

CIO NEWS AND VIEWS

The Newsletter of the CCCCIO
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PROCEEDINGS OF SPY-FEST LEAKED TO THE PRESS

News & Views Reporters Infiltrate “Mission Possible” CIO/CSSO Spring Conference

The rambling maze that is Riverside’s Mission Inn was an appropriate setting for the cloak and dagger CIO/CSSO conference held March 15-17, with 145 operatives from the two semi-clandestine organizations in attendance. Notes smuggled out from the CIO sessions and later decoded reveal the following:

Academic Senate President **Ian Walton** presented and defended the Senate’s recommendation to raise the current statewide graduation requirements for math and English. (See p.2.) **John Nixon** and **Randy Lawson** presented the latest intelligence on the compressed calendar and noncredit courses. **Regina Stanback-Stroud** and members of a CIO work group provided an update on the Accreditation Commission’s “substantive change” requirement, noting that there is now a much better understanding between CCCCIO and the Commission, and that the Commission is

considering several CIO recommended clarifications in Commission documents. **Alice Murillo** and **CSSO Diane Scott Summers** exposed their top secret plan for managing enrollment at Diablo Valley College, in which there is formal, close collaboration through workgroups involving key segments of the college. At the CIO organizational meeting, the assembled multitude debated how best to respond to the Senate’s math/English recommendation and erupted into enthusiastic applause when it was announced that **Julie Hatoff** was selected as the first recipient of the Carter Doran Award.

NB: Important information about the Senate graduation requirement recommendation, the compressed calendar concept, and the substantive change requirement is available on the CCCCIO website at <http://cccchio.org/>.



Vice Chancellor Bogue-Feinour presents to a studious audience



Riverside conference or scene from The Da Vinci Code?



CSSO President Robin Richards and CIO President Pam Deegan celebrate members of both groups at Wednesday’s lunch. (Some of Pam’s remarks remain classified.)



John Nixon, apparently compressing the calendar with his hand

INSIDE

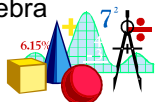
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ACADEMIC SENATE SEEKS TO RAISE THE BAR

Presenting its strengthened math and English requirements for graduation, ASCCC President Ian Walton entered the lion's den, (a.k.a. the "Music Room" of the Riverside Mission Inn) at the CIO/CSSO conference. He gave an expanded version of the same PowerPoint that had failed to persuade the CEOs of this proposal's merit. With modesty and good humor, Walton outlined the economic and educational rationales behind this update of Title 5: California's skill levels have declined to those of Portugal. California community colleges' current expectations of students are embarrassingly low. Indeed, some colleges have exit standards beneath those of the secondary schools'.



Walton (a math professor himself) conceded intermediate algebra is not for everyone, suggesting instead colleges offer



something akin to a lower-division liberal arts math or embed critical thinking and computation into interdisciplinary vocational courses. He stressed that such courses must include appropriate college-level math content, but need not be taught by math faculty. He then directed the audience's attention to the work of American River and Mission Colleges.

CIO president Pam Deegan thanked the Senate for its willingness to work with CIOs and even delay its original plan to bring recommendations before the Board of Governors earlier. She applauded the collegial, thoughtful approach Walton was shepherding and vowed CIOs would take up his challenge.

(NB: The CIO response to the Senate proposal is on the CCCIO website at http://cccio.org/documents/resolutionremathandEnglish_000.pdf)



PRESIDENT-ELECT RANDY LAWSON DISCUSSES CCCIO GOALS

How well did CCCIO do in meeting its goals and objectives for this year?

I think we have done very well! In terms of communication, the effectively updated website, this newsletter, continued use of the cio-all list serve, and "Pam's Pearls" have kept the membership current on pressing issues in both formal and informal styles. Our conference planning has seemed effective in identifying key issues to be addressed and building upon the initial response to create the agenda for future conferences. Particularly effective has been the formation of ad hoc task forces to address pressing issues (substantive change, compressed calendar, etc.) with the appropriate entities before they result in some sort of "system crisis."

How could it better serve new CIOs?

We have begun to address training issues with the pre-conference "411" session in the fall and the development of a mentorship structure, but we need to build on these initial efforts.

What changes in the organization and operations—large or small—would make CCCIO more effective?

I think we need to institutionalize our "rapid response" mechanism through task force/workgroup formation. This has worked very effectively with the System Office and the Accrediting Commission for a couple of key issues.

Of the many statewide issues that have dominated our conferences and meetings, which one or two are the most pressing?

We still need to further clarify the supplemental instruction/learning assistance issues, particularly with the respect to computer labs. Compressed calendar, substantive change, and various noncredit issues have certainly been the other "hot topics" this year.

How would you assess our working relationship with the Statewide Academic Senate? With other statewide entities?

I would say that our working relationship with the Academic Senate has never been better. SACC (System Advisory Committee on Curriculum) has become an effective and collegial vehicle for CIOs and faculty leaders to address jointly key instructional issues, and the group has already managed to make its mark (legislation for local approval of stand-alone courses, Title 5 revisions for supplemental instruction/learning assistance, etc.). Despite our disagreement with the Academic Senate resolution to revise minimum AA degree Math and English requirements in Title 5, our interactions with them have been very open, positive, and collegial, and it appears that the Senate now wants to work closely with us on some of the related issues we identified in our recent joint resolution with the CSSOs. System Office staff have seemed very appreciative of our efforts to address issues through ad hoc task forces/workgroups, as well as through our participation on SACC and other consultation committees.

What initiatives will you be focusing on in the coming year?

