

**Pima Community College Response
August 6, 2021**

Exhibits 31 — 36

Exhibit 31 - luke.alm@solonamerica.com_RE_ What day to you first send the contract__2020_4_15

From: ["Luke Alm" <luke.alm@solonamerica.com>](mailto:luke.alm@solonamerica.com)
To: ddavis57@pima.edu
CC:
Date: 4/15/2020 5:17:09 PM
Subject: RE: What day to you first send the contract?

The most recent time? On April 7th.

If you meant the first time I sent the storage agreement for review, that was all the way back on 12-12-2018. Time flies!

Best,

Luke Alm
SOLON Corporation

Direct: 602-390-6002
Email: Luke.Alm@SolonAmerica.com
Website: <https://solonamerica.com/>



From: Davis, David <ddavis57@pima.edu>
Sent: Wednesday, April 15, 2020 3:27 PM
To: Luke Alm <luke.alm@solonamerica.com>
Subject: What day to you first send the contract?

--

David Davis, CEM, CDSM - Energy Resource Manager
Pima Community College - M&S
6680 S. Country Club Rd, Tucson, AZ 85709-1810
520 206-2631

**Exhibit 32 - ddavis57@pima.edu_Re_ ESSA - Energy Storage Services
Agreement_2019_2_25**

From: ["Davis, David" <ddavis57@pima.edu>](mailto:ddavis57@pima.edu)
To: luke.alm@solonamerica.com
CC:
Date: 2/25/2019 11:24:58 AM
Subject: Re: ESSA - Energy Storage Services Agreement

Thank you.

On Mon, Feb 25, 2019 at 11:22 AM Luke Alm <luke.alm@solonamerica.com> wrote:

Thanks Michael!

B

This should be a great savings project to show the board if there are other items that they are going to review and need funding.B

B

B

B

B

Below are the updated economics including an additional fire suppression system in conjunction with a variety of variety of protective functions which make the chance of a fire extremely unlikely.B However, this would be the foolproof option to eliminate a fire risk.

B

Annual Storage Savings -

| Year | Demand Charges Without Storage | Demand Charges With Storage | Battery Storage Payments | Total Payments | Savings |
|--------------|--------------------------------|-----------------------------|--------------------------|--------------------|------------------|
| 1 | \$459,723 | \$274,351 | \$158,250 | \$432,601 | \$27,122 |
| 2 | \$471,216 | \$282,069 | \$158,250 | \$440,319 | \$30,898 |
| 3 | \$482,997 | \$289,120 | \$158,250 | \$447,370 | \$35,626 |
| 4 | \$495,072 | \$296,348 | \$158,250 | \$454,598 | \$40,473 |
| 5 | \$507,448 | \$305,167 | \$158,250 | \$463,417 | \$44,032 |
| 6 | \$520,135 | \$314,376 | \$158,250 | \$472,626 | \$47,509 |
| 7 | \$533,138 | \$324,188 | \$158,250 | \$482,438 | \$50,700 |
| 8 | \$546,466 | \$332,292 | \$158,250 | \$490,542 | \$55,924 |
| 9 | \$560,128 | \$341,424 | \$158,250 | \$499,674 | \$60,455 |
| 10 | \$574,131 | \$350,660 | \$158,250 | \$508,910 | \$65,221 |
| 11 | \$588,485 | \$360,152 | \$158,250 | \$518,402 | \$70,083 |
| 12 | \$603,197 | \$369,155 | \$158,250 | \$527,405 | \$75,791 |
| 13 | \$618,277 | \$380,088 | \$158,250 | \$538,338 | \$79,938 |
| 14 | \$633,733 | \$390,538 | \$158,250 | \$548,788 | \$84,945 |
| 15 | \$649,577 | \$402,238 | \$158,250 | \$560,488 | \$89,089 |
| Total | \$8,243,723 | \$5,012,167 | \$2,373,750 | \$7,385,917 | \$857,806 |

B

B

B

B

Best,

B

Luke Alm

SOLON Corporation

B

Direct: 602-390-6002

Email: Luke.Alm@SolonAmerica.com

Website: <https://solonamerica.com/>

B



B

From: Smith, Michael <mksmith3@pima.edu>

Sent: Monday, February 18, 2019 5:42 PM

To: Luke Alm <luke.alm@solonamerica.com>

Cc: Davis, David <ddavis57@pima.edu>; Bill Ward <wward@pima.edu>

Subject: Re: ESSA - Energy Storage Services Agreement

B

Luke,

B

I know David and you met. If you need anything else from us please let me know.

B

Michael Smith

Fiscal Principal Analyst

Fiscal & Management Operations

Pima Community College

6680 S. Country Club Rd

Tucson, AZ 85709

Ph. 520-206-2666

mksmith3@pima.edu

B

B

On Fri, Feb 15, 2019 at 10:54 AM Luke Alm <luke.alm@solonamerica.com> wrote:

Happy Friday!

B

Just checking in on the Storage project agreement. B Is there anything I can do to help?

B

Best,

B

Luke Alm

SOLON Corporation


B

Direct: 602-390-6002

Email: Luke.Alm@SolonAmerica.com

Website: <https://solonamerica.com/>

B

 cid:image001.png@

B

From: Smith, Michael <mksmith3@pima.edu>

Sent: Friday, January 4, 2019 11:17 AM

To: Luke Alm <luke.alm@solonamerica.com>

Cc: Davis, David <ddavis57@pima.edu>; Bill Ward <wward@pima.edu>

Subject: Re: ESSA - Energy Storage Services Agreement

B

Luke,

Thank you for forwarding this to me. I'll get the review started so we can get signatures on this agreement.

Michael Smith

Fiscal Principal Analyst

Fiscal & Management Operations

Pima Community College

6680 S. Country Club Rd

Tucson, AZ 85709

Ph. 520-206-2666

mksmith3@pima.edu

B

B

On Fri, Jan 4, 2019 at 11:05 AM Luke Alm <luke.alm@solonamerica.com> wrote:

Happy Friday!

B

Just checking in on this storage agreement under review. B Please let me know if there is anything I can do to help.

B

B

Cheers,

B

Luke Alm


SOLON Corporation

B

Direct: 602-390-6002

Email: Luke.Alm@SolonAmerica.com

B

 cid:image001.png@

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B

From: Luke Alm

Sent: Wednesday, December 12, 2018 12:35 PM

To: Davis, David <ddavis57@pima.edu>; Bill Ward <wward@pima.edu>

Subject: ESSA - Energy Storage Services Agreement

B

David and Bill,

B

Sorry it took a little longer than I thought to populate this agreement with the storage details. B Please find the attached for review. B

B

Good news; the TEP storage application was submitted so we are in the queue with TEP. B We know how they like to take their time! B m =m8

B

B

B

Best,

B

Luke Alm


SOLON Corporation

B

Direct: 602-390-6002

Email: Luke.Alm@SolonAmerica.com

B

 cid:image001.png@

immediately delete the message and any attachments without copying or disclosing the contents. Thank you.

B

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David Davis, CEM, CDSM - Energy Resource Manager
Pima Community College - M&S
6680 S. Country Club Rd, Tucson, AZ 85709-1810
520 206-2631



Exhibit 33 - ddavis57@pima.edu_Re_FW_PCC Project Update Meeting_2020_10_12(1)

From: ["Davis, David" <ddavis57@pima.edu>](mailto:ddavis57@pima.edu)
To: luke.alm@solonamerica.com
CC:
Date: 10/12/2020 8:51:40 AM
Subject: Re: FW: PCC Project Update Meeting

We need to talk about this in the phone call this afternoon.

On Wed, Oct 7, 2020 at 4:14 PM Luke Alm <luke.alm@solonamerica.com> wrote:

They want to see the service entrance at the West campus to evaluate the electric vehicle charger incentive.

Do you think the storage / electric vehicle project will move forward for board approval? Time is of the essence. Trane has hinted they will try to ruin this project as time goes on...

Best,

Luke Alm

From: Davis, David <ddavis57@pima.edu>
Sent: Wednesday, October 7, 2020 3:22 PM
To: Luke Alm <luke.alm@solonamerica.com>
Subject: Fwd: FW: PCC Project Update Meeting

What is this for?

----- Forwarded message -----

From: **PJ Merlino** <pj.merlino@cleareresult.com>

Date: Wed, Oct 7, 2020 at 12:53 PM

Subject: FW: PCC Project Update Meeting

To: Davis, David <ddavis57@pima.edu>, Luke Alm <luke.alm@solonamerica.com>, rgarcia@verdek.com
<rgarcia@verdek.com>

Good afternoon Gentlemen,

I hope you all are having a great week. We would like to send out a field representative to take pictures and measurements on Tuesday (10/13) afternoon. Would that work for you?

Thanks,

PJ Merlino

Account Manager EV

Direct: 520.216.6402 Mobile: 520.260.5073

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Tucson, AZ

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From: PJ Merlino

Sent: Monday, October 5, 2020 8:10 AM

To: Davis, David <ddavis57@pima.edu>; 'Luke Alm' <luke.alm@solonamerica.com>

Cc: 'rgarcia@verdek.com' <rgarcia@verdek.com>

Subject: PCC Project Update Meeting

Good morning David/Luke,

I hope you had great weekends! We would like to schedule a Project Update Meeting for this Wednesday. Please let me know what your availability is and I will send an invite.

Thanks,

PJ Merlino

Account Manager EV

Direct: 520.216.6402 Mobile: 520.260.5073

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Tucson, AZ

We change the way people use energy™

--

David Davis, CEM, CDSM - Energy Resource Manager

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520 206-2631

--

David Davis, CEM, CDSM - Energy Resource Manager

Pima Community College - M&S

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520 206-2631

Exhibit 34 - June 3, 2020 Meeting Transcript - Trane

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June 3, 2020 Meeting of the Governing Board (Virtual)...

>> MR. DEMION CLINCO: Good afternoon, and welcome to the June 3, 2020 Pima Community College Governing Board meeting.

We're going to convene our public hearing. In keeping with the notice given to the general public, we are calling to order the public hearing of the proposed budget for fiscal year 2020/2021 of the college.

We are going to begin with a roll call. Mr. Silvyn, if you could call the roll.

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: Here.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Here.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Here.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Here.

>> MR. JEFF SILVYN: Mr. Gonzales? Luis Gonzales?

>> MR. DEMION CLINCO: Have we been able to elevate him to panelist?

>> SPEAKER: Working on that right now.

>> MR. DEMION CLINCO: We will take a pause and make sure all of our board members are able to participate fully.

(Pause in proceedings.)

>> MR. DEMION CLINCO: In this small window of time, I just want to thank the general public for, one, attending today's meeting, and two, apologize for our late start. Having small technical difficulties, but we are really glad that you are here.

Mr. Gonzales, are you with us?

>> SPEAKER: I am not seeing him in the list of attendees.

>> SPEAKER: I just got off the phone. He is still trying to call in. I will send you his phone number.

>> MR. JEFF SILVYN: I think he's connecting now.

>> MR. DEMION CLINCO: It looks like Mr. Gonzales is with us.

Mr. Gonzales, are you there? You have to unmute yourself.

>> MR. LUIS GONZALES: Yes, I'm here.

>> MR. DEMION CLINCO: Terrific. All members of the board are present.

At last month's meeting of the Governing Board, a comprehensive review of the proposed fiscal year '20/'21 budget was presented by Dr. Bea. Following discussion, the board directed that the proposed fiscal year '20/'21 be formally be presented for consideration by residents and tax payers of the college district.

This has now been accomplished in accordance with state law by publishing the proposed budget and the notice of a public hearing in the Arizona Daily Star on May 8 and May 26, 2020.

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

We will begin by asking Dr. Bea to summarize and give a brief overview and respond to any board questions.

Dr. Bea?

>> DR. DAVID BEA: Thank you. Chairperson Clinco, members of the board, Chancellor Lambert, colleagues and guests.

I'm pleased to present the fiscal year '21 budget for formal adoption today. As mentioned, we went through the budget in comprehensive detail at the May meeting and have published in the newspaper two times according to statute.

Today what we will do is go through the budget information and the tax information relatively quickly and then avail ourselves to any questions, should there be any.

As you know, this budget proposal represents the combination of numerous discussions, study sessions, and board actions that have occurred throughout the winter and spring.

The budget is intended to provide resources for ongoing operations and to also support strategic priorities and improvements at the college.

The budget has also been impacted by the COVID-19 pandemic and we have adjusted various revenue and expenditure projections to reflect new realities.

Most significantly, and I will start with talking about property taxes, but the most significant change is that in recognition of the economic challenges that individuals and businesses are facing in this very difficult time, the college has opted to forego an increase

in the property tax levy and remain levy neutral. So there is no increase to local property taxes.

With that, I will share my screen. Hold on one sec. Let me share my screen. Oh, the host needs to enable my screen sharing.

I can talk through it. I can't go through the presentation unless I post it up. So I need to have -- it's disabled right now.

>> MR. DEMION CLINCO: Milo, is that something you can help with?

>> SPEAKER: I'm looking at it right now, but I do not see a way to enable that.

>> MR. DEMION CLINCO: We will take another small pause as we sort this out.

(Pause in proceedings.)

>> DR. DAVID BEA: Here we go. Are we seeing that now?

>> MR. DEMION CLINCO: I believe Mr. Hanna has a question.

>> MR. MARK HANNA: It was just a point of order. Do we, as a public meeting, still need to do the Pledge of Allegiance? Or is that in abeyance during these strange times?

>> MR. DEMION CLINCO: I don't believe any of us have a flag to pledge allegiance to. We have suspended that and all unnecessary items just to streamline...

>> MR. MARK HANNA: Thank you. I was just checking.

>> DR. DAVID BEA: My apologies for not being able to pull that up right away. Here we are.

This screen shows the property tax detail information starts with the net change in taxable current value. Last year's total

assessment valuation in Pima County was about 8.7 billion. That's the first number up here. And it increased to \$9.1 billion in the upcoming, for the upcoming year.

The increase from new property is 1.66%. What's important about that is that that generates additional tax revenue that does not have an impact on pre-existing taxpayers. That's new property, a new house is built, the property taxes from that new house then go to the college.

That new growth in property generated about \$2 million for the budget this year, and whereas the board has the ability to increase the tax levy by another 2%, that's what I was just mentioning that in light of the economic circumstances, the college is foregoing the ability to increase that tax levy, and that would have been an additional \$2.4 million.

Moving down, this is just a quick comparison of where the college is for taxes compared to our peer institutions. As you can see, we are on the low end of the spectrum. Only Maricopa and Coconino in terms of community colleges have lower tax rates than Pima College does at this point.

>> MR. DEMION CLINCO: They are not changing.

>> DR. DAVID BEA: Sorry?

>> MR. DEMION CLINCO: Your charts are not changing on the background. We only see the primary property tax levy detail. Your slides are not forwarding.

>> DR. DAVID BEA: That's interesting. Okay. Hold on.

Do you see a different slide now?

>> DR. MEREDITH HAY: Yep.

>> DR. DAVID BEA: Wow, that's interesting. Okay.

So this is the one I referenced where we are comparing ourselves to the other community college districts. You see Pima is on the low end of the spectrum in terms of the property tax rate.

This one, this chart shows the changes over time, and you can see that the tax rate is dipping down again in the more recent years as our tax rate has been decreasing.

So in light of the fact that we're not proposing an increase in the tax rates, I think it's important to show sort of that comparison information to provide people with that information, but the board does not have to take action. We don't have to follow the truth-in-taxation process this year.

With that, I'll ask if there are any questions on taxes? If not, I'll move into a quick summary of the budget itself.

>> MR. MARK HANNA: Dr. Bea, would you remind us of the rule concerning if we don't ask for a tax increase over a certain number of years, there is some kind of penalty, sort of a use-it-or-lose-it kind of deal?

>> DR. DAVID BEA: Well, generally speaking, what happens is you are allowed to levy up to a certain maximum. When you're at the maximum each year it can go up 2% above that, so it can grow 2% above the maximum if you're at the maximum.

If you do not stay at the maximum, it still grows by that same

amount so that you're able to -- so next year we'll have capacity to increase it not just 2%. We'd be able to increase it something closer to 4%.

What Chair Member Hanna is referencing that in the past there have been a couple of times or at least one that I can think of, but it's a conversation where the state has taken action to wipe out that surplus capacity, but that's not normal. Normally you maintain the maximum at that higher amount, and you have the ability to increase up to that level.

>> MR. MARK HANNA: Thank you.

>> DR. DAVID BEA: Any other questions on property taxes?

Okay. Now to quickly summarize the budget, and this is both for the board but more for the community to sort of go through a quick summary. The board has been involved in these processes.

The approved tuition and fees, the in-state tuition is going to be \$87 per credit. That generates a little over \$1 million, an increase of \$2.50 per credit hour. That generates additional \$1.1 million, according to our projected enrollment.

I just mention the growth in existing property will be an additional \$2 million. Then as I mentioned, the COVID pandemic resulted in the college going back to our budget projections and estimates and lowered, we reduced the expected revenues in Prop 301 auxiliary revenues and investment earnings in particular. There are a few other places where we made some adjustments, but those were some of the critical pieces.

