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April 8, 2026. Meeting of the Governing Board.

>> MR. GREG TAYLOR: Please stand, if you're able, to join us
for
the Pledge of Allegiance.

(Pledge of Allegiance.)

>> MR. GREG TAYLOR: All right. We'll move on to 1.3, roll
call.

Board Member Randall.

>> MS. KRISTEN RANDALL: Present.

>> MR. GREG TAYLOR: Board Member Riel.

>> MS. THERESA RIEL: Here.

>> MR. GREG TAYLOR: Board Member Barraza.

>> DR. NICOLE BARRAZA: Here.

>> MR. GREG TAYLOR: Vice Chair Bernal Morales.

>> MS. KARLA BERNAL MORALES: Present.

>> MR. GREG TAYLOR: And I am here, as well.

1.4, our land acknowledgement. Pima Community College
acknowledges that we are gathered on the traditional lands of the
Tohono O'odham and Pascua Yaqui peoples, who have stewarded this land
since time and memorial. We recognize their enduring presence and
contributions to this region. As we honor this history, we commit to
learning from Indigenous communities and supporting their
sovereignty, culture, and rights.

Moving to 1.5, my understanding is we don't have any calls to
the
audience tonight unless someone snuck one in there in the last few

minutes? Someone flag me if they do, but I think we're not seeing

any.

We'll move on to 1.6. That is the Governing Board recognition and awards.

Dr. Nasse, are you starting that or is Dr. Roark starting that one?

>> CHANCELLOR JEFFREY NASSE: I am starting that, Mr. Chair.
Thank you.

Good evening, everyone. Thank you all so much for being here. On behalf of our faculty, our staff, and students here at Pima Community College, I'm honored of course to welcome all our guests, our honorees and their families to this Governing Board's recognition celebration.

So tonight we celebrate members of our Pima Community, students, faculty, and staff, who have gone above and beyond, and their accomplishments bring pride to this college, reflect the very best of who we are. At Pima we always encourage our people to engage fully in their professional lives in the community and in service to others.

When their efforts are recognized by outside organizations, it reaffirms what we already know: Their dedication and excellence make a real difference.

So to our honorees, tonight we recognize you for the distinction you have earned over this past year. We have some local, some national, international organizations, as well. Each of you has brought pride to Pima through your achievements and contributions.

So those being honored tonight include our students, our faculty,

our staff, some alumni and community partners, individuals whose excellence and connection to the college strengthen who we are and what we stand for here at Pima Community College.

With that, it's my pleasure to invite Dr. Ian Roark, our college provost and executive vice chancellor for academic affairs and workforce development, to present these awards.

>> DR. IAN ROARK: Thank you, Chancellor.

We will introduce this year's honorees by groups: Students, community, and employees. We will announce their achievements as we call their names. Please hold your applause, audience members, until all members of that particular group have received their certificates. Honorees who are unable to be with us this evening will be mailed their certificates.

To the honorees, congratulations, first of all. And, as your name is read, please come forward to receive your certificate of recognition and stand to the side until the entire group has received their awards. Once your group photograph has been taken with our board and chancellor, we ask that you return to your seats until all honorees have received their certificates.

To the chancellor and the Governing Board, I invite Dr. Nasse and the board to come forward to congratulate these exemplar employees, students, and our community partners.

Our first group to be recognized are Pima Community College

students who have received special awards and recognitions. We will

call the students' names in groups so that we can frame their photographs according to the type of reward or honor they have received. We will call all names listed in the program to ensure that we do not miss anybody who may not have RSVP'd but is in attendance.

the All-USA/All-Arizona Academic Team. Hannah Seery, selected as 2026 Coca-Cola Academic Team and placed on the First Team for the West Campus. Hannah.

Nora O'Brien, placed on the First Team of the 2026 All-Arizona Academic Team for the East Campus.

Eric Garza, placed on the First Team of the 2026 All-Arizona Academic Team for the Downtown Campus.

Hunter Gillenkirk, placed on the First Team for the 2026 All-Arizona Academic Team for the West Campus.

Tatiana Gonzales, placed on the Second Team of the 2026 All-Arizona Academic Team for the Desert Vista Campus.

Jason Janoski, placed on the Second Team of the 2026 All-Arizona Team for the Northwest Campus.

Sydney Jones, placed on the Second Team of the 2026 All-Arizona Academic Team for the Northwest Campus.

the Rachel King, placed on the 2026 All-Arizona Academic Team for District Office.

Grace Garcia, placed on the Second Team of the 2026 All-Arizona Academic Team for the District Office.

Paloma McKenna, placed on the Third Team of the 2026 All-Arizona

Team for the Downtown Campus.

Oscar Riesgo, placed on the Second Team for the 2026 All-Arizona Academic Team for the East Campus.

Are there any student honorees that I may have missed?

Let's give these excellent students a hand.

(Applause.)

(Photo Op.)

>> DR. IAN ROARK: This is the danger of giving me a script is I'll go off it at times, and that is the chancellor, myself, and Dr. Robles-Lopez and members of her team all met at Dr. Robles-Lopez's invitation to meet with the All-Arizona Academic Team members, including the students that you saw tonight, and so we got to have one-on-one conversations with them and about their projects.

The level of work that they do and the level of just brilliance that they are bringing to our community is amazing. I wish we could even spend some time this evening, but we can't, so if you ever have an opportunity to learn what these students bring to the table, they are amazing, and they deserve another round of applause.

(Applause.)

>> DR. IAN ROARK: We also get to speak at this event whenever it occurs, as well. This is, the next group of students were inducted into the National Adult Education Honor Society.

Luna Marie Aguirre. Farina Azimi. Hector Castillo Camou. Arthur Escalante. Rosalva Felix Meza Esquer. Ramiro Flores. Natalia Ivashko. Benjamin Martinez. Darius McCance. Patricia

Santiago. Michael Santos. Michael J. Wilson.

I

Are there other Adult Education National Honor Society students
may have missed?

All right. Let's give these students a round of applause.

(Applause.)

(Photo Op.)

>> DR. IAN ROARK: Again, Lori Kierstead-Joseph, our assistant
vice chancellor for adult basic education and college and career,
always invites the chancellor and/or myself to meet with these
students, and they are amazing, as well.

Let's give them another round of applause.

(Applause.)

>> DR. IAN ROARK: Hector Castillo Camou, he has a pepper
business, and he informed me that he had delivered seven, I think, is
that right, seven bottles of freshly picked peppers to the
chancellor.

And, Chancellor, he did ask me to tell you that I at least
deserve one of those (laughter). True. True story.

Our final group to be recognized this evening, our college
employees who have received honors and awards outside of Pima
Community College. First up is Jennifer Madrid, selected by the
American Association of Colleges and Universities, AAC&U, as the New
Leadership Academy to participate in the HIS Fellows Program.

Are there any other employees I may have missed?

All right. Photo time.

(Photo Op.)

(Applause.)

>> DR. IAN ROARK: Please join me in once again applauding all
of

our honorees for their hard work, dedication, and representation of
the college.

(Applause.)

>> DR. IAN ROARK: Chancellor Nasse, I turn it back over to you.

>> CHANCELLOR JEFFREY NASSE: To all of the honorees, obviously
the college is so proud of your achievements. I also want to
acknowledge, while we're here this evening, the support, right,
provided by our faculty, our staff, also by your family, your friends
that are here this evening. We all know this is such a huge factor
in your success.

So thank you to all the friends, family, faculty, and staff, who
have made this happen for our students and for our employees.

Congratulations.

(Applause.)

>> CHANCELLOR JEFFREY NASSE: Now it's my pleasure, we're going
to do something special. This month we have hired a new Pima
Community College Police Chief, Chief Tamatha Villar, and we will now
do her swearing in.

So if you'll join me up here, Chief.

(Applause.)

>> CHANCELLOR JEFFREY NASSE: All right. If you'll raise your
right hand, Chief. I, Tamatha Villar, do solemnly swear.

>> I, Tamatha Villar, do solemnly swear.

>> CHANCELLOR JEFFREY NASSE: That I will support the
Constitution of the United States.

>> That I will support the Constitution of the United States.

>> CHANCELLOR JEFFREY NASSE: The Constitution and the laws of
the State of Arizona.

>> The Constitution and the laws of the State of Arizona.

>> CHANCELLOR JEFFREY NASSE: Resolutions, board policies, and
policies of the Pima Community College Police Department.

>> Resolutions, board policies, and policies of the Pima
Community College Police Department.

>> CHANCELLOR JEFFREY NASSE: That I will bear true faith and
allegiance to the same.

>> That I will bear true faith and allegiance to the same.

>> CHANCELLOR JEFFREY NASSE: And defend them against all
enemies, foreign and domestic.

>> And defend them against all enemies, foreign and domestic.

>> CHANCELLOR JEFFREY NASSE: And that I will faithfully and
impartially.

>> And that I will faithfully and impartially.

>> CHANCELLOR JEFFREY NASSE: Discharge the duties of the Office
of the Chief of Police of the Pima Community College Police
Department.

>> Discharge the duties of the Office of the Chief of Police of
the Pima Community College Police Department.

>> CHANCELLOR JEFFREY NASSE: According to the best of my ability.

>> According to the best of my ability.

>> CHANCELLOR JEFFREY NASSE: So help me God.

>> So help me God.

>> CHANCELLOR JEFFREY NASSE: Congratulations, Chief.

(Applause.)

>> CHANCELLOR JEFFREY NASSE: For the pinning of your badge, I know we have your family here. We have Jorge, Alphonse, Adrian, so come on up and we'll do this together.

Give you the honors.

>> Don't stab me. (Laughter.)

>> Want to shake hands?

>> CHANCELLOR JEFFREY NASSE: Congratulations. And now we'll sign to make it official.

(Applause.)

(Photo Op.)

(Applause.)

>> CHIEF VILLAR: Good evening, Board Members, colleagues, and guests. Thank you, Chancellor Nasse, for your kind words and your leadership.

I want to take a moment to introduce a few of our distinguished guests. Thank you to Tucson Police Chief Monica Prieto, UofA Police Chief Chris Olson, Oro Valley Police Chief Kara Riley, Sahuarita Police Chief John Noland, Councilwoman Michelle Tarango, and Judge

Tino Tarango for being here tonight.

Thank you all for your unwavering support, not just as I have stepped into this new role, but for many of you, for a life- and a career-long mentorship, support, and mostly, friendship.

This is an incredible meaningful moment for me. I'm deeply honored to stand before you as the new Chief of Police for the Pima Community College Police Department. I would be remiss if I did not first thank my family, my husband, my children, and my parents.

Over the course of my 30-year career, you have given so much of yourselves. You have provided the time, the patience, and the unwavering support that allowed me to chase every dream and reach every goal.

I know there were long hours, many missed moments, and significant sacrifices you each made to support my success. I would not be here without your support and your love, and this achievement belongs to you just as much as it does to me.

Suegra, (speaking in Spanish).

I also want to extend my sincere gratitude to the supervisors, colleagues, and the men and women I have had the privilege to work alongside and lead through my career. Each of them has shaped me, teaching me invaluable lessons about leadership, service, resilience, and integrity. I carry those lessons borne from both triumphs and challenges into this new role.

To my former officers, co-workers, friends, and friends who have traveled here tonight, thank you for your support and friendship and

for continuing to be part of my journey. Your presence here tonight means more than I can express.

in Chancellor Nasse, thank you for the confidence you have placed me. When you extended the offer for this position, you told me that I had saved the best of my career for last. That statement resonated with me. I have taken it to heart.

