

CIO NEWS & VIEWS

The Newsletter of the CCCCIO Ed Buckley, Editor
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“Right leader at the right time. . . .”

Long Beach Superintendent-President to Be First Latino Community Colleges Chancellor

Dr. Eloy Ortiz Oakley will become the first Latino to lead the California Community Colleges, and is himself a community college success story. After serving four years in the U.S. Army, he enrolled at Golden West College. He then transferred to the University of California, Irvine where he received his degrees of Bachelor of Arts in Environmental Analysis and Design and Master of Business Administration.

Oakley, who has served as superintendent-president of the Long Beach Community College District since 2007, is nationally known for his development of the Long Beach College Promise, which brings high school and college administrators and instructors together to create pathways for students transitioning from K-12 to higher education. Among his many fans is Long Beach City College Academic president Karen Kane who gives Dr. Oakley high praise for having “the right vision and the ability to see things that other people don’t see. And he lays it out there and has the patience to wait for most people to catch up and understand where it is he’s trying to go. He’s the right leader at the right time.”



Dr. Eloy Ortiz Oakley

N&V: What primarily motivated you to put your hat in the ring for the CCC Chancellor position?

EO: I am a native Californian and a product of a community college, so I have a clear understanding of the importance of our colleges to our state. I see so many students just like me attending our colleges and that is what motivates me to get involved in the position of chancellor.

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N&V: You have been widely praised for developing the Long Beach Promise. How does it work? Is it “scalable”?

EO: Of course the initiative is scalable. Working with local education and community partners is not only scalable, it should be an expectation. The partnership in Long Beach works because there is commitment—this is not complicated.

N&V: You have said that we need to redouble our efforts as a system to ensure that every student in California has the opportunity to obtain a college credential. How do we go about it?

EO: By taking responsibility for every student on our campuses, by building guided pathways for our students and by holding ourselves accountable for eliminating barriers for our students.

N&V: It’s not news that California’s community colleges were hit hard by the recession, with more than \$1 billion in funding cuts. What are the first two or three most significant actions you will consider taking to address the systems financial situation?

EO: Do the most with the money we have. We must make better use of every dollar that is invested in our colleges. Beyond that, I will work with the leadership in Sacramento to improve the predictability of funding for our colleges and look at improving the growth formula so that we can target funding in ways that align with the needs of the regions in our state.

N&V: According to a recent UC Davis study, about a quarter of the system’s CEOs plan to retire in a year, with another 30% probably retiring within the next three years. About half of the CEOs cite conflict with boards as the reason they are leaving or retiring. Do you see a role for the Chancellor’s Office to address this potential loss of executive leadership?

EO: Absolutely. The Chancellor can play a role in improving the professional development for current and future presidents as well as with local boards so that they better understand how to pick and retain a college president.

N&V: As I’m sure you know, the CIOs and others are very concerned about the future of the accreditation process in California. What steps will you take to resolve the ongoing controversies and improve the process?

EO: Accreditation happens at the local colleges so the leadership on this issue must come from the local colleges. Having said that, I will actively engage with all of the interested parties to move us beyond the rancor and to focus on continuous improvement and academic quality.

N&V: First-generation college student, four years of Army service, community college graduate (Golden West College), bachelors and masters degrees from UC Irvine. How did all those new challenges and experiences shape you?

EO: Those experiences have helped shape everything I do as a leader. My journey was made possible because of great advising, great mentoring, and a structured pathway. I was no different than any other students attending our colleges. However, I was lucky. Luck should not play a huge role in college success. That sticks with me.

N&V: Who have been your primary mentors, and how have they been helpful to you personally and/or professionally?

EO: I have had more mentors than I can name, and they have all helped me see a part of myself that I didn’t see before. They also allowed me to believe that I do belong at the table and that has always motivated me.

N&V: Given the huge tasks you have taken on, how do you keep sane and healthy?