Implementation of SB 361 (if it passes) and related instructional issues (particularly with regard to noncredit); the CIO role in implementing the System Strategic Plan; refining our training function and determining how we can continue to improve our services to new CIOs; balancing our focus on funding/apportionment and regulatory issues (always paramount because of how our system functions) with a focus on student learning (our primary role as chief instructional officers); and the inevitable "burning issues" (identified by CIOs or created by the legislature/Board of Governors/System Office) that will surface during the year.

FRESHMAN REFLECTIONS

We persuaded seven “freshman” CIOs to reflect on their first year (or in some cases, their first few months) as a CIO in a California Community College. Their colleges are a microcosm of the system, representing different geographic regions and diverse communities, and ranging from the very large to the very small. The CIOs vary too, in terms of teaching fields and the kind of administrative experiences and skills they bring to their jobs. What they all share is a strong commitment to our students, a penchant for hard work, a capacity for self-examination, and a good sense of humor. The future is in excellent hands.



J. LAUREL JONES

Laurel is the Vice President of Academic Affairs at Solano College. She was a full time faculty member in English at Mt. Antonio College for over fourteen years before moving on to Mt. San Jacinto College, where she spent three years in a position she describes as “Dean of the Kitchen Sink.”

NEWS: Why did you apply for your current position?

JLJ: I applied because I was ready for a new challenge in the field of leadership. Little did I know how much challenge would be involved! As a dean, I spent a great deal of time working with faculty on projects that improved the department or division. I was ready to learn how to make a difference for students at the institutional level and thought the CIO job would offer me that reward.

NEWS: What were your first few days/weeks on the job like?

JLJ: The first few weeks were very hectic and busy. I was learning a new

culture and a new way of life since I had moved from Southern California to Northern California. There is no way to prepare for the culture shock one experiences going from dean to CIO. Although I felt I had the tools, I spent the first few weeks wondering if this was a good fit for me. I have since settled in a bit, but I still have a great deal to learn.

NEWS: Looking back over the year, what victories, large or small, can you celebrate?

JLJ: The first victory is moving the college to open dialogue sessions via Appreciate Inquiry. I hope to have this type of dialogue occur twice a semester. Another victory I experienced was an integrated collaborative budget planning process with my deans and with my fellow VPs. This was based on project based funding rather than sector based funding. My last triumph has been that I didn't gain an additional ten pounds from increased sitting and atrophy due to “meeting death.”

NEWS: On the other hand, is there anything you wish you had done differently?

JLJ: I wish I had tried harder to get a mentor. I know we all learn by doing, but I am sure that there are others out there who can help me to avoid the potholes they encountered in their early years. I can still use the advice if anyone is willing to offer it.

NEWS: How has the CIO organization been helpful to you?

JLJ: I love the website and the reports and presentations. I use them all the time and I think the intrepid staff of News & Views is doing a great job. [NB: Unsolicited plug. Money has not changed hands.]

NEWS: How could the CIO organization better serve new CIOs?

JLJ: Assign a mentor for the first few months—someone you can call and ask a question or say, “This part of the job really scares me. Is it supposed to be like this?” It would be wonderful to have a mentor to just talk to when needed.

NEWS: Of the many statewide issues that have dominated our conferences and meetings, which one or two are most pressing to you and to your college?

JLJ: Probably the questions and model for the compressed calendar as submitted by Randy Lawson (thanks for the information by the way) and online education issues. I am also using the strategic plan as a part of how I do my job and it does affect the college in a holistic sense.

NEWS: Are there ways that this experience has changed how you work?

JLJ: Well, I started to say “No,” but I probably need to rethink that. I work

around 60 hours per week and could easily spend even more time, so I probably am not working efficiently. I have been reading The Four Obsessions of an Extraordinary Executive by Patrick M. Lencioni, who says you should ask yourself, "What is the one thing I do that really matters to the organization?" I wish I had asked myself that early on so that I could focus on four or five main areas of importance to my job instead of the 25 things I am currently doing. So "Yes," this experience is changing how I work!

NEWS: What single piece of advice would you give to someone about to begin his or her first year as a CIO?

JLJ: Try to meet as many people as you can early on and get out of your office and into the campus as often as possible. Be a visible part of the campus community.

I don't want to be outdone by Pam Deegan on the funny story meter, but I might also want to share this story with someone just starting the CIO job. I have been very impressed by all the deadlines that CIOs have to meet. There is the board agenda deadline, the report deadline, the catalog/schedule deadline, and the ever-present deadline for health and benefits sign up. I had no idea how much these deadlines had affected me until I recently attended a meeting where a dean looked at me and said, "Why are you wearing two watches?" I had no idea that I had put a watch on both arms, and had evidently been doing so for over a week! I guess that explains why I was never late for those seven days. Oh well....



LINDA STEVENS

Linda is the Vice President of Instruction at San Bernardino Valley College. Much of her career was at Cerritos College, where she taught in the nursing program and became Director of the RN, LVN, Pharmacy Technician, and EMT Programs. At Golden West College she was Dean of Science, Math and Health Professions as well as the college's grievance officer. She was Dean of Instruction, Academic Programs at Mt. San Jacinto College before assuming her current position.

NEWS: Why did you apply for your current position?

LS: I applied to experience increased responsibility for instructional programs at a community college. I had completed an Organizational Leadership Doctoral Program (Pepperdine University) and felt ready for additional challenges at a larger campus where I could gain the sense of working with colleagues in making the learning experience better for students.

NEWS: What were your first few days/weeks on the job like?