I feel incredibly fortunate to step into this role at such a pivotal point in my life. I'm fully committed to ensuring that this is, in fact, the best chapter through the work we do, the way we serve, and the impact we will make together.

To my new Pima colleagues, especially my command staff and my department, thank you for the trust and commitment you have shown during this transition. I'm already inspired by the professionalism I have seen and am excited to see what we will all accomplish together.

As I step into this role, I pledge my full commitment to Pima Community College, to the Pima Community College Police Department. We will build on the foundation that's already in place, refining what works while thoughtfully identifying opportunities for growth, creating a clear and forward-looking vision, and strengthening our capacity to serve the community with professionalism, accountability, and innovation.

My commitment to you is unwavering. Guided by compassion, grounded in service, and driven by excellence, I will lead you with integrity and give my best each day to honor our badge, support you

as department members, and protect the community that we serve.

I'm honored and proud to serve with this department and deeply committed to the community we are entrusted to protecting. I look forward to the work ahead, confident that together we will achieve great things.

Thank you, all.

(Applause.)

>> MR. GREG TAYLOR: Welcome. We're so glad to have you. Thank you for your service and for your commitment to the college.

All right. Let's move on to 1.8, the summary of current events by Governing Board members. Board Member Randall, do you have anything you want to share?

>> MS. KRISTEN RANDALL: Thank you, Chair.

I was able to attend the Pima County Board of Supervisors meeting

yesterday and watched the coach, captain, administrators, and some players have a proclamation presented to them proclaiming April 7th -- this is, okay, I might mess this up, this is very long -- April 7th proclaimed the Pima Community College Women's College Basketball National Champions Day.

As I consoled many of my Wildcat friends on Sunday, I reminded them, Go Aztecs.

One more thing, I don't know if we brought this up. If we did already, then I'll bring it up again. I just want to congratulate Board Member Bernal Morales for the Greater Tucson Leadership Woman of the Year Award.

(Applause.)

>> MS. KRISTEN RANDALL: She 100% deserves it. I was so happy to be able to go there and to watch you accept that award. Very well-deserved.

>> MR. GREG TAYLOR: Thank you. Board Member Riel?

>> MS. THERESA RIEL: This month has been a super-fun month. I went to the PCC STRIVE graduation on the 25th of March. That was the organization where our students get training in entrepreneurship, and it was very amazing. There were like nine of them, I think, and they each gave a little presentation, a three-minute elevator pitch, which was just absolutely amazing.

I'm really proud of that program. I look forward to seeing many more cohorts go through it.

On March 26, I was by myself, and I thought, you know what? I'm going to see if the women's basketball game is online. It cost me a couple of bucks, and I watched it online, and as I am watching it on the screen of my cellphone, I was taking pictures of all the cool moments that happened, and it was so much fun. I was so proud of those women for winning that amazing championship game.

Congratulations to their coach, too. He did a great job also. He was awarded the Coach of the Year, Coach of the Game Award, something like that.

And then the last thing is I also want to thank Karla and her organizations in the business community. They had a Southern Arizona optics industry and legislative breakfast yesterday, and I love going

to those things, because it's way beyond my normal wheelhouse of information that I read about or I know.

One of the vice presidents from Raytheon spoke, and he was mentioning that they need 185,000 engineers each year to stay where we are, not necessarily to get ahead. And then he also spoke that they need 140,000 technicians, skilled technicians, trained technicians, to do all the manufacturing and those kind of jobs. And those are just two occupations.

So I'm really proud of all the people at Pima College for helping

our students get to those technicians jobs, those engineering jobs, all of the amazing things that they're going to do, and so I just want to say thank to you all the faculty and staff and administration for making sure those students get to where they want to be.

Thank you.

>> MR. GREG TAYLOR: Board Member Barraza.

>> DR. NICOLE BARRAZA: Last month I attended the Foundation's donor appreciation event at the Advanced Manufacturing Building at the Downtown Campus, and had the opportunity to meet Chief Villar and her husband and had a great conversation. We're very fortunate to have her, and I'm looking forward to working with her.

Also, in the past month, I attended the FIT Lab ribbon cutting. We had a lot of elected officials. Governor Hobbs was here, Mayor Romero, Supervisor Allen, Supervisor Heinz, and it was just a great event put on by the college.

I want to thank Libby and the team for help organizing it. It's

always great when we can showcase the great work and our great facilities.

>> MR. GREG TAYLOR: Vice Chair Bernal Morales.

>> MS. KARLA BERNAL MORALES: First of all, thank you so much for

the congratulations and the very kind words. It was a very memorable and most humbling event, and I really appreciate it, because what I do I do because I love my community, so I appreciate it.

But moving on to important things, I also had the opportunity to attend the FIT Lab ribbon cutting with Governor Hobbs. What I loved the most about that event is that it was great to see my worlds come together and the convergence between what it means to be hyperfocused on workforce development and how that influences economic development and how that influences the vitality, the economic vitality of our region.

I couldn't be more proud to say that Pima Community College is setting the tone, and we are, I mean, known across the nation for the work that we're doing. So I want to congratulate the entire team, but Dr. Roark, for your efforts in the workforce development initiatives. I think this is a great example of what happens when community, educators, and government will come together to create that lasting impact. Thank you so much for that.

Actually, Dr. Roark and I also attended a memo of understanding signing with the Taiwan delegation, and we'll be attending another one next week. We're going to be doing a lot of that. Just so you all know, the work we are doing at Pima impacts our community, but

it's impacting across the state and really across the world.

Lastly, and I cannot stress it enough, I did not get to see the game, but I got to go to the Pima Aztecs women's basketball national champion celebration at West Campus. The energy in the room was amazing. I got to see the very end of that, because I had a crazy day, but I got to celebrate with them. I just want to say congratulations to our student athletes. And congratulations to our coaches, because the work that they're doing is amazing to create these well-rounded, incredibly impressive students, but champions, nonetheless, which is amazing. Congratulations to all of them, as well.

Thank you.

>> MR. GREG TAYLOR: Thank you. I'll just add one additional item. I wanted to make sure that I shared with everyone, if you weren't already aware, that Governor Katie Hobbs had claimed April 2026, the month we're in right now, as Arizona Community College Month.

The proclamation recognizes the vital role community colleges play in educating more than 250,000 students each year. We strengthen Arizona's workforce, we help build a more prosperous state, and I'm incredibly filled with gratitude at that meaningful acknowledgement for the work that happens every day here at Pima and at all of the other community colleges across the state.

And also to express mine and the board's gratitude to Governor Hobbs. She joined us last month for the ribbon cutting that was

mentioned earlier for the Flexible Industry Technology Lab at Downtown Campus. She certainly didn't have to make her way down from Phoenix to be there with us, but she chose to be. I appreciate what that says about her commitment to higher education and to the kind of work that we are doing in terms of leading the way in workforce development and creating pathways for students to have meaningful careers that are also economically meaningful for this community.

You know, the governor shows up for us here at the college and the students we serve. We're grateful for her partnership, her time spent with us, and her continued commitment. So if, for some reason, she's watching, on behalf of the board, thank you to the governor. We very much appreciate it.

>> MS. KARLA BERNAL MORALES: I'm sure she's watching.

>> MR. GREG TAYLOR: I'm sure she does, yeah (smiling).

Let's move on to 2.1, then, our administration reports. The first one is on Santa Cruz Provisional Community College District update.

Dr. Conover, I believe that one is for you.

>> AUBREY CONOVER: Good evening, Chair Taylor, Members of the Board, Chancellor, colleagues, and guests. We're excited to share a quick update on our amazing partnership with Santa Cruz County. It has been an ongoing partnership in our ability to serve wonderful students down there. It's something that we are very proud of.

Over the last year, Vice President Edgar Soto, in partnership with our provost's office workforce business office, has really taken

the lead and really establishing greater connections and finding opportunities for growth.

With that, I'd like to invite Vice President Edgar Soto up to lead us through the slides.

>> EDGAR SOTO: Good evening, Chair Taylor, Members of the Board,

Chancellor Nasse, colleagues, and guests. It's my honor to report on the partnership with Santa Cruz County.

I'm providing an overview of our partnership with Santa Cruz County Provisional Community College, and there is actually a lot to be excited about.

So at its core, this partnership is about one thing: Ensuring residents of Santa Cruz County have access to high-quality, accredited education, and workforce training locally.

When we look at who we are serving, this is a community that has over 90% Hispanic, largely first-generation college students, and many are working adults balancing multiple responsibilities. So access here isn't just important; it's critical.

On the program side, we're doing two key things: Creating transfer pathways to our state universities -- so University of Arizona, ASU, and NAU -- and building workforce programs in high-demand fields like EMT, medical assistant, electrician, and AIT. We are aligning education directly with opportunity.

This slide here is the enrollment data. This slide gives a snapshot of how we're measuring engagement and growth through head count, enrollment, and FTSE. What's important here is that we are

building a foundation of sustainable growth and tracking it closely to ensure alignment with both student demand and institutional capacity.

The impact is clear. We're serving predominantly Hispanic first-generation population, many of whom are working adults. This is where it becomes real. Nicole, I remember us having a conversation about you talking about that if they would have had a community college there in Nogales where you were raised that you would have stayed in Nogales to stay closer to family and be close to your community. And Greg Lucero, the CEO, said it best when he said their biggest export is their people.

So we're also being transparent about challenges: Enrollment growth, faculty recruitment, and safety coordination. But these are challenges we are actively addressing through planning, partnerships, and continuous improvement.

So looking ahead, our focus is clear: Expanding workforce programs, growing dual enrollment, and increasing flexible learning options to meet students where they are. This is about building a local talent pipeline that supports both students and regional employers.

At the end of the day, this partnership is more than education. It's about keeping families together so students don't have to choose between having to leave home to further their education, and they can stay close to their family if they so choose. It's about creating real opportunity, real access to opportunity right there at home.

It's about strengthening the economic future of Santa Cruz County, Southern Arizona, and our state. We know growth is coming. With projects like South32 projecting approximately 900 jobs and using a conservative 2.5 multiplier, that translates to over 2,200 additional jobs across the region.

Many believe that number could be even higher. These jobs will be in demand in critical areas like healthcare, public safety, and education. South32 has put together a competitive scholarship program for the electrician program. This is real impact, real economic impact.

This is exactly why this partnership like this matters, because they prepare a local workforce to meet that demand, ensuring those opportunities stay within the community.

At the end of the day, they might be Santa Cruz residents, but they're Pima Community College students. These are the kind of partnerships that don't just create short-term results. They create generational impact. We're not just expanding access. We're strengthening opportunity.

So this concludes my report, and I'm available for any questions.

>> MR. GREG TAYLOR: Questions for Edgar?

>> EDGAR SOTO: At least one question, maybe two. (Laughter.)

>> DR. NICOLE BARRAZA: Thank you. I had requested this item a long time ago, I think after the September board meeting, and of course I have my selfish reasons. I'm from Nogales, and I'm always looking for ways to better my community, right, where I came from.

But more than that, I remember a recent presentation where we heard that the second-largest district feeder to Pima Community College was in fact the Nogales High School. So as I was looking at the numbers in the meeting materials, just trying to wrap my head around why we aren't offering more programs down there, was reading that we have an administrative fee of 26%, we recoup all of our costs, and that's an additional 26% that we make for the services we provide down there.

