



PimaCommunityCollege

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Pima Community College Faculty Senate January 12, 2018

>> TAL SUTTON: I just wanted to take a moment to recognize and welcome the new senators. So if the new senators are willing to stand so that we can sort of, again, notice who you all are. We will give you a warm applause to welcome you.

(Applause.)

>> TAL SUTTON: For the new senators, it's going to take a while to get used to, I'm sure. Rosa Morales has been interested in getting a mentoring program up and running. We don't have anything formal like that, but hopefully now that we can recognize you when we see you on campus, we'd be happy to talk to you, knock on our doors, maybe we will come and visit you.

There is various etiquette things to deal with, like, whenever you want to talk, talk through the mic, don't yell so it can get

captured into the video. When you speak, just say your name and campus, and then say your comment or question.

So that's, I think, the only etiquette thing I can think of, except don't throw stuff at people, except Michael. You can throw stuff at Michael. (Laughter.)

Yeah, so there is plenty of opportunity to participate and we will probably talk a little bit about some of the opportunities to participate in what's coming up for this new year.

Maybe we'll even, one of those things could be developing a mentoring program.

The first agenda item is I will put Dolores on second, I will have Michael real quickly speak to the AERC results, if you'd be willing to.

>> MICHAEL PARKER: As you may recall, at our, I believe it was our December meeting, we put out a call for people to join the all employee representative council, which is part of the new Meet and Confer process, the board policy was passed this Wednesday at the Wednesday board meeting, so we held an electronic vote, and the two winners that we had were Susan Kukland (phonetic) and Juan Vinton. So I have submitted their names to Ted Roush and Dan Berryman. They will be the non-PCCEA reps for the all employee representative council.

Congratulations to them, and I think they will do a fine job representing the employees of Pima Community College. So thank you.

>> TAL SUTTON: The next short announcement will be coming from Dolores. I will ask her -- and I will invite Michael Parker to come to the front.

>> DR. DOLORES DURAN-CERDA: Good afternoon, everyone. Michael, I'd like to call you to the podium, please.

As you know, Michael Parker was the president last year, and we are so grateful for his contributions and service as Faculty Senate president representing all of you, and we have a token of appreciation for Michael. It says in grateful appreciation for your dedicated service to Faculty Senate. Thank you for supporting Pima Community College's mission, vision, and student success.

If you can please give him applause.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Excellent. We're going to have a picture taken. Thank you.

>> MICHAEL PARKER: Thank you, Dolores. It was a pleasure to serve. Tal and I will be leap-frogging again next year, apparently.

>> TAL SUTTON: Before you go, we wanted to give you a small token, because certificates are nonalcoholic. We wanted to make sure that you had an opportunity to go to Augustine's Kitchen.

>> MICHAEL PARKER: Oh, thank you. Augustine's Kitchen.

(Applause.)

>> TAL SUTTON: Now a request for any open-forum items or executive session?

All right. So we will begin in the business portion. I have invited Gregg Busch to speak a bit about the 2018 about the guided pathways implementation.

>> SPEAKER: Thank you, Tal. First of all, I just want to thank everybody for being here, and most importantly, thank you for your service on the Faculty Senate. I just was whispering to Dolores, it's sort of deja vu, before moving to administration I was in the Faculty Senate for a number of years and ultimately was forced into the secretary's position for a number of years.

I know what you're doing, and I know what it's like and the fun you learn. As I remember joining the Faculty Senate, I joined sort of under duress from my department chair who came to me as a new faculty member and said, Do you want to learn something about this college? I said, Sure. He said, Great. Go on the senate. That's where you'll learn it.

I think I spent the next about eight years or so, one term after another, on the senate. I commend all of you. I know the extra time it takes in your lives to do this job. Best wishes, and I wish you nothing but a wonderful 2018 as you begin.

I'm here to talk just for a couple of minutes about pathways and some of the things that's going on in the area that I work most closely with. But the most important message that I have to deliver today is this first one: That is thank you. Thank you, thank you, thank you, thank you.

You just traveled down the Valley of the Shadow of Death last semester working on all of those default pathways, spending all of that extra time which I know what it took. I have been through this myself twice before, so I know what you did and I saw it going into it, and I really, really, really appreciate all of the work that you did.

Please, please know that it did not go unrecognized. What you have done in moving pathways along, creating default pathways, program audits, course audits, all of those things were very, very important but they were very labor-intensive, and I just want to thank you again for that. That's the most important message that I hope you take out of what I have to say today.

I'll simply add to that that you did so in meeting the deadlines and keeping us on path to accomplish our goals as we implement the guided pathways movement.

Very briefly, the question that may be on your minds today is what's ahead of us? Well, I can tell you the worst is behind us now. Creating the default pathways was the most and is the most difficult part of implementing guided pathways at any institution.

In the implementation of guided pathways there are about six different areas. There are the creation of the default pathways, which you just did. There is the change of culture and the way we communicate by using more informed choice conversations. There is an increase in intrusive advising. The development of exploratory

majors or meta-majors. The identification of milestone courses. You may recall that milestone courses are those courses that are indicative in many cases predictive of future success of the student. For example, the one I use all the time in my conversations is anatomy and physiology. If a student has failed anatomy and physiology three times, statistics and research show that they are incredibly unlikely to ever become a nurse.

So if a student has failed their college algebra three times, it's highly unlikely they will become a professional engineer.

So these are the milestone courses, and we will talk just a second more about those.

And then the last of those areas that will be implemented under the umbrella of guided pathways are the customized academic maps or the maps that the students have that they follow throughout their academic path through the college, and finally block scheduling which Dr. Lamata Mitchell is leading, and she would be a great resource to you if you have any questions about how the block scheduling is moving.

What's next?

Well, the default pathways is largely behind you. There will be some conversations that come out of the provost's office over the next few weeks that may be questions that just pop up as they do the final review and approval of your default pathways, so I think those will be rather minor and so you shouldn't be laden with a lot

of extra work based upon the default pathway work.

I think there will be some of that, just some cleanup here and there, but it's not like it was before.

As we move on to informed choice, there will be conversations taking place around the college on what is informed choice? Our advisors and our counselors and the people in student services have already been receiving this training now in the fall while you were working on default pathways.

Ultimately that conversation will extend so that it will be information shared with the faculty so that you understand what does it mean to have an informed choice conversation with students?

The same type of conversation will take place surrounding intrusive advising. Intrusive advising is the type of conversations we have with students when they are facing certain types of barriers that prevent them from being successful and who as faculty do you refer those students to to get assistance?

So these could be things, for example, when the student comes to you and explains that they are having a great deal of difficulty getting through their class right now because their mother is terminally ill and they have been evicted from their apartment.

What do you do with that student?

So the intrusive advising component has also been taking place over the last semester, and our student services people, advisors and counselors, have been working on that, but that information will also

be shared through some professional development types of activities for faculty, as well, this semester.

The exploratory majors or meta-majors are those areas that are undecided students come in, not knowing really which way they want to go but they sort of have a general idea so they may be health science kinds of students but they don't know which of the programs. There are teams working on those exploratory majors or meta-majors, but that work really won't get going in earnest until after the 1st of February once all of the default pathways have been approved by the provost. Simply, we can't, because one of the objectives of implementing exploratory or meta-majors is the cross-linking of courses between the majors so we know that the students are taking classes while they are deciding upon their major that those courses are going to count toward their mainly. So we don't really have all that information just yet.

The milestone courses is really the one area that you may be -- well, that you will be involved at some extent. Remember, milestone courses are those courses that are sort of predictive, so what you can expect this semester is at some point in time institutional research will be providing some information to you. You'll be having some conversations among your programs and so forth to discuss these courses and be able to look at the outcomes of these courses as they relate to the success of the student.

Being able to provide interventions when students are having

difficulties in milestone courses is where we are trying to go so that we can prevent a student from falling off track before they even know they are off track.

