Folks could I ask your attention please.

We would like to start right at 1:30 if possible. Would everyone begin to move in and take your seats. Thanks very much. Not that I can work a miracle. But I will try to get as close to starting on time as we can. Thank you very much for your cooperation. We are going to go ahead and get started. And before I do, I just want to say, what about them Cats? Bear Down. I had to put that in there.

Good afternoon. I’m Sylvia Lee, the chair of the Pima Community College Board of Governors, on behalf of the Board of Governors, thank you, thank you. On behalf of the Board of Governors I want to welcome you here and especially thank each and every one of you for being here today. Your dedication, your hard work, your perseverance is what got us off probation. And with that we deserve a round of applause. We should be very proud. This is a very important afternoon. And we are making history here today. We are at a most critical juncture. The hard work that must follow will determine the future path that we take here at Pima.

We know that being placed on notice by the Higher Learning Commission meant that we are at risk. We must come together for the good of the whole. And make sure that the crisis that we endured never happens again. We need to be patient, and we need to understand that it took more than a decade for the crisis to occur, and it is going to take at least that long to dig out. So I ask for your patience.
I want to take a moment to share a story about an 18-year-old student who graduated from a high school here in Tucson. She ended up going directly to the university of Arizona right after high school. And she quickly became very discouraged. She became overwhelmed. And she really thought that she is not "college material."

After a semester, she decided to drop out of the University of Arizona and to look for a full time job. Her family convinced her that she should give college another try and to go to Pima. So she came to Pima, and with the advice from a wonderful advisor, she got into Dev Ed classes and she got the help she needed with tutoring. She had met the staff at Pima that were very caring, and the incredible faculty that made things click. She felt that, the faculty were willing to go the extra mile to make sure she succeeded. So because they believed she could succeed, she began to believe she could succeed. And she really started thinking well, "hey, maybe after all of this I am college material."

She ended up graduating from Pima with a 4.0, and then transferred to the University of Arizona where she got a bachelor's degree and a master's degree and eventually she got her doctorate. She made her way to Pima Community College in the mid '90s, and worked at every campus as an administrator, Dean of Instruction, Dean of Student Development and became a Campus President at Northwest and at Community.

When she could see that things at Pima were starting to go south, she decided that she wanted to do everything in her power to try and help Pima. So she decided to run for the Board of Governors. And if you haven't figured it out, this is, my story. Thank you. Thank you. I owe my success to Pima, the fantastic faculty and advisors and all of the caring staff that we have. That helped me back in the '70s. And that's what we do here in Pima, we help students succeed. And you help students succeed. Thank you. It is my pleasure to introduce David Bishop who was our mc for the afternoon. He is instructional faculty at downtown campus. Please help me in welcoming david bishop.

[David Bishop]: thank you. It says here in my notes, how about them Wild Cats? But that's already been said.

I would like to join with Sylvia in welcoming all of you and thanking you very much for coming out this afternoon. I have a couple of housekeeping tidbits I need to share before we start. Restrooms. The men's restroom is on the second floor up on this side of the back of the gym. And the lady's restroom is up on the second floor on the left side of the back of the gym. There are also restrooms in the cafeteria which is out those back doors and then across the courtyard. You know, I also think I want to, since this is a very important meeting, why don't we at this moment all take an opportunity to silence our cellphones. That way everybody will be able to enter into the spirit of the meeting this afternoon, not be distracted so we can all hear the Chancellor's remarks as well as questions and answers that you folks will participate in.
Because this is the desert and it is warming up in Tucson, if you need water we have water at the back of the gym and then also in the cafeteria across the way.

Now, I would like to introduce the members of the Board of Governors with us this afternoon. And I would ask would you please stand when I call your name. And could I ask all of us to welcome them when they stand. Ok. I haven't seen Mark Hannah, Mark, we have never met. Nice to meet you. Mark Hannah. Our newest member of the Board of Governors. Thank you. David Longoria, I have met. Welcome. Sylvia lee and I go way back. Welcome, Sylvia. Thank you for your remarks. Scott Stewart, welcome. Representative from my district, the 4th district. And, Marty Cortez, welcome. Is everybody pretty seated and comfortable?

For those just coming in we have a few choice box seats left here in the bleachers. Hopefully you have brought your own cushion, that will make it even more comfortable. As I look around the gym this afternoon, I see in my imagination a meeting of stockholders, people who have gathered together for an important meeting about the company that we are all invested in. Our CEO has called this meeting, letting us know it is an historically important moment in the history of our company. He will address us this afternoon, and will also answer our questions. Our company, our college, is at a critical decision point. In the words of Margaret Mead, the anthropologist, we could say "we are pioneers in the present."

That is to say this is the first time that we have ever been exactly in the place that we are today. There has never been a meeting like this at Pima College before this one today. Pima has never been challenged by the tsunami of circumstances that have built up over the past ten years and that have hit us so strongly in the past couple of years. We are pioneers in the present. Our challenge is to look at our situation with fresh eyes. We have to work hard not to impose old paradigms, old interpretations, old perceptions, old expectations on this new situation that we find ourselves in. If we keep our pioneer eyes focused on the present, we can find the gifts and the opportunities that are challenging us in this situation and want to reveal themselves to us.

Whether we are administrators, full-time, or adjunct faculty, staff, or students, we know that we are all connected. For example, when our students succeed, we all succeed. We now then need to honestly assess the quality of our connection and decide what improvements we need to make together. We need to decide who we truly are. We need to decide what we really mean when we say we are Pima. And we need to authentically re-establish and renew ourselves and our company, Pima College, and we need to begin that today. Now we all know that our lives are not determined by what life brings us, but by the attitude that we bring to life. Do we choose to react to our present situation with fear and anger and judgment?

Or do we choose to respond with our personal best - including gratitude, generosity, creativity, hope, and hard work? Each of us must make this choice personally all of us must make this choice collectively. Our personal and professional lives and the future of Pima College, the company that we are invested in, and are stockholders of, depend on our decision. Now, to lead us in giving our best to reform and renew
our college, it is my privilege to present the CEO of our company, the Chancellor of Pima college, Lee Lambert. Please help me welcome him.

[Lee Lambert]: Good afternoon. So I thank you, David. That was a wonderful, wonderful kickoff for us. And thank you Sylvia for welcoming all of us to this very historic day. But let me share with you where the genesis of today stems from. Rick Rosen, I want to thank you for reaching out, taking advantage of the open door policy I have extended to all to say to me, "lee, it is time we bring everybody together in the same way that Howard Shultz brought Starbucks together to get it refocused on why we are here." And as you see from the quote here, Howard Shultz reiterates, it is not about the what, it is about the why.

But before I talk about the why for a moment, I want to first thank Christy and her team for turning on a dime to make today happen. Please let's thank Christy. But there are so many people to thank. Because a day like this doesn't happen without a lot of people behind-the-scenes, from my staff, to the cabinet, to the researchers, lots of data. I just want to say thank you to all of you who have helped pull this together today, especially, a team effort from faculty to staff to the board to administrators and to our students who you will get a chance to hear from a little later. So, let's thank them, please. Now as you all know it is not common for me to stand up here in front of you dressed like this. I came from a luncheon with small business association sponsoring our southern delegation of legislators; I thought it was appropriate for me to arrive to that event dressed this way.

So let me talk about why. Why in the context of a personal why, and then the professional why. So I will start with my why. Why do I work in higher education?

All of us have many choices. So you should say to yourself, why are you working in higher education? I can reflect to a time when I was a student and we had just written a, a paper, and my faculty like he was, it was customary for him, met with every one of his students to give us feedback on our writing. So I went into my meeting with Dr. Rudy Martin. He said, "Lee, I have some good news for you. And I have some bad news for you." He said to me, "which one do you want to hear first?"

I said, "Rudy, tell me the bad news. Then the good news."

