PIMA COUNTY COMMUNITY COLLEGE DISTRICT GOVERNING BOARD OPEN MEETING NOTICE AND AGENDA MARCH 8, 2017

NOTICE OF REGULAR GOVERNING BOARD MEETING

5:30 p.m. District Office Community/Board Room 4905 E. Broadway Tucson, AZ 85709-1010

AGENDA FOR MEETING*

ESTIMATED DURATION

- 1. General Matters
 - 1.1 Call to Order
 - 1.2 Pledge of Allegiance
 - 1.3 Roll Call
 - 1.4 Governing Board Recognition and/or Awards

20 min.

- Ricardo Pineda Albarrán, Mexican Consul recognition
- Faculty Emeritus recognition
- Remarks by study abroad program students
- 1.5 Public Comment Call to Audience

30 min.

The Pima Community College Governing Board welcomes public comment on issues within the jurisdiction of the College. Comments will be limited to five minutes per individual. At the conclusion of public comment, 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 a matter be put on a future agenda. Members of the Board, however, may not discuss or take legal action on matters raised during public comment unless the matters are properly noticed for discussion and legal action. Finally, be advised that internal College processes are available to students and employees for communication.

1.6 Remarks by Governing Board Members
[The Chairperson, Secretary and/or members of the Governing Board may

comment or provide summaries of recent College-related activities]

25 min.

1.7 Governing Board Committees

15 min.

• Finance and Audit Committee Update-Tracy Nuckolls [Additional information is available here]

Date: 03/8/17 Page 2

2. Reports

- 2.1 Administration Reports
 - Accreditation update Bruce Moses

10 min.

• Diversity, Inclusion and Global Education – Nic Richmond

10 min.

2.2 Reports by Representatives to the Board

25 min.

[The representatives to the Board will provide highlights of their group's activities during the preceding month(s) and issues and suggestions to be considered for administration follow-up or inclusion on a future Board meeting agenda.]

- Student Derrick Espadas
- Staff Michael Tulino
- Adjunct Faculty Carlo Buscemi
- Faculty David Morales
- Administrator Nina Corson
- 2.3 Chancellor's Report

10 min.

[Chancellor Lambert may report on current events at or involving the College; Legislative and Budget Updates and recent activities such as: community meetings, presentations and conferences]

- Update on summer schedule
- 3. Information Items 10 min.
 - 3.1 Financial Report-January 2017 Financial Statements
 - 3.2 Employment Information
 [Appointments, acting assignments, retirements and separations]
 - 3.3 Adjunct Faculty Appointments
 - 3.4 Regular Faculty Appointments for Fiscal Year 2017-2018
 - 3.5 Changes to Fiscal Year 2017-2018 Cost Recovery Course Fees
 - 3.6 Administrative Procedure Changes

[AP 3.01.01: Certifying Faculty Teaching Credit Bearing Courses — Revised]

[AP 3.21.01: Transfer and Prior Learning Credit — *Revised*]

[AP 3.30.01: Academic Standing Policy — New]

3.7 New Board Policy – First Reading

[BP 1.12: Chancellor Emeritus Status — *New*]

3.8 Diversity Plan update and discussion

[View the Draft Diversity Plan]

Discussion Item

3.11 Board Policy Substantive Changes – First Reading [BP 6.06: Intellectual Property Ownership]

4. Action Items

4.1 Consent Agenda

5 min.

- (1) Approval of Minutes of the following meetings:
 - A. Regular Meeting of January 11, 2017
 - B. Special Meeting of January 30, 2017
 - C. Study Session of January 30, 2017
 - D. Special Meeting to conduct Executive Session on February 8, 2017
 - E. Regular Meeting of February 8, 2017
- (2) Multiple Program Inactivations
- (3) Contract: Adobe Software, 2017-2020
 [To approve the contract renewal for Adobe Software. The three-year agreement covers College-wide licensing for Adobe Software; total costs are not expected to exceed \$207,027.00 for the 2017-2020 years]

 Adobe Software contract
- (4) Contract: Employee Dental Benefits, Fiscal Year 2017-2018
- (5) Contract: Life and AD&D Insurance, Fiscal Year 2017-2018
- (6) Contract: Short Term Disability Insurance, Fiscal Year 2017-2018
- (7) Contract: Upgrade of Avaya Phone System
 [To approve a contract with ConvergeOne to upgrade the Avaya Telephone
 System. Total contract costs are not expected to exceed \$444,000; the project
 was previously approved by the Governing Board in the 2017-18 Capital
 Budget]
 Avaya Telephone System contract
- (8) Sabbatical Approval For Fall 2017 and Spring 2018 [To approve full-pay sabbaticals for Instructional Faculty Teresa Campbell, James De La Rosa, Shelly Dorsey, Noah Fay, Stephen Grede, Virginia Harmelink, and David Williamson]

4.2 Other Action Items

(1) Contract: Employee Medical Benefits and Pharmaceutical Benefits, Fiscal 10 min. Year 2017-2018

(2) Academic Year 2017-2018 Student Tuition and Service Fee

20 min.

• Tuition and benefit update

Adjournment

Regular Meeting April 12, 2017, 5:30 p.m. District Office Community Board Room 4905 E. Broadway Tucson, AZ 85709-1010

- * Option to recess into legal advice executive session Pursuant to A.R.S. §38-431.03(A)(3) the Governing Board may vote to go into executive session for the purpose of obtaining legal advice from its legal counsel with respect to any item listed on this agenda or any addendum thereto.
- * The Governing Board reserves the right to take action on any agenda item and to take items out of the order listed on the agenda.
- * **Additional Information** Additional information about the above agenda items can be found in the Governing Board packet that is available for review at the Campus Libraries and on the College's website at www.pima.edu/board/packets.
- * To request a reasonable accommodation for individuals with disabilities, a minimum of 5 business days before the event is requested. Contact Phone: (520) 206-4539; Fax: (520) 206-4567.

Members of the Governing Board may participate by telephone, video or internet conferencing.

Meeting presentations will be posted within a reasonable time following the meeting.

PimaCountyCommunityCollegeDistrict Governing Board 4905C East Broadway/Tucson, Arizona 85709-1010

GENERAL MATTERS

Meeting Date: 3/8/17		Item Number: 1					
	Item Title	Contact Person					
Genera	al Matters	Chancellor's Office (206-4747)					
1.1	Call to Order						
1.2	Pledge of Allegiance						
1.3	Roll Call						
1.4	Governing Board Recognition and/or Awards						
1.5	Public Comment						
1.6	Governing Board Member Remarks						
1.7	Board Committees						
Approv	val						
Cha	Lee D. Lambert, J.D.						

PimaCountyCommunityCollegeDistrict Governing Board 4905C East Broadway/Tucson, Arizona 85709-1010

REPORTS

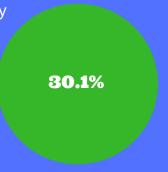
Meeting	g Date: 3/8/17	Item Number: 2
	Item Title	Contact Person
Reports		Chancellor's Office (206-4747)
2.1	Administration Reports	
2.2	Reports by Representatives to the Board	
2.3	Chancellor's Report	
Approv	al	
Char	ncellor	
	Lee D. Lambert, J.D.	

Pima Community College Core Theme: Diversity, Inclusion and Global Education

Objectives:

- Expand and support the diversity of the College's student population
- Close the achievement gap
- Expand and support the diversity of the College's workforce
- Develop and increase the student population through global education

Percentage of Pima County residents aged 25 years and over who are Hispanic or Latino



Percentage of Pima County residents
with Bachelor Degree or higher
who are aged 25 years and
older and are Hispanic or
Latino

77.9% for White (not Hispanic or Latino)

60.5% for White (not Hispanic or Latino)







regardless of age or education level are: 36.4% Hispanic or Latino 52.7% White (not Hispanic or Latino) 2.4% Native American and Alaska Native (not Hispanic or Latino)

Comparison: Pima County residents,

Hispanic or Latino

White (not Hispanic or Latino)

Native American and Alaska Native (not Hispanic or Latino)

PCC headcount is dropping across all race/ethnicity categories. The arrows in the chart above represent the change in the proportion of total headcount in the specific race/ethnicity category.

Two year student progress from VFA (2013):

Compared with White (not Hispanic or Latino) students, Hispanic or Latino students have:



Higher fall to next term retention (68.8% compared with 60.6%)



Lower first term credit success rate (67.1% compared with 75.8%)



Lower two year credit success rate (69.3% compared with 78.0%)

Six year student outcomes from VFA (2009):

Compared with White (not Hispanic or Latino) students, Hispanic or Latino students:



Graduate at a slightly higher rate (16.7% compared with 15.3%)



Transfer at a lower rate (24.9% compared with 37.8%)



Leave with less than 30 credit hours at a higher rate (39.4% compared with 33.6%)

PimaCountyCommunityCollegeDistrict Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

INFORMATION ITEM

Meeting Date: 3/8/17 Item Number: 3.1

Item Title

Contact Person

Financial Report – January 2017 Financial Statements

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Recommendation:

Attached are the financial statements showing preliminary 2016/17 results through January 2017. Time will be provided to discuss College fiscal matters.

Justification:

Summary of Revenues & Expenditures – General & Designated Funds – Actuals vs. Budget:

The January preliminary results indicate that total year-to-date revenue is higher than the total year-to-date expenditures by about \$23.7 million compared to approximately \$20.4 million in the previous year.

The preliminary results indicate that the College concluded January with total revenues in General and Designated funds higher than the previous fiscal year by \$1.0 million. Specifically, tuition and fees revenue has decreased by \$1.1 million, property tax revenue has increased by \$2.4 million and other revenue has decreased by \$0.3 million.

Compared with the same time period in fiscal year 2016, actual expenditures have decreased by about \$2.3 million. When compared to the same time period of the previous fiscal year, personal services decreased by \$2.6 million primarily due to net vacancies and staff reduction. Services and supplies and other expenditures, excluding transfers, have increased by \$0.3 million.

Statement of Revenues, Expenses and Changes in Net Position:

The preliminary results indicate that the College concluded January with a year to date increase in net position of about \$18.5 million. This is an increase compared to the previous year's increase of \$14.0 million, primarily due to the decrease in expenses.

Summary of Expenditures – General and Designated Funds – Actuals vs. Budget:

In terms of budget to actual performance, General and Designated Fund expenditures are lower than budget at this time. Personal Services expenditures are 53.3 percent of budget, which is a lower percentage than the previous year. In absolute terms, year-to-date Personal Services expenditures were \$64.3 million, which is lower than the \$66.9 million amount from the same period of fiscal year 2016.

(Continued)

Date: 3/8/17 Page 2

Services and Supplies expenditures are approximately 43.6 percent of the budget, which is a lower percentage than the previous year. In absolute terms, Services and Supplies expenditures were \$15.0 million which is slightly higher than the \$14.8 million amount from the same period of fiscal year 2016.

Statement of Net Position:

As shown in *The Statement of Net Position*, the total net position at the end of January was \$84.8 million, which is an increase of about \$2.9 million compared to the same time last year. This represents a decrease of \$1.1 million in Total Assets/Deferred Outflow of Resources and a decrease of \$4.0 million in Total Liabilities/Deferred Inflow of Resources.

_					_	
Δ	n	n	ro	1/2	a۱	C
$\boldsymbol{-}$	v	v	ıv	•	αп	J

Contact Person

David Bea, Ph.D.

Chancellor_

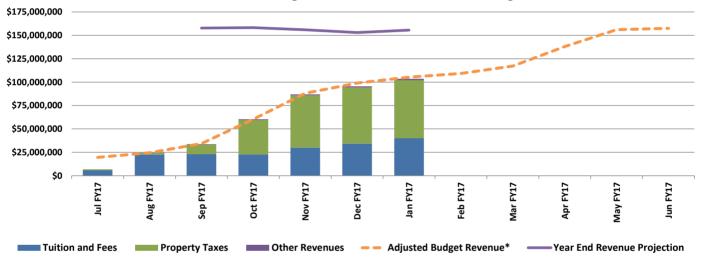
Lee D. Lambert, J.D.

Summary of Revenues & Expenditures - General & Designated Funds - Actuals vs. Budget

Year to Date For the Seven Months Ending January 31, 2017

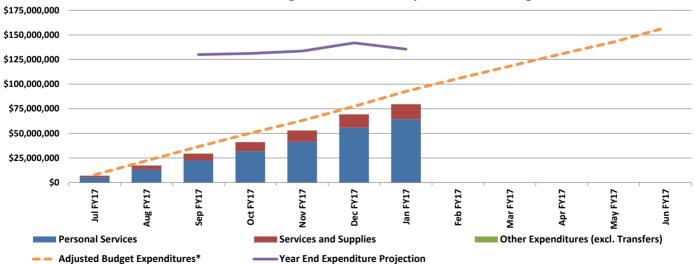
(Preliminary)	FY 2016/17				FY 2015/16			
	Adjusted		Υ	ear to Date	Yea		ear to Date	
	Ar	nnual Budget		Actuals	%		Actuals	%
Revenues								
Tuition and Fees	\$	47,180,000	\$	39,994,269	84.8 %	\$	41,129,485	76.5 %
Property Taxes		107,347,000		62,069,020	57.8 %		59,681,051	57.2 %
Other Revenue		2,976,000		1,548,400	52.0 %		1,801,985	52.3 %
Total Revenues	\$	157,503,000	\$	103,611,689	65.8 %	\$	102,612,521	63.5 %
<u>Expenditures</u>						ĺ		
Personal Services		120,737,077		64,305,609	53.3 %		66,941,850	53.8 %
Services and Supplies		34,416,535		15,006,833	43.6 %		14,781,788	43.8 %
Other Expenditures (excl. Transfers)		2,170,108		574,713	26.5 %		448,496	22.1 %
Total Expenditures	\$	157,323,720	\$	79,887,155	50.8 %	\$	82,172,134	51.3 %

General & Designated Funds YTD Revenues vs. Budget



^{*}Adjusted Budget Revenue Excludes Fund Balance

General & Designated Funds YTD Expenditures vs. Budget



^{*} Adjusted Budget Expenditures Excludes Contingency & Reserves

Note: Year End Projections are only provided September through June for both revenue and expenditures due to data limitations.

Statement of Revenues, Expenses and Changes in Net Position

Year To Date For Seven Months Ending January 31, 2017

(Preliminary)				FY 20	16/	17				FY 2015/16
	(General &	-	Auxiliary &						Prior Year
		Designated		Restricted		Plant &		Total		Totals as of
		Funds		Funds	0	ther Funds		All Funds	Ja	nuary 31, 2016
Operating Revenues										
Tuition and Fees	\$	39,994,269	\$	1,409	\$	995,560	\$	40,991,238	\$	42,183,234
Contracts		1,083,067						1,083,067		1,440,713
Auxiliary Enterprises				482,020				482,020		527,475
Commission and Rents		12,500		218,165				230,665		173,266
Other Operating Revenues		222,701		227,860		4,712		455,273		433,412
Total Operating Revenues		41,312,537		929,454		1,000,272		43,242,263		44,758,100
Nonoperating Revenues										
State Appropriations										
Property Taxes		62,069,020				(353)		62,068,667		59,679,026
Federal Grants		38,343		19,660,523		(555)		19,698,866		22,019,368
State and Local Grants		37,203		923,969				961,172		1,072,685
State Shared Sales Taxes		37,203		949,615				949,615		1,119,212
Gifts				36,121				36,121		37,104
Investment Income		154,586		5,972				160,558		185,123
Net Nonoperating Revenues		62,299,152		21,576,200		(353)		83,874,999		84,112,518
Total Revenues	<u> </u>	103,611,689	\$	22,505,654	\$	999,919	ć	127,117,262	\$	128,870,618
Operating Expenses Educational and General										
Instruction		27,084,379		1,999,431		167,428		29,251,238		30,120,600
Academic Support		12,482,612		1,993,840		531,117		15,007,569		15,895,743
Student Services		13,655,128		1,853,147		38,808		15,547,083		15,755,569
Institutional Support		19,144,354		(235,935)		430,097		19,338,516		20,022,622
Operation and Maintenance of Plant		6,918,422		887,145		889,961		8,695,528		9,187,033
Depreciation						4,261,087		4,261,087		4,636,322
Student Financial Aid		602,260		15,531,089				16,133,349		18,920,309
Auxiliary Enterprises				358,912				358,912		377,964
Contingency										
Total Operating Expenses	<u>\$</u>	79,887,155	\$	22,387,629	\$	6,318,498	\$	108,593,282	\$	114,916,162
Income Before Other Expenses	\$	23,724,534	\$	118,025	\$	(5,318,579)	\$	18,523,980	\$	13,954,456
Turnellan		(2.024.247)		(2.072.602)		F 702 0F0			1	
Transfers Capital Appropriations		(2,831,347)		(2,872,603)		5,703,950				
Capital Appropriations Capital Gifts and Grants										10,500
Capital Girts and Grants										10,300
Increase (Decrease) in Net Position	\$	20,893,187	\$	(2,754,578)	\$	385,371	\$	18,523,980	\$	13,964,956
Net Position										
Total Net Position - Beginning of Year		(67,414,892)		14,330,601		119,371,577		66,287,286		67,985,944
Total Net Position - End of Period	\$	(46,521,705)	\$	11,576,023	\$	119,756,948	\$	84,811,266	\$	81,950,900
Total Not Desition Find of Desired C	`•••	ant Voor are D		Vaar			<u>۲</u>	2 960 266		
Total Net Position - End of Period: C	urre	mt Year vs. Pr	ıor	rear		=	\$	2,860,366		



Summary of Expenditures - General & Designated Funds - Actuals vs. Budget Year To Date For Seven Months Ending January 31, 2017

(Preliminary)	FY 2016/17							FY 2015/1	.6
	Adjusted	Υ	ear to Date			Available	Year to Date		
	Annual Budget		Actuals	%		Budget		Actuals	%
Expenditures by Function									
Educational and General									
Instruction	\$ 54,620,647	\$	27,084,379	49.6 %	\$	27,536,268	\$	27,823,222	48.2 %
Academic Support	24,814,939		12,482,612	50.3 %		12,332,327		13,036,938	51.5 %
Student Services	29,053,562		13,655,128	47.0 %		15,398,434		14,157,665	48.8 %
Institutional Support	36,190,429		19,144,354	52.9 %		17,046,075		19,174,630	49.7 %
Operation and Maintenance of Plant	14,213,775		6,918,422	48.7 %		7,295,353		7,387,217	52.8 %
Student Financial Aid	1,366,473		602,260	44.1 %		764,213		592,462	48.4 %
Other Expenses									
Transfers	2,831,347		2,831,347	100.0 %				(2,190,800)	93.8 %
Fund balance reserved for contingency	4,742,827					4,742,827			
Total Expenditures by Function	\$ 167,833,999	\$	82,718,502	49.3 %	\$	85,115,497	\$	79,981,334	47.9 %
,									
Expenditures by Account									
Personal Services									
Administrative Personnel	\$ 6,356,237	\$	3,455,942	54.4 %	\$	2,900,295	\$	3,719,153	56.7 %
Faculty	21,408,985		12,249,391	57.2 %		9,159,594		12,839,526	53.6 %
Additional Compensation - Faculty	1,375,804		580,336	42.2 %		795,468		601,866	43.0 %
Adjunct Faculty	11,412,900		7,000,466	61.3 %		4,412,434		6,955,125	59.2 %
Classified Staff	46,910,433		24,112,538	51.4 %		22,797,895		25,439,373	53.3 %
Other Compensation	4,449,765		2,050,507	46.1 %		2,399,258		2,097,609	49.4 %
Student Employment / Workstudy									
Fringe Benefits	28,822,953		14,856,429	51.5 %		13,966,524		15,289,198	53.2 %
Total Personal Services	120,737,077		64,305,609	53.3 %		56,431,468		66,941,850	53.8 %
Services and Supplies									
Communications and Utilities	6,332,686		2,613,372	41.3 %		3,719,314		2,823,612	45.2 %
Travel	2,891,053		614,113	21.2 %		2,276,940		756,828	25.5 %
Contractual Services	13,822,098		7,112,876	51.5 %		6,709,222		6,518,266	47.4 %
Supplies and Materials	7,091,082		1,970,893	27.8 %		5,120,189		2,002,142	28.7 %
Student Financial Aid	1,366,473		602,260	44.1 %		764,213		592,462	48.4 %
Current Fixed Charges	2,913,143		2,093,319	71.9 %		819,824		2,088,478	80.0 %
Total Services and Supplies	34,416,535		15,006,833	43.6 %		19,409,702		14,781,788	43.8 %
Capital Equipment	446,680		244,815	54.8 %		201,865		236,422	46.1 %
Transfers	2,831,347		2,831,347	100.0 %		- ,		(2,190,800)	93.8 %
Other Expenditures	1,723,428		329,898	19.1 %		1,393,530		212,074	14.0 %
Contingency and Reserves	7,678,932		323,030	23.1 /0		7,678,932			_ 1.0 /0
Total Expenditures by Account	\$ 167,833,999	\$	82,718,502	49.3 %	¢	85,115,497	\$	79,981,334	47.9 %
. Juli Experiored by Account	7 101,033,333	7	32,710,302	75.5 /0	7	33,113,737	7	, 5,501,554	77.5 /0

Total Net Position: Current Year vs. Prior Year

Statement of Net Position

					1
(Preliminary))16/17		FY 2015/16
	General &	Auxiliary &			Total All Funds
	Designated	Restricted	Plant &	Total	Prior Year as of
	Funds	Funds	Other Funds	All Funds	January 31, 2016
Assets					
Current Assets					
Cash and Cash Equivalents	\$ 21,535,902	\$ 10,135,089	\$ 16,762,469	\$ 48,433,460	\$ 42,898,440
Short-term Investments	25,251,641			25,251,641	25,107,086
Receivables:					
Property Taxes	4,495,248		12,131	4,507,379	4,382,319
Accounts (net of allowances)	13,685,577			13,685,577	13,942,197
Government Grants and Contracts		1,393,156		1,393,156	697,231
Student Loans			61	61	2,682
Other	187,509	51,491	173,740	412,740	1,099,339
Inventories	127,091			127,091	132,386
Prepaid Expenses	592,891		27,879	620,770	834,128
Total Current Assets	65,875,859	11,579,736	16,976,280	94,431,875	89,095,808
Noncurrent Assets	, ,	. ,	, ,	, ,	, ,
Restricted Cash and Cash Equivalents			1,040,396	1,040,396	252,201
Notes Receivable (net of allowances)			, ,	, ,	·
Other Long-term Investments	31,298,703			31,298,703	31,008,928
Investments in Capital:	- ,,. 00			- ,,	
Land			15,291,311	15,291,311	15,291,311
Buildings & Leasehold improvements			_5,_5 1,511	_5,_51,511	10,201,011
(net of depreciation)			80,398,820	80,398,820	84,786,027
Construction in Progress			55,556,620	30,330,020	54,760,027
Equipment (net of depreciation)			4,804,558	4,804,558	5,411,514
Library Books (net of depreciation)			1,817,343	1,817,343	1,814,123
Total Noncurrent Assets	31,298,703		103,352,428	134,651,131	138,564,104
Total Noncal City Assets	31,230,703		103,332,420	134,031,131	130,304,104
Total Assets	\$ 97,174,562	\$ 11,579,736	\$ 120,328,708	\$ 229,083,006	\$ 227,659,912
Total Deferred Outflows of Resource	es \$ 13,787,355	\$ -	\$ -	\$ 13,787,355	\$ 16,340,337
Liabilities					
Current Liabilities	4.645.045			4.645.045	
Accrued Payroll and Benefits	4,615,215				
Accounts Payable and Accrued Liabilities	225,452	3,713		4,615,215	
Deposits Held in Custody		3,713	90,282	319,447	806,059
Current Portion of Long-term Liabilities		·	90,282 481,478	319,447 481,478	806,059 420,467
=	4,568,573		481,478	319,447 481,478 4,568,573	806,059 420,467 4,494,530
Total Current Liabilities	4,568,573 9,409,240		·	319,447 481,478	806,059 420,467 4,494,530
Total Current Liabilities Noncurrent Liabilities	9,409,240	3,713	481,478	319,447 481,478 4,568,573 9,984,713	806,059 420,467 4,494,530 10,320,256
Total Current Liabilities Noncurrent Liabilities Unearned Revenue	9,409,240 5,250	3,713	481,478	319,447 481,478 4,568,573 9,984,713 5,250	4,494,530 10,320,256 5,255
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities	9,409,240 5,250 3,441,777	3,713	481,478	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability	9,409,240 5,250 3,441,777 133,407,309	3,713	481,478	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities	9,409,240 5,250 3,441,777	3,713	481,478	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability	9,409,240 5,250 3,441,777 133,407,309	3,713	481,478	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities	9,409,240 5,250 3,441,777 133,407,309 136,854,336	3,713	481,478 571,760	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources	9,409,240 5,250 3,441,777 133,407,309 136,854,336	3,713	481,478 571,760	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities	9,409,240 5,250 3,441,777 133,407,309 136,854,336	\$ 3,713	481,478 571,760	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713	\$ 571,760 \$ 571,760	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713	481,478 571,760	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713	\$ 571,760 \$ 571,760	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713	\$ 571,760 \$ 571,760 \$ -	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049 11,220,046 \$ 11,220,046	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position Net Investment in Capital Assets	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713	\$ 571,760 \$ 571,760	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position Net Investment in Capital Assets Restricted for:	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713	\$ 571,760 \$ 571,760 \$ -	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049 11,220,046 \$ 11,220,046	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position Net Investment in Capital Assets Restricted for: Loans	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713	\$ 571,760 \$ 571,760 \$ - 102,312,032 56,921	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049 11,220,046 \$ 11,220,046	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position Net Investment in Capital Assets Restricted for: Loans Debt Service	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713	\$ 571,760 \$ 571,760 \$ -	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049 11,220,046 \$ 11,220,046	806,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position Net Investment in Capital Assets Restricted for: Loans Debt Service Other (Capital Projects)	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713 \$ 3,713	\$ 571,760 \$ 571,760 \$ - 102,312,032 56,921	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049 11,220,046 \$ 11,220,046	\$06,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008 107,302,975 170,583 66,535
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position Net Investment in Capital Assets Restricted for: Loans Debt Service Other (Capital Projects) Grants and Contracts	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576 11,220,046 \$ 11,220,046	\$ 3,713 \$ 3,713 \$ -	\$ 571,760 \$ 571,760 \$ - 102,312,032 56,921 744,790	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049 11,220,046 \$ 11,220,046 102,312,032 56,921 744,790 1,918,781	\$06,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008 \$ 107,302,975 170,583 66,535 1,737,056
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position Net Investment in Capital Assets Restricted for: Loans Debt Service Other (Capital Projects)	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576	\$ 3,713 \$ 3,713 \$ -	\$ 571,760 \$ 571,760 \$ - 102,312,032 56,921	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049 11,220,046 \$ 11,220,046	\$06,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008 107,302,975 170,583 66,535
Total Current Liabilities Noncurrent Liabilities Unearned Revenue Long-term Liabilities Net Pension Liability Total Noncurrent Liabilities Total Liabilities Deferred Inflows of Resources Deferred Inflows Related to Pensions Total Deferred Inflows of Resources Net Position Net Investment in Capital Assets Restricted for: Loans Debt Service Other (Capital Projects) Grants and Contracts	9,409,240 5,250 3,441,777 133,407,309 136,854,336 \$ 146,263,576 11,220,046 \$ 11,220,046	\$ 3,713 \$ 3,713 \$ -	\$ 571,760 \$ 571,760 \$ - 102,312,032 56,921 744,790	319,447 481,478 4,568,573 9,984,713 5,250 3,441,777 133,407,309 136,854,336 \$ 146,839,049 11,220,046 \$ 11,220,046 102,312,032 56,921 744,790 1,918,781	\$06,059 420,467 4,494,530 10,320,256 5,255 3,552,922 126,727,908 130,286,085 \$ 140,606,341 21,443,008 \$ 21,443,008 \$ 107,302,975 170,583 66,535

\$ 2,860,366

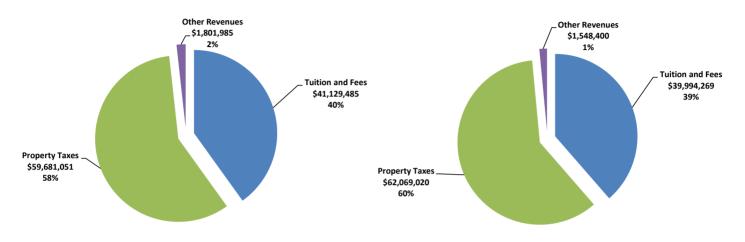
General & Designated Fund Revenue Year to Date Comparison with Prior Year

General & Designated Funds YTD Revenues - FY16 - Prior Year

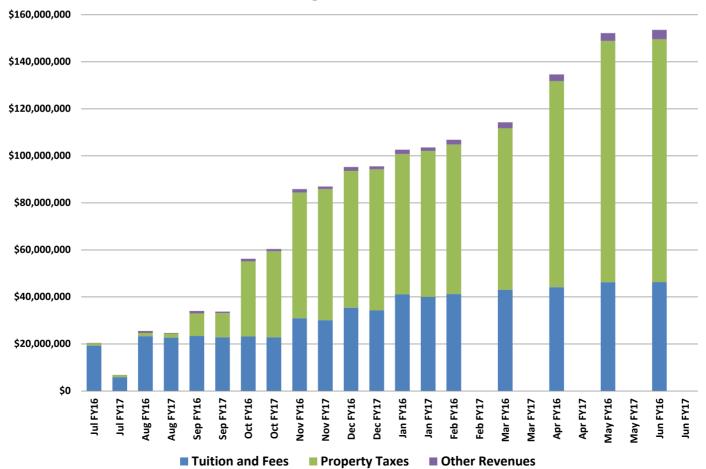
For the Seven Months Ending January 31, 2016 Total of \$102,612,521

General & Designated Funds YTD Revenues - FY17 - Current Year

For the Seven Months Ending January 31, 2017 Total of \$103,611,689



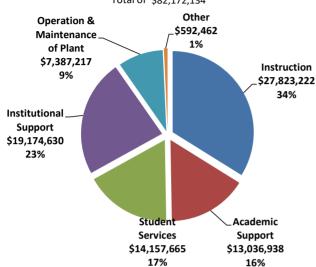
General & Designated Funds YTD Revenues



General & Designated Fund Expenditures Year to Date (excluding Transfers) Comparison with Prior Year

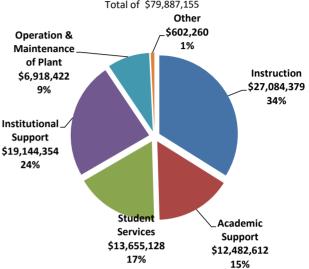
General & Designated Funds YTD Expenditures by Program - FY16 - Prior Year

For the Seven Months Ending January 31, 2016 Total of \$82,172,134

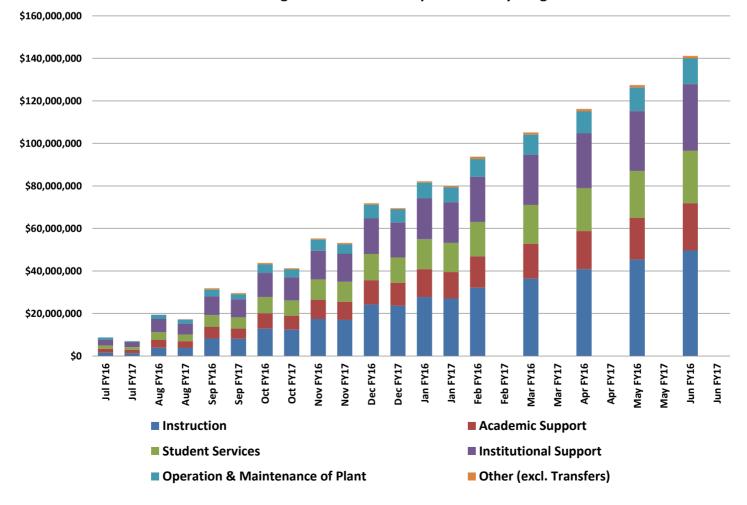


General & Designated Funds YTD Expenditures by Program - FY17 - Current Year

For the Seven Months Ending January 31, 2017 Total of \$79,887,155



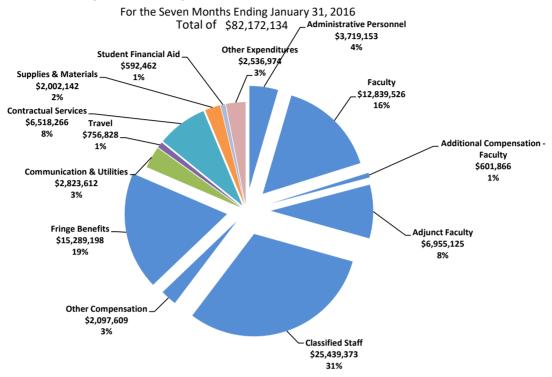
General & Designated Funds YTD Expenditures by Program



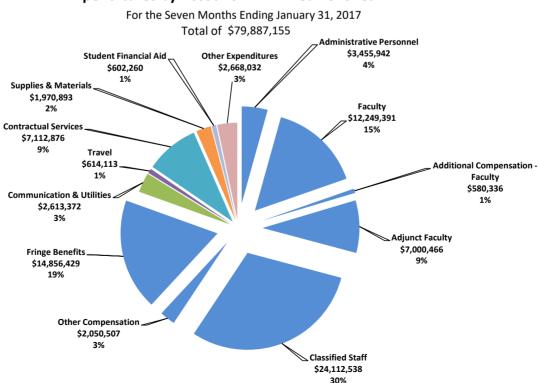


General & Designated Fund Expenditures Year to Date (excluding Transfers) Comparison with Prior Year

General & Designated Funds YTD Operating and Personnel Expenditures by Account - FY16 - Prior Year

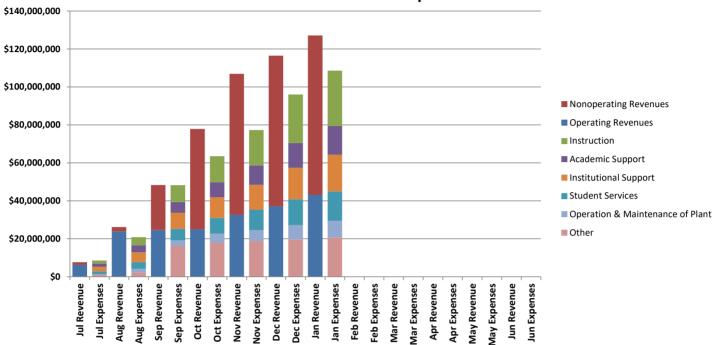


General & Designated Funds YTD Operating and Personnel Expenditures by Account - FY 17 - Current Year



All Funds Revenue & Expenses Year to Date Current Year





Statement of Net Position

Glossary for Financial Reports

Λ	cc	Δ.	tc
А	22	e	LS

Current Assets Assets that will be converted into cash or consumed in a relatively short period of time, usually within a year.

Cash & Cash Equivalents Short-term, highly liquid investments that are readily convertible to known amounts of cash and have

insignificant risk of changes in value because of changes in interest rates. Generally, only investments of original maturities of three months or less meet this definition. Cash held by external investment managers

may be considered to be investments.

Short-term Investments Readily marketable securities that can easily be sold and converted back into cash. For example, coupon

bonds that will mature this year. RBC Global Asset Management manages the College's additional short-term

investments. The duration of the investments is less than one year.

Receivables A financial instrument that gives the institution the right and another party the obligation, to make a

payment at a future date, generally of cash.

Property taxes The amount of property taxes that the College expects to collect in the next month. General Fund property

taxes are used to support operations. The Plant Fund property taxes are used to pay down General Obligation

bonds.

Accounts Student account receivables. Student receivables arise from transactions related to tuition and fees. It's

normal for students to register for classes in advance of the start of the term without first paying in full. When a student registers for classes a receivable is created. In the majority of instances, a portion of the receivable will be satisfied by financial aid—either in the form of scholarships, grants, tuition waivers, or loans. Any remaining balance is expected to be paid by the student, the student's parents, or a third party

(e.g., the student's employer).

(net of allowances) The collectability of receivables is reviewed at fiscal year-end and the value of the allowance for doubtful

accounts is adjusted as necessary to ensure its adequacy. The allowance is increased or decreased when

necessary to adjust the carrying value of receivables to the expected net realizable value.

Government Grants &

Contracts

Higher education institutions routinely receive grants and contracts from the federal government or other entities to support research or training. Federal Pell Grants account for the majority of the College's

government grants. The grants are applied to students' accounts and the remaining funds are reimbursed to the student. At the same time, a receivable is created to record the funds due the College from the

Department of Education.

Student Loans Student loans receivable consists of book loans made to students where the College is responsible for

collecting the balance due.

Other Other receivables include refund repayments, third party payments, International Student Insurance Fees,

non-sufficient funds (NSF) checks and check fees, and late fees. Also included are Federal Family Educational Loans and Federal Direct Loans which are passed through the College to the student but are not managed by

the College. These loans are applied to the student's account and the College is reimbursed after the fact.

Inventories Facilities maintains parts and tools in inventory that are regularly needed. Facilities personnel manage and

track these assets. Once a year for the annual financial report, finance adjusts the inventory value based on

the available assets at June 30.

Prepaid Expenses Prepaid Expenses are assets created by the early payment of cash. For example, an annual insurance

payment is made in January that covers 6 months in the current fiscal year and 6 months in the next fiscal

year. Half of this type of payment is classified as a prepaid expense.