Let me give you just a quick example of how faculty may be involved in that. Let's say a student is in an engineering program, and they are taking their college algebra or calculus course. Doesn't make any difference. Just pick a class. And we know from the data that students who are successful in engineering need to have no lower than a B, but the student is in your class and you're noticing that the student is ranging around a C-plus or a B-minus. Now, to a student, those grades pretty good, especially if it's calculus or a difficult math class. But when the research shows that the student is far less likely to be successful even if they have a C-plus, they don't even know they are in trouble. They don't realize that they need to get that up.

So that may call for you, as a faculty member, to recognize that when you're seeing how the student's performing in the class and being able to have a conversation that says, Hey, I have been noticing you have sort of a B-minus right now. Is there something I could do -- could we talk about that? Is there a stumbling block, having a particular challenge with the concept we are having? I'd like to get you up to a B.

Rather than waiting 16 weeks, the student finishes the course with a B-minus or C-plus, only to discover next semester they can't

get through their engineering classes.

That's what the purpose of the milestone courses are about, is to be able to identify those.

You'll be asked at some point in time during the semester to work with the institutional research people and the team that's leading that is Nic Richmond and Michael Parker. That's their areas. They are the co-chairs of the work group leading this.

Sometime during the semester, there will be some more conversation. That's going to pretty much wrap up the most intensive work for faculty in the implementation phase.

So it's sort of downhill from here for you folks.

The academic maps are those customized maps. As I said, there is a group working on that. There will be some training extended to faculty, as well. So when faculty are working on creating academic maps or working with academic maps with students in your programs that you understand that process and how the notes are sort of recorded into the advising system. Finally, I just want to wrap up on a couple of other quick points. I will be, again, this semester, each semester, at the beginning of the term and at the end of the term, I will go out to the campuses and make campus visits and be on the campus if anybody just wants to walk in and have any questions. Those are scheduled to start the week of February 5, so sort of keep your eyes out for those dates as they relate to your campuses. Of course, I realize completely that the date I come to your campus and

the time may not match into your schedule, you know, so bear with us on that. But certainly you're welcome to attend any of those at any campus.

And you are very welcome to contact us any time if you're having any kind of a challenge with it. And if I can meet with you or your group or your team or your group of faculty, I'm happy to do that, or certainly find somebody who can, if my schedule won't accommodate that.

So please know that I'm available to support you or come back to the Faculty Senate at any time that you may have some questions that we might be able to -- I can help you do anything about. I want to make myself perfectly available to you.

Finally, as it relates to pathways, I want to talk just a second about Complete College America and Complete College Arizona. Complete College Arizona officially formed at the end of last fall as the 43rd state in the alliance now across the country. We're very proud of that, because this was formed as a consortium initially between Maricopa and Pima Community College. But the good news is that that word is spreading very quickly. The rest of Arizona is racing to get on board with the consortium.

This week I met with Cochise College, and they are in the process of moving into the consortium, as well. I also met with the University of Arizona, who is looking at joining the consortium, as well. You guys will all be way ahead of the U of A when they start

this whole process. That will be sort of interesting.

And last but definitely not least, I want to give you a second update on dual enrollment. It's something we don't talk a lot about, but there is a lot going on behind the scenes. You may know that in the fall we hired an academic director of dual enrollment and high school partnerships, Tom Cluding (phonetic). He's housed on the West Campus but is also a district-wide employee, really. He's out there working on all six campuses. He too will be reaching out to you as we advance in the dual enrollment arena.

It will be very, very important to make sure that the faculty have a voice and are working closely to make sure that what we are offering in the dual enrollment field is in alignment with what we are offering at the college.

Please, when you are contacted by Tom, you know, feel free to share your thoughts, your support and anything you can do to help him as we begin to spread dual enrollment across the Southern Arizona, which by the way, is happening very, very quickly. Just to give you a hint, we have five new dual enrollment schools coming out of Santa Cruz County. That's huge. They're just -- we actually are -- we are experiencing difficulties in their growing pains, is what it is. Too many people, too many schools, too many challenges and not enough staff right now to take care of it. But those are good problems to have.

To conclude, thank you very much for the time and I want to thank

Tal for this invitation. I'm very pleased to be here, and I wish all of you nothing but great success in the upcoming semester and best wishes. Thank you.

(Applause.)

>> TAL SUTTON: And so we won't hold questions. As he said, he's invited you to visit him during his campus visits, so if we feel that it's necessary to speak more about guided pathways, we can invite him again for that meeting.

We're going to move on to a voting portion. We didn't have an opportunity to vote on the November minutes in December, so we have to sort of vote on those sets of minutes. For the new senators, just so you know, one way that we conduct votes here is we just sort of do by call, so we'll say all in favor, say aye, and you would say aye if you are in favor and opposed say nay, and the louder one wins. For those votes that aren't sort of particularly important to sort of keep track of how many dissents or abstainings, minute approvals would be something where we just cast our vote vocally in that regard.

There is also a call for abstain, and since you weren't at the November and December meetings, you are certainly welcome to abstain from those votes.

So I will call up the November minutes and sort of quickly scroll through them just to remind us if you don't have them in front of you. We are trying to go green which is why there aren't copies of

them in the agenda and things.

All right.

>> MICHAEL PARKER: I pulled them from a vote in December because we didn't -- we hadn't recorded the fact that we voted for the DACA letter and that still isn't reflected in there, so I would like to find out who made the motion and who seconded it. I think we had, because our secretary was absent on that day, we had some different notes. So that would be one revision I'd like to put in there so that it is recorded that we did support that letter.

>> TAL SUTTON: Okay. All right.

Does that capture, include mention of vote on DACA letter include the wording of the motion?

>> MICHAEL PARKER: (off microphone.)

In the notes that Patty sent to me, it does not record who put forward the motion. Just that it was approved with one no.

Does anybody remember who put forth the motion and who seconded?

Or I think there was a second person who took notes that might have sent them to me.

>> TAL SUTTON: We have a video of this, right?

>> MICHAEL PARKER: There we go. We can resolve the question that way.

Would that be acceptable, you know, if we amend the minutes to reflect who put forward the motion and the second by going to the video? Or should we do that first?

>> TAL SUTTON: I think we can vote on it and so long as it's amended it will happen and if people will trust us that we won't lie to you and change the wording. I'm not trustworthy, though, so there's that... (laughter.)

Is there a motion to approve with the...

>> BARBARA FOX: So moved that we approve with the amendment listing who moved and who seconded.

>> TAL SUTTON: Is there a second? Second by Rosa Morales.

All in favor of approving the November minutes with the amendment? Aye?

(Ayes.)

>> TAL SUTTON: Opposed?

All abstaining?

All right. The November minutes have been approved, assuming we will, with the amendment we will go through the video to ensure that we accurately reflect who moved and seconded the motions.

>> BARBARA FOX: This will sound a little ditzy, but I think I may have seconded it. I don't remember but I think I may have. I guess the tape will tell.

>> TAL SUTTON: The tape will tell, yes.

Next we have the December minutes. I will scroll through these.

That was a motion?

>> MICHAEL PARKER: I move that we approve the minutes for December.

>> TAL SUTTON: Seconded by Herson.

All in favor of approving the December minutes, aye?

(Ayes.)

>> TAL SUTTON: Opposed? One abstention.

The minutes have been approved, and we will move on to the next bit of business.

I know that Lamata Mitchell and -- Lamata and -- am I just realizing now -- I have never made that connection.

>> KARRIE MITCHELL: We're sisters.

>> TAL SUTTON: We are replacing one Mitchell with a different Mitchell (laughter). She will speak about potential semester models.

