PimaCommunityCollege

Pima Community College Faculty Senate
February 1, 2019

>> JOSIE MILLIKEN: So we'll begin, is there a request for open forum or executive session?

Okay. So one agenda modification we have is that Dolores has to leave early, so we will begin with the provost's report.

Provost Duran-Cerda?

>> DR. DOLORES DURAN-CERDA: Thank you. Kate is helping me pass out the provost's report.

Welcome, everybody, to the new semester. I know I saw you in January at that meeting, but I think we have a fuller group. And with guests, too.

Who are the new senators? Raise your hands so I can officially

welcome you. Welcome back.

I'd like to welcome Josie as the new president of Faculty Senate.

(Applause.)

>> DR. DOLORES DURAN-CERDA: So as Josie mentioned, I do have to

leave early. I have to drive all the way to Yuma to get to a meeting

in time, so I'll be quick. But before I go through the provost's

report, first of all, I wanted to thank all of you -- I know

everybody in this room participated somehow with the Higher Learning

Commission. If it was data collecting, meeting with the peer review

group, I know in some capacity you had an involvement with the HLC on

our accreditation efforts. I wanted to thank you for taking the time

to do that.

It's been a long road, as we know. We have preliminary

indications that are encouraging. I can say that, and more will be

coming.

I also wanted to announce that the presidents and I are offering

to take two Faculty Senate officers to the HLC conference. We are

offering it to the president and another officer, but I understand

Josie may have a conflict with scheduling. There will be another

officer. A total of two officers from senate will be joining us at

the HLC conference and two from staff council, as well. So we are

looking forward to that.

I also wanted to thank everybody who worked on PEAK (phonetic). So the first day of classes, we know, the hustle and bustle with a lot of students, but more than the first day is the days leading up to that which is called PEAK (phonetic). For the first time, I asked the ELT and the provost's office executive team to go to the campuses during PEAK time and help out student services with triaging the lines and we all did that. I did that.

And it was an eye-opening experience. Lots of questions, details, that aren't really part of the normal questions that are exceptions that are difficult to answer, but I got help from the student services folks. So I'm very appreciative of all the work they do. I understand the counselors joined in this effort, as well.

So I thank you for that. It's a lot of work. I know the students were very grateful. I know the ones I worked with were appreciative of my spending time with them and resolving some of their questions.

Another announcement I have is that we are very happy that at the West Campus there is a food pantry that will be opening soon. We have one at Desert Vista and now we will have one at West Campus. There will be an open house this spring, but I think it's going to be

opening in the next week or so. We are thrilled about that. As an

extension, in talking to the student affairs leadership, like Vice

President Irene Robles-Lopez, we'd like to extend that and make it

into a student resource center. So it's not just offering food but

also clothes, like for a job interview, suits, more formal clothing.

Teaching students how to shake hands. The basic things for an

interview. Eye contact. And even tips in helping with interview

questions. Eventually, that's the long-term goal of this extension

of the food pantry.

Also, we just received news today that the Hispanic Outlook in

Higher Education magazine is featuring Pima College in its February

11 issue as one of the nation's top 50 community college for

Hispanics. And community colleges with the greatest total enrollment

of Hispanics, we are No. 22. And community colleges with the

greatest number of Hispanics receiving degrees and certificates, we

are No. 12.

I just wanted to share that. It just came out today. We are

excited about that too.

As you can see, there is lots of stuff in the provost's report.

I will just go through a few things, starting off with the

organizational structure, student affairs, we have four new program

advisors that will be helping out with applied technology, Allied

Health, nursing, and social sciences. They have already started

those positions and we are grateful for that expansion.

Also, we are recruiting for -- sorry, that's my phone.

(Laughter.) Oh, it's the chancellor. I will be right back.

>> MARGARITA YOUNGO: Can I add something to Dolores' food

pantry? I was listening to an interview on NPR, channel 6, one of

the professors at Temple University, it was in charge, put in charge

of the food pantry. And not only do they have the model that Dolores

is alluding to, but they also have the service of getting our

students, their students, SNAP. Rosa knows what the SNAP program is,

the food stamps.

So if we are going to be a pantry for those students on campus,

we can also facilitate their applications for food stamps. And those

could be temporary, and she said the reason she is so interested in

the food pantry for Temple University is because when she was

teaching one of her top students confided in her and said, I'm middle

class, we had the money, I ran out of money, and I have to tell you I

have no food for the next week. So she decided to lead the Temple

University's food pantry.

(The provost enters the room.)

>> MARGARITA YOUNGO: I was just talking about SNAP, that the concept you have in mind would help students fill out the application for food stamps.

>> DR. DOLORES DURAN-CERDA: Oh, excellent. Yeah.

Okay. Sorry about that. So I will continue.

For student affairs, the student affairs supervisor at East Campus, that's being recruited for, and also Student Life coordinator. I think that's almost complete. We are happy about that.

Student code of conduct, that's been reviewed and updated, and the new version has been sent to the students, and I believe went to all of the employees.

The Career Cafe, this is a development from the first-year experience program, and this is kind of helping out with what I was just mentioning about interviews, mock interviews that will be taking place with the help of the counselors. Résumé tips. I know faculty and staff are volunteering to help with that. Cover letter tips. These are the various dates, as you see on page 2, of when these Career Cafes are taking place. If you're interested in helping out, please let us know.

The enrollment management update, I won't go through all the

details, but there have been several outreach campaigns that have

been very effective, so when there have been deletions of students

because perhaps they haven't paid on time, we are reaching out to

them and calling them and welcoming them back and helping them with

whatever they need to do to come back to Pima.

So as you can see, for the first one, there were 1,148 students

that had been deleted, and by the reaching out campaign we retained

65%. That's a big number of students. Hopefully we can keep

improving and capture everybody, but at least we are making this

effort, and I think it's really improving our results and retention.

The teaching and learning center, we have some space now at the

West Campus in the area where the faculty offices are at West Campus.

There is like a suite, and I think temporarily the athletic

department or some of them were there. That's where the teaching and

learning center is going.

Kate will be there, and Mays Imad, our coordinator, will be there

too. The faculty qualification staff will be downstairs. This is in

which building? E Building. It's on the second floor. That's where

you guys will be, and the faculty qualification staff will be

downstairs of the E Building.

That will be in a couple of weeks that that will take place.

Also, the faculty evaluation process, Kate is very much involved

in this. You already should have received an e-mail, but here are

some reiterating the steps. In the fall semester, faculty have set

their goals and put them into My Career Center system. Starting

today, the next steps for full-time faculty is available for you to

enter into My Career Center. Then next month, March 1, adjunct

faculty evaluations will be open, as well.

Anything that I missed?

>> KATE SCHMIDT: (off microphone.)

>> DR. DOLORES DURAN-CERDA: Completely new?

>> KATE SCHMIDT: (off microphone.)

>> DR. DOLORES DURAN-CERDA: Okay. Thank you. Thank you very

much.

The faculty learning academy, today they had their last session

with Simone Gers, who has been a long-time writing faculty here at

the college and who is retiring today or tomorrow? Today. So we

want to thank her. She's been in this position for three years,

faculty learning academy and mentoring program. We want to thank her

for her service.

It was her idea to combine both the faculty learning academy and

the mentoring program together and it's worked out really well. I

know a lot of you have served as mentors for the new faculty. So we are very happy with that, and I know you had your last session with her today with the faculty.

And she also expanded it to not just the beginning of the semester but throughout the year, which I think is really helpful for networking.

So we are in the process of finding a replacement for Simone, and we should have that process complete in a few days. So we will be letting you know about that.

Speaker Series, we have our first one of this semester on February 5 with nursing faculty, Colleen Ford, and she will be presenting about nursing beyond the bedside.

It's promoting an environment of compassion and healing, and at the same time incorporating new expectations of the future, like using simulation and other professional expectations. So really encourage you to come and listen to her speak.

Then we have the other two that are coming up next month. I believe it's the English faculty who will be reading from their own works. So we are happy about that.

And then in April, information, poverty, why students need more than information literacy to succeed in life by librarians Chuck

Becker and Keith Rocky. That will be fascinating.

We have some information regarding the office of financial aid

and scholarships. Next page, they will be unveiling the MyPima

financial aid tab in early February, and that will help students in

knowing they have been verified for eligibility.

Also, we are grateful that even though there was a federal

government shutdown, students were not impacted with the disbursement

of financial aid funds. So that was a huge, huge relief.

Another item I'd like to announce is that on February 5 we are

having our immigrant and refugee student resource center open house

here at the Downtown Campus. It's a small former faculty office, so

it's tiny, but hopefully in the future it will become a larger

facility.

But we have two students who are currently working there, and our

diversity, equity, inclusion officer, Hilda Ladner, is supervising

them, and they are there for resources to help faculty and fellow

students with resources.

The connect and reconnect with the provost, I think I had

mentioned last semester I'm taking a different way or approach to it.

Instead of me reserving the Amethyst Room, for example, at a campus

and have people come and ask me questions, I'm going to the various

units. I will go to the student services center, I will go to the

faculty resource center, I will walk to the faculty offices. I will

be there available for you to ask me questions or clarifications or

any ideas that you have to help improve any process at the college,

I'm welcome to hear that.

