



# **PimaCommunityCollege**

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## **Pima County Community College District Faculty Senate**

**May 1, 2020**

>> JOSIE MILLIKEN: Hi, everyone.

>> SPEAKER: Hello.

>> JOSIE MILLIKEN: Hi. Nice to see you all, and welcome to our final Faculty Senate meeting of spring 2020 and to the 1st day of May.

As I noted earlier, we have a packed agenda, and we're going to start immediately. Then before we get into the other agenda items with the time for our chancellor, and I believe our chancellor has just arrived.

>> DR. LEE LAMBERT: Yes.

>> JOSIE MILLIKEN: Chancellor Lambert, are you ready to begin?

>> DR. LEE LAMBERT: Yes, I am, Josie, and thanks for having me on.

>> JOSIE MILLIKEN: Thank you for attending.

>> DR. LEE LAMBERT: I first want to begin and thank each and every one of you for the work you've been doing. It's incredible to see what we have accomplished in a short amount of time in light of this unfortunate crisis that we are in. That would not happen without each and every one of you and the commitment to our students and to their success.

Good news, when you think about it in a bigger picture thing, is we were concerned we'd lose lots of enrollment when we transitioned coming out of spring break. Turns out the difference between last spring and this spring was about 2.8%. I mean, all things considered, that's not bad.

And then, as we look to going into the summer and we look at the enrollment there, it's right now on the lower double digits, around 11% difference, but we started registration later for summer than we did last year, so we're hoping those numbers will come down to the single digits. So all things considered, that's a positive.

Also, I thought I'd share some high-level things. Because of being in this role I get to hear from folks like Senator Sinema and the governor and other folks on the national and federal level. A big emphasis that you all know is around this notion of testing,

tracing, and isolating. So it's going to be key to our ability to open up the campus back to the community at large.

So the ability to test and the question is how many people can we test and what's the reliability around testing?

And even if we can test, can we put in a system of tracing, especially for folks who test positive? And then making sure they are isolated. You can see the enormity of that challenge. But also, as the conversations keep flowing, no one really knows when we can truly return to a new normal, if you will.

We're hearing great news about potential vaccinations coming onboard as early as the fall, but we're also hearing other conversations, people saying, well, that's not going to be until next year.

So again, nobody really knows. We need to be flexible and adaptable to the circumstances that are in front of us, and I think you're going to hear from Dolores here in a little bit and she will talk more about work that she's been doing with all of you in terms of the academic plan, especially as we go into the fall.

I thought I'd talk a little bit about the budget. You have heard the announcement about the University of Arizona and the realities that they are facing. It's very, very bleak, by the way. I have had a few conversations with President Robbins, and I just really feel for our colleagues at the University.

Also, you have probably heard, the city and county are also very

strained. All of them are talking potential furloughs, layoffs,

salary reductions and the like.

Fortunately, Pima is in a great position and we are in a great position for a number of reasons. But pre-COVID, we were already very careful about how we managed our resources. We wanted to make sure that we kept in line with our expenditure limit, as you all know. Because the state had cut our aid, that turns out to be a blessing in disguise, because the state can't cut us anymore.

However, we are still receiving funds in terms of Prop 301, which is sales tax money, so that has dropped off significantly, and we project that's going to continue.

It's not that we're going to escape impact. I think our largest challenge, if we want to make sure that we can keep everybody in a great place in terms of jobs and jobs and jobs is what that fall enrollment is going to look like.

We need to get as close to even as this year, and I think that's going to require all of us to continue to work very diligently and compassionately for our students. The ones who are with us and will continue, we want to encourage them to continue, not to give up.

I know it's not easy functioning in a virtual environment, and it's not the optimal experience for our students. It's not something I would like for our students to have to continue to experience long

term.

We're trying to balance the online, keep that separate from virtual and face-to-face hybrid/blended environment. I don't want the college to ever become 100% an online institution. I don't think that's the way forward.

I have heard rumors that people suspect that we want to do that. The answer is absolutely not. I think the actual modality that's probably going to be the best long term is a blended model where we combine the best of face-to-face with the best of an online type of piece.

So keep that in mind. We're trying to figure out the proper balance around all of that. But I don't want to lose that face-to-face component and the importance of that experience for many, many of our students, because not all of them are ready to move into an online, but we have to accept the fact that there are a number of students who also want to have that experience.

So I'm going to stop there for now, and I'll open it up to questions, Josie.

>> JOSIE MILLIKEN: Wonderful. Are there any questions for the chancellor? If so, feel free to unmute and go ahead and speak.

>> MARGARITA YOUNGO: Hello. Hi, Lee. I'm asking the question about the 15% CRN reduction deadline for the fall semester.

Is there a possibility that that deadline could be extended to around May the 18th?

>> DR. LEE LAMBERT: Dolores is really the best person to ask that question to, and I don't know if Dolores is on the line. Do you want to respond now, or are you going to respond during your presentation?

>> DR. DOLORES DURAN-CERDA: I can respond now if you like.

>> DR. LEE LAMBERT: Go ahead.

>> DR. DOLORES DURAN-CERDA: Hi, everybody. It's nice to be here with all of you.

Margie, the 15% reduction, the thing is we already are delaying the fall registration date, and so we need to have everything done by May 8, because that gives the schedulers time to work on making the adjustments in the fall schedule, and then we will be ready to have it posted by May 25th.

So it is a hard deadline, and the deans and Lamata are working with department heads. I know it's a lot to do, but we have to get it done by the 8th.

>> MARGARITA YOUNGO: Question. Does this affect the cross-listed classes more so because they usually have lower enrollments, or can the division deans be very flexible in how that 15% reduction will take place in their divisions?

>> DR. DOLORES DURAN-CERDA: So the deans have been working with Lamata and Julian regarding the cross-listing. I haven't been part of those conversations. We'd have to go back to your dean or I don't know if Lamata is on the call.

But the 15% reduction, of course it's not like black and white. There are nuances, too. The same with converting classes to hybrid or virtual or online as well as eight weeks. But I will talk more when it's my turn.

>> MARGARITA YOUNGO: Then the final question is that we just had a meeting in the social sciences division, and Helen O'Brien crunched the numbers, and it looks like in our division, we would have to cut 56 sections to produce a 15% reduction, and therefore -- we have until May the 8th?

>> DR. DOLORES DURAN-CERDA: That's correct. May 8th.

So each division is working on this, so maybe this is something we can take offline or you can talk to your dean about this or Lamata, but thank you for sharing that.

>> DR. LEE LAMBERT: Josie, I see there was a question about testing, the University's announcement, as well as money coming from the federal government. I'd be glad to take that question.

So one of the conversations I have had with President Robbins is the potential of us being part of their antibody testing program, and

as I dialogued with him that certainly summer and the faculty and staff and students we would bring back maybe -- and you have to keep in mind we are not bringing everybody back during that period of time -- that it may be doable to test all those folks.

When I shared with him the actual size of our student body and our staff when it comes to fall, he says, I don't think I could meet those numbers, because he also wants to test all of his students, all of his folks, and that's not to mention all the first responders and et cetera.

And remember, a test is just a point in time. We have to continue to retest, as well. So this is why this testing piece is so complicated, because there is not enough test kits to continue to do the ongoing level of testing that would be required to manage through the current pandemic.

I just want to have us keep that in mind. So we're also going to be seeking additional opinions on whether testing should even be a requirement or not in terms of coming back into the workplace, is that really a real viable strategy or not. So we'll keep you all informed as it relates to that.

We have been working in Washington, D.C., to try to influence and encourage that future stimulus package results in funds continuing to come to the community college and come with a little more flexibility



than the current set of CARES Act funding. I mean, it's great we have funding for our students. Don't get me wrong. It's really about we have much more needs than just what our students are experiencing, as well.

So there was a recent -- you probably saw the announcement coming out of the House education committee today about a job training fund. In that job training fund, community colleges would potentially receive about \$2 billion if it was actually appropriated the way it was identified.

Remember, this money they will appropriate is going to be probably very narrowly tailored. In the case of this 2 billion that I mentioned, that's going to be around setting up community college and industry partnerships to train and educate students to go into the world of work. So there is going to be some narrow constructs around that funding, and that's where we get traction.

I think another thing we have to keep in mind is we hopefully can encourage every student to fill out a FAFSA, because the CARES money was tied, 75% of that money was tied to the number of students who actually had completed a FAFSA.

So we know we have a lot more students who were eligible for federal dollars who did not fill out the FAFSA, and so we need to make sure that we are encouraging all of our students to continue to

do that as we go forward.

I can take one last question.

>> JOSIE MILLIKEN: We do have about three questions, so I'll brief them to you quickly, and maybe you can choose. One is about integrated courses. Another one is about future scheduling beyond the fall for classes, face-to-face and otherwise. And then the third is about the faculty positions for 2020 through 2021 and the FACT process.

>> DR. LEE LAMBERT: I'll have Dolores answer some of these, but I'll just stay pretty high level in terms of -- so if I take integrated courses that means something that's more interdisciplinary where you're combining different disciplines and so forth, that was my undergraduate experience.

I really believe that's the right model for how we design things. The challenge is our students have to transfer to the university. If the university isn't doing that, then we run the risk that a lot of their credits may not transfer over.

I know the U of A is working on something similar, and Dolores and I have been part of the conversations. She has been more deeply involved, and I believe there is a meeting coming up in the near future around a similar topic, so she can certainly elaborate on that.

We have essentially instituted a soft freeze. Let me talk about why. I want to make sure that all of the folks who are currently employed, that we can continue to keep everybody employed. In order to do that, we are trying to minimize as much as possible bringing new folks into the organization as well as that way if we have to do some of the things that you're seeing done at other organizations, that we are reducing or minimizing the realities around that.