>> KARRIE MITCHELL: Hi, everyone. I will give you a little bit of a context for this conversation. You all know we have a comprehensive visit coming up for the HLC. As part of that visit we also do a HLC federal compliance filing which is made up of a variety of different things. One of those is we have to look at credit hours, federal definition of a credit hour and how we have scheduled our courses to make sure that it aligns with what this definition is.

So as part of that, Lamata is leading the group that's doing that part of the federal compliance. In running the report for that, we have found that sort of we are following two different models, which is what I'm going to describe to you, because we need a decision to do.

Historically we have called ourselves a 16-week semester, right?

For example, we start January 17. We end on May 17, et cetera.

We have put in places like academic calendars, student planners, on the website everywhere, that we have a finals week.

So if you all remember when you were at the university probably you had so many weeks of instruction, probably a reading or a dead day where nothing happened, and then this funky scheduling week of finals. You all remember that? So your classes Monday/Wednesday but final was Thursday at 2:00, random. What this is, and this also came about when actually Gregg Busch sent out an e-mail last year that questions had come about, what do I do in taking attendance during finals week if we are not meeting during finals week?

This is kind of where this is all bubbling up. When we set a semester schedule through the academic calendar and we have the beginning of the first date to the end of the last day, we send that information to the Department of Education so we can do our federal financial aid stuff. This is called a payment plan and there is all these other things with that.

When we send those dates in, that's the date that we are looking at for instructional time, seat time. So when we are looking at a definition of a credit hour and we are looking at how much seat time, butt in seat needs to happen, it's based off of time within that parameter.

Are you all following me? 16 weeks.

So what we found in the audit is that some of our courses are

meeting seat time for 15 weeks. Some of them are meeting 16-week seat time. We have sort of a discrepancy in the scheduling with that.

So we can either be a 16-week semester, so we go for the entire time, with no designated finals week, but instruction time takes place during that entire 16 weeks, or we can be an institution that does 15 weeks of instruction time with a designated finals week.

Are we good with what we are looking at? Okay.

So some of the pros and cons that are associated with this. One, we have been talking about a 16-week semester since I have been here, which has been almost 15 years. There is some history with that.

We do have eight-week classes. So eight plus eight equals 16. There is my math equation for the day. If we do go to a 15-week semester, we have to think of some of those shorter-term classes, how those fit into that. If we stick with a 16-week semester, I think what we need to do as an institution, and we will make sure that we do that, we need to be clear that we don't have a designated finals week, like I think people traditionally thought that we had. Like, you still have to have instruction, you still have to have attendance taking during that time. If you give your final during that time, that that's also fine. It's just we're not going to have a different schedule for finals week.

Either way, are there questions or can we open it for discussion? That's kind of what we're looking at. 16 weeks with no designated

finals week or 15 weeks with it.

>> BARBARA FOX: Some of us don't give a final exam per se but require some sort of cumulative project or some alternative way of showing mastery of the course.

Would the 15 plus finals week schedule impact on that?

>> KARRIE MITCHELL: No, essentially, you would be teaching your same time now. The thing is that whenever the end of the semester is, so whenever even this semester your last class is scheduled, you still need to be having some sort of engagement in an academic activity for the students so that you can mark whether they are present or not.

>> BARBARA FOX: Thank you. That's very clear.

>> KARRIE MITCHELL: David?

>> SPEAKER: David Morales. The finals week I remember at the U of A, when would your final be? Because, you know, would it be -- you know, you only are going to meet one time. One thing I liked about the finals week is it was usually longer than the regular class. I'm just curious how the finals scheduling would work if we had a finals week.

>> KARRIE MITCHELL: If we go with that model, it would have to be developed. I don't know if you all remember that schedule when you were at the university. It was completely different, and they published it at the beginning of the semester. As faculty, you'd have to let your students know, because you don't want them to miss

that. It hasn't been developed, I would say.

>> BROOKE ANDERSON: Would this change if we went to the 15-week, with finals week, would it change the amount of time we met every week with our students?

>> KARRIE MITCHELL: That's part of the, as we pulled the data to look at this, there is nothing consistent right now.

So some of the courses are scheduled within that 15-block already, so we are actually offering more hours of instruction than we should be, right? And so we have to, whatever model we go with, basically go through and it will adjust some of the classes one way or another, or it won't adjust them at all, depending on the way that they are currently set up.

>> SPEAKER: Hernando B. Some of us give optional finals in which the finals are to replace certain number of points lost through the semester.

Not the entire class takes a final as a result. Only those who can improve their grade.

Normally, I give that on the very last day of the semester during the supposed finals week.

I do meet the criteria of meeting with my students and provide some kind of an activity. However, not my entire class has to be present. So on that day I don't take attendance.

>> KARRIE MITCHELL: I think you're probably taking attendance for the students who are present --

>> SPEAKER: No, I am not.

>> KARRIE MITCHELL: -- because they are doing the final.

>> SPEAKER: I am not. What I'm saying is that this was an official day when it's not, because it's an optional, and all of these people have failed to attend.

>> KARRIE MITCHELL: So you are marking them all absent for the day?

>> SPEAKER: No, I don't mark them at all. I don't take attendance.

>> KARRIE MITCHELL: I guess my answer would be is you should be taking attendance on that last day.

>> SPEAKER: And lying and put them all present?

>> KARRIE MITCHELL: Please do not do that. That's a falsification of records, and that's a different --

>> SPEAKER: No, I just want to make absolutely sure those I mark absent simply because they did not need to take the final are not going to then be penalized because they accumulated X number of absences, and now their financial aid is in jeopardy or something else.

>> KARRIE MITCHELL: They could, to be honest with you. They could. So I would think about in the structure of your course is there is something during that final day that you could engage those students that aren't going to take the final in some sort of academic engagement? And maybe we can brainstorm on this offline.

>> SPEAKER: We will have to brainstorm quite a bit, but I will try.

>> TEDDY SCHNUR: I tend to favor that 16-week model for a couple of reasons. Actually, the prior comment about attendance taking kind of falls into that where there is some consistency with the schedule.

For our department, we offer a lot of eight-week sections, and so we need the eight weeks to get through what's required in the class, and it provides the consistency from first early eight-week and late eight-week classes. There is that consistency of time.

The other reason about the 16-week option that I favor is that it provides the students with that consistency of here's our class. It meets every Monday. It meets every Tuesday. Whatever the day is, the time.

And then the instructor can be creative during that last week of how they want to handle the final engagement of curriculum during that last week. But the students know this is when I'm coming. And I get nervous when we start changing scheduling and we start making changes, because I have just found that they just, a lot of students, just don't know what's going on, and then it creates problems.

>> ROSA MORALES: When we're talking about consistency, obviously we are not consistent with the University on the sense that we have a 16-week semester where internally we use the last week as finals, right? And the conflict came in when Dr. Busch started kind of implementing the idea that we have to have class and we have to do

the attendance. Given that our financial aid, you know, contract was stating that we were teaching for 16 weeks.

I really like the idea of staying consistent with the University on the sense that some of our students are actually attending both systems. And life is complicated, no question about it, and it becomes more complicated later on. But I like the idea of the 15-week class and then one week of finals.

The thing that I would like for finals is for finals to be at the same time that the classes are happening. Mostly because at the community college level, a lot of our students are working and are part-time students, and it seems to work well with them and it will be more consistent with what we are doing right now. It also would alleviate the issue of room scheduling, which can become an issue in some of those campuses.

I just wanted to bring that about, the issue that our students are part-timers, that a lot of them are working. They are used to a certain schedule. But in order to align ourselves a little bit more closely to the University, maybe that's the time to move to the 15-week.

Regarding the curriculum as instructors, our curriculum doesn't have to be, you know, inflexible. There is many ways that we can engage the students even at the times where they are not coming to class. For example, my community organization class organizes a community event. The event usually takes place on a weekend. I do

take attendance there, but I don't have a way to actually add it to the regular, you know, system that we use because in my system they still have to come to class.

