Faculty Senate,
September 7, 2012

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>> SPEAKER: All right, ready to go?

>> SPEAKER: Madame Secretary, do we have a quorum?

>> SPEAKER: Yes, we do.

>> SPEAKER: Okay.

>> SPEAKER: Let's go with introductions.

(Introductions of all present.)

>> SPEAKER: Item 2.0. (Indiscernible.)

Motion to approve?

>> SPEAKER: So moved.

>> SPEAKER: Second?

>> SPEAKER: Second.

>> SPEAKER: We need your names on here. Your name is?

>> SPEAKER: So moved. (Laughter.)

>> SPEAKER: Page 2 of the August minutes...

>> SPEAKER: We're doing May first.
>> SPEAKER: I'm sorry.

>> SPEAKER: May? All approved?

(Ayes)

>> SPEAKER: Opposed?

(No response)

>> SPEAKER: August minutes? Motion to approve minutes? Motion to approve?

>> SPEAKER: Motion to approve.

>> SPEAKER: Second? Discussion? Corrections?

>> SPEAKER: On page 2, under item 6.2, No. 2, there is a reference twice to something called an abyance. What is that?

>> SPEAKER: It's a misspelling of "abeyance."

>> SPEAKER: Oh. I just wanted to be sure that I wasn't missing something.

On page 6 there are a couple of things that puzzled me.

Paragraph 2, they can take courses except not anything in math...

(reading). Does that mean they can take courses except anything in math (indiscernible)?

>> SPEAKER: Yeah, if they just assess the math, problem area (indiscernible).

>> SPEAKER: So do we delete the "not"? Okay.

Next paragraph. Students are possibly not taking the assessment
seriously the first time, and we have never changed the fact that they couldn't be retaken? I'm not sure I understand what that means.

You mean the test can be retaken; is that correct?

>> SPEAKER: (Indiscernible.)

>> SPEAKER: Paragraph 6... (reading.)

Doesn't the writer mean misunderstanding or misapprehension? A misnomer means using the wrong name for something.

(Indiscernible.)

>> SPEAKER: Is that the next paragraph?

>> SPEAKER: Paragraph begins... (reading).

>> SPEAKER: Okay.

>> SPEAKER: Final paragraph... (reading). Don't we want to say "are not stopping"? On the same page, page 6.

>> SPEAKER: Okay.

>> SPEAKER: Thank you.

>> SPEAKER: On the third page, item 4 (indiscernible) and under 6.1, second paragraph from the bottom, I believe Delores was going to the (indiscernible).

>> SPEAKER: Yes.

>> SPEAKER: I was present.

>> SPEAKER: On the last paragraph, my last name is (indiscernible).
>> SPEAKER: Anything else? Those who approve the minutes as corrected? Aye?

(Ayes.)

>> SPEAKER: Open forum items? Announcements first?

>> SPEAKER: Recently the ad hoc committee on the student response forms, evaluations, we sent out a survey on the faculty senate to get some feedback from you. We got some great responses. Our next step now is to take this to campus-wide version. So we are working with the provost office to get this done in the next couple of weeks. So everyone on campus or every faculty member, both full time and adjunct faculty, will be receiving this.

Just a heads-up. The response we got was good. We got some great input. The more we can get, the more that we can make sure that this instrument that we are using is something that is owned by the faculty and we have as much input in all disciplines as possible. So please respond to that.

>> SPEAKER: Does that mean that other faculty outside the senate will be welcome to send suggestions in or just comment on the ones...

>> SPEAKER: No, we’re sending it out to all faculty. We want that input as much as possible.

>> SPEAKER: Any other announcements?

>> SPEAKER: East Campus. As chair of the adjunct faculty senate
committee, I have been asked to thank each and every senator for your support of adjuncts being included in the 3.5% pay raise.

(Applause.)

I want to tell you that members of our committee have gotten amazing response from the adjuncts on our campus. You know what? It hasn't been about the money. So I figured out. I think it comes to $75 or some such a course.

It's been about respect. It's been about being included with this entire faculty body, and it's about feeling that we're doing something together that is really valuable, and that is to make Pima Community College the very best college that we can make it.

Thank you so much.

(Applause.)

>> SPEAKER: Any other announcements?

All right. Let's move along to 4.0. (Reading.)

>> SPEAKER: Northwest Campus. One of my colleagues, one of the department chairs of Northwest Campus wants to come and talk about
the problem of smoking on campuses.

>> SPEAKER: In the open quorum?

>> SPEAKER: In the open quorum.

>> SPEAKER: We are going to have an open quorum item having to do with campus smoking.

One agenda modification I guess for a (indiscernible).

Can I get a motion?

>> SPEAKER: So moved.

>> SPEAKER: Second?

>> SPEAKER: Second.

>> SPEAKER: All right. Any other agenda modifications? All right.

We will move on to our business section, and we have guests.

This is our new internal auditor. Welcome to the senate board.

>> SPEAKER: Thank you. Good afternoon. I'm the internal auditor. I have been here about five months so far, and I wanted to, before I start, thank all of the faculty because I'm a former PCC student. You all contribute to laying such a good foundation for students out there. I'm also a U of A grade, former PCC student, and back to Tucson after being away for a while.

(Applause.)

So you have a couple of things in your packet that I promise not
to be here before you too long. You have my internal audit
department charter for review, and also you have some information
about the new compliance and ethics hotline that will be going live
on September 17. I will talk about those as well.

You also have in your packet an introduction to my office, and
that’s just for your information. If you’re ever, you know, have
some extra time, which I’m sure all of you do, feel free to read
that. If you have any questions, of course, just let me know.

First, to start with, the charter, the Institute of Internal
Auditors is the governing body for the internal audit profession
worldwide. So it sets the standard for internal audits. It
establishes a code of ethics. It also administers all of the
certification exams for internal auditors.

One of the things that the standards require is that any internal
audit function have an internal audit charter. A charter just
outlines the authority and the responsibilities and the duties of the
internal audit office.

So there is currently an SPG out regarding internal audit, and
this internal charter will be used to update that SPG. So I have
been going around and meeting with different groups to discuss the
charter. I have met with the Board of Governors, staff council, the
chancellor’s cabinet. That’s the reason I’m here today.
So the first page of the charter goes through the purpose of my office. It goes through my mission. Really my mission is focused on helping to improve operations around the college. Really I focus on adding value. That's my primary goal, to really help the college meet its objectives and its goals.

Looking to the objectives of my office, I provide analysis, testing, recommendations, advice, information. I will be conducting what you would think of as a traditional audit, coming in and looking at different operations, looking at particular areas, and doing some testing and providing a report at the end.

I also have been involved and continue to be in consultant-type services. That's maybe something like looking at different policies and procedures of particular areas and providing recommendations, being involved with special projects, which EthicsPoint has been my largest one thus far. So those types of things I'm involved in, as well.

In terms of analysis and testing and recommendations and those kinds of things, I look at internal control, structures. I have looked at safeguarding of assets, compliance with the various laws and regulations that are in place, helping management achieve its operational objectives, looking at operations and looking for ways that maybe effectiveness and efficiency can be improved.
So page 2 goes into then the scope of my work, which really lists off, starts with the objectives and going into those in greater detail.

The next section talks about organization, independence, and authority of my office. I report directly to the chancellor. One important thing that we have added to the charter is that if I feel that there is a conflict of interest with the chancellor on a particular auditor or about a particular issue, I'm able to go directly to the board to discuss that with them.

When I reviewed this charter with the board, the board didn't think that went far enough. So they also instructed me to add that if there is an issue with the board, that I can go to the outside counsel for the college. So not the board's counsel, but there are several firms that the college is contracted with so I can go to one of those parties if there was an issue involving the board.

The next area talks about authority of internal audit. I have full and free access to all of the different -- all of the records, all of the different activities, personnel. Of course that would be as needed for an audit. So I'm not going to just look at something for the sake of looking at it. If it's dealing with a particular audit, that's when I have access to it.

The next section also covers independence again. I don't have
direct responsibility or authority over any of the areas that I audit, and that's to maintain that independence. That's why I report directly to the chancellor.

Then the last page talks about professional standards, and I mentioned already regarding the Institute of Internal Auditors. They set specific standards for internal auditors, internal auditors worldwide.

So they have some mandatory guidance that I'm required to follow. They also have some strongly recommended guidance that I could follow as necessary or as it fits with the needs of the college. They update those standards usually once a year.

Then the last item is my accountability and responsibility, so the things that I'm required to do. Mostly these are on an annual basis, but one is to manage an annual risk-based audit plan. That's outlined a little bit for you in the introduction that you have, but I develop that on an annual basis, and then that is approved by the chancellor and it's also approved by the Board of Governors.

A couple of other things I wanted to point out here. I look at risk management and making sure that the college's process of managing that risk is adequate. I mentioned internal controls, policies and procedures. Those are the kinds of things I look at, as well. I'm required to, after all of my audits, to provide a written
report to the chancellor as well as to the board.

One of the other things I'm required to do by the standards is evaluate the potential for fraud of the college. So fraud risk assessment would be part of my annual risk assessment that I do as well as I participate in the special projects that I have given and involved in quite a few of those already so far.

So that's kind of, in a nutshell, what my office does. Are there any questions at all about the charter?

>> SPEAKER: Welcome back to Pima. Sounds like a very large job.

>> SPEAKER: Yes.

>> SPEAKER: The faculty senate has been interested in whether or not the college is going to put forth a very detailed line-item budget. I notice that on page 2 it says that you have access to financial records and the method in which those are reported.

>> SPEAKER: Yes.

>> SPEAKER: It also says in the second paragraph of organization that you have unrestricted access to all of that.

I don't ask you to disclose anything that's confidential, but are you aware of the existence of a line-item budget?

>> SPEAKER: I believe that there is. I have not looked at that in detail yet at all.

