For those of you who have a microphone near you, if you want to turn it on.

If you need to speak, make sure you're near a microphone.

Start off with introductions.

David?

(Introductions off microphone.)

Jeannie Arbogast, mathematics, Desert Vista, vice president, Faculty Senate.

Joe Labuda, president of Faculty Senate.

Madame Secretary, do we have a quorum?

Yes.

We had kind of a glitch on the minutes, so I'd like to defer approval of the minutes until the December meeting.
No. 3, announcements. We have a couple.

>> MS. JEANNIE ARBOGAST: Before you do that, this is a little awkward. Last meeting we were pretty successful when you would actually take the microphone in your hand so that you could be heard. So as we went through that list of introductions, it was hard to hear some of your voices, so make sure that when you participate today you get the mic in front of you and state your name, which I always forget. Jeannie Arbogast.

>> MR. JOE LABUDA: We have a couple of announcements. The first one is from Janet May, vice chancellor of human resources, and the
announcement is that the human resources and internal audit foster a connection to respectful workplace.

Please join human resources and internal audit for a one-hour information session about the services and assistance available through human resources and internal audit departments. Members of the human resources team and internal audit will visit each campus to share information and answer questions about the various services of and the support available to the college community from the psychologists, employee relations, EEO, ADA, AA staff and the college internal auditor.

Sessions are scheduled on November 5, 6, 7, 8, 16 at locations throughout the district. If you have questions or need to make any accommodation, please contact professional development, 206-4706.

The dates are on East Campus on the 5th, Community Room at 9:00; Desert Vista on the 5th, Ocotillo Room from 2:00 to 3:00; Northwest on the 6th, 9:00 to 10:00, A106; 11/7, MS-105; district office on the 8th in the Community Room; Downtown Campus right here on the 8th at 4:00; Community Campus on the 16th, A-109; at West Campus on the 16th, JG-05.
Coming up we will have our own Senator Kimlisa who is going to give one of the speaker series presentations on November the 13th, Tuesday, 6:00 in the community boardroom. The title of the presentation is We Roar Into the '20s, Women, Advertising, Shifting Images in the 1920s. Does anyone else have any announcements?

Agenda modifications. Unfortunately I missed Dr. Fugett in the
president's report, so we are going to put her in right after the

provost's report. Let's take that back. Since Dr. Migler has

another engagement we are going to move some of the reports around.

We will give Dr. Migler a chance with the provost report and anything

else he wants to relate to us.

Are there any open-forum items?

Let's move into the business session. 5.1, late registration.

Rob?

>> SPEAKER: For the late registration, Joe sent out a copy of

what I brought last time. I don't really have anything to say here

particularly on the subject that I didn't say last time.

One thing that you might be aware of is in the minutes for

September (can't hear) about what I said. Those statistics was a

quote of something I said in 2004. So those statistics are not up to

date, but the general principles are there.

What I really want to do is bring the topic up in the business

section so if somebody wanted to discuss it at length, we could, we

could get input. If anybody had a motion of any kind, we could make

a motion that could be approved.
Other than that, I would just like to sit here and hear what everybody has to think about abolishing late registration.

Apparently none of you.

>> JEANNIE ARBOGAST: I did read this article this morning, Rob, and it had some good points and bad points.

I think we're in this mixed can of worms here at Pima Community
College, and I agree that the late registration is a problem, but I think it's linked in so many ways. I'm concerned about bringing this up right now because we still haven't resolved the issue of the new admissions standards. To throw something like this at the community, the timing would not be good.

So that's a little bit of my concern. I think it's also mixed in with the new financial aid rules and how we are dropping students early if they don't pay and how does that mess with their schedule?

You know, just little things, particular add/drop period where a student works into a particular class and says, wow, I really don't like the teaching style of this particular instructor or these particular assignments, the schedule isn't going to work for me.

Your plan or the plan that's presented in here says there is no way out. You're in there and you're in there for good.

So I think there is a lot of -- the other one that slipped my mind was the stuff that Dave Cast (phonetic) brought to us about low enrollments and scheduling classes and canceling them. I think we have a whole lot of pieces right here at our community college that are all pulling into play, and this is another piece of that puzzle
of how do we resolve those enrollment issues at the beginning of the semester.

>> MR. JOE LABUDA: David?

>> SPEAKER: I certainly agree with the concept of trying to abolish late registration. Right now I think also with the new chancellor search and looking at the organization of our
administration, I think this is something that should be considered, and hopefully within the coming year once the new administration is in place.

>> SPEAKER: I would like to make another kind of suggestion. I totally agree with what Rob put together. I also agree with what Olga, David, I suggested to the academic senate last May. I think it was distributed at the time.

I come from a totally different mentality apparently from almost everybody here. I come from a place where an academic senate takes on its issues, explores its issues, investigates what's involved, and then makes suggestions to the administration, not the reverse.

Frankly, I would like to see and I would like to propose it for discussion this academic senate take on the compilation of issues of cancellation of classes, of late enrollment, of everything that Jeannie talked about, and set up a committee that will deal with this and thoroughly -- we have no idea what's going to go on in terms of a new administration or anything else.

This seems this issue, series of issues has been going on for so long. It's time for an academic senate, in my head, to do its work.
>> SPEAKER: I agree that late registration and that window isn't necessarily something that's good for student success. I think it makes it very difficult when it comes to course cancellations and I would support abolishing it.

However, that being said, I think there is a way to roll out a change in a community college, and if it's something that the senate
wants to put forward and if it's something the administration also supports, I feel very strongly once that happens after the research is done and that is something that would go forward, I would like to recommend it is something that it's something that is ruled after, I don't know, two years of notifying the community, that it would be something that would be displayed prominently on our website saying in fall of 2016 we will no longer have late registration to give the community an opportunity to look at it, for us to make sure that we -- in addition to that kind of announcement, would also have click here for more information, and we would then be able to present the research that the senate has done regarding statistics and rationale as to why it's being abolished and allow for public forums to discuss or give feedback, because even with all that research, there may be things that the public is considering that we hadn't considered and should be taking into consideration in a big change like this.

>> MR. JOE LABUDA: Thanks. Eric?

>> SPEAKER: I'd like to start by reading a statement from Mary Chris (phonetic). I represent her as a proxy, so she asked me to read a statement. This is something very near and dear to her heart,
so this is from Mary Chris.

    Given the student population... (reading statement).

    So that's Mary Chris's point. I just want to say that I'm (can't hear) persuasion on the topic. I think it might depend a little bit on what exactly, speaking for myself now, phasing it out means. I certainly think Ana has a very good point that we want to tread
carefully and proceed over the long term. I certainly support Barbara's point about having a committee to look into this more. I think that would be an excellent research idea.

I think that my late registering students have generally had a lower probability of completing the course, but looking at my (can't hear) from the last couple of semesters, the difference really is not tremendous. Some of them have succeeded; some have not. This is my regular students.

It's not that it goes from 90% probability of success to 10%. The difference is really much closer. So I would certainly, if we offer such a policy (can't hear) would be the case have the ability to sign students (can't hear) generous in doing that and might be better to do it that way because then (can't hear) attending regularly and so on.