That extra activity was totally outside of the scope of the responsibility to come to class. Whether they are able to come in or not come in, it doesn't affect the grade they are having. What it affects their grades would be the effort that they place before, during class and after the event, which is within the schedule of the contract that they have with me in the syllabus.

Thank you.

>> KARRIE MITCHELL: Thank you.

>> SPEAKER: Matej. I would like to strongly second about the idea that we should not change to a centralized finals schedule. I don't think that's student friendly. We have a different student population than the University.

I do think that it probably makes sense changing to a 15-week system, because it's my understanding that that's how we have basically been operating. You kind of alluded to it and talking to colleagues, a lot of them have been taking it as, you know, we have our instruction and then there is this finals week where different kinds of assessments take place.

One thing it would alleviate is this bewildering and time-consuming, confusing conversation about what to do about attendance, which is really just -- you know, I mean, for most

students it's not going to make a difference whether they are there or not, but for the ones, like you said, where it would make a difference, well, like, we shouldn't be changing people to change how they are teaching because of some federal rule about what should be, you know, recorded for attendance. I mean, I think that's really inappropriate and would be misguided.

I don't know if -- the eight-week classes, seems like they could somehow be scheduled eight and eight. In practice, our (indiscernible) classes now, they just kind of ignore that finals week and teach through the first day of finals and then give a final on the last day typically, as far as I know. And most courses, based on what my understanding of definitions of credit hours, would not have to change any times if we switched over to the 15-week.

So, I mean, the problems that I see are maybe some Banner issues and so on and so forth with making sure that it all works, but it appeared to me there are also advantages to changing over to this 15-week system.

I was just curious, like, what's the timeline here for making decisions? How will they be made? When will that be announced?

>> KARRIE MITCHELL: So right now I don't know if any of you are working on the fall schedule, yes, and so this would impact the fall schedule but not necessarily the start and end date for the semester, if that makes sense.

So we already approved the '18/'19 calendar. We already had to

send that to the Department of Ed, because we are already collecting FASFAs and all of that stuff. Whatever decision we do decide, it wouldn't be for '18/'19. It would be for '19/'20 and forward. Depending on the scheduling of classes, whatever we decide on, we do need to make sure that the class time is fitting with whatever the model is for the fall and the spring, and then the 15/16 stuff we can figure out for '19/'20.

>> SPEAKER: I want to say briefly, I understand people that are in favor of 15 week. I would be strongly in favor of 16 week, because I think it's a pedagogical and a curriculum week. When you say it's a finals week, then students expect there's going to be a final. I don't give finals, right? And then you're in this confusing thing of, well, it's finals week but you don't give a final, so why am I coming to class, then what's the situation? Then let me make some activity to substitute for the final.

You know, just let's have 16 weeks. They attend every class for 16 weeks. If you want to give a final, do whatever the heck you want in that last week, as long as they're there, you're taking attendance.

I remember the bad old days trying to figure out the finals schedule at the U of A and the whole sort of deal. I think it's an outdated pedagogy and I think we should go boldly forward and leave it in the past, which I think that's where it belongs. That's my deal.

>> TAL SUTTON: I just wanted to add in terms of developing a finals week schedule would be challenging, because we're not on a block schedule yet. So that would also increase the challenge of developing something like that.

I'm just curious if there is something in the middle, if there's a possibility of essentially identifying -- if we don't need to change the length of our classes for those 15 weeks and those 15 weeks cover the amount of credit hours that they need, then it seems like we have almost this extra last week to sort of play with. If we call it a 16th week, if we call it a finals week, I don't really necessarily see -- we have already given them all of the credit hour face time that is mandated.

So could we just essentially, in terms of like the attendance tracking issue, just sort of list it the way we do online, have every single day there, and when you do something academic, be it run it classes as regular, or have the due date for your final paper, or have your scheduled final, that's the day you go to Attendance Tracker and click, click, click, and that's the 16th week? If somebody wants to treat it as 16 weeks, they treat it as 16 weeks. If someone wants to treat it as a finals or a paper due event -- I don't do papers -- then you would log in appropriately in that regard? I'm just wondering if there is some sort of wiggle room in terms of what we can adopt and what makes the most sense for our population.

>> KARRIE MITCHELL: For federal compliance reasons, we just need a start and an end date for the semester. So whether it's 15 weeks or 16 weeks or 17 weeks, we're allowed to go 15, 16, or 17, it doesn't really matter. So it's just really about making sure that the scheduling gets in for the seat time for that definition of the credit hour.

>> TAL SUTTON: Then the end time is when we have to take attendance up until?

>> KARRIE MITCHELL: Correct.

>> TAL SUTTON: If we went to a finals week, we wouldn't have to take attendance on finals?

>> KARRIE MITCHELL: So if the end of the semester ended on, let's say, May 10, and then finals week was the week after, May 10 would be the last day to take attendance and then you could give your final during the week after.

>> SPEAKER: I just have a quick question. Tanya P., counseling, Desert Vista.

If we were to do that and our syllabus showed course dates and our course calendar showed semester end dates, I think it could be very confusing for the students, because they think it ended on this day and really they really need to be planning for the next week of finals. They need to be planning with their bosses, need to be planning their vacations.

So I think it could be very interesting if we call it an end

date. To me, the end is the end. End isn't the week following to finally finish it, you know. I mean, I think that could be very, very confusing to students who do a lot of things completely by themselves online, even though we encourage them to visit with people and we have people that say it said this ended right there. That would be another layer and we'd really have to be very proactive in how we advertise it to make sure that there are absolutely no discrepancies, that everybody is on the same sheet of music so people show up for their final and don't flunk because they thought the class already ended.

>> MARGARITA YOUNGO: Help me with the dates. I pulled up the U of A, and I can understand Shelly's about we could move forward, break new pathways, I agree with that, I agree with David and Rosa's idea about all that was said, Matej, as well, but here is the spring schedule for the U of A. It says Martin Luther King, Jr., January 15. Spring recess, here we go, March 5 through the 9th. The last day of classes and lab sessions May the 2nd. The reading day, no classes or finals on May the 3rd. Then finals and final examinations May 4 through the 10th. So they do have that week, May 4 through the 10th. Last day of classes and labs is May the 2nd.

So maybe we could reword how we tell students what the last day is expected so that we can be in accordance with the rules and what you're up with with attendance.

So I think we can work this out real easily just by making sure

that we explain, for example, we could say final examination/...
whatever we want to say. We don't have to just say finals. Well, it
says finals. You better have a final or finals, you need to be in
your office or in the classroom. I think we can just look at this
and --

>> KARRIE MITCHELL: That's their academic calendar.

>> MARGARITA YOUNGO: It has it for all the eight weeks, 16
weeks, 13 weeks, and they figured it all out so there is -- we can
adjust our...

>> KARRIE MITCHELL: I think what Tanya is referring to is when
the students go to look at the schedule of classes and print out the
schedule of classes, that schedule of classes will say May 2nd.

>> MARGARITA YOUNGO: Right. But we could work with the words.

>> TAL SUTTON: So it seems like there is still a lot of
questions floating around this issue, so would it be okay to continue
the conversation perhaps -- when would you like something from
Faculty Senate?

>> KARRIE MITCHELL: Yesterday would have been a nice idea
(laughter).

No, the only thing is I know people have a deadline of when to
turn in first round of classes. It might be different on different
campuses, so it might be unfair for me to ask. February 1st? Is
that what it is?

So being able to have that in place so we can run the audit of

what the current role of the fall is, so if we need to make adjustments to class scheduling time.

>> TAL SUTTON: Sounds like it would be too late to have this conversation for February.

>> MICHAEL PARKER: Can I ask something very quickly? You're proposing that any of these changes, they wouldn't be reflected in the fall. You just want that information to do an audit based upon what the fall schedule is?

