



MARICOPA  
COMMUNITY  
COLLEGES®

**MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT  
GOVERNING BOARD  
NOVEMBER 27, 2012**

**MINUTES**

An executive session and regular meeting of the Maricopa County Community College District Governing Board were scheduled to be held at 5:30 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to A.R.S. §38-431.02, notice having been duly given.

**PRESENT**

**GOVERNING BOARD**

Doyle Burke, President  
Dana Saar, Secretary  
Randolph Lumm, Member  
Debra Pearson, Member  
  
Donald Campbell, Member (Absent)

**ADMINISTRATION**

Rufus Glasper  
Andrea Buehman for Maria Harper-Marinick  
Debra Thompson  
Steve Helfgot  
Jim Bowers for Nikki Jackson  
Lee Combs  
Anna Solley  
Paul Dale  
Shouan Pan  
Shari Olson  
Ernie Lara  
Janet Langley for Gene Giovannini  
Chris Bustamante  
John Schroeder for Linda Lujan  
Jan Gehler  
Irene Kovala

<b>CALL TO ORDER</b>	The regular meeting was called to order at 6:25 p.m.
<b>EXECUTIVE SESSION</b>	The executive session was called to order at 5:30 p.m.
<b>PLEDGE OF ALLEGIANCE</b>	The assembly pledged allegiance to the United States of America led by Governing Board Member Randolph Lumm.
<b>CLASS ACKNOWLEDGEMENTS</b>	Board President Doyle Burke welcomed Dr. Maria Hesse's HED634 class from Arizona State University.
<b>SUBSTITUTIONS</b>	There were four substitutes this evening for members of the CEC.
<b>CITIZENS' INTERIM</b>	Mr. David Singer requested to speak to the Board regarding the Phoenix College Preparatory Academy (PCPA).

Mr. Singer thanked the Board for the opportunity to speak with them. He said he was there today as a former employee to address circumstances inadequately handled at the PCPA. He worked for several years to meet the diverse learning needs of his students with the intent to improve educational outcomes for all. This is why it was so frustrating when MCCCCD took no action with two staff members who were not performing duties in a professional manner, as discovered after a proper review. This complaint was presented to the District in June, 2012. Mr. Singer said he resigned in January, 2012 because he received no support regarding the personnel matters he presented to college leadership. The PCPA is a small school and he felt that these teachers were not exercising prudent judgment with students. He felt that the documentation he presented in June was very clear but he did present the Board with a shorter synopsis at the Board meeting. If the Board wished to have more information, the detailed binders were available from the Office of Public Stewardship, college administration, or Human Resources.

Mr. Singer related that he had presented documentation to college administration as early as his second year as principal that personnel were inhibiting growth and that 35% of the students were failing a mathematics class. He said that Human Resources recommended the problem teachers be terminated but college administration did not choose to follow their advice. In December, 2011, Mr. Singer reported more staff issues and received no response from college administration to his report. After receiving no support he said he felt in his heart of hearts that he could not do the job he was hired to do.

Mr. Singer pointed out to the Board that no student interviews had been conducted nor were any classroom visits made in response to any of his reports. He said he tried every formal process available to him but no action had been taken since his last contact with District administration in August, 2012.

He also reported that, since leaving his position, he has heard that the blame for the high school's deficiencies have been placed upon him. He felt compelled to bring his concerns to the public body because he feels that the students of PCPA are still being hurt by the inadequate PCPA personnel. He feels that a direct review needs to be done. He said he was continually chastised by college administration for trying to determine his own rights in regard to this matter. He feels the high school desperately needs attention.

Mr. Singer then thanked the Board for its time and left the podium.

#### **BOARD MEMBER REPORTS**

Board Member Randolph Lumm commented that he attended the Allied Health Student Dialog Day and said it was a very good session. The focus of the day was to help students sign up with university partners. They also presented a lesson plan for students on how to handle stress. He was able to meet several students and interact with them. He also reported his attendance at Glendale Community College's speaker presentation by Olympic Gold Medalist Henry Cejudo. Over 500 attendees were at the

Honors Forum Lecture. He congratulated the college for that event and commented that Mr. Cejudo was a marvelous motivational speaker.

Board Member Dana Saar reported that he attended the Allied Health Summit and found it very enjoyable. He then announced that this Saturday (December 1, 2012) there will be a big football game between Mesa and Glendale Community Colleges. The game is at GCC and begins at 1:00 p.m. and he encouraged everyone to attend.

Mr. Burke reported that he also attended the Allied Health Summit and appreciated the presentations. He was able to get an idea about the concerns facing healthcare. He then reported his attendance at a recent AADGB meeting. He said he attended the Getting Ready Conference in Tempe where they learned about Common Core Standards that are being implemented in public schools that are designed to help students get in to college.

Board Member Debra Pearson reported that she spent a week in Atlanta, Georgia at a women legislator conference where they discussed STEM (science, technology, engineering, mathematics) concerns. The discussion centered on the belief that the U.S. educational system is far away from serving the needs of businesses that need students with strong STEM skills. These businesses are now pushing for visas for individuals from other countries to come in to work who do have the skills they need or they are moving their businesses to those countries. She said they also discussed the future regarding energy and sustainability and the jobs of now—jobs which have never existed before. She said she was most concerned by reports from NASA and Microsoft who announced that they predicted about 70,000 jobs will be leaving the U.S. to other countries because U.S. students are not prepared for those jobs. She feels that MCCCDC can be a solution to prevent that from happening.

#### **CHANCELLOR'S REPORT**

Chancellor Dr. Rufus Glasper introduced a brief video regarding the Getting Ahead Summit held on November 14, 2012. He reported that, for the past three years, the Arizona community college districts and the state universities have been working collaboratively under a Lumina Grant on a project which they called “Getting Ahead.” Progress is being made to increase student productivity and the number of pathways students have to transfer to universities. The video was part of a presentation at the summit. The video was then played for the audience.