Moving on to expenditure priorities that the budget is predicated on the assumption of flat enrollment, that we included in the budget COLA increases of 1% to the salary pools and 1.5% increase to the adjunct faculty load rate.

Those were all supported through the conversation with the increase in tuition and what the additional revenue from tuition would help support, and salary increases were in that conversation.

Additionally, we put in about \$450,000 to add six additional advising positions, \$500,000 for marketing. As a result of COVID and our response, we put about \$500,000 into, for facilities cleaning and retrofit. That would be where we need to put plastic barriers, walls, things like that up, which we are working on right now to expedite the face-to-face educational opportunities and try and get up and running as quickly as possible. So we have money in the budget to help support those kinds of costs that may come up.

We are expecting a million dollars in academic efficiency savings. I think Dolores will be talking later today about the streamlining of the class schedule and reducing the number of sections offered. And we are expecting that we will be able to achieve at least a million dollars of academic efficiency savings there.

We talked about and the board went through the capital budget last month to an \$11.7 million in capital budget. That's on top of when you see the budget, there is a lot of money set aside for pre-existing projects. The center of excellence project, automotive

technology, applied technology, and aviation are also in the capital expenditures. But those were from funds that have been put into, that we have had in reserve for those projects.

We also have revenue bond payments, the debt of \$4.5 million. That's not a change year over year, that's a pretty stable number going forward. Again, that's to help the center of excellence projects.

And then we have money put in for lease purchase and the possibility of doing certificates of participation during the year should we decide to do that and issue some intermediate term debt that would be outside of expenditure limitation.

I have talked a little bit about the COVID impacts and how we revised the budget to respond to those needs and changes. We have talked at length with the board about that.

Then again to reinforce the notion that we built this budget to be flat in enrollment. It has capacity to grow. Community colleges tend to be counter-cyclical to the economy, so as people have a hard time getting jobs or the unemployment numbers grow, oftentimes community colleges have enrollment upticks.

We want to be able to provide that education, and we have reserves available to increase our enrollment and to add sections as necessary if our enrollment grows.

And we talked with the board at the last meeting about the importance of having that flexibility. We also built into this budget and we walked through at the May board meeting some scenario

planning that if enrollment declines, how would we respond and walk that through?

So we have the relative luxury to see how fall enrollment looks, and then we do have some mechanisms in place that we can reduce expenditures during the year should enrollment fall dramatically from what our expectations are.

Moving forward and looking at sort of the total picture, this is the pie that shows the all funds budget and how it differentiates. Dark blue are personnel expenses. Normally that would be closer to 60 to 65% of the pie, but because we are investing so heavily in adding these capital buildings, aviation, the aviation, automotive, and applied technology buildings that we are expecting expenses to really come in this year pretty heavily, that that part of the budget, this part of the budget is much bigger than normally would be the case from an operational standpoint, and then therefore, that part is shrinking.

In terms of actual expenses, it's fairly stable. We have done a lot of reductions in the last number of years in terms of positions. As you know, we have reduced more than 200 positions in terms of getting our expenditure limitation and our expenses in line with our enrollment.

We have a relatively flat budget, all things considered, on the personnel side, but if enrollment declines, we will be looking at reductions on the personnel side as we discussed previously.

Any questions on the all funds budget and different expenses

related to that while I'm going through?

This next pie chart shows the general fund and how the general fund is split up in terms of the expenses. Again, normally we'd be talking personnel is the majority of the general fund budget. A question came up that I want to explain which is where is adjunct faculty, and because this is just general fund, our adjunct faculty line actually shows up in designated fund. It's one of the things that we did when we did the academic restructure a couple years ago.

In order to keep better track of the new structure where we consolidated college-wide what the different academic disciplines were within the subcategories, the adjunct faculty line actually resides in the designated fund.

Next year what I will do, in terms of this particular budget -- it doesn't show up in the May budget because we show all of the detail and walk through all of it, but next year when we do the state budget, this June budget presentation, we will consolidate the general fund and designated fund just so we avoid having to explain where that adjunct faculty line is. But I assure you it's in the budget.

And again, we are expecting some academic efficiencies but we also have the budget built for capacity that should enrollment increase, we will be able to release the money, the funds necessary to add additional sections.

Walking through the three state budget forms, and this is what gets published in the newspaper, I want to point out a couple of

things. One is that in this line here, and we published -- in the board packet there are two different versions of the state budget forms. We published a figure for the tax rate that was actually too high. This is the correct number.

The number that we published was too high because we had received a couple of different pieces of information from the county and had the net adjusted values for property was a little bit lower than what it turned out to be, and so the good news is the tax rate is going to be lower than what was published in the newspaper just slightly. It's not a huge change, but it's a slight change. So it's going to be 1.3359 is the correct number.

The second point that I wanted to mention is on this page, which is the expenditures that are broken down by the different categories, and Chair Member Garcia mentioned a little bit ago that there was a letter to the editor in response to our budget, and it was questioning this institutional support line and why that line went up 15%. And you'll notice that right above that institutional support line, academic support and student services have reductions, and what that was is that as part of the reorganization that the college is doing where we are streamlining our organizational structure and our administrative structure, we are moving some of the expenditures that had been organizationally reporting up through the campuses are now in a district-wide structure, and the result of that is it moves into institutional support.

So there is not a big increase in administration costs.

Unfortunately it looks like this in the way that these categories are identified, but it's really a function of our streamlining the organizational structure.

There are some moderate increases in that institutional support line that are atypical of the other categories, but those are pretty much related to contractual obligations in facilities and even more importantly in information technology. So some of the responses to COVID, some of the things we are having to do with increased licenses and system costs show up in that line item.

So it isn't that we're just bolstering our administrative structure. It's actually supporting the overall needs of the college and the educational needs of the college. It just happens to show up and looks like it's an administrative increase, and that's not what the case is.

Okay. I went through the key points that I wanted to address. The other thing I did want to say is we did provide a response to that letter. To my knowledge, it wasn't published in the newspaper, which is a little disappointing. We are actually reaching out to the individual who wrote that to make sure that they understand what is going on.

If we can figure out personally how to get in touch with that person, because we obviously don't have -- we have a name but we don't have a mailing address. We will try and reach out and have a conversation with that concerned individual.

With that, I will ask if the board has any questions related to

the budget.

>> MR. DEMION CLINCO: Mr. Hanna?

>> MR. MARK HANNA: Thank you, Mr. Chairman. Thank you, Dr. Bea, for that presentation.

So one thing I just wanted to say before we move on is that with the mandatory minimum fees per credit hour, with the increase to \$87 and the actual cost to students will be \$92.50 per credit hour, so keep that in mind when we raise tuition there also are the fees associated with that.

Having said that, can you give me the impact on the budget if we were to reverse that tuition increase and delay or cancel the salary increases for both the full-time and the adjunct faculty?

>> DR. DAVID BEA: Yeah. So as I mentioned, the increase in tuition generated, we are expecting it will generate about \$1.1 million. That would be fairly equivalent to that 1% COLA increase and wouldn't quite fund the entire amount of the adjunct faculty costs.

So the adjunct faculty is closer to 300, \$350,000, and the 1% increase for the COLA for regular employees is close to a million.

How we did that when we were talking about that tuition increase was that's where the academic efficiencies come in. So we had a reduction that was also helping to fund the advising positions, the salary increases, and the adjunct faculty line increase.

>> MR. MARK HANNA: We would be then -- we would be even or we still would not --

>> DR. DAVID BEA: It would cover about, it would cover about -- so the easy way, just sort of easy way to think about it is it would enable -- we would take away the 1% COLA, take away the adjunct faculty increase 1%, and you could probably do an adjunct faculty increase of 0.5%. That would come close to balancing.

>> MR. MARK HANNA: Okay. Second question is did you include in revenue the amount of funds that we got from the CARES Act that weren't directly distributed to students that went to the college to take care of some of the priorities you listed on the expenditures?

>> DR. DAVID BEA: Yeah. Really, we're going to end up spending that money prior to the start of this fiscal year, so we have already obligated a large majority of it, and the board approved and authorized the purchase of a lot of information technology equipment.

So a lot of the money that would have technically not gone straight through to students, really it's about \$2.5 million, and we are dedicating that money to buying that technology and that will happen this fiscal year.

>> MR. MARK HANNA: Thank you.

>> MR. DEMION CLINCO: Any other questions from board members? Anyone? Ms. Garcia? Dr. Hay? Mr. Gonzales?

Okay. So I'm going to call for public comment. Public comments will be permitted regarding the proposed budget. We did not receive any prearranged requests to speak digitally.

Is there anyone at the District Office who wishes to make a comment who has completed a comment card regarding the online portal

or in person?

>> SPEAKER: There are none, Chair Clinco.

>> MR. DEMION CLINCO: There are none. Okay. With that, I will adjourn the public hearing. Now I'm going to convene the special meeting to consider two motions.

Having met the requirements prescribed by state law, do I have a motion to approve the Pima Community College District property tax rate and levies for fiscal year 2021, which we are not raising, or which we, at the last meeting, said we were not going to raise? Correct?

Mr. Silvyn, can you please provide some guidance? I'm simply calling for if there is a motion, and if there is none, then we will move to the next item?

>> MR. JEFF SILVYN: So the other way to do this is to call for a motion for a levy neutral tax rate, which is what the current budget is based upon. And then we could do a roll call vote so the board could affirm that that is in fact the appropriate rate to be used for the upcoming fiscal year.

>> MR. DEMION CLINCO: Do I have a motion to approve a levy neutral tax rate for the fiscal year 2021?

>> MS. MARIA GARCIA: So moved.

>> MR. DEMION CLINCO: Second?

>> MR. MARK HANNA: Second.

>> MR. DEMION CLINCO: Any discussion?

Hearing none, we will have a roll call vote.

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: Yes.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Aye.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Yes.

>> MR. JEFF SILVYN: Mr. Gonzales? I believe Mr. Gonzales is muted.

>> MR. LUIS GONZALES: Yes.

>> MR. JEFF SILVYN: Thank you.

>> MR. DEMION CLINCO: Okay. So the vote passes unanimously.

Item 2, 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 Pima Community College District for the fiscal year July 1, 2020, through June 30, 2021?

>> MS. MARIA GARCIA: So moved.

>> MR. DEMION CLINCO: Second?

>> DR. MEREDITH HAY: Second.

>> MR. DEMION CLINCO: Now we will have a discussion.

Is there any discussion on the proposed budget?

>> MR. MARK HANNA: Mr. Clinco, yes, I would like to propose an amendment to the budget that we reverse the increase in the tuition and delay the increase in salary for the full-time faculty.

>> MR. DEMION CLINCO: Is there a second to the motion?

Mr. Hanna, if I offered a friendly amendment, was this something you would entertain where we would adopt the increase to tuition and then, which will provide that additional revenue, and then in the fall when we better understand our fiscal realities of where we are at, we can direct staff to either complete the increases in the COLA or we could refund those funds?

>> MR. JEFF SILVYN: Mr. Chair, if I might?

So maybe this helps to keep in mind that this budget is really a planning document. If the board wishes to reduce expenditures in any area at a later date, we can do that. By setting the budget, what you are doing is setting the outermost limit on the expenses.

So if you reduce the budget today, you cannot go back during the fiscal year and increase the expenditure, but you can reduce the expenditure.

So it's just something to think in mind about how you want to proceed with the adoption of the budget.

>> DR. MEREDITH HAY: Demion, I will go on and second Mark's motion so we can vote on it.

>> MR. DEMION CLINCO: Okay. So there is no second on the substitute motion?

>> DR. MEREDITH HAY: No, I'm seconding his motion.

>> MR. DEMION CLINCO: Is there any additional discussion on Mr. Hanna's motion?

>> MS. MARIA GARCIA: I have a question, then. By not approving

this -- that's what we are doing, right? We're not approving? We're making an amendment?

>> MR. DEMION CLINCO: No, we would approve it but the caveat is that we would -- Mr. Hanna's motion is that we would not increase student tuition and we would hold, we would not do the increase in compensation. So those two things would not occur.

>> MS. MARIA GARCIA: Echh. I got it now.

>> MR. DEMION CLINCO: Then I offered an amendment, which I don't think went anywhere, which was that -- the amendment offered, the second, the alternative motion would be to go ahead and approve the tuition, not reverse the tuition, but hold on the proposed increases, which could or could not be funded when we understand the fiscal reality of where we are in the fall based on enrollment.

>> MS. MARIA GARCIA: Okay, so for your motion --

>> MR. DEMION CLINCO: No, to be clear, that amendment, my amendment, did not -- it didn't attach. It was a friendly amendment, and Mark sort of shook his head. And Meredith seconded Mark's motion, so now we are having a discussion about the motion, not the underlying --

>> MS. MARIA GARCIA: Okay.

>> DR. MEREDITH HAY: Demion, I think we had a pretty clear discussion about the reason for increasing tuition, and it was to provide salary increases, which -- it's just a COLA increase. It's not like it's a huge increase. I think we still need to do that because our faculty are working hard, nonstop over the summer to set

everything up online, and I think a changed direction right now would be unfair and not right.

>> MR. MARK HANNA: Mr. Chair, I am willing to withdraw my amendment if I can have the assurance, whether that's by another vote or whatever it is, that we will indeed review the situation at the November meeting or whatever we put, whatever we decide, I'm willing to withdraw my amendment.

>> MR. DEMION CLINCO: So if you withdraw your amendment, the caveat is that we would have to -- the board would re-evaluate the budget structure and in particular the tuition and the continuation of the COLA in November?

>> MR. MARK HANNA: Or whenever appropriate, when we have the appropriate data to be able to do that.

So I just need to know how we would write that in as an assurance, that that would indeed happen.

>> MR. DEMION CLINCO: Dr. Bea, could you provide us some insight into how the structure of a system might be able to provide for a review in the fall? The board's big concern is what are our actual numbers going to look like in the fall.

>> DR. DAVID BEA: Right. And that is precisely what we talked about in May where we went through the scenario that if enrollment declines, here is how we would respond and some of the reductions that we have in place.

And we are already, I think, positioning ourselves for that possibility by really slowing down and being scrutinizing all of our

additional hires with a degree of rigor so that we don't just add positions without knowing what the enrollment is going to be in the fall.

We are positioning ourselves to be able to reduce costs. How we would do that, there are a couple of things I would say to it, is again, I would say that how we put that scenario together would play out very easily. We can have that conversation in I think September, probably October -- at the October board meeting probably makes the most sense -- where then we could look at tuition for spring if you're talking about reducing tuition being one of the priority ways to approach the situation.

In terms of the COLA increase, I would be very hesitant to increase the COLA and then go backwards on it, so it would be essentially pulling back salary increases that you granted people.

Again, the scenarios that we put forward were other ways to reduce costs that would be more than effective to handle a pretty significant enrollment decline, and that's what I would continue to say, that's how we should approach it, and I'd be happy to come back and talk both at the September board meeting and what does it look like and then formally come back in October and have a thorough conversation with the board.

>> MR. DEMION CLINCO: Mr. Hanna, if we plan on having a September meeting, as part of the September meeting, sort of a revisit, particularly the spring tuition and where we are -- and Dr. Bea, we are ultimately making projections based on a guess?

I mean, these are not based on any former analysis of this situation ever happening before. So if we saw 25% decrease, we might be looking at furloughs or other more stringent reductions that may be required that may be equivalent to removing the COLA or some other --

>> DR. DAVID BEA: Right.

>> MR. DEMION CLINCO: Right now the worst-case scenario that we are projecting is a 15% decline, and if it were worse, we would be looking at even deeper, more dramatic changes? But this would at least give us --

>> DR. DAVID BEA: Correct.

>> MR. DEMION CLINCO: But to recap, as part of this tuition increase, there is \$500,000 going to marketing to the baseline, which would be ongoing which we know we are going to need, but I do definitely, as part of, I think a good important part of this condition would be that we really see a very clear plan how that money is going to be spent, especially reaching out to our minority communities, actually seeing a written crafted plan.

>> MR. JEFF SILVYN: Mr. Chair? If you would indulge me for a minute? If I could ask a question, it might help with how the actual motion might be shaped.

What I was wondering, and this is where I'm hoping Dr. Bea could let us know whether this is a workable scenario, if the board could adopt the budget as proposed, authorizing the cost of living adjustment to salaries but delaying implementation of that until

further action of the board, and then if the board did that in September or October, if the board then gave the go-ahead to implement, is that something, Dr. Bea, that the payroll office could do over the remainder of the pay periods for the fiscal year?

>> DR. DAVID BEA: Yeah, so starting it up at any point, if there is a 1% increase to the base pay, and making that adjustment can happen during the year. I think the question that would be more difficult -- so that part, not a problem, not difficult.

So in reality, if you did it three months into the year, it would be the effect of a .75% increase once the year was totally complete, because you missed three months, three months at the 0 increase and then 9 months at the 1% increase. So that is something definitely that could be managed from a systems standpoint.

