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August 14, 2020 Faculty Senate...

>> JOSIE MILLIKEN: Welcome, everyone, to the first Faculty

Senate meeting of fall 2020. It's great to see you all. I know it's

been a long day, so we'll try to get through our items quickly.

Please click on the sign-in form. Before we begin, can I ask if

there are any agenda modifications or short announcements?

As far as agenda modifications, I did add a couple of things to

the president's report, but there has been no substantial modifications since I sent this e-mail and agenda out earlier in the

week. So if there are any short announcements, please go ahead and

unmute.

Okay. Sounds like there are no short announcements. Any requests for an executive session?

Okay. Well, let's move along. I'd like to welcome new and returning senators. If you're a new senator, can you please raise your hand, or perhaps if you're not sharing your video, if you could,

if you go to the participants page, you should be able to see an option there to raise your hand.

All right. Welcome. Nice to have you. Welcome. If you're a

returning senator, please raise your hand. After you raise your hand, if you could please unraise it. All right. I see Ken Scott,

Rita, Michael, Nolan, wonderful. Elena, yay. Matej. Someone by phone, I'm not sure who that is.

All right. I don't think I got everyone, but looks like all the

hands are coming down so I'd just be confused now. All right.

What we can do is for the introductions, we will do this like we

did in the spring, and if we could just have everyone write your name

and your senator role in the chat, we'll use that as introductions.

If you're new or returning, you could signal that, as well.

As you go ahead and introduce yourself by chat, I'm going to pull

up the main minutes, and our next item will be to approve the main minutes.

Jeannie, wow, has long been with senate through the years, and it

is noted that Jeannie is retiring and this is Jeannie's last day.

Thank you so much, Jeannie, for your service over the years to

the college and to senate. We are so grateful for your time and we

wish you the best with retirement.

Has everyone seen the minutes? Great. So you'll notice these

are not like our normal minutes. We had a different kind of a spring, as you all know, so these are my notes that we sent to the division. You will see there is some first person in here, and

that

is my voice.

We are fortunate to have a note taker here today, so I'm very grateful to the provost's office for providing that support. Our notes will not be so informal next time.

They are fairly brief. They are not as detailed. Again, here is

a link to the meeting. It's also posted to our Faculty Senate page,

so if you'd like to take a couple more minutes, and we'll wait to see

if anyone wants to note any changes or motion to approve.

>> KEN: Motion to approve, seconded.

>> JOSIE MILLIKEN: All in favor say aye or raise your hand.

(Ayes.)

>> JOSIE MILLIKEN: The motion is granted. I'd like to recognize

Jeanette Valencia is our note taker, and Jeanette, thank you so much

for being here and recording the notes for our meeting. We very much

appreciate it.

Okay. I'm going to go back to our agenda.

>> KEN: Just as a formality, should we ask if anyone opposes?

>> JOSIE MILLIKEN: Thank you, Ken. Does anyone oppose the

minutes being approved?

All right. Seeing as there is no one opposing, anybody abstain?

Okay. We will continue going forward.

The next item is the systemic action committee. Back in May, after our official last day of accountability, you know, things happened, we were in the pandemic, and then there was the incident with George Floyd. A lot of faculty came to me, and they expressed

agony, expressed all these different emotions about just that event.

I felt that we needed to present a faculty voice about what was

going on. It was a bit limiting, because faculty were no longer technically -- it was difficult to find a forum. Faculty Senate wasn't meeting. We couldn't endorse a statement.

What I did, and some of you may have checked your e-mail over the

summer, so this was sent back in early June, but I wrote a statement

from the Faculty Senate president. It's not expressing that we

endorsed a statement. It's not the voice of the Faculty Senate.

It's just my voice recognizing the faculty voices that I had heard from and then expressing a position on all that had transpired and what we might do moving forward to address injustices and inequities.

So I linked to this statement, this letter, from the agenda
so

you'll find it there. Also, underneath that item on the agenda,
you'll also find a link to a Faculty Senate systemic justice
action
committee form.

I've gotten quite a few responses, and I think we have about
ten
people who are interested in joining this committee. I wanted to
just give you the opportunity, now that we are here and actually
in
our year, to volunteer to be on this committee.

