



# PimaCommunityCollege

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## **Pima Community College Faculty Senate May 3, 2019**

>> JOSIE MILLIKEN: Welcome everyone, again. If you haven't noticed, we have this wonderful spread of food here, and this is courtesy of the provost. If we could please thank the provost for providing nourishment support, as always.

(Applause.)

>> JOSIE MILLIKEN: It's in recognition of our work and also in recognition of one other thing, which if the provost could join me up here, we would like to recognize someone.

>> DR. DOLORES DURAN-CERDA: We'd like to recognize someone very special from Faculty Senate. Someone I have known since I was in the faculty learning academy back in 2002, I believe. I'd like to ask for MaryKris Mcilwaine to come up, please.

(Applause.)

>> DR. DOLORES DURAN-CERDA: MaryKris, we have a little token of our appreciation for your service and dedication to Faculty Senate.

A tassel.

>> MARYKRIS MCILWAINE: I love tassels. It's like school. I love school. Have I mentioned I love school? Thank you.

(Applause.)

>> JOSIE MILLIKEN: Speaking of school, MaryKris, we will see MaryKris about a year from now at Pima's graduation, because MaryKris will be receiving a paralegal degree. So the tassel is partly in honor of that. We hope you're wearing that tassel --

>> MARYKRIS MCILWAINE: I would love as many people who I know and cherish, which is everybody in this room and then some, if y'all would attend commencement a year from now, I'm serious, I'm going to be walking, that's going to be one of the proudest days of my life, getting this Pima paralegal degree.

I hope to see you there. Cheer me on.

(Applause.)

>> JOSIE MILLIKEN: For your years of service, I think you mentioned you have been on Faculty Senate about 17 years, every year, so I have been here for 10, so you have been a constant in all of that time and you will be sorely missed here, your comments, your passion, your voice will definitely be something that we miss moving forward.

>> MARYKRIS MCILWAINE: Thank you.

>> JOSIE MILLIKEN: Thank you very much.

I also came in this afternoon and found this wonderful bag of Red Vines which I'm tempted to hoard myself. This was brought in courtesy of Kate, because she knows I love Red Vines, which is very kind of her, because she loves Twizzlers.

I'm going to pass these around. So please feel free to indulge -- the smell is just incredible. I love Red Vines.

All right. Let's move forward. We have first approval of our April minutes which I will find here in one minute. Rita, are they in the folder here?

>> SPEAKER: Uh-oh, did I not attach them as I thought I had?

>> BROOKE ANDERSON: You're not going to skip call for open forum, are you?

>> JOSIE MILLIKEN: Request for open forum or executive session.

>> BROOKE ANDERSON: Open forum, please. Two items.

>> MARYKRIS MCILWAINE: One item.

>> JOSIE MILLIKEN: Three items for open forum? Any other open forum or executive session requests? Okay. So the April minutes are pulling up this folder --

>> SPEAKER: I apologize. They are in the Faculty Senate folder.

>> JOSIE MILLIKEN: Okay. There -- right here? Okay.

>> SPEAKER: My apologies.

>> JOSIE MILLIKEN: No problem. Thank you for doing the minutes.

I will scroll briefly through them.

Okay. So those were the minutes. Hopefully you had a chance to review them prior to today.

Is there a motion regarding these minutes?

>> SPEAKER: Motion to approve these minutes.

>> JOSIE MILLIKEN: We have a motion to approve.

>> SPEAKER: Second.

>> JOSIE MILLIKEN: All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All opposed? Minutes are approved.

I'd also like to thank Rita Lennon for all of her incredible work doing these minutes for us. They are wonderfully done, and we have Rita to thank for that. It's not an easy job, so thank you, Rita, very much.

(Applause.)

>> JOSIE MILLIKEN: Our next item is grading software, and next two items are from Nic Richmond. Mike will present on grading software, and then on the strategic planning team, overview and call for volunteers.

>> DR. RICHMOND: Thank you very much. Hello, everybody.

Two items. I'm going to move through both of them quickly. I'm not asking for direct input from senate today on these. I want to provide enough information that you have time to think about this, and I'm asking for your input at the start of the next academic year. So maybe September time? I know you're all about to be out for

summer.

Grading software. Hopefully most of you are aware that we have been undergoing a big business intelligence implementation at the college. We have a range of highly interactive reports that give us access and the ability to compare across different things in ways we haven't been able to do before.

Some of this is aligned around enrollment data. We have retention, persistence, award completion, and we also have a grade report. The grade report has been available to administrators for a while. Some of you may have seen it. But we want to increase the use of that report to support our student success.

It's a highly interactive report. Within the report, you can look at distribution of grades and you can slice and dice by, for example, campus, division, subject, course, so, for example, math 151, you can compare across those. You can look at a range of different student demographics, which includes things like international status, veteran status, as well as the more traditional things we would look at, and you can look at any combination of those.

So you can get to the level of looking at, say, white non-Hispanic female students in math 151 comparing between online, traditional, and hybrid, assuming we have those modalities.

So let me ask you a few questions. I will try and make these show-of-hand questions. So if I was to say -- which one should I

pick? Choices, choices.

Do you think we have subject areas where the success rate for classes, by which I mean A, B, C grades, is around about 50%, which is to say approximately 50% of the students are not succeeding? Do you think yes, we have subjects like that? Or no? Show of hands for yes. Show of hands for no. More yeses and the yeses are correct.

How about this one: If we compare a particular course, so could be anything, intentionally I want to be generic. I will pick on geology 101, because I teach that sometimes, that if you compare the success rates for students from one campus to another campus, that there could be, for example, a 20 percentage point difference in the proportion of As at one campus compared to a different campus. Do you think that's something that one might see happen? Yes? Hands up? No? Hands up?

All right. Another question. Are we okay with this? Yes? No?

This is, like, I'm hoping I know what answer I'm going to get, because there is a world of different reasons why we could get a different grade distribution across different classes. It could be we have an outstanding faculty member in one area. Could be the classroom facilities aren't up to snuff in a particular campus.

It could be we have faculty who are just coasting and aren't taking the class seriously. And everywhere in between these different extremes. But as an institution focused around student

success I would argue strongly we need to be leveraging these data at the kind of academic divisions, subject area levels, to use it to figure out how we can improve student success.

So my purpose here today is to let you know that this report functionality exists. Your deans have access to that. If you're interested in seeing how this looks for your respective area, either I or a member of my team will happily come to your location, sit with you, slice and dice a report for you so you can see how this looks for your area.

What I want to primarily invite is input of senate of what can we do institutionally? What actions can we take across our divisions, across the different areas, to use this in a meaningful way to support student outcomes?

And I would request, is the end of September a reasonable timeline to ask for input? Or a different timeline? What's good?

>> JOSIE MILLIKEN: What form would you like input? Just a sense of kind of what specific input? Like I believe at the admin leadership meeting we were talking about who should have access to this software?

>> DR. RICHMOND: Yes.

>> JOSIE MILLIKEN: So is that still a question, or has it been determined that it's deans and...

>> DR. RICHMOND: It's an open question.

>> JOSIE MILLIKEN: There is the question of who should have

access and then how the data should be used?

>> DR. RICHMOND: Yes. And are there structures, are there systems? Could we set, for example, a one-year goal? Every different subject area takes a look at their data, has a task of drilling into it, understanding what they can do with it, and then coming back with recommendations for implementation the following year. It seems like there is a world of options, and I know as faculty you're all about supporting student success, and I guess my point of view, we have this rich set of information, I want to see it used.

In terms of the format, I mean, I would be happy to come back if you'd like to have a small discussion group where we could dig into this, I'm happy to do that. Whatever would work for the group.

>> JOSIE MILLIKEN: Maybe what we could do is have a couple minutes for discussion and questions right now so we can have an opportunity to become a little bit informed and then offer recommendations whenever you need them in the fall.

>> DR. RICHMOND: Okay.

>> SPEAKER: Nancy. I think it's really worthwhile to look at this. My concern is getting information back to you by September. Most of us have never seen this report, heard of this report, and I would need a lot more information about what it does and who it's tracking, how it's tracking, that type of thing, to be able to figure out how to use it in a meaningful way.

I'm thinking a September deadline is a little short.

>> DR. RICHMOND: Okay.

>> JACKIE KERN: Can you tell me a little bit more about which variables will be collected? Will you be collecting student variables, age, work habits? For example, in nursing, one of the greatest things that interfere with success for students is that they are working full time.

So can you give me a little bit more detail about not -- I assume you're looking at grades and how course learning outcomes are met and matching that, but what other variables are you looking at, Nic?

>> DR. RICHMOND: It's a lengthy list. So the report is running against a data warehouse that we implemented a couple years ago now and we have been adding to.

All the standard student demographics you would expect to see are in there. So age, gender, race, ethnicity, veteran status, international. We also have indicators showing Pell eligibility and whether they received Pell, because that's a good measure for socioeconomic factors.

Some of the pieces that you specifically mentioned we're a little bit limited in, because some information we only gather on students who complete the FAFSA. So some of those data are reflected in this report, but we always have to keep in mind when we use those that it's partial information, because a lot of our students don't complete that.

One of the things we can do, and we are going to be getting more active doing moving forward, some of these things, for example, with the FAFSA that we only collect there, if there is an institutional need, we can request that we collect this information through the application form. There are other channels through which we can gather these data.

One of my hopes is as we start to leverage these reports more as an institution, use of the reports and how they can be leveraged can start to drive some of the information we collect to make sure we are gathering those critical things we need to know about our students.

And then beyond that, we have all of the course section information in there, so grades are there. This isn't currently connected to the course learning outcome system. We have a data silo problem at Pima which we are working our way through, so over time it will, but things in terms of the site, the courses offered, campus, that rolls under the instructional delivery method, the part of term it's in, number of weeks of the class, is it taught by a full-time or adjunct faculty member, those kinds of things are all in the report.

And you can slice and dice on every one of those things within the report. It is an anonymized report from the student perspective, so, for example, the A numbers and things like that that you are probably familiar with encountering for students, there are no A numbers in here. We have like an anonymized ID we attach to the students so we can help kind of protect the data.

>> SPEAKER: Dennis Just. I think this is a great idea. I would strongly suggest, as a bit of input, that department heads be given access, especially with the amount of slicing and dicing possible, because we really do a deep dive into this, and that could be something you couldn't really do in one sitdown session and be able to try to improve our disciplines that way.

>> DR. RICHMOND: A clarification for that. At the moment, the report we have available includes absolutely everything. So all courses, all divisions, everything is in one place. A factor to consider in terms of access, I mean, I love the idea of the department chairs having access to this, but we don't have a version by groups of subjects. We have one version of the report.

So a department chair would be able to see theirs. They would be able to see everything else, as well. And is that a concern? Maybe it isn't. I mean, it is aggregate information in the case of a specific report. But it's something to consider as we think about how we open up access.

>> SPEAKER: Lisa G. I'm hoping we will also have access to benchmark our institutions. You can look at it and see, oh, half the people coming in in math don't pass that or go to the next one, but that's probably true across from all community colleges so we know kind of what we are dealing with.

>> DR. RICHMOND: Absolutely. So some benchmark data we have built in already. So across math, reading, and writing, because we

have data through the voluntary framework of accountability, looking at other colleges.

But some of the other program areas there are more challenges with that. There is a national benchmarking project we are looking at participating in so we can get access to that kind of data across the other areas. That's an excellent point. Thank you.

>> JOSIE MILLIKEN: Is that part of the software itself or is that separate?

>> DR. RICHMOND: The benchmark project at the moment is separate. The VFA data is not in this specific report, but it's available through the same platform.

>> JOSIE MILLIKEN: Along with Dennis' suggestion, I think, involving department heads in this discussion of how to use this software might be valuable to get their perspective.

I think we are prepared enough at this point to revisit this in the fall, perhaps longer, as Nancy suggested, than September, but to offer our own recommendations about the software and we can consult you if we have future questions?

>> DR. RICHMOND: If it's useful, if all of senate or a subset, I'd be happy to set aside a couple of hours and show you in detail what the report can do to help you think about ways in which it might be used.