So keep that in mind. I'm trying to save everybody who's currently with us jobs. And again, it's tied back to the fall. I think the focus ought to be on that and not so much about what's already occurred.

But at the same time, we're going to always have to be vigilant about what kinds of positions we need and how they are relevant to where the future is going to take us, what the students want to take and what they are going to need, et cetera, et cetera. That all has to be constantly part of a dynamic process.

Dolores can answer more specific questions about the FACT process and the like. Again, I just want to thank you all for being at Pima. I want to make sure we do the best we can around each and every one of you, your safety, the safety of our students, and alongside of that we help our students get to their destination, as well, and I want to do my best to make sure that every one of you continues to

have a position at the college.

That's going to take, you know, that's going to be a huge challenge, but we are going to work very tirelessly to do that as we go forward.

So thank you again, and please have a great weekend. Bye-bye.

>> JOSIE MILLIKEN: Thank you, Chancellor.

>> DR. DOLORES DURAN-CERDA: Josie, would you like for me to answer some of the questions?

>> JOSIE MILLIKEN: Sure. We can take a few moments to do those, and then we also do have the item for the new academic infrastructure and virtualization work group, so some of those may be applicable there, as well.

If you see some that can be immediately addressed -- we also have a FACT item lower down, so...

>> DR. DOLORES DURAN-CERDA: Okay. So why don't we wait until my portion for the new academic infrastructure and the FACT portion. We can wait for that.

>> JOSIE MILLIKEN: Any other questions that you saw that should be addressed right now?

>> DR. DOLORES DURAN-CERDA: Let me look. Let's see.

>> SPEAKER: This is Hernan. I don't think our chancellor really could answer my question, which I never actually posed, about

integrated courses.

As you know, what we refer to integrated courses are those that incorporate labs and lectures, and obviously there is the lab portion of our classes we cannot do, because the college is closed.

Those labs are an integral part of learning the material and having hands-on experience with the material that the students learn in lecture.

My question had to do, are there any plans to, you know, institute some kind of a meeting arrangement with students at least for doing labs in a way similar to what we do today with hybrid courses? I'm thinking summer is premature but at least have some thoughts about that for the fall.

>> DR. DOLORES DURAN-CERDA: Yes. And actually, I was going to cover that in my portion of the new academic infrastructure and virtualization work group. So I will address it then so it does answer your question.

>> SPEAKER: Thank you.

>> DR. DOLORES DURAN-CERDA: You're welcome.

>> JOSIE MILLIKEN: Okay. So moving along, just as a reminder, because I know some of you came in late, we need to stick to time today because there is a virtual student hall right at 3:00, and so there are links to that below if you look under the president's

report if you'd like to attend.

So now agenda modifications and short announcements, I did make a few modifications, basically I expanded the president's report to cover a few additional things. So that's the only agenda modification.

And we do have a few open-forum items, and those items we may get addressed during the meeting today, in which case we won't need an open forum, but we'll see and go from there.

Any other open-forum items or announcements?

Okay. We'll move along. So approval of the April minutes, you'll see they are in a little bit of a different format. They are basically, because of lack of time and resources, these minutes are notes I shared to my division after our last meeting, so they are in my voice. There is a video link if you'd like to watch the meeting again and/or check something, and then there is also a link to the attendance.

So if you wanted, if you note you're missing on the attendance sign-in, either write your name below. If you are able to edit the document or this document or you can e-mail Anthony, and he will note it and we will make sure to have that corrected.

So with that in mind, we can approve these minutes when you're ready or we cannot. We can make changes.

So if you want to take some time to look through, and then signal whether you approve by raising your hand, or through Zoom would be easiest, if you have it enabled, you should be able to go to participants, click on participants, and then you should be able to click on a hand.

If not, if you don't have that option, then just type yes into the --

>> SPEAKER: Chat?

>> JOSIE MILLIKEN: Yes. I realize that no one made a motion, so even though we're backtracking a little, would someone like to make a motion? Patty? Patty is raising your hand.

Motion to approve?

>> SPEAKER: This is Dave Parker. I move that we approve the minutes.

>> JOSIE MILLIKEN: All in favor, raise your hand.

>> KEN SCOTT: I second.

>> JOSIE MILLIKEN: Thank you, Ken.

Minutes have been approved. Thank you.

So we will go back, continuing on here. Now we will return to the provost for the update on the new academic infrastructure and virtualization work group.

>> DR. DOLORES DURAN-CERDA: Thank you, Josie. So I'm going to

do this for the first time on Zoom. I have done it on Google

Hangouts, sharing screens. Give me a moment, please.

It says host disabled participant screen sharing?

>> KIMLISA DUCHICELA: You need to make her co-host, Josie.

>> DR. DOLORES DURAN-CERDA: If that's going to take too long, I can just talk.

>> KIMLISA DUCHICELA: It's just a right-click on the name and the participants.

>> DR. DOLORES DURAN-CERDA: So it doesn't seem to be working, so I'll just go ahead and talk.

Once again, I wanted to thank all of you. This is our last Faculty Senate meeting of the academic year. Usually I provide some treats and some goodies, but I'll send you some Emojis, how's that?

But I wanted to thank you for this incredible academic year. It's been a roller coaster, especially after spring break. You guys have been solid and stepping up to the challenges to help our students, and I am eternally grateful.

It's not just me. It's other people, administrators, ELT, deans, I know you have been working hard with the deans to make the transition possible.

The teaching and learning center, PimaOnline, everybody has been really working hard. So thank you, and I hope you have a wonderful



weekend.

Okay. So I wanted to provide an update on the new academic infrastructure and virtualization work group, and make some clarifications. If you have some questions, please feel free to ask.

About a couple of weeks ago we had our first meeting. It's a pretty large group. It was with faculty representatives, including Josie, and we had staff and we had deans, all of the deans, several people from the provost area, among others. It was a cross-functional team, and also student affairs representatives.

So what is the purpose of this group? So there are two things. One was the immediate looking at the fall schedule, because as we know, everything is changing day to day. In fact, when we had, the other day Faculty Senate officers and administrators met for our monthly meeting, during that time the governor was giving his update or debriefing, and he extended the stay-at-home order to May 15. It's just like happening as we go.

As I was telling staff council, I'm a person that likes to plan things and have expectations and reach those goals, but it is a totally different environment for me, as it is for all of us.

So with that said, the purpose of this group was to look at, first, the fall schedule and then the spring schedule, what's going

to happen, are we going to continue in this mode of isolation and social distancing?

So we need to prepare for any eventuality. Because of the urgency to get the fall schedule done, I decided to have a steering committee to just dedicate themselves to that, because we had first the May 4 deadline for the fall schedule registration. Obviously we're not going to make that.

So instead, I comprised a steering committee, and that comprises of Bruce Moses, Lamata Mitchell, Morgan Phillips, Julian Easter, Michael Amick, Greg Wilson, so this group has been working diligently with the deans, as I said, and what I wanted to share with you on the screen were the updates that I gave to the chancellor's cabinet, written updates on what the work that has been done, but I'll summarize it for you. And I did share the document with Faculty Senate officers.

So we looked at what the expectations were for the fall schedule, you know, online, having virtual classes, and then CTE hybrid.

We wanted to shorten the semester sessions, so this goes back to Hernan's question, with those with labs. So if we have hybrid courses, that means that students will be able to go into the labs, and we also decided to shorten the semester into two eight-week sessions.

That way, they complete their first eight weeks, and if there is a resurgence of the virus, they will be able to -- we will be able to easily transition back to the virtual/online, totally online format. So that was the reasoning for that.

We are extending the registration date, as I had told Margie earlier, to May 25. Then, because of the projected decline in enrollment for the fall, because of this situation, we are requesting 15% of reductions of sections.

Of course if we don't have the decline in enrollment, we're actually increasing, then we can obviously add back those sections. We need to also look at the budget realities, and of course student support, so student affairs, academic support, virtual student services, all of that needs to be taken into consideration.

So Greg Wilson created a spreadsheet that demonstrates the percentage of courses in each program that can be offered in various modalities. So the deans went and filled in the spreadsheet to decide, okay, yes, this course can go in this format, this one can go in a different modality, et cetera, et cetera, so that way we know which ones are possible to move into the virtual realm and which are not able to.

Now, what the main goal for all of us, all of you and all of us, is that we make sure that whatever we recommend is that we are

maintaining student success. So all the adjustments to the fall schedule should be strategic in looking at that, because we can't and we should not and will not force students in situations where their success will be challenged.

So, for example, at the Faculty Senate officers and administration meeting, Tal asked the question, well, what about a five-credit calculus 16-week course? Will that be condensed to eight weeks?

We said, that's why we need to be strategic in looking at every single course. No, that is not going to be successful for students, so we need to keep it as a 16-week course.

So that's what I mean by looking at each class, making adjustments, and focus on the student success goal.

So I already talked about the 16-week courses becoming two eight-week sessions. So the ideal situation for a student might be to take two eight-week semesters -- excuse me, two classes in the first eight weeks, two classes in the second eight weeks, and then one online course for a total of 15 credits.

So if that's the ideal situation, then we need to work with our advisors, so when they are advising students, they will make that needed advice on how to build an advantageous eight-week schedule.

So that will be done.

Also, Michael Amick has been working with the deans on maintaining quality assurance, because we want to make sure -- of course, after this spring break, we had to convert all of these classes rapidly, and PimaOnline and the teaching and learning center did a fabulous job, and I know a lot of you in Faculty Senate were facilitators for these webinars to transition to D2L for our adjunct faculty and some of the full-time faculty.

But there wasn't a lot of time to fine-tune things, so we want to make sure that all classes have the consistency and they are uniform as far as quality is concerned.

So as I said, Michael is working on that, making sure there is a checklist for faculty to use when they work on their D2L courses.