As far as course cancellation and so on is concerned, because course cancellation decisions tend to be made before the first day of class anyway, it's not as though we sort of see how many people still sign up during the first week. It shouldn't actually lead to more course cancellations. It might lead to fewer if people are motivated
to sign earlier before the course cancellation decisions are made.

>> MR. JOE LABUDA: Kimlisa.

>> SPEAKER: I come from California. I came to you guys from California. They had a very interesting philosophy there about late registration. There wasn’t late registration at the places that I was teaching, which was down right on the border. Most of my
students quite frankly came from Tijuana.

But what they did have was a technological advantage that I felt we should investigate in that every faculty was given a list of codes at the beginning of the semester. Students could not register. Once the registration period, that was it. Class started. No more registration.

They had a code. You could just give the student a code, and they could use that code to register should they care to.

The wonderful thing about that was it was twofold. When you got to the first day of class, if the students weren't there, then you dropped them. They were gone. You know, you had to actually come to class to stay in the class.

Then the other thing was that you had a pseudo waiting list. If your class was full and your students who really wanted to be in your class couldn't get there, you could use that, those codes, to get them into the class in the order in which they presented themselves to you and said, can I please get into your class?

I think something like that would not only alleviate the thing about, well, you can't get in, but give faculty much more control
over, you know, attendance in their class and the order in which
students came into their class, which is my two cents.

>> MR. JOE LABUDA: Barbara?

>> SPEAKER: I just want to make one other point on all of this.

Maybe it broadens things a little bit. It occurred to me for
adjuncts, adjunct faculty and full-timers alike, there are all sorts
of issues, late registration, cancellation of classes, and then the
concomitant to accommodate students who have failed to register on
time, classes had been canceled, and then all of a sudden we start
late classes, what does that teach our students?

For those of us involved also in job preparation, what does that
teach our students? That they can show up at a job any time they
like? That there will always be something for them? This is
supposed to be a learning opportunity, and I think all of this is
part of it.

Classes are canceled, adjunct faculty gets fired or let go,
full-timers take their positions because classes have been canceled.
It's just like the snowball, it's an avalanche after a while, and it
doesn't seem to teach anybody anything.

>> MR. JOE LABUDA: Gene?

>> SPEAKER: Sounds to me most of us want to get rid of late
registration, so whose decision actually is this that we could get
rid of it or not? Is it our decision or the administration's
decision? Does anybody know?

>> MR. JOE LABUDA: I'm assuming (can't hear).
>> SPEAKER: I would like to suggest that we get together, say,
send something up to the administration and say, we want to have a
discussion about removing late registration. See if they're willing
to discuss the situation.

We can talk about it all day, but they're not going to (can't
hear) wasting our time. Why don't we check with them, see if they're
willing to drop it, maybe form a committee (can't hear) numbers to
the administrators, work out the details, and then get it done. But
that's find out what the administration, what their stance is on
this.

>> SPEAKER: I'm hearing some different things right here. What
Barbara was mentioning -- as a department chair, what we do is we
have our schedules set as full-timers. At this particular point, we
don't have that many classes so there is not the danger of having to
bump an adjunct faculty.

However, we schedule enough -- we have enough leeway, and we know
that after we have our full load, if we have our full load, an
adjunct faculty will not be bumped as long as we have our full load.

Cancellation, when we cancel our classes -- and I think we're
talking about something a little bit different. That's why I'm
not -- you know, I think this forming a committee, it would be great
because when we cancel our classes, we let the students know the
options that they have and normally if they're under a certain amount
of students, but we make sure each student knows the number and the
CRN, and that there are classes available.
Now, the late starts are totally different. That's a different story. Those are the very first ones that we mention to those students.

In fact, at our campus what we're doing is working together with the other campuses to see, if we're not offering that class, to make sure that the students' needs are met through other campuses. If
they're not, sometimes we will run the class with lower enrollment
and the class won't be canceled.

I'm hearing different issues and different questions that should
really, in my opinion, be addressed in committee so that we can touch
upon that issue. I really like what Kimlisa had to say, you know,
establishing a certain code. That's why I wanted to address what you
were saying.

Thanks.

>> SPEAKER: I have been after this for over a decade.

Apparently my enthusiasm has kind of changed your opinion of what I'm
asking for. I don't expect anybody here to vote (can't hear).

Read the article, think about it, get some discussion going, ask
some questions, and maybe at a later date come back one more time,
separate committee or whatever.

The two things I think are strongest in terms of abolishing late
registration (can't hear) classroom management or class management
scheduling much easier, because if classes are not -- enrollment
stops a week or two weeks before classes stop, you know exactly
(can't hear).
The other thing I think is a really strong point is the man who wrote this article suggests the most important day of the semester is the very first day. Late registration, we're basically telling people the first day, second day, third day, four days into class, doesn't matter. That, to me, is a very strong point somehow manipulating the time at which students can register to record (can't
Jeannie, one thing you mentioned (can't hear) late start. (Can't hear) you have to wait four or five weeks before you get into a class.

I think Barbara is right about taking responsibility for your actions. Encouraging people not to do what's needed to get into a course basically says the same thing about a job. When is the interview? I'll go whenever. The job starts Monday? I will go Wednesday.

One other thing, what I want to do is give everybody an opportunity to read that article, get on the Internet, go to Google, see what else is out there, think about it, discuss it among yourselves, bring it back down the road a bit, talk with some of the administrators. The late registration (can't hear) best practice around the country. There are things out there to talk about.

>> MR. JOE LABUDA: You want to do this at a subsequent meeting, then?

>> SPEAKER: Well, if somebody wants to bring it up. (Can't hear) think about it, discuss it, see what people think. We have
only had six or eight people out of 25 here talk about it. (Can't hear.)

>> MR. JOE LABUDA: Thanks, Rob.

Item 5.2 proxies. Seems to me the feedback from the last meeting that for the most part people would like to keep proxies. I don't think we necessarily have to make this a charter issue. I think it's
kind of a way around it. I think we can create a senate rule to deal
with different processes that we're going to do.

One suggestion would be that if you're going to miss a meeting
that you designate your proxy and let the secretary and the senate
president know by Wednesday before the meeting. That way we will
have a tally of who to expect in terms of holding the proxy.

But at any rate, you know, if you want to keep them, I think we
just need a way to be a little bit more orderly with them. I think
that's doable.

Anybody have any comments on that? David?

>> SPEAKER: The question, do proxies count for the body count to
have a quorum?

>> SPEAKER: (Can't hear) haven't had an issue where it's come
up. I've been worried about this because it wasn't in the charter,
so I wasn't sure. I was going to ask someone if there was a problem,
but we haven't a problem.

It looks like it's okay. Now, for voting, though, yeah, so we
count twice for voting. But for attendance and for a quorum, I
haven't had to.
But that might be something you want to put in the charter.

Probably a good thing.

>> MR. JOE LABUDA: Eric?

>> SPEAKER: I would agree with that suggestion, and I think that

would then take a charter change or a charter clarification. I think

it should be addressed. Because sometimes late in the meeting we're
still asked, do we still have a quorum, and sometimes we come pretty close.