LS: I started this job in the middle of the school year (January 2006) and with one week to go before the start of our spring semester, I found myself on a vertical learning curve. Certainly what was happening here and what I needed to do to assure a smooth semester beginning was no different than where

I had been before except both the players and the politics were new to me. Fortunately I felt welcomed and supported by a senior leadership team that believes in open communication and a faculty that respects administrators.

NEWS: Looking back over the year, what victories, large or small, can you celebrate?

LS: Having been here a mere three months does not afford me a huge review! I sense that the faculty trust me and feel they can approach me with their concerns. What I hope I will see in the future will be an improved class schedule that is more user friendly as a result of some dialog we have been having with the department heads and through student focus groups.

NEWS: On the other hand, is there anything you wish you had done differently?

LS: I wished that I had come to this job earlier!

NEWS: How has the CIO organization been helpful to you?

Other than the statewide conference, I have not had the opportunity to meet with other CIOs because Master Planning Activities on our campus have conflicted with the CIO meetings. I plan to rearrange the meeting calendar so I can stay in touch with the CIOs.

NEWS: How could the CIO organization better serve new CIOs?

LS: Mentors or contact people should they know when new CIOs assume their positions would be helpful.

NEWS: Of the many statewide issues that have dominated our

conferences and meetings, which one or two are most pressing to you and to your college?

LS: Too early to say.

NEWS: Are there ways that this experience has changed how you work?

LS: I don't believe that it has. Due to the nature of my beginning date and the start of the semester I found myself working tremendously longer hours. Over time that has diminished some, but I certainly work more than 40 hours a week—but please know that this is no surprise to me. What I do for myself is take advantage of the relaxation afforded by a longer drive. I use music and the beautiful mountains (now snow-tipped) to be thankful for the goodness in my life. It sets the mind for being positive when I enter the office in the morning or when I return home in the evening.

NEWS: What single piece of advice would you give to someone about to begin his or her first year as a CIO?

LS: Hone your listening skills and know that you do not have to respond to every request immediately.



ROBERT JOHNSTONE

Robert is the Vice President of Instruction & Institutional Research at Foothill College. He has a doctorate in Social Psychology with over twelve years experience as a consultant in research, statistical analysis, and strategic planning for both industry and education. He taught statistic and psychology courses at the University of Oregon, San Jose State, and Foothill, where he was the college's institutional researcher before becoming the Vice President.

NEWS: Why did you apply for your current position?

RJ: I felt it was the next logical step in my quest for world domination. Wait, did I say that out loud? Seriously, I think that the CIO position at a community college has the best chance to foster truly needed change in higher education. I have found in my relatively short tenure in the CC system that I am passionate about:

- Shepherding pedagogical innovation – especially in basic skills/developmental education,
- Taking advantage of the SLO movement's potential for transformational change,
- Utilizing research to inform strategic, evidence-based decision-making,
- Shepherding a more longitudinal/student lifecycle planning approach that focuses on how our institutions interact with students on a daily basis in and out of the classroom.

NEWS: What were your first few days/weeks on the job like?

RJ: Luckily I started in August and I had almost seven weeks before the insanity truly began. It hasn't let up yet! My biggest single observation would be the enormity of the job. I recently counted 18 separate domains that were under my purview (and probably forgot a few) – and at any given moment, any of them may surface with an issue or problem that needs both attention and my personal recollection of what's going on!

NEWS: Looking back over the year, what victories, large or small, can you celebrate?

RJ: In terms of my personal life, the major victory has been surviving with my sanity intact and remaining as good a husband and father to my 2-year-old as possible. In terms of the college, I am happy that we have:

- Moved along our SLO evolution to the course level through program planning,
- Started an implementation of a faculty-designed rubric-based model to assess our institutional SLOs,
- Gone through a successful accreditation site visit,
- Started work on a reflective electronic portfolio course,
- Engaged in a complete redesign of our two lowest-level basic skills math courses to a team-taught, modular course with twice the contact hours,
- Rolled out the next version of our ETUDES software (ETUDES-NG) that serves thirty California community colleges.

NEWS: On the other hand, is there anything you wish you had done differently?

RJ: Not tried to do so much in the first year.

“Happy Summer!
Get some much
deserved rest!
....from the
entire staff of News
and Views

NEWS: How has the CIO organization been helpful to you?

RJ: The first CIO meeting was wonderful – being around people who truly understand the issues that I am facing is very comforting.

NEWS: How could the CIO organization better serve new CIOs?

RJ: Hard to say—I thought the program we had in the fall was great.

NEWS: Of the many statewide issues that have dominated our conferences and meetings, which one or two are most pressing to you and to your college?

RJ: The curricular issues and Title 5/ Ed Code interpretations.

NEWS: Are there ways that this experience has changed how you work?

RJ: Hmmm – I try to approach things the same way I always have, but the frantic nature of day-to-day operations can challenge my more historically laid-back approach.

NEWS: What single piece of advice would you give to someone about to begin his or her first year as a CIO?

RJ: Recognize that you can no longer be a subject matter expert on everything – you need to pick and choose the areas where you can go deeper and then rely on your hopefully excellent staff and colleagues to fill in the gaps.



TINA JOY PITT

Tina is the Executive Dean, Academic Affairs at Compton Community College. She has taught at the undergraduate and graduate levels in psychology, educational technology, teaching and learning process, and research techniques. A pioneer in the field of distance education since 1994, she has had significant experience developing new programs (traditional and distance), internet-based campus portals and online learning systems.

NEWS: Why did you apply for your current position?

TJP: The organization was struggling with accreditation issues and I felt I had a good skill set to assist in bringing it back to health.

NEWS: What were your first few days/weeks on the job like?

TJP: I inherited a mess and the first few months were absolutely insane. As our last special trustee stated, "Everything was broken." The second we would fix something, another issue would pop up. We didn't have time to breathe!

