[Lee Lambert]: Thank you all for coming out and thank you all for folks who are at the campuses whom may be in a similar room and hopefully your Campus Presidents are at each of those rooms at your respective campuses.

This morning unfortunately we will not be able to answer direct questions out from the campuses from this location but your campus presidents will be there to be able to answer any questions that you might have following the presentation. Of course during this presentation we will take questions as well.

I want to thank David for his leadership in bringing together the Campus Presidents, the Provost, College Attorney and others to work on a new model, a new reorganizational structure for the College. So thank you Dave for that, and thank you to the folks who worked on that.

Also I want to thank everybody for the input you have provided to us. It has really given us some insight and some additional thoughts on how we might move forward into the future.

So in “The Road Not Taken” Robert Frost talks about coming up to a divergent path, and higher education today is at that place of a divergent path. Will we go to the left or the right or just take a wait-and-see attitude. Like in the Robert Frost poem, one path was well-travel and the other path was less traveled. The path we are getting ready to present to you today is that path I believe that is less traveled. And when we travel that less path we are actually pioneers into the future. And there is nothing wrong with that.

In fact, because of the massive changes in higher education, I don't think any college or university can afford any longer to take a wait-and-see strategy or continue down the current path of the past.
We've got to look for new ways forward, and I'm proud to say that Pima is stepping up to address the challenges and take a new path forward, and I'm not saying it's going to be easy, it's going to be fraught with a lot of twists and turns but we live in a period of uncertainty and that is not going to change any time soon.

Some of you in the room may have seen the presentation by Rebecca Ryan, a futurist, and she reminded us that we are in the winter period in the four seasons of the United States of America and one of the things she emphasized in that winter period is we have to go into hibernation and we look inward and we are not looking outwards. This is what America is now facing and it's what Pima has been living through but at some point we have to start to look out and look forward and face what is in front of us, but also, she said that -- and this is going to be a long period of uncertainty and that is normal as a part of a cycle. But those cycles are long cycles and I think that is in part what we are all faced with. But my philosophy is we don't sit still and wait to see what is going to happen. Based on that I'm just going to share with you this part of the path forward.

We can't have all of the pieces worked out. This is one piece of many pieces that have to be put in place as we paperwork this new path and I believe by doing this, it will position Pima to be stronger and more sustainable long term. That said, let's see, there we go. So if you're going to go down a path that you are not familiar with, we all know that you take your compass and what is your compass? The North Star. This always lets you know where you are relative to where you are moving and for Pima, that is a renewed focus on student success and on community engagement and on diversity and -- engagement and if we say focused on those three pieces whatever the path in front of us, we are going to weather the storms. As long as we know at the end of the day where the North Star is. We're going to agree sometimes and we're going to disagree at times. That is all part of a journey but at the end of the day we stay focused and true to our north star. And you have heard us talk about this for months and weeks now and this is nothing new. State funding reductions, enrollment declines have caused us and really for all of higher ed, we have to be more responsive and nor nimble.

And so what is the process we have laid out for Pima? Essentially our goal is we've got to start to put a renewed focus on enrollment but as we do that we can't do it based on an old model, we have got to come up with new strategies to reach out to the current and new generation of students. And part of that means new ways of approaching reaching out to those students, new ways of marketing. Marketing is not going to solve your problem.

It may bring people to the door but if they still experience not being able to get registered in a timely way, we are going to lose them, and if we don't change registration and the awarding of financial aid or the way we advise students, we are going to lose those students and so marketing only takes you so far. We also have to make sure our programs are relevant and contemporary. Unfortunately, when I talk to our K-12 partners they say we refer students up to Phoenix. Not to Pima Community College for our career and technical education programs. We must face that reality.

We know that our transfer proms are very strong and that we send a lot of students to the University of Arizona and to the University of Phoenix and to ASU et cetera but we are also leaving a lot of students behind. We leave more students behind than the students we move forward. We have to find new ways to move all of our students forward and make sure all of them benefit from our transfer and our career tech ed programs and that is why we need a renewed process to get them to college and job readiness.
And you may have seen an e-mail recently about a phone-a-thon. We have 7,000 students who are close to finishing their degree, and we need your help to make those phone calls to invite them back to Pima, and that will help our enrollment but it won't happen just because the chancellor or the provost said to, it will only half if we make it happen, and we have to base our budgets on a new fiscal reality and for the next several years we are going to reduce our budgets by 2.5 million for a $10 million reduction to our operating budget.

