MR. JOE LABUDA: We're all here. We have a quorum. We're all ready to go.

We have kind of an odd meeting today because the chancellor is going to try to call in. Kimlisa has to run across town for a board meeting. Julia is here, too. She's going to have to run over. I'm going to be swapping some of this stuff out.

We do have an agenda modification in that (indiscernible) from the West Campus is going to speak to us on gen ed outcomes, and so we will put that in the business section. 5.3, move everything down from there.

Do we have any open-forum items?
>> MS. RITA FLATTLEY: An agenda modification for the next All
Faculty Day in January.

>> MR. JOE LABUDA: I'll put you in the business session.

>> MS. JEANNIE ARBOGAST: On the open forum, I want to talk about
a couple of senate committees that might want to be formed.

>> MR. JOE LABUDA: Okay. Now let's try the chancellor. Let's
see how this goes.

>> DR. LEE LAMBERT: (Via telephone.) Good afternoon, everybody.

Hopefully you can all hear me pretty well.

I want to share with you the overall impressions from the HLC
visit. Now, this is based on my notes, okay. So this is not
necessarily specific, like how it was actually said, but this is my
overall impression of what they shared with us as part of -- they
changed the exit interview process. So you may be familiar with the
old process where they do an exit interview. They tell you, Here's
what we see you doing well, here's areas we think you need to
continue to work on.

This was not like that at all. They did not give us specifics
about what we were doing well or not doing well. So that's very
important to draw that distinction.

So with that said, some of the observations was clearly a lot of
energy and momentum went into the college responding to the challenges that were in front of us, that clearly there are documents still coming into the HLC, third-party comments. And by the way, just so you know, a lot of those third-party comments were very positive about the college. There were some that were less positive, but on balance they were more positive than not.

Clearly they saw that the amount of work to develop policies, processes, systems, and hiring was evident, that there is greater community involvement. Governance, there is a governance structure now. There is an increased channels of communication with greater transparency. And they noticed that the culture is shifting for the better, but they also said that it's still fragile.

They also point out that there is still policies they recognize were still in the development phase, but I guess our biggest challenge, if there is such a thing, this process was the recognition that we need time to see how all these things start to work in terms of being able to demonstrate outcomes and have the evidence that points to the outcomes and the recognition that there was limited examples that we can provide that these new systems and so forth are working.

They also acknowledge that we still have a number of vacancies
and that positions still need to be filled up. We're making progress
in that regard. That our mission is still not as clearly
communicated and that we need to mature, keep things aligned from an
integrated systematic planning standpoint. Again, not pointing to
anything specific but just an overall impression. That they
recognize that a lot of what we are doing is still in a nascent
phase. Lastly, they emphasized this is not just a (indiscernible)
process, but it's a process of continuous improvement.

So that was the overall impressions that they shared with us.

Any questions or comments on that?

>> MR. JOE LABUDA: Looks like no questions, Lee.

>> DR. LEE LAMBERT: Let me now share with you next steps.

So as you're all probably aware that come December, I take a
small team to make one final pitch for the institution. But I can't
go up there focused on 20 areas or even 15 areas, but the challenge
is we don't know what areas we need to focus in on, right?

So taking bits and pieces of conversations, stitching them
together, and then also doing our own self-assessment, project
management team and the inputs they received, we came up with nine
areas that we thought we need to continue to do, very focused and
concentrated work on between now and December.
We'll get that information out more concretely what those nine areas -- I think there are nine. We are going to have fast-action teams tied to them. So, for example, there is work around mission, more work around planning, more work around policies and procedures. We have a communications group, communications group about process pieces. Those things are all in play right now.

Now, with that said, at the end of this month, I hope and certainly not too much in the next month we should get the draft report from the visit, and what the draft report is going to show us is there are findings in draft form but it will not include any recommendations. We will not know their recommendations from the site visit team until December when I go to Chicago.

So again, we have to look at those findings and try to distill from them what other areas that we think we should focus on for December. Well, if we obviously wait till the end of this month or beginning of next month, we have kind of lost the better part of five or six weeks since the visit.

So that's again why, figuring out here we can do some additional work. Again, they didn't tell us that. I have been contacted by the newspaper saying, You know what? You're focusing on these areas because they told you that you've got problems still. No, that's not
true. They didn't tell us specific areas that we needed to work on.

So I just want to dispel that rumor that's floating out there across
the college and in the community.

Again, as I emphasized with the reporter, this is a process of continuous improvement. You should look at yourself critically, find where you think are gaps and continue to work on those gaps leading to continuous improvement. That's a different question than whether we're going to come off probation or not.

But I just want you to be aware of that, because there is going to be an article that will likely come out this weekend on this topic.

So I will stop there. Any questions or comments?

>> MR. JOE LABUDA: No questions, Lee.

>> DR. LEE LAMBERT: One last area is no surprise. We have been losing enrollment for a few years now. It's at a point where it is a problem for us financially. Not so much that, you know, we're going to have to make drastic decisions. It's not at that critical stage. But it's at a point now where we can no longer afford not to address the financial health of the institution.

So as you heard me mention in our last meeting about expenditure limitation, so we are really now in that zone where we have to be
very worried that we are pressing up against the expenditure limitation. And just as a reminder, what that means is the money we receive from property tax and the funds we receive through State aid in forms of revenue, if we're not at a certain level of enrollment based on our projected enrollment, that we may not have access to our full revenue.

What the effect of that is if we are budgeted, say we're budgeted to a hundred million of our hundred million, right, and you can only access 90 million, you get the idea, well, you've got a $10 million gap that you have to close somehow.

We're not there yet, but we're pushing up against it, and I want you all to know that, because we're going to have to start having some serious conversations about how we deal with it. Those conversations are going to be starting very, very soon.

Any questions or comments about that?

>> MR. JOE LABUDA: No questions, Lee.

>> DR. LEE LAMBERT: Well, that's my report, then. I would say this to the group: I remain optimistic where we are relative to the HLC. As noted, I think we made a strong showing. We showed that we have taken the process seriously. We are addressing a lot of our gap areas.
We still have a lot of areas to address, but we're moving in the right direction. I think that that's going to show when we get to that final decision point at the end of February and March, beginning of March.

>> MR. JOE LABUDA: That's great. Lee, can you hold on for about 30 seconds?

>> DR. LEE LAMBERT: Sure.

>> MR. JOE LABUDA: I've got something in front of me from the City of Tucson, Ward 5 council office. It says certificate of appreciation in recognition for Dr. Denise Meeks.

(Applause.)

>> MR. JOE LABUDA: Congratulations on your retirement from Pima Community College after 26 years of teaching astronomy, physics, mathematics, geology, meteorology, and computer science.

Why don't you give somebody else a chance there?

At Pima Community College, she volunteered her services to various agencies in Tucson that motivate children and youth to study sciences. On behalf of the Ward 5 office, it's with great honor that this certificate is presented to you in appreciation for your educational commitment and dedication to the students of our community. Your knowledge and expertise will be missed. Thank you
for a job well done.

(Applause.)

>> DR. LEE LAMBERT: Just to add to that, I just want to say,

Denise, thank you for your commitment and service to Pima. Is there
anything you haven't done at Pima? (Laughter.)

Thank you again. I think a lot of us wish we could go to Hawaii
too. So best of luck to you. I know you'll stay connected to all of
us at the college.

>> SPEAKER: Thank you, Lee. Makes me sound really old, though,
doesn't it? (Laughter.)

>> MR. JOE LABUDA: Bye, Lee.

>> DR. LEE LAMBERT: Bye.

>> SPEAKER: I just wanted to also let everyone know that Pima
County is also going to be giving out a proclamation to Denise next
Tuesday at 9:00 a.m., so if anybody would like to attend that,
contact JoAnne and she will give you, up in my office, all the
details.

Also, next Thursday, October 9, in the Northwest Campus Student
Life Center, 2:30 to 4:00, we are going to have an aloha sendoff for

(Applause.)
MR. JOE LABUDA: We have people who have to hit the road. Julia, why don't you go first.

SPEAKER: Thanks, all, very much for having me here. You should have a handout. The front two pages are the background, the topics I wanted to let you know about. The back pages are supporting data, and I will reference them as relevant. I will try to get this kind of thing sent out electronically if you tell me it's useful so that you have it ahead of time in the future.

