



PimaCommunityCollege

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Pima County Community College District Faculty Senate

October 4, 2019

>> JOSIE MILLIKEN: Welcome to our second Faculty Senate meeting
of the fall 2019, October 4.

Are there any short announcements? Any open forum or executive
session requests?

We will move to our first business item, approval of the
September minutes. Hopefully everyone had a chance to take a look at
these. We all look first to make sure we were present (smiling).

Yes, Ken? We have a motion to approve.

Second?

(Second off microphone.)

>> JOSIE MILLIKEN: All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All opposed? All abstain?

September minutes have been approved.

So our next business item is board policy. This is for student success. 3.30.

Do we have someone here to speak to this policy?

Okay. I wasn't sure if we would or not. This is information only. This item will be on the October 2nd Governing Board agenda as a discussion item to receive further guidance from the board. Yes, October 2nd has already passed.

Anyone like to say anything about this policy? Yes? Jeannie?

>> MS. JEANNIE ARBOGAST: So I was looking to see if there was a 21-day review or what was going on and what happened and there was nothing there, so I appreciate any input on that. But I'm personally curious why it is coming into existence.

For me, what they are adding should be no-brainer stuff that we should be minimizing the costs to the students. I want to know why this needs to be a board policy. And so those are my questions that I'm sorry no one was here to present and talk about it, because I'm assuming that all departments are like mine, that in mathematics we have been at this for five or six years to do everything we can to reduce the costs of textbooks and I can't believe the other departments are not doing the same thing, so unfortunately I wish

someone was here to talk about it, but I wanted to just make that comment known.

>> JOSIE MILLIKEN: Thank you, Jeannie.

I do wish someone was here to address it. I think -- I did request that, but I think that the reason someone isn't is because it's just, it was labeled as for information only.

Anyone else have any comments about this board policy? Brooke? Go ahead.

>> BROOKE ANDERSON: I just wanted to let everybody know that the board did have some discussion and did make some revisions. Forgive me, I didn't note them in detail. But if you wanted to find out what revisions were added, Mark Hanna wanted some additional language added.

You might take a look at the video on the board meeting.

Oh, and it is a real theme at the board, and I will save my, too much of my comments. Cost-saving measures, cost-saving measures, cost-saving measures. It's something that the board is constantly talking about and having administrators come and report on.

>> SPEAKER: Hi. So I have read through this, like, a couple of days ago, and I was, like, where are the counselors? There is nothing in here about counseling, and it's my understanding that if cost-saving measures is a theme, were you y'all aware that they are -- well, there is a proposal to cut the counseling department by 40%. So I just found this out today, and I'm paring the knowledge, so

forgive me. I don't know if that was stated in the board meeting but that is a concern for me.

>> JOSIE MILLIKEN: We did have an agenda item related to counseling faculty, and we actually are moving that to November because apparently issues are still getting negotiated, figured out. So I think some of that -- it is a concern I have heard among many faculty, and in terms of what's actually happening, it's still up in the air.

>> SPEAKER: I'm so sorry, I should have clarified. I meant if we want our students to be successful, we have everything in here, but there is no mention -- that's what I meant. I'm so sorry. I should have clarified.

>> JOSIE MILLIKEN: No, no, no apologies. Does anyone here have any knowledge of why there is no public comment or if there is an avenue to submit comments for this board policy?

>> SPEAKER: It was just first reading.

>> JOSIE MILLIKEN: So there will be an opportunity later, then, for all of these -- hold on to these comments. Jot them down. Then we will come back to them later. We will have somebody to represent and speak to you, to the item. Yes? One more comment?

>> SPEAKER: Do you want me to speak about what's going on in counseling, I'd be happy to do that at whatever point.

>> JOSIE MILLIKEN: Okay. Thank you, Denise.

Now we will move to our AP review, and we do have some

representatives here to speak to these APs. So if you wouldn't mind coming up.

>> SPEAKER: Hello. I'm Michael Smith, facilities fiscal analyst. I oversee Lisa's contracts, grant compliance, and help write APs and board policies for our unit.

Did everyone get a chance to review the APs that were submitted?

Any questions on any of the APs? No? Okay. Thank you very much.

(Laughter.)

They are still available for comment. If you go online to the Pima site you can still do public comments there. Thank you.

>> JOSIE MILLIKEN: Thank you for that very short time. All right. That was very quick, yes.

So last time we voted for -- we voted for all of our officers, and what we need to do now is, because the president is also the president-elect, that leaves an extra position, and how we have been dealing with that is we have had a separate position called the ACC rep.

Joe Brewer has served in that role the last year, and the duties of the ACC rep is that the ACC rep conducts the duties that the responsibilities that the president-elect would normally do except not being president-elect. So that entails attending the ACC meetings once or twice a month on Mondays at District Office, attending the leadership meetings with officers and attending other meetings with officers.

So we need to fill in that one position. So we need to vote for that today. So I have ballots here, and so -- but first we do need some nominees.

>> JOE BREWER: (off microphone.)

>> JOSIE MILLIKEN: So Joe Brewer. And a second for Joe Brewer.

We have one nominee. Joe Brewer.

Anyone else like to nominate themselves or someone else for the role of ACC rep?

Okay. Seeing as how we do not have any other nominees -- we do still have to fill out the ballots, because that's in our charter, so please write in your person of choice to fill in the ACC rep role in the ballot, and can we have a volunteer to count the ballots?

Thank you. Ultimately all ballots will be heading towards Tanya.

Okay. Has everyone had a chance to fill in their choice and submit the ballot to Tanya? While those results are being tabulated, we will move forward with our agenda and our next item is the academic freedom work group.

We have Kate Schmidt and Ted Roush here to speak to that group.

>> KATE SCHMIDT: This is just an appeal for volunteers. As you may -- we are not really speaking to academic freedom. Ted, get up here. (Laughter.)

You may know that we are moving away from individual policy manuals, and so we used to have academic freedom described in the FPPS, which doesn't exist anymore. As we are reviewing policies it

seemed like academic freedom is more than just a personnel policy. It's really a philosophy. It's a major tenet of higher education.

So the suggestion was made that we draft a board policy to address academic freedom. We are coming here to look for five to seven volunteers to help work with us over the next couple of months. We already have specific dates if you'd like those so you know if you can make it or not.

Friday, October 25, afternoon. Friday, November 8. Wednesday, November 20. Wednesday, December 11.

The charge will be given at the first meeting, but it does look like we are being asked to pretty substantially take from the work that's been done by the AAUP, sort of the leading authority and the definers of academic freedom. That's it. I think there is a lot already written that we can work with, that we can adhere to as an institution.

After that, we will bring forward our draft to the presidents and the provost, and it will be their job to revise, approve it, and take it through the process that includes 21-day review period and first and second reading.

Any questions?

>> JOSIE MILLIKEN: So they are all in the afternoon? District Office?

>> KATE SCHMIDT: They are all in the afternoon, 3:00 to 4:30.

Correct.

I have a form for signing up. I can get that link to you. That will accept people who are interested up until the 14th and ideally let everybody know by the 16th who would be participating if we have more than five to seven. Ken?

>> SPEAKER: Are any of those Friday afternoons the same as our Friday for the senate?

>> KATE SCHMIDT: Friday senate? No. November 8 is the only -- November 8 and December 11, but those aren't the first Friday, right? It didn't conflict with it in my calendar, and senate is usually on it. Okay. I get the okay from Rita.

>> SPEAKER: I'll volunteer then.

>> KATE SCHMIDT: I'll send you the form.

(Voice off microphone.)

>> KATE SCHMIDT: I'll send it to Josie to send to everybody.

How's that?

>> JOSIE MILLIKEN: Sounds like we do have two volunteers, at least, Ken and Kimlisa. Then everyone else can think it over and then be sure to respond to the form.

Five to seven people. They don't have to be senators, right?

>> KATE SCHMIDT: Correct.

>> JOSIE MILLIKEN: We can reach out to constituents. If you think there is anybody who would be really valuable on the academic freedom work group, please do contact them and encourage them to sign up. Get really diverse representation. Okay.

>> MATEJ BOGUSZAK: Do you have any -- are there any goals or, like, interest or issues you have identified that we have, or is this just to put together a board policy pretty much? Or is that a discussion you want to have with the group?