It will not be easy, it will be painful but this is one of the key steps along that path, and it's not the only one but it's starting to move us down that new pathway. And here is the t, if we don't get our enrollments up, that 2.5 million will be worse, and our problem won't be 2.5 million for the next four years, it will be worse and it will be worse depending on how the enrollments track out.

There isn't going to be a savior from the state or the federal government, in fact, the house and senate have come up with a college blueprint which will result in what they are recommending if it passes both chambers and the president signs it a reduction in Pell and a reduction in subsidized loans and so students will have less aid to access and be able to attend colleges and universities.

So this is the new landscape, and with all of that I’m going to turn it over to Dave Bea to present to you what I think is the path forward and it's a new era for Pima and I think it will be help us to be more nimble as we move forward into the future.

Dave?

>> [David Bea]:  Good morning, everybody.  I’m going to spend the next 20 minutes walking you through the chart and all of the nuances -- no, I’m just kidding. [laughter] Hopefully you have seen all of this, the budget plan and how the expenditure limitations constraints and the results of enrollment decline.

All of this has been folded together to develop a plan going forward into the future and this is one of will big first steps. Lee tasked me and the executive council to come up with different executive structures that fold into the constraints and challenges we are experiences and fold in the different considerations and you should have all seen the e-mail that went out along with the survey that said here are some of the criteria that we are looking at a group, and so some of the considerations we took into mind, size and complexity of the operations and that includes enrollment and staffing and the ratio and department chairs which would be an indicator of the types and number of proms at the campuses.

We talked -- programs at the campuses and we talked about proximity and some of the specialty programs in the different units and how that folds out and started to think about are their programmatic synergies where if you connect two campuses you might have better connections between the programs.

So things like Desert Vista has a health component and west campus is where most of the health related programs are, and so it makes sense to have those connections built up and fostered.

And the other thing that we have a big initiative is on distant education and changing the way that is structured and then changing the way it's operating at one location, and so how does that fit into this new model?
So executive council got together. I will take a pause and say that all of the presidents were there. And then as well as the vice-chancellors of HR, myself, Erica Holmes and Jeff Silvyn, was in a number of the meetings and a thank you to Gwen Joseph and Darla Zirbes who were really engaged in thinking about the college and the future. An interesting position to be in where you won't be here in the same role past June but they were really helpful and thoughtful in the conversation and I wanted to give them a special thank-you on that. So we came up with a group as what you all saw in the e-mail, we identified four possible campus structures two with three campus presidents and two with four, and I want to give you the results of that survey.

We got about 280 responses, so really good for something I think that we gave about a week and a half for feedback.

We went through all of the qualitative feedback and so it was sort of give us your impression of each of the models and where we could identify a preference we flagged that preference out and of the 280, 246 gave a clear preference and a surprise was that a greater number of people indicated a preference for a three-president model, that is not exactly what I was expecting but it is an indication that the college is ready to look at the world a little bit differently.

And so I have the percentages up there.

And I'm getting ahead of myself, that information went back to the executive council and Lou Albert made an announcement that also has folded in and was a part of the conversation and the final recommendation that came out from the group was a three-president structure, I’m going to talk for the next ten minute -- no, you are all here to know what the new structure is going to look like, and so it's a three-president model, and this is in no particular order. Where you see red, that is a new model and this is intended to roll out July, and the first is a combination of the northwest and downtown campuses under the leadership of Dr. David Doré, and Veterans and Military Affiliated Services is going to move to Downtown, and it's currently reporting in the Provost area to transitioning toward the Downtown over the next number of months. This is one of the things we'll be working on.

In addition, the development educational function will be moving to the Downtown Campus and it will continue to report to the Provost, so some of these things may be located at the campuses and have a matrix reporting structure and some will actually be located at the campuses. The second is Community and East Campus under the leadership of Dr. Lorraine Morales and she is familiar with both locations.

And this is not exactly new news, distance education will be reporting through the Community Campus and Lorraine wanted to make sure -- the things identified in black are not new, but just to clarify that Adult Education and Workforce and Business Development will continue to report through Community and Davis Monthan will continue to report through East Campus and then the last one is Desert Vista and West Campus, under the determine of Dr. Morgan Philips and Athletics which currently reported up through the Provost area will be reporting up through West Campus and will be located there, and in addition to that, international student services is going to be at located at the West Campus.

One of the things we had -- one of the more common comments was what about District Office? And in the same time frame we've been looking at that we've been working on different District Office
structures and I wanted to run through a handful of things.