EO: Sane? I am still looking for that answer. Laughing at the absurdity of what we deal with is what usually keeps me sane. Other than that, I try to get out of my office, get some exercise, and leave today’s problems for tomorrow because they will always be there.

N&V: Who are your heroes?

EO: Lincoln, both Roosevelts, Reagan, Thatcher, Pat Brown.

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N&V: That’s a fascinating and diverse cast of characters. What qualities do you think they share?

EO: They all took risks while leading through difficult times.

N&V: Tell us about your family. Are they excited about your taking on this new role?

EO: I have a wonderful family that keeps me pushing forward each and every day. I wouldn’t be here without them.

N&V: Thank you for taking the time to talk with us!

EO: You’re welcome!

Meet Our New CIOs

Dr. Yu was a tenured faculty member in Engineering and Math at Evergreen Valley College and an adjunct faculty member at San Jose State University before taking the position of Interim Vice President of Instruction at Laney.

John’s comment: “I was attracted by the strong leadership at Peralta headed by Chancellor Dr. Laguerre, the challenges faced by the Laney College, and the opportunities to make a contribution. The strong academic and CTE programs at Laney as well as the diversity of the student population are also factors contributing to my taking the position there. I would very much like to learn from the seasoned CIOs.”



Dr. Zhanjing (John) Yu
Vice President of Instruction (Interim)
Laney College



Pat Selzer
Interim Vice President of Instruction
Cuyamaca College

Pat Selzer’s discipline as an instructor was Music. He served 17 years as a music instructor and department chair at Cuyamaca prior to becoming an administrator.

Pat’s comment: “After serving as the Dean for Arts, Humanities and Social Sciences for three years, I felt like I was sufficiently prepared to step up to fill the interim vacancy when our CIO took a position at another college. I hope that my many years of experience at the college can provide continuity during our search for a permanent CIO.”

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Krista R. Johns, JD
Vice Chancellor, Education
Services and Student Success
Chabot-Las Positas Community
College District

Krista's academic discipline is Law, and her faculty experience is primarily in law. At the community college, she has taught in business. She has also held various instructional assignments such as director of curriculum and program lead/coordinator.

Krista's comment: "The position of Vice Chancellor of Educational Services and Student Success at the Chabot-Las Positas Community College District is providing me the opportunity to advance student success through collaboration with college leadership and in district wide initiatives. Chancellor Jannett Jackson is a forward-looking educator whose vision of excellence creates a setting for innovation and high performance across the district. I am excited to be part of a team of administrators, faculty, and classified professionals who are committed to the community college mission and to high quality education!"

Dr. Lolland's academic discipline is Business. Before becoming an administrator Dr. Lolland taught accounting and worked 11 years in private industry as a Chief Financial Officer, Controller, and Accountant.

Sonja's comment: "I am fortunate to have worked for the last 19 years at a California Community College and I feel this segment of the higher education system is critical to our state's success. I am committed to ensuring that all students have access to outstanding academic and student support services. I moved into a CIO role so that I could have a broader impact and more directly impact policy decisions."



Sonja Lolland, Ed.D.
Vice President of Academic
and Student Services
Yuba College

Pamela Ralston taught American Ethnic Studies, Comparative Literature, English, and Reading at the University of Washington and Tacoma Community College in Washington State for 10 years prior to moving to Cuesta College in San Luis Obispo, CA to serve as the Dean of Academic Affairs: Arts, Humanities, and Social Sciences for eight years.

Pamela's comment: "The College of the Desert is a Hispanic-Serving Institution of which 71% of the student population is Latino and the majority is first-generation college bound. My interest in community college has always been in the dramatic social change made possible through access to quality education for communities struggling with income inequality. College of the Desert serves the Coachella Valley in creating pathways to careers and further education, and I chose to join the college in those efforts."



