



PimaCommunityCollege

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Pima County Community College District Faculty Senate

January 14, 2020

>> JOSIE MILLIKEN: Welcome to our first Faculty Senate meeting
of spring 2020.

Okay. Are there any short announcements? Any requests for an
open-forum item or an executive session? Brooke?

>> BROOKE ANDERSON: Yes.

>> JOSIE MILLIKEN: You have an open-forum item? Okay. So one
open-forum item.

Okay. We'll move on. I have one -- did we have -- is the
microphone going to --

>> SPEAKER: It's to Brooke.

>> BROOKE ANDERSON: Brooke Anderson requests an open-forum item.

>> JOSIE MILLIKEN: It is now noted in our documentation history that Brooke Anderson has requested an open-forum item.

I have one announcement, and that is that Cababi, if you're not familiar with it, please become familiar with it. It is our Pima Community College staff, employee, administrator magazine. So if you have any art or writing that you'd like to submit, please do so.

I have two fliers, and so I can pass those around that contain more information.

Moving along, we are going to hold off on approving our minutes until February when we get a better sense of -- we want to double-check the attendance.

Our first business item will then be Early Alert and Pima Connect. We have Jackie Allen and Jeff Thies up to present for that.

>> SPEAKER: Good afternoon, everyone. We wanted to provide a quick update about Pima Connect, which is our Starfish tool that we are using at the college to provide information about current updates, and then also more specifically concerning Early Alert and progress surveys.

As a quick review, what Pima Connect is it's a case management tool that the college is utilizing, and it's a way for us to see the student in the center and have them connect to different experts at the college.

That is what a success network is. So for example, depending upon their program of study, a student will have a particular program

advisor, maybe an athletic advisor, faculty, and also other entities.

We have tutoring that have now just come aboard in the last few months.

Every entity, every person in that success network can see the student, and the student can see them. So communication can go back and forth, semester to semester.

One of the priorities that we started with this system is Early Alerts. So faculty are able to send an Early Alert to their student's program advisor or counselor, and that person would follow up with the student to reach out and say how can we help you?

Jeff is going to go into more detail about Early Alert.

>> SPEAKER: Good afternoon. A quick timeline up there, as you can see, fall '17 was when we were doing the back work to get the system up and running. That has been a continuous project.

Phase 1 was spring '18. We did just over a hundred developmental sections. The following fall and spring we moved that to all developmental education sections and including ESL and their LA partner sections.

This past fall, fall '19, was the third phase. That's where we added some high-impact gateway courses. So a few sciences, most of the first-semester writing courses, most if not all, actually. Same with the mathematics, a soc, a psych, and I want to say music 160, and probably another gen ed that was up there.

So the Early Alert piece, if you have been part of it, quickly,

let me know if you've actually done the Pima Connect Early Alert?

Actually half of you, or more than that in the room.

You know that it features flags and kudos. The progress survey gives us the opportunity to bundle the flags and kudos and send them out in a survey format that looks like a roster.

You always have -- any faculty whose CRN in the system has the ability to go in the system and apply a flag or a kudo to any student at any time. The progress surveys just give us the chance to bundle it and send it your way so you can do it all in one neat roster-type format. You always have the ability to go in outside of the progress surveys.

So fall '18, we started collecting data. You can see in survey 1, 2, 3, so the three surveys 1.0 goes out early in the semester so it's the end of that second week. The second survey goes out about the end of the fourth week, and then the last survey is about midterm. We adjust those week times based on the sessions, so 8 weeks and 14 weeks, it's not exactly week 2, 4, and 8.

The third survey is predominantly for providing kudos to students and letting us know if you have students that are in danger of failing. Because at that point, at the midterm point, we want them to be able to have a discussion with their program advisor, counselor, regarding the W date.

Now that we have adjusted to what we, as faculty can do, that W date is even more important, right? You can't give that W after that

W date, so that conversation needs to be had early enough where they can make an informed decision by that W deadline, whatever that deadline is, based on your session.

So in this first kind of fuller group, we had even the eight-week ones doing survey 1, but we realized from faculty feedback that doing three in an eight-week session is very difficult. The turnaround time is just too tough.

We cut that out, so the eight weeks no longer do survey 1. Survey 1 is the wake-up call one. There is not a lot of response from student affairs other than to let the student know that, hey, I'm concerned about X.

Survey 2 gets the bulk of the flags and kudos as you look into the newer semester. So things that we look at, how many surveys did we complete as faculty? How many flags and kudos did we give out? I ask ERPi or Star now to match everybody that received a flag with how they actually performed in that class.

So then we get to the third column over, success in the course. So if you provided a student with a flag two weeks in, that's survey 1, make it 16-week, make the adjustments for other sessions, 989 flags, and there is some duplication there because if you've done this, you know you can give more than one flag, 25% of those students actually passed the course. So what that told us, what the national research told us is we can identify students that are going to struggle that early in the semester.

So from this, from our own data, we say, next phase is what are we doing about it, right? So we have now talked about what do we do to clear flags and what's the interventions on the student affairs side?

We also look at persistence. I was able to extrapolate out the attendance. I don't think it's going to be a big surprise, but the attendance flag was even significantly lower. So students that got that attendance flag, so two weeks in, your attendance is going to be a problem, that's the message being sent. 17% were actually successful, right? So we are catching that fact, and probably some of that is, well, yeah, if they're not coming the first two weeks, there is going to be a challenge, right?

Persistence, though, is a big piece too. We've talked about our enrollment problem isn't getting them in the door. It's keeping them for the next semester.

So when we reference persistence, we are going semester to semester. So that same group of students, fall to spring, same flags, you can see the difference in us losing them for that following semester, as well. So not only may they not be successful in that course, but we're not holding on to them for that next semester, as well.