So the first item I wanted to give you some updates on. We talked a bunch about the grievance review board in here and its membership from faculty. On the third page you can see the full membership, and I'm hopeful that if you all take a look at that full membership, some of the questions that some of you were writing to me about regarding diversity in particular may be addressed when you examine the full board membership, because remember this is a bunch of our colleagues, not just faculty, that will be thinking about that. So I was hoping that that might address some of the concerns we talked about before. That's just an information item.

The next thing is to tell you about some work that I have been doing with Tara Benson. Because she was the registrar, we will ship this work to Jenny Scott who is our new registrar shortly. But we
are trying to do as many things as we can proactively. So we know
that last year, for example, many of us who test the very last day of
exams had a bit of a surprise and we realized, oh, we had two days to
get our papers graded and our grades in, and then we had to sort of
frantically work, and Tara’s office worked with us to shift deadlines
a bit.

What we did was meet now to try to look and see where if at any
point we will bump into that hurdle again. One of the supporting
bits of documentation you have there is a plan for this academic year
for the grading window on/off dates. Now, I will tell you later why
those on dates might be much earlier, but the off dates are our
issue. They tell us how much time we have between end of semester to
grade and get things in.

So we went through every single part of term that currently
exists and went through all for the fall, all for the spring and
summer. We will do the same exact thing for next year. Our plan is
this will be sort of a routine thing to work for those. There are
parameters we can’t change. So for example, the only real challenge
time for us is in this coming spring, spring of 2015, where if you
happen to test the very last day, you bump up against that two-day
window again. So part of what we wanted to do is let you know well
in advance. That might change your decision about when you test on syllabi. At least then you can plan for it and sort of be cognizant of that.

We also wrote in an exception so that if you are in that situation, you can let your VPI know that your grades will be in the following day by noon so we can give you a bit of an extension, but we can't go farther than that because there are a variety of things that the registrar's office has to do before students can register and start summer school, and that date is also fixed.

So anywhere the registrar could be flexible, she was. Where she couldn't, we wanted to warn you. All of the windows are at least four days long. They often would close arbitrarily at 5:00, and you know we don't work Monday through Friday at 5:00. We work till it's done. So all of the deadlines that could push till Sunday are pushed that far, so often the grading windows are almost a week long now.

So they are as far out as they possibly can be. Nothing shorter than four days except where you see it highlighted. We will be sending this information to all faculty, but I just wanted to bring it to you first and you can start communicating with chairs and adjuncts and you can give them this information as well.

Any questions about that?
>> SPEAKER: I sent an e-mail to Jenny regarding West Campus (indiscernible). It gets kind of confusing, especially for the (indiscernible).

>> SPEAKER: This is an excellent point. If you would not mind sending me an e-mail, we can try to follow up with campus presidents on that aspect of it. These are the days from the registrar’s office where the grading was turned on and off.

You’re right. The campuses like that information in earlier so that they can make sure the grading errors are fixed, et cetera. So we need to find a happy medium in that problem, as well. But that's a separate problem to work on, and I'd be happy to try to take that forward.

I'd like to see that addressed at a district level as opposed to just campus by campus because I think we all have these issues.

Do you mind sending me a reminder e-mail? Thank you.

Any other questions or comments about that?

Faculty hiring task force I have now talked to you about multiple times. I just wanted to give you a couple of last-minute updates and couple of key reminders.

We have completed our final draft of a couple of documents, and then there is a couple of little pieces we are finalizing. We
anticipate one more meeting and we should be done for all of the
documents that are in pilot phase for this year.

So the first one that we have completed is our steps that you'll
be following and the deadlines for hiring faculty. I wanted to draw
your attention to, with one exception, all of the internal lateral
transfers are out. All of them have deadlines next week, so please
take a look at that.

Every department who has a position open, your VPs and deans
should be talking with you about additional requirements. So as you
know, we worked on all the templates, I told you that before. They
are all standardized, but there are places to put in "and we also
need this." We need, in my own field, for example, we have a biology
position but we know it's in microbiology. So that's where we will
be saying it's not just regular biology but we need this kind of
experience.

And just yesterday in the task force we added two additional
pieces that we think these are going to work. If you wish to ask for
documented teaching experience, if that's appropriate in your area,
that is something that you can ask to have put on as a preference.
We would encourage you not to put it on as a requirement, because it
is possible you'll see someone (indiscernible) and you feel like you
saw what you needed to see. But if you are hoping to find somebody who has already been teaching, you can add that in as well as specialty areas. I need someone with this certification or this expertise, et cetera.

There is also a feedback form you guys do not have to fill out, but that is going to be your forum for providing that information, so you should be e-mailing or talking directly with your deans or VPs. Somebody at the campus will be trained to put that information into a form. That form then drops into the job announcement for external posting.

That's really where you should be thinking right now. The internal process is on its path. External posting ready to go.

Now, just one note that I think people may not be aware of. Let us say that at my campus, for example, somebody transfers into the micro job. That does not mean that wherever they transferred from automatically gets to fill. That has to be relooked at at the provost's level, okay? So we have to actually finish that internal process if people move, evaluate whether we're going to refill/backfill at that site or not.

Does anybody have any questions about that? So just be on the lookout for that. I will send reminders about that, about upcoming
deadlines, but I wanted to let you know that that's coming.

Couple of last things that we need to work on and we hope to finish this up next week, we have the position allocation model that I have talked about. This is how we figure out, this campus gets one of these and this campus gets one of these.

There are some data collecting bits that we still need to finalize, how PIR is going to work with us to gather data from CDACs, from faculty, send out the appropriate data that you need to make those decisions, et cetera. So there are still a couple little pieces there but they are all tied to data gathering.

The other thing we are still working on is a finalization of a process for hiring called provisional faculty. Those were what we used to call administrative appointments. So we have a set of steps that never existed. There never was an SPG that was live. There were drafts of various things, but nowhere did it say, if you want to have an administrative appointment, here are the different ways you can do that.

That draft has in it some very concrete ways you can, for example, do emergency direct appointments should you have somebody who leaves and you have to fill maybe for accreditation requirements or something like that. So it spells out all of that stuff. So
we're going to finalize that. And I want to remind you that all of these documents are in pilot phase this year, so they will come to you in the formal review process after we have given them a shot. In the spring we will be asking for all of your feedback on how did all these things go before we go to formal review.

That's a little different than how we sometimes do things at Pima, but we wanted to make sure we actually tried things before we finalized them and put them into policy.

Any questions about that?

Okay. Couple other just announcements about things we are working on. The vice president of PCCEA, Nan Schmidt and I have met a couple of times and Scott Collins with me on a different issue. We meet monthly with Char, have been meeting with Dr. Bea. Char in her vice president of human resources hat. Talked with Dr. Bea. There are a couple of commonalities we want to share. We are going to try to work together with faculty and Char's office, HR, and finance together to try to figure out how we can maybe skip some of the high-touch steps that occur when people enter data in eparse (phonetic), for example, or contracts so that we all get paid on time. One of the things that slow us down is these things have to go through so many different people for approval. And most of the time,
for example, it goes from your dean to VP to president over to HR, you know, this way. And really, is there anybody who's going to contradict along that path? Maybe we really don't need every single one of those persons saying, Okay.

So we're going to take a look at that. We all acknowledge the issue. We have not gotten into the nitty-gritty problem-solving, but it's on the radar. If you have thoughts about that, feel free. But we are trying to get through some proactive work to try to minimize this issue for the future.

Another thing we are working on that will affect all of us very soon is we have gotten into what's called payroll creep. So we know we get paid over a 20 pay schedule or a 26 pay schedule, and our semester changes. As the calendar moves, the semester changes, and we're about to bump into a time where our payroll comes way, way before we actually start teaching and we can't do that, because then we violate a statute about public fund. We haven't done any work yet, and you have paid us too far in advance. So we have to push that payroll back, but we have to do it in such a way so it doesn't hurt anybody.