>> KARRIE MITCHELL: What would take place in the fall, depending what we're going to choose, we need to make sure that we can adjust the times to classes to be able to meet that.

>> MICHAEL PARKER: But then that responsibility wouldn't be placed upon the department heads to try and figure that out, would it?

>> KARRIE MITCHELL: No, no, we would figure it out. Where it would come into play is when it came back to you -- I don't know how the classroom assignments are taking place in the first round, but that may have an impact on class overlaps.

>> MICHAEL PARKER: Okay. But the earliest this would go into effect -- okay, let me ask the question, unambiguous question: Next fall or a year from next fall?

>> KARRIE MITCHELL: Fall of '19. Yes.

>> MICHAEL PARKER: Okay.

>> SPEAKER: I had a question. Will we define between 15 and 16,

how's that going to change, like, the student's financial aid or, like, cost of living?

>> KARRIE MITCHELL: Where it would impact is probably our veterans, and so veterans, some veterans, depending on what chapter they are in, they get a living stipend, based off that weeks of instruction. So obviously if we have longer weeks of instruction, like, 16 weeks, they get another week of living expenses.

From a financial aid perspective, when we put in whatever the beginning and the end is, that's essentially the payment period, and so it won't impact them. Good question.

>> JOSIE: Just to clarify, the decision regarding making the change needs to happen around February 1st and the decision will reflect what happens in academic year '19/'20?

>> KARRIE MITCHELL: So the '19/'20 academic calendar hasn't been set yet. The academic calendar committee -- is there anyone on that in here?

That group has kinda been waiting to figure out what this issue is as well as another one that Aubrey came to Faculty Senate and Ana just sent out an e-mail about, trying to get all that stuff in alignment before they can move that forward. What we need by February 1st is to make sure that we can align the class times according to -- it's going to still probably be the 16-week semester.

So what that will mean is the classes that are currently only scheduled for 15 weeks of seat time may become shorter. Math people,

did that make sense?

So right now the seat time that currently scheduled, is scheduled for 15 weeks, but we are scheduling it for 16 weeks. We need to make that adjustment in the seat time in order to reach out to 16 weeks.

>> SPEAKER: Matej. Is that just a few classes or all of our classes?

>> KARRIE MITCHELL: A number of our classes are currently scheduled for 15 weeks, but we are scheduled for a 16-week semester. So that adjustment to those classes would need to go out to 16 weeks.

>> SPEAKER: Matej. Is that the majority of classes or 20%, 5%?

>> KARRIE MITCHELL: We could figure it out right now. So we define a credit hour as 50 minutes per credit hour, so if you have a 3-credit class that meets twice a week, that meets for how long?

>> SPEAKER: Matej. No, I mean, how many of our classes are currently scheduled as 15, how many would be affected by this change?

>> KARRIE MITCHELL: I do not know. Some of them also aren't exactly a 15 weeks. If this one is over 5 minutes or this one is over 15 minutes, so they won't be exactly scheduled within 15 or 16 weeks.

They are all over the place. Yeah.

>> SPEAKER: David Morales. I thought the changes weren't taking place until '19.

>> KARRIE MITCHELL: Whether we do a 15 weeks and a finals week or a 16-week semester, that decision would be for '19/'20. The

decision that will impact for fall '18 is whether we need to adjust those classes or not.

>> SPEAKER: David. So then the changes are happening this time, not in '19.

>> KARRIE MITCHELL: They are happening both but two different changes. So if we decide we are going to do a 15-week semester, that decision won't take place until fall '19.

>> SPEAKER: Noah F. Genuinely curious why do this now? It seems the scheduling challenge associated with Guided Pathways is sufficiently challenging.

>> KARRIE MITCHELL: Guided Pathways is not a federal compliance issue. Scheduling according to the definition of a credit hour is.

>> SPEAKER: Noah. So a follow-up question. Why do this at all? We are a 16-week. We just have labeled things poorly perhaps.

Why do it at all?

>> KARRIE MITCHELL: We can keep it at 16 weeks, if that's what we so choose, but many of the classes are not scheduled at 16 weeks. So we're bringing the decision to faculty for guidance on what to do.

>> TAL SUTTON: We will continue this conversation probably electronically as quickly as we can and get something to Karrie and Lamata.

>> KARRIE MITCHELL: Thank you.

>> ROSA MORALES: Don't forget to continue stating your name as well as your campus, because it's good for the new senators.

And secondly, it would allow us the opportunity to go back to our constituents, which is something very important as senators. We cannot make decisions without going back. So I think it's important that we take the time to do that, especially for this type of decision.

So whatever is agreed as to what we are going to do to follow up on this, make sure that we have enough time so we can discuss it with our departments.

>> TAL SUTTON: All right. So I think what I will ask from the provost's office is something that can explain as well as possible this surprisingly complex issue that we can share to all faculty. You can talk about it with your constituents because they will have that e-mail, and then we can sort of have a conversation online about what senate would like to recommend or endorse.

And we might have to do that electronically, given the time constraints.

Now we do need to move on. The next thing I'm going to talk about is faculty governance. I'll try and move fast now.

In the fall, to give you some context, the charter revision subcommittee was working at developing a new mission statement for Faculty Senate to adopt into their charter. We have something that we really like. We haven't brought it to you guys yet. We probably will do that in a month or two, but after creating a new mission statement for us, we realize that we need to make sure that our

mission would be sort of essentially honored within the structure of the entire institution.

We can say that we are rulers of the universe, and a lot of good that does if we are the only ones that believe it.

That brings us to the next step of what we are going to be talking with the ELT, and at the end of December, I talked with Dolores and the three presidents, so for the new members, that's often referred to as the Four Ps. They received the proposal well, and so to give you some context of what the current structure is, is there is one board policy about governance that talks about what the chancellor can do in terms of governance, which makes sense, and then it talks a bit about the All College Council, which I'm not even necessarily sure everyone still knows about it, and that's one BP and one AP. We would like to propose, and it was received well, that we would have the new board policy reflect this structure which I will explain it in a moment, and then there's going to be several APs underneath. One AP would still be about the All College Council, and I think it would make sense to add to that student governance to empower the students as their strongest avenue of having a voice at the college is through the ACC. It makes sense we would tie them together. And then have a faculty governance administrative procedure which would capture what Faculty Senate's role is, as well as the CDACs/divisions/whatever naming convention we want to apply.

And then a staff governance, obviously, for staff council and

then a fourth one, which would be changing the structure of the standing committees, because currently, referring to this diagram, this was initially rolled out as a communication plan, and it sort of has evolved into the governance structure.

So to talk a little bit about it is the top blue strand, looks kind of gray on this screen, is for academic matters. It's regular and adjunct faculty are represented by Faculty Senate who have the provost as their liaison, and we talk to the ELT through this channel.

The yellow band is for students. They have an Executive Leadership Team liaison which is whichever president happens to be sitting on the ACC, so that's a rotating liaison. That's sort of their band of communication.

The administrators are there because they didn't want to be left out, I think.

And then the orange band is sort of the staff governance that you have the staff, and then you have staff council representing them. And they have David Bea as their liaison and that sort of communicates through that.

And then the multi-colored box in the middle is the All College Council where the idea of that would be for any college-wide issue such as smoking ban, that would sort of come to the All College Council, be discussed there and disseminated back to the various constituents, so the senators, for example, sitting on the ACC would

come back to Faculty Senate and report what's being discussed, what sort of issue topics are being discussed, do we want to endorse or recommend anything, and then those ACC members would go and take that back to the ACC.

So that's sort of the structure, more or less. Then at some point in some iteration of this structure, those purple boxes got tacked on. They say college standing committees and task forces.