The question that would be a little bit more difficult, and I'm not sure if this was intended, but if you were to go retroactively, that becomes more complicated and problematic.

So if we were to do something like that, I would recommend that we have the board approve that COLA increase henceforth, right? A 1% increase to the base pay for the remainder of the year, and the system would be able to manage that.

>> MR. DEMION CLINCO: Why would it be difficult to do a retroactive, especially considering we are saying it now that you could at least plan for -- you'd be able to manage from this point forward the potential of it happening and you really know those numbers.

>> DR. DAVID BEA: It's a much more difficult workaround, because the system handles prospective payments very easily to say this is how much you're paying the person and it spreads it out over time.

What has to happen is you'd have to go back and say how much did they not get? I'm not saying it would be manual. Historically it would have been manual, but it would be -- we would have to have some algorithms that would calculate that out, and there is always opportunity for getting it not quite right.

>> MR. DEMION CLINCO: But it is possible?

>> DR. DAVID BEA: I'm not saying it's impossible. I'm just saying that it's a bit more problematic.

>> MR. DEMION CLINCO: I would think an institution with our resources would be able to find a solution.

Okay. What does everybody think about that concept? Mr. Hanna?

>> MR. MARK HANNA: Let me just be clear that I certainly feel our employees deserve the COLA, if not more than that. My concern is that in this time of economic insecurity, that we would raise the tuition.

Our most valuable asset are our students, and to charge them, to increase the burden economically on them in order to come back to school and get the kind of training and degrees they need in this time of economic security seems to me an undue burden on them.

But I'm certainly willing to withdraw the amendment if I had assurances that we would revisit the issue in October or whenever it is and then we could -- I would even be willing, at that point, to

say, okay, let's reduce, if we have the resources, to be able to reduce the tuition going forward to the spring.

So not go back and try to do refunds on people registered for the fall, but I just need to have that assurance that that would indeed happen.

>> MR. DEMION CLINCO: So Mr. Hanna, I think the intrinsic -- I think that's what Mr. Silvyn was trying to get at. Once you implement the COLA in the spring, the only way to refund that money would be to take that COLA away.

So the alternative would be to, you know, to take up what Mr. Silvyn coalesced our thoughts, which was approve the increase now, don't implement the COLA until the fall when we understand, when we really understand our enrollment numbers, and then make a decision on whether we're going to do a refund or a partial refund or we're going to do the COLA or we are not, and it would give us the flexibility. And that COLA could theoretically be done retroactively so it's the full year and the full amount. We would just have a better understanding of where we are.

If we are above 15%, it shouldn't be a problem. If we are below 15% we'd be able to revisit what the options are. And if the board felt that the tuition increase was really hampering the ability of students to come back, we could just simply not move forward with that at all.

>> MR. MARK HANNA: So I don't understand -- so I understand we would delay the COLA. Would we delay the tuition increase?

>> MR. DEMION CLINCO: No, my understanding is that the tuition increase would occur now, but in the fall, if we were delaying the COLA, we could refund that money to those students. And we could not continue it moving forward in the spring, or refund a partial amount of it based on what hadn't been spent on those other things.

>> MR. MARK HANNA: I just saw Dr. Bea's head explode there, because that -- it seems to me that would be a harder task to do than --

>> MR. DEMION CLINCO: Well, we just were able to -- I mean, again, to Norma's credit, we were able to disburse all of that CARES money very effectively and very quickly, and so I think giving back \$2 per credit would be something we would be able to manage.

Again, basically all this is is a way of moving the can down the street, bringing in a little more revenue that would be able to go to the COLA, but if it turns out that we are in really a financial world of hurt in the fall, it would give us slightly more flexibility.

And maybe we should hear what Dr. Lambert thinks on this.

>> DR. LEE LAMBERT: I think kind of a way to think about this, and this is -- I may differ from Dave on this. And that is I would adjust us on the expense side come September or October if we have to make the adjustment.

We have already factored in that we can account for a 15% reduction today. So then I would just adjust the rest of this at that same time. We are talking about going below 15% in the negative in order to make adjustment.

Now, with that said, if we don't do the tuition increase, that right there cancels out the pay increase. Just right there. I would say you do it now instead of later.

But we can adjust, regardless of the circumstances, because we are prepared to do that.

>> MR. DEMION CLINCO: Ms. Garcia? What are your thoughts?

>> MS. MARIA GARCIA: Well, I would say that I wouldn't want to go do a retroactive. There is a possibility that we could later on add the COLA, depending on what our enrollment is. Is that correct?

>> MR. DEMION CLINCO: No, the COLA is dependent on the tuition increase.

>> MS. MARIA GARCIA: The tuition increase? So at this point in time we would vote no on both of them?

>> MR. DEMION CLINCO: If you're voting no -- if we are undoing the tuition increase, we would not be moving forward on the COLA.

So really the three options are pass the budget as is with the increase, that's already been approved, and the COLA. We could reverse our decision on the tuition increase. There are already people who have probably enrolled under that rate would have to be refunded and the COLA would not occur. And the third option is to delay to the fall -- pass the increase but don't implement the COLA, and in the fall, based on where we are, decide what we were going to do and where we were financially and whether we could do a partial COLA or full COLA or retroactive or not and then include the -- and whether or not we were in a position, whether the 15% could absorb

that.

>> MS. MARIA GARCIA: Well, being that we are uncertain as to where we are going to be at --

>> MR. DEMION CLINCO: Well, the other thing is we are right at our expenditure limit. So that impacts it, as well.

Sorry, I interrupted you.

>> DR. LEE LAMBERT: Can I add, remember, this is just one of many issues we will have to be dealing with.

The more we have to spend time rereading things really impacts our ability to move other priorities. One of the biggest priority being another item on the agenda later on.

So at some point we only have so much bandwidth. If you stretch that bandwidth too much, then we are liable to make mistakes, we don't do as well as we could.

I want us to be mindful of that. That's why I say if you're not -- if there is an interest to, at some point, take it back, just don't give it to begin with. We are not dealing with that issue anymore. So we can just focus on the priorities that we have going forward. That's my caution.

>> MR. DEMION CLINCO: Dr. Hay? Do you have any thoughts?

>> DR. MEREDITH HAY: I think we need to move forward as we originally planned. I don't want to cause any more work for Lee. There is a lot of balls in the air. I don't think we need to change horses right now.

>> MR. DEMION CLINCO: Mr. Gonzales? You're on mute.

>> MR. LUIS GONZALES: I also agree that we need to, as you mentioned a while ago, pass the budget as it is with a plan 3 reference to see where we are at or review in October, but I think at that time we can make those adjustments if we need to.

But I think pass it as it is.

>> MR. DEMION CLINCO: Okay. Mr. Hanna? So if we pass the budget as is with the withdrawn motion but we do come back in October --

>> MR. LUIS GONZALES: Correct.

>> MR. DEMION CLINCO: -- and we're going to make a commitment now that we will agendaize this on the September meeting and revisit where we are and have a discussion about this?

>> MR. LUIS GONZALES: Absolutely.

>> MR. DEMION CLINCO: Mr. Hanna?

>> MR. MARK HANNA: I'm sorry, but I don't think I understand. I thought I heard the chancellor just say either do it or don't do it. If we do it --

>> MR. DEMION CLINCO: No. What the chancellor ultimately said, that's what's preferable. I mean, ultimately this board has a decision to, if we provide direction that says, you know, do the COLA, give the reverse, make the cuts elsewhere, you know, this team --

>> MR. MARK HANNA: I get that. My concern is that that would be such a hard thing to do. Once you -- it would be pretty tough to us to vote to reverse. Once you've got the money in your pocket, not

likely you're going to say, oh, no, that's okay.

So why don't we do this: Why don't we just vote on my amendment? It either passes or fails, and then we can do whatever we want later on. If we decide to relook at it, we can.

>> MR. DEMION CLINCO: So now here's the thing. So you've withdrawn your amendment. Now you have to reintroduce the amendment and find out if there is a second.

>> MR. MARK HANNA: I just said I thought about withdrawing. I didn't --

>> MR. DEMION CLINCO: Oh, I thought we accepted the withdrawal. So we have an open amendment.

Let's go ahead and vote on the original amendment which would be no COLA and no increase. That's the amendment for the budget. So it's approve the budget but not do the -- we would reverse the tuition increase, and that there would be no increase to our employee salaries.

Mr. Silvyn, will you do a roll call vote, please.

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: No.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: No.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: No.

>> MR. JEFF SILVYN: Mr. Gonzales?

>> MR. LUIS GONZALES: No, as well.

>> MR. DEMION CLINCO: Okay, Mr. Hanna. I'm sorry, the motion fails.

Now we will vote on the underlying motion but with the caveat we will revisit in September no matter what. I think this is such an evolving, changing situation, we have to, anyway.

So with that, Mr. Silvyn, will you call the vote?

>> MR. JEFF SILVYN: Yes. Mr. Clinco?

>> MR. DEMION CLINCO: Yes.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Yes.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Yes.

>> MR. JEFF SILVYN: Mr. Gonzales?

>> MR. LUIS GONZALES: Yes.

>> MR. DEMION CLINCO: So the motion passes unanimously, and our budget is approved with the caveat that we will get an update in September and we will have a discussion about the tuition for the spring.

With that, I will adjourn the special meeting and reconvene. Do we want to take a five-minute break? Or just continue forward? We are going to reconvene the regular meeting.

We are going to begin with our public comment. We have a number of public comments this evening, so I'm going to go ahead and read our section here.

Pima Community College Governing Board welcomes public comment on issues within the jurisdiction of the college. Generally the total time for public comment will be limited to 45 minutes, and comments will be limited to 3 minutes per individual.

These time limits may be modified by the board chair or board. Individuals sharing comments are expected to communicate with decorum and respect. Individuals who engage in disorderly conduct or use divisive or insulting language may have their time reduced or concluded by the board chair.

At the conclusion of the public meeting, individual board members may respond to criticism made by those who addressed the board, may ask staff to review a matter, or may ask that the matter be put on a future agenda.

Members of the board, however, may not discuss or take legal action on matters raised during the public comment unless the matters are properly noticed for discussion and legal action.

Finally, be advised internal college processes are available to employees and students for communication.

It looks like the bulk of our comments today are related to the CNA lab, certified nursing assistant lab and certified nursing assistant program, so I would just like to say to our presenters today, you know, if -- we're going to hear you. If you have new

points, please bring them to the attention of the board. Whoever makes the initial comments, please present the full argument, if possible, and try not to repeat the concerns.

We are going to start with Carol Williams, who is the first person who we are going to hear public comment from. Again, you have three minutes.

Ms. Williams?

>> SPEAKER: Can you hear me?

>> MR. DEMION CLINCO: Yes.

>> SPEAKER: I'm actually the program coordinator of the CNA program, and I just wanted to bring a lot of my concerns of the program to you.

First of all, I do want to say we thank you very much for all you have done during this pandemic, because we know you have worked as hard as we have to keep the programs going, and so we really thank you for everything you have done for the students and us employees.

So my concern about the program is to be able to release students to take the state boards, I have to comp test them, and I have to do that in the lab.

So at this time, I have 58 students that are waiting to be comp tested. I have approximately 30 more supposed to come in in June, but we are also the testing site for Southern Arizona.

So at this time, I have over 120 students plus these 58 students that are waiting to take the state board so that they can get out there and work.

We thought the lab was going to be open on the 8th. I will let you know, given the permission, we are ready to go with that. I have schedules made. The lab's ready. I just feel we are failing our students by holding them back with this. They are needed out there in the community, because I still work in the hospital, and I know how short we are on CNAs and PCTs.

Like the hospital I work in, in the last three weeks, we have had, weekends, we have been 7 to 10 PCTs short. And I have managers and everything, hey, give me some students that's had their test. Well, nobody can test because we're closed.

So, I mean, I just I'm begging to get to open our lab.

>> MR. DEMION CLINCO: Okay, Ms. Williams. We hear you. I'm going to ask Chancellor Lambert -- so we know that we are working to create a re-entry plan, and I know that we can't have a discussion about this, but Mr. Lambert, is there any way, since there are so many individuals that are requesting to speak on this, you could just provide maybe a little summary of what the plan is and then that will address some of the concerns for the other individuals who want to comment this evening.

>> DR. LEE LAMBERT: I will be happy to do that.

As I have informed all of you, we are opening up the CTE performance-based programs beginning next week, June 8.

We are doing this in phases. Phase 1 will bring programs on starting Monday, the upcoming Monday, followed by another group of programs on the following Monday, and then the following, the Monday

after that.

Dolores, I may ask her to comment specifically about the CNA program. Could you comment specifically --

>> MR. JEFF SILVYN: Mr. Chair, I know this is an item of concern, but --

>> MR. DEMION CLINCO: We can't have a discussion. It's not an agenda item.

So let me just say this, Chancellor Lambert, if there is anything that we can do to resolve the issues specifically around testing, regional testing site, not just our students but all of these students who have completed these programs and need to get certified so they can enter the workforce, if there is anything that we can do to come up with a solution to resolve this in a safe way that still meets all of our criteria, I think this is, especially in these healthcare fields, they are more urgent than, say, welding, not to say that's not important, but these are essential jobs.

If there is anything we can do to escalate that, I would be most appreciative, and hopefully you can just give us the confirmation that you will work to find a solution.

>> DR. LEE LAMBERT: Well, this particular program is scheduled to open up on June 15.

>> MR. DEMION CLINCO: Okay. I hope you can look at that and try to escalate that and make that a little bit sooner because it's a healthcare-related item.

We can't have a discussion. I can see Mr. Silvyn becoming quite

agitated.

So, Ms. Williams, thank you very much for bringing this to our attention.

Next person is Yocinda Diaz. Are you there?

Next is Polly Lopez.

>> SPEAKER: She's here and able to talk.

>> MR. DEMION CLINCO: Yes, Ms. Lopez.

>> SPEAKER: I'm with Carol Williams. I'm part of the CNA program. I wanted to know if you guys could open up the labs. I mean, we have been working so hard on getting our grades up and doing all this, and we just really want to be able to get our certification.

>> MR. DEMION CLINCO: Thank you very much. You have heard our direction to the chancellor to look at alternative solutions, and we appreciate your comment.

Suzanne Jolly?

>> SPEAKER: Good afternoon. Thank you for the opportunity to speak. My name is Suzanne, and I'm currently taking the CNA program with Ms. Williams at this time.

As I had written in my comments, we would appreciate any effort that can be made to expedite the opening of the labs.

You know, it's an investment we have made in ourselves for education, and we are not able to recoup on that investment until we get certified and are licensed by the state.

I know that there are two classes prior to mine that have been

waiting, and so the sooner that you can expedite the process safely, it would be greatly appreciated.

I know that Carol has put a lot of time and effort into getting things ready, and with her background knowledge in the health field, pretty sure she's got everything taken care of as far as making sure all the students are safe.

That's really all I have to say.

>> MR. DEMION CLINCO: Thank very much.

Next we have Bernini Cooper.

>> SPEAKER: I don't see that person.

>> MR. DEMION CLINCO: Angela Meyers.

>> SPEAKER: I don't see her either.

>> MR. DEMION CLINCO: James Craig? Actually, that's going to be our administrative report.

We have a Kelly Williams?

>> SPEAKER: Thank you. Thank you for taking my comment. And I just want to echo what all the other students and what Carol has said. I actually have had several job offers that I am unable to take advantage of, because I have not been able to test.

I actually did the skills test, do the BLS, and going to the boards. Thank you for any consideration that you are able to extend.

>> MR. DEMION CLINCO: Okay. Thank you very much, Ms. Williams.

Next is Kimberly August.

>> SPEAKER: She's transcribing.

>> MR. DEMION CLINCO: Linda Christensen?

>> SPEAKER: Also transcribing.

>> MR. DEMION CLINCO: That will conclude our public call to the audience.

Chancellor Lambert, you have heard the communication. Only if we could do it safely. I think that's always been our mantra and making sure we ask to be safe and not put anybody at risk. So let's try to find a solution.

Thank you for bringing this to our attention, everyone from the CNA program. We know you and everyone else, this has been a very trying and difficult time. We appreciate your patience. In the worst-case scenario, we understand the 15th is a week and a half away, and if that's where it is, if it has to be then, that's when it will be. But we are looking for guidance from our leadership on whether there may be a way to escalate that.

Moving forward, next we have our Governing Board recognition and awards. I will pull up my comments and notes here. I have so many windows open.

Last month the board issued an invitation for nominees for the new Striving Beyond Award to recognize faculty and staff who have gone beyond to extraordinary lengths to ensure the college's success as we have transitioned to the virtual environment.

The recipients were notified by e-mail. Beginning today and over the next three meetings, starting now, we'd like to recognize those individuals and teams who are receiving this Striving Beyond Award. All recipients will be recognized in the Pima-All this week, and I

want to personally offer my thanks, gratitude, and congratulations for your extraordinary leadership in taking up the cause during this incredibly difficult time.

Dr. Doré is going to read the names for this meeting.

>> DR. DORÉ: Thank you, Chair Clinco.