Some of these have been announced to the immediately effected groups but may not have been announced college-wide and so these are structures under the executive vice-chancellors.

One change that is going to happen under the Provost and EVC, enrollment management is going to report up through student development and up through Karrie Mitchell’s position. In my area will be the combination of district finance on one side and information technology will be reporting to me and there would be AVC’s in both finance and information technology and rather than having a Vice-Chancellor in Information Technology there will be an AVC there and instead of having two AVCs in the finance area (there was a business services and a finance one) there will be one AVC position for finance.

That is going to result in reduced costs for the college there. The Vice Chancellor of Operations, it has sort have been talked about as a Chief of Staff position, so the formal title for that going forward will the Vice Chancellor for Operations. Marketing will report up to it and include chief of staff functions, which includes legal offices and Jeff Silvyn’s area and dispute resolution and internal audit, and then oversight of college-wide initiatives. This is really going to help the college coordinate on college-wide initiatives to make sure we are moving forward on our strategic goals and objectives. Then finally vice-chancellor for human resources and vice chancellor for facilities and college police. No organizational changes going there.

And to recap, I have mentioned these already, athletics will be moving to west campus and veterans and military affiliated service is be transitions to downtown and developmental education will be at downtown reporting to the provost. Okay, and so next steps and then we'll open it up for questions and answers.

The intent of these changes will be to take effect July 1 but the transition will be taking place in different ways immediately. Six current presidents will be working to plan the transition with the three continues presidents and we are planning to get combined cabinets together to talk about the organization and going forward and how to make this as seamless as possible. One of the things I think if you read through the lines, this is sort after structure at the very highest level but there are going to be trickle-down impacts that we’ll be working through, and the next phase is how do we structure the college and the campuses to make them the most effective and efficient operations possible.

And so expect that this is the first step of changing that will happen at the college as we become more adaptive and we are also going to be folding in how are we doing as an organization and how are we adapting and think continuous improvement with these types of things.

The new educational master plan will start to inform the college going forward and information from that will be folded into the organizational structure in the future and as Lee as said, the world changing dynamically every day, and so we have to have an organization that is adaptive to the changing needs of the college and of the community and that is what we are trying to build is an organizational structure that is more fluid and adaptive to what we need to do as a college.

We need to change structures and processes to make it work within a more adaptive model. We are going to continue to provide -- going to continue to regular updates and include people as much as possible. This is the end of the term so all of the new presidents will have forums at the beginning of the
new school year so you get a chance to personally meet your new president, if you have a new
president. So that is it for the slides and there is open time for questions and answers. We have the
ability to send e-mails to public info at publicinfo@Pima.edu for those remotely located and with that I'll
open it up for any questions.

>> [Audience member]: Two areas, one is foundation, who is the foundation going to report and second
there has been no mention about second tier on the campuses and we have a lot of active positions
and so what is happening there?

>> [Lee Lambert]: On the foundation, as you all know, Cheryl House is leaving to work at the University
of Arizona, so the foundation is going to go through a transition and a transformation as we go forward,
I’m going to be meeting with the foundation board to talk about how we move forward in light of that
change.

And where it will land will be a part of those discussions. For now I see it reporting under the vice-
chancellor of operations until we settle out and it may end up in a different reporting structure
depending on how that shakes out, we will put an interim person in place while we rethink the
organization and then go out for permanent recruitment in the fall.

And with respects to the second level, that is a part of the next level of work.

As the presidents become more familiar with their new expanded responsibilities they will start to look
at what should be the vice president structure and then based on that we'll develop a process to
move that forward, I think that may have some impact on the dean level potentially but the real impacts
are going to be when the educational master plan is rolled out. We are in the process of finalizing and
bringing on a consultant to help guide the educational master planning proarks and when that initial
piece we are hoping is done around December and we can start to look at components of that and how
we move forward, and there is a department chair task force that is working.

Depending on how the department chair structure looks it will also impact the dean structure, and so to
be able to answer some of the questions we can’t until we go through some of the other pieces.
That’s why I said we're going to be going through a lot of different steps on our journey before we
come out with a much clearer picture going forward and this being one key part of that.

But another important piece is I hope to have all of those acting interim pieces cleared out pretty much
before we submit our final report to the HLC next year. And so that kind of gives you an idea of that.