The current administrative procedure that defines the standing committees is housed not under governance but is housed under the authority of the chancellor, which is why all arrows lead to the chancellor in that will current -- so our proposal would be to X off those boxes over on the right and move them over to the left and say let's sort of categorize the standing committees and task forces as those that are academic, those that are impact staff, and perhaps maybe, if we want to bring the ACC into this, if there's something that touches everything, maybe they would sort of be connected to the ACC.

I'm going to speak specifically to the academic standing committees and task forces for the purposes, since that's what we're interested in. Once we have identified all of those academic task force and standing committees, instead of having them be responsible to reporting to the chancellor's office, they would be reporting through Faculty Senate and we would be given some amount of oversight to make sure that the work is being done by faculty and the

recommendations coming out of it are faculty-driven, and then we would be sort of the final faculty lens on whatever recommendation is coming out of the standing committees/task forces before we move, we would then move them on to the provost for final consideration to adopt or not adopt.

So that would be -- that's the proposed structure that we see as fitting the mission statement that we made back in the fall. We think that this realignment and change to the governance structure of the college would help us fulfill that mission statement, which is why we want to move forward with this proposal.

I just wanted to bring this to your attention so that you sort of know what our plan is for this year, and you can imagine that this type of restructure is going to take a lot of work. So this is also a bit of a pitch for more volunteers. The charter revision subcommittee has been working very, very well together. We have done a lot of, had a lot of great discussions. I want to thank Rosa, Carrie, Hernon, Michael. I know I'm missing someone. Carol.

It have seemed imaginable when it was just a charter revision, but now that it's sort of ballooned into much, much more that we are excited about and I think would be, would give us a lot more standing within the college and oversight of academic quality and academic matters. I think we need some additional support. If any senators are interested in joining, feel free to e-mail me. So I just wanted to bring you up to date in terms of our direction. If you have any

interest in working on this, we would love some help.

>> ROSA MORALES: What this committee has been working on is on creating an infrastructure that would allow the Faculty Senate to be responsible for anything that has to do with academics. In order to take that responsibility of this new chart, it's gonna require for each and everyone of us in the Faculty Senate to select one of those committees that are going to be designed that will be addressing those issues.

I really encourage those of you that are new, coming to the Faculty Senate, to understand that it's not only about attending these meetings. It's also selecting the areas that you feel strongly about it so you can participate more fully on it.

I'm hoping that in the next meeting, then the committee will come out with a list of committees that we believe could represent every single issue that will come out that should be addressed by the faculty.

>> TAL SUTTON: Like I said, so we don't need any motion on this or anything like that. I want to just let you guys know the direction that the charter revision committee is taking. We have sort of expanded beyond the charter revision, clearly, and we are looking for additional support in that regard. If you have any questions, feel free to ask us. If you feel like working on this, especially e-mail us.

So with that, we will just move on to the next bit, which is to

just identify that there is a call for some additional committee work from the attendance-taking continuous monitoring working group and the prerequisite task force, which is a new task force, and so I put it in the -- this might have just been more of an announcement, but if anyone has any questions on what these are, I put a link to just a little bit of the charge and a little bit of information about them. Karrie Mitchell also happens to be here, who is the chair of them, chair of both of these, so if you have any question, you can direct your questions to them. Feel free to volunteer yourself or find, talk to your constituents to let them know about the need for faculty service in this regard.

Are there any questions on this? Anything you want to ask Karrie while she's here? Rita?

>> SPEAKER: Rita Lennon. Karrie, if we do identify or do want to volunteer, not saying that I do, but love ya, but I'm kinda heavy on committees, how should they reach out to you?

>> KARRIE MITCHELL: An e-mail would be fine. Attendance taking, we are looking for one more faculty member.

Teddy and David Kreider are on those and Eric Aldrich is rotating out. The prereq one is new, so we are looking for three folks for that. But an e-mail.

>> TAL SUTTON: Next is the board report.

>> BROOKE ANDERSON: Hello, everyone.

So I had Tal proxy for me this time around. Thank you so much,

Tal. I really appreciate it. My daughter was in a spelling bee, third grader, first big spelling bee. She got out on the first word.

Hutch. Hutch. She got very nervous, and sort of went la, pta.

Thank you again, Tal. I really appreciate it.

Couple of things to note from the board meeting. They did approve BP1.25 with some language changes. Ana sent out a wonderful e-mail that really detailed exactly what those language changes were, as well as letting us know that we also, it's passed with the contingent on legal review. Going to make sure it's all good there.

And then also there is a new chair. Demion Clinco took over, and he also proposed a robust reporting schedule, which Ana mentioned in his report, for the first year, asking that employees come at least every three months to report to the board on how this new process is going.

That seemed to be I think the most important item of the night. It sounds like there was a really great faculty turnout to support that. She thanked you. I thank you. That's great that there was good turnout.

And then the board wants to move in the direction of becoming a completely smoke-free environment. That was another big thing that happened at the last board meeting.

I think those are all the updates that Tal passed on to me and that I pulled from Ana's e-mails.

Remember please to keep sending me information about the things

that are happening at the college that faculty are achieving so we can continue to add those to the board reports. We are on sort of a weird cycle now, so there is no rush to get a board report done for next week since the board doesn't meet again until February 7.

The board report for that one will be rushed for the February meeting we have, but we have some time to put together sort of a draft for the next board report.

All right. So I think that's everything for the board report.

Thank you.

>> TAL SUTTON: All right. So the next portion is going to be reports. Hopefully this will again, I will be able to go quickly again.

I want to -- I already talked a bit about the charter revision but I was talking about the big picture of the governance structure. So one component of the charter that we tried to amend in fall 2016 was how we do seat allocation. As we discussed, I think a lot of people are in agreement that the current system isn't ideal, and especially with the reorg or since the reorg it's perhaps an opportunity to revisit how we deal with seat allocation for senate seats within Faculty Senate.

I had developed a survey to bring up this issue, and I will fix it and I will get it out to you all soon. Hennon thought he submitted -- he thought he was filling out the survey, but he was actually editing it (laughter).

One thing I discovered, Google Forms -- Google Excel files you can revert revision history, but you can't in Google Forms. It's all good.

So I'll talk a little bit about this, but you can expect to sort of see a survey that captures this in a more concise way, but I just wanted to give you an update in terms of how we have been thinking about it and here are some numbers, as well.

So a possible way is to redo seat allocation within senate is we can -- if we left it as is, that would mean there is one seat per department per campus, and that's kind of messy, and it's kind of creates an undue burden on those departments of one. Very easy election to hold, but it's yet another commitment for that person who probably has to deal with many other things if they are just a department of one.

So other ways that we have talked about doing seat allocation is by campus, sort of have an at-large system where if you have 50 full-time faculty at your campus, you have, say, for every 15 faculty rounded up you get that many senators or something like that, or we could do a similar at-large system for divisions. We have this new division structure, this one college idea, and if you have so many members in your division, then you have so many senate seats.

We could go down a grain size from that idea, if we wanted to sort of do it by CDACs. Math would be essentially identical between division and CDAC. But I hear that there is other places that aren't

like math, I guess, that have sort of sub disciplines within their division, and so maybe we'd want to come up with some sort of formula or seat allocation based on that sort of finer grain.

So we are going to sort of poll you all in terms of what you think would be a good way to represent the voice of faculty at the college.

I think right now we have sort of had this stopgap by introducing these at-large senators, and I appreciate them, to make sure everyone, every full-time faculty has somebody representing them. I think in the past there have been departments that have, that had no idea what's going on with senate because they just haven't had a senator in ages. We are trying to work on coming up with a truly robust and representative way that is, that doesn't create undue burdens on those small departments and things like that.

So here are some numbers, if we were to do it by division, just to give you an idea what to expect, the total number of full-time faculty in each of these divisions, blue and white chart, communications is clearly the biggest, but roughly most departments are in the 20 to 30 numbers, and so however many seats -- let's scroll up to show the header of that table. I just sort of, the last three columns were just some ideas that I had, like, maybe it's 1 per 9 or 1 per 10 members. That's how many senators would have there.

