>> MR. JOE LABUDA: All right. Why don't we get going. Let's
start the meeting.

    Madame Secretary, do we have a quorum?

>> SPEAKER: Yes.

>> MR. JOE LABUDA: Let's begin with introductions. Let's start
on this side of the room.

>> SPEAKER: Rita Flatley, vice president, PCCEA.

>> SPEAKER: Patty Figueroa, East Campus, languages.

>> SPEAKER: Barbara Benjamin, Downtown Campus, political science
and history.

>> SPEAKER: David Katz, chemistry, West Campus.

>> SPEAKER: (Indiscernible), West Campus, electronics and
optics.

>> SPEAKER: David Kreider, Community Campus, social sciences.
>> SPEAKER: (Indiscernible.)

>> SPEAKER: Erin Eichelberger, Northwest Campus, languages, reading, and the arts. And also, Greta Buck, oral communications.

>> SPEAKER: Matthew Obuschuck (phonetic), mathematics and business, Community Campus.

>> SPEAKER: Rob Modica, East Campus, humanities, art, and fitness.

>> SPEAKER: MaryKris Mcilwaine, West Campus, behavioral sciences.
>> SPEAKER: Gene Galwell (phonetic), Downtown Campus, economics and business.

>> SPEAKER: Melinda Franz, West Campus, counselor.

>> SPEAKER: (Indiscernible), automotive technology.

>> SPEAKER: Patty Schnur, Desert Vista, early childhood education.

>> SPEAKER: Pat Townsend, West Campus, mathematics.

>> SPEAKER: Duffy Galda, Community Campus, education.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: Diane Porter, Downtown Campus, mathematics.

>> SPEAKER: Carol Christopherson, performing arts, West Campus.

>> SPEAKER: Sterling Benson, art history and humanities, Downtown Campus.

>> SPEAKER: Mary Mitchell, speech communication, East Campus, chair of the adjunct faculty committee.

>> SPEAKER: Carolyn Petri (phonetic), world languages, West Campus.

>> SPEAKER: Margaret (indiscernible), West Campus, history.

>> SPEAKER: Rosa Morales, social services, West Campus.

>> SPEAKER: Alexis (indiscernible), note taker.

>> SPEAKER: Don Bach (phonetic), mathematics, Northwest.
>> SPEAKER: Ana Jimenez, mathematics and engineering, East Campus.

>> SPEAKER: Josie Milliken, reading and writing, Downtown Campus.

>> SPEAKER: Sandy Niederriter, professions, Northwest Campus.

>> SPEAKER: Steven Croft, science, Downtown Campus.

>> SPEAKER: Jeff Gavadous (phonetic), world languages, Downtown Campus.

>> SPEAKER: Brian Basgen, assistant vice chancellor, IT.

>> SPEAKER: Keith McIntosh, vice chancellor for information technology.

>> SPEAKER: (Indiscernible), public information.

>> SPEAKER: C.J. Karamargin, vice chancellor for public information, federal government relations.

>> SPEAKER: Louise Glogoff (phonetic), director of website (indiscernible).

>> SPEAKER: (Indiscernible), physical sciences, East Campus.

>> SPEAKER: Suzanne Miles, interim chancellor and president of Community Campus.

>> SPEAKER: Doug Holland, communications, East Campus.

>> SPEAKER: Dolores Duran-Cerda, acting senior assistant to the
I think we need to address the February minutes. Do I have a motion to accept the minutes? Any additions or corrections?
Dolores?

>> SPEAKER: I was here.

(Indiscernible.)

>> MR. JOE LABUDA: Anything else? Do I have a motion to accept the minutes?

>> SPEAKER: So moved.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: (Indiscernible.)

(Ayes.)

>> MR. JOE LABUDA: Announcements. I have got a couple of things. This Tuesday we have the speaker forum, speaker series.

Dr. Dianna Repp from West Campus is going to speak at the Board of Governors group down at the District. That will be at 6:00, Tuesday, March the 5th. The subject of her presentation is the Art of Death and the Art of Life. That's this coming Tuesday at 6:00 at the District Office, Board of Governors room.

I got ahold of Dr. Bea about the smoking issue. He said that the survey should be out this coming Monday.

We still have an opening on the college curriculum committee, so if any of you are inclined, don't be shy. Let me know after the
meeting so we can plug that in.

We do have an open forum issue. Any other open forum issues?

(No response.)

>> MR. JOE LABUDA: Any need for executive session?

(No response.)

>> MR. JOE LABUDA: I have one agenda modification. That is
going to be item 5.8, Faculty Senate secretary.

Rita?

>> MS. RITA FLATLEY: I just wanted to get another announcement

in.

I'd like to announce that a professional development activity
that is a place that I have gone to and Mary Mitchell has gone to,
the East/West Center in Honolulu, Hawaii. They do seminars every
year on infusing Asian studies into the undergraduate curriculum.
They're fabulous seminars, aren't they, Mary? Really awesome
development activity. This coming summer it will be on the Chinese
and Japanese religion, art, and literature.

It's a three-week seminar. It's excellent. They actually
encourage teams of people, two or three people from the same
institution, to go. The due date for the application is March 11.

So that's a week from now. It's very, very interesting, a very
well-done seminar. Anybody interested, send me an e-mail and I will send you a link. It’s through eastwestcenter.org.

>> MR. JOE LABUDA: Any other announcements? Okay. We're fortunate enough to have Dr. Brenda Even from the Board of Governors again at this meeting.

>> DR. BRENDA EVEN: I just came today because I wanted to let you know that I believe we have set a record for length of board meeting. (Laughter.)

I just wanted you to know we were aware. We were aware. But I think the most important thing is that we in fact had a number of speakers, and we certainly -- we were down at the El Pueblo Learning Center, and it was an exciting evening.

We heard from a number of students hopefully we will have enrolled in the fall. It was just an exciting evening.

Obviously we had lots and lots of things we were trying to cover, but I think one of the most important was the deferred action childhood arrivals. I've gotten now that I can flip out the DACA part.

I'm assuming that you all have information on that, and you know that what we are now allowing them is in-state tuition, and I think our community college as well as Maricopa are probably "the"
institutions that are in fact doing that in the state.

I wanted to be sure that you were aware of this, and I also wanted to comment, just in case you were not there, we were crowded, but the quality of the presentations or the comments was excellent. I mean, you would have been so proud of these young people. There was one combination of a father/son, father spoke in Spanish and the son translated. It was just -- it was very, very positive.

We had a number of other things that have come up at that particular meeting, but I also wanted to comment one more time on the search and make sure that you are aware that we are charging forward and we have an excellent committee, and we're delighted that we have your members with us.

I think that we will be moving forward with the applications coming in. And I need you to know too that ACCT is going to various conferences, because they have other connections obviously that perhaps others do not have, and so this weekend is I want to say ACA -- I think that's it. I'm not positive. But they were going to be there because a number of presidents are going to be available there, people that they can talk to individually to let them know what, in fact -- how great Pima is and how much we are looking for the very best candidate around.
Hopefully they will put their names in, as well. So we should have a collection of names by the end of March so that we will have an opportunity for our committee to get together. They will have had a chance to have looked at all these applications and information, and we will then select, you know, six -- I would say more like five or six that we would send on to the governing board.

Hopefully the process will be able to be completed -- we are hoping to do interviews in terms of the board sometime in the end of April. So that means our committee is working madly to make sure that that happens.

Hopefully we will be on the schedule. We will find an outstanding candidate.

I would also note that we had some other presentations that the board was particularly interested in. This was the presentation of the Meet and Confer teams, and I wanted you to be aware of the fact that we are going to be -- the board is going to be meeting with each individual team as far as the three teams are concerned. We will be doing that on March 8.

Your team will come and have an opportunity to comment on anything that, you know, you might want to add or anything that you want to say, This one is really important.
So we’re looking forward to that, and just wanted to make sure that all of you were aware. I think there are other issues and things that you might want to make sure that we are aware of, and so I certainly open that up to you, because I know Dr. Miles is also going to talk about some of the other things, for example, safety and some of the new plans there, and more of the rollout on -- we have just voted to go ahead with DACA, and now obviously we will need to have some specifics put in place. Hopefully by fall we are ready to go on that.

It will also take some of our individuals who are going to apply for that status, it will take them some time to get their information in, too.

I wanted the opportunity to be here and see if there was anything that you were particularly concerned about or any questions that you might have so that I can relay.

>> SPEAKER: Has the college done a projection as to how many students might be involved in this?

>> DR. BRENDA EVEN: Well, we certainly are trying to find that out. It’s a little difficult to know at this particular point, and there was some statement that we thought that there are...

>> DR. SUZANNE MILES: (Off microphone.)
DR. BRENDA EVEN: I think we've only had a hundred -- so far.

DR. SUZANNE MILES: We'll let you know at that meeting.

DR. BRENDA EVEN: We don't know how many people will do it the first time around. Others may wait until later. So I think it could be a building group. And certainly the ones who spoke to us last night indicated there were a lot of them. They were anxious to get here.

Anything else?

SPEAKER: Thank you very much.

DR. BRENDA EVEN: Thank you all for being willing to let me come and to give you an opportunity, because this is important to the board that we have an opportunity to get direct feedback, and we certainly encourage you to do that.