>> KATE SCHMIDT: Yeah, I can't think of specific goals or interests other than since it was no longer in personnel policy, it seemed like this is a great time to say this isn't just about our workplace condition but about a philosophy we subscribe to as a college. And knowing that there is already expertise on it, it's not like -- I think that's sort of our interest is we are not expecting people to draft it from scratch but we would substantially take from language that most higher education institutions are using.

>> MATEJ BOGUSZAK: Boeing sounds great. Thank you.

>> JOSIE MILLIKEN: Thank you, Kate and Ted.

Our next item is grade reporting software update. We have Kimlisa Duchicela and Nic Richmond to give us an update.

This item came up in the spring. We had some volunteers volunteer to be on this group, and the group has since met and are now here to provide us with an update.

>> MS. KIMLISA DUCHICELA: Okay. Sweet and simple. There is a senate subgroup, so the STAR senate subgroup, which makes us STARS, which has got to be the coolest group here.

We are looking at some new reports that are now available. Over the course of several years, STAR has been working on this new data

and reporting system. What it's offering is easier access to data, broader data sets that are available. And the intention is to give faculty, especially department heads and discipline coordinators, that's what they are called now, right, DCs, the information that they need to make critical decisions like scheduling, for example.

Staffing. What kind of students are in which classes. Grades.

Things like that.

So a lot of information. So this group has met twice and has decided that the best course of action to figure out how to best use this and train for this is to have a testing/training period. Notice I'm not using the word "pilot" because I'm done with that term.

So really this is focusing first on department heads and discipline coordinators, and this is completely optional. We're not going to go to every department head and force them to do this. So it's optional for them to opt in.

And the one thing that or two things that they absolutely have to have in order to be part of this is they have to have FERPA training, because a lot of this information is FERPA protected. They must also have information security, because FERPA and information security on digital reports go hand in hand. So they would need to have that taken care of. Those are all online. They are relatively short compared to some of the trainings. So that can be taken care of.

You have a link on our agenda today out to a report that gives you the time frame, which is kind of on there -- can you scroll down

a teensy bit. You can see it there.

It is October, mid-November, we are going to do some training. We are going to, mid-November, we are going to have first information gathering on -- we are going to look at different reports. There are several reports. There are many, many -- millions of report possibilities in this thing. Certainly hundreds.

So we're going to basically focus on some strategic reports and then as we go along we are going to ask the people that are participating in this for their feedback on how to best use this, how it's working for them, and how to best structure it for faculty.

So this is an attempt to put real data into the hands of people who really need it to make real decisions.

That being said, and like I said, it's optional. We are not forcing this on you. But I already kind of tossed it to the PimaOnline department heads. We're, like, we should do this.

Any questions, thoughts, rebuttal? Are we all good? I'm running then.

>> JOSIE MILLIKEN: Are you looking for more volunteers? Are you set?

>> MS. KIMLISA DUCHICELA: We'll probably send a request out via LISTSERV for department heads and discipline coordinators, and anybody who volunteers we will gratefully take.

>> JOSIE MILLIKEN: They don't have to be a discipline coordinator or department head?

>> MS. KIMLISA DUCHICELA: No, but that's the group we are really going to focus on first because they are the ones using it most for scheduling which is what we are going to focus on first.

Yes, sir? Fellow STAR member.

>> SPEAKER: Hi. I was under the impression that was only --

>> MS. KIMLISA DUCHICELA: Oh, is it only going to be department heads?

>> SPEAKER: Yes. Given the nature of the data, we didn't want to make it generally available.

>> MS. KIMLISA DUCHICELA: And DCs. I am corrected. You're right. I remember that now. So department heads and DCs. DHs and DCs.

All right. Thank you.

>> JOSIE MILLIKEN: Thank you.

Our next item is ID badges and...

>> SPEAKER: I expect everyone to be as nice to me as you were the other folks. Where's the love?

>> JOSIE MILLIKEN: I had a little bit of context to set up.

Were you here to speak --

>> SPEAKER: Oh, please. I was going to give kind of a background, but please.

>> JOSIE MILLIKEN: I was told that a couple of people would be here to address...

>> SPEAKER: That's just me, I think. If everything goes badly,

I will bring Ted up here.

>> JOSIE MILLIKEN: The context of this item is I think we have all, we are all aware of the basic context regarding the ID badges and the discussion that's come up over the last year and in the spring as the policy was in deliberation and then it got implemented.

PCCEA has done a lot of work on this item, and I have been approached by several faculty who are still deeply concerned. Eric Aldridge is here, and he wrote up a letter that pretty much outlines the main concerns of the faculty, and it's not just about the -- the concerns relate not just about the ID badges themselves about how the policy is written and about the response to the questions submitted for public comment.

So those three concerns are the main concerns that are in Eric's letter, and so Eric wrote the initial draft, and I did help him. We edited it together, and so this is the letter. Eric's here. I'd just like to invite him to come up and speak a few words about the letter, and then we can --

>> SPEAKER: Please.

>> JOSIE MILLIKEN: -- please ask you for any questions or clarifications.

>> SPEAKER: I'd like to give some background too after Eric talks about the letter?

>> JOSIE MILLIKEN: Absolutely. But if we could first have Eric come up. Please come up.

>> SPEAKER: Hey, everybody. I wanted to give some context to just why I wrote the letter. I'm a supervisor of a large department on the Downtown Campus, and so I was surprised to learn in an e-mail not too long ago that somehow I have a role as a supervisor helping people get their badges and that somehow I'm supposed to know what the process is for helping people get their badges.

And so as a supervisor, I start to look at this task as a task, and I start to outline the steps in the task and what it entails.

It's really not that simple for part-time faculty particularly to get the badge. I looked at the thing where you can either e-mail them some sort of photo that needs some sort of criteria that needs some sort of file name or they can show up at their convenience to some location that's not the campus they work at to get some kind of picture taken.

So I started to see this as being not trivial, because really I'm wearing an ID badge, it's no big deal to identify ourselves to students. That makes some kind of sense. But I rely on the comments that PCCEA gathers and the response to those comments when I'm trying to facilitate things that I'm asking the faculty that I supervise to do. I don't mean to be -- you know, it's in the letter. Copying and pasting the same three lines is not effective for what I need.

I need more information than that as a supervisor to communicate that information to my faculty, and honestly, just as a faculty member, I feel like I deserve a better response than that.

The three lines were things that I could have figured out on my own and already knew anyways. So they weren't helpful in any way, shape, or form.

I also have some concerns about what it means for supervisors and administrators on the campus in terms of how we relate to one another. Like, am I supposed to walk around and say, oh, hi, Tom, how'd your class go today? Where's your badge?

I don't really want to have that discussion with my faculty. And so I think that it's fine to wear some sort of identification if you want us to know who the faculty are.

The other point that was made in the brief pasted comment was that security is an issue. I think that we can agree that to some degree security is an issue. I can think of a time when I was threatened on this very campus by nonstudents early in the morning, and I had to call the campus police. Sometimes security is an issue, but the response wasn't clear in any way, shape, or form how wearing a tag on a lanyard would address that.

So we just kind of have the opportunity for comment. There was opportunity for reply. It wasn't done in a way that was helpful to moving the policy forward in any way, so I just wrote a letter, gave it to Josie, and we enlisted Faculty Senate for this discussion.

So I appreciate you guys showing up to talk about it. Thanks.

>> JOSIE MILLIKEN: Just to provide some structure to this

discussion, because we did discuss this item in the spring and we

really don't want to get into the pros and cons of ID badges, because that conversation could continue for a long time. I think what we really want to focus on is what the situation is now, and then the three concerns that are outlined in the letter regarding the response to the public comments and how the policy is written and how we move forward.

So if there are any questions or items that people want to discuss -- ultimately what our goal for this item is, as a senate, is that we can either endorse the letter that was written or not if we choose to go in that direction but that's how we should think about structuring this conferring so it has some kind of an aim to it.

So with that being said, are there any questions or comments that people want to offer in regards to this item? Dennis?

>> SPEAKER: As someone who is fairly neutral on the tags in general, I just want to give my thoughts. The response to those public comments being copy and pasted is awful.

>> JOSIE MILLIKEN: Thank you, Dennis.

>> SPEAKER: Can I comment on that real quick?

So you're right. I think in a nutshell I think probably what happened in this case, even though we did our best working through policies, we worked through about a thousand responses over all the different things, and at times -- this does not justify it but it just explains -- at times, sometimes if something we thought was answered previously in the list, something like this may have

happened.

