



PimaCommunityCollege

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Pima Community College Faculty Senate Sept. 6, 2019

>> JOSIE MILLIKEN: All right. So in recognition of new faces

and old faces and returning faces, if you are a senator who is brand

new to Faculty Senate and have not participated in Faculty Senate

before, can you just stand up and/or raise your hand?

(Applause.)

>> JOSIE MILLIKEN: Welcome. A lot of new people. That's

fantastic.

And if you are a senator who was a senator in the past but not

last year and now you're back, would you stand up and/or raise your

hands?

(Applause.)

>> JOSIE MILLIKEN: I'm not sure what that means that there is only one returning. (Laughter.)

If you were here last year and years before that, will you stand up and/or raise your hand.

(Applause.)

>> JOSIE MILLIKEN: Well, everybody, welcome. We have some short announcements to open us up. The first one, if Michael Parker could come up. Michael Parker has an announcement.

>> MICHAEL PARKER: Good afternoon, everybody. It's good to be back in Faculty Senate. I have taken some time off. I suppose permanently now.

Well, Josie said that I have an announcement, but I think the cat is already out of the bag. The thing I have to announce, one, you were aware of in May, I think, which is MaryKris Mcilwaine's retirement, and one you might have just learned of, Rosa Morales' retirement.

Rosa and MaryKris, would you come up to the front, please.

Rosa and MaryKris, not only were they faculty senators, but they were both dedicated faculty within the social sciences division.

Rosa Morales taught in social services for I believe 10 years; is that correct?

>> ROSA MORALES: 11 years.

>> MICHAEL PARKER: 11 years. And MaryKris, 17 years?

>> MARYKRIS MCILWAINE: 17 long years.

>> MICHAEL PARKER: So a long service. I tip my hat to both of you for having done that.

Were you both senators for 17 and 10 years respectively?

>> ROSA MORALES: 8 years.

>> MARYKRIS MCILWAINE: 15.

>> MICHAEL PARKER: Okay. I was a faculty senator for a while, and I got the opportunity to work with them as senators. One thing that I could say is that Rosa served on many committees. Was always very vocal. She was never afraid to express an opinion.

MaryKris was a very conscientious note taker. She always sent out the notes. And also would have things to say.

At one point, I don't know, Seth, are you comfortable if I roast you? (Laughter.)

In case you don't know, MaryKris is pursuing paralegal, I think she's completing that this year, and then plans to go to law school. Seth might disagree, but I think MaryKris had him tied in knots at one point with her astute legal reasoning and astute legal policy that was before us.

That's it. Anyhow, they both retired, and I came here to present

them with plaques. I'm embarrassed to say that the plaques, these plaques will be good for the photo op but you have to return them immediately, because they have credited Rosa Morales with MaryKris' number of years and MaryKris, they have demoted you to a mere 10.

So I'm very sorry for this, unless you want to do some sort of time share with the plaques, you could do that.

But anyhow, please congratulate both MaryKris and Rosa on their retirements and they are moving on to different things and thank them for their long service to the college and to the faculty at large as faculty senators.

(Applause.)

>> MICHAEL PARKER: So now I can present, Margie, you're going to get some pictures here -- do you have anything to say?

>> MARYKRIS MCILWAINE: I was given this microphone. I didn't ask for this. I don't have any remarks prepared. You know me, shrinking violet, nothing to say.

I would just like to note for the record I did not have the great R. Seth Shippee tied in knots by any stretch of the imagination.

Seth has recently taken me under his wing and given me some of the best quality advice on career trajectory that I have had from anybody.

I have asked and asked and asked all my beloved PR professors for advice. I have battered them in class with asking questions about the deep theoretical significance between civil and criminal law, and they're having none of it, but Seth rises to the occasion. And I just, big shout out to R. Seth Shippee because he's keeping me on track.

I'm so excited to start my new chapter in life, but so much of my energy, my emotional energy, has come from the time that I have spent at Pima taking part in Faculty Senate and getting to know amazing people like all of y'all, and I'm going to be back.

I know I have said this before, but I'm coming back to walk in the commencement ceremony May of 2020 and I want all of you to be there. I was just on the phone with the hotel today. AC Hotel Marriott Downtown, 151 West Broadway. Going to have Champagne, tapas. So be there or be square. Commencement 2020.

>> MICHAEL PARKER: Thank you. We'll get the handshake.

>> MARYKRIS MCILWAIN: That's what I was prepared for. There we go. (Laughter).

>> MICHAEL PARKER: Is that grotesque? (Laughter.)

There for the photo op. We will get you the correct one soon.

Thank you, MaryKris. Rosa?

>> ROSA MORALES: Well, I learned very early in life never to disregard an opportunity to speak (laughter) especially when you live in a country where lots of times women are not allowed to do that.

Okay? And a family where also you're not permitted to do that because of your gender.

So I may say that I really want to congratulate those of you that decided to join the Faculty Senate. It's an extraordinary opportunity to really effect change, positive change, and be actually aware of some of the limitations and challenges and opportunities that the college face.

So I'm always very much interested in seeing people civically engaged. And for Pima, we need more faculty and more staff and more administrators to be actually participating actively in what the college is all about, okay?

When I moved here, not a lot of people knows that I came here for my daughter to go to high school. Why? Because I wanted my daughter to be in a city that was racially diverse. We were living in El Paso, and she was attending elementary school and later on a middle school where the majority were Hispanics and there were only two African-Americans and one Caucasian. I said she will not survive in the United States if she's not exposed to diversity.

I brought her here and put her in Sahuaro High School where she

was one of 15 Hispanics, okay? I have done the same thing with my son in California when I went to UCLA and he end up in a high school where he was also in the minority among African-Americans.

He's now working in NASA, and all these jobs that he had had in (indiscernible) and the U.S. Coast Guard, in the Department of Labor, with the office of the vice president, the No. 1 thing that they recognize on him is precisely the fact that he's able to relate and work with everybody. What is it that he has done in all these positions? Precisely in charge of diversity, recruiting people.

So after graduating, my daughter decided -- you know, I was ready to move to another city. She said, I would like to go to U of A, and she went to U of A and graduated three years ago.

So I have been kind of late to move out. But the point was that my goal, that was my goal as a parent. But my goal as a social worker, after receiving a lot of criticisms from some of my friends in California and El Paso about me coming to Arizona, which is such a conservative state, was that my goal was to actually train a thousand community organizers.

Well, guess what? In 11 years I actually got to train in my community organization class 1,100 of them. People that with those practical skills that they got, they now can go back to their

neighborhoods, to their communities, and create the much-needed change that we need. You know, not only in the city but also statewide.

For those of you that might not know me very well, I have worked with politicians in Los Angeles, in El Paso, and obviously the only state that I have not lived in is New Mexico. I'm moving to New Mexico by the end of this month, and I'm very happy, because it just happened to have the No. 2 Hispanic woman ever elected governor of a state.

The first one was Susana Martinez from El Paso, Texas, zip code 79901. One of the poorest in the whole country. And now we have Michelle Lujan, so Michelle Lujan. So I'm going there.

Why am I so interested? Is because I strongly believe that engaging individuals civically in every single level is the only opportunity that we have to create a better world. As a social worker, obviously is something that is extremely interesting to me.

You need to know that coming to Pima, my No. 1 joy was to work with the students and to teach the students. If you see the videos and those of you that have seen my experience here at Faculty Senate, all my advocacy was on behalf of the students.

My second joy was precisely to work with the community, organizing community events on a regular basis and engaging the

students with real people and with real problems and teaching them how to do problem-solving on real state issues, which I was taught when I graduate from UCLA. Rosa, everything you learn in this castle, you're going to have to erase it when you go to East LA (phonetic). I said, I know, because everything that I learned here might not be, you know, practicable, usable out there.

My third joy, for of all of you here present, was the opportunity to attend Faculty Senate. The opportunity to engage and participate in multiple committees and be aware that while I'm here I'm not only earning a salary, I'm not only helping the students, I'm also helping the community and also the institution to become better, to serve, you know, the people that we are supposed to serve, to engage systems change.

That's true that every single committee that was there available, I tried to join in. And in some cases, as Michael has said it, and many of my previous colleagues, especially I still remember Dr. Terrence Roberts from UCLA, he's one of the eight African-Americans who desegregated Central High School in Little Rock, Arkansas, and he has a way with words. He gave me a letter of recommendation that says Rosa is an independent thinker. Okay?

He was trying to say nicely "watch out for Rosa," because there

is no way she's going to follow something that she doesn't believe in.

And I'm recognized for that. I'm also recognized for the fact that besides being an independent thinker, I have a degree from Mexico in social work, from El Paso, and a Bachelor's degree. I went to UCLA. I went back to get a border history, you know, degree, too. The thing was that all of these degrees were to learn more about what is needed out there and how can I use my gifts, which there are a lot, as far as I'm concerned, on such a way that is going to create some good.

So I really encourage you, those of you that are standing here, to continue in this path, because, you know, the college is counting on you. Those of you that have been here for many, many years, continue do so.

It's sometimes very tiring to be here for three, four hours when you have lots of grading to do and lots of other things to do, but it's a job that sometimes is not readily recognizable, but is very important. And hopefully, take the time to talk to some of the other faculty so they can take your place, so they can continue doing the same thing.

And sometimes you will come and you will listen to the same thing and the same problems and everything and you will feel like, why am I

wasting this time? There is no waste of time here. Everything that we do incrementally is towards the purpose of getting and creating a better system.

So I thank you very much for taking the opportunity to actually give us these plaques. I wasn't counting on that. That's the reason I retired during the summer, because I'm not much into parties or anything like that. But I do want to make sure that those individuals (indiscernible) and here, that it's very important to recognize the work that this body of group of people does on behalf of the college.

So thank you very much for everything, and good luck for the future.

(Applause.)

>> MICHAEL PARKER: I will get the corrected versions of those.

>> JOSIE MILLIKEN: Thank you so much.

>> MICHAEL PARKER: Thank you.

(Applause.)

>> JOSIE MILLIKEN: New senators, if you heard Rosa say three to four hours and you were thinking, what? That's very rare, right? We usually get out right at 3:00. All right. No one is sharing in that little bit of levity. (Laughter.)

Seriously, thank you, Michael, for acknowledging MaryKris and Rosa. MaryKris, we had a chance to say good-bye, it was very bittersweet in the spring, and Rosa, your retirement was such a surprise. It's so great to see you back here.

You mentioned you're moving to New Mexico, but any time on a Friday, take comfort in the fact that we're here from 1:00 to 3:00. If you'd like to stop by, we'd be so happy to see you, both of you.

All right. One more announcement before we get into the business section. There are plenty of refreshments over there by the sign-in sheets, but also in the spring, if those of you who were senators back then remember, Kate brought in some Red Vines, which was a big deal, because she's a Twizzlers fan, although I think she has since converted, but anyway, so that kind of brought about a little bit of contention among the Red Vines and Twizzlers crowds, so I thought in the spirit of unity and solidarity and collegiality, open up our meeting, it might be nice to have both. So you can take both, partake of either option or both if you prefer that, as well.

I'll just circulate these and enjoy.

All right. Moving along, we have approval of the main minutes. Are there any open-forum items? Kimlisa? Open forum, enrollment? And I believe we have at least one more? Denise? You have an

open-forum item, as well? So two open-forum items? Any other open-forum items?

Okay. We will move on to approval of the main minutes.

Does that mean we're done? Oh, I thought you meant for the minutes. We do have Rita to thank for the minutes, and Rita does an incredible job and we are so thankful to have her with us. So thank you, Rita.