Another item that I'd like to share is -- I already talked about the new fall registration date changing from May 4 to the 25th. All of the fall schedule adjustments will be ready by May 8.

We are also looking at the top 50 courses that could be offered online, and Michael has assured me that all but four will be online. So that's good news to hear.

Let's see. What else? So there are other things that the steering committee is looking at, looking at the proportion of classes in terms of delivery mode, how many course offerings can be scheduled, one eight-week and second eight-week session.

So all of these are being considered, and by May 8 everything has to be decided. Now, with the large work group, that group is going to help with providing feedback for this recommended plan for the fall schedule and will resume as a large group with subgroups, because we talked about subtopics to look at for the spring schedule and beyond.

So I know there were concerns about the beyond part. What's that mean for the college? Are we changing? Well, we know for sure that we're not going to -- no institution really is going to go back to how we were pre-COVID times. It's just a fact.

We won't have a vaccine for a while, so all of these parameters are set with us. It's a delicate dance, but we want to do what's best for our students, and we know that the face-to-face interaction is the best for several of our students.

Some choose online, to be completely online, and they are comfortable with that and that's wonderful. That's why we feel that having hybrid classes, the blended learning experience, would be best. That way they have that face-to-face interaction with faculty, which is so crucial for retention and for equity purposes, and then a portion being online.

But that discussion hasn't taken place yet, and so we want to make sure that we include everybody in the work group about the

beyond part in the spring semester.

So let me look at my notes. I think I covered everything as far as the virtualization and new academic infrastructure work group.

Are there questions for me regarding anything I just said?

>> KIMLISA DUCHICELA: Could you clarify the eight-week thing you went over? I wish I could see it, but...

>> DR. DOLORES DURAN-CERDA: Yeah, so it's dividing the 16 weeks into two eight-week sessions. So the first eight weeks, they complete -- for example, for CTE, perhaps maybe the hands-on application part could be front-loaded for the first eight weeks. They could do that.

Then the second eight weeks could be the theory part, because that way if there is a resurgence, then they can do that online versus the hands-on, because like Hernan said about the labs, includes, you know, the clock-hour situation. Nursing, all of those have different simulation labs, clinicals, et cetera.

So we want to make sure that those get completed and not interrupted like they were this semester. So the ones for this semester, I know the sciences figured out how to do it completely online, but for others, like clock-hour, CTE classes, they are going to have to come back in the summer to complete the hands-on application.

>> JOSIE MILLIKEN: We have a few questions and maybe, Ken, if you could hold off -- we have a question that came up in the chat a while back, which is from Jennifer Sweitzer. Did we look at success rates of face-to-face versus online when prioritizing what's virtual, what's hybrid, et cetera?

>> DR. DOLORES DURAN-CERDA: Yes, thank you for mentioning that. I think Josie shared a document with you that I shared with the senate officers, and that was the Hanover Pulse Survey to see what were their impressions and the feelings of students and faculty, so it was distributed to both, about how this virtualization is working, how they are feeling.

That's why we need to maintain the quality assurance, because there are a whole variety of ways that the face-to-face classes are converted to virtual classes are being delivered. So we need to make sure it is consistent. Thank you for showing on the screen.

So we can look at some of these questions and maybe over the weekend everybody can take a close look, having access to online, is it a hindrance? Is it something they feel uncomfortable with? And we know that a lot of students prefer the face-to-face courses, but I think also, with the support services, student support services on the student affairs side -- and I think, David -- I don't know if Irene is there, David Doré, you can chime in, too, we are making sure



-- it's incredible, the work they did. Within days, everything went virtual, student support services side.

What I have heard are that some students complaining about not being engaged with the faculty, that the faculty haven't been reaching out to them to make sure they are okay or engaged, or not answering e-mails or questions, and that was from our student senate officers who have kind of gotten a pulse from some of the students.

And so they asked a question, how do we get ahold of somebody who is not the faculty member if they are not answering? And so we are telling them, well, in the syllabi we have the contact information for the, either the dean or the department head, and they can certainly reach out there, or to the virtual student services e-mail that's available too.

We also have the faculty resource centers. That hasn't been widely promoted among everyone, but they are also taking phone calls and redirecting students to the right people, particularly to their faculty member.

So I don't know if I answered the question. I seemed to have rambled a bit.

>> JOSIE MILLIKEN: I know we're not going to get all questions answered, because there is going to be quite a few about specific scheduling and grading and this and that, and maybe we can take time

for two or three more.

I know Ken Scott had a question, and if there will be questions remaining, Provost, would those be best directed to deans, divisions?

>> DR. DOLORES DURAN-CERDA: Yes, because the deans, we have been working very closely together, and the deans should be working with the department heads regarding the fall schedule.

So, yes, they have all of the details, but if you think they may not know or would like to reach out to me, that's fine, too.

>> JOSIE MILLIKEN: Okay. Many of these I think might be best routed to department heads and deans.

So we have Ken and then Tal.

>> KEN SCOTT: My question is more for clarification. So, one, when you're talking about taking our normal 16-week semester and splitting it into two eight-weeks, are you talking about doing that just for the classes that will be offered in hybrid, or are you talking about doing that for all classes?

>> DR. DOLORES DURAN-CERDA: We'd like to think of it as the default. But like I said, this is very -- it's being done very strategically with the deans and the department heads, because not all are going to be applicable for that, and it would be best suited that they remain at 16 weeks. Like theater production, for example, that would need to remain at 16 weeks.

Some are shorter. Aviation is only five weeks. So of course it's not a cookie-cutter situation. We will be very strategic and nuanced and ask faculty, department heads, working with the deans, as to what is the best fit.

>> KEN SCOTT: Okay. Then when you say you're going to take a 16-week and split it -- or 16-week course and split it into two eight-weeks, you're not talking about taking a course and making it, like, A and B? You just want to take the course and make it an eight-week course?

>> DR. DOLORES DURAN-CERDA: Correct.

Then there was another question?

>> JOSIE MILLIKEN: From Tal. And I see that a lot of administrators are answering questions in chat, and so thank you very much for that.

>> DR. DOLORES DURAN-CERDA: Oh, good. Thank you.

>> JOSIE MILLIKEN: Other administrators are here, and if you see questions that you are able to answer, that would be most appreciated. So we'll go to Tal.

>> TAL SUTTON: Thanks. I think just the mathematician OCD in me is kicking in with an issue around a definition.

We're using the word "hybrid class," and I think before the existence of things like virtual, hybrid pretty much meant a hybrid

of face-to-face and online, but I think we are using it in a very more -- I think there is multiple definitions of hybrid floating around right now.

I think that definition still exists. Like the notion that a hybrid is going to be half online, half face-to-face, but I think other people have used it in, at least in the context it seemed like they were talking about half face-to-face and half virtual.

And then I think there is also this sort of notion I have seen bantered around about hybrid-like, which is essentially a Tuesday/Thursday class would have half the class meet physically, and the other half would meet, they would sort of virtually view the class, and then it would be flipped on Thursday. So that's still hybrid-like but not really hybrid in a way that we had been using the term "hybrid" before this.

I think we just need to have better definitions about what these class modalities are transforming into. And so anyway, it seemed like I had seen at least those three definitions kind of being thrown around at least as suggestions and/or as how people are currently using the term "hybrid."

I just wanted to bring that about and ask for more clarity, and that word is starting to get a bit muddled.

>> DR. DOLORES DURAN-CERDA: That makes sense. The virtual

classes, the definition that Michael Amick has shared with us, is the classes that were face-to-face and in emergency situation were put in the virtual realm.

Then there is the fully online classes that PimaOnline facilitates, and that doesn't change. And as far as I'm concerned, hybrid -- and you're right. There are nuances to it. But from my understanding with the deans and Lamata and the department heads have been working on is the standard, I guess, hybrid.

Michael Amick, if you'd like to chime in with this, I'd appreciate it, is that -- it's like what I taught in Spanish. We were actually, we created the first hybrid in languages. It was Tuesday/Thursday. Tuesdays I would meet with my students face-to-face, and we'd practice the conversation part and go through any grammar stuff. And then Thursday would be for them to work online. Discussion boards, writing assignments, you know, whatever.

So that is my interpretation. So, Michael, would you like to add anything?

>> MICHAEL AMICK: Sure. So we are defining online as asynchronous online courses, meaning there are no required virtual meeting times.

Our virtual courses are defined as there are some required virtual meeting times, and that needs to be indicated and clear to

the student at the time of registration.

Then hybrid, you're right, there are many nuances to it. The base definition of hybrid is that the face-to-face time is reduced. Hybrid equals reduced seat time but drives activities into the online environment.

And so any hybridization, again, needs to make clear to the student what the required meeting times are.

I hope that helps.

>> DR. DOLORES DURAN-CERDA: That's helpful, Michael. Thank you.

Tal, does that help?

>> TAL SUTTON: Yeah. I mean, it sounds like what you had described for your own experience, sounded to me like a hybrid virtual, because there is this required virtual component on Thursday, whereas a hybrid online would just have the physical classroom on Tuesday and then asynchronous stuff outside of it.

>> DR. DOLORES DURAN-CERDA: Right, okay.

Okay. Any other questions or did you need to go on to your agenda?

>> JOSIE MILLIKEN: I think we might be able to slip in some of our open-forum items here, because they relate.

So one of them is to, and Michael Tulino, I did e-mail with Michael a little bit about this one, and if Michael Tulino is here,

maybe you could offer an update about it, but it's about part-time faculty access to various MyPima and other sorts of web application.

Michael Tulino, it's been difficult to get that -- part-time faculty are only able to access them with a limited window before classes.

So do we have an answer for that yet?

>> MICHAEL TULINO: No, Josie. I don't have any answers on that.