>> SPEAKER: Thank you.
>> SPEAKER: Is it possible or appropriate for any Pima College employee at any level to contact your office with a concern, or is there a more appropriate pathway you have to go through? Like if somebody did have something in mind and say, I wonder if an auditor should look into this, what would be our pathway or a staff person's?

>> SPEAKER: There is a couple of ways you can do that. You can work through your administrator, and they can contact me at any time. If there is anything that comes up like that and I could devote some resources to it, I certainly will.

If you don’t, for whatever reason, feel comfortable doing that, you can come directly to me. Just give me a call. But I will be talking about the hotline in just a moment, and that's another avenue that employees have if there is a concern.

>> SPEAKER: Thank you.

>> SPEAKER: Maybe I'm being pedantic, but you said that the board insisted that you have authority to go to outside counsel to proceed (indiscernible).

I did not see that in the charter. Am I overlooking that?

>> SPEAKER: No, you're not. That's one thing, in presenting to the board, that they asked me to add that I still need to add to the charter, so that will be added.

>> SPEAKER: As long as you're doing that, on page 1 under the
heading "Purpose," the last sentence, internal auditors concerned
with any phase of activity... (reading).

Is that management exclusively or does that include faculty and
staff?

>> SPEAKER: That includes faculty and staff, as well.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: I will do that. Thank you.

>> SPEAKER: Any more questions? Okay.

Gloria, thanks a lot for coming and seeing us.

>> SPEAKER: I also wanted to just briefly go over EthicsPoint,
which is the new compliance and ethics hotline that will be
implemented at the college. It will be going live on September 17.

EthicsPoint -- we have contracted with an outside firm, outside
firm, EthicsPoint, to manage the hotline. That will help to make
sure that reports entered into the system are completely
confidential.

So this is one way, if you have a concern, that you can
communicate that concern. What happens in the system is that when
someone -- let me back up here.

There are three ways to file a report. There will be a link on
the Intranet to the EthicsPoint site. You can also access
EthicsPoint directly from any computer that has an Internet
connection. So you don't have to go to the Pima Intranet to get the link. You can go there directly from the Internet. They also have a toll free number. There are three different ways that you can file a report.

Once the report comes in, the individual who is filing the report will get a report key. So you can remain anonymous if you choose. That report key -- you also establish a password. So your report key and your password you will use at a later date, about five to seven days, to go in and to check to see if there is any additional questions about the report you filed, what the status is, and those types of things.

Once the report is filed it will come to my office, and I will review that and then investigate it myself or disseminate it to the necessary party. There are several users we have identified that will be able to review reports and assist me in investigating those, and then through the system you can find out the status.

That's kind of EthicsPoint in a nutshell. Any questions about that?

>> SPEAKER: You said there were several users. Who are those?

>> SPEAKER: They're users from public safety, finance, human resources. There will be one from the provost's office.

That's it. Public safety, HR, provost's office, and human
resources.

>> SPEAKER: They have not been identified?

>> SPEAKER: Yes, they have. Yes, they have. I'm just -- I'm sorry -- do you want...

>> SPEAKER: I was just wondering who they were. Are they the administrators over those departments, or are they just some person in those departments? How do they choose? Seems like an extremely important position to be in.

>> SPEAKER: I work with the interim chancellor and also with the administrators over those areas that identify the appropriate person. In finance it is Diane Grouper (phonetic), and then she has a backup person. I'm sorry, I'm not remembering that name.

In HR it is Dorene Armstrong. And then (indiscernible). In public safety it is Stella Faye (phonetic) and Manny -- I'm not remembering his last name. I'm sorry. Amado (phonetic).

In the provost's, we still need to identify them.

>> SPEAKER: I'm not trying to be obtuse, but can you give maybe a couple of specific examples about what kinds of reports would be reported to the ethics hotline? Are you talking about suspected money mismanagement?

>> SPEAKER: It could be any kind of concern like that. If you have a concern of unethical behavior that you believe is going on, if
someone is not complying with a particular regulation, if you have a concern about fraud or theft, those are the types of concerns you can call the hotline.

I want to point out that with the avenues that have always been in place, if you have concerns, are still there, but if you choose to or want to remain anonymous, you can certainly file the report anonymously.

>> SPEAKER: Recently the college has had some issues hit the newspapers in a favorable light, and I know there are certain groups (indiscernible) that file Freedom of Information Act -- I think you must have it on speed dial or something. So if a person contacted this EthicsPoint, is this something that’s confidential, or can this be accessed through Freedom of Information? Should that concern employees?

>> SPEAKER: The information is confidential. And because all of these issues are being investigated, they will be confidential. What we will release is general information. So there were 10 complaints about this that were resolved. There were 20 complaints about this.

But specific names, if the employee leaves their name or any kind of personal identifiable information, will not be released at all.

>> SPEAKER: Back to the budget. If we have an ethics hotline, and one of the things that faculty staff and management can look for
(indiscernible) misuse of funds, would it, in your professional opinion, be easier to discover violations if there was (indiscernible) line-item budget so we would know a baseline of what to look for?

It would be pretty hard to uncover evidence of fraud and misuse of funds if you have no idea what kind of funds are available.

>> SPEAKER: Well, that would be one of the ways to do it. One of the things in terms of internal audit and accounting that you do is an analytical review. So you look at patterns and trends of the dollars and the finances from one period to the next.

So having an open line-item budget will help with that, but it won't necessarily capture everything because it may be...

>> SPEAKER: Right. I'm not talking from your point of view. I'm talking from, say, my point of view.

>> SPEAKER: Oh, I see.

>> SPEAKER: I can't think of a hypothetical, but if I know the budget is so many X dollars and I can see within my own discovery that there seems to be a lot more purchases and not budget justified, without knowing what that budget was to begin with, I would have no idea.

>> SPEAKER: May I address that?

>> SPEAKER: Sure.
Actually, in Dr. Miles' report, I don't know if she will be here tonight to give it, but there was something she was going to talk about and that's something that Joe is talking about, and that's making PCC documents available online, including the budgets, salaries. In November it will probably be up on the website.

So line item all the way through the college, right, like we used to have? That would be great.

Salaries.

Yeah, salaries and staff?

Uh-huh.

Great. Thank you.

I will say this: Because there is a difference between maybe what was budgeted and what was budgeted last year and the actual amount, of course, there may be reasons that that number is high or low. So looking at that number just by itself won't provide enough information. Looking at the reasons behind it, of course...

I understand. Just as a general principle, some idea where the funds are. There was a certain case that came up in the newspaper about a certain hire that had some questionable funds. That might have been very easy to discover if we can see a line-item...
budget that somebody might have caught quickly.

>> SPEAKER:  Right, it can give you an indication (indiscernible).

>> SPEAKER:  Thank you.

>> SPEAKER:  Any other questions?

Okay. Thank you very much.

>> SPEAKER:  Thank you, Gloria.

>> SPEAKER:  Hello. How’s everybody? How are your classes starting?

Well, I’m here to talk about SPGs, and I believe you received them as an attachment recently. I'm sorry I couldn't get them to you earlier, but they had to be reviewed cabinet, which met on Tuesday, so Wednesday I sent them over to Joe.

There are three of them. Just to reiterate, It's been reviewed by chancellor's cabinet. I presented it to staff council this morning and now this afternoon to you, faculty senate. Also, these will be posted on the website on Monday for 21 days.

So if any of you, if you need more time to look through them because I know they're pretty lengthy and would like to make comments, you can post them on the website starting Monday for 21 days.

SPG 1501/AD is basically replacing SPG 1501 -- SPG 3603/AA. So
that one is recommended for deletion once 1501/AD is approved.

Dr. Heather Tilson (phonetic) is here to address any questions
that you may have. She’s been working on this. Come up.

>> SPEAKER: Hi, everyone. In a nutshell, 1501/AD was looked at
to address the changes in the federal law in 2008 that was enacted in
2009 and also to address at the same time any changes to be made
internally as far as procedures or processes or possessions as far as
who is handling what.

That's in some rate describing the changes in the document.

Any questions?

>> SPEAKER: (Indiscernible.) We have some departmental
questions. One of them is (indiscernible), deaf or hard of hearing.

(Indiscernible.) Pima College language? Along those same lines,
page 1 of the definitions (indiscernible). Midway through, hearing
impairments has been stricken, but on page (indiscernible) we have
deaf or hard of hearing.

>> SPEAKER: Was that 6.1.1?

>> SPEAKER: Yes, ma’am.

>> SPEAKER: You know, that's a good catch. Those should be
consistent. Thank you.

>> SPEAKER: It does make a big difference to our department,
specifically.
>> SPEAKER: Thank you. Any other questions?

>> SPEAKER: It's again a department issue. When we're discussing reasonable accommodations for program (indiscernible) would require some perceptual (indiscernible), whatever the words.

We have had some problems with people coming to take these degree courses. We don't have special accommodations available. So I'm just wondering what it says a reasonable accommodation...

>> SPEAKER: Where is that, exactly?

>> SPEAKER: Well, it's peppered throughout. It's in several places. Right now I'd have to look at page 3, fifth paragraph down... (reading.) In order to accommodate hearing impairment or even visual impairment we need special Braille reading music machines and other kinds of -- sign language will not work for us, but yet Beethoven was a deaf composer.

>> SPEAKER: So your question is what is reasonable?

>> SPEAKER: Well, what is reasonable and what are we talking about when we were saying -- earlier it mentioned something about degree programs. It mentions math, and page 5, fifth paragraph down, visually impaired or blind, and it talks about appropriate testing for reading, writing, and math. Doesn't say anything about other courses.

The next paragraph under learning disabled, it also mentions reading, writing, and math.
>> SPEAKER: Well, in actuality, we're responsible for providing reasonable accommodation for any coursework.

>> SPEAKER: So can we strike those specifics?

>> SPEAKER: Let me follow up on that. Thank you. I don't know if that was intended to be generic language that was (indiscernible).

>> SPEAKER: Thank you so much.

