, part of the recommendation is going to be in forming a group out at Desert Vista to look at Desert Vista.

I think going forward with Desert Vista, one of the advantages we have, because it's a new group, we are looking to add a community member into their group, as well.  But I want to keep the group small so they remain nimble, can meet, and move through things.

Because the current group folks who are on the committee only have one Desert Vista person on it, so that would not be sufficient for purposes of Desert Vista.

One last thing.  Thank you all for your support this year.  I will say overall my experience here has been very positive, and that's due in large part to all of you.  I have enjoyed the dinners I have had.  Many of you have been at those dinners.  They have been
very, very informative.

I will be following up on many of those issues. Some of them have already been addressed, by the way, but I think one of our major challenges is our HR systems. I don’t say HR. HR systems, because there are a lot of our HR systems that do not reside in HR office.

We have to look at all of our HR systems, and we are going to bring in someone to help us take a closer look.

I will give you one example, and then I will step down. So, unfortunately, I get a lot of recommendations around employee discipline, and in one case, an employee discipline case, because part of the HR system does not reside in HR, that one office who was handling one piece of the situation with the employee was not talking to another part of the college, which was in the HR office.

As a result, we were fortunate we did not run afoul of the ADA. We can't afford to have our HR systems not integrated in a way where they are talking to each other.

One costly mistake could be very costly to the institution. So we've got to figure out better ways for our systems to interact with each other. I don't think we have the present pool of folks here to help us think that through.

Thank you all again, and I look forward as we move into the next year.

(Applause.)

>> MR. JOE LABUDA: 5.2. Jeannie. Prereq committee.

>> MS. JEANNIE ARBOGAST: So an update for us. We were called into a meeting with the provost's office about a timeline for the implementation. We had good news and bad news. The good news is
they still support what we're trying to do and establish prereqs or recommendations.

They are giving us, you know, the support that they can to help us gather the information. That's the good news.

The bad news is if you have seen Jenny Conway's schedule -- I don't even think I want to look at it. It's probably double and triple booked half the time. She's a big part of the implementation and the rest of the provost's office. They are completely swamped and dedicated to getting our self-study and getting us off probation and that reaffirmation.

So they said, Look, we can't do it this semester, so we are going to -- they came and said, you know -- they asked us our permission. We said, Fine. We understand that.

And so what we originally had planned was that Banner would enforce reading and ESL courses effective in the fall. That's all going to be put off for one semester.

They are just swamped, and I think we need to understand the dedication and the time that they are giving to all that. So if there is any questions or comments, we're doing the best we can.

Our committee is still working on gathering data. We are continuing to move forward as best we can and pull all this together at once.

Questions that you have for anyone?

Rock-n-roll.

>> MR. JOE LABUDA: Thanks, Jeannie. Provost's report. Dolores is here for Dr. Harris.

So I'm here representing Dr. Harris. Unfortunately she's not here today, but she's doing something very exciting. Her daughter, I don't know if you knew, is an author, and she published her book called Ruby. I think she's having a book signing today in California. That's where Dr. Harris is.

She has a talented family. Another daughter is a musician, a son who is a photographer, and she's so talented herself.

I think Carrie Mitchell already left today, but I wanted to officially welcome her to the provost's office team. She's our new assistant vice chancellor for student development, and we are very happy that she's with us.

She already started -- she jumped in today and helped us with the SPGs that we went over earlier today. We were looking at Denise's comments and Carrie was in the room, too, helping out. We are really pleased with her.

Another little announcement, more personal. I was here last night for the honors program awards ceremony. I couldn't go to the multi-cultural convocation. Unfortunately both events were held at the same time.

But anyway, one of my former students received a prestigious award called the Jack Kent Cook Scholarship for $30,000 up to three years. $30,000 each year. She's been accepted to the University of Arizona and is going to study economics. She's going to try for the Eller School of Business. I was very proud to be there with her last night in this room.

Okay. HLC. Yay. As you know, we have several areas of noncompliance, and we have fast-action teams who have been working on
these as well as subject matter experts and identifying what are the gaps and how we can fix these.

So these fast-action teams are finalizing their plans and their reports. Also, the writing team is hard at work at completing the self-study draft, which will be posted on May 12.

So that's coming up very soon. And as Jeannie said, we are swamped. We are all going to be looking at drafts or parts of the drafts this coming week. Next week is going to be super, super busy.