They have been very fruitful, and I think people like it better

that I go out and talk to them instead of you coming here. Because I

know if you're working, you have to get coverage in the office or if

you're teaching, et cetera.

Before I leave the podium, I wanted to invite Louise Glogoff, she

made an announcement regarding IT at the staff council meeting this

morning and I thought she should come and make the same announcement

here for information here at the Faculty Senate.

>> SPEAKER: Two real quick announcements from IT. First,

something on telephones, which is a minor thing, but housekeeping is

important. February 8, the telephones at West, Downtown, and Desert

Vista will have a brief outage after 5:30 p.m. for about 15 minutes.

This is so they can implement an upgrade. Campus police already know

about this, so they are planning to provide sufficient coverage

during that period. So 15 minutes February 8, West, Downtown, and

Desert Vista after 5:30.

The other thing of note is security training. We're going to

start offering security training you know, technology security

training. Offering some form of security awareness training is

required by the Arizona state audit. So to meet this requirement,

we're going to offer -- we are going to begin offering training that

takes about 20 minutes to finish, and it primarily focuses on three

topics: E-mail security, social engineering, and URL training so

this important training will help protect you personally and

professionally. So I think it's really exciting that we are starting

down this path, providing this training, making it available to

people.

The training is going to be released to everyone March 1.

February 1, IT is going to have it released to them so they can go

through it and get familiar with it and see if there are any issues

or questions that they have. So March 1 we will start opening it up

to everybody.

>> CAROL CHRISTOFFERSON: Thank you for coming, Louise. Could

you repeat the three areas one more time?

>> SPEAKER: E-mail security, social engineering, and then URL

training.

>> CAROL CHRISTOFFERSON: Okay. Thank you.

>> SPEAKER: Thank you.

>> MARYKRIS MCILWAINE: I also want to thank you for coming and talking to us at senate today. We don't see enough of you.

I am wondering, since you are a high-placed person of authority for IT, do you know who we would talk to about problems in the registration interface that the college has a severe problem with leading our conversion rate to be extremely, extremely low? Who would we talk to about that.

>> SPEAKER: Well, there are two ways of going about this. Michael Tulino, of course, is the registrar. He's really intimate with the registration process. Then from the IT perspective, you can always talk with Raj Murthy, who then would know within the IT side of the house who would be best to listen to what observations people have and sort things out. So those two folks: Michael and Raj Murthy.

>> MARYKRIS MCILWAINE: Thank you. Appreciate it.

>> JOSIE MILLIKEN: Thank you.

Provost Duran-Cerda, we wish you safe travels to Yuma.

Moving on, we have Matej?

>> MATEJ BOGUSZAK: I had perhaps a quick question for the provost or somebody. Do we have an update on enrollment numbers for

the spring year over year and where we are?

>> DR. DOLORES DURAN-CERDA: What was the question?

>> MATEJ BOGUSZAK: Do we have updated numbers for the spring for

enrollment and where we are compared to last spring?

>> DR. DOLORES DURAN-CERDA: Yes, we do. I haven't seen them

today, but we get a report every day, and maybe Michael, have you

seen the report as of today, the numbers?

I know that it's been increasing. It's been steady or a little

bit under, but doing much better every day. Because of the 14-week

classes starting -- did they started to? Yesterday. I think we are

going to see a significant jump. But I haven't seen -- I personally

have not seen them today.

>> MATEJ BOGUSZAK: Thank you.

>> DR. DOLORES DURAN-CERDA: Those of you who are interested in

getting the enrollment updates, let me know, and then you can be

added to the LISTSERV so you can see them.

>> JOSIE MILLIKEN: Approval of December minutes. Is there a

motion?

>> SPEAKER: Motion.

>> SPEAKER: Second.

>> JOSIE MILLIKEN: All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All opposed? Abstain? Okay.

Minutes are approved.

January minutes.

Is there a motion to approve?

>> SPEAKER: Motion to approve.

>> SPEAKER: Second.

>> JOSIE MILLIKEN: All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All opposed? Abstain?

So the minutes are approved. Rita?

>> SPEAKER: I didn't get the amount of abstentions. All right.

Thank you.

>> JOSIE MILLIKEN: Are we good?

>> SPEAKER: We're good.

>> JOSIE MILLIKEN: The next item on the agenda is CDAC evolution

with Jenny Conway. I sent out a draft related to this several days

ago, so hopefully you had a chance to look through it. Jenny is

going to present on the current state of that draft. I believe the

final draft is due March 29? Is that still --

>> SPEAKER: Yes, that's correct.

>> JOSIE MILLIKEN: March 29, final draft due.

>> SPEAKER: So I've asked some of my co-conspirators to join me up here. Tal, from what I understand, has been keeping you up to date on what we have been doing.

The group was charged with looking at CDACs, do CDACs need to exist? With the new structure that we have at the college with the divisions, do CDACs make sense, do they need to change, do they need to morph? What should they look like?

We have had lots of discussions. We've been doing this for a year, it seems like? Started in the summer. Hasn't even been a year. Just seems like a year.

So you all have a draft copy. Since this was sent out, the group met on Wednesday, and we have a couple of other editions to this. We will get the most revised version out to you, I will send it to Josie later today.

The basic concept is CDACs, No. 1, for some faculty, especially adjunct faculty and instructional staff, they have never been able to participate, even though they are responsible for obviously teaching in the classroom, and a lot of them actually write the curriculum. In the case of some disciplines, we only have adjunct faculty and we only have instructional staff.

So that certainly doesn't seem to make sense they would be

excluded from that. That's one of the big changes with this new

draft and the new direction that we are going is that the

instructional staff, whether full or part-time, and adjunct faculty,

because, according to the HLC, faculty are faculty, regardless how we

define them, they are all part of the process.

In terms of voting members, the group is recommending that

obviously full-time faculty and any full-time instructional staff

would be automatically voting members. Then there would be a

representative from the adjunct faculty and from part-time

instructional staff if there are any in those areas, those would also

be voting members, and then it would be up to each group whether or

not they would allow additional part-time instructional staff and

adjunct faculty to be voting members. But all of them could

potentially be part of the group, okay?

We would like LISTSERVs for each group. First of all, we are

changing the name, because the CDAC had a connotation of one thing.

We are discipline faculty committee. It is broken down by

discipline.

But there is also a way to align disciplines into one. Right now

with CDACs, there are a lot of related disciplines. So behavioral

science is one big CDAC with many, many disciplines in there.

So if they chose, they could align, they could choose to align

and be, again, social behavioral discipline faculty committee, or

they could be individual.

There are some areas we are highly recommending that they

combine. Like in the business area, so the business prefix,

marketing prefix, and management prefix, pretty much the faculty are

all the same in all those areas, but obviously they are closely

related, so it would make sense for them to join together to be one

discipline faculty committee.

So our goal is to, after this is finalized with input from you

all and anyone else who wants to provide input, we are going to have

a final draft and send that to the provost. She's going to take it

to the Four Ps or Three Ps now. The Ps, whatever they are, however

many Ps there are.

If it's finalized, and this would move forward, and then what we

need to do is we need to get out to the deans a list of information

that we need for each DFC. That would include, so who is the faculty

co-chair? What discipline or disciplines are included in that DFC?

What is the voting or recommendation structure they are having for

that group?

Who is going to be responsible for keeping the LISTSERV and the membership list up for that group? There were a few other items I can't remember. Co-chair. How they are going to -- what, if any -- are any additional faculty member, adjunct faculty or part-time instructors will be voting members, those types of things.

Since you had a chance to look -- first of all, do you guys have anything to add? Okay.

Questions, concerns? You should be up here too. What are you doing sitting there?

>> MARGARITA YOUNGO: Thank you.

Eric S wanted me to make sure that I brought to Faculty Senate the wording of a sentence that he wants to make sure is put in our handbook. You responded to the, I think, the -- Tal and you responded to Eric's concern that if there is only one full-time faculty member like him in political science, he would be outvoted every time the way we have the wording right now, where the dean has a vote, and the adjunct faculty member has a vote. So that would be two votes against his.

He gave rationale why he, with 80, 90 credits in political science versus 30 credits of an adjunct would not be too wise in making an academic decision. For example, the online textbook that

he wanted was outvoted. I don't know how that went. But that was

one of his concerns.

So would we, the committee, be willing to look at the way he

worded that one sentence, that he would like to see -- may I read it

now?

As long as there are fewer than three full-time faculty members

in one discipline, the dean and the adjunct faculty shall be

nonvoting members of the relevant discipline faculty committee.

He's got a second version which he says I could live with this

other wording. As long as there is at least one full-time faculty

member in a discipline, full-time faculty members in that discipline

shall always constitute a majority of voting members of the relevant

DFC.

So what he's saying is he would like it to be the faculty-driven,

faculty-respected authority, expert in that discipline at all times

in the faculty handbook.

>> SPEAKER: That's something we will definitely need to take

back to the group.

Thoughts from this group?

I will tell you from -- well, I do not know for sure, but my

guess is from upper administration they will be very uncomfortable if

the dean does not have a vote.

>> SPEAKER: (off microphone.)

>> SPEAKER: Good question. Then it would probably be the

provost.

>> SPEAKER: Nancy H. I would have a concern about that, too,

particularly since we have now only three full-time faculty members.

We have many more adjuncts.