We haven't met yet, but we will within the next
(indiscernible)

we will get meetings going. Please volunteer to be on this
committee. I want to determine the charge collaboratively what we
might do. And please know that the work we do as a committee will
be

work within the purview of Faculty Senate. It will be work that
relates to curriculum and academics and governance and it also
feeds

into the initiatives that the provost and the chancellor have
expressed through e-mail and throughout the day today.

I'm hoping and thinking that there can be some collaboration
amongst the work being done so that multiple wheels aren't
spinning

simultaneously and that we can create a unified and joint effort.

I simply wanted to make you aware of that, and from there,
that's

all I have to say about that. If anyone has any questions or

comments, we can take a few moments for that before we move to the next item.

Okay. Well, we will continue providing updates about this group,

and you're welcome to e-mail me if you have questions. By the next

meeting I hope to present a charge and some more specific information

about what this group desires, what the group has collaboratively determined as some objectives.

Let's go to the next item, which is Matej and Principles for Pima. Here, this relates to an item that was presented to us as faculty in the spring and a document was drafted, Principles for Pima. It was in the midst of the pandemic, and I'm not sure how much

attention we were able to devote to it at that time.

So I suggested to Matej that maybe we discuss this in Faculty Senate in the fall, and that would allow for any sort of discussion

or clarification regarding the purpose and the content of these notes

or principles.

So I'm going to open this up, and then I will share this item on

the screen. We'll turn it over to Matej.

>> MATEJ BOGUSZAK: Hello, everybody.

Well, I'm delighted to be back here with you. Really hoping
you

all had some time and moments of joy and peace this summer. By
now,

you're probably hustling to get your classes ready in this new
environment. So good luck with that. Thank you, really, for
everything you're doing despite these added challenges, because
our

work is as important as ever.

You know, Mays asked us at the TLC conference last week, How
are

you feeling? Yeah. So that was a wild stir of reactions in that
ensuing time that we were able to look at after, definitely
reflective of all the uncertainty around.

But there was still so much positivity. So speaking for
myself,

I'm excited, because we are really at last openly addressing some
ugly truths that have been in our face our whole lives. I'm not
really sure why, why people, but I'm encouraged by this new and
serious attempt and all kinds of attempts to do something about
them.

I don't normally indulge in quotes, but David H's words from
this

morning just captured it so beautifully, I think, that we must
stare

in the face of the horrendous history of injustice of this nation
and

then go on and build monumental justice not with stone but with our

work and our struggle toward a better society.

So I think our work as educators, as antiracist educators, because otherwise we are racist, right, remember? Our work is essentially dismantling the systems of injustice, and that goes from

every single interaction we have with our students and how we think

about including and raising them up to helping our college become a

more effective instrument of justice and change to organizing or just

participating in efforts to, you know, finally eradicate racist policy and power in our community and in our nation.

So let's do this. The time is now to be polite.

I just had to get that off my chest. Thank you, Josie, for making that statement over summer and getting this new senate

committee up and started.

For those of you new to senate, I'm Matej Boguszak. I'm a math

instructor here, and I serve as president of PCCEA, your faculty association. I will be back later with a quick report, but I'd like

Josie for putting these Principles for Pima on the agenda, really, for lack of a better title.

PCCEA has shared these, as you might remember, e-mail in May, seems like forever ago. So far we got over 145 faculty signatures in

support. My intention here is to really get your thoughts, hopefully

also the thoughts of your constituents over the coming weeks, and ultimately ask for a vote of support from the senate whenever we are

ready.

You I'd be happy to run through the principles if you'd like.

might be looking over them right now. Also got a clean version I have sent out a few times. Or address particular ones.

I honestly believe they are pretty basic. I think they articulate fundamental values that we hold as faculty, and I hope as the whole institution. They are, in large part, derived from just HLC accreditation criteria.

PCCEA had a thorough discussion about the content, lots of back-and-forth, I really tried to get feedback from lots of people,

and our intent is for this document to really serve as a foundation

to build on. I'd love it to be, you know, a basis for positive and

productive and constructive, collaborative work with the

administration as we plan for Pima's future this year and far beyond

just this year.