With that said, I will say this, a lot of organizations go through a lot of restructuring, and sometimes
every year, and sometimes even other year. And so if the fiscal landscape of the country and the state
don’t improve, if our enrollments don’t improve, we may be faced with having to make more difficult
decisions as well and so I will never rule any of that out as long as we are in a turbulent period of
time. Other questions?

>> [inaudible]

>> [David Bea] As I mentioned that one I sort of set with an asterisk that it's going to be transitioning in
the course of the next 12 months and a part of that is working through the logistics of it. One of the
things we really want to do and we've been saying this for some time, is to start getting student services
to be facing students and be out where the students are, but, yeah, there are logistics to work out
and the file and how the processes need to be worked out to go along with it because we have to do it
in an effective way, and we don't want to just move things around and the files are in the wrong place
and it doesn't work because you don't have the processes.

>> [Lee Lambert]: and just to build off of that, I committed to move things from district out to the
campuses and what you are seeing is more of those pieces coming into place. There will be more pieces
of the operation at district that will be moving out towards the campuses. At some stage.

We want to be thoughtful and thorough about it but things where students have a touch, where are
they at district and why are we asking students to drive to the district office for a lot of their student
services when that should be done at a campus and that gives you an idea of what the future is going to
hold for a lot of the student-facing types of services at district.

The enrollment management piece, we had an executive director oversees enrollment and that position
has been eliminated and Karrie will in effect become the top-level person overseeing our Enrollment
efforts for the college.

>> [inaudible]

>> [Lee Lambert] Well, that goes back to what I was saying earlier and that is as the presidents now get
to know their campuses then they are going to look at what should be the vice president structure to
help facilitate the management of those respective campuses?

Once that is settled out we'll know the process to address that type of question specifically, but at this
point we are not looking to make any moves on individuals in the V.P.'s until we look at the structure
but it will happen in the fall, and there would be a level of impact, we just don't know what it will look
like at this point.

And having worked at three different colleges before coming here -- at Evergreen, we had our main
and our Tacoma and our tribal-based campuses, and all of the top-level administration was housed at
the main campus and all we had located out at the Tacoma campus was the director. I, in my role had
constant interactions with the directors at the Tacoma as well as making visits out there from time to
time when it was appropriate.

I could see that playing out in this kind of environment as well. We don't have the same distance
to overcome in many cases as what I just described.

In the tribal-based colleges I really didn't go out to the tribes. I dealt with the director and worked
through that director and when I was at Centralia we had a prison program but all of the administration
pieces were at the main campus and I had frequent interaction in an HR role with the folks at the
prison sites and I didn't go out every week but we were in constant communication and with the mot
communication tools today, that communication would be able to flow.

And so what I'm sharing with you is that this is not new stuff. We have to adjust our mind-sets around
the administrative structure. Titles is one thing but what is more important is communication and we
start to reduce the silos that have existed at Pima for a long time and we start to streamline systems
and processes so our students can have a more robust experience, and the other thing Rebecca said
yesterday is when people go to the internet, you are only going to spend a few seconds and if they go to our website and can't get to what they need, in two clicks she said, we've lost them. Our website as you know, you can't function through our website like that, so we've got to get better at this, and hopefully this new system and structure will allow us to get more streamlined and more effective and not create so many layers of bureaucracy that might work for us as employees but don't work for our major investor, our students.

So you are going to see more streamlining of things so that -- so they have a better experience, also, and to point out another example but I know this is about ready to be put in place, is Karrie here?

She is -- that's right, she had to go to a workshop, and maybe Erica can answer this question, potentially. I did not realize when you're a student and you apply to Pima, we default you to out-of-state.

Now, what is that about? Most of our students, the vast majority are instate and so why are we making them come and stand in line to prove to us they are in state. It should be the opposite and so you are seeing the changes that need to happen to we make the experiences easier for our students, and I know that probably shocked people to know that, and it shocked me to hear that, too, but that is an old piece of Pima that has to be changed. And we are hoping that this move will help us to accelerate most of those changes.

You will find with Morgan he worked at a college that was about the size of Pima once upon a time, and so he is not a stranger to large college systems and the same is true of David Doré, he worked at a larger system than Pima, San Francisco city college and he oversaw a dean that was larger than many of our campuses and so we have folks who understand how to navigate in this environment and we are not putting all of you into a situation with inexperienced folks. We have folks who are experienced working into these models and I have had experience and David and Morgan have had experiences and Lorraine came from a university where they have a collection of colleges under the university model, so we are not strangers to this. It's going to be heavy lifting but if we stay focused to our north star, we are going to get through this with the least amount of disruptions. Other questions? Go ahead, sir.

