>>SPEAKER:  Say hello to each other.  Our consultants are here.  Okay.  Did we lose some people since yesterday? We'll gain others.  Okay.  Thank you.

Well, let me say I'm pleased to see each of you here this morning.  Thank you very much for coming back after a long day yesterday.

I want to take this opportunity to make just a few comments.  First of all, yesterday the chancellor congratulated me on this effort.  Let me tell you, and I say this with all honest tea, there were so many people involved in this effort that you really can't single out any one person.

But I can say the people I relied on, in addition to the team that stood yesterday, were two people:  Heather Tilson, Dr. Heather Tilson.  (Applause.)
There is other person I've grown to admire so much since I've been with Pima. She tends to just jump right in wherever leadership is needed, whether it's helping to plan the Futures conference, analyzing data and helping to get that out in a manner that is understandable, and that person is Char Fugett. Char, please stand and be acknowledged.

(Applause.)

Let me say I know that what we're doing is a little disconcerting to some of you who may want to know specific information, specific data for each strategic direction. Let me say -- and I think it was mentioned yesterday by the consultants -- we're engaged in strategic learning. What we need to do is to bring to this process everything we know about Pima.

It doesn't need to be compartmentalized, like there is one strategic direction. Where are the data to support that? We have enough information to support that. We know our enrollment is down double digits. We know that we have not provided access to hundreds. I'm being kind. I could say thousands of students.

Two hundred developmental ed sections were cut. We know there are thousands of people in this community over the age of 25 we haven't touched. We know that. We know that employers say our career, our technical programs are not
appropriate to meet market standards.

What when else do we need to know to be able to move this process? Take everything you know about us, the demographics. I can't imagine working at a college and not knowing who our students are. I mean, we may not have it down to the percentage, but at least we know, have some notion of the demographics.

The other thing I wanted to share is as colleagues, as people who really care deeply about this college, we all want to move in the same direction. We may take a different approach.

I want to thank you for what you're doing to help. But please, don't work anywhere unless you know something about where you're working. You can't make a decision on library materials that you buy unless you know the student demographics, unless you know who our faculty are.

Everything we do, and when we talk about student centered, just imagine if we focused on the needs of the students rather than the needs of faculty, staff, and administrators.

We would schedule differently. Not based on whether we want to get up early in the morning, we have to take the dog out or whatever, but what the student needs are.

So we don't have to be so specific at this point.
You will have data to support every decision that we make. If we don't have it, we will find ways to get it.

So, yeah, I was a little concerned when I heard individuals say we don't have data to support. But I also know that you were thinking, no doubt, about specific data to support a particular direction.

But we don't compartmentalize what we do. We have it here collectively and we act on it. So the other thing we know, and I know we've spent a lot of time talking about high school and putting a lot of money into students who are in high school even with ACCUPLACER, which I support.

But the bottom line is who are our students? Probably less than 20% of our students are traditional college age. They come to us after they fail somewhere else. So we have to think about this. But it doesn't mean we can't improve in that traditional college-age group. We can move the needle some.

But I have never seen a community college in this country who has more than 40% of the traditional college age. And I'm stretching it a little bit. Generally they're around 30% or a little bit more.

So if you know that, why are we gonna plow thousands of dollars into that population when you know that we have thousands of people who have never, ever come to this college
and would benefit greatly.

I just heard this morning that Tucson was the highest crime rate city in Arizona. Well, we can do something about that through education, access, opportunity, and finally, success. We can change that trend.

It's left up to the community college. That's who we are. That's what we do. So I wanted to share that with you.

Also, I've asked Heather if she would just -- I know you can't do it today. You now have the environmental scan. I just thought as a rule of thumb everybody read that at the college. It never occurred to me that we kept information or we didn't access it.

So I wanted Heather to talk about sources of information, sources of data that might help us in our decision making.

Again, I think you can move on those directions because we have so much knowledge about who we were already. We heard at the futures conference what those outside people said. We've heard the chancellor talk about issues that we ought to address.

There. I'm through. Here you are, Heather. Thank you again for being here this morning.

>>DR. HEATHER TILSON: I know that for most of you in the room you already are very familiar with those reports and
know thousand find them. For those that aren't, Maggie is
going to help me navigate our website. You got that?

Okay, so we're on the home page of our website. We
want to scroll down to the bottom to administrative services;
you want to scroll down to planning and institutional research
on the left side; bam, right there: environmental scan report.

For the student reports you want to go to black box;
click on reports; bam, student reports.

We have a whole variety of published reports that are
easily accessible to you and the community. So if any of you
have any further questions about this I would be happy to talk
to you about it, but it's highly accessible and there is a ton
and ton of information available to all of you. Okay?

Q. Piggybacking on something that Dr. Harris said, I
think one of the reasons people don't read these is they don't
know when it gets posted. Have we ever thought about putting a
notice in Pima News when the various reports are posted so
people have a heads up that, oh, the new ones are up? Then it
would sort of be on them if they don't read it.

>>DR. HEATHER TILSON: That's an excellent point. We
have been doing that over the past six months. As reports get
published, Michelle has been very good at putting things in
Pima News.

Any other questions?
Q. (No microphone.)

>>DR. HEATHER TILSON: That's a great idea. Thanks Diane.

Any other items? Okay. We good? Thank you.

(Applause.)

>>SPEAKER: How is everybody this morning? Good?

All right, I'm going to move a little slowly this morning because I got to talk to the sheriff's department this morning on the way to this site here.

Really, I'm an excellent driver. It's pretty incomprehensible that they've taken my license away in four or five states. I'm just shocked by that.

But, you know, evidently if you drive through a red light in Arizona, that is against the law, you know. So I'm going to steal this line, but that's okay. Because they were stopping everybody who was running red lights this morning and that's profiling and that's wrong.

So I get to go to driving school or traffic school. Really nice officer. Maybe he was like a PCC grad. I was going to ask him, but then I thought, I don't know. I already screwed up once this morning, so I should just slow down and take it easy a bit.

Again, I want to thank you guys for coming. We're going to do kind of a quick recap of yesterday and really kind
of get us up to speed as quickly as we can.

   There was a little bit of input work that is in advance of the box analysis, you know, because I don't want to miss anything.

   So with that as a backdrop. How about if we get started on it? You guys told us like a lot of information on the directions, like on yesterday, like in terms of all the table kind of report-outs.

   So there is kind of like a new set here, very similar to those that were in your packet and things I guess that you guys had talked about but a little bit of different wording, so it seems to capture the climate of the discussion.

   Again, this is not coming down from the mountain like with Ten Commandments. It's our attempt to capture really what you were telling us on strategic developments.

   There are a couple pieces here that I would like your input on. Okay, because we look through, you know, kind of summary of the survey stuff, like on choices, and there were five items that appeared in your packet that did not appear on the survey.

   There were two sections there, but a lot of those items that were in the sections actually are in the survey under like another piece, you know. But there were five that didn't appear anywhere.
So really, to be fair and try to get as much input as we can on that, I would like for the tables to spend like five, ten minutes at the most going through like a revised survey that just includes those five items so that they're exposed to kind of the same, you know, is-this-a-good-choice kind of analysis.

So like I don’t want to surprise you on that. I know that's a little bit of a change, but it's not going to take you very long. I just want to know if there are like laptops at every table still? Right? So is that an excise we can do? Okay.

This is the link to the new survey there. Maybe you have to come up here. I don't know. You just want to read that to them.

Again, only five items. Ought to take you kind of less than five minutes. But it's better to get it right than run through red lights. That's the lesson for today, I think.