The video can be seen on [You Tube](http://www.youtube.com/watch?v=YTEV6JYOaQY) at:  
<http://www.youtube.com/watch?v=YTEV6JYOaQY>

Short video synopsis: Getting Ahead focuses on student success and partnerships between the three state universities and the 10 community college districts in Arizona. Participants are students in both the community college and the university without the same kind of competition non-participants face. Highly skilled and educated students are prepped for a higher level skill set to meet current and future workforce needs. Students have guaranteed admission to programs, set

tuition, and are provided access to scholarships. Guidance ensures courses transfer as needed by each program. The economy is relying on a more highly educated workforce and Arizona has to compete within a global community.

Dr. Glasper commented about the Lumina Grant saying that MCCCCD has demonstrated that it can build regional programs such as those made with Yavapai Community College and Northern Arizona University which have helped reduce costs by 50%. The grant provides a good opportunity for both the universities and the community college districts. He congratulated Dr. Maria Harper-Marinick, Provost and Executive Vice Chancellor, and Arizona State University for their willingness to work together. Dr. Glasper reported that over 11,000 students have participated in the Maricopa-ASU Partnership Program (MAPP) with 9,000 currently in the program. If students commit and stay in the pathway they are guaranteed success, lower costs for their education, and less time to degree completion.

**SECRETARY'S  
REPORT**

There was no report.

**STUDENT LIFE  
REPORTS**

Mr. Mike Ho, Director of Student Life at Paradise Valley Community College introduced the Student Leadership Council of PVCC to present.

The following students were in attendance:

- Oshea Chaudhary, President
- Christie McGrady, Senator
- Holly Tamboer, Senator
- AJ Gilman, Treasurer

Ms. Oshea Chaudhary thanked the Board for its time and introduced herself as a member of the PVCC Student Leadership Council. She then introduced Ms. Christie McGrady.

Ms. Christie McGrady introduced herself as a Senator and that she would be speaking about community events. She reported that PVCC has had many fall events such as pumpkin carving during their Fall Festival, music and dancing on campus in honor of Native American History Month where local Native groups performed and attended, and the PVCC Veterans' Club honored veteran students including the production of "Re-Entry" a documentary play about Marines returning from deployment. They also adopted families in need and are actively seeking donations to continue support.

Ms. Holly Tamboer introduced herself as a Senator and that she would be speaking about student advocacy efforts on campus. Student advocate core duties are to speak on behalf of the general student population. They recently had the opportunity to meet with Associate Vice Chancellor for Student Affairs, Ms. Felicia Ganther, and had discussions about mandatory college orientation among other topics. She reported that the Kranitz Student Center has been undergoing major remodeling which had

caused some concerns for students who did not know where services had been relocated. The advocacy group brought this to the attention of college administration and they immediately produced signage in response. They also worked to participate in the Great American Smoke-Out in effort to help students quit smoking.

Mr. AJ Gilman introduced himself as Treasurer and that he would be reporting about PVCC's civic engagement efforts. He told the Board that PVCC held a voter registration drive and the Emerging Leaders Program promoted a "Wear Your Choice" event so students could declare their candidate support. PVCC provided presentations on the political candidates and their positions and the College Young Republicans and Young Democrats staged a mock debate.

Ms. Chaudhary closed with appreciation to the Board for their support of the students of PVCC.

Mrs. Pearson thanked the students and commented that they had presented a vibrant picture of student life at PVCC.

#### **FACULTY REPORT**

Mr. Harold Cranswick, President of the Faculty Executive Council, thanked the Board for the opportunity to speak. He said that, in keeping with the emphasis on student success, he was turning his time over to the Counseling Instructional Council to report on their efforts. He introduced co-presenters Dr. Marianne Roccaforte (PVCC) and Mr. Jason Martinez (EMCC).

Dr. Roccaforte and Mr. Martinez showed a Prezi presentation titled "Counseling Faculty: Making a Difference in Student Success" which can be found online at <http://prezi.com/kpzchewaahxd/scc/>. The notes below are excerpts from the presentation.

Dr. Roccaforte thanked the Governing Board and Professor Cranswick on behalf of the Counseling Instructional Council for giving them the opportunity to discuss the critical role of Counseling faculty in the Maricopa Community Colleges. Counselors have a dual role in Maricopa both as teaching faculty and to provide individual instruction. Counseling faculty must be well versed in all aspects of student services and they possess valuable educational training and classroom expertise needed to provide instruction in the areas of Counseling and Personal Development (CPD) and Behavioral Health Studies (BHS). There is often a lack of understanding concerning Counseling faculty's role within the college community which she wished to address.

Dr. Roccaforte and Mr. Martinez co-presented the following information.

Counseling faculty are trained professionals who assist students by providing tools to cope with the challenges faced in everyday life which may severely impact a student's educational journey. Individual counseling consists of personal, career, academic/education (long-range, not to be confused with academic advising), and crisis management. Their

role is to help students identify who they are, what their strengths are, as well as the barriers that exist within themselves and they then work with the students to develop strategies unique to them. Personal counseling involves meeting with students from diverse backgrounds with a wide range of personal issues that affect student success such as: alcohol and substance abuse; relationship challenges; emotional wellbeing; stress and anxiety; lack of motivation and inability to follow-through effectively; decision making skills; and developmental and cognitive behavioral issues. Often the number one barrier to student success is personal in nature. During FY2011-12, MCCCCD Counseling faculty held over 26,726 individual sessions with students. These efforts all helped support MCCCCD Governing Board Outcome University Transfer Education and General Education Subsection A—Students will have access to quality higher education programs and support services necessary to increase retention and achieve their learning goals.

Career counseling is a process of student development which requires self-discovery and assessment of: values, interests, skills, strengths, and personality. Counseling faculty are uniquely qualified through their education and training to assist students with career planning and development. Career counseling represents the “lion share” of work that Counseling faculty do. They help students discover their core strengths which help them be successful students and successful employees.

At this point in the presentation, Mr. Martinez and Dr. Roccaforte wished to recognize their esteemed colleagues who were in the room and asked them to stand.

The presentation continued.