It wasn't right, and as we reread these, there is an opportunity to go back and address them, because even if we thought we had addressed it differently, we didn't address that one, so you're absolutely right.

There were several comments about how do I wear it and where would be appropriate. You know, we can have a discussion about that if that's appropriate or just answer that question whatever direction you'd like to go.

>> JOSIE MILLIKEN: We did have a related comment about that. Or not a related one but a separate comment?

We'll book mark the separate comment and see if there are any comments related to what we, a response to the policy comments submitted, public comments. No?

Kimlisa?

>> MS. KIMLISA DUCHICELA: So I would really like to see an actual response from those comments, especially the comment from the woman who had been made uncomfortable. A real conversation needs to take place about where we wear those. Because if wearing that makes women uncomfortable, then it's not okay.

>> SPEAKER: No, you're absolutely right. We'll go through and answer these. The general answer I can give is that we have seen people wear these in many different ways, whatever they feel most comfortable with. Some people do not like the feeling of anything

around their neck. I totally get it. Some people have clipped it on their belts, their sleeves, so there are different options there.

I think it is appropriate for every individual to determine what way that they feel most comfortable that doesn't invade their personal space -- you know, we object is always to work with the individuals to make them feel as comfortable as possible but we also make sure we get answers published for the questions.

>> JOSIE MILLIKEN: So just to clarify, someone will revise this document to create more substantive and tailored responses?

>> SPEAKER: Yes.

>> JOSIE MILLIKEN: Just so we know...

>> SPEAKER: Give us till Wednesday? How about we can have them done by Wednesday?

>> JOSIE MILLIKEN: And how should we communicate them?

>> SPEAKER: We can e-mail them to you, and you can e-mail them out if that's okay with folks?

>> JOSIE MILLIKEN: That would be great. Thank you for recognizing that. I know that was a concern to a lot of people, and it felt very dismissive.

So I know we had a comment book marked. Is this another related comment? It is? So we can come back to our book mark. We have a related one. Okay. Then we will come to our book mark, and then we will come to Nancy.

>> SPEAKER: I just want to know -- Tria Allen, East Campus,

counseling, student support.

Here is my comment. Can we make this process easier? Because I had to travel, like, 45 minutes to get mine, and even when I submitted my picture, it was, like, we don't know if it's really you.

>> SPEAKER: I went through the same process.

So we are doing a couple of different things to address that. One, facilities has communicated to us that this is going to take some time. There are a lot of people who need to go through this process who don't have IDs in our full-time, even the part-time or adjuncts. So it is going to take a while for us to work through all these.

We have asked and they are working to come to each one of the campuses on a rotating -- because we know it's hard to get out to M&S. It's way out there.

So we recognize that. We have communicated that to administrators that this is going to take some time, and we are going to need to work with our employees to give them time to be able to access these and give our facilities time to actually do the process, because it's not quick. It does take their resources.

>> JOSIE MILLIKEN: Nancy and then Ken.

>> SPEAKER: I just had a concern --

>> JOSIE MILLIKEN: Your name?

>> SPEAKER: Nancy H, West Campus, communications.

I guess I have a concern with the way they are displayed. You

said we could use clip-ons or whatever? Are those going to be provided? I was just given a lanyard, and I do have a little concern about lanyards, because sometimes it's dark when I leave or when I get here, and it would be very easy for somebody to grab it around the neck.

>> SPEAKER: So I'm going to say yes, even though we have not had that conversation, so I will just commit the provost's office to buying stuff.

I think that is a reasonable concern, so let's do this: We will work with the campuses to put together a process so that at least a reasonable clip that could be clipped on is available as an option. You're right. Anything around your neck, whether wearing a tie or something else, so we will just fund it out of David Doré's budget. He's a very generous individual (smiling).

I think that's a reasonable request so let's work on getting together a process so people have something other than a lanyard to use.

>> SPEAKER: Okay. Thank you.

>> SPEAKER: Tanya P. One of the things I wanted to bring up, I also work in student services, so I'm around a lot of machinery and around a lot of different things too.

So one of the things, I'm small, I'm now wearing it as a clip-on because twice, literally twice, walking out a door that had a handle, it got caught. So I'm wearing these now, but I think if the

regulation is going to be that we have to wear them for students to be able to identify us, we have to have certain places and they need to be sizes that work. They need to be, you know, consistent.

Otherwise the point of having us wear them so students can identify us is pointless if students are having to look at somebody's back side, hip side, neck, shoulder. If there are not real places to wear them, then it does become an issue. Working with a shredding machine, some people have leaned forward and gotten things in shredders. I've gotten hooked up on the doors. It's not as easy as it looks.

>> SPEAKER: To clear that up, if you are ever in a scenario

where you are around any kind of equipment that you feel it's a danger, we do not want you wearing the badges, period.

You can work with your supervisor and say, hey, if I'm on campus I'll wear it, but when I go to the labs over here, it's coming off.

There is no way that this should be a chance to cause any harm to anybody. I have found out the hard way that they do break off if you get it caught, because I have gotten mine caught and yanked and it pops. We don't want to test that theory.

So if it's ever a question of safety in your area, please work with your supervisor. You can come up with a process that makes sense for your area so that it does not put somebody in harm's way. That's absolutely the last thing we want to do.

>> JOSIE MILLIKEN: I think we have a comment from Ken, and then

Brooke. Did I miss anyone else in the queue?

>> SPEAKER: Ken Scott. Business and information. Northwest Campus.

The first comment there that women don't want to draw attention to their chest, it's a name tag. You have to wear it somewhere. We shouldn't have to look at someone's butt to figure out what their name is. Obviously it's going to have to be worn on the torso in one shape or another.

I'm curious, since we're a government agency and we are government employees and wearing badges like all other government employees at all other government agencies, did any other government agencies have to address this problem already? And what might they have done to address this?

And then I know that you said that supervisors can work with employees to find ways to avoid safety issues, but there doesn't seem to be any verbiage in the policy that gives them any authority to override the policy for safety reasons. Obviously we would do that and we would never want someone to get hurt, but I think faculty would just feel better if there was some verbiage in there identifying that, hey, under certain situations, labs or something like that, obviously safety should come first.

>> SPEAKER: That makes sense. On the second part of your question, I think that's absolutely something we can address. First part, we have looked at other institutions, I have been on different

campuses, different government buildings, and you see usually it's one of two things. Usually either people are wearing lanyards -- I should say three, some have a clip, either on their chest or on their belt. Those are the three places where it's most commonly displayed. I have seen people on campus doing their sleeves because they don't have a belt or whatever.

But it's usually somewhere visible. If someone is coming up to you, they in some way can see it reasonably without interfering with the work that you're doing.

>> BROOKE ANDERSON: Adding to this conversation about women's clothing, I'm not comfortable with a lanyard around my neck, and my colleagues are always covering my waste and to put something on my arm is going to flip around and get in the way.

So I am all in support of everybody getting badges like Eric's. I'd be more than happy to wear something on my chest. It's not about, oh, don't look at my boobs, for me. That would not be in the way, would not be cumbersome, and be easy to keep in my work bag.

You know, if we have some employees that have these nice badges like that, if we are going to have to be required to wear badges, which I understand, that's fine, I don't have a problem with that, then I want that kind of badge. If I need my picture on it because we're afraid people will be imposters and pretend to be faculty and staff, fine, but let's put a picture on a badge like that and provide those for all employees.

>> SPEAKER: So I think there are two parts to that. We can look at other options. I mean, I know that clothing has an impact on how you can wear it. If maybe there is an option of doing something with a magnet, so could have the same kind of effect.

The second piece is a little bit more challenging. These badges are intended to do a couple different things. One is to identify clearly who the individual is, with a picture, not just a name.

We are moving towards, though we are not there yet, a system where they will also act as your keys that we are moving away from the traditional locks and it will help you access different buildings and that type of thing. So we needed to take that into account when they were thinking about what type of badge to use.

Do these have to be the badges we use forever? No. If we can find -- they are a little bulky and don't quite fit in the plastic. Is there some way we can continue to work with these and make them look a little bit nicer? Yeah. I don't think anyone is opposed to (indiscernible).

Now, every time we switch a system, it's a lot of money behind the scenes for printing and access cards and everything, but it's not that we can't have those conversations if there is something that fulfills the needs that we are trying to achieve that is a little bit, I don't know, more tasteful or little less bulky or whatever terminology we are trying to use.