I think you can get to me, you can get to any one of us, and we would be delighted to hear.

Thank you.

(Applause.)

MR. JOE LABUDA: Thank you, Dr. Even.

Now to the business section. Item 5.1, assistant for state government affairs, Imelda Cuyugan.

SPEAKER: Good afternoon. (Indiscernible.)
>> SPEAKER: I don't think everybody can hear you.

>> SPEAKER: So the 51st legislature... (indiscernible).

    33% house majority Republicans and... (indiscernible).

    Seven or six districts... (indiscernible). Unfortunately we
    start with a grim budget. (Indiscernible.)

>> SPEAKER: Could you speak a little louder again?

>> SPEAKER: Sorry. Did you hear what I was talking about the
    budget? Not very much? Okay.

    So again, it's a grim budget... (indiscernible).

    The bill has moved on pretty nicely. (Indiscernible.)

>> SPEAKER: Can you give us any background or information on
    this Yuma (phonetic) University?

    (New microphone for Ms. Cuyugan.)

>> SPEAKER: Yeah, we saw that. We haven't heard the details
    yet. We were tracking it. It was one representative's idea, and
    there is not a lot of other folks lining up behind it. I think he's
    kind of realizing that it was a surprising (indiscernible) to work
    with his constituents, so there's going to be a lot of discussions
    with that and it's got a long way to go.

>> SPEAKER: It's an outlier, then?

>> SPEAKER: Yes, uh-huh.
>> SPEAKER: Thank you.

>> SPEAKER: Any other questions?

>> MS. RITA FLATLEY: Rita Flatley with PCCEA.

PCCA is part of the Arizona Education Association and we do have a lobbyist in Phoenix, Jennifer Loredo. If there is anything we can do or encourage our lobbyist to look out for and back you up in regard to bills that benefit community colleges, we'd like to know that and communicate that with her.

>> SPEAKER: Definitely. In fact, we are moving towards some point creating some kind of an efficacy group involving faculty, staff, and students at some point, forming that kind of group. There is a lot of infrastructure that needs to be placed with that kind of an effort. We may have to put that in place now, and hopefully next year we will have that kind of coordinated effort.

Thank you for that information, and we will share that with you, Rita.

>> MS. RITA FLATLEY: Yeah. Is your e-mail like just i and then your last name?

>> SPEAKER: That's correct. My extension is 4778 if you guys need to give me a call.

    Oh, hi.
SPEAKER: My name is Rosa Morales, West Campus. I just want to ask something. Given the large number of individuals that work with Pima Community College, since all of you are aware of how many of us live in some of those legislative districts, so when you talk to these legislators, you inform them that certain -- you know, we have people?

SPEAKER: In one legislative session I think a year ago, two years ago, we provided that information. In fact, also student population who are living within their districts.

I think we have infrastructure in place to collect that same data and provide it to them again. It's very important, good point, because we have a lot of freshmen and they do need a lot of educating. If you get an opportunity to talk to them and, you know, please be proud of who you are and talk about the college a lot. A lot of them rely on the community college system.

SPEAKER: Thank you.

SPEAKER: Thank you. Any other questions?

Thank you again for the time. I look forward to seeing you again.

MR. JOE LABUDA: Item 5.2.

SPEAKER: Good afternoon. I grew up in a Baptist Church, and
I always start off this way: Good afternoon. (Laughter.)

That's how I know everybody is awake in the pew.

I will be speaking later, and Brian will be speaking to you about passwords. If there are any questions, both of us will field those questions, okay?

>> SPEAKER: How's everybody doing?

>> SPEAKER: Great.

>> SPEAKER: Passwords. Exciting subject, right? Am I right?

Yeah. Okay.

So a few months ago, we conducted an audit, external agency of the security of our systems at the college. One of the big findings of that audit was that our passwords for accounts, staff and faculty and students, were quite deficient. That led to privileged system access to a variety of systems that could create some problems and compromise our security in different ways.

So when we found this, we made some changes to our operations, so we updated our password guidelines on the website, so you can find that now if you went and searched for it. We improved the device that checks for your password and makes sure that when you do input a password it's sufficiently strong.

But we also decided we need to reach out to all staff and faculty
whose passwords are in need of updating and get them revised on a stronger basis.

So we started this process with staff in November. We have now completed staff. And that process of going through approximately a thousand staff accounts gave us the time and experience working with staff to figure out how to get this process sufficient, get our communication down right so that by the time we came to speak with everybody here we'd have a really good process in place.

So our plan then is, starting on March 6 -- that's next week -- we will send initial notices to all faculty members whose password needs to be updated. That works out to be about 75% of the group.

(Laughter.)

Don't worry. That was pretty consistent with staff, too. Don't feel bad.

The way that we're going to do this change and the communication for this change, that overall we are going to give folks a month to change their password, we're going to send this initial reminder, and then every week after the initial reminder, we're going to send a follow-up reminder, saying, Hey, just a reminder to change your password. The criteria is on the Internet. You change it through mypima, and so on.
At the end of that one-month period, we will be locking accounts for anybody who did not change their password.

Before we do that, though, we will give a very friendly, very warm courtesy call to any individual who may not have had the time at that point to change the password.

During that call, you know, we'll give you assistance as needed, and if you need assistance before that call, your local IT organization at your campus would be more than happy to help you out in choosing a good password. Just don't tell anybody what it is.

So, with that, are there any questions?

>> SPEAKER: What are the new criteria for the passwords?

>> SPEAKER: Good question. So there's a set of criteria. It's about 10 different lines or so. To hit some of the highlights, we are asking for nine characters. Another notable change is that you won't be able to pick anything that has a dictionary word or a dictionary word maybe followed by some letters.

That's part of what our checking program is doing now. And we also now exclude what are considered common passwords.

So when the bad individuals that operate on the Internet try to take over people's accounts, they tend to use this list of passwords that's very common that people use. Just to give you an example,
when we did this audit, one of the ones we found was, for example,
trustnoone. Yeah, X Files reference. But instead of the one being
o-n-e it was 1, so it's clever, I guess.

Well, it's funny, because like 30 people had that as their
password. So we humans, we tend to think alike. When we feel like
we're being random we're being rather predictable.

So that's one of the things that it will do as well is check for
those.

>> SPEAKER: If we've already been hit up once to change our
security, we're good to go then? I was challenged I think about
three weeks ago and locked out and changed my password, and
everything has been fine ever since.

Will I have to change it yet again?

>> SPEAKER: That's correct. If you've changed your password
within the last three months, you should not receive this
notification. The only way -- because we put these new checks in
place, the only way you can change your password in the last three or
four months is if it meets the new criteria.

You should be fine, then. If you're not, please let us know.

>> SPEAKER: Would it be a good idea when you send that initial
request out to provide a link to the new criteria?
That's a good question. So when we were initially planning this, you know, we sort of weighed our options on how to do this communication. One of the things we realized fairly quickly was that we needed to be really careful with how we sent out this communication, because as many of you are aware, there are some princes in Nigeria and other individuals sending you e-mails asking to you do various things. And we wanted to be sure when we sent out this notification that we were not using some of the same techniques that phishing e-mails use.

One of the pieces of advice we give folks, and you can see this on the security posters we have throughout the campus, if you see an e-mail with links in it, whether it's from your bank or it's from the college, whatever official entity it's from, do not click the links, because those could be secret links to bad sites and some other country that's going to steal your data.

We wanted to make sure that we didn't do that. Now, that has -- so in not doing that, in the e-mail what we have done, we have explained, hey, you can find it on this section. But if you have trouble finding it, you can call your IT staff and they will help.

The reason why I ask is if I go on the website and put in something like password change criteria, a list comes up of
every single thing that ever happened with that topic. I mean, if
you could take any kind of generic topic, and you put it in the
search, what comes up is not what you're looking for by date or by
prudence.

It's just a random mixture of every single topic that apply to
that. So I don't even use that anymore. It's way too medieval.

>> SPEAKER: Okay. We'll have a look at the search and see if we
can tweak the search results for the password security.

>> SPEAKER: Couple questions. Do we have to be on the network
when we change our password or can we change it from anywhere?

>> SPEAKER: Anywhere.

>> SPEAKER: How fast does it become effective? So if I change
it and then I go to D2L to do my thing, I would sign in -- I go
through the back door to D2L, of course. Do I put in the new
password immediately? Is it an immediate thing, or does something
have to roll? Just so I'm aware.

>> SPEAKER: That's a good question.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: More than 24 hours?

>> SPEAKER: I'll get an answer back to you.

>> SPEAKER: We'll find out to be sure.
>> SPEAKER: Just curious.

>> SPEAKER: It's a good question.

>> SPEAKER: Would you please include or could you maybe include

  those password criteria in an e-mail so people don't have to go out

  and look for them?

>> SPEAKER: The website.

>> SPEAKER: Yeah. I mean, we could -- I mean, our e-mail is

  fairly descriptive, but, sure, yeah, I think we can include it in

  there. Sure. Or maybe a summary of the criteria.