All right, everybody back with us? Cool. Now everybody has had the opportunity to go through those five items. Seems good to include those. How about if we take a look at what the charts look like.

Increase term to term. Everybody put that as a three. Everybody loves it. Let's go. Okay.

How about implement meaningful mandatory student
orientation. Everybody has got that as a three. That probably
goes up here like on the definition of terms.

Meaningful, mandatory, those are all terms that all
of us like to toss around. That's going to have to be
operationalized in some way as ya'll go forward. Okay?

This seems to get like a lot of positive ratings
there. This was a big item, also. That was a big item also,
which is kind of cool, because it was like a long kind of wordy
sentence.

Q. (Indiscernible.)

>>SPEAKER: Right, right. As I was typing that in I
was like, Wow, couldn't we come up with some more words?

But I think it does speak to the flavor of, you know,
like it's not enough just to say, Oh, I want our culture to be
better or I want to restore trust.

There is going to have to be some conscious efforts
about this, how we engage faculty, staff, and all employees in
terms of like of learning how to be in that in culture also.

So that's what that statement kind of says in a
 nutshell.

Okay, so it looks like those were all some popular
statements. That should actually make this kind of final list
of like choices that are out there, you know, for further
consideration.
So how about if we close that? Let's go to the next slide. Thank you, Maggie.

Q. I didn't think I would ever ask, but may I please have a microphone? I need to be real with everybody right now. I left here yesterday and I really wasn't feeling it yet. That's no reflection on the facilitators. They're wonderful people. The onus is on us as a group to get this moving. They're just a mid-wife and mid-husband for the collective brain child we're trying to birth here.

I have a question: How many people did their homework? I feel like a faculty member right now, but how many people did their homework? It was really hard for me because I opened all this up and started pouring over the documents. I'm a scientist by training and an artist by nature. I feel like for me and my process we put the cart before the horse.

Being an artist and a scientist the process is very creative, and don't feel like I had a chance to get my mind in that creative, thoughtful place.

So I brought it back to my handwritten notes. Please indulge me. This is relevant. I hope it's relevant. I went back to what Lee Lambert said to us yesterday morning. He gave us a list. It was student centered -- and I am going to come back to that. I'm glad it's at the top of the list, but I am saving the best for last.
Shared vision. That's why we're all here. That's what is in this paperwork.

The external groups, we're all on the same page here already. Okay? That's what I got out of that.

Flexible and adaptable. This baby, this brain child we're trying to birth is going to be a preemie, and we're going to have to nurture this thing until it's up and walking on its own. So we have to be flexible and adaptable.

Interconnectedness. Again, that's very obvious. I am very humbled to be in this room with all of you people. I recognize most of you by face and by name, but I really have not worked with many of you. So to be here is quite an honor.

Shared governance. I have to tell you coming out of HLC that this is one of my favorite topics. This is very, very important to me.

How many nonexempt employees are in the room right now? Four of us? I think that's amazing. I feel like I'm in good company. I feel like I am no longer the nonexempt nobody.

I think that we're finally being heard. I think the college has been very welcoming to that, and I'm very proud of everybody for opening up that avenue and for inviting us to the table.

Decisions based on data. The survey, it's very important we do that, but for me I just hadn't had my, again,
creative juices flowing and really I couldn't put it in context. This is a huge project and I couldn't get my head around it, and I wonder how many people were in the same boat leaving here yesterday.

Back to the most important thing, student centeredness. I was a little dismayed that we have to actually ask what being a student-centered organization means. That should be the first thing in our mind and hearts every day when we come to work.

This is more than a job. This is more than a job. It's a way of life. So my homework last night was putting myself back in the students' shoes, which is what we should do every single day we come to Pima College.

It was a long time ago for me. I was a Pima Community College transfer student. I had to start with noncredit classes to learn how to use a computer and a keyboard and to do general math.

I had never had physics or chemistry. I now have a degree in and I am supervising five science labs. If it were not for Pima College, I would not be standing here with you today.

When our previous chancellor came to West Campus and said they were cutting those programs, that we had to be ready at the college level to enter, I was outraged. Because if that
had been the policy when I was a young man, I would not be here. I was I would be a landscaper; I would be a trench digger. Not that there is anything wrong with that, but I wanted something more in my life.

So what I'm encouraging you all to do is think like a student. Think about the core things you needed when you were a young person coming from high school to college or when you were an older person like me returning with no skills and very intimidated by this whole college thing.

No one in my family had ever gone to college. I had no one to count on. First person I met at Pima a was a faculty member. That was critical to me. And whether you’re a faculty member or not, I don’t care what your job is at the college, we’re all here for the students. Whether you’re landscaping, staff, admin, whoever and whatever you are for the college, we’re all here for the students. I want to bring it back to that every time.

I also want you to go further and think about the challenges that are facing the young people today that you did not face when you were in college. I am assuming most of you have college degrees of some sort. Or if not, does it matter?

But think about what the students need today. Not what we want to teach them, but what do they need from us. What technological skills do they need, what survival skills do
they need, what cultural awareness skills to they need, et
cetera, et cetera, et cetera.

To me, that's what being a student-centered
organization is and should be.

Thank you very much. You're going to have to pry
this out of my hand now. (Applause.)

>>SPEAKER: Nice, baby. That's about nicest...

>>SPEAKER: Are there any students in here?

>>SPEAKER: We did invite students. I don't know if
they came yesterday or...

>>SPEAKER: No.

>>SPEAKER: So it's important that we are their voice
then.

>>SPEAKER: Awesome. That's about as nice a way of
telling will consultant to shut up and let us do our work as
I've ever heard.

I'm sorry I'm out of Starbucks things. That's just
awesome. Spectacular.

So in that context -- and, again, I mean, like I'm
incredibly humbled by that. It's an awesome description about
what folks ought to be doing.

So we did a little bit of a delay this morning. It
was a printing out of like choices and rankings, like those
that actually came to the top.

And that's not meant to be that's the only thing like I want you to talk about, but it is a way to kind of help guide your conversations, you know, so you're not having to rehash everything.

Now we're going to go to this box analysis piece which will probably take you like about 45 minutes to an hour. You can do it at each table. Like as you start, there is going to be like a handout there that actually has all the choices that have come kind of to the surface.

So the ones that are -- like 2.5, 2.8, and like 3.0 on the way up. And there are about 30 of those I think, right, Maggie?

>>SPEAKER: 31.

>>SPEAKER: 31. Okay. So this is an exercise that is meant to guide you along that path of dropping those choices into one of the four areas. Right?

Is could be that's an easy choice but it's not going to give us much impact. Okay? That's a difficult choice to try to implement, but it's not going to give us much impact.

To this is an easy choice and it's going to give us a lot of impact or this is a difficult choice to implement and it's going to give us a lot of impact.

Yes, Phil?
Q. Is it possible that some items might fall outside the box? And Lisa is saying, Why? Possibly, John, possibly some items are beyond the purview of the people in this room to bring about.

I don't know. I'm just raising the question. That's all.

>>SPEAKER: Right. There could be things that are not on this list of like choices that are now coming around but are important in your mind and heart. Write them in there. Okay?

As you do this at your table, you know, there is going to be kind of like draft work, and then there is going to be like a final table product that I would like you to complete as neatly as possible.

So pick the person at your group who is a nice penmanship person. Okay?

>>SPEAKER: Excuse me, I would like to interrupt for a minute. Because of time, because we added those five questions, I have been filling in the results for the last five items on page three.

I didn't complete all 50, so what I've given you right now at each table, there are two copies that have all the ratings and the additional numbers, but then there is this whole other pile of copies that don't have page three
finalized.