Would anyone like to revisit a particular section of the minutes? Are we ready to approve them? Do we have a motion to approve? Second? All in favor? All opposed?

Right. So the minutes are approved.

If you're wondering where Tal went, he had a former obligation he couldn't -- he needed to attend to. That's why he had to leave a little early today.

We did have a guest, Hilda has a meeting, as well. So we agreed to have Hilda present early on in the meeting.

Hilda, if you'd like to come up and present.

I invited Hilda just to kind of give us a refresh and update on inclusivity, make us aware of our current climate, things we may not be aware we are doing or could be doing regarding inclusivity at the college.

>> SPEAKER: Well, thank you so much for this time. Can I borrow

the mouse?

I wasn't quite sure about the setup. Hopefully this will work well for us. I can see from this far away. Here we go.

Good afternoon, everyone. I'm Hilda Ladner. I am our diversity, equity, and inclusion officer for PCC, and my office is here at the Downtown Campus. Right upstairs, 268. If anyone would like to come and visit and check out also our immigrant and refugee student resource center, it's right upstairs.

Josie and I had a conversation a couple of days ago. I thought, what is going to be the best use of 10 minutes? There is so much we could talk about, and typically, if I'm doing a workshop for a group around equity and inclusion, it's usually at least a couple of hours on any given topic, not even through the whole range of things.

Like all of your disciplines, it takes some time to really dig into the information and be able to really grasp what the content is. So today I thought what could be useful is just give you a little bit of an update so you know who I am and you can reach out if you would like me to come to your area, to your department, to some of your faculty and talk more deeply about any of these topics, I'm always really happy to do that.

This year we're doing a few different things out of our office.

If you've been looking at your e-mail in the last 30 minutes, we just sent out an invitation for people to join Affinity Groups. We are going to be forming those Affinity Groups this fall. They are just around identity, as we look to connect around each other around different topics that really impact our ability to connect with others across the college, to think about the issues that are important to us, whether it's from, you know, being a woman at the college, being a person who identifies as LGBTQ, as an immigrant, as a woman of color.

So forming these different groups so we can get connected and think about what are those ways that at the college we can start to address things that make it not feel as inclusive for all of us.

So you just got that invitation. I invite you to fill out the form and join one of the groups or a couple of the groups or however many groups you want to engage with over the fall.

We will be hosting some receptions as an initial starter for those in the next several weeks and let the groups take it from there as to how they want to engage.

I'm also helping us to organize our participation in Tucson Pride which is coming up at the end of the month, so we will have a booth there and part of the parade. We will be calling out for volunteers to walk with us in the parade there and join us at the festival and

show that Pima does want to be a more inclusive place for everyone in our community.

We will have a couple of book discussions. We already hosted a couple of those discussions along with the U of A this summer around becoming an HSI, Hispanic Serving Institution, and what really means, and we will continue to expand on some of that that over the year.

Really quickly, I wanted to show you this survey that we did at the end of last semester and maybe many of you participated in this. It was a very short survey. It was led by John Howe at the time who is now also retired -- all of these people are retiring. We're going to just have to rebuild here.

John was the director of Access and Disability Resources. And he put together a group right before I joined the college that was the Ethnic, Disability, and Gender Equity group, EDGE, and we put together this very short survey that tried to gather information about people's experiences at the college based on their identity.

So we sent it out. It was sent all employees and students at the very end of the semester. It was anonymous survey conducted by our strategy, analytics, and research team. It was only open for two weeks, but we got 569 responses in that very short amount of time. I think it was really significant that people wanted to be able to

share their experiences at the college.

I picked a few of these different pieces to share with you today that I thought would be useful to you as policymakers, as leaders in our faculty. So let's see.

The question that everybody was asked is to please check life experiences or identities that affect your experience at the college. Then from there, you had the opportunity to fill in, is your experience very negative, negative, neutral, positive, very positive.

And then from there, you also had the opportunity to submit some responses, just open-ended responses.

We looked at all of these different areas of identity. Disability, ethnicity, gender, national origin, age, LGBTQ, veteran, immigrant, refugee, English as your primary language -- is not your primary language, being a single parent or caretaker, primary caretaker, being homeless, having financial limitations, being a first-generation college student, and being a working student.

Again, I didn't go into all of these different ones because there were responses around a lot of different topics, but I thought I could just share with you a little bit of this and pique your interest and then you can call me for more.

This is sort of where the survey responses were. This bottom part is the very negative, negative, neutral is the gray. Positive

is yellow. Very positive is blue.

You can see generally people are feeling pretty positive about being at the college. There wasn't a significant, everybody is having a horrible experience. That is not the case.

When we dug a little deeper, we looked at the different comments that came in and wanted to see what kind of comments there were and a lot of them tended to be around safety, feeling safe at the college from your identity perspective. Attitudes of others towards you and your identity. Actions that maybe people would take that would make it a negative climate for your engagement here. Sometimes around configuration of spaces. This primarily had to do around people disabilities, veterans, maybe sometimes around financial limitations. Some of our policies and how they impact students and then there were various other types of comments that came in.

One of the pieces around ethnicity, what I wanted to share with you, is that again, for the most part, people are having a relatively positive experience. But here we do see that about 16, 17% of our students are not having as positive of an experience.

As faculty leaders, one of the comments here, 40% of the student population is Hispanic, Latino, et cetera. Only 13% of the staff is also of that background. There needs to be a change in that number.

So thinking about some of our hiring practices, and that's one of the pieces I'm working on with others here at the college to think about our recruitment practices and hiring processes that would maybe help us to get to a more diverse faculty and staff.

Some students are talking about not feeling welcomed because they are not Hispanic. So sometimes when we focus in on being a Hispanic-serving institution, that might make others feel like we are not thinking about them. One of those areas I'm thinking about, certainly, what are some of the other programming options we can have here that would help other groups not feel invisible at the college. One of those is our Affinity Group actions and some of the other programming that we will do out of our college.

But certainly it's something that, you know, as faculty, you can also be thinking about these issues. Who do I include in the curriculum that I teach? What are the resources that I use for my classes? Who do I invite in to speak? What are all of the different ways that I could be more inclusive?

The next one is around age. This one -- there are some positive comments but also it's kind of a mixed bag of being older student and having a good experience but also sometimes feeling lack of support that is maybe not given to adult learners. Thinking about how we

work with students from various age groups.

And from some of our colleagues, some comments came back that sometimes they don't feel treated as equal because they are younger than everybody else in their department. So you might think about what are those interactions in your areas and how we treat each other, not just our students.

English not being a primary language for someone, something that I took away from this one is that sometimes it's hard to teach students that don't speak English, so are there ways we can provide faculty training or do some other pieces around our faculty development that can help us work with students from diverse language backgrounds.

National origin, one of the comments here, in one class after I was done talking, one student turned to me and said out loud, No wonder, you come from a Third World country. And the instructor, not saying anything about that, maybe just moving on.

I didn't realize I was being given time prompts. I just now saw that. Like, oh, my goodness (smiling).

Again, training issues, how can we help our faculty to be able to manage some of these more challenging and difficult conversations in your classes?

Students with disabilities, again, something around training for

faculty, around how to maintain confidentiality, there were lots of comments there about students being exposed around their disability accommodations in their classes, that faculty sometimes are not being confidential about when they are offering those, or sometimes not knowing how to offer the accommodations that are required.

Around our veteran status, a lot of students felt we do a really good job, so I wanted to share some of the positive feedback about that, but that sometimes things are not equal across the campuses.

Our immigrant students, again, feeling sometimes like things happen in the classroom that don't always support them. Sometimes hearing things like when are you going back to your home? We're hearing some of this. What happens outside of our classrooms and our political and social world doesn't always stay out there, so how do we support faculty in helping to have some of those conversations in their classes?

Trying to work with single parents around their schedules and their needs and how we can accommodate their ability to complete their education. So thinking about pathways that are maybe part-time or other ways that students can access education that they need because of their identity and their experiences.

First-generation college students seem to be having a really

positive experience at the college that people understand that and are getting a better sense of what that means. Many of us are first-generation college and so students feeling more supported in that sense.

We need more resources for some of our homeless students. This isn't necessarily a training issue. I just wanted to bring that awareness to you all in this room.

Again, working students similarly to single parent and being a caretaker. As you think about childcare options at the college, that's a conversation that's going on and a conversation you may have around policy here in this group, how can you support some of the needs of our students and really our faculty and staff.

Quick recommendations, we're looking to conduct a more comprehensive climate survey of everyone. I would like to, you know, as you think about childcare options and resources, that could be a conversation that you have here.

As you think about scheduling of classes and how faculty advocate and work around some of that, how can we support more of our diverse students, older students, student parents. Then training for faculty regarding confidentiality for students with disability. Those were some of the key takeaway points from the survey.

I'm happy to talk to you all in your areas around some of these

topics.

I don't know if we want to take questions.

Questions, thoughts?

>> SPEAKER: I'm Mary S. I'm brand new at Faculty Senate, but if we see a systemic change that really impacts our vulnerable students, what is the smartest way to try to address that change? Is it through the senate? Is it to the supervisors who made the change? Should we cc you? I don't want to get into specifics right now.

>> SPEAKER: So if you're seeing a policy that changed and created a barrier for some of our students, I think that's sometimes something you can do through policy depending on what the policy change is through the Faculty Senate.

You can always talk to your supervisor or copy me on that note so that we can have some of that discussion and explore what are the avenues for that, whether it's -- maybe it's an area that reports to student services and maybe it isn't a specific Faculty Senate piece, but we need to have that conversation.

All right. Well, thank you. And again, I'm here at this campus. Just trying to log out and make sure we turn this over.

I was asked about sharing the slides, and I think I would like for us to do the more comprehensive climate survey and be able to

move some of that information out across some of the various groups in the college. All right. Thank you.

>> JOSIE MILLIKEN: Thank you so much, Hilda, for coming and sharing that information. I think it's just important for us to be aware, refresh ourselves on the real dynamic and the real culture of inclusivity at our college. Remember there are things we can do and changes we can make to improve, and that we can take pieces of this and filter it back with our discussions with colleagues and our shaping of curriculum and our teach practices.

Thank you very much.

So the next item we have is AP review, and that is AP 2.07.03 -- 2.02.03.

We have Seth Shippee up to present on the AP, and I will try to find the mouse here.

>> SPEAKER: All right. While we are pulling that up, good afternoon, everybody.

You remembered. I wondered if someone would. Let's try that again. With the prompt.

Hi, everybody.

Awesome. I hope everybody had a good summer, made some friends at camp and all that. I know I'm probably not in a position to put things on the agenda, but just consider starting every meeting with

effusive praise of me. Just food for thought. (Laughter).

>> JOSIE MILLIKEN: Rita, will you make sure that gets in the minutes? (Laughter.)

>> SPEAKER: So Denise and I are here to talk to you about a new AP, and I mean new, brand-spanking new. This will be the return to work transitional duty AP.

What this is in response to is a couple of things. I suppose first and foremost is that there is a movement afoot when it comes to trying to reintegrate employees who have been out due to illness or injury as soon as possible without compromising their health. That's for the benefit of the institution as well as for the employee. The employee gets to maintain their skills, they continue to earn their same rate of pay, continue to get their benefits and at the same time the institution doesn't have any loss of that employee's work for that period of time. There is less expense involved in finding temporary staff to fill those positions. There is a lot of pluses. No cons that I can think of. So this is win/win for everybody.

Another facet of this is the transitional duty portion of it. So return to work is one aspect of it. Transitional duty is part of that return to work.

