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June 10, 2026. Meeting of the Governing Board.

>> MR. GREG TAYLOR: All right. I'll call us to order.

In keeping with the notice given to the general public, we're calling to order the proposed notice of tax increase relative to the truth-in-taxation requirement and the proposed budget for fiscal year 2026/2027.

I'll start with 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 is out of the country, unless she's joining us virtually. She said she might try to make it. I don't hear her.

Board Member Morales, are you there?

No. All right.

>> MR. GREG TAYLOR: I'm here, as well.

All rise, if you're able. Join us for the Pledge of Allegiance.

(Pledge of Allegiance.)

>> MR. GREG TAYLOR: During the 1996 legislative session,
Arizona

Revised Statute 15-1461.01 was passed with the intention to increase public awareness of property taxes. In compliance with this statute, a truth-in-taxation notice was published in The Daily Territorial on

May 21, 2026, and June 1, 2026.

In compliance with the same statute, Pima Community College District is holding a hearing on its intent to raise primary property taxes on existing property. The board now asks the administration to provide information in support of the proposed property tax increases. After the presentation, members of the public will be invited to comment on the proposed tax increase.

Dr. Bea, you want to join us?

>> DR. DAVID BEA: Chairperson Taylor, Members of the Board, Chancellor Nasse, colleagues, and guests. It is my pleasure this evening to provide a brief overview to summarize the recommendation to increase the tax levy in support of the college's proposed budget for next year.

As you mentioned, to increase the tax levy, the college must provide a notice of possible tax increase and hold a public meeting, which is what we're doing tonight. So we'll walk through a few of the different details related to the tax levy.

As can you see here, here is a facsimile of the actual truth-in-taxation hearing notice of tax increase that, as mentioned, was published in The Daily Territorial on May 21 and June 1, according to statute.

To provide a very quick overview of what that means for the college and for the taxpayers, this chart shows what the current year is, that's fiscal year 2026, that's the left-hand column. It shows the net taxable value of the current year, so what that is is the

total property valuation in Pima County.

The second line down is the change in valuation over time. So this year the valuation went up 4.6%. So that is not the college's determination. The county assessor's office does that determination for property valuation, so we receive that information.

From that information, though, it tells us how we calculate the tax rate authorization and what the maximum is that we are able to go up to, what the what's called levy neutral is, and then what a 2% increase would be is what we get calculated out of that.

So to run you through that, the current tax rate is 1.2176 per \$100 of net assessed valuation, so for a \$1,000,000 residential property, that's \$121.76 for the year. Levy neutral, the tax rate, because the valuations are going up, the tax rate would then go down to generate the same amount of tax levy, the tax rate would go down to \$117.85.

But because there is growth in new property in Pima County, we're

able to get all the generated revenue from the new properties.

That's what represents what that \$1.77 million number is. New properties in Pima County, the taxes, without changing anything year over year, we would receive \$1.77 million more.

Now, through the budgeting process, again, we identified that we need additional revenues to cover some of the cost increases that we are experiencing year over year, and so the recommendation is to increase the tax levy by 2%, and that increases the tax rate authorization, so it will go up -- it will actually go down from

1.2176, it will go down to 1.2021, but again, it's an increase over the tax, the levy neutral number.

So the increase, to give an idea per \$100,000 property, the increase year over year to get that 2% additional revenue is \$2.36, so a \$100,000 property, over the course of the year, will be paying \$2.36 more, all other things being equal, but the cumulative effect for the college is really important, and it generates \$2.91 million of additional revenue. That's the difference between 1.77 and the 4.68.

To provide a little bit of context, the college takes the tax levy and the tax impact on the Pima County community very seriously. I think we can be very proud of the fact that our tax rate is relatively low versus the other community colleges in the state.

You can see that we're fourth lowest. Coconino is sort of artificially low, because they had statutory restrictions on what their levy could be for a number of years. Then showing historically how the tax rate has changed over time.

I will also point out that we did not increase the tax levy last year. You all recall that in the budget process. Last year we were able to meet the budget objectives and the requirements without doing an increase to the tax levy. That has been true three of the last five years.

So it is not something we just assume that we will do every year.

We do it when we need to do it to generate the revenues for the budget.

And I'll provide a little bit more context with the budget, but I'll stop there and ask if the board has any questions related to the tax levy recommendation.

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

Go ahead.

>> MS. KRISTEN RANDALL: Chair Taylor?

Dr. Bea, I just wanted to say thank you for this budget. I know sometimes we come to you with things, and I can tell that you're doing the calculation in your head as we're talking to you.

A budget is a moral document. I think you've done a really excellent job of conveying our values in this budget.

Thank you.

>> MR. GREG TAYLOR: Vice Chair Bernal Morales, are you online now? Someone told me you joined us. Maybe? She's there but muted or something? Okay. Feel free to jump in if you have any questions.

Any other questions or comments for Dave?

No? All right. Let's move on to the call for public comments
on

this section. So just to be clear for everybody that's attending, there is actually three calls for public comment tonight, because we have technically three meetings.

So this first one is specific to the property tax, and then
there

will be another one in a moment that's specific to the budget. And then there will be another one during the regular meeting that's basically for everything else.

I know a number of you wrote on your cards or when you
registered

online what that topic was, so I just sorted that. I'll call you in the appropriate area. I didn't see anyone that put proposed property tax on here, but I just wanted to double-check, especially for the folks who are online, because not everybody wrote a topic.

Was there anybody that wanted to make a comment on the property tax?

No? Not hearing any.

Let's move on to item No. 6, the hearing on proposed budget.

So at last month's meeting of the Governing Board, a comprehensive review of the proposed fiscal year 2026/2027 budget was presented by Dr. Bea. Following the discussion, the board directed that the proposed fiscal year 2026/'27 budget be formally presented for consideration by the residents and taxpayers of the college district.

This has now been accomplished in accordance with state law by publishing the proposed budget and a notice of this evening's public hearing in The Daily Territorial on May 21, 2026, and June 1, 2026.

The board would like to ask the administration to give a brief overview of the budget prior to responding to any questions from the public.

Dr. Bea, you're up again.

>> DR. DAVID BEA: Good evening again. It is my pleasure to give

a very brief overview of the budget. As the board is aware, but I like to sometimes do this to the people in the community who may join for this meeting, the budget is discussed with the board throughout a

number of public meetings and study sessions throughout the year and is impacted by different decisions that have already occurred. This is the formal process that sort of sets all of it in place so that we can go into the year with the budget in place.

As you know, the budget document and the adoption of the budget establishes the maximum spending authority that the college can have for the year. It doesn't say that what it absolutely will be at the end of the year. It says you can't go higher than this.

So it does allow for future reductions based on lower revenue projections. It also includes contingencies that we put in case things could happen in the course of the year. So it's a high setting that establishes what our spending authority is for the year, but it is by no means what we end up spending in the course of the year.

As you know, here is the list of our proposed budget priorities for the year. It is one that we have integrated budget planning, budget and then overall strategic planning priorities. We prioritize our employees. Without the employees, the college would have no ability to provide service to the community and education to the community.

The board has already approved the recommended salary increases for next year. Simply put, it's moderate increases to the salary structures, providing a year of experience for employees or a 2.5% increase, whichever is larger.

As you know, we also are absorbing large medical cost increases

in the course of the year. That's due to normal inflationary cost pressures in the medical industry and some specific utilization increases that we are anticipating for our employees in the upcoming year.

It also has to fund the mandatory contractual increases, things like utility increases, other inflationary increases that we are all experiencing in our own lives. The college has to absorb those, as well.

Then we have also, in the course of this year, experienced reduced funding from the federal government in the form of grants that have gone away. So that's put additional pressure on the college.

One of the ways that we are able to do such a successful budget in the course of this year is that, as you know, in the course of the current budget, or the current year, we have successfully identified \$4 million of operating, ongoing operating expenses to reduce through either salary positions through attrition and/or identifying other operating savings. And I'm proud to say, through a lot of hard work from all of my colleagues behind me, that we have already exceeded that \$4 million number, and that made this upcoming budget a lot easier with some of the pressures that we're experiencing.

The other thing that is worth mentioning is that the budget has the capacity for the first, what would be a half a year of the upcoming bond initiative that we're going to be taking to the voters in November, because the fiscal year crosses over into next June, it

gives us the capacity to start working on those projects, and it's all contingent based on the voters approving that bond initiative going forward, so that is built into this budget. That's the kind of the thing I'm saying, we have to build the capacity to do things should they happen.

Just to give a quick overview, this shows what the changes are year over year. This is in terms of the revenues year over year, and the primary change between the two, there is an increase in the overall budget, but if you look at the bond proceeds pie of the chart, that didn't exist last year, again. So a big change year over year is largely related to building in the capacity to do some of those bond projects should the voters approve it.

Lastly, focusing on what our expenditures by category are, indicates what some of the changes are year over year. You can see some of the changes. Administrative personnel, classified staff, total expenditures, total budget expenditures are actually going down. There are slight increases in the faculty and additional faculty and adjunct faculty lines.

So from a personnel standpoint, there are increases happening that are mostly in the instructional area, decreases happening in the staff because we have been making a concerted effort to reduce expenses on the staff side over the last few years, and then the increase cost in fringe benefits.

That is a quick summary of what the budget looks like. Again, the board has had a number of conversations. That's a very

high-level conversation about the budget in case there are people in the community who are interested in hearing a little bit more.

With that, I'll ask if the board has questions for me before we open it up.

>> MR. GREG TAYLOR: Thank you. Any questions?

No? All right.

Thank you, Dr. Bea.

So this is our next, our second public comment period. Again, I don't see anyone that wrote the budget on their topic for those that provided it, so I don't have any specific names to call, but I will just pause for a moment if there are any public comments anyone would like to make on the proposed budget.

No? Not hearing any, so hearing no further board questions or public comment, I now close the public hearing on the proposed budget.

I now call the special meeting to order. Having met the requirements prescribed by state law, do I have a motion to approve the Pima County Community College District's property tax rates and levies for fiscal year July 1, 2026, through June 30, 2027?

>> DR. NICOLE BARRAZA: So moved.

>> MS. THERESA RIEL: Second.

>> MR. GREG TAYLOR: These have to be done by roll-call vote, so I will go through here.

Board Member Randall.

>> MS. KRISTEN RANDALL: Aye.

>> MR. GREG TAYLOR: Board Member Riel.

>> MS. THERESA RIEL: Aye.

>> MR. GREG TAYLOR: Board Member Barraza.

>> DR. NICOLE BARRAZA: Aye.

>> MR. GREG TAYLOR: Vice Chair Bernal Morales, if you can hear me?

Not hearing her, but I'll move on to me. I'm aye, as well. So that passes 4-0.

Having met the requirements prescribed by state law for the review of the college's proposed budget, do I have a motion to approve the proposed budget --

>> MS. KARLA BERNAL MORALES: Aye.

>> MR. GREG TAYLOR: There we go. There's Vice Chair Bernal Morales. 5-0, passes. Thank you.

Having met the requirements prescribed by state law for the review of the college's proposed budget, do I have a motion to approve the proposed budget for the Pima Community College District for the fiscal year July 1, 2026, through June 30, 2027?

>> MS. KRISTEN RANDALL: So moved.

>> MR. GREG TAYLOR: Is there a second?

>> DR. NICOLE BARRAZA: Second.

>> MR. GREG TAYLOR: This requires a roll-call vote, as well. Board Member Randall?

>> MS. KRISTEN RANDALL: Aye.

>> MR. GREG TAYLOR: Board Member Riel.

>> MS. THERESA RIEL: Aye.

>> MR. GREG TAYLOR: Board Member Barraza.

>> DR. NICOLE BARRAZA: Aye.

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

I see an aye in the chat from her. So that's an aye from her.
Popped up on the screen there.

I'm aye, as well. That passes 5-0.

With that, I will adjourn the special meeting.

All right. Then I call to order the regular meeting. It's much
like the previous meeting but slightly later in the time.

So let's start with the summary of current events from board
members. That's 5.2. Board Member Randall, is there anything you
want to share?

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

I'd like to start by congratulating all the 2026 graduates. I
think it was great that we broke the ceremony into two pieces. We
were able to accommodate everybody's sometimes very large support
systems for their momentous occasion. I thought that was great.