>> JOSIE MILLIKEN: Are there any specific -- I see MaryKris and Tal have questions. Just to get a sense, are there any faculty

volunteers in this room that would be perhaps interested in working on a work group to see the software in a meeting with Nic and then offer recommendations? So we have somebody that is -- perhaps that's a good way to handle this.

So we have Rita, Ken, Kimlisa, and Daryl. I have Rita, Ken, Kimlisa and Daryl. Anyone else interested in a work group?

>> SPEAKER: What was the timeline on that?

>> JOSIE MILLIKEN: The ideal timeline would be to offer recommendations for using and accessing the software in September.

>> SPEAKER: But the timeline for this meeting.

>> DR. RICHMOND: Oh, it could be when convenient. I'm thinking it's going to be in the fall.

>> SPEAKER: It would be in the fall?

>> DR. RICHMOND: I would think so, based on the schedule you have going on since it's now May and you have the grading stuff going on.

>> JOSIE MILLIKEN: So would you like to be in the group, Lisa?

>> SPEAKER: I'm on sabbatical.

>> JOSIE MILLIKEN: Oh, okay. So no. If anyone else, if the idea comes to you that you would love to be on this group, please e-mail me and in the meantime we have this group assembled moving forward they can get an up-close view of the software and we can offer recommendations based on their feedback.

We have MaryKris and Tal.

>> MARYKRIS MCILWAINE: I have two quick items. One was just a question. Is course modality one of the many parameters -- okay. I figured, but I realized I was interpolating it in my minutes and I wanted to hear it out of your mouth. I know you know student success rates are significantly lower in online modalities of courses --

>> MS. KIMLISA DUCHICELA: (off microphone.)

>> MARYKRIS MCILWAINE: Yes. Well, maybe you and I have read different data.

But the concern I have when I hear about data being used to measure student success is what that portends for things like the specter of merit pay for faculty and as I will be discussing in open forum the board is once again talking about imposing merit pay on us, and I just -- I mean, I'm not going to be here, so I think, you know, faculty members should do whatever they think is best, but, I mean, it could be very harmful to faculty morale to have data about student success tied in to their pay in any sort of direct manner.

I mean, I think using the data in a judicious manner in a healthy and positive spirit would be awesome, but I question -- I know you personally, you know, can be trusted, but administration might have a different vision of how these data would be made use of. Just something to think about.

>> DR. RICHMOND: I would say broadly speaking there is a number of different ways these data could be used. An example, I'm not going to mention the subject, I am not going to mention any names,

but as an example, when we look across these data by faculty member, there is an individual that stands out in terms of very low success rates in every class, and those students don't succeed in the next class in the sequence.

It isn't something that happens in an isolated semester, because an isolated semester, there is a whole world of explanations that could go into that, but it's systematic, every semester, year in, year out. And as I look at those data, it makes me very uncomfortable, because I do have to question, when it's that extreme and that consistent, that perhaps there is an issue there that needs to be addressed.

But the recommendation I have with these data is you look at a time series of information. You compare it to a meaningful baseline. In one of the reports we look at, for example, we take every section of a given class offered, matching the instructional delivery method, matching the number of weeks, and ensuring there is a minimum number of faculty members and a minimum number of students and take that as a baseline for the overall distribution that's kind of the average for that class, and then use that to bring context when kind of individual CRNs, for example, are being considered. Because then you can give a meaningful comparison point which moves the ambiguities and differences you can get with different classes to give you something meaningful to look at.

So from my point of view, that's a perspective. But I will be up

front with you. For some of these data where we see consistent low performance, semester in and semester out, failure in (indiscernible) the sequence, I actually personally would want to see that as part of the performance review process, but only that extreme kind of case.

>> TAL SUTTON: I have a point, but to add to that, if, for whatever reason, it appears that there might be a direction to go and treat this as if it was some fine-tuned enough instrument that it could have conclusions made about quality of instruction at some very small grain rather than being able to be a course measured that can pick up these extreme cases that you described, then it would be sort of nice to know if it's going to take in that direction, in which case, faculty senate would definitely want to discuss that.

But I just wanted to say, in terms of, getting back to your original request about how to involve more students success, how this can be used to that is I'm wondering if you had a very nice blurb about how this thing slices and dices and how it's this great set of Ginsu knives and whatnot, if we could get a small blurb like that where each faculty senator could maybe take two or three minutes at their upcoming CDAC meeting at All College Day and say, hey, this is out there, how would you guys envision using it? Would the discipline coordinators like this when you're talking about CLOs? And that might be able to inform them when we do come back to talk about it.

So if there is some sort of way that we could discuss this or at

least bring this up as an item, small item, in our CDAC meetings in the fall, that would be helpful. And the other thing that popped into my mind how this could be useful, some of the particular ways that it slices and dices, would be making sure the diversity officer is using it? It seems like it would be a powerful tool for them to be able to identify if there are demographics that are being left behind in some systematic way with how things currently are running.

>> JOSIE MILLIKEN: We are way over time with this item, so we have one more comment and then we will move on.

>> KARIE MEYERS: My question is I wonder how this fits in with the CLOs, because I thought that was sort of the purpose of CLOs, was to examine different CRNs, different classes, different instructional techniques, and I think grade failure and grade, passing grades is a much less precise way to do that. I mean, if everyone is giving the same CLO assessment, then isn't that a better assessment of how students are doing? I mean, grades, as you have pointed out are somewhat subjective and can vary.

>> DR. RICHMOND: I agree. To me, there is a whole spectrum of things that ideally as a college we would look at. So, for me, one of the ideal things, and I'm a data person, so I'm not saying this is realistic in the real world, but from a data point of view, we have the same assessments across all sections of particular classes for particular student learning outcomes.

Those SLOs are mapped through, for example, D2L, so we can

directly connect them to assessment scores, so there is no duplicate entry, things like that. My office can access all the data in D2L, so we can look at scores by student learning outcomes, we can provide it with the grade information. Imagine if there is a particular class where all the students fail on the CLOs and yet half of them get A grades. That seems like a problem, right?

So I would want to take the entirety, combine it together, and leverage it in ways which are meaningful. A lot of that hinges on consistent assessments across different areas. I know physics has a lot of that. I know some other areas do not have that.

But the ideal to me is getting consistent every assessment, having a consistent way of tracking the grade books. I would be want to be doing this kind of analysis during the semester. If a student flunks assessment 3 in a class, if we look at previous semesters, does that mean they are essentially doomed in that course? Because then we can step in during the semester and figure out what kind of interventions might help.

I agree completely. The grades are just one piece of a much bigger puzzle, and really it's the whole we should look at.

>> JOSIE MILLIKEN: We do need to move on.

>> DR. RICHMOND: Okay. Whenever we talk data reports, it's so fun and it always runs over. I will try to be really, really fast on the next one. I will see how fast I can do this.

We are gearing up for the next comprehensive review of the

mission of the college, which will be next academic year, and then immediately following that, we will have the next comprehensive strategic planning year.

With those two things coming up, I am in the process of forming a new strategic planning team. This is a group that I will lead, along with a co-chair, and that group will be instrumental voices in the mission review process and submitting recommendations forward to the board on any changes that we might want to make to the mission fulfillment framework, and then building on that, then stepping into the strategic planning process to identify the key priorities for the institution for the following four-year period.

The most recent times we did that, we adopted a new process following the planning model from the Society of College and University Planning where we have designated representatives from the key stakeholder groups, and those representatives are responsible for reporting back to that stakeholder group and ensuring that group is actively engaged through all part of the mission review and planning process.

A number of you in the room were involved in the last strategic planning team. The co-chair at that point for the previous round was Michael Parker, who was then chair of Faculty Senate, which was my specific request that this effort is co-chaired by a faculty member to ensure we have that strong faculty voice in this process, and essentially I'm here requesting representatives from Faculty Senate

to engage in that process.

This is a big commitment, because ideally I would like to have the same people next year in mission review and the following year in strategic planning. I realize it's a big commitment and it might be some people we need to switch out at the end of one year going into the next, if we can make that work, and I am also requesting that senate identify the co-chair for this committee or rather submit recommendations for the co-chair of the committee.

The process will kick start next year, so this isn't kind of -- again, I'm not asking for names right now. We had, I believe it was, five members of faculty on the last team, so I'd be looking for about that number this time. I would specifically request that that include faculty from the transfer, gen ed side, and from the occupational CTE side, so we have those perspectives both represented on the group. And please pick people who are lively and engaged and who you can be confident are going to keep you informed, because that's going to be one of the key roles in this, to get your input and bring it back.

>> JOSIE MILLIKEN: They don't have to be senators?

>> DR. RICHMOND: They do not have to be senators.

>> JOSIE MILLIKEN: When is the meeting scheduled? Is it set yet or pending?

>> DR. RICHMOND: It's pending. There is a high-level timeline.

For mission review we won't start until about halfway through the

fall semester.

This isn't something that, like, August 15 or whenever faculty are back on contract we hit the ground running. The intention is the mission review won't be as long a process as before, because we have relatively recently had a comprehensive process reviewing the mission.

So I would anticipate it's going to be the end of October when we first meet.

>> JOSIE MILLIKEN: How often do you plan to meet?

>> DR. RICHMOND: Typically once a month during kind of like the spring and fall periods. There are usually a couple of times where it's a little bit more intense, so 2020 Futures Conference and the 2021 Futures Conference, these are both already scheduled and they will be in February.

So those are key times when these different things will go to community, and typically we will have a two, maybe three-day retreat within a couple weeks of those events to digest all of the input and turn it into a recommendation that would go forward to the Executive Leadership Team, and then the chancellor, and then the Governing Board.

So it's typically a couple of hours a month plus background information and then an intense flurry of information in the March of the two years.

>> JOSIE MILLIKEN: The retreat, this team doesn't participate in

the retreat?

>> DR. RICHMOND: Yeah, the strategic planning team does. But we schedule it as best we can based on availability.

>> JOSIE MILLIKEN: Okay. It's not a retreat, like, where you go away in the wilderness?

>> DR. RICHMOND: No, we had it here last time.

>> JOSIE MILLIKEN: Just clarifying.

Sounds like it's in the fall it will start in October, meetings will be a couple of hours once a month in the beginning. They will get more frequent during certain intense times when specific things need to be addressed, and a commitment of one year, ideally with members continuing forward for another year? You need those names when?

>> DR. RICHMOND: In the fall. And the short answer is I need them in advance of the first meeting towards the end of October. I can find out practically the day before the meeting who I need to invite to the meeting. So if you volunteer, keep in mind you might get short notice.

>> JOSIE MILLIKEN: September? We have a meeting in September, so if we could maybe confirm in September.

Does anybody in this room immediately know they'd like to participate on this work? Joe? Joe. You have committed.

(Laughter.)

Anyone else? Ken? Wonderful. Thank you. Anyone else? Hernan?

>> SPEAKER: No.

>> JOSIE MILLIKEN: It's late in the semester. We all are seeing things.

Anyone else?

Tal? Tal was on it before, right? We'll continue this discussion and the pressuring of various people behind closed doors. But I think we have at least a good start, and thank you so much for providing this overview of information about it and providing the grading software information, as well. Much appreciated.

Our next item is Ted Roush and the item is veteran supportive faculty projects.

>> TED ROUSH: Good afternoon, senators. I'm from the East Campus, and I also have administrative oversight for veterans at the college, and that's the hat I'm wearing today.

So if you have very, very long memories, you'll remember I came to Faculty Senate last fall, and very honestly, my focus has been on the policy rewrite for the college. I just didn't follow up on this as fast as I wanted to, but we had a, when I approached you last fall, we talked about the idea that we could have a number of faculty who might subscribe to the notion that there were things they could do in their classes that would be particularly supportive of veterans and helping them succeed in classes.

We got a small but mighty group together that brainstormed the ideas we wanted to go forward with. I see some of them -- hands that

participated? Tanya, didn't you also?

We inadvertently excluded Tanya? I'm sorry.

