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- Recording in progress. • 0:20
- Denise Reilly: And we are live. We're not live, I'm sorry, we're being recorded. • 0:27
- Welcome to Faculty Senate. Our August meeting on all college day. • 0:33
- We will go ahead and get started with introductions. My name is Denise Riley, I'm the Faculty Senate President. I'm also proxy for Adrienne Snellgrove. • 0:39
- Dr. Kelly O'Keefe: Hi everyone, I'm Kelly O'Keefe, President-elect and Department Head for Health Information Technology.

- 0:51
- Rita Lennon: Hi everyone, Rita Lennon, Board of Governors Rep. And I am part of the health professions.
- 0:58
- Hi, Maggie Golston, West Campus, representing Communications Division. Brooke Anderson, downtown campus, writing.
- 1:07
- Michaela Hays here as PCCEA President.
-
- Jamie Ryan, uh, Math faculty. 1:17
- Just watching. Yes, thank you, yes, yes.
-
- Denise Reilly: If you are not a senator, you are a guest, thank you.
- 1:25
- Ira Cortes, Spanish. Leslanquilarola, representing Give Online.
- 1:33
- Yvonne Sandoval, math, guest. Caroline Torres, math.
- 1:40
- And I'm a senator. Allie Stacy, Senator for Mathematics.
- 1:46
- Todd Kenelli, I'm a guest, Workforce Development and Innovation, Public Safety.
- 1:54
- I am Saul Gomez, Desert Vista Campus, representing the library. Joe Brown, Computer Aided Design, Downtown Campus.
- 1:59
- Diane Lucier, mathematics. Cynthia, how, uh, downtown campus, intensive academic ESL.
- 2:10
- Jim Craig, Dean, guest.
-
- Karla Lombana, Vet Tech.
- 2:21
- Vivian Knight, Business, Faculty Senate. Raymond Ryder, Arts Division Music, Senator.
- 2:28
- Brittany Grizzo, CIS faculty, guest? Elliot Mead, Writing Faculty Guest.
- 2:37
- Jane Hall, Department Head for Human Resources, Business Faculty, and a Faculty Senator.
- 2:46
- Pagma Nair, the representing Science Division as senator, I'm in the chemistry department.
- 2:53
- Michael Nolan Visual Arts. Greg Lameau, Digital Arts.
- 3:00
- Nikki Robinson, Healthcare Foundations, and Nursing. Margarita Youngle, Social Sciences.
- 3:06
- Sarah Robinson, K-12 EDU Faculty Senator. John Girard, faculty senator, Applied Technology.
- 3:13
- Coravares Nelson, biology. Crystal McKenna, Science Division.
- 3:22
- Alex Armstrong, Science and Faculty Senator. And back to me.
- 3:30
- Uh, and I'm Dennis Just, Faculty Senate Vice President and Representative of the Science Division at

- Downtown Campus.
- 3:40
 - We're coming over this way. And we'll start with our crew back here.
 - 3:49
 - Jeff Tease, Vice Provost, Academic Operations, guest. Terry Phillipowitz, Communications Division Guest.
 - 3:54
 - Hello, Tony Silvac, Director of D2L Guest. Good afternoon, Emily Helverson-Otz, Acting Vice Provost of Academic Affairs, guest.
 - 4:04
 - Good afternoon, Michael Amick, Chief Online Learning Officer for Pima Online guest.
 - 4:17
 - Hi, Susanna Desjardin, I'm Vice President of Student Affairs guest. Elizabeth Potter, Workforce Development Federal Prison Programs.
 - 4:24
 - Guest. Amanda Abens, Assistant Vice Chancellor, Workforce Development and Innovation, guest.
 - 4:33
 - Hi, Joel Varigoya, new hire for surgical technology. I'm Samantha Overton, Accounting Guest.
 - 4:40
 - Fornalisa Gonzalez, Surgical Tech Program Director, uh, guest. Good afternoon, everyone. Vanessa Arellano, Director of Office of the Provost Initiatives and Assistant to the Provost's guests.
 - 4:49
 - Hello, I'm Kate Schmidt, I'm the Assistant Vice Chancellor of Academic Resources and Services, and I am a guest.
 - 5:02
 - Josie Milliken, Dean of Distance Education, Guest. Greg Wilson, Dean of Applied Technology, guest.
 - 5:10
 - Kimlisa Duchisella, Social Sciences, faculty, a little late.
 - 5:19
 - Rick Adult Education's in a tool. Thank you so much all for coming.
 - 5:25
 - Denise Reilly: Since we have so many guests, I'm really appreciative of those joining us that don't have to be here at 4 o'clock on a Friday afternoon. So, let's give a round of applause for all our guests that joined us.
 - 5:33
 - And then also our senators that came to represent their divisions, so we see names and faces, a round of applause for all of you.
 - 5:48
 - And I mentioned before, I think either this is the front of the classroom, and we don't want to be on the recording there.
 - 5:58
 - Or, we don't want to sit by Dr. Nasse or Dr. Roark when they're coming.
 - 6:04
 - Which is okay. So they're running a little bit late. So, as I mentioned before, we have the sign-in sheet, and we will get started with.
 - 6:09
 - Meeting protocols. We actually approved the minutes from our main meeting.
 - 6:17
 - Senators approved them in May, so the minutes are there for you to read and review.
 - 6:23

- But we do not have to do a formal vote on the minutes. • 6:28
- Do we have any requests for open forum? • 6:31
- Kind of nice to be able to look around and actually look at faces rather than squares, right? • 6:38
- Okay, no digital hands up or anything? Great. Okay, do we have any requests for executive session? • 6:43
- Good, because that would be really difficult right now. Requests for faculty engagement. I'm going to turn it over to Vice President Dennis Trust. • 6:51
- Thank you. So, we do have two requests for faculty engagement. Uh, the first is about... is about... Class cancellations after start time. In other words, if a class is scheduled to begin at, say, 8.15. • 7:05
- And there's nobody there. Does the class run when there's still nobody there? 5 minutes later, 10 minutes, 15 minutes? You know, how do we come up with a standard operating procedure for that? • 7:17
- And then the second, uh, request is for the remote browser isolation pilot. • 7:28
- And so, uh, IT is looking for 5 to 10 full-time faculty who'd be willing to, uh, participate in this, uh, pilot to test out a new security tool to help protect faculty and staff computers. • 7:33
- And so, again, you have both of these. Um... basically links in the agenda, so if you're interested, please fill out that Google form. • 7:47
- Thank you. Oh, and I can also report we have a quorum. • 7:54
- Of Senators. You, Dennis, much appreciated. I do want to mention that with our trusty team of four right here. • 7:57
- Our Secretary, Roseanne Coustin, great Secretary, retired in May, so we are. • 8:05
- A, uh... Oh, sorry, in June. June 30th, she retired in June, so she's not our secretary right now. Oh, let's give him the mic right as he came in. • 8:11
- Dr. Ian Roack: Do you want to introduce yourself? Um, whoa, that's really live. Good afternoon, everybody. Um, I've seen many of you, if not most of you, throughout the day, but I am Ian Roark. I'm serving as Executive Vice Chancellor. • 8:22
- Of academic affairs, Acting and Vice Chancellor of Workforce Development. Uh, for Pima, and I see that our Chancellor is walking it as well. We had an emergency meeting that we were, uh, had to take care of, so pardon. • 8:36
- Pardon us for that, but, um, he's going to be presenting, I think, before... before I am. • 8:48
- Denise Reilly: So, it's good to see all of you, and look forward to sharing more with you. • 8:54
- Here momentarily. Right. Thank you so much. So we're going to go a little bit of out of order here, and I think that's... • 8:58