Counselors have earned a Masters in Counseling and have taken additional coursework such as: Careers & Occupational Planning, Human Development, Analysis of Individuals, Tests & Measurements, Research Methods, and 600 or more hours of practicum and internship experience. These efforts all helped support MCCCCD Governing Board Outcome Workforce and Economic Development Subsection A—Community residents will have access to support services, courses, programs, and workforce training in high-demand careers.

Providing support and guidance (regarding academic/educational counseling) in areas such as: balancing life, work, and school; study strategies and learning habits that create college success; test, math, and school anxiety reduction; and setting meaningful educational and career goals. These are long-range plans which are aligned with the student’s personal strengths and career path.

Crisis intervention counseling is also a focus of Counseling faculty expertise. National statistics indicate that the number of college students with severe and persistent psychological disorders is on the rise. In the spring of 2011, 20% of college students were diagnosed and treated for depression and anxiety while 31% of college students met criteria leading

to a diagnosis of alcohol abuse. Counseling faculty have the necessary training and expertise to work with students with serious psychological disorders and can provide timely and appropriate referral to an outside agency. Counseling faculty assist students who are dealing with: serious mental health issues which may lead to emotional breakdowns and withdrawing from college, suicidal thoughts and behaviors, sexual abuse and rape, domestic violence, homelessness, and job loss.

Counseling faculty provide outreach and collaboration with internal and external communities. Counseling faculty are the first point of contact for faculty, staff, and administration for students with a variety of mental health issues. Counseling faculty collaborate with all academic and college programs to facilitate orientations, workshops, and classroom presentations in addition to specially designed course offerings such as ACE, Hoop of Learning, recruitment to provide Summer Bridge courses, Veterans Office, Career Center/Services, athletic programs, and occupational programs. Externally, counseling faculty work with a variety of community agencies to facilitate timeline and appropriate referrals so that students receive the support and assistance needed to remain in college and prosper in all areas of life. Counseling faculty work with various local communities to facilitate workshops and instruction across a range of community-specific topics such as: Salt River Pima Maricopa Indian Community, Paiute Neighborhood, Catholic Social Services, Friendly House, Family Services Agency, TERROS, EMPACT, and more.

Maricopa counseling faculty offered 866 course sections in FY2011-12 in Counseling and Personal Development (CPD) and Behavioral Health Sciences (BHS). The most commonly offered course was CPD150: Strategies for College Success. In CPD150, students learn the skills, attitudes, and behaviors needed to succeed in college. Counseling faculty who teach CPD150 are trained to help students make behavioral changes in the areas of: self-awareness, personal responsibility, self-discipline, self-motivation, critical thinking, learning strategies, emotional intelligence, and more. In CPD150, students also explore careers and majors and develop an educational plan. These efforts all helped support MCCC Governing Board Outcome Developmental Education Subsection A—Students will develop the competencies necessary to be successful in college level work.

The Counseling Instructional Council is a very comprehensive group in support of One Maricopa efforts. Dr. Roccaforte and Mr. Martinez thanked the Board again and ended their presentation.

Mr. Burke replied that the Board appreciates how counseling faculty help students succeed and he especially liked how they tied their efforts to Board Outcomes.

Mr. Lumm commented that it was nice seeing all the counselors at the meeting and reiterated the Board supports the work they do. He thanked them all for their efforts.

**EMPLOYEE GROUP  
REPORTS**

Mr. Ted Georgas, President of the Crafts Employee Group, recognized Mesa Community College's President Dr. Shouan Pan and Vice President of Administration Mr. Jeff Darbut for supporting the Crafts Apprentice Program by hiring Mr. Mark McCool when he completes his apprenticeship. Mark McCool will join Mesa's Crafts as Journeyman Painter on July 1, 2013.

Mr. Georgas said "our hats are off to Mesa Administration for recognizing the value of hiring highly trained and certified employees to perform Crafts duties."

Mr. Phil Jalowiec, Adjunct Faculty Association (AFA) President, took a moment to introduce new AFA officers for next year: Vice Presidents-Elect, Ms. Karen Seda (EMCC) and Ms. Sara McLaine (GWCC) and President-Elect, Ms. Alicia Hand (PC).

He provided the following summary of his comments to the Board.

"To President Burke, Governing Board members, Chancellor, CEC members, and District executive staff—It is important that I begin my comments this evening by first acknowledging the progress on Adjunct Faculty issues that has been made over the last two years. We appreciate the support offered by Chancellor Glasper and Executive Vice Chancellor Harper-Marinick and the efforts of Vice Chancellor Jackson and the Human Resource staff members. I personally want to thank you all for your patience with our persistent and on occasional annoyingly determined advocacy for Adjunct Faculty issues.

In the context of the question "When is an Adjunct Faculty an Employee?" we have compiled, published and updated a District wide Adjunct Faculty Employee Handbook, addressed indemnity issues, employment status issues and made some nice adjustments to our Tuition Waiver policies among others. We even found our way through some pretty difficult issues dealing with Adjunct Faculty load policies, processes and practice.

Secondly, I want to acknowledge and more importantly share the Adjunct Faculty's full support for the focus on Student Success and the Completion Agenda and the strategic choices that the leadership of the District and each College are making to ensure continued focus on real results that benefit students.

One particular strategic choice that is very exciting for a significant portion of Adjunct Faculty is that of increasing the ratio of Residential Faculty to Adjunct Faculty. Over 40% of Adjunct Faculty have a primary interest in a full time instructional opportunity and the Adjunct Faculty Association is sponsoring a series of workshops and putting together a set of resources to help interested Adjunct Faculty be prepared to effectively compete for these positions as they come open.

While we are aware that the challenge that the District has taken on is large and we appreciate that the bold steps being taken to set a new course for this enterprise is testing our capacity for change, it is still our obligation to bring forward and highlight substantial issues with a frequency that is a reflection of their importance to Adjunct Faculty. The Adjunct Faculty Employee Experience, for the most part, is in the hands of the Department Chair and their designees. The current system is governed more by RFP and College Plans than by the policy changes. Even when there are policy changes, the procedures and practices do not change for a significant portion of Adjunct Faculty.