We're going to recognize our employees over the next three board meetings. So I will be recognizing the first group today.

Our honorees for the award are Darla Agular, Jackie Allen, David Andres, Elmo Arellano, Suzanna Armenta, Ed Bartkowski, Lisa Best, Donald Bradley, Joe Brown, Christy Camargo, Kiana Chavez, Elliott Churilla, Edgardo Corneo, Amy Davis, Joseph Dalpra, Jessie Diaz, Reed Dixon, Kimberly Dosh, Kimlisa Duchicela, Steven Ebell, Pedro Flores Gallardo, Robert Foth, Edward Gallagher, Andrea Gana, Rafael Gill, Cindy Gomez, Ian Hanna, Mays Imad, Jamie Irvin, Danielle Johnson, Patricia Crebs, Hilda Ladner, Jeffrey Lanuez, Rita Lennon, Mary Mercado, and Norma Meista.

Could we give them all a round of applause.

(Applause.)

>> DR. DORÉ: We are very proud of our employees for their service.

>> MR. DEMION CLINCO: And the board, to recognize the magnitude of the service that you have given to this college over the last three months, we are having hand-cut crystal awards fabricated, which we will be sending to your homes in recognition of the extraordinary contributions that you have all joined together to make this college

thrive in some of the most unprecedented difficult times.

We are, as a board, extraordinarily grateful for your commitment and dedication to this institution, and we know we cannot do it without you. So thank you.

Next item on our agenda is our remarks by our Governing Board members. I'm going to keep my remarks to the end when we pass a resolution.

Dr. Hay?

>> DR. MEREDITH HAY: Well, I want to certainly thank the leadership of the college and the staff and the faculty for doing all they have done the last few months to prepare the students to be online this fall, and keep the continuity of service and continuity of education second to none in spite of everything going on in our families and with our college.

Thank you to everybody who has just done a fabulous job. It's really, really been heroic.

>> MR. DEMION CLINCO: Ms. Garcia?

>> MS. MARIA GARCIA: I just want to thank everyone. I know you guys have worked really hard. I hope we get this thing going pretty soon. I mean, I know it's a difficult time. My prayers to everyone. And thank you.

>> MR. MARK HANNA: So the events of the last week are brought to the forefront yet again, the deep divides of our country, especially along racial groups but also along the rich and poor, educated and undereducated. Pima Community College has not only the resources but

the absolute mandate to change the latter.

This college, this board, must take the lead in promoting social justice and racial and economic equality by making the promise of higher educational and workplace skills training available to every single resident of our community.

Justice Sotomayer said, "Until we get equality in education, we won't have an equal society."

I echo the other comments about thank you to our faculty, staff, administrators, and what they have done, and let's just keep Pima Community College being that force for social justice in our community.

That's all I have. Thanks.

>> MR. DEMION CLINCO: Thank you very much. Mr. Gonzales?

>> MR. LUIS GONZALES: The same. I just want to echo what the rest said. I just want to congratulate everybody in helping the best we can in reference to Pima, but more important, preparing our students for this upcoming fall, taking all the precautions that we need to that we have and establish the preparedness reference to this challenging times with COVID.

But I want to thank you all and be safe. Thank you.

>> MR. DEMION CLINCO: Thank you very much.

Next we have our item 8.1, administrative reports, and we will begin with our diversity plan with assistant vice chancellor for human resources and Hilda Ladner, executive director for diversity, equity, and inclusion.

>> SPEAKER: Would you like to start us off? Your slides are first, and I will change your slides for you.

>> SPEAKER: Yes. Thank you so much, Jeffrey.

Chair Clinco, board members, Chancellor Lambert, and colleagues. Before I start with our presentation, I just want to take a moment as your diversity officer to say a few words.

First, I know that you're looking at a resolution, so I look forward to hearing that. I want to say that it means a lot to work with a board that pays attention to the issues of social justice in our communities.

It is important that we acknowledge this moment that we are in right now and acknowledge the part that we can play in changing the trajectory of our nation. I too am really grief-stricken, heartbroken, and angry over the violence against our Black community. What is happening throughout our country is an expression of that pain that we have been feeling for so long.

And to my colleagues, especially my colleagues, my Black colleagues, I want you to know that I hear you and that I hold you in my heart and in my consciousness every day as I go about my work, and that I promise you that I will redouble my efforts towards the work to create a more racially, just community, here at Pima and throughout our world.

So thank you for allowing me to say that.

I will move into our presentation here. You asked us to talk a little bit about diversity and the affirmative action plan. Jeffrey

and I have prepared a report for you. It's a very broad overview, given the amount of time that we have with you today.

So I will talk a little bit about the diversity, equity, inclusion strategic plan and a couple of the goals within that. Then Jeffrey will talk about the affirmative action plan.

For me, I work with the diversity, equity, and inclusion, which includes six strategic goals. Right now I will give you a broad overview of a couple of them as they relate to the diversity of our workforce.

So first, improving recruitment and retention of employees from underrepresented populations is one of the goals. The next one is building diversity and inclusion competencies for employees. I will focus on those two areas.

I will start with building diversity and inclusion competencies for employees, as that feeds every other aspect of our diversity, equity, and inclusion plan. For me, a lot of the work that my office does is in creating workshops, trainings, conversations around building these competencies for all of our employees. We do this through a series of presentations throughout the year, trying to focus in on different themes that we would like to expand within our workforce.

But we also do a lot of on-request presentations throughout the year when departments ask us to present to them, have a conversation of a specific topic related to diversity and inclusion. Over the last year, we really focused in on developing our competencies as

they relate to LGBTQ identities, so we have partnered with the Southern Arizona AIDS Foundation to provide the LGBTQ cultural responsiveness training.

A large number of our employees have gone through these trainings. We had an additional two scheduled this spring before the college closed down that we had to cancel, but I am meeting with SAAF again on Friday to discuss how we bring that back virtually so more employees have the opportunities to do these trainings.

As part of the human resources work that is being done to support these efforts, we do have the web-based implicit bias training for all employees that is required in order to participate on any search committee. In support of some of the work I will talk about in a moment, we also did a live four-hour training with a facilitator for all of our deans. Some department heads and other faculty members participated in this training, as well, on mitigating bias in the search process.

I will move into our next slide. I will talk about improving recruitment of employees from underrepresented groups. I think the biggest concern for the college has been in our faculty pools where we have less representation in that employee group.

When we looked across all of our employee groups, that is the place where, as a college and really across the nation, where we really struggle with representation from people of color primarily but diversity in general in that area.

So over the last year, because the hiring of faculty is led by

the area in the provost office, Kate Schmidt, executive director of faculty affairs and development, leads our efforts in hiring faculty, I partnered with her, and then we also asked Ken Chavez, dean of communication, to join us in looking at our process for hiring full-time faculty.

We felt that this is where we could really focus in our work and make the most difference. So the three of us attended the professional organization and human resources in higher education last fall connected to a number of colleagues, including colleagues from the University of Michigan that are doing excellent work in diversity and inclusion in their hiring processes, and so with those conversations, we developed a new hiring framework that we implemented in our efforts to hire full-time faculty. So really changing the process, thinking about it in really different ways.

Then in January we completed our framework, and we introduced it to the search committees that were hiring for the '20/'21 academic year. Those committees were given this new process to utilize as a pilot. I think we had five searches going on during the spring.

All of those committees followed this new process. We worked with the deans to make sure they had all the information they needed.

We have shared this framework with you in the packet. It's about a 40-page document that is really very extensive. Some of the highlights of this document include that focus from before we even have a job that we are posting through the entire process to then really think about the retention of those employees that we bring in

in our faculty pools.

So from the beginning we really looked at how do we approve our search committees and working with the deans on that. Helping them to really think about diversity beyond check boxes, about race and ethnicity or gender. We have asked them to write a paragraph about how is the search committee diverse and how will they contribute to this process? So they are very involved.

The search committee is now involved in the co-creation of that job description before it's posted so that they understand and can think about diversity aspects and language of inclusion in those job descriptions.

Then they are also very active in the recruitment process. Deans are going to be responsible for reviewing diversity of pools at every step in the process, looking at what does the pool look like before we close that job posting through the first interview to campus interview to the hiring.

And so they have access to me as our diversity officer. They work with Kate's office to make sure they understand what their pool looks like, what that means for us as a college, and then make decisions as a group before they just move things forward.

You can see from the document that we have shared that there are very detailed recommendations on best practices for diversity and inclusion at every step of the process. We use that throughout the spring semester, and we are currently collecting data on how that worked for us and gathering input from all of those committees

regarding their process in this first pilot year.

Really, we have received really positive data so far, so we will see what our final results are with our hiring of those few positions that we have this semester, improve our process, and then continue to utilize that moving forward with all of our faculty searches.

I will wrap up there and turn it over to Jeffrey to talk more about the affirmative action plan.

>> SPEAKER: Thank you, Hilda. I want to reiterate something. We started out with Mark said something very meaningful, and so did you, Hilda. I want to suggest that this topic, what you and I represent here, it's an extremely high-level overview of what we are doing and what this is.

I'm just going to explain AAP a little bit with a little bit of detail, but what I might suggest for the board chair and the board and chancellor consider in perhaps a study session where Hilda and myself can provide quite more detail, which is really needed to understand what this is comprised of, what the diagnostic tool gives us, what the numbers really mean, and then how to effect things.

It's not an easy subject to just give a high-level overview for, so I offer that to you, and just let me know if that's something you are interested in.

>> MR. DEMION CLINCO: I think we definitely will want to do that, given the current climate.

Hilda, I'm so grateful that you're part of the college and that we have your perspective and your sensitivity and input to help guide

this plan to make sure it's integrated into the fabric of our institution, and I think having a full study session to dive deeper is important, particularly now.

Since we probably won't be recessing for the summer, given all of the things going on, maybe we can find some time to get a deeper dive into this.

>> SPEAKER: That would be great. Thank you.

>> SPEAKER: Excellent. Thanks, Demion.

The AAP is something very specific to us being a federal contractor. You may have heard the term OFCCP before. I want to introduce AAP as a diagnostic tool. What it does is first measures numbers and identifies areas that may need help as employees, applicants, minorities, or protected class populations.

Then what we do is we use this information to create strategies and programs that typically have been developed already at the college that Hilda touched on to attract and retain qualified applicants and employees from identified underrepresented populations, provide equal employment opportunities, and for all applicants in every position, and then also really to retaining our existing employees, as well.

Pima has done a very good job here. There is always room for improvement. You'll see that the work that we are doing, and I think the board study session will be very illuminating to some of that detail, Pima does work diligently and consciously to provide access and opportunities for diverse and protected groups to be included in

all campus activities.

This is also just not about recruitment and retention but it's really about everything we do in terms of engagement at the college and affinity groups and meetings, committees people on, activities. It's all-encompassing.

So while affirmative action focuses on measurements to guide in taking positive steps getting individuals into the organization, the diversity in the workplace works to change the culture, and that's what Hilda really works on very hard and is referencing a lot of within our culture to value the contributions of our entire diverse workforce, provide opportunities for everyone to contribute like I mentioned, and to be very inclusive of all staff, students, and communities in all of our decisions and types of programs.

When we talk about the AAP, it's always past data. So the AAP that has been submitted and filed is really based on 2018 data. So I wanted to just give you a very, very overview, highlight of that.

Pima Community College has no adverse impact findings in any area. With females, we are at a 90% of availability to incumbency to our ideal world. While that sounds like we are 3% off, 97 is a very high grade in terms of where you are.

With minorities, and this is just a group that has multiple minorities put together just for today's presentation, we are at 82% of availability and incumbency to our ideal world. Why do we say 82% is still good compared to how far that is away from 100, is that the government (indiscernible) reporting to find adverse impact, their

standard is an 80% benchmark. So we are above the 80% benchmark.

In terms of veterans, the national benchmark in 2008 was 6.4%. We are at an incumbency -- no, we are at a hiring of 11.3% -- sorry, we are in incumbency of 11.3%, so we are almost at double of our workforce. National benchmark that is in place for 2019, reporting on now, has gone down to 5.7, which increases our percentage of incumbency on the next reporting.

Disability, the national benchmark is 7%, and while we have a pretty high, 9.8% of hires identify as (indiscernible) disability incumbency, which is our total workforce, is actually at 3.9%.

While I think we have quite a ways to go there if you look at those numbers, we are also talking with our consultant, Biddle Consulting, and our comp class division about doing a resurvey of the workforce, which we think would give a more accurate number for 2019. So it's something we're looking at doing throughout the college is how do people self-identify in all of these categories?

Here is our slide on how we partner, how Hilda and I and the departments partner, and it's to attract and retain diverse candidates. The value of diversity is achieved through awareness, education, positive recognition of the quality of the experiences and work styles that make up unique individuals.

Here we are talking about specifically age, race, religion, disability, ethnicity within a workplace, and then the management of diversity expands on the experiences and establishes the business case for diversity that is closely aligned with our organizational

goals. So again, a lot more to explain when we have more time to do a study session.

The combination of our AAP and diversity initiatives really create these opportunities for cultural inclusion, respect for differences, acceptance, and respect for all employees. The combination of the data that we collect and analyze and the actual work we do is the real work together that changes the culture.

I want to talk a little bit about what we have actually done over the past year, which is extremely impactful. We have a very unique relationship with Biddle Consulting. When I talk with our provider, she clearly states that we are one of the few if not the only college where we have some very visionary discussions about actually using this data to make actionable recruitment and people decisions, whereas the vast majority of her clients are just using this to meet compliance regulations.

I can assure you that we are well above and beyond in terms of that, and we are an institution that actually values this, says it, and actually does something about it and does something with it. Not just uses this process as a compliance tool.

Here I wanted to say that our marketing and candidate experience reflects our populations. So what we do, how we portray ourselves, the experience we provide, really we take into consideration who these populations are and make a connection with them.

Our new recruitment process, new tools, especially the transitions that you're well aware of that we have gone from

different tools into Cornerstone in the past 18 months, which by the way we have soft-launched in recruiting this week, and we fully go live on July 1 to the college, this tool really revolutionizes our user (indiscernible) for both the hiring manager and the candidates to facilitate the application processes on reporting, and really what this does is it makes our college, our tools, our processes easier to reach and access to all populations.

In conjunction with diversity, equity, inclusion, HR and OED also trains our employees in these areas of recruiting and hiring.

I just wanted to give one quick example of something that I think really revolutionizes us putting this into action, and that is not only changing the tool to Cornerstone OnDemand but an integration I found called BroadBean which automates our recruiting process.

I want to give you one example where you can see this is meaningful and impactful. We had a tool before that only met OFCCP requirements. It was called (indiscernible). Basically it very manually posted our jobs to diversity boards all over the country only to meet compliance regulations. It really wasn't producing anything.

There was no data in real time. There was no feedback from the provider. There was no integration into our systems. You could not tap into the production and performance of job ads in real time.

And then afterwards, you could not see what job ads really did perform and what boards you got diverse candidates from.

This tool and the integration that's now complete solves every

single one of those issues, and we are able to monitor this real time, make sure what we are doing is impactful, and actually have data to look at that we have never had before in our recruiting process.

It's just one quick example I wanted to provide for you today. I look forward to getting deeper into it with a study session. Thank you.

>> MR. DEMION CLINCO: Did board members have any questions?

Okay.

Thank you both very much for this update. We really appreciate both the timeliness of it and look forward to it deeper.

Next is our enrollment update with David Arellano.

>> DAVID ARELLANO: Thank you, Demion. Let me get set up here.

All right. Chairperson of the board, board members, Chancellor Lambert, colleagues and guests. I'm going to provide you with an enrollment management update.

First I want to talk a little bit about summer registration. What you're seeing on your screen there is our registered summer students, so this is from our data warehouse that is showing our head count, enrollment, and FTSE.

While it's not a direct comparison to past summers due to the COVID variations, we can see small decreases across the board in those areas of head count, enrollment, FTSE. But what I have also included here is our spring audit students.

So the overall number of students in the institution during the

summer is actually larger than the whole in summer of '19. So there is a lot of learning and support that is still going on to students despite the decreases in new summer registrations. So there is these two groups that are receiving instruction.

So it's really important that we look at that. When we look at that, it's a combined head count of approximately 8,800. When we just look specifically at the registered summer students, we know through the data warehouse that 66% of them are enrolled in an online course with the remaining portion enrolled in a virtual modality.

So lots of numbers to look at. Really, like I said, not a direct comparison. Also, when we look forward to the fall, while it's difficult to analyze our fall registration at this point, the registrar office has provided some registration transaction updates for fall, so this is a range from May 25 through June 1. There has been nearly 13,000 transactions, so students going online and registering for the fall.

Of those, 80% have been completely done online through the Banner 9 Self-Service. So students are able to look at our schedule of classes, make those decisions they need and then go on to our online registration and complete that transaction. So promising numbers there.

Again, we are not looking at fall quite yet as it's still progressing and developing, and as we kind of sort out some of those variances that we'll need to look at coming up as we head into August.