So what we don't want you to do is have you say, Oops, I didn't get a paycheck in August when I anticipated. We know that will be
the bad outcome. So what we are looking at is which year to
implement it, and we think we need to implement next fall. What we
are working on are some solutions that you could choose among. For
example, we could take your spring and/or summer pay, and instead of
making them the same value they are this fall, spread them out over
one more check so you never miss a check if that's important to you,
or let you keep it the way it is but then you know to plan for it.

We are trying to give you some choices. And again, the mechanics
of that aren't finalized, but the work is in progress and we are
trying to make sure that we don't mess up any unintended consequences
like maybe benefits issues or other things that may come back and
bite us.

Dr. Bea and Scott Collins and I are working that issue. Nan and
David and Char are working some of these other issues. If you have
other big pictures like that that you think we need to do or work on,
please tell us, and we will do our best job to keep you informed and
get those things before we get surprised. That's the overall thing.

Okay with that one?

Couple reminders about Meet and Confer. I will skip over
(indiscernible) because that's the one where we're going to pass to
the baton.
The bottom line, on No. 6, we asked the college to co-sponsor with us a debate for the opening Board of Governors seat in district 1. They are actually taking on that job of organizing it all, which is great. We had no interest in really organizing, but PCCEA will be submitting some questions that will be asked.

We have talked with C.J.’s office about moderators. All of that is in progress. The candidates are all free on October 14. So if you would please mark your calendar, we will get you details, but that is upcoming very soon.

So we do hope to have a robust debate. One of the potential moderators is actually going to be the head of the Aztec Press, which I thought was a great idea. That makes a nice student/faculty connection.

Last little announcement before I get to the attendance task force. Just in case you missed this in our Meet and Confer updates last year, the dates for requesting cross-campus assignments and overload assignments outside of your campus were pushed earlier. We were trying to find a balance between needs of adjuncts, needs of chairs, needs of full-time faculty.

We have worked this issue extensively. Rita can fill you in if you are interested. The solution was to push those dates earlier.
They are past for this spring, so you had to ask for a cross-campus already if you wanted to do that for the spring. But if a department chair adds in a new section at this point, he or she is supposed to let the CDAC know, any full-timers wanted, and if the answer is no, then it goes out to adjuncts. That's where we were with that. It was sort of a compromised position trying to meet multiple people's interests. I just want to remind you of that.

Last bit. I'm going to be sending an additional e-mail about the attendance task force. Joe has already written to you this week. We had an additional meeting this morning, and I need to be really clear that we have two very important pending problems. The first is that in June, site team, Department of Education, came to the college, reviewed financial aid status. Sent us a letter in September saying that there are eight concerns we have that you must address, and that report is due on October 24.

That first finding is one that affects us because it affects grades that we may assign. There are two kinds of grades Pima doesn't currently have and we have to have them. That requires the modification of our grading board policy 3108, and notice the deadline I just told you for the report? Right. October 24 report is due. You have not seen 3108 revised. We were continuing to
revise it to meet these requirements this morning.

So Joe and Kimlisa, that's where Kimlisa is running to afterward.

She's going to go try and help the board, ask the board, could we please do an abbreviated process to get these two crucial grades in.

They are a nonattendance grade, a student never showed up in your class at all. The second grade is a grade where someone who just stopped coming. We don't own those grades right now. We have to put them in, and we need to do it fast.

So the proposal we are making to the board is to modify the board policy right now, have a special meeting, get their board approval, and then also say review this policy again in January so we can go through the normal, robust policy approval we would hope to do. But we're between a rock and a hard place. We are trying to satisfy this external organization with no preparation time on our part. We are punting all the way through.

We are doing our best to at least punt as a team. So Kimlisa and Joe are in the room. We have people from senate. We have people from PCCEA, people who are (indiscernible). They are representing various groups. And we are doing our best to respond to all of these issues fast. The other major issue in this is that in March there is a reapplication for financial aid that is due. So we have to reask
the Department of Ed from scratch to be a financial aid awarding institution. That whole project is due in March.

So we have a lot of work to do on that, and we actually have some time to pursue that. But we also have these crisis issues right now that affect the senate as a body, because normally of course you would be doing your full-blown board policy review. There are two board policies we think have to -- not have to, apologize. We have two board policies that are going to perhaps go through the speedy review and then be re-evaluated, 3108, the grading policy, and 3103, which is the attendance policy. We think we have to make tweaks to both of them to satisfy this October 24 looming deadline.

That's a short story on a big, messy problem. All of I can tell you is we are working the best we can to solve this problem that as you all know we did not create.

>> SPEAKER: Have you guys talked about the different (indiscernible.)

>> SPEAKER: Yes. Absolutely. So I have an e-mail out to all of you, and I keep waiting because there's one more meeting, and I figure I will add it at the meeting, so I will get this out this weekend, but I will attach the charge, and in the charge part of our goal is to say, here is how you did this for online, for self-paced,
for internships. But before we actually can do that, the most
pressing issue is to get that October 24 letter out.

So we first had to focus on the grading issue, because there is
an external timeline for that. Here we have our internal timeline.
Certainly this should have all been addressed before rollout but it
wasn't so we are punting on that too. We have a whole list of
modalities we hope to work on and other columns for everything else,
and then once we get all that figured out we need to craft syllabus
recommendations for the spring so you know what to tell people about
this. Because right now, as you know, we're often in conflict with
our own syllabi that we did in good faith this fall. We are doing
our best to solve that.

>> MR. JOE LABUDA: Julia, Kimlisa has to hit the road too, so
let's pass the baton.

>> SPEAKER: I'm going to head out. If you have any questions,
shoot me an e-mail.

>> MS. KIMLISA DUCHICELA: So very, very quickly. There was a
Board of Governors meeting last month right before the HLC visit, so
it was really all about HLC, but there were a few things in there
that I want to bring to your attention.

First of all, there was a presentation on the Becalos program,
which is 48 to 50 students that are from universities in Mexico that have arrived and are now doing work at West Campus. I urge you to contact West Campus if you want more information on that.

Now that we have a new contract with the Air Force, with the base, that makes us a federal contractor, which means we now must have an affirmative action plan, so that is being worked on. Right now they are pulling data for that and for our students and for our employees, and we have about 19% of our employees that there is no data on.

The other really big thing is the enrollment management program that they are working on, initiative. That's Rachelle Howell and Heather Tilson, and there is a consultant. One of the things I wanted to point out is that they basically have five strategic areas. Persistence return/completion, outreach and recruitment, policies, practices, procedures, branding and imaging and data analysis. We are down about 25%, and I think the chancellor pointed out the financial issues of that.

They are going to actually be pulling data not just from us but also from the high schools, and I specifically stopped them and said, You need to send the data to the senate. We need a report on all this data coming, especially from the high schools for people that
we're getting.

So that's the Board of Governors meeting.

Shifting gears, I sent out -- Joe actually sent out several things on the -- I'm just going to call it the ePima Task Force. It is being renamed. There is a naming opportunity out there. I sent that to you. Click on it. Send in your thoughts on the names.

I believe what happens is a group will come together. They will pick about three, and then it will go out to a vote, I think. That's what I'm thinking is going to happen, but I'm not going to swear to it.

There is also some forums coming up in November for people to come together and discuss what's going on with distance education. So I urge you, and that also went out to you. That is a time for you to talk about, you know, things that you think you should add, things you think we should know, thoughts that you think are pertinent, suggestions, fears, things like that. That's the time for that. So that is coming up.

I am off to talk attendance. Does anyone have any questions for me? Have a really great weekend, guys.

>> MR. JOE LABUDA: Let's see if we can make sense of this agenda now. Any more announcements?
Okay, good. I lost track. Did we approve the minutes for September?

Do I have a motion to approve?

>> SPEAKER: So moved. Sterling Benson.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: Any discussion, corrections, additions?

That being the case, motion to accept, everybody say aye?

(Ayes.)

>> MR. JOE LABUDA: Opposed?

(No response.)

>> MR. JOE LABUDA: We have a couple of agenda modifications.

Rita has some issues having to do with All Faculty Day. Trina is here about gen ed outcomes. Later we have an open-forum item from Jeannie about committees.

Robert, do you want to...

>> SPEAKER: Sure.

>> MR. JOE LABUDA: Online syllabi.