So finally, let me say if it's all so basic, what's the fuss, right? Why do we need to state the obvious?

It's like, much more seriously, why do we need to state that Black Lives Matter, right? But along the same lines, so these principles make -- they are intended to make a value statement, right, and share values that are relevant and lasting, and they are

not supposed to be reactionary or temporary. Still, they were, in part, drafted in response to some concerns that faculty have raised

for at least the last couple of years.

So PCCEA intends to advocate for policies and decisions as we do

at our college that reflects these principles but to do so effectively, to be listened to carefully.

We need your show of support. So I think we need to stand together, and that's why PCCEA is asking for both your individual signatures, if you feel comfortable and if you agree to the principles, as well as a vote from Faculty Senate as a college-recognized governance body.

I will shut up and would welcome any questions or comments.

>> JOSIE MILLIKEN: Matej, at the time in the spring I remember a

lot of questions, and you kind of talked about this just now, the purpose and particularly at getting this out in this particular

spring, so if you could maybe clarify that a bit more, like why this

now and the overarching purpose.

I know you said that it was meant to be a document to provide

foundation for discussion with administration about policy and these

kinds of things, and maybe you could just elaborate on that, clarify

the purpose, and also why now.

>> MATEJ BOGUSZAK: Sure. Great question. So I think it's important for PCCEA but also the faculty to kind of state where they

are coming from and what is important to us as a college, what is important to us as the faculty, what are sort of transcendent values

that should inform our policies when it comes to employment and working conditions, but also academic policies, honestly.

I would hope that a lot of this is again fairly basic accreditation or sort of board policy type stuff. It speaks to our

mission to be a comprehensive public community college and all the work that we are doing in the community.

We really tried to make these as positive statements, not some

kind of reactionary pushback to some nitpicking or arguments we have

had in the past. And I think we just have to acknowledge, if you remember any of our senate discussions from last year or my reports,

it hasn't always gone smoothly. We are in a time of huge change and uncertainty with more change coming down the road.

So I think it's important to sort of state where we stand and then try to use this to when we then do discuss particular issues or

decisions about, I don't know, class schedules or faculty work, that

we just kind of remind everybody that this is what's important.

We felt that it was, despite everything happening and notwithstanding, of course, acknowledging that things are going to be

different and for good reasons, I think these principles extend beyond any current temporary public health emergency and are important for us to make a stand on.

I'm not sure if I addressed your question, but I'd love to hear

some more and I can try.

>> JOSIE MILLIKEN: No, you did. Thank you.

To clarify, and we have a question from Marjorie Nelson, but regarding this, is this a working document? Do you envision -- something you said earlier made me wonder if this is something that could evolve and develop, or is it set in stone the way it is

right now?

>> MATEJ BOGUSZAK: Yeah, that's a great question and something I

figured would come up.

So it's perhaps not the ideal format, and certainly we can make

other attempts, too, but they are kind of not set in stone but at least set in terms of all the people who have already signed in support of this, right, we would kind of have to make a new list of

principles and start asking for people's support from the beginning.

For background, this all came out of, or this was drafted and finalized before the murder of George Floyd and the ensuing protests

and national conversation.

I do hope that at least a couple of those principles, while not

specifically talking about antiracism, that they do address, you know, our students and their diversity and the kind of work that we

have to do to meet our mission and promise to them.

>> JOSIE MILLIKEN: Marjorie Nelson had a question. Marjorie,

would you like to go ahead?

>> MATEJ BOGUSZAK: And just to -- go ahead. I see another

question.

>> I was just going to reiterate that it just seems that because

of the pandemic and the Floyd situation, we are in a place that this

has already been brought up to the forefront of the minds and the changes that are coming in the college.

It is in the plans to reassess and make system changes as well as

just our numbers in students, they are going to re-evaluate. There

are a lot of positions up and open and creating. I'm hoping the changes are made quickly to help all of these points that you have made in your document.

>> MATEJ BOGUSZAK: All right. Thank you. I did see a question

from Ken and perhaps there is still some confusion.

