



PimaCommunityCollege

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Pima County Community College District Faculty Senate

April 3, 2020

>> JOSIE MILLIKEN: Welcome, everyone. A lot has changed since we last met. Welcome to our historic first remote Faculty Senate meeting.

I'm glad you have all made it. It's great to see you all. Thank you also for joining a few minutes early. Right at 1:00 we will begin with remarks from the chancellor. The chancellor can only be here for about 15 minutes, so we want to make sure we devote full time and focus to that.

A few things is for this meeting, just because we are going to have quite a few people here, if we could just stay muted. If everyone is unmuted, you could imagine that could get very chaotic,

so if you could unmute yourself when you'd like to speak, that would be great.

Tal is moderating the chat, and Mike Rom is moderating technical questions through chat. If there is an item that people would like to discuss, probably the best way, instead of trying to unmute and jump in would be to go to chat and then signal that you'd like to speak, and then we'll take comments in the order that they show up through chat. We'll see how that works.

Also, with your video, generally the fewer videos that are on during a call, the more clear the call tends to be. So if you're comfortable turning your video off when you're not speaking, please feel free to do so. If you want to leave it on, I'm sure that will be fine.

So I'm going to share my screen so we can take a look at the agenda. You'll see that there is a red link to a sign-in form, so if you could go ahead, since we don't have the ability to use actual sign-in sheets, if you could please just go ahead and click on the sign-in form and then fill it out and then submit it and that will constitute our regular sign-in sheets.

Please take a few moments to do that if you haven't already done so. Everyone present at this meeting, if you could fill out that sign-in form, that would be wonderful.

I think someone had a question or a comment. Please go ahead.

>> PATTY FIGUEROA: Yes. Where do I find that? I'm trying to

click on this, the sign-in sheet.

>> JOSIE MILLIKEN: So this red link here, if you click on it,
you should see a link pop up under it.

>> PATTY FIGUEROA: Right.

>> JOSIE MILLIKEN: Click on that, and then the form should open.

>> PATTY FIGUEROA: Okay. Thank you.

>> JOSIE MILLIKEN: You got it?

>> PATTY FIGUEROA: I did. Thank you.

>> JOSIE MILLIKEN: I will post the link in chat and go ahead and
looks like Anthony already took care of that. Thank you, Anthony.

Yes, you're right, you can't click on the link in the shared
screen. I should have clarified that. You can't click on the link
in the Zoom screen. You will have to open up the agenda actually
through Google Docs, through your e-mail, and then click on it from
there.

>> PATTY FIGUEROA: Gotcha. Thank you.

>> JOSIE MILLIKEN: All right. So moving along, for
introductions, we have about three minutes, so we can take care of
that before the chancellor arrives and speaks.

We figured that the best way to do that would be to have just
everyone type in the chat, type who you are, your affiliation, just
like we would if we were going around in our circles in the Amethyst
Room.

So please go ahead and do that now.

All right. So looks like we're getting close to 1:00, and before that, does anyone have a request for an open-forum item or executive session? If so, please type it in the chat.

So we have one open-forum item on CLO assessment, and I see that the chancellor is here. So I will go ahead and turn it over to the chancellor.

>> DR. LEE LAMBERT: Thanks, Josie. How are you?

>> JOSIE MILLIKEN: I'm great. Thank you. How are you?

>> DR. LEE LAMBERT: I'm doing well. Good afternoon, everybody.

>> JOSIE MILLIKEN: Is that Mount Rainier?

>> DR. LEE LAMBERT: Yes, that's Mount Rainier in the background.

>> JOSIE MILLIKEN: My home state.

>> DR. LEE LAMBERT: Yes. First of all, I want to say thanks to everyone. The incredible effort that all the faculty have shown to migrate from our face-to-face efforts into the virtual piece has just been phenomenal. The amount of CRNs that have been transformed over are just a Herculean effort, and my hats are off to all of you having done that.

Thanks also go to the deans and other administrators who were involved in making that happen.

Am I still coming through? Your picture has frozen on my side, Josie. I just want to confirm you can still hear you.

>> JOSIE MILLIKEN: Yes, we can still hear you.

>> DR. LEE LAMBERT: Perfect. So thank you, all. There are so

many thank yous to give and could easily take up that 15 minutes or more that I just want to spend a little time with you all.

What I want to do is talk about how we're approaching the next 12 to 18 months. We have broken things out into what we call four phases of planning, if you will. So there is the zero to three months, the near term, and that's the phase we are currently in.

As you know, we have all just migrated into this new virtual context, both the instructional side as well as our services for our students.

Now we are going to have to start, as we move to the back end of that near term, is starting to think about summer and what that's going to look like. Then we transition into the short term which is more the three to six months. Then that starts to touch us up against the fall term.

Then as we move into the midterm, that's now moving from six to 12 months, as you will see, that's going to move us through the fall and into parts of the spring, and then the long term going beyond that.

Now, why that type of time horizon? First of all, nobody knows how long we are going to be in our current crisis. But as you listen to the various experts on the topic, and so forth, most of them would say this is more than just a few months type of crisis. This is going to be with us for quite a while and likely as we move into the fall potentially into the spring as well that we are going to have

another bout of the virus. Until there is a vaccination available, this is the new reality that we all face.

So I think it's prudent for us to start thinking in those longer-term horizons.

Let me move you back to present day. I think we should work with the presumption that what we are doing today is going to continue through the summer and likely to continue into the fall in terms of the instructional programming as well as the student services.

We are hoping that we will get some opportunity to bring some staff back on-site, also consistent with the social distancing guidelines, as well as keeping groups to less than 10. As you can imagine, that's going to be a huge challenge, because our spaces aren't laid out nicely where you can space people out by six feet throughout all of our locations.

So that will really likely result in us not being able to bring every single person back if we are allowed to bring people back. Remember, we are still working on this stay-at-home order, and Pima was out in front of this before that order came down. So we have been anticipating and thinking ahead all along the way.

I want you all to know that first and foremost, safety is the primary objective, and I want to make sure that we keep all of you safe, all of our students safe, and our community safe. That's been the overriding decision point.

Then, alongside of that, trying to provide access to education is

very, very important to us, as well, and trying to provide that access to as many students as we can reach. It just breaks my heart, and I think it breaks all of your hearts that we cannot provide that access to everybody. Not everybody has the technology tools at home, neither having the devices and/or having the Internet connections or connections to hot spots.

By the way, this is not a challenge unique to Pima. This is a challenge I'm hearing from my colleagues all over the country, as well.

So we are trying to do our best to help our students. So as the provost and myself have asked, we ask that all of you put the human face first with our students. Try to be as flexible and as compassionate as possible. Let's give them room to work through this as well as still, we still have to deliver on our obligations to the Higher Learning Commission around student learning outcomes and assessing those outcomes, so we can't completely just relieve ourselves of that, but I also believe we can be flexible as we work with our students, because at this point more than ever our humanity becomes more important than just checking off a bunch of boxes.

I believe we can balance and weigh these things as we go forward. I'm hoping that each and every one of you will keep working towards that.

We met with our students yesterday, Dolores, David, myself. Irene and Suzanne was present. One of the things -- they shared a

number of things, and I'm sure Dolores or David or Irene or Suzanne will be willing to share, one of them was just the whole issue of technology and accessing those technology tools. That is an issue.

We would love it if you all could help us identify specifically who, because if we know that and we know what the issues are, we are trying to help resolve that for as many of our students as possible.

Another important piece in this is they are saying that we still don't have of our faculty approaching things in a flexible, compassionate way. I really implore all of you please keep that in mind. This time period more than ever requires us to show that flexibility and compassion for our students.

I'm not saying to let someone off the hook. That's not what I'm saying. I'm saying if there is ways to be flexible, let's be flexible.

And you'll also be hearing about some of these other things we have to work through as we move through the balance of the rest of this term and as we go into the summer.

Summer will be still in this mode. I'm hoping we can bring some people back onto the campuses, and then if we can do that, especially if I can bring all the faculty back, we want to really train up all of the faculty who have not gone through our normal online training process. So we want to invest in all of you and your professional development along that lines.

I also want to make sure we continue to invest in the

compassionate side and how we demonstrate that back to our students as we go forward. Also I'm hoping to bring some of our staff back and our largest concern right now beyond what I mentioned is the career technical ed and the performance-based programs. A lot of those things have to occur on-site. So we are working, and we figured out a way we can do that as it moves into the summer if we are able to come back.

I'm pretty -- I'm hopeful that we'll be able to come back at some level of that. We are also going to be working through cleaning the entire district. We have been presented with an opportunity to probably do the first type of cleaning we have been able to do in decades in the institution. It's something we will need to do at some point, but now is a great opportunity because most of our facilities are sitting vacant.

Let me stop there and answer any questions. I can take probably one or two questions before I have to jump off and go to my next call.

>> KIMLISA DUCHICELA: Lee? It's Kimlisa. I don't know if you can hear me.

>> DR. LEE LAMBERT: Yes, I can hear you.

>> KIMLISA DUCHICELA: One of the things that's come up has to do with incompletes and withdrawals from classes. Is there going to be any leeway for this semester to extend the withdrawal deadline to almost the end rather than have to give students incompletes which

might end up being a disaster if this continues on? Do we have any leeway in that?

>> DR. LEE LAMBERT: I'm going to let Dolores or Morgan address that specifically, but let me share with you what I have been involved in the conversations around this topic.

So we're going to be communicating in the very near future about withdrawals. We're going to allow students who withdraw this term to receive credit to come back later in the next academic year without charging them for tuition, provided that it's -- if they took a three-credit class they withdrew from, it's a three-credit class they're taking. If they sign up for a five-credit class, they just have to pay that difference.

So we are going to do that with the withdrawal pieces. I think on the incomplete side, I'd rather have Dolores and Morgan talk about that and how they want to move with that. That aligns with this whole notion of pass/fail, as well.

>> DR. DOLORES DURAN-CERDA: Hi, Kimlisa. The deans and my academic team have been working very closely on incompletes, withdrawal, grade options such as that, pass/fail. Julian has been in touch with, since he's cochair of the AZ transfer executive committee, he's been in touch with other community college academic affairs administrators, and they have been talking about the pass/fail and the advantages and disadvantages.

So we are coming up with a plan and hope to be messaging it early

next week. The chancellor will first message it out and share it with the board, and then we will share it with all of you.