We have an Adjunct Faculty supervisory architecture, through which 200+ different organizations, each with its own hiring process, practices and procedures oversee 6,000+ Adjunct Faculty. This system is more akin to feudal systems from the days of yore than a system in which accountability and metrics are part of effectively applying our human resources.

One problematic aspect of this system is that Adjunct Faculty have to apply to 10 different departments to be considered for hire because the online system is optional. Though the processes and practices necessary to ensure equal opportunity employment may not technically apply to part-time faculty, Maricopa values like Diversity, Hiring the Best and valuing our Human Resources should apply to Adjunct Faculty not just to mitigate attendant risk management issues but because it is part of our commitment to these values.

We understand that we risk insulting many Department Chairs by bringing up these issues. However, while some may attribute Department Chair issues to personality differences, we feel that they are related more to lack of understanding of responsibilities, preparation, and highly variable processes and practices.

We are also aware of the challenge our friends in the Faculty Association face in achieving traction amongst their constituents on these issues. But enhancing the Department Chair system is part and parcel to Faculty stepping up their contribution to meeting the challenges of Student Success and the Completion Agenda.

We simply ask that this multi-year process of evolution for the Adjunct Faculty supervisory system begin sooner rather than later and that Adjunct Faculty be afforded the opportunity to contribute their perspectives on the issues.

Dr. Glasper, Dr. Maria Harper-Marinick and all the College presidents frequently and sincerely express how much Adjunct Faculty are valued. But these messages are for naught when value is not part of the communication, hiring, assignment notice, support, and in some cases basic professional courtesy that a significant portion of Adjunct Faculty experience. Therefore, change is essential.

The District has engaged over 800 new Adjunct Faculty this year. The challenges of effectively incorporating this many new employees would be daunting in any organization let alone one in which the employee must be immediately effective in ensuring student success.

- Do they know the role they play in student success and the completion agenda?
- Do they understand the criticality of engagement in the first 3 or 4 weeks and how to achieve that?
- Do they know the importance of student feedback - assess early and assess often?
- Are they prepared to provide the guidance to resources for their students?
- Do they know our systems of referral, tutoring and discipline processes?
- Do they know the resources available to them to help them be successful?
- Are they prepared to provide timely grades within our latest Learning Management System?
- Are they aware the basis upon which they will be evaluated?

These questions are just part of Department Chair supervisory responsibilities.

The Seamless Student Experience is critical to meeting our objectives and we think that it is also time for a Seamless Adjunct Faculty Experience.”

Mr. Lumm asked how the AFA elections work. Mr. Jalowiec responded that they called for an open solicitation to members of the association. There were four candidates for vice-president and two candidates for president. The AFA Board selects based on a presentation. Adjuncts at large do not vote for the officers.

Mr. Lumm asked if the District supports the association. Mr. Jalowiec responded that the District pays for 30 load hours for the officers of the association, which is allocated based on use.

Mrs. Pearson commented that she has been waiting to hear these successes for four years now and congratulated the association on their efforts.

Mr. Burke commented that the Board appreciates the AFA’s work and commitment.

#### **VICE CHANCELLOR REPORTS**

Dr. Steve Helfgot, Vice Chancellor for Resource Development and Community Relations and CEO of the Maricopa Foundation, invited the Board members to attend the December 12, 2012 Educating Our Community Reception to be held at GateWay Community College. The event will bring together all leadership for the campaign including the Foundation’s Board, Governing Board, CEC, and Foundation staff. He said he looked forward to the chance to give these leaders the opportunity to speak with each other.

**COLLEGE REPORTS** Dr. Paul Dale, President of Paradise Valley Community College (PVCC), first announced his excitement that PVCC's Women's Soccer team had won the 2012 NJCAA National Champion title. He then announced to the Board that Dr. Lois Roma-Deeley, PVCC Creative Writing faculty, had recently been honored as the 2012 Outstanding Community Colleges Professor of the Year. He then invited Dr. Roma-Deeley to the podium to address the Board.

Dr. Roma-Deeley thanked the Board for the opportunity to give her personal reflections on the award. She said she was still stunned by the honor. She said it was an honor and privilege to represent PVCC and MCCCDC in Washington on November 15, 2012 to tell the story of "us." She said that good teaching does not happen in a vacuum and PVCC has a culture where everyone contributes and creates a community where the love of learning is a value. The PVCC community believes in what it does and in one another. She believes that the community college at a national level is a well-known institution but a best kept secret! The image of the community college does not match the reality. Colleagues in the Association of Writers and Writers Programs discussed the image of the community college. In fact, perform a Google search on "community college" and key words that come back are: affordable, workforce education, etc. This is true, but community colleges offer so much more than that. She is not convinced that the message is getting out there, however. MCCCDC and PVCC are poised to lead that national conversation to redefine what the community college is all about and instilling learning as a value. For some individuals, community college is the preferred experience and community colleges are more than a way station to somewhere else. The message of the experience of the community college culture is not being clearly articulated. She is proud and honored to be part of that conversation. She then thanked Dr. Dale for his continued support, long hours, and many meeting participation which enforced that what is done, matters. She suggested that the message needs to be refined. She then thanked the Board and bid them good night.

Dr. Roma-Deeley was given a standing ovation for her outstanding accomplishments. Dr. Dale commented that Dr. Roma-Deeley's acceptance speech was available on You Tube (<http://www.youtube.com/watch?v=3XuN-SN4PO0>).

Dr. Dale then introduced Dr. Denise DiGianfilippo, Dean of Academic Affairs, to present on the new integrated approach to Health Sciences.

Dr. DiGianfilippo remarked that one year ago PVCC had a need for more lab space for the nursing program so the college began to look at what learning opportunities could be facilitated. In response to a 2010 report from the Institute of Medical Reporting which showed that population-based, interdisciplinary program opportunities should match what the students would face in the real-world, PVCC made function drive the design of the new Health Sciences building. The building was designed

with functional bed units resembling a real environment, Tutortrak student tracking software, exam rooms, iCoda software designed to engage students who were not actively participating with a “patient,” simulation suites, hallways, and external waiting areas, a mock bathroom space to train responders in a limited space rescue, and a link between EMT and Health Sciences facility.