So it's up to you, if you want it finalize it, to find the copies on your page.

Does that make sense?

Q. Table 2 would like clarification. Are we to do this as individual members first and then have a table conversation, or go straight to table conversation and come up with an analysis?

>>SPEAKER: Excellent question. Yes, I would like for you guys to do it as a table report-out piece. Like if you need another copy, raise your hand and we'll get to your table.

Okay, folks, this is the task at hand for about the next 45 minutes to an hour. There has been tons of great conversation, and it pretty much has run the gamut from this is my vision, these are my aspirations, here is a set of directions, now choices.

So there has been a lot of conversations about a lot of things. Right? And also, that's great and that has been kind of an informative process and I think like a valuable kind of process at this time like at Pima College.

At the end of the day, there still is the need to pick directions and have people comfortable with what those are. And not just from a that looks okay, but language matters. Right? Isn't this the English group here? Language
matters. Right?

You know, it's like slow children, or slow comma children. Makes a difference like on those kind of street signs.

So there are currently -- it looks like there are like seven directions, and, you know, maybe the wording is right; maybe it's not. But we're not going to take any chances as a group.

We're going to go through each of those seven directions, not table work, open forum here, and we're going to make sure that we as a group are comfortable with what that language says.

We're going to put them up one at a time. Maggie is typing making the changes that you want. Don't be constrained by the process here. Don't be afraid to raise your hand and say, I don't think that's right. Those can't be combined, or something.

We want to make sure this step is in place before we go any further. We had a lot of great conversations about choices, but those choices got to fit somewhere, you know.

If we go back to our like original starting point, directions; where do we want to go? Choices; how do we get there? KPIs; how are we going to know? Those things flow logically, but this is the first step. We got to have those
directions in place.

Let's start. Number one direction, everybody seemed to be on board with this in one way or another, improve access. How does that look to ya'll?

>>SPEAKER: Fine. However...

>>SPEAKER: Hey, I live in a confirmation world, so I'm like, Here we go.

>>SPEAKER: So looking at 7, strategic direction seems like a lot to me. It seems like perhaps we might want to combine them to be larger directions.

And if we were going to go in that direction, we might want to think about combining improving access with improving student success and goal completion.

Thoughts? Opinions?

>>SPEAKER: I think that you're right on there, because that's precisely what we have been charged to do. We have long granted access to students. Now we need to not only be accessible, we need to ensure student success. We shouldn't treat those as two separate things.

We need to both grant access, and once we grant access, ensure success.

>>SPEAKER: Isn't there another one that's called multi-cultural inclusiveness? I thought that one worked better with access.
>>SPEAKER: Yes, there is one later.

>>SPEAKER: How are we defining access? Is it admissions? Financial aid? Okay, then this is our opportunity to align the appropriate wording.

>>SPEAKER: What we started with yesterday improved access had some things behind it. Then we said, No, we think access should be pulled out.

At least that’s where we were yesterday.

>>SPEAKER: I’m going to echo Diane’s comment. I was originally much more in favor of condensing these and making them into a smaller list. I think all of our discussions about access really highlighted that this is one of the things that the community really spoke out about. It’s one of the areas we were heavily dinged with the HLC issue. It wasn’t access so much but in a sense changing our mission as a result of changing the standards.

I just think we have to really highlight to the community that we’re making a commitment to that access piece. So I’m back to thinking we need to keep it as a standalone.

>>SPEAKER: Well, I would again say if we were marking new strategic directions, community colleges have long been known for granting access. They have not necessarily been known as well for student success.

Again, I would report to the -- I’m referring to the
strategic plan that Walter Bumphus spoke to us about a couple weeks ago. That's one of the charges. Not just access, but success.

We've always been able to grant access and left success up to the student.

>>SPEAKER: What is true is our community believes that we are not granting access. I think it needs to be at the top of the list and it needs to be unequivocal.

I would add to that also that we have another item down the list that talks about improving student success. I think there is plenty of room to keep it in there.

We'll have some better wording for that when we get to it.

>>SPEAKER: I ditto what he said.

>>SPEAKER: She dittos.

>>SPEAKER: I certainly believe access is something we decided to separate. But if you look at it as a strategic direction, access and success go together.

Now, you can separate those out in terms of your strategic goals or objectives or whatever we're going to call it, but I think if we're going to look at overarching strategic directions, even the community would want us to say, We're not just concerned about opening the doors, but we also promise that we're going to do everything we can to help the student to
be successful.

So I would have absolutely no problem with improve access and success. Success does include goal completion. And underneath that overarching strategic direction, you can break it down into access, opening the door that we closed to hundreds of students, and then we can also look at success.

But I think if we couple those, we are making a strategic statement. We care deeply about the success of the students who enter our doors. So I would support access and success, because bringing people in means nothing unless we support them in many ways so they'll be successful.

That's my take on it; however, I would support whatever the group decides.

>>SPEAKER: Along the same lines, I also agree with access together with student success, because that is absolutely more important.

What I remember reading is that we've been bringing students in and we have even been retaining them; however, we're retaining them to failure. They remain in our classes but they're flunking out.

So I think success, to have the word success is in there. What do you think about including in there the statement of -- for it to reflect that we are a student-centered institution? As the chancellor was talking
about, maybe something like improving access and student success to reflect a student-centered institution?

>>SPEAKER: I'll just comment. I think the student-centeredness will be derived from what we do. It's like saying we trust each other, but what are we going to put in place to ensure that that will happen?

But I do think that as we ferret all of this out, some of that language ought to be included. And we need to make sure that the community understands what we mean by access.

So I think putting those two together and then incorporating some language about student centeredness will go a long way toward communicating both internally and externally.

>>SPEAKER: If I recall the conversation from yesterday, this strategic direction was combined with something that didn't necessarily tie nicely with access. It was something like community engagement and partnerships and a whole bunch of other stuff.

I would support that there is a continuum that a student-centered organization strives, and that is from access to completion. So I would support a strategic direction that is improve access and either student success or something with completion, as long as we make sure we define those terms.

Again, student success can mean a number of different
things. Want to make sure we're clear on that.

>>SPEAKER: The only reason why I think I would rather keep it separate is just that it allows us to really focus on techniques or strategies on improving our access and our marketing and some of the weaknesses that we've had so that we are more visible to reach out to the community.

I think if we put it together, I'm afraid it might get lost and we might only have a few goals instead of really focusing on it.

>>SPEAKER: I think we should definitely have one that's very clearly focused on student success. We had written it as improved student success and completion of educational goals or something like that.

But I would still make one more pitch for something like improve access and cultural inclusiveness. Because otherwise I think that cultural inclusiveness or something telegraphing that we're concerned about these disenfranchised populations is going to get lost.

I think that's also very important to this community.

>>SPEAKER: I'm in favor of keeping it together because you can't have one without the other. We haven't focused on the end part of it. In regards to we're getting them in, and this goes along the lines of our student services review, Michael, of finishing it. So let's finish it.
I support keeping them together, access and success. I'm sure in the bullet points we'll define what student success is.

>>>SPEAKER: I want to take a moment to thank Yolanda Gonzalez. I'm sorry that I'm taking time away from an important discussion, but there is nothing more important to me than Yolanda on a day-to-day basis. If I look good it's because of her. She helped orchestrate all of this from the table sets to the meals to producing documentation. I just think that's she's wonderful. So thank you. (Applause.)

>>>SPEAKER: I would like to second that, too, because she has been running around like crazy. Thank you so much. You're awesome.

Access. Where are we at, folks? Are we typing up here?