>> SPEAKER: Absolutely.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: Well, it's ADA and 504.

>> SPEAKER: Just the section 504, not (indiscernible.)

>> SPEAKER: You mean as far as online? The process would be the same for all delivery modalities.

>> SPEAKER: Why is 508 (indiscernible)?

>> SPEAKER: Maybe it's something that can go to the offline, online (indiscernible) committee.

>> SPEAKER: I have a general request starting at (indiscernible) online, either drafts that are posted or already sent (indiscernible).

I know at the top of the ones that are already through there, sometimes references to either internal documents or state legislature that are related to the SPGs, although there are typewritten (indiscernible) there is no hyperlink to the Arizona
statutes that are being referred to.

I have a general request that any time that be referenced that
that be provided (indiscernible) statute.

>> SPEAKER:  Sure, and also for the federal (indiscernible) as
well. It's adjusted.

>> SPEAKER:  Sort of along that same line, before we talk about
striking language from this document or adding language, someone
needs to check the statute. I mean, it's not --

>> SPEAKER:  Yeah. I mean, that was one of the primary reasons
for changing the language was because of the change in legislation.
This has been through several iterations of legal review, as well.

Any other questions or comments about these?

>> SPEAKER:  On page 3, about the center, there is a section that
says on exclusions is... (reading).

I can understand the unreasonable danger part. There are some
people who have chronic pain conditions that are on prescribed opiate
drugs. We have quite a significant population of returning veterans
who are dealing with serious physical problems.

To me, substance user, I mean, there are many valid reasons why a
person needs something like a major painkiller to get through a day.
This doesn't say something like illegal drugs or anything like that.
That's not a clear statement.
SPEAKER: I believe this was lifted directly from the ADA, but I can go back and check. It certainly doesn't apply to someone that is on a pain management regimen, but I can certainly go back and ask our legal folks to look at that again.

SPEAKER: Thank you.

SPEAKER: Thanks, Rita.

SPEAKER: Just have a question. There was a time when due to a visual challenge a student requested that I take something out of my syllabus that required visual sight. More specifically, a video.

I'm not reading in here that accommodations can require an instructor to take something out of the course for the entire class.

Is that correct?

SPEAKER: You are correct. And, thank you, that's a very good point. There are three reasons that we are permitted by federal law to deny an accommodation request. No. 1 is safety and security. No. 2 is undue hardship on an institution, which I don't even know if any courts have upheld that. It has to be an extraordinary extreme situation. And No. 3 is a fundamental alteration to the curriculum.

If that request would fundamentally alter your curriculum, then we have basis to deny the accommodation. That being said, we would never look at that as a yes/no situation. If you received a request that you didn't feel comfortable with, that you thought was a
fundamental alteration, then please -- you know, work with the DSR office and the DSR professionals at your campus, because there is a lot of analysis that needs to go into that request.

There are certain questions that we will want to ask the faculty in regards to -- well, there are real questions for it with the office of civil rights that they want to ask you to get a comprehensive review to determine indeed it was a fundamental alteration.

We don't take it lightly and just don't shut down a student. We never want to do that. We want to keep the discussion going.

>> SPEAKER: Along those lines, then, my question would be: If accommodations required a DSR student to have a fundamental assignment difference because of visual or hearing challenge, can that be challenged, then?

In other words, if we're going to make the accommodations for a student, and that student's course then changes somewhat, can that require that the whole course change to fit that student's desire to be to fit in, in other words, have everything the same.

>> SPEAKER: I wish I could give you a yes-or-no answer to that, but I can't. It's our obligation to do everything we possibly can to make sure the student has access to the content. That's what we always strive to do.
What this means to me is that this is supposed to be an integrated setting, and if a student is requiring something different, then that is a fundamental course curriculum change.

>> SPEAKER: Well, like I said, it's such a general question, I can't give a yes-or-no answer. We have to look at all the requests that come to us unless it's cookie-cutter, like a note-taker or extended test time, we have to do an analysis.

Like I said, if it's decided and the faculty group gives feedback to DSR and it appears to be a fundamental change, then we're not required to do it. But we do have to go through that analysis phase, and it just depends on the case-by-case situation.

>> SPEAKER: I'd like to give you all credit for maybe having addressed a concern in here -- and I have to be honest; I did not get all the way through this document before arriving. I had a big stack of papers.

>> SPEAKER: Well, you have 21 days. (Laughter.)

>> SPEAKER: Well, but I want to alert you about a concern that's been ongoing for years, maybe decades. That concern involves access of the DSR specialists to, say, like the MyPima website that professors use. So professor does hundreds of hours of work, create course materials, uploads them to provide access to all enrolled
students only to have the live students, DSR specialists, write them
e-mail after e-mail after e-mail, now can we have this document from
you, personally taking your time to e-mail this because the DSR
specialists are barred from acts because...

>> SPEAKER: We changed that.

>> SPEAKER: You changed it?

>> SPEAKER: Yes, we changed it. Do you know who (indiscernible)
is? All the specialist has to do is send her a request and they get
access.

(Appause.)


>> SPEAKER: One more, copyright. This one was a complete
rewrite. Dr. Wyatt (phonetic) happens to be here, and if you have
any questions, perhaps he can address them because the copyright
scanning committee had a lot to do with this, too.

I know it's a lengthy one. Maybe you haven't had a chance to
read it through. We have 21 days, but if anything jumps out right
now, maybe you can address this to Dr. Wyatt.

>> SPEAKER: (Indiscernible.)

>> SPEAKER: (Indiscernible.)

>> SPEAKER: I don't have the list, but it is posted online.

It's been revised and updated. Actually, we're still updating it
some because of new retirements that have been announced, but it is online.

The structure, the committee structure document, all the standing committees should be updated now. If you want, I can send you the link or send you all the links to send to you guys.

>> SPEAKER: We were busy last night. Reading this document, some of the concerns from our area was when students break the copyright law even if we tell them not to.

The documents seem to be a little overprotective of the college, but it kind of leaves the faculty out in the open from that. We were asking if the school could issue some sort of a preemptive statement (indiscernible).

>> SPEAKER: What do you think, Dr. (indiscernible)?

>> SPEAKER: I think that’s a good idea. There are some statements (indiscernible). Some of that information is from that. The bills were all reviewed by (indiscernible).

>> SPEAKER: (Indiscernible.)

>> SPEAKER: I have noted it here. Great suggestion.

Anything else? It’s good to see everybody. Another question.

>> SPEAKER: Are there any adjunct faculty on the committee? Because we face the same issues as far as copyright.

>> SPEAKER: The standing committees, from what I understand, is
faculty representation. We do have some adjunct faculty representatives. I think David Crier (phonetic) is on one of the committees.

It's not unusual, but I talked to Dr. Miles about it, and she said if adjunct faculty would like to participate in standing committees, they can be offered a supplemental wage, hourly wage, for committee work.

But all the assignments have been done. But if you're interested, you can send me an e-mail and I can put you on like a waiting list. If you indicate an interest in which particular standing committee you'd like to participate in -- if somebody, for some reason for personal reasons, cannot fulfill their term, we can look to you as a replacement.

>> SPEAKER: Social services. I just want to congratulate you on the effort that the college is making on, including faculty. On some of those committees, I personally was the only faculty participating with the DSR review, department review, and precisely (indiscernible) was one that was established.

I hope that in the feature they will not have (indiscernible) by working together we were able to understand that issues coming from the students, coming from the staff become (indiscernible).

So thank you.
>> SPEAKER: Just one question on page 3, it says in paragraph 3... (reading).

I was just wondering what are those depositories?

(Indiscernible).

Do you know what those two depositories refer to?

>> SPEAKER: I don't, but perhaps Dr. Wyatt does.

>> SPEAKER: There will be links to them. I'm not sure which link you're referring to. I apologize. But all of those, there were some materials, resources, that had links to them. I think that's unopposed. We can provide those.

>> SPEAKER: All I'm saying is the sentence, in its totality, if you want material... (reading.)

Then it says... (reading), et cetera, et cetera.

>> SPEAKER: It's unclear...

>> SPEAKER: (Indiscernible.)

>> SPEAKER: I'll double-check.

>> SPEAKER: Thank you.

>> SPEAKER: I noted it, too.

>> SPEAKER: I was thinking we can go to other (indiscernible.)

>> SPEAKER: They're just recommendations.

Okay. Thank you very much. Nice to see everybody.

>> SPEAKER: 5.3. (Reading.)
This one came up as a result of the fact that our charter is a little vague in terms of what kind of business we conduct, et cetera.

Currently on 7E, (reading). F, (reading).

The issue that came up was we were having essentially business come through in the open forum. We didn't have really enough time to digest the material. Then we were forced to consider things on the spot. So we tried to clarify our charter.

There is some new language that's here. The new section 7G, (reading).

The new 7H would read, (reading).

So basically what we have done is divide it up, made it clear exactly what is going to occur in a business session. There was a good point made, something to come up with in an emergency. That last clause in sections 7G, upon request... (reading).

It meets the condition that if we were pressed into some situation (indiscernible) we could waive the rules and consider business.

So that's the context of those charter changes. With that I'd like for a motion to approve.

>> SPEAKER: I move.

>> SPEAKER: Second?

>> SPEAKER: Second.
>> SPEAKER: Discussion?

>> SPEAKER: I'm a little concerned about unanimous consent of
the senate, because that's an extremely restrictive kind of a
standard for this kind of group.

Would you be comfortable with a three-quarter majority as opposed
to unanimous? Unanimous is pretty extreme.

>> SPEAKER: Can you address that?

>> SPEAKER: Yes, I was the one who suggested that, and I was
taking it from the United States Senate rules in which it regularly
does business under suspension of the rules (indiscernible).

The idea is if we are -- what we're planning to avoid here is we
really don't want to conduct business in the open forum.

(Indiscernible.) However, we wanted to have an opportunity to
address something if a motion is needed. Sometimes circumstances
will arise where the senate really wants to take action on something
and cannot wait.