>>[Audience member]: In terms of enrollment and trying to increase enrollment are we going to be taking a look at the drop of students that happens the week before classes start that dumps 50% of our students out of the system?

>> [Lee Lambert]: do you want to answer that, Erica? And maybe repeat the question, Erica.

>> [Erica Holmes] S good morning, in terms of enrollment, we are looking at a number of different avenues in which to bring new students into the college but also how do we reclaim some of the students who left without completing their degree, and so we are looking at that. We are also looking at the number of students who actually make application to the college but don't actually come and enroll in a course, so we are contacting those students.

We are looking at a new application process that streamlines how students can actually get into the college. It's very difficult for students sometimes to actually navigate our system and so we have a new application process coming on line. We have as chancellor lambert stated, we have corrected the
problem of defaulting students to out of state, so I know a lot of people are happy about that.

Also, looking at the support services, our financial aid processes that sometimes can be lengthy and how to streamline that, so we are doing all of the things we can for enrollment management to get students in the door but also student persistence. So there is a lot of work to be done.

We have a lot of people working on those particular things and looking at how we provide the student experience so they can have a great student experience regardless of where they are, be it east, desert vista or downtown, students should have a great student experience.

We have done a good review of our policies and procedures and identified barriers that students face and we also understand from our staff why some of the things were put in place but it’s time to move forward looking at student success and making it easy for our students to get an education.

>> [Lee Lambert]: I think building off of that, that is one of the reasons we decided to move enrollment management into the instructional side of the house because they are the same coin. And so having them more interrelated and interconnected will help us start to do what you heard Erica just talk about, but also I will say this about community colleges in general.

Because we were so used to having definable geographic areas many community colleges were not good at this enrollment process, so this is not unique to Pima, and having worked as a four-year institution we had to be more aggressive about enrollment. We were recruiting state-wide and nationally and internationally and so we developed sophisticated systems. Community colleges are not used for doing that but given the changing landscape and the new entrants into the world of higher education and so on we have to get more sophisticated as well and this is why you will see more attention paid to enrollment management but we have to get to the level of the universities are, and they have had many years of advanced experience and they have staffs that are used to doing these things and so we will start to move in that direction and run as fast as we can to catch up with them, but I want to say this.

The competition is growing for students. If you watch television, you are probably seeing ads from the university of southern New Hampshire, not too long ago we were arguably on the verge of bankruptcy, and guess what they did? They launched an on-line college and now I believe it’s the second largest in the country, am I right, Kimlisa? And they did it in a short period of time, and now they are in our market.

ASU Online is growing rapidly and u of a is launching their on-line college as well I believe starting in the fall and that is not to mention the University of Phoenix, Grand Canyon, you get the idea and so the landscape is a lot more fierce for our enrollments and we have to get sophisticated and I know that our partners up in Maricopa are also feeling the challenges with some of the things I just described and they are also working through the challenges and they are trying to do what Pima has been attempts to do, and that is we have said we are one Pima, this starts to move us closer to being one Pima, and they are also moving to be One Maricopa.

And so you are seeing -- this is not new, I think we are on the leading edge of something that we are going to see more of as states divest in their public institutions and the federal government unfortunately sounds like they may be headed down the same pathway as well.
Other questions?
Yes.

>>[Audience member]: [inaudible] I think that phone-a-thon is a really great idea and I plan to volunteer. My question is: is there going to be any mechanism, even just a sheet of paper with ten slots to measure if we don't get a student to come back, why. Like went to another college, ran out of money, got a job, are we going to have an opportunity measure that during that phone-a-thon?

>>[Erica Holmes] We will, and also looking at other analytics. We need to figure out why the students left, but also, with advising, advising the student that you have only one course remaining to complete your degree or certificate or you have two courses remaining to complete, and I think extending that invitation to come back to Pima and take another looking at what we have to offer, I think it would be a great service to those students and also to the community as we earn those credentials and we able to apply that to the local workforce, and we do have thousands of students who left us for one reason or another. We are going through all of those scenarios and looking at how we can help the student to complete their credential, and so this is just one step. We got a lot of responses. We got about 40 volunteers already this morning, so we are really excited. It's energizing the college base and we are seeing people come together and wanting to help with the enrollment, but also, to help the college as a whole to get back to where we once were.

>> [Lee Lambert]: And let me build off of that for a moment. We have some faculty doing some incredible things in the loom. One example is on the Developmental Ed side we've been partners with one of the high schools in the Sunnyside district to take remediation to that level, and what we are seeing early results is more of those students are coming out college ready.