>> SPEAKER: Did you send out the statement electronically to the group?

>> MR. JOE LABUDA: I lost track.
Okay. I didn't bring copies.

There we go. The online standing committee has, in the last two years, made recommendations about adding supervisory information to the syllabi and was particularly for our online students that had a problem with the instructor not knowing where to get support from as far as where the class was being offered.

So they would contact whatever campus and then get circulated around until they eventually found a home campus and a person. So we want to make a recommendation about adding supervisory information.

We had some language crafted up adding information (indiscernible) along with just kind of a template for the instructor to put their name. And then whoever, depending on your role, whether it's a department or administratively, supervisor, to be added on, we were asked to present to faculty senate. These recommendations have been going on in the last two years.

Hopefully the idea is that it doesn't just affect the online students, that this is a situation for a student, whether they are online and face-to-face or hybrid.

So kind of wanted to get comments in and see where we go from there.

MS. JEANNIE ARBOGAST: I like it.
>> SPEAKER: I can read you the exact language.

>> MS. JEANNIE ARBOGAST: I think it's a good plan for the online, and I can picture them and their frustration level of who do I contact, and if (indiscernible) five different people, I think it would be a good idea.

>> SPEAKER: IT has a special problem with, you know, distance stuff, too, because we don't know -- when students are having problems, we refer them to District and try to refer them to the help desk at District, and (indiscernible) accounts. You know, it's a frustrating thing for us, because we don't like passing the buck. We like to solve problems and take it on and have that ownership.

But a lot of times we can't do anything because we don't have the tools that they have essentially at District. It's not an issue with them necessarily. It's just how it is. So the students don't necessarily always understand that, and they feel like we're passing the buck to IT or IT is passing the buck to someplace else.

It's an issue and we don't always know what components are being used in the classrooms or in the distance learning program, you know, what requirements are met, that kind of thing. Just a statement of fact that we have this issue, too, that we have to deal with this.

>> SPEAKER: Yeah, part of the reorganization for distance ed was
to address that portion so that it is centralized, but we kind of agreed as a group that this is probably something that should go in all syllabi or doesn't matter what modality.

>> SPEAKER: I have a comment. As a department chair for fully online teaching faculty, it occurs to me that the more practical thing to do would be for each syllabus to have a campus contact person who might be the faculty support person, for example, the faculty support specialist.

When I think of the kinds of things that online students call about, they don't need to talk to a supervisor most of the time. And as a department chair dealing with maybe four or five classes of your own, the hundred (indiscernible) online students. Then say I have 30 faculty members, adjunct faculty members, and they all have one to three classes with 25 to 27 students each, and all of those students would have my contact information? It's kind of overwhelming just to think about, because lots of times what they consider a problem on the instructor's side is not a problem on the instructor's side. It's easy to find that out in a screening sort of way, which a staff person could do easily, and then it's sort of a triage -- I use the word "triage" -- and then the faculty support specialist at the campuses I think are well trained to deal with student complaints, so
they know who to direct them to if they can't resolve them.

I would really think --

>> SPEAKER: So basically -- part of the statement is a location, identify your campus the course is affiliated with. It's just nice to have it there. But instead of supervisory, having each campus identify a contact point?

>> SPEAKER: Yes, and I think the administrators would agree if they start thinking about this. Because they would have the same situation. If you report directly to a full-time -- well, it wouldn't matter -- any full-time faculty, their complaints would go to an administrator, not to say that's not appropriate, but a lot of these calls will not be complaints that need go to an administrator. There is misunderstanding, there is somebody not learning how to do what they need to do. Do you see what I'm saying?

I think we would not want those names and numbers on every single syllabus that -- I haven't done the math, but I'm thinking a thousand of students could have in a semester my name.

>> SPEAKER: If we could just have every campus identify the staff person to say, well, basically what we are trying to do is support the student, and that was the idea when the supervisor came in. If we identify a contact person on each campus that would be
responsible for sending students to the correct direction.

>> SPEAKER: And include the e-mail and a phone number, but we all know that e-mail, you know, that e-mail is immediate, whoever has a problem can immediately e-mail, and also call. But that way if they don't reach the person they can leave a voice mail message and also get a reply by e-mail. There are lots of ways to contact a support person whose number is published anyway in a variety of places for just these kinds of things.

>> SPEAKER: I agree. That sounds very good.

>> SPEAKER: Duffy Galda, Community Campus. I'm concerned that if we put it in just as a contact person, whoever it is, that the students won't be aware of the fact that they need to contact their instructors first.

>> SPEAKER: Let me read the language. Let me just read it out as it's written.

>> MS. JEANNIE ARBOGAST: Robert, use this mic.

>> SPEAKER: Okay. So the statement goes although we do not anticipate problems during class, sometimes there are technical or personal problems that arise. The following information may help you address these issues. The course is taught out of -- and insert the location of the campus. The mypima help desk phone number, gives
520-206-4800 the (indiscernible) help desk number is 206-6310, and it's available Monday through Friday, 8:00 a.m. to 5:00 p.m.

The publisher's online, insert the publisher's name here, help desk phone number is, and you can get the phone number and URL. It goes on to say sometimes misunderstandings happen between faculty and students. Your first step should be to contact your instructor to clarify any problems that may arise.

My name is, and you give the name, phone number, and e-mail address, and this is where we have the supervisory information that may change to the home campus contact information. Department chair or supervisor, administrator is, and then you give the name and the phone number.

So based on Pat's recommendation, we will see -- I think the group would agree that sounds like a better direction to go for a home campus contact number instead.

>> SPEAKER: And include e-mail addresses in addition to phone number as contact for the campus contact. And also adjunct faculty do not all have phone numbers that they give to students.

>> SPEAKER: For that purpose, my name is, you would put in the appropriate information. Obviously they don't have the phone numbers. They could put in -- we could leave a space about adjunct
I think the campus contact would be the best place to leave the message.

Other questions about that? Thank you.

>> MR. JOE LABUDA: Thanks, Robert.

Kimlisa spoke about the name change, so we will move down to Trina. West Campus. She's going to give us a bit of a heads up on something coming our way the next few weeks or so, information on gen ed outcomes.

>> SPEAKER: Actually, this is going to be coming your way probably about Monday at the latest, and I'm here really as a gen ed committee member.

Just to give you a little bit of background, gen ed became a standing committee for the college in 1988. I became a member on that committee in 1997. So I had a long service in that area.

In 2008 it was determined that the college no longer needed a general education committee. There were several of us on the committee who actually wrote letters requesting that the committee be continued, that we really felt strongly that it was still needed at the college.

However, it was discontinued at that point in time, and it was really with the monitoring report in 2010 it was brought back as a
subcommittee under the curriculum committee, okay?

Then in 2011 we officially became -- or was it -- I don't know. 2011 or 2012 we officially became a full committee again at that point in time.

We are one of the areas actually that has a fast-action team going on. That's why we are moving very fast with this. HLC recognized that we really did not have our general education outcomes aligned in and our statement aligned with our mission at this point in time. So that was pointed out to us.

So the committee has been working diligently on trying to create a general education statement and outcomes. Then we are going to go into assessments. Before we start with assessments, we want to have faculty feedback. We really feel it's important to be getting this information out for people to be looking at it, because, you know, you are teaching general education courses.

I have taught general education courses for 23 years, so we really feel it's important. There's only so many minds working together on this committee, and we really want, you know, a set of many eyes and feedback coming into it. You know, we will be getting feedback on this, and we will also be getting feedback as we start to move into assessments.
The college did move forward and actually in 2002 we did the EPS proficiency profile, which is a general education assessment. Then we only did that 2002, 2003, and it was decided not to continue with that at that point in time, but it was brought back again in 2011 as it was recognized that we had no means where we were actually assessing general education outcomes.

Then, what also occurred at that time, to keep in compliance with HLC, that's when we had that little link to grades. Remember how every time you grade, first you had the thing that opens up, communicate, innovate, aspire, right?

So the committee started benchmarking, and we also started looking at best practices, as well, and we benchmarked our peer institutions. We went out and also looked at what our state universities are doing at this point in time. We tried to research what the best practices were, look at those colleges that were considered to have best practices, as well.

