Before we begin with the introductions, I'm going to start talking a little bit about the room and the microphone use.

The jury is still out as to whether we're going to keep using this room or not. We had an informal e-mail conversation about how people felt about this room.

The majority of the ones that we saw, the problem was you couldn't hear, fail to do things like turn on the mics and pass them around.

This time we have a lot more microphones that are on the table.

So if you want to speak you definitely need to use the microphone.

I have a school teacher voice, but we all need to do this. It's also captioned. The audio that I was told about, it was hard to
catch comments.

Those of you that are not sitting near the table, you will have
to walk up and grab a microphone.

I'm a violator, but if you've got that microphone in your hand,
state your name.

Make sure when you use the mic it gets turned on. If you have
got other comments -- we have redesigned the room so afterwards, if
you want to come let us know, do you like the new design of the room,
things that you want to change, we will work on that.

Any questions before we move on?
David will be the official sign person.

So if we could start then with your introductions, Dave will start us out.

(Roll call.)

>> SPEAKER: David (can't hear) adjunct faculty.

>> SPEAKER: (Can't hear) adjunct faculty, art history and humanities, Downtown Campus.

>> CHAIRMAN: Pass those mics around. Even during roll call.

>> SPEAKER: (Can't hear) Northwest Campus, language arts and reading.

>> SPEAKER: Rita Flatley, PCCEA vice president and proxy for Daryl Graham for social and behavioral studies in the East Campus.

>> SPEAKER: Rob (can't hear).

>> SPEAKER: (Can't hear) chemistry, West Campus.

>> SPEAKER: Carol Christopherson, performing arts.

>> SPEAKER: Ellen Caldwell, West Campus. Proxy for (can't hear).

>> SPEAKER: Gene (can't hear).

>> SPEAKER: (Can't hear) automotive technology.
>> SPEAKER: Tommy Salazar (can't hear) Downtown Campus.

>> SPEAKER: (Can't hear) Community Campus.

>> CHAIRMAN: I don't think the mics are on.

>> SPEAKER: Northwest Campus (can't hear).

>> SPEAKER: (Can't hear) world language, West Campus.

>> SPEAKER: Cheryl Blake, Northwest Campus, biology.
>> SPEAKER: Randy Munson, Northwest Campus, history.

>> SPEAKER: (Can't hear) Downtown Campus.

>> SPEAKER: (Can't hear) behavioral sciences, West Campus.

>> SPEAKER: (Can't hear) West Campus, social sciences.

>> SPEAKER: Jeff (can't hear) Downtown Campus.

>> SPEAKER: Mary Mitchell, East Campus, speech communication, chair of the adjunct Faculty Senate Committee.

>> SPEAKER: (Can't hear) Downtown Campus, social sciences.

>> SPEAKER: (Can't hear) Desert Vista Campus.

>> SPEAKER: Alexis (can't hear).

>> SPEAKER: Jessie Millican (phonetic), Downtown Campus, reading and writing and proxy for Cynthia (can't hear), English as a world language, Downtown Campus.

>> SPEAKER: (Can't hear) Desert Vista Campus, social sciences.

>> SPEAKER: Rosa Morales, social services, West Campus.

>> SPEAKER: Steven Croft, sciences, Downtown Campus.

>> SPEAKER: (Can't hear) Community Campus, mathematics and business.

>> SPEAKER: (Can't hear) Desert Vista Campus.
>> SPEAKER: Sarah Marcus, West Campus, general studies.

>> SPEAKER: Dr. (can't hear) Downtown Campus, building construction technologies.

>> SPEAKER: Doug Holland, East Campus, communications.

>> SPEAKER: (Can't hear) West Campus, counseling.

>> SPEAKER: Terry Hamstra (phonetic), Desert Vista adjunct
faculty, biology.

>> SPEAKER: (Can't hear) electronics optics, solar, West Campus.

>> SPEAKER: (Can't hear) Desert Vista.

>> SPEAKER: (Can't hear) vice chancellor of the district office.

>> SPEAKER: David Bea, executive vice chancellor for finance (can't hear).

>> SPEAKER: (Can't hear.)

>> SPEAKER: (Can't hear) president, Northwest Campus.

>> SPEAKER: David (can't hear) legacy faculty, Pima College.

>> SPEAKER: Sterling Benson, Downtown Campus. I forgot to mention that I'm proxy for Barbara (can't hear).

>> SPEAKER: (Can't hear) faculty voice, proxy for Patricia (can't hear).

>> CHAIRMAN: I'm Jeannie Arbogast, Desert Vista, and vice president of faculty Senate.

>> SPEAKER: (Can't hear) downtown mathematics, filling in for Jeannie.

>> CHAIRMAN: This is a first. So we need to talk about the September minutes and approve those. Are there any corrections per
the minutes?

>> SPEAKER: Do we have a quorum?

>> CHAIRMAN: Thank you, sir.

Do we have a quorum?

>> SPEAKER: Yes, we do.

>> CHAIRMAN: Thank you. I needed the coaching.
So do we have corrections to the minutes?

>> SPEAKER: They are not numbered, but I’m looking on the fifth
under the copyright, we should see the names Dr. Bea and Jimenez...

>> SPEAKER: Under what point?

>> SPEAKER: It’s right near the top of the page, where it says
copyright.

>> SPEAKER: 5.03?

>> SPEAKER: The bolded names. (Can’t hear) Christopherson
stood up and said, hey, the way this copyright stuff is written,
can’t the school issue a (can’t hear).

Just as a point of clarification, what she was requesting was to
allow faculty to protect themselves from being legally liable to
students; copyright violations, which is like super important. I
just wanted to make sure that got in in the minutes and that Dr. Bea
not only said it was a great suggestion, but he stated it at that
time at least (can’t hear).

>> CHAIRMAN: Thank you. Other corrections?

>> SPEAKER: Yeah, I’m Jeff Gavitz (phonetic), Downtown Campus.

Unless I’m losing it, I believe I sat by Patty Figueroa at the last
meeting and it says she was absent. So she was here.

>> CHAIRMAN: Any other corrections or changes that need to be
done to the minutes?

>> SPEAKER: I think Erin Eikelberger (phonetic) was here too

since I spoke to her.

When did I speak to you in the parking lot, then?
>> SPEAKER: Monday.

>> SPEAKER: Oh.

>> CHAIRMAN: Anything else? Do I have a motion to approve the motions with the corrections noted?

>> SPEAKER: So moved.

>> CHAIRMAN: Is there a second?

>> SPEAKER: Second.

>> CHAIRMAN: All in favor, aye?

(Ayes.)

>> CHAIRMAN: Opposed?

(No response.)

>> CHAIRMAN: The minutes are approved with those corrections.

Are there any announcements?

>> SPEAKER: I have a really wonderful announcement in that we are trying to -- we are writing a proposal for a Fulbright scholar in residence, and this will be for sociology, social services and anthropology.

We're in the process of writing this proposal, and I think we can get somebody -- we are asking not from Mexico because it's so close
by, but we'd like someone from a different country and help us with community healthcare.

We're very excited about this. I think we have really good possibilities for somebody to be here at Pima Community College, probably housed at the West Campus.

We're looking for your support. I have talked to Joe, and he's
willing to write a letter of support. We’re getting other people
from the U of A and the administrators from Pima College, also, to
support our proposal.

Do you have any questions about this possibility? Rita?

>> SPEAKER: Rita Flatley. Would it be helpful for the Senate to
vote to support this effort? Would it be helpful for you to have it
on paper?

>> SPEAKER: Yes, it would be helpful. I have a draft of the
letter if you would like for me to read it. It's fairly short. It
goes to the program officer. Her name is Ms. Ford.

Dear Ms. Ford, I would like to express my strong support for the
efforts of Pima Community College to host an international Fulbright
scholar during the 2013/2014 academic year. (Reading.)