And so we are going to look to see if we can scale that and see if that will be successful as we go forward because that becomes important, right? You get more students who needless remediation and they then start to be in our career and college programs and that will help us tremendously as we move forward, that is one example of the change.

The on-line stuff that is going on will just be phenomenal, and you are going to see a whole new look to pledge, and really, we need to build pathways in all of our environments and what is interesting and this is just as an aside.

So when I went to law school we had three or four sections and they told us which section we were going to be in and the click r curriculum was all laid out for you, you didn't get a choice, here are your classes and your textbooks and you are on your way, and if it's good enough for law students, why is it not good enough for our students who may have even less experience in navigating a college experience.

And so less choices but clearer pathways and the trade-off is choices verses clarity but that clarity will hopefully help us to get to better success -- I know it will help us get to better success for our students, and when people start to here about these changes they are going to start saying I want rather go to Pima than Carrington or PMI or those for-profit institutions because we have a great quality educational product here for our students.

We just have to do a better job to make it easier for them to be a part of that and make it easier for
them to get through that experience when they come to us and I think this restructure will be a key step in having to build that forward for this community. And this is a great community and I know we all love this community and love this College, it's our responsibility as your leaders to make sure we create a frame work that will facilitate better systems for all of us to work in, and for our students.

Other questions?

>>[Audience member]: An on-line question, how will faculty be included in future decisions and how will be make these decisions.

>> [Lee Lambert]: would you mind answering that, Kimlisa.

>> [Kimlisa Duchicela]: I'm not going to stand up, sorry.

The faculty senate will definitely be working closely with this. We are going to be talking more about it at all college day, and over the summer, if anything was to come up that needed faculty input, I know that Erica or lee would contact me and I would make sure that somebody from the faculty was there and involved in it so that we are definitely in the loop. And, of course, faculty senate will be watching very closely as always, and I think we are becoming much more proactive and we are much more out there now.

On the one-to-ones that I have with Erica and lee and the leadership of faculty, I think we are definitely going to be in the loop, and if we are not, we will ask to be.

>> [Lee Lambert]: You will be in the loop. Other questions? Yes?

>>[Audience member] [inaudible] -- with this new leadership structure -- idea of -- one of these big programs -- one of the schools out of Texas has a -- graduation we'll give that back to you if you finish that last class, what processes are in place with this new leadership that are seeing it from how do we get that information upwards when we come across ideas a those types of change that can be made official.

>> [David Bea]: with fewer people on the Executive council, that will facilitate those kinds of ideas faster and the people who make decisions are involved at a lower level and so it's two-fold, one is having a more official top-level organization that can say that is a good idea, let's all be engaged as small group, and the other thing is a point that has come up a couple of times.

This organization historically has become extremely hierarchical so that decisions were only made only at the top level.

In order for the college to be more adaptive going forward it's pushing down the ability to make decisions and the ability to make change happen, that has to be pushed all the way down through the organization.

That is actually going to be more effective in making this organization work in the future.

This is where you go, okay, the next level down, it's how do you change it from the president signs off on everything that is $5,000 and above or something like that. Really, that is probably not the most
effective use of a president's time and it's going to be much more office when you have a
president overseeing two locations. Okay, let's change that structure and push it down to the
more appropriate level, and I think that will make us be a more responsive organization and we'll be
able to make those changes more effectively and quickly. We are not that flexible with it comes to
innovation and you need to
be.

>> [Lee Lambert]: now, with this type of approach it means that people are going to make mistakes and
it's okay that we take chances and make mistakes.

Do you want to fail early and quickly and recover, right? And so I want to have a model where we can do
that, and where people can experiment and do things that are going to help our students. And so you
will see more of that as we move forward.

Also, that example I gave earlier about going into the high schools, this faculty member has been
working on, is an example of that innovation, and why do we have to wait for the students come to us,
why not go to the high schools and start setting up the kinds of programs that can help to make a
positive impact. I want to see more of that happening here at the college and so we want to encourage
that. And the other piece that is important about this, I don't want to be a micro manager.

I believe that the best work occurring when it's right in front of with our customer, our student,
where you call them a customer or client or investor, but our students, right? And all of you who are out
front with them, whether it's a faculty member or an advisor you hear and see things that provide
opportunities and we should create a structure that allows to you be more responsive, and this means
that district is going to start taking a different kind of role. We'll be the decision maker of last resort,
instead of you are waiting for district to tell you what you can do before you move.