He said, "the bad news, lee, you are not writing at a college level. And I know you want to go to law school. If you are going to go to law school, you are going to have to be able to write in a totally different way than you were taught to write when you were in high school."

That was the challenge he put in front of me. But he also went on to say that you are not in it alone. I'm here for you. And we have a learning center that is here for you. I want you to go and meet Stella Jordan in our learning center. So he connected me with Stella and her learning center team. And from that point on the burden shifted to me too, to decide, would I step up to the challenge, step up to the occasion. It required him to be open, honest with me about where I was in my learning at that moment in time. He was willing to do that. Because he is willing to do that, I will always be grateful to Dr. Rudy Martin. Because without him, saying to me what he did, I would not be standing here in front of all of
you. And that's what all of you faculty do each and every day. You have an opportunity to impact so many of us students.

And for that, I will ever be grateful for what we do as an institution of higher education. Please, let's give a hand to the faculty. But it wasn't just the faculty. As you notice I referred to the learning center. And the nice thing about the college I went to was the faculty and the learning center and all of the other administrators and staff were interconnected to each other around the notion of student success. And because of that, it's all of us. I learned firsthand as a student what it meant to be at a place that really was student-centered. So let's give a hand to all of the staff and administration. Because you too play a critical role in our student success.

But it is not enough that, that it's faculty and staff and administrators. We have to be guided by a group of individuals who provide the overall direction. So please let's give a hand to our Board. They are setting a new course for Pima. But let me talk about the why from an organizational perspective, a why from, from a college perspective, and as you have heard me say, earlier this academic year, it's about our North Star which starts with student success.

When Secretary Perez visited Pima earlier this year, this is U.S. Labor Secretary, he had a chance to meet with a group of individuals that included one of our former students. And she said to him, Ashley Rodriguez, some of you may know her, “I did everything society expected of me, I joined the military, I served my country in combat, I pay my bills on time, I return from active duty, and went to college. And the best job I could get when I completed college was to go be a server in a restaurant”. She felt like a dream was denied her. She did everything that was asked of her. And then one day, she looked down on the floor, I forget exactly where she was, she saw a piece of paper. On that piece of paper, fortunately, was Pima Community College.

“It wasn't just Pima Community College that was on the piece of paper, it was Pima's aviation technology program”. She looked and said "I want to be in that program."

And just a few short years later, and thank you too, aviation technology faculty, staff, administrators, you transformed her life. She said before she graduated she had two job offers: one out of state and one from Bombardier here in Tucson, Arizona. It's because of student success that folks at aviation technology center got her on a pathway to a career. Now she has a great future ahead of her.

We should all be proud. Each and every day we make that kind of impact on students. That's why we are here as an organization. That's why we are here as a college of higher learning. Now, it is great to know why we are here. But that's not enough, as you all know. Pima is now at a critical juncture. And as David so aptly put it, we are now pioneers in the present. And so, Andy Grove understood this very well. For those of you who do not know Andy Grove he used to head up Intel, and he talked about that, that at some point in any organization's history you will come to a point where things are about to change. They're about to change significantly. And he referred to that change as a strategic inflection point.
We are now at Pima at our strategic inflection point. It will be choices from this day forward that will make the difference whether we go in the right direction or not. That is a choice that each and every one of us has to look deep inside ourselves and ask, "Am I committed to making the choice to help Pima make the right turn?"

We are at this critical juncture. Why are we here? I want to provide the context why we are here. Not to place blame. Not to say, "You know, they should have done this. Or they should have done that."

It doesn't matter anymore why we end up where we are. The question is are we willing to face the challenges that are in front of us and move forward from this point forward?

So no surprise: accreditation and enrollments and the budget. But let's talk first about accreditation. How many of you knew that Pima was placed on probation and out of that probation back in 1990 they did a focus visit around assessment. That word, assessment, right?

You, you, get what I am saying. Then every visit since then they have pointed out to Pima Community College assessment. And to this day, 2015, what has Pima not been able to close the gap on? Assessment. That is why we are now at this critical juncture in our history. Because we have not closed the gap on assessment, but as so many other things beyond just assessment. What is assessment about? It is about accountability, about having accountability framework, accountability structure, not to be punitive.

But to really, to improve, to grow, and to develop into a mature, high-flying organization. We know we have parts that are that way. Aviation technology is that, but the whole is not that way. So, our accreditors are concerned for us -- accreditors are concerned for us, very concerned for us. They pointed out areas, I am not going to go through them. Hopefully everybody now has read the report from the Higher Learning Commission about Pima Community College. Because if you haven't, you are not holding up your part of the bargain. This is serious business, folks. And why is it so serious business? Because they have communicated to us very clearly, and I will just read this, I don't like to read off power point. I will read this to make the point. The… that is no longer at risk for noncompliance, what happened to that?

Ha-ha. Ok. The HLC board will determine whether the institution has demonstrated... that's all messed up. So, let me just tell you what the point is, OK? Let me just tell you, see, we all, always get it right, right. So the point is -- they, they were pleased that we came together and we worked hard and we were able to, to come off probation. But they also recognized that the work is not finished. So they said -- we are going to take you from probation and put you on notice.

Now notice is still a lesser sanction than probation. But it is also communicating a serious message to us at the college. That message is you are at risk. Those are not my words. Those are the Commission's words. Pima is at risk. What they're afraid of for us, if we do not close the gap this time, that worse
things could happen to us. Worse things being, show cause, or worse yet, Pima goes away. How many of you want that to happen?
I don’t think anybody in this room wants to see that worst case scenario. But they sent us that message. It is clearly in the report that says that. Mary Ann is willing to hand me the exact language so I can read it to you all. “At the time of -- right at the time of this visit, the college must demonstrate that recently implemented policies and plans, functions, structures meet commission requirements and they have been effective and are likely to remain successful. If progress in these areas does not continue, or if other compliance issues develop at the college, the evaluation team should carefully consider a recommendation of continued notice or probation,” but then they go on. That’s not the line. Here, here we go. Sorry, folks. Sometimes the power point is not reliable. Pick it up from here. “It is no longer at risk for noncompliance with criteria for accreditation and core components whether notice can be removed”. Or, the key part, “if the college has not demonstrated compliance whether accreditation should be withdrawn or other action taken”.

Do any of us want to find out what that other action is? I think not.

That’s why we are having this meeting. I want you all to know. This is serious business. It’s not about the Board, not about the administration, it’s not about the staff, it’s not about the faculty, it’s about all of us, ok. About all of us. And there is no reason. Here is the beauty of it. We have been handed a gift. We have been handed a gift. An opportunity to show our colleagues that we can get it done. That we, we should enjoy their full faith and confidence in this fine institution of higher learning. All it will take is that each and every one of us put aside the past, I know that’s not an easy order, but we know some great people in history who have been able to do that. So why can’t we? And then we can then march forward to close the gap.

Now remember this is not the only challenge we face. The College, unfortunately, this session, faces a very, very tough budget reality. That reality being we no longer will be supported by State aid. Zero money from the State. Now, how many of you saw that coming? How many of you saw that coming? See, so the question is, what are we going to do about it? What are we going to do about it?

It has serious consequences: now should we shift that burden to students in the form of tuition and fees like so many other institutions of higher learning have had to do?

And not just in the State of Arizona but across the entire country. We have had to raise tuition on our students. Should we put that burden now, more greatly, on our taxpayers here in Pima County? Or do we look at finding a way that we share that challenge as an entire community internally and externally. I think that’s got to be part of the solution.

But those are the two biggest challenges. Here is another element of that challenge - one that could be easily missed. Now we are down to two important funding streams. One being -- tuition and fees. And then the other being, property tax. But did you know there is a law that was passed in 1990 by the voters that puts a limitation on how you can expend against that property tax collection. So in other
words we can collect all this revenue from our local tax pairs, but if we can't demonstrate our enrollment justifies the expense against the revenue then we can't access the full value of the revenue. I'm just keeping it simple here for everybody. So right now if you look at our enrollment levels we are back to enrollment that we haven't seen as a College since the turn of the century. How long ago was that? 15 years ago. 15 years ago.