I also wanted to thank the keynote speaker, Alex Guzman, and
special speaker for the PM session, Mayor Romero, for their inspiring
speeches. I would also like to acknowledge Supervisor Rex Scott's
deeply personal and motivating speech for the high school equivalency
ceremony. I was not able to attend that in person, but I have heard
a version of that speech before, and it's very personal and very
beautiful.

I'm also very grateful to Chancellor Nasse and Dr. Richmond for responding to every single question I have had about sustainability. I really, really appreciate the conversations we have been having.

I think that I have taken up a lot of your time. I think our conversations have been really constructive.

So thank you.

>> MR. GREG TAYLOR: Board Member Riel?

>> MS. THERESA RIEL: I'm going to ditto the graduation, and it was so nice to see so many of the graduates stay until the very end of the ceremony. I think all of the encouragement from the staff that was, you know, getting them in line, I think that that was really wonderful, and the fact that it was half the time limit from before.

Beautiful ceremony. So positive. So nice being there.

A bunch of us attended the fashion show from -- go ahead. Say how amazing it was (smiling).

It was absolutely amazing. The students and faculty and all their designs were just pretty impressive. Kristen and I are going to design clothes, and Kristen is going to walk down the aisle for the clothes next year.

>> MS. KRISTEN RANDALL: That's a nay on that motion. We are both going to walk down and show them off.

>> MS. THERESA RIEL: In our flats. (Laughter.)

One comment. Being the opinionated, vociferous person I am, we were invited to the breakfasts with the economists that Eller College

had, a really interesting breakfast that quite a few of us attended. They had a really very interesting panel of businesspeople, movers and shakers, causing lots of dollars to run through Southern Arizona and just really a very, very positive event.

Then there was a brief moment for questions and answers. I wrote

on my card my question. It wasn't the one question that they asked the panel, because we ran out of time. But I would just like to state my question here.

It was something like we hear all of these businesspeople say how

important having an educated workforce is, and we all agree with that. But if we don't support K-20 education in this state, we're saying we need a workforce, an educated workforce, but we're really not doing anything.

So my question on the card was, what can the business community do -- and I did mention -- it was a long question, so maybe that's why they didn't take it. I also mentioned that we hadn't received state funding for maintenance on operation for close to two decades now, totaling hundreds of millions of dollars that we, I think, we are owed.

And then with a voucher system for K-12 education, that is actually really, really harming the whole educational system also. They showed a sign, and it was Pima County has the lowest high school graduation rate of every county in the state. But when they said that, I was, like, well, I wonder how many of those other counties,

how many charter schools, and how is the funding going to their

private schools and their charter schools instead of to public education.

You know, Gila has 3, Apache has 0, Navajo has 3, Pima County has -- where did I write that down -- over 88 charter schools and private schools that are funded with those voucher dollars.

So I'm going to say it's sort of no wonder that our educational system can't supply the quantity, not the quality, but the quantity of educated workers when we're not funding our K-20 system.

So I wish that that question had been there in front of all those

business people, but I would like to propose it to the choir that you also ask all of your contacts, what are they doing to make sure that the state recognizes that Pima Community College is very underfunded and we're doing an amazing job, considering that.

Thank you.

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

Board Member Barraza?

>> DR. NICOLE BARRAZA: I'd like to echo the comments made by my fellow board members regarding graduation, and I commend the chancellor for his willingness to always be looking for ways to improve, the fact that most graduates last year leave when they have gotten their diploma, and just looking for ways to make the experience better for our graduates and their families.

I heard somebody say that we had a record number of students participating this year. I think it was over 1,200, and the fact that, like Board Member Riel said, that they stayed until the end, I

think it speaks volumes to the staff at the college and leadership for looking at ways to improve these ceremonies which are so important to them.

So the day after the graduation, the board, we had our retreat. It was a two-day retreat. We all took time out of our busy schedules to get together and look for ways where, you know, we can improve and evaluate the work that we're doing and ways that we can work better together.

I want to give a shoutout to the Desert Vista Campus. We hosted the retreat there. I think it was probably the first retreat at a campus. I'm not sure if that fact is correct. The culinary arts did a great job of feeding us. The food was fantastic. Just want to continue to stress the importance not only of us using all of our great facilities as much as we can versus going to other venues, but also inviting the community to come and explore everything that we have to offer. We have great facilities.

Finally, I did attend the high school equivalency graduation. That is always a great event. We had Supervisor Scott give a great keynote. Want to thank him for coming to that. Also Beverly Wilson, who is the state director of adult ed. She came from Phoenix. She comes every year, I think, is what she told me. Judge Butler, faculty, staff, it's just an incredible graduation.

I know that there is strain in funding, and we need to continue to advocate for adult basic ed, but I want to thank staff, Laurie did a great job, everybody on your team. It was a great experience I

think for the students and their families.

Thank you, all.

>> MR. GREG TAYLOR: Thank you, Board Member Barraza.

Vice Chair Bernal Morales I'm not sure if you're able to, something popped up in the chat, but it's too small for me to see.

Can someone read that for me and let me know if she's trying to talk? I don't want to skip over her if she wants to provide remarks.

(Pause.)

>> MR. GREG TAYLOR: Is she giving me homework? I have to read her stuff? (Laughter.)

Vice Chair Bernal Morales -- oop, I just heard your voice. No? All right. I'll just read it.

Ditto on graduation. Congratulations to students, faculty, and staff. More to follow. Apologies for the unstable connection. Happy to join you at a later date.

>> MS. KARLA BERNAL MORALES: Board Chair Taylor?

>> MR. GREG TAYLOR: I just heard that too. I think we're running on a delay here or something. That was a weird echo. I don't know what that one was. All right.

Well, I read your comments, Vice Chair Morales. If there is anything else, maybe we can share it in the next meeting.

I don't have anything for tonight, so I'll just skip me. We have

plenty to talk about during the course of -- other than to, of course, ditto the congratulations to all of our students.

Participating in graduation last month is an honor.

It's wonderful to see all of them and their families and to know that we had more than 4,000 students graduate with a degree or certificate. So that's fantastic, especially given the environment we're in that Board Member Riel talked about a moment ago.

We're going to move on to 6.1. By way of explanation, we moved two of the administrative reports before the general public comment. The reason being is there does seem to be a lot of misunderstanding about certain things that are happening at the college, specifically about our efforts in sustainability, so that's one of them.

And then the second is an update on federal grants and where that is, so we're going to do both of those administrative updates just so we have all the same set of facts to work from, and then I will go from the public comment period if anybody wants to comment on those things or anything else that they might do.

So let's start first, Chancellor, did you want to talk first?

>> CHANCELLOR JEFFREY NASSE: Sure. I will introduce the first one. Thank you, Chair Taylor, Vice Chair Bernal Morales, Board Members Barraza, Riel, and Randall for your updates and for your continued leadership.

Thank you to everyone for joining us here this evening. I really appreciate the opportunity to just briefly address the college's sustainability efforts before Dr. Richmond presents her administrative report this evening.

So over the past couple of weeks, there has been considerable

discussion regarding sustainability at Pima Community College, including questions about our commitment to this really important work.

Earlier this week I shared a message with all of the college employees and of course our Governing Board to clarify our position, but I did want, I did think it was important at the board meeting tonight just to reiterate some pieces of that message briefly, to make sure there is a clear understanding of both the facts and the direction we have been taking as an institution.

Let me just start, as the chancellor of the college, it's an honor, but Pima Community College remains firmly committed to sustainability, climate action, and environmental stewardship. These priorities continue to be actively advanced through our strategic direction, our academic programs, we continue to do that, our operational practices, and certainly our long-term planning efforts. The board just approved our strategic priorities, and sustainability is actually listed as an overarching principle.

So the college has a longstanding practice and commitment to establish sustainability, and that has not changed. Our sustainability efforts have always depended on the collective work of our faculty, our facilities staff certainly, our administrators, our students, our community partners. Responsibility for sustainability has never, never at the college, rested with a single individual.

a I have seen and heard statements suggesting that the closure of single staff-level position signals a retreat from our sustainability

commitments, and that conclusion is incorrect, because it really misunderstands the direction we have been taking all along, right?

The staffing adjustment reflects an organizational decision about

how effectively sustainability work is coordinated. Not whether it remains a priority. It does. Rather than narrowing our commitment, we continue to advancing an integrated approach by embedding sustainability into the college's core functions.

This includes things, right, the core functions, sustainability and student learning, sustainability and workforce development, strategic planning, as I mentioned, and operational decision-making.

I think our goal is always to make sustainability something students experience every day, and something that informs how the college operates across all of the areas in this large institution.

Sustainability has never been something that existed within or relied upon a single position. Our aim is to embed this work throughout the institution and continue a model that is more sustainable, right, more collaborative, and ultimately more effective, because sustainability is most effective when it's part of our everyday work here at the college, you know, not an isolated position.

Faculty, staff, administrators, students, community partners all contribute to advancing our sustainability goals. We have a similar thing like digital literacy, workforce readiness, and the biggest one, student success, like those, sustainability is not the responsibility of a single staff position alone. It couldn't be and

be successful. It is a shared institutional commitment.

Our students will continue to benefit from sustainability focus coursework, that continues, climate and environmental programming, community partnerships, greenhouse gas-reduction efforts, of which we have done a lot and you'll hear about, and other initiatives that support a more sustainable future for Southern Arizona.

And related to this, I also want to address a separate misconception that has appeared in recent discussions. The college's sustainability efforts are entirely unrelated to the educational funding agreement with Beale Infrastructure that the board approved at our last board meeting in May.

Permission for the Beale project was granted by the Pima County Board of Supervisors, a completely separate public process. The educational contribution associated with that project was negotiated by Pima County as part of its development agreement. Pima Community College, we are fortunate to be identified as a potential beneficiary, and Beale ultimately selected the college because of our ability to support workforce development and educational opportunities for our community.

Importantly, these funds will provide nearly \$6 million over
five

years to support students, first of all, coming to the college through scholarships, workforce training, instructional staffing, including faculty positions that are so vital to our mission, instructional supplies, and student success initiatives aimed squarely at supporting our local Pima County students.

As Board Member Riel just spoke to, and the board has talked about, this is at a time when PCC continues to face significant funding challenges. These resources will directly benefit our students and strengthen Southern Arizona's workforce pipeline.

So our current Climate Action and Sustainability Plan, as it reaches the end of its plan cycle, we are actively developing the next phase of our sustainability strategy. This work will build upon the significant progress already achieved while identifying new opportunities to advance sustainability across the institution.

Pima Community College remains committed to reducing greenhouse gas emissions, continuing to advance sustainability education, leveraging nationally recognized sustainability frameworks to enhance accountability and transparency in that process, and strengthening partnerships that support environmental stewardship throughout our region.

Most importantly, what I would say is we remain always committed to our mission and to student success, and sustainability is not separate from that mission. And it's certainly not relying on a single staff position. It is part of preparing students for the future. It's part of supporting our community's workforce needs and ensuring that our institution continues to serve Southern Arizona responsibly and effectively.

Dr. Nic Richmond, who effectively led the development of the college's integrated strategic plan, has long provided executive stewardship for our collaborative sustainability efforts, and she

will continue to provide leadership and coordination in this area.

So as part of this evening's Governing Board meeting, Dr. Richmond will now present an administrative report highlighting the college's sustainability accomplishments and future opportunities for employee engagement, we encourage that, student involvement, and certainly community partnership.

Sustainability has always been a collaborative effort at Pima Community College, and we're excited to continue building upon that strong foundation.

With that, I'm pleased to turn it over to Dr. Richmond, who has been an important part of the college's sustainability journey for many years.

Dr. Richmond?

>> DR. RICHMOND: Thank you. Chair Taylor, Members of the Board,

Chancellor Nasse, colleagues, and guests. I'm here today in my capacity as vice chancellor of strategy, analytics, and research, and the senior leader who's been responsible for sustainability coordination at the college since 2021.

I also bring a scientific perspective to this. My academic training and research before I became an administrator is in the field of earth sciences, so I have experience in this space, and I have taught topics such as climate change and earth systems on and off for over a decade.

From our perspective, I want to make a couple of things very clear. Climate change is real. The evidence is overwhelming, and

the effects are being felt and observed across the world, including here in Southern Arizona.

All institutions have a responsibility to pay attention to that and take the actions that they can to reduce their contribution to the problem and help find solutions.

Now, as a community college, we have a particularly important role, because we can influence sustainability in a number of different ways. First, by reducing our operational contributions to greenhouse gas emissions, for example, and improving the way we operate to be more sustainable as an organization.