>> JOSIE MILLIKEN: We had a comment from Eric Aldridge, and then

we can go to you again, Ken?

>> SPEAKER: One quick thing. I would say I didn't choose to include this in the letter, but we did contact most of the other community colleges in Arizona. There was one in Chandler that requires some sort of an ID of some sort but none other ones.

I'm pretty sure ASU and U of A don't either. Government agencies perhaps do. We are in some way a government employee, but this is not a common practice for faculty.

>> SPEAKER: A quick answer, you're absolutely right, but we are finding is a trend moving towards this. A big part of this, and I know there is some back-and-forth on that, as institutions are more and more concerned about safety, one of the ways that law enforcement has identified as a way to improve safety and know who is on campus is through some kind of ID.

You're absolutely right on your comment, I'm not dismissing that, but we are seeing more and more when we talk to more and more institutions that they are either looking into it, if they don't have one, or do have them. So it is that growth.

So I have Matej. David is volunteering and Michelle N if she would like to...

>> SPEAKER: Michelle Nieuwenhuis. Campus police. I recognize a few faces in here, but honestly, faculty is not somebody I get a lot of face time with, so it's actually kind of nice to see you all.

I'll go ahead and promote the badge as an opportunity that if out

on a campus walking around and you have a badge on, it helps me identify people who I have not met yet. Faculty seems to be one of the groups that frankly we don't interact much with unless you call us or we're assisting you in some way.

With the ID badges, as Aubrey said, as we expand the access, we use ours all the time, and some of the departments who access areas more regularly were the ones that were kind of on the front end of using badges for access. IT, facilities, college police, we use ours fairly frequently. And I think as you see that program expand throughout the district, you'll find that you'll need it.

The wearing it kind of reinforces that you have it. If you bury it somewhere and then all of a sudden you need to use it because now your campus or the area that you work in is now card access and you haven't had to use it or you haven't seen it in 30 or 45 days, you will not be able to gain that access that you need.

It's just kind of a reminder, if I see it, I have it, then I can use it.

Also, it helps us, if we have responded to an alarm or we are responding to give you access somewhere, if that ID is readily visible, it kind of saves us the time and the discussion with you of, well, who are you and do you have access to this area? You know, it just helps us identify things emergency and nonemergency.

And I like the fact -- when we go to conferences, we all get badges, right? Because it identifies us and helps us network better

and know each other better.

I agree, yeah, to be able to wear it where you're comfortable and what fits, you know, the role that you play here at the college. We don't like lanyards either. We wear the breakaway ones because we don't want somebody grabbing onto our neck.

But I think they really help us network and work better together. I think it helps us with our students, knowing to identify people on campus who might be able to assist them.

And, yes, in an emergency it helps us identify the people who may have had additional training with regard to evacuation points, the emergency response plan maybe you have attended, active threat training. Helps us identify people who have better-than-average knowledge of how the institution has trained us all to respond in those situations.

Any questions?

>> SPEAKER: Tria Allen. I was going to say a couple of your points I believe your office is giving breakaway lanyards.

>> SPEAKER: Yeah, the blue ones do pop.

>> SPEAKER: Pop. But the other question that I have, it was about safety about who -- do these badges, are we going to a full-on swipe model across the district?

>> SPEAKER: So this is very expensive infrastructure. The goal is to have exterior doors throughout the district -- do we have a timeline on that?

>> SPEAKER: (off microphone.)

>> SPEAKER: Yes, this fiscal year, every building throughout the district will have one card reader exterior door that will, the card reader will work on for after-hours access. The idea is that employees, if you have just basic access, then you would have access to that. Now, if it's a restricted area, lab area or something, we're going to narrow down who's got access to that.

But if you needed to get in here at 6:00 on a Friday night and you found that the building was locked, swipe your card. We do want you to call in to us and let us know that you're here, because if we've got some emergency going on we would want to know we have somebody in the building after hours. That piece hasn't changed.

Then, yeah, instead of having to call, and maybe we're not here, maybe we're someplace else and now you're waiting 30 or 40 minutes because you forgot something in your office and now you need back into the building to get back access to your office.

>> JOSIE MILLIKEN: I think Ken had a comment, right? A long time ago?

>> SPEAKER: Yeah.

>> JOSIE MILLIKEN: We could spend all afternoon on this item but we can't. We need to move towards closure here.

A few more comments, and then we need to decide whether to, what to do regarding the letter and how to move forward from here.

If we could have Ken and then Matej.

>> SPEAKER: Ken Scott. I just wanted to clarify the difference with what the gentleman was wearing is not an ID badge. It's a nametag. (Off microphone.) They are different. We are talking about using ID badges, not using nametags.

>> MATEJ BOGUSZAK: I think that's a key difference you point out, Ken. Aubrey, it did sound like you're open to maybe some alternatives, a different-looking badge, or a nametag.

>> SPEAKER: Let's not go too far with that. Because there is a couple of criteria that I was mentioning that I said earlier that we need to think about.

It has to have the -- you have to be able to see a person's face, name, and it has to have the ability to work with accessing -- because we are moving away from keys. That's more and more everywhere. Not just here at Pima.

So within those parameters, if there are things we can improve -- for example, if, like, this plastic holder is the thing that's bothering people because it increases the size by almost double. Maybe that's something we can do.

If there is something about the cards themselves that could be smaller -- if it's size that's the issue, that's something we can look into. But it's going to have to be within some parameters.

>> MATEJ BOGUSZAK: So one thing is using it for all those purposes, but for the purpose of identifying yourself, the two arguments I have heard is one to students, so it can be more helpful,

and then one to possibly when there is some emergency or nonemergency situation, and that's where I really would love to hear a little bit more, Michelle. I understand the hard work you have to do, but on open campuses such as this one, we have the public, students. Most people here will not have those nametags. So I just really struggle a little bit to understand the need to be able to identify employees versus nonemployees.

So if there is anything you could add there, that would be really useful. Then I'd love to get back to you on the nametags.

>> SPEAKER: Yeah, I think we talked this summer I met with Aubrey and Ted and you and your other faculty rep.

I think that's kind of an additional benefit of the ID badges. We probably would all continue to wear the metal magnetic ones if we weren't going to card access. But we are going to card access. So that was the college's opportunity to leverage something that we were going to do infrastructure-wise that frankly does improve our security, because we are able to restrict access.

So we've got this card, I don't know about the ability to make it smaller, does it have an RFD chip in it? They are not inexpensive. So by the nature of the card, it's got to be a certain size in order to be useful.

So it's got a name on it. It makes sense that we would have a photo on it. I'll be honest, the Pima ID cards that HR was producing for new employees, after about six months we can't even make out the

image on those photos. It's so tiny, so for our purposes it was faded and they were minimally useful for IDing employees. So this gave us an opportunity to better ID employees.

Really I would leverage the customer service piece of it more so than I would identifying people in an emergency. It's somewhat helpful, but I would say that the customer service and us actually knowing who employees are is more important than in an emergency. To me, that's kind of fourth tier of the value of these cards.

>> SPEAKER: The thing is I have worked at this college for 18

years, worked on four campuses, and every time I go to All College Day I'm astounded how many people I don't know.

There are a lot of people that work here, and that I don't know, and I can only imagine what it's like to be a student on one of our campuses not sure where to go, not sure who to ask. It's daunting.

And this, I can tell you, has had more of an impact for students to come up to me to ask the question -- even when I'm wearing a Pima shirt, I haven't had as much as when I'm wearing this. I don't know if they think I bought it at the bookstore or whatever.

But students do come up. And I have had comments from people that have said that students come up and ask me questions. It helps our students. It helps them know who they can connect with, who they can ask a question to. If you don't know the answer, you know where to get them to. You might be a student services person, but you can say, hey, student services is right in that building on the first

floor. I'm sure they can help you out.

It helps our students. It really does.

>> MATEJ BOGUSZAK: So nametags would do that, right?

>> SPEAKER: Well, but then we get to the other piece about

-- nametags take you so far.

>> MATEJ BOGUSZAK: Well, for the student purpose? I understand

all these other being able to have key entry and photo ID and all of

that, but you don't have to wear that, right? For the students, you

just need a slightly less, you know, degrading, as I would say,

nametag.

>> SPEAKER: Well, I know you have your personal opinion, and I

respect that.

>> MATEJ BOGUSZAK: That was personal opinion (smiling).