Now, this shouldn't be confused with light duty. This isn't a

policy that we have, make work positions -- expressly denounces that in fact in the AP. What this is is an opportunity for individuals who have been out due to an illness or injury to come back when they're ready to use at least a significant portion of their skills to do productive work here at the college.

That could be if you are, let's say, your doctor writes you a note and says Seth can come back, assuming your name is Seth, Seth can come back at 70% of his regular working capacity. As long as I can come back here and do 70% of work within a finite period of time while I'm recovering, that's part of it, the employees have to be on a path to recovery. It's not a permanent disability. Not that there isn't a place for people with permanent disabilities, clearly, but that's a different policy.

So this is only for individuals who are in the process of coming back and are expected to make a full recovery and be back to 100% and be able to fulfill all of the same duties and responsibilities that they had before.

This provides a very clear and concise mechanism for that, and it will be administered by Denise. Would you like to say a few words?

>> SPEAKER: Yes.

I want everyone to understand with this new policy and procedure,

when individuals are cleared to come back to work and if they have restrictions, we are going to look at those restrictions on an individual case-by-case basis. And the reason for this is because we are a large public employer.

So it behooves us to bring employees back to work as quickly as we possibly can and be fair in our processes.

If they have restrictions, then it's our responsibility as an employer to work with them and accommodate those restrictions so that they can come back to work and they can be productive.

If any of you have been out on a leave of absence, then you may have experienced some of the depression and that that comes with being out of work for a long period of time.

People do better when they come back. They're with their peers and they are productive. We are going to administer this process in the ESC and also work in tandem with HR.

>> SPEAKER: Thanks, Denise. That brings up the one question that we have received or one comment that we have received because this has been posted for public comment and that was a question about why it was under Dave Bea's office, why is it under finance and administration?

And the simple answer to that is it's a cooperative process between HR, ESC, they are both under Dave, Dave has designated

Denise, and so things unfold.

Do you have any other comments?

Any questions? All right. Well, thanks for your time.

>> MATEJ BOGUSZAK: So this applies to all employees, right?

>> SPEAKER: All full-time regular employees.

>> MATEJ BOGUSZAK: Right. Under section 5.1, it says the

employee can decline the transitional duties but that that could affect, like, something like some of their benefits? Could you give an example maybe where that might be the case?

>> SPEAKER: I will defer to Denise on this. But that is by operation of law, I believe, right? I will let Denise answer that, since she understands it more than I do.

So employees can decline our offer to accommodate their restrictions. Generally this occurs when maybe an employee is not completely comfortable in coming back to work with the restrictions that they have in place for whatever reasons. They may be eligible to go back out on short-term disability or long-term disability.

So in those cases, we really need to respect their right to voice their opinion and say, you know what? I don't want these accommodations. I'd like to stay on a leave of absence.

>> MATEJ BOGUSZAK: But it's not that they come back and say I

don't want this transitional duty but I want to resume my full-time somehow work?

>> SPEAKER: Well, in order to resume their work full-time, they have to be cleared by a doctor. So that's between them and their physician, and they have to present that documentation to the ESC.

>> MATEJ BOGUSZAK: So this is really for cases when they want to stay off work for a longer period of time?

>> SPEAKER: Uh-huh.

>> MATEJ BOGUSZAK: Got it.

>> SPEAKER: Just to be clear, this is more of a branch off of an existing process than a brand-new process. So any of us who have been out for an extended period of time need to have a return to work note from a physician.

Generally speaking, if we come back and it says we are not 100% ready to resume our duties, the response to that is, well, then, you'll need to take some more time off.

What this creates is a process where there is analysis to be done to look at and say, well, there may be opportunities for you to come back in advance of being 100% while you are getting to that 100% point.

And it's completely voluntary. We are not going to drag anybody out of bed if they are at home recovering. It's just an opportunity

to offer them additional options.

As far as the question goes about the affecting their workers' compensation, short- and long-term disability, that's just -- the laws that control those particular processes require us to disclose that.

Yes. Before I answer that question, the provost pointed out to me you might not know Denise. She has not been formally introduced. Everybody, this is Denise Morrison. She's our new executive director of the ESC.

Join me in welcoming Denise to her first Faculty Senate meeting.

(Applause.)

>> SPEAKER: Thank you, Dolores for the reminder.

>> SPEAKER: Hernan. When you say a doctor note, is there any doctor, or do you specify that the employee has to go to a Pima Community College-associated clinic or mandated clinic or doctor to get their certificate?

>> SPEAKER: Well, if we could scroll down to the definitions, I think what we have is a definition that goes to the individuals who we would accept those notes. As far as I know it doesn't need to be a Pima person.

>> SPEAKER: No, generally it's the physician that put them out

on the leave... (off microphone). Now, if they are under the treatment of several different physicians (off microphone).

>> SPEAKER: Where this ties into something that may require a visit to a Pima-approved physician, but this is a separate process, would be a fitness for duty evaluation, which is not part of this process.

But let's say, for example, I was returned at 70% and my supervisor sees that I'm struggling and I'm really maybe not able to perform my duties, my responsibilities, then that might trigger something where I would be sent out to be evaluated by a Pima physician. But that would be the same if I was struggling at my tasks and not looking like I was completely able to do my work under any circumstance potentially.

Any other questions? Okay. Well, thank you very much.

I believe this might still be posted for public comment. It's not? It's down. But if you have comments, e-mail me. I'll respond to them.

Thanks, everybody.

>> JOSIE MILLIKEN: Thank you, Seth and Denise.

(Applause.)

>> JOSIE MILLIKEN: Our next item is Faculty Senate elections.

First, regarding faculty senators, we had our election in the spring,

and Tal was going to provide an update about senator vacancies, but he had to leave. He just asked me to let everyone know that there are still 12 vacancies and several faculty have expressed interest and will run in next week's special elections.

The remaining vacancies will be filled via direct communication between VP and the divisions with faculties -- excuse me, and divisions with vacancies. If your division has vacancies, please recruit a colleague and have them e-mail VP. So have them e-mail Tal.

Any questions about that?

So for elections, we need to elect president-elect/ACC representative, currently a slot held by Joe Brewer. Vice president, Board of Governors representative, secretary, and sergeant of arts and logistics officer.

Joe Brewer is not here today. Vice president is Tal. Board of Governors representative is Brooke. Secretary is Rita Lennon. And sergeant of arms and logistics officer is Tanya.

I thought in the past -- we have to have anonymous elections. In the past we have kind of scrambled with ripped-up pieces of paper. It was a little bit of chaos. I created these little ballots this year, and so just to make it very simple, once we have our nominees,

all you have to do is write your name in for the person you want, and don't write your name on it.

Then we will ask a volunteer, someone here who would be willing to count all of the ballots. The voters can only be senator. If you're a senator, you want a yellow sheet. I will pass them around and if somebody, maybe a math person, would be willing to count up the ballots once they are done and give us the final results.

Rita? Yes? Excellent. Your name? Arlo. Thank you very much.

Okay. We will start with president-elect. It's a one-year term serving as president-elect, and then president. Anthony? You can either nominate someone or express interest for yourself.

So we have one person who is interested in president-elect.

Ken?

>> SPEAKER: (off microphone.)

>> JOSIE MILLIKEN: So the charter, which is posted online, contains all of the descriptions of all of the different roles. And so that's a really good question. Thank you for asking.

The president improves faculty -- this is the overview. Improve faculty awareness and engagement in college activities through regular communication with the faculty. Centralize faculty participation within the college by monitoring, and when applicable,

coordinating faculty representation in college committees and task forces.

So that's a little bit. There is a little bit more, but that's what's in the charter.

President-elect will facilitate discussion with the governance bodies of the college by serving as one of the two faculty All College Council representatives. The president-elect will also assist and learn from the current president.

Board of Governors representative will strengthen communication between Faculty Senate and college leadership by serving as a nonvoting member of the Board of Governors and as one of the two faculty All College Council representatives.

So president-elect and Board of Governors rep attend ACC meetings, which are usually twice a month, Monday afternoons from 3:00 to 5:00 at District Office. Board of Governors representative also serves a key role in graduation by standing -- Brooke has done this role for the last two-and-a-half years, actually. That's an element of that role, as well.

Vice president will assist the president in representing Faculty Senate in college-wide discussions. Additionally the vice president is responsible for supervising elections with clerical support from the secretary. He/she will also contact senators who are not

attending on a regular basis and, if necessary, refer the matter to the chair or the department that the senator represents, or if the department chair is the senator, to the other full-time faculty in the department.

Finally, we do have the adjunct faculty committee chair, currently Sean Mendoza who represents adjunct faculty on college governance and academic matters through serving as a member of the ACC representative to the Board of Governors and chair of the Faculty Senate standing adjunct faculty subcommittee.

The adjunct faculty committee chair is elected by the adjunct faculty senators. So that election does not take place here.

>> SPEAKER: Is there a stipend?

>> JOSIE MILLIKEN: Yes. For the president, it's six credits a semester, and then for VP and Board of Governors representative, it's three.

Secretary supervises clerical support for the college including creating accurate summary notes of major points and discussions, proofread minutes, and assist with officer elections.

Sergeant of arms will conduct roll call, establish and maintain etiquette and norms of senate meetings, and ensure all new faculty are educated on the procedures and protocols of Faculty Senate.

We have combined that with the logistics officer, so even though they are listed separately here, it just felt it was much more efficient to combine the two roles. So logistics officer will coordinate videotaping and room reservations for each meeting and ensure the technological needs for all speakers are met.

Past president will provide additional support to officers as needed.

Are there any other questions?

So Anthony Sovak has volunteered himself as president-elect. Anyone else? Brooke?

>> BROOKE ANDERSON: Are you interested in doing it again? I nominate you.

>> JOSIE MILLIKEN: I would gladly accept that nomination. Anthony and myself for president-elect.

>> SPEAKER: (off microphone.) (Laughter.)

>> JOSIE MILLIKEN: We are going to start holding Town Halls, I think. Anthony, you don't want to submit your name?

>> SPEAKER: (off microphone.)

>> JOSIE MILLIKEN: So Anthony has withdrawn his nomination? Okay.

(discussion off microphone.)

>> JOSIE MILLIKEN: So moving on, vice president? Anyone want to

nominate yourself or another person? Carol?

>> CAROL CHRISTOFFERSON: I nominate Anthony, please, for vice president.

>> SPEAKER: I'll accept that as long as (off microphone).

>> JOSIE MILLIKEN: Actually, I did speak with Tal, but Tal also is interested in serving for vice president. So we again have two nominees.

>> SPEAKER: Have you considered secretary?

>> SPEAKER: So Tal's running?

>> JOSIE MILLIKEN: Yes, Tal.

Anyone else interested in nominating yourself or someone else for vice president?

Okay. Two nominees for vice president.

Board of Governors representative.

>> SPEAKER: I nominate Brooke Anderson again.

>> BROOKE ANDERSON: I accept.

>> JOSIE MILLIKEN: Anyone else interested in nominating themselves or someone else for Board of Governors representative?

Okay. We have one nominee for Board of Governors representative.

And secretary. Anyone else in nominating themselves or someone else for secretary?

Oh, I did want to note one thing is that in the past, years ago we would -- one of the most time-consuming and maybe cumbersome duties of the secretary is the minutes. It's a lot of work, as Rita knows. As I noted earlier, Rita does a phenomenal job.

In the past, years ago, there would be someone would come in, a worker, that would get paid at an hourly rate for that position. We have since kind of moved away from that. We would like to have some kind of way to alleviate the burden of the minutes from the secretary, so the long-term goal or idea/goal, and I have consulted with the provost's office and Kate about this, is to find someone, a staff support person to take the minutes for us, an external person to provide the minutes.