Pamela Ralston, PhD
Vice President, Student Learning
College of the Desert, Palm Desert, CA



Kate Alder, PhD
Vice President of Instruction
San Diego Continuing Education

As a community college and adult education faculty member Kate Alder's academic discipline was Business and Information Technology. Her graduate school discipline in Educational Leadership afforded her the opportunity to focus her studies and research around Continuing Adult Vocational Education.

Kate's comment: "Like many of my peers, education is a second career for me. I entered the profession serendipitously with a part-time adult vocational education position and began a journey of discovery about the power of education to change peoples' lives. That journey has brought me to San Diego Continuing Education, in the San Diego Community College District, where I have the honor of supporting an incredible group of instructional deans and faculty as they do the work of educating and inspiring adult students in our community."

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Dr. Frank Kobayashi
Interim Vice President of Instruction
American River College

Dr. Kobayashi is a proud alumnus of Santa Rosa Junior College where Ed Buckley was the CIO. He taught English at a Japanese high school for two years, then returned to the United States to pursue graduate work at Stanford. He was part of the founding team and later the Vice President of Sales and Operations at www.financialaidtv.com before transitioning to West Valley College where he served as Program Manager for Business and Professional Development and later Dean of Career Education and Workforce Development. Most recently, he served American River College as the Dean of the Natomas Educational Center before taking on this interim assignment.

Frank's comment: "American River College is an amazing institution in the greatest Community College District in California. I am happy to provide leadership to the college during our transition to a permanent Vice President of Instruction, and will happily be returning to my role as Dean of the Natomas Educational Center (the greatest Educational Center in California) once a permanent Vice President is selected. My brief tenure has allowed me to gain a greater appreciation for the collaborative nature of our college, and the amazing work that is happening across all of our disciplines. At the heart of our college are the amazing people who have dedicated their lives to the noble profession of teaching."



Paul Jarrell
Executive Vice President,
Educational Programs
Santa Barbara City College

Paul Jarrell served at Pasadena City College for 20 years in their Biology, Anatomy, and Physiology programs.

Paul's comment: "I was attracted to SBCC largely because of their reputation as a student-focused community college. I am impressed by their commitment and dedication to high quality instructional and support programs geared toward increasing student success and empowerment. There is a strong sense of a true 'agenda' to close achievement gaps and encourage a climate of equity. The faculty, staff, and students have made this transition delightful. I feel very fortunate to have landed at such a wonderful institution in a great community.

"In any spare time I have . . . assuming there will be some, I am an avid fiddle player of old time music and a terrible golfer."

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Brian Sanders
Vice President of Student Learning
Columbia College

Brian Sanders served for 13 years as a professor of mathematics at Modesto Junior College, including many years serving on the Curriculum Committee and as member of the faculty negotiating team. He then spent an additional 7.5 years as Dean of Science, Mathematics, and Engineering at Modesto Junior College.

Brian's comment: "I became the Interim Vice President of College & Administrative Services at Columbia College in October, 2015, and then was selected as Vice President of Instruction for Columbia College, beginning that position in June, 2016.

"I served as Dean for over seven years, learning about leadership, personnel matters, college-wide priorities, schedule development, and enrollment management. In 2011, I enrolled in the Capital Area North Doctorate in Educational Leadership (CANDEL) program, a joint offering of UC Davis and Sonoma State University, in order to broaden my knowledge and prepare for the CIO role. I completed the program in 2014 and was pleased to find the opportunity to apply for the CIO position at Columbia College, in my own district. The position provides me a fresh start in a new location with new coworkers, while maintaining my tenure as a math professor in the district and without displacing my family, particularly two of my three daughters, who are at a critical juncture in life as high school students.

"The new role is exciting but also challenging. I'm carefully working to adapt the 'large college' approaches from MJC so they will be viable at our small college in the Sierra foothills, while also working to lead the small college toward better efficiencies. Quite the balancing act! And since much of the work will require course and program modifications, we really count heavily on sharp faculty members who want to assume leadership roles and take on the challenge to adjust long-standing curricular practices.