PVCC’s Interprofessional Education and Practice (IPEP) was to provide substantive interprofessional learning experiences to help prepare future clinicians for team-based care of patients. PVCC focused on IPEP because it is common for all programs to be taught in isolation even though in practice the different disciplines work together. PVCC presented a video of a simulation exercise that was presented during the building’s grand opening. The simulation expanded the IPEP idea by including theatre and communication students as part of the simulation exercise. After the video presentation, Dr. DiGianfilippo thanked the Board.

Mr. Burke introduced Dr. Bryan Tippett and Mr. Jonathon Robles and Dr. Ernie Lara, President of Estrella Mountain Community College (EMCC), remarked that in a recent conversation with Mr. Lumm they explored existing partnerships with elementary schools and discussed what EMCC has been doing to increase student success in the K-20 pipeline. He said Dr. Tippett and Mr. Robles would provide a brief history of the West Valley Think Tank.

Dr. Tippett began by acknowledging Dr. Anna Solley’s role as a founding member of the West Valley Think Tank in 1999. He continued, saying the West Valley Think Tank was a collaborative effort to help students succeed. For the past three years, the college has worked with K-12 partners to address the surprising findings that students were not prepared for college-level work.

Twenty-six superintendents, three community college presidents (EMCC, PC, SCC), one community college vice president (EMCC), representatives from ASU West, and state and local representatives are members of the West Valley Think Tank. On October 27, 2009, EMCC and GCC presented to the West Valley Think Tank demographics, placement data, and college success and persistence data. Members were full of shock and wonderment at the difference between high school graduation and achievement test scores. Although many areas were identified as challenging, the group decided to focus on mathematics first. The superintendents suggested scheduling a summit to bring everyone together to discuss issues related to math curriculum and alignment. They focused on ways to fill in the gaps identified. At the end of the discussion, they limited themselves to four outcomes: improving/increasing opportunities for faculty professional development, determining where gaps in assessment and placement exist in the pipeline, examining processes to improve student goal setting at all levels, and increasing understanding of what is actually taught at various levels. Dr. Tippett then turned to conversation over to Mr. Robles.

Mr. Robles thanked the Board for the opportunity to speak about the West Valley Think Tank. He commented that the school superintendents were supportive in addressing the four outcomes identified. They were able to use Title V support for the faculty-to-faculty exchange and provide stipends for professional development workshops. The Common Core standards have created a lot of anxiety and K-12 looked to the colleges for help developing guidance for those. They developed a survey around the Common Core and asked teachers what they wished their students knew, but didn't. They received an overwhelming response to the survey which helped focus their intent. They created facilitated professional development workshops which provided hands-on activities that showed teachers how to take the theoretical discussion and actively apply strategies in the classroom. The workshops served approximately 300 in-service teachers. They also performed a high school transcript gap analysis and looked at correlations between high school courses and testing. Data from three cohorts and over 400 students was analyzed. They also developed an offshoot on math professional development workshops and proposed two ongoing professional development activities: online hybrid courses and Edmodo (virtual resource center).

A challenge emerged in discussions which showed that is difficult to teach math to students who cannot read. They created a language arts working group with a similar goal to create professional development workshops focused on a "College Level Project" and integrate common core standards at each grade band (i.e., K-3, 4-6, middle, high, college). The framework would include participants from instructional design, K-12 language arts teachers, and college level interdisciplinary reading and content faculty. It will be interdisciplinary and based on one of the Common Core Standards—"Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text." They built a theme around this idea called "The Effect of Natural Disasters on Politics."

Dr. Tippett commented there was tremendous effort and great collaboration. It would not have happened without the support of the superintendents, college staff, and administration. It keeps getting bigger! Now it must be decided how to sustain efforts. Grants and college funding has been generous and they want to use the data they've collected to help improve and move forward. Dr. Tippett then introduced two guests, Dr. Julianne Lein, Superintendent of Litchfield Elementary School District and Dr. Mark Joraanstad, Superintendent of Saddle Mountain Unified School District, and asked them to comment.

Dr. Lein began by saying Dr. Tippett didn't mention that support from college funds allowed them to pay their teachers a stipend and provide lunch—which is very important to K-12 teachers! She said she has been in the West Valley for 20 years and this is the first time the higher education system has shared data on how their students do in college. She was shocked that the data showed students enter college with an average

reading level of fourth grade because 90% of her 8<sup>th</sup> graders meet or exceed the AIMS test standards. What were the high schools doing to her students? She said that the K-12 system is focused on AIMS test scores and state standards as the measurement of student preparation and if they meet those standards, students should be good to go. Now they need to determine how to link those standards with college expectations. The new Common Core instruction needs to be specialized and she wants to know how they can offer incentives, together, for teachers to get training.

Dr. Joraanstad stated these efforts are the heart of the mission and values for all educators. He asked what the K-12 teachers' perspectives are on this and the response was it is valued highly. They have enjoyed learning about what the colleges' expectations are and he believes that his teachers really need to know what students need for success. Math is a gatekeeper for many students and prevents a lot of students from completing school. Success at the college level in math must start in elementary school. In his district, geometry now is being taught in the fourth grade. They require specialists now and they are departmentalizing down to the fourth grade level. His teachers have responded they really appreciate the hands-on strategies they are bringing back to the classroom. Now the question is, where do they go with West Valley Think Tank? He wants them to move from a "think" tank to a "do" tank (and not to a "doo-doo" tank). They are exploring the idea to get grant funding as a 501(c)3 and their upcoming February meeting will focus more on this. He believes they have a strong future of improving pathways to educational success.

Dr. Tippett thanked all the community college presidents for their support in this labor of love. He personally has learned so much. He applauds the efforts of all educational partnerships. They focus on "no blame" and create an open dialog. He thanked all the superintendents, especially his guests, for their efforts. He thanked Mr. Robles and the Board for its time before asking if there were any questions.