>> SPEAKER: I'm just wondering that you're going through all

  this work. How many times have hackers come after and tried to log

  into our accounts and been successful at this? I guess my basic

  question, are you fixing a problem that doesn't exist, or is this

  -- because now I just received -- okay. Normally you need eight

  characters. Now we need nine characters. Then you come up with 10

  characters because a hacker could do this.

  Has there actually been a problem, or are you going to make us

  all change passwords because of something that could happen?

>> SPEAKER: Right. Great question.

  So this is not a theoretical exercise. In a given week, we have

  approximately 10 million directed attacks at Pima College from a
place like China. That's just China alone. They're our most frequent attacker consistently week after week.

But, yeah, many other countries visit us for malicious reasons, and that doesn't include all of the attacks that we get from within the United States.

Some of these attacks gain some level of success in our system and we have viruses on our system and different sorts of things. But fortunately we have been able to avert any major, significant institution-shaking disaster up to this point. But it's a very real threat.

>> SPEAKER: I guess what I'm asking is: Has anybody hacked into any of the passwords (off microphone).

>> SPEAKER: Yes, multiple times, several times this year. Yeah.

Good question. Important question. Thank you.

>> SPEAKER: I just want to mention that 15 years ago I was working with (indiscernible) in Texas, and they asked us to change our password actually every three months. And El Paso does the same thing.

I found it -- because it has been 15 years and we still are not doing it here. So I appreciate that you are pushing for us to exercise some of the things that other people are already doing for a
long time precisely because of those attacks.

The other thing I want to ask, is there any discussion about when faculty are going to go -- are going to have Gmail? Because we still are having problems when students are sending us documents, you know, sharing documents with us. Since we don't have -- we're not in the same system yet, and then we're not able to open them or deal with them.

We have to ask them to send it to us not using Gmail. We can use our personal or individual accounts, but we're not supposed to be doing that. My question is when is faculty going into Gmail?

>> SPEAKER: There is no plan at this moment for faculty to go to Gmail. We made a decision when we went to student e-mail several years ago we were just moving our students, and faculty and staff were going to stay on Exchange, and that is an ongoing discussion we have been having, and we will work through the leadership of Faculty Senate if we're going to make that change.

If there is a strong need from the Faculty Senate, if we heard it as a consensus from all, that would help tip us in the balance one way or the other. Do you know what I mean, Joe?

>> MR. JOE LABUDA: Yeah.

>> SPEAKER: Any other questions about password security?
SPEAKER: This is a popular topic.

SPEAKER: It's just a comment. It's immediate. The password change, D2L back door, Kimlisa's question, yes, it's immediate. I just did it.

SPEAKER: Thank you.

SPEAKER: So if a faculty member preemptively says like later this afternoon...

SPEAKER: Yes.

SPEAKER: I can use like 10 characters or --

SPEAKER: That theoretical faculty member would not be receiving one of these notifications.

SPEAKER: And I would encourage you all to do that (laughter).

All of you here that are part of the message, theoretically take care of that.

SPEAKER: Will this hypothetical change to 10 or 12 characters take effect immediately, or is it 24 hours?

SPEAKER: Well, according to Ana Jimenez, yeah, and we'll double-check just to make sure it does sync, but I'm pretty confident it syncs extremely quickly, but we'll double-check just to make sure.

Are we good? Thanks, everybody.

MR. JOE LABUDA: Moving on. Social Media.
This is the second time Mack and I have done this. This is the Mack and C.J. show about Social Media. He gets to sing, and I get to tell you that we just flew in from the District Office, and boy, are our arms tired. Sorry, couldn't resist.

Well, again, good afternoon. I'm going to talk to you a little bit about Social Media. A couple reasons why we are involved with Social Media. First and foremost, the college plan, 2001 to 2013 college plan, it says improve communication with and marketing to the community... embedded in that strategy is what that says, and then specifically (reading) PCC shall explore the use of Social Media for communication and marketing avenues.

That's the main impetus for us to go there. Secondary, we have the public information committee, which is comprised of faculty, staff, and administrators. They have been -- that was part of their TARS (phonetic). They were looking at that. They formed a Social Media working group. They have about seven members. Two are in the back, co-chairs. Paul. He's hiding. Louise, she's a little under the weather, but they led this.

And then we also -- that was formed in October. Then in the
winter we took the conversation to Joe and Kimlisa, I believe, and we
had an initial discussion saying, This is what we're going to do.
They were -- just to give you a preliminary update what we were
looking at and trying to accomplish.

Cabinet-level sponsors, my colleague C.J., and then myself as
vice chancellor for IT and additionally Dr. Luba Chliwniak. Stop me
as I go through if you have questions.

So why, why, why should we do Social Media? Well, first and
foremost, Social Media is an opportunity to interact with your
audience and your base. Typically we have one-way communication, but
this is an opportunity for us to have a dialogue and communicate with
the different constituents we have in Pima County.

Secondly, we're one of the last ones to get to the starting line.
I think the rough estimate is 90 to 95% of all community colleges in
the country have a Social Media presence and we do not. There are 10
community colleges in Arizona, and all of them have one and we do
not.

Of those that do not have one, we are one of the largest
community colleges that do not have a Social Media presence. So I
could say that's a big enough reason to get into Social Media.

It's not that hard to get into. It doesn't cost us a lot of
money. It's relatively inexpensive. We just have to have a strategy and figure out how to manage it, who's going to communicate, and how we're going to communicate, and what's going to be communicated.

Lastly, one of the biggest things -- two other things. I think it's important to our students. I have a daughter who is 19, and she communicates with me throughout the day. It used to be text messages. She uses Twitter. She'll just say, Hey, dad. I keep telling her, Everybody is seeing your tweets, Baby. Quit doing that.

I think a lot of people use various mediums and that's another way to interact with our students. Lastly, that's something we are rolling out to the '13-'15 plan. It's a way for the new chancellor to interact, I think it would be a great thing for them to interact with Pima County.

So what will it not affect? I'm not going to belabor these points, but the main thing I want to get across here is what we're talking about here today is the one-college concept, Enterprise Communications, highest levels for Pima Community College. It's not going to affect the things you have been doing inside your classroom.

However you have been using Social Media in your class, you'll continue to use that. We're talking about how we market our programs, how do we talk about what we're doing, and to me having an
opportunity to counteract some of the press we might be receiving, if you understand what I'm saying there.

So we're going to transition on this slide, but there is a lot of things up here and we never know what the next big player in Social Media might be. Right now we are looking at targeting Facebook as the first Social Media that we will get involved with. From there we would look around and saying, What do we go into next? YouTube? Maybe go into Google-Plus, maybe go into something else. But we don't know what the next big thing might be. As Paul has said many times, the next big thing could be sitting in some kid's garage, a 14-year-old, that will surpass everything up here on the screen. Our strategy is trying to not be so specific to what we know and see right now but to be flexible what are our needs? Whatever comes out, that's what we'll go into.

Make sense for everybody?

I'll transition to C.J.

>> SPEAKER: I'm going to echo something Mack said about loving Social Media. I do, too. Think about this. Dr. Even spoke moments ago about Wednesday's board meeting, a packed house, a momentous decision on the part of the college. Very next day it was on the front page of the newspaper, was on television that night.
Because of the lack of room and the small space, I was behind the board table sitting on the floor, but I was in a good position to take a couple of pictures with my phone, which I did, and messaged them to KGUN, which had them on the news that night. I think before the meeting was over they had the picture that I took on their website.

If Pima was not the last college in the world to do Social Media, I could have tweeted at that point myself, PCC governing board votes 4 to 1 to allow in-state tuition for undocumented students.

We would have been not just making the news but the source of the news for a lot of people. That's why this vast universe out there is something that we need to enter, and we're in the process of entering. As Mack said, we are going to start with Facebook.

As an institution, we sometimes can move slowly and should move slowly into something that has not been done before, but we think Facebook is a good beginning to this. It's relatively easy. Maybe by the time we are up and running it will be old news, but at least we'll have a presence there.

But there are also other options like with YouTube, for example. Not too long ago at a board meeting the athletic department had a fantastic video about the performance of Pima athletics and its
contribution to education. That's a perfect type of video for a

YouTube channel, because when someone searches Pima Community

College, the thing about coming here for, maybe, playing on the ball
team or something, but that comes up, it's like it's a commercial for

Pima Community College that has students in it, has faculty members
in it, but it has a great message that Pima is a place where people
can come and turn their life around. That's basically what we're all
doing here.

It's important. We wanted to make sure that our foray into

Social Media supports the idea of the one-college concept. We don't
want to go crazy with this. There are so many options. I know it's
kind of like, you know, people who are like into media or technology,
there is a kid-in-the-candy-store aspect to it, but we want it to be
coordinated and dynamic. It has to be dynamic. By that, we mean
that there will be constant updates.

If a faculty member has a book published or if there is a
momentous decision at a Board of Governors meeting, it's a great
thing to tell the world about it, not just with the press releases we
do now but also with Social Media.

It's going to be ever-involving. Our strategy will be reviewed.

As goals change, technology advances, which is almost inevitable. We
will determine which Social Media will best further our mission and
how best to use it. We will share information from all campuses.

When something happens at the West Campus, you know, we'll put out a
press release. So that concept is going to be the same with Social
Media. It will come through the public information office.

