

# CIO NEWS AND VIEWS

The Newsletter of the CCCCIO  
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## Fall Conference

# CIOs TAKE THE STAGE



*Pam Deegan at last fall's conference, exercising her unique leadership style*

*You won't want to miss the high drama of the **CIO Fall Conference at the Dana on Mission Bay, November 1-3.** (<http://www.thedana.net/>)*

*From the opening acts (character actor Scott Lay, now in the challenging role of CCLC Executive Director; world renowned juggler Mark Drummond) to the exciting conclusion (Chris Reigle attacks the brain! Nancy Shulock follows the money!), you will be chilled and thrilled, you will laugh, you will cry, and before the curtain comes down, the virtuous are rewarded and the villains get their just desserts. (The rest of us get dinner and desserts....).*



*So don't delay! Register by going to <http://cccio.org/conference/registration.html>*

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# The Fall Conference

(subject to change)

## Wednesday, November 1, 2006



**Mark Drummond**  
Dinner Speaker

Enjoy a fabulous lunch and get the latest news from CCLCL Executive **Scott Lay**.... Learn more about the Basic Skills Initiative from **Pam Deegan, Robin Richards, & Ian Walton**.... Find out what's up with the System Advisory Committee on Curriculum with **Michele Palate & Randy Lawson**....Enjoy "dinner theatre" at the Prado at Balboa Park, with **Mark Drummond**.

## Thursday, November 2, 2006

Thrill to the improvisational drama for which the morning **CIO business meeting** is famous.... Hear **Pam Eddinger** discuss "Courses for the Math and English Associate Degree Requirements," a new suspense thriller for which she will suggest alternative endings....Lunch with Assembly Budget Committee **John Laird**....In revival—**John Spevak** reprises his role in "Supplemental Instruction/ Learning Assistance, or How Green Was My Tutorial Center?"....Finish the day with an encore appearance of diva **Carole Bogue-Feinhour**, followed by the **President's Reception**, where everybody is a star.

## Friday, November 3, 2006

Two blockbuster performances. Critics say this double bill is a "must-see"!



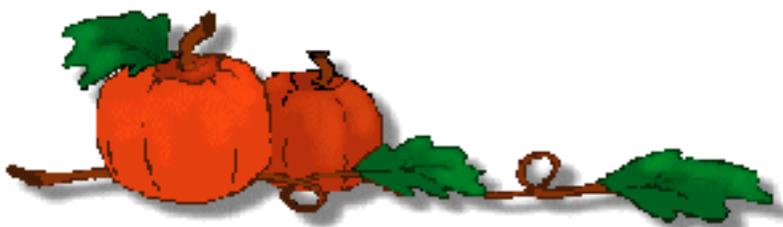
**Chris Reigle**

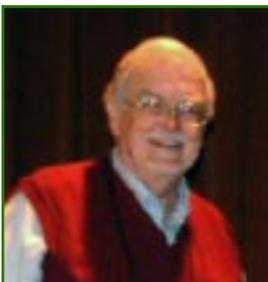
**Chris Reigle** is a Professor of Biology at Irvine Valley College whose fascination with brain function resulted in his completing the Ph.D. program in Molecular Biology, Biochemistry and Genetics at the University of California Irvine. Drawing upon 30 years of teaching and 10 years of study in neurophysiology, he asks the question "Can Advances in Brain Research Provide Insight into Community College Teaching-Learning Strategies?"



**Nancy Shulock**

**Nancy Shulock** is the Director of the Institute for Higher Education Leadership and Policy, CSU Sacramento. The Institute seeks to enhance leadership and policy for higher education with an emphasis on community colleges. Their work is aimed at producing information and services relevant to policy makers, practitioners, and educators. Dr. Shulock will make the case that student success should shape community college finance.





## SECOND CARTER DORAN LEADERSHIP AWARD TO BE PRESENTED



**JULIE HATOFF**  
**1st Carter Doran Leadership Award Winner**

It is time to start thinking about nominations for the second annual *Carter Doran Leadership Award* recipient. This award, given annually at the spring conference, recognizes an active instructional administrator who exemplifies leadership by showing qualities that Carter Doran embodied in his role as teacher/dean at Mt. San Antonio and Vice President of Instruction at Santa Ana and College of the Canyons:

- \* **Integrity, compassion, kindness**
- \* **Sense of humor, wit, and charm**
- \* **Dedication to the common good**
- \* **Devotion to excellence without elitism**
- \* **Generosity with time and talent**
- \* **Loyalty to friends one and all**



Therefore, it is expected that the recipient of the award will have 1) led with heart, 2) demonstrated creativity, 3) shown sustained commitment to addressing instructional challenges, 4) made a profound impact on a college and/or professional organization. Areas of achievement may involve faculty development, diversity, curriculum transformation, institutional effectiveness, enrollment management etc.

