PimaCommunityCollege

Pima County Community College District Faculty Senate

November 1, 2019

>> JOSIE MILLIKEN: So we can move on to agenda modifications, short announcements. First, is there open forum or executive session call?

Seeing as there is not, we will move on to business. First, approval of the October minutes. Have you had a chance to look over these?

Any comments, questions, clarifications? Yes?

>> SPEAKER: Motion to approve.

>> JOSIE MILLIKEN: We have a motion to approve. Do we have a second?

>> SPEAKER: Second.

>> JOSIE MILLIKEN: All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All opposed? All abstain?

So the minutes are approved.

Thank you, again, Rita, as always, for those fantastic minutes.

So we have a policy review, and the first is BP 3.30. I requested someone be here to address this policy.

Is someone here to address BP 3.30? Student success.

Is anyone here? I think Jeff Silvyn's name is attached to this one. Is anyone here able to speak to this?

It would be great if someone could give us an overview and address any comments that we might have.

>> DR. DOLORES DURAN-CERDA: First of all, hello, everyone.

So this policy, we added a few things regarding the co-curricular aspects, and as you can see in blue, access to learning by keeping the total cost of attendance as reasonable as possible.

So that goes into, for example, our course content affordability task force that was just launched a week ago or so. So looking at being conscious and aware of the cost of materials for students.

So that was the major part that was added to this.

I don't know if you have any questions about that, but I believe it came from the board itself as a recommendation.

>> MS. JEANNIE ARBOGAST: I made this comment at our last meeting, and I will continue to make it again. I do not understand

why this has to be a board policy.

We are very aware that when your group, the provost's office, launched conversations with students and their legitimate complaints about the costs of books, and all of us so many years ago heard that, we took your advice, and we took that into consideration as we did that. I personally don't think we need to have this kind of a board policy and a comment for something that we're all implementing.

And I'm very concerned that this will come in. And while I have seen what is, in my division, in my department, what's cheaper, there is also an exchange of what's good, that are we changing a $40 online resource that is not good enough to really help them learn because it's $40 as opposed to the $100 one which serves their needs a whole lot better?

So I am all in for reducing the cost, but I think as faculty we are very much aware of this, and I personally don't think we need to have this as a board policy. I think it's an insult to faculty and our common sense about what's going on.

>> DR. DOLORES DURAN-CERDA: Okay. Thank you for your comment. Would it be helpful to add something about the quality, the quality of the course content?

>> MS. JEANNIE ARBOGAST: I think it just should not exist. We are doing what's right. Do we have to have it in paper? Could we not be trusted to do our jobs the best we can do?

>> DR. DOLORES DURAN-CERDA: Okay. Other comments? Joe?

>> JOE BREWER: I too would be concerned if there was a board policy at this level that was mandating particular decisions about textbooks, for example.

As I read this one, it seems to really be much broader than that and would allow various tradeoffs having to do with various costs.

So the key thing that's said is access to learning by keeping the total cost of attendance as reasonable as possible.

That would allow that if you could create a real advantage in one area maybe with a little more cost while getting what you need in terms of success by saving elsewhere, then that would be appropriate under this policy.

So as I see it here, it's really not mandating anything about how people do textbooks. There might be a slippery slope moving towards that, but it seems like it's like we're interested in student success, and one of those things is we want to make sure people can afford it, as well.

>> DR. DOLORES DURAN-CERDA: And I think the board, when they suggested this, and then we will go to the other comments, if you remember the discussion during a board meeting, I think it was back in -- well, whenever we were talking about the tuition, possible tuition increase, the student board rep said we would prefer that we have tuition increases than textbooks, because the textbooks are just incredibly costly.

So I think the board members, when they made this recommendation, were thinking back to that comment.

But thank you for your comment, Joe and Jeannie. Nancy?

>> SPEAKER: Nancy H. I have heard some concern expressed by faculty just due to the broadness of the language. People weren't sure what was meant exactly. There was concern that this would be interpreted as, well, online courses may be cheaper and so we're going to try to shove everything online.

So the concern wasn't that it was specifically addressing materials but that it was just so broad and vague, nobody really knew what it meant.

>> DR. DOLORES DURAN-CERDA: It's too bad Jeff isn't here, because I'm sure he's had conversations with the board members about this.

I will take this back to Jeff.

Are there additional comments? Yes, sir?

>> SPEAKER: Ken Scott. Speaking as an auditor, the way I interpreted this was just as documenting our process and our thought process. It's just like when you have a company and they have a safe, they will have a policy that the safe gets locked. Of course you're going to lock the safe, but if you don't put it in a policy, an outsider coming in like the Higher Learning Commission doesn't know what our policy is.

It's merely documenting what we are already doing. I don't think it's anything forcing us to do it. I might be wrong, I wasn't involved in this, but that's how I interpreted it. I don't know.

>> DR. DOLORES DURAN-CERDA: Thank you. One more hand. Kimlisa?

>> MS. KIMLISA DUCHICELA: I'll take that you said would it be useful to put in something about quality? I'll take that. Quality is important, and it's not mentioned in here anywhere. It kind of should be.

>> DR. DOLORES DURAN-CERDA: Okay. I'll take that back to -- thank you. Yes?

>> SPEAKER: Tria Allen. There is a dot that's been added, academic advising and individual counseling services align with best practices to provide holistic support for academic career and personal issues.

I think I just got an e-mail saying that this whole entire department is being revamped. So I just need clarification on what that means, because it, to me, seems like it's not meshing with an e-mail that we got last week or the week before that?

>> DR. DOLORES DURAN-CERDA: Correct. Well, we still have advising and we do have counseling services, so that remains. So there isn't a shift in that.

There is a revamping of things, but the services will still be there. So that won't alter this at all.

>> SPEAKER: What do those services look like now? And to go back to the question of quality --

>> JOSIE MILLIKEN: I don't mean to interrupt, but we do have a

separate agenda item completely devoted to this.

>> SPEAKER: So I guess my point is if you could take back that, yes, these departments are still here, it's listed here, but what does that look like?

>> DR. DOLORES DURAN-CERDA: As part of the board policy? To describe what it looks like now? I think that could be perhaps a link or an addendum or something like that, because it would be hard to include in the board policy.

Maybe there is a way that, I'll talk to Jeff, to see how that can be done.

>> JOSIE MILLIKEN: We have another policy to review. Let's go ahead and move on.

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

>> JOSIE MILLIKEN: AP 3.01.01. Kate? And Carol?

We have heard about this earlier this fall, so I don't know if there are any questions now that we see the policy, but --

>> KATE SCHMIDT: I can summarize quickly and see if there are questions from that summary?

This was under the regular two-year review and there were three minor changes made. One was we used to evaluate the minimum qualifications on an annual basis, and that just doesn't make sense from either a practical or logical point of view. The minimum qualifications for faculty teaching should not be changing every 12 months. There are still mechanisms if some needs to change, but other than that, we will be reviewing them every three years.

The second, and I will probably not quote it correctly, but the second change was that we added language that we can prefer the credential. This is language that came right from the HLC. So this would be that we could prioritize somebody who came to us with a Master's degree, teaching an academic course with a Master's degree in the discipline over somebody who comes with a Master's degree in an unrelated field but has those 18 credits.

And the final change was? We presented them last month, and I presented this morning to staff council. And let me think. Three changes.

Oh, yes, the equivalency process. Thank you. So the equivalency process, the HLC allowed for an equivalency process when they tightened up the credentialing process a few years ago. We were nervous about how that would work, so we put a pretty extensive process in which included bringing representation from many different areas together to evaluate everybody's equivalency.

Now that we have had a few years doing it and we have benchmarked what other schools are doing, we have simplified that process a little bit. So there is a recommendation that comes out of the department head dean and then goes to the provost for signature.

There is a form we borrowed from Maricopa. There is always safety in doing things the way other schools that are under our same accrediting body are doing them that sort of helps us spell out what kind of things could be counted for equivalency.

These were minor changes, and I would say mostly to help with the efficiency of implementing the procedure.

I'd like -- Matej?

>> MATEJ BOGUSZAK: Are we asking questions yet?

>> KATE SCHMIDT: I was just going to thank the Faculty Senate members that helped work on it. Let's start with your question

>> MATEJ BOGUSZAK: Thank you. So I had a few questions where I wasn't sure about why something was struck out or added.

This is on page 2 under 1.1. The sentence was struck out that seems to -- section 1.1, seems allow CDACs to establish qualifications for faculty teaching particular courses, some taking some subspecialties in certain areas where we might want an expert with a certain academic background.

Is there a reason why that was deleted?

>> KATE SCHMIDT: Are we there yet? I can't see where it is.

>> MATEJ BOGUSZAK: Section 1. 1.1.

>> KATE SCHMIDT: Yes, because this happens in practice and it is not part of the procedure. The job of the people doing the hiring, the hiring manager, whether that's the dean or the department head, can establish what credentials are necessary for that -- additional credentials beyond minimum qualifications may be necessary for a particular course.

So this doesn't stop that from happening but it says it is not part of the minimum qualification process. We don't qualify to the course level in that process.

>> MATEJ BOGUSZAK: Got it. Thank you.

Under 1.2, where you say -- you struck out, like, matching the courses the faculty member would teach, as in conventions of the field, and then it was replaced with and can be a priority.

Is that what you were referring to as saying somebody with a degree in that actual discipline would be a priority over somebody with just the credits?

