



PimaCommunityCollege

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Pima Community College Faculty Senate December 7, 2018

>> TAL SUTTON: All right. So I think we can go ahead and start.

For any agenda modifications or short announcements, there will be a slight agenda modification as Brooke Anderson is sick, she will not be doing the learning center revamp or the Governing Board report. I will fold as much of that as I can into the president's report. She sent me an e-mail with some summaries of these, and I will relay that as best I can. That's I think the only agenda modification needed.

Now, are there any requests for open forum or executive session?

All right. So I think we can get started with business. The first thing, as usual, is the approval of the November minutes.

I will scroll fairly quickly through this, assuming you have read it or have access to it more immediately in front of you, and once I get to the end, I will call for a vote.

All right. Is there a motion to approve?

>> SPEAKER: Motion to approve.

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

Any discussion or corrections to be noted? Rita?

>> SPEAKER: Just that (indiscernible) was here last time and she was marked as absent.

>> TAL SUTTON: So there is an update to the attendance? There will be an accurate reflection of the attendance made.

Are we okay with that amendment? I guess Lisa was the one that put forward the motion.

Lisa, are you okay with that?

>> SPEAKER: Yes.

>> TAL SUTTON: Now the motion is to accept the minutes with that change. Any further discussion? Carol?

>> CAROL CHRISTOFFERSON: I just want to say I really am liking this new format for the notes and the detail of them. It's very convenient. It helps me to put my notes back together.

>> TAL SUTTON: I think there is a reason why there was a lot of

peer pressure to have Rita stay on as...

>> SPEAKER: Thank you.

>> TAL SUTTON: So we will do a vote by voice. All in favor of approving the minutes with that change to the attendance, say aye.

(Ayes.)

>> TAL SUTTON: All opposed?

You can raise your hand if you abstain. One abstention. The approval of the minutes carries with one abstention.

The next is the policy review. There was a summary and hopefully people had an opportunity to read through that. I think we had several people here able to speak to any of these.

Maybe I will invite them to give a brief one- or two-minute spiel if they have one if they want to, and then we can open up to discussion. I don't know if there is anything specifically that you think might be helpful. Michael?

>> SPEAKER: This is for the student identity verification and distance learning. There are a few specific items required by the Department of Education. The institution has been doing all of those all along, but this just brings it into a formal aspect for the institution.

Also, in 2016 we began to hear information that the requirements

for student identity verification and online courses was going to change. Right now it's kind of a low bar to clear. Those things have not come about. Now with the administration change they have gone away or been quieted, but having this in a formal AP allows us to respond to that and have the documented if and when changes do come about, as well.

>> TAL SUTTON: Thanks. Were there any comments that any senators wanted to bring forward regarding these APs and BPs?

>> SPEAKER: Any of them?

>> TAL SUTTON: Did anyone want to speak to anything else before we open to discussion?

>> KATE SCHMIDT: (off microphone.)

I'm just speaking on behalf of Suzanne Desjardin who wrote this BP or worked on this BP as a revision. She just wanted everybody to understand that the goal was to be more descriptive of the holistic approach to servicing students from a success perspective along the continuum including developmental education, teaching, learning, and student engagement.

I was in the adjunct faculty work group earlier today, and there was some concern about the detail in it and how much detail should be in a BP versus an AP, so I urged them to be sure to put those

comments in through the 21-day period because I couldn't speak to it.

>> TAL SUTTON: I think we can open to general discussion.

>> MATEJ BOGUSZAK: Can somebody comment on BP2.02? I have a list of questions.

So there were several items I noticed. I wasn't quite clear on what either the intent of the changes were or what the changes were.

So some of the items are that it appears now only administrator job hires with names and information would go to the board as an information item and this used to be all job hires, faculty, staff, and so on and so forth.

Also, that interim and acting hires no longer go to the board. That only hires for regular positions might have to conform to the corresponding AP and not those for interim and acting positions. Is there another AP for those?

It also seemed that only new job classifications would need some kind of board approval as opposed to just hiring any position for the college.

So there seems to be a number of substantive changes. Is that something that the board requested, which office -- and why, because it would seem to decrease just transparency to put less in the board packet as an information item.

>> TAL SUTTON: I'm not sure who is the speaker for this particular item. I'll look up the summary document.

>> MATEJ BOGUSZAK: I'll submit that through 21-day comment. I'm not sure if anybody else shares the concerns, but it seems that there should be somebody bringing this to senate and taking some questions, perhaps clarifying. Can we ask that this be brought back? But it's a board policy, so I know it's at the discretion of the board. I don't know.

>> TAL SUTTON: The point person is listed as Alda (phonetic), and I don't see her. I can't read from that far, I guess.

>> MS. KIMLISA DUCHICELA: I'd like to echo Matej's concerns. If they're going to bring forward such a substantive change then there should be somebody here to speak to it, and therefore it should be brought back with someone to answer questions.

>> SPEAKER: Diane. Related to that, so in the academic standards committee meeting in October, there was some discussion that board policies that we were working on didn't need to come to senate anymore, or policies, I'm not sure if it was all policies, but it was policies. There was mention by the committee chair that the council had said that they didn't have to come to us really.

So that particular thing wasn't the point of the whole

discussion, but it was mentioned. And the reason the chair didn't want to bring stuff to senate was because we weren't civil.

Also, I don't know that it does any good to talk about this student success one, but just maybe for the record, there is a definition of student success in the first paragraph, and then on the second page, yeah, measured by -- anyway, the definition on the first page, I don't see the relationship to the measures on the second page. I'm sure they are related, but I didn't quite see -- there might be a little more relationship between the two.

The first paragraph, success is measured by the degree to which students meet their stated personal goals. But then on the second page, measures are course completion, grades earned, retention, persistence, completion, graduation, transfer, and employment.

So they are loosely related, but a little closer relationship might be good.

>> TAL SUTTON: Okay. I mean, I think this also is related to the idea that this page 2 and on kind of reads more as an administrative procedure rather than a board policy, and if the board policy wants to define student success in this way, that's fine, but you're right. I think it's important that whatever procedure that would then try to capture this would sort of properly incorporate

this definition where stated personal goals might not be any of these things.

I think that's important to incorporate into any definition of what we are trying to measure.

I think Kate will probably take that back?

>> KATE SCHMIDT: I will take it back, but I also encourage people (off microphone). You get an official -- they have to respond to any of the comments that are written. Certainly I'm texting Suzanne with your feedback right now, but in order to get (off microphone).

>> TAL SUTTON: It does -- what I'm hearing is we are going to request that the substantive changes to BP2.02 be revisited in perhaps the next Faculty Senate meeting where the spokesperson would be willing and able to answer our questions as they do seem to be more than cosmetic changes.

I think this -- and then what Diane brought up echoes this continued conversation we need to have about what is the governance process supposed to be looking like. If this is meant to be a meaningful review of the policies to ensure that it has the input and consideration of all appropriate stakeholders, it needs to look more -- it has to look different than this, I think.

So I think the ACC continues that conversation. I'm sure the ACC reps, I'm looking at them now, will sort of bring that up in the and continue that conversation in the ACC. I know the staff council has also echoed those similar sentiments, so I think together hopefully we can move that conversation forward.

And then additionally, yeah, the student success board policy one, and part of it reads like an AP, should that be folded into an AP? If that is the working definition of student success at the college, as laid out by the board, we need to make sure that our measures are aligned with it. Hopefully I'm capturing people's sentiments.

Any additional comments?

>> ROSA MORALES: Is it possible, Tal, for you or for the officers to come up with a process that you would like for the Faculty Senate to receive these type of policies that is supposed to say we don't like these processes, can you please come up with a better one?

So I think we can be more specific and state we would like these type of policies that require, you know, a specific type of changes to be brought in in this manner with the attendance of somebody from that department that will ensure to get the feedback from the Faculty

Senate?

And then also, that will take notes to provide a response as opposed to, okay, I'm listening to this, and then go back and maybe do it again. What's the purpose of having this type of discussions in this meeting if we still have to go through the regular process?

So I'm recommending if that's possible for you guys to come up with it.

>> TAL SUTTON: That's a great point. Again, those are things that have been brought up by staff council, by Faculty Senate during the ACC meetings, and so to talk a little bit about things that have -- I know staff council was moving forward with something along these lines. One thing that has come out of this that we were able to do was this summary document.

Again, we are still working on it. The intent of that was that that summary document was meant to provide, create the context, because I know we have had conversations about policies, like, well, if this is true, then this is a horrible AP, and if this is true, then it's fine. So we need to have that context.