It's going to be working with IT and HR. It has to do with the faculty contracting.

And I'm not sure that I was even aware the pieces weren't in place until a few days before the class started. I will take a look at it and get answers back to you, Josie.

>> JOSIE MILLIKEN: Okay. And when I get answers, I will send them along.

If there are other questions related to that, perhaps they could be directed to the chat. I know Michael is checking the chat.

Another one is about Zoom. We talked a little bit about Zoom in our last meeting. I don't have a confident sense of how many faculty are using it or desire to use it or desire to have more functionality with it. But we did have a faculty member request that Zoom access be provided for all, the more premium level.

Kimlisa, would you like to speak more to that, since it was one

of your constituents who forwarded that item along to you?

>> KIMLISA DUCHICELA: Yeah, it wasn't me this time, Dolores.

(Laughter.)

You know, I'm doing the trainings in the mornings, like the faculty help desk on Wednesdays and Fridays.

>> DR. DOLORES DURAN-CERDA: Good.

>> KIMLISA DUCHICELA: And I'm sure Michael Amick is already aware of this, too, but they are running into trouble with Bongo, with virtual classrooms.

And Zoom is so user friendly, and now that they have pushed out their new updates, there is not as much Zoom bombing going on and weird things like that.

So it came out of a psychology area, they are requesting more licenses so that they can move off of virtual classrooms and into Zoom, which is a simpler platform, quite frankly. You know, having gone through it back and forth and sat with (indiscernible) faculty, Zoom is easier and not as much so with virtual classrooms.

So that was the request that came. Especially if we're going to move further and further into this virtual world that we keep talking about. It doesn't seem like this is a temporary situation anymore.

So I think it's time to start looking at our infrastructure.

>> DR. DOLORES DURAN-CERDA: That's a good point, Kimlisa.



>> SPEAKER: Can I speak to that?

>> JOSIE MILLIKEN: Please, Nancy.

>> SPEAKER: I have had huge problems -- I mean, overall virtual classroom has been okay. When I first started on it, I was able to do screen sharing where I could use recordings from the textbook, I could use recordings from YouTube. I'm teaching two oral communications class, so I have to be able to provide listenings for my students.

And then abruptly, overnight, it stopped working. I could no longer have sharing on screencasting.

>> DR. DOLORES DURAN-CERDA: This is Bongo?

>> SPEAKER: This is Bongo. I spent I don't know how many hours with the D2L support people and then with our IT people. D2L support was pretty worthless. Our IT people were very helpful. They remoted into my computer. Nothing wrong. All settings were correct.

They contacted Bongo and Bongo told them, well, we don't do that, we don't support that, which is -- I don't know how they can say that, because my colleagues have been able to do it. I was able to do it.

But I cannot, going forward, continue to teach oral communications online if I don't have the capability to share audio through screencasting.

So the Zoom would be much, much more useful.

>> MICHAEL AMICK: I'm so sorry for the challenges folks are having with Bongo. I also support the exploration of allowing faculty to utilize Zoom.

We have met extensively -- Bongo is a third-party service that has been acquired into D2L, and we have met extensively with them and pressured them to work to resolve these issues, because it is not acceptable.

Like folks are experiencing the changes, and it's hard to track down that it's some setting that some individuals may have on their computer in certain browsers, it's just too terrible and complex to try to help every single student that may have a certain browser setting that changes periodically.

So I apologize to those that are having challenges with it and support that we look at Zoom. And our internal team has already discussed that we need to acquire a better and different service that can be embedded into D2L and move away from the Bongo product.

That will take some time, and things like Zoom are at our disposal now, and so again, my apologies and my support.

>> DR. DOLORES DURAN-CERDA: So, Michael, I think we could do a survey to faculty to see or their input and insights about what is working and what isn't, but I do agree and what Kimlisa said, we are

going to be in this environment for longer than what we thought, and we need to have the immediate access for students and for faculty.

So I support that, so I think if you and I discuss offline and approach IT, talk to Raj that we definitely want Zoom, I know it's been kind of resistant, but I think this is the time to make that request again, make it happen.

>> JOSIE MILLIKEN: It's worth noting, too, just monitoring the chat and from faculty perspectives I have heard is that not everyone wants to use Zoom, but in many cases, the use of it is legitimized. So perhaps it could also be pursued on a case-by-case basis, I don't know, but I just wanted to present that out there.

>> SPEAKER: Could I add something real quick to this?

>> JOSIE MILLIKEN: Please, Sarah, go ahead.

>> SPEAKER: Following up on your idea, Josie, I had an adjunct faculty member contact me, and it was absolutely necessary for her to use Zoom. I think she had some animations or something that required purchasing Zoom, and she requested the possibility of maybe being reimbursed for that.

So I think that might be a great way of going, you know, looking at it on a case-to-case basis and potentially reimbursing folks if they really have to have Zoom.

I just wanted to throw that out there.

>> DR. DORÉ: Josie, we have been approving on a case-by-case basis, just so you know. Because I know we have gotten requests, and I have approved requests.

>> JOSIE MILLIKEN: Right. I'm one of them. Otherwise we wouldn't be able to have this meeting. So thank you. (Laughter.)

So this is our final -- this still relates, so it's our final open-forum item, and I hope it's a quick one. If it needs to be directed to department heads and deans, we will just communicate that on.

But this is about a sick policy related to going virtual. How do we handle situations of short-term illness in terms of getting subs?

>> DR. DOLORES DURAN-CERDA: That is a good question. Is anyone from HR here?

So could you ask the question again, Josie?

>> JOSIE MILLIKEN: We had a faculty member forward along a question of how does a faculty member handle a need for a sub or sick time during, when teaching remotely?

>> DR. DOLORES DURAN-CERDA: This is a question I can take to ELT, so we meet on a daily basis and I always have a series of questions, and everybody jumps in, and I think HR will be there too. I think this is an appropriate one I can ask on Monday.

>> KIMLISA DUCHICELA: Can I add one thing on that topic that I'd

like you to keep in mind? And Michael Amick can probably talk to this, too.

If it's a virtual teacher, then not only would they have the responsibility of possibly, like a hybrid virtual, would they have the responsibility of showing up in a classroom, but they would also have the extended responsibility of being online, which is never just an hour and a half in a classroom. It's an overnight thing.

So that kind of pay needs to look at the complexity of that environment that they would have to be substituting in. Just to throw it in there.

>> DR. DOLORES DURAN-CERDA: Thank you. I have jotted that down.

>> JOSIE MILLIKEN: Okay. And I think the last thing that I wanted to just emphasize or request that you emphasize is that, as we spoke about in our meeting on Wednesday, a lot of faculty are concerned, and the chancellor spoke to this, as well, that the planning that's being done right now through the work group is with the intent behind it of achieving some kind of a different vision.

And in the meeting on Wednesday we talked about how the main intent is of course to address the immediate COVID-19 situation, but the changes are going to affect all institutions in some way, and so the focus is on the present and then the present and just keeping in mind the situation as it unfolds and making intelligent data and

analysis-driven decisions.

Would you mind just responding to that or emphasizing it or --

>> DR. DOLORES DURAN-CERDA: Sure, sure. As I mentioned at the very beginning, this work group is to look at the immediate, the present, and as I said, the present is changing, as we all know, day by day.

So we need to be flexible. I need to be flexible, because I like things planned out. But there are changes, and we are -- the chancellor is in touch with other -- well, other presidents and chancellors from Arizona, but nationwide. I'm in touch with the provost at the University of Arizona and other chief academic officers, my cohort from the Aspen Institute.

So we are keeping tabs of what everybody is doing, including, you know, how the CARES Act funding is happening, where it's going, and the other members of ELT. I know David has, and Morgan, also, have their colleagues from across the country that they talk to and see how things are taking place, but it is ever-changing.

Like I said, we will not be able to go back to how we were before this virus began. So there isn't any, like, agenda or anything like that. We are just trying to make things possible for our students in an equitable way.

So there are three concerns that I have. One is that students

get the technology tools that they need, and so we were scrambling, and Hilda Ladner was working with an agency where we got laptops, used, donated, refurbished, updated laptops and we got those to some students.

I have been pushing for the Wi-Fi in the parking lots. David Doré and I have been working with Sunnyside, and on the 28th their board approved our MOU where our students, because if they went to Sunnyside High School, they probably live over there, and so we have, they have school buses that have been deployed all over the community with Wi-Fi, and that's where they do the free meals, too.

And so they just approved that, so that's going to be happening at any time for our students to have access to that, too.

Part of the CARES Act money we are looking into getting more devices, and that includes hotspots, because some students may have their devices but don't have the Internet service or the appropriate tools for that. So we're looking at getting hotspots, individual hotspots for students so they can access from home, too.

So there are lots of things that we are looking at. For the CARES Act, and I will share it in my provost report later on, but I will tell you what we're thinking about for the second round of funds and what the first round of funds was for, too.

So we are scrambling, working on all of these things at the same

time as, you know, business as usual with other projects and initiatives that we have been working on, but the main thing is getting the tools, the access, making sure our students are taking care of.

There was a campaign that Jeff Thies led with the deans and asked for volunteers. There was staff that helped, as well. Calling 2,600 students who had not engaged in their classes yet. This was like the first week or so when we came back. So every single student was contacted, they were called, to help them come back. We established those policies on incompletes, because we want to retain them. We don't want to lose them through the cracks.

So all of this stuff is to retain our students and make sure that they are successful and that they can complete their goals. So that's our agenda. That's to help the students. But we're not in the same situation that we were, and it's not just us. It's across the country.

So we are all keeping in contact, what needs to be done, in phases or whatever, but we want your input. That's why this work group includes faculty, includes staff, includes administrators, because this is something we all have to do together.