Glossary for Financial Reports

,	
Noncurrent Assets	Assets that will not be converted into cash or consumed in a relatively short period of time, usually within a year.
Restricted Cash & Cash Equivalents	If cash and cash equivalents are restricted for use, for other than current operations, they should be classified as noncurrent assets. The College's restricted cash includes cash collected for debt payments, cash in the National Direct Student Loan fund and agency cash held for loans, third-party scholarships, and student clubs.
Notes Receivable	Various federal loan programs are available to students who meet eligibility requirements. Notes Receivable is for National Direct Student Loans (NDSL) and Perkins loans where the College is responsible for collecting the balance.
Other Long-term Investments	Investments have maturities greater than one year. For example, coupon bonds with maturities greater than one year. RBC Global Asset Management manages the College's other long-term investments. The maturities are generally from one to three years.
Investments in Capital	Assets of a durable nature that are used to provide economic benefits for more than one year including the following categories: land, buildings, and leasehold improvements, construction in progress, equipment, and library materials.
Land	This category includes all land that is purchased or acquired by gift or bequest. The institution must have title to the land. Land is not depreciated.
Buildings & Leasehold improvements	This category consists of all structures used for operating purposes. Included are all permanently attached fixtures, machinery, and other components that cannot be removed without damaging the buildings. Building improvements are capitalized if they extend the asset's useful life.
Construction in Progress	This category includes the cost of construction work, which is not yet completed. The item is not depreciated until the asset is placed in service. Normally, upon completion, a construction in progress (CIP) item is reclassified, capitalized, and depreciated. Costs associated with the construction of a new building would be included in this category.
Equipment	Equipment represents personal property that is movable. Examples of movable equipment include furniture, teaching equipment, laboratory equipment, and motor vehicles. The College's capitalization threshold is \$5,000.
Library Books	The College considers library books to be a group asset and capitalizes each year's additions and adjusts for deletions to the holdings.
(net of depreciation)	Buildings and building improvements, equipment and library books are depreciated over their useful lives. This adjustment is netted with the value of the asset reported in the categories above.
Deferred Outflows of Resources	The consumption of net position by the college that is applicable to a future reporting period.
Deferred Outflows Related to Pensions	The consumption of net position related to pensions arising from certain changes in the net pension liability.

Liabilities

Current Liabilities Current liabilities are the portion of obligations (amounts owed) due to be paid within the current operating cycle (normally a year) and that normally require the use of existing current assets to satisfy the debt.

Accrued Payroll & Benefits

Glossary for Financial Reports

Institutions collect funds from the employer and the employee each payroll to pay for taxes and benefits. The amount collected and due to the government and vendors creates a liability until the payment is made. The College's payroll liabilities include Federal and State income taxes, FICA, Medicare, health and dental insurance, retirement contributions, medical and dependent care flexible spending plans, etc. A portion of the payable is also deferred pay for faculty.

Accounts Payable & Accrued Liabilities When goods or services are received, a liability is created, unless cash is paid immediately. The College also records a liability when a payment or financial aid is approved, but not yet applied to a student account.

Deposits Held in Custody

These are funds held by the institution for others. The institution handles these accounts as agency funds. The College's deposits held in custody include the Federal Direct Loans and Federal Family Educational Loans, third party scholarships and student club funds. The College is a pass-through agency holding the funds temporarily.

Current Portion of Long-term Liabilities This category includes the portion of long-term liabilities that are expected to be paid within the current operating cycle. The College's current portion of long-term liabilities includes a portion of the compensated absences. A liability is accrued for compensated absences that have been earned based on services already rendered and that are not contingent on a specific event outside the control of the employer or employee. This includes the dollar value of employee vacation and sick leave.

Noncurrent Liabilities

Noncurrent liabilities are the portion of obligations (amounts owed) not due to be paid within the current operating cycle.

Unearned Revenue

Unearned revenue results when payments have been received for services or goods not yet delivered. The College's main source of unearned revenue is generated by prepayments of tuition and fees by students, third parties, or financial aid.

Long-term Liabilities

Public institutions often issue long-term debt to finance construction or acquisition of academic, student service, or auxiliary enterprise facilities. Long term liability accounts are the portions of debts with due dates greater than twelve months.

Net Pension Liability

The liability to employees for benefits provided through a defined benefit pension plan.

Deferred Inflows of Resources

The acquisition of net position by the college that is applicable to a future reporting period.

Deferred Inflows Related to Pensions

The acquisition of net position related to pensions arising from certain changes in the net pension liability.

Net Position

Net position is the calculation of assets, plus deferred outflows of resources, minus liabilities, minus deferred inflows of resources. This title and definition of Net Position was changed with Governmental Accounting Standards Board (GASB) Statement No. 63, previously it was titled Net Assets.

Net Investment in Capital Assets

The net invested in capital assets includes the institution's carrying value of capital assets (cost minus accumulated depreciation) net of any debt outstanding that was used to finance the construction or purchase of such assets.

Restricted Assets

Restricted net assets is the portion of net position subject to externally-imposed constraints placed on their use by creditors (such as through debt covenants), grantors, contributors, or laws and regulations of other governments. The College has restricted net assets for loans, debt service, grants, and contracts.

Unrestricted Assets

Unrestricted net assets consist of net assets that do not meet the definition of restricted or invested in capital assets, net of related debt.

Statement of Revenues, Expenses and Changes in Net Position

galleries

Glossary for Financial Reports

	s, expenses and changes in Net i osition
Operating Revenues	Revenues resulting from the normal operations of a business.
Tuition & Fees	All tuition and fees assessed for educational purposes.
Contracts	All amounts earned on contracts or agreements from other governmental or nongovernmental organizations. The College has instructional contracts with numerous outside entities.
Auxiliary Enterprises	An auxiliary enterprise is an entity that exists to furnish a service to students, faculty, or staff and charges a fee for the use of goods and services. Examples of auxiliary enterprises include bookstores and food services. Revenue associated with these auxiliary enterprises includes commissions.
Commission & Rents	Includes additional income earned from rent of College space including rent revenue from the College renting space for cellular phone towers, leasing building space, and other facility rentals.
Other Operating Revenues	Includes non-sufficient funds (NSF) check fees, payment installment plan fees, international student insurance fees, miscellaneous copy and printing charges and miscellaneous ticket revenue.
Nonoperating Revenues	Generally nonexchange revenues in which the institution receives values without directly giving equal value in return.
State Appropriations	Funds appropriated to the College through the State budget process.
Property Taxes	Funds levied and received by the College through Pima County property taxes as authorized by the Arizona Revised Statutes.
Federal Grants	Includes all amounts earned on grants from federal agencies. The grant funds are restricted in their use by grant agreements. The College must fulfill the terms of the grant to be eligible for the funding.
State & Local Grants	Includes all amounts earned on grants from state, local government and nongovernmental organizations.
State Shared Sales Taxes	Shared state sales taxes are provided by the Arizona Revised Statutes for workforce development. These funds are also known as Proposition 301 funds.
Gifts	Contributions are voluntary non-exchange revenues, which are recognized when all applicable eligibility requirements are met. Scholarships that the Foundation provides to students are an example of this type of nonoperating revenue.
Investment Income	Includes dividends, interest, or royalties and gains or losses on investments.
Operating Expenses	Expenses related to normal daily business operations such as wages, rent, advertising, insurance, etc.
Instruction	Includes expenses for all activities that are part of an institution's instruction program. For example, faculty salaries are included in the Instructional expenses.
Academic Support	Includes expenses incurred to provide support services for the institution's primary programs of instruction, research, and public service. It includes the following activities:

The retention, preservation, and display of educational materials, such as libraries, museums, and

providing administrative support and management direction to the three primary missions

Academic administration (including academic deans but not department chairpersons) and personnel

Media, such as audio-visual services, and technology, such as computing support

Separately budgeted support for course and curriculum development

Student Services

Glossary for Financial Reports

Includes expenses incurred for the offices of admissions and the registrar and activities that, as their primary purpose, contribute to students' emotional and physical well-being and intellectual, cultural, and social development outside the context of the formal instruction program. This classification includes expenses for student activities, cultural events, student newspapers, intramural athletics, student organizations, intercollegiate athletics (if the program is not operated as an auxiliary enterprise), counseling and career guidance (excluding informal academic counseling by the faculty), student aid administration, and student health service (if not operated as an auxiliary enterprise).

Institutional Support

Includes expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as the governing board, planning and programming operations, and legal services; fiscal operations; administrative information technology (when not accounted for in other categories); employee personnel and records; logistical activities that provide procurement, storerooms, printing, and transportation services to the institution; support services to faculty and staff that are not operated as auxiliary enterprises; and activities concerned with community and alumni relations, including development and fundraising.

of Plant

Operation & Maintenance Includes all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution's physical plant. These expenses include items such as janitorial and utility services; repairs and ordinary or normal alterations of buildings, furniture, and equipment; care of grounds; maintenance and operation of buildings and other plant facilities; security; emergency preparedness; safety; hazardous waste disposal; property, liability, and all other insurance relating to property; space and capital leasing; facility planning and management; and central receiving.

Depreciation

Includes both depreciation of the institution's plant, property, and equipment, and amortization of assets acquired by capital lease.

Student Financial Aid

Includes expenses for scholarships - from restricted or unrestricted funds - in the form of grants that neither require the student to perform service to the institution as consideration for the grant, nor require the student to repay the amount of the grant to the funding source.

Contingency

Commitments and contingencies that could materially affect the financial condition of the entity as reflected in its financial statements.

Transfers

Funds moved from one fund type to another, for example general fund support for capital projects.

Capital Appropriations

The capital appropriations category includes all appropriations from legislative acts of the federal, state, or local governments or by a local taxing authority specifically for capital expenditures. The state has suspended capital appropriations to community colleges for the last several years.

Capital Gifts & Grants

Restricted gifts or grants for capital purposes, for example a donation to construct an arts center.

Definitions adapted from the Financial Accounting & Reporting Manual for Higher Education, a NACUBO online subscription service.

PimaCountyCommunityCollegeDistrict Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

INFORMATION ITEM

Meeting Date: 3/8/17 Item Number: 3.2

Item Title Contact Person

Employment Information Dan Berryman

Vice Chancellor for Human Resources (206-4586)

Information:

For your information and in accordance with BP 2.02 and Administrative Procedure 5.01.01, the Chancellor submits the following employment information:

Faculty:

Hinckley, Anthony

Title: Instructional Faculty, Writing – 1 Semester Provisional

Appointment

Rate of Pay: \$47,068, pro-rated to \$23,673

Start Date: 01/10/2017

Highest Degree Earned: Master of Fine Arts, Creative Writing

Awarding Institution: Cleveland State University
Most Recent Previous Job: Adjunct Writing Faculty

Hymer, Karen

Title: Instructional Faculty, Photography, 1- year Provisional

Appointment

Rate of Pay: \$47,068, pro-rated to \$23,673

Start Date: 01/07/2017

Highest Degree Earned: Master of Fine Arts, Photography

Awarding Institution: University of New Mexico Most Recent Previous Job: Laboratory Specialist

Palumbo, Ralph

Title: Instructional Faculty, Accounting, 1-year Provisional Appointment

Rate of Pay: \$52,299, pro-rated to \$25,066

Start Date: 01/17/2017

Highest Degree Earned: Doctor of Business Administration Awarding Institution: University of Sarasota (Argosy)

Most Recent Previous Job: Professor

Date: 3/8/17 Page 2

Staff:

Deschenes, Jendar Research Analyst

Rate of Pay: \$52,934 Start Date: 02/27/2017

Highest Degree Earned: Master of Public Health Awarding Institution: University of Arizona Most Recent Previous Job: Research Coordinator II

Kobylenski, Tricia Laboratory Specialist, Chemistry

Rate of Pay: \$18.83 Start Date: 02/06/2017

Highest Degree Earned: Master of Science, Nursing Awarding Institution: University of Arizona Most Recent Previous Job: Manufacturing Associate I

Lynch, MeganInstructorRate of Pay:\$69,184Start Date:02/22/2017

Highest Degree Earned: Master of Science, Nursing Awarding Institution: Sacred Heart University

Most Recent Previous Job: Nurse

Administrators:

Nevill, Thomas 'Tom' Dean of Arts and Humanities

Salary: \$100,663, pro-rated to \$36,178 West Campus

Effective: 03/06/2017

Education: Bachelor of Music, Eastern Illinois University; Master of Music, Doctor of

Musical Arts, The University of Nevada Las Vegas

Experience: Dr. Nevill has over six years of progressive experience as associate chair, chair

and division chair (dean equivalent) with The University of Texas at Brownsville and Guilford Technical Community College. He also has over seventeen years

experience as a faculty member with various institutions to include The University of Nevada Las Vegas, University of South Dekota, Albany State University, The University of Texas at Brownsville, and Guildford Technical

Community College.

Recruitment Overview:

An external recruitment was conducted. Six candidates were invited to interview. Three candidates were invited to final interview. The finalist was recommended by Dr. Morgan Phillips, Campus President for Desert Vista Campus and West

Campus.

Date: 3/8/17 Page 3

Temporary:

Bail, John

Title: Tutor 0
Rate of Pay: \$10.00
Start Date: 01/31/2017

Highest Degree Earned: Bachelor of Science, Business Economics

Awarding Institution: University of Arizona

Most Recent Previous Job: Produce Department Assistant Manager

Berger, James

Title: Librarian
Rate of Pay: \$31.00
Start Date: 02/06/2017

Highest Degree Earned: Master of Arts, Library Science

Awarding Institution: University of Iowa

Most Recent Previous Job: Librarian

Carreon- Faucher, Sofia

Title: Laboratory Technician

Rate of Pay: \$15.65 Start Date: \$17.017

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: Hair Stylist

Castella, Kenneth

Title: Laboratory Technician

Rate of Pay: \$15.65 Start Date: \$17.05

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: Laboratory Aide

Cooper, Nicholas

Title: Tutor 0
Rate of Pay: \$10.00
Start Date: 01/10/2017

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: Assistant Manager

Daily, Brandon

Title: Workforce Trainer

Rate of Pay: \$15.45 Start Date: \$17.45

Highest Degree Earned: Associate of Applied Science, Fire Science and Paramedicine

Date: 3/8/17 Page 4

Awarding Institution: Pima Community College

Most Recent Previous Job: Fire/Medic

Forbes, Colleen

Title: Instructional Aide (Note Taker)

Rate of Pay: \$10.00 Start Date: \$10.25/2017

Highest Degree Earned: Bachelor of Science, Animal Science

Awarding Institution: Montana State University

Most Recent Previous Job: Pharmacy Intern

Goldman, Seamus

Title: Tutor 0
Rate of Pay: \$10.00
Start Date: 01/10/2017

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: Life Coach

Gracia Ramos, Brayant

Title: Tutor 0
Rate of Pay: \$10.00
Start Date: 01/30/2017

Highest Degree Earned: Bachelor of Arts, Philosophy
Awarding Institution: Seminario Diocesano de Mexicali

Most Recent Previous Job: Spanish Teacher

Hammons, Steve

Title: Workforce Trainer

Rate of Pay: \$15.45 Start Date: \$03/06/2017

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: Police Sergeant

Hurtado, Yulissa

Title: Office Aide
Rate of Pay: \$10.00
Start Date: 01/03/2017

Highest Degree Earned: No post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: Office Aide

Date: 3/8/17 Page 5

Kassa, Kazumi

Title: Support Technician

Rate of Pay: \$14.61 Start Date: 01/30/2017

Highest Degree Earned: Associate of Applied Science, Clinical Research Coordinator

Awarding Institution: Pima Community College

Most Recent Previous Job: Legal Assistant

Kato, Maren

Title: Instructor
Rate of Pay: \$21.38
Start Date: 01/30/2017

Highest Degree Earned: Master of Education, Adult Education and Training

Awarding Institution: University of Phoenix

Most Recent Previous Job: Education Support Specialist

Leon, Erick

Title: Tutor 0
Rate of Pay: \$10.00
Start Date: 02/02/2017

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A
Most Recent Previous Job: Sushi Chef

Muir, Ezra

Title: Tutor 0
Rate of Pay: \$10.00
Start Date: 01/30/2017

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: Administrative Coordinator

Netherton, Samuel

Title: Workforce Trainer

Rate of Pay: \$15.45 Start Date: \$17.45

Highest Degree Earned: Associate of General Studies
Awarding Institution: Pima Community College

Most Recent Previous Job: Paramedic

Rosas, Iliana

Title: Workforce Trainer

Rate of Pay: \$15.45 Start Date: \$17.45

Highest Degree Earned: Bachelor of Science, Molecular and Cellular Biology

Awarding Institution: University of Arizona

Most Recent Previous Job: Undergraduate Teaching Assistant

Date: 3/8/17 Page 6

Rowe, Jeffrey

Title: Workforce Trainer

Rate of Pay: \$15.45 Start Date: \$17.45

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: Patrol Officer

Sanchez Valdenegro, Amorette

Title: IT Help Desk Student Assistant

Rate of Pay: \$10.00 Start Date: \$2/01/2017

Highest Degree Earned: Bachelor of Science, Mathematics and Computer Science

Awarding Institution: Regis University
Most Recent Previous Job: Technical Support

Sanders, Anesa

Title: Laboratory Technician

Rate of Pay: \$15.65 Start Date: \$17.05

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A
Most Recent Previous Job: Server

Traedal, Aashild

Title: Laboratory Technician

Rate of Pay: \$15.65 Start Date: \$2/03/2017

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A

Most Recent Previous Job: CAD Engineer

Wanker, Milad

Title: Tutor 0
Rate of Pay: \$10.00
Start Date: 01/10/2017

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A
Most Recent Previous Job: Server

Washington, Nathaniel

Title: IT Help Desk Student Assistant

Rate of Pay: \$10.00 Start Date: \$10.00

Highest Degree Earned: No Post-Secondary Degree

Awarding Institution: N/A
Most Recent Previous Job: N/A

Date: 3/8/17 Page 7

Retirements:

Johnson, Daniel E.

Facilities and Operations Manager

DO – Plant Operations

Start Date: 09/13/2010 End Date: 02/01/2017

Schlaff, Grace L.

Materials Management Specialist

DO – Maintenance and Security Operations

Start Date: 10/24/1983 End Date: 04/14/2017

Separations:

Magtoto, Nikki

Public Safety Dispatcher DO – Public Safety Operations

End Date: 02/01/2017

2014-17 Strategic Plan:

Employment Information not applicable

Approvals

Contact Person

D.C. Berryman

Chancellor_

Lee D. Lambert, J.D.

PimaCountyCommunityCollegeDistrict Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 3.3

Item Title Contact Person

Adjunct Faculty Appointments

Dr. Dolores Duran-Cerda Acting Provost (206-4999)

Recommendation:

The Chancellor recommends these individuals as certified adjunct faculty applicants. The Chancellor also recommends these individuals be approved for use as a pool of employees for current and future adjunct faculty assignments and as temporary non-credit instructors in areas for which they are qualified.

Justification:

The positions identified below are necessary for the College to deliver its programs and services. The current rate of pay for adjunct faculty is \$800.00 per load hour.

Name: Bechtold, Sara B.

Discipline(s): Anthropology (Academic), Digital Arts (Occupational)

Start Date: 1/17/17

Education: Bachelor of Arts, Communications, Depaul University, Chicago, Illinois; Master

of Arts, Media Arts, University of Westminster, London, United Kingdom; Master of Cultural Studies, Goldsmiths University, London, United Kingdom

Experience: Over five years of experience working as an adjunct instructor and course

developer in communication and digital arts.

Name: Busch, Mary Beth

Discipline(s): Communication (Academic Limited Exemption)

Start Date: 1/17/17

Education: Bachelor of Arts, Psychology; Master of Arts, Communication Studies, both

degrees awarded by West Virginia University, Morgantown, West Virginia

Experience: Over five years of experience teaching college level speech and communication

courses.

Name: de Dios, John Zachary O.

Discipline(s): Journalism (Academic Limited Exemption)

Start Date: 01/17/17

Education: Bachelor of Arts, Journalism; Bachelor of Science, Biology, both degrees

awarded by University of Arizona, Tucson, Arizona

Experience: Over seven years of experience working as a multimedia web designer/editor and

photojournalist.

Name: Diamond, Shawn E.

Date: 3/8/17 Page 2

Discipline(s): Art (Academic), Art for Personal Development (Developmental)

Start Date: 01/18/2017

Education: Bachelor of Arts, Art History; Master of Art, Art History, both degrees awarded

by Kent State University, Kent, Ohio

Experience: One year of experience teaching undergraduate art history courses, both in the

State of Arizona and outside. Three years of art restoration experience.

Name: Ferrentino, Thomas

Discipline(s): Fitness and Wellness (Occupational/Workforce)

Start Date: 01/31/2017

Education: High school diploma, Lackawana High School, Lackawana, New York

Experience: Over 25 years as an owner of a gym and 35 years of experience working as a

personal trainer.

Name: Garcia, Rafael A.

Discipline(s): Psychology (Academic)

Start Date: 01/18/2017

Education: Bachelor of Science, Psychology; Master of Art, Psychology, both degrees

awarded by University of Arizona, Tucson, Arizona

Experience: More than five years of experience teaching undergraduate psychology courses.

Name: Griner, Jennifer L.

Discipline(s): Education-General/Post-Degree (Academic); General Education (Academic);

Health Information Technology (Occupational/Workforce)

Start Date: 01/17/2017

Education: Bachelor of Science, Health Informatics, Western Governors University, Salt

Lake City, Utah; Master of Education, Teaching and Teacher Education,

University of Arizona, Tucson, Arizona

Experience: Two years of experience working as a medical records system consultant to the

health industry. More than two years of experience teaching high school level

mathematics

Name: Heinritz, Martin E.

Discipline(s): Digital Arts (Occupational/Workforce), Arts for Personal Development

(Developmental)

Start Date: 01/23/2017

Education: Bachelor of Fine Arts, Studio Art, University of Arizona, Tucson, Arizona;

Bachelor of Arts, Art, University of California, Berkeley, California

Experience: More than 20 years of combined experience working as an art

designer/manager/director. More than ten years of experience teaching digital arts

courses at the undergraduate level.

Name: Hinrichs, Kristi M.

Discipline(s): Nursing Non-Didactic (Academic); Nursing Assistant (Occupational/Workforce)

Start Date: 01/17/17

Education: Bachelor of Science in Nursing, Grand Canyon University, Phoenix, Arizona

Experience: Over 14 years of experience working as a registered nurse.

Name: Kinder, Heather L.

Date: 3/8/17 Page 3

Discipline(s): Nursing (Non-Didactic); Nursing Assistant (Occupational)

Start Date: 2/02/17

Education: Bachelor of Science Nursing, Nursing, Northern Arizona University, Flagstaff,

Arizona.

Experience: Over twelve years of work experience as a registered nurse.

Name: McKinney, Bryan F.

Discipline(s): Machine Tool Technology (Occupational)

Start Date: 1/23/17

Education: High school diploma, West Stanly High School, Oakboro, North Carolina

Experience: Over 19 years of experience as a computer numeric controlled (CNC)

machinist.

Name: Medina, Anna

Discipline(s): Non-Didactic Nursing (Occupational), Nursing Assistant (Occupational)

Start Date: 1/17/17

Education: Bachelor of Science in Nursing, Nursing, Grand Canyon University, Phoenix,

Arizona

Experience: Over six years of work as an emergency center registered nurse.

Name: Patterson, Nigel P.

Discipline(s): Fitness and Wellness (Occupational)

Start Date: 2/1/17

Education: High school diploma, Champlin Park High School, Minneapolis, Minnesota Experience: Over 17 years of experience as a mixed martial arts professional athlete.

Name: Rose, Linda C.

Discipline(s): Nursing (Academic); Nursing Assistant (Occupational)

Start Date: 3/08/17

Education: Bachelor of Arts, Sociology, University of Delaware, Newark, Delaware;

Master of Science Nursing, Family Nurse Practitioner, University of Arizona,

Tucson, Arizona

Experience: Over five years of work experience as a registered nurse.

Name: Seman, Daniel L.

Discipline(s): Studio Art (Academic), Digital Arts (Occupational), Art for Personal

Development (Developmental)

Start Date: 1/20/17

Education: Bachelor of Fine Arts, Media Studies, Columbus College of Art and Design,

Columbus, Ohio; Master of Fine Arts, Animation, Academy of Art University,

San Francisco, California

Experience: Over ten years of work experience as a principle artist and director.

Name: Stock, Morgan A.

Discipline(s): Nursing (Academic); Nursing Assistant (Occupational)

Start Date: 3/08/17

Education: Bachelor of Arts, Nursing, University of Colorado, Colorado Springs Colorado;

Master of Science, Nursing, Western Governors University, Salt Lake City, Utah

Experience: Over five years of experience working as a registered nurse.

Name: Teemant, Marie

Discipline(s): Art (Academic), Art for Personal Development (Developmental) & Digital Arts

(Occupational)

Start Date: 1/17/17

Education: Bachelor of Fine Arts, Art Visual Communications/Photography, Utah Valley

University, Orem, Utah; Master of Arts, Art History, University of Arizona,

Tucson, Arizona

Experience: Over two years of experience as a teaching assistant teaching art courses for the

University of Arizona.

Name: Urias, Rudolfo G.

Discipline(s): Electrical Utilities Technology (Occupational)

Start Date: 2/1/17

Education: Coursework, Pima Community College, Tucson, Arizona

Experience: Over 39 years of work experience as a Journeyman Lineman and Transmission &

Distribution Superintendent for Tucson Electric Power Company.

Name: Weeks, Wendy

Discipline(s): Chemistry (Academic)

Start Date: 1/17/17

Education: Bachelor of Science, Chemistry, University of Verne, La Verne, California;

Master of Science, Chemistry, University of Arizona, Tucson, Arizona

Experience: Over 17 years of experience teaching chemistry courses at Pima Community

College.

West-Watt, J.D., Janet M "Stanlee" Name:

Discipline(s): Administration of Justice, Business Law (Academic), Paralegal

(Occupational/Workforce)

Start Date: 2/21/17

Education: Bachelor of Science, Philosophy; Bachelor of Arts, French, both degrees awarded

by University of Utah, Salt Lake City, Utah; Juris Doctor, Law, University of

Colorado School of Law, Boulder, Colorado

Over 23 years of work experience as an attorney in Colorado and Arizona. Experience:

Approvals

Contact Person Dolores Durán-Cerda, Ph.D.

Chancellor

Lee D. Lambert, J.D.

PimaCountyCommunityCollegeDistrict Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

INFORMATION ITEM

Meeting Date: 3/8/17 Item Number: 3.4

Item Title Contact Person

Regular Faculty Appointments for Fiscal Year 2017/2018

Daniel Berryman Vice Chancellor for Human Resources (206-4586)

Information:

Pursuant to Board Policy 2.02, Hiring and Assignment of Personnel, the Chancellor submits the following information regarding anticipated faculty appointments for fiscal year 2017/2018. The Instructional and Educational Support Faculty listed below and on the attached pages are current full-time regular faculty expected to receive regular appointment for Fiscal Year 2017/2018. The contract, when issued, will stipulate appropriate terms and conditions, including but not limited to, salary, days of accountability and designation of instructional or educational support faculty status. This list is for informational purposes only and does not constitute an employment contract or guarantee of an employment contract.

NAME

Aguilar EdD, Darla J Aldrich PhD, Eric J Allen, Jacqline Leigh Amavizca, Carmen F Anderson JD, Dean Clayton

Anderson, Brooke D Anderson, Michele Andujo, Emilia Arbogast, Jean Marie Armstrong, Alexandra E Arroyo, Antonio P Atwell, Max R Backes, Mark Baddar PhD, Maha

Bandaranayake PhD, Hema Anura

Barrowman, John Lloyd

Bautista, Yuko E Becker Jr, Charles Henry Beckman PhD, Kristina I

Bejarano, Sandra M Bessette, Bruce D Bice, Kenneth J Boguszak, Matej

Brewer, Joseph McAdams

Broneck PhD, Katherine L

Brown, Theresa A Brubaker, Galen W

Buck-Rodriguez, Margaret R

Bulikowski, Ellyn E Burbank, Kent R Burge, April A

Burke PhD, Lonnie Dean Cabello PhD, Christopher M Campbell PhD, Teresa Carranza PhD, Olga Carreras, Mariana Carrillo, Roman K Casper, Roberta L

Cassidy, Mary E Christie PhD, Nancy G Christofferson, Carol Cochran, Joshua Daniel Cohen, Rebecca Andrea

Collins, John S Comport, Eric R Cooper PhD, Gary A Cortes, Barbara

Cortes-Torres PhD, Mayra Eliz

(Continued)

Date: 3/8/17 Page 2

Couston, Rosanne M Coyne, Janet B Cramer PhD, Amy S

Cruikshank PhD, Guadalupe A

Cruz MD, Timothy E
Cueva, Carmen Elena
Cunningham, Robert F
Cushing, Lynn Marie
Cutler, Deborah A
Daily, Ryan W
Dal Pra, Joseph
Davis, Amy Catherine
De La Rosa PhD, James
Deering, Susan Jo
Delaune, James

Delgado-Duran, Francisco

Denfeld, Mic

Di Pierro, Kathryn A
Dohaniuk, Beth A
Doran, Edward M
Dorsey, Shelly K
Drewek, Amy H
Dreyfus, Dino L
Duchicela, Kimlisa S
Duek PhD, Jody Lee
Duwel, Matthias
Dworin PhD, Joel E
Eagleton PhD, Margaret B

Eichelberger, Erin Elgutaa, Barbara E Elias, Erika E Evans PhD, Ronald J Evans, John J Fay PhD, Noah P Federico, Melania

Fiello, Julia B
Figueroa, Patricia
Fike, Carolyn Gay
Flasch, Paul A
Foege, Andrea
Ford, Colleen Marie
Foth, Robert A
Frailey, Martha L
Fraychineaud, Kathy A

Galda, Duff C Gall, Joy G

Gamboian PhD, Nancy L Gardiner, Patricia A Gerard, John James Gers, Simone M

Gabbitas PhD, Jeffrey W

Gillette, Lynne Montana

Glisovic Bensa, Mirjana Goldkuhl, Bryan C Golston, Margaret S Gonzales PhD. Gail Gorbette, Gwen A Gotwalt PhD, Eugene W Gouker, Monica L Gousseva PhD, Julia V Graham, Andrea M Grajeda, Elena M Grede, Stephen T Grill PhD, Mischala A Guajardo, Jennifer L Haber, Ann E Hacker PhD, Wayne Hackett, Stacey Lynne

Hamadou, Nancy Han PhD, Chien

Harmelink, Virginia Ann Hartle-Schutte Dvm, Erika

Halvorson, Emily Margaret

Hawks, Tanya M Hays, Makyla Marie Hellman PhD, Shawn I Heywood, Mark R Higgins, Perry

Hinojosa PhD, Manuel Matthew

Hodgkins, Lisa-Anne R

Holt, Olivia

Hong PhD, Lazaro M Howe, Cynthia M

Ibanez-Murphy PhD, Carolina

Imad PhD, Mays Infanti, Helen M Infuso, Barry T

James Hernandez PhD, Francisca L

Jimenez, Anna Maria Jordan DC, Thomas Todd Jurkowitz PhD, Lisa A Kariman Edd, Mana Karlberg, Kathy J Katcher, Jennifer B Kaye, Debra Ann

Kern PhD, Jacqueline Diane Knight, Vivian Jo-Hsin Kolchens PhD, Silvia Kooshian, Andrea R Krone DVM, Timothy M Kuklin JD, Susan Beverly

Labuda, Joseph K Lancaster, Cynthia A Landry, Dennis C

Date: 3/8/17 Page 3

Lang, William John Lawless, Patrick J Lennon, Rita L Leon, Luis A Levendusky, Mickey Ley, Sandra Jean

Loumeau, Gregory J

Loustaunau Romero, Sylvia Miriam

Lovio, Roxanna C Ludt, Cydnee

Lueck PhD, Wade Christian

Lussier, Diane Cass Mackie, Steven A Maine, Jeanine M Mantilla PhD, Ana M Marcelli, Jolene Wieczorek

Marcus, Sarah A Marks, Linda C Martin, Erica A

Martinez Sanchez PhD, Mary Ann

Martinez, Uvaldo McCloy, Molly A

McCoy-Stokes, Yolanda C Mcilwaine PhD, MaryKris McLaughlin, Barbara J McNearney, Christina Meair, Jonathan Isaac Mechler PhD, Gary E Mehtlan, Kirk D

Menendez PhD, Jose Maria

Merten, Sky Grier
Meyers PhD, Karie A
Miller JD, John A
Miller, Jeffrey J
Miller, Patricia L
Miller, Tommie Regena
Milliken PhD, Josie L
Minke PhD, Mary A

Moellenhoff PhD, Mark Stephen

Montano, Richard John Moore, Becky J Morales, David A Morales, Rosa I

Morris EdD, Frank Stanton Morrison, Deborah K Munsen EdD, Randal H Murphy PhD, Timothy Gary

Nair PhD, Padma Nelson DMA, Mark A Ng DMus, Jonathan Ngovo EdD, Bernard L Nicholson III, Charles Albert Nolan, Michael J Nuanes PhD, Luvy O'Brien, Catherine M O'Hara, Sarah O'Keefe, Kelly H Olson PhD, Steven J Osborn, James G Otero, Inoka Hapugoda

Padilla, Bardo Daniel
Parker PhD, Michael L
Parker, Stacy D
Pawlicki, Reinhard S
Pereira PhD, Maria J R R
Perry Schwartz, Eileen P
Petrites, Taralynn W
Pieslewicz, Laura Ann
Porter DA. Diann Renee

Pyevich PhD, Caroline Marie Radloff PhD, Michael E Randolph Jr, Wright N

Prasciunas PhD, Mary M Pritchett, Susan M

Rangel Arriola PhD, Liz Consuelo Raymond, David John William

Reilly, Denise N Repp PhD, Dianna L Richard, Renee

Richards, Donna Lynne Riel, Theresa M

Rocci, Keith A Rodieck PhD, Nahal

Rodriguez, Monique Apollonia

Rollins, Elizabeth Page Rosales, Anne Marie

Ross, Eric W

Rubenstein PhD, Carin Sadatmousavi, Mehdi Salmoni PhD, Steven Jay Salzer PhD, Maureen Sampogna, Michael Sandoval, Yvonne M

Saphir, Erich

Schmidt PhD, Nancy Schmidt, Russell William

Schmidt, Susi

Schnurr, Teddi Grover Schoonmaker, Duke G

Schutte, Seth

Scott DC, Kenneth Thomas Segers, Kyley Faith Selegue PhD, Thomas J

Sharp PhD, Leta

Date: 3/8/17 Page 4

Shartsis, Trina A Shattuck PhD, Sandra Shayevich PhD, Alexander

Sibayan, Mary F
Siddall, Delisa Y
Slaney, Todd M
Smith, Edward D
Solorzano, Rosalia
Sotelo, Carolyn S
Sotelo, Manuel Mano G
Sotomayor, Carlos D
Sovak PhD, Anthony T
Spaulding, Nancy
Stack, Michael T
Stanley EdD, Cal
Stanley EdD, Theresa C

Sutton PhD, Taliesin David

Swank, Kris Talbot, Michael R Tam, Karen K Tarr, Julie C Tashima, Hirotsune

Stephenson, David E

Sulger, Pamela Paige

Sutherland, Dottie K

Tashima, Hirotsu Taylor, Leslie Theriot, Christopher Paul Thweatt PhD, Tatyana Tomasky, Thomas J Tossell PhD, Renee F Tveten, Michael S Van Etten, Laura Van Zandt PhD, Tineke Vinton Jr, Juan Antonio Vorndran PhD, Kenneth R Wakefield, Robert Lewis Walter, Pamela Anne Watry, Judith A Webb, Skylar R Werner PhD, Lisa A

Watry, Judith A Webb, Skylar R Werner PhD, Lisa A Wikrent, Pollyanna Wiley PhD, Jennifer Williamson, David J Wilson, Julianna C Winkel, Claire

Wolf, Odile Marguerite F

Wong, Darryl

Workman PhD, Megan Anne

Youngo, Margarita

Zeitler PhD, Jessica Katherine

Zhang PhD, Charles Zurita, Teresiana

Approvals

Contact Person

Daniel Berryman

Chancellor_

Lee D. Lambert, J.D.

PimaCountyCommunityCollegeDistrict

Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

INFORMATION ITEM

Date: 03/08/17 Item Number: 3.5

Item Title: Contact Person

Changes to Fiscal Year 2017-2018 Cost Recovery Course Fees

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Information:

Course fees support instructional delivery by recovering costs associated with specific courses, tests, or services. The New Fees pages reflect the addition of new courses that have associated services or consumable supplies costs or courses that have added cost recovery elements to the course delivery. Changes to existing course fees are also listed, including the amount of the current fee, the proposed change, and the new fee.

Each Fall, staff from Finance work with Campus administrators, faculty, and staff to coordinate the review of course fees and determine any applicable changes or additions. A database is used to aggregate this information after any changes or additions are first reviewed by College Discipline Area Committees (CDACs), Vice Presidents, Academic Deans, Department Chairs, and others. Each Academic Dean will provide adequate justification for new or changed course fees, and a report is created from the database containing the final recommendations. This report is reviewed by Finance and sent to the Executive Leadership Team for review and approval.

Changes for 2017-2018 Course Fees

- The College's reorganization, which created district-wide academic units that are supervised by Academic Deans, will be reflected in the implementation of the 2017-2018 course fees. Budgets for these academic areas were consolidated to align with the reorganization, and course fees will be consolidated into the new structure instead of being allocated to location-specific budgets.
- The delivery method of the course has been taken into account. The recovery costs associated with a specific course may be different if the course is online versus traditional classroom or web hybrid.

The attached report of changes in student charges for Fiscal Year 2017-2018 is the result of the course fee review process and has been reviewed and approved by the Executive Leadership Team.

Date: 03/08/17 Page 2

Approvals

Contact Person

David Bea, Ph.D.

Chancellor_

Lee D. Lambert, J.D.