We can also contribute through our education and educating our students and what it means to understand climate action sustainability and what that means within the program within which they are being trained, so when they leave us, they can be a positive influence within the community when they go out and get employed and do the work that they do.

In addition, we can provide support for workforce development in this changing economy as new jobs become important, and then lastly and equally importantly, we can be a partner to the community to help build resiliency within the community that we serve.

Now, as a geophysicist, those opinions are not new to me. I have held them for a long time. I earned my degree, this is slightly terrifying to say, in 1995. I got my bachelor's degree in geophysical sciences, so this is something that's been important to me for a long time.

It's one of the reasons I advocated back in 2021 for the college developing a Climate Action and Sustainability Plan. I was not the only one advocating for that, but I was one of the voices trying to urge the college in that direction.

That's part of the reason why I was asked to lead that planning effort in '21 to '22 when we developed the college's first Climate Action and Sustainability Plan through a highly collaborative process.

Now, I know over the last several weeks there have been concerns raised about the direction of sustainability at the institution. My goal in the next few minutes is to briefly review the work that's underway at the institution to show the direction we are going and the efforts that are in place.

So with background, in our '21-'25 strategic plan, Pima committed

to develop a comprehensive climate action plan addressing academics and operations to position the college to halve its carbon footprint by 2030.

With the approval of that plan by the Governing Board, a planning

team was developed who went on to prepare the Climate Action and Sustainability Plan, which is approved at that point in time by Chancellor Lambert, and went into effect in July of 2022.

It was due to run until '25, but when we made some changes around

the planning timeline related to strategic planning, it was subsequently extended to run through to June of this year.

If we take a look at the most substantive part of that plan, the

team identified four targets. The first of these is to reduce greenhouse gas emissions from Scope 1 and Scope 2 sources. To translate what Scope 1 and 2 means, essentially the first one is greenhouse gas emissions generated directly by the institution.

You can think of burning fuel in a vehicle engine, for example, as a source of Scope 1 emissions. Scope 2 are indirect contributions. For example, for lights to be working here, the lights, screens, we bring electricity in from outside the institution. Generating that electricity created greenhouse gas emissions, and that's what's picked up under Scope 2.

So we committed to reducing both of those scopes, and actually, if I scope forward to Target 4, we wanted to plan how we would see 50% reductions in those emissions by 2030.

Through very hard work by the facilities team and others, but primarily facilities, we successfully reduced our Scope 1 and 2 sources, and we actually did it so effectively we have already reached the 50% target, so we don't actually need to do Target 4 here at all, because we've already reached our 50% reduction. And credit to our facilities team who really have to do the lion's share of the work to see that kind of reduction.

The second target brings in the academic perspective. Ensure all learners understand the key principles of climate action and sustainability and can apply them in the field in which they were trained.

We have a very dedicated group of faculty who have taken

ownership of this and run with it. Weekly meetings throughout the semester. Also working on developing a very strong community engagement event, as well, that's held each spring. We also brought in a new faculty member to lead the development of a number of new climate action and sustainability classes, and there has been significant progress in this area. Credit to those faculty members who have done that very hard work in a relatively short amount of time.

Now, this one is not complete. You can perhaps see, looking at it, when we are talking about all programs, this is a very heavy lift. But the college has made significant improvements and advancements in this area, and that is credit to the faculty who have been involved in this work.

Now, the third one here is apply for gold certification through the Association for the Advancement of Sustainability in Higher Education. The key thing here to note is that this is a national organization in higher education who have a standard that you can apply for certification under.

Now, it's always nice to be recognized in certification from someone, but the real value here is they provide us a template to look to when we are trying to figure out what does a sustainability program at Pima need to look like? We are not starting from a blank page. We can look to AASHE for guidance to see what it is they value when they are looking at institutions and use that as a framework to help us improve sustainability across the institution.

The certification at the end is kind of a nice bonus, but really,

the substantive work is using this to align to an external standard so we know we are holding ourselves to best practices in this space.

So this is where we stand. We list four targets. We say two complete. Arguably one is complete and the other became somewhat unneeded because we did such a good job on the first one, but hopefully, as you can see here across these, these are not isolated things that can be handled through a sustainability office housed in the StAR department. This is an effort that's across the institution, and the work on AASHE will touch probably every major lane at the institution in order for us to be successful.

So the recent change that occurred, based on institutional budget

and organizational decisions, the decision was made to eliminate one position, the director of sustainability, which is housed within the StAR team.

No other changes have been made. So things like support for sustainability in general continues, academic offerings continue, the sustainability budget we have, which supports things like Climate Community Day, continues uninterrupted, and that event in general, the other support that's needed continues as well. We haven't stepped back from any of the commitments we have made, and we continue moving in that direction.

Essentially, the change that's been made is an organizational change within the StAR team itself and how we support sustainability

efforts. Those efforts, as they are distributed across the

institution, continue uninterrupted.

Now, we have taken steps to reaffirm our climate commitment in light of the organizational change and to discuss the next steps for the institution in this space. It was decided on June the 3rd at Chancellor's cabinet meeting that support continues at the senior administrative level for the two CASP targets that are still in progress.

This is continuing to infuse sustainability across our curriculum

and also proceeding with the application and/or the work that's needed to be ready to apply for hopefully gold certification through AASHE. The decision was also made to recommit to the Second Nature Climate Commitment.

This is something that Chancellor Lambert originally signed us up

to a number of years ago, and what's important here is that through Second Nature, the college is required to construct a new Climate Action and Sustainability Plan with the current one expiring. We are also required to set a greenhouse gas emissions reduction target. They encourage institutions setting a timeline for when they plan to be net zero, though they did give some flexibility it could be saying 80% reduction by 2050.

There are different options that are acceptable to that group, but that will hold us accountable to an external organization, demonstrating our commitment that we are serious about moving forward and making improvements in this area.

Moving into '26/'27, the next academic year, we are going to be

forming a cross-college team comprised of subject-matter experts aligned with the AASHE standard, and they will begin the work of embedding sustainability more comprehensively across college operations, and again, aligned with this external standard, so we have that accountability that we can bring to the discussion.

We are also going to begin work developing the next CASP, which will be, as for last time, a fully collaborative process. In actual fact, much like you saw with the strategic plan and the effort there to ensure we had broad input, broad engagement, the same kind of process will be brought here.

This is essentially where we stand currently around sustainability at the college. And I would give a final comment. As the administrator who is responsible for this since '21, as a geoscientist by training -- and I still do some of this on the side; I can't quite get away from my geophysics interests -- I would not support a decision at the institution that I felt was not moving us forward in our sustainability agenda, because I recognize and I recognize deeply the significance of this topic and how important it is, and I believe that moving forward in this direction we will be strongly positioned to continue making progress in this space.

I Thank you for giving me the opportunity to speak this evening.

would be happy to answer any questions.

>> MR. GREG TAYLOR: Thank you, Dr. Richmond.

Any questions?

>> MS. KRISTEN RANDALL: Chair Taylor.

Thank you, Dr. Richmond. I know we have spoken a lot recently, and I'm going to reserve a lot of my questions for the study session. So I am grateful to Chair Taylor and the chancellor for putting that on the study session agenda for the next meeting.

I am also a scientist, environmental science in hydrology with a few too many geology courses, as one does. I just have one question about Target 4. You said we have already met that target.

Is that something that you would discuss during this current plan

to revise for more efficiency, or would that potentially be a part of the next?

>> DR. RICHMOND: That's something we will report out on as part of the study session to share some of the major advances, but the next question for us is, well, we did that, what's our next target? What do we want to target, be it through to 2030 for the end of Phase 1 of planning, or as we move into Phase 2 and Phase 3 and start thinking through to 2040, what do we think the reduction would look like then?

And of course GHG emission cuts get harder. The closer you get to net zero, it gets more and more difficult. But ultimately, through our commitment to Second Nature, we need to decide as an institution when we want to target net zero.

That will be part of the planning conversation in the upcoming year and as we move into the master planning process, because facilities is obviously critical in the master planning piece for that. So that foundation and that decision point is something we

need reach probably in the next two years about what that timeline needs to look like.

>> MS. KRISTEN RANDALL: I don't need an answer to this now, but this will be part of my questioning at the study session. I'm really interested in learning more about the cross-college team that you will be forming. So who's going to be on it? How cross-college it is? Who is going to be coordinating it? I'm just really interested in kind of the structure of what this is going to look like.

>> DR. RICHMOND: Sounds good. I will be happy to provide more details. But from an oversight point of view, it will be under my leadership, as StAR is that central coordination point, so for that accountability piece, my department and I will be responsible for making sure that moves forward.

>> MR. GREG TAYLOR: Any other questions for Dr. Richmond? No? Thank you so much. We appreciate it.

Then we will do one more administrative update before our public comment. Jeff Silvyn, I don't know if Dr. Conover -- I know he wasn't feeling well -- so, Jeff, if you want to walk us through federal grants.

>> MR. JEFF SILVYN: Good evening, Chair Taylor, Members of the Board. Yeah, Dr. Conover was going to join me this evening. He had something else to deal with, so he's not able to join us. He's fine, but it didn't work out for him.

So what I wanted to do this evening was just take a few minutes, maybe not even that long, to provide an update on where we are with

TRiO, TRiO grants, and a brief word about the CCAMPIS.

As you might remember, Pima College had 10 TRiO grants. These are grants that are designed primarily to help Pima College partner with the school districts and the high schools in particular to help students from low-income, first-gen families improve their academic performance and standing and to encourage them to go to a community college or a four-year university and to give them some better tools to be more successful, along with support on what are their options for financial aid, how do you apply for that, how do you explore and work with an advisor on major choices.

in So kind of all the background information and skills one needs order to be interested in applying for higher education, and then being more successful for those students who get there. There are some other categories of grants, but those are the ones that are important for this evening's discussion.

Starting about a year ago, in May of 2025, the college unfortunately learned that, over time, 5 out of those 10 Upward Bound grants were being discontinued by the Department of Education before the time frame provided for in the grant had arrived. These are five-year grants. Every year the Department of Education makes a decision about whether to continue the funding for the grant, and starting last year in May, the Department of Education started informing the college about grants being discontinued.

So at the time that happened, that was representing, over the life of the grant, about a \$3 million loss to the college, and

negatively impacting about 320 students per year who were the beneficiaries of these services.

The college filed timely requests for reconsideration, and as we were going through that process, a national organization, the Council for Opportunity in Education -- let's just call it COE, to keep things a little simpler -- filed a lawsuit in federal district court in Washington, D.C., in favor of member organizations like Pima Community College that had had these adverse decisions to challenge the basis for the decisions.

While that process was starting, all of our five requests for reconsideration were denied by the Department of Education. In January of 2026, the federal district court ordered the Department of Education to reconsider approximately 70 grants, including the grants that had been discontinued for Pima College.

The court agreed with COE and its members that the Department of Education had not followed the correct process to discontinue those grants and had applied the wrong standards for making the decision to discontinue those grants, and therefore, the Department of Education needed to relook at those decisions.

In mid-April, Pima College received requests from the Department of Education to submit additional information in connection with those five grants so that they could reconsider. We did that, but May 19 of 2026, the Department of Education again denied reconsideration of all five grants.

Since then, Pima College has submitted a further objection and

request for reconsideration with the Department of Education to see if we can get those grants reinstated, and yesterday, COE went back to court to ask the court for expedited relief to get the judge to order Department of Education to do an appropriate reconsideration that conformed with the standards the court set in its original order, arguing that the Department of Ed has yet again followed the wrong process and not applied the correct standards.

So we don't know what's going to happen. That is just the next step that is in the works. Hopefully that will result in a more favorable outcome for the college. But that's where we are today.

So as I noted, next steps, we have sought reconsideration. I do think it's worth mentioning that members of the Arizona congressional delegation have been involved in supporting the college's efforts, so we have had really favorable response, bipartisan response, from members of the Arizona congressional and senate delegations to help us to advocate to get these funds reinstated.

There is a contingency plan in place so that we could bring on staff and recruit students and get these programs up and running if they are reinstated. That of course is going to present some timing challenges to have things up and ready for the fall semester that would start in August, but we're prepared to do that as best we can.

In the meantime, these grants, assuming they're reinstated, only go through the next academic year, anyway, given the five-year cycle of the grants. So we are in the process of applying for new five-year grants. I don't know what's going to happen with that yet,

but we are in that process, as well.