Morgan, if you'd like to chime in on the specifics of the grade options?

>> MORGAN PHILLIPS: The primary thing we are looking at, Kimlisa, is trying to provide institutional resources to help our students be as successful as possible. We really want to try and minimize the number of students that are having to withdraw from the classes. If we can encourage the students to be able to complete so they can continue on in their program in some way, that's going to be the best thing for them, because the withdrawals will count against their financial aid completion percentage. So that's an issue for us.

The incompletes, until they change them into the appropriate grade, count against their completion percentage, but at least those, once they are done, then that number adjusts back and would help them for the future.

So that's really the big thing that we are looking at is in any way that we can, we want to try and be mindful of the situation the students are operating in, we want to try and support them in their courses any way that we can to help them to be successful, and we want to make sure that although the students are meeting the learning outcomes for the course that we are not holding them responsible or damaging them as far as their grade is concerned for things that are

beyond their control.

So that's really the things that we are working on developing for our message.

>> KIMLISA DUCHICELA: Thank you very much.

>> DR. LEE LAMBERT: I can take one other question.

>> SPEAKER: Sarah. Hi, Chancellor Lambert. I'm representing adjunct faculty in the social sciences and humanities. I'm just wondering, is there sort of a plan in place if this goes on for a while to sort of change registration such that our courses will all be online and, like, students will register as an online class? Or what's sort of the plan moving forward for that?

I'm hearing concern from students about whether they want to register again if it's going to be in an online modality. I'd like to be able to talk to them about that.

>> DR. LEE LAMBERT: Thank you for the question. As we move from this near-term phase to the short-term phase, then that piece is really going to start to be looking at the start of fall term, and so through the academic leadership engaging the faculty to start talking about what that fall is going to look like, but from a planning standpoint, I think the early approach is to schedule things as if we were doing face-to-face. This is for fall, not for summer. But recognize that we are likely to have to go back into this online approach.

Morgan can say more about this, but we will have to work with all

of you around that piece, because we have time for that. We just don't have time for some of these near-term things. But I also want to be realistic and know that it's likely we're still going to be in this online piece, because if there is a seasonality to this virus, I'm hoping there is, we will get this lull during some part of the summer, maybe early part of the fall, but then we're right back to where we are.

Hopefully things are better managed within the state, here locally, and across the country so that we can at least bring some of our people back and keep them on-site, if you will, through fall and spring. Not in the numbers that we were used to, but again, that's all speculative at this point.

But I will have them address that, because I'm going to have to jump off here, but there is something else I want to add. I want you all to know that I wanted to make sure that everybody who was on contract with us throughout the rest of this academic year will have their contracts honored. I think that is very important to me. You all need to have the certainty around your livelihoods. I said the same thing to staff, that if they are employed with us and schedules were to run through the rest of this year that they don't need to worry about having a job with us. Whether they have work at home or not, we are going to still recognize, because to me, the No. 1 job for all of us is safety and practicing good social distancing and staying within groups less than 10. That's our jobs at our homes.

That's one piece.

Then some of us are in positions to be able to continue to work from home, like all of you, and we're very grateful for you, but we also know there is a number of our staff where that's not possible for them. I don't want to penalize them because of the situation. Now, some of you have kids who are in our K12 system, and if we are able to at least come back in some level following April 30th, I want all of you who are parents to know, don't worry. We will make sure that you will be able to be accommodated so that you can balance your needs to take care of your children versus your commitments to the college.

So I don't want you all to worry about those things. Let's focus as much as we can on fulfilling a mission for our students.

And so unfortunately I can't promise that beyond this academic year, because as you can imagine, the college is going to suffer some revenue shortfalls as a result of this. Everybody is going to.

That's going to trigger, among other things, expenditure limitation challenges.

We are working, as we speak, to put together a plan with the other nine districts to approach the legislature. As you know, they are in recess, and then there is a question mark whether they will even come back to give us EL relief. We are pushing hard on that.

There is also conversations happening at the state level that are even more disastrous to us than that, and we're going to be working

to push back on that. We are going to keep working at the federal level to also make sure continuing education is also part of whatever conversations are going forward.

As you all know, we were part of the Cares Act. The college will receive a set of funds, half of which we will be able to use to directly support students, and the other half will help, be there to help us soften the things that are happening to us as an institution to migrate over.

Also, I want to say to the adjunct faculty, those of you who participated in the trainings during the spring break, we will compensate you for that. So it was just brought to my attention recently, we have had some challenges around payroll to adjuncts.

I made it clear to Dave Bea that this needs to get cleaned up and people need to get their pay. And so if that's not happening, I want to know directly so that way I can step in and do something about that.

And the provost is aware of that. I just want you to know that I'm committed to make sure that we take care of our employees and continue to do what we can based on that.

So I'll just close with this. Because I do need to go. And that is we are in this together, and we're going to work together to get through this crisis. Sometimes I'm going to have to make decisions that are going to be extremely unpopular. But I just want you to know how I make those decisions are guided by the fact that I put

safety first.

And then I think about, you know, what can we do for our students and what can we do for our employees? Those things are always top of mind for me as I make decisions that are in the best interests of the college.

So thank you again, and thank you for being a part of Pima. I think together we're going to come out of this stronger. We're going to be a stronger institution going forward, but we also know that the way forward is going to look a lot different than the way it was coming into all of this.

Thank you, all. Please enjoy your weekends.

Josie, with that I will turn it back over to you.

>> JOSIE MILLIKEN: All right. Thank you, Chancellor.

Okay. I see there are several people who arrived since we began, and so if you arrived after our introductions, if you could please fill out the sign-in sheet. You'll have to go to the agenda that was sent out and click on it, open it up, and then click the link to the agenda. Then there is a sign-in form at the top. So if you could just do that, that would be wonderful.

I see there are a couple of questions lingering after the chancellor's talk. I'd like to take maybe three to five minutes and see if we can get those addressed. And then we need to move on to the next items.

So I believe Ken has a question, and I believe the others have

been addressed through chat.

>> KEN SCOTT: I just had a question I was hoping maybe Dolores could answer since the chancellor has already left.

He was talking about us going online, but did he really mean online or did he mean virtual?

>> DR. DOLORES DURAN-CERDA: That's a good question. I can answer that. It means in the current mode that we are in. So it's both online and virtual instruction.

>> KEN SCOTT: So it's conceivable that for the fall that we would offer both online and virtual classes to our students?

>> DR. DOLORES DURAN-CERDA: That is correct.

>> KEN SCOTT: Cool. Thank you very much.

>> DR. DOLORES DURAN-CERDA: Also, keep in mind at some point, especially for the CTE classes and performance-based classes, such as nursing, they have their labs, simulation labs, sciences, art, studio, et cetera, those may need to be extended in the summer or in the fall, probably have some face-to-face, as the chancellor said, keeping in mind the social distancing. So if there is a lab, making sure that students are far apart from each other, take turns, et cetera.

So it's not that it would be completely virtual and online in the fall. It may be that there are some pockets that specific performance-based classes will be taking place at the campuses.

>> KEN SCOTT: That's even better. I just wanted to make sure

come fall that we weren't going to go totally online. A lot of the feedback I have gotten from my students was that had we just simply gone online they would have withdrawn because a lot of students just really hate taking online classes.

But they are good with the virtual classroom where they can interact with other students and interact with instructors and whatnot.

>> DR. DOLORES DURAN-CERDA: Right. And Michael Amick, I think you're on the line, too? If you'd like to share the definition that we are working on to define the differences between online versus virtualization?

>> MICHAEL AMICK: Hi, this is Michael. To Dolores' point, what we want to continue to do is refer to the courses that were intended to be face-to-face that we had this emergency situation to flip them online, to call those the virtual offerings and virtualized courses.

I have spoke with many other institutions. When this happened, they just tried to call everything their online courses, and it's created a lot of confusion for almost every single process, but especially the students, as was just discussed. They are trying to navigate as to what course type is being talked about, and it helps us all keep track of what we are working with.

I hope that answers the question.

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

>> JOSIE MILLIKEN: I think we're ready to move on with our

agenda.

Does anyone -- we don't have any agenda modifications except for an open-forum item. Does anyone have any short announcements?

I will give you just a few more seconds to type in the chat if you have any -- so, Tal, you have a short announcement? Please go ahead.

Tal? All right. I think Tal just wants to remind everyone that Faculty Senate election process is going on. Do you have any other updates about that, Tal?

>> TAL SUTTON: Sorry. I was stuck in chat, so whenever I held the space bar down I was just...

Yeah, the Faculty Senate election, for people, right now the survey for interest in serving as senate is out as half the divisions are open. The lists of the divisions that are up is in that survey. So maybe I can resend it and we can extend it by another week just to make sure people have time, because everything kind of got swallowed up for some unknown reason.

Yeah, just look out for a resending of that and look to see if your division is up and if --

>> JOSIE MILLIKEN: Tal, you're cutting in and out. I think the last thing you said was that the survey should be, probably you'll want to resend it because of everything that's been going on, people may have forgotten about it?

>> TAL SUTTON: Yes.

>> KEN SCOTT: Josie, I think it's you and not Tal.

Have we lost Josie?

>> TAL SUTTON: We might have. Josie, are you there?

>> SPEAKER: Her picture is frozen.

>> KIMLISA DUCHICELA: So who is next in line?

>> KEN SCOTT: Tal.

>> TAL SUTTON: Uh-oh.

>> KIMLISA DUCHICELA: What's on the agenda next?

>> TAL SUTTON: I was relying on her screen share, and I have to bounce back. Hold on.

>> KEN SCOTT: According to this, we should probably move on to guided pathways from Julian.

>> JULIAN EASTER: Hi, everyone. I just want to give you a quick update. With everything that's going on, adjustments have been made, but I wanted to share with you that the curriculum team is positioned to continue work on the following, we are going to call priorities, how we're going to proceed with pathways.

No. 1, DegreeWorks. We had a June 15 deadline. We are hoping to stick by that so that -- and if not, in a week we will reassess, but to make sure that we have that up and running.

Also, the catalog for the school year, we still plan, we want to have this and we will have it completed before fall registration starts. You may know this, we have invested in a new software, Curriculog, where it's going to make our curriculum approval process

more efficient, doing it online.