So fall '19, you can see there's a significant increase. Again, we scale to all the writing 101s, math 151s, the psych, the soc, a couple of the sciences, bio and a chem. Our completion rate has

dipped a little bit, but that tends to happen when you scale any initiative with this amount of size.

The numbers of flags and kudos you can see listed there. That's generic information. What I want to be able to do is fill in those boxes. I will be able to fill in those boxes in about two weeks, because Star is working on that same report.

Every student that earned a flag in the fall will match that grade with that course to our database, and then we'll be able to provide a lot of information regarding how effective and what the measures are moving forward.

I do send out an end-of-semester survey every semester, so if you participated in the Early Alerts, you got this request to fill out the survey. Very similar to the previous one. This is just a snapshot. I don't want to go through the whole survey with you. This one has to do with communication, because communication is an important part about it.

We don't want to throw too many e-mails your way, but we don't want to throw not enough. Because I get the e-mail that says, oh, I forgot, you should have reminded me. Then I get the e-mail saying you're sending me too many e-mails. So this lets us know that the majority of the folks that responded said, yes, the amount of communication is just right. Don't mix it.

If you know somebody that said that's too many or that's not enough, let them know they're canceling each other out. There's

somebody just like them on the other side of the fence, and we're going to keep it the way it is.

So that you understand, this is not a Jeff-driven initiative, that I just come up with these wonderful ways to add data entry to your lives. The evidence review happens with the faculty group. We met last April/May with the same piece. Those that were participating, we changed the e-mail templates, we changed the structure, we talked about the timing.

We looked at the eight-week last year and said the eight-week is just too much to give us three, so let's only go with two. We talked about which ones.

We will be doing all of that again. I share the data out in advance. If this is something that you have done and it was beneficial to your students, which I hear the feedback that it has been, or you're challenged by what we are asking you to do, feel free to join the team that will be meeting. It's just a one-day meeting.

I forward out as much information in the background leading up to that meeting, so we do prereading, looking at the data, and then we make some decision and adjustments for the next year.

With that, any questions? Brooke?

>> BROOKE ANDERSON: I just wanted to bring up kind of two points. I was part of the group that was required to do it last semester. I did the first one, and then what I realized -- well, one, positive feedback was that students received an e-mail, and I

had a lot of students reply, saying, oh, my God, thank you for acknowledging my success. I really appreciate it. That was really positive.

However, after that first one, for the students who are in trouble, I am every week, you know, keeping up with them, and so I didn't do the survey, because they were already receiving a lot of communications about like, hey, where you been? I missed you in class. Hey, you didn't turn in such-and-such, where are you?

And so in my case in that class, I personalized that reachout myself. Having an automated thing that sounds like it's from me, I didn't want my students to receive that. So I stopped doing it after the first survey because I didn't want them to receive confusing messages about how they were doing in class or too many, like, hey, where are you, negative sort of reachout component.

So I just wanted to provide that feedback.

>> SPEAKER: Thank you for that feedback. We do have -- we recommend, and that's the case, because our timing is just a week long. I'm not going to send out a survey and let you have five weeks. Because then it comes in, you forget about it, different things happen.

It's a week long for a reason. If that week doesn't fit your assessment timeline -- so I hear, I haven't given my midterm yet or my paper is due the day this is due, and it takes me a week to grade the paper, right?

All we recommend is that you go in and submit, all you have to do is hit submit to the survey, and nothing gets sent out. But it lets us know that you have something else going on. You recognize that the survey came your way, and you then just hit submit and you move forward.

So either case. I already do a bunch of personalization, and I don't want to do the second or the third one. That's fine. If we can just get you to go in and hit submit, that would be great.

We also have three new videos that are actually Pima-made videos. Somewhat homemade. Thanks, Mike. They will help you through the process. I know that was a challenge for some of the new folks that were doing it. They weren't quite sure if they didn't do the progress survey what that meant or what they could do.

Like I said at the very beginning, you can always go into the system and provide a student with a flag or a kudo at any time, okay? But because it is system-based, to Brooke's point, it is a template e-mail, a template e-mail crafted by faculty, not the one that comes in the system. We crafted the e-mail itself, and then there is a spot where it says, comments.

As an instructor, we provided the templates for you to view so you knew exactly how it would read, and then your comments go in right at a particular point. So it's not completely unpersonalized. If you want it to be personalized, you can add a piece to it. But as you can imagine, the challenge with any system this large, having

everybody be able to do their own thing is something that the system cannot accommodate.

Just as I did in the fall -- it's not up there -- I provided face-to-face training Q&A. It will be on the 15th, which is tomorrow. I start them at 2:30 and I go every hour until 7:30. If you have adjunct faculty you know will be in this boat and you want them to be able talk to somebody about it, that's my face-to-face option.

I also send out two-sided PDFs. If you're in the system this spring, you would have received that from me already, along with a lengthy or PowerPoint slide but really it's that two-page document that most people say are useful. I'm available, as I told the group that's in the system in the spring, tomorrow for face-to-face chats.

Any other questions? Short questions or short answers or long questions?

>> JOSIE MILLIKEN: I have one question that has come up from several faculty I have discussed this with.

Just a point of clarification is there are kudos and flags, but nothing in between, right? But if you were to leave -- do you have the option of leaving, not assigning either a kudo or a flag and just leaving it blank for some students, or do you have to --

>> SPEAKER: Yes.

>> JOSIE MILLIKEN: Because I think some were under the impression where the faculty member either had to give a kudos or a

flag and couldn't leave it blank and felt it would be nice to have something in the middle.