Let me shift gears for a second. CCAMPIS, that's federal funds that supports childcare for low-income individuals so that they can have good quality childcare and focus their attention on being a student. The college received funding under this particular grant and has a robust program primarily based out of Desert Vista Campus to provide students with quality childcare so that they have time to focus on their academics.

The college has applied for funding. We'd like to get additional

funding so we could expand that program and ultimately provide services at many of our campuses. Those applications were submitted on May 29th. We hope we will have a decision on whether we will receive funding by September. Hopefully obviously earlier is better so that we can get those services in place as quickly as possible so as many students can benefit as possible.

So that's where we are on two key areas of grants of high interest for the community and for the college.

Happy to answer any questions. Otherwise I think the answer is we will probably be back to you like in August with another update, August or September when we have better information about what's happening with TRiO and with CCAMPIS.

>> MR. GREG TAYLOR: Any questions for Jeff?

Board Member Randall?

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

Would you feel comfortable letting us know if you have changed

your approach for the TRiO next-five-year thing that you would feel comfortable sharing with us?

You don't have to give us the secret ingredient list, like if we don't want other colleges to know about it, but are there any lessons learned? Because I'm desperately looking for some good news here.

>> MR. JEFF SILVYN: So the short answer to your question is I'm probably not really the right person to talk about that, because I have been working on the defense of the current TRiO grants as opposed to the application process.

So my suggestion would be to have Dr. Conover and probably someone like Don Harp or others who have been really involved in managing the current grants and writing for the next ones to come and talk to you about that, because they are much better informed than I am.

>> MS. KRISTEN RANDALL: Thank you.

>> MR. GREG TAYLOR: Any other questions?

I just have one. I wonder if you might be able to share the stated reasoning from the federal Department of Education and their most recent round of denials to reconsider our TRiO grants.

on >> MR. JEFF SILVYN: So it's a little bit different, depending which grant you're talking about, but for the most part, the reason given has been that there are elements of the programming and training that Department of Ed thinks don't align with the priorities of this administration and might not be, might not meet the requirements of federal nondiscrimination law. They think it might

be violative.

has The one in particular they gave as an example was the college provided training to the staff and faculty involved in the TRiO program with training, it's called SEL, social and emotional learning. That's actually a curriculum approach that the Arizona Department of Education provided for all K12 teachers in the state, and the basis for that education is to help mostly teachers, faculty, work with children who come with disadvantaged backgrounds, many of whom have experienced trauma, and how to basically approach curriculum and their interactions with those students in a way that will be welcoming and help those students be more engaged.

Even though it's not targeted toward any particular demographic group, it's just an approach that's trying to be more inclusive and more sensitive to students who come from very diverse and sometimes very challenging backgrounds, and there is something about that approach that seems to not be viewed favorably by the Department of Education.

That is a specific example in the letter.

>> MR. GREG TAYLOR: Thank you. I hope for anybody listening that the absurdity of that position is self-evident, that the fact that we would be providing social and emotional learning for students who come from oftentimes traumatic backgrounds and want to engage and help other individuals, that that somehow makes our grants unfundable.

It's not your problem. I understand you're defending us. But

it

strikes me as beyond absurd that that's the reason why we wouldn't be able to be funded.

>> MR. JEFF SILVYN: The primary challenge is -- these are short letters. There is not a detailed explanation. And then one of the main arguments we have been making is if there is something wrong, if the Department of Education thinks we are doing something that's not appropriate, we are entitled to an opportunity to understand what that is and engage in a dialogue with them and change it or fix it.

If we agree with them, you know what, we could take a different approach or we could see why you might have a concern about that, we should have an opportunity to fix it, and we haven't been provided with that opportunity.

That's been one of the key arguments that COE has made and that we have made as to why the decision to discontinue the grants is not appropriate under the applicable process or standards.

>> MR. GREG TAYLOR: Thank you.

Any other questions for Jeff? No? All right.

With that, we will move on to 6.2, which is the public comment period. So I've got a couple more cards. If you're either registered online or you filled out one of these cards, I have your name. If not, please make sure you fill out one and I will call you up.

When you get called, if you're here, please come up to the podium. If you haven't done this before, you have three minutes. The little light is there. It will start green, then it will go

yellow, then it will go red, and it will beep at you when you're out of time there.

For the folks that are online, it will beep too, but you may not hear it. If you don't hear it, I'll just politely interrupt you and ask you to wrap up your comments, or if you can time yourself on your computer or whatever you need to do.

Let's start with Hans Huth. Apologies if I'm mispronouncing your last name.

>> Thank you. Thanks for the opportunity to address the board this evening. As a District 3 representative, I regularly take courses in both industrial and creative arts in the Downtown Campus, as well as the West Campus.

As a hydrologist, I also regularly volunteer through various venues in the county on matters of water conservation and implementation of climate change resiliency strategies.

I submitted questions on May 13 regarding structural changes to the college's Climate Action and Sustainability Plan as well as a proposed transition to eight-week courses.

I appreciate your written response and am encouraged to hear that

the college is not retreating from its sustainability goals, but I'm a little puzzled about your statement that the elimination of the director's position was to avoid "siloeing" these efforts into a single office, thus the elimination of the position.

Usually changes to programs like this are in response to

something that's failing, and yet, as we witnessed from the report

this evening and the successes and the accolades that were reported on May 13, it's quite the opposite. We had a program that was succeeding and with no evidence of siloing.

In response to community concerns, I appreciate the chancellor echoing a commitment to sustainability, and I have updated my comments, thanks to what was shared tonight.

But given the context of changes that were made to a successful program, I encourage the board and the public to pay close attention to how these changes will be implemented, measured, and reported, keeping in mind we have an excellent baseline from which to make those changes moving forward, understand how those changes are meeting that promise of improvement.

Regarding migration to an eight-week course schedule, it surprised me to learn about this through an informal survey by one of my instructors. I'm concerned this will impact accessibility to PCC by working students and those with families who require flexibility in scheduling in order to balance other commitments. Family commitments, in my case.

From my own firsthand experience, I observed eight-week courses do the opposite by requiring back-to-back attendance and fulfillment of homework requirements. I have discussed this with fellow students in the industrial and creative arts and observed that not only were all not aware of this decision, they are similarly concerned regarding the change.

As it now stands, I'm not clear custom reviews regarding this

direction are being considered. I understand your intentions are positive, but transparency requires sincere and proactive engagement of the student body as to the why of this decision, the metrics that will be collected to gauge success and, most important of all, a formal request for student feedback regarding potential impacts on accessibility and/or what PCC can do to mitigate the same.

After all, these are the customers that PCC serves, so it's only fair their voices be properly engaged and considered before any changes are adopted. Thank you.

>> MR. GREG TAYLOR: Thank you.

Next is Joseph Avanetti (phonetic).

>> Hi. Thank you for giving me the opportunity to speak here today. I'm going to try to stick to the bones of my prewritten statement, but I'm going to change it to respond to some of the things that were said here today.

I'm just a Pima County resident. Always had a positive opinion of the community college, and I just wanted to speak on more so, like, the optics or how I felt moved to come here and speak when I learned that the college accepted the money from Beale Infrastructure and at the same time eliminated the position of director of sustainability.

I can understand if it's more of a restructuring, and it doesn't indicate that you're going to, like, move away from your core mission of sustainability, but you pair that at the same time you take money from this company that is kind of acting as, like, the enemy of local

sustainability right now.

It just makes me, like, very skeptical, and it just makes me feel

like if you were to ask me what I thought about the community college prior to learning that, I'd only have good things to say, but now I would say I'm waiting to see what you guys do. And I think a lot of people are waiting to see what you do in the future, because right now, we're all pretty keyed up over the whole data center thing.

I just really can't stress enough how -- you ought to understand,

like, last year this company, Beale Infrastructure, that you took this gift from, they tried to get a data center called Project Atlas approved in Oklahoma in a city called Coweta, and that got rejected due to public opposition, but now they're under investigation over there for, because the city, the mayor and the vice mayor were receiving e-mails from local residents expressing support for the data center over there, and those same residents, when contacted about it, said I never sent those e-mails, and I don't know who was saying that in my name.

They've just conducted themselves in a way that I think really makes it obvious that nothing they do can be trusted and nothing they say can be trusted. I would just caution you guys to be, like, very skeptical of anything that they offer you, any help, any consulting, like, yeah, you can't trust any gifts from these people, and it just makes me question if you guys are going to continue to commit to sustainability.

Yeah, I would just say it makes me disappointed. I and other

people are going to start paying very close attention to what you guys do. I would just be very aware of that and very aware of what your actions signal to the rest of the community.

So thank you.

>> MR. GREG TAYLOR: Thank you.

Garrett Weaver is next.

>> Good evening. My name is Garrett Weaver. Honorable Board, Chair Taylor, thank you for the opportunity to speak tonight.

I'm also here to talk about the office of sustainability. I come

before you because I am a lifelong resident of Southern Arizona. I grew up here, and I choose to live in Tucson and Pima County.

I When I was getting my degree, I was going to the UofA, and when I took Calc 2, that class did not go well for me, so I had to withdraw from the class, but in the summer I took Calc 2 at Pima and got an A. I have since took vector calc and differential equations, and now I have a master's degree in systems engineering.

I'm working full time in that field in this region. And Pima Community College made that happen. Thank you for the work that you do. Thank you for this great institution. That's a factor of Pima Community College's responsiveness and commitment to the community.

We have new challenges now with sustainability with the region. Woodwell Climate Center has done studies about by mid-century we are going to be seeing increased warming, almost one to two months more extreme heat days and 20% to 35% more of extreme drought.

That's why I'm very happy to hear that this board has continued

its commitment to sustainability. Chancellor Nasse, thank you for underscoring the commitment to sustainability. I really appreciate this, and that community appreciates this.

a With the question of the office of sustainability, for me, it's governance question. This board decided, voted to create the office of sustainability. It should vote to decide how it should be structured.

a So I ask that in a future meeting this board puts on the agenda vote to determine how to organize the office of sustainability. That will provide an opportunity for a lot of stakeholders in the community and Pima Community College, such as staff and students, to provide feedback, to provide engagement, and that's going to allow the college to move forward in a direction with consensus.

So thank you.

>> MR. GREG TAYLOR: Thank you. Next is Charlie MacCabe.

>> Good evening. And I appreciate the opportunity to speak with you. My name is Charlie MacCabe, and I have been teaching at Pima for 25 years, all as an adjunct. Before that I worked at the University of Tennessee and the University of North Carolina at Chapel Hill.

At Pima, I have served on the student learning outcomes workgroup

as discipline coordinator for geography, as a member of the CASP development committee, on the hiring committee that brought us Dr. McKenna, and the climate curriculum group.

I'm proud to work at Pima. I believe in our mission. And that

is why I have been willing to contribute outside of the classroom.

In a letter published in The Arizona Daily Star in 2024, I stated

it as much. "I'm fortunate to be part of and to work for this forward-thinking institution."

It is my hope that we remain a forward-thinking institution on the vanguard of community college sustainability efforts. While I fully support efforts to integrate sustainability throughout the college and sincerely appreciate the chancellor's and Dr. Richmond's public statements to that effect, I respectfully disagree that it should come at the expense of shuttering the office of sustainability and that it will advance our goals.

My experience in 40 years in higher education tells me that closing the office of sustainability is a step backward. It defies logic to think you can replace a dedicated point person who has extensive experience and expertise in sustainability with someone who has neither and especially someone who has numerous other responsibilities.

If the administration is convinced of the efficacy of the new plan, then why wasn't it developed prior to the decision to close the office of sustainability? And why weren't stakeholders afforded the opportunity to give input, which, in my experience, is the normal way things are done at PCC.

Much of what the faculty's climate curriculum group has accomplished over the last four years is the direct result of the presence and guidance of the office of sustainability. I have

documented some of that exceptional progress we have made in reports I have shared with you.

It's been communicated to us that sustainability is a priority but not a Pima College core function. I disagree with the chancellor's assertion that there is a misunderstanding about the direction being taken and that the new model will be more effective.

It doesn't have to be either/or. It can be both. Maintaining the office of sustainability is the best way of advancing our college and serving our community.

If Pima is going to build on our current standing as a leader in sustainability and reinstate the office and staff, should staff it with strategic expert professionals, or are we going to replace what has been extraordinarily successful with an untested, newly hatched model.

Thank you.

>> MR. GREG TAYLOR: Thank you.

