

Pima Community College Faculty Senate  
December 5, 2014

>> MR. JOE LABUDA: I think we're about ready to go.  
Pat, do we have a quorum?  
>> SPEAKER: We do have a quorum.  
>> MR. JOE LABUDA: Okay.  
(Roll not transcribed.)  
>> MR. JOE LABUDA: Does anyone have any announcements?  
>> SPEAKER: I just wanted to mention what I shared with you earlier, that I just wanted to thank Joe for his persistence in asking faculty senate for another faculty on the Bat Team. We are now called the Bat Team. We are waiting for a logo. Bob Cunningham is going to come on board as the second faculty for the committee. So thank you for your persistence.
MR. JOE LABUDA: Great. Any other announcements?

Approval of the minutes. Do I have a motion to approve or any additions or corrections?

>> SPEAKER: I neglected to sign in last time, so I was here.

>> MR. JOE LABUDA: Okay. We have an addition. Any other additions?

>> SPEAKER: So moved.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: All those in favor of approval of the minutes? Aye?

(AYES.)

>> MR. JOE LABUDA: Do we have any open-forum items? We do have an executive session that's been requested, so when we adjourn, we will very quickly go into executive session.

Agenda modifications. I think we will have a couple, but we will do those on the fly. I'd like to change the order here.

Now, on the charter change situation, I think you've seen what the SurveyMonkey has to say. I think Kimlisa has some ideas about some other charter amendments, and rather than us sort of launching into this, if it's okay with the group, let's table it to the January meeting when we have some new members here. I think it's only fair to kind of let them in on that kind of discussion. If it's okay with the group, I think we will table that.
Elections. In January we will have elections for president-elect, Board of Governors, secretary, vice president. I have enjoyed being president for the last couple years, and one of the things that's made it work for me is that Kimlisa could, you know, work so closely with me and we could bounce ideas off each other and, you know, work together.

It can't be a one-man show, and we need some people to kind of step up and help out. Now, a lot of what occurs that benefits the senate, benefits the faculty, occurs between the meetings. The Board of Governors meeting, we need a rep there, because that rep is what it says. It represents us to the board. It puts forward our voice directly to the board.

The senate president has a serious obligation to meet with various people across the institution. This is time consuming, and again, it can't be kind of a one-person deal. So be thinking about it. You know, it takes some time but it's worthwhile. I think we, you know, benefit from it institutionally.

I have been involved with senate for a long time off and on, and I know that people have kind of a life cycle in terms of when they are active. So think about it. You know, you're not making a lifetime commitment if you come in and do this for a year or so. Think about it. It's definitely worthwhile.

So those elections will be in January.

Now, I think what we're going to do is skip down to item 5.4.
Jeff? Do you want to discuss the board policies?

>> JEFFREY SILVYN: Hi, everyone. This may be a really short discussion. There was a whole bunch of board policies that went through a first read that got sent --

>> SPEAKER: Microphone?

>> JEFFREY SILVYN: Is it not on? It's not on. How is that?

Okay.

So recently there were a whole -- there were several, probably more than several board policies that went through a first reading at the study session. I think it was last week. Those were to be put out to faculty senate, staff council, and for public comment. It became apparent quickly there were some problems with them, and out-of-date versions and some language mistakes, essentially.

So what we are going to do is put those on hold for the moment and we need to go back and fix some things and get some additional input, and then we will be back with those. So for the moment, that latest round that you all got is kind of put on hold in recognition of the fact that there were some mistakes. And sorry about that. It's just some mistakes were made in versions, et cetera, and it's caused a lot of confusion and concern. So we need to fix that. That's what we're going to do before proceeding any further with those.

Yes, sir?

>> SPEAKER: So whatever is posted on the website, they are...
JEFFREY SILVYN: If you go look on the section of the website that has policies open for comment, there were a bunch that were posted for comment on November 21st. Those are still open for comment. What I'm talking about is the batch that just got circulated where it turns out there are a whole bunch of problems in the information that got disseminated.

MS. KIMLISA DUCHICELA: So the ones that you are bringing today include one on handbooks. Is that correct? The personnel policy statements 4201?

MR. JOE LABUDA: One that would have, right.

MS. KIMLISA DUCHICELA: No. That one is still up for comment?

JEFFREY SILVYN: That was actually open for comment starting November 21st.

MS. KIMLISA DUCHICELA: November 21st?

JEFFREY SILVYN: Yes.

MS. KIMLISA DUCHICELA: So that went up for comment before it came through senate? Am I correct in that? Did it come last time?

JEFFREY SILVYN: I don't know off the top of my head.

MS. KIMLISA DUCHICELA: It did not. So I'm going to take this opportunity and not -- I think what all these policies, first of all, 21 policies to come to us on a Monday for a Friday meeting was beyond the pale, but 4201 in particular, and a lot of them, I personally, and feel free to agree with me or not, feel that there is a lack of input from the stakeholders that are directly impacted by those
particular policies. 4201 that changes the name to everybody's, our policy statements. It seems to me there should have been some outreach to the different constituencies about such a substantive change.

And while changing from a handbook to a policy may just seem like semantics, for us, those two words have very different meanings. So I personally think that along with -- that particular one should be pulled down from comment and should be grouped with those other ones that have been pulled until we have a chance to truly communicate our thoughts, our concerns about these, really get a look at them. It's the end of the semester for us. We are a little bit busy.

So to give us a chance to truly give substantive input, I'm -- I'm assuming that the board would like substantive input on this. We can't do that when we get them at the last minute. There are so many of them. It's the end of the semester, and we are not part of the beginning of the process.

I would like the process to be redesigned, revamped, and include the stakeholders. That takes care of 5.-something in our agenda.

>> JEFFREY SILVYN: Just one thing -- I'm not saying that it's not worthwhile to look at the process and see how it works and whether it's as effective as we would all like. I just -- it is worthwhile keeping in mind, as the normal process goes through when comments, once comments are closed, there is an opportunity, you look at the feedback, and then you make a decision, right. You go
forward, you change it, you need to go back. So our process does currently have a way to -- it's not an inevitable stream. There are places along the process that allow for adjustments, as necessary.

I'm not saying that the system we have now can't be better. That's certainly quite possible. It's just -- there is at least currently a mechanism to allow that. So, for example, depends on the comments that come in on those, those adjustments can certainly be made.

>> MS. KIMLISA DUCHICELA: And, yes, I understand that. But what I'm saying is that rather than to be reactive, it would be nice if we had a proactive process that included us in these changes up front so that we didn't have to react to them often negatively.