But the answer is to leave it blank?

>> SPEAKER: The default is that every student gets nothing from you. If you just hit submit on your roster, then it automatically gets submitted. No flags or kudos are issued.

There is a third one called a tutor referral. We didn't have it in place for the fall but we do have it in place for the spring. We will start using the tutor referral with that same -- you need to fill in the information.

These go directly to the learning center managers at each campus, and the learning center manager needs information more than, yeah, the kid needs help with math. Not that anyone in here would ever just put that information. But specificity to what they need help with would be what we are looking for in that comment box. Chapter 3, bio 156, or whatever the topic happens to be.

We're not looking for a book, but some details to what the student might be struggling on.

So that's the new piece.

>> JOSIE MILLIKEN: I think we had one more question, and then we'll move on to our next agenda item. Anyone with additional questions can contact Jackie or Jeff.

>> SPEAKER: Nancy?

>> SPEAKER: Nancy H, communications.

I don't remember which survey it was, but one of them required comments from the instructor. That's kind of frustrating when you're sending a kudo and it already says keep up the good work, and it's, like, what else am I going to say?

>> SPEAKER: Yes, so we provide that option on the kudos. But if you don't leave anything, there's nothing -- it's not like there is a blank, right? The template should just read --

>> SPEAKER: It says comments required. It won't let you submit --

>> SPEAKER: Oh, gotcha. We can definitely adjust that. That's a quick fix.

>> JOSIE MILLIKEN: All right. Thank you very much, Jeff and Jackie.

>> SPEAKER: Thank you for your time.

>> JOSIE MILLIKEN: All right. Next item we have is Jim Monaco presenting on athletic department changes.

>> SPEAKER: Good afternoon. I'm Jim Monaco. I'm here just to give you a brief outline of what's happening in athletics and what is going to happen in athletics over the next few years.

We're looking at trying to keep our programs in line with a balanced budget, which we haven't had in quite some time. We're exploring future options to expand athletics to coincide with the college mission, support nontraditional students, and we'll get into that in just a little bit.

We also want to talk about sustainability and viability within our conference and national trends.

Athletics funding, our budget as of right now is \$1.9 million. With football, it was at 2.5, 6. They cut \$700,000 out of that budget. People believed that with removing football, athletics was basically going to be okay. The problem was is football cost the college \$550,000, so there was \$150,000 we had to come up with when I took this role over to cut.

As of right now, we're operating, even though we're balanced, we are only balanced because of the money we have been able to raise. We are operating at a very low level to the point where we're not funding our athletics properly.

We know that we're probably going to 1.7, and as everybody knows, if that happens, we have to cut \$200,000 worth of athletic expense. We decided to go ahead and show you what our budget looks like at both 1.9 and 1.7.

Now, like I said, this is underfunding our athletic teams, which means scholarships, travel, supplies, basically everything.

If you notice under 1.7 we have left blank what we have to remove. That's men's and women's track, men's and women's cross-country, men's and women's tennis, and men's and women's golf.

That puts us still under the 1.7 but without the funding to do anything else. That means we're going to lose over 100 students and those people they bring with them. Whether they're local, from the

Phoenix area, or out of state, a lot of our athletes, as they did a study a few years ago, prove that they bring almost three people to every one athlete. That means we'd be losing about 400 students.

So with that, we're trying to figure ways that we can accommodate to raise funds but also to understand that there are some athletic teams that don't compete at a very high level in our conference, meaning we don't have much competition.

Track has five. Tennis, both men's and women's, four and five, and golf has four. With expelling that kind of dollars to travel to play the same team over and over and over, we're trying to figure out if that is really worth that expense to the college. We know we want to keep every young person involved, because that's what keeps them here at school, but we have to make some hard choices if that is the case.

As you have probably heard, Chapman Automotive gave us a wonderful donation, almost quarter of a million dollars over three years, which we were able to do, and as you see, we have to put it on our stuff. I'm a billboard now. (Laughter.)

Adidas didn't give us all kinds of dollars. So when you see these teams on TV and they have Adidas, they're getting uniforms and cleats and everything. What ours is is a much lower level. However, they give the uniforms at a much discounted rate. So basically that discount means there are dollars we can put back into the programs.

However, what they have also done is allowed us 3 to \$4,000 a

year in advertising not so much as on the news and in the newspaper but for our campuses.

So we have in production now with Adidas banners and all kinds of things we will put up here in the West Campus to start, because this is where we are bringing all our athletics back with some of the capital projects we have going on up at our athletic events.

But every year we're going to try to do that at every campus. So once -- maybe it will be up to you to decide what's the next campus we hit. We will spend that money and put up that stuff with Pima, the athletic teams, Adidas, so that they can put a brand to the college.

Although some may think that doesn't mean anything, it means an awful lot when you're branding. Young people love this stuff, and so do old people. I mean, it's just a great partnership.

So by beautifying the campuses, by getting out there and putting some things up for our students to see, I just think it helps the entire student environment. It's that experience that we're trying to give back to them.

The only other way that we possibly -- and I don't believe -- I mean, I'm going to try, but I don't believe I can raise \$200,000 a year to cover a shortfall, myself. I don't believe I can do that. I'm going to try.

The only other avenue, and you heard the chancellor say it this morning, was raising fees. I don't like the fact that you want to

put it on students or that I want to put it on students, but I do believe if you can give them something back for that, that would be a big plus.

You are probably the sixth group I have spoken to, two of which were student-driven, and they were very much for what we would call, and it's just in the works, an Aztec card. Basically what they do at the University of Arizona with their Wildcat Club. You pay a fee, you get use of the athletic facilities for weights, bike riding, physical fitness. You also get into the athletic events. Now, they don't do that at the University of Arizona. We would include that here.