So the group came up with a great list, and if I had my act together today I would have sent this all to you ahead of time, but I will send it through Josie after this meeting so it can be shared with everyone.

Just to give you a few ideas of practices and hopefully a lot of you will say, I already do this. Just because we put this on the list of things we want to have practices, doesn't mean a lot of people aren't already doing them.

So a veteran supportive faculty, somebody who would be comfortable with providing alternative assignments of equal rigor and value to veteran students, especially if subject matter was upsetting for the veteran. Will be supportive of veteran students. Having seating in the classroom that responds to their feelings on hypervigilance.

VSF would be able to address potential triggers and queues as -- I'm just reading you, there are 10 items. I'm just giving you a sample of a few of them.

Also, maybe design in-class activities that are sensitive to possible triggers and have options for participation, a range of options. Along with those kinds of practices, the whole list I will get sent out to you.

There would be a set of five trainings, some of which we would

have up front and some could be completed over a year. An example of those are the AZ coalition for navigator training, which is basically a training of what it's like to be in situations that have evoked PTSD. Suicide awareness training. Mental health First Aid. There is a total of five things on the list. As I said, they wouldn't have to all be done up front.

So the plan would be we will circulate this with all of you. We will be looking for some faculty to pilot this in the fall. Ideally I would have been saying we will look for faculty to pilot this this spring, but here I am in May talking to you, so we will be piloting this fall, and hopefully a soft launch next spring. We will pilot it next fall with some faculty members that test the rules and have some lessons learned, and then we will implement it fully as time goes on.

Trying to be respectful of the time, are there any questions?

>> SPEAKER: No question, actually. I just wanted to let you know that I had access to that. I was on the group, but like Tanya, I wasn't able to make the meeting. However, you did send it out to the group so I put it into our folder for Faculty Senate so you can access it that way.

>> TED ROUSH: Super. Something I cannot have to remember to do.

>> JOSIE MILLIKEN: That list is in our shared Faculty Senate folder.

>> TED ROUSH: Appreciate it very much. Any other comments or questions? I hope we have basically a thumbs up. I see a lot of

heads nodding that this is something a lot of you want to see. We want to be supportive of that. Obviously we would be one of the leading colleges in the United States in this regard that have been this progressive in supporting our veterans.

Incidentally, as I may have said before, anything that is benefit to, practices that benefit students and allowing them choices and accommodation obviously benefits every student, not just the veterans. Thank you.

>> JOSIE MILLIKEN: Thank you, Ted. Our next item is a policy review of BP 4.06, and I believe we have Seth Shippee here to speak on that. This is in regards to college travel.

>> SPEAKER: Good afternoon, everybody. Thanks for having me back.

At the outset, let me just say I'm pleased that this is a perfect AP, because no one has commented on it. So it must be perfect. I bid you adieu.

>> JOSIE MILLIKEN: Thank you. And our next item is...  
(laughter).

>> SPEAKER: If anybody doesn't know how to access the area where we make our comments during the 21-day period, I'm happy to send an e-mail to Josie and she can forward it to everybody else if that would be helpful. I see nodding heads, so I will do that. Clearly the travel policy -- this is nothing new. It's not administrative spin. This is something that's -- if you harken back to the old days

of SPGs, this was at one time an SPG.

Practically speaking, this is exactly the same thing as written that they are doing now. But it's just being put into a written form, which, as an attorney, I fully support.

Anybody have any questions? Yes, sir?

>> JOE BREWER: This is a board policy?

>> SPEAKER: Did I say AP? It's a BP. Yes, it is. And it's not in response to anything in particular, but this is part of an ongoing effort to have more transparency and clarity in how funds are accounted for. We are responsible to our students who pay tuition and to taxpayers who get their bill that we are using their money wisely and to the extent that money is used to travel to exotic locales, we should be held accountable to that.

Anybody else? All right. Great. Well, I will send that e-mail, and please, we do welcome comments during the 21-day period. It's helpful for me to get those in writing so I can refer back to them as these things are amended.

Have a good one, everybody.

>> JOSIE MILLIKEN: Our next item is Tal with an election update.

>> TAL SUTTON: The ballot surveys close today. So these are -- granted, I made this last night, but I don't think things have changed much. Especially since most of the seats were uncontested in the sense that three people were running for three seats.

So this is what I have. If this looks in error to you or you're

unsure why your name is or is not on this list, please, I would like to understand why that might be the case.

We have our adult education seats where there were no volunteers for the part-time staff instructors. For applied technology, Susan C was willing to serve in a different division, so I put her on that election ballot, and she's with John G, two of the three potential applied technology senators. Again, still waiting on a third. We do have a part-time. Manny C was also willing to serve outside of his division. Took on applied technology.

Arts, we have Carol Christofferson and Michael N for the full-time seats. Rees B, I'm hoping, is part-time. I think you can sort of see how I organized this chart. Something like this is probably what's going to sort of move up into the Faculty Senate website list. I will also include some information as to what campus is their home campus and things like that just so the information that goes up on to the website is a little bit more complete.

A special election, if you remember how I structured the ballot survey is if you went there and there were not enough candidates to fill all of the available seats, I said, if you're interested, please put your name down and we can run a special election to add you to that.

So for business and IT, there was one name there for three seats, and somebody was willing to put their name up, so that will be an informal special election for that.

For communication, we have -- the officers' terms were extended so I sort of put that information like that. And then we have Alana, Nancy, and Myra that took those seats. One remaining, someone showed interest on the ballot. One of the adjunct faculty showed interest to fill that position, so there will be special elections there. So those should be filled shortly.

Critical care, there was an adjunct faculty -- anyway. I will go through fairly quickly. I think you sort of understand how I organized the data now.

The clearly well-understood division of education, student success, and biomedical sciences, those three go so well together, is full. We have four seats filled for full-time faculty and the part-time faculty is filled. I needed to go -- it's been crickets. I don't know what's been going on with fitness. I need to reach out to their dean and see what's going on there.

Librarians worked out fine. Math, well, I can talk to math people and see about filling in that last vacancy. Anthony S will be the PimaOnline seat.

Sciences filled out quite nicely. Social sciences filled out quite nicely. Workforce, there was one person that contacted me after the election was already under way so there will be a special election there and then there are two vacancies there.

I need to really do more to try and get people from workforce development and fitness, but other than that -- that's four of the

ten vacancies. There are six remaining vacancies. And then several special elections that should get filled pretty quickly.

Anyway, that's sort of the results of the election. This was the first time ever doing it this way, so I felt like there were some good things and bad things that went through it. I felt like in terms of -- I liked the survey. I don't know what y'all felt but in terms of me running it I sort of liked the Google forms in the sense it allowed me to sort of make sure that I was reaching out to the divisions to get their voice, but then the other thing, secondary thing that I wanted to complete, I felt I did in a very ad hoc manner, which was essentially if there were people who are just in general interested in serving in Faculty Senate and that's like the service they want to do to the college and they just happen to fall into a division that is overrun with other people that are interested in running for senate, I don't know how to sort of, in a very systematic way say, well, I want you to serve. If you want to serve and use your energy in a productive way on Faculty Senate, I want to make sure that you get on to Faculty Senate. So I just don't have -- other than just contacting them and saying, hey, would you be willing to run for this other division, but it felt very ad hoc. I think there are ways to improve this selection, but I hope it felt reasonable for everyone who participated. I'm always open to any sort of feedback.

Anyway, like I said, there were things that I learned that I can

do to improve or at least set up to be improved for the next time elections are run. I did have to essentially sort of flip a coin to decide which of the elections would run, would be held for one-year and two-year terms. Only thing I made sure was roughly half of available seats were up in 2020 and the other half were up in 2021.

Again, for simplicity, I did it by division, and I admit and I had these several e-mail conversations to this point, taking, for instance, education, student services, and biomedical sciences, because it's showing up there, they have four seats, so wouldn't it make sense, within that division, to have half of those come up on odd years and the other come up -- I agree that makes sense but in terms of conducting the surveys, I really didn't want to sort of have an election of trying to say, would you like to run for one year or would you rather run for two years? It felt overwhelming so I didn't run it that way. I definitely think that's a way to improve how we stagger the elections going forward and hopefully we can sort of ease into that in the future. But for now, that's where we're at.

Anyway, there's the results. I'll send it on an e-mail, especially to the new senators, to invite them to the list, to the Google group, and explain to them their first meeting will be at All College Day.

Any questions?

>> SPEAKER: I have two questions. First question is the vacant seats. I understand the special election ones, but the vacant seats,

it sounded like there was a process to fill those?

>> TAL SUTTON: The process is me trying to track down people willing to serve on those seats.

>> SPEAKER: And secondly, my division has two seats and one that's vacant and the other person isn't from my division, I understand that's the way the charter is set up, but how does the division make sure that that person is, you know, that there is that accountability?

>> TAL SUTTON: Accountability? Again, because through divisions, I think that they can contact the dean for access to the LISTSERV or whatever so they can sort of stay in contact with them, or maybe just even be added to that group for while they are senators of that time. That might be the easiest way to do it.

I have to go deal with a car swap really quick, so are there any other questions?

I'm going to go deal with that.

>> JOSIE MILLIKEN: Okay. That puts us on track with -- I did upload Ted's list here, so you can find it now attached to the May agenda for veteran supportive faculty. So if you click that link, you should be able to access that document.

So the next item is the president's report. I have a few quick items to cover, just updates mostly. The first is that the FACT charge team continues to meet and will meet throughout the summer. I'm on it, Tal and Matej are on it. We are basically at this point

developing communication strategies, refining processes, and revising criteria. That's pretty much the update there.

Going forward, the idea, expectation is that by the fall, by the time we meet on All College Day, that there will be a clearer sense of how exactly faculty will be impacted and by reduction if at all. Hopefully it won't be, but we just don't know at this point.

In any event, divisions will have that information and it will be covered in division meetings and dealt with separately as needed.

So that's the update there.

Standing committees update. Julian is here, so if there are any -- I know Julian has been working on this, but the update there is that everyone should have received an e-mail soliciting volunteers for the college curriculum committee, academic standards committee, and the gen ed committee, because a difference between now and the past is that representation on those committees is now being informed by the new structure, meaning it goes, calls for volunteers go out through divisions.

So if you are interested in participating on those, as a member of any of those committees, please be sure to check your e-mail and make sure you have received that e-mail and contact your dean.

The deadline for submission of volunteer names is August 22nd. As regards to the rest of the standing committees, my understanding is that will have the opportunity to volunteer in the fall and that will be refined in the fall, which is a different process than we

have gone through thus far, but the thinking, if I remember correctly, is that faculty are more aware of their schedules for the academic year in the fall, more so than in the spring, so it seems more logical to get that all fleshed out in the fall.

Is that correct, Julian?

>> SPEAKER: That is correct.

>> JOSIE MILLIKEN: I believe we have a question from Carol.

>> CAROL CHRISTOFFERSON: I was wondering if that could be resent. I'm looking through my e-mails here and trying to find it. I was wondering if maybe that could be resent, that e-mail.

>> JOSIE MILLIKEN: I believe I received it from my dean.

Julian, what should faculty do if they don't have a record of that e-mail? Should they contact you or their dean?

>> SPEAKER: I could get it out, put it out to all faculty. I did send it to the deans anticipating they would -- but I will as I'm sitting here.

>> JOSIE MILLIKEN: Perfect. You will send out another request and --

>> CAROL CHRISTOFFERSON: Thank you so much. We really appreciate that.

>> HERNAN AUBERT: (off microphone.)

>> JOSIE MILLIKEN: Julian, would you like to address that?

>> HERNAN AUBERT: Is this open to adjunct faculty?

>> SPEAKER: Yes, if a division wanted to choose an adjunct to

represent them, there is nothing to prevent that.

What you will be receiving in the fall, because on the three key committees that Josie just mentioned, we also want to make sure there is consistent representation at the meetings. And so, for example, every semester since I have been here, people will commit right now, but then their schedule changes and then -- that's why we extended the deadline until after, when classes start.