The opportunity for a resident scholar to study Pima Community
College of operations and governance while sharing his or her
experience would be a great benefit. I would like to extend an
invitation to whoever is selected to attend or Faculty Senate
meetings. Please do not hesitate to contact me regarding this
information, sincerely...
>> SPEAKER: First of all, I think that's a great idea. Second of all, I feel I need to be a stickler for technicality because we just amended the senate charter.

What I would recommend is that we put unanimous consent to the task and technically make this an open-forum item, and during open forum, if not a single senator objects, we would have a motion to
approve that. I think that is in keeping with the amended charter.

That's my advice.

>> CHAIRMAN: Any other announcements?

I have one as my vice president hat. We have senate elections

-- Jeannie Arbogast. I almost forget.

We've elections coming up for senate seats every two years. Your
term is for two years. This year, all seats on the Northwest Campus,
West Campus, and Community Campuses are up for election or
re-election.

I will be sending out those notices towards October or November.
You can think about if you want to remain as a senator or know of
someone you know about.

Also, there are certain vacancies from the other campuses that
are still there. I beg you -- I will send out notices for them, but
what I don't know are were there people who retired or left Pima or
who have changed their positions at Pima and are no longer a senator?
I know what happened at Desert Vista, but at least at other campuses
I do not know.

If it's within your discipline or another campus and you know a
senator is no longer part of Pima, please let me know so that their position can be filled.

Any questions on that?

So do we have any agenda modifications or open-forum items?

>> SPEAKER: Yes, Downtown Campus, I have an open forum.

As you probably all know, I am on the chancellor selection
advisory committee. Not quite sure what we're called, but I know what we do.

They have asked that I present two questions at our next meeting which is coming up in a couple of weeks that would possibly be among the questions that would be asked of candidates that come in.

As I'm a representative of Faculty Senate, I invite faculty senators to send me e-mails of questions that you feel are appropriate.

So I want to put that onto the open forum so that we could discuss and maybe come to some kind of spot.

So here it is.

>> SPEAKER: I have an open-forum item on late registration.

>> SPEAKER: Desert Vista adjunct faculty.

I had the impression that we were going to continue the discussion about banning smoking on all Pima campuses.

I don't see it on the agenda. I would like to have that item discussed.

>> SPEAKER: Fulbright (can't hear).

>> CHAIRMAN: Any other items?
>> SPEAKER: If we have time (can't hear) just have questions, but (can't hear).

>> CHAIRMAN: I missed the very first sentence you were saying.

>> SPEAKER: Just instead of under reports, still have questions, we could probably save some time in the Faculty Senate meetings (can't hear).
CHAIRMAN: All right. Are there any others?

Let's move on then to business items.

Faculty emeritus.

SPEAKER: Here?

CHAIRMAN: Doesn't matter. Just put a mic to your face.

SPEAKER: I'm David Stephan (phonetic). As I mentioned, I'm starting my 42nd year of consecutive teaching in the spring.

Joe sent out a copy of the SPG with respect to achieving emeritus status at Pima Community College.

CHAIRMAN: It might be better up here.

SPEAKER: I became interested in emeritus status at Pima because I was working on a grant application.

Given that I'm moving towards retirement, I keep threatening I have done it, the question was asked that if I did retire, would I be able to continue on as the principal investigator after I retired through emeritus status.

I was aware that the college had an SPG with respect to emeritus status, but I was unaware of the stipulations.

So I read the emeritus SPG, and I noted that there were several
elements in it and not in it that were not consistent with other
emeritus programs at other community colleges and at universities.

I looked at about 75 of the programs.

The thing that stands out the most is that this SPG specifies
that you cannot be nominated as an emeritus for three years after you
retire, which of course is totally contrary to the point of being an
emeritus is that there is a continuum, continuing relationship
between the faculty member and becoming an emeritus and the
institution.

In fact, I would challenge any of you to remember someone who
retired three years ago.

Right?

You did, right? One year, okay.

So I have had conversations with several officials and
administrators, including Dr. Miles, and everybody is somewhat
perplexed by the SPG with respect to faculty emeritus.

So to cut to the end of what I'm going to recommend, I would like
the Senate to go on record with requesting that this SPG be revised
to more sensibly reflect what would be part of becoming emeritus at
Pima Community College.

As a data-orientated person, I'm sure Dr. Bea would appreciate
this. I went back and looked at the figures. If you at Mesa
Community College, which started at about the same time Pima
Community College started, you will find they have granted emeritus
status to roughly 125 former faculty members. Pima College has
granted emeritus status to five.

In the years since this SPG was put into place, we have granted none. The Maricopa system has granted an average 25 to 30. So in effect, we really don't have an emeritus policy that's doing what it's supposed to do.

Also what's lacking, normally emeritus is associated with some
sort of a temporal association with the college. Our emeritus SPG makes no comment of how long you must work with the college.

And finally, as a group of items, there are none of the rights and privileges that are associated with emeritus status outlined in this SPG.

Finally, this SPG lumps together administration and faculty. Not that I have any problem with being an associate with the esteemed administrators at the college, but I think it would be probably best to have a policy that specifically relates to faculty emeritus.

So that's pretty much what I'm here to bring up. I'd be happy to pull together some of the information that I gleaned from the 75 emeritus policies that I looked at from other institutions.

Thank you.

>> SPEAKER: My question, Dave, is what's the background? It does seem off-key, but why?

>> SPEAKER: No one is willing to publicly venture or answer why.

We really don't know.

This SPG went into effect in 2005. As I said, since then, there have been no nominations.
I'd like to apologize for not being a more frequent attendee of the meetings, but I'm one of the few faculty that has to teach on Fridays, an eight-hour course on Fridays which precludes me from being here.

>> SPEAKER: If you have done a lot of research on this, might I suggest you write up a model SPG for this?
>> SPEAKER: I would be happy to do that. Thank you.

>> SPEAKER: I also agree with that excellent suggestion that

Dave write a model SPG. And also, one of the things I think you

might have hinted at that I would like to see is some sort of

acknowledgement in the SPG that faculty emeritus status should come

with at least the implication that this is a valued former faculty

member whom we in general would like to see again in a teaching

capacity here at the college.

In other words, I always think of an emeritus as somebody that

basically is honored for their past teaching and retains some at

least theoretical teaching responsibility.

I'm not sure exactly how to word it, but maybe it could be

something along the lines of full-time faculty, adjunct section, be

encouraged to be in touch with people with that status.

>> SPEAKER: I'm sure that could be (can't hear).

>> CHAIRMAN: I have a question for Delores. Can this be put on

the list of SPGs that need to be issued?

>> SPEAKER: Absolutely.

>> CHAIRMAN: Is that something that comes directly from you? Do
you want people to help you? Will that be beneficial?

>> SPEAKER: Committees of more than one are usually
dysfunctional.

>> CHAIRMAN: Okay. I will leave it at that, and put this on our
list -- (can't hear).

>> SPEAKER: I will get a draft to the Senate so that it can be
looked at and we can go from there.

>> CHAIRMAN: Thank you.

>> SPEAKER: Thank you very much for your time.

>> CHAIRMAN: The next item in the business agenda is about committee (can’t hear). These are standing committees for our district, and what we found is that -- tell me if I did this wrong, those of you that know this. Someone in professional development retired, and another person on (can’t hear) they retired.

So we have been asked to supply names for someone willing to pick up and finish their terms.

So this is something that I was asked to bring up. He said, is there anyone from senate who would like to submit your own name to serve on those committees?

He was optimistic. So was I.

Please, if you can, put this out to the other faculty members that you have. There are regular standing committees requests that come out in February-ish, but if we can fill those positions now, that would help. If you would get the word out, they come from our senate nominations. That would be really helpful.
>> SPEAKER: Who do we contact about volunteering?

>> CHAIRMAN: If you will send an e-mail directly to Joe Labuda, he will describe those procedures to you.

>> SPEAKER: I think I know of somebody who might be interested.

>> CHAIRMAN: Excellent.

>> SPEAKER: I am thinking about the marketing (can't hear).
>> CHAIRMAN: If you will send an e-mail to Joe, that would be
wonderful.