Nominations are encouraged from co-workers and colleagues, superiors and subordinates. Nominees may hail from the ranks of program coordinator, chair, division head, dean, or chief academic officer.

The deadline for nominations is **January Monday, January 22, 2007**. Send electronically the nomination form accompanied by a maximum of three additional support letters to Claire Biancalana at [clbianca@cabrillo.edu](mailto:clbianca@cabrillo.edu). You may contact Claire to obtain the forms and more information. The President, in concert with CIO officers, shall select the recipient of the Carter Doran Award.

# CIOs and CSSOs JOIN ACADEMIC SENATE IN BASIC SKILLS “CALL TO ACTION”

*The fundamental truth is that absolutely nothing happens in our world until we make a commitment. It is only after we engage our will that big things do begin to happen: we explore the West, we dig canals, we turn peacetime industry to wartime purposes, we change our racist and sexist minds, we go to the moon.... This is the attitude we need to bring to bear to resolve the basic skills problem in community colleges.*

—Allen Bundy, English instructor, in *Change* magazine, May 2000



*“Although the increased graduation requirements and the Basic Skills Initiative are officially separate items, the Board has made it clear that they expect*

*us to succeed in both—exactly as Senate, CIO and CSSO leaders proposed a year ago. The Academic Senate looks forward to working with each and every one of you to make this successful for our students and their future in California.”*

—Ian Walton, Immediate Past President, CCC Academic Senate



*“This has to be an effort that takes place at every college campus, so it will be a professional development effort on a scale we have not experienced before.*

*So, there’s lots of work ahead, but I feel there is a synergy among our groups and that we are poised to make a difference for our students.”*

—Robin Richards, Past President, CCCSSO

*“This initiative marks an ideal coming together of all the elements necessary for success in addressing what are perhaps our most nagging questions and concerns about serving today’s students effectively. I welcome this exciting opportunity for us to engage in system-wide discussion and action on student learning.”*

—Randy Lawson, President, CCCCIO

## WHAT’S IN A NAME?

The instructor sits down after dinner to read the first student essays of the semester from his English 1A class. The first three look pretty good. Then he turns to the fourth, and as he gets half way down the first page, a depressing revelation hits him squarely in the chest: *This student has no idea how to do this assignment! Is she sick? Lazy? Depressed? Working too many hours? Just not bright enough? Didn’t I make myself clear? How did she get into this class? What do I say to her? Where do I begin?*

Sound familiar? For decades, such moments have fueled countless efforts, big and small, to address the fundamental dilemma faced daily by community college faculty: students who are woefully unprepared for college work. Alas, the number of such students appears to be growing. About 50% of our first-time freshmen drop out within a year, many of them recent high school graduates. Most new freshmen are not prepared for college level mathematics and English, and very few who begin basic skills math and English courses (5.5% and 14%, respectively) persist and succeed in the transfer courses.

Back before junior colleges evolved into community colleges and their mission was primarily to prepare students for transfer, we provided *remedial education*, a term that contains the assumption that the job is to teach students what they had already been exposed to in high school, but failed to learn. The most common remedial course was remedial composition, known the world over as “bonehead English,” but many colleges offered reading and mathematics courses as well. These courses were usually the property of particular departments, with little formal discussion across the disciplines about content or pedagogy.

Later, the term *developmental education* gained ascendancy and continues to be used. The term does not carry the whiff of blame of *remediation*, but it is not just a euphemism. Given the dramatic increase at our colleges of ESL students, older students, students from horrendously dysfunctional families or mind-numbing poverty, students recovering from brutal motorcycle accidents—students, in short, who have complex

FROM THE LEADERSHIP...

lives that they cannot put on hold to take our classes—we have come to recognize that the job of preparing students for college work involves more than a review of the five paragraph essay. It's a matter of focusing on the student and helping her learn how to learn as well as learn the required subjects. This shift in perspective practically demanded institution-wide rather than department based efforts, and helped pave the way for multi-disciplinary programs, a greater emphasis on assessment and counseling, and greater need for institutional research. It also spawned "matriculation," as we define it in the system, and fueled the push for Partnership for Excellence Funds, the student learning outcomes movement, and the new accreditation standards.