So this is what we have been doing for, you know, a year and a half plus. So now it's going to be coming out through the CDACs, and we are going to ask for input through the CDACs. It may come out as early as today. It may not come out until Monday. People are madly working behind the scenes through the curriculum office at this point
in time, trying to get this out to everybody.

Because we have to demonstrate that we are working on this, we want to have a pilot ready so when, in January, we can say to the HLC, We’re going to -- or in December, we can say, We're ready to be doing a spring pilot using our new statement and our new outcomes.

So we’re only going to have a ten-day window. So we're asking everyone in faculty senate to reach out to their colleagues to let people know how important it is that we get feedback. We're not necessarily looking at wordsmithing. Believe me, we have verification in this room here that we have worked and worked and worked, but we are more looking at your ideas. If you see something that really needs to be wordsmithed, please, you know, bring those comments forward, as well.

We also would like adjunct feedback. That does not necessarily come out through CDACs all the time, so we are asking you to reach out to your adjuncts in your area, asking that your department chairs reach out to adjuncts, as well. Send this information on.

You should have a copy of it. It's in that handout that Julia was just talking about. So this is the current draft. You know, we really are based on a (indiscernible) level now at the college with everything.
So if we have done a pilot after we have the updates for the
draft, predraft pilot in the spring, we are going to look at
everything, get it back out to everyone and say, These are the
results. This is what works. This is what doesn't seem to be
working, and how can we change it.

Any questions?

>> SPEAKER: It did come out. It's out.

>> SPEAKER: Okay. Great.

Anything else?

>> SPEAKER: So just to clarify, are these new general education
-- I think of them like student learning outcomes. They are
outcomes.

>> SPEAKER: These will replace aspire and innovate, communicate.

>> SPEAKER: Okay. Little more grown up. And more measurable.

>> SPEAKER: Well, there are a lot of your colleagues -- well, it
started with a smaller group, but boy, it's growing. We're really
starting to get more faculty coming on from various disciplines. If
you feel your discipline is not represented, take this opportunity to
reach out and say, Join us. You know, there is a lot of work to be
done.

Any other questions?
>> MR. JOE LABUDA: Thanks, Trina.

Rita?

>> MS. RITA FLATTLEY: Hi. Rita Flattley. Just this morning I
met with Mary Ann Martinez Sanchez to talk about planning All Faculty
Day in January. This is in my exciting PCCEA role of events
coordinator, so if you want a party thrown, call me.

One of my goals is to make All Faculty Day more effective, more
efficient, and burning up less gas. I'm sorry, I drive a Land Rover.
It burns a lot of gas. I'm tired of driving to multiple locations in
one day for one college event.

Can I get a yeah?

(Group: Yes.)

>> MS. RITA FLATTLEY: So I pitched to Mary Ann that I think we
can do it all at one location, probably at West Campus, which is the
biggest. If you don't have to go driving around in circles, we may
be able to do our general meeting, senate and PCCEA have always
worked together on that. There may be some other things like gen ed,
other important things from the online groups that all faculty would
like to hear at once.

So I think we could do a really good general session in the
Proscenium Theater like we have done before. We could start there.
We could do campus meetings at different large classrooms at West Campus. I don't think there is any campus that would fit into one of those double-sized theater seating rooms like we use for senate once a year.

We are asking the college to fund lunch. Several years PCCEA has actually used membership money to buy everybody lunch. One year I actually ordered pizzas and piled into my Rover and drove them over to West Campus myself. That's ridiculous. So we're trying to get the District back to funding lunches.

Then what I was hoping is that in the afternoon, we can have the CDAC and sub-CDAC groups and maybe including the student learning outcomes meetings, because the CDACs and the sub-CDACs and the people you talk to in student learning outcomes, those are the same groups of people.

What would you think of, instead of having another bunch of meetings a week later, we could put it in with this? Cool. We could work with the SLO leaders to make sure they have enough time and have everything they need to get the job done within that time.

Like for student learning outcomes, I know this time they started with a PowerPoint about, you know, some general things they wanted everybody to know. And they must have repeated that God knows how
many times. If we could put that into the general session that could happen one time, and then, you know, use some time in the afternoon to be your discipline-by-discipline work groups and end up with faculty senate and maybe get some (indiscernible). (Laughter.)

Notice I'm all about the food.

So Mary Ann asked me to toss this idea out amongst faculty and see if anybody boos and says, thumbs up, thumbs down, has other suggestions.

>> SPEAKER: I admire and want to salute and say positive things about the general spirit of thinking of having the SLO days occur on All College Day, except at the level of raw logistics, one thing that I personally have experienced is that the CDAC meeting, when that occurs -- well, you know, you're a part of CDAC. The number of milliseconds that are left for sub-CDAC breakout groups is often like a matter of seconds before people have to race to faculty senate.

>> MS. RITA FLATTLEY: Yeah, that's why we'd use all afternoon. Like I just got done talking before -- I ran across town, so I didn't get a chance to send this out earlier, but if we finish lunch at 1:00, we would have from 1:00 until like -- don't you think we could start senate at 3:30 or 3:45? That would leave like between 1:00 and 3:30. That's what? Two-and-a-half hours to make -- between CDACs
and sub-CDACs and student learning outcomes.

Usually, like last time we had like an hour for CDACs, and last
time we were driving from another location so that got kind of messed
up, hour and a half. The student learning outcomes meetings are an
hour and a half, from last semester, when we checked. That would
give like the same amount of time.

>> SPEAKER: Actually maybe I have just an extra, extra diligent
student learning outcomes group of people who I work with,
sociologists who are passionate and intense, but our SLO day's
meeting, the meeting goes on and on. It's like whole two hours. I
shouldn't probably go on record saying this, but...

>> MS. RITA FLATTLEY: Yeah, we looked at the schedule. They
were scheduled an hour and a half. We pulled the schedule from just
this fall. They are scheduled for an hour and a half.

And realize the first part was somebody who talked through the
PowerPoint would be done in the morning, so that whole time would be
working and discussing.

>> SPEAKER: I guess I just -- well, one of the things -- let me
just speak in the abstract. Spring, All Faculty Day, it occurs in

January.

> > **SPEAKER:** Immediately, always, every year seems like abutting the weekend that includes the Martin Luther King -- or often includes the Martin Luther King Jr. holiday.

> > **MS. RITA FLATTLEY:** Somebody quick look at a calendar.

> > **SPEAKER:** Often, often, often. It sort of seems to me that sometimes people have arrangements to go out of town.

> > **MS. RITA FLATTLEY:** They are not taking me. I don't understand (laughter).

It's an accountable day, let me say diplomatically. The 19th. Yeah, it is the following Monday.

We have always -- it's in the academic calendar already. I'm not changing the day about. I'm just trying to keep from driving all over from where I live in the west side to the East Campus to the West Campus, and if I don't drive all over the place, maybe we can get more done.

And none of this is set in stone like we wanted to break it out differently. I'd be glad to listen to other people's ideas. Kimlisa had the idea what she wants to hear on All Faculty Day is three ideas that would make faculty's lives easier, not harder. No, we already get that, right? No, actually easier.

Like, you know, suggestions like that are good suggestions.
Also, I haven't had a chance to talk to the SLO leaders yet, although
I plan to next week. I just worked on this today so it's hot off the
presses.

But I'd like to share ideas with people. Or if you want to take
SLO out and there is something else you want to put in, that's
another option. I just hate having a bunch of meetings and another
day another bunch of meetings.

>> MS. JEANNIE ARBOGAST: You know, I like the idea of putting it
all on one location. But in regards to -- in terms of the afternoon
adventures, I don't have that kind of attention span. I'm going to
tell you the honest -- a whole chunk of time in CDAC and then turn
around and do SLO outcomes, that's a big, long time.

I personally do not have an objection to coming back on a second
day for SLOs. What I would like to see, though, is a longer time
just for the CDAC meeting, that we have only been allocated an hour.
My CDAC, you know, it might take us an hour and a half to two hours
to really have a good meeting, and a lot of us that are there in
senate, we're leaving that CDAC meeting a half hour early to come to
senate. That's always been a difficult choice, you know. Especially
when I was an officer I had to leave my CDAC meeting. They were
coming up to an important conversation that I wanted to be a part of,
and I had to make the choice of what was going on.