>> SPEAKER: Sometimes it's helpful if you know a little bit
about the (can't hear) it helps people look at their schedules. If
you could send out an e-mail, if you have a little synopsis of what
these committees do...

>> CHAIRMAN: That will be helpful. I will let Joe know we have
volunteers. I will pass that on to Joe.

Anything else on this?

Next item, we are not voting on anything. We are just having a
discussion about proxies at our meetings.

There is controversy, there is questions. This does not (can't
hear) brought into our charter. All of the opinions about whether we
should have proxies or not, when we need proxies, this is the
beginning of a discussion to make how we run things in senate a
little more clear as to what's going on.

I view this as a two-part question. One, do we want proxies, yes
or no? If we do want proxies, then how do we designate them and when
do we designate them?
If there is another issue, please tell me, but those were the two that came to my mind.

This may take us two or three meetings to go through all of this.

This is not something that all has to be discussed today, so I would like to start the discussion about should we have proxies or not.

Anyone want to start?
>> SPEAKER: We have used proxies ever since (can't hear).

It may be that we never could get it part of the charter (can't hear) considered Robert's Rules of Order. (Can't hear.)

Do I need to be closer to the microphone?

That's maybe why it's never been in the charter.

In my department right now, we can either have a (can't hear). There is a lot of small departments at Pima, and right now for us, one person is on sabbatical and then there is me. The other person has a mobility issue. (Can't hear.)

If we didn't have a proxy, we wouldn't have representation.

>> CHAIRMAN: Other comments?

>> SPEAKER: (Can't hear.)

>> SPEAKER: It may not be on.

>> SPEAKER: Hello? There we go.

I'm in favor of continuing the way we have been, whenever we can get proxies, to please do so. Sometimes there is voting issues at hand and the department would like to be represented and without a proxy there would be no representation for them.

And also that whoever is a proxy can be putting back to the
department what occurred in the meeting which otherwise they would
not get until the minutes were issued.

>> SPEAKER: I don't need a microphone, do I?

>> CHAIRMAN: Yes. It's going to be helpful.

>> SPEAKER: I don't know if this was discussed in the last

Faculty Senate, so forgive me for asking the question, but are there
issues that have raised this to a point of discussion that maybe we need to know?

>> CHAIRMAN: I do not know enough of the history. I know that it's been mentioned a couple of times to me. Who has come to him and has talked about the issues I'm not aware of at this time.

If someone is, let me know.

>> SPEAKER: I agree with the use of proxies. I think that we could tighten up the procedure. If you're going to have somebody proxied for you, you should probably send them an e-mail or something that says, this is the issue, I've looked at it, this is my thought process, I'm giving you my proxy.

I really think that we need them in order to maintain that representation. We're all busy people, and sometimes we just can't be here.

I think it would be a better thing if you actually had something saying, please be my proxy. So my two cents.

>> SPEAKER: I completely agree with having proxies to maintain the continuum of just people's voices.

Last year, though, last fall semester, I had to stop teaching for
a semester because of health problems. I was on the Faculty Senate,
and there was no mechanism for someone to represent Desert Vista as
an adjunct faculty. So we had no representation for an entire
semester.

I was told that I couldn’t even attend meetings as a person. So
there needs to be a mechanism, because, I mean, if an adjunct faculty
person teaching has no contract and are not employed anymore, so we can't represent in any way, shape, or form.

>> CHAIRMAN: I believe we did fix that, and you were part of the impetus to get that charter change done. I believe that was done.

So we have fixed that. Last spring (can't hear).

>> SPEAKER: My position would be that proxies in general are a good thing, but I would (can't hear). I think the good things about proxies are that they encourage people who can meet here to not just be absentee and not be engaged and just says absent, absent, absent. I think it is -- the availability of a proxy option is people incentive to participate when they can't physically be here.

Hopefully it facilitates feedback for the proxy to the senators or some communication going on. I think in general, it's a good idea.

I would, however -- and Rita, thank you. I was not -- proxies in my mind have always been senators who were past, being a proxy for senators X, Y, and Z. In your case it's a different kind of proxy which I think is actually a very different kind of proxy. (Can't hear.)
I would say that the other kind of proxy shouldn't come towards a quorum. I wouldn't want to be in a room with five people, each of whom are proxies for nine other people. I think that shouldn't count as a quorum.

On the other hand, if there were five senators here and 45 live proxies by Rita, I would scratch my head and say what's going on?
Better than having five people in the room.

So I would definitely think if we're going to continue that and formalize it somehow that we would want to address the quorum issue.

Thank you.

>> CHAIRMAN: Other comments?

>> SPEAKER: In some organizations, the proxy issue is addressed by a formal document that comes from person A to person B, and it says serve as my proxy for, check box, all things, or specific things.

That person then, since we're talking potentially about smoking things, someone might say I want you to speak about smoking, but only that. Other things just let ride or I want to do all.

I would suggest if a forum comes up, eventually this might be considered.

>> CHAIRMAN: Other comments?

>> SPEAKER: One more thing I probably didn't say. I do think that for being counted as absent and raising the question of when a seat is vacant that proxies shouldn't count as having attended over the long run (can't hear). Somebody shouldn't be missing (can't
They're not physically here to come to X number of meetings (can't hear).

>> SPEAKER: We're having a hard time hearing some of these conversations back here. I'm not quite sure why, but it's just not coming through.
>> CHAIRMAN: Thank you for that. We will try and take that into account for our next meeting.

>> SPEAKER: If, in fact, there is a forum that is used, perhaps the roll taker addressing some of the things that Eric spoke about, so if someone begins to show up five, six, seven times by proxy, it puts it in a slightly different situation than someone just having missed (can't hear).

>> CHAIRMAN: I'm going to stop the discussion right now, or we will be here for five hours. This is a good start, and I get a feeling that from the comments that you'd like to continue to use the proxies. If you're adamantly against it, let me know, but the comments that were made, I will bring this up with the chair between now and the next meeting.

At the next meeting we can talk about these ideas, when you have proxies, how do we implement that as part of how we run our meetings and our organizations.

That would be if you have any ideas, please e-mail them to me or actually Joe is the more central person so that we can start collecting these ideas. We can talk about some of those things and
put those forward at our November meeting.

Agreed? Nod your head. Okay.

Thank you for your input. It's been really helpful to get a feel for how you feel about proxies. With that, we can start our report section.

Rita?
>> SPEAKER: PCCEA will be working on our fall annual survey.

I'm trying to say this without...

Every fall we do a faculty survey and we use those responses to
form our proposal for the meet and confer in the spring.

So there may be ideas, concerns, issues, that you have been
thinking about that you would like us to get some more research on so
that when we bring forward a proposal at the table we can say we have
surveyed the faculty, a large majority of the faculty feel we should
move in this direction.

So it's really very important. I'd like to ask if there is
anything on your mind at this time that you would like us to put into
the faculty survey for this fall.

Or you can e-mail me, because I'm not seeing any hands. E-mail
me, rflatley, or Jimenez, and with your ideas, thoughts, concerns, so
that we can follow up on what's going on with faculty.

Yes, sir?

>> SPEAKER: I'm not quite sure it was your survey that came out
last fall or another survey that I got, but I found out once I filled
out the survey, all of a sudden now I was getting e-mails from
moveon.org.

I don't know which survey it was, but the process you use to do surveys -- I'm not saying it was your survey. There was some survey that I got as a faculty senator that I filled it out or maybe just as a faculty member, but I would just ask that everybody be careful when they do the survey thing, don't have fellow faculty members all of a
sudden being on an e-mail mailing list.

I don't know if it was you.

>> SPEAKER: I don't think so, because I would have gotten it too, then. I myself did my own survey.

It is something to be concerned about. To be brutally honest, I toss around ideas and it's really someone else who has the computer expertise.

I don't know if she uses Survey Monkey or one of the commercially available ones.