As we are thinking about new and sustainable revenue streams for the college, since we don't get state funding, I'm just always trying to figure out, how can we improve our revenue without just raising tuition, fees, and property taxes, right?

And so I guess, as I was reading through all the material, my question was why aren't we trying to offer perhaps more classes or more programs that would allow students in Santa Cruz to complete more programs down there before they transfer to the U of A or NAU or ASU for those that want to transfer, or those that want to complete programs that, you know, that they don't have to move to Tucson or commute?

>> EDGAR SOTO: So one of the things with this partnership is that Santa Cruz Provisional Community College Board, and I'd like to acknowledge Greg Lucero, he's the CEO, and Maricruz, the program manager there, they're the ones that have the oversight of what programs and what they want there at the campus, so that's stuff that they're working on.

They are also going through a budget process right now, because their revenue is through their property taxes. They also do get a bit of the state funds with Prop 301 and Prop 207. Those are things that they're talking about as just earlier today.

The other thing that I can share with you is this: Nogales High School is actually on our list of an additional location, as well. Rio Rico already is an additional location for us. So Nogales High School is going through that process right now to be an additional location so they can offer more courses.

The challenge is, you know, finding qualified faculty out there, trying to, you know, encourage our faculty to go out there and teach. Those are some of the barriers that we have, but those are things that we are working on.

I think with the addition of these 900 jobs and these things that are happening, I think we're going to get there eventually and be able to offer a lot more classes. But that's going to be up to the board there in Santa Cruz County. Yeah.

>> DR. NICOLE BARRAZA: Thank you.

>> MR. GREG TAYLOR: Can I ask a clarifying question?
Especially

for folks who might be watching. Can you just give a little background into the genesis of this relationship, why it was necessary, and then what our role is versus what the Santa Cruz Provisional College's role is, in terms of maybe if you're comparing it to how we do it here?

you >> EDGAR SOTO: So what this has been since 2000, Santa Cruz,

know, started to go through this process, and they had voters approve the provisional district back in 2000. But Arizona law requires that any counties that do not operate an independent community college district, that they may establish a provisional community college, and that's where Pima Community College is allowing a provisional community college. Because one of the things that CEO Lucero and I have had a lot of discussions, when you have your community college, and you get out of the provisional, there is a lot of things that come along with that, for example, HLC accreditation, and they are not in a space right now to do that, and the partnership that they have with us is something that is really beneficial not just to us but also to them.

They're going to get there eventually. There is a cap, I think it's 435 FTSE, then when they can become their own college, but during that process, we're here to support them. Because the other thing, Chair Taylor, I want to share, it's really important that Santa Cruz is successful. When they're successful and our southern region is successful with Pima County and Santa Cruz County, it strengthens our state, strengthens the southern region.

This has been going on since 2000, and there is a lot more that's

in the executive summary. If you want me to dive into it, I can, but this is something since 2016, '17, we started to have a campus there and started to move in this direction.

>> MR. GREG TAYLOR: So we have had a lot of discussions about our fiscal tightening and the things that, you know, we have provided

as the college potentially at no cost or at a cost that doesn't cover our actual costs internally.

Does the term or do the terms of the existing agreement completely cover all of the costs that we have in order to fulfill our responsibilities for the agreement?

>> EDGAR SOTO: Well, the last page kind of gives an example of all the different costs. I think that's something that we're discussing, because whenever you start something new, you're going to put a lot more energy and effort into it, so some of the things that we have talked about, it's pulled away people from our workforce, pulled away people in different areas. Myself, I know we're 20%, but to get it established, we have had to put more energy and more time into it.

But that's something that we're working through and trying to get a real clear idea as far as how much time we're actually putting in and what we need to advise Santa Cruz as far as what they need to be contributing, as well.

>> MR. GREG TAYLOR: Is there a timeline for that move to independence? You were talking about some time in the future. Is there, like, a strategic plan that defines a time horizon for when that would be or when we hope it would be?

>> EDGAR SOTO: Yeah, so that's something we're in the process of discussing. So one of the things that we've also done is we have partnered with the Helios Foundation, the data center, trying to

project what the needs are. But that's something that Santa Cruz is

working on on a strategic plan to kind of get an idea when that timeline is gonna happen.

From my experience, and CEO Lucero, we have had these conversations, that's something not anytime soon. Right now there is a 26% administrative fee at that 319 FTSE cap, and then every 50 it goes up to about, it goes 1% to 29% being the cap. But, you know, that's something that they are working on with their strategic plan and working with South32, because they are going to be growing.

>> MR. GREG TAYLOR: What's the term of the current agreement that we have to provide the support that we are providing now?

>> EDGAR SOTO: I think it was a five-year agreement, and then there's an option there for another five years.

>> CHANCELLOR JEFFREY NASSE: It's through 2030, Chair Taylor. June of 2030.

>> MR. GREG TAYLOR: If we were to get to a place where the terms

of the agreement just didn't work for us financially, especially with the process we're going through now, is there a provision, like are we obligated through 2030, or is there a provision where we can say, you know what, these terms just don't work for us anymore, and because of our college's financial situation, we need to either opt out or renegotiate those terms?

>> MR. JEFF SILVYN: So there is an early termination provision, either Santa Cruz or the college, with, I think it's at least 90 days' notice, and then I think there are provisions also about if that were to happen, to time it so it doesn't fall during the

academic program, right, so it's structured so it would protect students so that they could finish whatever course of study they're in.

>> MR. GREG TAYLOR: Okay. That's my last question. Thank you.

>> DR. NICOLE BARRAZA: Chair Taylor, for those that might not read the report attached to the agenda, Santa Cruz Provisional County District did pay for all the costs associated with us providing the services plus the 26% administrative fee, which is \$728,240, correct?

>> EDGAR SOTO: Yeah, that's correct. That's throughout the whole duration. About 220,000-some a year that Pima gets an administrative fee, yeah.

>> DR. NICOLE BARRAZA: I'm sorry, could you say that again?

>> EDGAR SOTO: It's about 220,000 a year, over 250,000, actually, a year that we get with this 26% administrative fee. If you're looking at the -- I'm sorry, I take that back. Yeah, 222,000, administrative, 26% fee.

>> DR. NICOLE BARRAZA: Oh, I'm sorry. Yes, I was looking at the cumulative total.

>> EDGAR SOTO: Yeah, that's over all the years that we have done that, but it's about over 200,000 that we get with that 26% right now.

>> MR. GREG TAYLOR: Could I ask Dr. Bea, do you mind, could you just clarify for us -- I'm just trying to make sure that we're not

losing money, or are we making money or are we breaking even? At

least from your perspective.

>> DR. DAVID BEA: Good evening, Chairperson Taylor, Members of the Board, Chancellor Nasse, colleagues, and guests.

I'll answer it in this way. There are a couple of different ways. So the way that the contract was structured was that it was to ensure that we wouldn't at least lose money on direct costs. So our direct costs are compiled, and then we provide that information to Santa Cruz County, and then on top of that we get 26%.

The idea with that 26% is to cover ancillary time, administrative

time, other things that might pop up, if they need to have Information Technology folks go down to the site on a day to sort of do some consulting or whatever. It's to cover those sort of costs that could occur. My time to review the contract, things like that, right?

26% is low. The college's indirect cost recovery for grants is over 40%. I think that it was an amount that is consistent with the prior contract, and with the conversations that we had in negotiating the terms of the current contract, I think that there is a pretty good question, particularly when you hear special needs, extra time that's being put in, all of that stuff, then it starts to go, yeah, it probably is eating up in staff time.

But in terms of do we lose money, there is staff that their time is taken away from other tasks is really what actually happens, but that's something we have to account for, because we're pulled in multiple different directions.

So I think that there is a good question whether the 26% is an appropriate amount to cover what is actually going into the time to support this agreement. But do we lose money? No, we don't lose money. It just is staff time that gets redirected and isn't available for other important things.

>> MR. GREG TAYLOR: Do we have an accounting mechanism to track the time so we can see...

>> DR. DAVID BEA: Well, yes and no. Yes for the directly involved staff. So the people who are down there doing direct work, adjunct faculty, faculty providing the actual classes down there, those are accounted completely. Some of Edgar's time I believe is also charged to them. So there is an amount. There are certain positions that are built in.

But then the administrative overhead amount is supposed to cover the other things, like so none of my job or Jeff's job or either of Jeff's jobs would be factored into that. That would be kind of covered as part of the support, the administrative support.

That's where the more you have extra requests coming in, extra time that's being spent, that's when the 26% becomes probably not sufficient to cover all of the costs that are really going into it.

>> MR. GREG TAYLOR: Sorry, Board Member Barraza. I kind of hijacked your question. Did you have anything else?

>> DR. NICOLE BARRAZA: Yeah, I was looking at the wrong column.

>> MS. KARLA BERNAL MORALES: I have a few questions. First and foremost, I don't know if it's appropriate, so if it's not, I would

actually like some questions for Greg Lucero, because I think he's the one that's going to be able to answer them. But maybe all three of you, whoever.

I'm really curious, what happens if, for whatever reason, this agreement doesn't move forward? What happens to the provisional college in Santa Cruz County? What happens to those students?

I know we talked about not doing it in an academic period to make sure that there is no interruption to the students from an academic standpoint. So what happens?

And then I have a follow-up question, by the way.

>> DR. DAVID BEA: So I can go back historically. I don't have to do the speculation, and we can ask our colleague to do speculation. Historically, so because they are required to have an affiliation with an accredited organization, there have been two different periods of time, that I'm aware of, going back to around 2000-ish, where we, Pima, provided the educational support up until 2004. Then it transitioned to Cochise College, and then 2017 transitioned back to Pima.

In both of those time periods, it was very disruptive, and Santa Cruz County had to find a partner. I know in the 2016/'17 time period when Cochise was interested in no longer providing that service or it wasn't working between the two of them -- I wasn't involved, so I just know that it ended -- then Santa Cruz, in order to be able to provide the education for the students there and to keep that continuity, they need to find a new partner. That's where

Pima was able to step in and provide that service for them.

So then, if you look forward -- and again, I can't speak to exactly how it would play out, but the idea would be they'd have to find another partner or they're in a position where they can't provide an accredited education for their students.

So it's potentially very disruptive to the students down there. That's also why I think Pima decided that this was good for Southern Arizona to be the partner to work with Santa Cruz and make sure that it was successful for the students down there.

>> MS. KARLA BERNAL MORALES: Thank you. My follow-up question -- did you have anything else?

>> EDGAR SOTO: No, I agree.

>> MS. KARLA BERNAL MORALES: Perfect. My follow-up question is actually for Greg. I want to follow up on Board Member Barraza's question in reference to the programming, and like it was mentioned, it's you and your board that gets to decide that.

Can you share a little bit more about the philosophy, ideas, or plans that your board has? I know we have interacted with your board maybe twice at least since I have been here, but we never actually had that discussion. So I'm really curious what their thoughts are.

What are they thinking about the expansion, the growth, diversifying the programming? What are their thoughts or your thoughts?

>> GREG LUCERO: Thank you, Vice Chairman, Members of the Board. Historically, the college has always focused on traditional education

pathways to get your basic education, core education classes, and then allow students to transfer on to four-year institutions.

What's happened with the growth of dual enrollment, our student enrollment started dropping dramatically, and of course enrollment in the local high school districts has increased dramatically. So it's very difficult to compete in that kind of environment when high schools are getting free education and how can we get them to come to the college and start paying for that college education.