So I would like a longer allocation for a CDAC meeting and time to travel in between them.

>> MS. RITA FLATTLEY: Well, in this case travel is just walking your feet around West Campus, but --

>> MS. JEANNIE ARBOGAST: Yeah, but that's a long time -- you know, math is one part and --

>> MS. RITA FLATTLEY: So a request for longer on CDAC and make SLO separate. Like I said, I haven't had a chance to talk to the SLO leaders. They might still want it separate. I don't know.

Other suggestions or things you'd like to do when we all have this day of meaningful togetherness?

>> SPEAKER: Maybe I'm the only one who thinks this, but I think in some cases there is a lot of money wasted on All Faculty Day on things that are not vital to our institution: entertainment-wise, volume-wise, projection, screen, high-tech stuff. I'm thinking if we can taper that area down and eliminate some of that entertainment time in the morning and get on with the business of running the school, I think we could save some money and save some time and that may be one of the ways we could get some extra time for the CDAC groups and everything else to meet. Maybe I'm the only one.
>> MS. RITA FLATTLEY: Yeah, I hadn't planned on a full orchestra. The Proscenium Theater has all that tech stuff built in and we have used it for All Faculty Day, I don't know, every day for since I can remember. It isn't a cost.

>> SPEAKER: The videos?

>> MS. RITA FLATTLEY: Oh, no, Honey, that's All College Day. This is All Faculty Day. No, we're not making any freakin' videos, no, unless me fumbling around on the stage you find entertaining which probably is in a weird way.

No, no entertainment. Unless someone wants to burst into song all of a sudden. There is no intent for entertainment. Senate updates, PCCEA updates, you know, the general session like critical updates for the transitions we are going through as a college and requirements.

Yeah, there is no entertainment. And it's all at a campus that we already own, not at the community center, not shuttle buses running around. I'm actually real cheap, because I have been a faculty member for a long time. So, yeah, I'm not one for wasting money.

So finish out your lunch because I don't want people to waste food.
Anything else? Do you want me to burst into song? No, I won't.

Julia covered everything else.

>> MR. JOE LABUDA: I apologize for being so scattered. The envelope for the governance council and senate is on my desk at work. I will wing it as I go along. Since we are hopelessly mixed up, anyway (indiscernible) for your part so we don't hold you up.

For the provost's report, Carol Hutchinson is here today for Erica Holmes.

>> SPEAKER: Let me organize myself.

I'm probably going to emphasize some of the things that you have already heard today as I have been listening to people give reports. But the provost wanted me to let you know that she's been working very hard to have you inclusive in getting feedback and providing input. So with that I have two or three things that she is asking you to please try to meet the deadlines on.

The first thing -- and I did bring some handouts. The first thing, in case you haven't seen it, it's a Word doc that came to you, and it says, Give Me a Name. It's for naming the online distance education program, and the deadline is October 15. That's coming up real quick, so if you can address that.

The other thing I'd like to say is that there are people that are
going to be out in the provost's office the next couple of weeks, so

if you can’t find that e-mail, if you want to e-mail me, CHutchinson,

I will make sure you are re-sent that link.

The winner of this gets a lunch with their president and the
provost, a $25 gift card, and branding rights. So if you have any
other questions, Kate Schmidt or Kimlisa also have access to that.

The second thing is another October 15 thing that is due, and
it's a survey. It's a faculty focus survey. I hope you have seen
that in your e-mail. It just takes a couple of minutes to complete,
and it's for fostering a supportive environment for faculty. I'm not
sure how to re-send that, but if you haven't seen that, we will see
what we can do on that.

The third thing is something that's happening in November, and
there was a handout. This is the distance education forms. A couple
of people have talked on that.

I gave you a little handout just so you can kind of remember
that. Everybody's welcome to attend. You can go to both forums if
you want to. One is at Community Campus, and the other is at
Downtown Campus. Community Campus is November 19 at 2:00 p.m. in
their community room, and Downtown Campus is on the 21st at 10:00
a.m. in the Amethyst Room.
And again, Kate Schmidt or Kimlisa have more information on that.

Questions?

>> SPEAKER: We had East Campus, not Community Campus, on the 19th?

>> SPEAKER: I said East Campus, didn't I? Did I say Community? I wrote it right. I'm sorry. Thank you for that correction.

Other questions?

>> MS. JEANNIE ARBOGAST: I have one that I am very confused administratively. Jenny Conway is what? Is she still curriculum or she moved on to bigger and better things? Is she wearing two hats? She's crucial to my project.

>> SPEAKER: I will be glad to share what information I know with you.

So starting Wednesday this week, Jenny is working part time as the register as well as in curriculum. She will be moving over to an acting position as the register I believe by next week, so it's going to be pretty fast. There are numerous things that have been sitting because the register position, while Tara has been doing that, she's had numerous issues with financial aid.

So Jenny will be moving over there. In her absence, and she's not absent, she's just down the hall, so I want to confirm that she's
around and she will probably be doing things, but she isn't -- it
wasn't meant for her to be doing two jobs.

So the three curriculum coordinators, Virginia, Jason, and -- I
lost my battery -- and Kate will be doing -- Kate will be taking on
some more responsibilities and filling in as much as possible for
her.

Virginia (indiscernible), Jason Brown, and I don't know what
Kate's last -- Jason is right here. What's Kate's last name?

Matson-Jones (phonetic).

>> MS. JEANNIE ARBOGAST: I'll talk to you later.

>> SPEAKER: Other questions?

So now that I've got everybody confused if it's East Campus or
Community, sorry, so there are two distance forums. One is at East
and one is at Downtown.

The fourth thing I have has to do with Pima hosting the 2014
Arizona Developmental Education Summit on October 11. That's next
week. There is a handout. It was sent electronically. It's very
hard to read. I had my staff enlarge it a little bit, so if you want
to read it a little bit better. It does tell which faculty are
involved with this.

There is numerous faculty that have been working on setting this
up. The location of the summit is Northwest Campus, and I don't have rooms or anything. I just have that it's up here at Northwest Campus. Any questions on that?

The next thing is the developmental education campus teams, and that was sent out electronically, but I also brought a hard copy just in case you want to burn some paper.

So the provost wanted me to let you know that these teams will be working closely with the new executive director for developmental education. That position is posted, and hiring is underway, but we don't have a name right yet. Any questions on that?

So the last thing I have has to do with the board policy, and I just wanted to emphasize this. The provost wanted to emphasize this. In June the Department of Education came and did an audit on our Title IV, and the college finding was failure to have a system to identify nonshows and unofficial withdrawals.

Now, you have probably heard this numerous times, but this is really important. We have to write a response and show that we are improving by October 24th. If we lose our Title IV, we don't need to worry about HLC anymore. So this is very, very important.

So any responses, once this gets posted, once this moves through, anything that you can respond back to, please don't let that sit in
your e-mail box. Please move forward with that, because this is very serious and (indiscernible) issue. Carrie Mitchell is the point of contact right now for this in the provost's office.

Any other questions on that?

Okay. Thank you.

>> MR. JOE LABUDA: Thanks, Carol.

Moving to item 5.3, proposed charter amendments.

>> SPEAKER: We no longer have a quorum.

>> MR. JOE LABUDA: Okay. Discussion about the proxy. I think there is a lot of sort of points of contention if I can sum them up.

Who can serve as a proxy. Can it be another senator or anyone else in the department or another faculty member, when to notify that you're going to give your proxy and how you would do it, the nature of the proxy, did it stand for that one meeting, stand for one issue, so forth and so on, would a proxy count towards the quorum.

Jeannie, did I miss anything?

>> MS. JEANNIE ARBOGAST: I think that's pretty much the main gist of it.

>> MR. JOE LABUDA: Being that we don't have a quorum today, are there any other points that people want to bring forward?

If not, I think it might be important for us to form a small
committee, we can do it electronically to see if we can come to some
kind of consensus on the points and bring it back to the next
meeting.

So what we could do is we can bring back a couple of the
alternatives, and we could bring them to the floor and vote on them.
How does that sound?

Okay. Now, we did have a second one, too, about representation
on Board of Governors and on the governance council.