It may take away from some of the gate that these teams can generate, but it's not going to be close what we can generate with that type of fee. And I believe \$25 a semester is not something that would be tragic.

I think when you look at what you get for what you give, that's something that we -- that's comparable. I don't think it's just saying give me \$5 and you get an ID card. You're going to do \$25 a semester, and you're going to get to use the facilities plus get involved with our athletics.

So that's something that's in the exploration stage. Don't have a ton of data for you. This is just something we have started the ball rolling. So that's an avenue. If anybody has anything to add or to say, just please pipe up and say it.

With some athletic teams not having the competition to compete against, these are sports that in the NJCAA have become far and above the quickest growth, eSports being the largest. Now, you saw on one of the slides it said the nontraditional student athlete.

Well, eSports, which for those who don't know, is computer game. It's Bash Brothers, it's Rocket Ball, and it's Madden Football. They compete. To show you how big it is, Snow College, who is a competitor of us, football, baseball, whatever, has eight teams that compete in that.

Now, the key to that is I don't believe it will ever be something where you say, hey, that's going to boost enrollment, because we have students here that would want to do this.

However, what it does is it boosts student involvement, and it gets our students involved in another aspect of athletics that hasn't been a traditional one ever.

I inquired -- it was very difficult for me. I sat there and I said, that's a sport? But it is, and they have to have physicals. I guess it's strenuous. I don't know. (Laughter.) After Tecmo Bowl, I was done back in the '80s. I can't do that.

They have everything our athletes can do plus win \$5 million. By them competing, it doesn't take away their image or status. The best part about that is we have facilities already. We have a sponsor in the wings waiting to help, and it would just get another 100, 150 students involved. But even more so than that, it would get the

people who just want to watch it and see it and take a look and get involved with that, the opportunity. So that's an option.

Sand volleyball is the second. It's huge. The U of A probably had an awful lot to do with that here in Southern Arizona. They're very good. Every high school we walk into, we get asked, are you guys going to start a club team?

Well, if we can develop that, it's not very difficult, it's cost-effective, so if we had to lose a sport and we can continue with some funding, that would be an option. It helps Title IX-wise, even though we're ahead of the curve, because right now it's only a female sport.

So that would be big to get kids in. We have competitive areas here in town. Four high schools play it. We could do some kind of in-kind donation thing where it wouldn't cost us. The best part of eSports is you don't have to travel. That's where costs are.

Lacrosse is another one. But also we could take some of the sports if we had to drop something, if we had to, we could always make it club, continue with intramurals. We have a beautiful gym, even though it's constantly being used, whether athletics or outside events, that we might be able to set up. We might be able to set up with areas that we could get teams in there to play each other and have students participate through Student Life.

That's just some information. We have 296 student athletes right now. Just over 50% get financial support through athletics, through

scholarships.

As you see with the average, per semester, if you spread it out over all athletics, \$586. Now, the biggest part about athletics is, to go along with the school's mission, we pretty much demand 15 to Finish. So our kids are in 15 credits every semester. Easy enough to do the math. Nobody knows exactly what it's going to cost with fees or whatever, but that's \$1,000, \$1,200 a student athlete that brings into the college.

And you notice our cum this year was 2.83 overall. So what we have done is work very hard with our tutoring center. Got them to help us especially with math, writing, but we also partnered with PTK and getting those kids that have really high academic achievements -- I'm not saying none of them are athletes, but most of them are not. Putting them together with those athletes, those kids have helped each other become well-rounded humans. It's been a great partnership, and they have helped us out quite a bit.

I will stop there, because I don't want to get the hook.

(Laughter.)

Does anybody have any questions at all on anything? Any suggestions?

>> SPEAKER: Lisa Werner. There is obviously something different about the model that's going on at some of our other community colleges. I was at the family night soccer game with Arizona Western College, and their team members seem to be coming from many places

across the world, ostensibly on scholarship, but is there anything from their model that we could borrow?

>> SPEAKER: Thank you. Most of -- Arizona Western, Eastern Arizona, Snow College, we are -- Maricopa and Pima are at a deficit because they don't play under the same rules as us.

They have international students. They have much more money for scholarship. They offer room and board. They can offer that.

So if you notice, like you said, you were there -- yeah, half of them come from my motherland, about six kids from Italy. I'm going, okay, that must be nice.

Central Arizona, we just went to our cross-country meet, they have four kids from Kenya. They were amazing.

So we don't compete on that same level. That's when our kids do such an amazing job in athletics, we're competing from a deficit already. But most of those schools really do only have six sports, six or seven. Not everybody is competing in everything, but Arizona, Western and Eastern, both have eight and under for athletic teams.

We are at 15.

>> SPEAKER: Okay, thanks.

>> SPEAKER: Have you thought about drone racing? It's a sport.

>> SPEAKER: It is.

>> SPEAKER: It's big. Can put a lot of money into it.

>> SPEAKER: Yes. There are so many things we can do. There really are. I'm not taking that as a joke whatsoever. We can do

that. We can do that.

There are options, but if the funding is not there, the options are limited.

Anybody else?

>> JOSIE MILLIKEN: Jim, just to clarify, your main purpose in presenting today was to just make us aware of these changes and then seek any other possible ideas, right?

>> SPEAKER: I was hoping people would write some checks. But if not...

>> JOSIE MILLIKEN: Write some checks. And then if people have ideas or questions after, they can contact you?

>> SPEAKER: Yes.

>> MATEJ BOGUSZAK: Those cards, how much money are you looking to raise per semester? And how did you arrive at 25 bucks? And I'm assuming that isn't an opt in? That's mandatory for all students?