In the meantime, the provost's office has generously offered to offer a \$375 stipend for the fall semester, which Rita is taking care of, and then also for the spring. Moving forward after that, again, the idea/goal would be a support person. We just don't know at this point, but at least for the current moment we do have some support there.

So is anyone again interested in nominating someone or themselves for secretary? Rita? Are you -- do you accept?

>> SPEAKER: I'm going to be so much more busy than I already am. This time I really do mean it.

>> JOSIE MILLIKEN: We twisted your arm last time and you're still kind of injured there. So you're sure we can't... okay.

>> SPEAKER: I love y'all, but it's too much. I'm sorry.

>> JOSIE MILLIKEN: We respect that, Rita. We do so appreciate all of your work that you do.

Anyone else? Secretary?

>> SPEAKER: It's a really cool gig. (Laughter.) You get a lot of appreciation.

>> JOSIE MILLIKEN: You can nominate someone else or yourself.

Let's pass the Twizzlers and the Red Vines around again.

Usually if the uncomfortable silence extends long enough, someone who just can't stand uncomfortable silence will volunteer.

Is there anyone?

So we can leave that one blank and come back to it in October, I think, is the best thing to do. In the meantime maybe think about maybe we will get some new people who are interested in that role to volunteer for that, okay?

So we'll leave it blank for now.

Finally, we have sergeant of arms and logistics officer. Anyone interested in nominating themselves or someone else for sergeant of arms or logistics officer?

Any simple volunteers for sergeant of arms and logistics officer?

Usually, Tanya, can you speak to the position?

>> SPEAKER: I will pass on to you my little flip chart.

(off microphone.)

Most of the things are taken care -- you have to have a better understanding of procedure than I actually do, but the logistics, it really is just making sure the room is reserved, making sure Mike -- and he's always (indiscernible) for all of the IT types, projections types of things. Right now we have a lot of changes going on in our department, and I just can't commit to -- even though it's not that much work. In addition, it's just something I can't take on.

>> JOSIE MILLIKEN: And thank you. I love those. So you can leave those with me. Yes, I would love them.

Tanya has done an incredible job in that role, and it's really not too time consuming, right?

>> SPEAKER: It's certainly not the secretary's job.

>> JOSIE MILLIKEN: Any volunteers for that position? Anyone like to put anyone on the spot and nominate them? Otherwise we will come back to it in October.

All right. So we'll hold that one, as well. We will leave

secretary and sergeant of arms and logistics officer blank, but we

have one nominee for the first one. Second we have two. If you just write Anthony or Tal in there. Then Board of Governors rep, one.

Please do write a name in there instead of just leaving it blank,

even if there is only one nominee, just for our recordkeeping. We do

need to have some kind of a vote registered.

Of course, if you want to abstain, then you would signify that abstention by just leaving it blank.

Ken, did you have a comment?

>> SPEAKER: Just to be clear, the sergeant of arms gets to kick people off the stage if talking too long, right?

>> JOSIE MILLIKEN: Are you volunteering?

>> SPEAKER: If I get to kick people off.

>> JOSIE MILLIKEN: Yes.

>> SPEAKER: Sure, then I will do it.

>> JOSIE MILLIKEN: That's Kenneth Scott. You could write Kenneth in for sergeant of arms and logistics officer. Thank you, Ken.

Anthony?

>> SPEAKER: I withdraw as vice president nominee and volunteer for secretary.

>> SPEAKER: Bless your heart, man.

>> JOSIE MILLIKEN: Absolutely. So Anthony Sovak has volunteered to not be vice president but run for secretary, so then we can have the whole ballot filled out and we don't have to come back to it in October.

Thank you, thank you.
And Arlo has agreed to count them. If we could allow those yellow ballots to make their way to Arlo.

While we are taking care of that, unless there are any questions, are we ready to move along and we will get a count later? Okay.

So let's just go ahead and move along to our next item, if Kate Schmidt and Carol Christofferson could come up here to present on faculty qualifications and draft AP update.

>> KATE SCHMIDT: Okay. So to explain the difference about why we are bringing this AP in front of you now in a different manner than Seth brought his AP is that board policy 1.01 prime policy requires that if we are revising or writing an AP that we develop a process that includes stakeholders.

So it's very clear that the process of faculty qualifications and how we identify them, Faculty Senate who have (indiscernible) or stakeholders, so you may remember in the spring I came to Faculty Senate to ask for people to come help revise this AP, and this again

was essentially routine because it was up for review every two years, an AP that's been established for a long time.

I had three fabulous volunteers I'd like to thank. One remains. Carol Christofferson. We helped Rosa through her retirement. And Lisa Werner also was on our committee and is on sabbatical this semester.

So we met a couple times in the spring. We have a draft. This has not yet gone through the formal process. We'd like to bring the draft back to you. Through the link on the senate page, it is open. We will leave it open for your comments for the next two weeks.

We will meet again, and of course there are only two of us, so if anyone wants to take a look at those comments with us in a few weeks, we'd love an extra volunteer and an extra set of eyes on it.

And then we will take it through the formal process so you will get to see it again through that 21-day review period and we will probably stand here again and present it to you. But ideally we will have identified any concerns you have and it will be a very smooth process.

We only had, this was an existing AP, works very well, there were only three changes we came up with and they were relatively minor.

The first one was -- let's see. I know some of them by heart.

We have had a, because the HLC allows for it, we look at the Master's

degree in the discipline for academic areas or a Master's degree in any discipline and 18 credits.

The HLC is fairly clear in their guidance that the credential itself can be the priority. So from a purely logistical and processing point of view, we are adding to the AP some language that if you have the degree in the area that gives you priority over somebody having a degree in an unrelated area and having those 18 credits, and that is mostly because when we have staff looking through transcripts, it is a lot easier to look at something that says Master's degree in English or writing than Master's degree in research studies and then have to go look at a transcript for 18 credits in English.

We also, as an educational institution, know that we have program outcomes. So Master's degrees have program outcomes. There is something to be said about honoring that program that somebody's been through versus a different program and then a collection of 18 credits. Seems like most people are nodding and understand that.

The second major change is we used to have a system, because it was in policy, where those qualifications were reviewed by you guys every single year. Your CDAC which is DSF? DFC? KFC (laughter).

The DFC now would only have to review those every three years. There

is really no reason that a credential should have to be reviewed every year.

If there happens to be a need for some sort of change in minimum qualifications, there is now a process where you petition the provost to change that, or there will be, if this AP is approved, or where you petition the provost to change those qualifications in the interim of the three-year process.

We are still working with Bruce Moses and his team because we are thinking if we can hook that review process to something like a program review, you're actually looking at everything kind of in context rather than just getting an e-mail from faculty to say, please look at these qualifications. So that will evolve.

And the final changes, three years ago when we wrote this, wrote the original or the updated policy to align with the newer, tightened HLC standards, we wrote a lot of language around equivalency because that was a new concept HLC was allowing.

We have now been doing that when it's been appropriate, using equivalency process, but we have simplified that a lot. Our current AP calls for an entire committee of people to get together to review equivalency documents. Now it's going to require the discipline coordinator or department head and the dean to review those requirements and make that recommendation to the provost.

What's our third point? Yeah, the final thing is like before, the provost has the ultimate authority to sign off or take any appeals on any kind of qualification or credential.

I urge you to read the draft AP, provide comments using Google Doc comments, and we will take a look in a couple weeks and if there is nothing major we will make amendments and move forward through the process.

Great. Thank you.

(Applause.)

>> KATE SCHMIDT: Also, the provost tried both the Red Vines and the Twizzlers and prefers Twizzlers. The battle rages on.

(Laughter.)

>> JOSIE MILLIKEN: And that doesn't have anything to do with the fact that the provost is sitting by you, Kate. No?

So I prefer Red Vines. That's my -- sometimes it's better if they age a little bit? When you freshly open... (comments off microphone.)

It is like a fine wine, a Red Vine, and Red Vines with fine wine. Even finer. They do work as a straw. Do Twizzlers work as straws? Another lost point for Twizzlers. Moving along, are we already at the president's report? Looks like we are.

Faculty Senate charter, I just included a link up here, because I recognize that there are several new faces here, and sometimes when you come to and join Faculty Senate for the first time it can feel like you have been dropped into the middle of a forest and have no map.

So I remember that's what it felt like for me 10 years ago when I came to my first Faculty Senate. Actually 11 I think years when I came to my first Faculty Senate meeting, and I didn't even know there was a charter. But there is a charter, and it lays out kind of the main bullet points of our senate body and what we do and our purpose and all of those things.

So please just know that there is that charter, and here is a link to it. You know, in your free time over the weekend, it might be fun to kind of read through it.

It does, if you're wondering, what do I do as a senator? It does clarify what each faculty senator should do. Mostly, it's under responsibilities. Senators are expected to solicit input from their constituents, represent them at senate meetings, and report back to them.

So basically let them know what happened at the meeting today and then before the next meeting see if there is anything that your

constituents would like to bring to the table and let them know that you are their senator representing them.

So I just wanted to give a little overview of that so that you wouldn't -- you feel a little bit less like you're dropped in the middle of the woods and maybe have a little bit of a map. You're always welcome to contact me and other senators who have been here for, if you have any questions.

Any questions about the charter?

Brooke?

>> BROOKE ANDERSON: So I just thought of an interesting logistical issue with the change to the way we've elected senators. In the past, the senator had a particular body of constituents, so for example, writing Downtown. So I had six people to report to.

But now in this new college-wide organization there are, say, in our division, six senators who report to all the communication division. So in terms of communicating, I mean, do we want six different messages from six different senators?

I mean, that does change the logistics of -- you know, Josie always does a beautiful job of sending notes, and I tried to implement that with the social science faculty, as well. But now, I mean, we don't want five different notes from five different senators

>> JOSIE MILLIKEN: My suggestion for that, because every

division is a little bit different. The amount of senators representing each division is determined by the amount of faculty in that area.

So what I would recommend -- I think what we should do is kind of leave it open for each division to find what works best and perhaps if there are multiple senators representing a division, they could collaborate and maybe determine different roles. Or maybe rotate where one person would send them notes one month and then the next person the other month. I think that may be the best way would be to maybe iron it out between those who you're representing with?

But it's a really good question. We don't have an answer to that, and it's something that's not spelled out in the charter.

Any other questions or comments or ideas about that? It is no longer campus-based. So I'm glad you reminded me of that, too, because I was about to look through my old e-mail list of who I have been e-mailing notes to and all of us who had that routine in the past we need to change that because we are no longer campus-based, we are division-based, so those notes need to go to our divisions or those we are representing.

Other notes, comments? Yes?

>> SPEAKER: Hernando. Also, along the lines of what we were

talking about communication, I used to have a list of all adjunct faculty for West Campus when I was a faculty at large. Are there any LISTSERVs or adjunct faculty lists per discipline that we could request IT to give us access to? Because it takes a long time for IT to provide us access to those databases, and we can no longer use them.

>> JOSIE MILLIKEN: That's another great question. I will give my answer and if someone else has additional knowledge, please chime in.

But my approach would be to contact the dean of the division, because the dean oversees and would have -- and/or perhaps the department heads. Because those are people who directly oversee the faculty, and so they would be in a really good position to identify and provide the names and contact information for faculty.

I'm not aware of any other, like, LISTSERVs that are set up individually by area. Does anyone else have additional knowledge on that? Jeannie?