- Perfectly fine. Can we go on and move, um... I just want to point out that there's a few reports at the very bottom of the agenda. One of them is the TLC report right here.
 - 9:06
- So, and at the very bottom of the agenda, on page 2, you can see where we have Faculty Senate engagement requests, so if you.
 - 9:16
- Would like time to present at Faculty Senate in future meetings. Our September meeting is already packed.
 - 9:24
- Virtual, but we would like to take your request. We also have a faculty engagement interest form.
 - 9:30
- Those of you, especially, I noticed there was a very large crew over there of new faculty joining us. Thank you so much. If you're interested in joining a committee.
 - 9:35
- We can set you up with that. There's proxy notification form, website, and our charter.
 - 9:42
- And so, in going out of order, I'll just go ahead and go with the President's report, unless you guys want to be started first. No, go ahead. You're sure? Okay. I noticed a few more joined us that came in right now, so we'll pass around the microphone to you to introduce yourselves.
 - 9:47
- Um, in just a few moments. So, as I open up the... sorry, President's Report.
 - 10:01
- My notes together. Wrong piece of paper... it's all being recorded, too. Being watched.
 - 10:08
- Here we go, this is the one I need. There we go.
 - 10:19
- I'm old school, so I actually take regular notes, not digital ones, very often.
 - 10:22
- So, I have 3 things that I would like to bring up as your Faculty Senate President in my last semester term.
 - 10:27
- So, once December comes around, that's our last meeting, and my trusty colleague.
 - 10:33
- Dr. Kelly O'Keefe will be taking over as president in January, so this will be one of my last reports here.
 - 10:38
- A few things have been going on at the college. Actually, not a few things, a lot of things have been going on in the college.
 - 10:45
- And the three things that I chose to highlight were related to Faculty Senate leadership collaboration with administrative leadership.
 - 10:50
- Two of which are right here, right now, and many that I see sitting over here.
 - 10:57
- Um, as Dr. Nasse mentioned during the all-college day remarks. College Learning Council is changing its dynamic. It was formerly the ELT, and while I think there are maybe some ELT meetings that still happen in the Executive Cabinet, the College Learning Council.
 - 11:02
- Um, is a new committee formed, and they've added, in that administrative circle, myself and Kelly.
 - 11:19

- Um, representing faculty, and also representing staff council is Erica Elias. • 11:26
- So, two major long, long-day retreats, May 9th and. On June 27th, we have... oh, it's not Leadership Council. • 11:31
- She's trying to be so nice about this, but... It's not the learning council, it's the leadership council. • 11:40
- Get that? Okay, so there you go, two mistakes already. So the College Leadership Council, ooh, and I wrote that on there twice. Anyhow, those meetings were great. It was a great opportunity to practice our shared governance procedures, and it was also a great opportunity to find out about. • 11:46
- From a much larger scale, what's going on in the college, how it impacts faculty. • 12:01
- In our role and how it impacts the rest of the college, and so we just really appreciate having a seat at that table, and having our input, um, shared widely, and we will be continuing to meet. There's a charge with that group. • 12:06
- At the PCC board meeting in June, because, um, our Board of Representatives is not... does not... go to those meetings in June. I made a public comment on behalf of Faculty Senate, and I shared our goals, and. • 12:18
- Working towards our goals, one of them being shared governance. So, in that, a couple other things happening, so that's just... • 12:31
- I think I wanted to share that with you, because we haven't met since May, but the reason that you see all these meetings in. • 12:38
- June and July, while most faculty are off contract, I just want to point out that our administration is working really, really hard, and I'm so appreciative of. • 12:44
- The Academic leadership makeup and kind of the switch and synergy is what was being looked for. • 12:54
- And I'm just so appreciative, because we are seeing things move really fast right now in academics, and. • 13:00
- It is just greatly appreciated, so when there's a call to come to a meeting in the summer and you're off contract, you still go, or I still go, because of the fact that we are not going to slow down the momentum that's happening here, because it's really happening fast, and. • 13:05
- This... this leadership is just really strong, and it's collaborative, and... We're just very happy about that. The second thing I wanted to bring up was shared governance. • 13:20
- There were some summer concerns, but I will take them as opportunities. • 13:29
- That we can learn from, and... Really practice what collaboration is, and... • 13:34
- Some of those regarding faculty. We just want to look at that as an opportunity moving forward in this 25-26 academic year to really make sure that any area in the college. • 13:41
- That is changing any procedures, any protocols, anything that impacts faculty, we want to know about

- that.
- 13:51
 - And we want to not only know about it, but we want to be able to give input. Oftentimes, the reason for giving input is because we can.
 - 13:59
 - Kind of foresee any challenges that might come with any new operational procedures.
 - 14:07
 - And we want to be at the table when that happens. And so.
 - 14:12
 - Like I said, there were a few concerns that came up over the summer, and we chose to address them as opportunities moving forward to increase our collaboration and make sure that communication is strong, as I know that's one of the Chancellor's, at least, former goals.
 - 14:15
 - And the last one being communication with faculty. I know there's a push for some college-wide calendaring, and that's been.
 - 14:29
 - By input from faculty. If we want to go to a meeting by any other department at the college.
 - 14:36
 - We have to be given sufficient notice for that. We have to know, is it being recorded? Can we watch it later? Just the details about it.
 - 14:42
 - Um, where is it? When is it? And not a few days in advance, not a week in advance. There's just those big, big things that take place at the college, other than graduation, that we know about in advance. If we know there's a day-to-day in the spring.
 - 14:50
 - When is it? Can we calendar for it? So, we'd like those to be addressed. There were some AA forums.
 - 15:03
 - Uh, or that I'll let, uh, Dr. Work talk about, so there's some forthcoming forums, and that was something that faculty officers mentioned that we would like.
 - 15:09
 - Information about forums. We would like Faculty Senate can really not be the only avenue of information to faculty.
 - 15:19
 - We don't want anyone to feel like the only time we're getting information or really strong communication is within this group. We want it to come from our academic leadership.
 - 15:26
 - And that is... that is noted that that's coming. And cadence and flow, another thing that was mentioned before by faculty is it feels like a lot of stuff just kind of happens and gets thrown in there, and so we want some kind of cadence and flow, and I can say I was.
 - 15:35
 - Really appreciated that there was an email, I think it was yesterday.
 - 15:49
 - Yesterday that came out from the Vice Provost of Academic Affairs regarding.
 - 15:53
 - Hiring and regarding the faculty allocation collaboration process. And it was clear, it gave us an idea, it gave department heads, deans, everyone at the college information about exactly how things are going to happen, and the structure of that. That way, we know about hiring farther in advance.
 - 15:58
 - And needs of different departments and divisions of the college. So, we're looking towards.
 - 16:15