We do computer things also through our website, PCCEA.org.

But I myself have not gotten that experience, so maybe it was a totally different survey.

I will carry that concern forward, though. Actually, PCCEA also sends out e-mails like remember to do your Step plans, things like that. We haven't had any bounceback from people that has tied it into commercial, you know, SPAM.

>> STUDENT: I also never had (can't hear) surveys like this.

In fact, my suspicion would be it may have been phish or something, because I get a lot of things that are basically nongenuine e-mails
that purport to come from the college or somehow, so it may have just fallen from one of those.

>> SPEAKER: Thank you for the heads-up on that. I will make sure we’re careful on that.

So we will be putting together a survey, and I know we are busy, of course, but we do appreciate when you do fill out the survey if
you send in survey ideas, because that is how we form our proposals, one of the methods we use for data collection.

One of our college goals -- because I was perusing the college goals the other day, don't we all -- is to foster responsible civic engagement, goal 7. I looked it up.

Of course we are in the middle of an election year and with debates and fur flying. One thing that means a lot to me is fostering civil discourse among students, among faculty, among friends.

It's, I think, part of our college goals. It's part of my personal goals in life to help students learn to express differences of opinion in a civil way to be able to discuss important issues. No matter what you teach, I think some of these issues that are being debated right now cross all kind of discipline lines.

So I hope that's something that as faculty we can be maybe role models on and in encouraging civil discourse ideas during this election year.

If you’re interested in Board of Governors candidate statements, there are two seats for Board of Governors up for election this fall.
We ask the candidates to supply us with a short statement, PCCEA.org website. If you're interested in positions, candidates, propositions supported by the Arizona Education Association, our statewide parent organization, www.Arizonaea.org.

Let's all be responsible citizens and voters.

Are there any questions or comments? Thank you.
>> CHAIRMAN: Thanks, Rita.

>> SPEAKER: I'm chair of the adjunct Faculty Senate committee. We have a very vibrant committee. It is really working hard and moving fast.

We represent 1400 approximately adjunct faculty, and as a result of input that we have all received, I have a statement request that I'm going to read to you.

The adjunct faculty of Pima Community College respectfully asks to be called adjunct faculty in written and spoken official communication as opposed to just adjuncts.

The rationale behind this isn't the word. It's that adjunct can mean assistants. We're not assistants. We're a faculty who just don't happen to teach full time.

This is an issue of both accuracy and respect.

I'm sure we all agree with that, so that is our request to you, and I would like it so in the record.

Thank you.

>> CHAIRMAN: Thank you, Mary.

>> SPEAKER: This is the report to the Faculty Senate for the
Board of Governors meeting held on Wednesday, September 12, at West Campus.

It was a very nice meeting. Or venue, anyway. (Laughter.)

As you will see, it wasn't that great of a meeting. (Laughter.)

There was a lot of public comment. There was both comment from some retired employees of the college addressing the board concerns.
about the board actions. There were seven members of C-FAIRR, which is the Coalition For Accountability, Integrity, Respect, and Responsibility.

Two members of the community addressed the board regarding the following topics.

The college's responses to the Higher Learning Commission letters, the college's internal affairs, the past administrative college's practices, and Dr. Miles' employment and management style, open enrollment, and request for periodic announcements of the status and finances for the prep academy.

Those took a good part of an hour.

Edward Dupre, PCC retired employee, spoke in favor of open admissions. There was a request that the college name an athletic facility or establish a scholarship in honor of Larry Toledo who is the former athletic director who passed away recently. He also asked that a scholarship be established in Frank Kollamas' (phonetic) name.

The chairperson, Scott Stewart, gave an update on the chancellor search and announced the names of the search advisory committee, which was approved as an action item that night.
I was the Faculty Senate representative and for PCCEA it was Scott Hallman (phonetic).

He announced a special meeting September 24 for search advisory committee. There was no secretary's report. For the chancellor's report, Dr. Louis Albert, West Campus president, and Mary Mayhew, dean of West Campus gave a presentation on the nursing program, which
was lovely.

Dr. Delores Duran-Cerda, acting assistant vice chancellor, provided an update on the high school OutReach Program.

Dr. Bea noted that the financial statements are as expected.

A motion to approve the prep academy pilot passed. The contract is Pierson Education.

Motions for action items and consent items were passed. And the next meeting will be held at Desert Vista Campus on October 24th, 2012.

Are there any questions? Thank you.

>> CHAIRMAN: Dr. Migler.

>> SPEAKER: Good afternoon. The items I'd like to share with you are an update on new committees. I'd like to give you a brief rundown.

On behalf of Dr. Duran-Cerda, just give you an update on the high school Outreach and then finally just to tell you a little bit about some things happening in the financial aid area because of the increasing intersection between academics and financial aid.

In terms of committees, the online standing committee is off and
running. I shared with you last time that that meeting was

scheduled. We actually have met. We have identified a list of

things we will look at and moving into the prioritization stage of

looking at issues that we want to take a look at.

General education committee has been reconstituted. I believe

that's the committee that used to meet, was inactive I think for the
last few years, and that has met again for the first time.

And then we are getting ready to convene two committees through meet and confer last year. I will be working with Rita, PCCEA, and identifying the next steps so that we can launch the internship task force. I still am wrestling with the words "task force." Is that correct? The internship task force and the (can't hear) task force.

I know those have been percolating a little bit in terms of where we are, and I think we will be having more information in the future.

SOO Days, 13th and 14th, really I just wanted to say thank you to everybody. It was good participation, good work that was done. It's moving us a long ways towards the evidence that we need on a monitoring report. We are still on track. I will try to bring back an update between now and the end of the year as we work on a monitoring report. That's moving along well.

It's really the last part of our accreditation from two years ago. Hopefully we have a good monitoring report, satisfactory, and we can close the chapter at least on that phase of documentation.

In terms of our assignments, that's a critical one that we need.
I would also add that on the SOO work that's being done, we are working on developing some administrative training, because if we want the folks, vice presidents that you're working with to have an understanding of the SOO process as well because it's a shared responsibility. That training is being developed, and we are working on how to reimplement that.
In terms of the high school Outreach, I think that's going to have -- I really have to compliment Dr. Dolores Duran-Cerda on her organization of that. It's not easy to get all this scheduled and addressing some of the issues that come up. We are having very productive meetings with Tucson Unified School District. As a matter of fact, we are scheduled to meet with them on November 14, reading, writing, and math.

Delores will be sending out invitations in all those areas and representation from our faculty will be a crucial link in developing those conversations. We are meeting on October 30 with Sunnyside School just in the math area.

Last thing I wanted to share with you are some things happening in the financial aid area. Just put it on the radar, because we are seeing an increasing intersection between regulations that are coming from the Department of Education that are going to have, I think at this point in time indirect impacts on the academic side of what we do.

You should be aware of those. I think to some degree you probably are. You know, one of the things that happened is it used
to be that you could get a Pell grant for -- one of the key
determinations of eligibility was a high school diploma, a GED, or
the ability to benefit.

If you could document ability to benefit, if you didn't have a
high school diploma or GED, you might still be eligible for federal
financial aid. That went away.
We are also seeing that the length of eligibility has been shrunk from 18 semesters to 12 semesters. They have a formula that they work through.

Increasingly what we are seeing is that because of the taxpayer funds that are involved in federal financial aid, there are more and more restrictions, and the things that we see coming are going to put more pressure on advising. I think there is going to be less opportunity for students to experiment, to take courses that might be outside of their program area.

They can still do that, but they will likely, will have to be on their dime. It won't be on the federal financial aid.

So I just want to share that with you, and we will try and keep sharing some of that, because you might -- when a student might share some information, I really wanted to take that class but I wasn't able to do that, there might be some rationale, they can still take the class perhaps but it might not be eligible for financial aid.

That intersection and that relationship is going to be more and more prevalent. We will try and keep you apprised of developments.

Some of the things we are doing are good from the college's point
of view. You may have heard or read about these, and I just want to
add them, jog your memory a little bit.