>> SPEAKER: Thank you. We thought \$25 would be just a fair amount to start at. And it would be an opt out after the freshman year. We followed the same plan the University of Arizona uses. They get more for their money, but all freshmen, it would be part of fees, they could opt out sophomore year and after that.

So it wouldn't just lock somebody in who had no interest whatsoever and put that burden on them.

>> JOSIE MILLIKEN: Not part-time students or --

>> SPEAKER: Correct. Full-time.

>> JOSIE MILLIKEN: Full-time only?

>> SPEAKER: They could come in, if they wish to, at part-time.

But only full-time would be mandated freshman year.

Thank you very much

>> JOSIE MILLIKEN: Thank you, Jim.

All right. Moving along, I think we're at the president's report, and I just have one main thing and then a quick thing.

So the quick thing first is that we last, at our December meeting, I spoke about how we are modifying some language in the charter to create some kind of a protocol for standing committee communication and just finding some way to ensure that what's happening in standing committees and their representatives are aware of can be communicated to us.

We are still working on that, so we won't vote on that today. If you have any comments or edits or ideas you want to suggest, please click on that link and feel free to go right ahead.

The main item I wanted to talk about is related to compensation. We had a pretty lengthy and meaningful conversation about compensation at our last meeting, and you heard the chancellor raise the idea today of increasing tuition in order to provide some sort of compensation boost.

The chancellor mentioned Brooke by name, because Brooke is our Board of Governors' representative, and floated the idea that in order for this to happen, there would need to be faculty support.

What that would mean in terms of us as a body, as Faculty Senate, is we would have to endorse some kind of a statement supporting a tuition increase that Brooke would then present to the board.

So what we need to do, and we can't decide this today, but what I would ask you to do is ask your constituents what they would support and then come prepared to our February meeting with the possibility that we might vote on something.

The question would be does Faculty Senate support the idea of raising tuition in order to get a boost in compensation?

Now, what we don't have is a clear sense of what that boost would be. My understanding, and it's just rough, rough math, is that it's not entirely -- it's not a huge boost. I mean, like a small, couple of dollars of tuition increase does not translate into a major percentage increase for salaries.

We did discuss that at our last meeting with administration, and we went over some rough math, and I think, you know, very, very, very roughly, because there were lots of variables involved, like would it be an across-the-board percentage increase for all faculty, staff, and administrators? Like those details are not clear.

But if it were across the board, possibly like a \$5 tuition increase might translate to maybe \$500 for someone making about 50,000. And that's very, very rough math. That's \$500 a year. I'm just throwing out some very, very, very rough figures. Please do not state them as fact, you know, outside of this space. It's just to

give a sense that it would be pretty modest, from my understanding, based on the conversations I had.

But I want to get your ideas in just a few minutes today if we could, just so that we can begin thinking about this and then begin contacting constituents to see what constituents might, you know, like us to support.

So would anyone like to share any thoughts about whether or not you would support something like this? I know some of you probably would, so let's see if we can at least get this conversation started.

I think I saw Lisa and then Ken and then Nancy, so we'll start Lisa, Ken, Nancy.

>> SPEAKER: Lisa Werner, science. One concern would be what would we be supporting? Is this a certain percentage across the board for faculty, or would it maybe be a thing where the game was changed and we didn't know this and it would be, okay, some faculty get it and some don't, for whatever reason.

>> JOSIE MILLIKEN: We have Ken and Nancy.

>> SPEAKER: I know that \$500 isn't that much, I mean, just kind of piggybacking off the example. But if we can get 500 this year, 500 next year, so on and so forth, we can get to a place where salary could be highly competitive in this market.

It's a small step, but a step in the right direction. I think the faculty would still want to see some form of formal plan we could count on year after year, because we're talking about doing this one

time. Well, what happens next year? What happens after that?

That's kind of what we're looking for is stability for the future.

>> JOSIE MILLIKEN: Sounds like what you're saying is a boost would be nice, but ultimately what's needed is some kind of a sustainable compensation model?

>> SPEAKER: Yeah.

>> SPEAKER: Nancy. I know we are talking about faculty and staff here. When we say staff, most of us tend to think of the people working in the offices helping us out, but there are a lot of staff positions now that are extremely well paid.

I think if we do this, I would want to be looking at categories of staff possibly, because I know the people working in the offices need, badly need a raise also. Not just faculty.

But I think we need to look at the definition of staff.

>> TAL SUTTON: So an equal raise is not an equitable raise?

>> BROOKE ANDERSON: We talked about this briefly in our meeting, our DFC meeting today, and a couple of the things that I thought were important to bring up was that really we need to, at least our DFC talked about the need to fight for sustainable structural change and avoid this sort of either/or thinking of either we get a raise because we raise tuition or we don't get a raise because we raise tuition, and that we really need to be pushing the college to create a sustainable structural change rather than necessarily weighing in on whether or not decision makers should base salaries on tuition

increases.

>> SPEAKER: Mary S. First off, as a math person, I never have liked percentage raises, because people at the lower end always get less and less and they get farther and farther away from the people that are making more, and so, you know, 1% of a million versus 1% of 50,000, there is a huge difference in money there.

But the other thing is Pima has a history, sorry I don't have the dates and what particular event it was, but we do have a history where faculty were used to promote higher taxes, and then the things that the faculty went out and asked for of the community, that's not what happened.

And also, if the tuition raise is seen as to pay faculty, are we will be the bad guys no matter what, and I don't think \$500 is worth being a bad guy for another reason.

>> JOSIE MILLIKEN: And just to clarify, I don't know that it's 500. I'm just throwing out some very rough math.