"Finally, I would like to add that I am very much looking forward to meeting everyone at the upcoming CIO conference this fall."

Dr. Sokenu served in the English and Business Communication faculty for 13 years before becoming an administrator. He taught English, creative writing, business communication, and humanities. He also was faculty development coordinator for a year before he became a dean ten years ago. Julius is also a published poet and storyteller.

Julius' comment: "I had the experience of having been a dean of both instruction and student services programs at Moorpark College. That opportunity to manage CTE and transfer programs, as well as STEM and Arts and Media programs, motivated me to apply for the EVP position. I have always been invested in supporting the needs of the whole student; this leadership role facilitates students' success and supports faculty and staff as they enable students to make the learning their own."



Dr. Julius Sokenu
Interim Executive Vice President
Moorpark College



Marilyn Flores, PhD
Vice President of
Academic Affairs
Santiago Canyon College

Marilyn has 17 years of experience in higher education as a dean, an associate dean, a program director, consultant, and researcher. Since 2013, she served as the dean of the Library, Arts, Humanities, and Social Sciences Division at SCC. Previously, she was the dean of arts, letters, and social sciences at Las Positas College. Prior to that, she served as dean of language arts, education and academic support at Riverside City College where she was also the dean of academic support, associate dean of college program support, and director of the GEAR UP program. She has taught in the K-12 sector up to the graduate level. At the University of California, Riverside, she was a lecturer for graduate-level education courses and a teaching assistant for undergraduate courses. At the Jurupa Unified School District, she taught adult English as a Second Language (ESL) and citizenship classes, served as a resource teacher, and was a bilingual teacher.

Marilyn's comment: "Having worked in multiple sectors of education I knew once I began working at the community college that this would be my home. I am passionate about the Community College system and its mission. The CIO position was the next step, having served as Dean for many years."

Taft College

28th “15 Minutes of Fame” Recipient: VPI Mark Williams

“Small rural district with a culture of excellence—just a great place to be!”

Mark Williams has an MS in Computer Science and is the Vice President of Instruction at Taft College. He taught computer programming for 15 years. He began working at Taft in 2013. Previously he was the Dean of CTE at Umpqua College, but moved to Bakersfield for family reasons. Mark considers himself fortunate to have discovered Taft College.

N&V: Mark, what makes Taft College unique?

MW: Taft College is a small, rural college that is very student-friendly. Students frequently comment on the level of service and care they receive from both faculty and staff.

N&V: Are there programs that you are particularly proud of?

MW: Well for starters, Energy Technology with petroleum a defining industry for the community we serve. In addition, we provide a residential Transition to Independent Living (TIL) program that is unique in the state and country. It’s a two-year program for intellectually disabled students. In the first year the students are in dormitories on-campus; the second year students are in off-campus housing in town.

Another significant program is our new Engineering program. We offer strong English and Math transfer programs for students planning to enroll at CSUB and other four-year institutions. Also, because of our small size I think we are able to provide excellent one-to-one direct contact with students in Student Services.

N&V: Why should students choose to attend Taft College over other choices?

MW: Taft serves as a destination college for many students due to its culture of strong support for students and relatively small class sizes.



Mark Williams

N&V: What do you like most about your work at the college?

MW: Taft College is so important to this community. Being a part of meeting the needs of a very small rural district with two prisons, a migrant population, partnering with Taft and Maricopa high schools, offering unique programs, a culture of service, and our connections with the greater Bakersfield community—it’s a great place to be.

N&V: What’s tough about your job?

MW: With a small school and district it seems everyone ends up wearing a lot of different hats, with competing issues of varying complexity, but it is also interesting and energizing. By necessity, we do work in smaller teams that can move quickly.

N&V: What major challenges has the college addressed over the last ten or so years?