As I said, they will be posted on May 12 and it will be open until June 1st, so that way we have ten days for faculty's accountability so you have time to make comments and things. We wish we could have had it earlier, but it's just so much that's involved in the process. But at least it's ten days, and it will be open until June 1st.

Also, the deadline for the college to submit the self-study will be July 31st, so that's coming up soon. Then on August 22nd is our All College Day. We have identified our speaker. Our speaker for the day is Dr. John Roueche. I don't know if you know of him, but he's agreed to speak on that day. He's president of the Roueche Graduate Center, National American University. Previously he served as the Sid W. Richardson Foundation Regents Chair, and as professor and director of community college leadership program at the University of Texas at Austin.

He received the 2012 lifetime leadership achievement award from AA CC, American Association of Community Colleges and the 2012 diverse champion award.

He's very well known. He has published several books on
leadership in community colleges. He's going to be talking about faculty's impact in the classroom. So we are delighted that he's coming. Dr. Harris is friends with him, knows him, and we are very fortunate that he'll be giving us his insights and observations at All College Day.

I think somebody had mentioned earlier today that we have the HLC site visit team coming on September 15 through the 17th. The 15th and 16th, Mexican Independence Day.

And also, third-party comments. As I mentioned, you'll have the opportunity to make comments on the self-study report, but there is also going to be a third-party comment. That's separate. That's when anybody internally in the college or within the community can send in comments about the self-study or in general about how you think things are going at Pima College.

That goes directly to the HLC. That doesn't -- none of us at Pima will see those. That goes directly to HLC. I think there is going to be or there has been a press release. It will be up on the website. So that begins -- it began yesterday, May 1, and it will last until August 1.

So if you have any comments that you'd like to make about anything about the process of HLC, of the college, please do so. On the website you'll see the address if you want to send in written comments or if you'd like to send it through the website, through their website.

I think that's it. Any questions?

>> MARYKRIS MCILWAINE: Thank you so much for all the work that you've been overseeing and actively involved in yourself with the HLC
fast-action teams.

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

>> MARYKRIS MCILWAINE: And now to possibly load more work on to you or someone else who is in a position who can see the big picture, I keep seeing your name on the HLC web page as somebody who looks like you’re in a position that has the big picture in mind.

The reason I’m asking about this, is I am very concerned about the September 15 through 17 HLC official site visit. It’s my understanding that during those days HLC officials will be visiting our campuses, walking around, and anybody who they see passing by who looks like they could be faculty, these HLC officials might be sort of buttonholing and questioning and sort of like an announced audit.

I’m very concerned about this in terms of how any of us might perform in speaking to them. And as I got to thinking about this, I created a document, sort of a single-paged HLC cheat sheet.

>> DR. DOLORES DURAN-CERDA: Wonderful. That’s cool.

>> MARYKRIS MCILWAINE: Like the main points off of the web page that said, you know, here’s the situation. We’re on probation. Here’s the areas of noncompliance. Here’s what we have done about it and here are the names of people who have been actively involved and do know what’s going on.

So if you find yourself approached by an HLC official, pull out this handy cheat sheet and here the -- I mean, it sounds hokey

>> DR. DOLORES DURAN-CERDA: No, it doesn't.

>> MARYKRIS MCILWAINE: But the thing is, most of the instructional hours at Pima College are covered by adjunct faculty, some of whom, for structural reasons, not for character or integrity
reasons, may not have as active an engagement with all of the processes at the college.

>> DR. DOLORES DURAN-CERDA: That's true.

>> MARYKRIS MCILWAINE: And when I learned from doing some research at West Campus that only something like three of our 400-some adjunct faculty had attended the HLC training session --

>> DR. DOLORES DURAN-CERDA: The foundations workshops.

>> MARYKRIS MCILWAINE: Right. I became not just concerned but alarmed about our ability to perform during this site visit.

So can you tell me the name of a specific person who my dean and my president and I can send my HLC cheat sheet to who has a quick eye on it and would say, Oh, change this name. That person left. That person was fired. Update to proof my cheat sheet.

>> DR. DOLORES DURAN-CERDA: Please send it to me. I'm part of the project management team. There are about five of us. I will take -- we meet every day, so I will take it to the team so we can review it. I think that's a fabulous idea.

One thing I will advise you is to read the self-study when it comes out. Read the booklet that has all the criteria. Because if they do approach you, they will ask specifically about -- they will ask you, Have you read the self-study? So that's one of the things.

Then also be knowledgeable, if you can please, about the various criteria and what they do and what they mean.