Timeline. We made great progress already entering this. We're a
little bit late, but many of these things we have already achieved.

Milestones we have achieved. The subcommittee, my colleagues, they
have done an excellent job with their team in just troubleshooting
the small angles. So we're on track to do this.

The thinking is we do have a new chancellor coming on relatively
soon. The new chancellor, I'm sure, is going to want to have a role
in shaping what our Social Media presence is going to be. So as soon
as she or he is on board, we will be working closely with that new
CEO to make sure it achieves those goals.

Lastly, I think my office of public information is of course
always ready and willing to hear your ideas for things that might
constitute news. Here you can see the members of my team are
responsible for individual campuses. If anyone has any doubt about
that, feel free to contact me. I'll make sure you get this
information. But don't hesitate to contact me or your campus
representative to let us know what you think might be a good thing, a
good way to go, an idea, or something that might constitute news that
we want to put out there in a press release or in the Social Media
world.

I think that's it. Any questions?

>> SPEAKER: Just two quick questions. How many resources is it
going to take? Are we going to have a full-time Facebook person,
someone who will be hired to take care of this and do Twitter? How
are you going to measure the success of our Social Media? I don't
think we're doing it just to do it. How are you going to say, Well,
this was effective.

>> SPEAKER: Two very good questions. You know, when we send out
a press release, the way we measure success is if we get a call from
a media outlet saying, Hey, we just got the press release. We'd like
to hear your story.

Sometimes days, even weeks go by before we find out that someone
heard that tree crashing in the forest.

With Social Media I think it's going to be a lot quicker than
that. The nature of Social Media is that it's interactive. So I
think we will be able to tell with various diagnostics how many
people are using our page, how many followers we might get on
Twitter, how many people see our videos on YouTube.

But, you know, even if you take away all the possible ways to measure, and there are many, the conversation is taking place in cyberspace. People, students especially, this is how students live their lives. We need to be there. So I think that's something to keep in mind.

The first question, at this point there is no plan to have a Facebook director. It will be managed through the public information office and the team that we have.

>> SPEAKER: So I heard a lot of mention of press releases, but I'm actually thinking more along the lines of advising where students can ask a quick question and get a quick answer, in which case I think it does actually make sense to have somebody responsible for catching those and giving that kind of instant feedback.

Is that something that the college is thinking about using the platform for?

>> SPEAKER: Yeah, we plan to answer questions. If someone -- it will be monitored constantly, though, you know, there might be periods where someone hasn't checked it for a little bit of time. The question comes into the public information office, as they do all the time, about a financial aid deadline, or like last week when we
had the snow, we got a lot of calls, Are classes canceled?

That is the perfect thing to -- a lot of wishful thinking there

-- the perfect thing to get out on Facebook and say, you know,

Despite the winter wonderland out there, classes are still going on.

So, yes, we will be responding to questions.

>> SPEAKER: Thank you.

>> SPEAKER: Anyone else? More questions about passwords than

Facebook. Thank you.

>> MR. JOE LABUDA: Item 5.4. Mary Mitchell will speak to us

about the disqualification appeals.

>> SPEAKER: Hi, folks. Anybody need a stretch?

Thank you. I'm counselor at Desert Vista, today representing the

academic standards committee. I spoke with Faculty Senate about a

year ago, if you want to take a look at the academic disqualification

appeal form.

We talked about standards and academic progress. This is the

process in which students move through academic probation, academic

restriction, academic disqualification if they aren't meeting

standards which is a 2.0 GPA or 67% completion of their credits.

Currently there is is not an academic disqualification appeals

process.
When students are under qualification, they have to sit out for a semester. So we went through with the process. We sent the form off to the various places, and over the summer it went to the legal team who made some suggestions, which is why I'm back.

One of the suggestions that they made was that we more -- we align the process more with the financial aid appeal process. So we were very purposeful with having very limited reasons in which students could appeal academic disqualification. This has been expanded to now we have five things on there. This is exactly what financial aid has, according to the legal team.

So that's one major change. The other one, if you look up at the top of the form, Nos. 5, 6, and 7, we wanted to be very intentional about the deadlines for the appeal with student success in mind and making sure that the deadlines were before the beginning of the semester, giving students enough time to register for classes and attend on the first day. I know. Great concept.

So that's what that is. Does anyone have any questions for me?

>> MS. RITA FLATLEY: So is this process through the counseling offices on each campus, and is that where you can send students to get this form and to work through this?

>> SPEAKER: Yes. So it will go through the counselors first.
So if you notice down at the second page at the bottom, the counselor is going to sign off that they have met with the student to review the regulations. The counselor is not the one to approve this.

After the student turns this in, it's going to go to a committee which is composed of a VPI, a VPSD, and a counselor representative, and they're going to discuss these and get the information out to the students right away.

The counselor will be sort of the initial contact.

>> MS. RITA FLATLEY: What is that turnaround time expected to be?

>> SPEAKER: The deadlines are up on the front. So I can tell you specifically the fall, the Wednesday deadline, August 21st at 5:00 p.m., the forms are due then. The committee will meet on Thursday, August 22nd, knowing the 23rd is All College Day, the weekend, two days for students to have registration, we start on Wednesday.

>> SPEAKER: Do the summer semesters count as a semester if they take off for the summer?

>> SPEAKER: They do. So a student, if they did not meet progress after spring semester, they were on restriction and therefore disqualified, summer counts as a semester. The reason we
say no appeals are permitted is with the whole grading window to get grades in that ends after the first of the summer session, so we didn't want to get into the situation where students would be dropped from classes. And you all know what I'm talking about.

>> SPEAKER: Thank you very much.

>> MR. JOE LABUDA: Thank you.

Item 5.5. We have Tony Taylor, DSR program, Northwest Campus.

>> SPEAKER: Good afternoon. I have a little promo I'd like to show you, so I need to take a second to plug in the flash drive. Be right with you.

I just want to take a couple of minutes. I'm just here to plug our new presentations that we have been giving around the district regarding disabled student resources.

So I put together, as I said, a little commercial or a little promo, if you will, to describe what we're going to be doing.

(Showing commercial on DSR.)

>> SPEAKER: (On video) We'd like to talk to you, providing answers to questions you may have. What exactly does DSR do? What are my rights and responsibilities as an instructor? What rights and responsibilities does a student have? Can DSR provide tuition and supplies to qualified students? What if the student brings an animal
into my class? Do I have to excuse all absences and tardies if it is a result of the student's disability?

We'll also discuss universal design and how it can help students with and without disabilities and reframing disability, stereotypes, and new ways of thinking.

Contact your campus DSR office for information about presenting to faculty, department chairs, CDAC, and others.

>> SPEAKER: That could have gone on during the Super Bowl, don't you think? (Laughter.)

So basically, when we began the presentations last April actually at the Downtown Campus, we did a cycle and we just completed it last month actually at the East Campus.

But basically, we're just reaching out to faculty, staff. The presentation can apply a lot to faculty as well as anyone who is new to Pima, isn't familiar with providing accommodation. We go into a lot -- I don't know if anyone in this room has been to it, but the people who have come, we've gotten a lot of staff members, but as I said, we'd like to reach out a little more to faculty.

So we just want to make ourselves known as far as, again, if you're at an department chair meeting or CDAC meeting, have new adjunct faculty on your staff or just new staff in general, you can
go ahead and discuss it with us. We'd be happy to come and do the presentation.

We have a little PowerPoint. And actually, I'd just like to show one quick video, because as I said, we talk about what's called reframing disability in which new ways of thinking about it as opposed to many years ago how a disability was treated.

I'll go ahead and show you this video real quick.

(Captioned video shown.)

>> SPEAKER: So as I stated, we will be showing different videos, having different discussions, we have case studies, several things, and if you have more interest in it or would like more information about it, you may contact me. My e-mail is ttaylor@pima.edu, or as the promo said, you can go to your campus disability office to see about arranging something.

But we make it fun. We make it integral. And I hope to be talking with you soon. Thank you very much for your time.

Appreciate it.

>> MR. JOE LABUDA: Item 5.6. Kimlisa Salazar and Dan Wright.

>> MS. KIMLISA SALAZAR DUCHICELA: Okay. I'm here to talk to you today -- we are here to talk to you today -- about some things going on with the online standing committee. One of the things that this
committee is really dedicated to is to make sure that we keep
everybody in the loop every step of the way, and we have a really big
step ahead of us.

So we're bringing the information to you and asking for your
support so that we can send it forward to chancellor's cabinet. We
want to make sure it's been through Faculty Senate before we go any
further.

So with that being said, I'm going to flip the slide and I think
I'm turning it over to you. Wait. I lied.

This particular slide is the brainchild of our provost, and what
we did was we put together everything that we could possibly think
of -- this is a very large committee -- everything that we could
think of to do with online and we put it into this particular spider
web broad-theme interrelationship diagram and tried to connect to how
everything connected with each other. So as you can see from this,
everything is this web of Internet life right before you.

But the main one that I'm here to talk to you today about is
accreditation, and as you can see, accreditation touches absolutely
everything. The way that accreditation works is that we have to ask
and show that we are ready for any type of distance learning.