>> HERNAN AUBERT: My question is that so that when the deans, the reason why I'm asking is so when the deans said invite, to participate, or volunteer for these committees, they were sent to everybody including adjuncts if adjuncts are okay to participate. That's the reason I was asking.

>> SPEAKER: That is correct.

>> JOSIE MILLIKEN: Any other questions about standing committees? Julian?

>> SPEAKER: One thing that's changing, too, is that we are taking away term limits. This is because -- you know, for certain divisions it could be challenging and getting new people every year or two years.

Also, if a division feels they have a dynamite faculty member who is truly representing them well, if they want to repeat and stay on, that would be correct, and for me, it's really tough when we are dealing with key policies and then 50% of the committee changes and then it's almost like starting all over again when we want to

continue.

So we want to take that pressure off of divisions where term limits may limit you in keeping a really qualified committee member on there, so I just wanted to add that in there.

>> JOSIE MILLIKEN: Another thing to add, if I believe, remembering correctly, the goal is also to change the requirement for faculty to rather than serving on two committees it would be to recognize the work of work groups and task forces as other possible substitutions. Is that still moving forward?

>> SPEAKER: That is correct. Because we realize there are some working groups that are busier than standing committees. And the provost is with me on this one, that faculty should be duly recognized for that. We didn't want to let that, you know, be in the way. So that commences in the fall, too.

So if you join a working group, it does count.

>> JOSIE MILLIKEN: Task forces, as well?

>> SPEAKER: Yes.

>> JOSIE MILLIKEN: We have a couple other questions. I think Lisa was first, and then Rosa is here.

>> SPEAKER: I just want to make sure that as well as adjunct faculty that staff instructors are included? Yeah. Because we are not on the all faculty list.

>> SPEAKER: Yeah, thanks for that. The e-mail, over the summer, I will be working to make sure that the staff faculty slots are

filled. I will be taking on that responsibility, so that's not lost, either. Thank you.

>> ROSA MORALES: I just want to add that I remember a few years back when we had several faculty participating on these committees, but it was mostly because the meetings were set up in such a time where most of the faculty had time and there were not any changes.

I remember they were usually on Fridays, sometimes in the afternoons, but for the past two years, I noticed that the meetings have been changed to be in the mornings or in the middle of the day when most of the faculty are teaching.

I have been asking constantly, why is that change? We used to have them before, they used to be some type of respectful procedure of asking everybody, what time and date would be good for you and going with the majority.

And for the past couple of years, I haven't seen the type of respect. It's just that the administrator sends the e-mails, okay, we're having a meeting on this time. And I often have asked why? This is not a good time.

So is it possible that when you, since you're complaining about participation, and I totally understand, there is multitude of responsibilities that faculty has to fulfill, but is it possible that a set schedule is respected so people that are participating on the committees know that during those times that's when those committees will be meeting so therefore if there is any issues with conflict,

then they will be able to know in advance?

>> SPEAKER: Yes. One thing -- it's a good point, because I notice we used to just ask can you be on the curriculum council and nobody would know what day or time it is.

And what's, after meeting with the committees, those times are set so that when you're asked to be on committee you'll know it's going to meet the third Monday at 3:00 to 4:30 so you'll know that before making the commitment.

>> ROSA MORALES: Including the location?

>> SPEAKER: Well --

>> ROSA MORALES: That's an issue for transportation.

>> SPEAKER: True. Reason why I hesitated I want to make sure there are some construction plans going on and stuff, so I will, once I get that finalized that I can be sure a certain room is not going to be taken offline, we will get that out to you. Yeah.

And as gen ed committee knows, I have moved them away from District so people aren't always coming to District for these meetings. We were at Community Campus all term just to share the pain of traveling.

>> JOSIE MILLIKEN: Okay. I think we are ready to move on to -- I think we may have one other question for you in a moment, Julian. Thank you for being here. Don't get too far from a microphone.

The next item on the president's report is just a brief summary

of the Faculty Senate officers meeting with administration on April 10. The chancellor was there and provided an overview of what he's seen in his travels and the larger college climate as well as his experience at HLC and concerns about enrollment and the arrival of Southern New Hampshire University in Tucson. They are setting up a presence downtown, which is a little bit of a concern we will all have to maintain awareness of.

Nic was there to provide a grading software presentation and then we had a little bit of time to discuss our items related to senate, several of which related to the statements we endorsed at our last meeting. We presented on all of those. We had discussions.

Regarding the W item, the plan is that we presented our statement which, in summary, supported the idea of moving forward with a plan to address the benefits of the W. So then we sent that on to Julian, and also with a list of what those benefits were.

So our hope in the future is that even though the ability to not assign a W grade during final grading is going away, that there will be a way to preserve the benefits that we have identified in relation to the W.

Julian, would you like to speak on that plan, or provide us an update?

>> SPEAKER: Yeah. I guess the best thing would be I was waiting until after the board meeting, because keep in mind, what's coming before the board is a recommendation. I know the board has received,

you know, and I have shared the comments with them, so depending upon the direction the board takes next Wednesday, that would give a better idea how to address it. So just waiting. Because things could be status quo, for all I know, and then... after that, I will make sure we follow up.

>> JOSIE MILLIKEN: We are hoping for a win/win situation, and so we will just stay alert to that moving forward.

>> SPEAKER: Definitely.

>> JOSIE MILLIKEN: Thank you for that.

Regarding the gen ed statement, I passed along all the volunteer names for the work group to Nina Corson, and I don't believe there has been any movement on that yet, but I plan to follow up to see where that process is going before the end of the spring so that the work group members can plan ahead.

Moving on for senate committees, please just make sure your membership and goals are updated. There is a link right there.

There is an item that I added here because a lot of faculty are concerned about it, and MaryKris brought it to my specific attention as something we might want to discuss at senate, and it relates to the ID badge policy. In Matej's e-mails we have seen there is policy language drafted that would require employees to wear ID badges. So I wanted to offer an opportunity for anyone to speak on that if they would like.

Does anyone have any comments they would like to offer regarding

the ID badge policy? I see Carol has her hand up.

>> CAROL CHRISTOFFERSON: I think it's Raytheon makes people wear ID -- you know, I think it's very reasonable to ask us to do that. However, we need to have certain exemptions available. For instance, when you're conducting, this thing flaps -- I mean, there is a lot of things -- when you're working around equipment, it could be hazardous, and so I think we may want to look at some situations where we could have an alternate format of ID or something along those lines other than...

>> JOSIE MILLIKEN: I think that's a concern I have heard with lab equipment or fitness and wellness instructors. It just isn't --

>> CAROL CHRISTOFFERSON: It's not very conducive.

>> JOSIE MILLIKEN: The main goal of having this item here is just to inform you that this is language being drafted, and Matej, I think, is going to cover it too on the PCCEA report. This is more kind of a PCCEA area, but please, please, if you have comments, submit them by May 13th. I know it's a busy time. It's easy to miss deadlines, and the links that we need to go to in order to submit our comments, but this is one that it's important. Like Carol's comment is important to have on the record ensuring that the policy wouldn't get in the way of safety or all of those comments need to be submitted.

Are there any other -- anyone else like to offer any thoughts or feedback on ID badge policy? Hernan?

>> HERNAN AUBERT: Personally, I hate it. I feel that I'm labeled. I feel like when I come to work as if I'm in a factory worker. That's one thing.

But this idea that if you don't use your badge, your card to get access, for example, for FRC, expires every three weeks, and you have to call in and you have to have it reinstated, I mean, come on. If we have a contract for nine months or a whole semester, can they just leave those badges alone for the duration of our contract?

Because it's extremely annoying, and every time -- you know, I don't go to FRC every day. And when I go, when I happen to go and need copies or whatever, it's three weeks later and I try to use my card, it's not working, I have to call the cops.

I'm at work at 6:30 in the morning, and there is nobody around. I have to call the cops to get access.

Is there a way, if we are going to be forced to display your badges, is there a way we can make them usable?

>> JOSIE MILLIKEN: Please submit those comments. Because nothing Faculty Senate can really do in this right now, but I think --

>> HERNAN AUBERT: I understand.

>> JOSIE MILLIKEN: I appreciate that comment and completely understand that. It represents a huge hardship, and impacts faculty members' ability to do the job. Please do submit that by the May 13th deadline.

And I think Matej, did you have a comment? I saw you took the microphone. I see Carol and Matej have comments.

>> MATEJ BOGUSZAK: Sure. Yeah, very brief comment. Hello, everybody. I notice we have some high-ranking officials here, so I figure this may be a good opportunity to share. This is by far not the most serious policy. Obviously it's a little silly.

But it's very disappointing, I have to say, for me personally, and I really have to hear a truly good reason for requiring this kind of inconvenience for everybody. I mean, one good reason I heard is maybe when you're walking down students can more easily identify you as somebody who can help. Great, everybody should be helping students.

But I think given what we are going through, right, and we have much more serious issues to deal with, and morale hasn't really been great, we are really just rubbing people's nose in the dirt here. I mean, what is this big benefit that we need everybody to start wearing these things?

Honestly? We're all looking like middle school hallway monitors. When Lee goes to some conference, to me, that doesn't look like an esteemed local leader. It just really sort of -- I don't know. I think I used the word deprofessionalizes. I don't know. I'm personally quite unhappy with it, and I would encourage people to speak up unless you want to all come back with these things around your neck next fall.

>> JOSIE MILLIKEN: Thank you, Matej.

>> CAROL CHRISTOFFERSON: This is just a question. Where do we go -- I'm sorry, I just don't know how to get to the place to make the comments. Could you please review that?

>> JOSIE MILLIKEN: Tal is going to add a link directly to the agenda, and I believe -- and Matej, you're next, in your next e-mail that you send to faculty regarding policies, would you mind providing that link?

>> MATEJ BOGUSZAK: Certainly. Mypimaatwork, and I will share the link where you can click on it takes you there directly.

>> JOSIE MILLIKEN: There is an actual link where we don't have to go through the tabs and contents. Tal is going to attach it right to this agenda item, I think.

>> CAROL CHRISTOFFERSON: Because I'm on the same page you are.

>> JOSIE MILLIKEN: He's doing it right now. Just give it another minute or so and hit refresh, and it should be there.

Go to atwork, and -- and then where? Policy --

>> MATEJ BOGUSZAK: Somewhere on the left side is a link to policy review or policy comment. I will also try to include that direct link in my next e-mail.

>> JOSIE MILLIKEN: That will show up momentarily. As you all know, it takes a while to find and it's hard to remember how to get there.

That deadline is May 13. Joe?

>> JOE BREWER: Well, I'll just throw it in there. Part of the way these things work is they have a little radio tag in them that allows you to say, stand in front of a key and receive access based on your permission. And what that does is it generates data. It can generate data if there is a sensor around it, and it's often used in hospitals to determine who can get to the drugs at a certain time and who enters the building, who's left the building.

So there is many ways this could be used in terms of perhaps safety issues and that sort of thing. But every time more data is generated, there is always a concern that people have that downstream this could be used in some way that is creepy or unknown or, you know -- so just making the requirement, I think it's very important, if the college does this, to talk about how it is used, what kind of data is generated, and what is the purpose of having this type of thing.

I wear one, but I think the college should be very clear about the justification and how it will affect policy in the future.

>> JOSIE MILLIKEN: Thank you, Joe. I think I agree that it's important to be aware of all of the implications, RFID technology, correct?

>> JOE BREWER: That's at least one of them.

>> JOSIE MILLIKEN: And related privacy issues associated with that.

Ken?

>> SPEAKER: I have my little nametag, as well. It's nice. I don't think that they look bad. Most government agencies require people to carry a badge. It's better than a nametag, because it has your picture on it so it identifies you.

Last time I wore a nametag I was 16 working at Burger King, so these are certainly much better. Also, if somebody has to be terminated or if they lose this, because faculty lose keys, the advantage is we can instantaneously turn off the badge so a stranger can't find themselves into a room that they should not be in.

With a key that's lost, what are you going to do now, rekey all those rooms? I don't want to have to carry around 10 keys. So these provide us with less responsibility for carrying around a bunch of keys, and ensures greater safety for the college.