The question then would arise, you know, does it count towards a quorum. I think that is something that at some point we want to address and just clarify in the charter.

>> MR. JOE LABUDA: Anyone else? Okay. Let's sort of review this a little bit more, come back at a further meeting, and obviously at that point we will go ahead with our current formal proxy procedure and come out with a clarification in the December or January meeting.

Item 5.3, elections. Jeannie?

>> MS. JEANNIE ARBOGAST: Notices did go out last Sunday for the elections that are being held on West Campus, Community Campus and Northwest Campus.

So hopefully all of you on those campuses have received an e-mail notice from your department chair that elections need to be going on. So far I have got -- I have three people that have definitely been elected for the new term. So if you haven't heard, please arm-twist your department chair and also make sure that they get that
information back to me.

I did close the date for November 9th for notification so that these things don't drag on forever and ever because they tend to get in the back parts. So that should be done.

The adjunct faculty notifications have gone out. There is a little glitch in there, but I think we have worked it out at our
meeting.

Also, just as a reminder, in January we do look for officer elections, and, you know, we don't really have any strong indications yay or nay except I know Pollyanna has definitely said she just doesn't have time to continue to be secretary.

If you want to think about doing those, we will do those a little bit more formally in the December meeting because we vote in January for those positions.

Any questions on that?

>> MR. JOE LABUDA: Thanks, Jeannie.

We are going to reorder our reports section. We have a number of them today. Dr. Migler has another engagement later on in the afternoon, so what I'd like to do is move on up the line, that to the top, and we will do that.

Dr. Migler and Delores, I think?

In your packets this week you see a summary of (can't hear) having to do with online edit and ideas for future.

>> SPEAKER: This is going to be a twofold report, and I'm a little winging it because I'm trying to marry a few things together.
In your packet you have something called evolving process of PCC online education, which is a -- what this is meant to do is meant to lay out kind of a history of online at Pima Community College.

This document basically starts with the original model which goes back to early 200- -- I got here in 2004 and this was, the original model is the one that was in place when I got here in 2004.
Since that time, some decisions have been made that have changed online in the way that it is not so much online teaching but kind of the process and procedure of online.

So if you look at this, it says we started using -- in 2012 we started using Desire2Learn. That's when it came kind of official. We actually started using it in fall 2011 but there were only a few of us doing it.

You will also see that we started using it for the hybrid classes, and we tried to also make sure that people were getting trained for it and our training model was also evolving.

Really the purpose of this document, and you guys can read through it and give me any questions that you've got, but the purpose of this is just to kind of give you an idea of where we're going sort of or where we've been and where we are and where we might be.

The other thing I have to say on this, there are two online committees, one of which is a standing committee and the other one is an advisory committee.

Some of the people on the standing committee are also on the advisory committee. The advisory committee seems to be focusing more
on college plan items, and the standing committee of which I'm the co-chair, along with Dr. Migler who works with me, is doing something a little bit differently.

It's kind of trying to develop a reasonable road map for online and take care of some like burning-fire issues once in a while if we need to. But more of a really hard look at where we were, where we
are now, and where we should be going.

So that committee, the advisory committee, has met twice. I think we have done really great work trying to figure out -- because look at online. It touches everything. So it's really hard to get all of the threads disentangled and look at really solid issues.

We met last week, and it was -- we had a fabulous meeting of trying to look at the synergies between all of the issues that were there. I think -- I think you should get the 5-2100 speech very quickly, because the most burning issue for us has to do with accreditation and it has to do with program delivery and some subtleties with that.

I'm going to turn it over to Dr. Migler.

>> SPEAKER: Depending on meetings you may have attended, you may have heard parts of what I'm going to share with you. The very quick version is that as we're looking at online education, we're also looking at what is our level of approval from the Higher Learning Commission.

As you might imagine, because of all of the press that many of the online institutions have received, positives and negatives, you
know what they are, that the accreditation bodies have been very
attentive to what's happening in online education and are trying to
be very careful in the levels of approval that they give to
institutions.

Our accrediting agency, Higher Learning Commission, one of the
six regional accreditors, essentially gives a college one of four
levels of approval. It's 0, which that one is quite obvious. If
you're a newbie or you're just testing the waters a bit, there is a
5% approval level, which essentially says that you can offer 5% for
your programs in an online format.

The next level, third level, is where Pima Community College is,
and that's at the 20% level. We can offer up to 20% of our programs
in an online format, delivery.

Essentially the definition of an online program is moving to more
of a federal definition because the accreditors are saying we need to
be consistent with what's happening on a federal level.

So as we've looked at and will follow the definition of the
Higher Learning Commission, a program is classified as an online
program if the student can take 50% or more of the instruction for
the courses for that degree program through online methods.

The simplest way of looking at it is if you take 50% or more of
their courses in an online format. Doesn't matter if we promoted it
as an online program or not; it's simply can the student complete 50%
of the degree program through an online program.

It actually gets a bit more complicated because we are supposed
to include hybrid courses in that calculation, as well. So it's really 50% or more of the instruction.

I think from very simple terms we're assessing where are we if we look at our courses? I would also add another extenuating variable is it doesn't matter if students are enrolling in the program or not. You have it available such that a student could complete 50% or more
of that degree program through online courses.

When we look at that, we're right on the bubble. We are right at about 20%. So I think a lot of the questions, one of the overriding questions is as a college, where do we go? Because there isn't a next level, 50% or 75%. The next level is 20% to 100%.

From an academic point of view, probably not much of -- it wouldn't be a major leap for our college to move that way. However, when you move from 20% to 100%, you have a lot of student services issues.

Essentially the accreditors are looking at if the student is taking -- if you are at the 100% level, are your resources in place so that the student can access (can't hear) online, can they access library services online, can they access financial aid online, can they access tutoring, all of those other support services, online.

That's a resource question. So consequently, those are things that the online committee is looking at. We have identified -- I think we feel fairly comfortable with our prioritization, and we're trying to be very thoughtful about how we look at issues because we know there are some hot-button issues. Folks are saying we need
We understand that, but we're also very mindful that we don't want to be solving some problems and creating a lot of unintended consequences by fixing one thing we're creating some other issues.

So we're very intentional about looking at what are the drivers, what are the things that we need to determine right now so that we
have a logical approach to looking at online.

Certainly the accreditation issue and that notion of do we stay at 20% or do we move to 100% factors large in the decisions that we need to make.

I would say that's probably our No. 1 issue that we're looking at. That's maybe more than you wanted to know, but it is complicated and it is significant.

That was one of the messages we wanted to share.

>>> SPEAKER: This group, this evolving document here, is not policy. What it basically is is just a way for us to see where we've been, where we are. Then as we get kind of some idea of where we'd like to be going, the document will obviously evolve.

But this is kind of a nice, tight little summary of sort of online history at Pima, which is kind of ironic since I'm a history professor.

Does anybody have any questions? Wow.

>>> SPEAKER: I have some music-specific questions. In regards to this 20% that we're allowed to teach, how would this relate to a degree program such as music where we offer a degree and only some of
our courses could ever possibly be hybrid? (Can't hear) classes, has
to have an audience.