And I need to -- even though this is called the online education
standing committee, it’s really distance education. That can be much more complicated than you think.

So now I’m going to turn it over to Dan.

>> SPEAKER: Okay. I’m here on a couple of levels, actually, besides my role in terms of online development. I have been a peer reviewer for about seven years, and I have done what are called change panel reviews for about four of those years.

Basically any time a college is looking to add a location, a new program, or more recently some change in terms of their ability to offer distance education, the college has to do a request to the Higher Learning Commission to get that approval going forward.

So we’re at a stage where we actually have to request a change. The reason why we need to request a change in terms of our distance education is last year about this time the federal government decided to redefine what they considered distance learning, okay? And distance learning used to be, at least in our terms, simply, okay, we define what programs that we have that a student can complete online and come up with a percentage, and we were good to go.

The federal government decided to say, No, you don’t get to decide what programs are actually online or not. The students actually make that decision. If a student can actually complete more
than 50% of their program online, it's a distance education program.

And within that definition, a course that is considered distance learning includes anything where the student can actually complete 75% or more of that particular course using a nondirect instruction modality. That includes the Internet but also includes telecommunication courses, self-paced courses, pretty much anything out there. So it is a much broader definition than that.

HLC currently defines four different levels whereby it approves distance education for its member institutions. First level is basically no distance education at all. First level up from that would be up to 5% of its programs being offered in a distance-learning modality. Third level is up to 20% distance learning. And the final level is 100%, up to 100%. I stress that word "up to."

Right now we are currently accredited with the Higher Learning Commission up to 20% of our programs, but we have taken an analysis, and I'm going to give this back to Kimlisa.

>> MS. KIMLISA SALAZAR DUCHICELA: So here's the situation, and the thing that I want to reiterate what Dr. Wright just said is that any class where the student is separated from the professor for more than 75% of the class time is considered a distance-learning class,
okay?

So we went online -- we have done some analysis, and I called up Andy Robinson just yesterday and asked the big question, and what I found was that we have some 1,158 sections of classes right now online for using D2L. These are just the classes using D2L. What you're seeing here are just the ones in D2L. This excludes your self-paced independent classes. I just counted those up, and we have around 100 sections of those. So add those in there.

I believe that -- is it math 82 that's using the Pearson product?

89 is using the Pearson product. I believe we have somewhere in around 50 sections of those this semester? If any math people think I'm wrong -- I counted, but I could have been off.

And then there are various enhanced classes and hybrid classes that could possibly not be on D2L, maybe using something else like a Pearson product or Cengage Aplia or something like that. So if you put all of this into context, the situation is that we are at that point. We are possibly a little bit beyond that point, okay?

I know we keep saying "online," but it's not online. It is distance. I think that we need to start using that terminology.

Now, the point of the matter is that if we request to go for a re-evaluation and to move to 100%, there are things that we have to
do. We have to make certain things available to students online. In
other words, any student that is doing a distance education has to be
able to access student services, library services, financial aid,
advising, and counseling at a distance. Now, we already do some of
this. We have amazing library resources, many of which are available
at a distance. Financial aid I believe has some things at a
distance.

But notice one of the things we don’t have at a distance.

Tutoring. In many ways, if you think about it, a lot of these things
will really help our students, not just the students at a distance,
but our students that are here right now.

Those are things that we have to think about. These things take
resources, so we have to keep that also in mind.

We do have the technology to do this. We have it in place right
now. D2L is a very meaty software and there are things other
institutions have done with distance tutoring. It’s not like we
would be starting at ground zero for this, but there are some things
that need to be done.

But I do want to say the train has left the station, okay? The
train has left the station. We are at a distance right now, and I
went through and I don’t think there are any online courses that are
only being taught by -- that do not have full-timers and adjuncts in
there. There is much more effort on the part of faculty and with
resources developable to us to go to hybrid. Hybrid falls into this.

These are all things that we need to think about. Also, I just
want to reiterate again, 100% accreditation does not mean that we
need tomorrow to put 100% of our stuff online or that we ever have to
do that. It just means that if we have 21% of our stuff online, we
have to have 100% accreditation. That's the rule, okay?

So this will result in more distance resources for our students.
We do have a timeline. We would like to get this to chancellor's
cabinet as soon as possible, but in order for us to do that, we
really do need the Faculty Senate to support our recommendation that
we start the process to move to 100% accreditation for distance
education.

I think that's about it. One more.

>> SPEAKER: Just in relation to the online tutoring, an RFP has
been published. I assume it will be concluded early next week for a
pilot project for online tutoring this summer for our writing and our
math classes.

If that works out well, it will be extended for a year, and we
will see where we go from there in terms of online tutoring. We need
to be putting together an application for the change request, and
certainly as part of that change request, being able to document your
support as a Faculty Senate in that application would be very
beneficial in terms of moving forward with the application.

That's all I have to say.

>> MS. KIMLISA SALAZAR DUCHICELA: Do we have any questions?

>> MR. JOE LABUDA: Yeah, how can we help you?

>> MS. KIMLISA SALAZAR DUCHICELA: To help me I would need

somebody no make a motion for a recommendation and somebody to

second. I see Diane Porter has a question.

>> SPEAKER: Just a clarification, really. It's probably not

important to the overall decision, but math 89 doesn't meet the
criteria for distance, because even though they use the Pearson
product and it's self-paced, the students meet in the classroom for a
whole class period.

>> MS. KIMLISA SALAZAR DUCHICELA: I wasn't sure about that.

Remove 50.

>> SPEAKER: I'm not very comfortable with you saying we would

like the Senate support, the support of the Senate, when we do not

know -- you know, how can I vote to support something when I look at

you and say, What will this cost the college? If we're going to
spend money on that, what about (indiscernible)? Why are we even going forward on this when you are talking about taking it to the cabinet, chancellor's cabinet in May, where I have to believe the new chancellor is going to have to sign off on this.

What's the rush? Why don't we wait for the new chancellor to come on board?

To tell you the truth, it bothers me when I have this lack of information. We have been talking about this for a couple of months now, and you say we are maxed out at 21% and we might be a little over this. I don't think anybody can actually tell me what percentage are we actually at right now? I keep hearing a lot of we think we're at this percentage.

So unless we know what it's going to cost us, where are we planning on going, I'm not going to be able to vote for it simply because I just don't have enough information, not necessarily that I'm against it.

>> SPEAKER: Thank you. It's kind of a compliance issue. If one were to actually add up everything, we're probably a lot closer to a 37% mark currently. The key here is not necessarily the cost going forward. It's a compliance issue. Without being able to actually gain the approval from the Higher Learning Commission to be beyond
20%, what we might be looking at down the road would be pulling back a lot of other distance education programs that I don't think the college really wants to be doing.

We're at that level not because we intentionally went to that level. We got to that level because of a redefinition by the federal government in terms of what distance education actually means.

And it includes much more than what we're saying than just the online courses that we have on D2L. It also includes definitely our hybrid courses, our tele courses, our self-paced courses where, yeah, we schedule them, but the students, they meet with the instructor at the beginning of the term, and then they're pretty much studying on their own or in groups, not directly with an instructor. It's a compliance issue. Without meeting the compliance, we would be drastically pulling back information from there.

The 37% figure, plus or minus 2, 3% probably in there, but probably pretty close on the mark.

>> MS. KIMLISA SALAZAR DUCHICELA: I would add to that that a lot of the things that we need to do are actually being done. The difference is that they are part of the college plan, and so they're taking place in different places. For example, the universal design of classes and beefing up DSR, which they were just talking about,
would be part of what they would be asking for, and the RFP for tutoring and some of the other things that are going on with the college plan that are not -- that this particular standing committee is checking in with those groups to make sure we're all on the same page.

We're trying very hard to network with each other so that we're not reinventing wheels.

>> SPEAKER: It's a good thing for all of our students. It's how we look at improving our academy, our disciplines in terms of student learning.

>> SPEAKER: Thank you for the update and the presentation.

Are you asking us for some vote or support right now or at the April meeting?

>> MS. KIMLISA SALAZAR DUCHICELA: We could do it at the April meeting. If people felt like they needed to speak to their constituents, I completely understand that. But if people feel that after discussion they can move forward today, then that's absolutely -- that just puts me one month ahead.

But I'm really -- I truly believe if people need to speak to their constituents, then absolutely do so. If they feel like they can vote today, then a month ahead would be good, also.
>> SPEAKER: Well, then, will there be any more information in
April, do you think, that you could provide in details?

>> MS. KIMLISA SALAZAR DUCHICELA: Absolutely. Every month I try
to come to you guys and give you an update on what's going on with
us, and I absolutely plan on continuing to do that.

    We have a meeting for this group I believe it's -- it's the
Friday after spring break, which is a date that's escaping my mind,
but I know I have to be somewhere that day.

>> SPEAKER: Do we really have a choice? Isn't this something
that we have to pretty much do?

>> MS. KIMLISA SALAZAR DUCHICELA: Unless we want to go
backwards.

>> SPEAKER: I'm just wondering, of the hybrid classes, for
instance, how many of them in reality are hybrid classes? I have
seven that are listed as hybrid classes, and they are all not hybrid
classes. But I was thinking in the future, being ready to rock if I
needed or wanted to, so I'm wondering how many other classes are
listed as such skewing the numbers in the higher direction towards
37%, or does it even matter? Is this something we just need to do as
an academy, per se?