I shared this with the staff council this morning. We are moving
to a new vendor for our call center for financial aid and student
financial side of things.

That's Xerox, and the reason I want to put it out here is because
Xerox has an operation, call center side of things that (can't hear),
and we're expecting we will have much better services from them than
with our current vendor. That will start on January 1st, and
students can call in and get help with and answers for their
financial aid questions.

Then we are also providing the service called SALT, and as I
shared with the group this morning, it's not an acronym. Salt is
such an important nutrient -- I don't know if nutrient is the right
word. In having good financial advice and the ability to manage your
budget, it's so critical to the success that we're providing access
to services many other colleges and universities have used, that
students can call, access via the Web, and get help and say, I'm
running into issues, how do I manage my budget? How do I manage my
student debt types of things?

So those financial services will be available. It's another
service we are going to provide. How big is financial aid here at
the college? I will just share with you the numbers that we have
processed to date. It's over 30,000. That's not for this year.
That's for next year. 30,000 have already been processed or in
process with our financial aid offices. It is a big driver for some
of the things that we want.

Speaker series, we really need to move that along. Thank you for
your support of that, but we are getting close to the point where we
need to have names identified for next year. I appreciate your help
in that.
CHAIRMAN: Thank you.

SPEAKER: Dr. Migler. I'm not quite sure why we are outsourcing our financial aid. If we have 30,000 requests for financial aid (can't hear).

SPEAKER: I probably oversimplified. The outsourcing that we are doing is not really outsourcing. We are doing the processing ourselves. It's really the after hours.

So if a student wants to get some information, let's say at 8:00 in the evening, they will have access, my understanding, Xerox access to a lot of our PCC kinds of information.

It's really to provide that additional support we are not able to provide during our window of time.

SPEAKER: So we are still letting people apply through --

SPEAKER: Yes.

SPEAKER: Thank you.

CHAIRMAN: Any other questions?

SPEAKER: I have a question about the high school Outreach.

Are we going to only focus on high schools, or is there going to be a point in time where we are going to be looking at what I think
is a really important sector, which is our 7th and 8th graders who are going into high school? Are we going to have an Outreach to those?

>> SPEAKER: We are actually starting with the high schools, but we do have plans, long-term plans to go into the middle schools.

Actually, we have even other plans to go into the elementary
>> CHAIRMAN: Other questions?

All right. Thank you.

Our next report is the chancellor's report and they will figure out who is going to do it.

>> SPEAKER: I'll start it, and then David will.

Pleasant Board of Governors meeting? (Laughter.)

Good afternoon. It's a pleasure to see you. Three items, and then I will turn it over to David Bea.

We did receive 10 awards from the National Council For Marketing and Public Relations. These were for the units and our employees in the Office of Public Information, the Center For Learning Technology, Community Campus, and Web systems, also at the district.

Congratulations to those units and employees. They were awards for writing, design, Web, video, and marketing.

Second item I think you heard but I just want to reaffirm, PCC sculpture on campus reception on East Campus October 10, 11:00 to 2:00, free, open to the public. Seven artists have had their works stalled at the campus. Congratulations to Michael Statt (phonetic)
who has led this effort for 78 many years.

We are going to be conducting sessions, we do have a schedule for public input in the development of our new college plan. After the feedback from the community -- and we are doing six sessions throughout the community -- we are going to then hold sessions for employees to give input and will share with the employees the
community input.

Those sessions should begin in December but certainly carry through January when we return from the holidays.

So any questions on those things or anything else before I turn it over to David Bea?

>> SPEAKER: I think what I said was a "pleasant venue." I didn't want to use the term "excruciating."

>> SPEAKER: Anything else? Questions on anything else?

>> SPEAKER: I actually have a few items I want to bring up just to get some thoughts on your mind.

One of the items that came up at West Campus was scheduling.

Some years back the dean of instruction changed (can't hear).

Students trying to come from the University of Arizona or Downtown Campus to West Campus sometimes have maybe like 30 minutes to get from point A to point B, find parking and come into class, so they're late.

I think we really -- it would be really nice if there would be a committee to look at scheduling, that it works a little better between the campuses and University to help students get back and
forth.

>> SPEAKER: I will make a comment and then a suggestion for that.

It does come up periodically throughout the years about scheduling. It's our perspective and continues to be that we don't want to go to a district schedule, that we really want to be
centralized to the campuses.

    With that said, I do think that the department chairs certainly are working very well together and the deans and vice presidents of instructions.

    But I certainly can note and have Dr. Migler perhaps bring that forward to the vice presidents of instruction.

    The deans are meeting on a regular basis now, so it might be a topic they can pursue. It's good for you to give us a heads-up on that. Appreciate it.

    >> SPEAKER: Another item. It has to do with the (can't hear).

    I have been talking to students who have registered early, and although they registered even a month early, there is a short window (can't hear).

    Students are not always aware of the fact that they are (can't hear).

    >> SPEAKER: Your microphone isn't working.

    >> SPEAKER: (Can't hear.)

    Actually, haven't found any way of tracking students who either don't reregister or by the time to reregister (can't hear).
I think that deserves some kind of a look at to see if there is a better way of handling some of this.

>> SPEAKER: We will be happy to do that. Actually, David Bea and his team can look at that. I will be frank with you. We give a great deal of communication to students about the dates, when they will be deleted if they haven't paid, but certainly we can take a
The danger in not deleting them is that a faculty member may come to their class, and they thought there were 30 students and there's 18. So we do want to open up those sections so those sections fill with students who really have gone through the proper registration and process. David will take a look at that for us.

>> SPEAKER: Fair enough.

(Can't hear) engineering curriculum. Students are going to (can't hear).

Because they are (can't hear).

Students are getting different information from different advisors, and they are a little confused as to what the actual requirements are.

>> SPEAKER: Is that specific to engineering or in general?

>> SPEAKER: I think it's more in general. I have heard specifically from engineering.

(Can't hear) specialized programs so those students can go to specialized advisors instead of getting (can't hear).

>> SPEAKER: That's a good reminder. Here Dr. Migler can bring
that up. There is a work group that meets on a regular basis with
the advisors. I see someone else in the back might have had (can't
hear).

>> SPEAKER: Thank you.

>> SPEAKER: All right. It's good to see all of you, and with

that I will turn it over to David Bea who is going to follow up on
the smoking situation.

>> SPEAKER: Good afternoon.

On my script is says Dr. Miles sends her regards. (Laughter.)

Anyway, as Dr. Miles mentioned, she asked me to come here today to talk to you to update you about Smoke Free Arizona Act and the college smoking policy.

As you probably know, there are a number of policy changes that have occurred and are underway (can't hear).

Maricopa County College is a smoke-free college.

Analogous to that, Pima County also (can't hear).

As you all definitely know, there were concerns raised at the college here and in the last month especially with the Faculty Senate (can't hear).

As a result, facility staff (can't hear) campus locations.

(Can't hear.)

Signage, where the signage is located, regulations, and then (can’t hear).

Also took a look at other sign compliance, people seeing where they shouldn't be smoking or having cigarette butts on the ground
where there shouldn't be. As a result of that, they identify policy
or practice changes that are necessary.

(Indiscernible.) First of all you have an issue with compliance
of individuals.

(Indiscernible.)

Smoke free (can't hear) clients of individuals. Not allowed to
spoke someplace and they might continue to do so anyway.

(Indiscernible.)

I just want to take a second here. Smoke Free Arizona Act actually says the statute, little bit of a surprise to you, says an owner, manager, operator or employee (can't hear) shall inform any person who is smoking in violation of this law that smoking is illegal and requests the illegal smoking stop immediately.

For someone who oversees the Department of Public Safety, college police, that is not ideal language to me, because any time you have individuals confronting each other, you have opportunity for other things to occur.

So we've got an act that has some challenges in it, and training and so forth, and general enforcement problems. Compliance is also a problem. You all know the college's policy is 25 feet from entrances and open windows.