By having this unanimous consent requirement, we're saying that
this would be limited where nobody would really object to doing
service this way.

People extended common courtesy to their fellow senators. Just
like they do in the United States Senate would not likely object, you
know, would not likely raise an objection. But it's with the
understanding that if anybody is uncomfortable doing business in that way during the open forum, then yes, actually a single senator can raise an objection would be sufficient.

I think that's -- like I said, it doesn't keep the senate, United States Senate, from using that procedure all the time.

(Indiscernible.) Courtesy to other senators.

We have considered either -- you know, the initial language was what it said in the initial e-mail. Initial language was no exceptions.

Then the question was raised, well, there may be circumstances (indiscernible) where there is unanimous agreement where you need to do something (indiscernible).

That's why I suggested this as a compromise language. But if anybody feels that that is warranted, opening it up for motions, (indiscernible) as long as everybody else agrees with that.

>> SPEAKER: What if you worded it something like the restriction can be waived based on the majority vote of those present in the senate? Because unanimous consent basically says anybody that is a senator who is not here (indiscernible). That's not the way it works, but...

>> SPEAKER: Unanimous consent is always those in attendance.

>> SPEAKER: Doesn't say that.
>> SPEAKER: That's always what it means.

>> SPEAKER: We don't all have your political science background.

>> SPEAKER: Unanimous consent doesn't mean (indiscernible.) It just means basically any objections. (Indiscernible.)

>> SPEAKER: Keep in mind all it says is it identifies where the business session ends, what can occur in the business session, and its effect has an escape clause that is repressed that we can do business outside of the business session. That's all that...

>> SPEAKER: Point of clarification. The current charter already has a section 7G.

>> SPEAKER: Yeah, this will replace it.

>> SPEAKER: So then what would you do with the current section 7G which says that senators... (reading).

>> SPEAKER: Just renumber it.

>> SPEAKER: They can renumber it.

>> SPEAKER: Okay. Then you move on to H. Talks about open forum.

>> SPEAKER: You're not striking G?

>> SPEAKER: That's what...

>> SPEAKER: What would be G, what would be H, and then there would be an I?

>> SPEAKER: That's what it says.
>> SPEAKER: Deals with executive sessions.

>> SPEAKER: Thank you.

>> SPEAKER: I actually am in favor of the unanimous agreement.

I think that to take action on something that we have only just heard for the first time in open forum is problematic, and I think doing that should be very rare and should be prior (indiscernible) uncomfortable, maybe they feel like they need to look at some more and do more research.

I actually think that unanimous (indiscernible) is appropriate.

I think also it's appropriate that after somebody (indiscernible) can remove that... (indiscernible).

>> SPEAKER: This had been included in my e-mail but outside the quotation marks so it's not reproduced here. If it makes people more comfortable, we could put in parentheses after the word "send" that if no senator present objects, i.e., if no senator present objects. Parentheses. We could add that.

>> SPEAKER: We have a motion on the floor. Can't really include that in this language. I was looking at different charters. Some had in effect a senate bylaws that flushed out their charter, and that might be appropriate for (indiscernible). It could be something we could go back to refer to.

I think why don't we look into doing that because we won't be
restricted to a charter change at that point.

Any other comments?

>> SPEAKER: I'm absolutely confused by this phrase "in this particular instance." I really don't know what that's referring to.

>> SPEAKER: That means there is a point of exception, that the quarrel to waive the rule, it's only in that particular instance. It doesn't continue to the future. Make sense?

>> SPEAKER: (Indiscernible) some particular instance.

>> SPEAKER: That's not going to work. We're talking about a rule change for a particular event.

>> SPEAKER: I withdraw my objection.

>> SPEAKER: We had an instance years ago, all three of us, where we had faculty council issues (indiscernible). We could deal with that situation in executive session. We could suspend the rules and deal with that.

That's all that implies. He said that second clause is the escape clause. So we identify (indiscernible) that's so hot that we want to suspend the rules, we may. That doesn't mean (indiscernible) open forum, in that session. That's always going to be available.

That's all that means.

The second portion, 7H clear? Pretty much what we do now is just a little bit differently.
All in favor of changing the charter and adopting the new language, say aye.

(Ayes.)

>> SPEAKER: Opposed?

(No response.)

>> SPEAKER: Sustained. Thank you very much.

Let's go on to PCCEA report.

>> SPEAKER: Representing PCCEA. I hope you were all happy when you got that letter that said last year your contract was this, but this year it's going to be this big, remember? Wasn't that awesome? Whoo.

But we were very pleased to get a (indiscernible) schedule, but as I mentioned before, that means that the steps held in abeyance have been used up. So everybody needs to do a step plan so I can christen this month, Steptember. This is Steptember, people.

>> SPEAKER: Administrative appointments (indiscernible).

>> SPEAKER: We did have questions on this, and you want to just answer that? Because you already answered it in an e-mail.

>> SPEAKER: The answer is if -- let me just give you the two options. If you are original position, the position -- so if you're a staff person who is now faculty, then definitely do a step plan because that plan will (indiscernible) when you return to your
If you were an employee that didn't have step plans, like a temporary staff person and or an adjunct faculty and now you're faculty, there is no reason to do the step plan because when you go back to the original position it's not -- you don't have steps.

So it depends... (indiscernible.)

>> SPEAKER: (Indiscernible.)

>> SPEAKER: If that person gets hired, they will be hired based on policy on where they should be placed on the schedule in terms of education and experience, and so whether they have a step plan or not it's not going to -- that's how they (indiscernible.)

>> SPEAKER: We'd also had a question about people in an acting position. You should do the step plan for the group that you're acting within, and if you say act for a certain specified amount of time in one position and then return to your base position, if you're granted a step in this other category, you'll still have that step when you come back to faculty or staff, whichever your home base position is.

So if you're acting but you're a permanent full-time regular employee, yes, do the step plan for the group that you're acting within.

Did I say that right?
Okay. As I believe I may have mentioned before, there are two important task forces that we need to have during this semester, because we will need information to be brought to us for next spring’s meet and confer session. Last year there was a task force on open labs, and there was a lot of information, a lot of good development there.

We realize that the college does not have a very firm grasp on internship programs, how they're loaded and what exactly they are, and basically we don't have it written down.

So there will be an internship task force, and I personally don't know every single academic program in the college that has an internship program.

But if you have a program that uses internships, please let me know if somebody would like to serve on this task force to develop some language. We do have a written charge that we develop through meet and confer I can send to you.

The other one is that the department chair task force, for those of you who are department chairs and you know how hard it is, right, and how complex the different department chair jobs are at Pima College, contact Joe Leblua (phonetic) if you're interested in revising that department chair language, looking at definition, the whole nine yards. It's really quite a complex thing.
It's important to use task forces to feed into meet and confer, because there are some things that are highly specialized to certain programs and that are actually pretty darn complicated. There's no way that the whole team of the board's management team and the faculty PCCEA team can iron it out completely at the table with everything that we work on through that season.

So we sincerely rely on hard-working task forces to get us some nitty-gritty that we can then bring in and bring into our formal language. That's kind of our process.

>> SPEAKER: Is that something that we should bring to faculty chairs on our campus or just senate faculty chair?

>> SPEAKER: It's all faculty. Participation and task forces is open to all faculty, absolutely.

If you’d like to encourage people on your campus to get involved in one that they have concerns on would have that information for, that would be wonderful.

>> SPEAKER: This is just an FYI. If anybody who supervises internships or may be getting into that business and hasn't been doing them, I have been doing it for years. We had a change in our division office and a new person coming in didn't know that -- I didn't know that either -- (indiscernible) -- Banner (phonetic) was wrongly configured for internship. (Indiscernible.)
It hadn't been a problem for me because previous people had always fixed it so it didn't come to my attention. This summer I had two interns. That should have been .4 load hours at .2 each. I noticed something was wrong with my [indiscernible].

So I followed up and said something here doesn't seem right. By the time they figured out what it was and was wrong, my second page had already been generated and I had to, which I immediately did, paid back more than $3,000.

Then for my fall semester, I got an e-mail saying, oh, you're at 35 load hours. Which courses don't you want to teach? Which one should be canceled? I immediately said, no, no, no, it's that Banner thing again. Sure enough, my internship class had been loaded at 10.5 load hours again.

I heard they're looking into it and going to fix it. I was told this is a standard default program in Banner for internships. It didn't come to my attention over the summer but apparently because they had been always been caught by somebody in the division.

I just want to make sure that is addressed.

>> SPEAKER: Who should this problem be referred to?

>> SPEAKER: What problem? (Laughter.)

>> SPEAKER: It's been referred.

>> SPEAKER: Okay. We'll call that referred. That was quick.
>> SPEAKER: I always wanted to say that. (Laughter.)

>> SPEAKER: Lastly, I'd like to just say something that very
much touched me, watching, you know, the recent political issues.

Dr. Jill (indiscernible) gave a talk and spoke about being a
community college teacher.

At one point she kind of choked me up. She said, being a teacher
is not just what I do; it's who I am.

When I look at all of you, that phrase rings so true. You're
awesome, all of you.

>> SPEAKER: Normally we wouldn't have a report this time of
year, but the Board of Governors have been busy and they have us busy
again on a Friday night.

The Board of Governors has met twice since our last meeting.
They have done several things with regard to the chancellor search.
I encourage you all to check the website on the chancellor search.

On August 27 they voted unanimously to set August 28 at 5:00 p.m.
as the deadline for the public to submit nominations for the advisory
committee that will help the board in its search for the new
chancellor.

The board had deliberations over what qualities they desired in a
chancellor. The discussion included many, many things. I'll list a
few here but there were more: Someone who could grow support for the
college and the community and regional districts, be aware of the
state of our state, balance resources with needs, deal with
compensation issues, create relationships with the legislature, be
interested in curriculum, innovate and be flexible, work with other
institutions, learn the Tucson way and adjust to being in Tucson,
commitment to academic excellence, balance, access to college or
resources, strengthen ties with K12 and the university. That's just
a very short laundry list of many of the things they went over.