>>>SPEAKER: At first I thought, yeah, we should have it separately as improve access. But then after hearing everybody's comments and also reflecting on what Dr. Walter Bumphus said when he came and the AACC is reclaiming the dream report, I think it is important that we follow the national trends and strides and respond to the community absolutely with access, but also success. Because that's what we do here, is to help our students and guide them to their goal completion.
Completion can be interpreted in different ways for different students, and that's success. So access and success. (Applause.)

>>SPEAKER: Awesome. At the risk of moving us forward, could I declare that the final word? Student success?

>>SPEAKER: Student access and success.

>>SPEAKER: I just want to make a pitch for keeping all three of those phrases in there, improve access, student success, and goal completion. I actually attainment better than completion. I'm just throwing that out there.

But those three. And, Frank, you mentioned the student services review. The student development teams have been working towards redefining and restructuring student development.

The way we've incorporated our work is to look at connections, continuing students, and then completing students. That would fit within those -- or that would be reflective in the three phrases if we kept all three of them.

>>SPEAKER: Well, I agree with Michael that it is certainly is important, but I think that the statements of the strategic direction should be high level. Certainly goal completion would be one of the items under student success. It's a kind of success/goal completion.

I don't think it's necessary to put too much in
there. The more we put in there, Marianne's word was mushy. I think goal completion is part of student success.

>>SPEAKER: I agree. I was just going to say it would get buried, as Carmen noted earlier. If we add more stuff access gets buried. So I would agree with Debbie.

>>SPEAKER: I'm hoping we can take out the second student and have the student go -- modify both access and success. A little wordsmithing.

>>SPEAKER: I'm going to jump right back on that. I think perhaps student does not belong in front of access. Our feedback in the Futures Conference stated that the college needs to be accessible to more than just students. That's our community, constituents, all the way around.

As we look to expand who we serve even beyond the physical region, maybe student should be in front of success and not access.

>>SPEAKER: Here, here. I agree.

>>SPEAKER: That sounds like final word. Good?

She's gone on, folks. (Laughing.)

All right, one down, let's quit.

Really, anyone get a par on the first hole and be like, Okay, it's drinking' time; I quit?

On to the next one.

>>SPEAKER: I think that we need to do more than just
develop our community partners. We need to maintain and improve those relationships. I think somewhere that needs to be stated in here.

>>SPEAKER: I would echo Susan and perhaps suggest develop and foster.

>>SPEAKER: My only comment would be related to the word community. I know one way to think of is the broadest of the community.

But I'm thinking there are possibilities of international partnerships, regional partnerships, national partnerships, consortium type partnerships with other colleges and universities.

So in that sense, the tendency is always to think of the local community. What we mean by that, at least to me, is in the broadest sense. So either to define it in the broadest sense or to take it out and just focus on development foster partnerships.

Either way is fine.

>>SPEAKER: Just based on what Johnson said, I would think those would be separate. I do feel we need to focus on our community in regards to -- it's been said before Tucson is the sixth poorest community in the nation for our size. So I would even add something in regards to engagement.

So how do we engage our community in a manner that's
going to have them support our efforts and contribute to our efforts as a college? So I would include engagement somehow, but certainly keep it focused on the community.

Perhaps a separate bullet point would be what Johnson was talking about, in my opinion.

>>SPEAKER: I would like to see it say local and globe. One of the advantages of that is that we have a small, relatively small strategic direction that says improved global education.

If we put global in here, we don't probably need that one.

>>SPEAKER: I think partnerships should be tied to something, otherwise it gives you the impression we're just running around trying to get partnerships. Partnerships to do what?

So I think it needs to be attached to something. Whether it's through something that Johnson said, you know, tie it to workforce, industry, global partnerships, I don't know.

But it has to have more substance than a goal. A strategic direction is to develop partnerships. For what purpose?

Otherwise we'll all be running around trying to make friends for what purpose? Yeah, having friends is always good, but...
So I would like to see the partnership tied to something specifically, whether it's business and industry, partnerships and responsiveness, or something. Maybe Johnson can help us out with that. Or maybe others of you can.

I think I'm simply saying I would object to a standalone developing partnerships.

>>SPEAKER: Okay, I'm going to go the other direction. I believe we should develop and foster supportive educational partnerships without boundaries. I think we want to develop all different kinds and sizes and shapes, but they do have to be direct towards the educational mission in some way.

So I added the educationally supportive.

>>SPEAKER: You might look at the next strategic direction, which is workforce, industry responsiveness. When you get to be a certain age you can't remember seven things. It's a lot easier to remember four or five.

One of the possibilities here is to connect up the idea of partnerships, connectivity with the business and industry responsiveness, and come up with some kind of a label that will admit of community groups, business and industry, international connectivity, and so forth.

I don't have all the words, but you could certainly combine 2 and 3 if you wished.
Something that I was going to say, because I would agree that partnerships does seem very vague and really isn’t a direction to follow. But Ted made a suggestion where it was about supportive educational partnerships.

What I’m actually going to refer to is I think that each one of these strategic directions -- somebody asked where is the student centeredness in all of this?

I think each one of the strategic directions should be able to pass a student centeredness test, so that in each one, if we say, How is this contributing to our students? How does this demonstrate or attention to students?

If we can’t say that for sure, if we just say, Yeah, we’re going to make some partnerships -- and, again, friends are always good -- but all of those directions should be able to pass the student-centered test.

So I kind of was thinking kind of like Phil was over here about the third strategic direction and the word responsiveness. I really like that -- I think when we’re talking generally and globally about community partnerships, it’s something about so that we’re in touch with and responsive to.

Si I don't know if I have the wording. If it's something like develop and foster partnerships locally and
globally so that we can -- I mean, it's getting big -- respond to community needs. I don't know.

>>SPEAKER: That's great. Thank you. Go ahead Sheila.

>>SPEAKER: I'm going to be a little off the wall and use some terms that haven't been used anywhere that I've seen before. I like what Michael said. To me, I would say something like develop and foster partnerships to support high-skill, high-wage training. Because that goes back to the student. Why are we doing -- why do we want to be connected to workforce and industry? We want to get them good jobs.

>>SPEAKER: I like that.

>>SPEAKER: It's not that I dislike it. I just think it's restrictive.

I've got a proposal that would increase community partnerships to strengthen academic and workforce programs. If I can read my writing two times in a row. Increase community partnerships to strengthen academic and workforce programs. (Applause.)

>>SPEAKER: Getting close to a winner. You get that, Margaret? Hold on. Microphone.

>>SPEAKER: I'm not offering anything other than that can we just separate what Charlotte said out so we can see kind of both versions? Because when it's connect it's hard to
figure out what it was she said.

Thank you.

>>SPEAKER: Thanks. I think she’s getting to it.

How about if we try Charlotte again? Now, keep in mind one important thing about who has to sit next to the typist on an airplane for five hours.

>>SPEAKER: Maggie, can you go down and have a completely different bullet I think is what my table over here wants.

So I would give you what I originally said. Increase community partnerships to strengthen academic and workforce programs.

>>SPEAKER: Thanks.

>>SPEAKER: I would like something about like respond to community needs embedded somewhere in there.

>>SPEAKER: I just wanted to add maybe in addition to increase adding something like develop or foster. So increase and foster community partnerships or something.

>>SPEAKER: Michael Parker says cultivate.

>>SPEAKER: Okay. That sounds like a friendly amendment. Let’s take a breath.

So if I had to pick between top and bottom, how many for top? Let's hear a round of applause.

How many for bottom? Let's hear a round of applause.
(Applause.)