So the document is final. We have started sending it around, collecting signatures, so while I am happy to talk about amendments

or other avenues or other, you know, principles, we could create specifically dealing with COVID or what we should be doing as educators or as a college about racism, this is, you know, as it's presented, it's a final document, and I'm really just asking kind of

for your thoughts whether this is a statement worth making in addition to perhaps other statements, of course.

It's kind of like a platform or list of principles for what PCCEA

stands for specifically and if you support this and other advocacy

for you based on those principles.

>> JOSIE MILLIKEN: There was a question, and we have two other

questions, but there was a question about whether you want from senate -- you had mentioned earlier whether to endorse it or not, but

I believe today we are just going to discuss it, and if we want to do

a vote, we will do that in September.

I think people would need more time to look it over and discuss

as constituents, whether constituents would support endorsing it as

Faculty Senate, as well.

>> MATEJ BOGUSZAK: Absolutely, yeah.

>> JOSIE MILLIKEN: We can visit it in September. There is a question from Tal. Tal says, I guess I feel like nothing exists in a

vacuum. My mind keeps going to what prompted the need for this document, or is there a deficiency concern that this document seeks

to address? While the document itself reads very nicely, my mind keeps looking for but why is this document necessary now? Is it to

address community issues like social justice, or is it in response to

the coming class in comp study?

And Marjorie Nelson also echoed why is this document necessary?

And we have a two-minute warning from Ken, so those might be our

last questions for now.

>> MATEJ BOGUSZAK: Yeah, great question. I would say yes to all.

We have, PCCEA and I, have attempted to make this fairly broad

and comprehensive. It's certainly not exhaustive. And it was

written at a certain time. But again, I would hope that this perhaps

transcends just some current events and is something that -- yeah, yeah, something that hopefully we agree on. And if not, I would love

to hear other perspectives, right, and other ways how we could pursue

this.

But, yes, the class in comp study, we are going to have big discussions about the structure of our work and positions at the college and everybody's salaries. And that should be informed by that, yeah, by social justice that we should make sure that we have

the faculty and programs and formats and campuses we need and the student support we need to be able to be agents of change in social

justice, right?

Again, it's kind of a list of what, I suppose, PCCEA is now saying that's what is important. Not that other things aren't, as well. Really just to start a conversation. And then my belief is that if we can demonstrate publicly that, yes, this is what the Pima

Community College faculty support, that we will be able to be more effective when we go ahead and advocate for specific changes or policies or decisions on all of these different kinds of issues.

I'd encourage you, if you're curious about specifics, you know,

feel free to search your e-mail for the messages from last year. It

was in part generated out of that.

>> JOSIE MILLIKEN: We just have a couple hands up here, and one

is from Mary S and one from Myra. I'm not sure if those hands are up

because of something earlier or -- okay. I see a hand went down and

there is still a hand from Mary.

Mary, did you have a question or comment?

So we will revisit this in September, and in the meantime, if anyone has any questions or comments, please feel free to e-mail.

I'm sure Matej would be fine to talk more about that. I do see a

hand from Elena. So we can take that, and then we will move to the

next item.

>> I don't have a question or comment, but I am noticing a lot in

the chat feed. I don't know if you saw those questions to Matej.

>> JOSIE MILLIKEN: Matej, as we move along, maybe you can field

the chat questions.

>> MATEJ BOGUSZAK: Yes, I will get on that.

Thank you for considering this, for your time, and try to take it

back to your constituents and see what they think. And then please

do let me know if you think there is something seriously flawed with

this. Thanks.

>> JOSIE MILLIKEN: Thank you. Next we have the president's report. I'll tick through these items fairly quickly.

This link is a link that I always include on our agendas. It's a

link to the Faculty Senate charter, so if you're a new senator or returning senator, and you'd like to refresh your memory on some of

the duties of Faculty Senate or senators, please feel free to look at

the charter, it's a really fascinating document, and familiarize yourself with Faculty Senate more closely.

Item 2 is that we have officer elections coming up next month.