Next is Barbara Lagurrry (phonetic). Forgive me if I'm mispronouncing your last name.

>> Good evening, Chancellor, and Board Members.

The most important word in the name of this institution is "community." The word appears five times in Chancellor Nasse's published goals but only in the context of partnership and investment plans, issuance of a General Obligation bond, and a vague reference to community needs. Whereas the words "workforce" and "careers" appear three times each. The word "sustainability" appears once in

relation to financial sustainability. The word "climate" does not appear at all in these goals.

The college has spent the last several years building a strong reputation for sustainability leadership through its CASP, sustainability focused academic programs, community partnerships, operational improvements, Climate Community Day, and participation in national sustainability initiatives.

Recently the college announced, as we have discussed, the elimination of the office of sustainability and discontinued its director position, but reaffirmed several important commitments, including continued sustainability and climate action efforts across the institution and somehow integrating them throughout the college. Thus dedicated sustainability expertise, accountability, coordination, and relationship-building capacity are being removed without a clear replacement structure being presented.

Departments, employees, and committees are being burdened with carrying out many climate and sustainability responsibilities without adequate direction, expertise, or system of metrics and accountability in place.

In my letters to the governors, I compared the lack of a director

of sustainability to a ship setting sail without a rudder, charts, or a captain to navigate the seas.

A real sustainability program has to go beyond addressing energy savings at the college or including more emphasis on climate and the education in the curriculum. It must address material impacts in the

larger community, such as, for example, the ramifications of hyperscaled data center buildouts.

As a member of two climate-focused organizations, I have had firsthand experience with the value of having a dedicated point of contact who understands the sustainability issues and that necessity of community partnerships.

As a citizen and a taxpayer who supports the college, I want to see that it has a program that aligns with the values of the community and addresses its needs in climate and sustainability.

I therefore ask the board to maintain an office of sustainability

to provide the necessary expertise, continuity, coordination, and accountabilities. Otherwise, I see a ship adrift.

Thank you.

>> MR. GREG TAYLOR: Thank you. Next is Bradley Demidio (phonetic). I think he might be online.

Bradley Demidio, are you online? No? All right.

Let's move to the next name, then. Charlie, that was you. You already spoke here.

Crystal McKenna is the next name. Is Crystal in person or online?

>> I'm online. Can you hear me?

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

>> Thank you so much.

Good evening, Chair Taylor, Members of the Governing Board, Chancellor Nasse. Thank you for your time and your service to our

community.

I want to begin by thanking the administration, and especially Chancellor Nasse and Dr. Nic Richmond, for the updates provided regarding sustainability efforts at the college.

My name is Dr. Crystal McKenna, and I serve as department head and sole full-time instructional faculty of climate action and sustainability here at PCC. I am now the only person employed at PCC with the word "sustainability" in their title.

The cut of, quote unquote, a single staff position and therefore the entire office of sustainability has in turn cut the expertise capacity of this institution in half.

I appreciate the commitments that have been reaffirmed, continuing Climate Community Day, maintaining sustainability funding, pursuing AASHE gold certification, recommitting to the Second Nature Climate Commitment, and continuing work of the remaining CASP goals. Those commitments matter.

In fact, they reinforce the central question many of us have been asking. If sustainability remains this important to the institution, why is the dedicated sustainability position being eliminated?

The documents presented this week describe many important activities that will continue. They describe new planning efforts, new coordination efforts, new reporting efforts, and new sustainability goals. What they do not describe is what new capacity is being added to accomplish that work. The college has explained its commitment, but it has not yet explained its capacity.

As faculty, staff, administrators, and community partners, we already know how much work these efforts require. Pursuing AASHE gold certification requires time. Maintaining community partnerships requires time. Coordinating Climate Community Day requires time. Developing an updated CASP requires time. Tracking metrics, reporting progress, and supporting sustainability initiatives across the institution requires time. Accountability and transparency takes time.

Today the only dedicated sustainability capacity being discussed is the capacity that is being removed. I fully support embedding sustainability throughout the institution. I support cross-college collaboration. I support integrating sustainability and academics, operations, workforce development, and planning.

But integration and expertise are not mutually exclusive. Many of the institution's view to sustainability leaders in higher education consider both to be critical. They embed sustainability broadly while also maintaining dedicated sustainability expertise to coordinate, support, and advance the work.

My concern is not commitment. My concern is accountability, capacity, and possibly most importantly sustainability expertise. If sustainability is truly a (indiscernible) principle of the college, I respectfully ask that the board consider whether maintaining at least a part-time sustainability position would be better to support the ambitious sustainability commitments that have been reaffirmed this week. We should fund what we value, and if we indeed do value

sustainability, we should not be eliminating positions that bring valuable expertise to our institution.

Pima has accomplished extraordinary things over the last several years. My hope is that we will continue building on that success by ensuring that sustainability remains supported not only by commitments but also by the expertise and capacity necessary to achieve them.

Thank you.

>> MR. GREG TAYLOR: Thank you, Dr. McKenna.

Doug Schneider is next. I'm not sure if you're in person or online. Are you here?

>> This is Doug. I'm online, and my comments have already been voiced by some of the others. I really appreciate the opportunity to participate and wish you good luck in this endeavor.

>> MR. GREG TAYLOR: Thank you.

Next is Elizabeth Wilkening. Are you online or in person? No? All right. I'm not seeing that.

Let's move on to John Leitner. Are you online or -- right here, sorry. Go ahead, sir.

>> Thank you. Good evening. And a quick aside, if I might. Many historians have noted that this very day, 274 years ago, was the day that Benjamin Franklin flew his kite. So I celebrate that you're scheduling this meeting in honor of an important science experiment (smiling).

With appreciation for the work and the service I think Pima

Community College Board of Supervisors provides, my name is John Leitner, and although many of my family and friends call me Skip, I'm an award-winning energy resource economist, and as a resident of Pima College, I'm happy to be a member of the local community-based nonprofit Sustainable Tucson, which I'm happy is celebrating its 20th anniversary of work activities this very year.

I'm also past president of the Association for Environmental Studies and Sciences, AESS, which is an independent professional organization for faculty, students, and practitioners in higher education, based here in the U.S.

Over the years, I have been invited to give a large number of lectures, both nationally and internationally, and to teach a number of graduate courses in economics for public policy at the University of Oregon, forgive me, Virginia Tech, but also here at the University of Arizona.

And in my graduate course, one critical element of economics for public policy that I teach is to understand budgets, but not simply as an expenditure but rather as an investment in our community. Money spent, whether the university, Pima Community College, has a multiplier effect. Depending on the assumptions and the impacts and the ways and years that might be studied over time, that multiplier could range from two to seven times of the dollar in the budget itself, especially as college programs and teachings enable an array of many added benefits that are not counted in the budget.

As we are seeing in higher and rising temperatures, 106 degrees

here today, as well as an erosion of the desert environment, I have a working estimate, based on some Eller College colleagues of mine, which suggests that the businesses and residents in Pima County, Pima County alone, as an economy, may lose on the order of \$200 million this year alone because of the past quarter century of the climate temperatures and differences that have added up to this very day.

So just as this year alone hits, we need to understand the community consequences of climate change and the erosion of environmental quality. For that reason, as we shared with the PCC Board of Governors in an e-mail to each of you on Monday, we, Sustainable Tucson, respectfully ask that the board reinstate the Pima Community College office of sustainability as an important investment in the long-term prosperity and social, environmental, economic well-being of our community.

Again, we should be thinking of the office of sustainability as an investment in our community. In fact, we need a much greater effort in that regard.

Thank you for your time.

>> MR. GREG TAYLOR: Thank you. That was also spectacular timing. You ended, like, the second before that thing turned red.
(Laughter.)

Next, Lee Stanfield. Lee, I think you're online. Can you unmute yourself?

>> Yes, thank you. Yeah, I agree with everything that's been said so far. To me, it's not an either/or question in terms of

director and integration across the curricula. It has to be both. I mean, it's kind of like expecting the body to work just as well without a brain to coordinate it as it does with a brain to coordinate it. There needs to be a position devoted through coordinating, and that's what you just eliminated. So it makes no sense to me.

One of the problems that I have is that since water- and electricity-intensive industries, like data centers, which are major heat-emitting industries, this is such a threat to our sustainability of our entire community, which Barbara mentioned.

Will the PCC board publicly promise residents of Pima County and Tucson, of course, that at least half of what Beale has donated will be used for the sustainability program, particularly and specifically in teaching students how to prevent the direct and indirect data center-caused damage to our entire community's sustainability, not just the sustainability of PCC and the data centers? I'd like to know if that is something that they would be willing to do.

And also, why is it that the PCC board was not aware of the terrible PR of removing the director of sustainability but while accepting almost \$6 million from the same data centers that are threatening our sustainability?

Thank you.

>> MR. GREG TAYLOR: Thank you. Next is Linda Fugate (phonetic).

Linda, are you in the room or online? No?

All right. M.J. Watts. Are you in the room or online? No

online?

All right. Garrett, we have already had you. Joseph. And then the last name on here is Skip Leitner, but I think that's the same as you. You were on here as Skip and John.

So with that, I reached the end of the list. Making sure there was no one else who had a last-minute public comment card for me? All right.

With that, let's move on to 6.3, reports by representatives to the board. Those reports are provided in writing, but giving each person who submitted a report an opportunity to add anything, if they had anything, from the time they submitted it in writing, and then the board to ask any questions.

I think there is only one report today. That's a staff report from Don Harp.

Don?

>> DON HARP: Good evening, Chairperson Taylor, Members of the Board, Chancellor Nasse, colleagues, and guests. I would like to add a couple of things to my written report, please.

First of all, I wanted to mention again that our first staff development day is tomorrow at West Campus. There are some online options, as well. That's the first one we have had in about 12 years or so, so we want to thank the college, especially the OED team, for working with Staff Council to get that kick-started again. We're hoping to make that an annual event.

I wanted to let you know, as of today, we have 200 staff people

registered for those workshops and training sessions tomorrow, and that's I think totaling about 700 hours of training. So that's really, really great news for us. We're super excited. A lot of us will be out there in person at West Campus. Yeah, so again, thank you for supporting that, OED, and working with us on that.

The other thing I wanted to mention, you know, Jeff Silvyn just did his report on federal grants and he mentioned my name. I don't usually like to talk about my particular program or the area I work in when I'm representing the staff body, but since my name came up and the presentation was about federal grants, I was hoping I might respond to Chairperson Randall's question and Chair Taylor's questions.

The SEL -- I have so many acronyms in my head -- I think that's social and emotional learning, yes. So that component was written into the Upward Bound proposals. The proposals for five-year performance periods were submitted just after the pandemic when all of our high school kids were coming back on campus, and we noticed they were really struggling to be together again in large groups. They weren't very talkative. They didn't want to participate. Teenagers are always on their phone, but it was particularly bad post-pandemic, because that was their only mode of communication for almost two years.

So they wrote that social and emotional learning. Jeff explained

what that was. It's nothing super radical. It's standard pedagogy. But it was deemed too DEI, is basically, in a nutshell, what was

going on with our Upward Bound programs.

I just do want to mention, when they appealed and were denied again, it was for the same reasons that the court case said were unacceptable. So I'm opening for the best with the COE, going back to the judge, that we will have good outcomes for those five grants.

Right now my Talent Search grant is the only TRiO grant left that

serves K-12. Right now I have 752 students at Desert View, Pueblo, and Sunnyside, and some of the surrounding middle schools. Again, we serve 6th through 12th graders.

By the end of this grant year, August 31, we are anticipating having between 880 to 965 students. That's a lot of students affected just in this one grant.

So I do want to also mention that we just submitted our proposal for renewal for another five years. We just submitted it May 1st. Our grant year will start September 1st. I don't anticipate, with all the stuff going on, that we'll know until right at the end of August whether we're renewed or not. So I think that covered Chair Taylor's question.

Board Member Randall, you had a question. I can give you some insight on the proposal process. Our proposal was 65 pages, RFP. TRiO has been around for 65 years, it's proven pedagogy, our students are far more successful than non-TRiO students of similar demographic. It's because we have been around for over 65 years doing what we do, right? We've gotten really good at it, if you don't mind me being so bold to say.

So they changed the RFP greatly. We had to really struggle, and we didn't -- they should have released it in December, dropped the RFP December. They dropped it, without warning, and gave us about five weeks to respond, and it was quite different for us to have to respond to.