MW: Managing enrollment volatility is a constant concern, particularly so for a small college. We're doing well. Although over the last ten years the college has done a lot of renovation, and the groundbreaking on a new Student Services building is in a couple of weeks, improving our facilities is always a challenge with more to be done.

N&V: Are you optimistic or pessimistic about the future.

MW: This is the best of all possible times to be in education—the work on transfer degrees, guided pathways, strong workforce, use of technology, the equity and success agendas, support for innovation, everything we're learning about learning . . . I'm very optimistic.

N&V: What major planning initiatives will the college implement over the next three to five years?

MW: Our planning process is becoming more agile. It's less about trying to predict the future three to five years out, and more about quick planning and feedback cycles. I'm encouraged to see state leadership and support for making curriculum approval more responsive, particularly in CTE, and also encouraged to see the emergence and strengthening of regional initiatives. Our planning aligns well with these developments.

We're in a multi-year planning effort to develop our data reporting capabilities required by our equity and success agendas—quite the challenge for a small school. We'd love to join forces with other small schools facing a similar challenge.

I'm glad that state leadership is working to ensure the equity agenda is systematically integrated within instruction. Our plans for equity are to learn and change what we do based on an understanding of affective issues and trauma-informed methods. We're developing an Equity Student Worker program that creates community support, and includes a rich training program for disproportionately impacted students, e.g. workshops with established scholars that include topics like implicit bias, or on effective communication.

We're planning some of the most innovative multi-disciplinary initiatives that integrate STEM disciplines, performance in both athletics and academics, and that address disproportionate impact. I'm proud of our work in the West Kern adult ed consortium. We're expanding inmate education. And we're working hard to support instruction in many ways with a remodeled Veterans and Workforce center, a food pantry for students in need, etc.

N&V: Anything else you want your colleagues to know about Taft College?

MW: Taft is a little out of the way off I-5, but it's an easy drive. If you're in the neighborhood please stop by.



About Taft College

Vision

At Taft College all learners achieve their learning goals.

Mission

Taft College is committed to student learning in transfer and career and technical education programs supported by pre-collegiate basic skills and a wide range of student services. All programs and services are focused on the educational needs of a community of learners.

Values

- Students and evidence of their success.
- A learning community with teaching excellence.
- An environment conducive to learning, fairness, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, and support services.
- Innovation, diversity, creativity, and critical thinking.
- A mutually beneficial relationship with the community we serve.
- Academic, financial, personal, and professional integrity.
- A transparent, accessible governance structure that includes institution-wide dialogue.



History and Description of the District

The West Kern Community College District encompasses a 767-square mile district in western Kern County. The service area of Taft College has a population base of about 27,000 residents. The College is situated on a 39-acre campus in northwest Taft. The college district was established in 1922 and officially became Taft College in 1954. The West Kern Community College District was formed in 1962 and was expanded in 1971 to include the Maricopa Unified School District. In 2012, the West Kern Community College District celebrated its 90th anniversary of serving residents in western Kern County.

Taft College prides itself as a small, comprehensive institution with a wide range of educational programs and support services to students. The college offers 37 degrees and 24 certificates in transfer education and career-technical education programs. The college enrolls nearly 12,000 students who have access to innovative, caring faculty members and responsive support programs needed to promote student success.

In March 2004, residents of the West Kern Community College District approved a \$39.8 million bond for the construction and renovation of Taft College facilities. The district is in the last stages of bond projects that include modernization and construction, utilizing local and state bond revenue totaling over \$100 million.

The campus includes several facilities and programs that are unique in California Community Colleges:

- A residence hall complex that houses nearly 200 students, virtually all of them from outside the Taft area.
- The Dental Hygiene Program, which serves the community and is a health program focal point.
- The Children's Center, which is the largest single-site child care facility in the California Community College system.
- The Transition to Independent Living Program (TIL), a two-year residential program that teaches individuals with intellectual disabilities to live independently.
- The Energy Technology Program, a new area of emphasis at Taft College, serving those students interested in joining the expanding field of energy technology.