Additionally, when a policy references an SOP at all, and some policies reference, like, 12 SOPs, we have access to those SOPs that we can have the full idea of what's going on, so that's the intent of

those summary documents. And that is continuous improvement, a work in progress to try and get that context and get the people who are the spokespersons to fill that appropriate context out.

That's one way that we are, we have been working to improve the process. I know the timing is another issue that has -- I think that is more the staff council was leading the charge on that for a little while where sometimes a policy would be put out for 21-day public comment, and by the time it got to senate and staff council, the window had already closed.

So that seemed irregular, and so I think staff council is still trying to push that to say we need to have a part of the month when a policy is released, and then have it timed such that it will go through the governing bodies and then go to the public comment period and then it goes to the board. Something like that.

So I do know that that is a recurring conversation that happens at ACC. And, yes, I guess the last final comment before I close up was one of the other suggested changes that came out of ACC, because I think ACC is always on this quest to find itself, is one possible way that it could play a role in this review process is that's where we get the follow-up, from these governance body conversations.

So the input and feedback that is gathered here and at staff

council would go to those spokes people and they would either come to the following All College Council or write a written report to the All College Council so that the appropriate ACC members would sort of say, oh, this is how we addressed that feedback that we heard in Faculty Senate or feedback that we heard in staff council. That's one way of closing the loop and having this be separate from just the 21-day comment period.

Anyway, I think that conversation is still ongoing, but I think these are very valid things.

One final comment.

>> ROSA MORALES: Because the conversation has been ongoing and still, for some reason, has not been able to really kind of, I guess, improve, I think maybe we need to think on developing a resolution approved by the senate that states that the senate would like for the administration to follow this procedure and have it in place.

I'm saying this, because a lot of times the changes have not occurred because there is multiple staff that are responsible for certain things, and then the other person was doing it, other person is not doing it, and so they would be able to get acquainted with the resolution that is right there in writing that everybody agreed that this should be the procedure. I think it will be more formalized

than just asking and asking and not happening.

>> TAL SUTTON: I agree.

>> ROSA MORALES: Should we vote on getting a resolution in the future?

>> TAL SUTTON: I think to give this appropriate time for consideration, I would like to recommend that perhaps the officers could work on a proposal to bring to senate in a future meeting, be it January or February, for us to discuss. That would give you the time, give the senators an opportunity to read about it and be prepared to discuss it rather than try to have any sort of vote now.

Yeah, the senators, we will work on trying to make up our own proposal, the officers, yeah.

My last president's report. (Laughter.)

Yeah, it's been a roller coaster of a year, as always. I appreciate that you guys entrusted me with running the helm for another year. I hope I did an all right job. I mean, there are definitely things I want to continue working on. I'm appreciative that I can sort of work -- I'm going to work very far for next meeting. (Laughter.)

I will be able to continue to work on these initiatives that I think are really important, like improving the policy. I found sort

of one thing that I particularly like in this role is I'm a process person, and so I have enjoyed those conversations and working on those.

I really appreciated the team of officers that I have had to work with, and especially they have different strengths and different focuses. I remember one particular meeting with the presidents and provost and chancellor where we just were almost riffing off of each other, like Brooke would jump in and Josie and then I, so I think we have a good team going forward with this.

Maybe an additional thing that I hope to continue working on is something that Diane alluded to in that conversation at the academic standards committee is one thing that we -- and I will be meeting with the provost next week about this is to improve academic oversight, in particular, regarding these academic standing committees and really trying to create an open, transparent, and meaningful system and process for faculty to maintain oversight of these important issues, gen ed, CCC, academic standards. We will toss in academic calendar since Aubrey is here. And so, yeah, I think that's one thing that the officers have, we talked about for quite a bit in our last strategic planning meeting and we will bring those issues up.

And then maybe one other business item, I suppose, is the CDAC evolution seem is moving along. I know Matej and I are, and Sean, are representing senate, and Lisa, trying to see who else I recognize, and I think it's going to be a decent document when it's done. It's going to take a while to get the appendix done, but the hope is every discipline will be able to customize their decision-making process so that it is meaningful, transparent, and you have systems in place to record voting and all of those important things to make sure that we maintain our oversight.

And then I suppose the last thing I wanted to end on was something I had a thought of the first time I was president I thought would be fun, and so I drew up this draft where I thought we could maybe get a vote on it. The idea being we could develop or have developed, designed, a Faculty Senate logo and it could be developed by the students, it would be a student competition for them, I hope people had an opportunity to read this. Clearly we don't have the dates set in there or prize determined, because I'm still talking to the provost about that.

I did talk to Seth about the legal issues, so I have some appropriate legalese in here that I think fits the bill and is up to snuff, so I appreciate that. Thank you, Seth.

The other thing that we can do is sort of, and this might be a conversation for future senate meeting, if we approve going forward with this today, we can sort of pledge an amount towards the prize pool, and then we can sort of give that money to the Pima Foundation or the college so that that could be incorporated into whatever the provost's office is allowed to do, if you wanted to sort of bolster the prize pool or the prize winnings.

So anyway, I'm wondering if people are interested and would, and we can endorse this idea of going forward with developing a senate logo from our students.

>> SPEAKER: I like the idea. I like also that there should be some sort of --

>> TAL SUTTON: Microphone.

>> SPEAKER: Lisa Werner. I like the idea. I think we should have some sort of -- these are the details on what it is, but there needs to be some kind of a tie-in, because probably a lot of our students don't even know that Faculty Senate exists, and there should be maybe some tie-in or something that explains what it is, how hard we are working for them or something, so they can connect to us before they design the logo. Otherwise who knows what they're going to...

>> TAL SUTTON: Context. And we can also probably link in, there was an Aztec Press article that was trying to just give information out about what Faculty Senate is.

>> SPEAKER: Yeah, yeah.

>> TAL SUTTON: So is this something that anything would like to continue and put forward that we endorse this and move forward with having a competition? Margie?

>> MARGARITA YOUNGO: I motion that we vote on Tal's great suggestion.

>> SPEAKER: Second.

>> TAL SUTTON: Any discussion? Including the context.

All in favor of holding a competition for developing a logo by our students? We will do a raise of hands.

Keep your hands up if you're a proxy.

35 yeses. Nos? One no. Are you a proxy, as well? One no. Any abstentions? A double abstention.

Motion carries with 35 yays, one no, and two abstentions.

So we will continue on and we will develop a flier that we can vote on later that -- it will link the Aztec Press article and provide the context of what Faculty Senate is for our students to know.

All right.

The next item is as per the AP on the AERC, all employee representative council. Faculty Senate is charged with identifying two members who are not part of PCCEA, because that feels so natural and not contrived. I put out a survey a while ago asking for people interested, and then we, as senate, can sort of vote on it.

We have the lengthy list of all people interested in participating. Thank you, Margie.

We need to make a decision and choose between all the people that filled out the survey, which consisted of Margarita Youngo and a list. We need to take a vote on if we approve of Margarita Youngo taking on -- I forget who it was that steps down. Matej? Do you know? Was it Susan? I think it might have been Susan. Anyway, when there was a vacancy we needed to fill, and so we put out a survey, and Margie is willing to step up as she often is.

Would you like to speak a little bit about why you'd like to serve, or anything like that? I think that's part of the process that we had developed is that the candidates would speak to their...

>> MARGARITA YOUNGO: I think I remember what I wrote to you. You should have brought it. I said that I served the college for eight years as an adjunct, different campuses, that I have served the

college full time 23 years, so that's about 30 years. And that I was particularly interested in that committee so that I could bring in my ideas about improving curriculum and other things related to student services but not crossing over to the student services area, more the academic part, and that was it.

>> TAL SUTTON: Is there a motion to approve that Margarita Youngo serve on the AERC

>> BARBARA FOX: I so move.

>> TAL SUTTON: And seconded about Herson. Any discussion?

We will do a voice vote. All in favor of that Margie would serve on the AERC say aye?

(Ayes.)

>> TAL SUTTON: If you were a proxy you should have said aye a little louder (smiling). All opposed? Abstentions?

Thank you, Margie. You are now a member of the AERC and all the fun things that I'm sure that entails.

I don't see Mays. Oh, there she is. She will speak to the All Faculty Day update.

>> MAYS IMAD: Good afternoon, everyone. The professional development subcommittee met last week, and we had gotten feedback from several faculty at the college regarding All Faculty Day,

specifically with respect to the time between All Faculty Day and the start of the semester.