>> SPEAKER: But everything comes with different pluses and

minuses. As Michelle was saying, access is one thing. Nametags

don't really have your picture, so they're not maybe as welcoming as

something with your picture. There is a lot of ways to interpret it

and I know nothing I'm going to say will change you, and that's

absolutely fine. We can all have the same shirts.

There are a lot of things that would identify us to students in different ways. This is the way that we are going that hopefully addresses multiple different things that we have tried to outline.

>> JOSIE MILLIKEN: I would just -- okay. We had a comment from

Rita?

>> SPEAKER: I was just going to say, we need to...

>> JOSIE MILLIKEN: Like I said, we really could debate this, we really could debate this -- there is a limitless amount of questions and concerns related to the policy. We have had a really good discussion.

Aubrey has recognized that the response to the public comment has been inadequate and that that would be addressed. And then the policy itself, have I picked it up correctly that it's going to be flexible and --

>> SPEAKER: Yeah, we need to have something in there that talks about supervisors working and especially safety issues and we will work with the campuses -- this might take a little bit longer to figure out different physical options for people so they don't have to pay out of pocket for something.

>> JOSIE MILLIKEN: So the policy is flexible and will be revised to address concerns that will be brought up, and others?

>> SPEAKER: Yes.

>> SPEAKER: I'd like to motion that the Senate go ahead and sponsor this letter and send it to administration so we can all move on.

>> JOSIE MILLIKEN: Okay. We have a motion. Can we have a statement in the language that actually reflects what you just stated, Ken, so -- we actually need a statement to vote on. Can you say what you said again?

>> SPEAKER: Ah...

>> JOSIE MILLIKEN: It would need to be formed like the Faculty Senate --

>> SPEAKER: Yes, I think that the Faculty Senate should support this letter in at least getting a response to the safety issue, but -- as written. There we go.

>> JOSIE MILLIKEN: Faculty Senate supports the ID badge letter as written.

>> SPEAKER: As written, yep.

>> JOSIE MILLIKEN: We have a motion on the table with a statement. The Faculty Senate supports the ID badge letter as written. We also have a second.

Is there any discussion?

>> MATEJ BOGUSZAK: Just one last thing for consideration. Based on that straw poll that I sent out a couple weeks ago, about 70% were opposed to this policy, maybe 17% in favor and maybe 13% didn't care.

>> JOSIE MILLIKEN: Yes, thank you. I got the result of that, but I don't think everyone else did. So thank you.

Any other discussion before we move forward?

Okay. All in favor of supporting this statement, the Faculty Senate supports the ID badge letter as written... can someone count?

We have lost our vice president. He was offended I didn't bring Twizzlers. (Laughter.)

Someone help me count? Okay. We'll count proxies later. So

just one hand for now. 27. Keep your hand up if you're a proxy.

How many proxies? 2. I guess I didn't need help with that one. I

do feel like I do, though (smiling). So 29 in favor. Any opposed?

Any abstain? 2? 6 abstain? Any of the abstainers a proxy?

So we have 29 in support of the letter as written. 6

abstentions. And we can move forward.

I would like to say too that I just want to get this kind of on the record that a sentiment from faculty that we have spoken with is that there is recognition that there are a lot of issues facing the college right now, a lot of important issues. Enrollment, just to name one. Budgets, all of that.

The intent here is not to nitpick a policy unnecessarily. It's not necessarily so much the policy itself. It's more how it was addressed and implemented and written.

So I just want to kind of make that clear that this is not a petty discussion, and I'd like to thank Eric for bringing it to us and generating the conversation that we had today, which I think was very, you know, productive and to have this forum to give voice to those elements and also to have administration speak to those items was very helpful, as well.

Just a few final words.

So I guess we will come back to our agenda. Such a long digression. Okay.

So president's report. This will be pretty quick. I brought up

the faculty charter. I linked it again just to make you aware of that link and the charter. If you haven't taken a look at it, it's valuable to read.

This item here if you're new to senate you may not be aware that there are several committees under senate that works on senate-related areas. So we really need to revise this document to reflect the current state. It's kind of outdated. I know Carol was in there making some edits earlier today to kind of bring it up to date.

What we need to do, two main things, if you're on a committee, if you're a chair, then please go ahead and revise and contact the other members and make sure that the goals are current and that the members are current.

And then also, if you are a new senator and you wish to be on one of those committees, please contact the chair and request to actually be on that committee. Or if you'd like more information about that committee you can also contact the chair.

The other item is the course content affordability task force. So if you remember, our provost introduced this item during our last meeting and also at other meetings across campus, and it was originally called informally the OER task force, but it was changed to open it up, not just to OER texts and content, but to other low-cost options, as well.

So that's why the name changed. We do have about 10 members, and

we are having an initial meeting between the co-chairs and the provost in about a week and a half, and then from there, there will be a Doodle poll sent out to all the members to find a first meeting date.

Sometime within the next few weeks we will meet for the first time. So please know that the wheels are turning regarding that and stay tuned.

>> SPEAKER: Ken Scott. I did have a question about one of the groups. One of the committees, the assessment committee, seems to be a duplicate of another work group, like the group that was, like, spearheading eLumen and whatnot.

What do we do if there is a committee that, I don't want to sound mean, but, like, redundant or duplicate kind of thing? The reason I'm asking is I see you're a member.

I'm curious, what do we do if there are two groups and then what do we do if -- I don't know.

>> JOSIE MILLIKEN: Well, that may just be that one case, and in that case they are distinctly different groups. I know Rita has her hand up and Rita can address this.

>> SPEAKER: Rita Lennon. There are two groups. There is the Faculty Senate subcommittee that is working on more CLOs and relevant CLOs for certain areas that seem to have a love of, an abundance of CLOs. So they are working on trying to minimize or combine to make them more relevant to the student.

And the work group that is spearheaded by Wendy Weeks and the eLumen task is working more on the general education learning outcomes and program learning outcomes. So we are kind of working in concert together.

>> JOSIE MILLIKEN: Brooke? I think I saw your hand up.

>> BROOKE ANDERSON: If we wanted to propose an additional senate subcommittee, what is the process?

>> JOSIE MILLIKEN: I think as far as I am aware, you would just form it and then notify the officers, and we would make the full senate body aware. Then we'd move forward from there.

>> BROOKE ANDERSON: In that case, I am interested in forming a subcommittee on tutoring that is cross disciplinary. So I will just -- just a heads-up and then I will make sure to let faculty know and if there is additional interest, then I will inform the senate and we can form that subcommittee.

>> JOSIE MILLIKEN: Sounds good. Thank you. I think that's -- Hernan?

>> SPEAKER: Hernan. Just a quick observation. The strategic planning committee, there is five members listed. The chair, Michael Parker, no longer with us?

>> JOSIE MILLIKEN: That is one of the items that needs to be updated.

>> SPEAKER: Yeah, but who is going to be doing the updating when the chair is no longer there? I believe that --

>> JOSIE MILLIKEN: There will be a different co-chair, and when that group convenes those elements will be determined. I hope that one of the representatives on the strategic planning committee, one of which is Joe, right beside you, and Ken --

>> SPEAKER: Tal is listed here.

>> JOSIE MILLIKEN: Someone from that group can take charge of revising that. I just created this document about two years ago when I was vice president, because I thought it would be nice to have some organization between and made it editable. We really do need to do the best we can to make sure it is up to date. So please, if you do notice anything like that, you know, and you're involved with that committee, please take charge. Take initiative, and let's get it all up to date.

>> JOE BREWER: I think he was referring to a specifically Faculty Senate strategic planning committee, which I'm not on.

>> JOSIE MILLIKEN: I don't know, because I believe that they might be the same thing? We'll have to check with Michael about that.

>> JOE BREWER: This other one is kind of college-wide --

>> JOSIE MILLIKEN: Because Michael was also the co-chair of the strategic planning committee that's working with Nic. I thought they were probably aligned, but that's one we need to research and figure out.

Okay. So moving forward, Early Alert, I believe it's Nancy and

Hernan and I are working on a joint-shared document that lists some pros and cons of that software.

We were going to revisit it, because we were going to see if Faculty Senate felt that it would be valuable to have someone speak to Early Alert at some future meeting, and so I don't know if we could quickly see if there is an interest in that at this point. I know we are not all using Early Alert because it's only been rolled out to select gateway courses and dev ed courses.

So just get a general sense, does anyone feel that would be valuable at this point to get someone here to speak to any issues you have encountered with Early Alert, any questions you have encountered?