There was some comments from the audience, one of which was they
wanted somebody to help heal the college. They talked about the
committee composition for this search. It was discussed. They
battered around several numbers. It landed that night around 25.

The composition of that 25, the percentage between internal and
external was discussed and when to appoint those individuals.

They asked for names of individuals for the advisory search
committee as well as constituent groups that should be represented,
and they did say that people could nominate themselves.

They also wanted to make sure that there was representatives from
all areas of PCC, including students. They voted unanimously to set
Friday, August 31st, at 5:00 p.m. as the deadline for the public to
offer its insights into the challenges PCC is likely to face over the
next few years.
That meeting was also attended by Elizabeth Rocklin who is part of R.H. Perry & Associates, which was the executive search firm that was hired by the board to assist in the search.

Then on August 27, the board unanimously approved a plan for selecting faculty, staff, and administrators to serve on the search advisory committee that will assist the board as it hires a new chancellor.

At this meeting the board also approved the composition of the internal and external search advisory committee. They named the co-chairs of the committee. The co-chairs will be David Longoria and Dr. Brenda Even.

Chairperson Stewart asked for the different college groups to suggest two people to serve on the committee. Once those people were suggested, then the board would consider both names and choose one of them.

Those groups that they asked to submit the names were PCCEA, faculty senate, adjunct faculty, AFSCME, ASIS, and staff council.

There will be a student representative to serve on the committee. Chairperson Stewart announced the timeline for the selection and the steps that are to take place with the selection of the chancellor.

They unanimously approved a timeline targeting the February/March 2013 for the selection period, July 2013 for the new chancellor to
begin work at PCC.

As you guys know, Faculty Senate did put forward two names. The board also asked the public to nominate members of the community to serve on the committee, and there will be a special meeting scheduled for tonight at 6:45. I believe it's 6:45. It's in the community room at the district office in which I assume -- I believe they are going to name those people.

The next meeting, the official next meeting, will be on September 12. That will take place at West Campus.

That concludes my report. Are there any questions?

Thank you.

>> SPEAKER: Good afternoon, and thank you. Three items that I'd like to bring to your attention. Just a frame of reference for things that are going to be happening over the course of this.

Several months and possibly longer, one item that I will share with you is that the online standing committee is scheduled to meet for the first time next Friday at 1:00, and I know there is some pressure to address some housekeeping things on B12 (phonetic) (indiscernible) and all those things are going to be on the agenda.

However, I wanted to set a bit of context so that you know we may have to back up and take a look at some broader issues relating to online education in light of how a higher learning commission, as an
accrediting body, is looking at online education.

One of the things that factors in for us is the HLC has identified four categories of authorization for online education.

The lowest level is (indiscernible) because you haven't demonstrated that you have the resources in place to offer distance education. The next level is 5%. Okay, we're going to let you test the waters a little bit to get a track record in place so that we're comfortable that you know what you're doing, you have the resources, and you're ready to advance.

The third category is 20%. That's the category that we're in. You need to know that the HLC got to a point because distance education has gotten to be such a big part of what's happening in the higher education landscape, and there is a lot of -- you read the paper. You know some of the issues out there regarding online education. They had to come up with a framework. This is the framework that they put in place. It's not something we did. It's basically a framework that they're using.

When they looked at where Pima Community College was in terms of offering, they said based on the volume that you have, it appears that the 20% category is appropriate for what you're doing.

However, right about the same time, they were looking at their definitions of what online programs were. I think to many of us, we
would identify an online program as a course of studies in which every single course is available and the student would take every single course in an online format.

And certainly it is. That is truly an online program. However, the definition that they have put in place and one that as an accredited institution with a higher learning commission, their rules apply to us says that if a student can take 50% or more of their courses for a program of study, whatever that might be, in an online format, you have a de facto online program.

So we may have not requested we have an online program you, but according to their definition, we do. One of the things we need to do is a bit of an inventory to see where does that put us? What does that do to our 20% threshold? Are we close? Do we have some wiggle room? Is it going to be a while before we get to that point?

But we do want to have a baseline in place so that there are some things -- we need to have that framework and that context as this committee moves forward.

Another wildcard gets in there that I just want you to put that on your radar is that hybrid courses count in those calculations. We may not have a student saying that I'm taking an online course, but theoretically -- I don't think we're at that point -- but
theoretically, if a student were to take all of their courses in a hybrid format and put them over that 50% mark, if within that course we said this course is 60% hybrid, this course is 60% hybrid, and this is 40 and this is 30, but collectively, if they went over that 50% threshold, that student, again, de facto, has completed an online program in terms of their definition. Not our definition, but the definition that's being used.

What I'm saying is that we need the inventory. It's a little bit more complex than I think we had originally thought, so that framework is something that we want to work on and we need to do some contextual things thinking a little bit at a higher level than just coming right down to perhaps which features that we want to turn on on (indiscernible) right away.

I want to share that with you, because that is going to have an impact on the work that that committee is going to be doing.

>> SPEAKER: I'm wondering, in defining an online program, maybe it has nothing to do the public, but if one were to advertise a program is an online program, the public out there may have a totally different understanding of what it is they may sign up, thinking you're doing an online program and find out that 40 or 50% of it is actually in the classroom.

>> SPEAKER: Exactly. Those are the kinds of things that we want
to have some conversations about.

The other part that I didn't touch on but I will just alert you to it, if you advertise the program as being online, not only do you have to accommodate what is the public's perception, but it also triggers what kinds of resources do you have in place? Can you provide all of your library services online? Can you provide tutoring online? Can you provide advising online?

So as you might have gathered, it's somewhat complex. We're going to take a look at those types of things.

The second item I wanted to share with you is regarding the HLC monitoring report. I'm assuming you know we have a report due to the higher learning commission on January 15 regarding the assessment of student learning, SLOs, student learning outcomes. That is progressing.

We are working on a second version of a draft. We would fully intend to have that completed in plenty of time, hopefully by the end of this semester. Certainly I'm not at all concerned that we will have that done by the time early January rolls around.

What I would ask is that one of the things we want to do obviously is to document the good work that's been done. A lot of good work is in place, but we're still not quite at the point that I think the reviewers might have hoped that we would have been in terms
of closing the loop.

The reason I mention that, anything that we might be able to do to make sure that requests for student learning outcome data are in to us by the end of the semester would really help us include it in the report.

So if you are at a point where SLO data is requested -- anything you might be able to do to help us make sure it gets in by the end of the semester will help us make sure it gets included in the monitoring report. We want to document all of the good work that's been done.

So monitoring report is on schedule. We're also working on some ongoing reporting, new site locations for -- I can't remember the official name. I just call it the former Roberts (phonetic) School right now. We are putting together reports so that we'll have that in place by the time we actually start moving programs and courses, whatever it might be out there. That site will be approved, and we're moving along with that.

There is a lot more documentation than we have had to report in the past. So we're looking at making sure that all of our documents and reports are completed in a timely fashion.

The third thing I would share with you is we are planning for the speaker series for this year. I understand that's been
partnershiped with the Faculty Senate. We hope you're interested in continuing a partnership. I have had some interest from some faculty members that have advanced some proposals, so that's ready to go. I'm not sure if any action needs to be taken, but it's been proposed.

Any questions?

>> SPEAKER: You mentioned the (indiscernible) earlier. I'm not sure if that comes out of your office or not, but if it does, would you consider adding a few more bridge trainings? Because I know there are a bunch of faculty that are (indiscernible) bridge training has gone the way (indiscernible) or testing out of it is available?

If that is something that is under your purview, maybe if you would consider adding more bridge training.

>> SPEAKER: Okay. I'll see what I can do.

>> SPEAKER: You can pass that on to the acting president at community.

>> SPEAKER: Anything else? Thank you.

>> SPEAKER: It's good to see you. I went up this morning to Phoenix, and it was a torrential downpour from Marana to Phoenix, so it was, please get me back. It was bright and sunny on the way back.

I have 12 items. Some of them are very quick. Then I will take questions afterwards so that we can get through them all.

I didn't mean to be flippant with the Banner situation and the
internships. I actually thought that that had been taken care of several years ago. I think Jenny Scott can help follow up on that.

The first one, this is more of a statement to you and a reminder to all of you. It's always been the fact that things like curriculum and placement, compass and where you want students placed has always been in the hands of the faculty. That is not going to change.

We would like to even strengthen that. I know the new provost wants to strengthen that. We will try and put the standing committee together as mentioned (indiscernible) curriculum issues. So I wanted you to know that we stand by that, that the things in the college that are faculty driven, we are always going to support that. I'm certain your new chancellor is, also. I just wanted you to keep that in mind.

I know that we asked for a little slowdown on the admissions standards that I spoke to you about last time, a few pilots, but we have -- after this year we are moving ahead with the standard practice guide unless you or the faculty at large think there should be changes. But again, that is faculty driven and will remain faculty driven.

Second item, and actually I ask -- the next couple are kind of works in progress. I talked to your president about it. The next one is I wish you could help us out for what happens in a summer when
you’re gone. So is there a chance that you could consider putting
together some type of entity or forming some type of group that would
be available to us or to your district administration when things
come up to us in the community?

Because unlike U of A, we really are the community’s college. So
things do happen in the summer, and we need advice about those
things.

So I’m not saying this will happen. I just asked Joe if you
could discuss in here, you’re the major governance body for faculty,
and come back to me at some point maybe in the spring if you don’t
want to do it or if you think there is a way to do it, and there can
be representatives from your group from each of the campuses that are
available to us for some feedback. Obviously we would pay for that
during summer if you’re off contract. But could you just explore
that?

Third item, and Delores said she had mentioned it before I came
in, but we are trying to make certain documents much more accessible
from our home page. Two of the major ones that we have been working
on -- and I say "we." I got David (indiscernible) to look at this.