>> SPEAKER: Again, at this point there is only a requirement to

have one be a voting member.

>> SPEAKER: One adjunct being a voting member? Okay. Because I

would be concerned also because we are cutting full-time faculty so

much, it would be a concern to me that other people can outrule the

area expert.

>> SPEAKER: Other thoughts?

>> ROSA MORALES: I'm glad that these concerns are being

presented, because there is also the issue that sometimes your

department heads have no training on the discipline that they are

overseeing. So therefore, that's another element. And sometimes

neither are the deans might really have that training.

So because of that new organizational structure, then what ends

up happening is that the voice of the faculty who are considered

experts is being diluted.

In the case of social services, we have faculty that are able to

teach social work with two years of training in social work. Nothing

else.

But we do have faculty that have Associate's, Bachelor's, and

Master's in social work, which gives you like 10 years in social

work.

And then we have now, given the current educational system, we

have faculty who have one year of social work because they did have a

Master's degree in education, and they went and in one year at ASU

got a social work Master's.

So we need to take those things into consideration, which is

something that I have raised in my own department. When we are

hiring individuals, whether we see having one year of social work is

equal to somebody that has 10 years, well, that's something to

consider, but in this case, we already hired them, but then when it

comes to make decisions about the discipline, well, that's when

internally I personally have some concerns about the qualifications.

Now it just happened that we have a department head and also a dean

that has no previous training so that make our discipline, for

example, extremely vulnerable. Thank you.

>> SPEAKER: I think that that's part of the reason why adjunct

faculty, I mean, I believe adjunct faculty should really have a voice

in this. There is a lot of us adjuncts that have a high level of

expertise in the field. We are doing it every day.

As I was telling somebody, this is how we live and die. This is

how we get paid. And so if we see the industry moving in one

particular direction, you know, we have to be able to change. You

know, believe me, I have worked at this institution for a while, and

it's very nice and comfortable to not change an environment, because

it requires a lot of work.

But if we have an adjunct faculty that has the certification, and

I think that that's very important, and that's something that we have

all agreed upon, the only voting members are going to be certified or

they are going to have this expertise in the field to be able to

speak, you know, science or their specific area.

So that's what I believe the adjunct faculty are going to be

bringing to this conversation. Believe me, we have had many

conversations about this, and that's okay. I think it's really great

for us to have these conversations.

But, yes, I think adjunct faculty voice, it's important to have

that voice, because like I said, my adjunct faculty peers, I think,

would agree with me that we live and die by those decisions.

>> SPEAKER: I just want to make one other comment. One of the changes that we had, that we made in the document, we added discipline coordinators as voting members to ensure I think in most maybe all cases discipline coordinators are actually members in that discipline already. But on the rare instance where there is someone who is not a discipline coordinator that teaches in a discipline and there for another discipline, because they are the discipline coordinators and in charge of curriculum, we believe they should be a voting member in that.

We also added department heads as members of the committee, and it would be up to the DFC whether or not they would be a voting member.

I saw a couple of hands.

>> SPEAKER: I believe that the verbiage as it is now is fine. I've got to believe that in that case if the dean and the adjunct voted against them that there was probably reason for it. If you have a dean that doesn't understand your industry, then perhaps the department head needs to articulate why it is they are trying to do something a little bit better.

But I definitely don't think that that individual should just be

able to do whatever they want. We need to value those adjuncts.

They are a very important aspect of our college. I definitely think

they should have a vote, and they should not be discarded just

because it's a smaller department.

   >> ROSA MORALES: Can I just mention the fact that we are talking

about a discipline that the department head and the dean that don't

have the knowledge. So they are the majority. You just have one

faculty. You see what I mean?

   >> SPEAKER: I do. But I feel like if a department head needs

something or a curriculum person needs something from the dean, if

the dean is voting no, they have a reason for it. If the person

doesn't understand, if the dean doesn't understand, then that person

needs to better articulate why it is they are trying to achieve those

goals.

   If the dean still votes no, I'm sure there is probably a reason

for it. They could try to go over their head, but to say, oh, they

just don't understand because I didn't get my way, we just try to

avoid that.

   >> SPEAKER: Just to clarify, at least in terms of curriculum,

some of the things like textbooks and other areas that are here, I'm

not 100% sure, but with curriculum, I know that the provost always

wants to hear the faculty. I mean, she may vote against faculty but she always wants to know what the faculty are thinking.

So if there is a discrepancy between the faculty and the dean in terms of it's a curriculum item moving forward, that information would need to be shared with the provost, and she would make all the final decisions based on what she would determine is the best needs of the students and the college.

>> MARYKRIS MCILWAINE: I just want to go on the record as being strongly, strongly an objection to a situation where there is only one subject matter expert, that is the faculty member, where we structure the membership of the DFC such that a nonsubject matter expert vote can negate the vote of a subject matter expert, and I don't care whether the subject matter expert is adjunct or full-time. That's not the issue. Adjunct faculty are faculty as much as full-timers are.

But I want to go on the record as noting that the Higher Learning Commission mandates that colleges and universities ought to have curriculum being faculty-driven, and there is no way in hell you can tell me that an administrator can even be, have something explained to him or her with curricular matters that maybe somebody who is the faculty member has a Ph.D. in, and sometimes people who are not

subject matter experts lack the knowledge base to be able to

understand arguments.

So I just want --

>> SPEAKER: I certainly understand that. Keep in mind at least

the way we have it here in theory there should never be just one

faculty member -- there should never be one full-time faculty member

and a dean. Ideally there would be an adjunct faculty member, as

well, and so that would be two subject matter experts and a dean.

>> MARYKRIS MCILWAINE: Right. That would be fine, but not Eric

versus a dean.

>> SPEAKER: Joe Brewer, library. I don't teach credit courses,

but it's a very important topic for the college how the curriculum is

determined. Not only in short-term issues but in long-term. I could

see another issue would be the idea of expanding the voting members,

the DFC decides we've got a lot of really hard-working, really

important part-time folks, let's just kind of change our Constitution

so that they are involved.

That's a change that will exist in that group as long as a

majority decides to change it. You know what I mean?

So there is a difference between faculty expertise and

contribution and a type of continuity in an organization that I think

is generally here represented in the regular faculty because of their incentive to be here long term.

That could easily be changed without people really seeing what they are doing by expanding voting to include people for very good intentions.

So I don't know. I think it opens up a lot of questions about long-term curricular leadership from faculty of all types. But how does it work together not just for short-term decisions but for long-term decisions.

>> SPEAKER: The one thing I would comment about that is I don't know this for sure, but my guess is that we would have very few DFCs where the full-time faculty members would allow more adjuncts to be participating than full-time. I could be wrong. If they choose to do that, then I would say -- I certainly understand your point.

But I don't think we have to fear that. I could be wrong. But my guess is -- a lot of the discussions we had was that they didn't want adjunct faculty to be outvoting full-time faculty. My guess is -- years and years ago, before I got in the director position, the rule was that adjuncts could vote but they had two-thirds of a vote or something like that or half of a vote or something, which seemed kind of silly. Yeah.

Yeah, understand your point.

>> SPEAKER: So nothing new really. I just wanted to add my opinion to the mix that if someone's not certified in the discipline, they shouldn't be voting on curriculum. Right? There is nobody -- my dean is certified in my discipline. It doesn't apply to me.

But if my dean weren't in my discipline, having the dean have a vote on whether or not I include Laplace Transforms in differential equations of course makes no sense at all. The only input the dean could have would be political, not knowing the subject.

>> SPEAKER: And my guess is that the majority of deans, if they don't know the subject, would leave it up to the subject matter experts. But also keep in mind that political reality.

>> SPEAKER: Yeah, that's not acceptable.

>> SPEAKER: Other questions, concerns?

>> MARGARITA YOUNGO: That Eric S feels exactly what the HLC has asked the college to do, to make sure that the curriculum is the best in the faculty that are certified in the discipline, and Eric's argument is exactly what MaryKris was saying.

>> SPEAKER: Keep in mind, the HLC considers adjunct faculty as faculty.

>> MARGARITA YOUNGO: But the rigor, back to the rigor of the

discipline, as Eric and Rosa was saying, you have a social services

person with a Master's in anything, and one year in the field of

social services, that would be rather weak versus another faculty

member that could have been asked to vote, but as we have it now, we

only have one adjunct; is that correct? One adjunct. And maybe that

discussion has to be, should we have more adjuncts that are qualified

to vote? I don't know.

But Eric wants to make sure that -- he was also having trouble

with the online structure of how a faculty member, full-timer, his

vote would be not considered when there is another dean to that side

of the college, which is the online college, regarding a textbook.

>> SPEAKER: Thank you for your input.

>> MS. KIMLISA DUCHICELA: There's much more to that story about

that textbook, so I think it's inappropriate to bring it up over and

over again, because I'm the department head over that. And there was

a lot of input that was given and a lot of opportunity that was

given.

So I think to just keep putting it out there as if PimaOnline

ignored him is inappropriate in this forum.

>> JOSIE MILLIKEN: We are at our time limit for this agenda

item. We could have maybe one or two -- please, go ahead. We will

take maybe one or two additional comments, and then we'll need to

maybe if you could offer a medium through which we could offer

further consideration to express them and get to our constituents an

opportunity to --

>> SPEAKER: Yes.