And the fourth party we are working on, and this is -- we are having meetings with the academic deans, the CTE and transfer deans, and these discussions will be occurring through the rest of the semester with the primary goal of making sure our programs are not only as closely aligned to university as possible but that we are within the credit range of 60 to 65 credits.

So we're going to be working with the deans with the faculty on this very closely, with Ian Roark, especially working on the CTE side to work on that.

I just wanted to let you guys know that even though we are not there, we are still working on this and we will keep the senate leadership and senate abreast with how we are proceeding on these goals.

>> KEN SCOTT: Thank you, Julian.

>> JULIAN EASTER: You're welcome.

>> TAL SUTTON: Any questions?

>> KEN SCOTT: Next couple things were things that Josie were going to present, so I think we should --

>> JOSIE MILLIKEN: I'm here.

>> KEN SCOTT: You're back. You were missed.

>> JOSIE MILLIKEN: I got Zoom booted or something. But I'm back. Thank you so much for taking over during that.

So in the e-mail that I sent about a couple weeks ago -- or last

week, seemed like a couple weeks ago, I mentioned we had a meeting with administration and that one of the things we talked about was student success during this difficult time.

So an administrative team asked that senate look into what students need to be successful during this time, and then also what faculty need and also emphasized the value of keeping track of our students and really connecting with those who seem to have drifted off to see if we can help in any way and see if they need any kind of intervention or help.

Regarding that second item, I did speak with Kate earlier today about perhaps finding a way to bring advisors into that process, as well. So the sole burden of trying to reengage with those students who have drifted off doesn't fall to faculty but that we also enlist the help of advisors.

So back to the first question of what students need to be successful, I sent a survey out and I got a couple of good responses, so thank you to those who responded. And the items that came, that were most emphasized was the need for technology. Our students need computers. Our students need Wi-Fi access.

We know from the chancellor's remarks this morning and from the chancellor's e-mails, daily e-mails, that that is being worked on. Lots of efforts happening through the Pima Foundation, through individual donors to get that technology out to students.

So we know that is being worked on.

With that, I'd like to open it up and see if anyone has any additional ideas, observations, things that you have noticed that aside from technology, aside from Wi-Fi, things that students really need during this time to be successful.

So if you could signal in the chat.

I think Hernan has a comment. Hernan, would you like to go ahead?

>> SPEAKER: This is Hernan. Can you hear me? The thing I found most critical for student success is clear, constant communication. Not all students open their Pima e-mails, so I actually spent more than two hours going through my list of phone numbers for every single one of my students that they wrote when they acknowledged their receipt of syllabus, contacting every single one of them, telling them to check their e-mails at least two or three times a week on specific dates when I know that by that time I will be making announcements.

Lack of communication really is -- it puts a burden on the students. That's it.

>> JOSIE MILLIKEN: So reaching out to them has been difficult?

>> SPEAKER: Hernan. No, not necessarily. Sometimes you think you send that e-mail and everybody sees it, but you must follow it up and you must make sure that the students understand that from this moment on that will be the way in which you're going to communicate with them and that they need to be checking, because you have to make

special announcements and changes to the syllabus perhaps, changes to the schedule, that they need to be aware of, and it is critical to have absolute clear, good communication with your students.

>> JOSIE MILLIKEN: Okay. And recognizing too that that doesn't just have to happen through e-mail. We can use phone, assuming they have an up-to-date and valid phone number in the system.

>> SPEAKER: Hernan. Yeah. Any means possible to reach to them and make sure that they are aware that you sent an e-mail or that you're making certain changes and they need to find those changes which will be communicated to them via e-mail or whichever way you choose to communicate. That's my contribution to this situation.

>> JOSIE MILLIKEN: Thank you. Good points.

Rita is next.

>> SPEAKER: Rita. Hi, everyone. Can you hear me okay? Okay.

So I was wondering if you could comment more on the parking lot Wi-Fi idea. Did you hear anything about that?

>> AUBREY CONOVER: I can speak to that. We are putting the final details in place, and that e-mail to all students I believe is going to go out this afternoon. We are going to try and open up West Campus parking lot to students to do Wi-Fi access.

So what will happen is students will come off Anklam, check in at the front with the person who is already there, move forward to another staff member who will be up by the circle turnaround. We will have a process in place to give them information to access the

public Wi-Fi.

IT and Raj and his team have boosted the signal as much as they possibly can towards the parking lot areas, and then students will be assigned a parking spot with spaces in between to establish a nice separation.

We're going to start with a two-hour time limit. If there isn't need, we will allow students to stay longer. If there is any kind of backup, we will ask them to move on after two hours. And then we are also setting up an area where students can, if they come via bus or via bike, be able to sit at a table and chairs that will be wiped down after every student use.

>> JOSIE MILLIKEN: Aubrey, can you clarify which parking lots?

>> AUBREY CONOVER: So it will be -- it's south of the A building on West Campus and then south of kind of the H building, as well. We will start with that side of the West Campus.

>> KEN SCOTT: Do you guys need any volunteers?

>> AUBREY CONOVER: I appreciate it. Right now we have identified several staff members who, because of the nature of their work, really can't do the work that they normally would do, so this has been an opportunity for us to help them engage, because they want to be helping out with all the things that are going on.

But as we expand this to other campuses, assuming that this works, there definitely will be a need at that point, so I can stay in touch with everyone.

>> KEN SCOTT: That's so cool. Thank you very much.

>> AUBREY CONOVER: Absolutely. Thank you.

>> JOSIE MILLIKEN: We have a question from Nancy H. Do we know the hours this will be available yet?

>> AUBREY CONOVER: We are starting out with 8:00 to 5:00, Monday through Friday. If we hear from students, if students are still working during that time and we need to expand it either to a weekend or to an evening, we can look at that. We're kind of starting this out as a trial run.

>> JOSIE MILLIKEN: To clarify, it's the West Campus, probably somewhere around 8:00 to 5:00, two-hour limit, and that's where we are at this point?

>> AUBREY CONOVER: Correct.

>> JOSIE MILLIKEN: Okay. All right. Seeing how that goes and maybe expanding once we see what...

>> AUBREY CONOVER: Exactly. If we see a demand or hear from our students that getting to West Campus is really difficult because they are on the Eastside or Northwest or Desert Vista, we can look at expanding this.

>> JOSIE MILLIKEN: Margie asked when does this start?

>> AUBREY CONOVER: Monday.

>> JOSIE MILLIKEN: Monday. Okay. Thank you.

There was a comment from Irene, I'm not sure if everyone saw it, but Irene noted that -- this goes back to reaching out to students

and helping to reengage them. Irene says advisors and counselors are actively reaching out to engage with students. We are collaborating with faculty for continued outreach to students, but we do not know when students are not engaging in the class unless faculty are communicating with us and/or utilizing Pima Connect for that collaboration.

So what we need to do as faculty then is reach out to advisors and counselors and let them know that we need their help.

What would be the best way to do that, Irene? Whom should faculty e-mail? Would you mind...

>> SPEAKER: Irene. Hi, Josie. Thank you so much.

So many of our faculty and many of our class sections are in Pima Connect, so I know a lot of the faculty are using that tool as a resource, because the advisors and the counselors can see that if there is a faculty member raising a flag or making a comment for a particular student.

The other avenue I would definitely recommend is reaching out to the program advisor that is part of the team for your division. They are also actively reaching out. They are as well as the counselors working with the divisions.

So if you don't know who the program advisor is for the division, I can work with the deans to make sure they send that out so everyone is aware, and that way we are actively engaging with the students, especially when you know that maybe there is a challenge, barrier, or

they have not responded to you and to the attempts that you have made, and then we can certainly try and help and do outreach to them, because I know there are a number of students that have just stepped away and are not engaging with the college at all at this time, and so we definitely want to make sure we are following up on trying to connect with those students.

>> JOSIE MILLIKEN: Okay. So to clarify, the best contacts would be the program advisors for the division?

>> SPEAKER: Irene. Correct. And that way if there is additional help that's needed, we can also have other folks from the centers or counselors, as well, then support them in the outreach for those students.

>> JOSIE MILLIKEN: Okay, great. I think that, because a lot of our faculty may not be aware of who those -- I think your idea to have deans remind everyone of those contacts, that would be --

>> SPEAKER: Irene. Exactly. I can provide that information to the deans to make sure they have the most recent and updated information, and then from there, they can then send it out to the folks in the divisions.

>> JOSIE MILLIKEN: Perfect. So we should, assuming this goes through, we should plan to or hope to hear from deans within the next week or so with the program advisor contact information?

>> SPEAKER: Irene. Absolutely. I would say early next week.

>> JOSIE MILLIKEN: Okay. I'm writing this down in the document

that I'm using to collect feedback.

This is linked to our Faculty Senate agenda. It's the link to what students need to be successful. So every faculty senator should be able to edit this. So if you have other ideas, feel free to jump in and just add them.

This isn't something that's ending today. We want to keep collecting this information, and then using it to help our students. And also, along with that, faculty. So you will see there is also a section here of faculty. The one comment I got was that faculty would benefit from one-on-one instruction, and this was sent I think before we got the TLC agenda for this week, which was all about one-on-one guidance, so I hope that helps.

But please, if you have more ideas, please continue to share them.

So it looks like Margie has a follow-up question. Margie, would you like to unmute?

>> MARGARITA YOUNGO: Can you hear me now? Okay. So I have been talking to some of the other faculty, and one faculty member got an e-mail, received an e-mail, with one class in which the faculty member was supposed to do the Starfish check marking.

Then I got mine in the evening, and the deadline on there was 5:00 today, and then I understand they extend the deadline but they put all of the classes for me to do the Starfish thing.

So I'm wondering how -- maybe Irene can help us out with this,

but that's quite time-consuming, because I might not be able to find all my students on Friday. I may be able to contact a couple more this weekend. And so I'm wondering why be putting on more work for faculty while we are doing this virtual process, why Starfish now?

We can actually tell you, no, we haven't heard from this person, we tried phone calls, whatever, but giving us a two-minute tutorial on Starfish and then giving us these deadlines I think is unreasonable.

So I'd like to hear from the others have to say.

>> JOSIE MILLIKEN: Irene, are you able to...

>> SPEAKER: Irene. Sure. Margie, I know Jeff Thies was the person that was leading the work with Pima Connect or aka Starfish, and so I can definitely reach out to him. I know he was working with the deans. The reason why we were using Pima Connect as a tool is because all of the students are in there, and so -- because we don't have a way, we also have so many -- we've got all of the students, not just the students in a specific division. So Pima Connect is the tool for communication.