Maggie, get rid of that one. Okay, now we're narrowed there. I got Marianne here.

>>SPEAKER: I'm back to any mushiness. Increase and cultivate could be very much the same if we're talking about -- if we're not talking about increasing, if we want to have another word, we need a word that indicates that we are supporting or sustaining or strengthening or something.

Usually when you're cultivating something you're going out to get new, more additional ones, so we've said the same thing twice.

>>SPEAKER: All right, folks. Who has got this other microphone?

>>SPEAKER: Okay, so I beat you. When we had foster up there before I looked it up on dictionary.com and it says, Promote the growth or development of, further encourage. So, foster, yes, I think kind of covers all of the things that we were talking about.

>>SPEAKER: All right, Don, go ahead.

>>SPEAKER: So I just wanted to remind the group that we were originally talking about maybe specifying local and global community partnerships. Do we still want that in there? I think we do.

>>SPEAKER: Foster local and global community

>>SPEAKER: I don't know if he's right, but it sounds good. (Laughing.)

Are we close on final word? Three people here. I'm going to let them wrestle.

>>SPEAKER: I just have a question about the word workforce. Are we meaning occupational or the workforce programs that are different from occupational programs?

>>SPEAKER: How about say all educational offerings.

>>SPEAKER: Just a quick question: Who are the community members here? Can you raise your hands, please? I would like to know what your opinion is about this.

>>SPEAKER: You're up.

>>SPEAKER: No adjectives. I guess my concern would be through the last two days of how much everyone has said the importance of workforce, that development, increased education, and that being a focus of what Pima Community College offers our community.

While it's great to think with a global perspective, unless we're taking care of ourselves first we never reach that success level.

Someone brought up the poverty rate. We have to
focus local first. I'm all for expanding beyond the eastern
Pima County boundaries, but I think if you start to muddle away
from the workforce development it's a disservice to the
community.

No adjectives.

>>SPEAKER: You want to go, Z?

>>SPEAKER: No. I was holding the microphone because
Michael gave it to me it hold for him.

I don't have anything to say.

>>SPEAKER: I like the concept of responding to
community needs. So you could have foster partnerships and to
respond to community needs, something like that, if you want to
put the programming in there.

But you don't need community and partnerships,
because they could be national or international partnerships.
But the bottom line is meeting the community needs.

(Applause.)

>>SPEAKER: Oh, that's close to final word.

>>SPEAKER: I want to put a plug for keeping the word
workforce in there, but that we begin to broaden our definition
to beyond occupational to like just building or work force in
Pima County.

>>SPEAKER: I understand what you mean about
expanding our definition, but right now Pima does have a
definite -- we have occupational programs and we have workforce response programs.

So if we use the word workforce, I'm not sure how it may be interpreted.

>>SPEAKER: I was confused by that word yesterday.

>>SPEAKER: My other point was I agree with Phil that we should probably add to responding to community needs. Can we respond to community and student needs? Because I think the partnerships would cover both because the partnerships help in what students need?

>>SPEAKER: My suggestion would be after programs where it's and response, I would say in response to community needs. Just the way -- it's a little more decisive.

On workforce, I comprehend the difference. Well, I should say that I comprehend that there is a difference, not really what it is. So from an outside perspective it's about workforce.

So if this is going to be written down and given to the community that shows here is the strategic direction, I think the workforce is going to connect more with the general public.

>>SPEAKER: You want to break down silos and replace it with students. Right?

>>SPEAKER: I was going to suggest that if we take
out academic and workforce totally and put in the word college it would cover anything the college does.

>>SPEAKER: What I was going to comment on was a follow up to what Jenny was saying. The college does have those divisions in place. So internally, especially initially, we would need to be careful as a college to interpret that properly.

One of the other things that this would ask us to do as a college is to look at how we define the differences between occupational and workforce. We may or may not need the definitions that we currently have.

I think it would be valuable for the institution to look at that and to think about how our community looks at the term workforce.

Many of us internally don't necessarily even know that, so that would be work within the college that could be very, very beneficial coming out of a strategic direction such as this.

>>SPEAKER: I just think we should go back to educational. Foster partnerships to strength educational programs in response to community needs.

Because you can in the workforce and have gone through lots of academic programs and academic courses. I think it's creating a division. Academic, oh, that's a higher
level; workforce is not.

I think to say it's educational programs covers all of it. The point is to get people educated in some form or fashion, to have them employed and be a useful member of society.

>>SPEAKER: You're up.

>>SPEAKER: Really quick suggestion: What if we add something like in response to workforce and community needs.

>>SPEAKER: That's exactly what I was just about to say.

>> SPEAKER: Sorry.

>>SPEAKER: People calling for final word here. All right, hold on a minute.

Never mind.

>>SPEAKER: I think workforce is part of community.

So I'm guessing -- I saw a bunch of hands go up at that table. I'm guessing you didn't want that word eliminated, workforce.

Okay, that's what I thought. But I wouldn't add it there. I would either go back to academic and workforce, but I wouldn't want workforce where it's at right now.

I think it's part of community.

>>SPEAKER: What if I added workforce demands and community needs? Trying to clarify that we're addressing --

I'm sorry, I don't know your name, but the gentlemen from the
chamber -- the workforce phrase that's going to be understood by the general public as opposed to what we define workforce as.

>>SPEAKER: Folks, I'm advocating for us to get back closely to Charlotte's original words. When folks outside of Pima take a look at this, and our students, our first folks outside of Pima, people think to think of academic stuff as the transfer stuff and the workforce stuff as the work stuff.

What we're doing now is arguing over our terminology. If we go back to thinking about, How does the student who doesn't know anything about our terminology and really could care less, they want to do what Don said this morning, like the things he accomplished at this college, needs to be really straightforward and very simple.

We can figure out internally what workforce means and what response to means, but we need to keep this very simple and straightforward.

The other word we are still missing here is student. I don't see student up there anywhere.

>>SPEAKER: Something for us to think about is we keep talking about -- we've got here foster partnerships to strengthen academic and workforce programs.

One of the things that came to me when we did the Futures Conference and meeting with the public and stuff like
that, is that we want to be able to build up this county, have more -- like say Raytheon expands or other people expand or they want to come here to develop.

To me, when I read this it just looks like we're just going to work on what we got now and not so you much planning for the future. The idea is to turn Pima County into a hub for business and things like that so people will bring other companies here, hire more workforce.

So I think even though would've workforce in there, just something to me is missing. At least from what -- from the different meetings and something I've been in, something is missing.

>>SPEAKER: All right. Just from a human resources perspective, the word workforce, in a lot of ways, mean your employees. If people see that they're going to think it's focused on employees as well, or those of us internally.

So as we use that word, we need to focus on what it is we're trying to do with that word, what it is we are trying to accomplish with that word.

Because I look at it and I say, Well, workforce from an HR perspective, that's faculty, staff, administrative, whatever, and different from the academic setting. Not focused on students.

>>SPEAKER: How about educational opportunities? I
doubt there is a student out there that wouldn't understand what we mean when we say educational.

If that is an in-house terminology, academic and workforce, education bridges that gap. Then I would think that then would allow us to pass the student-centered test. Students are the object of education.

>>SPEAKER: (Off microphone.)

>>SPEAKER: But the partnerships exist for our students, not for themselves.

>>SPEAKER: No, but the way I'm reading this is we're developing partnerships with industry. Why are we doing that? I mean, developing partnerships, that one of the biggest discussions. I think at the Futures Conference that was one of things that kept coming up as theme. We want to partner with you, and that way we can be involved in developing this and that and then eventually we will bring industry here and you can train them and we can hire them.

