



MARICOPA
COMMUNITY COLLEGES

**Maricopa County Community College District
Governing Board Agenda
November 28, 2016**

- vision** *A Community of Colleges—Colleges for the Community—working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.*
- mission** *The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through: University Transfer Education, General Education, Developmental Education, Workforce Development, Student Development Services, Continuing Education, Community Education, Civic Responsibility, and Global Engagement.*

SPECIAL MEETING OF THE GOVERNING BOARD REGARDING TRANSFORMATION OF THE MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

7:00 P.M. - 9:00 P.M. (Doors Open at 6:30 P.M.)

Glendale Civic Center | 5750 West Glenn Drive | Glendale, AZ 85301

GENERAL

1. Call to Order
2. Pledge of Allegiance
3. Welcome – Board President Alfredo Gutierrez

INFORMATION ITEMS/FIRST READINGS

4. First Reading of Resolution on Transformation of the Maricopa County Community College District

COMMENTS, DISCUSSION, AND QUESTIONS

5. Comments on Resolution - Chancellor Maria Harper-Marinick
6. Governing Board Discussion, Comments, and Questions

CITIZENS' INTERIM

7. Citizens' Interim

CLOSING AND ADJOURNMENT

8. Closing Comments – Board President Alfredo Gutierrez
9. Adjournment

1 **Resolution of the Governing Board of the Maricopa County Community College**
2 **District Regarding the Transformation of the Maricopa System**

3 Whereas, the Maricopa County Community College District (the “District”) desires to transform
4 itself to being leaner, more productive, and more responsive, and by doing so better meet the
5 needs of its community through more effective deployment of resources toward achievement of
6 these District *Strategic Commitments*:

- 7 • *The District will work to build a thriving community though access and student success*
8 • *The District will be recognized as a leading innovator among institutions of higher learning*
9 *in the nation*
10 • *The District will be a driving force for economic and workforce development in Arizona;*
11 and

12 Whereas, the principal objective of the District’s transformation is to ensure that it is meeting
13 the educational and employment needs of Maricopa County’s citizens thus ensuring the social
14 and economic mobility and educational attainment equity for all citizens of Maricopa County;
15 and

16 Whereas, the development of a skilled workforce that meets market driven needs within
17 Maricopa County is a principal responsibility of the District and it must continually evolve and
18 update its curricula to meet the current and future needs of the County’s residents and
19 employers; and

20 Whereas, the transformation of the District must recognize and reflect the ongoing financial
21 challenges confronting the District and all public institutions, and by being more efficient,
22 effective, and focused on key missions, it will thrive and succeed despite these challenges; and

23 Whereas, The District will become more efficient and more effective by eliminating duplication
24 and redundancy, and the resulting savings will be effectively redeployed to advance its key
25 missions; and

26 Whereas, student success happens first and foremost in the classroom through rewarding
27 interactions among instructors and students, and that student success starts with education and
28 training in the classroom, but such success is ultimately achieved when students attain a
29 successful life and a rewarding job; and

30 Whereas, substantial, valuable transformation necessarily involves change and the resulting
31 anxieties and resistance, and that success must not be derailed by change-induced anxieties and

32 resistance. Clear, measurable outcomes support constructive change and help overcome such
33 natural anxieties and resistance; and

34 Whereas, transformational change at the District level will require moving beyond the existing
35 organizational structures and operational processes, and the best solutions will not be
36 constrained only to those that are viable within the existing processes, practices, and
37 organizational structures; and

38 Whereas, the District's pipeline for new students flows through our county's public and private
39 high schools and helping them prepare their students for post-secondary credit-bearing classes is
40 essential for maintaining or increasing District enrollment; and

41 Whereas, successful transformations are driven by specific, but realistic timelines and milestones
42 identifying discrete, sequential activities and that these decision points foster effective,
43 manageable change;

44 ***NOW THEREFORE BE IT RESOLVED, BY THE GOVERNING BOARD OF THE MARICOPA COUNTY***
45 ***COMMUNITY COLLEGE DISTRICT THAT:***

46 The District will transform itself to reflect current and future realities and opportunities since
47 virtually all aspects of society have changed significantly over the last 50 years and the District
48 must adjust, adapt, and change as well; and

49 The transformation of the District will include streamlining administration throughout the District
50 to eliminate unnecessary redundancy and refocus key leadership on regional needs and
51 responses. The District's workforce training programs will be guided by an informed
52 understanding of the current and future employment opportunities for its students as identified
53 by the District's industry partners. These programs must respond quickly and reliably to the
54 workplace skill demands of employers; and

55 The District's workforce training programs will be significantly more agile and more responsive
56 to employers' needs. Within the constraints of accreditation, the District's workforce training
57 programs' curricula will be developed within strict timelines and in direct response to the needs
58 of employers.

59 The District will transform and grow to meet the needs of and reflect the character of its students
60 and communities; and

61 While the transformation will be accomplished through numerous specific activities and
62 decisions, it is essential to maintain a focus on student success; and

63 The transformation of the District will include the systematic scaling of “best practices” from one
64 college to other colleges; and

65 Transformational change at the District, will occur with mindfulness of the requirements of its
66 accrediting organization, the Higher Learning Commission, and maintaining the accreditation of
67 the Colleges and their programs is of paramount importance; and

68 The identities of the District’s Colleges are tied to their local communities, their students and
69 alumnae, and that by maintaining these identities, the transformation of the District will preserve
70 the strong ties to all these interested and committed groups; and

71 The transformation of the District will be guided by the outcomes established in the Governing
72 Board’s Outcome Policies and executed through the vision and authority of the Chancellor; and

73 To ensure successful transformation of the District, a regular reporting system will be established
74 at various business levels and progress on the transformation will be routinely monitored; and

75 The District’s transformation will be successful when among other results, data reflects an
76 increase in both post-secondary institutional market share and increased student enrollment
77 coming from the county’s public and private high schools; and

78 Transformational change will necessarily result in personnel adjustments, and the Chancellor will
79 need to exercise all appropriate options including, but not limited to, redeployment of staff,
80 reductions in force, early retirement offerings or other voluntary separation options, and make
81 any necessary updates to employee manuals, to achieve the successful implementation of
82 change.

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