NEWS: Looking back over the year, what victories, large or small, can you celebrate?

TJP: Bringing coherent process and procedures to academic affairs; creating a strong academic team on the faculty, administrative and staff

levels; meeting and surpassing accreditation standards; and working on new programs and growth rather than fixing problems. Students now come into academic affairs to thank us for assisting them rather than complaining.

NEWS: On the other hand, is there anything you wish you had done differently?

TJP: Done more professional development in stress reduction, pushed to get the institution planning committee up and running immediately and created a team whose only responsibility was to complete all accreditation documents.

NEWS: How has the CIO organization been helpful to you?

TJP: It has been very helpful. The information shared at each meeting and hearing about other college issues keeps me updated on the latest and greatest and helps me learn from other's experiences.

NEWS: How could the CIO organization better serve new CIOs?

TJP: Professional development in developing and leading teams and managing projects as well as stress reduction techniques and managing multiple projects skills. Also, leadership skills in facilitating buy-in from diverse groups are essential. Another area that is typically ignored is how to obtain support not only from those you supervise but also from your president and upper management.

NEWS: Of the many statewide issues that have dominated our conferences and meetings, which one or two are most pressing to you and to your college?

TJP: The need to develop new and stronger academic leaders.

NEWS: Are there ways that this experience has changed how you work?

TJP: It has taught me to build better teams, to identify stakeholders that may not be as obvious at first glance, and to take more time in planning. It has also helped me organize myself differently to handle the extreme multi-tasking that is required in this position.

NEWS: What single piece of advice would you give to someone about to begin his or her first year as a CIO?

TJP: Do some professional development in the areas I have already mentioned, particularly team leadership and project management. Study total quality management techniques. Surround yourself with experts. You cannot possibly know it all!



DENNIS GERVIN

Dennis is the Vice President of Student Learning at Columbia College. He has a doctorate and masters degrees in biology and spent most of his teaching career at Modesto Junior College, where he later served as Dean of Math & Engineering, Interim Dean of Learning Resources and Technology, and Dean of Instructional Services.

NEWS: Why did you apply for your current position?

DG: Columbia seemed to be a great fit for my leadership style—a good mixture of contact with students, staff and faculty. Also, I wanted to be in a learning environment in which the CSSO/CIO functions are blended.

NEWS: What were your first few days/weeks on the job like?

DG: During the first few weeks I sometimes wondered if I had bitten off more than I could chew. I spent most of my time sifting through an office full of decades-old files and trying to understand the organizational structure and the culture of the college. I discovered that everyone who had spent time in that office had apparently created the same sets of files over and over—they were just stored in different cabinets!

NEWS: Looking back over the year, what victories, large or small, can you celebrate?

DG: Highlights would be a successful accreditation visit, great experiences in team building, and significant movement in the coordination of college-wide planning efforts. There were lots of other great things each month.

NEWS: On the other hand, is there anything you wish you had done differently?

DG: Lots of battle-scars, but no regrets.

NEWS: How has the CIO organization been helpful to you?

DG: Great connections and networking. I can really catch up on volatile issues at the regional and statewide meetings. The CIO list serve also is a great tool, and often serves to show me that the numerous other colleges are working through the same problems and issues that we are.

NEWS: How could the CIO organization better serve new CIOs?

DG: Put an 8th day in the week? I've been very appreciative of the new CIO activities at the statewide meetings. Position papers, like the one regarding compressed calendar scheduling, (at the meeting in Riverside) are great!

NEWS: Of the many statewide issues that have dominated our conferences and meetings, which one or two are most pressing to you and to your college?

DG: For our college I would say that the lack of student success in the developmental and basic skills areas is the most significant—it affects every aspect of what we are trying to do as a college. We really need to re-visit how we coordinate, empower and institutionalize the various aspects of our matriculation plan. Another area, for me personally, would be to get a better handle on our non-credit classes—I find myself in 'gray areas' with regard to a number of issues.

NEWS: Are there ways that this experience has changed how you work?

DG: I definitely have a different sense of 'scale.' There are a great many matters that used to seem huge and all encompassing—now I've moved on to a different level of huge and all-encompassing things. It has been good for me to realize that hindsight makes many crisis situations seem much less traumatic, and all those 'undoable' things somehow got done. So, when I hit the really hard days, I just assume 18 months from now I'll probably look back at it and it won't be such a big deal.

NEWS: What single piece of advice would you give to someone about to begin his or her first year as a CIO?

DG: Survive – don't take yourself too seriously.



MARY KAY RUDOLPH

Mary Kay is the Vice President of Academic Affairs at Santa Rosa Junior College. She has a bachelor's degree in Psychology and Sociology from Florida State University, a master's degree in Clinical Psychology from California State University – Sacramento, and a Ed.D. in Counseling Psychology from the University of San Francisco. She was a faculty coordinator and then Division Dean at Sacramento City College for twelve years. For three years she held the position of Vice President of Learning at Northcentral Technical College in Wausau, Wisconsin, supervising all academic, vocational and student service programs.

NEWS: Why did you apply for your current position?

MKR: I was looking for the perfect job. I wanted to live somewhere I would love, preferably northern California, and work at a school with a great reputation and strong ties to the community. I wanted a job I could love and a place where my son could grow up healthy and happy.

NEWS: What were your first few days/weeks on the job like?

MKR: Fabulous. I started in summer and had the great good fortune to work side-by-side with one of the best VPAA's in the system for 30 days. I felt a bit under the microscope at times, but everyone I met was so kind that I felt welcomed. All I did was work – I came four months before my family so I could devote myself to learning the new job.