>>SPEAKER: I'm sorry to speak again. I just can't get my head around this. You're taking two things and muddling it together. This room has to make a decision: Is Pima Community College going to be the cog in the economic development wheel that the business community wants or not? Because the way this read, it muddles partnerships, the workforce side, occupational, education, all that. Think more
in terms of economic development.

I will an example that's all over the paper. If Tesla comes here, can Pima Community College turn around and develop a program that will meet that employer's needs, yes or no?

That way when you get into the terms, you know, in the Chamber of Commerce we're terrible with chamber speak. I a ton of lingo that none of you would ever understand. That's the same in any organization. As an Army guy there was more than an enough in the Army.

So Pima Community College also has that language. And so if you don't work at the college, I don't know what some of you are saying and the difference. Which is okay. I'm not the smartest.

But you got to get outside of that box and think about how the community is looking at it and what cog does the college play in economic development. That's really what the business community wants and needs.

>>SPEAKER: Tell me again what your role is, sir?

>>SPEAKER: At the chamber?

>>SPEAKER: Are you a college employee?

>>SPEAKER: No, community member.

>>SPEAKER: He's a community partner.

>>SPEAKER: Part of the partnership has to be with
K-12. If we emphasize in this one workforce only, we're leaving out K-12.

Are we eliminating the third one, improve workforce industry responsiveness? If we're not eliminating it, then why does it have to be everything?

We have partnerships to strengthen educational opportunities in response to community needs. Okay. That's K-12. That's workforce.

Then the next one has to do with improving workforce industry responsiveness. That may not be the way we want it to stay, but that will get at being the premier provider of education that meets Tesla's needs.

So unless we're thinking of getting rid of the third one. I don't personally think we need to make that emphasis here.

>>SPEAKER: All right. Sheila?

>>SPEAKER: I just agree with what he said. I'm starting to feel like maybe partnerships is more of a strategy than overarching goal. Maybe that's part of our problem. Where do we really need to get to? Do we want the high-skill, high-wage jobs for our students? Do we want to be responsive to our community and our employer needs?

If so, then we form partnerships; we develop programs; we use all these other things as strategies and
tactics.

>>SPEAKER: I think we have too many things in the pot. Why can't we go back to what we had as No.2, develop community partnerships, wordsmith it however we want, and then keep it separate.

No. 3, improve workforce/industry responsiveness.

>>SPEAKER: Think about Futures Conference. We told people that attended the Futures Conference how that would drive what we're doing. I think we have to keep those different interests in mind as we develop these.

>>SPEAKER: Okay. Take a breath. A lot of conversation here, but at some point there are like suggestions that are made. I think sometimes like in the spirit of conversation like we're talking through like a suggestion.

So like if you could go back, Delores, and...

>>SPEAKER: Oh, it's on the list here. It's just No. 2, develop community partnerships, and that includes K through 12.

And then 3, Improve workforce/industry responsiveness. It can be changed, but maybe keep them separate.

>>SPEAKER: I think the whole reason we started wordsmithing No. 2 was to what end? For what purpose? It was hanging out there.
Are we just going to go out and shake hands? So that's for what purpose are we developing the community partnerships?

>>SPEAKER: I think it's now to strengthen educational opportunities. So if we add back in create or foster partnerships to strengthen educational opportunities in response to community -- and I would throw in and student needs.

But that's just me.

>>SPEAKER: I wonder if this one is just getting too complicated, because there seem to be three main kinds of partnerships that stand out. So with the industry and the workforce, linking with K-12 and then linking with the universities and where the students go to when they leave us.

Thinking about it, the first we have, improve access and student success. Does partnerships with K-12 and the universities belong under that umbrella? That's basically supporting student success both as they come into us and aligning our programs, and then making sure we're aligned with the universities when leave us.

And then workforce communication and partnerships falls under No. 3. So maybe we don't need No. 2 at all.

>>SPEAKER: I got you, Gretchen.

>>SPEAKER: I pretty much agree. I think we need,
though, two different things like we started with. The first one could focus on the whole educational continuum, K through 12 through the universities.

The second one could be more about community and the workforce demands and being a partner in strengthening our economic development and really give that some emphasis.

Because we are talking about two different reasons for partnerships. At least.

>>SPEAKER: I would say that we could still leave that educational, because that is the comparative advantage that we have. That is the piece that we contribute to economic development, in education. We don't do it in other ways. We're not a research hub, a research university, that is patenting things.

We educate people. If we leave that at the center, we're still student focused and we're acknowledging, yes, we are interested in economic development, but our comparative advantage resides in the fact that we are an educational institution.

>>SPEAKER: Okay, let's call for final writing on this. Anybody want to have a crack at a final summary here? Lots of good thoughts in the room.

>>SPEAKER: I like that first bullet: Foster partnerships to strengthen educational opportunities in
response to community needs. Period.

Or something to enhance economic development.

>>SPEAKER: You're talking about leaving the third?

Leave the third.

>>SPEAKER: How about if we put like a period right after community needs, close this one, move to the next one that's more about like on the workforce?

Does that work for folks?

>>SPEAKER: Yes.

>>SPEAKER: Okay. If you wear people down long enough, they will give you a Ph.D.

(Laughing.) What, only 800 pages? Come up with a couple more hundred and you're fine.

Okay. Improve industry and workforce responsiveness.

We're talking about this already, so this one should go quickly.

>>SPEAKER: Does the second bullet not cover this one?

>>SPEAKER: Not clear.

>>SPEAKER: Maybe we could go back to academic workforce. I'm just saying. I know Char is shaking her head here, but I said theoretically we could go back to splitting up educational opportunities to academic and workforce opportunities?
I'm not going to tell you what to do, but I'm going to remind you of the comments from the community member.

I just have a question, not about this wording, but once we do come to some consensus, if we are successful with that, with this wording my question is what goes underneath?

So when Lorraine is asking does what we just did in No. 2 cover it, I guess that would help me to have a better sense of the answer to Lorraine's question. Would we be breaking that out into the different kinds of partnerships we have? Maybe that will help us to progress forward.

So the intent, and then I'm going to go to you, Michael, is to kind establish these like as directions where we're all on the same page with the language.

Then the choices that you guys have spent a lot of time with, they fall like under like a direction.

It's like a great point, because I think maybe what you're struggling with a little bit is, Hey, I don't want to lose my emphasis and choice. You're trying to drive them into the direction here.

There is going to be plenty of room in these directions for you to put your specific choices.

Suggestion to rephrase this a bit and
say, Increase responsiveness to workforce/industry needs or industry demands. Or leave improve. Could be improve responsiveness to workforce.

>>SPEAKER: Just on the same page, I just wrote down improve the responsiveness to the needs of the business community and economic development opportunities. (Appliance.)

And I'm done.

>>SPEAKER: Final word?

>>SPEAKER: Did we get that?

>>SPEAKER: Read it again.

>>SPEAKER: (No microphone.)

>>SPEAKER: I'm on it.

>>SPEAKER: Improve the responsiveness to the needs of the business community in economic development opportunities.

>>SPEAKER: Okay.

>>SPEAKER: And I included the last part so that Pima Community College is hopefully at the table when the community is evaluating whether or not we can attract a business or help a business grow, that it's not a second thought. You're part of the discussion in the beginning.

Grand Canyon would be a great example.

>>SPEAKER: Increase responsiveness to the needs...

>>SPEAKER: All right. Is it increase or improve?
Pick one or the other.

>>SPEAKER: Improve.

>>SPEAKER: Improve. All right. Was that final word?