New Course	Fees - 2017/2018		Total Proposed		
Course	Course Title	Delivery Method	Fee	Fee Type	Justification
1. ART 115	Color and Composition	Classroom/Hybrid	\$10.00	Flat	Course fees for consumables: paint, Color Aid Kits & paper. Benchmarked with AZ universities and community colleges; decision for lower comparative fee.
2. ART 121	Figure Sculpture	Classroom/Hybrid	\$30.00	Flat	Course Fees for modeling services and consumables (clay, wire, paint, plaster). Models are paid through course fees at Maricopa CC and the University of Arizona. Benchmarked with AZ universities and community colleges; decision for lower comparative fee.
3. ART 223	Life Drawing II	Classroom/Hybrid	\$20.00	Flat	Course Fees for consumables: paint, drawing materials, canvas/board, etc. Models - models are paid through course fees at Maricopa CC and the University of Arizona. Benchmarked with AZ universities and community colleges; decision for lower comparative fee.
4. ART 227	Painting III	Classroom/Hybrid	\$20.00	Flat	Course Fees for consumables: paint, canvas/board, etc. Models - models are paid through course fees at Maricopa Community College and the University of Arizona. Benchmarked with AZ universities and community colleges; decision for lower comparative fee.
5. CHM 295LB	Ind Research In Chemistry	Classroom/Hybrid	\$25.00	Flat	There is currently no fee for CHM295LB, which is exclusively a laboratory course. This request is needed to account for the cost of any consumables needed for the course.
5. CIS 104	Computer Fundamentals	Online	\$63.00	Flat	This fee covers the cost of the e-book and instructional materials for the course. Charging for the e-book and instructional materials as a course fee (instead of through the traditional bookstore route) enables the publisher to save students 60-80% on the cost of texts and materials for the course. It ensures students have their e-book and instructional materials on the first day of class. Students who drop the course by the add/drop date are not charged the fee.
7. CRC 230	Intro Clin Rsrch Stdy Protocol	Classroom/Hybrid	\$15.00	Flat	For instructional software maintenance
8. CRC 250	Clin Res Site Coord and Mgmt	Classroom/Hybrid	\$15.00	Flat	For consumables and instructional equipment



New Course	e Fees - 2017/2018 Course Title	Delivery Method	Total Proposed Fee	Fee Type	Justification
9. CSA 100	Computer Literacy	Online	\$25.00	Flat	This fee covers the cost of the e-book and instructional materials for the course. Charging for the e-book and instructional materials as a course fee (instead of through the traditional bookstore route) enables the publisher to save students 60-80% on the cost of texts and materials for the course. It ensures students have their e-book and instructional materials on the first day of class. Students who drop the course by the add/drop date are not charged the fee.
10. CSA 104	Computer Fundamentals	Online	\$63.00	Flat	This fee covers the cost of the e-book and instructional materials for the course. Charging for the e-book and instructional materials as a course fee (instead of through the traditional bookstore route) enables the publisher to save students 60-80% on the cost of texts and materials for the course. It ensures students have their e-book and instructional materials on the first day of class. Students who drop the course by the add/drop date are not charged the fee.
11. CSA 110	Spreadsheet: Microsoft Excel	Online	\$63.00	Flat	This fee covers the cost of the e-book and instructional materials for the course. Charging for the e-book and instructional materials as a course fee (instead of through the traditional bookstore route) enables the publisher to save students 60-80% on the cost of texts and materials for the course. It ensures students have their e-book and instructional materials on the first day of class. Students who drop the course by the add/drop date are not charged the fee.
12. CSA 120	Word Processing: Word	Online	\$63.00	Flat	This fee covers the cost of the e-book and instructional materials for the course. Charging for the e-book and instructional materials as a course fee (instead of through the traditional bookstore route) enables the publisher to save students 60-80% on the cost of texts and materials for the course. It ensures students have their e-book and instructional materials on the first day of class. Students who drop the course by the add/drop date are not charged the fee.
13. CSA 130	Powerpoint	Online	\$63.00	Flat	This fee covers the cost of the e-book and instructional materials for the course. Charging for the e-book and instructional materials as a course fee (instead of through the traditional bookstore route) enables the publisher to save students 60-80% on the cost of texts and materials for the course. It ensures students have their e-book and instructional materials on the first day of class. Students who drop the course by the add/drop date are not charged the fee.



New Course	e Fees - 2017/2018		Total Proposed		
Course	Course Title	Delivery Method	Fee	Fee Type	Justification
14. CSA 170	Database: Access	Online	\$63.00	Flat	This fee covers the cost of the e-book and instructional materials for the course. Charging for the e-book and instructional materials as a course fee (instead of through the traditional bookstore route) enables the publisher to save students 60-80% on the cost of texts and materials for the course. It ensures students have their e-book and instructional materials on the first day of class. Students who drop the course by the add/drop date are not charged the fee.
15. DAE 159	Int Health Care Dent Asst	Classroom/Hybrid	\$35.00	Flat	To manage student immunization, CPR, and AZ Fingerprint Clearance Card requirements.
16. FAW 104F2	1 Condition: Phys Demanding Jobs	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
17. FAW 104F2	2 Cond: Speed/Agility/Quickness	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
18. FAW 106F2	2 Individual Fitness: Running	Classroom/Hybrid	\$5.00	Credit	FAW lab fee for use of equipment and help offset cost of regular equipment rotation.
19. FAW 106F3	3 Individual Fitness: Swimming	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
20. FAW 108	Senior Fitness	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
21. FAW 112F:	1 Ballroom/Latin Dance	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
22. FAW 113F:	1 Belly Dance	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
23. FAW 123F:	1 Salsa/Latin Dance	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
24. FAW 128F3	3 Cardio-Cross Training	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.



New Course	Fees - 2017/2018		Total Proposed		
Course	Course Title	Delivery Method	Fee	Fee Type	Justification
5. FAW 129F3	Zumba®	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
<i>6.</i> FAW 165	Tai Chi Chuan	Classroom/Hybrid	\$25.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
7. FAW 166	Football	Classroom/Hybrid	\$5.00	Credit	FAW Lab fee for use of equipment and to assist in offsetting the cost of regular equipment rotation.
8. FDC 131	Fashion Styling	Classroom/Hybrid	\$10.00	Flat	Course Fees for consumables: sewing and planning needs for fashion events.
9. GAM 296	Ind Study in Game Design	Classroom/Hybrid	\$30.00	Flat	The course fees would be used for maintaining software at industry standard levels.
O. MLT 100	Phlebotomy for Med Lab Tech	Classroom/Hybrid	\$25.00	Flat	To cover expenses associated with the course including venipuncture supplies used for demonstration (tubes, holders, phlebotomy arms etc), CPR in service provided in class and a field trip.
1. MLT 100LB	Phlebotomy for Med Lab Tech LB	Classroom/Hybrid	\$25.00	Flat	Fee required to purchase reagents for the donated point of care equipment (bedside testing). All donated supplies are exhausted.
2. MLT 199Wk	C Intro Co-op Work: Phleb Lab	Both	\$25.00	Flat	New fee will cover the cost of clinical coordinator mileage for transportation to and from clinical sites.
3. MLT 299Wk	C Adv Co-opWork:Medical Lab Tech	Both	\$25.00	Flat	New fee will cover the cost of clinical coordinator mileage for transportation to and from clinical sites.
4. PHT 171IN	Pharmaceutical Calculations	Online	\$35.00	Flat	Cost of background check is mandatory for this course.
5. RAD 170LB	Med Imaging Fundamentals	Classroom/Hybrid	\$25.00	Flat	This fee is to cover the cost of perishable items used during the labs. (patient, gowns, sheets, gurney sheets, pillows portable battery, etc.)
6. RAD 171LB	Radiographic Position I	Classroom/Hybrid	\$25.00	Flat	This fee is to cover the cost of perishable items used during the labs. (patient, gowns, sheets, gurney sheets, pillows portable battery, etc.)



New Course	New Course Fees - 2017/2018				
Course	Course Title	Delivery Method	Fee	Fee Type	Justification
<i>37.</i> RAD 174LB	Radiographic Position II	Classroom/Hybrid	\$25.00	Flat	This fee is to cover the cost of perishable items used during the labs. (patient, gowns, sheets, gurney sheets, pillows portable battery, etc.)



Course Fee C	Changes - 2017/2018 Course Title	Delivery Method	Current Fee	Proposed Fee Change	Total Proposed Fee	Fee Type	Justification
1. ART 213	Life Drawing	Classroom/Hybrid	\$10.00	\$10.00	\$20.00	Flat	Course Fees for consumables: paint, drawing materials, canvas/board, etc. Models - models are paid through course fees at Maricopa CC and the University of Arizona. Benchmarked with AZ universities and community colleges; decision for lower comparative fee.
2. CHM 121IN	Chemistry and Society	Classroom/Hybrid	\$15.00	\$5.00	\$20.00	Flat	Chemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and their associated shipping costs over the last few years. In addition, Pima has one of the lowest lab/course fees in the entire state and ~60% of the AZ schools are charging both a "course fee" and a "lab fee", while Pima only charges one overall course/lab fee.
3. CHM 130IN	Fundamental Chemistry	Classroom/Hybrid	\$15.00	\$5.00	\$20.00	Flat	Chemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and the associated shipping costs. In addition, Pima has one of the lowest lab/course fees in the state and 60% of the AZ schools are charging both a "course fee" and a "lab Fee", while Pima only charges one overal course/lab fee.
4. CHM 130LB	Fundamental Chemistry Lab	Classroom/Hybrid	\$15.00	\$5.00	\$20.00	Flat	hemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and the associated shipping costs. In addition, Pima has one of the lowest lab/course fees in the state and 60% of the AZ schools are charging both a "course fee" and a "lab Fee", while Pima only charges one overal course/lab fee.
5. CHM 140IN	Fund. Organic & Biochemistry	Classroom/Hybrid	\$25.00	\$5.00	\$30.00	Flat	Chemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and their associated shipping costs over the last few years. In addition, Pima has one of the lowest lab/course fees in the entire state and ~60% of the AZ schools are charging both a "course fee" and a "lab fee", while Pima only charges one overall course/lab fee.
6. CHM 151IN	General Chemistry I	Classroom/Hybrid	\$15.00	\$5.00	\$20.00	Flat	Chemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and their associated shipping costs over the last few years. In addition, Pima has one of the lowest lab/course fees in the entire state and ~60% of the AZ schools are charging both a "course fee" and a "lab fee", while Pima only charges one overall course/lab fee.



Course Fee	Changes - 2017/2018			Proposed	Total Proposed		
Course	Course Title	Delivery Method	Current Fee	Fee Change	Fee	Fee Type	Justification
7. CHM 152IN	I General Chemistry II	Classroom/Hybrid	\$15.00	\$5.00	\$20.00	Flat	Chemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and their associated shipping costs over the last few years. In addition, Pima has one of the lowest lab/course fees in the entire state and ~60% of the AZ schools are charging both a "course fee" and a "lab fee", while Pima only charges one overall course/lab fee.
3. CHM 196Li	3 Independ Study Chemistry	Classroom/Hybrid	\$15.00	\$5.00	\$20.00	Flat	Chemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and their associated shipping costs over the last few years. In addition, Pima has one of the lowest lab/course fees in the entire state and ~60% of the AZ schools are charging both a "course fee" and a "lab fee", while Pima only charges one overall course/lab fee.
9. CHM 235IN	I Gen. Organic Chemistry I	Classroom/Hybrid	\$25.00	\$5.00	\$30.00	Flat	Chemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and their associated shipping costs over the last few years. In addition, Pima has one of the lowest lab/course fees in the entire state and ~60% of the AZ schools are charging both a "course fee" and a "lab fee", while Pima only charges one overall course/lab fee.
10. CHM 236IN	I Gen Organic Chem. II	Classroom/Hybrid	\$25.00	\$5.00	\$30.00	Flat	Chemistry is requesting a \$5 fee increase for all lab based courses (LB and IN). This request is due to the increased cost of chemicals and their associated shipping costs over the last few years. In addition, Pima has one of the lowest lab/course fees in the entire state and ~60% of the AZ schools are charging both a "course fee" and a "lab fee", while Pima only charges one overall course/lab fee.
11. CRC 260IN	Lab Skills and Prof Practice	Classroom/Hybrid	\$10.00	\$65.00	\$75.00	Flat	For consumables and instructional equipment, upgrade of simulation and instructional equipment
12. FAW 130	Boot Camp Style Circuit Train	Classroom/Hybrid	\$2.00	\$3.00	\$5.00	Credit	FAW lab fee for use of equipment and for the purchase of new equipment
13. FAW 131	Indoor Cycling	Classroom/Hybrid	\$2.00	\$3.00	\$5.00	Credit	FAW lab fee for use of equipment and upkeep of equipment
14. FAW 132	Kickboxing	Classroom/Hybrid	\$2.00	\$3.00	\$5.00	Credit	FAW lab fee for use of equipment and regular rotation of equipment.
15. FAW 134F1	L Pilates I	Classroom/Hybrid	\$2.00	\$3.00	\$5.00	Credit	FAW lab fee for use of equipment, upkeep and regular rotation of equipment.



Со	urse Fee C	Changes - 2017/2018 Course Title	Delivery Method	Current Fee	Proposed Fee Change	Total Proposed Fee	Fee Type	Justification
16.	FAW 136	Stretch and Tone	Classroom/Hybrid	\$2.00	\$3.00	\$5.00	Credit	FAW lab fee for use of equipment and regular upkeep of equipment.
17.	FAW 138F1	Yoga I	Classroom/Hybrid	\$2.00	\$3.00	\$5.00	Credit	FAW lab fees for use of equipment and regular rotation and upkeep of equipment.
18.	FAW 155F1	Tennis I	Classroom/Hybrid	\$2.00	\$3.00	\$5.00	Credit	FAW lab fee for use of equipment and regular upkeep of equipment.
19.	FAW 170	Soccer	Classroom/Hybrid	\$3.00	\$2.00	\$5.00	Credit	FAW lab fee for use of equipment and regular upkeep and rotation of equipment.
20.	MLT 200	Urinalysis/Body Fluids	Classroom/Hybrid	\$75.00	\$50.00	\$125.00	Flat	To cover expenses of the Medical Lab Tech Program. The increase in fees is to assist in funding reagents and other consumable, purchase of non-capital supplies (racks, incubators) and continuing education for adjunct instructors.
								Increased course fees are required to establish a MLT budget that was previously supplemented by biology funds. MLT is no longer part of the STEM division and cannot use biology funds. During the recent NAACLS accrediting agency visit, auditors were concerned about the lack of (1) sufficient MLT budget and (2) documented educational CE for adjunct instructors.
21.	MLT 211	Hematology	Classroom/Hybrid	\$75.00	\$50.00	\$125.00	Flat	To cover expenses of the Medical Lab Tech Program. The increase in fees is to assist in funding reagents and other consumable, purchase of noncapital supplies (racks, incubators) and continuing education for adjunct instructors.
								Increased course fees are required to establish a MLT budget that was previously supplemented by biology funds. MLT is no longer part of the STEM division and cannot use biology funds. During the recent NAACLS accrediting agency visit, auditors were concerned about the lack of (1) sufficient MLT budget and (2) documented educational CE for adjunct instructors.



Course Fee	Changes - 2017/2018			Proposed	Total Proposed		
Course	Course Title	Delivery Method	Current Fee	•	Fee	Fee Type	Justification
22. MLT 221	Clinical Chemistry	Classroom/Hybrid	\$75.00	\$50.00	\$125.00	Flat	To cover expenses of the Medical Lab Tech Program. The increase in fees is to assist in funding reagents and other consumable, purchase of non-capital supplies (racks, incubators) and continuing education for adjunct instructors.
							Increased course fees are required to establish a MLT budget that was previously supplemented by biology funds. MLT is no longer part of the STEM division and cannot use biology funds. During the recent NAACLS accrediting agency visit, auditors were concerned about the lack of (1) sufficient MLT budget and (2) documented educational CE for adjunct instructors.
23. MLT 231	Immunohematology/Immunology	Classroom/Hybrid	\$75.00	\$50.00	\$125.00	Flat	To cover expenses of the Medical Lab Tech Program. The increase in fees is to assist in funding reagents and other consumable, purchase of noncapital supplies (racks, incubators) and continuing education for adjunct instructors.
							Increased course fees are required to establish a MLT budget that was previously supplemented by biology funds. MLT is no longer part of the STEM division and cannot use biology funds. During the recent NAACLS accrediting agency visit, auditors were concerned about the lack of (1) sufficient MLT budget and (2) documented educational CE for adjunct instructors.
24. MLT 251	Clinical Bacteriology	ical Bacteriology Classroom/Hybrid \$75.00	\$75.00	\$50.00	\$125.00	Flat	To cover expenses of the Medical Lab Tech Program. The increase in fees is to assist in funding reagents and other consumable, purchase of non-capital supplies (racks, incubators) and continuing education for adjunct instructors.
							Increased course fees are required to establish a MLT budget that was previously supplemented by biology funds. MLT is no longer part of the STEM division and cannot use biology funds. During the recent NAACLS accrediting agency visit, auditors were concerned about the lack of (1) sufficient MLT budget and (2) documented educational CE for adjunct instructors.



Course Fee C	Changes - 2017/2018			Proposed	Total Proposed		
Course	Course Title	Delivery Method	Current Fee	•	Fee	Fee Type	Justification
25. MLT 260	Parasitlogy/Immunlogy/Serology	Classroom/Hybrid	\$75.00	\$50.00	\$125.00	Flat	To cover expenses of the Medical Lab Tech Program. The increase in fees is to assist in funding reagents and other consumable, purchase of non-capital supplies (racks, incubators) and continuing education for adjunct instructors.
							Increased course fees are required to establish a MLT budget that was previously supplemented by biology funds. MLT is no longer part of the STEM division and cannot use biology funds. During the recent NAACLS accrediting agency visit, auditors were concerned about the lack of (1) sufficient MLT budget and (2) documented educational CE for adjunct instructors.
26. NRS 104	Nursing Process I	Classroom/Hybrid	\$100.00	\$125.00	\$225.00	Flat	Students previously purchased a tote bag from the bookstore which contained supplies that would be utilized in the nursing skills lab. Cost was slightly over \$100.00. Students will no longer purchase these totes; all of the supplies will now be purchased and maintained by the nursing skills lab. We are also adding a \$25.00 simulation fee to cover technology and maintenance of the simulation lab.
27. NRS 105	Nrs Process II/ADN	Classroom/Hybrid	\$100.00	\$125.00	\$225.00	Flat	Students previously purchased a tote bag from the campus bookstore which contained supplies that would be utilized in their nursing skills lab. Cost of the tote was slightly under \$100. Between NRS 104 and NRS 105 the average cost of the tote is \$100 (over \$100 for NRS 104 and under \$100 for NRS 105). Students will no longer purchase these totes; all of the supplies will now be purchased and maintained by the nursing skills lab. We are also adding a \$25 simulation fee to cover technology and maintenance of the simulation lab.
28. NRS 202	Nrs Process IV	Classroom/Hybrid	\$425.00	\$25.00	\$450.00	Flat	A proposal was submitted which only reflected the amount to increase the current fee (\$25); the TOTAL fee is to \$450. This reflects a \$25 simulation fee to cover technology and maintenance of the nursing simulation lab.
29. RAD 173LC	Clinical Education I	Classroom/Hybrid	\$55.00	\$10.00	\$65.00	Flat	The increase in the clinical course fee is to adjust for the ICN radiation badge monitoring cost increases and additional fees being charged by the clinical education centers for students placement.
30. RAD 176LC	Clinical Education II	Classroom/Hybrid	\$25.00	\$10.00	\$35.00	Flat	The increase in the clinical course fee is to adjust for the ICN radiation badge monitoring cost increases and additional fees being charged by the clinical education centers for students placement.



Course Fee (Changes - 2017/2018			Proposed	Total Proposed		
Course	Course Title	Delivery Method	Current Fee	•	Fee	Fee Type	Justification
31. RAD 177LC	Clinical Education III	Classroom/Hybrid	\$25.00	\$10.00	\$35.00	Flat	The increase in the clinical course fee is to adjust for the ICN radiation badge monitoring cost increases and additional fees being charged by the clinical education centers for students placement.
32. RAD 183LC	Clinical Education IV	Classroom/Hybrid	\$25.00	\$10.00	\$35.00	Flat	The increase in the clinical course fee is to adjust for the ICN radiation badge monitoring cost increases and additional fees being charged by the clinical education centers for students placement.
33. RAD 186LC	Clinical Education V	Classroom/Hybrid	\$50.00	\$10.00	\$60.00	Flat	The increase in the clinical course fee is to adjust for the ICN radiation badge monitoring cost increases and additional fees being charged by the clinical education centers for students placement.
34. VET 106	Basic Skills for Vet Prac Asst	Classroom/Hybrid	\$10.00	\$6.00	\$16.00	Flat	Increase expense of consumable items
35. VET 107	Adv Skills for Vet Pract Asst	Classroom/Hybrid	\$10.00	\$6.00	\$16.00	Flat	Increase expense of consumable items
36. VET 110	Veterinary Nursing Proced I	Classroom/Hybrid	\$25.00	\$35.00	\$60.00	Flat	Increase expense of consumable items. Increased number of live animal labs increases cost.
37. VET 111	Veterinary Nursing Proced II	Classroom/Hybrid	\$25.00	\$35.00	\$60.00	Flat	Increased expense of consumable items. Increased number of live animal labs delivered increases cost.
38. VET 120	Clinical Pathology I	Classroom/Hybrid	\$25.00	\$25.00	\$50.00	Flat	Increased expense of consumable items. Increased equipment maintenance cost.
39. VET 121	Clinical Pathology II	Classroom/Hybrid	\$30.00	\$20.00	\$50.00	Flat	Increased expense of consumable items. Increased equipement maintenance cost.
40. VET 200	Anesthetic & Surgical Nursing	Classroom/Hybrid	\$25.00	\$75.00	\$100.00	Flat	Increased expense of consumable items. Increased number of live animal labs delivered increases cost. Increased number of teaching surgeries 3 fold.
41. VET 205	Radiology/Imaging Techniques	Classroom/Hybrid	\$50.00	-\$50.00	\$0.00	Flat	Fee moved to VET 205LB Lab
42. VET 205LB	RAD/IMG Techniques Lab	Classroom/Hybrid	\$0.00	\$50.00	\$50.00	Flat	Fee moved from VET 205 Lecture to VET 205LB Lab where equipment is actually used.



Course Fee	Changes - 2017/2018			Proposed	Total Proposed		
Course	Course Title	Delivery Method	Current Fee	Fee Change	•	Fee Type	Justification
43. VET 210	Vet Nurs Proced:Lg Animal Care	Classroom/Hybrid	\$15.00	\$15.00	\$30.00	Flat	Increased expense of consumable items. Increased number of live animal labs delivered increases cost.
44. VET 211	Vet Nurs Proc;Avian/Exotic/Lab	Classroom/Hybrid	\$15.00	\$15.00	\$30.00	Flat	Increased expense of consumable items. Increased number of live animal labs delivered increases cost.
45. VET 220	Clinical Pathology III	Classroom/Hybrid	\$30.00	\$20.00	\$50.00	Flat	Increased expense of consumable items. Increased equipement maintenance cost.

PimaCountyCommunityCollegeDistrict

Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

INFORMATION ITEM

Meeting Date: 3/8/17	Item Number: 3.6

Item Title

Administrative Procedure Changes

Chancellor's Office (206-4650)

Contact Person

Information:

For your information, the Chancellor informs the Governing Board of the following changes to Administrative Procedures. Changes are being made as part of the comprehensive review and reorganization of all policies.

[AP 3.01.01: Certifying Faculty Teaching Credit Bearing Courses — *Revised*]

[AP 3.21.01: Transfer and Prior Learning Credit — *Revised*]

[AP 3.30.01: Academic Standing Policy — New]

Approvals

Chancellor_

Lee D. Lambert, J.D.



PimaCountyCommunityCollegeDistrict Standard Practice Guide Administrative Procedure

SPG-AP Title: Faculty Standards and

Qualifications Certifying

Faculty Teaching Credit

Bearing Courses

SPG AP Number: SPG-3001/AA AP 3.01.01

Adoption Date: 3/18/03

Schedule for Review & Update: Every two years

Review Date(s): 5/11/07, 2/7/09, 2/27/17
Revision Date(s): 5/11/07, 2/7/09, 2/27/17

Sponsoring Unit/Department: Provost and Executive Vice Chancellor

for Academic and Student Services

Office of the Provost

Policy Title(s) & No(s). Faculty Standards and Qualifications,

BP-3001 Faculty Qualifications

Standards, BP 3.01

Legal Reference: Cross Reference:

PURPOSE

As part of its efforts to provide high quality instruction, Pima Community College establishes minimum qualifications for its instructional faculty and educational support faculty (for the purposes of this document referred to as "faculty"), who teach credit bearing courses including, part-time, adjunct faculty, dual-credit, temporary, and those in contractual and consortial programs.

<u>Faculty and instructors teaching non-credit bearing courses will meet standards established for their areas and are not certified through this procedure.</u>

Draft — 2-27-17

Minimum qualifications are approved by the Provost and Executive Vice

Chancellor for Academic and Student Affairs (Provost) in consultation with faculty in each discipline.

The certification process described here documents that faculty meet the established minimum qualifications for the disciplines they teach. Hiring managers, chairs, deans, or program managers are responsible for identifying faculty best suited for particular course assignments within a discipline.

<u>Unless the Provost determines otherwise, faculty certified using previous</u> requirements remain certified to teach in those disciplines provided standards set by external accrediting or other regulatory agencies are still met.

SECTION 1: Minimum Qualifications Requirements

1.1 The Faculty Minimum Qualifications Requirements grid lists the minimum standards required to teach in a particular discipline, applied as broadly as possible. (See Section 2.1) College Discipline Area Committees (CDACs) may wish to establish separate hiring guidelines to share with hiring managers that delineate the preferred qualifications for a faculty member for a particular course or series of courses.

1.2 Credentials

In general, a credential is an attestation of qualification, competence, or authority issued to an individual by a qualified third party, such as a regionally accredited educational institution or otherwise generally accepted authority.

Academic credentials will be the primary mechanism used to ascertain minimal faculty qualifications. A program of study completed by the faculty member must appropriately match the courses the faculty member would teach, in accordance with the conventions of the field of study.

Faculty must possess an academic degree at least one level above the level at which they teach, except in occupational, career and technical education where work experience is used to establish minimum qualifications.

• Faculty teaching academic or transfer courses must hold a master's degree or higher in the field or closely related field as determined by the discipline faculty. If the degree is not in the discipline/subfield taught, that faculty member must have completed a master's degree or higher in another field

- plus a minimum of 18 graduate semester credits in the appropriate discipline/subfield.
- Educational Support Faculty must meet minimum requirements as specified for Librarian and Counselor on the Faculty Minimum Qualifications
 Requirements grid.
- Faculty teaching occupational, career and technical education courses should hold a bachelor's degree in the field of study and/or a combination of education, industry-recognized certification, training and work experience as defined by discipline faculty.
- Faculty teaching developmental courses must hold a bachelor's degree or higher. If the degree is not in the discipline/subfield taught, that faculty member must have completed a minimum of 24 upper and/or lower division semester credits in the appropriate discipline/subfield.
- Faculty teaching courses in programs that are separately accredited or externally regulated must meet any requirements established by the program's accrediting or regulatory bodies.

1.3 _ Equivalency

Equivalency to the faculty minimum qualifications standards may be demonstrated through academic credentials, breadth and depth of work experience outside of the classroom and/or eminence against expected discipline outcomes for the discipline or courses proposed to be taught.

Equivalency is meant neither to raise nor lower minimum thresholds and will be used at the discretion of the discipline faculty. The College considers equivalency only under special circumstances in which the goal is to significantly enrich the educational experience for the student, and not solely as an alternate route to certification.

External program accreditation and/or regulatory requirements must be met prior to consideration of equivalency.

SECTION 2: Procedures

2.1 Qualifications Grid

The Faculty Minimum Qualifications Requirements grid is housed in the Provost's office and contains CDAC identified qualifying fields of study and any other minimum requirements. Each year, all CDACs review and when appropriate, vote

to revise the faculty minimum qualifications requirements. The revisions, in the format of Faculty Minimum Qualifications Requirements grid, is submitted along with the CDAC vote tally, through the Discipline Standards Faculty (DSF) to the Provost. The Provost approves or denies the proposed changes effective July 1.

2.2 Credentials

The Faculty Certification Analysts certify faculty when the credentials and other qualifications clearly meet the Faculty Minimum Qualifications Requirements.

Foreign degrees and/or coursework must be evaluated by third party evaluation agencies approved by Pima Community College.

The CDAC elected DSF may be contacted when a subject matter expert opinion is needed to validate the credentials and other qualifications against the Faculty Minimum Qualifications Requirements grid. Most typically the DSF is reviewing coursework or letters of work experience to ensure alignment with the discipline requirements. The DSF documents their findings with rationale and forwards them to the Faculty Certification office.

Discipline Standards Faculty

Every three years, CDACs, elect a Discipline Standards Faculty (DSF) for each of its course prefixes. The CDAC Chair reports election results to the Provost on or before July 1st of the election year. DSF service meets the faculty requirement for committee work.

2.3 Equivalency

Equivalency to the faculty minimum qualifications standards may be demonstrated through academic credentials, breadth and depth of work experience, tested experience, outside of the classroom and/or eminence that have provided preparation equivalent to the requirements set forth in the Faculty Minimum Qualifications Requirements grid for the discipline in question.

Teaching experience alone is insufficient for demonstrating equivalence.

Some disciplines may have external requirements that do not allow for equivalency.

Disciplines or subdisciplines that opt to certify faculty using equivalency must hold a CDAC vote to do so and report the results to the Division Dean and the Provost. Those disciplines must then develop a Discipline Qualifications Equivalency Rubric that is used to determine if a candidate's experience, education, training and/or eminence in the field have have provided a level of preparation equivalent to the minimum qualifications established in the Minimum Qualifications Grid.

To be considered for equivalence, a candidate must compile a portfolio that presents conclusive evidence of mastery of the knowledge and skills of the vocation/discipline that is broad enough to serve as a basis for teaching courses in the discipline to the Contracts and Certification Office who forwards it to the Discipline Standards Faculty (DSF) and Division Dean overseeing the discipline.

The DSF and the Division Dean will determine if the portfolio presents sufficient evidence to convene the Equivalency Committee. The Committee will include:

- the DSF
- the CDAC Faculty Co-Chair,
- a Faculty Senate Representative,
- the Dean overseeing the discipline,
- a representative from the Faculty Certification Office.

Prior to meeting as a group, each member of the Equivalency Committee will assess applicant materials independently against the CDAC established rubric and record the rationales for their decisions. The final decision of an Equivalency Committee shall be by majority vote of all members. The Equivalency Committee reviews the documentation provided for each request and makes equivalency recommendations to the Provost. This information is confidential and will be placed in the equivalency review file.

The candidate for the equivalency will be informed of the Committee's decision in writing.

All certifications awarded through the Equivalency process are granted provisionally for 3 years. If certification is approved a second time, it is valid in perpetuity or until the minimum qualification requirements for the discipline change significantly that would require re-evaluation by the committee.

Any revisions to the general process for determining equivalence/tested experience must be approved by the Faculty Senate. Changes to the disciplinary equivalency rubric must be approved by the CDAC.

2.4 Provost

The Provost gives final approval for all certification and is responsible for ensuring the consistency and integrity of the certification process.

SECTION 3: Appeals

The Provost is responsible for managing appeals of decisions made through the certification or equivalency process.

The Provost or designee will investigate and resolve all appeals and other disputes within 60 days of receiving a written concern.

PURPOSE

In March 2002, the Arizona State Board of Community Colleges was divested of its responsibility for certifying community College faculty. Faculty certification authority was relegated to each of Arizona's ten community college districts.

PROCESS AND PROCEDURES

The process of determining faculty standards and qualifications is a collaborative effort on the part of Contracts and Certification Analysts, College Discipline Area Committee (CDAC) Faculty and campus administration. The integrity of the process, however, is the responsibility of the Provost and Executive Vice Chancellor for Academic and Student Services. All disputes and official inquiries will be forwarded to the Provost and Executive Vice Chancellor for Academic and Student Services for investigation and resolution.

I. Description of Application Process

- Applicant completes and submits employment application and all official documents
- Application and documents are evaluated based upon qualifications listed in faculty standards
- Applicant is advised of certification status
- Applicant information is entered into Pima Community College database

II. Transcript Evaluation

- Official or unofficial transcripts may be evaluated and used in the determination of an applicant's qualifications; however, official transcripts must be provided prior to certification
- Contracts and Certification Analysts evaluate and keep transcripts and other application documents on file in accordance with State requirements
- Applicants who attended international post secondary institutions are responsible for having course-by-course evaluations all official transcripts performed and submitted to a Contracts and Certification Analyst
- Contracts and Certification Analysts will provide the applicant with an official list of international credentials evaluation agencies approved by Pima Community College
- All costs for international credentials evaluations will be incurred by the applicant
- All copies of international credentials/documents and official evaluations must be submitted to the Contracts and Certification Analysts for evaluation and archiving

III. Letters of Experience

- Applicants interested in Occupational and/or Workforce Response curriculum area teaching positions must submit letters of work experience to the Contracts and Certification Analysts.
- Letters of work experience must be original documents written on official letterhead and signed by an official representative of the employer
- Letters of work experience must delineate length of employment, classification of position, job responsibilities, skill attainment, observed competence in performance of duties and job requirements and period(s) of employment (start and end dates)

IV. License/Certificates

- Applicants interested in teaching positions in Occupational and/or Workforce Response curriculum area teaching positions must provide all official licenses and/or certificates related to posted job requirements
- Official licenses and/or certificates must bear any embossed seals and/or any other official insignia or designations and must be issued by the appropriate accrediting agency
- Official licenses and/or certificates must be presented to the Contracts and Certification Analysts for approval and will be copied and maintained in the applicant's file

V. Pima Standards Categories

i. Standard Category

The standard classification categories are Academic, Developmental, Occupational/ Workforce, Counselor and Librarian.

The faculty member is certified if he/she has met the minimum requirements for the specific discipline (prefix) and classification with degrees/teaching field coursework.

ii. Limited Exemption

The limited exemption classification categories are Academic, Developmental, Occupational/Workforce, Counselor and Librarian. This classification is reserved for individuals with unique qualifications for teaching, which may include but are not limited to those who are nationally or regionally recognized as experts in their field, those who have not completed the required number of graduate hours in the teaching field, or those who teach in subject areas that have proven difficult to staff. A subject area is deemed difficult to staff if it necessitates: 1) adjunct overloads; 2) class cancellations; or 3) there is a history of the granting of 3 limited exemptions per semester per campus or 5 limited exemptions per semester district-wide. A discipline with multiple limited exemptions over a two year period may be considered for an additional regular faculty full time equivalency (FTE) as identified and documented by the Campus President and determined by the Chancellor's Cabinet.

Initial request for a limited exemption can be made by the Department Chair or supervising administrator to the Vice President of Instruction. Initial approval of the limited exemption can be initiated by the Vice President of Instruction and approved by the Campus President; or, initial approval can be made by the Vice Provost.

The initial requestor notifies the Contracts and Certification
Analyst to initiate and send the Faculty Standards Evaluation Form
(FSEF). After receiving the FSEF from the Contracts and
Certification Analyst, the initial requestor coordinates routing of all
of the required documents for approval and signatures. Signatures
are required from the Department Chair or supervising
administrator, CDAC Discipline Standards Faculty, Campus Vice
President of Instruction, and Campus President. After the

appropriate signatures are obtained, all documents are returned to the Contracts and Certification Analyst. The Contracts and Certification Analyst will sign and forward the documents to the Provost and Executive Vice Chancellor for Academic and Student Services.

Final approval of all limited exemptions must be made by the Provost and Executive Vice Chancellor for Academic and Student Services. The Contracts and Certification Analyst will notify the Department Chair and applicant of the approval or denial for the Limited Exemption Request.

CDACs and the Discipline Standards Faculty will receive a list of all limited exemptions awarded with an accompanying rationale by the 45th-day of each semester. Classes beginning after the 45th-day, taught by a faculty member holding a limited exemption classification, will be included in a list provided by the Vice President of Instruction at the end of the semester to the appropriate CDAC and the Discipline Standards Faculty. Any limited exemption extension beyond two years requires the review and recommendation of the Department Chair, the Vice President of Instruction and the Campus President or Vice Provost. Final approval for extensions can be granted only by the Provost and Executive Vice Chancellor for Academic and Student Services.

iii. Special Interest Courses

Faculty teaching Special Interest Courses shall meet the qualifications of Developmental or Occupational/Workforce faculty. Special Interest courses serve community needs or provide exploration of collegiate careers, prepare students for college core/major curriculum or provide better understanding of the requirements of a collegiate core/major. These courses are not transferable and do not count toward Pima certificates or degrees.

VI. Role of College Discipline Area Committee

- CDACs will determine minimum qualifications for the teaching fields and each prefix
- Each CDAC will elect a faculty representative for each prefix assigned to its CDAC
- A CDAC may choose to have one faculty member serve as Discipline Standards Faculty for more than one prefix

- The list of teaching field prefixes will be reviewed and, if needed, modified by the Discipline Standards Faculty and approved by the CDAC on an annual basis by July 1st of each academic year
- Prefixes can only be added to this list by Discipline Standards Faculty with CDAC approval
- The list of teaching field prefixes will be published annually and a copy of this list will be distributed to all Contracts and Certification Analysts, Vice Presidents of Instruction, CDAC Chairs, Department Chairs and Discipline Standards Faculty.

VII. Role of Discipline Standards Faculty

— Discipline Standards Faculty will:

- Be elected for a 2 year term
- Serve as liaison between the Vice Presidents of Instruction, Provost and
 Executive Vice Chancellor for Academic and Student Services, Contracts
 and Certification Analysts and CDAC members in an effort to maintain
 communications, uphold the standards and provide needed modifications
 to the teaching field prefix list and/or work experience
- Determine prefix equivalency on a case-by-case basis, if a prospective faculty's course is not an exact match to a course on the CDAC approved prefix list
- Respond within two working days to the Contracts and Certification
 Analysts for clarification, equivalency approval or questions regarding a
 review of a prospective faculty's coursework, degrees or experience
 documentation
- Review and approve course equivalency for any evaluated transcripts and degrees from institutions outside the United States on a case-by-case basis
- Provide an annual summary of activities to his or her CDAC and the Provost and Executive Vice Chancellor for Academic and Student Services

VIII. Role of the Contracts and Certification Analysts

The Contracts and Certification Analysts are charged with the college-wide process of receiving and reviewing the faculty standards application and supporting documents (See this SPG I, II, III, IV) for the purpose of determining an applicant's credentials/qualifications for teaching.

The Contracts and Certification Analysts will:

- Enter application information into the Pima Community College database and complete the Faculty Standards Evaluation Form listing faculty members' CDAC approved coursework and work experience for the appropriate Classification (Academic, Developmental or Occupational/Workforce)
- Contact Discipline Standards Faculty for clarification and forward documents for evaluation and signature if the degree, coursework or work experience do not clearly meet the CDAC approved or work experience
- Verify that the requirements have been met, sign and forward documents to the Vice Provost for final approval and signature
- Submit applicants' names to Board of Governors for approval
- Perform similar certification process for regular full-time faculty

IX. Role of the Vice Provost

The Vice Provost assumes the responsibility on behalf of the Pima Community College District for final verification of an applicant's credentials, all supporting documentation and signatures.