I think that would be a kinder, gentler process. We have a new board member coming on board, so perhaps it's time to take a true look at truly being collaborative in all of these types of things.

>> MS. RITA FLATTLEY: I also want to echo Kimlisa's concern with 4201. Personnel policy has specific meaning. It is referred to in a large number of places like in the complaint and grievance processes, you know, employment and hiring processes. The specific term personnel policy statement is on the cover of a lot of these books. See? Everybody knows them under that name.

As a person who was the chief spokesperson for PCCEA for the last three years, I see this as a demotion of the importance of that collaborative work that we have endeavored to do with the
administration in collaboration and openness. To me, this is insulting.

>> JEFFREY SILVYN: One thing I guess I'd keep in mind and maybe you can suggest an alternative for how to do this is the personnel policy statements, handbook statements, whatever you call them, they are not the same. They have a unique character and they follow a unique process that's not the same as the other board policies.

So one issue is whether or not we should have different names for items that have some distinguishing features to them in part to recognize that there are important differences between them.

So, I mean, I just throw that out there as -- right now at the college the word "policy" is used to refer to lots of different things, and I think that sometimes contributes to some confusion about, and this is my own view, contributes to some confusion about, well, what is it? Who makes the decision about it? Who gets to have input on that? What's the process for having input on it? Because we use the same word for lots of different things. It's just something to think about, about whether having a specific name for something that has its own unique set of characteristics might be helpful.

>> MS. RITA FLATTLEY: Certainly the Meet and Confer processes is the way we do, you know, the policy statements for each individual employee group. However, they are referred to in board policies -- in the past it was like board policy 4001 and 4001 A, B, C, D,
whatever. Now you’re putting it into this one, which is fine.

However, there is a very specific process, the Meet and Confer process. There is a specific title that’s been used for over 40 years. There is a specific weight to what is a policy as opposed to what’s just a handbook, a manual, something like that.

To us, it’s very important that that continues to be recognized by the college.

>> MR. JOE LABUDA: Now, the chancellor got a lot of feedback from us in terms of how this was going forward. I appreciate the way he responded. I want to make sure it’s not shoot-the-messenger with Jeff. I think they got the message.

Now, I think it would be pertinent for the members of the senate to use the comment period to comment and comment specifically on what they feel is the flaws and how we are currently doing business.

So take that time and make that statement in terms of the stakeholders being involved, how appropriate it is to change long-standing policies and so forth.

So again, I appreciate the way Jeff has approached this, but, you know, we still have a lot of work to do in the new year. Now, Julia would like to speak. We have a senate rule about doing business. Would the senate waive the rule so Julia can make a comment? Okay.

>> ODILE WOLF: My problem is I got all the 27 board policies, and I reviewed them, and then I put them into two buckets, which I have no comment, I have comments. Then I got all the e-mails about
the retracted. So I don't know which ones are still up for debate and not.

So I'm going to give you numbers, and then you tell me yes and no. 1101. Is it for comment? What is for comments? What can we comment on? We don't have a list of that.

>> MR. JOE LABUDA: The ones that are still on the Web page, right?

>> JEFFREY SILVYN: I don't have that list in front of me. There is a number of policies that on the comment page show that they were posted for comment on November 21st. They are still open for comment.

>> ODILE WOLF: Yeah. I got that feeling. It's just that my entire thing.

So 1101 is up for comments, and I do have a comment about that one, which is if the SPG 1101/AA is going to go away by the end of next year, what about we start fresh with an administrative policy from the get-go instead of having an SPG 1101, which is dealing with the fact that we are making changes to this and then having a new administrative policy that is dealing with the fact that the SPG is going away.

>> MR. JOE LABUDA: Odile, your point is well taken, but Jeff is, like I say, he's just the person bringing this forward. It's not his SPG. I think it is important to respond directly to the chancellor on this.
>> ODILE WOLF: Okay.

>> MR. JOE LABUDA: Also, in terms of the senate to frame our question around the fact that we believe the process should change and be more careful in the language and so forth and so on.

>> ODILE WOLF: So we are not going to be open for comments those BPs, then?

>> MR. JOE LABUDA: Like I say, these aren't Jeff's policies. Again, this is part of the problem we are dealing with. You know what I mean?

>> ODILE WOLF: I just want to know what do you want us to do? Do you want us to just write an e-mail like Denise has written an e-mail and send it to the chancellor's office?

>> MR. JOE LABUDA: Sure. But I think you ought to identify specifically the problem with the process.

>> ODILE WOLF: With the process, not with the policies.

>> MR. JOE LABUDA: Well, if you have a bone to pick with the policy, too, go to it.

>> ODILE WOLF: I have a problem with the policy.

>> MR. JOE LABUDA: Fair enough. I'm not saying don't do that, but I think it behooves the senate to comment on how these things are going forward.

Again, Jeff, I appreciate people backing off on this. Like I say, we have some work to do in January, and so, like I say, this is stuff that has to be attended to, and this is stuff we are going to
have to live with a long time when this happens.

One of the problems with board policies going through is they are board policies. SPGs can be changed relatively quickly. Board policies have to be changed by the board, so again, you know, again, you have serious issues, and we have to stay on top of this.

>> JEFFREY SILVYN: It is really helpful and important that whatever comments, questions, concerns you have get reduced to some kind of writing at some point. That way you don’t have to rely on my messy notes or something getting lost in translation.

So I’m happy to hear questions or concerns, but to make sure that they are the way you want them and they are dealt with, it is helpful somewhere along this process to make sure they are in whatever format you want, some kind of writing, so that we've got that list, can categorize it and make sure that someone is looking at each of those areas.

>> ODILE WOLF: Okay. Joe, the SPG 1101/AA is actually referred to in the BP 1101, which was why I was talking about it.

>> MR. JOE LABUDA: Anything else?

>> MARYKRIS MCILWAINE: So I will show my inability to read an e-mail with this question perhaps, but just, please, if you would humor me and go on the record, and can you just confirm that one of the policies that is withdrawn, according to Dr. Holmes' e-mail last night, is this idea of withdrawing board policy 3604 that says in principle we recognize the value of offering library services in the
information age?

>> JEFFREY SILVYN: So this was one of the things that triggered the problem. Because almost all of the language from 3604 actually got moved into one of the board policies that's staying, but because an old draft that was in the intermediate step got circulated, people understandably got the impression, although it's not correct, that the whole library services was going away, and that generated a lot of questions and concerns.