Next I want to talk about virtual services. So for the past week we have experienced some intermittent issues with our phone lines, but during the meeting here, we have got word from our AVCF technology that the issue with our phone lines internally has been corrected.

In addition, while our telephone services team and CenturyLink and other vendors were working on those internal phone lines, we set up a toll-free number for students to call, 1-800 number, so they can directly link to our Blackboard partner and make sure they are still getting the services from our student affairs team.

I also want to highlight what I have included is the number of student services transactions since we have gone into remote or virtual work. I think what I really want to start off with is you see over 13,000 advisor interactions during that time frame via phone or e-mails. So these are advisors working with students that were in the spring semester, whether it was regarding CARES funding, SEFA (phonetic) funding, student emergency funding, advising, incompletes, you name it, a lot of help that our advisors have been providing.

In addition to supporting students, we have also been outreaching to students, so in terms of outbound interactions, there has been over 6,000 interactions we have been working with students post-application.

So we have been drawing on that enrollment campaign and really being aggressive and working with students to get them to that registration piece.

Then when we look at our enrollment advising, these are inbound interactions, roughly 3,700. Those are, since we have gone to the new application, students when they need help with the application or enrollment steps postapplication, they could e-mail that PCC enroll. And we have a lot of inquiries, working with those students as well.

So a lot of channels we are working. The other piece I want to highlight is our call center vendor has seen over 24,000 interactions in this three-month period. So I have laid out a few numbers in that chart there, but you can see via phone or e-mail, we have seen a huge uptick in the month of May with nearly 11,000 transactions going through our call center vendor.

A lot of great work, and we have a lot of great appreciation for all the work that student affairs staff are doing for our students, so we really appreciate what all have been doing to support students.

Then as we look at our re-entry planning, we are continuing to look how we blend in these virtual services with in-person services, appointment-based services, so we can continue and focus and have purpose with efforts related to enrollment, academic, and program advising.

We have done some additional training for staff, and it's been especially critical in terms of scheduling and the modality changes that we are seeing in our fall schedule as we deal with the COVID pandemic situation.

And also working with those university transfer students. We have seen a lot of higher ed articles reference university students

transferring back to community colleges. We are working with them, reviewing unofficial transcripts. But by no means are we poaching these students from the universities. Those are our partner institutions. From my outlook is the competition is the poverty, the inequities that plague our communities and how do we work with students and get them in a better place.

We have also looked at ways we can virtualize and enhance some of the services we offer. Specifically with our registration, Your Post-NSO registration sessions and our Connect Your First Year experience, we still want them to have a great first-year experience even though it may be in a different format than what we anticipated or even planned for earlier this year with the pandemic and some of our shifts in modalities.

The ongoing enrollment advising campaign, that's still being worked on. One of the key things we have been working on within the last week or so is really supporting students who are eligible to receive that withdrawal tuition credit.

So those students, for summer and beyond, same thing with the incomplete with audit, really working with those students explaining these provisions that we have made to our policies. And when we look at the withdrawal students, it's roughly 3,000 students that are potentially eligible for this tuition credit. Same thing on the incomplete side working with another additional 3,000 students.

So we really want to make sure those students are supported, get integrated back or re-enter the college, and make themselves whole

with that withdrawal tuition credit, or complete that course through that audit.

Last time I talked about a ChatBot expansion. We are inching closer to where that's up on the website. It's up on two places now, financial aid and admissions or Apply to Pima page. I want to provide an update with Pearson. Last time I talked about 40 students being enrolled. We are at about approximately 300 students enrolled for summer. And then we are picking up our fall registration for the continuing students and new students daily through our Pearson partnership.

With that, I will open it up to the board for any questions or comments you may have.

>> MR. DEMION CLINCO: Mr. Hanna?

>> MR. MARK HANNA: So first of all, David, thank you so much. And thank you for the work with the incompletes and the withdrawals. College is hard enough, but with all this other stuff going on, it's got to be really confusing. Thank you so much.

No. 2 is go ahead and poach. That's okay with me. (Laughter.)

Lastly, I just want to know how you evaluate the effectiveness of the call centers. How do you know whether or not they are working, they are actually helping students, complaints from them? How do you do that?

>> DAVID ARELLANO: So there is a variety of ways. You could look at average handle times, so how long they take to help a student, how quickly they answer the phone, hold times. You could

look at if they get first call resolution. So how many times did they have to call back to get the true help that they needed?

They also do their own customer service experience, so as if you would if you went to a bank or anywhere and called somebody, they will offer a survey. 22% of all the calls that we get, students reply to that survey, which is a pretty large amount when we look at 24,000 transactions.

So 22% of that do respond back, and it's upwards of 80, 85% positive that they have assisted those students and the student got resolution.

So there is a variety of ways. We also do quality assurance on calls. We are in daily communication. Our director of virtual services is in daily communication with the vendor, providing them updates to the knowledge base, answering questions, giving them guidance on things we are hearing from the front lines. So anecdotally, if someone tells us there is an issue, we can follow up on the back end with a vendor.

>> MR. DEMION CLINCO: Any other questions?

Okay. Thank you very much for your work and your continual updates. They are always great. We really appreciate it. Thank you.

>> DAVID ARELLANO: Thank you. We appreciate the board support.

>> MR. DEMION CLINCO: Fall academic plan with Dolores Duran-Cerda, our provost.

>> DR. DOLORES DURAN-CERDA: Thank you, Chairperson. Good

afternoon, everyone. Chairperson Clinco, members of the board, Chancellor Lambert, representatives, colleagues and guests.

I'm pleased to be here with all of you to share the academic plan, but first of all I'd like to thank everyone who participated in completing the spring semester. We made it. We survived. The faculty did a great job in stepping up and providing instruction needed. Staff, administrators.

I'd like to also thank academic support, student affairs, turned everything virtual services right away in days. And also to my team, the Provost Executive Leadership Team, for their role with the academic side of the house in leading this virtual transition.

Also like to thank the chancellor for his leadership and of course the board members for your support as we made this difficult transition. But we survived. We had a wonderful graduation, our first virtual graduation. As you know, we had the all college meeting in April that really brought everybody together for the first time in a while.

So everybody was happy to see each other. And in the chat section, we saw the lovefest of everyone. That really boosted morale, I think.

However, as we know in recent days, it's been very challenging for our students, for our colleagues. In our Provost Executive Leadership Team, we have a diverse staff, and I feel for everyone at the college. I feel for our Black brothers and sisters, and we need to have these conversations where we address racism, how we can

improve our curriculum in our classes, how we can support our colleagues, our students.

We are all, the whole world, is going through pain, grief, and loss, but especially our Black community. I want everyone to know I'm committed to helping address these issues directly.

So we have some things planned, and perhaps the chancellor will be addressing that later, but I just wanted to let everybody know. And also how we need to appeal to our sense of humanity, and from the chaos comes community.

Okay. So I'd like to do a quick walk-through of the thinking process for the summer and fall schedule. Just give me one moment, please, to share my screen with you.

I'd like to give you a little bit of history, recent history. Back in April I called a meeting for the new academic infrastructure and virtualization work group, which included faculty, staff, and administrators.

This was a large group. We had a great discussion. But I put it on pause until the fall semester to bring everybody back together, and I'd like to include students so we have a student lens in this work group.

What I did is from that group I created a steering committee, and that committee focused on the urgency of getting prepared the fall semester. Those were Morgan Phillips, Bruce Moses, Lamata Mitchell, Julian Easter, Michael Amick, and Greg Wilson.

They made some recommendations, postponing the fall registration

date, which was originally scheduled for May 4 and it moved to May 25. This gave us time to really work on the fall schedule.

Dr. Mitchell worked with the deans and department heads very closely for several days and weeks to get this prepared. So I thank her for that.

So let me show you, before I go into the next slide, this is a statement that several of us worked on, including the deans and Provost Executive Leadership Team on what it is that we will be offering in the fall. We already have it on the registration page of the website so students are immediately looking at this, and we'd like to place it in other visible places in the website so students are aware of what we will be offering, which is a blend of online, virtual, and hybrid classes. Of course, because of COVID-19, and there may be a resurgence, we may need to pivot to just completely online.

This is, just briefly, I'd like to show you the numbers for the summer schedule. As you can see, there were a total of 1,360 CRNs. CRNs stand for sections. We are trying to streamline and make sure that we don't have low enrolled courses, that we have a capacity. We canceled some classes, and now we have 833 and you can see the break down of hybrid, virtual, online, and then also the designated weeks, if they are a 10-week section, 8-week, 5-week, et cetera. You can see that overview.

But what I'd really like to focus on is the fall schedule. Here we have the fall schedule. We have a total of 3,539 CRNs. We

canceled 445. Worst-case scenario we are prepared for a 15% decline in enrollment, so we did a 15% cut in CRNs. This is reflected in what we see here. So the active CRNs for the fall that are proposed are 3,092. Again, you see the breakdown of hybrid, virtual, online. 16 weeks, 14 weeks, 12, 8, 5 weeks or less.

As we talked about the re-entry, we are thinking of three different phases for re-entry. For June 8, this is what we are proposing. You can see the list there. It's a smaller list than the next phase for the 15th, because we wanted to make sure we are successful. We are using the summer -- so these re-entries, so everybody understands, are the courses that were not completed in the spring. These are the ones that have the hands-on component. So that could be, as you see here, aviation, EMT, vet tech, et cetera.

These classes did their portion, the theoretical portion through hybrid classes, but then this hands-on component they still need to do in order to complete their spring semester. So that's what these re-entries are. They are not actually part of the summer-summer schedule.

We wanted to start small, because this is going to be our test for the summer. If we do well, if we are successful, and this is our first one, if this doesn't work, we are not going to June 15. We have to make sure we are successful, that we have the right, using the safety protocols for our students and our employees.

As the chancellor has said from the very beginning, this is about saving lives. So we have to be methodical, cautious, and precise in

all these decisions that we make, because we are possibly -- you know, we are impacting our community and Southern Arizona, so we have to be very careful. That's why this list is very small. As I said, if we do well, we will go on with June 15, and then Phase 3, and then if all that goes well, then we will be able to do this for the fall schedule. So I wanted to make that clear.

As far as steps for the re-entry --

>> MR. DEMION CLINCO: Sorry to interrupt. Is there any way you can give us an update, in terms of all the programs, CT programs, I think what we heard earlier was really about testing. So is there any way to provide accommodation even to some of these programs we might not even have on this first Phase 1, 2, 3 list, that actually need to get the testing done in order to issue the certification? Is there any way we can look at that maybe --

>> DR. DOLORES DURAN-CERDA: Yes, Chair Clinco. We can certainly relook and reassess. We had asked Dean Joe Gaw to do some benchmarking of other institutions of these programs, critical care programs, and we are right aligned with the dates.

So in June -- most of them are in later in the summer or later in June. So we are right on par with that, but we will definitely take a look again at certification. Many of these have certification, and so this was taken into consideration before the decision was made.

But if we do, when we do reassess and make it -- if we do change our decision, that has to be in collaboration with Dr. Doré, who is the president of campuses, and then facilities to make sure that we

have all of the PPE and that the classrooms are set. That takes time, but we definitely we will reassess.

Part of the re-entry, students will be checked in at designated areas. There will be temperature readings of the students. We will make sure -- it will be done maybe three times in case students come from a hot car. We don't want to mistaken that for a temperature. We will let them chill a bit and let them retake their temperature. They will have a wristband of various colors, depending on the week.

PPE kits will be provided. That is the mask, gloves if they need them, but mostly what we are mandating is that students and employees wear masks.

We will have directional signage, and sidewalks will be marked in chalk. Then students will be escorted to the classrooms. We have these protocols in place, and this is being led by Dr. Doré and the campus vice presidents.

That will be for each of the campuses that do re-entry. This is the second phase of re-entry, a little bit larger of a group. You can see the list.

Then for Phase 3, that's still under consideration, but we do have some possibilities of what programs will are to Phase 3. That's the sciences, building construction technology, (indiscernible) drafting, and machining, and there may be additional ones.

>> MR. DEMION CLINCO: I think Mark Hanna has a question. Oh, no, he doesn't. Sorry.

>> DR. DOLORES DURAN-CERDA: So in looking at this next slide,

which I think is key, this is campus employee and student totals for the fall semester.

If someone were to ask me what are, on any given day in the fall, on any of the campuses, how many students will there be?

So if you look, there is the gross square footage, number of students, employees, totals, and then if we were to bring back 50% of students and employees, and then looking at if we were to bring back 25%, so you can see the numbers are quite large at each of the campuses.

So those, when you look at that, questions come to mind. So, for example, do we have enough PPE for all of our students for every day of the fall semester looking at this, at these numbers?

Can we realistically follow social distancing, their guidelines? Do we have the room capacity for the social distancing?

Do we know how many faculty are willing to teach on campus amidst COVID-19?

Are there faculty and staff with vulnerable conditions? Can we afford to run the numbers of CRNs with smaller class sizes and stay within budget?

So I thought very hard about this and impacts of opening up or not. So I have a recommendation for the chancellor. As we know, access to education, safety, and health remain the college's top priorities. Based on the college data, CDC guidelines, local, state, and national guidance, I recommend to the chancellor that Pima Community College continue with the current virtual and online

environment for the fall semester with the exception of the courses that are hands-on CTE courses, sciences, performing arts, lab sciences, that they remain as hybrid classes. Those are the only ones that I recommend to remain hybrid only.

As I said, we are using the re-entry, the summer, to see how well we will do that predicts for the fall semester these same hands-on courses.

Also in the summer we will be providing professional development for faculty who will be teaching virtually and online through PimaOnline's TEACH course, TE 125. Under the guidance of vice president of distance education Michael Amick, he will ensure that there is quality assurance in the virtual and online modalities.

We know that in the spring, during spring break, we scrambled and rapidly converted these face-to-face courses to virtual courses, but we want to make sure there is consistency and quality in all of these classes from now on.

Also, student affairs is developing a plan to bring back some face-to-face components but only by appointment, and they are working on that plan. And HR and ESC are developing a system to allow for students and staff to initiate and self-identify medical conditions in order to facilitate accommodations.

So with that, I'd be happy to entertain any questions. But that is my recommendation.

>> MS. MARIA GARCIA: Dolores, I appreciate everything that you have done, but the one thing that I would like to address is the fact

that if Pima has any students out there that need to get tested or certified for something that they have already taken, that somehow we make that a priority, because they have already paid for their classes and already completed them. So to me, that would be one of our main priorities.

>> DR. DOLORES DURAN-CERDA: Yes, thank you for your comment. And we will be immediately reassessing these re-entries.

>> MS. MARIA GARCIA: Thank you.

>> DR. DOLORES DURAN-CERDA: You're welcome.

>> MR. MARK HANNA: So I just want to say thank you to Dolores and Tom and Bill and the chancellor and Michael and David Doré and everyone involved in this plan for re-entry.

It by far is so well thought out and so methodical, and I'm hearing from other places that aren't quite this well thought out in terms of returning.

So I really appreciate the effort that's gone into it. It seems like an unbelievable task. So thank you. Thank you.

>> DR. DOLORES DURAN-CERDA: You're very welcome. It's a team effort, and I'm grateful for everyone who has worked with us.

>> MR. BILL WARD: Would it be appropriate for me to mention to something related to the testing for everyone?

>> DR. DOLORES DURAN-CERDA: Sure.

>> MR. BILL WARD: I want to assure the board, Chair Clinco, that (audio has frozen up) had a number of groups come to us that need to do that. Our adult education area and other areas, we are actually

looking at our testing centers in general and other space throughout the college district to where we could make this happen.

So just want to let you know we are already on it, already assessing space throughout the district, and we have already -- we had a pretty good talk last week, myself, David Doré, and Jeff Thies and others, about that in general.

I just want you to know we're not going to leave people hanging. We will try to do as much as we possibly can, as Dolores said, related to re-entry, and with safety first in mind.

But we also do know that our students are also trying to find work and things like that, so I just want let you guys know we are on it.

>> DR. DOLORES DURAN-CERDA: Thank you, Bill.

>> DR. LEE LAMBERT: It's important to note, I want to thank Dolores and her team for the fact that they came up with this, and as Mark noted, it was very thought out, very thorough, and comprehensive in its approach, and I'm comfortable with taking this approach going into the fall.

The other reason for making this decision now is so that we can start to prepare our faculty, staff, administrators over the summer for what's going to happen in the fall, as well as begin to work with the students to prepare them to work in that virtual online environment.

So our TLC under Mays Imad's leadership is going to be essential that we get our faculty in there as soon as possible. This gives us

the opportunity to do that, because as you know, when we were going through the spring, we had to adapt so quickly that we had to kind of force-feed our faculty and everybody.

Now we have some time. Not a lot of time, but some time. And we are going to use that time to really create the transition so it will be smoother than what happened in the spring. I don't know if, Dolores, you wanted to add to that.

>> DR. DOLORES DURAN-CERDA: Absolutely. I would again like to thank PimaOnline and the TLC. They worked collaboratively together to make it possible to make the faculty transition and the courses transition.