- The Vice Provost or Vice President of Instruction can initiate the Limited Exemption Classification (See this SPG V-ii) when appropriate
- The Vice Provost will submit a list of all Limited Exemption
 Classifications granted to faculty by campus to the appropriate CDAC
- Maintain a list of Discipline Standards Faculty for each prefix,
 Department Chairs by discipline by campus and a list of the Vice
 Presidents of Instruction by campus including current contact information for each person listed
- Compile a list of accepted prefixes for each discipline reflecting changes made by the CDAC and reported to the Provost and Executive Vice Chancellor for Academic Services by July 1st of each academic year
- Distribute the lists of accepted prefixes by discipline, Discipline
 Standards Faculty by prefix and Vice Presidents of Instruction by
 campus, by August 1st to all Contracts and Certification Analysts, Vice
 Presidents of Instruction, CDAC Chairs, Department Chairs and
 Discipline Standards Faculty

X. The Role of the Provost and Executive Vice Chancellor for Academic and Student Services

The Provost and Executive Vice Chancellor for Academic and Student Services will:

- Approve or deny renewal of the Limited Exemption Classification for an adjunct faculty member based upon the written recommendations from the Vice President of Instruction or Vice Provost and the Campus President
- Receive and archive semester reports from the Vice Presidents of Instruction or Vice Provost on all formal limited exemption requests
- Distribute limited exemption list and accepted prefixes by discipline to the Discipline Standards Faculty
- Receive and archive annual summary of activities reports from the Discipline Standards Faculty
- Investigate and resolve all disputes and official inquiries concerning the process
- Ensure that every two years each CDAC elects a Discipline Standards
 Faculty for each of its discipline prefixes and the CDAC Chair reports
 election results to the Provost and Executive Vice Chancellor for
 Academic Affairs and Student Services on or before July 1st of the
 election year
- Ensure that the Vice Provost and each Vice President of Instruction and Contracts and Certification Analyst receives Board Policy 3001, Regulation 3001/A, and Standards Practice Guide 3001/AA

OUTCOMES

This Standard Practice Guideline is to define the process of determining faculty standards and qualifications and delineating the roles of the responsible parties including the Provost and Executive Vice Chancellor for Academic Services, Vice Provost, CDAC, the Discipline Standards Faculty, the Contracts and Certification Analysts the Vice Presidents of Instruction and the Campus Presidents.



PimaCountyCommunityCollegeDistrict Standard Practice Guide Administrative Procedure

SPG-AP Title: Transcript Evaluation

Standards Transfer and Prior

Learning Credit

<u>SPG-3111/AA AP 3.21.01</u>

Adoption Date: 7/1/11

Schedule for Review & Update: Every three years

Review Date(s): $\frac{2/27/17}{Revision Date(s)}$: $\frac{2/27/17}{2/27/17}$

Sponsoring Unit/Department: Provost and Executive Vice Chancellor

for Academic and Student Services

Office of the Provost

Policy Title & No.: Transfer Students and Credit, BP-3111

3.21

Legal Reference: Cross Reference:

PURPOSE

<u>Pima Community College awards credit for prior educational achievement, based on appropriate documentation. This administrative procedure identifies the process for awarding transfer credits.</u>

SECTION 1: Prior College-level Coursework

The College may award credit for courses that are eligible to transfer when a grade of C or higher was earned in a applicable college-level course at a regionally accredited college or university. Certificate and Associate of Applied Science

courses are also eligible for transfer and faculty and department chairs are able to issue course substitutions. Transfer courses do not affect the PCC GPA.

The College accepts official transcripts sent directly (mail or electronic) from colleges and universities to the Office of Enrollment Services/Registrar.

Transcripts that are hand-carried, or faxed cannot be accepted for transfer credit evaluation, but can be used for advising and prerequisite purposes. Once the College has an application for admissions, transfer request form with a desired program of study, and official transcripts, the student will receive a PCC email with Transfer Credit Evaluation results.

SECTION 2: Alternative Sources for Credit

There are other types of transfer credit, such as corporate or military training with an American Council on Education (ACE) recommendation; standardized tests such as the GED ®, Advanced Placement, or International Baccalaureate for College Credit, technical and industry-recognized credentials/certifications, certain high school and High School Equivalency GED classes, and credit by articulation agreement, as well as credit awarded through the college's Prior Learning Assessment (PLA) processes.

Section 3: Limits and Appeals

PCC will accept general education academic coursework regardless of length of time since completion. Occupational coursework over eight (8) years old will require departmental approval for evaluation.

Student may appeal a transcript articulation by completing a Transcript Evaluation Appeal Form. The Office of Enrollment Services and Registrar will respond within 30 days of receipt.

Pima Community College (PCC) accepts transfer credits from regionally accredited institutions of higher learning. PCC requires sealed official transcripts and a signed PCC Transcript Evaluation Request (TER) in order to transfer coursework from other institutions. PCC reserves the right to award or deny the transfer of credit in all circumstances. The following outlines PCC transfer procedures.

1.0 College-level coursework from regionally accredited institutions, with a "C" grade or better (2.0 on a 4.0 scale) in undergraduate courses at the freshman and sophomore level (typically numbered 100 through 299), will be articulated, with the exception of restricted occupational and workforce

Draft — 2-27-17

prefixes. Through appeal, students can petition PCC to evaluate junior and senior level coursework if they need the courses to meet PCC program requirements. A list of restricted occupational and workforce prefixes will be maintained at the PCC District Admissions and Records Office.

- A. Restricted occupational/workforce prefixes are not initially evaluated for transfer.
 - 1. Students will be advised to contact the appropriate department to determine if the course world be applicable toward their program requirements.
 - 2. If, after reviewing the transcript(s), the department determines that one or more courses may apply toward the program, a PCC Transcript Evaluation Appeal Form should be submitted to the PCC District Office of Admissions and Records.
 - 3. The PCC District Office of Admissions and Records will input the requested occupational courses onto the student's PCC academic record with the appropriate prefix designation (ex. DAR 000A, 000B, 000C, etc.) for substitution purposes, and will notify the student that his or her occupational courses have been posted and the student may start the substitution process.
- B. Course evaluations for Post Baccalaureate Teacher Certification and Public Safety and Emergency Services Institute (PSESI)
 - 1. The Department Chair of the Teacher Certification and PSESI programs will evaluate any coursework that meets prerequisite or core course requirements for the Teacher Certification and PSESI programs at the Community Campus.
 - 2. The Community Campus Student Services staff will process the equivalencies.
 - 3. The Department Chair for the Teacher Certification and PSESI programs will inform the applicant in writing of the outcome of the course articulation.
- 2.0 The highest level REA, WRT, and MAT developmental coursework with a "C" grade or better (2.0 on a 4.0 scale) that meet college course prerequisites will be articulated.
- 3.0 PCC will accept general education academic coursework regardless of length of time since completion. Occupational coursework over eight (8) years old will require departmental approval for evaluation.

- 4.0 All accepted coursework will be articulated to the current catalog. College-Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB) test scores will be articulated according to the recommendations posted for the year in which the test was taken.
- 5.0 Transferable general education courses are assigned the prefix 'ZTR' followed by the Arizona General Education Curriculum (AGEC) categorical designation (ZTR HU, SB, BP, etc.) These courses are the articulated values given for Arizona public and tribal community colleges and universities when the course does not have a PCC direct equivalency and is listed in that institution's general education requirements. These can be used to fulfill general education categorical requirements.
- 6.0 Transferable elective courses are assigned the prefix 'ZTR' followed by 'ELEC.' These courses are the articulated values given to non-technical, non-vocational academic courses when the course does not have a direct PCC equivalency and does not fulfill a general education categorical requirement.
- 7.0 A maximum of 42 ZTR ELEC credits will be accepted, as this is the maximum number of elective credits a student can apply towards a PCC degree.
- 8.0 A credit transferred from institutions under the quarter credit system will count as 0.67 of a semester credit at PCC. Quarter credit courses must meet the Arizona state-wide guidelines to count as a PCC equivalent for AGEC purposes.
- 9.0 International transfer credit will be accepted for PCC transferability upon submittal of a course-by-course, United States semester standard, international transcript evaluation, by a reputable and professional credential evaluation service. These courses are typically awarded elective credit since these transcripts often provide only course titles, not course descriptions.
- 10. Military transcripts (AARTS, SMART, and CCAF) evaluations are required for all students receiving VA Education benefits. Military transcripts do not require a PCC Transcript Evaluation Request (TER) to evaluate.
 - A. CCAF transcripts are regionally accredited and should be treated as normal Community College transcripts and evaluated accordingly.
 - B. AARTS and SMART transcripts are accredited by the American Council on Education (ACE) and will be evaluated for training only; experiential learning will not be evaluated or transferred.

Draft — 2-27-17

C. AARTS and SMART military coursework will be articulated to the current catalog.

Transcript Articulation Appeal Process

Any student who wishes to appeal a transcript articulation decision may complete and submit a PCC Transcript Evaluation Appeal Form. The student's transcript will be reviewed, and the articulation decision(s) will be communicated to the student. In exceptional cases the decision(s) will be referred to the College Registrar, the Director of Curriculum and Articulation Services, and/or faculty, who will consult and make a final determination. The student will be notified of the decision.



PimaCountyCommunityCollegeDistrict Administrative Procedure

AP Title: Academic Standing Policy

AP Number: <u>AP 3.30.01</u>

Adoption Date:

Schedule for Review & Update: <u>Every three years</u>

Review Date(s):
Revision Date(s):

Sponsoring Unit/Department: Office of the Provost
Policy Title(s) & No(s).
Student Success, BP 3.30

Legal Reference: Cross Reference:

PURPOSE

To promote student success; retention, persistence and completion the College maintains minimum academic standards and initiates additional requirements which supports students who do not meet the minimum academic standards.

Special Considerations for students that are identified as an International or Athlete may be held to higher or more restrictive requirements.

SECTION 1: Minimum Academic Requirement

The College has a minimum academic requirement for all credit earning students. Students who maintain a 2.0 GPA and/or 67% completion rate cumulatively remain in good academic standing. Completion rate is calculated by dividing the number of credits that a student has attempted against the number of credits they have completed. Withdrawals and re-takes are included in this calculation.

SECTION 2: Procedures to Promote Minimum Academic Requirement

2.1 Academic Warning

The first semester a student falls below a 2.0 GPA and/or 67% completion rate, the student will be placed on Academic Warning.

2.2 Academic Probation

In any subsequent semester that a student on Academic Warning falls below the 2.0 GPA and/or 67%

2.3 Academic Restriction

In any subsequent semester following Academic Probation where the student's GPA falls below a 2.0, the student will be placed on Academic Restriction. During Academic Restriction, a student will be limited in the total number of credit hours per semester until achieving a semester GPA of 2.0 or higher. Full year and selective admission programs may require faculty approval to be exempt from restriction on course load.

PimaCountyCommunityCollegeDistrict Governing Board 4905C East Broadway/Tucson, Arizona 85709-1010

INFORMATION ITEM

Meeting Date: 3/8/17	Item Number: 3.7
Item Title	Contact Person
New Board Policy – First Reading	Chancellor's Office (206-4747)
Information:	
For your information, the Chancellor submits the first reading of Policy:	the following new Board
BP 1.12 Chancellor Emeritus Status	
Justification: Recommended BP additions are being made as part of the comprreorganization of all policies. In regards to BP 1.12, an addition if for Emeritus status to be conferred upon former chancellors by the specifically for Chancellor Emeritus. The conferring of emeritus AP 5.15.01. Financial Considerations:	s being recommended to allow ne Board of Governors. This is
None.	
Approvals	
Chancellor	
Lee D. Lambert, J.D.	



PimaCountyCommunityCollegeDistrict Board Policy

Board Policy Title: Chancellor Emeritus Status

Board Policy Number: BP 1.12

Adoption Date:

Schedule for Review & Update: Every three years

Review Date(s): Revision Date(s):

Sponsoring Unit/Department:

Board of Governors Motion Number:

Legal Reference: Cross Reference:

PURPOSE

The awarding of chancellor emeritus status is intended as a special honor for College employees who have served as chancellor with great distinction. Prior chancellors receiving such an award exemplify the characteristics of ideal community college educators who, through their professional careers at Pima Community College, have contributed significantly to the College, and the community. Status is not guaranteed as a matter of due course; it is granted only to those whose service has been exemplary. Recipients of the emeritus distinction will be identified by name and title with the emeritus distinction in the catalog or other College publications.

The chancellor emeritus designation shall not create any contractual obligation nor shall there be any compensation connected with the title.

Emeritus distinction may be bestowed posthumously.

Eligibility

Any individual is eligible for recommendation for emeritus distinction who meets the following criteria:

- A minimum of 5 years of full time service to Pima Community College as chancellor;
- Concluded or in the process of concluding his or her service as chancellor;
- Established a record of distinguished service while employed as chancellor; and
- Not been the subject of an adverse personnel decision.

Nomination

Any Governing Board member may recommend the honorary emeritus title. The Governing Board may confer this title by appropriate resolution.

PimaCountyCommunityCollegeDistrict

Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

INFORMATION ITEM

Meeting Date: 3/8/17 Item Number: 3.8

Item Title

Contact Person

Pima Community College Draft Diversity Plan, 2017-2020

Dr. Dolores Duran-Cerda Acting Provost and Executive (206-4999) Dr. Lorraine Morales President Community and East Campus (206-7619)

Information:

The Chancellor informs the Governing Board of a draft of the Pima Community College Diversity Plan.

The purpose of the Diversity Plan is to recommend actions the College will take to fulfill its mission to provide affordable, comprehensive educational opportunities that support student success and meet the diverse needs of its students and community. The Plan is designed to recommend actions that build on, expand, and strengthen College activities that attend to and leverage the diversity of our community for the benefit of the constituencies we serve.

The Diversity Plan supports cultural awareness, and sensitivity in understanding differences in race, ethnicity, color, national origin, gender, gender identity, sexual orientation, religion, disability, age, or veteran status, languages, socio-economic conditions and political systems. The concepts of equality and inclusion go beyond "representation" by creating welcoming environments where all individuals feel respected, valued and supported.

College Plan Initiative:

Strategic Directive Five (5) – Increase diversity, inclusion and global education.

Approvals		
Contact Person	Dr. Dolores Durán-Cerda	Dr. Lorraine Morales
Chancellor	Lee D. Lambert, J.D.	





Pima Community College 2017-2020 Diversity and Inclusion Plan

February 27, 2017

Co-authors:

Ricardo Castro-Salazar, Alison Colter-Mack, Suzanne Desjardin, Dolores Durán-Cerda, Damian Montoya, Lorraine Morales and Rosalía Solórzano Diversity Plan Subcommittee

of the

PCC Standing Committee on Diversity

Caminante no hay camino, se hace camino al andar.
[Walker, there is no path, the path is made by walking.]
Poet Antonio Machado

DRAFT

Contents

About the Plan

Why Diversity and Inclusion?

Diversity, Affirmative Action and Equal Employment Opportunity

Equity

Diversity and Demographic

The Process

Diversity and Inclusion Forum

Strategic Goal 5 in Context

A Final Word

2017-2020 Diversity and Inclusion Plan: Goals and Objectives

Appendices

Board Policy 2.01 Diversity

Chancellor's Diversity Message

College Diversity Statement

Standing Committee on Diversity: Charge

Standing Committee on Diversity: Membership

Glossary of Terms

Employee demographic information: It should be noted that demographic data is *self-reported*, hence is fluid and is a snapshot of a moment in time.

For more information

- Diversity Webpage: pima.edu/diversity
- <u>Standing Committee on Diversity</u>: pima.edu/about-pima/diversity/resources.html
- Questions? <u>Pcc-diversity@pima.edu</u>

About the Plan

The Pima Community College 2017-2020 Diversity and Inclusion Plan is a dynamic, living document. It is emblematic of the process of continuous improvement that has taken hold at PCC. The Plan has been and will continue to be scrutinized by internal and external stakeholders, who will suggest alternative approaches. The revision process is to be embraced, as the document is meant to be an agent of change at PCC. The Plan will evolve to meet the needs of the College and its constituents.

The Plan is an extension of the College's ongoing Strategic Planning process. The Plan provides a framework for addressing themes and topics visible throughout the College's institutional DNA:

Chancellor Lee D. Lambert's "North Star"

- Student success
- Community engagement
- Diversity

PCC Core Theme and Objective of Diversity, Inclusion and Global Education

- Expand and support the diversity of the College's student population
- Close the achievement gap
- Expand and support the diversity of the College's workforce
- Develop and increase the student population through global education

PCC 2014-2017 Strategic Plan

Strategic Direction 2: Improve access and student success

2.3. Increase college enrollment, especially first-generation college students, adult students age 25 and older, Hispanic students, and students from other underrepresented populations

Strategic Direction 3: Foster partnerships to strengthen educational opportunities in response to community needs.

- **3.1.** Rebuild PCC image and build a more trusting relationship between PCC and traditionally marginalized populations
- **3.3**. Expand community partnership to more fully engage all demographic segments associated with traditionally marginalized populations
- **3.5.** Develop community-based partnerships to encourage enrollment in college

Strategic Direction 5: Increase diversity, inclusion and global education

5.3. Diversify the workforce of Pima Community College.

The reality is diversity and inclusion are integral to student success, community engagement and virtually all aspects of College operations. Thus, the Plan takes a broad, holistic approach to its primary focus, student success. To achieve student success, it is necessary to close achievement

gaps and increase attainment rates. It also is necessary to examine the institution's internal culture and practices, as well as how it interacts and collaborates with the outside world, in order to recognize how they impact our ability to help students succeed.

The Plan recommends actions that initiate, build on, expand and strengthen College activities that can leverage the diversity of our community to benefit the constituencies we serve. It translates the aspirations of the College and the community regarding diversity and inclusion into a series of goals and objectives, with the understanding that specific strategies and tactics; funding sources; indicators of effectiveness and accountability; and processes for ongoing review and revision will be added as planning moves forward. In line with the College's practice, appropriate PCC work units will develop diverse, data-based measures to identify populations relevant to diversity, in order to clarify objectives, and to track progress of meeting the Plan's goals.

Why Diversity and Inclusion?

As it has throughout its history, Pima Community College strives to create a climate and culture in which positive attitudes toward diverse, interconnected groups are the norm and where increased involvement and academic growth is fostered. PCC values the enrichment that the unique perspectives and experiences individuals bring to the College and seeks to create an environment where these unique perspectives can coexist and flourish. The differences between people that can engender these unique perspectives can include, but are not limited to, age, disability, ethnicity, gender, nationality, race, color, indigenous status, socioeconomic status, language, educational history, educational goals, geography, and LGBTQ status. The College is mindful that diversity is a journey, and that we may incur institutional resistance. However, we remain resolute to reach our overarching goal: ensuring the dignity and authenticity of the individual, and harmony among individuals.

It should be noted that PCC is at the forefront of Arizona's 10 community colleges in the institutional embrace of diversity. Only one other community college in the state has an office devoted to diversity and inclusion led by an executive-level administrator. This degree of commitment is more common at four-year colleges and universities, but will become necessary as our students and community become more diverse.

The close relationship between Diversity/Inclusion and Inclusive Excellence, a topic mentioned at the Diversity and Inclusion Forum on Feb. 10, 2017 (see more on this important event below), should be noted. *Inclusive Excellence* is commonly defined in simple terms as the recognition that a community or institution's success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni. (For a more robust definition, see Glossary of Terms).

Diversity, Affirmative Action, Equal Employment Opportunity (EEO)

The Diversity and Inclusion Plan focuses on promoting inclusion and enhancing engagement to create a welcoming and safe environment for the College's diverse communities, not on enforcing compliance with government laws, regulations and rules. Existing entities at the College are responsible for assuring compliance:

Affirmative Action (AA): PCC's Affirmative Action Plans are administered out of and enforced by the College's Equal Employment Opportunity (EEO) Office.

Executive Order 11246 supports that to be in compliance with the Office of Federal Contract Compliance Programs (OFCCP) federal contractors must demonstrate that affirmative action has been taken "...by covered employers to recruit and advance qualified minorities, women, persons with disabilities and covered veterans..." https://www.dol.gov/general/topic/hiring/affirmativeact

As a federal contractor, PCC supports compliance with OFCCP and effective January 2017 is implementing the College's annual Affirmative Action Plan (AAP), which focuses on utilization, underutilization and availability with emphasis placed on minorities, people with disabilities, and covered veterans. In compliance with OFCCP, AAPs are developed and implemented by the College. AAPs are updated annually and must be kept on file as long as the employer is considered a federal contractor under OFCCP standards.

Equal Employment Opportunity (EEO): PCC's EEO office also has oversight for enforcing the College's non-discrimination policy and compliance with Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national

origin, age (40 or older) disability or genetic information. PCC's non-discrimination policy reinforces protections under Title VII and also prohibits discrimination based on veteran status and other legally protected categories. Violations of Title VII and College policy are investigated to correct any discriminatory acts and/or behaviors that may have occurred. All members of the College community are committed to participating in the creation of a learning and/or work environment that is free of discrimination.

Equity

In benchmarking our peer institutions and expanding our review to include national trends, the Diversity Plan Subcommittee found that institutions in higher education addressing equity in in a variety of ways.

Often it is only addressed under legal auspices within an EEO framework for employees. If it is explicitly discussed from a student focus, it is usually part of an *Inclusive Excellence* framework, addressing the need to close student achievement gaps which statistically tend to disproportionately impact underrepresented minority groups.

We have chosen to address equity as part of our greater EEO responsibilities to our employees as well as through a targeted and intentional commitment to our students to implement an *Inclusive Excellence* transformative model to shift our institutional culture.

The AACU, American Association of Colleges and Universities, (2015) highlights specific actions to work toward equity-minded outcomes for students. See: https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf (pages 25-26).

The College's efforts are aligned with all 10 of these recommended AACU strategies.

Diversity and Demographics

Some community constituents have suggested that PCC incorporate a specific goal of achieving employee demographics that match the population demographics of Pima County, including specific racial percentages. This approach raises a number of concerns, and the College has concluded that use of specific percentages is not the most appropriate approach.

Legal considerations

Both federal and state law prohibits discrimination in employment based on race, color, and ethnicity. [Title VII of the Civil Rights Act of 1964; ARS § 41-1463.] Arizona law expressly prohibits employers from publishing any notice that indicates a hiring preference based on protected categories, including race, color and national origin. [ARS §41-1464.] If the College were to adopt percentage of workforce goals based on one or more of these criteria, and if the College employee demographics began to shift toward those goals, the College would create a situation in which an unsuccessful job applicant who did not fit within a specified percentage goal could claim that race/ethnicity, rather than qualifications, was the determining factor in the hiring decision. If the College were to adopt specific percentage goals, such a claim would be difficult, if not impossible, to defend.

Practical considerations

According to the Arizona Attorney General "Guide to Pre-employment Inquiries Under the Arizona Civil Rights Act," inquiries about an applicant's race or ethnic background are nearly always impermissible.

In addition, all inquiries to track demographic information about employees are voluntary and self-reported. Experience at the College indicates that a significant percentage of employees decline to provide such information. As a result, the College would not be able to know with certainty whether it was achieving specific percentage goals, should it adopt them. County census data is subject to these same limitations.

The College's experience with affirmative action as a federal contractor supports this conclusion. Many employees decline to answer post-offer questions regarding ethnic background. A growing number who do provide information select "mixed-race." Such responses make measurement of specific percentage goals impractical.

For many positions, such as faculty and administrators, the College recruits from the region and nationally. For such searches, the College cannot reasonably expect that the applicant pool will mirror the population of Pima County or Southern Arizona.

Philosophical considerations

The generally accepted goal of a diversity plan is to increase the diversity of the workforce by creating an environment and processes that will attract and retain the most diverse pool of job applicants possible. If the College were to adopt specific percentage goals, anyone who does not fit within a specified category would likely feel excluded and, perhaps, less likely to pursue

employment at PCC, perceiving a preference for those in the specified categories.

The Process

In 2016 the College released a draft Diversity Plan, the first in its history. The plan was shared with academic/diversity professionals from Tucson and across the U.S., as well as experts at the Hispanic Association of Colleges and Universities annual convention. The College did not pay consultants to be part of the development of the Diversity Plan.

The College sought feedback from internal and external constituency groups. Members of the Governing Board, Chancellor Lambert, and College administrators received insights, which were passed on to the Diversity Committee. In all, the feedback from some 25 external individuals and groups, combined with internal feedback, totaled more than 50 pages.

Overwhelmingly, the most common criticism of the draft was that it attempted to place diversity and inclusivity on a par with international/global education. Some critics believed that emphasizing international/global education would be to the detriment of local, marginalized populations. The College was encouraged to write a plan addressing diversity, inclusivity and the challenges faced by underrepresented, marginalized communities, independent of issues related to internationalization and global education. Critics said that as a Hispanic-Serving Institution (more than 43 percent of PCC's students are Hispanic), PCC had an obligation to respond to the needs of southern Arizona's Hispanics and Latinos, who include first-generation, multicultural, underprepared, underserved and other cohorts, as well as other underrepresented groups in Pima County.

Diversity and Inclusion Forum

On Feb. 10, 2017, PCC held a Diversity and Inclusion Forum at Downtown Campus. A total of 116 people participated in roundtable discussions regarding the February 2017 draft of the Diversity and Inclusion Plan, which had been posted on the College website on Feb. 3. PCC employees from most of our six campuses, along with community members, attended. Twenty-four students from different ethnic backgrounds, who were invited by faculty and staff, as well as those who came on their own, also attended. An International student, a native of South Korea, attended, as did two refugee students.

Each of the tables reported its insights for improving the Plan. Together, forum participants

generated 203 concepts, in the form of suggestions, concerns or questions. The Diversity Plan carefully considered all feedback, mapping each to a specific Plan goal or objective. The mapping revealed that out of those 203 concepts, at least 46 percent were already embedded in the Plan's goals and objectives, or in existing College goals or initiatives, such as enhancing strategic partnerships with industry and K-12; improving resources for student career development and networking; improving soft skills training; and providing course schedules more optimally, at times when students most want them.

New concepts were folded into the Plan itself or into the accompanying narrative, resulting in more than a dozen substantive changes in the draft. Among the most important outcomes from the forum:

Stronger emphasis on community engagement, Strategic Goal 3: The College defines strategic engagement as an ongoing collaboration with external constituencies to address an issue of mutual concern. The College has added additional objectives that broaden the role of community groups in recruiting, retention, and completion. The College also rewrote one of the goal's objectives to reflect the necessity of taking PCC resources into the community and meeting constituents where they live.

Addition of Strategic Goal 6, Develop a Diversity and Inclusion communications and transparency strategy: Forum participants repeatedly spoke of the need to clearly and effectively tell the story of Diversity and Inclusion at PCC in ways that resonate with external constituencies.

Addition of objectives relating to curriculum: The objectives place Diversity and Inclusion topics into Program Review and Unit Planning processes, and direct the Diversity and Inclusion Officer, in collaboration with the Provost's Office, to create instruments to assess how Diversity and Inclusion topics are being infused into PCC curriculum.

Recognition of the need for physical space: In an illustration of how development of a Diversity and Inclusion Plan can affect overall College strategic planning, the College's Education and Facilities Master Plan process will be amended to begin assessing needs for areas devoted to promoting diversity and inclusion.

In short, the critics spoke and the College listened, as it has throughout development of the Plan.

The substantial revisions to the Plan are reflective of the College's sincere embrace of collaboration with its constituents. The College lived up to the powerful promise inherent in collaboration, one that goes beyond pledges to consult or involve. In accordance with International Association of Public Participation precepts, PCC has looked to the public for direct advice and innovation in formulating solutions, and has incorporated those recommendations to a significant extent.

Strategic Goal 5 in Context

As noted previously, a common criticism of the 2016 Draft Plan was that it attempted to place diversity and inclusivity on par with international/global education. That concern was expressed by some forum participants who believed the College was overemphasizing international/global education in the draft released Feb. 3, 2017.

It should be noted that while the Draft Plan still includes Strategic Goal 5, which is focused on global education, the College acknowledges and embraces that its prime responsibility is to Southern Arizonans, especially its underrepresented, marginalized communities. It is important to understand that internationalization/global education is a means to promoting diversity and inclusion, and not an end.

Further, our students and communities will reap the maximum benefit if the College treats localism and globalism as complementary, not opposing, forces. For example, PCC's Center for International Education and Global Engagement (CIEGE) is committed to work in accordance with the U.N. Universal Declaration of Human Rights, the U.N. Declaration of Rights of Indigenous Peoples, and the U.N. Convention on Migrants' Rights, the Covenant on Economic Social and Cultural Rights, and the Convention on Elimination of Discrimination Against Women. This universal approach envisions global networks and alliances on indigeneity, LGBTQ, disability and women's rights as support systems for empowerment in the U.S. and vice versa.

Global solidarity is the humanizing force of the global economy. As PCC Chancellor Lee D. Lambert has written, "The 21st century's global economy will value transnational leadership skills, fluency in multiple languages, and respect for and understanding of other cultures." Appreciating diversity, wherever it is found, benefits all people, wherever their home.

A Final Word

PCC looks forward to continued collaboration. PCC understands the College must continue to be responsive to the changing needs and expectations of our diverse communities. In that way we will keep alive the Diversity and Inclusion Plan, and the hope inherent in it.

Pima Community College 2017-2020 Diversity and Inclusion Plan

Strategic Goal 1: Establish a sustainable infrastructure for Diversity and Inclusion at the College.

- **1.1.** Hire a Diversity and Inclusion Officer by June 30, 2017. The Diversity and Inclusion Officer will:
 - **1.1.1.** Serve as the College's diversity and inclusion strategist
 - **1.1.2.** Provide leadership and coordination in creating learning and work environments that are diverse and inclusive.
 - **1.1.3.** Collaborate with Human Resources, the Provost's Office, other appropriate College units and external community constituencies to improve the recruitment and retention of underrepresented employees and students.
 - **1.1.3.1.** Advertise open positions in outlets aimed at underrepresented groups.
 - **1.1.4.** Collaborate with Human Resources and community groups on review of the applicant pools for administrator, faculty and staff positions within the College to ensure that the applicant pools have applicants from underrepresented populations.
 - **1.1.4.1.** Collaborate with Human Resources and community groups as appropriate to ensure diverse interview committee membership; for example, existing faculty hiring policy allows advisory board membership on hiring committees.
 - **1.1.4.2.** Collaborate with EEO office to review and strengthen EEO processes to maximize diversity in applicant pools and search committees.
 - **1.1.5**. Partner with community groups and other institutions of higher learning that serve traditionally underrepresented populations to increase the diversity of applicant pools.

- **1.1.6.** Participate in meetings of the Executive Leadership Team and other College-wide leadership groups as needed to fulfill Plan Strategic Goals.
- **1.1.7.** Report regularly to College and community constituencies on the College's progress toward fulfilling Diversity and Inclusion Plan Strategic Goals
 - **1.1.7.1.** Organize an annual Diversity and Inclusion Forum to inform internal and external constituencies regarding progress toward reaching goals, to plan next steps and to receive feedback.
- **1.2.** Transform the Standing Committee on Diversity into a Diversity and Inclusion Advisory Council by June 30, 2017. The Diversity and Inclusion Advisory Council will:
 - **1.2.1.** Consist of the Diversity and Inclusion Officer and representatives from faculty, staff, administrators, students, academic units, community groups, and community leaders vested in diversity and inclusion issues.
 - **1.2.2.** Promote cross-cultural understanding, communication and cultural competence among employees and students.
 - **1.2.3.** Gather, analyze and monitor relevant information and data concerning diversity and inclusion at PCC.
 - **1.2.4.** Set specific goals and objectives for achieving and enhancing diversity awareness and cross-cultural understanding, and to adjust those goals and objectives, as needed.
 - **1.2.5.** Recognize excellence in diversity education, awareness and promotion on campuses and throughout the College district.
 - **1.2.6.** Support the Diversity and Inclusion Officer to facilitate timely communications about issues affecting students and employees.
- **1.3.** Create an Office of Diversity and Inclusion (ODI) in FY 2017-18. The ODI will:
 - **1.3.1.** Serve as the flagship for the College's systemic approach to diversity, equity and inclusion efforts and initiatives.
 - **1.3.2.** Be responsible for ongoing training and tracking of issues affecting underrepresented populations and will serve as the central clearinghouse for matters involving diversity, inclusion and social justice for the College

Strategic Goal 2: Build diversity and inclusion competencies for Pima Community College employees through professional development and training in FY 2017-18 and ongoing.

- **2.1.** Offer biannual College-wide in-person and online training to all faculty and staff based on national standards, such as Inclusive Excellence, Cultural Intelligence training, and/or NASPA-Student Affairs Administrators in Higher Education standards.
- **2.2.** Provide faculty diversity and inclusion training to enhance student success and promote outreach and community involvement.
- **2.3.** Incorporate training to be included in individual professional development plans
 - **2.3.1.** Include achievement of diversity goals where appropriate in performance evaluations.
 - 2.3.2. Explore feasibility of creating opportunities for recognition of College units that exceed Diversity and Inclusion goals and expectations.
- **2.4.** Provide sustained diversity and inclusion training in all compliance areas, such as sexual harassment, implicit bias testing, non-discrimination, or Access and Disability Resources (ADR). Incorporate training during employee orientation.
- **2.5.** Provide mandatory training for awareness of unconscious bias, racism, microaggressions, and stereotypes. A minimum of 50 percent of employees will complete this training in year one.
- **2.6.** Enhance employee Diversity and Inclusion training through retreats, mentoring opportunities, and faculty exchanges.
- **2.7.** Provide social justice training for employees, such as Justice, Advocacy, Dialog, & Empowerment (J.A.D.E.) training.
- **2.8**. Facilitate social justice discussion groups as requested by employees.

Strategic Goal 3: Establish and/or strengthen partnerships with community organizations that provide services to underrepresented populations in Pima County in FY 2017-18 and ongoing.

- **3.1.** Encourage greater dialogue and collaboration with individuals and organizations that serve underrepresented populations
 - **3.1.1.** Promote existing college grant programs and initiatives that support the enrollment and academic success of traditionally marginalized populations in the local community.
 - **3.1.2.** Explore connecting College employees with community organizations through volunteer/ambassador programs
- **3.2.** Identify the benefits of establishing new programs and building on existing initiatives that provide educationally enriching opportunities for historically marginalized students and their families.
 - **3.2.1.** Develop and enhance community partnerships that provide meaningful and culturally enriching experiences for current and future students, such as bilingual education, STEM experiences, dual enrollment, and social justice training.
 - **3.2.2.** Collaborate with agencies that serve underrepresented populations, such as Chicanos Por la Causa, to organize College application and program information sessions in the community.
- **3.3.** Involve community groups in identifying and addressing barriers to student enrollment, retention and completion.

Strategic Goal 4: Increase and enhance students' diversity and inclusion in FY 2017-18 and ongoing.

- **4.1.** Develop competencies in diversity and inclusion via co-curricular programming.
 - **4.1.1.** Develop student engagement with diversity via co-curricular opportunities such as workshops, service learning, scholar activism, participatory action research, mentoring internships, Student Life activities, and support of student clubs.
 - **4.1.2.** Provide students with information on sources of Diversity and Inclusion information, guidance and support that exist outside of the College.
- **4.2.** Cultivate and support a diverse student body through efforts such as recruitment, retention and graduation initiatives.
 - **4.2.1**. Assess how emphasizing Diversity and Inclusion in the enrollment process and through the first year can improve retention among first-generation students.
- **4.3.** Review and assess diversity competencies in Ethnic, Gender, and Transborder Studies curricula.
- **4.4.** Infuse consideration of Diversity and Inclusion topics into Unit Planning and Program Review processes.

Strategic Goal 5: Prepare students, staff and faculty to adapt and succeed in a diverse, global, multicultural, multiethnic community in FY 2017-18 and ongoing.

- **5.1.** Leverage efforts with PCC's <u>Strategic Plan for Internationalization</u> with special emphasis on:
 - **5.1.1.** Increasing study abroad and international learning opportunities for all students to develop global awareness and sensitivity to cultural differences.
 - **5.1.2.** Increasing PCC's overall cultural diversity and exposure to various world views through international student enrollment and involvement in educational processes, such as cross-cultural learning activities, mentorship opportunities, and student panels.
- **5.2.** Develop connections between local and international groups and government, nonprofit and corporate organizations to design multicultural and global learning experiences for students, faculty and staff.
- **5.3.** Enhance diversity and inclusion in students' education to promote global citizenship and social justice.

Strategic Direction 6: Create a Diversity and Inclusion communications and transparency strategy in FY 2017-18 and ongoing.

- **6.1.** Translate the jargon of academia and higher education administration into language typically used in normal conversation.
- **6.2.** Embrace the need to tell the story of diversity at PCC through multiple methods and media, including institutional narratives, personal narratives, photos, social media, and charts and graphs.
- **6.3.** In Marketing, reflect the diversity of PCC.
- **6.4.** In Media Relations, bring forward diverse PCC subject matter experts.
- **6.5.** Communicate with multilingual/multicultural groups in the language of their choice, if possible and when appropriate.

Appendices

Board Policy 2.01 Diversity

Pima Community College values its diverse student and employee populations and is committed to providing and supporting programs, services and training that will enable all students and employees to achieve their educational and career objectives. The same value will be utilized by PCC in employee recruitment and hiring. In order that College employees reflect the diversity of the students and its community, reasonable good faith efforts will be made to recruit highly qualified and diverse applicants. (Revised in Oct. 28, 2014)

PCC Diversity Statement

Pima Community College welcomes, celebrates and fosters the diversity and contributions of students, faculty, staff and administrators.

We cherish the diversity of our community and, in addition to supporting equal opportunity and educational access for all, we respect and are inclusive of all beliefs, values, abilities, personal experiences and preferences, cultural and socioeconomic backgrounds, and worldviews. We believe our differences are our strength and a source of innovation, excellence and competitiveness.

We understand that the "community" in the community college of the 21st Century extends beyond local political boundaries, thus we aspire to build a community of responsible global citizens.

We believe that the ultimate objective of diversity is the achievement of equality and social justice. Furthermore, social justice has no borders and is an essential right of the human race. Therefore we recruit, retain and develop the potential of students and employees from historically marginalized groups in the US and from any origin in the world regardless of ethnicity, religion, disability, political views, gender, gender identity, sexual orientation, social status and other characteristics. -- Approved by Chancellor Lee Lambert January 2015

Chancellor's Statement on Diversity (Fall 2016)

Pima Community College is committed to student success. Through this commitment, PCC values and recognizes diversity while seeking to strengthen the ties that bind us. Our commitment is driven by our values, and shapes our mission. The result is success for students

and the community, who have pledged their hopes, dreams and resources to achieve their personal vision of the American Dream.

Our model of diversity begins with universal access. Our policies are designed to ensure opportunity for all; our goal is to implement processes and practices that clearly demonstrate our commitment to diversity. The Governing Board and I work to foster the progress of our students and employees, wherever they are on their education or professional journey.