>> MS. KIMLISA SALAZAR DUCHICELA: The thing that -- I know that
Dan will correct me if I'm wrong, but I believe it is that if one
single person, one single student, can find a way to do 75% of it
online in any way, shape, or form, and this is for programs to get a
degree or a certificate, if one student can figure out how to do it,
then it is at a distance.

Is that correct?

>> SPEAKER: That's kind of correct, yeah. And I feel for what
you're saying. I want to be there ready to rock. With everything we
have put together and prepared, I want to be putting this college
forward with the resources our students need to learn anywhere,
anyplace, anytime.

>> MS. KIMLISA SALAZAR DUCHICELA: Question in the back?

>> SPEAKER: Just a clarification. My understanding is 37% is
different from being 20 or 21%, so what we're really voting on is if
we are going to be out of compliance. If we can't have compliance,
we're saying we're going to reduce 37% back to 20% on distance
learning classes? I guess that's my question.

>> MS. KIMLISA SALAZAR DUCHICELA: That's beautifully put.

>> SPEAKER: My second question -- I'm just trying to put it
together.

>> SPEAKER: We're also being careful with the numbers. Keep the
>> SPEAKER: (Indiscernible.)

>> SPEAKER: We'd be hard-pressed to prove we are under 20% no
matter what.

>> SPEAKER: The second thing I just want to offer, looking at
the cost, tutoring will probably have with it in the back
(indiscernible) that we may want to look at instead of absorbing some
of those costs, we might (indiscernible) Meet and Confer to add in
that we could have those that are instructing classes on hybrid and
online to do their (indiscernible) also in whatever paradigm we come
up with online tutoring those people that already teach those classes
because they are (indiscernible) save some money possibly.

Those are two suggestions I have. The vote, we are voting on
reducing, right? Down to 20% so we will be in compliance?

>> MS. RITA FLATLEY: Thank you for bringing that up, Doug. We
do have a proposal on the table about electronic office hours, and
there has been some issues with apparently some people have been told
they have to sit in their office for a specific hour.

So we have a proposal on the table about having the hour, like
the theoretical electronic hours spread through the workweek, but
that there is an expectation that student e-mails would be answered
within 24 hours.

As far as tutoring, I mean, some of those questions and answers could be -- I guess you could consider them tutoring. I know that my wonderful math colleagues do some amazing things with technology, which I don't know math or the technology, either one, but I know that they are able to help students electronically with the (indiscernible) and Smart Board and things like that. So some of this is going on.

Is that right, Diane? You guys are awesome.

>> MS. KIMLISA SALAZAR DUCHICELA: We could also do some -- for example, once we get D2L, you know, we get to 10 and we do all that stuff, there are certain really cool things we can do that will take a lot of this pressure off of us.

For example, I would love to embed librarians into my classes, like the CIA or something, the central information agents. So that when my students have questions, for example, citations, they could check in with Joe, you know, because he would be in my class with me.

I think that would be really cool.

Steve?

>> SPEAKER: You know, I have a concern that I feel like I just need to express, and here's my feeling. I feel that in the sciences
-- let me back up a second. I feel like we're being told now that
because we rushed into preparing courses online and that suddenly we
have discovered that we're way over the percentage that we're kind of
allowed to teach, that we need to vote to approve this change, you
know, immediately or as fast as possible.

But I have to tell you that in the sciences, at least, I feel
that for years we felt this pressure to produce science classes and
put them online even though most of the science people, science
teachers, did not feel that that was a good idea, and that
essentially -- I think there is an issue here about have we just
produced all these classes, so now we're at 37% and we better go to
100%, but there's no discussion about whether we have done that well.

Are the classes of a high quality? Are we delivering science
education that is good education online, or are we just delivering it
online because that's what we're supposed to be doing and now we're
stuck, we better move up to 100%, or we're going to be out of
compliance.

I feel like I got feedback from other people in sciences, and I
do, too, that there is pressure to deliver science classes online,
but the quality of those classes isn't that good. Of course, this
has been an issue of mine for a while, because I was part -- I still
am a part of a course that was being delivered online. It was not being delivered online well. It was a poor class. They finally stopped delivering it online.

But I absolutely wonder if we shouldn't step back and ask whether the classes we're delivering online are good classes and worth teaching. And if we took away the ones that were unproven and not necessarily good, maybe we'd be back under the 20% level.

Like I said, I feel like I just had to go on record and express that opinion, that there is a quality issue here that no one is talking about.

Thanks.

>> MS. KIMLISA SALAZAR DUCHICELA: Actually, I agree there is a quality issue there, and if you look at the spider web, you'll notice that the next thing is quality, compliance, and oversight.

We understand quality. I understand quality. I teach online a lot. I think my classes are very quality. I remember the situation with that biology class that Steve was talking about. It's no longer being taught online. And I believe that a large part of what we're talking about in this committee and in CDAC is to make sure that there is quality and that faculty are very involved and it just doesn't get thrown on willy-nilly.
SPEAKER: Could I ask you to please read that?

MS. KIMLISA SALAZAR DUCHICELA: The way that they shook out in this is that the accreditation is one of them. That is kind of -- it is the main thing. Everything else is connected to it. Quality, compliance, and oversight is the next biggest thing in there. The next is instructional direction, meaning faculty, and of course quality goes to faculty, also.

Scheduling, which is then for online has been quite entertaining to watch. Student services of course is in here. And student services is being represented by Aubrey Conover.

We also have process, as in the process, how does a class go online or not go online. And what about cloning and who clones what from where. We also have instructional support, meaning, for example, the CLT. We have a learning management system, which is at the moment D2L, but who knows what it will be two years from now. But what venue do we use to put things online, is it accessible, is it affordable, is it available, and up when it’s supposed to be. No pun intended, Dan.

Technical support, meaning everything that we do in the technology world, there is a bunch of guys in a back room somewhere making sure it’s actually working. So we don’t want to outstrip our
technology capabilities either. That's what that's about.

>> SPEAKER: I have one thing to add. Just to refrain or respond
to my science colleague, accreditation is not just a certification
process. Accreditation gets at the root of quality improvement.

Everything that the HLC is looking for in its member institutions is
how those institutions are improving the academy, improving quality,
improving what they actually offer, whether it's traditional, online,
hybrid. It's how we, as a college, respond in terms of improving
student learning overall.

>> MS. KIMLISA SALAZAR DUCHICELA: With that being said...

>> MR. JOE LABUDA: I have another thought that I sense is a lot
of questions on people's mind. Would you feel more comfortable if we
spent the month putting this online, discussing it, and come back in
April so we have a clear picture in everyone's mind?

>> DR. SUZANNE MILES: I think that's a very good idea, if I
might offer that up, and then the questions about (off microphone).

There are some places that need to find funds out of
(indiscernible) but to sustain all this is something that... (off
microphone).

>> SPEAKER: I'm at a loss here. I'm not exactly sure what
you're asking from us to do.

>> MS. KIMLISA SALAZAR DUCHICELA: I guess what I'm asking is I
don't want to go as the faculty co-chair of a committee and ask for
us to do something like this without, as a faculty member, coming to
faculty and saying, Are you guys good with this?

>> SPEAKER: I'm sorry, asking to do what?

>> MS. KIMLISA SALAZAR DUCHICELA: Asking to recommend to the
chancellor's committee that Pima go forward toward moving toward 100%
accreditation for distance education, to recommend it. It's not our
decision to make ultimately. It's another person's.

>> SPEAKER: And again, it's up to 100%.

>> MS. KIMLISA SALAZAR DUCHICELA: Up to, not at.

And also, Dr. Even covered my entire thing for the Board of
Governors' thing, so just so you know, I won't be up again.

(Laughter.)

Shall we come back with more information next time? Yes? Okay.

We are good with that.

>> MR. JOE LABUDA: 5.7.

>> SPEAKER: So my bladder is telling me that this is a long
meeting already. This is just a touching base with you all.

As you know, we have been talking over several months
-- actually, 20-plus years -- about abolishing late registration, and

as you know, the resolution to officially eliminate it passed last

Senate meeting.

So part of the resolution that passed specified that work group,

not a study committee, a work group, that will actually do work, like

complete tests, but that work group needs to be formed and that this

work group is going to consist of administrators, staff, and faculty.

So I have been working to coalesce members of this work group,

and so I'm basically just kind of touching bases with you all to let

you know who we have going forward to do this work.

As it now stands, the people who have expressed the willingness

among faculty to be on this work group are Barbara Benjamin, Carol

Christopherson, David Katz, Pat Leverentz, and me.

But I thought there might conceivably be additional people who

have a burning desire to get onto this work group. Normally people

announce, Hey, we have open positions on a work group. Everyone

looks down and away, because they are already overcommitted and doing

too many things. I may have missed somebody or -- I don't want to

steam-roll over anybody or whatever.

I'm just sort of touching base with you.

>> MR. JOE LABUDA: Faculty Senate group, do you have any
comments or desire to be on the group? If not, we will go forward
with that as our Senate group.