It was the recommendation of the committee based on the faculty input to do away with professional development on that day and wait until the spring to have professional development event and so that day is going to be -- All Faculty Day is going to consist of CDAC, Faculty Senate, and meeting with the provost, which, Kate, you will say more about or...

>> KATE SCHMIDT: (off microphone.)

>> MAYS IMAD: Yes, some college-wide updates. We are still holding All Faculty Day on the 15th of January. It will be a shorter day. We will have Faculty Senate. We will update you with the schedule this coming week.

Any questions?

>> SPEAKER: I'm a little confused. I'm a little surprised by this. Surprised and sad that there is no professional development.

>> MAYS IMAD: So there are three things. The first one is when we put out the call for faculty presenters, we really had a hard time getting proposals, so as a matter of fact, what we did is we had to send e-mails and say, can you present? Can you present? No. 1.

No. 2, in terms of best practices, professional development is

either done throughout the year or at the end of the semester to give the faculty time to implement what they learn.

No. 3, and this was really the, I would say, the main factor that led the committee to make the conclusion we did or recommendation we did is that the faculty that communicated with myself, with Brooke, with Sean, I think, they expressed concern that -- we don't want to make people go to professional development event if they don't want to. And if they feel pressed on time, then we felt that it would not serve.

>> SPEAKER: Right. I get that. Thank you. I appreciate that.

>> MAYS IMAD: Yes. Rita?

>> MARYKRIS MCILWAINE: So I was trying to type as fast as I could and take down your every word, Mays, but just a clarification, did you say that Faculty Senate will be occurring on All Faculty Day on January 15?

>> MAYS IMAD: Yes.

>> MARYKRIS MCILWAINE: We have CDACs, we have Faculty Senate, and what was the third thing?

>> MAYS IMAD: Well, we have division, CDAC, Faculty Senate, and then college-wide reports and information from the provost.

>> MARYKRIS MCILWAINE: Okay. Thank you for that clarification.

>> MAYS IMAD: Okay.

>> TAL SUTTON: This isn't quite related to All Faculty Day exclusively, but I think there needs to be a conversation going forward about how, what the continued, I don't know, relationship is between the TLC and the Faculty Senate, professional development team, like are they sort of part of the TLC? It's an ambiguous space for me right now, so I'm not sure how those things are related, so that's something we need to consider in your professional development committee meetings maybe. Because I just don't know.

>> MAYS IMAD: Initially what was written is that the professional development subcommittee acts as an advisory board, if you will, to the teaching and learning center under the purview of the provost's office.

>> TAL SUTTON: Any other questions?

>> MAYS IMAD: There is one more thing. I reached out to Matej to -- this is prior to us making the recommendation that we are not going to have professional development, so I reached out to Matej to see if PCCEA wants to have a meeting with the faculty, and Matej said yes, so I will follow up with you. I just forgot.

>> MATEJ BOGUSZAK: If I could briefly respond. So one of the discussions was we typically do a survey in the fall to inform our

Meet and Confer process in the spring and see what concerns or views people have on certain issues.

Because we are doing this big policy rewrite and the schedule is different this time and there was a lot of other stuff going on in the fall, we decided not to do a survey in the fall and we will probably do one early next spring. Those are, if you recall, we usually present all those results of the survey, and that's a big part of our meeting on All Faculty Day.

I think it would still be valuable, maybe have a half-hour sort of quick update information session, maybe take some questions from faculty, since it's the only time, the one time a year that we have a chance to speak with all faculty. But hopefully it will be quick.

>> MAYS IMAD: Yes.

>> ROSA MORALES: I also would like to recommend, if that's possible, to also allocate some time for the Faculty Senate officers to come and speak to the whole faculty, because once again, it's the only time when they might be able to recognize who the new officers are and everything, and they might be able to discuss some of the things that they might be interested in working in the future.

But I just don't want to leave the Faculty Senate officers out of this important meeting. I also appreciate that PCCEA will be

included, too.

>> MAYS IMAD: That's a great suggestion, also.

>> MATEJ BOGUSZAK: Yeah, and if that's how traditionally it's been done, so I plan on getting in touch with you, Josie, if you're the incoming president, and that we do something meaningful together that doesn't waste people's time.

>> MAYS IMAD: I want to say one more thing.

So the other thing that the committee recommended is for the provost and the dean to encourage, send an invitation to the adjunct faculty and to encourage them to attend the CDAC meeting.

>> MARYKRIS MCILWAINE: I'm looking here at my old person's old-fashioned paper calendar book here, just to make sure I will be in the right place at the right time.

I see that January 15 is actually not a Wednesday but a Tuesday.

>> MAYS IMAD: It is a Tuesday.

>> MARYKRIS MCILWAINE: Just trying to make sure I'm -- okay.

Thank you.

>> MAYS IMAD: Other -- all right. Great.

>> TAL SUTTON: We are cruising along. I will speak briefly to the Governing Board report. Brooke had sent the officers some information about the past, sent some highlights about the November

board meeting where I believe PCCEA had already sent out an e-mail pointing out that there were faculty presentations made at the open comment period at the beginning, some by the, some of the RIF'd faculty, one German, one ESL, and one Spanish faculty member.

Additionally, members of the FACT team, the FACT being the group, I believe FACT team is -- I think the T is team, isn't it? Let me enter my PIN number.

They presented on the rubric that was developed. They shared the lessons that they learned, and reflected on it, and are hoping to -- they formed a continuous improvement subcommittee.

I don't know if PCCEA and/or Faculty Senate officers have been invited to that continuous improvement subcommittee yet that I know of. Maybe they haven't started meeting yet? I don't know. We will follow up on that to make sure that faculty are a part of this continuous improvement for a rubric that will be used in the future for any potential future RIFs or as well as any hiring needs.

They will have a process improvements draft by March 2019, so presumably they will do their work in the spring so we will make sure that faculty is represented there.

They do plan on gathering feedback from all faculty by mid-April and then they will finalize a draft by the end of April.

So it looks like this faculty allocation, this rubric should maybe undergo a new process by the end of spring semester.

Additionally, there was an enrollment management update where any of you had gone to one of Nic Richmond's KPI meetings on retention and, retention and registration, one point, a huge dropoff in student retention is going from application to registering. That's where there was "the" biggest drop, and that, I guess, is the priority of the SEMP team, and so they are going to look to try and not just go from 40% of potential students to 75%. So they are trying to go from -- only 40% of those who fill out an application end up registering, their goal is to try to get that number to 75%. But we will see what their plans are.

Employees can read the final report of the employment management update on the Intranet. The board doesn't have access to the Intranet, so they asked for access to the documents. And that comment made me think maybe the board needs access to the Intranet, as we oftentimes say -- if the board can look at the Intranet, that might go a long way. So maybe we can ask Brooke to include in her board update that we request the board have access to the Intranet so they can look at it and see what we see. Maybe even quiz them, try to find a document.

The last piece about the enrollment management update is they are working to improve their mobile device services.

>> MARYKRIS MCILWAINE: I have an enrollment management question. I may have false memory syndrome, but I could have sworn that maybe as long ago as two years ago there was this promise that there was going to be this update to the online registration interface which we all know is why only 40% of the students who apply -- they can't get registered because of our poorly designed system filled with endless loops, dead ends.

Have we just kept kicking that can down the road? Is there any plan afoot to revise the online interface that you have come to know of?

>> TAL SUTTON: There was a large bump in the road and the person that was spearheading it is no longer at the college.

>> MARYKRIS MCILWAINE: Understood.

>> TAL SUTTON: I asked and tried to identify who is now in charge of that. I think I got three names.

Oh, Michael Tulino can speak to this.

>> SPEAKER: We have a kickoff meeting of the group next week to look at implementing over the spring semester.

>> TAL SUTTON: I think that covers -- Lisa?

>> MS. KIMLISA DUCHICELA: Since I have been regaling you with tales of the registration tribulations of me and my daughter, I'd like you to know that yes, we did manage to register again for another semester. It only took three e-mails and a couple of trips to the high school to get her transcripts.

The alternate assessments do work, thank you, David, except for they don't work with Banner somehow because while she was able to register for math 151, she couldn't do CIS which had a prerequisite of math 97 or 92. So it's getting there. It was better. There you go.

>> TAL SUTTON: Improvements. We are a slow-moving train. All right.

All right. Any other comments? Carol?

>> CAROL CHRISTOFFERSON: Can we go back just one topic and go back to what you were mentioning about the Board of Governors having access to the Intranet, right? What can we do? I'd like to really see if we could push that...

>> TAL SUTTON: I think we can ask that Brooke include this in the next board report.

>> CAROL CHRISTOFFERSON: Can we make like a formal vote or something about that?

