Faculty Senate Meeting
September 5, 2014

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>> MR. JOE LABUDA: Okay. We ready to go? We have a lot to fit in today. We need to be done before 4:00, and I hope we’re done before 4:00. We have a quorum, right?

Let's begin with introductions.

(Introductions not transcribed.)

>> MR. JOE LABUDA: Moving on to announcements.

If anyone still would like to help me out being the Senate VP on a temporary basis until we have elections, I'd appreciate it.

Speaking of elections, Kimlisa is going to be our president going into 2015, but we will need a secretary, because Pat's going to finish up her term. A VP and a president elect. Be thinking about that. There are going to be a lot of seats that will be open.
I'm going to try to get through this as quick as we can, because there is a dev ed meeting in here at 4:00.

Can I have approval of the May 2014 minutes?

>> SPEAKER: So moved.

>> MR. JOE LABUDA: Any corrections or additions?

Can I get a second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: All in favor?

(Ayes.)

>> MR. JOE LABUDA: Approval of the June '14 minutes? Additions or corrections? Motion to approve?

>> SPEAKER: So moved.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: All in favor?

(Ayes.)

>> MR. JOE LABUDA: Agenda modification and open-forum items.

The chancellor's report, 6.6. We're going to move that up ahead of the business section, because the chancellor is going to need to go to another event. Any other agenda modification items?

Kimlisa?
MS. KIMLISA DUCHICELA: The Board of Governors hasn't met yet, and so I don't feel I need to give a report.

MR. JOE LABUDA: Okay. That's good.

Any other agenda modifications?

Good. Moving right on to the chancellor's report.

Chancellor Lambert?

DR. LEE LAMBERT: Good afternoon, everybody. I'm not sure last month when I was here if I mentioned what's happening on the national level related to open educational resources, and it's tied to a much larger issue, and that issue being the affordability of college and university education, right?

What the data is starting to reveal is textbooks almost account for about 25% of the tuition and fee side of the equation, if you will. So when you subtract the living cost side of the equation, it's getting pretty substantial. So what's happening for a lot of students, some of the reasons why students aren't performing as well is they can't afford to buy the textbooks, so they may be in your classroom without having engaged the text. That could be one of the reasons for that happening.

So I think that's something we're going to have to think about.

Corresponding to that is the whole OER component, right, and some of
you are familiar with the work that's happening through Rice University and OpenStax, and there is a lot of other pieces related to that.

So something to keep in mind as we move forward in terms of how we deal with the rising cost of education.

Another important piece that's occurring in a lot of other states, not Arizona, is this notion of pay it forward. Some of you may have heard that concept, may have seen the movie, but that's a separate issue.

What it really is is a student makes a contract, and the contract is your tuition will be covered, and then when you graduate and you go to work, you will pay a portion of your wages and earnings back to this pool. So you'll do it for a certain period of time, and the percent on it would be lower than if you would have taken out a loan.

So this is starting to gain some traction and conversation throughout the country, and unfortunately Arizona is just not engaged. I'm going to be talking to my colleagues about pay it forward and also the state of, I think it was Tennessee, the legislature also created something similar using lottery funds. It's really covering the pieces of the education that Pell will not pick up in terms of the tuition and fees. I think it's something we have
to just be mindful about and sensitive in terms of our students.

Closer to home, in Phoenix, as you're all aware, because the State lost its lawsuit with K-12, it's in arrears over a billion dollars. So that's going to have implications to I think the rest of higher education.

Now, put it into context. Our budget in terms of State aid is about a little over $6 million. I mean, if you look at our overall budget, over 250 million doesn't seem like a lot, but 6 million still hurts if we were to lose that support.

So we've got to be thinking about what are we going to do about that. Part of my goals you'll see will be emphasis on the financial health of the college as we go forward.

Let me point out one important piece about all of this. How many of you are familiar with the concept of expenditure limitation? You probably have not heard too much about it, but there is this law that says that we can't expend from public dollars more than a certain amount of money. So you can be bringing in revenue X, but you can't expend to that limit if you're not meeting certain requirements.

So one aspect of that is enrollment. Because of our falling enrollment, if our enrollment falls too far down, we will have an expenditure limitation problem.
We're not there yet. That's the good news. But we've got to be paying attention and taking enrollment very seriously.

I think right now, and correct me if I'm wrong, we're probably back to where enrollment was prerecession. Now, yes, we have taken steep enrollment drops, right? You have heard the paper write about it and et cetera, but we're really back to where, before the economy really fell out, that is where a lot of colleges that are now back to prerecession.

We just had further to drop. The fear is if we keep dropping that we'll run up against this expenditure limitation problem.

So we've got to be thinking about how can we help ourselves. So that's one element in the equation, because we can't expend out of the public side. What does that mean? Property tax, which is the largest share of our budget and of course State aid is the other part of that, and I just mentioned what that makes up.

So property tax for us is a little over about $100 million of our budget. So you can imagine if we had an expenditure limitation problem, if our expenses exceed what we're allowed, then we're going to have to reduce our expenses, even though we have the revenue to cover the expenses. That's a very simplistic way of explaining expenditure limitation.
If you want a more full-on explanation, I would recommend inviting David Bea in to a future conversation. But this is huge for us. I think there is things we can do to help ourselves significantly both from organizationally, infrastructure-wise, et cetera, but also how we can attract nongovernmental revenue.

One aspect of that is what a lot of colleges have been doing and Pima hasn’t really been doing much of, and I don’t like to frame it as a money issue. It’s really about a teaching and learning issue. That is getting more engaged on the international front and really thinking about what competencies do our students need to be competitive in the 21st Century? Well, they have to be more globally competent. In order to be more globally competent, how are we going to provide them with that exposure?

Well, certainly we can create study abroad programs, et cetera. That’s one way. Another way is bring the world here. A lot of colleges are bringing the world here and then creating those engagement opportunities between international students and the domestic students.

So as you’re all aware, we’ve got a tremendous positive press lately about the Becalos program. It’s a pilot program with Mexico. It’s tied to the 100,000 Strong in the Americas Initiative. We are
one of a very small handful of community colleges in the country participating in this pilot, so something we can be very proud of that we were selected to be part of that, but also that I think this is Pima's high profile way to get back into the international front. As some of you know, Pima was more engaged in that frontier once upon a time.

I think if we build a more robust, online program, that's going to be another way to help strengthen our enrollments as well as help us with the financial health side of the equation, as well. You focus on teaching and learning, build it in the right ways, then it will naturally follow the other pieces. That's I think the way we approach it.

And then we've got to think of some other interesting things that are happening. As I was talking to Patty earlier, and some of you know this, a lot of colleges and universities are setting up campuses outside of the United States of America.

The Australians and the Canadians and the folks in the UK have been doing this for years. We, in the United States, have really essentially been absent from understanding that global aspects of what we do. Houston Community College has been a big player in this arena. So have other folks.
I think these are opportunities for us if we're willing to engage in them. I will stop there and ask for a question or two.

By the way, welcome back, everybody. Welcome back. I went out to Desert Vista and to West Campus on the first day, and lots of excitement, lots of enthusiasm. I know at West, the parking lot was fuller than what it seemed in a long time. That was really good news. I visited the photography program at West Campus the other day. Phenomenal work going on there.

A question or two?

>> SPEAKER: You have had this lofty visionary description of bold trends and big ideas, and I feel a little silly to put forth a couple of suggestions that have been roiling around in my brain for years, but in an e-mail I wrote to our former chancellor, and he never really responded to it, I mentioned that there is a way, I think, at the IT level that we could put like a link for Pima on the U of A's registration website so that when students at the U of A find they are iced out of their various classes, it would be just a mouse click away to come to Pima. That's one idea I had to pick up enrollment.

That's one idea I had for increasing enrollment. And I have an idea for decreasing expenses.
>> DR. LEE LAMBERT: Love to hear those. Absolutely.

>> SPEAKER: Well, I have come into the knowledge that I think is fairly common knowledge that per-page printing costs are way, way, way, like orders of magnitude lower when one is using a laser versus ink jets. Ink, as you know, costs more than vodka and gold and gasoline and something.

So it sort of seems to me that rather than threatening faculty members to take away their ink jet printers maybe on the next round of purchasing -- now, the up-front costs are higher, so the sticker shock, you know, just several deep breaths, but purchasing laser printers and going forward, much lower cost over the long haul and a more durable piece.

Just a couple of things I want to get out there

>> DR. LEE LAMBERT: No, and as we start to -- by the way, I'm going to take the financial health issue to the governance council and talk more full on about that. It's something we are going to have to really talk college-wide about and start to think about how do we engage everyone in how to think about the financial health of the institution, okay?

So that's going to start to unfold. You know, the priority 1 right now is is obviously that visit that's coming up in less than
two weeks. Once we get on the other side of that we will start to
deal with this, but if you really think about what we have been
doing, we have been dealing with small and the large. Pima can't
afford to ignore the large, either, because the world hasn't waited
for Pima. It's marching on. So we have to balance both as we move
forward.

On the international piece we are going to create a task force,
and we will begin that process after the HLC, as well. So if any of
you are very interested, please send an e-mail to Lou Albert. Lou
will be the one who will be tasked with helping to put that together
and get that moving.

But our outreach plan essentially will already start before that
plan is done, because as you know, outreach to actual conversion,
there is a lag. It can be six months to a year lag, so we have to
get out there and start to market Pima on many multiple levels.

So that's going to roll out, too. Yeah, folks have got to
understand the larger picture and the things we can do and then
what's the investment to make that happen.

Right now we're in a good place. That's the good news. We're
not in any financial danger right now.