And when that came out, we went, wait, I don't understand this concern because there is a whole section on library services in this other board policy. We figured out that there had been a mistake. I still don't know exactly what happened, so 3604 is one of the ones we are putting a hold to, because the language from that, library services, is supposed to be captured in one of the ones that's going forward.

So we need to fix those mistakes, recomunicate to everybody so that you have an opportunity to look at and comment on what the language is actually supposed to be.

>> MARYKRIS MCILWAINE: Can you tell us the number of the policy that will encompass this BP 3604?

>> JEFFREY SILVYN: So as currently proposed, BP 3509 on student success lists a variety of resources that the college will provide to students to promote success. Library services is one of those. It's just not in the version that got circulated. It is proposed to go
So that's part of why we need to fix this, because people are responding to, understandably, but it's not the right information, so we need to fix that so there is an appropriate chance.

>> MARYKRIS MCILWAINE: Thank you for that clarification. I now understand a whole lot more about what's going on and I can target my attention and time to BP 3509 and comb through there, and if there is no mention of libraries, I will go into orbit.

>> JEFFREY SILVYN: Like I said, I wasn't on --

>> MARYKRIS MCILWAINE: No, and this is not about you.

>> JEFFREY SILVYN: This is how it came up. We are like, wait a second, what's going on? What's happening here? As we tried to figure it out, it became apparent that some of the versions that got circulated were wrong and didn't have the right language, and it became very crystal clear, A, why people had the concerns they did, and B, that there had been a serious mistake somewhere that led to incorrect information coming out, causing problems. So we need to fix that.

>> MARYKRIS MCILWAINE: Thank you.

>> MR. JOE LABUDA: MaryKris, so there is no mistake, the library people went and retained the library board policy. We like to have libraries mentioned in every single board policy, but we want to keep that specific one. I think some of the senate members realized the history having to do with libraries. So I have been assured that
that one is not going to go away. If there is a time for them to go away, there will be hell to pay for that.

   All right. So I think we can be pretty secure on that one.

   Now, just because these things are tabled, like I say, again, keep putting your opinions forward. Don't think, well, this is all over and whatever. This is something that has to be addressed for the whole semester. We have to keep on coming up with board policies and SPGs and so forth.

   I don't think after the fact you want to have your input. I think you want to have your input on the ongoing basis.

   So again, this is good. This is a good situation we are in now that we recognize it's not wise just to push these through. We're going to have this situation in the new year.

   MaryKris, thank you. Any other comments?

   Jeff, thanks a lot.

   5.2 we will pass on. Kimlisa.

   5.3, we don't have to address.

   The chancellor is coming back from DC. He won't be able to make it to the meeting, so I know he was in DC on a conference having to do with access to community colleges, so it was something very pertinent.

   6.2, provost's report. Dr. Holmes?

   >> PROVOST HOLMES: Good afternoon. So to follow up on what Joe was saying, yesterday Chancellor Lambert did attend a summit in
Washington, D.C., yesterday that focuses on completion and higher education. It was a really good summit. There were keynote addresses by President Obama and First Lady, and also by Vice President Biden. If you’re interested in seeing parts of the summit, it is available online. You can look at the stream of the summit online. Also there has been a few press releases on our website and also in the mainstream media about the summit. So I hope that you can have an opportunity to look at some of the things that occurred.

You have heard a little bit about the efforts to establish an education master plan for the college. We are going to move forward with an RFP to identify a consultant to help us with that process. In establishing an RFP, our first step is to have a team to evaluate the presentations that may come in to us as we look to hire a consultant.

So in the evaluation team, we are trying to gather a diverse group of constituents across all the campuses to include several members of the faculty body and also student services and administrators, so we are trying to put together an RFP team, and we are receiving input about membership on that particular team. Then once we get the RFP process going and identify the consultant, then we will be reaching out to everybody again with more detail on the process of creating the education master plan.

Another item of information for you relates to DSR and the establishment of the accessibility plan. Many of you have already
been visited by Jon or Dolores or both to talk about the accessibility plan and some of the updates in disability resource including the changing of the name. The name will include the word "access," because we want to emphasize that for all of our students. So if you haven't already been visited or received information about DSR, you'll receive more information about that from Jon in the near future in the upcoming weeks.

As a matter of information, I just wanted everybody to be aware that there is a veterans audit occurring on campus next week. The team has been working very hard on getting the files ready for the audit. We feel very optimistic that it's going to be a successful audit. All of the teams, including the new director and Carrie Mitchell and even some of the teams on campuses, everybody has come together to help with the veterans audit that's going to occur next week, and so we look forward to having a good visit with the auditors next week in Veterans Affairs. We will give you an update on that as information continues to come in about that.

So those are the information items that I have for you today. Are there any questions?

>> SPEAKER: Can you enlighten faculty senate regarding consultants? I was at the enrollment summit, enrollment strategies, and there were very few faculty there. Much of what was being said in the tables has already been said many, many times on other committees, and the consultants there were just writing things on
their little white sheets and piling them up. I don't think we needed them, but I think that there is something that I don't understand about hiring consultants when we know where some of the problems are but we have very little voice, and the consultants I think charge quite a bit of money.

Is there a limit to how much the college is going to be spending on consultants, or is this part of the HLC mandate that we needed more outside consultants?

>> PROVOST HOLMES: Well, no, I don't believe it's a mandate from HLC. I think it's a result of going through the different units, realizing that we have a lot of heavy lifting to do and a lot of work to bring together and a lot of people to facilitate the actions through.

So when we go and we talk to different areas of the college, people are working really hard, and it's really hard to get one more single thing into your day. We have a lot of different committees and task force, and we have a lot of moving pieces going on at one time.

Sometimes it is beneficial to have an external source to come in and to help to bring those things together, but also to help facilitate the process and to make sure that when you're doing something as big as an education master plan that you put enough resources and thought in the forefront so that you don't have to be so reactive to things that may go on later on.
So we are trying to be very proactive in bringing in as many internal constituents as we can, realizing that with the educational master plan you also have to talk to a lot of external constituents, employers, government, and so forth.

So we just want to do the best job that we can and have as much facilitation and expertise as we can and understanding that we still have to carry on with our regular duties as we are doing this. So it's a lot of moving pieces at one time. With the evaluation team, we are going to try to do a really good job to bring in the best consultant to help move Pima forward in the process.