>> TAL SUTTON: I think we just ask Brooke to include it in the board report.

>> CAROL CHRISTOFFERSON: Thank you.

>> SPEAKER: Rita. I think a good way for her to show this is just present it at the next board meeting, open it up and show them.

No, I'm serious. I'm not kidding. If they see what it looks like and how neglected certain areas are, I think they would probably be more interested in it.

>> TAL SUTTON: How old and outdated some of the information is?

>> SPEAKER: Yeah.

>> TAL SUTTON: I think the board report, per representative, is supposed to be two minutes, but yeah, once I read they didn't have access to the Intranet, my eyes, oh, that's why, so I think this is very important.

>> SPEAKER: Just a quick idea for Michael maybe. If the enrollment management committee is starting to meet, would you like us to send you our experiences? Because I know quite a few of us have experiences either registering, getting family members, or registering for courses ourselves. Would that be helpful?

>> MS. KIMLISA DUCHICELA: We should probably have a contingency on giving them access to the Intranet. There could be some legal

reason why they don't have that kind of access, so maybe in lieu of giving them access, because of that, maybe it would behoove you to have a plan B that says, should we have a meeting where they get to see this particular interface? Just in case. There could be a legal reason they are separated from MyPima.

>> TAL SUTTON: Like request that there is an information session, study session?

>> MS. KIMLISA DUCHICELA: Like a study session.

>> TAL SUTTON: That's a good idea.

>> SPEAKER: Nancy H. Just a quick question for Michael, to go back to the enrollment management, are there any students on the enrollment management committee?

>> SPEAKER: I actually wasn't able to attend the first meeting, so I can't answer that, but I can ask a few of my staff members. I believe there were invites extended to students, but don't quote me.

>> ROSA MORALES: Is there any faculty there?

>> SPEAKER: Yes, there are.

>> TAL SUTTON: What faculty... you missed the meeting. Okay.

>> JOSIE: Would you mind just giving us an overview of the timeline or plan and maybe the stated purpose of that committee just so that we can have an understanding of what to expect for the

future, given this has been an issue that's been pressing for quite some time?

>> SPEAKER: Are you asking specifically about the registration interface group starting next week or the enrollment management committee?

>> JOSIE: The interface group.

>> SPEAKER: Banner has what's called Banner 9 registration or Banner XE registration, and it takes the current interface -- it's basically a plan to upgrade to our interface. The team is going to get together to look at features, functionality, and look at implementation time frames and things like that.

>> JOSIE: So it's really just beginning?

>> SPEAKER: There were starts and stops in the past, but I think this is the beginning of the proper.

>> JOSIE: Beginning of the new start --

>> SPEAKER: And a finish.

>> JOSIE: -- for lack of a better word? Okay.

>> TAL SUTTON: All right. I think we are probably overtime on that one now.

We will move to the reports. The first is we are going to invite Rita. I will give some context how this presentation came about as

she sets herself up.

The assessment committee for senate met with AQI to talk about eLumen. ELumen and one of the things that came out of it is a lot of faculty don't know -- there may have been some presentations on eLumen and things like that, but many, many faculty still don't know much about eLumen. So we thought, well, at the very least we will have senate present and sort of illustrate or showcase eLumen within some of the disciplines that have migrated over to the eLumen system.

And I know that Rita was one of the early ones to migrate over to that system, so she can show that. But again, since eLumen is such a very customizable interface, you're going to have to take this -- this presentation isn't going to sort of show you what it's going to be like exactly for you, and so that's why we might choose to have a follow-up presentation to sort of show you a different discipline that is employing eLumen in a slightly different fashion.

And then in terms of how we, how this migration is going to take place, we continue that conversation with AQI, and they continue to insist there is no hard deadline, but as I think as we all know in Pima, if the board decides that something has to be done, then all of a sudden there is a hard deadline.

From AQI's perspective, they don't imagine imposing any hard

deadline of migrating over to the eLumen system, but obviously there could be things outside of their control. So we are going to constantly monitor that. The assessment committee is going to monitor that as best we can. Then in terms of how the holistic migration is supposed to happen, right now they are kind of at capacity with migrating programs and courses that are volunteering to migrate over to eLumen but there will be a day when the SLO interface will no longer be maintained in the sense that you can't make any changes. You may continue to use the current SLO interface until -- there is no day to sort of cut it off forever, but should there be a course where you say we need to change our CLOs, and they are no longer doing changes, then you will have to go to eLumen for that class so that you can update your CLOs in that new class.

So that is going to happen at some point. Again, we didn't get a hard deadline when that will be, but that is one way where a necessary migration would get triggered is if you make a change to a CLO, then that triggers a migration. But otherwise, other than that -- or if a new course is made. You just can't sort of have them add that new course's SLOs to the old interface. You would have to do that in eLumen.

To my understanding, those are the only two ways you have to move

to eLumen at the moment, but for now, they are perfectly content migrating and training people who are volunteering on a volunteer basis and transitioning over there.

Are you ready?

>> SPEAKER: Yeah, I'm ready.

>> SPEAKER: Hernando. I seem to remember receiving an e-mail this week, I don't know if it was from my dean for the science division, saying that by the spring of 2019 we will all, at least our division, was going to go to eLumen. I don't know if they are piloting it and that's why, but the e-mail sounds like come spring 2019 we are going to have to enter the CLOs using eLumen.

>> SPEAKER: As far as we have been told, college-wide, nobody is being forced to, so if that's a decision, it's probably coming from your division. So check with your dean. I also wanted to let you know I was able to speak with members of AQI -- I'm not speaking on behalf of AQI, I'm not part of that office, so if you have questions about how your division, how your courses need to migrate, when the timeline is, how it will work for you, they ask that you -- I invite you to speak with them specifically. I'm not a conduit of --

>> SPEAKER: (off microphone.)

>> SPEAKER: From my perspective -- again, I have been using it

now for two semesters. It seems pretty easy for me, although I'm a smaller program. I realize we don't have courses across -- courses across all campuses, so it is a little bit different.

I also use D2L for every course that I have, whether it's completely online, hybrid, or face-to-face fully. And I know that a lot of you have heard me say clinical research coordinator program a hundred thousand times. However, some of you may not realize what a clinical research coordinator does. I'm not here to talk about that program, but it does help with context about how I assess my students.

So students have to learn some caregiving or closer to medical assisting or nursing practices. Their scope of practice of course is not nearly like a nurse, however, but they are learning how to draw blood, collect vital signs, do diagnostic tests. They are doing a lot of hands-on things they have to show me that they know how to do.

Even when we have competencies or proficiencies such as those and I'm writing down how they are doing or if they are missing pieces, that information is still being delivered in D2L, and it's connected to a competency. So if you can see on the screen here up above, and although I'm near-sighted, I can't quite see that well that far, but I have all my competencies -- and as you can see, I didn't listen to

the learning outcome rule of 3. I have 8 in this class, because that's what makes sense for me to do, and so we have these tied through the Gradebook to activities and -- one single activity or activities, depending on how the students will show competency.

I'm not here to teach you about assessments. I know you are well versed on how to assess your students. All I'm saying is in D2L I have this running in the background, so if students complete the activity and/or several activities, I know when that activity has been completed because we have due dates, and then I can look at the report to determine how many students met the outcome and how many students have not.

That information at this point, is at this point manually placed by me. I know that that's quite a sticking point for a lot of us faculty, but at this point that's what we are doing for the pilot program. I have heard in other arenas that this will hopefully be something that D2L and eLumen can talk to, but Michael is in the room, Mr. Amick is in the room, so I'm certainly not going to try and talk at that level.

At this point, I'm going to try and turn around to see if I can actually see anything. Let's go down here. This is a 16-week course that is completely online, and the students, I can then input if they

have met the outcome, if they have exceeded the outcome, or if they're emerging.

It's set up two different ways. You can do a scorecard so one student has all the student learning outcomes all on one card. You can also go here to actions and go all the way down here to switch to the scorecard view itself.

It's really not working for me today, is it?

>> SPEAKER: (off microphone.)

>> SPEAKER: Sure. Is that better for you?

So this way, this is actually still the same old way, but this way I can still assess each student -- that's not the right -- it's not showing me the correct -- it doesn't want to work. There we go.

So that I can just see 4s, 3s, 2s, 1s, if I already know what my levels are. I prefer to score my students this way but there are several different ways.

I only run these courses, so the courses that run in fall, they do not run again in spring for my program, so I'm not going to be able to see aggregate data until next year. But for now, I can at least see what my students are doing. There is also a strategic initiative. I don't know if you can see that or not.