Was there any interest in those? Any note of contention that we
might have with those?

>> DUFFY GALDA: I'm going to come back to the point I tried to
make last semester in that the HLC, when it came by and paid us a
visit last year, commented on the marked complacency exhibited by our
faculty, and I continue to believe that faculty who are not engaged
become complacent faculty.

They really don't know what's going on. They're out of the loop.
You may be sitting here as a senator, but every time we have a senate
election and people run unopposed, it concerns me.

I think one of the nicest things about being a college faculty
member is that we can have a variety of opinions and a variety of
perspectives offered and represented.
When we reduce the number of representatives that we have anywhere by having one person do the job, it sends a message. It sends a message that as long as someone does it I don't have to. It sends a message that perhaps we really don't care.

I understand the argument that we should have that communication from the Board of Governors meetings to the senate meetings to the governance council meetings, but I think that should be accomplished through the communication between three officers, not reducing the number of officers that we have serving in the senate.

>> MR. JOE LABUDA: Okay. So are you talking about the representatives from the senate to the board?

>> DUFFY GALDA: Yes.

>> MR. JOE LABUDA: Well, again, the purpose behind that charter amendment was to comply with board policy. So this wasn't something that we volunteered to do.

Now, we can approach it a couple different ways. If you want to bring that to the floor next time we can vote on it or basically we can ignore it and it will be essentially our charter will be out of compliance with board policy, which I don't think would have any real serious consequences, but I think it makes sense for us to be in compliance.
I think the other thing that we can do is we can pass it and then lobby the board to change it. You know, I think that's -- I worked on that governance council task force. I brought up the fact that they were in effect unilaterally changing our charter (indiscernible) and not much of it stuck.

I think the purpose behind the governance council I think is positive. Having said that, on HLC day, when the people from HLC was asking us about the governance council, did we think it was effective, basically the group -- we said we don't know, because it's been such short time, and the way we formed it we didn't really form it with a particular mission involved. So it's not like the senate where we have kind of a history and we have things delineated.

So, yeah, we have that charter with the governance council situation. We are dealing with that and it's been creating another issue with us. So I don't know. You think about how you want to handle it. I say we incorporate it and (indiscernible) and then we can lobby the board to make a change. But, you know, I think again it's unfortunate that they didn't just, you know, conform with senate practice.

Any other comments on that proposal?

>> MS. JEANNIE ARBOGAST: So do we need to follow that up with an
informal committee as well to work on that, rephrasing of that charter amendment?

>> MR. JOE LABUDA: Well, I will tell you what. Who would be interested going back and forth on the first one, the one having to do with proxy? I will work on it.

Anybody else? And then feel free to throw in comments.

>> MS. JEANNIE ARBOGAST: I have very little knowledge on that other one. I would not be a good choice.

>> MR. JOE LABUDA: My opinion (indiscernible) and at some point use our capital down the line with the lobby to change that. I think there is other issues with that governance council too.

Elections. You know more about elections than anyone, so we do have elections basically for all the senate officer seats, about half of the members, right?

>> MS. JEANNIE ARBOGAST: Fortunately, I have my charter with me. All right. So, no, I'm not vice president. I am not running this election. But the elections for representatives this year are from Community, Northwest, and West, and all the various vacants that have come up in the last so many months. So those are the things that are coming on.

In terms of officers, Kimlisa is president-elect, so you need to
think about -- you may need to talk with her about long runs,
president-elect, vice president, secretary, Board of Governors, those
things are coming into play.

Like Duffy, I agree that we have become complacent as an
organization, as a senate, and we need to make our voices heard and
we need to have people come in and take a greater role in being an
officer. It's quite informative about more of what goes on at the
school, how to work with people, and to make sure that this
organization is strong and strong as ever.

So that's my plea of we can no longer continue to sit here and
not do anything as senators except come to a meeting once a month and
sit here for two hours or three or however long it is.

So please, please, please, those people, those campuses that
Community, Northwest, and West consider running again or consider,
you know, making sure that your seat is covered. There is tons of
vacancies out there, departments that I agree are small. They have a
lot of things to do, and then there are a lot of departments who have
elected senators who never show up.

And then for all of us that are here and have been part of this,
it's not a huge chunk of time to take on these leadership roles. The
president has a huge piece in there, but for the others, it wasn't a
huge chunk of time. Pat? Chunks of time?

It's not that we're saying you've got to spend 3, 12 hours a week on this position. There are times when you do have to focus on it, but it's not like the president's role where you are and you do get release time for the president's role, as well, if you desire. Hey, you know, I have to do the spiel.

Rock 'n roll. Go. Run.

>> MR. JOE LABUDA: Thanks. This last year not having a vice president was a killer. You know, the vice president usually keeps track of watching any work that comes through. Every spring you submit your name, what committee you want to be on, chancellor's office, that kind of stuff. I end up kind of in the middle of a lot of that, and whatever else, another committee. They normally don't go to the VP. That would come to me. I tell you, it was kind of weary dealing with that kind of stuff.

I know this is Pat's last go-around, so we need a secretary. Pat has done a great job. We have had other real good officers, and I really miss Jeannie.

Keep it in mind. I agree with Jeannie. You know, we have (indiscernible) good administrators. You know, one thing I have to say is that overall the atmosphere is more positive than it was a
couple years ago. At the same time, though, we are running into some situations that (indiscernible) deal with. This attendance one is one. It's not really a great scenario for us to have to hurry up and pass stuff along.

We are really in a position on this board policy of essentially accepting it whole cloth and then coming back and trying to tweak it and making it work for everybody. This isn't really necessarily an issue between faculty and administration. This is between Pima and the Department of Education.

A lot of people are put in this crunch, administratively put in this crunch, so the sins of the past for Pima are coming back to haunt us now.

So one thing, as I wrote in my note to you all, this attendance situation, at least it has the virtue of we can do certain things to resolve it and move forward. We are not looking at 30 or 40 committees having to spend weeks and weeks doing the work. But inevitably other stuff will come down the line, too. The more you get involved, the more that you can put your imprint on it, you don't want something to come along you don't agree with and you let it go past you.

It's not like everything has to stay in place, but it's much
easier to try and form things in the way you want them done the first
time than to try and fix them after the fact.

So up for election, I think we have a great group, hope you all
come back, and try and recruit other people to come in too.

We have had some of these issues that are irritating, but we have
to deal with them. But we haven't had a real lightning rod type of
issue for a while, but they come along. The group has to be ready
and so when we have those situations where you have to really be
focused, you can't reform the group.

Jeannie, your advice is right on.

>> SPEAKER:  Are you taking nominations for offices now?

>> MR. JOE LABUDA:  Actually, we --

>> MS. JEANNIE ARBOGAST:  Officer elections are at the January
meeting, so right now in October we concentrate on membership, and
then in December we make another plea of, you know, come be an
officer, come help us out.

It's only for a year. It's not that -- some of us have done this
for multiple years, but if you can just come in and step up for one
year, and then we have elections at the January meeting.

>> MR. JOE LABUDA:  Any other questions, comments?

>> SPEAKER:  This is a comment. I still remember, I think it was
a couple of years ago when I remember one of the faculty senates was
new mentioned the importance of trying to set up some type of
training for those that are elected.

During the conversations about who should be (indiscernible) that
was an issue it would be good to have somebody that is already a
faculty senator. Then I remember -- well, I came here and there was
no training. I mean, I had to get trained on the process.

I think one of the ways to get more people more interested might
be, you know, try to set up at least once a year one type of, some
type of training that provides some information as to what it
details, because most people are not really sure the scope of work
and what needs to be done.

Some of them feel not empowered to being provided recommendations
or comments. I would really like the group to reconsider also
placing a time to provide some training.

>> MR. JOE LABUDA: Anything else?

Carlo?

>> SPEAKER: No report.

>> MR. JOE LABUDA: PCC is done. Board of Governors, senate

adjunct. Okay. Time for open-forum item.

Couple of things. Tuesday starts the whole Speaker Series
(indiscernible) will be speaking down at the District, 6:00. Topic is Life, Death, and Redemption and the Grand Canyon.

I talked a little bit about governance council. Carlo is on it with me. And Kimlisa is on it too.