- Future cadence and flow throughout the college, and that email was just a great example of that. • 16:20
- The last thing I'll mention is responsiveness. Uh, these two on my left-hand side here have been extremely responsive. • 16:25
- Uh, if there's needs that we're not getting met, if there's urgent matters, uh, they're available by phone, by text. We have just. • 16:33
- The level of responsiveness that we're getting right now as a faculty. Remember, we represent you, it's not... it's not Denise talking to Ian, it is me as your Faculty Senate President mentioning, this is what I'm hearing from faculty. So, keep giving us input, but I want you to know that they are responding, and they are responding in a very. • 16:41
- Swift manner, and it is just, like I said, it's moving fast. I feel like it's moving like a Shinkansen, if you know about the Japanese bullet train. I feel like... Um, that's a big change at the college, and I just want to give our full support as faculty, and I want you to know, as faculty leaders. • 16:59
- That you're representing your division, we're representing you. But these... these folks here, and the ones that you see on the side, they're representing all of us, they're hearing our concerns, and they're really moving fast in addressing those concerns and communicating those with us. • 17:15
- And I'm just... this is a great time to be at Pima. I know I mentioned that in the email I sent last night when I realized I hadn't sent the agenda out at 10 o'clock. • 17:30
- But in my email that I sent out, the words were really reflective that. • 17:38
- This is a good time to be at Pima. In the 10 years I've been here full-time. • 17:42
- This is the best time I've ever had, and I've just... I really see the vision, so... Thank you so much, and that ends my report. • 17:46
- Now we'll move on to the... I think we'll go backwards in order, and we'll go to Dr. Ian Roark with his report. • 17:54
- No? Okay. You change it up. Whatever you want. Good afternoon. I'm still taking in this setup. I feel like I'm in, like, the star chamber. I should get in the... just get in the middle. • 18:02
- Guys are, like, so far away over there. Hello! • 18:14
- Dr. Jeffrey Nasse: Good to see everyone, good afternoon. Uh, I thought it was a great all-college day, a wonderful beginning. • 18:21
- Really a good time, and great to see everyone. Yeah, and glad to be here at Faculty Senate. I will certainly do my part. • 18:27
- To get out to these, uh, these meetings as much as I can, and if I can't get to them. • 18:33
- Checking in with, you know. Certainly, Denise, in the first half of the year, and I guess Kelly in the second half of the year. • 18:39

- Um, to make sure that I'm attuned to whatever issues you are bringing forward, right? So the communication piece, it's not my former goal, it is an ongoing goal. • 18:46
- Um, that we want to continue to improve. Uh, communication, not easy. Not easy. • 18:55
- You know, there's a lot going on, and... Sometimes I feel like there's more miscommunication than actual communication, but that's just from my seat, where I sit, but... • 19:03
- We're working at it. We're really trying. So, yeah. So we have the Chancellor's Cabinet, so that's kind of my direct reports, um, that I work with, um, and we have a meeting, so coming out of that meeting. • 19:13
- And this was a recommendation. Last year, we put together kind of a little communication task force, a part of the Chancellor's goal. • 19:26
- Um, I want to provide minutes. I want to provide... this is what the cabinet is talking about to each of those direct reports so they can share. • 19:33
- So sometimes there's these cabinet meetings, and I heard loud and clear. • 19:41
- From our faculty leadership, we don't know what kind of... what comes out of that meeting, and so one of the things we're working on is. • 19:46
- Coming out of the cabinet meeting, here's kind of the outcomes. As you know, I'm big on outcomes, outcomes driven. • 19:54
- From the leadership meeting. With myself and the direct reports. • 20:00
- And then we had this thing called Executive Leadership Team, and I lived with it for a year. I didn't like it, I didn't like. • 20:05
- Kind of who is on it, or who, maybe more importantly, who was not on it. It wasn't what I was used to. • 20:12
- So this is kind of cabinet plus. Right? So it was cabinet plus some other, uh, leaders. • 20:18
- At the college, um, and so, uh, thanks to Dr. Warwick, actually. • 20:24
- Was really, uh, helping me think through this. Uh, we thought, okay, who should be on this kind of greater group. • 20:29
- And certainly, it should be our faculty leadership, right? And our staff council should be there as we think through decisions. • 20:36
- At that level. So there is... there will be no more ELT. It will now be CLC. • 20:44
- And I don't care if the L is learning or leading, but it is... it is the college leadership council. • 20:49
- Um, which will now include faculty representation. So you know from this group, but also staff council representation. • 20:56
- So as we think through things, you know, at the highest levels.

- 21:04
- At the college, there will be that. Voice. At the very least, there'll be some communication. Not that we may all agree coming out of that meeting, and there'll be quite a few people, uh, there.
- 21:09
- And I think we're even thinking about this room, but I want to set it up.
- 21:19
- Differently. I don't know if we'll do it this way. I'm hoping it'll improve communication. Like, here's why we are talking about certain things, is the idea.
- 21:22
- And also, we'll get more information, hopefully better information, to inform.
- 21:33
- Those decisions. So, that's kind of the idea there. And we're doing other things. We're doing a lot more direct texting.
- 21:38
- With students. Um, you know, we were doing kind of that in different ways, but we're really working hard to communicate with our students, you know, emailing our students is not an effective way to really reach them.
- 21:46
- So, all of those things will continue to work out. I'm going to be coming to the campuses, be doing listening and learning sessions.
- 21:57
- To sit with... to sit with people at the campus and get their take.
- 22:04
- I know the provost is also planning, uh... some roundtables in the same regard to kind of continue that.
- 22:08
- That effort. In terms of priorities, I mean, I know a lot of you are at All College Day, I won't go through all of them, but some big ones up front.
- 22:16
- Keep focusing on bringing people into the college in different ways.
- 22:24
- And keeping more of those students, so retaining more of our students. I thought the speaker had a... a great message today around... you know, really working hard to keep more of our students. And I get it, there are some...
- 22:28
- Systemic, historical pieces there. Uh, that make that a challenge.
- 22:40
- Uh, still, that doesn't absolve us from trying to do better.
- 22:46
- And some of the levers we can push, but what can we do to... increase our rate of retention, keeping students who have already signed up with us, it will be a huge...
- 22:50
- Priority. I mentioned first-year experience. I've asked, uh. Our Vice Chancellor of Student Experience, Dr. Robos-lopez, to work.
- 23:00
- With Dr. Roark directly in thinking about what could that look like? Can we re-envision that? Can we build on success? But also.
- 23:10
- Change things. We know that first year is huge. If you can keep more people in the first year, you've got a better shot of them completing.