That way if there is a student you're concerned about you can send that flag and then we can then follow up because we know that there is a concern, that student may need additional support.

I definitely understand the short time frame, so I can definitely talk with Jeff about that to see what we can do to better support faculty with that. But it's the tool where everybody is in there,

and there is that seamless communication back and forth where we are then notified that, yes, there is a concern, these are the students that need additional support or additional help so we can either connect them with tutoring, can connect them with an advisor, can connect them with emergency funds if there is something that's happening that's impacting them in the classroom.

I do understand the timing is not ideal, but it is meant to be an additional support and an additional communication tool so that we are collaborating together to help support those students, and that way you're not doing it in isolation, but we are then able to step in and support, as well.

I can definitely talk to Jeff about time frames and look at what we can do to better support each other.

>> MARGARITA YOUNGO: One more thing about the two-minute tutorial, on the bottom right of the screen, it says if you would like to submit, please submit your check marks, and remember, you cannot change those check marks later. But then it says, you can save if you click on the box "save," you can go back in and change the check mark, but then with these close deadlines, why even bother to save?

>> SPEAKER: Irene. Sure. Thank you so much for that feedback, Margie. I can definitely take this back and look to see if there is a better way that we can do this.

So I do appreciate that feedback. Thank you.

>> MARGARITA YOUNGO: Thank you for helping us.

>> SPEAKER: Irene. Of course, Margie. Thank you all for everything you all are doing.

>> SPEAKER: Nancy H. I have been doing Starfish for a while now, and what they have set out for us to do is not the full Starfish. It's basically just a list of your students, and if you haven't heard anything from them, if you have had no contact with them, from spring break up until now, all you have to do is check their name and click submit for each of your classes.

So it's just a real quick and dirty type of thing.

>> JOSIE MILLIKEN: Okay. Thank you.

I think I saw that Bernalisa had a question.

Okay. John Gerard? John?

>> SPEAKER: Hello?

>> JOSIE MILLIKEN: Yes.

>> SPEAKER: Sorry. I was trying to figure out how to unmute. I just had a question about the Wi-Fi access in the parking lots. If staff needs Wi-Fi, can they take advantage of that, as well?

>> JOSIE MILLIKEN: Aubrey, are you still here?

>> AUBREY CONOVER: We haven't really talked that through, but let's just go with yes for right now.

Right now, unless we get overloaded, I'm sure that we could accommodate staff. So let's plan on that and see. If it becomes a demand issue, we can re-evaluate, but if staff need it, we can work

with them.

>> SPEAKER: It's Jeffrey. I got that request from another adjunct faculty somewhere down at the southwest side, and we said yes. To accommodate additional bandwidth, note that we also shut off all the guest network, so all the faculty and staff should be able to get on as regular and it shouldn't tax our bandwidth. Anybody can get on with a pima.edu credential.

>> AUBREY CONOVER: Thanks a lot.

>> JOSIE MILLIKEN: Okay. Tanya?

>> SPEAKER: Tanya. I just wanted to go back real quick and piggyback on what Irene had said about, you know, us backing everybody up in student services.

I just wanted to make sure that the faculty also just understand that the counselors are instructors as well, as well as we are having 100% of the crises being sent to us.

So right now we have got our hat in lots of different rings. I was at work yesterday literally from 8:00 in the morning, had a couple of breaks, and finally signed off at midnight last night.

Just kind of keep in mind, if you're having challenges with your students and they are not engaging or things like that, I really, really ask you to reach out to them first before you add another thing to our plates.

We're more than happy to assist, but right now, we're handling Blackboard tickets through the virtual assisting. Not all of us have

all of the computer technology we need at home yet. Some of us have just now gotten Banner access, and a lot of the things that are coming from students, I'm literally getting hundreds of e-mails a day from students, not counting my classroom students, with all kinds of different things.

And so, you know, we're definitely, definitely here to help, but we have got additional things added onto our plates, as well. And so, you know, I just would appreciate people just not defaulting to let's just get the staff in student affairs to assist, but really to try to take on as much as you can as their instructors before you do forward things on to us, and then we can certainly back you up however else we need to.

>> JOSIE MILLIKEN: Thank you so much for letting us know that and just reminding us that people aren't sitting idle right now, that people have their hands busy.

We have time for one more question, and it's from Sarah, and then we'll move on. But please don't consider this agenda item done. Please continue adding your comments to the shared documents and communicating out to those contacts you know have the answers.

So Sarah, please go ahead.

>> SPEAKER: Sarah. Thank you. I have a bit of a concern, because some students are telling me like only half of their professors are communicating with them, that they haven't heard from some of them. I was just wondering if there is some kind of system

in place to actually get in touch with faculty who have also dropped off the map, because that's happening with students but it's also happening with faculty.

I was just wondering if anybody knows about that, what we are doing.

>> JOSIE MILLIKEN: Can we get an administrator to respond to that concern?

>> DR. DOLORES DURAN-CERDA: Sarah, thank you for mentioning that. Several of our deans are present right now at the Faculty Senate meeting, so it's good for them to hear that.

I know they have been communicating consistently with department heads and faculty, so it's another reminder of how everyone needs to be responsive to students.

We'll look into -- because student senate officers also told us something similar, that not all of them are getting responses from their faculty.

So we'll create a process to make sure this doesn't happen.

>> SPEAKER: Sarah. Great. Part of the problem is I think a lot of the students don't even know that they could maybe communicate with a department head. I don't know if it's a matter of getting students that information of what to do if a faculty member is not responding at all. I don't know. Just a thought. Thank you.

>> DR. DOLORES DURAN-CERDA: That's a good question. Going back to Hernan's comment about having constant clear communication, I

totally agree with that, and the student senate officers brought that up multiple times.

They suggested having more announcements and guidance through D2L, the global announcements, and in working and chatting with the deans online today, I found out through Jan Kempster that there is a process where there is, instead of each individual faculty member entering information about resources or advice and how to reach out to your faculty member individually, there is a global announcement process.

So I'm working with Jan on that, too. But if you could all be very responsive and tell your colleagues too that students are really nervous. I mean, we are, too. A lot of this is new for us. A lot of you went through training over spring break, D2L webinars and such. It's a two-way street, definitely.

So we will be working on a process where faculty are being more responsive. Thank you.

>> SPEAKER: Thanks.

>> JOSIE MILLIKEN: While you're unmuted, Dolores, there was a question about whether chairs or department heads would be able to be added to D2L shells in order to help support faculty or at least keep an eye on what's happening if the course is still active?

>> DR. DOLORES DURAN-CERDA: So department -- so repeat the question again? Department heads need to have access to the D2L shells?

>> JOSIE MILLIKEN: Would there be an opportunity for department heads to be added into D2L shells for the faculty they supervise?

>> DR. DOLORES DURAN-CERDA: Yes, I totally agree with that. And I'm sure there is a way to do that.

I don't know if Michael Amick or Jan are on the line, but I'm sure there is a way to have the department heads have access so that way they can help keeping track of students and faculty.

So I will look into that.

>> JOSIE MILLIKEN: I know that's been a discussion amongst PimaOnline in the past, but that was before this situation occurred.

>> ANTHONY: I can talk about that, if you want. It's Anthony.

Hi. There is a form that Michael or Jan can share with the provost to share with department heads. However, the thing is it really ought to be used for concerns and not just as blanket enrollments in part because it requires our staff to manually enroll people in the CRNs, and so like the way that it's organized on the back end for PimaOnline DH is it's easy because you put one name on one org unit, but there are no other org units for the face-to-face classes so it would be a manual process.

If there are concerns about particular faculty members, there is a way to request that access, but it does need dean approval. There is a form that we can share, I can share with Josie or the provost, or maybe it's better for Dean Kempster to share that with them, but there is a form for that.

>> DR. DOLORES DURAN-CERDA: Thank you for that explanation.

Yeah, if Jan or if you could send me the form, I appreciate it, and I will spread it to the deans.

>> SPEAKER: Anthony. Looks like Nina just said Jan already shared that with the DHs.

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

>> SPEAKER: Is this the same process as in adult education?

>> SPEAKER: Anthony. I don't know what your process is in adult education.

>> SPEAKER: I'm sorry, I guess what I'm asking is because in adult ed we are telling all our teachers that they can add other teachers or students -- I'm sorry.

>> JOSIE MILLIKEN: Hello? Okay. There were some -- people pointed out in chat regarding who students can contact if they haven't heard from their instructor that the supervisors' names should be in the syllabi. So if students haven't heard from their instructors, they should reach out to the supervisors listed in the syllabus for guidance, as well. That would be one approach to that.

We're going to need to move on just in the interest of time. But we will come back to this item in May. In the meantime, let's keep the discussion active and continue sharing ideas. If you come up with -- I mean, things are always evolving. Our students' needs are going to continue to change, so please continue to communicate to me, to administration, use the sheet, the form, and we can do what we can

and do our best in this situation to help the students.

So we need to approve the March minutes. I don't believe that happened in the brief time that I was not here, correct?

>> KEN SCOTT: That is correct.

>> JOSIE MILLIKEN: Hopefully you have had a chance to take a look.

>> KEN SCOTT: While people are looking at that, just to inform you while you were gone the only thing that we did was we had Julian present his part.

>> JOSIE MILLIKEN: I saw it. I was back for that. Thank you, Ken.

>> KEN SCOTT: Cool.

>> JOSIE MILLIKEN: So I'm going to launch a poll, so when you're ready, just please go ahead. If you're not a senator, no need to complete the poll, but if you are a senator, please indicate whether you approve the minutes or don't or abstain.

I will leave it open for a little bit more time until it slows down. We have had 22 people vote, so we need more for quorum. I don't want to rush anyone, though. If anyone is making any last-minute --

>> BROOKE ANDERSON: Hi. It's Brooke. Just quickly wanted to say for me, I'm hitting yes and it's just going away and it's not allowing me to submit.

>> KIMLISA DUCHICELA: I'm having the same kind of issue.

We could raise our hands under participants to get it. And also, there are some changes, corrections, because Carol Christofferson's name is spelled wrong.

>> JOSIE MILLIKEN: We need to correct the spelling -- Carol, you made that edit already. So thank you.