So those comments are appreciated.

>> SPEAKER: Hi, Dr. Holmes. Could you talk a little bit about this educational master plan and just a little bit more about the content and the difference or how it fits with the college strategic plan? Wouldn't this be a subset of the college strategic plan?

>> PROVOST HOLMES: Absolutely. Yes. That's -- (Off microphone.)

Thank you. So the education master plan, it is a level of strategic planning and it does fit with the overall strategic plan. So in our strategic plan, there is goals to focus on providing the best student services but making sure that programs are viable, making sure that they align with the current and future occupations for our students. And so those are major goals in our strategic plan.
So the education master plan is a level of strategic planning but really focusing on creating some viable footprints for the campuses, for integrating all of the different components.

So we need to integrate the dev ed redesign, the student services redesign. There is some redesigning going on in IT. So we need to find, through the education master, plan a common footprint on how all of those things fit together.

Because we have a lot of great work going on around the college in different areas, and we just need to merge them all together.

>> SPEAKER: So is this a new thing that the college is doing, or have we had one before?

>> PROVOST HOLMES: I don't know if you've had one before.

>> SPEAKER: Does anybody know?

>> PROVOST HOLMES: You did have one before? Do you know -- when was that, Julia?

>> SPEAKER: I'm going to say 15 years ago. We had a significant educational master plan that redesigned the college -- (off microphone).

>> PROVOST HOLMES: So about 15 years ago.

So it's right about the right time to start doing that now since we have all the redesigns going on. Then we want to be prepared for the future. So we don't want to wait until something big or new emerges and then we try to catch up with it. We want to put some forethought and planning into it.
>> SPEAKER: Thank you.

>> MARYKRIS MCILWAINE: So there was an interesting and very enlightening article circulated, I think it was by Julia Fiello -- she was circulating it. She didn't write it. There was an article circulating analyzing the insane level of complexity of attendance tracking. We are not the only institution of higher education pulling our hair out over this.

And it occurred to me that if we were to designate personnel to look at what other schools have done to try to get a handle on attendance tracking, I realize reading through the rules and this article, oh, my gosh, this is insanely complex.

To what extent do you anticipate your office might be able to kind of benchmark other institutions, copy what they have done, so that we are not reinventing the wheel in this very difficult challenge?

>> PROVOST HOLMES: So staff, they are doing that. Benchmarking is occurring in the financial aid, through the financial aid staff, but also through the task force and also through the academic standards committee.

So benchmarking is occurring. As you stated, colleges across the nation are struggling with it. We also know that some benchmarking and some solutions are currently in research through the IT companies. Everybody is trying to figure out the magic solution to this.
So you'll see from time to time different companies will come out with a new software that they think will help make it easier for faculty. So a lot of research is going into it, and it really is a challenge for faculty all across the nation, and so we recognize that. We understand that. We want to make it as easy as possible to get the tasks done we need for compliance.

So I think it is a good thing that the committees are continuing to look at this, talking to -- I know they have been talking to staff and faculty at other colleges. I have talked to the provosts at three other colleges in Arizona, so we are really trying to find out some best practices and how to stay in compliance but not so much to shift so much workload and time into completing the task.

That's where we are right now. I wish we had a magic solution right now, but we don't. We do need to move forward with bringing in maybe different vendors to do presentations on attendance taking software to see if there is a solution that may be easier for attendance taking.

But also, through this process I have learned from many of you, from many of the faculty, that there is some faculty here who have figured out some really clever ways of making this work. So it would really be helpful for us to also share information with each other, because some people have some really good tricks to make it less time-consuming. So I think it would be really good to share some of those, as well.
>> ROSA MORALES: I want to, first of all, thank you about the fact that now faculty, we are having access to the names of the students who are actually signing up for classes, which is very good. We didn't have this early access before, but now you go into mypima and you look at your schedule for spring 2015. I'm able to actually see who's registering there, which is very good. So I want to thank you if you had anything to do with it.

We also would like to have the phone numbers, but I guess that's another thing. At least now we have the names of the students.

And then secondly, I just want to say concerns about the enrollment workshop that we went through, because one of the things that we learned is that not everybody was invited until I got there -- well, even before, I keep asking people, are you attending? Are you attending? No, I wasn't invited. I didn't even know it was happening, everything.

Then I realized the invitation went to the department chairs and administrators and everybody above that when over and over we said we need to get faculty input. Studies show tremendously that faculty have a lot to say about how to change enrollment, right, how to conduct successful enrollment. I keep looking at all the tables and all the tables, and I found that there were very minimum amount of actually faculty participating. For the most part, like I said, the invitation went like that.

So I keep listening to the people providing recommendations, and
these are the people that they are heading some of the enrollment
issues, that they are currently heading some of those departments,
and if they have not been able to fix them, obviously we need to
extend the opportunity for others to provide recommendations.

So I also want to let you know, because regarding the process, we
are discussing the processes that we have problems with. Instead of
just having one meeting about enrollment, I strongly recommend you
that if you want to be inclusive, at least, you know, say let's have
two of those. Different times, different locations, so hopefully
then you will be able to, you know, get a larger amount of people
participating, because enrollment is so important.

I don't want this to be what we keep saying in community
organizing, a rocking chair, where you actually make people feel like
they are moving but they are not moving anywhere. They are just
keeping busy with a rocking chair.

I feel very much the exercise was like this, because like I said,
I keep asking and people keep saying, I wasn't invited. I didn't
know about it.

So I strongly recommend you to have another one and really target
the faculty and student services people.

>> PROVOST HOLMES: Okay. Thank you for that input. I will make
sure to get that information to Heather Tilson, and that's really
good to know.

Okay, everybody. Happy Holidays. If I don't see you before the
break, I'll see you in the new year.

>> MR. JOE LABUDA: Thanks, Dr. Holmes. Thanks for your role in alleviating the board policy situation that we had.

Julia? PCCEA report.

>> SPEAKER: Hello, all. (Off microphone.)

Probably best, because you know I talk with my hands, anyway.

So I have a series of announcements for you. They are, as usual, on handouts. Some of them I'm going to do very quickly and just ask that you send me e-mail questions. Joe has asked I keep it as brief as possible today.

Some things that are more significant concern... So the very first item is just a little update on All Faculty Day. You will get formal information from the provost's office with a complete agenda, but I did want you to know that PCCEA and senate have resumed oversight and sponsorship of this day, and it is returning this year to a true All Faculty Day, focusing on all faculty issues.