NEWS: Looking back over the year, what victories, large or small, can you celebrate?

MKR: My two biggest accomplishments were the development of a re-organization for Academic Affairs and a new Program Review model for the academic programs. The smaller victories are just as important: working toward building a consistent and trusting team, getting to know and respect my fellow VP's, and truly settling into a new community. It also looks like we are about to settle on a new faculty contract.

NEWS: On the other hand, is there anything you wish you had done differently?

MKR: I tried to rush the re-organization plan out too fast at the end and I took someone's advice on how to present it that wasn't consistent with my style. Now I'm having to do some additional work to get people on board with it.

NEWS: How has the CIO organization been helpful to you?

MKR: Yes it has been helpful, but I haven't been able to attend as many things as I would like, and hope to get to know everyone better in the coming year.

NEWS: How could the CIO organization better serve new CIOs?

MKR: Assign a mentor for the first few months.

NEWS: Which one or two are most pressing to you and to your college?

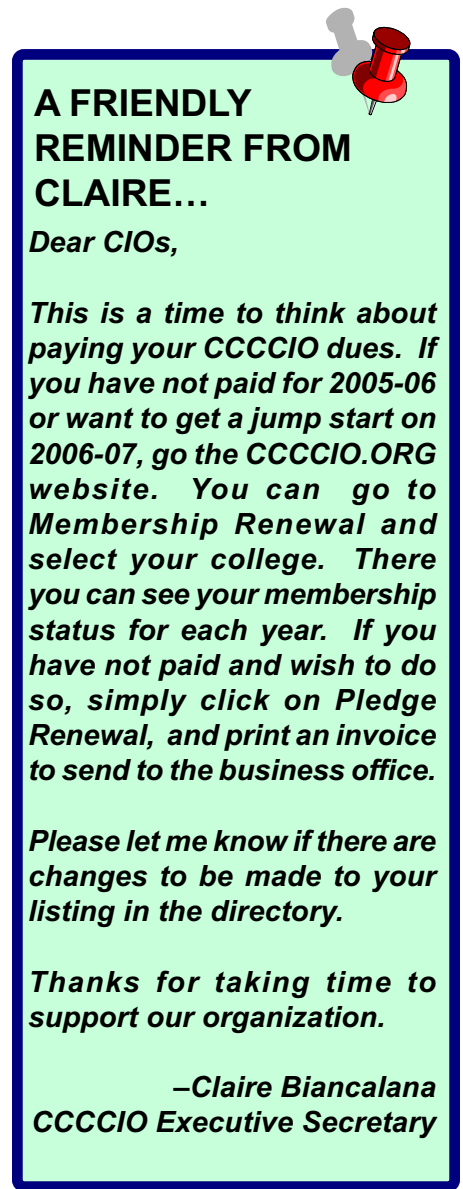
MKR: Probably the issues discussed in the Compressed Calendar Concept Paper (thanks for the information, Randy and John) and online education issues. Another big challenge for us is enrollment planning and meeting the needs of our changing demographics here in the North Bay.

NEWS: Are there ways that this experience has changed how you work?

MKR: I'm reminded to respect processes that are in place here and to be more patient – not my strong suit!

NEWS: What single piece of advice would you give to someone about to begin his or her first year as a CIO?

MKR: Be yourself. Get out of the office. Go to as many campus events as you can and make the first move to say hello. Ask for and accept feedback from the colleagues you feel will be honest.



A FRIENDLY REMINDER FROM CLAIRE...

Dear CIOs,

This is a time to think about paying your CCCCIO dues. If you have not paid for 2005-06 or want to get a jump start on 2006-07, go the CCCCIO.ORG website. You can go to Membership Renewal and select your college. There you can see your membership status for each year. If you have not paid and wish to do so, simply click on Pledge Renewal, and print an invoice to send to the business office.

Please let me know if there are changes to be made to your listing in the directory.

Thanks for taking time to support our organization.

**–Claire Biancalana
CCCCIO Executive Secretary**



BARRY RUSSELL

Barry is the Vice President of Instruction at the College of the Siskiyous. He has a Bachelors degree and a Masters degree in music from East Texas State University and a Ph.D. from the University of Texas at Austin. The “administration bug” hit him while he was teaching music at a junior college in Texas and his college president—and mentor—moved him to a position in institutional research. While Dean of Fine Arts and Humanities at Southwestern College, his first job in California, he became active with the Association of Instructional Administrators. He served as the Dean of Fine Arts and Humanities at Cerritos College before accepting the CIO position at College of the Siskiyous.

NEWS: Why did you apply for your current position?

BR: I applied for my current position because I wanted to make a difference on a campus. I had spent more than 10 years at the middle manager position carrying out the goals and objectives of others. Moving to the CIO position I now have the ability to set goals and objectives, identify priorities, and work on special initiatives.

NEWS: What were your first few days/weeks on the job like?

BR: I arrived on campus during the first week of April instead of beginning in August as most new hires. This created a steep learning curve for those end-of-year activities – budget, goals, graduation, and contract

negotiations. On the one hand, most issues had been discussed and settled.... on the other hand, my future year had already been established before I even arrived on campus and I was in less control of my future than I wanted to be.

NEWS: Looking back over the year, what victories, large or small, can you celebrate?

BR: Over this past year, I think that I have successfully acclimated to the College of Siskiyous community. Understanding the culture of a college is one of the most important activities of a new CIO and can help with future success. I have been able to create a trusting relationship between the faculty, staff, and my office.

NEWS: Is there anything you wish you had done differently?