In my program, I'm not only faculty but I'm the discipline

coordinator, so I can actually make strategic plans based on what my learning outcome results are, and that can go in here so my other faculty and adjunct can see that.

This is a nice little view, because it shows you the data from each course. You can also go over terms. So all your CRNs that were offered in fall 2018. You can also like at my sections versus the course overall. You can look at multiple CRNs instead of just your own. This is just every learning outcome so if you were to hover over here it shows you all your learning outcomes and results per outcome. If you go down here, you can look at each learning outcome. It just highlights that. If you're more of a table person, you can look at it this way.

So this is the kind of information that I share with my advisory committee so we can make decisions, and my faculty -- I can share this information both with advisory committees and I can look at it with my faculty. We can make bigger-picture decisions.

That's all I really wanted to share with you at this point.

>> JOSIE: Just to add one thing and maybe you can correct me if I'm not correct, but we all have access to the interface at this point. We can add it to our launch pad in MyPima. It's already there. However, if our discipline coordinator has not populated the

system with the learning outcomes for our courses, we will not have anything to submit. Even though -- we do have the opportunity to kind of look around and even look at a test course, which might be helpful for all of us to do. However, until our DCs give us, as individuals, faculty, the go-ahead, we can't really do any assessing through the tool at this time.

>> SPEAKER: Correct. The pilot program, we are doing the general education learning outcome pilot, but by agreeing to do that pilot, we also just migrated fully to both our CLOs and PLOs and GELOs.

>> KARIE MEYERS: I just want to ask a couple of questions. Is it now possible for us to change our own outcomes? And I want to make a comment first. You know, I did say last week that I was trained somewhat inadequately, but now I have gone back and saw the outcomes are in. And I do think it's going to be fairly straightforward and not more work than it was before. I want to change my comments from last time.

When I was trained, like Josie said, there wasn't really anything in my sight and I was confused by it. Now that I have gone back, I see it can be pretty useful.

I'm going to make another comment, which is that the whole

interface with D2L is kind of a huge problem, because for three physics classes, everything is on paper, our assessments are on paper, that's going to be very easy to go into eLumen and just go student by student. I think that's just as easy as reporting it in the aggregate, right?

But then for the assessments that have been done on D2L and have been programmed in quite carefully, to get the results in aggregate, it's impossible to separate those out individually without a sort of a big manual input, as I think you just said that you were doing.

So I think that's a problem. The question I want to ask is is it the DCs that put in the outcomes?

>> SPEAKER: No. It's still going through AQI at this point because we are a small pilot, but hopefully, eventually it will be more on the divisions side.

>> KARIE MEYERS: One more question. Are we now allowed to change our outcomes without going through curriculum?

>> SPEAKER: No, because they are still attached to so many other things at this point. No, we are not changing them that way. They are attached to guided pathways, attached to curriculum, and attached to AQI. So no.

And I don't know if that will change in the future. I'm not

going to speak on behalf of that.

>> TAL SUTTON: But someone has to develop the rubric, so the outcome might be fixed but someone has to develop the rubric.

>> SPEAKER: Everybody who is in the pilot is working with AQI. AQI is developing our rubrics for us. We are telling them what we want on it. If you see here my learning outcome, to meet it, students have to meet an 80%. It's pretty high for mine, but it might be lower for an intro class or what have you.

>> SPEAKER: Hernando. If we say we do SLOs on paper or CLOs on paper, we grade them, and enter an actual grade on D2L, just like a regular quiz or an exam, can we then use that data and export it directly into eLumen?

>> SPEAKER: Yeah, yeah. It's all rubric-based, so if you have 100%, 90% to higher, they have exceeded it, so it's a simple 4, 3, 2, 1 rubric that I use.

I don't know if anyone else is using specific grades. That's what we are using as the rubric base. That's something to ask AQI, for sure, how you are going to develop it.

>> SPEAKER: That would simplify things. We have a SLO that is five questions per SLO. We do two. So the total is ten. What I do when I grade is did you meet the first five questions. Well, three

out of five. Well, that's a pass, right?

And I enter that on D2L, and if I could say, here are my SLOs, put them on eLumen, and they will read, A, 70% that's a pass, okay, it goes 1 or 2 in eLumen.

>> SPEAKER: That's how I do mine. It's just that I have mine in a rubric so if they meet 75% they didn't meet my 80% requirement. So they are emerging but they haven't met it.

>> TAL SUTTON: Again, the purpose of this was to sort of just get a brief glimpse of what eLumen looks like. These questions are definitely things we need to bring to our divisions and have these conversations of when do we want to migrate.

Like here we can't really answer specific questions because we don't know -- we are all the disciplines. I think we are encouraging you now to take this information and maybe to let your division know. Again, I don't know how each individual division or discipline is making a decision to make that migration.

I think for smaller disciplines, it's maybe more straightforward when it's the decision of one person, but when you have many, many sections that would need to migrate, then maybe you might recommend that your particular CDAC vote on migration and when you guys want to move over.

But maybe one thing to say is if more -- you know, any discipline-specific comments, we encourage you to reach out to AQI as well as your discipline to have those conversations, and if there are bigger questions or concerns you have about eLumen, we have an assessment committee that is willing to meet with AQI to get questions answered, so feel free to contact Jackie, Teddy, myself, Josie, and we are happy to sort of go and continue to meet with AQI to get answers for any questions or concerns that might continue to exist for a while as this migration happens, which I'm sure they will happen.

Diane?

>> SPEAKER: If you're reaching out to AQI, how do you do that?

Who is it and where are they?

>> SPEAKER: They are currently in the District Office, at District. Wendy Weeks is the director. wweeks@pima.edu is her e-mail. They are restructuring right now. Jen D who will be leaving the college here in a couple of weeks, she was pretty much running the show -- that's a terrible way to put it. She was an integral part of this whole process. She's going to be leaving. There are other people, temps and others who are there. I'm not quite sure how much they fit into the whole process.

Reach out to Wendy Weeks, and I'm sure she will be able to answer your question or get someone to answer your question for you.

>> TAL SUTTON: And cc at least somebody on the assessment committee so we can continue to follow up on that conversation when we meet with them.

>> SPEAKER: That's what I wanted to say. There are a few of us who are faculty senators who are on the pilot, or just doing the, who are on the team, so can I get a raise of hand of anyone who is in the room? Awesome. Nobody. I'm sorry. John. Great. Then anyone else.

Then I know Jackie Kern has done a lot of work in assessment, a lot of research in assessment. I didn't ask if I could give out your name, but I'm going to, to ask any questions about assessment itself.

>> JOSIE: Just another point with getting information. AQI has emphasized to us again and again that the information channel is through the Ds, your DC or your dean, department head, your dean or DC, and those are also people you can contact to get specific information on your area.

>> SPEAKER: I won't bother AQI then.

>> SPEAKER: I know Wendy wouldn't mind if you did.

>> MARGARITA YOUNGO: This question is maybe Kate can answer it.

I looked at the website on eLumen and it says that it's a program geared for student learning outcomes, not course learning outcomes.

>> SPEAKER: Student learning outcomes is the umbrella term we use for all general education program and student learning -- course learning outcomes. Student learning outcome is the big umbrella term. And then depending if it's a course, program, or general education, we get more specific by calling it that.

Does that make sense?

>> MARGARITA YOUNGO: On the syllabus, all our syllabi, is this correct, Kate, that we are not putting gen ed outcomes, we are putting student learning outcomes? So does this college, are we going to eventually also add course learning outcomes on our syllabi?

>> SPEAKER: So the syllabi say course learning outcomes and general education learning outcomes, and if you're a program they also have those. The bigger term, so like saying a community college is the bigger term, and if we are specifying Pima Community College, we would say Pima Community College. Bigger term is SLO.

Am I correct?

>> KATE SCHMIDT: Correct. We changed the syllabi template to the term course learning outcomes I think a couple years ago now. No longer should they say student learning outcomes because that's the

umbrella term. And if you're in a program, then you may have general -- GELOs and program listed, but not every syllabus has those, but every syllabus should have a course learning outcome.

>> TAL SUTTON: GELOs are essentially things that are mapped from our course learning outcomes, so they don't need to be listed into the syllabi. They are sort of like behind the scenes. They are mapped to course learning outcomes.

All right. I think the next thing -- I can still see it. It's the provost learning outcomes? Provost report?

>> KATE SCHMIDT: Dolores is at the 10-20-30 event at Community Campus which may be where other people are this afternoon, celebrating people who have been here 10, 20, and 30 years.