So if we offer hybrid class, which we do, is that included in the
20%?

>> SPEAKER: It depends on if they can complete the program...

>> SPEAKER: The program or the degree?
>> SPEAKER: The degree. And the thing about hybrids is that it depends on how much of a hybrid it is.

>> SPEAKER: So how do we know, then, unless you do a survey of each of the instructors, how much of a hybrid it is and if it's applicable to that situation?

>> SPEAKER: You're exactly right. We haven't gone that far. We know that it's a calculation we would need to make. Our first cut was just looking at solely online courses to determine what are we seeing in terms of level?

We haven't gone to the length of making the calculation of hybrid courses. I should back up and say that from Higher Learning Commission point of view, it's really an institutional look at things.

What we're asked to do is slowly look at our degree programs. We have approximately 65 degree programs. They don't ask us to take a look at our certificate or what's in the degree program areas.

So essentially the simple calculation from our accreditors' point of view is we have 65 degree programs. 20% of those obviously is going to be 13. Do you have -- where are you in that calculation?
Do you have 13 or more programs that can be delivered in that 50% or more?

So we don't necessarily have to look at -- we do have to do a total calculation for our programs, and they don't -- the HLC will not ask us to approve programs individually. It's really at what level of programming we can offer, 20% up to 13 or do we have
permission to do more than that?

However, getting back to I think your question, to have a really accurate calculation, we would need to look at what percentage of instruction is delivered in a hybrid format, and what does that do to the calculation for a total program?

We have not done that. We're thinking we will probably get a fairly accurate assessment just by looking at the number of online courses that are available in any one degree program area, and that may be more of a calculation factor.

That will correlate -- I think that will give us enough correlational statistics or correlational data to determine where are we in that 20% versus 100% calculation.

>> SPEAKER: So if I understand correctly, then, hybrid classes would not be counted in that? Only programs? Complete programs?

>> SPEAKER: Yes.

>> SPEAKER: Thank you so much.

>> SPEAKER: Eric?

>> SPEAKER: I want to start with a question. Are we talking about 20% of courses or 20% of programs?
>> SPEAKER: 20% of programs. Degrees. Not courses.

But then -- yeah. You have to think about can I complete this -- can I complete the AJAC (phonetic) taking all online and hybrid courses?

>> SPEAKER: So my comments are then -- they're not, in other words, about whether we are complying with the requirements. I'm
sure that we are. But again, looking at my discipline, political science, what I'm seeing from you guys is a lot of thoughtfulness and deliberateness in terms of moving forward.

I have to say again that that has not been my experience in terms of how we, I thought, rushed into this in the past meaning that in political science, the single-most popular political science, period (can't hear) state and national constitutions, a number of years ago (can't hear) I was looking at the outline here about old versus new model and so on.

I still don't know which adjunct it was that was chosen, but there was no full-time involvement when this course was initially turned into an online template.

So somehow with no full-time faculty input from the discipline, "the" most popular political science course was turned into an online model, and (can't hear) my colleague who has now redone it. My understanding is it's much, much better but was horrified by what the initial template was, which apparently was not up to par at all.

And three-quarters of all (can't hear) are online.

So again, the process by which "the" most popular course (can't
hear) was turned into online and now three-quarters are online. Just as an internal benchmark, I would like to see not only the course from the get-go online full-time involvement, but I would like to see something, maybe it's not 20%, maybe it's 50%, but at some point something other than FTSE, FTSE, FTSE, and if we don't do it somebody else will do it.
I realize that, whether it's University of Phoenix or somebody else will provide that if we don't. I get that.

But just there should have been some internal deliberateness consultation and thoughtfulness going into this saying we have not crossed the 50% mark. Do we want to go 75% or more? Are there some reasons -- this is for teachers' certification, too. That's another reason why I'm hesitant.

What I'm hearing now sounds a lot more deliberate than...

>> SPEAKER: It is. And certainly this issue is definitely on the table and being looked at very hard, and the process of how something ends up online, CDAC (phonetic) involvement, and all of that, are changing rapidly.

The online groups are trying very hard to make sure that that doesn't happen again.

>> SPEAKER: I actually had a question about the -- there has been a new online dean position? There has been some change in title, and I was wondering how that plays into this entire process and what that new position is?

>> SPEAKER: The position I know was posted I guess on Monday or
Tuesday, I can't remember which, and that was -- as you remember,

Donna (can't hear) was the vice president of online development, and

she has taken a position as the BPI at Northwest, and that position

has come out.

So I don't know how it's going to fit, and I don't know the

thought process behind it.
Dr. Migler, can you... Dr. Miles?

>> DR. SUZANNE MILES: It was a vice president position. We didn't think it needed to be a vice president level. Throughout the last couple of years we have realized that that should be a dean's position.

It's really a dean's position for that specific campus. It's not a college-wide dean position.

>> SPEAKER: I'm wondering how much of a stretch or challenge would it be for the college in terms of resources to go beyond that 20% threshold? I know you just started looking at it, but just as a preliminary, any idea?

>> SPEAKER: This is a very generic answer: It's significant. I wish I could quantify it. We just -- that will be part of the process that we will go through is to identify what resources are in place, what resources are needed, and then to attach some value to that.

That will help in the decision-making process. We just started on that, and it would be preliminary to even come up with a guesstimate.
>> SPEAKER: It's a big step?

>> SPEAKER: It's a big step.

>> SPEAKER: My question is if we stay at the 20%, does that place restrictions on us? In other words, why not stay at 20%?

>> SPEAKER: That's one of the questions that we will be wrestling with. We have identified this as one of the major
decisions that needs to be made quickly because it's going to affect all of the other decisions, a domino effect, as we move forward.

Certainly that is an option. I think we will have to just play that out and see what would it mean to stay essentially at the level that we are right now?

>> SPEAKER: But there would be some restrictions?

>> SPEAKER: Definitely. Yes.

>> MS. JEANNIE ARBOGAST: That's my worry or concern question is what if we do slip over that 20%? Are there penalties? What happens?

That's a very restrictive number, 20% versus 100 or 80. Are there penalties Higher Learning would come down on us for?

>> SPEAKER: Yes. They would work with us. Certainly they would work with us. We're not the first ones that have ever found ourselves in this type of situation.

Certainly what they would ask us to do is make a decision and to say, okay, it appears that you may have inadvertently gone over the 20%. Do you want, if you want to do that, if you want to stay at that, then you'll have to do a change in request and move to the next
level, or you will have to scale things back and move to the 20%.

They would ask us for evidence that we had done that.

>> SPEAKER: I don't know that this would be an issue unless and until we get over the 20% threshold, but I would not want to end up in a circumstance where students seeking to complete degrees would have to take certain courses online even if they don't want to, or
certainly I wouldn't want to move to that as long as there are full-time faculty (can't hear).

I understand that some universities, and I think that includes the U of A, students now have to take a certain number of courses, very (can't hear) if they can take it in their dormitory, a lot of it has to do with simply economic arguments and classroom space and so on.