So with our recent period, we have had campus meetings in the morning, focused on whatever was most useful for the campus, and then we would drive to West Campus and other events would occur.

So we are shifting this back to a model we had in the past. We will give it a try, see how you all like it. Do some surveys when we are done and get feedback and find out which model works best to meet faculty interests.

In short, we will open the program at 8:30. PCCEA will sponsor a
coffee and tea visiting time. 9:00 morning program will include three events. We are going to spend an hour on attendance issues. We will do a presentation. Kimlisa and I are among those. We will be presenting our best work from the attendance group.

The chancellor will be giving some remarks. I would like to ask all of you, please, if there are particular things that you would find it useful to have the chancellor address, would you please e-mail them to me and Kimlisa? We don't know if he has a particular agenda, but if we could say the faculty would really prefer to have you speak about these three issues, that might help guide. I don't know if he has preconceived ideas already, but we can be the conduit for that. So if you would please e-mail the two of us, we would appreciate that.

PCCEA will hold its regular session where we talk to you about survey results and Meet and Confer and other crucial items that are addressing all faculty.

The provost's office has resumed sponsorship for lunch. We are very happy about that. PCCEA has been doing that for many years, but the provost's office picked that back up last year. So that's going to continue.

In the afternoon, we will have CDACs and your senate meeting. That's how the day is planned. It will be at West Campus. You will be getting a formal education, but the date and approximate times are there so you can book that.
Does anyone have any questions about that?

Okay. Meet and Confer. Our survey process, as usual, was conducted in the fall. We had 120 full responses, 58 partial responses. We are just beginning to analyze those data. We believe that the partial responses are people who began the survey and then intended to come back and complete but didn't, but we are not positive about that. But at the moment it appears that well over half of the faculty participated, which you know from surveys continues to be a very good response rate. We don't yet have trends, but we are working on those.

Your team will be working over the break to try to figure out what patterns are there, and then we will be presenting those to you as part of our report on All Faculty Day. So that's all I have to let you know there.

Your PCCEA team and membership team representatives are listed there for your review. I want to just let you know I'm extremely pleased with the people that have agreed to serve on the management team. Char Fugett has agreed to lead that team while she is here, and that's, I think, a great continuity measure. If you look at the other people who are there from our administrative side, they do absolutely represent some issues that we all agreed last year were issues that we need to try to resolve. So I feel very, very hopeful that we will have a very positive Meet and Confer session.

All of the Meet and Confer teams, management, the teams
representing both exempt and nonexempt staff and full-time faculty are meeting on January 9 before you come back on contract to have a one-day review of what's called -- last year was called interspace negotiation and collaboration. I'm very pleased that Jeff Silvyn will be leading that. I think it will be very productive for all of us. He has had a lot of experience in doing that kind of work, so we will have sort of a collaboration conversation. We will set ground rules on that day and be ready so that we can hit the ground running with Meet and Confer in January.

Any questions about that item?

The next thing, I have just a couple of inputs so if you can read these at your leisure on faculty hiring. I wanted to make sure you are all aware that the job announcements for external recruiting are closing starting next week, so depending on when they posted, they are beginning to close. Committees should be set. If you know you have a position in your area and the committee is not yet formed, you definitely should be checking in with your VP. Those assignments were requested by today as a deadline. I'm assuming that they are all squared away, but if you have any concerns about that, you can direct them to me and/or direct to Leticia in HR who manages this process for us. That was just a tiny update on where we are on faculty hiring for next year.

Questions about that?

Next issue. This is more of an FYI. A lot of work has been
occurring over the fall to resolve a problem that is going to hit us
next year in our first paycheck. So I wanted to give you a tiny bit
of background. The final resolution will be presented on All Faculty
Day. Right now this is a heads-up that this problem exists.

The problem is that we have been, for the past few years, because
payroll dates are every two weeks and our academic calendar is its
own cycle, we have now reached a point where our payroll date, our
first payroll is coming well in advance of our first contract date.
So we are getting paid before we actually start to work, before we
come back on contract at all.

That is a legislative concern. We may be perfectly happy with
that, but it does not work from a legislative perspective. I gave
you a couple of dates. Our first contract date this year, fall '14,
was August 20. Our first pay date was August 15. So you can see
that there has been an issue.

What we are really very, very pleased about is that David Bea's
office and payroll has worked with us to try to come up with
solutions for fall '15. We are working on them now. You will know
them in January. We will do the best we can, but at the minimum, you
will have nine months to plan and know it's happening versus us just
calling you up the day before you expect your first paycheck and say,
oops, sorry, wait two weeks.

We are not going to do that. That is established. It's a very
collaborative process trying to figure out the best options. We have
two options on the table that we run all of the schematics for so we know exactly who would be affected by what. Those two options are going to PCCEA executive committee next Friday, and we will be voting on what we think is the best recommendation. We have invited Joe and Kimlisa to send senate representatives to that group. Even though it's technically a compensation issue, as you know, we have worked very hard to ensure that things that are broad-based faculty concerns we need to have both voices at the table even if it's something that's potentially and only in one side of that issue.

So we will let you know on All Faculty Day what we think is the best option. The challenge to this, just so you know, is we have to account for instructional faculty on 20 pays, instructional faculty on deferred pay where we take chunks and get paid over the summer, educational support faculty and 12-month faculty and all of those interests are very different. So we are trying to do the least damage to the smallest number of people, but for sure we will let everybody know the plan long in advance so you can work around that.

Any questions about that for the moment?

The next thing I wanted to do, I do need to spend some time on this, I need to talk with you a little bit about board policy 4201 from a PCCEA perspective. This is the policy change that is still online that we now understand was posted on November 21. It did not get pulled. PCCEA has significant concerns about this change.

I have outlined six reasons. There are probably many more, but
PCCEA feels very strongly that these are our personnel policy statements. They are in fact board approved policies. We worked through Meet and Confer to establish those policies. We have what I will call a branding of our policy manual. When people say FPPS, people know what that means. As Rita pointed out, we have 40 years of history with this name. Personnel policies are referenced throughout all other policies. There are myriad reasons, but one of my favorites was a quote Denise sent me from afar, Hawaii. She went online and just Googled the definition of a handbook, and the definition she found was a book giving information such as facts on a particular subject or instructions for operating a machine. Synonyms: Manual, instructions, instruction manual how to guide.

Not really sure our salary schedule is like operating a vacuum. Maybe, you know, but it seems like it's a little more broad.