Now we have an infrastructure that we have built that was based on an enrollment level so much higher than that. We have expended the resources of our taxpayers to that full level. How long will our local taxpayers be patient with us to get our enrollment back to that level to justify using their money? It is really our money. Because many of us are homeowners here - using our money to support Pima Community College when it doesn't have the enrollment level any longer to justify that expense.

Because of that, we need to talk about what we are going to do in the face of that challenge. So now we have essentially a triple threat: HLC, the budget, and enrollment. That's the tsunami that David was talking about. That was the tsunami that Rick Rosen saw when he came to me and said, "Lee, I don't think most people know this is what is going on at the College. We need to convene and explain to folks the reality of our circumstances. We need to really confront this challenge". And that now we have to turn the corner, make that right turn as Andy Grove talked about.

You know what I have full confidence in all of us. There is no reason why we can't do this. But I can't do it alone as your Chancellor. The Chancellor can't do this alone. New Board members, all of our Board members, can't do this alone. The new Provost, new campus presidents, the administrators, we can't do this alone. It doesn't work like that. The only way this gets done is if we do it together. And that we all respect each other's roles at the institution. Get what I am saying?

That we all respect each other's roles at this institution. You probably haven't heard this kind of stuff before, have you?

Because it is the Chancellor's responsibility through the Vice President of Finance to make sure we communicate these challenges to all of you. And because of that you have seen us making it, the round to talk about the college's financial situation. It is the responsibility of the Provost and the academic side of the house to let you know the serious nature of accreditation as the it relates to the academic side and student side of the house. That's our role. Our role is to define that problem, and then to work for you to, work with all of you to solve the problems.

But when we don't play our roles, those things get confused. Those things get muddied. And unfortunately, don't get dealt with. Can you back up on the slides, please? So how do we go about closing the gap on these consequences?

I am going to lay out just a broad road map for all of us. Now, it is up to you to decide if you will buy into the road map or not. But hopefully you realize now, that it is not an option. We got to do this. But as you remember, I talked about being a premiere community college. We think about the why, the what and
the how, and the context, what it means to be a premiere community college. As you can see, on the retention rate side, Pima does fairly well. But one of the finalists is doing a lot better than we are. That's a great goal for us to strive for. We should be where Brazosport Community College is in terms of retention rates. Graduation rates. You see the spread here?

You see this. How many of you knew that we are not, not focused on the success of our students. All you would tell me you are, the data does not bear out the reality of that. So what are we going to do about senate what are we going to do?

The thing is we can do a lot to close this gap. That's the beauty of it. When we all respect our relative roles and we come together to get it done, we will then become Brazosport, we will become the Valencia, one of the premiere if not the premiere community college in the United States of America. That is the ultimate goal that I have for all of us. That the Board has for all of us. I hope you all share in that. I don't want to settle. I don't want to work at a place who only wants to be mediocre.

The data tells us we are mediocre. I know we are better than that. I believe it. I see it when I go to programs. I went to visit Mark Nelson’s program, performing arts, that is a first-class program on this campus. Right? But how many of you support that program by going to the performances? Our students put on phenomenal performances here. Hopefully every one of you has gone through at least one show a year - at least one performing arts production a year. That's how you start to show your support for one of the best programs at this college.

We need that to be doing the talking. You should ask Mark how they do that. You should have seen what I saw they have been keeping up with technology - integrating into their program. They know they can't survive if they don't make sure our students are on the cutting edge what's happening in the performing arts. He realizes he has to go out and get his own students. Not going to wait for the Marketing Department to go out there and recruit the students for his program. He goes out personally and lectures in high schools that -- lectures in high schools so students are aware of the program. How many of you are doing that?

If you wait for the College to do things you may be waiting a long time. In other word, you are the College. You get my drift. Each and every one of us, we are the College. And, and in my story I shared with you, Rudy didn't ask to be paid more to advise me. He knew as a professional, it was his responsibility to make sure that the Lee Lamberts could achieve their dreams. He didn't ask for more money. He knew as a professional that's what he had to do. And if it meant working with me at night and reading my papers, my extra papers, I will tell you how far he went. He said, "Lee, I am going to customize something just for you. Because what I can tell, all of you English instructors know this, especially those who do writing, writing tells you so much about an individual. Right? Tells you about how well they're able to comprehend what they're reading. It can tell you how well they do their research. It tells you so much". He could tell that. He says, "Lee, this is what we are going to do. I am not going to focus on you reading all of the books in this program". And believe me, we read a lot at the Evergreen State College, a lot. And we wrote a lot. A lot. And he said, "Ok, I don't want you to read the
full book. I want you to concentrate on a few chapters. When you do that I want you to be able to articulate what you read”.

See. Because he knew. He was focused on what? Learning. Right? He was focused on learning. He wanted to make sure I was learning, not that I was getting through the materials. He knew if I could do that, if I could read and understand what I’m, and we read some heavy stuff, folks. I can’t tell you, some of the, some of the, Ayn Rand and things like that. You can tell, that is not easy stuff, right?

He said if you can understand that. I know you are going to be fine. He customized the learning. He said I will not have you write the next paper. Go back and rewrite this paper. I want you to go back and rewrite this paper. And then he didn't make me go and retake the class. Get what I am saying? He helped me, because it was about developing the skills, right? He was focused on the learning. He wasn't focused on getting through the materials. At the end of the day it is about learning. Because he did that. And once I got it down, the rest is history. Because he knew you have to cater to the individual, sometimes.

So, what is our formula for becoming a premiere community college?

Well there is no magic to this. So these are just some thoughts that I have laid out and sat down with cabinet and ran by them. If you come and meet with me you will hear me talk about these things. This is what I am always thinking about. This isn't something in a manual for Pima. This is not something we are going to put in policy. It is not about policies. Not about procedures. It is about what is in your heart? What's in your heart committed to these kind of things?

If it is, we are going to be the Brazosports and Valencias, think about that. What's your formula for us to be a premiere college?

It is not a policy - it is what you believe in. How do we get out of this?

We will focus on the HLC and all the different areas that they told us we need to work on. So we build this Gantt chart that shows you key timelines we must meet in order to come into full compliance. And we identified administrators - key from the administrator side. We will work with all of you. I hope each and every one of you volunteers for a committee so we can close the gap. We should be saying, thank you for saying you want to be on the committee. But we have enough people. I want us to be in that position for every single one of these things where it makes sense. We shouldn't be scrambling to try to get somebody. It should be different people on each one. That's when I will know who is committed to Pima's right turn. You get what I'm saying, right?

That's, all we have had up till now is the same people doing much of the work. Those people are spent and burned out. Now we need everybody. There is more than enough employees at this college to populate these committees and, and, and still have so many folks we turn away. We need all of you now to say, “How can I help”? 
And this is the chart. And the faculty you are going to go next door. You are going to hear more about the portions of this that apply to faculty. Because the real thing is, I will be honest with you. When the five of us who went to the HLC hearing -- I will share this with all of you, they said to us, we know you will get all of the other things done. But the thing we are most concerned about is your doing the things that have to do with Core Criterion Four. You know which one is Criterion Four, folks? That's teaching/learning. Who does teaching/learning go through?

Who does teaching/learning go through?

The faculty. Ok. They told us that was the area of the highest concern. I need you now, faculty, I need you now. Our students need you now. Our staff, our administrators, your fellow colleagues, this community, we need you now to step up and away -- in a way that has never been seen at this college in a long, long time. Because we can't get through it. We have to be “all”. You get the word, "all" - all programs have to be assessed with student learning outcomes. All syllabi have to be in place. You get it. Not 80%, not 90%. All means what -- 100%. 100%. That's what we need now, folks. We don't have time to debate. Should it look like this? Should it look like that?