>> SPEAKER: My point is it will be a small amount of money for what it does to faculty reputation.

>> JOSIE MILLIKEN: Thank you.

>> SPEAKER: Oh, boy. In the Aztec Press May 2018, one of the reports was that there were several administrators that got a pretty substantial raise. We have never talked about that here in Faculty Senate, and a lot of senators may not even know about that, because it was kind of just like not really discussed.

My question is where did that money come from? And would those administrators, when a raise was presented to them, say, you know, I'm comfortable, I'm living a good life, I know that there are other areas of the college who would appreciate a raise, take that percentage and give it to them in good faith? Once?

I'm certainly not a math faculty, so I don't even know if that would be possible or, you know, but those are things, I mean, those would go so much further, just those olive branches than just us hearing, oh, they get another raise.

That's my "oh, boy."

>> TAL SUTTON: Just want to echo, I completely agree disliking the idea of linking faculty raise to tuition hikes. That makes no sense

>> JOE BREWER: If we're looking for equity and we want it to be a rather impersonal, objective way of setting a raise to do that, one way would be to have, first of all, a certain sum, whether that's 500 or a thousand, depending on how you're pitching this, that goes to everybody regardless of their salary, and then on top of that, you could add a percentage that everyone would receive.

So I think -- I'm not a math person, but I think you would find the people at the low end end up getting a higher percentage raise of their salary, certainly a lot less than people at the upper end, and the people at the upper end getting a relatively smaller amount.

That's a way of doing it. It's easily understandable as to how

it works, just one possibility.

>> SPEAKER: Ken. I just want to say that as a faculty, our pay is linked to tuition. That's what pays for us. That's kind of how education works. And prices are going up. Nobody likes the idea of having to charge more for education, but prices are going up everywhere. You know, wages are going up.

I'm sorry, cost of education has to go up, too. It's economic fact.

>> SPEAKER: Lynn C. Just a quick question to the body if anyone knows this. When was the last time it was raised? How many years ago?

>> TAL SUTTON: There was a COLA recently this past -- July 1.

But in terms of a Step Progression or anything like that, that's been a while. Oh, tuition was raised last, it just went up.

>> SPEAKER: I know we have also talked about a class and comp review coming up and it's probably going to take about 24 months to do the audit and we are hiring a third party to do it.

Again, I mean, we have an HR department, and I know HR, you know, usually does class and comps. That's part of their expertise, so I don't understand why we have to hire someone outside of the college to do this.

And I don't understand why it has to take 24 months unless that's, like, the benchmark of how long it usually takes.

And I also don't understand why we have to wait on some sort of a

Step Progression decision based on this data. Can someone explain that to me?

>> JOSIE MILLIKEN: So I think these are all very valid, important points, and I think what we need to, you know, begin thinking about and asking constituents about and be prepared for our next meeting would be to, more specifically, do we support a tuition increase that would be linked to a raise -- and we don't know the details of that. We don't know anything specific. But, you know, we are going to be put in that position of expressing support or not expressing support for that.

So it might be if we did express support for it, would that detract away from the classification and compensation study and getting something more consistent and stable in place? So that might be a good question to ask.

>> SPEAKER: Anthony S, secretary. I don't like -- I do think we are being painted into a rhetorical corner where it's right and we have to say that we don't want raises or we have to say that we want to raise tuition.

I think a response should be that we say what we want to say about compensation that, you know, it's a little gas lighty, to be honest.

I said it last senate meeting, I wasn't here in November but I said it in October, I'll say it again. The problem is there are different employee groups that have different processes. When you do

make raises in one, the only people -- we have the FACT rubric, which I still hate the name of that thing, because it's not factual really for our department, but the problem is staff members can get raises by reclassifying their positions. I can't. My department is up 80% in five years. I have 2,000 students taking (indiscernible) classes in my department this semester. Last semester, too. I'm still making the same as people who just got hired.

I can't get a reclassification. I think that's fundamentally unfair, and that's what needs to be addressed.

>> JOSIE MILLIKEN: Thank you. Maybe we have time for another comment or two, and then we'll revisit this in February. So we have Matej.

>> MATEJ BOGUSZAK: I don't want to add too much here. I think it's completely reasonable of the faculty to expect that there is a system in place for salary progression over time, for people who are doing a good job and who want to remain faculty, not become something else at the college.

I still can't square that we're retiring faculty who have been here 20, 30 years at those high steps every year and hiring them at step 1, and then realizing those savings and I know we're reducing the budget overall for the college, but I don't see any comparable big chunks of savings like that in other areas. I know it probably takes like a two-week budget discussion with David Bea or something, but I still can't square that. It's really difficult for me to

accept that there aren't any other alternatives. I understand the operational expenses and versus nonoperational and that there is restrictions. Tuition is really our own, one of the two remaining legs in addition to county property taxes.

So it might have to be maybe somehow part of the picture, but again, all that, devil is in the details, and yeah, sure, there is inflation, costs are going up everywhere, but inflation in higher education expenses has been just so much faster than inflation in the economy.

That is just not a sustainable picture that I don't think we should be part of. And it's not up to us to suggest -- like, sure we'll work with the administration to identify solutions. They will be detailed and complicated, but I don't think it is our role to say we should do this through tuition. Our role is to say we expect to have a system in place that keeps good people here and attracts quality faculty.

It's not really our job to figure out how to prioritize that and make that happen, although I'd be happy to help however I can.

>> JOSIE MILLIKEN: Thank you.

Is there any one last comment, or we feel prepared to put a book mark in this and come back to it in February?