So I do see some pressure at least with other institutions moving in that direction. Coming from a very small discipline, you know, we might end up in a situation where if we did that, at least in a given semester, if we're offering online that would be the only way that that particular course would be offered, I wouldn't want to get to that.

>> SPEAKER: I agree with you completely, wholeheartedly.

I think that every modality should be available to students. There are students that really, really love the face-to-face classes, and sometimes they just can't do it.

Every semester (can't hear) and it's always the online class for a reason. Then they go back to face-to-face. I think students tend
to migrate to the place that works for them. They vote with their feet.

I would hate to think that we would require them to do something that makes them uncomfortable besides actually learn. (Laughter.)

Any others? All right.

>> MR. JOE LABUDA: Thank you, Dr. Migler. Would you like to do
Some things that I’d like to share with you, we have had quite a few conversations with the University of Arizona during the course of the last several weeks. Most significant is the fact that they are working with us to develop what they call a Bridge Program. This is intended to replace their joint admissions program.

Evidently they’re seeing and I think we would, based on the information I have heard, we would tend to agree that it has not been as successful as either institution would like to see it.

So we are ramping up -- met with them in the series of a couple of meetings. One was breakfast earlier this week with administrations from both institutions, and it was a commitment that was made.

The University does understand that we are the feeder for their transfer students, and they understand that transfer students are important. You’re going to hear hopefully more information about the Bridge Program. I wish I could give you some specifics, but I think that -- bear with us, and as we meet with them and talk about process
and procedure, essentially what we want to do is develop a pathway

that makes it easy for students who wish to transfer to the

University of Arizona to do that easily and have early conversations

with folks from the University as they move through that process.

This is not meant to replace the good relationships. It's meant
to strengthen good relationships that you may already have with your
discipline, but this is something that we can remote, can put it on
their website and our website so that it becomes much more visible
and much more prominent for our students.

So again, that's very encouraging. I think we would share with
you that relationships with the University of Arizona are strong. I
think they will be even stronger as we proceed forward.

There are some student service messages that are going to be
going out that I have wanted you to be aware of. One will be going
out on November 8th encouraging students to plan their spring
schedules and to enroll early.

The registration window opens up on November 12th. The
interesting thing about technology is registration will start even
though we're closed that day. We want students to know that, because
if they run into -- they can do some things to be prepared so that
when they start registering on the 12th, if they thought about their
scheduling, if they thought about issues, if they have holds that
they need to take off of their records, we're getting those messages
out.

I want to compliment the folks in student services to try to be
more and more and more proactive in getting messages out. This is part of that process.

There will be messages going out on financial aid. This is particularly important for students that are planning on enrolling in courses that are shorter than the regular semester. I shared with you in the past that financial aid regulations, while we think that
they shouldn't have an impact on the academic side, are starting to
do that, and students that wish to enroll in courses that meet for a
shorter period, even though they are three-credit courses, but if
they meet in a shorter window, it may affect when they get their
financial aid.

If they're used to getting that check on the first week or
whenever it is, it may not happen. We want them to know that before
they actually start registering.

So there is a series of messages that are going to go out. Our
student services folks have seen those messages. They're prepared.
And we wanted to you know in case students ask you some questions,
certainly feel free to refer them to the student services on campus
who are ready to answer those questions.

I will continue to add this agenda item in our monitoring report
regarding the assessment of student learning. Our student learning
outcomes is moving forward.

Our most recent draft has been completed. Our XLO coordinators
are looking at that as well as others. We are on track to have that
submitted on January 15 when it is due.
I feel like we're doing a nice job on that. We are short a little on some of the data because we haven't been able to put as much information in on closing the loop as we would like, but as I look at the document, we're doing a good job of putting a process in place and we have enough preliminary data that I think it will tell a good story for us.
In terms of some committees, you have heard that the online standing committee is working. I don't need to say more on that.

Membership for the task force to review (can't hear) for internship courses is being finalized. That one is ready to be launched.

We had discussions today on a task force for (can't hear) share issues, and we will certainly learn more about that. The academic standards standing committee has met twice. The big issue we're working through right now is the process for academic disqualification field, and the (can't hear) agenda item will be to review the process for academic removal sometimes called forgiveness.

I want to end with some good news. I don't know that we often talk about athletics, but our athletics teams are doing well. If see the coaches, see the athletics folks, please extend some congratulations because our men's and women's soccer teams have made it to the NJCAA. They made the regional playoffs.

Volleyball has also gone to the Region I playoffs for the first time since 2008. Our cross-country team is competing in the region championships in Gilbert. And the women's basketball team, if you
haven't heard, is rated 6th. I think they won their first game.

They're doing well.

Any questions?

>> MR. JOE LABUDA: Thank you, Dr. Migler.

Let's try to get back on track with the reports. PCCEA report,

Rita Flatley.
According to policy, you should have received back your Step progression plan signed by your administrator indicating approval. If you actually don't get notification, it automatically meets approval. So make sure you got that.

Also, according to policy, by November 15, coming right up, both sides of the meet and confer process are supposed to announce our team members. So I'd like to announce I'm still the chief spokesperson. I don't really want to announce that. It's still just true unless anybody else is dying to whitewash this fence.

Our other team members are Duffy Galda (phonetic) of Community Campus; Barlo Padilla (phonetic) from this campus, Spanish; Teri Higgins, DSF faculty at the Downtown Campus. I lost my little list. McKayla Haze (phonetic) mathematics, East Campus. I still do have one slot open, but I've got, I guess, two weeks to figure that out.

Actually, I don't have anybody on the team so far that's from West Campus, which I think still has the largest number of faculty. So if anybody is interested from West Campus learning meet and confer and learning policy, it's a really good way to learn actually what policies are.
I wanted to say a little bit about how we develop proposals for meet and confer. It does not involve any infraction of the drug-free workplace policy. No. It’s actually a pretty deliberate process.

You should have just gotten out in your e-mail box the faculty survey, which we do annually, thanks to Ana Jimenez’s hard work and computer skills. That’s one of the major things we use to
develop proposals.

We also present the highlights of that survey to the Board of Governors directly, and we will feed it back to you at All Faculty Day, as well. Even though everyone is really, really busy, it really matters for you to take the time to give us your feedback so we know what issues are important to you all and so we can bring those issues forward on your behalf.

Sometimes we develop issues based on, to be honest, complaints we get through the year. If people are complaining about something where they felt like it wasn't fair and they felt like policy wasn't clear enough or wasn't strong enough on this certain issue or that it's outdated in this manner, we go through all those kind of things and develop proposals that we hope address those matters.

Of course, board's management team also brings issues to the table that they consider to be problems or that they just want to -- sometimes it's just updates, things like that.

Dr. Migler was just talking about some task forces. One of the reasons for setting up things like an internship task force and a department chair task force is because there is a level of detail
that you cannot cover in meet and confer, so these task forces do

their work and make recommendations, comes in to meet and confer, we

ask questions, maybe clarify, and then bring that forward in the

policy.

So that's pretty much -- it's a pretty intensive and deliberative

process actually to work through the meet and confer. Perhaps -- I
don't know if the administration is going to announce their team or
maybe send that out within the next couple of weeks.