I want us to be more of a convener and facilitator, and I know this has been happening in pockets but
it won't happen overnight but hopefully we can accelerate that out over time and this is also why you
are seeing pieces move away from district and out to the campuses and that said, Pima has not been
good about compliance, we have to be sure that we are following federal and state law, and we'll
do that as we transition, and we have had so many moving parts coming at us all at one time, and as
these things filter and sift through, we are going to get more dynamic and responsive, but it's happening
all right, I have been in the classrooms and watched faculty just do some amazing things with our
students and so we should be proud to know that good teaching and learning occurs here at the
college but what we have to be able to say to our peers is here is the evidence that prove it is, and we
have not been good about this.

But that work is being done right now so we can make that better case to our peers. As well as a lot of
other things.

So you are going to be -- we are just -- we are already a different place and it's only going to get better,
but it's going to get better in the face of a lot of challenges and I think in the challenges
are opportunities and this is what you are starting to see as we go forward. Other questions?

>> [Audience member]: I have a question. You're talking about a lot of change, you're talking about a lot
of movement. I'm assuming some things will be going on in the summer which I just addressed but
change is always disruptive and it can go in very bad ways.

>> [Lee Lambert] right.

>> [Audience member]: what are you doing to support all of this change, how are you training people to make new decisions if that is not the culture, how are you going to do this and support people and make them successful instead of just throwing them into the deep end of the pool.

>> [Lee Lambert]: first of all, I don't want to throw anyone into the deep end of the pool especially the folks who want to grow and adapt, those are the folks we want to keep but those who are not willing to grow and adapt, well, that is a different story, and that is the first part.

As we are going through this massive amount of change we are going to start to create a change frame work and one aspect of that is to create guiding teams. We'll bring together individuals and train them up in a management process to help guide the rest of us as we go through the process. Some of that work will start to happen this summer as we start to build that frame work in a more intentional way and then bring folks in who want to be involved in guiding the change that is happening and being able to help others as we move through and so you are going to see a lot more, and you are already seeing this unfold.

We launched a supervision of the 21st century training program and some of you in this room are in this program, and this is a big shift from the Pima of the past, and we are going to be launching a new leadership academy starting in the fall, and again another level of investment in the development of our people. We are already sending people to important opportunities outside of the college, so you are going to see more of that as we move forward, and so I want to invest in our growth and development.

Thank is important because if we are going to responsive to the changes landscape, we have to do that and get folks to be okay with change. As Rebecca said again, yesterday, she said if you're not feeling uncomfortable you are not doing something right, if you're not feeling uncomfortable, you are not doing something right,. We should all feel uncomfortable, and the same with students. I think deep and meaningful learning occurs at the intersection of comfort and discomfort.

So I think we need to continue to challenge ourselves in that intersection and help folks come out on the other end of that, it's folks who are not willing to work through that that we'll have to deal with in a different kind of way. Another question.

>> [Audience member]: another on-line question. Are there going to be changes to the student assessment process?

>> [Lee Lambert]: Erica?

>> [Erica Holmes]: so we are looking at that. We are looking at how to best use multiple measures and knowing that across the nation we do see other systems using multiple measures, including high school GPA and different ways of determining what is the best placement for students into developmental education or college-level courses. And so absolutely, we recognize that as a high-impact practice and we are going to move towards that.
>> [Lee Lambert]: and again, let me build off of that, because the board, the provost and the campus presidents and Nic were involved in a -- [inaudible] for student success, where our board and the other nine districts came together to get exposure to this larger framework of what student success is all about, and as we move forward into the future, you are going to see a broader framework for what student success means for Pima.

They will lay out the policy framework and that will move all the way down to the front line and the student success is just one aspect of that, there are so many that are important, and as Erica likes to remind us, this is about institution effectiveness, and not just student outcomes.

It's about all of us being willing to assess what we do each and every day so we can improve on what we do, and we'll be building this larger effectiveness framework and so stay tuned.

You will be asking your students how are you doing? And you will be taking that input to look at how you can improve your particular area or you as an individual as well. I don't look at these things as negative, these are actually opportunities to get feedback and take it in and integrate it into to better improve what we do, this is how we grow and learn overtime. The key is not to overly react to the feedback, you get, don't get two defensive.