>> KATE SCHMIDT: That's exactly it, but it doesn't look right on this particular version, the way it's crossed out here. I have seen it the whole -- it looks like it's ending a sentence and starting with an and, but that priority, that's the language we were talking about.

I will go back and make sure that the version that gets posted is the version that aligns with the language you were all able to review in September.

>> MATEJ BOGUSZAK: Awesome. Thank you.

Under 1.2 there are a whole bunch of bullets towards the end. The third-to-the-last one has references to librarian and counsel. I believe --

>> KATE SCHMIDT: You just went past that. It should say counselor, not counsel. And I think there may be some discussion about that now that counselors are not certified through that

process, which did not exist when we were drafting this.

>> MATEJ BOGUSZAK: I see. All right.

>> KATE SCHMIDT: I expect that will come through through our 21-day review period.

>> MATEJ BOGUSZAK: And then in general, I think a little later on under 2.1 and some other places, it seemed to sort of dilute the language where it talks about CDACs are now called DFCs voting on these qualifications. It seems to say something like submitting and then submitting again, and it crosses any references to votes or vote tallies. That was one observation.

The other one was that it crosses out everything about this discipline standards faculty, although that DFC guidebook or handbook still has that position in it? That seems to be some inconsistency.

>> KATE SCHMIDT: So maybe that's something we put in the comments and review. I understood that that work was now being done by the discipline coordinator as part of the leadership structure.

>> MATEJ BOGUSZAK: I think it depends, depending on the DFC.

>> KATE SCHMIDT: So if that is the case, and that's the way it's supposed to work to align with other policies, we can broaden that, but that is not -- that was not my understanding, so I'd have to go back to the groups that have written those other policies.

This is not meant to redefine anybody's job. It's to reflect changes that were made in other places, and that change of language is how I understood the DFCs are operating, which is on a concensus model, not necessarily voting.

>> MATEJ BOGUSZAK: Yeah, right. I saw that one reference to you must reach consensus. But what if you don't reach consensus? I find it kind of --

>> KATE SCHMIDT: Well, at the end, which has always been the policy, the provost is the final arbitrator of any concerns, so I think those things would go to the provost for resolution.

>> JOSIE MILLIKEN: We are beyond time for this item, and we do need to stick to -- Ken has graciously volunteered to keep track of time today. We have a lot of items, and Ken has to leave at 3:00.

I think we had a good conversation and some good comments to take back.

>> KATE SCHMIDT: And make sure that comments get into that 21-day period so you're formally answered on those. I am taking notes, but you'll get a formal, it gets a formal response through that grid.

>> JOSIE MILLIKEN: Okay. So we are moving on to the next agenda item, which is admission application and registration interface.

Michael Tulino.

>> MICHAEL TULINO: Good afternoon, everybody. Michael Tulino, registrar, director of enrollment services. My colleague, Elvia Bow, assistant registrar for enrollment services.

We have the pleasure of presenting a few enhancements. We will begin with the admission application, continue to the new registration interface for students, and finish with the public schedule of class search feature. They will all look and feel vastly different in the near future.

Two caveats. One is the slides may not show up great on the screen. It was a little hard for staff council to see. Those of you in the back may get a better view on the back screen.

The second thing is although we are up here presenting these enhancements, there are a large number of folks that have been working tremendously for the past couple of months and dating back earlier this year. Namely folks in IT enterprise services, development services, and web systems. I think we owe a debt of gratitude to all of them for some of the work they have done to bring these to the forefront.

I will turn it over to Elvia to start with the admission application.

>> SPEAKER: Good afternoon, everyone. All right. We're just going to go through some highlights on the application and some things that are different.

The main things that you're going to see that are different, it is revamped for a different look and feel and scaled to fit mobile devices better. So this is going to be very helpful for our students trying to do their application on the go.

In particular, regarding content, we have vastly changed the residency portion, so that way it more accurately captures our students who are in-state so they are paying the correct tuition amount from the get-go.

Take a look right here, this is what you see now in the current application when students go in and create their profile.

New application is going to look like this. A lot more streamlined, bolder, and easier for the students to maneuver.

Right here is the landing page. Once they have created their profile, what they'll see, it's similar to the look and feel of the website but it has a lot of information there. Might be hard for the students to navigate and understand that they need to go on and complete the application portion.

This is the new application landing page. So it's going to show along the left side their status and their completion of the application and a big "apply now" button there so they know to go on and complete their application.

Here are some questions that they will see when they're -- enrollment questions when they initially go in on the current application, and this is what it's going to look like on the new application. We have tried to streamline, cut out questions that we really don't need, and combine things, consolidate them, and make the language a little bit more friendly for the students.

This in particular is the big part that has changed for the residents who we have a lot of exceptions to our general residency questions. In the current application we are asking all of those exceptions up front, but that's not what the majority of our students fall into. So we want to cut that down and we want to change around some of the language so they understand.

Took out the stuff talking about taxes, because we found that when we consolidated our residency decisions at the District Office, a lot of the issues where they are miscategorized as out of state is coming from these students who are fresh out of high school and they have answered this tax question wrong, because they are not doing taxes. They have no idea about their parents' tax status. So we took that out altogether and reworded it so we can really focus on what it needed to do.

This is what residency looks at now. We are just trying to assess if they have been here for 12 months and intend to stay and if they are either financially independent or dependent on their parents here. If they answer yes to those questions, they don't see any of the exception questions, and then it will give them a spot to upload their verification of lawful presence form, well, their documentation, so there's no need for the form if they do it here. They have established that, yes, they are lawfully present. They can upload their driver's license or whatever document they have if they have that available to do right then. If not, they can skip that and do that at a later date. But that way we are going to more accurately categorize them as in-state.

This is going to be a big help for our students so that, you know, we are not chasing them down trying to get this paperwork from them.

All right. Do you have any initial questions before we turn it over to registration? Yes?

>> SPEAKER: Rita Lennon. I see that you're wanting to push this out February 1, 2020, or sooner. We are five days from another registration. How much sooner can we get this out?

>> SPEAKER: We are really looking to get that in as soon as possible. We put February 1 out there as our goal date, but we are really trying to get that in before the end of the year. So it's not going to be in time in a couple weeks for registration, but we have other things we will talk about there. The application we are hoping to get done by the end of the year.

>> SPEAKER: I do know your original deadline was fall, so we're behind that deadline. Can you explain to us what happened, why we didn't meet the deadline?

>> MICHAEL TULINO: How much time do we have on the agenda, Josie? (Laughter.)

The main issue we have had is the complexity with integrating data that comes from the application into Banner and making determinations based on that data.

We have discovered through that process that things in our current application haven't been working properly, and so we have taken kind of a few steps back to make sure that it's not just the look and feel that we are launching but actually the improved service behind the scenes that will help to match students and help to push the data to Banner that makes their experience streamlined and simpler as they are admitted to the college.

That's kind of an overarching answer, but there is a lot of detail behind the scenes on that.

>> SPEAKER: Thank you.

>> MATEJ BOGUSZAK: Could you give a few examples of some of the biggest roadblocks that students were encountering with the old applications that have now been addressed with this new application?

>> SPEAKER: Sure. A couple of the things that we saw, first of all, definitely was the residency. We are seeing a lot of the students fresh out of high school not answering the tax question right or getting confused because they have too many questions to go through.

This is solving that by changing the verbiage, cutting down the questions, and streamlining the process for them so that they are coded correctly initially.

The other part of it is students trying to navigate which programs are coming into and getting appropriately placed. So we are making sure that when they are selecting their program of study that they are getting categorized correctly and directed correctly if they're choosing a selective admissions or one of those programs where they have to do additional work in order to gain entrance.

>> MICHAEL TULINO: I will give you one more quick and easy one, not sure if it's on the slides. In every portion of the current application, at the bottom of each section there was a check box that says I have completed this section and won't allow you to move on to the next section.

We took that out completely. It's like any other web experience. You fill out the fields that are required. You hit continue or next on the bottom and you go to the next page.

Thank you for the questions. So Banner 9 registration. We are moving to a new look and feel for registration for students. It's going to mean added search functionality, kind of a shopping cart experience and also a week-at-a-glance experience.

This will go live November 11 for spring registration. We will bring it up in parallel with our current registration systems so students don't have to immediately learn a new experience. We will have both of them running in parallel. They can toggle between the two. They can register with one, register with another, and we are going to get some feedback on their experience as we go.

Here is our current main menu registration system. This is what it's going to look like in the future. Here is our current add/drop worksheet. This is what that experience looks like as we go to Banner 9. The top portion is a search feature. You can see the calendar at a glance on the left-hand side of the bottom. And as the results return, and you can't see it on the screen but in the slide show you may be able to see the most important information about CRNs, read from left to right. There is an add button that basically adds that course to the cart, and you hit submit to check out, and the prereq checking and all the things that happen with Banner behind the scenes occur at that point.

In the interest of time, I will move on to schedule of classes. This is not within MyPima. This is just on the Pima.edu web page. Enhanced look and feel. There is a wait list feature I will touch on. E-mail to click directly to, clickable link directly to e-mail instructors right on the public schedule of classes.

Also a textbook link. That says test book. It should say textbook. We are going live with this even sooner, next Wednesday of week. Our current schedule of classes, our future schedule classes. Let me show you that again. Current, future. Thank you. I'm looking for the Woo Hoo. (Laughter.)

Current results, future results. Current, future.