So I just want us to be mindful so that we don't end up and then
next year we're all shocked that we've got to do something
unexpectedly. It doesn't have to be like that if we're thinking
three to five years down the line. So suggestions like that can be
very helpful.

One more?

>> MS. KIMLISA DUCHICELA: I know David Bea would probably smack
me in the back of the head for asking this, but the open resources,
textbooks cost 25%, are we looking at possibly helping to bring down
courses by renegotiating or doing something about the large markup at
our bookstores?

>> DR. LEE LAMBERT: I think that's -- you know, again, if we
invite Dave in a future conversation, let him know what some of the
questions are ahead of time, I think he can prepare for that.

Now, when I gave you that number, about 25%, that's a national
number. I don't know what our number is. Okay? So just keep that
in mind. I don't know what our number is.

But I think we're in a position to potentially negotiate with
publishers, et cetera. But it would be more powerful if the state
was all on the same page and could do that as a state, right?
Universities and the colleges working together. And certainly you
can really bring that cost down.
But we'd have to ask Dave.

>>> MR. JOE LABUDA:  Thanks, Lee.

One thing about the textbooks, you know, I'm involved in buying $150,000 worth of books every year. Academic books compared to regular publishers' books are out of sight.

I know with the bookstore, their profit margin on textbooks isn't all that great. It's probably higher on pencil and paper than it is on textbooks. It's the publishers that are really the issue.

So I think in a way, whatever their virtue is or faults, the bookstores are kind of captive to that environment. If there is some way to deal with the publishers, I think that's the issue.

Since somebody might leave before my report, I want to address the online registration issue. At this point the committee has been doing great work. Thank MaryKris, Carol, Perry Higgins, Susan, Aubrey. Who am I missing?

A whole bunch of people did a lot of work over a period of time. Now it's really implemented as policy, and this has now gone on to the provost's office, so inquiries and questions and so forth, that's a matter of that.

So the committee has done its work, and thank you very much for the work you all did.
>> MR. JOE LABUDA: Let's move on to 5.1, behavioral assessment committee. Olga?

>> SPEAKER: Good afternoon, everyone.

I am here as representative of the behavioral assessment committee. I will give you a little bit of history as well as how I came to be involved, because there is a request that I have for you.

I am a licensed psychologist. I'm also faculty for psychology at Desert Vista and lead faculty for psychology there at Desert Vista Campus.

I have background in student development as well as being in the faculty classroom arena. Last year it was brought to my attention that the BACH (phonetic), however you want to pronounce it, was looking for a faculty representative. I immediately raised my hand and said I'd like to be a part of it. It was an opportunity to use some skills that I do use but more (indiscernible) than in the classroom in working with students on various issues.

For those of you that aren't familiar with what the BACH does, we have been meeting, and I have been with them for the past year. I think they been in existence for maybe two or three years, and their primary focus is to do assessments on various issues that may arise.
related to students that are either on campus and some issues that present, whether it’s a criminal matter or whether it’s a student conduct matter. It doesn’t really matter.

But the fact is that we will do some assessment on those issues and try to do the best possible process we can for the students and for the faculty or staff member that may be affected by the scenario that’s going on.

We also sometimes have either staff or faculty issues that also pop up and we also are part of it. So in the request, right now what we are doing as we start to get together for this academic year is we are looking to make sure that we have a good membership on the committee that is representative and able to provide some good perspective from their area in sharing how to address the issue that may come before the committee.

It’s also an opportunity for a faculty member, and they don’t have to be faculty senate, so as you go back to your campuses next week, you can ask various faculty if they are interested. So that’s one other piece that I wanted to share with you.

But it’s an opportunity for us to be a part of a committee that we are starting to define and create in such a way that will really be able to do its job policy-wise, legally, even with various issues
that come up in relation to disability issues, et cetera.

So we have actually asked a representative from the (indiscernible) services to also participate, so they will be part of our committee.

The other piece is it will also offer an opportunity, and I expect that this year we are going to be doing this, is having some training. There has been some discussion about doing some training with the committee so that we are familiar and aware of what we need to know as we are part of a committee.

So there is that opportunity which gives faculty members or staff members an opportunity to really participate in that level and gain some knowledge about what we can bring back into the classroom.

So the process of a committee is going to eventually lead to us, because I know a lot of people don't know what the BACH is or what do, and it's very private, and all these things, what's happening in committees out there. We do have the support of the chancellor, full support of the chancellor and the committee and what we are doing, but it will give us an opportunity to also do some training out there in our campuses and be able to hopefully offer some opportunity for staff, faculty, administration, and possibly even at the student level a little bit more familiarity with how do we engage with
students that may have some, whether it be a disability of some sort or whether some other issue that's going on for them, and it's arisen either in the classroom, the library, (indiscernible) wherever that is to come about and to be able to provide some really solid, positive involvement in being able to assist the student and also faculty or staff involved at the negative end of that so that we can get kind of a good opportunity to engage and interact with each other.

So just to give you a little bit of information who's on the BACH right now, I'm one of your representatives as faculty there. We have a VPI, VPSD. We do have the legal assistance, as well, being able to provide some help, and campus police, (indiscernible) is the chair for this committee helping to give us some good guidance on what to do there.

This definitely requires some commitment. I will tell you I was here every other week on Wednesday with the committee as we dealt with any issues that popped up during the summer. So there is a commitment to be a part of that. Currently we are meeting on Wednesdays from 3:00 to 5:00. We meet over at the District Office over there.

So again, if you are interested or if you know a faculty member
that may be interested in participating on this committee, you know, I'm just enjoying what we are doing there and providing some good guidance and feedback there. Please look to yourselves or to your colleagues and ask them if they are interested.

If they are, they can certainly send an e-mail to Manny (phonetic) or me and let us know if you are interested, okay? I guess if we have a whole number of faculty that are interested, I guess we'll take a vote or something to kind of see.

And let me preface this as you don't have to have psychological background. I said that because this is why I came on board with the committee. You don't have to have that. I think the fact that we all have some expertise in the classroom and classroom management is more than enough in terms of being able to provide our own expertise and feedback as to what may be helpful with students as they struggle in classrooms.

Thank you. Any questions? Anything not clear there?

>> SPEAKER: I just want to say thank you for (indiscernible). I appreciate it.

(Appause.)

>> MR. JOE LABUDA: Expanded role of faculty on the behavioral assessment committee was indirectly the result of senate initiative
having to do with the student code of conduct that Mary Mitchell was very instrumental in terms of pushing through.

We got a lot of support from Ted Rausch and Aubrey Conover on that. That was a good thing. Of course that was an adjunct faculty member that was a driving force behind that. It's good we have made a lot of progress there.

Item 5.2, proposed senate charter changes. There are two changes that we really need to consider separately. The first one is related to section 5 of the charter under officers. 5F representatives to the Board of Governors and governance council.

In the past, we have had two representatives to the Board of Governors. Now we will have one representative that represents full-time faculty, one representative that represents adjunct faculty. Those representatives will also be members of the governance council which again is something that the old charter couldn't account for.

Also on the governance council there is a second senate member. So all told on the governance council, three faculty members and on the Board of Governors one full-time faculty member, one adjunct faculty member. Now, this is to be consistent with the SPG that addresses the governance council.
Have you had a chance to read the proposed change? Okay.

Now, any discussion?

>> SPEAKER: Last year when the reduction of representatives to the Board of Governors occurred, we recognize that Kimlisa was going to be the president elect and we actually kind of combined two positions together.

Is there anything that is noted stating, like, a dual obligation or representation there by that person?

>> MR. JOE LABUDA: There is not.

>> SPEAKER: Was that an intentional decision not to put that in?

>> MR. JOE LABUDA: No, I think that was something we did out of expediency because we got involved in the governance council in the middle of the year.

>> SPEAKER: I wanted to address Duffy's question. It was a two-year term. So I think this would be a lot more lenient of having, if there will be a president elect in the future, the term ends once the year is over, because when we had -- we had it two years. I think that's why it was a little bit harder. Maybe that will make a difference and a slight language change maybe.

>> MR. JOE LABUDA: Yeah. In terms of the SPG, we're hooked into one year, so essentially that de facto changed our charter.
MS. KIMLISA DUCHICELA: I think that what happened with me actually was kind of a good thing because -- and maybe a good thing for whoever the president elect is to codify it that they become one of those representatives, because now I have all the background of everything that's happened before I go in to -- not that I want to torture you or keep you from becoming president elect knowing you're going to have to do this for a year, it does give you good background in a lot of ways. It gives some consistency as you go through and some history with it.

It's not onerous. Well, so far it hasn't become onerous usually. There are moments.

MS. JEANNIE ARBOGAST: Just one that came into play about the president, president elect and all these things are coming back to me, as well, my question is sometimes our president is willing to go on and do a second year, so I kind of remember there might have been a conflict problem of having the faculty senate president also serve in that role?

MS. KIMLISA DUCHICELA: Once you come off of this role I'm in right now, I roll into president and at least I know what happened and what's going on before I become president and am no longer serving on the council. Council says that you can only serve for one
year, which is unfortunate in so many ways, because really we need to stagger people.

So, you know, that’s my one issue with it. I wish that the way we did it was the president elect comes in and serves, and then the president has already served. That way we have one person at all times that's kind of got a little bit of history. Maybe we could roll somebody on in the spring and somebody on in the fall?

>> MS. JEANNIE ARBOGAST: My question was if we repeat presidents like we have done with Joe and...

>> MS. KIMLISA DUCHICELA: I’m not committing to that.

>> MS. JEANNIE ARBOGAST: I just remember there was this little technicality about --

>> MS. KIMLISA DUCHICELA: That year.

>> MS. JEANNIE ARBOGAST: Whether we could have the senate president be on that.