Oh, and also, All Faculty Day, Joe Labuda and myself and our team
of course work together again to bring you All Faculty Day. We're
ordering lunch. Did you like last year's lunch? Yay, more food.

So that's big. If there are issues that you're curious about or
would like us to address, it's one of our chances for PCCEA and
Faculty senate to address the whole faculty and be able to kind of
share and bounce off each other what kind of issues we can each take
care of and work really, really closely together because it's all
about taking care of you all as faculty members and sticking up for
you and you telling us what you need from us.

So please do the survey.

>> SPEAKER: Do you know yet whether the management team will
continue Dr. Flores' practice of having a lawyer at the table,
whether that will be some future in-house lawyer or someone who
travels down Broadway, as noted in the Daily Star?

So do we know whether we're going back to the non-lawyerly
dialogue or whether that was totally the case.
>> SPEAKER: Don’t I look so scary that they need a lawyer to defend themselves from me?

Actually, no, I myself was wondering that burning question. And so I e-mailed Dr. Miles, and she did promptly respond and said that at least in her opinion for now they were discussing still having an external lawyer at meet and confer.
Now, whether we're going to do an equal pay for equal work kind of concept, I can get the same kind of money? Yeah, fat chance.

(Laughter.)

But that was what she told me. That's what I've heard up till now. That was like within this last week. I have not gotten any other information on the board's management team.

I'd be glad to send it out, can send it to Joe and he can send it to everybody when I do receive that.

Anything else? Thank you.

>> MR. JOE LABUDA: Thanks, Rita.

Next report is Board of Governors report.

>> SPEAKER: This is the Faculty senate report. This is the report to the Faculty senate for the October 24th meeting of the Board of Governors. I'm still high on Halloween candy.

The meeting was called to order by Chairperson Scott Stewart.

There were public comments, several public comments yet again, and Phil Silvers, representative for Pima (can't hear) open admissions coalition and its concern. Dr. Louise Howe addressed her concern on the PCC prep academy.
Members of C-FAIRR, Mario Gonzales and Alfonso Valenzuela addressed the board regarding the college's responses to their concerns about the new admissions policy of the prep academy.

And then he interestingly made a statement about the chancellor selection process that was going on. Mario Gonzales also attempted to explain in some convoluted manner that the meeting he had
scheduled with Dr. Miles and also with faculty, who gave up their
Friday afternoon on October 19th, was canceled because apparently
C-FAIRR saw no reason to meet with faculty.

I will keep my comments on that to myself since I was one of
those people that was at that meeting, but feel free to check with me
off the mic.

Greg Hart apologized to the board for not voicing his concerns
earlier about the previous chancellor. That would be Dr. Flores in
this case.

Moving right along, Dr. Brenda Even, who is the co-chair of the
chancellor selection advisory committee, announced that their first
meeting was held on September 24th, and she stated that it was a
public meeting and that it is a very strong committee. All the
details will be posted on the website, and that next meeting will
take place on November 13th.

I will not be able to attend that meeting unfortunately because I
will be giving a very great talk on Women in the '20s, but Scott
Stewart will be there and keeping me informed.

Board Governor Marty Cortez extended an invitation to the public
who did not have a chance to voice all of their opinions on the 
chancellor to submit them to the board in writing in the near future.

Vikki Marshall announced that back on the 31st at the El Pueblo
Neighborhood Center that there will be and obviously was a press
conference and (can't hear) to protect Social Security and Medicare.

Chairperson Stewart reported that they attended the PCCT, which
is the Association of Community College Trustees conference in Boston, and Dr. Morales, Dr. Sorenson, Dr. Vosberg gave a presentation on the change of placement requirements and the prep academy.

Dr. Miles announced that there are to be four more brainstorming sessions for the public in the upcoming formation of the college plan. These are posted on the website and would be posted in the Tucson Weekly.

Also, an open house for the 29th Street Center would begin at 4:30, and I don’t have a date here. I don’t know why. But I know that that took place and was quite successful.

Interim Chancellor Miles also extended her sympathies to Dr. Bridget Murphy who is the BPI here who lost her father just recently, and Dr. Miles congratulated Staff Council for their fundraising for the Gabe Zimmerman scholarship.

Dr. Johnson Bia gave an update on Desert Vista Campus and plied us with really great food. Dr. Marion Martinez Sanchez and Dr. Heather Tilson gave a presentation to the board on student learning outcomes and the HLC follow-up.
Provost Dr. Migler presented a general update on enrollment and how it has been impacted by several issues, not the least of course is financial aid and changes in the economy.

Chairperson Stewart congratulated Dr. Morales, Dr. Sorenson, Dr. Vosberg on the presentations that they made at their conference, which I mentioned earlier.
Vice Chancellor David Bea reported on the college's financial position saying it's consistent with expectations.

Information and action items were passed, and the meeting was adjourned. The next meeting will be on November 14th in the community room at District this time.

That concludes that report. And can I just could do the rest?

I have received all the suggestions for possible questions to pose for the chancellor search committee. I'm working with Mary Mitchell. We're making sure we don't have any redundancy. No reason for us both to ask the same question.

I will go ahead and put them all together, and I know Rob's question received a lot of accolades and so did Barbara's, and there are several others in there, and I will make sure that you know what the questions are before I let them know what the questions are.

Are there any questions, now that we talked about questions?

Enjoy the parade this weekend and have a very great weekend.

Thank you.

>> MR. JOE LABUDA: Thanks.

Next item is now it's time for the chancellor’s report.
Dr. Miles?

>> DR. SUZANNE MILES: Good afternoon. I have five items for you. The first one is that there is not going to be a December board meeting. We are returning to more of a celebratory reception for employees hosted by the Board of Governors, and you will get information on that soon. I think it will be held at Community
Campus.

Second item, I told you several times about an entity that is being created at the state level to represent all community colleges in advocacy with the state legislature.

We are taking a board report to the board for their approval in November, and I wanted to give you a little more information about it. The title of the entity will be Arizona Community College Coordinating Council. The mission statement is that the general mission of the council is to represent the common interests of the community college districts in Arizona.

It will have one executive director who will be part time. It will have an assistant executive director and also a clerical staff person.

The way it will be funded, as I mentioned earlier, is that it's based on a formula for FTSE for each college, so obviously Maricopa will send in the most dollars to fund it. We will be second to that.

The entity, as a group, will be housed at Maricopa. This will represent us on collective issues for the community colleges. It does not preclude us from having our own staff still lobby at the
state level and advocate for us as well as Michael Rossy.

We will be a little more strategic than we have been in the past about going after increased funding for our colleges. We may need to call on you in spring semester about this. If there are any testimonials that need to take place or perhaps any letters -- I'm not saying you would have to do it, but we just really don't want to
sit idly by and watch how our percent is now down from what 19% a few years ago to 3% from the State.

We just don’t want to assume that’s always going to happen. So that’s why you’ll see us giving updates to you. We will probably bring Michael Rossy in as well as people from the district who are going to be focused on state initiatives.

The third item for you is I’m forming a new advisory group that will meet three times a year, and it will meet in February, June, and September. The charge will be to look at enrollment trends, registration and placement trends, and trends in our prep academy.