So the focus has shifted, kind of like what Pima did, is workforce training and development programs. So that's where our focus is now.

What's bolstering that, as Edgar mentioned, is the impact of South32 and what it's having on the region. So we're looking at that as growth opportunities, and then we're also looking at the professional healthcare industry, and we have had meetings with Dr. Barraza and with the chancellor to look at how we can start expanding the healthcare programs that we have in our area.

And then we're also looking at -- the bread and butter in the Santa Cruz County area is the produce industry. We're looking at how can we work with the produce industry to develop job training programs to support that industry.

Kind of the unknown or the outlier, which is what really interested Pima back in the early 2000s, I was actually with Santa Cruz County when Pima was providing the service back then, and the college district did not have a tax, so the county was the

contracting agency.

So we were actually contracting with -- Santa Cruz County was contracting with Pima College to provide educational programs. The interest back then for Pima College was the maquiladora industry. So there was a lot of focus on providing training programs for the maquila industry.

But with changes in tariffs and taxes and all that sort of stuff,

that sort of dried up that market for Pima College. At that time, Pima got a new chancellor that he and I did not see eye to eye, and sometimes decisions are made on personalities versus what's best for the community or the students, and unfortunately, Pima pulled out right before the semester started, and Cochise College was willing to step in.

So Santa Cruz County actually contracted their educational services with Cochise College. The college district eventually got a tax rate in place, and they took over that agreement with Cochise College, and over a period of time, I guess, relationships got strained, and so that relationship with Cochise College ended. Fortunately, Pima College was available and wanted to work with Santa Cruz County again.

From my perspective, it's a great relationship, both in terms of culture and just family relationships, and just the type of stuff that goes up and down the I-19 corridor I think is a great partnership for us and Pima College.

>> MS. KARLA BERNAL MORALES: Thank you.

>> MS. THERESA RIEL: I do have a question now, Mr. Lucero, if you'll stay there, because this is going to be directed to you also.

I think I heard you say that the dual enrollment means those students take college classes for free, you guys aren't getting any money for the dual enrollment classes, and then, since they already have the credits and the units, they're not going to go, because they may have up to the two years of education?

>> GREG LUCERO: Yeah. A perfect example is Rio Rico High School. Their goal is to have all their graduating students have their AA by the time they graduate. So, yeah, it hurts the college industry in our area, absolutely, but it's great for the students.

>> MS. THERESA RIEL: So this is my question: To me, if we're concerned about revenue and not spending more than we need to, this is an $x + 26\%$ that we get -- well, it would be 1.26 times x , the amount of money that Pima College gets from the programs that you guys are offering, where we don't get any of our money from the dual enrollment either.

So I would hope that when we do look into all of our programs, that ones that are making us money, even if it's not a lot of money, we don't axe those before we try to figure out a better way to do the programs that are costing us with no revenue coming in.

Would you say that if Santa Cruz Provisional Community College could charge tuition dollars, partial tuition dollars maybe, to the high school students, it would be a better deal for the community college also?

of >> GREG LUCERO: And so, just to clarify, Member Riel, Members

the Board, I was on the Nogales Unified School District Governing Board, and so I was really pushing for the distance learning or additional location. NUSD is not one of those sites, so we're capped at that 50% mark, so the hope is that eventually it will get recognized so they can get more students.

We would probably have to enter into an agreement with the local school districts to work out that dual enrollment service, because it really doesn't go through Provisional at this point. It's a direct relationship between the school districts and the college. So if we could be a party to that to make the terms better for the college, certainly we would like to help out in any way possible.

Does that make sense?

>> EDGAR SOTO: I just want to add also that dual enrollment, we have worked some stuff out, they will get some extra funding with enrollment because of expenditure limitations and being able to raise their FTSE, and they'll be able to use FTSE and dual enrollment to count towards their Santa Cruz County enrollment, so that would allow them to increase their expenditure limitation so they would get more funding.

Also, they get a little bit of funding from the state with a couple of the propositions that have passed, but when they become their own community college, they will get state funding like other rural community colleges. They won't be like us and Maricopa. But as of right now, they are not getting state funding with the

exception of small amounts through some of those programs. But they do get more money and they're able to count their dual enrollment as FTSE.

>> MS. THERESA RIEL: So let me make sure I heard this right. They're getting credit for the FTSE, even though it's coming through Pima's dual enrollment program?

>> EDGAR SOTO: Yes, because the state statute states that if that organization of they're providing 50% or more of the services, so they're the ones that rate the FTSE, which is going to mean more to them than it does to us, yeah.

>> MS. THERESA RIEL: Thank you.

>> MR. GREG TAYLOR: I have one final question, and I don't know how to ask it other than bluntly, so it's going to come across maybe more harshly than I intend it. Maybe it's just my corporate America career background.

So if there is no definitive timeline for getting to the point where they're an independent college district, why are they not just the Nogales Campus of Pima Community College? This seems very complex, like for to just sort of be in a holding pattern with no clear pathway to being independent, like it seems like either double down and get a timeline or back off, like, why are we just sitting in limbo?

>> EDGAR SOTO: I've got -- go ahead.

>> GREG LUCERO: I was actually involved in crafting the legislation that ended up being a provisional community college.

Back then, that was not the intent. The intent was to become our own stand-alone community college.

Unfortunately, back in the day, there was a state community college governing board, and every community college had a say in how funding, state funding was being allocated. And if another mouth was being added to the table, there wasn't going to be another serving. The slices were going to get smaller for the other community colleges.

So when we were trying to pass legislation to create our own community college, it was not well received. So the provision was made, we will grant you a provisional community college status, provided that your property tax is X, which was never realistic, and your FTSE was a number that was also incredibly unrealistic.

So in order for you to continue to work towards that, you have to contract out with an existing community college to provide that educational service. And that's where we have been.

So what has changed over time is Gila was another provisional community college. They had some strong representation at the legislature. They did away with the property tax or the property valuation. So that's no longer a factor. Then they dropped the enrollment down to 450 FTSE.

So Gila is now moving towards accreditation. Unfortunately, the institution they were working with, Eastern and Gila, that relationship got sideways. So they needed to find another institution they could partner with.

And they also changed the legislation that said it no longer had to be a community college. It could be any postsecondary accredited institution in Arizona. So they are partnering with NAU.

And I guess going back to your question of if Pima were to pull out, we would then have to find some other postsecondary accredited institution to partner with. It would not be a fun process for us, obviously.

>> MR. GREG TAYLOR: Thank you.

>> EDGAR SOTO: All right.

>> MR. GREG TAYLOR: Any other questions or comments?

>> EDGAR SOTO: All right. Well, thank you.

>> MR. GREG TAYLOR: All right. Thank you. I appreciate it.

Let's move on to our next item, which is the PCC government relations update, Libby Howell and Joseph Mais. I'm sure all good news for us, right (smiling)?

>> Chair Taylor, Members of the Board, Chancellor, colleagues, and guests. Before I start the presentation, I do want to clarify a misconception. Santa Cruz does receive STEM workforce funding from the state and operations funding. Now, it's not big dollars because they have a small FTSE, but they do receive state funding. It's not just those initiatives like the Prop 207. So I just wanted to clarify that.

So you'll hear in my presentation that when we go to the capitol and we're lobbying to protect that money, we're also lobbying to protect Santa Cruz's money, as well.

So before I begin, I'd like to acknowledge and express my sincere

thanks to Andrea and to Nestor for their extreme patience. We have had so many last-minute updates from the federal level and late-breaking news that I think we have had to change our presentation numerous times. So they are the unsung heroes behind every Governing Board meeting, and this time they really earned their keep. So thank you very much. We appreciate it.

Let me see. I can't find my clicker here. There we go.

We have three main legislative priorities this year, and the first of those is to maintain our PCC adult basic ed funding. For those of you who may not know, the White House released its Skinny Budget last week, and as expected, they recommended that they want to eliminate completely TRiO and CCAMPIS grants and adult basic ed.

This slide is a little complicated, so I wanted to explain it. 46.5% of Pima's adult ed program funding comes from federal WIOA Title II money. Connected to that is a state matching grant that accounts for 11.2% to match the federal money. So that means if we lose that federal money, we're going to lose the matching grant, as well.

Then last year we were able to get through a \$6 million allocation for statewide community college adult ed programs, and this is called the community college adult education workforce development allocation, and of that, we got about a million. That's another 13.8%.

So you can see that 71.5%, I repeat that, 71.5% of our adult

ed's

program is vulnerable. So we have made that our first priority to try to protect that funding.

Our other two goals are to protect our own STEM funding, and last year that was a little over \$1.8 million. Then, secondarily, we are planting the seeds for that operations funding.

As you know, this is a terrible budget year, and so this is not the year to try to aggressively go after operations funding for Pima. We do want to protect the operations funding for Santa Cruz. But we're telling them we need this money, and we're going to come back atcha. So be prepared.

So let's talk for a minute about why those priorities are hard to come by. For one thing, there is a very narrow majority/minority margins. In the Senate there are 13 Democrats and 17 Republicans. In the House of Representatives, there are 27 Democrats and 33 Republicans. So that means that there is a margin of only, the majority only has 10 votes more than the minority does.

Moderates from both parties have left the legislature. It's very much like congress. It has a very rancorous, unpleasant atmosphere. It's hard to work across the aisle and to get things done with the other party.

Finally, as we have talked about before, the state budget is a mess. So I get a lot of questions about conformity, and so I want to talk a little bit about that.

I've got my slides messed up here.

So the federal H.R. 1, or what some people like to call the Big

Beautiful Bill that passed last July included significant changes to the federal tax laws. Typically states revise their own tax laws to comply with that or to conform with that. In Arizona's case, if they fully conform to the H.R. 1 changes, that would cause a \$1.1 billion hole in the state government. That's a big hole.

So Republican lawmakers want to do that. They want to fully conform, because they view that as a tax relief for Arizonans. But how that extra money, where it's going to come from, is very uncertain. Then compounding the situation is the fact that our own state revenues before the Big Beautiful Bill were lower than expected.

So Governor Hobbs has called a halt to any budget negotiations until Republicans can publicly release their own budget plan. Until this impasse is resolved, it's very unlikely that they're going to deal with other really serious important budget matters.

Prop 123 is one of those. You may recall that Prop 123 provides additional funding to K12 education by drawing the interest from, some of the interest from the State Land Trust.

This was part of a settlement for a longstanding lawsuit that the state lost. So without renewal, the annual funding available to K12 education will probably decrease about \$300 million.

Since Prop 123 was not renewed by the deadline, the state still remains obligated for that funding, because it was part of that lawsuit. So that means if they can't find a way to resolve the 123 dilemma, it will have to come out of the general fund.

So let's take a look at where we are. When I did this slide, it was March 27, so maybe two weeks ago, and we were 75 days into the session, and there had been 2,121 bills introduced. They set an all-time record. Last year we said they set an all-time record. Well, this year we beat that all-time record.

At that time, the governor had vetoed about 15 bills, I think by now it's about 19, and she had only signed 5. So with the regular committee work now over, lawmakers are going to spend the next few weeks in Committee of the Whole and in third-read hearings to try to either improve, reject, modify the bills that have gotten that far.

But here's an indication of how powerful the majority party is, and this would apply whether the majority party was Democrat or Republican. Of those 2,100-plus bills, there are only 15 Democratic bills that are at the point of possible passage. 15.