>> MR. JOE LABUDA: Yeah, we have some things we’re kind of boxed into at this point because of the language of the SPG, and I think probably it behooves the senate to go back and lobby to have some changes in the SPG.

I was on the group that formed the governance council and did all that work. One of the things I kept on emphasizing was I know you
think that's good you get this rotation, but as a practical matter,
you only have so many people to go around who can step in and do it,
and you should be happy you have people stepping in and doing it.
At any rate, that went on the same way in terms of that language, so
that's really unfortunate.

Now, in terms of how I wrote this, and again, you know, this
isn't what we have to adopt, I don't know if we want to
institutionalize the -- well, for one thing, the person who is also
representative to the Board of Governors, well, you served, did that
many times, right?

>> MS. KIMLISA DUCHICELA:  (Off microphone.)

>> MR. JOE LABUDA:  A number of years ago, Jack Murdous
(phonetic) did it for years, and it was really handy to have somebody
who had knowledge of what was going on with the board, so again, this
is kind of unfortunate, but also, I think it would be kind of tough
to institutionalize having the president be also the board rep.
That's asking too much.

Now, this year Kimlisa and I are on the governance council, and
I'm the second person on the governance council. In this proposal I
didn't institutionalize that, though I think it makes sense.

That might be something in terms of language, if you think it's a
good idea to institutionalize that, the president be that second

governance council representative, consider it.

But we are, to a certain degree, hostage to the language in the

SPG, and I think we should go back and lobby to change some of that

language.

I think there are some things you want to think about more on

this. Is there any other discussion? Patty?

>> SPEAKER: I'm going to ditto what Jack Murdous said when I

started as board rep. I was board rep for three years. I think you

were for four or five, right? The reason is that we really didn't

have anybody to step up. But I highly recommend this position.

It's a learning experience. It really helps us see both sides of

what's going on. For the charter to say one year, because we do have

two faculty senate people that would be going to the governance, but

for the board meetings themselves, that would be great to give each

person the opportunity to sit up there and be the Board of Governors

rep.

It's really an amazing experience. It's very interesting. You

will see many interesting meetings. Some short, some very long. But

I really recommend that everybody consider being Board of Governors

rep.
I'm not just trying to sell this. I'm going by the learning experience for us and to see both sides of the story.

With that, I will pass.

>> SPEAKER: Thank you for the invitation. One of the conflicts that some people have is that we teach in the evenings, and I don't think the board will be willing to change the date of the meetings.

But what I want to say regarding the representatives, I personally prefer to have three different individuals taking those roles, two different individuals representing us on the board of governance and then having the president separate. Because I think it alleviates any conflict of interest that might occur. You really provide the faculty senate president an opportunity to be reflective in some cases, you know, oppose some of the decisions that are being made. But it will be a little bit more difficult when you are part of that group.

>> MR. JOE LABUDA: Well, at any rate, okay, there is going to be one full-time person as a Board of Governors rep, one full-time faculty member, one adjunct. That's a given. This is SPG stuff.

Likewise on the governance council there will be two full-time faculty members, one adjunct faculty member. One of those persons will also be the Board of Governors rep. These are givens.
How you want to determine who the second person is going to be, again, it's up for grabs. The language doesn't reflect anything. It just is an open position.

Again, my opinion is you have a president that wants to do that, it's definitely worth your while to have your president do that. It makes a lot of sense in terms of going into those meetings with a lot of authority in terms of who's who. But again, that's not my call.

I'll be out of here when you're living with this.

So think about that, but as far as some of this language goes, it's not necessarily that I like it but we are compelled by that SPG. So I think there is stuff in the SPG we should go back and lobby to change, and a big one has to do with this turnover of people. To me, that's not going to be workable.

Why don't you all take time to read this. Send me, you know, feedback. We'll come back next month for a vote on that, okay?

The second one. Now, the second one has to do with a situation that we deal with informally. We have no language in the charter concerning proxies. The reason I brought this up from time to time is we have been challenged on votes. The main one had to do with the admission policy years ago, and frankly the senate handled it kind of clumsily. But I think it behooves us to, if we choose to
institutionalize proxies to make it very clear what we're going to do and have the language in there that's supportable.

So I understand a lot of times people can't make it and they want to send their proxy. Now, again, when you read this language, you can see that someone would assign a proxy, and if you assign a proxy, I think you probably should have a meeting of the minds with that person about how they're going to vote, but once you have assigned that proxy, you've given it away. So you better pick someone you trust in terms of voting. That proxy would last for one meeting and you would have up to 24 hours before the meeting time.

So I think that gives people plenty of latitude in terms of assigning a proxy. If something comes up fairly late you would have that chance. If we want to put something in there about exactly how to do that, if it's been campus e-mail or whatever the case may be, you can throw that in, too.

But however we design this, I think it makes sense to have some kind of language in here about the proxy.

>>> MS. JEANNIE ARBOGAST: I'm not convinced that we need this 24-hour prior notice in there, because we all know that life happens the day of senate. Your car breaks down, your kids get sick, there's things that go on. So by putting that time limit on there, I think
that can be problematic.

>> MR. JOE LABUDA: Well, okay. My thought on this again, you know, it's not my call, is that that was probably about as liberal as we could get, given the fact that it gave the senate secretary and whoever is going to be the president a chance to get to their e-mail to figure out if there was a proxy.

So again, I'm not wedded to any of this.

Odile?

>> SPEAKER: I do think we need to have it in writing, whichever way writing looks like. E-mail is fine. As long as we are -- since we are doing this in order to prevent some contest, we need to have some proof.

>> SPEAKER: I have a question in the wording you have that it should be a fellow senator. Would it be appropriate as well to have a fellow faculty, full-time faculty member be a proxy? If I want to have one of my colleagues come if I can't make it rather than a senator?

>> MR. JOE LABUDA: Not unless we want to make another charter change. By the charter -- and again, I think this is a good thing we did a couple of years ago, we made it very clear in terms of who does business in the business sessions. I think probably it would behoove
us to keep it as clean as possible that you delegate your proxy to another senator.

Any general comments on the time period or the mechanics of this? Rosa?

>> SPEAKER: The e-mail I sent you, Joe, where I specifically stated that I would recommend for the e-mail to be in writing, using a Pima account within 24 hours, and then also if possible specify what is the latitude of authority that the person will have so that way the person will agree that whoever is represented, if the person is voting for then it's not like, well, I didn't tell you to do this or I didn't supported that, or whatever.

So by having it in writing as specifically the stating, this is what I authorize you, I think it will be a lot safer not only for the person that is acting as proxy, but in general for conducting the business.

>> MR. JOE LABUDA: Okay. Consider that. Again, my opinion is sometimes business on the floor is fluid. We might go in different directions when we come here, and if you're serving as a proxy of someone you'd be left kind of guessing exactly what would meet the criteria of the person you're representing.

Again, like I say, my opinion is if you assign your proxy, you
probably want to have a clear understanding with that person in terms of what your opinion is on that particular topic and the fact that that person agrees that he will represent your position.

I think if we start putting in too much language, again, we’re going to kind of run into trouble.

David?

>> SPEAKER: I agree with one of the things that Jeannie said, and that is simple is good. 24 hours sometimes could be a problem.

I would suggest that it would be fairly simple to have a one-line form that we could all take in, I, David Kreider, assign my proxy for senate meeting such-and-so to Joe or Sally.

End of story, and then it belongs to that person, it is their vote, that’s it.

>> MR. JOE LABUDA: Only thing I'd say about that is a lot of times you're not going to see that person to personally hand them something.

>> SPEAKER: I don't understand, Joe.

>> MR. JOE LABUDA: Well, what would you do with that one line --

>> SPEAKER: E-mail it. And then cc the secretary. It’s all cared for.

>> MR. JOE LABUDA: Now, we have a couple of different issues
here. One, do we want to institutionalize proxies? No. 2, how do we want to go about them in terms of institutionalizing them?

Consider this, and let's discuss it by e-mail and get a feel for, you know, what the main feeling of the group is and I will come back with both these proposals next month. Doesn't mean we're not going to discuss them again, but I'll try to get the language as close as possible to what appears to be the pleasure of the group, and then we can take it from there.

Like I say, in the case of both these proposals, the first one, we are really kind of stuck. We do have to change the charter to reflect reality even though we may not agree with how that came about. The other thing, with the proxies, it makes sense for us to take care of that situation.

>> MS. JEANNIE ARBOGAST: You also bring up another important topic about proxies and whether they (indiscernible).

>> MR. JOE LABUDA: That's right.

>> MS. JEANNIE ARBOGAST: I don't have an opinion one way or the other, so to me it's open to discussion, and my question goes out to people who know about Parliamentary procedures. I don't know anything, so I don't know what the normal practice is.

>> MR. JOE LABUDA: Well, here's a case where likewise we
determine our own fate on this. So if we choose to establish a quorum that way by charter, that's the way that will work.

I don't think that's a great technique for us to count on. I think it makes more sense for the proxies to serve as a mechanism where someone can express their opinion when they're not here.

I brought that up because that does come into play. So be thinking about that question, too. Again, put in the language that we want.

Anybody else before we go on? So consider these issues. I'll prod you as the month goes on. You know, one way or another, we will come back and at least get one of these taken care of next month and hopefully both of them.

Thanks on that one.

Let's see. Item 5.3. Erica? Tara? Tara Benson is here to talk about our attendance situation.

>> SPEAKER: (Indiscernible.) I have a couple of quick remarks and will open it for questions. As you know, the provost sent out the e-mail to everybody saying that we (indiscernible) with the Department of Education and a review of our programs she determined we are an attendance taking institution, and there were meetings (indiscernible) over the summer and one again this week where the
provost spoke. She also let us know that Attendance Tracker is our tool. That's what we have right now. We are investigating other tools. This is not as user friendly as we like.