So I do have -- we had 28 people respond. I'm not sure why it didn't work, but you can see that 26 people approved. 2 abstained. Now, if you did not, if you did not -- if you were not able to vote, then please raise your hands.

So I see one person. I'm not sure who that is. Then Brooke.

Anyone else?

>> TAL SUTTON: I see Kimlisa and Brooke raising their hands.

>> JOSIE MILLIKEN: That means we have 30 people. Is that enough?

>> TAL SUTTON: I believe so, yes.

>> JOSIE MILLIKEN: Okay. All right. So the minutes are approved. And now we're on to the president's report, and so I just wanted to share, last meeting, if you can remember back to when life was very different back in March, less than a month ago when we were in the Amethyst Room, we supported some changes to a Faculty Senate charter. So we sent along those changes, and they should get updated and reflected in our Faculty Senate charter soon.

Just as a reminder, that amended, that change was regarding standing committee communication, just placing some guidelines around

how committee members should, on standing committees, just keep Faculty Senate in the loop regarding what's going on and involving Faculty Senate in any situations in which Faculty Senate would value or need to be involved.

We had a meeting, as you all know, with administration about a week ago. It was Wednesday of last week. Obviously much of the discussion centered around the COVID-19 situation. We talked about student success, which we already covered in the meeting today, the importance of tracking students.

Also, with graduation, Faculty Senate was asked to collect ideas for an alternative remote possibly version of graduation or some way that we can celebrate graduation remotely for our students who are graduating spring 2020.

So please, if you have any ideas about that, please send them to me, and also, we are still looking for a commencement speaker. So if you have any students that you feel would be wonderful speakers at commencement, please send them to this application and have them fill it out, and we will find some way to celebrate our students' successes this spring in some way.

We're not sure if we'll delay graduation. It would be nice to have some kind of at least recognition of it remotely if possible. So brainstorm, open up your creative thinking, reach out to colleagues at other institutions, find out what they are doing, and let's collect some ideas so that we can have a meaningful celebration

in May or, you know, whenever we can.

Any ideas that immediately you want to share? I'll check the chat quickly and see if anyone's...

>> KEN SCOTT: It would be cool if we could send out care packages or something to the students for graduation.

>> JOSIE MILLIKEN: Those who are graduating, send them care packages?

>> KEN SCOTT: Yeah. We probably can't send them a little bottle of Champagne or something. I imagine that goes against college policy but we could send them something.

>> JOSIE MILLIKEN: Obviously maybe with their diploma or something?

>> TAL SUTTON: Those foam light-up things, foam LED things?

>> KEN SCOTT: I figure we have to be saving a lot of money by not hosting the event, that we could take that money and send them something -- I imagine when they log on virtually that they could have something fun there, cow bells or I don't know what.

>> JOSIE MILLIKEN: Michael Tulino raised a hand.

>> MICHAEL TULINO: Thank you, Josie.

Unofficially, don't quote me and don't put it in the minutes, but I have heard college events asking for numbers of students to potentially compile some type of care package, so that may be (indiscernible).

>> JOSIE MILLIKEN: So that may be in the works? Okay.

>> KEN SCOTT: I'm going to put that on Facebook. (Laughter.)

>> MICHAEL TULINO: Just don't attribute it to me. I'm fine.

>> TAL SUTTON: One thing I heard floated was perhaps doing a video, and I was wondering maybe to include in that video an opportunity for students to essentially dress up a virtual graduation cap where they can sort of submit something we'd have and they would have this virtual decorated graduation cap to customize when their name gets said in the video or whatever.

>> JOSIE MILLIKEN: So create a Pima commencement video for spring 2020 in which students can send in photos?

>> TAL SUTTON: Photos, and in addition to that, they can have some traditional way to have a customized graduation cap, because I know that's sort of a tradition that some students really like to jazz up.

>> JOSIE MILLIKEN: Yeah, right. Personalize their graduation.

That's a neat idea. Maybe it could get -- maybe there could be a remote viewing party of some sort? It would maybe stream -- I don't know, through -- I don't know the platform that would accommodate tons and tons of people, but I'm sure that there could be something, you know, and to share that and perhaps have the commencement speaker speak remotely. That might be kind of nice. That might be a good way to celebrate.

Michael, did you have another comment?

>> MICHAEL TULINO: Thank you. Yes, a remote viewing party is

also part of the planning that's in the works.

>> JOSIE MILLIKEN: Did you hear -- Michael, it sounds like you have, you're aware of -- what group might we contact if we have ideas? Who would be a good contact person? Would you be a good contact for sharing graduation ideas with?

>> MICHAEL TULINO: I would be happy to funnel that through. I'm part of the graduation committee, so I'd be happy to do that.

Christy C would be the person directly who is kind of leading the college events piece, but I'd be happy to, as well. I'm going to forward that virtual cap idea that Tal just mentioned. I think that's fantastic.

>> JOSIE MILLIKEN: Thank you. Thank you very much.

So let's see. So Morgan provided some background, on our meeting with the administrative leadership team, Morgan provided an update about the instructional structure transformation design leadership team. Really nothing new than what we received via e-mail last week, which is that the work of the team is on hold for right now.

Dr. Phillips did indicate that there was a little bit of work going on but not to the extent that was planned before everything happened.

Dr. Phillips, is there anything that you'd like to add that we should know?

>> MORGAN PHILLIPS: Thanks. I just wanted to mention, we're trying to figure out some way technology-wise to be able to work

toward getting a significant amount of feedback in this process. We don't have that set up yet.

I was meeting with Michael Amick yesterday working on the project. I don't suspect that we actually will be at the point where we can do feedback kinds of things from people on the project until the fall.

So any work that's happening this semester would just be planning activities that the leadership team would be working on, and I have to get the technology fixed before we can start doing that and then the leadership team would work with me on getting the technology set up for the fall.

>> JOSIE MILLIKEN: Okay. Then we also discussed in the meeting, since the whole idea was transformation and we are kind of going through this transformation and it's kind of one moment to the next, it seems likely that the current circumstances, circumstances of the current moment might also inform the trajectory of this teamwork?

>> MORGAN PHILLIPS: It's actually kind of interesting to see the things that the chancellor has talked to us about and the fact that the world is changing and we need to be able to virtualize more of our content. We need to be able to deal with these AI and technology interfaces and we need to build structures that work with those better.

It's kind of one of the things where if this work had been done in the past, this particular transition that we are going through

right now really wouldn't have been a transition. It would have just been kind of normal how everything is.

So you're absolutely correct. I mean, we're getting a real lesson on here is places where we need to work on things.

>> JOSIE MILLIKEN: Okay. Thank you. We'll continue to seek input on where that team is in terms of progress, recognizing that it might change all the time.

One more item from me, and that's regarding faculty evaluations. We received an e-mail a week or two ago which informed everyone that from the provost's office that the evaluation process was on hold.

Kate has been collecting information from faculty, from deans regarding what we should do, and so several of the Faculty Senate officers and Eric Aldrich, department head, discussed this.

There is really no easy, right, perfect solution. And so that information that's been collected is going to move along forward and we should hear back within a week or two what the new plan will be.

The overall goal is to recognize the work that has been done but to also avoid putting any additional burden or increasing a workload on people who are already working very hard.

So that's the only update I have on that, and then from here, we will move along to our reports and we will start with our PCCEA report. I'm going to turn it over to Matej.

>> MATEJ BOGUSZAK: Hello, everybody. Can you hear me okay?

>> JOSIE MILLIKEN: Yes, we can.

>> MATEJ BOGUSZAK: Hi.

>> KEN SCOTT: What's up, dude?

>> MATEJ BOGUSZAK: Good to see or more like hear everybody. I have heard some amazing stories over the last couple of weeks of how some of you are helping your students finish the semester in your newly online classes. I really just want to thank you for all you're doing.

It's not ideal or easy, but I think we each just do the best we can, keeping our students and their goals and their well-being in mind. That's what this is all about.

We will be called on to do more probably and do it differently, so again, not easy times. Please just try to be understanding and help each other out the best you can, and bear with your department heads and administrators, as well. You know, they have a tough job.

I'm confident that each division and discipline can collaborate on finding some reasonable solutions to any issues that may arise, and I'm thinking things like grading standards and now it's difficult to get proctoring, and we are going to have other workarounds and CLO assessment and how we do that in a reasonable way, as the chancellor mentioned earlier.

So let's focus on addressing these urgent needs that demand our attention here right now and revisit some longer-term plans in the fall.

Of course, if you have any significant issues regarding working

conditions that arise, please let me know or contact your PCCEA rep and we are always here to help.

To follow up on some of my previous correspondence, Josie already mentioned that the instructional structure transformation design leadership team, that kickoff has been postponed, and I appreciate that.

You know, as soon as there is any news, I will share that, as well, and we will continue taking this as it comes.

At the last board meeting on March 13, the board approved a \$2.50 tuition increase for next year, and highlighted or with some goals and some of the goals that they stated were a 1% cost-of-living increase for all employees, 1.5% increase to the adjunct faculty salary pool rates.

Last summer, although there was a COLA, the adjunct faculty rate wasn't increased, so this is something that they have prioritized now. They also would like six additional program advisors to help our numbers, and \$500,000 for marketing. Those were some of the priorities that the board set.

Finally, the all employee representative council has two more meetings this semester, so if you still have any or if there are any new concerns about the new personnel policy in the handbook, please submit it through that AERC website so that it can get on our agenda.

Also, election season is coming up, just like for senate. We have had some delays and had to cancel campus forums, obviously. But

please be on the lookout for some more information over the coming month on AERC elections. So under the new system, the full-time faculty will be electing three faculty representatives.

And also, if you're a PCCEA member, please look out for PCCEA elections for officers and campus representatives. Some of these have been uncontested for some time, so as I always give you this pitch, please consider running and getting involved. This is really a time to stand together here.

Thank you again for all you do, and any questions on anything?

>> JOSIE MILLIKEN: I'm not seeing any questions in the chat.

Anybody want to raise their hand?

>> BROOKE ANDERSON: I did have a quick question. Hi, everybody.

I was wondering about the all faculty meeting and if there is any sort of progress on what will do that there or will we do a virtual meeting any time soon?

>> MATEJ BOGUSZAK: Yeah, good question. I think it would be a good idea to do a virtual meeting sometime maybe later this month before finals really get going and I'll try to send something out.