Mr. Lumm thanked the superintendents and said MCCCCD welcomes their input. He stated he believed the Common Core was required to be in place by 2014 then asked if an East Valley Coalition was needed. He asked what else was needed and how the Board could help.

Dr. Lein said this is exactly the type of support they need, not only with data but also support to bring people together. There is a lot of talent in the system if they can pool resources together with the community colleges as a central point.

Mr. Saar thanked everyone and commented that MCCCCD spent \$88 million on development education which he would rather be spent elsewhere. He said he knows they need to get everyone involved.

Mr. Burke said this is the sort of thing that colleges across the nation will have to do and West Valley Think Tank is a model. He thanked them for their comments.

Dr. Chris Bustamante, president of Rio Salado College, stated they would be having a grand opening of two new educational centers in West Phoenix (37<sup>th</sup> Avenue/Thomas)—an Adult Learning Center and SPOT 127 Youth Media Center. This resulted from a partnership agreement with Phoenix Unified High School District. He then introduced Dr. Jim Paluzzi, Vice President of Public Service.

Dr. Paluzzi remarked that there are hidden stories all around the valley that are not being told because the next generation of journalists is not being trained. KJZZ had a teen radio project inspired by Mr. Lou Stanley which began as a small project a few years ago. He felt that young people had no dreams to go to J-school (journalism) in fact, most thought graduating from high school was just a dream! So Mr. Stanley rose to the challenge. They have launched SPOT 127 and officially opened their doors to young people (as young as 14) offering coaching, counseling, food, and encouragement—asking them to tell their stories which the public needs to hear. Dr. Paluzzi then introduced Mr. Greg Pereira.

Mr. Pereira commented that they are creating a clear pathway for students to learn skills which are applicable to all careers, not just journalism. He shared the first photo of the completed building and then invited everyone to attend the grand opening. He thanked everyone for their support.

Mr. Burke asked if there was a channel for broadcast. Dr. Paluzzi said yes they have an internet radio channel so SPOT 127 is ready for students.

#### **AADGB REPORT**

Mr. Burke reported the next scheduled meeting will be February 23, 2013.

#### **ASBA REPORT**

Mr. Saar reported that the annual conference for K-12 governing board members and superintendents will be in December. This is time where they get caught up on what is going on around the state. He is looking forward to the presentation on developmental education which MCCCCD will be presenting at the conference. It will be a timely conversation and he hopes they will be able to bring the conversation further along.

#### **LEGISLATIVE UPDATE**

Ms. Patricia Hill, Director of State and Local Government Relations, provided the following summary which was presented to the Board.

“President Burke, Members of the Board, Chancellor Glasper, Members of CEC, and all others present, I am here this evening to provide you with a brief legislative update.

The outcome of a number of key elections is now known, as well as the outcome of leadership elections and committee chair and committee membership appointments.

In terms of the new legislative make-up, the Democrats picked up seats in both the House and Senate, with a 13-17 split in the Senate and a 24-36 split in the House. The new legislative configuration has resulted in a shift in the partisan makeup of the majority of the committees in the Senate. Most of the smaller committees are now a 4-3 split between

Democrats and Republicans. However, the larger committees, such as Appropriations, are split 6-3.

There were nine statewide ballot questions this election cycle. The electorate voted in favor of three of the questions. Proposition 204, Quality Education and Jobs, which would have established a one cent sales tax for education and infrastructure, failed to pass—36.23% of the votes cast were in favor of the Proposition, while 63.77 of the votes cast opposed the measure. This initiative included language to provide funding to community colleges once revenues reached a certain amount.

Leadership in the Senate is as follows: Senator Biggs – President; Senator McComish – Majority Leader; and Senator Driggs – Majority Whip.

For the Minority, Senator Landrum Taylor is the Minority Leader, Senator Lopez is the Assistant Minority Leader, and Senator Tovar is the Minority Whip.

On the House side, Representative Tobin retains his position as Speaker, with Representative Gowan as Majority Leader and Representative Gray as Majority Whip. For the Minority, Representative Campbell is the Minority Leader, with Representative Gallego as the Assistant Minority Leader, and Representative Wheeler as the Minority Whip.

Key committee chairs in the Senate are as follows:

- Senator Yee – Education
- Senator Shooter – Appropriations
- Senator Melvin – Commerce, Energy and Military

Key Committee Chairs in the House are as follows:

- Representative Dial – Higher Education and Workforce Development
- Representative Goodale – Education
- Representative Kavanaugh – Appropriations
- Representative Forese – Commerce

We are in the process of meeting with new and returning members to help them to better understand the Maricopa Community Colleges and look forward to the upcoming session.

Thank you and I would be happy to try to answer any questions that you may have.”

## **AWARDS AND RECOGNITIONS**

Mr. Tom Gariepy, District Director Marketing and Communications, provided the following summary which was presented to the Board.

“Mr, President, members of the Governing Board and CEC, and friends. I have the pleasure of bringing you good news from the National Council on Marketing and Public Relations (NCMPR), the marketing organization for community colleges. The District and its colleges have been awarded eight medallion awards in the organization’s Western Regional competition. NCMPR holds its national competition in a few months, so

with luck, we'll be back with more good news when those results are in.

This year's regional Maricopa winners are:

- Viewbook -- Gold Medallion -- Chandler-Gilbert Community College Viewbook
- Annual Report -- Gold Medallion -- Maricopa Community Colleges Foundation Annual Report, produced by District Marketing and Communications
- Newsletter/Magazine/Media Guide - Bronze Medallion, Maricopa Community Colleges Graphic Standards Guide, produced by District Marketing and Communications
- Website -- Silver Medallion, Phoenix College Officials Website
- Video Program, Maricopa Now, June 2012, produced by MCTV
- Marketing Campaign, Gold Medallion, Maricopa Sustainability Campaign, produced by District Marketing and Communications
- Marketing Campaign, Silver Medallion, Maricopa BreatheEasy, produced by District Marketing and Communications
- Marketing Campaign, Silver Medallion, 50th Anniversary Campaign, produced by District Marketing and Communications

Speaking as a representative of District marketing and Communications, I cannot tell you how proud I am of the work our people do day in and day out to create the public face of this institution. What I can tell you, and I know I speak for the college marketers as well, is that we're proud to be doing our best to represent the quality product offered by the Maricopa Community Colleges. Thanks."