It will be groups from the external community, citizens, but also internal folks. I have mentioned it to Staff Council and also to your president. We’d love to have your president serve and then maybe one other person serve if possible. So I think you can check out that at another time.

That group, by the way, will be chaired initially by provost, Jerry Migler. You know how many times I like to say that, pass it on to the provost. It used to be passed on to me.

The fourth item is we told you that I started something out of
the chancellor’s office. I thought it was important to start it out
of the chancellor’s office, and then we will move it over to the
provost’s. And that is having Delores Duran-Cerda go out to the
school districts, and you have been helpful. Math, reading and
writing have been very helpful to volunteer to join us.

That is to have discussions on curriculum between the high
schools and us, certainly because of the AIMS tests that they're having to use but we know they're changing to another exam soon.

So we want to start those dialogues. They have started. They are doing very well. We visited Sunnyside just last week, and obviously that is an academic issue that needs to move over at some point to the provost's office but we did want to start it out of the chancellor's office. We will give you updates on that.

No. 5. Okay, I'm having a senior moment reading my own writing. Oh, the brainstorming sessions. We have had two public brainstorming sessions for the new college plan. That's the development of the 2013-2015 plan. We had one at the library. Did not have a good turnout there, but we are having outside facilitators doing this. We think it's more objective to do that. They actually ran a session with eight of the facilitators who really are citizens, and they went through the entire session. Then we ran a second one just a week or so ago at Dan Eckstrom Library in South Tucson. We had over 30 people there.

I wanted to tell you some things that are coming out of it, and obviously they won't be the final themes, but one that keeps coming
out is to make our campuses more as hubs for the neighborhoods. So
not just to have what we offer class-wise but also to have some
activities for the neighborhoods without charging too much to rent a
room at West Campus, East Campus, et cetera. And that did come
through at both sites very heavily.

The other one that came through is people really think highly of
Pima Community College, but they don't exactly know all of the things that we do. I think I mentioned this to you before. We saw that in our organizational climate study four-and-a-half years ago that we got a very high rating from our citizens but they didn't know exactly all of the different things that we do.

Certainly they thought, okay, technical education or OECD (phonetic), but also we do have transfer, we do have work force, also we do have special interests and the other programs in adult ed, it's not just D.Ed but several other programs. That might mean more of a marketing campaign, very strategic thing, "did you know that Pima..."

One thing I may or may not have shared but was shared with us, for example, Paul Miller who is housed here, he is from the U of A, housed here at Downtown Campus, there is a percentage of students who take classes here and get their degree or get their AJAC (phonetic) and transfer over to the University. Between 78 and 82% of them go on for their baccalaureate degrees. That's very high percentage and we should get that information out there.

The third item that came through and the last one at both sessions was to have activities for parents, especially for
first-generation college students. So we have seen some of this.

There are some programs in Texas, some programs in Harlem that we are

going to take a look at to bring the parents in with the students to

get more familiar with the particular campus that they're on.

I think that does have merit. So those are a couple of things

that are coming through. With that, I will take any questions that
you might have.

Very good. Pleasure to see you.

>> MR. JOE LABUDA: Thanks, Dr. Miles.

Next report is going to be the president's report. East Campus.

>> SPEAKER: Does anybody need to stretch? Stand up and stretch or stretch at your place.

Thank you, President Labuda, and good afternoon. Thank you for inviting me to your meeting today. My name is Charlotte Fugett, and for more than five years now it's been my pleasure to serve as the president of East Campus.

If you haven't had the opportunity to visit East Campus, please consider this as your standing invitation to do so. All PCC campuses are unique in very special ways, but I think that East Campus has distinguished itself, following Dr. Miles' remarks, by really trying to secure a position as a neighborhood partner and center.

This is evidenced by our partnership with the (can't hear) center just next door where we offer fitness classes. Just this past weekend we co-hosted our 14th annual Safe Halloween Festivity, Zombies in the Desert.
We also have a sculpture on campus program (can't hear) outdoor sculpture. The Miranda Health Center has a clinic on campus which (can't hear) residents and students. And we have University of Arizona South on campus so that students can go straight from Pima and achieve a baccalaureate and even a Master's without ever leaving the campus.
I haven't even mentioned the beauty of the campus, which is situated on a wash with a beautiful view of Catalina Mountains. And then last, but not least, the strength and dedication and innovation of our faculty and staff. They are absolutely extraordinary.

My understanding from President Labuda is that the intent of your invitation to have the campus presidents to attend these meetings is to provide you with information on activities that we, as a group or a subset, are engaged in to perform the strategic direction of the college.

So in that regard, I'd like to touch on a couple of items. One is the pilot Sprint Schedule, which will be launched in the spring at East Campus, and then the Pima Community College/University of Arizona joint strategic plan for which I am the college's liaison but for which we have a lot of involvement from our campus presidents.

I thought I'd give my report and ask for questions at the conclusion so that we can get through this. Then all of you know I always stick around, so if anybody wants to grab me with a particular question I'll be here with you.

The Sprint Schedule has been over a year in the making. It is
designed for students who want to complete an Associate's degree in liberal arts in one year. It is certainly not for everyone. In fact, it is for those who are highly motivated to complete the Associate's and move on.

I want to emphasize this is a schedule. It is not a cohort program. The goal is to have the students spend no more than two
... days per week on campus using self-paced and web-based courses in combination with traditional, express, and web hybrid courses. I just checked, because I have brochures here to send around, we are just under 50% of being web-based. So we're good to go. We are not going to put us over the bubble.

The Sprint Schedule features 23 credits in each of the fall and spring semesters and 15 credits during the summer. I also want to stress that although there is not a traditional number of (can't hear) hours in the schedule, the students are going to fulfill (can't hear) requirements out of size class with other projects and assignments.

We have structured a schedule in collaboration with our (can't hear) sharing at the East Campus (can't hear) and District Office colleagues to ensure that students who use the Sprint Schedule are eligible for financial aid. We even coordinate the schedule with the (can't hear) campus to the extent (can't hear).

As I mentioned, this is a pilot schedule which will be launched in the spring for the East Campus. We are excited about the prospects of serving these ambitious students, but we certainly
understand we will have to review this schedule with scrutiny and analyze it to assess the success of the schedule and to determine if adjustments are needed or the concept did not work or if it's ready to roll out to other campuses.

Interestingly, we have already announced the Sprint Schedule, and coverage of our launch has received national attention in the media.
And as I said, I will have some brochures to pass out for you. But I know, from watching you in class, I don't do that because you'll look at the brochure and won't listen to the rest of my report (laughter).

So the second item I want to mention is the three-year joint strategic plan we have been working on with the University of Arizona, and Dr. Migler has already mentioned the outcome of that strategic plan and his office is (can't hear).

I'm going to give you a little bit of background. In early 2010 the administrative leadership of Pima and the University of Arizona collaborated to craft a joint strategic plan with a single goal, and that was to increase collaboration to have significant impact on the production of baccalaureate degrees in Pima County through the development of quality pathways that were accessible, affordable, and flexible.