We just got to have something in place that we are all using. And we don't have a lot of time to put it in place. A lot of these things have to be done before we end this term. And then there is work that has to happen over the summer. We can't afford to wait because some folks are not here during the summer; for them to come back to do some of the work. We would lose 2, 2 1/2 months of effort. We don't have that much time to lose. We got to get past, things happen in the summer. Administrators, you have got to get past that now. If we don't take advantage of every day of every month for the next, 13, 14, 15, 16, 17, 18, 19 months we are not going to get it done. Ok. We can't do that to our students. We can't do that to one another. I really need you. We all need you. To get there. And there, I know you can get there.

Because when I talk to the students. I asked them, recently, here on this campus. I said -- to them, what’s working here at the college? I said, also, what's, what can we improve? Now the first thing they said to me you have to improve the advising system. They were very specific. Ok. They were very specific. Remember what I said earlier about advising. Advising isn't just the responsibility of the advising office. Advising is also the responsibility of the faculty. Our students are craving that. Craving. I will tell you so many of our faculty do provide that guidance and support. It needs to be consistent. Here is the other thing they said. When we are in the classroom, we have a great experience. We have a great experience when we are in the classroom. That's, that's hats off to the faculty. Once you have them in your classroom, we're doing good. And then I went further. I said how do you know you are learning. Guess what they said?

They don't. How could they say, but I pressed them further - started describing things that they had done. You can see they were learning. But for me to ask the question, generally. They couldn't really answer. Why not?
What does that come back to, folks?

Assessment. Right? Assessment. And then, I asked them how do you know your faculty know you are learning?

They couldn't answer that either. That's what, assessment. And I know you all want to do better than that. That's what this all, some of this stuff is about. Let me wrap up. Take extra five, ten minutes. So let's go to the next piece. So, here's -- here's a key part of -- what we need to be able to do.

On enrollment. We have got to get our enrollment up over 20,000. Hopefully closer to 21,000, 22,000. The goal is to increase enrollment by 1,000 FTEs, over the next four years - 1,000 each. How are we going to do that? Well, part of doing that is we have invested in key positions to help us. How many of you have had, have had a house built? How many of you have remodeled a house? Unless you know how to do it yourself, what do you do? Hopefully you hire a general contractor, right? You hire a general contractor to help you. Then that general contractor, maps it out for you. Then you understand the pieces. Then what happens next? You got to go out and hire a subcontractor. Once you get the subcontractor, then they bring in the people who actually do the actual, laying the wire, you get the idea, right.

When I hear people say you are spending too much on administrators. How are we going to close the gap on distance education if we don't have someone leading it? How will we close the gap on international education if we don't have someone leading it? You get the idea. If we do these initiatives we will start to see the enrollment go back up. You have to have someone leading it - accountable, someone who understands the leaders. So the administrator positions we have been investing in is for the exact reason. You have to have your contractor in place first. Then they do that, map out the plan, the scope. Remember our roles?

Then we look at what else we need to bring on board to build that house. Remember, how long did it take to build the One World Trade Center -- fourth tallest building in the world? You know how long from the point of 9/11? 14 years. When you destroy something it takes time. We can't keep doing this quicksand stuff. One day I trust the Chancellor. Next day I don't trust the Chancellor. We have to be over that stuff, folks. It took 14 years to build One World Trade Center. 25 years ago we were told about assessment. You get my, what I am saying, right?

It ain't going to happen overnight. Chairperson Lee said, it is going to talk time. So if you expect immediate returns, that's not, that's not realistic. It's just not realistic, folks. So, please join me to be on board with this plan to get our enrollment up 1,000. We have to have things that start to do it. It is not going to magically happen. We have to be focused. We need experts who can help guide us in being able to be focused.
Our other challenge: we have to hedge our bet, right? We have to hedge our bet. For each of the next four, five years we are going to ratchet down the budget by about $2.5 million. I know that's scary. People are worried about layoffs. Things like that. What my hope is we can do much of this, if not all of this through attrition. We can't do it all that way. But I hope we can do most of it that way. That means we have got to freeze positions. We have got to hold off, or reconfigure things. Ask some people to take on additional responsibilities. So we can control our costs, $2.5 million.

My goal to get us to at least $10 million in reduced expenditures. So then what should happen is, as enrollment is going up, we are controlling for expenses, things start to converge upon each other - over time. Next slide. So you can see here, our goal is, at some point, we are going to get to that convergence point. Hopefully get there sooner than later. We have got to hedge our bet.

This is the high-level plan, folks. Grow enrollment, control for expenses. That's what I need you to buy into. That's what we are buying into. If we do this, I think we are going to be in a great competitive position. Not only in terms of what I said earlier about the HLC portion and how the budget is dealt with then we do initiatives start to diversify our revenue base so vital because without three legged stool any longer, we can no longer just sit back and wait for the next thing to happen. We have got to take charge now. We have to lead forward. We have to understand our roles. It is my job to do some of this. It is other administrators' jobs to do some of this. Sometimes we will call faculty in. I have known faculty here at the college who are great fundraisers. Really, in reality, many of us, all of us could be a part of a lot of these things.

We have all got to come together. Next slide. So, how do we get these enrollments? Because you are not going to get there just by a wing and a prayer. We got to actually do some hard work. So what are the absolutes?

You can read it here. And what the students told me about advising is an, well this point, right? You got to know, our product. Every advisor should know every single program on their campuses. Because students told me, I have gone to an advisor on this campus and talked to them, they don't know the programs at West Campus. Those of you at West Campus should not be offended by that comment. You shouldn't be upset by that comment. You should say, Lee, I am going to prove you wrong. I am going to take that energy and channel it positively. Because they're telling us, you don't know your product. Well, let's prove them wrong. When we prove them wrong, we all win. That's all our students want from us. Is that we prove that wrong.

Next. So why did I share that with you? Because we are ramping up our marketing effort. You are going to start to see Pima everywhere in this community. We are going to ramp up the marketing effort. But it matters not if at the end of the day when they show up at our doorstep and we make it hard for them to be a student. OK? Or when they show up in your course and we have to cancel it. Then we cancel that
section of that course, and they have to leave from West Campus to go to East Campus to take that
course. When they get to East Campus they find the textbook they bought at West Campus is different
than the textbook at the East Campus in the same course. We have got to end that. That's got to stop,
folks. And only the faculty can stop that. When you come together in your CDAC meetings, it can't be
one person kills the idea. It can't be half of the people kill the idea. It's about student success. And
remember, the HLC never said, “faculty get the final word”. You go read those documents if you doubt
me. The documents say, the documents say, “faculty participate substantially”, you get what I am
saying, “participate substantially”. They don't use the word “decide”.

Now in theory, when that is happening, we all come together and we get to that decision. But we got to
ger to that decision. Because we are one college. History 101 is History 101 whether it is at East Campus,
Desert Vista Campus, Downtown Campus, Northwest Campus, West Campus, Community - doesn’t
matter.

We do those kinds of things. Students will start coming back and staying at Pima because we will make it
a seamless process for them to get in and get out.

It is not enough to do that, folks. We need to make sure our curriculum is aligned to the university. I
hear from students: they take courses here, go to the university and they have to retake the course.
Remember our student have, many have limited means -- depending on financial aid. Financial aid has
been tightening the belt on disbursement. When they burn up the aid with us and go to the University
of Arizona and have to retake the course. We are doing a disservice to the student.

If we had sat down with the University of Arizona how do we make sure what our learning outcomes are
match with your learning outcomes, so you know what you're getting when that student transfers? We
have got to get there, folks. So, marketing is only as good as the experience folks have when they arrive.
We are going to step it up. And digital advertising is going to be a big part of this. Social media is going to
be a big part of it. And so on. So, think of our students not just as customers, some of us don't think of
them as customers. Our students are one of our primary investors. Get that?