You can see the different fields, again, top to bottom, left to right. I will give you one quick example of what will happen with the seats. You can see 30 seats available. Once all seats in the class are filled, that heading will change from seats to say wait list seats. The seats will show then the wait list seats that are available at that point. There are 15 available for each class. And the status will change from open to wait listed.

It will be very clear for a student to know, okay, I can't get into a proper seat, but I may be able to add myself to the wait list. This is public schedule of classes, not within MyPima, so anybody in the public can search for that.

A number of features that are going to be different here in terms of the usability of the page, we can't show that on slides, but my plan is to send out a link to both of these. This will actually be live next week, so that will be a live link. A link to the Banner 9 registration will go to student services staff next week to get hopefully an advanced view on that.

Happy to answer any questions you have on any of these systems.

>> MS. KIMLISA DUCHICELA: Congratulations on that new application. The other one was hideous. Much better. "Hideous" is the nicest term I can come up with.

On the schedule of classes I have a couple of questions. You have a term here on the new one but you don't have a part of term? So the students can't just pick eight-week courses? Or 16- or 14-week courses? They have to scroll through all the courses within the term?

>> MICHAEL TULINO: Not on the search feature. They do have time availability and day of the week. And then the --

>> MS. KIMLISA DUCHICELA: But that doesn't take care of eight weeks.

>> MICHAEL TULINO: -- the results will return the dates.

We are still entertaining changes, and let me see if we can get something like that added before we go live.

>> MS. KIMLISA DUCHICELA: The other thing is it's really nice they can e-mail the instructor, but one of the things we had asked for earlier was that there was some kind of space where an instructor could include a note perhaps about the class or even attach their syllabus? Since we will get 3,000 e-mails now that they can link to us asking us for our syllabus, it would have been nice if we could have just attached the syllabus or a sample syllabus from that course that we would be teaching in order to alleviate some of that?

>> MICHAEL TULINO: So I will ask a question -- to the right of the course, subject and course number, there is an info box and there may be a way to add something to that info box. That pulls up a bunch more details on the course itself.

>> MS. KIMLISA DUCHICELA: Okay. It's got the books here. Is there a way just to label it as no textbooks required?

>> MICHAEL TULINO: I will take that question back. This links to the Follett site that opens directly to the course textbooks, so I will take a look at that.

>> MS. KIMLISA DUCHICELA: And finally, going back to the part, which is really fabulous, but is there a way to let, like, veterans know up front that -- because I'm just afraid, as a veteran who has gone through the process and abusing Veterans Services, that they will look at this and be, like, well, there's no place to do the veteran thing.

And that's kind of a really important thing. Is there a way to indicate that if they are a veteran that something is coming for them?

>> MICHAEL TULINO: You mean the admission application?

>> MS. KIMLISA DUCHICELA: The admission application. I'm switching gears.

>> MICHAEL TULINO: There are questions about veteran status and active duty status. We just didn't show them on the screen. This is just the highlight of some of the pages, but there are questions about veterans.

>> MS. KIMLISA DUCHICELA: Congratulations on that app. It's so much better.

>> SPEAKER: Hear-hear.

>> SPEAKER: Hernan. A question about the alternate or wait list. My understanding last semester was that the plan was that on the first day of class the list will disappear.

Are you still planning on doing that or keep it up for a week?

>> MICHAEL TULINO: The list disappears the morning the class begins, but I won't say disappears. The students disappear off the wait list in the roster, but then I store and share -- if you don't have the share to that Google folder, I store and share all the rosters, essentially a freeze of what the roster looked like, and I store them and have shared that with anybody who wants access to that.

So they are gone off of the roster, but then you have a report available that you can see, okay, here are the six students that were on the wait list, here is the order they were in, you can even reach out to them.

>> SPEAKER: Is there a reason for not keeping the students on the wait list for like a week? Because a lot of things happen the first week of class, and it would be very easy for us to go on the wait list and click on the link on the first person and say, hey, there is a spot available in the class, come join us. As opposed to go to Google Docs and find the list and look at the roster and look at who was in there and how to get ahold of the student.

If there is a compelling reason for not keeping the students on that wait list...

>> MICHAEL TULINO: There is, and I agree it's not an ideal experience for you, and for that I apologize. That was kind of a Band-Aid fix to make sure you had access to those students.

The reason is if we left it on past the first day of class, as students drop, those students that were waiting on the wait list would get notification that they have a seat waiting for them in the class. They would then go attempt to register, and because it's beyond the day they're allowed to register, they wouldn't be able to do that.

So there were students that were caught in between being notified -- so essentially we can't just turn off the notification to wait lists. We have to remove them from the roster altogether.

The reason for that is there are still wait lists that we still want notified later in the semester, and so it's an all-or-nothing situation. Does that make sense?

>> SPEAKER: Yeah, yeah. But we, as instructors, can still register a student after the registration ends, after the first day of class, we can still do the drop/add form.

>> MICHAEL TULINO: Yes, you can. And that's why we have the rosters available if you need to reference those.

>> SPEAKER: And those you're going to keep for more than a week?

>> MICHAEL TULINO: We keep them indefinitely. I have them for four semesters going back.

>> SPEAKER: Thank you.

>> JOSIE MILLIKEN: We are out of time. So I believe if anyone has further comments or questions, they can be sent to Michael and Elvia to ensure that any other -- and even if you offered comments, might be a good idea to back them up and send them so they don't get lost. I think we offered several good comments to keep in mind.

This is exciting. This is to address some of the registration issues that we believe have affected enrollment, so hopefully we will see a change in that and a big burst in enrollment moving forward after this is implemented.

(Applause.)

>> MICHAEL TULINO: Thank you, guys.

>> JOSIE MILLIKEN: All right. Our next business item is a counseling faculty update, and we have Denise. Tanya was going to be here, but she is away.

Wow, celebrating her grandmother's 90th birthday in California, I believe?

>> SPEAKER: I brought Perry Higgins with me.

I think Suzanne Desjardin is here to answer any questions, if we have any questions.

Thank you, Matej. I know you've explained a lot to the faculty over the last couple months about what was going on with counseling and some updates related to changes in counseling, and I think that Dolores sent out an e-mail on October 17 with kind of a general information and specific information about the changes going on in counseling, so this is just an update to answer any questions you might have.

We did have a work group from May to August of 2019 made up of counseling, student affairs leadership and HR to look at the roles of counseling and advising and how to move forward with those roles.

We did some extensive benchmarking, looked at other institutions with the highest graduation rates. We provided three different models to administration, so the charge was to provide three different models of how we could change things moving forward to be as effective as possible.

Go ahead. You can take over.

>> SPEAKER: My name is Perry Higgins.

The results of all that were that we did come up with some recommendations and in the end the recommendations that the counselors hoped would go forward ended up not going forward.

So we will be applying for new positions which will be considered staff positions. So we will be reclassified. We will no longer be faculty. So we will be losing our faculty status.

For most of us, that's a pretty big blow. We do feel like our faculty status is kind of integral to our identity here as a Pima employee.

So we are kind of going through the grieving process on that, but our benchmarking results ended up being quite a bit different than other benchmarking that was done by the administration. We decided to use a different database than they did, so I guess the lessons learned there is you can get different results from benchmarking to fit your needs if you need to.

But, you know, we did go through our database without knowing what we would find, and we used a national database called IPEDS. Turns out what we did is we based the schools we selected on graduation rate, we wanted to pick the 30 schools around the country that had the highest graduation rate, considering that to be a premier institution characteristic.

Of those 30 schools, 22 of them have counselors that are considered to be faculty, so about 73%.

Our recommendations going forward were to hope we would be able to retain our faculty status. Many of the counselors feel like we haven't really had a satisfactory answer as to why the faculty status had to be removed in order to meet the objectives of the restructuring.

But that's what's happening going forward. Although about four years ago there were about 32 counselors, and now there is 18. Of the 18, they are leaving 10 counseling positions open. They will be staff counseling positions.

Then the ones that don't get those 10 positions, which we will find out about in a few weeks, the ones that don't get those 10 positions will then be given positions as program advisors, also staff. So everyone, the good news is that everyone is going to keep a job at Pima, unlike some faculty that did not get to keep their job last year and maybe this year, as well. So we do have to keep that in mind.

Any questions?

>> MATEJ BOGUSZAK: I think I'm asking the same thing as you are, so you might not be the right person to ask, but aside from clear, significant cost savings, were you given any reason for why those 10 remaining faculty positions had to be reclassified as staff?

>> SPEAKER: Well, a lot of it is the fact that we were all under nine-month contracts. Not all of us. The five coordinators were already 12 months, but the shift to staff, it's not the only way to

get us to 12 months, but...

>> MATEJ BOGUSZAK: You could have been 12-month faculty, right?

>> SPEAKER: Right. We are severely understaffed. Students were waiting four hours during peak to see an advisor in some cases, and I'm not sure that the restructuring solves that problem completely, because we are still very understaffed.

>> MATEJ BOGUSZAK: Suzanne or Provost Duran-Cerda or anybody else who was involved with this, is there any reason why these had to be staffed instead of 12-month faculty aside from just, you know, savings especially on future employees?

>> DR. SUZANNE DESJARDIN: Hello, everyone.

So we have had conversations, as Perry indicates. It isn't only budget, although certainly budget is a huge issue. It is really about the whole student affairs restructuring, and we have been reduced in student affairs by 30%. We had actually an additional 10% of our positions that we were able to keep, but we had to repurpose into other positions we needed.

So that is one of the reasons why we are doing this. It's also a transformation in terms of how can we holistically serve our students.