BR: Because of pressure from several groups on campus, I was pushed to do a reorganization of the Instruction Office soon after arriving. I think it would have been best to move this off the agenda and allow me to work on other issues that were more important. I wish that I had moved that issue off the table for a year so that I could devote more time to the other issues.

NEWS: How has the CIO organization been helpful to you?

BR: The CIO organization has provided me a source to ask questions and get quick responses. The listserv is invaluable. I have also found that by attending the meetings, I have learned a great deal from my counterparts.

NEWS: How could the CIO organization better serve new CIOs?

BR: I think that the CIO organization

should provide more of a “boot camp” for new CIOs. Two or three of the more seasoned CIOs could lead the group through the various activities of a CIO – paying special attention to allow them time to apply the information to their own schools. The amount of information needed to do the CIO job is enormous and sometimes overwhelming, so having a time when new CIOs can meet together and work out strategies in a comfortable, non-threatening environment would be helpful.

NEWS: Of the many statewide issues that have dominated our conferences and meetings, which one or two are most pressing to you and to your college?

BR: The compressed calendar continues to be a big question for me and College of the Siskiyous. Although I have had several helpful conversations with people working on the issue, there still has not been any resolution to the discussion on campus.

NEWS: Are there ways that this experience has changed how you work?

BR: Yes. I now have the confidence to say “No,” if I do not think there are time and resources to develop and implement an initiative. I can say “no” and move on. I have learned that it is not necessary to do everything in one year.

NEWS: What single piece of advice would you give to someone about to begin his or her first year as a CIO?

BR: I would suggest that any new CIO spend a lot of time getting know the faculty and staff. Too many absences, trips, or sitting in your office too much will create a climate of mistrust and misunderstanding.

JULIE SWANN HATOFF: “Life is Just a Chair of Bowlies!”

FIRST RECIPIENT OF CARTER AWARD PICKS NEWS & VIEWS OVER PEOPLE MAGAZINE FOR EXCLUSIVE INTERVIEW

NEWS: You looked shocked when your name was announced for this award. What was going through your mind?

JH: Well, of course I was shocked—I got caught passing notes in the back row to you and Dona Boatright while President Pam was trying to conduct her meeting! Also, as the first recipient for the Carter Doran Memorial Award for Educational Leadership, I was—and am—numbed yet energized. About being principled, dedicated, talented, witty, etc., well, I’m less confident. Carter would probably say, “Fake it!” Other deserving candidates might echo Fanny Flagg’s sentiments, something like, “Youth and beauty — they can’t compete with age and treachery.”

NEWS: It must have been quite a journey from Pomona College, where you and I were undergraduates in the ‘60’s, to MiraCosta and the challenges of the CIO job.

JH: Quite a journey, and I owe what success I’ve enjoyed along the way to my mentor, Doc Broman, a musician who conducted us faculty like an orchestra. Having never served as an administrator and lacking any role models, I looked to other seasoned vice presidents for counsel: Poet Laureate Frances Conn from Alan Hancock, Doyen of Quality Sam Shauermann from El Camino, and Fount of Administrative Scholarship Don Berz from Chaffey. Whether it was Title 5 or the Ed Code, planning or budgeting, hiring or evaluating, these mentors kept me seated at their knees over the years.

But back to your question. I became Vice President at MiraCosta in 1984 (that Orwellian year) after having been named department chair and senate president when the Statewide Academic Senate (on which I also served) was



working to strengthen the community college curricula as well as the faculty role in governance. I had been working at MiraCosta since 1971 as an English teacher, offering many courses in composition, literature, and humanities. During that period, I helped two colleagues from Los Angeles Valley and San Francisco City Colleges start the English Council of California Two-Year Colleges, an organization — I am happy to report — that still brings together English faculties from up and down the state and still produces the newsletter for California professionals in our discipline.

As you can see, I had been running hard from Pomona College. Remember the gates of our alma mater read, “Let only the eager, thoughtful, and reverent [students with high grades and SATs] enter here.” That motto doesn’t really apply to us in the community colleges. At MiraCosta we talk instead about taking the “top 100%” and helping them learn via dedicated teaching and pedagogical variety, which rival anything I ever saw as an undergraduate (or graduate) student.

NEWS: It is clear from the nomination sent in by your deans that you have made a profound impact on MiraCosta.

How has the character of the college changed during your tenure there, and how do you think your initiatives and ideas influenced or shaped the changes that have occurred?

JH: When I arrived in Oceanside in the early seventies, the college had been on its beautiful, but stark, site for nearly a decade; a colleague and I planted flowers. Most of the faculty had transferred over from the high school or come in through the military. MiraCosta was sarcastically called “Harvard on the Hill” or a “high school with ashtrays.” You could graduate with many Reading and P.E. courses and weren’t required to take college-level English or math. Few people used syllabi, and most faculty relied on machine-scored tests.

Except for nursing, secretarial science, or P.E., few females dotted the ranks, nor was there any real diversity. The organizational structure of the college was quite pyramidal. The vice president of instruction would create the entire schedule of classes on a big grid atop his desk. He sometimes chided us for calling ourselves teachers instead of instructors. I got tenure in two years, based solely on his evaluations—no faculty input. In fact, he and the president of the college hired me without apprising the other three English teachers, and then described

me to them as a homecoming queen. My new colleagues didn't speak to me for a year!

So yes, times have changed. Anyone who has been at a college for 31 years can find his or her fingerprints on its buildings and academic policies. But, I think the most powerful contribution I've made is through the faculty whom I've helped hire, train, mentor, and who have since taken wing to serve students in extraordinary ways.

NEWS: I know that one of your strategies for encouraging people "to take wing" is an annual program in which faculty and administrators read and discuss books by the nation's leading educators. How does it work?