I asked him last spring to look at it. Remember if you were
interested in someone’s salary, those of us who have been there, we’d
go to the library, ask for this huge notebook and we go to the salary
and see who's who. You know, we are a public entity.

That is a little hidden I think for us and for our citizens. So we are putting that online. It should be online by the first week in November.

The other document we're trying to make much more accessible is our budget, our overall budget of the college. Again, we're a public entity. So somebody should be able to come in and not have to jump through many hoops to see what is our budget.

It was Rob, was it you, who wanted more detail in the budget, and that's what they're working on, not a just a general, a breakdown what it's used for.

You should see those available to you and to the public that first week in November. I'll keep you posted on that if there is a delay. There should not be a delay.

Fourth item we're looking at, that is the committee structure, the standing committee structure. If you recall eight years ago or so, we had, before the standing committee and the working group's structure was put into place, as provost I was asked to look at all of the different committees. I know some of you remember this because you were coming in for collegial conferences and you listed a committee you were on, but in fact they hadn't met for several years, but you hadn't been notified about that and you were still thinking
it was there.

With that said, I do think it's a good time to look at the standing committees right now. I think overall it's a pretty sound group. We have added the (indiscernible). We've added general education.

But the terms of the staff and faculty on those committees, we would like to take a look at, and also get your insights on that. Delores is looking at that. And specifically, should the terms be a little longer for consistency and also for history of knowing what's going on in those committees.

Are they two and three now? Two and three now. We do think that there should be still a staggered organization of it so that when someone leaves there is still someone there that's been on.

If you can think through that and leave us any suggestions, that would be helpful. Again, Delores will update you. This isn't anything that's going to happen overnight. We just want to talk through it this year.

Fifth item is as you probably opened your newspapers one day and were shocked to see, we did have and we are responding to two complaints that came to higher learning. I want to go into those complaints.

One was an anonymous short letter allegedly by some employees,
and that came to the commission -- I think it was in early May of last year. If you recall, there was a lot of confusion going on in early May about the previous chancellor, Dr. Flores, how long he was staying, et cetera, et cetera.

Then there was a second complaint. This is from the group Seafare (phonetic). They are a group of about officially 30 and 40 members of the community. They're new. They developed over this past year. Not so much with Pima, but they're very passionate about some other issues and some having to do with TUSD.

They sent a letter, and then they sent a document that was probably about two to three inches thick. What that was was copies of blogs and articles from the newspaper and letters and comments from the Internet.

So we were asked to respond to those. I do want to tell you one of the bloggers had officially apologized to me and took down the blogs. I didn't mention that to the higher learning commission, but the fact they said was still that someone had copied these blogs.

Somebody wanted us to respond to those.

So it did take several weeks for us to think of how to respond. One thing I thought was the most efficient way was to divide the attachment that you saw or you will see because it will be on our site, and I will tell you when, is into topics. So the topics that
you see in the attachment are really how we divided up the two complaints, the one short one but then the larger one that addressed so many issues.

The only extra topic that we added -- and I felt we should do this. I had been, by the way, had been updating the higher learning commission face to face when I went to their conference and over the phone because they had seen things here, and I was saying, this is the climate we're working in now, et cetera. We are fixing things, we have our faults, but we're fixing things.

The one thing I did ask was the heading on admissions, the admissions standards. That was not really in the two complaints, but I felt that had been part of so much, and it was actually alluded to in the documents that Seafare had sent to them.

So what we had decided to do, there were eight different people who put the letter together. The letter is from me. I actually got wind of it when I was in Argentina. So I called my staff and I said, you know, we need to start working on this. That's when I said, let's break this out. Could you begin breaking it out into topics?

So then I returned, and I spent about seven or eight days drafting the letter. I also got six other people to take a look at it, three internally, and I had people externally. They're not from the state, they're not from the college, they're retired, they worked
at the higher learning commission, and they worked with the higher learning commission.

So I wanted to give you a little bit of insight. There were several things to think about, and one is do you name your critics? There were, you know, name them, let’s say who they are.

I didn't think I should sink to that level. Even though the critics are, you know, out there with my name and other names, you know, you just go, okay, how would you like to be treated?

That is why I didn't name the particular critics that I had to address because their documents were in the Seafare packet.

What we are going to do, another decision was do we put this out here right away?

We felt, no, we don't. I got insights from especially one person who worked at the higher learning commission, don't put anything out on your website until you have a full picture.

We still do not have a full picture. What we will ultimately do is in our accreditation web page, we will put the complaints, we will put the letter that we got from the higher learning commission, we will put our response, we will put any follow-up that may happen, and we don't know that yet. Then we will put the final response from the higher learning commission.

So I will take questions on that after I get through a few
things. I just wanted you to have some insights.

No. 6, in developing a new two-year plan, and we are going to go ahead with the development of 2013 through '15 plan, but we're reducing the number of initiatives. We think that's appropriate with this transition and leadership.

So the early draft of the plan has three initiatives: One is facilities master plan, two is accreditation/academics, three is transition of the new chancellor to the college and to the community.

So there has been early work done by the college planning members, committee members. We're taking this out to the public, probably six different workshops. Not here at the college. We're going out to the neighborhoods. That will happen in September and October to get their insights on the plan. We'll then get insights from the board probably in early October -- late October/early November. Then we'll come to you and all of our employees in January and February with drafts.

This is a little more comprehensive than we have done in the past. I do think this is the best way to handle the development of a plan. It's not one person's plan. It's the college's, all of our plan, and our community's.

So we will keep you abreast of all of those things. We will let you know when forums are going to take place to the public. We are
actually paying The Star for an ad.

That ad will be a list of all of the forums for the public that will take place. We're trying to get into neighborhoods, libraries.

South Tucson has a community room, and they have offered it up to us.

Those are the places we're going to go. You're welcome to attend.

They are focused on the public. It's not a talk at you. We want them to give us insights, so it's not going to be talking heads. We want to dialogue with them.

7, and actually Kim Lisa did touch on this, and you know I'm not involved in a search for your new chancellor, but there is tonight, 6:45 p.m., where we're thinking that it's going to be announced who the search committee members are. But you certainly can go to our website. (Indiscernible) and his team are giving regular updates on that link that's very prominent from our home page for the chancellor search.

By the way, you could have a chancellor as early as February or March. If you identify somebody who wants to get out of a contract or it's easy, they're not in a contract, they may want to start as early as February and March.

No. 8 has to do with the statewide president's council that I have been participating in. We hadn't been participating in it for several years.
I want to tell you something. It's very early in the process, but those of you know, several years ago we used to have a state ward to represent all community colleges in the state. It was done away with. Then we worked on our own. You know, it really sends mixed messages to our legislators, which isn't hard to do. (Laughter.)

But what we're looking at now is an entity or a person. They don't know what it's going to be titled, but it could be an executive director for community colleges statewide.

That person might be (indiscernible) Maricopa. The funding mechanism for that would be based on our enrollments. So the enrollment formulas would be charged a certain amount to pay for that who want to be part of that or have that person represent us.

I'm telling you this very early, because this is something that ultimately the board would need to vote on to see if we want to participate in this, but I do think it's a good sign statewide that the community colleges do want to collaborate.

No. 9, Southern Arizona leadership council, and I have been representing you on that for many months now. They have taken several positions on key propositions that I think would be of interest to you. Rather than go over those now, if you go to the Southern Arizona Leadership Council dot.org site, you can read through the propositions. They give you the pros and cons, which is
very interesting, and then what they decided to vote for or advocate for.

No. 10 is very quick also. You might want to go to the mayor's website. He's been actively involved, he and his team, promoting proposition 409. That's on his website. There are three different documents, an explanation of it, and then a question/answer type scenario about the proposition, which is very, very helpful.

11 is kind of a fun one. We, as you know, there has been Rio Nuevo (phonetic). Some people say it now and you don't want to say it, but it's been a great big change in the leadership there, and I think it's a positive move for Tucson. But I will tell you they have about six months to prove to Phoenix that in fact we should still be getting funding for Rio Nuevo.

My husband and I went. We went to a bed and breakfast on Sunday night, went down Royal Elizabeth, had dinner at (indiscernible), went over to another restaurant that just opened up, played a dice game, went over to the Hub and had ice cream, then went over to Hotel Congress for (indiscernible) and the local bands that were playing.

So I just say, think about doing that. If you don't want to stay overnight, don't forget about downtown. There is a lot of new restaurants. It can be frustrating getting around if you're driving. That's why you want to park and walk.
But we really, as a college, should help promote downtown and the success of it. U of A has a small presence there, and we have been approached about Pima having a presence more in the center of downtown.

We are exploring that. If that happens, it will probably be something that operates out of the community campus. It might just be maybe one of our counselors or an advisor, et cetera, going over to the place that U of A already has but stepping up and giving information to the public about Pima Community College. So we'll keep you posted on that, too.

And the last one, maybe you have mentioned it already. It's just a sad note, Paul Welsh last his wife of many years last week. He's such a dear man and has done so much for the college, as did she. There is a viewing tonight at 6:00, and then a mass tomorrow at 10:00. There is information in the paper about that.

So with that, if you have any questions about these items or anything else, I'd be happy to address them.

>> SPEAKER: Thank you. I felt like a student taking notes.

>> SPEAKER: I'm sorry it was so long.

>> SPEAKER: On No. 8, statewide representative and depending on, did you say, enrollment?

>> SPEAKER: Well, the funding for it. That's what usually
happens when we're part of the statewide group. It's an enrollment formula...

>> SPEAKER: Would that person represent us at the state legislature, or...

>> SPEAKER: Yes, sign in as a lobbyist but would represent the community colleges collectively. We would still have Michael Rossy (phonetic) who has spoken to you who does a beautiful job. We would still have him as our official lobbyist up there.

>> SPEAKER: On item No. 2, about the over the summer, can that be online available?