In that charter, you'll see outlined officer positions.
President,

vice president, president elect, Governing Board representative,
sergeant in arms, logistics officer, secretary. All those
different

positions are outlined in the charter. So if you are interested
in

becoming an officer, then consider nominating yourself or consider
nominating someone else in September, and we will vote for new
officers then.

The term for most officers is one year. For the Governing
Board

rep and the adjunct faculty representative it's a two-year
commitment. Adjunct faculty representative is one I didn't
mention
earlier.

The details are outlined more fully in the charter, as I said
earlier. Also, president-elect, so the president-elect is set for
a
year to not -- to be the president for the next year. So that
wouldn't start until 2022, right? Yeah. Okay. All right. So we
will come back to that in September.

I'm not sure if many of you are familiar with this, but Sean
Mendoza is our adjunct faculty representative, and Sean has
facilitated a PCC online faculty community, and I don't think many
adjunct faculty know about it, because in recent meetings when

it's

been brought up I have seen so much interest.

Consider joining that committee if you are adjunct faculty.
And

please, if you are a senator, share this out to your constituents
and

allow for any adjunct faculty to know about this so that this
community can grow and become more enriched.

I have gone through a couple of things and I haven't been
monitoring the chat. I want to take a few moments to see if there
are any questions before I continue through the next four items.

All right. I don't see any questions, so I'm going to move
along. We have emeritus honors. This is a long, long time ago,
but
you may remember that we wanted to endorse Simone G and Brad Fiero
for emeritus honors, and that has moved through the pipeline.

Those nominations were approved by the chancellor's cabinet,
and

I'm pleased to say that they will be honored for their time and
service to the college and their elevation to emeritus status in
the

September 9 board meeting. So please consider attending, honor
these

colleagues, our former colleagues, and show your support. So
that's

pretty exciting.

September meeting, so the chancellor is going to come back to the

September meeting for more remarks. It's been kind of a practice since late spring, and the chancellor has asked, when the chancellor

comes to these meetings, he likes to address specific things that faculty have questions about.

So I would like to collect questions. The best questions would

be questions that are very specific to the chancellor, that the chancellor, you know, might have the purview over rather than someone

else in the senate, in our senate meetings, and maybe also questions

that reflect questions you believe that a large majority of faculty

have.

So I'm going to need this pretty quickly to give the chancellor

some time. So I will ask to see if there are any immediate questions

that come to mind, and if not, if you could e-mail them to me, I'd like to say put them in the chat, but I'm not sure I would find them.

So if you could reveal your voice now, you want to think about

it, just please let me know by Tuesday through e-mail if you have questions that you think a majority of faculty have. But just to

get

a sense now, are there any that immediately come to mind that you believe the chancellor could address that might be meaningful to us?

I'm not seeing any hands. I know it's been a long day. We have

attended lots of meetings, lots of different things, absorbed a lot,

chatted a lot.

All right. Well, please, you know, reach out to your constituents and see if there are any questions and let me know so that we can make that time most meaningful.

Okay. Hyflex presentations. So we are going to have another thing to look forward to in September is a Hyflex presentation from

Daniel Lantz-Leppert. This will be related to -- I have been hearing

about Hyflex a lot and get the sense that Hyflex is our future.

Hyflex is a model of instruction where students have an opportunity to attend class in person or online, and if you can imagine what that suggests in terms of teaching and how faculty will

need to reach out to both those in the classroom and then also online. Various technology needed to do that.

So I thought that it would be very valuable for faculty to have a

better sense of when this possible future for Pima is and what to

expect as faculty and also what faculty could do to take part in this

discussion. So look forward to that in September.

Also a reminder that the TLC microconference is happening right

now. We have been receiving e-mails from the TLC, so search for those e-mails to find links about all the sessions. Really good sessions. There are some tomorrow, so if you feel like -- they are

nice, mini, quick sessions. So consider spending your Saturday at the microconference.

The TLC calendar, a link to that. Lots of events. Also one-on-one meetings for faculty scheduled throughout the next several

weeks that will go on through the end of the term and beyond. So there is a link to that.