(Excerpted from the Taft College Educational Master Plan 2014–2024)



Taft College Students at a Glance

	Annual 2015–2016	Annual 2015–2016
	Student Count	Student Count (%)
TAFT TOTAL	8,814	100.00%
African-American	582	6.60%
American Indian/Alaskan Native	59	0.67%
Asian	163	1.85%
Filipino	90	1.02%
Hispanic	5,021	56.97%
Multi-Ethnicity	214	2.43%
Pacific Islander	27	0.31%
Unknown	88	1.00%
White Non-Hispanic	2,570	29.16%

	Student Count
	8,814
Female	3,209
Male	5,554
Unknown	51

	Annual 2015–2016	Annual 2015–2016	Annual 2015–2016
	Credit FTES	Non-Credit FTES	Total FTES
Source: CCCCO Data Mart	2,584.14	40.30	2,624.44



Los Angeles Mission CIO Presents First CCCIO News & Views “Extra Mile Award” to Super Star Susan Ghirardelli

*Submitted by Michael Allen
Vice President of Academic Affairs
Los Angeles Mission College*

I am pleased to nominate **Susan Ghirardelli**, our senior secretary in Academic Affairs at Los Angeles Mission College (LAMC), for the Extra Mile award! Susan has been employed at LAMC for eight years, during which time she has supported the many functions of Academic Affairs with diligence, competence, and grace. Susan’s work has been instrumental in, but not limited to, the following:

Student Support

Susan’s demeanor toward students is exemplary. She treats each person entering our offices as an individual and ensures that their needs are met and questions answered. When a student walks into Academic Affairs to ask for directions to an office, she makes sure to accompany them to their destination. She truly goes the extra mile with each visitor, both literally and figuratively.

Susan acts as a liaison between Academic Affairs and Student Services for matters pertaining to grade changes. She is deeply committed to resolving all issues that affect students in a speedy manner and processes all requests with the utmost diligence and professionalism. She truly embodies the philosophy of service and makes special efforts to make everyone feel welcome, valued, and respected.

Curriculum

Susan’s contributions to the curriculum process have been unparalleled. She supports the Curriculum Dean

in the tracking, submission and approval of course outlines, certificates, and degrees, participates in all curriculum meetings on campus, and has a deep knowledge of the campus curriculum process, as well as various courses and programs on campus. She acts as an invaluable resource to faculty and administrators in this capacity.

Accreditation

Susan’s superb writing skills and attention to detail were put to excellent use during the 2013 and 2016 accreditation cycles, as well as in the development and editing of follow up reports in 2014 and 2015. Her knowledge of curriculum, various student services, and LAMC’s student population proved invaluable during the accreditation process. The support she provides to the College’s Accreditation Steering Committee keeps the Committee on track and everyone on their ‘A’ (Accreditation?) game.

Administrative Support

Susan has assisted, single-handedly at times, the Vice-President and five Deans in Academic Affairs. Her duties include the scheduling of a vast array of regular meetings on campus, the oversight of all academic hiring committees, as well as the creation and maintenance of tracking systems for evaluation cycles and personnel files. Susan’s skills in taking accurate and complete minutes are outstanding.

Susan is often sought after to serve as the compliance officer on numerous hiring committees. Her knowledge of nondiscrimination laws, her evenhanded approach, and her deep commitment to equity make her a natural in this role.

Finally, Susan is simply a pleasure to work with and has an exemplary work ethic. She welcomes all new employees as part of the family and is the backbone of Academic Affairs, making sure that everyone’s needs are met. This often means you can find her working late to ensure that crucial tasks get completed in order to keep Academic Affairs, and the College, running smoothly.