A lot of you are on the committees. If you're not on the committee, you've helped with collecting evidence, gathering evidence, talking to people, and we do appreciate all of your work with that.
I think that's wonderful that you've created a cheat sheet, and I think that would be beneficial for everybody. So thank you. It's not more work. It's actually very helpful.

>> MARYKRIS MCILWAINE: Okay. Thanks for your willingness to look at it.

>> DR. DOLORES DURAN-CERDA: Any other questions?

>> SPEAKER: I just want to echo what MaryKris said about the adjunct faculty, because they are so numerous and they are potentially really out of the loop. Especially if they read the paper.

>> DR. DOLORES DURAN-CERDA: Right, right. I appreciate it. Definitely. We will work on communication plan for adjunct faculty.

Denise?

>> SPEAKER: (Off microphone.)

>> DR. DOLORES DURAN-CERDA: The (indiscernible) sign?

>> SPEAKER: (Off microphone.)

>> DR. DOLORES DURAN-CERDA: Yes, we have talked about that with C.J.'s office, so we will be doing things like that. Thank you.

So also at Pima News we tried to put a little bit, a little snippet of HLC just to brush everybody up, so please read those. And on the website, Dr. Harris, once a month at the end of the month, is sending an e-mail with kind of an update of where we are, too.

So we are trying, but I think that's good to have something, a cheat sheet and just carry it with you, pull it out when they ask you questions. The CliffsNotes of HLC (laughter).

Any other questions? Denise?

>> SPEAKER: One more. Are you all going to have an editor for
DR. DOLORES DURAN-CERDA: Yes. There is a whole writing team, several people that are actually members of the various committees, 14 committees. Next week a bunch of us in the provost's office will be reading segments of the self-study. And then of course when it's posted, if you find issues, please let us know, too, just like the SPGs.

>> SPEAKER: (Off microphone.)

>> DR. DOLORES DURAN-CERDA: That's right with the monitoring report. That was very helpful.

We incorporated them. Yeah, please, we welcome your -- yay, Denise.

How many more days left of the semester? Two weeks. And counting.

No other questions?

>> MR. JOE LABUDA: Dolores --

>> DR. DOLORES DURAN-CERDA: Oh, one more.

>> SPEAKER: I'm one of those odd adjunct faculty. I really understand the comment you're making, Mary. But, you know, we are also consultants. That is, we come in, get invited to All Faculty Day, so to speak, but there is no incentive in going there.

We do our deal and we go home, and the rest of it is all volunteer.

Now, I don't know how many of the rest of you here are volunteers, but the adjunct faculty are. I think every adjunct faculty hurts for the pain that the college has been facing, and some have stood up and volunteered to join in the groups and so on.
But folks follow the money. That's all.

>> DR. DOLORES DURAN-CERDA: Thank you, David. It's true.

>> MS. KIMLISA DUCHICELA: Any others? Going once? Going twice?

Thank you, Dolores.

Next is on-time registration.

>> MARYKRIS MCILWAIN: I'm just going to stand right here because I'm trying to be really fast since we have so many agenda items. I just want to give a quick update on on-time registration.

One thing we were heartened to see that you noticed in the academic calendar for 2015 and onward the add period ends one calendar day before the date of the start of the respective classes for any given semester.

So in at least that draft calendar, that's moving forward. Also, our team of the on-time registration work group that has started meeting with student groups at the different campuses. There was a warm reception at Downtown where students, once it was explained to them that we were doing this initiative for on-time registration to promote student success and we explained it to them, they were on board with it.

Carol and I met with the West Campus student government group a couple of weeks ago, and we had made a cheat sheet, a question and answer document. The new on-time registration at Pima, what you need to know. It's got four questions and four succinct answers are the type of answers students would want to know, such as, Why is the college doing this? How will this affect me? What if a class isn't what I thought it would be or I don't like the instructor's style?

I printed these up on colored paper at my own expense, and so I
wouldn’t run afoul of our marketing committee for having unauthorized flyers.

We got blown away by the quality of student suggestions at this meeting. Students were not only on board with the idea of on-time registration, but they gave us a plethora of ideas for how to get the word out, things that I would never would have thought about. They were like, Dude, you should totally post this on the college’s Facebook page and you should tweet about this through the college’s Twitter account and put it in the student planner that gets given away for free.

You should put a doober about this on the cover of the printed schedule of classes. You should insert an announcement about this into the financial aid orientation. You should go tabling. I didn't even no what that verb was. That means setting out a table and leafleting people who are walking by and answering their questions while you sit at a table in a public area.