And then finally, the last item I want to get to is reflecting

back and forward, what our students need to be successful. This is

the document that we started in the spring when the pulse survey came

out and revealed that increasing motivation and engagement were areas

that we could work on. They were areas that students were struggling

with. Students expressed that they were having a difficult time staying motivated with online and virtual learning and also staying

engaged, so we began brainstorming ideas that we could all use in order to increase motivation and engagement.

So this is a working document, and we are going to continue working on it, so please, if you have ideas, please share them, and if you need ideas, please look at this document.

I know that all of you have so many good suggestions, and that

since this spring, so much has happened that you have probably learned about specific technologies, tools, software, apps that we can use to really help engage and motivate.

I'd love to have that recorded in this document so that we can

consult it. I know that also there is going to be upcoming sessions

too offered for faculty that are focused on motivation and engagement. There may even have been one in the microsessions. I'm

not sure. I think there is scheduled to be, a TLC session scheduled

on this.

That concludes my president's report. A lot of items. We will

have our first meeting with administration in September, so we will

have some notes for that to report in a future meeting.

Can I address any questions before we move to our reports?

I don't see anything -- questions about elections that Tal
has

addressed. Matej has been fielding questions. So I think we can
now

move on to our reports, and the first report is our provost's
report.

So there is a link to that in the Faculty Senate agenda. So I'm
going to share that as we turn it over to our provost.

>> DR. DOLORES DURAN-CERDA: Thank you so much, Josie.
Welcome,

everybody. It's great to see all of you. I hope you had a
restful

summer, somewhat restful, and are ready to get back into the swing
of

things.

I'd also like to welcome the new senators to Faculty Senate.
You

will enjoy this group very much. I was part of it many years ago
as

a senator and then eventually became officer and president. It's
a

wonderful group of faculty who are so dedicated to the college and
the mission to the college.

I'd like to thank all of you for what you did over the
spring,

those of you that taught over the summer, and now getting ready
for

the fall. It's been a lot of work, I know that, and a lot of

shifting of what we used to do, but it's all for the benefit and well-being of our students and their success. And thank you for the time you have taken, the work, extra work you have done, and your dedication, your genuine, authentic dedication to the college and to our students.

I know the department heads and deans worked really hard with the fall schedule, revisiting it several times. I thank you for your work and tweaking it until we got to where we are now with mostly online and virtual with limited hybrid classes.

So I know you have the document, and I just wanted to share a couple of new things and some things that are not in the document.

The very first paragraph that you see, adjunct faculty fellows update, this is something new, and Lisa S is our adjunct faculty fellow, so I told her it would be nice for her to have a section where she can update on the projects and initiatives that she's doing with the teaching and learning center, working with Mays and with Kate Schmidt regarding adjunct faculty. Every month we are going to have a section for the adjunct faculty there.

Another announcement I'd like to make, and it's something that we have mentioned before during the summer All College meeting, and that

is about launching a task force on breaking student barriers. So we

wanted to wait until the fall semester, because we wanted to wait until faculty came back, of course, and also to include students in

this task force as well as staff and administrators.

But it's mostly to look at going back to what the conversations

have been all day today, about social justice, about looking at policies, looking at curriculum, how we can improve, because some of

our curriculum practices and procedures have been in place for a long

time that need to be revisited and with the mindset of the new normal

and also about social justice.

So that will be starting very soon in the fall once everybody gets settled with classes. I don't want to start it right in August,

because it's so hectic at the beginning. I remember.

And then also wanted to mention about the second item there, division meetings with the provost. Carissa (phonetic) is going to

be scheduling division meetings throughout the semester, meeting with

your dean, your department heads, and all of you, depending on your

division, to touch base with you to see how you're doing, what ideas

you may have.

So if you participated in the faculty session earlier today,
we

had a panel of four of your colleagues, Kiley Segers, Elliott C,
Mark

B, Linia (phonetic) G, who shared about how they teach in the
virtual

and learning community right now, and they had fabulous ideas,
tools

that they are using, practices.

It went so fast, our hour, that we didn't get to finish what
we

wanted to do, what I wanted to do, breakout rooms, but it was
telling

for me I need to do more of these with faculty and having share
days

to share experiences and technology tools and just pedagogy in
general. I will be working with Mays and Kate so we can continue
that dialogue that was so important.