The current average, far right, I sort of went through our attendance here of what it currently is like, and I really only kept

track of the number of people -- I only looked at people who regularly attend, because there are some faculty members who don't, shame on them, who don't regularly attend, but we essentially have two faculty members from allied health regularly attending, four from applied technology, and so on. That's what that right-most column is representing.

If we went to an at-large division, you can sort of see that it's not too misaligned with what's actually present right now.

There is a few cases, like, communication would have sort of more seats than what's the average number of communication senators that are in attendance here. Math would have to get rid of somebody, so I'll head out the door, that's fine.

Science perhaps is overrepresented. As you can see, we have eight science faculty regularly attending here. And if we went by this formula or these two proposed formulas they would have fewer seats. It's something to keep in mind when I send out that survey. That's if by division.

The next table, this was data that I pulled back in 2016, so it's a little out of date. But if we wanted to go by an at-large system by campus where Community Campus is weird because Robert is there and he makes things all sort of strange. I didn't really include them, because that's more of a PimaOnline rather than a campus count.

But then full -time faculty numbers by there is there are 51, 49 and 44 at our sort of smaller campuses. 78, 123 roughly at our

larger campuses. And I just roughly said if it was like number of senators per 20, that's how many faculty we would have, 7, 10, 7, 6, 16.

So those are things that just sort of keep in mind when you get the survey what do you think would make the most sense to provide a truly representative body for senate to make sure that everyone is being represented, they have a voice, if they want to get in contact and know what's going on, what is the optimal way to do that. Look forward to that survey soon.

So that was all I wanted to sort of say with the charter revision.

Anything else from my charter revision peeps? So then I will defer to professional development committee, Mays Imad.

>> MAYS IMAD: Good afternoon, everyone. Mays Imad, East Campus.

What I want to update you with, thank you all for attending All Faculty Day. Next, the committee will be working on the teaching and learning center project.

Back in September we submitted the proposal to the Executive Leadership Team, and they approved it in principle. In November we submitted the budget, and the budget counts for a full-time director and assistant director as well as a budget for -- I forgot right now. So the budget was approved in principle, but we did not have a full approval. So in December we wrote a job description for the director. We were approaching the end of the semester, and so the

provost's office approved us for two courses of reassigned time to continue to work on developing the project.

So this semester, the committee will be working on putting together, finalizing the job description for the director. We hope to put that out before spring break for all faculty who are interested to apply.

The committee is open to anyone who's interested in joining. It's a fun committee. We plan events such as All Faculty Day. I will take any questions if you have any.

Brooke will be co-chairing the committee. Did I miss anything, Brooke?

Okay. Any questions? Rosa? You don't have any questions? Oh, you do.

>> ROSA MORALES: I think it will be important to let the individuals know when do you meet, how often, and for how long, because like I said before, a lot of these committees need new people, and we have some new people today, but with additional information they might be more interested.

>> MAYS IMAD: Thank you. We don't have a set meeting time. Some suggested that we meet before senate on Friday. If you're interested, either see me or Brooke, and we'll add you to the list.

I guess we will decide together as a committee when to meet.

>> SPEAKER: (Indiscernible.) Downtown library.

>> MAYS IMAD: Joe came to one of the first meetings when the

idea was up in the air.

>> SPEAKER: I did, I did. Glad to see you got this far.

Does the center have a mission statement?

>> MAYS IMAD: We do.

>> SPEAKER: What is that? Paraphrased is fine.

>> MAYS IMAD: I can paraphrase. So it is really to create a community that delivers excellent education. Scholarship to, yeah, provide excellence in teaching and learning.

We were careful not to include -- this is not going to replace professional development funds that we have, and it's not designed to have a remedial purpose but rather to build a community of educators who are interested in providing excellent education.

Rita is going to read the mission statement.

>> SPEAKER: So the mission statement is CETL, Center -- we got it. Mission is to foster professional development, renewal and scholarship for all college faculty and community educators throughout the City of Tucson. To that end, CETL advocates the best areas of teaching, learning, and the pursuit of student intellectual empowerment.

We also have a vision. Would you like that, as well? Or are we good? Sure?

CETL will empower all faculty to use the transformative influence of education to change the lives of our students into lifelong learners who are responsible citizens.

>> MAYS IMAD: So I would like to note that that's the old version that you just read, and the one that was voted on at Faculty Senate I will e-mail -- I will e-mail the whole thing to all of you.

Thank you, Joe.

>> TAL SUTTON: I think in February's meeting I will have -- there is other, there is an assessment committee, a strategic planning committee, and accreditation committee, too. We will talk a bit about their charges and see if any of the new blood is interested in joining the various things going on at senate.

>> MAYS IMAD: Other questions? Thank you.

>> TAL SUTTON: Someone from the provost's office, I'm not sure, it says TBD.

>> DR. DOLORES DURAN-CERDA: It's me again.

Well, I'd like to welcome the new senators and welcoming Tal back as president and Josie back as vice president. Thank you for your service.

I too was a senator a long time ago. Faculty Senate president along with Diane Porter. She was president, I was vice president, right?

As Tal had mentioned before, I'm officially your administrative liaison for the new senators, just so you know. And we have monthly meetings, the senate officers, myself, and the campus presidents with the chancellor. The senators bring up important information or questions or clarifications. It's a very productive meeting that we

have on a monthly basis. I think that's very good.

Also, usually there is a campus president representative.

Unfortunately, they weren't able to be here today, but they have a rotating schedule so one of them will be present at each of the senate meetings in case there are questions about campus-related concerns or issues.

The process is usually I come up and I give an outline, a provost's report. We make copies for you. If you didn't get them, they are over there with a signup sheet. I also send them out on the following Monday or Tuesday as a Pima All so everyone knows what it is, what initiatives and the status of the initiatives that we have under the provost's area.

Two things I'd like to highlight today are our new diversity, equity, and inclusion officer. I think you met her at All Faculty Day. She's very excited to be here. She is at the Downtown Campus. We will invite her to come and talk to you at a later senate meeting. Also, I'd like to introduce or reintroduce Kate Schmidt, if you can come up here, please. She is our new executive director for faculty affairs and development, professional development.

Would you like to share a little bit of what you do? And will be doing?

>> KATE SCHMIDT: Sure. My area is now overseeing full-time faculty hiring, adjunct faculty hiring and certification and professional development, so we will be working very closely with the

teaching and learning center, as it progresses.

You may know we have 20 full-time positions that are closing at 9:00 p.m. today for next year, and so many of you are probably serving on committees. That's really important work for the college. I think you probably know that most people spend their career here. We don't have a lot of, you know, motion in and out of faculty.

These are huge investments for the college. I'm glad that we've got people sitting on committees that will help us choose the very best.

Any questions for me? I do have a new business card, and I'm happy to distribute it. So if you want to stop by before you head out...

>> DR. DOLORES DURAN-CERDA: If I'm unable to be here to provide the report, Kate will be substituting for me.

One last thing I wanted to really thank the professional development subcommittee for planning the All Faculty Day. I think it was just fabulous, don't you? Yes. Thank you.

(Applause.)

>> DR. DOLORES DURAN-CERDA: Mays, Brooke, you were the co-chairs. Barbara was on the committee, Carrie, Dennis, Rita, several of you, and some that aren't here. But thank you so much.

I know you started way ahead in planning, and we had a fabulous keynote speaker and all the different workshops. Thank you for pulling that together. That is not an easy task. I hope you all

enjoyed it.

Are there any questions?

Okay. Well, welcome back. And I wish you a wonderful spring semester.

(Applause.)

>> TAL SUTTON: I don't know if Kiley, I have sort of nominated you by default, PCCEA report.