He asked a question, because now we represent divisions, and we are not representing those at a campus level, so is there a simple way to reach out to faculty both full-time and/or part-time in different divisions? Is there a simple way to do that? Or would it require contacting the dean and department heads to find out who the

faculty are for those, for individual divisions?

>> SPEAKER: You're speaking this in terms of getting input on...

>> JOSIE MILLIKEN: So if a faculty senator represents part-time faculty within a certain division, is there an easy way to find all of those part-time faculty names and contact information for that division? Or does it require contacting the department head and dean?

>> SPEAKER: We have ways to, because of the contracts we have with our employees, we certainly have ways to contact them all, and we can compile such lists.

So I believe Denise is out of the room now, but ESC or HR has the ability to get that information out of the system. So it's kind of a generic answer.

>> JOSIE MILLIKEN: Whom would the right person be to contact? ESC@pima.edu? Start there? Or call HR or ESC?

>> SPEAKER: I would say you could equally go to either HR or to ESC and get that answer.

>> JOSIE MILLIKEN: Okay. So either e-mail HR or ESC and see what they say as a starting point? And maybe if someone finds out anything, if you could let us know, because I think that's something that everyone here is going to be dealing with in some way.

Maybe at the October meeting we could revisit it and see, has anyone found a simple way? Or e-mail me or contact me somehow and I can communicate that out to everyone, as well.

>> PATTY FIGUEROA: With the communications, I just noticed that everybody introduced themselves, like Elena said world languages and then there was Nancy.

So they are already set up to where the LISTSERVs, actually the DFC, the old CDAC? The CDAC. So I think that one works out. I think with communication where the list would be divided would be in writing, right?

>> JOSIE MILLIKEN: Communications.

>> PATTY FIGUEROA: Because we are all -- there are communications. I'm representing adult ed, but Elena presented herself as world languages, and Nancy as ESL, which is another LISTSERV. So they are already splitting that one up. So I think that's great. So I guess it would have to deal with the writing and the reading.

>> JOSIE MILLIKEN: That's a very good point. Thank you, Patty, for bringing that up.

I think that's another thing that's very different by discipline. So it might make sense for communications to break it up in that way. For some areas it might make sense to just have everybody together if

it's a smaller division or if that fulfills the needs of the division to not separate it out. But I think what we will need to do is collaborate with those members, other senators, communicate, those of us in communications, we should collaborate and divvy it up if that's how we want to approach it or if we want to approach it as all together we could do that, as well.

Thank you for those comments. There are things that we didn't think about, but we knew there were things we didn't think about as a moved forward to what should be a better procedure, now that we are kind of a division-based college.

Any other questions or comments before we move on?

Okay. These are just a few quick things. Strategic planning committee, call for volunteers. This went out in the spring.

Nic Richmond came and spoke to us about the strategic planning committee and the obligations associated with that role. Nic would like five volunteers. I have three so far. Kenneth Scott, Joe Brewer, and Tim Cruz. Is there anyone else who would like to serve on the strategic planning committee?

>> SPEAKER: I'm sorry if you said this already, but what does it do?

>> JOSIE MILLIKEN: That's a very good question. I did not say

this already. I have it written down somewhere.

So the strategic planning committee, it requires several meetings throughout October and November, and you basically work closely with Nic and you assist in the strategic planning mission of the college. So if you have ever felt like you had some input regarding strategic planning, the overall strategic goals, vision for the college, this would be the opportunity.

There also is a retreat which I believe -- it is in March, so the retreat is a little bit more of an intense time commitment at that time, and the exact few days of the retreat have not yet been determined, but will be determined based on the availability of the members.

Also, the meetings also, the schedule has not been set, but again, it's based on the availability of the members. Those are, you can be expected to be about, monthly, about two hours each meeting.

Anthony?

>> SPEAKER: Yeah, I would like to volunteer.

>> JOSIE MILLIKEN: Wonderful. Anthony interested in volunteering. Four volunteers. Anyone else?

Okay. I just need to send names to Nic before the end of September. They do not have to be senators. What we really want is

a really nice representative group, and I think we have that with Anthony and Joe, Joe Brewer is librarian, he's not here today. Kenneth Scott, excellent member, as well. And then Tim Cruz who isn't here, I believe Tim has participated in the strategic planning committee in the past.

Has anyone here participated in the strategic planning committee, have any additional -- Michael? Michael was a co-chair of the strategic planning committee. Anything else you want to add that we're missing regarding that?

>> MICHAEL PARKER: It's an excellent opportunity, I think, because that, as I understand it, sounds like what the group will be doing in the fall is reviewing the mission values, that kind of thing. Do they remain adequate for what we are doing.

Then in the spring you will be developing the actual strategic plan, take a look at data and then identify areas that we could do, get improvements in and then propose, you know, strategic items that you'll do.

So I think it's a very rewarding sort of thing, particularly if you want to influence what's going on at the college. That's what I would say.

>> JOSIE MILLIKEN: You'd clearly come away from it with an intense, in-depth knowledge of the college as a whole?

>> MICHAEL PARKER: Yeah, it's an opportunity to just get a broader perspective of the institution.

>> JOSIE MILLIKEN: So if anyone else is interested, feel free to e-mail your interest to me or if you know someone who would be an ideal voice in that role, please contact them and encourage them to join.

Again, if you just let me know, then I can communicate that information to Nic.

Okay. Moving forward, standing committees. If you remember from the spring, the membership of these committees has changed, the process of membership, and so it's now division-based, so you should have had the opportunity to volunteer through your division back in the spring.

As for senate, senate gets one additional representative per these three committees that include the academic standards, gen ed and the college curriculum council.

So we do have two volunteers for the academic standards committee. We have Denise Riley and Elena Grejada, and we are going to submit both those names. Thank you for that.

And we have a volunteer for the general education committee. Remind me, who volunteered for -- yes, Hernan has volunteered, so

thank you, Hernan.

We have Kimlisa for the college curriculum council. We're thankful for that. Thank you, Kimlisa.

That's taken care of. We have a volunteer for the academic calendar work group, Nancy A., who I don't think is here today. Yes.

Hi, Nancy. Normally you sit over here. Yeah.

Nancy has volunteered for that. So we're all set unless anyone else is interested in volunteering that hasn't expressed an interest.

Okay. So we can move on.

Next item here on the president's report is Early Alert. This item I put on because Early Alert is a new system, and, you know, many of us are using it for the first time. A few of us may have used it last year when it was implemented on a much smaller scale. This year they are opening up that scale so it's now for gateway courses in addition to developmental educational courses.

How many in this room, out of curiosity, have been asked to submit Early Alerts or participate in the Early Alert process? Have you received e-mails from Jeff Thies?

As with the rollout of a new process, there are going to be some strengths and probably some areas that we have comments or questions about, so I was thinking that it would probably be a good idea to be proactive and see what you all thought about whether or not we would

like to invite someone from Early Alert to come visit us at a future meeting and provide some answers to questions.

I know there is going to be lots of questions about the Early Alert process already. Can I get a sense of whether those of you who are participating would be interested in that? Or whether it's something that does concern all of us? It is in the area of academics, since it relates directly to retention strategies in ways we can keep our students engaged, an area focus for Faculty Senate.

Nancy? Nancy has a comment or a question.

>> SPEAKER: I was part of the pilot for it. The three stages of the flags can be a little confusing. But the students really like it. You get e-mails back from the students saying, thank you for letting me know. I have gone and talked to an advisor. Thank you, I'm going to try to keep up the good work, because it gives them a good work alert as well as a warning alert.

So the students really do like it.

>> JOSIE MILLIKEN: Thank you for sharing that. You found it effective? Yeah?

Nancy, one other question, you mentioned the flags, right? So there are three categories of flags. One of them, is that the kudos?

>> SPEAKER: Well, the flags, yeah, there is a kudos and then

there is, like, a warning. There is actually three stages. There is one that goes out like in the first third of the semester, and that one is pretty clear cut. Then you get an e-mail the second time and says go and look at your flags.

That's where things start getting confusing. The third part of the semester there is another one that comes out. Hopefully they have cleaned that up a little bit, because I found it a little bit confusing who was responding to what, because advisors are supposed to also be responding to these.

I can add my comments, but the student sees the generic comment first. There are some things that could be tweaked in it, I think, and I don't know if they have done it yet for this year or not.

>> JOSIE MILLIKEN: I think as Faculty Senate maybe at some point we'll decide it would be good to have a group together, maybe collect some of these comments and maybe suggestions for areas that could be improved. Because for a lot of us, it's a brand new thing, and I think we are going to come across things we wonder why is it this way and maybe offer some suggestions.

I was, like, for example, wondering, there is a kudos in a flag but no middle that just says this student is there completing work hanging in there but maybe not enough for a kudos.

>> SPEAKER: And so some students receive nothing.

>> JOSIE MILLIKEN: Thank you for your comments. We will keep an alert on this moving forward and perhaps invite someone in to speak to us about Early Alert at some point, perhaps form a little group to get together and collaborate together some shared strengths and suggestions.

Hernan?

>> SPEAKER: I piloted this this past semester for biology, and I found exactly the same issues. There is a canned response that everybody gets, and it's kind of intimidating to some students. Hey, you're going to miss class, or you're about to fail. And when in fact it's not.

Sometimes you just want to communicate something minor than use the system, you know, just to bring them up to speed. It will be nice to have more than just a few options or be able to have our own flag that we can write.

So if you would like to include me in this discussion whenever you have your meeting for suggestions, I would be very happy to be there with you.

>> JOSIE MILLIKEN: Just out of curiosity, so Hernan would be interested in participating on a group to collect information or maybe collaborate about things that we notice.

Anyone else interested at this point? Nancy? That would be great.

Anyone else? And we'll revisit it in October and perhaps there may be more interested people at that time.

>> SPEAKER: Tanya. I just wanted to add there are two different types of Early Alerts out there now. Part of them are through PimaConnection, and PimaConnect has got the kudos and those different types of flags, but there is also an Early Alert for the students who aren't part of PimaConnection, and those are going through Jeff Thies.

Those ones usually come across as, like, West Campus engagement or e-mails that come out as an e-mail through the e-mail system. Like, I get them and it says West Campus engagement. Like Desert Vista Campus engagement and Downtown. I think those are related more to the dev ed types of classes because not everybody yet is in PimaConnect, but PimaConnect should be going online sometime here in the fall for nation -- you know, campus-wide, college-wide.

>> JOSIE MILLIKEN: Thank you. That's valuable context to know.

Anthony?

>> SPEAKER: It's good to know the distinction. I was curious about that. But I also, as a department head who may not be teaching

in the class with the PimaConnect, it would be helpful to be included on e-mails and trainings so I can encourage my faculty to use it. Sometimes they ignore things that don't come from me. They get a lot of them.

>> JOSIE MILLIKEN: That's a very good suggestion. Once we have maybe a group officially formed, if you would kind of keep that suggestion in mind, and then we can make sure it doesn't get lost. That's a very good point, because that would help in the supervision process.

Any other comments, questions, before we move on from Early Alert? Rita?

>> SPEAKER: Ballot results.

>> JOSIE MILLIKEN: Can you please share the results if you have them ready?

>> SPEAKER: I do.

Our results are for president-elect and ACC rep, Josie, 30 of 30.

VP, Tal Sutton, 29 of 30. One abstain.

BOG rep, Brooke, 27 of 30. Anthony, 1 of 30, 2 abstain.

Secretary, Anthony, 28 of 30. Tal, 1 of 30, and secretary, 1 of 30. We'll do that as an abstain.