She wanted to thank so many faculty that came to the open forums for HLC and then some of the forums set up for individual faculty. We have already gotten a list of things that we have to respond to or provide to them by Tuesday morning, and by midspring we expect our feedback on how the visit went. So thanks, everybody.

I also want to draw your attention to the first page of her report, she has a new format of visiting campuses this year. Today is the 7th, right? Well, yesterday she was at Desert Vista Campus and made her way around to different areas. She will do that again

at M&S and District Office this semester and will repeat a tour of all the campuses again next semester.

I think our really big news, and Mays has left, but we haven't formally announced to this body -- oh, Mays is still here eating cookies. Dolores provided some end-of-the-year cookies, too. Maybe we should pass those around with the report.

Mays has been hired, as a faculty fellow, to coordinate the teaching and learning center.

(Applause.)

>> KATE SCHMIDT: We want to make sure to thank Rita and Joe from senate for sitting in on that hiring committee. Dina from OPD and Hilda Ladner, the diversity officer, helped with that. Mays is working a few hours before the end of this semester, because our next step is to hire two additional faculty fellows.

One is a new position which is specifically going to be focused on helping figure out professional development opportunities for our adjunct faculty, and I spoke with the adjunct faculty work group earlier today.

There was an online adjunct orientation created this year, and that's something, like anything online, will need some regular maintenance, and we need to look at what are the needs of adjunct

faculty and how do we get them connected with some of the resources we already have and what resources need to be advocated for to be developed.

Then for a long time we have had somebody who, faculty on release time who has helped coordinate the faculty learning academy two years ago that combined with the mentor program, because those were two programs that directly impacted first-year faculty working at the college. So Simone Gears would be finishing up her third year, and we would be hiring somebody for next year, but you may have heard she's retiring in February. So we will be also hiring for the replacement for that job. Our goal is to have those posted before you leave next Friday, if you're leaving next Friday, the 14th, and leave them open for about a week after you come back in the new year.

If you have some time over the break, you can fill out applications and if you forget because you have so much fun you will be reminded when you come back and still have a three-day weekend to fill out an application. We will probably be looking for members of this group to sit on some committees to hire those two positions.

If I could yield a little bit of time to Michael Tulino, we have implemented wait lists and there is new information on wait lists.

Thank you.

>> SPEAKER: Thank you again. I will try to be quick.

In the summer wait list pilot, we implemented allowing a student to register for a given section and also wait list one or more of like courses. The choice we have is either allow unlimited or only allow one, which would mean that a student would only be allowed to either register for a course or wait list for a course. I hope that sets the context.

So going into summer we said we want to allow a student to be both registered for a course but also wait list one or more other sections, thinking they might want another desirable section in the meantime holding a seat in the class just to secure that seat.

Based on some feedback from deans and other administrators, we changed that going into the spring registration period, starting in November, to only allow a student to either be registered or wait list for one section.

There were a number of reasons why we kind of went back and forth on that, but looking at student patterns and looking at some of the student feedback we have received over the first month of registration, I made the decision to flip that back to the way we had it in summer, and this was just done yesterday, to allow a student to be both registered and wait listed for one or many other like

sections.

I wanted to get that news out to you today, because it's been a recent change. Hopefully it's going to make a difference for students in terms of being more friendly and allowing them to explore sections when they are otherwise securing a seat in one of those other sections.

Does that make perfect sense? Any questions on that? Anything I can help with?

>> TAL SUTTON: I have a different question. In terms of the wait lists, I think it had been used or at least I saw it used as a way of determining whether or not an additional section needs to be opened up if there is a large wait list.

Do the decision makers who open up a new section, like the department heads or whatever, can they sort of get access to a list of unique names on the wait list? So as an example, if there are three math 151 classes that have wait lists, and they each have eight names, is there an easy way to sort of see that if somebody is wait listed for all three of them, if all eight of those people are the same person, then there is only eight people that want to take the course, or are those 24 distinct names? Is there a way that can be easily determined?

>> SPEAKER: Yes, there is. So there is a Pima report, I don't have the name of it, but I was making a note of it to send to Kimlisa, she asked me the same question a few minutes ago, so I will send that link to you, and you can distribute that for the deans and other decision makers, department chairs, through Pima Reports. Well, frankly, anybody has access to Pima Reports.

There is a specific wait list report. There are number of wait list reports that just show the counts in sections, but there is a specific one that allows, that will display the unduplicated students with names and e-mail addresses and such to contact them. For example, if another section is decided to open up, you can use that report to contact those students that are on those other wait lists.

>> SPEAKER: (off microphone.)

>> SPEAKER: So, yes, the question is -- there were a number of other changes we made to the wait list process. We increased the number of seats from 10 to 15 for each section, and we also changed the time frame that a student has to respond to an open seat, if offered. That used to be 24 hours. We extended that to 48 hours. Those were both done as part of the spring registration period in the early part of November.

>> SPEAKER: I really like the idea of having more flexibility

that students can wait list on, I would say, even more than one course. I have no problem with that if it's not too cumbersome on the other end of it, because students do have very complex situations, and I really want to support them getting into the courses they need.

The one thing I would like to ask about is, so in the schedule, when students see it, the class will say closed if there is nobody on the wait list. If there is one or more people on the wait list, it says wait listed or wait list.

So that clues people into the fact that there is a wait list if they see that, but if you have someone who is newer to Pima, a U of A student, I teach a course where we have maybe even a third of our enrollment can be U of A people, they don't get that. They see closed and they think it means closed. They don't understand the wait list system.

I'm wondering if there is a way to add it to when they look on the schedule, for someone who is new to Pima, just looking on the schedule, something that for each course offering maybe that says if your section is closed, go to registration and put yourself on the wait list. There is a better way to say it than that, but there needs to be some information there.

Thank you.

>> SPEAKER: Thank you for the feedback. I saw that come through, I believe it was your dean a week or two ago. We had that as part of the plan. We didn't get to it as early as we'd like with spring registration opening up, and I hate to sound like a broken record, but I have a meeting next week to work with the IT person to get the schedule of classes reprogrammed for a number of changes. One of them going to be clarifying the description of the status field when wait list is available just like you described. The other is to add a column that shows the number of wait list seats available for all classes in addition to close the seats that are available and the seats that are remaining, so there is going to be another column there. And there is going to be a descriptive set of text up in the header of the schedule of classes response to identify the new terminology.

>> MATEJ BOGUSZAK: I just wanted to second what Lisa said and commend you on giving students those extra opportunities to wait list for several sections. I think that's really important.

My question was once classes start, the wait list, they can't sign up for the wait list anymore, just like they can't sign up for the class anymore; is that correct?

>> SPEAKER: That's correct.

>> MATEJ BOGUSZAK: Okay. And there has been no changes to that,

or --

>> SPEAKER: No, there hasn't. I can go into a little more detail. So in the initial pilot phase, we found that there was an issue in about the first week and a half of classes. Being that we schedule classes by part of term, trying not to get too -- first eight weeks, second eight weeks, first five weeks, all the different variety of courses, the wait list process we have to basically manually turn off the wait list, have to manually purge the wait list rosters, based on part of term. Otherwise students in those late start classes will be offered seats when they will no longer be available to register.

So registration has not been affected. They will not be able to register after the first day of class. The issue we found in the first week or two of this pilot was they were still getting the e-mail that said they had an open seat because a student had dropped, but then they were not able to register because it was past the registration deadline.

So we closed that down. We have to manually purge the lists so that students won't be notified that there is an open seat when there

is actually no open seat.

Does that...

>> MATEJ BOGUSZAK: Yeah, that makes sense.

But do the faculty then lose the access to who was on the wait list and what the order was? And so if after classes start, the students contact me and say, hey, I was on the wait list, I have no way of checking?

>> SPEAKER: So in the meantime, before we have a better long-term solution, yes, the faculty, through MyPima, will no longer see the summary or the detail reports showing the priority of students in the wait list after the first day of class, because mechanically I have to purge the list to prevent them from getting notified. But in the mean time, I have been offloading a report that I take that morning before I remove the students and posting it into a Google Share that I believe is open to deans and may be open to others. If we need to adjust the permissions to get access to more folks, we can do that. It's kind of an interim step, but it's workable for now.

>> MATEJ BOGUSZAK: Sounds like a good workaround. I don't have issues letting students. It's just there was a lot of confusion I remember last semester about that.

>> SPEAKER: I missed your explanation as to why you need to purge the list on the first day of class. Why can't students that are still on the list on the first day of class, if there is an opening, be contacted by e-mail with specific instructions to enroll in the class using the drop/add form, and the student who is informed who is first on the list can come to class with a drop/add form, because they have been notified that there was an opening and then we can sign them in knowing that the student was on the wait list?