>> SPEAKER: Yes.

>> SPEAKER: Thanks a lot for following through on the open budget. I hope that's going to make a lot of difference in our transparency, et cetera.

>> SPEAKER: Thanks for the hint on being more specific about it, too.

>> SPEAKER: The budget for year before Jeff (indiscernible) arrived, or whenever (indiscernible).

>> SPEAKER: Tell me the date. You're good at dates. Not this minute, but we'll figure it out.

>> SPEAKER: I don't remember. (Indiscernible.)

>> SPEAKER: I may call you to look at their first draft.
No. 11... one of the things that I observed downtown they have like (indiscernible) parade. Pima doesn't have a float, but there is some pretty fabulous, a lot of institutions that participate, and I was just wondering (indiscernible).

Do you know, we probably should. Somebody, I think a board member, had asked about that a couple years ago. I think this campus -- aren't you guys doing something?

If you write that down, we'll see if...

I think that would be great.

That's a good idea. If you're interested in ghosts, by the way, the night before we went to the Elizabeth, they had one of those paranormal experts go in to test, and there is something in one room, happened to be a room where we were staying.

I just want to let you know our salaries are posted (indiscernible).

We know. We gave that to them.

They were still there. So...

We'd rather not have a link to the Daily Star.

Then the other thing is there is also some events, I think it's one Saturday a month... (indiscernible).
>> SPEAKER: (Indiscernible.) On the sidewalk. Will they provide information about the school or whatever? My students get asked, you know, a lot of questions, why is it that Pima doesn't have a table there?

>> SPEAKER: That's a good tip, because we are having more tables at events. I think I got -- yeah, that's good. Keep telling us those things. Over the weekend we were involved in the Labor Day pick, and we hadn't officially been involved in that for several -- for just general Pima. We certainly had our unions there. We didn't have Pima. But we did this time.

So thank you. If that's it, thank you.

>> SPEAKER: Thank you very much. As a matter of fact, the discussion about the participation and one of the questions that you have been raising is why don't we have a Tucson parade float at some point in time, so perhaps (indiscernible). Just a thought.

My name is (indiscernible). I'm president of the Desert Vista campus. I have been around Pima Community College a few years. I recognize a number of faces, which is a wonderful thing, even to the extent this room kind of has a certain level of familiarity, for those of you who know that I spent six-and-a-half years here at this campus and of course before that about another six-and-a-half years over at Community, and before that this goes back to about 1992 over
(indiscernible) campus when we first opened it. It's been a few
years, and I really do appreciate the invitation.

With Joe sent me the invitation and made just a few updates and I
don't remember the exact wording, I thought, you know, Pima Community
College, one of the six campuses, what do we do perhaps others may
not be fully aware of at Desert Vista campus? I thought, I can
rattle them off or show a few pictures. What I have here, and let me
make sure I'm pressing the right button.

So this is addressing a question, what is new at Desert Vista?

Well, in case you didn't know, we have a Desert Vista campus garden.

How many campuses have campus gardens? Well, I know of one: Desert
Vista. This was an outgrowth of interest from students, the faculty,
the staff, and I'll tell you, it produces quite a number of crops.

We have incorporated it into some of the classes, some of the
culinary classes, there is a whole oversight group which determines
how it's allotted, how it's maintained, but more importantly how is
it part of the overall operation. There is a student club. So this
is for the benefit of the students, and it has been incorporated a
lot of community support, a lot of donations.

So in case you didn't know, there is a campus garden at Desert
Vista. That's new.

Another one. You will recall we used to have the child
development centers. As a matter of fact, I was involved with the
original establishment of the first child development center at
Desert Vista campus when we were over there many years ago.

Well, as you know, those have been transformed. We transformed
the building into the new surgical technology program.

It is fully functional. Classes are ongoing. Part of it is also
used for our practical nursing program. So if you haven't had a
chance to take a visit, the next -- I believe our October board
meeting is there. If you have the time and want to come to visit, we
will be providing some tours for that.

Visit our surgical technology program. It's fully accredited,
fully established, and we want to showcase it.

We have a new building. We have a pueblo building, we have a
(indiscernible) building. Well, guess what? We added a mesa
building. Trying to stay with the themes there.

This is an outgrowth of our Health Professions Opportunities
Grant. You have heard of that $18 million grant that we have been
operating. It's ahead of schedule. It is serving students higher in
number than we even anticipated. It is a partnership with Pima
County one-stop center, and just yesterday we had our second annual
professional development, highlighted the partnership between the
county staff and our HPOG staff. I wish there was a better name for,
but that's what it is, Health Professions Opportunity Grant.

To the extent that the director of Washington that oversees these programs and health and human services gave us a call during our professional development activities to encourage the staff that based on numbers that they're seeing and the results that they're seeing, they were just -- it's great to hear when your funding source is the cheerleader for you.

This is one of those. And this is where we're operating many of those programs. We have offices. We have training rooms. The training room has 30-student capacity, a lot of orientation and workshops. That's what it's for.

If you haven't heard about our Federal Express donation, well, you're going to hear it again. This was a wonderful donation for our aviation technology program. Even before the final delivery, it made its last flight from Denver to Memphis, headquarters, made its delivery, unloaded.

Early the next morning a new crew, they started their flight, and we had the ceremony scheduled at the airport at 10:00 a.m. Arrived a few minutes early, so it had to circle around, landed. There is a picture of it. Right on time, little bit ahead of schedule, they were able to pull up to the back side of our hangar.

Part of the decommissioning ceremony is what they call the water
arch, that's what you see there, as well, so we're all cheering and 
celebrating. They're going through that process and finally some of 
the tours.

Again, this is an $800,000 donation, not easy, but we certainly 
appreciate it's for the benefit of our students. Again, we're still 
celebrating that.

And then, finally, I thought I would touch on as a campus 
president, one of the administrators that is dealing with the daily 
operation of campuses, a college campus that serves students, that 
serves the community, that serves the staff, the employees, the 
faculty, everything that occurs within a campus operation, what are 
some of the key challenges and opportunities?

Well, the first immediate one, and I think it's already been 
touched upon a number of areas and Kim Lisa certainly spelled out 
from the DOT report what they're looking for, and that is of course 
the transition of leadership. Yes, it impacts every single one of 
us, but it's a challenge but it truly also can be an opportunity for 
all of us.

Some of us have been here through that 20 years. I remember when 
Jonas Hockaday was the chancellor. I know some of you can count back 
beyond that. But I came on board when Dr. Hockaday was here, Bob 
Jensen, Roy Flores, Dr. Miles, and, well, this will be another
opportunity.

For me, this ties in with the other point that I have here:

Student learning and student success. If you ask me, we need someone, from my perspective, we need someone who lives and breathes student learning as a core mission of what we're about as well as celebrating, supporting, student success.

Now, if you look at the national level, there was a recent report from the 21st Century Commission. They focus on what they call the completion agenda dealing with credentialing, dealing with every aspect of the completion. Well, those are important. I totally support that.

At the same time, there are many reasons students come to us. So anything we can do to support that.

I recall at this campus a few years back with the provost's support, we started the mathematics competition here. I believe it's still ongoing. Well, guess what? We're starting a culinary competition at Desert Vista that will be -- if you ask me, I would support if there was arts competition, science competition, language competition, I don't know, whatever other -- because we need to showcase and support what we're all about. We hear enough negative news. We hear enough about how some of the students aren't achieving or at a level.
At the same time, I'm some of those mathematics competition students on the team from high school. They're bright. They're attending public schools and they're going places. We need to highlight any way we can, and I am a strong supporter of competition, let's make learning fun. I think that's what we can do.

Anyway, I can go on if you give me the microphone. I appreciate the opportunity.

May I take questions? Any questions or comments? Observations? Disagreement?

>> SPEAKER: Is the culinary program (indiscernible) Board of Governors meeting? (Laughter.)

>> SPEAKER: If I tell you, then there may be consequences.

We'll see what we can do. It is a great opportunity. Yes, there are some thoughts. That's all I'm going to say at this stage. Sorry about that.

Any other questions? Thank you very much.

(Applause.)

>> SPEAKER: I don't have much to really say. We have some committee openings. One thing I want to ask is if everybody is getting the e-mail. If you're not on the list, then for whatever reason, send me your names and we will (indiscernible).

We also have some open senate seats on some campuses, too.
That's all I have.

>> SPEAKER: On those open seats, does (indiscernible)?

>> SPEAKER: Right now I can't answer that question. That's something that Joe and I discussed. It's not specific in the charter, so we need to look at what's going on in that...

>> SPEAKER: (Indiscernible.)

>> SPEAKER: I have a general comment about campus presidents. When we decided to reinstitute the campus president report, I think the intent is a little different than what it's become. Showcasing a campus is really nice. I found out some things I didn't know about Desert Vista, but I believe that the intent was to provide information to the Faculty Senate about initiatives, programs, things that the campus presidents as a college are looking at college-wide and having one president come and report once a month on what all the presidents are sort of looking at as an overview of the college, whether it's going to be a change in direction somewhere, emphasis on something.

That was what the college president's report used to be.

Showcasing I find interesting, but I don't think that was the general intent.

>> SPEAKER: (Indiscernible) you're absolutely correct.

(Indiscernible) they were taking on some initiatives. Now that it's
split up (indiscernible) if you want to change the emphasis just let
us know.

>> SPEAKER: Somewhere between your reports and something a
little broader that dealt specifically with the campus.

>> SPEAKER: Let us know, Joe.

>> SPEAKER: Okay. This is Dr. Denise (indiscernible) reshuffled
over there. She's passionate about the issue she's going to talk
about, and that's smoking on campus, some of the problems she has
encountered.

I'm going to pass...

>> SPEAKER: (Indiscernible.) I have all sorts of documents I
brought, but I only have limited numbers of copies of those and would
also be happy to share those with you if you need them.