But while the perspective of developmental education focuses on the student as an individual, and the college as nurturer of growth and development, another perspective sees the student as future worker/community member/culture-bearer and the college as the certifier of academic standards. The two perspectives need not be in opposition to each other, but they can lead to very different ways of looking at things. This second perspective is implicit in the term *basic skills*. It emphasizes skills, not attitudes or appreciation or specific content, and presumes that we can identify which skills are basic and certify which students have mastered them. It arises not out of instructors' angst about their students, or even a college's interest in the quality of its curriculum, but out of a more broadly shared anxiety about our economic and social future. Many of us are uneasy about it. But perhaps we should be hopeful that finally, many years after the publication of *A Nation at Risk*, a critical mass of opinion shapers and the public at large are sufficiently alarmed about the quality of our programs and the progress of our students to welcome a call for action.

## ARGUMENT BEGETS DIALOG BEGETS PROPOSAL

The California Community Colleges Basic Skills Initiative: A Call to Action arose out of an argument touching on these very issues. In the fall of 2001, the Statewide Academic Senate began developing a proposal for tougher English and mathematics requirement for the associate degree. Its key features are 1) to raise the statewide minimum mathematics competency requirement from the level of elementary algebra to the level of intermediate algebra, and 2) to raise the statewide minimum English competency

requirement from one level below English 1A to the level of English 1A. The Senate sought support from the CCCIO and the CCCSSA for the change, but in a joint resolution last March, the two administrative groups opposed it, arguing that such decisions are matters best decided by local colleges.

The Academic Senate responded to the organizations' resolution, reaffirming its position, but also stating its interest in working with CIO and CSSO colleagues "to make the new requirements successful for every degree recipient at every college" through a project funded by Proposition 98 funds that would pilot and replicate measures to help students gain the skills to meet the requirements. The administrative groups accepted the Senate's invitation to work together, and last spring, representatives of the three organizations met and developed the Basic Skills Initiative. Then-President Pam Deegan brought her energy leadership, and wit to this project.

This past July, the Senate's proposal was presented to the Board of Governors. Also in July, Ian Walton (Academic Senate president), Robin Richards (CSSO president), and Randy Lawson (CIO president) presented the case for funding the joint project. In September the Board of Governors unanimously approved the English/Math proposal, to be implemented in 2009, and funding is now assured for the Basic Skills Initiative.

## THE INITIATIVE

Three major questions are asked in the first phase of the initiative:

1. Why aren't we successful with the under-prepared students who attend community colleges?
2. What works to facilitate learning in the basic skills?
3. How could the success strategies be implemented statewide and what would they cost?

The system office would assemble a group of faculty, administrators, researchers, and learning theorists who would prepare a system approach to investigate how students learn, what teaching methodologies promote this student learning, and what support mechanisms are necessary to sustain learning and achieve success. From this research the group

would identify existing successful programs and develop and share alternative courses, delivery methods, and support mechanisms to all the colleges. There would be statewide professional development and a mechanism for statewide implementation of new ideas.

In the first phase of the initiative, ten steps would be accomplished over twenty-four months:

1. Determine what is happening
2. Identify groups to be involved in the process and develop budget
3. Identify the Problem: *Why are students not moving to college-level courses?*
4. Search the existing research literature: *What works to address the problem?*
5. Listen to the experts: *How did you develop your program?*
6. Develop list of strategies: *What programs/strategies work to improve success & learning (provide a variety for choice)? How did you develop your program?*
7. Circulate list of strategies to various groups: *What comments do our statewide groups have on the identified strategies?*
8. Incorporate input and create manual
9. Disseminate the information at the local campus level
10. Evaluate success and progress

## WHAT'S NEXT?

The Board of Governors has allocated \$750,000 in one-time funding from basic skills over cap money to fund the first phase. The System Office has contracted with Mt. San Antonia College (CIO John Nixon) to implement the first year research activities. Further details will be available in a session at the Fall CIO conference in San Diego.

After that, stable and on-going funding will be required to implement and sustain the strategies identified through this initiative at all California community colleges. Efforts to seek such funding have already begun, through the development of a budget change proposal to be included in the System's budget request for 2007-2008.