>> JACKIE KERN: I have two thoughts, particularly. I'm thinking

in terms of in our area of nursing, our clinical adjuncts are largely

good bedside nurses, but they don't have a lot of experience in

textbook selection and some of the other pieces of academics. We

have a lot of adjuncts, 40, compared to maybe 15 or 17 full-time.

The other thing that wasn't clear to me is who will decide what

is the composition of the various committees, the discipline faculty

committees? For example, in critical care, we have respiratory and

we have nursing and we have surg tech. Will each one of those

-- will each one of those be their own discipline who decides?

>> SPEAKER: The DFCs will decide if they want to be -- like,

nursing and respiratory and rad tech, if they want to be just their

own DFC, they can do so. If, as a group, you decide we'd like to be

one DFC under critical care, you can do that as well. It will be up

to the faculty and the DFCs

>> JACKIE KERN: There is no concern that all across this campus

everyone is doing it differently?

>> SPEAKER: Well, certainly we'd like some kind of consistency,

but the way we had CDAC structure in the past was not real consistent

either. There were some CDACs that had one discipline and others

that had 15. And that was made somewhere, but now we are giving the

faculty the opportunity to decide if they'd like to work together as

a group or if they'd like to be their own DFC.

>> SPEAKER: I had one more question. In terms of decisions made

by the DFC, how that informs curriculum decisions that you've listed

here, I see one place where interaction with PimaOnline is mentioned

and the DFC is to give input to this choice of modality. Is that all

the interaction there is between really between the DFC and

PimaOnline in terms of curricular decisions, or is there more there

or really not?

>> SPEAKER: As far as I know, based on discussions we had, yes,

the discipline faculty make a recommendation, but they are not the

decision-makers in that.

Am I remembering correctly?

>> MATEJ BOGUSZAK: So in terms of the modality, there was

definitely some interest or in the past we have tried to argue that

it should be the CDAC, that the discipline faculty making the

decision, and that was not approved, and I believe there is some

history behind that.

Currently it's something about giving input on modality. I think

we should keep in mind that all the learning outcomes and the

content, it should be exactly the same as for a face-to-face course.

So the curriculum should be the same, and that is something that the

faculty do vote on. But then in terms of modalities, that has some

history, and my understanding is whoever the powers that be are not

comfortable with saying something more than input in that area.

>> SPEAKER: Thank you.

>> MS. KIMLISA DUCHICELA: The history on this, and unfortunately

Robert F couldn't be here today for personal reasons was to match

this committee, the DFC with the PimaOnline handbook, and the

PimaOnline handbook has gone through things, and so the intent of it

was that absolutely the -- is it now DFC, the DFC would be consulted

before things went online, that you would talk with the department

head. Department head over that would speak to the faculty.

If there was something that, you know, clearly shouldn't be

online, then that would be something that would be discussed between

the faculty, the PimaOnline dean, and the dean of -- or of that area.

So there is a lot of conversation there, but it also was that one

person, say, if you had a discipline that just had one person,

couldn't stop us from something that was really needed -- if we had

an initiative at this college to, which we don't, but I'm just going

to put it out there, to have international business, so business

people don't yell at me, and we really needed to put an international

business class online in order to meet something to do with a college

in Mexico, that we would be able to do that, that one person couldn't

stop that.

So it's supposed to be balanced between the needs of the college,

college initiatives, the needs of, you know, our public, and also

with what the faculty really see.

So it's supposed to be a dialogue. But the faculty, the DFC,

doesn't have the final say. The final say takes place at a much

higher level. Sometimes on the chancellor's desk.

So did I answer that? Okay.

>> SPEAKER: Working with everybody very hard on this committee,

I also have concerns with faculty should be the curriculum experts.

When it comes to any decision involving curriculum, modality,

textbook, on and on and on, how people should be certified and so

forth, that the faculty should be the experts.

But what I took from working on this committee and learning and

-- you know, everybody worked really hard together to try to have a system that's going to work and the policies are going to be in line with other policies and so forth. And so it's a good working document, we hope.

I think that this issue of, like, who has the final say on curriculum, I think it goes beyond the scope of this in the end.

>> MATEJ BOGUSZAK: Very briefly. Again, so I would like to emphasize it's the -- there is, like, this core group consisting of the full-time faculty are voting members and there is one representative for adjunct or part-time instructors, right?

So it's not automatically that all the 40, for example, of your adjunct faculty would automatically be able to outvote. That's a decision that each area would make for itself, and it's those core voting members who would be making that decision.

I think in terms of voting on curriculum, I completely agree with Diane, that it should only be people who are certified in this discipline, voting on curriculum in this discipline. That's perhaps something to take back and have a little discussion about. But I would point out that in the end these are still considered recommendations, right, and it is the provost who has the final say, whatever that person is certified in on what goes in curriculum.

So it's really a wider issue. I would just encourage all of you,

if you feel like there are curriculum issues where your voice isn't

be heard, please take those forward to your division leadership,

department head, dean, and if you're not getting any good results,

take them to senate, PCCEA, wherever you feel appropriate so we can

address it.

   >> SPEAKER: One last thing. Keep in mind that this is, needs to

be reviewed every three years, so if you find this is not working, we

have the opportunity to go back and say, hey, we need to trash this,

we need to fix this. Like everything, this is a work in progress,

and we will hope the quality improves as we go along.

   If you have any additional comments, send them to me,

jscott@pima.edu. Thank you very much.

   >> JOSIE MILLIKEN: Thank you. I think that it's worth

recognizing too the momentous task that this group had in front of

them, and creating a document that's going to satisfy all the

concerns that we have brought up and that others are grappling with

related to this is just going to be frankly impossible.

   So I'd just like to thank the group for all the work they have

done just moving forward with this really challenging task.

   So again, the final draft is due to the provost March 29, so if

we want to direct any comments or suggestions, we should direct them

directly to you, Jenny? Okay. Thank you.

Our next item is call for volunteer. So for the RFP call center

issue, so this is something I brought up in January, and I didn't

have a lot of details, and I received more details and some updates

to what this volunteer position would entail.

So the call center, the request for proposal, so basically we

contract with this call center that fields calls from students,

mostly students in the areas of finance and registration and

advising.

Our current contract is with Blackboard. That was set to expire

I believe July 1. So the initial call was a short timeline. It

would have put the group under a lot of pressure to go through the

contracts and determine a new vendor pretty quickly. So they have

extended their contract with Blackboard for a year, so now there is a

much more relaxed timeline for finding a nice call center replacement

if we do replace Blackboard.

If we think about it, this is a pretty big opportunity to engage

students. I think there have been issues with the current call

center, just being frustrating and not functioning. This is kind of

a big deal for our students, because the less hoops they have to jump

through these calls, the more likely it is that we can retain them

and get them information that they need without them wasting time in

phone loops.

This volunteer, the request is for a faculty volunteer, doesn't

have to be a senator. The group needs just one. Is anyone here

interested in being that volunteer? It's for a year and a half, and

I believe the meetings, they are not set yet, but they'd be roughly

once a month, and it would be an opportunity to take part in

determining the next vendor for the call center.

Please send this out to your constituents and encourage them.

Anyone who is interested should contact Jennifer Madrid. She's the

one in charge. Hopefully we can find a good -- she's a faculty

member, to participate with this group.

The next two items are linked. My item here is just kind of an

introduction to the next one. The PLA for the last several senate

meetings I brought up PLA, because this is something new that started

last year where the divisions designated whether or not they would

like to allow credit for prior learning assessment. So we all mapped

that out in our divisions in the spring, and then after that

happened, we sort of realized a bit more about the details of that

process.

So a couple of us met. It was Rita and Kent and I met with key

members of workforce development and continuing education about two

weeks ago, and we had a really good discussion. Our concern as

faculty was just that how is PLA being implemented in a consistent,

smooth way that allows for faculty oversight and decision-making.

We discussed how everything, the processes that were discussed

were logical and good, but that, you know, what we need is

documentation to ensure accountability and to ensure that these

processes are not just word of mouth but actually recorded in actual

language.

So what we need is a volunteer to help to draft this language,

and so there will be two separate subsets. Jenny, if I'm incorrect,

please correct me, but two subsets. One of them that will describe

the PLA implementation. One of them will be in the curriculum

manual, and the other will be in the SOP.

Yes, okay. And this will take place over -- I don't have the

-- yes, Amanda?

>> SPEAKER: Just wanted to clarify about noncredit aspect of

that in our discussion and working specifically on noncredit process

for courses, which is a crossover to PLA. And when Brian and I

present, we can talk more about that.

I may be mistaken, so let me know if we're not on the same page, but there is PLA that is not noncredit and some PLA that is noncredit and noncredit that lives outside completely of PLA. So we are really looking for especially that noncredit part of those processes that we really want input on.

>> JOSIE MILLIKEN: And while you're standing, because I haven't gotten this information yet, but do we have a rough timeline or kind of a scheduling?

>> SPEAKER: So --

>> JOSIE MILLIKEN: A lot we could help know how much time the volunteer would need to commit to this project.

>> SPEAKER: I don't think it's a large term commitment, so we'd like to meet in the next three weeks to get started. I think we will really only need a couple of meeting times to get what we need down and get those processes down.

>> JOSIE MILLIKEN: And the timeline for completion, you think?