As Perry indicated, the benchmarking, although it did show for the 30 schools that were chosen using IPEDS, where we used VFA schools, the administration did when we benchmarked, although it does show a faculty model, there are schools that are successful with staff counselor models too.

So we do want to retain our counseling services. We believe we will actually increase the amount of services with having 10 full-time people for 12 months. But it's putting the student at the center of trying to restructure all of it.

We have had conversations with this group and all of our student affairs group year round. We actually were in year 3 of restructuring student affairs.

So these are not easy decisions, they are not popular decisions. We absolutely completely understand the emotional impact these kinds of decisions have, and we are trying to be as sensitive and as supportive as we possibly can during these times. These are very, very difficult times. But our counselors are on the front lines working extremely hard. That is absolutely recognized.

>> JOSIE MILLIKEN: I have a question. What plans are in place to evaluate the effectiveness of the restructuring in comparison to the previous model, specifically in terms of some of the concerns raised about wait times and other details?

>> DR. SUZANNE DESJARDIN: So we have actually already implemented, with our new line management system called QLess, we have already implemented real-time immediate surveys that went into effect in August where a student walks away from the front line, they immediately get a text that links them to a survey, and then the supervisors can immediately follow up with the service received on

the front line.

We have been asked by the counseling coordinators to add counseling in there as one of the core services that students could then indicate. The counselors already have call surveys attached to their signature line for the service site, and of course they are already evaluated in the classroom. These, as you know, are not as real time, obviously, but we do have those survey instruments, as well.

So that is actually one of the ways we are moving forward with metrics is trying to evaluate in real time what are the things happening for our students in the moment, more proactively, to be able to do interventions and outreach as opposed to waiting for things to escalate, which often they will just kind of pick an administrator name off the web page, often the chancellor or provost's office or sometimes a board member. Many times student services tends to be the central point where kind of all the complaints come, even if they are not all ours, with our systems, our infrastructures or anything that's, quote unquote, not working well with the college.

So absolutely our front-line folks and counselors included are problem-solving all the time those kinds of issues for students, but those are some of the ways we are going to evaluate.

>> JOSIE MILLIKEN: So there is a system in place already that allows students to provide feedback, and so eventually that same

system, the feedback will be compared to determine the effectiveness of the new...

>> DR. SUZANNE DESJARDIN: And additionally, one of the things that we talked about, we had a student affairs all-day retreat September 27, and counseling faculty were there, of course. So we talked about Alamo College is one of the model colleges our college has been looking at.

They actually have some really luxurious data collection tools which we are hoping to try to replicate and at least do some home-grown systems, but they are actually able to measure the kind of case management interventions that they are doing, so what this is really -- what our redesign in terms of counselors and program advisors is really looking at is how do we look at a case management approach where we are aligning our counselors to the academic divisions the way our program advisors have been. We are then, our academic counselors are going to be able to provide the personal counseling to students by division in addition to the campuses they are serving along with having advising caseloads as well.

We will have some other ways we can look at case management, looking at how we are moving the needle with retention, persistence, and completion in those ways.

>> JOSIE MILLIKEN: Looks like there are no further questions, and we are out of time.

Thank you.

Thanks, Denise and Perry, for giving us an opportunity to get a little bit more information on that.

So now I believe we are at Aubrey's item, the college faculty reserve fund committee update.

>> SPEAKER: Good afternoon, everyone. So about a year ago or so, I met with you all to talk about the new caps that we had put in place in regards to tuition and the annual request that faculty could make from the college-wide reserve fund. Remember, this is the fund outside of your personal dollars that you get that occurs when a faculty member does not use their funds up to $5,000 or if they leave the college those funds go in there.

We have put that in place over this past year, and as you can see, we had about 81 requests for funds that were approved both in terms of travel funds, professional development funds, as well as tuition.

That was excellent. We were able to approve a lot of folks. On the downside is even though we had these caps in place, we still went down by about 17,000. We still have a healthy balance there, and we will take a look next year to see how things go forward, but, you know, we have less faculty overall at the college, we have had a lot of retirements in the past, and this past year did not quite break even.

So that's kind of where we are with these caps. At this point we are not planning on changing those caps at all. We have not got any feedback where people have felt frustrated or not being able to get the funds that they needed, at least expressed to the committee or myself, but if there are those concerns out there, please direct them to me and I can share them with the committee and we can re-evaluate. But we are hoping these caps continue to allow us to spread funds amongst as many faculty as possible.

So that is that piece. The one piece on there, request from the provost's office, so there is a caveat within the policy surrounding these funds that if a faculty, if there is something where the administration, really the provost's office, identifies a specific need for a faculty member to go to a training or, you know, develop themselves professionally within their field, and the division or the departments don't have the money to help support them, we leave the opportunity open for them to request through these funds.

The committee has expressed an interest to devise some guidelines around that, because even though there was only one request last year, the committee is a little concerned that that could potentially explode if there is some new idea or something new that cost $100,000. So the committee is working to put some recommendations forward to give some guidance to use of those funds just moving forward so that they are not abused in any way.

With that, I would open up for any questions people might have.

>> JOSIE MILLIKEN: Seeing as how there are none --

>> SPEAKER: You know Matej is going to have a question.

>> JOSIE MILLIKEN: Well, I was assuming that, but...

>> MATEJ BOGUSZAK: There seems to be a little extra line being added to the professional development funds policy that the college could use it for some college-initiated events.

Has there been a discussion with working with the committee there to identify possibly events or setting, putting a maximum on the amount that could be spent on that?

>> SPEAKER: Yeah, that's what the committee is going to work on right now. There are different ideas how we might frame that discussion, and they would like to do some work collectively as what that might, you know, how would we put some parameters around that.

So there are some different ideas we are discussing about max, about what types of things would take priority, those types of things, that we will bring forward then to the Ps.

>> MATEJ BOGUSZAK: Thank you.

>> SPEAKER: Absolutely.

>> SPEAKER: Sarah J. I just had a question about whether or not any of these funds are, like, earmarked for adjunct faculty or how that works?

>> SPEAKER: They aren't at this time. That would be something that would need to come from faculty, because these funds are currently based off of full-time faculty's, for a better term, excess or remaining funds. But currently, only regular full-time or provisional full-time faculty can access them.

>> JOSIE MILLIKEN: Okay. I think we are ready to move on.

>> SPEAKER: Thank you.

>> JOSIE MILLIKEN: Thank you, Aubrey.

Next item we have is equal access to classroom learning policy. So this is a new policy, and it has not yet cycled through the review process yet, so it's in the stage of drafting and revision.

Faculty Senate officers have already made quite a few comments about the policy, and I believe that Maggie and Regina have integrated some of those. The one you're seeing here is some slight revisions with language.

But I believe that there are several questions I have already heard before the meeting, and so if you wouldn't mind coming up and just addressing questions that people might have about this new policy?

>> SPEAKER: So you don't want the context around the strategic direction 1.2? You just want to answer questions?

>> JOSIE MILLIKEN: The context would be nice, like a brief summary of the context, and again, this is Regina Suitt and Maggie Romance.

>> SPEAKER: Hi. Regina Suitt. I'm just here to give you a little bit of context about how this policy came about.

So there is a strategic direction 1.2, which is really about providing access, the same kinds of access and equity to all types of students. It's really not, let's say, their fault that they are funded by HPOG or funded by a designated fund or a credit student funded by Pell Grant or paying on their own, like that kind of thing doesn't really matter to students and how we serve them.

So 1.2 is really about looking at all the various services and programs and opportunities for students no matter what kind of student they are. We have been doing it for about two years, and probably the first year what we did was what we called myth busting, so there was a lot of myths out there about what types of students could get what kind of service, like this kind of student wasn't allowed to go to the library. Not true. This kind of student wasn't allowed to use a computer lab. Not true.

If you're curious about the myth busters, there is a whole three pages of them on the Intranet on the very first page. Can you take a look at kind of our first year was just busting myths.

What was left was where are there still gaps and where do policies need to exist so that we make sure that our students are getting the same kind of answers, services no matter where they go, whether they talk to a faculty, whether they talk to student services, whether they talk to an administrator that they are getting the same kinds of answers about how to get into classes, how to, you know, if they are noncredit or credit.

So this policy really stems from 1.2 and equity of service for all of our students.

I'm going to let Maggie talk about the policy more and answer any more of the questions. The questions have been great and we had great questions as well from staff council this morning.

>> SPEAKER: Thank you, all. I appreciate all of the support that we have received over the years as we have been trying to put noncredit students into the classes, and I have been making calls to many of you, and it all has helped us to come up with how do we go about the right process.

So when we are looking at what is the bottom line as far as this is concerned, we basically are saying that after a waiting period where the credit students have the opportunity to review the schedule of classes and to register for those classes, that the noncredit student who is interested in taking an available seat, this is not about going over a maximum, but any remaining seats that are available in the classes after a waiting period, that the noncredit student would have the ability to call and register for those classes.

Now, as many of you know, we have been working on over the past couple of years, is the ability for us to have a process that allows the noncredit student to be sitting in the classroom that you can see them on your roster, you've got them showing up on the grade report, but they will have a code in there that tells you that you don't have to put a grade in.

So they have access to D2L, they can get any library resources that you set aside, they are a student and accessible to the learning.

Part of additional reaping behind it is that we had, over the years, have learned that there are times when a student is not able to get into a class, and it doesn't have to do with the availability of seats. It's that the faculty member may not want them to be in that particular class. Again, I don't want to get into the reasons associated, but sometimes there are reasons why they, that are individual versus program reasons.