One of our primary investors - because they invest their hopes, their dreams, their futures in all of us.
And they expect in return for that - they trust us, that we are looking after their best interest. And I want
us to be able to say back to them, "We got your back." Ok, we got your back, Alec, we got your back. I
know we all want to feel good about what we do. When we do these things together, we will be able to
do that. So as Nelson Mandela so aptly knew, if there is a person who was wronged, nobody in this room
has ever been more wronged than Nelson Mandela. If he can summon up the strength within himself to
let go of their oppression that he experienced, from the tyranny, you get what I’m saying?

Why can't we do that? Most of you were here then. You didn't lose your jobs. Right? Otherwise you
wouldn't be here right now. So can we get past it?
That's what I am asking you to do. Whatever, whatever happened to you, I am so sorry. I can't change that - and it is not going to serve us any longer if you hold on to it. It is not going to serve Alec and all our other students if we keep hanging on to that past stuff. Now we will do things that look like the past stuff, but it is not the past stuff. You got to understand the difference. Ok? You got to separate the wheat from the chaff. There are some elements that were happening that should have been happening. There were some elements that were happening that should not have been happening. But whatever it was, you got to let go. Because Alec needs us to do that - needs us to let go.

And then, the last thing is -- no one should be asking a question about what's in it for me? You should be asking -- what John F. Kennedy challenged all of us, “Ask not what your country can do for you, ask what you can do for your country”. Please know you should be asking, what can I do for Pima Community College? If you are sitting there, in Meet and Confer with me, asking, can I give you more money. That's the wrong question. You should ask, how do we make sure we can deliver on the promise to the Alec’s, not that other question. This is critical. This is serious, folks.

So there are three primary questions I will leave you with -- if you are asking any questions other than those that don't relate to those three, you are asking the wrong questions -- why are you here? Why are you here? And, can you let go of what happened to you in the past? And more importantly, what are you willing to do for your Pima Community College, our Pima Community College, and the Alec Moreno's community college. What are you willing to do? What are we collectively willing to do?

If we do all these things I talked about. We are going to be on the right path. We are going to build back that One World Trade Center. We are going to be flying high as a beacon of the, the magnificence that is the United States of America. We will build back the magnificence of one of great community colleges in the, almost 1200 community colleges in the United States of America, if we do what I just laid out we are going to get there, folks. I am here to work with you to get there. With that I want to thank you all for coming out. And we are going to do it together. Together.

[David Bishop]: Thank you very much, Chancellor. I would like to invite Rick Rosen and Alec Moreno to come up to the stage and join the Chancellor for a question and answer session.

[Alec Moreno]: Chancellor Lambert, what can we do to help Pima?

[Lee Lambert]: A great question, Alec. What's interesting about the question, Alec, when I saw, toured, Mark Nelson's and met faculty there, and staff there, that was the question I was asked. What can we do to help Pima?

I said one of the things we can do right out of the gate is start challenging one another around that same question. And folks, there are starting to be naysayers, starting to be negative, you got to challenge them now. You can’t let that control the conversation any longer. We have to all be willing to step up now and challenge what is not right. I think that's the first piece. I think the other piece is, we need to start really seriously looking at what we all do. And say, I am willing to assess what I do. I am not afraid
of assessment - both individually, and collectively - in terms of my programs, my services. That we want to hear from our students. How are we doing in the financial aid office? How are we doing in the registration record office? How is the Chancellor's office doing?

We should not be afraid to ask those questions. Most important thing about that is not being afraid to take what we hear and use it to improve. Because, because assessment is not about gotcha. Assessment is about how we improve the organization and the experience for one of our primary investors, our students. That requires us to be willing to be open to, to -- other points of view and integrate that into what we do. I think if we start there, that is a positive step. Another piece about that is, we have got to stop talking negatively about the college. We got to stop talking negatively about the college. Because when you go out and talk to your friends or family and you share all of the negative things that are happening then they get the wrong impression of what goes on here. I have seen more good at this college than I haven't seen good. And that's what we should be talking about. And every organization has good and bad. You can see what you want to see in that organization. I hope after today you all say, "I want to see the good in this organization because it is here each and every day, every day of every week of every month of the year." Let's start talking about that. It is about shifting our mind set.

[Rick Rosen]: Chancellor Lambert, regarding the budget, student enrollment and HLC directives the threat of layoffs is causing great anxiety among those of us that have daily contact with our students. It cannot be good for the student to see that in our eyes. What can we do and what can the college do to make sure we are not in fear of losing our jobs?

[Lee Lambert]: Great question, Rick. So some of you heard me mention briefly about this. I care about what happens to each and every one of you in this room - and those of you who are in the overflow room. I care about what happens to you. I care about what happens to your families. I know that we are a primary source of how you support yourselves and your families. So I don't take these issues lightly. When we have to look and face up to the fiscal challenges that lie in front of us. That's why I have worked so tirelessly this last legislative session, it is not over yet. To start help educate legislators about the impacts of their decisions. That, that I started cultivating relationships with, with folks in the legislature that the college hadn't had relationships with in the past - because, they're important to making decisions.

Now, what you saw was us being zeroed out. What you didn't see was we could, it could have been far worse for the College. Because I care. I care about all of you. Trying to mitigate against the harsher impacts of those budget reductions so we don't have to take seriously layoffs. But nobody can promise or guarantee a person a job. Nobody can promise or guarantee that. But we can work hard to mitigate and minimize that from happening to folks. I always say to folks, you know, I am afraid for our country. I am afraid for our state. Because I think we are going in the wrong direction. We are no longer willing to invest in one of the most important pillars to -- to the American dream. That's higher education.

So, my promise to you, I will continue to work tirelessly to mitigate against the harsh effects of the budget. And the Board this time, stepped up and said we are willing to increase tuition and fees. The
students when we spoke with them, they didn't want bad things to happen to all of us in this room. They said we know that you are going to have to raise tuition and fees. I hope you don't raise it see much that it makes it hard for many students to come here. But they understood the impacts of those kind of serious budget cuts. So they realized they had to absorb some of this because they don't want to see folks being hurt by budget reductions. And hopefully our Board will raise our levee to its fullest limit and that way we can generate much needed revenue to offset the cuts from the state.

But as I pointed out to you, we got a larger problem, that's the enrollment problem. I think we bought ourselves some time. And that gives us some time to get it moving right. So that we don't have to face these harsher realities. I will say this. I will be honest with you. In good times or bad times if something is not working, you got to address it. Underperforming employees, have to be addressed in good times, and bad times. You can never guarantee something like this. My hope is that we blunt it enough to where we don’t have to do it in any significant, if at all. That's why we are going to be freezing positions. And, and -- to the extent that we can, mitigate these harsh effects. We are going to be collapsing some administrator positions - moving things around - so that we can mitigate against these harsher effects. So I am committed to reducing that, that from happening here at Pima. If I can, I am sorry I wish I could guarantee it though.

[Alec Moreno]: Chancellor Lambert, when PCC last experienced an enrollment decline, 14 faculty positions were frozen. When enrollment improved, these possessions were not reopen and filled. The last target point for an appropriate full time to adjunct faculty ratio of 50-50 was during Chancellor Jensen's tenure. 1/3 of classes are taught by full-time faculty, as part of our regular load. We ask a two part question what is Pima's target adjunct faculty ratio and what criteria will be used to reopen, positions or conversely to freeze additional positions or even to lay off faculty?

[Lee Lambert]: Again, you have to look at this kind of question in a larger context. That larger context is how do we make sure we deliver high quality educational experiences for our students. So it is not about numbers, it is about ensuring we have a high quality educational learning environment for you, Alec and all the other students here. When we start from that platform and make sure we are offering those, what does it take in terms of personnel to deliver on that?

And then we start to look at what do we need in terms of the proper mix. Full time faculty to adjunct faculty. There is a balance there. Now, I know some people talk 50-50. I know some talk 40-60, others 30-70. I think we have to go out and benchmark and see where other of our peer institutions are with regards to that type of balance of the two. Because each plays a critical role in the teaching and learning context for our students. And it isn't one versus the other. But also we have to think about what I said earlier: We are professionals.