>> SPEAKER: So let me make sure I heard what you said. So we take a snapshot of the roster the morning before we remove them from the list. That's available with e-mail addresses to be able to notify students. But the suggestion is to automatically notify all those students that were on the wait list on the first day to let them know there is a way to get into class and outline the process?

>> SPEAKER: If there are openings in the class. Let's say that the day before the class begins or the day the class starts, three students drop because they found another class or whatever.

There is three openings. But because class officially started, the people on the wait list will not be notified. Essentially where we could have 28 students, now we have 25, and those three are going to be available no matter what.

My suggestion is use the wait list to contact those three students or maybe four saying, hey, there are openings. However, you won't be able to register online. But you can do it using the drop/add form if you bring it to the instructor on the first day of class. In that case, you can guarantee that we have full classes.

>> SPEAKER: Got it. I understand. I will take it to the group and see what I can do.

I know the one issue with that is that students are able to drop days into the class and it's a fluid situation with students dropping. It could become a timing issue. At least on the first day we could look into doing something like that

>> CAROL CHRISTOFFERSON: I agree with what Herson suggested, because sometimes, for the good of the program, sometimes teachers want to take more students. Instead of 25 they will take 32 even if it's more work for them, because they know that that will pay back later on down the road. If the students were given step-by-step instructions, they might be more compelled to go ahead with it. Then that would be the instructor's decision whether or not to accept them. So it's still within the instructor's purview.

>> SPEAKER: I guess most of us are aware that within the first week of class, we lose three or four students after the first day.

And it's a shame, because I have seen students that were on the wait list that couldn't get to my class, and it's too late for me to contact them and say, hey, come to the class, there are openings, bring a drop/add form.

What I do, any students that show up on the first day of class with a drop/add form, I don't care if my class is full with 28, I sign them in, because I know there are always three or four students that drop, and I want to increase enrollment in my classes. I want full classes.

>> SPEAKER: Nancy H. I'm wondering, is a possible temporary workaround, will faculty have access to that wait list to be able to see the names?

>> SPEAKER: Up till the morning the class begins.

>> SPEAKER: What I'm suggesting is you could send out an e-mail saying the wait list will be purged as of this date. Faculty can go in and take a snapshot. That way I don't have to contact my dean or somebody else to find out. I will have that list and know immediately if that student shows up, should I sign that student in or should I contact somebody else?

>> SPEAKER: It might be difficult to e-mail individually based on the course start dates, because there are so many. But I can tell

you that it's the morning of the day the class starts. If any faculty wants to take a snapshot of the wait list, the latest and greatest would be, you know, early morning of that morning or the night before a class begins.

>> SPEAKER: Would you send out an e-mail to faculty letting them know the purge takes place the first day of class?

>> SPEAKER: Yep.

>> SPEAKER: If you want a snapshot, take it before then?

>> SPEAKER: We can do that.

>> SPEAKER: This is not the first day of class but the first day the instructor meets the students? I'm asking, because this semester is particularly weird in that we start on a Thursday. If you teach a Monday/Wednesday, you see your students a week later on that first Wednesday, and so...

>> SPEAKER: I will answer that technically the course is scheduled within a given part of term. That has date ranges. They should be associated directly with the start day of the class, so it should not be, you know, a week off. That's in theory. But I can tell you that that's the way it's structured to work. It should be exact.

>> TAL SUTTON: I think we are getting a bit into the weeds.

>> SPEAKER: Hernon, by the same token, I think you could write to your wait list before class, right? If you're going to take three extra people, just write to the first three people and say if you really want to be in class, show up with a drop/add slip. It's more on you, though, because if you want to use the wait list, I think that's what you have to do, right?

>> SPEAKER: (off microphone.)

>> TAL SUTTON: There is ways to sort of do overrides online, as well, not just an add/drop line if you go to the teach tab.

Anyway, I think we got down very far into the weeds. Thank you, Michael.

All right. I believe the last item up for bids is Matej. Do you have a report? I don't know if I got an e-mail of the report to link?

>> MATEJ BOGUSZAK: Hi, greetings everybody. Give me one second.

Hi. So good luck with all your finals. Hope it's been a good semester. Trying to start on something positive.

Well, it's been interesting semester. I have to say I feel a little bad for undercommunicating probably. I know you're used to a higher level of communication from previous PCCEA officers. So we have been working with various people individually, supporting them

on issues. Early childhood education, counseling, dental hygiene.

We are sort of fielding issues, but it's not always as prominent,

perhaps. But we are still around. PCCEA is still around.

So please do continue to contact us if you encounter any issues or if you need help brainstorming through things or mediation with your supervisor or anything like that.

We had been working on an individual basis with the laid-off faculty and trying to help them out the best we can. We have continued to ask for more of the discipline data to be released.

That was supposed to happen in the divisions. What I have heard is that at least some of those in particularly communications had a meeting of some sort where some of that data was shared finally.

But please contact me if something's been shared that doesn't seem to make sense. And again, I would like to go follow up, because I think it's really important that, and we have made this point at the board and in various meetings with administration, that in order for us all to have confidence that this was done in some ways that make sense, more information than has been given previously should be shared.

Folks wanted me to report on this, so there is a little conundrum about teaching demos. So in this transfer process where now faculty

transferred to different disciplines, I hear that some candidates are now being asked to do a teaching demo, because perhaps right when you're transferring to different disciplines, there have been concerns both on part of the faculty and some administrators for them to do that.

Now, our policy says there wouldn't be teaching demos and that's what the provost e-mail showed. And then there seemed to be some walking back on that. So I'm not sure if I should be -- there are some mixed views on this among the faculty and among PCCEA, as well, and so I don't know if I should be like those attorneys general that just decide not to defend certain policies that they don't like, and so I have shared with the provost's office that, you know, some of that makes sense, but if people approach us about policy violations, we're going to have to defend what the policy is.

So just sharing that so everybody knows what's going on on that. Feel free to contact us if you have any thoughts. I think this brings up the fact that we have a number of pretty outdated policies at this point, because we haven't had that regular Meet and Confer update last spring, and there is a big policy rewrite underway, which you may remember an e-mail from Ted Roush maybe in October, November. So through this AERC group, we have gotten to review some of those

first batches of policies, of rewritten policies that are coming back. They are trying to combine sometimes the common policy and staff policy and faculty policy where it makes sense all into one document, and so that's been -- you know, that's been very interesting. We have had some productive discussions.

There has definitely been challenges, and one of the hardest things has been looking at issues and policies piece-wide, little pieces here, little pieces there. Maybe something on FMLA leave and sick leave but not other kinds of leave. So it's really hard to just look at the pieces without having that whole picture. So that's been, you know, some of the challenges as well as just scheduling everybody, nonexempt staff and exempt staff and faculty and administration all in one place.

So we do have one more meeting of the AERC on December 21, that's after most of us are off contract, to discuss this process and see really what makes sense in terms of this scope and in terms of the timeline. We have got a little behind and they are trying to finish it up by next summer, so we really need to discuss what's realistic and what we can do, but there is this urgency to update certain policies so that there aren't hiccups like this.

So just so you're aware, so in the meantime, current policies are

still in place. They do say 2017/'18, but everything is still in place and posted on the usual website. So that's a few words about that. Again, if anybody's interested in being involved on this, please contact me. We are certainly open to having more people helping out with that.

One other policy issue has been the syllabus timeline. People have been getting requests to submit their syllabi earlier and earlier. There was an e-mail from the provost's office that went out more recently. So it's a fairly complicated issue. There are some new requirements that the department heads and supervisors are being asked to do certain kinds of review, and so we have discussed what is the expectation on them and when do they really have to complete this review and what should it involve? And is it really reasonable to expect them to do everything by the first day of class to review everybody else's syllabi?

And so we have met actually this morning for the first time at that resolution team to talk about what makes sense in terms of a sort of syllabus timeline, should we encourage faculty to submit them maybe a week early or on the first day of accountability, have some target deadline, have each division figure out what makes sense for them but within some limits so that people aren't asked to send their

syllabus at the end of the semester, which is when we are still working with our students, grading finals, trying to serve them, and want to reflect on what went well and what didn't go so well, what do we want to change for the spring, how do we want to make our class better. So it would make no sense, I think, to require syllabi by the end of the semester, right?