Left to right:

1. Isabelle Saber, Dean of Academic Affairs
2. Marla Uliana, Dean of CTE and Workforce Development
3. Madelline Hernandez, Dean of Academic Affairs
4. **SUSAN GHIRARDELLI**
5. Dr. Michael Allen, VP of Academic Affairs
6. Dr. Sarah Master, Dean of Institutional Effectiveness
7. Darlene Montes, Dean of Academic Affairs

*“Senior” CIO tells it like it is
to new & aspiring CIOs*

President’s Message

Dear CIO Colleagues:

I’m back! To paraphrase Al Pacino in *Godfather Part 2* (or was it 3?), “just when I thought I was outa’ the game, they pull me back in.”

Actually, I am quite honored and humbled that the CIO Board and my colleagues trust me enough to have me be your back-up plan this year (along with the irrepressible Meridith Randall). I’ve reviewed the great articles composed by your CIO Presidents since my past service and find them inspiring and informative—quite a mark to live up to. So I’m not going to try.

Instead I am going to give some personal advice to new and aspiring CIOs. And why do I think I can do that? Because I’m getting old—so old, in fact that my president conferred the title of Senior Vice President on me a couple years ago and I don’t think it was merely a reflection of my vast wisdom. I never expected to be a CIO for 15 years (three as CIO/CSSO in Wisconsin and going on 12 years at Santa Rosa). Nor did I think I would stay at one college for more than 5–7 years. But I have, and here are a few things I’ve learned:

1. Patience.

Patience is a virtue that I genuinely, perhaps genetically, lack. However, you need to practice it if you want to be a successful CIO. The decisions we make, the contracts we negotiate, the policies and procedures we write and implement, and the faculty and staff we hire are all about the long game. If you want to see a successful institution, take a look at the leadership. Those institutions have long-serving leaders who are trusted by their employees and communities precisely because they are known and stick around long enough to become part of the fabric of the institution.



Mary Kay Rudolph, President, CCCCIO

2. Commitment.

I’ve heard comments by some smart and ambitious new academic leaders indicating that they have their careers planned out—three years as a chair, three as a dean, three as a CIO, and then on to being a President or Chancellor. I’ve also known folks in interim slots who play it safe—avoid making any decisions, try not to upset anyone, maintain the status quo until they land a position. I’ve never done that nor will I hire anyone who does. How will you really know if the job is the right fit if you don’t actually do it? Give yourself and your employer the opportunity to see the real you. And once you have the job, give it your all. Even if you fail you will discover the best in yourself and others.

3. Know when to fold.

At some time or other, unfortunately, most of us will have the experience of working with a bad boss. The situational definition of “bad” can vary—I actually had a misanthropic megalomaniac with sociopathic tendencies as my worst boss ever. I kept thinking, “I’ve never failed. I can make this work. I just have to try harder.” In fact, I almost ruined my health and it took me two years to get back to a job I loved and recover my confidence and self-esteem. I almost waited too

long, and I've known many colleagues who left their professions long before they should have.

4. *Oops.*

We all make mistakes but many of us are afraid to admit it. I have never been one to hide my mistakes—in fact, I try to be the first one to point them out. Just don't make the same mistakes again. Accepting the fact that you are fallible is critical for your deans, faculty, and staff to see. It allows them to make mistakes and learn and grow from them. A cover up culture is stifling and ultimately doomed.

I also forgive those who I think have done me wrong. One of my very favorite colleagues today was my nemesis for about two years. I finally bit the bullet, sat down with them, and cleared the air, admitting my role in what was not a good relationship. (NOTE: It is frequently shocking to discover your nemesis thinks you are the villain. How could that possibly be?)