So for many, many reasons we have grave concerns, but I too echo the concerns raised. It's not just the changes proposed but that no one has come to PCCEA. I believe no one has come to the other employee group leaders and said, here are our challenges with this policy. How can we work together to modify them? Which is the whole premise of Meet and Confer and interspace collaboration. The lack of exclusivity and just being handed material that we can then comment on is of grave concern.

We will be writing to the board about this, because it's a board policy. So they need to hear our broad concerns. So that will be
occurring. I would like to ask for the senate support in this. And as Joe has said, if you could please do whatever you feel is appropriate to talk about not just the content of the policy but concerns over process, and we will continue to try to work together.

I know that it was a very, very good thing to pull back the ones that were just added, but we have a very broad concern about particularly any policy, 4001 or 4201, that addresses Meet and Confer and personnel policy. To do that without the group that represents you in that conversation at the table is of grave concern.

So at this point, I don't think, because we are not looking at resolutions at this point, but we are asking for your support.

And then finally, just a brief update on the attendance task force. Erica noted that we are doing benchmarking and used best practices from other institutions to try and figure out ways to problem-solve around the various reporting issues and taking issues.

I want to reiterate for many faculty this is a nonissue. For many people who teach face-to-face, you go in once a week, it's work, takes you five to ten minutes, it's not a huge concern. For other faculty, it's a massive concern. So we have both ends of the spectrum. We can already tell that on our survey responses.

We are getting some feedback saying they are spending time, wasting time on attendance. The other half of the faculty are saying why aren't you doing more to fix it? So we have these two big extremes on this issue.
We are working very hard to try to get you syllabus statements. Those will be out. We are going to finalize those next week in our last meeting on contract on the 12th. We think we have pretty good descriptions now for what academic participation means, for what you have to do when you initially come the very first week so that you’re demonstrating initial participation and continued participation. Those are almost done. We just need to finalize those.

The way we will have to do it because of the holiday is we are going to have to e-mail faculty and say, here are the statements. Dump them in your syllabus, and we will explain to you what they mean later. Unfortunately there is no way to hold an all faculty forum at this point in the semester, so All Faculty Day, that conversation we will be explaining many things we will have to present briefly in writing before you leave for the holiday.

Again, we understand that is not ideal. It would have been much better to have all this worked out before we ever started. We are sort of cart-before-the-horse problem here, but we are doing the best we can to get you the information you need.

The other information that we are working on, I believe Kimlisa and Odile have presented this, we are working on much clearer descriptions of the courses we teach. A lot of our descriptions are completely out of date, and you need to make sure that if you think you’re teaching this type of a course, that what Pima says that looks like and what your syllabus says that looks like, those have to be in
alignment. Otherwise we will have another problem with lack of alignment between what we say we do and what we are actually doing.

So all of that stuff will be presented to full-time faculty on All Faculty Day. My understanding is that adjuncts will hear about this primarily in the professional development meetings that occur at each campus often the night before All Faculty Day. So that’s when the explanations will come, but the written material will come before that.

Any questions about that? Any questions about anything else?

>> DAVID KREIDER: I appreciate all of the things that you all, as a group, have done for the adjunct faculty, and I don't mean to get into Carlo's area. And also the things that the provost has spoken about and others.

One of the things as an adjunct faculty member, and we speak about, you know, attending the all campus, All Faculty Days, et cetera, et cetera, it costs us a lot of freakin' money.

>> SPEAKER: I'm not sure if this is going to address the question, but one thing that is in the works, all of the sessions that we run on All Faculty Day and potentially at the adjunct -- for sure the one on All Faculty Day will be video recorded and posted online. So if you wish, you would sort of have two choices for that piece. That's the only piece I have control over, but you could watch that at your leisure. Or your department chair can simply say, here's what you need to do, let me run it by you, as opposed to
having you come to those meetings.

The question of whether you should be at meetings, I'm sorry, PCCEA is not allowed to advocate for adjuncts by board policy 4001. I can't speak farther about the broader question I think you're asking.

>> DAVID KREIDER: Right. And I appreciate all of that, and the fact that you have done so much with and for the adjunct faculty is greatly appreciated, at least personally and I think I can speak for the others.

But because the adjunct faculty do in fact teach approximately 60% of the classes and then to talk about things that impact us and say, well, you'll get the meeting the night before or you can watch it on a video is great, but it's only the first step on the ladder.

>> SPEAKER: What would be more useful?

>> DAVID KREIDER: Pay us so we can go.

>> SPEAKER: Okay. I will pass that on.

>> MS. RITA FLATTLEY: Joe, I would like to propose a motion for faculty senate to ask the board to pull board policy 4201 and send it to review to each of the employee representative groups for revision.

>> ODILE WOLF: I will second that.

>> MR. JOE LABUDA: We have a charter issue? This is report area. It's not a business area.

Okay.

>> MS. RITA FLATTLEY: Actually, well, but the board policies are
and stuff is specifically noted in the business section.

>> MR. JOE LABUDA: Yeah, but we are past that.

How about this? By a show of hands, who supports that sentiment?

Who opposes?

How about if the senate leadership sends a letter?

>> ODILE WOLF: What about sending it going for the curriculum

-- for the governance council? This seems to be a very big
governance council issue. We are not -- the board policy that is
affecting all of us needs to be stopped, and from what I understand
from various communications I had with Debbie Yoklic, the governance
council does have the power to stop a board policy.

>> MR. JOE LABUDA: Well, I don't know about that, but we have a
problem there, too.

>> ODILE WOLF: It does.

>> MR. JOE LABUDA: We don't have a governance council meeting
until --

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

>> MR. JOE LABUDA: In lieu of that, if that meeting doesn't come
about, how about we send a letter under the senate name expressing
that sentiment?

>> MS. RITA FLATTLEY: Send a letter to the board members?

>> MR. JOE LABUDA: Yep. Okay?

>> MS. RITA FLATTLEY: Thank you.

>> MR. JOE LABUDA: Anything else for Julia?
Julia, thanks a lot.

>> SPEAKER: Thank you all very much for your support and for that motion.

>> MR. JOE LABUDA: Thanks, Julia.

6.4. EPima. Kimlisa?

>> MS. KIMLISA DUCHICELA: I have like three things. Okay. I'm going to group a bunch of things together. EPima, which is now PimaOnline, capital P, capital O, all one word, all right?

So that was voted on. There was a huge number of people that voted, like 450, something like that. We are now PimaOnline.