The plan, which was ultimately formulated, provided an action-oriented framework which would implement fourteen strategies. The strategies were, one, identify financial incentives for transfer or joint admissions students; two, expand University of Arizona and University of Arizona (can't hear) programs so that students can
achieve baccalaureate degrees without leaving various Pima College campuses; three, expand the joint admission program; and four, expand joint marketing efforts to targeted groups.

Oversight for the overall implementation of the plan was designed for campus president, that would be me, and a member of the University of Arizona administration. I am pleased to say with just
a few months left in the timeline, almost 80% of the objectives of the plan have been met in some fashion. Some concrete outcomes include, as Dr. Migler said, the creation of the Bridge Program for joint admissions and for transfer students.

Other outcomes. 17 programs have been articulated to date with the University, including three BAS programs. We have a list of 19 additional programs that are ready for development (can't hear) in the near future. We have five University of Arizona programs that now accept at least 75 credits of Pima Community College transfer. We have seven University of Arizona evening and weekend majors or minors that have been articulated with more slated in the future.

Pima students can now complete 14 University of Arizona majors in either East or West Campus. A joint marketing program has been created and is ready to roll.

The East Campus has formed a partnership with Santa Rita High School to offer early college experience that will also be granted for the University of Arizona experience.

So I'm happy to report that through a lot of these initiatives, as well as I'm sure some other extraneous factors, the number of Pima
Community College students transferred to the University of Arizona this year has increased for the first time in a number of years.

That is a credit to some of these joint strategies. It is an absolute credit to each and every one of you in this room. So thank you for that.

Now, before I ask for questions, I would also like (can't
hear) task force that I have the privilege of co-chairing with

Jeannie Arbogast. I didn't know Jeannie before we started

cocairing. She's an absolute delight to work with, just a stellar

individual.

As you know, (can't hear) requires feedback from your students as

an element of your (can't hear) program. The task force is working
to review the current instrument and process to make recommendations

that will make the feedback to you more meaningful -- that's not

going to be much of a push -- with a process that is more efficient

and effective. That's not going to be much of a push, either.

It's a wonderful group to work with, and I'm delighted to have
the opportunity to serve with them. We will be bringing the full
report of the task force (can't hear).

So with that, if we have time, I will be happy to answer any
questions that you might have.

Actually, why am I not surprised?

>>> SPEAKER: That's more of a balanced approach to the

president's report (can't hear) campus rah-rah.

On the Sprint Schedule, there obviously has been some time and
money invested. Are we going to track students that are in that so we actually know how many people show that they're actually going to (can't hear).

>> SPEAKER: You know, we tried to pull those records, and we (can't hear). As you can imagine, the majority of the students that are doing that are trying to get their credits for transfer. What we
haven't done is we have not had a pathway that helps them to do that.

That's what this will be.

The other thing, the timing is not coincidental, is that with the
demise of some of the eligibility for Pell awards, this may be a
mechanism students get through their Associate's degree quickly for
transfer without (can't hear) their Pell awards over time.

But again, it's not for everyone. Yes, you know me. I'm more of
a businessperson than an academician. Please don't hold that against
me. Part of this is to have critical analysis of numbers, success
rates, things that we can think of that we have to fix. (Can't hear)
putting that analysis together. Anything that any of you think would
be important, we would certainly be happy to receive.

>> SPEAKER: As I was looking at the brochure, it seems to be
directed (can't hear) students coming in to go through. There is
going to be a lot of students who might have 20% --

>> SPEAKER: Absolutely. That's why we're suggesting on the
brochure that you see (can't hear) if you have prior credit for
learning, if you've transfer credits already coming in, the
worst-case scenario is that you have to take all (can't hear)
credits. You could go through this program and take significantly
less transferring in with those credits.

>>> SPEAKER: Because the number of students who are going to sign
up to do that are (can't hear).

>>> SPEAKER: They are not going to be your late registrants, I
would imagine.
>> SPEAKER: Thank you. (Laughter.)

>> SPEAKER: Any other questions, ladies and gentlemen?

Thank you so much for having me. Thank you for inviting me. We consider this dialogue and conversation very helpful. So I'm just going to pass around some of the brochures. You can take one if you like.

>> MR. JOE LABUDA: Thanks.

Next item is senate president's report. First off, I'd like to thank Mike (can't hear) and the other Downtown folks for helping us out.

(Applause.)

I think this has been a great success for us.

Little comment on the C-FAIRR nonmeeting. Kimlisa mentioned there was a set of folks there and a couple of other faculty members. And I'm not sure why the group didn't want to meet with us.

The meeting was productive in the sense that I think we were all on the same page in terms of thinking the standards that we had approved last fall were positive and that we had gone in the right direction.
So I'm not -- again, I'm not sure why they didn't feel that it would be useful to talk to us because I think they would have got a sense of how the faculty was supportive of those standards.

I got a note back from Dr. Bea concerning the smoking issue. He said he's still gathering feedback and they're on track with the timetable. He's spoken with Cabinet, Staff Council, Student
Government, Faculty senate, and has invited feedback from campus administration, and so that's still in process.

I don't know if you saw the note from Dr. Miles about the campus documents that are on the Pima site. This was something that was a senate issue for quite a long time, and I will just have to say I had a meeting with Dr. Miles in August. I mentioned that issue at that meeting, and at that meeting she got on the phone and talked to Louise Logloff (phonetic), and Louise Logloff got back to me very quickly. That's something they took really seriously in terms of having more accessibility and transparency. I really appreciate that.

And also the fact that the senate officers have had tremendous access to the chancellor and to Dr. Migler. Whatever the criticism, they think everything is topped out and we have had some really positive discussions over the last several months.

We're getting the department chair task force together. We have been in flux for a while, and this is one of those things that kind of got lost in the shuffle with the last department chair task force. Things were left kind of indefinite in terms of when it would
reconvene.

Well, we're going to reconvene it. Among other things, we do need to find out what people think are positive and negative and so forth. We have a lot of people who have been chairs for a number of years. We have a lot of people who have been chairs in the past who will no longer do it for a variety of reasons.
We need to find out what they think works and what the people that left that had kind of had it, what they didn't think was working at all.

Also, include the lead faculty got a little bit different situation with library directors and the head of counseling advising, taking them into account, too.

Now, rather than sort of push this off into next year and making a big rush, we can get going on it, now, work on it in the spring, and then come back into the next academic year and have enough time to seriously work this all out rather than be in a rush.

Rita, do you have anything to pitch in on that?

>> SPEAKER: PCCEA has had quite a few issues brought to us regarding department chair compensation and a large number of issues, which is why we were kind of pushing this along, too. We’re very grateful to senate and to Dr. Migler for discussing this with us and getting us going.

I just encourage people, if you have issues, if you have ideas, please get involved in this because this will feed into the policy process. This is a way to push the group.
MR. JOE LABUDA: Thanks, Rita.

I don't have anything else other than to let you know the next meeting will be on Friday, December 7.

Anything before we go?

Motion to adjourn?

(Motion made.)
(Second.)

>> MR. JOE LABUDA: All in favor?

(Ayes.)

(Adjournment.)