Dudes, you should use the PCC cable channel which is run out of Community Campus. You should devise a new symbol in the printed schedule of classes to designate the end of the add period. And on and on.

I mean, that's just a few examples of how students stepped up and said, Hey, this makes sense. We understand. Thank you for doing this. We want to lend you our insight about how to get the word out.

So things have been positive, really positive. A warmth and a synergy, and I think students feel like we really care about them when we explain, Hey, we have been working like dogs to try to put this together to help you.
So things are moving forward, and it's just like all warm and fuzzy and I wanted to let you know. That's my update. On-time registration. Woohoo.

>> SPEAKER: Personal thank you to you for putting that together. I found it in my mailbox. I put it together with another piece of information I got on the same subject. I took it to class, I read it to them, and they went, Whoa. Hmm, really? They don't succeed when they come late? No, they don't. Hmm, and the same response. Boy, that's neat.

This will not happen for a year, so you need to start planning in your head what you're going to do. Same thing. Positive response. Thank you. Whoa. Yay.

>> MARYKRIS MCILWAINE: Thank you.

>> MR. JOE LABUDA: Thanks, MaryKris and the rest of the committee.

PCCEA report.

>> SPEAKER: Hello, everyone. Usually Rita is the one who is giving the report for PCCEA, but right now she's with the committee, with the Meet and Confer or the Interest-Based Negotiations. That's the new title. They are doing important work signing the proposals, so hopefully everything will be approved for what we propose as a faculty group.

So far they have signed, agreed to sign, six proposals. First one is on ESF teaching load, so now -- there were some changes in the wording, and now I think it's better. It's based on what feedback was gotten from ESF.

And also the overload sheet came up to still 10.5, but now there
is a line for signature. So now it can be increased if you need that.

And then for regular load and overload assigned, now we have a timetable. So there is certain dates by when there is an unassigned class if you want to request it then you will need to let the department chair know or the campus know.

We also have signed something about faculty resources, support faculty resources by the college, as well as a 12-month faculty contract. That's something new created.

The load, the load for PCCEA has changed. Since the 1970s it was about 32 reassign time hours. Now we are looking to see if it can be increased to 45 to reflect Maricopa and the load also that has been increasing in the work that we have done as PCCEA.

There are three more MOUs that need to be signed, and hopefully by 5:00 p.m. they will be signed. We'll see today. If not, next week. One of them is about creating two task forces: one for faculty hiring and the other one for horizontal movement and to create a 16 step for the people that are already on the top.

That's about it for now. Hopefully we will get all of those signed and everything approved. Thank you.

>> MS. KIMLISA DUCHICELA: The Board of Governors report, the Board of Governors met a few times last month. Some I already reported on because it happened before our meeting, and so I have a really short report because we had the awards ceremony, which Char did a fabulous job of doing, and that took up the bulk of the meeting.

I will say that at the end of the meeting there was some awards
for the -- they were all great awards, but the ones that went to the sports students at the end was pretty amazing.

The board met for the first time without any discontent anyway at 5:30, and we still didn't get out until 8:30.

There was some comments. The board went to the HLC conference and spoke with some of the HLC folks. Sylvia Lee wanted to remind everybody we have been talking about it, but when the HLC comes be truthful but remember to say positive things, too.

They commented on the fact that the Meet and Confer process was going forward, and they also stated that they are launching the office of complaint resolution, which will be -- it will address complaints and concerns, and it will fall under Lori Cox's office.

They also discussed the need to work on improving the outcomes for African-American and Hispanic male students. Some of the stuff they talked about the chancellor just talked about the STEM funding. We are back in the budget for the state.

The chancellor also noted that he met with the Chinese Embassy while he was at the HLC conference to start working on some relationships there. Bill Ward and Manny Amado discussed some -- gave a report on the increased security measures void, which is voiceover something protocol.

The crisis management team, the text alerts. Char gave the institutional climate that she gave pretty much today, and also talked about develop a safe way to do concerns and an independent office grievance. The chancellor mentioned they are launching the sexual harassment training which went out -- I think the e-mail went out.
And I believe -- maybe you know, Char -- do department chairs need to go to that? What's the real deal? Inquiring minds want to know. Hate to put you on the thing, but there has been so many e-mails and questions about that.

>> SPEAKER: I would encourage you to go. It is not required. We have invited our department chairs at East Campus to attend.