I think these are actually a good call. I'm not worried about people knowing when I enter a room. I don't care. I don't have anything to hide. Yeah.

>> MATEJ BOGUSZAK: Just very briefly. I think the key access is great. It has all kinds of other benefits. I and some of my colleagues that I have heard of take issue with being required to wear it at all times for all employees.

>> JOSIE MILLIKEN: So it's a different perspective. It's not an all or one but --

>> MATEJ BOGUSZAK: It is the display of it that is the concern.

>> JOSIE MILLIKEN: The way the language is worded, it requires

it to be displayed at all times, correct? Yeah, that's the concern.

>> SPEAKER: This is more like -- Diane Porter. This is more a question really, and I'll submit it, but people are mentioning safety. Places like Ventana or Raytheon or high schools that require such things are also closed institutions where not just anybody can walk in.

I wonder if, since anybody can be walking through our campus, if it makes us a target because, as employees, because we are not a closed institution.

So I will submit a question, but that just -- I wondered if it had been thought of.

>> JOSIE MILLIKEN: What is the question exactly?

>> SPEAKER: Has anybody looked into what it does for safety of people wearing them since we are not a closed -- we don't have closed campuses.

>> JOSIE MILLIKEN: Okay. Good question.

All right. So again, May 13. That link is available right here on the May agenda and I know Matej I'm sure will be back in touch to remind us of the May 13 deadline.

Last item on my report is just wanted to spotlight fitness and wellness courses. These are, one of our benefits as faculty, is that we get to take Pima courses for a much reduced price. It's an incredible deal.

I know that many of you have taken advantage of that. Also, some

other benefits are that fitness and wellness courses, improve fitness and wellness. It's easy to get caught up in our work. Our work is very demanding. We tend to deprioritize fitness and wellness.

It also increases enrollment, which benefits the college as a whole and you get wellness points. Not a lot of people are aware of that that you get two points per course. So if you're one who gets your wellness points, it's a good way to do that.

So I just have this brief -- I'm not going to go through everything, but I mostly wanted people to be aware of the various opportunities at each campus, and just to consider that in the future, to help our fitness and wellness. Enrollment is going down and one of the areas that's been affected is fitness and wellness. They have had to cancel many classes.

So another benefit is that by taking a class, which you can take as a pass/fail, it will help our fitness and wellness courses thrive.

We also, because of recent changes, and a lot of it has to do with the work of Kate Schmidt, is that our part-time faculty now have the benefit of family members being able to participate in that tuition waiver benefit, and also, it's unlimited now, whereas previously, it was limited to I think six credits.

Please consider it. I teach yoga, so I have had a couple of you in this room have been in my class at the Downtown Campus. It's Tuesdays/Thursdays in the fall. Please talk to me or just enroll in my class. It's for beginning and all stages of yoga.

That's my little spiel on that. If you're in a program and you'd like to spotlight it, encourage faculty to take classes, I'd like to continue including these in my president's report. I think we are just not aware of all of the opportunities we have.

As MaryKris exemplifies, look how far we can get if we take one course at a time, and then over a couple of years, we have a degree, which is a wonderful benefit of being an employee of the college.

Final note is that I have today, before we get to the provost's report and our additional reports, it's the end of the year, it's been a tough time. It's easy to get bogged down. I just wanted to remind everyone that even though we are kind of in the weeds, the big picture is that Faculty Senate is making lots of productive headway.

We have done so much in terms of influencing governance and policy review and academics, and I just want everyone to be aware that the work we do is truly meaningful and it's having an impact.

That's my last note of the day is to please just know that your presence on this Faculty Senate is very valuable, and it does result in meaningful effects. We see that all the time.

So thank you.

Moving on, we have the provost's report. Wonderful provost, if she could come up here...

>> DR. DOLORES DURAN-CERDA: Good afternoon, everyone. I wanted to echo Josie's sentiments. You have worked very, very hard, all of you. Your years of service here in Faculty Senate but particularly

this year. It's been stressful and challenging, lots of changes. I really am grateful for your role in speaking out your presence and what you want to do to make positive changes for our students and for the college.

It's an exciting time of the semester. I know it's crunch time with grades and everything, wrapping up your semester, so I appreciate your time being here today.

Tonight is the multicultural convocation. That's why I'm dressed this way. I'm the MC. Are many of you going or some of you going to the convocation?

It's a real treat. Graduation, the ceremony itself is outstanding, but this one is even, I don't know, it has a special place in my heart. It's a little more intimate. Families go, students, all diverse background, and there is entertainment. Then students give their own testimonials, their experiences, the hardships they have been through and the successes.

I hope to see you there tonight. Tomorrow night is the fashion show at the Fox Theater. That will be another exciting event. Last night in this room was the honors awards ceremony. So proud of our students to see what they have accomplished, the projects they shared in the back of the room. They each had like a few minutes to tell us, it was a competition on their poster boards and what their research was.

It was really outstanding. It was a treat to see that.

And then also yesterday, there was a San Miguel partnerships luncheon at the U of A, so the college has a partnership with San Miguel High School, and we have students who work as interns in various places of the college. There is one who works in our office, the provost's office, and she works the front desk, answers phones, helps students navigate through things. She's been a great asset. It's been a great partnership in San Miguel.

Of course we are looking forward to graduation on 23rd. I'll be excited to see all of you there. Everything we go through the year, once you see those students cross the stage and I have the pleasure of shaking their hands, the joy you see in their faces of what they have accomplished, the hardships, the sacrifices, everything, and then to hear their families yelling, you know, cheering them on, it just makes everything worthwhile, everything that we do here.

Thank you again. As faculty, you see the students every day in your classes, so you are the ones that touch them the most, their hearts, their minds. This helps with our retention. Thank you for that.

This past month I have been active in going to different conferences, went to the HLC conference, some of you here also went. The American Association of Community Colleges conference. The Aspen Institute, I don't know if you're familiar with that, but I'm part of a cohort this year of 40 administrators, different community colleges across the nation, and for a year, we have been meeting together and

we have been receiving professional development, training on leadership to aspire one day to become a president of a community college.

There is a national conversation about how colleges are transforming. It started, when I went to the HLC conference, we all got this booklet called defining student success data recommendations.

The conversation is that we have to be prepared for the students of today. So we have talked about access, you know, the importance of community colleges that we receive all our students no matter what background they have, we help them and guide them to their goal, right, to their success.

But now they are talking about postcompletion success. So it doesn't end with, you know, graduation and we let them off, either go to a four-year institution or for a job. Now we want to see how they are doing, that they are getting a job, that they are completing their four years at a four-year institution.

So that's important, too. That's for us to be aware and to track their completion.

So my capstone for the Aspen Institute, I presented it last Friday, was Postcompletion Student Success, Latinx Transfer Students.

So we are a Hispanic-serving institution. 45% of our students are Latinos. Only 4.7 actually transfer to a four-year institution. That's really low. I mean, they may indicate it in their application

that they are going, that that's what they want to do, but if they actually do it, it's only 4.7%.

I did a lot of research on what those possibilities are and why and what our role is to help improve that.

So I wanted to tell you a story about one of our students, and I think you may have had her as a student or remember her from the 2016 commencement? She was a student speaker. Her name is Francie Luna Diaz. Did you have her as a student? Anybody know her or have her as a student?

She was here last night at the honors awards ceremony. She's just an inspiration. In her commencement speech, because I used a clip of it for my capstone presentation, she talks about coming from Colombia when she was 13 years old with her single mom, her sister, and little brother.

She learned English here in the U.S. She talked about poverty, how she lived in the poorest neighborhood in her city in Colombia. When her brother was born, they had no food to feed the little brother.

She graduated from Pima as an honors student. She's graduating this month from the University of Arizona in political science. Was selected to be the outstanding senior of the University of Arizona. And she submitted her application for six different Ph.D. programs. She's going from political science BA to Ph.D. She was accepted at all six. I think it was Duke, Northwestern, I can't remember the

others, but she chose the University of Michigan. Starting in the fall she's going to be starting the Ph.D. program in political science and law at the University of Michigan.

Stories like her, Francie Luna Diaz, is what makes it worth it. She started from a very humble beginning, another country, came here. You all participated in some way either with her or other students like her, and have made her successful.

I want to thank you for your role with all of our students that you have in making their dreams possible and successful.

You have the provost report. I won't go through all of it. I asked Michael Amick to come. There is something not in the report, it's something a little more recent. Before I bring Michael up, I want to recognize Becky Moore, educational support faculty librarian at East Campus, she's going to be retiring after 47 years of service. We really want to thank her and appreciate her service to the college and wish her well, and hopefully she comes back, too.

But the reason I asked Michael to join us is we are looking into expanding the OER initiative, so OER we know we received a grant, open educational resources, and we have saved students over a million dollars. This semester it's like 450,000. Just this semester we saved students that much money.

Even our student rep on the board, when they were talking about the tuition increases, said we'd -- according to him and students he's talked to, we'd rather have our tuition increase and our

textbook cost reduced. That's, for them, that's the barrier.

So we are looking into expanding this initiative looking at other courses and where there is high enrollment, high impact, probably starting with gen ed, and I wanted to bring Michael up to talk more about this initiative and how you all can be involved.

>> SPEAKER: Thank you, Dolores. Michael Amick, vice president of distance education.

Briefly, many of you are aware of the ATD grant, Achieving the Dream grant, that we received to complete a degree pathway that utilized open education resources that would make that completable at no cost to students, and we did that within PimaOnline mostly is where that work took place.

Believe me, I have been patting myself on the back, I'm so excited, that we are able to tell this to our community and our students that we have done this amount of savings. It's so great, and the impact that it has for students. However, it is very challenging, complex work when it comes to the faculty and the departments and the divisions.

Our PimaOnline department heads were charged with doing a lot of that work to identify which courses would be able to go forward as identified OER work. They can attest to that work and those challenges that involves librarian work, instructional design work, and curriculum work.

What's interesting is Alamo Community College District also

received this grant, but instead of it coming down inside of online learning, it went across the district. Granted, we are about two-thirds of their size, whereas we are saving students about \$450,000 a semester right now with OER, they are saving students \$1.8 million a semester.

One of the things that we ask that you be thinking about and bringing to your meetings in your areas is having discussions about identification of courses that this could be leveraged and implemented for your entire area.

The reason why this is so important and powerful is this is what writing has done already. So that dollar amount of 450, writing makes up almost 60% of that savings alone because they have infused it beyond the online courses, beyond single courses, and across many of their offerings.

What I'm trying to advocate for is that we get resources and education to help navigate that, looking at some of the models like Alamo has. The other thing I always want to mention when it comes to open education resources is there is so much out there that can be adopted, quality textbooks for you to scrutinize, digital resources for you to evaluate. In fact, not only the textbook but the entire course and the curriculum that can be adopted and edited to your department and curricular needs.

Again, that's where that library service, OER librarian really comes in to help you with that evaluation.

Finally, not all subject areas are conducive to OER, and definitely I want to be sensitive to faculty that want to do something for their students to reduce costs that an OER might not be a viable solution.

We also started doing Include Ed, which is in negotiation with the publisher, they are motivated to have students utilize their textbook materials, because the last place a student buys a textbook is from the bookstore and the publisher. They seek cheaper rental options.

By that negotiation, it drastically reduces the price. The students have the textbook on the first day of class. The faculty still get the specifics of what they are seeking to make sure that their learning objectives are being met in the course with the materials they want.

We have just started doing that here at Pima Community College, our PimaOnline department head and the psychology area have delved into Include Ed. That's interesting, because it's also showing higher success rates for students, and we have a small amount of savings going on there.

I mentioned the Alamo Community College District. They have highly leveraged this negotiation with publishers, and they are saving their students up to \$8 million a year in cost reductions by this way.

So I'm excited about it, as you can tell, because it is so

important for our students and such an amazing thing to say to our community, but I just want to mention these items so you can be thinking about them and keeping them on your radar as we continue to work out a structure and resources to bring to you.

Thank you.

>> JOSIE MILLIKEN: Any questions?