>> SPEAKER: We'd like to have it done by the end of this semester.

>> JOSIE MILLIKEN: So it's kind of a crunch?

>> SPEAKER: Right.

>> JOSIE MILLIKEN: One meeting within the next three weeks, and

then subsequent meetings -- so a lot of work being done independently

as these pieces are written?

>> SPEAKER: Correct.

>> JOSIE MILLIKEN: Meeting sporadically throughout the rest of

this semester.

We were thinking someone with a background in workforce

development and those areas might be particularly useful in this

role, given the particular relevance of PLA to that area.

Any volunteers? So I do have an e-mail that I have already

crafted written to the four relevant deans in this area, so I can

send it and just so that we can recruit someone for this. It's a

pretty crucial role because we really do want input on these

important documents and to find the right person who can assist.

So keep, please keep this idea spinning in your heads and if you

think of anyone, please forward their names to me. In the meantime,

I'll try to recruit directly through the deans of these areas.

That concludes my section. Now if we could have Amanda A and

Brian Miller to come up and present on PLA updates, what to expect

for spring.

>> SPEAKER: Good afternoon. Thank you. I'm going to share with

you just some brief updates, and we had provided in advance some

topics for discussion. I won't spend a lot of time on historical

component of prior learning assessment. The initiative at the

college has been underway for the last roughly three years, and now

we are moving into full implementation of prior learning assessment.

     One of the roles you might ask, well, what is an advanced program

manager do? One of my roles is to help facilitate and coordinate the

efforts of prior learning assessment, and there are a number of

individuals seated around here including faculty who have been very

significant contributors as part of the prior learning assessment

process.

     The definition I use for prior learning assessment, the most

simple piece for me is learning a knowledge gained outside of the

traditional college environment. Outside of the traditional college

classroom.

     That could be acquired a number of ways. It could be through the

military, it could be through business and industry training. It

could be for travel or study abroad. It could be civic activities,

volunteer activities. There is a variety of ways in which students,

both current and prospective, can gain knowledge and information and

really demonstrate that in six specific aspects of the college has

identified, some of those have been in existence at the college for

quite a number of years, such as national standardized exams. Also

the joint services transcript or ACE-recommended background through

military and veterans training.

   We also have four other components that have been used at the

college in the past. Some are new. One of which is a challenge exam

most commonly called the departmental exam. We have done those in

the past here at Pima. Noncredit to credit, which prior learning

assessment is just a small piece of that. And Amanda can elaborate

on some much bigger aspects of the noncredit process at the college.

And then we also have a business and industry certification as well

and portfolio assessment. Those are the six areas that the college

has identified for prior learning assessment at the college, some of

which have been around for quite a number of years.

   Last year we asked the faculty and again faculty have been very

involved in this process to gauge of the courses within your specific

divisions and departments what would be acceptable in terms of prior

learning assessment, looking at all of your courses, and those six

types of courses.

   Last year we had roughly a little over 1800 classes to be

reviewed by faculty, of which 523 classes, almost 30%, were eligible

for some type of prior learning assessment.

Now, this week, I sent out an e-mail to all the respective

departments and divisions again seeking faculty input and guidance

and decisions regarding the six types of PLA for the courses that are

offered within your division.

Again, it's important that faculty, who are the content experts,

be involved and engaged and empowered in that process. So we are

delighted that faculty are going to be again taking a look at, and

this will be much easier, quite honestly, because you're really just

reviewing the courses that you have already approved in the past, and

then updating and saying yes or no for the various divisions and

departments.

Questions? Please feel free to interject and ask questions.

Processes, we've got quite a few well-developed processes, of

course, administrative procedure that you're welcome to look up. We

have a litany of materials, forms, standard operating procedures, a

handbook. All of those are accessible in a folder that we made

available to faculty as well as student affairs staff. If you don't

have access to that, for example, would have the current list of

approved classes by division and departments. It has a litany of

information there that you're welcome to peruse and look at.

So some of the other things that have been really important for

us is the professional development component. I'd like to throw out

to Faculty Senate what the interest is, continued interest might be

from faculty in terms of providing some professional development.

So we have offered some professional development to faculty. For

example, we had a challenge exam workshop held on August 24th which

was attended to 16 faculty in 12 content areas. We certainly have

funding that we could look at that component in the future, if need

be.

Yes?

>> CAROL CHRISTOFFERSON: Could you tell us what is a challenge

exam?

>> SPEAKER: So a challenge exam is the most common that I use is

the departmental exam. So, for example, a student, you may decide,

for example, in your content area, that a student that he or she

could demonstrate their learning outcome, their learning and

knowledge by taking an exam.

Now, a challenge exam could be a traditional paper and pencil.

It could be a demonstration. It also could be -- I'm missing. There

is a couple of other options.

So there are examples that could be used to demonstrate their

knowledge and background in a particular area.

>> CAROL CHRISTOFFERSON: For the course you were just talking

about for the development, would an entire department, for instance,

want to develop something like that and go to that together to

develop a challenge exam for the department?

>> SPEAKER: They could certainly do that if they wish. I mean,

they could come. There are some departments already that have -- you

know, typically sometimes people misconstrue a comprehensive final

may not be the same as a challenge exam.

And I know we have some faculty who have been here, went to the

challenge exam workshop, but there are avenues we certainly want to

support. If people have an interest in doing a departmental exam so

that a student could demonstrate their knowledge or skill in a

certain area that they could certainly do that. They could again do

a written paper and pencil, do a demonstration, they could do a

performance, it could be an interview.

All of those could be examples of a challenge exam

>> CAROL CHRISTOFFERSON: Thank you.

>> SPEAKER: Good question.

We also offered an online portfolio workshop, so we actually, and

I will talk just briefly about a portfolio tool that we have

available for faculty use, but we had 20 faculty cohorts started in

September/October, and then we have one starting in several weeks.

It's really how to -- it really is a neat opportunity to determine

what a quality portfolio looks like and how to use that as a tool to

measure a current or potential student's knowledge and experience.

I actually took the course. I'm an adjunct faculty at Pima. I

have taken the course. It really was a neat course. Four-week

online. I did it in two weeks.

It really was opportune time to look at how you look at

assessment, challenge your thoughts and background and assessment,

but also look at what a quality portfolio looks like, because a

portfolio really is driven by a strong written narrative. It may

have other things like certification documents, formal evaluations.

I would encourage faculty to do that.

If there is interest among faculty to have aspects of

professional development, we have certainly money available to look

at other avenues for professional development.

Marketing, I want to think -- is Louise still here? No, she

departed.

We have a web page. It's at pima.edu/priorlearning. The other

part of the agenda, please.

And there is actually an intake tool there. It asks students to

take a survey. The current marketing effort that we have implemented

this spring also involved extensive radio play, so you may have

heard, if you listen to 97.5, 99.5, 107.5, 102.9, and I think 96.1,

they are all running ads about prior learning assessment, 30-second

ads, they are really kind of cool, and it encourages current and

prospective students, refers them to 4500. It also refers them to

the web page.

The reason I bring up the PLA accelerator intake tool, it's a

wonderful tool that if a current or potential student gets in there,

it generates a wealth of information that an academic advisor at Pima

is going to use to help facilitate a discussion with that potential

student.

I actually went to the website this morning. I have access to

it. We have already had close to 120 individuals indicate an

interest in prior learning, both current and prospective students.

We are going to do a more robust and significant marketing effort

in the fall. Some of that will be predicated on the guidance and

feedback we get from faculty on again what courses you want to offer

for prior learning assessment in the fall.

And so I'm really excited about it. Let's see if there is

anything else -- there were Facebook ads, and we focused primarily,

they will run from January 18 to February 17.

Any questions? Do you need to add anything?

>> SPEAKER: I would just add a big thank you to everybody. This

is huge for the college to implement. This is a great on on-ramp for

students who have experience. Our median age of our students is 28,

so we have a lot of folks coming to us with a variety of experience,

from the military, from work, and this is a great way to increase

enrollment and research out there shows high success rates for these

students that come in through PLA. So thank you all for the work

that you did to get all those courses.

As you're being thoughtful about what you want to offer for next

year and thinking about it as an on-ramp for new enrollment, Brian is

your partner, and Brian -- reach out to him to talk things through or

ask questions, because it's, again, really exciting, and we really

greatly appreciate everybody who has been a great participant in it.

>> SPEAKER: At this point, we have some -- I know we are

probably running behind the next steps, one of the things we are

implementing, and I would echo Amanda's comments, because it's really

been a collaborative effort with Michael Tulino and Emily R in the

registrar's office, Jenny in curriculum. Faculty galore have been

involved in this process. We couldn't do it without the backbone of

faculty.

So that's been really a neat experience in my opinion. Trying to juggle all these thing and keep those plates spinning has been really interesting, but it's really, if you can ultimately keep the brass ring as the opportunity and access for potential students, that's really what's neat about this thing.

The other thing we are just focusing on again is ongoing professional development for faculty and staff. We have a Portfolium tool that actually was purchased not solely for prior learning assessment, but we have a meeting in about a week that's going to finalize use of it, and it's going to allow faculty, and faculty were involved in that process, it's going to allow them to use that Portfolium as a tool to provide portfolio use in your classes, if you wish. That's going to be available for all faculty at the college.