I'm going to put them up here, because unless I do, I can't see
what I'm doing. I used to be able to see without my glasses but
those days are long over with, and I don't have a particularly good
memory so I wrote some things down.

A few years ago my colleagues and I, my colleagues and I,
primarily some of our biologists became aware of the hazards of
smoking, as a lot of us, we noticed that as our student population
increased, we had students smoking in places where they were not
supposed to be. And I say students. It was very few faculty or
staff.

We had complained to our administration, nothing was done, past administrations. Our current administration was very proactive. We had on our campuses, some of you may have, some portable ashtrays. When we came back the beginning of this semester, all of those portable ashtrays had been removed. We were very, very happy about that.

I don’t know if any of you have over there, but what we have done in the past, we have measured where ashtrays are now. I have a 25-foot measuring tape I keep in my car, and (indiscernible) I have on campus and we measured, and we found there are still some things that are a little bit too close. (Indiscernible) we know how far away they are.

So what I wrote down on the list, we have ashtrays that are close to seating areas and in sitting areas closer to doors than allowed by law. So most of them have been removed by now, but we had piles of cigarette butts and trash adjacent to buildings within a few feet of doors. I talked to some people at other campuses who are still behind with this.

We have doorways with no-smoking signs and signs in the wrong places. Currently if you look at the college smoking signs, the statute number on there is ARS 36-601.02. There is no such statute.
It doesn’t exist. That statute was repealed in the state of Arizona in the year 2006. That statute was replaced by 36-601.01.

When I brought this up with one of our wonderful administrators -- and he really is, he is supportive of us -- he mentioned it will probably cost several thousand dollars to get those signs replaced. So missing signs, signs with the wrong statute on them.

We have students coming to class smelling like smoke. I'm particularly sensitive to that and some of my colleagues are, too. We have students smoking right outside our classrooms. And teaching science, we frequently have to chase the students away from our science rooms. We think it's probably not a good plan for them to be standing outside of science classrooms especially. There are some hazards with that. We try not to make things explode, and they usually don't.

We have students who are smoking in outdoor locations where we frequently do class activities, labs, where we have students, faculty, and staff eating. This is a violation of something called Arizona Title 9 Chapter 2. It’s the health services title. And there are three specific rules inside that title, R-9102, R-9105, and R-9108, that specifically address outdoor patios. We are in violation of those, as well.

This handout that I passed out to you really summarizes what I
have been researching the last few weeks about college's lack of compliance with no-smoking policies. Rather than take any more of your time, and thank you for all that you do for the rest of us who aren't here on Friday afternoons, all the information is there.

On the last page is what some of my colleagues and I propose that the college do about this. So underneath it, you can read what we've proposed.

Anybody have any more questions?

>> SPEAKER: Smoking ban? Maricopa?

>> SPEAKER: Yes, I have that here on the handout. July 1, 2012, Maricopa Community College instituted a ban, no smoking anywhere on college property. My question was: If they can do it, why can't we?

We have something called a Smoke-Free Act. This is what I brought with me. If you want a copy of this, I will give it to you.

This is on the state attorney general's website.

Any of you want to see a list of the 770 colleges and universities in the United States that have banned smoking, here it is. Then I have a list of all of the smoking (indiscernible) as well.

>> SPEAKER: (Indiscernible) what are you asking the senate to do?

>> SPEAKER: What I would ask you to do, what I'm asking you to
support is what I have here on the bottom of the second page, (indiscernible).

I know that some of my colleagues that I have talked to have been sympathetic with people who are smokers, and my attitude is we are not asking them to stop smoking; we are asking them to stop smoking on college property. Probably the best analogy I can give you is if you live in an apartment or house or complex, anywhere that you have neighbors and your neighbors are out partying at 2:00 or 3:00 or 4:00 in the morning, what do you do? You call the police. You can do something about that.

Here when they're on campus we can't escape from people who are smoking. We can't do anything about getting that clean air. We're not asking them to quit. Just asking them to quit at an appropriate time and in an appropriate location.

We're certainly not the pioneers in this. (Indiscernible.)

That's why I'm asking. I don't know (indiscernible). Right here what my colleagues and I at the Northwest Campus (indiscernible) we talked about this.

I would like to see us at least be compliant with the law. I think that's the first step. I always carry a camera with me. I always have that tape measure. I talked to some of my colleagues at the other campuses and said, you know what? You want me to bring
over, I will bring my tape measure and my camera and I can take
pictures and document this.

Spring semester 2013, I'd like to see us in compliance with these
laws. I would also like to see us institute a ban on smoking on our
college campuses starting in the fall 2013.

>> SPEAKER: Couple of things. The way our buildings are laid
out, they surround a courtyard, and the courtyard (indiscernible).

I did bring it up to my administration that it's not marked where
you can smoke. She said, oh, no, it's marked on all the doors, 25
feet. I teach math, and I will tell you that (indiscernible) it does
not comply.

I kind of likened it to when you go to vote, they don't have on
the voting door where you can stop posting. They have where you can
stop posting and saying, you can't post anywhere, you know, and I had
to feel like on some level we need to consider our signage at our
campus is not (indiscernible).

But mostly that we need to have marked where 25 feet is so that
the students understand that beyond that point they cannot smoke.

>> SPEAKER: Well, it's not just the 25 feet. According to this
document which is posted on the state attorney general's website,
this is the law, or part of the law, these are the rules and
regulations that go along with ARS 36-601.01 that specify how it is
to be done. In here it specifically says if you have an outdoor
patio or space and there are people smoking in it, and they are not
more than the 25 feet away, if that smoke is impinging on areas that
are smoke-free, we are in violation.

Now, Cheryl and I went out, for example, and in these buildings,
what we found was there was a doorway, and Cheryl stood 25 feet from
the doorway, measured the other space. She stood 25 feet from that
doorsway, and there was an area that was the shape of a diamond which
was approximately one foot wide in which Dr. Blake would have been
able to light up. (Laughter.)

So we decided that probably wasn't a good plan. Now, also out
there we have benches. So this same law covers that. Those students
can't stand out there and smoke because unless they enclose
themselves in a small one-foot-by-one-foot capsule and decide not to
exhale, then they are in violation of the law. They can't do that.

>> SPEAKER: Can somebody make a motion? Can it be put on the
agenda for the next meeting?

>> SPEAKER: Yes.

>> SPEAKER: I move this issue be placed on the next --

>> SPEAKER: No, we can't.

>> SPEAKER: I'd like to request that this open forum item be
concluded in business till our next faculty session.
>> SPEAKER: Okay. That's doing business. Do you want to suggest...

>> SPEAKER: I want to express a somewhat different perspective on this. (Indiscernible) from that side of the Atlantic, there is a bit of a reputation for disagreeing with each other on so many things and then going a little bit overboard (indiscernible) where the majority is in agreement (indiscernible).

I don't smoke. I don't like to be around smokers. I don't like around clothing that smells of smoke. I sometimes hold my breath when I walk across West Campus if I know I'm coming across a smoker, and I exhale when I exit that zone.

But I also think that banning smoking just completely on college property is going overboard, and it's unduly ostracizing an already very ostracized group of people. I feel bad for people who smoke. They're killing themselves. They're being taxed to pay massively for all kinds of other programs, as you know. Smokers actually at least at a lower level save the government money by killing themselves before collecting Social Security and Medicare. That's been well-established. I feel terrible for them.

We have some colleagues (indiscernible). Sure, they cannot smoke for a couple of hours. We have, every once in a while employees in our division, they're there all day. I feel terrible. I see them
smoke because I know what they're doing to themselves and so on. But
I really feel they're being so ostracized by society, I'm happy as
can be that they're not allowed to smoke in buildings or near
entrances. I absolutely want us to be in compliance with all state
laws in that regard, but to me, going to their lunch break, walk a
couple hundred yards off-campus to get there, I don't think it's
necessary to go that far.

>> SPEAKER: I guess -- I really appreciate this. Thank you for
bringing it forward. (Indiscernible.)

I think this is a great discussion. I understand what Eric
stated. I don't know how I feel about a ban on smoking on the entire
college campus because maybe if we complied with the law, that would
be enough.

So I kind of, you know, I definitely think compliance with the
law is important, especially when you talk about all of the fines,
all the ways (indiscernible). I definitely think that's important.
(Indiscernible.)

>> SPEAKER: Open forum issue here gives us the opportunity to
ask questions. If we want to get involved in debate on this, we
probably should consider bringing it back as an agenda item.
So it's a good start. Let's leave it there.

>> SPEAKER: May I make a suggestion? Dr. Miles said we can take
this to Dr. B, the (indiscernible). So if you'd like, I wrote the

e-mails. If you'd like to send this document as an e-mail attachment

so they can look into it...

>> SPEAKER: Sure. Also, I know that at one point, we had

no-smoking signs on our campuses in the appropriate places, and they
disappeared. When we asked where they went, we were told that -- we
don't know if this is true or not, but some of the facilities took
them all down. One of my colleagues then went out and bought a

no-smoking sign and put them in a place that was very close to where

faculty went in and out all the time. The students tore the sign

that was put up.

Screws are still in the wall. The sign is gone. So we were all

-- we didn't know what to do about that, so we talked to

Dr. (indiscernible). He took care of that and he put up new signs.

(Indiscernible) the students don't know what 25 feet is. Moved it

about five feet, so now they're about ten feet from the doorway.

>> SPEAKER: Compliance problem... (indiscernible).

>> SPEAKER: I think there is going to be some discussion between

now and the next meeting we can come back with next time.

(Indiscernible.)

>> SPEAKER: Dr. Blake and Dr. Munson and I all work in the same

hallway, so we're dealing with the same smoke.
>> SPEAKER: Okay. If we could have a motion to adjourn, we will have a quick session and get out of here.

>> SPEAKER: Motion.

>> SPEAKER: Second?

>> SPEAKER: Second.

>> SPEAKER: All in favor?

(Ayes.)

(Adjournment.)