(Indiscernible.)

Lastly, one of the things that was absolutely identified (indiscernible) modified to match the regulations, so we will be in the process of doing that.
What we also identify is it's very clear that we need to improve our policy. It's (can't hear) college. We're not complying with the acts in the strictest requirement.

What we are doing is we took this information, gave a presentation to the extended cabinet and all the administrators. It occurred on Tuesday. I have spoken with staff council, speaking with
you here, to basically talk about policy options that are under consideration.

The first is (indiscernible).

Second option would be going with a smoke-free college (indiscernible) backlash to that and not be happy with that. But that's one of the possible policies I will be considering.

Designate (indiscernible) and a designated smoke area as a large designated area (indiscernible).

So what we are doing right now is we are looking for feedback. (Indiscernible) smoking or nonsmoking areas.

I met with staff council this morning, you, and meet with students in a week or two to talk about and get their feedback.

In terms of what you can do, you can either work through your local administrator, go to the president. Come back (can't hear).

In terms of a timeline, September we did review the statutes and regulations. As I mentioned (indiscernible).

We provided recommendations to foster discussion.

That's the update. You all had a good discussion about it last month. I wanted to let you know we are looking at this in earnest
and looking forward to hearing what you have to say.

>> SPEAKER: Thank you so much for bringing this up. I didn't mean to jump the gun, but I went ahead and sent e-mails out to the adjunct faculty, to be in touch with me more frequently than the others. There's about 43 people on that list at Desert Vista. I e-mailed them those three options: To ban smoking completely, to
keep things as they are but enforcing better, or to have a compromise
which would be designated smoking areas.

I got quite the earful of responses. Three people said yes, ban
smoking completely from all campuses everywhere. The reasons given
were health reasons for the students, for faculty. One adjunct
faculty member said she had asthma, and the students aren't following
the rules about how far from the doorways. Three said ban it
completely.

Three of them said no, including one who said, and I quote,
banishing smoking is like saying you do not behave how we want you to
behave so we are going to restrict your access to the services we
need.

Then I got eight responses who are interested in the compromise,
having designated smoking areas far away from doorways, windows, and
that was somehow reinforced.

One person said that most people 17 to 30 think they are going to
live forever and are willing to take the risk so they will just smoke
and go somewhere else for their educational needs.

Another one said what the Senate Faculty should be working
towards is a biased-free campus and stop trying to convert campuses into a Sesame Street-like reality. People smoke. Get over it.

These are the kinds of comments, okay?

As a science person, I wanted to know what the actual studies were showing, and there are over 700 campuses across the United States who have completely banned smoking, two-year and three-year.
There was a pretty darn good study done between Purdue University who banned smoking and another Indiana University (can't hear) or vice versa, and they found there was a slight decrease in smoking rates on the campus where they banned smoking.

The question I had was how do you know that was a result of the smoking ban and not students just not attending, students who smoke just not attending your school?

That was not addressed -- well, there aren't very many studies. The only study I found that indirectly addressed that was the study of Vietnam veterans who had gone back to school after the war, and there was a completely serious relation between -- the rates of smoking are were very high for Vietnam veterans, and then as the number of years of schooling went up past high school, the smoking rates dropped dramatically.

What I want to just keep clear, I would love to not have any smoking on our campuses, personally. But I'm trying to represent the people I'm supposed to represent. What I want to keep clear is that we are an educational institution, and one of the highest correlations between quitting or never starting to smoke is more
years of education. Are we about just having, you know, no smoking
on our campuses or are we about education? I don't think they should
be mutually exclusive, but I wouldn't want students to choose not to
attend our school because they were addicted to cigarettes.

That's all I have to say right now. Thank you.

>> SPEAKER: I just have a question about your discussions at the
administrative level about the policy.

>> SPEAKER: Your mic isn't on.

>> SPEAKER: I don't think that works.

>> SPEAKER: Hello. Maybe it needs new batteries.

In your discussion with the group, did you take into account policy 2303? It talks about environmental health. Were there any conclusions reached?

>> SPEAKER: Yeah, what we did is I had a little bit longer presentation. I had slides and things like that. We talked about college policy, what it said, Smoke Free Arizona Act (can't hear).

What we are looking to do is modify that policy (indiscernible). Taking it into consideration what staff council mentioned this morning I think is (indiscernible) how do we handle electronic cigarettes and smoke-free cigarettes.

>> SPEAKER: I didn't really get on the e-mail and discuss this.

Thanks to Terry for all that good information from our campus.

I would see, because we have only got two buildings in our campus, and we actually are 25 feet, and it's 50 feet from one building to the next, so part of what was hilarious one year was
seeing students stand in the middle right between the buildings.

You know, I don't mind the students smoking or faculty, for that matter. I have been concerned about the electronic cigarettes and the nice laced cigarettes that have the wonderful scents to them.

One year I was smelling quite a bit of who knows what else was in that laced cigarette what they were smoking, but there they were.
>> SPEAKER: Can I have one of those? (Laughter.)

>> SPEAKER: I don't sell them, and I don't know where they got them from. We need some humor in this. (Laughter.)

Oh, gosh, I forgot my thought.

It is accurate that because for a year I was actually going up to students and saying, you know, this isn't where you smoke. Please smoke -- unfortunately we have a beautiful breezeway that when the wind blows, you get the smoke anyway, so it doesn't matter if they are following the rule.

It is something around how do we make sure that they follow the rule, if you will, and take into consideration those of us who do have health problems or don't want to develop health problems because we are taking in secondhand smoke. So if there is something around that, it's too bad we can't have these little umbrellas like Get Smart and walk around and nobody is offended by it.

Anyway, just a thought.

>> SPEAKER: I wanted to go back to another part of the chancellor's report and address one of Dave's points about advising and special programs.
I think also we do have a senator from counseling, so there might be some opportunity for cooperation, senator to senator, and also CDAC (phonetic) to CDAC.

>> SPEAKER: Are you going to go through and measure all the (can't hear) maps he does? Individual campus you can tell where the 25-foot level --
>> SPEAKER: Yeah, we provided similar type of (indiscernible.)

>> SPEAKER: I think that would be really good.

>> SPEAKER: I’m going to thank you for spending the time going through, into meeting after meeting, and referring and booking and statutes and so on.

I want to be clear I don't have a dog in this fight, I couldn't care less one way or another, but after extensive polling of my constituents leading up to today's senate meeting, universally all of my constituents were adamant that they don't really like the secondhand smoke but they are completely and totally against a smoking ban for a variety of reasons, but the most salient is that it seems like a slippery slope if we ban smoking that it opens the door for PCC administration to feel entitled to start, like, testing us.

There was this scary article about some sort of city or county entity engaged in, like, blood testing of their employees so that they don't have elevated premiums for their insurance or whatever.

I'm not being very articulate here, but my constituents instructed me to strongly to speak up at Senate and say no on this ban because of the threat of drug testing. They are completely, as
am I, against any form of drug testing.

Thank you for listening to that.

>> SPEAKER: I actually just have a question. Are we discussing this now or is it still an open-forum item?

>> CHAIRMAN: We can continue to discuss this or come back to it.

It is an open-forum item.
>> SPEAKER: I guess it's a question to Terry or to David. You can stick around for the open forum or keep it on the agenda. I'm just not going to speak now if it remains an open-forum item.

>> SPEAKER: (Can't hear.)

>> CHAIRMAN: Are you fine with this discussion, or do you want to come back to open forum and have more time to talk about this?

>> SPEAKER: My understanding was that it was going to be brought up by the chancellor's report so it didn't need to be an open-forum item. That's my understanding.

And please correct me if I'm wrong, but I feel like some of us are taking this very seriously and some aren't.

I don't mean to put anybody on the defensive, but I really do want to know what other people have to say, what other people think about this, and if you have polled your constituents or if it's just your opinion. There is a difference there.