So we monitor bills that will affect, that could potentially affect the college, and I have to really acknowledge and thank my Pima colleagues who answer my famous "urgent, urgent" e-mails when I'm asking for their feedback about how do you think this would affect the college based on your area of expertise?

So here are three examples. House Bill 2255, teachers academy, would give more money for the teachers academy, because it would also include folks who are enrolled in baccalaureate programs. Of course we supported that. It has passed, and it is now on the governor's desk for signing.

When I was the media relations person here at Pima, I used to say

that it's harder to keep bad news out of the news than it is to get good news in. Well, in this case, it's often harder to kill a bill than it is to get one to pass. A good example is SB1068, which would allow concealed weapons to be carried on college campuses. Of course, we oppose that. AC3 -- AC4 opposes that, as well. And yet, it's looking very likely to pass. I'm sure the governor will veto it, but nonetheless, it's been a freight train. It's been really hard to stop that.

And then the third one is kind of an in-between case. SB1144, veterinary technicians, would allow a veterinary technician to be certified by simply being supervised by a veterinarian rather than having to actually go through training.

You know, we have a two-year program here at Pima that is a very fine one, and so of course we opposed that. The organizations that support teaching veterinary medicine also opposed it.

I worked with the minority caucuses of both houses, and we think we've got it stalled, but, you know, at the last minute, anything can happen. So that bill may or may not pass.

You know that our state lobbyist is Jonathan Peyton, and he's been working hard on our legislative priorities. We've also gone up several times to work with him. Recently, the chancellor was able to clear his calendar and go, as well.

This picture on the left is Laurie Kierstead-Joseph and Wendy Scheder Black from adult ed, and then the chancellor and myself, of course, on the right. In the middle is State Senator Priya

Sundareshan, who is the minority leader.

We spoke to eight legislators the day that we were up at the capitol, and all were very discouraging about the budget. We do think there is some chance that we might be able to get that adult ed through, and some chance that we may be able to protect our funding, but we got a range of responses, very cautious, all the way to the colleges should be glad if we don't cut their funding.

In this picture, the gentleman in the middle is State Representative Lupe Diaz, and you may not know him. He is from Benson, and PCC is new to him. Redistricting gave him a part of Pima County that he didn't have before. He's been to both the Downtown Campus and the East Campus and has been really enthusiastic about what we have going.

He's the chair of the land, agriculture, and rural affairs committee, and perhaps more important to us, he's also on the appropriations committee. So that's an important contact, we feel.

Last but definitely not least, in the middle is Matt Gress, Representative Matt Gress, who is the house education chair, and he is also vice chair of appropriations. As a side note, Matt was the budget director for Governor Ducey, and he was really instrumental in helping us get that appropriation for aviation.

We view him as a PCC friend, and so we're somewhat optimistic that he's going to remember us when budget negotiations take place. When we told him about the federal situation with adult ed, he was very concerned about it, so we feel like we may have a supporter

there.

With that, I will turn this over to Joseph.

>> Good evening. So I'll try and move quickly through some of these things, and you have a packet that gave a lot of information, so I can answer questions if you have them. Otherwise, I'll try and be quick.

Workforce Pell draft regulations have been in several tranches, and the most recent one is closing today, tonight, and then the rules from the Department of Ed should be produced by July 1st, the final rules, and implementation begins on the 1st of July.

What that will look like is not that immediate access to Workforce Pell to our students, but it will start the process that is in the regulations, which identifies, in the draft regulations right now, identifies a role for the governors and then a governor-approval process that will then -- so a school that, a program that is approved through the governors' process then moves to the federal government where the Department of Ed would approve those programs, as well, and then that's when those programs would be able to gain access. So no schools will be able to sort of get a Pell dollar for a program on Day 1, since that process needs to happen.

I will say that a lot of work has gone into preparing in Arizona,

and many people from our team and our workforce innovation team and our student aid team have been very active in working with the governor's office.

In fact, Amanda Abens on our team is part of the governor's team

that she put together to establish Workforce Pell, and so she's been asked to join that and has been an active participant, so that's been terrific for the college.

A lot of work has gone there, and so progress is being made. I will say one piece of the regulatory stuff that's taking effect that wasn't necessarily in your packet but I think will impact students at Pima is from what they called the RISE committee. These are all acronyms, and I don't remember it off the top of my head, but essentially a piece of RISE has a lot to do with student loan changes that were part of H.R. 1, and the big thing to note in those changes in the RISE committee, that a lot of it has to do with grad students and Parent PLUS, but for purposes at Pima, one of the big impacts is affecting loan eligibility, so students who are part time will have different loan limits available to them based on how much of a load they're carrying. It can also impact what portion of that loan is subsidized.

So our student aid team has been very active in sort of communication with students as they're applying for aid to let them know that these changes may affect what they may have gotten in the past, what's available to them.

This could affect -- we think of the students who borrow loans at the college, based on last year's numbers, about two-thirds of those students are not full time, and so they will be impacted by these changes.

One thing, just to note, the Department of Treasury has some new

intergovernment agreements, are moving the default portfolio over to the Treasury Department, so students in default are now being, those defaults are being managed by the Department of Treasury rather than Ed, and the Department of Education has said that they intend to have these sort of three different tranches.

Presumably the end goal is to have the entire portfolio managed by Treasury. The expectation is that the second phase will be people who are not necessarily in default but who have missed payments. So we'll see how that goes.

Federal budget and appropriations, there is still a partial government shutdown around the Department of Homeland Security, and those negotiations are stuck. So the remedy right now that's being talked about is a new reconciliation bill in D.C., and that is sort of affecting where the federal government is in making negotiations for the next round of budgeting.

As Libby mentioned, the president's Skinny Budget came out last week, and in that that budget there is a number of cuts to Ed. It looks very similar to the one we saw last year with education programs, cutting adult education, cutting TRiO, GEAR UP, cutting CCAMPIS, also big reductions to Perkins, and to Work-Study.

One thing that is in this bill is that the agency in the Department of Ed, OCTAE, that runs the career and technical education, so Perkins has an enormous reduction so that it's sort of assuming that a lot of those functions will be moved to the Department of Labor, that for both the adult ed program and for

Perkins, there is a lot of concerns here at Pima about the Department of Labor managing these programs for a number of reasons.

Very quickly on budget requests, the Pima Community College team here at Pima, lots of folks put in an enormous amount of work to put together some proposals for our congressional delegation for congressionally directed funds for the college amounting to a little over \$5 million in proposals.

For the projects at Congresswoman Grijalva's office, the second one, the \$1 million one for adult learning, is something that she has now put forward as a program that she's sponsoring, and Congressman Ciscomani has also put that program we presented to him forward for sponsoring.

The senators don't make those decisions till later in the month, so we're waiting to hear, so some pretty meaningful success, and we'll hope that that process continues.

Okay. So just quick, things we have already talked about, we still have some residual effects from things that have happened, cuts, TRiO and many of the grants from last year amounting to about \$3 million over the course of them have been lost. SNAP benefits for our students related to H.R. 1.

I'll just leave it there for any questions, comments, thoughts.

Okay. Thank you.

>> MR. GREG TAYLOR: All right. Thank you, Joseph and Libby.

Let's move to 2.2, reports by representatives to the board. So we have your written reports that were part of the packet, but if

there is anything you'd like to add that occurred since you submitted those written reports or if there are any questions from the board of course we can go through that.

Let's start with the student report, David Rojo.

>> No, just whatever's on the report.

>> MR. GREG TAYLOR: Great. Any questions for David?

>> MS. THERESA RIEL: I do have a question.

David, in your report you wrote something about the Monarch Center at the Northwest Campus, and it sounded pretty interesting. It was in the second paragraph, on the very bottom of the second paragraph. And my interest is, it says expansion to a multicampus presence is underway.

So can you, at some point -- you don't have to tell me right now,

but can you share with us, maybe your next meeting -- am I in the right report?

>> Could you elaborate?

>> MS. THERESA RIEL: So it says that there is a Monarch Center, continues to improve, accessibility for undocumented DACA and refugee students, and then it says expansion to a multicampus presence is underway.

I would just like to know more about that. You don't have to tell me right now, but maybe our next meeting, if you could bring a little bit more information. How is that happening, who's involved, what is that going to look like?

>> Yeah, so that's something that was brought up by the other

senators, Kate, and Rachel King. That's up at the Northwest Campus. I'm the senator at the Downtown Campus. So I got those reports from them. I don't necessarily know what their process or what the plan is for that.

>> MS. THERESA RIEL: Would you mind just next time you guys have a meeting, ask them, and then plan to share that with us when you come back the next time?

>> Yeah, for sure.

>> MS. THERESA RIEL: Thank you. I appreciate that.

>> Thank you.

>> MR. GREG TAYLOR: Any other questions? No? All right. Thank you, David.

Move on to the faculty report. Sarah Kirchoff, anything to add?

>> Good evening. We do not have anything to add.

>> MR. GREG TAYLOR: Thank you. Any questions for Sarah? No? All right. I appreciate it. Thank you.

Adjunct faculty report. Sean Mendoza, was there anything you wanted to add to your written report?

>> SEAN MENDOZA: Yes, just something really quick.

Good evening, Chair Taylor, Chancellor Nasse, Members of Board, and honored guests. We want to thank Provost Ian Roark and his team for prioritizing open communication and shared governance during our recent adjunct faculty meeting, where they discussed the eight-week course transition and mission.

By soliciting adjunct faculty feedback on workload, faculty

development, and the eight-week exemption process, the administration continues to foster a collaborative environment essential to our collective success.

We appreciate this transparent approach, addressing practical concerns from course redesign to student success, and look forward to our continued partnership with the leadership team.

Thank you for your consideration and continued support of adjunct faculty.

This ends my report.

>> MR. GREG TAYLOR: Thank you, Sean.

Any questions for Sean? No? I appreciate it. Thank you so much.

Finally, staff report, Don Harp. Don, is there anything you want to add beyond what was in the written report?

>> DON HARP: Greetings, everyone. I have nothing further to add, but I'm here if you have any questions.

>> MR. GREG TAYLOR: Thank you, Don.

Any questions for Don? No. Thank you so much. We appreciate it.

All right. Let's move on to 2.3. Chancellor?

>> CHANCELLOR JEFFREY NASSE: Good evening. Thank you, Chair Taylor, Vice Chair Bernal Morales, Board Member Barraza, Board Member Riel, Board Member Randall. Great to see you. Thank you all for your support and conversation this evening.

While they pull up the chancellor's report PowerPoint, I did
want

to comment on Santa Cruz. That was I think good discussion. Thank you. I appreciate the team putting together the written report, and of course we had the conversation around the PowerPoint.

Admittedly, I have had to study the situation as to the specifics

of the provisional community college. That was foreign to me. We didn't have provisional community colleges in Florida that I knew of, anyways. So admittedly, there's been a learning curve for me on that process.

One conclusion, I can say, it's a complicated situation with two entities trying to run a college. Just like tonight, right, was two CEOs, two boards even, and the funding, and making sure that there is the right resources allocated to support the college is equally complex.

a I can say to our board, I do think we have a responsibility for clear strategy on what's happening there and how we want to make that work, how we want to see that succeed so that we want, of course, the community of Santa Cruz, the county, to be reaping the benefits of the college, and here at Pima, right, we want to sustainably, effectively, financially be able to facilitate that, because I think it's a win-win, right, for all of Southern Arizona.