So this first year is a crucial one for the success of the initiative. Will this be another well-meaning, good idea that spawns some good practices here and there, or will we finally create an effective, system-wide approach to the academic deficiencies keeping so many of our students from being successful? Our organization leaders are optimistic, but they will need the support of the entire community college family if we are to see real change.

## TAYLOR BAGS VALUABLE PRIZE



Ron Taylor, Vice President of Academic Services at Chabot College, was the big winner in the News & Views promotional contest held in conjunction with our end-of-the-year issue last spring. Ron was the first one to send in the correct answers for a quiz about items in the newsletter to our Marketing and Promotions Department. CCCCIO presented him with a beautiful CIO paperweight for his efforts.

At a news conference, Ron attributed his success to a rigid training regimen, meditation, and the ability to both read and use email.

### the answers

1. What CIO once held the position of "Dean of the Kitchen Sink"?  
*J. Laurel Jones, Ron's colleague at sister college, Las Positas College.*  
(We are investigating possible collusion.)
2. What is, apparently, "the best stress reducer known to human kind"?  
*Harpo Speaks, by Harpo Marx (Tina Pitt's "summer reading item.")*
3. Who is Doc Broman?  
*Julie Hatoff's mentor, a musician who conducted academics.*



## CCCCIO BOARD TRANSITIONS

**WHAT'S CHANGED:** **Pam Eddinger**, Moorpark, replaces **Jack Friedlander**, Santa Barbara (West Central); **Leige Henderson**, Los Angeles Southwest, replaces **Dorothy Rupert**, Pierce (Los Angeles); **Lori Gaskin**, Lake Tahoe & President-elect, replaces **Sallyanne Fitzgerald**, Napa Valley (North Central); **Barry Russell** (Siskiyou), replaces **Michael Bagley**, Feather River (Far North).



*“President Lawson apparently enthalls Lori Gaskin, Michael Kasler, and Barry Russell during a break at the September Executive Board meeting.”*

**WHO'S CONTINUING:** **David Bolt**, West Hills Lemoore (East Central); **Gari Browning**, College of the Desert (Desert); **Pam Deegan**, Mt. San Jacinto (Immediate Past President); **Alan Hoffman**, Hartnell (Southwest Bay); **Michael Kasler**, Cypress (Treasurer, South Coast); **Randy Lawson**, Santa Monica (President), **Ron Manzoni**, San Diego (San Diego/Imperial Valley); **Alice Murillo**, Diablo Valley (Secretary, San Francisco/East Bay).

## NEW BOARD MEMBERS PREPARE TO SERVE



**Lori Gaskin**, Vice President, Academic Affairs and Student Services at Lake Tahoe Community College, returns to the CIO board as representative for Region 2 (North Central). Her major teaching field is, in her words, “the mother of all sciences—the Earth Sciences, geology and geography.” She is starting her sixth year as a CIO, and next year will be President of the CCCCIO.

Following graduate school, I became a freeway flier, teaching at two community colleges in southern California. It was evident to me the first day I stepped into the classroom that

this was where I belonged! That was 26 years ago and I feel humbled to be able to dedicate my professional life to this extraordinary calling. What I like best about both teaching and being a CIO is seeing students achieve their educational dreams. It’s a privilege and an honor to be part of our students’ lives as they pursue an education.

As I look ahead, I do worry about the many things that community colleges are asked to do. Just as the terrain that is the western United States has accreted onto the edge of the continent over millions of years, the scope of our mission as a community college has enlarged over time as well. I want us to do everything well—to offer the highest quality educational opportunities we can—but I do think about the plethora of missions that we have and I wonder whether they all sustainable at a high level of excellence, particularly with the funding mechanism we are faced with in the state.

The chair of the North Central regional group has a unique challenge. Our region spans almost the whole of California across an east/west axis: from Santa Rosa Junior College far to our west to Lake Tahoe Community College two miles from the Nevada border. As a consequence, the colleges in the group are a diverse lot and include very large, urban institutions; rapidly growing institutions; and rural, isolated institutions. Yet the CIOs have much in common. My goal is to foster a network for the CIOs. I’m hoping that we can use the decades of expertise that we collectively represent to help each other, to share ideas, to offer words of support and advice, and to lend an ear. While we are a varied assemblage of colleges—we share the joys and challenges of being CIOs.