The provost shared that she (indiscernible) attendance taking tools at other institutions (indiscernible). We are going to try to make this one as best we can.

Trainings will be provided as needed at the campuses. I'm working with a couple of them and setting up campus-specific training now. We will be working with the deans and VPIs to schedule those. If you have technical issues, contact me. (Indiscernible) include your CRN. It helps me more because I can look at how it is set up in the system. Sometimes that affects the issue, how it was set up.

Firefox seems to resolve most issues for most people. If you have a particular browser, maybe it's Internet Explorer, Mozilla Firefox is the one that (indiscernible) works with the attendance tracking tool.

Those are my comments. Any questions?

>> SPEAKER: I have a problem with several things. First of all, the timing of the attendance tracking e-mail was just about as bad as you can get. Getting an e-mail the day before school starts that you have to take attendance is not appropriate.
Second, for the online classes, as you know, we have to create all of our classes beforehand, and our class actually started on Monday, the day the e-mail was sent. So that is the first comment that I have.

Second comment, from what I have seen for online classes what attendance is actually counted is not practical, so I sent an e-mail and I believe I had cc’d you on that. I’m teaching five online classes. If I am supposed to be taking attendance every week on each of them, I have counted that I will be spending more than five hours doing it every week.

Actually, I was very, very optimistic in how long it would take me, considering that we have, if I remember well, we have to check e-mails, we have to check submissions, we have to check quizzes and we have to check discussions.

If we were in modal (phonetic), which is open source, we could actually create a script and have all of that done. But we don’t.

We are working with D2L, which only allows us to do what it allows us to do. And not like the U of A, who has their own contract with D2L, and can modify what they want.

What I’m asking is is it possible to actually have something that would be workable? I honestly don’t think that having five hours
spending checking if an e-mail was sent or not is workable.

>> SPEAKER: So thank you for your comments. I know that Erica was writing them down. I see her taking notes over there.

As to what tools we are using (indiscernible) we are investigating what other options are available. Right now we are have Attendance Tracker. I feel your pain on the D2L side. I know Kate Schmidt is working with her staff and tried to develop some reports that could be pulled out of D2L that could easily have the information for you, but I don't know what the status is on those.

>> SPEAKER: So what you're saying is that for this term you expect us to actually spend this time doing this.

>> SPEAKER: For this term (indiscernible).

>> SPEAKER: But we have already given our students the syllabus. Our students do have an attendance policy in the syllabus which may or may not correspond to what you ask us to do. So that's a legal issue. I can't be going to have students say, well, you didn't say that.

I mean, one of the perks of having D2L and having online classes is that we do tell our students that they are free to do the classes as they wish as long as they meet the deadlines that we give them. I have students that are currently in active duty and may be in Iraq or
Iran or whatever. I can't say, I'm sorry you don't have any e-mail
capabilities or anything, but, you know, we consider you to be
absent.

>> SPEAKER: (Indiscernible.) There are a lot of complexities to
this and things we have to work out as we go on, but the provost has
asked us to take attendance, so that's where we are at now.

>> SPEAKER: So I have been here my fourth semester and I have
taken attendance every semester. I keep a little book and do it with
a pen. I am willing, I started every day now, I do the attendance
online begrudgingly because it seems like it's doubling my work, and
I teach one online class, psychology 101, and it is impossible to do
attendance for that. It is -- it's just impossible. Also, I do not
require them to log in every day. If they log in once a week and do
all the work before the deadline, that's fine. That's what it says
in the syllabus. It says that this is not a self-paced class but you
can do the work when you want as long as you meet all the deadlines.

So I think what I'm saying is -- I'm pretty sure what I'm saying
is that my face-to-face classes I'm doing the daily attendance every
day because it's too overwhelming to do it weekly.

But I can't -- it is not possible for me to do attendance on an
online class. It's logistically not possible and it is also unfair
to the students because they are not required to log in every day based on the syllabus.

(Appause.)

>> PROVOST HOLMES: Having taught online classes, you are both very correct. The attendance for online classes is a different model, and so online is not necessarily every single day. So Kate and some others are working on some best practices for the online portion, because online, you're exactly right, is quite different.

I heard you mention your due dates. They're still your due dates. When I taught online, that's the dates I used for my attendance taking, also.

And also, the attendance policies that faculty set in their syllabus, what we are talking about is attendance reporting. So faculty may have different attendance requirements for students in different classes. We know that that's true, and especially in a lot of our different accredited programs. They have different attendance requirements, and the faculty let their students know that through their syllabus.

What we are doing is our requirement for attendance reporting, and that's through the Department of Education. They have things that we have to report. So the way that we have to report that in
the seated classes is through the daily attendance. We also have reporting not only for the Department of Ed but to some of the accrediting bodies and outside agencies.

Thank you for sharing that, because online is very different, and I know that some people are working on some job aids that may help you with best practices for the online portions of it.

>> SPEAKER: My only concern right here is the summer surprise. I remember really clearly at one of the agenda meetings that we were talking about summer surprises and that they were not going to happen anymore. So with that said, I have no problem with the tracking and all that, because my classes -- they are spread out enough for that, but I'm just concerned about the summer surprises, if we would have been told a little bit ahead of time.

>> SPEAKER: Thank you.

>> MR. JOE LABUDA: We're working on online, but in terms of this semester, how do online people comply?

>> SPEAKER: So I would echo what the provost just shared, that she knows (indiscernible) they are working on developing some job aids. (Indiscernible) constitutes academic activity. I'm not an expert on online teaching and what goes on in your classes so I'm not the best person to answer that question, but I know that some
informational pieces have gone out on how to know if a student has academically participated according to the definition of the reg or not.

>> PROVOST HOLMES: On the online portion, so with online there are some flexibilities. I want to make sure I’m hearing the question right. Is the group asking for one method of collecting attendance online, or are you expressing that there is flexibility online and that you have different due dates and so forth?

>> MR. JOE LABUDA: I think people want to know how do they meet the compliance.

>> SPEAKER: So with the online, you will have to express if the student has started the class. Also, usually with online you will have some activity, whether it be a quiz or an assignment or a discussion, and you can use those dates as due dates for taking attendance. So for online there is flexibility, as there is flexibility with the self-paced classes.

>> MR. JOE LABUDA: Say for Karen's class, for the sake of argument, she has five quizzes a semester and they meet the quizzes and maybe there is a chat session. But then Odile does it, she has ten assignments and spaced at different times but doesn't require any kind of chat activity or whatever.
Then I know there is flexibility, but, you know, it's not the same as, say, the classroom people where essentially either you're there or you're not. If you are there teaching psych in the classroom or history or writing, attendance is attendance is attendance, but how is, like I say, for this semester, how much latitude do people have so they know that they are complying?

>> PROVOST HOLMES: Right. What you said is exactly right. If that's the way you have structured your class, you don't need to restructure the class. If you need help individually, like if you want us to sit down and look at the structure of your class and make some recommendations as to what should be your data points, your attendance taking points, then we will certainly help you do that.

But you do have a lot of flexibility with the online classes.

>> SPEAKER: Okay. I'm getting even more confused than I was. So when I read the e-mail which I think was from Karrie Mitchell, she said that the due date of the homeworks were not the attendance of the students.

Now, let's say that I have, you know, 16 homeworks that are due, so there is one due every week, I look at my attendance points, what you're saying is my attendance points will be the due date of each of those homeworks. But the attendance date won't be the due date of
that homework according to the e-mail that Karrie Mitchell sent.

>> PROVOST HOLMES: I'm not sure what the e-mail said, but we can certainly have -- I think it would be good to have some work sessions. I know that there is some training coming up actually as early as next week, and --

>> SPEAKER: How can we have training when we don't have definitions and tools and we still don't know what attendance means?

>> PROVOST HOLMES: Well, we do know what attendance means. So if you want to have some work sessions, then that would be a good idea to do that, to help, to resolve some of the questions around the online classes.

>> SPEAKER: Would it be possible to actually delay this until we actually have tools that work and we know what Kate Schmidt's team is able to give us? So that we can actually say, okay, we can have -- if we have a reporting tool that just goes into D2L and just checks every item that this person, the students have done, and gives us the date, we can fill it out, it's okay, but if we don't, then we get into -- I mean, logistically, we don't know what it looks like.

>> PROVOST HOLMES: The answer to if Pima has time to delay the attendance taking requirement, the absolute honest answer to that is no. We don't have time to delay the attendance taking module. And
we understand that there is some questions around online and frankly some questions around some of the other pieces.

So we are convening groups to work through those, to come up with looking at some of the best practices that other schools -- because we are not the only school that had to make this transition. So we're looking at those. We're working through those. We are having sessions scheduled conveniently hopefully in the day and the evening so those who can't attend in the day can attend some sessions in the evenings and trying to work through some of the online parts of it.

I heard someone mention about the contract with D2L. I wrote that down. Going to look into that and see what some of the modules are that we have.

And earlier we talked about summer surprises. That's something I totally agree with. When I assumed this role, there were three major things that were occurring in the institution, and that was student services redesign and dev ed redesign and the attendance taking module, which I wanted to make sure that there were no summer surprises with any of those projects, that we are carrying out what was in motion.

And the attendance conversations actually started back in March, and the college was notified and we did have faculty and staff having
different meetings and e-mail conversations from March up until this point.

So I don’t know how timely everybody was brought into the loop. I just know that that’s where we are at this point as a result of our recent audits and the requirement that we start to take attendance.