>>SPEAKER: Final word.

>>SPEAKER: To the needs of the business...

>>SPEAKER: All right, Char, you going to bring us home on this one and say it's good?

>>SPEAKER: It's good.

>>SPEAKER: All right. Student success and goal completion. Oh, this one will be easy. On we go.

>>SPEAKER: It's gone.

>>SPEAKER: Okay. Back we go. Did you hear me, Maggie? Okay, thank you. I'm in for it now.

Strategic direction, enhance global education and cultural inclusiveness. How we doing on this one?

I got two microphones.

>>SPEAKER: Suggestion for the term cultural inclusiveness. Shouldn't we say diversity? That would be one aspect of diversity.

>>SPEAKER: Our table actually rewrote that one, and we put, Promote diversity, global awareness, and cultural inclusiveness. (Applause.)

>>SPEAKER: We just did that. (Laughing.)
>>SPEAKER: Yes. That's very good. And then let me just say...

>>SPEAKER: I think they want me to repeat it one more time. Promote diversity, global awareness, and cultural inclusiveness.

>>SPEAKER: Now we go here with Ricardo.

>>SPEAKER: When we say cultural inclusiveness, I see it as part of diversity. And when we use that term, we are also -- we can see it embedded in actually every one of these, if you think about it.

For example, when we think about who are we serving when we link this concept to another one of these initiatives, for example, when we say workforce development, okay, so who are we serving?

We can think of linguistic minorities. Do we have significant linguistic minorities in this community? Yes, we do.

So how are we going to serve those populations? I was just looking at some statistics in our county and the city, and I see -- for example, at a national level we see Latinos open two and a half more businesses than the average population.

But when you see Latino-owned firms and Native American-owned firms and Black-American owned firms, then you
see that those are like half of those percentage-wise.

    We see like 16% for Latinos, 2% for African-Americans, and 2% for Native Americans.

    That probably means there is a high rate of failure.

How are we going to address that when we talk about cultural diversity and workforce development and industry links and all this?

    >>SPEAKER: Great. Thank you.

    >>SPEAKER: I would argue that this leaves out global education. Part of the point of this strategy was to promote an increased global education. I don't think global awareness is the same at all.

    >>SPEAKER: Going along the lines of what Debbie just said, I would say initiatives, global initiatives, which could include education.

    >>SPEAKER: So I think we should leave it at education or something like that. Again, we're experiencing mission creep. Well, are we going to get into global initiatives and all of these other things? What does it mean for a community college to promote global initiatives? I have no idea.

    >>SPEAKER: Okay. We close to final word on this one? Looks like we're walking there.

    >>SPEAKER: And perhaps it's my training, and I
apologize for that, but I've always been taught to include --
maybe you're doing it now -- to put diversity and inclusion
together. It's diversity and inclusion. Diversity without
inclusion can be chaos.

I would like to see those terms together somehow.

Promote diversity and inclusion and global education. Sure.

>>SPEAKER: Are we getting close?

>>SPEAKER: We're always promoting diversity and
inclusion. How about saying increased diversity and inclusion?
So we make a commitment that we're going to grow in this arena.

>>SPEAKER: Yeah, that's awesome. You can measure
that.

>>SPEAKER: Exactly.

>>SPEAKER: It was just I had the microphone. All
right. How does this one look? Pretty good?

We final word on this? If you're talking about
putting commas in, I'm sure you guys are competent and can do
that.

>>SPEAKER: I was just saying try increased diversity
comma inclusion comma and global education.

>>SPEAKER: Awesome. Okay, moving to the next one.

Faculty staff development, organizational culture. This will
be popular, but should be pretty straightforward.

>>SPEAKER: It is pretty straightforward, and I kind
of want to put it out there for what purpose? I want the student in this somehow. Student achievement, success. Maybe it's implied, but I feel like we're in a stage of being really explicit about that.

So not just because we want to develop ourselves. To enhance student success, to better serve our students.

>>SPEAKER: Okay, Char, go ahead.

>>SPEAKER: Everyone at my table knows that I don’t understand why we do faculty staff development. Why aren't administrators in there and why don't we just say employee development? (Applause.)

>>SPEAKER: Thinking about what Char just said, we rewrote this in our group. We said, Establish a culture of continuous development of instructors and staff. I could defer to of our employees.

Establish a culture of continuous development of our employees.

>>SPEAKER: To better serve our students.

>>SPEAKER: What was that?

>> SPEAKER: To better serve our students or to enhance student success.

>>SPEAKER: I’m not sure if this is so much about student success as it is about our commitment to the community that we will operate with integrity and continue developing
ourselves.

Also, the first bullet I would change culture to climate, because we can kind of measure climate.

>>SPEAKER: I think it's going to be one or the other.

>>SPEAKER: I like the first one.

>>SPEAKER: Okay. Other folks weigh in. This is great, guys. We got six minutes and one direction left. I'm not going to offer any additional words or take any away, but just make the observation that the chancellor has talked about a learning institution. This relates to that.

I just wanted to make that notation, because some people had observed yesterday that his vision was not included in what we were doing.

So here is something this is an opportunity to latch on to the chancellor's vision for how we be a high-functioning organization.

>>SPEAKER: So everybody is quiet. Must have loved that.

>>SPEAKER: I was just making the observation that this strategic direction is an opportunity to verbalize the vision that Chancellor Lambert had yesterday about a learning institution.

Learning institution can be an institution of
learning, and/or it can be a learning institution where the employees are continually in a listening and learning mode.

>>SPEAKER: I guess when I see something that's about the employees and developing their abilities in the organization, I think of fulfilling your mission as an organization, furthering your mission.

The first or the second one. But if you just go the second one, to better serve our community, maybe to further our mission. Kind of takes it home on that the organization has a mission.

>>SPEAKER: I'm going to take a crack and then I'm going to use your word further. I think it's better. A suggestion: Establish and further an institutional culture of learning.

Kate objects. Never mind. Strike that.

>>SPEAKER: Can we put up there verbatim -- I'm sorry, I don't know your name from the Chamber of Commerce.

>>SPEAKER: Robert.

>>SPEAKER: Robert. Can we put up your exact words.

>>SPEAKER: I am going to try to remember that one.

It was establish -- it was what was up there before, but at the end to better serve the community. To further the mission.

(Laughing.)

I don't think the first part is the same. I'm sorry.
>>SPEAKER: I don't think that's right.

>>SPEAKER: One person talking that has the microphone. It will be easier.

All right, Robert, go ahead.

>>SPEAKER: I don't remember the first part. I'm sorry.

>>SPEAKER: Does anybody remember the first part?

>>SPEAKER: Here we go. Microphone. Establish a culture of continuous improvement better fulfill our mission.

>>SPEAKER: To further our mission.

>>SPEAKER: To advance our mission. I've improved upon those. I furthered. Edified it. To advance our mission or to better advance or to better further. There are many choices.

>>SPEAKER: To better further.

>>SPEAKER: Some sort of spatial metaphor that talks about going forward.

>>SPEAKER: Operations, employees, part of that would be continuous professional development.

>>SPEAKER: Hold on. Sorry.

>>SPEAKER: Just to go along the lines of what Michael just said, I would assume that under the bullet points that -- it would fall under the bullet point of that.

So establish a culture of continuous -- well, what
you had before, continuous improvement to advance our mission, and then some of the subsets under that would include employee development, so on and so forth.

I'm liking to the way Michael said it I guess is what I'm saying.

>>SPEAKER: Char?