Another announcement I wanted to make is that the Teaching
and

Learning Center Provost Striving for Excellence in Teaching award
is

going to be launched in September, we hope, so this is in my
office.

We are striving for excellence, a teaching award recognizing
faculty,

be it full-time, adjunct, and staff instructors, who have

demonstrated exceptional dedication to improving teaching and learning at the college.

So each award you will receive a cash award and honored at a public meeting. It could be at All Faculty Day or at a Board of Governors meeting, something like that. Their name will be engrained

on a plaque in my office, office of the provost.

So you'll be receiving more information in September about that

so you can nominate your colleagues. Faculty may receive the award

only once in a three-year period of time. So we will send out all the information regarding that.

Then the rest I think you have read already. I don't know if you

have any questions in general. So I will leave it to questions and

answer right now.

>> JOSIE MILLIKEN: Any questions?

>> DR. DOLORES DURAN-CERDA: You may be thinking about them as

the meeting goes, so I will be here if you want to ask me or later.

Okay. I don't think there are any questions.

So it's wonderful to see all of you again, and good luck for this

semester, and we will be in touch. I will be meeting with all of you. Please, my door is open, figuratively, so please reach out to me if you have any questions or concerns. Thank you.

>> JOSIE MILLIKEN: I think everyone is speechless. Either that

or --

>> DR. DOLORES DURAN-CERDA: Tired? It's been a long day.

>> JOSIE MILLIKEN: Remote meeting exhaustion.

>> DR. DOLORES DURAN-CERDA: Yes.

>> JOSIE MILLIKEN: We look forward to seeing how some of those things play out and look forward to seeing you soon.

>> DR. DOLORES DURAN-CERDA: Absolutely. Thank you, Josie.

>> JOSIE MILLIKEN: So I have closed the agenda because we only have two more items and they are both reports, so I don't have anything to link to.

The first one is the Governing Board report with Brooke Anderson,

and then we have the PCCEA report with Matej.

>> BROOKE ANDERSON: Hello, everyone. It's so good to be back

with all of you. My update is brief, and so I just wanted to remind

everybody the next board meeting is September 9, which means that the

board report is due on September 1.

So, like usual, please send me any of your notable

accomplishments. I think in particular this year, some themes that

you might think about in terms of thinking about what you might send

me to add to the report would definitely be any sort of social justice work you're doing, and then also the ways in which we're adapting to this virtual environment. Anything that you can think of, of course, always related to student success, retention, enrollment, and your own academic and intellectual projects and publications and also participation in any sort of events that you may be participating in and learning from. Or teaching, right? Teaching or presenting, all of that stuff.

Yes. Great to see all of you, and here's to a new unprecedented semester.

>> JOSIE MILLIKEN: Thank you, Brooke. Would you mind just helping people to understand one more time how to find the link to the board meeting? It's always kind of confusing. Starts at...

>> BROOKE ANDERSON: Right. Yeah, the change on the website is, it's no longer under meetings where it used to be. You know, honestly I have not found where you click. I always just simply search Governing Board and then click on the links.

That is a good thing that maybe I could look into and share if I

figure out how to navigate that?

>> JOSIE MILLIKEN: If you do, I know there is a calendar,
board

calendar that's linked there. If I remember how they were doing
it

in the spring is they'd update the calendar at the very last
minute

with the link, but maybe that's changed.

So someone to contact would be Lisa B who may not have the
answer

but can at least direct you to the right place. Is there someone
better to contact, Brooke? Or you?

>> BROOKE ANDERSON: That should be good. Of course I'm not
designing the website, so I have no idea. I'm not sure if that's
-- maybe I'm misunderstanding what you're asking me.

But the calendar is up, and all of the board meetings and
planned

study sessions are on that calendar. It's just that how you
navigate

to it on the new website is different, and I'm not really sure how
it's embedded.

>> JOSIE MILLIKEN: The meeting link is not available yet,
but it

should be soon.

>> BROOKE ANDERSON: Right.

>> JOSIE MILLIKEN: Okay. Thank you so much. I don't see
any

questions. Are there any questions for Brooke before we move on?