>> SPEAKER: If you all are okay? Nobody standing in front of
the group, I'm turning.

    Okay. Well, thank you.

>> MR. JOE LABUDA: Item 5.8. We have an opening as secretary.

    Pat Townsend has been gracious enough to complete the term through
    2013.

    I'd like to get a motion to -- I'd like to have a vote on Pat to
be our secretary through 2013. Any discussion before we go forward?

    All in favor of Pat being our secretary.

    (Ayes.)

>> MR. JOE LABUDA: Thank you very much.

    Opposed? (Laughter.)

    PCCEA. Rita?

>> MS. RITA FLATLEY: Well, the last time I did a public report,

    it was 11:00 at night. This is better. It's still light out.

    I want to give you a few highlights. Start of with a couple
important deadlines. Today is, later today, is the deadline for
requesting a flex schedule for next year. So if you have been
considering on going on flex next year, you actually should put in a
request right after this meeting.

You may remember back in September that you filled out Step plans and filed them with your dean. Now we're in March and you're going to take that out of your drawer, show you completed all your goals, and march over, seriously, march over to your supervising administrator's office and turn it in by the end of this month. The official due date is the last Friday of March.

Right? Right.

So as Dr. Even mentioned, I presented to the Board of Governors Wednesday on Meet and Confer proposals. If you would like to see my stunning PowerPoint, you can do so at pccea.org. Just to hit you with a couple of highlights, I had talked about salary equity, and I did some benchmarking which I showed the board in the state of Arizona and also talked about the concept that has been followed in the last few times we have been able to get a pay increase that if everybody gets the same percentage, that's fair.

Well, I actually went into Excel and did some math, and I found out if you have a bigger salary, multiplying by the same percentage results in more money. (Laughter.) Three times more money, in fact.

So I showed that to the board and they were interested.

Our data analyst, Scott Collins, always has my back with this
kind of information. Another thing he found by looking at how the wage gap has increased between entry faculty, admin salaries, is looking at the number of administrative jobs in the whole college and where they are.

So just to share this one because this blew my mind actually. In 2003/2004 we had 50 administrators in the whole college. 12 of those were at the District Central Office which is about 24%, about a quarter of them. In 2011/2012, we had 52 administrators total in the college, and 23 of them, almost twice as many, were at the District Central Office, or 44%, almost half of them were at the district now.

I think since then some more administrative positions have been added, actually. So I said, What's up with that and I hope I gave them some things to think about.

In salary equity we had had a lot of issues from some of our occupational and science faculty in regard to lab loading that they feel that 0.7 for lab loading is unfair. It should be 1 to 1. We did some research and found Doctoral dissertation that addressed this and found some information and recommendation of best practices that really did support the 1 to 1 ratio for lab loading. Noted that faculty satisfaction with dealing with all the different leadership roles, we have program reviews, learning outcomes, Senate, all these
different leadership roles faculty members take is a very difficult burden for small disciplines with only a few faculty members in it, and many people are dissatisfied with the pay.

Of course, we do have a task force starting up that will look at the compensation at least for chairs, leads, library and council, directors, and those folks. We did share that information and some other information with the board. They seemed interested and receptive. And as Dr. Even noted, they're willing to talk to us and answer questions and share time with us.

That, to me, is huge because that door was slammed on direct communication several years ago, and to have that door opened again, it really means a great deal to me. I hope I'm able to represent you well.

Questions? If you do have concerns that I can help you with or PCCEA can help you with, please let me know. rflatley. I'm the only person named Flatley in Pima County.

>> MR. JOE LABUDA: Item 6.2, Board of Governors report.

>> MS. KIMLISA SALAZAR DUCHICELA: (Indiscernible.)

So here's the timeline. It's very, very tight. We should be starting to get the applications and reviewing them around March 21st, 24th-ish. We have to have our recommendations as far as how we
are staffing them to (indiscernible), bless her heart, by the 28th at noon. After that, we will have a discussion on them on April 1st.

So March 21st, March 28th, April 1st, we will come up with the ones that we feel we should see face-to-face. We will see them face-to-face on April 7th.

Then, at the end of that, we will be putting our recommendations for the Board of Governors I believe all in the hopes that there will be somebody named at the May meeting.

So that is -- it's a very, very tight timeline. I can tell you that our new consultant seems to be very, very good. I'm very hopeful.

Any questions?

>> SPEAKER: (Indiscernible.)

>> MS. KIMLISA SALAZAR DUCHICELA: The next Board of Governors meeting was moved to the 28th instead of the middle of spring break, for which we were eternally grateful.

Any other questions, statements, thoughts?

>> SPEAKER: I would hope that the July 1st deadline is of the (indiscernible) for the selection process. If there is no good candidate, I'm hoping that the committee will then recommend continuing the search. If we have not found a candidate by July
> MS. KIMLISA SALAZAR DUCHICELA: I completely and totally agree if there is not a good candidate, then that would certainly be my vote.

But I can tell you that Dr. Even and David Longoria have made it clear that if there is no candidate -- the most important thing is finding a good candidate, not just any candidate, to be there by July 1st. They’re looking for July 1st. They’re looking aggressively.

But I know that their most important thing is to get somebody who is good quality. And not just good quality, good quality for Pima. Because there are people that are good quality that would not be good for us. And there are people of great quality that would be great for us.

They have said that on several occasions, and I can say that because we were in open meeting.

Any others? Thank you.

> MR. JOE LABUDA: 6.4.

> SPEAKER: Hi, everyone. The grievance policy review group has been meeting for the last three weeks, three or four weeks now, and we have been tasked with taking a look at the current policy grievance statement and grievance policy has been revisited to
specifically include administrators but also to bring in a more useful practice for the college.

What we were asking the college to do and what Dr. Miles has approved for us to do is to survey all employees as to whether or not they have ever participated in a grievance policy; if they have, in what capacity, their experiences with it.

Basically it's a survey that we want it out by today and hopefully will be out by today with our feedback coming back next week, which is when our group meets again.

We would really, really appreciate if you have ever participated at all in any capacity within the policy, your feedback, because we'd really like to strengthen the policy, make it much more user friendly for people.

We already know that the timelines have caused people not to follow through on grievances, and that's a very big concern within the group.

But we'd also like to know if you've ever thought about filing a grievance but for any reason didn't, just to get a feel for the usage.

The SurveyMonkey-type survey that we've put together, we have worked out very diligently, our faculty co-chair has done a
tremendous amount of work on this survey, and there has been -- we went through, we have tested it now, and it only took five minutes.

If you answer every question, it will take you five minutes, 30 seconds if you've never participated in a grievance policy at all.

So please encourage not only other faculty members but any staff members or administrators, because we want the administrator perspectives or supervisor perspectives, also, to get a feel for how they felt the process went.

Any questions?

>> MS. KIMLISA SALAZAR DUCHICELA: (Off microphone.)

>> SPEAKER: We will be sending it out to all employees.

Thank you. Thank you so much.

>> MR. JOE LABUDA: 6.5, chancellor's report. Dr. Miles.

>> DR. SUZANNE MILES: Hello. It's nice to see you. Several items for you. I will run through them first and see if you have any questions. First one, Deferred Action for Childhood Arrivals, or DACA, there's going to be some training for student services staff. It will begin immediately. But we should be prepared to have those students have the in-state tuition for fall registration, which as you know, begins quite soon.

It was also an approval for a shuttle service for students
between Downtown Campus, West Campus, Desert Vista, and University of Arizona.

(Appause.)

>> DR. SUZANNE MILES: Debbie Yoklic took the lead on this, and it's contracted out. We are not going to do it ourselves. It will be Arizona Shuttle. We will give you more details on when it will start. Initially there will be no fee to students. But we have analyzed it, and after a year or two, we might have to see if there is a small fee, and it would be something like 50 cents.

There's going to be two rounds each day of this. We thought there might be three or four initially, but we are going to start with two rounds of it per day and see how students are interested or not interested.

Did you have a question?

Downtown Campus, West, Desert Vista, and University of Arizona.

So it's one loop.

We will check to see if there is a dropoff or stop at Community Campus, but initially there will not be.

Third item, and this is also very exciting. I think I have touched base with you on it before. We have been given the go-ahead or approval by the board to look for space for a small center in the
center or heart of Tucson which would most likely be around Alameda and maybe Stone.

There is a presence of the University of Arizona on that south corner there, and so we’re hoping maybe we’re just right north, across the street, the Pioneer Building, or a couple blocks in, Transamerica Building.

We wanted to get the go-ahead from the board before we met with realtors, et cetera. This is very exciting. The executive team of Downtown Tucson had invited me in to meet with them about a year ago, and we have been working on this for over a year.

The center itself will be supervised out of Community Campus, because they do in fact supervise so many centers. Doesn't look like there needs to be new staffing, per se, but certainly there will be a student services component and a rotation probably of student services staff for general student services about all things, call it all programs college-wide.

We will also look for some work force opportunities to be conducted out of there. And also, we may be looking at teacher ed to move there. Not many students will be needing to go there because the teacher ed program is being modified and changed to be upgraded and to make it more current. So this is the perfect time to do it.
But most of those offerings are online or hybrid. We will keep you posted. It’s exciting and a help to rejuvenate the center of downtown.