Do Fridays generally work for people? Maybe now we have fewer meetings than usual? We can work around that? All right. I'll send something out.

>> JOSIE MILLIKEN: All right. Anybody else have a question? I think we're ready to move along, and Brooke, you're still showing, so how about we move directly into the Governing Board report?

>> BROOKE ANDERSON: Sounds good. Hello, everybody.

So Matej did a nice job sort of giving some updates on the March board meeting. We did have another board meeting already for April. It was this Wednesday. It was conducted through Zoom.

Just so you know, the next meeting is May 13th, and I wouldn't be surprised if they conduct it through Zoom, as well. It's still an open meeting. You're welcome to join. And then they may be doing a public comment. They may not. They didn't this time around. You could send in questions to the board or comments to the board, but that wasn't a part of the agenda this time.

They did talk about possibly next time doing some sort of virtual public comment, and they were going to work on that.

Know that that is still happening. That is still something we can attend. Yeah, it was a little strange and was a little shorter than usual, but there were still several things covered that I wanted to touch base with everybody about.

I did send out notes from the March 13th board meeting, as well. So hopefully everybody received that and got a chance to read over those. And then the April board report has already been submitted. I e-mailed that earlier. That's not attached to today's agenda, but it is in the senate folder for April. It is in your e-mails.

So a couple of things that were covered at the April 1st meeting. A lot of what the chancellor just shared with us today was covered, and then in addition to that, David Bea gave a pretty in-depth

presentation on the budget and how COVID-19 in particular is likely to impact kind of in summary. It sounded like he felt there really wasn't going to be too much of an impact in the immediate future for this budget but that there is a lot of unknowns for the future, and some of the things he highlighted in particular were things like he's predicting there will be a decrease to our sales tax revenue and that they are really working, like the chancellor said, for some relief from the state and they are working with other community colleges to get that relief for us.

Then of course we just have no idea how this is going to impact our future enrollments, and we know how critical enrollment and tuition has become to our budget.

So those are kind of just -- you know, right now we're fine, but there is likely to be a future drop that the college is going to have to deal with.

So the Zoom meeting was recorded, and it's not up yet, but it will be posted, and so if you're interested in hearing more from David Bea especially about sort of the budget and predictions for the future and what we might be looking at, I would highly recommend listening to that.

He was first on that video, too, so that was the early part of the meeting.

The chair, Demion Clinco, also stressed just how critical it is now for us to really get that expenditure limitation relief, and he

asked that that really be a focus. And then of course focusing on anything we could do for our students to make sure that they don't suffer due to this crisis.

Those were kind of the key things that were covered that I thought would be good for everybody to be aware of that you might want to tune into.

And then of course please do send me notable accomplishments still. The way it worked this month was we all submitted our board reports, but none of us gave oral reports. So I'm assuming that May will probably be the same way, and so of course I can still provide a really detailed, you know, report with all of our accomplishments and things we are doing, and I will be sure to make sure the board knows what we have been doing in response to COVID-19.

Yeah, we'll still have a report, but it may not be delivered orally this final month, either.

That's it unless there are any questions.

>> KEN SCOTT: Thank you.

>> JOSIE MILLIKEN: I'm not seeing any questions. Ken, do you have a question?

>> KEN SCOTT: No, I just want to say thank you.

>> JOSIE MILLIKEN: Thank you, Brooke. Remember to send your notable accomplishments and those of your constituents to Brooke. Thank you for all of your hard work with the Governing Board.

All right. So now we have our provost's report.

>> DR. DOLORES DURAN-CERDA: Okay. Thank you. Hello, everyone.

Thank you again for all of the hard work you have done. I know over spring break all of you were working hours and hours on getting prepared for our new realm, which is the virtual instruction, along with online.

So I'd like to particularly thank the teaching and learning center in collaboration with PimaOnline helping to prepare the webinars that helped our faculty, adjunct faculty, full-time faculty get ready for the virtual instruction. Mays and Kate, they have been incredible, and Reed Dixon from PimaOnline. I know the faculty librarians had a huge role also in preparing everyone to have services ready for our students.

So I really, really appreciate all the work that's been done. I know the chancellor has expressed it, but I wanted to express it too. You have seen my gratitude through my e-mails to all of you, as well.

Student affairs has done a great job, as well, in offering virtual student support services, so everyone involved with that, I thank them, as well.

And the deans are doing amazing work. The deans working with department heads and with all of you faculty on a daily basis, they meet, they strategize, they plan, they find issues and try to address them right away. They have done a lot of work.

It's been a wonderful collaborative process under this really awful situation. We have all come together, and I really appreciate

it. If there is anything I can do as your provost to help support, if you have ideas of ways we can improve things, please, please, please let me know.

I just wanted to touch base on a couple of things. I won't go through the report, because you all received it, but I did want to let you know that I'm happy about the Wi-Fi access. We have been pushing for that, so it's going to happen at West Campus. The goal is all campuses, but we are going to pilot the first West Campus to see how that goes, and I think they are working on making the Wi-Fi signal robust at Downtown and East Campus and then the other sites, too.

Also, I'd like to thank Eve A. She's been working with a third party, getting laptops that have been donated and updated and refurbished for our students.

So students have been approaching our counselors and advisors and requesting and sharing the technology needs that they have, and I'm very grateful for their role, counselors and advisors, and letting us know what the need is.

So we have been able to provide those laptops for those students. In some cases we couldn't help them because they were requesting a specific program, software program. Hopefully in the future we can help our students in that way, too.

So that was for the immediate. For the long term, since the semester is approaching its end, for the long term, summer and fall,

we are continuing to look at sources to help students with technology needs. So IT is working on loaning in the near future, and they are preparing iPads and other devices to loan out to students.

Like I said, it won't be this semester, but it will be for the summer and for the fall semester.

I have also been in conversations with faculty librarian Chris Schipper on hot spots. At his previous institution in New Mexico, he created and implemented a hot spot program in the rural areas. So we are strategizing and thinking of how we can loan out hot spot devices to our students. So that's coming, as well as the Foundation president, Marcy Euler, has been working with David Dori and I on an emergency fund program again for students in need. It could be technology (indiscernible) from what you have heard from talking and interacting with your students, the need right now is either Wi-Fi or an actual device, laptop.

So we are working on that. That should be finalized we are hoping today so we can let students know as soon as possible starting next week that there is this option they could get \$500 for as a loan for their technology needs.

Let's see. What else? Just to let you know, ELT has been meeting on a daily basis. The provost executive team has been meeting on a daily basis. David's team, workforce student affairs, campus leadership and academic support, they have been meeting every day. And then we come together. David's group and my group come

together for joint meetings to share updates and to strategize and troubleshoot. That's been working very effectively.

The deans have been meeting every day or almost every day with Lamata and with Bruce and with Michael Tulino and Norma from financial aid. They have been working and strategizing things too.

It's been, like I say, it's been a scary, nervous kind of environment that we are going into, that we have gone into. The collaboration, support, people stepping up, you all stepping up, it's just amazing. I'm just so impressed and really grateful for all of that.

I think that's pretty much -- oh, yeah, we did meet with student senate, and as I mentioned before, what Hernan had said about communication, that's really, really important. We would just need to think mindful, being responsive, being flexible, about being patient and compassionate, showing the human side, humanity while still being effective and requiring our standards for academics and our course learning outcomes.

But just be, maybe there is a little wiggle room if students need to turn in an assignment a little bit later, just be mindful of that, because they have so many responsibilities now, stressors. The students in student senate told us that the students themselves or their spouses or partners are losing jobs right now, so they are dealing with that. Some of them are single parents. They have children to take care of at the same time as completing homework.

We see that with our employees, as well. But just be mindful of what everybody is going through. And faculty who, adjunct faculty and full-time faculty, who have never taught in this format before. We all need to be patient with each other and help each other out. And I know you have been, so that's wonderful.

That's about it. Are there any questions for me?

>> JOSIE MILLIKEN: There is a question from Hernan and one from Ken.

>> SPEAKER: Hernan. Hi, Dolores. I have a few observations and a question.

Aubrey mentioned the Wi-Fi availability in parking lots, which I think is a fantastic idea. We can space students and they can stay in their car and if they can access the Wi-Fi, it would be fantastic.

However, I would like you to consider the fact that some (indiscernible) span a time of two hours and 40 minutes. Would it be something to consider to extend the amount of time that students can spend in the parking lot to about three hours, two-and-a-half or two and 40?

>> DR. DOLORES DURAN-CERDA: I think so. This is a pilot. West Campus is a pilot. It's mostly for registered Pima students, but as Aubrey said, if there are employees that need it, we are not going to push them away.

Right now we are trying with two-hour time slots because we don't know how many will be there, so we want to make sure that people,

that students have time to at least, you know, start their homework or do most of it.

But I think there is wiggle room where we can assess and reassess how things are. If students need a little bit more time, it's not going to be they are going to be kicked out after two hours. It's being mindful that there are others waiting in line who want to get in too. I don't think it should be a problem, Hernan.

>> SPEAKER: Hernan. That sounds fantastic. The other thing has to do with summer courses. I don't see anywhere near in the future where we can resume face-to-face courses, but that may put a dent on our enrollment. Aligning with what our chancellor said today in his presentation, are would Pima Community College be canceling classes due to low enrollment as a result of students not necessarily liking an online class as opposed to face-to-face in order to guarantee our employment during the summer, or are there any strategies to deal with the potential lower enrollment that we may be facing as a result of changing our modality?

>> DR. DOLORES DURAN-CERDA: Just to give you an update -- well, as you know, before all of this happened, before spring break, our enrollment was kind of flat. It kind of plateaued, which is good. Then we haven't seen -- Irene, I don't know if Irene is on the line, but she mentioned at staff council that enrollment, we haven't seen a whole lot of students dropping. That's a good sign too and I think it's because of the interaction that you all have had with your

students.

Some trends that we have been noticing or I have been noticing in reading articles is that the universities are the ones that are really losing enrollment, and it could be because of the resident halls or other issues. But community colleges in fact are, as a whole, nationwide, are increasing their enrollment because students don't want to leave home now because of the situation. So that is in our favor, too.

As far as strategies, we are looking and continue to look at courses that are low-enrolled, but this is a different environment, too. So it won't be so black and white. We will be making other considerations before a class is canceled.