So please, in the meantime, February meeting is February 7. That's only a couple weeks away. So please, in the meantime, if you would, just, when you communicate with your constituents, do polls or

find some ways to weigh in on this so we can be prepared to possibly vote on something in February.

Carol? One last comment?

>> CAROL CHRISTOFFERSON: Yes, could you please send us a unified statement in the way you formatted that question? Because I love what you said and I forgot it already, and if we could all send out the same thing, then we can add on to it.

>> JOSIE MILLIKEN: Can you e-mail me and I can e-mail it? I'm not quite sure what I said. (Laughter.)

>> CAROL CHRISTOFFERSON: I don't remember.

>> JOSIE MILLIKEN: Maybe we should talk or e-mail me after the meeting and we'll clarify.

All right. So we'll move on to -- we have our PCCEA report, so...

>> MATEJ BOGUSZAK: I'm good. Any questions? Anything else in addition to the stuff from this morning? I will keep sharing information over e-mail the best I can.

All right. Thank you. Happy start of the semester.

>> SPEAKER: Thanks Matej.

>> JOSIE MILLIKEN: Thank you. Board of Governors report with Brooke Anderson.

>> BROOKE ANDERSON: Hello, everybody.

So I wanted, first reminder, that the next Board of Governors meeting is February 5. Now, what that means is that my board report

needs to go out for that meeting on January 28th, so that is before our next Faculty Senate meeting, just to keep in mind the lag time on the reports.

I also wanted to make sure to stress that everyone needs to watch the special session from December on the budget. If you did not do that, you really need to do that, because there is a lot of critical conversation that happens, and it's really important that we are aware of what the board is thinking and what's on their agenda, as well as some of the things our administrative leadership is talking about, as well.

So I encourage you, if you are limited on time, to start at minute 46, because at that point, they are talking about the budget, they are talking about online education, and the chancellor mentions feeling pressured possibly to move to a new instructional model and looking at ways in which online instructional models are being done well at other institutions, and he says something along the lines of looking at grouping faculty into faculty designers, faculty that teach what's been developed, and faculty that assess what's been going on.

So we need to make sure that we are engaged in those kinds of conversations, and we are talking about making drastic changes to the way that instruction is delivered. That of course is our area of expertise, and we need to make sure that we are giving the feedback on why maybe that might be a bad idea and making sure that the people

making the decisions are informed about the drawbacks to that kind of a move.

So make sure you watch it. And also Meredith, one of our board members, asks a very important question. She asks, why are we designing our own curriculum? Why don't we just buy it from somewhere else?

So that's a question for us to answer, right? And we need to make sure she knows why we either think, yeah, you know what? Why don't we do that? Or why it actually is valuable for us to be designing our own curriculum for online education, right?

Really, make sure you watch it. There are a lot of important things discussed. It's about an hour and a half long, special session, so set aside some time to make sure to watch that.

They do talk about the comp and class study coming up, talking about merit pay, talking about adjunct tiers, which is a great thing, right? So make sure you watch it.

Yeah, I think that's kind of the critical things that I wanted to bring up regarding that particular session and just really making sure to encourage us to watch that, because we also need to give feedback in a timely manner to the board in order for them to make budget decisions for this next year that are informed by this body, right?

All right. So I think that's all I have for today. Thank you.

Oh, and then of course send me any sort of announcements you have

for the sorts of things that you're doing so that I can get them in the report and update the board on the kinds of things that faculty are doing, our accomplishments, so that I can get them in.

And again, I will have to get that report in on the 28th, so make sure you send me anything that you want me to add to the report.

Thank you.

>> JOSIE MILLIKEN: Thank you, Brooke.

Our final report is the provost's report.

>> DR. DOLORES DURAN-CERDA: Good afternoon, everyone. Welcome back to Faculty Senate.

For those of you who are new to senate, I'm the administrative liaison to senate, so I attend all the meetings as much as I can. I want to say that we work collaboratively, the senate officers and administration. We meet on a monthly basis.

The last session, that's where faculty compensation was discussed in depth. That's when the chancellor said, well, let's work on this together, help us find solutions, ideas that you may have.

So I'm grateful that you had this discussion, at least an initial discussion. I'm sure there will be more to follow.

If, at the next administrative meeting the questions that were asked today, if that can be given to the chancellor and to us to look through and answer, as well, I think more details need to come through Dave Bea as to what are the options. So those are valid questions, so maybe we can invite Dave Bea to the next admin and

senate meeting so those can be addressed.

I don't have an official report. I think you heard me speak enough earlier today. I just wanted to welcome you, and if you have any questions, please feel free to ask me. Brooke?

>> BROOKE ANDERSON: Thank you, Dolores. Thank you for being here today.

I just wanted to ask a question, actually, about what was presented this morning when you talked about having the interest areas grouped together under certain deans, I'm wondering what that means in terms of our deans.

It led me to believe that we actually may be reducing our number of deans in order to consolidate these things.

Is that a misunderstanding?

>> DR. DOLORES DURAN-CERDA: So we haven't gotten that far. What we did is cluster having the areas of interest, the meta-majors, but nothing has been decided as far as the dean structure. We are still in conversations about that.

What's important to know is that we wanted to align to the centers of excellence with those areas of interest, as well.

So we have the health sciences, have the center of excellence in applied technology, the arts, and so all of that is part of the conversation, too. But we will keep you updated and posted on that, too.

Oh, and you have met Dr. Lamata Mitchell, so she is now reporting

to me, and she is working directly with the deans, so she's supervising the deans. I would like for her to be coming to the Faculty Senate meetings too in case there are questions like this.

Any other questions? Are you excited about the spring semester?

Yeah. Wonderful. Feels like a Friday today, doesn't it?