And you have your -- you're there with the students, and you're talking to each other as colleagues, as faculty members. You have



insights, you know what's going on in the classroom. You have recommendations for us, too, so we need to work together more than ever, collectively, as one, to get our students through this horrible time.

We know they are struggling with having lost a job, taking care of parents, taking care of kids when they have maybe one device and there are three kids that have to share and maybe the parent, too, is a student. So all of these factors we are looking into and seeing how we can make it better for them and for us and there are employees, too, who need devices, too.

So we're working on it, and we need to work together to find the solution collectively.

I don't know if, David, on the student services side, if you have anything to chime in about.

>> JOSIE MILLIKEN: I will just say that it -- thank you, so much for sharing that. It's reassuring, it's motivating, which we all need at this particular time.

It has not escaped our attention in the least that you and the other administration, all of our staff has been working tirelessly, and so that is very much appreciated with the emphasis on our students. So thank you for that.

>> DR. DOLORES DURAN-CERDA: You're welcome, Josie.

>> JOSIE MILLIKEN: If we don't hear immediately from David, we will just go ahead and move on.

>> SPEAKER: Could you repeat the question or comment there?

>> DR. DOLORES DURAN-CERDA: Kind of following up to what I said on the student affairs side, if there is anything that you would like to share how we're looking at the fall semester, spring semester, and beyond, but within these parameters of social distancing and not knowing what the future holds for us as a country.

>> SPEAKER: Exactly. Yeah, I can quickly address that so they can move on with the agenda.

We're looking at how we can present enrollment options to the students. A lot of that is dependent on what our product or course offerings are going to be. When we look at student services spaces, how do we provide those services at a safe distance and at the same time making sure that we still have the option for virtual?

So some of that may look like, you know, plexiglass social distancing, but at the same time routing students to virtual hangouts or things they can do like that.

We are looking at a variety of options to make sure we can still serve our students. So the big picture is most of our students more than ever have an increase in their need, so we need to meet that demand but at the same time do it quickly, safely, and in some cases

virtually.

>> JOSIE MILLIKEN: Thank you.

Okay. So we'll move on to our election update with Tal.

>> TAL SUTTON: All right. So hopefully it won't be too long.

Yeah, I am doing -- half of the elections are up. I have been communicating with some senators to just double-check if they are interested in remaining and want to be on sort of a ballot, so I will be sending out ballots to those respective divisions next week with a list of the people that were interested in running.

There is still going to be some vacancies like there were last time. I will try and sort of sort those out and see if I can get them filled, but it seems like things are going okay.

If you know that you're interested and want to get back to me, you can send me an e-mail or if you know of somebody that might be interested, send me an e-mail before I send out the ballot so I can put their names on it, but like I said, most of the seats that are up for election this time around will be filled. There is going to be a couple of vacancies that I will follow up on, and, yeah, hopefully for those divisions that are having their elections you'll see that e-mail go out.

I'm going to e-mail the ballot -- it's a Google survey, but I'm going to call it a ballot. I'm going to send the ballots out to the

deans to distribute to the division you should be getting that e-mail sometime next week.

>> JOSIE MILLIKEN: Okay. So are there immediate questions?

Other questions can be e-mailed to Tal or directed through chat.

Okay. Thank you, Tal. And we will move along.

I noted earlier that there is a virtual PC student (indiscernible) and I believe I saw in the chat that Irene asked that everyone join through Facebook rather than Zoom because Zoom is limited to 300, and we'd like to reserve the Zoom attendance for our students. So please go to that through Facebook, and there is a link there and our agenda.

The next item is related to the e-mail that I sent yesterday, brainstorming strategies for what our students need to be successful. We have a lot of really fantastic ideas here, so thank you to all those who shared them.

We have a really incredible list even just after less than 24 hours. So please keep adding to it, and as I noted, we will continue adding to it and we will bring it back in the fall.

For those of you who may have skimmed the e-mail, this is related to the COVID Hanover Pulse Survey, which we showed earlier while the provost was speaking. The survey results revealed a lot of different things, one of which is that the amount of engagement and motivation

our students have been feeling is decreased.

So the focus of this brainstorm is to share ideas of what we can do to increase engagement and motivation among our students.

I'm not going to go through all of these items, because that would require a lot of time, and they are all available for you, but would anyone like to share any immediate thoughts related to this or questions, or can we just keep this a living document and move along?

Anyone want to share anything that you have found particularly helpful that we might all benefit from in these final few weeks?

>> KEN SCOTT: Josie, I have been recording the lectures and stuff, because I have had students who have kids, one student in particular, she has a kid with autism, she cannot attend during normal class time. She's only available late at night. So I record lectures. I record when we go through the exercises. Then I upload those, and she can access them at 2:00 in the morning, whatever time that she wants.

Just trying to work with the unusual life problems that students have right now.

>> JOSIE MILLIKEN: Thank you. Anyone else?

I see a lot of things on here that are related to allowing our students sort of social opportunities to connect online or connect in a more informal way with classmates.

Has anyone found any particular apps or tools or strategies that have worked for that?

>> KEN SCOTT: One more time I will chime in and say I think we should also keep in mind that we're at the end of the term, and students kind of do have the end-of-spring senioritis they just want to be done, so I don't think we should discount that, either. Just sayin'. (Laughter.)

>> JOSIE MILLIKEN: So with that in mind, Ken, are you saying we should -- that that may be impacting their motivation, just a general sense of it's spring, it's hot, and we're almost done with the semester?

>> KEN SCOTT: Yeah, I think it's part of it. I see it every year when we get down to the end, they are kind of done. I think it's worse now because everyone's home, they don't get to go out or socialize, and there is a general feeling of a depression, you know.

>> JOSIE MILLIKEN: Okay. I can hear that. I will say though that I do, and I have actually walked behind students when I'm walking my dog and I have heard them saying I just don't feel motivated with online, I just don't.

I do think it's a real thing that it does require a different level of engagement to actually feel motivated in the online environment.

So I think that if we generate some strategies and maybe some fun things, too, of ways to, you know, liven up the activities or lure them into online/virtual learning would be valuable. So we will revisit that in the fall.

We have a guided pathways update from Julian. Julian couldn't be here, but I linked his e-mail to the agenda. I will just go through it quickly.

For the 2020/2021 catalog, Julian's pleased to announce that for the first time in many years the college catalog will be in place before the start of the fall registration. Loads of thanks to Jason Brown and the curriculum team for being able to meet this deadline in spite of the COVID situation.

Regarding DegreeWorks, behind-the-scene work continues. Jenny Conway is leading the charge and ensuring that the scribing process will be completed by May 15.

Next, the student planners and templates will be developed. The goal is to have this completed by July 31. Oh, this is -- okay. Speaking of Jenny Conway, she has announced her retirement as of July 1, 2020. So we all know that that's pretty huge.

Pathways review, the curriculum team, along with the program advisors, are nearing completion of reviewing the submitted pathways for the purpose of ensuring the proper sequencing of courses.

Meetings are ongoing with the respective academic deans and faculty reps. The goal is to have the updated pathways on the web page by June 30.

General education summit. On May 7, 2020, representatives from Pima, which will be Julian, Jenny, Rita, and Brooke Anderson have been invited to attend a virtual meeting by the University of Arizona. Dr. John P and Dr. Susan Miller Cochran will be sharing the preliminary version of the curriculum plan for general education.

This will be a conversation among the faculty about what has been completed as of the end of the spring semester. This version represents a tremendous amount of faculty and student input and faculty collaboration.

The UA president has charged the academic side of the house to rethink the purpose of general education and how it best fits into the curriculum.

So that's everything. Julian, again, is not here, but if there are questions, immediate questions that perhaps someone else here could answer, please speak up now or type into the chat.

I don't see any. So if you do have questions about guided pathways and Julian's report, please e-mail Julian, and I'd love it if you would cc me too, as well.

I see a few comments about the list for our increasing motivation



and engagement and whether or not we can share that. If you have questions or ideas about that, please e-mail me just to make sure I understand your question and can brainstorm ways to address it.

So moving along, we'll go to highlights from the Faculty Senate officer and administration meeting on Wednesday, and this is where we discussed FACT. And another item -- we covered a lot of different things, but I wanted to highlight FACT and funds for technology support.

I will cover funds for technology support first. Aubrey is here, and I know he and Dr. Doré can speak to this in more detail, but Aubrey sent an e-mail regarding this. I will go ahead and read this.

To clarify the issue of faculty purchasing technology, the stance of the college has been and continues to be that faculty should not have to use their own professional development monies to successfully teach courses.

The current faculty professional development policy and handbook reinforces this stance with the prohibition against expenditure of faculty professional development funds for computers and computer peripheral equipment.

If we need to amend this policy in the future due to the changes and demands of this pandemic, we could do so through the ARC. However, the policies developed by the college should support any

faculty technology need.

The college's commitment to supporting professional development should not be redirected, especially now. The college has established a process to check out large items, such as laptops and tablets. If individual faculty need an accessory item such as a headset or camera, they can work with IT and their division to purchase the item out of division funds. These two steps should cover any technology needed for teaching their course.

In regards to professional development, faculty could use their monies for technology that was strictly related to their own development. An example I can think of is a faculty member wishes to develop her Spanish skills and requests to use Rosetta Stone, which would require the purchase of the discs and potentially a headset.

So, Aubrey, are you here, available?

>> AUBREY CONOVER: Yes. I think really what we just want to know, let everyone know, is that the college needs to be supporting your teaching. So if there is something you need, we want to be able to pay for that with college funds and not have you feel a need to dip into your own personal professional development funds.