>> SPEAKER: If we have somebody here who is collecting feedback, I think it would be more appropriate to get the feedback out while everybody is here rather than discuss it in open forum, and (can't hear) minutes. If we are going to have some feedback, we might as
well get to the source.

>> SPEAKER: We can't hear back here.

>> SPEAKER: I did just want to comment, there is a student walking on the patio smoking.

>> SPEAKER: (Can't hear.)

>> SPEAKER: Two feet from the door that's right there.
>> SPEAKER: I was just going to add that perhaps we could, in our brainstorming of this, and I appreciate the insights from the small polling, but we might even do a larger polling of all of our employees, including the adjuncts. That's we would entertain if you're interested in that.

>> SPEAKER: The argument we heard about people not allowed to smoke on the campus, fear that they won't come to school, they stopped smoking in restaurants and there was no appreciable decline. People stopped smoking when they went to the restaurants. Airplanes, hospitals, a lot of places you can't smoke. People don't stay away from hospitals because they can't smoke. You can't smoke.

I think it would be totally inappropriate -- to do what the college basically said we should do, is create an environment that's healthy.

Statistics show that secondhand smoke is just about as dangerous as real smoke. People want to smoke, that's fine. But if you go to a restaurant or a hospital, you don't smoke. Get on an airplane, you don't smoke. Movie theater. You don't smoke.

Why is there such a big difference?
>> SPEAKER: It does seem that we are having this discussion now, so...

I did communicate with my constituents, too. I expressed what my perspective was, and the only responses I got (can't hear) in support of the ones I was expressing, so my belief and the constituents who responded is we should enforce the policy we have and not start, you
know, segregating or inconveniencing people (can't hear).

Further, I also would take strong exception to (can't hear)
secondhand smoke category. It's a big difference if you're a child
who spent 24 hours in your parents' house (can't hear) because of all
the smoke that's in versus once or twice a week I have to hold my
breath when I'm going across a courtyard to another class.

I seriously doubt that that level could be quantified in terms of
health threats unless, and that's a real, real issue, unless you have
a real sensitivity just like with any other thing.

There are certain substances such as perfume or smoke or anything
else. (Can't hear) then you would get all kinds of other things like
perfume on campus and so on.

So I think that it's not comparable to going into a restaurant or
something like that because (can't hear).

What they do in Europe now when I travel there is they segregate
smokers into itsy, bitsy, tiny, little compartments, behind glass
walls, and white smoke and people emerge, stink up the place. When
they sit next to you, they smell really strongly of smoke.

I just feel that one of the things that I appreciated about
coming here from Europe in the first place is certain cultural
individualism and not regulating it. Again, you know that I don't
like smoking and I'm one of those people who holds his breath, but I
think this is one of those things that I think we can accommodate
(can't hear).

Those are my thoughts.
>> SPEAKER: I agree (can't hear) I did -- for the purposes of sharing, I did -- I did poll my fellow faculty members. Three supported a ban. Four of them appreciated the health concerns but are concerned about the impact it would have on students.

We are more in favor of reviewing the smoking designations that we have currently and ensuring that we are enforcing the smoking policies that we currently have in place and perhaps revising them if they are not effective.

>> SPEAKER: I just want to add a comment here that was just stated. People talk about banning smoking. I don't see enough signage on the campuses. Some people are aware of where the designated areas are. I'm thinking we should maybe fix that part of it and go along with -- we are a college of education. (Can't hear.) We realize that. That’s more of a social thing.

If we have more signage and are aware of the policy, I think that’s the way we should go first.

>> SPEAKER: You know, I’m getting a little bit concerned about the discussion here, because it seems like we are not able to get everybody's opinions and the same people and sometimes it's
repetitive. I would like to say I'm for the survey to all the staff
and faculty, because probably it will be a little bit fair.

And the other thing is that one thing we discussed is the fact
that (can't hear) going to be working settings who are nonsmoking. A
ban is actually in effect.

Those are the two things my two constituents discussed. We have
discussed it in our meetings what will happen if we actually go with a ban and then our students are not coming to class anymore or coming late because they will be smoking far away and all these issues.

And the other constituent said, yes, but (can't hear) a lot of places where students are going to be going and working after graduation, they are really not allowing smoke.

So I really think that the way to go in this type of situation is to get some of the survey going.

The other one, I don't know if you'd be interested, hearing and listening from the students to see what they think. I think they are also part of the equation and there need to be some voice included from them. Thank you.

>> SPEAKER: We are an educational institution, and it seems to me that many of our courses in the health field talk about the dangers of smoking and the detriments to health.

It seems to me there is a disconnect between teaching that philosophy and allowing smoking on campus.

I just want to also add I think a general survey would be a very good idea.
>> CHAIRMAN: At this point I think we have given them a lot of ideas and a lot of feedback on what’s going on. If you want to continue to give them ideas, you can send them on and they will stay on top of this.

Thank you very much for all of the input you have given.

>> SPEAKER: Another topic. Just to kind of preface this very
quickly, the last two years we had discussions on the West Campus regarding our copy center which was finally moved from the main copy center to a smaller sub center in the (can't hear).

This is the freedom of information request. What I want to know is over the last two years we have had enhanced printers, but in all the divisions of the West Campus (can't hear).

We now have I believe six copy machines in each (can't hear) in the West Campus plus (can't hear) copy center.

What I want to know is what is the cost of all this, including the cost of having to put in all these copy machines, having them installed, okay, and the cost of materials. Is it really cost-effective? Is it cheaper than what it was for the main copy machines?

You can leave off the personnel costs, because we had essentially one person doing all the copying for most of the campus. Now we have people in all divisions, so it's approximately six times the personnel cost.

So I can do that calculation myself. I really want to know if this is truly cost-effective. Thank you.
>> SPEAKER: I have one comment to add to that is the copier
decisions are actually campus-based decisions. I will coordinate a
response to that, but (indiscernible).

>> CHAIRMAN: Next report is the (can't hear).

>> SPEAKER: Good afternoon. Thank you very much for giving me

opportunity to share with you some excitement...
That's my presentation. If you have any questions at this time, I would be (indiscernible.)

>> SPEAKER: I just wanted to let you know I really appreciate the massage therapy program you have. (Laughter.) That's all I wanted to say.

>> SPEAKER: Thank you. (Indiscernible.)

That's what it's all about. (Indiscernible.)

>> SPEAKER: I just want to mention that four years ago when I started working here, I was very impressed after we get the new employee orientation. The following day, all the staff from the Northwest Campus, got a nametag, all these things and assist (can't hear) from the beginning I felt the Northwest Campus was very, very special in the way they treat their staff and the way they work with each other.

I want to congratulate you about the use of technology. I read through Faculty Senate that always taking that leadership using iPads, and so I'm very happy you're doing that. Congratulations.

>> SPEAKER: Thank you.
>> SPEAKER: I have a question about the... (off microphone.)

>> SPEAKER: That is a very good question.

(Indiscernible speaker.)

I certainly hope that there is some middle ground, because at the end of the day what I still want to see, I want to see some (indiscernible).
>> SPEAKER: (Off microphone.)

>> SPEAKER: (Indiscernible.)

>> SPEAKER: I have a quick request, and then either to you or senate leadership.

Somebody else at the last meeting requested that maybe future presidents’ reports could also address a little bit the collective perspective such as there may be from campus presidents. In other words, it is interesting and valuable to find out what’s going on at this campus and that campus and to rotate that, but also, I think there is the hope that this is an opportunity to share something if there is something that should be communicated from the presidents as a group.

This is not for this report, but maybe for future reports...

>> SPEAKER: Very good statement.

(Indiscernible.) Presidents don’t meet as a group formally.

(Indiscernible.)

Presidents meet with the chancellor once a month.

I’m sure we all would be happy, if that serves the purpose of opening up more communication and (indiscernible).
>> CHAIRMAN: Thank you, Doctor.

Next item is Faculty Senate report. I think this is traditionally the president's report. There isn't any.