Sergeant of arms and logistics, Kenneth Scott, 30 of 30.

(Applause.)

>> JOSIE MILLIKEN: Thank you, Rita, and thank you, Arlo, for tabulating the results. Much appreciated.

Faculty allocation criteria team updates. I don't have any really updates. I participated in FAQ meetings mostly focused on the rubric over the summer.

We are moving forward with the schedule that's been set already, and in terms of any -- you know, divisions have been meeting with deans to find out division-specific information, and I don't really have anything to add.

We don't have anyone else who has anything else to add?

>> KATE SCHMIDT: (Off microphone.)

>> JOSIE MILLIKEN: We weren't sure if there could be some possible additional information to reveal today, so that's kind of why it's on the agenda, and I think it's good to have it as a standing item between now and throughout the process.

We can now move along to our reports. I like to think of this as the seventh inning stretch of our Faculty Senate meetings. So if you need to take a stretch, please feel free to do so, and we can move right ahead with our provost report. If we can have provost and executive vice chancellor, Dolores Duran-Cerda come up here.

>> DR. DOLORES DURAN-CERDA: Good afternoon, everyone. It's so

nice to see all of you. Welcome back to the fall semester. We are in what, two weeks? Are you hanging in there?

Yes. Well, you look like it. You look like you're happy and doing well with the semester.

Before I get started, I wanted to welcome and thank the new senators who have joined the Faculty Senate. Congratulations. I know you'll do an outstanding job. Again, I'd like to reiterate our congratulations to Rosa Morales and MaryKris Mcilwaine for their dedicated years of service not only to the college and teaching and learning but also in Faculty Senate.

I think I was a senator when Rosa was a senator and MaryKris, too. In fact, MaryKris and I were in faculty learning academy together many moons ago. Yes.

For the new senators, just so you understand what the provost's report is, I think it was e-mailed to you and then you have the printed copy. Every month I like to give an overview of the various initiatives at the college specifically under the provost area just so you are up to date with things. I come up and give highlights and you can ask me questions if you would like to.

First on the provost update you can see the teaching and learning center is in full swing. We have a couple of workshops coming up. How people learn. Then also active learning and critical thinking.

I don't know if Mays is going to be here today to provide more details about -- okay, Karie is here in her place. I think by the sign-in sheets there was a list of all the various workshops that will be available throughout the year. I think that will be wonderful for everybody to attend.

Also, there is a virtual journal club that will be starting sponsored by the TLC, kind of like a book club but it's having to do with discussions and articles having to do with the scholarship of teaching and learning, so that would be nice to share and discuss and think about new strategies of teaching and learning.

Some other highlights with the office of financial aid, we have awarded several financial aid awards and scholarships. If you look at the top of page 3, this is wonderful. We have 130 students who received our flagship scholarship programs. Also 120 students from the athletic scholarship programs. 181 from the Foundation. 203 students from pass-through scholarships. 18 students for Tribe funds. 18 students for foster youth funds, 19 students from AmeriCorps, and 87 students from Hope.

That's a nice selection of students who have received scholarships to help fund their academic progress.

The federal work study program received some recognition,

including from the governor, and also because we have expanded to so many agencies within the community where our students work, we got a lot of praise for it and even Aurie Clifford was interviewed by KULD, and there is a link there if you'd like to see the interview of how well we are doing with our students and the work study program.

Speaking of Aurie Clifford, she received the John Medley Financial Aid Advocacy Award for her efforts, and we want to thank her and congratulate her for the work she's done with our students.

Also along with financial aid, as you probably heard over the summer, we have finally been removed from provisional status from the Department of Ed, which is huge. We had been on provisional status since 2012. So the financial aid office and others we have been working on getting off of that, and so now when there are changes to classes, to programs, it's not going to take months and months and months for it to happen because it has to go through the HLC for approval and the DOE for approval, so now it will be much smoother in a much smoother amount of time.

We are very, very grateful for that, this wonderful news.

(Applause.)

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

On page 4 we have an update on enrollment management call campaign. So student affairs has been working very hard with

retention and enrollment. As you've seen maybe in the numbers, the FTSE is up, so we are very happy about that. And I think some of it has to do with the efforts for retaining students.

For example, 5,600 students were called because they were either on academic warning, probation, or academic restriction.

So instead of just letting them figure things out on their own, we were proactive and called them to see how we could advise them so they could progressively get off of that status and re-enroll for the fall.

So we were very successful in getting those students back. So I think that helped a lot with our enrollment.

Student learning outcomes assessment, if you haven't use eLumen, we have a video that's like a tutorial that can help you. If you have adjunct faculty who need help with that, you can refer them to that, as well.

Good news about adjunct faculty and dual enrollment adjunct faculty. Now they can -- I think they have always been able to receive tuition waivers, but now it's expanded to family, relatives.

Sean Mendoza was a big player in this. Hernan. Adjunct faculty committee. We thank you very much for your work on that.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Yay. Earlier this morning I was at staff council and there was a question about adjunct faculty who have, their contracts hadn't been processed yet, and they were having trouble getting on to the waiver. So I have included here, with the help of Kate and Denise Morrison, who was up here earlier, on how adjunct faculty can register and they won't go through those glitches and be delayed, so that will be helpful for them.

Going on to the diversity, equity, inclusion and immigrant and refugee resource center, earlier you heard from Hilda. She's working very hard to promote inclusivity through employees and staff and faculty and students, as well.

With the resource center, we had two ambassadors last year who worked in the center who helped students and families out. They have graduated. They were at the graduation this May, one went, transferred to University of Arizona and the other is at Grand Canyon. But we have two new student ambassadors. They are now, they are students at Pima and helping with the resource center, so if you have a chance to see them, they are upstairs working.

Also, we have, as Hilda said, Tucson Pride, we will be participating in the march, and there will be a booth. If you would like to volunteer, please let Hilda know and she will let you know

what the details are.

Something really important also that we are happy about and recognition is that the Association of Community College Trustees, ACCT, recognized us for the diversity, equity, inclusion award for all our work in helping and supporting DACA students, establishing the immigrant and refugee student resource center, that we are working with Chicanos Por La Causa, and other state universities as well as Maricopa to raise scholarship funds for DACA students.

We are working with adult basic ed and Job Path, adult basic ed refugee program, and then of course our own program, the ethnic, gender, and transborder studies, which was all part of why we were given this award. So we are very happy about that.

On page 6, we have the PimaOnline faculty professional development day that took place a week ago at Northwest, and I think several of you were there, and Michael, VP of distance education, and I was there to provide welcoming results, and Josie, you were there. It was a wonderful day. I was only there for part of the morning session, but it was standing room only. It was packed. I was so impressed. There was so much positive energy. I heard the breakout sessions were fabulous, as well.

We heard from Michael who gave an overview of PimaOnline and the various projects and partnerships. Dean Jan Kempster talked about

the work the department heads have done and the center of learning technology.

Kimlisa talked about her class and the efforts she's done.

Robert Wakefield, as examples, positive examples of what can be done and how students are engaged in active learning.

So that was really wonderful. Also, I want to thank -- are you here Elena? Congratulations for your Faculty of the Year Award that you received on All College Day.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Something else that I mentioned during my remarks last Friday was a task force on expanding OER and textbook reductions for the gen ed classes, face-to-face classes, but we are thinking of starting off with the gen ed classes because those are mostly highly enrolled courses.

Josie asked us, can you give us more details about this task force.

We'd like it to be mostly composed of faculty, of course, and some staff and administrators but faculty primarily. She asked, how are we going to select the faculty? And Michael and I were talking and thought it might be best if it went through Faculty Senate.

Those that are interested can let you know and we can set up the

first meeting.

And I may be twisting your arm if you'd like to be a co-chair of the task force.

>> JOSIE MILLIKEN: Now, the members -- how many are you looking for? How many volunteers?

>> DR. DOLORES DURAN-CERDA: Not too many. I don't want to make it too many, but I'd say 10 to 12 total.

>> JOSIE MILLIKEN: Oh, so 10 to 12 faculty. And they do not have to be senators?

>> DR. DOLORES DURAN-CERDA: Correct.

>> JOSIE MILLIKEN: Perhaps in your notes, those you represent, you could solicit a call to see who might be interested or reach out and target those particular people you think would be great members of this OER task force and then send those names to me?

>> DR. DOLORES DURAN-CERDA: Yes.

>> JOSIE MILLIKEN: Is there a date you'd like to have these names by?

>> DR. DOLORES DURAN-CERDA: Let's say in two weeks.

>> JOSIE MILLIKEN: We need to determine that before our next meeting in October, so within the next two weeks, if you're interested, please contact me and we'll begin collecting a list of names that we can put forward. Do you have any sense of the meeting

schedule?

>> DR. DOLORES DURAN-CERDA: Not yet. I will share the details

with you...

>> JOSIE MILLIKEN: More details to come, but at this point

-- anyone in this room immediately know that you're interested in

participating on the OER task force?

>> DR. DOLORES DURAN-CERDA: Rosanne. Usually with these task

forces I like them to be 90 days so they won't go on forever and ever

and ever. Maybe that will help if you're starting to think about

your own schedules.

>> JOSIE MILLIKEN: Anyone else? This is an opportunity to take

part in that discussion of OER and textbooks and we really want to make sure we are providing the best for students. Looking for, you

know, do students like texts, actual hard copies? Kimlisa? She

knows I was sort of hinting she should join. So you're volunteering

to be on the committee?

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

>> JOSIE MILLIKEN: I think it is important we pursue this with

the right kind of analysis.

>> MS. KIMLISA DUCHICELA: Include somebody from management from

the bookstore.

>> DR. DOLORES DURAN-CERDA: From the bookstore.

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

>> DR. DOLORES DURAN-CERDA: That's an excellent idea. Thank you for the suggestion. We'll be sure to do that.

>> JOSIE MILLIKEN: Hernan?

>> DR. DOLORES DURAN-CERDA: You're also interested? Excellent.

>> JOSIE MILLIKEN: Anyone else?

We will continue throughout the next two weeks soliciting names for this committee. Anyone you think in your area who would be a good member of this task force, please send their name my way.

>> DR. DOLORES DURAN-CERDA: One more thing I'm excited about to share is the student services surveys via QLess. So when students leave the student services centers, they will receive or have been receiving a text message immediately asking how the service was. So this is to address customer service, if they have any issues, complaints, or kudos for what the services they have received, we can track that and look at that, we can see by campus, which student services center, and whoever spoke to the student can address the issue with the student immediately, so instead of the student waiting a couple of days for an e-mail they can get that feedback immediately.

So we are very happy about this. This just started in August.

We have a couple of the remarks or feedback from student responses, and I will just read one of them.

One student said the advisor I worked with was absolutely amazing. She answered all my questions and really walked through everything with me. This is the first time I'm going to college and I feel super confident in myself. If I have any questions, I'm glad I know I can go to my advisors for assistance.

Congratulations to the advisors who work with our students on a daily basis. I know it's such a tough time with PEAK and then the semester just starting and then late start classes. I'd like to thank all the advisors and counselors for your services and work with our students.

Any questions about the report?

>> MATEJ BOGUSZAK: I just have a quick clarification on that \$15 tuition waiver fee. Has that changed this year? Or it's been at 15 for a while? Does anybody remember?

>> DR. DOLORES DURAN-CERDA: It's been at 15.

>> MATEJ BOGUSZAK: Thank you.

>> DR. DOLORES DURAN-CERDA: You're welcome. If you think of questions later, don't hesitate to e-mail me. And if you are by the District Office, come by and see me. I will be doing my traditional

rounds at the various campuses, so if you'd like to meet and talk, have a conversation, questions or concerns, I'll be there to talk to you.