They wove in a lot of workforce and CTE and apprenticeship programming. I do want to point out that that's really important, and Talent Search is the only TRiO grant that really supports students that want to follow that pathway. We get credit for any kind of postsecondary degree or certificate. So it doesn't change our programming very much, but it will affect all of the other TRiO programs.

Unfortunately, you know, the federal funding for workforce/CTE versus college access program is about 10 to 1, right? So they've already got a lot of money dedicated to workforce and CTE, so TRiO is the shining jewel for college accessibility grants for first-gen, low-income students. I want to make it very clear that we don't recruit students based on gender, ethnicity, or anything other than their first-generation, low-income status, right?

So, you know, it's not a DEI grant, at least by the old definition necessarily. Maybe some of the programming could be termed that, but when we were writing our grant, we had a list of, I don't know, seemed like a thousand words that we couldn't use anymore, like "gender" and "woman," you know, so we had to be really careful about our language. We had to write a bunch of new stuff

that we are not really used to writing to. It was really complicated.

On that note, if you have any other questions, I'd be happy to answer them. I would like to mention that they are saying that there is probably going to be no new Talent Search grants awarded. Our Talent Search grant at Desert Vista has been at the college serving the southside schools since the 1980s, so we're really, really hoping to keep that. The relationships with TUSD and SUSD are really strong.

The COE, the organization that Jeff Silvyn referred to, recently in all our workshops, grant proposal workshops with them, were saying that with the state Block Grant funding, that that is going to get a lot of the money. A state can apply for this grant funding for up to \$10 million, and they are going to give preference to the state.

So I know like Ohio and Iowa and Virginia have applied for those at the state level. They will get preference, and the COE is estimating that of the grants, writing proposals for renewal, probably only 25% of those will be funded. Again, we're not going to know until the last minute. Last year, if you recall, we weren't notified until after the budget year rolled over. So it's really chaotic.

On that note, I just wanted to really, really thank the college community again. I can't thank you all enough. Board of Governors, Chancellor Nasse, Jeff Silvyn. Jeff Silvyn, you have been a superhero for us. Aubrey Conover, Nina Corson, the other vice

presidents. Of course Libby Howell, Joseph Mais. The concern and the advocacy and the support has really meant a lot to us.

On behalf of all the TRiO grants and (indiscernible), CCAMPIS grant, we are all in the same boat. So on behalf of the managers of all these grants, our staff, and most importantly all of our students, I just want to thank you and thank the college for all your support.

Again, if you have any questions, please let me know.

One other announcement. My term is ending on Staff Council this month, so this will be my last board meeting. I just really want to thank you for this opportunity. It's been an honor to serve you.

I just, I'm a really big fan of this board. You all are so collegial and courteous, and you work so well together. It's really, really inspirational. I find that you lead by example, and I just can see your enthusiasm for Pima Community College, and I really, really appreciate that. Thank you so much.

>> MR. GREG TAYLOR: Thank you, Don, for all your work with us. It's been a pleasure.

of I just have a, it's kind of a question but really just a point clarification for anybody who is watching and maybe isn't familiar with TRiO, but when you say "first-generation," you're talking about first-generation college students as in their parents or their family members didn't attend college, and that's not an immigration-status thing?

>> DON HARP: No, no, no, no. It's not immigration at all, sir.

You nailed it exactly right. Their parents or guardians do not have college degrees. So they are not growing up in households that have someone guiding them in that direction or that are able to answer their questions about college or any kind of postsecondary education.

So, yeah, it's really important that we support those students.

>> MR. GREG TAYLOR: Thank you, Don. Any questions for Don?

Board Member Barraza.

>> DR. NICOLE BARRAZA: Mr. Harp, thank you for your service. I was just going to ask, we don't have a board meeting in July or August, but I wanted to hear an update on how the professional day went tomorrow, so possibly whoever your successor will be, if you could ask him or her, if they would be able to speak to that at our September board meeting, I'd like to know how that went.

a I'm really excited that we're going to have this, and just want
brief report about how it went.

>> DON HARP: I will definitely do that, and thank you also for your interest.

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

Thank you, Don. We appreciate it.

>> DON HARP: Thank you.

>> MR. GREG TAYLOR: Let's move on to 6.4, then, the
chancellor's
report.

Chancellor Nasse?

>> CHANCELLOR JEFFREY NASSE: Great. Good evening, Chair
Taylor,

of course Vice Chair Bernal Morales, Board Members Barraza, Riel, and

Randall, and esteemed guests.

Before I begin the chancellor's report, thank you for the suggestions, the feedback, the criticism, the disagreements, respectfully, and it doesn't fall on deaf ears. I will work with Dr. Richmond and keep thinking.

One of the things I know we will do as part of developing the CASP is community input sessions, and so we will invite you back for that and make sure that we're getting that input and I thought some meaningful suggestions. So thank you for that, and we will keep working through that.

This is the final chancellor's report for the fiscal and academic year, so really want to begin by thanking the board for your leadership, your support, and your commitment to Pima Community College, which shows in so many different ways, and it's appreciated.

You know, this year has really been defined, I think, by disciplined implementation of a lot of our goals, strategic focus, and truly measurable outcomes. As we have heard I think in a theme for this meeting, despite significant uncertainty in higher education and ongoing state and federal funding challenges, the college has continued to strengthen its operations.

We have improved our student success systems. We have grown enrollment. We keep bringing more people into the college, and we are positioning ourselves for the future.

In that way, the year has really been about building, which is so

critical now I think for community colleges, resilience,

institutional resilience. Through our newly adopted strategic framework, I really see that as a roadmap for resilience.

So we are focused on ensuring that Pima Community College is prepared to adapt, innovate, and thrive in really an increasingly complex environment. Most importantly, we remained this past year, through a lot of different things, focused on students.

So as you heard from our board members, more than 4,000 students earned degrees and certificates this academic year. You're correct, Board Member Barraza, it was a record. We had over 1,200 people participate in the actual commencement ceremonies, and then others with lots of, as you heard, adult ed, and others -- there's paramedic here on the screen -- programmattic ceremonies, really celebrating a major milestone in their educational journey.

Enrollment continues to grow. We are right around 10,000 students for the summer. We still have a second session to go. So if you know anybody who needs to enroll for summer classes, there are still summer classes available, please do so. But building on multiple consecutive semesters of enrollment increase. Spring enrollment really exceeded projections and demonstrated continued momentum across the institution.

First Year Experience, and this goes back to my first year at Pima, how we bring students into the college. Really, we were focused this year, congratulate the team on really completing some foundational work necessary to improve student retention, staying with us, their persistence at the institution, and then ultimately

completion.

So we are prepared. Next year we will launch the required student success course. We know that students who take student success courses do better in a variety of metrics, and so great work by the team to make that happen as a requirement for next year.

We have a redesigned student application that has really simplified access, reduced barriers for prospective students. Continued implementation of a modern Customer Relationship Management, a CRM, Element451 platform that has really helped in that enrollment effort, supporting recruitment, communication, and student engagement.

The team redesigned student experience, a mandatory new student orientation for students coming into the college. Increased expansion of mandatory advising. Like STU, mandatory advising we know helps students. That's going to happen for our students next year, and we're excited about that.

Increased use of technology, including AI-supported engagement tools to connect with students and to connect them importantly with resources before challenges become barriers.

So all of these initiatives that happened this past year represent a comprehensive redesign of the student onboarding experience, really in many years, from what I can tell at the college, really position us for a stronger student success, retention, and completion outcomes moving forward.

In terms of institutional effectiveness and accountability,

excited about our new strategic priorities and also the associated targets that are on the board agenda this evening, that idea of a roadmap for resilience, the launch of an institutional scorecard to support data-informed decision-making, that's on the web for anyone to see, and it's a great accountability tool for the college. Development of the Graduate Employment Dashboard, the data hub to improve access to institutional information, and performance metrics.

Implementation of a new evaluation for administrators, including a 360-degree evaluation, was something we wanted to do in terms of a process improvement. That really has helped just making sure that decision-making across the institution is increasingly driven by data outcomes, accountability, and strategic alignment.

Fiscal stewardship, and we had Dr. Bea, the entire team, really, doing a lot of yeoman's work on the budget, achieving that \$4 million in recurring operation reductions was excellent, reducing costs through organizational restructuring, vacancy management.

And then really taking an effort to reduce the reliance on out-of-state employees. So a 72% reduction in expenditures associated with Kelly Services. And we're really increasing the emphasis on local hiring in the workforce. This is all about strengthening our long-term financial resilience at the college.

A focus, a resilient institution must also be prepared for unexpected challenges. Safety, preparedness, and risk management, so the Governing Board approved our emergency operations plan. Thanks to Chief Villar and the PCC PD for helping us lead that effort. We

have that. We completed an emergency response plan, expansion of college-wide emergency preparedness training, and we have done tabletop exercises, after-action reviews, and always thinking about risk management at the institution.

Proud of the work we are doing to strengthen institutional culture and engagement. We have advanced discussions regarding shared governance definition and framework, which was previously presented here at the Governing Board meeting, and we'll continue with that work next year. So proud of that as well.

Then just community engagement in general. It's remained a priority throughout the year. For the first time we hosted our campus Open Houses across the district, welcoming hundreds of prospective students, families, and community members onto our campuses.

And then a great year for Pima athletics, our Aztecs. We celebrated really an extraordinary set of accomplishments, but most notably, our women's basketball team capturing a national championship.

I would say to the Governing Board, in thinking about this last year, the college is stronger today than it was a year ago. We're serving more students. We're improving systems that support student success. We're strengthening retention, persistence, and completion. We're operating more efficiently, strengthening accountability, building a more resilient institution, and really positioning PCC to meet the educational workforce needs of Southern Arizona for decades

to come.

I think this has been an exceptional year for the college, Governing Board. Of course, there is always more work to do. We've always got to get better, but we should take a moment to recognize how much has been accomplished by our faculty, our staff, our administrators, our students, the Pima Foundation, and you, as our Governing Board, working together, on behalf of our community.

So thank you for your leadership, partner, and commitment to our students and community.

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

Any questions for the chancellor?

No? All right. Section 7 is information items that can be read at leisure. Section 8 is our consent agenda, if there is a motion?

>> DR. NICOLE BARRAZA: So moved.

>> MR. GREG TAYLOR: Is there a second?

>> MS. THERESA RIEL: Second.

>> MR. GREG TAYLOR: All those in favor of the consent agenda, please say aye.

(Ayes.)

>> MR. GREG TAYLOR: Is Vice Chair Bernal Morales texting her vote or putting it in the chat? I can't see it up on the screens anymore. Just want to make sure I record it if -- oh, I see it there now. Thank you. She just said aye.

That passes 4-0, because Board Member Randall stepped away.

Then moving on to section 9. 9.1 is chancellor's evaluation.

We

spent a lengthy period of time talking through that at the board retreat, so I won't rehash all of that, but there's an evaluation summary that's posted in the board documents, the board agenda on the website, if anyone wants to read through that.

After it's approved, it will also be posted in the chancellor's section on the website. If anyone wants to read through that evaluation summary, it is a public document. You can read through that.

I will make a motion to approve the chancellor's evaluation summary, if there's a second?

>> DR. NICOLE BARRAZA: Second.

>> MR. GREG TAYLOR: Any discussion? No? Not hearing any. All those in favor of approving, please say aye.

(Ayes.)

>> MR. GREG TAYLOR: I'm aye, as well. I see an aye come through

in the chat from Vice Chair Bernal Morales, so that passes 4-0, as well.

9.2, Chancellor, did you want to say something about the...

>> CHANCELLOR JEFFREY NASSE: Sure. Chair Taylor, Members of the

Governing Board, the next item for you is the proposed strategic targets for 2029-2030 as part of our strategic priorities.

These targets represent the long-term institutional outcomes we are seeking to achieve through the college's new strategic framework and provide a clear set of measures by which we can assess our

progress over the next five years.

The target focus on the five key areas: Enrollment growth, student persistence, student retention, credential completion, and successful transfer or progression to bachelor degree opportunities.

>> MR. GREG TAYLOR: All right. Thank you. We talked through these quite a bit at the retreat and other places, as well.

Any questions for the chancellor before we vote?

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

So I noticed, I might have missed it before, but the dates are 2029 through 2030. So my question for you is we're going to be working on these targets between now and then to have achieved them by then, so we'll have the report cards just like we normally do currently for these? Is that what the deal is?