So we do understand that there are some pieces that are not quite ironed out, because this is so new to the college. But we also understand that this is what’s required to get us into compliance so that we can continue to offer federal financial aid to all of our students.

>> MR. JOE LABUDA: Just as a clarification, taking the online part out of the equation entirely, one of the big issues with attendance is the fact that we are not in compliance costs us money, we have to turn money back in. So there is big incentive institutionally that we do this.

But most people, I think virtually all people are taking attendance. Isn’t one of the biggest problems we have isn’t the fact people aren’t taking attendance is the fact that we can’t get information from point A to point B.

>> PROVOST HOLMES: Yes, it’s our reporting requirements. In the meeting on Wednesday I gave them information from the last three
audits, from 2011, 2012, and 2013. In all of those audits we were
found to be noncompliant with reporting the attendance. We also
acknowledge that at this point the attendance taking module is the
only tool that we have that brings us into compliance, but we also
acknowledge that we do have a need to look at some other modules and
to see if we can come up with a faculty friendly module that doesn't
take so much time.

Because the goal is really not to burden you and to take so much
of your time, but it really is that we have to come into compliance
with this. We're really on the verge of losing the ability to offer
financial aid to our students. Our students depend on the financial
aid, and they need this in order to have access to their higher
education. So we, as a college, need to be in compliance so that we
don't lose the ability to offer financial aid to our students.

That's where we are right now. If we had another option at this
point, we would certainly use it, but at this point we really don't
have another option. We have been told in the last three audits and
we also received another letter on August 18 about our inability that
we have not yet implemented the attendance taking procedures that we
need to.

So we really have to get this together in the fall. We have to
report the attendance as required in the fall. Then, you know, our status right now is still provisional. We are not even fully approved at this point. We are provisional because we have not yet -- well, we have now implemented the attendance module, but that's what we needed to do to come into compliance.

>> SPEAKER: Can you first comment on the 10th day reporting? Because we are hearing different information about whether that's going away or whether we are to do the 10th day reporting. I don't think it's on any Banner links anymore.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: And in ESL, for example, we have 15 and 13 week classes. Some haven't started yet. They begin on the 16th, I believe. Can I tell me adjunct faculty, for example, as long as the Friday after their first class they are tracking and reporting the attendance that that's the standard date, every Friday after your classes begin.

>> SPEAKER: The preference would be every session, but at least once a week. Yes.

>> SPEAKER: After which, after the date --

>> SPEAKER: After the class. (Indiscernible.)

>> SPEAKER: That's been the problem before?
MR. JOE LABUDA: Denise?

>> SPEAKER: (Indiscernible.) I don’t teach online, but (indiscernible) what happens to students who finish a class early? (Indiscernible.)

>> SPEAKER: So that’s one of the things we will have to talk about this semester is how we treat those kind of students, because under the Title IV definition we shouldn’t be paying for that student any longer after they stopped attending. Students are paid for the number of weeks of the course and the number of credits, so if the student actually begins participating late, we shouldn't pay them to (indiscernible) and if they end early we should prorate their aid. That's one of the things we actually have to talk about (indiscernible) how to treat those classes.

>> SPEAKER: So there is no incentive for a student (indiscernible) even if they use less of the college's resources (indiscernible).

>> SPEAKER: There is an incentive for them personally, but not if someone else is paying for their courses.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: Because they could perhaps move on. They have completed their degree, something like that, and they can enroll in
the next prerequisite, that type of incentive. They are not losing
money that belongs to them if they haven't completed the number of
weeks they were paid to attend.

>> PROVOST HOLMES: And that would be one of the questions that
we would defer to to see if that student actually has met the
requirements by completing more than 60% of the course, because if
they have completed all of that work, then they have done -- and this
is just for online. But that would be a question that we would defer
to and make sure that with the Department of Education that that
student would be -- that we are in compliance with reporting on that
student. Because if they have completed all of the coursework, then
they have completed past the 60% of the course.

>> SPEAKER: Some issues, last week I talked to one of our
financial aid officers here at Downtown Campus, and I asked about the
benefits, basically the difference between students who are receiving
aid or not. And what they were saying is they only care about the
students that are receiving financial aid and veterans benefits.

Is there a way for us, as faculty, to know which students we
should be watching for instead of focusing on the whole class and
maybe just focusing on the one that needs the attendance? That's
the first question. If any of this is not relevant, then can you
say -- but this is what I got from the financial aid officer at Downtown Campus.

We also offer challenge exams, and I asked -- a student wanted to know if they were able to receive financial aid if they challenge a course. And the answer from the financial aid officer was if the student passes with an A or a B, we don't care. It doesn't matter. The student gets paid. That was the answer. Because we only focus on students who withdraw, and we only focus on students who receive Fs. This is from the financial aid officer.

>> SPEAKER: That's my staff, so I need to talk to them.

>> SPEAKER: And the other one -- and us, as faculty, because I turned two students down for that same reason who are native speakers of Spanish.

Self-paced students, which is almost the same as online work, they finish the coursework early because they go at their own pace, and if they, you know, they're ready, they finish. But the other question is based on the Department of Education, institutions are supposed to take attendance for the first two weeks of class and last day of attendance. That's the regulation, federal stipulation. That's what has been published.

Are we an exception to that?
>> SPEAKER: I have to see what reg you were looking at to specifically, to discuss that reg, but if you are an attendance taking institution, then you have to be able to report attendance at any time, not only two weeks or the end. So I'd have to look at that specific reg to talk about that.

To go back to your question about the challenge exams, challenge exams and self-paced courses are two courses we have been treating properly with financial aid. That's one of the things I discovered when I took over the department. We have been paying students completely for those, and we shouldn't have been. That's one of those work groups I talked about we are going to have to convene and talk about how we are going to pay those students (indiscernible), because as I said, when a student gets their aid they are paid for the amount of time so the number of (indiscernible) as well as the number of credits of the class. So if the student finishes the class before the amount of time that they were scheduled to be in it, we have to recalculate their aid. They won't necessarily lose all of their aid, but we have to prorate it. So it's really a matter of timing for those students.

What I'd like to see happen is that we would pay a student afterwards for a challenge or a self-pace (indiscernible), so we pay
them for what they have earned instead of what we think they are
going to do and then have to take away from it. Because I don't
think that's very fair for the student in that position.

What was your first question?

>> SPEAKER: About financial aid and Veterans Affairs, if we
could have a list of students so that way we focus or we take
attendance on the ones that need the attendance taken, because some
students are there either auditing or they pay out of their own
pocket and they don't necessarily care about their attendance or...

>> SPEAKER: So your audit students you're not going to see on
your roster. (Indiscernible.) As to whether or not you can only
take attendance for financial aid or veterans recipients? No. When
you're a Title IV (indiscernible) the regulation that apply to you
apply to all your students, not just your (indiscernible) students.

>> PROVOST HOLMES: Can I add to that? And the attendance is
also not only for the veterans and the financial aid students. We
have other outside entities that require attendance. We have about
21 curriculum programs that we are required to take attendance for
outside agencies, and then also, in addition to veterans, we have
more outside agencies that require attendance.

Veterans is the one that we know about, because it's the one
that's really been in the spotlight lately. But there is a lot of other agencies that provide tuition and different services for students that we are required to report the attendance for.

And so it's more than just Title IV and veterans. It's a majority of our students.

>> MR. JOE LABUDA: Let's do a few more.

>> MS. KIMLISA DUCHICELA: I have, first of all, a comment which I made on Wednesday and I'm going to make it again is that this has been going on for three years. Suddenly, back in March, and I know we were on contract in March, there's some knowledge that we need to start taking attendance, and then all the way in August, the day that classes start, for me, because I have online, we suddenly get it.

This emergency situation I feel as if has thrown all of this onus onto the backs of faculty, which I think is completely unfair. And also, if there needs to be training and adjuncts have to come in and train, I would think that they would be paid for that. It's completely unacceptable.

We keep talking about online and online is an issue, but, you know, we also have hybrids. Hybrids do not meet every week often. In fact, we have hybrids that are 16-week classes because of the holiday haven't even started meeting yet.
I don't understand why it is a weekly thing that we have to do.

If we have to let them know within 30 days that a student has stopped attending or a student has disappeared or isn't making progress, why we have to tell, we have to send in a report weekly.

To me biweekly would be plenty of time to meet that 30-day window. So I feel as if not only is this being thrown on our backs, but we additionally are being made to do extra work to meet this when the gap is 30 days. So that is an issue for me, as well.

I'd also like to request that we get a copy, that somehow we, at least Joe get a copy of these letters and reports so that we could take a look at it, because I know PCCEA has been asking for it.

Have you gotten it yet, Julia?

>> SPEAKER: I met today with Karen and she showed me the link to one piece, but I just (indiscernible).

>> MS. KIMLISA DUCHICELA: She's saying she's gotten a link to one of the pieces. So I would really like to get a look at these reports that keep being referenced. So that's my...

>> SPEAKER: A-133 (indiscernible) college's website. They are under finance. They are called single audit. Those are all available. I believe a copy of the Department of Education letter from August 18 was sent out last week? No. Okay. All right. I'll
find out about that.

As to the 30-day, the reg is actually different. If you are an attendance seeking institution it's 14 days. So within 14 days my staff have to perform the calculation and finance has to have returned any money that needed to be returned to the Department of Education. So that's why we need the information on a more timely basis.

There is two different kinds of reports. So the status change report is the one that has to be every 30 days. That's done through the registrar's office. That's for all students. The return Title IV reports have to be calculated and returned within 14 days.

>> SPEAKER: Going back to the summer surprises, I think it wasn't a surprise obviously because you said August 18 was when you got the letter from the state department. But what I would suggest, since it was just given to us to know about it, is letting us know that that's what happened.