The College is committed to an institutional framework that furthers the success of students from diverse sectors of our community. We hire and retain employees who reflect our constituents and who can serve as role models and mentors. We offer a curriculum that exposes students to the widest variety of ideas. Our goal is inclusion and engagement regardless of differences. Overall, we are creating a culture of excellence.

Our unwavering support of diversity is closely connected to our commitment to giving students a global perspective. We want to take PCC to the world and bring the world to PCC.

We cannot put a price on the value of learning about and collaborating with people from other cultures and backgrounds. The 21st century's global economy will value transnational leadership skills, fluency in multiple languages, and respect for and understanding of other cultures.

As anthropologist and educator Johnnetta B. Cole has said, "We are for difference: for respecting difference, for allowing difference, for encouraging difference, until difference no longer makes a difference." Pima Community College's commitment to diversity encompasses our classrooms, policies and practices. We are working to foster a multicultural world that honors our differences and the values that unify us as a community. Our commitment will benefit all students and employees, and enhance the economic and cultural vitality of our diverse region.

Lee D. Lambert, J.D. Chancellor

PCC Standing Committee on Diversity Charge/Membership

In 2015, to align with the adoption of a new PCC mission and vision statement, the charge of the Diversity Committee was amended to align the College's efforts to support holistic student success. The Charge of the Diversity Committee is:

To identify challenges and opportunities in the achievement of diversity and recommend institutional initiatives that increase plurality, access, retention and success of underrepresented populations. To achieve this, the Committee works in collaboration with other College areas to advance policies, guidelines, practices, and programs that enhance diversity of three dimensions:

- 1. Student access, retention and success as part of the global workforce and society
- 2. Employment, retention and development of talented staff, faculty and administrators
- 3. Development of multicultural and global education for the College and our community

MEMBERSHIP (2015-2017)

CHAIR: Dr. Lorraine Morales, Campus President, Community and East Campuses

CO-CHAIRS: Rosanne Couston, Librarian Faculty, West Campus (2016)

Dr. Caroline Pyevich, Instructional Faculty, East Campus (2017)

Kay Aldridge, Access and Disability Resources Specialist, Downtown Campus

Rose Bolz, Student Services Advanced Specialist, West Campus

Dr. Ricardo Castro-Salazar, Vice President for International Development, West Campus

Dr. Suzanne Desjardin, Dean of Social Sciences and Student Affairs, East Campus

Kim Diezel, Instructional Designer, Community Campus

Esperanza Duarte, Special Assistant to the Chancellor (Acting)

Stephanie Duisberg, Adjunct Faculty

Dr. Dolores Duran-Cerda, Provost and Executive Vice Chancellor (Acting)

Miguel Estrada, Facilities and Operations Superintendent

Trina Felty, Dean of Arts, Communications and Humanities, Acting, West Campus (retired)

Annette Gallardo, Human Resources Analyst, District Office

Lynne Gillette, Instructional Faculty, Chemistry, West and East Campuses

Gwen Goodman, Director of Employee Service Center, District Office

Dianne Gregory, Instructional Faculty, Community and Downtown Campuses

Caydan Hammer, Student Services Advanced Specialist, West Campus

Dr. Jonathan Howe, Director of Access and Disability Resources

Sandra Loreto, Student Services Advanced Specialist, West Campus

Sheila McBride, Student Services Coordinator, Veterans' Services

Damian Montoya, Program Coordinator, TRIO-Upward Bound, East Campus

Irene Robles-Lopez, Vice President of Student Affairs, Advising and Retention, Community Campus

Marilynn Sando, Program Manager, Desert Vista Campus (retired)

Laurie-Ann Schulz, Instructional Designer, Community Campus Rosalia Solorzano, Instructional Faculty, Downtown Campus Karen Tam, Instructional Faculty, West Campus AD HOC MEMBERS

Dr. Daisy Rodriguez-Pitel, Advanced Program Manager, International Development, West Campus

Geneva Escobedo, Executive Assistant, West Campus (retired)
EX OFFICIO Alison Colter-Mack, Assistant Vice Chancellor, Human Resources
RECORDING SECRETARY Yolanda Gonzales, Support Coordinator, East Campus

Glossary of terms

Affirmative Action: In 1977, the U.S. Commission on Civil Rights Statement on Affirmative Action defined it as "any measure, beyond simple termination of a discriminatory practice, adopted to correct or compensate for past or present discrimination or to prevent discrimination from recurring in the future."

https://www.aaaed.org/aaaed/About_Affirmative_Action__Diversity_and_Inclusion.asp

"...affirmative action may be thought as political rights claimed for cultural minorities, since it was intended to redress historical inequities and correct imbalances resulting from institutional practices that favored certain groups over others" (cited by Rice, 2015: 64).

Affirmative Action Plan/Program: "Affirmative Action Programs, in theory, challenge conventional institutional policies and ensure that institutional procedures promote a more diverse and representative workforce and/or student body. Affirmative action, in practice, focuses on the creation of an affirmative action plan that specifies organizational and institutional priorities through the development of timetables and measurable goals, the active recruitment of women and minorities, the selection of the most qualified candidate given the goals identified in the affirmative action plan, and the coordination of informal and formal grievances" (cited by Rice, 2015: 64). Rice, M.F. (2015). <u>Diversity and Public Administration:</u> Theory, Issues, and Perspectives. USA: Routledge.

Discrimination: The "practice of treating similarly situated individuals differently because of race, gender, sexual orientation, appearance or national origin". *Delgado, R. & Stefancic, J.* (2012). *Critical Race Theory: An Introduction. New York University Press, p.160*.

Diversity: "Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity and gender — the groups that most often come to mind when the term diversity is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language and physical appearance. It also involves different ideas, perspectives and values." *From University of California-Berkeley, http://www.inclusive.vcu.edu/media/inclusive-excellence/DiversityandInclusionDictionary.pdf.*

Global citizen: PCC aspires "to build a community of responsible global citizens." A global citizen is someone who understands interconnectedness, respects and values diversity, has the ability to challenge injustice, and takes action in personally meaningful ways. Today's education for global citizenship empowers students to understand and exercise their human rights in ways that demonstrate solidarity with human beings everywhere and make a positive impact on the world (UNICEF). For further reading, please see: the Association of American Colleges and Universities, *Freedom, Diversity and Global Citizenship*. URL: https://www.aacu.org/publications-research/periodicals/freedom-diversity-and-global-citizenship.

Historically marginalized: Members from the following demographic groups: Mexicans/Mexican Americans, Native Americans, Latinos, African Americans, Asian and Pacific Islanders, refugees, LGBTQ, Disabled, among others. This category also includes economically, socially, politically, linguistically, environmentally, culturally and religiously disadvantaged groups who have been historically excluded.

Implicit bias: "Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner...The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance...these biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques." *From the Ohio State University, Kirwan Institute for the Study of Race and Ethnicity*

http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/.

Inclusion: is characterized as a "distinguishing feature of a democratic society...the extent to which all members of society are included as equally empowered..." *Valencia*, *R.* (2010). *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice. New York: Routledge*, *p.155*.

Inclusive Excellence: Comprehensive effort to link diversity and quality. It is about transitioning diversity and inclusion from isolated initiatives to catalyst for educational excellence. The four elements of inclusive excellence are:

- focus on student intellectual and social development;
- purposeful development and utilization of organizational resources to enhance student learning;
- attention to cultural differences learners bring to the educational experience and
- that enhance the enterprise; and a welcoming community that engages all of its diversity in the service of student and organizational learning.

From: http://www.inclusive.vcu.edu/media/inclusive-

<u>excellence/DiversityandInclusionDictionary.pdf</u> and: Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). Toward a model of inclusive excellence and change in postsecondary institutions. Washington, DC: Association of American Colleges and Universities.

Micro-aggressions: Subtle and unconscious acts of disregard which seek to highlight a superiority of a dominant group over a minority group. *Yosso, T., Smith, W., Ceja, M., & Solórzano, D.* (2009). Critical Race Theory, racial micro-aggressions, and campus racial climate for Latina/o undergraduates. Harvard Educational Review, 79(4), 659-691.

Privilege: The rights, benefits and advantages automatically received by being a member of the dominant group, regardless of intentions. Considering a social justice perspective, privilege refers to systemically conferred dominance (of the majority group over any others) and the institutional processes by which the beliefs and values of the dominant group are normalized and made universal. (*Ozlem, S. & DiAngelo, R.* (2008) Developing Social Justice Literacy: An Open Letter to our Faculty Colleagues, Phi Delta Kappan, 90(5), 345-352).

Refugee: Someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading

causes of refugees fleeing their countries. (UNHCR, www.unrefugees.org).

Social justice: A framework that actively addresses the dynamics of oppression, privilege, and "isms," and recognizes that society is the product of historically rooted, institutionally-sanctioned stratification along socially constructed group lines that include race, class, gender, sexual orientation, and ability, among others. (*Cochran-Smith, M. (2004). Walking the Road: Race, Diversity, and Social Justice in Teacher Education. New York: Teachers College Press).*

Unconscious racism: "Racism that operates at an unconscious or subtle level." *Delgado, R. & Stefancic, J. (2012). Critical Race Theory: An Introduction. New York University Press, p.174.*

Underrepresentation: Insufficient or disproportionately low representation of a group or groups typically associated with ethnic minority to majority class ratios, but may include other backgrounds such as gender, identity, orientation, age, and disability statuses.

STUDY OF PCC STUDENTS, FACULTY, AND STAFF ETHNICITY

This report provides a summary of longitudinal trends in race/ethnicity among PCC students, faculty and staff. The data are based on student/employee selected race/ethnicity information. Race/ethnicity within our student body has changed from 75% white, non-Hispanic and 17% Hispanic in fall 1970 to 44% white, non-Hispanic and 40% Hispanic in fall 2013. Employee data are available from IPEDS for reports submitted for 1995-1996 to 2011-2012. For adjunct faculty there has been a large change in race/ethnicity with 85% white, non-Hispanic and 9% Hispanic in 1995-1996, compared with 68% white and 12% Hispanic. It is noted that there was a large increase in unknowns during this time (0% to 12%). A similar, though less pronounced change was seen in full time faculty data. The report also includes information on different staff position classifications from IPEDS.

Over the time period included in this report, there have been several required changes to the way PCC collects race/ethnicity and these changes impact the data included in this report. The following changes need to be considered when using the data provided in this report:

- In 1994 and earlier, PCC included "Non-resident Alien", "Two and More Races", and "Unknown" categories in the "White, non-Hispanic" category. As a result, the "White non-Hispanic" category student percentage could be exaggerated by approximately 7%, based on 2011-2013 numbers, for data prior to 1994.
- The growth of the "Unknown" category in 2007-2010 is related to the transition between two federal race/ethnicity categories. Starting in Fall 2010, PCC transitioned to the new race/ethnicity categories as mandated by the federal Integrated Postsecondary Education Data System. A survey was carried out during Fall 2010 in which students were asked if they were Hispanic/Latino and to select one or more of the five ethnic categories. If they selected "Yes" to Hispanic/Latino, they were counted in that category. If they responded "No", they were counted in the other categories. Students could choose more than one race, and those students are reported as "Two or More Races". If a student did not respond to the survey, they were mapped to the new categories based on data from previous semesters (if available). All other students are reported as unknown. The change in reporting categories could result in a person being counted in a different race/ethnicity category before and after fall 2010, depending on the information submitted through the survey. The new data collection options permit students to select "Hispanic" and, for example, "White". Before they could only select one. As a result, it is likely that Hispanic counts would increase in the new system.

• Native Hawaiian or Other Pacific Islander was a new category in Fall 2010. Prior to Fall 2010, these students were counted with Asian or Other Pacific Islander.

1970-2015 Race/Ethnicity Distribution of PCC Students. Source: IPEDS Fall Enrollment Report and PCC Fact Books

Table 1. PCC total fall student enrollment, by race/ethnicity.

Race /	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
Ethnicity	1970	1975	1984	1994	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
White, non- Hispanic	1,700	14,142	15,136	17,471	16,973	16,595	16,735	16,634	16,783	17,237	15,665	17,044	14,963	13,135	11,823	10,647
Hispanic/Latino	619	4,072	3,620	7,194	9,207	9,034	9,394	8,941	9,351	10,170	11,605	13,071	12,510	12,074	11,576	11,569
Black, non- Hispanic	172	773	767	1,002	1,229	1,181	1,309	1,290	1,372	1,434	1,389	1,799	1,493	1,329	1,205	1,163
Asian or Pacific Islander	26	160	489	776	978	953	985	991	1,030	1,167	938	1,199	1,030	952	802	725
American Indian or Alaskan	83	441	436	725	1,109	769	780	805	874	975	892	1,040	818	714	656	653
Non-resident Alien			434	616	473	447	432	473	437	463	502	447	360	239	185	290
Unknown or Two or More Races				176	1,576	1,905	2,897	3,848	4,289	4,434	5,832	2,369	1,814	1,639	1,737	1,738
Total	2,600	19,588	20,882	27,960	31,545	30,884	32,532	32,982	34,136	35,880	36,823	36,969	32,988	30,082	28,070	26,880

 ${\bf Table~2.~Percent~of~PCC~total~fall~student~enrollment,~by~race/ethnicity.}$

Race / Ethnicity	Fall 1970	Fall 1975	Fall 1984	Fall 1994	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
White, non- Hispanic	75%	72%	74%	64%	54%	54%	51%	50%	49%	48%	43%	46%	45%	44%	42%	40%
Hispanic/Latino	17%	21%	18%	26%	29%	29%	29%	27%	27%	28%	32%	35%	38%	40%	41%	43%
Black, non- Hispanic	5%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	5%	5%	4%	4%	4%
Asian or Pacific Islander	1%	1%	3%	4%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
American Indian or Alaskan	2%	2%	2%	3%	4%	2%	2%	2%	3%	3%	2%	3%	2%	2%	2%	2%
Non-resident Alien					1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Unknown or Two or More Race					5%	6%	9%	12%	13%	12%	16%	7%	6%	5%	6%	6%

Race/Ethnicity distribution of PCC faculty and staff. Source: IPEDS Human Resources Report

Note: The numbers are broken down by IPEDS categories. Institutions do not report by exempt/non-exempt categories. IPEDS changed non instructional employees' categories between November 2011 and November 2012.

Table 3. PCC faculty, by race/ethnicity.

	1995-	1996	2001-	2002	2005-	2006	2007-	2008	2009-	2010	2011-	2012	2013-	2014	2014-	2015	2015-	2016
FACULTY																		
Full time	335	100	349	100	318	100	325	100	330	100	315	100	363	100	350	100	346	100
faculty, total		%		%		%		%		%		%		%		%		%
American	4	1%	6	2%	4	1%	4	1%	3	1%	5	2%	6	2%	6	2%	4	1%
Indian or																		
Alaska																		
Native																		
Asian	8	2%	8	2%	9	3%	7	2%	12	4%	7	2%	8	2%	11	3%	10	3%
Black or	10	3%	14	4%	8	3%	5	2%	5	2%	4	1%	8	2%	7	2%	8	2%
African																		
American																		
total																		
Hispanic or	35	10%	44	13%	37	12%	39	12%	42	13%	45	14%	61	17%	57	16%	55	16%
Latino total																		
Native	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Hawaiian or																		
Other Pacific																		
Islander																		
White	275	82%	274	79%	253	80%	259	80%	262	79%	229	73%	258	71%	257	73%	257	73%

Two or more	0	0%	0	0%	0	0%	0	0%	0	0%	6	2%	8	2%	7	2%	6	2%
races																		
Race/ethnicit	0	0%	0	0%	3	1%	4	1%	5	2%	19	6%	14	4%	3	1%	5	6%
y unknown																		
Nonresident	3	1%	3	1%	4	1%	7	2%	1	0%	0	0%	0	0%	1	0%	1	0%
alien																		

	1995-	1996	2001-	2002	2005-	2006	2007-	2008	2009-	2010	2011-	2012	2013-	2014	2014-	2015	2015-	2016
Part time	1,327	100	1,132	100	1,057	100	1,269	100	1,223	100	1,180	100	951	100	876	100	766	100
Faculty, total		%		%		%		%		%		%		%		%		%
American	12	1%	13	1%	9	1%	9	1%	10	1%	13	1%	12	1%	11	1%	11	1%
Indian or																		
Alaska																		
Native																		
Asian	26	2%	22	2%	32	3%	53	4%	48	4%	39	3%	33	3%	31	4%	25	3%
Black or	37	3%	34	3%	25	2%	32	3%	33	3%	26	2%	17	2%	18	2%	18	2%
African																		
American																		
total																		
Hispanic or	120	9%	137	12%	120	11%	143	11%	134	11%	138	12%	117	12%	102	12%	88	11%
Latino total																		
Native	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	1	0%	1	0%	1	0%
Hawaiian or																		
Other Pacific																		
Islander																		
White	1,13	85%	881	78%	826	78%	994	78%	960	78%	800	68%	681	72%	650	74%	563	73%

	2																	
Two or more	0	0%	0	0%	0	0%	0	0%	0	0%	12	1%	14	1%	13	1%	14	2%
races																		
Race/ethnicit	0	0%	30	3%	38	4%	38	3%	29	2%	145	12%	73	8%	47	5%	44	6%
y unknown																		
Nonresident	0	0%	15	1%	7	1%	0	0%	9	1%	6	1%	3	0%	3	0%	2	0%
alien																		
Total full-																		
time and	1,66		1,48		1,37		1,59		1,55		1,49		1,31		1,22		1,11	
part-time	2		1		5		4		3		5		4		6		2	
faculty																		

Table 4. PCC non-instructional employees, by race/ethnicity, in IPEDS categories of 1995-2011.

	1995	1995-1996		-2002	2005	-2006	2007	-2008	2009	-2010	2011	-2012
STAFF												
Executive/administrative and managerial, total	45	100%	45	100%	54	100%	60	100%	52	100%	52	100%
American Indian or Alaska Native	3	7%	3	7%	2	4%	2	3%	1	2%	2	4%
Asian	0	0%	2	4%	3	6%	2	3%	2	4%	1	2%
Black or African American total	4	9%	2	4%	2	4%	0	0%	0	0%	1	2%
Hispanic or Latino total	11	24%	5	11%	7	13%	8	13%	10	19%	7	13%
White	27	60%	33	73%	40	74%	48	80%	39	75%	39	75%
Two or more races											1	2%
Race/ethnicity unknown	0	0%	0	0%	0	0%	0	0%	0	0%	1	2%
Nonresident alien	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Other professionals, total	176	100%	284	100%	342	100%	361	100%	360	100%	332	100%
American Indian or Alaska Native	2	1%	5	2%	5	1%	4	1%	3	1%	2	1%
Asian	5	3%	5	2%	7	2%	9	2%	11	3%	5	2%
Black or African American total	7	4%	16	6%	15	4%	13	4%	17	5%	15	5%
Hispanic or Latino total	29	16%	53	19%	63	18%	64	18%	64	18%	61	18%
Native Hawaiian or Other Pacific Islander											2	1%
White	133	76%	200	70%	251	73%	265	73%	265	74%	225	68%
Two or more races											7	2%
Race/ethnicity unknown	0	0%	3	1%	0	0%	0	0%	0	0%	14	4%
Nonresident alien	0	0%	2	1%	1	0%	6	2%	0	0%	1	0%
Technical and paraprofessionals, total	202	100%	116	100%	199	100%	187	100%	250	100%	260	100%
American Indian or Alaska Native	1	0%	1	1%	3	2%	6	3%	3	1%	4	2%
Asian	2	1%	0	0%	3	2%	3	2%	4	2%	1	0%
Black or African American total	8	4%	5	4%	12	6%	13	7%	15	6%	12	5%
Hispanic or Latino total	43	21%	24	21%	56	28%	43	23%	85	34%	99	38%
White	148	73%	85	73%	125	63%	117	63%	142	57%	127	49%
Two or more races											5	2%
Race/ethnicity unknown	0	0%	1	1%	0	0%	2	1%	1	0%	12	5%
Nonresident alien	0	0%	0	0%	0	0%	3	2%	0	0%	0	0%
	1995	-1996	2001	-2002	2005	-2006	2007	-2008	2009	-2010	2011	-2012
Clerical and secretarial, total	239	100%	307	100%	227	100%	309	100%	207	100%	205	100%
American Indian or Alaska Native	9	4%	4	1%	3	1%	7	2%	4	2%	3	1%
Asian	2	1%	6	2%	5	2%	8	3%	4	2%	0	0%

Black or African American total	12	5%	9	3%	12	5%	14	5%	9	4%	9	4%
Hispanic or Latino total	104	44%	140	46%	111	49%	146	47%	100	48%	100	49%
White	112	47%	143	47%	96	42%	131	42%	89	43%	83	40%
Two or more races											3	1%
Race/ethnicity unknown	0	0%	4	1%	0	0%	1	0%	1	0%	6	3%
Nonresident alien	0	0%	1	0%	0	0%	2	1%	0	0%	1	0%
Skilled crafts, total	39	100%	109	100%	85	100%	86	100%	79	100%	89	100%
American Indian or Alaska Native	0	0%	1	1%	1	1%	1	1%	1	1%	2	2%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American total	0	0%	5	5%	5	6%	5	6%	4	5%	5	6%
Hispanic or Latino total	18	46%	57	52%	37	44%	34	40%	35	44%	41	46%
White	21	54%	42	39%	42	49%	42	49%	39	49%	35	39%
Two or more races											0	0%
Race/ethnicity unknown	0	0%	4	4%	0	0%	2	2%	0	0%	5	6%
Nonresident alien	0	0%	0	0%	0	0%	2	2%	0	0%	1	1%
Service/maintenance, total	97	100%	29	100%	52	100%	55	100%	50	100%	40	100%
American Indian or Alaska Native	2	2%	1	3%	1	2%	1	2%	2	4%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American total	7	7%	1	3%	6	12%	6	11%	5	10%	2	5%
Hispanic or Latino total	43	44%	8	28%	19	37%	19	35%	21	42%	17	43%
White	45	46%	19	66%	26	50%	27	49%	22	44%	18	45%
Two or more races											1	3%
Race/ethnicity unknown	0	0%	0	0%	0	0%	0	0%	0	0%	2	5%

Nonresident alien	0	0%	0	0%	0	0%	2	4%	0	0%	0	0%	

Table 5. PCC non-instructional employees, by race/ethnicity, in IPEDS categories of 2012-2017.

	2013	3-2014	2014	1-2015	2015	5-2016
Production, Transportation, and Material Moving	21	100%	21	100%	20	100%
American Indian or Alaska Native	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
Black or African American total	1	5%	0	0%	0	0%
Hispanic or Latino total	11	52%	11	52%	13	65%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	8	38%	10	48%	7	35%
Two or more races	0	0%	0	0%	0	0%
Race/ethnicity unknown	1	5%	0	0%	0	0%
Nonresident alien	0	0%	0	0%	0	0%
Office and Administrative Support	108	100%	101	100%	106	100%
American Indian or Alaska Native	1	1%	1	1%	1	1%
Asian	0	0%	0	0%	1	1%
Black or African American total	3	3%	3	3%	3	3%
Hispanic or Latino total	50	46%	51	50%	50	47%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	48	44%	43	43%	48	45%

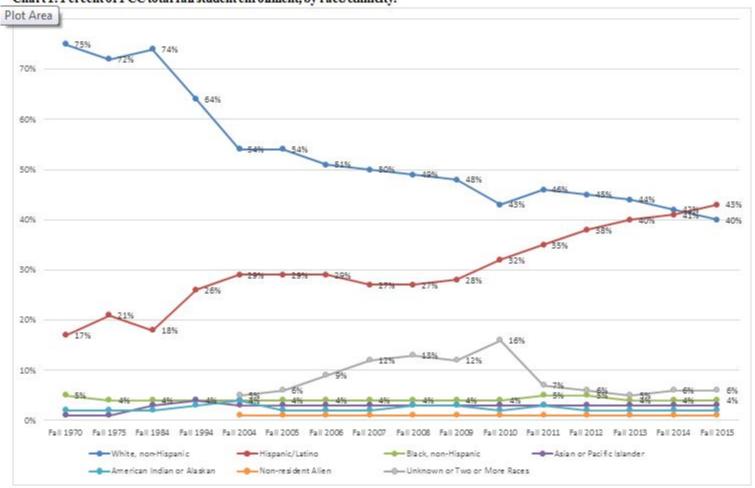
Two or more races	2	2%	2	2%	2	2%
Race/ethnicity unknown	4	4%	1	1%	1	1%
Nonresident alien	0	0%	0	0%	0	0%
Service	147	100%	143	100%	145	100%
American Indian or Alaska Native	4	3%	3	2%	3	2%
Asian	0	0%	1	1%	2	1%
Black or African American total	4	3%	4	3%	4	3%
Hispanic or Latino total	57	39%	54	38%	58	40%
Native Hawaiian or Other Pacific	0	0%	1	1%	1	1%
White	76	52%	75	52%	73	50%
Two or more races	3	2%	4	3%	3	2%
Race/ethnicity unknown	3	2%	1	1%	1	1%
Nonresident alien	0	0%	0	0%	0	0%
Healthcare Practitioners and Technical	2	100%	2	100%	2	100%
American Indian or Alaska Native	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	1	50%
Black or African American total	0	0%	0	0%	0	0%
Hispanic or Latino total	0	0%	0	0%	0	0%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	1	50%	1	50%	0	0%
Two or more races	0	0%	0	0%	0	0%

Race/ethnicity unknown	0	0%	0	0%	0	0%
Nonresident alien	1	50%	1	50%	1	50%
Community Service, Legal, Arts, and Media	16	100%	44	100%	17	100%
American Indian or Alaska Native	0	0%	2	5%	0	0%
Asian	0	0%	0	0%	0	0%
Black or African American total	1	6%	4	9%	1	6%
Hispanic or Latino total	3	19%	12	27%	4	24%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	12	75%	26	59%	12	71%
Two or more races	0	0%	0	0%	0	0%
Race/ethnicity unknown	0	0%	0	0%	0	0%
Nonresident alien	0	0%	0	0%	0	0%
Computer, Engineering, and Science	122	100%	124	100%	131	100%
American Indian or Alaska Native	1	1%	2	2%	2	2%
Asian	5	4%	5	4%	7	5%
Black or African American total	5	4%	6	5%	7	5%
Hispanic or Latino total	23	19%	24	19%	31	24%
Native Hawaiian or Other Pacific	0	0%	0	0%	1	1%
White	81	66%	82	66%	77	59%
Two or more races	3	2%	3	2%	4	3%
Race/ethnicity unknown	4	3%	2	2%	2	2%

Nonresident alien	0	0%	0	0%	0	0%
Business and Financial Operations	102	100%	104	100%	114	100%
American Indian or Alaska Native	1	1%	2	2%	1	1%
Asian	3	3%	3	3%	3	3%
Black or African American total	3	3%	2	2%	2	2%
Hispanic or Latino total	39	38%	39	38%	42	37%
Native Hawaiian or Other Pacific	1	1%	1	1%	1	1%
White	48	47%	51	49%	59	52%
Two or more races	4	4%	5	5%	5	4%
Race/ethnicity unknown	2	2%	0	0%	0	0%
Nonresident alien	1	1%	1	1%	1	1%
		T	T			
Management	83	100%	78	100%	80	100%
American Indian or Alaska Native	2	2%	0	0%	0	0%
Asian	3	4%	2	3%	2	3%
Black or African American total	4	5%	6	8%	6	8%
Hispanic or Latino total	13	16%	14	18%	15	19%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	57	69%	55	71%	55	69%
Two or more races	1	1%	0	0%	1	1%
Race/ethnicity unknown	3	4%	1	1%	1	1%
Nonresident alien	0	0%	0	0%	0	0%

Student and Academic Affairs and Other Education Services	375	100%	368	100%	379	100%
American Indian or Alaska Native	3	1%	4	1%	4	1%
Asian	2	1%	5	1%	5	1%
Black or African American total	17	5%	17	5%	16	4%
Hispanic or Latino total	137	37%	144	39%	150	40%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	192	51%	183	50%	190	50%
Two or more races	13	3%	13	4%	12	3%
Race/ethnicity unknown	11	3%	1	0%	1	0%
Nonresident alien	0	0%	1	0%	1	0%
		T	T		ī	
Librarians, Curators, and Archivists	14	100%	15	100%	12	100%
American Indian or Alaska Native	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%
Black or African American total	0	0%	0	0%	0	0%
Hispanic or Latino total	3	21%	2	13%	1	8%
Native Hawaiian or Other Pacific	0	0%	0	0%	0	0%
White	9	64%	12	80%	11	92%
Two or more races	1	7%	1	7%	0	0%
Race/ethnicity unknown	1	7%	0	0%	0	0%
Nonresident alien	0	0%	0	0%	0	0%

Chart 1. Percent of PCC total fall student enrollment, by race/ethnicity.



PimaCountyCommunityCollegeDistrict Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

INFORMATION ITEM

Recommendation:

For your information, the Chancellor submits the first reading of the following substantive changes to Board Policy 6.06: Intellectual Property Ownership.

BP 6.06 Intellectual Property Ownership

Justification:

The Copyright Committee is a standing committee charged with making recommendations to the Chancellor regarding the protection of copyright, compliance with copyright law, and development of related resources. The committee includes regular faculty, library support faculty, and regular staff with support from legal counsel.

Last year, the Copyright Committee began a comprehensive review of the College's copyright-related policies and procedures. Following considerable research and deliberations, the committee recommended significant changes. The recommendations of the Copyright Committee include:

- Expand the scope of current policy from copyright to include all forms of intellectual property
- Reassign ownership of certain Employee-created works from employees to the College
- Clarify the conditions of using certain instructional materials in the College's classrooms
- Clarify ownership of and rights to works created by PCC students

The full recommendation of the committee follows this report, along with the draft policy and supporting administrative procedure. These materials are shared with the Board at this time to obtain Board input on the proposed changes to the policy. Assuming the Board approves of this direction, the draft policy and procedures will be shared with the governance groups and College community for feedback. The draft policy and administrative procedure are shared together to provide more context for the proposed changes. Following feedback and possible further review, the policy will be brought before the Board for further discussion and action.

Approvals		
Chancellor	A Section of the sect	
	Lee D. Lambert, J.D.	-



Proposal to Amend PCC Copyright Ownership Policy, BP 6.06

By the PCC Copyright Committee

Purpose

To recommend for consideration various alternatives to current PCC Copyright Ownership Policy based on the findings and research conducted by the PCC Copyright Committee.

Values Considered

- Promoting and encouraging creativity and innovation
- Complying with federal laws governing the rights and ownership of copyrightable and patentable works and inventions
- Recognizing the rapid development of modern technology and its use in the workplace
- Protecting public resources
- Protecting the interests of the College and community it represents
- Acknowledging and utilizing potential commercial value of materials and inventions created by the College employees and students

Proposed Amendments

- AMENDMENT 1: Expand the scope of current policy from "copyright ownership"
 - to "intellectual property ownership"
- AMENDMENT 2: Reassign ownership of certain Employee-created Works from
 - **Employees to the College**
- AMENDMENT 3: Clarify the conditions of using certain instructional materials in
 - the College's classrooms
- AMENDMENT 4: Clarify ownership of and rights to Works created by PCC
 - students

AMENDMENT 1:

Expand the Scope of Current PCC Policy from "Copyright Ownership" to "Intellectual Property Ownership" Policy

Current PCC Policy:

Does not cover Patents - See BP-6.06 and RG-2702/A

Compare PCC to other Institutions - Chart 1

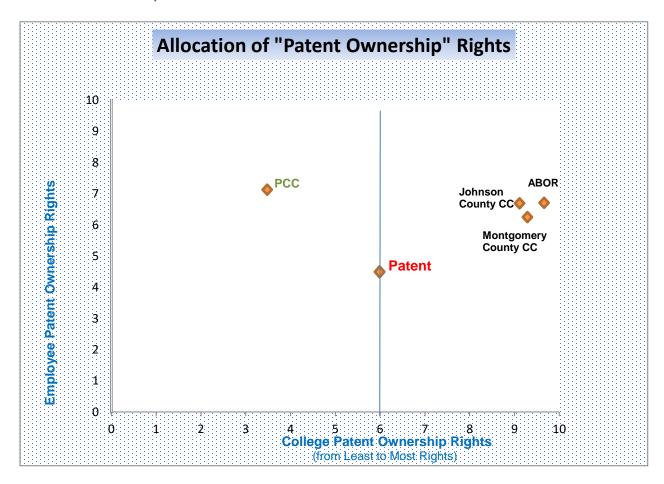
<u>Implications of current PCC policy</u> (Employees and Students):

- The College has <u>no financial benefit</u> from an Invention developed with the use of public funds;
- ii. The College may be missing opportunities for revenue from Inventions that have commercial value;
- iii. The College <u>may not use</u>, even for educational purposes, any Invention created by a College employee or student.

Proposed Amendment:

- i. Add patents to the Policy, thus converting it to the "Intellectual Property" Policy
 - Assign ownership to the Inventions developed by PCC Employees and Students to proper parties
 - 2. Consider if the College could undertake filing of patent applications for patentable Inventions.

Amendment 1 / Chart



Patent Law

the College is the owner of an Employee-created invention IF:

- There is an express Agreement, signed by the Employee, allocating rights to the College; OR
- The Employee was hired to invent (even when no Agreement)

PCC

No "Patent Ownership" Policy: Ownership rights are limited to those actually enforced.

Other Institutions

Have policies that provide Colleges with greater ownership rights than offered by patent laws.

AMENDMENT 2:

Reassign Ownership to Certain Employeecreated Works from Employees to the College

Current PCC Policy: (BP-6.06 and RG-2702/A)

- i. The College does not follow "Work for Hire" rule, as it <u>releases all the rights</u> to all Works created by employees within their scope of employment at the College, and instead <u>retains a license</u> to use such materials for educational purposes.
- ii. The College owns "Commissioned Works"
- ii. The College does not claim ownership to the Works created with "Significant Use of College Resources"

Compare PCC Policy with other institutions – Chart 2

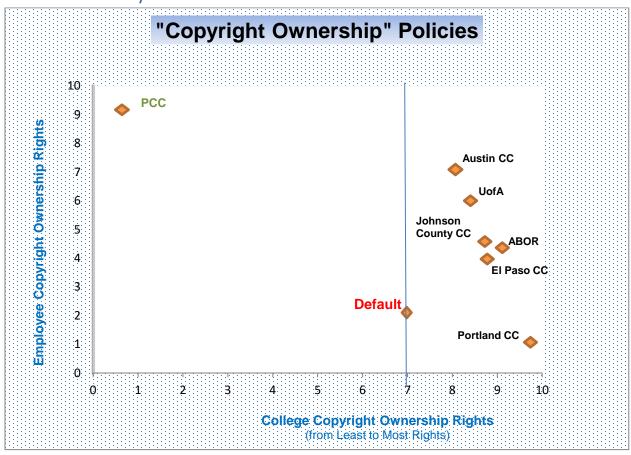
Implications of Current PCC policy:

- i. The College does not take advantage of the rights granted to the College (as an employer) by the federal law;
- ii. The College has <u>no financial benefit</u> from any Works created with the use of public funds:
- iii. The College may be missing an opportunity for revenue from licensing certain Works to other institutions.

Proposed Amendments:

 College should consider adopting the "Work for Hire" rule, under which the College would retain ownership of all Works created by employees within their scope of employment at the College.

Amendment 2 / Chart



Default (no policy)

Copyright Act applies: College owns all Employee-created Works that:

- Employees create within the scope of employment at the College; AND
- Commissioned Works

PCC

The College disclaims ownership to all Employee-created works, with the exception of "Commissioned Works"

Other Institutions

Have policies that provide Colleges with additional ownership rights

AMENDMENT 3:

Clarify the Conditions for Using the Instructional Materials for PCC Courses developed PCC Instructors Outside of Employment at the College

Background

Frequently, PCC Instructors in their course of instruction at the College use the materials (textbooks, software, instructional presentations, etc.) created by Instructors *outside* the scope of employment with the College. That is, the Instructor had either created the materials *before* joining the College or the material may have been created by the Instructor's family member, who is not employed by the College. Under the copyright law, the Instructor (or the Instructor's family member) is the owner of such materials, and, unless the Instructor has granted a license to the College, the College has no right to use the materials for any purpose.

Current PCC Policy

This aspect is not covered by current Policy

Implications of Current PCC Policy:

- i. Hardship to the College;
- ii. Hardship to the Students;
- iii. The practice is contrary to the PCC Board Policy (BP 6.05) requiring the College to obtain license for any material used for student instruction.

Proposed Amendment

Require all Instructors, as a condition to using the Instructor-owned materials for course instruction, grant the College a license to use such materials for educational purposes:

- i. College and Instructor may negotiate compensation for the license
- ii. License may be temporary or long-term

Clarify Ownership to Works Created by PCC Students

Current PCC Policy (Reg 2702/A, Sec.4)

- i. The College does not claim ownership to Works created by students; AND
- ii. The College has NO license to use such Works.
- iii. The concept of "Commissioned Works" for Students is not addressed at all.

Implications of Current PCC Policy

- The College <u>may not use</u>, even for educational purposes, any Works developed by the students, even those created with "Significant Use of College Resources."
- ii. The College <u>does not own</u> the Work it commissions to the Students, and <u>may</u> <u>not</u> use such Works absent a license from the Student.

Proposed Amendments

- For "Commissioned Works" Clarify that any Work commissioned by the College is owned by the College.
- ii. For any Student-created Work (other than "Commissioned Works"):
 - 1. At a very minimum, the College shall retain a license to use the Student-created works for educational purposes.
 - 2. Additionally, College may consider claiming ownership to Works created with "significant use of College resources."



PimaCountyCommunityCollegeDistrict Board Policy

Board Policy Title: <u>Intellectual Property Ownership</u>

Copyright Ownership

Board Policy Number: BP 6.06 Adoption Date: 8/12/92

Schedule for Review & Update: Every three years Review Date(s): 7/18/14, 2/17/17 Revision Date(s): 7/18/14, 2/17/17 Sponsoring Unit/Department: General Counsel

Motion Number: 4977

Legal Reference: Copyright Act of 1976, as Amended, 17

U.S.C. Section 101 et seq.

Cross Reference: Copyright, BP 6.05

In support of its mission, Pima Community College is committed to the creation, preservation, and dissemination of knowledge for the benefit of students and the public. The College encourages the production of creative and scholarly works and the development of new and useful inventions including materials, devices, or processes, some of which may have potential commercial value. In doing so, the College also seeks to protect its intellectual property rights, preserve public resources and ensure that the intellectual property is available for use by the College community.