>> DR. DORI: Can I add something?

>> DR. DOLORES DURAN-CERDA: Sure.

>> DR. DORI: I also wanted to say, as Dolores said, we have been tracking the withdrawals this week, and relatively speaking, they are not very high. So that's a good sign. And the faculty are to be commended on that really to thank you.

And also on student affairs, of the students in this past month that have applied to Pima for the fall, we've got about 1600 or so, we're going to reach out to every single one of those students to help them through this process.

So those are just some of the proactive things we are doing. And then we are also looking for some solutions to those students who do

have to withdraw and more information will come about that in a week or so.

>> SPEAKER: Hernan. Thank you, David.

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

>> JOSIE MILLIKEN: We have a question from Ken.

>> KEN SCOTT: Hello. I understand that we are working with third parties to get computers out there. My question is, since we have hundreds of computers, laptops, that are essentially just kind of sitting around collecting dusty point, why weren't we able to hand those out to students?

>> DR. DOLORES DURAN-CERDA: So that's a good question. IT has been just furiously busy because we needed to make sure that all faculty that needed a laptop, a device, to conduct instruction remotely had their tools.

So I think they handed out over 200 laptops to faculty. Then they prepared laptops and devices and VPN access for staff who needed to work remotely.

So they were consumed for the past couple of weeks on preparing those laptops and then there is a process of who needs it, figuring out who needs it, contacting them, giving them a window of time to go and pick it up. All of that took a lot of time.

So that's why unfortunately, even though we pushed for it having laptops available for students, they are working on that now because everybody, faculty and staff, have their laptops, so they are working

on that now. It just takes time to prepare for it. But in the meantime, as I said, the third party has been able to help students in need and in the time being.

But we will have the others ready in a couple of weeks.

>> KEN SCOTT: Awesome. Thank you very much.

>> DR. DOLORES DURAN-CERDA: You're welcome.

>> JOSIE MILLIKEN: Kimlisa asked a question in chat. Any chance we can get a full Zoom college-wide license please?

>> DR. DOLORES DURAN-CERDA: That's another very good question. I brought that to the table several times. There seem to be some issues with Zoom, and now there is even controversy about hackers getting into Zoom.

So from what I understand, from what IT explained, is that Bongo and Google Hangouts are the best for our needs right now and that Zoom is being overwhelmed, so their service is, from what I understand, what I have been told, are not as ideal as we would think.

But I could bring it up again for an eventual college license.

>> JOSIE MILLIKEN: So, Kimlisa, maybe an argument, maybe sending forth some rationale regarding ways in which Zoom is better or maybe it would be helpful for people to have a sense of the available technologies and which work best for what? Because I know Zoom is definitely best for some sort of situations and then others not so much.

>> KIMLISA DUCHICELA: Dolores, what you're talking about is the Zoom bombing, and Zoom has the capability of putting a password on the meeting that you just distribute to the students. That way only the students can go in.

I think that, yeah, I have been teaching virtual classroom and Google. Google gets glitchy if you get too many people in there. Virtual classrooms works great unless you need to show any multimedia. Zoom does all those things all at once.

So, you know, I know it's expensive. I know that there is stuff. But I keep -- every time I do a training, the faculty, why don't we just get Zoom? I can do this in Zoom.

>> DR. DOLORES DURAN-CERDA: No, I understand.

>> KIMLISA DUCHICELA: That's why I brought it forward is because I'm getting the request every time I do a training, which is twice a week or more.

>> DR. DOLORES DURAN-CERDA: From what I understand, too, IT may not be able to support it. We may not have the resources to support it, too. But like Josie said, it would be helpful if you wrote a little blurb as to the justification as to why it's important for faculty to use it.

>> KIMLISA DUCHICELA: Okay. Can I do that and I'll send it to you?

>> DR. DOLORES DURAN-CERDA: Yeah, sure. Thank you.

>> KIMLISA DUCHICELA: Thank you.

>> JOSIE MILLIKEN: Another argument in favor of Zoom is that Google Hangouts doesn't record screen sharing, so for this session, once it's been transformed into a recording, when that recording is accessed, you'll see all the screen sharing. But with Hangouts, it doesn't do that. I know that's another, just another element that is in favor of Zoom. So there might be situations in which that might be necessary.

But good points. I think we have -- Monique has a question.

>> SPEAKER: Monique. Just for clarification, so that we can provide correct information because the library has been getting many student questions about Wi-Fi access, when students go to the West Campus to use the Wi-Fi, they will not have access to any of the restrooms that are accessible through the outside of the buildings at West Campus; is that correct? Because --

>> DR. DOLORES DURAN-CERDA: That is correct.

>> SPEAKER: Monique. Okay. Sounds good.

>> DR. DOLORES DURAN-CERDA: Because as of April 1, all of the campuses' sites have been closed, shut down, so Bill and his team can bring in the cleaning company that's going to come and do a whole deep cleaning of the entire college.

So they need several days to do that, and that's why we have shut everything down. Unfortunately, you're right, the restrooms will not be available.

>> SPEAKER: Monique. Thank you.

>> DR. DOLORES DURAN-CERDA: You're welcome. Anything else? Any other questions?

>> JOSIE MILLIKEN: I am not seeing any other questions at this time.

>> DR. DOLORES DURAN-CERDA: Okay. Well, I will continue communicating with you on guidelines and specifically the grade options that Morgan kind of shared. We will be sharing that very soon and other resources that you may find helpful.

And if you think I should add something that you feel would be beneficial for all faculty to know, please send me an e-mail and I will include it.

Again, thank you everyone. Try to get some rest this weekend. I know that's hard, but get some rest and I appreciate all of your hard work.

Thank you.

>> JOSIE MILLIKEN: Thank you, Dolores, very much.

>> MATEJ BOGUSZAK: Thank you.

>> DR. DOLORES DURAN-CERDA: You're welcome.

>> JOSIE MILLIKEN: We do have an open-forum item.

>> SPEAKER: Hernan. Josie, can you hear me?

>> JOSIE MILLIKEN: Yes.

>> SPEAKER: Hernan. Morgan has an important question regarding our meeting. He's asking if we can add closed captioning for our meeting when you record it, as it will be useful to him.

>> JOSIE MILLIKEN: Kimlisa? Do you have a comment to that?

>> KIMLISA DUCHICELA: What was the question again? I didn't quite hear it.

>> JOSIE MILLIKEN: Closed captioning with Zoom. It does have that feature. Keith just sent a link via chat that --

>> KIMLISA DUCHICELA: It does.

>> JOSIE MILLIKEN: -- provides more information on that.

>> KIMLISA DUCHICELA: It does have it. It just depends on licensing and stuff, but I'm pretty sure it does.

>> SPEAKER: Hernan. I know. But how can we turn it on?

>> KIMLISA DUCHICELA: In Zoom or in Google?

>> SPEAKER: Hernan. In Zoom. In Google, it's a simple feature. You just click on closed captioning and it comes on.

>> KIMLISA DUCHICELA: Yeah, because Google owns YouTube and YouTube has that.

So Keith just put up a link for how to turn it on. I have never turned it on.

>> SPEAKER: Hernan. Okay.

>> JOSIE MILLIKEN: I think, Lisa, you had a question? You had a question?

>> SPEAKER: Lisa. So in this deep cleaning, to what extent is this going to involve cleaning faculty offices? That's what my question was. Maybe it's not the right time anymore.

>> SPEAKER: This is Jeffrey. We have heard from Bill that the

deep cleaning is for every type of public area, so meeting rooms, lobbies, stairwells, things like that. It's not for individual offices. They are going to be handling that rather than disinfecting with chemicals and things with some type of hand deep actual cleaning. So it's not going to address disinfecting.

>> SPEAKER: Lisa. Add on to that is that to what extent is there continued security for our campuses?

My reason for asking is we have loads of things that are very expensive and very important to our teaching that could wander off since we don't have so many people at the campuses.

>> SPEAKER: This is Jeffrey. Bill's maintenance and security team are all essential personnel. Most are still on-site every day, including the entire police force.

I know that he did in certain areas actually move some equipment and move some expected shipping to M&S to secure it. So if you've got something in particular in mind, you might want to shoot a message to your leadership and over to Bill to address something in particular.

>> SPEAKER: Lisa. Mainly it's things like overhead cameras in the classrooms, so for like that, those are already an issue on many campuses across the country where people just go in and steal them under people's noses sometimes.

I think we have been really lucky about that so far, but I had a circumstance involving my office where there was apparently

supposedly carpet cleaning, although it clearly did not happen in my office, and a number of the things from my office were missing when I came in to finally get into my office.

That got me thinking. Most of it I have workarounds for, but there were things I needed for teaching mainly.

But, you know, you just worry that, you know, opportunistic people could prey upon things we have and need at our college. Computers, all sorts of things.

>> SPEAKER: Jeffrey. Yeah, agreed. Bill is aware and he's addressed it in our ELT meetings by talking about how the police are still active and on all of our sites as they usually are.

>> SPEAKER: Lisa. Thank you.

>> JOSIE MILLIKEN: Thank you, Lisa. Good comment. Important.

>> SPEAKER: Lisa. I'm paranoid. What can I say? Bye.

>> JOSIE MILLIKEN: It's a difficult time to be paranoid, but I understand and I think it's a good point. There is a lot of expensive equipment at our college and enforcing that it's secure is important.

Kimlisa made a comment about the computer carts in the smart classrooms.

We are at our open-forum item. This relates to CLOs. I know several faculty have expressed concern about being able to administer accurate or valid CLO assessments, given that so much has changed and there is just no way to continue from a baseline established earlier

this semester and have useful results.

I believe that that's the main topic of this item, but I will turn it over to Matej who brought up the item for open forum.

>> MATEJ BOGUSZAK: Hello, everyone. This is pretty much what I wanted to bring up. I have heard from a couple of people that it may not be as easy to take some of these assessments online or some faculty may not have the, you know, skills necessarily to adapt the D2L gradebook to these assessments and so on.

So I just kind of wanted to hear from other people what they have been experiencing and if this is an issue in any of the disciplines if I could, you know, help out in any way.

But I'm really hoping that all the faculty teaching a particular course could just get together on e-mail really quick and decide what makes sense for them. I think the longitudinal year-to-year data from semester to semester, that's really going to be tricky for this semester. It's not really going to be worth comparing it to other semesters, given what's going on.