>> CHANCELLOR JEFFREY NASSE: Yeah. We'll continually update the progress towards the strategic goals, Board Member Riel, and the chancellor's goals of course, there is annual chancellor's goals that will scaffold, track that progress each year as we get closer to those dates.

>> MS. THERESA RIEL: Then I guess, along the same line, are there strategic targets for '27 through '29 that I'm just forgetting about?

>> CHANCELLOR JEFFREY NASSE: '27 through '29? No, those are the long-term -- we will have annual goals as part of the chancellor's goals and work our way, scaffold our way up to those '29-'30s.

There are not individual targets established right now for '27,

'28, '29, but you will see them in the chancellor's goals.

>> MR. GREG TAYLOR: Any other questions? No? If not, I will move that we approve strategic targets for 2029-2030, if there is a second.

>> MS. THERESA RIEL: Second.

>> MR. GREG TAYLOR: All those in favor, say aye?

(Ayes.)

>> MR. GREG TAYLOR: I see aye from Vice Chair Bern Morales on the chat, as well, so that passes 4-0. I believe we have a presentation for both 9.3 and 9.4 combined, correct?

>> CHANCELLOR JEFFREY NASSE: Correct.

>> MR. GREG TAYLOR: Elizabeth Jurman.

Hi, go ahead.

>> Hi. Good evening, Chair Taylor, Members of the Board, Chancellor Nasse, colleagues, and guests. For those of you I haven't met yet, while we are pulling up the presentation, my name is Elizabeth Jurman. I serve as the director of marketing and creative services here at the college.

I have been here just shy of two years now, and it's my role to oversee the marketing team, also the creative services team, and I also handle our agency partnerships, as well, and manage those relationships.

So today I just want to provide you a little bit of context into these two asks to give you some color around what we handle in-house, what our agencies do for us, and the impact that that has on the college.

So starting off very foundationally about what role marketing plays at Pima, I can categorize this into four key areas. First, of course, is student recruitment, helping bring in new students to the college. Second is making sure that the Pima name is out there, that we're staying top of mind and people know who we are. Third is student engagement for both prospective students and current students, and of course that expands to the community as well, so our Tucson and Southern Arizona communities, too.

So what is it exactly that we're able to handle in-house? Well, first on the list, as I mentioned, is enrollment marketing, so really helping connect with those prospective students to get them moving through and taking action towards Pima registration. A big part of how we do this in-house, the chancellor mentioned the new CRM system, that Customer Relationship Management, has allowed us to bring efforts back in-house to directly reach our students through e-mail/text communications. E-mail is still the primary method that prospective students want to be communicated to from higher education institutions. So we are able to do this in-house, which has allowed us to expand these comms into really rich, robust, informational material that meets them where they were in the funnel.

Aside from enrollment marketing, we also serve as the sole central marketing team here on campus, which means that we need to support all of the other programs and departments around campus. So we have anywhere from 50 to 100 projects going at different phases at any given time. Last year alone in-house, we completed 772 projects

in 2025. So we are always staying busy.

We do everything from managing content, providing creative design

work, we even have an in-house print shop that delivers it right to our clients as well. We also have a social media leg here in the marketing department which helps with engagement with our public, also helps spread the unique offerings of Pima Community College.

And then on top of that, we also produce collateral photo and video work, especially in collaboration with the PCCTV team, and lastly, of course, it's our ultimate responsibility to be the stewards of our brand and carry that institutional expertise of who Pima is and how we message that back out to the world.

In your packet you'll find just a few examples of some of the marketing and the new creative work we have done. I'd love to talk to you about this more, I could talk for hours about it, to give you some context, but I want to be respectful of everyone's time. So I will move on to discuss now what it is our external agencies do and why we need them.

So it's common in higher ed for institutions to partner with agencies to help primarily with paid media efforts. So really that means the traditional digital advertising that you see out in the community, right? Paid media is really helpful for reaching new folks that we aren't already able to directly engage with through our in-house efforts.

So they really play a big part in helping with our top-of-funnel marketing, so getting new folks into the enrollment funnel so we can

help nurture them along, right?

So this year we are actually up today 15% in applications year over year in comparison to fall of last year, which is almost a thousand extra applications, and it's really partly in thanks to the work that we're doing with our agencies to really develop that strategy. They help us determine where our audiences are, what channels to reach them on, how to reach them, what those ads look like, what is the message, how we delineate between different campaigns and audiences, how do we target them better, and how do we get the most bang for our buck with ROI, too. How do we make our budget go further for us, because that budget gets passed through with these advertising, for the most part, right?

Once we launch an ad campaign -- and by the way, we usually have several ad campaigns going on at once. It's not just set it and forget it. You have to monitor the performance of that to make sure that we are optimizing it as best as we can, making tweaks as needed, so again, that we are maximizing our ROI and hitting those key performance indicators that tell us this is going well, this campaign is a success.

Aside from paid media efforts, they also help act as kind of an extension of our in-house teams, so that really helps with scope, capacity, and ultimately quality of our marketing too. On top of that, our agencies, while we in-house are the Pima experts, they are the market experts. They have that larger understanding of the Tucson and Southern Arizona markets we are trying to permeate.

They also help us with vendor sponsorship management. We get tons of requests all the time from folks asking us to place ads with them, partner with them, et cetera. They help us vet what makes the most sense for Pima Community College and what makes the most sense to reach our audiences.

So for today's purpose, I'm just going to focus on the Gordley Group. In your packet, you'll will find a breakdown of all the agencies we currently work with and in what capacity. Gordley is our primary agency. They have the most holistic understanding of who we are and what our goals are and how to help reach them. They handle our brand awareness campaigns, our credit enrollment marketing campaigns, and our program marketing campaigns.

So again, through your packet, you will find just a few examples of some of the work that is out there in the community from brand awareness to digital campaigns. We are able to get much more targeted too. We can do summer-enrollment-specific campaigns. We can reach our Spanish community, Spanish-speaking community. We can target, based on what we know the areas of interest that you're interested in -- health professions, business, what have you -- we're able to do that through digital marketing. We also run direct mail campaigns to reach people at their home.

And then again, really honing in on that piece of being able to do more targeted marketing. This is a strategy shift that we have really honed in on this year, which is different from other years in the past. We are really trying to move more away from general

messaging and marketing, because we know that the audiences are different.

So marketing for someone who is a high school senior who hasn't applied yet is going to be different than the marketing we'd send to a parent of that high school senior, which is different than a 23-year-old who has already applied, which is different than a 35-year-old who is already out in the working world, has some college, no degree, and may be thinking about upskilling or changing careers.

So we have really been making an intentional effort to get more targeting with our marketing this year, which has resulted in large increases for engagement with our campaigns.

So this really tells us that we are moving in the right direction, we are doing something right, and we are becoming more relevant to the folks that we are reaching. This is a huge thanks to our agency for helping us with that strategy based on the data that they help us leverage.

So to sum it up, why do we partner with agencies? Primarily again, they are the ones that have that specialized expertise, especially with paid media. They also help with our scaling capacity, expanding our ability to execute more and do more quality projects.

They also help us reach audiences that we otherwise don't currently have access to reach on our own, which is a big, big help for our marketing, and again, contributing to our enrollment funnel.

And lastly, they have that larger market perspective, which is something that we don't always have in-house.

So overall, where we're headed with marketing strategy, again, really going down that more targeted marketing route, it is working, we are becoming more relevant, we want to segment even more. I know that in the past, we have kind of separated program marketing from college marketing, but we believe there is a way to do both in our college marketing, and that's really through academic interest targeting, making sure that if we know that you're interested in health professions, that we are serving you content about the programs related that we have here at Pima, right? This is how we become more relevant.

This also allows us to highlight career paths and outcomes better

so we can speak to the value of a Pima College education. We'd like to expand past just primarily top-of-funnel marketing to better support registration, persistence, retention, because again, ultimately everyone's goal is student completion.

So to do this, we really want to lean more into the data. The data helps tell a story, whether that's through our CRM, our ad campaigns, our website, and that's what's going to allow us to get more targeted and make more informed decisions.

So what this RFQ will allow us to do is, first and foremost, is make sure that we don't need to bring any kind of marketing to a halt, that our efforts can persist, that we are still reaching people.

Second, continue the targeting route we're on. And most of all, leveraging specialized agency expertise. They may have different strengths among different agencies. This will allow us to generate a qualified list of agencies that we can partner with that align with the strategy of the projects, which is ultimately going to help with our enrollment growth initiatives.

I have Dr. Dave Bea here with me, and I'm hoping between the two of us we can answer any questions you might have that relate to marketing or the RFQ ask.

>> MR. GREG TAYLOR: I have a quick question unless one of you wants to go first.

So I know ad buys cost a lot, right? You look at the top-line number, 10 million over five years seems like a lot money, but I get it, that it costs a lot to buy all the stuff that we're doing.

You were talking about how some percentage of that is essentially

like a pass-through for the ad buy. Do you know what percentage of that is paying for services rendered by those firms versus what percentage are they just passing through to buy ad space or whatever it is that they're purchasing on our behalf?

>> Yeah, that's a great question. It does vary by agency, but the majority of the funds that we use in our budget are used on advertising for us. The agencies only take a small percentage for their own service fees.

I'm happy to follow back up with more info on the agencies we use

currently, but that will vary by agency.

>> MR. GREG TAYLOR: Thank you. Other questions for Elizabeth?

>> DR. NICOLE BARRAZA: Thank you for the presentation.

How closely does your teamwork work with the comms team?
Because

you're marketing to get new people through the door, and comms is kind of or should be telling all the good things that we're doing.

So do you communicate amongst each other, or is every team kind of doing their own thing?

>> Yeah, that's a great question. We actually have comms PR media right across the hallway from me. We are all ultimately in the same department, so we do keep each other in the loop about what that messaging is so we're making sure that we're not saying something different from one another.

>> DR. NICOLE BARRAZA: Thank you.

>> MS. THERESA RIEL: I have a couple of questions.
Super-interesting presentation. So thank you.

>> Thank you.

>> MS. THERESA RIEL: You mentioned academic interest marketing, so I guess I'm just ignorant on that. How does -- not you, but how do the people who are doing the marketing know when a person is interested? Have they clicked on something on our website that said I'm interested in nursing, and then you send them the nursing info?

>> Yeah, it can be from a variety of ways. So it could be from self-reported data somehow, they filled out something somewhere online. It could also be just from digital behavior online. These are the places that they frequent, and we're able to tell that

nowadays, which is scary, but true (laughter)

So we're really able, through a variety of different ways, to better understand, okay, you are exhibiting these behaviors which align with these other folks who have reported this or exhibited those behaviors, which allow us to better determine, okay, we think this would resonate with you.

But we also do a lot of A/B testing, as well, to make sure we're not going all in on something to see what kind of message resonates better.

>> MS. THERESA RIEL: And then my second question is sort of a little negative, and I apologize in advance for that. So I was under the impression that the Gordley Group is a Phoenix-based company, and I'm just wondering, are there companies in our community that might understand what our community needs better than what a Phoenix company needs?

>> Yeah, that's a great question. Actually, Gordley Group has an office right here in Tucson, so they're very familiar with the Tucson market.

In general, in Tucson and Phoenix, we really have to have a greater understanding of the Southern Arizona market too, so it's very helpful that any agency, even within Phoenix or Tucson, has an understanding of the larger Arizona space. But Gordley is located here in Tucson (smiling).

>> MS. THERESA RIEL: And then -- I guess that's good. Thank you.

>> Thank you.

All >> MR. GREG TAYLOR: Any other questions for Elizabeth? No?
right.

Thank you. I appreciate it.

>> Thank you so much.

is >> MR. GREG TAYLOR: So I will motion to approve 9.3, if there
a second.

>> DR. NICOLE BARRAZA: Second.

>> MR. GREG TAYLOR: Any discussion on 9.3? No? Not hearing
any? All right.

Let's call the vote then. All those in favor of 9.3, please say
aye.

(Ayes.)

>> MR. GREG TAYLOR: I'm aye, as well. I can't see the thing
anymore. Did Karla -- Vice Chair Bernal Morales said yes, as well?
All right. There we go. I see it now.

That passes 5-0. Then I'll motion to approve 9.4, if there is a
second?

>> MS. KRISTEN RANDALL: Second.

>> MR. GREG TAYLOR: Any discussion?

All those in favor, please say aye.

(Ayes.)