Accordingly, the College asserts intellectual property rights as follows:

- (1) Ownership of all works commissioned by the College;
- (2) Ownership of all works created by an employee within the course and scope of employment, except scholarly works and instructional materials;
- (3) Ownership of all works created by employees with significant use of College resources;
- (4) An irrevocable, royalty-free, non-exclusive license to reproduce, alter, and

- use for purposes consistent with the College mission all scholarly works and instructional materials created by employees within the course and scope of their employment with the College; and
- (5) An irrevocable, royalty-free, non-exclusive license to reproduce, alter, and use for purposes consistent with the College mission intellectual property created by students (a) related to a College course or College sponsored activity; or (b) using significant College resources.

For any circumstance not specifically addressed in this policy, the College asserts all intellectual property rights available under law.

The Board of Governors delegates to the Chancellor, or designee, the responsibility to develop and implement procedures that protect the respective intellectual property ownership rights of the College, its employees, and students, including standards for the transfer of rights and sharing of revenue.

The Board of Governors delegates to the Chancellor the responsibility to foster the free expression of ideas, to encourage the publication of scholarly and creative works on the part of its employees, and to protect Pima County Community College District's right to use works created by its employees and its ownership of works that it specially orders or commissions.

To accomplish this, the College shall:

- subject to the conditions set forth in the administrative procedures, disclaim its ownership of copyright in any copyrightable works prepared by College employees within the scope of their employment with the College (which ownership is provided under the work-for-hire provisions of the Copyright Act of 1976, as amended, 17 U.S.C. Sec. 101 et seq.), including, without limitation, works such as course outlines, tests and other course materials;
- retain the right to an irrevocable, royalty-free, non-exclusive license to reproduce and use such works for its purposes, including distribution within the College and distribution outside of the College to fulfill its non-profit, educational mission, but excluding sale of or sublicense for profit;
- take such steps as are necessary and proper to secure for the College ownership of copyright in any specially ordered or commissioned copyrightable works.



PimaCountyCommunityCollegeDistrict Administrative Procedure

AP Title: <u>Intellectual Property Ownership</u>

AP Number: AP 6.06.01

Adoption Date:

Schedule for Review & Update: Every two years

Review Date(s):
Revision Date(s):

Sponsoring Unit/Department: Office of General Counsel

Policy Title(s) & No(s). Copyright Ownership Intellectual

Property Ownership, BP 6.06

Legal Reference: Cross Reference:

PURPOSE

The purpose of this AP is to provide the framework for allocation and protection of the respective ownership rights of the College, its employee and students in the Intellectual Property developed at the College.

SECTION 1: Scope

The AP applies to all College employees, students, and independent contractors.

SECTION 2: Definitions

The following definitions apply to this AP. Any capitalized word, where used, refers to a term defined in this section.

"AP" means this Administrative Procedure

- "Artistic Works" means Works of visual arts and performing arts, in any medium of expression other than Software, including musical Works; dramatic Works; pantomimes and choreographic Works; motion picture and other audiovisual Works; pictorial, graphic, sculptural and architectural Works.
- <u>"Commissioned Works"</u> means any Works the development of which is specifically requested and authorized by the College and where the College and the developer enter into a written agreement specifically concerning the development of such Works.
- "Employee" includes temporary and regular full-time and part-time faculty, classified staff, administrative and service professionals, and student-employees. Visiting faculty and scholars, and other individuals not normally considered employees, academic or otherwise, will be considered Employees for the purposes of this AP if, during their time at the College significant resources are used to support the work, or, as a condition of receiving access to College resources, they are obligated to contractually agree to this AP.
- "Faculty" means anyone employed at the College to provide instruction or as educational support faculty.
- "Independent Contractor" means an individual or entity engaged to perform services and commonly referred to as consultant, freelancer, contractor, etc.
- "Instructional Materials" means all Works, regardless of their form, that are developed for use in systematic instructional activities. Instructional Materials include, but are not limited to, the following: syllabi, course outlines; multimedia courseware; course workbooks; instructional or lab manuals; presentations; lecture notes and other similar Works.
- "Intellectual Property" (or "IP"), for purposes of this AP, means all forms of legally recognized intellectual property including Works of Authorship (protected by the Copyright laws), inventions and discoveries (protected by the Patent laws), and trademarks and trade names (protected by the Trademark laws).
- "Inventions" mean all devices, discoveries, processes, methods, uses, products or combinations, that might be patentable at any time under the Federal Patent Act as now existing or hereafter amended or supplemented.

"License" means a right given by the owner of the Intellectual Property to another individual or entity to use Intellectual Property for certain specified, non-commercial purposes.

"Net Income" means the gross revenue received from the commercialization of given Intellectual Property less all costs incurred by the College for producing and marketing the Intellectual Property and for obtaining, licensing, or maintaining Intellectual Property protection.

"Significant Use of College Resources" includes, but is not limited to, any of the following: use of College-paid time within the employment period; access to and use of equipment, computing resources, and facilities not generally available to the public; assistance of College support staff not generally available to the public; procurement of supplies or services using College funds; use of grant funding.

The following do not constitute Significant Use of College Resources: the use of one's office space; the use of library resources; the use of personal workstations, or personal computers.

Additionally, the College does not construe the use of instructional materials, instructional labs, and instructional facilities by Students as a condition of enrollment and fulfillment of course requirements at the College as a Significant Use of College Resources.

"Scholarly Works" means all Works, regardless of their form, that reflect research, creativity, and/or academic effort. Scholarly Works include, but are not limited to scholarly publications; textbooks; journal articles; research bulletins; monographs; literary Works and book reviews.

For purposes of this AP, Scholarly Works also include Instructional Materials and all Works developed during the College-approved Sabbaticals.

Artistic Works, if developed for instructional and/or academic purposes, are also included in Scholarly Works.

"Scope of Employment" means any activity listed or described in the Employee's job description and employment contract (where applicable), as well as any other necessary ancillary activity, that the Employee does or is expected to conduct in order to perform the employee's job duties and responsibilities. Activities performed during the Employee's temporary or permanent position reassignment

within the College, as approved in accordance with College policies, are treated as those performed within the Employee's Scope of Employment with the College.

"Sabbatical" ("Sabbatical Works") means all Intellectual Property developed during sabbaticals as authorized and approved in accordance with the College policies.

"Software" for purposes of this AP, means a set of statements or instructions -- lines of code -- used directly or indirectly in a computer to bring about a certain result. Software is a form of copyrightable intellectual property.

"Student" means any person who was or is enrolled in a class or program at the College at the time the intellectual property was created.

"Works" for purposes of this AP, mean all original works of authorship, regardless of form, covered by the U.S. Copyright Act. Works of authorship include the following categories and have the meaning given to them by the Copyright Act: (1) literary Works; (2) musical Works, including any accompanying words; (3) dramatic works, including any accompanying music; (4) pantomimes and choreographic Works; (5) pictorial, graphic, and sculptural Works; (6) motion pictures and other audiovisual Works; (7) sound recordings; and (8) architectural Works. Works also include inventions and discoveries that may be patented.

SECTION 3: Intellectual Property Owned by College

The College retains the following categories of Intellectual Property:

3.1 Commissioned Works

<u>The College retains ownership of all Works it commissions from College Employees, Students, or Independent Contractors.</u>

For all Commissioned Works, the College shall ensure that, prior to any such Work's development, the College and the creator of the Work enter into a written agreement specifying that the ownership of the Work vests in the College.

3.2 <u>Intellectual Property Developed within the Scope of Employment</u>

With the exception of certain Scholarly Works (addressed in Section 4.1.2), all Intellectual Property developed by College Employees within the scope of their employment with the College is owned by the College.

Employees who develop Intellectual Property covered by this Subsection are entitled to a share of Net Income earned from the commercialization of that Intellectual Property, as stated in and subject to the conditions of Section 5.

3.3 <u>Intellectual Property Developed with Significant Use of College Resources</u>

With the exception of certain Scholarly Works (addressed in Section 4.1.2), all Intellectual Property developed with Significant Use of College Resources is owned by the College.

Employees and Students who create Intellectual Property covered by this Subsection are entitled to a share of Net Income earned from the commercialization of that Intellectual Property, as stated in and subject to the conditions of Section 5.

SECTION 4: Non-College Owned Intellectual Property

The College does not claim ownership to the following categories of Intellectual Property:

- 4.1 <u>Certain Employee-Developed Intellectual Property</u>
- 4.1.1 College Employees own all non-commissioned Intellectual Property
 that is both created outside the scope of employment with the College
 and without Significant Use of College Resources.
 - i. As a condition for using any such Employee-owned Intellectual
 Property in the College course instruction, the Employee shall grant
 the College a license to use the Intellectual Property for educational
 purposes. The compensation for and duration of licenses shall be
 negotiated by the College and the Employee who wishes to use the
 Intellectual Property for his or her class before the commencement of
 the class. Notwithstanding the preceding sentence, in no event shall
 the license be granted for a period less than the duration of the course
 in which the Intellectual Property will be used and in no event shall
 the compensation exceed the fair market value, based on the cost of a
 license for use of comparable Intellectual Property for a similar period

of time. Use of Employee-owned Intellectual Property for course instruction shall be subject to all applicable College approval processes as a condition of use.

- 4.1.2 Additionally, notwithstanding Sections 3.2 and 3.3, the College disclaims ownership in non-commissioned Scholarly Works developed by College Faculty while employed by the College, subject to the following conditions:
 - i. The College retains a royalty-free, irrevocable, non-exclusive license to use and reproduce all such Scholarly Works for educational purposes.
 - ii. While employed at the College, Employee must comply with the College "Conflict of Interest" policies.
 - iii. After separation from the College, Employee may not misuse the College's name in connection with the Scholarly Works covered by this Subsection 4.1.2.
- 4.2 Certain Student-Developed Intellectual Property
- 4.2.1 Students own the Intellectual Property they develop in the fulfillment of course requirements or that is a product of their participation in class work or a College-sponsored activity.
 - i. As a condition of enrollment in the course or participation in a

 College-sponsored activity, the Student grants and the College retains
 a royalty-free, irrevocable, non-exclusive license to use and reproduce
 such Intellectual Property for educational purposes and to promote the
 programs and activities of the College.
 - ii. <u>Intellectual Property developed by two or more Students is owned</u> jointly by the Students.
- 4.2.2 All Intellectual Property the Students develop at the College's request that is outside of a course or graduation requirement shall be treated as Commissioned Work owned by College, and the conditions stated in Section 3.3 will apply to such Intellectual Property. The College grants Students a royalty-free, non-exclusive, irrevocable license to use such Intellectual Property for educational, personal (i.e. portfolio), or similar non-commercial purposes.
- 4.3 Intellectual Property Developed pursuant to Third-Party Agreements

The ownership of Intellectual Property developed as a result of a written agreement between the College and a third party shall be determined according to the terms of the agreement. In the event the agreement does not specify ownership, the ownership shall vest in the College.

For purposes of this AP, Third-Party Agreements include but are not limited to the following: grants, scholarship agreements, partnerships and sponsorship agreements.

SECTION 5: Revenue (Net Income) Allocation and Distribution

- 5.1 All Net Income distribution is subject to the following conditions:
 - i. Employee or Student discloses the Intellectual Property to the IP Committee pursuant to this AP.
 - ii. Distribution is not otherwise contrary to the Employee's employment or other contract with the College;
- 5.2 The distribution of Net Income shall be determined by the IP Committee.

 For IP created as the result of work for which an Employee is paid by the
 College or which resulted from the significant use of College resources (by
 an Employee or a Student), the creator shall receive a minimum of 25% of
 the Net Income. If there is more than one creator, the percentage will be
 divided equally among the creators unless they agree in writing to a different
 allocation. The revenue sharing shall not be construed as wages to an
 Employee, but rather as separate income derived from the commercialization
 of IP.

In no event shall the College be required to maximize the Net Income for the IP Property at issue.

SECTION 6: Implementation and Enforcement

<u>6.1</u> <u>Departments Responsible</u>

The College Copyright (IP) committee, Office of General Counsel, and Finance Department, shall coordinate to implement and enforce this AP. Among the functions and responsibilities are the following:

<u>i.</u> <u>Drafting and revising the IP terms for all relevant College agreements, including the College employment agreements, course development</u>

- agreements, etc. in coordination with the College department or unit responsible for management of the agreement.
- <u>ii.</u> Ensuring that third-party agreements contain provisions addressing allocation of IP rights.
- <u>Taking steps to securing and negotiating licenses for certain non-College</u> owned works, addressed in Section 4.1.2 of this AP
- iv. Responding to inquiries regarding IP Ownership
- v. <u>Interpretation of this AP</u>
- vi. Where applicable, filing Copyright and Patent Applications
- vii. Licensing of IP

6.2 Employee Responsibilities

Each Employee shall promptly and fully disclose to the IP Committee Chair any IP created by that Employee or resulting from work carried out under the Employee's direction for which the Employee believes there may be commercial value. The IP Committee shall make available a disclosure form.

The Employee shall limit the use of the College's name in any commercial context involving IP owned by the Employee to identifying the Employee's position with the College, unless he or she has received additional, written authorization from the IP Committee.

The Employee shall cooperate fully with the College in the application and any other related activities to establish and protect rights in the IP.

6.3 Student Responsibilities

Each Student shall promptly and fully disclose to the IP Committee Chair or to a Vice President of Instruction any IP created by the Student using significant College resources that was not created as part of a course or College-sponsored activity for which the Student believes there may be commercial value. The IP Committee shall make available a disclosure form.

The Student shall limit the use of the College's name in any commercial context involving IP owned by the Student to identifying the Student's affiliation with the College, unless he or she has received additional, written authorization from the IP Committee.

The Student shall cooperate fully with the College in the application and any other related activities to establish and protect rights in the IP.

6.4 Ownership Determination

All questions regarding the determination of IP ownership shall be referred to and decided by the IP Committee.

6.5 <u>Dispute Resolution</u>

If an Employee or Student does not agree with an interpretation or decision made by the IP Committee and informal resolution efforts are unsuccessful, the Employee or Student may appeal, in writing, within 30 days of the disputed decision to the Chancellor, who may delegate responsibility for the review and appeal decision. The written appeal notice must include an explanation of the basis for the appeal and be accompanied by the materials relevant to the issue(s) in dispute. The appeal review and decision shall be completed within 30 days of receipt of the written appeal notice, unless the reviewer determines that the circumstances require additional time, in which case the reviewer shall provide a written explanation and revised timeline to the appealing Employee or Student. The decision of the reviewer is final.

PimaCountyCommunityCollegeDistrict

Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.1

Item Title Contact Person

Consent Agenda

Chancellor's Office (206-4747)

Recommendation:

The Chancellor recommends to the Board that the following items be considered as Consent Agenda Items.

- 4.1 (1) Approval of Minutes of the following meetings:
 - A. Regular Meeting of January 11, 2017
 - B. Special Meeting of January 30, 2017
 - C. Study Session of January 30, 2017
 - D. Special Meeting to conduct Executive Session on February 8, 2017
 - E. Regular Meeting of February 8, 2017
 - (2) Multiple Program Inactivations
 - (3) Contract: Adobe Software, 2017-2020
 - (4) Contract: Employee Dental Benefits, Fiscal Year 2017-2018
 - (5) Contract: Life and AD&D Insurance, Fiscal Year 2017-2018
 - (6) Contract: Short Term Disability Insurance, Fiscal Year 2017-2018
 - (7) Contract: Upgrade of Avaya Phone System
 - (8) Sabbatical Approval for Fall 2017 and Spring 2018

Approval	
Chancellor	Contract of the second
	Lee D. Lambert, J.D.

PimaCountyCommunityCollegeDistrict Governing Board 4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

item Number: 4.1(1) A
Contact Person
Chancellor's Office (206-4747)
2017 are submitted for approval

Lee D. Lambert, J.D.

PIMA COUNTY COMMUNITY COLLEGE DISTRICT

The Annual/Regular Meeting of the Pima County Community College District Board of Governors was held on Wednesday, January 11, 2017 at 5:30 p.m., in the Community/Board Room, District Central Office, 4905C E. Broadway, Tucson, AZ 85709-1010.

BOARD MEMBERS

Mark Hanna Demion Clinco Luis Gonzales Meredith Hay Sylvia Lee

REPRESENTATIVES TO THE BOARD

Martin Bastidas, Student Michael Tulino, Staff Carlo Buscemi, Adjunct Mays Imad, Faculty Brian Stewart, Administrator

RECORDING SECRETARY

Andrea Gauna

GENERAL COUNSEL

Jeffrey Silvyn

ADMINISTRATION

Lee Lambert, Chancellor

Christopher Albers, Chief of Police
Dave Bea, Executive Vice Chancellor for
Finance and Administration
Yira Brimage, Vice President of Student
Affairs and Engagement
Lisa Brosky, Vice Chancellor for External
Relations
Alison Colter-Mack, Assistant Vice
Chancellor for Human Resources
Aubrey Conover, Campus Vice President
David Doré, President, Northwest and
Downtown Campus

Dolores Duran-Cerda, Provost and Executive Vice Chancellor for Academic and Student Services, Acting

Esperanza Duarte, Special Assistant to the Chancellor, Acting

Suzanne Desjardin, Dean of Social Sciences and Student Affairs

Julian Easter, Assistant Vice Chancellor for Academic Affairs

Libby Howell, Executive Director for Media, Community and Government Relations

Irene Robles-Lopez, Vice President of Student Affairs, Academic Advising and Retention

Karrie Mitchell, Assistant Vice Chancellor, Enrollment Management and Student Affairs

Lorraine Morales, President, Community and East Campus

Melissa Moser, Executive Director of Financial Aid and Title IV Compliance

Bruce Moses, Assistant Vice Chancellor, Accreditation & Quality Improvement

Morgan Phillips, President, Desert Vista and West Campus

Nicola Richmond, Assistant Vice Chancellor, Institutional Research, Planning & Effectiveness

Ian Roark, Vice President of Workforce Development

Ted Roush, Campus Vice President Edgar Soto, Dean of Athletics, Fitness and Wellness

Greg Wilson, Dean of Applied Technology Darla Zirbes, Campus Vice President of East Campus

GENERAL MATTERS

Call to Order

Mark Hanna called the meeting to order at 5:30 p.m.

Pledge of Allegiance

Luis Gonzales led the Pledge of Allegiance.

Roll Call

All Board members present.

NEW BUSINESS

Election of Board of Governors' Officers for 2017

Election of Chair of the Governing Board Motion No. 201701-02

Board Chair Hanna read from Bylaw Article IV regarding election of officers.

Sylvia Lee – M, Demion Clinco – S, that Mark Hanna serve as Chairperson of the Governing Board of the Pima County Community College District in 2017.

Board member Luis Gonzales expressed his view that it was necessary for the Board to have a motion and vote on making an exception to the rotation to article IV, Section 2.

Jeff Silvyn, Legal Counsel explained that the Board could proceed with a vote on the nomination which would indicate approval of the exception, or the Board could take a separate vote as suggested by Board member Gonzales. It was Mr. Silvyn's opinion that two separate votes were not required, although two separate votes would also be appropriate. Mr. Silvyn suggested that the nomination could be tabled pending a vote on the exception to the rotation schedule.

Board Chair Hanna tabled the original nomination. Board Chair Hanna then noted he was not opposed to voting on the exception to the rotation.

Sylvia Lee-M, Demion Clinco-S, to approve an exception to the rotation identified in Bylaw Article IV, Section 2.

Vote: Mark Hanna, Meredith Hay, Demion Clinco and Sylvia Lee voted "aye" by voice vote.

Motion CARRIED.

Board Chair Hanna noted there is a nomination on the floor for Mark Hanna to serve as Governing Board Chair

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Election of Vice Chair/Secretary of the Board Motion No 201701-03

Board member Lee nominated Demion Clinco to serve as Vice Chair/Secretary of the Governing Board.

Sylvia Lee – M, Meredith Hay – S, that Demion Clinco serve as a Vice Chair/Secretary of the Governing Board of the Pima County Community College District in 2017.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Proposed Annual Calendar of Regular Board Meetings, 2017

Motion to Adopt Annual Calendar of Regular Board Meetings in 2017 Motion No. 201701-04

Meredith Hay – M, Sylvia Lee – S, to approve the proposed Governing Board Regular Meeting Calendar for 2017.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Proposed Annual Calendar of Board Study Sessions, 2017

Motion to Adopt Annual Calendar of Board Study Sessions in 2017 Motion No. 201701-05

Meredith Hay – M, Sylvia Lee – S, to approve the proposed Governing Board Study Session Calendar for 2017.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Election of Arizona Association of District Governing Board's Representative 2017

Motion to elect Arizona Association of District Governing Board's Representative Motion No. 201701-06

Sylvia Lee-M, Meredith Hay-S, that Luis Gonzales serves as representative to the Arizona Association of District Governing Boards (AADGB).

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Elect Advisory Committee Board Representatives

Motion to elect two Board Representatives to the Human Resources Advisory Committee

Motion No. 201701-07

Meredith Hay-M, Sylvia Lee-S, that Luis Gonzales serves as Board Representative to the Human Resources Advisory Committee.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Motion No. 201701-08

Sylvia Lee-M, Demion Clinco-S, that Mark Hanna serve as the Board Representative to the Human Resources Advisory Committee.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Motion to elect two Board Representatives to the Finance and Audit Committee

Motion No. 201701-09

Luis Gonzales-M, Demion Clinco-S, that Sylvia Lee serves as Board Representatives to the Finance and Audit Committee.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Motion No. 201701-10

Meredith Hay-M, Sylvia Lee-S, that Demion Clinco serves as Board Representatives to the Finance and Audit Committee.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Recess

The meeting recessed at 5:46 p.m.

The meeting resumed at 5:48 p.m.

Incoming Board Chair Mark Hanna welcomed the audience to the first meeting of 2017.

GENERAL MATTERS

Public Comment - Call to Audience

Miguel Flores, Jr.-Opening blessing

Robert Saenz-Support for Mr. Gonzales on behalf of Los Vatos

Cecilia Cruz-To congratulate and welcome Luis Gonzales

Carol A. Gorsuch-To welcome new Board members

Ismael Ballesteros-Speaking as a future student in support of Luis Gonzales

Frank Velasquez, Jr.-To welcome new Board members

Sally Ann Gonzales-To congratulate the new Board members

Antonia Campoy-To congratulate Luis Gonzales

Silviana Wood-To welcome Luis Gonzales to Pima Community College

Joe Flores-To support Luis Gonzales

Arlene Muniz and Virginia Ortega-To welcome the new Board members on behalf of AFSME

David Morales-Introduce himself as the new Faculty Board Representative and welcome new Board members

Alonzo Garcia-To support Luis Gonzales

Uday Dalvi-To congratulate the new Board members

Santiago Benton-To give a blessing to Luis Gonzales in Mayo language

Frank Sotomayor-To congratulate the new Board members and show support of Luis Gonzales

Betts Putnam-Hidalgo-Welcomed Luis Gonzales

Margaret McKenna-To support Luis Gonzales

Lenny Mark-To offer positive words about Luis Gonzales and Pima Community College

Board Chair Hanna asked to take one item out of order. He moved the Student Representative Report in order to allow the student representative to leave the meeting early.

Student – Samantha Boettcher

There was no report.

Remarks by Governing Board Members

Board Chair Hanna thanked all employees for their help with the Higher Learning Commission visit, the report we received back and for being on track with 10 of 11 areas. He reported attending the Paramedic and Nursing graduations and the Aviation program orientation. Board Chair Hanna also noted that he was able to take a student to an advising session and was very impressed with the information provided at the session.

Board member Hay wanted to let the College and community know she is very excited to join the Board and work with everyone to make Pima great again. She stated that if anyone had any comments or ideas her door is always open.

Board member Gonzales stated he is honored to be serving on the Board. He thanked Martha Durkin for her service to the Board and wanted to recognize her work. He noted that he would like better communication between the College and the community. He would like to have conversations with different groups and educational institutions to engage the community to focus on student recruitment and community outreach to raise enrollment. He

also noted that his door is always open. He also congratulated Pima student Martin Bastidas for running an excellent campaign against a popular candidate in our community.

Board member Lee congratulated Demion Clinco, Meredith Hay and Luis Gonzales. Board member Lee read the recent Higher Learning Commission report and noted that she is proud of what Pima has done so far to address the issues identified by HLC. Even though the College is still on notice for one item, assessing student-learning outcomes, she noted that Pima has come a long way in this area. She wanted to acknowledge everyone who made open admissions a reality again.

Board member Clinco congratulated the new Board members and welcomed everyone back from the break. Board member Clinco asked for a moment of silence for the tragic events that took place on January 8.

REPORTS

Administration Report

Accreditation Update – Bruce Moses

Bruce Moses, Assistant Vice Chancellor for Accreditation and Quality Improvement provided an update of events since the College left for break in December and what events are coming in the near future in regards to the Higher Learning Commission and the peer review report.

Board member Gonzales and Lee noted that they would like to see additional reports on the progress we have made towards the five areas of concern in the HLC report. Mr. Moses reported that quality checks would be done to address the gaps and prepare ourselves for the next comprehensive report.

Student Services - Nic Richmond

Nic Richmond, Assistant Vice Chancellor for Institutional Research, Planning and Effectiveness presented a brief overview of the mission key performance data as it relates to student services.

Reports by Representatives to the Board

Staff – Michael Tulino

Mr. Tulino reported on staff discussions of the College's budget and summer class offerings. Staff did not present a recommendation/concern to the Board.

Faculty - Mays Imad

Ms. Imad reported on the Faculty Senate elections, and All Faculty Day. Faculty did not present a recommendation/concern to the Board.

The Board members thanked Ms. Imad for her services to the Board

Chancellor's Report

The Chancellor started his report by welcoming everyone back from the Holiday break. Chancellor Lambert thanked each of the Board members for their services and is looking forward to the upcoming year.

Introduced Esperanza Duarte, Special Assistant to the Chancellor (Acting), Amanda Abens, Dean of Workforce Development and Continuing Education, and Dr. Christina Beckman-Brito, Dean of Communication (Acting) replacing Pat Houston.

Highlights of Chancellor's report included:

- Pima's relationship with Santa Cruz County and meeting with Governor Ducey
- Meeting with United States Ambassador
- Carlos Sada Solana, Mexican Ambassador meeting to present Pima with a check to support students of Mexican ancestry studying at Pima, this is the third check he has presented to Pima
- Diversity report
- Hiring of the executive director to oversee diversity efforts
- Educational Master Plan update
- Invite by Senator Farley to attend opening day of legislature/State of the State

Chancellor Lambert noted that we need to celebrate our success but that we still have a lot to do.

INFORMATION ITEMS

<u>Financial Report — October 2016 Financial Statements</u>

This item was noted as an information item.

Employment Information

This item was noted as an information item.

Adjunct Faculty Appointments

This item was noted as an information item.

Minimum Wage

This item was noted as an information item.

Administrative Procedure Changes

AP 2.20.01: Drug and Alcohol Free Environment – *Revised* was noted as an information item.

2017-2018 Academic Calendar

This item was noted as an information item.

ACTION ITEMS

Consent Agenda

Motion No. 201701-11

Moved items:

Item #4.1(2) Board Policy-Final Reading-[BP 3.12 Developmental Education-New] and Item #4.1(6) Contract: Sabino Electric Inc. was moved to #4.2 Other Action Items.

Demion Clinco-M, Sylvia Lee-S, to approve the Consent Agenda.

- (1) Approval of Minutes of the following meetings:
 - A. Study Session of October 28, 2016
 - B. Special Meeting to conduct Executive Session on November 2, 2016
 - C. Special Meeting to conduct Executive Session on November 7, 2016
 - D. Study Session of November 7, 2016
 - E. Special Meeting to conduct Executive Session on November 16, 2016
 - F. Regular Meeting of November 16, 2016
- (2) Curriculum Recommendations: New Program-Fitness and Wellness Specialist-Certificate for Direct Employment
- (3) Curriculum Recommendations: Multiple Certificate-Inactivations
- (4) Intergovernmental Agreement: Town of Sahuarita

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

OTHER ACTION ITEMS

Moved from Consent Agenda:

Board Policy-Final Reading-[BP 3.12: Developmental Education-New]

Motion No. 201701-12

Meredith Hay-M, Demion Clinco-S to approve the final BP 3.12 Developmental Education

Board member Gonzales asked to have this item moved from the Consent Agenda to Other Action Items because it was one of the issues in the HLC report and he only just had a chance to review it. Board member Gonzales directed his questions on the Board Policy (BP) to Dr. Dolores Duran-Cerda, Acting Provost focusing on the Administrative Procedures (AP).

Board member Gonzales noted the importance of BP 3.12 and the need for data to show the effectiveness of the policy. He noted the only way to know if this policy will work is if they see data on its effectiveness. He would like a report to come back to the Board after the fall semester has been completed so the Board does not have to guess if the policy works or not. He would like a measurement to tell if the College is progressing. He also stated how important this is to student success.

Board Chair Hanna noted that revisions were made to the Board policy after a study session in November. It is the responsibility of the administration to come up with Administrative Procedures for the policy. Board Chair Hanna made it clear the Board is only voting on the Board policy.

Board member Gonzales asked for the following amendment to the Board policy:

Luis Gonzales-M, Sylvia Lee-S amendment to policy BP 3.12 with the following language: The Board shall be presented with a comprehensive report on the effectiveness of the student success of these students for the fall of 2017 to include the following information: How many students completed the pre-placement tutorial but walked away? How many completed it and passed the placement test? How many were charged a fee to retake the test? How many completed it and returned for the Spring Semester? The report shall include the ethnicity, gender, and zip code for these students.

Vote: Mark Hanna, Meredith Hay, Sylvia Lee, and Demion Clinco voted "nay" by voice vote. Luis Gonzales voted "aye" by voice vote.

Motion FAILED

Board Chair Hanna stated they are voting on BP 3.12 as published in the Board packet

Vote: Mark Hanna, Meredith Hay, Demion Clinco and Sylvia Lee voted "aye" by voice vote. Luis Gonzales had no response.

Motion CARRIED

Contract: Sabino Electric Inc

Board Chair Hanna asked that this item be pulled from Consent Agenda for a better explanation of the item.

Motion No. 201701-13

Meredith Hay-M, Sylvia Lee-S, to execute a contract with Sabino Electric Inc for the Arc Flash Analysis of the West Campus.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**

Contract: FY 17 CampusEAI Maintenance Renewal for College Portal and Mobile App

Motion No. 201701-14

Board of Governors Minutes Annual/Regular Meeting – January 11, 2017 Page 10

Sylvia Lee-M, Demion Clinco-S, to approve the Maintenance Renewal agreement with CampusEAI for the College's Portal and Mobile App. Total costs are not expected to exceed \$133,000 for Fiscal Year 2017.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Faculty Emeritus

Motion No. 201701-15

Meredith Hay-M, Sylvia Lee-S, to approve Charles Land and David Stephen, two retired faculty members as Pima Community College Faculty Emeriti.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

ADJOURNMENT

Adjournment
The meeting adjourned at 7:38 p.m.
<u></u>
Secretary
Date

PimaCountyCommunityCollegeDistrict Governing Board 4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17	item Number: 4.1(1)	
Item Title	Contact Person	
Unapproved Minutes of the Special Meeting of January 30, 2017	Chancellor's Office (206-4747)	
Recommendation:		
The unapproved Minutes of the Special Meeting of January 30,	2017 are submitted for approval.	
Approval		
ChancellorLee D. Lambert, J.D.		

PIMA COUNTY COMMUNITY COLLEGE DISTRICT

A Special Meeting of the Pima County Community College District Governing Board was held on Monday, January 30, 2017 at 4:00 p.m. in the Community/Board Room, at the District Office, 4905 E. Broadway Blvd., Tucson, AZ 85709-1005.

Persons in Attendance

Board Members:

Mark Hanna, Chair Demion Clinco, Vice Chair/Secretary Sylvia Lee Luis A. Gonzales

General Counsel

Jeffrey Silvyn

Recording Secretary

Andrea Gauna

GENERAL MATTERS

Chairperson Hanna called the meeting to order at 4:04 pm.

ACTION ITEMS

Contract: El Rio Santa Cruz Neighborhood Health Center

Motion No. 201701-15

Demion Clinco – M, Luis Gonzales – S, to authorize the Chancellor or designee to execute an amendment to the educational services agreement between the College and El Rio Santa Cruz Neighborhood Health Center, Inc. for delivery of practical nurse training at a specific location, 839 W. Congress, Tucson, AZ 85745. This is a technical amendment only.

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

Adjournment

The meeting adjourned at 4:06 p.m.		
Secretary		
Date		

PimaCountyCommunityCollegeDistrict Governing Board 4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17	Item Number: 4.1(1)		
Item Title	Contact Person		
Unapproved Minutes of the Study Session of January 30, 2017	Chancellor's Office (206-4747)		
Recommendation:			
The unapproved Minutes of the Study Session of January 30, 201	7 are submitted for approval.		
Approval			
Chancellor_			

Lee D. Lambert, J.D.

PIMA COUNTY COMMUNITY COLLEGE DISTRICT

A Study Session of the Pima County Community College District Governing Board was held on Monday, January 30, 2017 at 4:00 p.m. in the Community Board Room, C-105, at the District Office, 4905 E. Broadway Blvd., Tucson, AZ 85709-1005.

Persons in Attendance

Board Members:

Mark Hanna, Chair Demion Clinco, Vice Chair/Secretary Sylvia Lee Luis Gonzales

General Counsel

Jeffrey Silvyn

Recording Secretary

Andrea Gauna

Administration

Lee Lambert, Chancellor

1. Call to Order

Mark Hanna called the meeting to order at 4:07 pm.

2. <u>Discussion of Board meeting procedures</u>

Jeff Silvyn, General Counsel discussed the basic rules of order for use at Board meetings and provided a handout called Meeting Procedures Overview. This handout can be found on the Governing Board webpage.

Mr. Silvyn discussed articles V and VI from the bylaws that relate to Governing Board meetings. Mr. Silvyn noted that the Board hired an outside counsel, Susan Segal, to work with the Board to make revisions to their bylaws. The bylaws will be reviewed every three years to decide whether changes need to be made. Mr. Silvyn noted that Ms. Segal is highly qualified and an expert, in the State of Arizona, on relationships to educational Boards and their governing documents.

Board member Gonzales noted that he would like to discuss the bylaws and noted a typo that needed correction. Mr. Gonzales has concerns with the bylaws and needs clarity. Mr. Silvyn reminded the Board that this study session is to discuss meeting procedures and Robert's Rules.

Board member Gonzales asked that a review of the bylaws be placed on a future agenda to discuss some of the items he has concerns with. Board Chair Hanna noted that this can be an agenda item for a future meeting but that the bylaws are reviewed every three years.

Board member Lee asked that the Board have a discussion at some point on the bylaws that are inconsistent with the rules contained in the latest edition of Robert's Rules, specifically, a motion requiring a two-thirds vote. Mr. Silvyn noted he would report back to the Board on this issue next month.

Board member Clinco noted that this study session is the perfect time to address any concerns or disagreements that exist now so that when the Board members are in a meeting that they don't run into a quagmire that causes significant delays in moving the meeting forward.

Mr. Silvyn noted that Robert's Rules of Order provides guidance and the Board members are not required to follow every rule as noted.

Board member Clinco noted that he would like a discussion in the future on any special rules the Board is going to adopt and create a process for them.

Board member Gonzales would like Mr. Silvyn to create a cheat sheet for the Board members which will list different types of motions and a voting procedure for each motion.

Mr. Silvyn noted that he will create a chart which will flag issues implicit in Robert's Rules that conflict with how the Board currently operates. Mr. Silvyn will bring the chart back to the board to get some additional input and then the Board can decide how they want to handle it.

3. Admission and enrollment process review

Dr. Dolores Duran-Cerda, Provost and Executive Vice Chancellor for Academic and Student Services (Acting) and Dr. Karrie Mitchell, Assistant Vice Chancellor for Enrollment Management and Student Affairs discussed some local and national trends as they relate to student enrollment. Dr. Mitchell reported on why Pima Community College's enrollment has dropped and the College's plans to increase enrollment. Her presentation included data and some institutional strategies.

Board member Lee would like to forward this presentation to some community members and asked if some of the slides used in Dr. Mitchell's presentation could be labeled to specify whether they are related to Pima County or Pima College.

Board member Clinco would like to know how much money was invested in the lifelong learning program, what was done, and what the return on the investment is. Board member Clinco noted that this group was identified as a source that would increase the College's enrollment numbers. He feels it has not gotten the traction the College was hoping for.

Board member Lee noted her concern with the master schedule and suggested possibly hiring an expert to take a look at it. She is concerned that we are dwindling in courses to a point where we are not meeting the needs of the students and our community. Dr. Duran-Cerda noted that the reorganization has helped in this area. Because we have deans over disciplines, they are able to talk with faculty and department chairs and decide what courses are needed.

Governing Board Study Session Minutes – January 30, 2017 Page 3

Board member Gonzales noted that the enrollment numbers don't look good but that the College's issues are being identified and we are coming up with solutions. Board member Gonzales would like to see more data that will give us projections tied to budgetary matters. His concern is if we go any lower in enrollment, at what point, financially, does the College have to start closing doors.

Board member Clinco is glad to see all the data coming to fruition and that the College is able to make strategic and informed decisions. His concern is that everything the College is doing is very long term and foundation building. He would like to see a bold idea come forward to really turn things around for the College. He would like to know what other private or public institutions are doing that's really working.

Board Chair Hanna will forward his questions about this subject to the Chancellor and then have Dr. Mitchell address them. He would like to have another update in 4-6 weeks and would like to hear more about a marketing plan.

Board member Clinco would like to know if comparative colleges in the state and nationally could be added to one of the earlier slides, enrollment declines semester over semester and the tracks up and down.

Board member Hanna would like to invite some of the student services people to a Board meeting to talk about some of their experiences.

	\mathcal{C}	3	1	
Secretary				
Date				

The meeting adjourned at 6:17 p.m.

PimaCountyCommunityCollegeDistrict Board of Governors

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17	item Number: 4.1(1) I
Item Title	Contact Person
Unapproved Minutes of the Special Meeting to conduct Executive Session on February 8, 2017	Chancellor's Office (206-4747)
Recommendation:	
The unapproved Minutes of the Special Meeting to conduct Executive 2017 are submitted for approval.	ve Session on February 8,
Annroval	

Lee D. Lambert, J.D.