When you are a full time employed as a professional, there is no time clock. So to try to segment out “this many sections are only taught by this and this many sections are taught by that”, well what that misses is, when you look at how many of our sections are taught by full time faculty it is almost if not over 50%. I am not talking about the number of individuals to the numbers of individuals of part time
faculty, I am talking about the number of sections being taught. We are already around the ratio when you look at it that way. That is factoring out overload and all that. Because I am not a 40 a week Chancellor and then I add 20 hours a week to go and work in the legislature, I am 100% Chancellor. And so, we have to start thinking that way, folks. When you are full time - full time means when you are a professional, that's how we have to start looking at it. We need to make sure we are delivering quality experiences in the classrooms from students.

[Rick Rosen]: Chancellor, you have made a number of laudable statements about the importance of directing resources to the campuses. Upper management hiring and spending trends do not seem to align with the need to reduce infrastructure nor have the resources been redirected to the campuses. Unfortunately many college employees are struggling to see the logic behind the increase in upper management positions and spending trends during this extremely difficult time. Please explain the logic behind the expenses at the district office in the midst of lower enrollment, low morale and financial crisis and explain how the increases will ultimately help us better serve students at the campuses?

[Lee Lambert]: So any time you are running an organization, you have to be paying attention to your expenses. And you have to be paying attention to your revenue. So as you think about that balance, you got to look at how you can invest so you can continue to increase and diversify your revenue base.

So a lot of the positions as I mentioned earlier were put in place so that we could start running initiatives that will start bringing back enrollment. So, like, like building a house, you don't go first hire the person to lay your wiring, or put your plumbing in, you got to hire the person who designs and lays out the schematics for your house.

That's the logic behind hiring for accreditation. As you heard me say earlier, for 25 years, this college has been in the hot seat for accreditation. Part of this is because we don't have somebody an expert in accreditation. We now have an expert in accreditation. If you didn't make that investment you want to find out what it looked like not having an expert. You know what it looked like up until now.

Also we need to hire someone that understands assessment, if we understood it, why sit in in place. That's why we are hiring someone to run our assessment.

Many in this room are committed to international education. Well we need somebody who is going to lead our international education effort. We don't have the infrastructure here any longer - we have to rebuild that. That's why the position was put in place.

We have to do better by our veterans. Get someone in here respected by the veteran community - to get things moving back in the right direction around veterans.

And the list goes on. But some of these positions, international education, that position is located on West Campus. We are going to build the infrastructure of international education on this campus that will support all campuses. We have hired a developmental education executive director, right, at
District now. Looking to see what makes sense for him to be located on which campus. He is going to move out to a campus. Depending what infrastructure needs are, you might see that reinvestment. Veterans ultimately is going to end up Downtown - being placed there.

What you are seeing, we are going to start moving more and more resources back to campuses. We are talking of moving financial aid, where does registration and records fit? You will see more of this, but it can't happen in one year, two years, three years. There is a lot of pieces to this. So when you pull something, you want to make sure you are not pulling that loose thread. You get what I’m saying, right.?

So that's why it takes ten years or 14 years to reconstruct something. But you don't start with, the folks on the front line, you start with the folks who start to help you redesign and plan the new efforts. But even with all of that said, if you look at the way we have approached this. If you come to Board meetings you will see we presented last year, on, on the number of administrative positions that were eliminated here at the college. Those positions were eliminated. That money repurposed to do a lot of what I just described. So, when you look at actual position growth, up to this point, it's only been two since I have been here in terms of administrators because we are repurposing dollars.

As I mentioned earlier, I can't promise no layoffs. Sometimes we need to rethink the model we put in place. Start to restructure things. Some of that has been going on at the College. So, to that point, that's the logic behind this. You don't build a house without having first having your general contractor in place, then your subcontractors. So that's how we are approaching this. So over time you will start to see things even out. It is not going to happen in two, three years. It is going to tack a longer horizon, take a longer horizon to even out.

[Alec Moreno]: Chancellor, we claim to be an institution that makes data-based decisions. HLC identified problems in leadership as a major issue. The recently revealed results of the leadership survey are the only data we have, as a College, on an administrative performance. Can you explain why poorly performing administrators have had their contracts renewed?

[Lee Lambert]: Well, first of all, when you think about the use of data and think about it in the context of assessment - what the purpose is - you don't do employee evaluations as a “got you”. You do evaluations and 360s, so you can take information, sit down with the individual, or individuals, and talk about how they can grow and develop into their respective roles. I think each and every one of us would want that to happen. Right?

I hope each and every one of us would want that to happen. We are not going to use evaluation systems to get rid of people. We are going to use evaluation systems to develop and grow people. That's my commitment. You need the data to do that. That's what I am going to be doing. Now if someone has a, a competency issue, behavioral issue, we'll deal with that too. But that's dealt with independent of an evaluation system. That's not the purpose of your evaluation system. It is about growing and developing.
And speaking of leadership, since I have been in here, we put in place supervisor training program of the 21st century - just beginning to launch. We’re developing a leadership academy - that will launch sometime next year. We have put in place, sexual harassment training program, civility training program. I am investing in the growth and development of all of us. I want to keep all of us. It is not about getting rid of somebody, it is about growing and developing somebody. Nelson Mandela didn’t come in and start firing a bunch of people because he didn’t like them. He knew he had to work with the folks in the country. We have to do the same thing. Because I care about each and every one of you. I want to invest in your growth and development. That's what it is all about. Thank you.

[Rick Rosen]: Chancellor, I have the last question. Well-known management consultant, Patrick Lenzioni, identifies five dysfunctions of a team, absence of trust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results. In light of these dysfunctions that still pervade our College, and with the growth of multiple initiatives underway to create a stronger more customer service and student success focused work force at the College, how will administrators, staff, and faculty alike, be held accountable for achieving and implementing those goals.

[Lee Lambert]: As I mentioned earlier about assessment, assessment is about accountability. So we need to build an assessment structure that allows us to evaluate strengths in areas for opportunity of growth of all of our individuals. And wrap that against having a clearly defined mission that clearly states why we are here, and how things are going to be measured. When you start to build those kinds of systems you start to put in place a truly accountable system.

Accountability is not about firing people. It is helping people to grow to achieve highest potential. Firing is the last option in all of this - not the first option in all of this. Is about all of us recognizing I am accountable to somebody at the end of the day. Right? Nobody at this college, no group, no committee should not be accountable to somebody. Responsible to somebody. And everybody has to be accountable for their words, for their actions, for their behaviors, no matter what.

And it is not that, only this group is bad and this group is not bad. It is, it is all of us working together. We should call each other out on those behaviors or those words - because accountability is all of us checking each other. As Socrates famously said about rumors, he had a three part test - some of you know the three part test, that Socrates spoke about: one the information good? Sorry, is the information truthful? If it is not truthful, then why are you telling me it? Where is your evidence that the backs up your perception? Is it -- good? Is it good information? How is it going to help us achieve student success? And I think the other was usefulness. Right?

That's how we have to start thinking about everything. That is if we do that, then we are holding each other accountable. When somebody comes and tells me that “x” person isn’t doing something, I don’t take their word for it. I call that “x” person in and have a conversation with them. And give them a chance to tell me. We all are entitled to due process.
That's what makes this country such a great country. Because we are a country that believes that everybody should have a right to due process. That's not true in a lot of countries. That's what makes America great. That we don't go behind each other's backs and talk bad about somebody I am not willing to sit down with you and have a conversation. Willing to verify the facts that you said. And we give each other the benefit of the doubt. Instead of always assuming something is wrong in what somebody said or what they did. Maybe someone made an inadvertent error, we are all human. We make mistakes. Instead at Pima, it seems like as soon as somebody makes a mistake, people want to zing that person, closed in on them. Why?