JH: In the days after AB 1725 passed, instructional administrators, it seems, withdrew from the fray, allowing faculty newfound pride of place on academic and professional matters. After a time, I realized that such an approach was not the way to promote an agenda of teaching and learning. So, I talked to the professional development committee, which had taken over from the deans and me our orientation of new faculty, about adding a springtime seminar for new instructors on seminal books on teaching. Then I sought financial help through the North County Higher Education Alliance to bring such luminaries as Parker Palmer, Ernest Boyer, John Bean, and Ken Bain to MiraCosta, Palomar, and CSU San Marcos for workshops with our faculties. These experiences have forged bonds between Instructional Services and the new faculty, which have over time paid big dividends. We know each other as friends and colleagues, relationships that diminish the attitudes of "we" versus "they."

NEWS: You have long championed mentoring and staff development for all instructional administrators, not just CIOs. What should the CCCCIO be doing to assist in this effort?

JH: I often bemoaned the fact that teaching was very lonely. I used to go into my classrooms and shut the door as though checking into Motel 6. The jobs of instructional leaders can be even lonelier. Having friends and mentors to guide us makes the job, well, more "manageable." What professional development has meant for members of the faculty is what we want for our instructional administrators.

Many CIOs, as you know, Ed, will retire in the next few years, and the pools are becoming smaller and shallower. When I was the president of the CCCCIO organization, we started a big sister/big brother service for "green" deans. Also, when I served as president of the National Council of Instructional Administrators, we sought to "develop" instructional deans from across the country and engage them with the best presenters, whether practitioner or theoretician. The sheer numbers of hires, coupled with the very "busy-ness" of novice CIOs themselves, meant that such networking efforts saw only spotty success. But I am pleased to see that Dorothy Rupert, with the support of the CIO executive committee, is working to re-establish an improved program of that sort. Fortunately, current wizards and eminences grises such as the mentors of mine I already mentioned offer us a remarkable legacy. They pass the torch of principled, ethical, visionary leadership to those of us who follow this administrative path.

NEWS: Do you ever regret leaving teaching? Do you ever wish you had more time for life outside MiraCosta College?

JH: Well, I have to admit I left English because I tired of reading essays. Now, I find myself missing that work, which I could take to the bathtub with me. Almost gone are discretionary time and

interactions with grateful students. And I have to concede, somewhat defensively, that the intellectual and creative stimulation a classroom affords is never called "bureaucrap."

When people ask me why I stay in this demanding job that consumes so many hours and so much energy, I have to admit that I do it because of my children—two teenagers who show me little courtesy and rarely do what I say. At the college, on the other hand, I rarely see people slamming doors, talking back, or stalking out. We keep on working side-by-side to improve the college's processes and outcomes. I can't blame this job for having let my season tickets to theater and opera lapse; I did that for my kids. But it's a good thing my family owns a couple of timeshare weeks and puts dates on the annual calendar, or I would never get away from this desk or my email. The "Crackberry" is now at my elbow wherever I go.

NEWS: What do you say to the cynics who claim that people who can't teach become administrators?

JH: Well it's probably a waste of time to respond to the terminally cynical. But I would say to the rest of us that great teachers, when they are lured from the classrooms to become administrators, really do a new kind of teaching: ministering to many faculty members, who serve more students than these individuals alone could ever reach. Then they start weaving and re-weaving the tapestry of their college culture in partnership with their deans, their instructors, and their staff in an effort to move toward that evanescent goal of excellence.

"Together," as the Zen aphorism goes, we can always learn to do better what we already do well. I will be reminded of this every time I look at my stunning, Annie Glass bowl.

SUMMER READING

Fifteen people responded to our call for books they would recommend to fellow CIOs. We hope you enjoy reviewing the eclectic list that follows, and perhaps are moved to read some of these on a beach, in your backyard, or surreptitiously during a dull meeting.

FELIX AQUINO, State Center Community College District
The World is Flat, by Thomas Friedman

This book is about the tremendous worldwide changes that have occurred and are occurring in the way work is organized. Friedman explains how this came about and what its implications are. It should be required reading for anyone involved in education.

LINDA BERRY-CAMARA, Merritt College
The Kite Runner, by Khaled Hosseini

This book presents an engaging story line, eloquent prose, and an exploration of Afghanistan's culture before and after the Russian invasion. This is a wonderful read for an airplane trip (I read it on the way to the CIO conference in Riverside) or during summer vacation.

DAVE BOLT, West Hills College Lemoore
Stiff, by Mary Roach

Delightfully and humorously written book about corpses and their value to our society. Also, numerous historical tidbits that are valuable factoids for use at those numerous stuffy social events we all attend from time to time.

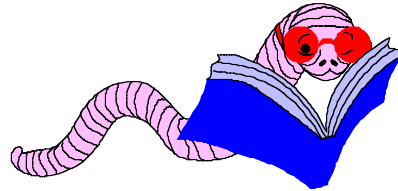
JULIE HATOFF, MiraCosta College
Gilead, by Marilyn Robinson

This book won the Pulitzer Prize for fiction and garnered many other positive notices. It's about a dying, old Protestant minister who's writing a letter to his 7-year-old son. How can that hook someone like me—a bona fide secular humanist, who shares little with this man? On finishing this story, I was left with admiration for the grace, modesty and humanity of the old minister. Without ever having traveled far from home, without any intellectual pretension, the old minister lived as a liberal Christian, ecumenical and tolerant in his views, who would reject today's fundamentalist and judgmental devotion to laissez-faire capitalism.