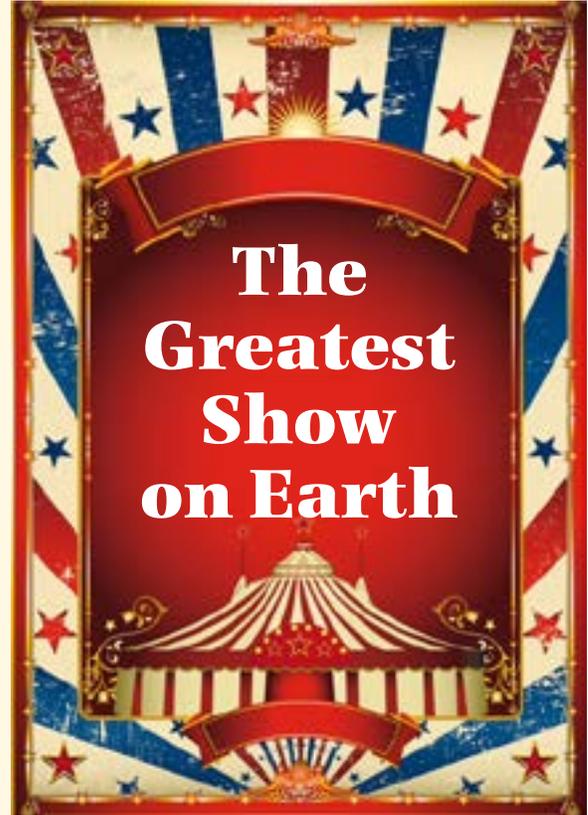
5. *Humor.*

If you don't have a sense of humor, you are doomed as a CIO. By humor I mean the ability to laugh at yourself—at all the little things that drive you crazy but really don't matter in the big scheme of things. I also have an uncontrollable laughing fit whenever anyone, including me, falls down. For that I blame my dad and hours of *The Three Stooges* when I was an impressionable youth.

Okay, enough advice from the SENIOR CIO. I look forward to seeing all of you in October at the Dana and am always available to help you new and aspiring CIOs. (As you see, I love giving advice.)

Mary Kay

Fall 2016 CCCCIO Conference



October 26–28
at the Dana on Mission Bay
San Diego, California

News from the CCCCCO Executive Vice Chancellor of Academic Affairs

Rain or Snow, the Cattle Must be Fed

For a summer reboot, my spouse and I spent the month in Eastern Oregon on a 120-acre working ranch owned by an old high school chum and her husband. They also own another 450-acre ranch where they “hays” that property and “winters” the cattle, which are therefore well fed and very handsome! Her husband is a mechanic, but the hay and cattle operation is her life’s work. I spent a day bailing hay with her and wondered if my parents had not nudged me to keep going to school if I would have ended up working a ranch like my friend’s.

One question I get from colleagues, friends, and family, is, when am I going to retire? It is a question that I find interesting to try and answer. No one asks my old friend when she will sell her cattle and quit bailing hay. She simply knows rain or snow that the cattle must be fed. She is so proud of her work and those handsome cattle! So she grooms younger ranchers and knows that one day others will take over! Cattle ranching is a solitary life.

I like to think that I’m grooming younger “ranchers” too, except we work in teams,

Education has everything to do with teamwork. We manage the energy of faculty, staff, and other administrators, encourage colleagues to think creatively, argue intently for resources, collaborate with our student services partners, and focus on FTE—all with limited staff and simply one too many meetings to attend.

So what do cattle ranching and education have in common? I grew up on one of those Eastern Oregon cattle ranches just like the one my friend still runs. Our fathers taught their daughters to be focused stewards of their environment, to do a good day’s work (and a



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little extra), to figure things out without complaint, and never, never quit. That seems like good advice for ranchers *and* educators. I rest my case!

And speaking of educators, while I was away, the SACC members voted to rename the statewide curriculum work to the California Community College Curriculum Committee or 5C for short. We also have the Chancellor’s Office Curriculum Inventory or COCI to complete, a workgroup to revitalize the curriculum process and entirely too many meetings to attend! I am trying to be a focused steward and grooming those younger than me to take over!

Pam

P.S. I also took a good look at a cattle ranch near my friend’s place, but don’t tell my spouse!