Chancellor_

PIMA COUNTY COMMUNITY COLLEGE DISTRICT GOVERNING BOARD MEETING MINUTES February 8, 2017

A Special Meeting of the Pima County Community College District Governing Board was held to go into Executive Session on Wednesday, February 8, 2017 at 4:00 p.m., in the Board Conference Room, Room C-228, District Office, 4905 E. Broadway Blvd., Tucson, AZ 85709-1010.

Persons in Attendance

Board Members

Mark Hanna, Chair Demion Clinco, Vice Chair/Secretary Sylvia Lee Meredith Hay Luis Gonzales

General Counsel

Jeffrey Silvyn

Recording Secretary

Andrea Gauna

Administration/Staff

Lee Lambert

Call to Order

Mark Hanna called the meeting to order at 4:05 p.m.

Motion for Executive Session

Motion No. 201701-01

Sylvia Lee – M; Meredith Hay – S; to conduct Executive Sessions pursuant to A.R.S. § 38-431.03(A)(1) (discussion and consideration of personnel issues, concerning the Chancellor's employment and assignment. A.R.S. § 38-431.03(A)(3) (legal advice). A.R.S. § 38-431.01(A)(4) (consultation and legal advice) and A.R.S. § 38-431.01(A)(5) (meet and confer).

Vote: All Board members present voted "aye" by voice vote. None were opposed. Motion carried.

Recess into Executive Sessions

Board of Governors Minutes Special Meeting – February 8, 2017 Page 2

The Board recessed into the above referenced Executive Sessions at 4:06 p.m.

Resumption of Open Session

The Board resumed Open Session at 5:13 p.m.

Adjournment

The meeting adjourned at 5:14 p.m.		
Secretary		
Date		

PimaCountyCommunityCollegeDistrict Governing Board 4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17	Item Number: 4.1(1) H		
Item Title	Contact Person		
Unapproved Minutes of the Regular Meeting of February 8, 2017	Chancellor's Office (206-4747)		
Recommendation:			
The unapproved Minutes of the Regular Meeting of February 8, 2	2017 are submitted for approval		
Approval			
Chancellor			

Lee D. Lambert, J.D.

PIMA COUNTY COMMUNITY COLLEGE DISTRICT

The Regular Meeting of the Pima County Community College District Board of Governors was held on Wednesday, February 8, 2017 at 5:30 p.m., in the Community/Board Room, District Central Office, 4905C E. Broadway, Tucson, AZ 85709-1010.

BOARD MEMBERS

Mark Hanna, Chair Demion Clinco, Secretary/Vice Chair Sylvia Lee Meredith Hay Luis Gonzales

REPRESENTATIVES TO THE BOARD

Derrick Espadas, Student Michael Tulino, Staff Carlo Buscemi, Adjunct Faculty Nina Corson, Administrator David Morales, Faculty Vacant, Temporary Staff

RECORDING SECRETARY

Andrea Gauna

GENERAL COUNSEL

Jeffrey Silvyn

ADMINISTRATION

Lee Lambert, Chancellor Michael Amick, Vice President of Distance Education

David Bea, Executive Vice Chancellor, Finance and Administration

Dan Berryman, Vice Chancellor, Human Resources

Gregory Busch, Vice President of Instruction and Transfer Pathways

Aubrey Conover, Campus Vice President Nina Corson, Dean of Business Science and Occupation Alison Coulter-Mack, Assistant Vice Chancellor for Human Resources

Suzanne Desjardin, Dean of Social Sciences and Student Affairs

David Doré, President, Northwest and Downtown Campus

Esperanza Duarte, Special Assistant to the Chancellor (Acting)

Dolores Duran-Cerda, Provost and Executive Vice Chancellor for Academic and Student Services, Acting

Julian Easter, Assistant Vice Chancellor for Curriculum and Academic Services

Libby Howell, Executive Director for Media, Community and Government Relations

Karrie Mitchell, Assistant Vice Chancellor for Student Development

Lorraine Morales, President, Community and East Campus

Melissa Moser, Executive Director of Financial Aid and Title IV Compliance

Bruce Moses, Assistant Vice Chancellor for Accreditation

Morgan Phillips, Campus President, Community and East Campus

Nicola Richmond, Assistant Vice Chancellor, Institutional Research & Planning

Ian Roark, Vice President of Workforce Development

Irene Robles-Lopez, Vice President of Student Development

Brian Stewart, Dean of Education and Student Affairs

Bill Ward, Vice Chancellor for Facilities Greg Wilson, Dean of Applied Science Darla Zirbes, Campus Vice President

GENERAL MATTERS

Call to Order

Mark Hanna called the meeting to order at 5:32p.m.

Pledge of Allegiance

Meredith Hay led the Pledge of Allegiance.

Roll Call

Public Comment - Call to Audience

Karrie Mitchell and Barrier Breakers-Introduction of some Barrier Breakers: Joy Stirrup, Jen Madrid, Michelle Martinez, and John Farrell

Todd Poelstra-Finances for In the Heights and the performance of 96000

William Scott, M.D.-Opposition of the letter of approval for Monsanto

Gail McGraw-Monsanto

Cori McGraw-"No" on Monsanto

Amira VanWinkle-Monsanto

Melissa Diane Smith-Monsanto

Marilyn Newberry-Opposition to Monsanto and her concerns about environmental damage, health concerns, and economic concerns.

Remarks by Governing Board Members

Board Chair Hanna reported on two students he counseled through the enrollment process at PCC and thanked the Chancellor for his statement on the refugee executive order and the Chancellor's support of the international students. Board Chair Hanna noted he and the Board also support these students.

Board member Clinco had no remarks.

Board member Lee reported on Monsanto and the immigration ban.

Board member Hay had no remarks.

Board member Gonzales reported on Monsanto, new Board member orientation, campus visits, breakfast with the Chancellor and the PCC Foundation, and the interview with the Aztec Press.

REPORTS

Administration Report

Arizona legislative update-Jonathan Paton

Jonathan Paton, legislative liaison with the Arizona State Legislature, reported on current legislative bills that could affect PCC.

Board member Clinco asked the Chancellor to work on developing a group of Pima advocates to take a trip to Phoenix to talk to the legislature.

Accreditation Update-Bruce Moses

Bruce Moses, Vice Chancellor of Accreditation and Quality Improvement noted that the final report from the focus evaluation team was received on January 27 and a response is being formulated. More documentation has been submitted to the Higher Learning Commission (HLC) Board of Trustees for deliberations in late February. Mr. Moses also noted that the Director of Assessment and Research Analyst positions have been filled and this evidence has been sent to HLC. The date of the next comprehensive evaluation visit will be known when we receive our HLC letter in March 2017.

Community Engagement-Nic Richmond

Nic Richmond, Assistant Vice Chancellor for Institutional Research, Planning and Effectiveness shared data related to community engagement. She made note of a shift to a dashboard format. Dr. Richmond also noted that based on the data reported, dual enrollment and adult basic education are some of the populations for the College to think of for outreach purposes and recruitment.

Board member Hay asked what the College is doing to ensure that we capture the dual enrollment students in becoming full-time students at PCC and what metrics are going to be built into the College's processes moving forward. Board Chair Hanna asked for Julian Easter, Assistant Vice Chancellor to come to a study session with more information on this subject.

Financial Report-November 2016 Financial Statements and Comprehensive Annual Financial Report for Fiscal Year 2016-Dave Bea

Dave Bea, Executive Vice Chancellor for Finance and Administration provided a quick overview of the Comprehensive Annual Financial Report and annual audit.

Dr. Bea also reported on the financials through November 2016.

Board member Gonzales asked for Dr. Bea to provide the Board members with vacant position information. Dr. Bea will post this information to Pima's website.

Board member Gonzales noted that the College should consider addressing the possibility of employee raises.

Dr. Bea also discussed PCC's history with expenditure limitations and provided examples of numbers if enrollment increased.

Board Member Hanna recognized Brian Stewart and Mays Imad for the services as representatives to the Board. Mr. Stewart served as the Board Administrative Representative and Ms. Imad served as the Board Faculty Representative.

MOPAR Career Automotive Program (CAP) LOCAL update-Dave Doré/Greg Wilson Dr. Dave Dore provided a little background on the MOPAR program which launched last fall. Greg Wilson, Dean of Applied Technology acknowledged Skyler Webb, one of the faculty members leading the MOPAR local program. Mr. Wilson provided an update of the program and its many improvements. The program has caught the eye of several Tucson Unified School District high schools that want to be involved.

Chancellor Lambert reported that the Facilities Master Plan will go to the Board for a vote in April or May. If the Board approves the plan, the College will move to execute phase I of the plan which would be the Center of Excellence at the Downtown Campus.

Reports by Representatives to the Board

Student – Derrick Espadas

Student representative Derrick Espadas reported on the many events taking place at each of the campuses, which include celebrations of Arizona Adult Literacy Week, Health Wellness, and Black History Month. He also reported on the American Student Government Association Conference, National Collegiate Leadership Conference, and the Aztec Gold program

Students did not present a recommendation/concern to the Board.

Board Chair Hanna asked that the Textbook Task Force provide regular updates to the Board on their progress.

Temporary Staff – no temporary staff representative present-Vacant There was no report.

Staff – Michael Tulino

Staff Representative Michael Tulino reported on the focused budget discussion hosted by Dr. Bea and Dr. Duran-Cerda and staff council's formation of a task force to explore the possibility of making a formal statement or recommendations through Dr. Bea. Staff did not present a recommendation/concern to the Board.

Adjunct Faculty - Carlo Buscemi

Adjunct Faculty representative Carlo Buscemi noted that they are now a part of faculty senate and feel progress is being made of the requests of the adjunct faculty. Adjunct Faculty did not present a recommendation/concern to the Board.

Administrator – Nina Corson

Administrator Representative Nina Corson thanked the information technology and facilities departments for their assistance with Northwest Campus after the flood on the night of the second day of class. Ms. Corson also reported on the new advising model and progress being made on the recruitment of the new senior academic advisors, with a target hiring date in March. She also reported on ACCUPLACER and budget presentations. Administrators did not present a recommendation/concern to the Board.

Faculty – David Morales

Faculty Representative David Morales reported on All Faculty Day, Faculty Senate elections, the review of APs for FERPA, faculty standards, transcript evaluations, and academic standing policy. Mr. Morales also reported on the training webinar for Faculty Senate which was paid for by the Provost office.

Faculty presented a concern regarding the summer classes being taught at only three campuses. Faculty feel they were not included in the decision making process.

Board member Lee asked Chancellor Lambert to get back to the Board on how the decisions were made for the summer classes. She also asked if the campuses have the Upward Bound program.

Chancellor Lambert noted there was a misunderstanding or miscommunication on Upward Bound, he clarified that we are not closing down any of the Upward Bound programs at the current locations in which they are being offered and that only general education courses are being offered at three locations.

Board member Gonzales suggested a study session to get some input from faculty and other groups who wish to make recommendations or suggestions. He is concerned that the groups were not included in the decision making process.

Board member Clinco noted point of order. The Board members received counsel from attorney Susan Segal about straying from the agenda during meetings. He would like Chancellor Lambert to have Ms. Segal prepare a memo to outline what their boundaries are.

Board Chair Hanna noted that there will be more answers to the summer schedule questions at the next meeting.

Chancellor's Report

Highlights of Chancellor's report included:

- Pima Community College's relationship with Santa Cruz County
- Diversity Forum and the hiring of the Executive Director for Diversity and Inclusion
- Work Force Development Institute
- The book America Needs Talent: Attracting, Educating, & Deploying the 21st-Century Workforce
- His training at the Center for Creative Leadership, Leadership at the Peak
- His support for a 2-3% raise for employees

INFORMATION ITEMS

Employment Information

This item was noted as an information item.

Adjunct Faculty Appointments

This item was noted as an information item.

Administrator Contracts for Fiscal Year 2017-2018

This item was noted as an information item.

ACTION ITEMS

Consent Agenda

Board member Gonzales asked that the January 11, 2017 Regular meeting minutes be pulled from consent agenda for corrections, item D. He reported that the motion made on the decisions on appointing the chairman and vice-chairman were not noted in the minutes. He suggested the missing items be added to the minutes before approval.

Motion No. 201702-01

Demion Clinco – M, Sylvia Lee– S, to approve the Consent Agenda.

- 4.1 (1) Approval of Minutes of the following meetings:
 - A. Study Session of November 28, 2016
 - B. Special Meeting of December 14, 2016
 - C. Special Meeting to conduct Executive Session on January 11, 2017
 - (2) Sub-Recipient Grant Proposal: University Transportation Centers (UTC) Program
 - (3) Contract: Grail Construction, LLC

Vote: All Board members present voted "aye" by voice vote. None were opposed. **Motion CARRIED**.

OTHER ACTION ITEMS

Approval of Minutes of the following meeting: Regular Meeting of January 11, 2017

Motion No. 201702-02

Luis Gonzales-M, Demion Clinco-S, to table the minutes for the Regular Meeting of January 11, 2017 to the next regular meeting for approval.

Vote: All Board members voted "aye" by voice vote. None were opposed. **Motion CARRIED**

Board Policy Substantive Changes-First Reading

Jeff Silvyn noted that the Board is not voting on approving this Board policy and it has not gone through the full normal process. This is a first reading and it is strictly to give the Board an opportunity to provide feedback.

Dr. Bea noted that we are trying to link the purchasing threshold to what the federal acquisition threshold is. This will streamline the process and make it more consistent.

Board member Clinco suggested removing the \$150,000 level and peg it to the federal acquisition regulations because those will fluctuate and change over time.

Board member Gonzales noted that the policy does not apply to intergovernmental agreements (IGA) and agreements for real property. Mr. Silvyn noted that IGAs and agreement for real property must come to the Board for approval. Mr. Silvyn also noted that according to this policy, the Chancellor will have authority to execute a lease agreement up to \$150,000, any dollar amount over that will have to come to the Board for approval.

Board member Gonzales suggested that we go back and clarify some language in regards to bank depositories. He agreed with linking to the federal acquisition threshold so that we don't have to come back to change this all the time. He noted that the other language is quite redundant.

Board Chair Hanna suggested clarifying the property issue and pegging it to the federal acquisition threshold.

Mr. Silvyn will bring the proposal back to the Board for discussion and vote.

Proposed Agenda Items

Board member Gonzales requested to have a study session on student recruitment and community outreach. He would also like a review of the bylaws, specifically the ethics rules and legal services model. He is concerned with PCC's current model.

ADJOURNMENT

Adjournment

The meeting adjourned at 9:43 p.m.

Secretary			

Board of Governors Minutes Regular Meeting – February 8, 2017 Page 8

Date

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEMS

Meeting Date: 3/8/17 Item Number: 4.1 (2)

Item Title Contact Person

Multiple Program Inactivations

Dolores Duran-Cerda, Provost and Executive Vice Chancellor (Acting) (206-4999)

Recommendation:

Per Board Policy 3.25, Curriculum, the Chancellor recommends that the Governing Board approve the inactivation of the following programs:

DAR | CRTDIGIFILM | Digital and Film Arts - Certificate for Direct Employment

This certificate program is being inactivated due to insufficient graduates. This program had a total of 4 graduates from 2013-2015. Based on PCC SPG 3105/AA a program may be inactivated if there has been a three year average of 0-9 graduates. Those students enrolled in the program have been identified and the appropriate completion/teach-out plan is in process. In addition, the Digital Arts Advisory Committee recommends students complete AAS degrees as they create a much higher level of preparedness for the industry.

DAR | CRTCOMMGRAPH | Digital Arts- Certificate for Direct Employment

This certificate program is being inactivated due to insufficient graduates. This program had a total of 7 graduates from 2013-2015. Based on PCC SPG -3105/AA a program may be inactivated if there has been a three year average of 0-9 graduates. Those students enrolled in the program have been identified and the appropriate completion/teach-out plan is in process. In addition, the Digital Arts Advisory Committee recommends students complete AAS degrees as they create a much higher level of preparedness for the industry.

NRS | CRTPRACTNURS | Practical Nursing - Certificate for Direct Employment

The Dean of Nursing and the Nursing CDAC request the inactivation of this Certificate because it is not needed for students to get their Practical Nursing license. To be eligible for the licensure exam, students need to successfully complete the first three semesters of the Associate of Applied Science in Nursing and receive written permission from the Dean of Nursing.

Justification:

For each program, please see information above. These inactivations are part of a general overhaul of college curriculum to better meet the needs of our students, and to meet HLC and Title IV compliance issues.

College Plan Initiative:

This action supports Per Board Policy 3.25, Curriculum, which states:

Date: 3/8/17 Page 2

"Pima Community College will strive to evaluate the educational needs of its constituencies, develop appropriate instructional courses and programs to fill these needs, and *eliminate those* which are no longer meeting a significant need." (Emphasis added)

Financial Considerations:

There are no financial considerations associated with this curriculum change.

Approvals		
Contact Person _	Dolores Durán-Cerda, Ph.D.	
Chancellor	Lee D. Lambert, J.D.	

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.1 (3)

Item Title Contact Person

Contract: Adobe Software, 2017-2020

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Recommendation:

The Chancellor recommends that the Governing Board approve the contract renewal for Adobe Software. The three-year agreement covers College-wide licensing for Adobe Software; total costs are not expected to exceed \$207,027.00 for the 2017-2020 years.

Justification:

The College initially entered an agreement with Adobe Software in November 2002, and since that time the software has been in continual use. PCC participates in a consortium with other Arizona community colleges, and therefore a request for proposal was not required. This renewal agreement, which spans from February 2017 through February 2020, incorporates the following Adobe products:

- Adobe Pro DC
- Creative Cloud
- Captivate
- Adobe Sign

Financial Consideration:

Costs for this project have been included in the Fiscal Year 2017-2019 Information Technology Maintenance Budget. Total costs for the three-year agreement are not expected to exceed \$207,027.00, and the annual costs are demonstrated in the table below:

Contract Year for Adobe Software (Pro	
DC, Creative Cloud, Captivate, Sign)	Cost
Year 1 – 2017 to 2018	\$69,009
Year 2 – 2018 to 2019	\$69,009
Year 3 – 2019 to 2020	\$69,009
Grant Total	\$207, 027

Contract: Adobe Software, 2017-2020 Date: 3/8/17 Page 2

Strategic Plan:

This request supports Strategic Plan Item 6.4: Create structures and mechanisms to build a culture of data informed decision making at all levels. This will include people, process, and technology supporting Business Intelligence.

Approvals

Contact Person

David Bea, Ph.D.

Chancellor_

Lee D. Lambert, J.D.

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.1 (4)

Item Title Contact Person

Contract: Employee Dental Benefits, Fiscal Year 2017-2018

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Recommendation:

The Chancellor recommends that the Governing Board renew the Employers Dental Services (EDS) and Delta Dental of Arizona benefit contracts for the period July 1, 2017 through June 30, 2018.

Justification:

Pima Community College currently provides benefit-eligible employees the choice among two dental benefit plans: a pre-paid plan provided through a contract with EDS, or a preferred-provider organization plan provided through a contract with Delta Dental of Arizona. While dental insurance is offered, it is not mandatory for benefit-eligible employees. Approximately 1,140 employees elect dental insurance plans. This is the third year of a three-year rate guarantee with EDS. Delta Dental premiums are increasing nine percent with the increase borne by employees. The increase is based on guaranteed third year rates plus an increase associated with an enhanced benefit related to implants.

Financial Considerations:

The College currently contributes to either plan at 100 percent of the employee-only pre-paid plan premium. The fiscal year 2017-18 contract with EDS will be approximately \$96,000 and the contract with Delta Dental of Arizona will be approximately \$399,000. The cost to the District is projected to be no more than \$116,000 with the remainder being funded by employees through payroll deductions. This is the third year of both contracts, and the second of four one-year renewal options for each.

Approvals	4)73	
Contact Person	_	
	DI. Daviu dea	
Chancellor	A Section of the sect	
	Lee Lambert, J.D.	

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.1 (5)

Item Title Contact Person

Contract: Life and AD&D Insurance, Fiscal Year 2017-2018

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Recommendation:

The Chancellor recommends that the Governing Board renew the Minnesota Life Insurance Company contract for basic and optional life insurance coverage for employees for the period July 1, 2017 through June 30, 2018.

Justification:

Pima Community College currently provides to benefit-eligible employees basic and Accidental Death & Dismemberment (AD&D) term life insurance through a contract with Minnesota Life. The benefit is 1.5 times an employee's annual salary with a minimum coverage of \$50,000. Employees may also purchase optional term life insurance coverage for themselves and their spouse and children.

Financial Considerations:

Based upon an estimate of 1,290 enrolled employees, basic life and AD&D premiums paid by the College are estimated to be \$180,000 with voluntary employee-paid premiums of \$158,000 with a potential total contract value of \$343,000. This is a small decline of \$5,000 over the current fiscal year. Projections are based upon current salaries and optional life insurance enrollments and are subject to change based upon employee elections and salary changes. This is the third year of the contract and the second of four annual renewal options as a result of Fiscal Year 2014-15's Request for Proposal.

Approvals	() >B		
Contact Person	_		
	DI. Daviu dea		
Chancellor	- Golden		
	Lee Lambert, J.D.		

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.1 (6)

Item Title

Contact Person

Contract: Short Term Disability Insurance, Fiscal Year 2017-2018

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Recommendation:

The Chancellor recommends that the Governing Board renew the short term disability insurance contract with Sun Life Financial for the period July 1, 2017 through June 30, 2018.

Justification:

Pima Community College currently provides a 100% employer paid short-term disability plan for benefit-eligible employees. The weekly benefit amount is equal to 66 2/3 percent of basic weekly earnings, to a maximum benefit of \$1,154 per week with a four-month benefit period. Benefits are payable beginning the 61st day of disability due to accident, sickness, or pregnancy.

Financial Considerations:

The projected premium is approximately \$76,000 based on current covered payroll. Sun Life's proposal included an annual rate guarantee for three years, and this is the third year of the guaranteed rate and the second of four annual renewal options as a result of Fiscal Year 2014-15's Request for Proposal.

Contact Person

Dr. David Bea

Chancellor

Lee Lambert, J.D

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.1 (7)

Item Title Contact Person

Contract: Upgrade of Avaya Telephone System

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Recommendation:

The Chancellor recommends that the Governing Board approve a contract with ConvergeOne to upgrade the Avaya Telephone System. Total contract costs are not expected to exceed \$444,000; the project was previously approved by the Governing Board in the 2017-18 Capital Budget.

Justification:

In 2009, the College completed the final phase of a voice communication migration and upgrade plan that began in November 2006. These services were transferred to Voice over Internet Protocol (VoIP) utilizing Avaya Telephone System equipment. The Avaya system is now over ten years old and utilizes obsolete equipment that is no longer supported. Upgrades to the Avaya system will include increased redundancy, decreased unplanned outages, and improved technical support. The College's current support vendor for Avaya is ConvergeOne, as agreed to in Master Maintenance Agreement #MPSS1869.

Financial Consideration:

At the April 2016 meeting, the Governing Board approved a \$444,000 Capital Budget Request to replace aging network equipment.

Strategic Plan:

This request supports Strategic Plan Item 6.4: Create structures and mechanisms to build a culture of data informed decision making at all levels. This will include people, process, and technology supporting Business Intelligence. Implementation of the telephone (VoIP) upgrades will ensure system sustainability and stability with Disaster Recovery solutions.

Approvals		
Contact Person	Was	
_	David Bea, Ph.D.	
Chancellor	- Service - Serv	
	Lee D. Lambert, J.D.	

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.1 (8)

Item Title Contact Person

Sabbatical Approval For Fall 2017 and Spring 2018

Dan Berryman, Vice Chancellor for Human Resources (206-4586)

Recommendation:

The Chancellor recommends that the Board of Governors approve full-pay sabbaticals for Instructional Faculty Teresa Campbell, James De La Rosa, Shelly Dorsey, Noah Fay, Stephen Grede, Virginia Harmelink, and David Williamson.

Justification:

The Faculty Professional Development and Sabbatical Standing Committee has recommended seven faculty members listed herein for full-pay sabbaticals for the fall 2017 semester and spring 2018 semester.

Per Article VII of the Faculty Personnel Policy Statement 2016/2017, a faculty member may apply for his/her first on-semester/six-month full-pay or half-pay sabbatical after five or more consecutive academic/fiscal years of service to the College as a full-time Faculty member. Following return from the sabbatical, the Faculty member is again eligible to apply for a sabbatical during his/her sixth consecutive year of service to the College.

To backfill faculty during their leave, the cost of adjunct faculty with required benefits is \$67,800.

Sabbatical Recommendations

Teresa Campbell Full-pay Sabbatical Spring 2018 Business Instructional Faculty, West Campus

Teresa Campbell states that the purpose of her sabbatical is to study Spanish for Business in Spain in order to expand first-hand experience with, and in-depth knowledge of, international Business so it can be shared with all Business students. This supports Strategic Directions in the College Strategic Plan, particularly Direction 2.3. "Increase college enrollment, especially first-generation college students, students over 25, Hispanic students, and other underrepresented populations," Direction 5.1, "Strengthen the commitment to global education and infuse international awareness within our institution – for students, for faculty, for staff and for the community we serve," and Direction 5.2, "Prepare our students for work and citizenship in an increasingly global society." Faculty who have direct exposure to businesses in foreign countries,

(Continued)

Date: 3/8/17 Page 2

and bilingual faculty members who know technical Business jargon in a second language, can offer the college a competitive advantage in serving all business students. This increased breadth in global awareness increases the employability of business graduates and the retention and student success rates of students in the Business program.

The objectives of her sabbatical are to: (1) stay with a host family in order to update and improve her conversational Spanish skills; (2) complete two formal Spanish for Business courses; (3) observe a successful woman-owned Ecommerce business headquartered in Spain; and (4) create three case studies that can be used in Business courses and a PowerPoint presentation that outlines interesting insights and key terms that other Business faculty can also use in their classes.

James De La Rosa Full-pay Sabbatical Fall 2017 Biology Instructional Faculty, East Campus

James De La Rosa states that the purpose of his sabbatical is to develop course materials to improve the students' experience of learning biology. The overall goal, in alignment with recommendations made by major scientific organizations such as the American Association for the Advancement of Science and the National Research Council, is to incorporate more critical thinking, data analysis, discipline integrated questions, and laboratory experiments along with explanations of their significance and limitations into undergraduate biology courses. The sabbatical will benefit students by creating critical thinking problem sets and a video for use in helping them learn biology. The problem sets created will also be shared with other Biology faculty members.

The objectives of his sabbatical are to: (1) create 65 critical thinking problem sets, each based on a separate scientific article; (2) produce a chapter on the cell, tentatively titled "The Cell: An Introduction to its Structure and Function and How it is Studied" including text and illustrations; (3) make a video on the effect of acids and bases on the pH of a buffer to demonstrate buffering capacity; (4) share ideas with reform-minded educators at MIT.

Shelly Dorsey Full-pay Sabbatical Fall 2017 Writing Instructional Faculty, Downtown Campus

Shelly Dorsey states that the purpose of her sabbatical is to do research on Writing Across the Curriculum and create a model for a Writing Across the Curriculum program at Pima College that could help provide the resources to support all who teach writing at the College including in discipline-specific courses that incorporate writing. Writing Across the Curriculum is a way to provide students with continuous, sustained, and rigorous writing experiences that go beyond the initial sequence of required English or Writing courses. Enhancing student writing skills will help students complete degrees and certificates at Pima College, complete four-year degrees, and excel on the job.

The objectives of her sabbatical are to: (1) read at least 20 sources on Writing Across the Curriculum covering best practices and effective models in the area and write a 200-word annotation for each; (2) interview six full-time instructors who teach intensive writing courses

Date: 3/8/17 Page 3

about the use of writing in their courses, challenges in using writing in content-area courses, and needed resources for instructors and students; (3) write a first draft of a minimum 40-page paper describing the general features of effective college "Writing Across the Curriculum: programs and envisions the specific elements of a successful program at Pima Community College; and (4) revise and edit the rough draft of the paper to produce a polished final paper and share with WRT CDAC and other non-WRT discipline-specific faculty.

Noah Fay Full-pay Sabbatical Fall 2017 Geology Faculty, Northwest Campus

Noah Fay states that the purpose of his sabbatical is to enhance student success in geology classes by creating a series of virtual field trips and to do reconnaissance for a future in-person field trip in northern Arizona. The virtual field trips will feature important geologic locations in greater Flagstaff and the Grand Canyon, arguably the most spectacular landscape and geologic feature on Earth. The virtual field trips will be web-based experiences available to all of Pima Community College's geology classes and the public and will allow student to immerse themselves in the geology of a location they may never have been and may never be able to go to. These virtual field trips will benefit all students, and perhaps especially online geology students, by providing a new immersive virtual learning experience. The virtual field trips will benefit the College by being shared with other faculty members in geology and other disciplines as well as being made available to the general public.

The objectives of his sabbatical are to: (1) gather virtual field trip materials for four locations in the greater Flagstaff area and multiple locations on both the North and South Rims of the Grand Canyon, including geo-located, annotated photographs, multiple short narrated videos, a 360° video for each location, rock samples where possible, and prepare a summary document for each virtual field trip; (2) build three web-based virtual field trips consisting of maps, slide shows of annotated photographs, links to narrated videos, links to 360° videos, links to geology summary documents, and photographs of rock samples; (3) reconnoiter and develop the logistics for a future in-person Pima Community College geology field trip to locations in the Flagstaff area and the Grand Canyon.

Stephen Grede Full-pay sabbatical Fall 2017 Computer Aided Drafting Instructional Faculty, Downtown Campus

Stephen Grede states that the purpose of his sabbatical is to create a replicable model for historic streetscapes in Tucson that will also be useful wherever streetscapes need to be documented for the National Register of Historic Places. At the present time a documentation form for the inventory of historic streetscapes does not exist. The Armory Park Historic District will be used as a prototype laboratory. This would benefit students and the College by allowing him to teach students how to use the new tablet-based data entry technology that is becoming prevalent in industry and offer service -opportunities to CAD students, and the College will support our community by helping document and protect our cultural heritage.

The objectives of his sabbatical are to: (1) develop a streetscape documentation model which will use a tablet-based documentation tool to enter information about and photos of streetscape

Date: 3/8/17 Page 4

features; (2) document the Armory Park Historic Residential District using the form developed in Objective 1, including training and working with volunteers; (3) prepare an addendum to the Armory Park Historic Residential District National Register Nomination to protect the neighborhood streetscapes.

Virginia Harmelink Full-pay Sabbatical Fall 2017 Early Childhood Education Instructional Faculty, Desert Vista Campus

Virginia Harmelink states that the purpose of her sabbatical is to create a Best Practices Document with resource guide with annotated information and applications on "Critical thinking strategies to implement in the early childhood classroom as a tool to resist gang/extremism membership in Israel and Arizona." She will conduct an on-site comparative analysis regarding current Early Childhood Education practices in Tucson and Tel Aviv that foster the traits of resilience, including asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. This supports Strategic Direction 5 in the Pima Community College Plan. It will provide students with a global perspective on a global issue and will be shared with all Early Childhood Education faculty members.

The objectives of her sabbatical are to: (1) create an annotate list of current early childhood teaching practices in six Tucson and six Tel Aviv early childhood programs around critical thinking skills as a tool to resist gang/extremist membership and allure; (2) create a resource guide of at least 25 websites/articles that promote teaching pre-kindergarten critical thinking skills as a tool against gang/extremist membership with global perspective; and (3) edit and write a draft outline for publication on the topic "Cross-Cultural Comparisons of Youth Violence in Israel and Arizona; What Role Can Intentional Early Childhood Practices Play in Reducing the Allure of the Gang."

David Williamson Full-pay Sabbatical Fall 2017 Math Instructional Faculty, Downtown Campus

David Williamson states that the purpose of his sabbatical is to take the 42 videos on how to use the TI-83 and TI-84 series graphing calculators that he created during his first sabbatical in fall 2008, and make them ADA compliant by adding closed-captioning. Making the videos ADA compliant is important because, in addition to being mandated by law, it supports student equitable access to learning resources and, ultimately, student learning. This will meet the learning needs and accommodate the learning modalities of our diverse student population, resulting in a better educational experience for our students. The updated videos will be shared with all Mathematics faculty at Pima Community College and with the University of Arizona.

The objectives of his sabbatical are to: (1) import the original 42 AVI files into Camtasia Studio 7.1 and then export them into Camtasia Studio 8.6 so that closed captions can be added; (2) review the files from the first objective to ensure that technical issues with voice-overs, callouts, and transitions are eliminated; (3) activate the speech-to-text feature in Camtasia Studio 8.6, transcribe the audio from each video, edit the spoken portion of the audio project files, and export project files; (4) produce each video to a format that can be viewed on the Internet and export the captions of each video to a caption file; (5) upload all 42 videos to YouTube and

Date: 3/8/17 Page 5

import the corresponding captions for each video; (6) update his webpage, link the new videos to YouTube, create a link and upload the video topic list with the corresponding URLs; (7) create two additional instructional videos for the animated graphing calculator manual; and (8) inform the mathematics CDAC, ADR supervisors at all campuses, and the College Algebra Coordinator at the University of Arizona that the instructional calculator videos are now ADA compliant.

Approvals

Contact Person

D.C. Berryman

Chancellor_

Lee D. Lambert, J.D.

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.2 (1)

Item Title Contact Person

Contract: Employee Medical Benefits and Pharmaceutical Benefits, Fiscal Year 2017-2018

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Recommendation:

The Chancellor recommends that the Governing Board approve Fiscal Year 2017-2018 employee medical and pharmacy benefits agreements including: plan design, premium structures, wellness incentives, and employee and College contributions to premiums. Blue Cross Blue Shield of AZ (BCBSAZ) administers medical plan provisions, and Express Scripts, Inc. (ESI) handles prescription management services for the College.

Justification:

The College currently provides employees with group health insurance benefits through contracts with Blue Cross Blue Shield (BCBSAZ) for self-funded medical benefits, and through Express Scripts, Inc. (ESI) for self-funded Pharmacy Benefits Management (PBM). The College has been self-funded for both medical and pharmacy benefits coverage since FY 2015. This has proven to be a sound financial decision – it is estimated that from FY 2015 to FY 2018, the College will have avoided costs of \$14.3 million in medical expense versus remaining fully insured.

Within the health insurance contract, the College currently offers three health insurance plans: the Preferred Provider Organization (PPO) plan; the Exclusive Provider Organization (EPO) plan, which is similar in design to a Health Maintenance Organization (HMO) plan; and a high deductible health plan (HDHP). An employee may also waive insurance if they can show evidence of enrollment in a group insurance plan with another employer (i.e., through a spouse). The plans are reviewed each year versus other local employers to ensure that deductibles, copays, and co-insurance requirements are competitive but also reasonable in terms of College costs.

The College's self-insured medical and pharmaceutical benefits are comprised of costs for firms that provide administrative services such as access to discounted medical service networks, claims processing, stop-loss insurance to minimize the risk of catastrophic high claims, and direct claims expenses from utilization of medical and pharmaceutical goods and services.

Following is a summary of the current enrollment by plan type:

	Number of Employees
Plan Type	Enrolled
Preferred Provider Organization (PPO)	721
Exclusive Provider Organization (EPO)	339
High Deductible Health Plan (HDHP) with Health Savings Account	114
Waive College's Insurance	169

During the year, the Benefits Working Group, which consists of representatives from the employee groups and PCC locations, is kept apprised of current College and general health insurance trends. All plan design changes, premium structures, and employee contributions in this report were discussed in detail with the Benefits Working Group and consensus was reached to support the proposed changes. Elements of the College's benefits plan are discussed below.

Administrative Expenses

Under a fee guarantee resulting from the Request for Proposal process in FY 2014, fees for administration are increasing by 2.7% for BCBSAZ. Administration fees for Express Script pharmacy management remain unchanged. Claims costs are paid directly by the College from premiums contributed during the payroll process.

BCBSAZ proposes to continue a \$50,000 wellness allowance (also under guarantee). The wellness allowance supports the College's award-winning wellness program. Items include the following: wellness program challenges, educational materials and workbooks, de minimus participation "prizes", and speaking fees.

The College has also purchased stop-loss insurance, a layer of insurance protection around the plan. Stop-loss insurance premiums are increasing for both BCBSAZ and ESI to approximately \$1 million.

Claims Projections

The College uses Segal Consulting to provide regular review of our medical benefits and actuarial cost estimates for the upcoming year. The medical side of the College's benefits plan is projected to increase at a rate less than market trends. Cost for medical claims is expected to be \$6.71 million next year. This is a 4.7% increase, which is under the national trend.

The recommendations adopted in FY 2017 have successfully reduced pharmacy costs, without significant employee disruption. In FY 2017 the College adopted these changes:

- Movement to ESI's National Preferred Formulary
- Prior Authorization
- Drug Quantity Management
- Preferred Specialty Management Step Therapy
- Increases to EPO plan co-pays

Date: 3/8/17

Page 2

Contract: Employee Medical Benefits and Pharmaceutical Benefits, Fiscal Year 2017-2018

Pharmacy claims are anticipated to be \$4.44 million in FY 18 with anticipated rebates of approximately \$350,000. This represents an annual increase of about 8.1 percent. Pharmacy represents about 33 percent of the combined projected medical/Rx claims, which is consistently higher than the typical drug spend in the range of 15-20 percent of combined medical/pharmacy costs. Specialty drugs are a primary driver for the College's costs and represent 40 percent of all pharmacy costs. This trend will become an increasingly significant cost factor in future years.

Plan Design

EPO and PPO Plan Design Changes

The College is proposing no plan design changes specifically for the EPO. For the PPO, employees will no longer receive a contribution to a Healthy Rewards Account (HRA). This will save the College approximately \$122,000. Existing HRA fund balances will be available to employees for FY 2018 health expenses if they elect to remain in the PPO.

Plan Enhancements

With input from the Benefits Working Group members, it is recommended that plan administration also include transgender benefits, bariatric surgery, acupuncture/naturopathy/homeopathy services, and medically-necessary use of Botox injections. These enhancements will add approximately \$66,400 to claim costs.

New buy-up HDHP plan

A second high-deductible health plan option is proposed. It is considered to be a buy-up to the base HDHP because it has a higher actuarial value. From an employee viewpoint it limits the financial risk exposure in the event of a catastrophic medical claim. The in-network deductible in the buy-up plan is \$3,000 single/\$6,000 family. After meeting the deductible in a plan year, innetwork allowed medical claims would be paid at 100% with no additional out of pocket expenses.