>> SPEAKER: Lisa Werner. I have had an ongoing problem, so in the majors biology course I teach, there is not a really good OER. However, it turns out, if you get the very good textbook that's several years old, it's \$14.

However, what happens in the bookstore and what they give on the schedule is something entirely different than what I ask for repeatedly.

What is the avenue that I should work with the college to get this rectified? Because I'm requesting a book, and what ends up being put on the schedule where the students link to it is something different. And the very students who are the most naive and newer to the course don't know that they can shop on Amazon. They end up getting something that costs them \$200 when it could cost them 14.

What do I do?

>> SPEAKER: We do have some contractual obligations with the bookstore when it comes to identification of resources. I consistently hear of challenges like this in various ways, and one of the things that we have been talking about is there is a need for us

to identify on the college side a bookstore Follett liaison that represents -- we do have a fiscal representative, but we need a representative that is of faculty and an expert in these types of issues to get them addressed, because there are many. I hear of several that we try to help with.

That one may be related to some of our contract obligations. I don't know the details. But I'd be willing to try to help you with some of the resources we have been using to resolve that.

>> SPEAKER: I appreciate that, because I did some groundwork before I went this direction, and I built an entire thing to support my students in D2L, and I spent most of a summer doing this so that my students could pay \$14 instead of \$200, and I would like to see it as it should be.

>> SPEAKER: Yes. I will follow up with you to help with that.

Incidentally, that is exactly the type of messaging we have received from our students. They are okay paying, like, \$40 or less to them, equivalent of a free textbook. They have no qualms about reasonable costs.

Thank you.

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

Okay. If you do think of some, please let us know. Thank you very much. I'll see you tonight or at graduation.

Thank you.

>> JOSIE MILLIKEN: Our next agenda item is the Board of

Governors report with Brooke Anderson.

>> BROOKE ANDERSON: Good afternoon.

So thank you, everyone, for heeding my call the last couple of board reports were more notable accomplishments from faculty, as you see, if you click on the board report. We have lots and lots of information to share with the board about what faculty are up to.

In addition, I have our three statements that I will be sharing with the board and definitely will make sure to share the W statement, since that's something they will be looking at at this particular meeting and be able to provide some context for them.

Because I don't believe that they will necessarily know much about that, the W grade. So will definitely be sharing that with the board, as well as our statement about pathways and about the educational support faculty that they shared with us, as well.

Lots and lots of information to share with the board this month. You'll just see some of the other updates that are here for the board, and I do have until 5:00 to submit some revisions, so there have been a few updates today that can update some of that line items at the top in terms of information items.

So I will definitely update some of that in terms of what Julian provided us with the subcommittee updates -- excuse me, not subcommittee updates, just the committee updates and such.

Any discussion, comments, feedback that we want to have about this board report that might impact any revisions I might submit this

afternoon?

Okay. Great. Thank you.

>> JOSIE MILLIKEN: Thank you to Brooke for all the work compiling these reports and representing senate at the Board of Governors. It's not a small job in any way.

So thank you, Brooke.

(Applause.)

>> JOSIE MILLIKEN: Brooke, did you put your award in here about the diversity -- can you tell us briefly?

>> BROOKE ANDERSON: Sure.

>> JOSIE MILLIKEN: Brooke just received an award.

>> BROOKE ANDERSON: Tonight I will be receiving the diversity and inclusion award at the multicultural convocation.

(Applause.)

>> BROOKE ANDERSON: Thank you.

>> JOSIE MILLIKEN: I'd say that item belongs in the board report.

>> BROOKE ANDERSON: Yeah, thank you.

>> JOSIE MILLIKEN: That would be one addition I suggest you make.

Our last report, we still have three open-forum items. So our last report before we get to the open-forum items is the PCCEA report, and Matej Boguszak is coming up here to deliver that.

>> MATEJ BOGUSZAK: Greetings, everybody. Happy May.

Let us see. Five minutes.

So the No. 1 item that you report on every time is this big policy rewrite, and the last cohort was finally posted. You know, one of our chief concerns has been from the start is this timeline, right? We didn't really start posting anything for you all until, I'm not sure, sometime early spring semester.

Of course we saved the best for last, and you'll see that this last cohort is some long and important policies in there, and it's of course finals. That doesn't necessarily give everybody quality time to comment.

So it's not, you know, it's not the ideal circumstances, but I have to say that we've got through a lot and we've got a lot farther than I actually participated. I would say we got through maybe 90% of the policies that we had.

It's not all turned out to be horrible. I think we have actually made some fairly reasonable, you know, either compromises or things we both thought was an improvement to the current policy. And then there are of course places where we will take issue with what the policy is suggesting and we will try and point those out.

We will try to get that usual guidance document out for you probably Monday or Tuesday. Please, I know it's a really busy time, but take a look, especially at the ones where, you know, these are issues that you care about or where we are pointing out that there has been some major changes.

There are some items -- the remaining 10% roughly that we didn't get to, the plan is to have those just posted as links to the current policy, just verbatim, as it is, so they don't need to go out for 21-day comments, they are not changing, and they will probably pick those up in the fall and finish up any final changes.

There are still some discussions that haven't concluded, and it's unclear what's going to happen with some fairly important items, I would say, such as our faculty hiring process, the deadlines for syllabi submissions, some details about our faculty valuation process, which was not included in the policy that was posted.

So we're still -- you know, we're still working with the administration to get some clarity on what's going to happen, will those go into an AP or just adopt them as is for now and then change it up later?

So we will certainly be providing updates on those. Like I said, there are some really important policies still outstanding.

On the budget side, in the sort of financial side, which is the other main goal that PCC had for the semester, so a few things, it does look likely that the board will approve a 1.5% COLA increase for next year, so it is a little bit encouraging, so we are not just sliding with our real wages all the time.

We have made some progress, it sounds like, on fixing the leapfrogging issue. We didn't get any promises or, you know, nothing in writing yet, but we are hopeful that by this summer we could look

at our more recently hired faculty who have been leapfrogged and recalculate their years of experience. So a handful of people, I expect, could potentially receive a step based on that if they were leapfrogged by hiring somebody else from outside the college with actually less experience but placing them at a higher step.

The more depressing news is that it appears there is no intention to actually use our Step Progression Plan that we had, if you recall adopted again, couple years ago, through the last Meet and Confer process.

We have a new evaluation system that is much more extensive, and then that was tied to the Step Progression Plan.

But now we are hearing there is really no intention of really -- even if there was money for steps, there is some doubts as to whether that's something that the powers that be would like to use. We keep hearing more and more talk about this sort of concept of merit pay, which sounds really great and sort of alluring to some people, but it really is a nightmare to implement in education where measures of merit can be quite fluid, and systems tend to be usually riddled with all kinds of perverse incentives, and people will do whatever they can to jump through hoops and check all the boxes to get their merit pay regardless of whether that's good for students or not. We talked about success rates in classes and such.

But, you know, nothing concrete on that. That's much more of a next-year conversation. There is comprehensive classification and

compensation study that should be taking place next year.

I think as a concept, that's not something bad necessarily. I think it's actually sorely needed. We do have people who are, you know, in all employee classifications who are paid, really, more for what they should be for the type of work they are doing, and other people aren't paid enough for what they are doing, or it's not competitive, we can't get enough people in certain areas.

I think overall that's a good thing, but, you know, then how we're going to implement some of these recommendations, that's of course going to be a big can of worms.

It does sound like there will be some pretty inclusive big working group looking at the results of this study, and then, you know, deciding or not really deciding, making recommendations for how those should be implemented. But that's really like a one-, two-year time frame that we are talking about.

So, you know, we did have -- well, a rather short meeting with the chancellor on Monday. We are having a longer and more substantive meeting next Wednesday with Dave Bea from finance to follow up on some of these budget matters.

On this upbeat note, you know, just kidding, it's been a pretty exhausting semester, but we did get through a lot. It looks like, for all it's worth, employees are still, you know, afforded a seat at the table. They are listened to. Even though we don't always end of agreeing and recommendations aren't always taken, but there is at

least a serious commitment I feel or I have experience to listen to people.

So what we have to do is speak freely, speak our mind on the issues that we care about, whether that's taking away faculty withdrawals or, you know, these general education requirements that people are being asked to make some unreasonable restrictive recommendations or badges, whatever it is, I would implore you all to, you know, speak up and use these things called reason and arguments to convince people of what is best for the institution and for our students.

Thank you all for your support. Any questions on anything?

>> JOSIE MILLIKEN: Just so we can be alert, May 13 is the big deadline for the current batch of policies. Is there anything we should be alert to after that for the spring?

>> MATEJ BOGUSZAK: Yeah. May 13 deadline for the last batch of policies. About a week and a half from now. I will send another reminder about that.

And there were some policies that were just posted yesterday, so those are scheduled to close on graduation day, three weeks from yesterday.

So again, it's not great timing, please complain about it like we all have, but if you do find some time, please take a look at those policies, especially the important ones, and provide any feedback, or feel free to contact me with any questions, and I can try and take

them forward, as well.

May 13, and then May 22. When is graduation? 23rd.

>> JOSIE MILLIKEN: 22nd is the last day of accountability.

I know that one of our open-forum items addresses one of those issues of the merit pay. So we will have a little time to discuss that. MaryKris is leading that discussion.

But thank you for all of your work. It's a tremendous amount of work, and those little summary sheets are extremely helpful, so thank you for keeping us informed.

>> MATEJ BOGUSZAK: I really try to get them out as soon as possible, but sometimes, you know, the policies that are posted aren't exactly what we thought we had talked about. So then we have to still review them pretty carefully.

We will get them out by Tuesday at the latest. Thank you, everybody.

(Applause.)

>> JOSIE MILLIKEN: It does feel like a whirlwind.

>> HERNAN AUBERT: Would it be too much to ask to put a link so we can easily go to the place where we can add our comments and suggestions?

>> JOSIE MILLIKEN: I believe it's already been linked.

>> HERNAN AUBERT: I was talking about the other policies.

>> MATEJ BOGUSZAK: They are all up there.

>> JOSIE MILLIKEN: The link is right here where it says "here"

and that's the link that goes --

>> HERNAN AUBERT: (Off microphone.) Okay, cool.

>> JOSIE MILLIKEN: When should we expect a next e-mail? Will we be reminded before May 13th? Will that have that link, as well? Okay. So I think Matej is going to e-mail with that link before the next deadline.

And I have also linked to the comment page for governance policies. You'll see that next to the BP 46 item. Underneath it you'll see the BP draft comment form. This May agenda is becoming very hyper-linked. So it will be valuable to go back to this agenda to access any of those resources if you need.

Our next item is open-forum item, and I believe Brooke's items are first, and Brooke has two items.

Would you like to come up here or just speak from --

>> BROOKE ANDERSON: I'll speak from here.

So my first item has to do with some policy revisions that I want to recommend and I'm hoping that the senate would support these recommendations.

The first one has to do with language in article 3 of the faculty employment, faculty employment and faculty personnel policy statement. Currently, that language is it needs to be aligned with the current terminology used by the college. We have seen this with the CDAC, what we have gone through with the CDACs, and this is the case, as well, in the personnel policy.

In particular, two items that I wanted to bring to the attention of the senate is that currently discipline is used but not department, but department and discipline are not always interchangeable terms, which is the case in the social science division. They have some departments that are not discipline. They are interdisciplinary.

And then this is also an issue with the language related to college-wide organization. If you look at the way that hiring committees are put together, the language is based on the old campus-based model. So faculty are selected based on campus rather than based on the college-wide model that we currently have.

Yeah, so this is particularly important, of course, because as we hire new faculty, right, this is oftentimes an investment for an entire career, decades of work. We often are hoping, right, that our new hires will stick around for a long time. It's important that we have the appropriate people on those hiring committees. When the language and personnel policy does not reflect the realities, our deans are likely to assemble hiring committees that do not represent the faculty that should be on them in order to hire the appropriate faculty.

That's the first item.

>> JOSIE MILLIKEN: I think Matej -- I just assumed, because you grabbed the microphone -- that you might have a comment. Is that correct?