If I can just share with you -- just so you know, 1,916 courses moved from face-to-face to hybrid or virtual. 484 hands-on courses moved to summer so students could complete their programs.

More than 1,200 faculty made the transition to virtual. About 700 faculty received D2L webinar training during spring break.

These are some numbers that are extremely impressive, and how we worked all together to roll up their sleeves and faculty giving webinar trainings to our adjunct faculty and full-time faculty, and Mays and Kate Schmidt working with PimaOnline, Michael Amick, Jen K, Reed D, Pima librarians, Keith R, everybody, it was just amazing.

So I know I keep saying this over and over, but it was an incredible feat. And, Mark, you commented perfectly on what has happened and how coordinated and organized we are trying to be in anticipating the future.

I think we're going to come out helping our students better than ever. Thank you.

>> MR. DEMION CLINCO: We really appreciate it.

We will move on to our next item, our reports by representatives to the board.

I believe Mr. Lopez had to step out.

Hello?

>> SPEAKER: That's correct.

>> SPEAKER: Hi, I'm in.

Can you hear me?

>> MR. DEMION CLINCO: Yes.

>> SPEAKER: Chairman Clinco, Chancellor Lambert, Governing Board members, colleagues and guests. A written report was submitted.

Basically a big news in our staff council is that Jewel Mideau had to step aside from her chair position due to work-related activities that she really, really has an interest in that she needs to devote more time to. We're going to miss her.

So Gloria Coronado has stepped up from her position and will be chairing our next meeting, this Friday, the 5th. And again, I want to tell everybody how much we appreciate everyone's work and for the students that might be attending right now, this meeting, their interest and their energy really shows in the contacts and the efforts that have been made to engage.

So we are working at it as best we can to provide more programming, co-curricular, and to really engage students and make

this summer and next fall the best semester we can for them.

That's it. Thank you.

>> MR. DEMION CLINCO: Thank you very much, Mr. Lopez. We really appreciate it.

Next is administrative report with Mr. Craig.

>> SPEAKER: Good afternoon. Chairman Clinco, Chancellor Lambert, distinguished board, fellow representatives, PCC family and friends.

I was pleased to be able to represent PCC yesterday at the Arizona Chamber of Commerce webinar, remote workforce cybersecurity. This was a panel interview including me, a Microsoft representative, a representative from Okhrana Security, and the chief information security officer for the State of Arizona, Tim Romer.

I was able to share our vision for cybersecurity education and of our center of excellence and what we have done and where we are going.

It was very well received. I actually have a new faculty at the end of my presentation. Tim, the CISO, said he would love to be an adjunct and teach cybersecurity for us at PCC. I took that as another indicator that we are on the right track.

The COVID-19 crisis has challenged the college in an unprecedented manner. There has been much discussion and acknowledgement about the intense diligent and rapid work faculty, staff, and administration have accomplished to keep the college going.

Administration would like to take a minute to acknowledge and thank our students. They have made major adjustments in their lives and yet have continued to persist in their classes and studies throughout the spring semester.

Students' commitment to achieving academic and career goals is admirable, and we honor and respect their dedication and courage.

Administration, faculty, and staff, have been working diligently in preparation for a limited return for some students and specific CTE programs over the summer to complete critical labs and program and accreditation competencies.

The CTE deans, faculty, staff, campus VPs, health and safety, facilities and security have been constantly monitoring CDC guidelines, city, state, and national trends and directions.

Detailed analyses have been conducted for each program returning, including gating criteria, comprehensive protocols and planning, level of PPE required, student orientations and training.

We've thought through so many scenarios that could come up and have a solution for each. For example, isolation, students not following protocol, bathroom and food and drink breaks, pregnant students and nursing mothers.

We have put students' and faculty's safety first and considered everyone's opinions and their needs to feel safe.

We have been in contact with the students each week, with constant communication, passing on details as they come along.

Administration is confident of the planning and preparation

that's now in place for the selected limited summer return and recommends that we move forward with a June 8 return schedule.

Thank you. This concludes my report.

>> MR. DEMION CLINCO: Thank you very much, Mr. Craig.

Next is our chancellor's report. Mr. Lambert?

>> DR. LEE LAMBERT: Well, good afternoon, everybody. I want to start out and say thank you to the entire faculty, staff, administrators, the board and our students. We made it through the spring term. Just seemed not too long ago that this transition that we had to make would feel overwhelming. We got it done, and we're staying strong.

I will later address the Mr. Floyd piece and so forth. I will reserve that for a moment.

I want to take a moment to introduce our new police chief, Harold Buddy Janes. Mr. Janes, Chief Janes, likes to be called Buddy. For some of you who may or may not know Buddy, he spent 22 years of his career with the Pima County Sheriff's Department. He started out as a corrections officer and then worked his way up to being a deputy sheriff, being a sergeant, lieutenant, and captain. He's highly decorated and a graduate of the Northwestern University School of Police Command.

We are honored and pleased to have someone of his caliber and stature to be running our police department. As you know, our police department for years, if not decades, have struggled to really find their footing, but in just a short period of time, Buddy has brought

a level of professionalism and finally implementing the standards that we wanted to put in place for quite a while.

Not only that, he brings a philosophy around community policing that is much needed and aligns with the board's vision and my vision for how police should be interacting each and every day with our campus community.

So, buddy, why don't I give you a moment to say a few words.

>> SPEAKER: Thanks. I think I'm blushing. I appreciate that. I'm very happy to be welcomed into this family, and I will say that working with Mr. Ward has been great. He's been a great mentor for coming into this environment.

Different kind of law enforcement than I have done in the past. I have joined this family at very a unique time with the COVID crisis and some of the local things that have gone on in our own community and the national media lately with what happened in Minneapolis, the different things that have occurred that, as law enforcement, we see some of these things and we shake our heads for an unjustified action as we all have seen in the media.

It's a unique time to be at Pima Community College. We are focused on the professionalism of our police department and our police officers and serving the community and in general keeping everybody safe.

I have basically secured a very unique role here at a very unique time with all of the unique crises we are facing right now, specifically the COVID re-entry and whatnot. I'm just happy to be

here, and thank you so much for welcoming me into your family.

>> DR. LEE LAMBERT: Thank you, Buddy.

Also, I just want to give you some quick updates, and then I want to close with some remarks.

So I have done a number of interviews over the course of the last month. I have done an interview with the Arizona Chamber led by Glenn A. I have just completed an interview with AZ 360. They will air the interview not this Friday but my understanding is the following Friday. I've been going to as many units of the college as I can over the last few months.

I still haven't gotten to every unit of the college, but we will be resuming these meetings as we go into the fall to thank our employees. What each and every one of them have done is nothing short of remarkable. I think it's reflected in the individuals who were nominated and selected for the Striving Beyond Award that the board has given out starting today.

As you have heard, we are prepared to go into re-entry starting next Monday. A lot of thought went into that process. The deans were involved in that process. They recommended things up to Lamata all the way up to the provost, and so a lot of consideration went into that. I just want you to know that.

We can't bring everything back at one time. There are a lot of deserving programs that could make a similar case to what you heard earlier. We have looked at other programs across the state. We try to balance all of that and realize we can't bring everything back at

one time. We need to make sure it works and then bring others along the way.

So it's a difficult decision, and at the same time, safety, safety, safety, and health. Unfortunately, we have seen a serious spike in the cases in the State of Arizona recently, and that's why we have to be careful about how we bring people back in. It's going to impact individuals, programs, and unfortunately our students. Just know we have tried our best to balance all of those considerations.

Let me end with this. Rarely do you see me get emotional, and hopefully I'll be able to not be too emotional here.

May 25 may seem like an inflection point for many people in this country, but I can tell you, for many of our African-American brothers and sisters, it's not an inflection point. This is another day in the life of what's been happening in their lives. Not for just this past year or the year before that or the year before that.

It goes back decades and centuries. We have to not forget that. Then finally, I hope what comes out of the May 25th is that finally the United States realizes we've got to have a serious conversation, that it's time that we truly address what Langston Hughes calls the American heartbreak. I don't know how many of you know Langston Hughes. A great African-American poet. He wasn't just a great African-American poet. He's a great poet.

I think that underlies what's also wrong with America. We tend to say he's a great African-American poet, a great African-American

artist. No, they are great artists and great poets. I want us not to lose sight of that.

I will share this little passage, that in reference to his poem, American Heartbreak. That is one of my poems about the problems of the Negro people in relation to American democracy. Perhaps we should say the problems of American democracy in relation to the Negro people, because for some reason, the Negro in America has always been called a problem.

I think we need to reframe that. It's not African-Americans that are the problem. I hope we finally do something about this, and I will just share something that's very personal on my side of the family.

So for many of you, you know I don't talk much about my personal life. I try to maintain a level of professionalism. That's how I was raised. But I think the moment calls for it now.

So on my dad's side of the family, many of you don't know this, but my father is African-American, Lumbee, and part French. So on my father's side of the family, I have the combination of African descent, Native American heritage, as well as Caucasian heritage, as well. I love all of those parts of me as well as the Korean part of me. So it breaks my heart to see this.

The stories my father shared with me about how he was treated, that I'm fortunate that he's alive today. But he moved and joined the Army so his children would not have to grow up this way.

To see what happened on May 25th, hits here. I'm sorry. I can't

say much more. I think you get the point. Your chancellor doesn't get this way very often. So thank you. That's my report.

>> MR. DEMION CLINCO: Thank you, Lee. Thank you.

I think your story underscores the responsibility of all of us, the responsibility of this institution to help raise people up who have grown up in circumstances that has been inflicted generationally upon this country. And this job that we all share is so extraordinarily important in this part of this American experiment, and I'm so proud of the work that every single person in this institution does on a daily basis because of the impact it truly makes in people's life.

So thank you, Lee.

Next we have our information items. Mr. Silvyn? Could you read the information items, please?

>> MR. JEFF SILVYN: Yes, Mr. Chair, I'd be glad to.

The information items, which were provided to the board as part of this meeting include the March 2020 financial statements, April 2020 financial statements, a report from finance and audit committee regarding its activities during the 2019-2020 fiscal year, employment information, which includes separations and retirements. There are no new hires to report for this month.

Faculty hiring, new regular faculty, individuals who have been certified as qualified to serve as adjunct faculty at Pima Community College.

There is also an item about the college requested a little over

\$640,000 under the minorities serving institutions allocation under the CARES Act. That's the federal funding that was provided for relief. If that money is received by the college, the information item includes how that money would be distributed to reimburse the college and students for costs incurred related to the adaptation to our current educational model as a response to the pandemic.

And finally, the college has issued a letter of support for the Institute of Traditional Knowledge, which is seeking a grant from the United States Department of Agriculture under its sustained agricultural research and education program. If that grant is awarded, Pima College students and personnel would participate in a project to collect information about regional traditional and sustainable agricultural practices to help build a digital library that would provide electronic resources related to that topic.

>> MR. DEMION CLINCO: Next we have the consent agenda. If you could please read the consent agenda.

>> MR. JEFF SILVYN: Be glad to. If everyone will bear with me, it's kind of a long list.

The consent agenda items for this meeting are the May 13, 2020 executive session minutes. The May 13, 2020 regular meeting minutes. Nomination of two individuals as faculty emeritus, Simone G and Brad F. Adoption of fiscal year 2020 budget reductions to align actual expenditures with budget for the fiscal year that will be ending June 30, 2020.

Designation of the fiscal year 2020 chief fiscal officer,

specifically Dr. David Bea. Designation of the Arizona department of emergency and military affairs applicant agent, specifically Lori Wright, our director of grant services.

Approval of an intergovernmental agreement, two-year agreement with the City of Tucson related to educational services to be provided by Pima College to the city and for the city to provide facilities and equipment to the college in support of those educational services.

A three-year intergovernmental agreement with the Pima County Sheriff's Department for the provision of educational services by PCC. Approval of a five-year intergovernmental agreement with the United States Air Force 355th Fighter Wing for provision of educational services by the college.

Authority to execute a three-year intergovernmental agreement with the Arizona Department of Corrections for educational services to be provided by the college. Approval of a one-year intergovernmental agreement with the Maricopa County Community College District to serve as a member of the small business development center network and to host the small business development center at Pima Community College.

Authority to execute a one-year renewal and amendment for intergovernmental agreement with the county, providing adult basic education and career services for adults and youths that would extend for July 1, 2020, through June 30, 2021, with extension up to a five-year total duration for the agreement.

Authority for execution of a five-year intergovernmental agreement with the Pima County JTED to provide noncredit training for its students and staff.

Proposed amendments to a variety of dual enrollment agreements including with Amphitheater School District, Santa Cruz Valley School District, Tucson Unified School District, Tucson Development Corporation, which operates two charter schools, as well as with the Vail Unified School District.

Next item is for a one-year agreement with CopperPoint Mutual Insurance Company to provide workers' compensation for the college. One-year agreement not to exceed \$342,000.

The next item is for a one-year agreement with the Arizona School Risk Retention Trust, providing general liability, automobile, and physical damage liability coverage. Total expense not to exceed \$378,710, potential for an additional 50,000 in deductible cost, depends on actual claims filed.

Next item is authorization to execute a one-year agreement with Oracle not exceed \$305,600 for a variety of licenses and software computer systems.

Next item is authority to enter a five-year agreement RBC Global Asset Management. That provides investment management services for the college for initial one year with up to four one-year extensions, total cost of the agreement over the five years not to exceed \$450,000.

Next is to execute a contract with Solon Corporation and Tesla,

the parent corporation, for general contractor services to move a portion of the solar shade generating structures at the Downtown Campus, not to exceed \$375,000. That movement is necessary so we can accommodate the location, site footprint for the new technology, applied technology centers of excellence, Downtown Campus.

And finally, the last item on the consent agenda is potentially for a three-year agreement with LewerMark Student Insurance, providing health insurance coverage for international students, not to exceed \$660,000. The costs for that are built into the fees charged to the international students who participate in the program at Pima Community College.

>> MR. DEMION CLINCO: Do I have a motion to approve the consent agenda?

>> DR. MEREDITH HAY: So moved.

>> MR. DEMION CLINCO: Is there a second?

I will second that.

All in favor of the motion -- let's do a roll call vote for these, Mr. Silvyn.

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: Yes.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Yes.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Yes.

>> MR. JEFF SILVYN: Mr. Gonzales?

>> MR. LUIS GONZALES: Yes.

>> MR. DEMION CLINCO: The motion passes unanimously.

We have our action items. Temporary delegation of additional signature authority to the chancellor.

If you could read the recommendation.

>> MR. JEFF SILVYN: The chancellor recommends that the board delegate to him additional temporary contract signature authority as specified below in the proposed motion. Specific text is included in the board report immediately following the recommendation.

>> MR. DEMION CLINCO: Do I have a motion to approve the recommendation?

>> DR. MEREDITH HAY: So moved.

>> MR. DEMION CLINCO: I will second that.

Is there any discussion?

Hearing none, we will have a roll call vote. Mr. Silvyn?

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: Yes.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Aye.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Yes.

>> MR. JEFF SILVYN: Mr. Gonzales?

>> MR. LUIS GONZALES: Yes.

>> MR. DEMION CLINCO: Next item, Barker Contracting, general contracting services for the Aviation Technology Center expansion.

If you could please read the recommendation.

>> MR. JEFF SILVYN: The chancellor recommends that the Governing Board authorize the chancellor or designee to execute an agreement with Barker Contracting to provide general contractor services for the Aviation Technology Center building expansion. Total cost for this agreement are not expected to exceed \$14 million.

>> MR. DEMION CLINCO: Do I have a motion to approve the recommendation?

>> MS. MARIA GARCIA: So moved.

>> MR. DEMION CLINCO: Second?

>> DR. MEREDITH HAY: Second.

>> MR. DEMION CLINCO: Discussion? Is there any additional information that's needed?

Mr. Lambert, do you want to have staff give a short --

>> DR. LEE LAMBERT: Sure. Bill, would you provide just a brief overview on this?

>> MR. BILL WARD: Chairman Clinco, members of the board, colleagues and guests, so what you have before you is approving a contract for Barker Contracting, Incorporated for general contractor services at the aviation facility.

We received bids on the 5-22-2020, and the two that were

prequalified for bidding was Barker and Lloyd.

The lowest bid was 13,094,769, and then there was an alternate also included in the bid, and we were able to make that full bid with the total amount of 13,094,769. We have a not-to-exceed amount for 14 million, and what that includes is any contingencies and things like that.

So our goal is as soon as you approve this is to have the contract administered to the group. Then hopefully we can proceed with this project ASAP.

That's what I have for you unless there is any additional questions related to the project.

>> MR. MARK HANNA: Yes, I just want to ascertain that this amount indeed is covered by the grant that we were issued for the state monies, and that we already have that money in hand, and they are not going to take it away.

>> MR. BILL WARD: Yes, we have all the dollars that were received from the state in hand and are ready to go.

>> MR. MARK HANNA: Thank you.

>> MR. DEMION CLINCO: Any additional questions?

Okay. Hearing none, Mr. Silvyn, could you please do a roll call vote.

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: Yes.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Yes.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Yes.