>>SPEAKER: I was talking while Frank was talking. Sorry. In my world, continuous improvement includes the continual develop of employees. It also includes policies and practices. It also includes activities. It's all outreach.

So it's everything that a number of these activities would fall under. If you have an organization that dedicates itself to continuous improvement, you cannot do that without constantly developing your employees. (Applause.)

>>SPEAKER: All right, no pressure, but that sounded like final word.

>>SPEAKER: I know. That sounded really popular. I am all for continuous improvement and I could stay there, but I wanted to say something about a culture of learning. I'm thinking about it from an institutional perspective of a learning culture and what that means to have everyone feel like a learner in an institution and be expected to be a learner.

It had me thinking about what it means when the focus in the classroom is on learning and not teaching. That shift
toward are they learning something, not have we taught it. So I just want to put that out there.

Culture of learning or learning culture could be in here of. But I like continuous improvement, too.

>>SPEAKER: The way No. 7 is currently written it talks about the culture of continuous improvement and it was with HLC. So as a group I guess we need to decide do we want to highlight the employee development, learning, or do you want it to be subsumed under continuous improvement that we have already in No. 7?

>>SPEAKER: I think Char is absolutely right that it incorporates so many things. My only concern with where we're going, if you think about it, many of the different points we've had up above are ways we want to improve in terms of things we want to do.

So I'm a little worried that by broadening it out so much in terms of strategic directions, I'm thinking about different things we would do underneath this one. Just wondering if we're losing the focus a little bit by having it so broad.

>>SPEAKER: I would also bring back the employee component of it. I feel that this direction, strategic direction, part of it was around healing that part of us.

So we've talked about community and students. This
one is kind of focused on the other constituents that are at the college.

>>SPEAKER: I was going to say that if we look at organizational learning, which was the chancellor’s vision, what he was talking about, a learning organization is one that looks at things around them and adapts their culture to what is happening.

You have to have a mindset of continuous improvement to be able to do that. You have to be able to invest in your people and develop your people to be able to do that.

So if we have a statement that said something like, Develop a culture of organizational learning to advance our mission, that should be able to get us to where we’re trying to get throughout all of the things you’re saying.

Everything you’re saying when you talk about our employee development, continuous improvement, when you talk about adapting to the needs of our community, all of that is captured under the concept of a learning organization or organizational learning.

So if our culture is about that, that should move us forward.

>>SPEAKER: My meaningful comment is that I think Gwen captured everything. Thank you, Gwen.

>>SPEAKER: All over our HLC criteria, in many
places, are mentioned the professional development of our staff, faculty, and there are many gaps where we got nothing, especially with regard to the three quarters of the instruction provided by this college done by adjunct faculty, people that are not full-time faculty.

I feel that gap -- it was in my criteria in 3 that a lot of that appeared. Also in 5.

I feel again we're getting too general and far away from the fact that we've got to spend time professionally developing everybody that works for this college. We don't do nearly enough now.

>>SPEAKER: Awesome. Tell us the words there, Ted. Can it drop somewhere in there?

>>SPEAKER: I think we were a lot closer about three versions ago. I'm not seeing any up here that I like.

>>SPEAKER: Could we say -- I mean, is it about investing in our employees to develop a culture of organizational learning to advance our mission.

>>SPEAKER: That gets a lot closer. I think employees has got to appear in there or we lose the actual theme we need to get at.

>>SPEAKER: And I will take that as a friendly amendment. What I don't want to do is have this be a moment in time, because we can do certain things and certain strategies,
but if we don't end up with developing a culture that takes this, again, across the finish line, then we're going to start all over again.

I will take that as is friendly amendment because you're absolutely right. It said employees over and over again in the HLC. I think we need to reference that and reference it strongly. I changed my mind.

>>SPEAKER: Okay. In the spirit of time, how about if we call it No. 3, and then if there is some additional kind of changes, that's up to ya'll to make.

>>SPEAKER: Should I add that edit?

>>SPEAKER: One more final comment.

>>SPEAKER: Invest in our employees to develop a culture. No? And then take out the and employee development.

>>SPEAKER: No, no.

>>SPEAKER: Let's go back to how we had it.

>>SPEAKER: They want it the other way.

>>SPEAKER: All right. Okay. So let's go to the last one.

Hold on.

>>SPEAKER: I think everything we've talked about so far is to advance our mission, so I don't know if we need this one specific. I mean, I don't know if we need that phrase in this one, to advance our mission.
>>SPEAKER: I agree.

>>SPEAKER: I agree.

>>SPEAKER: Excellent choice.

>>SPEAKER: Period after development. Beautiful.

Next one.

>>SPEAKER: Reaffirm HLC accreditation. The end.

Wait a minute.

>>SPEAKER: I just wonder if that should be the No. 1, not No. 7.

>>SPEAKER: Oh, there is no numbering.

>>SPEAKER: I know. But even as we go through these, you notice it's the thing that we spent the least amount of time on today. Obviously we know why, because we've all been working on it.

But psychologically, if you see it at the top of the list, it says something. To me anyway.

>>SPEAKER: I'm kind of on board with that, because I'm looking at her notes here and there are things that look like equations.

>>SPEAKER: I think we should add what we had about a continuous improvement. The culture here before was just doing the check mark and going on.

This reaffirms in everybody's minds within this institution and the community that we are continuously
improving with all our stakeholders in mind.

>>SPEAKER: I don't have words so I'll need help with words. We do have two things we have to do: reaffirm accreditation. All going well in February we will have that piece accomplished.

Then what happens after that will be additional and continuous work. I realize continuous improvement is embedded in another one, so we must have a culture of continuous improvement here at this college.

But there is more to the purpose of belonging to the Higher Learning Commission that this college has got to embrace than simply the accreditation piece.

So I need some help with that.

>>SPEAKER: Reaffirm and fully commit to HLC accreditation and guiding values.

>>SPEAKER: I would flip the words reaffirm accreditation and fully commit to the guiding values -- except use Michael's formal words. Just flip flop them.

>>SPEAKER: Try it again for us.

>>SPEAKER: Continuous improvement, data driven, blah-dee, blah-dee, blah-dee, all that stuff is a part of -- blah-dee, blah-dee, blah-dee. That is the formal language that Marianne was referring to. The guiding values refer to all of those things.
>>SPEAKER: All right. Take a breath.

>>SPEAKER: I would say that instead of reaffirm and fully commit to, meet and exceed HLC expectations.

>>SPEAKER: No. No. Marianne had it, I think.

>>SPEAKER: Can we have reaffirmation? Can we move the word accreditation to after reaffirm? And fully commit the HLC guiding values.

Those guiding values -- and I know everyone in this room has memorized them, and I appreciate that -- those guiding values really are the way that any institution needs to run. We participated in writing those guiding values as a member of the HLC.

That really is what we need to use.

>>SPEAKER: That was your HLC czar speaking. I would pay attention. I'm just saying you might want to pay attention there.

How is that? Pretty good?

>>SPEAKER: (applause.)

>>SPEAKER: Hold on. Don't clap for yourselves yet, guys. I am traveling on a plane with somebody for five hours. I would like to give our scribe a really big round of applause. (applause.)

It's funny because, we drew straws on this and Maggie said, You can't spell. You're not going to be allowed to do
that.

So that's why she got stuck with that. I want to give you guys a huge round of applause. It's not easy conversations here. This is the exact spirit that I think you are prepared to carry out to your campuses and like daily life.

Again, I applaud you guys for your courage with that. This is not an easy time in the organization, but you guys are doing some really cool things.

Please keep these conversations going. You guys have been great. Thank you. (Applause.)

[Adjournment.]

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