I think the Zoom example is a great example that just came up earlier. You know, if you've worked with the other IT solutions and it's just not working, please reach out to your division and we'll

make sure we are communicating that to the divisions, as well, that if there is something like that or something else you identify that will help your students be successful and you being successful in your coursework, let's work together and get that paid for through the division, and if it's something significant, we can identify some other sources if the division can't find the funds.

>> JOSIE MILLIKEN: There is a question from Sean Mendoza. Any faculty, would that also include part-time faculty?

I'll just let you answer that one, Aubrey.

>> AUBREY CONOVER: Yes, the quick answer is yes. If part-time faculty need a laptop or something else to teach their course, you know, we can help facilitate that and the same with any other -- I'm calling it accessory, there is probably a better term, but any other items that they need to teach that course.

>> JOSIE MILLIKEN: Thank you. And then what is the best route for contacting the college? Would it be to go directly through the dean, the division first? Or to contact someone in IT first?

>> AUBREY CONOVER: Yeah. So we have -- we have been doing the distributions of laptops through the college, and those are created through a ticket that can be created. I just forwarded that to you. Maybe you can forward that to the group. Where an individual can create a ticket to IT requesting a laptop or tablet, and they will

help facilitate that.

We have had a couple of different distributions of those. I think we have done several hundred to staff and faculty across the college.

If it's something specific that needs to be purchased, then we would ask that you would work with your divisions, and if it's not something specific that you know -- let's say, for example, you really need a headset, but you don't know what type is appropriate or would be the best to buy because there are a lot of them out there.

Then what we would have you do is, again, create a ticket through the IT system saying, hey, this is what I'm looking to purchase through our division. Can you give me a couple of ideas of what the college recommends? And then once you have those recommendations, you'd work with your division and their full process to actually do the purchasing.

>> JOSIE MILLIKEN: Great. So first step, IT ticket, and then go from there?

>> AUBREY CONOVER: Yes. Something specific like Zoom where you know it's something and you already have the information, really we are asking you to connect with IT, if it's something that the college either doesn't use already or there might be a lot of variations, just so we don't have, you know, 20 versions of the same Word program

or something like that.

We just like to keep it somewhat consistent, because it helps them support you once you have that technology at home.

>> JOSIE MILLIKEN: Okay. I found the link and I have attached it to our agenda. Please send that to your constituents, everyone. Everyone I know, there are people that can really benefit from these resources.

Final quick question for you. What's the turnaround time? I know it varies depending on the necessary device, but if somebody needed a laptop, for example, or something immediate and simple like that, what is the turnaround time to be able to receive one?

>> AUBREY CONOVER: I know they just did a distribution last week, but now that the campuses -- there was a bit of a delay because they were doing the full cleandown of the campuses.

I can reach out to Raj and his team and find out that answer if it's going to be an ongoing one or they wait until they have like 20 requests or try and do it weekly. But I will reach out to Raj and get you that answer.

>> JOSIE MILLIKEN: Thank you.

All right. We'll go ahead and move on. The final item that I wanted to cover here is FACT. As many of you have noticed and have communicated about with me, faculty positions, and we are closing

eight positions, and we know that the FACT process resulted in, data that showed that, directed towards reducing or closing six positions.

And so there were questions about these two additional positions. We did ask the administrative leadership team about this, and we were told that they were positions that were, faculty were retiring, so they were open, and that the funding was needed in other areas, including dual enrollment and the TLC and PimaOnline.

I anticipate, I know there are questions about this, so I'll leave it open for a few minutes to questions.

>> MATEJ BOGUSZAK: Hi, everybody. No questions?

That's an interesting observation that it would go to -- that there is dual enrollment needs and certainly for the TLC and PimaOnline, those are all really important priorities for the college and for our students.

Could you please speak to whether we are adding additional full-time faculty positions in those areas and which disciplines? Or how does that relate to closing two full-time faculty positions? Thank you.

>> DR. DOLORES DURAN-CERDA: Hi, Matej. As you know, FACT brought recommendations forward in the fall to the Ps, then called Ps, who approved the closure of six positions and the filling of ten vacancies. Five with full-time and five with provisional. Those are

being recruited as we speak.

Given that enrollment continue to decline, in January we convened and looked at additional vacated positions to slate for closure. So there were no people, no faculty members in those positions. They were vacated.

As Josie mentioned, for TLC, the dual enrollment, and also for PimaOnline, the money that they received was a one-time money that the board had approved.

So we have staff in dual enrollment, and it's doing incredibly well. We have 153 course requests just recently for dual enrollment. PimaOnline, because we were in this virtual instruction format needs support desperately -- I mean, they needed it before COVID. Now, even more so.

So as I said, these were vacated positions and slated for closure. So we felt this was, looking at the priorities of the college and of our students, we felt this is where we could reallocate those funds.

Now, I know it was not a FACT-informed process, but a reduction strategy using attrition to avoid future layoffs is so important. It's definitely not an easy decision, but reducing vacant position also avoids individuals losing jobs.

It's a delicate dance, again. I don't know if Kate has any, can

chime in at all, if you have any additional comments?

>> KATE SCHMIDT: No, but I think the way that FACT process is designed is that there is no mechanism to point to vacant positions as a process. It's an informed just on enrollment.

So it does seem like after the FACT process concluded, this was an administration decision to look at that attrition process as a way to avoid the, I mean, I would say future pain, because we knew already, I mean, we have known that this process of trying to get to a 1 to 50 ratio has been a project for several years. We knew already there were going to have to be positions identified for the '21/'22 academic year through some process next year.

So it seemed like -- there was no sign that enrollment was going to increase. It seemed like the decision was to sort of borrow from future pain.

>> DR. DOLORES DURAN-CERDA: Exactly.

>> MATEJ BOGUSZAK: Thank you for that.

>> JOSIE MILLIKEN: And along with that, obviously, you know, we have two separate positions and each of them has different needs. I'm not sure of what those two positions were, but was the needs for those positions taken into consideration in terms of enrollment levels and expectations moving forward?

>> DR. DOLORES DURAN-CERDA: Absolutely, definitely. But again,



it's a delicate dance.

We had to look at the whole scheme of things. We had to look at where the growth is in the various programs. We talked to the deans. So it's a difficult decision, but we had to make it in order to be able to help these other areas.

But of course, you know, things change every year, and hopefully our enrollment will be going up even in these times. We are projecting a decrease in enrollment, but there very well could be, as there have been in recessions, that the enrollment does go up.

So we may not be using FACT. We may be needing to look at a different process, absolutely a data-informed process, and of course having it be inclusive, as well.

So we have used FACT for a couple of years now, but as continuous quality improvement shows, we need to continue improving.

As I said, these positions were vacated positions, because we don't want to lose anybody.

>> JOSIE MILLIKEN: And then the -- we talked about in our meeting was just the importance and value of transparency and perhaps moving forward we can just, you know, add language into communications -- you know, whether or not we go with the FACT process or some different process, just recognizing that there are additional, like, attrition or other additional parameters that could

also be considered.

>> DR. DOLORES DURAN-CERDA: Absolutely. I agree.

>> JOE BREWER: Could I just ask then the status of those lines and the money that stands behind them? One-time money was used to take care of the needs that you mentioned. Is the rest of the money already allocated for enrollment cap management? Or is it being held in abeyance for some other things that may come up?

Because if it is a one-time allocation to the three areas you mentioned, you know, that money is still allocated as a continuing line. So what's the exact status of those two particular positions?

>> DR. DOLORES DURAN-CERDA: Kate, do you have the answer to that?

>> KATE SCHMIDT: My understanding is those positions are closing, so as far as, you know, where that goes in the budget, I don't know. I guess that's money that returns to the general fund?

>> DR. DOLORES DURAN-CERDA: It's in the process right now, but let me get with Dave Bea to see where it is exactly.

>> MATEJ BOGUSZAK: Thank you very much for that information and for articulating that some kind of strategy that we are trying to not lay people off and therefore really considering closing vacated position.

But this last part about the budget picture and checking with

Dave Bea, that is really what I'm concerned about most, because we have now closed two additional positions on top of what was the goal for FACT, which was based on the ratio and so on.

And now this money is being repurposed to not fund full-time faculty positions, but, sure, other instructional priorities for the college, but shouldn't there be other lines in the budget supporting those?

I'm just concerned we continue to close and reduce expenses on, you know, full-time faculty and positions and salaries.

If you could perhaps speak to, you know, again, what are similar efforts in other areas of the college? Can we identify other places in the budgets to fund these important priorities?

And I believe those are both very high-need disciplines that if there is increase of any kind to enrollment, then we would really struggle in those areas finding, you know, finding the instructors to offer courses.

So can we identify at least some temporary funding for provisional positions until we have more attrition elsewhere perhaps?

>> DR. DOLORES DURAN-CERDA: So the expenditure limitation situation really has us limited, and we have no control over that, unfortunately.

However, there are other cost-saving efforts going on, so, for

example, looking at the course schedule, we're looking at making sure that we are running courses instead of having, you know, a section or a course that has low enrolled students, same section or the same course, excuse me, that has maybe eight students and another section has ten students, consolidating them and making them into one.

Lamata has been working with the deans on doing that. That is going to save a lot, as well, and will help us to redirect or reallocate the cost savings to the TLC, PimaOnline, and dual enrollment.

So there is that effort going on, as well. It's not just based on faculty positions.

>> JOSIE MILLIKEN: Anybody have any other questions related to this item? Hi, Anthony.

>> SPEAKER: I definitely understand decisions need to be made quickly and that sometimes, you know -- I think Kate Schmidt used the term "buying from future pain" or something.

I'm concerned that -- I'm not sure what the process is going forward. Like before it was the FACT process, and frankly, I still found that kind of confusing. But at least I could say, hey, it's all written down right there.

So now my concern is, you know, if we're closing positions outside of that process, and Dolores, you just said, you know, we

need to find a new process, what's that look like? And how are these decisions going to be made in kind of a shared governance model?