>> MATEJ BOGUSZAK: Thank you. This is the same as Pima Connect?

Pima Connection? Early Alert?

>> JOSIE MILLIKEN: Kind of. Early Alert uses the Pima Connect software.

>> MATEJ BOGUSZAK: I was a little surprised to find the automatic messages that get generated. I wasn't sure what they were going to say, but I found them kind of curt and rude, and they were signed, like, by me.

So I actually had to apologize to my students, hey, I didn't mean to send you such a rude message. It was auto-generated.

So I did give that feedback to Jeff Thies and apparently they will be reviewing those templates. I'd kind of recommend making that

a little softer and more welcoming, or letting people know what that's going to look like. Apparently it's buried in MyPima somewhere. But that's one thing.

>> JOSIE MILLIKEN: I guess we can revisit this -- we are running out of senate meetings because we have November and December, but I guess we could get someone tentatively to speak to Early Alert in November/December. Or is that just not something we want to do?

I do have to say that same thing happened to me, because in the comments field I just typed in a comment that I didn't know the student would see. Then that comment that I made was, like, student has not been attending class on a regular basis, that was copy/pasted into auto-generated response that was signed by me, so it didn't match the point of view.

So that was very awkward to navigate around. So there are some issues that need -- and we have collected details like that in the document that we are putting together.

>> SPEAKER: Nancy H. I think it would be a good idea to have somebody here. There is still confusion between Pima Connect and Early Alert. I went to Early Alert because I was told they were the same and Early Alert is just negatives, and Pima Connection you can give kudos and warnings.

So I think it would be nice to have someone here to kind of straighten things out.

>> JOSIE MILLIKEN: That could be Jeff Thies or Jackie Allen or

both of them. I will reach out to them and see if they will come in a future meeting.

>> SPEAKER: Tanya. I'd reach out to both of them, because Early Alert is actually a Jeff Thies thing. Pima Connect is a Jackie thing.

And as soon as all of the students have Pima Connect, then my understanding is that the Early Alert is going to go away and they are going to be merged. But that's kind of where we are right now.

>> JOSIE MILLIKEN: So it would be best if we could have both of them?

>> SPEAKER: Both of them, because they are two different systems now. One was originally done more for the dev ed and gateway or -- what are they? Gateway courses.

>> JOSIE MILLIKEN: And that's the Early Alert?

>> SPEAKER: And then the Pima Connect is just our case management system.

>> JOSIE MILLIKEN: Advising tool.

>> SPEAKER: That's going to be different, yeah.

>> JOSIE MILLIKEN: Okay. And many of us have been introduced to that as a tool and many of us have been using it for advising, as well.

One more comment. Rita?

>> SPEAKER: Sorry, this doesn't have anything to do with Early Alert so much, but how do we, as members who are on a standing

committee, how do we generate information back to Faculty Senate?

It's not -- put on an agenda? Make sure that we are fulfilling our

requirements and getting information back to the senate?

>> JOSIE MILLIKEN: For the senate committees or standing?

>> SPEAKER: The standing committees.

>> JOSIE MILLIKEN: So like the college curriculum council?

>> SPEAKER: We chose all the senators to fulfill those -- so

Hernan, for instance, is general education. How do we get that

information back?

>> JOSIE MILLIKEN: I think we should probably have a smaller

discussion about it and devise some kind of a system.

>> SPEAKER: Something now. Just kidding.

>> JOSIE MILLIKEN: Ahhh. Friday evenings, everyone, we'll be

here.

Thank you for bringing that up. I think that's a legitimate

-- we do want some communication between those committees, especially

since we have representation. It could be in the form of having

another report.

Maybe there is a more efficient or effective way -- not saying

that that wouldn't be, but we have to be very careful loading things

up. Let's think about that.

It also, I would say, in the meantime, though, it's also in kind

of the representatives' purview to identify issues that are of

Faculty Senate concern, and so as a representative at those meetings

I would just ask to be attuned to anything that might be important to bring before senate and we can discuss whether to make that an agenda item and how and we do need to be alert on what's happening on those different committees so that we can address any issues.

Okay. FACT team, I don't have an update. Anyone else here have an update for FACT? Moving as planned. Okay. Moving as planned. That's expected, but this is a standing item, and so back to that.

The only other item that's not listed here that I just wanted to quickly add in is that last time we, our last meeting, we discussed the, little bit of I think Brooke brought this up about we never really -- now that we have moved from our previous election process and representative process to a different one that's more college-division based rather than campus-based, we never really determined how that would affect how we communicate with constituents.

So there is not really an answer to that. We talked about how do we get various LISTSERVs, part-time and full-time faculty. We never really came to consensus. I believe Tal is working on some kind of a process that we can, that will reflect all of our different needs.

But in the meantime I would say one thing you can do, because if we have, for communications, for example, we have several senators representing communications, so previously we would just contact our campus and now it's different. So we don't want five different people communicating different messages to the same group of people.

So what we have done is we have coordinated amongst ourselves and said this is how we will do it for now. So-and-so will communicate minutes and et cetera, et cetera.

So until we get that ironed out, that's what I would suggest, because that's one of the senator responsibilities is to communicate with constituents.

So in the meantime, what I would suggest is go to the officers and senators page on the website and find everyone, if there is anyone else in your area, who is representing with you and coordinate with them to find out the best way to communicate to all full-time and part-time faculty in your area.

Hernan and Sean.

>> SPEAKER: Sean Mendoza. Computer science.

That's one of the things that all adjuncts, especially -- well, adjunct faculty are concerned about, which is communicating to our constituency. I have reached out -- I spoke with Jeffrey and also the VC of IT.

So IT is actually aware of our request. They are in the process of actually looking at the possibility of creating dynamic lists for the different disciplines. So that way it will be easier for us to be able to communicate to our groups.

So the discussion has started. Hopefully we will be able to provide an update in the weeks or months or so to come.

So IT is aware of it. There has already been a ticket that's

been made. They are working on it.

>> JOSIE MILLIKEN: So this, just to clarify, this will allow

LISTSERVs, so it will be much easier to communicate to those within our area?

>> SPEAKER: Yeah, in the past it was by campus. I think it was,

like, pound DV faculty. So it would be something similar to that.

So something like, you know, pound, the discipline, like math or something like that.

And I think managing lists like that are quite -- they are crazy.

It's a lot of work. So if there is any way we can automate it, that would be great.

I just want to let you know it's in the process, it's moving forward.

>> JOSIE MILLIKEN: We'd love to have an update in November.

>> SPEAKER: Sure. Not a problem.

>> JOSIE MILLIKEN: Hernan?

>> SPEAKER: I resolved this issue in sort of a (indiscernible)

way. I started asking for the list and, you know, basically ended up contacting my dean who happened to have the list of all the adjuncts working for science, and those are my constituents. I explained to her, she knows already I'm a senator, and she immediately facilitate my access to the list.

She sent me a link that worked. So in the meantime, if you don't know who to go to, your dean is a good resource, because they do have

a list of all their full-time and adjunct faculty.

The only issue I'm experiencing, which is not really an issue for me but more for full-time faculty, is when I send an e-mail to my adjunct faculty, a lot of full-time get them. Those are the people that do overloads and they get (indiscernible) with adjunct faculty, and really, frankly, I don't understand why they have to be put on the list. Everybody knows that you are a full-time faculty, overload. You know, you should have one status.

But that's the only issue. Really, it's more of an annoyance for the full-time faculty than for me, because I don't have anything bad to say about full-time faculty, but sometimes they say, hey, take me off the list. I say, I can't. I wish I could, but I can't.

So that's an issue that should be resolved and it should be easy to resolve.

>> JOSIE MILLIKEN: Okay. So communicate with deans.

>> SPEAKER: Your dean.

>> JOSIE MILLIKEN: Depending on the division, that might be a way to get the contacts. Okay. Good.

That's all I have for the president's report. So we are ready -- oh, breaking news. This just in. Tanya has the election results. So let's switch over to our elections headquarters where we have Tanya. Live. With a report.

>> SPEAKER: Tanya with the results for the landslide victory of Joe Brewer.

We received a total of 33 votes. 2 hanging chads, I guess, that were just blank. But 33 total votes, all in favor for Joe Brewer.

(Applause.)

>> SPEAKER: Make it 34. You didn't collect mine.