>> MATEJ BOGUSZAK: Yeah. Thanks for bringing that up, Brooke.

This is exactly one of those items I mentioned where we feel that we can't just drop this from policy, but it's also problematic to adopt it as is, because it has all that outdated language about campuses and that section, there was actually an issue with that just recently where there was confusion, well, does it have to be the discipline or the program or the CDAC or what, right?

We have tried to suggest to just capture some of these principles from article 3, such as there will be advisory committees with the appropriate faculty on it. It will follow the academic hiring cycle and so on.

We haven't gotten very far on that, unfortunately. It's one of these outstanding items that we will definitely continue to press.

There is sort of a draft standard operating procedure that the provost's office is using for hiring, which is much more detailed, but it's not yet an official policy. So another track we are pursuing is to make that an official administrative procedure on hiring or something like that.

But it's again in this whirlwind where we are just running out the clock, this is something where the discussions just haven't concluded yet. But it's urgent, right, because every year we are encountering some problems with this hiring process.

>> JOSIE MILLIKEN: If I'm understanding right, Brooke, your point was that the current model is not being followed, and then

Matej, your point was that the language is being redrafted --

>> BROOKE ANDERSON: Well, my point is that the policy we have has the wrong language, and that needs to be updated immediately. It needs to take priority.

>> JOSIE MILLIKEN: We're just concerned it's not happening with enough time to ensure that it's reflective of the situation that we need? Correct?

So what is the best thing we can do at this point to ensure that this language does accurately convey our needs?

>> MS. KIMLISA DUCHICELA: I would point out that we are not in the business section of the meeting, so we can't really vote on anything.

And we can't put anything forward. But I would also point out that I think probably there are hiring committees going on right now, and some of them have other issues that probably not everyone's privy to.

I think this is probably a much bigger situation and that we should probably look at it and put together some ideas possibly for the next cycle, but considering the fact that we have things going on right now, this may not be the best venue. Just saying.

>> JOSIE MILLIKEN: Thank you, Kimlisa, for reminding us of -- it's been so long since we had an open forum, I think it's helpful to know that we can't vote on anything.

So just keeping this on our radar at this point seems like the

best thing we can do?

>> BROOKE ANDERSON: Is it something we can add to next year's business?

>> MATEJ BOGUSZAK: I would also make that recommendation. And meanwhile, if you feel there is an important issue, please speak to your dean, to your area administrators, so they can relay that message to -- I'm not sure, the provost's office, and Ted Roush over there, to make this a priority for us to update the policy.

>> JOSIE MILLIKEN: Then next?

>> BROOKE ANDERSON: Second item? The second item has to do with the handbook for academic library and counseling leadership.

Again, there are some issues, as we all know, with this handbook and the ways in which faculty are compensated and assigned reallocation time.

And so I wanted to draw to the Faculty Senate's attention to, again, more than likely address in a business item next year, since of course this is open forum and the last meeting of the year, but that the table that is used for deciding reallocation time is based on FTSE, as we all know. However, there are leadership roles that are in that handbook that faculty chose to put into the handbook that do not fit within that model.

They cannot be -- there is no way to use the table to fund those and compensate those roles. And those roles are college-wide, not campus-based, and they are also cross-course. They are relevant

across the courses, not in relation to a single course.

So we need the handbook to address how roles like that get funded and compensated and how reallocation time is assigned, and that currently is not addressed.

And then the other issue with that, as well, is the handbook committee really -- there is no section on contracts in that, either. If we look at some of the personnel policies that Matej brought to our attention, you know, we don't -- because of this FTSE design, this pay fluctuates. So we don't know how much we are getting compensated for these roles. Yet they are three-year roles. Yet that compensation changes every year, and we are not notified in time to put together a schedule if we choose to turn down that role, because the compensation changes.

So the handbook really needs to address some of these issues in order -- and I see this as a senate matter that we need to bring to the committee and possibly in the future vote on and make some recommendations about these particular issues.

>> JOSIE MILLIKEN: I'm glad Morgan is here, and I'm hoping you might have something to add related to this, like some -- because are you aware of at this point the work of the handbook revision team?

>> MORGAN PHILLIPS: This is one of the issues that had been brought to the committee. All of the different divisions at the college have representatives on that group that have looked at different proposals, have looked at different options for doing

things in the handbook, and at this particular point, individuals on the committee have not agreed on any changes across those areas.

Generally what we find is any of the areas that have thought, here's something that means that I deserve more compensation, more recognition, more reassigned time because I'm doing this, we are in a budget-neutral environment, which means someone else in the room, if they are getting more, the other person is getting less.

And so no one has been coming to the group saying, you know, they're right, I really don't deserve the reassigned time I'm getting. It really should be assigned to this other area.

So this isn't a situation where the college has the ability to say, I know, let's shift more funds to academic leadership reassigned time. Let's take this out of other personnel places in the budget. This is a place where we have to decide what are the best allocation of our resources, which is very challenging, and the individuals that have been working on this task force led this year by Robert F and Ken Chavez have been doing a very good job trying to have discussions about these things and move forward with that, so they are working on those things.

As far as the contract pieces, again, that's a discussion that we could have about changing something like that. One of the other drawbacks for the system is that the data the system is running on is about a year-and-a-half old by the time we start doing things. If we were to have a three-year system, that means that by the end of your

time serving within three years of that role, you would have four-and-a-half-year-old data that you're compensation was being based on. So if that's something that we wanted to look at, we could do that, but that would be another issue, too.

So no problems discussing anything that individuals want to do. There is a lot of hard-working people in that group.

>> JOSIE MILLIKEN: So for this particular issue, the next -- a good next step would be to contact our representative, the representative for this specific area, communicate the concern, and then ask that it be considered by the group?

>> MORGAN PHILLIPS: Robert has been putting on the agenda any of the things that individuals have brought to the group, and he's actually -- Robert F has been the one that's been running the meetings lately.

>> JOSIE MILLIKEN: Okay. So that might be a good next step is to submit this concern to Robert.

Are there any questions or comments related to this item? So we have I think Matej and then Rita.

>> MATEJ BOGUSZAK: Just to add to Morgan's remarks, I attended maybe two-thirds of the meetings of that group, as well.

The reassigned time was not really looked at in any detail this year. Part of the reason was that since people are currently in the serving year 2 of a three-year term, people didn't feel comfortable making major adjustments to compensation sort of halfway through this

term.

But my understanding was is that next year, as a sort of new three-year cycle begins, there would be an opportunity to look at how those reassigned time calculations are made.

From the beginning when this handbook was put together, I know, Morgan, you'll remember this, there were concerns about basing funding purely on reassigned time, funding for these individual positions, but also funding for the disciplines and the divisions is just based on FTSE right now, and as a result, a lot of the very small disciplines with one or two faculty members, they just aren't receiving enough money to be able to do all of those duties and things, all the committee service and department head and discipline and articulation and so on.

So there are some other sort of more global issues involved there that, I mean, I definitely share your concern that that is something that should be looked at. And other factors, besides just FTSE, should go into calculating these funding streams.

>> BROOKE ANDERSON: Rita, may I chime in?

So I was just informed yesterday that the leadership role that I am in is not going to be funded likely next year. So that doesn't seem to make sense, because I was elected to be in this role for three years, and so, to me, that means I should be guaranteed some compensation for that role.

So, Morgan, and Matej, are you saying that the group decided to

fund those roles as stated in the handbook that is currently available to faculty to read?

>> MORGAN PHILLIPS: I don't know about the particulars for the situation that you're talking about. There have been no changes in the way that compensation is calculated for things in the handbook.

The one place where, if you were in a role where there is no -- because you said it's driven by FTSE now. So if you were in a department or a program that was eliminated, there is no FTSE associated with that program anymore, then that could result in there not being any compensation for the coming year for that program because it doesn't exist.

Like I said, I mean, if you want to talk to me, I can look at your particular thing and see what's happening with that.

One of the other things that's important, too, is the handbook is clear that the division itself has the ability to make adjustments and many of the divisions do make adjustments because the division decides that, you know, within our division, we think person A should have some more reassigned time and we can get that by doing these particular things in our division and make adjustments.

The challenge that you have is when you try to formulaically make adjustments across the whole college where you're looking at different divisions, the mathematics just becomes more challenging.

And it may be possible and there is not any problem with changing that if we find a better way to do that. But right now there is

flexibility within the area. So that's one of the things that you could talk to me about or we can talk with Ken about and see what's happening with that and what's going on.

>> BROOKE ANDERSON: My understanding is there is a minimum of a three-credit release for any leadership role, and the FTSE is in addition to that.

That's the way the language says in the handbook. Is that correct?

>> MORGAN PHILLIPS: If you're in a discipline coordinator position, there is three hours of reassigned time for that, but if there is no discipline, there wouldn't be three hours of reassigned time for a nonexistent discipline.

>> SPEAKER: I think my issue with this is something a little bit different, but because we have leadership in the room still, I think it's important to gripe. Ha ha.

My apologies. However, this is a bigger problem because this information is disseminated, but there is no wonderful way in which to receive all this information from our representatives, how it impacts us, to know what's important to look at, blah, blah, blah.

We don't have a thorough place in our website and Intranet in which we can go seek this information and find out even who our representative is on any of our committees.

And I think this is something that we need to work on now in the summer so that when we come back in the fall there is a place for us

to find all this information that's important to us. And also to hold the committee members accountable for the stuff they are supposed to be disseminating to us.

I honestly do not know who my representative is for the handbook. I don't know who my representative is in my department or my division for this handbook.

Anyway. I don't know if they're listening.

>> DR. DOLORES DURAN-CERDA: (off microphone.)

>> SPEAKER: We need to have a list of a current, a current list for all of the committees who is representing whom and where we can get this information and find it quickly on our Intranet and, you know, know what is important to us, how it impacts us, you know, long-term goals, timelines, all of those things -- Patty, you're smiling. Are you agreeing with me? Thanks, kid.

>> DR. DOLORES DURAN-CERDA: I completely agree. The issue is not the information that you want in the website but the actual process and time to get it onto the website.

I don't know, maybe working with Josie, if you send us what you want on the website specifically -- you just said, but in an e-mail so I can remember and I can forward it to our website person.

There has been a new person hired to assist our website systems person, so hopefully things will get faster put up, but they are also doing a whole new website at the same time. But at least we have something, some kind of bridge for now.

>> SPEAKER: With all due respect, the fact that you say "person for our website" is the biggest problem.

>> DR. DOLORES DURAN-CERDA: I know. Right. That's why they hired another person.

>> SPEAKER: I know, but doubling that is still not even enough for all the information that we need to be able to seek and find.

And I know I have complained about this before, so --

>> DR. DOLORES DURAN-CERDA: You're absolutely -- all units are complaining. Yeah. Yeah, you're welcome.

>> JOSIE MILLIKEN: Time for one more comment --

>> PATTY FIGUEROA: The reason I'm smiling is because I was on that committee for a very brief period of time.

There has been a turnover in the committee. However, the people that are still in the committee, the academic leadership committee, are doing an awesome job because they have been there for a while.

So I don't know exactly what the amount of representation is, due to conflict of schedule I had to step down from the committee. So I was only in it for two months, but the two months that I was there, I saw that it was very well planned. I was involved in one of the work groups, and like I said, within the time that I was there, we had a turnover of other people that couldn't because of the time.

But so far it's well represented and it would be great if it does come out.

>> JOSIE MILLIKEN: We have one more comment? Oh, no.

Any other discussion of that at this point?

Okay. We have one other open-forum item today. And this one was brought to us by MaryKris, and it relates to the merit-based pay.

>> MARYKRIS MCILWAINE: Specter of merit pay.

I didn't really want to lead this, but I just want to kick off the discussion of -- I want us to be very focused, and I want to say thanks to Josie for reminding me about how -- we don't want to just, like, kick up a bitch session and then say, boy, this sucks and then all leave in a huff and feel bad the rest of the day --

>> JOSIE MILLIKEN: Rest of the summer.

>> MARYKRIS MCILWAINE: Or the rest of the summer, exactly. And Josie is on target with that wisdom.