I feel honored to be able to represent the CIOs as president in 2007/08. Our profession is at the heart of what we do as community college educators,

servicing students, faculty, and our institutions. I hope I can follow in the wonderful footsteps of Pam and Randy and represent all the CIOs and our unique perspective with integrity and in an informed and thoughtful manner.



**Leige Henderson**, Vice President of Academic Affairs at Los Angeles Southwest College, represents Region 7 (Los Angeles). Her primary field is counseling and she has been a CIO for ten years.

I got into community college work because I love working with people. Over the next few years I think our major challenges will be improving our success rates with students whose basic skills are not up to the challenge of college courses and coping with budgetary limitations. As regional chair I hope to be a good communicator and motivator for new ideas.



**Barry Russell**, Vice President of Instruction at the College of the Siskiyous, represents Region 1 (Far North). His major teaching field is music, and is in his second year as a CIO.

I first got hit with the “administration bug” when I taught music at a junior college in Texas. The opportunity to move from a middle management position to CIO has provided the opportunity to make a real difference. I enjoy setting goals, identifying priorities and working on the special initiatives needed at our college.

Through its listserv, regional meetings, and conferences, the CIO organization has been a valuable source of information and forum through which one can learn a great deal from colleagues. I hope to facilitate that communication in my role as a regional chair. In particular, I would like to see the organization provide opportunities for new CIOs to meet together as they deal with all the new and at times overwhelming information with which they are confronted.



**Pam Eddinger**, the Executive Vice President of Student Learning at Moorpark College, represents Region 6 (Far North). Her major teaching fields are Japanese literature, Chinese literature, and East Asian religion. She was a CIO in Massachusetts for five years, and has been a CIO one year in California.

I think work in the community college chose me, not the other way around. Nowhere else can you find transformations so dramatic, so unexpected, so euphoric, and so inspiring as the ones you witness in the successes of community college

students. And as a CIO, I am directly affecting student learning by leading my college to develop relevant academic programming, good academic policy, and compassionate student development practices. My days are like snowflakes, gone before you know it, never the same twice, but beautiful and mesmerizing all the same.

As a regional chair I hope to provide timely information from the CIO Board Meetings to help the colleges in the region anticipate changes that will affect their program and budget planning. I also envision my role to be an information conduit, an advocate for the region’s colleges, and a representative who brings the region’s concerns to the CIO Board.

I think the biggest challenge community colleges will face in the next decade is a crisis of identity and the generational transition in leadership. We carry a history and purpose grounded in the democratization of education through open access. But over the last two decades, outside forces have cast and recast our role— as the workforce development engine, the last remediator of academic under preparedness, the place of community enrichment, the technical school, the comprehensive college, and so on. We try hard to be everything to everyone. As a consequence, the strong purposeful voice that once called for a social contract with the people — for open access to education— is no longer as distinct or as compelling as when the movement was new. For the community college movement to attract and inspire its next generation of leaders, which is the critical challenge in the next decade, it must rediscover once again the singular charismatic voice that speaks to the joy of service in education, and to the our ability to affect social change in the new “flattened” world community.



## “OLD” BOARD MEMBERS OFFER REFLECTIONS

We cornered departing board members Michael Bagley, Sallyanne Fitzgerald, Jack Friedlander, and Dorothy Rupert in the elevator on their way out of their last board meeting, and asked them to reflect on their board service...

**Sallyanne Fitzgerald:** *I found this experience quite rewarding. I had the opportunity to serve on two statewide committees, so I learned about issues that impact us locally and I could anticipate the changes that were coming. I met some long-term CIOs who gave great advice about such things as apportionment accounting and the regulations on high school students attending community college.*

**Jack Friedlander:** *I agree. Even though I've been a CIO for a while, serving on the board provided me a good opportunity to gain a more complete understanding of policies and issues that were being considered. It also afforded me a forum to offer my own perspective regarding how policies ought to be developed and implemented.*

**Michael Bagley:** *For me it was working and serving with CIOs who are in the same boat. I never truly understood the saying “you don't know until you have walked in someone else's shoes” until I became a CIO.*

**Dorothy Rupert:** *Yes—The two best things about being on the board were developing a better understanding of state issues and hanging out with some of the most terrific people I have ever met.*

**News & Views: How did you find the time to serve?**

**Jack Friedlander:** *From my perspective, if you make a commitment to be on a board as important as this one, you do all you can to fulfill your obligations, which include participating at each of the board meetings and CIO conferences. One of my disappointments was how many of the board members missed meetings.*