Can faculty be involved in these decisions when it's proactively instead of reactively? It certainly feels like we have more agency if we're at the table and we can agree, hey, you're right, there is no students in these disciplines, and dual enrollment makes sense. I think it's a lot easier that way.

So I guess my question is how will these decisions continue to be made?

>> DR. DOLORES DURAN-CERDA: So we will be working with you, with Kate and her area, Dave Bea and myself, on a new process.

To tell you the truth, I don't know what it is. I haven't had the chance or the time, because we have been so focused on transitioning to the virtual instruction, that limited if any conversation has taken place on what a new process would look like.

Now, remember, FACT included faculty to establish the criteria. The same thing would happen with whatever the new process is, and I would keep you all updated on it and involved, as Faculty Senate, but to tell you the truth, and I'm being completely honest, I have not talked about it or had the time to think about a new process yet.

>> SPEAKER: Thank you for your candor. I appreciate that.

>> DR. DOLORES DURAN-CERDA: Yeah, you're welcome.

>> JOSIE MILLIKEN: Do we have a sense of when we might learn of the new process? Probably I'm guessing it would be in the fall?

>> DR. DOLORES DURAN-CERDA: I would say earlier. If we can involve faculty in the summer somehow and then have something ready, yes, for the fall, because I know the sooner the better.

As soon as we get the fall schedule settled and get summer started, I will feel comfortable that things are set and settled, because it's actually the provost area, provost that is kind of leading all of this virtual instruction transition and all the different nuances and pieces of it, so I have been completely immersed in that.

But I know how important this is to all of us, because if it weren't for you, the students wouldn't have any -- they wouldn't have their education. They wouldn't have a way to complete their studies.

So it will be an inclusive process and data-informed. But as soon as I start thinking about it, I'll bring you all together so we can talk about it.

>> JOSIE MILLIKEN: Okay. Thank you. So it sounds like before the end of the spring probably not possible, work being done over the summer and then news communicated in the fall, just thinking --

>> DR. DOLORES DURAN-CERDA: In the fall.

>> JOSIE MILLIKEN: -- faculty are off contracts?

>> DR. DOLORES DURAN-CERDA: Exactly, yeah.

>> JOSIE MILLIKEN: Okay. Well, this will continue to be a standing agenda item. We will revisit it, as many of these items are today will be standing agenda items. I don't imagine we will be in a time where we will be not be talking about online/virtual classes for a while.

So moving right ahead, Provost, since you have the mic, would you please continue and offer the provost's report?

I can pull it up here.

>> DR. DOLORES DURAN-CERDA: Thank you. Josie, I think you went away.

>> JOSIE MILLIKEN: Can you hear me?

>> DR. DOLORES DURAN-CERDA: Okay, now I can.

>> JOSIE MILLIKEN: So here is the provost's report. Please go ahead.

>> DR. DOLORES DURAN-CERDA: Okay. So all of you should have received my provost's report. I won't go over it, because there is something else I want to talk to you about.

This is all the work that's been done since we went to the virtual instruction mode. So you can read -- it's a lot of work, and I'm very proud of the team, has worked diligently on this and with all of you, as well.

What I wanted to share with you during my few minutes here is about the CARES Act, because I know you have received e-mails and information, but I wanted to make sure you understand what's going on.

So for the CARES Act, higher education emergency relief fund, Pima College received a total of almost \$10 million. The calculation that was used to determine how to fund Pima College was a 75/25 ratio. That means 75% was based on full-time students, Pell-eligible students, and 25 was based on full-time enrolled students.

So there were some parameters of how this could be, what students would be eligible. So one is being a U.S. citizen or eligible noncitizen. Having their Social Security number, registration with selective service if the student is male. High school diploma, GED, or completion of high school in approved home school setting. Then FAFSA must be received by the college. Those were the students that were eligible.

Now, what was the calculation of the student disbursement? So the funds were used in a tiered amount based on enrollment level. So for a student who was less than halftime, meaning one to five credits, they received \$400. Halftime, six to eight credits, \$600. Three-quarter time, 9 to 11 credits, they received \$800. Full-time, 12 credits or more, \$1,000. Then clock-hour programs, a thousand



dollars to full-time students.

So on April 23, we distributed money to 881 students, and the selection of students were those that had submitted emergency request applications, indicated that they had been impacted by COVID-19.

637 of those students were sent through electronic transfer refund setup, and then the remaining 244 who did not have that electronic transfer were sent checks.

So Gracie L, who is with student accounts, I believe, spent her weekend printing out checks at home to make sure the students received the funds as soon as possible, because that was our urgency. We know that they are hurting and it's dire and they need the funds to help them get through this.

Then on April 30 we distributed to another 2,890 students, and that was 2,338,000. The selection of those students are those who have zero expected family contribution, and these students have a high demonstrated need. About 1,502 of those students had the electronic transfer, and the remaining 1,388 were sent checks to their home address.

On May 7 we will be looking at students at Pima who received emergency request applications, that we have received emergency request applications, and also review for students that are in the remaining Pell Grant range.

So the total distribution as of date, 3,771 students have received funding, so that's about 3 million. So this is what we have been working on.

So there is going to be a second round of funds from the CARES Act, and I wanted to share with you what we are looking at as far as the criteria. So for the second round, there is a group, Norma from financial aid, David Doré, myself, Irene, Lori from grants and Lori from adult basic ed, we have been talking about what are the immediate need for students now that we can help with the second round of funding. So there is some possibilities that I wanted to share with you.

So one is providing student health insurance, and that would be about \$700,000. But not all students need health insurance. So we could do a combination of things. Maybe that and some other things.

So the other things we are looking at, because we know from surveys that their main need is food, food insecurity, and housing. I don't know what we can do with the housing, but we can help with the food insecurity part. So maybe expand our food pantries to have them at all our campuses and the centers and/or have food vouchers that we can distribute.

So we are looking into that possibility. We don't know for sure if it's acceptable, but we are looking at that.

Also, as I mentioned before, hotspots. We are looking into, I know with the TRiO programs, they have been looking into this, it's \$200 for the device plus four months of service.

So we are looking into that, as well, as a possibility. I know that a lot of students have a device but they don't have the means to get the service.

Like I said, we could do a combination of these things, but this is what we are looking at as far as the second round of funds.

So that's what I wanted to share regarding the CARES Act, and like I said with my report, you can review that and see if you have any questions, but I just wanted to acknowledge the financial aid office that got this going for the CARES Act distributing to students immediately, working with finance and the business enterprise and with student accounts to get this to our students who are in need right now.

From what the chancellor has told us, other Arizona community colleges have not received their funding and have not distributed the funds. Some have received the funds but are waiting for the summer or fall to distribute. We just wanted to get the funds immediately to our students, because we know they are in need and will continue to be in need.

If there are any questions or on the written report that I

submitted to you, please let me know.

>> JOSIE MILLIKEN: So we did have a question or a suggestion about childcare and then health insurance for part-time faculty and then more -- there is a comment, more hotspots would be fabulous.

>> DR. DOLORES DURAN-CERDA: I completely agree about the hotspots, and I have been working with a faculty librarian at West Campus, Chris S, because he has done this at his previous institution.

Some people were saying, well, why don't we just get the devices? I think hotspots are very important, too, because we have students living in the rural areas, and they will need that kind of service rather than Cox going out there or something like that, I really feel we need to do.

Health insurance for adjunct faculty, yes, of course that's something that we would need to look into, but these funds are specifically for students, but I know in the future that would be a topic to continue to discuss.

Childcare. Yes, we have been talking about childcare. In fact, let's see, there are so many things on my mind that we have been talking about. So there is a possibility for Desert Vista Campus to reopen the childcare center. So we are talking to Bill Ward to see where exactly at Desert Vista, working with Edgar, too. So that's in

the preliminary stages.

So we are talking about that, because that is a need, of course, when we come back or hybrid classes and we have face-to-face classes. So all of that is being considered.

Like I said, ELT meets every day, and I always have a plethora of questions that we discuss and we pursue and I pursue and my colleagues do, too. It's a lot. It's a lot we are doing. With your help and with staff and student affairs -- it's amazing the amount of work we have done in the short period of time. I'm really impressed and grateful.

But I hope that answers the questions.

>> JOSIE MILLIKEN: It does, and we do want to move along to give ample time for our remaining two reports. But there are some comments in the chat, if you have a moment to review them after, and then we also had a thank you from Mary S, thank you for working so hard for the students.

>> DR. DOLORES DURAN-CERDA: Well, you're welcome. We are all part of it. You are, too. Everyone in this meeting has been a part of it. I thank you. I really do. I mean it from the bottom of my heart. It's a challenging time right now for all of us, and we need to focus on the needs of our students. Sorry. Thank you.

>> JOSIE MILLIKEN: Thank you so much.

Ah, okay. All right. So let's move along.

Next item on the agenda is the Governing Board report. So we have Brooke here. Brooke, are you ready to provide that report for us?

>> BROOKE ANDERSON: Hi, Josie. Yes, I'm here.

>> JOSIE MILLIKEN: Nice to see you.

>> BROOKE ANDERSON: You too. Hello, everybody. This month my report is very brief because of the way this last final board meeting lines up with the April board meeting.

So this upcoming board meeting is not until May 13, so you'll see I have not added a report to our agenda today, because I haven't needed to write it up yet. So I will be doing that for us for Tuesday next week. That's when I will be submitting it for the board.

And so if you have any items you'd like me to add, by all means, please do add them. I think in particular things at the board would really value hearing right now are the kinds of adaptations and things we have been doing maybe in a little bit more detail than we provided last month. If anyone wants to provide some updates about particular things your areas have been doing to meet student needs at this particularly difficult time, that would be much appreciated. I would love to provide some details.