Okay, if there aren't any other questions, I'll hand it back to Josie and Tal.

>> JOSIE MILLIKEN: Thank you very much, Provost.

So we do have one open-forum item today, and that's an open-forum item from Brooke. Brooke? Do you want to many could up here? Or should we bring the mic to you?

>> BROOKE ANDERSON: I'll stand.

Thank you. So I just may have missed the e-mail, but I just talked to one of our instructional designers at the Downtown Campus and learned that all of the instructional designers are being moved from the campuses to the Northwest Campus.

That's very concerning to me, because I know that I really benefit from having an instructional designer on my campus that I can actually go to and physically talk to.

I thought this seemed like an important thing to make sure we are aware that this is going to be happening, and if we have any concerns or feedback on this move, that we be sure to provide it, because, you know, if we don't say anything, then it seems like we don't really have an opinion about having access to instructional designers on a

regular basis on our campuses.

>> JOSIE MILLIKEN: Does anyone else have any knowledge of that?

Anthony? And then I saw Jeannie's hand up.

>> SPEAKER: Do you want to ask the question and I'll see if I

know anything about that too? Let me give you the background.

Anthony S. The instructional designers' last day of deployment will be on May 15th. The reason that is is because online -- like my department, online, has gone up 80%.

Our instructional design team has not gone up 80%. So it used to be that the instructional designers were to serve face-to-face and online, and that is no longer sustainable.

So we haven't -- we are trying not to, at PimaOnline we just had a conversation at our department head meeting on ways we can help empower the learning centers, and we do have -- our instructional designer for faculty training, Reed Dixon, would be a great person to talk to us about what options we would have for face-to-face design help in that way.

One of the things that we have done is we have created a sheet of questions and answers to help empower the people, the folks at faculty resource centers to be more helpful. Another one -- and there are other things hopefully, which is, you know, we have a very robust training system. A lot of this will fall on faculty. Another thing where we don't have the resources -- I'm not trying to sugar-coat it. It's not great. I don't like it. But the truth of

the matter is when we have the chancellor say I need this entire program online in a year, and we have, you know, five designers, if they would go to campuses and they would pick up tasks and take those tasks back and start working on those instead of the other ones.

So it wasn't my decision to do it, but that was what was reported is that that needed to stop in order to meet the needs for online.

I personally think that we need designers to help people with hybrid and face-to-face classes that don't report to PimaOnline. Or maybe they do but they are deployed and that's what they are there for.

I think PimaOnline has money for more designers in the future, but again, I think that's reserved for business partnerships like Pearson.

That's the most knowledge I have on the subject at the moment, but if you have another question, I can try and answer it.

>> BROOKE ANDERSON: Just to clarify, Anthony, you're saying that as of May 15 we will not have instructional designers for face-to-face or hybrid classes? That instructional designers will all be for online?

>> SPEAKER: Correct.

>> BROOKE ANDERSON: Okay.

>> JOSIE MILLIKEN: So it used to be -- yeah, Anthony, do you know if there is going to be any announcement, formal announcement notifying faculty of this change coming through e-mail perhaps?

>> SPEAKER: I don't want to say there has been one but the look on everybody's face is that they didn't get it.

If you teach online you maybe got it more. (off microphone.)

>> BROOKE ANDERSON: And I don't know that any administrators here have any information for us regarding this particular issue?

>> DR. DOLORES DURAN-CERDA: We can take it back to Michael and get more information. And Morgan is actually overseeing Michael on the PimaOnline.

>> BROOKE ANDERSON: That would be great. I don't know if it might be useful to have Reed come? I don't know if he's the right person to have come to --

>> SPEAKER: (off microphone.)

Yeah, I would recommend, Josie, if you would invite Tom T and Reed Dixon to our next meeting to address that and talk about it and the logic behind it, they will probably be able to do it better than I can.

>> JOSIE MILLIKEN: Right. It's interesting, because when we first had instructional designers hired, it wasn't exclusively for online, and we didn't have PimaOnline.

But it's interesting now that all of the instructional designers are now under or within the body of PimaOnline.

Yeah, I think that is a topic that we do need to get clarification on and weigh in on.

>> SPEAKER: For sure.

>> BROOKE ANDERSON: I think another critical part of that conversation is that faculty are all now being required to use the D2L gradebook, and if we don't have instructional support for faculty face-to-face and the hybrid, and yet we're being required to use D2L, then that's a problem and can lead us to more problems than successes.

It would be nice to know what faculty are teaching face-to-face and hybrid are supposed to do.

So, yes, I second having this on the agenda for a future meeting.

>> JOSIE MILLIKEN: Having been interim department head, I know it's a conversation among PimaOnline of what does the college do about hybrid courses? Because there isn't much support and there is not a lot of oversight for them.

So that is an area that the college is going to have to determine some kind of an approach for finding that support. Yeah. So we will -- this is another item we will book mark and we will come back to in February.

One more comment. Then we will close.

Lisa?

>> SPEAKER: Lisa W. Yeah, I was really going to -- I'm really glad you mentioned that about hybrids. Hybrids are really something in between where, you know, I have recently seen adjunct faculty being scheduled for hybrid courses and given no resources in which to develop them.

And I have seen some results of these which are not what the quality which the college wants to be offering. So we really need to address this. Thanks.

>> JOSIE MILLIKEN: Thank you, Lisa.

And thank you, Brooke, for making us aware of something. It sounds like no one was really aware of.

Did we have one more comment, or...

>> SPEAKER: I would motion to adjourn. (Laughter.)

>> JOSIE MILLIKEN: All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All opposed?

See you February 7, and in the meantime have a wonderful start to your spring semester.

(Adjournment.)

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