All right. Let's move to our final item, PCCEA report.

>> MATEJ BOGUSZAK: Hello again, everyone. I'll try to keep this

brief, too. In case it wasn't abundantly clear, again maybe for the

new people, PCCEA is the group that advocates for faculty on issues

largely related to compensation and working conditions.

You can find most relevant policies on these kinds of topics in

the employee handbook. If you just Google or use the search function

on the Pima website, which works much better now, and type in employee handbook, you should be able to find all that stuff there.

So if you have any questions, it's always a good resource to start with when you have questions related to your work.

If you ever encounter, in the unlikely event, encounter any problems, please don't hesitate to reach out to me or a PCCEA rep, and I will send out a message with our new, pretty much old, executive board and representatives next week.

If You should have gotten a contract for 2020/'21 this summer.

you would like to double-check that it's the correct amount, you can

of always look up the faculty salary schedule. There was a 1.5 cost
living adjustment. Was it 1.5? I think it's just 1%. I have to
go double-check. It's been a long summer. I think it's 1.5. No, I
think it's 1. If anybody remembers, maybe you can type it in the
chat. But the schedule is current, the one that is posted now.

Let's see. As you have heard on and off, the college is
embarking on a classification and compensation study, and the
faculty committee for that should be being formed over the coming weeks, I
suppose. PCCEA is meeting with human resources on Tuesday, I
believe, to talk about that a little more, and as soon as there is
any new information, I will be sure to share that, as well.

Finally, I know again, these are kind of uncertain times, and
enrollment looks a little scary in some areas. If your courses
get canceled or if somehow you have a hard time making your load
obligations to the college, please work with your department head
and dean, you know, contact them early on, explore some other options,
other class sections that you could possibly teach.

There is an option of perhaps doing other work that is not
teaching for the college that would be relevant and useful. So
there

is a provision and policy for that. Again, you would work with

your

dean or supervisor.

You could also go on a flex schedule, if you're not on a flex contract already, and move some of the load that gets canceled in the

fall and just move that over to the spring. More than 15 in the spring, less than 15 in the fall. So that could be another option.

Again, if PCCEA can help facilitate any of that, please don't hesitate to contact me. I think that's it from me for now unless there is any questions.

>> JOSIE MILLIKEN: One question. Can more classes be open that have overflow for those faculty?

>> MATEJ BOGUSZAK: That perhaps is a question for the dean or for your dean or for the provost if she's still here. What do you mean by "overflow"? Additional students on the wait list, would they open up a new section?

Yeah, I have heard talk about this, and that was one of the advantages of introducing this wait list, that department heads could

kind of track that. And then if you have, for example, two, three sections with wait seats, you could open up a new section. Again, I

haven't heard any broad specifics. I would recommend you talk with

your division if that's possible

>> JOSIE MILLIKEN: It's able to be done pretty quickly with PimaOnline. If you notice a class is full with wait lists and no additional sections, it is very wise to let your department head know, and then that department head will then, in collaboration with

the dean, determine if adding sections is wise. Of course the concern is always that it would get canceled and students would enroll and then be stuck.

Well, thank you, Matej, for the PCCEA report. We're all going to

be meeting here again in just a few weeks, I think about three weeks,

and so we will have a more robust, in-depth meeting at that time. This is just kind of a welcome back and overview.

So I know it's been a very monumental last couple of months. It's been very heavy. But it's been also comforting to know we are

surrounded by such incredible Pima County/Pima colleagues. It's great to see you all here again and to see you and I really look forward to continuing our work in the months ahead.

So in the meantime, until September, please take care, stay safe,

and be well. I think the only thing remaining we need in this meeting is some kind of a motion.

I hear that Rita has made a motion to adjourn. Would anyone like

to second?

>> KEN SCOTT: Second.

>> JOSIE MILLIKEN: Opposed? All in favor?

(Ayes.)

>> JOSIE MILLIKEN: All abstain?

The motion passes. Please get some rest. Relax this weekend.

Take care. Take time to yourself. Take whatever you need. Wish you

the best for the beginning of the semester.

(Adjournment.)

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