- 23:17
- At a better rate. And we've got real challenges, I will tell you. I left all college day, I'm feeling good. It was a great event, it was wonderful.
- 23:25
- As soon as I got in my truck and started heading off to lunch, I received a call. We have received another.
- 23:34
- Discontinuation of funding for one of our TRIO grants this afternoon.
- 23:40
- So the reason... the reason Ian and I were late, we were... convening the team and trying to work through, which is a very difficult situation when the feds cut off a grant, right? We're funding people on those grants. They are reaching out to students, so...
- 23:44
- Trying to mitigate those very real circumstances. So, we've got to all be in it together, but communication, right? I'm commuting. On Monday, there'll be a college-wide email.
- 24:00
- That explains more. To our college community.
- 24:10
- Um, but those things are happening, so we'll do our best to, uh, to get those out there, and uh... And to do our best in terms of responding and maintaining the mission.
- 24:14
- So, yeah. Any questions? Can we do Q&A? I only have 10 minutes.
- 24:25
- Sure. No questions for all these people.
- 24:31
- Senators, no question. Everyone around the table is a senator, correct?
- 24:38
- Except for me and Ian, obviously. Jim, you're not a senator, you're in the wrong seat.
- 24:41
- Sitting with us, that's a good thing. Well, great to see everyone. I look forward to a good year, and uh... it's gonna... Vivian.
- 24:49
- Are you a senator? You are a senator. Your department head, okay. Okay.
- 24:56
- Okay. All right, and I guess I'll turn it over to...
- 25:02
- Dr. Roark? All right. Oh, you learned my last name. My middle initial today, but...
- 25:09
- One of the divisions, uh. Out of, um... trivia, and one of the trivia questions is, what is the R for in Ian R. Rourke? I'm not going to tell you that right now. You might have heard him in the...
- 25:15
- And the live mic. Okay, I've started my timer on my phone.
- 25:27
- Just because I... I tend to go over my allotted time quite frequently, unless I'm monitored.
- 25:30
- Monitored well. So, yeah, very long title, uh, and, um. I really want to thank the members of the Provost's leadership team who are here. We have, if you think about it, we've actually reorganized 3 times in six months across the Provost leadership team.
- 25:37
- To have the panorama of leaders that we have. Now, and at the risk of, you know, you always want to,

- you know, give a shout out, and then others may not get a shout-out.
- 25:54
 - I do want to give a shout out to Assistant Vice Chancellor of Workforce Development, Amanda Abens, who's against the wall, because.
 - 26:04
 - Clearly, when you're doing, quote, two roles at the same time, you just don't double the amount of time, or just not sleep.
 - 26:11
 - But I still have to take care of myself and my family as the speaker talked about this morning. So it has a cascading effect to some... extent right through the reporting line. So shout out, Amanda, for.
 - 26:17
 - Taking on... taking on some of the things that you know that you've taken on and that others know as well.
 - 26:27
 - Um, and she's doing great work. But the team, um, yeah, thank you.
 - 26:32
 - And, um, just to echo what Denise said, I agree. I've been here for 10 years, just over 10.
 - 26:40
 - And I feel really excited and pumped up about the direction that we're going.
 - 26:46
 - You know, just the, um, the partnership I see across our five board members, and then them choosing Dr. Nasi.
 - 26:51
 - Uh, and just the approach that he's had with his direct reports, but the partnership that we've had with faculty and with faculty leadership.
 - 26:57
 - Um, I've just really enjoyed it. Um, and... and I know that members of the team have as well. And so.
 - 27:05
 - To align with Dr. Nasse's, um, true vision and the expectations, and rightfully so, with faculty-centered leadership. We will continue.
 - 27:11
 - To improve with respect to our communication and our shared governance.
 - 27:18
 - Um, I can promise you, we are not perfect, and I am not perfect. I am a work in progress, as we all are.
 - 27:22
 - And that means we won't get it right. But we will make it right if we don't.
 - 27:28
 - And that is a commitment that, um, you have from me and in our leadership team as well. Uh, we can go to the next slide, just so you know a little bit more.
 - 27:32
 - Yeah, all right. So, I did... so I... I was, um, asked to speak to the... Faculty Learning Academy, I keep wanting to say Leadership Academy, but the Faculty Learning Academy for our new faculty.
 - 27:40
 - Um, and, um, I got the... I got the PowerPoint ahead of time to review.
 - 27:50
 - And I saw that all of the new faculty were given this assignment, um, to create a slide about themselves and their background by Denise, and so I thought, well, since I'm presenting at the FLA, I might as well do a slide, too, so I did. I didn't even tell Denise. I think she just, um.
 - 27:55
 - Discovered, like, oh, there's a slide, or maybe I emailed you and said, yeah, I filled one out, too.

- 28:08
- So yeah, I was born in Laramie, Wyoming, but I don't remember it. Um, I was... I think we moved when I was 1.
- 28:12
- Um, but raised in Southern California on a working cattle ranch.
- 28:18
- Uh, along the border of LA and Kern counties, if you know anything about.
- 28:22
- The foothills of the San Gabriel Mountains and the Mojave Desert.
- 28:27
- And my first degree is in music, uh, with a minor in government and economics, and those are two areas that I, um, I did teach in.
- 28:29
- Uh, and at the second... at the secondary level. Some of the things... these are the things that really influence, um, me. I do have... even though I may not present it, I do have a mixed race and ethnic background.
- 28:38
- Also live well below the poverty line, living on a working cattle ranch is not a glamorous experience.
- 28:50
- Um, but it certainly is a rewarding one. If you, um, know and grow up in that culture. My dad still is a practicing cowboy, by the way.
- 28:56
- Um, in his semi-retirement. Um, and I... because of that, I have experienced both, uh, privilege.
- 29:04
- Um, and... and marginalization. And, uh, just those are some of the lenses that I bring.
- 29:12
- I am a husband and a father of 27 years. My daughter there in that picture is at ASU.
- 29:18
- Don't judge, all you Wildcats, she's at ASU, um, and she is 22. My son is, uh, 19... newly 19.
- 29:25
- And attending Pima Community College as a business major this fall.
- 29:34
- Uh, and I couldn't be... couldn't be more proud. Um, and my... and my beautiful bride of 27 years in the picture, uh, there in Durango, Colorado. That's where we were a few weeks ago.
- 29:39
- For our vacation. Um, she is an elementary school teacher of 28 years, so she's been, um, teaching for 28 years.
- 29:50
- Uh, and a couple more things about me. I still am a musician. I love to hike, as evidenced by the photos.
- 29:57
- They're one of those is Picacho, highly rewarding. The other one.
- 30:04
- Um, is, um, Haleakala on Maui, uh, where we're facing. And then, of course, we all love the outdoors, so that was... a 14-mile trek up a dirt road in Durango, Colorado, uh, with my four-wheel drive, where I pushed the limits of my Dodge Ram.
- 30:07
- And then finally, I am a foreign affairs armchair expert, I guess it comes from that social sciences background.
- 30:22