**Michael Bagley:** *I prioritized CIO leadership over other things. Being on the board actually saved me time, since it helped me be proactive instead of reactive on many instructional issues.*

**Dorothy Rupert:** *I viewed it as part of my professional development and that enabled me to make the time to participate on the Board.*

**Sallyanne Fitzgerald:** *I think support from your campus is important too. I was fortunate to have a president who supported involvement and support staff who made possible my absences from campus. And frankly, it really doesn't take as much time as one might expect.*

**News & Views: How could the board be more effective?**

**Sallyanne Fitzgerald:** *One concern I have is about new CIOs and the board. It is difficult to know who to talk with and how to get involved when you first become a CIO, and there may not be anyone on the campus who quite understands it either. Perhaps, the Board might send a welcome letter to new CIOs with some information about dues and meetings. Also, getting on the list serve through the Chancellor's*

*Office is not hard, but I never saw the process explained in writing. I know how difficult it is to find out who new CIOs are, especially because they start at different points in the year, but perhaps the CEOs could be contacted twice a year to ask who is new on each campus or perhaps the CEO Board could take on the responsibility of notifying the CIO Board.*

**Jack Friedlander:** *During my four years on the Board it has come a long way to establish itself as a forceful and well respected voice for the CIO perspective on the issues that come to the various state level forums that shape regulations and policies. In addition, it deserves a great deal of praise for the excellent work it has done planning and implementing the conferences it has sponsored or co-sponsored.*

*Finding time to prepare position papers issues that are important and of interest to CIOs is a major challenge, and the board has recognized this by allocating funds to draft policy papers. But I think we could do a better job in focusing our efforts on topics that directly pertain to improving student learning and attainment of desired educational outcomes. This would require the board to find other means for discussing policy and process issues that, while important, are tangential to those which are at the core of the CIO's leadership responsibilities.*

*Continued on p. 10*



**Dorothy Rupert:** *One way for the board to focus a bit more on the topics Jack mentions would be to schedule some meetings at colleges with exemplary programs, such as Chaffey's Tutoring Center. It probably would be difficult to coordinate, but worth the effort.*

**Sallyanne Fitzgerald:** *I'd like to bring up a concern about the regions. Our region is too widespread to meet more than once a year or so, and even that is difficult to arrange. Perhaps reconfiguring the regions would help them have meetings where more people could attend.*

**Michael Bagley:** *Well, here's my suggestion for improving board performance: clone more people like Pam Deegan and Randy Lawson, and be careful about people like me!*

**News & Views:** **I see that the elevator is almost to the ground floor, and you will soon escape. Any parting words?**

**Sallyanne Fitzgerald:** *I want to thank everyone who made my four years as a CIO such a wonderful experience, especially the last two years on the board and the final year on the System Curriculum Committee. What a dedicated and supportive group you are! [Sallyanne retired this past August and has moved to Florida, where she has family ties.]*

**Dorothy Rupert:** *The CIO job was the hardest job I ever had, but it was also the most rewarding job I've ever had, in large part because of my participation in the CIO network. You are very special people. In fact, there*

*are really only two things that I regret about my new position: my skinnier paycheck and not being able to continue on the board. Take care of yourselves, and try to find some time to smell the roses and get to the gym. [Dorothy served as CIO on an interim basis and decided to return to her former position.]*

**Jack Friedlander:** *Every CIO would benefit from serving on the board and on task forces and committees that require CIO representation.*

**Michael Bagley:** *You're right—it's a wonderful adventure.*

## DON'T JUST STAND THERE—PAY YOUR CCCCIO DUES !



Just three hundred bucks a year gets you:

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- ✓ a voice in the development of policies and regulations affecting you and your college
- ✓ conferences tailored to your interests and needs
- ✓ an outstanding network of outstanding colleagues
- ✓ a fabulous web site, and
- ✓ this really cool newsletter!

**WHAT A DEAL!** You can include the dues in your check for the fall conference or pay separately.

Not sure you're paid up? Click on:

<http://cccio.org/renewals/index.php>

Need more information? Contact Claire Biancalana at: [clbianca@cabrillo.edu](mailto:clbianca@cabrillo.edu).