The reason I'm bringing this up is that in the past, the last administration, we had many surprises that were decided during the summer and the faculty or faculty senate didn't find out until we came back.

Obviously this case is different, so it would be nice to let us
know that, you know, we just found this out, so this is what's gonna happen.

>> SPEAKER: I have several comments. Comment No. 1, you're saying that the attendance shouldn't be allowed, the Attendance Tracker shouldn't be open until the class, which makes sense. But being opened after the class is over is a bit late. A lot of the faculty that I know that are doing face-to-face actually would want to just log on to Banner, open the Attendance Tracker, make the roll, have it done at the same time, be done. It's not happening this way because the Attendance Tracker is actually not open until the class is over.

>> SPEAKER: Great. That's not something that we can control. That's one of the things about the tool that is not our favorite feature, so that's one of the things (indiscernible).

>> SPEAKER: Second comment, what happened if you have a class that only meets once a week and there is a holiday? For example, there was a class meeting only on Monday. Well, the class started Tuesday. Then the following Monday happens to be Labor Day. They only met this week for the first time.

Now, attendance-wise, it doesn't look good. But, you know, we are going to have the first day of classes or Thanksgiving, we are
going to have a whole lot of things like that.

Third comment, it doesn't feel right to me that students should be penalized for finishing early. I know it's one of those things.

I do have some students from time to time actually are going into crazy mode and they finish everything by the 1st of the following month. Do they know that they will only get financial aid if they finish, if they are doing the pace that we are setting as opposed to the pace that they have?

>> SPEAKER: So don't take this as a plan, but the Department of Education make this rule and we just have to follow it. So I would suggest with the self-paced classes that we talk to our congresspersons, because they are the ones that made the determination and the recommendation to the Department of Education on aid should be doled out and paid, and there is a regulation that says that we have to pay the students for the number of weeks that they attend. If they finish early we have to recalculate them.

That's not Pima making that decision. I disagree that it is punitive to the student. Students should be encouraged to finish their academics as quickly as possible. We have all kinds of national spectrum discussions going on about how important it is to help our students hurry up and complete, but then we have these aid
and administration regulations that don't exactly jibe with that. I would recommend anybody speak to their representatives any chance they get about those issues.

Second thing with the holidays, please don't concern yourself about whether your session met and there was a holiday or if you couldn't meet (indiscernible). My staff are equipped with calendars, and we are using them. We want to make the best decision for the students. We want to err on the side of benefiting the student, not taking away from the student.

>> SPEAKER: So I would be remiss if I also didn't express grave concern about the new requirements and how they have been rolled out. Last Monday, day before classes, had very little information. The Attendance Tracker wasn't working for online classes, or any classes, for that matter.

Faculty, and especially adjunct faculty, have not heard anything since then until yesterday afternoon, I believe, from the VPIs telling them that by today, I'm assuming 5:00 p.m., they would have to have all the attendance in. Now again, maybe adjunct faculty maybe have another job working all day until 5:00 p.m. Lots of concerns on that front.

Now I do have, you know, lots of questions. If we are unsure
that a student is attending because maybe they come in late, don't sign the signup sheet or in online class don't have anything due for three weeks, they log in at the beginning but then they don't participate, do we mark them present or absent? Do the students know what the ramifications are of that? Are they going to be dropped or lose financial aid? Are faculty going to be liable for maybe clicking on the wrong thing because they are spending five hours doing this?

You know, those would be some of the first few questions.

>> SPEAKER: So the first question, do students know they need to attend their classes, we tell them at their financial aid orientation, it's one of the things they accept when they accept the terms and conditions of their award is they need to attend their classes to get their aid. If they don't attend their classes, then (indiscernible).

>> SPEAKER: But don't you think if the syllabus doesn't specifically state that they have to be there or that they would have to somehow participate that -- I mean, they had this orientation, but -- you're saying they have been informed.

>> SPEAKER: They absolutely have been informed that their aid or their third-party payment is dependent upon them attending and
completing their courses successfully. That's one of requirements.

>> SPEAKER: As far as erring on the side of marking them present or absent? We're not sure? They seem to have logged in? They don't do anything because they don't have anything due?

>> SPEAKER: I always give students the benefit of the doubt personally, but I would say use your professional judgment.

>> SPEAKER: Okay. What about the liability? I have heard from a number of colleagues that concern, you know. Could then the student go back and, you know, go to the college and say, you know, I have lost not only my financial aid, I have been dropped, and could the college potentially point the finger at the faculty member because maybe they made the mistake of marking them present or absent according to their professional judgment?

>> SPEAKER: I can tell you from my perspective what I would tell my staff. If the student can prove they have been participating, that they had attended, we would make the correction and recalculate their aid. It would go no further than that.

>> MR. JOE LABUDA: We're going to have to move on. How can people get additional comments or concerns to you?

>> SPEAKER: Phone number?

>> SPEAKER: I'm great at e-mail. I answer e-mail all the time.
My phone voice mail actually goes to my e-mail. It's probably best to just do that.

My phone number is 4550. That's my number if you feel the need to get ahead of me, but I'm rarely ever at my desk, like this week I have been Downtown all week. My e-mail is tbenson@pima.edu.

>> SPEAKER: Do we have in writing in those documents you mentioned that we are considered an attendance taking institution?

>> SPEAKER: From the Department of Education? No, that's the (indiscernible) requirement. They tell you what the rules are, and you decide if you need that or not. They did tell us in our exit interview, and the chancellor was there and several representatives from the college, including Dr. Bea and Dr. Sanchez, they did tell us we are an attendance taking institution at that meeting.

We haven't received our program review. But other than the Department of Education, as the provost indicated, we have a number of accredited programs that require us to take attendance. The Veterans Administration is requiring us to take attendance. We have FTSE reporting that requires that we have attendance information. We are an attendance taking institution.

>> SPEAKER: But that was a determination made by the college, you're saying, that we are an attendance taking institution?
Based on a number of factors.

Thank you.

As it's probably clear, there is a lot of widespread confusion about this, and so my question, and it's kind of a wrapping-up one, is there currently or in development any like one simple web page where all of these requirements are just listed and perhaps all of these FAQs? Because we have the benefit of being in a place, in a forum we're able to ask these questions and get answers, but we are a very small percentage of the population actually needing to complete this.

So is there or is there planned in the pretty near future to have something like that where you can just say here is the web page, it's being updated, all of the information you need to know is here, as opposed to these e-mails and attachments and instructions and misinformation.

Not that I know of, but that is a fabulous suggestion. That would be really helpful. Yes?

(Off microphone.)

There you go. Carrie is working on something.

MR. JOE LABUDA: Reports. Eric Morrison is going to visit us and speak about developmental ed.
Hi, faculty, colleagues. I really appreciate your interest in developmental education. I spend my days trying to develop very strategic (indiscernible) to go over to your classes.

Just an opening comment. Last year we had a very large effort. We had a community and college-based strategic redesign committee and a steering committee. The steering committee was headed by Dr. Duran-Cerda. I have been at the college for 23 years, and this is the most, largest, most energetic, most holistic, unified effort to do something about developmental education, to improve developmental education I have seen in the time since I have been here.

Having said that, I will let you know that we are at the end of really the planning and preparation stage. We had approvals from the chancellor's cabinet for budget, for positions, for 30 priorities that we developed, and those 30 priorities have subpriorities, as well. So the implementation is really we're hoping occurring this year and going forward.

So I hope to just give you a broad-strokes overview. You know, we did a year of work. It was very intensive, lots of meetings. It's very difficult to do a quick 10-minute presentation, but I will give you the kind of big picture.
I did want to tell you that on that larger group we had as many as 40 people. We had parents, high school principals, we had a student. I think we had most if not all of the right people together. It was including adult education, ESL, all of the different components. We're really excited and really pleased with the work that we created and the level of detail we got down to.

So let me tell you some of the elements of the plan, and I will start off with the faculty issue. Four new positions for faculty with developmental education expertise have been approved and should be hired at some point I expect this year.

Whether they will be -- which discipline they will be in and which campus has not been determined yet, but that's four positions. It's also been approved to have a coordinating position of something like a developmental education executive director. That person would be coordinating, would be working with institutional research, helping to coordinate data efforts, helping to coordinate professional development efforts, training efforts, keep everything coordinated.

So that is completely new for us. Related to that, we have decided to develop a developmental education council, so an overarching council, and that would be in the CDAC model, one person
at the head of that council and the other person would be the
developmental education faculty member like (indiscernible). It's a
very multi-disciplinary council. Everybody who has an interest in
general education (indiscernible) can be a part of that, and we want
to let you know every campus has identified a team already and those
names have been presented to the provost.

So that's exciting to us. Some other elements, very much support
and data from institutional research and IT so that we can become
much more not data driven but data informed so we can make good
decisions.

We also have a budget approved. The last estimate that I heard
from the chancellor is approximately 1.2 million was approved. There
is going to be a really strong focus on retention of students and
moving them through to success. That will include some form of
specialists. Some of you may remember we had retention specialists.
Most of us felt that was pretty successful. So something along the
lines of that model.

Similar to that earlier processes, using IT much more directly,
being high tech, finding out if there are issues early, intervening
much more earlier.

I wanted to let you know we have strong connectivity with the
student services review process. We had co-representation from both
groups, so we were aware of what they were doing, they were aware of
what we were doing, and we were really looking at re-engineering the
admissions process, doing things like requiring mandatory preparation
before the students take assessments to give them the maximum chance
to demonstrate their ability before they get placed.