We are going to continue to focus on instructional quality. We want to make certain that when you put the stamp of approval on a challenge exam or a portfolio assessment, that it meets the expectations, the academic rigor, and the challenge that you expect in your specific academic areas and departments.

We are working on finalizing electronic work flow. That should be done in the next couple of weeks, and that's been collaborative

with IT. Basically, saying, if the student goes and makes payment or interested in prior learning assessment as a whole, that's going to funnel through electronically through the college instead of using the old paper and pencil process.

The other things as part of continuous improvement is create additional materials and forums and revise policies and procedures as needed. It's really a work in progress, right? We don't feel like we have arrived. We have actually done a lot of great things.

Just to let you know, we have already had a significant portion of prior learning assessment, and that goes on with joint services transcript and national standardized exams, but we have already had a significant amount of activity and prior learning assessment. For example, in BCT, I see John Gerard here, fire science, and then we also have truck driver training. This is actually going to continue to grow, not only for a career technical ed but the academic and transfer areas, as well.

Having said that, I'll see if Amanda has anything else to add or address any other questions.

>> SPEAKER: Any questions?

>> SPEAKER: Oh, so close.

>> SPEAKER: I'm wondering if there are any plans in the

disciplines where there might be a lot of people coming in like that

to do some testing afterwards so you can continue to evaluate how the

prior learning assessment is going? Are people passing at the same

rate, higher rate, lower rate?

   >> SPEAKER: Great question. The data aspect in tracking and

what we want to measure is going to be part of next steps, and to

work with Nic and her team on what it is we want to measure and

tracking all of that piece.

   That's also a part that comes into play of input that we need for

you all too. What is it you want to see tracked? What do you want

to know outside of those things? That will be a part that we will be

working on in the very near future and we will put out to you for

your input.

   And then hopefully, you know, my goal ultimately is all that

stuff would also be in WebI. So it's things that we all have access

to and can go into Pima Reports on demand and pull in. So when we

work with Nic and her team, that will be the goal that they are all

easily accessible at our fingertips data, too.

   >> SPEAKER: Thank you very much.

   >> JOSIE MILLIKEN: Thank you.

   I meant to sneak this in after the curriculum item, but it

relates to it, and so I'd like to invite Kate up, because Kate would

like a volunteer for policy review revision of 3.01.

>> KATE SCHMIDT: .01, right. So we have an administrative

procedure that is on qualifications of faculty. I can't remember the

exact title. Process for qualifying faculty. It needs some

revision. It's been two years since we wrote it. It needs revision

once the CDAC evolution guidelines are approved, because the language

all over there talks about DSF and CDAC so it will no longer be

relevant.

We also have had a process where we review minimum qualifications

annually. I think we can -- I hope we can all agree that's probably

excessive. The minimum qualifications to teach in a discipline

shouldn't change every year. So we are thinking a three-year review

process with some mechanism if you have to make a change if something

happens in your area, in industry, or a new degree that the

university starts offering that really would qualify somebody.

But the last thing I think may be a bigger discussion, I think

this might be an easy update, but I think listening to the early

discussion around the CDAC evolution, a year ago we eliminated the

process of giving someone a certificate. It was costly. We were

printing -- anyway. It was costly.

It was time-consuming. The bigger issue is it did not calibrate

what the meaning of that process was. The meaning was someone has

met the minimum qualifications to teach with us.

I think this plays into the discussion you were having about who

is helping with decisions of curriculum. Is it somebody who's met

the minimum qualifications, or is it somebody that maybe is closer to

the maximum qualifications, closer to being a discipline expert.

So when we use the word certified, that sounded like a binary

thing. You either are certified or not. Really faculty

qualifications are a range. We have a spectrum. I think to have a

faculty member who has a Master's degree in an unrelated area and

has 18 credits to teach a 100-level class may be very appropriate.

That may not be the person that you want making long-term curriculum

decisions.

I think language is important. I think we've got to move away

from using the term certified and start talking about minimally

qualified. I think those are things we can start to define in that

AP.

I'm looking to find somebody to do that work with me. Sounds

like CDAC evolution won't really be done until close to the beginning

of April, but we're pretty sure the direction is going, we can put

place holders and start some of this conversation if anybody is

interested in working on a small committee.

You and I looked at that about a year ago, Matej, and we went

through and said to wait until this CDAC work was done.

>> MATEJ BOGUSZAK: Is this 3.01.01?

>> KATE SCHMIDT: Administrative procedure 3.01.01, called

process for qualifying faculty.

>> MATEJ BOGUSZAK: My impression was some of those, it's not

something we can decide, but it had to do with Department of

Education or HLC, that that 18 credit hour rule I was pretty sure was

something that was external.

>> KATE SCHMIDT: The HLC treats a Master's degree in the

discipline and the 18 credit hours as meeting minimum qualifications.

HLC expects us to set our own standards. If we are exceeding that,

that's okay. But I'm also saying we need to recognize, even if we

continue to use that as the guideline, we need to recognize what

we're talking about is having met minimum qualifications, which is

why I want us to move away from using that terminology about

certification, which I see as more of a binary thing. You're either

certified or you're not. If you've met minimum qualifications, it

sort of begs the question, well, you know, what else do you have?

Who is the best person to put into this job to hire for this

particular CRN? Is it somebody who is minimally qualified or

somebody who has shown some additional...

    >> ROSA MORALES: Another thing that I want to bring to the table

regarding this discussion is actually it was part of my experience

when I was hired, it was interesting to me that I turned in my

paperwork, and then I was talking to somebody in the department of

human resources, and they were telling me, you don't have much

experience in social work.

    I said, what do you mean? I mean, I had two degrees from two

different countries, work in different cities in the two countries.

According to that person, I didn't have much experience in social

work.

    I said, okay, lets go over each of the jobs. And what happened

is that person was looking at the position title, then for that

person, didn't relate to social work.

    So my time that I worked with politicians, assisting individuals

doing macro policy practice for that person didn't mean it was social

work. It dawned on me that unfortunately, you know, some of the

individuals that were evaluating those transcripts and experience

were not really qualified or knowledgeable enough about the

professions to really establish that.

Of course, as a minority, I have been discriminated at different

levels, but this was a first one to me somebody says you don't have

much experience in social work. I mean, it was very openly, but

since I have previous --

    >> KATE SCHMIDT: Does this mean you are volunteering to work

with me, Rosa? Are you volunteering?

    >> ROSA MORALES: I'm volunteering to work with you just because

of that.

    >> KATE SCHMIDT: So this is another part that either needs to be

in this procedure, we have to make sure it's in the CDAC evolution,

that there has long been a practice of involving the discipline

expert in evaluating transcripts. I'm not sure what happened in your

situation. It's before my time. Those are things we could talk

about in our work as far as procedures.

    I have one volunteer. This is such a fascinating subject. If

you're too shy to volunteer publicly, you can e-mail me. Sean, also,

in his subcommittee for adjunct faculty, is looking at -- I hope I'm

not speaking too soon, but they're looking at could there be

something that the college adapts as a tiered system for adjunct

faculty. Maybe that's one of the tiers is the sort of maximally

qualified.

Thanks.

>> JOSIE MILLIKEN: All right. Thank you, Kate.

So we are moving on. Just a reminder, so back when I started

with senate, we had this big sign that said it was white and it had

in big black letters, name on it, so I just checked with Mike to make

sure but it's still important that we all say our names before we

speak so that's on the record.

So if you could -- I don't know where that sign is, but I'd love

to find it. But in the meantime, until we find the sign or get a new

one, if you could please just remember to say your name before

speaking when you come up to speak. Thank you.

So the next agenda item is the innovation task force with Brooke

Anderson.

>> BROOKE ANDERSON: Hello, everyone. This is more of a general

announcement so I'm not going to take the podium for this one. I

just wanted to let you know that there has been an innovation task

force formed. Michael Amick, Raj Murthy, and Ian Roark are the

project leads. I'm on it as well as Kim is on it, as well, Kimlisa

is on it, as well.

So the committee is charged with creating a framework for

supporting innovation at the college. And a culture of innovation,

in particular.

Right now the conversations are pretty informal, and we don't

have any specific tasks other than we are looking to sort of

brainstorm ideas for innovation working well at the college as well

as challenges and obstacles to innovation.

I just want to throw it out there if you want to send me that

information I'd be happy to share it with the task force.

>> JOSIE MILLIKEN: If I questions for Brooke?

That brings us to the president's report, which is me. First

item is the Speaker Series update. These will be brief. Dolores

already mentioned the three Speaker Series events we have for this

spring. One of them is on Tuesday, and then we have one in March and

then in April.

After that, we have made a decision to put them on hold. We want

to rethink how we are offering them and just make sure they are as

meaningful as possible and that they are as well attended as possible

in the future.

So they will be on hold. Please take advantage of these last

three chances for now to attend a Speaker Series event.

The next item I want to bring up is Faculty Senate meeting with

administration. Once a month the Faculty Senate officers meet with

administration, and we discuss a lot of issues that have come up and

issues for the future. We are now going to make those meeting notes

public, available to you to view. We feel it's important, just so

you know that the work we are doing and what's on the radar. I have

included a link to the ones from December in my, when I sent out the

agenda. If you'd like to review those, please feel free and we'll

make a habit of continuing to make those available to you.