## RANDY'S REFLECTIONS

Greetings, CIO Colleagues! I hope you are experiencing a very positive beginning for the Fall 2006 Semester. For the community college system, the 2006-2007 academic year is off to a very promising start. Although it affects each of our colleges differently, the system budget is the best we have had in years. (Since I previously served as CCCCIO President in 2002-2003—the year of mid-year cuts and endless “gloom and doom” budget reduction meetings, this is particularly significant to me!) Pending the Governor’s signature of SB 361, we are ready to implement a new funding formula that is the result of intense discussion over several years. We can now focus on our core business—meeting the educational needs of our students.

Since July 1, I have been adjusting to a steady diet of airline wine and peanuts and to establishing residency at the Sacramento Holiday Inn! I want to share with you briefly some of the highlights of my travels in terms of system issues and accomplishments—all of which will be featured in greater depth at our Fall 2006 Conference *CIOs Take The Stage* (November 1-3 in San Diego).

The July 2006 Board of Governors meeting began with a retreat focused on Basic Skills. Academic Senate President Ian Walton, CSSO Immediate Past President Robin Richards, and I participated in a panel to unveil the Basic Skills Initiative, which is the direct result of the concerns expressed in the resolution—a response to the proposed changes in English and mathematics associate degree requirements—developed and approved at our joint CIO/CSSO conference last March. This retreat, which also featured “best practices” presentations from colleges (including Chaffey) and national authorities, effectively served the purpose of linking the Basic Skills Initiative to the recently approved System Strategic Plan.

At its September 2006 meeting, the Board of Governors unanimously approved a Title 5 revision to raise the minimum associate degree requirements for English and mathematics to the English 1A and Intermediate Algebra levels, with an implementation deadline of Fall 2009. The fact that the CIO, CSSO, and CEO organizations joined the Academic Senate in supporting this agenda item is a tribute to the collegial and collaborative efforts that began last March among these organizations, with CCCCIO Immediate Past President Pam Deegan at the forefront. Also approved at this meeting were the 2007-2008 System Budget Change Proposal (which includes an initial means of establishing a permanent base funding stream to support Basic Skills) and an action to allow those colleges with winter intersessions to charge students the reduced \$20-per-unit enrollment fee for Winter 2007 as well as Spring 2007. (The latter was the direct result of concerns expressed at the August Consultation Council meeting by members



**Randy Lawson**  
**CCCCIO President**  
**Vice President of Academic Affairs**  
**Santa Monica College**

who pointed out the logistical and recruitment problems presented by charging different enrollment fees to students registering for the two sessions concurrently.)

At the September Consultation Council meeting, Vice Chancellor Robert Turnage announced that the System Office is prepared to implement all but one of the provisions of SB 361 upon the Governor’s signature. The Council devoted most of this meeting to providing direction on the one remaining provision—requirements for enhanced funding for specific categories of noncredit instruction. Jim Austin (Grossmont-Cuyamaca District CBO) was introduced as the interim successor for Robert Turnage, who is leaving the System Office after four years. I am sure that we are all appreciative of Robert’s outstanding leadership and wish him well as he pursues new career opportunities.

On the curriculum and instruction front, the System Advisory Committee on Curriculum (SACC) continues to provide exemplary leadership and is a model of collegial collaboration among the Academic Senate, CCCCIO, and the System Office. Based upon a SACC white paper advocating local approval of stand-alone courses, AB 1943 (Nava) has been approved by the Assembly and the Senate and awaits the Governor’s signature. The July 2006 Academic Senate Curriculum Institute featured a first-ever “SACC Update” break-out session (including faculty, CIO, and System Office members of the committee), as well as many sessions jointly facilitated by faculty and CIOs. SACC is currently focusing on a major revision of the *Program and Course Approval Handbook*. The Academic Senate has formed an Associate Degree Task Force to focus on issues related to “transfer” associate degrees. John Nixon is representing CCCCIO on this task force, and we will be watching with great interest the outcome of several resolutions on this topic at the Academic Senate Fall Plenary Session.

The CCCCIO Executive Board has been busily engaged in planning not only the CCCCIO Fall Conference, but also CIO Day (November 17) at the CCLC Conference in Costa Mesa. In addition to CIO Day, CCCCIO is involved in presentations on two other days of this conference. This is indicative of how far our organization has come in its efforts to ensure a prominent “CIO Voice” in our system. I want to take this opportunity to thank CCCCIO Executive Board members and others of you who devote precious time to representing us so effectively on some thirty (at last count!) committees, workgroups, and task forces.

I hope you will all join me as we “take the stage” November 1-3 in San Diego!