So I think the board can expect to see a goal around that strategy certainly in the coming year, and we will bring that to the board, a comprehensive strategy around supporting Santa Cruz. So good conversation.

Okay. Just lots of great things happening at Pima Community

College. You know, one of the things we are really focused on is our First Year Experience and bringing students onto the campus. So one of the things on this first slide, or the second slide after the chancellor's report slide, if we can move that ahead -- there we go -- the Spring Blast.

So Spring Blast was an event at our Downtown Campus. It's kind of a welcome to students. It's a high-energy event designed to connect students with programs, services, resources, that supports their success at Pima Community College.

David was there from our Student Senate. Hector was also there. A great event. And it's a part of our First Year Experience, and it was really a lot of fun.

Also on this slide, I want to thank the board for their participation in the Futures Conference. You know, as you know, we are bringing to the board, we are getting closer, we just had the study session on our strategic priorities, our integrated planning process. So the board not only participates in the Futures Conference, but you have been great in helping us shape what that looks like, having a session that's really dedicated to community members, and tightening that agenda up.

Dr. Richmond, the strategic plan team, have all done a great job in making that happen. It's really great. It's a lot of input, a tremendous amount of input into the plan for the community's college.

On the next slide, the FIT Lab, was just a really successful event. Thank you all again to our board for participating in the

event. Thank you, Chair Taylor, for speaking at the event. I think you have all spoken about how important it is.

And, yeah, we just had Libby and Joseph up here. The legislative

landscape is also challenging and complicated, but our teams are doing their best, and we have had, at our meetings, anyways, good support from across the aisle, as you could see in the pictures. We are meeting with Republican leadership, we're meeting with Democratic leadership. To me, it's a nonpartisan issue to fund community colleges and of course Pima Community College.

I know we have talked about that. We will continue to make that argument with the state legislature and the governor's office going forward.

Of course we talked about, since our last meeting, our women have

won the National Junior College Athletic Association Division II Championship. Of course we had a college celebration. Thank you so much for coming, Vice Chair Bernal Morales, for supporting the team, along the way. As Board Member Randall noted, they were celebrated by the county supervisors in the morning yesterday, and then in the evening, the city also issued -- I always bring props to the board meeting. This city also issued a proclamation. Mayor Romero, we appreciate her support, the entire city council, for recognizing our student athletes.

Coach Holthaus has done an amazing job. The staff, Dr. Conover is here, Ken Jacome, the athletic department. It takes a village.

It really represents the best of Pima. That's been a fun thing, and

congratulations to them.

And as mentioned, right, the Greater Tucson Leadership, our own Vice Chair Bernal Morales, Woman of the Year. What wasn't noted in the celebration, there was also multiple wardrobe changes by the vice chair throughout the evening. That was equally impressive.

>> MS. KARLA BERNAL MORALES: It's an award show. You have to have wardrobe changes. (Laughter.)

>> CHANCELLOR JEFFREY NASSE: Right. That's great (laughter).

Greater Tucson Leadership of course does great work in the community. We were so proud to have our board member there as a part of that.

The Tucson Festival of Books of course debuted at the University of Arizona in 2009. We were able to participate. I want to thank Marcy Euler and the Foundation. Our part in this, and of course Marcy, her history, she was part of the beginning and planning and the executing of the Tucson Festival of Books, so she knows all the ins and outs. But we brings students, we bring Pima students, and then connect them to a donor who has contributed to their success.

So they get to sit with a donor, they get to sit with an author, they come to a great event, and it's great to see the students come to a big-deal-kind-of gala, and it's wonderful exposure. So thank you to the Foundation for making that happen. You can see, probably not in the picture, but Dr. Roark was also there with us.

TENWEST, since 2015, Startup Tucson has hosted TENWEST. It's an annual professional development conference, and it goes on for some

time. It's a great summit, a community festival around technology entrepreneurship, and all our folks participated in the TENWEST event throughout, I think it was two weeks that it went on. Pima's a big part of that.

Our students are doing amazing things. Phi Theta Kappa is our National Honor Society. There's an academic competition, and we have students winning the All-USA Scholarship. We have also had winners in the All-Arizona Academic Team, I think up to 12 winners there. And we have a statewide celebration coming up.

Then I was also, and you mentioned the Monarch Center, Board Member Riel, I also went to the Scholarships A-Z Conference, and this was an organization that was founded here at Pima. A student and a counselor collaborated to compile a list of scholarships that students could apply to regardless of their immigration status. So they work with undocumented students in providing support for them.

I got to speak at that event and talk to those staff members from

all over, staff members, faculty members, students, and it's amazing work being done in support of this student population.

Just some other things. You know, it's great for me to get with President O'Keefe, Dr. O'Keefe, sorry, at Faculty Senate and go to Faculty Senate and participate and hear what's happening on the ground with Faculty Senate.

Also attending that donors event that was mentioned. A great event to recognize our donors, and it was really our first naming opportunity, anyways, that I'm aware of. We were able to name, as

the board approved, some areas for people who have really done things for the college.

Finally, just some really good things coming out. We have committed in June to be offering free printing services for our students. So we are doing this in a financially sustainable way to make this happen, so this is exciting. This is always, at Pima, trying to reduce barriers to student success, and so this is a great opportunity for our students.

We had, of course, our adult learners here this evening who have been inducted into the National Adult Education Honor Society.

Our centers of excellence to continue to be models, and the team from Coconino Community College, who recently just passed a bond, they are building a center of excellence like our health professions. President Eric Kaiser and his team came down to talk to our team and see it as a model for best practices and how to build a health professions center of excellence. So that was something that was happening.

Finally, as Board Member Riel mentioned, some of us were at the Optics Valley event yesterday, and we are launching our inaugural cohort in our optics program. This is a marketable skills achievement program that starts here in April and goes through August. And again, directly -- we had the FIT Lab thing earlier; this is the optics rollout -- directly responding to industry need and importantly great opportunities for our students and communities in a great career field with opportunities to advance.

So lots of exciting things happening. That concludes my report, Chair Taylor.

>> MR. GREG TAYLOR: Thank you. Any questions for the chancellor? No?

All right. We will kind of skip through section 3, because that's information items. Move on to section 4 --

>> MS. THERESA RIEL: Actually, may I say one thing real quick, Chair?

One of the items is the sabbaticals, and two faculty were awarded

sabbaticals. I just want to say thank you to the college for continuing that effort. A paid sabbatical is really one of the only times that educators -- you know, some people think, oh, it's a rest and a break and a relaxation. That's actually the Miriam Webster definition of what a sabbatical is supposed to be. Both of these people that were awarded the sabbaticals are actually getting certificates and degrees.

So they're taking time off from their work to educate themselves more so they're better in the classroom. Amazing faculty already, but I'd just like to thank the college for keeping that sabbatical program ongoing, because it's a benefit to faculty, and I appreciate that.

>> MR. GREG TAYLOR: Great. Thank you.

Moving on to section 4, Board Member Riel, I understand you want to pull 4.3; is that correct?

>> MS. THERESA RIEL: Yes.

>> MR. GREG TAYLOR: So I'll go ahead and make a motion to approve the consent agenda, all of the items except for 4.3, if there is a second?

>> MS. KARLA BERNAL MORALES: Second.

>> MR. GREG TAYLOR: All those in favor?

(Ayes.)

>> MR. GREG TAYLOR: I'm aye, as well, so that passes unanimously. Let's take a closer look at 4.3, then.

Is there a motion, and then we can have a discussion, or I can make a motion. I make a motion to approve it. If there is a second, then we can discuss it.

>> MS. THERESA RIEL: I can second it.

>> MR. GREG TAYLOR: Discussion? Is there something you wanted to ask or share?

>> MS. THERESA RIEL: Yes. I would like to ask, when I was an employee for those 23, 24 years, I was on the college curriculum council for a long time, more than a decade, maybe a decade and a half. And we had one employee, Rob Modica, who was vehemently opposed to cancelling, inactivating programs.

He was adamant that if five students a year are getting that degree or getting that certificate, it's a good thing, and we should be very, very careful -- I don't know if "judicious" is the right word -- but make sure we're deciding those kind of things for the right reasons.

I don't really remember specifically, but it seems to me that in

every case that he would argue for, he would find out the numbers, and it would always be maybe not the best thing for the college to cancel those programs.

So can you, Chancellor Nasse, can you share, not necessarily today, but can you share with us at some point the protocol for inactivating programs or removing them from what we offer? I know that in 2022 the social working degree was also inactivated, and at the time, people were really concerned because it was the only program that was offered anywhere in Arizona, and all of our students went directly to get master's in social work from -- it was like a master's program where you got your bachelor's and your master's. And they were really concerned that when we removed that, we removed the opportunity for all of those people to meet that goal for their career goals.

So I would just like to know, why do we inactivate programs, and who decides if they're going to be -- obviously not us, but somebody else decided.

>> CHANCELLOR JEFFREY NASSE: Sure. I'll let the provost speak to the process for program review, but it's an important part of what the college does, right, is assessing program viability.

You know, why would we end a program? For a lot of different reasons. Is it relevant to the marketplace. Are students going into a meaningful job opportunity. Is there enrollment in the program? So there is a lot of different reasons.

I think one of the underlying philosophies there is resources,

right? As you know, we're constantly trying to provide high-quality education programs which cost money, right? Faculty costs money, facilities cost money, all of those pieces. So in a time of limited resources, we want to make sure we're offering good options for students.

So there is a process. Each year we assess a number of programs,

and we evaluate them. I don't know the specifics. I know there is an opportunity for people to provide feedback and those things, but basically the data tells us the story.

Provost Roark can talk to the specifics of the program viability review, the program review process, but also, in this particular case, he can talk about the reasons that we're bringing it to the board for termination.

>> MS. THERESA RIEL: And just one other thing I want to comment on too is, like the social work program, to me it seemed like the expenses might be relatively small. Archeology, I'm thinking -- I'm not an archaeologist, so you need a shovel and maybe some travel to get to places where there are archaeological things. I know we have a lot of them in Southern Arizona.

But, you know, as I was going, I read that first, I didn't even write it down as something I was concerned with at first when I was going through the list of everything on the board docs, but then I got to the list of all the expenses we're paying for all sorts of, millions of dollars of -- I just thought, is all of that included when we decide to inactivate or cut programs, right?

Because it seems to me like we are spending a lot of money on some things and, you know, if we have, you know, 10 people graduate from a program that costs us many millions of dollars to just put on and we have 5 students graduating each year with a program that only costs, you know, half a million, you know, I'm just not sure if that's the right decision for those students especially. Thank you.

>> DR. IAN ROARK: Board Chair Taylor, Board Members, Chancellor,

and guests. I'm going to just address that part first, if it's okay, Board Member Riel, on the cost piece. In this particular case, cost was not a primary driving factor for the decision, among many factors that went into it.

And, to Dr. Nasse, Chancellor's Nasse's point, with respect to the reallocation of resources and the ability for us to add faculty in areas that are growing, and lots of areas are growing, including, as you are aware, 11 consecutive semesters of growth, including in general education, in order for us to be able to have the resources across the whole of academic affairs and workforce development, we do have to be prudent with respect to whether or not programs are viable either from a workforce development and alignment perspective, in this case, that is related to not only workforce development but transfer viability, because this program focuses on both, and we will talk maybe a little bit about the detail on that, but then also the fiscal component.