It's really more of an informative type of situation at this point. We really are feeling our way. We have a couple of names (indiscernible), and as I said, if you asked us what we do, well, beats us. I think it will be useful in terms of that communication back and forth.

One thing I was very conscious of when we were forming that group was that (indiscernible) staff council. So, you know, the place to come get their ideas through and, like I say, information going back and forth, but senate is the place to come to get to the faculty.

We talked about the attendance already. So (indiscernible) this is just something, a hoop we have to jump through.

I have a lineup set for the 2015 Speaker Series, but there were a number of proposals that were really pretty good except they really weren't kind of geared towards the kind of public that we have. Some of them were geared more towards classroom issues or learning styles and things like that.

I was wondering if anyone thought it would be a good idea to
maybe sponsor a second series that we could have on one of the campuses to address some of those kind of issues.

I talked with Aubrey Conover, and one of the things we talked about is some of the, not exactly a speech but, say, a workshop to get some peer-to-peer dialogue, classroom management, things of that kind.

If you think that's a good idea, I'll start floating that around and drumming up with some ideas and figure out if we can get a location and go forward.

What do you think?

>> SPEAKER: Is this one open to the public?

>> MR. JOE LABUDA: It would be geared mainly for us.

The Speaker Series are really a hoot. They are a lot of fun. It's really -- somebody could come in and it might be a technical topic, but it's not (indiscernible) per se. A layperson could understand what's going on and still get a lot of information.

Karen Rhodes came up and she had some presentation that was great last year about writing. It's a lot of fun.

That's all I have. Jeannie, open forum.

>> MS. JEANNIE ARBOGAST: I would like to just plant a seed here about some committees. You know, we do need to be more active. You
know, as I hear from the old-timers, people that have been here, we should be feared and we should be able to get a lot of things done.

Then, okay, we had that administration mess.

I think what Joe has tried to convince us of in these last two years is that this is a new administration. All the things you were told no to can be reconsidered and be redone. I think the on-time registration is a perfect example of that.

The group that I'm working on, the prerequisites and having Banner, that's definitely an example of a change that we were denied and we are in the process of getting fixed.

I'd just like to plant a couple of seeds of committees for people to think about or think about proposals now of what can we do.

My first one is pretty simple. You know, Debbie Yoklic came and did the SPGs. It just ate a ton of senate time. I understand now, you know, the reason of not coming or only coming to special ones, but I think in our discussion at that time we had considered forming a committee to do a review of these SPGs to just kind of filter all of them and make a report back to senate and make sure that issues are brought up. I think that needs to be reconsidered by our senate.

I just open up Pima News and I see 10 SPGs sitting there and I go, yeah, I have time. Things I think are going to go by us that
shouldn't be or should be questioned.

So I would -- you know, we can't do it in an open forum, but maybe in a business item for the next time that could be something that somebody bring up and someone would lead that and form a committee, because a senate committee has to be voted on in a business item.

The second one that I don't know about, and Rita is here, and you might be able to help me on this one, because my prerequisite committee came out of listening to a lot of comments from instructors, administrators, about students not being better prepared, and another one that's been sitting in my mind is about class sizes. And I don't know if that's a total Meet and Confer, but I think that's a valid committee for someone to research, see what's going on in there, make sure that there are equities.

I know I teach a class of 36 because that's how many my classroom holds. Yet the same class on another campus, that instructor only has 26 people. I also know that the precedent has been set by the writing faculty to capsize 22 in all their classes.

So I think that's an idea in the back of my head. I'm so caught up in this prerequisite and the Banner thing, I seriously have not
had time to pick this up, but I just want to plant seeds of bringing back some issues, what the senate is about. I don't think the status quo is great. I think we can improve it or if there is a problem, let's bring it back in, form little committees, do the research, and try and make this better for us and our students and everybody else we work with.

So I just want to plant seeds, and maybe someone will pick it up and submit that as a business item for next month.

>> MR. JOE LABUDA: Denise?

>> SPEAKER: I'm glad Jeannie brought up the whole issue of Banner. As some of you already know, I have had a 15-year "battle" is probably not the right word. "War" is probably the appropriate word with various administrators over at the District to try to get all full-time faculty access to Banner, Pima reports, other Banner-related things.

I haven't really been all that successful. I had the opportunity to chat with Lee Lambert about this a week and a half ago, and when he was meeting with some department chairs, and when he asked us what the biggest issues that we had dealt with at the college, my first answer was Banner, that I had been going after this for 15 years.

I think I may have sent out to some of you (indiscernible) on
which there was absolutely no action, so I sent it out again to he
and Erica. From what I heard from our campus president, David Dori,
there is apparently some action about this and that other campus
presidents were being called to find out what their opinion was about
giving all full-time faculty, not just department chairs, access to
Banner modules and the kind of information that we all need.

My request is that maybe somebody from here would be able to drop
me an e-mail with my future career as a coffee farmer, let me know if
this has actually been taken care of. I have stuck with this and
stuck with this and stuck with it and made myself a pest, and I hope
we can get somewhere.

>> SPEAKER: While we are on this threat of trying to do
something rather than be passive lumps, I want to amplify the general
spirit of both the remarks of Jeannie and Denise. If the chancellor
were to ask me in a meeting today and say what's your No. 1 issue, it
would be the student code of rights and responsibilities, which
should be renamed the Student Code of All the Rights Are For the
Student, and I feel that even though there has been much progress
made by the very noble, hard-working Mary Mitchell and Joe and Aubrey
and Ted, there is a lot more that still needs to be done to protect
life and limb of faculty teacher.
I would like to see us do that, and I would be willing to be on a work group or a team or committee that's doing that now that I'm off of on-time registration.

>> MR. JOE LABUDA: I think contrary to the idea that if you push them it will be harder to do, I think this is one of those issues where they want to be pushed. I think things will get done. As you people realize, you know, it gives administrators that you work with some kind of leverage going back to their group, too.

So, yeah, very good.

>> MS. RITA FLATTLEY: I'd like to respond to Jeannie's comment about class size and it kind of ties to the whole attendance issue, as well.

(Indiscernible) faculty policy statement includes Article 2, conditions of work, that lists faculty responsibilities. Nothing about (indiscernible) attendance tracking came to PCCEA at all. It adds a lot of work. There have been other things within the last few years that have been added to our plate that add a lot of work.

Class of 36? Try 42, two sections. You know, when we have large classes and we're getting all this adminis-trivia added on to it, either possibly our loads should be reduced or class sizes should be reduced or there should be extra help and support, but basically it's
like mission creep except it's workload creep, and it's been going on for a while.

So I think it can feed into PCCEA. While I'm not going to be on Meet and Confer next spring but I will refer this over to Ann and Julia so they are aware of it as an issue, but basically I understand compliance with external agencies. I don't understand why it all dumps on us. And there needs to be some adjustment of workload to have it make sense.

>> MR. JOE LABUDA: Anything else?

I just want to say hi to my friend from staff council, Jason Brown, who is with us today. Jason did a stellar job on the election that just came on and it's a thankless job.

(Applause.)

>> MR. JOE LABUDA: I want to thank Denise for her long years at Pima. I remember way back when when we worked on the senate years and years ago.

I want to thank Northwest Campus for hosting this. Bill. Thank you very much.

(Applause.)

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

>> MS. RITA FLATTLEY: So moved.
>> MR. JOE LABUDA: Second?

(Second.)

>> MR. JOE LABUDA: All in favor?

(Ayes.)

>> MR. JOE LABUDA: We're back in the Amethyst Room next month.

(Adjournment.)

****

DISCLAIMER: This CART file was produced for communication access as an ADA accommodation and may not be 100% verbatim. This is a draft transcript and has not been proofread. It is scan-edited only, as per CART industry standards and may contain some phonetically represented words, incorrect spellings, transmission errors and stenotype symbols or nonsensical words. This is not a legal document and may contain copyrighted, privileged or confidential information.

This file shall not be disclosed in any form (written or electronic) as a verbatim transcript or posted to any website or public forum or shared without the express written consent of the hiring party and/or the CART provider. This is an unofficial transcript which should NOT be relied upon for purposes of verbatim citation.