Mr. Lumm commented that he thought Maricopa Now was an awesome program.

Ms. Debra Thompson, Vice Chancellor for Business Services, provided the following summary which was presented to the Board.

"The Valley Forward Association initiated the Environmental Excellence Awards in 1980 to recognize outstanding contributions to the physical environment of Valley communities. This year there were 120 entries in seven different categories. A professional panel of jurists granted a maximum of two "Awards of Merit" and only one, first place "Crescordia" award for each of the seven categories. This year at its 32<sup>nd</sup> annual Environmental Excellence Awards program, the Valley Forward Association bestowed on District building projects five separate awards.

I am proud to announce that the Valley Forward Association granted the following five Environmental Excellence Awards to the District for three buildings which were funded and developed under the 2004 G.O. bond program:

- Number one: In the "civic" category for buildings and structures, the first place "Crescordia" award went to the South Mountain Community Library,
- Number two: In the "institutional" category of buildings and structures, another first place "Crescordia" award went to the South

Mountain Community Library,

- Number three: In the “art in public places” category, another first place “Crescordia” award went to the passage between the South Mountain Community Library and the Western Canal Public Art project,
- Number four: In the “institutional” category for buildings and structures, an Award of Merit went to the Integrated Education Building at GateWay Community College
- Number five: In the “institutional” category for buildings and structures, an Award of Merit went to the Nursing & Exercise Building at Mesa Community College

Our warm congratulations go to the colleges and special recognition goes to the staff in the District Department of Facilities Planning & Development for their work on these projects.”

Dr. Shari Olson, President of South Mountain Community College, acknowledged that she became president of SMCC toward the end of the construction of the South Mountain Community Library. She praised the work of former SMCC presidents Ken Atwater and Joyce Elsner. President Olson also acknowledged the key role played by Mr. Arlen Solochek from the District Department of Facilities Planning & Development.

**APPROVAL OF THE  
ORDER OF THE  
AGENDA**

President Burke requested a motion to approve the order of the agenda.

**MOTION**

**MOTION NO. 9995**

Board Member Randolph Lumm made a motion for approval of the order of the Agenda. Board Member Dana Saar seconded.

Motion approved 4-0.

**APPROVAL OF  
CONSENT AGENDA**

President Burke asked if any Board Member wished to remove any action items. No items were removed. The following items were included on the Consent Agenda:

**A.1. APPROVAL OF MINUTES OF THE OCTOBER 23, 2012  
REGULAR BOARD MEETING**

**B.1. CONSIDERATION OF EMPLOYMENTS** - approve the following personnel actions as proposed. Budget approvals have been granted and are on file for the recommended personnel actions in this item.

**B.2. CONSIDERATION OF SPECIALLY FUNDED  
EMPLOYMENTS** - approve the following personnel actions as proposed. Budget approvals have been granted and are on file for the recommended personnel actions in this item.

**B.3. CONSIDERATION OF SHORT TERM EMPLOYMENTS -**

approve the following personnel actions as proposed. Budget approvals have been granted and are on file for the recommended personnel actions in this item.

**B.4. CONSIDERATION OF SEPARATIONS** - approve the following personnel actions as proposed.

**B.5. APPROVAL OF EXTENSION OF POLICY MANUALS—ALL EMPLOYEES, CRAFTS, M&O, MAT, PSA, PUBLIC SAFETY, AND SPECIALLY FUNDED** - extend the current policy manuals for ALL Employees, Craft, M&O, MAT, PSA, Public Safety and Specially Funded until January 31, 2013.

**C.1. APPROVAL OF PROPOSED CURRICULUM** - the curriculum proposals have been processed through all procedures established by the Maricopa County Community Colleges; it is recommended that the proposals be approved as submitted.

**C.2. APPROVAL OF TITLE I—LOCAL EDUCATION AGENCIES (LEA) GRANT—GATEWAY COMMUNITY COLLEGE HIGH SCHOOL (GWCCHS)** - adopt the annual Title I Grant allocation for GateWay Early College High School (GWECHS) in the amount of \$127,652.00.

**C.3. APPROVAL OF THE AMENDMENT TO THE INTERGOVERNMENTAL AGREEMENT WITH THE MARICOPA COUNTY DEPARTMENT OF PUBLIC HEALTH, MARICOPA COUNTY TOBACCO USE PREVENTION PROGRAM FOR THE IGNITE TOBACCO PREVENTION PROGRAM** - approve the amendment to the Intergovernmental Agreement (IGA) between the Maricopa County Community College District (MCCCD) and the Maricopa County Department of Public Health, Maricopa County Tobacco Use Prevention Program (MACTUPP). The amendment includes an additional \$16,000 to continue the program for July 1, 2012 through May 1, 2013.

**C.4. APPROVAL OF ALL ROADS LEAD TO STUDENT SUCCESS GRANT—RIO SALADO COLLEGE** - accept the grant of \$970,950 from the Maricopa Community Colleges Foundation. This grant was made to the Maricopa Community Colleges Foundation by EDUCAUSE to benefit Rio Salado College.

**C.5. APPROVAL OF SUBAWARD AGREEMENT AMENDMENT BETWEEN PENNSYLVANIA STATE UNIVERSITY AND MCCCD (MATEC)** - approve the subaward agreement from Pennsylvania State University to the Maricopa Advanced Technology Education Center (MATEC) of the Academic and Student Affairs Division in the amount of \$134,780 for this three-year project with effective dates of September 1, 2012 through August 31, 2015. This funding amount is the first year increment of the three year total of \$418,818.