>> MR. JEFF SILVYN: Mr. Gonzales?

>> MR. LUIS GONZALES: Yes.

>> MR. DEMION CLINCO: The motion passes unanimously.

>> MR. BILL WARD: Thank you, board.

>> MR. DEMION CLINCO: We look forward to seeing the building completed on time.

>> MR. BILL WARD: I'm ready. I'll have them all going here before long, so I'm ready. (Laughter.)

>> MR. DEMION CLINCO: 11.3. Contract for Trane, Inc.

Mr. Silvyn?

>> MR. JEFF SILVYN: The chancellor recommends the Governing Board authorize the chancellor or designees to execute an agreement with Trane, Incorporated, to develop a comprehensive energy management program that includes evaluation of heating, ventilation, air conditioning, and control systems, recommendations for efficiency, improvements, integration of equipment, training into a state-of-the-art living lab academic program.

>> MR. DEMION CLINCO: Do I have a motion to approve?

>> MS. MARIA GARCIA: I'd like a discussion on that.

>> MR. DEMION CLINCO: We will. We first have to have a motion in a second before we have the discussion.

>> MS. MARIA GARCIA: So moved.

>> MR. DEMION CLINCO: Is there a second? Looks like Meredith but I can't hear her.

>> DR. MEREDITH HAY: Second.

>> MR. DEMION CLINCO: Discussion. Mr. Lambert?

>> DR. LEE LAMBERT: So this is one of the centerpieces of our overall center of excellence strategy to build partnerships with a number of major business and industry partners to bring to the college to create a living lab experience for our students and for our community.

So under this concept here, this will be a unique concept that's not happening in many places across the country, especially for community colleges.

And so the living lab essentially will allow us to take the entire college and allow for our students to get hands-on experience with our energy management systems.

In order to do that, we need to make sure our energy management systems are up to date, that they are not 50 years old but they are brought to modernization based on a 21st Century standard as well as integrating new 21st Century technologies as part of the overall energy management program.

This is going to allow us to not only serve our community here but will allow us to draw incumbent workers from all over the country and the world to come and get the latest and greatest training in energy management systems.

I will share as a corollary to this, when I was in Shoreline, Washington, we took our automotive program, turned it into an elite automotive service training program where we might have only been training a few hundred students. We were upskilling and reskilling over 10,000 technicians a year on the latest vehicle technologies.

So this is very akin to that, and it requires a partner who has the ability to make this happen. I'm very pleased to say that.

I don't know if David Bea, who is running this, would like to add to that, and on the technical side, Bill can certainly respond to any questions you might have.

>> MS. MARIA GARCIA: Well, I have a couple of questions. So my understanding then is that you're going to design a lab with this company in mind? But Trane is not the company, right? It's NC3 who is the company? They are the ones that actually, they are the partners? Am I wrong?

>> DR. LEE LAMBERT: So Trane is the multi-national partner. NC3 is the certification organization for the energy management program. So the college partners with NC3 and with Trane, and really their technology applies well beyond just the Trane product.

>> MR. DEMION CLINCO: And we are not really building a lab?

>> DR. LEE LAMBERT: No, no. Right. It's not just a lab. It's more than just the lab. Yes, you're going to have a lab that has HVAC equipment in it for our students, and that's true where -- and I think I actually showed you this when we were up in Wisconsin, but you'll see that in a lot of colleges who have these types of

programs.

But it's not just a lab. This is turning the entire college's actual systems into a learning environment for our students, so they are getting real-time hands-on experience similar to an apprentice.

>> MS. MARIA GARCIA: So part of the contract says they are going to evaluate all of the college's facilities. How long has it been since that's happened, that somebody already came in and did an audit on the entire college for energy efficiency?

I just want to make sure that we are not duplicating something that may have already happened in the past. We want to -- keep paying for the same thing?

>> MR. BILL WARD: Yes. And so in about 2010, '11 time frame, the college did a pretty large study related to our systems throughout the district. We brought in a high-level architectural engineering firm in town, GLHN, very renowned. They have done all of the large stuff that was done at the University of Arizona. They built two of the largest central plants in the United States.

We brought them in, a partner of ours today. They did a full study of all of our equipment because the goal was we wanted to know what our issues were related to the equipment plus we were building a platform in a sense for deferred maintenance down the road.

And so all of that information that we received from that group is still intact. It has been provided to -- I think it was provided to all of the companies that went into this, that applied for this RFP, and they all have that data.

Now, what I would say is that even though it was completed in 2011, a lot of those systems are still intact, you know, because like Lee said, we have stuff, the latest and greatest stuff as of today, plus we are still running equipment that's 50 years old.

So it still applies. The college has done a study. And then this company I think already has that information. So it can utilize that as part of their assessment.

It's been a while since that time frame and we didn't look too heavily at the Northwest Campus and a few of our newer facilities, but that was done, and they do have that information to actually help them look at what we have out there throughout the district.

>> MS. MARIA GARCIA: Another point. Okay. So we are building new facilities, and we are probably going to be removing some facilities because we probably don't need that much space.

So how is that all -- how does that all play into it? So we go and do an audit on the facilities that we may be getting rid of in maybe two or three years from now?

>> MR. BILL WARD: Well, that's a good question. What I would say is that -- take West Campus. That's our --

>> MS. MARIA GARCIA: That's going to remain.

>> MR. BILL WARD: West Campus will remain. It's about two-thirds of the college when you think of it related to square foot, or it used to be. I know we are building more. But it does have the oldest equipment in the district. When we look at, you know, where our older systems are, they are actually located at that

facility.

So if we were to think about what we needed to look at first, West is definitely a major candidate for that. It's not going anywhere. I would say after West, probably East Campus. Central plant there is 30, 30-plus years old. There is some older equipment too that's also indicated at our Desert Vista facility.

That is a good point. I mean, if anything, what you can do with an assessment like this, is, in a sense, we can go out and assess things and come back with costs related to that, and at the end of the day I would think too that could potentially help the board make a decision whether we were to want to reinvest in a facility or potentially sell it.

>> MS. MARIA GARCIA: Okay.

>> DR. DAVID BEA: Let me take a second -- I want to go backwards and bit and sort of outline what the entirety of this agreement is, because I think that that will help explain how the pieces fit together.

So there is really about three different phases to what we are looking at in this agreement, which is the first one is what we just were talking about. So they are going to come in, do an industrial grade audit on all of our facilities, the systems, and equipment that we are using to basically identify what kinds of opportunities there are to reduce our energy consumption and ultimately save money on our utilities costs. That's the first piece.

The second piece then is that they will take that information and

make recommendations for replacement of equipment and systems that have return on investment, and that's intended to be -- the cost savings on a return on investment standpoint is that the cost savings through utilities should cover the life cycled out cost of the equipment that's being replaced.

That information, anything that we replace, anything, that plan that will come out of the audit and the recommendations will be reviewed by the college and will go to the board.

So at this point, the agreement sort of kicks off the audit, kicks off the agreement and the partnership but doesn't obligate the college to doing any particular project. We will be coming back to the board with that information.

The third and really critical phase, which is what Lee was mentioning earlier, which is the integration of the systems and equipment within our academic programs.

So we will have the opportunity to not only have the equipment with hands-on training but the data analytical tools so that picture on all of these different system controls, that it's pulling data at any moment and can be used and analyzed to assess which equipment is inefficiently operating, how to change how the air is flowing between different air handling units, that sort of thing.

We can integrate that in that living lab structure. Not just so they are getting trained on state-of-the-art Trane type of equipment or other equipment but they are also learning the data analytic tools, and that's what makes this a really innovative program.

The combination of all of those components I think is what you're going to see is that we have, if not regionally a one-of-a-kind training opportunity for our students, it could be nationally significant. This is really on the cutting edge, and it's why the partnership structure is so complex.

One thing that is important to understand is that as they are doing the audit, if this is something where we just went out to hire a company like GLHN that Bill mentioned earlier, and we were just looking for the audit and the identification of our equipment and so forth, that what we would do is that would be a straightforward contract where we would then come to the board with the costs.

What this partnership is intended to do is the costs of that audit will be folded into the replacement of equipment and the savings intended in that second phase. Again, that's where what will come back to the board.

Now, why I'm mentioning that is it is important to understand that if the agreement, for whatever reason, and I think that it's unlikely, but we should talk about this, but if it doesn't work out, that the obligation that the college would be incurring would be essentially the costs of running that audit.

And just so the board knows, the costs that we have estimated out based on the square footage of our buildings would be below board threshold. So it would be something under \$200,000. Again, that's a very unlikely situation, but that's how the contract is structured is if the partnership fails, and they have done the work and they don't

get this ongoing partnership out of it, that we would be responsible for that.

That said, that wouldn't be a loss. We would still have in hand the recommendation. If the audit would have been performed, we would have the product from that audit.

So that's sort of the only cost at this point, financial consideration to keep in mind. It is not technically an obligation, because again, it will likely be folded into how the project plays out over time.

We have worked with an external attorney who is very knowledgeable about performance-based contract structures. Jeff has been involved and Paul Grijalva in the contracts office who is also an attorney by training, we have been working with Trane on some of the language to make sure that it's acceptable from the college's standpoint and from an external standpoint, because this is such a comprehensive program that we are embarking on.

>> MS. MARIA GARCIA: One more thing. I guess I have a hard time understanding this mainly because if it's going to be to also train our students, how long a period of time are we looking at? Say, for example, we are having classes, are we talking about a five-year term or one-year term? So the students only get during the audit, that portion of what's going on, the training?

>> DR. DAVID BEA: We're looking for this company to develop with our faculty the curriculum that would be ongoing training. So the partnership is likely to be multi-years, like five to ten years in

likelihood, and if it keeps working, it would be beyond that.

But in terms of the actual training, it would be setting up a curriculum that would be state-of-the-art, commercial-grade training, and that would be on an ongoing basis. We would then own the curriculum. They won't own the curriculum. We'll own the curriculum and we'll continue to train the students.

>> MR. DEMION CLINCO: It's actually not just for the audit but it's for the maintenance of all the HVACs?

>> DR. DAVID BEA: Right. It's monitoring --

>> MR. DEMION CLINCO: So our students would actually be managing and maintaining all of our air conditioning systems as part of the training program?

>> MR. BILL WARD: Well, I think I can give you guys an idea of how it would work in a sense from the technical side of things.

So kind of like what Dave alluded to is the idea would be they would partner with the college, in a sense, as part of our centers of excellence, and Dave Doré is involved and his team with that, related to an energy lab as part of some of the facilities that we are either building or about to remodel.

The whole concept related to a living lab would mean we would have systems in place that students could access, which would mainly -- like right now, the air conditioning, everything at the college runs automatic. We already have an older system in place that turns on the air conditioning systems and you name it. Then my team actually monitors that 24/7, seven days a week.

And then the way that this would work is that we would upgrade our systems in a sense and mainly start out, in my opinion, with your control system, because that's actually what monitors and looks at everything. It's not the equipment itself. It's a system that actually starts, stops, checks everything.

And so then the idea would be that the student working in this energy lab could potentially log on to a system and actually watch a piece of equipment running in a building and then maybe make recommendations to assess it and this and that.

It's not that Trane will be coming in and replacing what we are doing. It would be more so they will come in and making recommendations related to energy savings, which would in a sense develop capital projects that would go forward to, like Dave said, to the board to say, okay, we're going to do this at this site and in that concept, and then that way then they would have access to be able to look at systems.

The other thing, too, when you look at a living lab, Pima College, and I think the chancellor alluded to it earlier is we have stuff that's brand new, and I think I said it, and then also things that are 50 years old.

That's how I started in the field. I got to work on stuff that is no longer even existent anymore, and to this day, so the cool thing is as the college moves forward and we develop and strengthen these centers of excellence and maybe even strengthen our programs related to apprenticeships, we can set it to where students, which we

have already done some now, we are working with Dave's team related to the BCT group, and Dolores' team, and we've actually had students come and work within facilities, because one thing everybody has to know is even though Pima offers degrees and all of that, but when you go out and sit for a test for a license, whether you're an HVAC mechanic or electrician, which I served about four different apprenticeships, you actually have to have those hours in the field.

We have two million plus square feet of facilities, and it's a good proving ground for something like this. And it's kind of baby steps. They will go in, work with us.

And I would say too just also remember anything that's put forward for a recommendation, we will still need to bring in an architect or an engineer or something like that in order to help do designs, depending on if it's a major retrofit or something like that.

>> MS. MARIA GARCIA: So, Bill, you have been part of this evaluation process?

>> MR. BILL WARD: I was not part of the process. Dave led that. But I am very well aware of how these types of programs and systems and things like this worked. I have been in this industry since 1979, so I have been in it for a long time. But I was not part of the selection process, no.

>> MS. MARIA GARCIA: Okay. Okay. I'm done.

>> MR. DEMION CLINCO: Okay. Are you comfortable, Maria, that you have all the information you need on the proposal, or do you --

>> MS. MARIA GARCIA: I'm okay with the proposal. I think it's a good idea.

I guess one last question, and this concerns a conflict of interest, I know that Lee is a member of the NC3 board, so how does that relate?

>> DR. LEE LAMBERT: So I have not been involved in any of the decision-making during this process. It was done through an RFP, and so that way I had no influence directly or indirectly on how the outcome was going to play out. Plus I have no financial interest in the outcome of this one way or the other.

>> MS. MARIA GARCIA: Okay. I just wanted to make that clear. All right. I'm done.

>> MR. DEMION CLINCO: Any other questions or concerns? Okay. Hearing none, Mr. Silvyn, roll call vote?

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: Yes.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Yes.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Yes.

>> MR. JEFF SILVYN: Mr. Gonzalez?

>> MR. LUIS GONZALES: Yes.

>> MR. DEMION CLINCO: The motion passes unanimously.

Contract for BlackBeltHelp for call center services, 2020 to 2025. If you could please read the recommendation.

>> MR. JEFF SILVYN: The chancellor recommends the Governing Board authorize the chancellor or designee to execute a contract with BlackBeltHelp to provide telephone, chat, and e-mail support for accounts receivable services, financial aid, admissions, registration, advising, referral services, and general college information for one year and to exercise the options to extend the contract for up to a total of five years. Total value over potential five-year term is not expected to exceed \$1.5 million.

>> MR. DEMION CLINCO: Do I have a motion to move the item?

>> MS. MARIA GARCIA: So moved.

>> MR. DEMION CLINCO: Is there a second?

>> MR. MARK HANNA: Second.

>> MR. DEMION CLINCO: Discussion? Let's have a brief overview. Chancellor Lambert?

>> DR. LEE LAMBERT: So this again went through an RFP process, if I recall correctly. I have David Arellano on the line, and I will have him kind of chime in on the larger pieces. So we are transitioning from Blackboard to this new partner.

So David, could you take it from there?

>> DAVID ARELLANO: Yeah. So we have come up on the completion of our contract with Blackboard. We went through the RFP process. Initiated that in early February.

It was a college-wide team through student affairs, student

accounts, financial aid, contract and purchasing. Various groups participated in this RFP.

We had multiple vendors respond to that RFP. Through the scoring and RFP process, we landed with BlackBeltHelp. And when we look at this particular vendor, we will see a continuation of the services that we provide in terms of 24 hours a day, seven days a week, 365 help that students can get by reaching out this number, but what we are going to get with this new vendor is increased efficiency. We are going to get the increased accuracy of answers.

One of the things we are looking for is that first resolution on that first call. So increased accuracy in the answers given to students, resolution provided on the first contact. It's going to be huge for the student experience. And then just maximizing student satisfaction through this vendor and really driving student success with this vendor, so leveraging their text messaging capabilities.

One of the unique features that they offer, and I'm sure you have experienced, but if you call, let's say, a banking institution and there is a long wait hold, you can put your phone number in and receive a call back when it's your turn in line.

They offer that, as well. So students, if during peak times don't want to wait, put their phone number in, the vendor reaches back out when it's their turn so the student can move on and do other things.

A lot of efficiencies that we are going to see, increased student services to these students that reach out via the BlackBeltHelp. The

key thing again and it will be consistent is the 24/7 access for students via phone and e-mail.

>> MR. DEMION CLINCO: Mr. Hanna? Do you have a question?

>> MR. MARK HANNA: A quick question. David, do you know whether or not these call centers are located in the United States?

>> DAVID ARELLANO: That's the criteria when we go out to RFP is that we require any vendor responding to that be located in the United States. The vendor did provide us a lot of their hiring -- let me pull that up -- a lot of their hiring information. So they do look for employees that have at least four years of experience in call center. They also do look for a Bachelor's degree in many cases for some of their employees.

One thing that's unique about this vendor is they are 100% higher ed focused. They have a contract with the California community college system which has over 2.1 million students, so they service very large numbers of students and big community college districts. That was the other focus that we looked for is that they have that higher ed plus not just university experience but community college experience, and that was one of the key factors.

>> MR. MARK HANNA: Thank you.

>> MR. DEMION CLINCO: Any other questions or concerns? Okay. Hearing none, Mr. Silvyn, roll call vote?