I can assure you that the team that we have, many members of which are here tonight, we do not take these decisions lightly. It's

not just like there's, yay, we get to close a certificate. There is a really methodical and thoughtful process that's comprehensive and begins with the program review cycle, and even at the end, whenever there is a recommendation from the administrators and the team that oversee the program review cycle, it does come to me, per our board policies and administrative procedures and SOPs, and we have a multitude of options whenever there is a recommendation.

We can choose to accept the recommendation of the committee and/or we can say, let's look at something else. This particular program was a part of the 2023/2024 program review cycle, and at the time, it was recommended for inactivation. As you're aware, Dr. Nasse was our brand-new chancellor at that particular time, and this was slated to go to his first board meeting as brand-new chancellor. So the decision was made, let's take a thorough look on it.

As you're also aware, I was not serving as provost when Dr. Nasse

came to us at that time, and so I became aware of this situation whenever I was appointed as acting provost in February of 2025 and really had the opportunity to work with the members of our team on how did we get to this place, what's some of the history, you know, kind of what's going on.

There are two administrators in the room this evening who can particularly answer way more detail questions than I'm able to, because they co-led the process after the program went through program review process to really look at what do we do? Is

inactivating it just enough, and then that's all we do, or is there something else that we could and should be doing?

So I'd like to thank our acting vice provost of academic affairs,

Emily Halvorson-Otts, and our assistant vice chancellor of workforce development, Amanda Abens, who worked with the program faculty and staff as well as the program's advisory committee team members and our university partners to do both, right, fulfill the recommendation because the labor market showed that it was not aligned, and as we're working under Dr. Nasse's vision of market-driven, what's the best way to offer any of our programs of study. The recommendation to inactivate the program from a workforce development and labor market alignment component was accurate, right, and what else can we do to make sure that we are meeting industry's needs, that we are meeting students' needs.

So a little bit more of the detail that's in your board report are a couple of steps moving forward. And this has already been communicated with the industry partners and the faculty who have taken a part in developing some of these.

So what we will be doing is in most of these courses, not all, most of these courses are embedded into the Associate of Arts. Most of the current certificate courses will be integrated into the Associate of Arts degree pathway to provide more comprehensive educational foundation. The pathway has already been developed by the faculty and will have a career plan code to assist students in identifying this career path as a part of our guided pathways with

Fidelity initiative.

We are going to be streamlining the curriculum, like many of our programs, reducing the total number of courses in our degrees, but also aligning to ensure that all of the outcomes that we have at the end of any program are exactly what industry partners say they need.

Of course, what's interesting about this particular program is it's embedded in a transfer program, but we had a Level 1 certificate which is being recommended for your consideration and vote to inactivate. Level 1 certificates, their primary intent is direct employment. What we found through the analysis and working with business and industry partners is that's not what was happening with the certificate; hence the low number of completers.

The role that this particular certificate was intended to meet was actually being met by industry in many other ways, because there are hundreds of these positions that are open in Pima County on an annual basis. We are only filling five of them, apparently. But also, after Year 1, based on our employment dashboards, only 43% of the less-than 10 completers are actually being employed in that industry. So it was not fulfilling the need.

So what was it fulfilling? And really, what we found was that there is a lot of cross-listed courses, and also, most of the students, most of the people who are doing field tech work ultimately want to be archaeologists, which requires bachelor's, even master's degrees in some cases. So those were the individuals primarily who were filling field tech positions. So a certificate of direct

employment per our own policies, per our own SOPs, is not really aligned.

So we believe, at the end of the day, that by aligning to the University of Arizona, including the archeology prefix, changing that go to anthropology, like our University partners do not have archeology, it's anthropology at the University, keeping most of these courses in the transfer degree, that we will actually increase the number of individuals seeking to complete and transfer into that archeology pathway at the University of Arizona, and then ultimately and subsequently fill these field tech positions that the program was initially intended to fill.

So in this particular instance, we found that we were able to work with industry, work with faculty. And of course not everybody always, every single person doesn't -- my mouth is really dry, sorry. This is not my water, so I'm not going to take a sip of it.

It is your intense glare, Board Member Riel, that's making my mouth -- just kidding.

>> MS. THERESA RIEL: I'm sorry. I drink two things of water every board meeting, and I don't even talk that much anymore, so I understand you're talking a lot. Thank you.

>> DR. IAN ROARK: This is post-program review, and I'm saying a lot, but my point is that we really worked to see if we could sort of have it both ways. How can we do what's best for industry, do what's best for students who are seeking to be archaeologists, and continue to follow through with our, you know, our metrics in terms of program

sustainability.

I believe that's what the team accomplished. The program review cycle is a really intense process where deans, department heads, academic directors, and faculty have to answer a lot of questions. We have a lot of data that comes from our colleagues in STAR around labor market alignment, around completion persistence, and then there are financial factors, as well.

There are a lot of faculty members who are present on the program review process, and ultimately, through a jury-like sort of final event, if you will, where deans and program faculty present on their programs to their colleagues, the recommendations come forth from that dialogue ultimately to me.

And we could probably, at some point, have a more detailed sort of flow chart, if you will, outlined of what the program review process looks like and send that to the board if you so wish.

>> MS. THERESA RIEL: Perfect. That would be great.

Play a game with me. Worst-case scenario. Somebody wants that certificate. What do they do now?

>> DR. IAN ROARK: I forgot to mention one of the other courses of action that we are taking is -- it's already being offered in this way, noncredit or professional credit by other providers in the community and/or through work-based learning, is there a way that we can continue to do that just not through a direct Level 1 certificate at the front end of the program. So we will be working with faculty and industry to see what we can do in that vein, as well.

>> MS. THERESA RIEL: It doesn't really make a lot of sense that we're still going to offer the classes and do this other thing but we're inactivating the certificate. I'm just, to me, it just doesn't make a lot of sense.

>> DR. IAN ROARK: We're not offering all of the classes. So what was really showing the data is that there was robust enrollment in the first two courses of the five-course sequence. I don't have those numbers off the top of my head, but most of the students enrolled in those were doing so as a part of their AGECE or their intent to transfer, and those were electives for them. It wasn't because they wanted to become archaeologists. And only single-digit individuals were taking the remaining ones in the advanced courses of the certificate, so we will no longer be offering those specific courses on a credit basis.

>> MR. GREG TAYLOR: Any other questions? No?

Just a reminder, an affirmative vote is a vote to inactivate, just so you're not confused.

So on 4.3, all those in favor please say aye.

All those in favor please say aye.

I'm aye. Any opposed?

(Nays.)

>> MR. GREG TAYLOR: Board Member Barraza and --

>> DR. NICOLE BARRAZA: Nay.

>> MS. KARLA BERNAL MORALES: Nay.

>> MR. GREG TAYLOR: All right. So that one fails 4-1.

Moving on to section 5, 5.1. So contract employee medical benefits, pharmaceutical benefits, fiscal year 2026/'27.

Is that Dr. Bea?

>> DR. DAVID BEA: Good evening again, Chairperson Taylor, Members of the Board, Chancellor Nasse, colleagues, guests. In your board packet tonight for consideration is the recommendation to approve the fiscal year '27 employee medical and pharmaceutical benefit program structures.

This is an important annual action that the board considers, because it does two things. One, it establishes the most expensive, most costly operational expense item in the budget, which is the employee medical benefit cost.

Then the second thing it does is it sets the plan structure so that we can do open enrollment prior to the end of the semester for employees so that come the fiscal year we have finished open enrollment and people have enrolled in the plans for the upcoming year.

I have a quick presentation tonight just to hit some highlights that are in the board packet summary. Just to summarize the plan structure and what employees can choose between, we have two administrative contract systems for our self-funded benefit programs. So the medical administration is handled by Blue Cross Blue Shield, and the pharmacy benefits management is handled by EmpiRx Health.

There are four plan choices that employees can choose between. There is a preferred provider organization, a PPO. There is an EPO,

which is much like a traditional, the modern version of the traditional HMO-type plan.

We have two high-deductible plans. There is a base plan that is available for employees without dependents at no cost, and then the other plans are buy-ups, so employees pay more in their premiums to be able to participate in those whether it's for themselves in one of the buy-up plans or if they have families or spouses that they are enrolling in the plan structure.

Just to give you a quick summary of what the participation looks like. Of the 1,265 eligible employees, the largest number, 671 participate in the PPO plan. The EPO has 119 participants. Then the two high-deductible plans have 308.

There is one other option for employees, which is that if they have an eligible group plan through another employer, so through their spouse, they can submit that information and get a health waiver so that then they can use \$2,400 for a flexible health plan, and then the college doesn't provide their health plan for them or their family.

As we discussed as part of the budget development, we have talked

actually a fair amount about employee medical benefits and the significant increase costs that we are anticipating in the upcoming year.

The increases are due to three factors. One is in the current year, we have a plan spend-down of some accumulated reserve balance to the tune of a million dollars. The idea was we were hopeful that

the plan utilization, the actual expenses in the current year were going to be a little lower than they were last year, and that it would be a one-time bridge.

We also were very honest about that, that it was not likely to be

the case, and that once that happens, we have to find the funds to do that. So, one, we have to fund up the amount we are recovering from reserves.

There are what I would call typical increases to medical costs, inflation of medical costs, that are fairly normal for an employer of our size.

Then the third one is we have some atypical plan-based expenses that are related to our actual utilization that we have to plan to spend for. Again, we have talked at length about that in the budget development process.

One other factor that when we were talking last year with the employees and we were looking at big increases and we made the recommendation to the board last year to use reserve balances to the tune of a million dollars, the other idea was and work on adjusting, making adjustments to the plan designs to reduce costs.

So that is a multi-year effort. We continued that effort this year. We had some plan design changes last year, and the recommendation in front of you tonight includes the work that the employee benefits working group considered a number of different cost-reduction strategies that were recommended by our consultant, and the recommendation that you're looking at is actually through a

collaborative work with the Employee Service Center. Andrew Plucker, who is over there, is the executive director of that group, and he leads the employee working group talking about what the different ideas might be that will be adjustments to the plan designs that meets some of the objectives of the college.

I think we came up with a pretty good plan overall, which is to emphasize that the college is absorbing a large majority of that increased cost that we talked about. We are not changing the premiums of the plans. What we are doing is the recommendation is to change some of the plan designs in terms of actual costs that folks would incur.

So just to quickly summarize what some of those will be, to both the EPO and the PPO plans, there are recommendations to increase the deductibles moderately and to modify the out-of-pocket maximums to a combined pharmaceutical and medical out-of-pocket maximum amount.

Again, when we're talking with Segal and they are making recommendations, one of the things that we use and it's important to have them, is that they know, they do benchmarking for us, they know what other employers, what typical employers do, and typically when they are making recommendations for cost reductions, it's based on best practices from other employers.

So both of those recommendations came from that structure. Then lastly, again, I'm not going to walk you through all the different language, you can read that yourself, but the other recommendations for plan changes are driven more by regulatory guidelines in terms of

high-deductible plans and health savings account qualifications and criteria.

So all told, the recommendations, again, that were endorsed by the employee benefit working group that are in front of you will reduce the expected costs next year by about \$470,000, so it is a significant amount of cost avoidance, but again, to reinforce the idea, and the college is also absorbing a huge amount of the anticipated increase.

So this helps, but is by no means offsetting the increased costs.