So thank you very much, and we'll see you next month.

>> JOSIE MILLIKEN: Thank you.

(Applause.)

>> JOSIE MILLIKEN: Next reports we have is Board of Governors report with Brooke Anderson.

>> BROOKE ANDERSON: Hello, everyone. So I met with Chairman Clinco actually earlier this week for the first time. It was nice. He called all the Board of Governors reps together to talk about the role of the representatives. Received some good feedback on really what the board wants from us in those meetings.

He really stressed wanting feedback from us on the decisions that they're making. This is a bit of a challenge, given the meeting schedules, right?

So, for example, I had to submit my report for the board meeting next week on Tuesday, and they moved that up even two days beforehand. So with no Faculty Senate meeting on All College Day, there wasn't really much to share. And unfortunately, this next meeting is October 2nd. We will be meeting after that board meeting.

And so I can only give them feedback from this meeting a whole month later.

So the schedule is not working that well. We might want to talk about that and maybe even bring that to the board's attention in terms of being able to really provide feedback. Although they do discuss things over longer periods of time.

One of my goals this year is really to work more actively to try to provide them with more feedback on the decisions they're making from us.

I sent out earlier today, just right before the meeting, so I understand if you haven't had a chance to look at it, some notes on the study session that they just had on Tuesday. And so there is some kind of topics there for us to be thinking about and thinking about, for our next meeting, whether or not we want to provide any feedback or input on the topics that they discussed.

They discussed enrollment, and we will have an open forum about that. We can definitely provide some feedback next time on that.

And then they also were provided with financial aid update. And assessment update, which was largely eLumen. I put some notes together. Go ahead and review them. I encourage you to watch the study session.

I thought there were several things that came up that concerned

faculty that we should talk about possibly and possibly make some recommendations from our perspective.

So you can see enrollment is working to make improvements, and they provided a list of the things they have been doing. And then there was some discussion, and Board Member Mark Hanna had brought to the attention of the director this problem with students getting marked too frequently as out-of-state. He said they were working to address that, and so we might want to just think about, again, what feedback do we have here? This has been a reoccurring issue getting students registered and the process there.

So do we have any comments or concerns about enrollment for the board? And we may want to save that conversation. Kimlisa, do you think we should save that conversation for open forum?

>> MS. KIMLISA DUCHICELA: I can say it now.

>> JOSIE MILLIKEN: Is this the same item you were going to...

>> MS. KIMLISA DUCHICELA: It's really fast, super fast.

>> JOSIE MILLIKEN: So we are combining the open forum item for Kimlisa.

>> MS. KIMLISA DUCHICELA: There was one more open forum, too.

>> JOSIE MILLIKEN: We have one other, but this one we will combine with the Board of Governors.

>> MS. KIMLISA DUCHICELA: Quickly, it's still broken, still stood in line for hours again. Still have the prerequisite issues.

Those are things that those guys, those fabulous people should not be having to deal with. We have technology in this world that could deal with that.

If you have assessed into math 151, you should not have to stand in line to get permission to take a math 97 class because you don't have the prerequisite for 89. It makes no sense anymore.

And, yes, there is a way to talk to advisors, but if you have to wait five hours to see an advisor, literally, literally we are told come back in the morning an hour early so that you can stand in line so you can probably get into an advisor at Downtown Campus, literally.

That just doesn't make any sense. Why can't you just get into a queue? Why do you have to download a form and fill it out and bring it in to change your major? And if you're not on financial aid, you should be able to change your major.

I was told, and the reason I brought it up, one of my constituents in social science says she has a student who can justifiably graduate in December with an Associate's degree in liberal arts with a concentration but was told they could not graduate because they were not in that major. Well, let me change my

major. Sorry, you can't change your major.

I'm just saying. It's hurdles, hurdles everywhere. It's not their fault. It's things that we should be doing that takes things off of their plate. They shouldn't be having to deal -- if you assessed into math 151, you should automatically be cleared for math 97 and math 89.

I'm just saying. That's all.

>> MARGARITA YOUNGO: I spoke to Suzanne about something like this, and I said, why do we always include paying students? What percentage of students at Pima are paying students that can go anywhere?

They are not under financial aid. They can pay for their college. Why do we always have these rules and regulations that never separate paying students?

Suzanne told me because the law is that way. Some of these title laws, Title IV or whatever, do not make that distinction at all.

So for this college to function, Kimlisa, is that they can't separate them. So that argument that you and I would like to use, we've got a paying student here, let's do this, as a paying student, the college can't recognize that. They have to treat that paying student just as if he or she were on financial aid. And that comes

from a legal standpoint.

>> MS. KIMLISA DUCHICELA: I agree with that completely, but at the same time I really think they should be able to enroll so they can pay.

>> JOSIE MILLIKEN: Two more comments. We are over time so we really do have to move along. But we have two comments. First, Ken?

>> SPEAKER: I was going to say that in the accounting area we saw a big problem with students. They didn't have trouble registering. The problem is they were registering for the wrong courses.

I had a number of students who were signed up for the entry-level accounting course, very first course, and the capstone course, very last one they should take, and were blown away by the fact they weren't supposed to be in there.

I talked to other faculty, and they had the same problem. We had these pathways, and whoever it is that signed them up, they're not paying attention to these pathways. And that's a serious problem, because then on day one it's, okay, you need to get out of this class. Guess what? You need to scramble to go sign up for another class. Hopefully there's a seat for you. If not, now you're not a full-time student.

We had a serious problem with that.

>> JOSIE MILLIKEN: Anthony?

>> SPEAKER: I would just say one of my concerns with enrollment has to do with having department heads cancel classes arbitrarily at a particular deadline. PimaOnline has a lot of enrollment growth, we'd like to celebrate that, but I ignore that and a lot of us do because we have a lot more flexibility.

And people come into department head roles and they don't know that they're supposed to ignore that, because if you don't, you're just cancelling classes for no reason. And three weeks later when the students do show up -- we started after the U of A, which we -- we started before the U of A, which is kind of silly. They are our biggest producer of students. So we always get a big surge there. It's historical.

I worry we are, like, willfully ignoring institutional memory here when we make some decisions. And we make some decisions that's been curbing our enrollment growth and using that as a justification to say who should or should not get faculty and, you know, simultaneously saying we need to offer more classes -- you know, there is no comprehensive process here.

I guess that's like five concerns all at once, but there you go.

>> JOSIE MILLIKEN: So we do need to move along, but I did see

Matej reach for the mic. Do you have a quick comment?

>> MATEJ BOGUSZAK: Yeah, since we are telling stories, I'm sure some of you have more. I was with a student who was trying to call into student services, couple of different numbers, and rang couple of times and then it hung up.

So there's all of these kinds of obstacles, we always seem to have a good conversation, everybody has stories, but then what happens? Is there a way we can follow up on these individual, like, topics? We just raised like five right now. I'm not really sure, we have been talking about a new website for years, right? That's supposed to be coming when? October? We have branding and marketing, but when we have all of these obstacles, you know, we've got to keep working on that or do something differently.

>> JOSIE MILLIKEN: I believe Michael Tulino is going to come October or November to give us an update about the website, so we'll hopefully get a clear sense of a better future then.

>> DR. DOLORES DURAN-CERDA: I want to recap everything that was said so I can take it back to the student affairs team. I will be meeting with them next week.

Long lines, obviously that's a major concern. I know we need more resources to have more people during registration and PEAK time.

That's something we will be talking to Dave Bea about.

But the misinformation about told they can't change majors, registered for the wrong courses, that's training we need to do with some of the advisors, the program advisors. And perhaps tweaking, paying attention to the pathways and what the processes are. Also, department heads canceling classes, maybe they were done way ahead of time, they should have waited a little bit. But we do need to be careful not to have courses run with low enrollment because that's basically a waste of money. It's a delicate balance we have to play.

Maybe there is something the department heads can work on, consensus on what strategies to take, what criteria needs to be looked at before classes are canceled.

Did I capture everything? Rita?

>> SPEAKER: I don't think it's a misconception about the changing your major, because one thing we didn't address in your report was the change of student program of study and residency processing.

So as of August 5, after a certain date you couldn't change your program of study. So that's actually true. And I have had a ton of students -- here I'm trying to grow my program and students can't change their program of study, and it's just changed in August right before we started classes again. Doesn't make sense, this process.

>> DR. DOLORES DURAN-CERDA: Thank you. I'll add that to the list. Any other comments I can take back to student affairs? Nancy?

>> SPEAKER: Basically just the same comment about ESL, advisors telling students, you don't need ESL, take regular classes. Our students are being steered into the ACL classes, if I have that acronym correctly, rather than into ESL. They're being steered into reading and writing rather than upper-level ESL.

And here we are getting complaints from instructors with the diversity people saying, how do we handle students with ESL issues? Well, they should be in ESL but they are being steered into (indiscernible) classes. This has been a problem since I have been here over 20 years.

>> DR. DOLORES DURAN-CERDA: Thank you for that. When I was teaching there is a difference between Spanish for heritage speakers and regular Spanish 101, 102.

So that was the same issue that students were being -- native speakers were steered to 101 when they already know the colors and hola and all that. So they get bored and drop the class or stop coming. So instead, they should be in the Spanish for heritage learners.

So I understand. Thank you, Nancy. I will also look into that,

as well.

Any other issues that we should look at?

>> BROOKE ANDERSON: So I have two more items.

So the other item was the financial aid update, and one thing I thought was of particular relevance to us is the chancellor did make a comment during the update which he also made at All College Day about the importance of only offering programs that will lead our students to jobs that make more than minimum wage.

So I believe this is something that is very concerning to us, that we really need to chime in on. Do we agree with him? Mark Hanna made a really important point about that. The chancellor used the vet tech program as an example of a really popular program, that lots of students enroll in, but then when they graduate, they're only ready for a minimum wage job and there really isn't a career progression for them beyond that unless they go on to the U of A and become a veterinarian.

He didn't say vet tech was going away or anything like that, but that this was a concern that the college is looking at, and so this is really our area, right? We really need to think about this, put it on the agenda, come up with our own statement if we don't agree with the chancellor and we want some say in this.

Mark Hanna had mentioned, well, what about education? You know,

we have education. They don't make money when they graduate either, but they've got to have that education, right?

Senate should probably take this on this semester, as well.

Couple comments?

>> JOSIE MILLIKEN: We really do need to move along. I know a lot of people do have to leave early, so if we can please be brief.

We have two more reports.

>> SPEAKER: I represent the most critical profession that affects every discipline in the area, any area, because it's early childhood, and it's taking care of the children of the employees that are working in every business in this area.

So unfortunately we are also probably the lowest-paid profession in town, and yet our mission and what we teach our students is that one day they'll be out there with their little ones and all our grandchildren and they will be proud they are a PCC early childhood education graduate, and we need to support those programs that are doing that work.

(Applause.)

>> MATEJ BOGUSZAK: You asked for feedback. How can we provide that feedback? Are you going to collect feedback from senate?

>> BROOKE ANDERSON: It's a tricky process, right? Especially

with the ways things are off. I'd like to make some comments next meeting but they're not on the board report and that becomes tricky. I could put them on the board report for next month but we are not going to meet again to talk about these things again until after the October board meeting.

Any thoughts on how we give this sort of feedback to the board in a more timely manner?

>> MATEJ BOGUSZAK: Could we just sync our senate meeting they are always the Friday before the board meeting?