- So if you ever want my view on global, uh, global politics, uh, I would love to have that conversation. 30:28
- Conversation with you, especially as it relates to the Taiwan Straits. 30:36
- And finally, um, I am a community college champion. I believe. 30:41
- And I'm impassioned about what we do here at Pima and across all community colleges. And I love my dogs, maybe our dogs, maybe in the Squishmill bit, is 14 years old, so he's getting up there. He's a chiweenie that we rescued. 30:44
- And Dapper is the very dapper Yorkie on the bottom, and he is such a handsome Yorkie. Alright. 30:56
- Next up. I've only got 5 minutes left. Really what I really, um, think that there was a lot of wisdom that Dr. Nasse brought to the table with respect to thinking about. 31:03
- Academic Affairs and workforce development and innovation, and have we... have we really reached the maximum level of output and excellence that we're going to get. 31:13
- By functioning as a matrix organization, right? Working cross-functionally with deans. 31:22
- But there being different, quote, sides of the house. Academic Affairs, workforce development. 31:27
- Credit, non-credit. Career and technical and transfer, like, we create these arbitrary sides of the house, and what we're trying to really do for the betterment of our students and our community. 31:32
- Is to realize that it's all the same house, and we all have to work in it, and we all have to serve our community in it, so let's bring the house together. 31:44
- And so challenging a lot of norms, as we have been as an institution, and we're already known nationally, for some of the norms with respect to non-credit and other things that we've challenged. 31:51
- But doing that at a greater scale and a greater level of collaboration together. 32:00
- Um, and as Dr. Nasse says, even with our transfer learners, right. 32:05
- At the end of the day, they're doing that because they want a better job and a better life for their households, for their families, and for their community. 32:10
- And so, looking forward ahead, um, at the academic goals, we... there's too many to talk about in the allotted time. 32:17
- But that Guided Pathways with Fidelity, right, we've been working at Guided Pathways intermittently, off and on. 32:23
- 10 years, and there's been a lot of great work that's being done by a lot of people in this room. 32:30
- Again, at the risk of not highlighting everybody I should highlight, but Dr. Jeff Thies. 32:34
- Both when he sat in this role and also still currently, and in many of his roles, has been a key driver of really what it takes operationally to implement Guided Pathways.

- 32:38

• But taking some of those puzzle pieces that we have on the table, and together as a team, together as a Pima family, putting that puzzle together.
- 32:47

• So that we can join the ranks of hundreds of other institutions that have implemented Guided Pathways.
- 32:55

• To its fullest form, and I've seen the results for their learners in terms of outcomes and upward mobility.
- 33:00

• And this year, that first-year experience conversation. Around truly having.
- 33:06

• Um, things like student success courses be mandatory if something works for our students and we have internal data.
- 33:11

• That show that it works, then we really have the prerogative to ensure that all of our students have that same opportunity for success.
- 33:17

• So really looking forward to working with all of you with Student Experience and others.
- 33:25

• To fill out the full-year academic, um, uh, experience. In a way, um, that really orients our students towards their long-range goals. As I shared with a couple of the divisions, and I'm sorry that Emily and I weren't able to make.
- 33:29

• All of them, right? I wonder sometimes if the Associate of Liberal Arts has become the de facto, I don't know.
- 33:43

• And why are we choosing the pathways that we're choosing? And have we set up the... the... the parameters in place for our students to know within this Associate of Liberal Arts, I want to do this.
- 33:50

• Right? And so, there are mechanisms where we can help each other, and we can help student experience and advising.
- 34:02

• By ensuring that, not necessarily bringing back concentrations in the old form.
- 34:08

• But that the multiple pathways that exist between these broader categories are more clear for our students and clear.
- 34:13

• In a labor market and a career choice. Context. Um, there's lots of other things I'd love to talk about.
- 34:20

• You know, looking at 8 weeks practices and 8 weeks majority institutions, and the results that they're getting.
- 34:27

• Uh, for their learners as compared to where we are now.
- 34:33

• And finally, the transfer piece, and I've shared the data point at a lot of the divisions today, so... you know, can we do better? And certainly we can, because our transfer rates to all of our state universities and, um, of the three.
- 34:37

• To the University of Arizona the most, have decreased over the past 6 and 7 years.

- 34:50
- Drastically. And so the opportunity to partner with the University of Arizona at a new and different level.
- 34:55
- And really challenge the model that we have with respect to transfer, which is designed around everybody, everything, all at once.
- 35:02
- To every possible outcome. To clear, defined pathways.
- 35:10
- That then branch out at the end and align to our learners' choices as they're getting ready to transfer.
- 35:14
- Are things that we'll be having conversations with you, right? We can't make these decisions in a bubble.
- 35:20
- Um, and nor... nor... nor would we want to. These need to be done.
- 35:24
- Through the shared governance processes. That Faculty Senate, in this particular case, with ownership of curriculum and academic freedom, has a clear.
- 35:28
- Rule.
- 35:36
- There are... and may I have at least one opportunity for one or two questions, if not.
- 35:42
- I'm looking to the officers at your meeting. Yes. Any questions? Just one or two, but also, we wanted to make sure that you could write those down now, and we will be sending out Save the Date.
- 35:47
- Emails for the three... they said, really? Three? I said, oh, that's only for the fall. We're gonna do three more in the spring.
- 35:57
- Right, because there's a lot of work to be done with this guided pathways with Fidelity and other initiatives, and we want to make sure that we have the opportunity to engage faculty.
- 36:04
- As we move forward collaboratively together. So we'll be doing... One virtual, um, the second one virtual in November. We will be doing our forum face-to-face. I just think it's good, even though the virtual piece allows that access across the college, because of our.
- 36:12
- Different campuses and centers. The face-to-face opportunity, I think, also just takes it to a different level with respect to building community and building trust.
- 36:26
- Any questions? Mark? Roderick? No, I'm sorry. Okay, yes, Rod... okay, it is Roderick. He was in that division meeting.
- 36:35
- No, it's good. So, for those of us that are sort of at the edge, academic affairs covers... Um, for these meetings, we'll be covering curriculum.
- 36:45
- What else are we talking about here? In the forums? No, um, yeah. What's going to be discussed? Yeah, so the first topic, um, I would, you know, since we have new faces and new roles in the provost's office, it's gonna be, I think there's gonna be two topics.
- 36:55
- Uh, for September 19th. One will be a who's who in the provost leadership team, and what do they

do? Right, because I think that's an... And so we need clarity around the org chart, and then the functionality within that structure.