The book is almost a mystery, a character study, even historical fiction...and beautifully written to boot. It's verging on profound. And it's short!

MATT JACKSON, Butte College
Kill the Messenger, by Tami Hoag

A well-written thriller—perfect for pleasure reading.



LIS LEYSON, Fullerton College (Now retired)

The History of Love, by Nicole Krauss

I have to be honest in that I was not “profoundly” moved by The History of Love and think the title a little presumptuous, but I did find the story interesting and the talent of the author impressive. Nicole Krauss assumes the personas of an aged man and of a girl to young woman and is deft in rendering each as real, unique, and articulate in ways appropriate to the character. The tale is carefully structured so that what could have been a too unlikely ending actually is quite charming and satisfying. It actually ended as I hoped it would as I was reading, but just could not imagine how the author would manage that without it seeming contrived. Krauss does an excellent job. It is difficult to give a synopsis, as this book is part confession, part self-analysis, part just grappling with life and living, and part magical.

MARK MEADOWS, Barstow College

Mindfulness and Meaningful Work, edited by Claude Whitmyer

Amazon describes this book as “a classic, providing a wealth of resources for investigating the challenge of integrating work with spiritual practice. It contains thirty-seven contributions by some of the leading thinkers and activists of our time, helping us to find work that is meaningful, life-affirming, and non-exploitive.” I agree. The contributors suggest strategies by which we can arrange individual work lives so that they are less demeaning and more productive of solid satisfactions and purpose. The book asserts that “the real purpose of work is to give us an opportunity to practice being human,” and offers ways we can use our abilities to lead effective and meaningful work lives.

KEN MEIER, Bakersfield College, and soon Butte College
Globalizing the Community College: Strategies for Change in the 21st Century, by John S. Levin

This work represents an intensive empirical study of seven “Pacific Rim” Community Colleges in Washington, California, Hawaii, and Western Canada. The first chapter represents one of the most profound meditations in the literature on organizational theory and the community college. The empirical chapters examine how globalization and the changing landscape of the work economy are altering fundamentally the terms of professional labor and the missions of the public community college. This is the first of several national studies being conducted by Professor Levin on the changing landscape of the colleges.

JUDY MINER, De Anza College

On Beauty, by Zadie Smith

This is a beautifully written novel about two rival professors who clash at a fictional east coast university on topics ranging from affirmative action to Rembrandt to politics in general. Smith interweaves additional plots involving family members that create a sense of sympathy, suspense, and dread. Her account of an academic senate meeting will convince every CIO that she had eavesdropped at his/her campus!

JOHN NIXON, Mount San Antonio College

Bel Canto, by Ann Patchett

This book is a fast paced narrative, with excellent character development and interesting exploration of motives and responses.

TINA PITT, Compton College

Harpo Speaks, by Harpo Marx

You laugh and laugh from page one to page 600. Yes, it's a long one, but worth the read. I read it years ago and just reread it because it is the best stress reducer known to humankind! The Mookie face and the jelly beans in the movie theater chapters are hysterical. It also provides one with an insight into life during the early part of the 20th century. Another hysterical chapter is what the movie studios had to do to the Marx Brothers in order to keep them on the set during breaks. A laugh a minute. I highly recommend it.

MARY KAY RUDOLPH, Santa Rosa Junior College

The Chinese in America: A Narrative History, by Iris Chang

I've lived in California for 20+ years off and on and never realized the incredibly short yet remarkable history of Chinese in this state. Many of my misconceptions were dispelled regarding the history and integration of Chinese Americans into our society.

Reading Lolita in Tehran: A Memoir in Books, by Azar Nafisi

This book is fabulous – it reminded me of why I LOVE fiction. Fiction allows us to try on other personas, countries, ideas without feeling threatened.



BARRY RUSSELL, College of the Siskiyous

The Five Dysfunctions of Team; A Leadership Fable,

by Patrick M. Lencioni.

Although I was skeptical that it might be another one of those One-Minute self-help books, I really enjoyed this book and learned something new about organizing my team...something I can actually apply immediately.

JOHN SPEVAK, Merced College.

Chasing Daylight: How My Forthcoming Death Transformed My Life, by Eugene O'Kelly

What would you do if you knew you had only three months to live? That was the challenge facing Eugene O'Kelly, a 53-year-old accountant and CEO of a large accountancy firm in New York. With an inoperable and malignant brain tumor, he decided, somewhat incredibly, to write a book. Written in the first person, Chasing Daylight is the account of this dying man, talking to his reader intimately and personally, sharing his deepest thoughts, giving us his carefully considered suggestions on how we might approach our own death—and our own life. He decided to make the end of his life as meaningful as possible.

The author died approximately three months after he was diagnosed, but he lived that time with wisdom, intensity, and serenity. I'm sure it's apparent that I was deeply moved by this book, and I think most readers would be moved as well.



(NB: In an addition to being an overworked CIO, **John Spevak** writes a column for the Los Banos **Enterprise**. Featured in the column is his complete review of this book, available from him on request.)

RON TAYLOR, Chabot College

Will in the World: How Shakespeare Became Shakespeare, by Stephen Greenblatt

This is a literary biography, with an intelligent recap (and re-analysis) of the available biographical information about Shakespeare, and some really cool interpretations of chunks of his work. But what it did for me was (1) inspire me (this was a real man with real problems like ours, who happened to have the opportunity to unleash his genius under sometimes difficult circumstances), (2) help me understand the really severe social circumstances of that time (there were burnings at the stake in his boyhood neighborhood, and his family was probably persecuted for their closeted Catholicism), and (3) remind me of the strange beauty of some of his work (especially "The Merchant of Venice").