The reason I would encourage you to go, if you are a department chair, is that we have historically said at Pima Community College that you are not supervisors, we are colleagues, full-time faculty.

That may change under the pilot for ePima, but as many of you know, legislation is often impacted by litigation that follows. There have been cases where department chairs have been sued for sexual harassment by their full-time faculty colleagues.

This is because of the perceived disparity in power that you have over your full-time faculty colleagues. Anybody want to guess what you do as department chairs? Scheduling. Right.

So I don't think it surprises anyone in this room that you've always been covered by the potential of the sexual harassment complaint or a hostile environment complaint with your students. Again, because of perceived authority over your students.

Some of you as department chairs, again, because of scheduling and because you are often the first response on disputes with our adjunct faculty colleagues, I don't think that would surprise anyone.

I think it surprises a number of folks in this room that, again, because of that disparity of power and litigation which has followed the legislation, that you may be vulnerable in that regard.

You just need to be mindful of how you interact with your
full-time faculty colleagues. It is interesting training. If you
can make it in the schedule, great. If not, sometime in the near
future would certainly advise.

   It is not mandatory, but in case you heard it from anyone else,
you might as well hear it from an administrator. That was in the
training we received, and I believe they are fleshing out that slide.
Again, it's not because you are a supervisor of other full-time
faculty. There is an element of your job as a department chair which
gives you a perceived power in equity.

   David, I don't know if you have any experience in that regard
with your legal background, but that's the reason why.

>> MS. KIMLISA DUCHICELA: Good.

   The next Board of Governors is next week, May 5. They have a
study session, and then they will have their full one probably the
following week.

   Any questions? Comments? Wondering why they meet all the time?
Okay. I have to go back to Meet and Confer.

>> MR. JOE LABUDA: Thank you. We don't have an adjunct faculty
committee report. Senate report, I think I covered stuff before. Do
we have anybody else who is going to leave after this term?
Senators?

   Again, I want to thank Rob and Denise for all the work they have
done over the years.

   Just a couple of comments. You know, we have had a really
productive year between the task force that people have been on and
hiring committees and HLC work, the on-time registration, faculty
emiritus, the changes in the code of conduct.
You know, really, you all had a good year. We will come back in the fall and do it again, but be thinking about what we want to accomplish in the next academic year. That's my report, and we have an open-forum item.

>> ROB MODICA: This will be really brief. I came to Faculty Senate when Joe Labuda was the first president of Faculty Senate. We have been faculty council before. I suppose now that Joe Labuda is president of Faculty Senate again things have gone round circle, and it's time to get out of here. I will not be teaching in the fall.

Brooke is going to take over the remainder of my term. I've got a couple of things that over the years we have brought up in Faculty Senate that we never quite got around to finishing. First one has to do with faculty representation in the system. PCCEA has done a wonderful job over the last 25, 30 years, but at one time we thought about maybe faculty really would be better represented by something like AAUP, because we actually have a little more in common with people working at the university than we do with sixth grade teachers and people teaching kindergarten.

There was tremendous faculty support with that. The chancellor or the president at the time, Jonas Hockerday (phonetic), basically said, Well, fine. Forget it. Screw you. We aren't going to do it. And just basically said we could not change, which we folded on.

That might be something to think about again. At the time we brought that up, the PCCEA administration, leadership, said that would be great. We'll immediately go with it. If you want to re-elect us, that would be fine, but we just might get a little bit more support from AAUP than we do from NEA. Something to think about.
Other issue is something we talked about over the years as faculty responsibilities. Now that we are under HLC and we actually are being asked for things like when was the last date of attendance, do you do your SLOs, things like that, committee membership, maybe it’s time for Faculty Senate to once again look at how we communicate to our fellow colleagues that you really do have to take roll because it’s part of what your job is.

That you really have to do the SLOs. I have not been impressed with what we have done with those. I think one of the basic problems we have is communicating to faculty what student learning outcomes mean and that we have to do them. But how we do them is basically what we do in class.

Committees, we don’t have enough faculty that serve on committees. We have way too many faculty that serve on committee after committee after committee. Maybe those issues ought to be addressed down the road. I would also like to make sure everybody keeps tracks of the new governance model and really thinks about what that’s going to be and where faculty fit into that.

It’s about time for me to go. Over and out.

(Applause.)

>> MR. JOE LABUDA: Do I have a motion to adjourn?

>> ROB MODICA: So moved.

>> MR. JOE LABUDA: Second?

(Second.)

>> MR. JOE LABUDA: See you in August.

(Adjournment.)

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