- 37:09
- Across these... these leaders that are. That are in the room today. Um, and so that... and Lori's not in this room, Mark, but Lori Krishna Joseph's also on the provost leadership team. • 37:22
- And then the second part of it will be... because I got some feedback from the new faculty academy in particular, that not everybody, not everybody even knows what Guided Pathways. • 37:32
- A lot of new faculty, so A, what's guided pathways? So, at Guided Pathways 101, and what does fidelity look like at the end? So that's really the focus of the first one. • 37:43
- We have it set... I'm mulling. The topics for the remainder of the year. • 37:52
- Thank you so much. And most importantly, these academic forums have come out of input from all of you. • 38:00
- Asking for direct communication and avenues where you can actually communicate with academics and academic leadership to talk about concerns. • 38:07
- But to also hear what's coming down the pike, what's new and interesting. • 38:15
- And information that we all need to know. So, thank you so much. • 38:19
- And now we're moving on to our president-elect and vice president report combined with Dennis Just and Dr. Kelly O'Keefe. • 38:22
- Dr. Kelly O'Keefe: Thanks, Denise. Uh, so we're gonna start off with just a reminder on what the officers' goals. • 38:31
- For the academic year are, and they're a continuation from. Uh, last year, and... • 38:39
- So, the first one is to streamline systems and processes. We've been working really hard working with. • 38:47
- Um, administration and staff alike as a faculty to, uh, streamline some of the APs, SOPs. • 38:56
- Um, and you... with, uh, other faculty, like, guest faculty, uh, working on seat time calculator, uh, making sure that everything ties into the next. • 39:06
- And that we're functioning, uh, in a more specific, standard way. • 39:17
- Uh, across the college. So, we're continuing that work. Uh, there's... more to do, as Dennis. • 39:22
- Spoke to earlier. They're looking for faculty to join in those work groups, and so please. • 39:30
- You know, consider having your voice heard. Uh, and representing your divisions or areas of the college. • 39:37
- And that's how we're going to make sure that the shared governance that we. • 39:45

- Keep on asking for continues. Um, which leads to the next goal, of course, increased communication. • 39:50
- And then the third goal, shared governance, right? All of these things tie in together. • 39:59
- And increasing communication, one thing I would like to mention, as senators, I represent the faculty, or the workforce development. • 40:04
- And lifelong learning area. And so, what I do as a senator is I create the notes and minutes. • 40:14
- And provide those to that area. Then it's handed down from that area to their instructors. • 40:24
- Um, and so, as senators, that's something that we should all be doing. • 40:31
- To make sure that the... Faculty that aren't at these meetings, maybe they're teaching during this time, or, you know, something like that, they have other meetings. • 40:36
- That they're getting the information that's being provided here at these meetings. • 40:46
- So, if you are one of two or three senators in your division. • 40:50
- Uh, and you don't have one person, or you're, uh, a rotation. • 40:55
- Coming up with those, um, notes to provide for your area, please make sure you talk to your other senators so you can make sure that your constituents. • 41:00
- Are receiving the information that's being given here at Faculty Senate. • 41:10
- And then shared governance, of course, is, uh, Rita, Rita likes to keep that one. • 41:15
- Because every time she gets an opportunity, she just... reminds everyone that shared governance is really important. • 41:21
- And, like... was said earlier, uh, Dr. Roark and Dr. Nasi are really listening now. • 41:31
- Uh, and I've been here for now 12 years, and... Um, I, too, am extremely excited and positive about the direction that our college is going, and I can really honestly say that. • 41:39
- For the first time in a couple, you know, in the last couple years. • 41:53
- Um, I think we're headed in the right direction. So, thank you all for, uh, your time and service to the Faculty Senate. • 41:57
- Uh, there will be some divisions having elections this year, so, um... Make sure you check with your dean. • 42:04
- Or a supervisor to make sure that, uh, if you want to continue with Faculty Senate, that you do so. • 42:12
- And if you don't, please try to find someone who can precede you. • 42:18
- Right? Um, so we can stay a full house. Uh, the next thing is about the division spotlight, and we have

- the schedule here, um.
- 42:22
 - I think Dennis is gonna pull it up. Thank you, Dennis.
 - 42:33
 - Um, so... The survey that we took.
 - 42:35
 - Last semester. We heard from you all that you liked the division spotlight. You wanted it to continue.
 - 42:40
 - Uh, so we are. And this is the tentative schedule. I have emailed it to all the deans and their... and the people overseeing these areas.
 - 42:48
 - And, um. So I've heard back from one.
 - 42:59
 - Uh, division so far, confirming that February works for them, and then, um, we're just waiting for everyone else to confirm their areas.
 - 43:04
 - Uh, so if you, uh, as a senator, can speak with your deans or supervisors about being part of that division spotlight.
 - 43:12
 - That would be wonderful. We'd like to have a little more involvement with the faculty senators.
 - 43:22
 - Um, doing presentations and part of that process. And the next... is...
 - 43:28
 - Let's see, send... okay, recording and transcript needs. Okay, so Denise spoke a little bit about this earlier, but, uh, because we do not have a secretary at the moment, Denise and I are splitting the duties.
 - 43:36
 - Of that position, and so with that, we're trying out different technology, yes, AI, and we're looking to see what kind of transcripts we can get if they're, um.
 - 43:49
 - You know, transcripts that are good enough to use. Uh, for the creation of our minutes, and, um, so that we just ask that this semester.
 - 44:04
 - Uh, you give us a little bit of leeway, and when we get you the minutes, um, and the notes that we're usually sent to you by the very next week of our meeting, just give us a little extra time to get that stuff together, but we'll still provide that for you, and um... you know, we'll get feedback from you and see how you like it, or if you don't, we can try something else.
 - 44:16
 - If you have any other suggestions, we can go that way, too.
 - 44:40
 - Okay, and Dennis? Go ahead.
 -
 - Dennis Just: Thanks, Kelly. So, quickly about elections, just a little more details, we'll follow up with even, you know, the nomination forms and things like that. But, um...
 - 44:43
 - It is, uh, the... it is the fall of an odd year coming up, and so these will be for senators that will begin serving their term in the coming spring.
 - 44:56
 - And the divisions that have elections are adult education, communication. Library, social sciences, Humanities, and education.