**D.1. APPROVAL OF UTILITY EASEMENTS FOR EXISTING AND NEW GAS LINE SERVICE TO SOUTHWEST GAS— GLENDALE COMMUNITY COLLEGE** - approve easements to Southwest Gas for their gas lines and gas support facilities at Glendale Community College.

**D.2. APPROVAL OF UTILITY EASEMENT FOR REPLACEMENT SERVICE LINE AND NEW SERVICE LINE TO THE SALT RIVER PROJECT—MESA COMMUNITY COLLEGE** - grant an easement to The Salt River Project to replace the existing electrical service and as well as provide a new electrical service and equipment for the Performing Arts District development at Mesa Community College.

**D.3. APPROVAL OF CONTRACTOR SELECTION FOR NURSING BUILDING REMODEL AT 3700 NORTH 3<sup>RD</sup> AVENUE, PHOENIX, ARIZONA—PHOENIX COLLEGE** - approve the selection of and award of a contract to RYAN Companies US, Inc. to provide Construction Manager at Risk (CMAR) construction services for the Nursing Building Remodel at Phoenix College, located at 3700 North 3<sup>rd</sup> Avenue, Phoenix. The pre-construction phase services fee is \$49,350.00, including reimbursable expenses.

**MOTION**

**MOTION No. 9996**

Governing Board Member Dana Saar moved for approval of the Consent Agenda. Board Member Randolph Lumm seconded.

Motion approved 4-0.

**VI.A.1. APPROVAL OF RESOLUTION AUTHORIZING MEMBERSHIP IN THE ARIZONA COMMUNITY COLLEGE COORDINATING COUNCIL (ACCCC)** - approve the resolution to authorize membership in the Arizona Community College Coordinating Council as the public representative of Arizona's ten public independent community college districts. As sovereign political subdivisions, the community colleges form the Council to have a single representative – a single face, a single voice – for the community colleges to the public, the media, the state education community, and state-level elected officials.

**MOTION**

**MOTION No. 9997**

Governing Board Member Randolph Lumm moved for approval of Action Item VI.A.1. Board Member Debra Pearson seconded.

Motion approved 4-0.

**VI.B.1. APPROVAL OF CONTRACT AWARD FOR CONSTRUCTION OF THE RIO SALADO QUEEN CREEK COMMUNIVERSITY IN QUEEN CREEK, ARIZONA—RIO SALADO COLLEGE** - approve a contract award in the amount of Three Million Seven Hundred Ninety-Three Thousand, Thirty-Five and

00/100ths Dollars (\$3,793,035.00) to RJM CONSTRUCTION of ARIZONA LLC for the construction of the Rio Salado Community at the Rio Salado College Queen Creek location.

**MOTION****MOTION NO. 9998**

Governing Board Member Randolph Lumm moved for approval of Action Item VI.B.1. Board Member Debra Pearson seconded.

Motion approved 4-0.

**MONITORING  
REPORTS****VII.A. BUDGET ANALYSIS REPORT SUMMARY  
FUND 1 – GENERAL UNRESTRICTED FUND  
FOR THE FOUR MONTHS ENDING OCTOBER 31, 2012**

Expenditure analysis indicates 26.4% of the budget has been expended this year as compared to 25.9% expended at this same point in time last year. 33.6% of the budget remains unexpended or unencumbered compared to 36.3% in the prior year. Revenue analysis indicates that 47.4% of the budget has been recognized as compared to 47.7% in the prior year. The projected fund balance will increase by ~\$2.9 million this fiscal year and the projected ending fund balance for June 2013 is \$157.8M.

**BOARD WEB  
DISCUSSION**

Mr. Burke asked who was taking the lead on this discussion and Mr. Saar responded. Mr. Saar said that the Governing Board web site (<http://www.maricopa.edu/gvbd/>) does not go in to discussion of what the Board does regarding policy governance. He recommended the web site continue to be enhanced over time.

Mr. Lumm thanked the Board President and Mr. Saar for putting the item on the agenda. He feels it is important for the public to be aware of policy governance and what that means. The Board needs to understand its role and this history of the process for MCCCCD. It also needs to know how policy governance will affect agendas and future development.

Mrs. Pearson asked who would be overseeing this process, how would it be done, who represents the content to the Board. She felt there were a lot of questions about strategic planning and structure in and out of the content. She believes the web page discussion should have gone through a different process. She thinks the Board should take a step back and take first steps, first.

Mr. Lumm replied this discussion needs to occur at a public meeting in order to get to the stage where the Board can have this discussion further. While Mrs. Pearson said that it could be incorporated into the planning calendar for 2013.

Mr. Lumm felt that, as the Board's job is to do business in public with public notice, anything discussed on the web would need to be posted for public notice at least 24-hours in advance so why can't the Board just talk with the public and make decisions? He wants to ensure the Board puts how it does business up front.

Mrs. Pearson replied she does not have a problem with the concept and feels it is a good idea. But before the Board presents the idea to the public, there need to be other discussions. Who is involved, what, who makes those changes, etc.—all these need to be discussed first. She feels that standards for the web page need to be established with the help of the Manager of the Office of Public Stewardship, Ms. Teresa Toney.

Mr. Lumm said this looks like the Board needs to articulate what policy governance is because he knows he cannot just call up staff and tell them what to do. He felt that he and Mrs. Pearson were on the same wavelength concerning this topic.

Mr. Burke concluded that the discussion would be brought forward at a later date.

**NEXT BOARD MEETINGS**

President Burke announced the following future meetings:

November 28, 2012 2:30 p.m.  
Governing Work Session – Capital Planning Retreat

Mr. Burke commented that the Board will be considering a possible Bond issue in three to four years. He encouraged all those who are able to attend to do so.

December 11, 2012 6:30 p.m.  
Regular Board Meeting

Mr. Burke noted that the December Regular Board Meeting will not be held on the fourth Tuesday due to the Winter Break.

**ADJOURNMENT**

The meeting adjourned at 8:46 p.m.

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Dana G. Saar  
Governing Board Secretary