So we should just show some flexibility there and have people do something that makes sense, isn't overly burdensome but is still meaningful for students.

Just for 30 more seconds, while I have the mic, I want to make a correction. I mentioned that last summer the adjunct faculty rate didn't go up with the COLA and it did. My apologies. Thanks to Kate for catching that brain fart.

I think it was the supplemental hourly rate for those faculty that didn't go up last summer, but the adjunct faculty rate did. I just wanted to set the record straight. Thank you.

>> JOSIE MILLIKEN: Before we take comments, two quick things. I need to come back to a reminder that I was asked to remind everyone that attendance needs to be submitted this week. I know that that could be something easy to forget. I know that I need to do that, so please let everyone know that attendance is back in session, so please attendance track.

So then back to the CLO item, I'm wondering if before we take comments if we could possibly get an administrator to weigh in and let us know if there is any flexibility in terms of CLO submission? I did send an e-mail out to Wendy Weeks, and I haven't heard back yet.

I'm curious if there are any policies or guidelines we can be flexible with this semester because of the unique dynamic of the circumstances we are under at the moment.

>> DR. DOLORES DURAN-CERDA: Could you share with me what the concerns exactly are with CLOs? Because we do, through HLC, we have to submit our student learning outcomes.

That's why I was saying earlier their academic standards will continue, but we will be flexible with perhaps assignment deadlines and if a student can't submit something a certain way, maybe they can do it another way. If they can't participate in Google Hangouts,

maybe they can have a phone conversation, that kind of thing.

But I guess I'd like to know what specifically are the concerns about CLOs?

>> JOSIE MILLIKEN: Well, that I think one question faculty had was is there any flexibility on the HLC's end given this? And Matej can weigh in with concerns too, because I know Matej has been fielding and collecting them.

But for some divisions and departments, there are no concerns. But for some there are concerns with how exams were proctored at the beginning of the semester and midway through based on how the changes now and how that assessment, because of the changes might impact the results, which would make the whole process not as meaningful. And there were other issues, too.

Matej, do you want to go over some of the other ones that were discussed?

>> MATEJ BOGUSZAK: Yeah. I think what I have heard is that the planned assessments for this semester that faculty were going to report on, sometimes they will lend themselves to an online format or it would be very difficult for faculty to adopt them to an online format.

And so just for the purpose, since this is really just one part of the assessment we do at the college, I understand it has to continue, although maybe some of us would like to see all these checking these boxes go away, but I understand that's something we

have to do.

But just providing faculty the flexibility, as you said, Dolores, just, you know, maybe using an alternate assessment this semester that is more workable for the online environment where the faculty can easily incorporate it into their grading scheme and it's, you know, meaningful but easy enough to report on.

It sounded as though there perhaps wasn't as much flexibility in some divisions, and I would just encourage everybody to just work together and figure out something that makes sense.

>> JOSIE MILLIKEN: I think Carol Christofferson made a point about for performance-based classes such as music, may we put N/A in certain CLOs? Submitting audio is an issue.

>> DR. DOLORES DURAN-CERDA: Okay. I need to look into that further. Because I understand about the performance-based music. I know art, nursing, those are all very difficult, science, as well.

So I don't know if we can do an N/A but let me look into that. I will talk to Wendy about assessment and what flexibility or alternatives there are. There has to be some kind of assessment. So the flexibility part we need to discuss.

So I'll get back to you on that. Thank you.

>> JOSIE MILLIKEN: And I think Matej's point to bring this discussion with the discipline coordinators and in our divisions and departments is valuable too recognizing that it's just so different for everyone, so maybe the conversations, if we could take the

conversations there and then if we see issues perhaps elevate them to deans and see what kind of flexibility we do have, if necessary.

>> DR. DOLORES DURAN-CERDA: That sounds like a good plan to start off with.

>> JOSIE MILLIKEN: I think Nancy had a question.

>> SPEAKER: Nancy. Yeah, I guess our CLOs in ESL, in the writing classes they have been proctored writings. They do an in-class essay. While we could have them write an essay, we don't have any of the controls on it.

Same with the reading classes. They do a test, but they're going to be able to pull out a dictionary at home. I have no way of verifying, yes, they know this vocabulary on their own.

In the oral communication classes, I can have them do something on Flick Grid, but that's not like standing up in front of the class and using a PowerPoint and actually talking to a group of people.

So we can be flexible in a sense, but I have no way of knowing that the results I'm getting are actually student work, and the data that I get is going to be absolutely useless compared to the data in the past or going forward.

>> JOSIE MILLIKEN: That aligns with Tal's comment in the chat.

Tal says since each faculty scramble to determine a solution to fit their capabilities, it is likely that conducting common CLOs would be a challenge to do this semester. As such, the data would be incomparable across CRNs, so not really useful for any closing of the

loop.

And it sounds like at this point, because the HLC hasn't issued any proclamation saying you're released from CLO assessment, this may be another situation where we have to do the best we can and recognize that this data this year may not be as pure or ideal as other semesters. It may just be doing the best we can.

But until the HLC releases some kind of, you know, something, a change in guidelines, I think probably having these conversations in divisions and departments like Matej has suggested and then, you know, consulting with deans from there for solutions, if necessary, is the best we can do right now.

>> DR. DOLORES DURAN-CERDA: I would also suggest that you talk to your colleagues at other Arizona community college institutions to see what they are doing because they are under HLC too. So how are they managing this, too?

>> JOSIE MILLIKEN: Okay. Does anyone have any final comments about this item?

Thank you for that suggestion, Dolores. I think that's a very good one to reach out to our colleagues and maybe in the same e-mail we can ask about graduation and some of the other things that we were discussing today, as well.

>> DR. DOLORES DURAN-CERDA: Certainly.

>> JOSIE MILLIKEN: Okay. I think Ken has -- Ken, go ahead.

>> KEN SCOTT: All I was going to say is we should definitely

still do our assessments but maybe we need to consider changing those assessments. Because if this is going to be our new reality for maybe another school year, another term, maybe another two terms, then this will be us basically putting together a baseline for those future terms. Just kind of something to think about.

>> JOSIE MILLIKEN: Yeah, depending on what works best with your division and your discipline.

>> MATEJ BOGUSZAK: Yeah, I think that's a good thought if we can...

>> JOSIE MILLIKEN: Lots of people agree with Ken.

>> MATEJ BOGUSZAK: Agreed. And again, I will just call on everybody to let's empower the discipline faculty who actually teach those classes to come up with some kind of alternate assessment if needed that's going to work and that they then can report on.

>> JOSIE MILLIKEN: Did anyone have a comment? Rita? Did you have a comment, as well?

>> SPEAKER: Rita. I do. I kind of just wanted to say that as part of the student learning assessment work group, we are really pushing to have faculty, and like you said, the divisions really make these decisions, not to have it so institutionalized and not coming from the top down.

So we have a meeting scheduled for Wednesday, 22nd, and I would like to bring this to them and probably even sooner as part of an e-mail. But personally, I'm in support of that. You're right. This

data is going to be kind of wonky compared to everything else we're doing, especially if you have been teaching face-to-face all of this time and all of a sudden you're teaching online and under such stressful circumstances.

But I really would like them, we are a faculty-driven committee and I would really like them to have a heads-up too that this is a discussion. Just wanted to let you know that.

>> JOSIE MILLIKEN: You know, it's possible we can look at this as an opportunity, too. I know that sounds a little strange, but when we do look over this data, we can look at, okay, this was a semester in which these distressing and horrific circumstances impacted it, and given that, does that influence our data, as well?

You know, that's not a solution to any of this, but I think it's also a way that we can see, you know, just how much did this drastic change in this semester really impact our students' competencies and the development of those competencies? How much of it, you know, did we lose, you know?

So I think that we might look at the data from the semester under that lens, as well, and see what meaningful interpretations we can come away with that might give us some insight about how our students respond, how we respond in circumstances like those that we are all dealing with. So just another thought.

I'm seeing lots of great comments in the chat, we'll save these comments too. And continue thinking about them. I don't think this

is a topic that we can abandon.

So if you have any other thoughts, please send them out to Matej, myself, and we can come back to this if it seems like it would be valuable in May.

With that, we have reached the end of our meeting.

>> TAL SUTTON: Could I just, one thing to incorporate Ken's comment earlier, is maybe to look at this semester's SLO or CLO process as an opportunity to learn what you might have to do for the summer semester and the fall semester, since it's likely we are going to have to do this? Kind of say, like, this is sort of the experimental semester, and yes, the data isn't going to be particularly comparable the way we typically want to use the data, but I can at least learn something from it, even if it is just to help me out in the future.

>> JOSIE MILLIKEN: Okay. Good point. Another meaningful way we can try to make use of the data instead of just considering it useless. I think that's -- if we can change our thinking in that way is how to make this data meaningful, we certainly can't not recognize the, just the enormity of the impact that we are all under, that our students are under, and how that may impact the data. So perhaps we can extract something useful from that.

All right. I think we need a motion at this point.

>> TAL SUTTON: I motion to...

>> JOSIE MILLIKEN: Motion to adjourn? Is that what you said?

>> TAL SUTTON: Yes, a motion to adjourn.

>> SPEAKER: Hernan. I second.

>> JOSIE MILLIKEN: I'm going to try another poll.

If you're not able to complete the poll, please raise your hand.

>> SPEAKER: I don't see the poll.

>> JOSIE MILLIKEN: You should see the poll. We just enabled this feature this week, so it may just not -- it may be kind of glitchy.

Let's do the hand thing. So raise your hands if you are in favor of adjourning this meeting.

>> KEN SCOTT: How do you raise your hand other than literally raising your hand?

>> TAL SUTTON: It's next to the unmute option.

>> SPEAKER: Rita. It's in the participant -- if you're not in the right window, so if you go to the participants on the lower bar, click on that and you'll see the raise hand.

>> KEN SCOTT: Thank you.

>> JOSIE MILLIKEN: This is the longest amount of time we have taken for people to want to adjourn the meeting. That's okay. We are just learning -- I think we are doing the best we can.

All right. It looks like the motion has been approved. Thank you so much for attending, for your time, your energy, for your input, and I will be in touch.

In the meantime, just hope you all stay well and take care and I

will see you in May if not before.

>> PATTY FIGUEROA: Thank you. Take care.

(Adjournment.)

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