- 45:05
- Student Success and Workforce Development. As far as the APBP process, uh, we... 45:15
- Some of you may remember when we had a glut of several dozen AP and BPs that were asked to be reviewed, and a single. 45:23
- You know, month. Really, I think it was, well, within one meeting. And, uh, we've been working, though, about trying to, uh, alleviate that. 45:30
- And so, uh, focusing on kind of two goals. I've been in communication with, uh, Jeff Sylvan. 45:41
- About trying to, A, group the AP and BPs when they are under review. 45:47
- Uh, when they... when they have group AP and BPs that have relationships to each other. Uh, so if there are a whole bunch of ones that are all about, um. 45:52
- Curricula, say. Put those together in the same, uh, review period, so that way they kind of... we can consolidate in that regard. 46:01
- And then the second thing is to just spread them out evenly, because we don't have to wait exactly 3 years before they come up and are due to be reviewed, and so we are going to. 46:08
- Tried to split them out. I've done some... work on that so far, and I found that you can basically get it to... 46:17
- Average, uh, about 10 APBPs a month for review. Uh, that's a bell curve, of course, so there are a lot where there might be as few as 5 or 6, and then I only limit it to, I think, 12 or 13. 46:23
- Few times. Uh, and then that can be iterated on in future cycles to smooth it out even further, but that's really the best we could do, given those current circumstances. 46:35
- Thanks. 46:45
- Denise Reilly: Thank you so much, R. Vice President and President-elect, and now we're moving on to the Governing Board report by... 46:51
- Rita Lennen: Thank you so much, and I've got 5 minutes, okay. 46:58
- Sorry, I'm all the way at the bottom of my page somehow. I'm not sure how that happened. 47:04
- Uh, so if you are new to this report, my apologies, but. 47:09
- Not my apologies, but I just wanted to give you an update that this is a standing report, so you... can always go to the same link. 47:15
- And I took that from Elliot. I know you're in the room somewhere. 47:24
- Um, anyway, so you will always have the opportunity to see what, you know, what happened at any given month. 47:28

- In the meeting at board meetings. I also share a link. • 47:34
- To the YouTube videos, in case you're just not wanting to hear me drone on about it in the. • 47:38
- Senate meeting, or if you've missed a Senate meeting, you can always go back and watch the whole thing. • 47:43
- So, in June... The board met twice. They met on June 9th, and they met on, um, June 23rd. • 47:47
- On June 9th, it was just an update pretty much, to look at the budget, and that was approved, so... We're already in it, so I'm not gonna really spend too much time talking about. • 47:56
- The, uh, approval of that. The June 23rd meeting was a little different. They went into executive session, they came out... well, they did a really, really quick study session, went into executive session. • 48:07
- And then from there, they convene the meeting, or ended the meeting, so... There's not a whole lot to report about that, so that's June. • 48:21
- Let's move on into July, and July is where, um, we had a lot of information come out. • 48:28
- But we also had a wonderful email from... Dr. Nasi, who also gave. • 48:35
- This information. So, guess what? I don't have a lot to report to you this time. • 48:40
- But I promise you, it'll be just as boring next time. • 48:45
- Only because we don't have a lot of, you know, there's not a lot of, um... the board is really cohesive at this time. • 48:50
- And they're working really well with the chancellor, so it's not like it was in the old days when there was a lot of fighting. • 48:57
- And we got to, like, eat popcorn and watch it from the sideline. • 49:04
- So, I'm anticipating it, it's the same group of board members, and it's, you know, obviously it's the same chancellor. • 49:07
- So, I think everything's gonna be good, and I'm just gonna stand here and talk for 2 minutes and tell you. • 49:14
- Things are good. And that ends my report. • 49:20
- Denise Reilly: Thank you so much, Rita. It's great to hear the... The great news about collaboration all the way up at the top. And now we have Mikayla Hays with the PCCEA report. • 49:27
- Makyla Hays: Okay, so we had... a little bit of an exciting summer. Um, but the first thing I wanted to share is that PCCEA has a few. • 49:41
- Goals as well, and I'm trying to structure my report based on those goals.

- 49:49

• Um, I had a 3-page summary of what we did this summer, so I didn't do it this time. I didn't sort it, I just left it in the part that was already summarized.
- 49:54

• So, the things that you're gonna hear me report on pretty regularly are shocker, shared governance.
- 50:04

• Um, and then accountability. So, that is accountability... for faculty, but also administrative accountability, and how we are...
- 50:10

• In a positive way, holding everybody accountable to the commitments they've made to faculty.
- 50:19

• And for what we need for our students. And then funding priorities, ensuring that.
- 50:25

• We have... like, there's a bunch of stuff I'm gonna show you here soon, but funding priorities to ensure that we are continuing to fund and... hire full-time faculty in the areas that we need them to be able to serve our students and support each other.
- 50:30

• So, in July. We had a two-day summit, it was about 10 hours total of...
- 50:44

• All of the AERC faculty and your Faculty Senate officers. And administrators, I think there was about 15 people that came together for most of that time.
- 50:52

• And we came together, and there was a lot of things that have been on the plate for the last... I was... you were all talking about how long you've been here. I'm like, okay, this is my 15th year.
- 51:01

• 14th doing policy, and I think some of these topics have been around for almost as many years as I've been alive.
- 51:13

• So, they haven't been solved. But every time we go to talk about them, it's like, oh, we gotta solve this first, now we gotta solve this first, and then you point back to the first one, and then nothing gets happening happens, because it's all isolated.
- 51:19

• So, we had a summit, and we came together and first identified what those issues were.
- 51:29

• What were some of the pieces that were within those? And then we tried to work on a structure of how we might address them. So I'm giving you a somewhat pared-down, because you didn't want all the pages, trust me.
- 51:34

• Um, there was a 3-page summary. And I cut some of that out for you on this. But if you look at my report, you'll be able to go in and see what some of those topics were.
- 51:44

• And AERC does have a link to this in our tracker file that is open to everybody, so if you want more details, feel free.
- 51:53

• But maybe make a note of the things that you want to be involved in, because we are going to need more voices.
- 52:01

• So, um, we have... we had two overarching goals that we ended up coming to. One of them was to... refine practices throughout the college for consistency throughout divisions.
- 52:05