The one piece though that I am reminded is when this is done is just announce our next speaker series, and it is Tuesday, November 13th.
I'm just going to mention the title. We roar into the '20s, women, advertising, shifting image of the 1920s. Starts at 6:00 (can't hear).

So we are now into our open-forum items. Kim?

>> SPEAKER: I would like to pull my item and just e-mail everybody. If you have suggestions, send them to me.

>> CHAIRMAN: If you could send out an e-mail to all the senators, saying this is the information I want from you...

>> SPEAKER: I will do that.

>> CHAIRMAN: Rob?

>> SPEAKER: Thank you. I'd like to start a discussion about late registration and the effects of late registration on student success and student retention.

I have a short statement about that to read, and then there will be a thing passed out.

Very quickly, I have come to believe late registration is detrimental to student success, has a negative effect on student retention. I have put forth some arguments in favor of abolishing late registration at college. Allowing students to register after
classes start sends a really bad message.

This semester classes started on the 22nd of August. Late administration ran through the 29th. So if you registered after the class had met on the 29th, you could miss as many as four classes and still be in the semester.

That's 12.5% of the semester of a 16-week class. That's a really
bad idea. The college basically tells students, you can succeed in
any class even if you don’t attend the entire semester.

Late registration at Pima is not insignificant. I had some
research pulled up. Last six semesters, approximately 13.5% of all
registration transactions occurred after the first day of classes.
That's 48,000 out of 352,000 transactions. That's a big deal.

It says you can be late, you can be late enrolling, late with
assignments, come late to class. Nobody cares if you’re late. It's
college policy. I don’t think that's good.

My personal experience suggests students start attending after
the first class meeting have very little likelihood of success.

I keep detailed attendance records, so I went back over the last
six semesters and looked at them. I had 56 students who started
attending class after the first meeting.

I don't know if they were all late registration. I know they
didn't make the first meeting or thereafter. 40 out of those 56
either withdrew or failed the course.

That's high. The first class is really important.

So the handout you have here references a study (can't hear) in
Dayton, Ohio. They did some stuff. There is a nice report on it.

This is a new report out of the Community College Journal. I would think we'd like to be able to start a discussion on this next time.

No sense in doing it now until everybody has read the statement.

Does this sound familiar to anybody? What I just read to you was something from the September 2004 Faculty Senate, and we had a
committee that looked into this. We looked at this whole problem.

We came to the conclusion that this would really be a good thing for
the college, supposed to be data-based decision-making.

Here is the data. Enrollment will not be hurt. 90% of the
people kept going to class.

I think maybe after eight years it's time to revisit this and
take a look at it. If you could read this between now and the next
Faculty Senate I'd like to put it on the agenda, open forum for next
time. Thank you.

>> CHAIRMAN: Okay. I think this is a good point, and I agree to
discuss this more. I will bring this up with Joe and see if we can
put this on the November agenda. It's getting bigger and bigger and
bigger.

>> SPEAKER: I have no illusions that will be solved after one
time.

>> CHAIRMAN: We will keep doing that. I will make sure Joe is
aware this is being brought up for discussion.

I think we have talked about smoking a lot. I would move on.

>> SPEAKER: This is about the Fulbright scholar. (Can't hear.)
>> SPEAKER: I would like to move for the Faculty Senate to vote to support the Fulbright scholar in residence.

>> CHAIRMAN: I'm getting coached here. This is what I know. We need to have a discussion on this before a motion.

>> SPEAKER: We just need to be prefaced by saying are there any objections to having a motion on this issue? If nobody objects, then
the motion can go forward.

>> SPEAKER: I would just like to ask -- I'm just a little nervous here. Do we still have a quorum? We have a lot of people that left. If we don't have a quorum, we can't vote.

>> SPEAKER: (Off microphone.)

>> SPEAKER: I would suggest the next meeting would address that issue, but I did want to point out since we have not clarified that the -- we probably still can count proxies for forum purposes, even though I said we might want to address them. We haven't.

So in the past we would have counted proxies for forum purposes. If you are a proxy, you should raise two hands. If you are a senator and a proxy.

Everybody here sitting here is not necessarily a senator, I would say senators please only raise your hand, and if you are a proxy in addition to being a senator, raise as many hands as you are a proxy for.

>> SPEAKER: We are okay.

>> CHAIRMAN: We still have a quorum. I need coaching on this one.
So can I call for a motion and then a discussion? Is that...

>> SPEAKER: That would be it, yes.

>> SPEAKER: (Off microphone.)

>> SPEAKER: We are working on the proposal right now. It's due October 15th. So it would be really appreciated if you could support us.
>> CHAIRMAN: I'm sorry, help me. Is there an objection to voting on this? No. So we are unanimous so far.

So right now Rita can do a motion.

>> SPEAKER: I move that we support the Fulbright scholar in residence program.

>> SPEAKER: Second.

>> CHAIRMAN: Is there discussion on this?

All those in favor, aye?

(Ayes.)

>> CHAIRMAN: Anyone opposed, raise your hand.

(No response.)

>> CHAIRMAN: Abstain?

(No response.)

>> CHAIRMAN: So we are unanimous and this passes, which is legal.

(Applause.)

>> SPEAKER: I would like to make a little request that maybe for the next speaker series, if we do get this Fulbright scholar, if he or she could be one of the speaker series speakers?
Thank you very much for your support.

>> SPEAKER: Motion to adjourn.

>> CHAIRMAN: One more piece.

>> SPEAKER: Withdrawn.

>> SPEAKER: Downtown Campus. Very quickly. Just a suggestion from a previous college I worked at. We spent a little over an hour
on reports. What we used to do at that college is people would submit written reports.

For example, for the PCCEA report, there would be a report, there would be a written report e-mailed to everybody, Rita would stand up and say, are there any questions? If not, we move on.

I think it would speed up a lot of time in the report section. It would give us an archive of those reports. It's something I can send out to my constituents instead of sitting here and making little notes and everything.

Just something to think about, something to discuss, just throwing out experience from a previous institution.

If I may make this request, if it says 12:45, could we start the meeting at 12:45?

>> CHAIRMAN: It's been my understanding --

>> SPEAKER: I'm just asking on that.

>> CHAIRMAN: We have done the -- when we were in the other room, we did the introductions and names, and then the meeting officially started at 1:00 because it was live. So that --

>> SPEAKER: One more thing. Regarding discussions to speed
things up, why are we doing introductions? When people are going around introducing, I'm not remembering everybody's names. Then they all say who they are when they speak. Do we really need the five minutes of introduction at the beginning? Just a thought.

>> CHAIRMAN: Thank you for that.

>> SPEAKER: Can I just add one thing to what you said? I think
that's a good idea. If we could also limit -- some issues I think

are good discussion. What I would suggest is we limit the amount of

conversation one person to no more than 1.5 to two minutes,

especially when it's a discussion many people want to participate in.

Some people are not able to because some people go on a little bit
too long. That's all I would add as far as time.

>> CHAIRMAN: Thank you.

>> SPEAKER: I have a question. It was mentioned that we are no

longer live, but is that we are no longer being broadcast? Is that

in fact the case? These meetings will no longer be broadcast?

>> CHAIRMAN: I do not know the answer to that.

>> SPEAKER: Because they are not filming us, and have declined
to do so, we are not being (off microphone.)

>> SPEAKER: Who is filming us?

>> SPEAKER: (Off microphone.)

>> SPEAKER: Okay. So my thought, I would say the report,

printed report, written report idea, have more support from me than

if we were broadcasting for obvious reasons.

But I do think we might at some point, not today, want to discuss
whether we do want to be broadcast again or not or we are fine not to
be broadcast. It's a different kind of meeting and different kind of
impact. There are pros and cons for either one, but it's something
we might just at some point want to discuss whether we are fine with
that or whether we do want to make a formal request to be broadcast.

Thank you.
>> CHAIRMAN: I will pass that on.

>> SPEAKER: Now I would like to move to adjourn.

>> SPEAKER: I second it.

(Ayes.)

(Meeting adjourned.)