>> JOSIE MILLIKEN: They have to be anonymous. So that just destroys any chance of that. (Laughter.)

Okay. Now we can move back to our scheduled programming. We have our reports beginning with, in a change, our PCCEA report. So that Matej doesn't have to be the person who keeps us from the weekend or actually the PCCEA gathering happening at La Cosina?

(Laughter.)

>> MATEJ BOGUSZAK: Good afternoon, everybody. Thank you for putting me early, although I do feel bad to go before the provost. Feel free to mix it up every month.

So I just sent out an e-mail again with sort of the items that I wanted to highlight this time. No. 1 is that the AERC is continuing the policy work which never seems to end on that new employee handbook. Periodically new parts get posted. Periodically there are some errors we point out, so it's kind of a work in progress.

But we did resume working on new policies that we had not worked through last year yet. We just met this morning, and some of them include the code of conduct, conflict of interest. And what else was there? And on grievance. A new grievance process. It looks like it's mostly a revision of what we have there right now.

If later this month we should be sending those out for the typical 21-day comment and then incorporating them later this semester into the handbook.

The college is still committed to having some reassigned time for faculty helping with this work, and we need help. If you're at all interested in this kind of work that I have been reporting on, please just reach out to me maybe or whoever you feel -- whoever you'd like more information from, but I'd be happy to sit down and chat and provide some more information. It's both for this semester and then also for the spring.

Let me see. PCCEA met informally with human resources this week. We're going to start up our monthly meetings again, so if you have any sort of HR-related issues, as always, feel free to bring them either to HR or to myself to bring forward on your behalf.

We talked a little bit about that upcoming classification and compensation study I have mentioned a couple of times. There are still very few details. There is an RFP that is either out or is going out, and so PCCEA heard some probably justified skepticism or little bit of angst this will be touching potentially every single employee's salary at the college.

So HR assured me that they really taking this seriously. They are going to greatly scrutinize any kind of consultants that would be hired for this to make sure they are experienced, they have the right expertise and they don't have any kind of agenda.

They also assured me they don't have any agenda, they're not getting any agenda from the college.

So I will take them at their word. I don't have any reason not to believe that. But again, we will keep a close eye on this. We also recommended that they share information early and often, have forums, get input and that kind of stuff so people can have confidence in the process.

I did meet with ODR and the legal office, that was some time ago now, to follow up on some of those concerns we have been getting over the past year, and so, you know, we reviewed a lot of the details and it's still kind of ongoing.

I think we will be sending out another communication sometime soon with more details, but I just want to emphasize that, you know, ODR -- they also have a tough job and they really play an important role at the college here, right? In helping people work through complaints and grievances and things like that. I would still encourage everybody, so No. 1, please try to resolve your issues informally, it would be so much easier for everybody. Obviously that's not possible at some point. Then by all means contact ODR or HR to help with that if you're having some difficulties in the workplace or with people in the workplace sometimes it appears.

And then if you feel like something is wrong or the process isn't going well or somebody isn't being treated well or fairly, then please do reach out to the legal office which oversees ODR or to me

and PCCEA so that we can follow up on that, right? But we do need some effective way of resolving these kinds of issues at the college.

So finally, I'd like to just give a quick update on the counselor situation. There has been lots of work going into this. The counselors have made their last recommendations, I believe, last week.

The administration has made some proposals that they have now begun some, gotten some feedback on that's being considered. There should be some final decision on what our counseling and advising model looks like by next week, I understand.

At Wednesday's board meeting, the dean of students again mentioned, as in prior meetings, that we have to look at, there is a need to reclassify counselors as staff. I just have never heard a good reason articulated for this, right? There is clearly a need to have 12-month coverage and support our students and increase the number of advisors because that's where we have some shortcomings. I have heard nothing but stellar things about our counselors. But there are other issues we do need to address.

But none of that necessitates reclassifying people as staff and cutting more faculty at the college. So I would really appreciate if -- we made many formal requests not to reclassify whatever counselors would remain after this devastating cut that you mentioned as faculty, counseling faculty, which does appear based on the benchmarking I have seen from the counselors, some of the most

successful institutions do have counseling faculty. So if this is just about saving money, which it seems to be based on the kinds of proposals I have seen, I can't discern any other reason, well, then let's put that on the table and have the conversation and say, yes, we would like to save money on our counselors.

I'm hoping that's not the case. I certainly think we can come up with a better model than what I have seen proposed from the student affairs administrators in the past, and there have been some good discussions. So I'm hopeful that we will get some reasonable news next week.

Any questions on anything? Any problems? Happy news?

All right. Thank you, everybody.

>> JOSIE MILLIKEN: Thank you, Matej.

Next we have the BOG report with Brooke Anderson.

>> BROOKE ANDERSON: Good afternoon, everyone. It's so nice to be presenting before 3:00. Woo Hoo.

Okay. So I want to update you on some items that took place at the board meeting just this last Wednesday, as well as some other information, like the ACC and what we have been talking about at ACC.

So what I thought was of particular note at the board meeting is just making sure we are aware of what the board is discussing.

Enrollment was a big part of the meeting. In particular, marketing did a presentation and there was discussion about how important it is to fund marketing, because we know when we spend

money on marketing our enrollments go up. And when we don't spend money on marketing our enrollments go down.

I thought you should be aware that that's a discussion happening. And there was an update, right, on the website and all of those sorts of things.

So check it out. Of course there is all the presentations available to us on the website.

In addition, cost-saving measures. A big point of discussion, particularly OER, but other kinds of cheap textbooks and those sorts of things are coming up a lot at the board meeting.

Advising and counseling update was given, so there is a presentation, the big takeaway I took from that was that basically the advisors and counselors have been given an extension on anything, no decisions, no big announcements were made, they are still really in the middle of conversations about what to do.

And then pathways was discussed and where we are on pathways. Dolores did a nice report on that. So if you're interested in kind of where we are with pathways, there is some good information up on the website.

One thing I thought was interesting was Clinco, Chairman Clinco brought up, there is all this work happening, oh, and enrollment management and where enrollment management is, so there is an update on that, as well, and he said, you know, so many different things happening, he requested a grand project management timeline that

included everything, because of course all of these parts fit together and impact each other.

So we'll see. Wouldn't that be lovely? Sounds like an insanely cumbersome task but it would be kind of nice to see all those projects put together.

In my notes from before, and of course it's a little disconcerting this semester, because the board was Wednesday and we're meeting today and next month is after two of our meetings. So trying to kind of give timely information to both our group as well as to the board is a bit challenging this semester.

So one of the things was the chancellor's goals, right? I e-mailed you about this and I got some useful comments on that. The provost did give me some updates and some feedback on that, and I did share our concerns about that one goal about migrating face-to-face classes to more affordable options and what exactly does that mean?

So the provost let me know that of course this is related to cost-saving measures like OER and cheaper textbooks and those sorts of things, and the chancellor is really interested in looking into that. Of course now we have the task force looking at this too because of course we need to know, right, are these measures really satisfying students? Are they getting what they need out of our courses when they have things like OER as their only option, right? Or do they really need print options, too, along with these OER options.

So I think the task force is really important that we start to look at that. And also student success, are students being as successful with courses that have OER materials and they are doing all of their reading online and not doing any sort of print reading?

So he also wanted us to know that Michael Amick and Julian Easter are actually the ones that are involved with that particular goal.

Is that true, Michael? So if you have more feedback, reaching out to Michael or to Julian would be a good idea, yes? Great.

Also the STAR office is the one that's identifying the 50 highest enrolled courses. They are really just investigating right now how many of those are OER and are there ways we can make these classes more affordable for students with things like materials and that sort of thing.

So I thought that was great to know where we are on those things, and they did stress that of course these conversations should be happening with our deans and in our divisions and not just sort of a top-down mandate. This is something that's on the chancellor's radar of an important thing to look into and continue to explore.

Another really interesting item that faculty might be interested in is that the -- remember how the chancellor sent out that message about we've got extra money, a one-time deal, proposed projects. So there was an enrollment revitalization funds update, and it lists projects that were funded with some of that money.

So if you're interested in knowing where did those funds go, how

are those funds being used, I would encourage you to look at that document.

I did want you to know that the teaching and learning center has been funded that way. So all those wonderful workshops that Mays is sharing with us, they are being funded with this money, which is fabulous, wonderful, great. We've got so many options now, right?