   We did have a really good meeting on Wednesday, I believe, was

-- Monday. It was Monday. Long week. Monday. And we discussed

PLA, we discussed eLumen, and we have a timeline now, and it's

getting revised, but that will go out soon by the provost.

   And we also talked about a need for technology updates at all

campuses that's been a faculty concern. That's going to be an

ongoing agenda item, policy review, and also a suggestion that I'm

pushing for that a student passed along to me to e-mail student grade

alerts when final grades have been submitted, because not all

students think to check their grades or even know how. They consider

D2L as the final Gradebook in a lot of cases. But making sure their

transcripts are in line, it turns out to be really important, as I

found out from a student that encountered an issue in the past.

Anyway, this is getting passed along, and hopefully in the

future, when final grades have been submitted, students will all get

an e-mail that explains how to access grades, to alert them, and also

give them next steps, whether that's graduation or enrolling for the

next semester, and then resources that they can immediately consult

to get the information they need.

So that's an exciting thing that we have done. That's it from my

president's report.

Are there any questions before we move on to the PCCEA report?

Rita?

>> SPEAKER: Rita. I would like to make a formal request that

all meeting minutes should be placed somewhere on our wonderful

website

>> JOSIE MILLIKEN: They are in the senate folder.

>> SPEAKER: No, I mean. I mean all standing committees. We

should have a warehouse or clearinghouse or something that -- anyway,

a place, where all the meeting minutes are made public.

>> ROSA MORALES: I should get a plaque for always giving my name

and everything (laughter).

I want to thank you very much for sending us the notes about the

meetings that you're having with administration. It used to be in

the past for a while we were getting them, and it's very, very

helpful. I know PCCEA has been very, very good on doing that, and

really keep everybody informed. So I'm appreciative of that.

Secondly, I want to let you know that today I attended a training

for D2L Gradebook from 10:00 to 12:00. Just to update my skills and

everything. I was very heartbroken to sit next to an individual who

was driving all the way from Vail, and it took her half an hour to

actually find the location here. I learned that yesterday it was her

first day that she actually taught at the West Campus in the evening.

She still doesn't have a key to get to her room. She has to call the

police officers and everything.

But she's going to go through the training on D2L at the end of

this month. She doesn't know much about anything. I was very

willing to help her, give her my phone number and office number since

we are based in the same campus.

So I want to really plead to all of you, if you have the

opportunity, to please try to assist some of those adjunct faculty,

because even though a lot of support has not been granted to her, she

keeps saying, I love that it's gonna be the best time that, first

time that I'm coming to teach for Pima. I'm far away, and I know

it's confusing and it's complex.

I talked to her and I said sometimes the department heads, deans,

don't have enough time to do all this, but feel free to contact me.

I will be willing to assist me with D2L and all these things, and let

her know that by the fall, everybody has to be doing Gradebook. She

can contact, you know, the technicians to help her and everything.

We provide a lot of support in social services, no question about

it. We really hold the hand of the faculty throughout the semester.

We spend 25 to 30 hours with each and every one of the new ones. But

this morning I came aware there is other disciplines that might need

our help.

So please, we are looking for good faculty, but we need to do our

part on making that welcoming kind of environment to them when the

departments for whatever reasons are not able to do that.

So I just want to say that, because it's important.

>> JOSIE MILLIKEN: Thank you. I think Lisa had a comment or

question, and then we will move on to the next item.

>> SPEAKER: Lisa Werner. West Campus.

I was just wondering if that was something that needed to be

seconded. Rita's -- I'm confused about protocol still, apparently.

Because I second it if it needs to be second but if it doesn't I

still do.

>> SPEAKER: Rita. I'm assuming you're asking if you need a

second what my request was? No, I'm just making, so I can have a

place to put it publicly so that we can have this request, but I

don't think it needs to have a second.

>> JOSIE MILLIKEN: All senators have access to the shared senate

drive. You just need to search your Google Drive for, do an advanced

search, look for folder, look for senate folder. It's shared with

everyone, so everyone can go in there and create a folder for your

meeting minutes to be stored. That would be a great way to create a

central repository for these minutes. It's a great suggestion. We

just all need to do it. We all can do it. We all have the folder

and the tools. We just need to do it. So if you're in those

meetings, go ahead and create that folder. Put in your minutes. I

think that would be a wonderful resource for us all to have access

to.

Okay. So we are now at the PCCEA report. Matej, if you'd like

to come up.

>> MATEJ BOGUSZAK: Hello again, everybody.

I believe I have three main items on our report. The first one

will likely be an ongoing one that I will be giving updates on in

future senate meetings and this is this whole big personnel policy

rewrites I mentioned at the last meeting.

Pretty soon, I heard this week, but sounds like it might be next week, the first batch, they're calling them cohorts of rewritten policies, will be released through the AERC, probably Ted Roush will be the person sending those out for pretty much sort of 21 days public comment like we do with the administrative procedures.

We have been through a first round of discussions about these with the administration, you know, maybe made a few tweaks or changes based on that initial input, and so now it looks like it's almost time to have them sent out.

I think many of them will be fairly noncontroversial. Sometimes it's just the same information copied over. Sometimes we are just updating legal references and so on and so forth.

There are some -- not in this first cohort or two but we now have the third and the fourth one, and it looks like there are some more substantial changes coming up.

Any time that is the case when we have some concern about a major change in working conditions or just, you know, the way that we have been doing things at the college, we will try to send you, like, some kind of guide. You might remember we used to send out those smiley or frowny face summaries for Meet and Confer at the end of the year,

so we will try to propose something like that for these rewritten

policies. There are a lot more of them, but the best we can we will

try to give you our comfort level and point to the places where there

are substantial changes so that people are aware and can provide

their comments as they, on the things they feel important.

Please, again, I have said this last time, this is like "the"

major reorganization at the college since way before I was here, and

we have some potential to make improvements but also to lose

important pieces of policy, and then there is no recourse if it's not

in policies if things start going wrong. So please do keep an eye on

it. I know we are all busy. We will try to provide some of that

guidance.

No. 2, mandatory training from HR, I don't know, I don't know

what else to say. PCCEA does continue to receive questions about it.

Please all contact Jeffrey Lanuez in HR if you have a question about

that transcript issue with your previous training not being reflected

or counted. Contact Dina Wakefield is the person.

We have again asked multiple times this month for some kind of

official update to be sent out. You might remember Jeffrey said not

to worry about any deadline, and at All Faculty Day we had a good

update. But I think people who still weren't there they still really

need some guidance in writing.

Our main concern from PCCEA right now is particularly for the adjunct faculty, and that given the amount of time that it looks like would be required to complete this training, and there doesn't seem to be any kind of flexibility or options or compensation or anything and we have heard from a couple of department chairs that adjunct faculty will just not teach for us if they have to do all this.

If you have those concerns, please take them to HR. We have already. And if there is anything in particular you'd like us to do on this issue, let me know, but this is really an HR thing.

>> MS. KIMLISA DUCHICELA: I started taking that training, and I did call -- I wanted to let you guys know I did call Dina Wakefield and begged her to see if they can speed those videos up, because they go super, super slow. I asked her, and she said she would take it forward, because a lot of adjuncts teach for a lot of other institutions and other institutions require FERPA and Title IX and all that stuff. I said, this training is very generic and FERPA is FERPA and Title IX is Title IX. So if you can prove that you took that at ASU or U of A or NAU or Perdue or wherever else you're teaching, why can't you bring that forward and show it and have that checked off?

She said she would take that forward, but I just want you to know

that they don't really -- generic training is generic training, and

you have been trained you have been trained. If I took history 141,

I took history 141, but the least they could do is speed those things

up.

   >> JOSIE MILLIKEN: Sounds like you're suggesting we implement

PLA for...

   >> MS. KIMLISA DUCHICELA: I'm absolutely saying if PLA works for

our students, why can't it work for our faculty?

   >> JOSIE MILLIKEN: Very, very logical suggestion.

   >> MATEJ BOGUSZAK: Thank you. All this excitement on this

topic.

   >> SPEAKER: You can speed those videos up if you go to the

settings on your computer, the settings on the videos, you can speed

them up. Mine did.

   >> MATEJ BOGUSZAK: All right. Thank you.

   Finally, just very briefly, I forwarded a request from senate to

take -- well, from the senate representative on the benefits

committee to take a survey. There is a new RFP out for pharmacy

benefits. Right now we are done through, you remind me, what is the

name? Express Scripts, correct? It might be the same company or

-- anyway, there is an RFP out for a new company. I hear we have a

good consultant we have worked with before who is getting us the

information from the potential providers.

There have been some hiccups early on last fall with the process

but it sounds like we are back on track. This has to go to the board

in March in order for it to be approved for next year. So again, I'm

hoping that you gave any kind of feedback out on that survey.

And if you have -- I'm not sure at this point. It's pretty much

moving forward with those companies that have replied to that RFP.

If you have any kind of specific input, I would encourage you to

contact the benefits committee. Tim Cruz, Julia Fiello, and the

third person is escaping me right now, those are the representatives

on the benefits committee.

Other than that... let's see. I think those were all the

important items.

The other major thing that I mentioned on All Faculty Day we are

working on is to have some kind of more thorough discussion on the

budget and budget priorities, our spending.