So there are some challenges and legitimate interests I think on all sides. You know, I would actually love some more feedback, so if I could take a little break here. Are there any views that you all would like to share with us, if we have another meeting next Friday to continue the discussion? Contact me if you'd like to be involved, but any general thoughts on what makes sense for a syllabus deadline? Should it be a target deadline, a hard deadline?

I feel faculty are professionals, they should have a syllabus ready that is correct, complete for students on the first day of class. If they don't, that's a different issue to talk about and we should require them to work with their department head to get it right next time.

Any thoughts on the syllabus timeline issue? Diane?

>> SPEAKER: Just that our syllabi are pretty much all the same, so, the template. So I use the syllabus template, but then I do a

course guide with all my other stuff, that's got all the information in it, so I just turn in the template.

>> MATEJ BOGUSZAK: Just with course learning outcomes and the policy statements, and you do a separate schedule or grading policy?

>> SPEAKER: Well, pretty much, yeah.

>> MATEJ BOGUSZAK: Other thoughts?

>> SPEAKER: Nancy H. I do like Diane does. I have the syllabus template which pretty much stays the same except for some dates and stuff. I keep all of my course information specifically, I mean, assignments and all that kind of thing on a schedule that is posted online and constantly updated that the students can access at any time. That way turning in the schedule is not a problem.

I do not want to do it at the end of the semester. I am up to here with everything I have to do and all the boxes that have to be checked by the end of the semester. I mean, we have to do load forms now and fill in everything on the load form. I just don't have time to mess with even a template syllabus at the end of the semester.

>> MATEJ BOGUSZAK: I think everybody today agreed on the department heads and on the administration side, as well. So what makes sense in terms of requiring it maybe a little earlier or having a target deadline.

>> SPEAKER: Hernon. I do an in between, because I believe my policies should be included in the syllabus and not as a separate document. So I take the template, I keep it the way it is, I just add my information. Dates, times, meeting times, this and that. And then everything else that had to do with course policies, I wrote, on my syllabus, see Part 2.

And then I have a Part 2 that says my policies, and that's what I give the grading, the no late assignments, blah, blah, blah. And that's part of my syllabus. So every semester, all I need to do is take that document, update the CRNs, you know, the dates. I don't even have due dates or withdrawal deadlines or any of that. I say look it up on the Intranet. You know, look it up on MyPima.

So it makes it really easy. Usually when they tell me we're gonna need your syllabus, I turn it in by the next class, because that's all I do. Just go to the old one, change the dates, boom, here you go. It makes it very easy.

>> MATEJ BOGUSZAK: Yeah, I think it also depends on the class or if you've taught the class before and so on.

>> SPEAKER: (Off microphone.)

>> TAL SUTTON: Few more comments?

>> SPEAKER: Sean. Is there an expectation for adjunct faculty?

Because sometimes adjunct faculty, they are hired like, you know, you're supposed to be teaching a class like the next day, day before a class. Maybe if we could put something in there that talks about, you know, an expectation of maybe if you're going to be teaching a class the day before, you know, is that really something that's acceptable, is that something that the full-timer needs to be able to put the syllabus together and say, you know, do this or, you know, what kind of feedback would the adjunct who is going to be teaching the class, what can they do? Can they change the syllabus? I think that needs to be a conversation that needs to happen, for that to happen.

>> MATEJ BOGUSZAK: Right. Ideally, there would be, especially again, if you're perhaps teaching the class for the first time in that department to kind of have some conversation with your department head before the class starts, but at the same time, if somebody doesn't even have a contract maybe to teach a class, it's not reasonable to require them to make a syllabus for it, right?

>> SPEAKER: You know, I wouldn't want to, I don't know, identify or have some sort of negative thing happen, you know, to an adjunct simply because they were hired at the last minute.

>> TAL SUTTON: Maybe try to find an adjunct faculty to attend

next week's meeting to have that on their radar?

>> MATEJ BOGUSZAK: Or anybody, please reach out if you have strong views on this. We again want to make, do a good job representing everybody and having this be reasonable.

>> SPEAKER: One more thing. Are some of these thoughts, could you share maybe some of the ideas that the committee or the group talks about, so this way if we see that some of our ideas, maybe we think of an idea that maybe we would like to have brought forward to the committee, you know, we could have that included? If we're not able to make it. Because I know for myself, I mean, I know -- somebody was telling me the meetings, they are in the middle of the day.

>> MATEJ BOGUSZAK: Yeah, I'm definitely happy to share, so get in touch and I can send out some notes or if you have suggestions.

>> SPEAKER: Ken. I don't think that anyone would argue the merit of the templates and how it helps us to streamline that process, but I also think that everyone in this room, even when we are outside of contract, I'm going to guess that everybody still does work. There is just no way around it.

I think trying to ask people to get their syllabus in at the end of term is crazy. That's just not going to work, we've got so much

to do, but having it due at least the week before the new term starts, understand there is an administrative process, and we certainly don't want to be changing syllabus once the class has started, because students show up on day one, and that's what they're agreeing to. This is what I'm going to do. If you change it a week later because your boss didn't like something, that's going to create problems.

So we really need to show up on day one ready to go. Part of our job is sometimes we have to work after hours or when we are on vacation, and that's just kind of how it is.

>> MATEJ BOGUSZAK: Yeah, that's definitely a big part of the discussion we had.

>> ROSA MORALES: I just want to say that I totally agree about the adjunct faculty. Social services department, for the most part, we usually allocate a mentor for the new adjunct. In the past 10 years, what we do is do the syllabus for them, so we have everything ready for them, because it's just not possible for them to be able to do it. So I think that it might be a policy that need to be established, because it's -- we are paying very little for adjuncts and then having them to do that.

Secondly, is it the possibility to try to set up a system where

individuals that have done it for five, six years with no problems, that they are going to be allowed to just do it so the department chairs or division chairs can concentrate on the adjunct faculty, and then also, those other individuals that regularly are late?

>> MATEJ BOGUSZAK: Exactly.

>> ROSA MORALES: I also want to let you know my daughter graduated from U of A, and she said we got all the syllabus for five, six years before, and the teachers give it to us and they say just change the date. She could never understand why every semester I have to change them and do all this.

I'm just giving you, I don't understand why is this type of situation. I think we are doing much better than before, and we can concentrate on those that consistently don't follow the deadlines and let the other ones breathe and keep doing the work.

>> MATEJ BOGUSZAK: That would be my recommendation precisely.

>> TAL SUTTON: Thank you, Matej.

>> MATEJ BOGUSZAK: So just to finish up, couple more items, another thing is the faculty leadership group started meeting again, for the department heads, discipline coordinators and whole handbook that goes along with that.

They are looking at subgroups and further clarifications to the

language, incorporating some of the feedback from last year. We will take another crack at compensation and see if we can tweak that formula a little bit to make it more equitable and commensurate with work. It's a challenge, because it's a zero budget game, so if we increase compensation here, we will have to lose it somewhere else, and that's going to make some people unhappy inevitably.

And we are also looking at using more up-to-date FTSE which has been a big issue. Sometimes that audited FTSE is almost two years old and that doesn't really reflect what's going on in the division.

I'm supposed to mention something about the mandatory training from HR that people keep asking about. There was an update from Jeffrey L about, you know, that we shouldn't fret about the deadline and that there were supposed to be more updates coming about prioritization, what to do first. They are working on that transcript issue, trying to fix that.

This week, I sent another reminder to please provide some updates maybe on All Faculty Day or in division meetings to everybody so everybody gets a consistent message, and especially again explain what about adjunct faculty? What do we, you know, require of them to do these 21 trainings? What's the timeline? What is reasonable?

And so please, if there is any questions, please feel free to

-- I mean, honestly I would just contact Jeffrey, contact HR, and feel free to contact me but I will just forward your message to him.

>> SPEAKER: Nancy. We received an e-mail stating that it had to be done. 14 hours have to be completed by the end of the academic year.

>> MATEJ BOGUSZAK: So from your dean or -- right. So that was back in June.

>> SPEAKER: I got one this week.

>> MATEJ BOGUSZAK: From Jeffrey or --

>> SPEAKER: I believe it was from Guadalupe.

>> MATEJ BOGUSZAK: Send me an e-mail. See, this illustrates, right, and people are getting different messages in different areas. That illustrates why something more global needs to go out.

I think that's it. Please reach out if we can be of help.

Have a great winter break.

>> TAL SUTTON: Thanks. There were no open-forum items. There was no request for executive session.

So?

A motion to adjourn. A second by Tanya. Any discussion? All in favor?

(Ayes.)

>> TAL SUTTON: All right. Meeting adjourned. Have a good

winter break.

(Adjournment.)

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