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: Yes.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Yes.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Yes.

>> MR. JEFF SILVYN: Mr. Gonzales?

>> MR. LUIS GONZALES: Yes.

>> MR. DEMION CLINCO: Okay, the motion passes unanimously.

Next item, consideration of placing a measure on the November 2020 general election ballot to modify expenditure limitation.

Mr. Silvyn?

>> MR. JEFF SILVYN: The chancellor recommends the Governing Board consider and if it deems appropriate authorize a resolution to place a measure on the November 2020 general election ballot to modify the Pima College expenditure limitation.

If I might add to that for a minute, I do want to make sure that we leave with direction on which of the options for modifying, if the decision is to proceed with the ballot initiative, which method, which option we will pursue.

>> MR. DEMION CLINCO: Can you give us the recap of the options?

>> MR. JEFF SILVYN: Yes, of course. I'd be glad to.

By statute, a community college district may ask the voters of the county to modify the expenditure limitation, and there is two different ways that can be done.

One option is the college could ask the voters to do a temporary,

allow for a temporary override. In other words, the college could ask the voters to allow the community college, allow Pima College to exceed its expenditure limit by a certain percentage for a period of years anywhere from a minimum of two years up to a maximum of seven years. At the end of that period, the permission to exceed expenditure limitation would expire and the college would either revert to the normal expenditure limitation formula or the college would have to go back out to the voters to ask for an additional override, for an extended override.

Second option is do a permanent adjustment to the base. That is Pima has the ability to ask voters to reset the formula that is used to calculate the expenditure limitation set for the college each year. That's a permanent adjustment.

One important difference between the two options is that the first option can be pursued by the college based on a simple majority vote of the board. If we want to pursue the second option, that would require at least four members of the board to vote in favor.

>> MR. DEMION CLINCO: Okay. So I would make a motion that the board refer to the November 2020 general election ballot a permanent adjustment to the base limit used to determine the expenditure limitation of Pima College.

>> DR. MEREDITH HAY: I second.

>> MR. DEMION CLINCO: Is there any additional discussion?

>> MR. MARK HANNA: I am assuming that any costs surrounding getting this measure on the ballot would come to us as separate

action items?

>> MR. DEMION CLINCO: Well, my sense, and correct me if I'm wrong, this action will -- there is going to be expenses associated with reimbursement to Pima County and that will automatically be included in this motion.

Once we move to put it on the ballot, we will get a bill from Pima County. By the act of doing this, we will incur part of the costs of having this on the ballot. If you're talking about an educational plan to educate the community about what a permanent adjustment to the expenditure limit base is, I think that would come as a separate item.

Am I correct, Chancellor Lambert? Yes, he's shaking his head yes.

>> MR. MARK HANNA: Okay.

>> MR. DEMION CLINCO: Any additional questions or concerns?

Hearing none, Mr. Sylvan, roll call vote?

>> MR. JEFF SILVYN: Mr. Clinco?

>> MR. DEMION CLINCO: Yes.

>> MR. JEFF SILVYN: Dr. Hay?

>> DR. MEREDITH HAY: Aye.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: Yes.

>> MR. JEFF SILVYN: Ms. Garcia?

>> MS. MARIA GARCIA: Yes.

>> MR. JEFF SILVYN: Mr. Gonzales?

>> MR. LUIS GONZALES: Yes.

>> MR. DEMION CLINCO: The motion passes unanimously, and the item will be referred to the ballot. You will be coming back with the final language for the ballot?

>> MR. JEFF SILVYN: Yes. So there is some statutory requirements we have to meet for specific information and wording to be in a resolution to go on the ballot, so we will need to schedule a board meeting and bring you the actual language that will be submitted to the county election department for placement on the ballot, and then that language also has to be submitted to the state auditor general's office for review.

So we will bring you that formal resolution that meets all the statutory requirements as quickly as possible.

>> MR. DEMION CLINCO: Okay. Terrific.

Thank you very much. Finally, we have our last item, 11.6, consideration of a resolution regarding the recent death of George Floyd.

On May 25, George Floyd died while in police custody in Minneapolis, Minnesota. His death has triggered widespread expressions of concerns and demonstrations, including here in Tucson.

I think we will handle this item a little bit differently. I'm going to read the draft resolution. Then we can take a vote on that and we will do a roll call vote, and each of the members will have an opportunity to speak on their vote, if that sounds reasonable.

The resolution of Pima Community College Governing Board.

Whereas our country has lost more than 100,000 Americans to COVID-19 and more than 40 million people are without jobs. Whereas millions of us have complied anxiously for several weeks with stay-at-home orders. Whereas minority communities in this country have been disproportionately affected by COVID-19. Whereas in this already difficult and unprecedented time, we received the news of the cruel and repugnant slaying of Mr. George Floyd in police custody and other acts of brutality against members of our Black community.

Whereas the Pima Community College Governing Board stands with wholehearted support of Chancellor Lee D. Lambert's May 13 condemnation of the murders of Mr. Floyd and his demand for justice. Whereas, since the founding of this country, systemic racism and discrimination has created canyons of inequity. Whereas Black lives matter.

Whereas the board supports Pima Community College's commitment to social justice through policies and practice that further diversity, equity, inclusion in our classrooms, offices, and throughout the community and for these policies and practices to move the college forward and to compel us to demand better.

Whereas the college is committed to creating a safe and inclusive space for our students and employees of African descent. Whereas the college will take the lead in breaking barriers that reinforce racial division and social injustice.

Whereas the board applauds and endorses the college efforts to proactively create curriculum and extracurricular activities that

give our students the opportunity to hear a multitude of voices discussed and debate critical issues of social justice.

We support the provost's outreach to Arizona State University regarding pathways to a Bachelor degree program in social justice and human rights. We welcome the college-wide reading and discussion of Dr. Ibram X. Kendi's book, *How to be an Anarchist*, led by the teaching and learning center and office of diversity, equity, inclusion.

We acknowledge the ongoing work of the ethnic, gender, and transborder studies and sociology department to break down cultural barriers of all kinds, including the creation of two new African-American studies courses and related activities which began earlier this year.

We applaud the long-planned effort to engage the African-American community in a dialogue about education. We encourage the work of a task force to break down college barriers of all kinds.

Whereas the board recognizes that this message of support and solidarity of itself is inadequate in addressing the sadness and rage felt by Pima students and employees as well as by those in our community, and that it must be followed by comprehensive, consistent, sustained, and focused action by the college to bring about change in communities affected by racism and oppression.

Be it resolved, the college will engage in ongoing programs of social equity, advocacy designed to create dialogue and compassion and understanding that brings life to college vision for a community

that is culturally engaged, globally aware, safe for all points of views, and actively involved in supporting civil liberties and equal access to education, healthcare, and fundamental needs.

Further, the Governing Board recommends itself to support faculty, staff, administration in their stalwart pursuit of quality higher education for all who seek it in our community, knowing that education empowers a citizenry that can respond effectively to the challenges that confront them and is the most powerful tool in changing the world.

And I would just add that in these incredibly difficult times, I am so proud of our college community and what they do day in and day out to help create level equity in our community. Education truly is the most powerful tool.

With that, I vote aye.

>> MR. JEFF SILVYN: So, Mr. Clinco, just to clarify, do you want me to do a roll call?

Dr. Hay?

>> DR. MEREDITH HAY: Aye. I'm fully supportive. Thank you.

>> MR. JEFF SILVYN: Mr. Hanna?

>> MR. MARK HANNA: I vote yes. I am, as I said in my opening statement, that the action of the resolution is great. It's action that is absolutely needed, and I am indeed proud of our college and our focus on social justice as part of our mission.

I would absolutely encourage our college to continue to support programs like the ethnic, gender, and transborder studies program,

and of course our immigrant and refugee resource center.

I heartily vote aye on this.

>> MS. MARIA GARCIA: Aye. I want to thank Lee for his words. He covered everything. I'm very proud to serve on this board.

Thank you for your leadership. I vote aye.

>> MR. JEFF SILVYN: Mr. Gonzales?

>> MR. LUIS GONZALES: I also support it. But more important, I think it's a great honor in reference on behalf of PCC and the community of this initiative that we are taking right now.

Fully supportive of it. Thank you.

>> MR. DEMION CLINCO: With that, the motion and resolution to adopt the resolution passes unanimously.

I am very proud of this college. And we have a lot of work to do. That is certain. We have a lot of work to do, not just in this community but throughout this state.

With that, we have item 12, request for future agenda items.

Hearing none, our meeting is adjourned. Thank you all.

(Adjournment.)

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**Exhibit 35 - wward@pima.edu_Re_Energy Management
Project_2019_9_10**

From: "Ward, Bill" <wward@pima.edu>
To: eleon@pima.edu
CC: mposey@pima.edu
Date: 9/10/2019 4:51:16 PM
Subject: Re: Energy Management Project

Thanks.

On Tue, Sep 10, 2019, 4:25 PM Federico, Esther <eleon@pima.edu> wrote:

Added to Agenda. Thanks.
Esther Leon Federico
Support Coordinator – Facilities

Pima Community College
6680 S. Country Club Road
Tucson, AZ 85709-1800

Phone: (520) 206-2610
Fax: (520) 206-2736
eleon@pima.edu

On Tue, Sep 10, 2019 at 3:14 PM Ward, Bill <wward@pima.edu> wrote:

FYI...please include this for our Cabinet meeting tomorrow.

Bill

----- Forwarded message -----

From: **Davis, David** <ddavis57@pima.edu>
Date: Tue, Sep 10, 2019, 2:53 PM
Subject: Fwd: Energy Management Project
To:
Cc: Bill Ward <wward@pima.edu>, Mike Posey <mposey@pima.edu>

fyi

----- Forwarded message -----

From: **Bea, David** <dbea@pima.edu>

Date: Tue, Sep 10, 2019 at 2:51 PM

Subject: Energy Management Project

To: David Davis <ddavis57@pima.edu>, David Clark <djclark3@pima.edu>, Raj Murthy <rmurthy@pima.edu>, Gregory Wilson <gwilson@pima.edu>, Agnes Maina <amaina@pima.edu>, Jessica Normoyle <jnormoyle@pima.edu>, Jim Russell <jrussell34@pima.edu>

Good Afternoon,

I wanted to invite you to participate on an exciting upcoming College energy management project. This project is intended to: 1) update the College's energy management and HVAC systems; 2) integrate the systems and data within the College's academic programs via living labs; and 3) develop and track success of sustainability goals. The College is finalizing a Request for Proposal (RFP) to identify a partner that will assist the College with this long-term project.

We would like you to help by serving on the RFP evaluation committee, which will be chaired by Greg Wilson. We are expecting the initial work for this will comprise some prep work (reading proposals) and a couple of meetings, likely in the mid October timeframe. We may also touch base with you to gather information required as background or for other technical elements of the solicitation.

Thanks in advance for your participation and we will be in touch soon with additional information.

-Dave Bea

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Exhibit 36 - PCC Purchasing Report-Final



CliftonLarsonAllen

PIMA COMMUNITY COLLEGE

**INTERNAL CONTROL REVIEW REPORT
PROCUREMENT & CONTRACTS
JUNE 2021**

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Executive Summary

CliftonLarsonAllen LLP (CLA) performed an internal control review of the procurement and contracting functions at Pima Community College (the College). The internal control risk assessment was driven by the commitment the Organization has to ensuring their internal processes and controls are designed appropriately and operating as intended.

Internal control review for the purchasing and contracting processes is necessary to ensure that the Organization's policies and procedures address all material aspects of purchasing and contracting as well as applicable laws and regulations. This review provides assurance that adequate documentation is properly maintained, that all established policies and procedures are adhered to, and control structures are in place and effective.

The recommendations resulting from the internal control review are an opportunity to identify additional internal controls that should be implemented and documentation that needs to be revised or developed.

Objectives

The objectives of the internal control risk assessment of procurement and contracting are to provide an independent assessment and assurance to the Internal Audit Committee and management that:

- 1) The internal control framework that supports procurement and contracting activities is appropriate, complete and effective.
- 2) Procurement and contracting activities comply with applicable policies, procedures, laws and regulations

Scope

The scope of the internal control review included a review and evaluation of key controls and procedures over the College's procurement and contracting functions. The procedures were performed using a risk-based approach. The scope was specifically geared to identify internal controls implemented by management to ensure legal compliance, segregation of duties and integrity of transactions.

Additionally, the review included an evaluation of key controls over vendor maintenance. Vendor maintenance is an area of higher inherent risk particularly during the disruption produced by the recent health care pandemic.

Sampling Methodology

Our sample of twelve contracts was haphazardly selected from the population of 47 contracts from July 1, 2019 to June 30, 2020. The following reports were used in sample selection:

- Purchase Order Register
- Signed Contracts Listing

The American Institute of Certified Public Accountants (AICPA) sampling guidance was followed in selecting this sample. The AICPA requires a sample size ranging from 5-9 for population sizes of 52 in

order to conclude on the effectiveness of internal controls and compliance. The 12 contracts selected exceeds that requirement.

Selections

The following are the contracts tested.

| Vendor Name | Amount |
|------------------------------------|-----------------|
| Advanced Technologies Consultants | \$515,020.00 |
| Barker Contracting, Inc | \$13,094,769.00 |
| Blackboard Inc. | \$581,597.00 |
| Chasse Building Team Inc | \$12,308,024.81 |
| Dell Marketing LP | \$1,141,350.00 |
| Gordley Design Group Inc | \$894,080.42 |
| Insight Public Sector Inc | \$691,832.53 |
| Kittle Design And Construction LLC | \$791,789.00 |
| Lloyd Construction Company, Inc. | \$999,855.66 |
| Olympus Building Services, Inc. | \$1,880,000.00 |
| Southwest Hazard Control Inc | \$512,970.00 |
| SSVT Motors Inc | \$253,784.62 |

Approach

We compared College policies and procedures to key leading industry practices to identify control breakdowns. Qualitative and quantitative support was considered for the observations to develop value-add recommendations. The recommendations are meant to mitigate the risk associated with observations identified.

Conclusion

Overall, we noted that individuals were very knowledgeable of the processes, policies and procedures in which they are responsible and were able to provide the information needed to complete our internal control review procedures in a timely and efficient manner. The documentation received for testing was well organized and easily obtained.

Summary of Procedures and Recommendations

1) **Administrative Policies**

Procedures:

We obtained copy of laws, regulations and administrative policies and compared to process narratives, quick guides and manuals related to purchasing and contracting to verify the legal requirements were included and compared the District's internal controls and policies to industry standard control activities. Following is a listing of the manuals and policies reviewed:

- Procurement, Purchasing, and Acquisition Procedures Manual (July 1, 2018)
- Signature Authority Administrative Procedure AP 1.05.02
- Purchasing Policy Designation Administrative Procedure AP 4.01.05
- Contracts Administrative Procedure AP 4.01.03

- Submitting Requests for Contract Purchases Memo
- Centralized Procurement Services – Procedure Memo
- Purchasing Process Consideration and Expectations Memo

Findings:

No exceptions were noted

2) Compliance with Administrative Policies and Legal Requirements

Procedures:

We reviewed a sample of transactions for twelve contracts over \$250,000 for policy and internal control compliance. We verified the selected contracts received the appropriate approvals (including from Governance), followed the required competitive bid process, and included the terms and conditions required by the Arizona State Law.

Findings:

No exceptions were noted

3) User Access Rights and Segregation of Duties

Procedures:

We reviewed system access privileges to the procurement IT system to initiate, approve and release purchase order requests. We evaluated the adequacy of segregation of duties in this environment to ensure no user can perform all control points of the purchase order process.

Findings:

No exceptions were noted

4) Vendor Maintenance

Procedures:

We obtained the master vendor list and compared to employee listings to determine if there are inappropriate payments.

Findings:

No exceptions were noted.

Recommendations:

We noticed that a rather large vendor list exists and some of the duplicate and inactive vendors. We recommend that the vendor lists be reviewed periodically to remove inactive and duplicate vendors. This will assist with keeping the listing current and reduce the risk of fraud from potentially paying a vendor that has gone out of business.

Management's Response:

The Governing Board at its March 10, 2021 meeting approved a contract amendment with the College's ERP service provider (Banner Ellucian) to add e-Invoice and e-Procurement solutions that leverage the use of financial and compliance best practices to enhance the College's Procurement and Accounts Payable services. Technical and configuration work is in progress for e-Invoice. System design, testing,

implementation and training to follow with a "go-live" target date in November/December 2021. Project kick-off for e-Procurement took place in mid-June 2021. Project timeline for e-Procurement to be determined pending staffing resources evaluation to implement in overlap with e-Invoice project or following e-Invoice project. Noted as an item for review with the Ellucian, e-Invoice, and e-Procurement system consultants will be vendor file maintenance with specific focus as to how inactive and duplicate vendors are addressed/removed so as to not corrupt Banner ERP parent-child record integrity associations or history.

Target Date of Implementation:

November/December 2021 if implementation of e-Procurement project overlaps with implementation of e-Invoice project. June/July 2022 if e-Procurement project implementation follows e-Invoice project.