>> BROOKE ANDERSON: That is definitely something to consider. It would have to be -- right, because now board reports are due the Tuesday, like a week and a half before the board meeting. But we could figure it out, right?

>> MATEJ BOGUSZAK: Two Fridays before, yeah.

>> JOSIE MILLIKEN: Are you asking if we change the, sync our meetings?

>> BROOKE ANDERSON: Yes.

>> JOSIE MILLIKEN: Our meeting schedule is already set for the fall and spring. So...

>> MATEJ BOGUSZAK: So?

>> BROOKE ANDERSON: I think it's something for us to think about.

>> JOSIE MILLIKEN: Yeah. It's something to think about. I

think we can also discuss this in our officers meeting.

>> BROOKE ANDERSON: Add it to the officers agenda.

>> JOSIE MILLIKEN: We are not going to be able to figure it out today.

We are in the reports section, and this is -- we are getting into a little bit of the business area.

>> BROOKE ANDERSON: So the final one is assessments. So Wendy Weeks gave an update on eLumen, and so just everybody, right, is aware, we are all using eLumen now. There is no longer another system, no longer optional. It's required. She gave the impression faculty like it, they think it's easier. She was thrilled with the sort of data we can collect and can disaggregate it and not only connect it to CLOs but GELOs, and she's looking to expand that even more in her office.

There it was again, some concerning conversation about what should be the appropriate percentage for not met, what should be something we would accept. Again, this seems something not her office should say but the disciplines themselves should say what's an acceptable rate of not meeting the criteria for the CLOs.

So again, another issue for us to maybe add to an agenda item for

future meetings to discuss to put in some feedback on how we are feeling about eLumen, especially now that it's going to be a mandatory reporting process.

We probably don't need to have any conversation about that. I don't want to take any more of our time. I want to encourage you to watch that study session because there were three really key topics that have to do with faculty matters.

Yeah, I want to have more rich discussion. Maybe we need to talk about not having the board report in the report section but in the business section in future meetings. That's maybe another thing to put on the officers' agenda is that maybe Board of Governors updates should be business.

Thank you everyone.

(Applause.)

>> JOSIE MILLIKEN: Next item we have is the TLC report. Karie Meyers is here in place of Mays Imad. We would like to welcome Karie back. She's been a senator for years and years and years.

>> SPEAKER: Maybe not quite that long.

>> JOSIE MILLIKEN: How long?

>> SPEAKER: I remember you and I started together. 10 or 11 years, yeah.

>> JOSIE MILLIKEN: Welcome back.

>> SPEAKER: Maybe not continuously. Thank you. I'm going to make this really short and I don't really have a lot to say. Mays is the head of the teaching and learning center. She's done an incredible job starting that center, and I want to just give her a lot of credit for that. It's just great that we have that.

Mays wanted me to be sure and thank especially Dolores, our provost, who has been great, and also especially Kate, because, you know, without them, it just couldn't have happened.

It's something we have needed for a long time. I'm also going to just give you just an update that there is a nice series of workshops and they were, the workshop this morning was full, even overfull. Adjunct faculty are taking the workshops as well as full-time faculty. Mays has been very impressed that the adjuncts are so eager to have this professional development and as well as full-time faculty. It's something we have needed for a long time. It's just great.

I will read the mission statement of the TLC. To support student learning and success by engaging all faculty in an evidence-based, student-centered, equitable and collegial approach to teaching and learning.

I know Mays has a lot of plans. She's looking into funding,

sources of funding for more workshops, more development, and also just everyone is invited to, if you would like to lead, as Dolores said, a book group or a discussion group for the fall or spring semester, Mays is looking at that.

She did send out a piece of information, Dolores sent out a piece of information for everybody. If you look for that in your e-mail which was, I think it was about two weeks ago, I want to say, August 20, so look for that, it's got a really nice summary of the TLC.

Just due to poor Xeroxing skills, I have quite a few of these pieces of paper that are lists of the TLC workshop schedule. I will pass them around. Take as many as you want to. If you want to hand them to adjunct factor full-time faculty that you know, it's kind of nice to have a piece of paper sometimes.

Anyway, again, thanks, Dolores, and thanks, Kate. I think this is a great thing for the college.

>> JOSIE MILLIKEN: Thank you, Karie.

(Applause.)

>> JOSIE MILLIKEN: Moving along, we have the PCCEA report.

Matej? If you would like to come up.

>> MATEJ BOGUSZAK: Good afternoon, everybody left. I always seem to be standing between you and your weekend or finishing your

work, actually. I will try to keep it brief and actually skip over most of these things since we are over time. I will send out an e-mail either this afternoon but maybe more likely Monday at this point so it doesn't get buried in everybody's inbox over the weekend.

I just would like to touch on a couple of things. We talked about that faculty allocation criteria team that -- and quite a lot of work has gone in over the summer into revising those criteria and that rubric, that spreadsheet that your deans should have shared with you with all your discipline data this fall. In order to make it more consistent, the comparisons between disciplines and just really think about what the relevant factors are.

Please do be discussing -- if you haven't already, have those discussions with your colleagues, with your dean in your discipline, because those deans will then be the ones kind of batting for your disciplines when it comes to those really difficult decisions as far as how many -- do we hire here or do we need to make any position cuts.

If anything doesn't seem right, have those discussions early on, and feel free to reach out if you need any support so that that happens as best as it can.

I did hear from a number of people, I mean, it looks like our classes are pretty full, which seems like a great thing. I have

heard from multiple disciplines they are actually having trouble adding more classes to the schedule due to lack of instructors. Does that sound like a problem some of you have encountered?

I'm not sure this is -- I mean, so far this is just anecdotal, but I think we all have to keep thinking about that as we make decisions based, about positions for the future. I think what's happened over the years is we have cut down the schedule a bunch so initially we might have lost some of our long-time adjunct faculty, we didn't have classes for them anymore, and then over time we lost full-time faculty due to retirements and not replacing them. So now I'm worried we are at a point at least in some disciplines where we actually do need more people.

Please, as you discuss with the deans and make decisions about how many positions we really do need both for adjunct faculty, that's a separate process where we have some work to do, but for the full-time faculty, like, again, do we stick rigidly to this 50 to 1 ratio just because? Or should we really, you know, look at each discipline and if there is a good argument to be made that we are losing potential students or we can't offer more students, then let's have those reasoned discussions and make adjustments as we are able to.

Let's see. The counseling faculty worked over the summer to recommend three different models for how the counselors could best serve our students here at the college. That's sort of in process.

I believe the provost is reviewing those with the ELT.

So there should be some news coming up soon again about how to, you know, how to best utilize our counseling faculty here at the college. I will send you an e-mail about what's going on.

Any questions?

Thanks, everybody. Have a great weekend.

(Applause.)

>> JOSIE MILLIKEN: I hate that you feel that you feel you're standing in the way of our weekends. It makes me feel like maybe we should rotate things around a few times and maybe put you first next time.

So we have one more item, and this is our open-forum item.

Denise Riley? Whatever you'd like to add regarding the educational support faculty?

>> SPEAKER: I don't know if everyone knows the background. Last year student affairs has still been continuing to restructure and restructure and rework the way things have been done.

I did want to mention to the provost's point with the new QLess

system. So one positive that's come out of that system is that students have an estimated wait time, so a lot of students, they get a text reminder 15 minutes before their appointment. The one positive thing has been if you have been on a three-hour wait, they'd leave, go home or out to lunch. Many students when I apologized during PEAK and said I'm so sorry that you waited so long, they said, I didn't care. I went out to lunch or went home or somewhere else.

That is one positive of the QLess and the text system. I know that doesn't solve everything, but to be aware that students do get a reminder and do get kind of a notification about how long it will take.

Back to counseling faculty, student affairs has been restructuring and restructuring, and we had the support of Faculty Senate and PCCEA in the last year as some changes were occurring with counseling faculty that didn't quite mesh up with instructional faculty in terms of policies.

So these were being communicated to counseling faculty as business needs over the last year, so over the last course of the year, student affairs has been viewing counseling faculty and roles and wanting to make some significant changes.

Part of that you probably heard over the summer, the board and

PCC adopted, basically contracted with a third-party vendor for the student wellness assistance program, very similar to the employee EAP program, and so that went by and made us start wondering if, for students, the course of personal counseling in terms of what we do here, how does it mesh, match, how does it complement our services.

So the provost called in late April for a counseling work group to kind of benchmark and look at the ways in which we are doing things, because in late April student affairs administration presented to the Governing Board a new counseling and advising model that wasn't quite shared with counseling faculty in advance. So of course we had some concerns about that.

So we worked diligently, about eight counselors with Ted, under the direction of Ted, and Suzanne Desjardin as well as an HR representative and note taker and we bench marked many successful institutions across community colleges across the board and did find out that about 80% had counseling faculty so we were not strange or different in any way, shape, and form, but we presented three different models that addressed the charge with 12 months of advising, with certain ratios, with budget neutral.

So the report was given to the Three Ps, I think one P is gone, maybe two Ps are gone, one P is here, presented to the Three Ps

yesterday. So we will be finding out the outcome of that on September 20th we hope.

If you have any questions, you can ask Ted or Tanya, who are both here and were also on the counseling work group with myself.

>> JOSIE MILLIKEN: Perhaps we can get an update in our October meeting.

>> SPEAKER: That would be great. We will find out the news within the next month or so hopefully about how things will move forward.

Thank you.

>> JOSIE MILLIKEN: Thank you, Denise.

We have reached the end of our extra inning. Anybody want to make a motion?

I heard a motion to adjourn the meeting and then a second. And then I heard discussion. So we have a motion on the floor to -- is your comment about the motion to adjourn or about something else?

>> SPEAKER: Not at all. It has to do with the enrollment issue. Just a follow-up from Matej. We hear a lot about the fact and the rubric and the numbers, because of the expenditure limitation, but what I haven't heard a lot of from upper administration is how we have, what is our plan for, you know, talking with the state

legislature to either remove that restriction or to recalculate that restriction, because one of the problems with it is it's based on a funding formula from the '70s, last I heard an update about it.

I would be curious to know what the college is doing in the future to convince the senate that this is not a student-friendly policy to have a cycle where we can't get more enrollment because we don't have enough instructors that keep adding more requirements that we need staff for so we spend our budget on admin and staff to support all of these mandates. It's like a Catch-22. That means we are circling the drain.

I mean, I appreciate that we're trying to work within those confines but what I'd like to hear is how we are pushing back against that. Not now, but adding things to a list of things I'd like to hear about. I am officially the person standing between you and your weekend. (Laughter.)

>> JOSIE MILLIKEN: I mean, we're kind of coming into -- we don't have this as an open forum or anything else, but if we can just allow Dolores to respond and --

>> DR. DOLORES DURAN-CERDA: I'm between your weekend now.

Really quickly, Anthony, I don't have all the details, but what I have heard is they have pushed back and the legislators are just not

budging. In fact, I was in a conference in June, Arizona Women's Association, and there was a discussion on policy about that with the presidents of the various community colleges, and a lot of them are female.

We were asking, why is this happening? Why don't they get it? She said they have persistently been advocating for this but they just won't budge. Unfortunately, that's where we are at. But we are not stopping. We are going to keep on pushing.

>> JOSIE MILLIKEN: I think it's a really good comment because we often think of things in terms of where we are and accept those factors are beyond our control, but I think it's helpful to be reminded of the bigger picture and the context within which we are operating.

So thank you.

I think we still do have a motion on the table and then a second?

So all in favor of adjourning?

(Ayes.)

>> JOSIE MILLIKEN: All opposed? All abstain?

(Adjournment.)

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