So what this does is it sets up a process that eliminates the liability for the college by removing the individual and looking at it more of a program standpoint.

So if you have -- I'm going to use nursing as an example -- if you have an area that is looked by an outside agency and has governing to why students should, how they can be in the classroom, that may be a programmic reason why we would tell a noncredit student that those classes are not available for learning even if there are seats available.

So there are a number of those things that exist, and they will be at the program level, and that is acceptable from the standpoint of the college liability. But where we find ourselves, and one specific example is the one that brings us really to the forefront, is that we had a local neurosurgeon who was, not was, is losing his hearing, and in order for him to continue to practice and be able to serve our community, he needed to have himself and his physician's assistant be able to take an ASL course. We were unable to successfully go through all the steps to get this person and his physician's assistant into an ASL course, and there is liability associated with things like that kind of denial of resources, especially when we have seats available at the time that they are interested.

So so far on this policy, we finished in the committee about a year ago this time. We then have moved this process through the presidents and the deans. We had Faculty Senate take a look at it. We had a small group of faculty look at it individually and then we are now at the group level like this, and it's a draft policy. We want to make it the best we can make it.

Questions, comments? Yeah? All right. Let's just start right here.

>> SPEAKER: Ginny H. In education, I certainly see the value of this, because we would love to see parents being able to take classes to learn best practices.

My question or to consider is the language at the, under purpose, when I think of the student type based on whether they have identified a program of studies, the credit -- when I look at noncredit, I always think of those courses that are clock hour, that are not credit bearing.

So I find the language confusing.

>> SPEAKER: I'm not even sure I'm actually understanding in

order...

So you don't have a concern about a person who is not opting to take the class as noncredit if it is a credit class? That's not what the issue is?

>> SPEAKER: No.

>> SPEAKER: But you're concerned --

>> SPEAKER: About the language, how you have this, consideration of a student type based on credit or noncredit for courses.

>> SPEAKER: Okay.

>> SPEAKER: Does that make sense? Noncredit?

>> SPEAKER: I'm making a note under the language for purpose to be able to be clearer as far as what the student's options.

Ian, you had a comment?

>> SPEAKER: If I can be heard without the microphone?

>> SPEAKER: No. We are recording.

>> SPEAKER: Just as a point of clarification that I have also spoke with Maggie and Regina about, is I think there is some language confusion on course type versus student type.

Throughout the AP, we will be looking at unifying that with language of students choosing X course type, because students aren't necessarily defined by the modality of the course that they take, and students sometimes take online face-to-face, and yes, we do have students that take both credit and noncredit courses at the same time.

>> SPEAKER: And I would imagine that with that scrutiny, that level of scrutiny on the language, that we will move past just the intent to really firm up what the language is. Okay.

I'm going to start here and work all the way around. In the back?

>> SPEAKER: Nancy H. We currently have noncredit and credit students. Our noncredit students are international. They do pay.

My concern is we get a number of students coming over from adult ed who have been in noncredit classes, free classes. Are they going to be paying if they choose to take ESL classes noncredit? Are they going to count for FTSE? Because if the majority of our resident students choose to take classes noncredit -- maybe I'm not understanding the issue.

>> SPEAKER: So adult education students are not noncredit students. They are clock hour, and they already count for FTSE.

If an adult ed student wants to come to a credit class, they would do the same process, registration, assessment, application, all of the same. So this would not be a consideration for ESL classes that I can think of.

>> SPEAKER: Next question?

>> SPEAKER: Rita. I just wanted to tell you that your explanation, both yours and Regina's, completely changed my mind on this policy. So any way you can change the language in there to explain the rationale, the content, please do.

>> SPEAKER: Okay.

>> SPEAKER: When I read the purpose, it sounded defensive to me. Maybe because it starts off with, and I'm sorry I don't have my glasses on, but limited only by curriculum. It sounded very defensive language. Like these are the only reasons why we limit students, so you have to consider. And I think what you have explained here to us opens that.

>> SPEAKER: So we are reframing it from limitations to why the possibility --

>> SPEAKER: Yeah, absolutely.

>> SPEAKER: Okay. Thank you for that.

>> MS. JEANNIE ARBOGAST: I'm a little concerned with -- you've got this statement No. 6 about when the noncredit students can get access, and it says four weeks after the schedule of classes has been published.

The scheduled classes, and I might be misinterpreting what you mean by published. The schedule of classes for spring is up. It's been up for two or three weeks. Does that mean it's published? Because registration doesn't start until next week.

So I'm very concerned then that we are not giving our credit students plenty of time to fill those seats. We have pared down and pared down our sections in all the departments so that we can serve as many as we can. We've got pathways.

I'm concerned, because our students don't always choose classes right away. All of us grew up in a time where, when registration opened, you registered for classes right away because they would fill up in two weeks. Our students here at Pima tend to wait until after their course is done so they can see if they have passed a course.

There is problems all over the place with financial aid, with work schedules, and the way this is stated, when it says, you know, it's published, I'm not sure that that gives ample time for the credit students to get in and take their spots before the noncredit students pop in in some of these impacted courses that we have. So that's a big concern.

And my other follows, I think, Nancy, I was talking with a Spanish teacher, and she was concerned about the FTSE. I did not know -- you know, that was her concern about this, as well.

>> SPEAKER: So I'll address each question separately.

First of all, with regard to when students would have access to register, your point is well taken. It should not be on the published, and it's even been -- a suggestion that came up earlier today was even with the idea that we do four weeks from the time that the class starts to make it available for the noncredit student.

So it changes it. So we will relook at this particular issue. Your point, though, about it has to be tied not to when the schedule of classes is published, it has to be according to the registration time frame.

>> MS. JEANNIE ARBOGAST: No, I don't understand your comment,

then, that you're allowing a student to come into a class four weeks after the course has started? Did I misinterpret that?

>> SPEAKER: When they would be able to register for the class.

>> MS. JEANNIE ARBOGAST: I still think you're conflicting with credit students who need to wait, and especially in fall semester when they don't get their financial aid approved until right before classes start. There is all the messy stuff in there.

So I'm just concerned that we need to push forward our credit students and make sure that they have seats available and always have priority.

>> SPEAKER: So again, the intention of the policy is to utilize access for available seats. It's not to displace our credit students. We'll have to take it back and have a conversation and see how we can better word that particular one.

Now, with regard to your question on FTSE, you'll note that this particular draft, we are not addressing financial -- this is about access. If the college comes at a later point in time and makes decisions with regard to the credit and noncredit registrations together will be a determining factor on whether a course is viable, that would be something entirely separate. This is about being able to educate the student that wants to be educated for a particular class that has available seats

>> JOSIE MILLIKEN: We have a few more questions, and just before we get to them, could we get just some clarification about the

timeline for this? This is still the drafting phase, but what is the plan for when this goes through the official process?

>> SPEAKER: So we are hoping to be able to get this in front of the -- what is it? In spring?

>> SPEAKER: This is to bring it to you for feedback and then will be put up for the comment period. So we will be doing some revisions before it's put up for the official 21-day comment. As an AP (off microphone) January board meeting (off microphone).

>> JOSIE MILLIKEN: So when will the comment, when will it be put up for -- I'm trying to get a sense of the specific timeline.

>> SPEAKER: Probably within the next few weeks we -- as soon as we have reworded and taken the feedback, we will be filling out what we have to to present it to the chancellor's office for it to go to their -- they will assign the actual title and the AP number and things like that, and then they send it out for comment.

>> JOSIE MILLIKEN: Will one of you return during the public comment period?

>> SPEAKER: I would imagine that that's part of our, what we typically do.

>> JOSIE MILLIKEN: So we will see this again. I think it's very clear that a lot of the language needs to be clarified to reflect accurately the intentions and procedures aligned with the policy, so it's always a good idea if you offered comments to back them up with an e-mail. Who should --

>> SPEAKER: If you wouldn't mind sending them to my attention, that's mmromance@pima.edu.

>> JOSIE MILLIKEN: Okay. So any comments, please do send them to Maggie so they do get implemented into the revision as it continues to move forward.

I think I saw three hands, so Kimlisa and Ken, did you have a comment, as well? We have Carol and I see one over here.

Let's have those four comments and see if we can come to closure.

>> MS. KIMLISA DUCHICELA: Maggie, are you guys thinking of adding something in here to convert? I'm surprised there is not a conversion.

A student goes into class, noncredit, is going along and then decides they want to shift to credit. Why is there not a conversion in here so that -- because like most MOOCs, most things like that have a way for you to convert midsemester from noncredit to credit.

>> SPEAKER: You're addressing it if it happened in the semester for --

>> MS. KIMLISA DUCHICELA: In the semester when it's happening.

>> SPEAKER: I will make note of that, as well.

Yes?

>> CAROL CHRISTOFFERSON: I got bombarded by my department with questions to bring forward. Probably just to streamline it the most, we have two financial sort of questions. But one of the most important was in the arts, this is a very popular area for community

noncredit sort of taking classes.

We are concerned about the course fees. Would these people be paying the same fees as a for-credit student? What's the difference between a noncredit versus an audit in terms of course responsibilities and expectations? Because this has proven to be disastrous in some cases where certain expectations throughout the course are delineated, and the noncredit situation was somebody not showing up to fulfill their part of the obligation.