The other thing is that we did hold two forums in November, one at East Campus, one at Downtown Campus. Mike Rom was nice enough to tape the one at Downtown Campus. That forum is online on mypima in the IntraNet, okay? It is there, so I have it in my DropBox, so if you can't find it, e-mail me, I will send you a link.

That forum is basically all of the information as we know it. We are moving forward. It looks like the three pilot groups are set, and so the pilot will start. We will start building training next semester, start launching things in the summer, and for sure three pilots in the fall, and then we start moving hopefully along in the spring of 2016 with a few little kind of timing issues. We should be fully, fully, fully up and functional by fall of 2016.

There is a supplemental assignment. It is posted. It is posted
until Sunday the 7th.

Char, do postings close at midnight or 5:00 on the 7th?

Supplemental assignments. Do we know? Usually at midnight. Make sure you check.

So that's up there. That's an opportunity to participate in building the training and building the rubric. That's where we are on PimaOnline. I'm going to have to get used to calling it that.

Shifting gears, the Board of Governors had a ridiculously long meeting. What was it, five-and-a-half hours? And it was a lot of presentations. Much of the information you had already, you have already known, but there was a presentation that apparently Lee went to China and did some things there, he and Bill Ward and some students.

But the main thing that I want to talk about was a special session. That special session was held, I want to say, last Monday. I'm completely losing control here. The Monday before Thanksgiving, right? Yeah.

That was a really important one I think for us. David Bea was up there and he was talking. And what he did was he asked permission from the board for them to authorize him coming up with three possible scenarios for budget cuts at Pima. There are three of them. One is a $5 million cut. One of them is a $10 million cut. One of them is a $15 million cut.

I suggest that we pay very close attention to those. Worst-case
scenario would happen if the state completely defunds us and gives us nothing. That right there alone would be a $6 million hit for us.

There was discussion about different ways of doing things, consolidating stuff, possibly the need to eliminate some positions. They didn't specify, and they didn't say absolutely that was happening, but I would say nothing is off the table at this point.

I think it's important for us to continue to invite David back to senate to discuss where they are in this process of coming up with these three possible scenarios and that we know what those scenarios are and what they mean for us.

Governance council did meet, and there was a few things that went on, but one of the things that I think was really positive that went on was we discussed the possibility of real, actual department pages for faculty, actual department pages where we can talk about what our classes are, specialty classes. MaryKris, I was thinking of you.

So we are going to be looking at that and giving recommendations. One of the things that I would like is if -- we would need to come up with a template for all of our pages so that we weren't all over the place with them, but a nice template that works for us that's engaging that links out -- I showed them how some of the different departments do it at different institutions, including Shoreline. I couldn't let that one pass. And Maricopa, of course.

But, you know, having the ability to possibly even have a Facebook presence associated to our departments so our students that
are in our departments can link with us and know what's going on so we can promote events and really truly have meaningful department pages.

I'm really, really hopeful that that is going to happen. So I will let you know, and I will be asking for volunteers to help build what would be meaningful department pages for the faculty at Pima.

Am I missing anything? Okay.

Happy, Happy Holidays, guys. Good luck with grading.

Who's next?

>> MR. JOE LABUDA: Carlo, do you have a report?

Okay. Faculty senate president's report. I just want to thank everybody for, you know, supporting me for the last two-and-a-half years. I think we worked through some really interesting times (laughter). I think the senate really handled itself with a lot of, you know, grace and intelligence. So I really appreciate what everybody has done.

You have a really good senate president coming in in January. As I mentioned before, you know, support Kimlisa to the extent that you can.

You know, we have these issues that linger, and today we kind of got past a speed bump on board policies, but as I mentioned, this is going to stay with us. These aren't things that have to be intractable problems. These are things we can work out cooperatively, and it's worthwhile to stay on top of them and be
aggressive in terms of expressing your point of view. This is supposed to be an open process. Let's keep it an open process.

You know, with that in mind, like I say, it's kind of the tendency to kind of ease your way into the semester in January. Again, this isn't something I want you to be worried about all Christmas break, but, you know, think about it. There are going to be things on the table when you come back and have to deal with them.

Before we go any further, I just want to thank Kimlisa for her work during the year. Pat L, Alexis M who couldn't make it today, our notetaker, Jeannie Arbogast who isn't here who was a great vice president. Patty Figueroa. Mike Rom who takes such good care of us.

(Applause.)

>> MR. JOE LABUDA: From a distance, I want to thank Denise Meeks. She reads board policies so we don't have to. You know, thanks to Denise.

Some of us have been around with this group for quite a long time. I was lucky enough to be with the original group that formed the senate. Before that was the faculty council. The main person who drove the effort for the senate was an instructor named Roger Irwin. He was a sociology instructor. Roger made this his last big project before he left the college.

Otis Bronson was a big part of that. I was lucky enough to play a small part in writing the constitution. The constitution has changed a lot over time. I think we probably have some proposals to
change it again. I think one of the things that is always going to be an issue with the senate is participation and making sure people understand the role. When things are hot and heavy, people come out and work, but this is the kind of thing that makes more sense to stay on top it than trying to patch up holes after the fact.

So at any rate, it's been interesting. I was president a couple of times back in the '90s and took some time off, came back in. It's been a great experience. I have enjoyed what I have done.

I just want to say that, you know, really, Pima really has its ups and downs. We went through kind of a lot of problems in the last few years, but the administration that was a source of our problems could go on now for a number of years. We can't keep on treating that as the Boogeyman. We have to take care of business here and now.

When you break things down, we have a couple different departments. We have administration, we have operations, we have faculty. You know, I think the faculty is very strong at Pima. I think our staff is very strong. I think it's been -- the administration has been a challenge in terms of kind of understanding where we are coming from and also in terms of just coordinating a very big institution. Certainly it's uneven in terms of its talent.

So this is one of those things where, you know, not only are we an institution with a couple personalities. We are really schizophrenic. We have many different personalities.
We have problems sometimes with administration, but, you know, we are tied at the hip with them. We cannot function without them.

I think figure out a way to work with them. Figure out, you know, who's amenable to change and go forward. There is a lot that we can accomplish in the next few years.

This HLC stuff is still going to be a big challenge to us. I think the tragedy of the HLC situation was the fact that ironically they made us spin our wheels for about a year when we could have been doing a lot of improvements, and beaurocracies live to sustain themselves, and they are one, too.