- Something that we can work on now. The policy's already there, just making sure that it's being applied equitably.
 - 52:16
- And then the second one was reviewing policy. Um, carefully, and applying it to today's college. Some of these policies were written...
 - 52:21
- 40-plus years ago. Um, so we want to make sure that this is actually what we do still, and that they're not just making artificial barriers and issues for us.
 - 52:29
- Um, the first thing that we're gonna tackle, and this might sound a little scary at first, but it's all good.
 - 52:38
- Okay, so looking at full-time faculty body roles and rights as an aggregate, what is a full-time faculty value to Pima Community College? And the question that we suggested you.
 - 52:44
- That people start thinking about this, and I did not come up with this, I stole it from someone from Maricopa.
 - 52:56
- But I loved the idea. If all full-time faculty were adjunct faculty.
 - 53:01
- What functions at Pima Community College would not exist? Where would we have holes? That, in essence, is the real-world feel of the full-time faculty body role at Pima Community College. So, starting to think through those things. You are going to be asked for input on this.
 - 53:06
- So, if you have ideas, start jotting them down so you can give it to us.
 - 53:22
- We are gonna look at current policy that defines full-time faculty. I have a list of the policies we're going to look at.
 - 53:28
- That's not actually topics. That's just all the places they live.
 - 53:36
- Um, y'all end up knowing all of that at some point, somewhere.
 - 53:39
- And then, if I scroll down a little bit more, we're gonna look at this this fall, by the way.
 - 53:44
- Once we kind of establish what it is a full-time faculty is to Pima Community College, then we can look at how do we distribute that equitably between.
 - 53:48
- Individual full-time faculty. Um, and looking at the roles, responsibility, and rights of individual faculty at the college.
 - 53:56
- In January, after we've fully defined what a full-time faculty body.
 - 54:04
- Value is, we can start looking at a timeline. For the next year, of how do we break out the included topics that you're gonna see.
 - 54:07
- So, if you scroll down a little bit more... There's 9 of them, and they are not small.
 - 54:16
- Um, one of them is define the full-time faculty role. And leadership expectations. Not a small one, but a good one.
 - 54:21

- Pay considerations, we have a whole list of things in that category. Days of accountability. • 54:28
- Half of you are looking at me like, what is that? • 54:34
- But it's in your contract. Um, service to the college, committee work, other work. What is it? Should it be that? Should it be something else? Is there something better? • 54:36
- Presence on campus. We are 40-hour employees. Exempt employees with a 29-hour expectation on average on campus, is that right? Is that wrong? What do we need to do? • 54:45
- Office hours, grading days, advising roles, and professional development throughout the college... of faculty, and what does that look like? So there's a small. • 54:55
- Just a couple things. Um, and then after we define that. • 55:05
- We can look at allocation that's equitable throughout the college. This might be a co-occurring conversation with a different group of people. • 55:11
- So, this is talking about how do you teach your load by modality, like, on person, online, hybrid, how do we make sure we have the right people, the right places? • 55:19
- Looking at the leadership model, looking at distribution of resources in terms of supplemental pay, in terms of staff. • 55:29
- Assistance, those types of things. And looking at staff instructors and faculty equitability. Like, how do we make sure that all the people teaching do all the. • 55:37
- Get compensated a fair wage. And the last big one is compensation beyond the individual. • 55:46
- So once we know what it is our value is to the college, and what individual roles are, what if you're asked to do more? • 55:53
- So then we can look at other things, and we're gonna include lab loading. Right, now you're paid at .7 load for one credit hour for most cases. • 56:00
- Um, course development pay. That's already in process, but we're gonna really work that out. What are you paid for? • 56:07
- And scroll down a little more. And look at supplemental and reassigned time. We have, like, 3 or 4 different ways we pay people when you do an over... something over and above right now, and when is the appropriate time, and how are you compensated? • 56:14
- And then we can look at hiring best practices once we know what we're hiring for, and upward mobility of faculty within the college, and how do you take on more and be recognized for the work you do. • 56:27
- Such smallest. Sometime. Over the next 3 years, um, that is a very, very loose estimate. • 56:38
- Estimated timeline, okay? So please. You can hold us to it in the sense that you can ask where we're at, but if we don't make a deadline, it doesn't mean we're gonna stop talking about it. We're going to keep

- pushing through and working, but we have a list of these things, plus a ton of details about them.
 - 56:47
- And then last question, if I can have one second, your sick leave changed.
 - 57:02
- Okay? 12 months, you got, um, front-loaded in July. 9 months, you're gonna get it by your first paycheck, I think somewhere right around September 1st.
 - 57:06
- It is now that you get 8 hours per day, and you are... accountable for 8 hours per day, so if you take time off, and you take a whole day off, it's 8 hours, not 5.8.
 - 57:16
- So, that 5.8 hours, 2.9 for a half day, that's all gone. Report your time as it is.
 - 57:27
- So it is 8 hours a day, and your sick leave balance has been prorated to cover the same number of days you had before.
 - 57:33
- At 5.8. Now it's covered at that many days. For 8 hours a day.
 - 57:41
- Aerc's fun. Come join us for, um, as fast as I just talked, that, that fast.
 - 57:48
- Like, twice a month for two hours. It's fun times. Let's go.
 -
- Denise Reilly: Thank you so much, Makyla, for the PCCA and AERC report.
 - 57:54
- Last housekeeping items, uh, October and December, we will have our face-to-face meetings. They will be in the Amethyst room.
 - 58:03
- And I really... this is nice. It's nice to see faces, and probably after those meetings, we might have some social functions. Today's a little bit of a long day to try to add in a social function, but we had one in May.
 - 58:09
- And it was well attended with about 35 faculty, administrators, staff that joined us afterwards to just enjoy each other's camaraderie.
 - 58:22
- Next, I would like to thank my officer team for doing such a fabulous job.
 - 58:30
- When 9-month contract, 12-month contract, all the work over the summer, it didn't stop for us.
 - 58:34
- And so, wouldn't be the same if it wasn't for... it wouldn't be as fun, and it wouldn't be as great if we hadn't been together for some time and working collaboratively. So thank you to my officer team.
 - 58:39
- And last but not least, this was a fantastic all-college day, so anyone that was behind the scenes putting that together, the remarks by the chancellor, the keynote speaker, it really had organization and flow and substance and content while being motivating and fun this year.
 - 58:49
- And I just thank you so much. Your leadership, Dr. Nasse.
 - 59:07
- Dr. Roark, the Provost's leadership team, all the different, uh. Different stakeholders at this college are really, really benefiting from seeing such great collaboration with faculty.
 - 59:11
- And as I mentioned before, this is a great time to be a faculty member at Pima Community College.

- This adjourns our meeting. Thank you.

• 59:22

• 59:27