In music, I know that this could be a huge disaster if the noncredit community people are playing in the band and they decide, oh, I'm tired today and this is noncredit so I'm not going to show up to the concert tonight and I'm the principal oboist.

Also, we have questions about who keeps the course fees for the noncredit student? Does it go to the noncredit department or does that go to the division credit?

And what about course cancellations? If 11 enroll and the class fills to 25, then who pays for the running of the class if only 11 students will be paid for by the division?

So those are my questions from my division. Sorry.

>> SPEAKER: So I'm probably going to defer a fair amount of them to Ian, because this is not about the financial side, okay. This is about the access.

If a program has a determination that there is an overarching, whatever the reasons are that they cannot allow a noncredit student to access the class, that has to be addressed programmatically, not by an individual but overarching so there is not answer from one faculty member and a different answer from another person, okay?

With regard to the students' expectations within the class, the faculty member will maintain what their expectations are. They don't have to teach differently for one set of students to the other. They instruct the way they instruct, and they have the right to set their class expectations for all students involved.

You can't get into what that individual faculty member will want for one environment versus another environment, so it's just really left as far as No. 9 that the faculty will set the academic expectations.

Ian, do you want to answer to any of the monetary issues?

>> SPEAKER: I want to address, Kimlisa, your remark about conversion, as well. I will try to work that in. If I forget, at the end remind me that I need to.

So I think that first of all this system is already in place with respect to course fees, so there are detail codes that separate course fees out versus the fee for actual participation on the noncredit.

So my understanding is that that is already in place upon noncredit student placement, and we've worked with student accounts on that. So a noncredit student who is in a course for which there are course fees assessed, they're paying those course fees, and they are going to the same FOPE (phonetic) that the credit students' course fees are going to. That system is already in place. That's been in place.

In terms of noncredit revenue, this might be needed to be added to the myth busters unit, so I will go ahead and add it now. The revenue that noncredit generates goes to the general fund as a revenue source for the college, not for itself. Just as tuition that your credit students pay goes to the college, not to your department itself.

So are there any questions about that?

What were some of the other ones? Oh, there is an aspect in there that was interesting, and I'd like to address, and that is individual student behavior. I think what the spirit of the policy is, and I wasn't in the conversation, Rita, that you had with Maggie and with Regina prior, but one of the aspects is we want to be careful as an institution that we are not classifying student behavior by student course type. And so the response would be a student in the course is going to be handled under the discipline and expectations no matter what modality they are in, whether it's audit, whether it's credit, whether it's not.

So Suzanne, if I'm incorrect, let me know, but basically anybody who is in our classrooms is subject to our student discipline procedures, and faculty still own that at the class level. What the spirit of the policy is is that those are upheld equitably across all student types.

So then the last thing is an interesting question that we have already started with curriculum, which is technically there almost is no distinction, when you get right down to it, between audit and a noncredit. So by virtue of subtraction, when you look at the law with respect to audit, audit is noncredit. It doesn't earn FTSE. They don't get college credit. And they are not assessed, okay?

So then that links to Kimlisa's point, and that is on the conversion, Kimlisa, most institutions currently at the community college level look at prior learning assessment as the means for conversion after the course is taken. And as many or all of you probably know that which courses are and are not eligible for prior learning assessment are under the purview of the discipline group. So that decision is made at the faculty discipline level.

Yes?

>> CAROL CHRISTOFFERSON: So sorry, but in regards to the comment that you just made about a faculty by setting the academic expectations for students, my comment still stands or the question still stands that when you have two or three different types of students in the same class, that as a performance-based class, it is nonenforceable if a student just decides to not show up for an important event for which they are obligated to do a role.

Imagine going to a show when the lead character isn't there and everybody acts around them, and there are no lines being said, or in a performance where -- there is no ramification for a nongraded student if they just decide not to show up and do their part of the production. That's what I'm concerned about here additionally is what is the consequence for this student.

>> SPEAKER: So as a musician and former music teacher, I can certainly appreciate the example. Across the board, I'll go back to my prior remark, which is it is the discipline that sets whether or not they are going to have audit. Our request is that if Matej is teaching music and you're teaching music, and it's the same sort of course, like MUS-101 hypothetical, that Matej not be able to say I'm never taking an audit student, and you say I'm always taking all audit students, that there be equitable approach across the discipline and across the program with how you will be monitoring and managing your audit and noncredit regimen.

>> JOSIE MILLIKEN: So we are way over time, but I knew this one would generate more conversation. But I see Arlo has had a question for a long time, and then we also want to get to Patty and Ken.

>> SPEAKER: I just wanted to ask for her e-mail address again.

Thank you.

>> SPEAKER: Rita. The conversion wasn't after. It was during.

>> SPEAKER: I understand. From a programmattic perspective, I would be reticent to add it at this point in time, because we still have a lot of kinks to work out with respect to our prior learning regimen. And all of this hits Banner and the SIS at some point, and

there is a lot of complexity on that.

The ability -- we just want to make sure we get our ducks in a row with respect to that. It's not off the table. I'd just like a little bit more time to implement these things first so that we can go and look at that and make sure if it's a viable thing for the institution that we have the means to do so and not just mess it up even further.

So it's noted, and it will not be forgotten. So thank you, Rita and Kimlisa.

>> JOSIE MILLIKEN: Arlo?

>> SPEAKER: Arlo. I just had an idea for the noncredited students taking available spots for credited students during registration. Would it be possible to have the noncredited students be put onto the wait list of the class? And then once the registration is full, they get taken from the wait list and put into all available spots?

>> SPEAKER: One of our earlier sets of feedback when we were working with the presidents on this was that they felt that at some point in time the community member should be able to know that they can rely on the fact that they made a registration for a class.

You know, anything is possible, but that's why we put a definitive period. Whether or not we've got the right time frame and what it's tied to is something we have to really ask ourselves based on when the credit student is applying.

What I'm doing right now is I'm literally looking -- I follow the registrations every single day on every single one of these classes to make sure that if the numbers are going up, that if I need to move a student to a different location, that that's happening so that we don't displace a credit student.

>> JOSIE MILLIKEN: Patty? And then we will move on.

>> PATTY FIGUEROA: My question is and I may have missed this, are the fees the same as for credit courses?

>> SPEAKER: Right now, and again, this is something we haven't addressed on this because it's got flexibility to it, but right now we are doing 85% of the tuition amount plus 100% of all fees.

>> PATTY FIGUEROA: Thank you. Because the reason I'm asking is about nine years ago I was in a committee and we did change the fees of audits.

What we were finding, and this may be along with what Nancy was saying, is that in languages, we had a high degree of enrollment. Every semester we had at least 492 students who were auditing and paying 40 bucks for the class.

So there were changes that took place. Now the audit still stands the same way. However, they still have the right to show up or not show up. So I guess that's the...

>> SPEAKER: Yeah, it comes to right now about 12 dollars' difference. We are not talking about a lot of --

>> PATTY FIGUEROA: Students, usually when it comes to language

and fitness, if it's less, that's where the enrollment was higher with the audits.

>> SPEAKER: No, this is really close.

>> PATTY FIGUEROA: Thank you.

>> JOSIE MILLIKEN: It seems like 20% of the comments we've had today are about the language of the policy and about 80% are about the implications and how exactly this will be enacted.

So I don't know how we can prepare for the implications in those pieces, but in terms of the language, again, please do send these comments to Maggie so that they can be integrated into the drafting process.

Hopefully we'll see a much clearer version of this. Not to diminish the work you have done, because you have created this from scratch, of course, but we will see a version of this that clarifies some of the haziness we have expressed in some of the concerns about the areas that don't necessarily represent the intent that we were explained.

>> SPEAKER: If I could ask for a timeline for next Friday, if you wouldn't mind, getting it in?

>> JOSIE MILLIKEN: So send comments by next Friday, which is the 8th.

All right. So we have the president's report, and just a few items to take through quickly. As always, I link to the charter. Communicating to constituents. This was an item that was brought up in the September meeting related to the restructuring with our faculty senator election process and how we have switched to more of a division model rather than campus-based. So we talked about e-mail list and is things and different options, and I think what it boils down to, and Tal can speak to this if Tal has more information, is that ultimately, to find out who you represent, the dean for that area is the best person to contact.

And the dean should have the ability to give you those list, the list of full-time and part-time faculty within the area.

Also, as we know, there are several faculty that represent several areas, like, for example, communications, math. So in those, it might be a good idea to coordinate with the other senators to ensure that, you know, people aren't -- that someone is reaching out and providing senate information, but it's not coming from five different places, as well.

So that would be a suggestion as to coordinate with others.

Tal, do you have anything to add?

>> TAL SUTTON: Yeah, just going to being able to reach out to your constituents, I think now I'm getting a clearer role as my role of vice president that as part of the elections, rather the follow-up to the election results, I think the vice president can sort of be the one that would sort of initiate those e-mails to the deans. In particular on behalf of the adjunct faculty who might not -- who feel sort of several degrees of separation from their dean.

And so, yeah, I think in terms of getting access to appropriate LISTSERVs, I see that as being one of the roles of the vice president's post-annual elections, and any tweaks that need to happen throughout the year because of this or that can sort of happen. But I think as just a general process moving forward, that's how I sort of see the understanding of how people can get access to be able to e-mail the people they are representing.