I think, you know, we are addicted to committee work, we are addicted to process. I think we have to be addicted to action. Once we get past that hump, I think we ought to start looking at, you know, what works, what doesn't, and get away from this. Again, this addiction to process.

I have been at Pima now almost, going on 35 years. For about the first nine years I was a staff member. I started off as a library technician and became a specialist, and then I became a librarian and became a library director. I have been on the faculty now for almost 25 years.

I have really enjoyed what I have done. I appreciate the support the libraries get. I appreciate the fact when this board policy situation came up that people went to bat for us right away. I think a lot of you remember the situation we had at the West Campus a few
years ago when we had attempted to dismantle it and take out about
two-thirds of the collection. I think for administrators that have
come in after the fact, they don't realize what kind of an emotional
thing that was.

At the time I was told, hey, that's a done deal. Don't fight it.
No way.

Basically we fought and we kept the library. So I'd say, you
know, if there is anything that you want to do for me in the future,
make sure that library stays in one piece. (Laughter.)

It's too important to let it go. The reason that library board
policy is such an issue is it's really a metaphor for the rest of the
institution. It's a metaphor for our commitment to education.

You know, I think one of the good things about being at Pima for
so long is I have a sense of context about how things were 35 years
ago and how they are now, but in a way, that sense of context makes
you really kind of wonder what's going on.

There is no doubt in my mind that the students coming in aren't
nearly as prepared as the ones that were years ago. People were much
bigger readers. The activity in the library was heavier in terms of
circulation. One of the ironies about the situation we have now is
the outstanding collection. It's still used well but is not as well
as it should be. But we have fabulous databases, and the ability of
people to use them has declined over time.

So when I'm teaching a class, and we teach a lot of classes, it's
very obvious to me that I can teach people tricks right away in terms of how to do searching. I can't pour vocabulary into their head. I can't pour knowledge into their head.

So, you know, this is a situation again that the information world has expanded in front of them. They can't use it.

You know, when I'm giving a lecture, a lot of times I will try to wrap it around some kind of hook. I did a class in literary criticism, I don't know, about a month or so ago. I always like to try to have an example, and one of the things I try to express to them was the importance of literature in terms of being a social instrument and arousing passions, getting people involved in a cause.

And I mentioned the importance of a book like Uncle Tom's Cabin. I could see some blank -- I didn't see some blank stares. I saw almost all blank stares. I asked, how many of you have heard of Uncle Tom's Cabin? One girl meekly held up her hand. The rest of the class hadn't heard of it. So I thought, gee, this is real interesting.

The next class I had that day, I asked the same thing. Nobody had heard of it. The next one, nobody had heard of it. So, you know, I explained to them that this was, after the Bible, the biggest selling book in America in the 19th Century. It's never gone out of print. It was a phenomenon. It aroused enormous emotions at the time. It was one of those works that was serialized, so people were reading it as it went along week after week. There were bootleg
copies in Europe almost from the time the original portions of it came out. This was enormous. This was a cultural marker. And people sitting in front of me had never heard of it.

Now, this wasn't a dead white man who wrote this book. This was Harriet Beecher Stowe. These are things that get to be very sobering when you are standing in front of a group of people.

One of the things that I showed them, criticism, 19th Century criticism, criticism at the actual time, and I said, well, this is a letter from Charles Dickens. I got a blank stare.

You know, like I say, this is getting to be a very sad situation.

You know, I want to read you something. This is TUSD's strategic plan for 2014-2019. I pick on them because they get my tax money, but this is strategic priority No. 1 for curriculum. TUSD will design and align articulated and well-administered curriculum that supports academically high standards of learning for all children, integrates college and career-ready skills, incorporates fine and performing arts, and is culturally relevant for diverse populations. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

Well, what does that mean? (Laughter.)

The whole document is like that. You know, I think probably a good goal, as I say, when our students graduate, they can read at a 12th grade level. When our students graduate, they can write at a 12th grade level. How about they can find Arizona on a map?
(Laughter.)

So, you know, I think one of the challenges we have is the fact that we have a lot of students come in, and I love our kids, but I think I could do them a whole lot more good if they came in better prepared and I could move them along a lot further.

I think you all think that, too. So I think we have an enormous disconnect in town between, like I say, what we do and what the school districts do. I think there is an extreme reluctance for us to criticize them, but I don't know why.

You know, somebody's got to own up to this. This goes on year after year and gets worse and worse. You know, this actually affects us. We are captive to that group of people. Again, I love our kids, but, you know, they don't know what they are missing. It is very hard to catch up when you're 18, 19, 20.

So, you know, Arizona is down on the list in terms of expenditures, but when you think of it, over $100,000 has been spent on these kids K-12. Well, you know, let's face it: If a kid can't read by the time he gets out of fourth grade, he is in trouble, and, you know, the fact that they can't determine that kid can't read well in fourth grade.

So when you look at the guides to achievement, Arizona isn't dramatically different from the rest of the country. We are failing our kids across the board, large number of kids just basically hardly competent.
So, you know, in terms of being a librarian, it is real near and dear to my heart. I love reading. I love that library. That library is my, oh, jeez, it's the love of my life.

I'm committed to learning. I'm committed to literacy. When I hear about kids' competencies in other areas, I don't know where those are. You know, working an iPad or iPhone or whatever, I don't care. If you can't read, you're screwed.

So, you know, in terms of other competencies, getting you through or knowing how to find information conceptually, that doesn't work. If you don't have content knowledge, you can't find anything. I can't teach somebody a technique to find something if they don't know the terminology, if they don't know, you know, what its place in history, who's important, who isn't.

Like I say, we are kidding ourselves if we keep on going forward, making believe that we can squander a kid's first 12 years of education and then somehow we're going to get him caught up. So I think we act in goodwill, but, you know, dev ed shouldn't be a growth industry for us.

As we are going forward, again, we should take care of who comes in, try at our best to get them going, but, you know, Pima has to intervene in the community. We have to have that discussion.

Thanks a lot for, again, supporting me over the years. Be sure and stick around for the executive session because it's important.

Do I have a motion to adjourn?
>> SPEAKER: No. (Laughter.)

(Applause.)

>> MS. KIMLISA DUCHICELA: Joe, thank you so much for everything.

I couldn't have even thought about coming to this position without you. All your mentoring, I am so grateful, and we are all so grateful.

Thank you.

(Applause.)

>> MR. JOE LABUDA: Motion to adjourn?

(Motion.)

See you all back in five minutes, okay?

(Adjournment.)

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