>> SPEAKER: Officially a senator now, right? I'm here, anyway.

So I apologize. I didn't have a chance to write up the report before today's meeting, but I will get that to Tal shortly so that he can e-mail out some notes. Not a ton of stuff.

Matej is going to start by expanding a little bit on what happened at the board meeting on Wednesday with BP1.25.

>> SPEAKER: Hi, good afternoon, everybody. I'm excited to be back on Faculty Senate now officially as a senator.

I'm still in my role as PCCEA vice president, so I might be giving some of these reports. First of all, we presented a survey of the faculty survey from last fall during All Faculty Day. If you haven't had a chance to see those results, they will be posted soon on the PCCEA website with some more details, and we will send out a message about that when it's all ready.

Another thing we will be doing is taking all those, analyzing those comments a little more and then taking specific ones where you had suggestions for improvement or issues with, let's say, testing

centers, you had a suggestion or some of the issues that came up regarding, let's say, pathways, we will be taking those forward to the right people and making sure it gets address and had that your ideas come forward and are used, hopefully.

Now, regarding the board vote on Wednesday, so this has been a long time coming. This has been a 2.5-year process almost. Our main concern was not addressed, unfortunately. So the board did vote to delegate to the chancellor the responsibility to approve any Meet and Confer agreements, meaning any changes to our faculty personnel policy statement.

However, at the same time, I do think that we worked, you know, until the very end, as late as Monday, we were sending suggestions for language changes and revisions to the board's revisions and so on and had a pretty good, robust discussion on Wednesday night. We tried to get it as tight as possible. I do think the new system is interesting and actually has the potential to be an improvement in some regards.

So we're really going to try to take this with an open mind, see where it goes. If it all goes as advertised, I think we'll have, you know, we'll have a pretty nice system with a strong faculty voice. But there is potential without enough board involvement for that not to be the case.

So we're encouraged by the fact that there is going to be a continuous sort of monitoring and we will be reporting back to the

board every quarter. So I'm cautiously optimistic that this is not the end of the world and that we'll move on and get some more important work done for faculty. But please do stay vigilant. We'll be probably contacting you. We'll have all-faculty meetings again this semester that you're all invited to.

There is likely going to be a consultant brought in, which usually perks up everybody's ears, to help consolidate some of the personnel policies for staff and faculty, but more like into our common policy. So the places where there is some overlap, they want to try to consolidate as much as possible, right? Sounds great.

But there is lots of details that are different for faculty, as you can imagine, and even things like, you know, reduction in force policies and sort of sticky issues like that, they work different for faculty than other groups, so we will have to be really careful that that's done in a careful and deliberate way.

I was kind of out these last couple of days this isn't super planned but I think Kiley has some more details. And please do continue, if you see things happening where you feel like faculty don't have the voice they should, especially over academic matters, please bring that up to your senators, to your PCCEA representatives, so that we can do something about it.

>> ROSA MORALES: I want to tell you again when I mentioned it in our all faculty meeting, and I want to do it because we have all the faculty senators here and we have the provost. The issue that I

brought up is that I got the e-mail stating that you and Ana will be representing in the new group because of the fact that both of you are already have been trained and have the experience.

I totally agree with that. As I mentioned before, I think both groups are very, very important to be part of the administration, that they need to be strong. One of the things that is missing, and I do want the provost to hear this, is that we need to develop new leadership. Both of the groups have failed to do that, and a lot of the times it's because the individuals that become the leaders, you are too busy.

One example is that now, in addition to being part of the group, you both are going to be senators. So what I want to express again my concern and my interests on both of you, the Faculty Senate as well as PCCEA, to formalize the ability for other individuals to step in into your shoes, because we don't want only a few individuals to acquire the experience and the training, because that's too dangerous. It makes you extremely vulnerable.

In order for both of the groups to survive the long run, there has to be a formalized training for the other individuals to take over and continue what you have established. You're not going to live forever. You know, therefore, as leaders, it's one of the most important responsibilities to make sure that we have some other people that are going to take over and incrementally, you know, gain and acquire better conditions for all of us.

So I hope that the provost understands the importance of the college to invest on developing new leadership for these two groups, because otherwise, the college will not function.

I know there is training that has been given to the administrators, especially the new individuals that are brought in. We need resources to develop new leadership for the future.

Thank you.

>> SPEAKER: Thanks. I mean, I really agree. It's something we will discuss at our first exec meeting. Everybody, if you're interested in becoming more active in PCCEA, please don't hesitate to reach out and we'll see, I mean, certainly what we can do in terms of helping people get on board. It can be a little overwhelming at first, just like on senate.

Again, I don't necessarily want to continue, you know, doing this forever, as you say. I'm not clamoring for this position. So if anybody would like to step up, please do.

>> MARGARITA YOUNGO: Can you quickly tell us what was it that Board Member Gonzales asked Ana to send to him on signature about Maricopa College? Do you remember that?

>> SPEAKER: During the board meeting Wednesday? There was some discussion about the current status of Meet and Confer at the Maricopa Community Colleges. What the latest information was, whether their board still approves agreements for the factor whether that is now also delegated to the chancellor. There has been some

conflicting information.

>> MARGARITA YOUNGO: Okay. Thank you.

>> SPEAKER: Yeah.

>> SPEAKER: So Matej talked about a lot of the stuff that I was going to talk about, which is great. That's okay.

Let's see. I think that the main thing that I would add to what he said is a reminder, mentioned already today at senate, that Ana Jimenez did send out a survey about the spring '19 prep days. As we know, Aubrey came to senate a few months ago talking about how spring '19 is going to be funky because of spring break and the holiday and when the U of A starts and all of that stuff.

So there was a vote or a survey sent to faculty trying to, you know, figure out what faculty would prefer.

And so the decision was made that the semester would start on a Thursday and then there would be classes on Friday, then Monday is a holiday. So what came to PCCEA's attention from a couple confused faculty who are usually kind of right on top of things was, oh, that actually only gives us a couple of days of accountability before the semester starts.

So there would be accountability on Tuesday and Wednesday, and then classes would start on Thursday. So I think just because a couple people came to us kind of feeling broadsided about that, Ana wanted to make sure that faculty were aware that that is the situation.

So she sent out a survey, I think it was yesterday or the day before, just sort of to reconfirm that faculty were aware. And if faculty were not, she posed a couple of other options, so one thing that is possible, it's not possible to move the dates of classes, but it would be possible to take a day of accountability from the end of the semester or even two and move it to the beginning of the semester.

So that survey is just to, you know, remind you guys that it's a situation, see if there is an overwhelming consensus that people would prefer to have accountability before the semester versus after the semester.

It's going to be tight either way. It's not optimal either way. But we just wanted to make sure that we were advocating for what you guys would prefer.

Then one other thing that I will touch upon that doesn't really have any sort of resolution, but one thing that we noticed in the faculty survey as we were running over those numbers, and I know Matej presented all of that yesterday, but was that morale continues to be low, right?

Over the past several years, morale has been low for the faculty, and it doesn't seem to be improving now that we're off probation. And so when I was talking with Ana yesterday, you know, she was just sort of reiterating this is a concern, this is something that we're trying to advocate for with the chancellor, you know, hopefully

cutting down on the level of new initiatives and things like that,
just to let faculty sort of catch our breath, right?

So she just wanted me to bring that to your attention that this
is something that we're aware of. This is actually something that we
have sort of bumped up, PCCEA has sort of bumped up as something
we're just going to try to work on, whatever that means, because of
course it's sticky.

Any questions on anything? All right. Thank you.

(Applause.)

>> TAL SUTTON: And there was no call for an open forum or
executive session, so is there a motion -- Michael Parker moves that
we adjourn. Seconded by Rosa Morales.

All in favor?

(Ayes.)

>> TAL SUTTON: Meeting adjourned.

(Adjournment.)

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