And also, on the rare cases where a faculty takes on a senate seat in a different division, then the vice president would sort of on behalf of that senator reach out to the dean of the division they are representing saying you have this person who is outside of your division that's going to be representing your division. Please give them access to the LISTSERV. I did that this time, but I was a little shaky with the adjunct faculty because I didn't even know if some of these lists existed. But it seems like they do exist now, so that's how we are going to go forward with this.

>> JOSIE MILLIKEN: Okay. Thank you.

E-mail retention update. I sent an e-mail to all faculty, staff, faculty about this. In that e-mail I pretty much don't have anything more to say than that, that the Faculty Senate officers did offer those three recommendations to extend the archiving window from three to five years, to allow more time for faculty to back up their e-mail, and also to provide training.

I did have an opportunity to speak with Curt Meyers this week, and Curt said that changing the archive window from three to five years is not possible because of state laws, that giving employees -- this isn't just faculty -- but employees more time could be a possibility but not to expect it to be too much longer, like even till the end of spring unfortunately would be too long. They want this implemented much sooner.

And then as regards to training, Curt was very understanding and open to that, so we should see some training, you know, at least some guidelines, some suggestions related to that in the future.

He will be here speaking to this item in December, so that would be a great time to address any questions or concerns related to this update.

We did hear about it pretty quickly, so I think there has been some panic, and so I think that meeting in December will give us a chance to kind of make a plan for how to back up our e-mail moving forward.

Plan for committee reporting, basically we want to make sure that because we have representatives on all of these different committees that those representatives, you know, bring any concerns or issues to us that come via those committees.

So the Faculty Senate officers, we have our next meeting on Wednesday, and we will discuss maybe some strategies to use to ensure -- obviously we can't have another report from each of these committees every week or every month, because that would -- we are already at our time limit and we always go over. But we'll strategize and report back to you.

Early Alert. Jeff Thies and it was going to be Jackie Allen, but because Jackie has accepted a new position within the college, I'm not sure she will still be the one to speak to this but at least Jeff will speak to Early Alert in December.

The FACT update, all I have is that affected disciplines have been notified, and that's pretty much the update I can provide about FACT at this point.

Faculty Senate committees, this is just a reminder to make sure that you communicate with your committees and update that document to make sure your purpose and goal in all of those things are up to date.

That's my full report. Are there any questions? No? Okay. So we can -- oh.

>> MATEJ BOGUSZAK: Sorry, me again. There appears to be some law that's requiring us to delete all this old e-mail?

>> JOSIE MILLIKEN: Yes, it's a state law. I checked with Raj and Curt about it. They sent me the law. If you're interested, I can forward it to you. Yeah.

>> MATEJ BOGUSZAK: Would you please, if you have a meeting about this again, please ask for some more tools to back up that e-mails, some kind of database or you can download it on your computer or instructions for people on how to back it up to their personal g-mail

account or create another account? But I really thought that suggestion was to save it to PDF was -- I mean, is that serious? If you want to save more than seven e-mails and be able to search them, how are you going to do that with PDFs?

>> JOSIE MILLIKEN: I think there is no real strategy for being able to preanticipate, you know, what documents and e-mails out of millions? Thousands at least?

I guess the mentality will have to be if it's gone, it's gone, as awful, as difficult as that is. That's the reality.

The law -- I did ask, you know, Curt about -- because Google does have a tool for personal e-mail accounts that allows you to easily back up. But that tool is not enabled for PCC.

And specifically because it's called takeout.google.com. I asked Curt about this, why isn't this enabled? It's because if everyone just backed up all of their e-mail, that would destroy the intent of this policy and procedure, that we'd still have everything archived, and it must be on -- you know, it's the property of, you know, Pima Community College, so it must be stored on Pima Community College servers.

Yep. Back up those e-mails.

Any other questions?

Okay. So we're up to our report time, our seventh inning stretch. We are switching it up every week now just to be fair, every month, so that a different person at the end of every Faculty

Senate meeting has the ability to be, I think as Matej put it, the person preventing everyone from the weekend.

So we'll start with Brooke.

Brooke, do you want to come up or do you want to speak from your seat?

>> BROOKE ANDERSON: I will speak from my seat.

As we all know the schedule is whacky this year. So there isn't a BOG report for anybody right now. I will be finalizing the Board of Governors report for Tuesday.

Thank you to those of you who have sent me lots of updates for the board in terms of what we are up to, so please, if you want anything to go to the board that lets them know what we're up to, how we are supporting student success and other sorts of notable accomplishments, get them to me no later than Monday.

Yeah, that's pretty much it. The next board meeting is on the 13th. The report will be due next Tuesday. Then that's it for the semester. There will be no December board meeting.

Then I will send out the BOG report and have the November board report on the December agenda.

>> JOSIE MILLIKEN: Thank you, Brooke. Matej? Would you like to come up here, or...

>> MATEJ BOGUSZAK: I will come up to stretch my back.

Hi. Good afternoon, everybody. Happy November 1st. Happy post-Halloween. I hope you have lots of leftover candy. Enjoy Dia de los Muertos and All Souls' if you're participating there.

The withdrawal deadline at least for the traditional semester is coming up next Friday, November 8. Starting this semester, faculty are no longer allowed to issue Ws after that date, after 45th day. So please remember to maybe remind your students, talk to those who are unfortunately considering withdrawing from your class, and remind them they have to do so themselves now before Friday.

I always update you on that handbook which is still not complete, but I think we are really pretty close now. Most of the new policies are posted. Some still have errors we have pointed out.

At this point PCCEA would like to report that summary. I do have a document I'm sorry is not quite finished, but I think by Monday I can send out a lot of what I'm talking about now and that guide of all the changes to the policies at least that are posted by Monday.

Then we will just keep updating as any new policies get posted or as things get fixed. I think overall we ended up in a pretty good place honestly on this gargantuan process. I'd like to thank all the Meet and Confer representatives and the folks from the AERC who participated, especially Ted Roush, Aubrey Conover, Makaela Hayes, Melissa L, Nan Schmidt, and there were lots of other people. But I'd really like to thank everybody for their work and level-headedness and being pragmatic enough in the end to make this happen.

There are a few items that we did not end up quite in a great place and that should concern us. I'd just like to highlight some of those. I hate to be negative and all.

No. 1 on my mind is the Step Progression Plan. The administration appears to still not be willing to post the plan that the board, that they just talked to us about two years ago, the board approved it two years ago and was part of our policy. Now there seems to be a reluctance to remember or to post it. Essentially they seem to just want to revoke it and put nothing, absolutely nothing in its place.

The argument I hear about is that, oh, that would be misleading, the board isn't granting steps now, and we want to go to some other kind of system in the future. We have a (indiscernible) study coming up that's going to sort of change things up.

But the consultant hasn't even been identified. That study is going to take probably two years and probably take us another year or so to implement some recommendations.

So to have nothing in place until that time, that is a serious problem. I'm really hopeful we can kind of walk this back, easily put some reference to the (indiscernible) study in there, but I'm concerned that there seems to be this attempt to just delete a policy, one of the most important ones that's part of our compensation system here, right?

We have the salary schedule. There is a compensation plan. Then there is the Step Progression Plan which defines how people move on that salary schedule. So just to render that schedule totally misleading and meaningless, that would be a big problem.

It's been years also since people move and to have people just stuck on the same step year after year after year, that's also a big problem and it's inherently inequitable, unfair, and demoralizing and I'm hoping we can start making some progress in that area.

Another policy that PCCEA was concerned about is a new code of conduct. At the very last minute over summer there was a section inserted into there with very little process kind of at the last minute. It did not go out for 21-day comment. The AERC members all voted against adding it until we have a chance to discuss code of conduct this fall, which we are currently doing, looking at some versions.

Basically the language that was added was just about -- you know, we can all agree about not lying and being transparent and being honest and things like that. But it was just far too broad in saying in any capacity, speaking as an employee to anybody, including on social media, you can't misrepresent things and use personal bias and you have to present all sides to a situation, just something that clearly seems to be very subjective and just trample all over free speech, I would say.

I'm not an expert in that area, but just seems pretty problematic what's in there now and could really have an effect of chilling freedom of expression here at the college. After all, college, of any place, if people are free to express themselves, this is where that should be.

So as I said, the AERC is working on some revisions. I'm not sure what the chancellor or chief of staff Tom Davis here is going to come back with, and so again, I'm hopeful we can walk this back a little bit and come up with something reasonable that works for us here.

There is a few policies that are missing where they have been kind of moved off to the provost's office, and they are working on some of them. One important one is faculty hiring. There are some on seniority that are still missing, and so we have had some excellent conversation here with Kate Schmidt on how to make progress there.

I think hiring, the perennial problem is we always start the cycle very late and lose out on some of the good candidates at the end because we are not able to make offers to them soon enough.

So I'm hopeful we can make some progress there, but we do still need some mechanism again for the faculty to provide input into those kinds of policies. Our recommendation is they should just go through the AERC like anything else and be part of that handbook.

Let's see. The counselor reclassification. You know, I'm really sorry to the counselors. They have had a rough time. I'm not sure how to say this. I'm pretty disappointed with the communication around this issue.

You know, we had a very carefully written detailed e-mail going out, and I appreciate that very much, but it just really seemed to paint things with a rosy picture as if the group work together and they recommended something, this is what we are doing and we are making things better for the students, but I see us going from 30-something counselors to now 19, 18. That's supposed to go to 10. Even those 10, we implored them to leave them as faculty based on the kinds of models or preferences here so that they could continue teaching STU classes, which I suppose they can still keep on doing.