It's not being pushed to employees. We are making some moderate changes to the plan designs to help ameliorate the cost increases.

With that, I'm happy to answer any questions the board may have.

>> MR. GREG TAYLOR: Any questions for Dr. Bea? No?

>> DR. DAVID BEA: Thank you.

>> MR. GREG TAYLOR: Thank you. Is there a motion?

>> MS. KARLA BERNAL MORALES: So moved.

>> MR. GREG TAYLOR: I'll second. Any discussion before we
vote?

All those in favor of 5.1, say aye?

(Ayes.)

>> MR. GREG TAYLOR: I'm aye, as well. That passes unanimously.

Moving on to 5.2, purpose, mission, and vision recommendation.

Is someone talking about that one, Dr. Nasse, or are we just taking it?

>> CHANCELLOR JEFFREY NASSE: We have done extensive discussion,

Board Members, Chair Taylor, Vice Chair Bernal Morales, on the

mission statement. This is back to the board for their consideration as a recommendation from the administration on the mission fulfillment framework.

>> MR. GREG TAYLOR: Then I'll go ahead and move to approve 5.2. If there is a second, then we can have discussion.

>> DR. NICOLE BARRAZA: Second.

>> MR. GREG TAYLOR: All right. Any discussion? I know we have had a lot of discussion about this over many sessions.

>> DR. NICOLE BARRAZA: Mr. Chair, I'd just like to add that I'm grateful for the patience from Dr. Richmond and the team she's been working with in crafting this and listening to our input.

>> MR. GREG TAYLOR: Absolutely. Second that.

All right. All those in favor?

(Ayes.)

>> MR. GREG TAYLOR: I'm aye, as well. That one passes unanimously.

5.3, discussion and considerations for transitioning Governing Board study sessions to a virtual format. Vice Chair Bernal Morales, I think this is one of your future agenda items from last meeting. Do you want to say anything about it before we make a motion?

>> MS. KARLA BERNAL MORALES: The only thing I'd like to say is that -- see, our last study session was great in person, so I find myself having difficulty now moving forward with this, because it was really, really engaging.

But I want to hear what the rest of you think.

>> MS. THERESA RIEL: I'm going to second that motion that we don't move forward with making these virtual. I think being able to meet with our colleagues at the college is so important, and, you know, sometimes that synergy that happens when we're all together with the people who are doing the work, I think it's just really important.

>> MS. KARLA BERNAL MORALES: Oh, absolutely, and that was never the concern or the issue. We love engaging with the team. But we felt that -- let me rephrase that. I felt it was very productive to be able to do it in the comfort of my office or my home and my computer, I could still get very productive conversations.

But I have to admit that last study session was different. The format was great. We were around a table. So if I could modify it maybe a little bit, but I also want to hear if anybody else...

>> DR. NICOLE BARRAZA: As someone who joined virtually, I could also feel the vibe in the room that it was a lot more productive, and I think it was the format of the room, and it was more like a study session and took away the formality of us sitting, like, on the dais and hearing from staff. It was more collaborative.

I was virtual, and I could feel that too. So I guess in that format, if someone has to join virtually, it also makes sense to have that flexibility.

And I know we have it now, but this is so much more formal that I think -- I think that new room format lends itself, if somebody can't come in person, to just join virtually.

>> MS. KARLA BERNAL MORALES: So if possible, Board Chair, can we modify it to not necessarily have it only virtual but hybrid and not in this room but in a conference room area where we can sit around a table?

>> MR. GREG TAYLOR: Yeah, I don't think that requires a motion. That's just what we did.

>> MS. KARLA BERNAL MORALES: We're just formal here. It's a very formal setting.

>> MR. GREG TAYLOR: I mean, in terms of this item -- and maybe this is a question for Jeff. If we just decline to vote on it, does it stay at the status quo like we did before?

>> MR. JEFF SILVYN: So if you want the status quo, no one make a motion, and it stays, right? So the motion would be to change what we're doing now, and the chair and the chancellor already have the authority to structure board meetings. So if you want to keep doing the format like the last meeting, there doesn't have to be a motion. We can just keep doing that.

>> MR. GREG TAYLOR: All right. So if nobody makes a motion, it just stays the same?

>> MS. KRISTEN RANDALL: Chair Taylor, I just have one comment. It's not a motion.

>> MR. GREG TAYLOR: Please, go ahead.

>> MS. KRISTEN RANDALL: I guess if we're going to continue offering a hybrid format, maybe the day before the study session, if

we could, especially since it will be in the smaller room, so it's

not like we'll have an in-person audience or not a large one, if we could just be informed who will be remote and who won't be? Because if everybody's going to be remote and I show up to the meeting in person, I'll be a little bitter. (Laughter.)

>> MR. GREG TAYLOR: That's fair. I think that is absolutely fair.

So I'll take the crickets in a second. If nobody makes a motion,

then we just get to move on to the next thing and we'll continue in the way we have. I also found the sort of round-table format that we tried last time to be beneficial, as well. I thought that was good.

>> MR. JEFF SILVYN: Also, Mr. Chair, just to clarify one thing, the reason I say you don't need to do a motion is it's covered in the bylaws. So the presumption in the bylaws, the default is in-person, but it gives board members the right to participate remotely.

So that's why I say it's already covered by the current bylaws, so you don't have to change anything to leave those options available.

>> MR. GREG TAYLOR: Then I guess I'll just do this as a request,

rather than a motion, but Andrea, what Board Member Randall was saying, if you could just send us an e-mail, like, the day before the meeting and just say who is going to be there and who's not, if people are electing to be virtual, for whatever reason? All right.

We will move on from 5.3 if there is not any motions or further discussion. Nope?

No. 6, request for future agenda items. Does anyone have future

agenda items? Please.

>> MS. THERESA RIEL: Yes, I do. So one of the things that has been on my mind for the last month, Pima was originally started as an opportunity for all students in Pima County to get a college education no matter your educational background.

I think that I'm concerned that it appears to me that there are efforts underway to not do that anymore, subtly, and I don't think -- Dr. Nasse asked me before, he said, well, you don't think people are being, I don't remember the word, bad or mean on purpose? And I don't. I really don't. I think that intentions are usually for the right reason.

I was at a meeting a while back, and they had this statistic in fall of 2025, only 12.6% of students at Pima were placed into stand-alone dev ed math classes compared to 62% in fall of 2010.

So my concern there is what's happening to those students that used to take our dev ed classes compared to now? I would just like to see -- I would like to be assured, not with percentages, because, you know, if you don't know the base number, the N number, that percentage doesn't mean anything, right?

I told Dr. Nasse the story of my kid. Did I tell you guys the story of the chocolate bars before? So Lauren was in kindergarten, and he had a big chocolate bar, because we like our candy in my family. His best friend Devron had a candy bar, but his mom is more reasonable and it was a small bite-size one.

So Devron said to Lauren, let's split. I'll give you half my

candy bar if you give me half of yours, which is a really cool thing to do, to share, right? But my son came home, and he was really disappointed because a half is not a half, right?

So all these numbers that we're oftentimes given, 12.6% of students were placed in a stand-alone dev ed math class is now 62% in the past. If we don't know what those numbers are, they could actually be the reverse of what we think. You know, 51% of a certain year could actually be a much smaller number than 49% in a different year.

So I'm concerned that we see so much of this kind of data given to the board. I don't catch it all the time, because, you know, I'm busy too. Not working and raising children like you guys are, but I think that we need to be concerned with this.

My other concerns are compressing learning time to eight weeks. I have told everybody how I feel about that. Being a mathematician, I know I would not be the mathematician I am today if everyone in my classes I took was in an eight-week format. I'm just not that kind of learner. I need to do every problem in the textbook to understand it well.

Lastly, when we reduce these educational opportunities, my concern is that in the past, I taught here for 23 years, I taught usually eight courses a semester, because I was a single mom and I had two big growing boys. I taught mostly dev ed classes. I was hired to teach dev ed classes. So maybe I feel like it's a little heart thing for me, but I had students come into my class, and they

are, like, why are you making me learn this? I already know this.

I'm, like, no, sweetie. If you already knew this, you wouldn't have tested into this class. They'd go through the class, and in the middle of the class, they'd be, like, oh, now I get why we need to have common denominators. Some of these students that were taking ICS 081, they are engineers today, and it was the first math class they had ever passed.

So I think that when we say that the better way to do it is to not have any of those, only do co-requisite classes, when a student is doing a co-requisite class, do the dev ed course concurrently, they're actually taking seven units of math in a semester. I just think that, I'm not sure if it's across the college that a lot of things are being done that way, but I want to make sure that we're not, by upping what we do, that we're not disallowing students who don't have a better high school education get into college.

So I would like -- I would prefer not to see percentages anymore unless you tell me the numbers, because I always, percentages -- that half candy bar and that half candy bar are completely different.

Anyway, I would like to have that in the future, please, if we could on our presentations, not have percentages without the numbers supported also.

>> CHANCELLOR JEFFREY NASSE: Mr. Chair and Board Member Riel, other than having the Ns with the percentages on various reports to the board, I'm not sure I understand the topic for future board meetings. Is there a presentation you're looking for?

>> MS. THERESA RIEL: I would also like to know what we are doing

as far as eight-week classes, because originally when I brought it up, and I was assured that it wasn't going to be -- I had heard through the grapevine that it was going to be a huge number, 85% of the classes, and then I was assured it wouldn't be that number.

And now I'm hearing, once again, that it is that high number. There is a way to opt out of being an eight-week class if you meet certain qualifications, but otherwise, all classes will be eight weeks. I'd just like to know what's going on there, please.

>> CHANCELLOR JEFFREY NASSE: So I just want to make sure we have

it right for our team. Make sure that any percentages for a board report include what we called the Ns, so the actual numbers, and an update on the goal, the cabinet goal for the plan for eight-week classes.

>> MR. GREG TAYLOR: Is that sufficient? All right.

Any other requests for future agenda items?

>> DR. NICOLE BARRAZA: Yes, Mr. Chair. I will take Provost Roark's offer to give us a flow chart about the inactivation of programs or certificates, but also, I'd like maybe a study session item or regular board meeting item to understand how programs, certificates are approved.

I have been receiving phone calls and e-mails about why doesn't the college have X program, and what is the process to get something like that on, and I haven't been able to answer that question.

So an overview of that would be great.

>> MR. GREG TAYLOR: Great. Does that make sense, Chancellor?

>> CHANCELLOR JEFFREY NASSE: Yeah.

>> MR. GREG TAYLOR: Any others? Future agenda items? No?

Not hearing any. Sorry, go ahead.

>> MS. THERESA RIEL: Can we have an update on the CRM. It doesn't need to be soon. I know that we have some changes in that department, but within the next six months, it would be nice to know what kind of results we're getting from those many dollars that we spent as far as that CRM. I don't remember. I mis-said it one time, so I'm going to be reticent to say it.

>> CHANCELLOR JEFFREY NASSE: In the February board meeting, I believe, we did provide a full report on the CRM, an update. We could do another one in six months, but I think it's either February -- I'm looking at Andrea. It wasn't March, yeah.

There was a full report on a variety of items to the board. High-end items that we circled back with the board. We submitted a report to kind of close the loop, and the CRM was part of that. We'll send that to you again, and then we can do one in six months, for sure.

>> MR. GREG TAYLOR: Great. Any other future agenda items?
Nope?

With that, we've reached the end of the agenda, and we will adjourn. Thank you.

(Adjournment.)

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