That is not civil - transparency is open communication. At the simplest and highest level. We need to get back to. We can build a system. At the end of the day it is each one of us saying I am going to be accountable to me and in return I will apply that same measure to you and accord you the same respect. I think if we do that we will get past the dysfunction pieces and then that underlies. Because when you build an organization with a bunch of policies and procedures, that's right out of the gate, an organization that is dysfunctional. You get what I am saying, right?

When you have an organization with too many policies and procedures, you are going to create dysfunction in and of itself. Who can walk around with a manual with all this stuff? Come on, folks. None of us. So that's why the first policy is always about doing the right thing. And doing the right thing means making sure we take care of the Alec Morenos here at the college. That should be the first policy and guiding policy. Student success.

[David Bishiop]: Thank you, Lee. Rick, Alec. Now I would like to invite Dolores and the students who are part of the student panel. Would you please come to the stage?

[Dolores Duran-Cerda]: Thank you, David. Good afternoon. How is everybody?

Ooh, great. We have heard some powerful words today. And we have some even more powerful words as we listen to our students. That's why we are here today to learn about what our students' perspectives are, what their voices are going to share with us, because -- as faculty members, as administrators, as staff, we help our students, we guide our students. Sometimes we don't hear. They talk to each other. But we need to know what we are doing - if we are doing things well - if we need to improvement - if you know the good, the bad and the ugly.

So we have, several students here today who are going to be talking about sharing their experiences with Pima and we are going to listen and see how we can help them improve our situation and, and, make them successful as they, as they go through Pima and eventually leave Pima. So let's get started. I would like to ask the students one by one, introduce yourselves. Say your name and what campus you are at. And what you are studying.

Ok, we will start with Alec.
[Student]: I am a student at Desert Vista Campus, Downtown Campus, and East Campus. And I am studying mechanical engineering.

[Jeremiah]: I am a student at the Northwest Campus. And I am pursuing a degree in the bachelor's of science with emphasis on nursing.

[Nick]: I am a student here at West Campus. I study economics and journalism.

[Jennifer]: I am currently at East Campus. I am double majoring. I just finished liberal arts and I am working on my administration of justice.

[Student]: I am currently at Desert Vista Campus. I am pursuing a degree in liberal arts for psychology.

[Rick Rosen]: If I could just for a moment make a personal comment. For a lot of you who know me I am here as a second career. I was very fortunate to have a career as an attorney. And was able to retire, keeping my hair, unfortunately, not my eyes, since I can't read the monitor that Alec could read. But I came to teach because I wanted to give back.

And one of the reasons that I wanted to give back is because of these five individuals here and every other student we have now at Pima Community College or we have had before and our future students who are going to come to the College. So with that in mind, I want to hear from you. And I know everybody, whether they're a faculty member, administrator, or staff member, we want to hear from you. We want to hear the good. We want to hear what we are doing wrong. We want to fix that. We want to make your lives here to the point it is very successful and for you always to want few come back and participate here with Pima Community College. So Alec, if I could, have you start out and turn it loose.

[Alec]: I will start off with the good. I have had a lot of opportunities here at Pima Community College. I have been involved in so many things. I have been here since 2012. I had finished the program and had come in to Pima Community College. Since then I have had so many good things that have been happening to me. I have been to so many places got to travel to Illinois, Washington, D.C., to Phoenix, to the Grand Canyon and it has all been paid for by the College. I would look to say thank you for all the opportunities they have given me.

On the other side, as being involved in just, just the student government with clubs, you know just all around, I have seen a lot of reluctance from some of the employees here. And it's, it's kind of difficult to work with them. Not saying that, it's a lot of employees, it's just a really, really small handful, but there are things that I, whether it be just trying to spread word about an event we are trying to have or just, asking for help, when we try to start you know like a new club or just trying to, just get any support in general. I just want to leave that with you. It is really important for our students to get support. And now that we have this opportunity to sit up here and just to talk about it, I hope you just open your ears a little bit more and just try to offer a little bit more of your time just to help out our students.
[Student]: OK, so I was not prepared for this at all. I think we all thought we were going to be asking the Chancellor questions. Which is not the case. So, I guess I will just start by telling a little bit about myself. I graduated from Marana High School in 2011. I did not have any idea where I wanted to go or what I wanted to do. So really for me Pima has been a huge steppingstone. And I am very, very, very blessed that it is here in the community because if it weren't for this college, I wouldn't be where I am today. I’m transferring [applause] Thank you. I am I will be transferring to the University of Arizona in august, ok, next fall. So super, super excited about that.

again it was just based through this college, the amazing connections, I got to meet, got to build with people I met. And a special shout out from me to my student life coordinator at northwest campus. My involvement in the community, and on campus, is really what, what got me here today.

Negatives -- so, when I first came to Pima, I had no idea where my classes were at. I had no idea what resources I had available to me. I honestly didn't know anything about the college. So if I could see one change before I left, it would be instituting programs maybe similar to a mandatory NSO to where students, their first, maybe even before they got to campus, they saw what resources they had available, where to go for counseling, advising, where they could go. We started a campus pantry at Northwest – a pilot program. Students who maybe don't have enough food in their stomachs. Things like that, knowing where to go. How to navigate the portal home page. A program where students are going to be prepared for college. It will only promote success, I truly feel.

[Student]: Hello. I have been a student at Pima Community College for four semesters now. And I have been a tutor at the West Campus learning center for three. I have also been on the staff for the Aztec Press for three semesters. I currently hold the position as Co-Editor in Chief. Thank you. As such, I am familiar with the challenges that Pima Community College has faced and continues to face. And also familiar with areas it excels in.

The opportunities that have been afforded to me here at Pima Community College, are opportunities that I would not have been able to seize anywhere else. And I want to ensure that those opportunities are affording to students in the future for years to come. The good news is that Pima can now look at many of its problems in hindsight. I believe in the goals that Chancellor Lambert has put forth to the college and I believe in the ability of the administration to implement those changes to the best benefit of the College.

With the support and the enthusiasm of employees, college-wide, and thanks to the Chancellor’s inspiration, I know we will be able to turn this college around and achieve the status of being not only one of the best two-year community colleges in the country, but, one of the best two-year colleges in the world.

However, on this side of the probation, it is important that we bring the focus back to the students. Moving forward, students must be involved in the decisions that affect their lives every day. Decisions that may have an impact that the administration does not or even cannot consider. That means that we
need to have better mechanisms for students to have a dialogue with the administration. Much like the student panel today. Where students are able to and encouraged to share perspective, insight and to voice their concerns about policies that will affect them, more than anyone else. This responsibility falls not only to the college, but to the students as well. To know about and care about the opportunity to have a say in the decisions that will affect their lives. We are part of an institution that has community for a middle name. With that it is for and by the community that the decisions should be made. Thank you.

[Student – Jennifer]: My name is Jennifer, once again. I have been here at Pima Community College since fall of 2013. I was very fortunate to have a great advisor in high school, a huge help, he is actually the person who got me involved with community college since junior year in high school which was the reason I got ahead in high school with college credits which I am very thankful for that. And I guess I am involved in student government at East Campus. And I guess based on everybody’s input we all just very much enjoy professors engagement, their jobs, and how professors are enthusiastic about teaching.

The student federal work life is, they like the diversity, and we all very much enjoy the flexibility within the hours, just trying to get across within our schedules, I personally love tutoring. It’s free. And I can honestly say that I pretty much spend at least maximum 20 hours just in tutoring weekly. It such a huge advantage. Also the free libraries resources. It personally, when I forget my laptop, whenever I am in need, is a huge blessing to have the opportunity to check those computers out and be able to use them for our advantage.

On the other hand, one of our concerns, my concerns would be along with student government are the food services maybe. Right. I mean. You can’t go a day with an empty stomach. Also, some campuses I guess are very hard to navigate. Getting from one class to the other as Jeremiah was mentioning earlier.