You take what is good and weed out what doesn't make sense and this is the world we are now living in, and it's going to increase and we need to adopt a model that is better at it. At that conference yesterday here in Tucson, as we walked into the room for -- I was on a panel -- all of the participants had a little bar thing on their name tag that got scan and that was important because they could keep track of how many folks went to that session, and so this is a part of that new world.

If you go to the U of A, over to the veterans department and every student who goes in has to slide a card so they know how many students are actually using their service and we are probably not doing that here.

I was doing in the 80's working at evergreen in one of the student services office and so Pima has a lot of catch-up to do, but back then we were using paper processes and today with the technology we can use much more sophisticated processes but that is where we are going.

You go through customs and they ask how did I do and you hit the smiley face or the not-to-smiley face so that customs officer gets feedback on how he is doing. And this is not bad, we just need to improve on improving the experiences for our students.

>> [Audience member] I'm getting text messages. My question is this: can we, right now, start to make a product or provide a service that can make money for the college outside of instruction? This is coming from one of the occupational faculty? In other words, can I get out of the box right now?

>> [Lee Lambert]: the answer is, yes, but don't go out so far that your administrators don't know what you're doing because it has to be legal and ethical, okay?

[laughter]
but I’m glad that came up because what is interesting about the State of Arizona is this expenditure limitation law, and it can actually be like a handcuff on entrepreneurial and innovative things.

I’m going to be a part of a study committee over the summer to relook at the expenditure limitation law as it relates to the parts that can be modified.

There are parts because it’s institutional that can’t be modified but the parts that can be, let’s look at giving us more breathing space so we can be more entrepreneurial et cetera.

A part of it is the state rules have an impact on how we use our resources to do new things but I would say let’s get going.

We wouldn’t have an aviation program today if a faculty member didn’t have a great idea to get it going and it’s grown to be a great program for this community, and we just have to keep maturing that program as we move forward, but that came because a faculty member had an idea to get that going.

And so good idea can come from everywhere and anywhere, and I want to nurture those ideas.

We have to make sure it pencils out and you will probably be asked what is your business plan so we can make sure we can afford it and make sure it is going have a return, but not make it so arduous that you can’t get it off the ground, either.

>> [Audience member]: [inaudible]

>> [Lee Lambert]: right, right, right.

No, absolutely, and that is why we are going to head, but the reason why we were able to do that at shoreline, we reorganized the college and we had dollars to invest in more innovative things and that took us about five years to be able to do that and I want us to get there here, but first things first, we have to take care of the hlc business and I don’t want us to go too far down a path that distracts from the most important business that is right in front of us because we have to make sure we are standing on firm footing, firm and this is what hlc is about, but at the same time, we still have to adjust because the world doesn’t stand still for Pima and so some things may have to wait before we can completely go out there but I want to create the climate that we can, and one last question and then we have to wrap up.

>>[Audience member]: how will the new campus structure effect the budgets process?

>> [David Bea]: right now the campus budgets process is almost at its conclusion in terms of what is going to be presented to the board next week.

So we are just essentially building it with the campus structures the way they are, and I will be adapting the organizational structures to reflect that they report to a president but that is not going to impact the dollars other than the fact that we are going to be eliminating positions and folding the savings into that as lee mentioned 2.5 million, and if you think we are eliminating two identified district office positions and three full administrator positions that are going to be eliminated on the president side, the combined total is in the neighborhood of 800,000, if not a big more, and so that is going to be folded
into the budget, but in terms of what does it mean to the structures, the rest of it is going to be
structured pretty much up through the campuses.

>>[Lee Lambert]: so let me conclude by first thanking all of you. I know it's been a hard journey, I've
been here just shy of two years and we've gone through a tremendous amount of change and I know
you were going through a tremendous amount of change before I arrived but change is not a bad
thing, and it's actually an opportunity for all of us to reimagine a new future for Pima Community
College, and as we think about being that premier community college, a part of that is being t leader and
t leader is not afraid to go down a path that is less worn, as Robert Frost said, right? He chose a path and
in the end it made all of the difference.

Right? And that is I think going to be the case for us at Pima Community College. We are choosing this
new path and we could look back, but I think we would be well served not to look back but to look at
blazing that path as we go forward, because we've been and ad gift.

All of what you've lived through for all of these years I think we should see it as a gifted and if we look at
it as a gift, then we are able to leverage it to the benefit of this community and this is a great community
here in Tucson, and Pima county.

I think there are so many upsides to this community going forward and I want us -- I know we are going
to be a part of the transformation of this wonderful community. With that, thank you all and have a
great rest of the day and the rest of the week.

Thank you.

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