Safety, we have had concerns about safety training and changes.

David Bea and his team, in particular Stella Bay, will be offering more opportunities for faculty and staff on a variety of different training issues. We’re looking at some things to change in facilities, but before we do that, Bill Ward will be coming to you to talk to you about it, and he may even have some surveys for faculty and other staff if we make some changes, for example, like being able to lock the classroom from the inside.

So again, we’re not moving ahead with that, but we’re exploring it very seriously, many, many changes. But we will have David Bea and his team come in and update you on a regular basis.

There were some audit findings from finance on the recent state annual audit. There was an article in the paper. It embellished quite a bit about that audit. We were thinking of sending a letter in to ask, you know, retract some of those things. We are not going to bother with that. That’s just the climate we are in right now, but we will have that on the website.

I did send out my interim chancellor’s report. There is a link
in that if you do want to see the audit report, and there will be
also now be something to really say what was incorrect about the
article.

Dr. Bea and his team have corrected many of these things even
before the state auditor came in, but we will defer to the state
auditor and (indiscernible) for those findings.

As Dr. Even mentioned, we are very happy that the board is going
to meet on an informal basis with the three employee groups, exempt,
nonexempt, and faculty, on March 8. There will not be any decisions
made. We don't want to raise your expectations that they're going to
make decisions without consulting with their three teams that they
have put in place, but those three teams from management will not be
at the meetings.

Two more items. Just a suggestion from the time I was provost.
As you move forward with your -- I was a little startled to see the
vote on no late registration, but I respect your decision on that,
but I would think that your working group, may I suggest, do a survey
instrument to all faculty on this. I know that you were saying it
does -- faculty can make exceptions to it, but I will tell you, in my
experience as vice president and provost, there are many, many
faculty who wait during late registration to make their load. So
that would just be a suggestion.

    Last one is have fun. We just had a very positive response from
door decorating contests last fall. We really did. Staff and
faculty, great team building exercise. So we are doing one, a
college-wide door decorating for the spring and (indiscernible).

    So any questions? Great. Good to see you all.

>> MR. JOE LABUDA: 6.6.

>> SPEAKER: Pop quiz. How many more days till spring break?

    (Laughter.)

    Nobody knows? I count eight days, right?

    Yeah, well, about a month ago, funny story, I was planning on
spring break, making plans, and then I was told, You don't get spring
break.

    I'm here representing Dr. Migler right now. He's in Phoenix
right now. Remember, I think it was October or September they came
and talked about the possibility of our getting a grant for the
Fulbright scholar, and then it was Rita that suggested a vote of
support, and then Joe wrote a letter on behalf of Faculty Senate,
showing, indicating support?

    Well, guess what? On Tuesday we found out that we were awarded
the Fulbright scholar grants.
(Applause.)

>> SPEAKER: This person -- we don't know who it is yet, but we asked somebody from Africa, and I'll tell you what the topics -- this person will be housed at the West Campus and will be working with faculty in anthropology, sociology, cognitive health workers, and border studies.

We really wanted to have this person work with faculty college-wide, but it will be held at West Campus and there will be lots of educational opportunities, visiting the high schools, too, and getting the community involved. We are really, really excited about that.

And just one other thing. Speaker Series, as you know, Faculty Senate, the Speaker Series, and I have fliers in case you haven't received them. We can pass them around.

We already started February 12 with Bernard Ngovo at the Downtown Campus who gave an excellent presentation, wasn't very well attended.

I think it was because people hadn't received the fliers yet. It was the night of the State of the Union address. So we have another one coming up with Dianna Repp, and that's March 5th.

Please, if you're interested, come and see. They're fascinating topics and support your local faculty and tell your fellow students
to attend. Maybe extra credit opportunities, too.

Any questions I can take back to Dr. Migler?

Okay. Thank you. Enjoy your spring break, because I won’t be.

>> MR. JOE LABUDA: Adjunct faculty. Mary Mitchell.

>> SPEAKER: I’m happy to report to you that we now have

representation on our adjunct faculty committee from every college

campus. We have been working toward that for quite a while, and it

has finally happened, so we’re very excited.

We are going to be devoting our time to in the next two meetings

and the next two weeks and months is the alarming and expanding issue

of disruptive student behavior in classrooms.

I encourage, ask, and beg each of you to get in touch with me or

any member of our committee if you have thoughts you would like to

share in this regard. We will be coming back to you before the term

is over with our findings and recommendations.

Thank you.

>> MR. JOE LABUDA: Let’s go on to open forum.

>> SPEAKER: Am I the last one to speak? (Laughter.)

I sent this to the officers a couple days ago. They may not have

had time to send it on to you, but basically the counselors would

like to propose a change to the Senate charter. I’m going to pass
the proposals on one side and the rationales on the other.

A little bit of background, we have one counselor that represents counselors at the -- we have one counselor who represents all 25 of us, and next year 28 of us. That's Melinda. In the past she's asked me to be her backup in case she can't make a meeting, and we had that arrangement for about a year and a half.

It usually isn't something that's needed. In fact, it's only been needed twice in that entire year and a half.

The first time she gave me about two days' notice, and as it turns out, I had something on my schedule. One of the things about counselor schedules, it's sort of unique to our group, is that we usually have to allot our schedule hour by hour a good amount of time in advance.

I have my entire schedule for March already down in my schedule to the hour, which means I need to know when I'm having lunch on March 31st this year. I don't know if that's a weekday.

We have an average of about three student appointments each day that we're on a day of accountability, and those appointments usually get filled up about a week in advance.

So on a couple of times that Melinda has asked me to be her backup, both times it's turned out I have had an appointment at 1:00
on Friday. The first time was November, and it turned out it
canceled at the last minute and I was able to come to this meeting,
but in December it didn't cancel, so it turns out we didn't have any
counselor here at the Faculty Senate meeting in December, as far as I
know. I wasn't here, so I can't be sure.

But so it occurred to me that I might bring this up at the next
counselor CDAC, which occurred on All Faculty Day, to let them know
we didn't have anybody at Senate and that's an issue and what do you
think we should do about it? Melinda had already left for Faculty
Senate at that point, but they asked me to check with librarians, see
what they thought, and find out from the Senate how we would go about
changing the charter if we wanted to.

We did that, and I reported back to the counseling CDAC just two
days ago, and they voted at that point -- out of 13 people there we
had 12 people vote to ask me to walk this forward to you guys as a
proposal to see what you guys think.

So basically it would change it so that instead of one full-time
faculty to represent counselors, we would ask for two full-time
faculty. In terms of the other parts of the rationale, on No. 3, the
reason I put that in there is just to let you guys know that it's not
that we feel that we're underrepresented in Senate. That's outlined
there, that even with this proposal to add one more senator from the counselor ranks, that we would still be only about a 13 to 1 proportion in terms of full-timers recommended by each senator, which is still more than twice as much as the average of full-timers.

So it's not really underrepresentation that we are feeling is the priority. The main priority is to make sure we have at least one counselor here not only for our purposes so we can get the information back to counselors but also that if you guys have something that you're deliberating and you need some counselor input, that there is at least one counselor here you can get that input from them for things like late registration, which we see a lot of people for that each year, or, you know, how student crises might affect public safety.

We thought this is probably the best way to make sure there is always at least one counselor here. We discussed some other things, but this is what we came up with, mostly.

>> MR. JOE LABUDA: Comments or questions? Rob?

>> SPEAKER: Sounds like a good idea. Be aware, this is a slippery slope. First time we increase number of counselors, and next time it's going to be librarians.

>> SPEAKER: Right. We asked librarians if they actually wanted
to be included in this proposal, but they said, We're fine.

>> SPEAKER: No, it sounds like a very equitable plan.

>> SPEAKER: Right. We did want to address a number for the possibility that this might set a bad precedent. There is some feeling that maybe there is already too many Senators so we don't need anymore.

So I hope I addressed that in No. 4. I want to point out Jeannie made a suggestion, which I thought was a really good one, if we have two at-large senators, then it's possible that they could both be from the same campus. And to avoid that situation, she suggested that we put in here that one should be elected during the even-numbered years, and one should be elected the odd-numbered years, and they should be from the campuses that are up for elections in those years.

So I thought that was a pretty good idea. I'm not sure how to change the wording on that...

>> SPEAKER: Not really a question, but to second Rob's point, it does sound like a good idea.

>> SPEAKER: I also want to say that the counselors are very happy with Melinda's representation. It doesn't happen very often that you have a last-minute thing come up that would prevent you from
attending, but one of the other things unique about counselors is
that sometimes we do have a student crisis that we do have to attend
to, and that might prevent one of us from attending.

In the year and a half, Melinda has had to miss two meetings and
gave me two days' notice, but it does happen occasionally.

>> MR. JOE LABUDA: Thanks.

I want to thank Mike Rom for taking care of us in this room.

(Applause.)

>> MR. JOE LABUDA: Time for a motion to adjourn.

>> SPEAKER: So moved.

>> MR. JOE LABUDA: Second?

>> SPEAKER: Second.

>> MR. JOE LABUDA: All in favor?

(Ayes.)

>> MR. JOE LABUDA: See you in April.

(Adjournment.)