But they still were just reclassified. Again, I don't see any other reasons but cost savings. Those were just left out of the e-mail altogether, right? There is nothing we can do. There is no policy that's stopping people from constantly reorganizing and reclassifying things. But I think we would all do better if we were honest with each other about why we are doing it.

Look, we have a terrible budget and expenditure limitation situation. We need to make cuts here because we have already made all the cuts everywhere else that we could, and so now we must cut counseling, we have to pay people less, we're so sorry, this is what we need to do.

I mean, I think that's how we should try it and of course we have to sell it somehow. Interestingly, you know, those kinds of messages have felt like they were violating that proposed code of conduct where you're supposed to present all sides of the policy, all sides of the argument.

I'm certainly hopeful that our counselors will apply for those positions, and then we can keep some of our stellar people here.

I have heard from other at support faculty that are worried. There is no rumors, there is no discussions right now of other kinds of reclassifications, but, you know, in the past it's been discussed about librarians, and this certainly does not bode well.

Am I out of time yet? I was just wondering if, Dolores, if you could mention some update on that reduction in force or which other faculty, now that we closed all these support faculty positions, what are we doing with those instructional faculty positions? Yeah.

So I'll send an e-mail with some more details to everybody probably on Monday so we have all of this in writing, as well.

Any questions?

Happy news. Happy November.

>> JOSIE MILLIKEN: Thank you, Matej.

We have one more item, and that is the provost's report. The provost is here to deliver that report.

>> DR. DOLORES DURAN-CERDA: Good afternoon, everyone, again.

Happy Dia de los Muertos. Today is for los angelitos, and tomorrow is for the adults.

I know there are some activities taking place at West Campus after senate, so if you have a chance, stop by. I think they have planned some excellent activities there.

Also, this morning I attended the teaching and learning center workshop held by Dr. Peter Felton who is an expert in teaching and learning. Some of us were there today. It was outstanding. Cultivating meaningful relationships. That's like faculty to faculty, faculty to student, and we reflected on our own experiences with faculty, with students, and how it impacted where we are and what we do every day in teaching and in learning.

I just want to reiterate that everything that we do at the college, you know it, we all embody it, is for our students. Sometimes that requires us to make difficult decisions.

As much as it hurts me, and I empathize with the counselors, there are some decisions that we had to make. Part of it is budget, but it's mostly really looking at the students. I mean, there are some program advisors that have from 500 to 1,000 students to talk to. How are we going to help them to succeed and complete and graduate?

So that's what we are trying to do to help our students. Because we respect the expertise that counselors and advisors provide, we need to work together and continue those services and enhance those services so our students do graduate.

So I just wanted to say that.

I will elaborate a little bit more about the FACT update. Josie, I know the administration and Faculty Senate leadership talked about it. I have a little more to elaborate. So there are six positions that have been identified for closure. This includes some vacant positions and also some positions with individuals in them.

There are some impacts to some of the existing faculty who have been informed. Then once we finalize the status of some positions with provisional faculty in them, we will announce the new potential hires next week, so you'll be hearing from us next week, along with a modified hiring process.

And I also wanted to reiterate the student success board policy that we were talking about earlier. I know several of you made comments, Kimlisa, Nancy, Tres, Joe Brewer. If you don't mind -- I will take it back to Jeff, too, but if you don't mind posting it, posted for 21 days, if you can include it there? Because then it's officially documented and the chancellor's office will respond to you and you'll have that documentation. The comments you made today, if you could include that, like the quality to be added?

Like I said, I will take it to Jeff, as well. I just wanted to make sure it's documented as part of the process.

So everybody has the provost's report. I won't go through all of it, but please note that I will be at the campuses both walking around, visiting the different centers and faculty offices, too, and then I'll have some office hours in particular rooms, so if you'd like to come in and see me, ask questions, if you'd like to come in groups or individually, you're welcome to do so.

We also have the expansion of the new student orientations, and we are offering six more large-scale orientations. We are also asking for volunteers.

This is nonadvising volunteers but helping with guiding students to check in, where they should go to, putting up signs, et cetera. So if you're willing to do so, please complete the survey that's listed there by Monday. Oh, my goodness, already Monday. If you have a chance to do it between now and over the weekend, that would be great. We'd really appreciate it.

There is some D2L training sessions that will be taking place next week, I believe. So if you're interested, please go ahead and use the RSVP form.

Next page, we are preparing, the Aztec Resource Center is preparing the Thanksgiving food basket project, so we'd appreciate if you volunteered to help with that. There are some ways for you to donate, and they give some suggestions because these baskets or boxes will be given to students, 150 of them, including turkey vouchers for students. It's a difficult time for students if they don't have the resources or don't have family around, so this is some kind of comfort that we will give them.

The teaching and learning center, very active, as you can see, so the next upcoming events include our own faculty who are presenting. Shelly D, Sandra S, and Mays Imad. There is one from Rhonda McGee who is going to give one here at Pima and also a community-sponsored one with the diversity, equity, inclusion office. That's contemplative pedagogy and social justice, healing students and communities through embodied teaching and learning.

The one in the evening is keeping it real, lively and strong, socially engaged mindfulness and the inner work of resilience in learning communities.

We really appreciate if you could join us. Let your colleagues know. This morning the one we had in the library we had a lot of full-time faculty and several adjunct faculty, too. They are really enjoying these workshops and learning and sharing their experiences.

Then the next page we have some workshops from the diversity, equity, inclusion office. I mentioned the one with Rhonda McGee and also another interesting one for December is exploring diversity through the history of Tucson.

There will be a series of them. This one will focus on a touring lecture of the Jewish History Museum and Holocaust History Center.

Have any of you been there? It's a small, kind of small and hidden. It's incredibly powerful. So I would suggest you go. If you can't go to this one, go on your own, because it is amazing.

And I think that's about it. I gave the update on FACT. Any questions about what I elaborated on FACT or anything else on the provost's report?

I think we needed some candy to pass around.

>> MATEJ BOGUSZAK: Will you be or would you please share those sort of reasons for why, which disciplines were identified and why, based on those FACT results? Like, you know, we had too many faculty

here or there is an urgent need for somebody here? The methodology that was used to identify those positions.

>> DR. DOLORES DURAN-CERDA: So last year we had criteria that was developed by the faculty and the deans. So that was reviewed this year again by faculty representation and by the deans and others. So that was the criteria that was used. It was approved.

Kate and Jim Craig were the co-chairs, so the process was after the criteria was developed, then the deans sat with the data of enrollment, of looking at labor market needs, making sure that accreditation purposes were included, the education and facilities master plan concepts were present, as well, such as the centers of excellence. So there were a variety of data that was looked at and reviewed in making those decisions.

I was not part of those meetings, so I don't know, Kate, have I missed anything you'd like to chime in as far as how the decisions were made?

>> KATE SCHMIDT: I think you covered it.

>> DR. DOLORES DURAN-CERDA: So there will be an e-mail going out that I will share more details about the process so everybody understands how that took place.

As I said, there were six positions, and some of them were vacant. So that's the good news, but...

Anything else, Matej?

>> MATEJ BOGUSZAK: And then we're planning to commence a hiring

process?

>> DR. DOLORES DURAN-CERDA: Yes.

>> MATEJ BOGUSZAK: Shortly after...

>> DR. DOLORES DURAN-CERDA: The new hiring process, that's something Kate can allude to. She's been working on that with Hilda and Ken Chavez.

>> KATE SCHMIDT: Matej, we have had a couple of conversations about that. We are pretty substantially sticking with the major timelines and milestones from previous versions of it.

One major change, and this is we are really looking at what our recruitment strategies are. We know, once again, we are up against a clock. We've put together a pretty tight timeline, looking at identifying committees before job descriptions are actually posted so that we've got people ready to go so they have planned for their spring to know when there will be interviews. We have that loaded into Smartsheets, that's our project management software, to try to keep on track. I know that was one of our concerns always was timeline.

We also have I think it's 2.01.01. There is an AP that still exists on faculty hiring. That is one that will have to be revised. We expect to have some revisions based on what we are calling an SOP, the guidelines and framework for hiring, because what we have been doing in that AP -- that AP has lots of dates in it we haven't hit for several years, right, for many reasons.

That AP, that revision process will go through the typical process and involves 21-day reviews and that kind of thing.

Is that helpful?

>> MATEJ BOGUSZAK: Will that SOP go for some kind of input or review process or to the AERC or to senate?

>> KATE SCHMIDT: That is an operational manual out of the provost's office. Our plan this year is that we are piloting it and we will be gathering feedback at each point of the process on how things are working so we can revise it for the future.

>> MATEJ BOGUSZAK: Thank you. I would just again stress that this was previously a board policy and in the FPPS. It's one of the most important jobs that we do is help identify, you know, our future colleagues as subject matter experts, so it is a process where in the future, the faculty should continue to have substantial input.

So I'll look forward to at some point having a conversation about how that should occur. Again, I recommend it just be part of the handbook and go through the AERC.

Thank you.

>> DR. DOLORES DURAN-CERDA: Any other questions?

Okay. Thank you. It's great to see you, and have a wonderful weekend.

>> JOSIE MILLIKEN: Motion?

>> SPEAKER: I'd like to make a motion to adjourn the meeting.

>> SPEAKER: Second.

>> JOSIE MILLIKEN: All opposed? All support? I don't know what I'm saying. All abstaining?

Our next Faculty Senate meeting is December 6, 1:00 to 3:00 in this same place, and so I will see everyone then.

(Adjournment.)

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