And then also, of course, faculty notable accomplishments.

Please do keep sending me things that you have done. You know, publications and so on and so forth, any interesting Zoom conferences or meetings, anything like that would be great. Please do still send them to me.

As long as you get them to me, let's see, yeah, I guess by Monday, maybe 5:00 p.m. Monday, I should be able to include it in the board report for Tuesday.

Something to note, so the board report is still scheduled for the 13th, and it still is going to be a Zoom meeting. However, this time we are going to try to have an oral component for the Board of Governors' representatives, and so we're going to do a little test run next week with that in order to kind of have each of the board reps be able to contribute to the Zoom meeting.

That's a little bit different. Of course it's still open through Zoom to the public. So by all means, do join.

The only other thing I wanted to kind of say is that there was a study session on the 27th. I was not able to make it, but Tal and Joe luckily were able to make it. They provided the officers with some notes.

I didn't share anything specific with this group, because pretty much the notes are things that have been covered by other people on

our different agenda items thus far, largely just kind of updates and the state of things and how we are moving forward.

So that's my report for today unless Tal or Joe wants to chime in with anything they learned from that study session that hasn't already been covered today.

>> JOSIE MILLIKEN: It was actually me and Tal who attended. I think Joe was able to attend the last portion.

>> BROOKE ANDERSON: Thank you. Sorry, Josie, I didn't realize you attended too.

>> JOSIE MILLIKEN: I'm deeply offended. (Laughter.)

I don't think a link has yet been available for that, but if I do see one posted, I'll send it out. It's worth going to. It had a lot of -- Nic Richmond provided a report and just related to some of the concerns, what's weighing most on students' mind. And there was budget information. It was a pretty information-packed meeting.

Tal, would you want to add anything? Anything that stood out to you?

I think the immediate takeaway, Brooke, is the same you had noted earlier was that the immediate circumstances are that we are safe for now in terms of financially, but we just have to take it moment by moment and we don't really know what the future will hold.

>> TAL SUTTON: Yeah, that's what I was just going to say.



That's the big takeaway I took. UA is in a bad way. We're not as bad off, but obviously with everything changing so rapidly, we need to be on our toes and be nimble and be watching what's happening.

And so that was something that I think Nic repeated multiple times. I'm interested to know how many times she had to update her slides for her presentation. She's probably working on them right now.

But that's not to say that information that she presented on Monday is obsolete. I do think it is worth going to see her and Dave Bea's presentation to I think give you a bigger picture and might help you fit in some of the puzzle pieces you have about what the heck is going on.

>> JOSIE MILLIKEN: Thank you, Tal.

Brooke, I'm looking online for the -- I don't know if it's because of the website redesign, but I can't find a link or information about the board meeting in May.

When you have that, will you send it along to us?

>> BROOKE ANDERSON: Sure. I have noticed that, too, with the website redesign. It's a lot harder to find the meeting information.

If you search, you'll find the Board of Governors page and the meeting information is there. You'll see the agenda for the study session and then of course once the next board meeting is closer,

that agenda will be posted, as well as all the documents for that.

They should be posting the Zoom links too for the recorded sessions, but yeah, I think it's a little slower than usual in the posting of those.

>> JOSIE MILLIKEN: Thank you very much. With that, we'll move along to our final report, which is the PCCEA report.

>> MATEJ BOGUSZAK: Hi, everyone. Happy Friday. Let me indulge you with a live feed here if I can. Hi.

>> KEN SCOTT: There he is. What's up, Matej?

>> MATEJ BOGUSZAK: Happy Friday. Happy May Day. It's Labor Day in many countries. I am not a communist. But these extraordinary times have hopefully brought some new light and perspective on labor, its meaning and its value.

As we are grateful for, you know, all the truly indispensable workers in our economy putting their lives on the line, I'd also like to thank all of you, because the work we do is maybe not as urgent but just as important, and we are continuing to do it despite all the daily changes. So that's really great to see.

The faculty have had a heavy lift this semester, to put it mildly, and things won't get much easier for us in the fall. Neither will they for our students, right?

Sure, there are some problems and grumbling, but overall I think

it's been really heartening to see how people have rolled up their sleeves and dove into uncharted territory and fully focused on how we can best help our students succeed, especially those who have always been marginalized and are now fairing even worse than everybody else.

College staff and our administrators have also had a really heavy lift, and it's important to recognize that we all recognize their hard work, too. You heard lots of examples just today from the reports.

Again, it's easy to point out problems of how some things could have been done better, but I'm really thankful for all the efforts underway and the hard work and thought going into, you know, new, creative ways that we are trying to support our students in need while at the same time there is also lots of logistical and financial challenges to deal with. So thank you.

Now, it's been another difficult year, and even before the current crisis with too much controversy for my taste. I don't think it would be helpful to summarize or give examples right now. You can refer to my e-mails and contact me for follow-up.

Last Friday, PCCEA held an all faculty meeting with about 120-some faculty, and we talked about compensation and these faculty positions and budget priorities, recent college efforts to transform the instructional model and academic infrastructure to enable a

better shift to online learning and what our vision is for Pima in the future.

So I'm happy to send a link to the slides and the video if you want to contact me, but it is evident there was last week a lack of confidence and really mounting confusion and concern about our future direction.

This is a result of sadly not enough transparency and too little faculty involvement in key decision-making and missing rationale here and there for why those decisions were made or some kind of articulated plan for going forward as an institution.

There was great interest in making a shared statement that reflects our sentiments and lays down some kind of basis for future action. But these are not new issues, right? I'm here every month pleading. And I know we can do better.

It was very heartening and reassuring to hear the chancellor today say that he does not want to move us towards online at the expense of face-to-face and recognizes the challenges that are faced by our students. It was very reassuring to hear the provost speak to the fall schedule and flexibility, disciplined faculty could still give advice and divisions could give advice on what works best for certain classes. It won't just be a one-size-fits-all. All those planning efforts.

Just this morning we had a great meeting with Kate Schmidt to discuss our new and improved faculty (indiscernible) process that looks really promising on a first look.

We still have grave concerns about positions and, for example, whether we are closing more for next year, which ones we fund and which ones we don't and why and where all that money is going.

But we can talk about that. I appreciate the commitments to a new, if we are not with FACT, which wasn't ideal either but we are going to have a new mechanism that is data-informed and faculty-informed for allocating our resources and positions.

The faculty are eager to help and collaborate, everybody I have talked to with college leadership to address the urgent critical needs of our students at this time, and really the inequities that have been brightly illuminated over the last couple of months.

We're focused heavily and committed to making the necessary changes to support our students in the new virtual and hybrid modalities this fall, however we are going to define them, the new schedule arrangements. And we do not wish to be adversarial, but still it is very important to make a clear distinction between temporary adjustments to deal with the current physical distancing situation and planning on the other hand for longer-term changes to instructional models and modalities, which really require a much

bigger, concerted, thoughtful effort with all stakeholders involved, not just faculty. I mean the whole community involved.

Again, I'm glad there appears to be clearer communication, from what I can see, at least, on these very important issues.

PCCEA has drafted a set of basic principles in response to the interests from last Friday's meeting, and I'm not quite ready to share them yet. They are pretty much good to go, and I will send out an update to the faculty and share them next week.

So I would hope that these are really just basic things that I would hope faculty, administration, and the entire community can get behind. I don't think there is anything controversial there.

We would like your feedback. I am not Martin Luther here nailing the 10 theses to the district office door. But it's really an attempt to engage in a new, positive way during this exceptional time. And the idea is to just better communicate and provide a foundation for cooperation as we move toward a common goal, which I really think we share a common goal here.

So I need your help to guide PCCEA's advocacy. We are your elected representative group. How do you want us to represent you? Do you support these principles as something we can build on and build our future work on together with the administration?

Is there anything missing? Would you like us to take a different

course or only focus on certain areas? Have we been doing too much or too little? You know, please let us know how we can be an effective group to represent you.

I'm happy to stay for questions. I know it sounds like we're going to have to wrap this up in a minute, but feel free to contact me with any questions or ideas.

I know it's been a rough year. I think we are all eager to put it behind us and spend all our remaining efforts on the things that truly matter. And our students matter, right? And their future matters. Let's focus on that.

Thank you, everybody. Good luck with finals. Have an amazing summer if I don't hear from you and happy to take any questions for discussion.

>> JOSIE MILLIKEN: Would anyone like to ask any questions for Matej or maybe address any of the comments or concerns or ideas Matej put forth?

>> KEN SCOTT: I don't want to hold anybody up, but thank you for your hard work, Matej.

>> JOSIE MILLIKEN: Anybody else? Lots of thank yous for all of your hard work, Matej, and for the work of PCCEA coming through to the chat.

>> MATEJ BOGUSZAK: Thank you, everyone.

>> JOSIE MILLIKEN: So I don't see any questions but lots of thank yous.

Please, if you do want to respond to anything Matej has brought up, I think it is, you know, as Matej noted, it's important to weigh out the circumstances of this critical time with the issues that were lingering beforehand and how do we best address them and how do we best achieve all of our goals?

I don't think those questions are easily answered, but collaboratively we can work together to, you know, find the best outcome in the future.

On that note, I see a motion to adjourn, and I see that it's seconded.

I can't tell you when the next Faculty Senate meeting is. I'm sure it's in August, and I can say with confidence it will be through -- it will be online. We will be meeting remotely, not in the Amethyst Room.

Please raise your hands or say yes if you're unable to in the chat so we can bring this meeting to a close.

Motion to adjourn is granted. So I hope that you can find some meaningful time this summer. I'll miss staying in touch. It's been great to see all of you. I wish your semester wraps up well. Take care, everyone. Stay safe.



(Adjournment.)

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