However, what's the catch? This is one-time funding. And of course we need our teaching and learning center and these sorts of workshops to have a reliable source of funding. So that's something that I think we want to keep an eye on and maybe continue to look into and talk about and just be aware of as senators.

And then, just while I'm on it, right, just keep in mind that we've got some great workshops coming up in October, I'm doing one next Friday on equitable assessments. And then we have Reed Dixon on critical online pedagogy, and these are sort of one-off workshops every Friday practically.

There is one on October 25 on metacognition. And then there are still virtual professional development opportunities. Those are those journal article groups, I believe, and Mays wanted me to let you know that the deadline has been extended to October 7. So if you were considering leading one of those and just never got around to it, you can still put your name in to do that. They are paid when we do these things.

Also, remember adjuncts are paid to attend these workshops. So

please make sure your adjuncts are informed. Mays let me know that so far the workshops that have happened have been highly attended by adjuncts. So that's wonderful news.

Anyways, lots going on. She did also say she's always looking for volunteers, so if you are interested in teaching and learning center work, participation in any way, reach out to her.

Then finally just know there are some reoccurring workshops that happen several times a month on things like equity and inclusion, narrative story telling, and education and so on and so forth.

So exciting, exciting, exciting. I think Mays gave this to everybody today, right?

ACC, right, so Joe and I are the ACC reps. Me by de facto as the board rep and Joe is particularly elected for this job. So we are talking about OER, this is a big conversation, and this task force. And then the board report, like I mentioned last time, Chairman Clinco called a meeting with all the board reps, and that was really useful. It's had me talking with senators and talking with ACC and other groups.

What's become apparent is sort of three obstacles I wanted to share with you that I shared with the board. One is the calendar alignment. We don't talk to each other, all the important governing, shared governance groups, do their own calendars and we aren't really communicating with each other. So that can make this process cumbersome in trying to have input on particular important items.

The other one is board reps don't have access to the board's agenda until the public does. And so we are getting what they are talking about just a couple of days before the board meetings happen. And then that doesn't give us any time to say, hey, the board is going to be talking about this particular item that faculty want to provide some input on, so I brought that to the board's attention and have asked for some earlier access to what the board will be talking about and even more so wouldn't it be great to have a sort of look at the year and understand the chancellor's goals are going to be coming out here and being able to provide feedback ahead of time for that and budget is this time and so on and so forth. So we have an understanding what's going to be on the board's radar, what are they going to be talking about so that we can plan effectively with our meetings to put any items on the agenda in enough time for us to have discussion and vote or input in any way.

And then finally, the last thing that really has arisen from this conversation is that the board and the chancellor don't really have any process in place or practice of reaching out to us and saying, hey, we're going to be dealing with this particular issue this year, and we really want to know what faculty think about this.

So I brought that to the board's attention, and it would be great if we could offer get a way for them to ask us, hey, you know, we want some input particularly from faculty on OER, for instance.

Then notable accomplishments, I'm still doing those. I would

still like to do those. Chairman Clinco did give me positive feedback saying that they do appreciate knowing what we're up to. But I just got one last month, so I decided not to put one sad, lonely notable accomplishments on the board report this month.

So please send me your notable accomplishments. Conferences you went to. Brief kind of takeaways, conferences you're sending students to, opportunities students are being given in your areas and your departments, right?

Publications. Any cool thing that you're doing. Grants, obviously, right? Anything that the board would be proud to hear about and have brought to their attention.

So send me, send me, send me those. We've got all of October and November basically, the last board meeting will be the November board meeting on the 13th, and so that's an opportunity to gather accomplishments and share those with me.

I will be, for sure, putting the one I received on the one for November. So don't leave that as our one accomplishment.

Finally, two final things, I did want to make sure to reinforce something that the provost said at the board meeting is that the food pantries need us. Send them your donations. They were running low and wasn't able to give us what they had given us in the past, so remember to be donating and providing supplies to our food pantries.

And then finally next week is Tutor Appreciation Week. So stop into your learning centers. Let the tutors know you appreciate the

work they do. Take that as an opportunity to go and say hi and get to know your tutors and how your particular learning center is structured.

On Thursday, at the Downtown Campus, I'm organizing tutor appreciation potluck where faculty bring the food for the tutors. I will be sending that out to downtown faculty. If you're not on the Downtown Campus but you think, wow, that's a great idea, yeah, I'd love to make a pot roast or a casserole or cookies and bring them to the tutors to say thank you, then reach out to your learning center coordinator. Titles have changed. Their supervisor. Let them know you're interested in bringing a treat down.

And I'm sure they would love that. Go say hi and thank you. And feed them. Most of them are students and they are not making a lot of money, don't have a lot of hours. So they would greatly appreciate food donations and a little bit of care and love from faculty.

Yeah. So that's it. Yes. Comments? Questions?

>> MARGARITA YOUNGO: Native American Student Association, to which I'm one of the sponsors with Dr. Diana R, we are putting on a cultural symposium except that we don't want to take that word away from Diana R's spring symposium. We will call it the Dia de Los Muertos gathering.

We are going to invite or have the list now of some local grade schools and high schools who will do research on one of the fastest

growing cultural celebrations in the United States where Spanish-speaking communities are.

We are going to have the students do research on that either in the United States, how fast it's growing, or how it's interpreted, Latin America, Mexico. And we are also inviting some entries from some high schools. We are working collaboratively with communications, Liz A and her students, and the food pantry.

So the food pantry had 500 students recently asking for food, and they ran out of food a couple of days ago. So at one of our meetings today they collected some cash. We just gave them some cash out of our pockets. But they are in real need of not string beans but canned fruit. Of course they will take cash donations, and we are going to -- we are going to have a couple of volunteers. Natalie V from the FRC at West Campus, and one of these in-need students, Native American student, I haven't met, will be at the front door will be collecting for the Aztec food pantry. That's all the visitors will need to help us with. And then we are going to offer a meal for all the attendants, tamales, which is kind of like the regular meal for Dia de Los Muertos, and so I'm putting out an invitation to all of you and your students to come out and join us at the West Campus from 2:00 to 7:00 p.m. November the 1st.

Thank you.

>> BROOKE ANDERSON: That is awesome. Can you send me a brief write-up that I can include? Thank you.

And who is the contact? I feel like I should know this. I don't. For the food pantries. Rachel Lord? Okay.

Any other comments or questions or announcements or related items?

Great. Thank you.

>> JOSIE MILLIKEN: We have one remaining item, and that is the provost's report, and Kate Schmidt is here to deliver that report. Dolores, our provost, is at a conference.

>> KATE SCHMIDT: So now I'm standing between you and the weekend. (Laughter.)

My daughter is on fall break so we are actually going to -- I'm going to Glacier National Park tomorrow.

>> JOSIE MILLIKEN: So we are standing in the way of your weekend.

>> KATE SCHMIDT: Yes. (Laughter.) I have two more meetings today.

You have the written report. Dolores did want me to point out two things. She will be doing her campus visits this fall at Downtown Campus, West Campus, and Desert Vista. Then she will attend the other two campuses in the spring. Open houses and campus visits she does there.

The second thing, of course you're interested in all of this information, but we did not think John Howe would be able to be replaced, but we have hired a new director of ADR.

I know many faculty work directly with ADR to make sure we are providing accommodations to students, and that director, the bio is in here but he will start on the 21st of October.

I was going to give a little plug for the TLC but Brooke did a great job.

Any questions I can take back to the provost? Or comments, concerns? Ken?

>> SPEAKER: I just have a quick question. At our last meeting, we brought up with the provost about students not being scheduled on their appropriate pathways. I was just curious if there is any update. She said she will look into it.

>> KATE SCHMIDT: I will find out. I don't have that information. I will find out and see if she can get something back to you.

Thank you.

>> JOSIE MILLIKEN: Well, look at that. 2:56.

Any motion for anything? Joe?

>> JOE BREWER: I move we adjourn the meeting.

>> SPEAKER: Second.

>> MATEJ BOGUSZAK: Discussion? (Laughter.)

I forgot to make one more announcement. There is a little reception for the new faculty and kind of a happy hour for everybody else at La Cosina. Feel free to join us. I hope to see you. Today.

>> JOSIE MILLIKEN: All right. So given that additional

discussion, is there a change to the motion?

Motion stands. All in favor -- any other discussion? All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All opposed? All abstain?

All right. Thank you for coming, and we will see you in November where we will debut our fight song.

(Adjournment.)

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