So that is in discussion, we have requested some data that we

have just a meeting on this Wednesday, and so once we have some of

that data coming in and we can take a closer look, again, we'll just

continue to advocate for the college to prioritize its spending on

its core mission and to fully fund, to the extend we can, given the

expenditure limitation, our faculty, academic programs, and so on and

so forth.

And that really, it's about the share of the overall budget,

right, that should be spent on these core mission items.

Any questions on anything at all?

Thank you very much.

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

Governors report. Brooke Anderson.

>> BROOKE ANDERSON: Hello, everyone. So there is not a link

unfortunately to the report on the agenda, but I did e-mail it to

everyone. If that could be linked, that would be great. We'll get

it linked at some point soon here hopefully.

I was trying to do that. I've got this new little keyboard for

my iPad, but it turns out the functions are rather limited. Yeah,

that would be great. Thank you.

So I wanted to make sure, since I wasn't able to be here in

December, to just talk with senate about what we want to share with

the board about the Intranet and access to the Intranet, because that

came up as a special request for me to share with the board.

You will see on the report, I simply said Faculty Senate would

like the board to gain access to the Intranet. But I want to make

sure I can explain why this is important to us in a way that

represents that discussion.

Yes, I'll take some feedback on that. Recall way back in

December? I know it had to do with concerns, right, about them not

seeing the state of the Intranet and the difficulty in navigating it

and finding what we need to find on the Intranet.

>> CAROL CHRISTOFFERSON: If it serves my recollection, it was

because the Board of Governors didn't have access to the same stuff

that we were seeing, and we wanted them to just maybe have a sample.

Maybe they could all enroll in the BOG101 class so that they could

have a class and experience it firsthand. You know, we could make up

a class, couldn't we?

>> BROOKE ANDERSON: I don't know.

>> CAROL CHRISTOFFERSON: I think that's what it was, so they

could see how they could experience the whole interaction that we do.

It could be a teacher in one of them and a student in another, and

they could just see it from both sides.

>> BROOKE ANDERSON: For the Intranet? Because we are talking

about the Intranet, not D2L, right?

>> CAROL CHRISTOFFERSON: I thought it was -- maybe my recollection is wrong. I thought it was we were complaining about the way our MyPima site works. Isn't that what it was?

>> BROOKE ANDERSON: Yeah, the notes were briefly about just the Intranet, not MyPima overall. But maybe I'm not pulling enough information from it. Yeah, were there larger concerns about MyPima, as well, and not just the Intranet? Yeah, okay.

So we want to add not only is it the difficulty in navigating the Intranet and finding documents but also that faculty have trouble finding what they need in MyPima, as well?

>> CAROL CHRISTOFFERSON: Can't search for anything.

>> BROOKE ANDERSON: Yes.

>> SPEAKER: Nancy H. At the meeting Rosa and I were at last Friday, and I can't remember the woman's name, I'm sorry, about MyPima, they are working on that. They have hired an actual web designer.

>> JOSIE MILLIKEN: That meeting with Lisa Werner, Lisa Brodsky, and Rosa Morales?

>> SPEAKER: Yes. They are working on that, so I don't really think we need to take that forward at this time. I do think the Intranet is still an issue that we should take forward, but the

MyPima piece, they are working on.

>> SPEAKER: Rita. I think Carol was thinking about making a

class because there was some concern about maybe there is reasons why

we shouldn't have the board have access to the Intranet. So by

putting it into a classroom setting where they are signing up and

having access to it for just a short period of time while they are in

a class and then not having access to it afterwards is, you know,

would cull those concerns.

Oh. Well, that was why. (Laughter.)

>> BROOKE ANDERSON: So we don't want to have them untethered

just access but rather to be able to experience it and understand so

that they have that information? Okay. That helps a great deal.

Any other comments or feedback you want to give me about that

particular item that I will bring forward next week?

>> SPEAKER: Joe Brewer. I have never been entirely clear

whether it's possible to deep link into the deep recesses of the

Intranet, but there sure should be. You shouldn't have to send an

e-mail and say, go to the Internet, scroll down to academic services.

Then scroll down to faculty services. Then scroll down to this.

Really should be able to say, here's the link, and go to it. That's

a bit of a problem with the thing in general that I have noticed.

>> JOSIE MILLIKEN: If I remember correctly, the idea of getting

them a tutorial or an overview was to point out the limitations so

that they are aware of them.

>> ROSA MORALES: I think the meeting that we attended regarding

the website is a good beginning, and I was very happy that there were

several of us there. I'm very happy that for every committee that we

are going to be having faculty representation that there is going to

be the opportunity to have individuals that can be there when the

other ones cannot be there.

But if the Intranet is an issue, whoever is going to be

organizing that information, we have to have faculty involved.

Because I think, as I mentioned to some of the individuals that

attended the website for, you know, the meeting for the website, a

lot of times, the individuals that are organizing that information

are IT individuals whose brains might be working very differently

than other people. They might be able to find the information a lot

faster than everybody else, but we want the systems to be friendly

for everybody. Therefore, I think we need to negotiate through the

Faculty Senate and through PCCEA to have faculty representation in

every single committee that is affecting the system in such a way

that is affecting the enrollment, communication, in other areas, the

general functioning of the college. So the recommendation is besides

MyPima, we need to fix Intranet and we need to have a committee and

faculty needs to be involved in that process, too.

>> SPEAKER: Rita. A last thing, I was looking at the meeting

minutes, you know, those things, for our December meeting, and it was

the FACT team had shared lessons learned, and the final report was

going to be on the Intranet, and interestingly, the board doesn't

have access to the Intranet, is what that person who writes those

meeting minutes, that's what she put in there.

>> BROOKE ANDERSON: So it was the FACT, sort of like, oh,

interesting, here's information on the board, should have this

information and they don't.

And I read those. I was, like, what?

Thank you for that clarification. That helps a lot, too.

>> MATEJ BOGUSZAK: I'd like to second that. I was a little

confused about this discussion. It was my recollection that at issue

was the board couldn't actually access some of our internal college

documents, and it seems like if anything the board should have access

to all of our internal college documents, right?

>> BROOKE ANDERSON: Thank you. Yes, that gives me a much fuller

picture so I can say more than just a sentence that doesn't make a

whole lot of sense.

Thank you for that.

And then I just wanted to say you'll see my report. Again,

please, I do intend this semester to continue to emphasize the really

great work that we do above and beyond our teaching in the classroom,

which is of course also the heart of this college.

And so vitally important, right? So I will be making sure to

highlight a lot of the performances, opportunities that faculty have

been accepted to, conferences, all of that good stuff, and I'm going

to spend a lot less time on just sort of, here's what we are doing,

da, da, da, information items. I want to apologize for not having

the Speaker Series up there, because I hadn't heard anything about

it, and I didn't know what was going on exactly with it. So I will

add that, I can, so that is in there, as well, and I can make sure to

plug that at the board meeting, as well, the one coming up.

Shoot, it isn't next Tuesday, is it?

>> JOSIE MILLIKEN: Yes, it is.

>> BROOKE ANDERSON: Oh, man. We just missed our opportunity to

plug it. But I can say it was an amazing thing that happened last

time, and I will plug the writing one.

>> JOSIE MILLIKEN: March 5.

>> BROOKE ANDERSON: Right. I will make sure those are added, as

well.

Yeah, please take a look at it. I did have to submit it already,

but there is opportunity to make some quick revisions as long as I

get them in in two hours, so if there is anything you really would

like me to add or any changes to what I have here that I could

quickly make, please let me know, and I'll be sure to do that.

Any other feedback or comments from me in this month's report?

>> MARGARITA YOUNGO: One announcement.

>> JOSIE MILLIKEN: How related to the board report?

>> BROOKE ANDERSON: Is it related to the board report? No.

Okay. Thank you.

>> ROSA MORALES: Board report. Eric S sent us a very good link

to a very good article that discusses the experience of undocumented

individuals that came to this country, got their visa and now their

children are now attending Pima. That would be a good thing to add.

>> BROOKE ANDERSON: Good. If you can quickly send me that link,

I will copy and paste it and get it in there as an item.

>> MARGARITA YOUNGO: I just want to make an announcement.

>> BROOKE ANDERSON: One last thing I will sneak in, Mays had to

take a phone call. And she just wanted to make sure we remind

faculty to take the teaching and learning center survey. Make sure

to get that out again.

Okay? Thank you.

>> MARGARITA YOUNGO: I just want to make an invitation to the

Native American Student Association Club, housed at the West Campus,

Dr. Diana R, co-sponsor, and Dr. Gregory Redhouse. And I guess I'm a

guest there at their meetings. They are going to put on a powwow at

the West Campus track and field on I believe it's March the 2nd, but

we are going to send out the date and the time. I think it's going

to be in the afternoon and it will be free.

Bring family and friends. It's going to be a -- they will have

their drummers and everything else going on at the West Campus.

>> JOSIE MILLIKEN: Thank you, Margie.

So we are at the end of our agenda. Anybody want to propose a

motion? Motion to adjourn? Or we could hang out.

>> SPEAKER: Motion.

>> SPEAKER: Second.

>> JOSIE MILLIKEN: All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All opposed? All abstain?

Have a wonderful weekend. See you March 1 for our next meeting,

if not before.

(Adjournment.)

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