I guess just more advertisement. More just, I guess, more involvement, just, having the opportunity to just, be able to navigate yourself within the college just knowing where you are going to be going to class the first day of class. The first, semester that you go out of high school, knowing where your classes are, maybe meeting your, your professors before, just knowing all of the resources that are available to you. That is so huge. And I think it is something that we might, or need to take a look at a little bit more. Other than that a privilege to be here at Pima Community College.

[Student]: Hello. Once again. I honestly don’t know what exactly to mention when there is so much to say. But I would like to first of all give thanks to all those specifically, in specific, TRIO, thank you for your support – it’s an advantage to be in the program. There is much need that I see it around me. All these students - they don’t know where to go which direction to take. It is very much necessary to, I would add on to what, what the previous student said, advocacy as much important.

If we want to succeed, there need to be a reach out from, from faculty and staff, in general to see that want from them so the student can feel like, they are part of the community college. If we are community we must show it. I would also thank student government, because I as well as Jennifer, am a
part of. And I would feel that if I wasn't part of student government, I wouldn't have known where to
direct my paths. I am an advocate for them and for the students as well and I feel we need much more
of that want and motivation from our instructors and our faculty to help us give that step forward
because sometimes we need that boost to go above and beyond sometimes we lack of that and having
the support, from programs and clubs in the community, having that reach out and seeing that, they
also want us here, will help us feel more, like we can invest our time here like, we can, we can put what
we have and give it to our best. What else can I say?

Work study as well. I am part of work study for student government. With budget cut where will be left
off of, many students want to contribute their, their part, into the college. But as well as I said prior,
advocacy is very important. If we want to see a change we have to demonstrate that change, we have to
be part of it, just as the Chancellor mentioned prior to this panel. That is what I have to say for now.
Thank you for hearing me out.

[Rick Rosen]: Lee, if I can put you on the spot for a moment. We had one gentleman who thought he
was coming here to ask you a question. I want the students to know we are listening to them. I want to
make sure he can ask his question.

[Lee Lambert]: Go ahead.

[Student]: OK. It is on. OK. So, I think I had two. But I am only going to ask one. So it goes back to what I
was talking about: Pima Community College claims to be extremely focused on student success. This
success is not only measured by academic excellence, but campus community involvement as well. Why
do we, why have we not instituted programs across all campuses to show students what resources,
opportunity, and programs are available to them which in return would promote student success?

[Lee Lambert]: So the answer to your question lies in, all of these people here. Coming together and
realizing that is what's not happening here at the college. So we can start to construct those pieces
I know we have put together a new student orientation program. The question is in that new student
orientation program did it hit the things you identified. Sounds like make it hasn't. Did we provide a
vehicle to include your experience or lack thereof so we can improve it. Everybody is committed to
wanting to make sure we provide better way points across campuses when you are starting out. I think
there is a commitment. We are working hard to do that. We need to know even more clearly what that
may look like so we can continue to build on what has been put in place. We are committed to doing
that. We didn't have, correct me if I am wrong, we didn't have a new student orientation until recently.
It wasn't mandatory. Now it is mandatory. Now what we need to do is build on that. Continue to
improve it. Need to make sure there are assessments built in, we are moving towards that direction.

[Student]: Can I see you after?

[Lee Lambert]: You can see Karrie after. Please do.
[Lee Lambert]: But Alec, can I put you on the spot? Is that OK? Because at the Board meeting you mentioned very specific things to the Board. If you remember off the top of your head, can you share them with all of us?

[Alec]: Yes, sir. Some of the things that were on the list, so we had, instructors that were teaching off of the notes of students. I don't know, they told us that they were using students' notes because they didn't remember what was going on in the classroom. We had instructors that were allowing other students to grade other students' work. They were in the same class. That is an issue with privacy.

We had, use with, help me, guys, you guys saw the list too. Textbooks. Textbooks, having incorrect information from advisors. But back to textbooks. Sorry. You know, we, we -- have to purchase books and we do not use the textbooks sometimes. Sometimes not completely at all or use a chapter from the textbook. When we are paying out of pocket $120 to $300 per textbook, we expect to see that we are using the textbook. We want to make sure that, you know we are using it to, you know, as much as possible just because we are putting so much money into it. And the thing about textbooks is, you know, we, we -- get financial aid late. We are expected to have -- textbooks at the beginning of class. And I know my situation at the beginning of this semester. I wasn't able to have textbooks until I think two weeks after class started. So that's just some stuff to, to, kind of feed off of. If any other students remember any other items on the list, feel free to step in.

[Student]: I think part of it going back to the textbook thing was also, if teachers aren't going to use a textbook that's ok. If we don't have to spend the money as students, then why should we? Maybe just having notifications that tell us whether or not those teachers, so, teaching requirements. When you go to your MyPima portal, you go signing up for classes or start classes and gives you a list of required materials. So obviously just making sure, that book is there, if it is there, using it, if it is not there, great. Saves us money.

[Student]: one of the students reminded me, not on the list I mentioned to the Board of Governors. It's -- having to pay for an online resource to grade our homework when, you know, we, we can have the teachers grade the home work. You know?

I remember –

Sorry. For my math class right now, if she is out here, I’m sorry. But, well, the home work isn't mandatory. It is there. And we do get some sort of credit for it. But, you know, if, if we are expected to do homework to a certain degree and, you know we have an instructor that is perfectly capable of grading that homework why do we have to pay $120 for an online program to see results, in, almost instantly?

[Dolores Duran-Cerda] Are there any other comments?
[Student]: One last one. So I think at this time we are under so much scrutiny and a lot of criticism towards the teachers, faculty, but I would like to say thank you. And I think us all as a group of students, thank you to those who really went the extra mile and helped us get to where we are today. Really appreciate it.

[Alec Moreno]: While we are all up here, you know I would like to invite all of you, any of you inspired by the conversations we have been able to have today, all students who are interested in, you know, making the college a better place. So if you all, you know if any of you have any questions, or if you would like to make some sort of action plan what we can be doing from here, I would invite you to have those discussions with us.

[Dolores Duran-Cerda]: Thank you so much for your honesty and your candor with all of us. I think we are all going to reflect on your comments. We wish you the best in your studies for the rest of the semester. Thank you very much.

[David Bishop]: If I could piggyback on what Dolo just said, I want to thank the student panel for what was for me your inspiration. I think you make the college really proud and I feel honored to be a teacher here with you as our students. Thank you.

Not only have we made history today, we have had a memorable historical day it seems to me. It's good news to share. Time for a break.

Could I have just a couple minutes to kind of set us up for the second half of the program today which will partly be here and partly be over in the cafeteria?

The topic of the two workshops that we have for today, they're both significantly important to the future of the college and related to the points that Lee was making in his talk. But because of the size of our group, we are so wonderfully big, we have decided to have two workshops. So that -- there will be -- the experience can be richer because the crowd will be smaller at each of the two groups.

Let me give you basic information about the two workshops. The first work shop will be presented and facilitated by David Dore, the president of the Northwest Campus. Louder, louder. The topic of the work shop is, student learning outcomes and syllabus structures. That work shop will meet in the cafeteria. All full time and adjunct faculty are asked to attend this meeting. It will begin as close to 3:30 as we can.

The second work shop will be presented facilitated by Gary Cruz, the director of organizational effectiveness and development. The topic of this work shop is customer service and enrollment retention. That work shop will be here in the gym. All staff are asked to attend this meeting which also will begin as close to 3:30 as we can.
Presidents, VPIs and Academic Deans are asked to go with the faculty in the cafeteria. Other administrators are invited to attend the workshop you thing is more urgent and helpful to your own job performance. And students are invited to attend the workshop that is of more interest and value to you today.

So, now we will take a 15 minute break. Because we are in a time crunch. I ask everybody's cooperation. You have all been so wonderful. We will try to start at 3:30 enjoy the rest of your day. And folks, we can do it. Thank you.

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