We also had strong connections with the enrollment management,
new directions in development, and I mentioned this earlier, but we
included adult education. So we're looking at developing a system of
pathways so students can come in through adult education or directly
into developmental education. They can move from Adult Ed into
developmental education. And we want to give them and the community
and parents much more clarity about, you know, what's going to be,
what's going to happen, where are they going to go, what are the
pathways to success, and how do I get my student to their goal.

Along with that we wanted to do much more extensive publications
and branding the way our pathway system is going to be. We will be
talking with marketing about how to do that, how to really afford
people of what this process is so we have a name for it and logos for
it, they know what it is.

Next I want to tell you that we are anticipating CDACs especially
in the areas affected, ESL, reading, writing, math, being tapped to make a number of decisions. One of those decisions will be about interventions. So if we see, if you do identify earlier students who are having difficulty, what kinds of interventions are we going to require that they undertake so that they are successful.

In some cases we are talking about at the first point of entry into a course, and in other cases if a student has failed at the end of a semester despite interventions what new interventions are we going to bring in. So those might be things that are like mandatory tutoring, learning communities, required meetings with counselors, coaching and mentoring, lots of different ways of doing things.

We are also talking about setting up affinity groups. For instance, if you came in and took some form of boot camp to prepare for college, like a Bridge Program, we might look at setting up ongoing affinity groups where now that you have that experience you continue to have contact with each other. It's similar to learning communities, but we might also have like a community mentor involved.

We are looking at cultural frameworks, getting people who have succeeded from various cultures in contact with students so that they really have a vision of what success is and how to get there.

CDACs also will be asked to look at things like do we need to
make curriculum changes? Do we need to look at modularity? What are the movements in mathematics across the country, definitely get away from the course type of model for developmental education and to have a wider range of modules so that your treatment is more diagnostic and more specific.

So that's a possibility. I think the emphasis is CDACs will really make those decisions. They will require tutoring, our students must undergo tutoring for XYZ class but not for this class, and other CDACs (indiscernible) willing to use. So we are looking at kind of the suite of ideas.

One of the things I'm excited about is we have a really strong emphasis on requiring best practices. So not being afraid to be intrusive. If we know something works like study groups, requiring students on a certain list to go and do study groups, let's do it. Along with that are practices like mandatory placement. If you test into reading, you'll have to go see Eric or one of my colleagues.

We're looking at reading and ESL first, so students placed into reading or ESL, they have to do that right at the get-go from the start of the semester.

I talked about pathways. One of the things I wanted to tell you, too, so you have the big picture, last year we did a lot of work.
You may know that there is a whole strategic planning process going on now at campuses developing strategic plans for the first time in my memory, and we're using a process that's called a SMART process, and that's an acronym that stands for specify what you want to achieve, measure, measuring involves key performance indicators, you're looking at the activities, specific activities, how we need that, what's the relevance, what you wanted to achieve and what's the timeline.

So for the developmental education process, we have it down to a level of specificity where we actually have even key performance indicators that we are recommending to institutional research that we bring online overtime and those were approved by chancellor's cabinet.

So again, we culminated the planning stage, we have documents, flow charts, and we're hoping that implementation will be just as robust and that we really will have more of a unified approach as a college, even as a community, in terms of how we help students who have difficulties with basic academics that they are really going to need.

That's kind of my quick overview. Happy to take any questions if there is time.
>> SPEAKER: Those sound like some great ideas, so thanks for your work on that, Eric. You touched on this a little bit, but so the different CDACs, like math, writing, ESL, they will still be involved in curriculum decisions and it's not going to be this new entity, this developmental education council? Is that correct?

>> SPEAKER: Yeah, that's absolutely correct. The council is really more to get everybody involved and look at it as a big picture, as an organism. And even people like coaches are getting involved, because they work with athletes who are frequently developmental education students.

So it's really meant for us to review data, make decisions. It doesn't take anything away from the CDACs, but it allows I think more people to be involved. So we don't look at just little pieces of the elephant like CDACs do. I tend to look only at the reading stuff only. That's going to change, and that's going to be redesigned and the purpose of that.

I'm glad you raised the issue of CDACs. There may be even involvement of other CDACs, too. One of the issues we got from or one of the recommendations we got from our consultants, the McClenneys, they are experts on developmental education, is that we really ought to look at the, you know, the 80% of class -- the 20% of
classes that we offer, 80% of our students go into. As a reading teacher, should I be talking even more closely with sociology, history, psychology, these classes, and are there certain kinds of reading, certain kinds of background that I can give my students as a developmental education instructor which will help them even more in those courses. I feel like we do that very well right now, but may be doing it even more. That might involve the CDACs too.

>> SPEAKER: Great. And one other question I had, so I have heard more and more about an integration or maybe closer coordination between adult ed and developmental education. Has there been talk yet about how to classify the instructors? Because currently in adult ed it's the staff instructors, whereas in dev ed classes it's adjunct faculty. So has there been talk of that at all?

>> SPEAKER: It's come up several times. We were not in a position to make decisions about classification. So I think there is an awareness level. But, yeah, I think those are some of the things that still need to be worked out as a practical matter.

At the vocational level, there is a model in the country that's proving to be very successful called IBEST, and it's essentially where you take students who are in a vocational program and you take the basic support skills into what they are already doing in context.
So if you’re in aviation tech, I would, as a reading instructor, be working with aviation tech types of reading materials and going on-site and helping students on-site more contextualize.

And one of the interventions that’s conceivable is even doing that at the academic level, not just vocational. We do have whole lists of possible interventions that we are looking at (indiscernible). There is a lot of work to sort out.

>> MS. KIMLISA DUCHICELA: Any other questions?

All right.

>> SPEAKER: I just really want to thank you for your interest. I think it’s important in keeping this going.

>> MS. KIMLISA DUCHICELA: Thank you.

(Applause.)

>> MS. KIMLISA DUCHICELA: Jeannie? Jeannie is up next with the prerequisite committee.

>> MS. JEANNIE ARBOGAST: So I don’t have a lot of new things to report to you, but I just want to get you back into where we left off last May, because a lot of us, including me, are a little fuzzy on where the committee stands, what we have accomplished, and the little things that happened at the end.

So first of all our committee is, yay, almost done collecting the
benchmarking data and putting that in a nice spreadsheet for you.

Now that the HLC, that visitation is really close, when it's done, certain resources will be released back to us. Over the summer Nic got a first draft of gathering statistics on Pima student success, and so I meet with her later this month to start looking at that, finalizing it, and then she can get it for the few classes I have requested and her eventual goal is to get that information out for all sorts of courses along the way.

But that's a little step along the way. So that resource is opening up, and I'm thrilled to death to get that information out to you.

The next phase that, a part that ended up in our committee, was the Banner checking prerequisites. It came so quickly at the end of May, and I think we were all brain dead about what happened with the rollouts and what went on in the announcement on that, so again, that self-study just took all the resources. And the people that really want to help us get this done, Jenny Conway, Tara, Mary Ann, they got so caught up in a million different committees that this just got to be a slightly low priority.

So they brought the committee in and said, look, here's the situation. We're delaying that whole rollout plan by one semester.
So just as a reminder that for registration, it will only be reading
and ESL that happen in the spring semester, so that will be there,
and then it will be the next year, we can do a rollout for all the
other courses. So that's an extra little test of things.

Jenny has asked for people to be a part of this prerequisite
implementation committee, so that's different from the senate one.
So we're bringing in other people from other CDACs to give input.
You know, math, hey, we have been in place for a long time. But I
know there are holes in the system, errors that we want to get fixed
up before it goes campus-wide.

So encourage all of those CDACs to, you know, get input back to
Jenny, be a member of that committee so we can get this done real
quick. That's kind of where we stand right here. Questions or
comments or things that you need cleared up or reminders of?

Okay. Thanks.

>> MS. KIMLISA DUCHICELA: Next up is not Rita Flattley. Julia

Fiello for the PCCEA report.

>> SPEAKER: Welcome to you all. I wanted to just start by
thanking you all for all of your patience with the 50,000 e-mails you
have all received from me. Expect 50,000 more the next few weeks
(laughter).
I'm doing my best to take in information that is coming to me and I am trying to funnel it out and then get back to you. Obviously one of the major issues we have been working, along with the senate, luckily collaboration with the senate and many other faculty is the attendance issue. And I have an e-mail drafted to go out to all of you later today. I wanted to hear what I could learn in senate as well so my e-mail would be as comprehensive as it can be.

So I wanted to take this opportunity to say that often when I send e-mails I say "I," and it's really a big massive "we" and I just wanted to take a moment and thank all of the people particularly on the executive committee or special people who take on particular tasks, members, nonmembers, who agreed to work on projects, that's huge and I should probably always name "we." If you assume that's what I mean, I appreciate it.

I do have a couple of pieces of information for you. One of the things that happened, I hope not a summer surprise, but it was worked on over the summer, we had an extremely collaborative, very functional group that worked on faculty hiring. This was a task force that was authorized in Meet and Confer. We could not wait until the fall because this is one of those HLC red issues.

So we had to work on faculty hiring. Other groups worked on
staff hiring. The group was very representative. We had administrators, we had staff who have to implement all the steps. We had faculty in a variety of areas and we tag-teamed and worked all summer long, and we are still working, we hope to be done by the end of this month, but I did want to tell you there are three things you will be getting in an e-mail from me shortly.

One is a new set of steps that will be followed for faculty hiring with projected deadlines. The first couple we may miss because they are the things that you would normally do the first week of school, but other than that, we hope to stay as close to this. And this is a pilot year, so it's not going to come to the senate as an SPG yet. It's going to be tried, roll this out, see what works, see what makes sense to those of you who are on committees using it, see what makes sense to HR, does it flow, the timelines, are they long enough or too long, et cetera. As soon as we run that through this year, then we will bring it back formally for inclusion.