In comparison, the in-network deductible in the base plan is \$1,500 single/\$3,000 family. After meeting the deductible in a plan year, in-network allowed medical claims would be paid at 80% (excluding preventive care services). Out-of-pocket expenses are capped for in-network services at \$6,600 and \$13,200.

<u>Premium Structure and Employee Contributions:</u>

It is recommended that employee premium cost share across all tiers of the PPO and EPO will increase by \$240/annually. However, employees participating in the Pima Healthy Rewards Wellness Incentive would pay the same premium as in FY 2016 or FY 2017 depending on the level of incentive they achieve. The Employee Benefits Working Group supports these changes.

Employees enrolling in the base HDHP will have a 1.5% increase in dependent tiers. The HDHP employee-only plan with a \$0 employee cost share will remain the College's default new enrollee plan. The buy-up HDHP will have an employee cost of \$500/annually above the base HDHP tiers.

Date: 3/8/17

Page 3

Contract: Employee Medical Benefits and Pharmaceutical Benefits, Fiscal Year 2017-2018

Pima Healthy Rewards Wellness Incentive

For FY 2017, 485 employees met the criteria to receive a premium reduction (EPO and PPO) or health savings account (HDHP) contribution of \$260. In FY 2018, employees will be awarded a total of \$260 or \$500 annually distributed on a per pay basis in the following manner:

- Awarded as a premium credit for EPO/PPO plans
- Awarded as an additional Health Savings Account (HSA) contribution for HDHP plan

It is projected that 625 employees will complete a confidential health risk assessment, biometric screening, and one activity or affidavit, such as a non-tobacco user certification, to receive a \$260 wellness incentive. Of those employees, it is anticipated that 250 employees will complete programs and activities successfully earning 20 points to achieve a \$500 wellness incentive. The Pima Healthy Rewards brochure is attached to this report to give more information on the program.

Waive Health Coverage

The College requires all benefit-eligible employees to carry group medical insurance. Upon documentation of other qualifying insurance, employees who choose to waive the College's medical coverage will receive a \$2,400 deposit to a Health Reimbursement Account (HRA). Approximately 169 of 1,343 eligible employees currently participate in this option. Each year fewer employees are waiving College insurance.

Enrollment Drop

Reflective of the College's effort to reduce positions, the number of enrolled benefit eligible employees has declined by 53. This includes those non-regular employees deemed full-time employees under the Affordable Care Act employer mandate.

Financial Considerations:

The combined pharmacy and medical benefits cost for Fiscal Year 2017-2018 is estimated to be \$13,112,145. This is actually lower than the adopted recommendation in FY 2017 of \$13,278,292. The decrease is predominantly due to the College having fewer enrollees. Another cost decrease is the elimination of the College's contributions to the PPO health reimbursement accounts. The contracted administrative costs are described below.

Plan-Based Contracts	Total Medical	Pharmacy	Total Medical + Pharmacy
Stop-Loss Premiums	\$ 944,741	\$ 71,280	\$ 1,016,021
Plan Administration	\$ 592,987	\$ 41,042	\$ 634,029

The bulk of the College's plan cost is related to medical and pharmacy claims, estimated to be \$11.14 million. In other words, even though the projected per employee per month cost for FY 2018 is higher than in FY 2017, because the College has fewer benefited employees, the overall plan cost has declined by \$166,000 compared to last year's projection.

Date: 3/8/17

Page 4

Contract: Employee Medical Benefits and Pharmaceutical Benefits, Fiscal Year 2017-2018

The recommended contribution strategy for College and Employee share of plan costs is included below:

Date: 3/8/17

Page 5

					FY 18			FY 17	FY 16
Healthy Rewards Wellness	Incentive			EPO and PPO - \$260 or \$500 premium reduction Both HDHP Plans - \$260 or \$500 addition to HSA			All Plans - \$260	NA	
Medical and Pharmacy Plan	Current Enrollment	Migration Assumption	Total Premium	PCC Annual Premium	HRA or HSA from College	PCC TOTAL	Annual Employee Cost	Annual Employee Cost	Annual Employee Cost
EPO w/Vision									
Employee	248	248	7,868	6,768	NA	6,768	1,100	860	600
Employee & Spouse	39	39	15,716	9,514	NA	9,514	6,202	5,962	5,702
Employee & Child(ren)	30	30	14,149	9,038	NA	9,038	5,111	4,871	4,611
Employee & Family	<u>22</u>	<u>22</u>	22,372	11,591	NA	11,591	10,781	10,541	10,281
	339	339							
PPO									
Employee	452	441	7,507	6,670		6,670	837	597	337
Employee & Spouse	77	75	14,993	9,899		9,899	5,095	4,855	4,595
Employee & Child(ren)	89	87	13,496	9,138		9,138	4,357	4,117	3,857
Employee & Family	<u>103</u>	<u>100</u>	21,337	13,971		13,971	7,366	7,126	6,866
	721	703							
HDHP \$750/1500 (Default	Plan)								
Employee	63	47	6,125	6,125	750	6,875	-	-	-
Employee & Spouse	10	10	12,231	9,448	1,500	10,948	2,783	2,742	2,742
Employee & Child(ren)	11	11	10,842	8,375	1,500	9,875	2,466	2,430	2,430
Employee & Family	<u>30</u>	<u>30</u>	18,114	13,993	1,500	15,493	4,121	4,060	4,060
	114	98							
Buy-up HDHP \$3000/mem	ber		T.						
Employee	0	27	6,252	5,752	600	6,352	500	NA	NA
Employee & Spouse	0	2	12,487	9,204	1,200	10,404	3,283	NA	NA
Employee & Child(ren)	0	2	11,068	8,102	1,200	9,302	2,966	NA	NA
Employee & Family	<u>0</u>	<u>3</u>	18,492	13,871	1,200	15,071	4,621	NA	NA
	0	34							

Actual costs will be based upon plan year enrollments, employee participation in the Healthy Rewards wellness incentive program and will be subject to change based upon employee elections and the College's medical and pharmacy claims experience.

Contract: Employee Medical Benefits and Pharmaceutical Benefits, Fiscal Year 2017-2018

Date: 3/8/17 Page 6

Approvals

Contact Person_

David Bea, Ph.D.

Chancellor_

Lee D. Lambert, J.D.



Earn points between July 1, 2016 and May 31, 2017 to earn credits towards your medical premium or contributions to your HSA for the 2017-18 plan year.



Earn 9 Points in the HealthyBlue® Portal:

Complete three action items:

- > Biometric Screening (2 points)
- > My BluePrint Health Assessment (5 points)
- > One "Local Employer Activity" (2 points)



Add \$240 and

Earn \$500 Total

Earn an additional 11 points, for 20 Points Total

Complete your choice of a variety of additional preventive health and wellness activities (1 to 5 points each)





An Independent Licensee of the Kine Cross and Kine Shield Association

Log-in to your account at azblue.com and:

- ⇒ Click on Health and Wellness
- ⇒ Choose the link under Healthy Starts Today for your Personal HealthyBlue Home Page
- ⇒ Use this guide for helpful information

Visit Employee Wellness on the Intranet: Employee Service Center, Wellness



ASSESS

My Blue Print Health Assessment

New employees and those that have not previously completed the assessment can take this anytime; otherwise it is recommended that you

take the assessment on an annual basis, or every 12 months. You will need recent biometric results unless otherwise indicated by your healthcare provider. Employees who participated last year should plan to re-take the Assessment in April/May.

Biometric Screening

On-site and laboratory-based screenings will be available in April/May and preventive screenings are available year-round through your medical insurance plan at no cost to you. To earn points, complete an affidavit on the Healthy-Blue Portal certifying you completed a screening.

Annual Physical Exam

Visit your in-network primary care provider for your annual preventive exam and when the claim is processed you will automatically be awarded points. If points are not awarded or your exam is out-of-network, you may complete an affidavit on the HealthyBlue Portal.

Preventive Screenings

Obtain a covered in-network preventive screening and when the claim is processed you will automatically be awarded points. You may also complete an affidavit on the portal for a prostate cancer screening, vision exam, dental exam, vaccine (flu shot) or skin cancer screening. This affidavit is available on the HealthyBlue Portal under "Other ways to earn."

Note: If your annual preventive screenings/exams are typically scheduled for June, you may still receive points - just enter with a date of July 1.

View the BlueCross BlueShield HealthyBlue insert for point values.

Virtual Coaching Options:



Reach a Healthy Weight

We'll help you set realistic weight goals, make a plan to change your eating habits and be more active. You can do this!



Improve Your Diet

Learn how to make some simple changes that can lead to lasting results.



Be More Active

Make a plan to get more active in a way that will work for you.



Feel Less Stress

Make an easy-to-follow plan to reduce stress and make new habits to feel better.



Live Tobacco Free

ENGAGE with BCBSAZ

Register for coaching or challenges through the HealthyBlue Portal. Points will be automatically awarded after meeting the program requirements.

Virtual Coaching includes a variety of online activities and goal-setting steps over a six-week period.

Lifestyle Coaching pairs you with a coach who works with you over the phone as you work towards achieving your health goal.

Challenges help you practice specific healthy living action steps while you learn and track your progress online:

- Cut the Added Sugar Challenge (Aug. 2016)
- Be the Change Mindfulness Challenge (Nov. 2016)
- ◆ Try Me Challenge (Feb. 2017)
- ♦ Inconvenient Path (May. 2017)

Check the portal for descriptions, registration and details.



INVOLVE

Participate in designated "Local Employer Activities" throughout the year offered through the College's Employee Wellness Program. After

completing the challenge, series or other Pima Healthy Rewards designated activities, log-in to the HealthyBlue Portal and complete an affidavit certifying that you completed the activity to earn points. Programs must be completed between July 1, 2016 and May 31, 2017.

Designated Pima Healthy Rewards Program Activities

This list provides a sample of upcoming opportunities to earn points in this category. Visit the Intranet for program details and dates along with new programs added during the year:

- Fitness Challenge (all)
- ♦ Start Living Well series
- ♦ Weigh Less for Life series
- Attendance at 1 Healthy Cooking Demo
- ♦ Attendance at 1 Employee Wellness workshops
- ♦ Eat Right for Life Challenge
- ♦ Fiscally Fit Challenge
- ♦ 30-Day Get a Good Night's Sleep Challenge
- Stop Stress This Minute Challenge
- Diabetes Prevention Program
- Maintain Don't Gain Challenge
- Walktober Challenge
- Worksite Walking Club (each completed month)

To earn points for completing a Pima Healthy Rewards Program designated activity:

- > Log-in to the HealthyBlue Portal
- > Go to "Rewards", then Complete forms and surveys "More"
- > Fill out information for "Local Employer Activity I - IV"

Tobacco-Free Credit

If you have been tobacco-free for at least the past six months and commit to staying tobacco-free in the future, you may earn points by completing an affidavit for a local employer activity. Just enter the activity as "Tobacco-Free Credit" and use the date of submission for the activity date.





with BCBSAZ

Online Monthly Seminars are available with a variety of topics throughout the year. Previous topics may

also be viewed later in the year. Seminars include videos and activities/quizzes.

 View current and past seminars and access new topics on the Portal in the "Library."

2016-2017 Seminar Topics

Nov Being Mindful While Being Thankful

Dec Healthy Holidays!

Jan Remake Your Social Life

Feb Make Your Home Heart Healthy

Mar Superfoods-Behind the Claims

Apr Take Steps to Manage Finances

May Sit Less and Move More

Jun Summer Safety

PIMA COMMUNITY COLLEGE EMPLOYEE WELLNESS PROGRAM

A workplace-based program to support a healthy lifestyle and help you achieve optimal wellbeing. PCC Employee Wellness strives to connect you with resources, services and programming to help you achieve your wellness goals.

Contact Information

PCC-Wellness@pima.edu 520-206-4690

Intranet: My Pima, Employee Service Center, Wellness



@pccwellnessaz



pccwellnessaz



+pccwellnessaz



ADDITIONAL INFORMATION

Frequently Asked Questions

A complete list of FAQ's and answers is available on the Intranet. You may also contact Employee Wellness directly with any questions throughout the year.

Tracking Your Points

You will be able to track your points as they are earned throughout the year on your personal HealthyBlue Portal. Be sure to earn your 20 points before the May 31 deadline.

Your 2017 Rewards

In June of 2017, the Employee Service Center will provide you an email confirmation of your total reward amount for the 2017-2018 medical plan.

> Your personal health information is confidential and protected. Pima Community College only receives aggregate reports and a list of earned incentives.

Pima Community College is an equal opportunity, affirmative action employer and educational institution committed to excellence through diversity. Upon request, reasonable accommodations will be made for individuals with disabilities. Every effort will be made to provide reasonable accommodations in a timely manner. For public and employee accommodation requests, as well as information related to the ADA complaint process, contact the College ADA Coordinator at 520-206 -4539 or 4905C E. Broadway Blvd., Tucson, AZ 85709-1130. For PCC student accommodation re-

The Pima Healthy Rewards Program is designed to promote health and prevent disease by helping you learn more about your personal health and action steps you can take towards health improvement and prevention. The program ultimately rewards you for taking an active role in your health and well-being.

The My BluePrint Health Assessment includes questions about your dietary and lifestyle habits in addition to your cholesterol, blood pressure, glucose or A1c and height and weight readings. If you obtain a biometric screening this same information is typically collected. BlueCross BlueShield of Arizona and its wellness partner Alere Health (also known as Optum) use the collected information to provide you with a customized wellness report and programming and to connect you with a health coach or case manager should you choose to participate in any follow-up programming. BCBSAZ also provides the College with aggregate reports in order to offer appropriate health and wellness programming. Your individual health information is kept confidential and is never shared with the College or another entity. The College only receives individually-identifiable reports on Local Employer Activity completion in order to verify credits are appropriately earned and a report that lists employee names with total points earned.

All entities are bound to the strictest privacy regulations including HIPAA, ADA and GINA. Please review the Notice Regarding Wellness Program, including Protections from Disclosure of Medical Information on the Intranet for additional information.

Your health plan is committed to helping you achieve your best health. Rewards for participating in a wellness program are available to all employees. If you think you might be unable to meet a standard for a reward under this wellness program, you might qualify for an opportunity to earn the same reward by different means. Contact Employee Wellness and we will work with you (and, if you wish, with your doctor) to find a wellness program with the same reward that is right for you in light of your health status.

Pima Community College Employee Wellness

July 1, 2016 Pima Community College Wellness







Welcome to the Pima Community College wellness tracking program! Participate in a variety of fun and health-promoting activities starting 7/1/2016 to earn wellness points. Your wellness points will then translate into an incentive of at least \$260 in premium credit or Health Savings Account contributions! You will have from 07/01/2016 until 05/31/2017 to earn your points for your incentive. Your incentive will be paid out starting July 1, 2017 with completion of 20 points (including required health risk assessment). Use these wellness activities to help you achieve your personal wellness goals and experience the many benefits of good health. Remember, your participation in any wellness activity is voluntary.

Participate in approved wellness activities and track them online. To qualify for your incentive you must earn a minimum of 20 wellness points.

Here is how it works:

- 1. Complete the My BluePrint Health Assessment (REQUIRED)
 - You will need recent biometric results to complete the Health Assessment. Specifically, you will need: total cholesterol, HDL cholesterol, blood pressure, glucose, height, weight and a waist measurement. It only takes 15-20 minutes to answer a series of questions about your personal health and habits.
- 2. Participate in any combination of other health and wellness activities within the approved list

You can earn points for preventive care, online programs, lifestyle coaching, challenges, and much more! Some activities automatically award points upon completion. Other activities such as biometric screenings require that an online affidavit be filled out for points.

Employees are responsible for tracking their activities.





July 1, 2016 HealthyBlue Kick Start Wellness

Wellness Activities & Point Distribution

Program Activity	Point Value	Annual Max	Award Process
ASSESS			
My BluePrint Health Assessment (REQUIRED)	5	5	Auto
Biometric Screening	2	2	Affidavit
Annual Physical Exam	3	3	Claims or Affidavit
Preventive Screenings	2	4	Claims or Affidavit
ENGAGE			
Virtual Coaching	3	6	Auto
Lifestyle Coaching	5	5	Auto
Cut the Added Sugar Challenge (August 1 - 31, 2016)	3	3	Auto
Be the Change Challenge (November 1 – 30, 2016)	3	3	Auto
Try Me Challenge (February 1 – 29, 2017)	3	3	Auto
Inconvenient Path Challenge (May 1 – 31, 2017)	3	3	Auto
LEARN			
Online Monthly Seminars	1	6	Auto
INVOLVE			
Local Employer Activity	2	8	Affidavit
Total Opportunity		51	

Program Goal = 20 wellness points

Program Goal Achievement: By completing the My BluePrint Health Risk Assessment AND earning an additional 15 wellness points (total of 20) before May 31, 2017 you will earn an incentive of at least \$260 in premium credit or Health Savings Account contributions.



PimaCountyCommunityCollegeDistrict Governing Board

4905C East Broadway/Tucson, Arizona 85709-1010

ACTION ITEM

Meeting Date: 3/8/17 Item Number: 4.2 (2)

Item Title Contact Person

Academic Year 2017-2018 Student Tuition and Service Fees

Dr. David Bea Executive Vice Chancellor for Finance and Administration (206-4519)

Recommendation:

The Chancellor recommends that the Governing Board approve a \$3.00 increase to In-State Resident and Non-Resident (including online and summer) tuition, as well as an international fee of \$75.00 per semester, for the 2017-2018 Academic Year. Information regarding tuition and service fees rates will be presented to the Governing Board during the meeting.

Justification:

The large majority of the College's general fund revenues come from property taxes and student tuition. In the FY2017 budget, tuition and fees comprised approximately 27% of the general fund revenues compared with more than 70% from property taxes. The proportion of the general operations funded by tuition grew over the past ten years, principally as a function of the elimination of state funding. Despite the elimination of state aid, the College has made a concerted effort to keep tuition increases as low as possible.

Approximately 75% of the general fund expenses are comprised of salaries, wages, and benefits for faculty, staff, and administrators. Operating expenses, including utilities expenses, system licenses and maintenance costs, insurance, supplies and materials, travel, and student scholarships, comprise about 18% of the General Fund expenditure budget. The remainder of the budgeted general fund is transferred for capital projects or held in contingency reserves. Moderate cost increases are expected in utilities, system costs, and employee benefits. The College has also not budgeted for salary increases since FY2015 and would like to recognize employees for their work.

Current Tuition and Service Fees

A summary of tuition rates and service fees for 2016-2017 is provided below. Currently, an instate resident pays \$78.50 in tuition plus \$2.50 in technology and \$3.00 in student services fees.

Tuition Rates for Credit Courses	Cost per Credit
In-State Resident	\$78.50
Non-Resident Classroom – Fall/Spring	\$300.00
Non-Resident Classroom – Summer	\$229.00
Non-Resident Online	\$210.00
Differential Tuition A	\$23.50

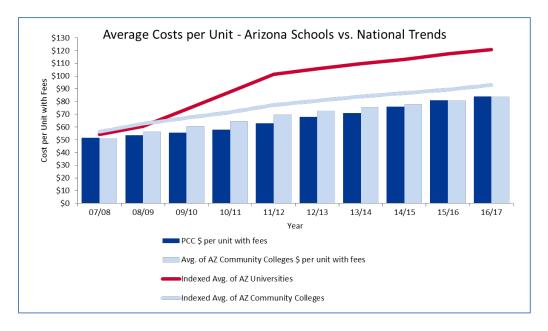
Date: 3/8/17

Page 2

Differential Tuition B	\$31.50
Service Fee	Cost
Processing Fee	\$15.00/Semester
Technology Fee	\$2.50/Credit
Student Services Fee	\$3.00/Credit

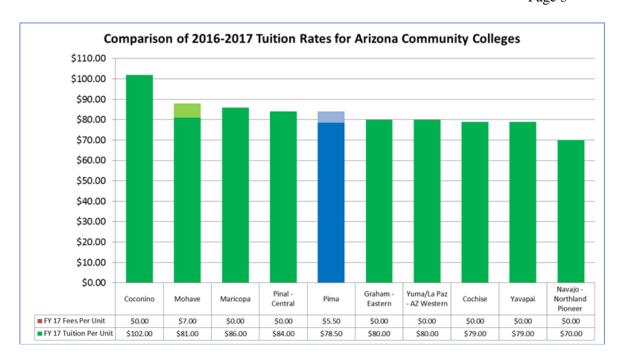
Tuition Rates for Arizona Community Colleges

Historically, the College has maintained modest tuition increases. The College's tuition increases have been below the average increases of both the Arizona colleges and universities, despite the fact that state funding was eliminated in the FY2016 budget.



Pima is currently in the middle of the Colleges, ranking 7^{th} in tuition and 5^{th} in tuition and per credit fees:

Date: 3/8/17 Page 3



Finalized tuition rates for Arizona community colleges are still being determined. However, the average projected increase in tuition is \$2 per unit. A \$7 increase would give PCC the 4th highest tuition when compared to Arizona community colleges (2nd highest combined tuition and fee rate). Pima Community College would be 7th if tuition increased \$3 per credit (and 3rd highest combined tuition and fee rate).

Proposed Tuition and Service Fees for 2017-2018

A \$3 per credit hour increase is recommended for In-State Resident, Non-Resident, Non-Resident Online, and Non-Resident Summer tuition. Differential tuition will be adjusted accordingly. The proposed tuition and fee schedule is outlined in the table below, which includes a comparison to current academic year rates:

Tuition Rates for Credit Courses	2016-2017 Cost per Credit	2017-2018 Recommended Cost per Credit
In-State Resident	\$78.50	\$81.50
Non-Resident Classroom – Fall/Spring	\$300.00	\$303.00
Non-Resident Classroom – Summer	\$229.00	\$232.00
Non-Resident Online	\$210.00	\$213.00
Differential Tuition A	\$23.50	\$24.50
Differential Tuition B	\$31.50	\$32.50
Service Fees	2016-2017	2017-2018
Processing Fee	\$15.00/Semester	\$15.00/Semester
Technology Fee	\$2.50/Credit	\$2.50/Credit
Student Services Fee	\$3.00/Credit	\$3.00/Credit
International Fee	-	\$75.00/Semester

Date: 3/8/17 Page 4

A new fee for International students is recommended for the 2017-2018 Academic Year. The International fee will be \$75.00 per semester, and the elimination of the \$65.00 International Application fee is also recommended. The new fee will allow for increased engagement and activities for students. The fee will support:

- Shaping the experience of the student from the moment of their arrival. For example, two-day orientation sessions could provide students with visits to different campuses, participation in workshops, and integration activities
- Implementing a case management model in which all international students have to meet with advisors, while at-risk students are carefully tracked and supported

Financial Considerations:

In December 2016, an update on the College's financial outlook was presented to the Governing Board. The presentation included three potential budget scenarios based on financial health indicators, estimated operational cost increases, Expenditure Limitation restrictions, and investment into the Education Master Plan. Each scenario also carried potential tuition implications. A \$1.00 increase to In-State Resident tuition generates approximately \$450 thousand in additional General Fund revenue based on the current enrollment levels.

Scenario A did not include substantive budget reductions in the first year and, as a result, it included a very large tuition increase of \$7 per credit (9%). This increase would represent the largest increase in PCC's history, and the College would have the second highest tuition per credit in the state. Scenarios B and C included a tuition increase of \$3 per credit (4%), which is more typical for the college and would leave the College positioned near the middle of our peer Arizona Colleges.

The budget scenarios and associated increases to tuition are outlined below:

	Budget Implications	Tuition Increase
Scenario A	Plan for \$15 million reduction in Fiscal Year 2020	\$7 per credit
Delay impacts for now		
Scenario B	Reduce current operations by \$5 million per year in each	\$3 per credit
Rejuvenate the College	of the next three years	
Scenario C	Reduce current operations by about \$10 million per year	\$3 per credit
Revolutionize the College	in each of the next three years	

Impact to Students

College leadership met with student representatives at the Downtown Campus on February 17, 2017. After a brief review of PCC's financial outlook, the proposed tuition increases were discussed. The students in attendance understood the purpose of a proposed increase of \$3 per credit hour in light of the various operational challenges, but expressed concern over a \$7 per credit hour increase to tuition. In terms of the overall picture, they were supportive of measures that would help ensure service quality.

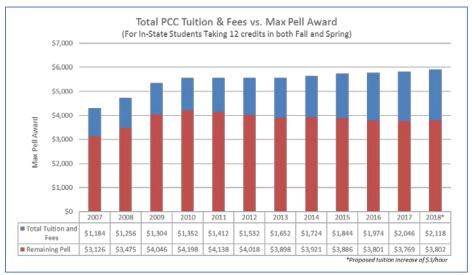
The impact to students receiving financial aid was also considered. For Academic Year 2016-2017, the maximum Pell Grant award was \$5,815. A full-time student taking 12 credits in both the Fall and Spring semesters had total tuition and fees of \$2,046. The maximum Pell Grant

Date: 3/8/17 Page 5

1 1180 0

award for 2017-2018 is \$5,920; a tuition increase of \$3 per unit would equate to a total of \$2,118 in tuition and fees for a student registered under the same circumstances.

The table below demonstrates trends in maximum Pell awards versus College tuition and fees, including the example of a \$3 per hour increase to 2017-2018:



College Discussions on Budget and Tuition

In addition to numerous budget sessions with faculty, staff, and administrators throughout the district locations and with College committees, the budget and tuition proposals were also discussed with the Governing Board's Finance and Audit Committee and All College Council.

Strategic Plan:

This supports Strategic Direction 2. Improve access and student success. Revenues from additional tuition dollars would be reinvested in improvements to College programs and facilities as the Educational Master Plan is implemented.

Approvals	
Contact Person	W 3/2
	David Bea, Ph.D.
Chancellor	Ser Service Control of the Control o
	Lee D. Lambert, J.D.

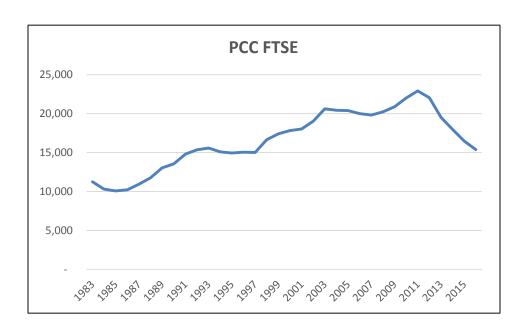
2017-2018 Budget Outlook and Tuition Discussion

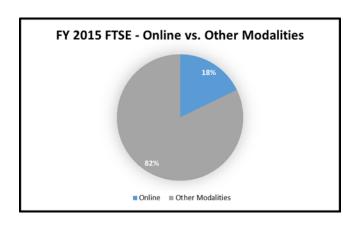
March 2017

Presenter: David Bea, Ph.D.

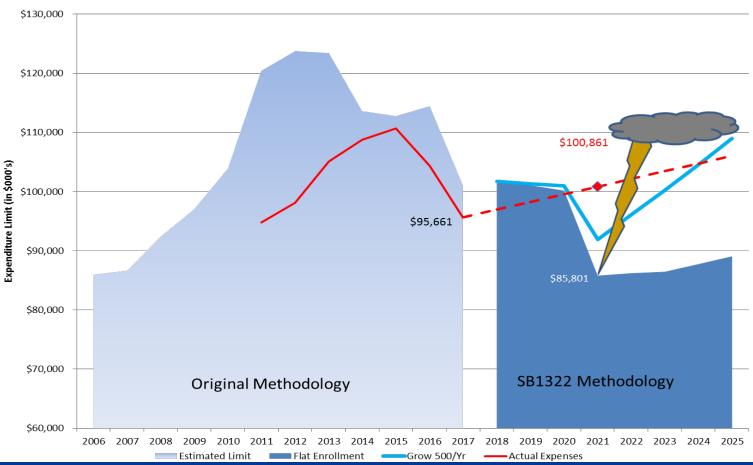


PCC Enrollment Summary





Expenditure Limitation Projections





Expenses

- General Fund
 - Predominately personnel (~75%)
 - Operational expenses little to cut/reduce
 - Capital expenses need to operationalize/find a sustainable revenue source
- Facts to Remember
 - 1% increase in salaries and wages = \$900,000
 - Health care increases ~ \$1 million per year
 - Depreciation is \$8 million per year
 - 1% increase for adjunct faculty = \$150,000
 - \$1 increase in tuition is \$450,000



Administrative

Adjunct FacultyStaff Classified

Fringe Benefits

Operations

Other Compensation

Interfund Transfers

Reserves/Contingency

Faculty

Funding the Renewal of the College

- Educational Master Plan Priorities
 - Ensure program quality, relevancy, and sustainability
 - Create pathways to student success
 - Establish centers for excellence
 - Emphasize outreach centers and leverage adult education







Budget Scenarios

- Scenario A: Delay Impacts for Now with Larger Tuition Increases
 - Small to no reductions for 17-18 and 18-19. Plan for \$15 mil reduction in 19-20
 - Continue to reduce via attrition
 - Mitigate cost increases and Expenditure Limitation impacts with larger tuition increases
 - No funding to implement Educational Master Plan or other strategic changes until 19-20
 - Large reduction pending due to Expenditure Limitation
- Scenario B: Rejuvenate the College
 - Reduce current operations by \$5 mil per year in each of next 3 years
 - Identify programs for elimination and begin phasing out
 - Reduce infrastructure/staffing
 - Implement most of the first 5 years of the Educational Master Plan (EMP)
 - Rely on GO Bonds for some EMP projects
- Scenario C: Revolutionize the College
 - Reduce current operations by about \$10 mil per year in each of next 3 years
 - Identify programs for elimination and begin phasing out
 - Eliminate at least one location
 - Significantly reduce infrastructure/staffing
 - Large and immediate investment in Educational Master Plan
 - Ensure future financial stability and ability to grow



2016-2017 Tuition Recap

- Changes for 2016-2017
 - Tuition cap at 15 credits per semester
 - Lifelong learning program discount for students 55 and over
 - Reduced out-of-state and international to \$300.00/credit
 - Reduced out-of-state online to \$210.00/credit

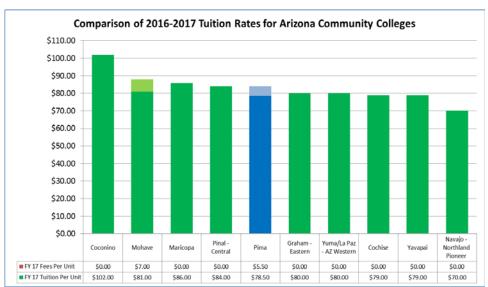
2016-2017 Tuition & Service Fees

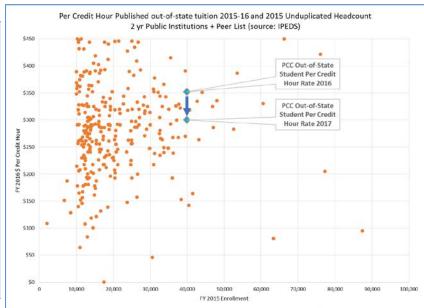
Tuition Rates for Credit Courses	Cost per Unit
In-State Resident	\$78.50
Non-Resident Classroom – Fall/Spring	\$300.00
Non-Resident Classroom – Summer	\$229.00
Non-Resident Online	\$210.00
Differential Tuition A	\$23.50
Differential Tuition B	\$31.50

Service Fees	Cost
Processing Fee	\$15.00/Semester
Technology Fee	\$2.50/Credit
Student Services Fee	\$3.00/Credit

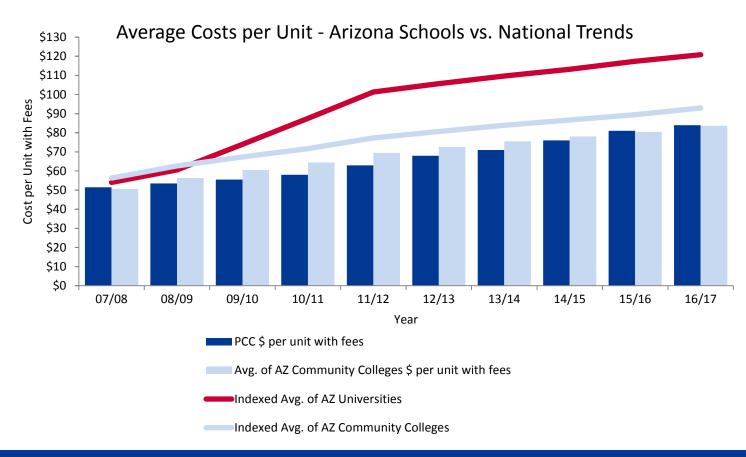


Market Comparison





Historical Tuition

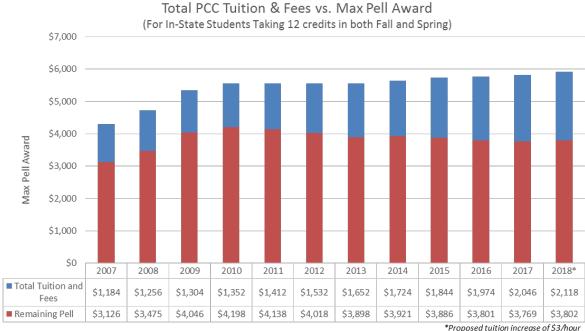


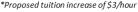


PCC Tuition as a Proportion of Pell Award

In 2015-2016:

- 10,199 students accepted a Pell Award, averaging \$3,509 per student
- 1,550 (15%) of those students accepted the full award of \$5,815





2017-2018 Recommended Tuition & Service Fees

Tuition Rates for Credit Courses	2017-2018 Recommended Cost per Unit	2016-2017 Cost per Unit
In-State Resident	\$81.50	\$78.50
Non-Resident Classroom – Fall/Spring	\$303.00	\$300.00
Non-Resident Classroom – Summer	\$232.00	\$229.00
Non-Resident Online	\$213.00	\$210.00
Differential Tuition A	\$24.50	\$23.50
Differential Tuition B	\$32.50	\$31.50

Service Fees	Cost	Cost
Processing Fee	\$15.00/Semester	\$15.00/Semester
Technology Fee	\$2.50/Credit	\$2.50/Credit
Student Services Fee	\$3.00/Credit	\$3.00/Credit
International Fee	-	\$75.00/Semester



2017-2018 Employee Benefits

March 8, 2017

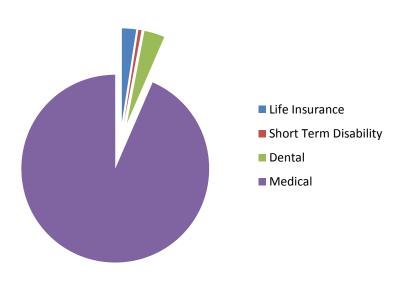
Presented by: David Bea, Ph.D. & Gwen Goodman, MGA



PCC Provides Employees a Robust Benefits Package

- Life: 1.5 X salary, plus optional
- Disability: Short Term
- Dental:
 - DHMO, employee-only paid by the College
 - PPO option offered
- Medical and Pharmacy

Projected Costs for FY 2018





Medical and Pharmacy

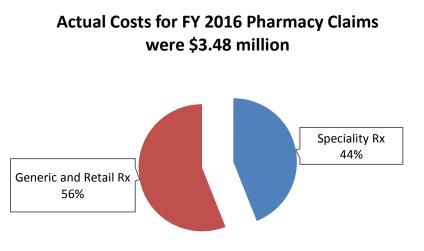
Employees offered choice of plans

- EPO (like an HMO) with low deductible and co-pays
- Traditional Preferred Provider Organization
- High Deductible with Health Savings Account
- Waive Coverage



Pharmacy Benefit Management

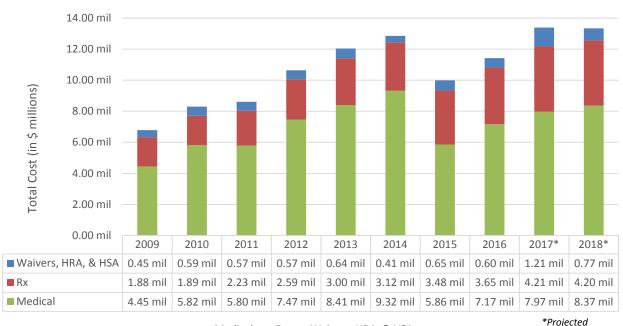
- Align with best practices in the industry
- Specialty drugs drive
 College claims





Medical/Pharmacy Costs FY 2009-2018

Medical/Pharmacy Costs FY 2009-2018



■ Medical ■ Rx ■ Waivers, HRA, & HSA



A Self-Funded Journey

- Pharmacy
 - Self-funded since 2001
- Medical
 - Self-funded since 2014-15
 - First year savings: \$2.1 million
 - Estimated savings (cost avoidance) through
 FY 2018: \$14.3 million





Cost Share with Employees

- Employees pay for 20% of total medical/ pharmacy costs
 - No premium cost for HDHP employee-only coverage (rare to provide a no cost option)
 - Dependent coverage supported by College



Proposed Employee Premiums for FY 18

- EPO/PPO
 - Increase of \$240 for all tiers
 - Participation in Wellness Incentive Programs reduces this to FY 17 or FY16 levels
- Base HDHP
 - Still \$0.00 for Employee Only
 - 1.5 % increase for dependent coverage
- Buy-up HDHP
 - Each tier is \$500 higher than Base HDHP



Program Enhancements for FY 18

- Transgender Services
- Bariatric Surgery
- Acupuncture/Naturopathy/Homeopathy visits
- Additional voluntary coverage plans
 - Vision
 - Income protection



Pima Healthy Rewards Wellness Incentive

- 485 employees received in FY 2017
- 625 employees projected for FY 2018



- Healthy Arizona Worksite
 - Silver-Level (2016)
 - Gold-Level (2017)
- American Heart Association
 - Gold-Level Fit Friendly Worksite (2016)
 - Worksite Health Achievement Bronze Level (2017)
- Wellness Council of Arizona Process
 - Progress and Leadership in Worksite Health Promotion Award (2015)



- Since December of 2014, 1173 unique individuals have participated in the Wellness program, including 875 on the medical plan
- Health assessment cohorts showed
 - 2.9% decrease in high level of health risk
 - 9.5% increase in lower risk status
- 18 different Challenge Programs in the last two years
 - Includes fitness, nutrition, financial wellness, walking, and stress management
 - 3,050 participants



- Last Fiscal Year
 - 78% of program participants reported successfully changing at least one health habit or behavior
 - 94% of program participants reported satisfaction with Wellness Programs
 - Wellness survey demonstrated a positive increase in employee's average energy levels, healthy eating habits, and physical activity