But I just recently reforwarded myself, like, a few minutes ago an e-mail from January of 2016, the last time admin were trying to foment the ill-advised methodology of merit pay on us, Eric S dug up an astute article from The New York Times that explained with data why it is such a bad, bad, bad idea.

I'm not going to be here. I'm saying this for all of y'all who are going to be here. You're the ones who are going to be working under atavistic conditions with perverse incentives and an even further hit to morale, if morale can even take a further hit from its current level.

I think what would be a good idea is to brainstorm what concrete steps can faculty take to not just generally speak out about this but

what concrete steps can faculty do to prevent the board from being swayed by the chancellor to foment merit pay.

I'm kicking off, I'm not going to be here, I'm out of here, I'm going to law school. I'm done. But for all of you, you're the ones who are going to have to live with it, and I think you should maybe think of some things that you can do to prevent it.

I'll be sure to forward that article to Josie so she can get it to you and you can see for yourself the way that if admin imposes that, they are doing the opposite of making data-based decisions, because the data are so clear. Merit pay is not desirable in academic context unless you want people just checking boxes and students be damned. I don't think that's what we wanted.

>> JOSIE MILLIKEN: So we can be clear about the facts of the situation, and Matej, maybe you could speak to this, because I think I saw this first surface this current time in an e-mail from you, what are the actual facts of this discussion involving Step Plan and then the idea of the merit pay? What do we have --

>> MATEJ BOGUSZAK: We have nothing concrete on merit pay, as far as I know. Every year or two, some odd board member mentions it, and more recently, every couple of months some odd administrator mentions something.

There is nothing concrete in place to, like, argue against right now, right? So it's -- I think it may be a little bit premature. I think it's just important for people to know it's something on the

radar, probably something under discussion. I'm not sure who is driving this discussion.

But in terms of the Step Progression Plan, those, as you recall -- you might recall, were suspended in 2015 by the board pending the development of a new evaluation system, performance evaluation. The faculty have completed that cycle. We have a new performance evaluation, and we have a new Step Progression Plan.

In the current policy rewrite, when we discussed adopting the Step Progression Plan into this new handbook, there was quite a bit of hesitancy, and I believe the concern was we don't want to mislead the faculty into thinking we're just going to do business as we used to where everybody, you know, gets a step according to that plan, even though we had just agreed on it a couple of years ago.

That's kind of the -- we are sort of in limbo. Doesn't look like there is any money for steps this year or probably next year, so it doesn't really matter right now, but I think we should all be aware of these sorts of longer-term plans and discussions.

I think Ted wants to add something. Thank you.

>> JOSIE MILLIKEN: Please, Ted.

>> TED ROUSH: I just want everybody to know there is absolutely no active discussion of a merit-based plan at this time. We have had mentions by the board over time about their interest in merit-based for all employees, not just the faculty, and that is as far as that conversation has gone.

The reason it comes up is when we start talking about step plans and moving forward in creating new step plans, we have had a great deal of reluctance on our part to proceed on that because of the board mentioning that.

And honestly, after that point, everyone is too busy doing too many other things to actually apply attention to what that might look like.

So just to repeat myself for the sixth time, I guess, we do not have anything in work on a merit-based system at all at this time. Maybe some day that conversation will occur, and that conversation will occur with employees in the room.

But I recommend strongly that no one lose any sleep over that.

>> JOSIE MILLIKEN: Thank you. I mean, the reality of the situation is that, as I think, you know, we are all aware, is that morale is low and compensation continues to be an area that relates directly to morale and it's a difficult one for this college at this time.

Tal, please -- I had a comment, but then I left my head, so... I will come back to it in a moment.

>> TAL SUTTON: Matej and I are on the faculty evaluation committee which presumably would be one of the first lines of, if down, down, down the road the specter starts taking more corporeal form, it would likely find its way over there, but I can say at least in the faculty evaluation group, whenever the vague hint of that

comes up, it's, like, no, we shake our heads very strongly.

One, if a portion of your ability to evaluate the efficiency of your faculty is based on student evaluations, how many classrooms are going to have the grading policy of the constant function A? Sorry. That goes out to my math people.

And then, additionally, if the other part of it comes from a reasonably well thought-out and thoughtful evaluation system but is still course and has not been rigorously trained upon to the point where there is no reliability metric, it's just -- there hasn't been any attempt to sort of consolidate the -- and we get trained, the supervisors get trained on how to use it, but there is no way to sort of defend the fact that if 10 deans go in and watch the same classroom for classroom observation, I'm willing to bet you're not going to get 10 identical scores. That's clearly a concern if you try to then tie that type of metric. I think there is huge problems.

What the faculty evaluation committee much rather talks about is saying how can we link the stuff we are doing here to the teaching and learning center so that we can actually use evaluation as a means for professional growth.

That's our focus, and if, for whatever reason we start gaining or hearing words that it's to be used for something else, believe us, we'll let you know.

In the meantime, we are much more interested in understanding how we can use a reflective evaluation process to improve our own

pedagogy.

>> JOSIE MILLIKEN: We have lost our majority of our administrators. They left during that conversation. And we do have to be mindful of time. We are way over time and we do need to wrap up.

I just wanted to -- but I do think that this is such an important item, because it affects all of us. We have remained in a status that, you know, it's just in limbo for a very long time. It gets grueling.

Can you, Matej, can you remind us of that statistic where salaries are in terms of ranked in the state with other colleges and how we have dropped? I think that was one that was particularly telling.

Just as a note that this is, you know, not one of our most favorite topics, but it's one we do have to keep on our radar, whether it relates to this concern about merit pay, which seems it doesn't need to be too much of a concern at this point, but it does relate to the fact that our compensation has been stagnant for years.

Do you have that statistic? I believe it was like third from the bottom or --

>> MATEJ BOGUSZAK: Yeah. Again, I preface this these are very particular ways to look at things. If you look at the entry column, S, Master's column, lowest level step, which a lot of people aren't at that level, but if you just look at that, we have dropped from

being second in the state after Maricopa, as one would expect, to something like fifth in the state. And we are about a couple hundred dollars from seventh in the state among the community colleges.

It's a crude measure, but that actually used to be a board goal that we maintain competitiveness with our salary schedule to be second after Maricopa. So that obviously doesn't apply since we haven't had many lifts to the schedule recently and other colleges have, apparently.

>> JOSIE MILLIKEN: I believe it's just important to exercise our voice with this as not necessarily as a senate, per se, but as individual faculty, because it's an easy issue to just sort of, you know, not speak about publicly.

But it's a significant one that affects all of us.

>> MATEJ BOGUSZAK: Absolutely. What I would add to that is, you know, so this sort of lowest level where we stand compared to other colleges in the state is one thing, but then to advertise that there are 16 steps when there really is no way to step up and move through the steps, even though we are having these savings through retirements, but we are not putting that money that is saved by, you know, moving people up through the steps.

And I know -- you know, no other employees have been moving either, right? But at the same time, faculty don't really have a lot of other avenues to move. You know, staff can apply for different positions at a different, you know, level and so on.

>> JOSIE MILLIKEN: Let's have a couple other comments.

>> MATEJ BOGUSZAK: So that's the problem with the Step Progression Plan.

>> JOSIE MILLIKEN: And then we'll try to wrap up in a way that makes us happy and excited for the future.

We have Rosa and then Lisa. I see Karie has her hand up, as well.

>> ROSA MORALES: I think this discussion has to be linked closely to the fact that the responsibilities of the faculty has increased tremendously, and I think we don't get to discuss any of that at all.

I have heard from multiple individuals in this semester the concerns they have with the fact that academic advising is going to be included more formally into the responsibilities of the faculty.

There are going to be certain measures established to ensure that certain time is allocated for that. And we were discussing that while most of the faculty, as I know, they do academic advising on a regular basis, but to add it and formalize it in addition to all these other things, just yesterday I saw MaryKris carrying a lot of stuff to her car. I was doing the same thing, and we were talking, looking at each other, that there is no support staff anymore that can assist us, you know, in some of those areas where we, that used to be some.

So I think it's important when discussing the steps and the merit

pay and everything, that while nothing has happened to improve the salary conditions, on the other hand, we have extra responsibilities regarding reporting and, you know, I guess participation, push to participate in different committees and be engaged in everything.

And there has to be some balance on that. So I think the discussion has to include that, too.

>> JOSIE MILLIKEN: Lisa?

>> SPEAKER: Right. Lisa Werner. We recently were invited to submit proposals for this enrollment increase, which of course enrollment increase, good, but the senate has already done some work. I thought it was recognized showing how there are glitches in our registration system that are huge, right?

So it said there were \$10 million. How is there \$10 million for this and faculty have not had raises? And I make less money now than I did 10 years ago.

>> JOSIE MILLIKEN: We had this on -- our last leadership meeting with administration is on May 13. We have that on our agenda. How the budget gets allocated, though, is something very -- it's defined -- I mean, that \$10 million I don't believe is, because of the way our budget is set up and expenditure limitations, and this is Michael Tulino's area and he's not here, but there are reasons why that can't just be filtered to salary. It has to be used prior to the beginning of the next fiscal year or something of that sort. So I don't think it's as easy as suggesting that the 10 million be applied to that.

So Karie and -- Joe, did you want to speak to the budget issue?

Then we will have Karie.

>> JOE BREWER: The 10 million is one-time money. So if it were to be a bonus, perhaps, but it wouldn't be money for ongoing salary.

>> JOSIE MILLIKEN: No problems with a bonus. Ha ha.

Yeah. No, Lisa, the registration issue is -- yes. Karie?

>> KARIE MEYERS: You can watch videos of the board meeting. You can see where that \$10 million came in. Joe, do you go to the board meetings?

You can see right where that \$10 million came in and where it was proposed that it might be used for some sort of salary increase, not just a one-time increase. And also, it was proposed, Dolores had a few proposals for educational aspects, which the board really completely, was very negative about, completely negative. In fact, I think they made her stop talking.

I will just -- have you seen that? I mean, you should watch it.

And then second, I will just say that I do plan to go to the board meeting on May 8 to speak about I'm losing really probably one of the best teachers in this school because we have absolutely no hope of ever getting a raise, and I just foresee this sort of diminution of our faculty. Because why would a young, talented person stay here when they come in at the lowest level and then, you know, even with a leapfrogging remedy, there is just no possibility of ever being paid what people are worth.

So it's just quite a problem. I think, you know, as our older faculty retire and more experienced faculty, I think we are at least the most experienced, if not -- probably have the most knowledge base. We are not paying our younger faculty who are talented, so what are we left with? I mean, it's a (indiscernible) of education.

>> JOSIE MILLIKEN: Thank you for voicing that.

I think it's not -- it's, I would also extend that to college employees in general, losing talent. Why would any talented -- we see that across the board with our staff and our administrators, a lot of them leaving, as well. Or working on it.

I'd love to be able to add something positive and say that there is something to look forward to, but I think the good thing is that we are talking about it and that it's clear that this is something that we are all concerned about and moving forward, you know, I would just hope that we keep being concerned and keep vocalizing our concerns, because it is a very discouraging aspect of our, of the state of the college right now.

That's just what it is.

In any event, that concludes our senate meeting for today. I know it wasn't the most uplifting note to end on, but I did want to, once again, thank you, because I know that it can feel that this work is -- I was closing. Are you -- you're not -- oh, a motion to adjourn?

>> CAROL CHRISTOFFERSON: That's what I was going to do.

>> JOSIE MILLIKEN: I was going to do another 15, 20 minutes here  
and keep everyone here.

>> CAROL CHRISTOFFERSON: I would like to move to adjourn if,  
after your 15 minutes.

>> JOSIE MILLIKEN: I still have another 30 minutes --

>> CAROL CHRISTOFFERSON: Please do.

>> JOSIE MILLIKEN: Let's get a second. Can we please get a  
second?

>> SPEAKER: Second.

>> JOSIE MILLIKEN: We don't know when the All College Day is,  
but we will see you then. How is that? August 16. See you then.

Have a wonderful summer.

(Adjournment.)

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