There are a lot of bits to that that never existed anywhere. So if you've ever served on a steering committee, you're told, okay, go, and there is no clear direction about what you do and when you do it and what your options are other than things like confidentiality.

There are lots and lots of good pieces to that. I may e-mail you
about that draft. I apologize that I can't e-mail it to you for feedback and further review, but in this case we have to actually start using it yesterday.

So we have to get that out and try it. But please do. And as you try things, particularly if you're serving on a committee, let me know what's working and not working and we will come back and survey you and ask you specifically. You don't need to wait for the survey to let us know whether things are working or not. So that's one piece.

You already know that we have created a whole much more transparent system for how positions are allocated. It was the perspective of many of us that sort of magic wands were raised, and all of a sudden, poof, you got a new math position or you didn't. You never quite knew how those decisions were made.

They were probably made using all kinds of great systematic procedures. We just didn't know what they were. Now we have written down this is how positions are allocated, these are the data sets going out, this is the information coming back, this is when you give input, this is when we get back to you. And we are very, very pleased there is a new provost advisory council. We have two faculty members in the room who are present during those conversations to
give feedback and let us know how the conversations are going and if there are other things we need to do.

So that's one of those things where the timing, the big one will come on All Faculty Day when you as CDACs will be asked to start thinking about CDAC perspective, do we, for example, need another history person at this campus because there isn't one now? That sort of broad, district-wide kind of concern. There is an opportunity to raise that. That will be one of the many bits of data that will come before the provost.

So that position allocation system is sort of in progress as a trial. And then we have started to create a whole new system for hire which we are going to call provisional faculty. That's a new term used by Maricopa who are faculty administrative appointments. That was always sort of misleading because you're not an administrator and it was sort of a fuzzy name. So we are hopeful this is a better term. We are still working on that document.

The last document many of your CDACs gave us feedback on. We worked a lot on the instructional faculty job announcement to try to come up with some standard criteria that we thought were reflective of all instructional work, tried to make those as clear and non-Pima speaky as possible. And there is an additional form that we will
roll out this fall for you to add in and we also need you to be able to teach this specific area or we would like you to have this particular expertise or this certification if you're occupational.

So there is going to be a standard template for instructional faculty. We did get feedback from you all on the CDAC and we incorporated that for that draft. Like everything else, it's a pilot draft. So if it doesn't work, we will fix it.

But that's something to try. We are working on also one for ed support counselors. That was also done. And the ed support librarian one goes on our agenda next week. We are meeting every week trying to get all these things in place.

I will be sending you the completed documents this weekend. So if particularly you think you will be part of a hiring procedure or advocating for a new position next year, I would ask that you do your best to look through those. If that's not your work this year, you know when it comes up again.

Any questions about that?

>> SPEAKER: Thank you for filling us in on all of that. You know we had had a real dynamic conversation about the point on diversity when it came to the job description. Can you give us a follow-up to that discussion.
>> SPEAKER: Thank you very much. I would also ask Char if you
would like to chime in on this. She's one of the administrative
members of the team.

Very, very important issues regarding diversity and how we do
much better at hiring a group of people that are reflective of the
community we serve. What we had to try to come up with was a
statement in the job announcement that would confirm the college's
commitment to this, and we have this actually in a couple of
different places with a revised statement that's going to be called
the about-the-college part that talks specifically about the
college's commitment to this issue. We take many suggestive phrases
and we try to put those together and make one phrase.

But I think the group, committee's perspective was that there is
only so much we can do in a job announcement to address that, but
what we need to do is really talk more to the committees about how do
you get this in a search process. We are going to try to get at it
three different ways, at least. The general commitment to the
college, make perhaps a better statement, take a look at it and see
-- it was the best we could do and follow the different
recommendations and then better training on it.

Does that address your question? Anything else you want to add
to that?

I appreciate that. That was absolutely "the" most consistent comment we got from our viewers that we really need to pay very close attention.

The other outcome of that, as an aside, but the chancellor had been aware of the conversations, had already said we need to be looking at this in a broader perspective. There is in fact a standing committee on diversity, and that committee's chair was part of our group and she's going to carry that information in and work with Lee and see if we need to expand that group and try to bring more people in, because I, for one, wasn't aware what work was being done on that issue.

The next thing I would just like to briefly mention, I sent out a call to you all asking for volunteers to serve on the first ever grievance review board, which we hope we never have to use, but this is a major change to our grievance policy to have an opportunity to file a grievance and if necessary an appeal, to appeal instead of just up the chain of command instead to a representative group that includes a variety of people.

We needed three faculty representatives, one to serve sort of as the lead and two alternates to deal with conflict of interest or I'm
out of town or I'm teaching at that time, and we had a variety of applicants. Six of the PCCEA members as charged by that policy selected the three people. I have yet to tell them they were selected, so I need to let them know first, but I will tell you that we are really, really happy about the interest and the group.

We have representatives from all (indiscernible), we have occupational and instructional faculty. We have people that have served in other roles. Some of the people have been staff, also. Some of the people have been administrators, also. All have policy experience, all were very interested, and some are members and some are not.

So I just didn't want to (indiscernible) to select PCCEA's members. As a matter of fact, we said that our executive board should not be membership because our job would be different. We are representing faculty in a grievance, not trying to help to make a decision.

So you will get an e-mail from me about that this week, also. As soon as I have let those folks know, then I will let everybody know.

So those were sort of the two key issues in addition to the whole issue with attendance tracking we have been spending lots of time on. As always, we have been working lots and lots of single issues. We
have had a couple of payroll concerns we have been helping people
with. Lots of great people have been representing other colleagues
deal with various types of issues.

We have some upcoming meetings scheduled where we're going to be
dealing -- Tara and I will meet very shortly to talk about grading
windows. This was an issue that came up last spring. Sometimes you
have a long time to get your grades in after classes, and last spring
the window was quite short. I think many of us were sort of caught
off guard by that. We knew we had 48 hours -- sometimes we got used
to having more time. What we will do is map out what those are going
to be and give you at least as much fair warning as we can so at
least you're not surprised and you know well in advance when that's
going to come up so you can plan for it and at best try to make sure
that happens as infrequently as possible.

We also have meetings planned with David Bea because one of the
issues we need to deal with is there is going to be a shift -- this
happens every so often. The time that you start teaching and the
time you get your first paycheck kind of creeps, and you have to
reset it every so often. We want to make sure we give you a year's
notice about when that reset is so you don't get caught off guard on
that. So that's another planned meeting.
There are a variety of these sorts of issues we are trying to get in front of as best as we can, and I'm extraordinarily thankful that we have such strong, working, good relationships. We have meetings planned every month with Char, so if you have issues that seem to be HR-type related issues and you would like us to try to represent you versus speaking for yourself, please let me know.

We have monthly meetings planned. If you wish to contact a (indiscernible) representative, that's of course appropriate, but if you would like our help we certainly want to offer that.

That's a piece of what we do. Any questions about that?

>> MS. KIMLISA DUCHICELA: I have a comment. I want to say, Julia, that you have done so much work this summer for us. You have stood in the firing line. You have done so much, and I personally want to thank you for all keeping us informed and giving us a place to call and all the other things that you have done as PCCEA president.

I know it's been hard this summer. You have been working all along. I have seen it.

Thank you so much.

(Applause.)

>> SPEAKER: Thank you for your time. I'll see you in a month.
MR. JOE LABUDA: Thanks, Julia.

We don't have an adjunct faculty committee report at this time, but I just want to say Carlo had a committee meeting before the main meeting, and it was by far the biggest attendance. He has great activity going on the different campuses. Carlo, thank you very much.

Provost report?

>> PROVOST HOLMES: Good afternoon again, everyone. I just have two quick things, because the major things that are going on with the provost's office has already been discussed here today.

I just want to give everyone a last reminder about the HLC site visit the 15th through 17th. I know some of you have already received preliminary schedules and (indiscernible) announcements. We will have a full schedule coming out hopefully next week. We know that. Some people had some changes that they need to make, so we are making those changes today and Monday and Tuesday.

So we will get a full schedule out to you that will show you when everyone is meeting, when there are open slots for faculty, when there are open slots for community, student forums and different other activities.

And then also some of you are on different committees, and some
of the committees have scheduled slots. So we want you to attend as much as you can based on the schedules.

So the team will be on a very tight schedule, and so we have scheduled times, and they can go over any of the times. We just want everyone to know that and at that particular time they will be moving on to the next meeting.

Don't feel slighted if (indiscernible). They are really short periods of time to meet with so many different people internally and externally.

If you would like to review the PowerPoint presentation from All College Day that Mary Ann and Dolores made, it’s posted online. Also the activity that we participated in (indiscernible), that is also posted online if you want to go back and take a look at those again.

The second thing is just an announcement. Pima is the host of the (indiscernible) conference this year. It's held October 29 through the 31st at (indiscernible) resort. The theme for this year is the 21st Century Arizona Community College. The keynote will be on October 30th. The speaker is Dr. Walter Bumphus, and we have a number of other people who will be speaking and participating about issues of higher education in the state of Arizona as they relate to community colleges.
That is the last of my announcements. Any questions?

>> MR. JOE LABUDA: Any questions for the provost?

>> PROVOST HOLMES: Okay. Have a great weekend, everybody.

>> MR. JOE LABUDA: Thanks. Senate president's report. I think I made all my comments earlier.

Any open-quorum items before we take off?

I entertain a motion to adjourn.

>> SPEAKER: Motion.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: All in favor?

(Ayes.)

>> MR. JOE LABUDA: See you next month.

(Adjournment.)

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