>> MR. GREG TAYLOR: I'm aye, as well. I see Vice Chair Bernal
Morales is aye in the chat, as well, so that passes 5-0.

Moving on to 9.5, the proposal to implement a fee for PCC dual

enrollment courses offered at high schools.

Chancellor, you want to introduce that one?

>> CHANCELLOR JEFFREY NASSE: Sure. Good evening again.

So the item before you this evening, Board Members, is a recommendation to establish a dual enrollment tuition structure of \$10 per credit hour, which will begin, and this is important, in the '27/'28 academic year, which allows some time for planning to authorize myself or a designee to implement that tuition structure in a manner that minimizes administrative cost to the college while preserving student access.

Just for some context, and I think it's important, today we have more than 6,700 students who participate in dual enrollment through Pima Community College. As you know, these students earn college credit while in high school, which reduces the future costs for higher education for those students, strengthens college readiness, really is an accelerant for completion of certificate and degrees as students earn those credits in high school.

It really is one of the most successful college access and workforce development strategies available to Arizona students, and certainly we're talking about Pima County students.

At the same time, the financial environment surrounding dual enrollment has changed dramatically over the last 10 years, so historically, Arizona provided state support for dual enrollment students through the community college operating a formula, and as you know well, state support was reduced in 2009, and now, state

operating for Pima Community College has been ultimately phased out in its entirety. We get no state operating aid.

So we receive no recurring state operating for dual enrollment students, those 6,700 students, and despite, of course the college has to provide academic oversight, compliance, Student Support Services, and administrative infrastructure necessary to operate a high-quality program.

Currently, the college invests \$1.7 million annually in the infrastructure necessary to support dual enrollment. These costs include dedicated personnel for that academic oversight, compliance requirements, enrollment support, technology systems, and quality assurance functions.

The college absorbs all of these costs without dedicated operating support from the state, without any tuition revenue associated with that program.

So over the last year, at the board's direction, we studied a variety of options on how to remedy the situation. We benchmark practices across Arizona, looking at other community colleges and what they charge, analyze our own costs, and met with superintendents throughout Pima County to solicit their feedback and discuss potential approaches, and the superintendents have been great. They have been very supportive and collaborative in helping us think through this issue with dual enrollment. Those conversations were constructive and helped shape the recommendation before you this evening.

And I want to be clear to the Governing Board and to all who are here that this recommendation is intentionally modest, right? The original model, as we thought through it considered by the college, would have generated substantially more revenue and offset a larger portion of the college's costs, but after talking and consulting with our school district partners, and really thinking about student access for our community here in Pima County, thinking about affordability, thinking about community impact, I'm recommending a significantly reduced tuition structure of \$10 per credit hour.

Under this proposal, a typical 3-credit dual enrollment course would cost \$30. That would generate approximately, if we had the same amount of students, around \$370,000 annually, which is just of course a small portion of the college's annual costs. So this is not a revenue maximization proposal. This is about access for dual enrollment.

The recommendation reflects my belief that dual enrollment is a public good that benefits students, it benefits families, benefits our local school districts, employers in our broader community.

The proposal prioritizes access over revenue generation while recognizing that the college simply cannot absorb all of the associated cost without some form of cost sharing.

Finally, should the board approve this recommendation, administration will continue to work collaboratively with our school district partners on implementation details for the 2027/2028 academic year. It's important for us to really minimize any more

costs, preserve access for students, and provide flexibility for our school district partners.

With that, Mr. Chair, I respectfully recommend approval of the proposed dual enrollment tuition structure, and would be happy to answer any questions from the Governing Board.

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

Any questions for Jeff? Yes?

>> MS. KRISTEN RANDALL: Chair Taylor.

Chancellor, I have a question if you have explored or are planning to explore any process for waiver reduction and fees for students.

>> CHANCELLOR JEFFREY NASSE: Yes, absolutely. Part of the recommendation will be to explore scholarships, waivers. We never want finances to be a barrier for our students into dual enrollment. That's also, of course, into the initial proposal.

>> MS. KRISTEN RANDALL: Thank you.

And I did reach out to some friends of mine who are connected with superintendents and asked them about what they thought of this. To your credit, they felt that the communication between the college and them was really good and that the conversations were great. They understood what we were doing here, to your credit, and that's why I'll be supporting this.

>> CHANCELLOR JEFFREY NASSE: Yeah, thank you. Just by comparison, a credit hour for a Pima Community College, you know, student who comes to Pima Community College, is about \$100.50 for a

credit hour. So for an English writing class, \$300 is what you would pay. State universities, around 450 bucks a credit hour, so you're looking around \$1,400 for that English class, and it would be \$30 for the high school student dual enrollment.

So we think there's great value, first of all, in our baseline tuition, as you know, but we think this also provides great value to those high school students taking dual enrollment courses.

>> MS. THERESA RIEL: Thank you, Chair.

Dr. Nasse, I do like this proposal, and I think it's a good first

step. I would like to offer just two thoughts, and you can run with them if you like them.

The first one is I think this is a good starting point. I think that as long as the population of students who take dual enrollment classes, most of them never come back to Pima College. So I think that offering -- by the way, and this is not including students who are reduced to free lunches. You know that if they are financially strapped, if they couldn't afford it, I'm glad for the waivers too, but it would be nice to think that in the next two or three years that we could do something that's a little more fair, because I don't think this is necessarily yet fair to the college. We're footing most of the bill for high school students.

And then my third comment is just I would hope that you would look into it, those school districts that are charging their students anything for these classes already, that that needs to be sort of, you know, a talking point, you know, that it smarts even more that

Pima is putting so much money when they are also charging their students for the dual enrollment classes.

>> CHANCELLOR JEFFREY NASSE: Yeah.

>> MS. THERESA RIEL: Thank you.

>> CHANCELLOR JEFFREY NASSE: Thank you.

>> MR. GREG TAYLOR: Any other questions for the chancellor?

No? All right. Is there a motion? And then we can have some discussion. Motion on 9.5?

>> MS. THERESA RIEL: So moved.

>> MR. GREG TAYLOR: Is there a second?

>> MS. KRISTEN RANDALL: Second.

>> MR. GREG TAYLOR: I have some comments, but before I say anything, any discussion or anything else anybody else wants to add? No?

(Comment off mic.)

>> MR. GREG TAYLOR: That's fine. I don't have to have the last word. That's not required.

You know, I ultimately will support this, as well, so don't take anything I'm about to say as not. I have some of the same concerns that you expressed, Board Member Riel. I don't know that this goes far enough.

I understand the access issues, and I understand that this is a great way, especially for lower-income families, to have their kids get a head start on their college education. At the same time, our students are paying \$100 a credit hour for the same course when they

come to us, and I genuinely -- I agree with you. I think there is a fairness issue there, that why is it that, if I take this course through my high school, I get it -- well, up until now -- for free, but if I come here and enroll as a student, I'm paying a hundred dollars a credit hour for it.

That being said, even \$10 is a screamin' deal. I mean, I'm a parent of four K-12 students in traditional public schools here in Pima County. My kids are in Tanque Verde. Ours is \$74 a credit hour. They do their dual enrollment through Seton Hill University, newly through Seton Hill University, so for a three-credit course, we pay \$235 so that they can get that credit. So does every other family in the Tanque Verde District.

I know there was some concern about moving to 10. From my perspective, and my family's perspective, that's cheap compared to what we're paying in other places.

But my concern is really about making sure we cover the college's

costs. I know we started at potentially \$33, if memory serves right, but I also acknowledge that this is a collaborative process with our K-12 school district partners. I appreciate that collaboration. I appreciate that this is a start.

So that's why I'm supporting it. I think this is the direction we need to move in. At the same time, I wish, and to a degree, setting aside the fairness issue for a second, I wish we didn't have to do this. I mean, if we were in a position where we didn't have zero dollars in per-student maintenance and operations funding and

all 6,700 of those students would allow us to draw down funding from the state that would help cover those costs, that would be fantastic.

That is unfortunately sort of the theme of so many things that we go through and we talk about. It's been nearly two decades now that Pima Community College has not received any maintenance and operation funding from the State of Arizona.

The last number we heard from Dr. Bea I think was 209 million, but that was probably not including this year, I think that was last year, so it's more than that now, that we have been short.

That's a tragedy in terms of investment in public education. So I hate that we're in a position where we're asking our colleagues, our faculty, our staff, our administrators, to try to do more with less, that we are asking our K-12 partners or their families if they can help to contribute to cover some of the costs, and we'll be able to address some of those things in the future.

We're doing it because we're now in this environment, combined with what we heard earlier about millions of dollars in disinvestment now from the federal government. There's simply no other way for us to support this institution to continue to deliver the high-quality instruction that we do unless we have to own it locally, because the state abandoned us a long time ago and the federal government is abandoning us now.

So if we want to continue to offer this resource, we have to find other funding opportunities, whether that's private philanthropy or

whether that's charging for programs that maybe we're a little

uncomfortable charging for.

Because while this program has been offered at no cost to families, it's not free. The college shoulders that financial burden to be able to continue to deliver this.

So I hope we can get to the point in future years where we can figure out other ways to recoup those costs. Like I said, if it was totally up to me, I would stay closer to that higher number, but I do respect the collaborative process we had with our K12 partners, and I will ultimately be voting to support the \$10 so that we can move forward a structure that will figure out how we can cover these costs into the future.

Any other comments?

>> MS. THERESA RIEL: Karla has made a couple.

>> MR. GREG TAYLOR: Oh, okay. It's too small for me to read, unless... yes, please, go ahead. Go ahead, Board Member Randall.

>> MS. KRISTEN RANDALL: Chair Taylor, as you predicted, or Theresa, you predicted, I think that in many of my conversations with some folks at the schools, you know, we talk about fairness, and I don't disagree with you, but I do want to point out something that teachers and administrators have said at the school, that they are providing the faculty and they are providing the facilities.

So, you know, when we talk about fairness, it would never be 1 to 1, because they are providing resources into the program, as well.

And as far as choosing this lower amount, I support it. And I know that you would like to see it higher. It probably would have

lost my support if it had been much higher. Thank you.

Respectfully. (Smiling.)

>> MR. GREG TAYLOR: Absolutely. Can someone show me whatever Karla said? I can read it, or...

>> CHANCELLOR JEFFREY NASSE: I believe it said I agree wholeheartedly with Chair Taylor's comments.

>> MR. GREG TAYLOR: Great. That's optimistic. (Smiling.) Is that what it said?

>> MS. KARLA BERNAL MORALES: Can you all hear me now?

>> MR. GREG TAYLOR: Yeah, I can hear you. Go ahead, Vice Chair.

>> MS. KARLA BERNAL MORALES: I'm so glad you guys can hear me. I apologize for the unstable connections.

Actually, my comment, I do agree with you, Chair Taylor, but I also had a question for Chancellor Nasse. In your conversations with our partners over at the school districts, were the Foundations of these school districts involved in the conversations to be able to provide that support to the students and families?

>> CHANCELLOR JEFFREY NASSE: Yes, many of the school districts spoke about and with their Foundations, knowing that a fee of some sort was coming. At that point, we hadn't decided where we would land until recently, but they knew that they'd be engaging the Foundations, and we talked a lot about could the, for example, Sunnyside School District Foundation collaborate with the Pima Foundation to help mitigate the costs for these classes for students.

So, yeah, that was part of the conversation with some of the

districts. And we talked individually with superintendents, all the major school districts, and then we went to the superintendents collaboratives and spoke to them as a group, as well.

>> MS. KARLA BERNAL MORALES: Okay. Thank you. I'm glad to hear

that. I do appreciate the fact that this is continuing, this is going to continue to be a partnership where all parties involved are contributing to the success and the continuation of the program.

But like I said earlier, I wholeheartedly agree with the comments

that it is a little bit of an issue of fairness, and while I don't want to impose any costs or any limitations to our students, I agree with the comment that it has to be somewhat fair.

But I do again can't stress enough how proud I am that our community college is deeply invested in our community and our students and the aspect of workforce development.

So I appreciate that. Thanks, everyone.

>> MR. GREG TAYLOR: Thank you, Vice Chair.

Any other comments, questions? No? I will call the vote then on

9.5. All those in favor, please say aye.

(Ayes.)

>> MR. GREG TAYLOR: I am aye, as well. That passes 5-0.

With that, we will move on to section 10, request for future agenda items. Are there any requests? No?

All right. Not hearing any, that reaches the end of the agenda, and we are adjourned. Thank you.

(Adjournment.)

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